

Grade 2

Knowledge 1

Take-Home Pages

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Knowledge 1

Fortunes and Feats: Fairy Tales and Tall Tales

NAME: _____

DATE: _____

1.1

Take-Home

Dear Caregiver,

Today, your student heard the fairy tale “The Fisherman and His Wife,” a story about a man who catches a magic fish that grants the fisherman’s wife several wishes. In the coming days your student will hear two more fairy tales: “The Emperor’s New Clothes” and “Beauty and the Beast.” Below are some suggestions for activities that you may do at home to reinforce what your student is learning about fairy tales.

1. “The Fisherman and His Wife”

Have your student share what they remember about the fairy tale “The Fisherman and His Wife.” (A fisherman catches a fish in the sea; the fish tells the man he is actually an enchanted prince who has been turned into a fish; the fisherman throws the fish back; the fisherman’s wife asks why he didn’t first ask the fish for a wish and sends him back to ask for several wishes; finally, the wife asks for too many things and the fish leaves them with what they had at the beginning of the story.) As your student shares what they remember, fill in any gaps in the plot, and ask your student if they think there is a lesson to be learned from this fairy tale.

2. Draw and Write

Have your student draw and write a scene from any of the fairy tales they have heard (“The Fisherman and His Wife,” “The Emperor’s New Clothes,” and “Beauty and the Beast”). Then have them share their drawing and writing with you. Ask questions to keep your student using the vocabulary learned at school (see back of page).

3. “The Emperor’s New Clothes”

Ask your student to retell the fairy tale “The Emperor’s New Clothes.” (An emperor finds great pleasure in dressing in different outfits; a strange weaver and tailor arrive and tell him they can make magical clothes, clothes only clever people can see; the emperor believes their story and hires them; everyone lies and says they can see the clothes in order to appear clever; a student finally states the truth.) Ask your student what they liked most about this fairy tale and if they think there is a lesson to be learned from this story.

4. Sayings and Phrases: “Better Late Than Never”

Your student will learn the saying “better late than never” in relation to the fairy tale “Beauty and the Beast.” Ask your student how this saying relates to the fairy tale. (Beauty left the palace of the beast and returned home to her father and sisters in order to say good-bye to them and the life she had known. The beast told her to come back in one month, but Beauty could not bring herself to say good-bye to her father. It wasn’t until Beauty had a terrible dream about the beast that she returned to his palace. When Beauty found the beast, she was almost too late, but she arrived there just in time to revive him with her tears.) Talk with your student about other situations where one might use the saying “better late than never.”

5. Words to Use

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

- *enchanted*—The fisherman caught an enchanted fish that was able to grant him wishes.
- *admired*—The emperor admired himself in the mirror as he tried on his new clothes.
- *fearsome*—Beauty was terrified when she first laid eyes on the fearsome beast.
- *curious*—The beast told Beauty of all the curious events in the palace and how he was changed from a prince to a beast.

6. Read Aloud Each Day

Reading to your student every day is very beneficial to their literacy development.

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

NAME: _____

DATE: _____

5.1

Take-Home

Dear Caregiver,

Today, your student heard the tall tale “Paul Bunyan,” a story about a fictional logger on the American frontier. Over the next few days, your student will hear three more tall tales about other larger-than-life characters on the American frontier—Pecos Bill, John Henry, and Casey Jones. Each tall tale will expose your student to the use of exaggeration. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about tall tales.

1. Telling a Tall Tale

Ask your student what elements make a tall tale. (larger-than-life characters; exaggerations; amazing childhoods; unbelievable adventures; inventions of things in nature; humor) Ask your student to retell a tall tale. Then create your own tall tale with your student, asking them what kinds of characters and settings you will need. Ask them to provide ideas for your larger-than-life character’s adventures.

2. Exaggerations

Have your student share some of the exaggerations they have heard from the tall tales. (Paul Bunyan made the Mississippi River and dug the Grand Canyon; Casey Jones drove a train and was known for always being on time; Pecos Bill rode a mountain lion and squeezed the meanness out of a rattlesnake; John Henry was born with a hammer in his hand and could swing a ten-pound hammer all day without getting tired.) Share with your student any literary exaggerations you know of.

3. Draw and Write

Have your student draw and write about what they have learned about any of the tall tale characters—Paul Bunyan, Pecos Bill, John Henry, or Casey Jones—and then have them share their drawing and writing with you. Ask questions to keep your student using the vocabulary learned at school.

4. Song: “The Ballad of John Henry”

Find a recording of “The Ballad of John Henry” from the public library or on the Internet, and listen to it with your student. As you listen, have your student explain the tall tale of John Henry in their own words.

5. Words to Use

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

- *legendary*—Paul Bunyan was a legendary figure among real lumbermen on the frontier.
- *feat*—Tall tale characters always have adventures where they accomplish one amazing feat after another.
- *admiration*—Pecos Bill had a great deal of admiration for his horse, Lightning.
- *tamed*—Manuel tamed the wild horse so that he could ride it.

6. Read Aloud Each Day

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