Classic Tales
Activity Pages
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Writers
How Turtle Cracked His Shell adapted by Rosie McCormick
from How the Turtle Flew South for the Winter by Joseph Bruchac courtesy of Fulcrum Publishing, Inc.

All other stories adapted and retold by Rosie McCormick, Linda Bevilacqua, and Susan Hitchcock

Images
Barbara L. Gibson
1A-1 (Top); 1A-4; 2A-1 (Front bottom left); 2B-1 (city house); 2B-1 (country house); 2B-1 (fancy food); 2B-2; 2B-3; 3A-1; 3A-3; 3B-1; 3B-2; 3B-3; 3B-4; 3B-5; 4A-2; 4B-1; 4B-2; 5A-1; 5B-1; 6A-1; 6A-3; 6B-1; 6B-2; 6B-3; 7A-1; 7A-3; 7A-4; 7B-1; 7B-2; 8A-1 (Front middle); 8A-2; 8B-1 (Bottom right); 9A-1; 9A-2 (Front left); 9A-2 (Front 2 bottom left); 10A-1; 10A-2; 10A-4

Gail McIntosh
1A-3; 1B-1; 2A-1 (Front top left); 2A-1 (Front top right); 2A-1 (Front bottom right); 2A-1 (Back); 2B-1 (fancy clothes); 2B-1 (plain clothes); 2B-1 (simple food); 2B-1 (city mouse); 2B-1 (country mouse); 3A-2; 4A-1; 6A-2; 7A-2; 8A-1 (Front top); 8A-1 (Front bottom); 8A-1 (Back); 8B-1 (Top left); 8B-1 (Top right); 8B-1 (Bottom left); 9A-2 (Front right); 9A-2 (Back); 9A-2 (Front 2); 10A-3

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The Lion and the Mouse

**Directions:** Slide your finger under the words on this page as you read them. Remind students of the title of the story and the characters. Have students color the pictures of each character. Then, help students think of a sentence about one of the characters and write the sentence beside the character.

POSSIBLE WORDS: Lion: large, great, sleepy, grumpy, angry, grateful. Mouse: little, tiny, scared, grateful, brave.
Dear Family Member,

Do you fondly remember the stories you asked to hear over and over again when you were a child? Stories like "Goldilocks and the Three Bears" and "The Gingerbread Man." Your child will be enjoying some of these same stories throughout the coming school year.

After your child has heard these stories at school, you will have the opportunity to share the telling and retelling of the story with your child. You will have the chance to help your child enjoy the stories again and again. How might you do this? You could read the story to your child before and after you hear it at school. You could also bring the story home so that you can read it aloud together—perhaps after bedtime. Your child will also bring home various activities like recipes, games, and mini-books for you to do together. Below are some suggestions for activities and games that you might do at home to continue enjoying the stories and help your child.

1. Read Aloud Each Day

You may already have versions of some of the stories mentioned above in books you own at home. You could read these to your child before and after they hear the same stories at school. If you might also be fun to visit the public library with your child. Talk with your child about the characters and events in the stories. Ask questions using the vocabulary of the story such as, "Who huffed and puffed and blew the house down?"

2. Talk with Your Child Each Day

Help your child learn new words by talking with him every day about the things he did at school or at home. Have fun practicing the words from the stories your child is hearing at school by retelling them at home. Help your child learn new words by talking with him about the things that you might do at home.

3. Talk About Story Characters and Events

Talk with your child about the characters and events. Ask questions using the vocabulary of the story such as, "Who huffed and puffed and blew the house down?"

4. Draw Story Characters and Events

Ask your child to draw or paint a picture of one of the stories and then tell you about what happened.

5. Repeated Refrains in Classic Stories

Many classic stories have lines that are said again and again. Your child can have fun helping you tell the story by chiming in and saying these lines over and over again.

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5. Repeated Refrains in Classic Stories

Many classic stories have lines that are said again and again. Your child can have fun helping you tell the story by chiming in and saying these lines over and over again.
Dear Family Member,

Today your child listened to the fable “The Lion and the Mouse.” Read the abridged story below to your child and then help your child do the accompanying activity page.

Encourage your child to retell the story to you later this week.

One day a little mouse was scampering about. The mouse accidentally ran across the paw of a sleeping lion. The angry lion awoke and captured the mouse in his great, big, furry paws. The lion was just about to eat the mouse when the tiny creature cried out, “Please set me free. One day I will return your kindness.”

So the lion released the mouse. A little while later, the mouse heard what sounded like angry roars. The mouse followed the sounds and discovered the lion trapped in a net made of ropes. Using his sharp teeth, the mouse made a hole in the net. And so the great lion was set free by the little mouse.

The moral of this story is:

Friends who are little in size can still be great friends.

The Lion and the Mouse
A Fable by Aesop
Illustrated by Gail McIntosh

Core Knowledge Language Arts Classic Tales PRESCHOOL
Tell Me About the Lion and the Mouse

1. Who woke the lion by running across his paw?

2. How did the lion feel about being awakened?

3. What did the lion decide to do when the mouse said he would be his friend?

4. How did the mouse later help the lion?

**Directions:** Read the story of “The Lion and the Mouse” to your child. Tell your child you are going to ask some questions about the story. Have your child point to and circle the picture that shows the correct answer.

**ANSWERS:**
1) Mouse  
2) Angry  
3) Set the mouse free  
4) Chewed through the net to free the lion
Tell the Story of “The Lion and the Mouse”

**Directions:** Help students cut out pictures or cut out pictures for students prior to starting activity. Students should put the pictures in the same order as they happened in the story. Then, model a simple retelling of the story based on each picture. Prompt students to try their own retelling by saying, “Tell me about what is happening in the pictures.”

**SUGGESTIONS:** Provide a placemat for each student. Place a green dot on the left side to signal where to start and a red dot on the right to signal where to end.
Dear Family Member,

Today your child listened to the fable “The City Mouse and the Country Mouse.” Read the abridged story below to your child and then help your child do the accompanying activity when he saw his cousins grand home. “Oh my! said the Country Mouse.

The City Mouse and the Country Mouse

A Fable by Aesop

Illustrated by Gail McIntosh

One beautiful summers day, Cousin the Country Mouse, the City Mouse went to visit his cousin. Cousin, come with me to the wonderful city, said the City Mouse. The Country Mouse agreed, and they set off together.

Oh my! said the Country Mouse when he saw his cousins grand home. A feast awaits us! said the City Mouse proudly. The Country Mouse was not impressed. No, Sir! I like plain food like corn and peas. The City Mouse had a humble home. He ate foods like ham and chocolate cake.

A Feast awaits us! said the City Mouse. They began to eat wonderful, delicious foods like ham and chocolate cake. A feast awaits us! said the City Mouse...
Suddenly, they heard noises. A cat with sharp claws appeared. Just in time, the mice escaped inside a small hole in the wall.

The Country Mouse decided that the city was not for him. He made his way back to his simple home where he was safe and happy.

The moral of the story is: There’s no place like home.
Are You a City Mouse or a Country Mouse?

Students circle whether they like the things the city mouse likes (left side) or the things the country mouse likes (right side). At the bottom of the page, students circle whether they are a city mouse or a country mouse. Students who are like both mice can circle both.
Dinner with the City Mouse

Directions: Help your child cut out the figures provided on the next page. Use the figures and this backdrop to retell "The City Mouse and the Country Mouse." Let your child tell as much of the story as possible. Be sure to tell the story through to its ending.
Cutouts for Dinner with the City Mouse
Three Bears’ Porridge

**Directions:** Tell students they are going to follow a recipe, which is a set of directions that tells you how to cook something. Point to the drawings and explain each step in the recipe. As you enjoy your oatmeal, ask students if the porridge is too hot, too cold, or just right.

**SUGGESTIONS:** Use instant oatmeal with water heated in the microwave or in a kettle.

1. Heat water on the stove or in the microwave.
2. Add oatmeal to hot water in a pan or bowl.
3. Stir for 5 minutes or until thickened.
Dear Family Member,

Today your child listened to the story "Goldilocks and the Three Bears." Read the abridged story below to your child and then help your child do the accompanying activity page. Encourage your child to retell the story to you later this week.

Goldilocks and the Three Bears
Retold by Rosie McCormick
Illustrated by Gail McIntosh

One morning, Papa Bear made some steaming-hot porridge for his family. He poured his porridge into a big bowl. He poured Mama Bear's porridge into a middle-sized bowl. Finally, he poured Baby Bear's porridge into a tiny bowl. While the porridge cooled, the Three Bears went for a walk in the forest. That very same morning, a little girl named Goldilocks had also gone for a walk in the forest. However, Goldilocks lost her way and came upon the Bears' cozy cottage. Goldilocks was hungry. She stepped inside the cozy cottage. There, she found the three bowls of porridge. Goldilocks tasted the porridge in the big bowl—too hot! Then she tasted the porridge in the middle-sized bowl—too cold! She tasted the porridge in the tiny bowl. It was just right, so she gobbled it all up.

Goldilocks found the three bowls of porridge inside the cozy cottage. There, she poured the porridge into a big bowl to make some steaming-hot porridge for her family.

Illustrated by Gail McIntosh

Goldilocks and the Three Bears
Goldilocks began to feel tired. She looked around and saw three chairs. She tried sitting in the big chair. It was too hard. Ouch!

She tried sitting in the middle-sized chair. It was too soft. Plop!

She sat down in the tiny chair. It was just right. But, suddenly the chair broke and Goldilocks fell to the floor! Crash!

Goldilocks went upstairs and found three beds.

She was still tired, so she tried the big bed. It was too smooth. She tried the middle-sized bed. It was too lumpy. She tried the tiny bed. It was just right. Goldilocks fell fast asleep.
While Goldilocks was sleeping, the Bears returned home. They saw that someone had been eating their porridge. They saw that someone had been sitting in their chairs. Baby Bear said, “Someone has been sitting in my chair—and has broken it all to pieces!” Goldilocks ran out of the cozy cottage as fast as she could. The Three Bears never saw or heard from her again.

The Bears went upstairs and discovered that someone had been sleeping in their beds. Baby Bear said, “Someone has been sleeping in my bed—and here she is!”

Goldilocks was startled when she woke up and saw the Bears.
Dear Goldilocks

Directions: Read the story, "Goldilocks and the Three Bears" to your child. Then, ask your child to imagine what Baby Bear might say to Goldilocks.

Ask your child, "How would you feel, if you were Baby Bear? What did Baby Bear find had happened to his porridge? To his chair? What would Baby Bear want to tell Goldilocks?"

Have your child dictate a letter to Goldilocks from Baby Bear. Write down what your child says and say each word as you write it.

When finished, read it again to your child. Slide your finger under each word as you read.

Dear Goldilocks
Let's Tell a Story

Directions: Help students cut out pictures or cut out pictures for students prior to starting activity. Students should put the pictures in the same order as they happened in the story. Encourage students to use words such as first, next, and finally. Then, have students paste the images in order on a piece of paper.

SUGGESTIONS: Provide a placemat for each student. Place a green dot on the left side to signal where to start and a red dot on the right to signal where to end.
Directions: Use the accompanying cutouts to help your child learn to put things in order according to size. First, point to Papa Bear’s box and explain that the biggest things go here; middle-sized things go in Mama Bear’s box; small things go in Baby Bear’s box. Then, have your child place the bowls, chairs, and beds in the correct boxes from biggest to smallest. Try the activity again, but start with the smallest box.
**Cutouts**

*for Biggest to Smallest*

**Directions:** Help your child cut out the pictures into separate squares.

<table>
<thead>
<tr>
<th>Image 1</th>
<th>Image 2</th>
<th>Image 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Soup" /></td>
<td><img src="image2.png" alt="Chair" /></td>
<td><img src="image3.png" alt="Bed" /></td>
</tr>
<tr>
<td><img src="image4.png" alt="Coffee" /></td>
<td><img src="image5.png" alt="Flowered Chair" /></td>
<td><img src="image6.png" alt="Bed" /></td>
</tr>
<tr>
<td><img src="image7.png" alt="Coffee" /></td>
<td><img src="image8.png" alt="Red Chair" /></td>
<td><img src="image9.png" alt="Bed" /></td>
</tr>
</tbody>
</table>
Directions: With this picture as a backdrop, have your child use the accompanying cutouts to re-enact the story of Goldilocks. Start the story by having Goldilocks taste the porridge, then change scenes as you tell the rest of the story.
Cutouts for Goldilocks Visits

Directions: Help your child cut out these pictures to use in retelling the story.
Dear Family Member,

Today your child listened to the story "The Gingerbread Man." Read the abridged story below to your child and then help your child do the accompanying activity page. Encourage your child to retell the story to you later this week.

The Gingerbread Man

Retold by Rosie McCormick

Illustrated by Gail McIntosh

One day, a little old woman decided to make a delicious gingerbread man cookie. She put the cookie dough on a cookie sheet and baked it in the oven. To her surprise, when she opened the oven, the Gingerbread Man jumped out! The Gingerbread Man ran out of the house.

A cow grazing in a field sniffed the air. The smell of ginger made the cow want to eat the gingerbread man. The cow could not catch the Gingerbread Man either.

The little old woman and her husband ran as fast as they could, but they could not catch the Gingerbread Man. The Gingerbread Man ran out of the house.

The Gingerbread Man
A cat sleeping in the warm sunshine thought that the Gingerbread Man would make a tasty treat. Not even the cat could catch the Gingerbread Man.

Then the Gingerbread Man met a clever fox.

The fox pretended that he was not hungry and therefore did not want to catch the gingerbread man.

The clever fox said that he would be happy to help the gingerbread man cross the river.

As they were crossing the river, the fox said, “The water is getting deeper. You should ride on my head.”

Moments later the fox said, “Now you should ride on my nose.”

Before the Gingerbread Man could even say, “Thank you for your kindness,” the fox ate him—every last bite.

Chomp! Smack! The clever fox licked his lips as he crossed to the other side of the river.
Bake the Gingerbread Man

**Directions:** Make gingerbread man cookies with your child following the recipe. Use a cookie cutter or knife to shape a simple body. Once baked, share and enjoy cookies together and ask the following questions to prompt your child to retell the story: Who made the Gingerbread Man in the story your teacher read at school? What happens to the Gingerbread Man in the story?

**Ingredients:**
- 1/2 c. dark molasses
- 1/4 c. sugar
- 3 T. butter
- 1 T. milk
- 2 c. flour
- 1/2 t. baking soda
- 1/2 t. salt
- 1/2 t. cinnamon
- 1/2 t. ginger
- 1/2 t. ground cloves

1. In medium pan, heat molasses just to a boil.
2. Stir in sugar, butter, milk. Turn off heat.
3. In bowl, combine dry ingredients.
4. Pour molasses mixture into bowl and stir well.
5. Make dough into ball. Refrigerate 30 minutes.
7. Bake on greased pan, 5-7 minutes at 375°.
8. Decorate with raisins, frosting, or candies.
Run, Run Again!

Directions: Help students cut out the Gingerbread Man puppet or cut it out for students prior to starting the activity. Model for students how to retell the story by moving the Gingerbread Man through different story settings. Then, lead a group retelling of the story by going around the table and allowing each student to tell one of the events in the story.
for Run, Run Again!
The Shoemaker and the Elves

Once there was a poor shoemaker and his wife. They had only enough leather left to make one pair of shoes. "Why not have enough leather left to make one pair of shoes?" said the worried shoemaker to his wife.

Later that day, a customer came into the shoemaker's workshop and admired the shoes. They fit his feet so perfectly that he paid double the money for them.

When the shoemaker woke up, he was shocked to find a beautiful pair of shoes on his workbench. He puzzled and puzzled over who could have made such beautiful shoes.

Later that day, the shoemaker left the leather on his workbench and went to bed. He decided he would make his last pair of shoes in the morning.

"We only have enough leather left to make one pair of shoes," said the worried shoemaker to his wife.

Illustrated by Barbara L. Gibson

Retold by Rosie McCormick

Dear Family Member,

Today your child listened to the story "The Shoemaker and the Elves." Read the abridged story below to your child and then help your child do the accompanying activity page. Encourage your child to retell the story to you later this week.

Rosie McCormick
We now have enough money to buy dinner and to buy leather for two more pairs of shoes,” the shoemaker said happily.

That evening he cut leather for two pairs of shoes and left it on his workbench.

Amazingly, the next morning, there were four pairs of new, fancy shoes. The shoemaker and his wife sold all four and made more money.

“I must discover who is making these shoes,” said the shoemaker to his wife. So, they decided to stay awake and watch the workbench all night.

That evening, two tiny elves in tattered clothes tip-toed into the workshop. They began to sew the leather into beautiful shoes.
"Those poor elves must be freezing in their ragged clothes," said the wife to the shoemaker. So, they decided to sew new clothes and shoes for the poor elves. That evening, they left the gifts on the workbench for the elves to find.

When the elves returned, they discovered the beautiful clothes and shoes. They were so happy with their new clothes that they danced out of the workshop and were never seen again. From that day forward, the shoemaker and his wife lived a happy life with plenty to eat.
Tell the Story of the Shoemaker and the Elves

**Directions:** Help students cut out pictures or cut out pictures for students prior to starting activity. Students should sequence the pictures into the same order the events happened in the story. Then, model a simple retelling of each story based on the pictures. Use the words morning, evening, first, next, then, and last to help students retell the story.

**SUGGESTIONS:** Provide a placemat for each student. Place a green dot on the left side to signal where to start and a read dot on the right to signal where to end activity page.
Directions: Help students cut out pictures or cut out pictures for students prior to starting activity. Have students glue them to craft sticks. Ask students to name the characters and talk about what each character did in the story.
Dear Family Member,

Today your child listened to the story “The Little Red Hen.” Read the abridged story below to your child and then help your child do the accompanying activity page. Encourage your child to retell the story to you later this week.

There once was a little red hen who lived with her friends on a farm. She was not a lazy hen. She worked harder than all of the other animals.

The Little Red Hen wanted to plant some grains of wheat. She asked for help, but her friends did not want to do any hard work. As usual, her friends refused.

So she planted the grains herself.

In the summertime, the wonderful golden wheat was ready to be harvested. Once again, with no one to help her, the Little Red Hen did all the work.

The Little Red Hen had to grind the wheat into flour. As usual, her friends did not want to do any hard work. So the Little Red Hen ground the wheat into flour herself.

There once was a little red hen who lived with her friends on a farm. She was not a lazy hen. She worked harder than all of the other animals.

Retold by Rosie McCormick
Illustrated by Gail McIntosh

The Little Red Hen
The Little Red Hen used the flour to make bread dough. With no one to help her, she kneaded the dough all by herself.

When the smell of freshly baked bread rose up into the air, the Little Red Hen’s friends appeared. They were willing to help eat the bread, but the Little Red Hen ate it all by herself. She had done all the work!
Little Red Hen and Friends

Directions: Using this page as a backdrop, retell the story of The Little Red Hen and let your child say the familiar refrains from the story: “Who will help me...?” “Not I...” and “Then I’ll do it myself!”
Help the Little Red Hen

Directions: Help students cut out pictures or cut out pictures for students prior to starting activity. Students should sequence pictures into the same order the events happened in the story. Then, using the refrains, “Who will help me...?” “Not I...” and “Then I will do it myself!” model a simple retelling of the story based on each picture. Have each student retell the story to you.
The Strawberry Jam Story

Directions: Create a new version of The Little Red Hen with your child. This time, the hen will plant strawberries to make strawberry jam instead of grains of wheat for bread. Look at each picture together, then ask your child to tell this story.
Yum Yum Strawberry Jam

Directions: After creating a new version of “The Little Red Hen,” follow the recipe to make strawberry jam with your child.

Ingredients:
- 1 qt. strawberries, fresh or frozen
- 2 T. lemon juice
- 1 oz. dry pectin [canning section of supermarket]
- 1/2 c. light corn syrup
- 2-1/4 c. sugar (use less for frozen, sweetened berries)

1. Mash strawberries with a fork.
2. Put mashed berries, lemon juice, and pectin into a pan.
3. Stir it as it heats up.
4. Add corn syrup and sugar.
5. Spoon into bowl.
6. Spread on toast.
Good Night, Thumbelina

Directions: Provide students with the supplies to make Thumbelina in her walnut shell bed. Read each step out loud to students as you point to the pictures. Then, have students make Thumbelina by following the instructions themselves.

1. Glue cotton ball inside shell.
2. Draw face on wooden bead.
3. Glue wooden bead to cotton at end of shell.
4. Glue fabric, petals, or leaves as blanket over cotton ball.
5. Goodnight, Thumbelina!

Materials Needed: Empty walnut shells, cotton balls, glue, large wooden beads, fine-tipped markers, bits of fabric, artificial flower petals or leaves.
Dear Family Member,

Today your child listened to the story "Thumbelina." Read the abridged story below to your child and then help your child do the accompanying activity pages. Encourage your child to retell the story to you later this week.

Thumbelina

by Hans Christian Andersen
Retold by Rosie McCormick
Illustrated by Gail McIntosh

Once upon a time, there was a woman who was very sad because she did not have any children.

One day, she planted a magical seed. That night, the seed grew into a flowering plant. The petals at that moment, the flower opened. Inside the flower sat a tiny girl.

The woman named her Thumbelina. The girl was no bigger than a thumb. The woman kissed her as she said, "What a beautiful flower." Thumbelina slept in a polished walnut shell.

One night, a mother toad came and took Thumbelina away.
The mother toad wanted Thumbelina to marry her son.

The mother toad and her son placed Thumbelina on a water lily leaf in the river. Then they set off to plan the wedding.

Thumbelina was very sad. She began to cry.

A fish heard Thumbelina’s sobs. It nibbled on the stem of the lily pad until the leaf broke free. Thumbelina floated down the river.

Summer disappeared, and winter came. Thumbelina was cold.

A field mouse took pity on her. “My dear, you must come home with me,” the field mouse said.

Thumbelina spent the rest of the winter in the mouse’s snug burrow. They became good friends.
One evening, Thumbelina met a swallow. The bird was cold and hurt. Thumbelina cared for the swallow. She brought him food every day. The king, Mr. Mole, had fallen in love with her. He visited Thumbelina. She did not want to marry him. Mr. Mole was tiny. The king had been to warmer lands. Together, they flew south to warmer lands. The swallow that Thumbelina had cared for came to help her escape. One day, the swallow told Thumbelina that he had found a new land. They flew together. In a new land, Thumbelina became the queen. She met a king. He was tiny, too! Together, they lived happily ever after.
Remember Thumbelina

Directions: Read the story of “Thumbelina” to your child. Tell your child you are going to ask some questions about the story. Have your child point to and circle the picture that shows the correct answer.

1. Where did Thumbelina like to sleep?

2. Who carried Thumbelina away from her home with the old woman?

3. What animal did Thumbelina care for all winter long?

4. Who did Thumbelina marry?

ANSWER KEY: 1) Walnut shell  2) Mother toad  3) Swallow  4) Fairy king
Thumbelina Game

Directions: Play a simple game using different coins as game pieces. Take turns rolling a die and moving the game pieces from the flower to the prince. Remind your child of each character and his/her role in the story.
What Happens Next?

Directions: After reading the story of Thumbelina with your child, ask what might happen next. Use the cutouts to dramatize the story your child tells you. Next, write the new story down. Read it to your child, pointing to each word as you read it aloud. As you read, let your child dramatize the retelling using the cutouts.
Cutouts for What Happens Next?

Directions: Cut out and use these figurines to tell a new story about Thumbelina and the fairy queen.
One autumn day, Turtle was talking with the birds. They said, "Winter is coming. Soon it's going to be very cold here. We're getting ready to fly south where it is warm." The birds explained, "Turtle did just that. Use your mouth to hold this stick on tightly to this stick, the birds explained. Turtle did.

"Can I come with you?" asked Turtle. At first, the birds said, "No!" Finally, the birds agreed. "I can go with you!" Finally, the birds agreed. "There must be some way I can come with you!" Finally, the birds agreed. "Can I come with you?" asked Turtle.

Barbara Gibson
Illustrated by Gail Mcintosh and
Retold by Rosie McCormick
By Joseph Bruchac

How Turtle Cracked His Shell

Encourage your child to retell the story to you later this week. Today your child listened to the story "How Turtle Cracked His Shell" Read the abridged story below to your child and then help your child do the accompanying activity page.
Turtle had never been so high off the ground before. He could look down and see how small everything looked. He wondered about how far they had come, and how far they had to go.

Turtle tried to get the birds’ attention. He rolled his eyes at them, but they did not notice. He waved his legs too.

Frustrated, Turtle opened his mouth to speak. At that moment he let go of the stick and began to fall! He fell down from the sky and hit the ground hard.

Turtle’s body ached. He ached so much he did not notice that his shell had cracked all over. He crawled into a pond and swam down to the bottom.

There he dug a hole in the mud and slept all winter long.

In the spring, Turtle woke up. He was very proud of the cracks on his shell.

Ever since then, every turtle’s shell looks like it has cracks all over it.
Turtle’s Shell

Directions: Talk with your child and help her retell the story of “How Turtle Got His Shell.” Then read the question below, pointing to the words as you read them. Help your child make a decision by asking her to describe what is on each turtle’s shell. Then ask whether it shows what happened to the turtle in the story.

What happened to Turtle’s shell?
Make Your Own Book

Directions: Students will make their own book using four pictures from the story. Help students cut out pictures or cut out pictures for students prior to starting activity. Have students sequence the images and glue or tape them into the pages of a book. Finally, have each student retell/read the story using his/her pretend book.
Remember Why Flies Buzz

Directions: Tell students to listen to each question and circle the picture that shows the correct answer. Slide your finger under each word as you read the questions. Use the word ‘because’ to prompt the answer. For example, for the first question, ask, “Did the man and woman go into the jungle because they wanted to gather fruit or because they wanted to meet a friend?”

1. Why did the man and woman go into the jungle?

2. What made the hippopotamus angry?

3. What happened to the bushfowl’s nest?

4. The lion decided that all the problems occurred because of one animal. Which animal?

ANSWERS: 1) To gather food (first image: man is pointing to coconuts in the tree) 2) A mango fell on his head. (first image) 3) The hippo broke her eggs. (second image) 4) The fly (second image)
Dear Family Member,

Today your child listened to the story "Why Flies Buzz." Read the abridged story below to you later this week.

Why Flies Buzz
Retold by Rosie McCormick
Illustrated by Gail McIntosh

One bright, sunny day, a man and his wife went into the jungle to gather food. As the man reached for a coconut from the tree, a black fly buzzed around his face. He tried to swat the fly, but missed. "Watch out, Wife!" he cried.

The wife jumped out of the way. As she jumped, she kicked a crocodile that was sleeping beneath the tree. The angry crocodile's tail went—swack! swack! swack!

As the man reached for a coconut from the tree to cut down some delicious coconuts, he dropped his knife. "Watch out, Wife!" he cried. The wife went into the jungle to gather food.

Your child Encourage your child to retell the story to you later this week.
"My eggs are all broken!" wailed the bushfowl. She began to cry—sob! sob! sob! And there she stayed, beside her nest, for many days and nights.

She did not awaken the sun with her familiar call—kark! kark! kark! So the sky remained dark for several days.

The jungle animals were worried. They went to talk to the wise lion.

Nearby, a jungle bird was looking for bugs to eat. As the crocodile’s tail came down, the bird squawked—scree! scree! scree!

The bird soared to a branch in a tree and landed right next to a monkey. The monkey was peeling a juicy mango.

The monkey, startled by the bird, dropped his mango. It fell on the head of a hippo—splat! splat! splat!

The hippo thought he was being attacked by hunters. He tried to escape—stomp! stomp! stomp!

As he did, he trampled on a bushfowl’s nest. The nest was full of eggs.
The bushfowl was satisfied. The fly that had caused all the trouble had been punished. And so she agreed to once again call the sun to begin the day.

The lion gathered all the animals together to find out what had happened. Everyone blamed each other. “Wise Lion, I dropped my knife because a black fly was annoying me.” The last to speak was the man. He said, “I dropped my knife because a black fly was annoying me.” Everyone blamed each other. The lion was angry with the fly and decided to punish him. “Black Fly,” he bellowed, “since you refuse to answer, I shall take away your power to talk.” The fly tried to speak, but all he could say was, “Buzz! Buzz! Buzz!” To this day, flies all around the world can only say, “Buzz! Buzz! Buzz!”

The lion was angry with the fly and decided to punish him. “Black Fly,” he bellowed, “since you refuse to answer, I shall take away your power to talk.” The fly tried to speak, but all he could say was, “Buzz! Buzz! Buzz!”

“Have you nothing else to say?” asked the lion. The fly ignored the lion and continued saying, “Buzz! Buzz! Buzz!”

“Ah!” said the lion. “Then it is the black fly’s fault!” said the lion. “Buzz! Buzz! Buzz!” said the fly.
Directions: Have students glue the cutouts of the three pigs to craft sticks. Ask students to retell the story using the activity sheet as a backdrop. Ask questions about the type of house each pig built.
Directions: Help students cut out pictures or cut out pictures for students prior to starting activity. Then, glue or tape the figurines to craft sticks and use as puppets.
Dear Family Member,

Today your child listened to the story "The Three Little Pigs." Read the abridged story below to your child and then help your child do the accompanying activity page. Encourage your child to retell the story to you later this week.

The Three Little Pigs

Retold by Rosie McCormick
Illustrated by Gail McIntosh

Once upon a time, there were three little pigs. They lived with their mother. One day, Mama Pig said, "You are all grown now. It is time for you to go out and live on your own." So the pigs said goodbye and went on their way.

The First Little Pig decided to build a house made out of straw. He worked very hard and was finished before long. He was proud of his house and went to rest in the shade.

The Second Little Pig decided to build a house made out of sticks. He worked hard but house was not finished. He had to work hard to make the house stronger and threw it away.

The Third Little Pig worked very, very hard. He decided to build a house made out of bricks. It took him a long time to finish building his house.

Soon after, a big, bad wolf came along. He saw the First Little Pig napping in the shade. 'That little pig would make a tasty bite to eat,' thought the Big Bad Wolf to himself.

The Second Little Pig was not done building his house. The wolf saw him working hard and said, "You are such a hard worker. You will never be able to finish your house." The wolf walked away.

The Third Little Pig was almost finished building his house. He was resting in the shade when the wolf came along again. The wolf said, "I see you are still working hard. You will never finish your house." The wolf walked away again.

The First Little Pig was finished building his house. He was so proud of his house. The wolf came along again. The wolf said, "I see you have finished your house. You will never be able to live in it." The wolf walked away.

The Second Little Pig was finished building his house. He was so proud of his house. The wolf came along again. The wolf said, "I see you have finished your house. You will never be able to live in it." The wolf walked away again.

The Third Little Pig was finished building his house. He was so proud of his house. The wolf came along again. The wolf said, "I see you have finished your house. You will never be able to live in it." The wolf walked away again.

The Big Bad Wolf saw the Three Little Pigs and said, "I see you have finished your houses. You will never be able to live in them." The wolf walked away.

The Three Little Pigs were so happy living in their houses. They never had to worry about the big, bad wolf again.

Read the story "The Three Little Pigs" Read the abridged story
The little pig saw the wolf coming and ran inside his straw house. The wolf said, “Little pig, little pig, let me come in.” The little pig replied, “Not by the hair of my chinny-chin-chin.”

“Then I’ll huff, and I’ll puff, and I’ll blow your house down,” said the Big Bad Wolf. And that is what he did! As the straw blew everywhere, the First Little Pig ran away.

The Big Bad Wolf soon came across the Second Little Pig’s home made of sticks. The Big Bad Wolf knocked on the door and asked to come in.

“Not by the hair of my chinny-chin-chin,” said the Second Little Pig. “Then I’ll huff, and I’ll puff, and I’ll blow your house down,” replied the wolf.

The two little pigs ran to their brother’s brick house. Right behind them was the wolf! Once again the wolf asked to come inside. “Not by the hair of my chinny-chin-chin,” replied the Third Little Pig.

The wolf did not give up. He climbed up onto the roof. He jumped down the chimney.

And he fell right into a pot of water that was heating on the fire. That water was so hot that the wolf jumped out and ran away. The Three Little Pigs lived happily ever after.
Directions: Read the story of “The Three Little Pigs” to your child. Tell your child you are going to ask some questions about the story. Have your child point to and circle the picture that shows the correct answer.

Piggy Questions

1. Who huffed and puffed and blew down the little pigs’ houses?

2. Which house was the only house the wolf could not blow down?

3. How did the wolf get into the brick house?

4. Where did the wolf end up in this story?

ANSWERS: 1) Wolf 2) Brick house 3) Through the chimney 4) He fell into boiling water then jumped out.
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