

Elements of Fairy Tales

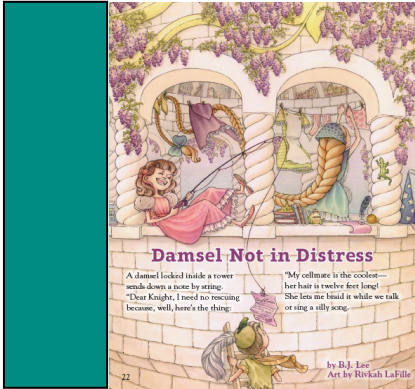
Complete the chart with details from “A Fanfare for Sir Frederick” that support the fairy tale elements listed below.

1. The story begins with the words “once upon a time” or something very similar.	
2. The story includes fantasy, magic, and make-believe elements.	
3. The setting is often a forest or a castle long ago.	
4. The story involves a problem that needs to be solved.	
5. Things happen three times.	
6. The ending is happy and good characters are rewarded.	
7. The story teaches a lesson.	

Damsel Not in Distress

pp. 22–23, Poem

Introduce fractured fairy tales by using this poem about two damsels in a tower. Not all damsels in distress need to be rescued.



RESOURCES

Character Traits

OBJECTIVES

- Students will read and analyze a poem.
- Students will analyze characters.
- Students will write a fractured fairy tale.

KEY VOCABULARY

- **damsel (p. 22)** a young woman who is not married
- **Knucklebones (p. 23)** a game like jacks where a small object is thrown up and caught, while trying to pick up other small objects on the ground
- **complaint (p. 23)** something to be unhappy about

ENGAGE

Conversation Question: How can authors of fiction and nonfiction show what life was like hundreds of years ago?

Ask students to name the kind of things they expect to happen in fairy tales like Rapunzel, Snow White, and Sleeping Beauty. Discuss what usually happens to girls in these stories. Then tell students to listen for surprises as you read this fairy tale poem.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Then have students work in groups of four to play charades using these words. Tell one group member to act out a word while the others guess the word. Then have them switch roles. Explain that the person acting out the word may not speak or make noises. Limit each round of play to one minute. Remind students to look for these words as they read.

READ & DISCUSS

After students read the story, use these questions to prompt discussion:

1. When does this fairy tale begin to change from a traditional tale to a fractured tale?
2. Underline five unexpected details and events in this poem.
3. Why does the damsel say, “Check back in on Monday, though, in case I’ve changed my mind.”

SKILL FOCUS: Analyze Character Traits

INSTRUCT: Remind students that characters have traits, or qualities, just like real people. Offer examples of traits, such as shy, imaginative, selfish, and trustworthy. Explain that readers can learn about a character’s traits by paying attention to story details about the things characters do, say, and think. Ask students what they know about the Rapunzel story. Discuss with students how the damsel in this poem is different from Rapunzel. Have students point out details that reveal this information about the characters

ASSESS: Distribute a copy of the *Character Traits* worksheet to each student. Have students work in pairs to complete the worksheet. Then ask volunteers to share their responses with the class.

EXTEND

Writing Have students choose a fairy tale that they know well and write their own fractured version of it. Instruct them to provide illustrations to accompany the tale and invite students to share their finished work with the class.

Character Traits

Identify the traits of the damsel and Rapunzel. Write the traits of Rapunzel in the left column. Then find details in the poem that show traits of the damsel. Write these details and traits in the column on the right.

Rapunzel's Traits	Details That Show Traits of the Damsel
1.	1.
2.	2.
3.	3.

Talk About It: Which character do you like better? Explain your thinking to a classmate.

Tips for Performing Reader's Theater: Use this guide to help reenact the play/script.

1. Read clearly in a strong, loud voice.

2. Use facial expressions to help show your character's feelings.

3. Use body movement and gestures to help show your character's attitude.

4. Change the tone of your voice so it matches your words.

5. Establish eye contact and let the audience see your face when you speak.

