Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

SHARING STORIES



GRADE 1 UNIT 1 | ACTIVITY BOOK

EDITION 1

Grade 1 | Unit 1

Sharing Stories

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email **openeducationresources@tea.texas.gov**.

NAME: _____

DATE: _____

Directions: Use this Story Map to describe the characters, setting, plot, and lesson of the fable.

Title _____

Character(s)	Setting(s)
	

Plot

Beginning		
	Middle	
		End

Lesson

NAME: _____

DATE: _____

Dear Family Member,

Today your student listened to the well-known Aesop's fable "The Boy Who Cried Wolf," and learned that fables are short stories that teach a lesson that is called the moral of the story. Over the next several days, your student will also become familiar with the Aesop's fables "The Maid and the Milk Pail," "The Goose and the Golden Eggs," "The Dog in the Manger," "The Wolf in Sheep's Clothing," and "The Fox and the Grapes." Some of these fables have animal characters that act like people (personification), which is another characteristic of fables.

Below are some suggestions for activities that you may do at home to continue enjoying the fables heard at school.

1. Character, Setting, and Plot

Talk with your student about the characters, setting, and plot of the fables. Ask questions about the fables such as, "Why did the shepherd boy play a prank and cry, *'Wolf! Wolf!'*?" Also, make personal connections to the fables with questions such as, "If you often don't tell the truth, will people believe you when you are telling the truth?"

2. Illustrating Fables

Have your student draw or paint a picture of one of the fables and then tell you about it. Again, ask questions to keep your student talking about the fable. Another option is to create a three-part picture that shows the beginning, middle, and end of the fable.

3. Different Versions of Fables

Tell or read to your student different versions of a fable, then talk about how the different versions are the same and how they are different.

4. Sayings and Phrases: "A Wolf in Sheep's Clothing" and "Sour Grapes"

Your student will learn about these phrases and their meanings. Once your student has heard the fable "The Wolf in Sheep's Clothing," reinforce that the saying "a wolf in sheep's clothing" means that people are not always who they appear to be on the outside. On the

outside, the wolf looked like a sheep—but he was not. Explain that, in the same way, a person can seem very nice on the outside but may not actually be very nice on the inside. Once your student has heard the fable "The Fox and the Grapes," reinforce that when he couldn't reach the grapes, the fox said, "I didn't want those old grapes anyway. I'm sure they are sour." Explain that the phrase "sour grapes" describes when someone cannot get what they want, so they end up saying untrue things. Talk with your student about how these phrases apply to everyday situations.

5. Read Aloud Each Day

It is very important that you read to your student every day. The local library has fables and collections of fables that you can share with your student. Be sure to talk about the characteristics of each fable—they are short, they have a moral, they use personification—and how the moral applies to you and your student.

Let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

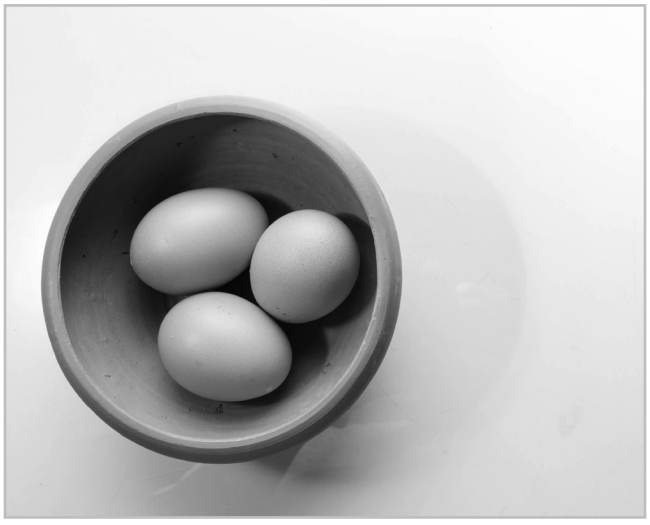
DATE: _____

Directions: Think about what you heard in the Read-Aloud, and then fill in the chart using words or sentences.

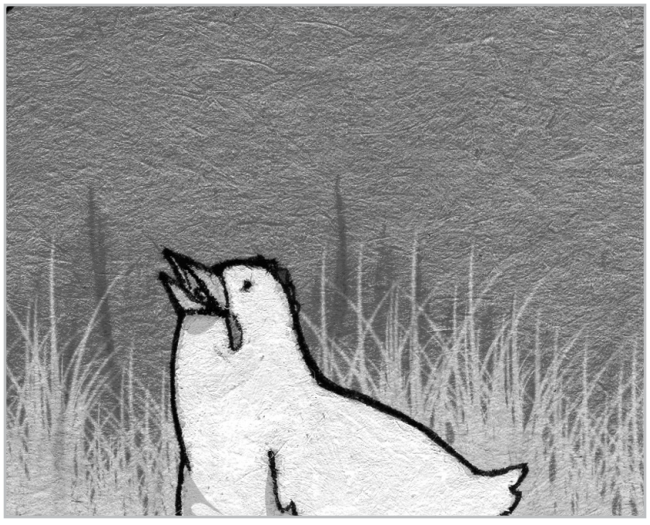
Somebody	
Wanted	
But	
So	
Then	

NAME: _____

DATE: _____





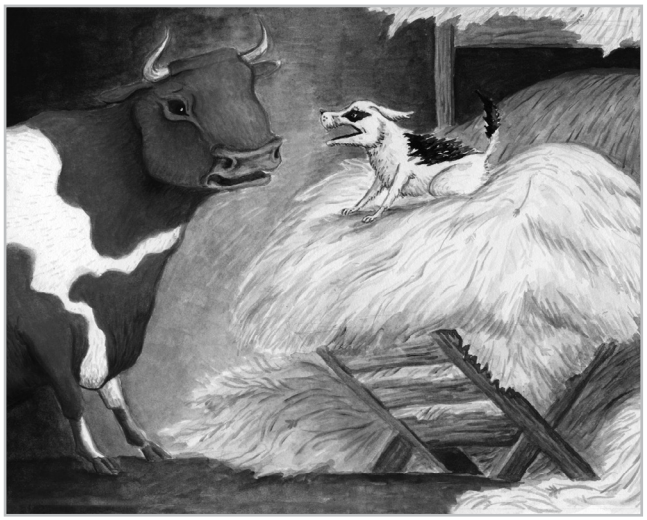


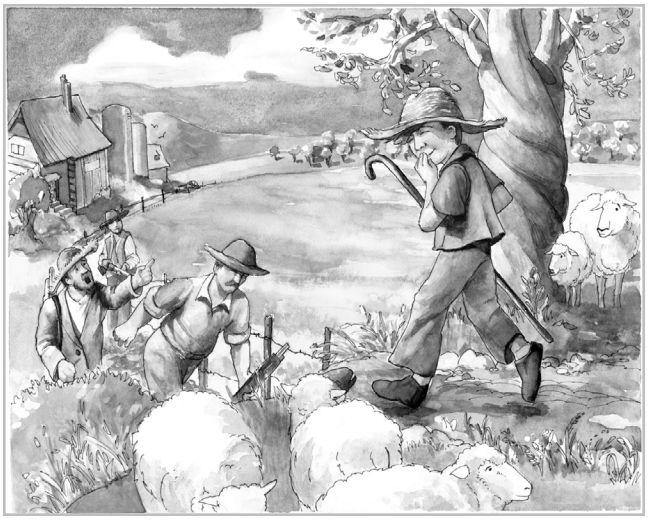
Directions: Circle the correct image based on the question your teacher asks.

NAME: _____

DATE: _____







Directions: Circle the image that shows personification.

NAME: _____

DATE: _____

Directions: Choose the correct article based on the question your teacher asks.

a

the

NAME: _____

DATE: _____

Directions: These three pictures show the beginning, middle, and end of "The Fox and the Grapes." Cut out the three pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the fable. Glue or tape them in the correct order on a piece of paper.







NAME: _____

DATE: _____

Somebody	
Wanted	
But	
So	
Then	

NAME: _____

DATE: _____

Dear Family Member,

We have finished the Aesop's fables section of the *Sharing Stories* unit. In the next section of the unit, we will be listening to folktales and a parable. Today your student heard "The Tale of Peter Rabbit," a folktale from Great Britain. Tomorrow, your student will hear "The Little Half-Chick (Medio Pollito)," a Spanish folktale. Students will finish the unit reading a parable, or a simple, short fiction story that includes symbols used to teach children lessons about character. Students will read "The Prodigal Son," which is a parable found in the Bible that includes vocabulary and references they will see in later studies of literature and history.

Following are some suggestions for activities that you may do at home to continue enjoying the stories heard at school.

1. Storytelling Time

Have your student orally retell the story that they heard at school each day.

2. Character, Setting, and Plot

Talk with your student about the characters, setting, and plot of the stories. Ask questions about the stories such as, "How did Peter Rabbit get into mischief?" Also, make personal connections to the stories with questions such as, "Have you ever gotten into mischief?"

3. Illustrating Stories

Have your student draw or paint a picture of one of the stories and then tell you about it. Again, ask questions to keep your student talking about the story. Another option is to create a three-part picture that shows the beginning, middle, and end of the story.

4. Sayings and Phrases: "Do Unto Others as You Would Have Done Unto You"

Your student has talked about this saying, known as the Golden Rule, and its meaning at school. Talk with your student again about its meaning. To help reinforce good behavior at school, find opportunities to compliment your student when they follow the Golden Rule.

5. Read Aloud Each Day

It is very important that you read to your student every day. The local library has folktales and collections of folktales that you can share with your student. You might choose a different version of a fable or folktale your child has read at school and talk with your student about how the different versions are the same and different.

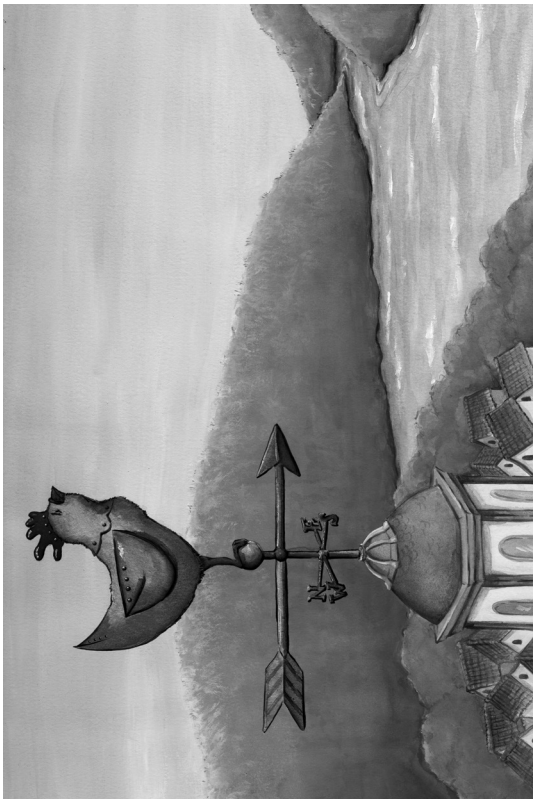
Be sure to talk about the characters, setting, and plot of these stories. You may also want to reread one that has been read at school.

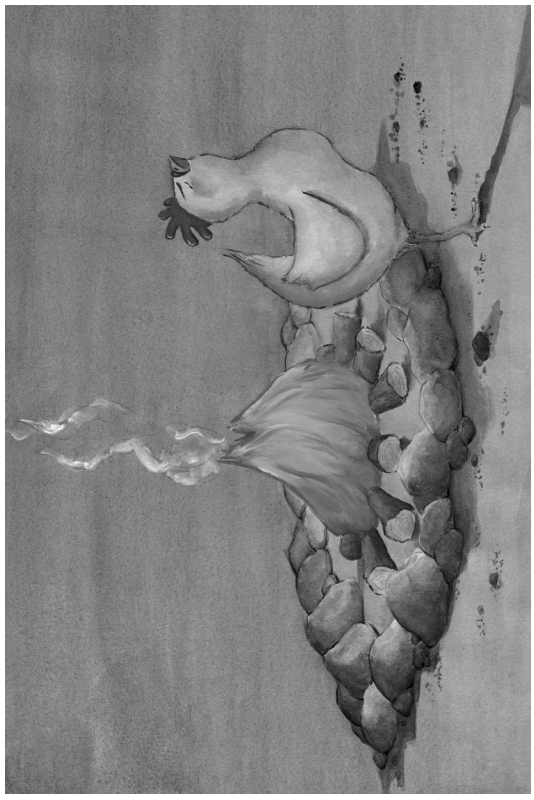
Remember to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

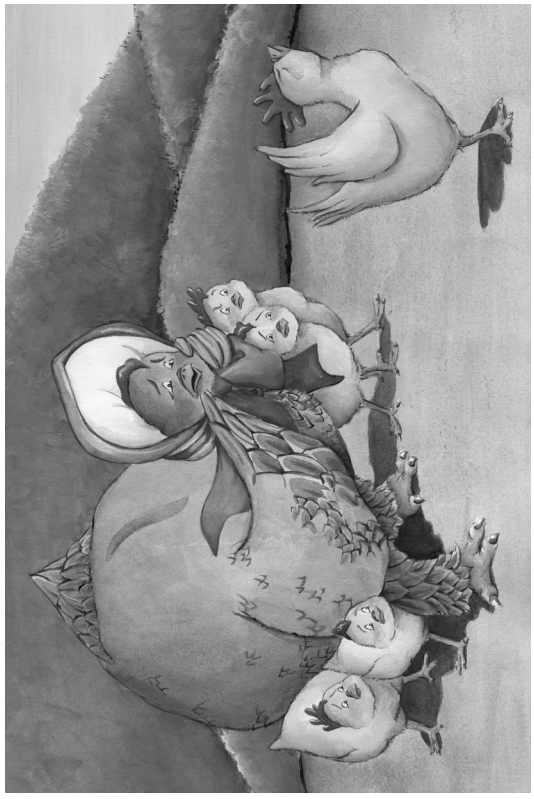
DATE: _____

Directions: These pictures show some important parts of the plot of "The Little Half-Chick (Medio Pollito)." Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the correct sequence of events. When you are sure that you have them in the correct order, glue or tape them on a separate sheet of paper in the correct order.









NAME: _____

DATE: _____

Directions: Circle the correct image based on the question your teacher asks.







NAME: _____

DATE: _____

Somebody	
Wanted	
But	
So	
Then	

NAME: _____

DATE: _____

Directions: Write the number beside the picture of the fable that is being described.

_____



_____



_____



NAME: _____

DATE: _____

Directions: Write the number beside the picture of the fable that is being described.

_____



_____



_____



NAME: _____

DATE: _____

Somebody	
Wanted	
But	
So	
Then	

Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

Title _____

Character(s)	Setting(s)
	

Plot

Beginning	
	Middle
	End

Lesson

NAME: _____

DATE: _____

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

11.		
12.		

NAME: _____

DATE: _____

1.		
2.		
3.		
4.		
5.		
6.		
7.		

Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

Directions: Write the number that the teacher says beside the picture of the fable or story that is being described.

_____



_____



_____



NAME: _____

DATE: _____

Directions: Write the number that the teacher says beside the picture of the fable or story that is being described.

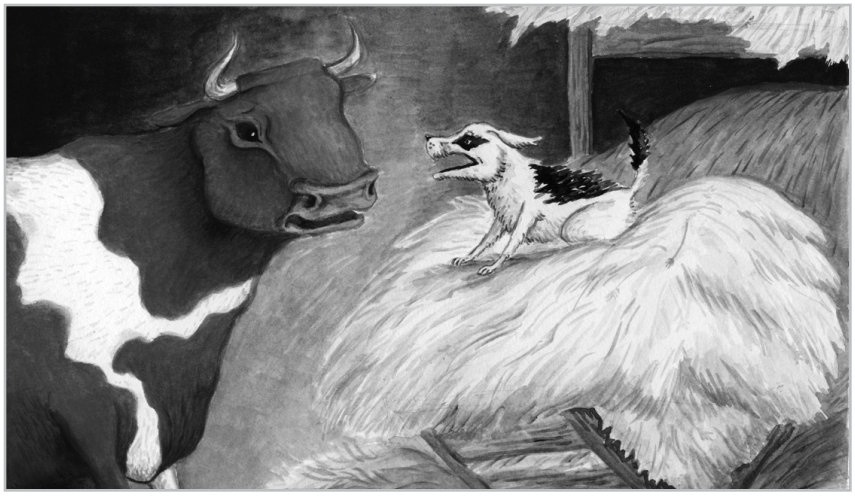
_____



_____



_____



ISBN 979-8-89072-287-4

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Printed in the USA

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