



# “The Fairy Without Wings” Teacher Guide



SEASON 4 EPISODE 3

## The Fairy Without Wings

by a 6 year old from New York named Franny

### Overview

In “The Fairy Without Wings” by a kid from New York named Franny, two fairies discover why they are unique and end up creating something beautiful in the process: a rainbow! We thought this was a great example of a story that explains the creation of something in the natural world. Diverse cultures have been telling stories like this throughout history to explain why and how our world came to be the way it is. In this lesson, students will read creation myths from diverse cultures, identify common characteristics, then be given the tools to write their own!

### Age Group

Best for 2nd through 4th grade readers and writers

[storypiratescreatorclub.com](http://storypiratescreatorclub.com)

## Common Core Standards

For simplicity, here are relevant 3rd grade standards; similar standards for 2nd and 4th apply.

1. [CCSS.ELA-Literacy.RL.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. [CCSS.ELA-Literacy.RL.3.2](#) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. [CCSS.ELA-Literacy.RL.3.3](#) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
4. [CCSS.ELA-Literacy.W.3.3](#) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

## Objectives

Students will be able to:

- Identify characters in a myth
- Describe the setting in a myth
- Identify the central message in a myth
- Create an creation myth that shows how something in the world came to be

## Materials

1. Story Pirates Podcast: Season 4 Episode 3 (story at 15:32-23:10)
2. Creation Myths Collection (attached and leveled for 2nd-4th grade)
  - 4th grade: “Why it is Warm in Summer, but Cold in Winter”
  - 3rd grade: “How the Sun was Made and why Kookaburra Sings for It”
  - 2nd grade: “Why Fire Belongs to Man”
3. Creation Myths! Worksheet
4. Writer’s Notebook or other place to write down ideas

## Activity Steps

### 1. Intro:

Introduce the lesson to your students with a short discussion.

- **Do Now/Writer’s Notebook:** Ask students to think about questions they have about the natural world around them, or questions they had when they were younger, like Why is the sky blue? Have students spend a few minutes writing some ideas down

- **Share:** Ask for a few students to share what questions they wrote down
- **Connect:** Just like you do, people have always had questions about the world and why it is the way it is. Sometimes we use science to explain what is happening. A long time ago before we had scientific explanations for things, people used to make up stories to explain why the world is like it is. These are called creation myths.

## 2. Play the Story:

“The Fairy Without Wings” by a kid from New York named Franny

- **Introduce the story to students:** Let’s listen to a story from the Story Pirates Podcast called “The Fairy Without Wings” by a kid from New York named Franny. It is a kind of creation myth because it is a story explaining how something was created in the world. As you listen, see if you can identify the characters, the setting, and pick out what natural thing they created in the story.

## 3. Check for Understanding:

After listening, you might ask your students some questions.

- What was the setting?
  - *The land of fairies! A magical waterfall.*
- Who were the main characters? What were they like
  - *Water Fairy who did not have wings. She was shy about not having wings. She had blue hair.*
  - *Sun Fairy with golden hair who also did not have wings! She ends up getting wings too!*
  - *The Magical Waterfall: The waterfall was the one who took the wings*
- What did they end up making? How did they do it?
  - *The very first rainbow! The fairies were so excited when they got their wings that they made a rainbow.*

## 4. MiniLesson: Origin Myth Elements

- **Introduce the concept of myths:** Ask your students if they know what a myth is, and ask them for examples or elements:
  - *Gods and goddesses, magical things happening, the setting is usually a long time ago, there might be magic or other impossible things*
- **Define a creation myth:** a story that explains how something in the world got created. Different cultures have come up with stories about how things in the natural world came to be, like the sun, the moon, or rainbows.
- **Setting:** Origin myths usually take place in settings that were “a long time ago.” The world of the myth might be different than today’s world because it was before many things in our world were invented or created!
- **Character:** In an origin myth, the characters sometimes are gods or goddesses, or they may be animals or humans. Or they might be made-up things like fairies! They often embody a concept like Love or Curiosity, or Fire!

- For example, the Greek goddess Demeter in the attached Creation Myth Collection represents the harvest and seasons, and there is literally a character named Fire in the Native American Alabama myth!
- **Creation:** The final element of creation myths is that they tell a story of something being created. Many times the creations are things in the natural world like rainbows or the sun.
- Feel free to make connections to other myths you may have read with your class!

## 5. Group Practice: “We Do”: Creation Myth Collection

- **Read a myth from the collection:** As a class, or in groups, have students read one of the myths from the Creation Myth Collection.
  - You can give students a choice, or pick the one you think is best suited for your grade level. See Materials List for suggestions of grade level.
  - Feel free to have students read more than one myth so they can compare and contrast the elements they notice, or use different myths in the collection to scaffold the content for different reading levels.
- As you read, have students record details about the myths on the Creation Myth worksheet. (The top box of the worksheet is for students to record details about the myth they read, the bottom is for them to plan their own myth.)
  - Students can practice active reading by highlighting or underlining details in the text that relate to setting, characters and creation.
- After they read, you may want to discuss the elements they noticed, and talk about how they fit into the categories you previously discussed: setting, characters, and creation.

## 6. Independent Practice: “You Do”

- **Plan a new myth!:** After listening to “The Fairy Without Wings” and reading a myth from the Creation Myth Collection, students should have a good understanding of the elements of a creation myth. They can now use the bottom box of the Creation Myth worksheet to plan their own myth!

## 7. Sharing:

- Students can share their brand new myth elements with the class, continue working on their myth in a writer’s notebook, or illustrate their myth!

## Literary Essay Extension: Compare and Contrast

This lesson provides students with an opportunity to delve further into creation myths through a compare and contrast assignment. They can research two creation myths about the same subject, and write about the similarities and differences between them. There are many different myths about rainbows, fire, the seasons, and the sun, so once they have read/listened to the myths in this lesson, they can easily find others to compare them to.

## Creation Myth Collection

# “Why it is Warm in Summer, but Cold in Winter”

### (Ancient Greek Mythology)

A long, long time ago before humans knew how to control the harvest, Demeter, the Greek goddess of crops had a daughter named Persephone. She was a nurturing mother, and cared for Persephone just like she cared for the earth. She tended to Persephone making sure she could flourish and be happy. She braided her golden hair, hair the color of wheat. Persephone got to play in the beautiful gardens of Mount Olympus with the other children of the gods, and was allowed to eat the bountiful fruits and vegetables that grew there under her mother’s care. The trees were full of lush green leaves. There was fruit all year round. It was always sunny. Because of Demeter’s nurturing care, Persephone grew up into a beautiful woman who was even more beautiful than the flowers in the garden.

One day, as Persephone was picking a beautiful daffodil in the garden, the ground where she stood split in two! *Crrrrrrrack! BOOM!* Out stepped Hades, the god of the underworld, bringing his darkness and gloom with him. The fruit on the trees shrank back, and the daffodil wilted immediately. Hades had seen Persephone’s beauty and wanted her to be his queen. He called to Zeus, the king of the gods and Hades’ brother, and asked him if he could marry Persephone. Zeus looked around to see how much destruction Hades had already done to the beautiful garden and, because he wanted to get rid of Hades, he agreed without asking Demeter OR Persephone! Hades carried Persephone down into the underworld as she cried out for her mother. The ground in the garden closed up, leaving wilted flowers where Hades had stood.

Demeter searched and searched for her daughter, but could not find her anywhere in the corners of the green earth. She became very sad, and as her salt tears fell to the earth, the grass wilted where they fell. The leaves on the trees turned yellow, and the cold winds began to blow. She searched and searched for her daughter, and as she became sadder, the earth got colder and colder. When she could not find Persephone, and the earth was nearly frozen over, she went to Zeus for help. Zeus told her of Persephone’s marriage to Hades. Demeter was very angry, but her anger did not make the earth warm with fire, but froze over every last lake and ocean. Snow began to fall and pile up in mounds.

Zeus couldn’t let the Earth completely freeze over because then he wouldn’t have a very nice place to be king of, so he agreed to send Hermes, the messenger, to get Persephone back from Hades. When Hermes reached the Underworld, he told Persephone and Hades that Demeter wanted her daughter to come back to Earth, and that Zeus was sending this request. Hades did not want to lose his queen,

but he did not say so. He pretended to say yes, and offered Persephone something to eat before her long journey. This was a trick by Hades, for anyone who eats or drinks in the Underworld is destined to stay there forever! Persephone was wary of Hades' offer, so she decided not to eat much. All she ate was six small pomegranate seeds, their juice as red and ruby as blood. Immediately, a *CRAaackkk Boom!* Sounded through the halls of Hades, as Persephone's fate became sealed. Hades told her she could never leave the Underworld, and sent Hermes back to earth to deliver the news.

When Demeter heard the news, she flew into such sadness that the snow and ice piled even higher, almost to the top of Mount Olympus where the gods lived. Zeus could not let the Earth become permanently cold and barren, and did not want to live in a snowy home himself, so he went to the Underworld to talk to his brother Hades. Zeus could not completely take Persephone back because she had eaten the seeds, but perhaps since they were only tiny seeds, they could reach a compromise. They struck a deal: each year Persephone would have to stay in the Underworld one month for each seed that she ate, but then would get to return to Earth for the other half of the year.

And so, during the six months that Persephone spends on Earth with her mother Demeter, the earth is lush and green, and full of life. Demeter is overjoyed to be reunited with her daughter. But when Persephone has to return to the Underworld, the earth becomes cold, the leaves drop from the trees, and Demeter mourns. This happens every year, and is why it is warm during spring and summer, but cold during autumn and winter.

## “How the Sun was Made and why Kookaburra Sings for It”

**(Dreamtime story from Aboriginal Australians)**

Long long ago, it was the Dreamtime, before any humans lived on Earth. There were just animals on earth, and they were then much bigger than they are now. The kangaroo's hop spanned mountains. The serpent slithered as large as a river. But in the Dreamtime the Earth was mostly dark, for there was no sun, only a moon and stars. And so the animals lived in the twilight of that gleaming.

One day, the Emu and the Dancing Bird were fighting over a nest. Their loud *SQUACK SQUACK SQUACK* shook the earth. The Emu said she had the nest first, but the Dancing Bird disagreed. In the nest was one gigantic deep green egg that the Emu had lain there. The Dancing Bird got so angry at the Emu that she grabbed the egg. Dancing Bird threw the egg up in the sky, where it landed on a pile of firewood on a mountaintop and burst into flames! The yellow yolk ran down the mountain, reflecting the light. Suddenly, there was light all over the world. The animals were shocked at the beauty around them, for they had not ever been able to see the world in brightness. The Emu and the Dancing Bird stopped fighting as they looked at the beauty around them.

A spirit looking down at the earth from the sky also noticed how beautiful the earth looked lit up by the blaze. The spirit thought the creatures of the earth would like to have light more often, for the light had made the Dancing Bird and Emu stop fighting.

So the spirit had an idea: the spirit got helpers to gather firewood each night and stack it up. When the stack was big enough, the spirit would light it up and light the world each day. However, the spirit wanted to be sure that the creatures of the earth would know when the fire was to be lit. So, the spirit asked the morning star to shine in the sky to let those on earth know when it was almost time each day. So the spirit tried this, and the creatures came and saw, all except for Emu and Dancing Bird who were tired from their fighting.

The spirit wanted all of the creatures of the earth to rise with the light, so the spirit asked for Kookaburra's help. Kookaburra had a Squak Squak even louder than that of Emu and Dancing Bird! The spirit asked Kookaburra to sing as the sun rose and as the sun set every day to let the creatures of the earth know what time it was. The sun has risen and set ever since, and Kookaburra has marked it with his loud laughter. And even Emu and Dancing bird are awake to see it.

## “Why Fire Belongs to Humans”

### (Native American Myth from the Alabama People)

A long time ago, Fire belonged to Bear, who carried fire with him everywhere he went. Bear used Fire to keep his family warm, and to find his way in the dark. One day, Bear and his family went to a new forest. Bear set Fire down at the edge of the forest, and went off with his family to find food, for Bear was very hungry.

Bear and his family found yummy acorns in the forest. The acorns were so sweet that Bear and his family kept looking for more and more acorns. They ate and ate. As they ate, they went deeper and deeper into the forest, leaving Fire by itself at the edge of the forest.

After a while, Fire was hungry too! But Fire did not eat acorns like Bear. Fire needed new wood. Fire cried out to Bear to come back and feed it, but Bear was too far away, deep inside the forest. Bear could not hear Fire over the *crunch crunch* of the acorns he was eating.

Just then, Human was near the edge of the forest, and heard Fire cry out. Human asked Fire if Fire needed help. Fire told Human to get sticks and logs and put them in Fire to feed it. Human did, and soon Fire was big and warm and happy again.

Human enjoyed Fire’s light and warmth, and Fire was thankful that Human took care of it. When Bear came back, Fire scared Bear away. This is why Fire belongs only to Human, and why Bear does not like it.