

Grade 1

Knowledge 1 | Activity Book

Fables and Stories

Editable

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Editable Activity Book

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ISBN 978-1-64383-699-7

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Printed in Mexico

NAME: _____

1.1

DATE: _____

Title _____

Character(s)



Setting(s)



Directions: Use this story map to describe the characters, setting, plot, and lesson of the fable.

Plot	Beginning
	Middle
	End

Lesson

NAME: _____

DATE: _____

Dear Family Member,

Today your student listened to the well-known fable “The Boy Who Cried Wolf,” and learned that fables are short stories that teach a lesson that is called the moral of the story. Over the next several days, your student will also become familiar with the fables “The Maid and the Milk Pail,” “The Goose and the Golden Eggs,” “The Dog in the Manger,” “The Wolf in Sheep’s Clothing,” and “The Fox and the Grapes.” Some of these fables have animal characters that act like people (personification), which is another characteristic of fables.

Below are some suggestions for activities that you may do at home to continue enjoying the fables heard at school.

1. Character, Setting, and Plot

Talk with your student about the characters, setting, and plot of the fables. Ask questions about the fable such as, “Why did the shepherd boy play a prank and cry, ‘*Wolf! Wolf!*’?” Also, make personal connections to the fables with questions such as, “If you often don’t tell the truth, will people believe you when you are telling the truth?”

2. Illustrating Fables

Have your student draw or paint a picture of one of the fables and then tell you about it. Again, ask questions to keep your student talking about the fable. Another option is to create a three-part picture that shows the beginning, middle, and end of the fable.

3. Different Versions of Fables

Tell or read to your student different versions of a fable, and talk about how the different versions are the same and how they are different.

4. Sayings and Phrases: “A Wolf in Sheep’s Clothing” and “Sour Grapes”

Your student will learn about these phrases and their meanings. Once your student has heard the fable “The Wolf in Sheep’s Clothing,” reinforce that the saying “a wolf in sheep’s clothing” means that people are not always whom they appear to be on the outside. On the outside, the wolf looked like a sheep—but he was not. Explain that in the same way, a person can seem very nice on the outside, but may not actually be very nice on the inside. Once your student has heard the fable “The Fox and the Grapes,” reinforce that when he couldn’t reach the grapes, the fox said, “I didn’t want those old grapes

anyway. I'm sure they are sour." Explain that the phrase "sour grapes" describes when someone cannot get what they want, so they end up saying untrue things. Talk with your student about how these phrases apply to everyday situations.

5. Read Aloud Each Day

It is very important that you read to your student every day. The local library has fables and collections of fables that you can share with your student. At the end of this letter you will find a list of books and other relevant resources. Be sure to talk about the characteristics of each fable—they are short, they have a moral, they use personification—and how the moral applies to you and your student.

Let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

2.1

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: _____

Directions: Identify the correct image, based on the question your teacher asks and type right or wrong in the given boxes.



NAME: _____

DATE: _____

Directions: Identify the image that shows personification and type yes or no in the given boxes.



NAME: _____

DATE: _____

5.1

Activity Page

Knowledge 1

Directions: Choose the correct article, based on the question your teacher asks.

a

the

NAME: _____

DATE: _____

Directions: These three pictures show the beginning, middle, and end of "The Fox and the Grapes." Think about what is happening in each one. Identify the pictures in order to show the beginning, middle, and end of the fable. Type the correct order in the given boxes.



NAME: _____

DATE: _____

Directions: Type the number beside the picture of the fable that is being described.







NAME: _____

DATE: _____

Directions: Type the number beside the picture of the fable that is being described.







NAME: _____

PP.2

DATE: _____

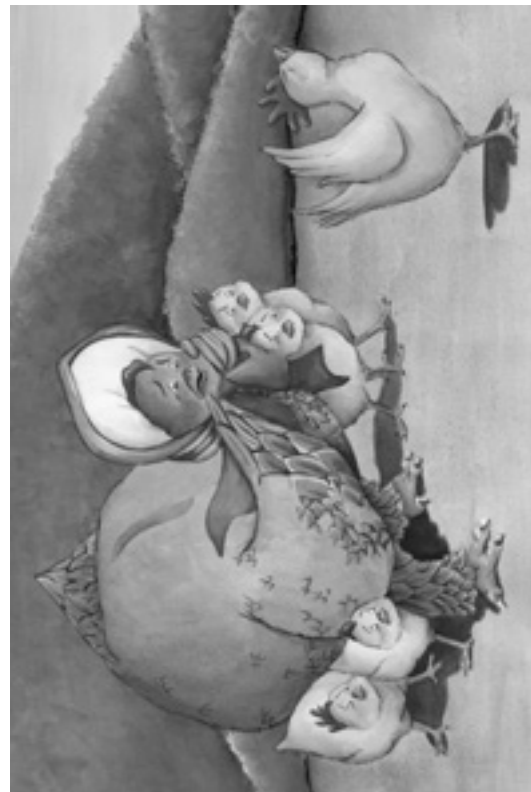
Somebody	
Wanted	
But	
So	
Then	

Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

Directions: These pictures show some important parts of the plot of "The Little Half-Chick (Medio Pollito)." Look at each picture and think about what is happening. Identify the correct sequence of events and type the correct order in the box given on each picture.



Directions: Identify the correct image based on the question your teacher asks and type right or wrong in the boxes given below the images.

NAME: _____

DATE: _____



NAME: _____

DATE: _____

Dear Family Member,

We have finished the fables section of the *Fables and Stories* domain and are now listening to and discussing longer fictional stories. Today your student heard “The Little Half-Chick (Medio Pollito),” a Hispanic folktale. Over the next several days, your student will also become familiar with “The Crowded, Noisy House,” “The Tale of Peter Rabbit,” and “All Stories are Anansi’s.”

Below are some suggestions for activities that you may do at home to continue enjoying the stories heard at school.

1. Storytelling Time

Have your student orally retell the story that they heard at school each day.

2. Character, Setting, and Plot

Talk with your student about the characters, setting, and plot of the stories. Ask questions about the story such as, “How did Peter Rabbit get into mischief?” Also, make personal connections to the stories with questions such as, “Have you ever gotten into mischief?”

3. Illustrating Stories

Have your student draw or paint a picture of one of the stories and then tell you about it. Again, ask questions to keep your student talking about the story. Another option is to create a three-part picture that shows the beginning, middle, and end of the story.

4. Sayings and Phrases: “Do Unto Others as You Would Have Them Do Unto You”

Your student has talked about this saying and its meaning at school. Talk with your student again about the meaning and ways to follow this saying. Find opportunities to compliment your student for following this proverb.

5. Read Aloud Each Day

It is very important that you read to your student every day. The local library has folktales and collections of folktales that you can share with your student. Refer to the list of books and other relevant resources that was sent home with the previous family letter.

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.

Remember to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

8.1

Title _____

Character(s)



Setting(s)



Beginning

Middle

End

Plot

Lesson

Directions: Use this story map to describe the characters, setting, plot, and lesson of the fable.

NAME: _____

DATE: _____

9.1

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

NAME: _____

DR.1

Activity Page

DATE: _____

Title _____

Character(s)



Setting(s)





























Plot	Beginning
	Middle
	End

Lesson

NAME: _____

DATE: _____

















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

Directions: Listen to your teacher's instructions.

NAME: _____

DA.2

DATE: _____

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

Directions: Listen to your teacher's instructions.

NAME: _____

DA.3

Activity Page

DATE: _____

Knowledge 1

Directions: Type the number that the teacher says beside the picture of the fable or story that is being described.







NAME: _____

DATE: _____

Directions: Type the number that the teacher says beside the picture of the fable or story that is being described.







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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.

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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.

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ISBN 9781643836997



9 781643 836997