



PENGUIN
YOUNG READERS
GROUP

FOLKLORE AND FAIRYTALES

A guide to using traditional tales
and reimagined classics

ALIGNED TO COMMON CORE STATE STANDARDS FOR GRADES K-3 AND 4-8





DEAR EDUCATOR,

Folklore has an important place in the classroom under the Common Core standards. The tales are perfect for reading aloud or for new independent readers, already familiar with the basic stories, to read alone. The standards call for students to pay close attention to words and illustrations, and learn to identify characters, setting, and plot. The many illustrated books in this brochure offer pictures that repay careful study and language enriched by imagery and the rhythms of oral tradition.

Folktales work beautifully for the Common Core emphasis on comparing and contrasting, an analytical exercise enhanced by graphic organizers. Even kindergarten students can point to key similarities and differences between the traditional song “Old MacDonalD Had a Farm” and Rachel Isadora’s delightful African version, *Old Mikamba Had a Farm*. Middle grade students will be able to analyze how fairy tales enrich novels like Jane Yolen’s *Snow in Summer: Fairest of Them All* and Nikki Loftin’s *Nightingale’s Nest*.

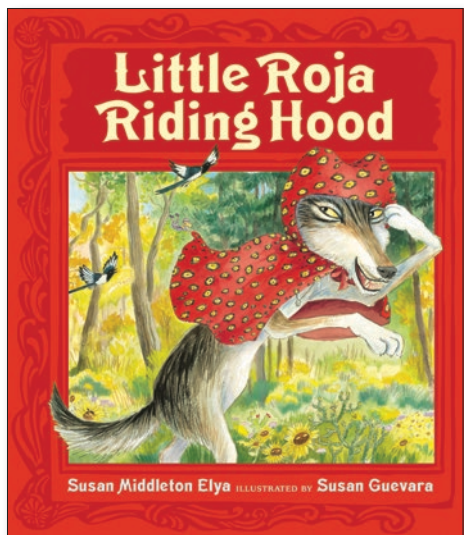
The stories revolve around themes children can understand and discuss, whether it’s the hard work of the third little pig or the sense of belonging in a version of “The Ugly Duckling.” The tales also connect readers to other countries from the Russian setting in Jan Brett’s *Cinders: A Chicken Cinderella* to the Chinese region of Xi Shuang Ban Na in *The Real Story of Stone Soup*. Teachers can keep a map of the world up and add a flag or pushpin for each international setting.

This brochure highlights traditional folktales, fairy tales, and modern takes on folklore. Organized by grade ranges of K-3 and 4-8, it offers succinct descriptions of each book along with activities that tie in with the Common Core State Standards. The activities encompass discussions, writing projects, art responses, oral presentations, and more, geared to different learning styles and the need for variety in classrooms. Keep in mind, too, that upper elementary and middle school students still love being read to. Folktales are perfect for reading aloud to older students with well-honed language skills to spark discussions about themes and language, and to use as a model for writing.

We hope you enjoy uncovering new spins on familiar tales and reimagining classics with your students today.

★ ★ ★ PENGUIN SCHOOL AND LIBRARY ★ ★ ★





LITTLE ROJA RIDING HOOD

BY SUSAN MIDDLETON ELYA

ILLUSTRATED BY SUSAN GUEVARA

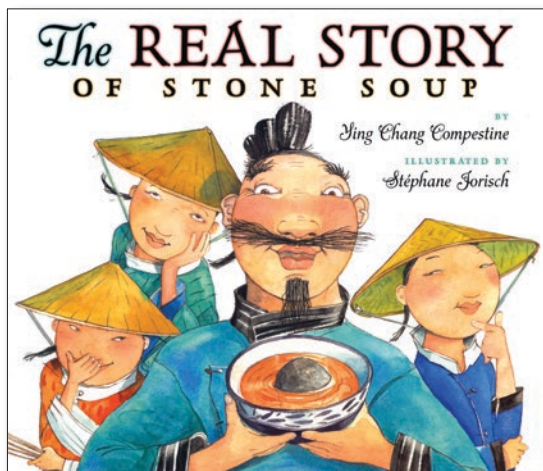
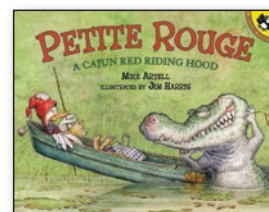
9780399247675 • \$16.99

GRADES K-3

This snappy version of “Little Red Riding Hood” opens with a Spanish/English glossary, preparing readers for the many Spanish words woven seamlessly into the rhyming text. A stylish girl in a colorful red cape and cowboy boots sets off on an ATV to bring her ailing grandmother some soup. She meets the wolf and starts to pick flowers while he sidles off, hoping to fool Grandma, who’s in bed using her laptop. Colorful energetic pictures extend the story that ends happily (with a new security sistema for Abuela’s house).

RL.2.9 COMPARE AND CONTRAST TWO OR MORE VERSIONS OF THE SAME STORY (E.G., CINDERELLA STORIES) BY DIFFERENT AUTHORS OR FROM DIFFERENT CULTURES. This version of a familiar story lends itself to comparisons to the traditional tale and other versions such as *Petite Rouge*

Rouge: A Cajun Red Riding Hood by Mike Artell. First review the basic story, having students recall the details that they know. Then read *Little Roja Riding Hood* aloud after showing them the glossary and explaining the role of Spanish in the book. Stop when necessary while reading to be sure the class understands unfamiliar words. Then read *Petite Rouge* aloud. It also starts with a glossary and intersperses Cajun words into the rhyming verses. Have the students re-read or look through the books on their own and then as a class discuss the similarities and differences in the three versions. Follow up with an art project where students take a word from the glossary, print it in Spanish and English, and illustrate it with a drawing for a “Visual Glossary” bulletin board.



THE REAL STORY OF STONE SOUP

BY YING CHANG COMPESTINE

ILLUSTRATED BY STÉPHANE JORISCH

9780525474937 • \$16.99

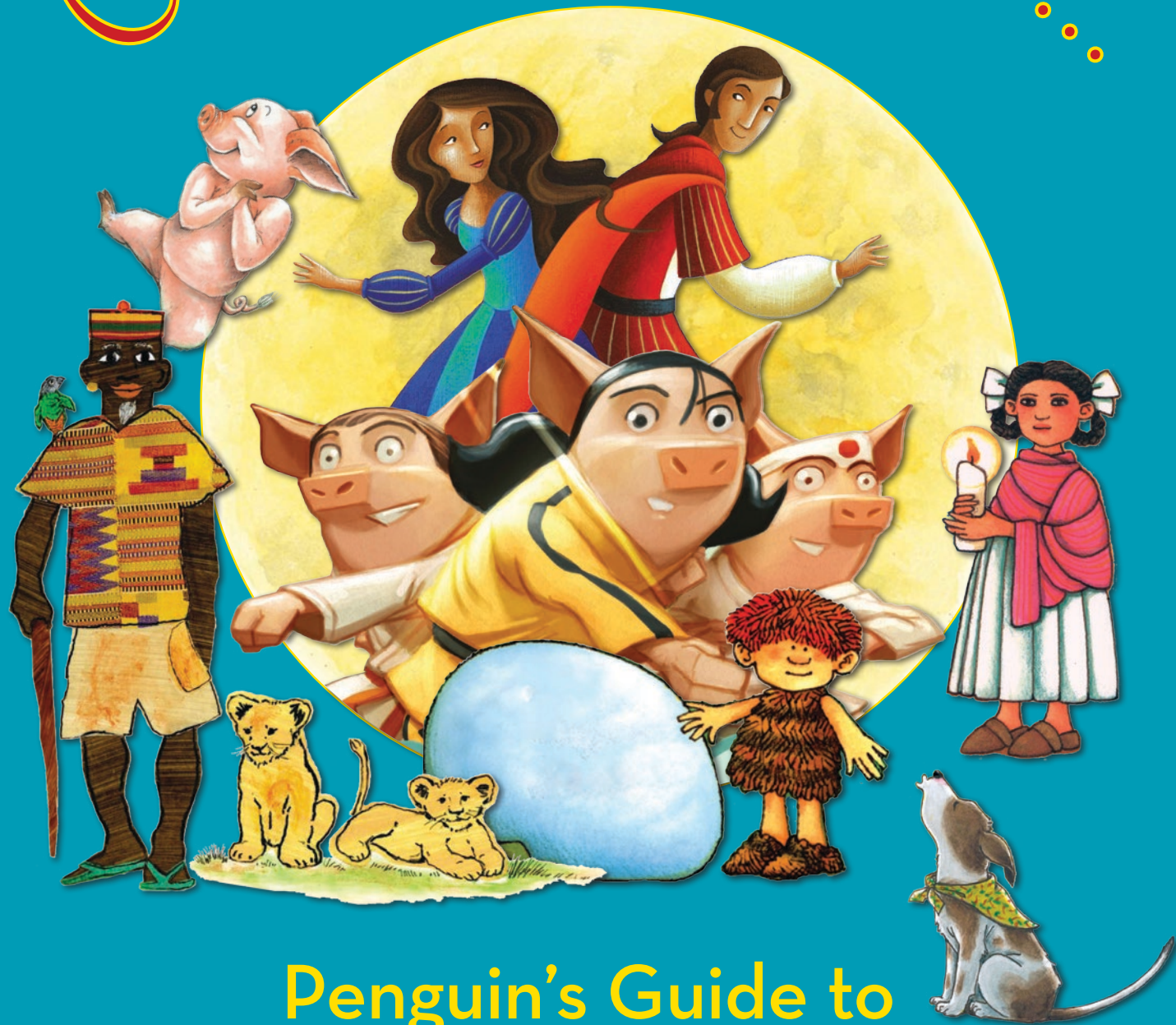
GRADES K-3

One day, legend has it, some Chinese fisherman had to make lunch on a beach without so much as a cooking pot. How did they manage? This droll tale gives the answer, a different story than the European version of “Stone Soup” about travelers or soldiers who have only a cooking pot. In this case, the narrator, who owns a fishing boat, goes out with three helpers, the Chang brothers. When it’s time for lunch, the narrator explains how he invented stone soup, but the humorous ink-and-watercolor illustrations tell a different story.

RL.3.6 DISTINGUISH THEIR OWN POINT OF VIEW FROM THAT OF THE NARRATOR OR THOSE OF THE CHARACTERS. This tale presents a wonderful lesson in point of view. Read it aloud to the class once, showing the pictures. Discuss who is telling the story. Have students explain how they can tell it’s a first-person point of view. Then have them re-read the story on their own or in small groups, paying careful attention to the differences between what the narrator says and what the pictures show. For example, he repeatedly calls the Chang brothers lazy, yet the pictures show them working hard while the narrator lounges around. The Chang brothers’ facial expressions also show different emotions than their words do. Have students mark some of these differences with sticky notes, then meet again as a class to discuss what they’ve found.

GEOGRAPHY TIE-IN: Find a detailed map of China to share with children and locate the region of Xi Shuang Ban Na, which is the setting of this story.

Once upon a time...



Penguin's Guide to Folklore and Fairytales

Access more Common Core material at
PENGUINCLASSROOM.COM/COMMONCORE

