

# Fairy Tale

## Overview

A small, angry, green fairy and a big hairy author combine to write a story to redress the wrongs done to fairies. But the publisher doesn't want to publish a fairy story. How will the story reach the public? How will the publisher's office ever be the same again?

## Words to watch for

fingernails	published	creature	gauzy
otherwise	extinct	gaping	embarrassing
mildew	brilliant	traumatic	

## Learning outcomes

During this unit the students will:

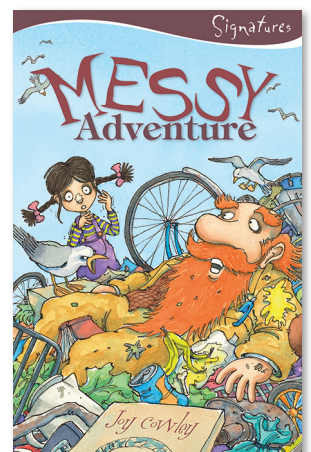
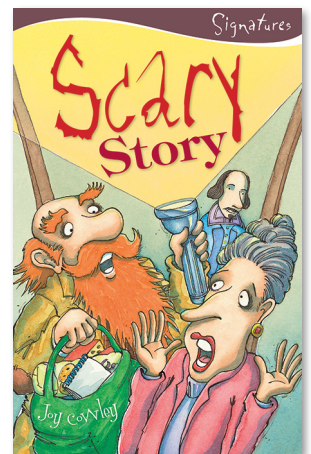
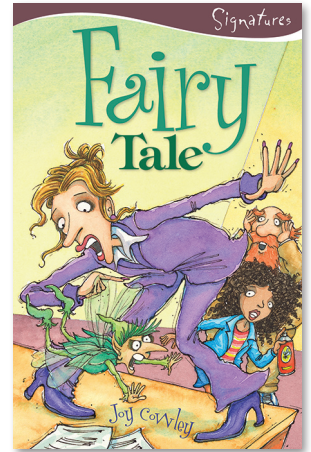
- learn about humour in stories
- learn about compound words
- learn about words describing speech.

## Introducing the book

- Ask the students to look at the front cover and ask, *What do you think the problem is for these characters? Who do you think these characters are?*
- Read the title and briefly discuss familiar fairy tales. Ask, *What do you expect to read in a fairy tale?*
- Have the students suggest possible stories to match the illustration.

## Before reading

- Ask, *What do you expect in a story by Joy Cowley?*
- Have the students read the contents page. Ask, *What might happen in chapters with these titles?*
- Have the students look at the illustrations at the beginning of each chapter and discuss what they might add to the story.
- Have the students read the back cover blurb and pages 20 and 21. Ask, *What do you think will happen in the story? Will this be a serious story or a humorous one?*



## Reading the text: Comprehension

### Pages 1–5

- Have the students read the first paragraph to find out about the author in the story. Ask, *What do you learn about the man and his work?*
- Say, *Read the chapter to find out how Ross Beansack becomes involved in a fairy story.*
- Ask the students, *What do you learn about the other main character?*

### Pages 6–9

- Ask the students to read the first paragraph on page 6. Ask, *How does the author in the story feel about what the fairy wants him to do?*
- Have the students read to the end of page 8. Then ask, *What has Ross learned about the fairy? What does he think about her idea for a story and its title?*
- Ask the students to read page 9 to find out how Ross tries to get rid of the fairy.

### Pages 10–12

- Ask the students to read page 10 to find out about some more characters in the story. Then ask, *What have you learned about the publisher?*
- Say, *Read the rest of the chapter and find out what makes you laugh in it.*
- Ask, *Who is the funny person? What is funny about the way she thinks?*

### Pages 13–15

- Before the students read the next chapter, ask, *How do you think the fairy will respond when she finds out that the story will not be published?*
- When students have made predictions, have them read page 13 to check them.
- Have the students read pages 14 and 15 to find out how Ross and the fairy get to the city.

### Pages 16–19

- Ask, *What do you think the title of the chapter tells the reader?*
- Say, *Read the chapter to find out how the fairy feels about all the fuss, how Ross helps her escape, and the problems she leaves in the office.*
- Ask, *How is the story going to be published?*

## After reading

- Review the *Words to watch for*. Discuss the meanings of any unfamiliar words.
- Discuss the fairy's problem.
- Discuss the description of the fairy's voice on page 2. Can you think of a worse noise?
- Discuss what Ross learned about the fairy, and what he didn't know.
- Discuss when Ross knew the fairy was worried, and what he did about it.
- What problems were left behind in the office after the fairy had been there? Discuss how they might be solved.
- Discuss what you would like authors to write more stories about.

## Independent activities

The students could try these activities:

- Complete the BLM at the end of these notes.
- Make a list of ten possible titles of new books you would like to read, with some information about the plot or characters in each book.
- Look through the book to find the thirteen different words that are used to show someone was speaking.
- Write a paragraph to explain what the fairy means in the second last paragraph on page 15.
- Label one half of a sheet of paper *Sensible* and the other *Silly*. List what Holly says and does in Chapter 3 in the appropriate columns.
- If the fairy had been able to grant Ross the three traditional wishes, what might he have wished for? Why? Write your ideas.

## Series features

This story is part of the series of books about the Big Hairy Author. If students have read the other two books (*Scary Story*, *Messy Adventure*), ask them to identify:

- the main characters
- the similarities between the stories
- differences between the stories
- the sequence of stories (where applicable).

They could also say which one in the series they like the best, and why.

**1** Make compound words that are in the book from these parts:

**Beginnings:** corn, eye, book, some, out, break, finger, other, rain, hall, fairy, match, best, screw, any, dragon, paper, news

**Endings:** paper, clips, fly, thing, driver, seller, sticks, tale, way, where, forest, wise, nails, fast, side, one, shop, brows, flakes

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**2** Choose five of the compound words you have made and use them in sentences.

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