



Mapoon Campus

Year Level: 1 2 3 4 5 6 7

Implemented in Y2005, Term 1 2 3 4

Planned and Implemented by: Alex Jennings

Rich Task: Read and Talk About Stories

Students will view, read and listen to fiction stories presented in different media forms. They will analyse characters and settings and compare different stories and different stories and different media, incorporating their own experiences. They will present their ideas in a performance using a selected combination of words, visual images, music and drama

Targeted Repertoires of Practice:

1. Comparing & contrasting
2. Empathising with characters in a story
3. Interrelating gestural, linguistic & spatial literacies
4. Negotiating with peers
5. Recording and plotting relationships
6. Transforming written word into dramatic presentation
7. Using diagrams to clarify & convey ideas

New Basics Referents:

- *Life Pathways
- *Multiliteracies & Communications Media
- *Active Citizenship

What Can We Learn From Fairytales?

Investigation Questions:

INVESTIGATION 1: What are some of the all time greats?

INVESTIGATION 2: Who are some of the Fairytale heroes and villains?

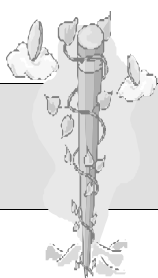
INVESTIGATION 3: Are all Fairytales the same?




INVESTIGATION 4: Can we bring a Fairytale to Life?



Corresponding TROP	Investigation 1: What are some of the all time greats?
4	Introduce contextual question through class discussion and design title page with investigations.
1 4 7	Brainstorm fairytales familiar to students and complete mind map
	Introduce the 3 selected stories for this task Jack and the Beanstalk, Little Red Riding Hood and Goldilocks and the Three Bears.
	Introduce terms plot, setting, characters, media, orientation, complication, resolution, beginning, end, title, author, illustrator

Corresponding TROP	Investigation 2: Who are some of the Fairytale Heroes & Villains?
	Complete this investigation by focussing on one of the selected fairytales at a time beginning with <u>JACK AND THE BEANSTALK</u>
7	Read the fairytale by using the book media first. Breakdown the story into the narrative table format Orientation, Complication and Resolution.
1	Tell the students the same fairytale now using the felt puppets. Discuss the variations in each plot and compare



Corresponding TROP	Investigation 2: cont.....
7 1	Sing the Jack and the Beanstalk song and discuss which media they enjoyed most, the song, the book or the felt story. Why?
7	Complete character mind maps
7 5	Complete character sociogram to investigate character relationships
7	 <u>LITTLE RED RIDING HOOD</u> Read 2 versions of this book and do narrative breakdown chart.
1 7	Discuss the similarities and differences in the plot, characters, setting, media and complete venn diagram
1 5 7	Complete character sociogram to highlight character relationships
1 7	Introduce concept of a theme. For the purpose of this year's task, we are highlighting the theme of greed. Class discussion about greed and what it is and is not and tell stories of personal experiences they have seen greed. Complete dumbbell diagram - Greedy V Not Greedy
4 6	In small groups role play some greed scenarios
2	Relate the theme of greed to both fairytales so far Jack and the Beanstalk and Little Red Riding Hood. Who were the greedy characters? What made them greedy?
1 2 5	Discuss villains and heroes and victims and bullies. Discuss whether or not Jack was the victim or the bully in their eyes. Was he ripping off the giant or was the giant the actual bully? Pose questions like this to get students to critically analyse stories. Discuss whether or not students felt sorry for the victims, e.g Grandma, Little Red Riding Hood, Jack or the Giant.
1 5 7	Do a cross comparison of characters across the two stories. Victim Vs Bully venn diagrams.
1	<u>GOLDILOCKS AND THE THREE BEARS</u> View video of Goldilocks and discuss medias of all 3 fairytales. Discuss favourite media and why.
1 7	Complete a PMI Chart (plus, minus and interesting) comparing the students' favourite media.
2 7	 Complete a Y chart putting themselves in the shoes of Goldilocks. What would she FEEL, SEE, SMELL when entering the 3 Bears' house. Pose the question - was Goldilocks actually being selfish and greedy by entering the house without permission and eating their food and breaking their chair and sleeping in their beds?
1 7	 Complete a plot analysis of Goldilocks and the 3 Bears and map the excitement level through the beginning, middle and end of the story. Do this with another fairytale and copy onto OHT and overlay it to compare the plots. Draw conclusions to which fairytale provided the most excitement when and where throughout the plots.
2	Write stories conveying personal experiences of when someone they knew was being greedy like the Wolf or like Goldilocks.

Corresponding TROP	Investigation 3: Are all Fairytales the same?
1 4	In completion of the studies of the 3 selected fairytales, discuss the similarities and differences across all 3. Include comparisons between theme, plot, media, characters, setting etc...
7	Complete a 3 way Venn Diagram for Jack and the Beanstalk, Little Red Riding Hood and Goldilocks and the Three Bears.

Corresponding TROP	Investigation 4: Can we bring a Fairytale to Life?
3 4 6	Introduce concept of freeze frames to students. Create a group freeze frame highlighting the theme of greed where most evident in the 3 fairytales. Take digital images.
3 6	Rewrite the fairytale of Goldilocks and the 3 Bears to Greedy Goldilocks and the 3 Bears enhancing Goldilocks greed.
3 6	When script writing is complete, students to search for sound effects to enhance performance. E.G doors opening and closing, anti-climax music, snoring, furniture breaking etc.. Add these to the script.
3 6	Tape performance of Greedy Goldilocks and the Three Bears.

