

# 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*

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# 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

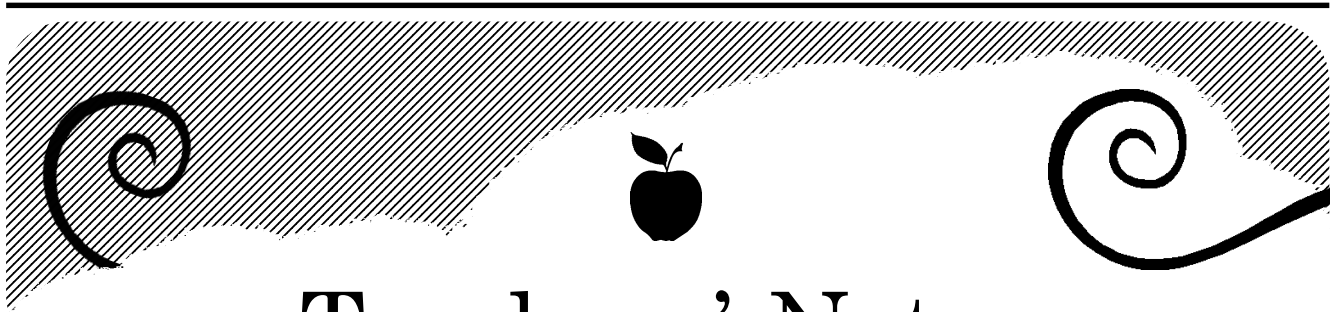
Goodnight Princess ..... 60

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	*	<b>INFORMATION GETTING</b> Recalling data; showing understanding through restating or extending ideas.	Answers factual questions; interprets information; describes or illustrates events.
2	**	<b>INFORMATION USING</b> Using information in a new situation through extending or breaking down concepts being studied.	Problem solving based on knowledge gained; making assumptions.
3	***	<b>CREATING &amp; EVALUATING</b> 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.

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# About the Stories

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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

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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."

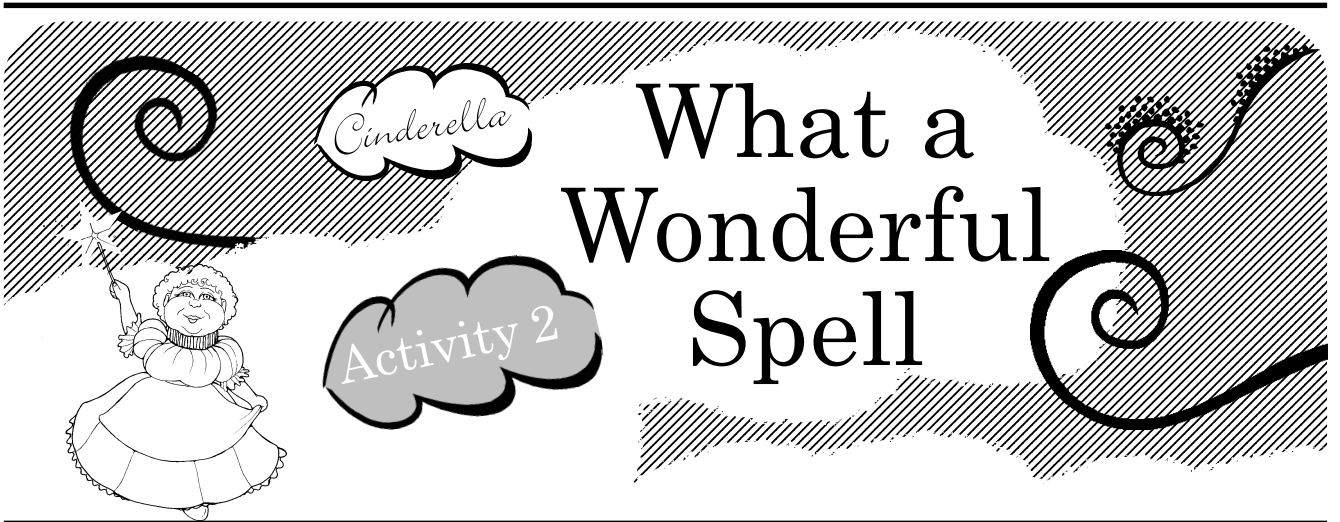
Cinderella sighed at the cat, "Oh dear, I'm so unhappy!" and the cat murmured "Miaow".

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!)

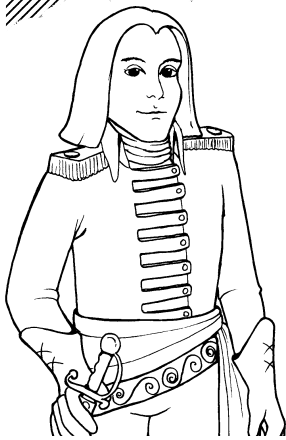
• Before

• 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.

Now draw a real picture of Cinderella for the prince.

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

Sample

Goldilocks

# Her Side of the Story

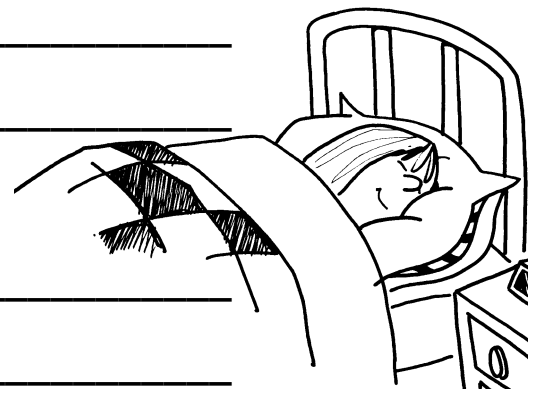
Activity 6

We all know that the bear family came home from their walk and found their porridge eaten, their chairs used and broken and their beds slept in. But what about Goldilocks? How would she have felt waking up and having three great, hairy bears staring down at her?

**\*\*\* Tell Goldilocks' side of the story. Write down what she thought, what she did straight away and what she did later.**

*Well, there I was having a nice snooze when ..*

Handwriting practice lines consisting of multiple horizontal lines for writing.





Jack & the  
Beanstalk

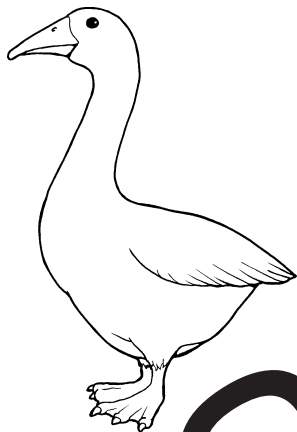
# Who's Who in the Story

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.



The cow

Jack



The giant

Jack & the Beanstalk

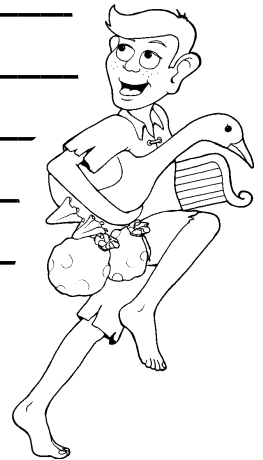
# The Trial of Jack

Activity 8

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.)