

Fables and Stories

Tell It Again!™ Read-Aloud Anthology



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



Core Knowledge®

GRADE 1



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Tell It Again![™] Read-Aloud Anthology

Listening & Learning[™] Strand

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Core Knowledge Language Arts[®]
New York Edition



Core Knowledge[®]

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Alignment Chart for Fables and Stories

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 Fables and Stories

Lesson

	1	2	3	4	5	6	7	8	9	10
Core Content Objectives										
Demonstrate familiarity with various fables and stories						✓				
Identify character, plot, and setting as basic story elements						✓				
Describe the characters, plot, and setting of a specific fable or story						✓				
Identify fables and folktales as types of fiction						✓				
Identify characteristics of fables: short, moral, personification	✓	✓	✓	✓	✓	✓				
Explain in their own words the moral of a specific fable	✓	✓	✓	✓	✓	✓				
Reading Standards for Literature: Grade 1										
Key Ideas and Details										
STD RL.1.1	Ask and answer questions about key details in a text.									
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when</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
Fables and Stories**

Lesson

		1	2	3	4	5	6	7	8	9	10
STD RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.										
CKLA Goal(s)	Retell fiction read-alouds including key details, and demonstrate understanding of their central message or lesson	✓	✓	✓	✓		✓	✓	✓		✓
	Recount fiction read-alouds, including fables and folktales from diverse cultures, identifying the lesson or moral	✓	✓	✓	✓	✓	✓				
STD RL.1.3	Describe characters, settings, and major events in a story, using key details.										
CKLA Goal(s)	Use narrative language to describe (orally or in writing) characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud	✓	✓	✓	✓	✓	✓			✓	
Craft and Structure											
STD RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.										
CKLA Goal(s)	Identify words and phrases that suggest feelings or appeal to the senses	✓	✓	✓	✓		✓				
STD RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.										
CKLA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems, describing the differences between books that tell stories and books that give information						✓				
	Distinguish fantasy from informational or realistic text	✓	✓	✓	✓	✓	✓	✓			✓
STD RL.1.6	Identify who is telling the story at various points in a text.										
CKLA Goal(s)	Identify who is telling the story at various points in a fiction read-aloud										

**Alignment Chart for
Fables and Stories**

Lesson

		1	2	3	4	5	6	7	8	9	10
Integration of Knowledge and Ideas											
STD RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.										
CKLA Goal(s)	Talk about the illustrations and details from a fiction read-aloud, to describe its characters, setting, or events						✓				
	Sequence four to six pictures illustrating events from a fiction read-aloud						✓				
STD RL.1.9	Compare and contrast the adventures and experiences of characters in stories.										
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single fiction read-aloud or between two or more fiction read-alouds			✓							
Writing Standards: Grade 1											
Text Types and Purposes											
STD W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.										
CKLA Goal(s)	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure						✓				
STD W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.										
CKLA Goal(s)	Plan, draft, and edit a narrative retelling of a fiction read-aloud, with a title, characters, some details regarding the plot, the use of temporal words to signal event order, and some sense of closure			✓			✓	✓		✓	




**Alignment Chart for
Fables and Stories**

Lesson

		1	2	3	4	5	6	7	8	9	10
Production and Distribution of Writing											
STD W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.										
CKLA Goal(s)	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed			✓							
STD W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.										
CKLA Goal(s)	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers									✓	
Research to Build and Present Knowledge											
STD W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.										
CKLA Goal(s)	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				✓		✓				
Speaking and Listening Standards: Grade 1											
Comprehension and Collaboration											
STD SL.1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups										
STD SL.1.1a	Follow agreed-upon rules for discussions (e.g., 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 discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.						✓				

**Alignment Chart for
Fables and Stories**

Lesson

		1	2	3	4	5	6	7	8	9	10
STD SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.										
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age										
STD SL.1.1c	Ask questions to clear up any confusion 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.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.										
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud										
STD SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.										
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines, and/or what a speaker says about a topic						✓	✓			
Presentation of Knowledge and Ideas											
STD SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.										
CKLA Goal(s)	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings						✓				
STD SL.1.6	Produce complete sentences when appropriate to task and situation.										
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation										


**Alignment Chart for
Fables and Stories**


Lesson

		1	2	3	4	5	6	7	8	9	10
Language Standards: Grade 1											
Vocabulary Acquisition and Use											
STD L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.										
STD L.1.5a	Sort words into categories (e.g., <i>colors, clothing</i>) to gain a sense of the concepts the categories represent.										
CKLA Goal(s)	Provide examples of common synonyms and antonyms										✓
STD L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).										
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>)						✓				
STD L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.										
CKLA Goal(s)	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings										
STD L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).										
	Learn the meaning of common sayings and phrases					✓	✓	✓			
CKLA Goal(s)	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)						✓				

**Alignment Chart for
Fables and Stories**

Lesson

	1	2	3	4	5	6	7	8	9	10
Additional CKLA Goals										
Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions										
Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud		✓	✓	✓	✓	✓				
Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation	✓							✓		✓
Identify new meanings for familiar words and apply them accurately	✓		✓							
Use determiners, such as <i>a</i> and <i>the</i> , orally or in writing					✓					

 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 Fables and Stories

This introduction includes the necessary background information to be used in teaching the *Fables and Stories* domain. The *Tell It Again! Read-Aloud Anthology for Fables and Stories* contains ten 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. The entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 6, at the end of the fables 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 fourteen days total on this domain.**

Week One				
Day 1	Day 2 #	Day 3 ⑩	Day 4	Day 5 #
Lesson 1A: “The Boy Who Cried Wolf” (40 min.)	Lesson 2A: “The Maid and the Milk Pail” (40 min.)	Lesson 3A: “The Goose and the Golden Egg” (40 min.)	Lesson 4A: “The Dog in the Manger” (40 min.)	Lesson 5A: “The Wolf in Sheep’s Clothing” (40 min.)
Lesson 1B: Extensions (20 min.)	Lesson 2B: Extensions (20 min.)	Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 #	Day 7 ⑩	Day 8	Day 9	Day 10 ⑩
Lesson 6A: “The Fox and the Grapes” (40 min.)	Pausing Point (40 min.)	Lesson 7A: “The Little Half-Chick (Medio Pollito)” (40 min.)	Lesson 8A: “The Crowded, Noisy House” (40 min.)	Lesson 9A: “The Tale of Peter Rabbit” (40 min.)
Lesson 6B: Extensions (20 min.)	Pausing Point (20 min.)	Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three			
Day 11	Day 12	Day 13	Day 14
Lesson 10A: “All Stories Are Anansi’s” (40 min.)	Domain Review (40 min.)	Domain Assessment (40 min.)	Culminating Activities (40 min.)
Lesson 10B: Extensions (20 min.)	Domain Review (20 min.)	Domain Assessment (20 min.)	Culminating Activities (20 min.)
60 min.	60 min.	60 min.	60 min.

⑩ Lessons include Student Performance Task Assessments

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

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book for Fables and Stories*
- *Tell It Again! Posters for Fables and Stories*
- *Tell It Again! Image Cards for Fables and Stories*
- *Tell It Again! Supplemental Guide for Fables and Stories*
- *Tell It Again! Multiple Meaning Word Posters for Fables and Stories*

Recommended Resource:

- *Core Knowledge Teacher Handbook (Grade 1)*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517700

Why Fables and Stories Are Important

This domain will introduce students to fables and stories that have delighted generations of people. By listening to these classics, students will increase their vocabulary and reading comprehension skills, learn valuable lessons about ethics and behavior, become familiar with the key elements and parts of a story, and acquire cultural literacy. For example, a student who has listened to “The Wolf in Sheep’s Clothing” in this grade will be prepared to later understand a news reporter who characterizes a politician as “a wolf in sheep’s clothing.”

In the first six read-alouds of the Anthology, students will listen to some well-known fables, which are special types of fiction that teach morals or important lessons. Listening to fables such as “The Boy Who Cried Wolf,” “The Goose and the Golden Eggs,” and “The Fox and the Grapes” will help students learn the elements of this genre. In the last four read-alouds, they will be introduced to classic folktales, such as “Medio Pollito (The Little Half-Chick)” and “The Crowded, Noisy House,” and will develop an understanding of different types of fiction. Reading these fables and stories will help first-grade students develop a strong foundation for the understanding and enjoyment of fiction.

If the content of any of these fables and stories unsettles some students, you should remind them that the stories themselves are

fiction. Please preview all read-alouds and lessons in this domain before presenting them to students and feel free to substitute a trade book from the list of recommended trade books if you feel doing so would be more appropriate for your students. As you read, use the same strategies that you have been using when reading the read-aloud selections in this anthology—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.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten

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 *Fables and Stories*. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy:

Nursery Rhymes and Fables

- Demonstrate familiarity with nursery rhymes and fables
- Describe the characters and events in nursery rhymes and fables
- Explain that fables teach a lesson that is stated as the moral of the story
- Identify the moral of fables
- Explain how animals often act as people in fables (personification)

Stories

- 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

Core Vocabulary for Fables and Stories

The following list contains all of the core vocabulary words in *Fables and Stories* 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.

Lesson 1

company
prank
shepherd
startled
tended

Lesson 2

balanced
jealous
milkmaid
plumpest

Lesson 3

delight
golden
goose
greedy

Lesson 4

budge
manger
oxen
plow

Lesson 5

disguise
fleece
flock
pretend
prowled

Lesson 6

bunch
juicy
lunged
pluck
ripe

Lesson 7

abandoned
brood
stream
stubborn
waste

Lesson 8

advice
pondered
stunned

Lesson 9

exert
mischief
naughty
sobs
thief

Lesson 10

acknowledge
approached
quarreling
satisfied

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology for Fables and Stories*, 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

In the *Tell It Again! Read-Aloud Anthology for Fables and Stories*, there are numerous opportunities in the lessons and 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

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 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 Fables and Stories

Trade Book List

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.

Fables

1. *Aesop's Fables*, by Jerry Pinkney (Chronicle Books, 2000)
ISBN 978-1587170003
2. *Aesop's Fables*, by Beverly Naidoo and illustrated by Piet Grobler (Frances Lincoln Children's Books, 2011) ISBN
978-1847800077

3. *The Boy Who Cried Wolf*, by B.G. Hennessy and illustrated by Boris Kulikov (Simon and Schuster, 2006) ISBN 978-0689874338
4. *The Boy Who Cried Wolf/el Pastorcito Mentiroso: A Retelling of Aesop's Fable/Versión de la fábula de Esopo (Bilingual Edition, Audio Book)*, by Eric Blair and illustrated by Dianne Silverman (Capstone Press, 2008) ISBN 978-1404844704
5. *The Classic Treasury of Aesop's Fables (Children's Illustrated Classics)*, illustrated by Don Daily (Running Press, 2007) ISBN 978-0762428762
6. *The Fox and the Grapes*, by Mark White and illustrated by Sara Rojo Pérez (Capstone Press, 2008) ISBN 978-1479518562
7. *Fox Tails: Four Fables from Aesop*, by Amy Lowry (Holiday House, 2012) ISBN 978-0823424009
8. *How the Leopard Got His Claws*, by Chinua Achebe and illustrated by Mary GrandPré (Candlewick, 2011) ISBN 978-0763648053
9. *The Lion and the Mouse*, retold and illustrated by Bernadette Watts (North-South Books, 2007) ISBN 978-0735821293
10. *Little Cloud and Lady Wind*, by Toni Morrison and Slade Morrison and illustrated by Sean Qualls (Simon & Schuster, 2010) ISBN 978-1416985235
11. *The Tortoise and the Hare*, adapted and illustrated by Janet Stevens (Holiday House, 1985) ISBN 978-0823405640
12. *Town Mouse, Country Mouse*, by Jan Brett (Puffin, 2003) ISBN 978-0698119864
13. *The Wise Fool: Fables from the Islamic World*, by Shahrukh Husain and illustrated by Micha Archer (Barefoot Books, 2011) ISBN 978-1846862267

Stories

14. *Anansi and the Moss-Covered Rock*, retold by Eric A. Kimmel and illustrated by Janet Stevens (Holiday House, 1990) ISBN 978-0823407989

15. *Anansi the Spider: A Tale from the Ashanti*, by Gerald McDermott (Henry Holt, 1972) ISBN 978-0805003109
16. *Baby Rattlesnake: A Native American Tale*, by Te Ata and adapted by Lynn Moroney and illustrated by Mira Reisberg (Children's Book Press) ISBN 978-0892392162
17. *A Big Quiet House: A Yiddish Folktale from Eastern Europe*, retold by Heather Forest and illustrated by Susan Greenstein (August House Publishers, 2005) ISBN 978-0874834628
18. *The World of Winnie the Pooh and The House at Pooh Corner*, by A.A. Milne and illustrated by Ernest H. Shepard (Penguin, 2010) ISBN 978-0525444473
19. *How Chipmunk Got His Stripes*, by Joseph Bruchac & James Bruchac and illustrated by Jose Aruego and Ariane Dewey (Puffin, 2003) 978-0142500217
20. *It Could Always Be Worse: A Yiddish Folk Tale*, by Margot Zemach (Square Fish, 1990) ISBN 978-0374436360
21. *Medio Pollito/Half Chick: A Spanish Tale*, adapted by Eric A. Kimmel and illustrated by Valeria Docampo (Amazon Children's Publishing, 2010) ISBN 978-0761457053
22. *Nelson Mandela's Favorite African Folktales*, by Nelson Mandela (Norton, W. W. & Company, 2007) ISBN 978-0393329902
23. *One Grain of Rice: A Mathematical Folktale*, by Demi (Scholastic, 1997) ISBN 978-0590939980
24. *The People Could Fly: American Black Folktales*, retold by Virginia Hamilton and illustrated by Leo Dillon and Diane Dillon (Random House Children's Books, 1993) ISBN 978-0394869254
25. *A Story, A Story: An African Tale*, by Gail E. Haley (Aladdin, 1998) 978-0689712012
26. *The Tale of Peter Rabbit*, by Beatrix Potter and illustrated by Michael Hague (Chronicle Books, 2005) ISBN 978-0811849067

27. *Too Much Noise*, by Ann McGovern and illustrated by Simms Taback (Houghton Mifflin Harcourt, 1992) ISBN 978-0395629857
28. *The Tortoise's Gift: A Story from Zambia*, by Lari Don and illustrated by Melanie Williams (Barefoot Books, 2012) ISBN 978-1846867743
29. *Tunjur! Tunjur! Tunjur!: A Palestinian Folktale*, retold by Margaret Read MacDonald and illustrated by Alik Arzoumanian (Amazon Children's Publishing, 2012) ISBN 978-0761463122

Websites and Other Resources

Student Resources

1. Find the Main Idea Game
<http://bit.ly/XysFO4>
2. Interactive Cinderella Story
<http://bit.ly/Qt3Yjb>
3. Peter Rabbit World
www.peterrabbit.com/en

Teacher Resources

4. Fables and Morals
<http://bit.ly/TeBs3d>
5. Types of Fiction Characters
<http://bit.ly/XysYZr>

Audio Versions

6. *Hear a Story: Medio Pollito*, by Eric Kimmel
<http://ericakimmel.com/hear-a-story>