



Fairy Tales

Tell It Again!™ Read-Aloud Anthology





Fairy Tales

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
GRADE 1

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Fairy Tales

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Fairy Tales		Lesson								
		1	2	3	4	5	6	7	8	9
Core Content Objectives										
Demonstrate familiarity with specific fairy tales						✓				
Identify the fairy tale elements of specific fairy tales						✓				
Identify fairy tales as a type of fiction						✓				
Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings						✓				
Compare and contrast different adaptations of fairy tales			✓							
Reading Standards for Literature: Grade 1										
Key Ideas and Details										
STD RL.1.1	Ask and answer questions about key details in a text.									
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction read-aloud					✓				
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships					✓				
STD RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.									
CKLA Goal(s)	Retell fiction read-alouds including key details, and demonstrate understanding of their central message or lesson					✓		✓		

Alignment Chart for Fairy Tales

Lesson

		1	2	3	4	5	6	7	8	9
STD RL.1.3	Describe characters, settings, and major events in a story, using key details.									
CKLA Goal(s)	Use narrative language to describe (orally or in writing) characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud	✓	✓	✓	✓			✓	✓	✓
Craft and Structure										
STD RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.									
CKLA Goal(s)	Identify words and phrases that suggest feelings or appeal to the senses	✓	✓	✓	✓	✓				
STD RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.									
CKLA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems, describing the differences between books that tell stories and books that give information	✓								
	Distinguish fantasy from informational or realistic text	✓	✓	✓		✓		✓	✓	✓
Integration of Knowledge and Ideas										
STD RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.									
CKLA Goal(s)	Talk about the illustrations and details from a fiction read-aloud to describe its characters, setting, or events	✓								
	Sequence four to six pictures illustrating events from a fiction read-aloud							✓		
STD RL.1.9	Compare and contrast the adventures and experiences of characters in stories.									
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single fiction read-aloud or between two or more fiction read-alouds		✓	✓				✓		
	Compare and contrast two or more versions of the same story read aloud (e.g., Cinderella stories) by different authors or from different cultures			✓						

Alignment Chart for Fairy Tales

Lesson

		1	2	3	4	5	6	7	8	9
Writing Standards: Grade 1										
Text Types and Purposes										
STD W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.									
CKLA Goal(s)	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure		✓							
STD W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.									
CKLA Goal(s)	Plan, draft, and edit a narrative retelling of a fiction read-aloud, with a title, characters, some details regarding the plot, the use of temporal words to signal event order, and some sense of closure	✓	✓						✓	✓
Production and Distribution of Writing										
STD W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.									
CKLA Goal(s)	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed		✓							✓
STD W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.									
CKLA Goal(s)	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers								✓	✓
Research to Build and Present Knowledge										
STD W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).									
CKLA Goal(s)	Participate in shared research and writing projects (e.g., group scientific research and writing)								✓	✓

Alignment Chart for Fairy Tales

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		1	2	3	4	5	6	7	8	9
STD W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.									
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud, and/or make connections among several read-alouds		✓	✓		✓			✓	
	With assistance, categorize and organize facts and information within a given domain to answer questions					✓				
Speaking and Listening Standards: Grade 1										
Comprehension and Collaboration										
STD SL.1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups.									
STD SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).									
CKLA Goal(s)	Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.					✓				
STD SL.1.1b	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.									
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age					✓				
STD SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.									
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud			✓		✓				
STD SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.									
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud					✓				

Alignment Chart for Fairy Tales


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		1	2	3	4	5	6	7	8	9
STD SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.									
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines, and/or what a speaker says about a topic		✓							✓
Presentation of Knowledge and Ideas										
STD SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.									
CKLA Goal(s)	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly				✓	✓			✓	✓
STD SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.									
CKLA Goal(s)	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings		✓						✓	✓
STD SL.1.6	Produce complete sentences when appropriate to task and situation.									
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation									✓
Language Standards: Grade 1										
Vocabulary Acquisition and Use										
STD L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.									
STD L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.									
CKLA Goal(s)	Provide examples of common synonyms and antonyms		✓							✓
STD L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).									
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at home that are cozy)									✓
STD L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.									
CKLA Goal(s)	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings							✓		

Alignment Chart for Fairy Tales

Lesson

Alignment Chart for Fairy Tales

		1	2	3	4	5	6	7	8	9
STD L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).									
CKLA Goal(s)	Learn the meaning of common sayings and phrases	✓								
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)									
Additional CKLA Goals										
	Prior to listening, identify what they know about a given topic	✓	✓		✓		✓		✓	
	Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions			✓	✓	✓	✓	✓	✓	✓
	Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation				✓					
	Use frequently occurring conjunctions, such as <i>because</i> and <i>so</i>				✓	✓				
	Identify new meanings for familiar words and apply them accurately					✓		✓		



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals..



Introduction to Fairy Tales

This introduction includes the necessary background information to be used in teaching the *Fairy Tales* domain. The *Tell It Again! Read-Aloud Anthology for Fairy Tales* contains nine daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 5. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than thirteen days total on this domain.**

Week One					
Day 1	Day 2	#	Day 3	Day 4	Day 5
Lesson 1A: "Sleeping Beauty" (40 min.)	Lesson 2A: "Rumpelstiltskin" (40 min.)		Lesson 3A: "Rapunzel" (40 min.)	Lesson 4A: "The Frog Prince, Part I" (40 min.)	Lesson 5A: "The Frog Prince, Part II" (40 min.)
Lesson 1B: Extensions (20 min.)	Lesson 2B: Extensions (20 min.)		Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)
60 min.	60 min.		60 min.	60 min.	60 min.

Week Two				
Day 6	Day 7	Day 8	Day 9	Day 10
Pausing Point (40 min.)	Lesson 6A: "Hansel and Gretel, Part I" (40 min.)	Lesson 7A: "Hansel and Gretel, Part II" (40 min.)	Lesson 8A: "Jack and the Beanstalk, Part I" (40 min.)	Lesson 9A: "Jack and the Beanstalk, Part II" (40 min.)
Pausing Point (20 min.)	Lesson 6B: Extensions (20 min.)	Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three		
Day 11	Day 12	Day 13
Domain Review (60 min.)	Domain Assessment (60 min.)	Culminating Activities (60 min.)
60 min.	60 min.	60 min.

⑩ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book** for *Fairy Tales*
- *Tell It Again! Image Cards* for *Fairy Tales*
- *Tell It Again! Supplemental Guide* for *Fairy Tales*

*The *Tell It Again! Multiple Meaning Word Posters* for *Fairy Tales* are found at the back of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Teacher Handbook (Grade 1)*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517700

Why Fairy Tales Are Important

This domain will introduce students to fairy tales that have been favorites with children for generations. Students will learn about the elements of fairy tales that distinguish them from other types of fiction. They will also learn that fairy tales have the elements of character, plot, and setting that are found in other types of fiction. By becoming familiar with particular fairy tales, students will be able to add these tales to their repertoire of stories that they are able to retell orally. Reading these fairy tales will help first-grade students develop a strong foundation for the understanding of other fictional stories in later grades.

It is important to note that the content of some fairy tales might unsettle some children. For example, “Hansel and Gretel” depicts children in some potentially frightening situations. Although these versions of the stories have been adapted from the originals, the fairy tale still exemplifies bravery and heroism; literary concepts of good versus evil and suspense; and reinforcement of valuable life lessons (e.g., not talking to strangers). You may want to remind students periodically that, more than two hundred years ago, the Brothers Grimm thought these stories would be interesting for people to hear because they are about things that make people happy, sad, and sometimes afraid. It is also important to remind students that the stories themselves are fiction.

Please preview all read-alouds and lessons in this domain before presenting them to students, and feel free to substitute a trade book from the list of recommended trade books if you feel doing so would be more appropriate for your students. In fact, depending on the diversity of your class, rather than presenting a particular read-aloud, you may prefer to substitute an analogous tale chosen from the Modern, Nontraditional Adaptations trade book list. As you read, use the same strategies that you have been using when reading the read-aloud selections in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book, lead students in a discussion as to how the story or information in the book relates to the read-alouds in this domain.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Fairy Tales*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy:

Nursery Rhymes and Fables

- Demonstrate familiarity with nursery rhymes and fables
- Describe the characters and events in nursery rhymes and fables

Stories

- Explain that fiction can be in many different forms, including folktales, trickster tales, and tall tales
- Identify the setting of a given story
- Identify the characters of a given story
- Identify the plot of a given story

Kings and Queens

- Describe a royal family
- Discuss the lessons in “Cinderella” and “Snow White and the Seven Dwarfs” that show that goodness prevails and is rewarded

Core Vocabulary for Fairy Tales

The following list contains all of the core vocabulary words in *Fairy Tales* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

enchanted
prick
spell
virtue
wisdom

Lesson 2

boasting
claim
clever
pity
succeed

Lesson 3

delight
dusk
longed
merciful
rage

Lesson 4

court
glee
retrieved
wailed
well

Lesson 5

contented
disgusting
enchantment
glared
scold

Lesson 6

comforted
daybreak
glittered
shocked

Lesson 7

cackled
creep
heaving
perched
wicked

Lesson 8

attic
fierce
precious
tremble
wringing

Lesson 9

barked
bellowing
bounding
gulped
rudely

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology* for *Fairy Tales*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: ⑩. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology* for *Fairy Tales*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the Supplemental Guide to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help

students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon ⇄.

Recommended Resources for Fairy Tales

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the Domain Review for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

Original Anthologies

Note: These are large anthologies of the original fairy tales to show students the volume of the work of the Brothers Grimm.

1. *The Annotated Brothers Grimm (Bicentennial Edition)*, by Jacob Grimm and Wilhelm Grimm (W.W. Norton and Co., 2012) ISBN 978-3836526722
2. *The Fairy Tales of the Brothers Grimm*, by Jacob Grimm and Wilhelm Grimm (Taschen, 2011) ISBN 978-3836526722

3. *Grimm's Fairy Tales*, by Jacob Grimm and Wilhelm Grimm (CreateSpace Independent Publishing, 2012) ISBN 978-1480270251

Classic Adaptations

1. *The Frog Prince*, retold by Kathy-Jo Wargin and illustrated by Anne Yvonne Gilbert (Mitten Press, 2007) ISBN 978-1587262791
2. *Hansel and Gretel*, retold by Rika Lesser and illustrated by Paul O. Zelinsky (Puffin, 1996) ISBN 978-0698114074
3. *Hansel and Gretel*, by James Marshal (Puffin, 1994) ISBN 978-0140508369
4. *Hansel and Gretel*, by Cynthia Rylant and illustrated by Jen Corace (Hyperion Books for Children, 2008) ISBN 978-1423111863
5. *Jack and the Beanstalk*, retold by Carol Ottolenghi and illustrated by Guy Porfirio (Brighter Child, 2002) ISBN 978-1577683773
6. *Jack and the Beanstalk/juan y frijoles magicos*, retold by Carol Ottolenghi and illustrated by Guy Porfirio (Brighter Child, 2003) ISBN 978-0769638164
7. *Jack and the Beanstalk*, retold by E. Nesbit and illustrated by Matt Tavares (Candlewick, 2006) ISBN 978-0763621247
8. *Puss in Boots*, translated by Malcolm Arthur (Square Fish, 2011) ISBN 978-0312659455
9. *Puss in Boots*, by Jerry Pinkney (Dial, 2012) ISBN 978-0803716421
10. *Rapunzel*, retold and illustrated by Paul O. Zelinsky (Puffin Books, 2002) ISBN 978-0590386029
11. *Rumpelstiltskin*, by John Cech and illustrated by Martin Hargreaves (Sterling, 2008) ISBN 978-1402730665
12. *Rumpelstiltskin*, retold and illustrated by Paul O. Zelinsky (Puffin, 1996) ISBN 978-0140558647

13. *Sleeping Beauty*, retold by Mahlon F. Craft and illustrated by Kinuko Y. Craft (Chronicle Books, 2002) ISBN 978-1587171208
14. *Sleeping Beauty*, by Adele Geras and illustrated by Christian Birmingham (Orchard, 2004) ISBN 978-0439581806
15. *Sleeping Beauty*, retold by Martina Müller (Floris Books, 2001) ISBN 978-0863153426

Modern, Nontraditional Adaptations

1. *Claire and the Unicorn Happy Ever After*, by B.G. Hennessy and illustrated by Susan Mitchell (Simon & Schuster Books for Young Readers, 2006) ISBN 978-1416908159
2. *Dog in Boots*, by Greg Gormley and illustrated by Roberta Angaramo (Holiday House, 2011) ISBN 978-0823423477
3. *A Frog Prince*, by Alix Berenzy (Henry Holt and Co., 1991) ISBN 978-0805018486
4. *The Frog Prince (Early Reader: Princesses)*, by Sally Gardner (Orion Children's Books, 2012) ISBN 978-1444002447
5. *The Frog Prince, Continued*, by Jon Scieszka and illustrated by Steve Johnson (Puffin, 1994) ISBN 978-0140542851
6. *Hansel and Gretel*, adapted by Amanda Askew (QEB Publishing, 2010) ISBN 978-1595667908
7. *Hansel and Gretel*, retold and illustrated by Rachel Isadora (Putnam, 2009) ISBN 978-0399250286
8. *Jack and the Beanstalk*, retold by John Cech and illustrated by Robert Mackenzie (Sterling, 2008) ISBN 978-1402730641
9. *Jack and the Beanstalk*, by Nina Crews (Henry Holt, 2011) ISBN 978-0805087659
10. *Jack and the Giant Barbecue*, by Eric A. Kimmel and illustrated by John Manders (Amazon Children's Publishing, 2012) ISBN 978-0761461289
11. *Kate and the Beanstalk*, by Mary Pope Osborne and illustrated by Giselle Potter (Aladdin, 2005) ISBN 978-1416908180

12. *Lovabye Dragon*, by Barbara Joosse and illustrated by Randy Cecil (Candlewick, 2012) ISBN 978-0763654085
13. *The Princess and the Pea*, adapted by Janet Stevens (Holiday House, 1989) ISBN 978-0823407538
14. *The Princess and the Pea*, by John Cech and illustrated by Bernard Oberdieck (Sterling, 2007) ISBN 978-1402730658
15. *The Princess and the Pig*, by Jonathan Emmett and illustrated by Poly Bernatene (Walker Children's, 2011) ISBN 978-0802723345
16. *Rapunzel*, retold by John Cech and illustrated by Fiona Sansom (Sterling, 2010) ISBN 978-1402769115
17. *Rapunzel*, by Sarah Gibb (Albert Whitman & Company, 2011) ISBN 978-0807568040
18. *Rapunzel*, retold and illustrated by Rachel Isadora (Putnam, 2008) ISBN 978-0399247729
19. *Rufferella*, by Vanessa Gill Brown (Bloomsbury Childrens Books, 2001) ISBN 978-0439261654
20. *Rumpelstiltskin*, retold by John Cech and illustrated by Martin Hargreaves (Sterling, 2008) ISBN 978-1402730665
21. *Sleeping Beauty*, adapted by Amanda Askew and illustrated by Natalie Hinrichsen (QEB Publishing, 2010) ISBN 978-1595667915
22. *Sleeping Beauty (Early Reader: Princesses)*, by Sally Gardner (Orion Children's Books, 2012) ISBN 978-1444002423
23. *Tales from Around the World (Ten-Minute Bedtime Stories)*, by Graham Percy (Pavilion, 2012) ISBN 978-1843652076

Websites and Other Resources

Audio/Video Adaptations of Fairy Tales

1. *Hansel and Gretel: Opera in English* (by Englebert Humperdink, 2007) ASIN B000PMGSCW
2. *Peter and the Wolf: With Fully-Orchestrated and Narrated CD featuring the Cincinnati Pops*, by Sergei Prokofiev, adapted by Janet Schulman, and illustrated by Peter Malone (Knopf Books for Young Readers, 2004) ISBN 978-0375824302
3. *The Royal Ballet: Sleeping Beauty* (Tchaikovsky, 2008) ASIN B001B223UG
Preview: <http://www.youtube.com/watch?v=G5VPP7hKKo0>
4. *Sleeping Beauty*
<http://www.youtube.com/watch?v=i-HSPmPNCv8>
5. *Sleeping Beauty*
<http://www.youtube.com/watch?v=DK6h9-sMz-8>
6. *Hear a Story: Jack and the Giant Barbecue*, by Eric Kimmel
<http://ericakimmel.com/hear-a-story>

Teacher Resources

7. *Hansel and Gretel*
<http://bit.ly/Wpzo7s>
8. *Rapunzel*
<http://bit.ly/ZH3oCn>
9. *Sleeping Beauty*
<http://bit.ly/XAy3ya>
10. *Rumpelstiltskin*
<http://bit.ly/X9bEIA>
11. *Jack and the Beanstalk*
<http://bit.ly/XAxVyA>
12. *Elements of Fairytales*
<http://bit.ly/15ObJoc>