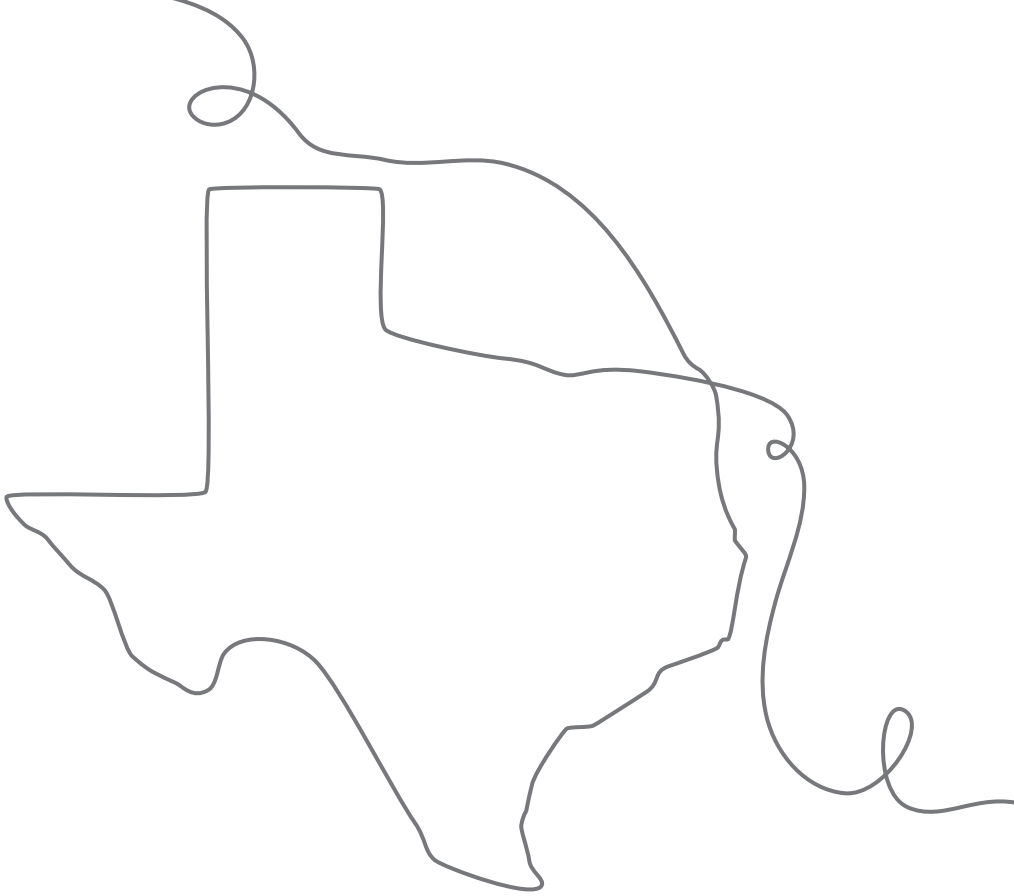

Grade 1

Knowledge 1

Reading
Language Arts

ACTIVITY BOOK

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Knowledge 1

Fables and Stories

NAME: _____

DATE: _____

1.1 **Activity Page**

Title _____

Character(s)

Setting(s)

Plot

Beginning

Middle

End

Lesson

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

NAME: _____

DATE: _____

Dear Family Member,

Today, your child 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 child 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 child 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 child draw or paint a picture of one of the fables and then tell you about it. Again, ask questions to keep your child 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 child 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 child will learn about these phrases and their meanings. Once your child 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 child 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 he or she wants, so he or she ends up saying untrue things. Talk with your child about how these phrases apply to everyday situations.

5. Read Aloud Each Day

It is very important that you read to your child every day. The local library has fables and collections of fables that you can share with your child. 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 child.

Let your child know how much you enjoy hearing about what he or she has learned at school.

NAME: _____

DATE: _____

2.1 **Activity Page**

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: Circle the correct image, based on the question your teacher asks.

NAME: _____

DATE: _____

Directions: Circle the image that shows personification.

NAME: _____

DATE: _____

5.1 **Activity Page**

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." Cut out the three pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the fable. Glue or tape them in the correct order on a piece of paper.

NAME: _____

DATE: _____

PP.1 **Assessment**

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

_____

_____

_____

NAME: _____

DATE: _____

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

_____

_____

_____

NAME: _____

DATE: _____

PP.2 **Assessment**

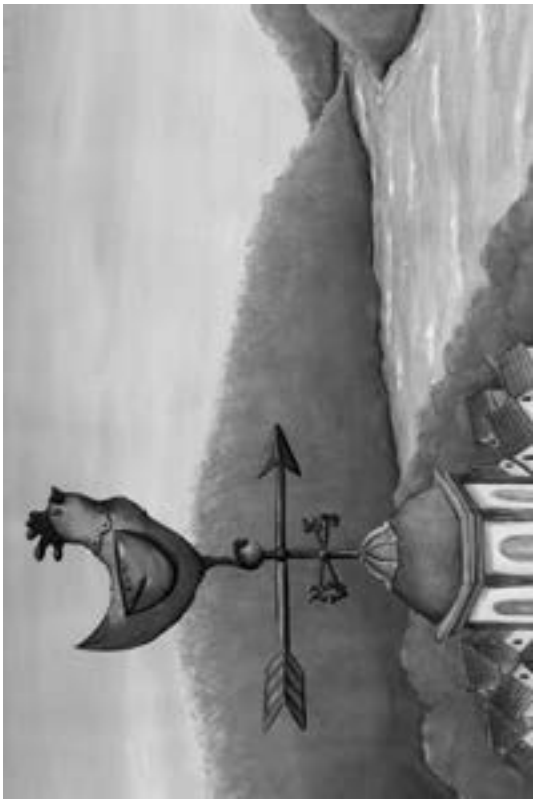
Somebody	
Wanted	
But	
So	
Then	

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. Cut out the pictures and put them in order to show the correct sequence of events. When you are sure that you have them in the correct order, glue or tape them on a separate sheet of paper in the correct order.

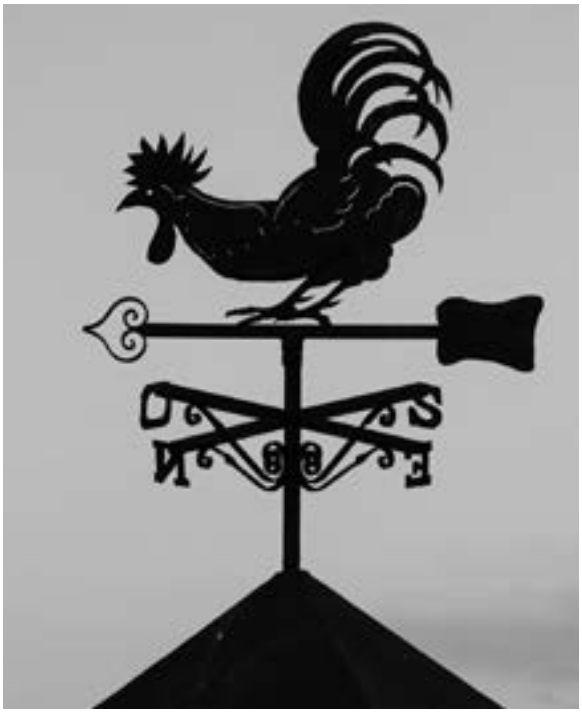


NAME: _____

DATE: _____

7.2 **Activity Page**

Directions: Circle the correct image based on the question your teacher asks.



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 child heard "The Little Half-Chick (Medio Pollito)," a Hispanic folktale. Over the next several days, s/he 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 child orally retell the story that s/he heard at school each day.

2. Character, Setting, and Plot

Talk with your child 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 child draw or paint a picture of one of the stories and then tell you about it. Again, ask questions to keep your child 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 child has talked about this saying and its meaning at school. Talk with your child again about the meaning and ways to follow this saying. Find opportunities to compliment your child for following this proverb.

5. Read Aloud Each Day

It is very important that you read to your child every day. The local library has folktales and collections of folktales that you can share with your child.

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 child know how much you enjoy hearing about what s/he has learned at school.

NAME: _____

DATE: _____

8.1 **Activity Page**

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

Title _____

Character(s)

Setting(s)

Plot

Beginning

Middle

End

Lesson

NAME: _____

DATE: _____

9.1 **Activity Page**

Somebody	
Wanted	
But	
So	
Then	

NAME: _____

DATE: _____

DR.1 Assessment

Title _____

Character(s)

Setting(s)

Plot

Beginning

Middle

End

Lesson

NAME: _____

DATE: _____

DA.1 Assessment

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

Directions: Listen to your teacher's instructions.

11.		
12.		
13.		

NAME: _____

DATE: _____

DA.2

Assessment

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

Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

DA.3 Assessment

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

_____

_____

_____

NAME: _____

DATE: _____

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

_____

_____

_____

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Knowledge 1

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