



Learn How to Read an Inclusive Story

# Who Needs a Fairy Godmother?



**Ontario Curriculum Reading Unit**  
Integrated with Writing, Social Studies, and Technology



Name:

## Ontario Curriculum Unit

*Integrated Reading with Writing, Social Studies, and Technology*

Licensed to the teacher for white board display, use on student devices, or printable handouts within the teacher's own classroom.

# Who Needs a Fairy Godmother?

Author: Joanna Lawson and Patrick Lashmar  
Illustrated by Christopher Grady



ISBN: 978-1-5250-0032-4

Copyright 2017 Tree House Press Inc.

All rights reserved.

Permission to reprint, distribute, and display for classroom use is granted to the licensee's classroom only. Licensee's name and license number shown below.

Find more lessons like this at: [ontariocurriculumunits.ca](http://ontariocurriculumunits.ca)



# L

## esson Expectations and Rubric

<b>Expectation</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Comprehension Strategies				
Demonstrating Understanding				
Making Inferences, Interpreting Texts				
Reading Unfamiliar Words				
Reading Fluently				
Interconnected Skills				
Technology: THPLink				
Variety of Forms: Story				
Analyzing Texts				
Text Patterns				
Elements of Style				
Metacognition				

Comments:

# R

## Reading Selection

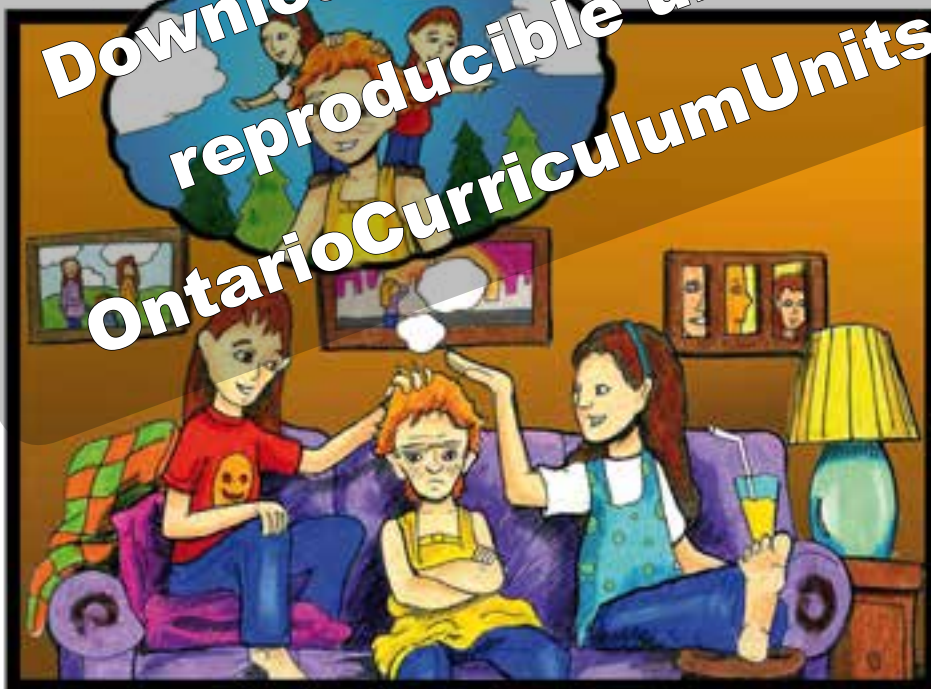


In this unit you will read and learn about the story form. A story tells about characters who have a problem to solve. Much of the story tells how the characters solve their problem. Where and when the story takes place is called the setting.

### WHO NEEDS A FAIRY GODMOTHER?

She wasn't a tall girl. In fact, she was the shortest girl in her class. Every year, she was the shortest girl in her class. In her class pictures, she was always in the middle of the front row. That's where the shortest person is placed.

Low Resolution sample  
Download the complete,  
reproducible unit at  
OntarioCurriculumUnits.ca



I'm that girl. My name is Carole Mitchell. At that time, I hated being short. I wanted to be tall. I was like Cinderella. I wanted a fairy godmother to come and make me tall.

My mom and dad always told me that I was OK. "Good things come in small packages." they would tell me.

Everybody said, "It's who you are on the inside, not what you look like on the outside that counts."

My big sister said, "We love you just like you are." But they called me Shrimp and Squirt anyway.

Every night in my dreams, I was tall. I would pat April and Betty, my sisters, on the head and say, "Hello Shrimps."

Every morning, I looked out the kitchen window. I could see the mountains. Every morning, I called, "Hello" to the shortest mountain.

At school, everybody knew me because I was the shortest girl. Every teacher knew my name. I couldn't run in the hall, I couldn't sneak a drink. I couldn't stay too long in the washroom. Everybody knew me.

I did have some good friends – Bobby, Joseph, Christy, and Judy. They said, "Don't worry."

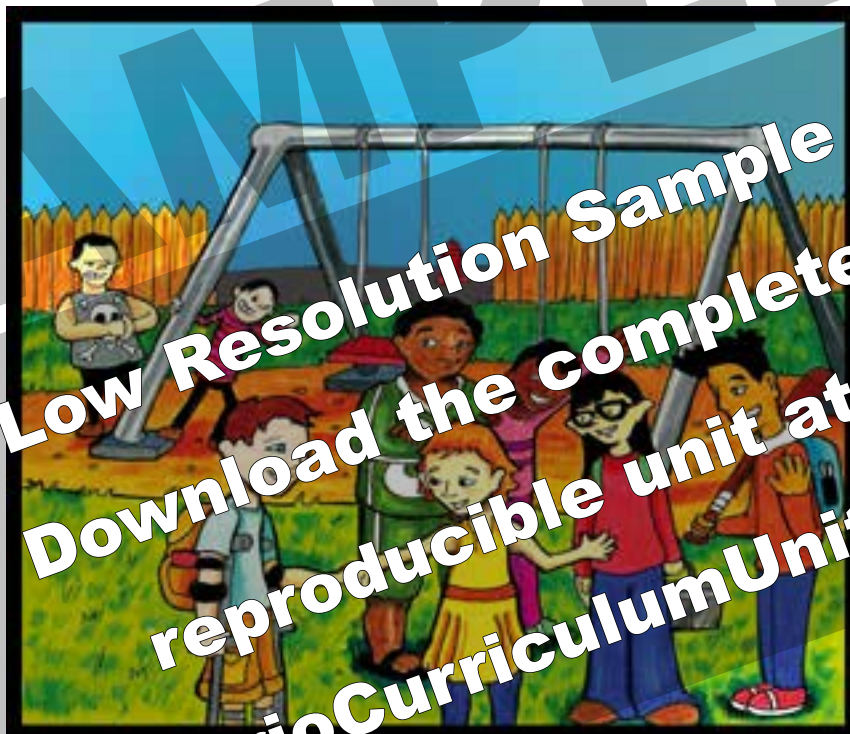
OK for Judy to say; she was tall!

When I played with my friends, we just had fun. We talked, we ran, we played games, we watched TV. Everyone was the same – not tall, not short – just friends. But I wasn't always with my friends. I knew I was short. I didn't like it.

One day something happened that started a chain of events. They changed the way I thought about myself.

Christy, Judy, and I were playing in a pile of leaves on the school playground.

“Look over there,” I said, “The school bullies are bugging the new kid in grade two. It’s the boy who can’t walk very well. He uses crutches. What’s his name?”



“Jimmy, I think,” Judy said. “My mom says he’s sick. He’s got something that makes it hard for him to walk and talk.”

Christy added, “My mom says he will always have his disease.”

I saw a bully grab one of Jimmy’s crutches. “Come on,” I said. “Let’s get Bobby and Joseph to help us!” I didn’t wait for the girls. I ran to the boys, told them what was going on. We raced over

to the play equipment. We were all there: Judy, Christy, Bobby, Joseph, and I.

I called out, “Hi Jimmy, come and play with us.”

Christy grabbed Jimmy’s crutch from one of the boys. She gave it back to Jimmy. We all walked to the swings. The bullies watched us but they didn’t say anything. My friend, Bobby, was in grade five. He was a big boy for his age. Maybe that helped.

We played with Jimmy during every recess and at noon hour.

Soon, Jimmy was one of us. We walked slowly so he could keep up. We learned to understand his words. Jimmy is funny. He makes us laugh. He’s really smart. He was into a lot of video games. He’s good at board games too.

Sometimes the bullies would come around. We always stayed together. They stood back and made smart remarks, but we just ignored them. They didn’t bother us anymore.

Sometimes we played running games. Jimmy couldn’t keep up. He said, “That’s OK. I can’t run but you can. Go ahead. I’ll be here when you get back.”

I’m still short. My sisters are still tall. I’m in the centre of the front row in the grade five class picture. April and Betty are in the back row of their grade eight picture. I’d like to be tall but it’s not important anymore. Everybody’s different. I like my friends, and they like me. I can help people and people can help me.

Who needs a fairy godmother? Not me!

1. Every year Carole was upset about her class picture? Why?

---

---

2. When Carole was with her friends she didn't worry as much about being short. Why?

---

---

3. On page seven it says, "Soon Jimmy became one of us." How did the friends help Jimmy fit in with the group?

---

**Download the complete, reproducible unit at**  
**Thplink Number 1000**  
**OntarioCurriculumUnits.ca**

Scan the QR Code or go to the website below. Listen to the story and watch the video presentation. People now realize that bullying is a big problem. Schools are learning new ways to prevent bullying. With your teacher or a family member, search online to learn some of the new ways schools are handling this serious, social problem.

<http://thplink.tv/100016.html>







# R

## Reading for Meaning



Read all the questions in this section. Now re-read all or part of the story to answer the questions.

1. Jimmy had a disease that made it difficult for him to:
3. The bullies left the friends alone because the friends:

- a. walk and talk
- b. walk and play video games
- c. walk and eat
- d. talk and write

- a. told their parents
- b. had crutches
- c. called the police
- d. always stayed together

2. Why does Carole need a fairy godmother?
4. Carole and her friends feel good about:

- a. she is tall now
- b. being short isn't important to her anymore
- c. she is older
- d. she has a crutch

- a. helping Jimmy
- b. getting taller
- c. their school and teacher
- d. helping the principal

5. Carole's last name is Mitchell.

True \_\_\_\_\_ False \_\_\_\_\_

6. On page five Carole lists her friends as Bobby, Joseph, Christie, and Maria.

True \_\_\_\_\_ False \_\_\_\_\_

7. At the beginning of the story, Carole was wishing for a fairy godmother. Why?

---

---

---

8. How was Carole's life changed by becoming friends with Jimmy?

---

---

---

9. Think of your own group of friends. How do these people make your life better? List six ways.

---

---

---

---

---

---

---

**SAMPLE**  
Low Resolution Sample  
Download the complete,  
reproducible unit at  
OntarioCurriculumUnits.ca



# U

## nderstanding Form and Style



The story form has a very different format than a poster or a graphic story. Think about the story form and answer the questions below.

- Which event came first in the story?
  - Carole didn't mind being short anymore
  - all the friends went to help Jimmy
  - they became friends with Jimmy
  - the girls saw bullying on Jimmy
- We might read "What Needs a Fairy Godmother?" for:
  - information
  - to locate some place on a map
  - enjoyment
  - instructions
- The main character in this story is:
  - Jimmy
  - the girls
  - Carole
  - Bobby
- The setting for this story includes:
  - Carole's home, the school, and the school yard
  - Carole's home, the library, and the park
  - the gym, park, and school yard
  - the zoo, woods, and park

5. In stories, characters have one or more problems to solve. What problem was Jimmy having with the big boys? How did Carole and her friends solve the problem? List at least four things they did.

---

---

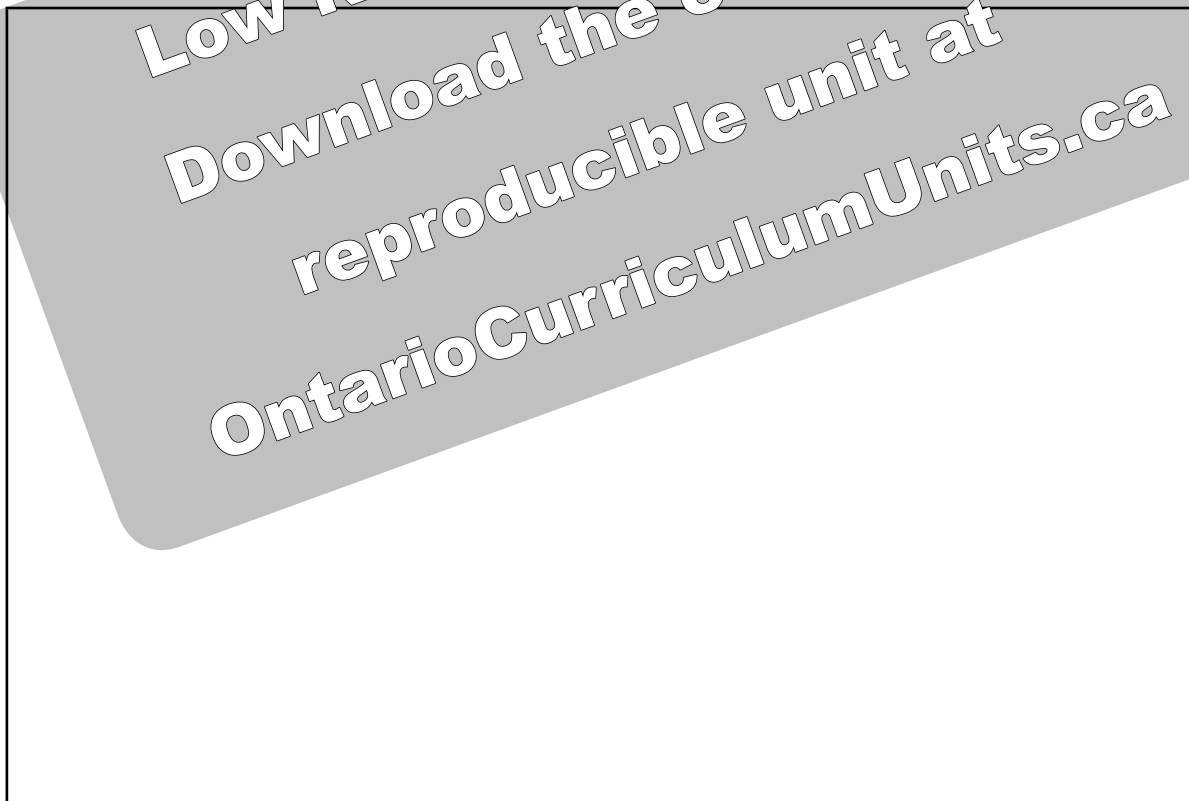
---

---

---

---

6. Think about your school playground. Draw and colour an illustration of it below. Will you go to yourself and some friends to the illustration? What will you be doing?



**SAMPLE**  
Low Resolution sample  
Download the complete,  
reproducible unit at  
OntarioCurriculumUnits.ca



# R

## Reading with Fluency

The more you understand word meanings and how words are put together, the more fluent your reading will become. Answer the word meaning questions below.

- The word “anymore” has:
    - one syllable
    - four syllables
    - two syllables
    - three syllables
  - Which word would come after “shrimp” and “squirt” in the dictionary:
    - short
    - stop
    - smart
    - skip
  - On page seven, the friends said they, “just ignored the bullies.” “Ignored” means:
    - avoided
    - looked the other way
    - paid no attention to
    - did all of the above
  - On page seven it says, “The bullies made smart remarks.” In this sentence, “smart” means:
    - brainy
    - wise
    - brilliant
    - nasty
3. Work in groups of four. You will take turns reading the story aloud. Divide up the paragraphs and practice. If you come to a word you don’t know, sound it out, look at the beginning and ending, look for small words or endings you know.



# R

## eflecting on Reading Skills and Strategies



Readers use different strategies depending on the form of the selection they are reading.

1. When reading stories, a reader might go back to re-read part of the text. Think of two reasons a reader might use this strategy. List them below.

---

---

2. When reading stories, a reader might read some parts quickly and other parts very slowly. Why might a reader do this?

---

---

### Extend

1. What happens in your school if students bully someone? What would you do if you see someone being bullied?

---

---