



# Fairy Tales and Tall Tales

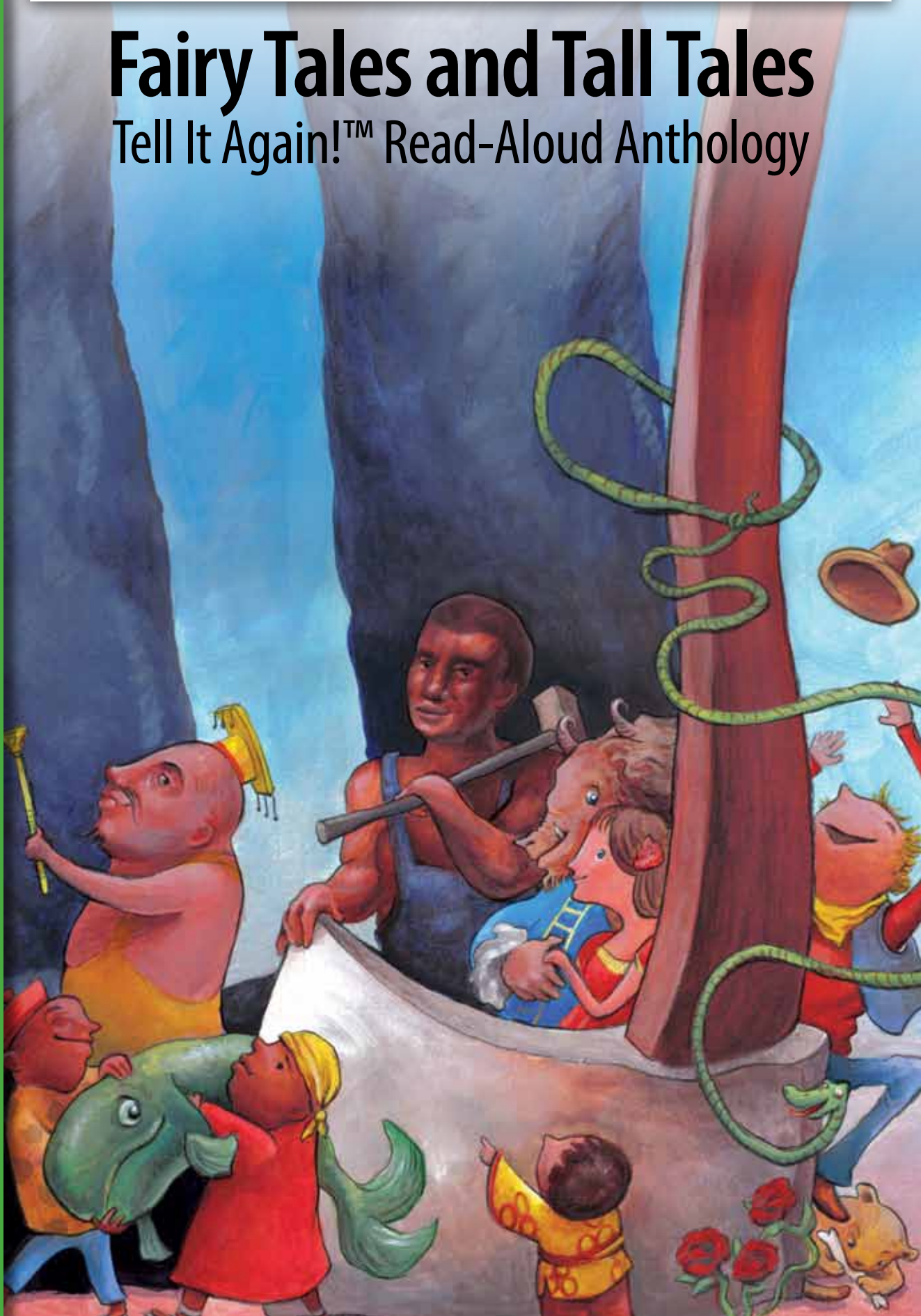
## Tell It Again!™ Read-Aloud Anthology

Core Knowledge Language Arts® • New York Edition • Listening & Learning™ Strand

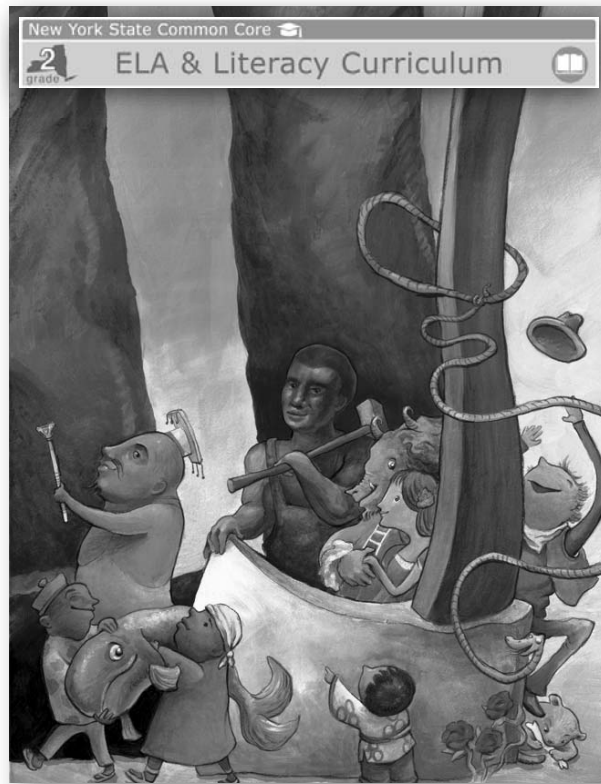


Core Knowledge®

GRADE 2







# Fairy Tales and Tall Tales

## Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

**GRADE 2**

Core Knowledge Language Arts®  
New York Edition



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# Alignment Chart for Fairy Tales and Tall Tales

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Fairy Tales and Tall Tales		Lesson							
		1	2	3	4	5	6	7	8
Core Content Objectives									
Demonstrate familiarity with specific fairy tales		✓	✓	✓	✓				
Describe the characters, plot, and setting of specific fairy tales		✓	✓	✓	✓				
Identify common characteristics of fairy tales such as “once upon a time” beginnings, royal characters, magical characters or events, and happy endings		✓	✓	✓	✓				
Identify the fairy tale elements of specific fairy tales		✓	✓	✓	✓				
Identify fairy tales as a type of fiction		✓	✓	✓	✓				
Demonstrate familiarity with specific tall tales						✓	✓	✓	✓
Identify the characters, plot, and setting of specific tall tales						✓	✓	✓	✓
Identify common characteristics of tall tales such as exaggeration and larger-than-life characters						✓	✓	✓	✓
Identify the exaggeration in specific tall tales						✓	✓	✓	✓
Identify tall tales as a type of fiction						✓	✓	✓	✓
Reading Standards for Literature: Grade 2									
Key Ideas and Details									
STD RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.								
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction read-aloud	✓							
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	✓							

## Alignment Chart for Fairy Tales and Tall Tales

### Lesson

		1	2	3	4	5	6	7	8
<b>STD RL.2.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.								
<b>CKLA Goal(s)</b>	Recount fiction read-alouds, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral	✓	✓		✓				
<b>STD RL.2.3</b>	Describe how characters in a story respond to major events and challenges..								
<b>CKLA Goal(s)</b>	Describe how characters in a fiction read-aloud respond to major events and challenges	✓	✓	✓	✓				
<b>Craft and Structure</b>									
<b>STD RL.2.4</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.								
<b>CKLA Goal(s)</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song							✓	✓
<b>STD RL.2.5</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.								
<b>CKLA Goal(s)</b>	Describe the following story elements: characters, setting, and plot, including how the beginning introduces the story and the ending concludes the action	✓		✓					
<b>Integration of Knowledge and Ideas</b>									
<b>STD RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.								
<b>CKLA Goal(s)</b>	Use information gained from the illustrations and words in a read-aloud to demonstrate understanding of its characters, setting, or plot	✓	✓	✓	✓				
<b>STD RL.2.9</b>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.								
<b>CKLA Goal(s)</b>	Compare and contrast (orally or in writing) similarities and differences within a single fiction read-aloud or between two or more read-alouds			✓			✓	✓	✓





**Alignment Chart for  
Fairy Tales and Tall Tales**

**Lesson**

		1	2	3	4	5	6	7	8
<b>Writing Standards: Grade 2</b>									
<b>Text Types and Purposes</b>									
<b>STD W.2.1</b>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.								
<b>CKLA Goal(s)</b>	Plan, draft, and edit opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section			✓					
<b>STD W.2.3</b>	Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.								
<b>CKLA Goal(s)</b>	Plan, draft, and edit a narrative retelling of a fiction read-aloud, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure	✓		✓					
<b>Research to Build and Present Knowledge</b>									
<b>STD W.2.7</b>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).								
<b>CKLA Goal(s)</b>	Participate in shared research and writing projects (e.g., after listening to several read-alouds, produce a report on a single topic)			✓					
<b>Production and Distribution of Writing</b>									
<b>STD W.2.8</b>	Recall information from experiences or gather information from provided sources to answer a question.								
<b>CKLA Goal(s)</b>	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds		✓	✓	✓				
	With assistance, categorize and organize facts and information within a given domain to answer questions					✓	✓	✓	✓
	Generate questions and gather information from multiple sources to answer questions								✓



**Alignment Chart for  
Fairy Tales and Tall Tales**

**Lesson**

Alignment Chart for Fairy Tales and Tall Tales		1	2	3	4	5	6	7	8
Speaking and Listening Standards: Grade 2									
Comprehension, and Collaboration									
STD SL.2.1	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups								
STD SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).								
CKLA Goal(s)	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.								
STD SL.2.1b	Build on others’ talk in conversations by linking their comments to the remarks of others.								
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age								
STD SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.								
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud					✓			
STD SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.								
CKLA Goal(s)	Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud	✓		✓		✓			
	Summarize (orally or in writing) text content and/or oral information presented by others	✓							
STD SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.								
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue	✓							


**Alignment Chart for  
Fairy Tales and Tall Tales**

**Lesson**

Fair Tales and Tall Tales		1	2	3	4	5	6	7	8
Presentation of Knowledge and Ideas									
STD SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.								
CKLA Goal(s)	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings	✓		✓			✓		
STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language)								
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification								
Language Standards: Grade 2									
Vocabulary Acquisition and Use									
STD L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.								
STD L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ).								
CKLA Goal(s)	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions	✓		✓					
STD L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ).								
CKLA Goal(s)	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions				✓				✓
STD L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.								
STD L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).								
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> )								
	Provide synonyms and antonyms of selected core vocabulary words	✓		✓					
	Determine the meaning of unknown and multiple-meaning words and phrases in fiction or nonfiction/informational read-alouds and discussions				✓			✓	

# **Alignment Chart for Fairy Tales and Tall Tales**

## **Lesson**

Alignment Chart for <i>Fairy Tales and Tall Tales</i>		1	2	3	4	5	6	7	8
STD L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).								
CKLA Goal(s)	Learn the meaning of common sayings and phrases				✓				
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> )								
Additional CKLA Goals									
Distinguish fantasy from realistic text		✓				✓	✓	✓	
Prior to listening to a read-aloud, orally predict what happens and compare the actual outcome to the prediction		✓	✓	✓	✓		✓	✓	
Prior to listening to a read-aloud, identify orally what they know or have learned about a given topic		✓		✓			✓	✓	✓
Rehearse and perform a read-aloud for an audience using eye contact, appropriate volume, and clear enunciation			✓						



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



# Introduction to Fairy Tales and Tall Tales

This introduction includes the necessary background information to be used in teaching the *Fairy Tales and Tall Tales* domain. The *Tell It Again! Read-Aloud Anthology for Fairy Tales and Tall Tales* contains eight daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 4, at the end of the fairy tales section. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than twelve days total on this domain.**

Week One				
Day 1	Day 2	Day 3 ⓘ#	Day 4	Day 5 ⓘ#
Lesson 1A: "The Fisherman and His Wife" (40 min.)	Lesson 2A: "The Emperor's New Clothes" (40 min.)	Lesson 3A: "Beauty and the Beast, Part I" (40 min.)	Lesson 4A: "Beauty and the Beast, Part II" (40 min.)	Pausing Point (40 min.)
Lesson 1B: Extensions (20 min.)	Lesson 2B: Extensions (20 min.)	Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	Pausing Point (20 min.)
(60 min.)	(60 min.)	(60 min.)	(60 min.)	(60 min.)

Week Two				
Day 6 ⓘ#	Day 7 ⓘ	Day 8	Day 9	Day 10
Lesson 5A: "Paul Bunyan" (40 min.)	Lesson 6A: "Pecos Bill" (40 min.)	Lesson 7A: "John Henry" (40 min.)	Lesson 8A: "Casey Jones" (40 min.)	Domain Review (40 min.)
Lesson 5B: Extensions (20 min.)	Lesson 6B: Extensions (20 min.)	Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	Domain Review (20 min.)
(60 min.)	(60 min.)	(60 min.)	(60 min.)	(60 min.)

Week Three	
Day 11 ⓘ	Day 12
Domain Assessment (40 min.)	Culminating Activities (40 min.)
Domain Assessment (20 min.)	Culminating Activities (20 min.)
(60 min.)	(60 min.)

ⓘ Lessons include Student Performance Task Assessments

# Lessons require advance preparation and/or additional materials; please plan ahead

## Domain Components

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Along with this Anthology, you will need:

- *Tell It Again! Media Disk*, or the *Tell It Again! Flip Book* for *Fairy Tales and Tall Tales*
- *Tell It Again! Image Cards* for *Fairy Tales and Tall Tales*
- *Tell It Again! Supplemental Guide* for *Fairy Tales and Tall Tales*
- *Tell It Again! Multiple Meaning Word Posters* for *Fairy Tales and Tall Tales*

Recommended Resource:

- *Core Knowledge Teacher Handbook (Grade 2)*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517700

## Why Fairy Tales and Tall Tales Are Important

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This domain will introduce students to classic fairy tales and tall tales and the well-known lessons they teach. This domain will also lay the foundation for understanding stories in future grades. The first half of the *Fairy Tales and Tall Tales* domain focuses on fairy tales. These fairy tales will remind students of the elements of fiction they have heard about in previous grades and will be a good reintroduction to the practice of Listening & Learning. Students who have used the Core Knowledge Language Arts program in Kindergarten and Grade 1 will be familiar with some fairy tales and the elements of the fairy tale genre from the *Kings and Queens* domain (Kindergarten) and from the *Fairy Tales* domain (Grade 1). In this domain, students will be reminded of these elements and hear the fairy tales of “The Fisherman and His Wife,” “The Emperor’s New Clothes,” and “Beauty and the Beast.” Students will be able to relate to the problems faced by characters in each of these memorable tales, as well as learn from the lessons in each story.

The second half of the domain focuses on tall tales and the elements of that genre. Students will be introduced to the tall tales of “Paul Bunyan,” “Pecos Bill,” “John Henry,” and “Casey Jones.” Learning about tall tales will introduce students to the setting of the American frontier and some of the occupations settlers had

there. For students who used the Core Knowledge Language Arts program in Grade 1, it will reinforce what they have already learned about the American frontier in the *Frontier Explorers* domain (Grade 1) and prepare them for the *Westward Expansion* domain, because many of the tall tale characters head west on their adventures. The tall tales in this domain will also introduce students to the literary concept of exaggeration.

## **What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten and Grade 1**

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The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Fairy Tales and Tall Tales*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy:

### ***Nursery Rhymes and Fables (Kindergarten)***

- Describe the characters and events in nursery rhymes and fables

### ***Stories (Kindergarten)***

- Listen to and then demonstrate familiarity with stories, including the ideas they express
- Explain that fiction can be in many different forms, including folktales, trickster tales, and tall tales
- Identify the setting of a given story
- Identify the characters of a given story
- Identify the plot of a given story

### ***Kings and Queens (Kindergarten)***

- Describe what a king or queen does
- Identify and describe royal objects associated with a king or queen
- Describe a royal family
- Discuss the lessons in “Cinderella” and in “Snow White and the Seven Dwarfs” that show goodness prevails and is rewarded

### ***Fables and Stories (Grade 1)***

- Demonstrate familiarity with particular fables and stories
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of a given fable or story
- Identify fables and folktales as two types of fiction

### ***Fairy Tales (Grade 1)***

- Identify fairy tales as a type of fiction
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

### ***Frontier Explorers (Grade 1)***

- Locate the Appalachian Mountains on a map
- Locate the Mississippi River on a map
- Locate the Rocky Mountains on a map



# Core Vocabulary for Fairy Tales and Tall Tales

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The following list contains all of the core vocabulary words in *Fairy Tales and Tall Tales* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

<b>Lesson 1</b>	<b>Lesson 4</b>	<b>Lesson 7</b>
charming	<b>constant</b>	challenge
<b>displeases</b>	despite	compete
enchanted	determined	<b>feats</b>
hesitated	sorrowful	solution
might	<b>Lesson 5</b>	steam
<b>Lesson 2</b>	<b>admiration</b>	<b>Lesson 8</b>
<b>curious</b>	colossal	mounted
ignorant	frontier	<b>legendary</b>
inspect	inseparable	passengers
intelligent	<b>Lesson 6</b>	pride
<b>Lesson 3</b>	energy	
astonished	persuaded	
fearsome	relaxed	
<b>fortune</b>	<b>tame</b>	
merchant		

## Comprehension Questions

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In the *Tell It Again! Read-Aloud Anthology* for *Fairy Tales and Tall Tales*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.2.1), and Reading Standards for Informational Text 1 (RI.2.1).

*Inferential* questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–5 (RL.2.2–RL.2.5), and Reading Standards for Informational Text 2–4 and 6 (RI.2.2–RI.2.4; RI.2.6).

*Evaluative* questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.2.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.2.9) and Reading Standards for Informational Text 9 (RI.2.9).

The *Tell It Again! Read-Aloud Anthologies* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.2.7) and Reading Standards for Informational Text 7 (RI.2.7) are addressed as well.

## Student Performance Task Assessments

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In the *Tell It Again! Read-Aloud Anthology* for *Fairy Tales and Tall Tales*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: ⑩. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

## Above and Beyond

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In the *Tell It Again! Read-Aloud Anthology* for *Fairy Tales and Tall Tales*, there are numerous opportunities in the lessons and in the Pausing Point to challenge students who are ready to attempt activities that are above grade level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

## Supplemental Guide

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Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or they may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to

sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon ⇄.

## ***Recommended Resources for Fairy Tales and Tall Tales***

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The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the Domain Review for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

### **Trade Book List**

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#### ***Original Anthologies***

**Note:** These are large anthologies of the original fairy tales to show students the volume of the work of the Brothers Grimm.

1. *The Annotated Brothers Grimm (Bicentennial Edition)*, by Jacob Grimm and Wilhelm Grimm (W.W. Norton and Co., 2012) ISBN 978-3836526722
2. *The Fairy Tales of the Brothers Grimm*, by Jacob Grimm and Wilhelm Grimm (Taschen, 2011) ISBN 978-3836526722
3. *Grimm's Fairy Tales*, by Jacob Grimm and Wilhelm Grimm (CreateSpace Independent Publishing, 2012) ISBN 978-1480270251

### ***Fairy Tales***

4. *Beauty and the Beast*, retold and illustrated by Jan Brett (Sandpiper, 1990) ISBN 978-0395557020
5. *Beauty and the Beast*, by Max Eilenberg and illustrated by Angela Barrett (Candlewick, 2006) ISBN 978-0763631604
6. *Beauty and the Beast*, illustrated by Jess Stockham (Child's Play International, Ltd., 2008) ISBN 978-1846431142
7. *Beauty and the Beast*, retold by Louie Stowell and illustrated by Victor Tavares (Usborne Publishing Ltd., 2007) ISBN 978-0794518554
8. *The Emperor's New Clothes: A Tale Set in China*, by Demi (Margaret K. McElderry Books, 2000) ISBN 978-0689830686
9. *The Emperor's New Clothes*, by Hans Christian Andersen and illustrated by Virginia Lee Burton (Sandpiper, 2004) ISBN 978-0618344208
10. *The Emperor's New Clothes*, by Alison Edgson (Childs Play, 2007) ISBN 978-1846430206
11. *The Fisherman and His Wife*, by the Brothers Grimm and illustrated by John Howe (Creative Editions, 2001) ISBN 978-1568461403
12. *The Fisherman and His Wife*, retold and illustrated by Rachel Isadora (Putnam, 2008) ISBN 978-0399247712
13. *Liang and the Magic Paintbrush*, by Demi (Henry Holt and Co., 1988) ISBN 978-0805008012
14. *The Magic Fish*, by Freya Littledale and illustrated by Winslow Pinney Pels (Scholastic Inc., 1992) ISBN 978-0590411004
15. *A Tale of Two Parrots*, by Rashin Kheiriyeh (Enchanted Lion Books, 2013) ISBN 978-1592701308

### ***Tall Tales***

16. *Ain't Nothing But a Man: My Quest to Find John Henry*, by Scott Reynolds Nelson (National Geographic Children's Books, 2007) ISBN 978-1426300004
17. *American Tall Tales*, by Mary Pope Osborne and illustrated by Michael McCurdy (Knopf Books for Young Readers, 1991) ISBN 978-0679800897

18. *The Blind Men and the Elephant*, retold by Karen Backstein and illustrated by Annie Mitra (Scholastic Inc., 1992) ISBN 978-0590907392
19. *The Bunyans*, by Audrey Wood and illustrated by David Shannon (Scholastic Inc., 2006) ISBN 978-0439812146
20. *Casey Jones*, adapted by Stephen Krensky and illustrated by Mark Schroder (First Avenue Editions, 2007) ISBN 978-0822564768
21. *Calamity Jane*, adapted by Stephen Krensky and illustrated by Lisa Carlson (First Avenue Editions, 2007) ISBN 978-0822564805
22. *The Cu Bird*, by Marjorie Herrmann (McGraw-Hill, 1997) ISBN 978-0844271637
23. *The Enchanted Moccasins and Other Native American Legends*, by Henry R. Schoolcraft (Dover Publications, Inc., 2007) ISBN 978-0486460147
24. *John Henry: An American Legend*, by Ezra Jack Keats (Dragonfly Books, 1987) ISBN 978-0394890524
25. *John Henry*, by Julius Lester and illustrated by Jerry Pinkney (Puffin Books, 1999) ISBN 978-0140566222
26. *John Henry*, by Stephen Krensky and illustrated by Mark Oldroyd (Lerner, 2007) ISBN 978-0822564775
27. *Luba and the Wren*, by Patricia Polacco (Puffin Books, 2002) ISBN 978-0698119222
28. *Mike Fink*, adapted by Stephen Krensky and illustrated by Jeni Reeves (First Avenue Editions, 2007) ISBN 978-0822564782
29. *Mike Fink*, retold and illustrated by Steven Kellogg (HarperCollins, 1998) ISBN 978-0688135775
30. *Paul Bunyan*, retold and illustrated by Steven Kellogg (HarperCollins, 1985) ISBN 978-0688058005
31. *Paul Bunyan vs. Hals Halson: The Giant Lumberjack Challenge*, by Teresa Bateman and illustrated by C.B. Canga (Albert Whitman & Company, 2011) ISBN 978-0807563670
32. *Pecos Bill*, by Eric Blair and illustrated by Micah Chambers-Goldberg (Picture Window Books, 2013) ISBN 978-1479518609

33. *Pecos Bill*, retold and illustrated by Steven Kellogg (HarperCollins, 1992) ISBN 978-0688099244
34. *Sally Ann Thunder Ann Whirlwind Crockett*, retold and illustrated by Steven Kellogg (HarperCollins, 1995) ISBN 978-0688140427
35. *Swamp Angel*, by Anne Isaacs and illustrated by Paul O. Zelinsky (Puffin, 2000) ISBN 978-0140559088
36. *Totem Tale*, by Deb Vanasse and illustrated by Erik Brooks (Sasquatch Books, 2006) ISBN 978-1570614392

## Websites

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### ***Student Resource***

1. “Make a Story” Game  
<http://pbskids.org/electriccompany/#/Games/Whats>

### ***Teacher Resources***

2. John Henry: The Steel Driving Man  
[http://www.ibiblio.org/john\\_henry/index.html](http://www.ibiblio.org/john_henry/index.html)
3. Present at the Creation: John Henry  
<http://www.npr.org/programs/morning/features/patc/johnhenry>
4. The Elements of a Fairy Tale  
<http://www.surfturk.com/mythology/fairytaleelements.html>
5. Origins of Paul Bunyan Story  
<http://www.wisconsinhistory.org/topics/bunyan>
6. The True Story of John Henry  
<http://www.wvculture.org/history/africanamericans/henryjohn02.htm>

### ***Audio with video***

7. “The Ballad of John Henry,” by Harry Belafonte  
<http://youtu.be/g6vcvYJCKic>
8. “Casey Jones,” by Johnny Cash  
<http://youtu.be/mJCiPI-V6h8>