Once Upon a Time: Tiny Fairy Tales
The Mini Time Machine Museum of Miniatures Education Outreach
Lesson Plan for K-4th Graders

Rationale:
Museums are an important part of our communities, striving to sustain a beautiful mixture between entertainment, preservation, research cultivation, and education. Because museums have access to wonderful resources, they can be used as supplemental teaching tools to engage learners beyond traditional walls and invite further exploration. This lesson is designed to help students discover that a narrative is not constrained to words on paper. By analyzing fairytale miniatures from our collection (such as The Three Bears House), students will see a familiar story displayed in an unfamiliar way, learning the elements for creating their own fairytales all the while.

Materials:
• Glue
• Scissors
• Coloring (markers, colored pencils, or crayons) and writing implements (pencil or pen)
• PowerPoint projector and computer (if available)
• Goldilocks and the Three Bears by Lauren Child
• Goldilocks and the Three Dinosaurs by Mo Willems
• Mini-book templates
• Mini-book images

Objectives:
This lesson has the following objectives for K-4th grade students:
• Students will explore and investigate the basic elements of storytelling by listening to and discussing fairytale stories read aloud. Students will also attempt to formulate a narrative by looking at a 3-dimensional art piece.
• Students will illustrate understanding of the basic elements of storytelling by creating and presenting an original fairy tale story.

Alignment with standards:
This lesson will address the following Arizona College and Career Ready Standards in Language Arts:

Reading:
• Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (3.RL.2)
• Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (3.RL.3)
• Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (3.RL.7)

Writing:
• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  c. Use temporal words and phrases to signal event order.
  d. Provide a sense of closure.

Speaking and Listening:
• Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (3.SL.2)
• Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3.SL.3)
• Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. *(3.SL.4)*

This lesson will address the following Arizona College and Career Ready Standards in Visual Arts:

**Strand 1: Create**
**Concept 1: Creative Process**
PO 101: Contribute to a discussion about ideas for his or her own artwork.

**Concept 2: Materials, Tools, and Techniques**
PO 101: Identify and experiment with materials, tools, and techniques in his or her own artwork.
PO 102: Use materials, tools, and techniques appropriately in his or her own artwork.

**Concept 4: Meanings or Purposes**
PO 101: Select and use subject matter and/or symbols in his or her own artwork.

**Strand 2: Relate**
**Concept 1: Artworlds**
PO 102: Discuss how artworks are used to communicate stories, ideas, and emotions.
PO 105: Make connections between art and other curricular areas.

**Concept 4: Meanings or Purposes**
PO 101: Interpret meanings and/or purposes of an artwork using subject matter and symbols.

**Concept 5: Quality**
PO 102: Demonstrate respect while responding to others’ artwork.

**Strand 3: Evaluate**
**Concept 2: Materials, Tools, and Techniques**
PO 101: Describe the visual effects created by an artist’s use of tools, materials, and techniques in an artwork.

**Concept 4: Meanings or Purposes**
PO 101: Discuss how an artist communicates meaning and/or purpose in an artwork.

**Anticipatory Lesson Sequence:**
**Intro:**
The instructor will describe The Mini Time Machine Museum and will ask if any of the students have visited the museum before. Then, after describing The Mini Time Machine Museum, a brief discussion will establish the idea that a miniature is a small, engineered, and artistically created resemblance of a larger counterpart. Emphasis will be given to the concept of room boxes and dioramas as miniatures that can depict a place and time. As well, the instructor should highlight the importance of the use of artifacts when building knowledge.

**Content:**
The instructor will show images from The Mini Time Machine Museum's *Three Bears House* miniature, without telling students on which story it is based. Students will share their predictions about the story based on details in the images. The instructor will reveal an image of Goldilocks being confronted by the three bears and ask what clues might have told the students what the story was about. The instructor will then read *Goldilocks and the Three Bears* by Lauren Child aloud, checking for understanding of vocabulary, characters, setting, and plot. The instructor will also point out where the photographic illustrations (by Polly Borland and Emily L. Jenkins) provide details about the story. After the story, the instructor will ask the students as to what kind of story they just heard, and/or whether it was a fairytale. This should open into a discussion about what defines a fairytale and students will be invited to share some fairytales that they have heard in the past. The instructor will list said fairytales on a chalkboard/whiteboard.

After exploring *Goldilocks and the Three Bears*, the instructor will show images of other Mini Time Machine Museum pieces that are based on fairytales, asking students to share what they know about the stories. The instructor will provide a brief story-telling synopsis for any tales that are unfamiliar. Then, the instructor will ask students what all the stories discussed have in common. Guided discussion will determine that although most elements of the stories are different, they all contain characters (Who), a setting (Where), and a plot (What.) Further guided discussion will break down the element of plot into Beginning, Middle, and End.

Finally, the instructor will ask if students believe it is necessary for a fairytale to be exactly the same every time it is told. If time permits, instructor will read *Goldilocks and the Three Dinosaurs* by Mo Willems, offering a comparison between the two versions of the tale.

**Assessment:**
[www.theminitimemachine.org](http://www.theminitimemachine.org)
Students will construct a “miniature story” by folding the book cover and pages contained in The Mini Time Machine Museum template. They will then cut out pages and gluing images that represent details of their own story. The instructor will encourage students to recreate a favorite fairy tale or create a new one if they wish. Stories should contain characters, setting, and plot (beginning, middle, and end.) Instructor will continue to repeat these elements throughout the activity.

**Closure:**
Students may elect to present their mini-books while reciting the story they have created aloud. Listening students will practice applauding for peers who present their stories.

**Extension:**
Students may use their mini-books as inspiration for written stories composed after the lesson. Classroom teacher may encourage students to incorporate characters, settings, and plot into their writing. Students and teacher may continue to look for and compare different versions of fairytale stories. Students may also make a second mini-book where they draw their story.
A Mini Fairy Tale Book to Make and Keep

Project provided by The Mini Time Machine Museum of Miniatures in Tucson, Arizona. To find out more about the museum, please visit www.theminitimemachine.org

Mountain Fold

Valley Fold

Based on a template courtesy of www.thetapemaker.com
Fairy Tale Images...what is your story?

All photos from the collection of The Mini Time Machine Museum of Miniatures
www.theminitimemachine.org