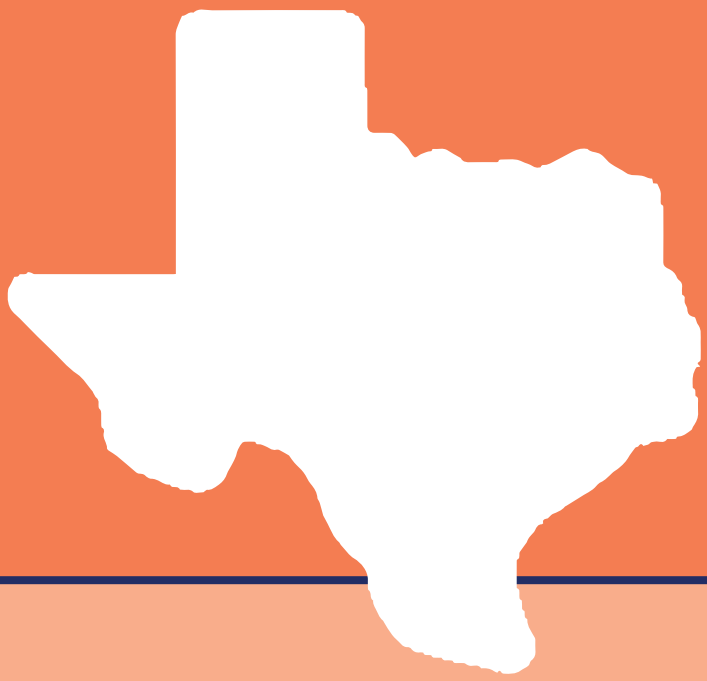
Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

FAIRY TALES AND TALL TALES



GRADE 2 UNIT 1 | ACTIVITY BOOK

EDITION 1

Grade 2 | Unit 1

Fairy Tales and Tall Tales

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.

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NAME: _____

DATE: _____

Title _____

Character(s)



Setting(s)



Plot

Beginning

Middle

End

Directions: Use this story map to write your own version of the fairy tale "The Fisherman and His Wife."

NAME: _____

DATE: _____

Dear Family Member,

Today, your student heard the fairy tale "The Fisherman and His Wife," a story about a man who catches a magic fish that grants the fisherman's wife several wishes. In the coming days your student will hear two more fairy tales: "The Emperor's New Clothes" and "Beauty and the Beast." Below are some suggestions for activities that you may do at home to reinforce what your student is learning about fairy tales.

1. "The Fisherman and His Wife"

Have your student share what s/he remembers about the fairy tale "The Fisherman and His Wife." (A fisherman catches a fish in the sea; the fish tells the man he is actually an enchanted prince who has been turned into a fish; the fisherman throws the fish back; the fisherman's wife asks why he didn't first ask the fish for a wish and sends him back to ask for several wishes; finally, the wife asks for too many things and the fish leaves them with what they had at the beginning of the story.) As your student shares what s/he remembers, fill in any gaps in the plot, and ask your student if s/he thinks there is a lesson to be learned from this fairy tale.

2. Draw and Write

Have your student draw and write a scene from any of the fairy tales s/he has heard ("The Fisherman and His Wife," "The Emperor's New Clothes," and "Beauty and the Beast"). Then have him/her share his/her drawing and writing with you. Ask questions to keep your student using the vocabulary learned at school (see back of page).

3. "The Emperor's New Clothes"

Ask your student to retell the fairy tale "The Emperor's New Clothes." (An emperor finds great pleasure in dressing in different outfits; a strange weaver and tailor arrive and tell him they can make magical clothes, clothes only clever people can see; the emperor believes their story and hires them; everyone lies and says they can see the clothes in order to appear clever; a child finally states the truth.) Ask your student what they liked most about this fairy tale and if they think there is a lesson to be learned from this story.

4. Sayings and Phrases: "Better Late Than Never"

Your student will learn the saying "better late than never" in relation to the fairy tale "Beauty and the Beast." Ask your student how this saying relates to the fairy tale. (Beauty

left the palace of the beast and returned home to her father and sisters in order to say good-bye to them and the life she had known. The beast told her to come back in one month, but Beauty could not bring herself to say good-bye to her father. It wasn't until Beauty had a terrible dream about the beast that she returned to his palace. When Beauty found the beast, she was almost too late, but she arrived there just in time to revive him with her tears.) Talk with your student about other situations where one might use the saying "better late than never."

5. Words to Use

Below is a list of some of the words that your student will be using and learning about. Try to use these words as they come up in everyday speech with your student.

- *enchanted*—The fisherman caught an enchanted fish that was able to grant him wishes.
- *admired*—The emperor admired himself in the mirror as he tried on his new clothes.
- *fearsome*—Beauty was terrified when she first laid eyes on the fearsome beast.
- *curious*—The beast told Beauty of all the curious events in the palace and how he was changed from a prince to a beast.

6. Read Aloud Each Day

It is very important that you read with your student every day. There should be time to read to your student and also time to listen to your student read to you.

Be sure to let your student know how much you enjoy hearing about what s/he has learned at school.

NAME: _____

DATE: _____

Which Happened First?

Directions: Listen to each pair of sentences as your teacher reads them. Write 1 on the blank before the sentence that happened first in the story, and write 2 on the blank before the sentence that happens second in the story.

1. _____ The merchant went to see the cargo ship, hoping to restore his fortune.

_____ The merchant lost his fortune, and his family became penniless.

2. _____ The merchant was riding his horse in a snowstorm.

_____ The merchant found a castle where he could wait out the storm.

3. _____ The merchant picked a rose for Beauty.

_____ The merchant found himself in a magical garden.

NAME: _____

DATE: _____

1.		
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4.		
5.		
6.		
7.		
8.		
9.		

Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

5.1 Activity Page

Directions: Fill in the chart with examples from each tall tale.

	Paul Bunyan	Pecos Bill	John Henry	Casey Jones
Amazing Childhood				
Creations/ Inventions				
Amazing Adventures				
Humor				
Exaggerations				

NAME: _____

DATE: _____

Dear Family Member,

Today, your student heard the tall tale "Paul Bunyan," a story about a fictional logger on the American frontier. Over the next few days, your student will hear three more tall tales about other larger-than-life characters on the American frontier—Pecos Bill, John Henry, and Casey Jones. Each tall tale will expose your student to the use of exaggeration. Please note that the stories of John Henry and Casey Jones briefly reference death. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about tall tales.

1. Telling a Tall Tale

Ask your student what elements make a tall tale. (larger-than-life characters; exaggerations; amazing childhoods; unbelievable adventures; inventions of things in nature; humor) Ask your student to retell a tall tale. Then create your own tall tale with your student, asking him/her what kinds of characters and settings you will need. Ask him/her to provide ideas for your larger-than-life character's adventures.

2. Exaggerations

Have your student share some of the exaggerations s/he has heard from the tall tales. (Paul Bunyan made the Mississippi River and dug the Grand Canyon; Casey Jones drove a train and was known for always being on time; Pecos Bill rode a mountain lion and squeezed the meanness out of a rattlesnake; John Henry was born with a hammer in his hand and could swing a ten-pound hammer all day without getting tired.) Share with your student any literary exaggerations you know of.

3. Draw and Write

Have your student draw and write about what s/he has learned about any of the tall tale characters—Paul Bunyan, Pecos Bill, John Henry, or Casey Jones—and then have him/her share his/her drawing and writing with you. Ask questions to keep your student using the vocabulary learned at school.

4. Song: "The Ballad of John Henry"

Find a recording of "The Ballad of John Henry" from the public library or on the Internet, and listen to it with your student. As you listen, have your student explain the tall tale of John Henry in his or her own words.

5. Words to Use

The following is a list of some of the words that your student will be using and learning about. Try to use these words as they come up in everyday speech with your student.

- *legendary*—Paul Bunyan was a legendary figure among real lumbermen on the frontier.
- *feat*—Tall tale characters always have adventures where they accomplish one amazing feat after another.
- *admiration*—Pecos Bill had a great deal of admiration for his horse, Lightning.
- *tamed*—Manuel tamed the wild horse so that he could ride it.

6. Read Aloud Each Day

It is very important that you read with your student every day. There should be time to read to your student and also time to listen to your student read to you.

Be sure to let your student know how much you enjoy hearing about what s/he has learned at school.

NAME: _____

DATE: _____

Fact or Tall Tale?

Directions: Listen as your teacher reads each sentence. Write fact *if the sentence states a fact. Write* tall tale *if the sentence is about something that could only happen in a tall tale.*

1. _____ The Pecos River is in Texas.

2. _____ The coyote took Bill home to her den.

3. _____ Pecos Bill lassoed a cyclone.

4. _____ Cyclones are real storms with very strong winds.

5. _____ Cowboys take care of cattle.

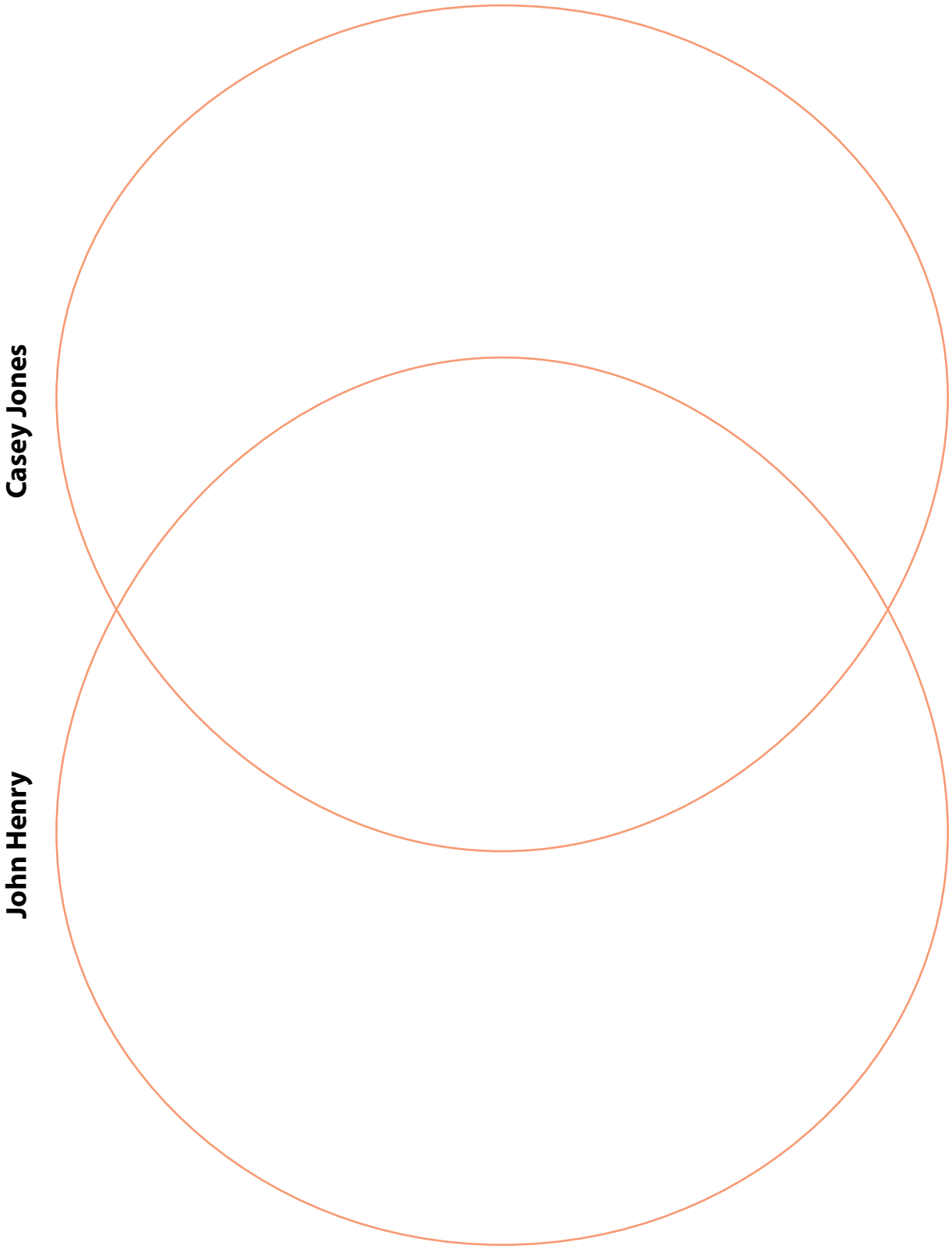
6. _____ A rattlesnake can be used as a lasso.

7. _____ A coyote looks like a small wolf.

NAME: _____

DATE: _____

Venn Diagram: "John Henry" and "Casey Jones"



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

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10.		

Directions: Listen to your teacher's instructions.

11.		
12.		
13.		
14.		
15.		

NAME: _____

DATE: _____

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NAME: _____

DATE: _____

Directions: Listen as your teacher reads each question, and think about the answer. Write words, phrases, or a sentence that come to mind when you hear each question.

1. Who was your favorite fairy tale character? Why?

2. Identify two exaggerations from any of the tall tales you heard. Be sure to also identify the character in each exaggeration.

3. What was your favorite fairy tale or tall tale setting? Why?

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