

Story Cards

Fairy Tales

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Story Cards

I N T R O D U C T I O N

About the series

Story Cards is an exciting and innovative series of books and cards aimed at developing and enriching the story-telling and story-writing skills of children at Key Stages 1 and 2.

There are two books and card packs for Key Stage 1:

Fairy Tales

Fantasy

and four books and card packs for Key Stage 2:

Myths and Legends

Science Fiction

Fantasy

Traditional Tales

Each book and accompanying card pack aims to:

- support teachers by providing a wealth of interesting ideas for story-telling and story-writing lessons;
- reduce teachers' preparation time through the provision of differentiated activities and photocopiable resources;
- stimulate children's interest and enjoyment in story-telling and story-writing;
- develop children's speaking and writing skills through stimulating and purposeful activities that are fun to do.

About each book and card pack

There is one book and an accompanying pack of cards for each story genre (see above) at Key Stages 1 and 2.

Each book contains:

- background information about the writing genre;
- detailed lesson plans for using the cards to develop story-telling and story-writing skills;
- exemplar stories that are differentiated;
- differentiated planning sheets;
- further activities – a wealth of further ideas for using the cards for additional writing tasks as well as speaking and listening games and activities.

Each lesson plan includes differentiated tasks to take into account children of differing ability levels –

thereby enabling all the children to work towards the intended learning objectives.

At Key Stage 1, the story cards are divided into four categories and these vary for each different story genre. For example, in the *Fairy Tales* pack they are:

- good characters;
- bad characters;
- settings;
- what happens.

Each category consists of six cards. For example, in the *Fairy Tales* pack the good character cards include a boy, a girl, a prince, a princess, an old man and an old woman.

Thus, by selecting just one card from each of the four categories, a complete story outline is created. By varying the cards used, a different outline can be created each time.

How to use the book and card pack

It is recommended that the teacher follows the lesson plans first, in order, from Lesson 1 through to Lesson 5. This ensures that the cards are introduced to the children in a structured way and that the teacher achieves confidence in using them as a basis for lesson planning.

After the lessons have been carried out, the children will have gained valuable knowledge about the particular writing genre as well as greater confidence in story-telling and -writing. To extend the life of the cards, the children can be encouraged to create their own cards to add to each category – or even make up their own complete set of cards to keep themselves.

The tasks in the further activities section can be used to extend and follow up the lessons. These activities are fun to do and will encourage the children to develop their speaking, listening and language skills.

About this book

This book forms part of the *Fairy Tales KS1 Story Cards* pack. It explains how to use the story cards for story-telling and story-writing activities. The pack is intended for use with children aged 5 to 7 years. The lesson plans and activities contained in this book are adaptable enough to be used with children across the key stage because suggestions for manageable differentiation are included.

The lesson plans

The book contains five lesson plans. It is suggested that the lessons are followed in order because the intention is to introduce the children to the fairy tales genre and then encourage them to write their own.

Each lesson plan contains:

- **Learning objectives**
This outlines the learning objectives for the lesson.
- **Resources**
This lists the resources needed to carry out the lesson.
- **What to do**
This outlines the lesson in detail.
- **Ideas for differentiation**
This gives suggestions for how the teacher might differentiate the main task in the lesson.
- **Plenary**
This provides suggestions for the plenary session at the end of the lesson.

Exemplar texts

There are two exemplar stories provided in the book:

- Text 1 – The Three Billy Goats Gruff
- Text 2 – The Magic Paintbrush

These texts have been illustrated, making them suitable for the children to read and enjoy. You may like to enlarge them on an OHP or photocopy them for individual use.

A photocopiable activity sheet is provided for use in Lesson 2.

Comic strip versions of Texts 1 and 2 have been included in order to provide differentiation. The teacher can choose to use these comic strip versions in different ways:

- to support less able children by providing them with a version they can read themselves;
- to use in future lessons to encourage the children to write comic strip versions of their own or well-known stories;
- to demonstrate how stories can be shortened and still retain meaning;
- to use as a model for a playscript;

- to provide ideas for creating picture-book versions of the story.

Story-building sheets and writing frames

At the back of the book there are three differentiated story-building sheets that encourage the children to build the elements of a story throughout the lessons. There are also two writing frames that are differentiated.

Further activities

This section of the book contains lots of ideas for the teacher to use the story cards in different ways and to develop the lesson plans further.

It contains:

- Ten-minute speaking and listening activities – a collection of exciting ideas for using the story cards in a variety of games and activities;
- notes about story-telling;
- notes about drama;
- art and craft ideas;
- extended writing activities.

Story cards

The story cards consist of:

Good characters

boy
girl
prince
princess
old man
old woman

Bad characters

wicked stepmother
vain queen
evil king
witch
giant
troll

What happens

Meet a stranger
Lose something
Find something
Get lost
Warned not to
do something
Make a wish

Settings

village
farm
cottage
woods
palace
countryside

Fairy tales – background information

Fairy tales are included in the genre of traditional tales, which also incorporates folk tales and fables. Traditional tales are stories that have been passed on as spoken tales from one generation to the next. They have been told and retold, sometimes with subtle changes woven into the story by the narrator. These stories were eventually written down in their many forms. Many of the themes of traditional tales appear across different cultures and numerous versions exist of each one. This is due to the origins of traditional tales being spoken as opposed to being recorded in a written form.

Fairy tales encompass an element of magic or enchantment; for example, a prince turning into a frog in 'The Golden Ball', a pumpkin turned into a coach by a fairy godmother in 'Cinderella' and the magic beans that grow into a gigantic beanstalk in 'Jack and the Beanstalk'. Fairy tales often begin with 'Once upon a time ...' and usually end with everyone living happily ever after. Sometimes these stories also contain magical folk such as fairies or elves; for example, 'The Elves and the Shoemaker'.

Folk tales originate from a particular ethnic people and the oral tradition of these tales tells the story of their history, culture and superstitions. In some cultures these stories are still passed on orally rather than told in a written format. Folk tales usually have a simple plot concerning a theme or message.

Fables often feature a talking animal as the main character. This type of traditional tale teaches the reader a moral or lesson to be learned from their behaviour or actions. The most famous fables are those of Aesop, who is thought to have been a Greek slave who lived about 600BC. Aesop used animals to point out the errors in people's behaviour. Other fables were written by La Fontaine, but Aesop remains the most famous creator of fables and his name is almost synonymous with the genre.

Lesson 1

Learning objective

- To identify the main character in fairy tales.

Resources

- Enlarged copy of either Text 1 or Text 2 (pages 16 to 19 or 22 to 24)
- A collection of fairy tale storybooks
- An enlarged copy of Story-building sheet 2 (page 29)
- Copies of Story-building sheets 1, 2 and 3 for the children (pages 28 to 30)
- The *Fairy Tales Story Cards* pack

What to do

- ❑ Tell the children that over the next few lessons they are going to find out about a certain kind of story called a 'fairy tale' so that they can write their own. Write the term 'fairy tale' on the board. Show them the front covers of the collection of fairy tale books and ask them if they have heard or read any of these stories.
- ❑ Tell the children that you are going to read them a fairy tale. Read either Text 1 or Text 2. Ask who was in the story. Confirm their suggestions that either the Billy Goats Gruff and the troll or Ma Liang, the old man, a farmer, an old woman and the emperor were in the story.
- ❑ Explain that the people and animals in stories are called 'characters' and that in fairy stories the main character is usually the 'good' person. Say that there is also usually a 'bad' person. Tell them that in this lesson they are going to think about the good characters in fairy tales and they will be looking at the bad characters in the next lesson.
- ❑ Ask the children if they can think of the names of any good characters from fairy tales. Take their suggestions and write some examples on the board, such as Snow White and Cinderella. Ask the children why you have started each name with a capital letter. Confirm that when writing someone's name we should always start with a capital letter. Remind them that they use capital letters when writing their own names.
- ❑ Introduce the story cards. Explain that they show different parts of a story – the good character, the bad character, where the story happens and what happens. Say that by using one of each different type of card a complete story can be built up.
- ❑ Explain that today they are going to look at the good character cards. Show the children the good character cards, one by one – the prince, princess, girl, boy, old man and old woman. Ask

for ideas to describe each of the characters in turn; for example, old, young or pretty.

- ❑ Choose one of the cards – for example, the old man – and ask the children for ideas for a name. Write their suggestions on the board; for example, 'tom'. Ask the children if it is written correctly. Confirm that it should be written with a capital initial letter because it is his name. Rewrite it as 'Tom'.
- ❑ Show the children the enlarged copy of Story-building sheet 2 and explain that we can write down some of our good ideas so we don't forget them. In the good character section write 'old man' and 'Tom'. Ask the children what kind of person they think Tom is and add suitable details to the sheet; for example, poor and kind. Explain that they will be using a sheet like this to help them plan their own story.
- ❑ Organise the children into ability groups and give each group a good character card. Ask them to share their ideas about their character, his or her name and what he or she could be like.

Ideas for differentiation

Ability group 1

Ask these children to work together as a group and share their ideas. Give them a copy of Story-building sheet 1 and ask them to draw their good character and decide on a name. Ask them to read and then circle one or two describing words from the box.

Ability group 2

Give these children a copy of Story-building sheet 2. Ask them to give their good character a name and choose words to describe him or her. Explain that there are words on the sheet to help them but there is also space if they can think of their own.

Ability group 3

Give these children a copy of Story-building sheet 3. Ask them to give their good character a name and to think of a brief description. In addition to thinking of suitable words to describe what their character looks like, they could think about what kind of person their character could be; for example, kind or brave.

Plenary

Invite children from each group to act out their character and ask the other children what kind of character they are; for example, old or young, happy or sad. Discuss their choice of names and suitability of descriptions.