

SIMPLE STUDIES

SAMPLE



S I M P L E S T U D I E S

SAMPLE

© 2025 by Crystal Wiley, *Simple Studies*

All rights reserved. No part of this work may be reproduced or distributed in any form by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, or storing in information storage or retrieval systems—without the prior written permission from the publisher.

SIMPLE STUDIES™



ENGLISH

Fairy Tales



A CHARLOTTE MASON INSTRUCTOR'S GUIDE
FOR K-6 STUDENTS

BY CRYSTAL WILEY

Materials Needed for Entire Study

You can find many of these books listed below at the library, but they are recommended for your personal library as you will need them for the entire course of this study:

- ❑ **English Fairy Tales** by Joseph Jacobs (*This title is available in the Public Domain so there are many free and inexpensive ways to acquire it for e-reading or audio versions such as on Librivox.com and YouTube.com. For a printed version, which I recommend so the instructor can read aloud, I recommend [this version from NWWST.com](#) (this is the edition we own), Abebooks.com, Thriftbooks.com and Amazon.com. Just be sure to purchase an UNABRIDGED version based off the 1890 edition with 43 tales, derived from the original book).*)
- ❑ **English Fairy Tales Coloring Pages** (*attached – print off copies for each student – feel free to have them printed on thicker cardstock or watercolor paper if your younger students (K-1) wish to paint the pictures*).
- ❑ **Personal Narration Journal or Loose Leaf Paper** (*each lesson*).
- ❑ **Quality Coloring Pencils, and/or Paints**
- ❑ **A Computer or Device** (*optional for visual reference and video links*).
- ❑ **Bible** (*optional for several lessons*)
- ❑ **Household items** (*optional*)
 - ❑ **Lesson 13:** Modeling Clay or something similar for molding shapes
 - ❑ **Lesson 14:** Backyard items (sticks, leaves...), or cardboard, pillows...etc.
 - ❑ **Lesson 16:** Dominoes
 - ❑ **Lesson 36:** Natural items found outdoors
- ❑ **Picture Booklist** (*attached & optional*) (*I recommend obtaining as many picture books on this list as possible before starting the lessons if you plan to use them*).
- ❑ **Additional Reference Books** *Some lessons have optional recommendations for studying animals or other folklore. Each time this is listed, there will be a link to use in case you do not own a common reference, field guide or a dictionary.*

English Fairy Tales Picture Booklist

The Fairy Tales in this book are very unique and many have not been translated into picture books. Therefore, the books listed below offer the opportunity for students to continue building *joyful relations through imaginative stories*. Most of the picture books offer spinoffs of the tale itself or focus on morals, values and honorable characteristics and attributes featured in that chapter's tale. This is by no means an exhaustive list — obviously, it would be impossible to cover every aspect of each tale in one booklist and many classic books are out of print and hard to come by.

***While I researched books for hours trying to adhere to the living book recommendations, a few books do not fit into this category and were chosen for their childlike, whimsical prose and overall message. I tried to offer varied suggestions should you be unable to secure them all at your local library.*

HELPFUL TIP: *I recommend gathering the picture books from the library for Lessons 1-10 first. (I will offer more reminders for following lessons).*

Lesson 1:

- ❑ *Rumpelstiltskin* by Paul O. Zelinsky
- ❑ *Rumpelstiltskin* by Paul Galdone

Lesson 2:

- ❑ *The Three Sillies* by Paul Galdone

Lesson 3:

- ❑ *The Juniper Tree, and other tales from Grimm* translated by Lore Segal and Maurice Sendak

Lesson 4:

- ❑ *The Old Woman and Her Pig* by Paul Galdone
- ❑ *The Old Woman and Her Pig* by Rozanne Litzinger

Lesson 1

MATERIALS NEEDED:

- *English Fairy Tales*
- *English Fairy Tales Coloring Pages (provided)*
- Colored Pencils and/or Paints
- Personal Narration Journal (*older students*)
- Picture Books below (*optional*)
- Computer (*optional*)

**See page 15 “Before you begin” instructions.*

Read Chapter 1, “Tom Tit Tot,” and ask for an oral or written narration. (*Remember oral narration should only begin around the age of six*). While you read, let younger students (*suggested Kindergarten and under*) paint or color the picture titled Tom Tit Tot illustration on page 1 of the *English Fairy Tales Coloring Pages*.

Older Students: Starting in first or second grade, students are encouraged to keep “visual” narration journal where they use either the illustration provided as a visual reference or draw from their imagination after hearing the story. Most young students will not be able to narrate entire tales, so the instructor is encouraged to stop after small parts of the tale and ask for students to “tell back” what they heard. Instructors may then assist in asking for an oral narration and writing the words for the student next to their drawing.

Starting in fourth grade, students have two choices. They can either do an oral narration of most or the entire tale (depending on its length and details) or they can do a written narration. With a written narration journal, students draw a picture and then write a sentence or two of what they personally remember from the story.

Optional: Ask students if this story reminds them of another one they may already be familiar with. View the 23-minute 1985 cartoon version of this classic story [here](#).

Picture Books for Lesson 1: *Rumpelstiltskin* by Paul O. Zelinsky, *Rumpelstiltskin* by Paul Galdone

Lesson 3

MATERIALS NEEDED:

- *English Fairy Tales*
- *English Fairy Tales Coloring Pages (provided)*
- Colored Pencils and/or Paints
- Personal Narration Journal (*older students*)
- Picture Books below (*optional*)
- Bible (*optional*)
- Computer (*optional*)

Ask the students what they recall from the last chapter about The Three Sillies.

**Note, this and many fairy tales deal with heavy topics such as death. I recommend allowing students to ponder this truth, for all living things must die, as well as be able to ask any questions they may have as a part of the grand discussion that is life... instead of always having the answer, instructors are encouraged to respond to questions with more questions or with an "I don't know..." when one does not. When we read a book with our students, we can ask the kinds of philosophical questions that can encourage deeper thinking and understanding—a reminder that the books we read are a part of a greater world. This also encourages the instructor's role of being a philosopher, mentor and friend all while utilizing the Socratic method of an education.*

Read together, *English Fairy Tales*, chapter 3, "The Rose-Tree," and ask for an oral or written narration. While you read, let younger students paint or color the picture titled The Rose-Tree on page 3 of the *English Fairy Tales Coloring Pages*.

Older Students: Have students draw the rose tree in this story or have students copy John 5:24 and/or John 3:16 into their notebook.

Optional: Although not related, listen to a beautiful folk song tune called "The Rose Tree" [here](#), found in traditions across England, Scotland and Ireland.

Picture Books for Lesson 3: *The Juniper Tree, and other tales from Grimm* translated by Lore Segal and Maurice Sendak

*...his [the teacher's] part is not the weariful task of spoon-feeding with pap-meat, but the delightful commerce of equal minds where his is the part of guide, philosopher, and friend. (Charlotte Mason, *Philosophy of Education*, p. 237)*

Lesson 6

MATERIALS NEEDED:

- *English Fairy Tales*
- *English Fairy Tales Coloring Pages (provided)*
- Colored Pencils and/or Paints
- Personal Narration Journal (*older students*)
- Picture Books below (*optional*)

Ask the students what they recall from last time's reading about How Jack Went to Seek His Fortune and/or the Bremen Town Musician story if you read one of the optional picture books.

Read or Sing together, *English Fairy Tales*, chapter 6, "Mr. Vinegar," and ask for an oral narration. While you read, let younger students paint or color the picture of the bird from Mr. Vinegar on page 6 of the *English Fairy Tales Coloring Pages*.

Older students: Ask students what it might feel like to be responsible for a wife, a household, a business. Ask what they believe Mr. Vinegar should have done with their golden guineas.

Picture Books for Lesson 6: *A Day's Work* by Eve Bunting, *Horton Hears a Who!* by Dr. Seuss

Lesson 10

MATERIALS NEEDED:

- *English Fairy Tales*
- *English Fairy Tales Coloring Pages (provided)*
- Colored Pencils and/or Paints
- Personal Narration Journal (*older students*)
- Picture Books below (*optional*)

Ask the students what they recall from last time’s reading about Binnorie.

Read together, *English Fairy Tales*, chapter 10, “Mouse and Mouser,” and ask for an oral or written narration. While you read, let younger students paint or color the picture titled Mouse and Mouser on page 10 of the *English Fairy Tales Coloring Pages*.

Older Students: If there are more than one older student present, have students act out this tale together, reading the two different parts.

Picture Books for Lesson 10: *Anatole and the Cat* by Eve Titus, *Town Mouse, Country Mouse* by Jan Brett

Complete REVIEW 1 (optional)

Lesson 15

MATERIALS NEEDED:

- *English Fairy Tales*
- *English Fairy Tales Coloring Pages (provided)*
- Colored Pencils and/or Paints
- Personal Narration Journal (*older students*)
- Picture Books below (*optional*)
- Bible (*optional*)

Ask the students what they recall from last time's reading about The Story of the Three Little Pigs.

Read together, *English Fairy Tales*, chapter 15, "The Master and His Pupil," and ask for an oral or written narration. While you read, let younger students paint or color the picture titled The Master and His Pupil on page 15 of the *English Fairy Tales Coloring Pages*.

Older students: Ask students if they can think of a time when they were in trouble and it took a wise adult to step in and intervene. Discuss.

Optional: Have students look up choose one or more of these Bible verses to read/copy in their personal narration journal: Job 12:12 // Isaiah 5:21 // Jeremiah 8:9 // Proverbs 1:7, 2:6, 8:33, 9:10, 10:14, 14:12, 19:20, 24:5 // Ecclesiastes 10:2 // 1 Corinthians 3:19 // James 3:13.

Picture Books for Lesson 15: *Sylvester and the Magic Pebble* by William Steig, *No More Water in the Tub!* by Tedd Arnold, *King Midas and the Golden Touch* by Charlotte Craft

SIMPLE STUDIES™

ENGLISH

Fairy tales

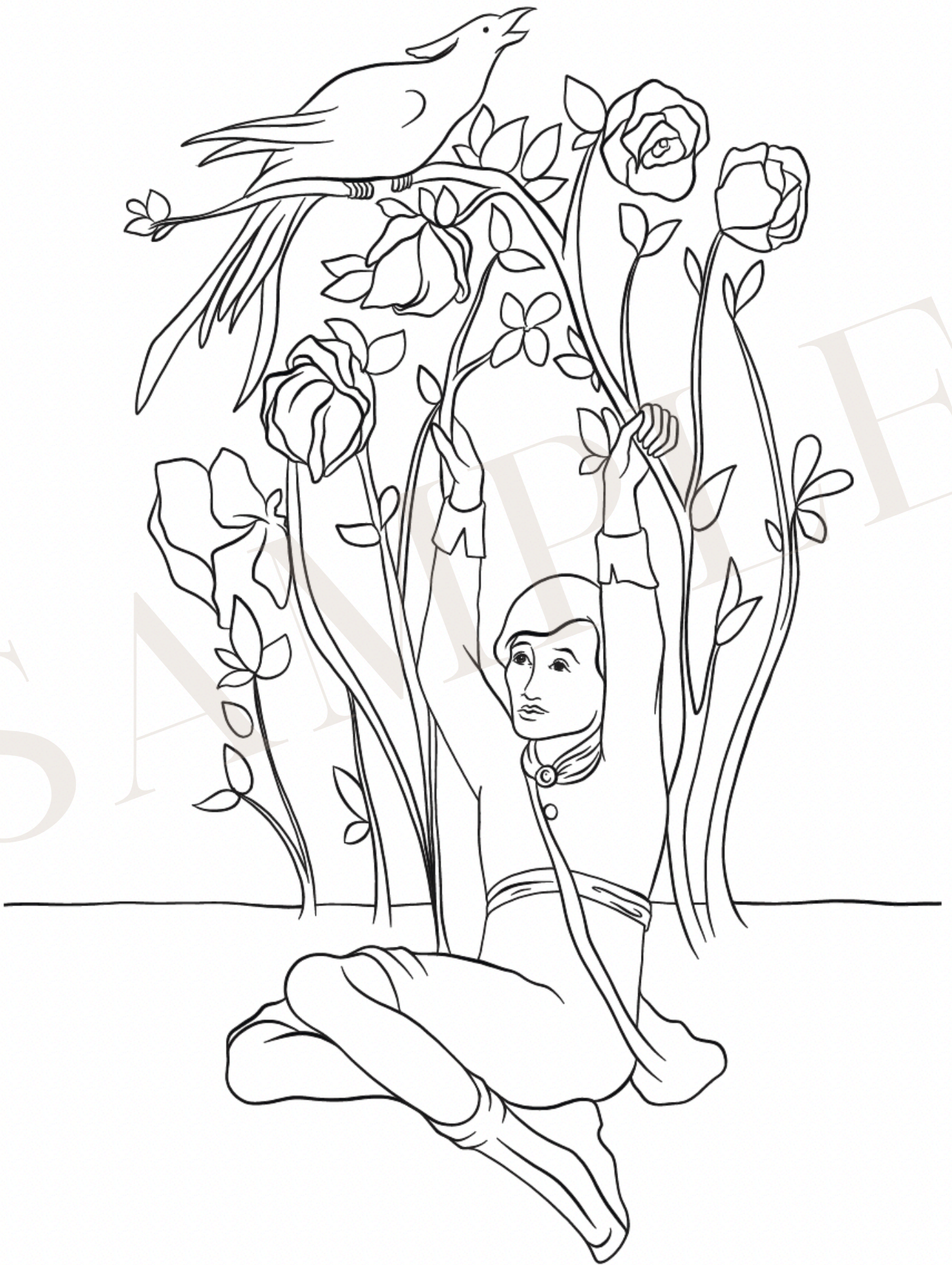


COLORING PAGES

NAME



TOM TIT TOT



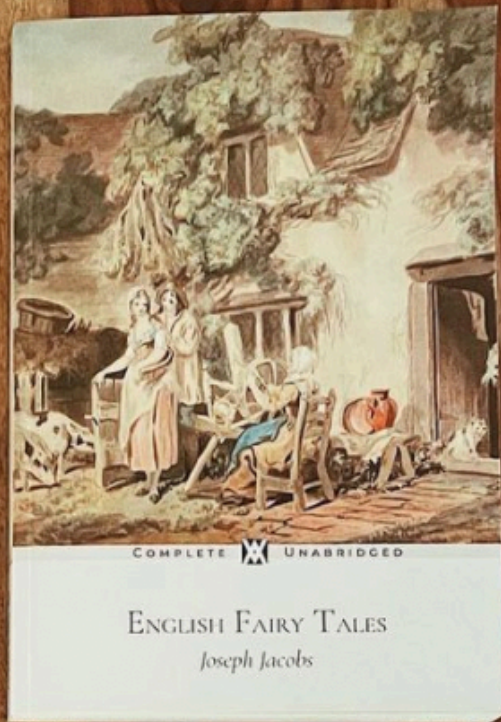
THE ROSE TREE



JACK AND HIS GOLDEN SNUFF BOX



LAIDLWORM



TESTIMONIALS

CMSIMPLESTUDIES.COM

I have been searching for a few years for the right addition to our morning time. I needed something that has poetry, reading, Biblical principles and nature oriented lessons. I would find something but become overwhelmed by the amount of "fluff" and extra content. These studies are so feasible and attainable and have added a wonderful component to our Charlotte Mason homeschool! My only problem is choosing which one to do next!!!! Love them all!!! - Katie Woodruff

OUR KIDS RECENTLY FINISHED YOUR JUNGLE STUDY AND REALLY ENJOYED IT. :) — GENEVIEVE D.

We've used your guides from the beginning, gosh, so many years ago. I love how you take the cream off the top of so many different curriculum and put it together in a way that's custom fit for your family. - Miette Allison

I LOVE YOUR STUDIES. I HAVE AN 8 AND 5 YEAR OLD AND WE ARE CURRENTLY WORKING THROUGH THE FOREST ANIMALS GUIDE. IT'S SO FUN. - LYDIA JENKINS

I like all of these guides because they're simple but interesting and give just enough further resources (links, booklists, ideas) to be fun without being overwhelming, an important factor for us! - @thesunrisemama

TRULY LOVE YOUR PRODUCTS; THEY ARE A GREAT FIT FOR OUR FAMILY. I LOVE HOW THE LESSONS ARE SO FLEXIBLE. THEY CAN BE SHORT (JUST READING AND COLORING) OR WE CAN GO DOWN A RABBIT HOLE FOR THE AFTERNOON. WE ARE SO GRATEFUL TO YOU FOR CREATING THEM! — KÀRIN MANCINI

TESTIMONIALS

CMSIMPLESTUDIES.COM

We did the Simple Studies Burgess Birds and it was our favorite homeschool study we've ever done! We have kids in 8th grade down to kindergarten and all my children enjoyed doing this study together. It's amazing to see each bird that they drew in their nature journal. I printed "how to draw" pages for my youngest sons so it gave them step by step instructions on how to draw each bird. They loved that. My young ones also loved the coloring pages! We were sad when the book came to an end. I would highly recommend this study and you can make it work with a variety of ages.

– Claire Jones

US HISTORY IS FINALLY STARTING TO BE INTERESTING FOR MY 7 YEAR OLD. THANK YOU FOR CREATING AN INTERESTING, AFFORDABLE WAY FOR YOUNG CHILDREN TO LEARN ABOUT US HISTORY! – SARAH W.

My daughters and I started with Among the Meadow People and I truly appreciate your simple studies. They are enjoying them and sharing facts with family. They loved how God created the robin with a pocket of oil for when it rains. Thank you for serving the homeschool community with your time and talent. – Nicole M

JUST FINISHED COURAGE. WE LOVED IT! IT WAS OUR FIRST STUDY AND NOW I WANT TO BUY THEM ALL!! -MAGGIE MILLER

I'm officially obsessed with your studies. They've been a life-giving presence in our homeschool this year & I'm so grateful to have found them. – Hannah Connor

I AM SO PLEASED WITH WHAT I FOUND! I AM PLANNING ON INCORPORATING 3 OF THE SIMPLE STUDIES IN OUR YEAR. THEY ARE SO CUTE!! AND ARE GREAT FOR MY BROOD-- 8, 6, 3.5 AND 14 MONTHS. THANK YOU FOR YOUR HARD WORK AND DEDICATION. – MARIA DOUGLASS

CHECK OUT OUR OTHER PRODUCTS!

CMSIMPLESTUDIES.COM

