Storyland Classics

FREE STORY GUIDE

*A fairy tale by Hans Christian Andersen (1838)*




- ✦ Meet the Author
- ✦ The Big Idea & Try It
- ✦ Yes or No & ABC Order
- ✦ Read It With Voices
- ✦ Standards
- ✦ Story Map
- ✦ Word Match & Sort
- ✦ Put It in Order
- ✦ Handwriting
- ✦ Let's Talk
- ✦ Word Search
- ✦ Who Said It? & Feelings
- ✦ Answer Key

Ages 5–10 ✦ Kindergarten to Grade 4 ✦ Aligned to Common Core

*This cover is for your screen. Print from page 2 to save ink.*

FOR GROWN-UPS

# How to Use This Guide

This free guide goes with the Storyland Classics read-aloud of “The Steadfast Tin Soldier.” Every page is ready to print, and no sign-up is needed. Pick the pages that suit your child or class.

ABOUT THE STORY

A boy gets twenty-five tin soldiers for his birthday. One has only one leg, because the tin ran short, but he stands as firmly as the rest. He falls in love with a paper Dancer who stands on one leg in a toy castle. A jealous imp causes trouble, and the soldier is swept off on a dangerous journey, yet he always stays steadfast. The ending is sad, so it suits children 5 and up.

SKILL FOCUS

Character traits: finding words that describe the Tin Soldier and the clues that show them

WATCH AND READ ALONG

Scan the code to watch the read-aloud and read the full story, or visit storylandclassics.com/tin-soldier-guide. Hans Christian Andersen (1838), from *The Yellow Fairy Book* (1894). Public domain.

## A simple routine

1. **Day 1.** Watch the read-aloud together, then fill in the Story Map.
2. **Day 2.** Meet the author, then use Let’s Talk and The Big Idea.
3. **Day 3.** Learn the words with the word match, word sort and word search.
4. **Day 4.** Put the story in order, then perform it with voices.

## What’s inside


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## Standards

Every activity is aligned to the Common Core State Standards for kindergarten to grade 2. Codes appear at the bottom of each page, and the full table is on the last page.

## Younger children

Children who aren’t writing yet can answer out loud or tell a grown-up what to write.

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Name _____ Date _____

MEET THE AUTHOR

# Hans Christian Andersen

1805–1875 ✦ The Danish storyteller

Hans Christian Andersen was born in Odense, Denmark, in 1805. His father was a poor shoemaker who read stories aloud and built him a toy theater. At fourteen Hans went alone to Copenhagen to become an actor. That did not work out, but he became a writer instead. He made up more than 150 fairy tales, including *The Ugly Duckling* and *The Little Mermaid*. He published *The Steadfast Tin Soldier* in 1838.

## Questions About the Author

1. In what country was Hans Christian Andersen born?

2. What toy did his father build for him?

3. Andersen wrote about toys that have feelings. Why do you think children like stories like this?

Name _____ Date _____

STORY MAP

# The Steadfast Tin Soldier



Look at the picture from the read-aloud. Who do you see? Then fill in the story map.

## Characters

*Who is in the story?*

## Setting

*Where and when does it happen?*

## Problem

*What goes wrong?*

## Solution

*How is it fixed? How does it end?*

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LET'S TALK

# The Steadfast Tin Soldier

Young children can answer out loud. Older children can write their answers.

## REMEMBER

1. Why did one tin soldier have only one leg?

2. Name two places the Tin Soldier went on his journey.

3. What was left at the end of the story?

## THINK

4. What does "steadfast" mean? How did the soldier show it?

5. Who do you think caused all the trouble? Why?

## CONNECT

6. Tell about a time you were brave or kept going when something was hard.

### NARRATION

Close the book and tell the story back in your own words. Where did the Tin Soldier go, and how did he stay steadfast?

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CCSS RL.K.1 · RL.1.1 · RL.K.3 · SL.K.1

Name _____ Date _____

THE BIG IDEA

# What Does the Story Teach?

THE STORY SAYS

"He remained steadfast, showed no emotion, looked straight in front of him, shouldering his gun." Being steadfast means staying brave, steady and true, even when things are hard.

What does this mean to you? Tell or write about a time it was true in your life.

## Try It

SKILL FOCUS

Character traits: finding words that describe the Tin Soldier and the clues that show them

Write three words that describe the Tin Soldier. Next to each word, write one thing he did that shows it.

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Name _____ Date _____

WORDS TO KNOW

# Word Match

Draw a line from each word to what it means.

| | |
|---|---|
| steadfast | someone who moves to music |
| tin | a long waterway made by people |
| castle | brave, steady and loyal |
| dancer | a channel at the side of a street for rainwater |
| imp | a big house for a king or queen |
| gutter | a hot box that burns wood or coal |
| canal | a kind of shiny metal |
| stove | a small, naughty magic creature |

## Word Sort: Toys or Things in the Street?

Write each word in the right box.

tin soldier · paper boat · castle · gutter · Dancer · paving-stones · snuff-box · water-rat

### Toys on the table

### Out in the street

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Name _____ Date _____

WORD SEARCH

# The Steadfast Tin Soldier

Find the words from the story. Words go across (left to right) and down (top to bottom). Circle each word, then check it off.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| C | R | M | C | H | S | W | A | N | J |
| C | N | T | F | E | H | B | J | U | P |
| W | O | J | I | K | C | E | E | O | P |
| M | L | O | S | F | A | R | T | C | T |
| A | I | W | H | J | S | N | H | A | I |
| G | M | E | G | G | T | B | P | B | N |
| N | P | M | G | F | L | Y | J | U | L |
| P | G | D | R | V | E | B | O | A | T |
| R | M | D | A | N | C | E | R | U | F |
| K | S | O | L | D | I | E | R | F | F |

WORD BANK

- [ ] SOLDIER
- [ ] TIN
- [ ] DANCER
- [ ] CASTLE
- [ ] BOAT
- [ ] FISH
- [ ] IMP
- [ ] SWAN

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Name _____ Date _____

CHECK YOUR READING

# Yes or No?

Read each sentence about the story. Circle **Yes** if it is true. Circle **No** if it is not.

1. There were twenty-five tin soldiers. Yes No
2. The one-legged soldier was made first. Yes No
3. The Dancer was made of paper. Yes No
4. The soldier called out “Here I am!” when he fell. Yes No
5. A fish swallowed the Tin Soldier. Yes No
6. The soldier melted into the shape of a heart. Yes No

## ABC Order

Write these words from the story in ABC order.

soldier · boat · castle · fish · dancer

1 _____

2 _____

3 _____

4 _____

5 _____

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Name _____ Date _____

PUT IT IN ORDER

# What Happens First?

Read each sentence. Write 1 in the circle next to what happens first, 2 next to what happens next, and so on up to 6.

- ◯ The street boys put the soldier in a paper boat.
- ◯ The boy gets tin soldiers for his birthday.
- ◯ The cook finds the soldier inside a fish.
- ◯ The soldier falls out of the window.
- ◯ The soldier sees the Dancer in the toy castle.
- ◯ A water-rat chases the boat in the tunnel.

## Retell the Story

Use the order words to tell the story in your own words. Say it out loud, or write it.

**First,** _____

**Next,** _____

**Then,** _____

**Last,** _____

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CHARACTERS

# Who Said It?

Read each line from the story. Write who said it. Use the name bank to help.

a street boy | the cook | the imp | the little boy | the water-rat

"Hurrah, tin-soldiers!" _____

"Don't look at things that aren't intended for the likes of you!" _____

"Have you a passport?" _____

"Here is a Tin-soldier! He shall sail up and down in a boat!" _____

"Why, here is the little Tin-soldier!" _____

## How Did the Tin Soldier Feel?

Write a feeling word for each part of the story. Use the word bank, or choose your own.

proud | brave | lonely | scared | happy | sad | surprised

| When… | the Tin Soldier felt… |
|---|---|
| he first saw the Dancer | |
| the imp warned him | |
| he fell out of the window | |
| the boat sank in the canal | |
| he was back on the table with the Dancer | |
| he was put in the stove | |

Name _____ Date _____

PERFORM IT

# Read It With Voices

Four readers take the parts. Read with lots of expression, and let the Tin Soldier stand tall and say nothing!

| | |
|---|---|
| **NARRATOR** | The clock struck twelve, and crack! off flew the lid of the snuff-box. Out jumped a little black imp. |
| **IMP** | ‘Hullo, Tin-soldier! Don’t look at things that aren’t intended for the likes of you!’ |
| **NARRATOR** | But the Tin-soldier took no notice, and seemed not to hear. |
| **IMP** | ‘Very well, wait till to-morrow!’ |
| **NARRATOR** | Later, in the dark tunnel, a great water-rat came along. |
| **WATER-RAT** | ‘Have you a passport? Out with your passport!’ |
| **NARRATOR** | But the Tin-soldier was silent, and grasped his gun more firmly. |

## My Favorite Part

My favorite part is _____

_____

because _____

_____

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HANDWRITING PRACTICE

# The Steadfast Tin Soldier

Trace the gray words, then write them on your own on the empty lines. Tall letters touch the top line; small letters reach the dotted line.

He remained steadfast.

He remained steadfast.

He remained steadfast.

The Tin Soldier was brave.

The Tin Soldier was brave.

The Tin Soldier was brave.

☐ I started with a capital letter. ☐ I left spaces between words. ☐ I copied the end mark.

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FOR GROWN-UPS

# Answer Key & Ideas

## Story Map

Characters: the Tin Soldier, the paper Dancer, the imp, the little boy, the street boys, the water-rat, the cook. Setting: a nursery table, a street, a gutter, a tunnel, a canal and back home. Problem: the soldier is swept away from the Dancer and faces danger after danger. Solution: he comes home inside a fish; at the end he and the Dancer are together in the stove, and he melts into a little tin heart.

## Word Search

| C | R | M | C | H | S | W | A | N | J |
|---|---|---|---|---|---|---|---|---|---|
| C | N | T | F | E | H | B | J | U | P |
| W | O | J | I | K | C | E | E | O | P |
| M | L | O | S | F | A | R | T | C | T |
| A | I | W | H | J | S | N | H | A | I |
| G | M | E | G | G | T | B | P | B | N |
| N | P | M | G | F | L | Y | J | U | L |
| P | G | D | R | V | E | B | O | A | T |
| R | M | D | A | N | C | E | R | U | F |
| K | S | O | L | D | I | E | R | F | F |

## Let's Talk

1. He was made last, when the tin ran short. 2. A window ledge, the street, a paper boat in the gutter, a tunnel, a canal, inside a fish. 3. A little tin heart and the Dancer's blackened rose. 4–6. Answers will vary (steadfast means steady and brave; many readers blame the jealous imp).

## Word Match & Sort

steadfast: brave, steady and loyal · tin: a kind of shiny metal · castle: a big house for a king or queen · dancer: someone who moves to music · imp: a small, naughty magic creature · gutter: a channel at the side of a street for rainwater · canal: a long waterway made by people · stove: a hot box that burns wood or coal. Sort: Toys on the table: tin soldier, castle, Dancer, snuff-box. Out in the street: paper boat, gutter, paving-stones, water-rat.

## Yes or No? & ABC Order

1. Yes · 2. No · 3. Yes · 4. No · 5. Yes · 6. Yes. ABC order: boat, castle, dancer, fish, soldier.

## Put It in Order

birthday tin soldiers → sees the Dancer in the castle → falls out of the window → the paper boat → the water-rat in the tunnel → the cook finds him in a fish.

## Who Said It?

1. the little boy · 2. the imp · 3. the water-rat · 4. a street boy · 5. the cook

## Ideas to extend the lesson

- Fold a newspaper boat and float it in a tub or puddle.
- Make a map of the Tin Soldier's journey from the table and back again.
- Read it with "The Velveteen Rabbit" and compare two toys who are loved.

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FOR TEACHERS

# Standards Alignment

The Steadfast Tin Soldier ✦ Common Core State Standards, kindergarten to grade 2

| STANDARDS | WHAT CHILDREN PRACTICE | WHERE IN THIS GUIDE |
|---|---|---|
| RL.K.1<br>RL.1.1<br>RL.2.1 | Ask and answer questions about key details in a text. | Let's Talk and Yes or No?; Let's Talk |
| RL.K.2<br>RL.1.2<br>RL.2.2 | Retell stories and poems, including key details, and show understanding of their message. | Put It in Order and Retell; Put It in Order and Retell; The Big Idea; The Big Idea |
| RL.K.3<br>RL.1.3<br>RL.2.3 | Identify and describe characters, settings and major events. | Story Map and Character Feelings; Character Feelings |
| RL.K.4 | Understand words and phrases, including rhyme, rhythm and words that appeal to the senses. | Word Match |
| RL.K.6<br>RL.1.6<br>RL.2.6 | Identify who is speaking and use a different voice for each character when reading aloud. | Meet the Author; Who Said It?; Read It With Voices |
| RL.K.7<br>RL.1.7 | Use illustrations and words together to describe characters, setting and events. | Story Map picture |
| RL.K.10<br>RL.1.10 | Engage in group reading of poems and stories with purpose and understanding. | Reading the story together |
| RF.K.1b<br>RF.K.1d | Understand the organization of print (left to right, top to bottom). | Word Search; ABC Order |
| RF.K.3c<br>RF.1.3 | Read common high-frequency words by sight. | Word Search |
| RF.1.4b<br>RF.2.4b | Read aloud with accuracy, appropriate rate and expression. | Read It With Voices |
| SL.K.1<br>SL.1.1 | Take part in conversations about the text with classmates and adults. | Let's Talk (discussion) |
| SL.K.2 | Ask and answer questions about a text read aloud or presented through media. | Read-aloud video (QR code) |
| SL.K.6 | Speak audibly and express ideas clearly. | Read It With Voices |
| L.K.1a<br>L.1.1<br>L.1.1a | Print upper- and lowercase letters and use common position words. | Handwriting Practice; ABC Order |
| L.K.2a | Use capital letters and end punctuation. | Handwriting checklist |
| L.K.4<br>L.1.4 | Determine or clarify the meaning of unknown words and phrases. | Word Match |
| L.K.5a | Sort words into categories, connect words to real life and act out shades of meaning. | Word Sort |
| W.K.1<br>W.1.1 | Use drawing and writing to share an opinion and give a reason. | My Favorite Part |
| W.K.2 | Use a combination of drawing, dictating and writing to compose informative texts. | Try It |
| W.1.8 | With guidance and support, recall information from experiences or gather information to answer a question. | Try It |

Codes are Common Core State Standards for English Language Arts. Find free read-alouds and guides at storylandclassics.com.

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