



Amplify.

TEXAS

ELEMENTARY LITERACY PROGRAM

Kindergarten

**KNOWLEDGE 3**

Stories: Fairy Tales and Folktales

**ACTIVITY BOOK**

Kindergarten

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# **Knowledge 3**

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**Activity Book**

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Knowledge 3

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**Stories:**  
Fairy Tales and Folktales

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

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

1.1

Directions: Cut out the three pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue the pictures onto a piece of paper.





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

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

**Dear Family Member,**

Over the next several days, your child will be learning about classic stories including:

- “Chicken Little”
- “The Three Little Pigs”
- “The Three Billy Goats Gruff”
- “The Wolf and the Seven Little Kids”
- “The Bremen Town Musicians”

Your child will also learn the terms *setting*, *plot*, and *character* and will use them to talk about the stories s/he will hear. Below are some suggestions for activities that you may do at home to continue to enjoy stories with your child.

**1. Words to Use**

Below is a list of some of the words that your child will use and learn about from the stories. Try to use these words as they come up in everyday speech with your child.

- *sly*—The sly cat waited for the mouse to look for the cheese.
- *blazing*—Don’t look at the blazing hot sun; it will burn your eyes.
- *perched*—Look at that bird perched on the edge of the branch.

**2. Character Illustration**

Have your child draw a picture of his/her favorite character from a book or story s/he has heard recently. Then have your child explain to you why this character is his or her favorite character.

**3. Theater at Home**

Encourage your child to retell stories from school. Then, have family members help perform the stories.

**4. Read Aloud Each Day**

Set aside time to read to your child every day. The local library has many story collections for you to share with your child.





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

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

2.1

Activity Page

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





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

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

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





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

PP.1

Assessment

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.





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

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

**Dear Family Member,**

Over the next several days, your child will enjoy more classic stories including:

- “Momotaro, Peach Boy”
- “The Story of Jumping Mouse”
- “Goldilocks and the Three Bears”
- “Tug-of-War”

Next, your child will review the terms *setting*, *plot*, and *character* which s/he has been using to talk about the stories s/he has heard. Below are some suggestions for activities that you may do at home to continue to enjoy stories with your child.

**1. Words to Use**

Below is a list of some of the words that your child will be using and learning about from the stories. Try to use these words as they come up in everyday speech with your child.

- *perilous*—That path looks perilous; let’s take a different one.
- *misused*—This hairbrush was misused when someone tried to clean the carpet with it.
- *foolishness*—It was pure foolishness to go outside in the cold without a coat.

**2. Setting, Characters, Plot Illustration**

Have your child draw a picture of the setting of his/her favorite story s/he heard recently. Then have your child draw the characters from the story on the same page. Finally, have your child describe the plot or events in the story.

**3. Theater at Home**

Encourage your child to retell stories from school. Then, have family members help perform the stories.

**4. Tug-of-War**

Play a game of Tug-of-War with your child. Be sure to explain to him or her how the game is won. Relate the game to the story “Tug-of-War” that your child heard in school. Ask your child to describe the plot of the story and who won the tug-of-war in the story.



## **5. Read Aloud Each Day**

It is very important that you read to your child every day. The local library has many story collections for you to share with your child. Please refer to the list of books sent home with the previous family letter, recommending resources related to these stories.

## **6. Sayings and Phrases: Do Unto Others As You Would Have Them Do Unto You**

Your child will also learn the well-known saying, “do unto others as you would have them do unto you.” See if you can find times throughout the day to have your child reflect on this saying.

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

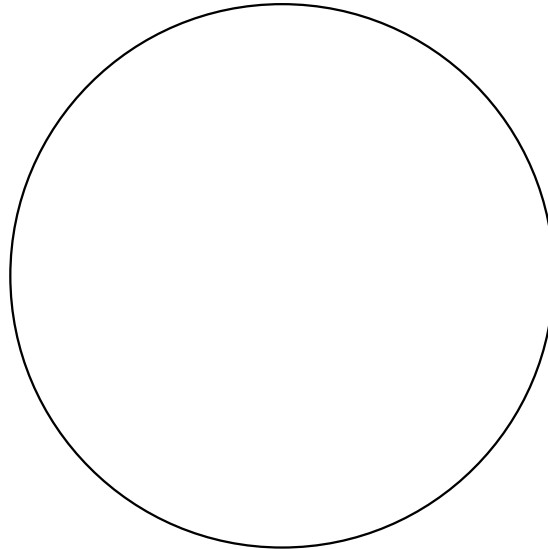
DATE: \_\_\_\_\_

9.1

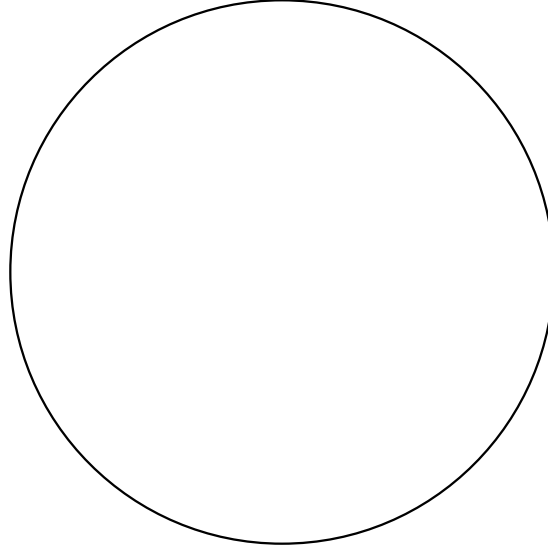
Activity Page

Directions: Listen to the teacher's instructions. Draw a picture in each circle as instructed.

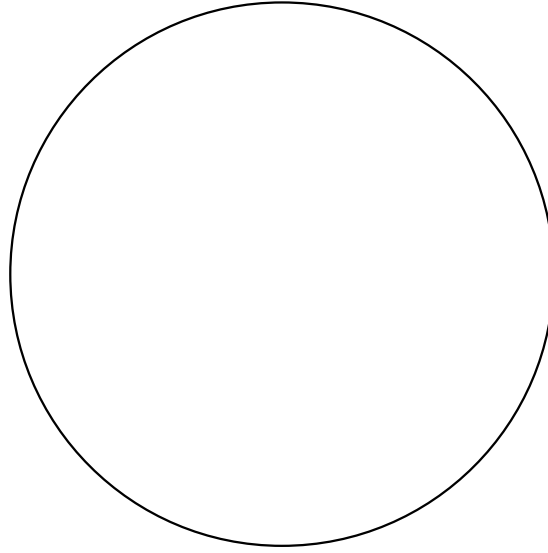
**Character**



**Setting**



**Plot**

























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

DA.1

Assessment

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

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

11.



12.



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

DA.2

Assessment

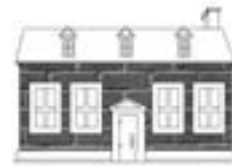
DATE: \_\_\_\_\_

Directions: Listen to the teacher's instructions. Next, look at the three pictures in the row and find the one that answers the question. Circle the correct picture.

1.



2.



3.



4.



5.



6.



7.



8.



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

DA.3

Assessment

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



Directions: Draw a line from the characters on the left to their story settings on the right.





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