



Classic Tales

Activity Pages





Classic Tales Activity Pages

PRESCHOOL

Core Knowledge Language Arts®
New York Edition



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The Lion and the Mouse

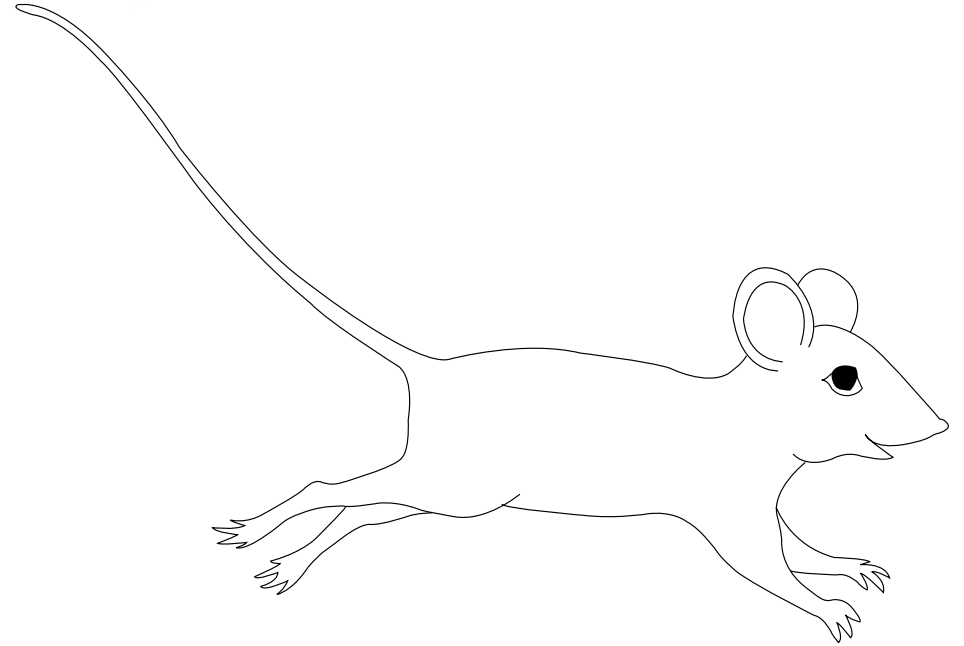
Directions: Slide your finger under the words on this page as you read them. Remind students of the title of the story and the characters. Have students color the pictures of each character. Then, help students think of a sentence about one of the characters and write the sentence beside the character.



lion



mouse



Family Letter

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 at preschool 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. Your child will bring the story home so that you can read it aloud together—perhaps at 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 that you might do at home to continue enjoying the stories and help your child remember them:

1. 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.

2. 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 these same stories at school. It might also be fun to visit the public library with your child and find other classic stories.

3. Talk About Story Characters and Events

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?”

4. Draw Story Characters and Events

Have your child draw or paint a picture of one of the stories and then tell you about it. Ask questions to help your child talk about the story. For example, you might say, “What happened first in this story?” Use words like *title*, *setting*, and *character* as you talk with your child.

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.



The Lion and the Mouse

A Fable by Aesop

Illustrated by Gail McIntosh



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

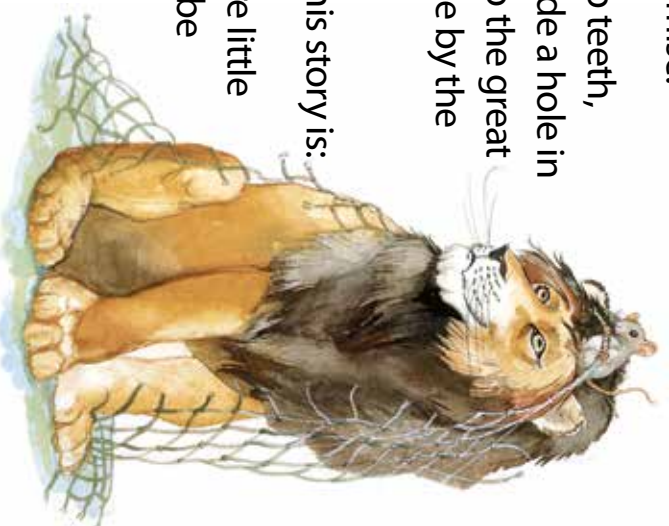
angry roars. The mouse followed the sounds and discovered the lion trapped in a net made of ropes.

Though frightened, the mouse was determined to keep his promise.

Using his sharp teeth, the mouse made a hole in the net. And so the great lion was set free by the little mouse.

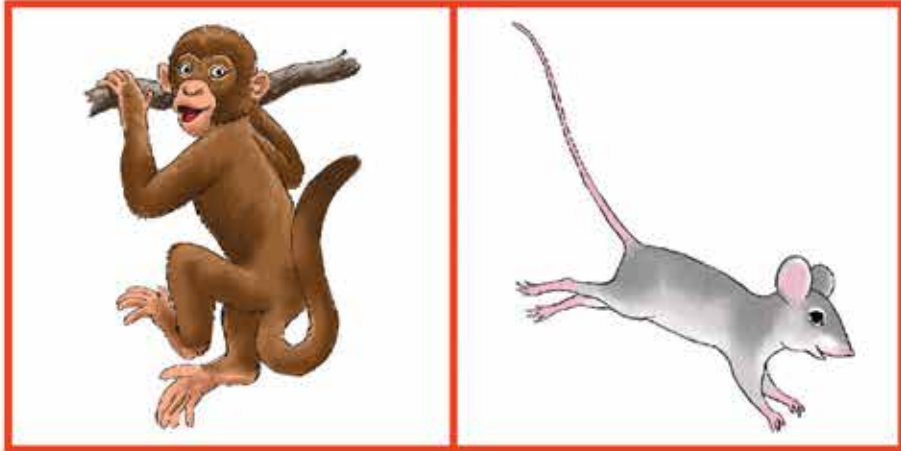
The moral of this story is:

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

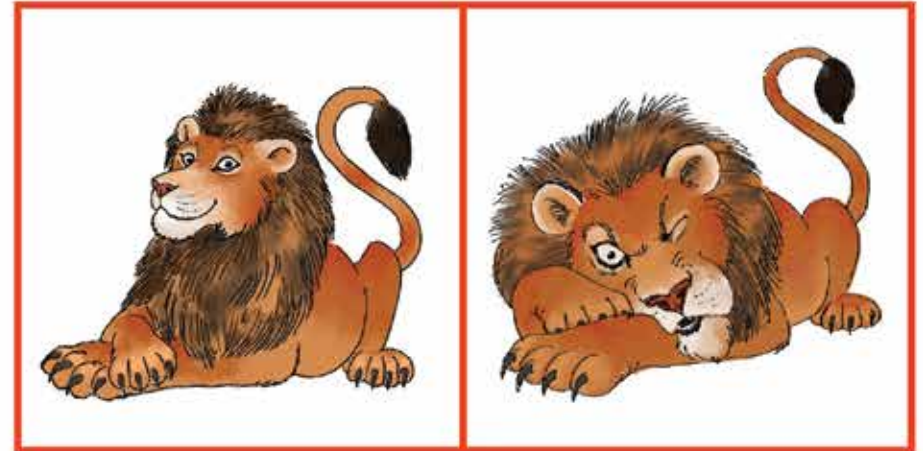


Tell Me About the Lion and the Mouse

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.



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?



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.”



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



The City Mouse and the Country Mouse

A Fable by Aesop

Illustrated by Gail McIntosh



One beautiful summer's day,
the City Mouse went to visit his
cousin the Country Mouse.

The Country Mouse had a
humble home. He ate
plain food like corn and
peas. The City Mouse
was not impressed.

No, Sir!



"Oh my!" said the Country Mouse when he
saw his cousin's grand home.

"A feast awaits us!" said the City Mouse
proudly. The cousins secretly began to eat
wonderful, delicious foods like ham and
chocolate cake.

"Cousin, come with me to the
wonderful city," said the City Mouse.
The Country Mouse agreed, and they
set off together.





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.

city house



country house



fancy clothes



plain clothes

fancy food



simple food



City Mouse



Country Mouse

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.

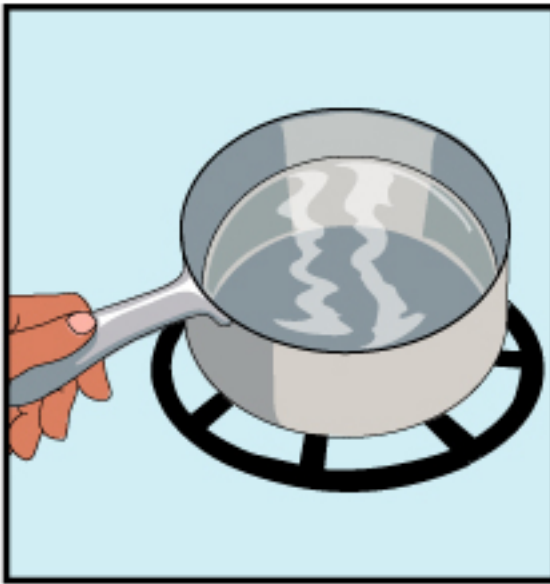


Cutouts for Dinner with the City Mouse



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.



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 Mamma Bear’s porridge into a middle-sized bowl.

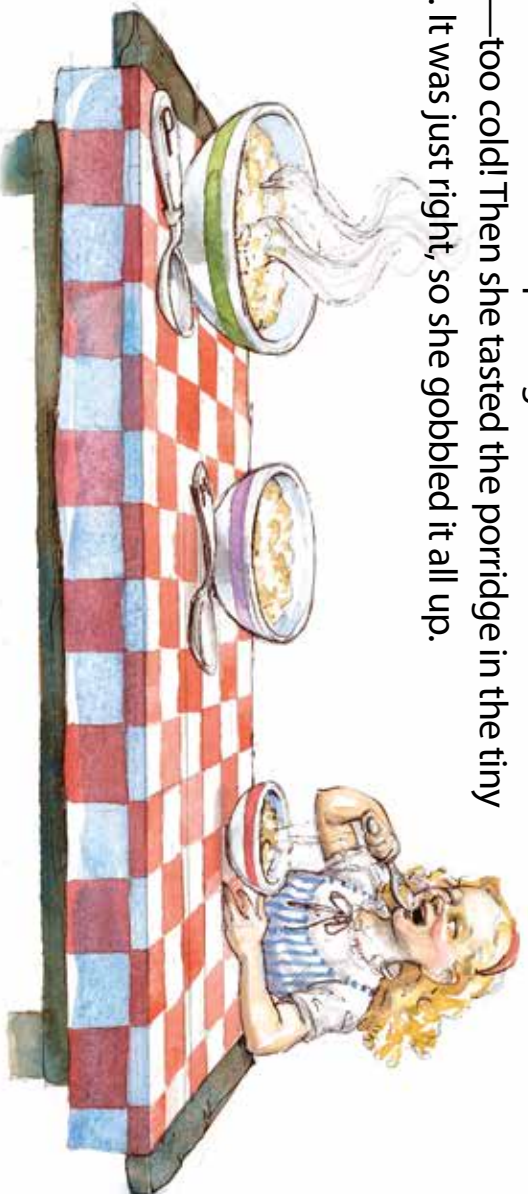
Finally, he poured Baby Bear’s porridge into a tiny bowl. While the porridge cooled, the Three Bears went for a walk in the forest.

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! She tasted the porridge in the middle-sized bowl—too cold! Then she tasted the porridge in the tiny bowl. It was just right, so she gobbled it all up.





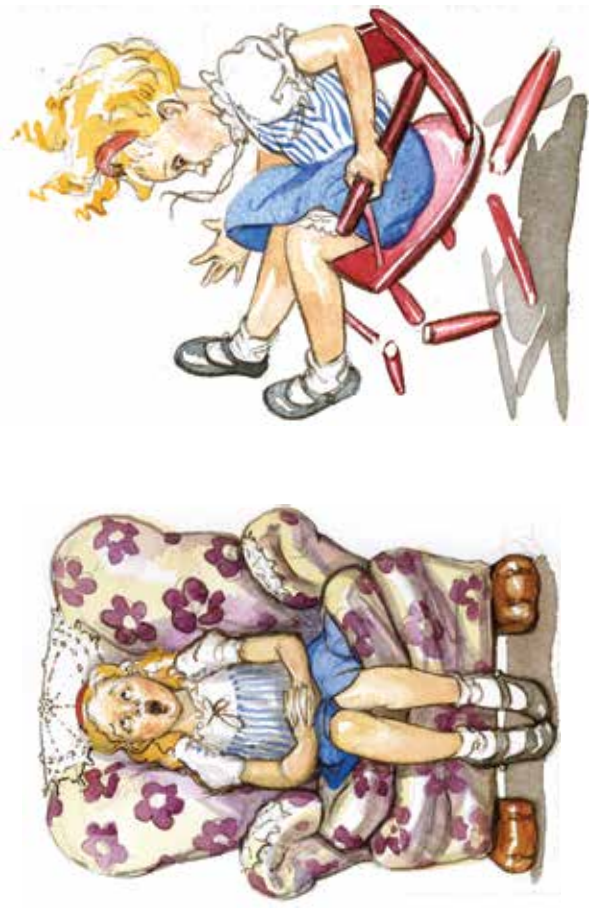
Goldilocks began to feel tired. She looked around and saw three chairs. She tried sitting in the big chair. It was too hard. Ouch!

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!"



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.



Goldilocks ran out of the cozy cottage as fast as she could. The Three Bears never saw or heard from her again.



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?”

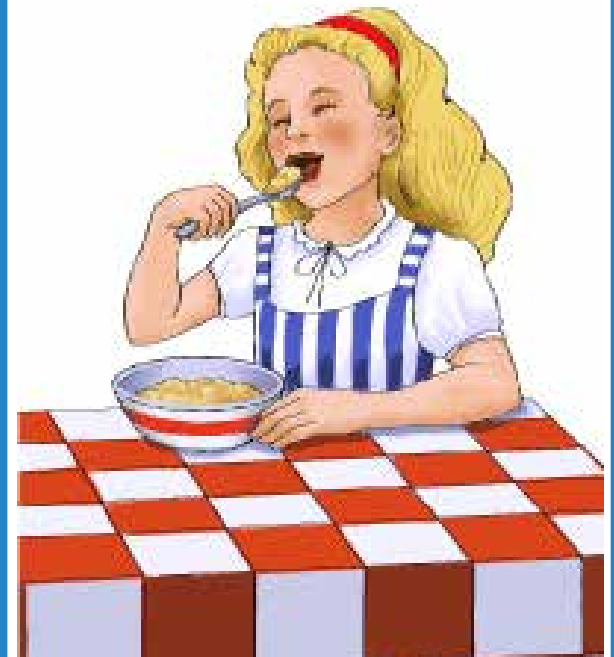
Have your child dictate a letter to Goldilocks from Baby Bear. Write down what your child says and say each word as you write it.

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



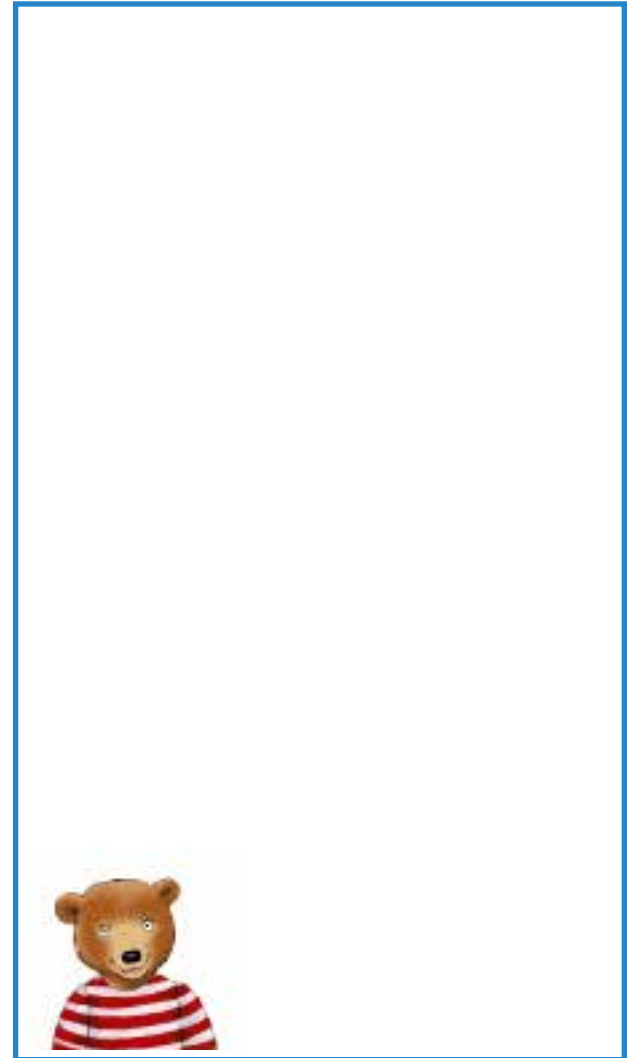
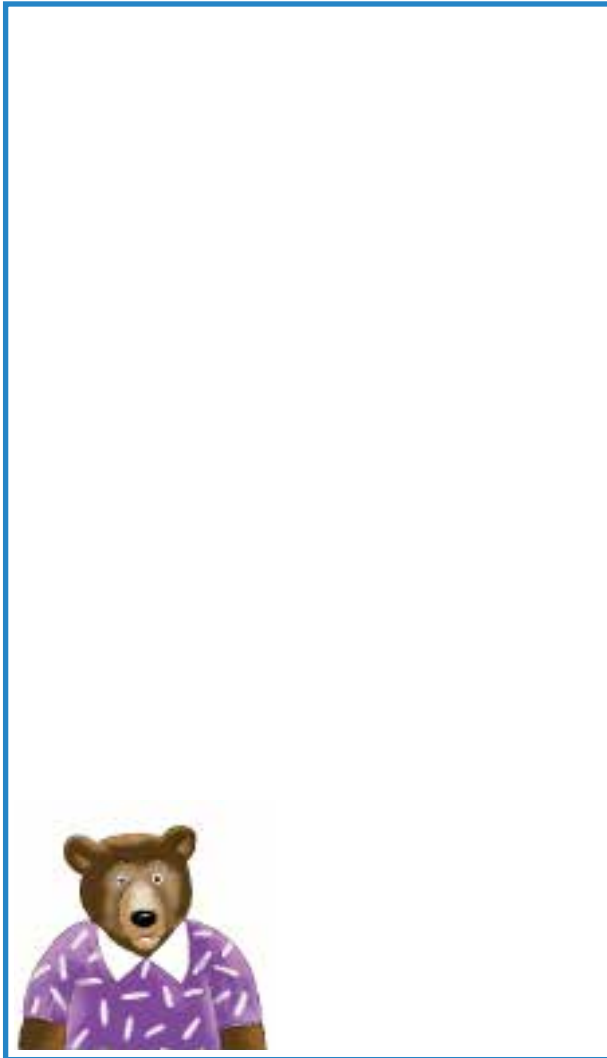
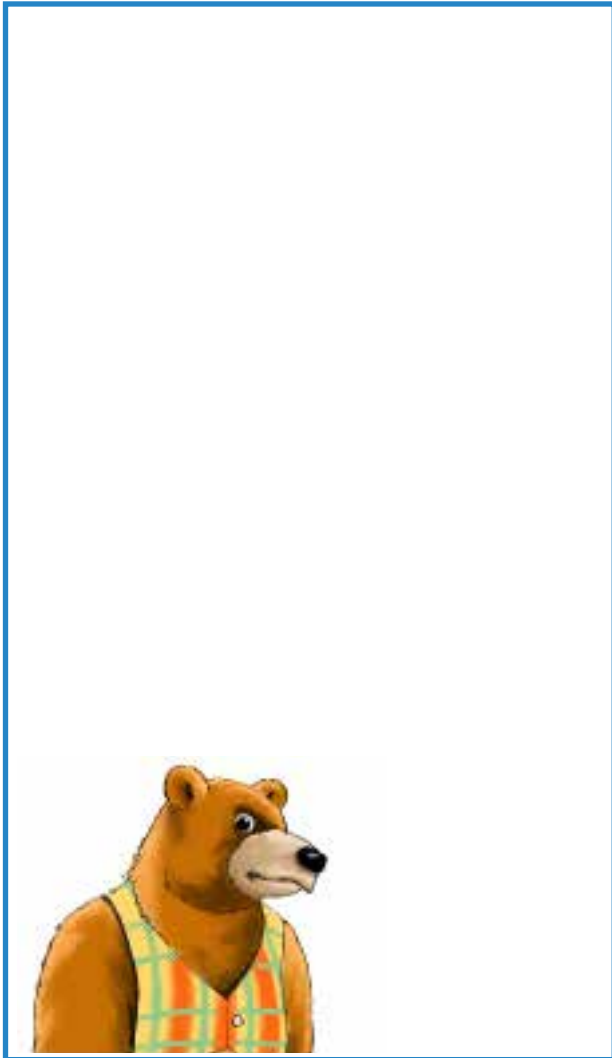
Let's Tell a Story

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.



Biggest to Smallest

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.



Goldilocks Visits

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



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.





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?



1. In medium pan, heat molasses just to a boil.



2. Stir in sugar, butter, milk. Turn off heat.



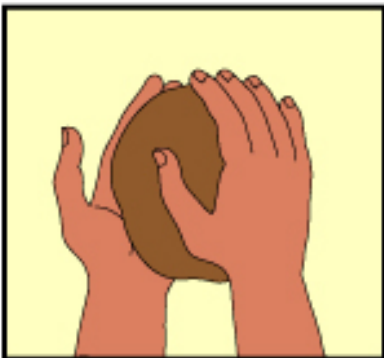
3. In bowl, combine dry ingredients.



4. Pour molasses mixture into bowl and stir well.

Ingredients:

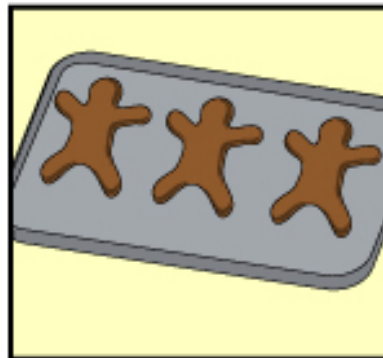
1/2 c. dark molasses
1/4 c. sugar
3 T. butter
1 T. milk
2 c. flour
1/2 t. baking soda
1/2 t. salt
1/2 t. cinnamon
1/2 t. ginger
1/2 t. ground cloves



5. Make dough into ball. Refrigerate 30 minutes.



6. Roll out on floured counter. Cut into shapes.



7. Bake on greased pan, 5-7 minutes at 375°.

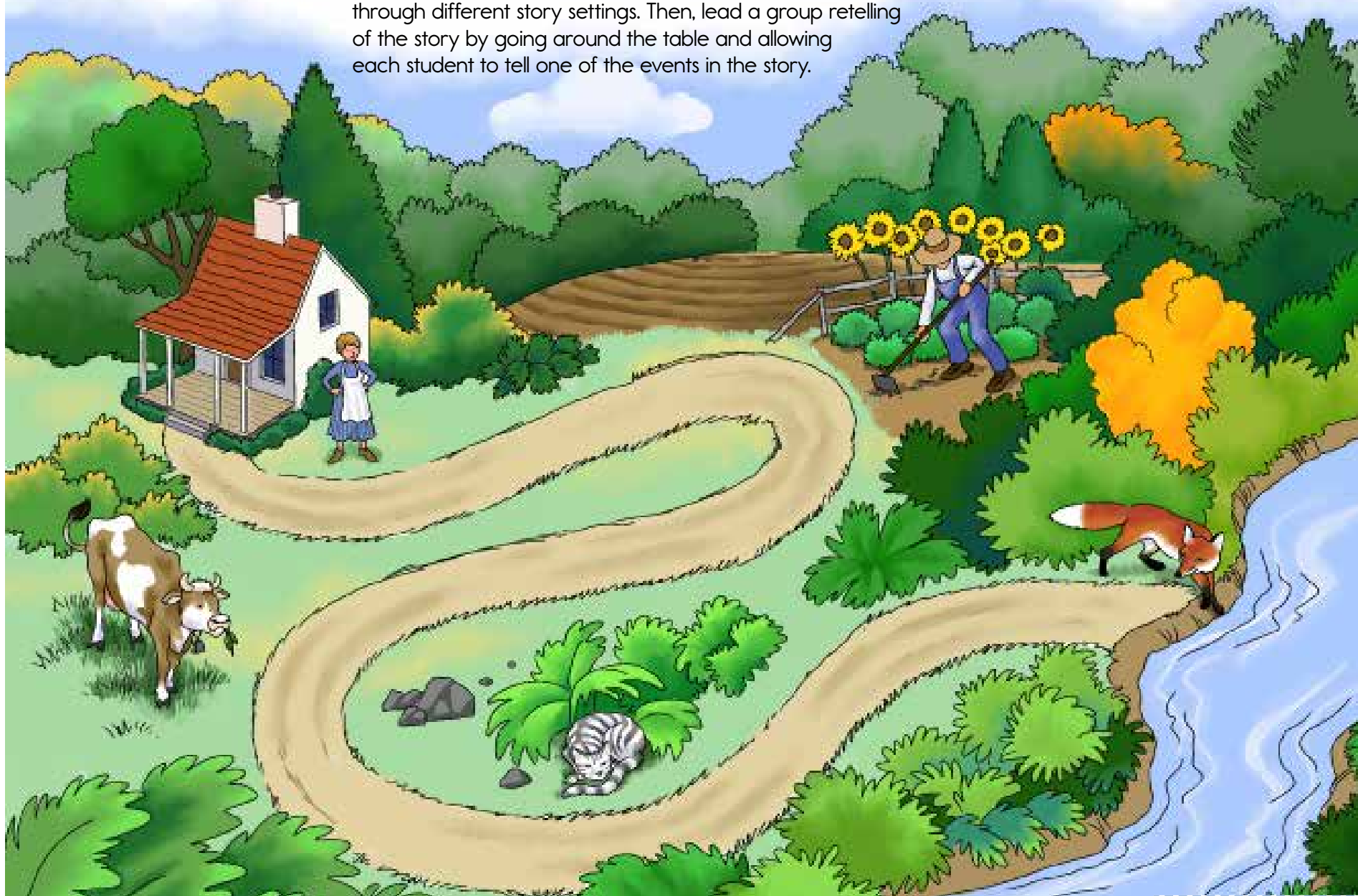


8. Decorate with raisins, frosting, or candies.



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.



Cutout for Run, Run Again!



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.



The Shoemaker and the Elves

Retold by Rosie McCormick

Illustrated by Barbara L. Gibson

Once there was a poor shoemaker and his wife.

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



That night, 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.



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





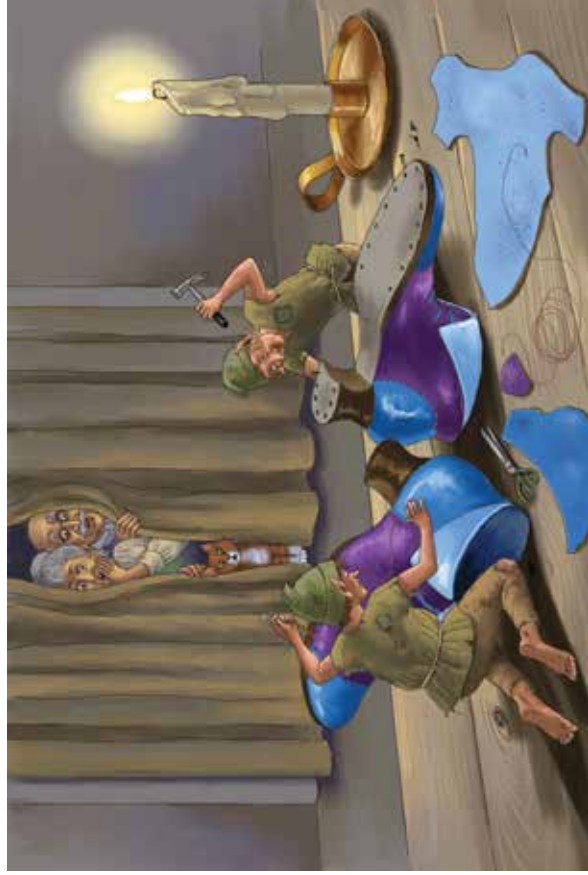
"We now have enough money to buy dinner and to buy leather for two more pairs of shoes," the shoemaker said happily.

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 little 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

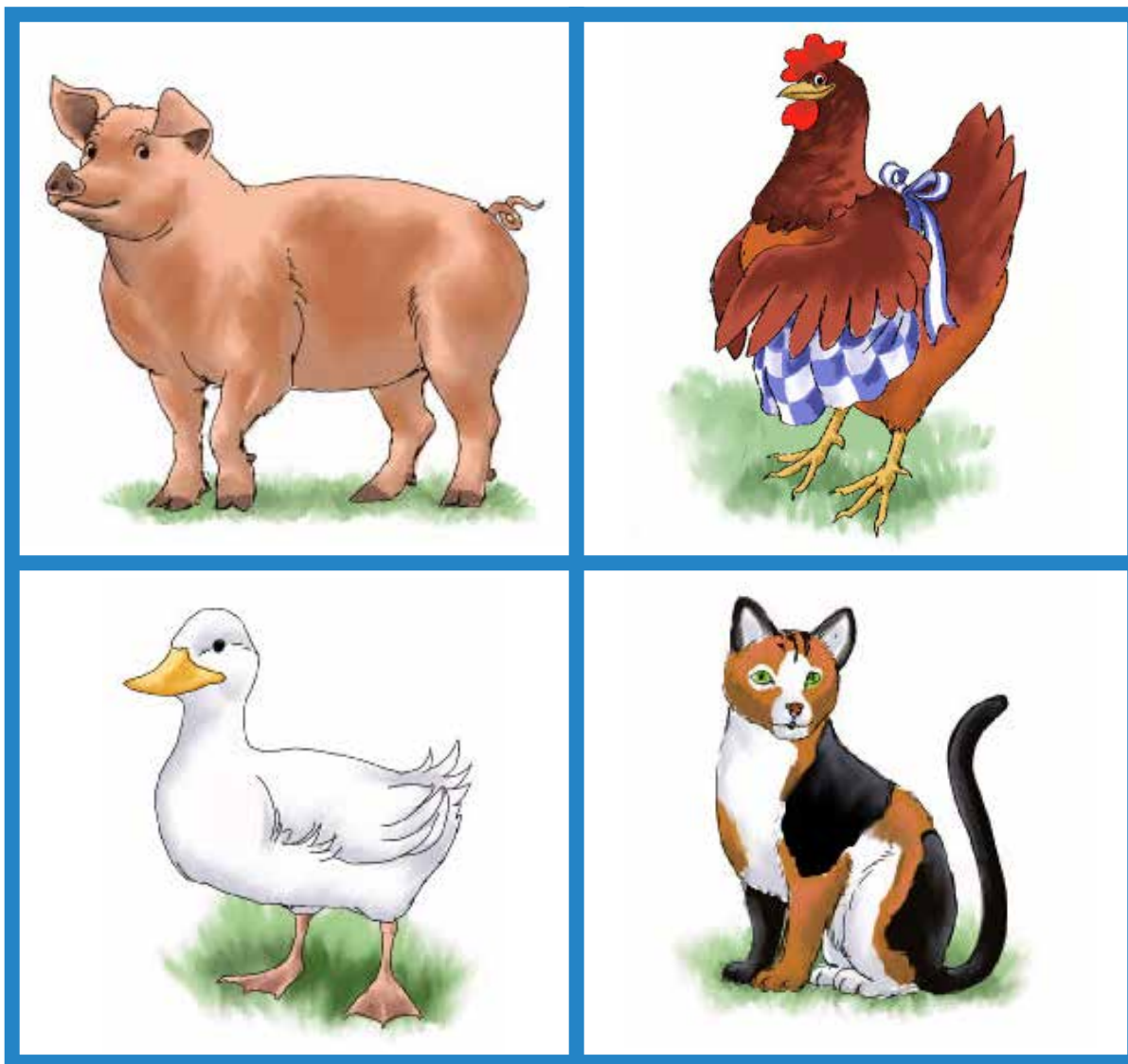
Directions: Help students cut out pictures or cut out pictures for students prior to starting activity. Students should sequence the pictures into the same order the events happened in the story. Then, model a simple retelling of each story based on the pictures. Use the words *morning*, *evening*, *first*,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



Cutouts

for Little Red Hen and Friends

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.



The Little Red Hen

Retold by Rosie McCormick

Illustrated by Gail McIntosh

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 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 flour herself.



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



The Little Red Hen's friends had comanded her. So she baked the bread 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

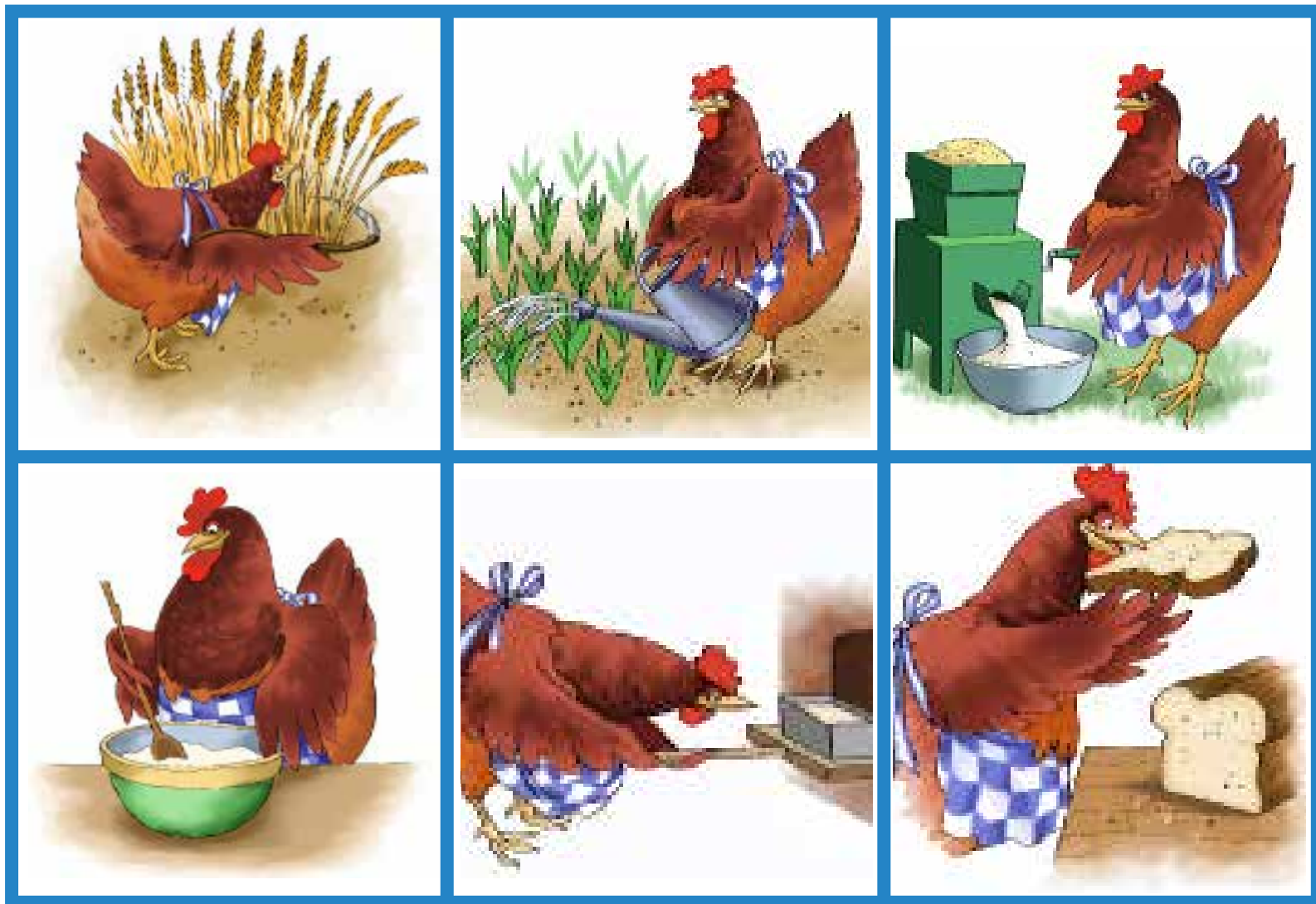


Directions: Using this page as a backdrop, retell the story of The Little Red Hen and let your child say the familiar refrains from the story: "Who will help me...?" "Not I..." and "Then I'll do it myself!"



Help the Little Red Hen

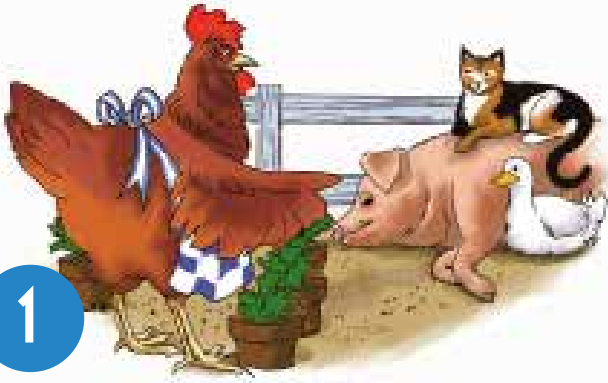
Directions: Help students cut out pictures or cut out pictures for students prior to starting activity. Students should sequence pictures into the same order the events happened in the story. Then, using the refrains, "Who will help me...?" "Not I..." and "Then I will do it myself!" model a simple retelling 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.

1



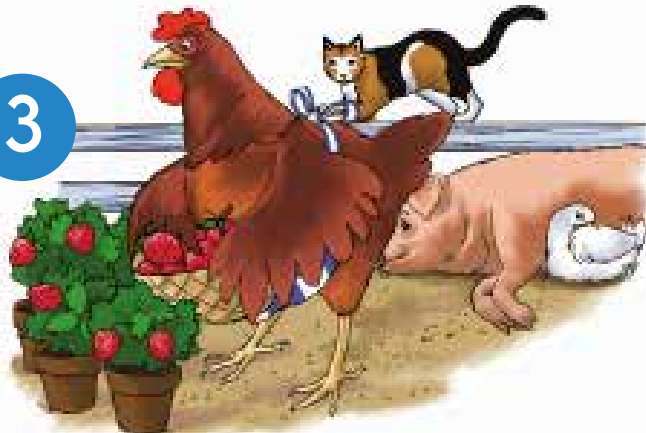
4



2



3



5

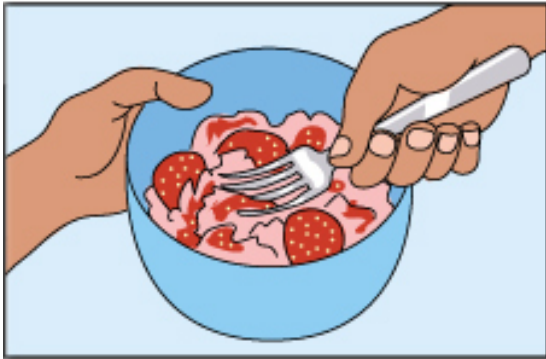


Yum Yum Strawberry Jam

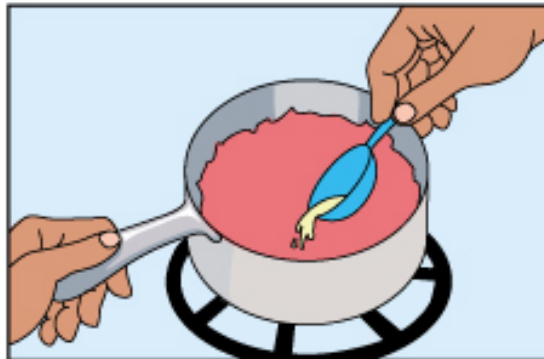
Directions: After creating a new version of "The Little Red Hen," follow the recipe to make strawberry jam with your child.

Ingredients:

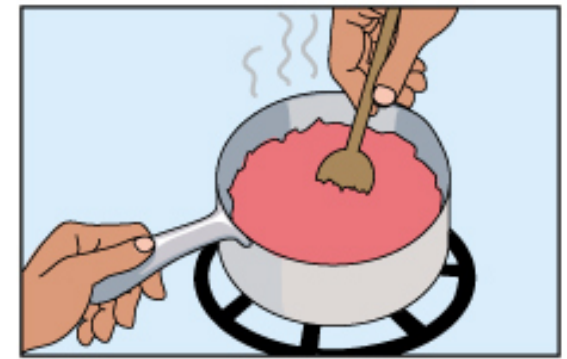
1 qt. strawberries, fresh or frozen
2 T. lemon juice
1 oz. dry pectin [canning section of supermarket]
1/2 c. light corn syrup
2-1/4 c. sugar (use less for frozen, sweetened berries)



1. Mash strawberries with a fork.



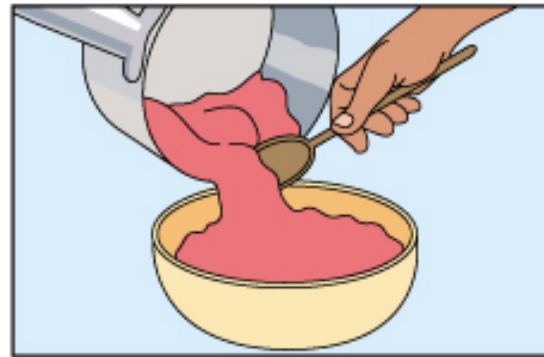
2. Put mashed berries, lemon juice, and pectin into a pan.



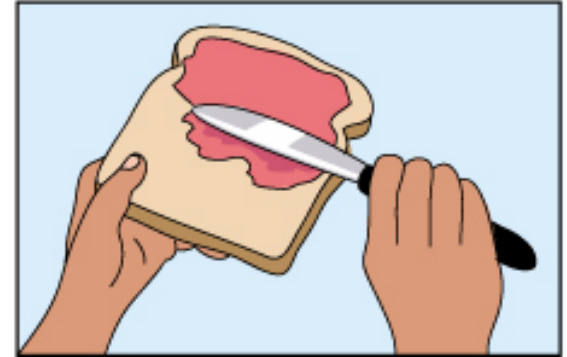
3. Stir it as it heats up.



4. Add corn syrup and sugar.



5. Spoon into bowl.



6. Spread on toast.

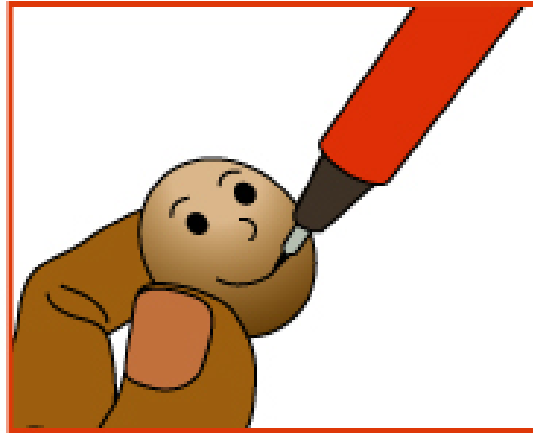


Good Night, Thumbelina

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.



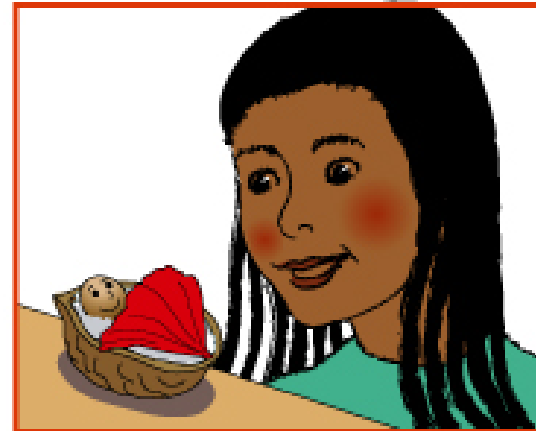
2. Draw face on wooden bead.



3. Glue wooden bead to cotton at end of shell.



4. Glue fabric, petals, or leaves as blanket over cotton ball.



5. Goodnight, Thumbelina!

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.

"What a beautiful flower," said the woman as she kissed the petals.



At that moment, the flower opened. Inside the flower sat a tiny girl.



The girl was no bigger than a thumb. The woman named her Thumbelina.

At night, 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.





In a burrow nearby lived Mr. Mole. He liked to visit in the evening and hear Thumbelina sing.

One evening, while visiting Mr. Mole, Thumbelina found a swallow. The bird was cold and hurt.

Thumbelina cared for the swallow and brought him food every day.



Mr. Mole had fallen in love with Thumbelina. He wanted to marry her.

Thumbelina did not want to marry Mr. Mole. Once again, she was very unhappy.



One day, the swallow that Thumbelina had cared for came to help her escape.

Together, they flew south to warmer lands.



In a new land, filled with flowers, Thumbelina met a king. He was tiny, too!

Thumbelina became the queen. She and the king 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?

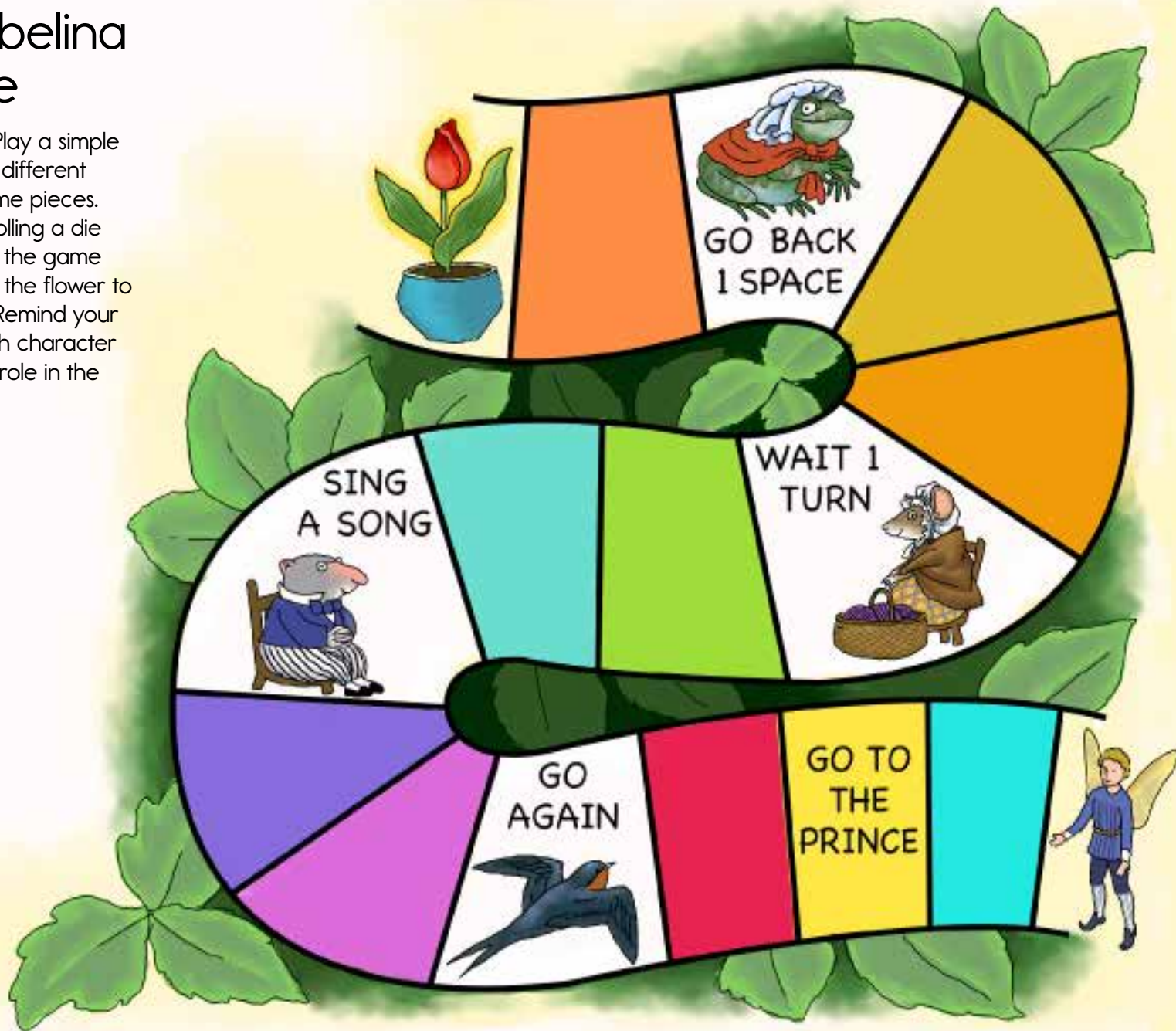


3. What animal did Thumbelina care for all winter long?

4. Who did Thumbelina marry?

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.



Dear Family Member,

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



How Turtle Cracked His Shell

by Joseph Bruchac

Retold by Rosie McCormick

Illustrated by Gail McIntosh and

Barbara Gibson

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."



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



"Use your mouth to hold on tightly to this stick," the birds explained. Turtle did just that.

Then the two big birds grabbed the ends of the stick. Soon they were all high in the sky—including Turtle.

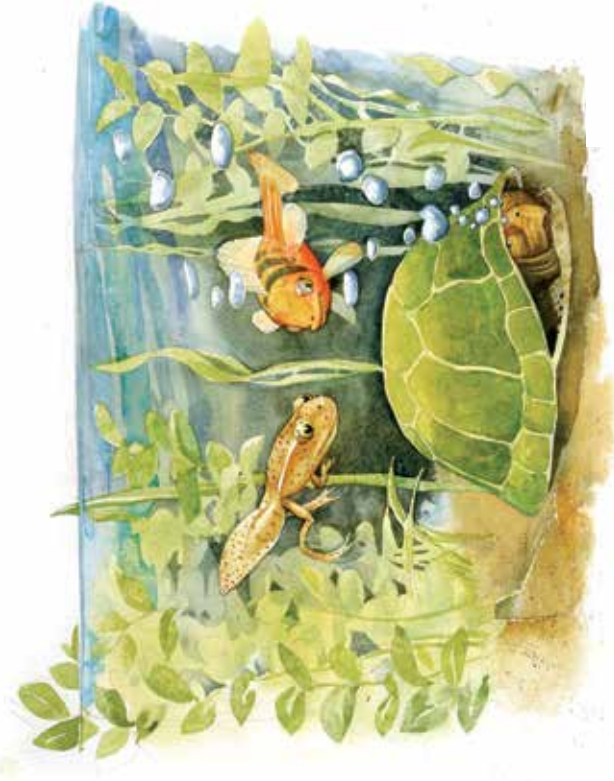




Turtle had never been so high off the ground before. He could look down and see how small everything looked. He wondered about how far they had come, and how far they had to go.

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.

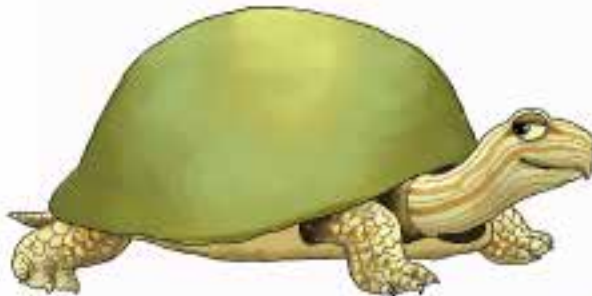
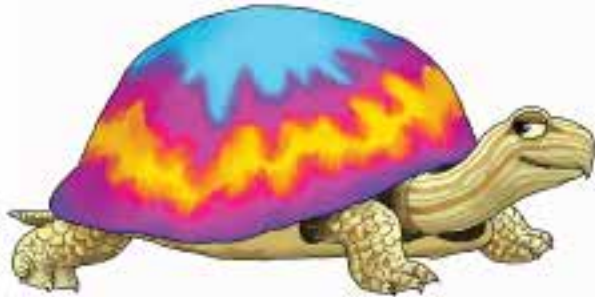


Turtle's Shell

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.



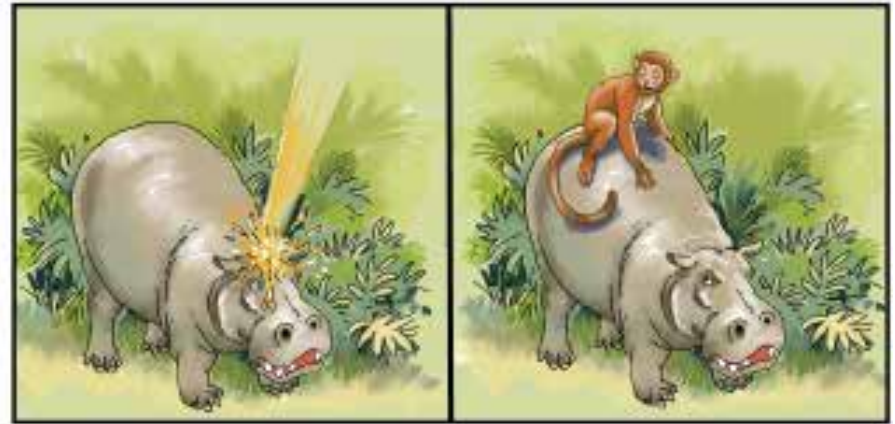
Remember

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?"



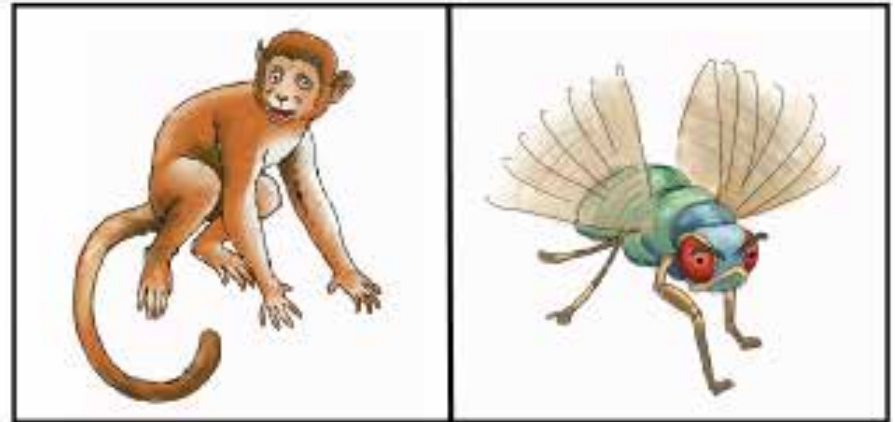
1. Why did the man and woman go into the jungle?



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?

Dear Family Member,

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



Why Flies Buzz

Retold by Rosie McCormick

Illustrated by Gail McIntosh

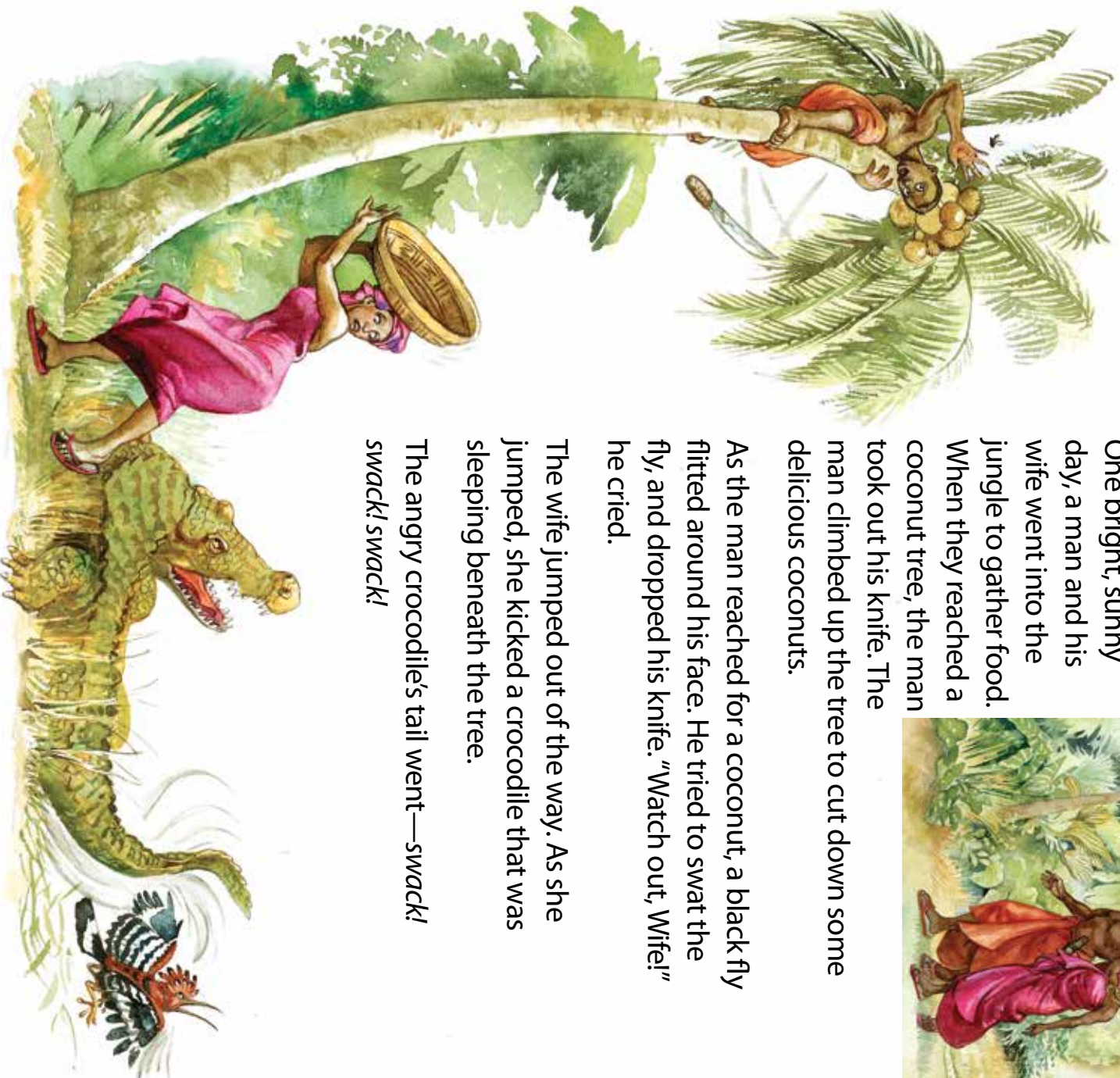
One bright, sunny day, a man and his wife went into the jungle to gather food. When they reached a coconut tree, the man took out his knife. The man climbed up the tree to cut down some delicious coconuts.



As the man reached for a coconut, a black fly fittted around his face. He tried to swat the fly, and dropped his knife. "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!*





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.



"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.



The lion gathered all the animals together to find out what had happened.

Everyone blamed each other.

The last to speak was the man. He said,
"Wise Lion, I dropped my knife because a black fly was annoying me."



"Aha!" said the lion. "Then it is the black fly's fault!" said the lion. But the black fly answered back.

"Buzz! Buzz! Buzz!" said the fly.

"Have you nothing

else to say?" asked the

lion. The fly ignored the lion and continued saying, "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!" To this day, flies all around the world can only say, "Buzz! Buzz! Buzz!"

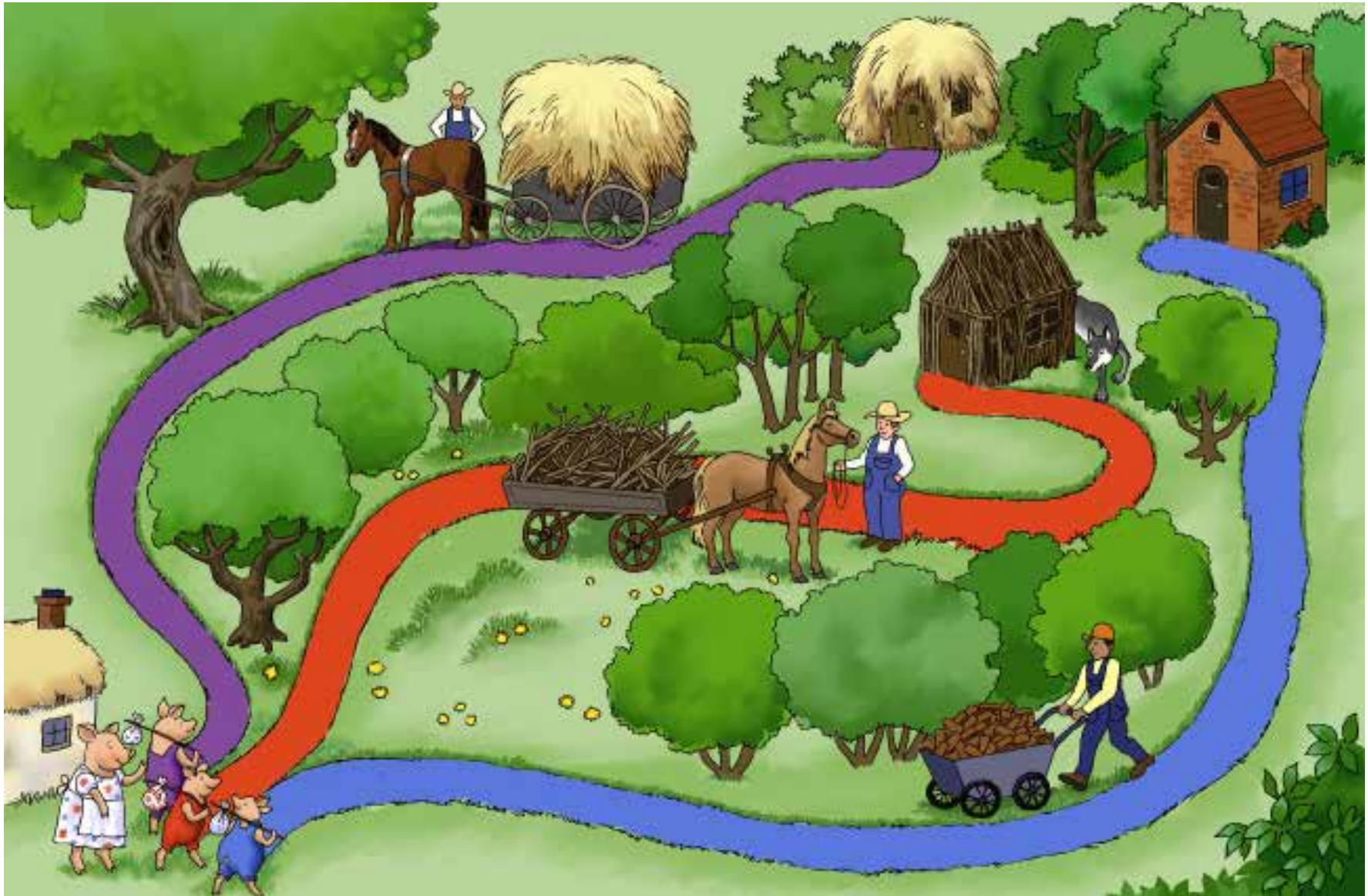


The bushfowl was satisfied. The fly that had caused all the trouble had been punished. And so she agreed to once again call the sun to begin the day.



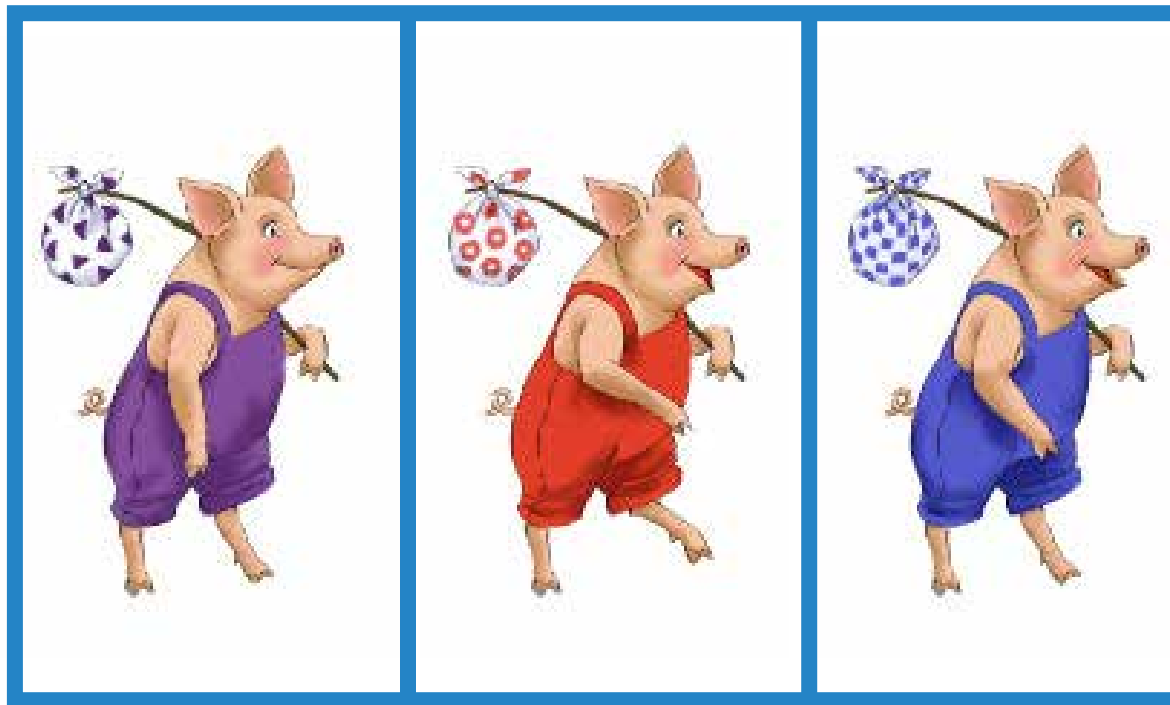
Follow the Pigs

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.



Cutouts for Follow the Pigs

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 into the world and live on your own."

The pigs said goodbye

and went on their way.



The First Little Pig decided to build a house made out of straw. Before long, he was finished. He had time to relax in the shade.

The Second Little Pig built a



house made out of sticks. He worked hard, but he still had time to relax in the shade.

The Third Little Pig decided to build a house made out of bricks. He worked very, very hard.



It took him a long time to finish building his house. He did not have time to rest in the shade.

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 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.



Piggy Questions

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.



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?



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Classic Tales Activity Pages

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