

DOCUMENT RESUME

ED 405 599

CS 215 787

AUTHOR Johnson, Pam; Joy, Flora
 TITLE The Water Troll--Story and Lesson. Classroom Corner.
 PUB DATE 93
 NOTE 4p.; Classroom Corner is a new section for Storytelling World.
 PUB TYPE Journal Articles (080) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
 JOURNAL CIT Storytelling World; v2 n1 p27-29 Win-Spr 1993
 EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS *Class Activities; *Communication Skills; Creative Expression; Elementary Education; Fairy Tales; *Group Activities; Learning Strategies; Oral Language; *Story Telling; *Student Participation; Teacher Role
 IDENTIFIERS *Retelling

ABSTRACT

This story, intended for classroom presentation, comes with suggested activities (with illustrations) for students to undertake. The story is designed to be initially presented by one storyteller/teacher (with different voices) or by 5-8 students in group tandem style. The story and the activities allow students to develop various oral language and communication skills and can be used in conjunction with curriculum in other language arts. An additional use of the story can be in retelling at a later point with the story visuals that accompany the activities. The story recounts the adventures of a family of fish that live in the underwater world.
 (NKA)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

ED 405 599

CLASSROOM CORNER: THE WATER TROLL—Story and Lesson

© 1993 by Pam Johnson, P. O. Box 5397 EKS
Johnson City, TN 37603
and Flora Joy, ETSU Box 70647
Johnson City, TN 37614-0647

Classroom Corner is a new section for Storytelling World. It offers stories designed to build academic skills in the elementary school classroom (although these stories may be used with no follow-up). This story may be initially presented by one storyteller/teacher (with different voices) or by 5-8 students in group tandem style, thus enhancing a variety of oral language and communication skills. Other students may engage in story retelling at a later point with the story visuals on the following two pages. Additional teaching suggestions are also offered on these pages.

Teller 1: In the underwater world deep, deep in the ocean, there lived a family of fish named the Finns. The Finn family was made up of five fine fish. In addition to Mother and Father Finn, there were wee small sister Finn named Faye, medium-sized sister Finn named Felicia, and great big sister Finn named Frederica.

Teller 2: The Finn sisters were preparing to attend a party at the home of Tricia Tuna. Her parties were always the talk of the underwater world, for she always had delicious delectable foods and fabulously funny games.

Teller 3: However, the Finn sisters had one big problem. To travel to Tricia Tuna's house, they would have to pass through a dark, spooky cavern guarded by a great big, mean, ugly water troll. So the Finn sisters got their gills together and came up with this plan to fool that water troll.

Teller 4: That evening came, and the first fragile fish Faye Finn faced the cavern of the water troll. As soon as she entered the cavern, she heard his terrifying cry.

Water Troll: Who's that flitting her fins through my cavern?

Faye Finn: It is I, the fragile fish, Faye Finn.

Water Troll: (To himself) Oh, boy, I've been wanting a fish filet for some time now. (To Faye) You'll make a tasty treat, yes, indeed.

Faye Finn: Oh, but Mr. Troll, Sir . . . Look at me! I'm just small fry for you, scarcely larger than a minnow. Why not wait for my medium-sized fish sister, Felicia? She's much bigger and will be such a better meal for you!

Water Troll: Bigger, you say? Well...all right! You may pass. I'll just wait right here for your more sizable sister.

Teller 1: And fragile Faye Finn wiggled her tiny fins happily on to the Tricia Tuna's party. About that time along came flashy Felicia Finn. She heard the terrifying cry of the water troll.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

ERIC
Full Text Provided by ERIC
Joy

Winter/Spring, 1993 STORYTELLING WORLD

27

Water Troll: Who's that flitting her fins through my cavern?

Felicia Finn: It is I, the flashy fish, Felicia Finn.

Water Troll: Your little sister told me you'd be along, and she was right! You will make a fine fish feast!

Felicia Finn: Oh, Mr. Troll, I have an even better idea for you. Why not wait for my even more sizable sister, Frederica? She's sensational! She is almost the size of a whale (nothing personal, you understand), and she will keep you in fish filets for days and days and days!

Water Troll: The size of a whale, you say? You're not pulling my fins, are you? All right, you may pass.

Teller 2: So that flashy Felicia Finn wiggled her fins just as freely as her sister before her, and she swam on toward Tricia Tuna's party.

Water Troll: Oh, I just can't wait to sink my teeth into that delectable fish filet. Mmm.... Should I fricassee her, or fry her, or better yet, barbecue her and dip her in piles and piles of ketchup? I'll need lots of ketchup if she's as big as a whale. No problem! I've eaten huge whales before. I've even eaten an octopus before. Never have I tasted anything I didn't like! Except old Samuel Swordfish! He gave me a terrible case of indigestion! (Loud burp) I'll never do that again!

Teller 3: As the water troll planned his fish feast, who should approach the cavern but that fabulous fish, Frederica Finn! However, the waters began to boil. The cavern quaked, and darkness filled the horrible chambers of the water troll. He was terribly frightened, and he cried,

Water Troll: Wh-h-h-ho's that f-f-f-flitting her fins through my cavern?

Frederica Finn: It is I, the fabulous fish, Frederica Finn! I hear you want to ask me a question.

Water Troll: (Seeing her size) Wh-h-h-ho me? O-O-O-Oh, no! You must be mistaken. That was my bigger water troll brother who lives further—plumb across the ocean floor. Oh, I hate to talk and swim, but I think I hear him calling me now! Bye! Whew!

Teller 4: And that mean, ugly old water troll zipped away, never to be seen again. And the biggest sister fabulous Frederica Finn wiggled her fins happily as she, too, went to Tricia Tuna's party. There the three Finn sisters had a wonderful time. They never had to worry about that water troll again, because, you see, he left that underwater world and is now roaming upon the land. The last we heard of him, he was hiding under a bridge waiting for a family of billy goats named Gruff.

All tellers: But that's another story....

SW

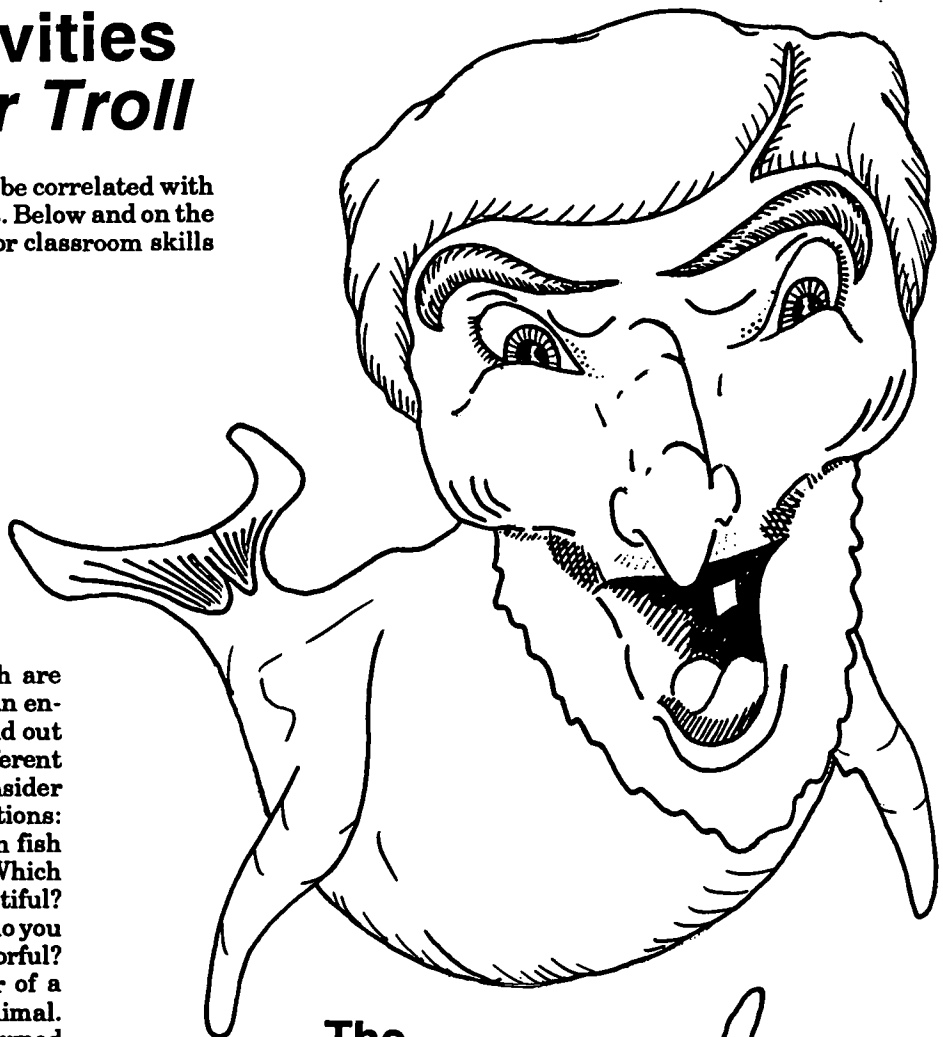
Student Activities for *The Water Troll*

A story such as *The Water Troll* can be correlated with the academic curriculum in many ways. Below and on the following page are some suggestions for classroom skills connections.

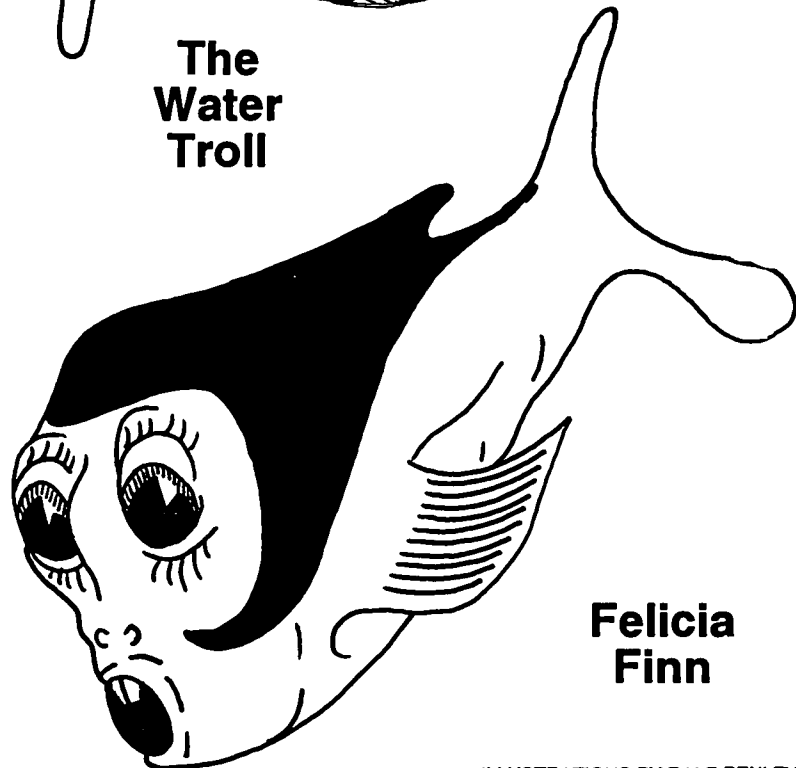
Student Activity: Fun with Story Retelling. The characters provided for this story may be prepared as stick characters or as flannel board visuals for story retelling.

Student Activity: Fish Facts. Fish are very interesting creatures. Check in an encyclopedia or in a resource book to find out as much as you can about many different kinds of fish. As you are reading, consider the answers to the following questions: Which fish is the largest of all? Which fish looks the most frightening to you? Which fish do you think is the most beautiful? Which fish is the most unusual? Why do you think so? Which fish is the most colorful? Describe a strange habit or behavior of a fish. Find a fish that resembles an animal. Name the fish and animal. If you turned into a fish for just one day, which fish would you want to be? Study several different fish before you decide. On separate paper write a short story about an unusual adventure you might have on that one day.

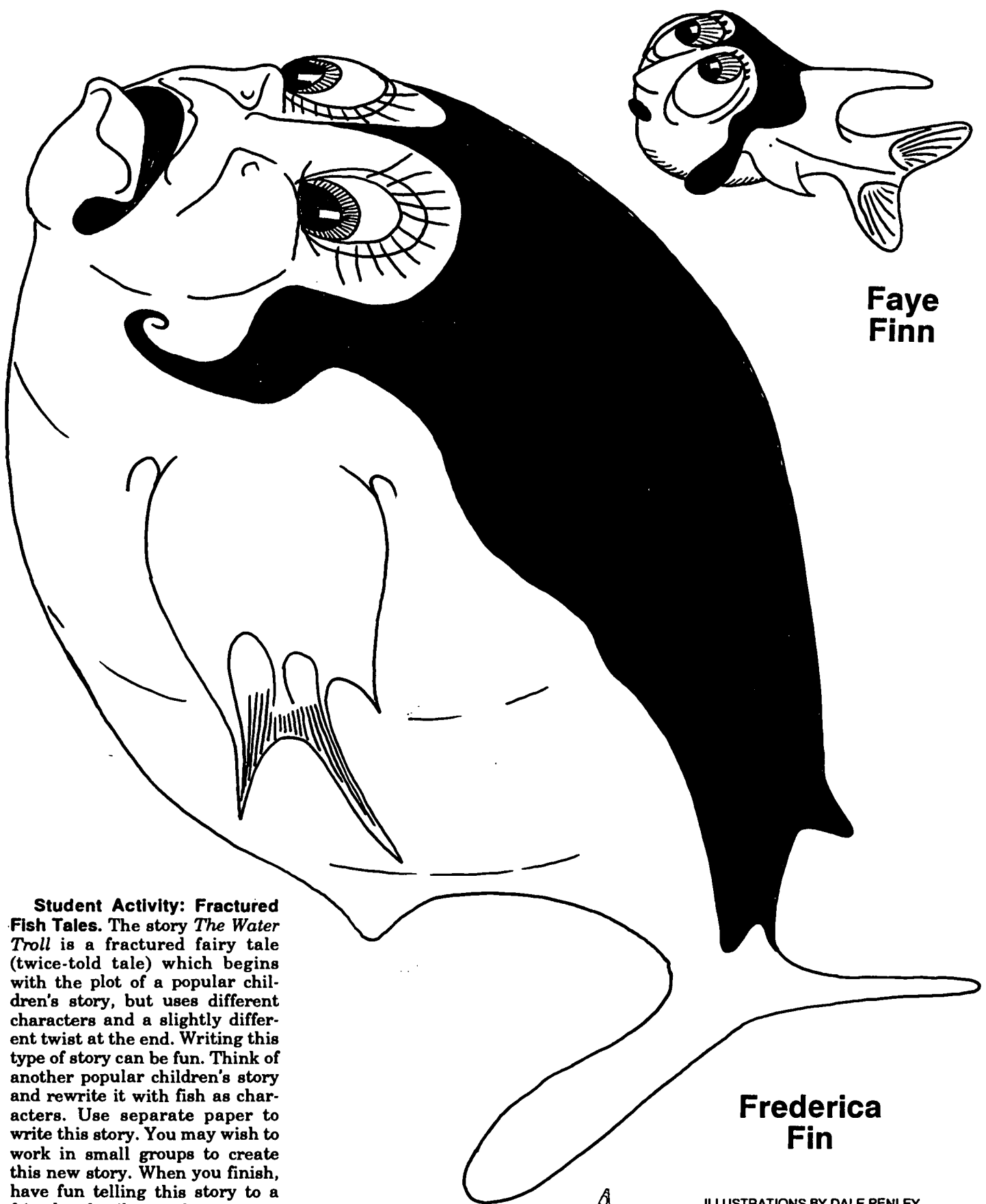
Student Activity: Name That Fish. Do you remember the names of the fish in this story? These names have alliteration. Alliteration is the repeating of a consonant sound at the beginnings of several words. *Faye Finn*, *Felicia Finn*, *Frederica Finn*, and *Tricia Tuna* all have the same beginning consonant sound. A word added to describe each fish (such as *the fragile fish Faye Finn*) repeats this sound again. Think of some kinds of fish you know. Write some of these kinds of fish at the right sides of a sheet of paper. Then think of a name for each fish which begins with the same sound. To the left of each, write two or three describing words which also begin with the same sound. An example is: *The big, blundering, beastly Benjamin Bass*. Be as creative as you can.



**The
Water
Troll**



**Felicia
Finn**



**Faye
Finn**

**Frederica
Fin**

Student Activity: Fractured Fish Tales. The story *The Water Troll* is a fractured fairy tale (twice-told tale) which begins with the plot of a popular children's story, but uses different characters and a slightly different twist at the end. Writing this type of story can be fun. Think of another popular children's story and rewrite it with fish as characters. Use separate paper to write this story. You may wish to work in small groups to create this new story. When you finish, have fun telling this story to a friend or family member.

4

ILLUSTRATIONS BY DALE PENLEY



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: "The Water Troll -- Story & Lesson"	
Author(s): Pam Johnson; Flora Joy * Flora Joy	
Corporate Source:	Publication Date:

II. REPRODUCTION RELEASE: * One author's signature is sufficient.

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.



Check here
For Level 1 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

_____ *Sample* _____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

The sample sticker shown below will be affixed to all Level 2 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

_____ *Sample* _____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2



Check here
For Level 2 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but **not** in paper copy.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign here → please

Signature: <i>Flora Joy</i>	Printed Name/Position/Title: Flora Joy - Professor of Reading/Storytelling		
Organization/Address: FLORA JOY Professor of Reading, Storytelling ETSU Box 70647 Johnson City, TN 37614-0647	Telephone: 423-439-4297	FAX: 423-439-8362	Date: 4-20-97
	E-Mail Address: JOYF@ETSU-TN.edu		

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse: <p style="text-align: right;">ERIC/REC 2805 E. Tenth Street Smith Research Center, 150 Indiana University Bloomington, IN 47408</p>

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

~~ERIC Processing and Reference Facility~~
~~1100 West Street, 2d Floor~~
~~Laurel, Maryland 20707-3598~~

Telephone: 301-497-4080
Toll Free: 800-799-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: <http://ericfac.piccard.csc.com>