

# A Fairy Friend

A teacher's guide created by Marcie Colleen  
based upon the picture book  
written by Sue Fliess  
and illustrated by Claire Keane



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## **How to Use This Guide**

This classroom guide for *A Fairy Friend* is designed for students in kindergarten through second grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *A Fairy Friend* into English language arts (ELA), mathematics, science, and social studies curricula.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

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# English Language Arts

## **Reading Comprehension**

Before reading *A Fairy Friend*, help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

### The Front Cover~

- Describe the cover illustration.
  - Who do you see?
- Mimic what each character is doing.
  - How does it make you feel?
  - What do you think the young girl is thinking?
- Read the title of the book and look closely at the cover illustration. Can you guess what the story might be about? What are some clues?

### The Back Cover ~

- Describe what you see.
- Read the text on the back cover aloud. Can you predict what the story might be about? Do you want to open the book?



### The Title Page ~

- Describe what you see.
- What do you think the girl and the fairies might be talking about?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- Without looking at the book, can you remember some of the places that fairies can be found? How many can you remember?
- Create a list as a class and then read the book again to see if you forgot any.
- According to the book, how do you invite a fairy come to you?
  - Describe how to make a fairy house.
- Once you have a fairy friend, what does the book say you will do together?

- If you set your fairy free, will she come back to you? Explain.

Let's talk about the people who made *A Fairy Friend*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Take a close look at the illustrations throughout the book.

- Check out some of the following details. Can you find:
  - A tire swing
  - Five bumble bees
  - A book about fairies
  - A hammer
  - Four toadstools
  - A toaster
  - miniature suitcases

Find the dog in each spread.

- What do you think the dog is feeling or thinking in each illustration?
- Create a "thought bubble" for the dog to express what he might be thinking.





## Writing Activities



### **Who is the *Fairy Friend* Girl? ~ Character Study**

How a character acts and what a character says can tell readers a lot about who the character is.

Read *A Fairy Friend* paying close attention to the character of the girl. Scene by scene, record your thoughts, in a chart like the one below.

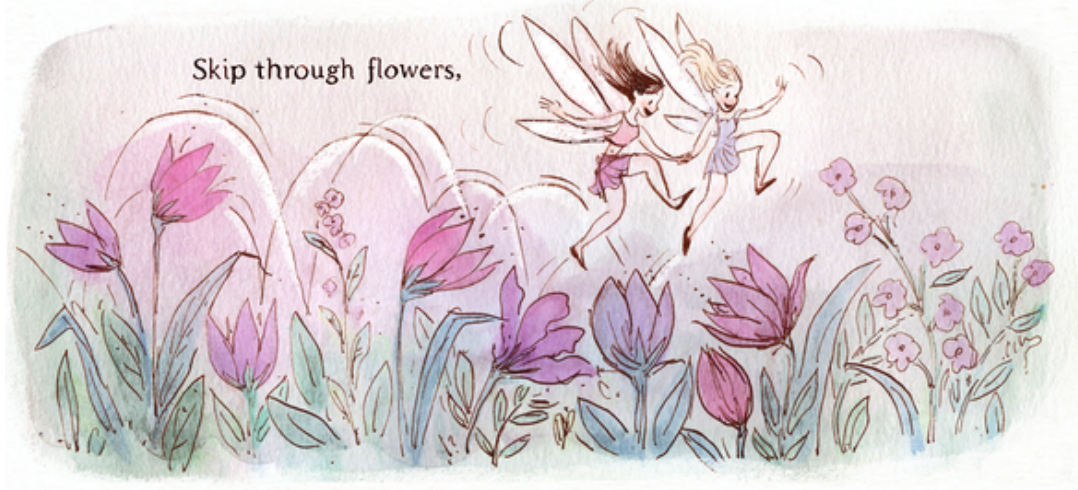
What she does	Why do you think she does what she does?	How would you describe her?	What might she say?
Example: Carries a butterfly net with her wherever she goes.	Wants to always be prepared to catch a fairy.	Hopeful, on-the-lookout always, adventurous.	

After gathering information regarding the little girl's character, use the scenarios below to write a new scene for *A Fairy Friend*. What would the girl do and say in one of the following situations?

- On a camping trip.
- At the beach.
- At a birthday party.

## Writing Narrative and Dialogue

*A Fairy Friend* is written in narration. The entire story is told through an outside story-teller or narrator who is not a character in the story. This provides a great springboard to discuss narrative and dialogue in a story.



Narrative ~ An account of the connected events. Often through a narrator who gives information on the feelings and actions of the story.

Speech/Dialogue ~ The written conversational exchange between two or more characters.

Rewrite *A Fairy Friend* using the following:

- Create captions and thought-bubbles for the girl and any other characters who appear in each spread.
- Combine the original version with your dialogue for a new version of *A Fairy Friend*, in which the other characters speak and a narrator carries the action of the story.

How do the new versions compare with the original version of *A Fairy Friend*? Which do you prefer? Why?

## My Fairy Friend~ a creative story

*A Fairy Friend* introduces the idea that anyone can make friends with the fairies. Using the advice from the book as inspiration, create your own story about having a friend who is a fairy.



Each story should include a beginning, a middle (where a conflict or problem is introduced), and an ending (where you and your fairy live happily ever after).

Optional: Create the story together as a class.

### **Speaking and Listening Activities**

Picture books are written to be read aloud. Here are some other ways to bring *A Fairy Friend* to life in your classroom and also have fun with speaking and listening skills!

#### **Choral Reading**

- Turn *A Fairy Friend* into a script. (\*see Writing Narrative and Dialogue in ELA section for ideas). Read the script out loud together. Emphasize memorization of the students' parts as well as good vocal expression.

#### **Mime**

- While the teacher reads the book aloud, students can act out the events in the book. Emphasize body motion and facial expressions, as well as listening skills.

#### **Drama**

- Brainstorm a list of things associated with fairies. Without making noise, students act out something from the list in front of the class. Ask the rest of the class to guess what the student is acting out.
- Create a TV commercial to encourage people to read *A Fairy Friend*.



## **Language Activities**

### **It's Rhyme Time**

*A Fairy Friend* is written in rhyme. Here are some activities to help introduce rhyming to your class.

#### **Engine and Caboose**

Introduce the concept of producing rhyming words with train engines and caboose pictures or objects. Explain that when you make rhyming words, the caboose will always stay the same but the engines will be different. Pick a sound for the caboose (e.g., "at") and place many different engines in front to make rhyming words (e.g., h-, m-, c-).

#### **"I Spy"**

Start the activity by sitting with the children in a large circle. Provide the children with a sentence containing two rhyming words, e.g. "I spy a chair and a bear." The first object name is something in the room and the second object name doesn't have to be visible in the room. Have the child on your right create her own "I Spy" sentence. You may want to place objects around the room that are easy to rhyme so you can point them out to the children if they need suggestions.



#### **Fill in the Blank**

Re-read *A Fairy Friend* aloud. When you get to the end of a rhyming sentence, pause and have the children raise their hands and give the correct rhyming word to complete the sentence.

For example:

*"There are fairies in the sky*

*All around you, fairies \_\_\_\_\_,*

*Flit and flutter, tumble twirl,*

*When the wind blows, fairies \_\_\_\_\_."*

Offer opportunities for the children to make up silly sentences using other words that rhyme but don't make sense. Continue with the rest of the book until all the children have had opportunities to rhyme.

This can be done with other rhyming books, as well.

## Rhyming Sounds Cube

For this activity, you'll need several cubes made from wood blocks or foam. Write a different consonant on each side of the cubes. On a piece of paper (or blackboard) write a two-letter combination beginning with a vowel and ending with a consonant, such as "it," "un" or "ed" six times. Have the student roll a cube to reveal a consonant. Have the student write the consonant from the cube in front of one of the two-letter combinations. For example, if the student rolls a "B," she can place it in front of "ed" to create "bed." Repeat the procedure until the student creates six rhyming words.

## **Create a Fairy Library**

Gather some fairy stories from the library. Ask your librarian or conduct an Internet search for some titles.

Some examples include:

The work of Cicely Mary Barker, including *How to Find Flower Fairies*

*The Fairy Bible: The Definitive Guide to the World of Fairies* by Teresa Moorey

*Good Night, Fairies* by Kathleeen Hague, illustrated by Michael Hague



- What are some adjectives to describe the fairies in these books?
- What are some of the similarities between these fairies and the fairies described in *A Fairy Friend*?
- What are some differences? One by one, read the books aloud to the class and discuss.

# Math

## **Word Problems**

*For younger students, the use of pictures or props might be needed to figure out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on A Fairy Friend or any other book of study.*

- 1) The girl makes 5 cups of flower-petal stew. The fairies quickly gobble up 1 cup. How many cups of flower-petal stew are left?

$$(5 - 1 = ?)$$

- 2) As the girl sleeps, 4 fairies land on her pillow. 3 more fairies look in through the window. How many fairies are there?

$$(4 + 3 = ?)$$

- 3) There are 6 tulips in a garden. The girl searches 5 of those tulips for a hidden fairy. How many tulips does she still have to search?

$$(6 - 5 = ?)$$

- 4) Once the girl builds the fairy house 2 fairies move right in. The next day 1 more fairy moves in. How many fairies move into the fairy house?

$$(2 + 1 = ?)$$

- 5) 9 fairies want to play on the nutshell fairy swings. There are 7 nutshell fairy swings. How many more nutshell fairy swings are needed?

$$(9 - 7 = ?)$$



## **Daisy Chain Scavenger Hunt**

This scavenger hunt will help students sharpen observational and counting skills.

- Create several paper cut-outs of daisies. There should be five for each student in the class.
- Number each daisy a number from 1-10.
- Hide these cut-outs around the room.

- Ask students to find a complete set of daisies numbered 1-10. If a student sees a daisy with a number they already have, he/she must leave it for another student to find.
- The first student to find a daisy set of 1-10, wins.
- The daisies can then be fastened together on a piece of string to create a crown for the student to wear.
- Additional activity: This same game can be played with a set pattern of colors or pictures to teach sequencing.

## Science

### **Observing Nature**

Time spent looking for fairies is also time spent enjoying our natural world. In this activity students will learn to be observant to even the littlest pieces of the outdoors.

Create a Nature Journal:

- Gather together 6-8 pieces of paper (some can be lined for writing, others blank for drawing).
- Add on top a piece of blank paper for the cover.
- Punch three holes through the pieces of paper and the cover sheet.
- Cut a piece of cardboard just a bit larger than your paper.
- Punch three corresponding holes in the cardboard.
- Place the papers on top of the cardboard and top everything with the cover sheet.
- Line up the paper and cardboard holes. Then tie together with yarn or string.
- Copy the following text from *A Fairy Friend* onto the cover sheet and decorate. "*You must know just where to look, search in every niche and nook.*"
- You are now ready to head outside and observe nature.

Observing nature.

- Find a spot to sit outside where you can be quiet and observe. Be sure to have your Nature Journal and something to write





- with. You may use colored pencils, crayons or markers if you prefer.
- Sit for at least fifteen minutes. You may set an alarm.
- Look all around you. What do you see? What do you hear? What do you smell? What do you feel?"
- Find something you want to write about or draw and record it in your Nature Observation notebook.
- Continue to observe nature in the same spot, fifteen minutes at a time, for a whole week. Every day, take care to notice something different to write about or draw.

Share your notebook with the class.

- What did you find when you paid attention?
- What did you feel? What did you smell? What did you hear? What did you see?
- Did the weather ever change? How was it different? How did the weather (wind, rain, snow, etc.) affect nature?
- What astonished you?
- If you were to continue observing nature, what spot would you choose? Why?
- Do you think you saw any fairies? If so, where and what did they look like?

## The Beauty of Nature



Go on a nature walk around the school or ask students to take a nature walk in their neighborhoods and gather pieces of natural art that they find. Acorns, leaves, flowers, petals, rocks, etc. *Be sure to point to not pick or harm any growing/living thing to gather items.*

### Activity #1 – A Fairy-eyed View of Flowers

Once items have been gathered, take time to look at each item closely.

What are the shapes that make up this piece of nature?  
 What are the different colors?  
 Are there small details that you didn't notice before?

Show the class examples of Georgia O'Keeffe's flower paintings. As the children look closely, tell them about her life and her work.

Two great books on O'Keeffe are *Through Georgia's Eyes* by Rachel Victoria Rodriguez and Julie Paschkis (Holt 2006) and *My Name is Georgia: A Portrait of Jeanette Winter* by Jeanette Winter (HMH 2003).

Explain that making something larger than life catches our attention and causes us to look more closely.



- Each student should choose one item to paint.
- Using pencils, have the children draw the basic outline, or outer edge, of their item on paper. Encourage them to draw the outline so big that it touches or even goes off the edge of the paper.
- Have students paint their item, closely observing the variety of colors, textures and details.
- When the paintings are completed, the students should paint the backgrounds.

Display the paintings in a classroom gallery.

### Activity #2 – Preserving and Pressing Flowers

Drying and pressing leaves and flowers can be done by placing the items under a large heavy book, or you can get scientific about it and use a fun chemical reaction to create 3-dimensional artwork.

Materials needed:

Sand

Household Laundry Borax

Medium-sized cardboard box with cover removed

Directions:

1. Make a mixture of 3 parts borax and 1 parts sand.
2. Dump this mixture into the cardboard box and spread evenly.
3. Place each flower or leave face down into the mixture, making sure that it is fully covered. Stems can be left uncovered and upright.
4. Store in a dark, dry place for 2-3 weeks.

The dried flowers and leaves can then be used to create a piece of art. Apply the flowers or leaves to a piece of paper, canvas or poster board with simple white glue.

What is it about the sand and borax that dries out the flower and leaf? Research the reason online!

### **“How to Catch a Fairy” – The Scientific Method**

If students want a fairy friend, they might want to try catching one using the scientific method!

The Scientific Method is an eight step series that engineers, scientists and inventors use to problem solve.

Step 1: Ask a Question

Step 2: Do Research



Step 3: Guess an Answer (also called a Hypothesis)  
Step 4: Test Your Guess/Hypothesis  
Step 5: Did it Work? Could it Be Better? Try Again  
Step 6: Draw a Conclusion  
Step 7: Write a Written Report of Your Results  
Step 8: Retest

After introducing the eight steps to the class, lead them through a discussion.

- Describe how these eight steps help with problem solving.
- What do you think would happen if you skipped a step?
- Why do you think step 8 is important?

Can you find evidence of these steps in *A Fairy Friend*? How so? Use textual or pictorial examples.

If you had to come up with your own plan to capture fairies, what would you do?

Create an eight-page Scientific Notebook for "How to Catch a Fairy". Each page will include a separate step in the process and fill each page with your notes, drawings, and ideas about your plan as you move through the process.

Refer to *A Fairy Friend* for ideas, as well as your own creative imagination.

### **Build a Fairycatcher STEAM Challenge**

This challenge allows students to test out the Scientific Method for themselves as they problem solve a way to build a fairycatcher that really works! Of course, a little imagination is going to go a long way here, too!

For a fun introduction, show students some examples of Rube Goldberg machines or the board game, *Mouse Trap*.

- Explain to students that they will be working in groups of 2-3 to build a fairycatcher.
- Provide the students with several craft items (rulers, paper, cardboard tubing, empty boxes, tape, glue, etc.) Check the recycling for other ideas of materials.



- Each group's fairycatcher must:
  - Use at least four different types of craft items.
  - Be a construction that is supported by accompanying plans that detail how it works.
  - Be presented in a demonstration for the class.
- The groups should create an eight page Scientific Notebook for their fairycatcher and carefully document their use of the Scientific Method throughout the process of building their fairycatcher.

Did they work? Retest? If they didn't work, head back to the drawing board like a real inventor.

Offer awards to increase the competition.

- Most Attractive Fairycatcher
- Most Materials Fairycatcher
- Least Materials Fairycatcher
- Most Likely to Work Fairycatcher
- Most Inventive Fairycatcher

## Social Studies

### **A Fairy's Friends Around the World**

Many different cultures have their own types of fairies.

With a world globe or map nearby, explore the following as a class.

- In Ireland there are Leprechauns.
- In England there are pixies and spriggans.
- In Scotland, the brownies and selkies.
- There are gnomes in Germany.
- In Japan there are the Chin-Chin Kobakama.
- In India they have the Gandharvas.



Take notes and gather as much information as possible on the type of fairy.

Once the information is gathered, work to create either an illustrated poster or booklet of the findings.

BONUS: Look at some fairy characters in pop culture. What category would you place them?

- Tinkerbell
- Fairy Godmother
- Tooth Fairy
- Sugar Plum Fairy

How many other famous fairies can you name?

### What Makes a Good Friend?

Discuss what makes a good friend. Draw upon examples from their own friendships and create a list describing what makes a good friend.

Example: Good friends...

- Are reliable.
- Do kind things for one another and use kind language.
- Help out when a friend is sad or has a problem.
- Like to spend time together.
- Have fun with one another.

Look closely at *A Fairy Friend*. How does the girl act as a good friend to the fairies? And how do the fairies act as a good friend to the girl?

As a class, create an action plan on how to be a good friend.

### Friendship Mural

As a class, create a list of all of the reasons why friendship is so important.

Additionally, create a list of ways to express gratitude to our friends.

One way to express gratitude is to make a mural for your school community all about the value friendship!





Throughout history, art has been used to transform public spaces into places of beauty and reflection. Most importantly, these pieces of public art are used to bring about tighter community and to “give back” for all that we have been given.

Look up examples of public art on the Internet: in subways, under bridges, and in parks. Be sure to find examples of traditional murals painted on walls, but also sculptures and knit-bombing. Your class mural can either be created on a long roll of butcher paper or painted right on the wall!

How can art be used to foster community?

- Bring people together to create it
- Reflect all people in the community in the artwork
- Create a space that people will want to visit and hang out in

Then,

1. Choose a space within the school that could use some brightening or some inspiration.
2. Brainstorm a mural or other piece of temporary art called “Friendship” that can be created in this space.
3. Brainstorm how this mural can celebrate friendship.
4. Involve as many people as possible in the creation.

## **My Miniature Bedroom**

Using their own bedrooms as inspiration, have students build a minaiture version for a fairy.

### Materials

- Large shoebox or gift box
- A variety of small boxes
- Various art supplies (ie: construction paper, craft foam, gift wrap paper, acrylic paint, paint brush, glue, scissors, self-hardening clay, pipe cleaners, beads, sequins, craft punches, etc.)



### Instructions

1. Use a large shoe box or gift box to turn into your miniature bedroom. Think of a color scheme for your bedroom. Paint both the inside and outside of the large box with acrylic paint (or you can also cover with colored paper).

2. Cut craft foam or gift wrap paper to cover and glue onto the bottom of the large box for rugs or floor coverings.

3. Use smaller boxes to make furniture such as a bed, bedside table, dresser, etc. You may need to trim off parts of these small boxes to obtain the desired size. Glue any open flaps on these small boxes.

4. You can also cut and glue box parts together to make custom furniture parts such as the shelves in a bookcase.

5. Be creative and decorate your bedroom with miniature objects. (Some ideas include toys, stuffed animals, books, picture frames, plants, clocks, lamps, etc.) Create these objects using materials like self-hardening clay, paper, beads, pipe cleaners, or sequins.

6. When you are finished, arrange and glue the objects in place around the bedroom.

Afterward, have students share their dioramas with the rest of the class.

