Fairy Tales of Brothers Grimm

Comprehension Guide

Exclusive!

Fairy Tales of the Brothers Grimm

Comprehension Guide
by Emily Fischer

Designed by
Ned Bustard

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Fairy Tales of the Brothers Grimm

How to use this Guide

This guide is intended to help you study, understand, and enjoy *Fairy Tales of the Brothers Grimm.* You might ask if a guide is really necessary to read a book. Is the student not just working to improve reading skills while being taught to enjoy reading a good book? Certainly, it is the case that the more a child reads, the more he should improve his skills, but quantity is not the only issue. Once a child has received adequate phonetic training he should learn how to read a book. Most educators using this guide will be teaching children in the grammar stage, generally understood to be during the elementary years in classical education. (For a thorough understanding of classical Christian education a reading of Recovering the Lost Tools of Learning by Douglas Wilson is highly recommended.) The basic goals of reading in the grammar stage are as follows:

The student should be able to:

1. Fluently read a given selection orally.
2. Show an increased desire for reading.
3. Show comprehension on a literal and inferential level.
4. Demonstrate an increased vocabulary.
5. Identify basic Biblical values in the literature being read.
6. Identify various styles (myths, poems, fantasy, fiction, nonfiction, etc.)

Answers to the questions are found in the back of the guide. The students' answers should be in complete sentences, and they should restate the question in their answer.

Example:

Question: What kindness did the frog do for the princess?
Answer: The kindness the frog did for the princess was to recover her golden ball from the well.

Such writing practice trains the student to answer thoroughly, completely, and with proper grammar. Another reason is to encourage integration. We want students to understand that how they write something is as important as what they write.

The question of grading is one that always arises. Unless otherwise indicated you should assume that each question is worth one point.

There are more comprehension worksheets toward the back of this guide for other common fairy tales. You may wish to use these to expand your unit. May you and your students gain a great appreciation for this wonderful book.

Fairy Tales of the Brothers Grimm
Daily Plan (Everyman Version)

It is suggested that the fairy tales are read following the daily plan in order to show commonalities and discuss different themes.

Day 1:
- Discuss genre. Be sure to cover the facts on the genre worksheet as listed in the answer key in the back of this guide.
- Read the Introduction in the Study Guide.
- Fill in the venn diagram worksheet showing the differences and similarities between the Brothers Grimm and Hans Christian Anderson.
- Read The Traveling Musicians and The Elves and the Shoemaker.
- Students complete the worksheets on The Traveling Musicians and The Elves and the Shoemaker.

Day 2:
- Review genre by having the students complete the genre worksheet.
- Go over directions for What Makes a Fairy Tale chart.
- Chart together the elements of The Traveling Musicians and The Elves and the Shoemaker.
- Read Rapunzel. Chart together the elements of Rapunzel. Read and chart Hansel and Gretel.
- Students do the worksheets on Rapunzel and Hansel and Gretel.

Day 3:
- Read Frog Prince.
- Discuss theme. A common theme of fairy tales is to not judge things by their appearance.
- Read Lily and The Lion and have students identify what was not really what it appeared to be.
- Begin the Theme Flap Project. Make the page with the flaps and fill in the first two flaps.
- Students do worksheet on Frog Prince.

Day 4:
- Read the Fisherman and His Wife and Snow White and Rose Red.
- Students complete the last two flaps on the Theme Flap Project.
- Students complete the worksheet for Fisherman and His Wife individually.

Day 5:
- Read the Water of Life and Goose Girl.
- Review theme. Begin the Fairy Tales Theme Project. Students should be able to come up with several themes about which they have already read. Remember to continue adding to this sheet over the course of the next several days.
- Students do worksheets on the Water of Life and Goose Girl.

Fairy Tales of the Brothers Grimm
Daily Plan (Everyman Version), Page 2

As the fairy tale unit comes toward an end, it is suggested that the teacher go to the library and provide the classroom with many more books of fairy tales, folk tales, or legends. Include tales from other cultures. Try to find several versions of Cinderella, Little Red Riding Hood, and Sleeping Beauty for Day 8. Encourage the students to read these for fun after completing the lesson for the next several days.

Also, be reviewing the genre worksheet and the venn diagram on the Brothers Grimm and Hans Christian Anderson for a quiz on Day 10.

Day 6:
- Read Golden Goose and The Twelve Dancing Princesses.
- Do the Golden Goose People Chain Project.
- Students do worksheets for Golden Goose and The Twelve Dancing Princesses.

Day 7:
- Read The Brave Little Tailor and have students do the worksheet.
- Read Rumplestiltskin.
- Make the Tower Scenes Project.

Day 8:
- Read Ashputtel, Little Red-cap, and Briar Rose. Ask the students what well known fairy tales these stories are like. (Answer: Cinderella, Little Red Riding Hood, and Sleeping Beauty) Discuss why tales have different versions in different cultures. (Most of these stories were passed along orally for many years before they were ever written down.)
- Have students read several versions of these tales from the library for fun.

Day 9:
- Read Clever Elsie.
- Read Tom Thumb.
- Discuss the similarities and differences between Elsie and Tom Thumb. Have students make a venn diagram if you wish to review this type of visual organizer from earlier in the unit.
- Students do worksheets on Clever Elsie and Tom Thumb.

Day 10:
- Students take the genre quiz (see page 11). Remaining time may be spent reading more fairy tales for fun.

Fairy Tales of Brothers Grimm

Daily Plan (The Random House Book of Fairy Tales)

It is suggested that the fairy tales are read following the daily plan in order to show commonalities and discuss different themes. Page numbers in parentheses refer to pages in the guide.

Day 1:

- Discuss genre. Be sure to cover the facts on the genre worksheet.
- Read the Introduction in the Study Guide (p. 9).
- Fill in the venn diagram worksheet showing the differences and similarities between the Brothers Grimm and Hans Christian Andersen (p. 10). Answers are on page 64 in the guide.
- Read Thumbelina and The Elves and the Shoemaker.
- Students complete the worksheet on The Elves and the Shoemaker (p. 17).

Day 2:

- Review genre by having the students complete the genre worksheet (p. 11). Definitions and examples for this worksheet are in the answer section on page 64 of the guide.
- Go over directions for What Makes a Fairy Tale chart (p. 19).
- Chart together the elements of The Elves and the Shoemaker and Thumbelina.
- Read Rapunzel. Chart together the elements of Rapunzel. Read and chart Hansel and Gretel.
- Students do the worksheets on Rapunzel (pgs. 21, 22) and Hansel and Gretel (pgs. 23, 24).

Day 3:

- Discuss theme. A common theme of fairy tales is to not judge things by their appearance.
- Read Frog Prince and have students identify what was not really what it appeared to be.
- Begin the Theme Flap Project (p. 27). However, make your project to have only three flaps. Do this by cutting two slits rather than three in step three. Make the page with the flaps and fill in the first of the three flaps.
- Students do worksheet on Frog Prince (pgs. 25, 26).

Day 4:

- Read Beauty and the Beast and Snow White.
- Students complete the last two flaps on the Theme Flap Project.
- Students complete the worksheet for Snow White individually (p. 31).

Day 5:

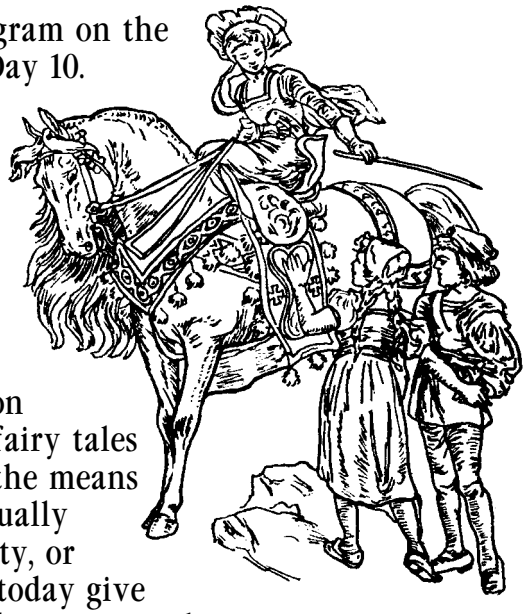
- Read The Steadfast Tin Soldier and The Emperor's New Clothes.
- Review theme. Begin the Fairy Tales Theme Project (pgs. 49, 50). Students should be able to come up with several themes about which they have already read. Remember to continue adding to this sheet over the course of the next several days.

Fairy Tales of Brothers Grimm

Daily Plan (The Random House Book of Fairy Tales), Page 2

As the fairy tale unit comes toward an end, it is suggested that the teacher go to the library and provide the classroom with many more books of fairy tales, folk tales, or legends. Include tales from other cultures. Try to find several versions of Cinderella, Little Red Riding Hood, and Sleeping Beauty for Day 8. Encourage the students to read these for fun after completing the lesson for the next several days.

Also, be reviewing the genre worksheet and the venn diagram on the Brothers Grimm and Hans Christian Andersen for a quiz on Day 10.



Day 6:

- Read The Valiant Little Tailor and have students do the worksheet (p. 42).
- Read Rumplestiltskin.
- Make the Palace Scenes Project (pgs. 43, 44).

Day 7:

- Have students make a list of fairy tales in which common people became royalty in the end. Why would so many fairy tales contain this common element? Have students try to list the means by which these common people became royalty. (It is usually linked to their good character such as kindness, generosity, or honesty.) Tell the students that the tales they will read today give insight into the perceived lifestyle and attitudes of royalty. Have students pay close attention to how the author describes them. Also look for the one character who becomes nobility.
- Read The Real Princess and The Twelve Dancing Princesses.
- Students do the worksheet for The Twelve Dancing Princesses (pgs. 39, 40).

Day 8:

- Read The Sleeping Beauty in the Wood, Red Riding Hood, and Cinderella. Discuss why tales have different versions in different cultures. (Most of these stories were passed along orally for many years before they were ever written down.)
- Have students read several versions of these tales from the library for fun.

Day 9:

- Read Puss in Boots.
- Read Jack in the Beanstalk.
- Discuss the similarities and differences between the miller's youngest son and Jack. Have students make a venn diagram to review this type of visual organizer from earlier in the unit.

Day 10:

- Students take the genre quiz (p. 13). Remaining time may be spent reading more fairy tales for fun.

Fairy Tales of the Brothers Grimm
Introduction

Two names come to mind when the subject of fairy tales is considered. Hans Christian Andersen and the Brothers Grimm (Jacob and Wilhelm) are both famous for the books of fairy tales that they published. The Grimms and Andersen both lived in the early 1800's. They actually met, even though Andersen was from Denmark and the Grimm brothers were German. Hans Christian Andersen became famous first for the fairy tales he himself wrote. The Grimms did not actually write the fairy tales that bear their name. Rather the Brothers Grimm sought to record a collection of fairy tales from their folk tradition. Despite their different origins, the fairy tales of the Brothers Grimm and Hans Christian Andersen show us a magical world where the virtuous triumph and live happily ever after.

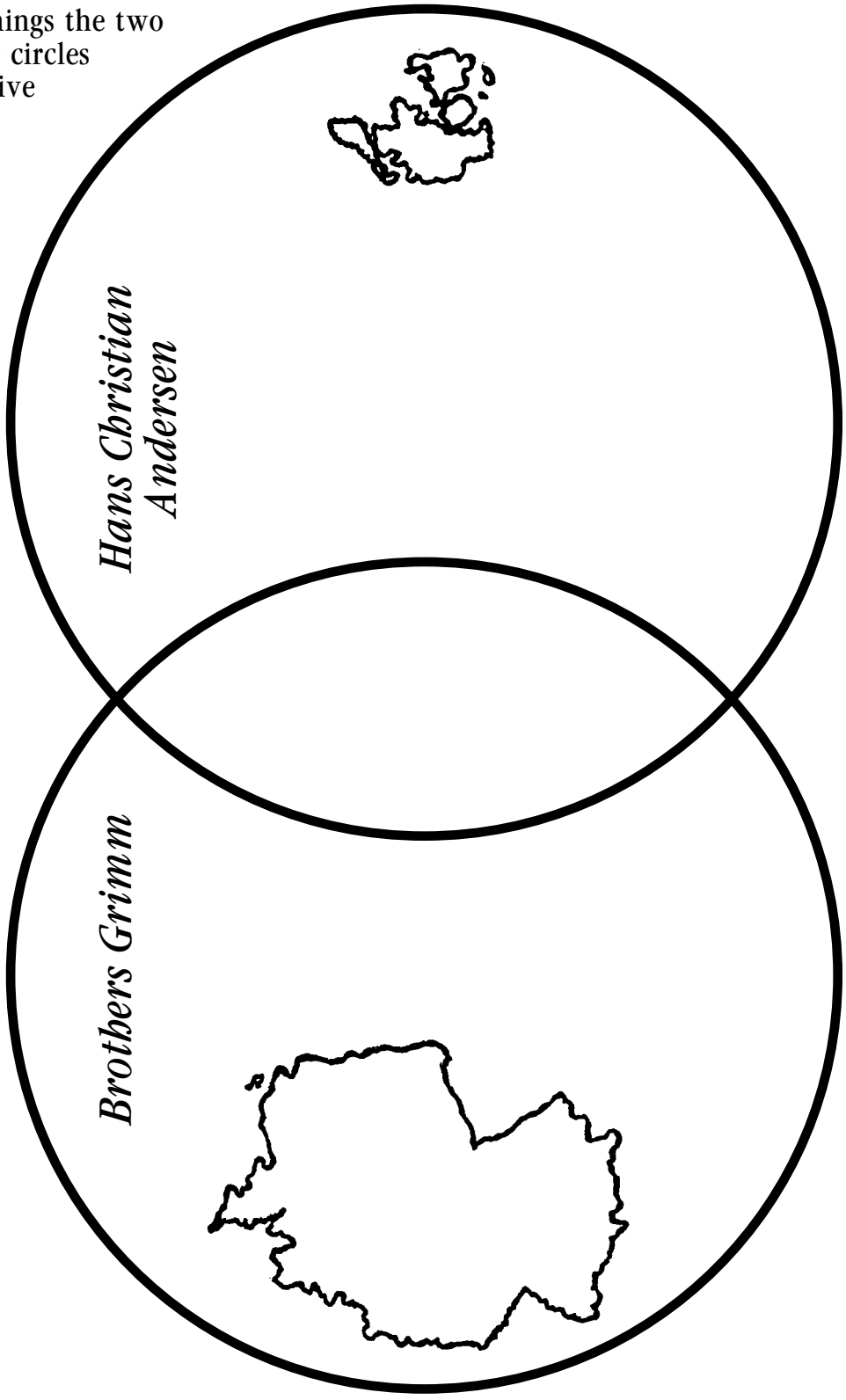
Fairy Tales of the Brothers Grimm

Andersen and the Grimms Note Sheet

Read the Introduction in the book. Have students write the things the two had in common where the circles overlap. Write the distinctive characteristics under the appropriate side.

<u>Purposes of Fairy Tales:</u>

1.
2.



Fairy Tales of the Brothers Grimm

Genre

Myths

_____

_____

Legends

_____

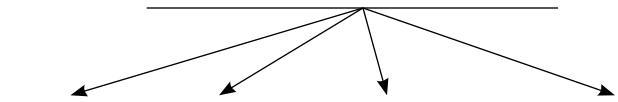
_____

Fairy Tales

_____

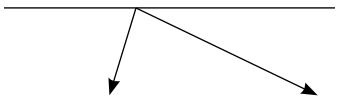
_____

Fiction



_____ _____ _____ _____

Non-fiction



_____ _____

Fairy Tales of the Brothers Grimm
Quiz on Genre and Andersen and the Brothers Grimm

Fill in the blank with the correct word: fairy tales, legends, myths, or genre.

1. _____ made up stories in which some parts are probably true, but most parts have been exaggerated or made up.
2. _____ type of literature
3. _____ made up stories that often explain events in nature; they often include gods or heroes.
4. _____ made up stories that include events or characters that could not exist in real life.
5. Fiction is _____. Nonfiction is _____.
6. Give three examples of fiction.

   _____

   _____

   _____
7. Give three examples of nonfiction.

   _____

   _____

   _____

Write Brothers Grimm, Hans Christian Andersen, or Both in the blanks:

1. _____ made up the fairy tales.
2. _____ collected the fairy tales from folk legend.
3. _____ put together a book of fairy tales.
4. _____ lived in the early 1800's.
5. _____ lived in Germany.

Fairy Tales of the Brothers Grimm
The Traveling Musicians

1. Write the problem of each animal in the beginning of the story.

   donkey

   dog

   cat

   rooster

2. What did the animals hope to join when they reached Bremen?

3. Whom did they find in the house that night?

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The Traveling Musicians, Page 2

4. How did they make the house empty?

5. Describe what the robber thought each animal was when he came back at midnight.

cat

dog

donkey

rooster

Fairy Tales of the Brothers Grimm

The Elves and the Shoemaker

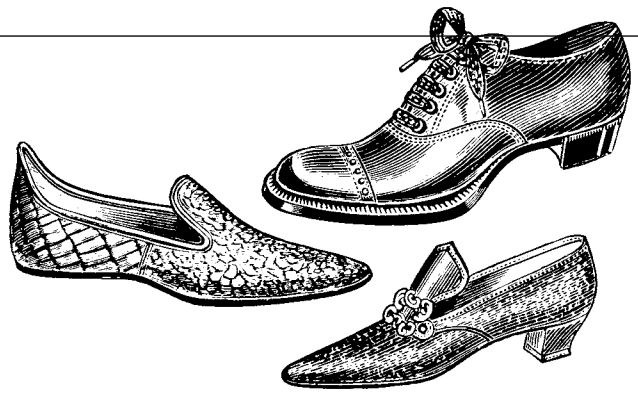
1. What step in making his last pair of shoes had the shoemaker done before he went to bed?

2. What did the shoemaker find in the morning?

3. The workmanship on the shoes was so _____ that the buyer offered to pay the shoemaker a _____ price for them.

4. How did the shoemaker and his wife discover who was actually making the shoes?

5. Who was making the shoes for the shoemaker?



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