Fractured Fairy Tales

Summary
The students will write “fractured” versions of familiar fairy tales, which combine the elements of fairy tales with humor. In the Craft Lesson, they will add unexpected or silly details and events to passages to create humor.

Preparation
• Select a language mechanics lesson to teach with this activity.
• Complete the Editing Checklist within the scoring guide with your additional language mechanics goals, and distribute points for items in this section.
• Obtain examples of fractured fairy tales. Suggested titles include:
  – The Three Little Wolves and the Big Bad Pig by Eugene Trivizas
  – That Awful Cinderella by Alvin Grawosky.
  – Sleeping Ugly by Jane Yolen
• Make transparencies and copies of materials found at the end of the activity.
• Detach the Quick Check portion of the Teamwork handout before distributing it to the students.
• Choose a book-publishing option from Appendix C: How to Publish Student Books, and gather the necessary materials.

Teacher Presentation: Set the Stage
• Use Think-Pair-Share to have the students recall some of their favorite fairy tales.
  What are some of your favorite fairy tales? Who are the main characters? Which characters are your favorites? Why? Do you like to read fairy tales? Why or why not?
• Explain that they will create a class anthology of a special kind of fairy tale, one that they will put in the school library so other classes can check it out. Tell the students that they will write fractured fairy tales, which they will learn more about a little later. (If necessary, explain that an anthology is a collection of stories in one book.)
• Use Think-Pair-Share to ask the students about the audience, purpose, form, and topic of fairy tales.

Who do you think reads fairy tales, kids or grown-ups? When you read a fairy tale, are you reading to learn something or for enjoyment? How do most fairy tales begin? How do they end? A fairy tale is a kind of story so it has story elements. What are story elements? What often happens in fairy tales?

• Explain to the students that they will have to make decisions about their writing like other fairy tale authors do.

You may have seen books titled Andersen’s Fairy Tales or Grimm’s Fairy Tales. When we publish our fractured fairy tales in one book, we’ll call it Fabulous Fifth-Grade Fractured Fairy Tales. When Hans Christian Andersen and the Grimm brothers wrote their fairy tales they had to make decisions about their writing: “Who will my characters be?” “Where will the story take place?” “What problems will my characters have?” “How will the problems be solved?” and “How can I make this interesting to children?” As fairy tale authors, you will have to make the same kinds of decisions about your writing.

• Explain to the students that when authors write fractured fairy tales they want readers to laugh. Tell the students that they need to know how to add humor to their writing to write good fractured fairy tales.
Humor

Craft Lesson

Teacher Presentation

- Use Think-Pair-Share to ask the students to think about a funny book they read, a funny story they heard, or a funny movie they saw and what made it funny.

- Explain that when authors want to make their stories funny, they add funny details or humorous events. Point out that when authors add humor they help to create clear, vivid mind movies that they hope the audience will think are funny. Tell the students that humor is a part of the fractured fairy tales they will write this week.

- Tell the students that they will look at some of the things that authors can do to add humor to their work. Display Example 1 from the Adding Humor transparency. Tell the students to create mind movies of the sentence as they read it. Point out that nothing particularly funny happens in this sentence.

Adding Humor

Example 1
As the queen gracefully walked down the red carpet, she waved at her loyal subjects.

- Reveal Example 2, telling the students to create mind movies of what they read. Use Think-Pair-Share to ask the students what funny detail or event the author added to make the sentences funny. [The graceful queen tripped, and her crown went flying.]

Example 2
The queen began to gracefully walk down the red carpet. Suddenly, she caught her heel on a snag in the carpet and tripped, and her gold crown went flying through the air.

- Point out that in Example 1, the expected happened: we expect to see a queen walking gracefully and waving to her people. Explain that in Example 2, the unexpected happened: no one expects that a queen will trip and her crown will fly off her head. Tell the students that one way authors add humor is to make something unexpected happen.

- Tell the students that they will look at something else an author can do to add humor. Reveal Example 3. Have the students read it, creating mind movies. Use Think-Pair-Share to ask the students what funny detail or event the author added to make the sentence funny. [The queen blew spitballs.]

Example 3
As the queen gracefully walked down the red carpet, she blew spitballs at her loyal subjects.

- Point out that blowing spitballs is not only unexpected, it is also silly and unrealistic. Explain to the students that adding silly, unrealistic details and events is another way that authors can add humor to their writing.

- Explain that everyone has his or her own sense of humor and that not all people find the same things funny. Point out that authors add details and events they think are funny, hoping that the audience will find them funny as well.
• Tell the students that for Teamwork they will revise passages by adding unexpected or silly details and/or events to make them funny. Display Example 4. Have the students read it silently and then think of how to revise it to add humor. Call on a volunteer to share.

Example 4
Jaden began to rip open the wrapping from his presents.

Team Practice

• Tell the students that they will now add unexpected or silly details and/or events to the sentence to add humor.

• Distribute the Teamwork handout. Ask the students to look at the Team Practice section.

Team Practice

1. Michael threw a ball to his dog Spot, who jumped in the air and caught it.
2. Ashley and Jake sat back to admire the sandcastle they had just built.
3. Millie took a deep breath before she blew out the candles on her cake.
4. Marco drew back his leg, ready to score the game-winning goal.

• Explain that the students will work in teams to decide how to add unexpected or silly details and/or events to make the sentences funny. Tell them that they will each rewrite the sentences in their journals, adding humor. Point out that teammates may have different ways to add humor based on the team’s discussion.

• Allow time for the students to complete Team Practice. Use Numbered Heads to review the students' work. Give feedback to reinforce appropriate changes and to correct errors.

Team Mastery

• Ask the students to look at the Team Mastery section of the handout. Explain that they will follow the same process for these sentences, but they will work on them individually and then share them with their teammates.

Team Mastery

1. Deondre opened the closet door to get the vacuum cleaner so he could do his chores.
2. Marianne reached into the grab bag to claim her prize.
3. Justin turned the water on, ready to fill up his big fish tank.
4. The students sat quietly as the speaker began his presentation.

• Allow enough time for the students to complete the Team Mastery, and then have the students share their responses with their teammates.

• Use Numbered Heads to have the students share their responses, and give appropriate feedback.
Quick Check

• Tell the students that it is time for Quick Check. Distribute the Quick Check portion of the activity.

• Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time they will do it without help, for a teacher score.

• Explain to, or remind, the students, that if their scores are 80 or more, they are ready to use humor in their writing. Tell the students that if they do not score at least 80 points, they should either redo the Quick Check for a higher grade or have a conference with the teacher before writing their first drafts.

• If necessary, review the directions for the task before having the students work independently to complete the Quick Check.

• Collect the students’ Quick Checks, and celebrate a job well done.

• Assign scores for the activity and record the scores on the Team Score Sheets. Follow up with the students who do not score at least 80 points.

Craft Lesson Scoring Guide

100 points: Demonstrates an understanding of adding humor with unexpected or silly details and/or events in all four items.

90 points: Demonstrates an understanding of adding humor with unexpected or silly details and/or events in three items.

80 points: Demonstrates an understanding of adding humor with unexpected or silly details and/or events in two items.

If the student does not show an understanding of how to add humor, the student should get feedback and redo the Quick Check or have a conference with the teacher about this skill before writing a first draft.
Teacher Presentation: Writing Instruction

• Explain that in a fractured fairy tale, the author takes a known fairy tale and “fractures,” or changes, parts of it, usually to make readers laugh.

• Read examples of some fractured fairy tales. When you read the titles aloud (see the suggested list in Preparation), have the students try to identify what fairy tales were fractured (example: Sleeping Ugly is a fracture of Sleeping Beauty). (Tell the students the names of some fractured fairy tales if you cannot find the books to display.)

• Remind the students that a fractured fairy tale is a type of story, so it has story elements appropriately placed in the beginning, middle, and end. If necessary, review story elements and where they are placed in a story.

• Remind the students that a fractured fairy tale is a special kind of fairy tale, so it also has common fairy tale elements. Have the students work in teams to brainstorm items that most fairy tales have in common. Use Numbered Heads to share responses. Write their responses on the board. Make sure their responses include:
  – Hero/heroine  – Villain  – Magic or fantasy

• Explain to the students that authors fracture fairy tales by changing some of the story elements and fairy tale elements and adding unexpected and silly events and details to help readers create funny mind movies.

• Tell the students they will read an example of a fractured fairy tale and answer questions to help them identify the fairy tale elements and how the author fractured the original fairy tale. Display the Questions transparency, and ask volunteers to read the questions aloud.

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
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<tbody>
<tr>
<td>What was the original fairy tale?</td>
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<tr>
<td>Who is the hero?</td>
</tr>
<tr>
<td>Who is the villain?</td>
</tr>
<tr>
<td>What are examples of magic or fantasy?</td>
</tr>
<tr>
<td>How did the author fracture this story?</td>
</tr>
<tr>
<td>What are some unexpected or silly details and events that the author included?</td>
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</tbody>
</table>

• Distribute copies of “Little Red Ski Cap” to the students. Read it aloud or ask volunteers to read.
**Little Red Ski Cap**

Once upon a time there was a girl named Fenella Agatha Hickenlooper. Fenella hated her name. She liked it when her father called her Little Red Ski Cap. He called her this because she wore a red coat, red mittens, red boots, and a red ski cap whenever she played in the snow. Pretty soon everyone called her Red.

Red lived in a small cabin on the edge of a large, dark forest. She loved her cabin, her parents, and especially her Granny. One day, Red decided to visit Granny. She packed her backpack with fruit snacks, juice, and bubble gum—because Granny really liked to have bubble-blowing contests. (Granny usually won, by the way.) Red got a late start, so she found herself deep in the forest by the time it got dark. She knew Elwyn the evil caterpillar liked to lurk in the woods to capture and eat people, but she wasn’t very scared. She had her flashlight and her cell phone.

All of a sudden, a great big wolf bounded out from behind a tree. Red wasn’t frightened because she knew that wolves weren’t dangerous.

“Good evening, little girl,” said the wolf in a crisp English accent. “Allow me to introduce myself. My name is Alfred P. Wolfgang, better known as Puck. I’m frightfully hungry. I say, old girl, what a great big backpack you have!”

“The better to carry snacks in, Puck,” Red replied. Red and Puck didn’t know it, but Elwyn the evil caterpillar spotted Red and Puck and crawled over to them. He thought Red would taste just right for supper.

Red opened her bag to share her fruit snacks and juice. When Puck saw the gum, he gave a little squeal of delight. Red smiled and gave him a piece.

“Just the thing, my dear, just the thing!” exclaimed Puck as he chewed. “My, what nice soft gum you have!”

“The better to blow bubbles with, Puck,” giggled Red. Elwyn was almost upon them. He couldn’t wait to capture Red and have everyone blame Puck.

“I say,” said Puck, “you wouldn’t fancy a bubble-blowing contest, would you? I’m rather ripping at blowing gum bubbles!”

Red thought this was a great idea. She went first and blew a very large bubble. Elwyn had finally reached them and was ready to strike. Puck saw Elwyn and knew he had to save Red. He blew his gum bubble as hard and as fast as he could. All of a sudden, there was a loud POP! Elwyn was so scared that he scampered away in the opposite direction as fast as could. Red never knew Elwyn was ever there. She winced when she heard the pop, then she looked over at Puck. The bubble had burst all over his fur.
“My word, I’m in the soup now, aren’t I? Whatever shall I do?” asked Puck, relieved that Elwyn was nowhere in sight.

Red told him that rubbing alcohol was good for getting gum out and that her Granny had a lot of it at her house. (Granny often had to use it to get the gum out of Red’s hair.)

“Brilliant!” cried Puck, linking his arm through Red’s. So when Red showed up safe and sound at Granny’s she was out of gum. But she did have a great, furry, if somewhat sticky, new friend.

• Have the students work in teams to answer the questions. Use Numbered Heads to share responses. Point out that some of the unexpected or silly details the author added were also ways to fracture the story.

• Review the characteristics of a fractured fairy tale (has story elements in the beginning, middle, and end; has fairy tale elements; is taken from a known fairy tale with changed story and fairy tale elements; has humor) with the students.

• Ask the students if they think that some of these characteristics should be rated higher than others in the Content Checklist. Ask if some would be more important than others in writing better fractured fairy tales.

• Distribute the scoring guide and point out the characteristics and scores in the Content Checklist. If you wish, have the students adjust the points to match the class consensus of importance.

<table>
<thead>
<tr>
<th>Content Checklist (80 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My fractured fairy tale has:</td>
</tr>
<tr>
<td>- story elements in the beginning, middle, and end. 15</td>
</tr>
<tr>
<td>- fairy tale elements (hero/heroine, magic/fantasy, villain, happy ending). 15</td>
</tr>
<tr>
<td>- changed story elements or fairy tale elements from a known fairy tale. 30</td>
</tr>
<tr>
<td>- unexpected or silly details and events to help readers create vivid, funny mind movies. 20</td>
</tr>
</tbody>
</table>
Prewriting

- Tell the students that they are ready to plan their fractured fairy tales.

- Use Think-Pair-Share to have the students discuss what fairy tales they plan to fracture and to briefly retell the stories they have selected to their partners. Brainstorm a list of fairy tales if necessary.

- Use Think-Pair-Share to ask the students how they will fracture the story or fairy tale elements and add humor. Remind the students that they should add unexpected events or details that other kids will think are funny. Model if necessary.

- Use Think-Pair-Share to have the students identify the TAP-F information for their fairy tales. Model if necessary.

- Remind the students that they are writing a story that contains story elements. Use Think-Pair-Share to ask the students what kind of graphic organizer shows all the story elements. [A story map.] Tell the students that whenever they write a story it is a good idea to use a story map as a graphic organizer.

- Have the students use a story map to plan their stories. Remind the students to include the TAP-F information at the top. Model completing a story map with your own ideas, if necessary, as shown in the example below.

<table>
<thead>
<tr>
<th>Topic: fractured fairy tale</th>
<th>Audience: other students in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: to entertain</td>
<td>Form: story</td>
</tr>
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</table>

**Story Map**

<table>
<thead>
<tr>
<th>Setting:</th>
<th>tree house</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters:</td>
<td><strong>heroine</strong>: Rapunzel</td>
</tr>
<tr>
<td></td>
<td><strong>hero</strong>: George</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem:</th>
<th>Lapunzel traps Rapunzel in their tree house</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event 1:</td>
<td>Rapunzel reads her favorite book in her tree house</td>
</tr>
<tr>
<td>Event 2:</td>
<td>Lapunzel walks by and hides the ladder to the tree house</td>
</tr>
<tr>
<td>Event 3:</td>
<td>Rapunzel realizes she’s stuck and calls for help</td>
</tr>
<tr>
<td>Event 4:</td>
<td>George walks by and offers to help Rapunzel. He tells her to let down one of her long braids so he can climb up</td>
</tr>
<tr>
<td>Event 5:</td>
<td>As George begins to climb he falls down because the braid is really a hair extension</td>
</tr>
<tr>
<td>Event 6:</td>
<td>Rapunzel takes out another extension and ties one end to the tree and throws George the other end</td>
</tr>
</tbody>
</table>

**Solution**: Rapunzel climbs down the hair extension
• Have partners share their written plans, use the Content Checklist to give each other feedback, and make changes to their plans if necessary. When they are finished, have the students initial prewriting on their scoring guides to show they have completed this step.

• Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.

Drafting

• Review the Content Checklist with the class, and ask the students to individually review their graphic organizers.

• Remind the students that they will publish their stories in a book that other students in the school can check out of the library, so they need to add unexpected or silly events and details that kids will think are funny.

• Point out that many fairy tales begin and end with the lines, “Once upon a time” and “They lived happily ever after.” Tell the students that they may use these conventions in their fractured fairy tales.

• Remind the students about the fractured fairy tales you discussed at the beginning of the activity and how to tell from the title what fairy tale the author fractured. Tell the students that they need to do the same thing when they create titles for their stories.

• Have the students write a first draft, skipping lines to leave room for comments and revision notes. Model if necessary.

• When the students are finished, have them softly read their work aloud to see if they have written what they intended. Also, have the students refer to the Content Checklist and initial each item that they have included in their writing.

• Have the students make changes to their drafts if necessary. When they are finished, have them initial drafting on their scoring guides to show completion of this step.

• Ask one or two volunteers to read their drafts to the class. Celebrate completing this part of the process.

Sharing, Responding, and Revising

Modeling Partner Feedback

• Have one student read his or her writing aloud so you can model responding to the writing in preparation for actual partner feedback. Demonstrate responding to what you like about the writing and its general strengths first. Be specific and detailed. Ask one or two students to also tell what they liked about the writing.
• Model giving constructive responses based on the Content Checklist. First, comment on one feature from the Content Checklist that the student has included and/or done well. Depending upon your students, ask one or two of them to make similar observations about strengths, based on the Content Checklist.

• Next, comment on one item from the Content Checklist that the student needs to include and/or improve upon. Depending upon your students, ask one or two of them to make similar observations.

Partner Feedback
• Have partners read their work to each other and give each other ratings and feedback on the content items listed on the scoring guides. Tell the students to note helpful suggestions on their drafts.

• Listen to partner discussions to model, prompt, and reinforce giving constructive feedback.

Revising
• Have the students consider how they will revise their work, on the basis of the feedback they have received, and make these changes on their drafts.

• Tell the students to rewrite their drafts to include the changes.

• Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received.

• Have the students reread their revised drafts to their partners to demonstrate their changes and to practice for Team Response by fluently reading their work.

• Randomly select a student to read his or her revision aloud to the class, explaining what was changed and why.

Team Response
• Have the authors read their drafts to their teammates. Ask them to read as fluently as possible: correctly, smoothly, and with expression.

• Have the teammates respond to the writing with specific comments about what they like and the strengths of the writing. Ask the students to initial the sharing, responding, and revising step of the process on their scoring guides.

• Use Numbered Heads to select a student to share his or her writing with the class to celebrate completing this part of the process. Emphasize reading the work fluently.
Editing

Teach the language mechanics lesson here.

• Have the students use proofreading marks and the Editing Checklist to edit their papers. Authors should edit their papers first, initialing each item on the checklist as they read and marking their papers for that skill. The students should then do the same for their partners.

• At this time, work with individual students who need assistance with mechanics.

• When the students have completed editing their work, remind them to initial this step of the process on their scoring guides.

• Ask one or two volunteers to share an example of the items they edited on their work. Celebrate completing this step of the process.

Scoring

• Have students turn in their graphic organizers, first drafts, and revised and edited drafts of the compositions that they are planning to publish.

• Explain that you will use the scoring guides to determine your score for their work. Explain, too, that you will write comments to give additional feedback.

• Score the students’ work and return their papers.

Publishing

• Tell the students that they are now ready to publish their fractured fairy tales.

• Follow the directions provided in Appendix C. As the students rewrite their stories have them include their edits and any revisions that you may have suggested.

• Remind the students to initial the publishing step on their scoring guides when finished.

• Celebrate by having the students share their fractured fairy tales with the class. Then work with the school librarian to make the book available for other students to check out.
Adding Humor

**Example 1**
As the queen gracefully walked down the red carpet, she waved at her loyal subjects.

**Example 2**
The queen began to gracefully walk down the red carpet. Suddenly, she caught her heel on a snag in the carpet and tripped, and her gold crown went flying through the air.

**Example 3**
As the queen gracefully walked down the red carpet, she blew spitballs at her loyal subjects.

**Example 4**
Jaden began to rip open the wrapping from his presents.
Humor

Teamwork

1. Michael threw a ball to his dog Spot, who jumped in the air and caught it.
2. Ashley and Jake sat back to admire the sandcastle they had just built.
3. Millie took a deep breath before she blew out the candles on her cake.
4. Marco drew back his leg, ready to score the game-winning goal.

Team Mastery

1. Deondre opened the closet door to get the vacuum cleaner so he could do his chores.
2. Marianne reached into the grab bag to claim her prize.
3. Justin turned the water on, ready to fill up his big fish tank.
4. The students sat quietly as the speaker began his presentation.

Quick Check

1. Louis cleared his throat and began to recite his speech.
2. As they were walking across the playground, Maya turned to talk to Kylie.
3. Berel sighed with relief when he finished stacking the cans in the pantry.
4. Olivia stood on her tiptoes to get a better glimpse of the dancers.
Fractured Fairy Tales

Questions

What was the original fairy tale?

Who is the hero?

Who is the villain?

What are examples of magic or fantasy?

How did the author fracture this story?

What are some unexpected or silly details and events that the author included?
Little Red Ski Cap

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Fractured Fairy Tales **Scoring Guide**

### The Writing Process

<table>
<thead>
<tr>
<th>I’ve finished:</th>
<th>Author Initials</th>
<th>I’ve finished:</th>
<th>Author Initials</th>
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</thead>
<tbody>
<tr>
<td>prewriting</td>
<td></td>
<td>editing</td>
<td></td>
</tr>
<tr>
<td>drafting</td>
<td></td>
<td>publishing</td>
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<tr>
<td>sharing, responding, and revising</td>
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</tbody>
</table>

### Content Checklist (80 Points)

- **My fractured fairy tale has:**
  - story elements in the beginning, middle, and end. **15**
  - fairy tale elements (hero/heroine, magic/fantasy, villain, happy ending). **15**
  - changed story elements or fairy tale elements from a known fairy tale. **30**
  - unexpected or silly details and events to help readers create vivid, funny mind movies. **20**

**Partner Ratings Key:**
- ? missing or needs to be improved
- ✓ here and complete
- + here, complete, and outstanding

### Editing Checklist (20 Points)

- I checked my fractured fairy tale for:
  - capitalization
  - punctuation
  - spelling

**Total Score:**

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