



Grade 3 Theme 2 Trickster Tales

Performance Standard W1.1 The student writes about a topic.

GLES: [3] 1.1.3 Writing a story or composition with a beginning, middle, end. (L)

[3] 1.1.5 Developing strategies to plan for writing. (webbing, drawing, lists) (L)

Performance Standard W1.4. The student revises writing.

GLES: [3] 1.4.1 Rearranging and/or adding supporting details to improve clarity.

Purpose:

Develop a story/tale with a beginning, middle, and end.

Develop a story/tale with characters and plot.

Revise the tale with focus on an effective ending.

Focus on traits of idea, organization, and conventions,

Resources/materials:

HM Theme 2 Teachers Edition-Genre

HM Student Anthologies to go with Theme 2

Transparency F2-2 of Trickster Story Map

Class copies of Practice Book page 180 (if available)

Class copies of story-box organizer (see Attachment 1)

Class copies of assessments (see Attachment 2 and 3)

Copies of different trickster tales (see Reference)

Connection to Houghton Mifflin literature:

Student anthologies, pages 282-299

Step 1 - mini-lessons that precede the writing of trickster tales:

- Immerse students in trickster tales. Include tales in Theme 2 and/or additional literature. After students read the tale, *Hungry Spider*, the teacher demonstrates organizing components of a trickster tale using transparency F2-2.

- Teacher makes a chart to display the following basic components of trickster tales: Title, Setting, Characters, Events, Magic, and Ending/Trick. As a tale is read to the class, the teacher fills in the chart reinforcing the basic components of a tale. (A trickster tale differs from other tales because it ends with the trick that is played)
- To provide more student practice on features of a trickster tale, students could have individual copies of the chart to fill in using the following methods: 1. Divide class into two groups. Each group reads one of the other two trickster tales in the anthologies. Each of the two groups report on how to complete the chart from the tale they read. The groups report the information to the class and the teacher fills in the class chart for all students to see. 2. Each child reads all three stories and completes the chart independently. The chart emphasizes the important characteristics of a trickster tale.

Step 2 - mini-lessons for writing a trickster tale:

Prewrite

- Using a new tale, model writing a trickster tale on the story box-map organizer. (Attachment 1) A tale with an Alaskan animal trickster is *Raven* by Gerald McDermott. Another version is *How Raven Brought Light to People* by Ann Dixon, Alaskan author. A favorite of many third graders is *Anansi and the Moss Covered Rock* by Eric Kimmel. There is also the classic tale of *How the Bear Got a Short Tail*.
- As a class, make a chart to hang up of animals such as ravens, coyotes, spiders, fox, etc., that play tricks, animals to be played tricks on, and possible tricks.
- Guide students with filling in a story-box organizer. Attachment 1 is a sample of a story-box organizer. The organizer is laid out in the traditional sequence of a story. Because it is important that the student have a trick in mind before he/she develops their tale, begin with box D, the trick. It might be helpful for students to draw a picture of their animals before writing descriptions and traits.

Attachment 1

| | |
|--|--|
| A (2 pts.) Two animal characters and descriptions Trickster: Other animal: | B (2 pts.) Setting (needs to match the animal's natural habitat) Introduction appropriate for trickster tale |
| C (2 pts. per event) Two events or more that lead up to the trick played. Event 1. Event 2. Event 3. Event 4. | D (1 pt.) Ending with trick clearly stated |

First Draft 30-45 minutes

- Students use their story-box organizers to guide their writing. The teacher moves around the room and/or works with small groups of writers who need more guidance.

Revise/Edit

- Teacher models revising a trickster tale. This lesson will include an assessment rubric. Two choices are included. (see Attachment 2 and 3)
Students revise tales. 20-30 min.
- Students meet with peers and/or teacher to review their tales. Teacher also reads stories and responds on post-it notes.

Final Draft

- Students write a final draft in their best handwriting and/or on computers. The tale is ready for the teacher to assess.

Publish

- Publish the trickster tales in some manner. Two ideas follow:
 1. Students type up a final draft, cut the tale into three parts, and glue the parts into an accordion book that they illustrate. Students can read their tales to an audience and/or display.
 2. Students make puppets and present their tales as an oral presentation to each other, another class, or parents.

Assessment:

See Teacher's Edition /and or 6 traits assessment Attachment 2

See Trickster story map rubric assessment Attachment 3.

Reference for trade books/mentor texts:

Stevens, J. (1995). *Tops & Bottoms*. Scholastic Inc.

Kimmel E., & Stevens, J. (1988). *Anansi and the Moss-Covered Rock*. Scholastic. Inc.

There are other Anansi stories by the same authors.

McDermott, G. (1993). *Raven*. Scholastic Inc.

Cameron, A. (1985). *How Raven Freed the Moon*. Harbour Publishing CO. LT

Dixon, A. (1992). *How Raven Brought Light to People*. Macmillan Publishing Company.

Trickster Tale

Attachment 1

| | |
|--|--|
| <p>A (2 pts.) Two animal characters and descriptions</p> <p>Trickster:</p> <p>Other animal:</p> | <p>B (2 pts.) Setting (needs to match the animal's natural habitat) Introduction appropriate for trickster tale</p> |
| <p>C (2 pts. per event) Two events or more that lead up to the trick played.</p> <p>Event 1.</p> <p>Event 2.</p> <p>Event 3.</p> <p>Event 4.</p> | <p>D (1 pt.) Ending with trick clearly stated</p> |

Attachment 3

Trickster Tale assessment rubric

_____2 pts. Trickster animals are identified.

_____1 pt. Setting matches the animals' habitat.

_____1 pt. Introduction is appropriate to begin a trickster tale.

_____4 pts. Two events are listed. Additional events are each 2 pts.

_____1 pt. There is a clearly defined trick played at the end of tale.

Total possible 9 pts. if two events are listed.

1-8 _____ Below standard

9. _____ Meets standard

10- _____ Above standard