

PORTRAYING FAIRY TALE CHARACTERS USING ARTS INTEGRATION

ANGELA SISK, KENNESAW ELEMENTARY SCHOOL

Unit Overview

In this unit, second grade students will master English Language Arts (ELA) standards by assuming the role of a fairy tale character. Specifically, students will use various arts integrated strategies, including Hot Seat, Tableau, and Writing in Role, to develop and practice language and literacy skills. By using these strategies, students will gain meaningful knowledge about character traits and point of view.

Standards Addressed

1. **ELAGSE2RL1:** Students will ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. **ELAGSE2RL2:** Students will recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. **ELAGSE2RL3:** Students will describe how characters in a story respond to major events and challenges
4. **ELAGSE2RL5:** Students will describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.
5. **ELAGSE2RL6:** Students will acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
6. **ELAGSE2RL7:** Students will use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
7. **ELAGSE2SL1:** Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.)
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

8. **ELAGSE2SL2:** Students will recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.
9. **ELAGSE2SL3:** Students will ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
10. **ELAGSE2SL4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
11. **ELAGSE2SL5:** With guidance and support, students will create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.
12. **ELAGSE2SL6:** Students will produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
13. **ELAGSE2W1:** Students will write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
14. **ELAGSE2W5:** With guidance and support from adults and peers, students will focus on a topic and strengthen writing as needed by revising and editing.
 - a. May include prewriting.
15. **ELAGSE2W6:** With guidance and support from adults, students will use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.
16. **TH.PR6.1.2:** Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.
17. **TAE2.5:** Directing by conceptualizing, organizing, and conducting rehearsals for performance.
18. **TH.CR3.1.2:** Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama.)

Day 1 – Choosing Fairy Tale Characters

Standards Addressed: 1-6

Essential Question: How can you identify the main character in a story?

1. Review the fairy tales you have read to the class prior to this unit. On the board, have the class assist with making a list of the fairy tale books that are available for students from your personal library or the media center.
2. Ask the students to assist you in identifying the main character from each fairy tale on the list.
3. Set up three stations that include a label for each area/station:
 - a. Fairy Tale Reading Station: At this station, students will read a fairy tale with a partner and discuss how the main character faced his or her problems. Students will write about the beginning, middle, and end of the story.
 - b. Fairy Tale Listening Station: At this station, students will listen to fairy tales online individually. After listening, students will write about the character’s point of view.
 - c. Fairy Tale Discussion: At this station, students will discuss with the teacher who, what, where, when, why, and how questions about specific fairy tale characters.
4. At the end of the lesson, read a fairy tale of your choice aloud. Read the fairy tale as the character that you will become throughout the unit, but do not tell students that this is the character you selected. Consider choosing a fairy tale character that has a strong personality. Reveal to the students which fairy tale character you will become.
5. Inform students they will “become” one of these main characters in this unit. Students will choose their top three favorite characters from the list generated at the beginning of the lesson. After reviewing each student’s choices, match each student with one fairy tale character.

A NOTE FROM THE TEACHER

Take your students’ personalities into consideration when selecting their fairy tale character. For example, if you have a shy student, try matching that student with a shy character. Matching students allows students to be more comfortable throughout the unit.

Day 2 - Introducing Hot Seat

Standards Addressed: 5, 8, 16

Essential Question: What is Hot Seat and how can we use the strategy to portray various characters’ points of view?

1. Read aloud the fairy tale as the character whose role you will assume throughout the unit for the second time.

2. Introduce a new arts-integrated strategy called Hot Seat. Explain that students will use Hot Seat to gain more information about different characters and their points of view.
3. Model for students the purpose of Hot Seat, how to perform Hot Seat, and the type of questions students should ask. Tell students that the character in the Hot Seat should be able to elaborate and give detailed answers.

**A NOTE FROM THE
TEACHER**

Model the types of questions that students should be asking, such as “How do you think your stepmother got your father to marry her,” and not questions such as “What color were your shoes?”

4. Students will work with a partner to create questions to ask the character in the Hot Seat. As they work, circulate the room and review each student’s question to make sure it is an acceptable Hot Seat question, and give feedback if it is not. Each student should have at least one question for the character in the Hot Seat.
5. Before you start, explain the rules and expectations for Hot Seat. Remind students to ask complete questions, and the person in the Hot Seat should answer the question using facial expressions, personality, voice, and presence. Display page one of the **Arts Integration Strategies** information sheet as a reference for your students.
6. Finally, model how to use Hot Seat by becoming your fairy tale character. Students will ask you the questions they developed with a partner. After being “in role” and answering students’ questions, have a class discussion about the character you modeled in Hot Seat.

Day 3 - Practicing Hot Seat

Standards Addressed: 5, 8, 16

Essential Question: How can we use Hot Seat to portray various characters’ points of view?

1. Review the Hot Seat strategy. Remind students to ask strong Hot Seat questions (e.g., not yes or no questions). The questions should be detailed, specific, open-ended, and allow the character to portray their point of view.
2. Choose another character from your chosen story to portray in Hot Seat. Instruct students to prepare questions to ask the new character. Model Hot Seat for the students.
3. Ask for two or three volunteers to practice Hot Seat with the whole class. As each volunteer sits in the Hot Seat, ask them to “become” the character. Then tell the class to start asking the character questions. You should be in the audience with the rest of the class and ask questions.

4. Now that students are more comfortable with Hot Seat and its expectations, they will practice with a partner by taking turns in Hot Seat. Students will become the character that they previously chose and sit in the Hot Seat. Their partner will ask questions.

Day 4 - Introducing the Writing in Role Strategy

Standards Addressed: 13-15

Essential Question: What is Writing in Role?

1. Introduce students to Writing in Role. The goal of Writing in Role is for students to write from their character's point of view.
2. Model for students what Writing in Role should look like. Display page two of the **Arts Integration Strategies** information sheet as a reference for your students. Choose your fairy tale character you modeled in Hot Seat on the first day and write a passage from his/her point of view on the white board so that students can see the thought process while writing.
3. Students will practice Writing in Role. They will choose one of the two characters you have modeled in Hot Seat and write from that character's point of view. Students can write on notebook paper or literacy journals.
4. Students will share their writing with a partner and give feedback to one another. When giving feedback, students should ask themselves if the writing portrayed the character's point of view.
5. Close the lesson by having two new students practice being in Hot Seat in front of the class.

A NOTE FROM THE TEACHER

When modeling Writing in Role for your students, think about how your fairy tale character responded to a major challenge and/or event in their story.

Day 5 – Writing in Role

Standards Addressed: 13-15

Essential Question: How can we use Writing in Role to write about character's points of view?

1. Give students some time at the beginning of class to incorporate feedback into their Writing in Role piece.
2. Ask for student volunteers to share their writing with the class. As a class, ask for glows and grows for each student after they have read their piece. Explain giving glows and grows means saying one thing you liked and one thing you want to learn more about.

3. Students will begin the writing process for their character that they were assigned at the beginning of the unit. Explain to students that this will be an opinion piece, and they will have to defend why they are the best character.
4. Students will assemble and utilize the **Opinion Writing Flipbook** to guide them through expressing their opinion in writing. They will work with partners to verbally express why they are the best character. This will help them prepare for writing it down.
5. Walk around the classroom and provide guidance to students. After, have the students gather in a large group so that you can read them your Writing in Role essay as a model.
6. Close by having two new students practice being in the Hot Seat.

Day 6 – Writing in Role

Standards Addressed: 13-14

Essential Question: How can we use Writing in Role to write about character's points of view?

1. Students will continue to work on their writing. Review the editing process with students before they begin to peer edit. Students will share their pre-writing or first draft with a partner to start the peer editing process. Students can use the **Opinion Writing Peer Editing Rubric** if needed.
2. After peer editing, the class will regroup. Review the editing process as a group. Students can use the **Opinion Writing Flipbook** as a reference while editing.
3. Students will work independently, with a partner, or in a small group with the teacher on their opinion piece. (Differentiate based on student level. For example, high-achieving students may work independently, while struggling reads should work directly with the teacher.)
4. Close by having two new students practice being in Hot Seat.

Day 7 – Tableau Time

Standards Addressed: 16-18

Essential Question: What is Tableau and how can we use it to portray key details and events from a story?

1. Introduce students to Tableau. Use pages three and four of the **Arts Integration Strategies** information sheet to use as a reference and example for your students.
2. Describe Tableau and discuss its importance with your students. Explain that Tableau helps students understand what is happening in a specific scene of a book. Show the class examples of Tableaus featured on the information sheet and see if they can guess from which fairy tales the scenes come from.
3. Divide the class into groups and assign them a scene from a fairy tale the class has read previously. Students will work together to create a tableau related to their assigned scene. Walk around and give students feedback.
4. After working for some time, regroup the class. Select each group to present their Tableau. Ask the class the guess which character each student in the Tableau is portraying.

A NOTE FROM THE TEACHER

To have a successful tableau, students should work well together, use facial expressions, use their bodies, stay quiet in one position, and create high, middle, and low levels.

Day 8-9 – Tableaus, Audio Stories, and Writing in Role

Standards Addressed: 11, 13-14, 16-18

Essential Question: How can we use Chatterpix to complement our opinion pieces?

1. Introduce the Chatterpix App to students. Ensure that you have completed your own Chatterpix story so that you can display it on your smart board or projector for students to view. Tell students that they will use Chatterpix to record their own opinion pieces.
2. Use the **Fairytales Student Checkoff List** to keep track of which assignments students still need to complete. Then, put the students in the following groups based off checklist:
 - a. Editing and finalizing their opinion piece.
 - b. Illustrating the character and/or find pictures online for the Chatterpix story.
 - c. Creating Tableaus with a group of students who have characters from the same story. Whoever is the main character from the story will be the tableau director.
3. At the end of each day, have one or two students who have completed their Chatterpix stories share with the class.

Day 10-11 – Sharing Tableaus and Chatterpix Stories

Standards Addressed: 10-11, 13-14, 16-18

Essential Question: How do we publish our stories to Seesaw?

1. Students who have finished their tableau will share it with the class. The class will give feedback on their tableaus based on the Tableau guidelines found on pages three and four of the **Arts Integration Strategies** information sheet. Remind students to have low, middle, and high levels, use facial expressions, and still bodies during the Tableau.
2. Use the **Fairytales Student Checkoff List** to keep track of which assignments students still need to complete. Then, put the students in the following groups based off checklist:
 - a. Finishing Chatterpix stories and/or help students who are still working on their stories;
 - b. Writing a new opinion piece from a new character's point of view;
 - c. Working on their Tableaus; or
 - d. Viewing finalized Chatterpix stories on the app.
3. Work with a small group of students who have finished their Chatterpix stories and show them how to publish their stories on Seesaw. Students will print the QR codes so other students can scan and listen to their stories.
4. Use the **Arts Integration Rubric** to grade your students on each assignment.

Day 12-13– Creating 3D Origami Hot Seat

Standards Addressed: 13, 14, 16

Essential Question: How do we create a 3D Hot Seat?

1. The students will create a 3D Origami Chair to be used as a “Hot Seat.” [Click here](#) to watch the video on how to make the origami chairs. Work with students on creating their chairs, or have students help others once they have finished.
2. Provide the **Origami Dialogue Bubbles** activity sheet to students on which to glue the origami chairs. Place a picture of the character in the origami chair.
3. Students will work with partners to write the questions for the character that will go in the 3D Hot Seat. Students will write a question in the bottom left corner and write how the character would respond in the top right corner.
4. End the day by having more groups share their Tableaus. Continue using the **Fairytales Student Checkoff List** to mark students who are complete with assignments.

Day 14-15

Standards Addressed: 7, 10-13, 16-18

Essential Question: How can we use Arts Integration strategies to portray characters?

1. Students who have not been in the Hot Seat start the day in the Hot Seat. At this point, each student should have had a turn in the Hot Seat.
2. Remaining groups will present their Tableaus to the class.
3. Students will work and rotate at the following stations:
 - a. Writing additional questions and answers for Hot Seat with a partner
 - b. Writing a new opinion piece using the Writing in Role strategy
 - c. Listening to published pieces from Chatterpix on Seesaw
4. Continue using the **Fairytale Student Checkoff List** to ensure students have completed the following: 1) written opinion piece, 2) published writing using Chatterpix, 3) Posted published story to SeeSaw, 4) Printed QR code for peers to scan and read/listen, and 5) directing/sharing a tableau. Students should have completed all of these tasks by the end of the unit. Use the **Arts Integration Rubric** to grade assignments.