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## **Integrating technology into the classroom through online projects : a fairy tale unit**

Luann K. Langel  
*University of Northern Iowa*

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## **Integrating technology into the classroom through online projects : a fairy tale unit**

### **Abstract**

The integration of technology and the Internet have brought new opportunities to today's educators. When technology is utilized correctly, effective teaching in the classroom is promoted. The project focuses on online projects that can be incorporated into the elementary classroom. The project designed and utilized is a telecollaborative project focusing on the genre of fairy tales being taught in the 3rd grade. The Internet can be utilized in the classroom for interpersonal exchanges, information collection, and problem solving. A wealth of information is available to students on the Internet. Students gain control of their learning as they begin to navigate the World Wide Web through hyperlinks and display their own work for the world to see.

**Integrating Technology Into the Classroom Through Online Projects:  
A Fairy Tale Unit**

**A Graduate Project  
Submitted to the  
Division of Technology  
Department of Curriculum and Instruction  
In Partial Fulfillment  
Of the Requirements for the Degree  
Masters of Arts  
UNIVERSITY OF NORTHERN IOWA**

**By  
Luann K. Langel  
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This Research Project by: Luann K. Langel

Titled: Integrating Technology Into the Classroom Through Online Projects:

A Fairy Tale Telecommunication Project

has been approved as meeting the research requirements for the Degree of Masters of Arts.

8/21/03

Date Approved

Terri McDonald

\_\_\_\_\_  
Graduate Faculty Reader

8/21/03

Date Approved

Leigh E. Zeitz

\_\_\_\_\_  
Graduate Faculty Reader

8/21/03

Date Approved

Rick Traw

\_\_\_\_\_  
Head, Department of Curriculum and Instruction

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## *Abstract*

The integration of technology and the Internet have brought new opportunities to today's educators. When technology is utilized correctly, effective teaching in the classroom is promoted. The project focuses on online projects that can be incorporated into the elementary classroom. The project designed and utilized is a telecollaborative project focusing on the genre of fairy tales being taught in the 3<sup>rd</sup> grade. The Internet can be utilized in the classroom for interpersonal exchanges, information collection, and problem solving. A wealth of information is available to students on the Internet. Students gain control of their learning as they begin to navigate the World Wide Web through hyperlinks and display their own work for the world to see.

## *Introduction*

### *Background*

The Internet has opened new doors to learning, especially for small, rural school districts that are often limited to resources due to geographical barriers. Students and educators have access to a wealth of information, all at the click of a mouse. The Internet has also opened the lines of communication between teachers in different school districts, states, and even countries. Teachers no longer are limited to only sharing ideas with local co-workers. Through the use of technology, teachers can become designers of new learning activities that promote engaged learning and enhance the traditional learning strategies.

Educational telecollaboration projects are “an educational endeavor that involves people in different locations using Internet tools and resources to work together” (Harris, 1999, p. 55). This research project is an online telecollaboration project that focuses on the genre of fairy tales being taught in the third grade. The project was a yearlong project that included participants throughout the United States. A website was developed to share resources and student work with participants and web surfers. The project website can be accessed at:

<http://www.manning.k12.ia.us/Elementary/onlineprojects/fairytales02/index.html>

After the website was developed and the project guidelines established, classroom teachers from around the globe were invited to participate. Teachers were asked to have students learn about fairy tales, complete an activity of their choice and then share by email so that student work could be posted on a student showcase webpage located on the project website. Suggested activities included writing letters to a favorite fairy tale

character, creating poems based on fairy tales, writing an original fairy tale, comparing and contrasting different versions of fairy tales, and/or drawing illustrations to go along with fairy tales. Each participating class had the freedom to teach the fairy tale unit as they liked and selected any activity of their choice. All information had to be sent by email to the project coordinators.

### *Purpose and Significance*

The overall purpose of the project was to integrate the use of the Internet into the language arts curriculum and utilize drawing and web-authoring software into the classroom.

The technology-based purpose of this project was to help students make connections with other students around the globe and enhance the teaching and learning of the fairy tale reading genre. The project gave students an opportunity to create something that was displayed to a global audience that included parents, students, and community members. “The appeal of an international audience for students’ work is powerful” (Harris, 1998, p. 3).

The curriculum-based purpose of this project was for students to become better acquainted with the genre of fairy tales and to share resources. The individual work that students created gave teachers another way to assess their learning about the subject and technology skills. Through teacher observation of another district’s work, this telecollaborative project also gave new ideas to teachers on strategies to use when teaching fairy tales.



### *Project Description*

For this project, students, both locally and globally, used the Internet and technology to discover the genre of fairy tales. Traditional printed books as well as a webpage with hyperlinks to online fairy tales was available via the Internet. The project website served as a resource for other teachers looking for ways to integrate technology into their reading content area and specifically on the genre of fairy tales.

The use of technology was utilized to create an activity based on a fairy tale of choice. Locally, one participating class created poems with illustrations using the *Kidpix* drawing application and *Netscape Composer*, a web authoring application. The second class compared and contrasted the good and bad characters of a fairy tale and drew pictures using the the *Kidpix* drawing application and the results were inserted onto a webpage using *Netscape Composer*, a web authoring application.

The literature review to follow will support the integration of technology and the Internet into the elementary classroom through the use of telecollaborative projects. In order to understand the use of technology and the Internet in the classroom, the paper will focus on two areas:

1. Technology's impact on learning in the classroom.
2. Online projects to utilize in the elementary classroom.

### *Literature Review*

Technology is a part of children's every day lives. They do not know a time without space travel, pagers, cell phones, computers, and the Internet. Most educators agree that technology is important to student learning, but many are finding that integrating technology into the education systems and using the resources in ways that

increase student learning and achievement are more complex tasks than expected (Lemke, 1998, p. 8). The belief that the presence of hi-tech equipment means that technology will be used correctly and appropriately which will lead to higher student achievement is still held by many.

According to the CEO Forum (2001, p. 30), 63 percent of technology budgets are devoted to hardware and connectivity. 17 percent of technology budgets were dedicated to professional development in 1999-00, an increase from 14 percent in 1998-99.

Districts are spending thousands of dollars on to improve student achievement. Research shows that neither the amount of technology nor the amount used improved student achievement in the classroom. “The impact of technology proves most powerful when focused on specific, measurable educational objectives, such as improved literacy” (CEO Forum, 2001, p. 4).

Technology is not integrated by just making hardware available; technology is “integrated when used in a seamless manner to support and extend curriculum objectives and to engage students in meaningful learning” (Dias, 1999, p. 11). Technology is not something that is separate from the daily activities taking place in the classroom. The goal is to engage the students in meaningful learning. Technology enriches classroom activities and enables students to demonstrate what they know in new and creative ways.

In the North Central Regional Educational Laboratory (NCREL) Report, *Computer-Based Technology and Learning: Evolving Uses and Expectations* (1999), results were found that technology offered opportunities for learner-control, increased motivation, connections to the real-world, and enhances student achievement as measured in a variety of ways, including standardized tests (Valdez, 1999).

Schacter described a 1999 study conducted by Dale Mann, in West Virginia's Basic Skills/Computer Education (BS/CE) program where 950 fifth-grade students from 18 elementary schools were analyzed. Data was collected to show the influence that West Virginia's Integrated Learning System technology had on student achievement. Studies found that the more students participated in BS/CE, the more their test scores rose on the Stanford 9. Consistent student access to the technology, positive attitudes towards technology, and teacher training led to the greatest student achievement gains (Schacter, 1999). Studies also showed that education technology also improves students' self-concept and motivation (CEO Forum, 2001).

In 1998, Wenglinsky did a study (as cited in Schacter, 1999) on technology's impact on mathematics achievement. The study assessed the effects of simulation and higher order thinking technologies on a national sample of 6,227 fourth graders and 7,146 eighth graders' mathematics achievement on the National Assessment of Education Progress. The study found that eighth grade students showed gains in math scores of up to 15 weeks above grade level. Furthermore, eighth grade students whose teachers received professional development on computers showed gains in math scores of up to 13 weeks above grade level (Schacter, 1999).

Throughout this writer's research there were consistent findings about how effective use of technology and effective teaching are similar. The following list includes attributes of effective teaching. Most of which can also be attained through the use of technology. Computers are not a new entity to be explored; they are a new tool or way to get to the same objectives and goals that schools have always had.

Schools have long tried to create lessons that contribute to the following list formed by Cassidy (1996):

1. Engaging and worthwhile
2. Motivational
3. Use a combination of teaching and learning styles
4. Shift towards problem-based learning, resource-based learning, and collaborative learning.
5. Easy access to resources
6. Tasks are authentic
7. A move toward critical, reflective learning by students

The researcher will now discuss each of the items mentioned above in more detail.

*Engaging and worthwhile.* “Research indicates that achieving engaged learning depends on what students do, what teachers do, what learning tasks students perform, and the assessment associated with those tasks” (Tinzmann, Rasmussen, C., & Foertsch, 1997-99, p. 1). Indicators of engaged learning include: students are explorers, teachers are producers of knowledge and directors of their learning, teachers are facilitators, seeking professional growth, learning tasks are authentic, challenging and multidisciplinary, assessment is authentic, based on performance, and generates new learning. Engaged learning is worthwhile when it helps students reach important standards such as those developed by many districts, states, and professional organizations (Tinzmann, Rasmussen, & Foertsch, 1997-99). When students are given ownership of their learning, students are encouraged to become more actively engaged in

their education. Indicators of engaged learning are the same indicators that users of technology contribute to improved student learning.

The North Central Regional Educational Laboratory (NCREL) report, *Computer Based Technology and Learning: Evolving Uses and Expectations* by Valdez, McNabb, Foertsch, Anderson, Hawkes, and Raack (1999), stated that “students become energized and engaged when given the leeway to explore, inquire, and make connections between their prior knowledge and new-found answers to their questions about the way the world works” (p. 15). Technology and the Internet provide this doorway for students to explore, making it a powerful learning tool.

*Motivational.* Software can be used to extend skills students have already begun to learn. Software can also be a motivator to get students to work on the skills (Salpeter, 2000). In a review conducted by Cotton, cited in Coley, Cradler, and Engel (1997), improved student attitudes were found when computer-assisted instruction was used. Areas that improved included “improved student attitudes towards themselves as learners, the use of computers in education, and towards computers in general, course subject matter, quality of instruction, and school in general” (p. 1). The *2000 Research Report on the Effectiveness of Technology in Schools* which bases its report on 311 research reviews and report found that “educational technology has been found to have positive effects on student’s attitudes towards learning and on student self-concept” (p. 4). Students appeared to be more motivated to learn and had increased self-confidence and self-esteem when using computer-based instruction (*2000 Research Report on the Effectiveness of Technology in Schools*).

*Use a combination of teaching and learning styles.* Proven pedagogy provides educators with a variety of teaching strategies to address the needs of all students in the classroom. Students also have their own learning styles. Technology can play an important role in providing and/or enhancing these learning styles.

When computers become commonplace, educators can free students from the constraints of the linear, purely word-based report, and allow students to express their mastery of a subject through multimedia creations of their own. These pieces can incorporate a rich exhibit of visual and auditory devices, as well as provide numerous pathways through the material using the medium of 'hypertext' (Thornburg, 1997, p. 1).

Teachers are able to help students find context and meaning in their studies instead of only providing the "content". Educators become facilitators or guides on the side rather than sages on the stage.

*Shift towards problem-based learning, resource-based learning, and collaborative learning.* Students begin to encounter learning assignments that are situated in real-world tasks or simulated through problem-based activities. Webquests, an inquiry-based learning technique, place the student in charge of solving a problem through the resources available on the Internet. Students are placed in real-world problems that they must decide how to solve. Simulation software can also construct scenarios for students to analyze (Dias, 1999). Students work together in groups to find the best alternative to solving problems.

*Easy access to resources.* Technology and Internet websites provide students access to an enormous amount of learning resources. According to the Year 4 STAR

Report (CEO Forum, 2001), “Students can learn more about different cultures, immediately access scientific, geographic, social, cultural, and historical information about our own life on our ever-evolving globe. This information is relevant, up-to-date, and authentic” (p. 9).

Computers provide access to a range of learning experiences. Students are able to explore on their own, at their own pace, and within contexts of their own set of skills and interests (Page, 1999). Rather than being limited to their textbook or to their teacher’s knowledge, students are able to increase their depth of learning by diving into more Internet websites and electronic databases any time and in any place.

*Tasks are authentic.* Year 4 STAR Report (CEO Forum, 2001) stated that studies have found that students, who wrote to real audiences regularly through the use of the Internet and email, gained marked improvements in their persuasive writing abilities both on and off the computer (p. 9). Students are able to interact with experts outside of school to find answers to their questions, seek information from other students from around the world, and offer their own knowledge back to the world.

Multimedia and hypertext tools allow students the freedom to create productions in ways similar to the way they are used in the professional world. Students can begin to make connections with the outside world. They become better prepared for today’s 21<sup>st</sup> century technological world. Preparing a slideshow presentation to their fellow classmates is not much different than preparing a slideshow on a new investment strategy to their fellow colleagues.

*A move toward critical, reflective learning by students.* As students create projects using a variety of software tools, they are constantly making critical choices

about where to find the needed information, what information to include, what order to place the information, and what way will best portray their learning. “Students reflect on the processes completed and the decisions made during their learning activities and articulate what they have learned” (Dias, 1999, p. 12).

If all of the mentioned indicators above contribute to effective teaching, which in turn should roll over to effective student learning, there should be no doubt that the use of technology when aligned to current curriculum and instruction, professional teacher training, and support will in deed improve student learning.

The Internet is revolutionizing the way in which students access and use information at school and at home (Eagleton and Guinee, 2002). “The Internet will play a vital role in widening educational opportunities” (*Time*, 2001, p. 25). Educators play a key role, educating today’s students about technology and introducing them to the world of knowledge that technology can produce. Noting the change in how society looks at literacy and how the Internet has impacted that change, it is important to give some background on how literacy is changing.

The Internet has brought about a change in the way the world looks at media. First, the World Wide Web is different than the media most familiar, such as books and television. These types of media are one way learning; pushing their content. Brown (2000) stated that “The Web is two-way, push and pull. The Internet combines the one-way reach of broadcast with the two-way reciprocity. The user can be a receiver and sender of a broadcast” (Brown, 2000, p. 12). Students are allowed to pick and choose their destinations and are able to interact with the media. Secondly, the web provides multiple forms of intelligence—“abstract, textual, visual, musical, social, and kinesthetic”



(Brown, 2000, p. 12). With the Internet, students are enabled to learn in a way that best fits their needs. Thus, learning becomes student-centered. Telecollaborative projects adhere to this belief. Students gather information from the Internet to learn about subject matter and present their projects on the Internet, presenting the learned material to others surfing the Internet.

Just as the printing press undoubtedly had an effect on literacy when the first books were reproduced, the Internet is changing literacy now. "The Internet has changed the definition of literacy by introducing readers and writers to texts that incorporate features not typically found in traditional written prose" (Karchmer, 2001, p. 442). Because of these features the ability to communicate through animated graphics, video, audio, hyperlinks, and other information resources necessitates the development of new literacy skills (Karchmer, 2001). Today's workers are required to have literacy skills that go beyond text and images. "The real literacy of tomorrow entails the ability to be your own personal reference librarian, to know how to navigate through confusing, complex information spaces and feel comfortable doing so. Navigation may well be the main form of literacy for the 21<sup>st</sup> century" (Brown, 2000, p. 14). With students in mind, educators need to be aware of these future expectations and find ways to instruct students so they are able to be successful in today and tomorrow's world.

Leu (as cited in Sutherland-Smith, 2002) stated that "individuals unable to keep up with the information strategies generated by new information technologies will quickly be left behind" (p. 662). Teachers must begin to incorporate Internet activities in the classroom to prepare students for their future role in society, so that they are able to digest the infinite amount of information available and to communicate with the world

around them. Online projects can be divided into three categories: “interpersonal exchange, information collection and analysis, and problem solving” (Harris, 1998, p. 1). Each of these areas can be narrowed down into separate activities that enhance student learning.

*Interpersonal exchange.* Leu (as cited in Owens, Hester, & Teale, 2002) explained that technology allows students to communicate with experts from around the world, access information from many resources, and create high-quality presentations that combine text, sound, and visual images in ways that lead to “new literacies” (p. 620). No longer is geography a constraint to rural schools. Students can ask scientists questions and receive answers within minutes. Being able to make these new connections creates learning that seems more “real-world” to students. The new learning is not just what the book says, but what an actual expert in the field says.

Communicating via email with keypals from various areas of the world helps promote student reading and writing skills as well as enriches their cultural knowledge of another part of the world. A study called Project Explore done in New Jersey, found that “students who wrote to real audiences via the Internet and email gained marked improvements in their persuasive writing abilities both on and off the computer” (CEO Forum, 2001, p. 9). Teachers can use web conferences and video conferencing to have students communicate back and forth via the Internet. The use of technology helps make the communication with others more exciting and creative.

*Information collection and analysis.* The Internet provides a wealth of resources for students to access. The Internet makes available to all what was once only available to a few (Thornburg, 2000). Students can access “information on text, video, and audio,

which they could not obtain from the teacher or textbook” (Ali & Franklin, 2001, p. 57). Students can access encyclopedias and journals at the click of a mouse. Information is relevant, up-to-date, and authentic (CEO Forum, 2001). Rare documents not available before and pictures of current events and faraway lands are now accessible. Information is available to the public 24-hours a day. Materials can be found at school, home, library, or anywhere with access to a computer and the Internet.

Online collaborative projects allow students to exchange ideas, learn together, and publish examples of electronic projects to an international audience. Harris (1999) terms these types of projects as a telecollaborative activity which is “an educational endeavor that involves people in different locations using Internet tools and resources to work together” (p. 55). These types of projects ask students to collect, compile, and compare different types of information. Students share “experiences, beliefs, data, information, problem-solving strategies, and products they have developed or the joint development of products” (National Educational Technology Standards for Teachers—Preparing Teachers to Use Technology, 2002, p. 8). Telecomputing tools used include email, electronic mailing lists, electronic bulletin boards, discussion groups, web browsers, real-time chatting, and audio and videoconferencing (National Educational Technology Standards for Teachers—Preparing Teachers to Use Technology, 2002). Harris considers information exchanges a way to engage students in authentic cultural interchanges (1999). In Warlick’s yearly Global Grocery List Project students around the world find and share prices for items on a common shopping list. The information is compiled and students discover which items are more expensive in which places and then inquire why. Students become creators, consumers, and critics of the information they share (Harris,

1998). Students work on inquiry learning, discovery learning, and communication skills (Harris, 1998).

Telecollaborative projects expose students to differing opinions and beliefs. These types of projects allow students to communicate with a real audience, expand their global awareness and motivate them to compare and contrast information to make new discoveries (Harris, 1999). Harris (2002) stated that educators must provide students with “authentic opportunities to know their school-based works as truly their own: their ideas, their structures, their content” (p. 51). A collaborative project might have students create stories, poems, pictures, or Venn diagrams after reading a particular type of book or learning about a new subject matter. A study done by the Center for Applied Special Technologies (CAST), (as cited in Crandler, McNabb, Freeman, and Burchett, 2002) found that when students use the Internet to research topics, share information, and complete a final project, they become independent, critical thinkers. “When students create Web pages they are communicating and expressing themselves in a new medium, showing who they are as learners and human beings” (Harris, 2002, p. 51).

As (Ali and Franklin, 2001) studied undergraduate students using the Internet in their course, *Technological Applications in Education*, they found students to be motivated in their learning. “The combination of visuals, graphics, sounds, and movies made the learning interesting and fun” (Ali and Franklin, 2001, p. 58). Through the use of hyperlinks, students are given choices on where to go as they search on the web, controlling their own learning process. A study covered in the CEO Forum Report (2001) found that 68 percent of students reported that the use of a hypertext tool for homework increased their active engagement time spent on homework, which is noted as

a strong indicator of improved learning. Students are more in control of their own learning process.

Another activity that falls under information collection is “telefieldtrips” (Harris, 1999). Through the Internet students can go on virtual tours of museums, science centers, and historic monuments to help make a connection with their learning. These places once not possible to visit due to geography and funds are now available to anyone with Internet access. Access to technology makes school seem more “real-world” to students and their learning begins to push to the boundaries of the traditional school curriculum. Students are no longer limited by the materials available within the school’s four walls, the Internet allows them to extend and refine their experiences through exploration on the Internet (Owens, Hester, and Teale, 2002).

*Problem solving.* The final way that the Internet can be used in the classroom is through problem solving. Research and evaluation shows that technology tools support the development of higher order thinking skills when students are taught the processes of problem solving and then allowed opportunities to apply technology tools to develop solutions (Crandler, McNabb, Freeman, & Burchett, 2002).

Through webquests, students are given a problem to solve. Bernie Dodge, the creator of webquests, defined webquests as an “inquiry oriented activity in which some or all of the information that learners interact with comes from resources on the Internet, optionally supplemented with videoconferencing” (1997, p. 1). They are given resources to find the solution and then asked to create a project demonstrating their solution. Students are placed in real-world problems that they must decide how to solve (Diaz, 1999). “Webquests are designed to use learners’ time well; to focus on using information

rather than looking for information; and to support learners' thinking at the levels of analysis, synthesis, and evaluation" (National Educational Technology Standards for Teachers—Preparing Teachers to Use Technology, 2002, p. 1).

Webquests are generally group activities where each member has a definite role and can be designed with a content area in mind or multidisciplinary. Skills that a webquest might require include: comparing, classifying, inducing, deducing, analyzing, and constructing (Dodge, 1997). Once again students are put in charge of their own learning and allowed to explore the hypertext environment to solve problems while engaged in their learning.

"Computers and Internet technologies are by no means a magical solution to raising educational achievement in schools, but they do provide an array of new opportunities for accessing information and promoting significant learning among students" (Owens, Hester, & Teale, 2002). Educators must take the initiative to learn about these teaching and learning strategies and utilize them in their every day classroom routines.

### *Methodology*

This project utilized each of the five domains of instructional technology: design, development, utilization, management, and evaluation. Although the domains are discussed in order, they are non-linear in nature and not completed in sequential order.

#### *Design*

*Learner characteristics.* To better understand the abilities and attitudes of the stakeholders involved in this project, the coordinator began conducting a needs assessment of the third grade students, elementary teachers, administrators, and resources

available. Information was collected through surveys, interviews, and informal conversations. The forms used along with the results are included in Appendix B.

Technology uses a combination of teaching and learning styles, addressing the needs of all students in the classroom. Students' individual learning styles need to be discovered so individual needs can be addressed.

After looking at the results of the needs assessments, the creator met with the third grade teachers to discuss the opportunity to have them help coordinate an online project. These teachers were selected because of their willingness to integrate technology into the classroom. One teacher had participated in a telecollaborative project with a school in New York and had teamed up with the creator on a Tall Tale online project previously. The group explored other online projects such as Next, the team discussed possible units of instruction that would be enhanced through an online project. After going over district curriculum maps, the group decided to center the project around the topic of fairy tales.

*Message design.* To begin the project design the group referred to Judi Harris' steps to organizing and facilitating telecollaborative projects. Eight steps are given; four of which were part of the design phase of this project. Step one was to choose the curricular goals (Harris, 1995). Student learning goals should be tied directly to the curriculum and be such that could not be accomplished at all or as well using other teaching or learning tools (Harris, 1995). The group decided the goal of the project would be for students to read and learn about fairy tales and share what they had learned through the use of technology. The objectives of the project included writing and sharing fairy tales, reading and summarizing fairy tales, and to utilize technology tools in the

classroom. Next the group began to sort through the district goals and technology and reading standards and benchmarks to find those that would be fulfilled through this project. (See Appendix C).

Step two was to choose the activity's structure. Harris (1995) presented sixteen activity structures falling under three headings: interpersonal exchanges, information collection, and problem-solving projects. The project would be an information collection using electronic publishing. To motivate classroom teachers to participate in the project, the look of the website needed to be clear and attractive.

Step three was to explore examples of other online projects. Harris (1995) stated that seeing how other educators have organized their projects all ready completed is helpful. Together the group did some searching of projects located at Susan Silverman's website: <http://kids-learn.org>. Silverman has been an organizer of several online projects, including some that the project coordinator has been involved in. Another website visited can be located at <http://www.siec.k12.in.us/~west/online/join.html>.

The fourth step was to determine the details of the project. Specifics considered for the project were the following: the project title, the educational purpose of the project, the contact's name and email address, the curricular area being addressed, the grade level that this project was designed for, the number of participants accepted, a summary of the project, a timeline for the project, directions on how to register for the project, procedures of the project, a sample of work, and how the project results will be displayed. This information can be found in the about the project section of the website. (See Appendix A).



Drawing from the information gathered, the group began to create a basic storyboard of the layout of the website. Five areas began to develop from the storyboard: fairy tale links, showcase page, information about the project, suggested activities and books, and a guestbook.

*Instructional strategies.* After determining the website design, the project creator discussed with the teachers possible activities that could be done using technology available to them. After a list of suggestions was made each teacher decided to utilize the *Kidpix* drawing program to have students draw illustrations to go along with poems and character descriptions written. To make the project more authentic, students would create basic webpages to place their information on. Year 4 STAR Report (CEO Forum, 2001) stated that studies have found that students, who wrote to real audiences regularly through the use of the Internet and email, gained marked improvements in their persuasive writing abilities both on and off the computer.

Demonstration and modeling teaching strategies would be used to instruct students how to use the drawing and web-authoring software. Content would be broken down into small units of instruction to allow students to use what they have learned before being introduced to the next part of instruction.

### *Development*

Actual creation of the project began in the development phase. Keeping the website user-friendly and attractive were top priorities. Working from the storyboard created, the project designer began using *Claris Homepage*, a web-authoring application, to begin creation of the fairy tale website. The details about the project, suggested books and activities and a generic showcase page were developed. Using the ArtToday.com

website, the creator explored possible graphics and backgrounds that would be attractive and fit the fairy tale theme. Once appropriate graphics were found, the creator inserted them into the website.

The creator met with the group to share the website and to clarify that the information was correct. Links to fairy tale websites was the next addition to the website. Using search engines such as Mamma.com, Yahoo.com, and Google.com, the creator looked for educational websites that included fairy tale stories or instructional materials. These websites along with a brief description were added to the website.

*Print.* The creator based the website on the printed storyboard produced by the group.

*Computer.* An iBook laptop and *Claris Homepage, Netscape Navigator,* and *Graphic Converter* software were used to create the fairy tale project website.

*Integrated technologies.* “Integrated technologies are ways to produce and deliver materials which encompass several forms of media under the control of a computer” (Seels & Richey, 1994, p. 40). The website used hyperlinks to make this more interactive with students. The creator searched the Internet for possible graphics and fairy tale websites to be used. The final stage of development was to upload the website to the district Internet website.

#### *Utilization*

Once the fairy tale website was uploaded, the creator returned to Harris’ fifth step of facilitating telecollaborative projects: inviting telecollaborators. Numerous websites are available to share a collaborative project. The creator used the Global Schoolhouse Registry located at <http://gns.org/pr/cfm/index.cfm> and KnickKnack Projects located at

<http://www.knickknack.net>. A form was filled out about the project and included in the project registry. Members of the listserv receive emails informing them of the newly added project available. The website creator sent out invitations by email to past participants of other projects done and also through the TIC (Technology Infusion Collaboration) and TechCoord (Technology Coordinator) listservs established by the Heartland Area Education Agency.

Step seven outlined by Harris (1995) was to communicate with each other. The creator established a distribution list of all participating schools and began to send out emails updating the progress of the project and deadline reminders. An email was sent out to inform participants of newly added activities in the showcase.

Locally, the third grade teachers taught their unit on fairy tales using the traditional books and methods of instruction. Next, the teachers introduced the fairy tale website to students and utilized the website links to teach the genre of fairy tales. After learning about fairy tales the technology coordinator worked with the students on how to draw pictures and insert information on a basic webpage.

*Policies and regulations.* Throughout the project, copyright regulations needed to be followed in regards to the graphics and information used. The district Internet policy to not post student last names was also followed. All students had to have a signed acceptable use policy to use the Internet and have work posted to the site.

### *Management*

Management occurred throughout the project in every domain phase of instructional technology. Project management involved planning the project, scheduling meetings with the group to design and develop the fairy tale website, advertising the

project, collecting the registration information, and uploading classroom information to the fairy tale showcase.

*Information management.* Participant registration information was collected by email and placed in a separate mail folder to keep organized. The classroom information was then inserted on the showcase website.

After all participants were registered, emails were sent out reminding classrooms of the specifics of the project and deadlines. All corresponding emails included the title “fairy tales” in the subject box and the project website were always included to guide users to the site.

As the activity data began to be emailed to the creator, a folder for each class was made in the website directory to help keep the information organized and accessible. This folder contained all of the materials sent to the creator.

*Delivery management.* The project was shared with participants through the World Wide Web. The project creator needed to keep track of classroom information being collected and insert the data on the showcase webpage so that the activities completed could be shared. The Internet server was maintained to remain online at all times.

*Resource management.* The creator was in charge of various resources used for the project. Time was critical to maintain because the project was being completed at various times of the school year by individual classrooms from around the globe. Keeping organized and on task was imperative. Having a due date was necessary to keep the project on target.

Software and hardware resources for the locally participating third grade class meant having to check out equipment and schedule workable times for the creator to come into the classroom to work on the fairy tale project activities.

### *Evaluation*

*Formative evaluation.* Formative evaluation was used in multiple stages of the project. The website creator consulted with the third grade teachers, multiple times to receive input and assessment of the website. Suggestions were integrated into further development of the fairy tale website. After the website was completed, the media specialist was asked to look over the website to look for broken links and to check for clarity of the information.

The use of a guestbook placed on the website also served as a tool to gather information from participants and viewers of the website. These comments can be viewed in the guestbook section of the website.

Harris' (1995) eighth step of a telecollaborative project is to "create closure". After all materials were submitted and uploaded to the website, the creator emailed all participants and encouraged them to look at all of the class work and provide feedback by commenting in the guestbook or by email exchange. Locally, in the district of the project creator, an email was sent out to all staff asking them to look at the project showcase and explore possibilities in their own classroom for such a project.

### *Project Description*

The fairy tale project located at <http://www.manning.k12.ia.us/Elementary/onlineprojects/fairytales02/index.html> was divided into five sections, including books and activities, links, about the project, sign our

guestbook, and student showcase. All links were created in blue to help guide visitors throughout the website. The pages within the fairy tale project each included buttons at the bottom of each page to help navigators easily go to any of the webpages created within the website. A common home button was placed at the bottom of each webpage if the user wishes to return to the starting page of the website or if the viewer becomes lost. The creator also provided consistency throughout the website by including the same background on each page and using the same icon used on the homepage on each corresponding webpage.

The first area, books and activities suggested fairy tale stories and their authors that participants or viewers may have wished to read as part of this project. This page also included possible activities for teachers and students to do for the project from creating book covers to writing letters to the main characters of the story. Website links included hyperlinks to fairy tale related websites. Each link included the website address and a brief synopsis of what would be found at each site.

In the about the project section, specific details were given in regards to the fairy tale project. Information included the objectives of the project, standards and benchmarks addressed, the date that the project was completed, the number of participants that could join, and details on how participating classes could register to be part of this project. Sign our guestbook, as the name implies was a webpage that visitors to the fairy tale website could either sign the guestbook and leave comments about the project or view what other visitors had written.

The final section of the project website was the student showcase, which listed each participating teacher, grade level, school, location, and class and school website

addresses if available. A link from each teacher's name connected viewers to a webpage debuting what the class did for their fairy tale project activity.

### *Conclusions and Recommendations*

Through the literature review and project description, the reviewer has brought to the reader's attention how technology can be effective in the classroom and how the Internet has changed the literacy of today. Today's readers must be able to read and synthesize the vast amount of information available to them in electronic format via the Internet in order to be successful in the 21<sup>st</sup> century.

The Internet can be utilized in the classroom to gather information, communicate with others, and to solve problems. A wealth of information is available to students on the Internet. Students gain control of their learning as they begin to navigate the web through hyperlinks and display their own work for the world to see. Virtual museums and historic monuments are now available for students to visit, making "real-world" connections with their learning.

Students are able to communicate with experts and peers from around the world using electronic mail. Writing to real audiences has been found to improve student's persuasive writing skills both on and off the computer. Online collaborative projects enable students to collect and compile information to help them use higher order thinking skills empowering them to express themselves to an international audience.

Creating an online collaborative project takes time; especially developing one that will appeal to other classrooms and make the connection to classroom curriculum. Website information should be completed before beginning to advertise so participants can investigate and decide if the project is worthwhile. In order to allow more

classrooms to participate, there is a need to provide a larger window of time. Not all participants will learn the genre of fairy tales at the same time during the school year; creators of online projects need to accommodate as many participants as possible.

Integrating technology takes time and planning. A thorough needs assessment of students, equipment, resources and teacher skills must be done before actually deciding what type of project is best. Throughout each of the five domains of instructional technology, the students' needs should be considered and should guide the project.

The more connections with standards and benchmarks, the better the project will be and the more students will learn and make meaning. The best way to be sure and make connections would be to consult with as many stakeholders as possible, including curriculum directors, technology coordinators, grade level teachers, administrators, parents, and community members.

Kids learn by doing and from each other. During the fairy tale project the creator observed that students having used the *Kidpix* drawing program before were more at ease than those that had not. Students with experience were able to help and give suggestions to other students around them rather than always ask the teacher. Educators should realize that some students might know more about the technology than they do and that is okay.

Before the project can be developed and utilized, the creator must think through the entire process. Project developers need to go beyond the end-result. The little things are often what get overlooked when planning an online project. Questions such as the following need to be considered. Where will the files be saved? What computers need to be checked out? Will the resource students that are not normally in reading, participate?



If not, what will they do? Can all students follow the same teaching expectations? What happens when the computers do not want to work? What if the server connection goes down?

One revision that the project creator would consider for the next online project would be to recruit other staff or students to maintain the project website and upgrade the website as classroom participants begin to email project data. A suggestion might be to involve older students in the school to learn about web authoring and to ease the load of the project coordinator. A second revision to this project would be to require participants to include lesson plans for their integration of technology into the fairy tale unit. The lesson plans would be posted with the class' activities and would serve as a good resource for fellow educators teaching fairy tales.

The Internet has impacted today's world, providing resources and educational teaching and learning strategies not available in the past. As the world changes, educators must also change the way they teach in order to best meet the needs of today's students. Teachers no longer are limited to only sharing ideas with local co-workers. Through the use of technology, teachers can become designers of new learning activities that promote engaged learning and enhance the traditional learning strategies.

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Appendices

*Appendix A: The Fairy Tale Project Website*

<http://www.manning.k12.ia.us/Elementary/onlineprojects/fairytales02/index.html>



Suggested  
Books and  
Activities

# FAIRY TALES



Links

An Online Collaborative Project



About the  
Project

Sign Our  
Guestbook



Student  
Showcase

Fairy Tales 2002-03

Hosted by:

Luann Langel (Technology Coordinator/Web Designer)

Laurie Petersen (3rd Grade Teacher)

Last updated July 16, 2003



Since November 13, 2002



# Fairy Tale Books and Activities

## Suggested Books:

- The Three Little Javelinas by Susan Lowell
- The Rough Face Girl by Rafe Martin, Jr.
- Flossie and the Fox by Patricia McKissack
- Mufaro's Beautiful Daughters by John Steptoe
- Lon Po Po by Ed Young
- Yeh-Shen by Ai-Ling Louie
- The Egyptian Cinderella
- Princess Furball by Charlotte Huck
- Moss Gown by William Hook
- Little Red Riding Hood by Beatrice Schenk DeReginiers

## Suggested Activities:

- Create illustrations for a fairy tale
- Create Book Covers
- Compare & Contrast fairy tale characters from a book
- Compare & Contrast fairy tales from different cultures
- Poetry
- Write a letter to your favorite fairy tale character
- Student Reports
- Riddles and Quizzes
- Mark on a map where the stories take place
- Feel free to add activities you currently do in your classroom or that you create yourself.

|                                  |  |                       |                           |  |
|----------------------------------|--|-----------------------|---------------------------|--|
| <a href="#">Student Showcase</a> | <a href="#">Suggested Books/Activities</a> | <a href="#">Links</a> | <a href="#">Guestbook</a> | <a href="#">Email: Mrs. Lange or Mrs. Petersen</a> |
|----------------------------------|--|-----------------------|---------------------------|--|

**FAIRY TALE**



**HOME**



## Fairy Tale Links

### ONCE UPON A TIME IN THE CLASSROOM:

<http://www.geocities.com/Athens/Thebes/9893/f.html>

Find mini-units on "The Three Little Pigs", "Cinderella", "Beauty and the Beast", and "Jack and the Beanstalk". Also included are fairy tale crafts, lessons, activity sheets, related recipes, poetry, etc.

### WHAT MAKES A FAIRY TALE A FAIRY TALE?

A great site to learn about the elements that make up a fairy tale.

[http://www.geocities.com/jacoby\\_2000/fairytales.html](http://www.geocities.com/jacoby_2000/fairytales.html)

### FAIRY TALE UNIT:

<http://teachers.net/lessons/posts/923.html>

In this 16 day unit students will read several selections amongst a variety of popular fairy tales, with plenty of opportunity for both group activities and independent writing workshops.

### MAGICAL FAIRY TALE MOMENTS:

<http://www.longwood.k12.ny.us/ridge/wq/savona/>

Students will become familiar with the elements of the fairy tale genre as they create one of their very own. They will first select one story online to analyze, and following question guidelines, learn about the elements necessary to create a fairy tale before outlining and writing their own. Webquest format.

### WHO NEEDS A FAIRY GODMOTHER ANYWAY?

<http://www.plainfield.k12.in.us/hschool/webq/webq121/>

Indeed, who does, when students can figure out how Cinderella could earn a ticket to the ball instead of depending on magic. They will also plan a route from the famed fairy tale heroine's house to the party, and plan how to get a new dress as well. Fairy godmothers make way for independent workers in this webquest... Student worksheets and evaluations are included.

### FRACTURED FAIRY TALES:

<http://www.eduplace.com/rdg/html/blue/tale/fairy.html>

Students will learn the elements of fairy tales in this fun-filled lesson plan of "what-if's"--the prince doesn't dance, the pigs form a posse, and nobody wants to get married . . .

### FAIRY TALES MURAL:

<http://putnamvalleyschools.org/fv04Mural.html>

Illustrate the characters, sequencing, or plot of fairy tales with this lesson idea. Adjust it to the grade level and the specific fairy tale you are working with.

### CHILDREN'S STORIES-AUDIO RENDITIONS

<http://www.childrenstory.com/>

Read Fairy Tales Online or have them read to you with Real Player Plug-in. Includes Cinderella, Puss In Boots, Snow White and the Red Rose, and more.

### THE SURLALUNE FAIRY TALES SITE

<http://www.surlalunefairytales.com/>

A portal to the realm of fairy tale and folklore studies featuring annotated fairy tales. Includes the tales, their histories, similar tales from other cultures, bibliographies, and other materials.

### ONGOING TALES OLD TIME FAIRY TALES

<http://www.ongoing-tales.com/SERIALS/oldtime/FAIRYTALES/index.html>

Ongoing Tales presents a collection of old-time fairy tales from various out of copyright books. Enhanced with electronic media by Antelope Publishing Read fairy tales online.

### CINDERELLA STORIES

<http://www.acs.ucalgary.ca/~dkbrown/cinderella.html>

Find a list of picture books with a variety of different versions of Cinderella. Teaching ideas also given by Jean Rusting for the following books:

- \* Tattercoats
- \* Cap o'Rushes
- \* The Twelve Months
- \* The Princess and the Golden Shoes



<http://www.belinus.co.uk/fairytales/Homeextra.htm>

Find many fairy tales and fables to view online. Includes links to sites on Hans Christian Anderson, Aesop's Fables, Fables of Jean De La Fontaine, The Arabian Nights Entertainments, Robert Browning -Pied Piper of Hamelin, Charles Perrault, George MacDonald, Lewis Carroll, and Indian Folk and Fairy Tales.

#### FAIRY TALES

<http://www.abcteach.com/FairyTales/talesTOC.htm>

Brought to you by ABC Teach, this site includes some wonderful examples of way you can teach students about fairy tales. It includes using venn diagrams to compare and contrast, fairy tale alliterations, castle shaped books, connections to the science curriculum and activities for the younger students such as dot to dot and coloring pages.

#### FAIRY TALES FROM FAR OFF LANDS

<http://oncampus.richmond.edu/academics/as/education/projects/webunits/fairytales/title.html>

Once upon a time there was a teacher looking for the perfect lesson plan to compliment her unit on fairy tales. She stumbled upon a peculiar looking contraption while sifting through tales of horror, mystery and romance. (Known today as the computer.) On her journey she found a princess with a golden shoe, a naughty rabbit with a noose, feline and canine rivalry, and much more.....

To travel these many wonders simply choose a country to take you far away. Enjoy!! Includes links to Africa, Central Asia, China, Egypt, England, Native American, Russia, and Scotland.

#### Whootie Owl's Stories to Grow By

<http://raspberry.forest.net/FMPro?DB=whootie.fp5&-Format=/whootie/results.htm&type=fairytales&-Find>

Find fairy tales from various countries for students to read online. Includes appropriate age level and length it takes to read the story. Includes a Native American version of Cinderella.

#### The Realm of Fairy Tales- A 4th-5th grade webquest.

<http://www-ma.beth.k12.pa.us/jhoke/jhwebquest/jhwebquest.htm>

In this webquest, you will be working together with a partner to do the following activities:

- \* Read a selection of online fairy tales.
- \* Analyze fairy tales by identifying recurring themes.
- \* Outline a story map for your own fairy tale, including standard story elements and fairy tale themes.
- \* Write your own fairy tale, based on your story map.

#### FIRST FAIRY TALES PRESCHOOL ACTIVITIES AND CRAFTS

<http://www.first-school.ws/theme/fairytales.htm>

These timeless stories will help children learn valuable life lessons, reinforce various skills, and also to "visit" other places and people. Visit a story title or theme to find the story text and/or online story, lesson plans & activities that include easy instructions and a list of materials needed. You will find crafts, printable activities, fairy tales coloring pages, and related Internet links and resources

#### DLTK'S FAIRY TALES SECTION FOR KIDS

<http://www.dltk-kids.com/rhymes/index.htm>

An online storybook site with common fairy tales such as Little Red Riding Hood, Mary Had A Little Lamb, and The Gingerbread Man, and more. It also includes coloring pages and crafts to go along with the story. Geared more towards the primary student.

#### Cinderella

<http://www.hiyah.com/library/cinderella.html>

Read and listen to the story of Cinderella online. Go to the library to see other stories available. <http://www.hiyah.com/library.html>

#### TALES OF WONDER-FOLK AND FAIRY TALES FROM AROUND THE WORLD

<http://www.darsie.net/talesofwonder/>

Welcome to my archive of folk and fairy tales. The stories in this collection represent a small sampling of the rich storytelling art that is the common heritage of humanity. Stories from many parts of the world are included here.

#### MAGICAL FAIRYTALE MOMENTS - A WEBQUEST

<http://www.longwood.k12.ny.us/ridge/wq/savona/>

Have you ever dreamed of living in a forest filled with animals that spoke to you and trees that actually came alive? Did you ever wish that you lived in a big castle with over one hundred rooms, secret staircases, treasure chests filled with jewels and knights with armor guarding every door? Have you ever hoped that a wand would make all of your wishes come true?

Then come join us on a magic journey to the land of Fairy Tales where dreams come alive before your very eyes!

#### PUTNAM VALLEY FAIRY TALE PROJECT

<http://putnamvalleyschools.org/ft/FTHome.html>

A fairy tale project done by 2nd grade students. A good site to find ideas to use in your classroom. Includes: Fairy Tale Pieces

- \* Introduction to Fairy Tales
- \* Elements of Fairy Tales
- \* A Giant Bulletin Board
- \* A Fairy Tale Mural
- \* Storyboards
- \* Hyperstudio
- \* Writing
- \* Illustrating and Publishing
- \* Music
- \* Art
- \* In the Library
- \* At the Computer Lab
- \* The Play's the Thing

#### Cinderella

<http://www.pitt.edu/~dash/type0510a.html>

Includes multiple versions of the story Cinderella.

<http://www.landmark-project.com/classweb/rubrics/4x4rubric.html>

|                                  |  |                                   |                           |   |
|----------------------------------|--|-----------------------------------|---------------------------|---|
| <a href="#">Student Showcase</a> | <a href="#">Suggested Books/Activities</a> | <a href="#">About the Project</a> | <a href="#">Guestbook</a> | Email: <a href="#">Mrs. Langel</a> or <a href="#">Mrs. Petersen</a> |
|----------------------------------|--|-----------------------------------|---------------------------|---|

**FAIRY TALE**



**HOME**  
Update 3/18/03



# About the Fairy Tale Project

This is an online collaborative project for elementary students from around the globe to participate in. The focus of the project is to read and learn about fairy tale stories and then to submit an activity or activities to the project leader. It is our hope that others will view our website to learn more about fairy tales.

## Project Objectives:

### Reading and Language Arts

- Writing and Sharing Fairy Tales
- Reading and Summarizing Fairy Tales
- Using a Map to Locate Settings for Fairy Tales
- Author's Purpose

## Standards:

Standard 2: Related literature to oneself and appreciate literature which represents many viewpoints (gender, culture, race, ethnic background).

Standard 4: Write with skill for a wide variety of purposes, including technical presentations, and to a wide variety of audiences.

## Benchmarks:

### Reading:

Benchmark 1: Understand, use, pronounce, and spell vocabulary from all subjects.

Benchmark 2: Read for meaning (main idea, sequences, details, summarization) and aloud in groups.

Benchmark 5: Gain information by listening to and viewing descriptions, stories, and informational presentations.

### Writing:

Benchmark 1: Understand, use, pronounce, and spell vocabulary from all subjects.

Benchmark 3: Write a sequence of several proper and legible sentences organized around a theme.

### Library/Media:

Benchmark 4: Distinguish between the types of folklore: fable, fairy tale, and tall tale.

## It also supports the following National Educational Technology Standards for Students. (NETS)

### 1. Basic operations and concepts

- Students are proficient in the use of technology.

### 2. Social, ethical, and human issues

- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

### 3. Technology productivity tools

- Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

### 4. Technology communications tools

- Students use telecommunications to collaborate, publish, interact with peers, experts, and other audiences.

*Project participants will be asked to list the learning standards for their state or region. They are welcome to list the NETS standards.*

## Recommended (But not Limited) To Students in Grades 2-4 (ages 7-9)

## Summary:

Students will be focusing on the genre of Fairy Tales. Have your class read a fairy tale story and then have your students do one of the suggested activities: write poems, create illustrations, write their own fairy tale, or use an idea of your own, then send student work to

us to be posted on our website. Mrs. Petersen and Mrs. Langel will accept all submitted work electronically. We are able to open documents in Appleworks and Word. If you have something other than these applications please send within an email message. Please keep graphics down to under 10. These should be saved as either gifs or jpegs. Please include book title and author in your final submission as well as tell us about your activity and what standards you addressed. Integrating Technology 38

**Date:**

All materials are due by **February 17, 2003** but you may send them sooner if you have them completed. We will work to post the work as it comes in to us. We hope to have all posted by March 1, 2003 at the latest. The site will remain posted to be used as a resource for teachers and students.

**Number of Participants:**

There will be a separate page for fifteen participating classes.

**Suggested Activities:**

Create illustrations for a fairy tale

Create Book Covers

Compare & Contrast fairy tale characters from a book

Compare & Contrast fairy tales from different cultures

Poetry

Write a letter to your favorite fairy tale character

Student Reports

Riddles and Quizzes

Mark on a map where the stories take place

Feel free to add activities you currently do in your classroom or that you create yourself.

**Suggested Books:**

The Three Little Javelinas by Susan Lowell

The Rough Face Girl by Rafe Martin, Jr.

Flossie and the Fox by Patricia McKissack

Mufaro's Beautiful Daughters by John Steptoe

Lon Po Po by Ed Young

Yeh-Shen by Ai-Ling Louie

The Egyptian Cinderella

Princess Furball by Charlotte Huck

Moss Gown by William Hook

Little Red Riding Hood by Beatrice Schenk DeRegniers

Feel free to use your imagination and add to this list. Interactive writing as well as shared writing and independent writing activities are encouraged.

**How to register:**

Please e-mail the following information to Mrs. Luann Langel

Your name, grade level, e-mail address, URL, school name, town, state, selected book(s)

|                                  |  |                       |                           |   |
|----------------------------------|--|-----------------------|---------------------------|---|
| <a href="#">Student Showcase</a> | <a href="#">Suggested Books/Activities</a> | <a href="#">Links</a> | <a href="#">Guestbook</a> | <a href="#">Email: Mrs. Langel or Mrs. Petersen</a> |
|----------------------------------|--|-----------------------|---------------------------|---|

**FAIRY TALE**



**HOME**

[ [Sign my Guestbook](#) ] - [ [Read my Guestbook](#) ]  
[Guestbook by [TheGuestBook.com](#)]

|                                  |  |                       |                                   |   |
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| <a href="#">Student Showcase</a> | <a href="#">Suggested Books/Activities</a> | <a href="#">Links</a> | <a href="#">About the Project</a> | <a href="#">Email: Mrs. Langel or Mrs. Petersen</a> |
|----------------------------------|--|-----------------------|-----------------------------------|---|

## FAIRY TALE



HOME

## Fairy Tales Project's Guestbook

[Get your own FREE [GuestBook](#)] - [Get your own FREE [Counter](#)]

[Sign my Guestbook](#)

Shows: 167. Inputs: 32. Last show: Wed Jul 23 23:36:03 2003. Last input: Wed May 28 21:03:17 2003.

Name: [Jinx \(Homepage\)](#)

Country: USA

Date: Wed May 28 21:03:17 2003

Comment: Lovely website :)

Name: [Jinx \(Homepage\)](#)

Country: USA

Date: Wed May 28 21:02:41 2003

Comment: Lovely website :)

Name: [Lanise Jacoby \(Homepage\)](#)

Country: USA - MA

Date: Tue Apr 8 15:45:57 2003

Comment: Hi to both of you and all the third graders at Manning School who were involved with this great project.

Thank you so much! You made us take time to look at an old favorite (Rumpelstiltskin) in a new and challenging way! Hope you like our work and thank YOU for all yours!

Ms. Jacoby and her second graders from Peirce School, Arlington, Massachusetts

Name: [Mrs. VanHook \(Homepage\)](#)

Country: USA

Date: Thu Feb 20 23:14:58 2003

Comment: I am so very proud of being a part of this project! Thank you very much to the staff at Manning School District in Iowa. What a great learning process for us at Altoona Elementary School! I have enjoyed seeing the creative thinking from all across America, in regards to fairy tales. It's so magical!!!

Name: [Cloer's Classy Clowns \(Homepage\)](#)

Country: USA

Date: Mon Feb 10 19:02:18 2003

Comment: We were looking for our poems about Yeh-Shen. We did not find them, but we read Mrs. Heatherly's class's letters to characters in Cinderella Bigfoot. We liked them alot. Cole and Stephani had good letters. They were in K5 with us last year. We will come back to see if our hiakus and acrostic poems are here.

Name: [Andy \(Homepage\)](#)

Country: U.S.

Date: Mon Jan 20 17:56:50 2003

Comment:

Name: [Diane A \(Homepage\)](#)

Country:

Date: Mon Dec 30 01:36:37 2002

Comment: Very good job Third Graders!! I really enjoyed reading your poems and looking at your pictures. Keep up the great work!!

Name: [Natalie \(Homepage\)](#)

Country:

Date: Tue Dec 24 00:35:17 2002

Comment: I liked your fairy tale pictures.

Name: [Terri Rosener \(Homepage\)](#)

Country:

Date: Sat Dec 21 17:44:45 2002

Comment: Good job!! Wonderful work on your fairy tales

Name: [Mr. Graeve \(Homepage\)](#)

Country:

Date: Fri Dec 20 21:19:04 2002

Comment: Well done, Third Grader. You did an outstanding job! Thank you for doing such a fine job representing our school with your talents!

We're proud of you!

From your principal, Mr. Graeve

< 1 2 3 4 >  
[Back to Fairy Tales](#)

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Current time is: Fri Jul 25 21:05:45 2003

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 theGuestbook contains information posted by users of Web sites that utilize the service.

<http://www.TheGuestBook.com/vgbook/463084.gbook>



# Fairy Tale's Student Showcase 2002-03

|  |  |  |   |
|--|--|--|---|
| <p><u>Laurie Petersen</u><br/>3rd Grade<br/>Manning Elementary<br/>Manning, Iowa<br/><a href="#">School Website</a><br/><a href="#">Class Website</a></p>  | <p><u>Julie Wiederstein</u><br/>3rd Grade<br/>Manning Elementary<br/>Manning, Iowa<br/><a href="#">School Website</a><br/><a href="#">Class Website</a></p>  | <p><u>Lanise Jacoby</u><br/>Great site, Ms. Jacoby!<br/>PLEASE NOTE THAT THIS<br/>LINK TAKES YOU OFF OF OUR<br/>WEBSITE. PLEASE PRESS<br/>YOUR BACK BUTTON TO<br/>RETURN.<br/>2nd Grade<br/>Peirce School<br/>Arlington, Massachusetts<br/><a href="#">Current Class Website</a><br/><a href="#">Class Website</a></p> | <p><u>Karen Downey</u><br/>4th Grade<br/>Ina Grade School<br/>Ina, Illinois</p>   |
| <p><u>Ann Heatherly</u><br/>Grade 1<br/>Mitchell Road Elementary<br/>Greenville, South Carolina<br/><br/><i>Cinderella Bigfoot</i><br/><br/><a href="#">School Website</a><br/><a href="#">Class Website</a></p> | <p>North Polk District<br/><u>Grade AK</u><br/><u>Grade 4</u><br/>Central Elementary<br/>Alleman, Iowa<br/>West Elementary<br/>Polk City, Iowa<br/><br/><a href="#">School Website</a></p>   | <p><u>Georgia Cloer</u><br/>Grade 1<br/>Mitchell Road School<br/>Greenville, South Carolina<br/><br/><i>Yeh-Shen</i><br/><br/><a href="#">Class Website</a></p>  | <p><u>Donna Marshall</u><br/>Grade 2<br/>John F. Kennedy Elementary<br/>East Islip School<br/>East Islip, New York<br/><br/><i>The Princess and the Pea</i><br/><br/><a href="#">School Website</a><br/><a href="#">Class Website</a></p> |
| <p><u>Shauna Eastedt</u><br/>Grade 5<br/>Shongum School<br/>Randolph, New Jersey<br/><br/><a href="#">School Website</a></p>   | <p><u>Marguerite Miller</u><br/>Grade 3<br/>Connetquot Elementary School<br/>Islip Terrace, New York<br/><br/><i>The Three Little Pigs</i><br/><i>The Three Little Wolves &amp; the Big<br/>Bad Pig</i><br/><i>The Three Little Javelinas</i><br/><i>The Three Hawaiian Pigs &amp; the<br/>Magic Shark</i><br/><i>The True Story of the Three Little<br/>Pigs</i><br/><br/><a href="#">Class Website</a></p> | <p><u>*Kris Snively</u><br/>Grade 3<br/>Smith Elementary School<br/>Sioux City, Iowa<br/><br/><i>The Three Little Javelinas<br/>and Mufaro's Beautiful<br/>Daughters</i><br/><br/><a href="#">School Website</a></p>   | <p><u>Michele Nash</u><br/>Grade 2<br/>Cumberland Elementary School<br/>Whitefish Bay, Wisconsin<br/><br/><a href="#">Class Website</a><br/><br/><b>11:30</b><br/>6-23-03</p>   |
| <p><u>Jessie Ferraro</u><br/>Grade 2<br/>JFK Elementary<br/>East Islip, New York<br/><br/><a href="#">Class Website</a></p>  | <p><u>*Arranda Lau</u><br/>Grade 2<br/>Sarah Herron<br/>Technology Coordinator<br/>Beacon Heights Elementary<br/>Salt Lake City, Utah<br/><br/><a href="#">School Website</a></p>  | <p><u>Sandi Robinson</u><br/>Grade 3<br/>Altoona Elementary School<br/>Altoona, Iowa<br/><br/><a href="#">School Website</a></p>   | <p><u>Karen Arthur</u><br/>Grade 2/3<br/>Bates Elementary<br/>Louisville, Kentucky<br/><br/><i>Princess Furball</i><br/><br/><a href="#">School Website</a></p>   |
| <p><u>Hope Savage</u><br/>Kindergarten<br/>Jamesville Elementary<br/>Jamesville, North Carolina<br/><br/><i>Strega Nona</i><br/><br/><a href="#">School Website</a></p>  |  |  |   |

[About the Project](#)
[Suggested Books/Activities](#)
[Links](#)
[Guestbook](#)
[Email: Mrs. Langel or Mrs. Petersen](#)



HOME

Updated July 16, 2003



Mrs. Laurie Petersen

3rd Grade  
 Manning Elementary  
 Manning, Iowa  
[School Website](#)  
[Class Website](#)



Students selected a fairy tale and wrote a poem about it. Next they created illustrations in Kidpix. Finally, they inserted their illustration and typed their poem on a webpage.

|   |   |   |   |   |
|---|---|---|---|---|
| <a href="#">Austin</a><br>Jack and the Beanstalk      | <a href="#">Brittney</a><br>The Three Little Pigs | <a href="#">Cassie</a><br>Snow White                | <a href="#">Elizabeth</a><br>Cinderella | <a href="#">Eric</a><br>Jack and the Beanstalk                                  |
| <a href="#">Garrett</a><br>The Three Little Javelinas | <a href="#">Karmen</a><br>The Egyptian Cinderella | <a href="#">Kristina</a><br>The Three Little Pigs   | <a href="#">MaKayla</a><br>Cinderella   | <a href="#">Marcus</a><br>The Three Little Javelinas                            |
| <a href="#">Matthew</a><br>Jack and the Beanstalk     | <a href="#">Michele</a><br>Peter Pan              | <a href="#">Paige</a><br>The Three Little Javelinas | <a href="#">Rachel</a><br>Puss n' Boots | <a href="#">Sam</a><br>The Gingerbread Man                                      |
| <a href="#">Scott</a><br>Little Red Cowboy Hat        | <a href="#">Shyann</a><br>Rapunzel                | Steven  | <a href="#">Taylor</a><br>Cinderella    | <a href="#">See Kidpix Rubric</a><br><a href="#">See Pictures of Us Working</a> |



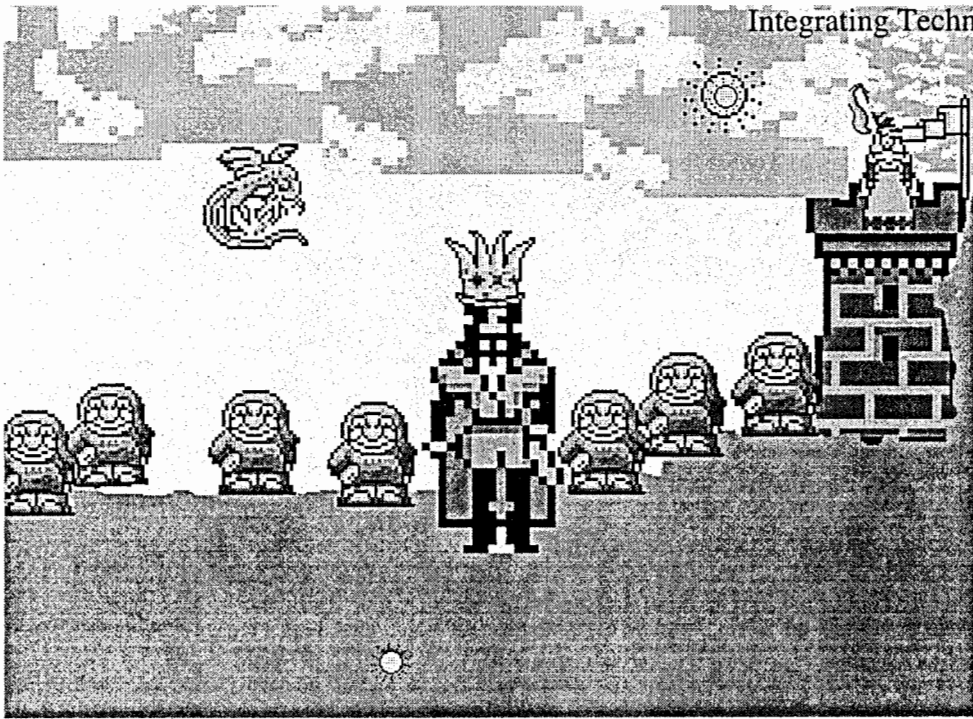
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FAIRY TALE



HOME

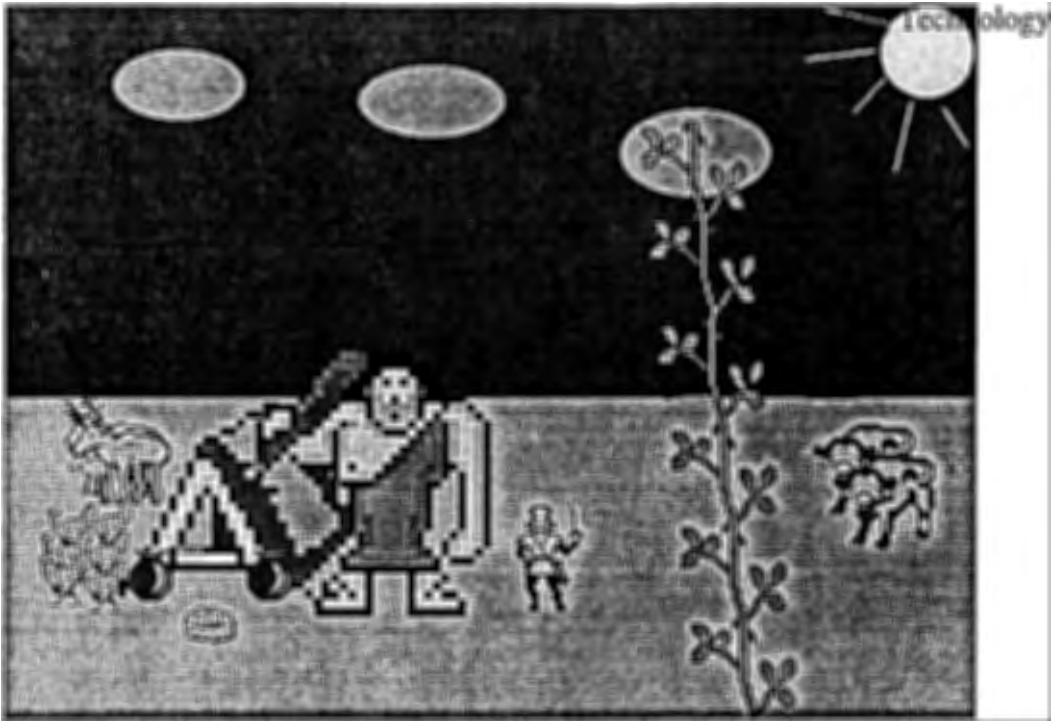
Updated December 20, 2002



## Snow White

Beautiful, fair, nice  
Biting, sleeping, cleaning  
Witch, prince, dwarfs  
What a princess!

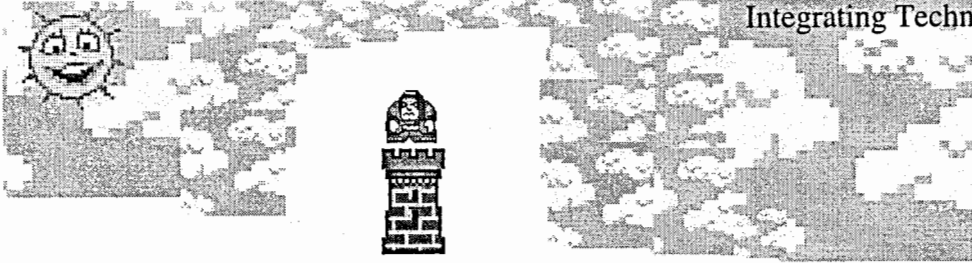
Cassie V.



## Jack and The Beanstock

Boy, beanstock, giant  
Climbing, planting, selling  
Goose laying golden egg  
What a climber

by Eric R.



## Jack And The Beanstalk


Giant, bean, stalk, magic  
Climbing, running, chopping  
Cow, magic, bean, boy  
What a boy!

by


Matthew S.

Did you use the  drawing tool?



Did you use the  paint bucket tool?



Did you use the  stamp tool?



Did you save to the correct folder?



Did your picture show what you wrote about?

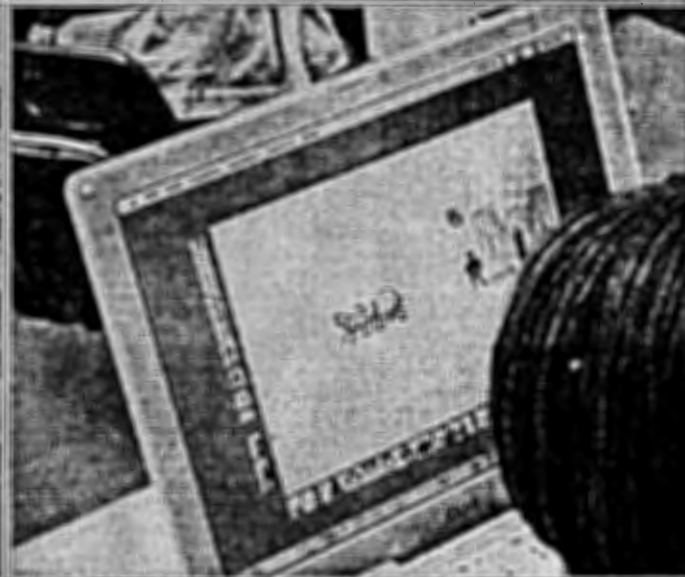


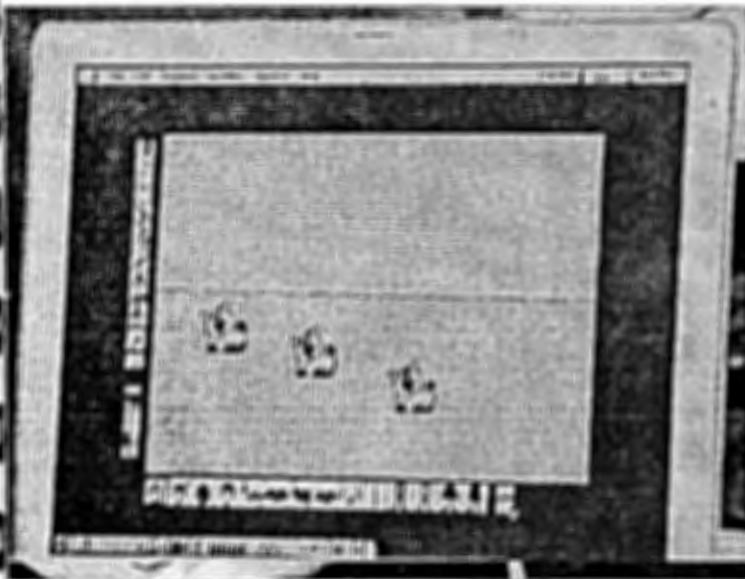
# Mrs. Laurie Petersen

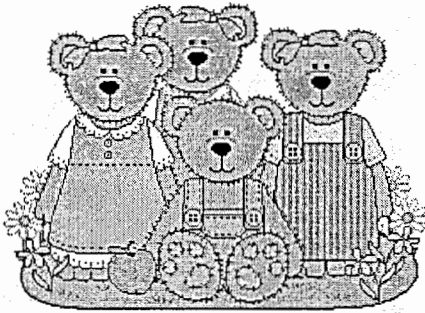
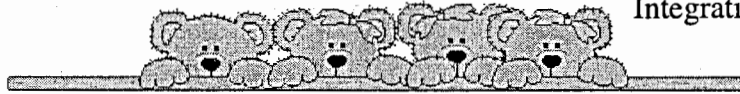
3rd Grade  
Manning Elementary  
Manning, Iowa  
School Website  
Class Website

# Fairy Tales

*Students selected a fairy tale and wrote a poem about it. Next they created illustrations in Kidpix. Finally, they inserted their illustration and typed their poem on a webpage.*







## Mrs. Julie Wiederstein

3rd Grade  
Manning Elementary  
Manning, Iowa  
[School Website](#)  
[Class Website](#)

*Students selected a fairy tale and discovered the good character and the evil character. For both characters they wrote what they looked like, what they acted like, and what made them a good or evil character. They used Kidpix to draw a picture of each character. All of the information was posted in a webpage by the students using Netscape Composer.*

### Fairy Tales

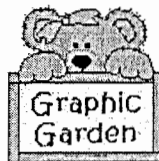
|                           |                         |                        |                         |                          |
|---------------------------|-------------------------|------------------------|-------------------------|--------------------------|
| <a href="#">Adam</a>      | <a href="#">Alex</a>    | <a href="#">Angela</a> | <a href="#">Bailey</a>  | <a href="#">Brandon</a>  |
| <a href="#">Cody</a>      | <a href="#">Erica</a>   | <a href="#">Joey</a>   | <a href="#">Lindsey</a> | <a href="#">Matt</a>     |
| <a href="#">Rachel</a>    | <a href="#">Roxanne</a> | <a href="#">Ryan</a>   | <a href="#">Taylor</a>  | <a href="#">Veronica</a> |
| <a href="#">Elizabeth</a> |                         |                        |                         |                          |



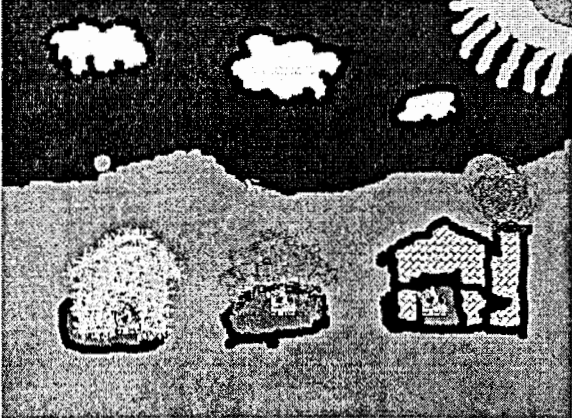
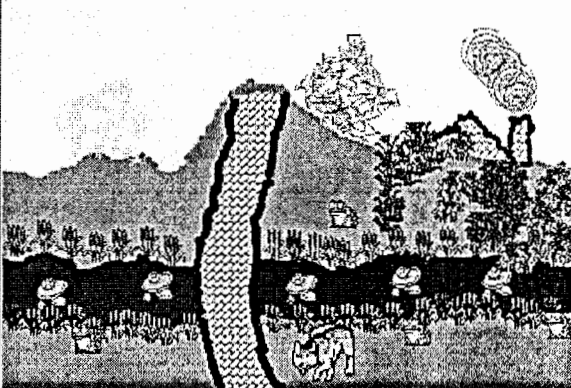
[Mrs. Wiederstein](#)

[Mrs. Langel](#)  
Technology Coordinator/  
Web Page Designer

Last Updated February 12, 2003





|   |  |
|---|--|
| Three Little Pigs   | Wolf   |
| They all look the same, but their clothes are different.                          | The wolf looks very hairy!   |
| They act weird because they eat the wolf  | The wolf blows the house down, except the brick house                              |
| They're good because they help each other   | The wolf is evil because he is acts tricky.  |
|  |  |



Cindy Ellen

She wears shiny buckle boots. she has a gray horse. When the horse walks, with every step it's hooves sparkle. She is a good horse rider. She has a fairy godmother. She is dressed in rags until her fairy godmother comes and her step-sisters and stepmother leave. Then Cindy Ellen is dressed like a princess cowgirl.

She does what they say. She is so kind and doesn't tease. That's why she has a fairy godmother.

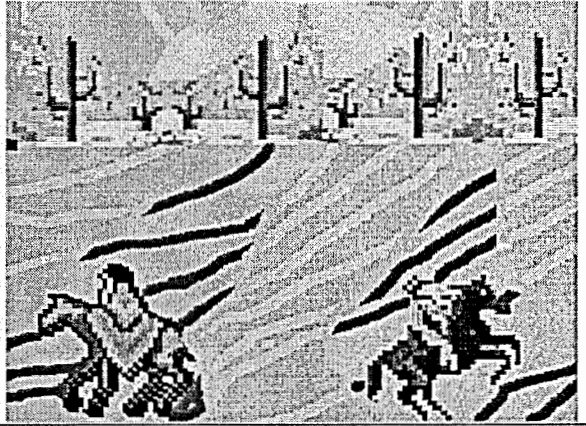
She is good because she is not greedy .

Stepsisters

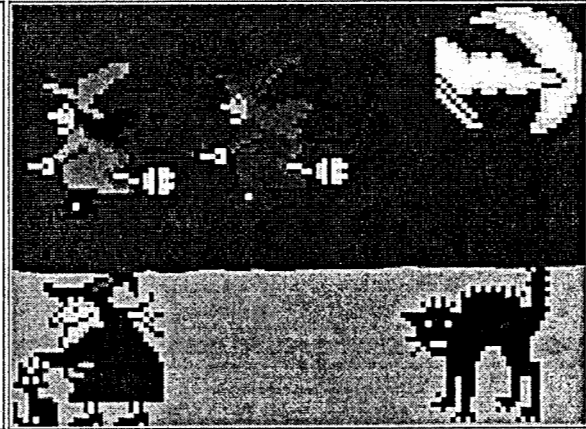
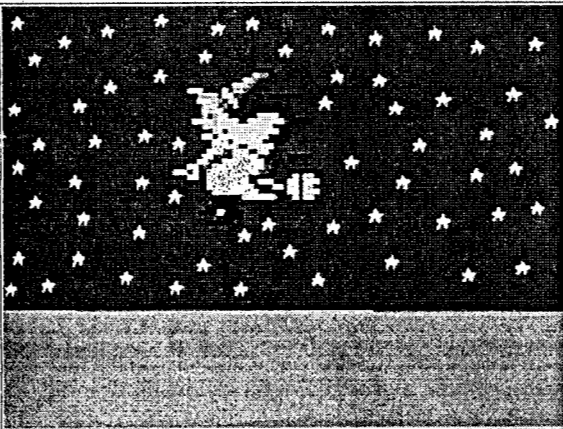
They wear brown boots. they are bad horse riders. they don't have fairy godmothers. They have brown horses. Their dresses are not nice looking. They look flat and not fancy.

The stepsisters always want to be better than Cindy Ellen. They call her Cinder Bottom. They make her do all the work.

The stepsisters are evil because they are so mean and greedy.




|   |  |
|---|--|
| Cinder Hazel  | Wicked Stepmother  |
| Cinder Hazel has yellow hair and a white dress with red polka a dots. She's always dirty. | The stepmother has red hair and wrinkles. She wears a purple dress.                          |
| She acts nice funny and kind of weird because she turns things into dirt.                 | She acts mean and selfish because she let her daughter go to the ball but not Cinder Hazel . |
| She is good because she isn't mean or evil.   | She is evil because she is never nice.   |





# The Fairy Tale Project



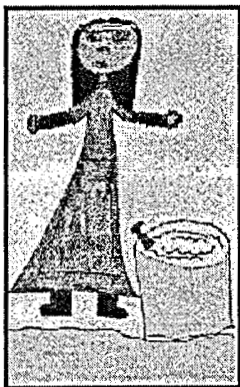
## ~ About the Project ~

The Fairy Tale Project asked us to explore the world of fairy tales. We chose the wonderful *Rumpelstiltskin* story, retold by Paul O. Zelinsky, and part of our Guided Reading program. We learned about the "elements" ~ the ingredients ~ of a fairy tale and then looked for them in *Rumpelstiltskin*. Here is what we found:

- Good character - miller's daughter, queen, servant, Rumpelstiltskin
- Evil character - miller, king, Rumpelstiltskin
- Royalty and/or a castle - King's castle, king, queen
- Magic - spins straw into gold, flies on cooking spoon
- Problem and a Solution - spinning straw into gold, finding out Rumpelstiltskin's name
- Things often happen in "threes" - 3 rooms of straw, gives Rumpelstiltskin 3 gifts, 3 days to learn his name, guesses 3 names at a time

Learn all about the elements of a fairy tale, including a printable chart to use, [here](#).

## The Element of a Good Character

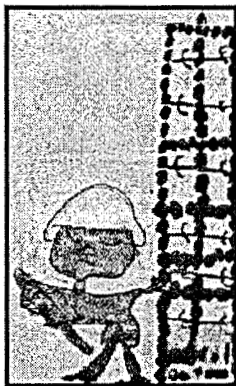


My element is a good character. It is the miller's daughter. She is a good character in the story because she really helped her father by not telling the king the truth about not knowing how to spin straw into gold.

by Samantha

My element is a good character. It is Rumpelstiltskin. He is a good character because he saved the miller's daughter from being killed by the king. He spun straw into gold for her so that the king would not kill her.

by Jared



The element I drew is a good character. The Queen is the person that marries the King. I think the Queen is a good character because she could have just given her baby away, but she didn't. She loved her baby very much and that's why I think the Queen is a good character.

by Gabriela

In a fairy tale, one of the elements is a good character. My character is the servant. She is a good character because she found out Rumpelstiltskin's name so the Queen would not lose her baby.

by Julia





I drew the evil character of the Miller, one of the elements of a fairy tale. The Miller is evil because he told the king a huge fib that his daughter could spin straw into gold. He wanted to impress the king.

by Lucas

The element that I drew is the evil king. He is evil because he was telling the miller's daughter to spin the straw into gold or she will die. If she can finish she will be able to marry the king.

by Elijah



I drew the evil character of Rumpelstiltskin which is one of the elements in a fairy tale. I think Rumpelstiltskin is evil because he tries to take the baby.

by Nicholas

### The Element of Royalty or a Castle

The element that I drew is a castle. The castle is where the king lives. There are also servants in the castle that serve the king. The castle is made of stone and wood. You often find a castle in fairy tales.

by Dylan



One of the elements in a fairy tale is royalty. Royalty means kings and queens and princes and princesses. I drew the king as one of the royal characters in *Rumpelstiltskin*.

by Kristopher

The element I drew is royalty. I drew the queen because she is part of the royal family. She is the wife of the king and is an important person.

by Sonia



### The Element of Magic

The element I drew was magic. Spinning straw into gold to us is magic. Rumpelstiltskin was the character who helped the miller's daughter magically spin the straw into gold.

by Elisa



Magic is one of the elements of a fairy tale. I drew Rumpelstiltskin flying on a cooking spoon. Without being magical he could not do that.

by Briana





The Problem and a Solution



My element is a the story. In miller's daught into gold. Tl Rumpelstiltskin offered to do it for her if she would give him three special things.

by Emily



The element the and a solution. R Queen's first ba his name. Her se out his name. She told the Queen and the Queen told Rumpelstiltskin.

by Jade

The Element of Things Happening in 3's

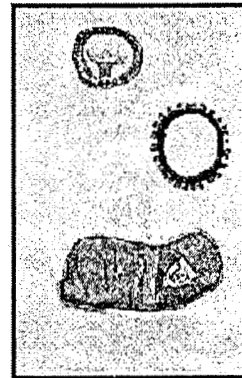
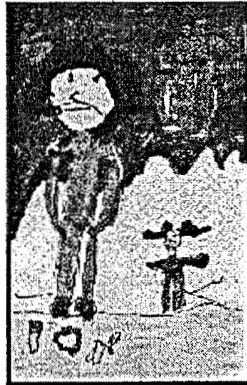


The element I drew is the use of 3s in a fairy tale. The King told the miller's daughter to spin straw into gold. Altogether she had three rooms of straw to spin into gold.

by Katerina

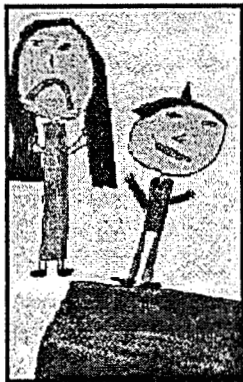
The element of a fairy tale I'm doing is 3's. The miller's daughter had to give Rumpelstiltskin three gifts if he spun the straw into gold for her. The three gifts were her necklace, her ring and her first born baby.

by Ben



In fairy tales, one of the elements is things that happen in 3's. In *Rumpelstiltskin* a lot of things happen in 3's. I drew the three things that the girl promised Rumpelstiltskin - a necklace, a ring, and her baby.

by Gino

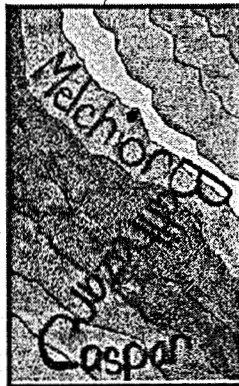


In fairy tales one of the elements is things happening in 3's. The element I drew was the three days given the Queen for finding out Rumpelstiltskin's name. As you can see, the Queen is sad and Rumpelstiltskin is happy.

by Katie

One element in fairy tales is things happening in 3's or 7's, but in this fairy tale things happened in 3's. What I drew was some of the names the Queen guessed. When Rumpelstiltskin came each night, the Queen guessed names in 3's.

by Ellie



Learn more about Paul O. Zelinsky and his wonderful work.



Fairy Tales by Paul O. Zelinsky  
Paul O. Zelinsky

To our [Castles and Fairy Tales page](#)  
To our classroom site [Window to Our World](#)  
To [The Fairy Tale Project](#)

# Fairy Tales

**Karen Downey**

4th Grade  
Ina Grade School  
Ina, Illinois

*I had four students who wrote a story while most did a book cover or illustration. Here are a couple of examples.*

## Lily and the Magic Lilypad by Skye

Once upon a time in a fairy tale pond there was a fairy named Lily. Lily has two sisters, her big sister Lola was sometimes mean to Lily but she still loved her. Lily's little sister, Leeah was always the cutie, the baby, and the princess but she still loved her, too. She also has a little brother Cory. He is five, Lily is twelve, Lola is fourteen, and Leeah is two.

"Lily, time to get up!" yelled Lola. So I got up and got dressed, made my bed and then got Leeah up since this is part of my routine. "Mom, Lola yelled at me," yelled Cory. "Lola, stop yelling at your brother!" yelled my mother. I came down to the kitchen. "Good morning, mother," I said. "Where are you going?" she said. "To walk in the garden," I said politely to my mother. I walked outside and sat on my bench that had my name written on it. I always went to that bench when I felt sad, mad, or just not right. My bench's color was brown. I always love to sit on the bench because I got it just when I was a baby. My mother and father said when I was a baby as soon as I came home from the doctor, everyday they would bring me outside and let me play on the bench so that made me kind of always want to sit on the bench.

"Breakfast time, Lily!" yelled my father. I got up and started walking to the house.

"Lily honey, will you set the table for me?" mother asked. "Yes, in fact I will do the dishes if Lola hasn't asked to yet," I replied. Lola just smiled. Cory finally came down stairs to eat. My father had to call for him six times.

I finished eating my food, cleaned off the table, and washed the dishes. "Can I go to the pond, mother?" I asked. "Yes, just be back before lunch," said my mother. I went to the pond. The pond was big. I saw a lilypad. I loved lily pads. They were my favorite! I flew to the lilypad and laid down on it. I quickly fell into a deep sleep. When I awoke I was floating on the lilypad. I thought maybe I was still asleep. I pinched myself and it hurt so that means I was not sleeping. The lilypad started to sprinkle gold, silver, and bronze colored stuff all over me. Then I saw my bench in the garden. We started to get closer to my bench. When we finally got to my bench we started to go back where we came from. I wanted to go back home so bad. I wished, wished, and wished but nothing happened.

POP! The lilypad popped! I ran home. When I got there mother and father asked where I had been and I said at the pond. So you and I now both share a secret!

The End





Updated February 16, 2003



# Fairy Tales

Ann Heatherly  
Grade 1  
Mitchell Road Elementary  
Greenville, South Carolina

*Cinderella Bigfoot*

School Website  
Class Website

We enjoyed reading Cinderella Bigfoot by Mike Thaler. After reading the story we wrote letters to the characters.

The standards that we used were:

- The student will demonstrate the ability to identify differences between fiction and nonfiction.
- The student will integrate various cues and strategies to comprehend what he or she reads.
- The student will write for a variety of purposes.

Dear Cinderella,

Where did you get those feet? I like your sneakers. How are you?

Love,

Kayla



Dear Cinderella,

How are you? Where did you get your sneakers? Why do you have big feet? I will tell a little bit about me. I am 7 years old. I go to school at Mitchell Road.

Love,

Cole



Dear Cinderella,

Do you really have big feet? How are you? I hope you are good. Are you cool?

Love,

Stephani

Dear Elsie,

I am having a great time. I want to know everything about you and how you do it. My birthday is January 26th. Thank you.

Love,

Hailey



Dear King,

Why didn't you invite Cinderella? Was it because she had big feet? So how are you King? I am good.

Love,

Austin

Dear Cinderella,

Where did you get those big shoes? Why wouldn't they let you come to the

party?  
Love,  
Cassie



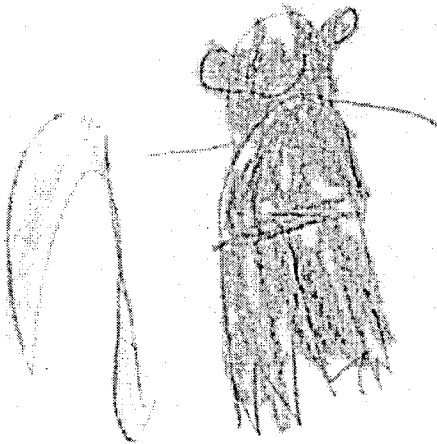
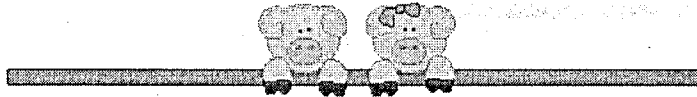
# Fairy Tales

Anne Howe

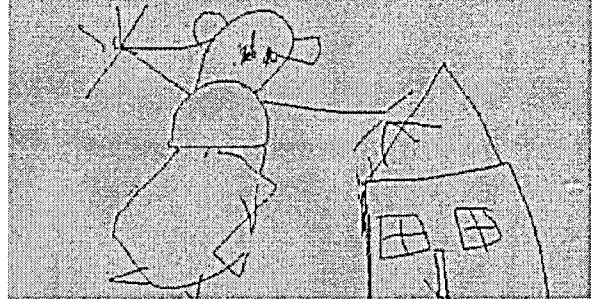
North Polk District  
Grade Alternate Kindergarten  
Central Elementary  
Alleman, Iowa  
West Elementary  
Polk City, Iowa

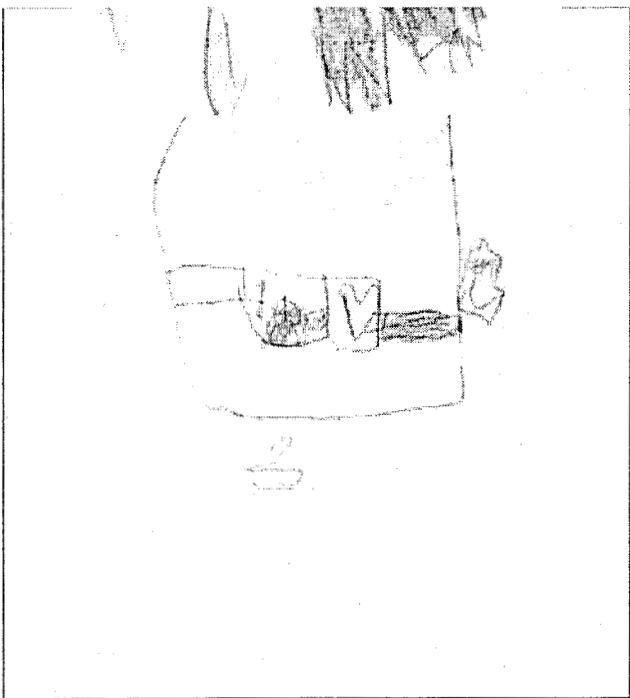
School Website

*These are optional kindergartners pictures. First the students drew a scene from their favorite fairy tale using pencil, crayon and paper. Then they used Kid Pix to draw the same scene on the computer.*



aric  
The Three Little Pigs are making  
their house.

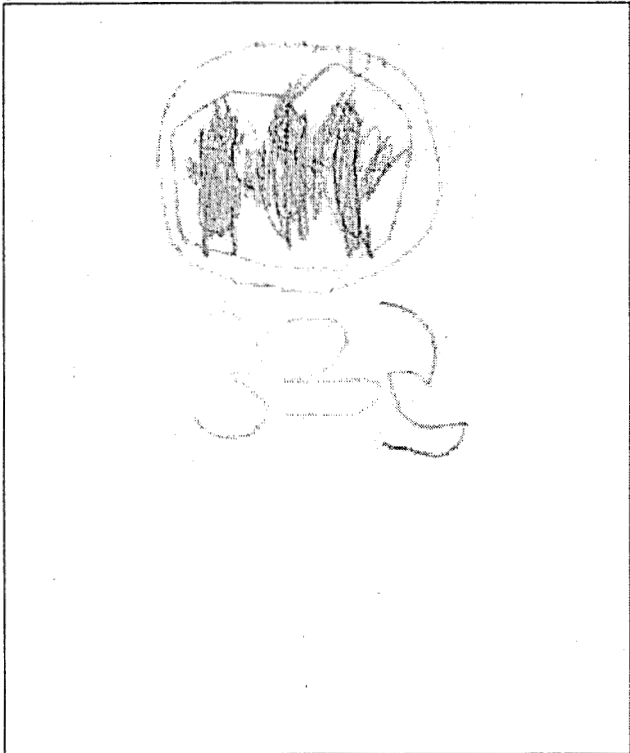




The Three Little Pigs are sitting in their house getting a hot bath. They locked the door so the big bad wolf can't get in.

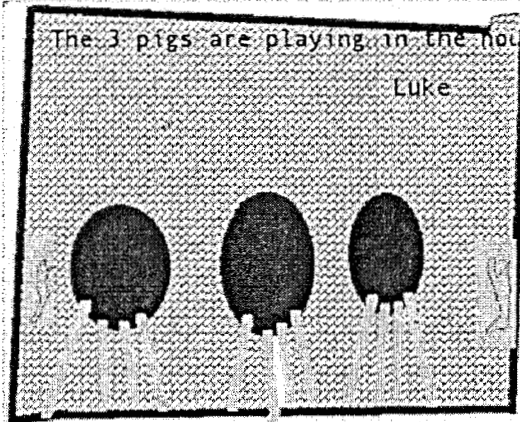


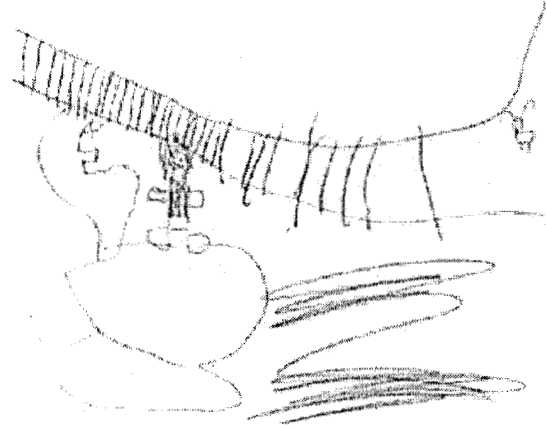
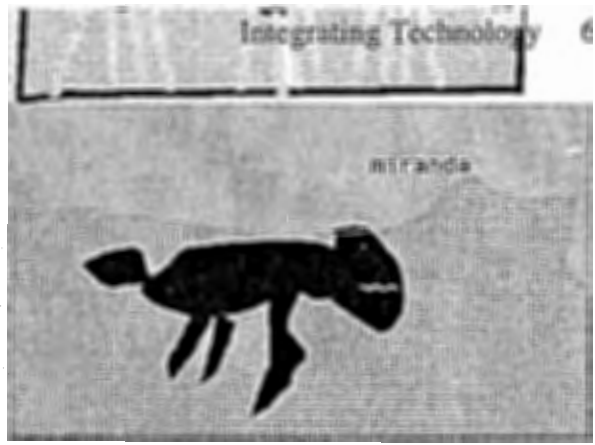
Maileigh



The 3 pigs are playing in the house.

Luke





reece



[Back to Showcase](#)

**FAIRY TALE**



**HOME**

Updated March 17, 2003



**Georgia Cloer**

Grade 1  
Mitchell Road School  
Greenville, South Carolina

*Yeh-Shen*

Class Website

We have read about 30 versions of Cinderella so far. We wrote acrostic poems and haiku's after we read Yeh-Shen, the oldest known version of Cinderella.

|   |   |
|---|---|
| <p>Y is for young Yeh-Shen.<br/>E is for excited Yeh-Shen.<br/>H is for handy.<br/>S is for sad.<br/>H is for hopeful.<br/>E is for eager.<br/>N is for nice.<br/><br/>By Patrick</p> | <p>Yeh-Shen<br/>Yeh-Shen goes to the ball.<br/>Yeh-Shen lost her slipper.<br/>The stepmom kills fish.<br/><br/>By Sadie</p> |
| <p>Y is for Yeh-Shen.<br/>E is for exploring.<br/>H is for heart.<br/>S is for stepsisters.<br/>H is for hopeful.<br/>E is for eager.<br/>N is for neat.<br/><br/>By Barbara</p>      | <p>Yeh-Shen<br/>I love you today.<br/>Feed the fish today I will.<br/>Yeh-Shen is cute too.<br/><br/>By Julia</p>           |
| <p>Yeh-Shen<br/>Yeh-Shen is in love.<br/>Yeh-shen loses her gold slipper.<br/>The birds sing to her.<br/><br/>By Caitie</p>   | <p>Yeh-Shen<br/>Yeh-Shen is pretty.<br/>Fairy godmother loves her.<br/>Stepmom kills pet fish.<br/><br/>By Rachel</p>       |
| <p>Thank you for such a great project!<br/><br/>Georgia Cloer<br/>Mitchell Road School<br/>Greenville, SC</p>   |   |



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*Updated February 16, 2003*

## FAIRY TALE



**HOME**

# Fairy Tales

**\*Donna Marshall**

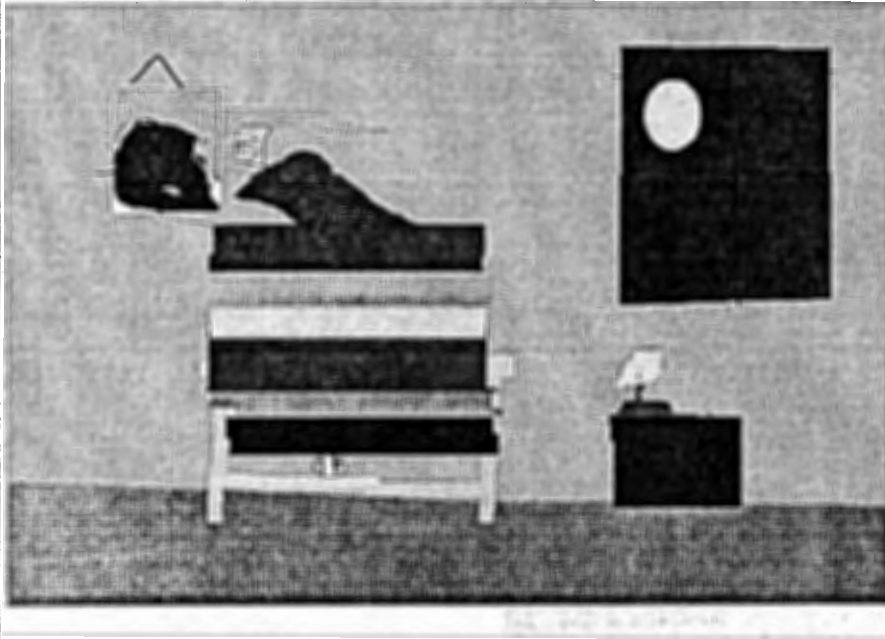
Grade 2  
John F. Kennedy Elementary  
East Islip School  
East Islip, New York

*The Princess and the Pea*

School Website  
Class Website

*Our class had a "magical" time working on this fabulous project! The children thoroughly enjoyed learning about this "Fairytale" genre!...After reading *The Princess and the Pea*, the students in our class quickly brainstormed other creative versions of this marvelous story! The children came up with some fantastic "things" that could have been placed under the princess's mattresses!! After writing our original versions, the children used Kidpix to make adorable pictures that added some color and excitement to our stories!*

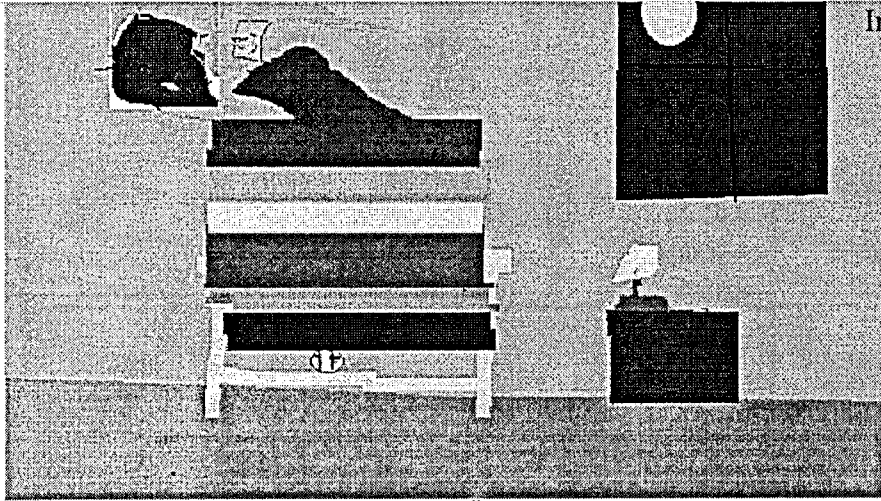
## The Princess and the Baseball



Once upon a time there was a Prince who was looking for a Princess. Then one night there was lightning and rain and thunder. A princess knocked on the castle door. The prince opened the door. A princess was waiting at the door. Let's take the princess test. They put 20 mattresses and 20 featherbeds on a bed. She could not sleep. She felt the baseball under the 20 mattresses and 20 featherbeds. Her back was sore! They got married. They lived happily ever after!

By Brian, Dakota, and David

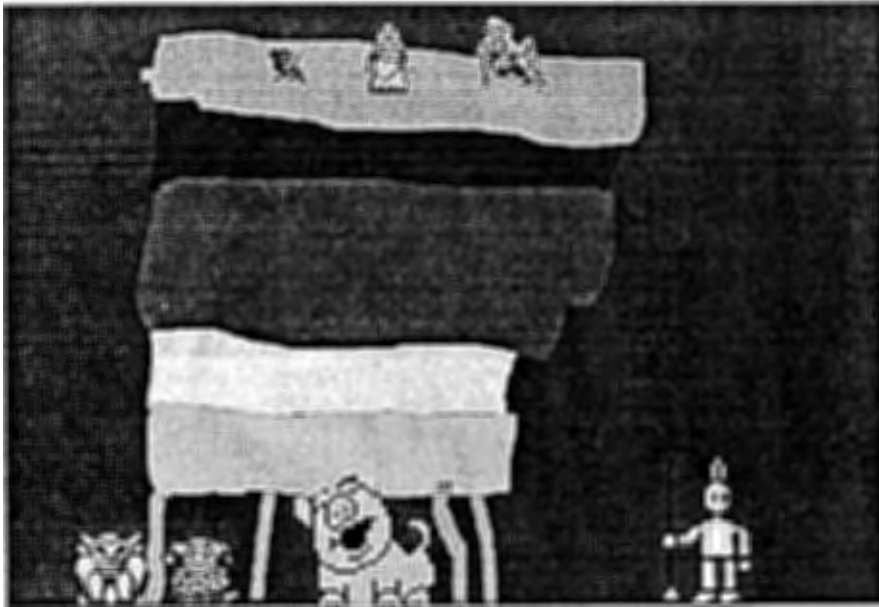




Once upon a time there lived a prince who was looking for a princess. He hunted for a princess. Someone knocked on the door. He opened the door and the princess came in the palace. She said it was beautiful. The queen said we will see about that. The queen put seeds under many mattresses and the princess layed down to sleep for the night! When morning came...the princess said she slept horribly! This was proof that she was a REAL princess. She married the prince and they lived happily ever after!!

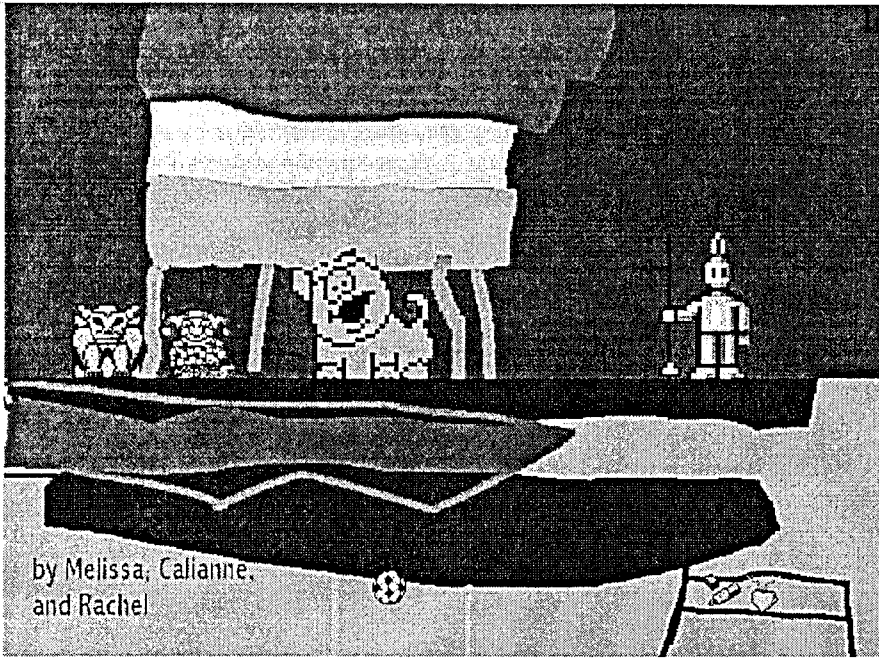
BY Michele, Jamie, and Kendall

### The Princess and the Pig



Once upon a time there lived a prince who wanted to marry a princess. The next day there was a storm. Someone knocked on the door. The prince answered the door and a goblin threw a statue in the castle then flew away. The bell rang again and the bad guy threw a princess in the castle and the king closed the door. The king asked the girl if she was a princess she said yes. Then that night they had the test... the queen put a pig under twenty sheets. The next day the princess hurt her back, so she was a real princess and they lived happily ever after!

By Alexander Michael and Parmeet

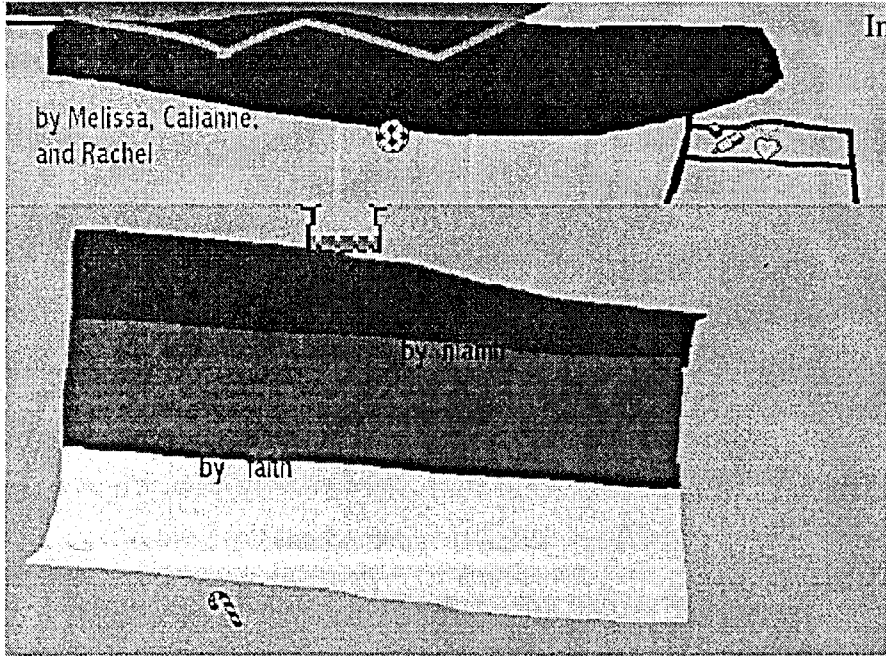


by Melissa, Calianne,  
and Rachel

tegrating Technology here 68  
Once upon a time there  
was a princess named  
Melissa and she was very,  
very beautiful. It was  
pouring rain that night.  
The princess had  
nowhere to go. Then she  
saw a castle. Princess  
Melissa knocked on the  
door. Then someone  
answered the door. It was  
the king! Then princess  
Melissa asked him if she  
could come in. Guess  
what! He said yes!!!! So  
she came in and she got  
all dried off . She got  
new clothes. That night  
the queen took a soccer  
ball and put it under the  
princesses bed. If she  
slept through the night,  
she was not a real  
princess! When morning  
came, the princess said  
she couldn't sleep at all!  
There was something  
bothering her! She was a  
real princess...she and the  
prince lived happily ever  
after!

By Melissa, Calianne, and  
Rachel

by Melissa, Callianne,  
and Rachel



Once upon a time there lived a prince who was looking for a real princess. But all of them were faking because they wanted to be a princess. There was a storm and the princess went into this old house and a guy jumped out of his closet door and tied her up. The prince heard her saying help help and he came and the queen opened the door and said if you are a real princess then I have to put thirty feather beds on your bed with a candycane underneath them! The queen said if your back is aching in the morning then you are a real princess. When she woke up her back was aching and the prince and the princess got married!

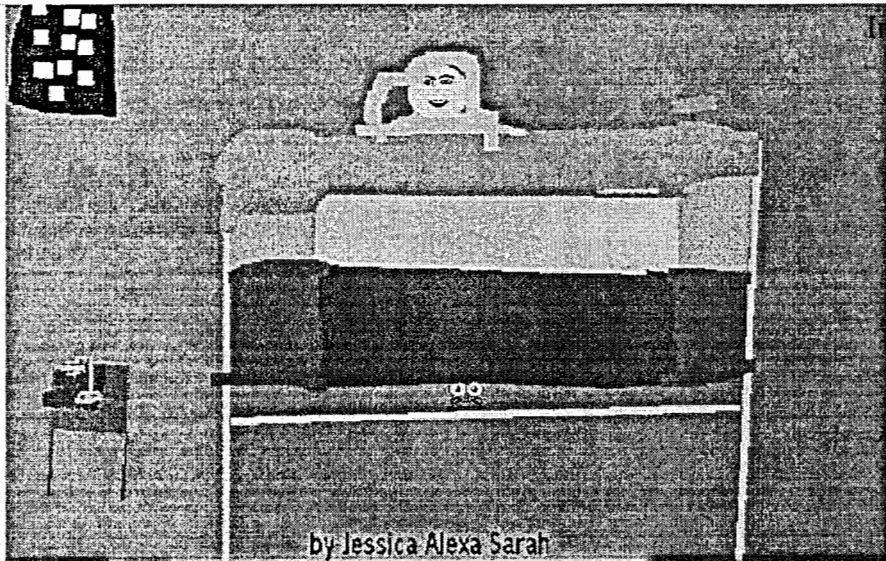
by Samantha, Niamh and Faith.

### The Princess and the Frog



Once upon a time there lived a prince who was looking for a princess. But all of the ladies were fake. But then there was a knock at the castle door! It was a princess. The queen said we will see about that! She put a frog on her bed and if she sleeps well then she is really not a princess! The next morning, the queen asked, "Did you sleep well?" The princess said that she felt something in her bed! She must be a real princess said the queen! The End.

by Alexa Sarah Jessica



Once upon a time there lived a prince who wanted to marry a princess . That night there was a storm. Then there was a knock at the door! He opened the door himself. There was a princess at the door the princess said I have nowhere to sleep. Can I sleep here? Why yes you can sleep here. So she went to the bedroom. The queen had left an egg under 7000 mattresses. She woke up and SCREAMED! The whole building had knocked down.

And then they found out that she was a real princess. Then the prince had married the princess.

By Tanner Joe and Jack



**FAIRY TALE**



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Updated March 17, 2003



**HOME**

# Fairy Tales

## Ms. Shauna Eastedt

Grade 5  
Shongum School  
Randolph, New Jersey

School Website

Students wrote their own fairy tales and then created a puppet show.

Rap Puzzle

Jack and the Tower

Cindy and the Beast

Beauty and the Beast

The Story of Rachel Rupunzel

### RAP PUZZLE

Once upon a time, in a land far away, there lived a hip rapper named Rap Puzzle. She was the best rapper in the country and she had the longest hair ever! Also she could rap a whole song in fifty seconds. One night after her concert, a little old lady took her outside. But it was the evil, unhip witch who didn't understand rap and she wanted Rap Puzzle to rap for her, but Rap Puzzle refused. The evil witch took her to a tall tower with no doors and only one window. Every night the witch would say,

"Rap Puzzle let down your hair."

Rap Puzzle would answer by rapping, "Waz up down there, I'll let down my hair."

One day there a handsome, break dancer named Cornelious Corvet who drove the coolest red corvet in all the land. Also he had hidden powers. He heard the witch say "Rap Puzzle, Rap Puzzle let down your hair."

So he gave it a try. He said, "Yo, Rap Puzzle let down your hair."

"Yo, wuz up down there I'll let down my hair."

To his surprise he saw a beautiful young rapper, and he fell in love at first sight. So every night for the past month, they practiced break dancing for Cornelious's show together. However, one night after Cornelious left, the witch came and Rap Puzzle accidentally said, "Yo witch want to see my break dancing moves? With Cornelious, we have got the grove."

"Ah, I knew you were up to no good. Snip, snip goes your hair, ha, ha, ha!" Rap Puzzle screamed.

The next day Cornelious came to the tower and said, the usual words. But the witch said in a rappy voice,

"Ah, Waz up! I will um... I will let down my awesome hair... dude!" Cornelious climbed up Rap Puzzle's cut hair but he came face to face with the evil, crazy witch! Then the witch said in a ferocious voice, "I have you now! Now, I will give you three consequences. You have to wear red pajamas. . . . However, before she could finish, Cornelious interrupted by saying, "Not pajamas!" Then, the witch said, "You have to wear a pink tie, and you will lose you sense of smell."

"How will I smell my mom's delicious cookies?" said Cornelious is a worried voice.

"I am still not through with you, because you have to wear red socks that say, 'I love mom' on it," the witch said as she chuckled her horrifying laugh. Suddenly, Cornelious fell out of the window onto the hard ground.

After the accident, the witch rehid Rap Puzzle on little house on a prairie. Cornelious Corvet felt as if his heart was lost. Suddenly, he remembered he had a special rap power with Rap Puzzle. All he needed to say was, "Yo Rap Puzzle, lead me the way to you."

Magically, he heard Rap Puzzle say, "Help me! Help me! Poor me, I am Rap Puzzle, set me free!" Cornelious Corvet followed Rap Puzzle's voice and found her on a little house on a prairie. As soon as they saw each other, they ran and hugged each other. Then, Cornelious got on one knee and asked for Rap Puzzle in a rappy voice, "Yo, Yo, Yo, Rap Puzzle will you marry me?" Rap Puzzle was more than delighted, so she said, "Of course I will sweet heart, we will never part, and you will forever have my heart." Since they were so happy, they did their joyful break dance and lived happily ever after!

### Jack and the Tower

Once upon a time, there was a farmer named Jack who lived in a small cottage in Tradesville. Unfortunately, Jack was poor, shy, had ragged old clothes and dark, black hair. His mom told him to go sell the smelly, old pig name Porkchop. Quickly, Jack took the pig and went to sell it. When Jack got into town, a man offered him three magic bricks for the pig, so stupidly he accepted. Amazingly, Jack thought it was a great idea. As swiftly as he could, he sprinted home. When Jack arrived home, he excitedly told his mom. His mom said sarcastically, "Great honey, go put them in the back yard." Reluctantly, Jack did what he was told. That night, the bricks started growing. That morning Jack found a tower in the back of his house.

Rapidly Jack yelled, "There is a tower in our backyard!"

"That's great honey," his mom said. Jack ran out of his cottage as fast as His legs could go. Slowly, he opened the door and ran up the stairs.

Carefully, Jack went up the stairs which took him two hours. When he got to the top of the tower, he found a giant snoozing. Jack saw him opening his humongous eyes. Jack was so frightened, he ran under the table and fell into the Giant's pocket. There was a magic bag in the giant's pocket, and it kept on making more and more gold. Jack put it in his own pocket. After the giant had a gigantic breakfast, he took a nap. That was Jack's time to scam. So he sprinted as fast as his legs could go out of the pocket.

Jack couldn't find the exit, and he got lost. Slowly the giant woke up, and Jack found a hover board. Swiftly, he went down and found dynamite. Loudly, the giant ran and tripped as he went after Jack. As quickly as Jack could, he lit the dynamite, and just made it out on time. Finally, the tower blew up and Jack showed his mom the magic bag making gold. He and his mother were rich forever and they lived happily ever after.



# Cindy and the Beast

Integrating Technology 72



It all started with a teenage boy named Joe and a teenage girl named Cindy, who go to Randolph High School. Joe is a selfish, greedy teenager who bosses everyone around, and no one wants to be near him. All Joe wants to do is snowboard everyday because it is his favorite thing to do. Cindy is an elegant girl who lives with her mom, Elizabeth. Cindy is also a babysitter, and enjoys helping everyone with their troubles. She also takes ballet whenever she's free and she skies.



One day Joe was bossing everyone he passed. Then Cindy asked if he wanted to ski with her after school. Then Joe said that he didn't because he only wanted to snowboard! Then the fairy, Melissa, saw what happened, and was talking to her self. Melissa told Joe, "You have been doing horrible things to people. "I will turn you into a beast for 12 days. If you don't succeed by being nice to 3 people, you will be a beast forever."

Joe stayed in his house and said to himself, "Until I think how I should be nice to 3 people in 12 days, I shall remain in my house."

One day Joe asked his nice neighbor Cindy, "Can you get my school work because I am sick?"



"I will be happy to get your work when you are sick." said Cindy. When she arrived, he nicely thanked her through the door.

The fairy came down, and said, "You did one nice thing so you have two more nice things to people." You have been doing splendidly. Now you have ten more days to do the next two wonderful things for people." Joe thought that being nice was a terrific thing to do. For the next two days Cindy brought Joe his homework, and slid it through the slot in Joe's door. Cindy did not yet know that Joe was a beast.

One day Joe heard Cindy coming to the door, and he opened it a crack, and said, "Can you give this to my teacher, and say thank you to her for the fantastic year. Say that was from me."

Then the fairy heard and told Joe, "You have seven more days to be nice to one more person."



Joe said, "I am happy I am being nice to people. It is awesome to be nice to people." Joe didn't want to be a beast any more.

Just then, Joe heard Cindy coming to the door and said, "I have a present for you, and I want you to be my best friend, because you've been nice to me and I haven't been nice at all." Then the fairy heard and said, "You have been so nice, I will turn you back into a teenage boy." All of a sudden, Joe was a teenage boy, and he stepped outside and gave Cindy her present. Then Joe said, "Open it right now, please." When Cindy opened the present she found skies inside. She was so excited that both of them went skiing. In conclusion, Joe and Cindy have been best friends ever since and live happily ever after.

## Beauty and the Beast



It started in a vast mansion on the outskirts of England. In that mansion lived a rich man with six kids, three sons and three daughters. He got all of his money from the stock of his computer company called Sibco Inc. One day on December 25, when he was celebrating Christmas, he went nearly broke. He was called by the stock company and told of his fate, while eating a scrumptious turkey! Though he hardly believed this, he marched out of the house. Beauty, the youngest child, asked her father where he was going. Her father did not answer because he did not know where he was going. After thinking about it, he went to the stock market in England, to check on whether his problem was true. He found out that the call was indeed true.



Finally, when he came back to his house, he told his family. While the family listened, he told his story of going broke and then cried. When he was done, they packed up and moved to a three-bedroom apartment in the city. Quietly one night, the dad left the house to go into the park and think. On his way home, he met someone huge and hairy. This person threw a rock at him and he was knocked out.

When he woke up, he was in a gigantic, deserted, castle. Finally, a Beast, who was huge and strong with enormous fangs, came into his room. It was hideous, but the Beast said in a nice tone, that he could go free in return for one of his daughters. Running quickly and impetuously, the dad went home. Before entering, he thought if he should do this to his daughters. He decided he would only if something good could come out of it. When he finally entered the house there was another person at the door of his daughters' room. His name was Grand; he loved Beauty, but Beauty did not love him back. While Beauty was pushing Grand away, she saw her Dad. After Grand finally backed down and realized Beauty would never love him, he left in a huff. Dad told the whole family about meeting the Beast and the deal he made with him. Beauty volunteered to go.

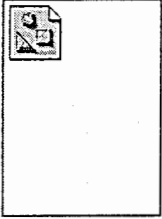


When she got to the castle, she thought that maybe this would be ok. She opened the door to see everyday objects come to life. Alarm clocks, flashlights, and computers all were able to speak and feel like human beings. Beauty thought this was the coolest place ever! She was especially happy to see the computer was made by Sibco Inc. Suddenly, the Beast entered the room. Beauty screamed so loudly the windows broke. Even though Beauty was scared, the Beast told her to follow him to her room. Beauty was amazed at how nice this beast really was and how vast her new room was. The Beast invited Beauty to have dinner with him. He told her to be ready at 6:10 pm. Beauty thought this beast was the nicest man ever and 20 times better than Grand. After ten months of living in the castle, Beauty fell in love with the Beast. They did everything together.



A year had passed and Grand thought he would "rescue" Beauty from the castle. Beauty informed him she did not need to be "rescued". Grand got extremely mad because he thought he was the best man in the world. One night, when Beauty and the Beast were sleeping, Grand barged into the castle. There was a yell of horror from Beauty. The Beast came quickly. When Grand saw the beast, he got scared and ran from the castle. After that, the Beast admitted why he looks the way he does. He told Beauty that when he was younger, he was mean and nasty and an old lady came to his door and cast a spell on him. She said, "If you can't be nice, I would turn you into an ugly creature until you can learn to love someone else and be nice to others." For all these years, he had lived alone in the castle, with his creatures to keep him company and give him advice on being a nice person. He told Beauty that he had seen her when she moved into the city and he knew that he had to turn nice to attract someone like her.

After hearing his story, Beauty admitted to Beast that she did love him. All of a sudden he changed. Soon they got married and lived in the castle. As for Beauty's family, the stocks of her father's company went back up and were better than ever. Everyone lived happily ever after.



When Rachel was born in Randolph, an old widow stole her from her parents because she couldn't have children of her own. When Rachel was twelve, Rachel's beauty caught up with her hair. Her hair was twelve feet long. The widow thought Rachel's beauty would overpower her own, and that's when she locked her in the highest classroom, on the tallest story, in Center Grove School. During the eight years Rachel was locked in Center Grove, the widow every now and then would check on Rachel. The widow would shout, "Rachel, Rachel let down your long hair, and if you do I'll climb it like stairs." And down came the hair.

One day seven years after Rachel was locked up, a young record dealer was walking in town when he heard a beautiful voice. He said, "I better examine this."

He walked for three miles until he got to Center Grove School. Once he heard nineteen year old Rachel's voice coming from the open window, high above and he knew he had come to the right place, but didn't know how to get up there. When he lay in bed that night, he was brainstorming how to get up. At 3:00am the record dealer got up to go to work. On his way to work, he passed Center Grove School. He over heard the widow say "Rachel, Rachel let down your long hair, and if you do I'll climb it like stairs." Then he saw a rope of gorgeous brown hair come tumbling down.

During midday, the highly attractive record dealer said " Rachel Rachel let down your long hair, and if you do I'll climb it like stairs." Down came perfect brown hair. When he got up she asked, "Who are you?" "Sorry, I'm Sam Reeler. I work for Records and More, which is a record dealer company. And I heard you singing and I thought you could become a pop star." Rachel said, "I don't want a record deal, or to become a pop star, but I want to get to know you." "So do I!" said Sam. Immediately they fell in love. Now Sam visited Rachel regularly.

When the widow heard about this, she cut up Rachel's long brown hair. And she sent her to live in Livingston forever. When Sam came to visit her at Center Grove, he saw the brown hair hanging, and without saying the rhyme he knew something was wrong. But he still climbed up the hair. The widow was waiting for him at the top. She said, "Rachel isn't here." Suddenly, the widow pushed him out of Center Grove and into the briars.

Twelve days later he woke up with Rachel by his side in the hospital. He had been unconscious. Sam asked, "How did you find me?" Rachel replied that she heard it on the news, and tried to get Sam to sit up. Sam was unable to move. She touched him, then told him to try again. He tried again and this time surprisingly, he could sit up. "How did you do that?" He asked. She said that she used magic. Sam asked her to marry him. She agreed, and the next day they were married. And yes, they lived happily ever after.

The End



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FAIRY TALE



HOME

Updated December 20, 2002

# Fairy Tales

**Marguerite Miller**

Grade 3  
Connetquot Elementary School  
Islip Terrace, New York

*The Three Little Pigs*  
*The Three Little Wolves & the Big Bad Pig*  
*The Three Little Javelinas*  
*The Three Hawaiian Pigs & the Magic Shark*  
*The True Story of the Three Little Pigs*

Class Website

Our class read *The Three Little Pigs* by James Marshall. We also read several versions of the story including *The Three Little Wolves & the Big Bad Pig* by Eugene Trivizas, *The Three Little Javelinas* by Susan Lowell, *The Three Hawaiian Pigs & the Magic Shark* by Donivee Martin Laird, and *The True Story of the Three Little Pigs* by Jon Scieszka. After reading and comparing the stories, we worked in groups to write acrostic poems that summarized important points in each story. Each group took a different story. Students worked together to write and illustrate their poems. They then typed their poems on the computer and scanned their illustrations.

**Standards:**

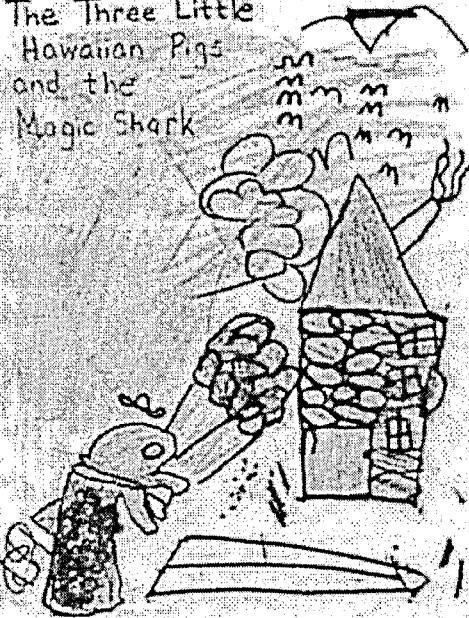
We addressed the following New York State Learning Standards during this project:

**English Language Arts**

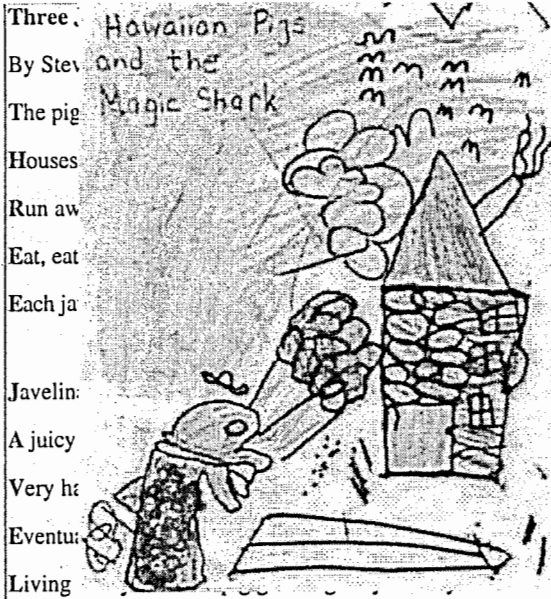
Standard 2: Students will read, write, listen, and speak for literary response and expression.

**Math, Science and Technology**

Standard 2: Students will read, write, listen, and speak for literary response and expression.

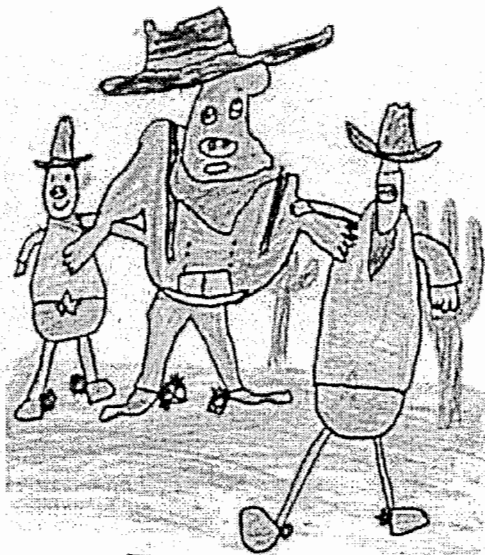
|  |   |
|--|---|
| <p>The Three Little Hawaiian Pigs and the Magic Shark</p>  | <p><b>The Three Hawaiian Pigs</b></p> <p>By Michael, Issam, Steven L, and Spencer</p> <p>Hot summer morning<br/>Always careful<br/>Wasn't crazy<br/>Adventure pigs<br/>I will blow your house down<br/>In their house the pigs felt safe<br/>Aloha<br/>Nose flute is a good instrument<br/><br/>Pink pigs being fooled by the shark<br/>Ice cold water<br/>Got caught by a shark<br/>Shave ice man disguise</p> |
|--|---|



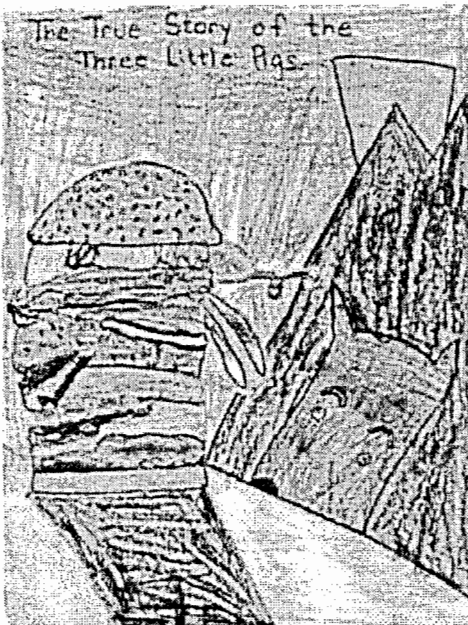


Three.  
By Stev  
The pig  
Houses  
Run aw  
Eat, eat  
Each ja  
Javelin:  
A juicy  
Very ht  
Eventu:  
Living

I hate the coyote!  
Next they lived happily ever after  
And the coyote went down the chimney  
So the coyote ran away



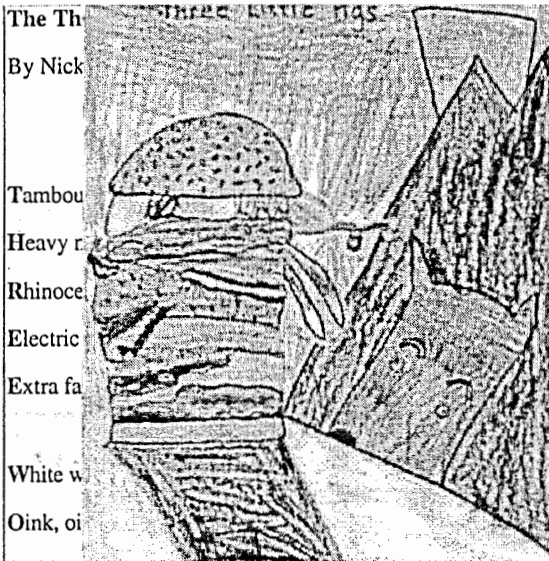
The Three JAVELINAS



The True Story of the Three Little Pigs

By Kaitlyn, Shannen, Kathleen and Lauren

Three pig neighbors  
Rude pigs  
Unfair story for the wolf  
Eat pigs for dinner  
  
Straw, sticks and bricks  
Tries to borrow sugar for his dear old granny's Birthday cake.  
Oink police put the wolf in jail.  
Real big sneeze  
You shouldn't believe everything you read in the newspaper!



The Th  
By Nick  
  
Tambou  
Heavy r  
Rhinoce  
Electric  
Extra fa  
  
White w  
Oink, oi  
Ladder to build the house  
Very good builders  
Elevator for things  
Scented flowers changed the pig



**The Three Little Pigs and the Big Bad Wolf**

By Brittney, Erica, Jamie, Jessica, and Serena

The houses were built with straw, sticks, and bricks

Houses made of straw and bricks fell down

Run away piggies, run away before the wolf eats you

Every piggy had a house

Every house was different

Piggies run for their lives

I hope the piggies make it to the brick house

Gee, why is the wolf so bad?

So every piggy lived after all!!!



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Updated April 2, 2003

**FAIRY TALE**



**HOME**



\*Kris Snavelly

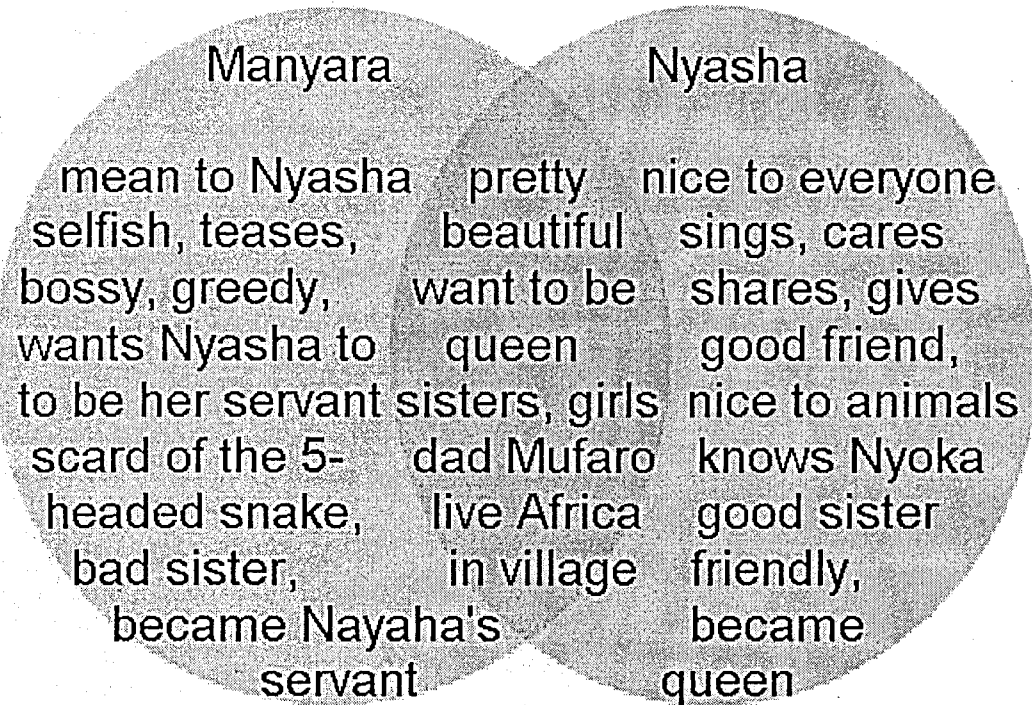
Grade 3  
Smith Elementary School  
Sioux City, Iowa

*The Three Little Javelinas and Mufaro's Beautiful Daughters*

School Website

Students did a compare and contrast with the characters in 2 fairy tales and then wrote letters to a character or wrote what was good and bad about the characters.

### Venn diagram - Mufaro's Beautiful Daughters



#### Mufaro's Beautiful Daughters

The good thing is that Nayasha is very kind and nice.

The bad thing is Manayara is greedy, selfish, foolish and mean.

The good thing is Nayasha got married to the King.

By Kassi

The good thing is Nayasha became queen.

The bad thing is every time Mufaro turned his back Manayara teased her sister.

The good thing is Nayasha did not get teased again.

By Corbin

scared of the 5-headed snake,  
 bad sister,  
 became Nayaha's servant

dad IVIUTARO  
 live Africa  
 in village

KNOWS NYOKA  
 good sister  
 friendly,  
 became queen

wore, gave, attacked, assembled, go, named, saw, catch, disappeared, pointed, guard, descended, cried, sobbing, set, held, swallowed, changed, married, took

**The Three Little Javelinas**

**The Three Little Javelinas**

by Lucero

If I were the Javelinas I would not be scared of the wolf. I would tell the wolf to get away from us and I would ask him why does he want to get us. I would be brave. I would not make my house of tumpel weed or saguaro cactus. I would make my house with bricks. And if I were the wolf I would leave the Javelinas alone.

Dear Coyote,

Why did you get tired of eating rabbits and mice?

Have you ever tried eating a Javelina before?

Why did you blow in their house?

Do you really have magic?

Are you really clever?

Roman

Dear Coyote,

**The Three Little Javelinas**

Why are you mean to the javelinas?

*Retold my Stephanie*

What did they do to you?

Once upon a time there lived three javelinas. They lived in a desert. There were two boys and one girl. All three went a different way. The first little javelina built a house out of straw. Then a coyote came very fast and quickly he said, "Let me in." Then the javelina said, "Not by the hair by my chinny chin chin." The coyote said, "Then I'll puff and I'll huff and I'll blow your house down" and he did. So he went to the other javelina's house made out of sticks. The coyote followed. He said the same thing and blew the stick house down. Then they went to the third javelina's house made out of bricks. The coyote followed and he tried to blow the house down but he couldn't. So he made himself skinny and he ran out of the house shaped like a coyote in smoke.

Sincerely,  
Thania

The End.

**The Three Little Javelinas**

The good thing is all the three javelinas went different ways.

The good thing is the three little javelinas made a house.

The bad thing is the coyote wants to eat the javelinas.

The bad thing is the coyote blew two houses down.

The good thing is the javelinas finally found a house where the coyote cannot break in.

The good thing is that the third little javelina built her house out of adobe bricks.

By Kassi

By Ziara

The good thing is the javelinas built houses.

The good thing is that the girl javelina built her house strong.

The bad thing is the coyote tried to eat them.

The bad thing is the coyote wants to eat them.

The good thing is they were safe.

The good thing is they survived.

The bad thing is the coyote blew two houses away.

By Corbin

By Christopher

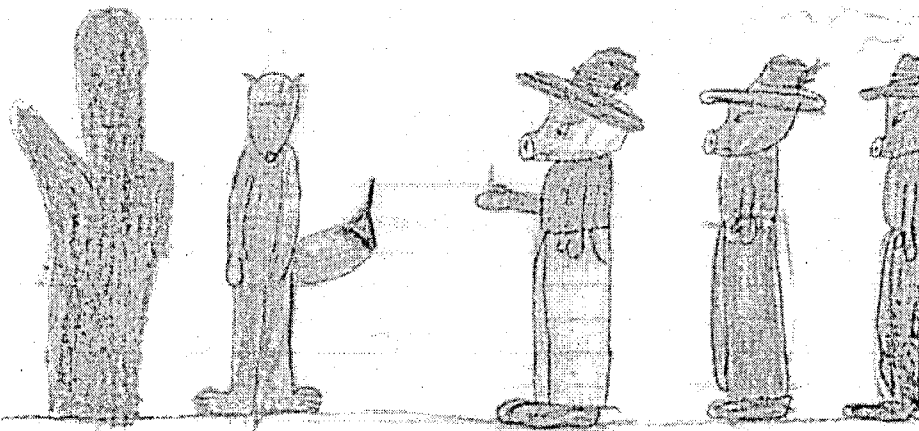
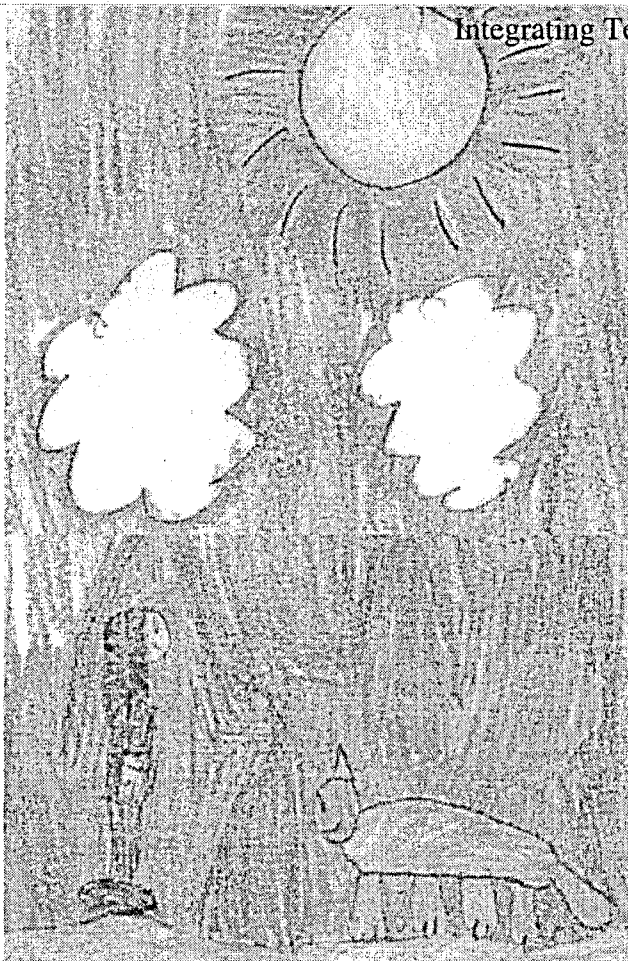
The Three Little Javelinas

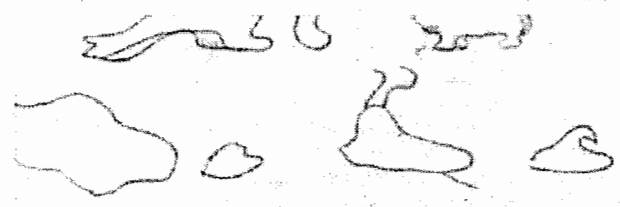
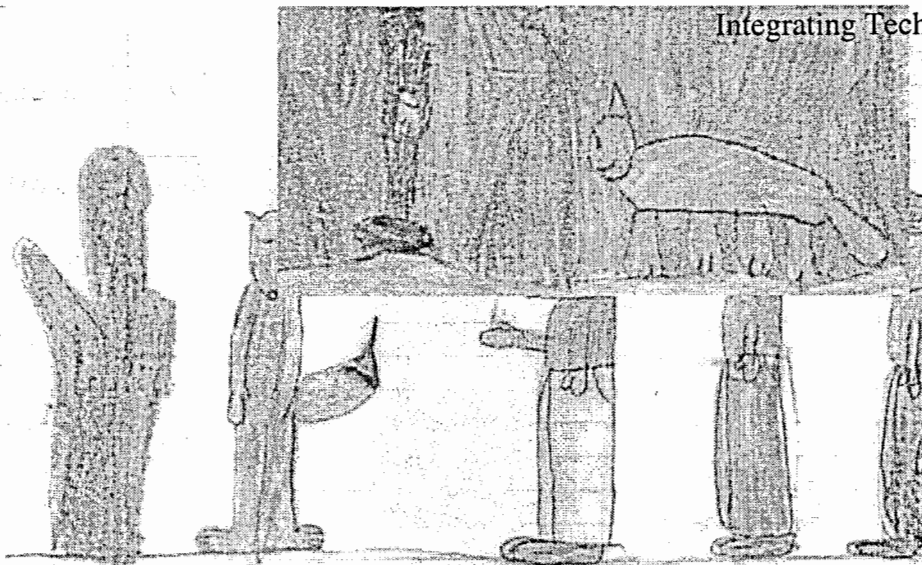
Nouns to use:

desert, javelinas, pigs, snout, hooves, legs, bones, land, cactus, tumbleweeds, time, coyote, tricks, mice, rabbits, chin, brother, sister, saguaros, woman, saguaro ribs, sticks, voice, flowers, snake, hawk, bricks, adobe, mud, straw, house, summer, winter, trail, teeth, ears, tails, fire, noise, sounds, smoke

Verbs to use:

trotted, wandered, caught, sitting, build, brushing, ran, smelled, called, shouted, blow, huff, puff, escape, tiptoed, walked, held, knock, lay, panting, eat, tumbling, floated, thought, locked, come, grinned, budged, squeezed, heard, lived





**FAIRY TALE**



**HOME**

[Back to Showcase](#)

Updated April 2, 2003

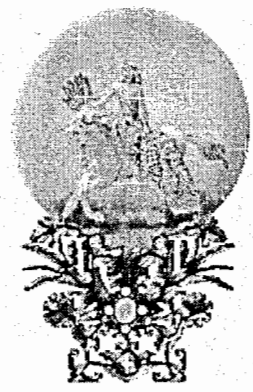


Visit another site

Mrs.Nash's Class

- Home Page
- Calendar
- Bear-Well Cards
- 2001-02 Projects
- 2002-2003 Projects
- Annette Scape (bear)
- BIRTHDAYS (02-03)
- Book Proj(F/F Tales)
- Book Projects
- CHINESE NEWYEAR
- Cinco De Mayo
- Cinderella Project
- Civil Rights Dates
- Class Connect 01-02
- COAL - Olympics 2002
- Coal-Olympics Pt.II
- CUPID'S ARROW
- Curriculum Grade 2
- Everyday Math Games
- FAIRY TALES
- FAIRY/FOLK TALES
- Fall Resources
- Family Word Fun
- FROOT LOOP PROJECT
- FunBrain Group 1
- FunBrain Group 2
- FUTURE HEROES
- GeoChallenge 1
- GeoChallenge 2
- GHOST POEMS
- Happy New Year 2002
- HOLA!
- Imagination Station
- Leprechaun Writings
- Martin L. King Act.
- Martin Luther King
- Marvelous Math Links
- Math Flash Cards
- MathNet
- MITTEN PROJECT
- Mother's Day
- New Plant Unit
- New Plants Project
- New Year Acrostics

### FAIRY/FOLK TALES



FAIRY TALES  
 FOLK TALES  
 AND OTHERS

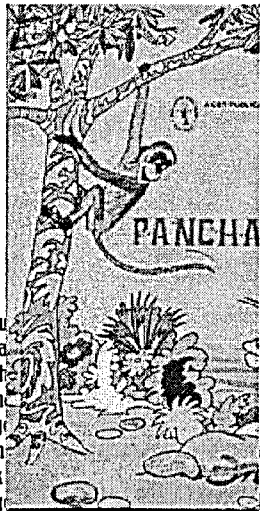
Our second graders are responsible for three Book Projects during the course of the school year. The theme for the 3rd Trimester Book Project was "Fairy Tales and Folk Tales." In reading class the children read Princess Furball, The Rough Face Girl, & Mufaro's Beautiful Daughters. Their long-term assignment was to read another Fairy/Folk Tale based on their culture, and then create a VISUAL DISPLAY as well as give an ORAL PRESENTATION on the tale they chose to read about. Take a look at some of the WONDERFUL DISPLAYS created by students in our second grade classroom.

We used an online collaborative project called THE FAIRY TALE PROJECT as an extension for our learning!  
 This was an online project for elementary students from around the globe to participate in. The focus of the project was to read and learn about fairy tale stories and then to submit an activity or activities to the project leader. We chose to work on NON TRADITIONAL Fairy/Folk Tales, or True Stories based on the heritage of the students.  
 Our class thoroughly enjoyed working on this fabulous project!



- Oreo Project 2002
- Parent Letter
- Patriotic Holidays!
- Pilgrim Kids Writing
- PUMPKIN HEAD WRITING
- Pumpkin Heads Intro.
- Pumpkin Heads Part 1
- Quilt Project
- Race For The Gold II
- SCHOOL SUPPLIES
- SNOWFLAKE BENTLEY
- Spelling (NO EXCUSE)
- SPELLING HOMEWORK
- Spelling Sentences
- Spring Break Drawing
- St. Patrick's Day
- Stamp On Black Histo
- Struggling Readers!
- Student Showcase
- The New Goldie II
- Weekly Geography 3
- Weekly Geography K-2
- WINTER WONDERLAND
- Winter/Holiday Act.
- Word Analogy
- Young Reader Puzzle
- Back To School!
- Summer Fun

- Sign up to help with this site
- Nominate this site for the Showcase



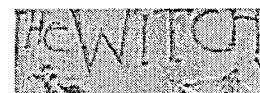
Panchha is a story about a man named Panchha. Also he had a debt. Debt is when you owe money. Panchha was unlucky because he didn't have enough knowledge. Lakshman told him to go back to school to gain more knowledge. Sentences with 'lls' can be identified. The ending was happy! The moral is not to lie. In the afternoon is when the main scene took place. Panchha was the main character. by Mihika



Joseph and his brothers. Jacob thought God was with him. Orange was his favorite color. Seven bad things happened to him because of his brothers. Everyone was jealous of him. Pharaoh called him out of prison. He was so smart. Simeon pushed Joseph into a dark pit. Meanwhile Joseph got pulled out by two Egyptian men and didn't eat for days. One day Pharaoh called Joseph out of prison. Now Joseph lived in Egypt. Benjamin was the youngest brother. Rich was Joseph in Egypt. Often Joseph asked God why. This story's title is Joseph and his brothers. His brothers were jealous of him. Egypt was far from Canaan. Regularly Joseph learned Egyptian. So Joseph did mostly what everyone told him to do. by Na'it



Adelita was a Mexican Cinderella story. Dona Milca was her mother. Enjoy Dona Milca's story. Little Adelita's story. This story is about Adelita. by Ma...  
 Strega Nonna is an old tale retold and illustrated. Strega Nonna is the pasta pot. Her room was... Each time she stopped it, it gave him... And Big Anthony...  
 Now wait said Strega Nonna. Oh' grazia said Big Anthony for the job. Now let's see if I can remember the words to the pasta pot. A nice lady she was.  
 Big Anthony was a hero! He scooped out pasta and filled the plates, platters and bowls. In a town in Calabria a long time ago there lived an old lady. She gave him 3 coins for cleaning up.  
 And she was very good at getting rid of warts. Their names were Strega Nonna and Big Anthony. This story took place in Italy. Her friend Strega Amelia lived over the mountains.  
 Oh grazia means thank you. Naturally everyone laughed at him because he said the pasta pot makes pasta by itself. Big Anthony you'd better go confess to the priest because you are lying. by Alex





Chick  
He ha  
I am  
Chick  
Kenn  
Eek  
Nooor

Little Chicken Licken.  
I read the book Chicken Licken.  
Cock Lock is a friend of Chicken Licken.  
Rock lock got eaten by fox lox.  
Even though Chicken Licken said the sky was falling but it was not falling.  
No more Chicken Licken and his friends.

Hen Len is a friend of Chicken Licken.  
Every friend of Hen Len thought the sky was falling.  
No the sky was not falling.

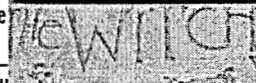
Liar Fox Lox did not take Hen Len and his friends to the kings castle.  
Even Fox did not eat Hen Len and his friends, his family did.  
No more Hen Len and his friends.

by John



Tom had a  
Old he was  
My 3rd fac

Pesty that  
I loved this  
Gentle she  
by Emmy



|  |   |
|--|---|
| View ou                                      | near some of our                            |
| Folk Tale<br><b>BOOK PROJECT<br/>DISPLAY</b> | <b>FAIRY TALES</b>                          |
| <b>FAIRY TALE<br/>RESOURCES</b>              | <b>Princess Furball</b>                     |
| <b>Cinderella<br/>Project</b>                | Visit <b>THE<br/>FAIRY TALE<br/>PROJECT</b> |

Contact [Mrs. Nash](#)

# Fairy Tales

**Sandi Robinson**

Grade 3

**Carol VanHook**

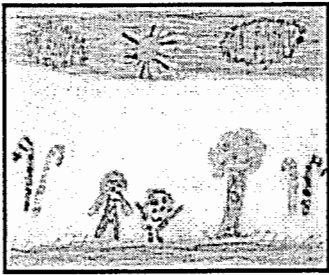
Media Specialist  
Altoona Elementary School  
Altoona, Iowa

[School Website](#)

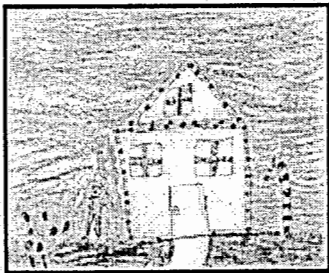
## Chip and Ginger

1. Once upon a time, a long time ago, in the Land of Candy, there lived two Coo-coo Cookie Kids. There was a boy and a girl named Chip and Ginger.
2. They were playing with their magic candy cane stilts when they saw a yummy looking house. They stopped and started eating the house.
3. As they were eating, a head popped out of the window. It was the Hot Tamale Witch and she invited them to come in and eat more sweets.
4. While they were eating, Hot Tamale was upstairs making a plan to eat them for supper. When she came downstairs, she put the Coo-coo Kids in a cage while she started the stove. The witch said, "Eat and eat a lot so I can eat you for supper!"
5. The magic candy canes were still near the house where the Coo-coo Kids left them. They heard Ginger and Chip screaming for help.
6. So, the candy canes magically disappeared to find the Good Lollipop Fairy. They found her, and they all returned to the candy house to help the Coo-coo Kids.
7. The Good Lollipop Fairy sprinkled magic sprinkles to turn the Hot Tamale Witch into a Sweet Chocolate Kiss!
8. McNabb and Makayla of the M & M Sweetness Patrol came and got her. They took her to Hershey, Pennsylvania.
9. They put her on display in a glass case in the Sweet museum so everybody could see.

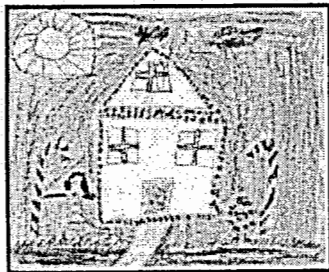
THE END



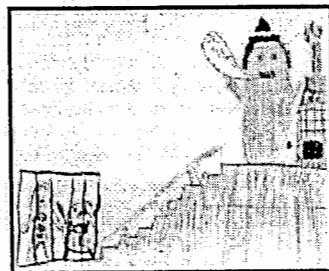
*Click to enlarge page one :* Once upon a time, a long time ago, in the Land of Candy, there lived two Coo-coo Cookie Kids. There was a boy and a girl named Chip and Ginger.



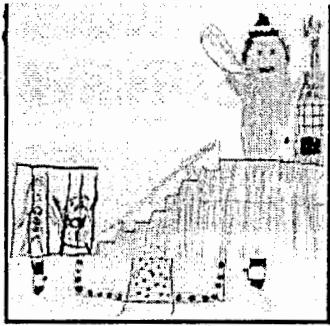
*Click to enlarge page two:* They were playing with their magic candy cane stilts when they saw a yummy looking house. They stopped and started eating the house.



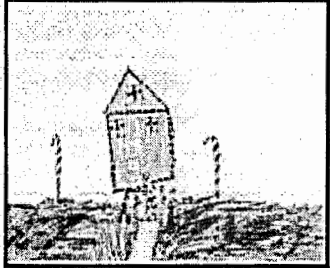
*Click to enlarge page three:* As they were eating, a head popped out of the window. It was the Hot Tamale Witch and she invited them to come in and eat more sweets.



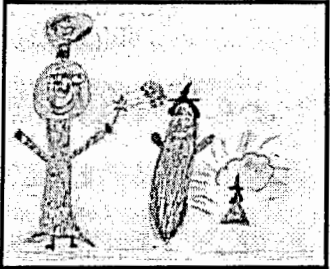
...were eating, Hot Tamale was upstairs making a plan to eat them for supper. When she came downstairs, she put the  
...turned the stove. The witch said, iEat and eat a lot so I can eat you for supper!



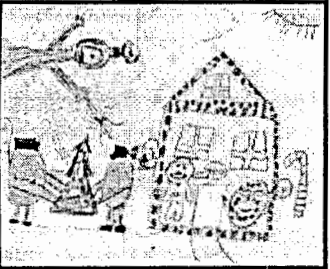
Click to enlarge page five: The magic candy canes were still near the house where the Coo-coo Kids left them. They heard Ginger and Chip screaming for help.



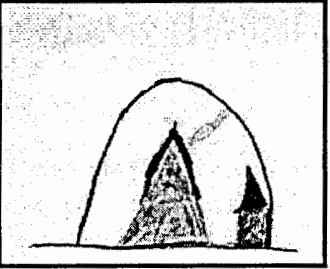
Click to enlarge page six: So, the candy canes magically disappeared to find the Good Lollipop Fairy. They found her, and they all returned to the candy house to help the Coo-coo Kids.



Click to enlarge page seven: The Good Lollipop Fairy sprinkled magic sprinkles to turn the Hot Tamale Witch into a Sweet Chocolate Kiss!



Click to enlarge page eight: McNabb and Makayla of the M & M Sweetness Patrol came and got her. They took her to Hershey, Pennsylvania.



Click to enlarge page nine: They put her on display in a glass case in the Sweet museum so everybody could see.  
**THE END**

**Participants:**  
A collaborative effort by 3rd grade teacher, media specialist, and third grade students  
Southeast Polk Community School District in Altoona, Iowa  
Altoona Elementary School  
Mrs. Robinson, 3rd grade teacher  
Mrs. VanHook, media specialist

**Resource:**  
Tackylocks and the Three Bears  
by Helen Lester and Lynn M. Munsinger

**Objectives:**

Students will select a fairy tale to rewrite as a class project.  
 Students will storyboard the main elements of their storyoprewriting activity.  
 Students will break into groups to write the story.  
 Students will divide the story into pages.  
 Students will draw the illustrations to connect to the pages of their story.

**Timeline:**

Tackylocks and the Three Bears was read to the class in the school library.

The Manning Community Schools project was introduced.

Selection of class fairytale and pre-writing activity followed.

Using a graphic organizer on the easel, the classroom teacher and media specialist helped the students sketch the basic fairy tale elements. Students were so excited, they wanted to return to the classroom and begin their story immediately.

The story, as well as the pictures, had to be built one page at a time, group by group.

Students submitted sketches of the main characters and candy house. Voting occurred to determine which designs to use as illustrations.

**Prewriting Graphic Organizer:**

Describe the setting.

Who are the characters?

What magic will occur and what is the plan of action?

What is the problem?

What is the solution?

How does the story end?

Thank you, Manning Community Schools,  
 for this opportunity to collaborate.

Students learned that  
 it takes a team  
 to assemble a book!



[Back to Showcase](#)

FAIRY TALE



HOME

Updated February 16, 2003

# Fairy Tales

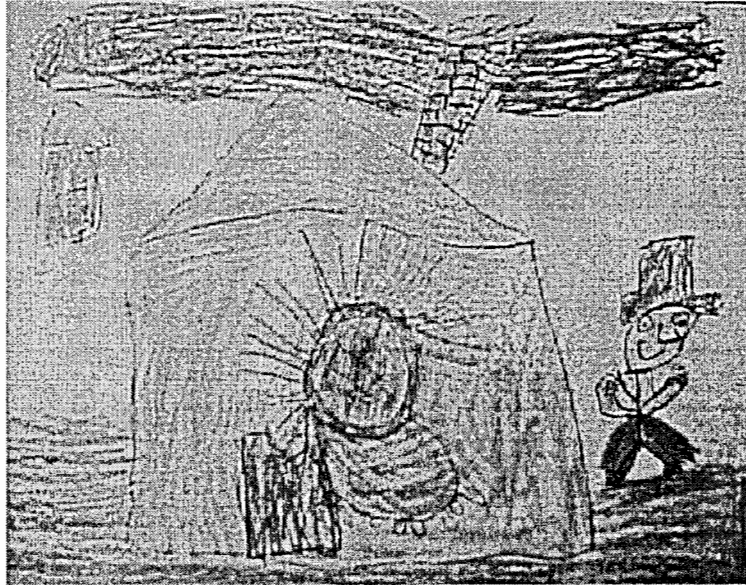
## Hope Savage

Kindergarten  
Jamesville Elementary  
Jamesville, North Carolina

*Strega Nona*

School Website

We enjoyed reading Cinderella Bigfoot by Mike Thaler. After reading the story we wrote letters to Strega Nona and Big Anthony. See pictures of our bulletin boards.



|  |  |
|--|--|
| <p>Dear Strega Nona,</p> <p>I read your story with my class. I liked you the best because you made the magic pasta pot cook with three kisses.</p> <p>Your friend,<br/>Adriana</p> | <p>Dear Strega Nona,</p> <p>I read your story with my class. I liked you the best because you were nice and you helped people.</p> <p>Your friend,<br/>Becky</p>                       |
| <p>Dear Strega Nona,</p> <p>I read your story with my class. I liked you the best because you cooked magic for everybody.</p> <p>Your friend,<br/>Bethanie</p>                     | <p>Dear Strega Nona,</p> <p>I read your story with my class. I liked you the best because you cooked the pasta and helped people.</p> <p>Your friend,<br/>Kayla R.</p>                 |
| <p>Dear Strega Nona,</p> <p>I read your story with my class. I liked you the best because you cooked noodles to feed Big Anthony.</p> <p>Your friend,<br/>Dakota M.</p>            | <p>Dear Strega Nona,</p> <p>I read your story with my class. I liked you the best because you made Big Anthony eat all the pasta, and it was funny.</p> <p>Your friend,<br/>Austin</p> |

|  |   |
|--|---|
| <p>Dear Big Anthony,</p> <p>I read your story with my class. I didn't like the way you were trying to show off to the people in town. You should have listened.</p> <p>Your friend,<br/>Alexis</p>               | <p>Dear Big Anthony,</p> <p>I read your story with my class. I liked you the best because you had to eat all the pasta and it was funny.</p> <p>Your friend,<br/>Ashley</p>   |
| <p>Dear Big Anthony,</p> <p>I read your story with my class. I liked you the best because you did chores to help Strega Nona.</p> <p>Your friend,<br/>Brianna</p>  | <p>Dear Big Anthony,</p> <p>I read your story with my class. I liked you the best because you had to eat all the pasta and you learned not to be hardheaded.</p> <p>Your friend,<br/>Kayla M.</p>                                   |
| <p>Dear Big Anthony,</p> <p>I read your story with my class. I liked you the best because you helped Strega Nona.</p> <p>Your friend,<br/>Jessie</p>   | <p>Dear Big Anthony,</p> <p>I read your story with my class. I liked you the best because you were funny and you acted like you did not know what you were doing when you touched the pasta pot.</p> <p>Your friend,<br/>Kelsey</p> |
| <p>Dear Big Anthony,</p> <p>I read your story with my class. I liked you the best because you were strong.</p> <p>Your friend,<br/>Kenita</p>  | <p>Dear Big Anthony,</p> <p>I read your story with my class. I liked you the best because you did funny things like eating all the pasta.</p> <p>Your friend,<br/>Logan</p>   |
| <p>Dear Big Anthony,</p> <p>I read your story with my class. I liked you the best because you were funny, but you should have followed the rules after Strega Nona said no.</p> <p>Your friend,<br/>Samantha</p> | <p>Dear Big Anthony,</p> <p>I read your story with my class. I liked you the best because you are strong.</p> <p>Your friend,<br/>Dakota W.</p>   |
| <p>Dear Big Anthony,</p> <p>I read your story with my class. I liked you the best because you just did the magic pasta pot so you wouldn't be hungry.</p> <p>Your friend,<br/>Whitney</p>                        | <p>Dear Big Anthony,</p> <p>I read your story with my class. I liked you the best because you ate all the pasta because you were a show off.</p> <p>Your friend,<br/>Raymond</p>  |
| <p>Dear Big Anthony,</p> <p>I read your story with my class. I liked you the best because you ate all the pasta so Strega Nona could sleep in her own bed.</p> <p>Your friend,<br/>Ryan</p>                      | <p>Dear Big Anthony,</p> <p>I read your story with my class. I liked you the best because you were funny when you were floating on the pasta out of the house.</p> <p>Your friend,<br/>Sequan</p>                                   |

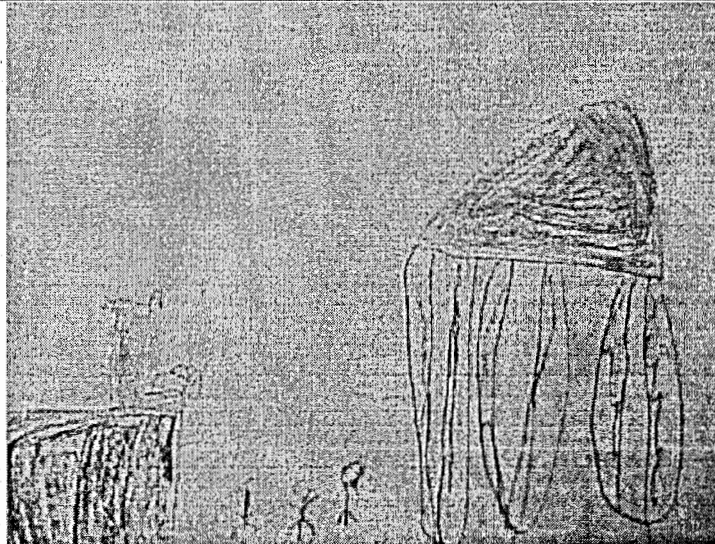


Dear Big Anthony,

I read your story with my class. I liked you the best because you were the tallest and the biggest.

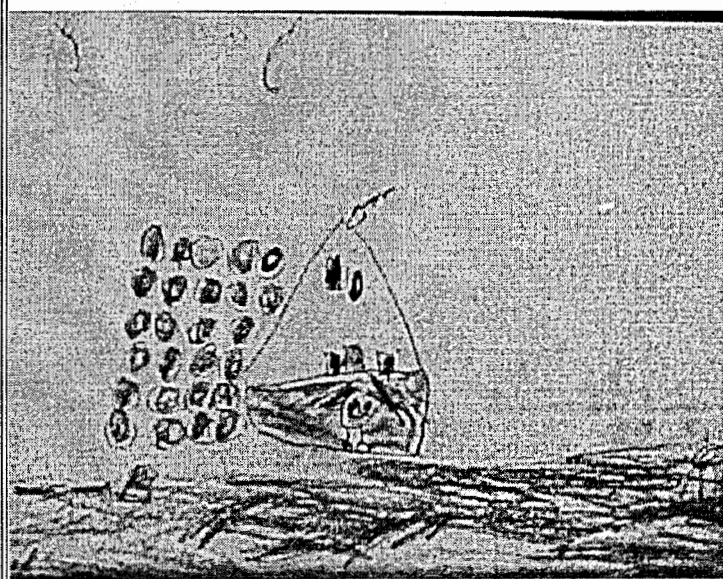
Your friend,

Travis



Stories

Bethanie







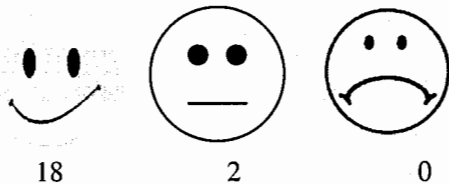
### Appendix B: Needs Assessments Used and Results

For this project I wanted teachers to utilize the Internet with their students. I wanted them to go a step further and have students create a basic webpage that included text and an illustration(s). The basic need is for teachers to have the staff development needed so that they have the skills necessary to effectively integrate the use of the Internet and technology into their classroom. In order to do this, teachers need training, which involves time and ultimately money.

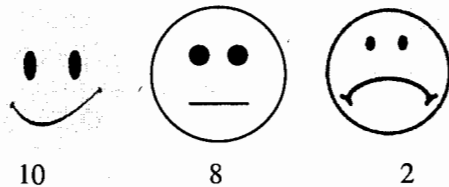
#### Student Assessment

The following survey was given to 20, 3<sup>rd</sup> grade students. The numbers below the faces is the number that responded to that answer.

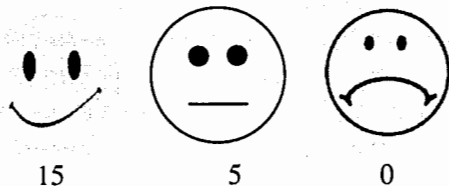
1. I like using computers.



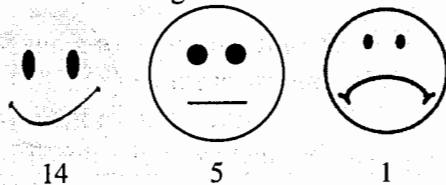
2. I like using the Internet.



3. How do you feel about learning new things with computers?



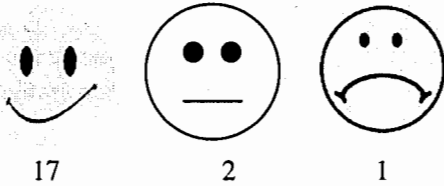
4. I like reading from a book.



5. I like reading off the computer screen.



6. I know how to use the Internet.



Looking at the results of the survey, most students favor using the computer and the Internet. Although 6 students had no feeling or disliked reading from a book, only 4 students had no feeling or disliked reading off of the computer screen. It is assumed that the computer is a motivator for reading even though students may not like reading.

After the survey, the teachers and myself spoke informally with students to gather more information. Below are the questions asked and students' replies.

**Do you think that teachers use the computer very much?**

- They use it to read email
- Sometimes they show us stuff on the computer.
- Mrs. Wiederstein has a webpage that we go to so we can go to different places on the Internet.
- Mrs. Petersen shows us things on a screen about science.

**What ways can teachers show you new things on the computer?**

- Show it to us.
- Let us check out the iBooks.
- Use the LCD to go through the steps.
- Work with a partner.

**Do you get to use the computer in class?**

- Sometimes we get to go to websites about authors.
- We played a sound game on the Magic School Bus website.
- We typed our reports on the computers.
- Sometimes we get to look up stuff.
- Last year we drew pictures about clouds in Kidpix.
- We searched for information about our continents in social studies.

**What types of computer activities would you like to do?**

- I want to draw.
- I want to go on the Internet.
- I like to just mess around on the computer.
- I want to make cards.
- I like it when we learned how to type on the computer.

**With a show of hands, how many students have a computer at home?**

28 out of 44 students have a computer at home. 64%

**How many have the Internet at home?**

20 out of 44 students have the Internet at home. 45%

All third grade students have had one quarter of keyboarding that met for 30 minutes, two times a week. Students have also been given basic instruction on how to use a word processing program to type reports, letters, etc. They have been shown how to open, save, spellcheck, change style, font, size, and print. The Internet has been introduced to them and they have been given basic information on how to search for information using a search engine.

**TEACHER ASSESSMENT**

Although this project is going to be done with 3<sup>rd</sup> grade teachers and students, I assessed all teachers in the primary elementary (Preschool-3<sup>rd</sup> grade) to gain a better knowledge of what teachers know and to see if this type of project would be transferable to the other grade levels. I gave the teachers a short survey to fill out to gain information on their attitudes towards using technology in the classroom and I also did some brief observations in the classroom to see what they currently use as well as some informal conversation about their use of technology.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. How long have you been teaching?

\_\_\_\_ 0-1 years \_\_\_\_ 2-5 years \_\_\_\_ 6-10 years \_\_\_\_ 11-15 years \_\_\_\_ 15+ years

2. How would you rate your experience with computers? (Check all that apply)

\_\_\_\_ I have never used a computer and I don't plan to anytime soon.

\_\_\_\_ I have never used a computer but I would like to learn.

\_\_\_\_ I use applications like word-processing, spreadsheets, etc.

\_\_\_\_ I use computers for instruction in the classroom.

3. How often do you use the computer?

\_\_\_\_ Daily

\_\_\_\_ Weekly

\_\_\_\_ Occasionally

4. Do you have experience working with a laptop computer?

\_\_\_\_ Yes \_\_\_\_ No

1. What level of expertise would you consider yourself at in regards to the use of computers?

\_\_\_\_ Pre-Beginner (Very small amount of abilities to use computers.)

\_\_\_\_ Beginner (Basic ability to word process and send email)

\_\_\_\_ Intermediate (Able to use presentation software and able to navigate the Internet easily)

\_\_\_\_ Advanced (Able to create my own webpages and edit movies on the computer)

4. Currently I use the computer approximately \_\_\_\_\_ hours per week in the classroom.

5. If you do use computers, what type of training have you received? (Check all that apply).

\_\_\_\_ No training

\_\_\_\_ Basic Computer Literacy (on/off operations, how to run programs)

\_\_\_\_ Computer applications (word processing, spreadsheets)

\_\_\_\_ Computer integration (how to use in classroom curriculum)

Total days of integration training: \_\_\_\_\_

6. Where did you receive your training? (Rank order all that apply).

\_\_\_\_ Self-taught

\_\_\_\_ School district

\_\_\_\_ College or university

\_\_\_\_ Other- please specify \_\_\_\_\_

7. Do you have access at home to: a computer? \_\_\_ Yes \_\_\_ No  
 The World Wide Web (WWW)? \_\_\_ Yes \_\_\_ No

8. Gender: \_\_\_ M \_\_\_ F

9. Age: \_\_\_ 18-25 \_\_\_ 26-30 \_\_\_ 31-35 \_\_\_ 36-40 \_\_\_ 41-45 \_\_\_ 46+

10. What type of instruction do you feel more comfortable with? Please check all that apply.

- Large Group
- Small Group
- One-on-one
- Project-based
- Independent learning
- Demonstration
- Web-based course

11. Do you have access to the technology you need in your classroom? If not, what do you need?

The following questions are taken from portions of attitudinal surveys. This information will allow me to get an overview of how teachers view technology. Respond with your first impression without giving any question much thought.

**Instructions: Please read each statement and then circle the number which best shows how you feel.**  
**SD = Strongly Disagree D = Disagree U = Undecided A = Agree SA = Strongly Agree**

1. I enjoy doing things on a computer. -----1 2 3 4 5
2. I am tired of using a computer. -----1 2 3 4 5
3. I will be able to get a good job if I learn how to use a computer. -----1 2 3 4 5
4. I concentrate on a computer when I use one. -----1 2 3 4 5
5. I enjoy computer games very much. -----1 2 3 4 5
6. I would work harder if I could use computers more often. -----1 2 3 4 5
7. I think that it takes a long time to finish when I use a computer. -----1 2 3 4 5
8. I know that computers give me opportunities to learn many new things. -----1 2 3 4 5
9. I can learn many things when I use a computer. -----1 2 3 4 5
10. I enjoy lessons on the computer. -----1 2 3 4 5
11. I believe that it is very important for me to learn how to use a computer. -----1 2 3 4 5
12. I think that computers are very easy to use. -----1 2 3 4 5
13. I feel comfortable working with a computer. -----1 2 3 4 5
14. I get a sinking feeling when I think of trying to use a computer. -----1 2 3 4 5
15. Working with a computer makes me nervous. -----1 2 3 4 5
16. Using a computer is very frustrating. -----1 2 3 4 5
17. I will do as little work with computers as possible. -----1 2 3 4 5
18. Computers are difficult to use. -----1 2 3 4 5
19. Computers do not scare me at all. -----1 2 3 4 5
20. I can learn more from books than from a computer. -----1 2 3 4 5

**Instructions: Place an 'x' between each adjective pair to indicate how you feel about the object.**

**To me, using the World-Wide Web is:**

- |                  |       |             |
|------------------|-------|-------------|
| 1. important     | _____ | unimportant |
| 2. boring        | _____ | interesting |
| 3. relevant      | _____ | irrelevant  |
| 4. exciting      | _____ | unexciting  |
| 5. means nothing | _____ | means a lot |
| 6. appealing     | _____ | unappealing |
| 7. fascinating   | _____ | mundane     |
| 8. worthless     | _____ | valuable    |
| 9. involving     | _____ | uninvolving |
| 10. not needed   | _____ | needed      |

## Results of the teacher analysis

| <i>Information Categories</i>                  | <i>Data Sources</i>  | <i>Learner Characteristics</i>  |
|--|--|---|
| 1. Entry Behaviors                             | Observations, survey, conversations with teachers                        | <ul style="list-style-type: none"> <li>• Teachers have had basic instruction on webpage design either through summer inservices or staff development days. All are familiar with the web and have some general ideas about what is on a webpage and some of the basic terminology. 90% feel that they use technology in their classroom.</li> </ul>   |
| 2. Prior knowledge of topic area               | Interviews, survey, past records of courses taken                        | <ul style="list-style-type: none"> <li>• 100% of teachers in PS-3 have a classroom website. Most feel that they need to review what they learned.</li> <li>• 85% know how to use basic computer software programs such as email, Internet, Appleworks, Kidpix, and mPower.</li> </ul>   |
| 3. Attitudes towards content                   | Conversations w/ teachers, attitude survey and observations of classroom | <ul style="list-style-type: none"> <li>• Teachers are positive about learning how to design web pages. Lower grade-levels are unsure how much a student would be able to do.</li> <li>• Some teachers have the mind set that primary students are too young to use technology in the classroom.</li> <li>• In observation, only a few of the teachers are currently utilizing much computer activity in the classroom other than as a learning center using reading CDs.</li> <li>• It was noted that teachers are checking out iBooks and having their students go to websites that have to do with the subjects they are teaching.</li> </ul> |
| 4. Attitudes towards potential delivery system | Survey, and discussions w/ teachers                                      | <ul style="list-style-type: none"> <li>• Teachers would like to receive more staff development on web page design and ways to use the Internet in the classroom. They are comfortable working with the tech. coordinator and feel comfortable working with the other teachers. All students have some experience working with iBook laptops and most feel comfortable with that form of media.</li> <li>• They want someone to show them ways to use the Internet in the classroom with their students so that it ties into the curriculum and isn't just play time.</li> </ul>   |
| 5. Motivation for instruction                  | Survey   | <ul style="list-style-type: none"> <li>• Teachers want to improve technology skills and discover ways to integrate technology into the classroom to promote student learning. • They have difficulty finding the time to incorporate the activities and to learn the technology themselves.</li> </ul>  |



|   |  |   |
|---|--|---|
| 6. Educational and ability levels   | Survey and prior experience with students. | <ul style="list-style-type: none"> <li>• All of the teachers have an educational background with limited technology courses taken as part of undergraduate degree.</li> <li>• 45% of teachers consider themselves at the intermediate level of computer expertise (able to use presentation software and navigate the Internet easily).</li> <li>• 33% consider themselves at the beginner level (basic ability to word process and send email).</li> <li>• 22% consider themselves at the advanced level (able to create their own WebPages and edit movies on the computer).</li> </ul>   |
| 7. General learning preferences   | Conversations w/ teachers and survey       | <ul style="list-style-type: none"> <li>• General consensus found that small group and one-on-one instruction was the most desired.</li> <li>• About half of the teachers felt comfortable with project-based learning, independent learning, and demonstration as types of instruction.</li> <li>• Only 1 felt comfortable with a web-based course, although in conversation most would be okay to have the web used a tool or reference to a class.</li> <li>• Teachers felt that they receive so much information at one time, making it difficult to digest and use. (Need to teach in chunks.)</li> </ul>   |
| 8. Attitudes toward training organization   | Conversations w/ teachers and observation  | <ul style="list-style-type: none"> <li>• Teachers have positive feelings toward the training organization. They are pleased that the administration stresses to increase the use of technology into the classroom and gives teachers learning opportunities.</li> </ul>   |
| 9. General group characteristics<br>-Heterogeneity<br>-Size<br>-Overall impressions | Survey, Conversations w/ teachers          | <ul style="list-style-type: none"> <li>• Teachers all have varying years of teaching experience. Between 3 to 15+. Majority have 11-15 years of experience.</li> <li>• All teachers use the computer at least daily.</li> <li>• Most teachers use the computer between 10-20 hours a week.</li> <li>• Of the teachers surveyed only 1 student is male and 8 are females.</li> <li>• Of the 9 teachers responding to survey, 9 have access to a computer at home and 5 have access to the Internet from home.</li> <li>• Age range varies between 23 to 46+. Most are in the 31-35 age range.</li> <li>• Most want to use technology in the classroom, but feel that there is not enough time. They need more training.</li> </ul> |
| 10. Access to technology  | Surveys, Conversations with Teachers       | <ul style="list-style-type: none"> <li>• PS-K teachers felt that they did not have access to enough computers to make activities worthwhile. They only have their</li> </ul>  |

|  |  |  |
|--|--|--|
|  |  | <p>own teacher computer.</p> <ul style="list-style-type: none"> <li>•Kindergarten teachers did comment that they have had the tech. Coordinator come in to the classroom and help students create a simple website about a field trip that they went on.</li> <li>•1-3 grade teachers have access to iBook carts and can easily have one computer for every 2 students. Could possibly have one per student if set up ahead of time so that they could get more checked out.</li> <li>•All felt that they had adequate access to software that they felt students could learn to use. MPower presentation, Kidpix, Kidspiration, Print Shop Deluxe, Graph It, Internet, and Appleworks.</li> </ul> |
|--|--|--|

### **Media Specialist Assessment**

Through an informal conversation, I spoke with the media specialist about ways she felt we might integrate the Internet into a fairy tale unit. She did some searches for us on the Internet and found several websites that had fairy tales online that students could read. She was also able to suggest several books available in the library and through interlibrary loan.

### **Administrator Assessment**

Through an informal conversation with the elementary principal, I gathered the following data. I described the project that I wanted to do with 3<sup>rd</sup> graders and asked him if he thought that this would be an appropriate activity to do in 3<sup>rd</sup> grade. He felt that the students would really enjoy learning about fairy tales through Internet websites. He did comment that I needed to make sure and include traditional print books as well to reinforce that they are important as well as Internet links. He also suggested we compare the stories in print with those online to see if they vary or if they are the same.

Overall, he thought that this sounded like a fun project and that students would really enjoy displaying their work on the Internet. What a great way to share with parents, family members, and community members what our students are capable of doing. He reminded me that students can only use their first name on online work. Last names need to be omitted. I also need to double-check that I have parent permission slips signed for students to display their work online.

I asked if we could find more ways to provide staff development to teachers. They want it and they need it to be able to use technology effectively in their curriculum. His reply was that he would love to be able to provide the training needed, but the budget just doesn't have much room for it. He suggested that teachers use their professional development days to work with the technology on their own or with me. He also was hopeful that we could offer a few days of training this summer with the help of the AEA technology team.

### *Technology Coordinator*

I have worked as technology coordinator for 5 years in this district. I have been in charge of the district website, provided staff development training to teachers, provided classroom instruction on the various uses of technology and maintained the school's network and computer equipment. I have used Kidpix, Internet, and Claris Homepage in the classroom and feel that third grade students should be able to utilize these applications easily with some guidance from the teachers and me. I consider myself an advanced user of technology, enjoy using technology in the classroom and am a firm believer that technology when used correctly can enhance student learning. I am also a promoter of letting the curriculum guide how technology can be integrated into the classroom.

**Equipment Inventory**

|  | <i>IBook Mobile Lab</i>  |
|--|--|
| What equipment is available?                   | 34 wireless, iBook computers available to checkout (8 233 MHz & 13 DV models w/333 MHz, lab laserprinter, 2 scanners, 3 airport base stations within range<br><br>LCD Projector available to checkout          |
| What applications are available?               | Appleworks 6, Claris HomePage 3.0 on 19 iBooks, Kidpix on 15 iBooks, Netscape Navigator 4.77, 2 copies of Adobe Photo Deluxe scanning software, Fetch for uploading files to the server, and Graphic Converter |
| Is the equipment dependable?                   | At present all computers are working.  |
| Any special needs in regards to the classroom? | -No  |
| How is the room set up?                        | Students each sit at separate desks.<br>Room may be rearranged as necessary.   |
| Extra Info                                     | -4 Digital Cameras are available to use<br>-2 scanners are available   |

For this project, the district has the equipment needed to make it successful. Not all equipment is accessible directly in the teacher's classroom, but it can be checked out and borrowed.

**Problems that may arise.**

1. Time. Project may take more time than teachers initially plan for due to student skill levels.
2. Teacher skills may alter the amount of time required for the project and the quality of the project. Teachers need staff development.
3. Student skills. Because students have had limited exposure to creating a webpage, the project may take more time than projected.
4. Access to iBooks. Even though 34 iBooks are available to check out, they are shared with grades 1-6 and may not always be available when the class works on their webpage.
5. Equipment may not always be working. Need to be sure and back up work so that nothing gets lost.

### *Appendix C: Student Learner Goals and Standards and Benchmarks*

#### **School's Vision**

The Mission of the Manning Community School District is to create a community of life-long learners whose knowledge, competence, empathy, and decision-making will assist in responsible self-development leading to positive contributions in a global society.

(Taken from CSIP, 2000-2002, p.1)

The school improvement advisory committee recommended the districts mission statement in 1998. Committee members gathered input from community members, teachers, parents, and students through personal communication, town meetings, and graduate surveys conducted at one, three, and five-year intervals. The mission was adopted by the school board in November of 1998.

#### **Student Learner Goals Addressed (CSIP, 2000-2002, p.1-2)**

The students of the Manning Community School District will demonstrate:

2. Personal, Interpersonal, and Social Responsibility
  - a. work with others in a variety of situations to set and achieve goals
  - b. act as responsible citizens in the school, community, state, and nation
3. Effective Communication Skills
  - a. communicate with clarity, purpose, and understanding of audience
  - b. integrate the use of a variety of communication forms and use a wide range of communication skills
  - c. recognize, analyze, and evaluate various forms of communication
4. Self-Directed and Knowledgeable Learning
  - a. use a variety of learning strategies, personal skills, and time management skills to create quality work
  - b. connect knowledge and experience from different subject areas to solve problems and complete tasks
  - c. use what they already know to acquire new knowledge, develop new skills, and expand understanding
5. Effective Thinking and Reasoning Skills
  - a. gather and use information, classify and organize information, support inferences and justify conclusions appropriate to the situation and audience

#### *Student Achievement Long Range & Annual Improvement Goals (CSIP, 2000-2002, p.2)*

**Long Range Goal #1 (LRG1):** Improve the performance of all students on district-wide assessments in reading.

**Annual Improvement Goal (AIG):** Increase the percent of students in the proficient or higher performance levels on district-wide assessments in reading.

**Skills Reinforced by District Curriculum and Instruction (CSIP, 2000-2002, p.3)**

The district school improvement advisory committee recommended what skills the district wants students to know when they graduate.

**What students should know when they Graduate.** The following apply to this project:

- G1.** Reading, writing, math spelling (communication skills at the adult level-speaking and listening)
- G2.** Technological skills (Internet-Computer Skills-Technical Literacy (verbal, written, listening)-email-FAX)
- G3.** Knowledge of a global society

*Language/Reading Standards (3<sup>rd</sup> Grade Curriculum Guide, 2002-2003, p.2)*

- R1.** Read fluently, efficiently, and with understanding for a wide variety of purposes, including functional/technical reading.
- R2.** Relate literature to oneself and appreciate literature which represents many viewpoints (gender, culture, race, ethnic background).
- R3.** Speak with skill for a wide variety of purposes, including technical presentations, and to a wide variety of audiences.
- R4.** Write with skill for a wide variety of purposes including functional/technical writing, and to a wide variety of audiences.
- R5.** Conduct media and technology-based research to support writing and speaking.
- R6.** Listen/view with skill for a wide variety of purposes, including functional/technical material.
- R7.** Apply higher order thinking and technical process skills to the communications process.

*Language/Reading Benchmarks Addressed (3<sup>rd</sup> Grade Curriculum Guide, 2002-2003, p.3-4)*

- RB1.** Read for meaning (main idea, sequences, details, summarization) and aloud in groups.
- RB2.** Write a sequence of several proper and legible sentences organized around a theme.
- RB3.** Read and enjoy literature (realistic fiction, folk tales, fairy tales, tall tales, legends, fables, poetry, and nonfiction).

*Technology Standards (CSIP, 2000-2002, p.7)*

- T1.** Basic operations and concepts
  - T1.1** Demonstrate a sound understanding of the nature and operation of technology systems.
  - T1.2** Use technology proficiently
- T2.** Social, ethical, and human issues
  - T2.1** Understand the ethical, cultural, and societal issues related to technology.
  - T2.2** Practice responsible use of technology systems, information and software.
  - T2.3** Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity
- T3.** Technology productivity tools
  - T3.1** Use technology tools to enhance learning, increase productivity, and promote creativity.
  - T3.2** Use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- T4.** Technology communication tools

- T4.1** Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- T4.2** Use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- T5. Technology research tools**
  - T5.1** Use technology to locate, evaluate, and collect information from a variety of sources.
  - T5.2** Use technology tools to process data and report results.
  - T5.3** Evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- T6. Technology problem-solving and decision-making tools**
  - T6.1** Use technology resources for solving problems and making informed decisions.
  - T6.2** Employ technology in the development of strategies for problem solving problems in the real world.