

Grade 2

Knowledge 1 | Activity Book
Fairy Tales and Tall Tales

Grade 2

Knowledge 1

Fairy Tales and Tall Tales

Activity Book

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

ISBN 978-1-64383-707-9

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 XXX 2021

NAME: _____

1.1

DATE: _____

Title _____

Character(s)



Setting(s)



Directions: Use this story map to write your own version of the fairy tale "The Fisherman and His Wife."

Plot	Beginning
	Middle
	End

NAME: _____

DATE: _____

Dear Family Member,

Today, your student heard the fairy tale “The Fisherman and His Wife,” a story about a man who catches a magic fish that grants the fisherman’s wife several wishes. In the coming days your student will hear two more fairy tales: “The Emperor’s New Clothes” and “Beauty and the Beast.” Below are some suggestions for activities that you may do at home to reinforce what your student is learning about fairy tales.

1. “The Fisherman and His Wife”

Have your student share what s/he remembers about the fairy tale “The Fisherman and His Wife.” (A fisherman catches a fish in the sea; the fish tells the man he is actually an enchanted prince who has been turned into a fish; the fisherman throws the fish back; the fisherman’s wife asks why he didn’t first ask the fish for a wish and sends him back to ask for several wishes; finally, the wife asks for too many things and the fish leaves them with what they had at the beginning of the story.) As your student shares what s/he remembers, fill in any gaps in the plot, and ask your student if s/he thinks there is a lesson to be learned from this fairy tale.

2. Draw and Write

Have your student draw and write a scene from any of the fairy tales s/he has heard (“The Fisherman and His Wife,” “The Emperor’s New Clothes,” and “Beauty and the Beast”). Then have him/her share his/her drawing and writing with you. Ask questions to keep your student using the vocabulary learned at school (see back of page).

3. “The Emperor’s New Clothes”

Ask your student to retell the fairy tale “The Emperor’s New Clothes.” (An emperor finds great pleasure in dressing in different outfits; a strange weaver and tailor arrive and tell him they can make magical clothes, clothes only clever people can see; the emperor believes their story and hires them; everyone lies and says they can see the clothes in order to appear clever; a child finally states the truth.) Ask your student what they liked most about this fairy tale and if they think there is a lesson to be learned from this story.

4. Sayings and Phrases: “Better Late Than Never”

Your student will learn the saying “better late than never” in relation to the fairy tale “Beauty and the Beast.” Ask your student how this saying relates to the fairy tale. (Beauty

left the palace of the beast and returned home to her father and sisters in order to say good-bye to them and the life she had known. The beast told her to come back in one month, but Beauty could not bring herself to say good-bye to her father. It wasn't until Beauty had a terrible dream about the beast that she returned to his palace. When Beauty found the beast, she was almost too late, but she arrived there just in time to revive him with her tears.) Talk with your student about other situations where one might use the saying "better late than never."

5. Words to Use

Below is a list of some of the words that your student will be using and learning about. Try to use these words as they come up in everyday speech with your student.

- *enchanted*—The fisherman caught an enchanted fish that was able to grant him wishes.
- *admired*—The emperor admired himself in the mirror as he tried on his new clothes.
- *fearsome*—Beauty was terrified when she first laid eyes on the fearsome beast.
- *curious*—The beast told Beauty of all the curious events in the palace and how he was changed from a prince to a beast.

6. Read Aloud Each Day

It is very important that you read with your student every day. There should be time to read to your student and also time to listen to your student read to you. A list of recommended books and other relevant resources is included at the end of this letter.

Be sure to let your student know how much you enjoy hearing about what s/he has learned at school.

NAME: _____

DATE: _____

3.1

Which Happened First?

Directions: Listen to each pair of sentences as your teacher reads them. Write 1 on the blank before the sentence that happened first in the story, and write 2 on the blank before the sentence that happens second in the story.

1. _____ The merchant went to see the cargo ship, hoping to restore his fortune.

_____ The merchant lost his fortune, and his family became penniless.

2. _____ The merchant was riding his horse in a snowstorm.

_____ The merchant found a castle where he could wait out the storm.

3. _____ The merchant picked a rose for Beauty.

_____ The merchant found himself in a magical garden.

NAME: _____

PP.1

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

5.1

Directions: Fill in the chart with examples from each tall tale.

	Paul Bunyan	Pecos Bill	John Henry	Casey Jones
Amazing Childhood				
Creations/ Inventions				
Amazing Adventures				
Humor				
Exaggerations				

NAME: _____

DATE: _____

Dear Family Member,

Today, your student heard the tall tale “Paul Bunyan,” a story about a fictional logger on the American frontier. Over the next few days, your student will hear three more tall tales about other larger-than-life characters on the American frontier—Pecos Bill, John Henry, and Casey Jones. Each tall tale will expose your student to the use of exaggeration. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about tall tales.

1. Telling a Tall Tale

Ask your student what elements make a tall tale. (larger-than-life characters; exaggerations; amazing childhoods; unbelievable adventures; inventions of things in nature; humor) Ask your student to retell a tall tale. Then create your own tall tale with your student, asking him/her what kinds of characters and settings you will need. Ask him/her to provide ideas for your larger-than-life character’s adventures.

2. Exaggerations

Have your student share some of the exaggerations s/he has heard from the tall tales. (Paul Bunyan made the Mississippi River and dug the Grand Canyon; Casey Jones drove a train and was known for always being on time; Pecos Bill rode a mountain lion and squeezed the meanness out of a rattlesnake; John Henry was born with a hammer in his hand and could swing a ten-pound hammer all day without getting tired.) Share with your student any literary exaggerations you know of.

3. Draw and Write

Have your student draw and write about what s/he has learned about any of the tall tale characters—Paul Bunyan, Pecos Bill, John Henry, or Casey Jones—and then have him/her share his/her drawing and writing with you. Ask questions to keep your student using the vocabulary learned at school.

4. Song: “The Ballad of John Henry”

Find a recording of “The Ballad of John Henry” from the public library or on the Internet, and listen to it with your student. As you listen, have your student explain the tall tale of John Henry in his or her own words.

5. Words to Use

The following is a list of some of the words that your student will be using and learning about. Try to use these words as they come up in everyday speech with your student.

- *legendary*—Paul Bunyan was a legendary figure among real lumbermen on the frontier.
- *feat*—Tall tale characters always have adventures where they accomplish one amazing feat after another.
- *admiration*—Pecos Bill had a great deal of admiration for his horse, Lightning.
- *tamed*—Manuel tamed the wild horse so that he could ride it.

6. Read Aloud Each Day

It is very important that you read with your student every day. There should be time to read to your student and also time to listen to your student read to you.

Be sure to let your student know how much you enjoy hearing about what s/he has learned at school.

NAME: _____

DATE: _____

Fact or Tall Tale?

1. _____ The Pecos River is in Texas.

2. _____ The coyote took Bill home to her den.

3. _____ Pecos Bill lassoed a cyclone.

4. _____ Cyclones are real storms with very strong winds.

5. _____ Cowboys take care of cattle.

6. _____ A rattlesnake can be used as a lasso.

7. _____ A coyote looks like a small wolf.

Directions: Listen as your teacher reads each sentence. Write fact if the sentence states a fact. Write tall tale if the sentence is about something that could only happen in a tall tale.

NAME: _____

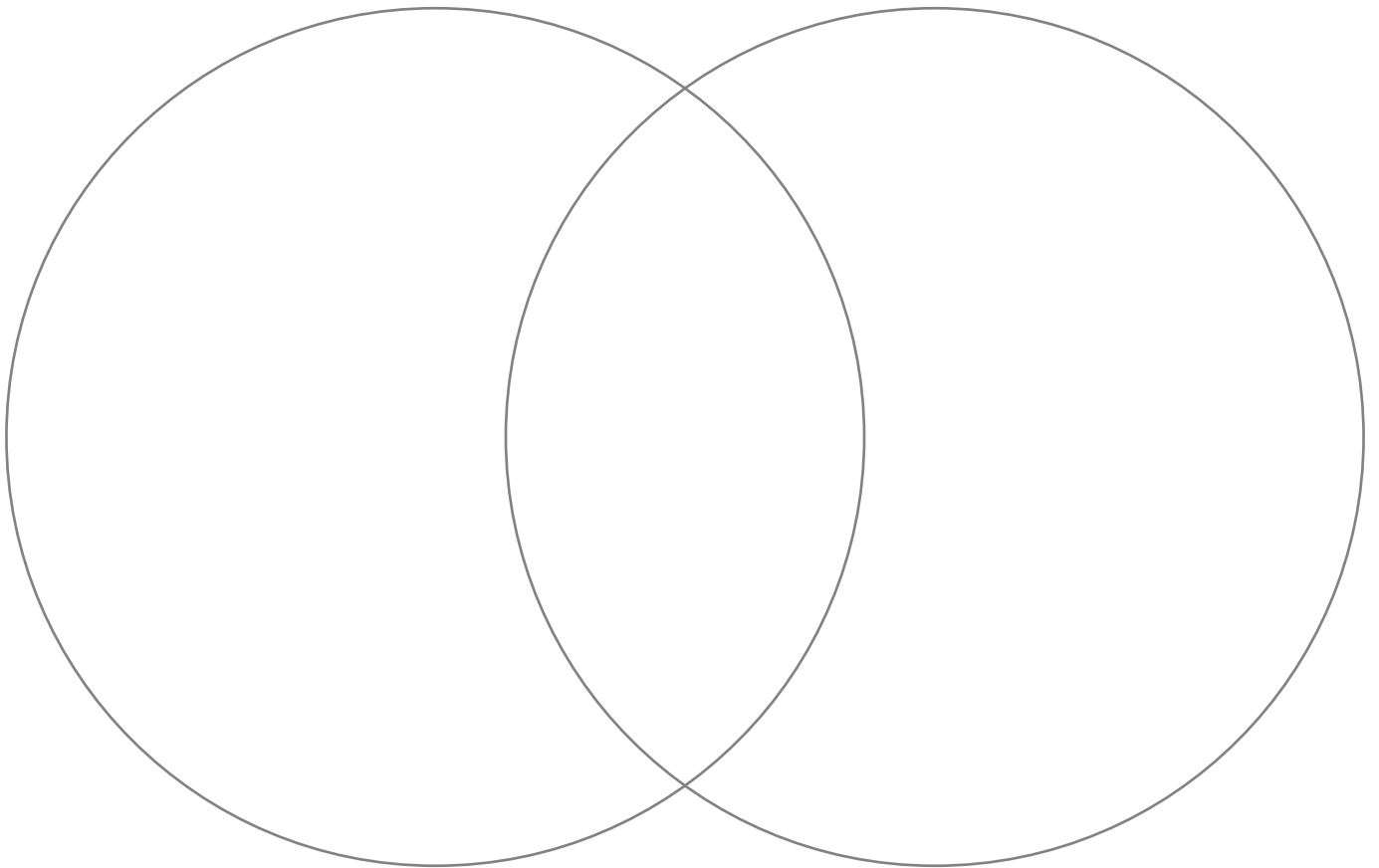
DATE: _____

8.1

Venn Diagram: "John Henry" and "Casey Jones"

John Henry

Casey Jones



Directions: Listen to your teacher's instructions.

NAME: _____

DA.1

Assessment

DATE: _____

Knowledge 1

1.



2.



3.



4.



5.



6.



7.



8.







9.



10.



Directions: Listen to your teacher's instructions.



















11.		
12.		
13.		
14.		
15.		

NAME: _____

DA.2

Assessment

DATE: _____

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

NAME: _____

DA.3

Assessment

DATE: _____

Directions: Listen as your teacher reads each question, and think about the answer. Write words, phrases, or a sentence that come to mind when you hear each question.

1. Who was your favorite fairy tale character? Why?

2. Identify two exaggerations from any of the tall tales you heard. Be sure to also identify the character in each exaggeration.

3. What was your favorite fairy tale or tall tale setting? Why?

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-
Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-
Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg



Amplify.
TEXAS

ELEMENTARY LITERACY PROGRAM
LECTOESCRITURA EN ESPAÑOL

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Knowledge 1

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Writers

Matt Davis, Beatrix Potter

Illustrators and Image Sources

1.1: Shutterstock; PP.1: Shutterstock; DA.1: Shutterstock; DA.2: Shutterstock

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."



Grade 2 | Knowledge 1 | Activity Book
Fairy Tales and Tall Tales

ISBN 9781643837079



9 781643 837079