



Amplify.

TEXAS

ELEMENTARY LITERACY PROGRAM

Grade 1

KNOWLEDGE 3

ACTIVITY BOOK

Grade 1

Knowledge 3

Activity Book

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01 Pilot 2020

Knowledge 3

**Different Lands,
Similar Stories:**
Tales Around the World

NAME: _____

DATE: _____

1.1

Directions: Think about what you heard in the read-aloud and then fill in the chart using words or sentences.

Somebody	
Wanted	
But	
So	
Then	

NAME: _____

DATE: _____

Dear Family Member,

Today your child listened to “Cinderella,” a fairy tale that originated in France. Over the next few days, your child will hear fairy tales with similar themes that originated in Egypt and Ireland. Similarly, your child will hear folktales from around the world that feature people who are no bigger than the size of a thumb: “Tom Thumb,” from England; “Thumbelina,” from Denmark; and “Issun Boshi,” from Japan.

Below are some suggestions for activities that you may do at home to continue enjoying the folktales heard at school and to reinforce the idea that different countries or lands tell similar stories.

1. “Cinderella”

Reread “Cinderella” with your child to increase your child’s awareness of the similarities and differences between this fairy tale and the stories that originated in Egypt and Ireland. Although your child will hear several fairy tales that share themes with “Cinderella,” there are many other variations in print. Tell or read to your child different versions of the folktale. Talk about how the different versions are the same and how they are different.

2. Character, Setting, Plot, Conflict

Talk with your child about the characters, setting, plot, and conflict (or problem) of the folktales and fairy tales. Ask questions about the tales such as, “Who became royalty in the end?”

3. Storytelling Time

Have your child orally retell the story that s/he heard at school each day, pointing out on a world map or globe where the folktale originated. Today’s fairy tale originated in France. The fairy tales in the next lessons originated in Egypt and Ireland.

4. Sayings and Phrases: “There’s No Place Like Home”

Your child will talk about this saying and its meaning at school in relation to “Tom Thumb.” Talk with your child again about the meaning and situations in which you can use this saying and how this saying relates to the folktale “Tom Thumb.”

5. Read Aloud Each Day

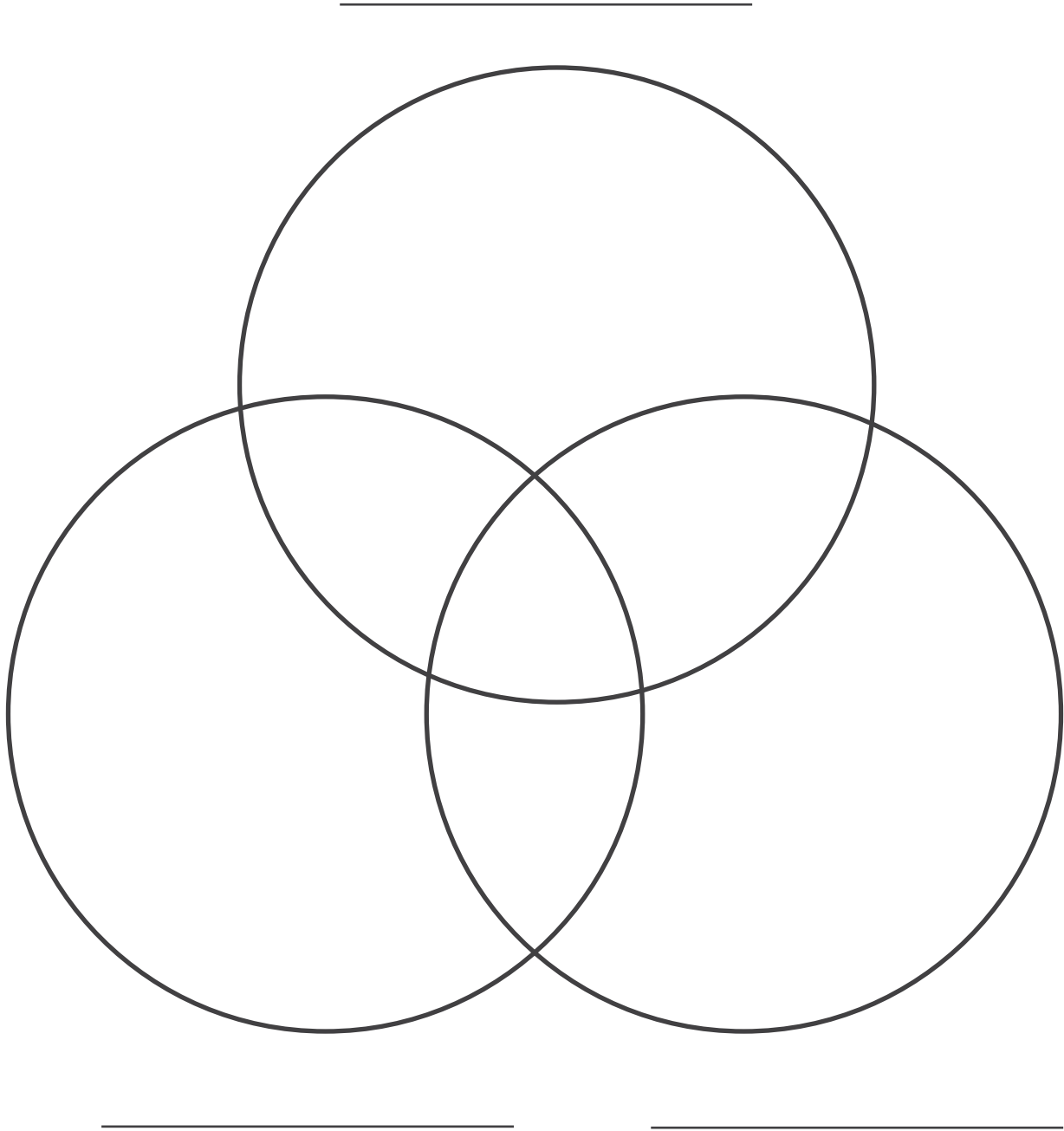
Set aside time to read to your child every day. Be sure to talk about the characters, setting, and plot of these stories. You may also want to reread one that has been read at school.

NAME: _____

DATE: _____

3.1

Directions: Think about how "Cinderella," "The Girl with the Red Slippers," and "Billy Beg" are similar and how they are different. Label each circle for each story. Type how they are alike in the overlapping part of the circles. Type how the stories are different in the parts of the circles that do not overlap.



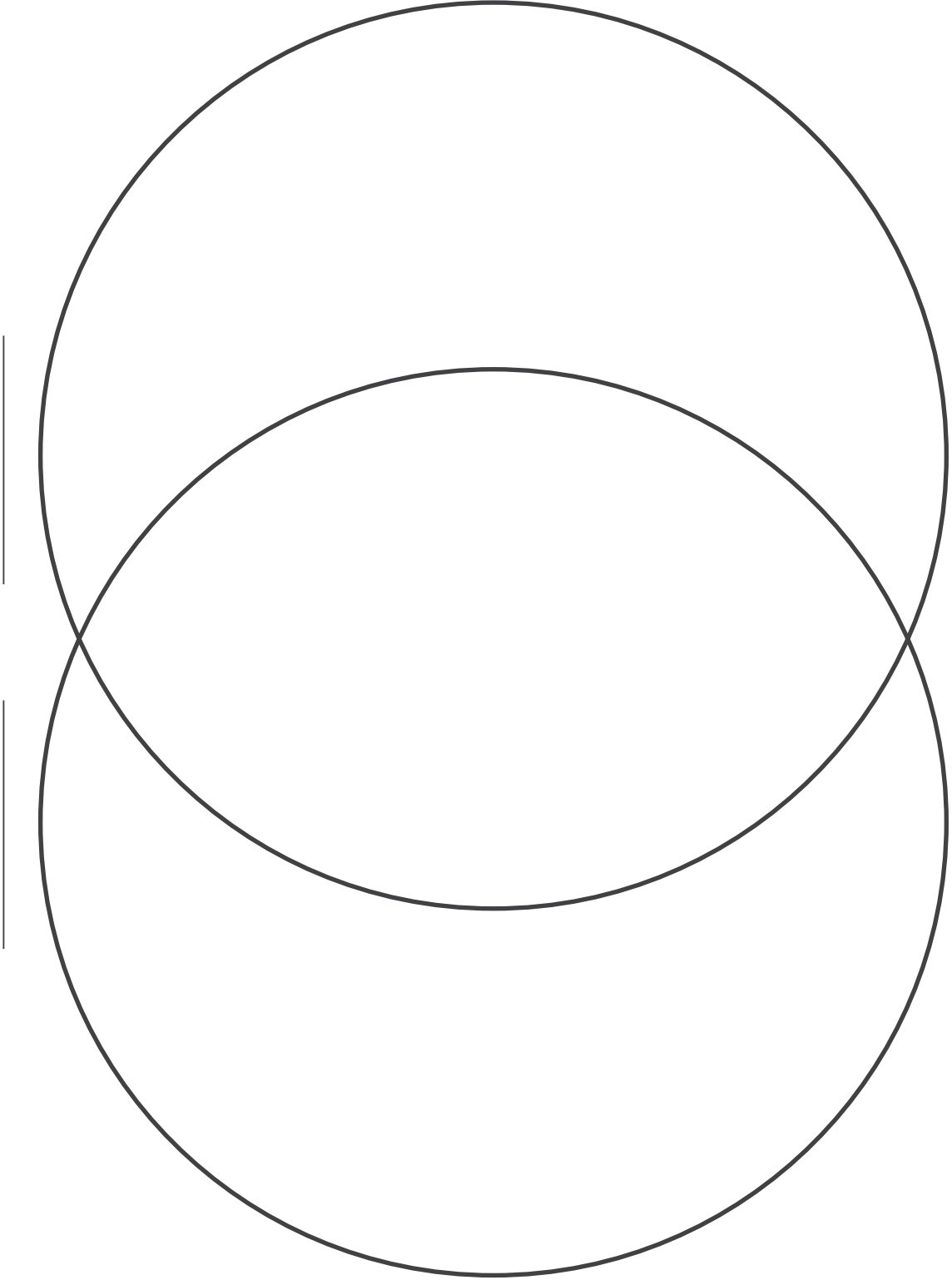
NAME: _____

DATE: _____

5.1

Activity Page

Directions: Think about how "Tom Thumb" and "Thumbelina" are similar and how they are different. Label each circle for each story. Type how they are alike in the overlapping part of the circles. Type how they are different in the parts of the circles that do not overlap.



NAME: _____

PP.1

Activity Page

DATE: _____

Directions: Listen to the teacher's instructions. Next, look at the two pictures in the row and find the one that answers the question. Type "C" in the text box against the correct picture.

1.



2.



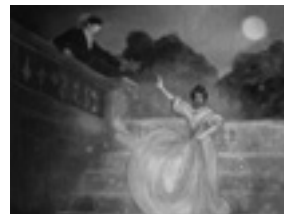
3.



4.



5.



6.



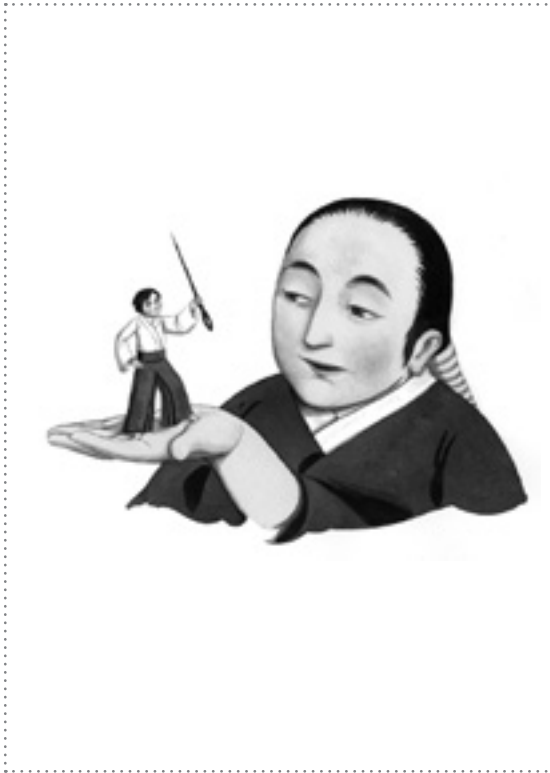
NAME: _____

PP.2

Activity Page

DATE: _____

Directions: Identify the proper sequence of events in the pictures and type the correct order in the given text boxes.



NAME: _____

DATE: _____

Dear Family Member,

Today your child listened to the folktale “Little Red Riding Hood,” which originated in Germany. Over the next several days, your child will hear two more folktales that are similar to “Little Red Riding Hood”: “Hu Gu Po” from China, and “Tselane” from Botswana.

Below are some suggestions for activities that you may do at home to continue enjoying the folktales heard at school, and to reinforce the idea that different countries or lands tell similar stories.

1. Character, Setting, Plot, Conflict

Talk with your child about the characters, setting, plot, and conflict (or problem) of the folktales. Ask questions about the tales such as, “Why did Little Red Riding Hood have to walk through the woods? Where was she going?” Also, make personal connections to the folktales such as, “What should you do if you’re approached by a stranger?”

2. Different Versions of Folktales

Although your child will hear a few folktales whose characters have similar adventures, there are many other variations in print. Tell or read to your child different versions of these folktales and talk about how the different versions are the same or different.

3. Storytelling Time

Have your child orally retell the story that s/he hears at school each day, pointing out on a world map or globe where the folktale originated. Countries will be introduced in the following order: Germany, China, and Botswana.

4. Read Aloud Each Day

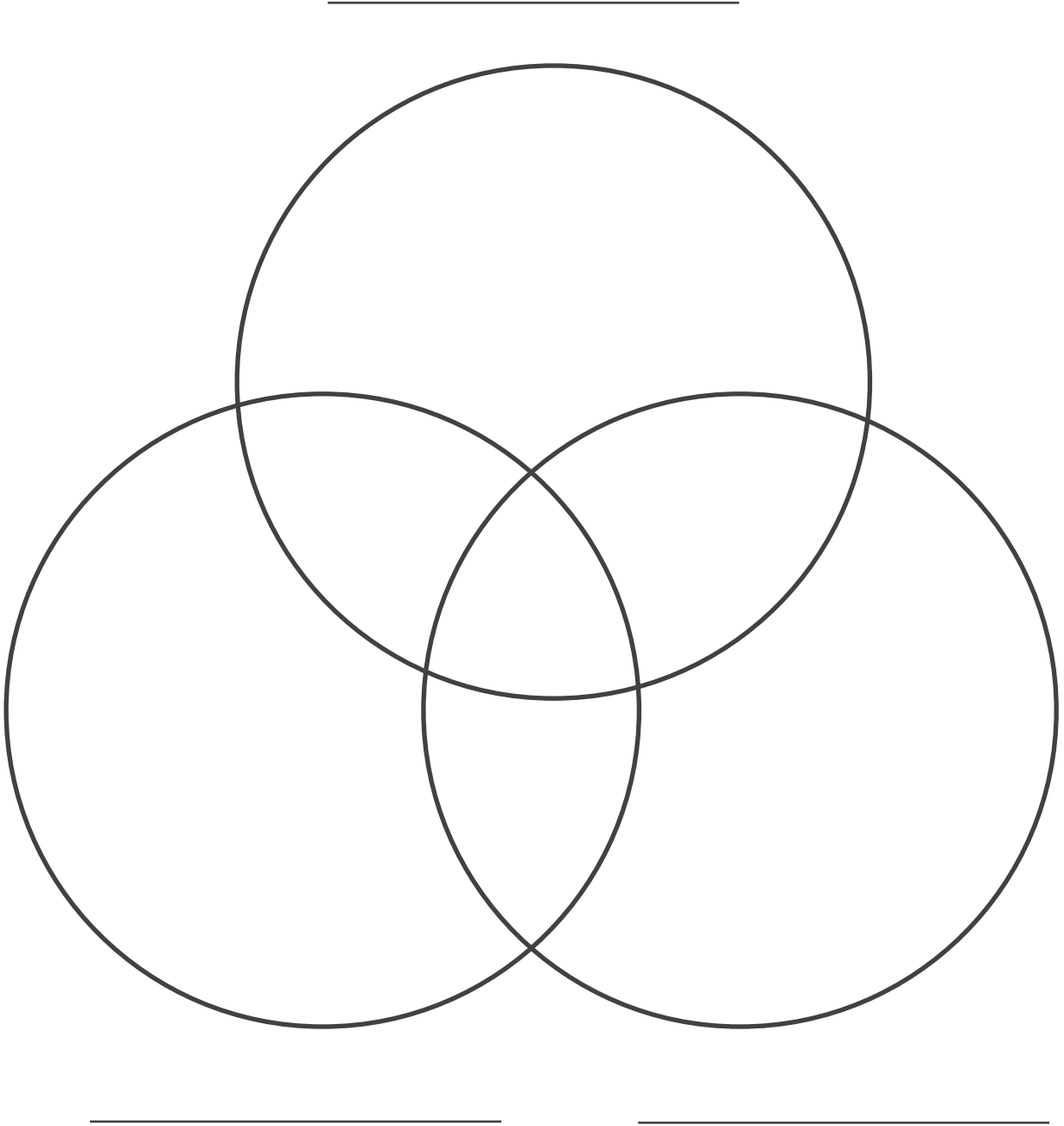
Set aside time to read to your child every day. Please refer to the list of books and other resources sent home with the previous family letter, recommending resources related to this domain. Be sure to talk about the characters, setting, and plot of these stories. You may also want to reread one that has been read at school.

NAME: _____

DATE: _____

8.1

Directions: Think about how "Little Red Riding Hood," "Hu Gu Po," and "Tselane" are similar and how they are different. Label each circle for each story. Type how they are alike in the overlapping part of the circles. Type how the stories are different in the parts of the circles that do not overlap.

































NAME: _____

DA.1

Assessment

DATE: _____

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Directions: Listen to your teacher's instructions.

NAME: _____

DA.2

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

General Manager K-8 ELA and SVP, Product

Alexandra Clarke

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Susan Lambert

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Elizabeth Wade, PhD, Director, Elementary ELA Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Kristen Kirchner, Content Writer

Christina Cox, Copy Editor

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Leslie Johnson, Associate Director, K-8 ELA

Zara Chaudhury, Associate Project Manager

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Paige Womack, Product Designer

Contributors

Bill Cheng

Nicole Galuszka

Ken Harney

Molly Hensley

David Herubin

Ian Horst

Sara Hunt

James Mendez-Hodes

Christopher Miller

Sheri Pineault

Diana Projansky

Todd Rawson

Jennifer Skelley

Julia Sverchuk

Elizabeth Thiers

Jeanne Thornton

Amanda Tolentino

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Carolyn Pinkerton
Scott Ritchie
Kelina Summers

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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.

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Knowledge 3

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Writers

Matt Davis, Rosie McCormick

Illustrators and Image Sources

PP.1 (1a, 4b, 6a): Gideon Kendall; PP.1 (1b, 3a): Barry Gott; PP.1 (2a, 3b, 6b): Kimberli Johnson; PP.1 (2b): Gail McIntosh; PP.1 (4a, 5b): Shari Griffiths; PP.1 (5a): Kristin Kwan; PP.2: Kristin Kwan; DA.1: Shutterstock; DA.2: Shutterstock

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