

The End . . . or is it?

Writing different versions of fairy tales can be great fun for kids. Since the story elements are already established, the students can concentrate on only one or two of the elements to make their changes or they can focus on a different style of writing—perhaps more modern.

Another idea is to decide and write about what might have happened next, after the “happily ever after.” Many students are familiar with the popular *Frog Prince Continued* by Jon Scieszka. Another good example is *Goldilocks Returns* by Lisa Campbell Ernst. A middle-aged Goldi repents and returns to the bears’ house. She enters their house again while they are taking their morning constitutional and prepares to “set things right.” She replaces their boring oatmeal with fat-free Rutabaga Breakfast Bars and cans of Tart-N-Tasty Celery Juice. She rearranges, redecorates, and restocks the kitchen shelves with more bars and juice. Exhausted, she falls asleep on the bed.

I think you can imagine Papa Bear’s reaction when HE returns!

Featuring Females

Are you looking for some folk or fairy tales with strong female characters? Try these:

Cinder Edna by Ellen Jackson Illustrated by Kevin O’Malley 0688123228

Flossie and the Fox by Patricia C. McKissack Illustrated by Rachel Isadora 0803702507

Kate and the Beanstalk by Mary Pope Osborne Illustrated by Giselle Potter 0689825501

Little Red Riding Hood Written and illustrated by Lisa Campbell Ernst 0689801459

(Grandma takes the cake in this one!)

Rumpelstiltskin’s Daughter Written and illustrated by Diane Stanley 068814327X

(This can also be used as a “what happened after” story.)

The Four Gallant Sisters by Eric Kimmel Illustrated by Tatyana Yuditskaya 0805019014

Comparisons

One way to reinforce students’ ability to recognize and work with story elements is to have them compare an element from one story with the same element from another story. This can be done with a chart or table that lists several characteristics for the two characters. It can also be done with a Venn Diagram. Another variation is to have the student compare one of the characters with himself or herself.

The same thing can be done with the setting. Comparisons can be made between stories or between a story and the student’s home/school/town/country. A student might divide a paper in half and draw the two settings with a label stating the time and place of each or writing a short paragraph about each.

It is important that the students include the title(s) and author(s) on all of the worksheets. They may have to abbreviate in order to fit the information on the lines provided.

The worksheets included with this newsletter are meant to be adapted to your needs. Feel free to change them in any way. For younger students and with many fiction books, you may want to eliminate or change the words in the center of the setting comparison sheet.

(Climate, Land, Population, etc.)