

# Fairy Tale Tunes

Grade Level: K-2

Content Areas: Music, Art, Language Arts

Timeframe: 60-90 Minutes

## MATERIALS

- Fairy Tale Tunes book series
- A yellow ball
- Pretend or real microphone
- One shoe for passing game
- Costumes for creative play if desired

## OBJECTIVES

### STUDENTS WILL:

- Find rhyme and beat stress/rhythm in a rap
- Learn about story variations common to fairy tales
- Create and perform their own interpretations of common stories
- Perform their creation for others

## KEY VOCABULARY

Before reading, focus on new vocabulary. Read the glossary terms and their definitions.

**fact**—a real thing or true information

**fiction**—about something imagined

**fairy tale**—a story with magic events or creatures

**imagination**—the ability to make a picture in your mind of a new or not-real thing

**nonfiction**—about facts or real events

## FREE MUSIC!

Scan our QR code to download or stream the songs from Fairy Tale Tunes.

Find even more Cantata Learning books and songs at [cantatalearning.com](http://cantatalearning.com).



## LESSON PROCEDURE

### PREPARATION:

Prepare materials ahead of time. Gather students where they can see you. Tell them they are going to learn about fairy tales. Start the lesson by reading and listening to *The Frog Prince*.

### ACTIVITY:

1. After reading the *The Frog Prince*, have students think about how they could change the story. While sitting or standing in a circle, throw a yellow ball to each student and have them tell their variation of the outcome.
2. Read and listen to *The Three Billy Goats Gruff* and review glossary words and their meanings.
3. Review the refrain of the book/song: “One goat, two goats, three goats Gruff,” etc. Speak it slowly out loud and keep a steady beat on your legs while you do. Repeat it, demonstrating the beat and increasing the speed to the tempo of a rap performance. Then ask if any students want to “perform” the rap for the group using a play (or real) microphone. Allow a small number of kids to do so.
4. Read *The Shoemaker and the Elves* and play the song. Discuss and review the glossary and questions.
5. Have children sit in a circle and play the “shoe game.” Chant, “I will pass the shoe to you. / Do not let it drop. / I don’t want to have the shoe / when the poem stops.” The child holding the shoe at the end of the chant is out for that round. To speed up the elimination process as the game ends, announce that the children on either side of the shoe holder are also out!
6. Read and listen to *Hansel and Gretel*, reviewing the glossary and questions.
7. Have the students work in small groups to recreate one of the stories to share with the class. They may do the story as presented in the book or create their own version or new ending. If costumes are available, use those as well.
8. Have children perform their fairy-tale interpretations for the larger group.

## LESSON EXTENSIONS

### Art and Language Arts Extension

Change the stories in one of the ways you mentioned in class, or in a new way, and create a comic book for one of the scenes. Create four to six panels of the characters talking to one another. Share with the class or combine to make a class book!

### Makerspace Extension

Using recycled materials, create a “gingerbread” or “candy” play house. Start with a blanket fort and add materials on the sides, or use a large cardboard box. Have the children act out seeing the house for the first time and the witch finding them. Create a video retelling.

## STANDARDS ALIGNMENT

**Kindergarten:** CCSS.SL.K.5, CCSS.RL.K.5, CCSS.RI.K.10, CCAS.MU:Cr3.2.K, CCAS.MU:Re7.2.K, CCAS.TH:Cr1.1.K, CCAS.TH:Pr6.1.K.

**First Grade:** CCSS.SL.1.5, CCSS.RL.1.5, CCSS.RI.1.10, CCAS.MU:Cr3.2.1, CCAS.MU:Re7.2.1, CCAS.TH:Cr1.1.1, CCAS.TH:Pr6.1.1.

**Second Grade:** CCSS.SL.2.5, CCSS.RL.2.5, CCSS.RI.2.10, CCAS.MU:Cr3.2.1, CCAS.MU:Re7.2.2, CCAS.TH:Cr1.1.2, CCAS.TH:Pr6.1.2.