



A FREE RESOURCE PACK FROM EDUCATIONCITY

World Book Day



Topical Teaching
Resources



Suitability

World Book Day Topical Teaching Resources

What Does This Pack Include?

This pack has been created by teachers, for teachers. In it, you will find high quality Lesson Plans, Activity Sheets and Resource Sheets to help celebrate authors, books and, most importantly, reading!

To go directly to the content, simply click on the title in the index below:

ACTIVITY IDEAS:	
1. To increase the amount your students read	2. To increase the range of books your students read from
3. To increase parental involvement	4. To support your students' character development skills
5. To improve your students' story/writing development skills	6. For fun!

FACT SHEETS:				
1. Hans Christian Andersen	2. Hans Christian Andersen Best Known Tales	3. Roald Dahl	4. The Brothers Grimm	5. Fairy Tales
Learning Objective: To learn about famous authors, their background and explore some of the books that they wrote.				

LESSON PLANS:		
1. Roald Dahl KS1	2. Roald Dahl KS2	3. The Brothers Grimm Fairy Tale
Learning Objective: To use adjectives to describe a chosen character.	Learning Objective: To design a poster based on a book character.	Learning Objective: To learn about the different features of fairy tales.
60 minute Lesson Plan	70 minute Lesson Plan	60 minute Lesson Plan

RESOURCE SHEETS:	
Exploring Book Settings	Exploring Characters
Write an Alternative Ending	Rewrite as a Cartoon Strip
Write a Book Review	Roald Dahl Book Review Template
Design Your Own Book Cover	Write the Blurb for a Book Cover
Design Your Own Chocolate Bar	Monster Bookmarks
Finger Puppets	Login Bookmarks
Fairy Tale Writing Paper	

ACTIVITY SHEETS AND ANSWERS:	
1. Brothers Grimm	2. Great Outdoors
Learning Objective: To write an imaginary letter to the Brothers Grimm.	Learning Objective: To read a fairy tale and answer the questions.

Other Resources Linking to the Theme

Before deciding what to include in your lesson, check out our online content relating to World Book Day too. It's simple to find, just enter the names in EducationCity's Search tool!

ThinkIts: Inspire Creative Ways of Thinking	Topic Tools: Explore Concepts as a Class	Activities: Educational Content
Starting a Story Content ID: 13787	Story Starter Machine Content ID: 5775-5777	Twin Tales Content ID: 5753
Brainstorm ideas with your students on how to mark World Book Day.	Generate options with your students and then let the machine do its work developing new ideas for stories. Ideal for whiteboard use.	Compare and contrast two versions of the Cinderella story from different cultures.

Enjoyed these resources?

Why not start a free trial of the full EducationCity resource and see what else we can offer you!

Email us at trials@educationcity.com
 or call us on +44 (0)1572 725080!



Increase

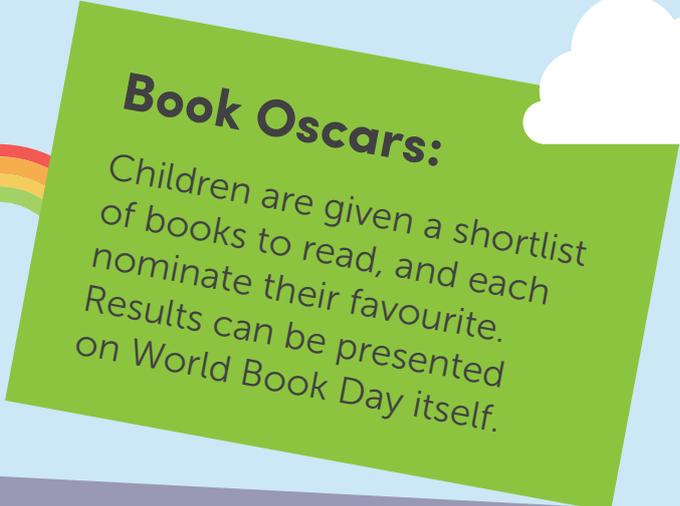
Amount of

Reading



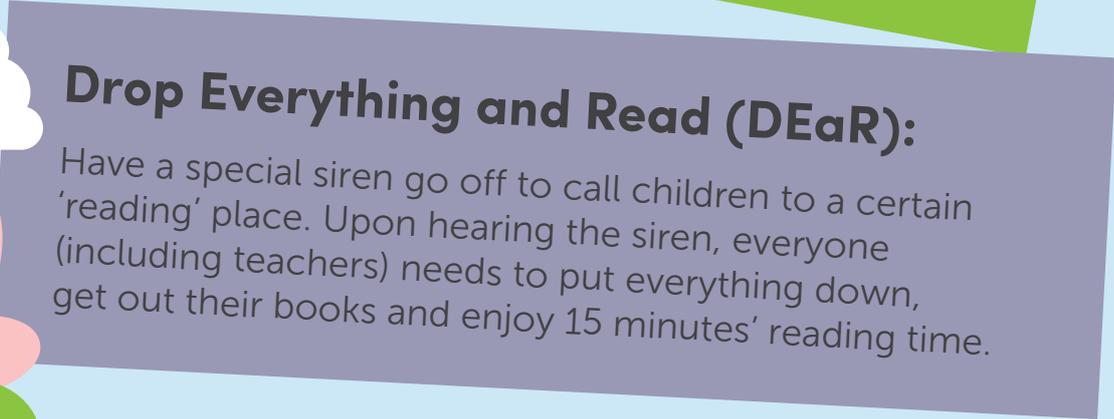
Reading Challenge:

Create a competition to encourage children to read as many books as possible over a certain period of time.



Book Oscars:

Children are given a shortlist of books to read, and each nominate their favourite. Results can be presented on World Book Day itself.



Drop Everything and Read (DEaR):

Have a special siren go off to call children to a certain 'reading' place. Upon hearing the siren, everyone (including teachers) needs to put everything down, get out their books and enjoy 15 minutes' reading time.

Increase Range of Reading



Book Swap:

Everyone brings in a book they've enjoyed to put into a 'swap bag'. Once all the books are in, each child dips into the bag to take away a book they may not have chosen themselves.

Reading Challenge:

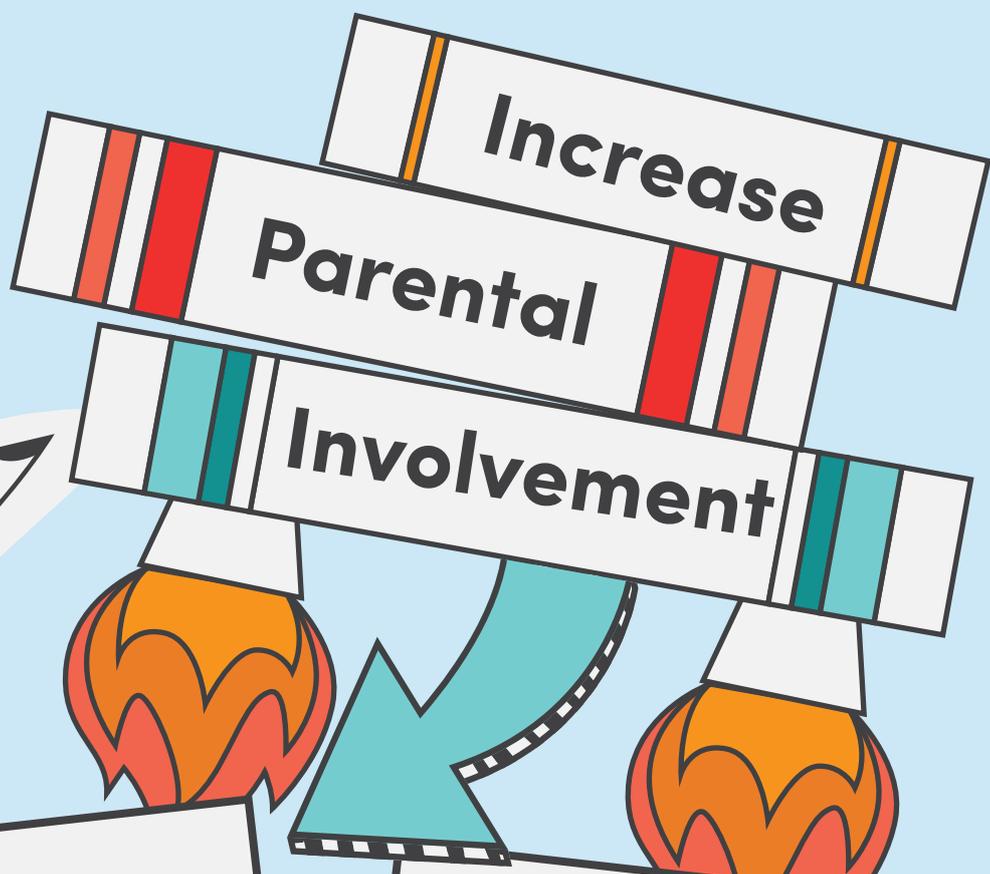
Create a checklist of different types of stories to read to increase the children's range. The list could include classics or science-fiction, non-fictional stories or comics.

Speed Dating via Books:

Have a circle of older children (Y6) surround a circle of younger children (Y4), so that each Y4 student sits opposite a Y6 student. The older children have 60 seconds to 'sell' their book. If the Y4 student likes what they hear, the two can read the book together. If not, the students move on.

Teachers' Choice:

Each teacher has a less well-known book to champion and reads a section out to the whole school to attract listeners. At a specific time of the day, students choose one book to listen to more of in that teacher's classroom.



Share a Book:

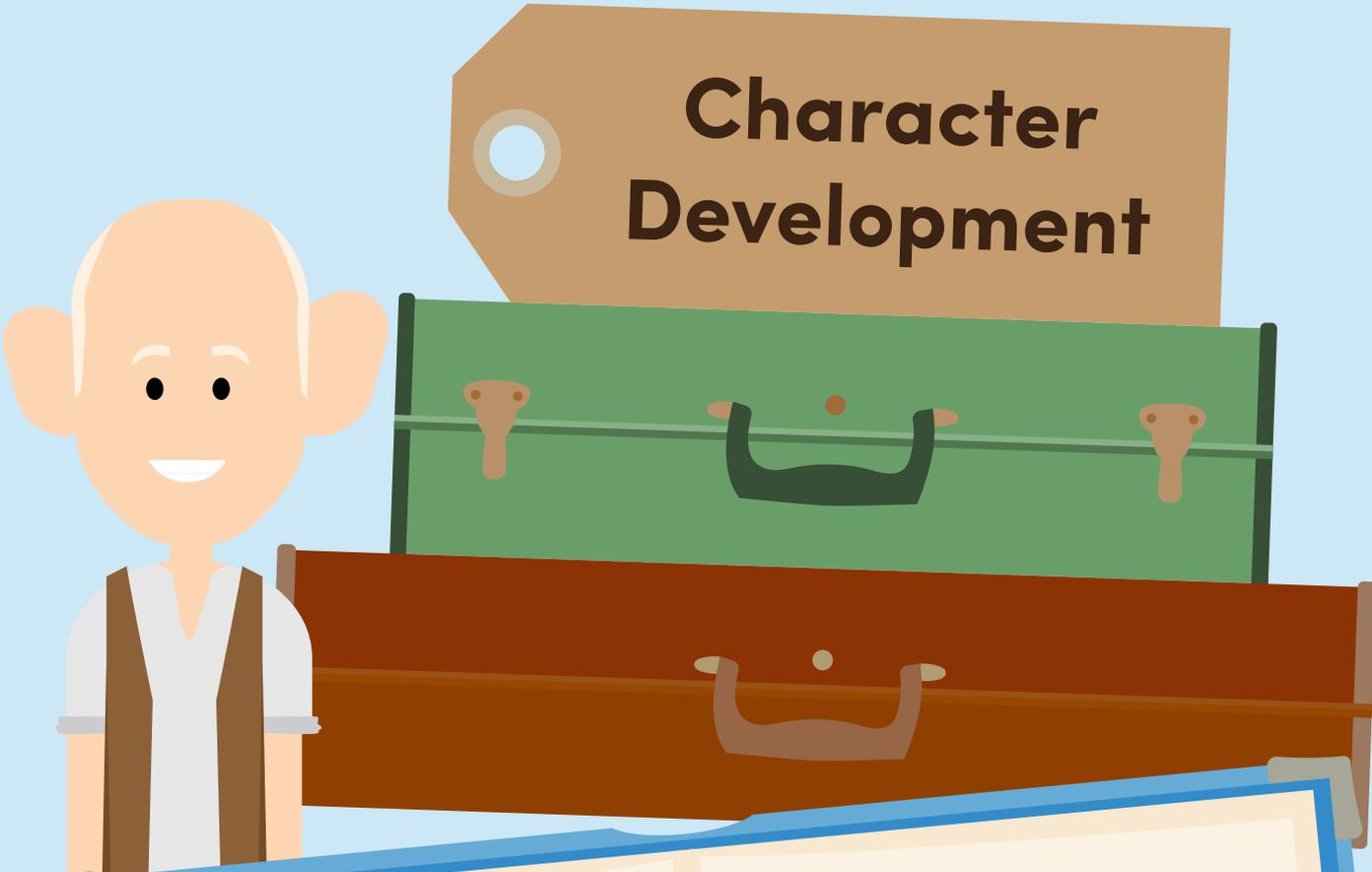
Read the first chapter of a book together as a class. Then send the book home with each child in turn for his/her parents to read together. This is best done with a book you have plenty of copies of!

Parents' Choice:

Each child is to bring in the title of a book that one of their parents enjoyed when they were the age of their children now. The most popular can be read to the children in class.

Breakfast/Bedtime Read:

Students and their parents either come in early or come in after school hours to share a story together. Something out of the ordinary, you can inspire parents and children to make it part of their home routine. Pyjamas and hot chocolate are optional for the Bedtime Read!



Character Development

Describe a Bedroom:

Ask your students to design and describe their favourite characters' bedrooms.

Write a School Report:

Ask your students to write a school report for their favourite character. They'll love taking the teacher role!

Invent Your Own Character:

Taking the class's favourite book, create an additional character as a class for each child to take away, and think about how that character would change the storyline.

Invent a Class Character:

Create a wild, wonderful, larger-than-life character as a class for each student to write a story about.

Story/Writing

Development



Create a School Story:

Split a story up into sections and have each year group in your school write a particular section, so that it can be read out in assembly as a whole-school piece of work. The children will love the jumble of ideas and hearing their own sections!

Book Cover Creation:

Each student is given a book with no front cover, no title and no blurb. Once they've read it, they need to create each element themselves. As an additional activity, you could compare and contrast the students' work with the real book cover.





General Fun

Reading Challenge:

Create a checklist of different places to read, or ask for photos of students reading in the most original/extreme (but safe) place to read. A prize per year group could be given to the first student to have completed their checklist.

School Menu:

Ask your students to create a school menu which links to their favourite read. Who wouldn't want to try Bruce Bogtrotter Chocolate Cake, for example, or Butterbeer Flapjack?



Guess Who:

A student comes to the front to describe their favourite character. The rest of the class ask questions to find out who it could be, but can only be given 'yes' or 'no' answers. The student who successfully guesses the character takes their turn next.

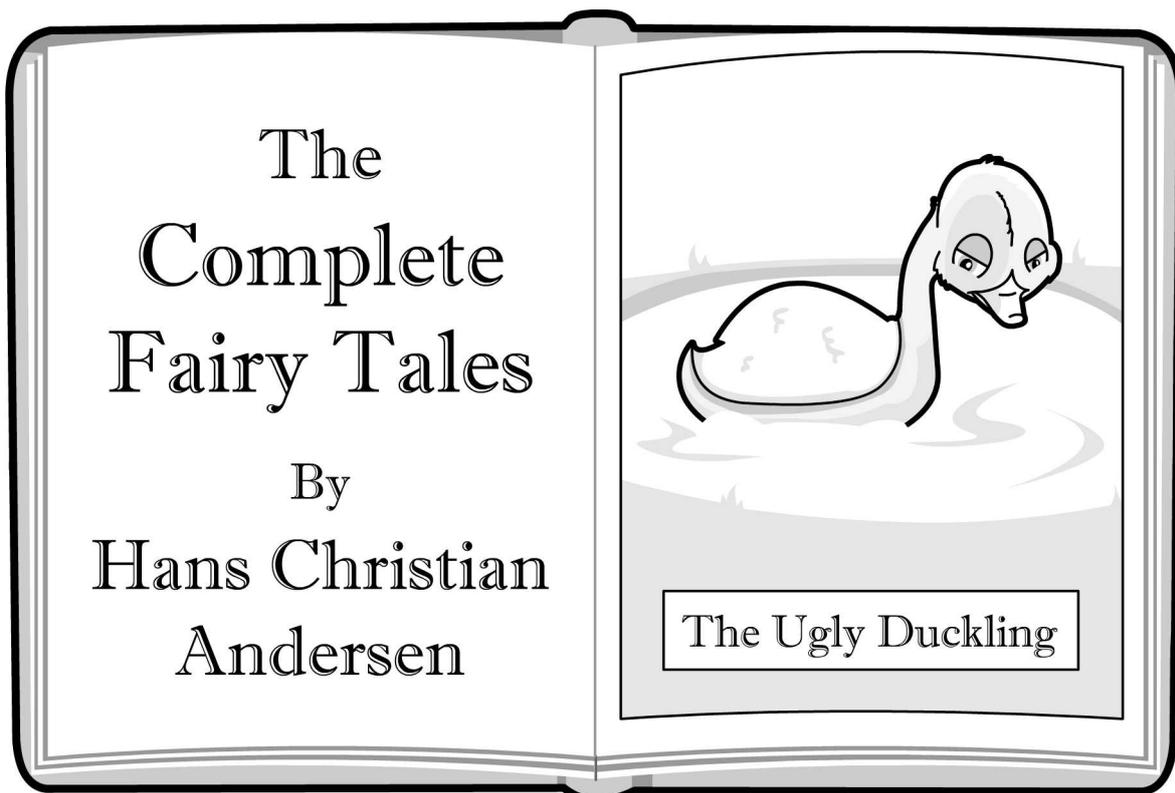
Wall/Door Displays:

Students create posters and drawings, and pull out their favourite quotes to bring their favourite books to life. Each class could choose a book and decorate their class door as the book cover!





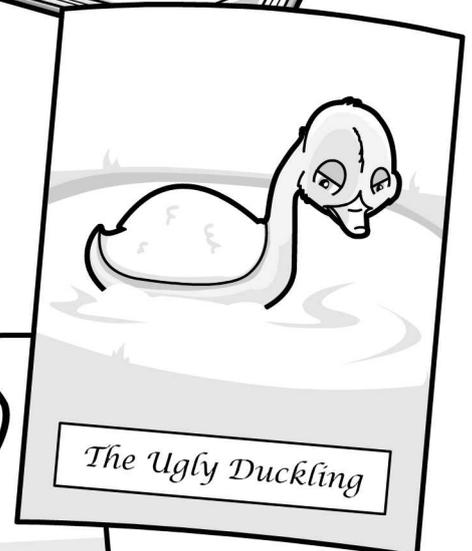
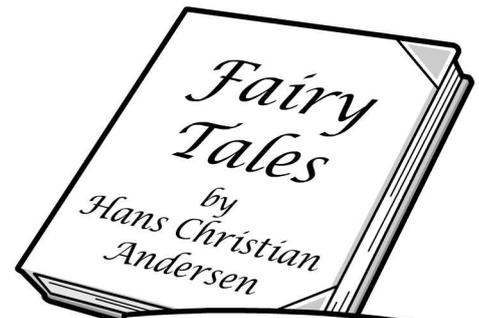
- Hans Christian Andersen was born in Denmark on 2nd April 1805.
- Andersen came from a poor family. He did not have any brothers or sisters.
- His father was a shoemaker and his mother a washerwoman who worked for rich people.
- His parents made him toys that would help develop his imagination.
- He left home when he was fourteen to become an actor and a singer but was not successful.
- He then went to university in Copenhagen where he started to write.
- Hans Christian Andersen published his first book of fairy tales in 1835 and it was such a success that he wrote many other children's tales up until his death.
- His most famous books include *The Little Mermaid*, *The Emperor's New Clothes* and *The Ugly Duckling*.
- His stories tell of suffering but there is always a happy ending.
- In total he wrote over 150 fairy tales which have now been translated into over 150 languages.
- He did not marry or have any children.
- He died on 2nd August 1875.
- International Children's Book Day is held on or near his birthday every year.





Hans Christian Andersen is a well-known author of traditional fairy tales but how much do you know about these well-loved tales?

- Hans Christian Andersen started by retelling stories told to him by his mother and grandmother but then began to write his own.
- Aside from his fairy tales, Andersen wrote poems, books and plays specifically for adults, including six novels, five travel journals and three autobiographies.
- At first he wanted to be a writer of adult drama and was not very proud of his fairy tales. He then started to think about them as a form of poetry.
- Although his tales were written for children, he also considered the adult who may be reading the fairy tales to children to be part of his audience. With this in mind, he wrote so they too would enjoy the experience.
- In total he wrote 168 tales. His most famous are Princess and the Pea, The Ugly Duckling and The Little Mermaid.
- Many of his tales contained both a biographical and an autobiographical element. For example his parents were very poor and his mother told him about how she had to beg when she was a little girl. This stayed with him and inspired him to write The Little Match Girl.
- Another of his tales, The Ugly Duckling, summed up his experiences growing up when he considered himself to be ugly and skinny. The end of the tale highlights the fact that we all have an inner beauty.
- Andersen published his first volume in 1835 and continued to publish editions throughout his life. His final volume was published in 1872, three years before his death.
- This first volume included The Tinder Box, Big Claus and Little Claus, The Princess and the Pea and Little Tiny (also known as Thumbelina).
- Other popular fairy tales included:
 - The Little Mermaid written in 1836
 - The Emperor's New Suit - 1837
 - The Snow Queen - 1845
 - The Little Match Girl - 1846



Roald Dahl Fact Sheet and Follow Up Activities

1. He was born on 13 September 1916 in Llandaff, Cardiff.
2. His parents were Norwegian.
3. He did not start writing for children until he had children of his own and wrote 21 books for children in total, including picture books, novels, and poetry collections.
4. He wrote all of his children's stories in a small hut at the bottom of his garden.
5. He was a Hurricane fighter pilot during World War II.
6. He had two steel hips and six operations on his spine.
7. He was 1.96 metres tall.
8. He was fluent in three languages: English, Norwegian and Swahili.
9. He wrote the screenplays for Chitty Chitty Bang Bang and the Bond movie You Only Live Twice.
10. He had a dog called Chopper.
11. He originally wrote short stories for adults which were later published as Tales of the Unexpected.
12. He loved chocolate, but not chocolate cake or chocolate ice cream.
13. He used to announce that meals were ready by shouting "Nosebags On!" or "Grub's Up!"
14. He always wrote in pencil on yellow paper.
15. He died on 23 November 1990 and is buried in the churchyard of St Peter and St Paul's Church, Great Missenden with some items that he treasured.
16. His total UK sales exceed 50 million paperbacks.

Some Research Ideas (Follow up):

1. Find out why/how Roald Dahl came to speak fluent Swahili.
2. Which of his children's books was first to be published?
3. What items was he buried with?
4. Which of his books has sold the most copies?
5. Can you visit the hut he used to write in?

Further Ideas: Activities

1. Research Roald Dahl further and produce your own fact sheet.
2. Write a fact sheet about yourself:
 - what do you like writing about?
 - what story or poem which you have written are you most proud of?
 - who is your favourite author and why?
 - write a short fun story about yourself, taking inspiration from some of Roald Dahl's characters.



Some Research Ideas (Answers): 1. Dahl worked in Africa in the 1930s for Shell. 2. The Gremlins 1943. 3. Items include snooker cues, chocolates, and HB pencils. 4. James & the Giant Peach. 5. Yes, within the Roald Dahl Museum and Story Centre in Great Missenden, Buckinghamshire.



- Jakob and Wilhelm Grimm were two of the most famous storytellers ever. They brought us classic folktales such as Snow White, Hansel and Gretel and Rapunzel.
- The Brothers Grimm did not write the stories themselves. Instead they listened to tales they heard and wrote them down so people would remember them forever.
- Jakob and Wilhelm Grimm were both born in Hanau, near Frankfurt in Germany and grew up in a large family of nine children.
- Jakob was older than Wilhelm by just over one year. He was born on January 4th, 1785 while Wilhelm was born on February 24th, 1786.
- Their father, Philipp, was a wealthy lawyer and when he died Jakob and Wilhelm went to university to study law.
- However once at university they became more interested in German culture and the German language. It was this hobby that made them collect fairy stories. They began to write down tales they heard people telling each other.
- After they finished university, they worked as librarians rather than lawyers and it was during this time that they began to publish their collections of fairy tales.
- In 1812 Jakob and Wilhelm's first volume was published. It was called Grimm's Kinder und Hausmärchen (Tales of Children and the Home) and contained 86 fairy stories.
- This was followed by a second volume in 1814 which included an additional 70 stories. In the end seven volumes were published containing over 200 fairy stories.
- In 1829 the brothers began to work as university professors which meant they could carry on researching German culture and the German language.
- Wilhelm Grimm died on 16th December, 1859, aged 73. His brother, Jakob Grimm, died on 20th September, 1863, aged 78.



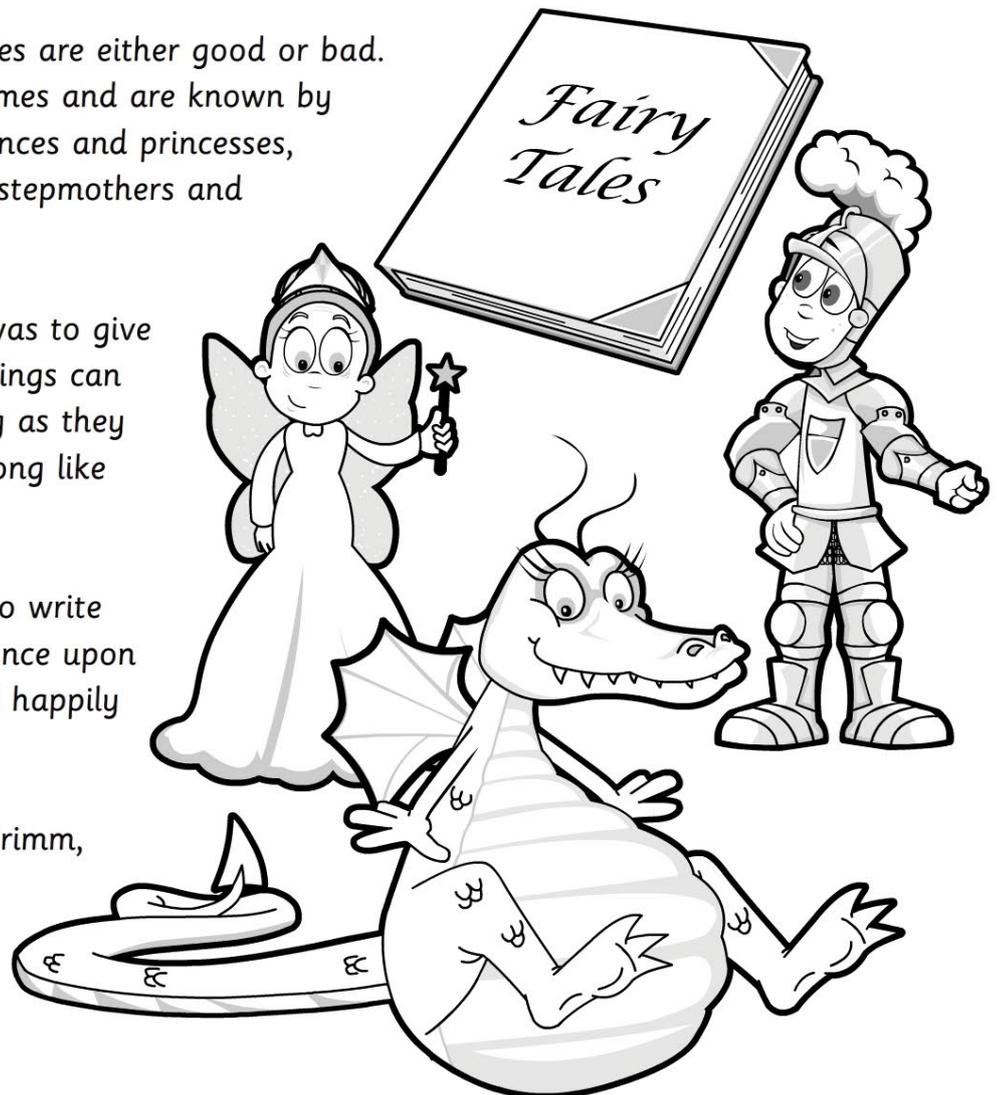
- Children have been reading fairy tales for hundreds of years. But where did they come from and who wrote them?
- Some fairy tales can be traced back to Aesop's Fables in the 6th century while others can be traced back to the 17th century.
- One of the interesting things about fairy tales is that they were not written down at first. They were stories that people told each other and handed down from generation to generation.
- This means that each time they were told, the plot would change slightly and so the tales we hear today are probably different to the ones that were being told two hundred years ago.
- At first fairy tales were not meant for children. They were told to adults but gradually the frightening parts were taken out and the tales were then written down for children to read.
- The phrase fairy tales is thought to have been taken from the French 'contes de fées'. Many of the tales read to us today are thought to have come from France.

- The characters in fairy tales are either good or bad. Often they don't have names and are known by their role, for example princes and princesses, ogres and giants, wicked stepmothers and fairy godmothers.

- It was thought that this was to give the message that good things can happen to anyone as long as they are brave, honest and strong like the heroes in fairy tales.

- Special language is used to write fairy tales, for example 'once upon a time' and 'they all lived happily ever after'.

- Along with the Brothers Grimm, other famous fairy tales have been written by Hans Christian Anderson and Charles Perrault.



Lesson Plan: Roald Dahl KS1

Overview

In this 60 minute activity, students are asked to consider one of the characters from a Roald Dahl book and to then think of adjectives they could use to describe this character. They then use this information to write clues for a 'Who am I?' type quiz.

Materials

Resources and organisation:

- Descriptions of two or three Roald Dahl characters, e.g. Mr or Mrs Twit, George or one of his grandmothers from *George's Marvellous Medicine* or Mr Hoppy from *Esio Trot*
- Individual whiteboards and pens
- A pre-made set of three clues about one of the characters



Lesson structure

0 - 10 minutes – Tell the students that you have some descriptions of characters from Roald Dahl books that you are going to read aloud and that you would like them to listen and note down any keywords.

10 - 20 minutes – Once you have read the profiles, ask students to work in talk partners to share the key vocabulary noted down. Then draw the class back together and use their ideas to compile a class list of keywords for each character.

20 - 30 minutes – Explain to the students that you would like them to think of other adjectives they could use to describe the characters based on the descriptions you have read out. Ask students to work with talk partners to do this for one assigned character. Bring the class back together and ask students to share their ideas. By way of peer assessment, ask students to comment on each other's ideas to ensure they are relevant based on what has been read.

30 - 40 minutes – Explain to the students that you have some clues in the form of a 'Who am I?' you would like them to listen to and work out who the character is. Read the clues out and ask students to work out the answer, supporting their ideas with reasoning. Tell the students that you would like them to write a set of clues about that character or another they have thought about that morning. Work through one example with them.

40 - 50 minutes – Send students off to work on their own set of clues. Remind them they can use the adjectives generated by the class. This could be done independently or in mixed ability pairs.

50 - 60 minutes – Draw the class back together and ask some of them to present their clues to the rest of the class. Ask the other students to peer assess the clues taking into consideration accuracy and key vocabulary.

Lesson Plan:

Roald Dahl KS2

Overview

In this 70 minute activity, students are asked to design a wanted poster based on one of the characters from a Roald Dahl book. Additional time will be needed for students to transfer their designs onto larger pieces of sugar paper.

Materials

Resources and organisation:

- An extract or extracts from a Roald Dahl text that describes one of the characters in detail, e.g. Miss Trunchball, Matilda, Willy Wonka or the Grand High Witch
- Individual whiteboards and pens
- A4 paper to sketch out the design of their wanted posters
- Sugar paper, felt-tip pens and paints



Lesson structure

0 - 10 minutes – Explain to the students that you have an extract from a Roald Dahl text that describes one of his characters. It may be a book you are reading with the class, an isolated extract or a series of extracts. Ask them to listen and note down any keywords they hear that describe the character physically, their personality or any motivating factors.

10 - 20 minutes – Bring the class back together and show a written version of the description on the board. Work through the text with the students highlighting the keywords while discussing their importance.

20 - 30 minutes – Ask the students to work in talking partners to think about how they could extend and develop the character. Share the ideas with the rest of the class.

30 - 40 minutes – Explain to the students that you would like them to imagine the character has gone missing and that they need to design a wanted poster. Ask the class to think about the type of information they would need to include on the poster and draw up a list for them to refer to while designing it.

40 - 60 minutes – Send students off to work on their designs. Circulate as they do so, drawing the class's attention to particular features individuals may have included.

60 - 70 minutes – Draw the class back together and display some examples around the room. By way of peer assessment, ask the other students to reflect on the work, taking into consideration the list that was generated earlier on in the lesson.

*Additional time will be needed to complete the posters.



Overview

In this hour long activity, students look at a fairy tale of their choice and consider its features, such as the language used, the characters and their motivation, plot and setting.

Materials

Resources and organisation (15 minutes):

- A selection of fairy tales
- A3 paper and felt tip pens
- Access to EducationCity Mind Map Topic Tool

Lesson structure

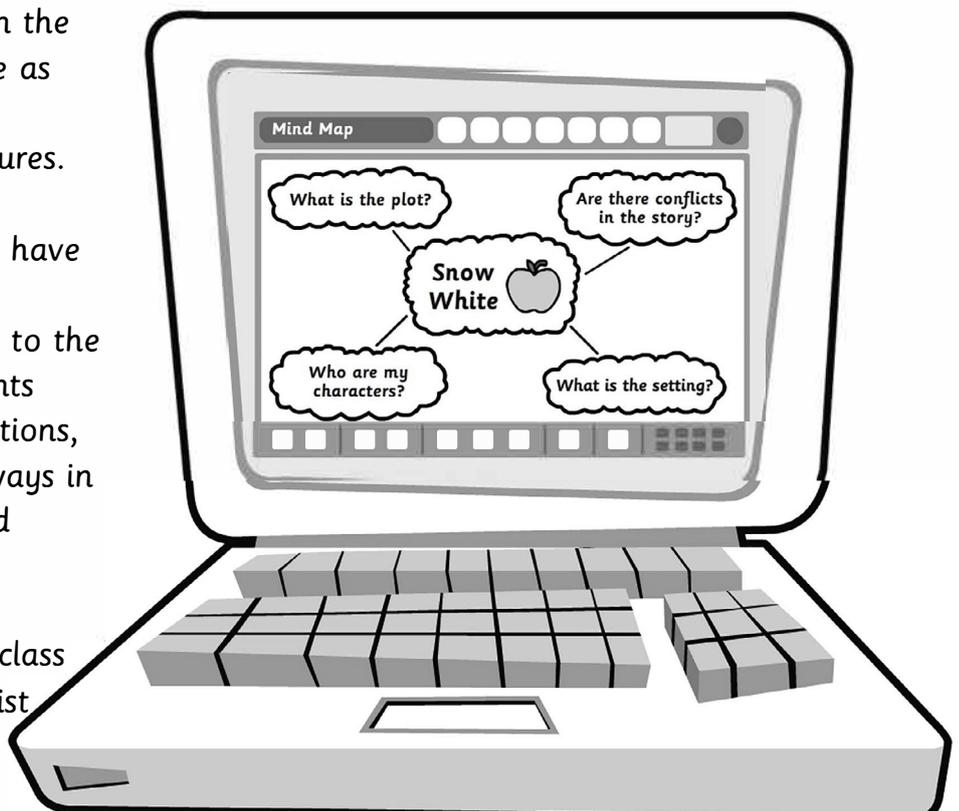
0 - 10 minutes – Read a fairy tale to the class. As you read it, ask the class to think about the various features of the tale including the characters and their motivation, setting and plot and to record their ideas on individual whiteboards.

10 - 25 minutes – Once you have read the story, discuss with the students the different features they have noted down and record their ideas using the EducationCity Mind Map Tool. Draw out the understanding that many of the characters are not named but are only known by their role or title, for example the woodcutter, wicked stepmother or prince. Also discuss the language used that is common to most fairy tales.

20 - 40 minutes – Explain to the students that you would like them to work in pairs to look at a fairy story of their choice and to read it through. Once they have read it through encourage them to note the features down on A3 pieces of paper in the form of a mind map. Circulate as they do this to assess their understanding of the key features.

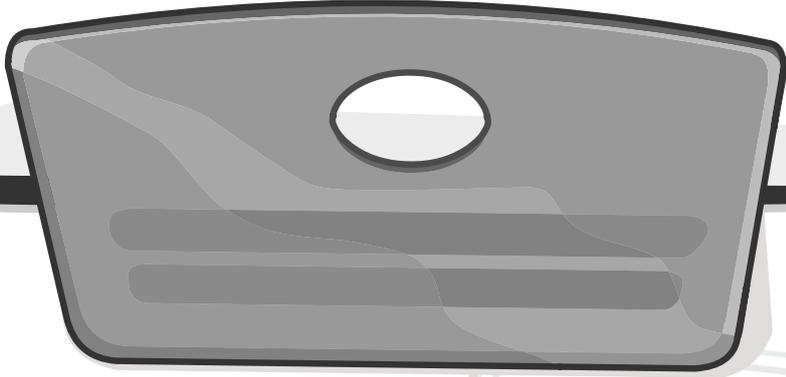
40 - 55 minutes – Once they have completed the task, invite the students to present their ideas to the rest of the class. As the students listen to each other's presentations, ask them to think about the ways in which the tales are similar and different.

55 - 60 minutes – Draw the class back together and compile a list of the common features of fairy tales.





Describe a character from your book.



Who I am:



Where I can be found:



What I do:



What I like:



Write an alternative ending for your book:





Rewrite the story as a cartoon strip.

The form consists of a 3x2 grid of comic strip panels. The top-left panel contains a speech bubble. The top-right panel is empty. The middle-left panel is empty. The middle-right panel contains a thought bubble. The bottom-left panel is empty. The bottom-right panel contains a speech bubble.



Write a book review for your book.

Cut out the booklet, fill in the different sections and fold to create a review booklet.

Options and Rating:



Genre:

Setting:

Characters:

Book title:
Author:

Plot:



My ROALD DAHL BOOK REVIEW

Name: _____ Age: _____

Book Title: _____

This book is about:

Draw your favourite part of the story:



I like this book because:

How would you rate this book? (Circle your score.)



I loved it



Really liked it



Liked it



It was okay



Didn't like it



MAKE YOUR OWN

Design Your Own Book Cover



**Craft
Project**



You will need:

- Pens
- Colouring pencils or felt tip pens

Instructions:

1. Think of your favourite book and write the book title at the top.
2. Design your own front cover for this book in the large section under the book title. You can use some of your favourite characters from this book.
3. On the back cover, give a summary of the plot. What happens in this book?
4. Underneath the plot summary, give your own review of the book. What did you like most and least about it? Who was your favourite character and why? What parts of the story really stood out for you and why?
5. Don't forget to colour in the back cover too!
6. Fold your book cover in half along the section where it says 'Fold Here'.



Write the blurb for your book.

A blurb is a short summary of what happens in the story.

Can you use any quotes from your book in your blurb?

The graphic shows an open book with a thought bubble coming from the pages. Inside the thought bubble, there are seven horizontal lines for writing. Below the main bubble are two smaller, connected bubbles. The entire graphic is set against a background that looks like the pages of a book.



ACTIVITY

Design Your Own Chocolate Bar



**Craft
Project**

Design Your Own Chocolate Bar

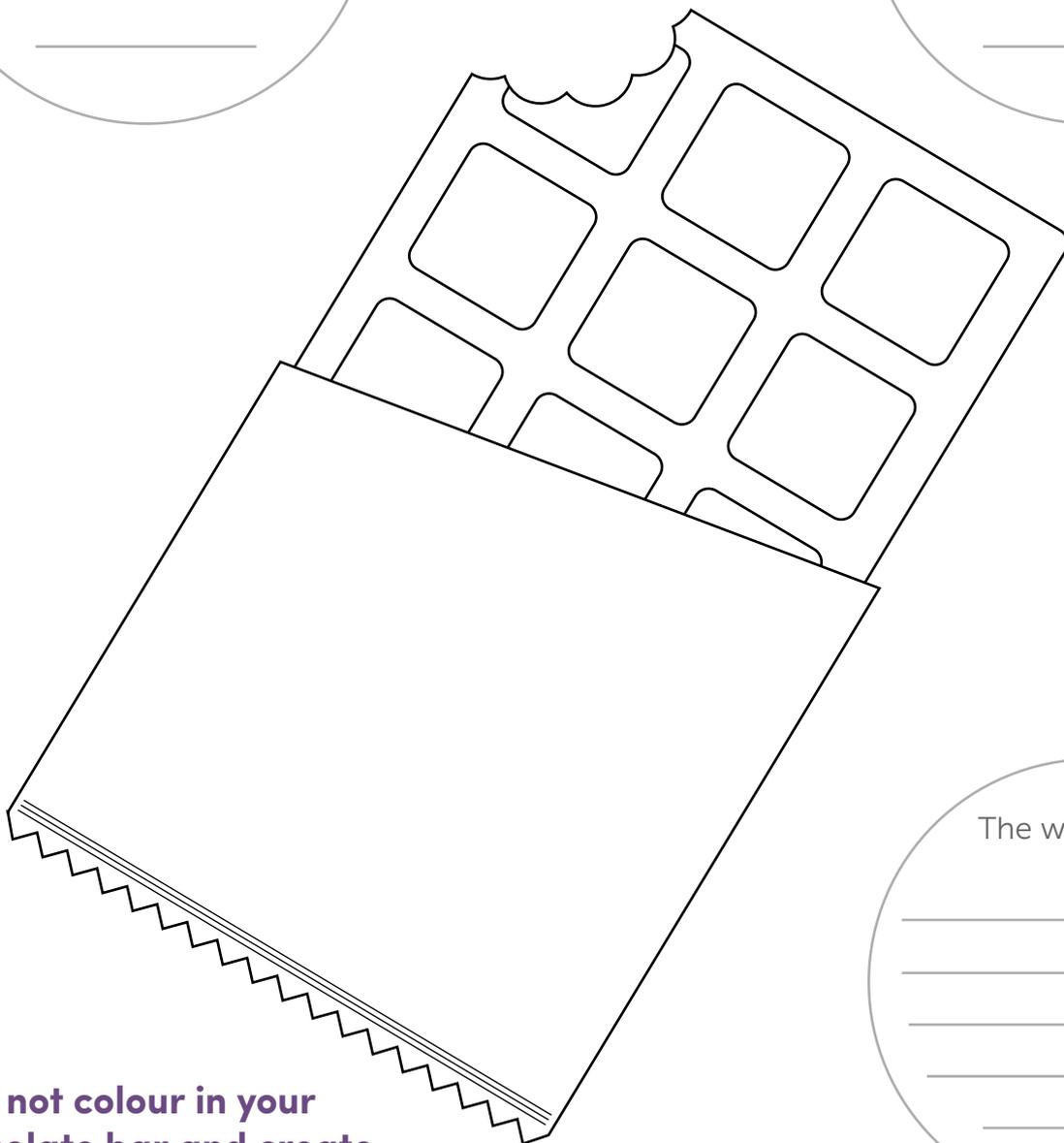


Imagine you've transformed into Willy Wonka for a day... what's the first thing you'll do? Perhaps create a brand new chocolate bar full of pretzel pieces, or maybe it'll be full of candy? Tasty!

Now let's get creating!

My chocolate bar
is called...

The flavour is...



The wrapper is...

**Why not colour in your
chocolate bar and create
a design for the wrapper?**



MAKE YOUR OWN

Monster Bookmarks



**Craft
Project**



**Adult Help
Required**



You will need:

- Paper or thin card
- Colouring pencils, felt tip pens, paints or glitter
- Scissors
- Glue stick

Important:

Some of the elements may be tricky to cut out, so please make sure you have an adult on hand to help you!

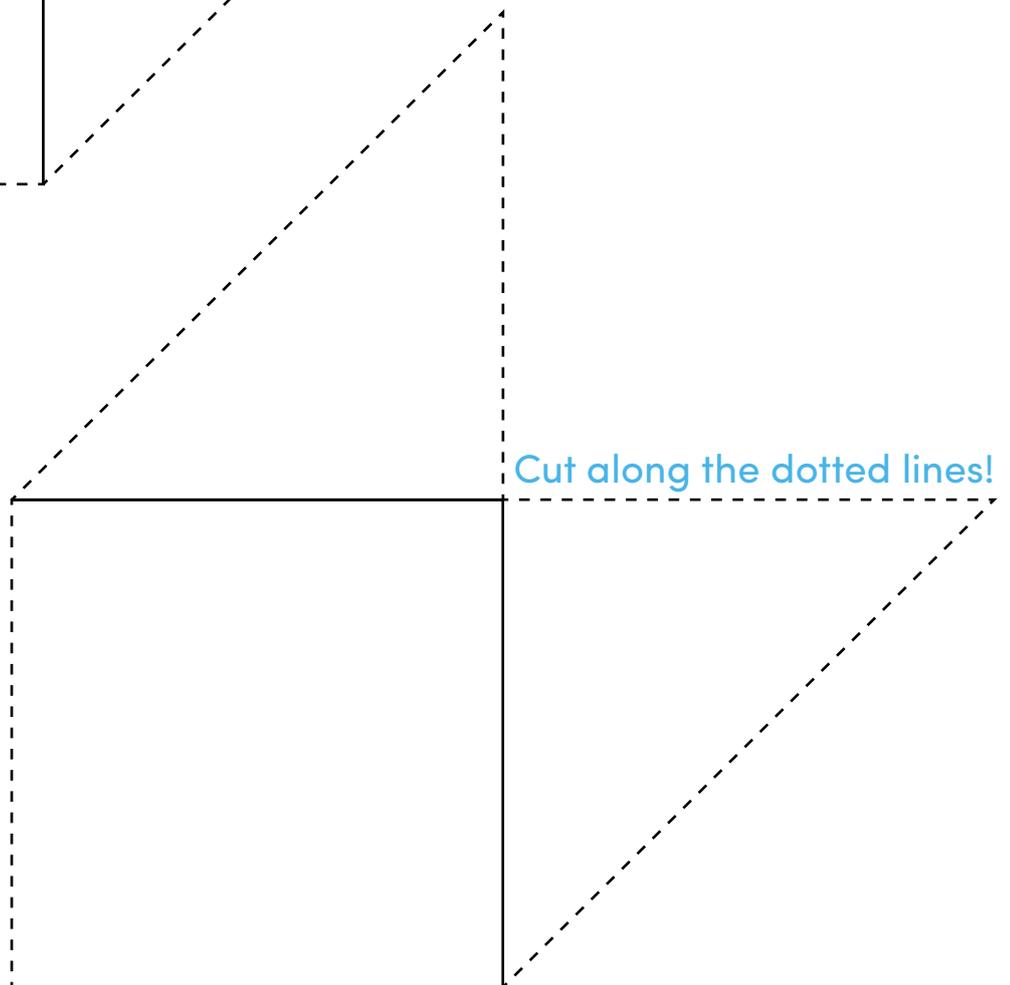
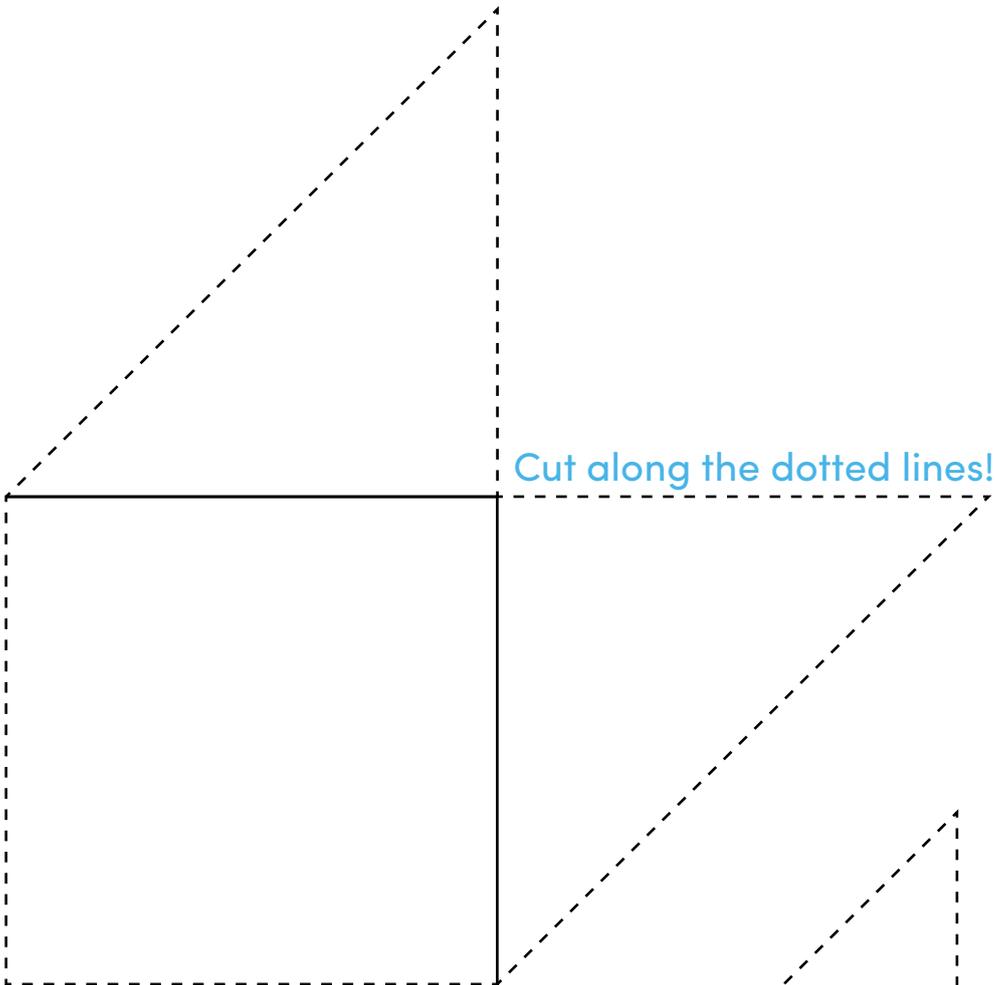
Instructions:

1. Print all the sheets out on paper or thin card.
2. Cut along the dotted lines with scissors. **Ask an adult to help you.**
3. Take one of the bookmark pieces, fold down the triangular wings and stick them together.
4. Using a glue stick, stick the monster features in place on your bookmark.
5. Decorate your monster bookmark with colouring pencils, felt tip pens or paint.
6. Your monster bookmark is complete! Pop it on the corner of your reading book so you don't lose your page.

Make Your Own Monster Bookmarks



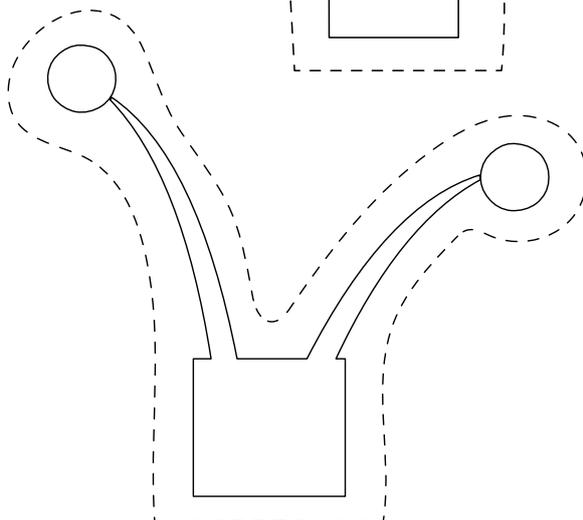
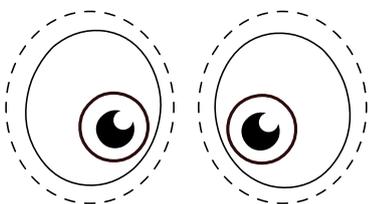
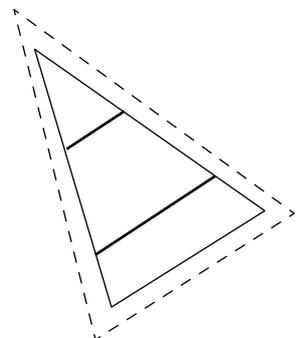
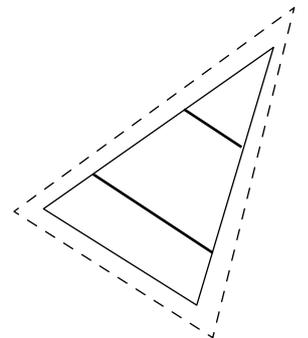
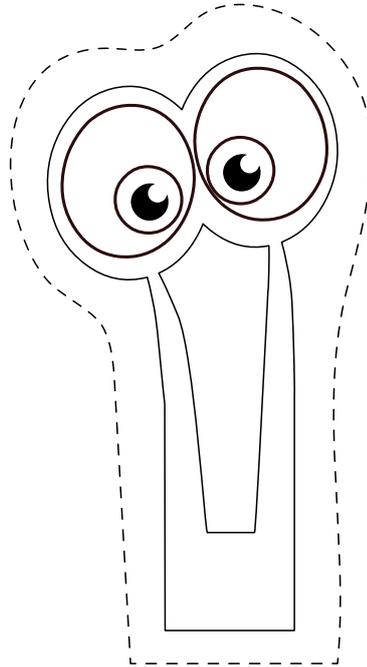
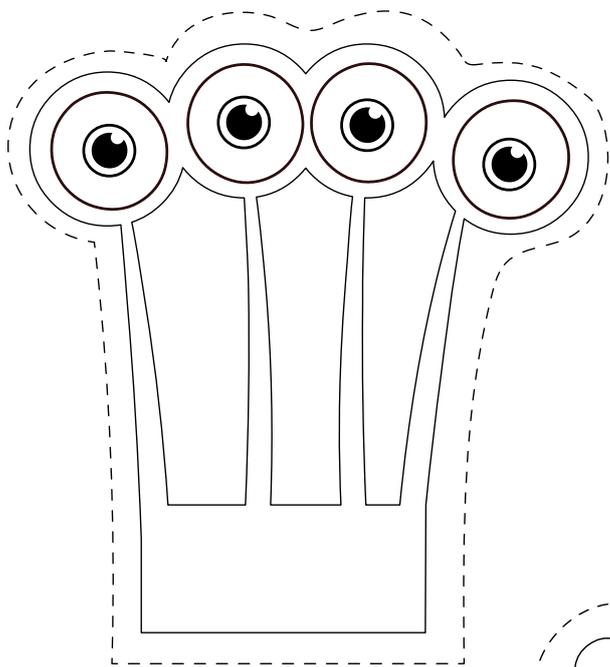
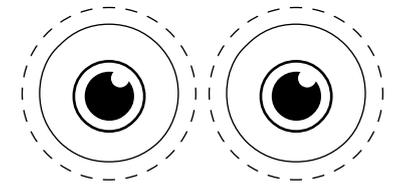
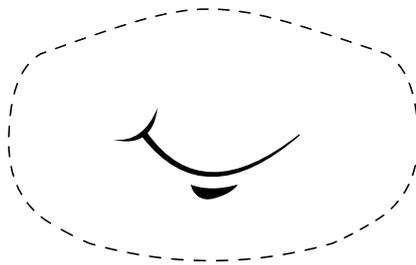
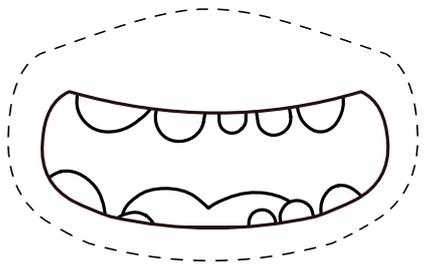
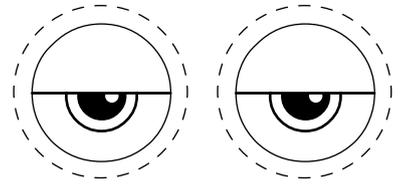
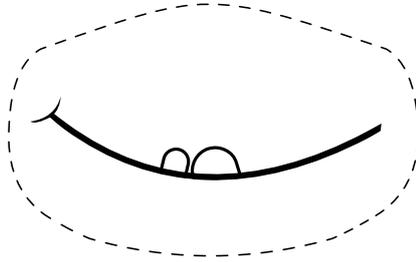
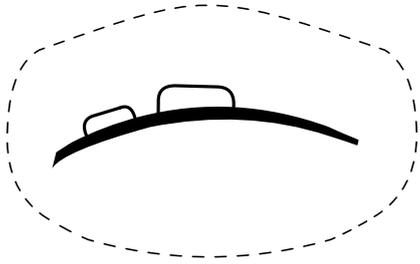
Bookmark pieces x 2



Make Your Own Monster Bookmarks

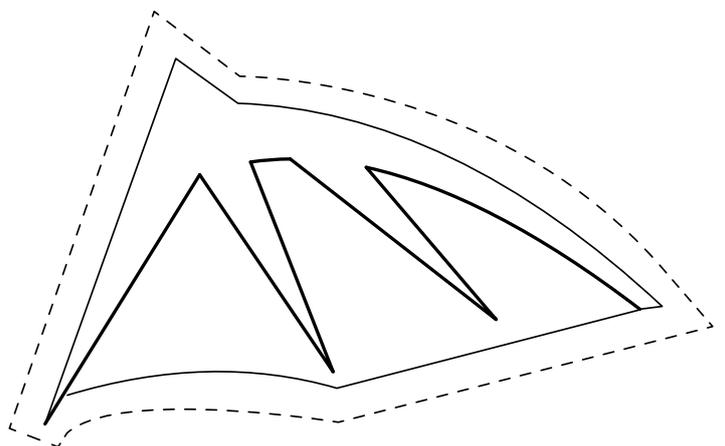
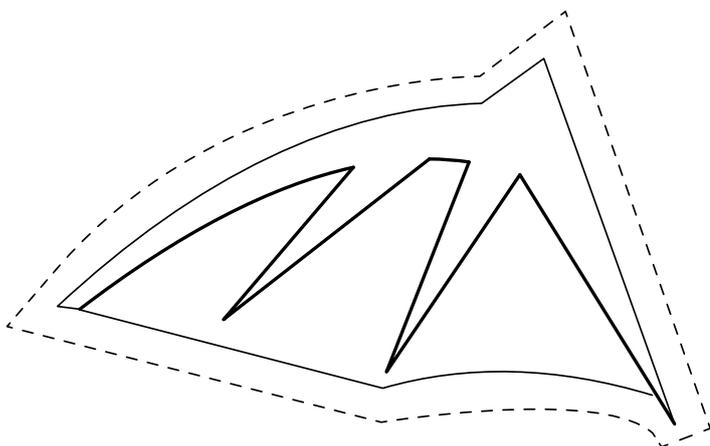
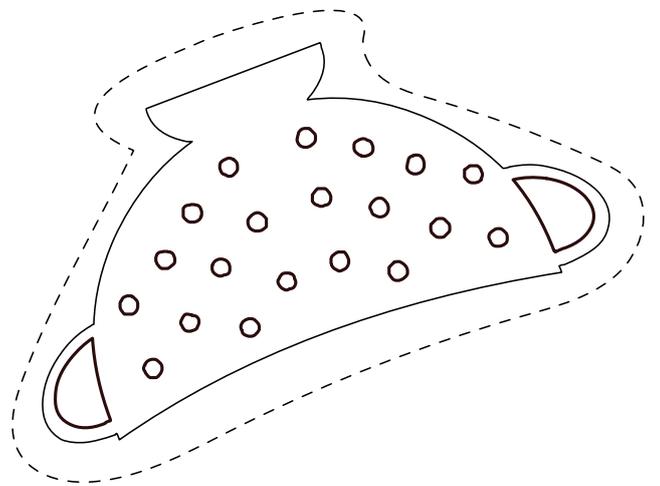
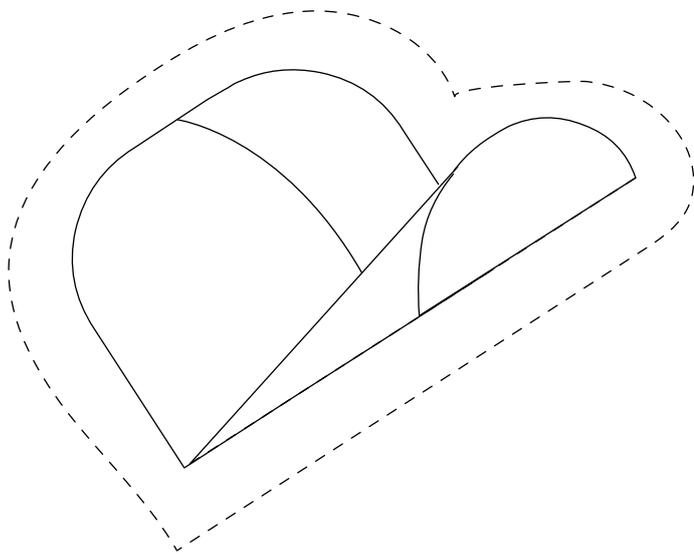
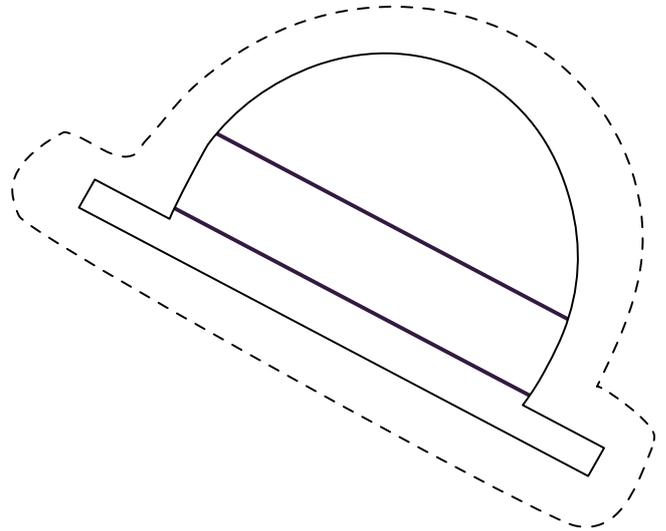
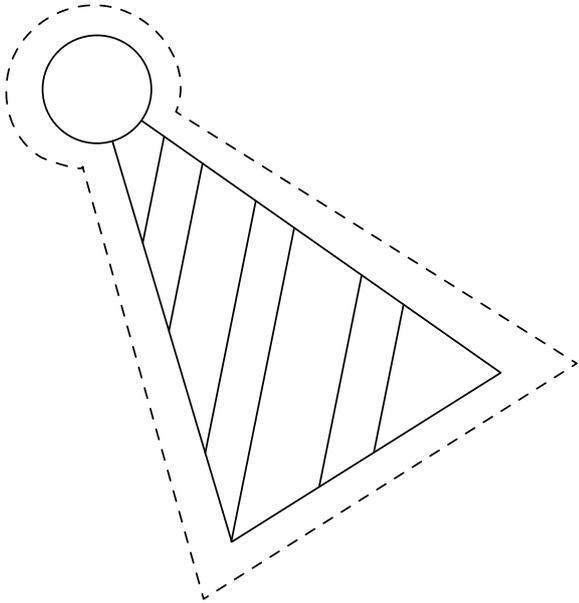


Monster Features





Monster Features





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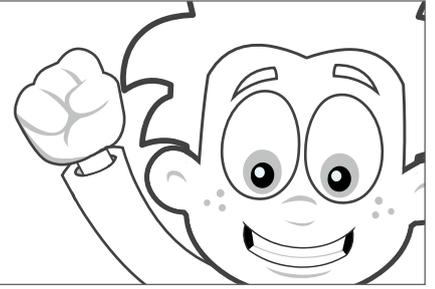
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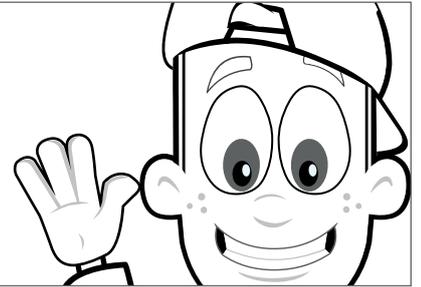
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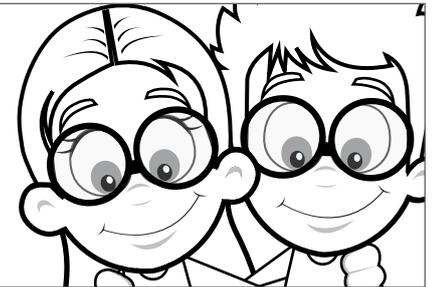
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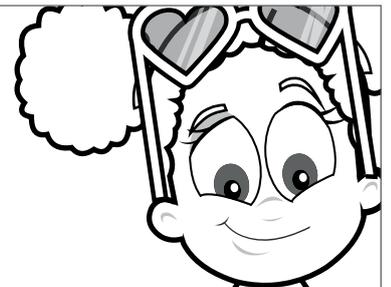
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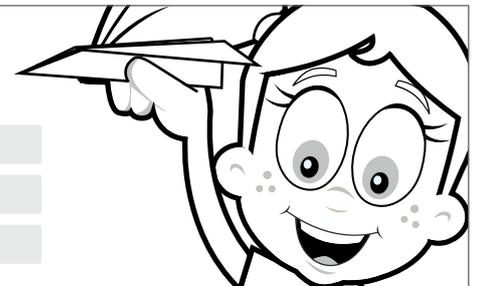
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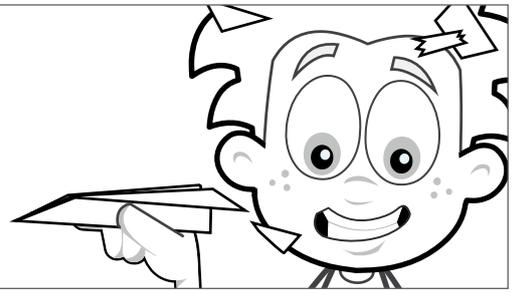
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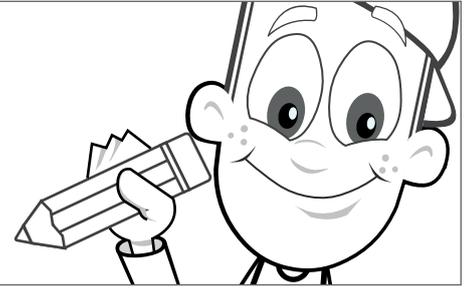




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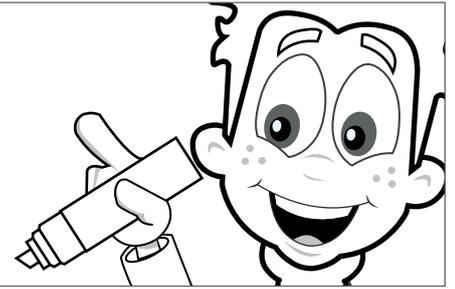
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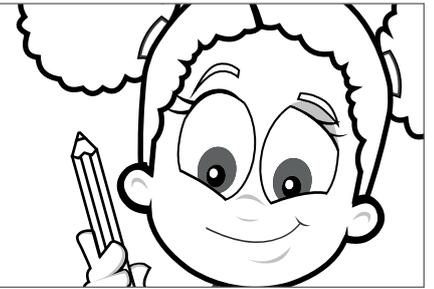
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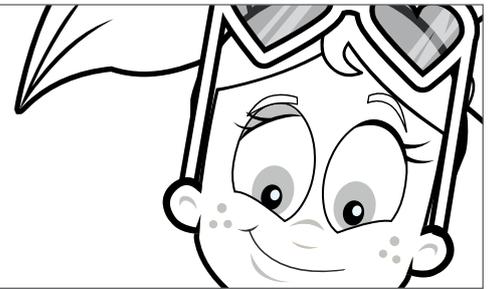
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ACTIVITY

Fairy Tale Finger Puppet Cut Out



**Craft
Project**

Fairy Tale Finger Puppet Cut Out



Use these cut-out characters and images to create your very own magical stories. Simply cut these out along the dotted lines and let the fun commence!

You will need:

- A printer
- Paper or thin card to print on
- Colouring pencils
- Scissors
- Glue or sticky tape

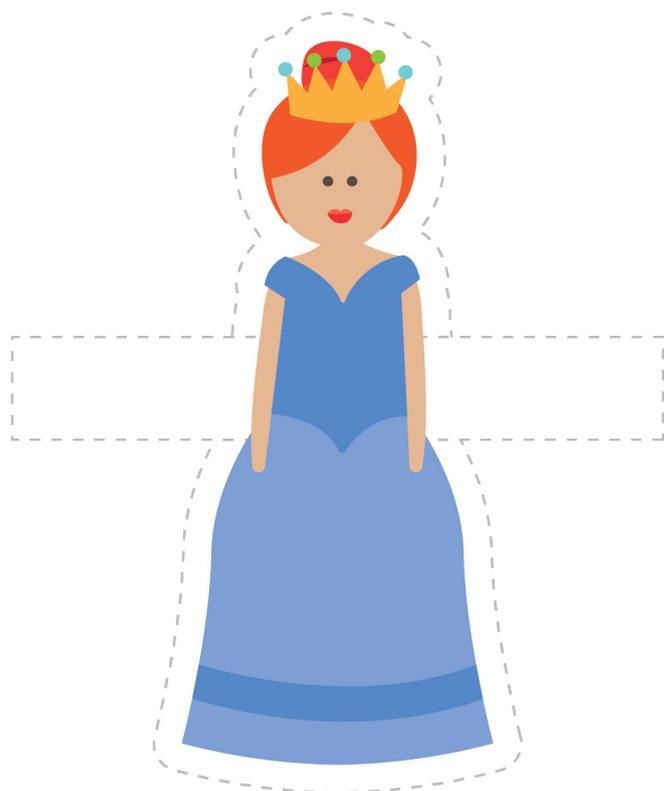
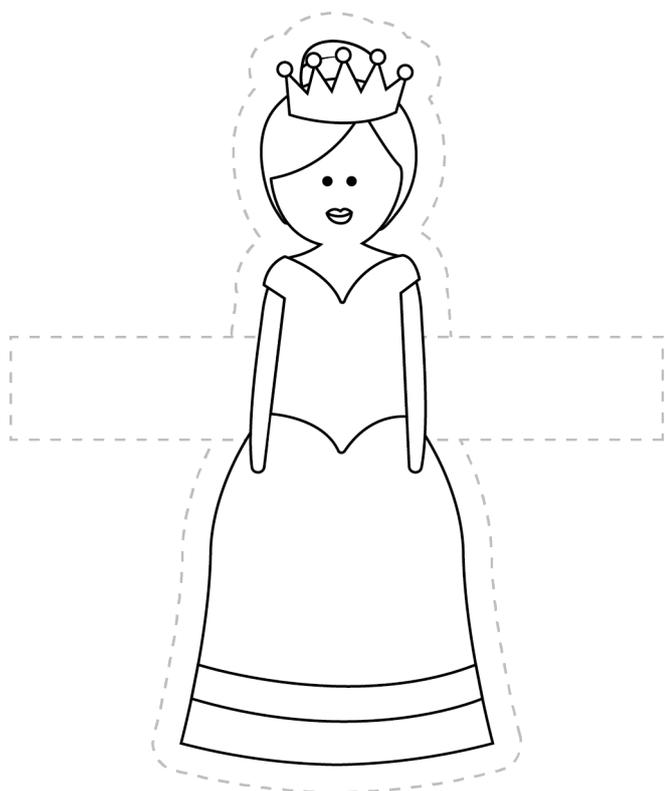
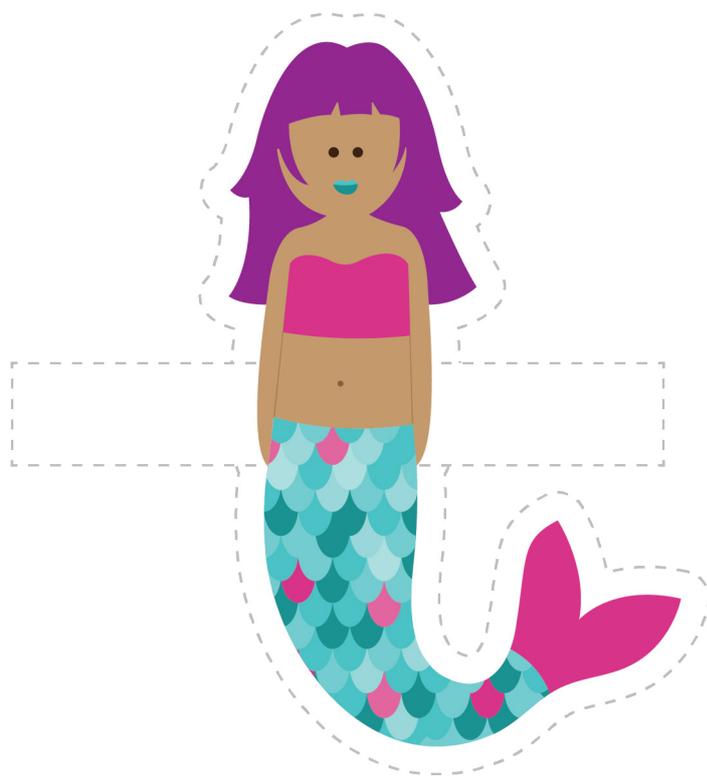
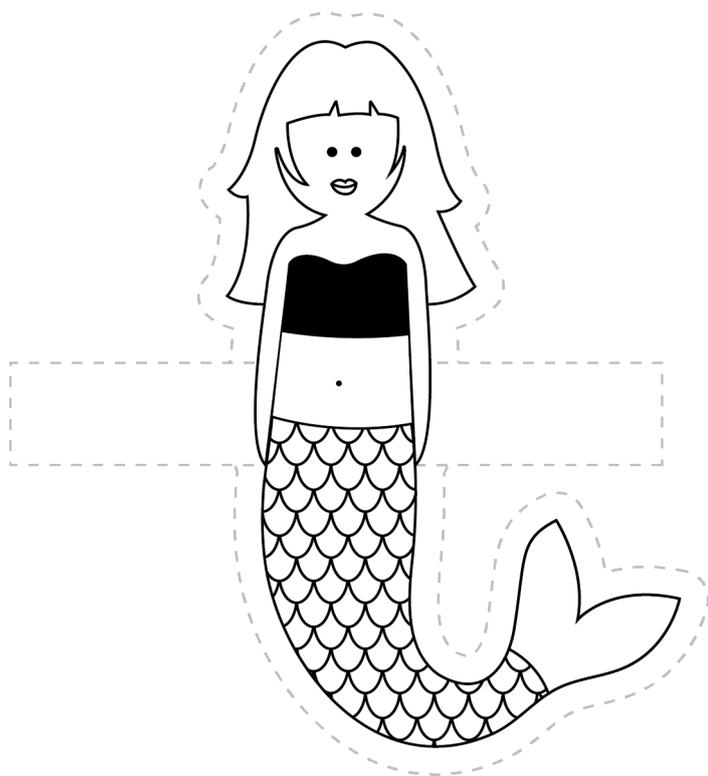
Important:

Some of the elements may be tricky to cut out, so please make sure you have an adult on hand to help you!

Instructions:

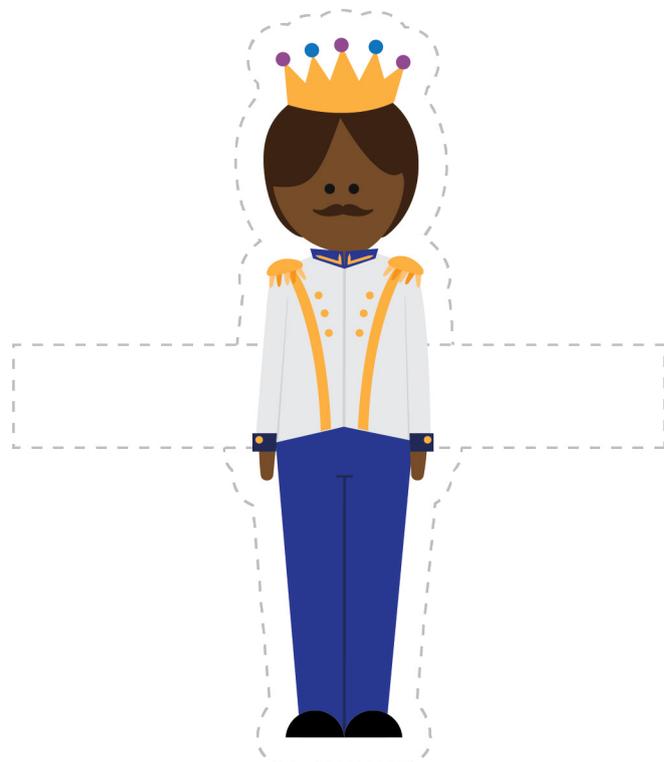
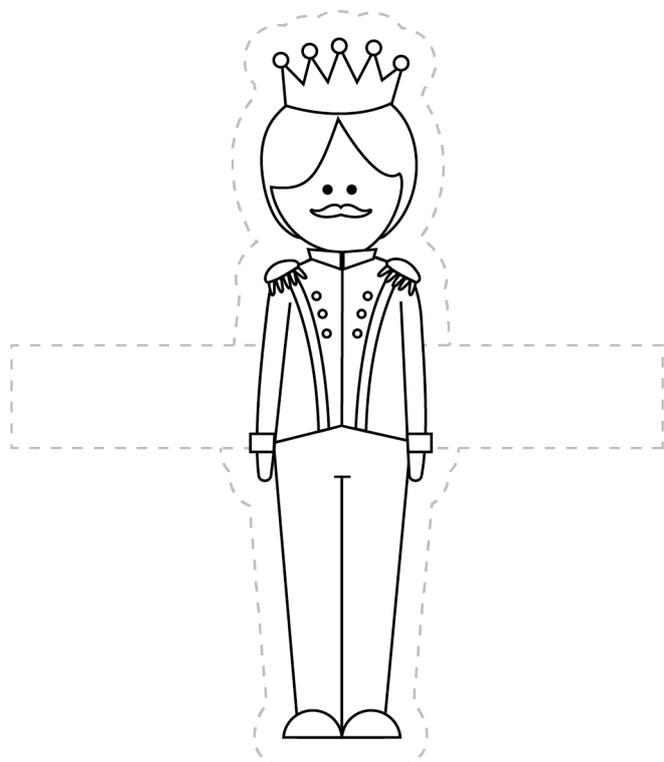
1. Print out the characters and props onto paper or thin card.
2. Carefully cut around each element, following the dotted lines as a guide.
3. For the props, fold the tab at the bottom, so the props stand up.
4. For the characters, fold the tabs around your finger and stick using glue or sticky tape.
5. Use the characters and props to create your very own mystical and wondrous story!

Fairy Tale Finger Puppet Cut Out



Some of the elements may be tricky to cut out, so please make sure you have an adult on hand to help you!

Fairy Tale Finger Puppet Cut Out

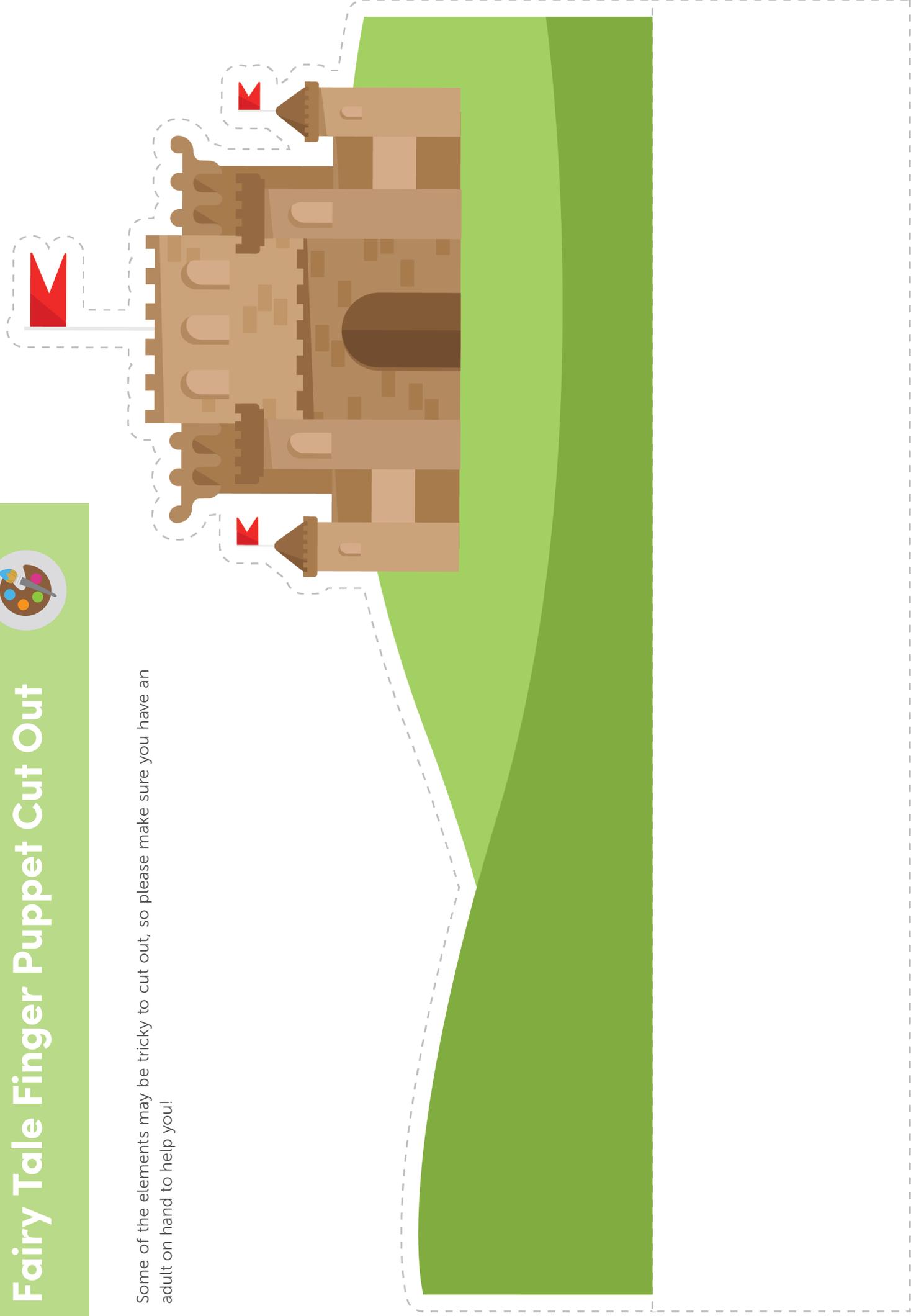


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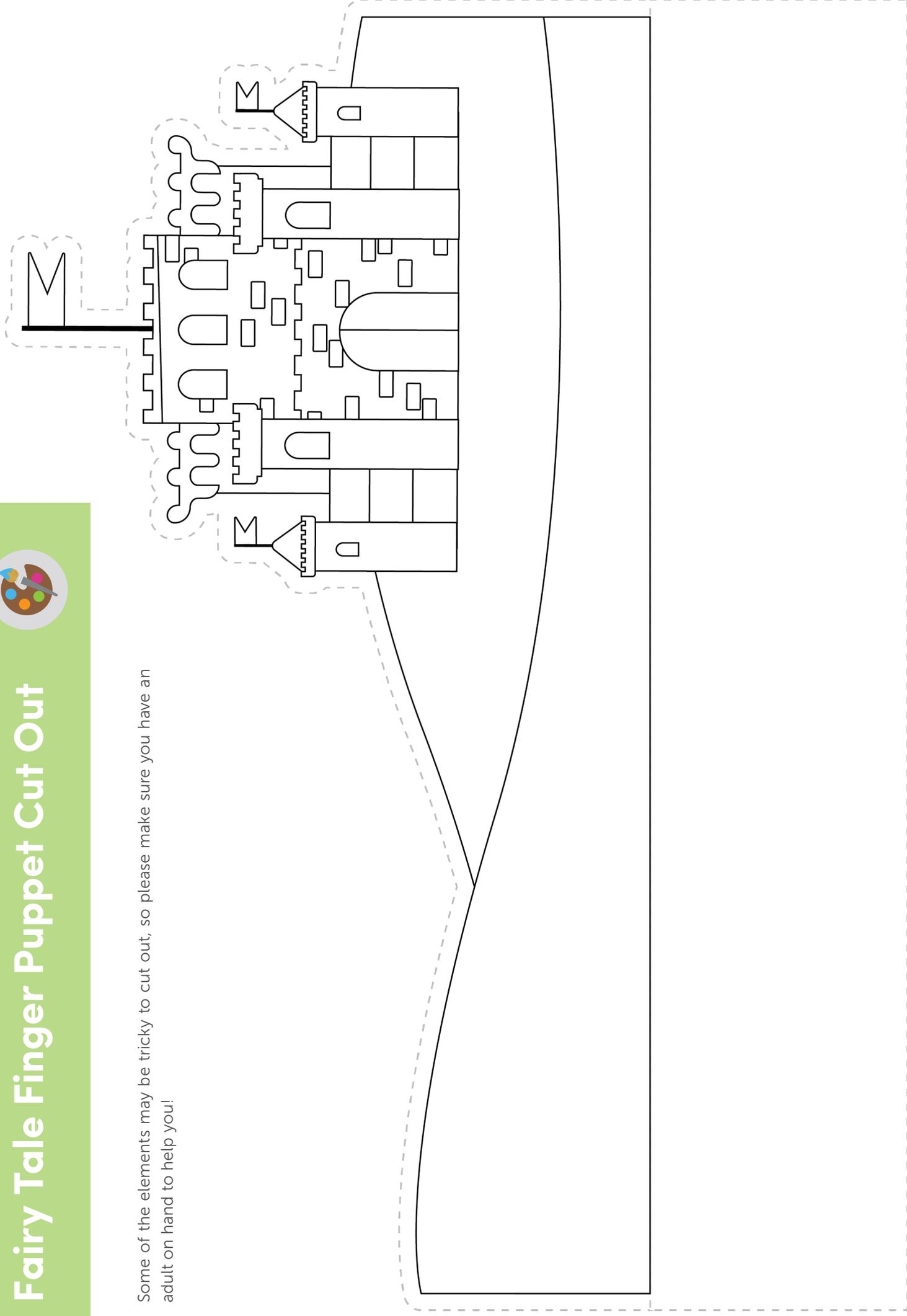
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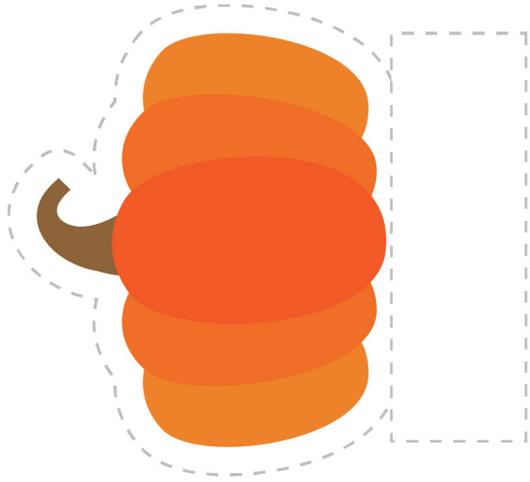
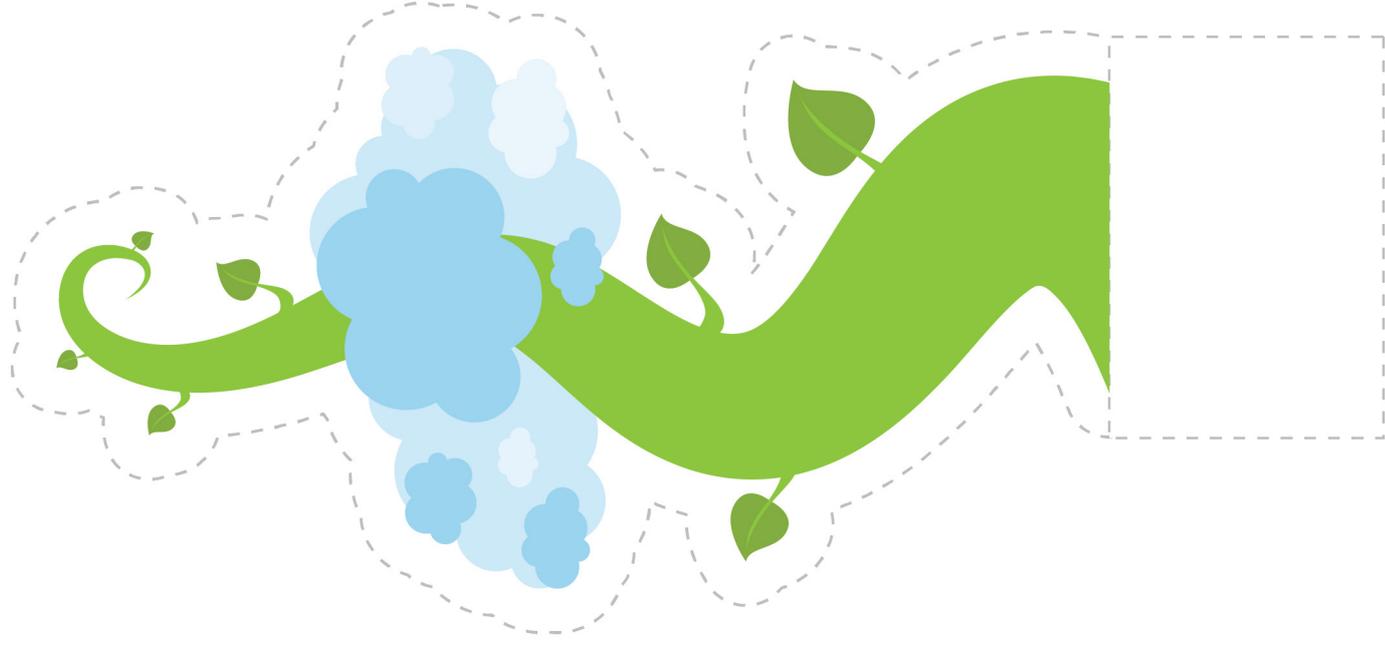
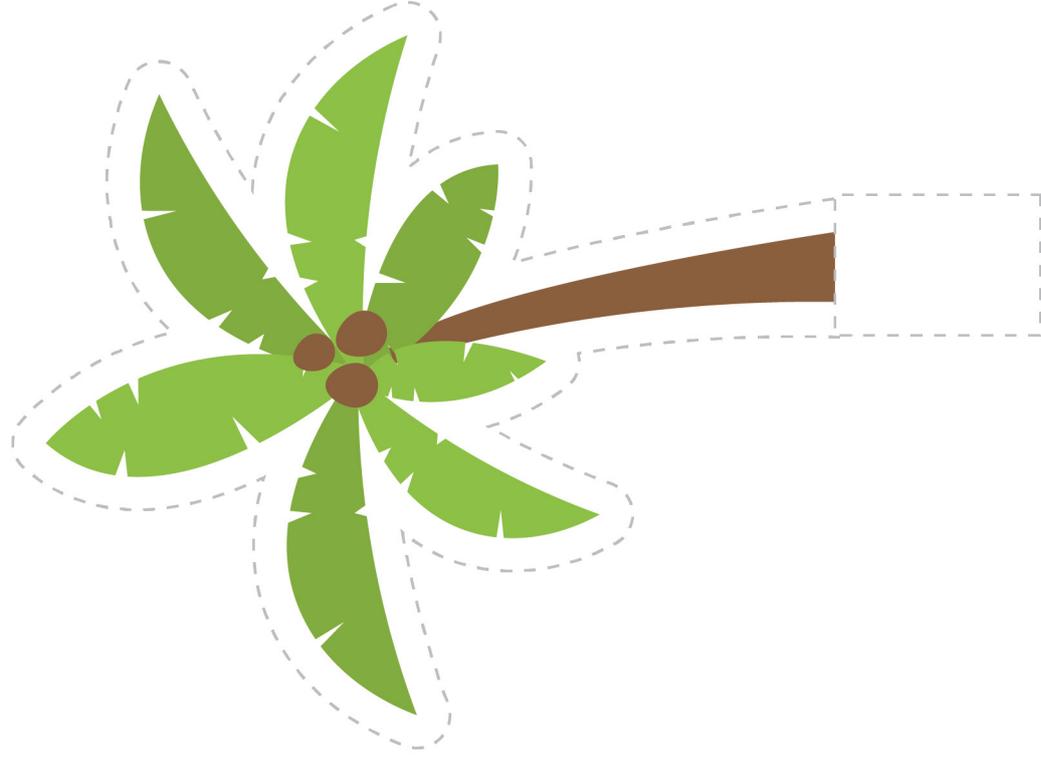
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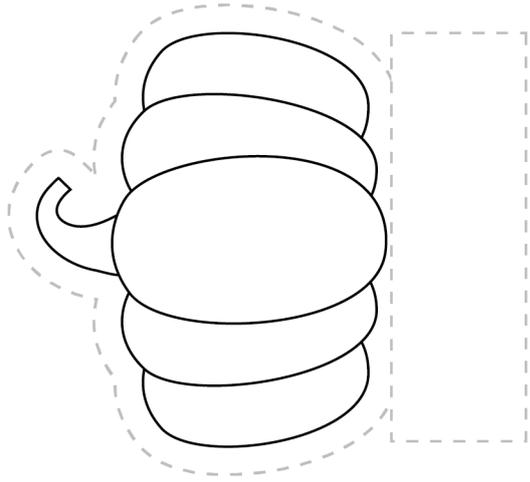
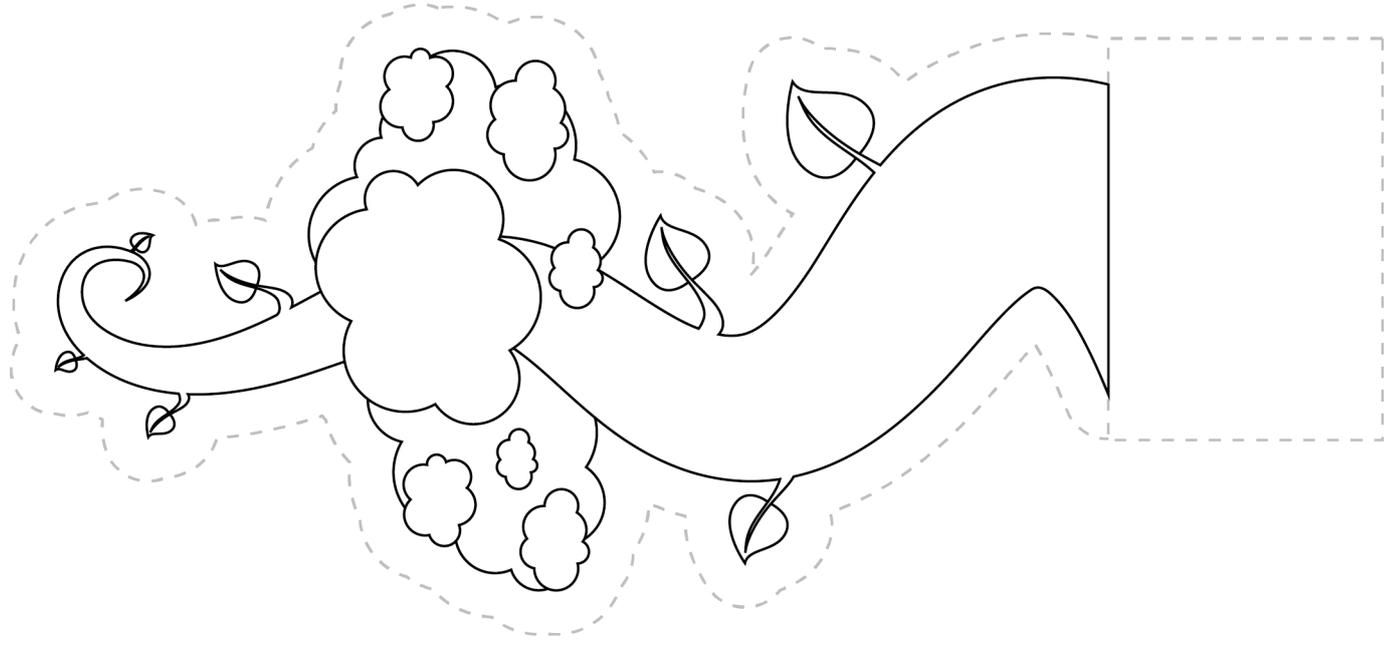
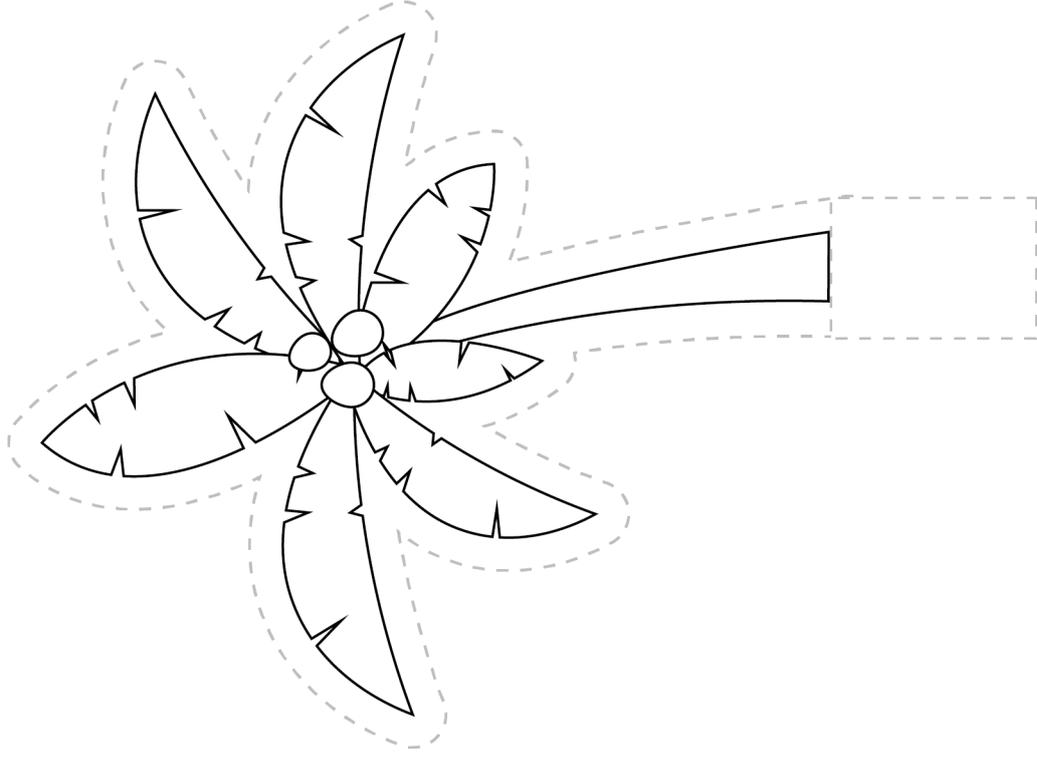
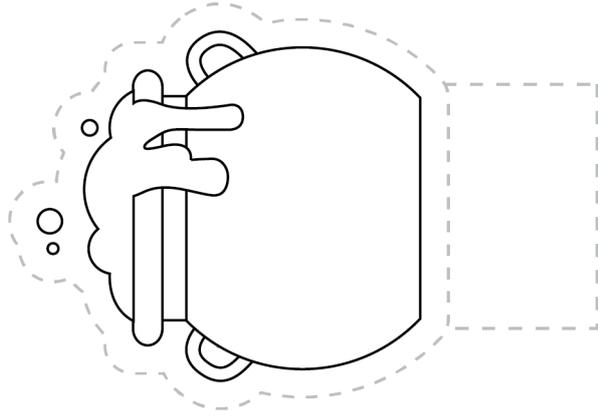
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Fairy Tale Finger Puppet Cut Out

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Use the images on this page to bring your very own magical story to life...



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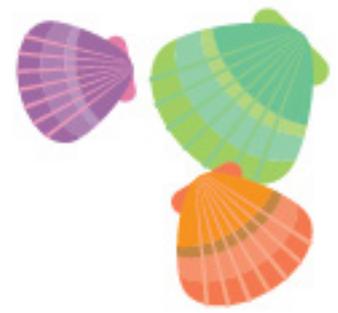
Lined writing area for the story.



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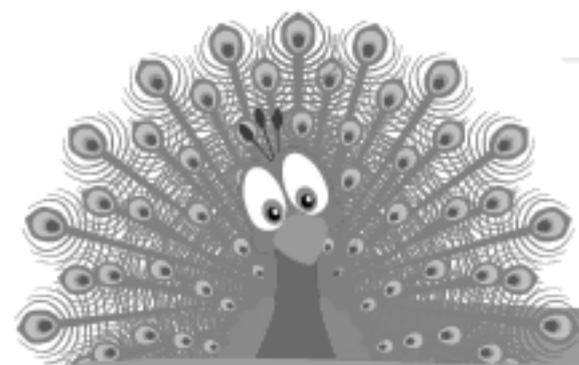
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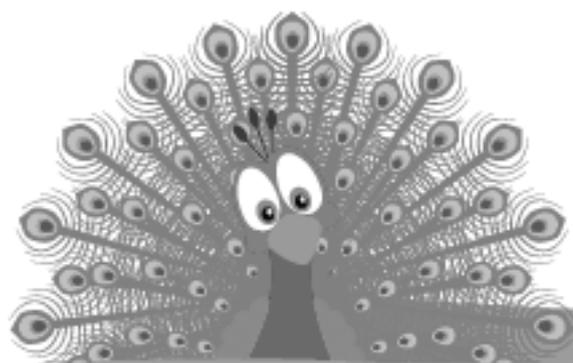
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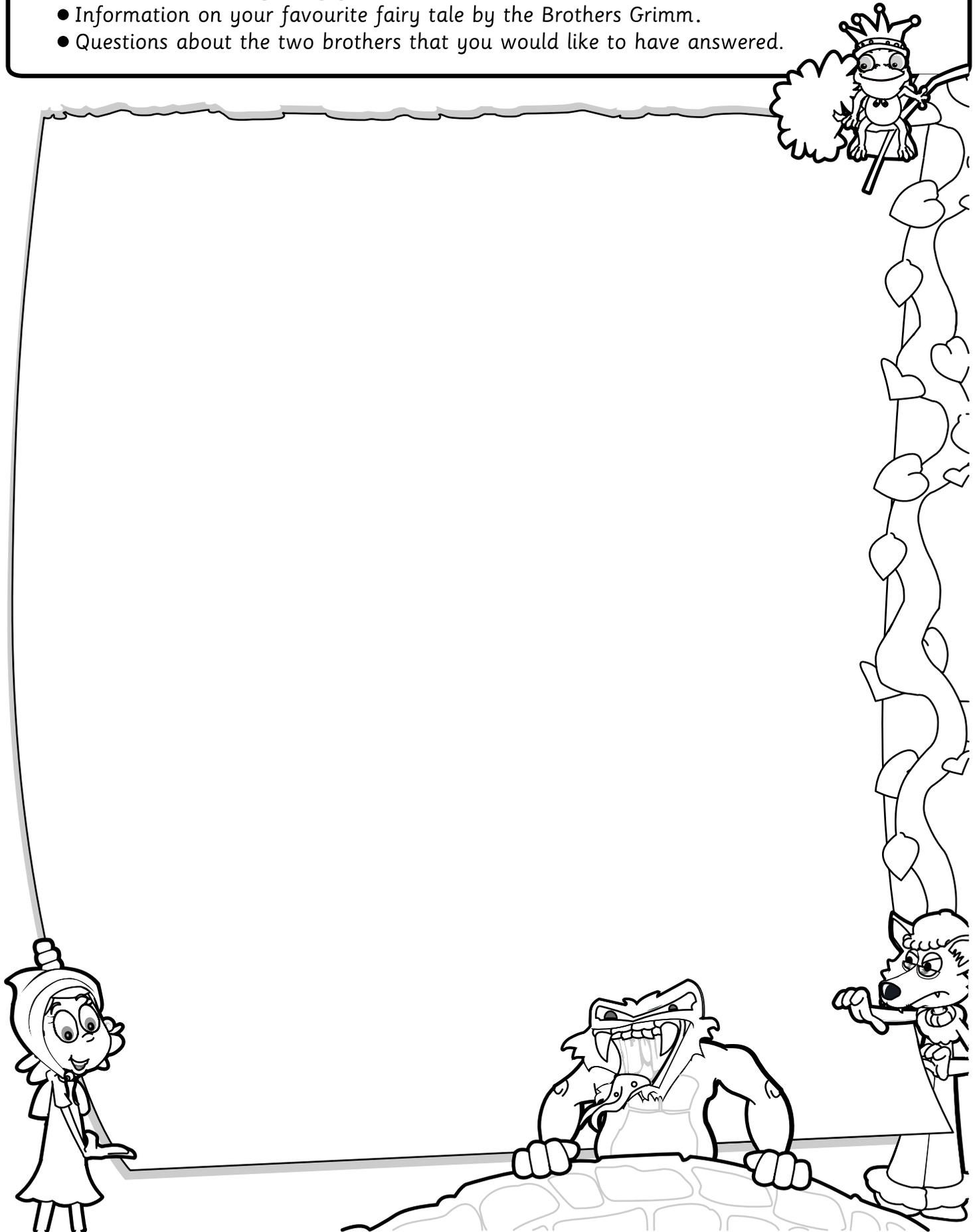




Name: _____ Class: _____

Write an imaginary letter to the Brothers Grimm. The letter should include:

- The most interesting thing you learned about them.
- Information on your favourite fairy tale by the Brothers Grimm.
- Questions about the two brothers that you would like to have answered.





Name: _____ Class: _____

Write an imaginary letter to the Brothers Grimm. The letter should include:

- The most interesting thing you learned about them.
- Information on your favourite fairy tale by the Brothers Grimm.
- Questions about the two brothers that you would like to have answered.



Suggested answer

Dear Brothers Grimm,

I enjoyed learning about your lives. I was surprised to learn that you both studied law. I like the way you describe yourselves as story collectors since you were retelling old tales.

My favourite tale is 'Hansel and Gretel'. It made me think about how brave children can be. I also like the fact that it contains a moral that children should not go wandering off alone.

Which is your favourite tale? I thought it was interesting that you worked so closely together. Did you ever have any arguments?

Thank you for collecting all those stories!

Best wishes,

Klara





Name: _____ Class: _____

Choose a fairy tale and think about what the story is about, using the section titles below. Write and draw pictures to explain your ideas. Then share them with a partner.

1 Character	
2 Motivation	
3 The problem	
4 The resolution	
5 The ending	
6 The moral or lesson (if there is one)	





Name: _____ Class: _____

Choose a fairy tale and think about what the story is about, using the section titles below. Write and draw pictures to explain your ideas. Then share them with a partner.

Accept all reasonable responses

<p>1 Character</p>	
<p>2 Motivation</p>	
<p>3 The problem</p>	
<p>4 The resolution</p>	
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Mark Sanderson,

Senior ICT Consultant, Herefordshire Learning and Achievement Service

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