**The Snow Queen by Hans Christian Andersen**

**Publisher: available online at** [**www.storyberries.com**](http://www.storyberries.com)

This is the Hans Christian Andersen version of the story which has archaic language and sentence constructions. It is freely available online at [www.storyberries.com](http://www.storyberries.com) to use in the classroom.

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| **Books by the same author** | **Linked texts** |
| Any of his stories:  The Ugly Duckling  The Little Match Box Girl  The Emperor’s New Clothes  Thumbelina  The Fir Tree | A story about endings in books  The Lost Happy Endings by Carol Ann Duffy  Re-tellings of Andersen’s stories found online |

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| **National Curriculum Programme of Study** |
| **Increase their familiarity with a wide range of books, including fiction from our literary heritage**   * Hans Christian Andersen   **Make comparisons within and across books**   * Post-course task   **Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas**   * Timeline of whole story   **Explain and discuss their understanding of what they have read, using notes where necessary**   * Discuss and write about the text |

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| **Pre-reading task**  Pupils find out about Hans Christian Anderson and make notes in their reading journal.  Collect together any Hans Christian Andersen stories form the school library. |

Session 1

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| Book Introduction | Share notes that children have made about Anderson, pulling together key events in his life on a timeline.  Provide the pupils with a list of words from the text and ask them how they could be linked in a story (see resources). |
| Strategy Check | Ask pupils what they will do if they don’t understand a word or part of a text.  Clarify through:   * reading forwards and backwards in the text to use the context; * thinking about parts of the word that might be known, e.g. prefixes and suffixes; * thinking about word families and whether the word is similar to other known ones. |
| Independent Reading | Read First Story silently, building a picture of what is happening as you read. |
| Respond to Text | Were there any parts of the story that you did not understand? Discuss these and support children to clarify words and ideas that are not clear.  How do we know this story was written a long time ago?  Is it possible to see the same thing in a good way and a bad way? Can the pupils give examples?  Introduce the key points about Andersen and the impact he has had on story-telling (see resources).  Do any of these points have relevance in this first story of The Snow Queen? Discuss in pairs and then complete the chart (see resources). |

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| **Post-session task**  Read the rest of The Snow Queen. Think about the aspects of Andersen’s writing and make notes for each chapter. Bring to the next session. |

Session 2

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| Respond to Text | What happens in this story? Summarise key events and record on sticky-notes to create a timeline.  How does this story fit with the points about Andersen’s story telling?  Discuss each of the points and the evidence that the children have found. Model how to summarise the discussion to record it in writing. |

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| **Post-session task**  Listen to a version of one of Andersen’s stories and use the 5 points to make notes about it. Write a couple of paragraphs about how the chosen story fits into this pattern. [www.bbc.co.uk/learning/schoolradio/subjects/english/hans\_christian\_andersen](http://www.bbc.co.uk/learning/schoolradio/subjects/english/hans_christian_andersen) |

**Other independent activities based on the book**

* Make a book corner display of Andersen’s stories with notes for readers
* Read versions of Andersen’s stories to younger children in school.
* Compare retellings of one of Andersen’s stories.

**Resources**

Anderson's impact

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| **Here and now**  Authors used to write ‘Once upon a time…’ and used Princes and Princesses. Andersen set the story in the here and now and used every day people. |
| **A not so happy ending**  The Snow Queen does have a happy ending but many of Andersen’s stories don’t. |
| **Moral**  Fairy tales used to have a clear moral that the story illustrated. Andersen’s stories had more complex relationships between characters and themes such as love and loneliness. |
| **Objects and animals**  Andersen often gave simple objects and animals human characteristics, e.g. flowers, sun, toy soldiers, all of which seem to come alive. This was to show the magic and beauty in the everyday world. Animals could often talk. |
| **Narrator**  Andersen often used a narrator who spoke directly to the readerand commented on events. |

**Themes**

* magic and skill
* safe and dangerous
* good and evil
* weak and strong
* rich and poor
* wise and foolish
* old and young
* beautiful and ugly
* mean and generous
* just and unjust
* friend and foe

Chart

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| **Idea** | **Examples in First Story** |
| **Here and now** | Starts off with one day which could be anytime |
| **A not so happy ending** |  |
| **Moral** |  |
| **Objects and animals** |  |
| **Narrator** | The narrator asks the reader to attend to the beginning part of the story and tells us we will know more by the end about a wicked hobgoblin.  An aside to the reader about ‘keeping’ a school.  Finishes by telling us what we are going to hear. |