



Grade Level:
Elementary

Subject Areas:
Science and English

Setting:
Classroom

Skills:
Observation

Prior Preparation: Assign students parts in the reader's theater. Additional responsibilities can include costume designers/makers, prop managers, scenery makers/managers and camera crew.

Live! It's Fairy Tale News

Objective: Students will become different parts of a news broadcast.

Materials:

Live! It's Fairy Tale News script (one copy per reader)
Props (see prop list)
Transparencies (optional)

Background:

Your students step into the role of reporter in this reader's theater and discover the news from a different angle as it unfolds in twists on classic fairy tales.

Your class can have an opportunity to do each of the following: expository writing, persuasive writing and narrative writing with completion of the Extension section of this activity.

Procedure:

- Assign each student a role in the reader's theater. If you are going to perform this for other classes, assign every student in your class a job. If you are going to perform this as an in-class activity, assign only the reading roles.
- Make props for the characters.
- Read the script.

Extensions:

- **The Fairy Tale Tribune (expository writing):** Television is just one way members of the fairy tale community receive news and information. Let your students use their imaginations and practice creating written news about the fairy tale community through a classroom fairy tale newspaper. Students may be creative in their articles, but remind them they must include the five W's (who, what, where, when, and why) in the lead paragraph. Ask students to brainstorm fairy tale events. You may wish to compile articles into a format that looks like a newspaper and distribute this as a classroom issue of "The Fairy Tale Times." Students can create other parts of the newspaper, such as an opinion section (example: students may want to write for or against the demolition of the beanstalk), want ads, commercial advertisements, comics and fairy tale recipes.
- **Persuasive Writing:** Give your students practice developing persuasive arguments by letting them imagine what kinds of commercials might appear during a fairy tale news broadcast. Cinderella may advertise a new kind of unbreakable glass slipper or Rapunzel may be an infomercial spokesperson for hair products are examples. Begin by having the students brainstorm lists of fairy tale characters and specific items they are associated with, such as Snow White and apples, Cinderella and time or shoes, Rapunzel and hair products, and Rumpelstiltskin and gold. Advertisements may take 2 forms: ads that sell products developed by fairy tale characters themselves (for example, Jack's beans and Sleeping Beauty's orthopedic mattresses) or ads that sell things fairy tale characters may need (such as a beeper to keep Cinderella on time at the ball or a cell phone for the pigs to use to call for help when they meet up with the wolf). After choosing a product idea, students must think of at least 3 reasons why a person would want to buy the product and develop a poster, magazine print ad, infomercial script, or television commercial ad. Provide examples for students to read, listen to or watch.
- **Narrative Writing:** even though the play ends, the news in the lives of the fairy tale characters doesn't. Give the students the chance to practice creating dialogue as they interview fairy tale characters in this extension. To begin, students brainstorm fairy tale news items they wish to report. These items can be from any fairy tale and not just situations found in the play. They may include such things as the moment Snow White bites the poison apple, the time Pinocchio becomes a real boy, or an hour after Hansel and Gretel have escaped from the witch. Next, instruct students to recreate this moment in the

form of a dialogue, using the form of the play as an example. Students should write both as the reporter and as the character being interviewed. They may wish to write as themselves. Focus on allowing students to practice using conversation and dialogue as a way to relay information. If you wish, you may ask students, after their script dialogues are complete, to change them into narrative dialogue form, such as the kind found in stories, complete with quotations marks and proper punctuation. In addition, students may create dialogue for a fairy tale soap opera or a radio show.

This activity adapted from “Cinderella Outgrows the Glass Slipper and Other Zany Fractured Fairy Tale Plays” by J.M. Wolf