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Introduction

Fairytales is a thematic unit. Its pages are filled with a wide variety of lesson ideas and activities designed for use with primary children. At its core are two high-quality children's literature selections, *The Jolly Postman or Other People's Letters* and *The Talking Eggs*. For each of these books, activities are included which set the stage for reading, encourage the enjoyment of the book, and extend the concepts gained. In addition, the theme is connected to the curriculum with activities in language arts (including daily writing suggestions), maths, science (the study of sound), social studies, art, music, and life skills (cooking and physical education). Many of these activities encourage co-operative learning.

Suggestions and patterns for games and activities which feature familiar fairytale characters and stories allow the students to synthesize their knowledge as they construct products that can be shared beyond the classroom. The culminating activity provides directions for a Fairytale Ball which merges a variety of activities to help children synthesize what they have learned. These features combine to make this book a very complete teacher resource.

This thematic unit includes:

- ❑ **literature selections**—summaries of two children's books with related lessons (complete with reproducible pages) that cross the curriculum
- ❑ **poetry**—suggested selections and lessons enabling students to write and publish their own works
- ❑ **planning guides**—suggestions for sequencing lessons each day of the unit
- ❑ **writing ideas**—daily suggestions as well as writing activities across the curriculum, including Big Books
- ❑ **curriculum connections**—in language arts, maths, science, social studies, art, music, and life skills such as cooking and physical education
- ❑ **bulletin board ideas**—suggestions and plans for student-created and/or interactive bulletin boards
- ❑ **group projects**—to foster co-operative learning
- ❑ **a culminating activity**—which requires students to synthesize their learning to produce a product or engage in an activity that can be shared with others
- ❑ **a bibliography**—suggesting additional literature and nonfiction books on the theme

The Jolly Postman or Other People's Letters

by Janet and Allan Ahlberg

Summary

The Jolly Postman comes one day with letters for the residents of a certain fairytale countryside. As the postman rides through the countryside, he delivers letters, postcards, and catalogues to characters such as Red Riding Hood, B.B. Wolf, Esq., and Goldilocks. Each envelope holds a special surprise.

The outline below is a suggested plan for using the various activities that are presented in this unit. You should adapt these ideas to fit your own classroom situation.

Sample Plan

Day 1

- Introduce writing activities, page 8.
- Complete "Fairytale Distance," page 42.
- Read the Post Office Book by Gail Gibbons.
- Choose city/town/suburb and street names, postcode and assign seat numbers, page 10.
- Make individual mailboxes, page 10.
- Address envelopes for letters, page 13.

Day 2

- Continue writing activities, page 8.
- Begin making Jolly Postman book, pages 14–15.
- Write a return address, page 13.
- Write a letter to a classmate, page 13.
- Sequence mail from sender to receiver, page 16.

Day 3

- Continue writing activities, page 8.
- Calculate Fairytale Postage, page 43.

- Make a pop-up greeting card, page 61.
- Map the Jolly Countryside, page 18.
- Make a "giant" giant, page 17.

Day 4

- Continue writing activities, page 8.
- Work on individual Jolly Postman books.
- Write a postcard from Snow White to the Seven Dwarfs, page 59.
- Make a jigsaw puzzle, page 60.
- Complete How Does Your Giant Measure Up? page 44.
- Make fairytale graphs, pages 45–46.

Day 5

- Continue writing activities, page 8.
- Read a Jolly map, page 57.
- Make tea using infusion, pages 48–49.
- Work on individual Jolly Postman books.
- Make scones for tea party, page 69.

Overview of Activities

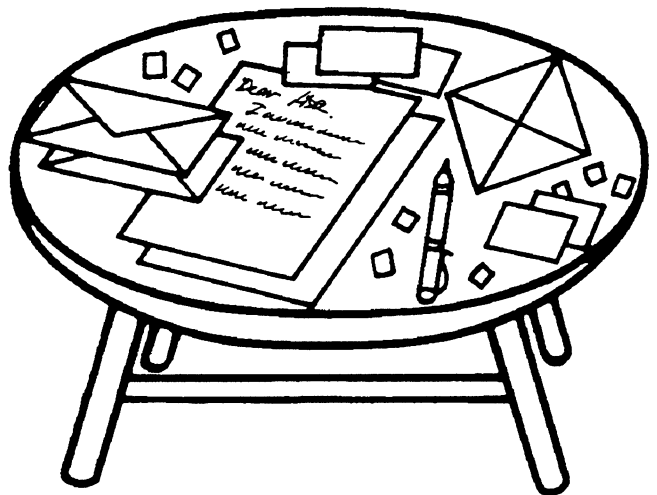
Setting the Stage

1. Prepare the classroom for a fairytale unit. Enlarge the geometric shapes shown on page 63 to make a large castle for the bulletin board. At the top, label the board "Once upon a time ..." and at the bottom "happily ever after."

2. Discuss fairytales. Which ones are they familiar with? Have they read them or seen the movies? Do they have any favorite characters or stories?

3. Begin setting up your classroom post office, using the ideas on pages 10–12.

4. Create a letter writing centre (pages 74–77). Provide patterns for friendly and business letters, postcards and envelopes. Include fairytale letterhead stationery, index cards to be used as postcards, stickers, and envelopes for students to use as they write to classmates or imaginary characters.



5. Brainstorm ways people can communicate their thoughts or feelings to each other (i.e., talking on the phone, sign language, writing letters, etc.).

6. Ask students about mail they have received. Do they write letters? Do they receive letters, magazines, or packages? Have students complete "Introducing the Jolly Mail" on page 9.

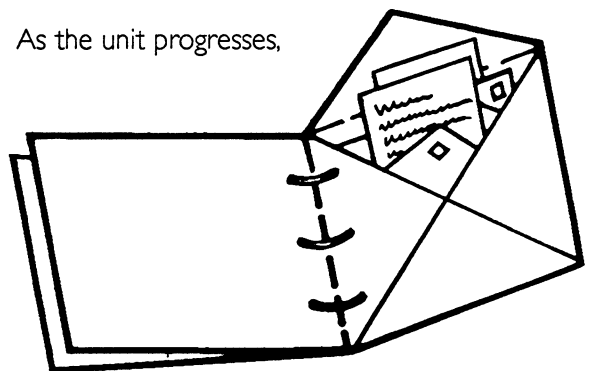
Enjoying the Book

1. Read *The Jolly Postman* or *Other People's Letters* or listen to the tape. Take out each letter, game, and card and allow children to examine each item.

2. Have children construct their own Jolly Postman books. As the unit progresses, assign a variety of items to be added to the books:

- letters
- pop-up greeting card
- postcards
- jigsaw puzzle

Have the children address the envelopes to the appropriate character and insert their creations.



3. Ask students how they know which way to go. Have they ever used a map? Discuss directions and introduce major compass points. Teach the use of "Never Eat Soggy Waffles." Do "Mapping the Jolly Countryside" on page 18.

Introducing the Jolly Mail

Soon we will be learning about some special letters and the way that mail is delivered.

Do you like to write letters? _____

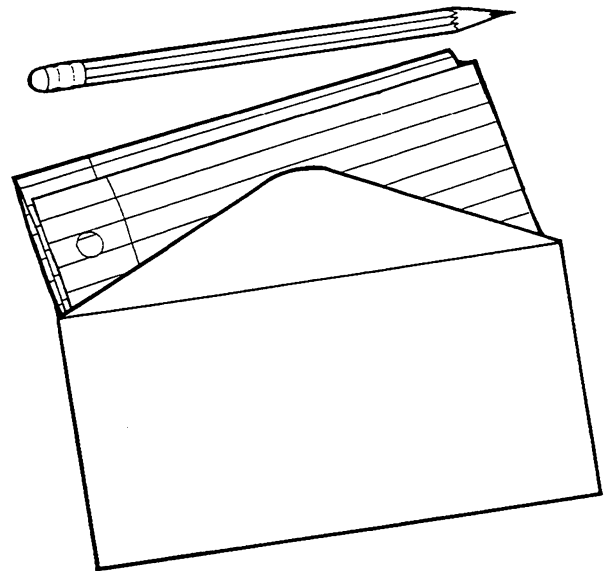
To whom did you write your last letter?

How many letters do you write to friends or relatives in:

one week? _____

one month? _____

one year? _____



List three people you would like to write letters to:

Do you like to receive letters? _____

From whom did you last receive a letter? _____

How many letters do you receive from friends or relatives in:

one week? _____

one month? _____

one year? _____

Have you ever received something other than a letter by mail? _____

Postcards? _____

How many in a year? _____

Magazines or newspapers? _____

How many in a year? _____

Packages? _____

How many in a year? _____