Folktales and Fairy Tales

Name
What Are Literature Pockets?

In *Literature Pockets—Folktales and Fairy Tales*, eight familiar stories come alive through fun, exciting projects. The activities for each story are stored in a labeled pocket made from construction paper. (See directions below.) Add the charming cover and fasten the pockets together to make a personalized Folktales and Fairy Tales book for each student to enjoy.

![Folktales and Fairy Tales book](image)

**How to Make the Pockets**
1. Use a 12" x 18" (30.5 x 45.5 cm) piece of construction paper for each pocket. Fold up 6" (15 cm) to make a 12" (30.5 cm) square.
2. Staple the right side of the pocket closed.
3. Punch two or three holes in the left side of the pocket.

**How to Make the Cover**
1. Reproduce the cover illustration on page 3 for each student.
2. Have students color and cut out the illustration and glue it onto a 12" (30.5 cm) square piece of construction paper to make the cover.
3. Punch two or three holes in the left side of the cover.
4. Fasten the cover and the pockets together. You might use string, ribbon, twine, raffia, or metal rings.
The Elves and the Shoemaker

Pocket Label and Bookmark ........ page 47
Have students use these reproducibles to make
The Elves and the Shoemaker pocket label and
bookmark. (See page 2.)

The Story of The Elves
and the Shoemaker .......... pages 48–50
Share and discuss this story of two little elves who
help a kindhearted shoemaker. Reproduce the story
on pages 49 and 50 for students. Use the teaching
ideas on page 48 to preview, read, and review the
story. Follow up with the “More to Explore” activities.

A Kind Heart ................. pages 51 and 52
Both the shoemaker and the elves had kind hearts
and helped others. Students make heart shapes and
write about someone they know with a kind heart.

What Did They See? .......... pages 53–55
Students lift the flaps of this minibook to see who
is hiding behind the curtain and who is making the
shoes each night.

Dress an Elf ................. pages 56 and 57
Using scraps of paper or cloth, students create an
outfit for a little elf.

A Shoe Encyclopedia ............ pages 58–60
So many shoes! Students put together a little shoe encyclopedia.
The Elves and the Shoemaker

Story characters:

- Shoemaker
- Shoemaker's Wife
- Rich Gentleman
- Elves

I liked this story:

☐ Yes
☐ No

This bookmark belongs to

______________________________
(your name)

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Share The Elves and the Shoemaker

Preview the Story
State the title of the story, and have students read aloud the names of the characters listed on the bookmark. Distribute copies of the story (pages 49 and 50), and have students preview the pictures. Invite students who are unfamiliar with the story to predict how the elves and the shoemaker get along in the story.

Read the Story
Read the story aloud as students follow along. Encourage students to track the text and underline or frame key words. List and discuss any unfamiliar words, such as village, poor, leather, workbench, and curtain. Point out picture clues and context clues that help explain parts of the story. After you have read the story aloud, encourage students to reread the story independently or with a partner.

Review the Story
Discuss the characters, setting, and plot of the story. Ask questions such as the following to help students recall important details, draw conclusions, summarize, and identify character traits:

- What was the shoemaker’s problem?
- What surprise did the shoemaker find in the morning?
- How did the shoemaker and his wife find out who was making the shoes?
- How did the shoemaker and his wife thank the elves?
- The story says “the shoemaker and his wife were no longer poor.” How did this happen?
- How did the shoemaker show that he was kind? How did the elves show that they were kind?

More to Explore
- Thank You
  The shoemaker and his wife made clothing and shoes for the elves. Ask students to think of other ways they might have thanked the elves.
- Time Order
  Point out to students that the story includes time-order words and phrases that help them keep track of when the events happened. Have students identify those words and phrases in the story. (one evening, the next morning, soon, that day, every night, at midnight, the next day, that night)
- Compare and Contrast Different Versions
  Read aloud another version of “The Elves and the Shoemaker.” Work with students to compare and contrast the two versions, using a Venn diagram or a comparison chart.
The Elves and the Shoemaker

A kind shoemaker made shoes for the children in his village. Some children needed shoes but had no money. He gave them shoes anyway. Because of his kind heart, he became poorer and poorer.

One evening the shoemaker said to his wife, “I only have enough leather to make one more pair of shoes. We have no money to buy more leather.”

“What will be, will be,” said his wife. “Make the last pair of shoes in the morning. Someone will buy the shoes.”

The next morning when they returned to work, the shoemaker and his wife found a pair of shoes on the workbench. “Who made these shoes?” asked the wife.

“Not I,” said the shoemaker.

Soon a rich gentleman came into the shop. “What a fine pair of shoes,” he said and gave the shoemaker four gold coins for them.
“Now I can buy leather for four pairs of shoes,” the shoemaker told his wife. He went to the market and bought the leather. He left leather for four pairs of shoes on the workbench.

The next morning the shoemaker found four pairs of shoes on the workbench. Before long, those shoes were sold. Every night the shoemaker left out leather for shoes. Every morning he found more shoes. Soon his moneybox was full of coins.

“Who is helping us? How can we thank them?” asked the wife.

“Tonight we shall see for ourselves,” said the shoemaker. The shoemaker cut the pieces of leather and left them on the workbench. Then he and his wife hid behind the curtain.

At midnight two elves skipped into the room. They sang as they sewed. When the shoes were finished, they danced around the room and out the door.

“Poor little ones,” said the wife. “They have no clothes.”

“Their bare feet must be cold,” said the shoemaker.

The next day the shoemaker and his wife cut and sewed. That night they set out warm clothes and two pairs of little shoes. Once again they hid behind the curtain.

When the elves saw the clothes and shoes, they put them on while singing, “What a surprise! What a treat! Soft, warm clothes. Shoes for our feet!” Then they skipped out the door and never came back.

Because the elves had helped them, the shoemaker and his wife were no longer poor. They still made shoes, working happily ever after. And sometimes they wondered about those helpful elves.
A Kind Heart

Materials
- page 52, reproduced for each student
- writing paper
- crayons
- scissors
- stapler

Steps to Follow
1. Have students color and cut out the heart pattern and fold it in half as indicated. Then have them use the folded heart as a template, tracing it onto a sheet of writing paper and cutting out the lined heart.

2. Ask students to write about someone they know with a kind heart, describing something kind the person has done.

3. Have students staple the written page inside the heart cover.

4. Invite students to read their descriptions aloud.

My sister has a kind heart. She takes care of my baby brother. She helps me with my homework.

inside
Heart Pattern

A Kind Heart

by ____________________
What Did They See?

Materials
- pages 54 and 55, reproduced for each student
- 9" x 12" (23 x 30.5 cm) construction paper
- 4" x 7" (10 x 18 cm) colorful lightweight fabric
- scissors
- crayons or marking pens
- glue
- two-sided tape (optional)

Steps to Follow
1. Work with students to complete the following steps to make a flap book. Demonstrate each step:
   a. Fold the construction paper into fourths. Then open it and cut out the top left-hand section.
   b. Color and cut out the pictures.
   c. Glue the pictures onto the construction paper. Glue the shoemaker and his wife to the top right-hand section. Glue the elves to the bottom right-hand section. Then fold over the bottom left-hand section and glue on the workbench.
   d. Place a strip of two-sided tape (or use glue) across the top of the section with the shoemaker and his wife. Press the piece of fabric to this section to make a curtain. (If you use glue, allow it to dry.)
   e. Write an answer to the question “What did they see?” on the lined form. Then cut out the answer box and the question box.
   f. Fold down the top section of the flap book. Glue the question box to the construction paper. Turn the book over and glue the answer box to the back.
2. Invite students to show their flap books to classmates.
What Did They See?

by

The shoemaker and his wife saw
What Did They See?
Dress an Elf

Materials
- page 57, reproduced for each student
- assorted scraps of fabric or construction paper
- scissors
- glue
- crayons or marking pens

Steps to Follow
1. Discuss what an elf might wear. Then demonstrate how to lay the elf pattern on a piece of fabric or paper and trace a piece of clothing such as trousers or a shirt.
2. Invite students to use fabric or paper scraps to dress their elves. Remind them to include shoes. Have them use crayons or marking pens to add facial features and other small details.
3. Have an elf fashion show! Display the elves and have students compare and contrast them. Afterward, have students put their elves into the pocket.
4. Extend the activity by having students write on the back of their elves how they made the outfit.
Elf Pattern
A Shoe Encyclopedia

Materials

- pages 59 and 60, reproduced for each student
- 4" x 9" (10 x 20 cm) construction paper
- shoelaces or string
- scissors
- crayons
- hole punch

Steps to Follow

1. Lead students in a discussion about shoes. Work together to brainstorm different kinds of shoes, such as seasonal shoes (rain boots, snow boots, sandals), everyday shoes (sneakers, cowboy boots, high-heel pumps, bedroom slippers, dress shoes), and sports shoes (baseball cleats, tennis shoes, bowling shoes, ice skates, ballet slippers, tap shoes, hiking boots). List the shoes on the chalkboard.

2. Read aloud the names of the shoes shown on the shoe cards. Discuss who might wear each kind of shoe.

3. Have students color the shoe cards and write a sentence for each one telling who would wear the shoe and when it would be worn. For the last card, have students decide on their own shoe, draw a picture of it, and complete the sentence. Refer students to the list of shoes on the board.

4. Ask students to cut apart the shoe cards and put them in a stack. Ask more advanced students to put their cards in alphabetical order.

5. Have students fold the construction paper in half to form the cover. Have them glue the title card onto the cover.

6. After students put the shoe cards inside the cover, have them punch two holes in the left side of the book and tie the pages together with a shoelace or string.

7. Extend the activity by having students use magazine cutouts of shoes to make additional pages for their books. Students may use their book as a template, tracing the book onto white paper and cutting out the boxes to make additional blank pages.
Shoe Cards

My Shoe Encyclopedia

by

rain boot

A would wear this shoe to

sandal

A would wear this shoe to

ballet slipper

A would wear this shoe to
The Brave Little Tailor

Pocket Label and Bookmark ........ page 16
Have students use these reproducibles to make
The Brave Little Tailor pocket label and bookmark.
(See page 2.)

The Story of
The Brave Little Tailor ............ pages 17–19
Share and discuss this story of a brave little
tailor who outwits three strong giants. Reproduce
the story on pages 18 and 19 for students.
Use the teaching ideas on page 17 to preview,
read, and review the story. Follow up with the
“More to Explore” activities.

The Brave Little Tailor
Mobile ................................. pages 20–22
Students create a colorful mobile of shapes and
sentences to tell how the little tailor tricked the
giants.

Sequence a Story Belt .... pages 23 and 24
Sequencing a story becomes a whole new
experience when students “stitch” together a belt
that shows what happened to the little tailor.

The Job of a Tailor ....................... page 25
Have students color, cut out, and told these
minipages to make a little nonfiction book that
tells how a tailor makes clothes.
The Brave Little Tailor

Story characters:

Little Tailor
First Giant
Second Giant
Third Giant
King
Princess

I liked this story:

☐ Yes
☐ No

This bookmark belongs to

(your name)
Share The Brave Little Tailor

Preview the Story
State the title of the story, and have students read aloud the names of the characters listed on the bookmark. Distribute copies of the story (pages 18 and 19), and have students preview the pictures. Invite students who are unfamiliar with the story to predict what the phrase “seven at one blow” means in the story.

Read the Story
Read the story aloud as students follow along. Encourage students to track the text and underline or frame key words. List and discuss any unfamiliar words, such as swarmed, stitched, palace, acorn, and highness. Point out picture clues and context clues that help explain parts of the story. After you have read the story aloud, encourage students to reread the story independently or with a partner.

Review the Story
Discuss the characters, setting, and plot of the story. Ask questions such as the following to help students recall important details, draw conclusions, summarize, and identify character traits:

• How did the flies get into the tailor’s workroom?
• What words did the tailor stitch on his belt? What did the words mean?
• When the giants and the king read the words on the belt, what did they think it meant?
• What did the king want the tailor to do? What did he promise the tailor?
• How did the tailor fool the giants?
• How would you describe the tailor?

More to Explore
• Brave Deeds
  Point out to students that the tailor used his brain to beat the giants. Ask students to think about a brave deed they have done that required them to use their brain. Invite students to share their experiences or write about them in their journals.

• Exaggerations
  Remind students that the first giant was so strong he could squeeze water out of a stone. He could also throw a stone so high that it touched a cloud. Have students tell their own exaggerated statements of strength, speed, and endurance. Have them complete the following sentence frame by adding a name, a verb, and a description: My _______________ is so strong/high/fast/far that ________

• Compare and Contrast Different Versions
  Read aloud another version of “The Brave Little Tailor.” Work with students to compare and contrast the two versions, using a Venn diagram or a comparison chart.
A busy little tailor set his jelly sandwich near an open window. "I will sew this pair of pants before I eat," he said.

While he stitched, flies swarmed over the sandwich. The tailor hit the flies with his cutting board. "Seven dead flies," he said. "I will tell everyone."

The tailor stitched the words *Seven With One Blow* on his belt. Then he put some cheese in his pocket and went for a walk.

Along the way, the tailor found a bird in a bush. He put the bird in his pocket with the cheese.

In the forest, the tailor saw a giant cutting a tree. "Giant, see my belt? I killed seven with one blow."
The giant laughed at the little tailor. “I’m much stronger than you,” he said. He squeezed a stone so hard that water ran out of it.

“Not bad,” said the tailor. “But I can squeeze milk from my stone.” The tailor squeezed milk from his cheese.

The giant was surprised but wasn’t ready to give up. He threw a stone into the sky. The stone went so high it touched a cloud and came down.

“Watch this,” said the tailor. He took the bird from his pocket and the bird flew away. “My stone flew so high that it didn’t come down.”

“You win,” said the giant.

The tailor smiled as he went on his way. Soon he came to a palace. “See my belt?” said the tailor to the king.

The king read Seven With One Blow. “You are stronger than my army,” said the king. “There are two giants in the forest. They steal our food and destroy our homes. If you kill them, you shall have half my kingdom and marry my daughter.”

The tailor found the two giants sleeping under an oak tree. The tailor climbed the tree. He dropped an acorn on the face of one snoring giant. The giant woke up. “Stop that!” he said.

“I did nothing,” said the other giant.

Soon the giants were snoring again. The tailor threw more acorns, waking both giants. The angry giants began to fight. They hit each other so hard that they both fell dead.

The tailor went back to the king. “Your highness, the giants are dead. The soldiers will find them in the forest.”

The king put a crown on the little tailor’s head. “Half of my kingdom is yours. Tomorrow you will marry my daughter.” And he did.
The Brave Little Tailor Mobile

Materials
- pages 21 and 22, reproduced for each student
- three 6" square (13 cm) pieces of construction paper
- 5" x 2½” (13 x 6.5 cm) construction paper
- four 6" (15 cm) pieces of string
- crayons
- scissors
- glue
- hole punch

Steps to Follow
1. Ask students to recall how the brave little tailor fooled the giants. Have them write on each reproduced shape a brief description of how the item was used.

2. Have students color and cut out the four shapes and glue them onto construction paper. Have them cut out the shapes again, leaving a border.

3. Help students punch holes in the shapes as marked. Have them tie the shapes together with string to make a mobile. Be sure they put the title piece first.

4. Encourage more advanced students to make additional shapes for their mobiles. Students may draw and write about other items the tailor could have used to fool the giants.

5. Display the mobiles for everyone to see. After the display comes down, store the mobiles in students' pockets.
Mobile Shapes

The Brave Little Tailor
Mobile Shapes
Sequence a Story Belt

Materials
- page 24, reproduced for each student
- sentence strips
- crayons
- scissors
- glue
- hole punch
- yarn

Steps to Follow
1. Have students color and cut apart the sequence cards.
2. Ask students to glue the cards close together in correct sequence onto a sentence strip. Have them trim off the excess part of the strip.
3. Have students punch holes along the top and bottom of the sentence strip. (You may choose to punch the holes for students in advance or while they work.)
4. Give each student two long strands of yarn. Each strand should be about a foot longer than the sentence strip. Have students weave one strand through the holes on one end of the strip and weave the other strand through the holes at the other end of the strip. Tie the yarn at each end to hold it in place.
5. Have students help each other tie the belts around their waists. After students have had an opportunity to show off their belts, have them put the belts (folded) into their pocket.
A tailor makes clothes for people.

The Job of a Tailor

A tailor uses different tools and equipment to make the clothes.

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Pocket Label and Bookmark ........ page 84
Have students use these reproducibles to make
The Bremen Town Musicians pocket label and
bookmark. (See page 2.)

The Story of The Bremen
Town Musicians ............... pages 85–87
Share and discuss this story of four old animals
who scare off a band of thieves. Reproduce the
story on pages 86 and 87 for students. Use the
teaching ideas on page 85 to preview, read, and
review the story. Follow up with the “More to
Explore” activities.

Animal Totem ...................... pages 88–90
Students follow step-by-step directions to create a
two-medium picture of the four animals one on top
of the other as described in the story.

Write a Song ................. pages 91 and 92
Here’s an opportunity for students to create a song
for the animals to sing on their way to town to be
street musicians.

Make a Guitar ............... pages 93 and 94
Students create rubber-band guitars to pluck as
they sing their animal songs.
The Bremen Town Musicians

Story characters:

- Donkey
- Dog
- Cat
- Rooster
- Thieves

I liked this story:
- [ ] Yes
- [ ] No

This bookmark belongs to

(your name)
Share The Bremen Town Musicians

Preview the Story
State the title of the story, and have students read aloud the names of the characters listed on the bookmark. Distribute copies of the story (pages 86 and 87), and have students preview the pictures. Invite students who are unfamiliar with the story to predict how a donkey, dog, cat, and rooster scare off some thieves.

Read the Story
Read the story aloud as students follow along. Encourage students to track the text and underline or frame key words. List and discuss any unfamiliar words, such as grain, mill, loads, musician, brayed, and mistress. Point out picture clues and context clues that help explain parts of the story. After you have read the story aloud, encourage students to reread the story independently or with a partner.

Review the Story
Discuss the characters, setting, and plot of the story. Ask questions such as the following to help students recall the sequence of events, identify important details, and draw conclusions:

- Who did the donkey meet first? Next? Last?
- Why did the animals leave their homes?
- Why did the animals look into the window of the house?
- How did they know the men were thieves?
- What frightened the thieves?
- Why did one of the thieves come back to the house?
- How did the animals scare him off?

More to Explore
- Animal Jobs
  Ask students to recall the jobs that the animals had in the story. Then work with students to brainstorm a list of other animal jobs. Have students consider animals that help at farms, animals that transport people or things throughout the world, and animals that help people with special needs.

- Animal Sounds
  Work with students to brainstorm a list of animals in alphabetical order. Discuss which animals make sounds that we can hear. Write the sound words next to those animals. Then invite students to make those sounds.

- Compare and Contrast Different Versions
  Read aloud another version of "The Bremen Town Musicians." Work with students to compare and contrast the two versions, using a Venn diagram or a comparison chart.
Every day a donkey took grain to the mill. He was getting old and couldn’t carry heavy loads anymore. One morning he heard his master say, “I’m going to get rid of that donkey.”

This frightened the donkey, so he ran away. “I’ll be a street musician,” he thought. “I sing very well.”

The donkey saw a dog by the road. “What’s wrong?” brayed the donkey.

“My master said I am too old to hunt. He won’t give me food, so I ran away.”

“Come with me,” said the donkey. “We’ll be street musicians and sing for our supper.”

The dog followed the donkey. Soon they met a cat. “Cat, what’s wrong?” brayed the donkey.

“I am too old. I can’t catch mice, so my mistress is going to drown me.”

“Come with us,” brayed the donkey. “We’ll all be street musicians.”

The dog followed the donkey. The cat followed the dog. Along the way they saw a rooster.

“Oh, woe is me,” crowed the rooster.
“Rooster, what is wrong?” brayed the donkey.

“I am too old. The farmer told the cook to put me in a stew.”

“You sing very well,” said the donkey. “Come with us. We’ll all be street musicians.”

The dog followed the donkey. The cat followed the dog. The rooster followed the cat. The four animals walked through the forest. They came to a house and stood one on top of the other so the rooster could see in the window. “There are three men eating dinner,” said the rooster. “They must be thieves. There are bags of coins on the table.”

“It makes no difference who they are. We’re hungry. We’ll sing for our supper,” brayed the donkey. The animals brayed, barked, meowed, and crowed.

“Listen to that noise. The army has come to get us,” said one of the thieves. The men ran into the woods, and the animals ate their food. After dinner the animals blew out the candles and went to sleep.

One of the men came back to get the money. He lit a candle. The cat’s eyes glowed in the light, and she scratched the man’s face. When he ran out the door, the dog bit him, the donkey kicked him, and the rooster crowed loudly.

The man ran to the other thieves. “Monsters!” he yelled. The thieves ran away and never came back.

The four old animals stayed in their new home. They lived there happily the rest of their lives.
Animal Totem

Materials
- pages 89 and 90, reproduced for each student
- newspapers
- midnight blue or black tempera wash (paint mixed with water)
- paintbrushes
- 6" x 12" (15 x 30.5 cm) white drawing paper
- crayons
- tape (optional)

Steps to Follow
1. Set up paint stations. Cover the worktables with newspaper. Set out the tempera wash and paintbrushes.

2. Have students use crayons and the directions on pages 89 and 90 to draw the four animals standing on top of one another. Students should stack the animals from largest to smallest, with the rooster on top. Tell them to draw stars for the background. Remind students to draw heavily so the images will appear when the tempera wash is painted over the picture.

3. Have students paint the tempera wash over the entire paper to create the nighttime sky.

4. Extend the activity by having students write about the animals' experiences. Students may write a paragraph or a newspaper article about what happened. Distribute writing paper that has been trimmed to match the size of the picture. Have students tape the written description onto the back of the dried picture.
Donkey and Dog Drawing Steps

Donkey

1. 

2. 

3. 

Dog

1. 

2. 

3. 
Cat and Rooster Drawing Steps

**Cat**

1. 

2. 

3. 

**Rooster**

1. 

2. 

3.
Write a Song

Materials
- page 92, reproduced for each student
- 9" x 12" (23 x 30.5 cm) construction paper
- crayons
- glue

Steps to Follow
1. Review with students the main characters of the story. Have students produce the sound each animal might make as it brays, barks, meows, or crows. Then explain to students that they are going to complete a song for the animals to sing as they walk toward town.

2. Distribute the song sheets and read the incomplete lyrics with students. Point out the repeating pattern. Ask students to identify the parts that change in each verse.

3. Have students work as a class, with a partner, or independently to complete the final two verses of the song. Then have them color the pictures and glue the finished song sheet onto construction paper.

4. Have more advanced students write their own original song based on what happened in the story.

5. After students finish writing the song, have them come up with a simple tune for it. Students may use the guitar they make in the next activity (see pages 93 and 94) to pluck the tune as they sing their song to the class.
My Song

Hee-haw, hee-haw,
Listen to my song.
Hee-haw, hee-haw,
Why don’t you come along?

Hee-haw, bow-wow,
Listen to our song.
Hee-haw, bow-wow,
Why don’t you come along?

Hee-haw, bow-wow, _______________,
Listen to our song.
Hee-haw, bow-wow, _______________,
Why don’t you come along?

Hee-haw, bow-wow,
______________  _______________,
Listen to our song.
Hee-haw, bow-wow,
______________  _______________,
Why don’t you come along?
Make a Guitar

Materials
- page 94, reproduced for each student
- 1" x 1½" (2.5 x 4 cm) pieces of cardboard
- paint stirrers or wooden rulers
- tagboard file folders, cut in half
- rubber bands
- scissors
- crayons
- glue

Steps to Follow
1. Guide students through the following steps to make a rubber-band guitar:
   a. Glue three 1" x 1½" pieces of cardboard together to make the guitar's bridge. Glue the bridge to the wooden piece, about 3" (7.5 cm) from one end. Allow this part to dry completely.
   b. Cut out the guitar template. Lay it on tagboard and trace around it. Cut out the guitar shape. Use crayons to add details to the guitar.
   c. Stretch two rubber bands lengthwise around the wooden piece. Be sure they go over the bridge. Note: If you have a rambunctious class, lay some ground rules for proper use of rubber bands before passing them out.
   d. Glue the wooden piece to the tagboard and let the guitar dry completely.

2. Invite students to pluck their guitars as they sing their song about the Bremen Town musicians. (See the previous activity.)

Variation
Invite students to construct a more sophisticated guitar using a variety of thick and thin rubber bands and a movable bridge. Encourage them to create a variety of tones with their guitars.
Guitar Pattern
**Folktales and Fairy Tales**

My favorite folktale/fairy tale is ________________________________

I like it best for these three reasons:

1. ________________________________

2. ________________________________

3. ________________________________

Draw your favorite character here.

List words that describe your favorite character.

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
Note: Use this evaluation activity after students have completed their Folktales and Fairy Tales book.

**Folktales and Fairy Tales**

Fill in the circle in front of each thing you could find in a folktale or fairy tale. If you fill in the circle, give an example from a folktale or fairy tale.

- ○ talking animals

- ○ giants, trolls, or elves

- ○ a spaceship on the moon

- ○ a magical character or event

- ○ a trip to the mall

- ○ nonliving things that talk

- ○ old-fashioned clothes and buildings

- ○ computers, televisions, or cell phones