

Fairy Tale Writing

2nd-3rd Grade Writing Unit

Pre-Writing: Middle

Now it's time to answer some questions about the middle of your story!

Remember to use the **fun stuff** and **problems** you chose in the Brainstorming step.

Let's look at the example story to see how things play out. Then write your answers before we move to the end.

Pre-Writing: End

Brainstorm

Once Upon a Time...

All Characters

- Prince
- Princess
- Fairy
- Villain
- Dragon
- Wizard
- Knight
- Witch
- Elf
- Dwarf
- Giant
- Troll
- Goblin
- Ogre
- Monster
- Giant
- Troll
- Goblin
- Ogre
- Monster

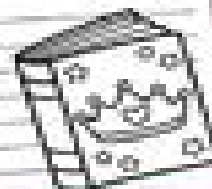
Problem

- The prince and princess were in love.
- The prince and princess were in love.
- The prince and princess were in love.
- The prince and princess were in love.
- The prince and princess were in love.

Resolution

- The prince and princess were in love.
- The prince and princess were in love.
- The prince and princess were in love.
- The prince and princess were in love.
- The prince and princess were in love.

Fairy Tale



Fairy Tales

Day 1

Remember: your Fairy Tale will need to have ingredients:

- Imaginary Places (Setting)
- Good Characters
- Bit of Magic
- Fear: villain who scares the character
- May the character win
- Lesson (Moral)

Start your writing with some fun or funny! The beginning should be interesting, fun, exciting and good characters.

Narrative Writing

Folk Tale Writing Second Grade

Huangqi Zhang



Folk Tale Writing Second Grade:

Growing Independent Learners Debbie Diller, 2023-10-10 Debbie Diller has revolutionized literacy instruction in countless classrooms over the years demonstrating how to effectively use literacy workstations to engage students in critical literacy learning In *Growing Independent Learners From Literacy Standards to Stations K 3* she provides a comprehensive guide to help you plan instruction focused on literacy standards organize your classroom for maximum benefit and lead your students to independence through whole group lessons small group focus and partner learning at literacy stations The first four chapters lay the foundation with planning organizing and instruction that are essential for success with literacy workstations From creating a model classroom and developing planning tools to using anchor charts Diller gives you creative ideas for making the most of your classroom environment to support student independence Later chapters focus on standards based instruction built around key reading writing and foundational skills as well as speaking listening and language standards Each of these chapters provides the following Detailed explanations of each standard s importance and real world application examples Planning tools including academic vocabulary modifiable lesson plans for whole group instruction and suggestions for literacy workstations Mentor texts to use during whole group small group or stations Over 400 full color photos demonstrating workstations in action Ways to connect lessons into other areas of daily instruction including independent reading time small group instruction and workstations *Growing Independent Learners* will help you create a vibrant classroom filled with independent learners This book will quickly become an essential resource for any teacher who believes that all children can learn to work independently in a classroom that s well organized and mindfully planned *Write Your Own Fairy Tale* Natalie M. Rosinsky, 2008 Want to be a writer This is the perfect place to start The write your own series will teach you how to craft believable characters and intense plots along with satisfying beginnings middles and endings Examples from numerous books appear throughout the text along with tips from published authors to help you along *Content Area Lessons Using Graphic Organizers, Grade 3* Debra Housel, 2008 Teaching lessons that meet the standards for your grade level in reading writing science geography history and math **The School Journal** ,1903

New York School Journal ,1894 **Young Children's Play** Jeffrey Trawick-Smith, 2019-08-16 *Young Children s Play Development Disabilities and Diversity* is an accessible comprehensive introduction to play and development from birth to age 8 years that introduces readers to various play types and strategies and helps them determine when intervention might be needed Skillfully addressing both typically developing children and those with special needs in a single volume this book covers dramatic play blocks games motor play artistic play and non traditional play forms such as humor rough and tumble play and more Designed to support contemporary classrooms this text deliberately interweaves practical strategies for understanding and supporting the play of children with specific disabilities e g autism Down syndrome or physically challenging conditions and those of diverse cultural backgrounds into every chapter In sections divided by age group Trawick

Smith explores strategies for engaging children with specific special needs multicultural backgrounds and incorporating adult child play and play intervention Emphasizing diversity in play behaviors each chapter includes vignettes featuring children s play and teacher interactions in classrooms to illustrate core concepts in action Filled with research based applications for professional practice this text is an essential resource for students of early childhood and special education as well as teachers and coaches supporting early grades or inclusive classrooms

Normal Instructor and Teachers World ,1928 Normal Instructor and Primary Plans ,1919 Resources in Education ,1998-04 **Official Report of the Proceedings of the Board of Education of the City of Chicago** Chicago (Ill.). Board of Education,1891 *Idaho Bulletin of Education* Idaho. State Board of Education,1915 **Bulletin** ,1914 **The Journal of the National Education Association** National Education Association of the United States,1928 Teaching Discipline-Specific Literacies in Grades 6-12 Vicky I. Zygouris-Coe,2014-10-30 Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills and aims at reducing student achievement gaps Building on the research supported premise that discipline specific reading instruction is key to achieving these goals this text provides practical guidance and strategies for prospective and practicing content area teachers and other educators on how to prepare all students to succeed in college and the workforce Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts Classroom Life real 6 12 classroom scenarios and interviews with content area teachers Common Core State Standards Connections College Career and Workforce Connections Applying Discipline Specific Literacies Think Like an Expert habits of thinking and learning specific to each discipline Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The Companion Website includes Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary Flashcards For Instructors All images and figures used in the text provided in an easily downloadable format For Instructors PowerPoint lecture slides Journal of Education ,1893 **Teaching Literacy in the Visible Learning Classroom, Grades 6-12** Douglas Fisher,Nancy Frey,John Hattie,Marisol Thayre,2017-04-12 It could happen at 10 10 a m in the midst of analyzing a text at 2 00 when listening to a students debate or even after class when planning a lesson The question arises How do I influence students learning what s going to generate that light bulb Aha moment of understanding In this sequel to their megawatt best seller Visible Learning for Literacy Douglas Fisher Nancy Frey and John Hattie help you answer that question by sharing structures and tools that have high impact on learning and insights on which stage of learning they have that high impact With their expert lessons video clips and online resources you can design reading and writing experiences that foster in your students deeper and more sophisticated expressions of literacy Mobilizing Visible Learning Use lesson design

strategies based on research that included 500 million plus students to develop self regulating learners able to see the purpose of what they are learning and their own progress Teacher Clarity Articulate daily learning intentions success criteria and other goals understand what your learners understand and design high potency experiences for all students Direct Instruction Embrace modeling and scaffolding as a critical pathway for students to learn new skills and concepts Teacher Led Dialogic Instruction Guide reading writing listening speaking and thinking by using strategic questioning and other teacher led discussion techniques to help learners to clarify thinking discuss debate and goal set Student Led Dialogic Learning Promote intellectual social and creative growth with peer mediated learning experiences that transfer to other subject areas including history science math and the visual and performing arts Independent Learning Ensure that students deepen learning by designing relevant tasks that enable them to think metacognitively set goals and develop self regulatory skills Tools to Use to Determine Literacy Impact Know what your impact truly is with these research based formative assessments for 6 12 learners With Teaching Literacy in the Visible Learning Classroom take your students from surface to deep to transfer learning It s all about using the most effective practices and knowing WHEN those practices are best leveraged to maximize student learning Biennial Report Wisconsin. State Board of Control,1896 Includes reports of the several state institutions **Public Documents of the State of Wisconsin** Wisconsin,1899 **Biennial Report of the State Board of Control of Wisconsin Reformatory, Charitable and Penal Institutions** Wisconsin. State Board of Control,1898
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