



Classic Tales

Teacher Guide



Core Knowledge Language Arts • New York Edition



Core Knowledge®

PRECHOOL



Classic Tales

Teacher Guide

PRESCHOOL

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Classic Tales

The following chart contains language arts objectives addressed in the *Classic Tales* domain. While Common Core State Standards for Preschool have yet to be proposed nationally, this chart also demonstrates alignment between the New York State Common Core State Standards for Preschool and corresponding Preschool Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Classic Tales

Day

		1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B	9A	9B	10A	10B
Reading Standards for Literature: Prekindergarten																					
Key Ideas and Details																					
STD R.L.P.1	With prompting and support, ask and answer questions about detail(s) in a text.																				
CKLA Goal(s)	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions about a fiction read-aloud	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓
STD R.L.P.2	With prompting and support, retell familiar stories.																				
CKLA Goal(s)	With prompting and support, retell, dramatize, or illustrate a story that has been read aloud, including characters, a beginning, and an ending		✓				✓			✓	✓		✓		✓		✓		✓		✓
	With prompting and support, retell, dramatize, or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending							✓	✓												
	With prompting and support, sequence illustrations of three to five story events		✓				✓				✓		✓				✓				
	With prompting and support, “read”/tell a story using a wordless picture book									✓	✓		✓		✓		✓				

Alignment Chart for Classic Tales

Day

		1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B	9A	9B	10A	10B
STD RL.P.3	With prompting and support, ask and answer questions about characters and major events in a story.																				
CKLA Goal(s)	With prompting and support, retell, dramatize, or illustrate a story that has been read aloud, including characters, a beginning, and an ending		✓				✓			✓	✓		✓		✓		✓		✓		✓
	With prompting and support, retell, dramatize or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending							✓	✓												
	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions about a fiction read-aloud	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓
Craft and Structure																					
STD RL.P.4	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).																				
CKLA Goal(s)	With prompting and support, ask and answer questions about unfamiliar core vocabulary in fiction read-alouds		✓		✓		✓		✓		✓		✓				✓				
STD RL.P.5	Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).																				
CKLA Goal(s)	Attend and listen to illustrated picture books with simple story lines		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
STD RL.P.6	With prompting and support, can describe the role of an author and illustrator.																				
CKLA Goal(s)	With prompting and support, given a specific book, describe and show what the author and illustrator each contributed to the creation of that book		✓		✓		✓		✓		✓				✓						

Alignment Chart for Classic Tales**Day**

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B	9A	9B	10A	10B
Integration and Knowledge of Ideas																				
STD RL.P.7	With prompting and support, students will engage in a picture walk to make connections between self, illustration, and the story.																			
CKLA Goal(s)			✓	✓				✓		✓	✓									
STD RL.P.8	Not applicable to literature.																			
STD RL.P.9	With prompting and support, students will compare and contrast two stories relating to the same topic (Mercer Meyer series).																			
CKLA Goal(s)																				✓
Range of Reading and Level of Text Complexity																				
STD RL.P.10	Actively engage in group reading activities with purpose and understanding.																			
CKLA Goal(s)	Actively engage in group reading activities with purpose and understanding	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	With prompting and support, provide or join in repeating the refrain in books with repetitive phrases					✓	✓	✓			✓							✓		
	Predict events in a story, i.e., what will happen next		✓		✓		✓		✓		✓		✓		✓		✓		✓	
	Provide a story ending consistent with other given story events				✓						✓	✓			✓	✓		✓		
	With prompting and support, dictate, as a group, a retelling of a story that has been heard					✓														
Responding to Literature																				
STD RL.P.11	With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).																			
CKLA Goal(s)	Describe an illustration or text in a fiction read-aloud and make connections to self and the world around them		✓	✓				✓		✓	✓	✓	✓							

Alignment Chart for Classic Tales

Day

Alignment Chart for Classic Tales																				
1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B	9A	9B	10A	10B	
Reading Standards for Informational Text: Prekindergarten																				
Range of Reading and Level of Text Complexity																				
STD RI.P.10		With prompting and support, actively engage in group reading activities with purpose and understanding.																		
CKLA Goal(s)	With prompting and support, follow a simple illustrated recipe																			
	With prompting and support, follow illustrated directions to do a simple craft or science experiment																			
Reading Standards for Foundational Skills: Prekindergarten																				
NOTE: In Prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.																				
Print Concepts																				
STD R.F.P.1		Demonstrate understanding of the organization and basic features of print.																		
STD R.F.P.1a		Follow words from left to right, top to bottom, and page by page.																		
CKLA Goal(s)	Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter																			
	Understand that words are separated by spaces in print.																			
STD R.F.P.1c		Understand that words are separated by spaces in print.																		
CKLA Goal(s)	Point to words as distinct units on a page of print																			

Day

[illegible]

Alignment Chart for Classic Tales

Day

Alignment Chart for Classic Tales																				
Responding to Literature																				
STD W.P.11	Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.																			
CKLA Goal(s)	Retell, dramatize, or illustrate a story that has been read aloud, including characters, a beginning, and an ending						✓				✓			✓			✓		✓	
	Retell, dramatize, or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending						✓		✓											
Speaking and Listening Standards: Prekindergarten																				
Comprehension and Collaboration																				
STD SL.P.1	With guidance and support, participate in collaborative conversations with diverse partners about Prekindergarten topics and texts with peers and adults in small and large groups.																			
STD SL.P.1b	Engage in extended conversations.																			
CKLA Goal(s)	Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments	✓		✓			✓			✓				✓				✓		
STD SL.P.2	With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.																			
CKLA Goal(s)	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

[illegible]

Alignment Chart for Classic Tales

Day

Alignment Chart for Classic Tales																				
STD L.P.1e	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B	9A	9B	10A	10B
CKLA Goal(s)	In speech, use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).																			
	Situates oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there-here; in-on; in front of-behind; at the top of-at the bottom of; under; next to-in the middle of; near-far; around; etc.)																			
	Use spatial words (here-there; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back)																			
STD L.P.1f	With guidance and support, produce and expand complete sentences in shared language activities.																			
CKLA Goal(s)	Understand and use increasingly detailed, elaborate, declarative, interrogatory, and imperative sentences																			
	Combine simple sentences using <i>and</i>																			
	Combine simple sentences using <i>but</i> and <i>or</i>																			
	Understand and use complex sentences with clauses introduced by <i>because, if, as soon as, so that, while, before, after, who, that, when, and/or</i> (verb)+ing																			
STD L.P.2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																			
STD L.P.2a	Capitalize the first letter in their name.																			
CKLA Goal(s)	Write one's first name, using upper- and lowercase letters appropriately																			

Alignment Chart for Classic Tales

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B	9A	9B	10A	10B
Vocabulary Acquisition and Use																				
STD L.P.5	With guidance and support, explore word relationships and nuances in word meanings.																			
STD L.P.5a	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.																			
CKLA Goal(s)	Classify by size					✓														
	Classify by other conceptual categories	✓		✓						✓		✓								
STD L.P.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., <i>up</i> , <i>down</i> , <i>stop</i> , <i>go</i> , <i>in</i> , <i>out</i>).																			
CKLA Goal(s)	Pair pictures depicting opposite adjectives (big-little; cold-hot; dry-wet; full-empty; happy-sad)											✓								
	Name and use opposite adjectives (big-little; cold-hot; dry-wet; fast-slow; rough-smooth; full-empty; hard-soft; large-small; loud-quiet; on-off; tall-short; yes-no)											✓								
	Use sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry)					✓														
	Name and use opposite size words (large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin)											✓								
	Pair pictures depicting opposite size words (large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin)											✓								

Alignment Chart for Classic Tales

Day

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B	9A	9B	10A	10B
STD L.P.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).																			
CKLA Goal(s)	Show understanding of temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon)	✓				✓														
	Use temporal words appropriately in context (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon)					✓														
	Demonstrate understanding of spatial words (in-out; in front of-behind; at the top of-at the bottom of; under-over; in a line/row; up-down)							✓												
STD L.P.6	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.																			
CKLA Goal(s)	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

INTRODUCTION

Classic Tales

Introduction to Classic Tales

This Introduction includes the information needed to teach the ten stories included in the *Classic Tales* domain over the course of the school year. **Unlike most domains in *CKLA Preschool*, the lessons for *Classic Tales* are not presented consecutively, but are interspersed throughout the school year as indicated by the Domain Calendar on the next page.**

The Teacher Guide for *Classic Tales* contains twenty days of instruction, two days for each classic tale. The first day of instruction for each tale (Day 'A') requires approximately twenty-five minutes of instruction. Activities on Day 'A' are intended to be conducted by the teacher in either a whole-group setting or during learning center time. The second day of instruction for each tale (Day 'B') requires between thirty-five and forty-five minutes of instruction. Activities on Day 'B' occur in whole-group and small-group settings, as well as during learning center time. See the At-a-Glance chart and specific activities to ascertain group size and/or setting for each activity.

Teacher-led learning centers, which occur on both 'A' and 'B' days (noted above), are designed to be conducted at the same time students participate in other learning centers each day. Thus, the time required to conduct learning centers is not factored into the total time required for instruction for each classic tale. Although these activities are designed to be implemented during learning center time, you might choose to conduct them as small groups during small-group learning time.

Note: *Especially at the beginning of the year, preschool students may have difficulty listening and attending for long periods of time. Therefore, when more than twenty minutes of instruction are specified on any one day, a suggestion is made as to how you might divide instruction across the school day so that students are given ample opportunity to move around and refocus. You may also wish to give students 'wiggle breaks' during the read-aloud or related instruction in order to help them listen and attend for the necessary period of time.*

Two *Classic Tales* assessments are included that are to be administered at two points during the year to assess students' general understanding of narrative language and the fiction genre. Domain Assessment 1 is to be administered after "The Gingerbread Man" and Domain Assessment 2 is to be administered after "The Three Little Pigs."

Domain Calendar

The *Classic Tales* domain builds students' knowledge of narrative language and the conventions of fictional storytelling. As noted on the previous page, stories from the *Classic Tales* domain are interspersed throughout the school year; they are to be taught during or after the various nonfiction domains. The schedule below indicates when the stories from *Classic Tales* should be taught.

Month*	Domain	Classic Tale
September	After <i>All About Me</i>	The Lion and the Mouse
September	After <i>All About Me</i>	The City Mouse and The Country Mouse
October	After <i>Family</i>	Goldilocks and the Three Bears
December	After <i>Animals</i>	The Gingerbread Man
Domain Assessment 1		
January	After <i>Animals</i>	The Shoemaker and the Elves
January	During <i>Plants</i>	The Little Red Hen
February	After <i>Plants</i>	Thumbelina
March	During <i>Habitats</i>	How Turtles Got Their Shells
April	During <i>Habitats</i>	Why Flies Buzz
May	After <i>Habitats</i>	The Three Little Pigs
Domain Assessment 2		

***Note:** The months indicated are approximations that may vary according to each preschool's start date and calendar.

Domain Components

Along with this Teacher Guide, you will need:

- *Classic Tales* Flip Book
- *Classic Tales* Big Book
- *Classic Tales* Image Cards
- *Classic Tales* Activity Pages
- *Nursery Rhymes and Fables* Posters

Note: *Some activity pages are designed to be completed at school and some are designed as take-homes. You might decide to use the take-home activity pages in your classroom, rather than sending them home with students. The abridged read-alouds are an exception; these activity pages should always be sent home so that students have the opportunity to retell the story at home with their families.*

Why Classic Tales Are Important

Classic Tales will introduce students to traditional stories and fables that have been favorites among children for generations. Students will hear classic stories like “The Three Little Pigs,” “Goldilocks and the Three Bears,” “The Gingerbread Man,” and “The Little Red Hen.” The repetitive refrains in these stories help students build vocabulary and fluency, and provide opportunities for students to participate in the telling of the stories. *Classic Tales* also includes stories from other cultures, such as “How Turtle Cracked His Shell” and “Why Flies Buzz,” that attempt to explain the natural world. This domain also includes a selection of fables, or short stories that teach students important lessons, or morals. The fables in this domain include, “The Lion and the Mouse” and “The City Mouse and the Country Mouse.” Finally, the *Classic Tales* domain also includes well-known fairy tales that children find engaging and imaginative. These stories are “The Shoemaker and the Elves” and “Thumbelina.”

Throughout the year, as students listen to these classic tales, they will have opportunities to learn the basic structure of fictional stories and to tell stories themselves. Students will identify characters, settings, and events in the stories they hear and use these elements in their own

retellings. They will learn to distinguish between true and make-believe stories; between human and animal characters; and between stories set a long time ago and those that could occur in the present day. Finally, students will have opportunities not only to hear these stories read aloud, but also to interact with the printed texts of these stories through readings from the *Classic Tales* Big Book.

It is important to note that the content of some of these stories might unsettle some students. For example, in “The Gingerbread Man,” a cunning fox eats the main character, albeit a cookie; in “The Three Little Pigs,” the wolf falls into a pot of boiling water. In order to help young students understand the context for these events, it is important to remind students that the stories themselves are fiction.

Please feel free to substitute a trade book from the list of recommended trade books if you feel doing so would be more appropriate for students in your class. As you read your chosen trade book, use the same strategies that you have been using when reading the read-aloud selections in this teacher guide—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book, lead students in a discussion as to how the story or information in the book relates to the read-alouds in this domain.

Core Vocabulary for Classic Tales

The following list contains all of the core vocabulary words in *Classic Tales* in the forms in which they appear in the read-alouds in this domain. Boldface words in the list have an associated Word Work activity. The inclusion of the words on this list does not indicate that students are expected to use these words on their own; rather, students will gain familiarity with these words as they encounter them in read-alouds and associated activities. Repeated exposure across multiple retellings will provide students many opportunities to hear and understand these words. These multiple encounters with words provide the experiences students need to add words to their own vocabularies.

The Lion and the Mouse

accident

great

promise

The City Mouse and the Country Mouse

escaped

feast

grand

silverware

Goldilocks

finally

forest

startled

tiny

The Gingerbread Man

away

clever

mixture

tasty

The Shoemaker and the Elves

evening

morning

perfectly

poor

worried

The Little Red Hen

happily

harvested

lazy

relax

wonderful

Thumbelina*

beautiful

crown

floated

underground

How Turtle Cracked His Shell

flying south

summer

tightly

winter

wonder

Why Flies Buzz*

advice

coconut

politely

punishment

trampled

The Three Little Pigs*

afternoon

cart

chimney

continued

lane

hurried

The Three Horrid Little Pigs* by Liz Pichon

horrid

pesky

rude

sturdy





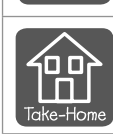
**These tales do not have an associated Word Work activity*

Assessments

Unlike the nonfiction domains in *CKLA Preschool* that include end-of-domain assessments designed to assess each student’s understanding of the specific content knowledge presented throughout the domain read-alouds, *Classic Tales* instead has two assessments—one in the middle of this Teacher’s Guide, and one at the end. These observation-based assessments should be administered to each student twice during the school year. The first assessment should be administered in December after the students have heard “The Gingerbread Man.” The second assessment should be administered in May after students have heard “The Three Little Pigs.” While Common Core State Standards for preschool have yet to be proposed nationally, these assessments are directly linked to the New York State Common Core State Standards for preschool that target general understanding of narrative language and the structure of stories.

Domain Icons

The icons below are used throughout the domain to indicate the setting in which the activities are designed to occur.

		Whole Group
		Small Group
		Learning Center
		Take-Home

Recommended Resources for Classic Tales

Trade Books

We highly recommend the inclusion of any of these books in your Library Center and/or for use as time permits throughout the year as additional read-alouds.

*Indicates that the text complexity or length of this trade book is likely above the comprehension level or attention span of preschoolers. Nevertheless, the pictures or themes in this book represent important opportunities for adults to facilitate conversations related to the content in this domain.

Used as a Domain Read-Aloud

1. *The Three Horrid Little Pigs*, by Liz Pichon (Tiger Tales, 2010) ISBN 978-1589254237

Other Versions of Stories in the Domain

2. *Aesop's Fables*, by Beverly Naidoo and Piet Grobler (Frances Lincoln, 2011) ISBN 978-1847800077
3. *Aesop's Fables*, by Jerry Pinkney (Chronicle, 2000) ISBN 978-1587170003
4. *Goldilocks and the Three Bears*, by Jan Brett (Puffin, 1996) ISBN 978-0698113589
5. *Goldilocks and the Three Bears*, by Valeri Gorbachev (North-South, 2003) ISBN 978-0735817821
6. *Rolling Along With Goldilocks and the Three Bears*, by Cindy Meyers and Carol Morgan (Woodbine House, 1999) ISBN 978-1890627126
7. *The Elves and the Shoemaker*, by John Cech and Kirill Chelushkin (Sterling, 2007) ISBN 978-1402730672
8. *The Elves and the Shoemaker*, by Paul Galdone (Sandpiper, 1986) ISBN 978-0899194226
9. *The Elves and the Shoemaker*, by Jim LaMarche (Chronicle, 2003) ISBN 978-0811834773
10. *The Elves and the Shoemaker*, by Alison Edgson (Child's Play, 2007) ISBN 978-1846430763

11. *The Gingerbread Baby*, by Jan Brett (Juvenile, 2003) ISBN 978-0399241666
12. *The Gingerbread Cowboy*, by Janet Squires and Holly Berry (HarperCollins, 2006) ISBN 978-0060778637
13. *The Gingerbread Girl*, by Lisa Campbell Ernst (Dutton, 2006) ISBN 978-0525476672
14. *The Gingerbread Man*, by Karen Schmidt (Scholastic, 1985) ISBN 978-0590410564
15. *The Lion and the Mouse*, by Jerry Pinkney (Little, Brown, 2009) ISBN 978-0316013567
16. *The Lion and the Mouse*, by Bernadette Watts (North-South, 2007) ISBN 978-0735821293
17. *The Lion and the Mouse*, by Gail Herman and Lisa McCue (Random House, 1998) ISBN 978-0679886747
18. **The Three Little Javelinas/Los Tres Pequenos Jabalies*, by Susan Lowell and Jim Harris (Cooper Square, 2009) ISBN 978-0873589550
19. **The Three Little Wolves and the Big Bad Pig*, by Eugene Trivizas and Helen Oxenbury (Margaret K. McElderry, 1997) ISBN 978-0689815287
20. *The True Story of the Three Little Pigs*, by Jon Scieszka and Lane Smith (Puffin, 1996) ISBN 978-0140544510
21. **Why Mosquitos Buzz in People's Ears*, by Verna Aardema and Leo and Diane Dillon (Puffin/Dial, 1992) ISBN 978-0140549058
22. **With Love, Little Red Hen*, by Alma Flor Ada and Leslie Tryon (Atheneum, 2004) ISBN 978-0689870613
23. **Yours Truly, Goldilocks*, by Alma Flor Ada and Leslie Tryon (Atheneum, 2001) ISBN 978-0689844522

Recommended Supplementary Stories to be read throughout the year

Note: *This Supplementary Stories list is intended as a reference for you to use as you choose fictional stories to read throughout the school year. It is not meant to be a comprehensive list; it does, however, contain many classic stories that children have enjoyed for generations. These stories can also be included in the classroom library for students to browse independently or with your guidance.*

24. *A Boy, A Dog and A Frog*, by Mercer Meyer (Dial, 2003) ISBN 978-0803728806
25. *Abuela*, by Arthur Dorros and Elisa Kleven (Puffin, 1997) ISBN 978-0140562255
26. *Baby Rattlesnake*, by Lynn Moroney and Mira Reisberg (Children's Book Press, 2006) ISBN 978-0892392162
27. *Blueberries for Sal*, by Robert McCloskey (Viking, 1948) ISBN 978-0670175918
28. *Borreguita and the Coyote*, by Verna Aardema and Petra Mathers (Dragonfly, 1998) ISBN 978-0679889366
29. *Bringing the Rain to Kapiti Plain*, by Verna Aardema and Beatriz Vidal (Puffin, 1992) ISBN 978-0140546163
30. *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. and Eric Carle (Henry Hold, 1992) ISBN 978-0805017441
31. *Caps for Sale: A Tale of a Peddler, Some Monkeys and Their Monkey Business*, by Esphyr Slobodkina (Perfection Learning, 1987) ISBN 978-0812422122
32. *Corduroy*, by Don Freeman (Viking, 2008) ISBN 978-0670063369
33. *Cuckoo/Cucu: A Mexican Folktale/Un cuento folklorico mexicano*, by Lois Ehlert (Sandpiper, 2000) ISBN 978-0152024284
34. *Curious George*, by H.A. Rey (HMH, 1973) ISBN 978-0395150238
35. *Frederick*, by Leo Lionni (Dragonfly, 1973) ISBN 978-0394826141
36. *Goodnight Moon*, by Margaret Wise Brown and Clement Hurd (HarperCollins, 2006) ISBN 978-0064430173
37. *Harold and the Purple Crayon*, by Crockett Johnson (HarperCollins, 1998) ISBN 978-0064430227
38. *How the Stars Fell into the Sky: A Navajo Legend*, by Jerrie Oughton (Sandpiper, 1996) ISBN 978-0395779385
39. *I Know an Old Lady Who Swallowed a Fly*, by Nadine Bernard Wescott (Little, Brown, 1980) ISBN 978-0316931274
40. *Juan Bobo Goes to Work: A Puerto Rican Folk Tale*, by Marisa Montes and Joe Cepeda (Rayo, 2000) ISBN 978-0688162337

41. *Just a Minute: A Trickster Tale and Counting Book*, by Yuyi Morales (Chronicle, 2003) ISBN 978-0811837583
42. **La lagartija y el sol/ The Lizard and the Sun*, by Alma Flor Ada and Felipe D'avalos (Dragonfly, 1999) ISBN 978-0440415312
43. **Little Red Riding Hood*, by Jerry Pinkney (Little, Brown, 2007) ISBN 978-0316013550
44. *Madeline*, by Ludwig Bemelmans (Viking, 2000) ISBN 978-0140564396
45. *Make Way for Ducklings*, by Robert McCloskey (Puffin, 1999) ISBN 978-0140564341
46. *Mike Mulligan and His Steam Shovel*, by Virginia Lee Burton (Sandpiper, 1977) ISBN 978-0395259399
47. *Millions of Cats*, by Wanda Gag (Puffin, 2006) ISBN 978-0142407080
48. *Miss Rumphius*, by Barbara Cooney (Puffin, 1985) ISBN 978-0140505399
49. **Mufaro's Beautiful Daughters*, by John Steptoe (Puffin Books, 2008) ISBN 978-0140559460
50. *Napi*, by Antonio Ramirez and Domi (Groundwood, 2004) ISBN 978-0888996107
51. *Pele and the Rivers of Fire*, by Michael Nordenstrom (Bess Press, 2002) ISBN 978-1573060790
52. *Pretty Salma: A Little Red Riding Hood Story from Africa*, by Niki Daly (Clarion, 2007) ISBN 978-0618723454
53. *Raven: A Trickster Tale from the Pacific Northwest*, by Gerald McDermott (Sandpiper, 2001) ISBN 978-0152024499
54. *Stone Soup*, by Jon J Muth (Scholastic, 2003) ISBN 978-0439339094
55. *Strega Nona*, by Tomie dePaola (Little Simon, 2011) ISBN 978-1442433557
56. *Swimmy*, by Leo Lionni (Dragonfly, 1987) ISBN 978-0394826202
57. *The Bossy Gallito/El Gallo de Bodas: A Traditional Cuban Folktale*, by Lucia M. Gonzalez and Lulu Delacre (Scholastic, 1999) ISBN 978-0439067577

58. **The Complete Tales*, by Beatrix Potter (Warne, 2006) ISBN 978-0723258049
59. *The Fantastic Flying Books of Mr. Morris Lessmore*, by William Joyce (Atheneum, 2012) ISBN 978-1442457027
60. *The Further Tale of Peter Rabbit*, by Emma Thompson (Warne, 2012) ISBN 978-0723269106
61. *The Giant Cabbage: An Alaska Folktale*, by Cherie B. Stihler and Jeremiah Trammell (Sasquatch, 2003) ISBN 978-1570613579
62. *The Legend of the Bluebonnet*, by Tomie dePaola (Puffin, 1996) ISBN 978-0698113596
63. *The Legend of the Poinsettia*, by Tomie dePaola (Puffin, 1997) ISBN 978-0698115675
64. *The Little Engine That Could*, by Watty Piper (Grosset & Dunlap, 1978) ISBN 978-0448405209
65. *The Runaway Bunny*, by Margaret Wise Brown and Clement Hurd (HarperCollins, 2005) ISBN 978-0060775827
66. *The Snowy Day*, by Ezra Jack Keats (Viking, 2011) ISBN 978-0670012701
67. *The Story of Ferdinand*, by Munro Leaf and Robert Lawson (Viking, 2011) ISBN 978-0670013234
68. *The Tale of Rabbit and Coyote*, by Tony Johnson and Tomie dePaola (Puffin, 1998) ISBN 978-0698116306
69. *The Ugly Duckling*, by Hans Christian Andersen and Jerry Pinkney (HarperCollins, 1999) 978-0688159320
70. *Tikki Tikki Tembo*, by Arlene Mosel and Blair Lent (Square Fish, 2007) ISBN 978-0312367480
71. *Where the Wild Things Are*, by Maurice Sendak (HarperCollins, 1988) ISBN 978-0060254926
72. *Zomo the Rabbit: A Trickster Tale from West Africa*, by Gerald McDermott (Sandpiper, 1996) ISBN 978-0152010102

Online resources for teachers and students

The Lion and the Mouse

1. Templates for coloring pages, posters, crafts, puppets, jigsaw puzzle
<http://www.dltk-teach.com/fables/lion/index.htm>
2. Animated video cartoon (12 minutes)
<http://www.youtube.com/watch?v=rGCvtuPqXvQ>
3. Visual animation of the story with no voice-over; could be used for retelling (4 minutes)
<http://www.us.penguingroup.com/static/packages/us/yreaders/aesop/index.html>
4. Cartoon video (2:30 minutes)
<http://www.youtube.com/watch?v=iz7GY61zQLs&feature=related>
5. Click-the-page storybook retelling; each word in the text is highlighted left to right as the story is retold
<http://www.kizclub.com/storytime/lionnmouse/mousenlion2.html>
6. Animated retelling of the story, page by page; no written text
<http://www.us.penguingroup.com/static/packages/us/yreaders/aesop/index.html>
7. The City Mouse and the Country Mouse Cartoon Video (2:33 minutes)
<http://www.youtube.com/watch?v=3XTU-jB83zc>
8. Click-the-page storybook retelling; each word in the text is highlighted left to right as the story is retold
<http://www.kizclub.com/storytime/citymouse/mouse4.html>
9. First Grade class film production
<http://vimeo.com/4296901>

Goldilocks and the Three Bears

10. Cartoon with text
<http://www.britishcouncil.org/kids-stories-goldilocks-popup.htm>
11. Classic short film from 1958 with real bears! (10 minutes)
http://archive.org/details/goldilocks_and_the_three_bears
12. Activity and extension ideas
<http://www.first-school.ws/activities/fairytales/3bears.htm>

The Gingerbread Man

13. Great pictorial reading by John Krasinski (“Jim” from *The Office*)

<http://www.youtube.com/watch?v=7NjDUMeBaUo>

14. Resources and crafts

<http://www.kidzone.ws/thematic/gingerbread/list.htm>

15. Fun gingerbread activities for school or home

<http://www.littlegiraffes.com/gingerbread.html>

The Shoemaker and the Elves

16. Book read aloud by narrator

<http://www.waterfordearlylearning.org/demo/shoemaker-and-the-elves>

17. Various activity pages and ideas for acting out the story

http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/teacher/english/elves/index.htm

18. Elves and the Shoemaker coloring book

<http://www.bbc.co.uk/cbeebies/misc/stories/misc-theelvesandtheshoemaker>

19. Activity pages, flashcards, and games

<http://www.primarytreasurechest.com/once-upon-a-time/the-elves-and-the-shoemaker.html>

The Little Red Hen

20. Book read aloud by narrator

<http://www.youtube.com/watch?v=smspKuKqt5c>

21. Resources including a dramatization

http://www.storybus.org/stories_and_activities/the_little_red_hen

22. Gullah retelling

<http://knowitall.org/gullahtales/tales/redhen/flash/english.html>

Thumbelina

23. Animated retelling

<http://www.youtube.com/watch?v=FJ2Do2FPLsl>

24. Online painting game

<http://www.maths-and-games.com/index.php?lang=en&id=2132>

How Turtle Cracked His Shell

25. Turtle fingerplays and songs

http://www.preschoolexpress.com/music_station02/music_station_jul02.shtml

Why Flies Buzz

26. Other Nigerian folktales

http://www.worldoftales.com/Nigerian_folktales.html

The Three Little Pigs

27. Activities and crafts

<http://www.dltk-teach.com/rhymes/pigs/index.htm>

28. Pig mask craft

<http://www.speakaboos.com/worksheet/arts-and-crafts/the-three-little-pigs>

29. Craft and activity ideas

<http://www.makinglearningfun.com/themepages/3LittlePigsPrintables-.htm>