

**Grade 1**

**Knowledge 3** | Activity Book  
**Different Lands, Similar Stories**

Grade 1

Knowledge 3

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# **Different Lands, Similar Stories**

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**Activity Book**

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.1

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

<b>Somebody</b>	
<b>Wanted</b>	
<b>But</b>	
<b>So</b>	
<b>Then</b>	



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Dear Family Member,**

Today your student listened to “Cinderella,” a fairy tale that originated in France. Over the next few days, your student will hear fairy tales with similar themes that originated in Egypt and Ireland. Similarly, your student 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 student to increase your student’s awareness of the similarities and differences between this fairy tale and the stories that originated in Egypt and Ireland. Although your student will hear several fairy tales that share themes with “Cinderella,” there are many other variations in print. Tell or read to your student 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 student 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 student orally retell the story that they 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 student will talk about this saying and its meaning at school in relation to “Tom Thumb.” Talk with your student 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 student every day. Be sure to talk about the characters, setting, and plot of stories. You may also want to reread one that has been read at school.

Be sure to let your student know how much you enjoy hearing about what they have been learning at school.

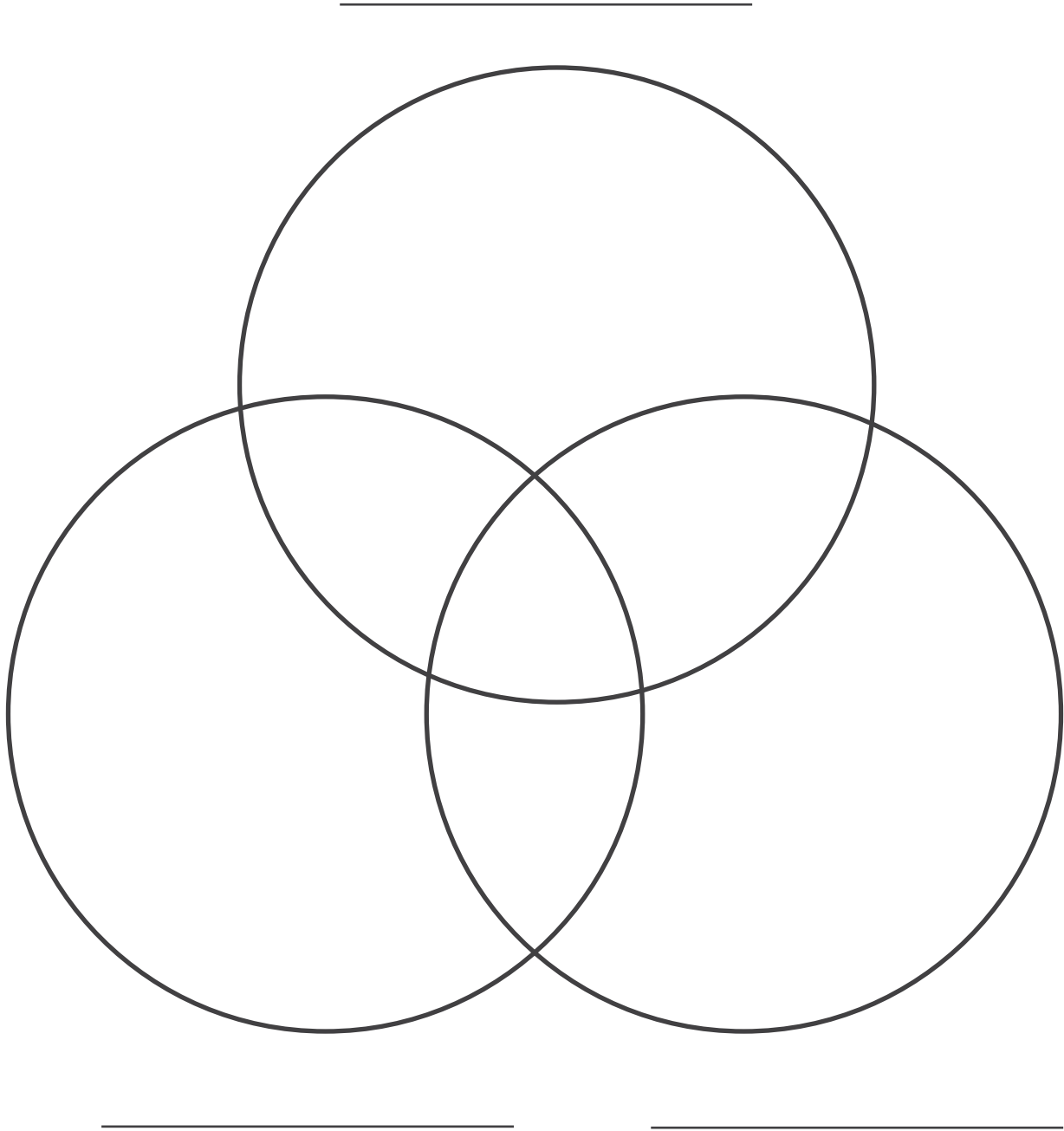
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.1

Activity Page

*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. Draw or write how they are alike in the overlapping part of the circles. Draw or write how the stories are different in the parts of the circles that do not overlap.*







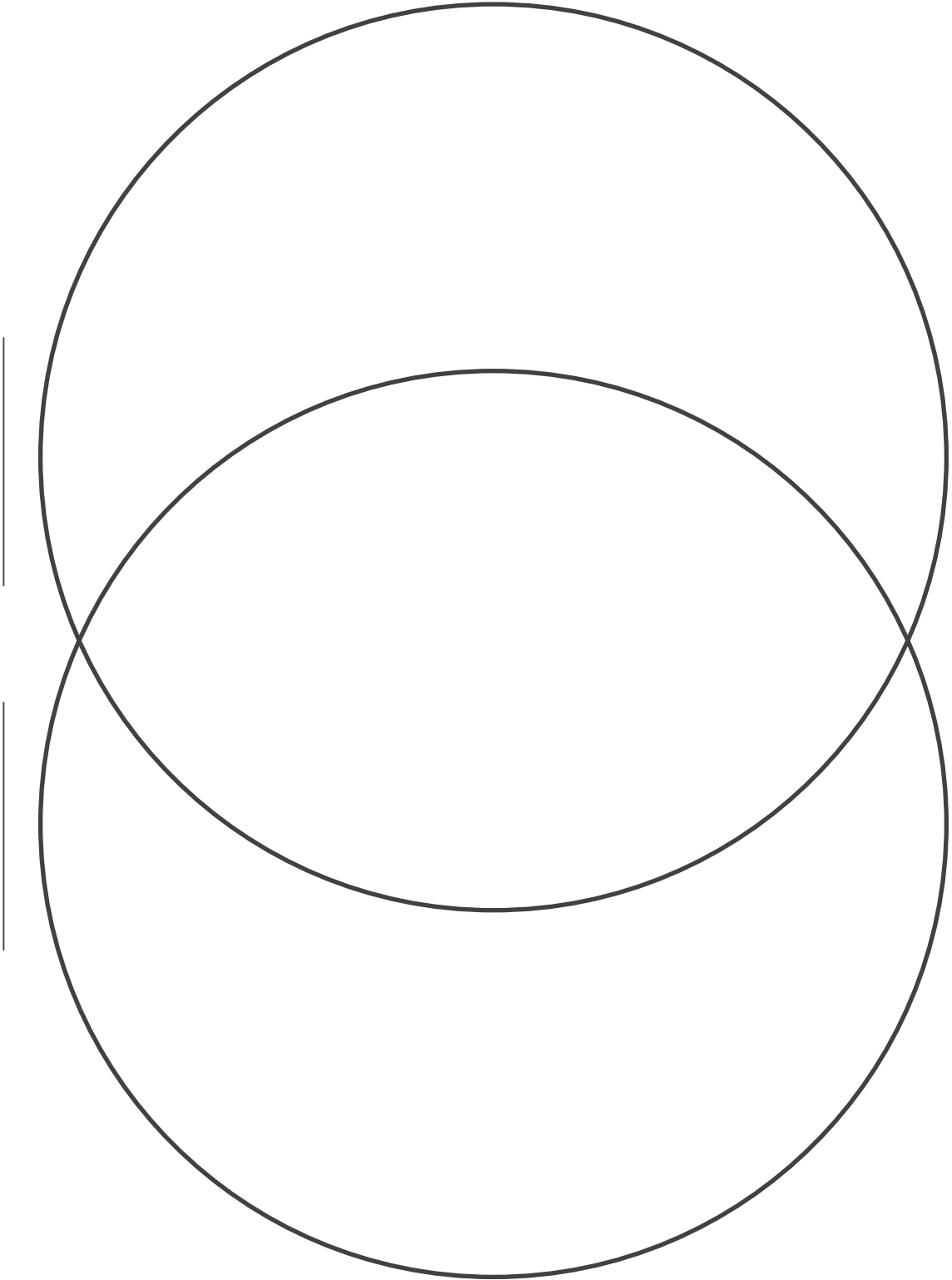
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DATE: \_\_\_\_\_

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. Draw or write how they are alike in the overlapping part of the circles. Draw or write 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. Circle the correct picture.

1.



2.



3.



4.



5.



6.



Knowledge 3



NAME: \_\_\_\_\_

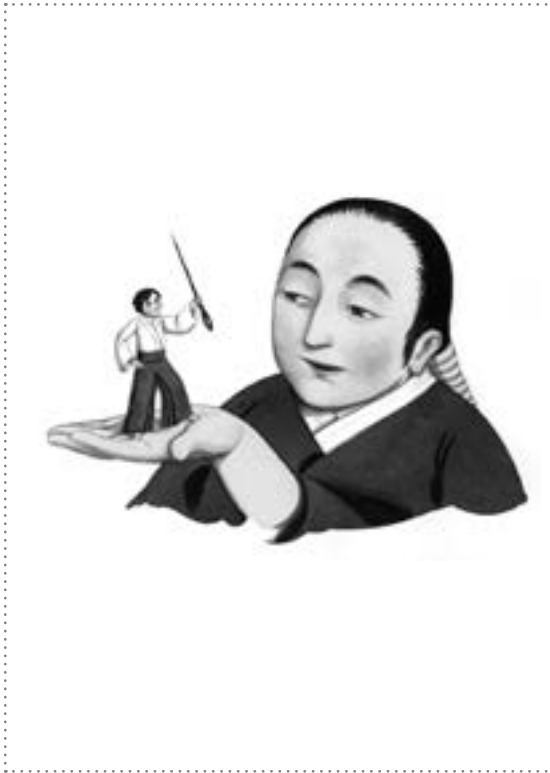
PP.2

Activity Page

DATE: \_\_\_\_\_



Directions: Cut out the four pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced, glue or tape the pictures on a piece of paper.



Knowledge 3



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Dear Family Member,**

Today your student listened to the folktale “Little Red Riding Hood,” which originated in Germany. Over the next several days, your student 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 student 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 student will hear a few folktales whose characters have similar adventures, there are many other variations in print. Tell or read to your student different versions of these folktales and talk about how the different versions are the same or different.

**3. Storytelling Time**

Have your student orally retell the story that they hear 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 student 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.

Be sure to let your student know how much you enjoy hearing about what they have been learning at school.



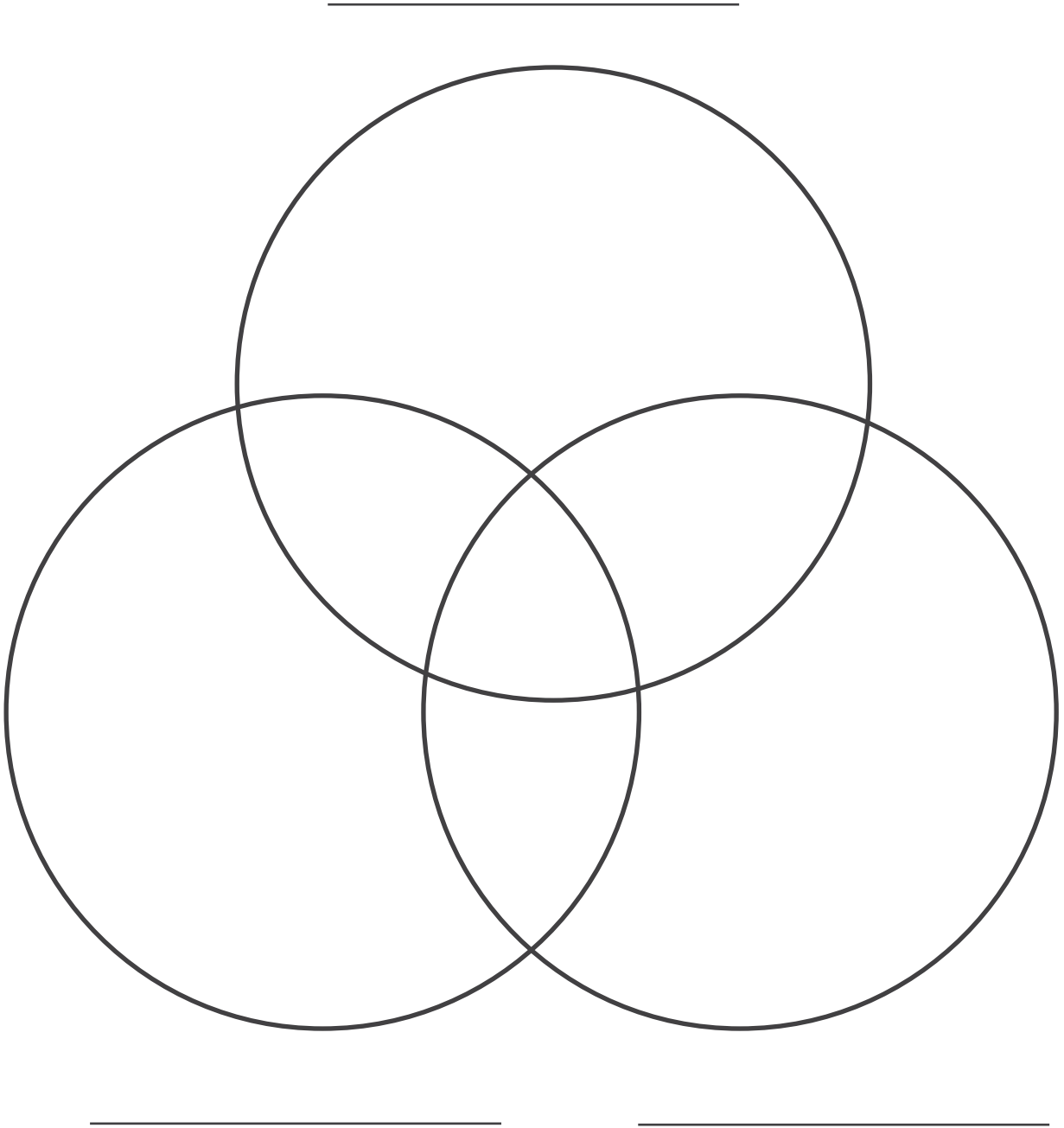


NAME: \_\_\_\_\_

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. Draw or write how they are alike in the overlapping part of the circles. Draw or write 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.



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.



10.



Directions: Listen to your teacher's instructions.



## General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

## Chief Academic Officer, Elementary Humanities

Susan Lambert

### Content and Editorial

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Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

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### Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

### Other Contributors

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Lilia Perez

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Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

### Product and Project Management

Stephanie Koleda

Tamara Morris

### Art, Design, and Production

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Raghav Arumugan

Dani Aviles

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Sherry Choi

Stuart Dalgo

Edel Ferri

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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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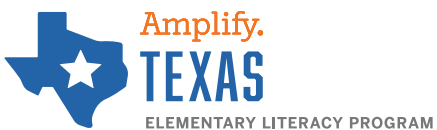
Matt Davis, Rosie McCormick

### Illustrators and Image Sources

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