

**Julie and  
the Lost Fairy Tale**

**By Janie Lancaster**

**Teacher Guide**

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## Julie and the Lost Fairy Tale Teacher Guide

### Chapter 1

#### *Questions for class discussion*

1. What was Julie looking for in the attic?
2. Why is Julie afraid?
3. What are some things you are afraid of?

#### *Activities*

1. Can you find Covington, Georgia on a map?
2. Do you know someone who can speak or write in a language other than English?

#### *Classroom Extensions*

- ▶ What would you have done if you had been the one to find the travel chest?
- ▶ Do you know anyone—a family member, friend or classmate—who speaks a different language? Ask that person how to say and write these words from the story: squirrel, grandma, treasure, clothes. If you don't know someone, get a language dictionary in the library for a language you would like to speak, and look up those words. Share them with your classmates.
- ▶ Many people from non-English speaking countries learn English, but few Americans learn to speak another language. Do you think it is important to learn other languages? Why or why not?
- ▶ If you like to play dress up, what is your favorite outfit and why?
- ▶ How would you have illustrated this chapter differently than the artist did? Draw your own picture.

#### *Newspaper Activity:*

Newspaper reporters and editors are professional writers who must communicate clearly and effectively. By reading the newspaper you can find a valuable source of writing ideas, writing models and potential topics. Find one newspaper article written in a style you admire, and then find one you don't like as much. Using elements of the style you admire, re-write the second article until you are satisfied with how it appears. Ask family members or classmates to react to your changes and improvements.

## Julie and the Lost Fairy Tale Teacher Guide

### Chapter 2

#### Questions for class discussion

1. How many years was the travel chest in the attic?
2. The fairy tale was written in what language.
3. Julie made a promise to Cordelia. Why do you think she made that promise?

#### Activities

1. Ellis Island is in New York. Can you find it on a map?
2. Using the vocabulary words "kindred spirits" or "time capsule" write up a sentence.

#### Classroom Extensions

- ▶ Find out more about the Brothers Grimm Fairy Tales. Which titles are mentioned in this chapter? Pick your favorite fairy tale and write your version of it as you remember it. You may also want to write a different ending.
- ▶ Many people passed through Ellis Island on their trip to America. Where is Ellis Island and why was it important to so many people who came to this country?
- ▶ Do you have a special place in your home, like Julie's "story room," where you can read or where someone reads to you? Describe that special place. What was the last story you read or that someone read to you? Tell someone else that story in your own words.
- ▶ Julie's grandma came to America on a ship called the Kaiser Wilhelm. See if you can find whether there was a real ship with that name. If you have a relative, friend of the family, or classmate who came to the U.S. from another country, ask that person to tell you about the journey and write an article about his or her experiences. Remember to include in your article the Who, What, When, Where, Why and How.

#### Newspaper Activity

In her note, Cordelia Grimm stated that she was fleeing her home to come to this country. Look at today's news for articles about situations that might make people need to flee their homes. Discuss these situations with your classmates. How would you feel if you had to flee your home? Share your thoughts in an essay of 100 words or less.

## Julie and the Lost Fairy Tale Teacher Guide

### Chapter 3

#### *Questions for class discussion*

1. What did Grandma copy in the notebook for Julie?
2. Who does Julie show the letter to?
3. What does Julie decide to do?
4. Who does Julie plan to meet?

#### *Activities*

1. Name a magazine that publishes stories for children and explain why you like them.
2. Find a library near where you live on a map.
3. Find your newspapers office on the map.

#### *Classroom Extensions*

- ▶ Some people live in communities where everyone knows everyone and people watch out for each other. What is your neighborhood like? Do you know your neighbors, and do they know you? Ask a parent, grandparent or any adult over 50 what their neighborhoods were like when they were younger. Make a list of how neighborhoods have changed in the last 40 or more years. What do you feel are the major reasons for these changes? Write an article about your community and tell us what you like about it.
- ▶ Do you know everyone in your school or even in your own classroom? Create a survey you can do in your school to learn more about your classmates. Find out how many students are from other countries and which countries they came from. If they were born in the US, were they born in this area or did they move from another city or state?
- ▶ What do you think Julie's chances are of getting the story published in the Covington Times Daily News?

#### *Newspaper Activity*

How would you go about getting something that you wrote published in the newspaper? Open your newspaper to find and review the listing of key editors. With classmates or friends, brainstorm different kinds of stories you could write (example: news, feature, sports) and which editor you might contact to discuss getting your story published.

## Julie and the Lost Fairy Tale Teacher Guide

### Chapter 4

#### *Questions for Discussion*

1. Why was Julie afraid to enter the newspaper office?
2. What was the reason she didn't let her fear stop her?
3. Did Julie give up after she was sent away? Why do you think she didn't give up?

#### *Activities*

1. Write a short story about yourself or someone else that was afraid of something but didn't give up.
2. Did you know that some magnolia trees grow to be sixty feet tall? Read about them in an encyclopedia or online and find a picture of the flowers that grow on magnolia trees.

#### *Classroom Extensions*

- ▶ Look at Chapter 4 again. Are there any words in it that you're not familiar with? Make a list and see if you can figure out what the words mean by how they are used in the story. If you are having a hard time, look them up in a dictionary. Could you have used different words that would not change the meaning of the sentences? Which of the unfamiliar words did you like best and would like to use in your own writing?
- ▶ Accomplished artists take words and ideas from the text and express them visually to help tell the story. Read this chapter again, thinking about how you would illustrate it.
- ▶ Have you taken a tour of your local newspaper building? If so, write about your trip (50 words or less) and tell others what made the biggest impression on you. Write about the people who work there and what you saw during your tour.
- ▶ Do you know the name of the editor of your newspaper? What do you know about him or her? What does an editor do?

#### *Newspaper Activity*

Skim display ads in the newspaper to find photos or drawings of foods. From them, clip out ones that would be a part of a healthy breakfast. Glue them onto a paper plate to "make" an appealing meal and post the paper plate on your fridge.

## Julie and the Lost Fairy Tale Teacher Guide

### Chapter 5

#### Questions for Discussion

1. How does a little squirrel help Julie?
2. What does Julie say to try to convince Mr. Malloy to print the fairy tale in the local newspaper?
3. What would you have told Mr. Malloy?

#### Activities

1. Find some pictures of squirrels and note the differences in size and color according to where they live and the climate they live in.
2. Write down several squirrel behaviors.

#### Classroom Extensions

- ▶ Who is the author of the serial story? Think about the characters she has introduced so far in this story. Who are they? What else do you know about them? How do you feel about each of them?
- ▶ Read this chapter again, thinking about how you would illustrate it. Make your own illustration for the chapter.
- ▶ Julie states that her grandma is translating the fairy tale from its original German into English. Learning new words in your own language is a lot like translating. Are there any words you are not familiar with in this chapter? For example, the squirrel "scampered" down the tree. Can you figure out what scampered means? What other word/s might you use to replace "scampered" and not change the meaning of the sentence? If you are having a hard time, find several words you don't know in a dictionary. Which words did you like best and would like to use in your writing? Put them in your writers' notebook. You can also use a Thesaurus to find words that have similar meanings. Ask your teacher or a librarian for help in locating one.

#### Newspaper Activity

Skim one or more pages of your newspaper to find at least five words that are new to you. Look up their meanings in a dictionary and then try to impress friends and family by using the new words in conversation.

## Julie and the Lost Fairy Tale Teacher Guide

### Chapter 6

#### *Questions for Discussion*

1. Why does Grandma say Julie is impulsive?
2. What kind of relationship do you think Julie and her grandmother have?
3. Why is Julie worried?

#### *Activities*

1. Write a short story about a grandparent and a grandchild doing something together.
2. Name some things you can learn from grandparents or older people.

#### *Classroom Extensions*

- ▶ Julie's grandmother talks about Mr. Malloy's secretary ("Miss Eagle Eyes") and tells Julie, "Mr. Malloy said she could be a pickle sometimes." What does he mean by that?
- ▶ Julie's grandma credits Julie's determination, imagination and bravery for convincing Mr. Malloy to publish the fairy tale. She also tells Julie, "You are an impulsive one and get me into trouble all the time." Think about times when you have been impulsive, brave, imaginative, determined, kind, etc. Write about one of those times.
- ▶ Who is your favorite character in this story so far, and why? If you could interview him or her for the newspaper, what questions would you ask?
- ▶ Look through Chapter 6 again for words whose meanings you are not sure of. Use a dictionary to learn their meanings and put these words in your writers' notebook for future use.
- ▶ Read this chapter again thinking about how you would illustrate it.

#### *Newspaper Activity*

Find a human-interest story in your newspaper that you think would make a good serial story. Devise a way to divide the story into three or more parts, or chapters, and then summarize the main idea of each section in one sentence.

## Julie and the Lost Fairy Tale Teacher Guide

### Chapter 7

#### *Questions for Discussion*

1. What history did Julie learn about by listening to the older people in the town-square?
2. Why was Julie excited about the Extravaganza?
3. What things did Julie and her grandma look for to post on their history board?

#### *Activities*

1. Ask someone in your family where some of your ancestors came from.
2. Can you think of some things you would put on your family history board?

#### *Classroom Extensions*

- ▶ Be a time traveler and do some research to find out more about your family history. Where did family members come from? What kind of work did they do? Make a history board for your family. Include as many generations as you can. How far can you go back?
- ▶ Find out more about your town. You can go to the local history museum if you have one. They have lots of information and photographs so you can see what your town looked like long ago. You can find out about the people who settled there and more.
- ▶ Look through Chapter 7 again for words whose meanings you are unsure of. Use a dictionary to learn their meanings and put these words and their definitions into your writers' notebook for future use.
- ▶ Read this chapter again, thinking about how you would illustrate this chapter.

#### *Newspaper Activity*

When people want to learn about their family history, they often look through old newspapers for vital statistics such as place of birth, marriage/children or age at death. Use the obituaries to see what else is included about people's lives that could be helpful for someone creating a history board about their family members. Practice writing an obituary about someone you admire. Keep in mind that one day, someone might use your information to fill in blanks about that person's family history.

## Julie and the Lost Fairy Tale Teacher Guide

### Chapter 8

#### Questions for Discussion

1. Why was Julie excited about the letter she read in Mr. Malloy's office?
2. Why do you think it was going to be hard to keep the letter a secret?
3. Do you think Julie will keep the secret?

#### Activities

1. Find where Cordelia lives and where she is going on a map.
2. Describe a far away place you would like to visit one day.

#### Classroom Extensions

- ▶ Julie said that Miss Cragmeyer — “Miss Eagle Eyes”— almost smiled. Do you think Julie will change her mind about her feelings toward Mr. Malloy's secretary? Have you ever met someone you didn't like at first, but changed your mind once you got to know them? Write a short story about a person, such as a teacher or friend, who turned out to be a complete opposite of your first impression.
- ▶ Julie's dream of getting the fairy tale published sounds like it is about to come true. She has worked hard to make it happen. She has also had help in achieving her dream. Dreams don't come true without hard work. What dreams do you have? What are you willing to do to make them happen? Whom can you get to help you?
- ▶ How good are you at keeping secrets? Write a paragraph about a time you had to keep a secret. Were you successful? How did you feel? How did the person you were keeping the secret from feel, once he or she found out?
- ▶ Look through Chapter 8 again for words whose meanings you are unsure of. Use a dictionary to learn their meanings and put the words in your writers' notebook for future use.
- ▶ Read this chapter again thinking about how you would illustrate it.

#### Newspaper Activity

Use the newspaper to help plan an extravaganza for Cordelia's visit to town. Find photos and articles about local places you want her to visit, people you want her to meet, foods you want to introduce her to, etc. Make a scrapbook of what you clip from the newspaper, then add comments about your selections and share with classmates, friends and family.

## Julie and the Lost Fairy Tale Teacher Guide

### Chapter 9

#### *Questions for Discussion*

1. Why did Julie and her grandma go into the firehouse; and what do they see when they get there?
2. How did the people dress in the pictures on the family history boards?
3. Do you think it was easy to leave their homelands and come to America? Explain.

#### *Activity*

Look up Ellis Island on a web site or in you library. Pick a country and pretend you are traveling from that country to America. Name some of the changes you would experience along the way.

#### *Classroom Extensions*

- ▶ Look at the image for Chapter 9. Do you think it does a good job of capturing what this chapter is about? How does it relate to the story? Read the chapter again thinking about how you would illustrate it.
- ▶ Our country is largely made up of people who have come from countries all over the world. Many of them do not speak English. Sometimes they change their names to an American version. The Hungarian name, Joska means Joseph in English. If you have students from other countries at your school, determine if their names can be translated into English. Do you think they should change their names or continue to use the native language versions of the names? If you moved to another country, would you want to change your name?
- ▶ People from other countries sometimes dress differently than we do. In some countries girls still wear scarves and boys wear special caps. Do you think people the world over dress more the same today than in years past? Name countries where people still dress differently. Describe some of the differences.
- ▶ Look through Chapter 7 again for words whose meanings you are unsure of. Use a dictionary to learn their meanings and put these words in your writers' notebook for future use.

#### *Newspaper Activity*

Use the newspaper to design a make-believe family history board. Clip photos from the newspaper for your imaginary family. Use the photos to help illustrate a story about where they came from. Make up names for the people and tell how they are related to you. Describe what they do for a living, where they go to school or work and what they do for fun. Ask a teacher or parent to listen while you tell your story.

## Julie and the Lost Fairy Tale Teacher Guide

### *Chapter 10*

#### *Questions for Discussion*

1. How does Grandma take Julie back in time?
2. What are some things that happened on the ship, Kaiser Wilhelm, and why did they happen?
3. What competition took place on the ship and what effect did it have on the passengers?

#### *Activities*

1. **Research the names of some ships that came through Ellis Island.**
2. Write a short story about what you think it would be like to travel across the seas on a ship long ago.

#### *Classroom Extensions*

- ▶ Diversity is one of the things that make our country great. Can you think of situations in your school, neighborhood, city, state or country that are a result of our differences? Write about a time you or your school did something to improve tolerance and understanding.
- ▶ Look through Chapter 10 for words whose meanings you are unsure of. Use a dictionary to learn their meanings and put these words in your writers' notebook for future use. Make a drawing for this chapter.

#### *Newspaper Activity*

Use the newspaper to find an article that tells of a conflict. Then, look for the essential facts that answer the Who, What, When, Where, Why and How. With a classmate or family member, try to think of solutions that will benefit all the parties involved.

## Julie and the Lost Fairy Tale Teacher Guide

### Chapter 11

#### Questions for Discussion

1. Who does Julie meet in this chapter and why is it so emotional for Julie?
2. What did Cordelia have a difficult time doing?
3. What dream did Julie and Cordelia both have?

#### Activity

Ask someone you know who speaks another language to write the three words in their language from the Julie story. Now find the foreign word in a bilingual dictionary and copy them down.

#### Classroom Extensions

- ▶ Julie has been keeping the secret about Cordelia from her grandmother for a long time. How do you think her grandmother will feel when she finds out? Has someone ever kept a secret from you? How did you feel when you found out? Write and tell us about it.
- ▶ What is an "extravaganza?" How many words can you make using only the 12 letters found in that word?
- ▶ Look through Chapter 11 again for words whose meanings you are unsure of. Use a dictionary to learn their meanings and put these words in your writers' notebook for future use.
- ▶ Read this chapter again thinking about how you would illustrate it.

#### Newspaper Activity

Look in today's food section of your newspaper for ideas of things you could make or bring to the "Extravaganza." Make a list of items you would include in the guest baskets. Did you find any cookie recipes that you can try at home with your family? Try making them and write to us about your baking experience.

## Julie and the Lost Fairy Tale Teacher Guide

### Chapter 12

#### Questions for Discussion

1. If your town had an Extravaganza what kind of food would they serve?
2. What kind of decorations would you choose if you were doing the decorating for the Extravaganza?
3. What were some of the townsfolk talking about, and why?

#### Activity

Get together in small groups and come up with a plan for an Extravaganza. Make sure you include plans for decorating, a menu, invitations and entertainment. Divide up the work and then discuss your plans as a group. Then write down your ideas to share with the class. Don't forget to write the reasons for your choices.

#### Classroom Extensions

- ▶ Have you ever participated in a festive celebration like the "Extravaganza" in this chapter? Did you "dress up" in special clothes that you don't normally wear every day? What was the occasion? Who were the other people involved? Where was it held? Was it a special time of year? How did you feel about it? Tell us about your "Extravaganza."
- ▶ What do you think of Miss "Eagle Eyes" after reading this chapter? Do you think Julie may think differently about her?
- ▶ Look through chapter 12 again for words whose meanings you are unsure of. Use a dictionary to learn their meanings and put these words in your writers' notebook for future use.
- ▶ Read this chapter again thinking about how you would illustrate it.

#### Newspaper Activity

Look in the newspaper for articles about celebrations that occur this time of year. Write a description of how they are similar to-or different from-the "extravaganza" in Julie's story. Share your writing with a family member or favorite teacher.

## Julie and the Lost Fairy Tale Teacher Guide

### Chapter 13

#### *Questions for Discussion*

1. Who was Mr. Halverson and what does he agree to do with the lost fairy tale?
2. What was Cordelia invited to do?
3. How would you have felt if you were there?

#### *Activity*

Bring some of your favorite picture or other books from home or find some in your class or school library to share with your class. Tell why you liked the story.

#### *Classroom Extensions*

- ▶ The time for finding out about the "Lost Fairy Tale" has almost arrived. There are only two chapters left in the story. Imagine that you are the author of this story. How would you write the last two chapters?
- ▶ Write a letter to the author, Janie Lancaster, and tell her what you think of her story so far. Think about how the author began the story, how you feel about the characters and how the author made you feel that way. Who is your favorite character and why? What did you like best about this story?
- ▶ Look through chapter 12 again for words whose meanings you are unsure of. Use a dictionary to learn their meanings and put them in your writers' notebook for future use.
- ▶ Read this chapter again thinking about how you would illustrate it.

#### *Newspaper Activity*

Look in your newspaper for an advertisement for a fun, outdoors event. Clip the information and ask friends or family members to attend the event with you.

## Julie and the Lost Fairy Tale Teacher Guide

### Chapter 14

#### Questions for Discussion

1. Why did Katrianna and her family have to flee to the mountain?
2. What things did they bring with them, and why?
3. How did Katrianna feel when she stood on the mountainside and looked down at the valley below?

#### Activities

1. Katrianna and her family had to flee their home and became refugees. Do you know someone who had to flee from his or her homeland? Have you or your parents read about them in the newspaper? Has this ever happened to you? Write a paragraph and tell others how you feel about refugees.
2. Get together in small groups and plan what your group could do to help someone who had to flee from his or her homeland like Katrianna.

#### Classroom Extensions

- ▶ Why do you think the crowd is unhappy with the ending? How do you feel about the fairy tale ending without knowing what happened to *Katrianna* or her doll, *Momalina*?
- ▶ Write your own ending to the fairy tale. What do you think will happen to *Katrianna* and her doll? Be sure to include details that answer the Who, What, When, Where, Why and How questions. Share your ending with others. Keep your ending and compare it next week to the ending Janie Lancaster gives the fairy tale and the story of Julie.
- ▶ Look through Chapter 14 again for words whose meanings you are unsure of. Use a dictionary to learn their meanings and put the words in your writers' notebook for future use.
- ▶ Read this chapter again thinking about how you would illustrate it.

#### Newspaper Activity

Look through the newspaper for articles about people in leadership roles, such as heads of national or local government. Use what you read to write an essay describing what qualities you feel a good leader must have.

## Julie and the Lost Fairy Tale Teacher Guide

### Chapter 15

#### *Questions for Discussion*

1. What happened to Katrianna?
2. Why do you think Katrianna saved the yellow dress and the bag all those years?
3. Julie imagined what in the very end?
4. Why do you think our imaginations are wonderful?

#### *Activity*

Share something with the class that you have imagined, or dreamed about. Or share something that you would like to do in the future.

#### *Classroom Extensions*

- ▶ Are you happy with the way the story ended? Write a letter to the author, Janie Lancaster, and tell her what you think of her story. Think about how the author began the story, how you feel about the characters and how the author made you feel that way. Who is your favorite character and why? What did you like best about the story? Try to use words from your writers' notebook in your letter.
- ▶ How did your ending to the fairy tale compare to the author's ending? Which do you like better? Share your ending with classmates and decide if there is an ending the class prefers.
- ▶ Look through Chapter 15 again for words whose meanings you are unsure of. Use a dictionary to learn their meanings and put the words in your writers' notebook for future use.
- ▶ Read this chapter again thinking about how you would illustrate this chapter.

#### *Newspaper Activity*

Re-read the previous chapters of Julie and the Lost Fairy Tale and write your own ending for the fairy tale as either a news or features style story!