

# Scary Fairy *in* Wicked Wood

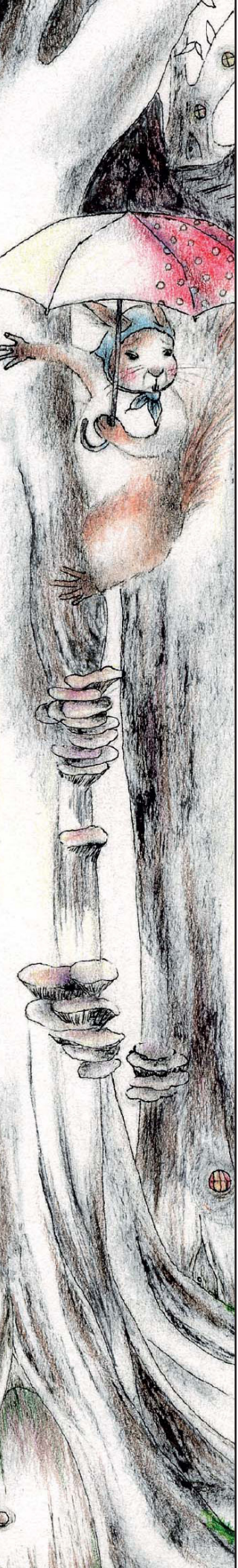
## Teacher's Guide

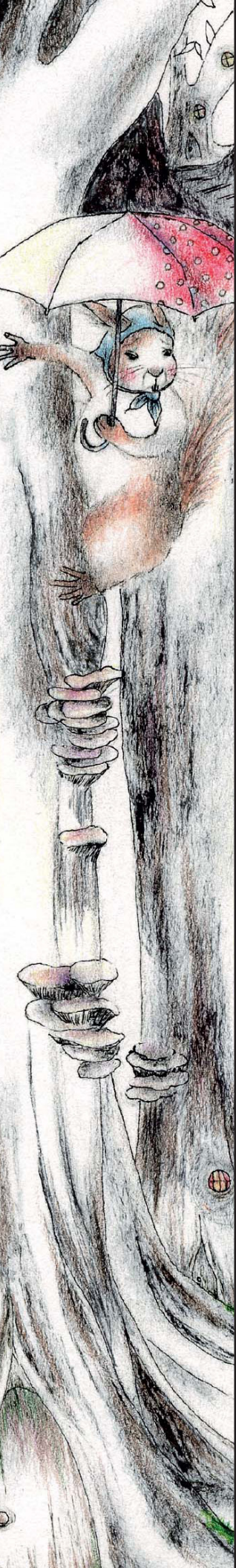
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## About the Author

Jana Bauer (1975) is a popular author of literature for children and teenagers. She grew up in Kočevje, Slovenia, spending every summer with her granny by the river Kolpa. Her father was a passionate storyteller, and his legends about witches, ghosts and smugglers had a great impact on the development of her imagination. Jana's debut novel *The Witch Vanishes* (nominated for the Večernica Prize, with the English version published in the US) was followed by a series of detective stories about Fokus and Kolumna. *Scary Fairy in Wicked Wood* is her most popular book and has been translated into 17 languages. It received the Golden Pear Award and was nominated for both the Večernica and Desetnica Awards in 2013. Most recently, *Scary Fairy in Wicked Wood* received the main award at the international Macedonian literary festival (Another Story). In 2020 she received the Desetnica Award from the Slovene Writers' Association for her book *Ding Dong Stories*. Although her books are meant for children, their magic and originality give great pleasure to readers of all generations.



## About the Illustrator

Caroline Thaw is an English illustrator. Although the illustrations for *Scary Fairy* are her first attempt at book illustration, she has succeeded in creating a truly magical world in *Wicked Wood*, together with all the animals. She is particularly happy when her ideas are given a material form on paper and bring joy to readers. She lives and works in Scotland.



## About Kind World Publishing

At Kind World Publishing, we connect the world through stories—stories that express kids' big feelings, big questions, and big dreams, stories that celebrate curiosity and build bridges. Our goal is to start conversations that create a kinder world.



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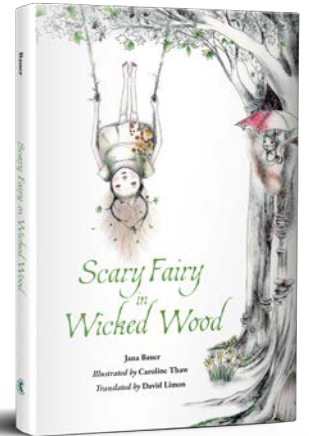
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# About the Book

When Scary Fairy causes a ruckus in Wicked Wood, will she change it forever?

Scary Fairy blows into Wicked Wood on a fierce Southern Wind and immediately begins disturbing the peace. She discards Squirrel's hazelnuts to make her new bedroom. She uses Hedgehog as a hair brush without even asking! And this is just the beginning. When diaries go missing and magical black sand appears, the animals of Wicked Wood fear their home will never be the same. But as they get to know Scary Fairy, they realize she is more than just trouble. Will all of her disruptions ruin Wicked Wood, or is this just the change the animals need? Follow their adventures through new experiences and perspectives in this charming chapter book.

Originally published in Slovenia by Sodobnost, and now translated in nearly 20 languages, the English translation of the international award-winning *Scary Fairy in Wicked Wood* is finally landing in North America. This enchanting, funny, whimsical, witty collection of stories feels both as timeless as *Wind in the Willows* and as fresh as the springtime season in which Scary Fairy arrives in the Wood. Filled with perfectly imperfect characters, mistakes, forgiveness, and genuine friendship, this book is sure to delight readers of all ages.



# A Note about Translation

*Scary Fairy in Wicked Wood* was originally published in the Slovene language. David Limon, an award-winning translator, translated the text into English. Learn more about the translator at his website: <https://litteraeslovenicae.si/avtorji/david-limon/>

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# Discussion Questions

How would you describe Scary Fairy at the beginning of the book?

What do the other characters think of Scary Fairy at the beginning of the book? How do you know this?

Why do you think Scary Fairy (or all scary fairies) are at odds with the winds? What does it mean to be “at odds with” someone or something? Have you ever been “at odds with” anything? How did you overcome it?

Why do you think Hedgehog dislikes Scary Fairy so much?

When do the characters start to change their minds about Scary Fairy? Where do you think the turning point of the story is?

Why do you think Dormouse gave up trying to set a world record?

What does *perspective* mean? Why does perspective matter in this story? How do perspectives change throughout the book?

How would you describe Scary Fairy at the end of the book? How do the characters feel about her now? (*See printable template for a comparison and contrast activity.*)

What did Scary Fairy learn over the course of the story?

What did the residents of Wicked Wood learn over the course of the story?

Do you think Scary Fairy will come back to Wicked Wood? Do you think the animals will find her again? Why do you think this?

**Extension conversation:** *Scary Fairy in Wicked Wood* was translated from Slovene, the language spoken in the country Slovenia. Did you notice anything that felt different from stories you have read before? What questions would you want to ask the author?

# Writing Prompts

Write your own spooky story for Rompus Boo. *(See printable template.)*

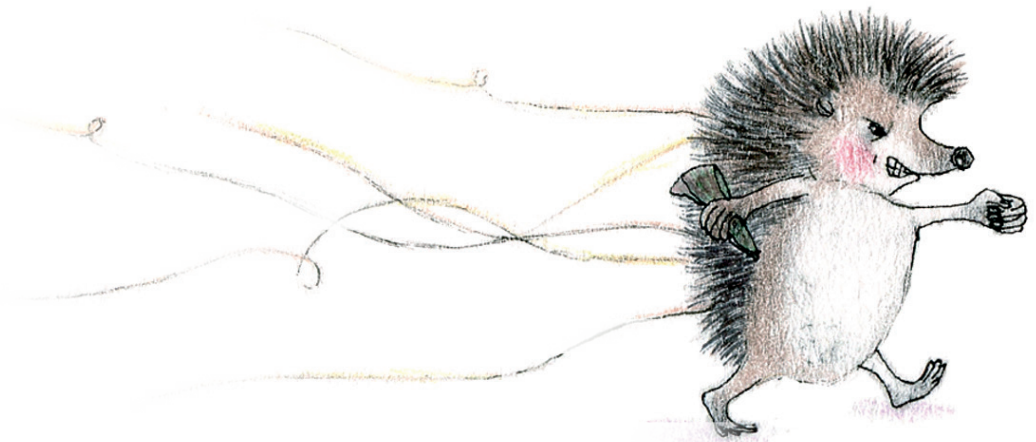
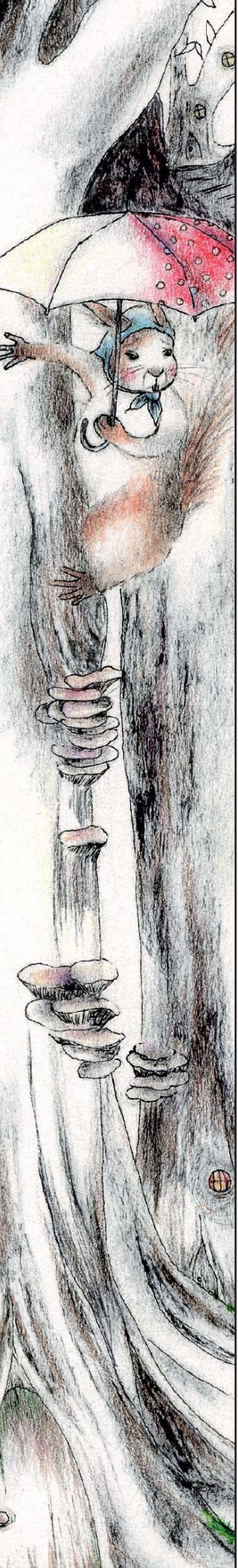
If you were to set a world record, as Dormouse tries to do, what it be for?

Write a letter from Scary Fairy to her grandmother. *(See printable letter template.)*

Write a letter from one of Wicked Wood animals to Scary Fairy after she has returned home.

*(See printable letter template.)*

Retell one of the chapters in the book from the perspective of one of the characters. How would the magic sand chapter change if it were told from Scary Fairy's point of view? What if Hedgehog told the story of that chapter?



# Activities

Design and build a fairy house for Scary Fairy.

This could be done on paper, created from recycled materials, or engineered from items you find outdoors.

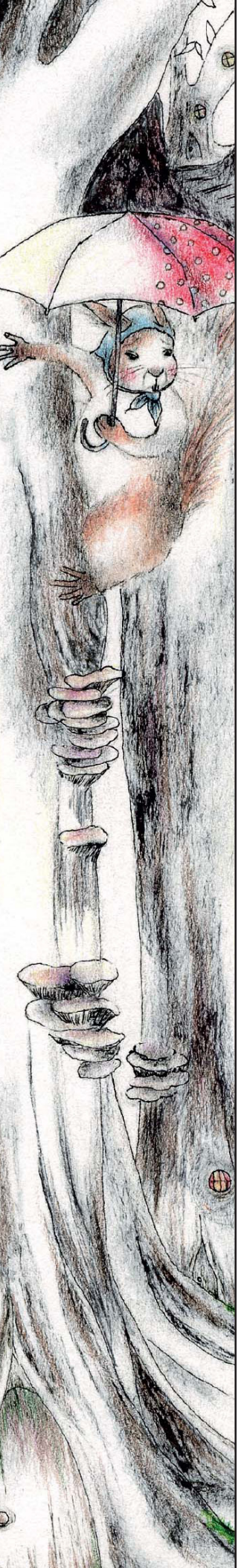
**Extension:** Have students write about why they included what they did in their fairy house. How do details from the book support the choices they made while designing and creating?

Draw your own versions of the characters, such as Scary Fairy, Hedgehog, and Owl. How did you imagine these creatures as you read the book?

Design and plan a menu for a Rompus Boo celebration. What would you serve your guests?

Draw a map of the Wicked Wood. Where do the characters live in relation to one another? What events or parts of the story can you include? Where was Scary Fairy's beech tree? Where was the large puddle? Where did Scary Fairy first bury her coin? What other places from the story can you include? (*See printable map template.*)

What do you imagine Scary Fairy's coin looks like? Use what you know about Scary Fairy to draw both sides of it. (*See printable template.*)



# Vocabulary

## Words

smithereens (p. 7)

trundled (p. 9)

tramped (p. 12)

sauntered (p. 15)

quarreled (p. 17)

banished (p. 26)

romps (p. 28)

ransack (p. 31)

apparition (p. 34)

quivered (p. 40)

obligations (p. 63)

demolished (p. 79)

distraught (p. 79)

consoled (p. 80)

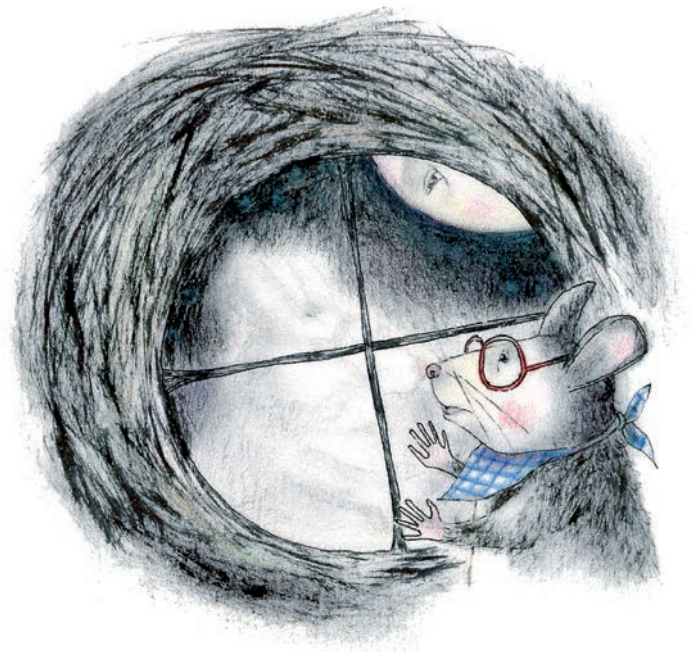
## Phrases

“to be at odds” (p. 8)

“first-rate” (p. 12)

“hair-raising story” (p. 46)

“taken aback” (p. 63)



## Vocabulary Activities

Look at the words and phrases in context. Solicit ideas from the group about meanings.

Illustrate the words and phrases.

Put the words and phrases and their definitions on separate notecards. Hand them out to the group. Play a matching game in which students find the match to their card.

Use the vocabulary lists to talk about word origins and etymology.

Look for common suffixes, prefixes, and word patterns to connect content to spelling and phonics.



# Common Core Connections

## **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.

## **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.

## **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.

## **CCSS.ELA-LITERACY.RL.3.4**

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

## **CCSS.ELA-LITERACY.SL.3.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

## **CCSS.ELA-LITERACY.L.3.4.A**

Use sentence-level context as a clue to the meaning of a word or phrase.

## **CCSS.ELA-LITERACY.L.3.5**

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

## **CCSS.ELA-LITERACY.L.3.5.A**

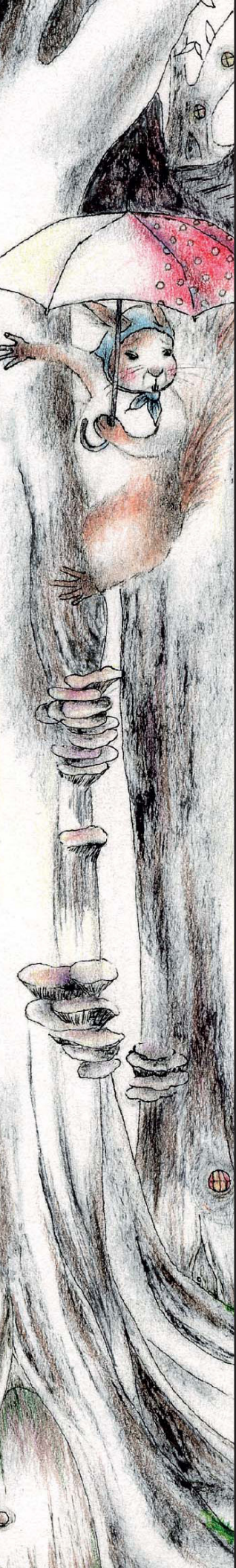
Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

## **CCSS.ELA-LITERACY.W.3.3**

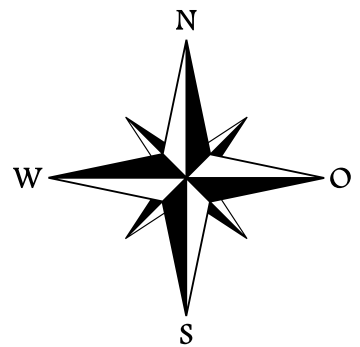
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

## **CCSS.ELA-LITERACY.W.3.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.



# My Map of Wicked Wood





*Dear Grandmother,*

*From,  
Hedgimilla*

*Dear Hedgimilla,*

*From,  
Grandmother*



*Compare and contrast Scary Fairy at the beginning and end of the story.*

*Beginning*

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*Compare and contrast Scary Fairy at the beginning and end of the story.*

*Beginning*

*End*