



Domain Review



Note to Teacher

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole group or small group settings.

Core Content Objectives Addressed in This Domain

Students will:

- ✓ Demonstrate familiarity with specific fairy tales
- ✓ Identify the fairy tale elements of specific fairy tales
- ✓ Identify fairy tales as a type of fiction
- ✓ Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings
- ✓ Compare and contrast different adaptations of fairy tales

Review Activities

Image Review

Show the Flip Book images from any read-aloud again, and have students retell the fairy tale using the images.

Image Card Review

Materials: Image Cards 1–17

In your hand, hold Image Cards 1–17 fanned out like a deck of cards. Ask a student to choose a card but not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for the giant, a student may say, “I lived in a castle at the top of a beanstalk. Who am I?” The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.

Riddles for Core Content

Ask students riddles such as the following to review core content:

- I came up with a plan to drop pebbles to find my way back home. Who am I? (Hansel)
- I chased Jack down the beanstalk because he had stolen my hen and harp. Who am I? (giant)
- I tricked Hansel and Gretel to come inside my gingerbread house. Who am I? (the wicked witch)

Domain-Related Trade Book

Materials: Trade book

Refer to the list of recommended trade books in the Introduction at the front of this Anthology, and choose a modern adaptation of one of the fairy tales students have already heard to read aloud to the class. Before reading, ask students to recall who wrote down the original versions of the fairy tales more than two hundred years ago. (the Brothers Grimm) Explain that modern authors sometimes take old fairy tales from the Brothers Grimm (or other authors, such as Hans Christian Andersen) and change the way the story is told or add new details. Tell students that these new ways of telling old stories are called “retellings” or “adaptations.” As you share trade books with students throughout the domain, you may wish to point out when fairy tales have been “retold” or “adapted” by modern authors. Explain to students that illustrators sometimes update old fairy tales by creating illustrations that use a different style or that show other ways of thinking about the tales. Tell students that today they will get to hear one author’s retelling of a story and see a different style of illustrations. You may also choose to read both a classic and modern version of the same story and have students compare the two.

As you read the trade book, use the same strategies that you have been using when reading the read-aloud selections in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book aloud, lead students in a discussion as to how this tale is the same as the version in

the read-aloud and how it is different. You may wish to show illustrations side-by-side and ask students to compare and describe the styles. Also discuss whether or not this adaptation has the various elements of a fairy tale.

You may also ask students to write a sentence explaining how they know that the trade book is a fairy tale. Some students may need to dictate the sentence to an adult, whereas others may write their sentences on their own.

Key Vocabulary Brainstorming

Materials: Chart paper, a chalkboard, or a whiteboard

Give students a key domain concept or vocabulary word such as *royalty*. Have them brainstorm everything that comes to mind when they hear the word, such as *king, queen, prince, princess*, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

Student-Created Books

Materials: Booklet; drawing tools

Have each student make his/her own book that is a retelling of one of the fairy tales that has been shared. As a class or with a partner, have students brainstorm the sequence of events: beginning, middle, and ending. Also, talk about the various fairy tale elements. Students will draw a picture on each page to show the beginning, important middle events, and ending of the fairy tale. Students will also write a sentence to go with each picture. Some students may need to dictate their sentences to an adult, whereas others will be able to write the sentences on their own.

On Stage

Have students think again about the various problems and solutions in the fairy tale. Take a few minutes to brainstorm Hansel and Gretel's heroic and clever actions in the fairy tale.

Tell students that they are going to pretend to be one of the characters. Students should think of an action that they can do and something they can say to give the rest of the class a clue as

to which character is being portrayed. For example, as the witch, a student may pretend to creep toward a cage and say, “Hansel, stick out your finger so I can tell if you are fat enough to cook.” As Gretel, a student may say, “I don’t know how to do it. Where do I look? Could you show me how?” and pretend to push the witch into the hot oven. As Hansel, a student may pretend to stuff his or her pockets with pearls and jewels and say, “These are better than pebbles!”

The rest of the class will guess which character is being portrayed and explain how they knew.

Venn Diagram

Use a Venn diagram to compare two characters from different fairy tales, such as the witch in “Rapunzel” and the witch in “Hansel and Gretel.” You may use images from the read-alouds as visual reminders.