

5 Favourite Fairy Tales

A language adventure for
6 to 9 year olds based on
well known fairy tales.



*Goldilocks & the
Three Bears*

Snow White

Sleeping Beauty

*Jack & the
Beanstalk*

Cinderella

Revised edition. Edited by Tim Lowson. Illustrations by Melinda Brezman. © Ready-Ed Publications - 2007
Last published by Ready-Ed Publications (1996) P.O. Box 276 Greenwood Western Australia 6024
Email: info@readyed.com.au Website: www.readyed.com.au

COPYRIGHT NOTICE

Permission is granted for the purchaser to photocopy sufficient copies for non-commercial educational purposes. However, this permission is not transferable and applies only to the purchasing individual or institution.

ISBN 1 86397 717 1



Contents

Teachers' Notes 4-5

Cinderella

Story 6-8

Teachers' Notes: A Pictorial Story Mural .. 9

Helping George the Gnome 10

What a Wonderful Spell 11

A Memory Course for Prince Charming 12

An Interview with Cinderella 13

An Invitation to the Ball 14

What Happened to the Others? 15

Cinderella Today 16

Goldilocks and the Three Bears

Story 17-18

A Day in the Life of Goldilocks 19

In the House of the Bears 20

A Lost Goldilocks 21

Dear Bears 22

Rules for the House of Bears 23

Her Side of the Story 24

Goldilocks Keep Out! 25

Wanted: Goldilocks 26

All is Forgiven 27

Jack and the Beanstalk

Story 28-31

Who's Who in the Story 32

A Mixed Up Story 33

Big Foot 34

Magic Beans 35

The Characters 36

Rich Jack 37

Growing Sunflowers 38

The Trial of Jack 39

What If ...? 40

Snow White

Story 41-47

How Good is Your Memory? 48

A Time to Think 49

Newsflash! 50

Wanted: The Wicked Queen 51

A Magic Potion 52

Sleeping Beauty

Story 53-55

Putting Things in Order 56

Retelling the Story 57

Congratulations 58

A Couple of Spells 59

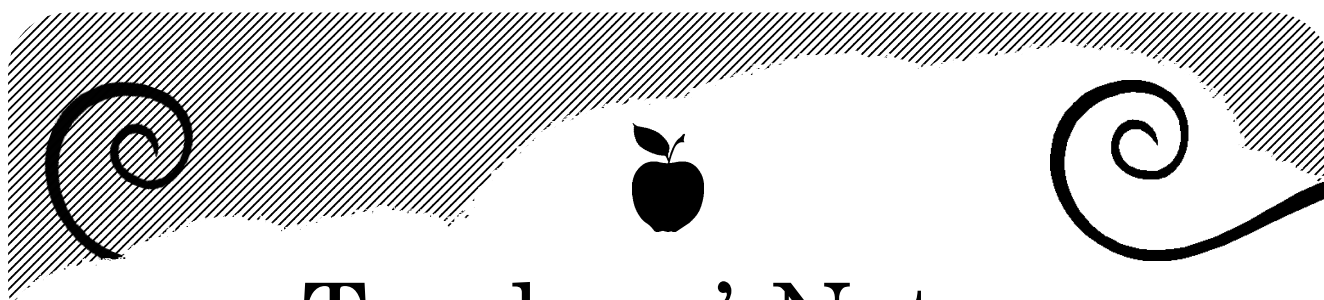
Goodnight Princess 60

Helping Sleeping Beauty 61

A Wicked Brew 62

Fairy Tales Activity

Word Search 63



Teachers' Notes

"Five Favourite Fairy Tales" is designed to give young children a fresh outlook on well known fairy tales. All will probably be familiar to the children – in fact this series of activities relies on a certain amount of familiarity, as the intention is to have the children thinking and functioning "outside" the stories.

This is done through the use of structured activities. Teachers will notice alongside tasks either one, two or three asterisks, which denote content levels as in the chart below.

These levels require the student to either: Gather Information (Level 1); Use Information (Level 2); or to use their understanding to Create or Evaluate (Level 3). As shown below, they are an adaptation of Bloom's Taxonomy of Educational Objectives:

Level	Code	What it means	What the child does
1	*	INFORMATION GETTING Recalling data; showing understanding through restating or extending ideas.	Answers factual questions; interprets information; describes or illustrates events.
2	**	INFORMATION USING Using information in a new situation through extending or breaking down concepts being studied.	Problem solving based on knowledge gained; making assumptions.
3	***	CREATING & EVALUATING Putting together ideas to develop new products; making judgements based on new information.	Puts forward theories or original ideas; forms and states opinions on theories.



About the Stories

As mentioned, this approach to fairy tales relies on the fact that the children already have a knowledge of the relevant stories. However, this cannot be assumed. It is suggested that prior to any materials being used the relevant story is read and discussed. Note should be made of main characters and some personality aspects of characters, story plot and theme, and perhaps favourite parts of the story.

A major problem with using folklore as the basis for a series of activities is that there are often many different versions of a folk tale. For example, more than 400 variants of the "Cinderella" story have been listed by researchers, and some aspects of the story change according to the country claiming it as part of the national folklore!

For this reason it is suggested that a certain amount of flexibility is required in discussing and assigning activity pages. A "bad fairy" cited here might be more familiarly known to the children as a "wicked witch" in their understanding of a story, and this could cause confusion. Often children's knowledge may stem from "Disneyfied" versions of stories, where characterisations were based on their visual appeal as cartoon characters, rather than the way they were described in the traditional tale.

Reference Sources

The main reference used in the compilation of these activities was:

Arbuthnot, May Hill and contributors, 1971, *The Arbuthnot Anthology of Children's Literature*, 3rd edn, Scott, Foresman USA.

This well-known anthology is an excellent source book for teachers interested in children's literature. It contains many stories and poems, as well as a variety of comments and viewpoints on the materials.

The following information is given about the versions of the five stories used in the "Five Favourite Fairy Tales" activity booklet.

- *Sleeping Beauty* and *Cinderella* are from the French version first published in 1697.
- *Snow White* is based on the version put forward by *Grimms Popular Stories*. (Interestingly, the Grimm Brothers story contains no mention of Grumpy, Sleepy, Doc, etc. as names for the seven dwarfs, yet children would very likely recognise the characters by those names!)
- *Goldilocks* was originally written by Robert Southey (1774-1843) as *The Story of the Three Bears*. His version has an old woman in place of the more universally known "Goldilocks" who was introduced in a later version by Flora Annie Steel.
- *Jack and the Beanstalk* is from a version retold by Joseph Jacobs, a researcher in folklore and the writer of *English Fairy Tales* published in 1890.



Cinderella

Once upon a time there lived an unhappy young girl. She was very unhappy, for her mother was dead, her father had married another woman – a widow with two daughters – and her stepmother didn't like her one little bit. All the nice things, kind thoughts and loving touches were for her own daughters. And not just the kind thoughts and love, but also dresses, shoes, shawls, delicious food, comfy beds, as well as every home comfort. All this was laid on for her daughters by the stepmother.

But, for the poor unhappy girl, there was nothing at all. No dresses, only her stepsisters' hand-me-downs. No lovely dishes, nothing but scraps. No nice rests and comfort, for she had to work hard all day, and only when evening came was she allowed to sit for a while by the fire, near the cinders. That is how she earned her nickname, for everybody called her Cinderella.

Cinderella used to spend long hours all alone talking to

the cat. The cat said, "Miaow", which really meant, "Cheer up! You have something neither of your stepsisters have and that is beauty."

Cinderella sighed at the cat, "Oh dear, I'm so unhappy!" and the cat murmured "Miaow".

Suddenly something amazing happened. In the kitchen when Cinderella was sitting all by herself, there was a burst of light and a fairy appeared. "Don't be alarmed, Cinderella," said the fairy. "I am your fairy godmother. The wind blew me your sighs. I know you would love to go to the ball. And so you shall!"

"But how can I, dressed in rags?" Cinderella replied. "The servants will turn me away!"

The fairy godmother smiled. With a flick of her magic wand, Cinderella found herself wearing the most beautiful dress, the loveliest ever seen in the kingdom. "Now that we have settled the matter of the dress," said the fairy godmother,





* Think of all the spells that the fairy godmother used in the story of Cinderella. List three of them here:

- _____
- _____
- _____

Which spell was your favourite?

If you could use that spell once what would you do with it?
Draw a "before" and "after" picture of the spell being used.
(For example, you might want to change your dad's old wreck into a brand new luxury car!)

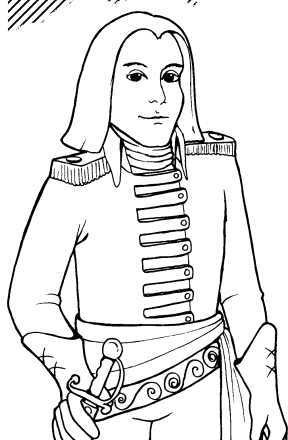
• Before

• After

Cinderella

A Memory Course for Prince Charming

Activity 3



* What do you think Cinderella looked like?
The prince danced with her at the ball but all he has to remember her by is a glass slipper and that doesn't tell him much!

Help the prince by making a "word picture" of Cinderella in the space below.

- eye colour _____
- hair colour _____
- nose size _____
- face shape _____
- height _____
- body shape _____
- anything else? _____

Now draw a real picture of Cinderella for the prince.



Who's Who in the Story

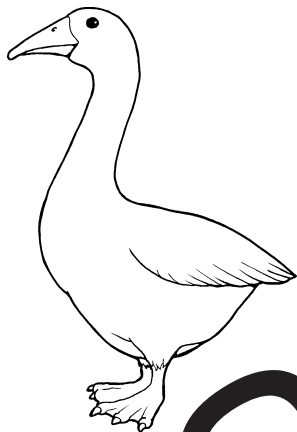
Jack & the Beanstalk

Activity 1



How well can you remember the characters in *Jack and the Beanstalk*?

* Either name and colour the characters, or draw them in the spaces provided.



Jack

The cow

The giant

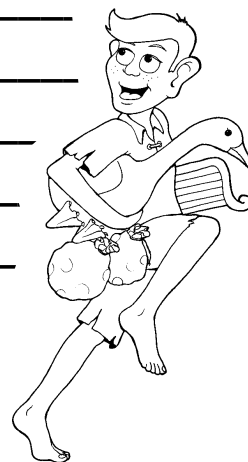


The Trial of Jack

The giant's wife is very angry about Jack's visit to the castle and goes to her local police station to complain. The police agree that Jack has broken the law and decide to charge him and his mother.

***** Can you explain the charges that they laid?**
e.g. Littering: Jack's mother threw the seeds out the window.

- Trespassing _____
- Breaking and Entering _____
- Stealing _____
- Vandalism _____
- Manslaughter _____



If you were Jack in court how would you defend yourself?
Write the speech you would make to the judge and jury.

"Your honour and members of the jury – I really am innocent because

... _____

(Continue on the back of this sheet.)