

Grade 1

Knowledge 3 | Activity Book

**Different Lands, Similar Stories**

Editable

Grade 1

Knowledge 3

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# **Different Lands, Similar Stories**

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**Editable 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.

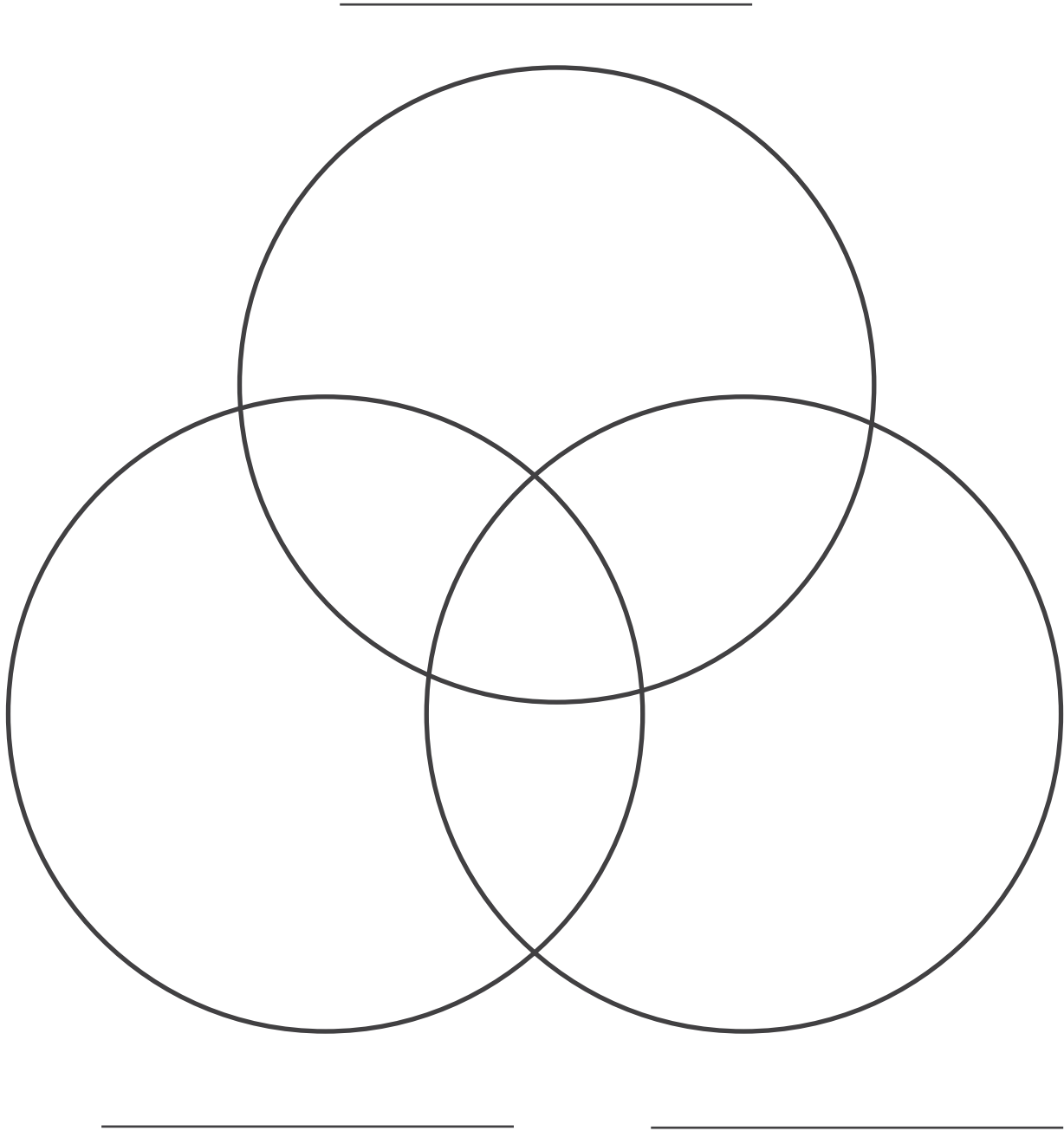
Be sure to let your student know how much you enjoy hearing about what they have been learning at school.

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

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

3.1

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.

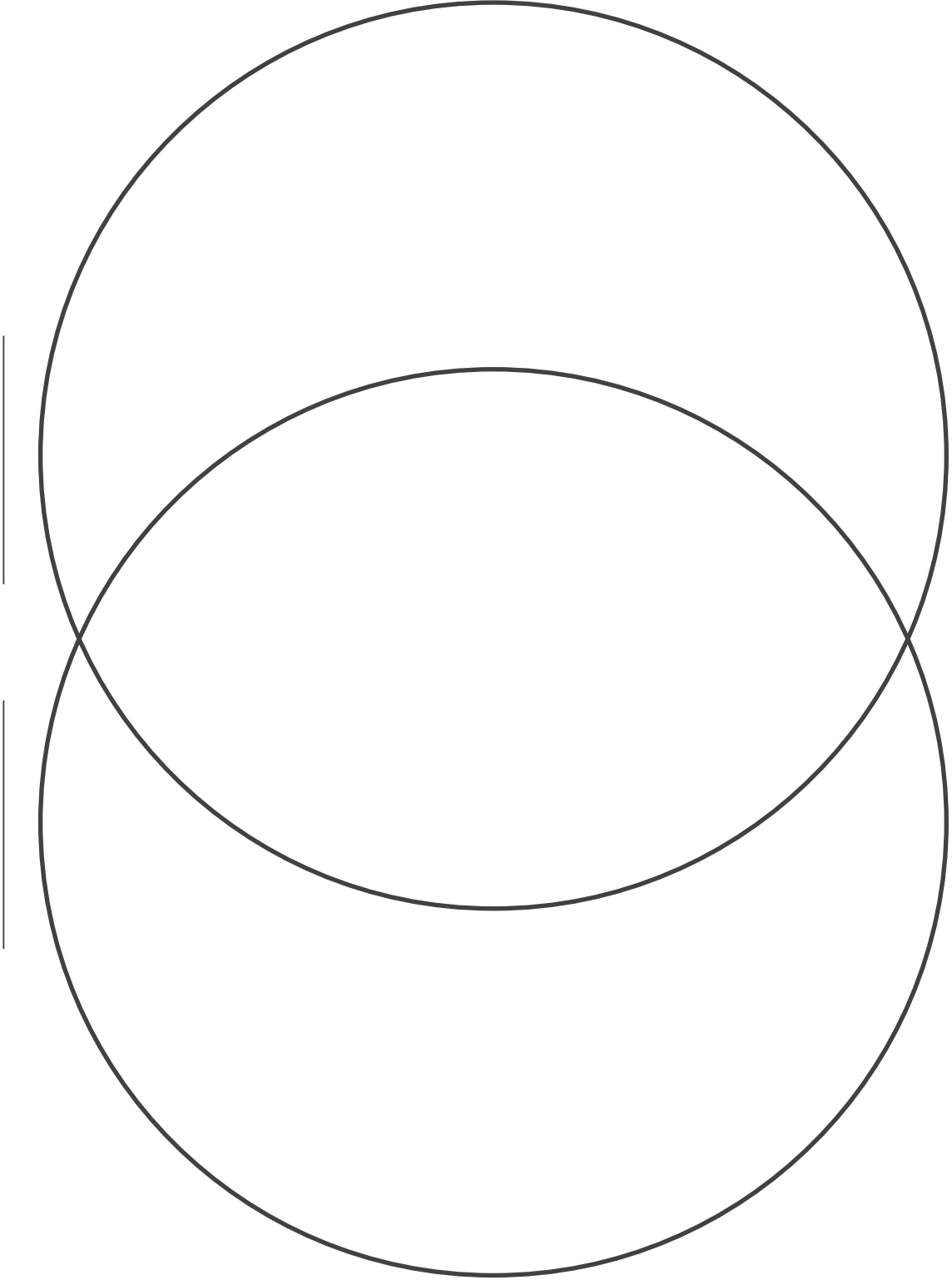


NAME: \_\_\_\_\_

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

5.1

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.



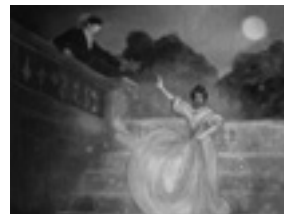
3.



4.



5.



6.



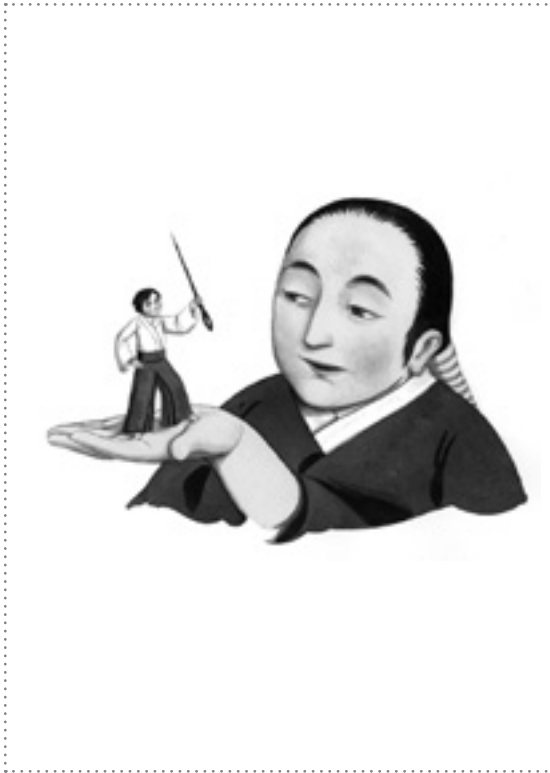
NAME: \_\_\_\_\_

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: \_\_\_\_\_

7.1

Take-Home

## 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.

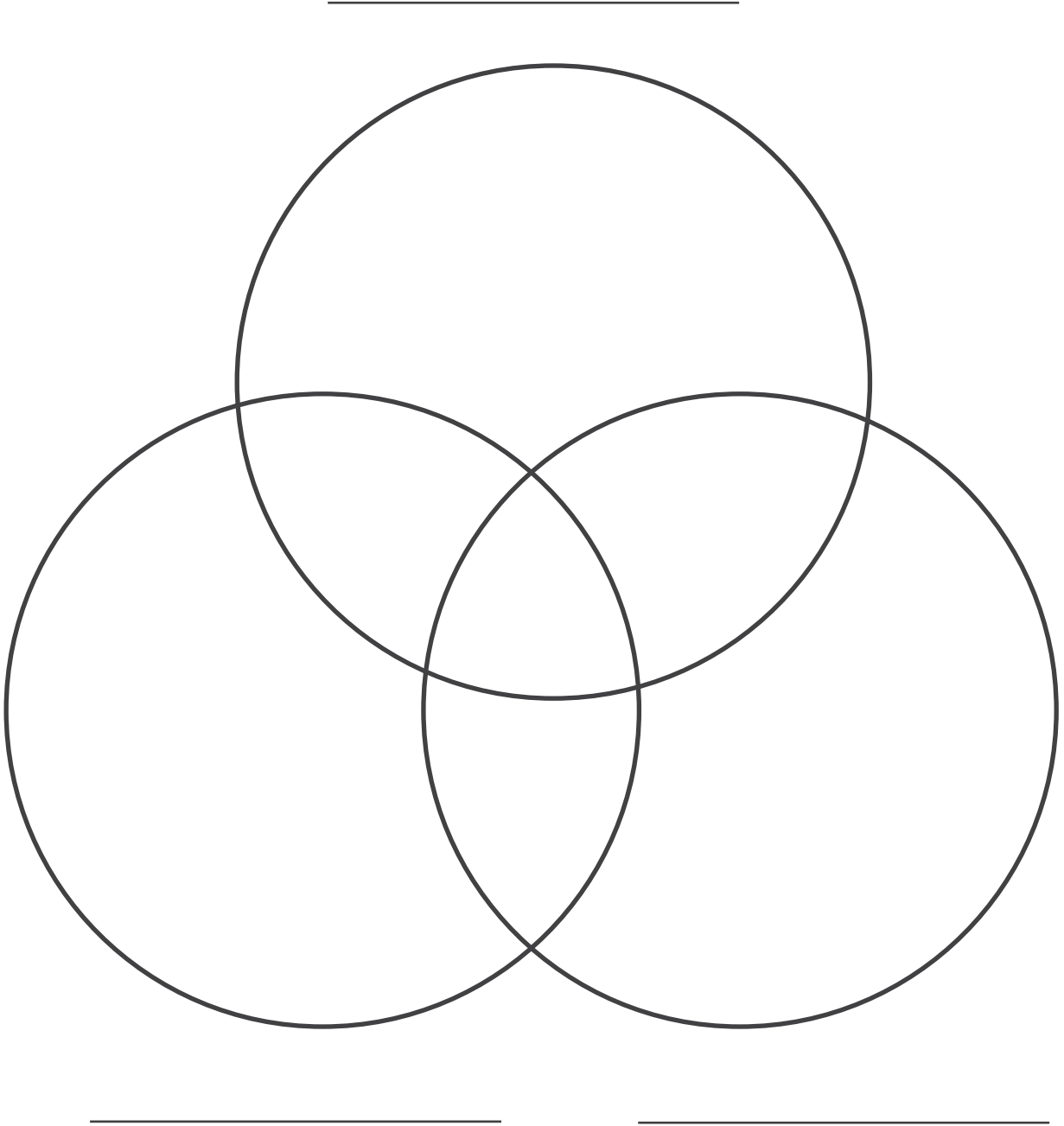
Set aside time to read to your student every day. Be sure to talk about the characters, setting, and plot of these stories. You may also want to reread one that has been read at school.

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.

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**Schools**

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## Knowledge 3

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