

Finding Faerie *Fairy Tale Collection*



A Reading Guide by Lisa Kelly

Finding Faerie consists of two volumes of carefully selected fairy tales compiled by Lisa Kelly; this reading guide is an accompaniment to those tales.

Vol. 1 –*Spinning Straw: Tales to Elicit Enchantment*

Vol. 2 –*Into the Forest: Enchanted Explorations*



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Author's Note

Literary Elements and Literary Techniques are incorporated as they best illustrate them based on the book itself. In other words, I do not predetermine which terms and elements I will include in advance, aside from being aware of the age range for which the guide is designed. The best introduction to them occurs when they are presented by the book itself. I then try to bring them forward as they appear.

Ideally, I will create guides for most every book and poem included in this entire curriculum. This will provide the balance needed to provide full coverage of literary elements and techniques. While this guide may introduce one or two specific terms, another guide may introduce a few different ones. There may also be some repetition, which of course offers review and repeated exposure.

I don't wish for literature to be analyzed to the point of destroying a child's natural interest in how an author creates it, especially in the younger years. This is why I emphasize that each teacher should introduce the elements and techniques as best fits each student and situation.

Lesson Notes

1. "Connection" questions and prompts were written to bridge the gap between chapter readings. They were designed to bring forth what students already know about a topic so that the new information can be connected to it.
2. Have students define the words listed under "Words to Know" either independently or together orally with the teacher. Teachers and students should locate any listed places, read and discuss any notes included at the beginning of each lesson and discuss the pronunciation of any words, as needed.
3. Students should either have the book read aloud to them or should read each chapter (or reading section) together with the teacher or should read the book independently, whichever best fits.
4. After reading, students should narrate. There are multiple narration suggestions for each chapter.
5. Any lessons in literary terms can be included or omitted as it best fits the needs of your students.

Booklist & Resources

- *Spinning Straw: Tales to Elicit Enchantment* [Finding Faeries Vol. 1] compiled by Lisa Kelly*
- *Into the Forest: Enchanted Explorations* [Finding Faerie Vol. 2] compiled by Lisa Kelly*
- *Finding Faerie: Fairy Tales Collection: A Reading Guide* by Lisa Kelly
- OPT –*The Perfect Wizard: Hans Christian Andersen* by Jane and Dennis Yolen

*You may use alternative online resources/books for the fairy tales rather than purchasing and using *Spinning Straw: Tales to Elicit Enchantment* and *Into the Forest: Enchanted Explorations*. Links for *Fairy Tales from Hans Christian Andersen* by Hans Christian Andersen, *Fairy Tales of the Brothers Grimm* translated by Mrs. Edgar Lucas and *The Blue Fairy Book* by Andrew Lang –the selections included in these volumes– can all be found at the website.

Literary Elements and Literary Techniques

- author & biography [OPT]
- characters
- setting
- fiction & nonfiction

Picture Studies & Art Project

There are 5 picture studies, 1 image of Hans Christian Andersen [Image A] and 1 art project [optional]. Images needed for these picture studies are in color and can be found in the appendix. Image A is a portrait of Hans Christian Andersen, which can be shared with students when introducing him.

The presentation of these images will be scheduled for **after** the reading of the story. This allows children to visualize the story in their own minds first, keeping another person’s ideas from interfering with that.

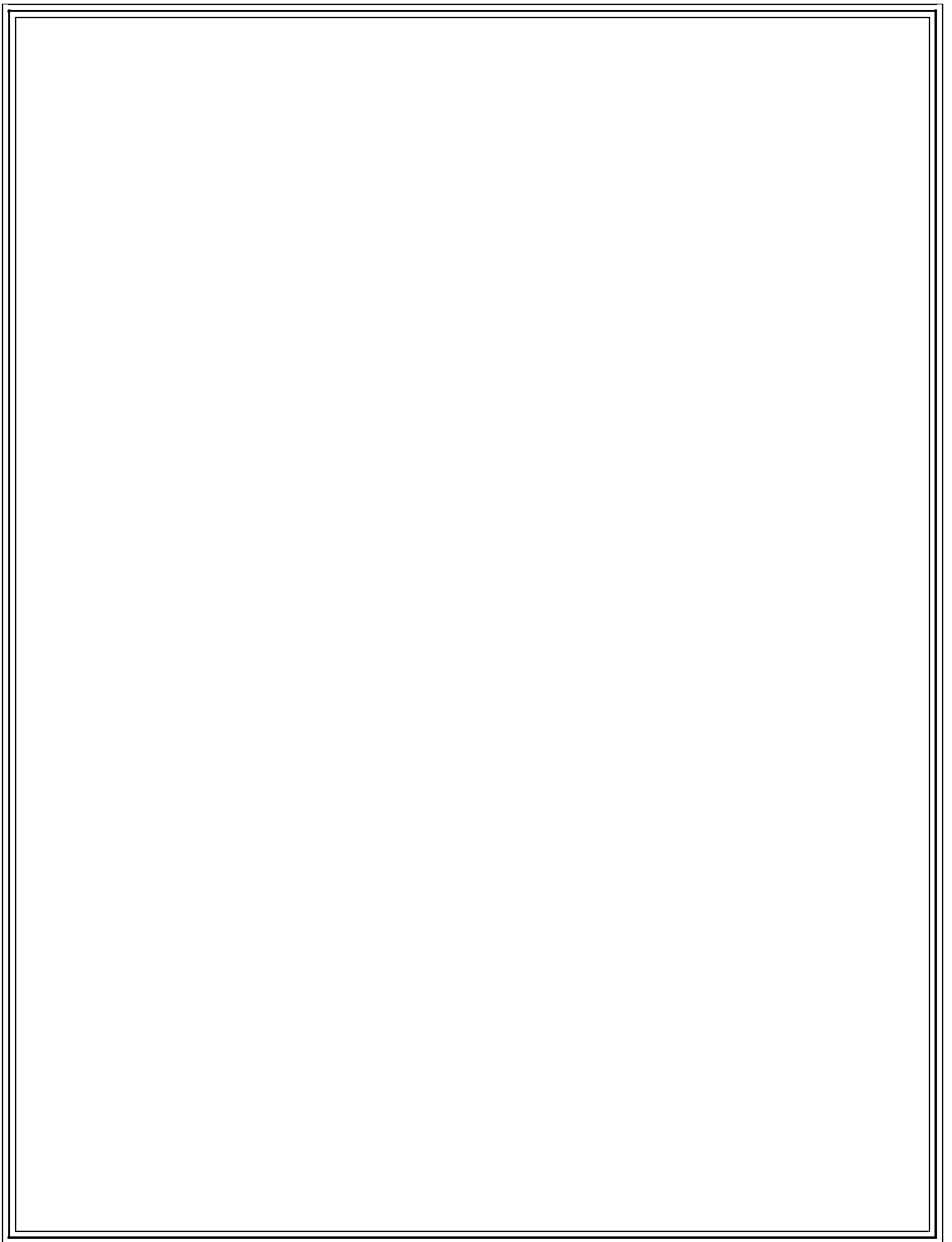
Coloring Pages

Links to websites with free printable coloring pages for some stories can be found at *A Mind in the Light*. Look under the tab “Resources” and then scroll down to “Literature”. You can find the links under “Fairy Tales”.

Exam Prompts

- Describe a memorable scene. What made this scene memorable?
- Name several characters from the fairy tales read. Choose two and tell about each one.

There are more exam prompts in the guide. This is a sample only.



Spinning Straw –Reading 1

- * Read “The Ugly Duckling” by Hans Christian Andersen from *Spinning Straw: Tales to Elicit Enchantment*.

Before the Reading

- Connection: Use the title of this story as a guide to tell what you think it will be about. How might it feel to be thought of as “ugly”?
- Present Image A: *Portrait of Hans Christian Andersen* by Christian Albrecht Jensen, 1836. What do you see in this portrait?
- Word to Know: tribulation
- Find a picture of dock leaves to share with your student. [These are also mentioned in “Thumbelina”.]



After the Reading

Narration Suggestions –Choose One

- Narrate what happened at the marsh.
- Tell what the cat and hen said to the ugly duckling. What do they expect him to do or say? How does this make the ugly duckling feel and what does he decide to do next?
- Narrate about the troubles of the ugly duckling during the winter.
- Why was the swan grateful for his misery and tribulation?
- Draw a picture of the swan in the marsh on a beautiful spring day. Give your picture a title and share it with someone, telling about it.
- Is the swan a better creature in the beginning of the story or at the end? [Was he good in both parts?]
- Should only those who are beautiful be accepted by others?
- Did the swan experience an outside change or an inside change? [Did he experience both?]

Literary Elements

Setting – This is the time and place in which a story occurs.

Help your student describe the time and place of this story. [Reread this portion, if needed.] Share with your student the picture of the duck leaves. Read a portion of the story which describes the ugly duckling at the marsh. What animal and plant types live in or around a marsh?

Finally, have your student draw a picture of this setting and label it.

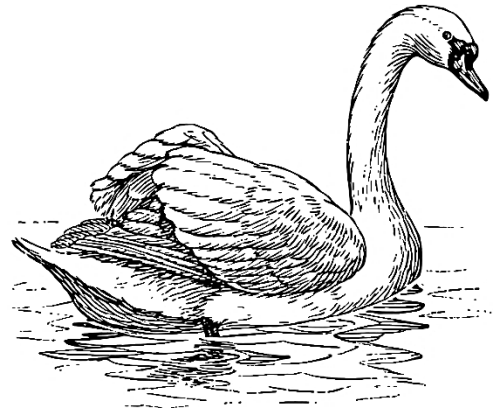
Additional Activity

- Print coloring pages of swans for this story, if you'd like.

R: Literature, Fairy Tales

Picture Study

- Present Image B: *The Old Woman* [from “The Ugly Duckling”] by Eleanor Vere Boyle, 1872. Describe all that you see in this illustration. Does this scene feel welcoming? Does this look like an easy life for the old woman? Does this match the image you visualized when listening to the story? In what ways is it different? The same?



Spinning Straw –Reading 2

- * Read “Thumbelina” by Hans Christian Andersen from *Spinning Straw: Tales to Elicit Enchantment*.

Before the Reading

- Connection: What is wrong with the title “The Ugly Duckling”? [Ans. The story was about a swan not a duckling and neither a swan nor duck are ugly if they are seen for what they are supposed to be.] If you could meet the “Ugly Duckling”, then what would you ask or tell him? Of what does the name “Thumbelina” make you think?
- Note: Find pictures of dock leaves [see previous lesson] and a cockchafer to share with your student.



After the Reading

Narration Suggestions –Choose One

- Draw a picture of Thumbelina, her cradle and her wreath of flowers on a plate. Give your picture a title and share it with someone, telling about it.
- Tell the adventures of Thumbelina from the time she is at her home with her mother up to the time of her new home with the prince.
- Tell about the swallow and his friendship with Thumbelina.
- Draw a picture of your favorite scene from the story. Share your picture with someone, telling about this scene and why it was your favorite.
- Create an imaginary map which shows Thumbelina’s travels from her home, the toads house, down the stream and to her summer home, and then on to the home of the field mouse. Finally add her new home with the prince. Add color, labels and other details that you would like to add to the map. [If your student would like to create this map, but is very young; please feel free to adjust the outcome expectations as needed.]

Picture Study

- Present Image C: *Thumbelina Very Desolate* [from “Thumbelina”] by Eleanor Vere Boyle, 1872. Describe all that you see in this illustration. How do you think Thumbelina might be feeling? How do we know this? Do other creatures in this illustration look concerned? Describe the colors in the illustration. What colors would you have chosen? If you could jump into this illustration, what would you most like to do or say?

Into the Forest –Reading 6

- * Read “Beauty and the Beast” (Part 2 of 3) from *Into the Forest: Enchanted Explorations*.

Before the Reading

- Connection: Tell of the Merchant’s time away from home.
- Words to Know: lamented and provoked
- Read from where the last reading left off, stopping just before “And then her dreams changed, but the charming Prince figured in them all...”

After the Reading

Narration Suggestions –Choose One

- Should Beauty’s family be angry with her for asking for a rose?
- “Dear Beauty, try not to regret all you have left behind you, for you are destined to a better fate. Only do not let yourself be deceived by appearances.” Who said this? What is meant by this?
- Pretend that you are Beauty and have been permitted to write a letter to your family. Tell them about your time there so far.
- Should Beauty have been given more time to say goodbye to her father?
- Choose a character from the story and tell what you would have done differently if you had been her/him. Tell why.
- Is Beauty brave?