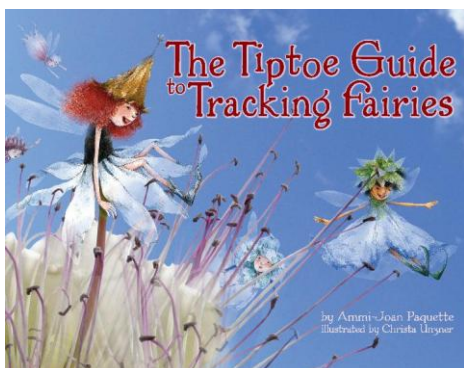


A Teacher's Guide to
The Tiptoe Guide to Tracking Fairies

Written by Ammi-Joan Paquette
Illustrated by Christa Unzner



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About the Author

Ammi-Joan Paquette spent much of her early years in France, then traveled throughout Europe and to Japan before settling down with her family just outside of Boston. *The Tiptoe Guide to Tracking Fairies* was inspired by a real-life fairy hunt she took with her two daughters one spring day. Although they didn't meet any fairies face-to-face, they saw signs of them everywhere.

About the Illustrator

After studying Graphic Design at the Graphic Arts and Publicity College of Berlin, Christa Unzner worked at an advertising agency for three years. She made the switch to freelance illustrating in 1982, and has never looked back. Learn more about her work at <http://www.christa-unzner.de>.

Kudos for The Tiptoe Guide to Tracking Fairies

“Text and art work in tandem to create gentle suspense—scenes, such as one in which fairies retrieve a lost slipper just behind the retreating shoes of the searching children, will prompt giggles, and the promise of a fairy encounter is sweetly fulfilled at the end.” ~**Publishers' Weekly**

“The text's personal tone invites children in ... this guide will spark their own imaginations and writings.” ~**Booklist**

Story Summary

The sun is out. The birds are singing. It's a perfect day for tracking fairies. Are you game? Follow our intrepid young narrators as they skip from rock to flower to waterfall, following the clues. Will their search turn up any fairy friends?

Pre-Reading

Background Knowledge:

Brainstorm a list of fairies the children have heard of. Ask if fairies are real or pretend. (Note: Some children may think the Tooth Fairy is real, while fairies in stories, such as Cinderella's Fairy Godmother, are pretend.) If fairies are real, how would a child go about spotting or catching one? What would they do if they ever came face-to-face with a fairy?

(activating prior knowledge)

Take a Book Walk:

Show the cover of *The Tiptoe Guide to Tracking Fairies*, noting the title, author and illustrator. Ask students what they think the title means. Now “tiptoe” through the illustrations only (stop before you get to the last page where the child discovers the fairy). Can students infer what *tracking* means from the illustrations alone? Can they predict the ending? Will the children in the story find any of the fairies?

(identify the author and title of a book; make predictions about what will happen next in a story; make predictions using prior pictures)

Vocabulary Boost: Below are some words that may be unfamiliar to your students. Write these words on a piece of chart paper, and ask your students if they know the meanings. After you've read the story, go back to these words in the text. Did the students figure out the meanings from the text? The illustrations? Both? Or did they need to consult an outside source (dictionary, teacher, classmate, etc.)?

| | | | |
|-----------------|---------------------|------------------|---------------|
| spotted | bathe | hollowed | mousse |
| bareback | bucks | sapling | bud |
| blossom | lookout post | intruders | |

Discussion Questions:

1. What do the fairies make from acorns? (*knowledge*)
2. How do the fairies feel when the slipper is found? How do you know? (If necessary, point out the fairies' facial expressions). (*comprehension*)
3. Look closely at the fairies' clothes. How are they dressed? Why do you think they dress this way? (*application*)
4. Do the fairies want the children to find them? Why or why not? (*analysis*)
5. Look at the child's expression on the last page when she spots the fairies. What do you think she'll do next? (*synthesis*)
6. Did the story convince you that fairies are real? Why or why not? (*evaluation*)

Fairy Cause and Effect

Unbeknownst to the children in the story, the little things they do have an effect on the fairies' lives. Using the chart on page 6 of this guide, have students write or illustrate the effects that the children's actions have on the fairies. For example:

| When the children _____, | ...the fairies _____. |
|--|---------------------------------------|
| replace the fairy slipper | are pleased |
| move a big rock | have a place for a pool |
| place dandelion fluff in the tree hollow | have a soft place to rest their heads |
| leave nuts for the chipmunk | can ride on the chipmunk's back |

(distinguish cause from effect)

Following Fairies

Make a chart with the objects that the children find in the story, and how each item is used by the fairies. (See chart below to get started).

| Natural Object | How the fairies utilize it: |
|---------------------------|-----------------------------|
| tulips | hide inside |
| waterfall | for bathing |
| big rock | pool |
| hollowed out base of tree | bedroom |
| pine needles, leaf | mattress |
| dandelion fluff | pillow |
| acorn shells | sweet acorn mousse |

Now go on a nature walk. Using the chart on page 7 of this guide, ask students to make a list of the things they find on the nature walk. Have them brainstorm ways that fairies might use these things. If students find objects similar to those in the book, can they think of other uses for them? For example, leaves are used as beds in the story, but how else might they be used by fairies? (To float upon in the pond, as umbrellas, etc.).

Variation: Older children can use the information they've recorded for "Fairy Field Guides" where they record sketches, names of plants and animals they find, and how fairies might interact with what they find.

(Observe and record the names of plants and animals in your neighborhood or on a field trip, then prepare a field guide that describes these animals.)

Fairy Findings

1. After the nature walk, spread a tarp on the floor in the classroom and have the children sit around its edges. Invite children to place the "treasures" they've found (stones, leaves, soil, etc.) onto the tarp in front of them, and use hand lenses to examine the items. What details do they notice in rocks? Leaves? Flowers? Once children have taken turns describing what they have found, ask how they might organize all the objects on the tarp into categories.

(observe that rocks usually contain grains of many different minerals; use a hand lens to observe and describe the components and properties of a sample of soil (e.g., color, texture, presence or absence of clumps)

2. Now place hula hoops in the middle of the tarp (or use string to make circles) and allow children to group their items appropriately (all rocks in one group, flowers in one group, leaves in another, etc.). Once they've finished, ask if the items could be categorized in other ways. For example, all living things might go in one group (leaves, flowers, pine needles) and non-living things in another (rocks, pebbles).

(group a variety of objects according to the characteristics that they share; examine a variety of nonliving and living things and describe differences among them)

3. Children can now compare similar objects and line them up according to various attributes (leaves from shortest to longest, rocks from lightest to heaviest, flowers from least number of petals to most number of petals, etc.).
(recognize and compare the attributes of length, weight, and area)

4. Choose one small, one medium-sized, and one large rock from the collection. Ask students to estimate how much the rocks will weigh using any non-standard unit of measurement in your classroom (such as paper clips, wooden blocks, or unsharpened pencils). Graph students' estimates. Use a balance scale to find the weight, placing a rock on one side of the scale and non-standard units of measurement on the other side until they are equal. Record the weight.
(make and use estimates of measurements from everyday experiences; use nonstandard units to measure weight)

Fairy Tale

Ask students what their favorite scenes were from the story. Of all the treasures they found on the nature walk, which ones did they like the best? Give each student a piece of paper and have them illustrate one way to "track" a fairy. They can either write or dictate an explanation of what they've drawn. Assemble the pages into your class' own version of *The Tiptoe Guide to Tracking Fairies*.
(draw pictures and/or use letters or phonetically spelled words to tell a story)

Fairy Mural

Ask students to look closely at the illustrations in the story. What do they notice? What types of media do they think the artist used? Help students to distinguish between the photographs and the illustrations.

Take digital photos of each student, and cut out the faces from each photo. Let students glue their photos onto a long sheet of mural paper. Children can design fairy or leprechaun bodies around their faces and illustrate a garden scene in the background. Let them glue some of the lighter objects they found during the nature walk onto the mural (such as pine needles, leaves, twigs, etc.)
(use a variety of materials and media and understand how to use them to produce different visual effects; create artwork in a variety of two-dimensional and three-dimensional media)

Shh! What's That Noise?

Chipmunks can be just as elusive as fairies! To hear what a chipmunk sounds like, go to www.nationalgeographic.com. Click on *animals*, then *mammals*, and type "chipmunk" in the *Animals A-Z* box. After the chipmunk article, there is a *Hear a chipmunk* button. Before you press *play*, tell the children that they are about to hear a sound from *The Tiptoe Guide to Tracking Fairies*.

Have students close their eyes and try to recall what the children in the story saw on their nature walk. Now play the chipmunk sound and see if students can tell what it is. If no one guesses, play the sound again as you turn the pages of the story, letting students review the illustrations.

Ask the following questions:

1. How did the chipmunk in the story feel about the nuts that the children offered? How do you know?
2. Do you think the chipmunk ate the nuts right away, or did he store them in his cheek pouches?
3. Why do chipmunks store some of the nuts they find?
(discuss animals that hibernate)

Sweet Acorn...Mousse?

It might be a fairy's favorite treat, but human children are sure to prefer one of the following kid-friendly variations*. Let the children help measure and mix. Challenge them to measure the ingredients in different ways. For example, how many $\frac{1}{4}$ cups of milk can fill one cup? A half cup?

Simple Chocolate Mousse

- ♥ 1 (3.9 ounce) package instant chocolate pudding mix
- ♥ 1 $\frac{1}{2}$ cups milk (for best consistency, use whole milk)
- ♥ 1 (16 ounce) container frozen whipped topping

Prepare pudding using 1 $\frac{1}{2}$ cups milk instead of the recommended 2 cups. Fold in the frozen whipped topping, thawed. Have each child place a dollop or two in a paper cup. Refrigerate about an hour, then serve.

Sweet Potato Pumpkin Mousse:

- ♥ 1 (15-ounce) can sweet potatoes in syrup, drained (reserve $\frac{1}{4}$ cup syrup)
- ♥ 1 (15-ounce) can pumpkin purée
- ♥ $\frac{1}{4}$ cup honey
- ♥ $\frac{1}{2}$ teaspoon pumpkin pie spice
- ♥ $\frac{1}{2}$ teaspoon ground cinnamon
- ♥ 2 cups whipped dessert topping

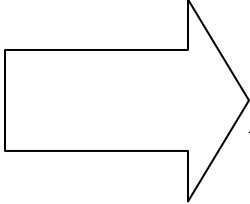
Puree the sweet potatoes and reserved syrup in a food processor or blender. Add the pumpkin, honey, pumpkin pie spice, and cinnamon and blend until smooth. Transfer to a large bowl and fold in the whipped dessert topping until just blended. Refrigerate one hour and then serve.

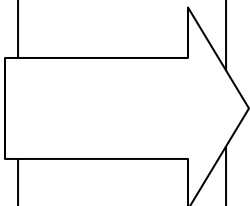
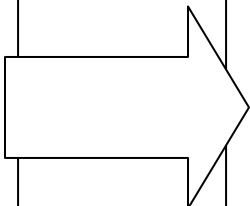
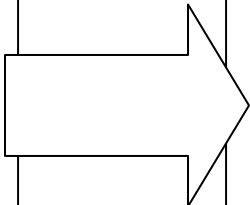
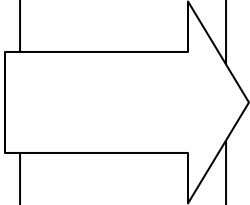
* Confirm first that students do not have food allergies.

"Fairy" Simple Cause and Effect!

Cause

Effect

When the children _____,  the fairies _____.



Tracking Fairy Clues

My name: _____

Today I went on a nature walk!

| I found _____ | ...that fairies might use for _____. |
|---------------|--------------------------------------|
| | |
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