Fairy Tales: A Magical WebQuest Adventure

WebQuest Description: Throughout the fairy tale WebQuest, the students will have the opportunity to pair read fairy tales (with paper books or interactive, online stories), explore the elements of fairy tales (through videos, websites, self-correcting quizzes, story maps, and partner conversations), and develop a fairy tale by applying their knowledge of the elements of a good fairy tale (using Inspiration, a word processing document, and personal illustrations). While the thematic, fairy tale WebQuest encompasses reading, writing, technology, and cooperative learning, the primary objective is the following: Third grade students will be able to write a fairy tale by brainstorming ideas, organizing information using Inspiration, editing a rough draft using peer assisted learning strategies, and typing a final draft using a word processing template and earning a meets on the writing rubric.

Grade Level: 3-5
Curriculum: English / Language Arts
Keywords: fairy tales, elementary, third grade, literature, writing, Inspiration, peer assisted learning strategies
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Introduction

Have you ever dreamed of seeing a swan who laid golden eggs? Or walking through a forest of talking trees to your magical castle? Or perhaps, meeting your own fairy godmother, who can make all your dreams come true? Hans Christian Andersen, a well known author of folk and fairy tales once stated, "Life itself is a most wonderful fairy tale" and in this WebQuest adventure you will be able to explore the elements that make a fairy tale come to life. So, grab your magic wand and get on your way to a WebQuest activity full of magical enchantment!

Tasks

In pairs, you will read a fairy tale of your choice and complete a fairy tale element story map, to become more familiar with how the elements of fairy tales are represented. Once you have completed the reading and story map, you will begin creating your own mystical magical fairy tale. Along the way, you may review videos, websites, and quizzes to help you fully understand the elements of fairy tales.

Process

Prepared! Identify who will be in charge of each part of the activity. Each person, in the pair, must have two specific roles. The roles include: the reader, the recorder, the computer, and the writer. The reader is responsible for choosing a fairy tale to share and is responsible for leading the paired reading. As the reader, be sure to follow the Daily 5 "read to someone" behaviors which include getting started quickly and quietly, sitting EEKK (elbow, elbow, knee, knee), staying in one spot, using a two inch voice, reading the whole time, and checking for understanding. The recorder is in charge of leading a discussion after the reading. The recorder must discuss the elements of the fairy tale and record answers on one of the two fairy tale story maps.

The computer is responsible for creating the Inspiration diagram to support the organization of the fairy tale. The computer will add key words and images to the brainstorming software with the support of the partner. The writer is responsible for writing the rough draft and typing the final fairy tale draft, with the support of the partner. Research the elements of a fairy tale by watching the videos and reading the website information in the resources portion of the WebQuest. Discuss your findings with your partner. What did you already know? What did you learn? Read a fairy tale from Mrs. Kroeger's library or check out the online version of fairy tales on the resources page. Follow the "read to someone" behaviors and be sure to check for understanding often. Reflect on the who and what of the story, with the partner. Analyze the elements of the fairy tale using one of the two fairy tale story maps. Record the information and really discuss what you and your partner uncover.

Write Read website information, linked in the resource portion of the WebQuest, to learn more about how to write a strong fairy tale. Be sure to review the rubric frequently as you begin the writing process. Brainstorm ideas for the creation of your very own fairy tale and record your organizational structure using Inspiration. Your fairy tale should represent at least three fairy tale elements. For example, your story may contain a mythical creature, an antagonist and an occurrence that happened in threes. Reference the fairy tale elements story maps for more ideas.

Create a rough draft of your fairy tale and use the online Thesaurus to enhance your word choice. Write masterpiece sentences with interesting adverbs (How? When? Where? Why?) and adjectives (What kind? Which one? How many?). Edit Meet with the assigned, collaborative partners and peer edit by giving compliments, suggestions, and making edits.

Refer to the peer-editing PowerPoint to review the process before scheduling a peer editing session. During the session, review the components of the 6+1 writing traits rubric in the evaluation portion of the WebQuest. Sign up for a writing conference with Mrs. Kroeger on the Google Docs template and after meeting, revise any corrections discussed. Type a final draft of the fairy tale using the word processing document option in Google Docs, by signing in using your district e-mail and password.

Be sure to format the fairy tale with indents, a centered title, a 12 point, Times New Roman font, and one inch margins. Illustrate your fairy tale together. Make sure that your pictures match your fairy tales' characters, setting, plot, and solution and that you include at least four illustrations. Share your story with classmates, friends, or parents! Be ready to read your fairy tale aloud to the whole class.

Practice reading the fairy tale for accuracy, fluency, expression, and voice.
The fairy tale story, which encompasses your ability to apply your knowledge of fairy tale story structure, will be evaluated on specific guidelines. Study the modified 6+1 writing traits rubric below to understand the lesson’s requirements. The overall reflection that you will need to submit, will further provide me with an understanding of your partner collaboration successes and your personal ideas and thoughts about the fairy tale WebQuest adventure. Image from: http://fc06.deviantart.net/fs70/i/2012/033/6/a/fairytale_project__well_mood_by_abuze-d4oeqnk.jpg

### Evaluation

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Beginning (1)</th>
<th>Developing (2)</th>
<th>Very Good (3)</th>
<th>Exemplary (4)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas/Content</td>
<td>The fairy tale has only one element characteristic of fairy tales. Includes no illustrations.</td>
<td>The fairy tale has one to two element. Includes illustrations, but the do not relate to the fairy tale.</td>
<td>The fairy tale has two elements characteristic of fairy tales. The illustrations relate to the content.</td>
<td>The fairy tale has at least three of the elements characteristic of fairy tales, as well as, mythical creature and a clear antagonist and protagonist. The illustrations enforce understanding.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Organization</td>
<td>The fairy tale lacks organization. The story is difficult to understand. Only one part of included for beginning, middle and end.</td>
<td>The fairy tale has some structure, but is difficult to follow; does not stay on topic. Two of three parts of beginning, middle, and end are included.</td>
<td>The fairy tale has a beginning, middle, and end.</td>
<td>The fairy tale is easy to follow and has clear a beginning, middle, and end and the authors use transitions words.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Voice/Word Choice</td>
<td>The fairy tale does not engage the reader or have a clear sense of audience, topic, and purpose. Included are base sentences with simple words; same words are used frequently.</td>
<td>The fairy tale has a limited sense of audience, topic, and purpose. Word choice is ordinary.</td>
<td>The fairy tale has voice, but is inconsistent in relation to audience, topic, and purpose. Word choice adds interest.</td>
<td>The fairy tale has a strong sense of audience, topic, and purpose and includes rich vocabulary; masterpiece sentences are included.</td>
<td>1 2 3 4</td>
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<tr>
<td>Sentence Fluency/Conventions</td>
<td>The fairy tale is very difficult to follow; fragmented or run-on sentences. Numerous capitalization, punctuation, spelling, and grammar errors.</td>
<td>The fairy tale includes fragmented or run-on sentences but is understandable. Frequent errors in capitalization, punctuation, spelling, and grammar.</td>
<td>The fairy tale has frequent sentence variation. Includes some errors in capitalization, punctuation, spelling, and grammar, but they do not detract from the overall paper.</td>
<td>The fairy tale includes various sentence structures and have few or no capitalization, punctuation, spelling, and grammar errors.</td>
<td>1 2 3 4</td>
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### Conclusion

Now that you have completed your fairy tale WebQuest, individually answer the following questions, under each heading, in a Google Doc document or e-mail. Working with a partner: Was it difficult to decide who would be in charge of certain roles? How did you decide? How did you and your partner work together? What went well? What problems did you encounter? If you were to do the project again, what would you do the same? What would you change? Reading the fairy tale: What fairy tale did you read? What were the three fairy tale elements of the story? What was your favorite part of the story? Would you suggest the fairy tale to a friend? Why or why not? Writing a fairy tale: Did you like using Inspiration? Why or why not? Was it easier to brainstorm and organize ideas with a partner before writing? What was your greatest contribution to the fairy tale? What fairy tale elements did you represent? Engaging in a WebQuest: Share your feelings toward the WebQuest. What did you like best? What confused you?

![Image from: http://hdwallpaperstorm.com/files/83/fairytale-forest.jpg](http://hdwallpaperstorm.com/files/83/fairytale-forest.jpg)

### Teacher Page

The fairy tale WebQuest engages students in enjoying reading fairy tales and writing fairy tales. As you begin the teaching journey, keep this in quote, by Dieter F. Utchfold, in mind, “Sandwiched between their once upon a time and happily ever after, they all had to experience great adversity.” Enjoy supporting the students’ learning process and take it one step at a time. Before beginning the fairy tale WebQuest, it is vital that you, as the educator, initiate conversations about the elements of fairy tales by reading aloud a variety of tales and encouraging the students to predict, summarize, infer, and compare and contrast. In addition, it is important that the students have received explicit instruction and guided practice in working collaboratively.
Teaching students how to problem solve while working cooperatively is a vital component of the WebQuest's success. Pair students carefully, considering academic abilities and different personalities. Furthermore, it is critical that students have become fairly independent writers. This WebQuest may be most successful towards the end of a third grade year, after students have been taught the components of strong writing, including how to develop a story with a beginning, middle, and ending. Finally, consider the students technological abilities before implementing the WebQuest. While teaching the fairy tale WebQuest, be available to help the students' reach success in their varied endeavors. While everything is carefully laid out for the students, the guidance of an intuitive, supportive, and encouraging teacher is key in making the fairy tale WebQuest a success. Scaffold learning experiences for those students who demonstrate difficulty navigating the web, engage in higher-order thinking questions for those students who are enthralled with the morals of fairy tales, and challenge all the students to reach their full potential by setting high expectations, providing them with specific praise for their efforts, and constantly challenging their reading comprehension skills and writing abilities. After you and your students have completed the fairy tale WebQuest, have them share their fairy tales and celebrate their successes. In addition, critically evaluate their writing using the 6+1 writing rubric and meet with each pair to give final feedback. Reflect on the students' responses to the reflection questions and reflect on how you could improve the WebQuest process for next time. Make the learning and teaching experience meaningful! The WebQuest should take two weeks to complete, with forty minutes a day and should enhance the students' abilities to meet critical Iowa Common Core Standards.

**Standards**

During the WebQuest lesson, the students will be working towards the following Iowa Common Core standards per heading:

*Reading Standards for Literature:*  
- Grade 3 students will recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (RL.3.2)  
- Grade 3 students will actively engage in group reading activities with purpose and understanding. (RL.K.10)

*Writing Standards:*  
- Grade 3 students will write to develop imagined experiences or events using effective technique, descriptive details, and clear even sequences.  
  a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  
  b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events to show the response of characters to situations.  
  c. Use temporal words and phrases to signal event order.  
  d. Provide a sense of closure. (W.3.3)  
- Grade 3 students will, with guidance and support from peers and adults, develop and strengthen writing in which the development and organization are appropriate to task and purpose. (W.3.4)  
- Grade 3 students will, with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6)

*Conventions of Standard English:*  
- Grade 3 students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.3.1)

*Speaking and Listening Standards:*  
- Grade 3 students will engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. (SL.3.1)

**Credits**

I carefully cited image and website links within text and would like to thank all of those individuals who contributed to the WebQuest by providing a plethora of World Wide Web resources.