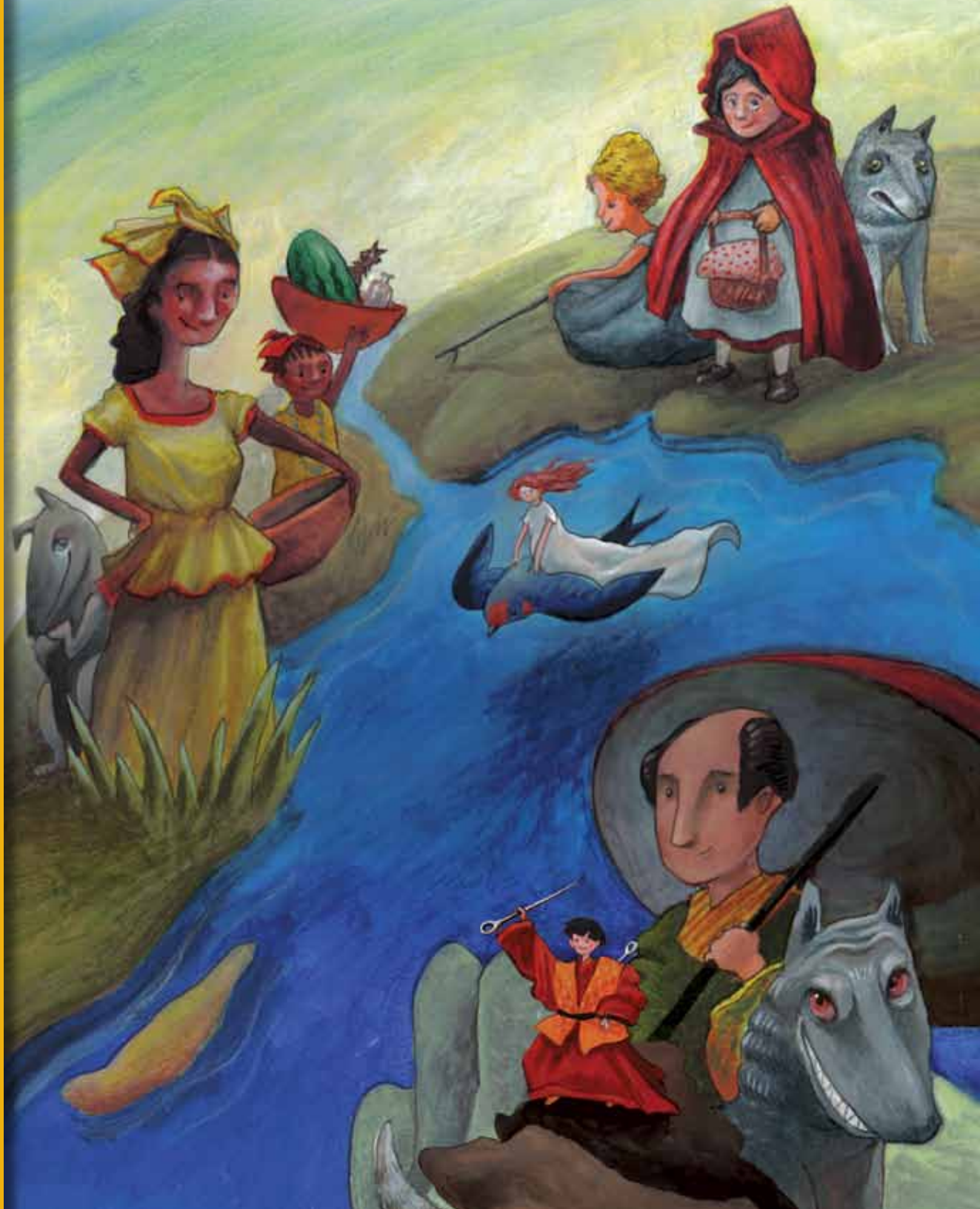


# Different Lands, Similar Stories

## Tell It Again!™ Read-Aloud Anthology



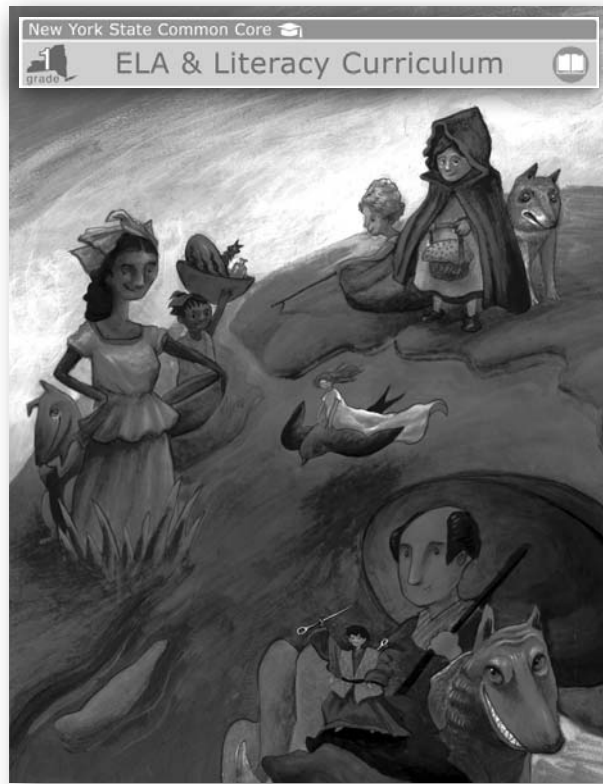
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Core Knowledge®

**GRADE 1**





# Different Lands, Similar Stories

## Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

GRADE 1

Core Knowledge Language Arts®  
New York Edition



Core Knowledge®

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# Alignment Chart for *Different Lands, Similar 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 *Different Lands, Similar Stories*

### Lesson

	1	2	3	4	5	6	7	8	9
<b>Core Content Objectives</b>									
Explain that fictional stories come from the author’s imagination					✓				
Identify folktales as a type of fiction					✓				
Explain that stories have a beginning, middle, and end					✓				
Describe the characters, plot, and setting of a given story					✓				
Explain that people from different lands and cultures tell similar stories					✓				
<b>Reading Standards for Literature: Grade 1</b>									
<b>Key Ideas and Details</b>									
<b>STD RL.1.1</b>	Ask and answer questions about key details in a text.								
<b>CKLA Goal(s)</b>	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  
Different Lands, Similar Stories**


**Lesson**

		1	2	3	4	5	6	7	8	9
<b>STD RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.									
<b>CKLA Goal(s)</b>	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				✓	✓	✓	✓	✓	✓
<b>STD RL.1.3</b>	Describe characters, settings, and major events in a story, using key details.									
<b>CKLA Goal(s)</b>	Use narrative language to describe (orally or in writing) characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud					✓				
<b>Craft and Structure</b>										
<b>STD RL.1.4</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.									
<b>CKLA Goal(s)</b>	Identify words and phrases that suggest feelings or appeal to the senses	✓				✓				
<b>STD RL.1.5</b>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.									
<b>CKLA Goal(s)</b>	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					✓				






**Alignment Chart for  
Different Lands, Similar Stories**

**Lesson**

		1	2	3	4	5	6	7	8	9
<b>Integration of Knowledge and Ideas</b>										
<b>STD RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.									
<b>CKLA Goal(s)</b>	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		✓					✓		
<b>STD RL.1.9</b>	Compare and contrast the adventures and experiences of characters in stories.									
<b>CKLA Goal(s)</b>	Compare and contrast two or more versions of the same story read aloud (e.g., Cinderella stories) by different authors or from different cultures		✓	✓		✓	✓		✓	✓
<b>Writing Standards: Grade 1</b>										
<b>Text Types and Purposes</b>										
<b>STD W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.									
<b>CKLA Goal(s)</b>	Plan and/or draft and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that includes mention of a topic, some facts about the topic, and some sense of closure		✓				✓	✓		
<b>Speaking and Listening Standards: Grade 1</b>										
<b>Comprehension and Collaboration</b>										
<b>STD SL.1.1</b>	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups.									
<b>STD SL.1.1a</b>	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).									
<b>CKLA Goal(s)</b>	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  
Different Lands, Similar Stories**

**Lesson**

		1	2	3	4	5	6	7	8	9
<b>STD SL.1.1b</b>	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.									
<b>CKLA Goal(s)</b>	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									
<b>STD SL.1.1c</b>	Ask questions to clear up any confusion about the topics and texts under discussion.									
<b>CKLA Goal(s)</b>	Ask questions to clarify information about the topic in a fiction or nonfiction/ informational read-aloud									
<b>STD SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.									
<b>CKLA Goal(s)</b>	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		✓			✓				
<b>Presentation of Knowledge and Ideas</b>										
<b>STD SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.									
<b>CKLA Goal(s)</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	✓	✓		✓		✓	✓		
<b>STD SL.1.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.									
<b>CKLA Goal(s)</b>	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings		✓				✓	✓		
<b>STD SL.1.6</b>	Produce complete sentences when appropriate to task and situation.									
<b>CKLA Goal(s)</b>	Produce complete sentences when appropriate to task and situation									

**Alignment Chart for  
Different Lands, Similar Stories**

**Lesson**

		1	2	3	4	5	6	7	8	9
<b>Language Standards: Grade 1</b>										
<b>Vocabulary Acquisition and Use</b>										
<b>STD L.1.5</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.									
<b>STD L.1.5c</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).									
<b>CKLA Goal(s)</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy)					<input checked="" type="checkbox"/>				
<b>STD L.1.6</b>	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> ).									
<b>CKLA Goal(s)</b>	Learn the meaning of common sayings and phrases				<input checked="" type="checkbox"/>					
	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> )					<input checked="" type="checkbox"/>				
<b>Additional CKLA Goals</b>										
	Discuss personal responses to events in a given read-aloud	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
	Prior to listening to a given read-aloud, identify orally what they know and have learned about folktales and recently heard stories	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Identify multiple meanings of words and use them in appropriate contexts		<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>		
	Perform a given read-aloud for an audience using eye contact, appropriate volume, and clear enunciation				<input checked="" type="checkbox"/>					
	Create a variation of a given read-aloud with characters, different settings, new plot events, and a new ending					<input checked="" type="checkbox"/>				
	Use determiners orally, such as the demonstratives <i>this</i> , <i>that</i> , <i>these</i> , and <i>those</i>									<input checked="" type="checkbox"/>



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 Different Lands, Similar Stories

This introduction includes the necessary background information to be used in teaching the *Different Lands, Similar Stories* domain. The *Tell It Again! Read-Aloud Anthology for Different Lands, Similar Stories* contains nine 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 6. 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 thirteen days total on this domain.**

Week One				
Day 1	Day 2	Day 3	Day 4	Day 5
Lesson 1A: "Cinderella" (40 min.)	Lesson 2A: "The Girl with the Red Slippers" (40 min.)	Lesson 3A: "Billy Beg" (40 min.)	Lesson 4A: "Tom Thumb" (40 min.)	Lesson 5A: "Thumbelina" (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	Day 8	Day 9	Day 10	#
Lesson 6A: "Issun Boshi: One-Inch Boy" (40 min.)		Pausing Point (40 min.)	Lesson 7A: "Little Red Riding Hood" (40 min.)	Lesson 8A: "Hu Gu Po" (40 min.)	Lesson 9A: "Tselane" (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
Domain Review (40 min.)	Domain Assessment (40 min.)	Culminating Activities (40 min.)
Domain Review (20 min.)	Domain Assessment (20 min.)	Culminating Activities (20 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 *Different Lands, Similar Stories*
- *Tell It Again! Image Cards* for *Different Lands, Similar Stories*
- *Tell It Again! Supplemental Guide* for *Different Lands, Similar Stories*
- *Tell It Again! Multiple Meaning Word Posters* for *Different Lands, Similar Stories*

Recommended Resource:

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

## **Why Different Lands, Similar Stories Are Important**

---

This domain will introduce your students to three themes in folktales that have been told to children for generations, using variations from different lands or countries. By listening to these stories, students will increase their vocabulary and reading comprehension skills, be exposed to different places and cultures from around the world, and learn valuable universal lessons.

It is important to note that the content of some of these read-alouds might unsettle some children. For example, the last three folktales depict cunning animals who try to trick children. Although these folktales address the importance of following the directions of a trusted adult family member (e.g., by not talking to strangers; by not opening the front door without a trusted adult family member's help), it is important to remind students that the stories themselves are fiction.

Please preview all read-alouds and lessons in this domain before presenting them to students. This domain provides an opportunity to connect to different cultures and in some cases explore folktales from students' own cultures. When teachers pre-read, however, it's important to be mindful of and sensitive to the heritage, situations, and developmental stages of the students they teach, as issues concerning students' height and size, race, or complex familial

relationships can surface with some of the texts in the read alouds. Please 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.

This domain is best understood in thirds. The first three read-alouds are all stories about good people who are treated unfairly and ultimately find happiness, with variations set in France, Egypt, and Ireland. The next three read-alouds are folktales about supernaturally small characters. These include variations set in England, Denmark, and Japan. The last three read-alouds are all folktales about cunning animals who try to trick children, with variations set in Germany, China, and Botswana. Reading these folktales and fairy tales will help students develop a strong foundation for their understanding and enjoyment of similar stories from different lands.

## **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 *Different Lands*, *Similar Stories*. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy:

### **Stories (Kindergarten)**

- Listen to and demonstrate familiarity with stories, including the ideas they express
- Explain that stories that are made-up and come from a writer's imagination are called fiction
- Identify the characteristics of subgenres of fiction, including folktales

- 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
- Explain that kings and queens still exist today, but that there were many more kings and queens long ago
- Describe a royal family



## ***Core Vocabulary for Different Lands, Similar Stories***

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The following list contains all of the core vocabulary words in *Different Lands, Similar 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**

---

characters  
embraced  
splendor  
warning  
**worthy**

### **Lesson 2**

---

**cautiously**  
preferred  
revived  
scoured  
setting

### **Lesson 3**

---

concerned  
demanded  
**monstrous**  
plot

### **Lesson 4**

---

avoid  
clever  
**commotion**  
folktale  
scampered

### **Lesson 5**

---

dwelling  
extravagance  
foreign  
fragrant  
**scarcely**

### **Lesson 6**

---

astonished  
crammed  
**deeds**  
dodging  
permission

### **Lesson 7**

---

**cherished**  
disguise  
grateful  
sly

### **Lesson 8**

---

alarmed  
**cunning**  
latch  
perplexed  
strict


### **Lesson 9**

---

curious  
darted  
**fright**  
intended  
roam


## **Student Performance Task Assessments**

---

In the *Tell It Again! Read-Aloud Anthology for Different Lands, Similar 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: . 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 Different Lands, Similar 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**

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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 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 Different Lands, Similar Stories***

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### **Trade Book List**

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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.

#### ***Rags-to-Riches Folktales***

1. *Cendrillon: A Caribbean Cinderella*, by Robert D. San Souci and illustrated by Brian Pinkney (Aladdin, 2002) ISBN 978-0689848889
2. *Domitilla: A Cinderella Tale from the Mexican Tradition*, adapted by Jewell Reinhart Coburn and illustrated by Connie McLennan (Shen's Books, 2000) ISBN 978-1885008138

3. *The Gift of the Crocodile: A Cinderella Story*, by Judy Sierra and illustrated by Reynold Ruffins (Simon & Schuster Books for Young Readers) ISBN 978-0689821882
4. *The Golden Sandal: A Middle Eastern Cinderella Story*, by Rebecca Hickox and illustrated by Will Hillenbrand (Holiday House, 1999) ISBN 978-0823415137
5. *The Irish Cinderlad*, by Shirley Climo and illustrated by Loretta Krupinski (Turtleback, 2000) ISBN 978-0613285407
6. *The Korean Cinderella*, by Shirley Climo and illustrated by Ruth Heller (HarperCollins, 1996) ISBN 978-0064433976
7. *Little Gold Star: A Spanish American Cinderella Tale*, by Robert D. San Souci and illustrated by Sergio Martinez (HarperCollins, 2000) ISBN 978-0688147808
8. *Mufaro's Beautiful Daughters*, by John Steptoe (Lothrop, Lee and Shepard Books, 1987) ISBN 978-0688040451
9. *Princess Furball*, by Charlotte Huck and Anita Lobel (Greenwillow Books, 1994) ISBN 978-0688131074
10. *Yeh-Shen: A Cinderella Story from China*, retold by Ai-Ling Louie and illustrated by Ed Young (Puffin, 1996) ISBN 978-0698113886

#### ***Thumb-Sized People Folktales***

11. *Issun Boshi: One-Inch Boy: A Japanese Folktale (Folktales from Around the World)*, retold by Nadia Higgins and illustrated by J.T. Morrow (Child's World, 2011) ISBN 978-1609731397
12. *Thumbelina*, by Brad Sneed (Dial, 2004) ISBN 978-0803728127
13. *Tom Thumb*, illustrated by Claudia Venturini (Child's Play International, 2008) ISBN 978-1846431166

#### ***Cunning Animal Folktales***

14. *Little Red Riding Hood*, by Jerry Pinkney (Little, Brown Books for Young Readers, 2007) ISBN 978-0316013550
15. *Lon Po Po: A Red-Riding Hood Story from China*, by Ed Young (Puffin, 1996) ISBN 978-0698113824

16. *Pretty Salma: A Little Red Riding Hood Story from Africa*, by Niki Daly (Clarion Books, 2007) ISBN 978-0618723454
17. *Red Riding Hood*, retold and illustrated by James Marshall (Picture Puffins, 1993) ISBN 978-0140546934

### ***Different Lands Nonfiction***

18. *Botswana in Pictures (Visual Geography)*, by Alison Behnke (Twentyfirst Century Books, 2009) ISBN 978-1575059532
19. *China (Countries of the World)*, by Michael Dahl (Capstone, 1999) ISBN 978-0736880596
20. *Denmark (Countries of the World)*, by Patricia J. Murphy (Capstone, 2002) ISBN 978-0736813716
21. *England (Countries of the World)*, by Kathleen W. Deady (Capstone, 2006) ISBN 978-0736847346
22. *Getting to Know France and French*, by Nicola Wright and illustrated by Kim Wooley (Barron's Educational Series, 1993) ISBN 978-0812015324
23. *Ireland (A to Z)*, by Justine Fontes and Ron Fontes (Children's Press, 2004) ISBN 978-0516268101
24. *Japan (Countries of the World)*, by Michael Dahl (Capstone, 1999) ISBN 978-0736880589
25. *Look What Came from Egypt*, by Miles Harvey (Children's Press, 1999) ISBN 978-0531159378
26. *Look What Came from Germany*, by Kevin Davis (Franklin Watts, 2000) ISBN 978-0531164358

### ***Websites and Other Resources***

#### ***Student Resources***

1. Cinderella Read-Aloud  
<http://www.learner.org/interactives/story/Cinderella.html>
2. Elements of Stories  
<http://www.flocabulary.com/fivethings>