

Grade 1

Knowledge 1

Take-Home Pages

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Knowledge 1

The Moral of the Story: Fables and Tales

NAME: _____

DATE: _____

1.2

Take-Home

Dear Caregiver,

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 (anthropomorphism), 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 who 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

Reading to your student every day is very beneficial to their literacy development. The local library has fables and collections of fables that you can share with your student. Be sure to talk about the characteristics of each fable—they are short, they have a moral, they use anthropomorphism—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: _____

7.3

Take-Home

Dear Caregiver,

We have finished the fables section of the *The Moral of the Story: Fables and Tales* 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, they 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

Reading to your student every day is very beneficial to their literacy development. The local library has folktales and collections of folktales that you can share with your student.

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.

Acknowledgements

We are grateful to the many contributors to CKLA over the years, including:

AmplifyCKLA

Amplify staff and contributors, who have worked on this edition of CKLA as well as prior editions of CKLA. This product reflects their expertise, passion, and dedication.



The Core Knowledge Foundation, which developed the first edition of CKLA over many years. This includes Core Knowledge Foundation staff as well as countless contributors, educators, and students who field-tested CKLA and provided invaluable feedback in its development.



Educators across the country who have provided essential feedback on previous editions of CKLA, helping us to make the program better for teachers and students.

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