

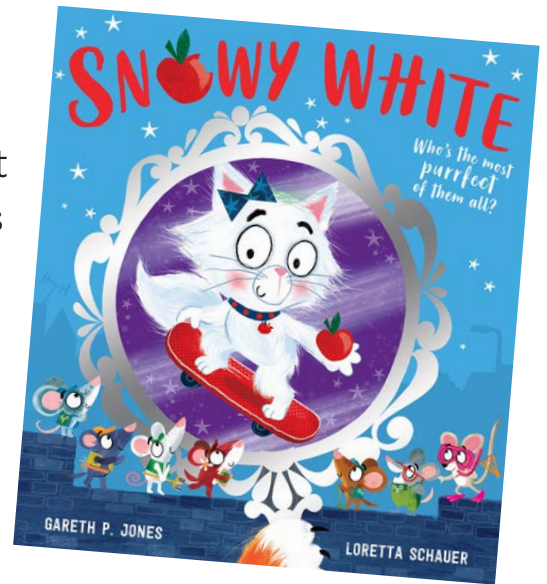
FAIRY TALES FOR THE FEARLESS

TEACHER NOTES

SNOWY WHITE

by Gareth P. Jones and Loretta Schauer

This resource pack provides activities to be used in EYFS, based on the exciting new picture book *Snowy White* – a perfect story to read with children aged 3-5 years old. The activities are based around the themes of kindness and looking after the local environment, and the pack also offers opportunities to explore how authors can use fairytales as inspiration for their own stories (often with a twist!).



What pupils will learn

By reading *Snowy White* and taking part in the planned, engaging activities, children will have the opportunity to explore and develop skills covering a variety of statements from Development Matters (revised July 2021) and Early Learning Goals (ELG) from the Statutory Framework for the early years foundation stage (March 2021) in these areas:

- Prime areas: communication and language, Personal Social and Emotional development
- Specific areas: literacy, expressive arts and design and understanding the world

Statements that link to the two documents are highlighted on each activity throughout the resource pack.

Share how you have used this pack with us @FarshoreBooks and use the hashtag #SnowyWhite



Pack Contents



1. Getting started – introduce and read the story	Page 3
2. Rereading – develop a deeper understanding of the story	Page 4
3. Being kind – what does it mean to be kind?	Page 6
4. How can we look after where we live?	Page 8
5. Using familiar stories	Page 10
Activity Sheet 1: Images of characters	Page 12
Activity Sheet 2: Being kind	Page 13
Activity Sheet 3: How can we look after where we live?	Page 14
Activity Sheet 4: Using familiar stories	Page 16

About The Book

A new twist on the classic children's tale Snow White, about courage, friendship and recycling!

Kingsley is the finest cat in the kingdom. How does he know? His crystal ball tells him so!

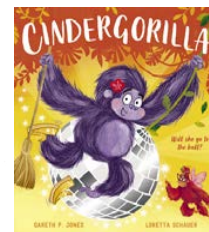
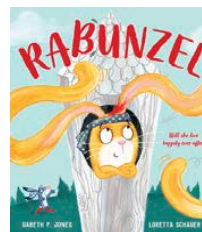
But one day, the crystal ball has a different story to tell. A new cat by the name of Snowy White has arrived in the kingdom. She's beautiful . . . she's kind . . . and Kingsley is determined to get rid of her.

Luckily, though, Snowy gets a helping hand – or seven – from some very special new friends!

The third hilarious title in a fun-filled fairytale series with empowering messages for young readers by Gareth P. Jones. Check out the rebellious *Rabunzel* and sassy *Cindergorilla*!

With vibrant, colourful illustrations by Loretta Schauer.

For children aged 3-5.



1. Getting started – introduce and read the story

Development Matters statements

Communication and Language

Children in Reception will be learning to:

- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.

Early learning Goals

Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

You will need a copy of the book *Snowy White* by Gareth P. Jones and Loretta Schauer to read with the children.

Share the title of the book with the children. Does the name sound like the name of a character from another story?

Read the whole story to the children, sharing pictures with them, so that they hear the complete narrative.

Discuss the story and what happens. Can children remember the names of the characters?



Model thinking out loud

"This name sounds very familiar to me. It sounds a little like Snow White! I wonder if this story is going to be similar?"

"Do you know the story of Snow White? What happens in the story?"

Have the story available for children to revisit during continuous provision. You may also want to leave out toys similar to the characters, if they are available, and copies of the fairytale *Snow White*, to give pupils the opportunity to compare the two stories.



2. Rereading - develop a deeper understanding of the story



Development Matters statements

Communication and Language

3 and 4 year olds will be learning to:

- Use a wider range of vocabulary.
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Children in reception will be learning to:

- Learn new vocabulary.
- Listen to and talk about stories to build familiarity and understanding.

Early learning Goals

Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

ELG: Speaking

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories.

Reread the story to the pupils, explaining why you are doing this.

Reread the story to the pupils, pausing to discuss events and illustrations as you read. You could use the example question stems on the next page, modelling to pupils how a reader 'thinks' while reading a story. Discuss answering these 'thoughts' as you read.

★ ★ ★ ★ ★
★ **Model thinking out loud** ★ ★ ★
★ "I think we should reread the story so
★ that we can really understand what
happens to Snowy White and Kingsley. ★
We can also talk about our favourite
★ parts of the story." ★ ★ ★



Model thinking out loud

"I wonder how Snowy White feels when..."

"How is _____ feeling now?"

"Is Kingsley really the 'best of them all'?"

"What would I do if that happened to me?"

"I don't think Kingsley is being very kind because..."

"The Mouse Cleaning Company helps Snowy by..."

"It's quite unusual for cats and mice to work together, usually they..."

When rereading, explore new vocabulary with the children in the context of the story. One or two words could be chosen to explore every time the book is reread.

"I think the Crystal Ball thinks that Snowy White is the best even though she looked scruffy because..."

"I think Kingsley and the other cats change by the end of the story because..."

"The other cats wanted to help clean where they lived in the end because..."

"I think this story is similar to another story I know..."

Pupils could act out what is happening to help them understand the meaning where appropriate.

Words that you may wish to explore are:

**kingdom preening rival strolling perched
litter parading inventor grubby recruit**

Model thinking out loud when exploring vocabulary

"I wonder what ... means?"

"In the story this word means..."

"What does ... look like? Can we act it out?"

"A different word we could use is..."



3. Being kind – what does it mean to be kind?



Development Matters statements

Communication and Language

3 and 4 year olds will be learning to:

- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”

Children in reception will be learning to:

- Connect one idea or action to another using a range of connectives.

Personal, Social and Emotional Development

Children in reception will be learning to:

Think about the perspectives of others.

Early Learning Goals

Personal Social and Emotional Development

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

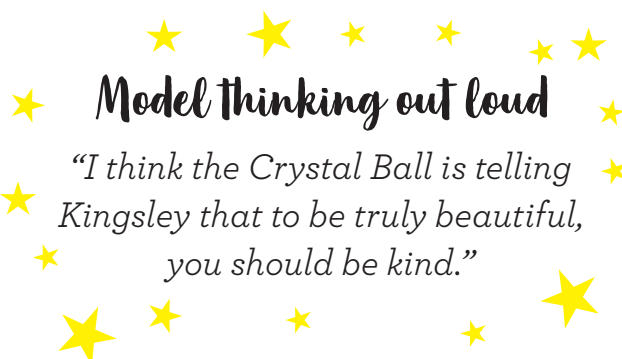


Revisit the story *Snowy White* with the children, rereading the picture book with them as a class or in small groups. Can they remember what happens in the story?

In the story, the Crystal Ball says:

“Kingsley, Kingsley, the catwalk star, what really matters is who you are. It’s not about looks. It’s what you do. Snowy’s beauty shines right through!”

Talk about what is meant by this.



Model thinking out loud

“I think the Crystal Ball is telling Kingsley that to be truly beautiful, you should be kind.”

Talk about the similarities to *Snow White* and how the authors have changed the fairy tale. Children could explore other ways that they could change the story (for example changing the animals) to tell their own stories.





Talk about how Snowy White is kind and how we know that Kingsley and the other cats are not kind.

Talk about ways in which the pupils can be kind like Snowy White, by asking the questions below.

Using Activity Sheet 1: Images of characters on Page 12, ask pupils to think about who is kind in the story and how they are kind.

- How could you be kind to your friends and family?
- How could you show someone you've just met that you are kind?

Do some of the characters become kind at the end? What did they learn that helped them to become kinder?

Pupils can complete **Activity Sheet 2: Being Kind** on Page 13, drawing pictures to show ways that they can be kind like Snowy White.

Ask pupils if they think it is good to be a show-off like Kingsley, or whether they would rather try and be kind like Snowy White.



4. How can we look after where we live?

Development Matters statements

Communication and Language

3 and 4 year olds will be learning to:

- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Children in reception will be learning to:

- Connect one idea or action to another using a range of connectives.

Personal, Social and Emotional Development

3 and 4 year olds will be learning to:

- Develop their sense of responsibility and membership of a community.

Children in reception will be learning to:

- Think about the perspectives of others.

Literacy

Children in reception will be learning to:

- Spell words by identifying the sounds and then writing the sound with letter/s.

- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Understanding of the World

3 and 4 year olds will be learning to:

- Explore collections of materials with similar and/or different properties.

Early Learning Goals

Literacy

ELG: Writing

- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



Model thinking out loud

"I wonder why the Mouse Cleaning Service decided to work in Purry Tale Lane?"

"I am not sure that Kingsley and his cat friends were thinking about where they lived and what it looked like. What were they doing?"

Talk about the Mouse Cleaning Service and display the pages of the book where the company appears. Why was the service needed?





Reread the section of the story that introduces the members of the Mouse Cleaning Service. What jobs were they doing? Were these jobs that they should be doing?



Talk about how Kingsley wasn't looking after his local area. He and his friends were dropping litter and making a mess. Create a list of the things that they were doing that showed they didn't care about where they lived.

Ask pupils if it is tidy where they live and around school, or even in your classroom or playground. Talk about why it is important to look after where you live (it looks nice, wildlife is kept safe, it is safe for children to play etc).



Create a list of ways in which the pupils can help to keep where they live tidy and encourage them to tidy after themselves in school. If available, use litter pickers to collect rubbish in the school grounds.

Complete Activity Sheet 3: How can we look after where we live? on Pages 14 & 15.

Pupils can talk about and add labels to the image from the book showing the mess that Kingsley and his friends had created. Compare this to the second image of the street looking clean. How are the two pictures different? Pupils can add labels to the second image showing how it has changed or write short captions comparing the two images.



Don't forget to share how you have used this pack with us @FarshoreBooks and use the hashtag #SnowyWhite



5. Using familiar stories

Development Matters statements

Communication and Language

3 and 4 year olds will be learning to:

- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Children in reception will be learning to:

- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Early Learning Goals

Expressive Arts and Design

ELG: Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.

Reread the story *Snowy White* with the children. Talk about which story this is similar to (Snow White).



Show the pupils the images of *Snowy White* on **Activity Sheet 4: Using familiar stories** on Page 16. Look up pictures of the traditional Snow White and discuss the questions below with the class.

- How are they similar?
- How are they different?

In *Snowy White*, who is the character similar to the wicked stepmother (Kingsley) and who is the character similar to the seven dwarfs (The Mouse Cleaning Service)?

Explain how authors can use fairytales (or other stories) to create new ones. Have you read any other examples of stories based on a traditional tale to the pupils?





Other examples include *Rabunzel* and *Cindergorilla*, also written by Gareth P. Jones and illustrated by Loretta Schauer. These two books, together with *Snowy White*, are part of a series of books 'Fairytale for the Fearless'. Read *Cindergorilla* and *Rabunzel* to the class and discuss which fairytales these stories have borrowed ideas from.

Talk about how all of the stories change the characters to animals. Images of *Cindergorilla* and *Rabunzel* are included as part of **Activity Sheet 4: Using familiar stories** on Page 16. Look up pictures of the traditional Cinderella and Rapunzel so children can compare similarities and differences between the characters.

Pupils could design their own new animal characters for other fairytales that they know. Could *Sleeping Beauty* be changed to a koala bear? Or could the *Little Mermaid* be changed to a dolphin?

Finally, explore orally composing stories based on fairytales that the children know well. These could be transcribed, then illustrated by pupils, for a 'traditional tales with a twist' wall display.





Activity Sheet 1: Images of characters



Snowy White



Crystal Ball



Kingsley



Longtail



Fluffy Cat



Charing

Fuzzy

Grandma

Michael



Penny Pervis



Chrissie

Cat with Glasses



Black Cat





Activity Sheet 2: Being kind

How can you be kind like Snowy White?
Draw ways that you can show kindness.





Activity Sheet 3:

How can we look after where we live?

Label this image with anything you can see that's messy.



About the picture:

.....

.....





Activity Sheet 3:

How can we look after where we live?

Label how this image is cleaner than the previous picture.
Does this give you any ideas for keeping your own environment clean?



About the picture:

.....

.....





Activity Sheet 4: Using familiar stories

