
Fairy Tale Fun!

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Preface

Fairy Tale Fun! will help you introduce children to a world where heroes face witches, trolls and dragons abound, and princesses are imprisoned in towers or sleep for 100 years in magical kingdoms. It's fairy tale fun time with poems, stories, games, treasure hunts, and word searches. Children's librarians, teachers, and anyone doing programming for children in pre-school through the elementary grades will find this unique book invaluable.

Why fairy tales, you may ask? This thought-provoking quote from Albert Einstein provides an excellent answer:

The fairest thing we can experience is the mysterious. It is the fundamental emotion which stands at the cradle of true art and true science. He who knows it not, who can no longer wonder, can no longer feel amazement, is as good as dead, a snuffed-out candle.

—Albert Einstein, *The World as I See It*
(Citadel Press, 1956, p. 7)

Einstein as a child was an avid reader of fairy tales.

As a Professor of Children's Literature for over forty years and former Director of the Lindenwood University Laboratory School for Gifted Children, I have worked with many very bright children who had little or no knowledge of traditional literature. Children are taught to type before they can read; they visit factories and offices and can use telephones and computers with amazing dexterity. Are we spending as much time emphasizing the quality of the imagination that can grasp the unseen, the intangible? The great Russian writer Kornei Chukovsky gives us food for thought:

The young child uses fantasy as a means of learning, and adjusts it to reality in the exact amounts his need demands. The present belongs to the cautious, the sober, the routine-prone, but the future belongs to those who do not rein in their imaginations.

—Kornei Chukovsky, *From Two to Five*
(University of California Press, 1963)

Fairy tales can create a startling new environment for the mind. Once a child has ventured beyond earthly restrictions, he or she can never crawl back into old modes of thought. Fairy tales do relate specifically to contemporary society. Surely Hans Christian's Andersen's *The Nightingale* is a powerful comment on what technology could be doing to our values as it outraces conservation of nature.

Fairy Tale Fun contains 38 programs for introducing the world's most-beloved tales. Each program begins with a participation script to be read by the librarian or teacher with the help of the children who have a role to play. Each tale can be read aloud, shared on film, and enhanced with the many follow-up activities provided in this book.

Fairy tales included are from the collections of Charles Perrault, the Grimm Brothers, Joseph Jacobs, Antoine Galland, and Hans Christian Andersen as well as from the pens of Rudyard Kipling and Robert Browning. In Part I, tales from many writers are listed alphabetically. Part II introduces the original tales of Hans Christian Andersen, often called the Father of the Modern Fairy Tale. Very little preparation is required for using the introductory and follow-up activities for each tale.

Whether these tales are enjoyed in the children's room of the public library or in a school setting, the follow-up activities for each tale are designed to extend enjoyment and understanding. The activities for younger children (ages 4–8) include songs and fingerplays. Part IV of the book includes fourteen paper bag puppet patterns that children can use to make puppets for acting out parts of a story that has been shared or in creating their own stories for dramatic play.

Older children (ages 9–12) will enjoy recalling the tale with the "I Have, Who Has" game. These children can also take part in library treasure hunts related to the tales, which will help children to use skills in locating materials and to become acquainted with library resources. Take-home word searches based on the tales can be enjoyed by parents and children alike. *Fairy Tale Fun!* also includes as Part III a Fairy Tale Bingo game that utilizes clues from many different tales.

Various editions of the tales are readily available. The bibliography for each tale includes print and film versions as well as a listing of free YouTube videos. Brief information about each film is given, including title, running time, producer, and distributor.

Memorized facts are often obsolete by the time children leave school. Imaginative literature, however, can lead children to creative, imaginative thought, which may prove to be all of the education that is lasting. Nothing can replace that spaciousness of vision, that feeling of oneness with mankind, of the universality of life's joys and woes that can come from the pages of inspired writers. The ultimate goal of *Fairy Tale Fun!* is to help librarians, teachers, parents, and caregivers to bring together the minds, spirits, and hearts of children with traditional tales to stimulate the imagination and foster a lifelong love affair with reading and literature.

Storyteller's Introduction to *The Boy Who Cried Wolf*

Storyteller:

Boys and girls, when I raise my hand I want you to shout "WOLF!" three times. Ready? Then we will begin.

There was once a young boy named Tom who was very lazy. His job each day when the sun came up was to take the sheep to the meadow to eat the thick, green grass.

"Stay awake," his parents told him. "Watch out for the hungry wolves who can make a tasty meal out of a sheep."

One afternoon, with nothing to do, Tom thought of a fun game. He would see what would happen when he called, *(Storyteller raises hand.)!*

Children:

WOLF! WOLF! WOLF!

Storyteller:

The villagers came running and found Tom laughing and the sheep quite safe.

"Do not do that again," they warned. But sure enough, Tom thought it was such a fun game that the next day he shouted, *(Storyteller raises hand.)!*

Children:

WOLF! WOLF! WOLF!

Storyteller:

The villagers came running and found Tom laughing and the sheep quite safe.

"Enough is enough," they told the boy. "We will not come running again!"

A few days later, the clouds cast a shadow, the wild birds gave a warning, and hungry wolves came creeping from the trees, their eyes on the fat sheep.

The frightened boy shouted as loudly as he could, *(Storyteller raises hand.)!*

Children:

WOLF! WOLF! WOLF!

Storyteller:

But the villagers ignored his cries. Some ate their supper, others did their chores. No one came to help, and many many sheep were killed by the wolves. And, dear children, what do you suppose happened to Tom?

Let's watch the film *(or read the story)* and see.

The Boy Who Cried Wolf: Activities for Younger Children

Ask:

What does a real wolf look like?

How big is a wolf?

Where does it live?

Show picture books about real wolves.

Play HELP ME!

HELP ME!

Directions: Read the poem aloud. When you come to a rhyming word, say, “Help Me!” and allow the children to add the missing word.

Lazy Tom went to the meadow

To care for all the sheep.

Lazy Tom gave a yawn,

Laid down and went to “HELP ME!” _____ (SLEEP).

Wolves came by and saw the sheep

And thought that they would steal

Two or three and take them home

To have them for their “HELP ME!” _____ (MEAL).

The boy woke up and saw the wolves,

Let out a mighty cry,

But no one came to help him.

Now don't you wonder “HELP ME!” _____ (WHY)?

The Bremen Town Musicians: I HAVE, WHO HAS Game

Directions: Cut all the cards apart. Each player gets one card. Begin with the question preceded by an asterisk (*). The student with the answer card responds.

<p>I HAVE: The animals made the cottage in the woods their home.</p> <p>*WHO HAS: Why did the donkey's master want to get rid of him?</p>	<p>I HAVE: The animals decided to travel to Bremen Town and become musicians.</p> <p>WHO HAS: What did the animals find in the forest?</p>
<p>I HAVE: The donkey was too old to carry heavy loads.</p> <p>WHO HAS: Why did the dog's master want to get rid of him?</p>	<p>I HAVE: They found a cottage with robbers inside.</p> <p>WHO HAS: How did the animals frighten the robbers away?</p>
<p>I HAVE: The dog was too old to keep up with the hunt.</p> <p>WHO HAS: Why did the cat's master want to get rid of him?</p>	<p>I HAVE: They stood on top of each other and made a terrible noise.</p> <p>WHO HAS: What happened when a robber went back to the dark cottage?</p>
<p>I HAVE: The cat was too old to catch mice.</p> <p>WHO HAS: What did the rooster's master plan to do with him?</p>	<p>I HAVE: The robber was attacked by the animals.</p> <p>WHO HAS: What did the robber say had attacked him?</p>
<p>I HAVE: The rooster's master planned to cook him in a stew.</p> <p>WHO HAS: What did the animals decide to do?</p>	<p>I HAVE: The robber said an awful witch had attacked him.</p> <p>WHO HAS: What did the animals do?</p>