Once Upon a Fairy Tale

An Honors Creative Project (HONRS 499)

by

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Purpose of Project

This creative project was limited to focusing specifically on six fairy tales: "Little Red Riding Hood", "The Three Little Pigs", "The Three Bears", "Hansel and Gretel", "The Tree, the Mask, and Hammadi", and "Bringing the Rain to Kapiti Plain." Spoon puppets, hand puppets, finger puppets, African masks, and dolls were made to accent the tales. A play set containing a forest, a straw house, a brick house, a stick house, and a gingerbread house was also constructed. The play set and puppets are to be manipulated by students in order for them to gain a better understanding about the various tales. Pictures are provided to show the detail and set up of the creative work. Lesson plans, ideas, and activities are included in a curriculum connection guide. These activities are aimed at connecting fairy tales across the curriculum. The guide is designed to meet the needs of the individual instructor. Finally, a paper is included which puts the creative project into perspective. The paper contains an explanation of how the materials were used to design the project, how each part of the project interrelates with one another, and final thoughts are expressed concerning presentations given to fellow colleagues and to elementary students.
Acknowledgements

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Once Upon a Fairy Tale

Introduction

Story stands at the center of language and learning. “Read me a story” is a common refrain heard today, and “tell me a story” echoes from generations past. Fairy tales call out to all generations to continue the tradition by both telling and reading the tales that have been collected and translated by fairy tale enthusiasts. A rich legacy of fairy tale literature is available to every child. This treasure requires a caring adult to unlock the beauty and enjoyment that the stories contain. The purpose of this paper is to provide an explanation of ways that fairy tale literature can be introduced to a classroom and how materials can be used successfully when connecting fairy tales across the curriculum. For this creative project, I chose to create a play set that can be manipulated by the students. I also created various types of puppets for each tale. Finally, I put together a curriculum connection guide which contains various lessons, ideas, and activities that can be used when focusing on using fairy tales across the curriculum.

The Set

When designing the set for this project, my primary objective was to create something that was easily adaptable, accessible, and inexpensive. I wanted to create a set that could be manipulated by the students so that they could gain a better understanding of fairy tale literature. I truly believe that children learn more through hands-on experiences and this is what I wanted to be able to provide for my students.

By using cardboard and spray paint, I carefully painted a tree pattern on the cardboard. The pattern was painted over and over again to create a forest appearance. Blue spray paint was used to paint the sky. The cardboard can be folded and stored in a convenient manner.

Black strips of posterboard were used for the paths. Artificial grass was also used. I did not want to glue anything down on the artificial grass because I want to be able to adapt this play set to any fairy tale that I choose to include in my lessons.

Toilet paper rolls and towel paper rolls were painted brown and the rolls were stuffed with green tissue paper. These trees and bushes provide a simulated setting of a forest. The materials were
chosen so that students could be able to create their own forest by using household supplies.

Each house created was made from crescent board. The houses were constructed so that the roofs were unattached (with the exception of the gingerbread house). Straw was glued on to one house and sticks were glued on to another house. The brick house was made with red construction paper that was lined with a black felt tip pen. Furniture is provided for the red brick house. The straw, stick, and brick houses can be adapted to many tales. Such tales include: "Little Red Cap" (use the stick or brick house), "The Tree, the Mask, and Hammadi" (use the straw house), "The Three Bears" (use the stick house), and "The Three Little Pigs" (use all three of the houses). The gingerbread house was designed to be used for the tale "Hansel and Gretel". Hard candy and cookies were attached to the crescent board and the house was also decorated with icing. Although the gingerbread was not used for this creative project, the actual baking of an authentic gingerbread house is encouraged.

**Puppets**

To correspond with the play set, I chose to create various puppets for the fairy tales that I selected to use for this creative project. The fairy tales that I chose to focus on include: "The Three Little Pigs", "Little Red Cap", "The Three Bears", "Hansel and Gretel", and "The Tree, the Mask, and Hammadi".

For "The Three Little Pigs", I chose to construct dolls. I followed a Simplicity pattern for the pigs and for the wolf. I was able to knit shirts for all of the pigs. I put a pair of pants on the pig who built the brick house. The pants were made by my great-grandmother. I also put a straw hat on the wolf to give him a more human-like quality.

For "Little Red Cap", I chose to create hand puppets. I designed a pattern and used felt, fabric, scraps of a washcloth, artificial hair, and colored balls to finish the puppets. The puppets were hand sewn and some parts of the puppets were glued together.

For "The Three Bears", I chose to create spoon puppets. I used wooden spoons, felt, markers, crayons, and ribbon to complete the puppets. I was able to cut slits in the felt so that the felt fit over the spoons.

For "Hansel and Gretel", I chose to create finger puppets. I traced over a pattern with a black felt tip pen for each character. I then colored the characters with crayons. After coloring the
characters, I glued the paper on white posterboard so that the puppets would be more sturdy. I then cut two holes in the puppets where the legs would normally appear. Fingers are to be put in the holes to substitute for the legs.

For "The Tree, the Mask, and Hammadi", I chose to create an African mask. I constructed the mask from a paper plate. I used construction paper and markers to complete the mask. I focused on geometrical shapes and I made my mask symmetrical because I wanted to use the characteristics which are followed by the Africans when they construct their masks. Africans also exaggerate the human features, so I tried to do that as well. I made a pouch from a piece of posterboard and taped it on the back of the paper plate. A flat stick or ruler is to be put in the pouch so that the mask can be held in front of the face. If a child is unable to use his hands, then a strip of construction paper can be attached to the back of the paper plate and stapled together so that the mask can be worn around the head. The children should be encouraged to collect a variety of ornamental pieces to add to their masks. Such materials may include seeds, noodles, straw, beads, etc.

I believe that the puppets can be interrelated to the play set because the play set can be used as a stage and the puppets can be used to act out the various tales. When the children are creating their own puppets, they should be encouraged to be as creative as possible and they should never have restrictions placed upon them when they are creating. By using puppetry, the various cultures that the tales originated from can be emphasized.

**Curriculum Connection Guide**

I designed this activity guide for the purpose of aiding the teacher in connecting fairy tales across the curriculum. Lesson plans, activities, and ideas are listed under the appropriate subject heading. The majority of the lessons contained in this guide can be adapted to any fairy tale that is desired to be used. The teacher is not required to use all of the activities contained in this guide, but rather, the teacher is encouraged to use the activities in an appropriate order and manner that is seen fit. This guide is designed to fit the needs of the individual instructor. This guide is primarily designed for grades 1-3. However, the lessons and activities could be altered to meet the abilities and needs of those students who are in the higher grade levels.
Pictures

Photographs were taken of the play set and of the puppets. The pictures are provided to show the detail contained in the creative work and also to show how the play set and puppets should be set up when displayed. The description of each creative craft is listed in the above sections. Captions are included with the pictures. The captions contain quotes from the following tales: “The Three Little Pigs”, “Little Red Cap”, “The Three Bears”, “Hansel and Gretel”, and “The Tree, the Mask, and Hammadi”. These quotes correspond and relate to the creative crafts that are pictured.

Presentations

During the First Summer Session (1993), I had the opportunity of presenting a lesson on “Little Red Cap” to a small group of Muncie Burris students who were in kindergarten. I first had the children to tell me about the trips that they take to their grandmother’s home or to a special relative’s home. I introduced the characters of the story by showing the children the hand puppets that I had made. I read the book, Little Red Cap to the children. Then I asked the children to tell me about some of the problems that a particular character encountered in the story. The children posed some possible solutions to the character’s problems. I wrote the children’s responses on a piece of chart paper and I had the children to read their responses back to me. For a post-reading activity, I allowed the children to retell the story using the hand puppets. The small group responded very well to this activity. They were all very expressive when they retold the story with the hand puppets.

I did a similar activity with my neighbor’s little girl. Instead of using “Little Red Cap”, I chose to use “The Three Bears” because this was the little girl’s favorite story. Again, the girl (her name is Becky) responded very well to the story and to the spoon puppets. Becky was very expressive and dramatic when she retold the story of “The Three Bears”.

At the end of the First Summer Session (1993), I was able to present my project to a group of education majors who were enrolled in Dr. Mathis-Eddy’s fairy tale class. I enjoyed being able to share my experiences with the class. During my presentation, I explained the steps and procedures that I had taken to complete my creative project. I passed around my creative crafts and I welcomed questions and comments. I enjoyed sharing my ideas with the class and I also appreciated being able
to see the students' fairy tale projects that they had completed for the class.

I have been invited to share my creative project with a second grade classroom in Centerville, Indiana. I have been asked to present my project in the Fall of 1993. I am looking forward to being able to present my project to various classes. I am especially looking forward to using my creative project with my own students. It will be such a rewarding experience to see my students connecting fairy tales across the curriculum!

**Conclusion**

Fairy tale literature is worth reading just for fun. The stories contain adventure, humor, and rich language that children can enjoy. In addition, through the fairy tales, the reader can enter into another culture and recognize the universality of the wishes, dreams, and problems of people around the world. Fairy tales can fulfill a child's expectations. These tales can also enhance the child's abilities not only in literature, but across the entire curriculum as well.
Bibliography


The Three Bears. Minneapolis: Judy/Instructo.


Curriculum Connection Guide:

Connecting Fairy Tales Across the Curriculum
PURPOSE OF CURRICULUM CONNECTION GUIDE:

This activity guide is designed to aid the teacher in connecting fairy tales across the curriculum. The majority of the lessons contained in this guide can be adapted to any fairy tale desired to be used. The teacher is not required to use all of the activities listed, but rather, the teacher is encouraged to use the activities in an appropriate order and manner that is seen fit. This guide is designed to fit the needs of the individual instructor.

GRADE LEVEL:

This guide is primarily designed for grades 1-3. However, the lessons and activities could be altered to fit the needs of higher grade levels.
Lesson Objective: To build critical thinking skills.

Materials: Bringing the Rain to Kapiti Plain by Verna Aardema.

Procedure:

Prereading:
* Open up the book so that students can see the entire scene on the front and back cover. Ask students to guess where the story takes place. Then locate Africa on a map. (Note: This Nandi tale was discovered in Kenya.)
* Choose a page to read aloud and ask students what they notice about the way the story is written. Point out its rhythmic and poetic pattern. Explain that the text is a poem that tells a story.
* Define plain (a flat area of land without any trees).

Reading:
* Create a shared reading experience by taking turns reading with your students. Note that each section of the main poem has four lines and one four-line section is added each time the poem is repeated. Read aloud the four new lines to each section. Then have your class join in on the repeated section they just heard. This allows students to hear each new section modeled by you and to practice reading the parts they have heard.
* Enhance the rhythmic quality of the poem by developing a hand-clapping pattern for students to use as an accompaniment to reading.
* Softly play traditional African music during a reading of the story.
* Stop at the section where the "feather that helped to change the weather" is first mentioned. Have students predict how the feather will change the weather and what will happen next.

Postreading:
Follow up the story with these questions:
* Why did Ki-pat feel he had to do something about the rain? What might have happened if Ki-pat had not brought the rain to Kapiti Plain?

* Do you think a drought could be ended this way?

* How do you think the animals feel about the rain?

Extend the book with these ideas:

* Design an award for Ki-pat.

* Add to the story by writing about little Ki-pat.
Lesson Objective: To create a rhyming word chart.

Materials: Bringing the Rain to Kapiti Plain; chart paper; markers; word cards.

Procedure:
1. Reinforce the vocabulary in the book and develop students' language skills by making a chart. Copy stanzas from the book on a sheet of chart paper. Draw a raindrop in place of each word in a rhyming pair.

2. On separate cards, write each of the rhyming words you left out of the stanzas and display them in random order. Then have students read the stanzas together and find the rhyming words that are missing.

3. Place or tape the word cards on top of the raindrops as students correctly identify the missing word pairs.
Lesson Objective: To build critical thinking skills.

Materials: Several versions of "The Three Little Pigs"; The True Story of the 3 Little Pigs!

Procedure:

Prereading:
* Have students retell the commonly known version of "The Three Little Pigs."

* Show children the cover of The True Story of the 3 Little Pigs!. Have them predict how this version may differ from the traditional one. Point out these clues if needed: the book title, the name of the newspaper, the author of the news story.

Reading:

Have students do any or all of these activities as they read the book:

* Think about how this version is different from the common version of "The Three Little Pigs."

* What dialogue replaces these standard lines?

"Little pig, little pig, let me come in."

"No, no! Not by the hair of my chinny chin chin."

"Then I'll huff, and I'll puff, and I'll blow your house in."

* Study the illustrations and think about how they add to the story. How does the way the artist drew the wolf make him seem more respectable? Which illustrations make the wolf's story more believable?

Postreading:

* Discuss the moral, or lesson, of the original "Three Little Pigs." Ask students if they think the wolf's version has the same moral.

* Read several versions of "The Three Little Pigs." Make a book cover representing each book and post the covers on a wall or bulletin board. Have students
create awards such as Best Language, Best Illustrations, Funniest Version, and Favorite Version. Have students post their individual awards beside the book covers of the winning books.
Lesson Objective: To practice expressive reading.

Materials: The story of "The Three Bears"; strips of white paper; construction paper; crayons; markers.

Procedure:

1. Use the repetitive language in "The Three Bears" to practice expressive reading with your students.

2. First write on sentence strips these four phrases:
   "Somebody has been
   tasting my porridge."
   sitting in my chair,"
   lying in my bed."

3. Then on a small, a medium, and a large piece of construction paper draw the Baby Bear, the Mama Bear, and the Papa Bear. Underneath each picture, print the words:
   cried the Baby Bear
   said the Mama Bear
   said the Papa Bear

4. Begin this activity by placing the sentence strips for "Somebody has been" and "tasting my porridge" in one row of your pocket chart. Have students take turns reading the sentence with a great big voice, with a middle-sized voice, and with a little wee voice. Place the appropriate picture card at the end of the sentence as the student reads.

5. Following the sequence of the story, repeat this activity using the other sentence strips.
Lesson Objective: To build critical thinking skills

Materials: The story of "The Three Bears"

Procedure:

Prereading:
Introduce "The Three Bears" to students by asking them if they are allowed to go walking alone in the neighborhood, the park, the woods, or other areas. Discuss why sometimes it's not safe to do this. Talk about manners they use when they visit other people's homes. Then tell students they will be reading a story about a little girl who goes for a walk alone in the woods and enters a house when the owners are not there.

Reading:
Read the story to the class for pleasure the first time. Then read it again, leaving out specific words in the repetitive phrases for children to fill in. This activity is fun for children and it reinforces the plot of the story as well as the patterned language.

Most children have heard or read a version of this popular story. Have children study the illustrations in the version you are using. Ask them if the pictures show anything different from what they remember about the story of "The Three Bears."

Postreading:
Ask your students any or all of these follow-up critical thinking questions:

* Should Goldilocks have gone into the house when she knew no one was home? Why or why not?

* Should the bears have locked their doors? Why or why not?

* How do you think the bears felt when they first noticed that someone had been in their house?

* Do you think the baby bear can fix his chair? Why or why not?

* Should Goldilocks have run away? Why or why not?

* Why do you think Goldilocks ran away when she saw the bears?
* Do you think Goldilocks will ever go into another house when the people who live there are not at home? Why or why not?

* Do you think Goldilock's mother knew where she was? Give a reason for your answer.

* How would the story be different if Goldilocks had known to be careful of strangers?

* What kinds of manners do you think Goldilocks needed to learn?
Lesson Objective: To comprehend the fairy tale, *Little Red Cap*.

Materials: *Little Red Cap* by The Brothers Grimm; chart paper; marker; puppets of Little Red Cap, the wolf, the hunter, and the grandmother.

Procedure:

1. Have the children tell you about their trip to their grandmother's home or to a special relative's home. Ask the children questions such as: How do they get to their grandmother's home, what do they take with them when they go to visit, how often do they visit, what do they see along the way, and what do they do when they get there? Introduce the characters in the story by showing the children the four puppets.

2. Read the book, *Little Red Cap*.

3. Write a Language Experience Story with the children. Have the children tell you about some problems that a particular character had in the story. Have the children tell you some possible solutions to the character's problems.

4. Allow the children to read back to you what they have told you to write on the chart paper.

5. Give the four puppets to the children. Allow the children to retell the story using the four puppets.
Lesson Objective: To use the skill gained from finding story elements in fables to discover unstated themes in other stories.

Material: A fairy tale with a clear but unstated theme.

Procedure: Teacher guidance will help develop the questioning attitude that leads to thinking beyond the plot to the message the storyteller wishes to share.

1. State that in reading this story we want to discover the message the story tells about life.

2. Ask questions during and after the reading, such as:
   a. What is the purpose of the character's actions?
   b. What happens in the story that gives you clues as to what the author wants to tell the reader?
   c. Can you find a conversation that gives a clue? How does that help you decide what the message is?
Lesson Objective: To compare two tales with similar themes and common motifs and be able to recognize similarities and differences.

Material: Two tales selected by teacher; journals or jotting books.

Procedure:
1. Ask the children where they think the stories come from. Brainstorm and record ideas in journals.

2. Introduce the two accounts of how stories began, stating that you will compare these accounts with their findings. Direct the pupils to draw a vertical line down the middle of the next page of their notebook. To the left of the line, write the title of one tale, and to the right, the title of the other tale.

3. Read the first tale using a directed listening-thinking approach, stopping periodically to ask:
   a. What do you think will happen next?
   b. Why do you think so?
   c. (Later in the story) Did it happen the way you expected? If not, what changed and why?

4. Read the second tale following the same procedure.

5. Guide the discussion by asking questions related to the elements of a story, such as
   a. What is the same about the setting? the characters? the problem? how the actions unfold? the resolution? (Ask each separately.)
   b. What is different about the setting? characters? problem? actions? resolution?

   Note: Children are able to respond to similarities more quickly than to differences. When adapting this lesson with appropriate stories for young children, the teacher must be very sure to elicit similarities first, and then ask probing questions to build recognition of differences.
   c. Which were more important, the things that were alike or the things that were different in the two stories?

6. Now compare together the tales and the ideas expressed in the brainstorming at the beginning of the lesson. Were these tales really believed? If so, why?
Lesson Objective: To note likeness and difference between two variants of similar "Little Red Riding Hood" versions and produce the results on a Venn diagram.

Materials: English version of "Little Red Riding Hood" and German version of "Little Red Cap"; 12-by-18 sheets of manila paper; large chart paper for teacher's model.

Procedure:
1. Read "Little Red Riding Hood" and "Little Red Cap" stories to the class, preferably at different sittings. Before reading each story, locate the country of origin on the globe. Ask the class to predict whether their stories will be more alike than different.
2. When reading the second tale, ask the children to think about how this story is like or different from the other story. Stop occasionally for comments, but be sure to maintain the flow of the story.
3. Give a large manila paper to a group of two or three pupils who are sitting together. If you have given previous instruction on using Venn diagrams, you can ask them to make two overlapping circles. If this is a first encounter, model making the circles on your paper, telling the children that the overlapping part should be big enough to write in several phrases. Label the outer parts of the circle "different" and the inner part, "alike."
4. Begin by asking for a few similar, then different, items, all of which you write in the circles. Then encourage the children to continue on their own, having the books available for them to consult if needed.
5. End the lesson by sharing the items listed, recording the children's offerings on the large chart and asking the children to add to their own charts. The purpose of the lesson is to recognize as many areas of likeness and difference as possible, not to evaluate which children found the most.
Lesson Objective: To introduce fairy tales.

Materials: A fairy tale selected by teacher which contains the motifs that demonstrates all the characteristics of a good fairy tale; teacher-made poster with the characteristics of a fairy tale; notebooks in which children will record their own thoughts.

Procedure:

1. Read the story for sheer enjoyment of the tale.
2. Present a poster of the fairy tale characteristics.

**Fairy tales:**

Show how people behave in a world of magic

Often have brave heroes who rescue helpless maidens

Contain some characters who are either all good or all bad

Often begin with "Once upon a time" and end with "Happily ever after"

Often include a task that, if completed, brings a reward

Often include a magic object to protect or help the main character

3. Guide a discussion with the students as they find evidence within the tale you read for as many of the characteristics as they can. The following questions are presented as examples that can elicit thoughtful responses from the students. While the questions are being answered, encourage the children to write down either their own idea or one that they hear from their classmates.

a. Who was human in this story?

b. Was there a brave hero?

c. Were some characters all good and some all bad? Explain your choice.

d. What were the task and the reward?

e. Did any event happen three times? Was there a special reason for this number?
f. If there was a magic object in the story, what was the importance of that object?
Lesson Objective: To guide readers to general comprehension.

Material: Multiple copies of a fairy tale that pupils can read. (Many basal readers have adaptations of fairy tales that would be appropriate for this activity.)

Procedure:

1. Meet with a small group of pupils.
2. Predict- elicit predictions based on the title and pictures.
3. Read- ask pupils to read to a certain point.
4. Prove- discuss whether or not the predictions are coming true and whether more information is needed.
5. Continue this sequence, with teacher-selected stopping places for discussion.
Lesson Objective: To encourage listeners to predict the turn of events in the story and to recognize the need for information in making a valid prediction.

Material: Since all fairy tales are predictable to varying degrees, select a tale that fits the level of thinking of your children.

Procedure:

1. Read the story aloud and elicit predictions, beginning with the title or the opening sentences.

2. Stop reading at a planned spot, and ask if any predictions have already come true or if the listener wants to change a prediction. If they wish to change, expect them to give their reasons, based on what they have heard so far in the story.

3. Ask the listeners to respond to questions such as
   a. Why don't you know if your prediction is true?
   b. What other information do you need?
   c. Do you want to keep your prediction or change it? Why?
Lesson Objective: To develop language awareness through repetition of phrases in an enjoyable story.

Materials: A fairy tale with a repetitive pattern; tagboard strips with the printed refrain from the story.

Procedure:
1. Read the story expressively.
2. After the refrain has been repeated a few times, stop just short of the next time it occurs. Ask the children to join you. If they do not respond, simply continue reading, but give auditory emphasis to the refrain.
3. The next time the refrain is repeated, stop and nonverbally indicate that the listeners may provide the next words. With some groups, this will begin spontaneously. Others will need more modeling before they are able to respond.
4. Reread the story, either at the same sitting or at another time, and place the tagboard strips in a pocket chart. This provides a speech-to-print correspondence for the nonreader and a printed version for the beginning reader. Resist the urge to use the tagboard strip at the first reading. The children who know the speech-to-print relationships will benefit, but not the ones who have not yet developed that concept.
5. As a variation of step 4, involve the children in placing the strips or reading them. Make sure that the child who needs to develop this prereading concept is an active participant.
Everyone Loves Fairy Tales

Invite guest readers to your class to read a fairy tale to your students. Invite the principal, librarian, parents, teachers, and other school staff members.

Retelling

Focus on comprehension, sequencing, and recalling details. After reading a fairy tale, ask students to help you retell the story. Talk your students through the story. Say At the beginning of the story, then pause and let a student tell how the story started. Then say And then and let another student tell what happened next.

Real or Imaginary?

Read and discuss a fairy tale with your class. Jot “Real Events” and “Imaginary Events” on the chalkboard. Ask students to recount events in the fairy tale that are real and events that are imaginary. List events on the chalkboard. Next have students do the activity on page 15 for a different fairy tale. Students can do the activity independently or a pair of students can work together. Students can take turns writing. Be sure to have both students write their names on the paper.

Fairy Tale Magic

Use the idea list on page 16 in a variety of ways.

• Have students make a fairy tale folder from 12" x 18" construction paper. Make a copy of page 16 for each student. Students can choose activities and then color the stars when they have completed the activities.

• Make a copy for each student. Assign students specific activities. Students color the stars when they complete activities.

• Post a copy of page 16 as an “Extra Credit” or “Enrichment” activity.
Real or Imaginary?

Fairy Tale Title ________________________

Real Events ____________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Imaginary Events _________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: Use this page with the “Real or Imaginary?” idea on page 14.

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a reproducible page
Fairy Tale Magic

Draw your favorite fairy tale character. Draw a gift you would like to give that character.

Make a poster about a fairy tale for someone.

Draw an exciting event from a fairy tale. Write a sentence about your picture.

Write a different ending for a fairy tale.

Make a poster about a fairy tale.

Write sentences about the beginning, middle, and ending of a fairy tale.

Draw a colorful picture showing the setting of a fairy tale.

Make bookmarks about fairy tale characters.

Teacher: Use this page with the ideas on page 14.
Making Maps

Children will enjoy making maps showing folk tale settings. This can be done as a whole class activity or in cooperative groups. Have children recall the story and determine the places to be put on the map. Children draw and cut out the various places they want on their maps. They can then manipulate the pieces on a large piece of butcher paper until the group agrees on a layout. Have children glue the pieces onto the butcher paper and add scenery. Here are some ideas for maps.

- The Gingerbread Boy’s flight through the countryside
- Little Red Riding Hood’s journey
- Anansi’s adventure in the forest
- Momotaro’s travels

Folk Tale Kits

These kits are easy to make and will be a big hit with your students. Simply gather items that relate to each story and place them in a bag. For example, a kit for *Anansi and the Moss-Covered Rock* by Eric Kimmel might include a plastic spider, a rock, a yam, a banana, a coconut, and so on. After reading a story, use a kit to motivate students to talk about the tale. Let a child choose something from the bag. Then have the child explain to the class how that item relates to the story.
Lesson Objective: To write a letter.

Materials: Various fairy tales; pencil; paper

Procedure:
1. Have the students read various fairy tales.
2. Ask the children to pretend they were fairy tale characters.
3. Have the children write a letter to a friend pretending that they are a fairy tale character with a problem.
4. You could do this activity with another classroom. Have the other classroom write back giving solutions to the characters' problems.
Lesson Objective: To describe the outdoors.

Materials: Bringing the Rain to Kapiti Plain; crayons; pencil; paper

Procedure:

1. Have students browse through the book to find examples of descriptive words and phrases that help readers really see the scenes. Then take your class outside for a few minutes. Invite students to choose something they would like to describe and study it carefully.

2. Encourage students to think of a variety of words they could use to describe it. Upon returning to the classroom, have students draw a picture of what they observed and write one or more sentences describing it. You can even challenge students to write short descriptive poems using the pattern in the book.
Lesson Objective: To create a concept web.

Materials: Chart paper; markers; Bringing the Rain to Kapiti Plain by Verna Aardema (Dial Books, 1981).

Procedure:

1. By sharing this information and making this web with your class, you will help students relate real life events to the events in the story.

2. In the grassland (or savannah) areas of Africa, there is often a pattern of alternating dry and rainy seasons. During the rainy season, the green vegetation of the grassland attracts animals to live there. However, when the dry season changes the grassland to a dusty brown landscape, many animals migrate to find wetter and greener areas. Introduce the term drought and explain to students that a drought may have very serious effects. Make students aware that droughts have caused many problems for the people of Africa.

3. Then invite students to respond to the question "Why is rain important?" Record their answers by constructing a web from this central question. 
Lesson Objective: To compare the wolf's version of events from *The True Story of the 3 Little Pigs!* to the pigs' version found in a traditional telling of the tale.

Materials: The story of "The Three Little Pigs"; *The True Story of the 3 Little Pigs!* by Jon Scieszka (Viking, 1989); paper; markers

Procedure:

1. Compare the wolf's version of events from *The True Story of the 3 Little Pigs!* to the pigs' version found in a traditional telling of the tale.

2. Make a chart that lists questions related to the story. Label one column "Wolf's Version" and another column "Pigs' Version". Inside the chart, write student responses to the questions.

<table>
<thead>
<tr>
<th>Wolf's Version</th>
<th>Pigs' Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did the wolf go to</td>
<td></td>
</tr>
<tr>
<td>the pigs' houses?</td>
<td></td>
</tr>
<tr>
<td>Why did the wolf huff and</td>
<td></td>
</tr>
<tr>
<td>puff?</td>
<td></td>
</tr>
<tr>
<td>How did the first and</td>
<td></td>
</tr>
<tr>
<td>second pig die?</td>
<td></td>
</tr>
<tr>
<td>What happened after the</td>
<td></td>
</tr>
<tr>
<td>wolf went to the third</td>
<td></td>
</tr>
<tr>
<td>pig's house?</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Objective: To write a story

Materials: Bear head pattern; pens or pencils

Procedure:

1. Make a simple bear head pattern. Reproduce the pattern so each student has one.

2. Talk with children about what might happen if Baby Bear came to their house while their family wasn’t home. Have students each write a simple story telling what Baby Bear did in their home while their family was away.

3. Compile these into a class shape book. Make a cover for the book and let children take turns reading their stories aloud.
Lesson Objective: To discover word origins.

Material: Bulletin board; color-coded cards

Procedure:

From Word to Story

1. Encourage children by example and discussion to search out word sources.
2. Post an attractive bulletin board on the classroom wall or in a learning center and invite individual participation.
3. Specialized lists can be used, such as science words or everyday phrases.

From Story to Word

1. Tell the children that when they come to a word in a fairy tale that they have heard somewhere else with another meaning, they should look it up in the dictionary. They should check to see if the origin of the word is given.
2. Prepare color-coded cards for the children to use in posting their findings on the bulletin board. They should put the name of the story where the word was found on a card of one color, the word itself on a card of a second color, and its modern meaning on a card of a third color. These cards should be lined up in columns under appropriate headings (Story, Word, Modern Meaning).
Lesson Objective: To write a fairy tale.

Material: A modern fairy tale such as Oscar Wilde's *The Selfish Giant* (1968) or Moira Miller, *In Search of Spring* (1988).

Procedure:
1. Explain that this modern tale is original, rather than retold or written down from oral tradition. Review the characteristics of a fairy tale. Read the story.
2. Compare this story with a familiar traditional fairy tale. Note the characteristics used in the modern tale.
3. To give the writer courage to attempt this more complicated story form, direct writers to choose one motif, such as three wishes, a seemingly impossible task, or a supernatural object, as a source of magic. A brainstorming session would be helpful in generating options for this choice.
4. After selecting the motif, encourage children to create the characters and setting for the story. A story structure chart can help the children organize their original tales.

Create Your Own Fairy Tale

Who's in your story? Where are they going?

How will they get there? Who will try to stop them?

What will he or she say as each one sees him?

Descriptive words

5. Encourage independent writing, and the sharing of stories with partners for help in preparing a final draft.
***For this lesson, students may write variants of familiar tales such as "Hansel and Gretel" or "Little Red Riding Hood." Students may also change the setting from the olden days to modern time.
Lesson Objective: To help writers who have difficulty beginning their stories.

Material: Fairy tales previously read to the class.

Procedure:

1. Tell the group that you are going to think about the way the storytellers begin their stories.

2. Reread just the beginning phrases or first paragraph of fairy tales that were previously read to the class. Also read the beginnings of the same tale told by different authors.

3. Ask the children which beginning makes them curious about what is going to happen and why. Ask which one tells them the most about the story.

4. Brainstorm a topic that the class could write about, but do not necessarily plan to create a story. This is a process lesson that will transfer to later writing. At this time, simply use the topics to create several beginnings.

5. Write the brainstormed beginnings on chart paper. Analyze each beginning with the class. Which one would make you want to read on? Why? Which one tells you what to expect in the story?

6. Since this is a process lesson that should transfer to later writing, end the lesson here. Later, when children are ready to write, remind them of this experience and encourage them to think of these models or look at a fairy tale for ideas.

*** A lesson on endings can follow this same format using the last paragraph or sentence from the fairy tale instead of the first sentences.
**Lesson Objective:** To build a new story using the form of a familiar tale.

**Materials:** Lesson is based on "Hansel and Gretel", as an example; you may choose another story if you prefer.

**Procedure:**

1. Discuss the components of the story. How many children are there? Where did they go? How did they get there? What is the problem? Fill out a chart like the one below with the children's responses.

2. Plan the main components of the new story in comparison to the story read. Ask for ideas for characters, places to go, how to get there, and the danger along the way.

   **Fairy tale**                  **Our Story**

   Two children                  Three teddy bears

   To the gingerbread house      To the berry patch

   Through the forest            Across the bridge

   An old witch                  A giant who eats bears

3. Next brainstorm a descriptive word chart. What words were used in the fairy tale that told us about the characters? What words should we use for our story?

   **Fairy tale**                  **Our story**

   Hansel and Gretel:             Teddy bears:

   poor                          littlest

   little                        great big

   dear                         middle-sized

   Witch:                       Giant:

   old                          enormous

   wicked                      ugly
Lesson Objective: To help children recognize the structure of a story.

Material: The fairy tale you have selected; chart paper; story map outlines for individuals (optional).

Procedure:

1. Reproduce the story map outline on a large piece of chart paper, so that it is visible for all. Each child can have a copy to fill out while you are writing on the large chart.

   **Story Mapping Chart**

   **Title of Story**

   **Setting:**
   a. Where
   b. When

   **Characters:**
   a. Who

   **Problem**

   **Action:**
   1.
   2.
   3. (as many as needed)

   **Resolution**

2. Involve the pupils in answering questions about setting and characters, while filling out the map. When time or place is not stated, inferential thinking is needed. Demonstrate how clues to determining setting can be picked up through pictures, dialogue, or particular phrases. For the first mapping experience with young children, select a story that gives all the setting information very clearly.
3. Continue to guide, discussing how to state the problem as simply as possible and selecting the actions. At first you state why each action is chosen. Then, once the children recognize that each action must work toward solving the problem, they can say why each action is chosen. You can demonstrate that connection by comparing the contributing actions with minor episodes that do not advance the story line.

4. Guide the reader to state the resolution in key words chosen from the story. Asking questions such as "When did you realize the problem was being solved?" accentuates the thought process involved. Include "what if" questions if you wish to discuss alternative ways of solving the problem.
Book Directions For
THE THREE LITTLE PIGS
(Wheel Book)

MATERIALS: White construction or white tagboard paper, crayons or markers, pencil, scissors, hole punch, 1 paper fastener.

1. Reproduce book covers and "wheel" piece (pages 16-18) onto white construction or white tagboard paper.

2. Reproduce writing page(s), (page 19) onto regular paper.


4. Cut out the rectangular shape on the book's front cover. Attach the wheel behind the front cover by inserting a paper fastener through dots A and B. The tabs will help you turn the wheel.

5. Fasten the writing page(s) in between the two covers. Staple the book together on the left side tabs.

Finished Book
Writing Suggestions For

THE THREE LITTLE PIGS

1. Print words that rhyme with pig (big, dig, fig, jig, rig, wig).

2. Describe a wolf. A wolf is ________ (furry, brown, mean, big teeth, brown eyes, two ears, furry tail, four paws, etc.).

3. You must build a strong house. What did you build your house out of? List the materials.

4. Houses can be made from many things. Read about: A. Igloos in Alaska B. Grass huts in Hawaii C. Adobe homes in Mexico. D. You choose an unusual home. Write a short story about an unusual home. What is it made out of? Where do you find this kind of home?

5. What does it mean to be lazy? Look in the dictionary. List sometimes when you have been lazy. List sometimes when you have been a hard worker.
THE THREE LITTLE PIGS
(Continued)

Front Cover Wheel
THE THREE LITTLE PIGS
(Continued)
THE THREE LITTLE PIGS
(Continued)
Book Directions For
HANSEL AND GRETEL
(Accordion Book)

MATERIALS: White construction or white tagboard paper, crayons or markers, pencil, scissors, glue.

1. Reproduce book covers and writing pages onto white construction or white tagboard paper (pages 22-24).


4. Crease each part of the book along the fold lines, forming the book into an accordion shape.
Writing Suggestions For

1. Hansel and Gretel were lost in the woods. List some foods they could eat (berries, nuts, some plants, gingerbread house, etc.).

2. List some "treasures" that you think Hansel and Gretel found hidden in the witch's treasure chest.

3. Print your A-B-C's in a column. After each letter, print one thing you might see in the forest.
   a-ants
   b-bear

4. Hansel and Gretel were frightened to be lost in the woods. List some other feeling words.

5. Describe in your words what you think the gingerbread house looked like.
HANSEL AND GRETEL
(Continued)
**Book Directions For**

**LITTLE RED RIDING HOOD**

*(Flap Book)*

**MATERIALS:** White construction or white tagboard paper, crayons or markers, pencil, scissors, glue, stapler.

1. Reproduce book covers and "flap" pieces onto white construction or white tagboard paper (pages 27-29).

2. Reproduce writing page(s) onto regular paper (page 30).


4. Fold each of the "flap" pieces (p. 29) up along the dotted line and glue the top part of the "flap" onto Tabs A and B.

5. Fasten the writing page(s) in between the two covers. Staple the book together along the side edge tab.

*Finished Book*
Writing Suggestions For
LITTLE RED RIDING HOOD

1. The little girl's hood in this story is red. List other color words the hood could have been (blue, green, yellow, purple, black, brown, etc.).

2. List some foods you think Little Red Riding Hood had in her basket for her grandmother.

3. Using these words: Little Red Riding Hood, list as many little words as you can make from mixing up the letters in these words. (door, did, led, litter, ding, ride, rod, deer, etc.)

4. Write some facts about a real wolf. What does he look like? Where does he live? What does he eat?

5. Write some facts about a real woodsman (lumberjack today). What kind of work does he do? How does he dress for work? Where does he do his work?

6. A fairy tale is a made up story by an author. Some things an author writes about could happen in real life. Other things an author writes about could not happen in real life. Write some story sentences
   (a) that could happen in real life.
   (b) that could not happen in real life.
   (concept: real vs. fantasy, make believe)
LITTLE RED RIDING HOOD  
(Continued)

Front Cover Pieces
MATERIALS: White construction or white tagboard paper, crayons or markers, pencil, scissors, stapler or glue.

1. Reproduce pages 5-7 onto white construction or white tagboard paper. Color and cut out pages.

2. Place the baby bear "face-up." Place the father bear to the left of the baby, "face down" and the mother bear to the right of the baby, "face down."

3. Fold the "face down" father's Tab A and the "face up" baby's Tab A, upwards. Staple or glue the two Tab A's together.

4. Fold the "face down" mother's Tab B and the "face up" baby's Tab B, upwards. Staple or glue the two Tab B's together.

5. Fold in the shape book. Fold the mother over the baby. Fold the father over the mother.
Writing Suggestions For

THE THREE BEARS

1. Some foods are **hot**. List some **hot** foods.
   - cold
   - cold

2. Some objects are **hard**. List some **hard** objects.
   - soft
   - soft

3. Some objects are **big**. List some **big** objects.
   - small
   - small

4. Describe a bear. A bear is __________.
   - brown, white, black
   - hairy
   - four legs
   - brown eyes
   - 2 ears
   - short tail, etc.

5. How are the three bears alike? different? Write some sentences.

6. You are lost in the woods! What will you eat? Where will you sleep? What animals will you see in the daytime? Nighttime? How will you find your way home?
THE THREE BEARS

Front Cover

THE THREE BEARS
THE THREE BEARS
(Continued)

Inside Page
THE THREE BEARS
(Continued)
FOLKLORE
Worksheet/Classification Skills

Little Red Riding Hood had a beautiful red cape to wear. What are some other things you can wear?

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

Little Red Riding Hood carried a bit of ham, some butter, and jelly in her basket. What are some other things to eat that you can carry in a basket?

1. 
2. 
3. 
4. 
5. 
6. 

34
Sitting in My Chair

Write what you think about when you sit in a cozy chair.

Name _______________________________ Writing

Teacher: Have students color their chairs and cut them out. Display the finished chairs. Place above them a banner that reads "Sitting in My Chair."

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Extra! Extra! Read All About It!

Write a news story about what happened to the three little pigs. Choose which newspaper you will write for.

☐ The Daily Wolf (Write from the wolf’s point of view.)
☐ The Daily Pig (Write from the pigs’ point of view.)

A news story answers five questions, sometimes called the 5 W’s—who, what, where, when, and why. Write notes for your story that answer the 5 W’s.

Who? ____________________________

What? ____________________________

Where? __________________________

When? ____________________________

Why? ____________________________

Now write your news story in paragraph form. Begin with a catchy headline in big letters. The headline tells your reader what the story is about. If you need to, finish your story on the back of this page.
Storybook Thinkers

Do this page with a partner after you have read *The True Story of the 3 Little Pigs!* Choose three storybook thinkers to complete. Lightly color the book of each storybook thinker you do.

1. Pretend one of you is the wolf and the other person is a reporter interviewing the wolf in jail. Have the reporter ask the wolf three questions.

2. Write the wolf’s full name. Then make up and write names for each of the three pigs.

3. Write 10 words that describe the wolf. Circle the word that you think best describes him.

4. Discuss this question: What did you think was the funniest part?

5. Pretend you are the wolf. On the back of this page, write a letter to your granny from jail.

6. Draw what you think the three little pigs looked like. Write a sentence explaining why you drew them the way you did.
Folk Tales
With a Twist

With your group, make up a skit based on a folk tale. Use this page to plan it.

1. Choose a folk tale from the list.

Anansi the Spider
The Enormous Turnip
The Gingerbread Boy
Goldilocks and the Three Bears
Hansel and Gretel
The Little Red Hen
Little Red Riding Hood
The Mitten
The Three Billy Goats Gruff
The Three Little Pigs
Tikki Tikki Tembo

2. Choose how you will change the story. Check the box.

☐ Point of view (Example: Tell the troll’s version of “The Three Billy Goats Gruff.”)

☐ Characters (Example: Have Goldilocks visit the home of three dinosaurs.)

☐ Setting (Example: Change Anansi’s African setting to a big U.S. city.)

3. Write ideas you have for changing the story.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Write the name of each group member and the part he or she will play.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. What props or costumes will your group need?

________________________________________________________________________
________________________________________________________________________
A Letter to Ki-pat

Ki-pat helped save Kapiti Plain by shooting an arrow into a rain cloud. How do you think he felt about himself when he did this? He was probably proud of himself for thinking of a good way to solve the problem.

Write a letter to Ki-pat. Tell him that you are proud of him. Then tell him about something you did that made you proud. On the back of the letter, draw yourself feeling proud.

Dear Ki-pat,

Date

Your friend,