



### Children's Books

1. Brown, Marcia, translated and illustrated. Cinderella. Scribners, 1954. [Caldecott Medal Award – France ]
2. Climo, Shirley. The Egyptian Cinderella, illustrated by Ruth Heller. Crowell, 1989. [one of the world's oldest Cinderella stories  
Recorded by Roman historian Strabo in the first century B.C.]
3. The Korean Cinderella.
4. Galdone, Paul. Cinderella. McGraw-Hill, 1978. [France]
5. Hooks, William H. Moss Gown, illustrated by Donald Carrick. Clarion, 1987. [Southern tale]
6. Huck, Charlotte S. Princess Furball. Greenwillow, 1989.
7. Karlin, Barbara. Cinderella, illustrated by James Marshall. Little, Brown, 1989. [pictures and text lend a more humorous Retelling of this tale.
8. Louie, Ai-Ling. Yeh-Shen: A cinderella Story from China. Illustrated by Ed Young. Philomel, 1982. [predates written European variants of Cinderella by a thousand years ]
9. Perrault, Charles. Cinderella, retold by Amy Ehrlich, illustrated

By Susan Jeffers. Dial, 1985. [France]

10. Vuong, Lynette Dyer. The Brocaded Slipper and Other Vietnamese Tales, illustrated by Vo-Dinh Mai. Addison –Westley, 1982.
11. Whitney, Thomas P., translator. Vasilisa the Beautiful. Illustrated by Nonny Hogrogian. Macmillan, 1970. [Russia]
12. Abadeha, The Phillipine Cinderella. By de La Paz, Myrna
13. Prince Cinders ( male version ) by Babette Cole

# Story Pyramid

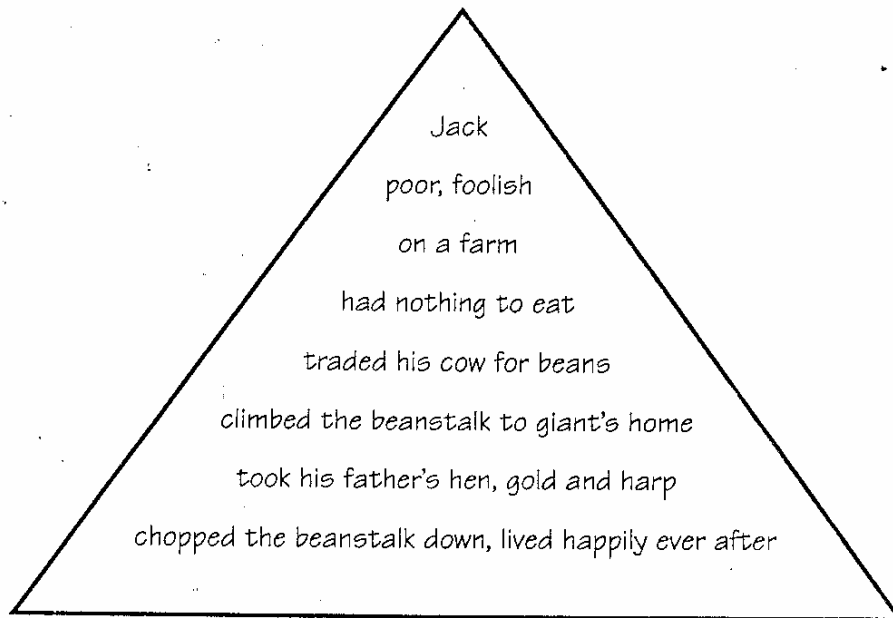
**Teacher's Note:** Summarizing a story can be difficult for children.

This story pyramid is an eight-line summary which provides an effective way to reduce the detail students tend to add to their summaries.

## Directions:

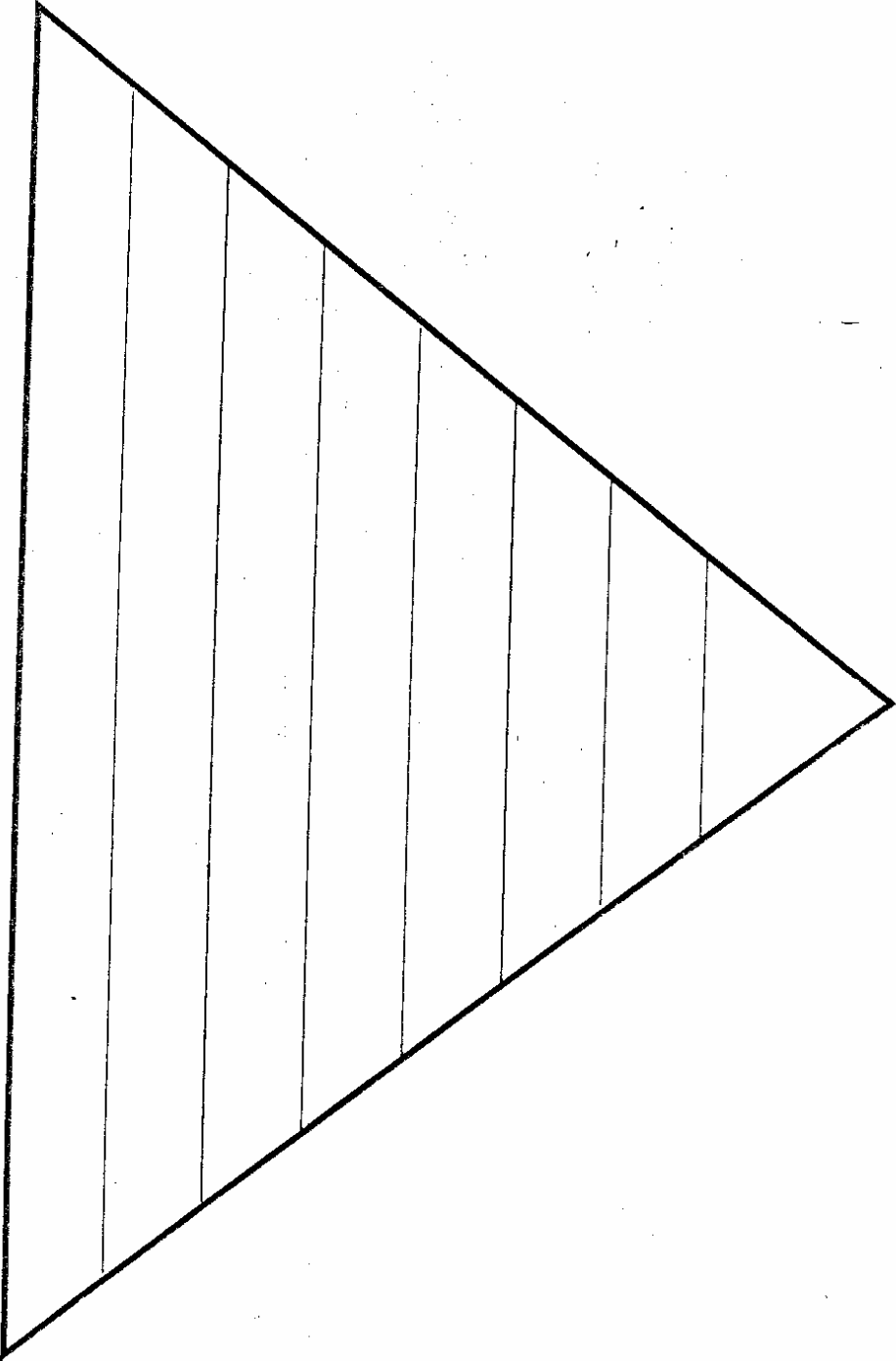
1. Name of main character
2. Two words describing the main character
3. Three words describing the setting
4. Four words stating the problem
5. Five words describing one event in the beginning of the story
6. Six words describing one event in the middle of the story
7. Seven words describing one event at the end of the story
8. Eight words describing the solution to the problem

## Example:



Now choose a fairy tale and make your own pyramid on page 41.

# My Story Pyramid



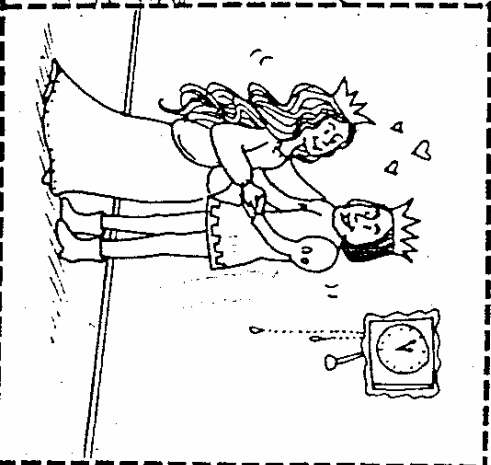
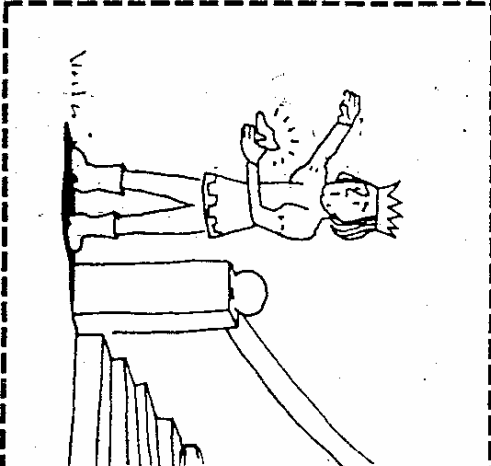
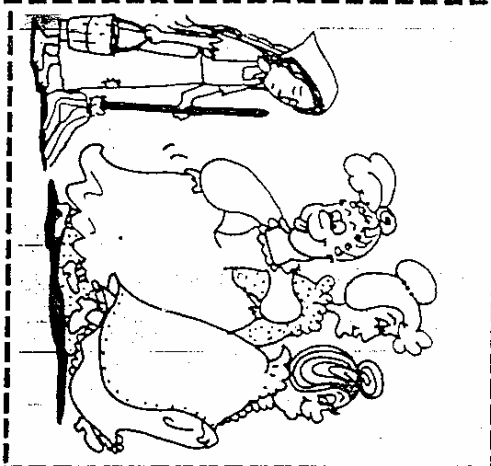
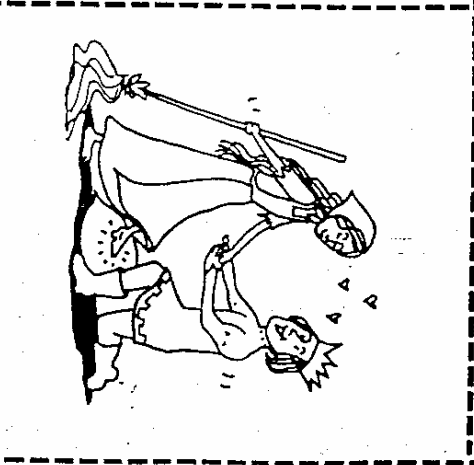
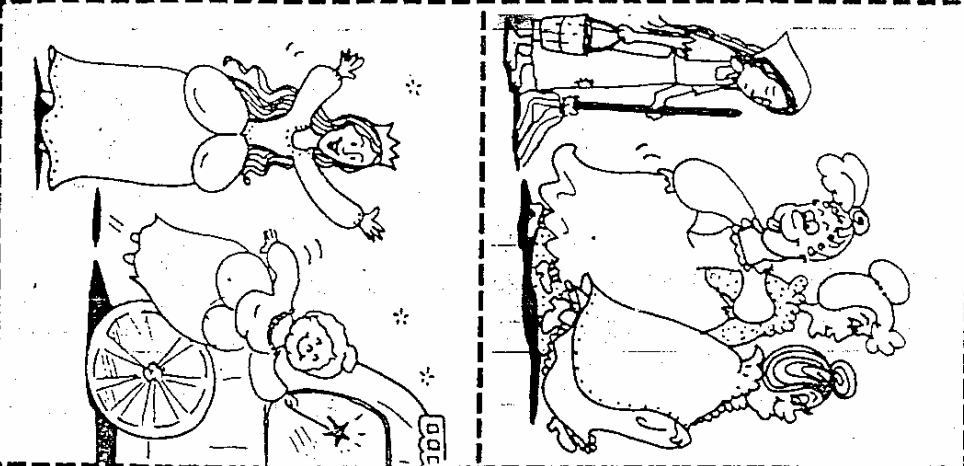
Name \_\_\_\_\_

Fairy Tales  
Story mapping

# Once Upon A Time

The form is shaped like a castle with three towers. The central tower has four horizontal sections labeled 'Title', 'Time', 'Place', and 'Solution'. The left tower has two sections: 'Main Characters' in an arched window and 'Country' in a rectangular section below. The right tower has two sections: 'Problem' in a rectangular section and 'Solution' in a larger rectangular section below. A flag is on the left tower. The castle has a crenelated top and a large arched doorway at the bottom center.

**Bonus Box:** If you liked this fairy tale, color the castle flag red. If you did not like the fairy tale, color the flag green. If you're not sure, color the flag blue.



13. Cinderella

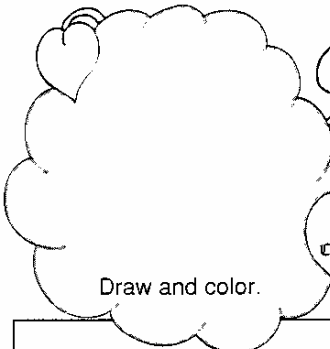
Name \_\_\_\_\_

Fairy Tales  
Character analysis

## Fairy-Tale Lessons

Can you find a lesson or two in a favorite fairy tale? Choose a fairy tale.

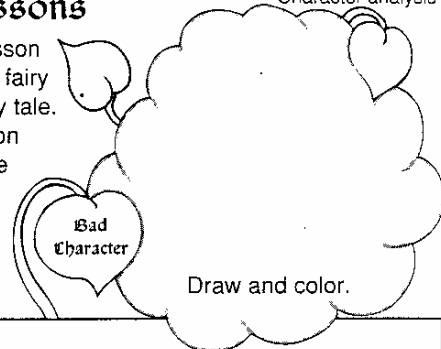
Write its name on the blank at the bottom of the page. Complete the activity.



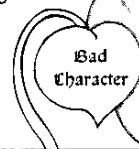
Draw and color.



Good  
Character



Draw and color.



Bad  
Character

What is the character's name?  
\_\_\_\_\_

How does the character act in the story?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What happens because of the good character's actions? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

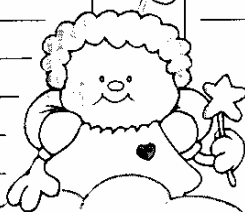
What lesson does the character learn?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is the character's name?  
\_\_\_\_\_

How does the character act in the story?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What happens because of the bad character's actions? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What lesson does the character learn?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name Of Fairy Tale \_\_\_\_\_

## Fairy Tales Around the World

Cinderella, with its theme of “rags to riches,” is perhaps the world’s best known fairy tale. It has been identified as early as the seventh century in China, and over 900 versions of the story have been collected and indexed.

While all the versions share a basic plot and motif, each has elements unique to its culture. The heroine does not always have a fairy godmother, but there is always some magic. Her slippers may be golden, red, brocade, or ... no slippers at all. The hero is a prince, a pharaoh, or even a warrior. They met at the Ball, or the Kabuki theater, or was it a church or a tent? Reading several versions of the Cinderella story can open the door to understanding other cultures. Whether fairy tales have spread from a single source and been modified, or are an expression of universal human needs and emotions, they provide a means to explore and compare many cultures.

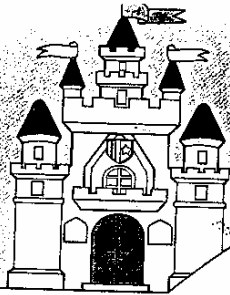
See the bibliography on page 79 for a list of “Cinderellas.” Enlarge the chart below and fill it in as you read and discuss the similarities and differences among the stories.

Help the children visualize the diversity by using a world map. Cut several slipper shapes from construction paper. As each story is read, write the name of the story or heroine on a slipper and place it on the appropriate country. As an alternative, label a world map on a bulletin board Cinderella, then use string or yarn from the label to each country.

Cinderella’s Many Sisters

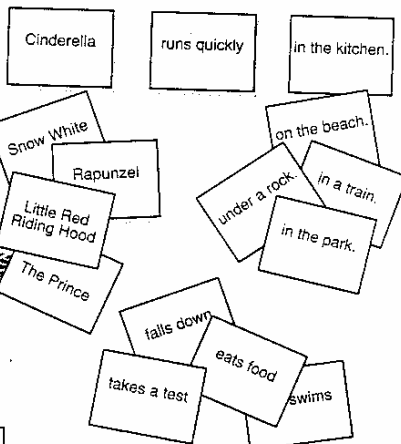
<b>Country</b>	<i>France</i>			
<b>Name</b>	<i>Cinderella</i>			
<b>Hero</b>	<i>Prince</i>			
<b>Magic by</b>	<i>Fairy Godmother</i>			
<b>Where She Meets Hero</b>	<i>Ball</i>			
<b>Test</b>	<i>Foot must fit in glass slipper</i>			
<b>Villains</b>	<i>1 stepmother 2 stepsisters</i>			





## Tales With A Twist

A unique way to interest your students in creating an original fairy tale is to use this zany activity. In advance gather a class supply of index cards in each of the following colors: pink, green, and yellow. On each pink card, write the name of one fairy-tale character. On each green card, write an *action* such as "flies," "jumps up and down," "falls asleep," or "sings loudly." Finally write a *setting*—such as "in the grocery store," "in a tree," "on a bridge," or "in my classroom"—on each yellow card. Have each student draw one card of each color and arrange them into a sentence in front of her. Ask each student to copy the sentence on her paper; then use it to write an original tale. Assemble the stories into a classroom collection of fairy tales. The laughter won't end as students read these whimsical tales again and again.



Rapunzel is taken by a witch and put in a tower.

The witch catches the prince visiting Rapunzel.

The witch uses Rapunzel's long hair to climb the tower.

A prince visits Rapunzel and falls in love.

#5 Rapunzel

## Story Strips

Use a sentence-strip activity to sharpen your students' sequencing skills. In advance gather a set of five sentence strips to program for each story (use a set of strips in a different color for each story if possible). Choose a fairy tale to feature and select five events from this story. Write each event on a separate strip. Program the story's title on the back of each strip and add a number to show its position in the sequence. Clip the five sentence strips together; then place them in a learning center. After you have shared the related story with your students, encourage each child to sequence the strips. Have the student read all five of the strips and recall the story's events—including parts that are not listed on the strips. Then the student puts the strips in order and checks the numbers on the back to see if the order is correct. Challenge students to create more sentence-strip story sets as you introduce other fairy tales. The sentence-strip sets will provide students practice with sequencing story events as well as improving their storytelling ability.

## Making Jolly Tea (for Cinderella's Ball)

When some solids are soaked in liquid, especially hot liquid, they change the liquid, or give it new qualities. This is called an *infusion*. Two common infusions prepared in the kitchen are coffee and tea.

Tea is made from an infusion of water, a liquid, with tea leaves, a solid. When the Jolly Postman stops by the homes of his fairy tale friends along his postal route, he is served this infusion.

In this experiment, you will discover some of the many other leaves and plant parts that can make drinks and learn the best conditions for extracting them.

### How Do Solids Flavor Water to Form Tea?

#### Materials and Equipment:

teaspoons	<b>whole spices:</b>	<b>herbs (leaves):</b>
2 tea balls or strainers	allspice (dried berries)	basil
teakettle	anise (seeds)	marjoram
water	cinnamon (bark)	mint
paper and pencil	cloves (buds)	oregano
hot water cups	fennel (seeds)	rosemary
		sage

#### Procedure:

Put about  $\frac{1}{4}$  teaspoon (1.25 mL) of an herb or spice in the tea ball or strainer for each cup of "tea." Pour fresh boiling water into one cup and cold water into another. Let the herb or spice steep (soak) in it for three to four minutes. Remove the tea ball or strainer and taste. Taste both. **Note:** Be careful not to burn yourself with the hot water.



Write a description of the taste:

Hot water: \_\_\_\_\_  
\_\_\_\_\_

Cold water: \_\_\_\_\_  
\_\_\_\_\_

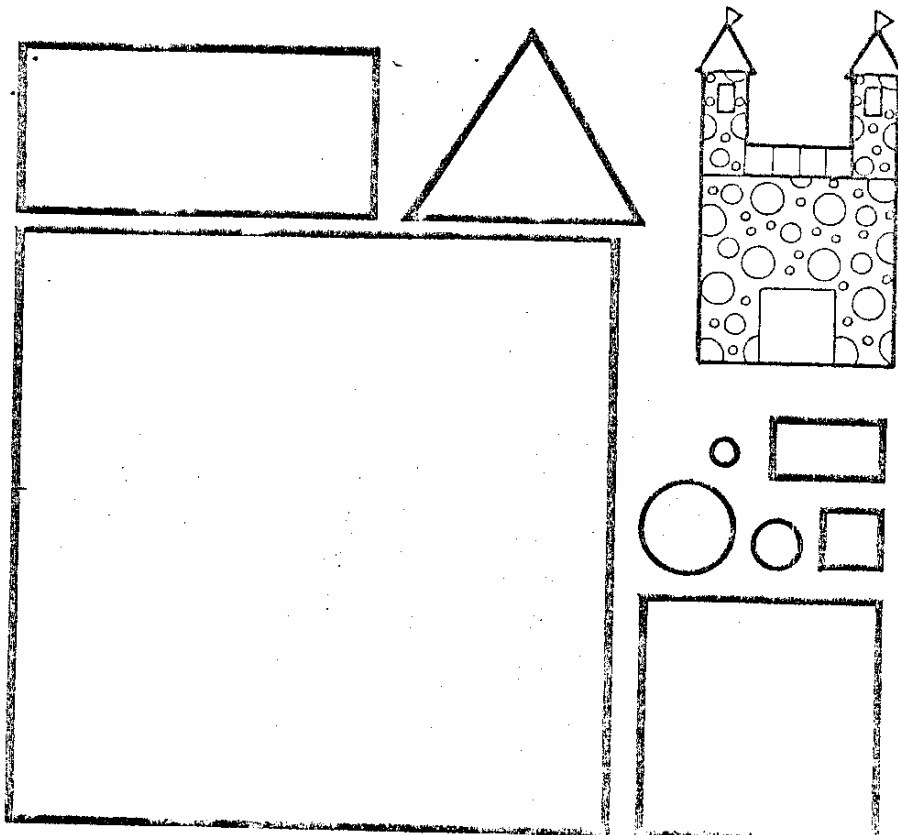
**Note to teacher:** Ground spices dissolve in water. Using them will produce the variety of flavors, but is not an "infusion."

## Cinderella's Castle

Castles are usually built out of stone or bricks, so they are strong and protect the people who live inside them.

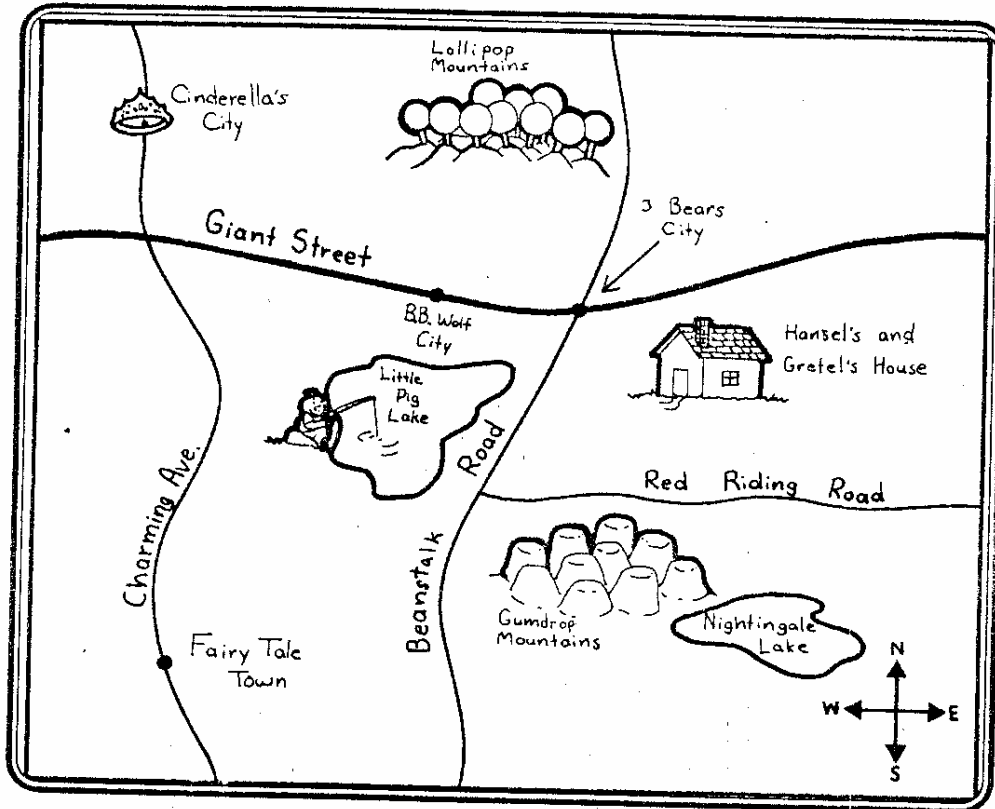
By combining basic shapes, you can create a castle of your own. Cut out the shapes and glue them together on a piece of construction paper. Start with a square, then add some rectangles as towers. The roofs are made of triangles. Use smaller rectangles as windows and squares to complete the top and as the door. Draw circles for stone walls or rectangles for bricks. If you wish, use a small triangle as a flag on the tower.

**Teacher's Note:** Older students may be able to use an arched shape for windows and doors.



# Reading a Jolly Map

Use the map to complete the sentences. Remember "Never Eat Soggy Waffles" to help you with directions.



1. \_\_\_\_\_ Road runs north and south.
2. \_\_\_\_\_ Lake is between Beanstalk Road and Giant Street.
3. \_\_\_\_\_ City is at the place where Beanstalk Road and Giant Street cross.
4. \_\_\_\_\_ Mountains are south of Hansel's and Gretel's House.
5. There are no towns on \_\_\_\_\_ Road.
6. \_\_\_\_\_ City is closest to \_\_\_\_\_ City.

## Game of GIANTS, WIZARDS, AND ELVES

This is similar to “Rock, Paper, and Scissors.” Giants raise their arms above their heads and make a giant “AAAAAAAH” sound. Wizards bend their knees and shake their hands out straight in front of them, as if casting a spell and Wizards say, “OOOOOH!” Elves bend their knees, open arms out to the side and yell, “EEEEEEH!”

Giants can crush Wizards, Wizards can cast a spell on Elves, and Elves can trip Giants. Divide students into two equal groups. Each group decides which character they will be and forms a line side by side, facing the opposing team. On your signal, the groups display their character, and, depending on their combination, will either chase or flee until the signal to end the round is given. A tagged player sits out one round.