

Creative Writing

FAIRY TALE

Retelling Project

Name: _____

Rewriting a Fairy Tale

Planning Sheet

Before you start an original writing, you'll need to brainstorm ideas and create a plan.

1 Which fairy tale will you be retelling?

2 From whose point-of-view will you be writing (who's the original villain)?

3 What information is incredibly important to writing a story forward. Think about the characters.

4 What information will you add or remove about this character to give a new voice to the story?

5 How do you already know about this character?

6 How might you change the story?



Creative Writing Series

Readers Choice Fairy Tale Retelling

Pauline Dewan



Readers Choice Fairy Tale Retelling:

Classic Fairy Tales and Modern Retellings Pauline Dewan,2025-09-04 Drawing on the popularity of fairy tale literature and its retellings this guide provides insightful annotations to all the major picture books and novels for children and teens *The Reader's Choice* McGraw-Hill Staff,2001-07 Comprehensive English language arts program **The Gothic Fairy Tale in Young Adult Literature** Joseph Abbruscato,Tanya Jones,2014-07-15 Rooted in the oral traditions of cultures worldwide fairy tales have long played an integral part in children s upbringing Filled with gothic and fantastical elements like monsters dragons evil step parents and fairy godmothers fairy tales remain important tools for teaching children about themselves and the dangers and joys of the world around them In this collection of new essays literary scholars examine gothic elements in more recent entries into the fairy tale genre for instance David Almond s Skellig Neil Gaiman s *The Graveyard Book* and *Coraline* and Lemony Snicket s *A Series of Unfortunate Events* exploring such themes as surviving incest and the capture and consumption of children Although children s literature has seen an increase in reality based stories that allow children no room for escape from their everyday lives these essays demonstrate the continuing importance of fairy tales in helping them live well rounded lives **Literature for Young Adults** Joan L. Knickerbocker,2017-03-15 Young adults are actively looking for anything that connects them with the changes happening in their lives and the books discussed throughout *Literature for Young Adults* have the potential to make that connection and motivate them to read It explores a great variety of works genres and formats but it places special emphasis on contemporary works whose nontraditional themes protagonists and literary conventions make them well suited to young adult readers It also looks at the ways in which contemporary readers access and share the works they re reading and it shows teachers ways to incorporate nontraditional ways of accessing and sharing books throughout their literature programs In addition to traditional genre chapters *Literature for Young Adults* includes chapters on literary nonfiction poetry short stories and drama cover art picture books illustrated literature and graphic novels and film It recognizes that while films can be used to complement print literature they are also a literacy format in their own right and one that young adults are particularly familiar and comfortable with The book s discussion of literary language including traditional elements as well as metafictional terms enables readers to share in a literary conversation with their students and others when communicating about books It will help readers teach young adults the language they need to articulate their responses to the books they are reading **The Reader's Choice** ,2002 Comprehensive English language arts program [Literature Works: Theme 7. Tell me a story](#) ,2000 **Princess of the Midnight Ball** Jessica Day George,2011-02-01 Twelve princesses are doomed to dance all night in this imaginative retelling **Open Court Basic Readers: A trip around the world. 4th rev. ed. 1972** Arther S. Trace,Marianne Carus,1971 *Using Literature in the Middle Grades* Joy F. Moss,1994 Contains outlines for literature units for the middle grades that focus on a single literary theme *Literature Works* ,2000 *Children in Literature - Children's*

Literature International Federation for Modern Languages and Literatures. Congress, Paul Neubauer, 2002 The focus of the papers selected for this volume ranges from the establishment of regional and national literatures for the young to the presentation and characterization of youth and adolescence in diverse forms and formats of literature The changing goals of canonized texts for educational as well as inspirational purposes are reflected in the diversity of historical and cultural policies of instruction and emancipation through literary and poetical works historical and sociological aspects dominate these questions addressed to individual works as well as to whole literatures designed for children On the other hand the structural properties of children s literature and the actual reception of representative texts by child readers provide an equally fruitful area of psychological pedagogical or aesthetic investigation Here the rewriting of different kinds of literatures for the use of children receives as much attention as the creation of works aiming especially at the youthful readership of a given age and area in this context of critical evaluations a variety of adaptations and reconceptualizations is presented from medieval Portuguese historiography to Michel Tournier s changing configurations of his own works for different audiences

Literature Works: Theme 8. Watch me grow! ,2000 *Literature Works: Theme 3. Animals everywhere ,2000*

Literature Works: Theme 1. Here I am - Theme 2. Let's be friends ,2000 *Marvels & Tales ,2002* Journal of fairy tale studies **Early Childhood Education 2000-2001** Karen M. Paciorek, Joyce Huth Munro, 2000-03 This text considers the national and international development of early childhood education child development and families educational practices guiding and supporting young children curriculum issues and reflections on the present and future of early childhood education *Glencoe Literature ,2001* State adopted textbook 2001 2007 Grade 7 *The Journal of Education ,1930*

The World Book Encyclopedia ,1992 An encyclopedia designed especially to meet the needs of elementary junior high and senior high school students **Houghton Mifflin Reading** James David Cooper, John J. Pikulski, 2003 Presents a practical approach to creating an assessment based literacy classroom Includes assessment for initial placement and instructional planning ongoing informal assessment of reading writing listening speaking and viewing evaluation of writing formal assessment and assessment for meeting individual needs

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