

*Integrated*  
**Themes**  
*For Relief Teachers*  
**Book 2**



**Fairy Tales - General**  
**Goldilocks**  
**The Three little Pigs**  
**Little Red Riding Hood**  
**The Circus**  
**Flight**

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Published by Ready-Ed Publications, P.O. Box 276, Greenwood, WA, 6024

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ISBN 1 86397 141 6

# INTRODUCTION

## How this resource works

The phone rings at 8.30 a.m. and the caller asks if you can get to the school for the day as soon as possible.

What are you going to teach that doesn't require much preparation?

## This is the resource that will come to your rescue

It provides an across-the-curriculum range of activities which are based on themes that will not only interest children, but will also teach and motivate them.

The book provides guidelines for thematic activities that are easy to prepare and implement within a short time frame.

The open-ended activities cater for the wide range of abilities that exist in any class situation. This allows the children to work at the capacity to which they are capable, as well as extending and challenging their thinking skills. Many of the activities are suitable for groups or partners, and they will help to develop children's cooperation and negotiation skills.

After lessons, or at the end of the day, discuss what the children have learnt and enjoyed from their activities, and have them write what they have learnt into their booklet. This is a good reflective time for the children. It encourages them to take responsibility for their learning.

## Using an individual booklet

This programme is designed to have the children use an individual booklet that is the basis for the day's activities. The booklets consist of a cover that the children design and decorate and approximately four extra pages for activities.

The size of the booklet depends on the needs of the class and the theme. A4 size paper cut in half and stapled together is a suitable size for the majority of the thematic activities.

The children will really enjoy this approach, and it gives them a sense of purpose for the activities as they finish with a complete product rather than loose sheets that might be lost or thrown away.

A system of positive rewards for completed tasks and acceptable behaviour can be implemented, assisting in creating a rewarding day for all. Rewards are given after the child has gained a number of points.

Each point is shown by a star or a stamp, or the children can draw their own reward point that is related to the theme, e.g. a fish for the ocean theme.

Once the children have earned 5 points they have earned the right to choose their reward. Stickers, free time or lollies are the awards that most children select. The rewards can have different point values, e.g.

5 points = 1 sticker

7 points = 2 lollies

10 points = free time

The reward choice can be given after 5 points, or the children can work their way through the rewards, claiming them at the end of the day.

At the end of each of the units photocopiable master activity sheets that correspond to the activities in the theme are provided.

There are also daily theme information sheets for you to record the day's activities for the class teacher, e.g. "What we did today".

On arriving at the school, after establishing the important details of the day, locate the library and borrow some appropriate theme books. Then head off to find some suitable paper to construct the booklets.

This resource book and its associated activities will enable you to provide meaningful and enjoyable activities for the full range of classes in the primary years.

**The themes and activities are also well suited for class teachers in their day to day class work.**

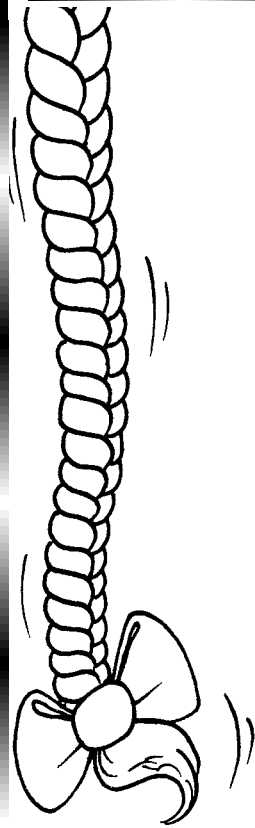
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# FAIRY TALES

GENERAL ACTIVITIES

FOR 5 - 12 YEAR OLDS



## FAIRY TALES - GENERAL

The activities in this section are based on literature related to fairy tales.

The ideas sheet on Page 8 can be used as a personal contract or the children can select the activities to work on as a paired contract.

The ideas are primarily open-ended questions allowing flexibility and suitability across the year levels.

These activities work well in small groups or pairs, promoting cooperation and negotiation skills.

The contract can be copied for the class and can be reused for other classes. Alternatively, the ideas could be transferred onto a large piece of cardboard and displayed at the front of the room.

The other activities presented in the unit are also open-ended activities promoting a variety of thinking skills. The format for these activities is similar to that of other units in this book.

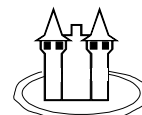
### Language

- Brainstorm for fairy tale words.
- Planning activity:** Children are to plan a trip to Fairyland. Ask: What will you need? How will you get there? Who would you take? Write a story about your adventures once you get there.
- Decision making:** Taking home a fairy/elf/gnome etc. Write a list of questions on the board.  
e.g. Who would you take home?  
Why would you choose that character?  
What will your mum and dad say?  
Will they let you keep it?  
How will you care for it?  
Will it be a good friend?  
What would some of the difficulties be in having a ...?  
Write a letter to your mum or dad to ask them if you can have a ..... and saying why they should let you.
- Celebrity head:** Select 3 children to sit out the front of the room. Behind their heads, write fairy tale character's names. The children have to guess who they are. They must ask questions that can only be answered by a 'yes' or 'no' by the class. If they get an answer correct they may ask another question. The winner is the first person to guess who they represent.
- Picture story:** The children write a story, replacing some words with pictures.

Once upon a time there were two



who lived in a



.

## Art/Craft

- Fairyland:** The children paint, draw, crayon etc. what they think Fairyland would look like. Paint wash the background using watery paint.
- Castles:** Working in groups, children construct a castle out of 'junk'.
- Children design a fairy castle or a giant's castle.

## Maths

- Money:** Discuss what our money looks like and feels like. Make rubbings of the coin designs.

As a class discuss what Fairyland money would look like. Would it use notes, or coins or both?

The children work in pairs to design a Fairyland currency. Each pair constructs their currency from paper. Compare with other groups.

- Fairy market day:** Having a make believe fairy market day is fun. This activity is best suited to week blocks or longer.  
The children work in small groups, with each group having a store/stall. They need to think of:
  - what they will sell
  - opening and closing times
  - cost of the items
  - how they will store their money etc.They can decorate their store however they like, creating a sign for the name. Once everyone in the class has set up, the market opens for business. Children can take turns to shop at other stalls and in tending their own shop.

- 2-D shapes:** Construct a wand using 2 triangles pointing different ways. The children could experiment with different shapes that would be suitable to make a wand.

- 3-D shapes:** Construct a castle or tower using 3-D shapes such as Lego or blocks. Children share their creations by describing the entry, exits, the purpose of the shape, how they are protected from evil witches and so on.

- Position:** Dictation drawing. Dictate to the children what they are to draw and the position of the objects, e.g. "Draw a toadstool. Sitting on top of the toadstool is a fairy."

- Shape translation:** Tell the children to divide their page into quarters. In separate quarters draw: three triangles, three squares, three rectangles and three circles. Give the children a time limit in each quarter to create any fairy tale picture they can think of using the shapes. Share the ideas at the end of each quarter completion.

- Position:** Provide the children with grid paper and have them fill in the grid references: letters along the top and numbers down the side. Then instruct the children what to draw and in what grid reference. The children could then make up their own directions for a fairy tale picture or treasure hunt.

## Social Studies

- Temperature:** Design some clothes for an elf, fairy etc. Decide where they are going to live and what the climate is like. Use the earth as an example and draw an imaginary map of a fairy world and locate the warm/hot/cold places on the map.
- Temperature:** Look at a wide variety of fairy tale books and discuss what the climate might have been like in each story. Make a list of titles and climates. Compare the results and discover the most common climate in fairy tale stories.

# GOLDBLOCKS AND THE THREE BEARS

## Spelling

- Read the story to the children.  
Draw a cottage or bear on the board. Children brainstorm for words about and from the story. Record these in the picture.
- Select 10 words for the children to place in alphabetical order.
- Children write words of their choice onto cards and make up a set of Snap cards. The same cards can be used for a game of Concentration. There is a word master sheet at the end of the unit that is appropriate for early readers (See Page 14).
- Locate word meanings in dictionaries e.g. porridge, woods.
- Draw a picture of each character and write the character's name underneath. Describe their characteristics.
- Use the words brainstormed above to write sentences.
- Spelling circle game:** Children sit in a circle and the teacher or a child suggests a word to spell from the list. One child starts with the initial letter and each child after that says one letter. The aim is to see how many times they can spell all the way around without a mistake.
- Game: Write a blend or digraph on the board. Children are split into 5 groups. In their booklet they have to write as many words that they can think of that have the sound incorporated, in a given time limit. Share the words that children thought up. The team with the most words wins.
- Game: Write a sound blend or digraph on the board. The children are in 4 groups. The leader of each group stands at the board. When the teacher says 'go', each writes a word that has the given sound in it. The first finished receives 4 points and so on down to 1 point for 4th position. A group cannot repeat words. For more capable students a letter minimum could be imposed, e.g. 5 letters or more.
- How many 'b' words can children think of?  
Children 'have a go' at the words and record them in their booklets.
- Construct a bear, using three circles: Cut brenex paper into one large circle and two smaller circles. Use one circle for the face and two for the ears. Fringe the face with crepe paper. Write 'b's or 'b' words all over the back of the bear.
- Make silly 'b' sentences e.g. Big Billy bear builds brand new boxes using brown bricks. Children illustrate their silly sentences.
- 'th' digraph:** Children create a large numeral 'three' using card or paper and fill the three with 'th' words.
- Fill in the missing letters.

'th'	'ck'	'ea'
__ ree	lo __	b __ rs
__ e	sto __	w __ r
- Create a sound tree. Each child draws a simple tree. The 'trunk' sound is 'b', 'th', 'ea', or 'g'. On each of the branches fill in the words that have been recorded on the board. Colour to complete.

## Maths

- Numeration:** Counting and number recognition from 1 to 20.

Stepping stones - Use cards with written numerals. Children step and count the numbers. Select numbers at random and children jump onto the correct numeral. This activity can also be used for addition and subtraction.

Draw a large bear or Goldilocks on the board and write number sentences inside. Children copy picture and number sentences into their booklets.

- Addition/subtraction:** Goldilocks' favourite number is ... (e.g. 8). The children write all of the possible number sentences that add, subtract and even multiply to equal 8. For more capable children use a higher number.
- Temperature:** Hot/cold porridge. Children cut out food from magazines that is hot or cold and paste onto charts.
- 3-D shapes:** Construct the bears' cottage. Use a cube template to construct the house base and fold paper to construct a sloping roof. See the template in the Three Little Pigs unit on Page 22.
- 2-D shapes:** Symmetrical house painting. Fold a piece of paper in half. Use the fold as the centre point of the house. Give directions to draw a symmetrical house, e.g. 'Draw a square which is 10 cm by 10 cm.' The fold should be at 5 cm on one side. When the house is finished, paint it.
- Size:** Use magazines to cut out small, medium and large size things. Cut out different sized shapes using coloured brex squares. You could use the symmetrical shape method above with paper fold.
- Graph:** What do we eat for breakfast?  
Discuss what the children in the class eat and collate the results in graph form.
- Length:** The children draw the forest that Goldilocks has to walk through. Draw five possible ways that she could get to the bears' house. Pose the question: How could we measure how far Goldilocks had to walk, e.g. Use string to follow the path and then measure the distance on a ruler.

## Language

- Text innovation:** Rewrite the fairy tale as a class. Illustrate the class story, or write individual stories.
- Story sequence:** Divide children into groups and give a bundle of words that make up a sentence. They have to unjumble the words and arrange them in the correct order. All groups then meet and sequence all of the sentences to make a book. Each group illustrates their section. See the master activity sheet on Page 14.
- Speech bubbles:** Children draw a cartoon using speech bubbles, e.g. What the three bears would say when they found Goldilocks.
- Wanted poster:** Children create a Wanted poster, e.g.

Wanted: Porridge thief, chair breaker.

Reward:.....



Name .....

**ears**

**teeth**

**legs**

**fur**

**eyes**

**claws**

**head**

**paws**

