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

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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
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A Fairy Tale Telecommunication Project

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

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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 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.
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 scores 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
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
Integrating Technology 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 21st 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"
Integrating Technology

(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 21st 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,
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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 21st 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.
References


Appendices

Appendix A: The Fairy Tale Project Website

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

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.
ONCE UPON A TIME IN THE CLASSROOM:
http://www.geocities.com/Atlanta/Thebes/9893f.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.

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/eqr/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/reading/hml/blue/fairyfairy.html
Students will learn the elements of fairy tales in this fun-filled lesson plan of "what-ifs"--the prince doesn't dance, the pigs form a posse, and nobody wants to get married . . .

FAIRY TALES MURAL:
http://putnamvalleyschools.org/ft/04Mural.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.surlalunefairytale.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
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/~dkh/brown/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

FAIRY TALES

http://www.abcteach.com/FairyTales/taiesTOC.htm

Brought to you by ABC Teach, this site includes some wonderful examples of ways 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://www.abcotus.org/academics/ae/education/projects/webunits/fairystories.htm

Once upon a time there was a teacher looking for the perfect lesson plan to complement 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://www.whootie.owls/whooties/index.htm

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.first-school.ws/theme/fairystories.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


Tales of Wonder-Folk and Fairy Tales From Around the World

http://www.drlie.net/fairytalea/index.htm

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/

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.jct.edu/~dash/ypec0510a.html

Includes multiple versions of the story Cinderella.
Create Your Own Rubric For Your Project

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

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<th>Student Showcase</th>
<th>Suggested Books/Activities</th>
<th>About the Project</th>
<th>Guestbook</th>
<th>Email: Mrs. Langel or Mrs. Peterson</th>
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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 http://www.manning.k12.la.us/Elementary/units/projects/FairyTales02/About.htm
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 e-mail 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.

Date:
All materials are due by February 1, 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 DeReginers

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)

http://www.manning.k12.ia.us/Elementary/InSsine/Proj ect/Ll/larytales02/</frontpage.html
Fairy Tale Guestbook

[Sign my Guestbook] - [Read my Guestbook]

[Guestbook by TheGuestBook.com]

Student Showcase | Suggested Books/Activities | Links | About the Project | Email: Mrs. Langel or Mrs. Petersen

FAIRY TALE

HOME

http://www.manning.k12.la.us/Elementary/onlineprojects/fairytale02/fairy_tale_guestbook.htm
Fairy Tales Project's Guestbook

[Get your own FREE Guestbook] - [Get your own FREE Counter]

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 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 a lot. Cole and Stephanie had good letters. They were in K5 with us last year. We will come back to see if our haikus 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

<1234>

Back to Fairy Tales

[Get your own FREE Guestbook] - [Get your own FREE Counter]

Current time is: Fri Jul 25 23:05:45 2003

theGuestbook.com Web site (the "Guestbook") is a free service provided by internet.com Corporation. theGuestbook contains information posted by users of Web sites that utilize the service.
http://www.TheGuestbook.com/vgbook/463084.gbook
# Fairy Tale Student Showcase 2002-03

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<td>Laurie Petersen</td>
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<td>Julie Wiederstein</td>
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<td>Lisa Jacoby</td>
<td>Great Site, Ms. Jacoby! PLEASE NOTE THAT THIS LINK TAKES YOU OFF OF OUR WEBSITE. PLEASE PRESS YOUR BACK BUTTON TO RETURN. 2nd Grade Peirce School Arlington, MA</td>
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<td>Karen Downey</td>
<td>4th</td>
<td>Ina Elementary School, Ina, IL</td>
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<td>Ann Heatherly</td>
<td>2nd</td>
<td>Mitchell Road Elementary, Greenville, SC</td>
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<td>Shauna Easton</td>
<td>2nd</td>
<td>Shongum School, Randolph, NJ</td>
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<td>Jessie Ferraro</td>
<td>2nd</td>
<td>JFK Elementary, East Islip, NY</td>
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<td>Hope Savage</td>
<td>2nd</td>
<td>Kindergarten, Jamesville, NC</td>
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**About the Project**

- Suggested Books/Activities
- Links
- Guestbook
- Email: Mrs. Langel or Mrs. Prensen

[http://www.manning.k12.ia.us/Elementary/onlineproject/fairytale02/fairytales.htm](http://www.manning.k12.ia.us/Elementary/onlineproject/fairytale02/fairytales.htm)
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.

<table>
<thead>
<tr>
<th>Austin</th>
<th>Britney</th>
<th>Cassie</th>
<th>Elizabeth</th>
<th>Eric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack and the Beanstalk</td>
<td>The Three Little Pigs</td>
<td>Snow White</td>
<td>Cinderella</td>
<td>Jack and the Beanstalk</td>
</tr>
<tr>
<td>Garrett</td>
<td>Karren</td>
<td>Kristina</td>
<td>Madagascar</td>
<td>Marcus</td>
</tr>
<tr>
<td>The Three Little Javelinas</td>
<td>The Egyptian Cinderella</td>
<td>The Three Little Pigs</td>
<td>Cinderella</td>
<td>The Three Little Javelinas</td>
</tr>
<tr>
<td>Matthew</td>
<td>Michele</td>
<td>Paige</td>
<td>Rachel</td>
<td>Sam</td>
</tr>
<tr>
<td>Jack and the Beanstalk</td>
<td>Peter Pan</td>
<td>The Three Little Javelinas</td>
<td>Puss n' Boots</td>
<td>The Gingerbread Man</td>
</tr>
<tr>
<td>Scott</td>
<td>Shyanne</td>
<td>Steven</td>
<td>Taylor</td>
<td>See Kidpix Rubric</td>
</tr>
<tr>
<td>Little Red Cowboy Hat</td>
<td>Rapunzel</td>
<td></td>
<td>Cinderella</td>
<td>See Pictures of Our Work</td>
</tr>
</tbody>
</table>

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.
Kidpix Rubric Name: _______________________

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?

http://www.manning.k12.ia.us/Elementary/onlineprojects/fairytales12/classes/petersen/kidpixrubrc3.html
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.
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.
<table>
<thead>
<tr>
<th>Three Little Pigs</th>
<th>Wolf</th>
</tr>
</thead>
<tbody>
<tr>
<td>They all look the same, but their clothes are different.</td>
<td>The wolf looks very hairy!</td>
</tr>
<tr>
<td>They act weird because they eat the wolf</td>
<td>The wolf blows the house down, except the brick house</td>
</tr>
<tr>
<td>They're good because they help each other</td>
<td>The wolf is evil because he is acts tricky.</td>
</tr>
<tr>
<td>Cindy Ellen</td>
<td>Stepsisters</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>She does what they say. She is so kind and doesn't tease. That's why 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.</td>
<td>The stepsisters always want to be better than Cindy Ellen. They call her Cinder Bottom. They make her do all the work.</td>
</tr>
<tr>
<td>She is good because she is not greedy.</td>
<td>The stepsisters are evil because they are so mean and greedy.</td>
</tr>
</tbody>
</table>
Cinder Hazel

Cinder Hazel has yellow hair and a white dress with red polka dots. She's always dirty.

She acts nice funny and kind of weird because she turns things into dirt.

She is good because she isn't mean or evil.

Wicked Stepmother

The stepmother has red hair and wrinkles. She wears a purple dress.

She acts mean and selfish because she let her daughter go to the ball but not Cinder Hazel.

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" 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 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

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

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

The Element of an Evil Character

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.

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.

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.

The Element of Royalty or a Castle

The element that 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.

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.

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.

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.
<table>
<thead>
<tr>
<th>The Element of Things Happening in 3’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>The element I drew was 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 Emily</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>Learn more about Paul O. Zelinsky and his wonderful work.</td>
</tr>
<tr>
<td>Fairy Tales by Paul O. Zelinsky</td>
</tr>
<tr>
<td>Paul O. Zelinsky</td>
</tr>
</tbody>
</table>

To our Castles and Fairy Tales page
To our classroom site Window to Our World
To The Fairy Tale Project

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 loved 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 lilypads. 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.

POOP! 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

http://www.manning.k12.il.us/ElementaryOnlineProjects/fairytalas02/classes/cdowen/downey.htm
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
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 playing in the house.

Luke
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.

<table>
<thead>
<tr>
<th>Y is for young Yeh-Shen.</th>
<th>Yeh-Shen</th>
</tr>
</thead>
<tbody>
<tr>
<td>E is for excited Yeh-Shen.</td>
<td>Yeh-Shen goes to the ball.</td>
</tr>
<tr>
<td>H is for handy.</td>
<td>Yeh-Shen lost her slipper.</td>
</tr>
<tr>
<td>S is for sad.</td>
<td>The stepmom kills fish.</td>
</tr>
<tr>
<td>H is for hopeful.</td>
<td></td>
</tr>
<tr>
<td>E is for eager.</td>
<td></td>
</tr>
<tr>
<td>N is for nice.</td>
<td></td>
</tr>
<tr>
<td>By Patrick</td>
<td>By Sadie</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Y is for Yeh-Shen.</th>
<th>Yeh-Shen</th>
</tr>
</thead>
<tbody>
<tr>
<td>E is for exploring.</td>
<td>I love you today.</td>
</tr>
<tr>
<td>H is for heart.</td>
<td>Feed the fish today I will.</td>
</tr>
<tr>
<td>S is for stepsisters.</td>
<td>Yeh-Shen is cute too.</td>
</tr>
<tr>
<td>H is for hopeful.</td>
<td></td>
</tr>
<tr>
<td>E is for eager.</td>
<td></td>
</tr>
<tr>
<td>N is for neat.</td>
<td></td>
</tr>
<tr>
<td>By Barbara</td>
<td>By Julia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yeh-Shen</th>
<th>Yeh-Shen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yeh-Shen is in love.</td>
<td>Yeh-Shen is pretty.</td>
</tr>
<tr>
<td>Yeh-shen loses her gold slipper.</td>
<td>Fairy godmother loves her.</td>
</tr>
<tr>
<td>The birds sing to her.</td>
<td>Stepmom kills pet fish.</td>
</tr>
<tr>
<td>By Caitie</td>
<td>By Rachel</td>
</tr>
</tbody>
</table>

Thank you for such a great project!

Georgia Cloer
Mitchell Road School
Greenville, SC
Our class had a "magical" time working on this fabulous project! The children thoroughly enjoyed learning about this "Fairy tale" 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
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 dryed 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
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 candy cane 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

http://www.manning.k12.ia.us/Elementary/onlineprojects/fairytales02/classes/marshall/marshall.html
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
Once upon a time, there was a farmer named Jack who lived in a small cottage in Tradesville. Unfortunately, Jack was poor, shy, and had raged old clothes and dark, black hair. His mom told him to go sell the smelly, old pig named 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 scram! 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.

---

**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 accidently 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."

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

"Rap Puzzle let down your hair."

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

"Not pajamas!" Then, the witch said, "You have to wear a pink tie, and you will lose you sense of smell."

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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!
Beauty and the Beast

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 skis.

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 our 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 easier to be nice to people."

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.
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
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.

---

**The Three Hawaiian Pigs**
By Michael, Issam, Steven L, and Spencer

*Hot summer morning*
*Always careful*
*Wasn’t crazy*
*Adventure pigs*
*I will blow your house down*
*In their house the pigs felt safe*
*Aloha*
*Nose flute is a good instrument*

*Pink pigs being fooled by the shark*
*Ice cold water*
*Got caught by a shark*
*Shave ice man disguise*
I hate the coyote!
Next they lived happily ever after
And the coyote went down the chimney
So the coyote ran away

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 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!!!

http://www.manning.k12.ia.us/Elementary/onlineprojects/fairytales2003/miller/miller.html
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

**Manyara**
- mean to Nyasha
- selfish, teases,
- bossy, greedy,
- wants Nyasha to
- to be her servant
- scard of the 5-
- headed snake,
- bad sister,
- became Nayaha's servant

**Nyasha**
- pretty
- beautiful
- want to be
- queen
- sisters, girls
- dad Mufaro
- live Africa
- in village
- became Nayah's serv

<table>
<thead>
<tr>
<th>Mufaro's Beautiful Daughters</th>
</tr>
</thead>
<tbody>
<tr>
<td>The good thing is Nayasha got married to the King.</td>
</tr>
<tr>
<td>The good thing is Nayasha became queen.</td>
</tr>
<tr>
<td>The bad thing is every time Mufaro turned his back Manayara teased her sister.</td>
</tr>
<tr>
<td>The good thing is Nayasha did not get teased again.</td>
</tr>
<tr>
<td>By Kassi</td>
</tr>
</tbody>
</table>

By Corbin
The Three Little Javelinas

by Lucero

Dearest 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

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 he wants to get us. I would be brave. I would not make my house of tumbleweed 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 are you mean to the javelinas?

What did they do to you?

Sincerely,
Thania

The Three Little Javelinas

Retold by Stephanie

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.

The End.

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

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

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

By Kassi

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

By Ziara

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

The bad thing is the coyote wants to eat them.

The good thing is they survived.

By Corbin

The good thing is the javelinas built houses.

The bad thing is the coyote tried to eat them.

The good thing is they were safe.

The bad thing is the coyote blew two houses away.

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
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!
Sentences with lies can be identified.

The ending was

Happy.

The

Moral is not to lie. In the

afternoon is when the main scene took place.

Naduk was the main character.

by Mihika

Strega was the main character.

by Nall

Jacob then was one by God.

Orange was Seven bad

out the we.

Everyone was Pharaoh's

He was so.

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 is his 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

by Nall

Adelita was

Dona Ilma

Enjoy Don't

Little Adel

Informatic

This story

Adelita made

by Ilma

Strega was the pasta

Make the words to the

pasta pot.

Now wait said Strega Ilona.

Oh grazia means thank you.

naturally everyone lauded 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

http://www.manning.k12.le.us/Elementary/online/projects/fairytales2/class/foodtales/foodtales.html
Chicken

Chicken Li

Little Chicken Liicken.
I am Chicken Liicken.
I read the book Chicken Liicken.

I am Chicken Liicken.

Cock Lock is a friend of Chicken Liicken.
Even though Chicken Liicken thought the sky was falling, it was not falling.

No more Chicken Liicken and his friends.

Hen Len is a friend of Chicken Liicken.
Every friend of Hen Len thought the sky was falling.

Little Hen Len did not eat Hen Len and his friends to the kings castle.
Even Hen Len did not eat Hen Len and his friends, his family did.

No more Hen Len and his friends.

by John
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. They were playing with their magic candy cane stilts when they saw a yummy looking house. They stopped and started eating the house. 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. 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!" The magic candy canes were still near the house where the Coo-coo Kids left them. They heard Ginger and Chip screaming for help. 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. The Good Lollipop Fairy sprinkled magic sprinkles to turn the Hot Tamale Witch into a Sweet Chocolate Kiss! McNabb and Makayla of the M & M Sweetness Patrol came and got her. They took her to Hershey, Pennsylvania. They put her on display in a glass case in the Sweet museum so everybody could see.

THE END
were eating, Hot Tamale was upstairs making a plan to eat them for supper. When she came downstairs, she put the stool on the stove. The witch said, "Eat 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 story/prewriting 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!
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.

Dear Strega Nona,
I read your story with my class. I liked you the best because you made the magic pasta pot cook with three kisses.
Your friend,  
Adriana

Dear Strega Nona,
I read your story with my class. I liked you the best because you were nice and you helped people.
Your friend,  
Becky

Dear Strega Nona,
I read your story with my class. I liked you the best because you cooked magic for everybody.
Your friend,  
Bethanie

Dear Strega Nona,
I read your story with my class. I liked you the best because you cooked the pasta and helped people.
Your friend,  
Kayla R.

Dear Strega Nona,
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.
Your friend,  
Austin

Dear Strega Nona,
I read your story with my class. I liked you the best because you cooked noodles to feed Big Anthony.
Your friend,  
Dakota M.
<table>
<thead>
<tr>
<th>Dear Big Anthony,</th>
<th>Dear Big Anthony,</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>I read your story with my class. I liked you the best because you had to eat all the pasta and it was funny.</td>
</tr>
<tr>
<td>Your friend, Alexis</td>
<td>Your friend, Ashley</td>
</tr>
<tr>
<td>Dear Big Anthony,</td>
<td>Dear Big Anthony,</td>
</tr>
<tr>
<td>I read your story with my class. I liked you the best because you did chores to help Strega Nona.</td>
<td>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.</td>
</tr>
<tr>
<td>Your friend, Brianna</td>
<td>Your friend, Kayla</td>
</tr>
<tr>
<td>Dear Big Anthony,</td>
<td>Dear Big Anthony,</td>
</tr>
<tr>
<td>I read your story with my class. I liked you the best because you helped Strega Nona.</td>
<td>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.</td>
</tr>
<tr>
<td>Your friend, Jessie</td>
<td>Your friend, Kelsey</td>
</tr>
<tr>
<td>Dear Big Anthony,</td>
<td>Dear Big Anthony,</td>
</tr>
<tr>
<td>I read your story with my class. I liked you the best because you were strong.</td>
<td>I read your story with my class. I liked you the best because you did funny things like eating all the pasta.</td>
</tr>
<tr>
<td>Your friend, Kenita</td>
<td>Your friend, Logan</td>
</tr>
<tr>
<td>Dear Big Anthony,</td>
<td>Dear Big Anthony,</td>
</tr>
<tr>
<td>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.</td>
<td>I read your story with my class. I liked you the best because you are strong.</td>
</tr>
<tr>
<td>Your friend, Samantha</td>
<td>Your friend, Dakota W.</td>
</tr>
<tr>
<td>Dear Big Anthony,</td>
<td>Dear Big Anthony,</td>
</tr>
<tr>
<td>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.</td>
<td>I read your story with my class. I liked you the best because you ate all the pasta because you were a show off.</td>
</tr>
<tr>
<td>Your friend, Whitney</td>
<td>Your friend, Raymond</td>
</tr>
<tr>
<td>Dear Big Anthony,</td>
<td>Dear Big Anthony,</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Your friend, Ryan</td>
<td>Your friend, Sequan</td>
</tr>
</tbody>
</table>
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
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, 3rd grade students. The numbers below the faces is the number that responded to that answer.

1. I like using computers.

   ![Smiley](image1) ![Neutral](image2) ![Sad](image3)

   18 2 0

2. I like using the Internet.

   ![Smiley](image4) ![Neutral](image5) ![Sad](image6)

   10 8 2

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

   ![Smiley](image7) ![Neutral](image8) ![Sad](image9)

   15 5 0


   ![Smiley](image10) ![Neutral](image11) ![Sad](image12)

   14 5 1

5. I like reading off the computer screen.

   ![Smiley](image13) ![Neutral](image14) ![Sad](image15)
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 3rd grade teachers and students, I assessed all teachers in the primary elementary (Preschool-3rd 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


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:

<table>
<thead>
<tr>
<th></th>
<th>important</th>
<th>unimportant</th>
<th>boring</th>
<th>interesting</th>
<th>relevant</th>
<th>unexciting</th>
<th>means nothing</th>
<th>means a lot</th>
<th>appealing</th>
<th>unappealing</th>
<th>fascinating</th>
<th>mundane</th>
<th>worthless</th>
<th>valuable</th>
<th>involving</th>
<th>uninvolving</th>
<th>not needed</th>
<th>needed</th>
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</thead>
</table>
### Results of the Teacher Analysis

<table>
<thead>
<tr>
<th>Information Categories</th>
<th>Data Sources</th>
<th>Learner Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Entry Behaviors</td>
<td>Observations, survey, conversations with teachers</td>
<td>• 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.</td>
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</table>
| 2. Prior knowledge of topic area | Interviews, survey, past records of courses taken                           | • 100% of teachers in PS-3 have a classroom website. Most feel that they need to review what they learned.  
• 85% know how to use basic computer software programs such as email, Internet, Appleworks, Kidpix, and mPower. |
| 3. Attitudes towards content | Conversations w/ teachers, attitude survey and observations of classroom     | • Teachers are positive about learning how to design web pages. Lower grade-levels are unsure how much a student would be able to do.  
• Some teachers have the mind set that primary students are too young to use technology in the classroom.  
• 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.  
• 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. |
| 4. Attitudes towards potential delivery system | Survey, and discussions w/ teachers                                      | • 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.  
• 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. |
| 5. Motivation for instruction | Survey                                                                      | • 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. |
### 6. Educational and ability levels

| Survey and prior experience with students | • All of the teachers have an educational background with limited technology courses taken as part of undergraduate degree.
• 45% of teachers consider themselves at the intermediate level of computer expertise (able to use presentation software and navigate the Internet easily).
• 33% consider themselves at the beginner level (basic ability to word process and send email).
• 22% consider themselves at the advanced level (able to create their own WebPages and edit movies on the computer). |

### 7. General learning preferences

| Conversations w/ teachers and survey | • General consensus found that small group and one-on-one instruction was the most desired.
• About half of the teachers felt comfortable with project-based learning, independent learning, and demonstration as types of instruction.
• 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.
• Teachers felt that they receive so much information at one time, making it difficult to digest and use. (Need to teach in chunks.) |

### 8. Attitudes toward training organization

| Conversations w/ teachers and observation | • 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. |

### 9. General group characteristics

| Survey, Conversations w/ teachers | • Teachers all have varying years of teaching experience. Between 3 to 15+. Majority have 11-15 years of experience.
• All teachers use the computer at least daily.
• Most teachers use the computer between 10-20 hours a week.
• Of the teachers surveyed only 1 student is male and 8 are females.
• Of the 9 teachers responding to survey, 9 have access to a computer at home and 5 have access to the Internet from home.
• Age range varies between 23 to 46+. Most are in the 31-35 age range.
• Most want to use technology in the classroom, but feel that there is not enough time. They need more training. |

### 10. Access to technology

| Surveys, Conversations with Teachers | • PS-K teachers felt that they did not have access to enough computers to make activities worthwhile. They only have their... |
own teacher computer.
• 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.
• 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.
• 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.
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 3rd graders and asked him if he thought that this would be an appropriate activity to do in 3rd 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.
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 lifelong 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 district's 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.

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 (3rd 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 (3rd 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.