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TEXAS

ELEMENTARY LITERACY PROGRAM

Grade 1

KNOWLEDGE 3

Different Lands, Similar Stories:
Tales Around the World

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 stories. You may also want to reread one that has been read at school.

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

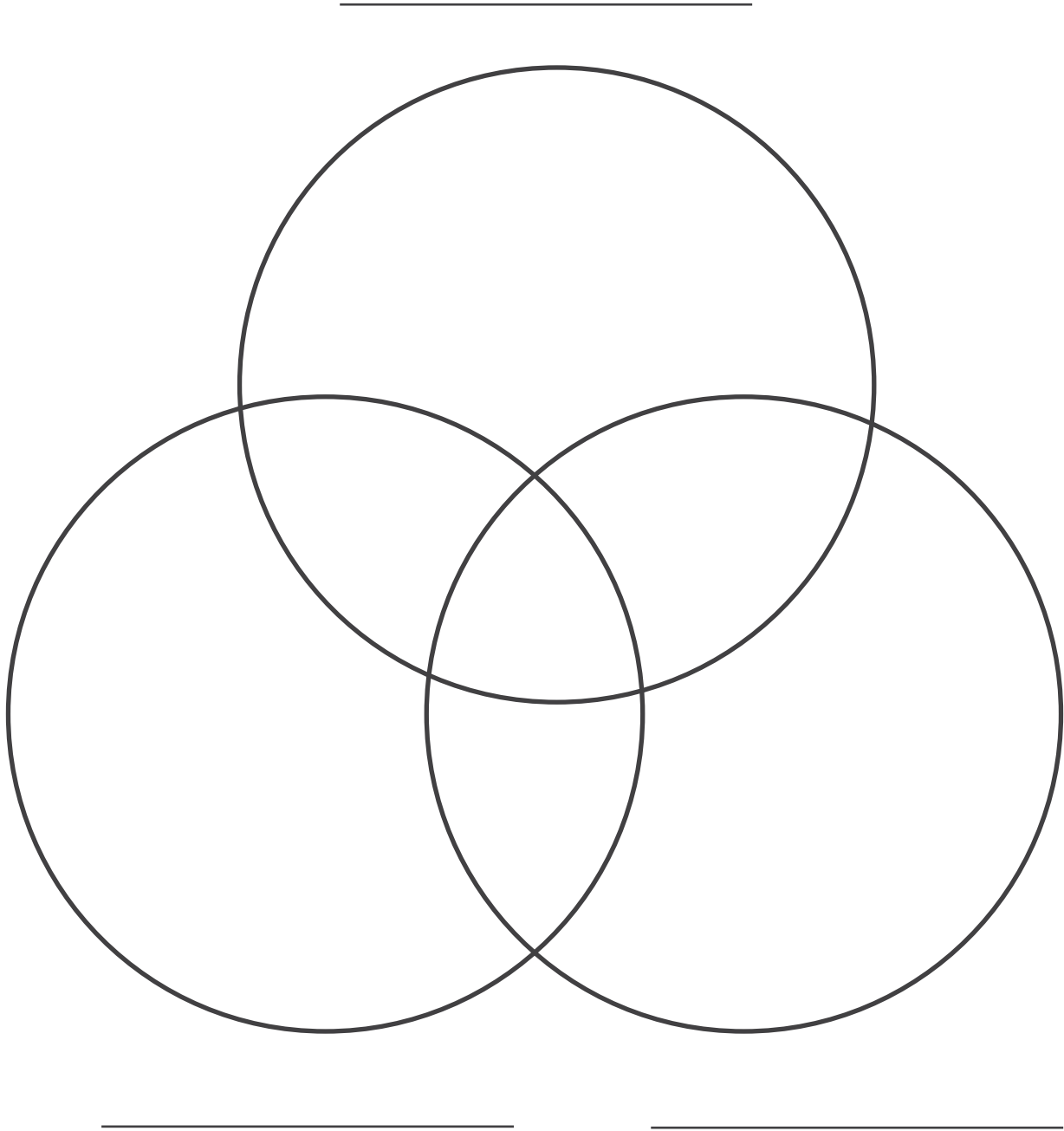
NAME: _____

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.

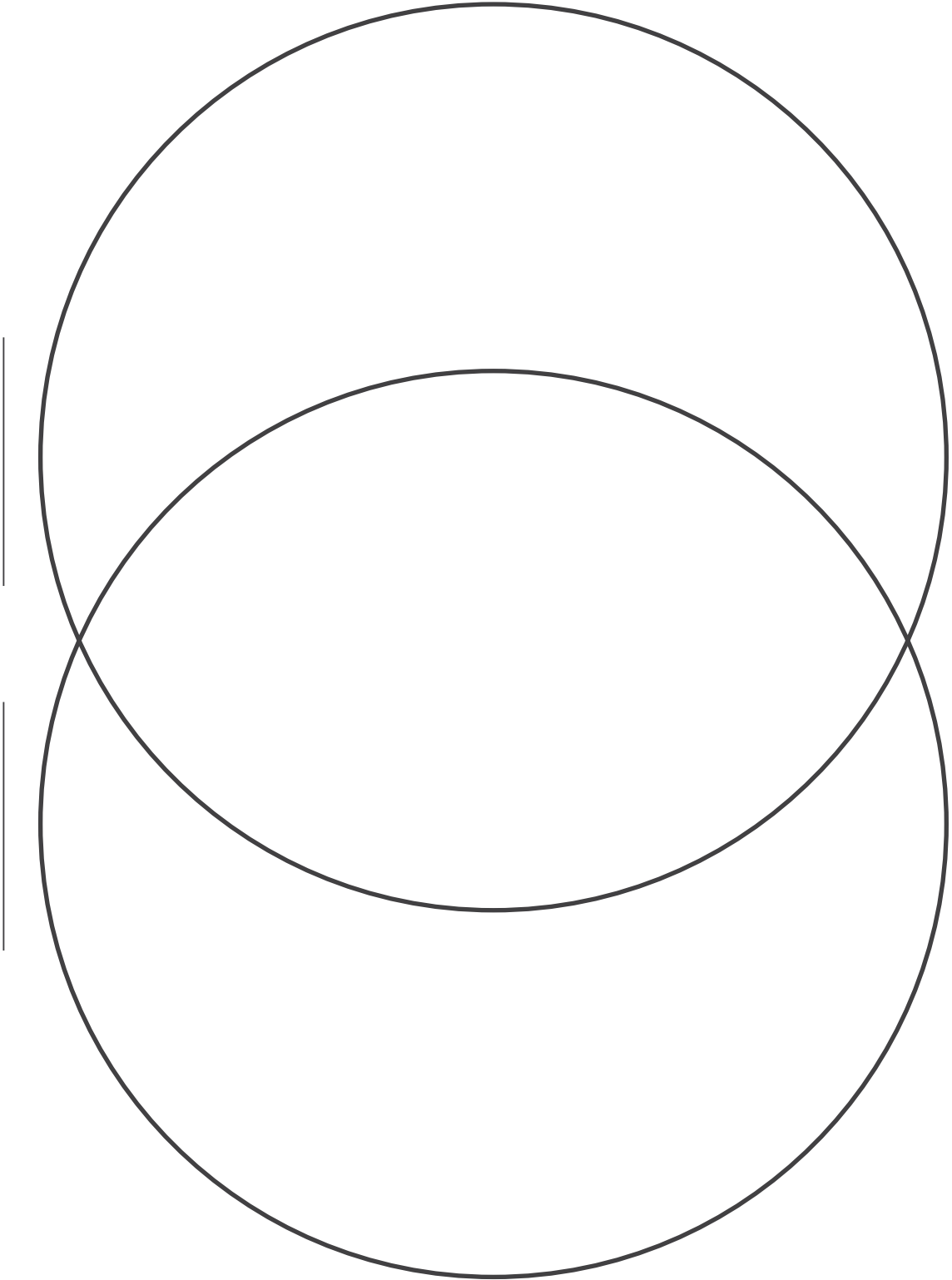


NAME: _____

DATE: _____

5.1

Directions: Think about how "Tom Thumb" and "Thumbelina" are similar and how they are different. Label each circle for each story. 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: _____

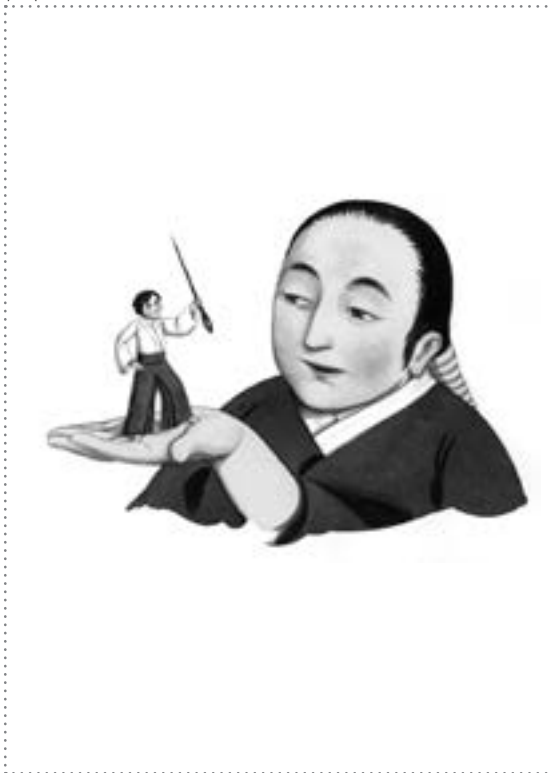
PP.2

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 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. 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.

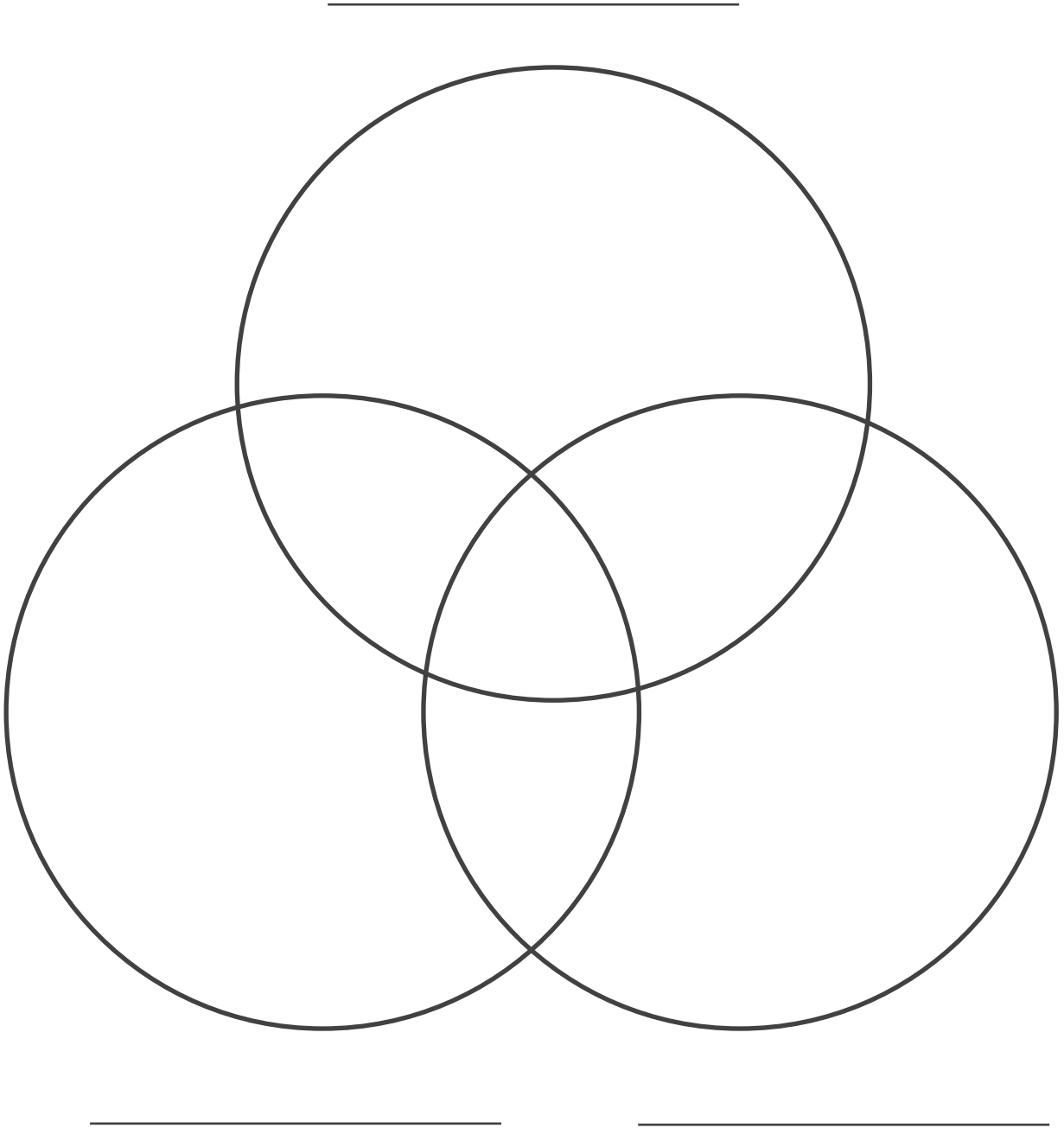
Be sure to let your child know how much you enjoy hearing about what s/he has been learning at school.

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.

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Knowledge 3

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