

# Literacy Adventure:

## New Twists on Old Tales, Part 2

These research-based [key elements and strategies](#) will help you design an adventure rich in literacy skill-building.

### Key Elements

- Read aloud
- Book browsing and choice
- Nurture diversity
- Draw connections
- Have fun!

### Key Strategies

- Read aloud interactively
- Ask [the three VTS questions](#)
- Discuss with a buddy
- Extend language
- Nurture diversity in languages

Age Range (K-3): Grades 1-4

Group Size (ideal): \_\_\_\_\_

Time Range: 90 min

## Adventure Goals

Our goal in *every* adventure is for children to have fun with books and reading!

### Measurable Objectives

- Explore components of fairy tales.
- Write a fractured fairy tale together.



## Adventure Outline

This literacy adventure includes the following elements, in no particular order

- Hook 10-15 min (end no later than 15 min after program starts): Talk about different fairy tales we know.
  - What do they have in common?
  - What differences are there?
  - Do you know of any tales from different cultures that tell basically the same story? (Bring Cinderella poster board)
- Getting Started/ Read-Aloud 10-15 min (end no later than 30 min after program starts): *Goldilocks and the Three Dinosaurs* and/or *Ninja Red Riding Hood*
- Book Browsing 15 min (end no later than 45 min after program starts):
  - Booktalk instead for virtual program
  - Various original and fractured fairy tales
  - [Book suggestions](#)
- Activity 40 min (end no later than 85 min after program starts): Write our own fractured fairy tale together
  - Who is telling the story?
  - Change specific components
  - Could the victims/heroes/villains do something different? Switch roles? Do there even have to be victims, heroes, villains?
  - Change the ending in some way?
  - Combine fairy tales?
- Wrap Up 5 min: Print out story we wrote and read it aloud (either take turns reading it, or I will just read it)



## Supplies

- Laptop for typing up story we tell (print it out when it's all done and distribute it)
- Various fractured and original fairy tales including chapter books

## Considerations for Planning

- Virtual program:
  - If necessary, provide supply bags for participants to pick up in advance
  - It's counterintuitive to me, but I have found that the kids do better with less structure when participating in the program virtually
  - Start with introductions, including pronouns
  - Do booktalks instead of book browsing
  - Sometimes I introduce the activity and let them work on it while I'm booktalking. Other times, I do the booktalks and then we do the activity. During the activity, we all just kind of visit and they show me and each other the stuff they are working on as we go along.

Activity plan created by Holly Campbell-Polivka at Tigard Public Library

