

## Teacher Guide – Fairy Tales

### Purpose

The purpose of this unit is to introduce pupils to fairy tales and their typical genre features, including:

- common character types
- the use of numbers and repetition
- typical settings.

Pupils will also work with characters from classical fairy tales and continue the stories by creating their own.

### Preparation and materials

Read a fairy tale together in class, then have the pupils continue the story by inventing their own version. You might choose a fairy tale that the pupils don't already know, or one they only know from an animated version with a slightly different plot. For this activity, you will need a fairy-tale book or an audiobook.

Furthermore, pupils will need:

- the fairy-tale checklist
- the mapping sheet.

### Course of the unit

This playlist contains five games:

- Fairy Tales (Presentation)
- Pop the Fairy-Tale Characters (PopIt)
- Fairy-Tale Memory (Memory)
- Fairy-Tale Quotes (Memory)
- Find the Fairy Tale (Globetrotter)
- Talk About Fairy Tales (SpinIt).

Begin by playing the presentation game “Fairy Tales” together in class. Pupils take turns stepping on the elements and reading the information, and then you discuss the questions together. Use this as an opportunity to talk with the pupils about the fairy tales they already know.

Next, play these games in small groups or together as a class:

- Pop the Fairy-Tale Characters (PopIt)
- Fairy-Tale Memory (Memory)
- Fairy-Tale Quotes (Memory)

- Find the Fairy Tale (Globetrotter).

The following activities are intended as follow-up work, or you can divide the class into smaller groups, with some pupils completing the activities while others work on the floor.

## **Suggestions for other activities on fairy tales**

### **Invent your own ending**

Listen to a fairy tale together in class, but stop before you reach the ending.

Let pupils work in small groups or independently to create a new ending for the story.

Agree in advance on how much time they have and what the expectations are in terms of length. Pupils might draw or make a small collage to illustrate their ending. You may also ask them to give a short presentation to the class or to a smaller group.

Finally, read the original ending together and spend some time discussing the similarities and differences. If the fairy tale was written long ago, you might explore how the pupils' endings differ because they live in a different time.

### **Fairy-tale check**

Give each pupil a printed version of the fairy-tale checklist. Go through the list together and talk about what they should look out for. Read a fairy tale aloud, slowly, pausing often so everyone can keep up with the checklist. Pupils mark the list each time they hear one of the fairy-tale features.

Finish by reviewing the checklist together and discussing the features pupils noticed.

### **Map a fairy tale**

Read a fairy tale aloud to the class. Ask pupils to complete the overview sheet for the story. It can be helpful to read the tale twice: the first time straight through, and the second time with pauses so pupils can add to their overview. They can draw and/or write notes. Give them a little time at the end to complete their overview, then discuss it together, focusing on similarities and differences in what pupils observed.

### **Evaluation**

Play the game "Talk About Fairy Tales" together as a class.

# Fairy-Tale Checklist

Once upon a time ...

A long time ago, in  
a far-away land ...

Hero/heroine



Villain



Helper



Talking animals



Witch/wise old  
woman



Monster



Queen, king,  
princess, prince



Magic



Numbers

3 2  
100

Repetitions/things  
that happen in the  
same way



... and they lived  
happily ever after.

# Mapping Sheet



Once upon a time ...

Fairy Tale Title:

Author:

Characters

Setting

Beginning

Middle

Ending

Conflict

Resolution