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# Ten Tales for Teaching English

**Stories and Activities for Children  
Acquiring English**

by

Ellen M. Balla

 GOOD YEAR BOOKS



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Welcome to *Ten Tales for Teaching English*, a fun and exciting way to introduce children to the world of literature. Children enjoy hearing, reading, and acting out tall tales, and they have fun participating in activities that complement these stories. When stories are presented in an enjoyable, age appropriate manner, children's interest is sparked and they develop a hunger for more stories and literature.

*Ten Tales for Teaching English* opens a door that allows children to develop their interest in literature as they explore and learn the English language, whether it is English as a second language or English as a foreign language. Ten familiar stories from many cultures are accompanied by activities that focus on listening, speaking, reading, writing, vocabulary, and grammar objectives. The stories have been selected for their high interest level, and are engagingly presented in rhyming couplets that preserve the natural flow of the story and language. The language level, content, and activities are appropriate for students in grades K–2 who are beginning or intermediate students of English as a second language.

Some children in your classroom might already be reading in their home language and in English. For these students, you might provide a copy of the story for them to follow along and track the words using their “reading finger.” Children who are beginning readers will enjoy looking at the story illustrations as you read aloud. As you are reading, point to pictures that illustrate key words to help students better understand the story. Check for understanding as you are reading. Pause and ask knowledge-level comprehension questions, such as *What is this?* or *Who are they?* Assist students as they respond by providing answers using one word, simple phrases, or simple sentences. Invite children to repeat these responses chorally. This will help them better understand the story and also provide the opportunity for them to practice their language skills.

Some children will have learned these stories in their native languages. This will be an advantage for them when the story is presented, as they will be able to draw on their prior and background knowledge. In addition, the stories offer children a chance to share aspects of their native cultures and learn about other cultures, thus fostering a community atmosphere in the classroom.

*Ten Tales for Teaching English* is designed to supplement any beginning or intermediate ELL/ESL/EFL curriculum. The stories and activities focus on vocabulary, grammar structures, language skills, communication skills, learning strategies, reading strategies, and thinking skills commonly taught in classrooms, guided reading lessons, and reading series at this level. The activities encompassing these skills are challenging, fun, and relevant. They achieve objectives through a hands-on approach that encourages children to speak as much English as possible. As children work together, permit them to speak English at their personal level of competence. As you monitor their work and language skills, invite children to repeat key words and target language as you model them. This will give children additional opportunities to practice listening and speaking skills.

When presenting the fairy tales to **beginning language learners**, offer as much visual support as possible. Use the flash cards provided for each story to allow children to become familiar with the vocabulary before presenting the story. Next, use the “Getting Ready to Read” activities to involve students and prepare them for the reading lesson. Present the story as a “read-aloud,” and use the flash cards and story illustrations as you read aloud to students. Point to illustrations that depict key story words. To check for understanding and involve students in the activity, pause as you are reading and ask knowledge-level questions about the story. When you are sure that students understand what you have read so far, continue in the same manner. To assess students’ understanding of the story, choose one of the activities suggested for the story you have read. Choose an activity that meets their needs and level of understanding. As students work on activities that complement the story, walk around



and assist as necessary. As a closing activity, invite students to retell the story using their own words. Encourage them to use the final project they have made, the flash cards, the story illustrations, or a picture they have drawn about characters or plot events. Model the activity first, and assist students as they share with the class.

**Intermediate language learners** will still need visual support and should be given the opportunity to learn or review the story vocabulary before you present the fairy tale. Use the flash cards and story illustrations available for each story to draw on students' background knowledge as you review familiar words, and then present new vocabulary as you would to beginning students. Ask them what they know about the topic and the story. During this pre-reading activity, do not correct students' language skills; simply allow them to enjoy the experience of sharing their knowledge and the language skills they have acquired. Invite them to use a variety of methods they are comfortable with as they share what they know. They can act out, role-play, and/or use single words, simple phrases, or simple sentences. After students are introduced to the story, take the opportunity to present any new vocabulary and concepts so children will be ready to read. After reading the story together, assess students' understanding of the story. Choose one of the activities suggested for the fairy tale you have read, an activity that meets their needs and level of understanding. As students work on activities that complement the stories, walk around and assist as necessary. As a closing activity, invite students to retell the story using their own words. Encourage them to use the final project they have made, the flash cards, the story illustrations, or a picture they have drawn about characters or plot events. Model the activity first, and assist students as they share with the class.

**Advanced language learners** should be given a chance to tell what they know about the story and the topic. Use the flash cards and story illustrations to help prompt students and model talking about the story if necessary. Begin a discussion about the story and the topic. If you feel your students are ready, give them a copy of the story, and demonstrate following along as you read aloud. Show them how to track the print using their "reading finger" as you read the story aloud. Pause while reading to students to check for understanding. Ask comprehension questions and ask them to predict what they think might happen next. This can be done even if students' language abilities are limited. Ask: *What can happen? What do you think is going to happen? What can (the man) do? Who can help (the boy)?* When you are sure that students understand what you have read so far, continue in the same manner. To assess students' understanding of the story, choose one of the activities suggested for the fairy tale you have read. Choose an activity that meets their needs and level of understanding. As students work on activities that complement the story, walk around the room and assist as necessary. Take this opportunity to talk to students, and encourage them to use as much English as possible. Ask comprehension questions, repeat their responses using correct English, and invite them to repeat after you. As a closing activity, invite students to retell the story using their own words, the final project they have made, the flash cards, the story illustrations, or a picture they have drawn about characters or plot events. Teachers who are attempting to "totally immerse" their children in English will particularly enjoy this book. By incorporating so many aspects of English language and literature, *Ten Tales for Teaching English* can help English Language Learners reach their goals in the target language sooner.

*Common Core Standards* are provided and as much content area as possible is included to help keep English language learners current in the mainstream content areas and to support mainstream classroom efforts. *The Common Core Standards* associated with Language Arts for grades K–2 and the specific objectives for each story in *Ten Tales for Teaching English* are presented on the following pages.

**Common Core Standards for Language Arts for *Ten Tales for Teaching English*:**

*Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*

*Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.*

*Use singular and plural nouns with matching verbs in basic sentences.*

*Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.*

*Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*).*

*Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.*

*Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.*

*Use context (e.g., *cause/effect relationships and comparisons in text*) as a clue to the meaning of a word or phrase.*

*Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.*

*Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).*

*Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.*

*Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.*

Each

unit includes a set of **teacher preparation pages** to help direct the learning around the story. These pages provide

- a synopsis of the story
- a list of the literature, grammar, communication, and content-area objectives for the unit
- a warm-up activity to help students focus on the upcoming story
- a list of important vocabulary and grammatical structures from the story
- suggestions for teaching and reviewing the unit vocabulary and grammar, including model conversations for students to practice
- directions for using the student pages
- additional activities

The **student pages** in each unit begin with the story (divided into two parts with comprehension questions) and include practice, application, and evaluation pages. The story and activity pages are intended to be photocopied and distributed to students.

Other features of the book include

- **Scope and Sequence of Skills:** This essential reference section lists the specific objectives for each unit.
- **Presenting the Story Units:** This section contains general guidelines and suggestions for planning and presenting a story unit.
- **Flashcards:** These reproducible pages provide illustrations of key vocabulary words and concepts from the stories. A flashcard is included for each starred word in the unit vocabulary lists. Suggestions for using the flashcards are included in the teacher preparation pages for each unit and in Presenting the Story Units. In addition, pages 169–170 contain instructions for seven games that students can play with the flashcards.
- **Suggestions for Additional Reading:** This bibliography offers a list of additional reading material and sources for other versions of the fairy tales in this book.



## The Three Bears

<b>Grammar Objectives</b>	Simple present tense of regular verbs and the verb <i>to be</i> ; predicate adjectives; answer <i>who/what/how</i> questions in the simple present tense; singular and plural nouns
<b>Communication Objectives</b>	Make introductions; talk about how one feels; make apologies
<b>Learning Strategies and Cognitive Skills</b>	Understand sequence; use illustrations as picture clues; use rhyme; cooperate with peers; use prior knowledge; make predictions; self-assess
<b>Mainstream Classroom Content Connections</b>	Language arts; literature; math (counting and number recognition)

## Cinderella

<b>Grammar Objectives</b>	Simple present tense of regular verbs and the verb <i>to be</i> ; predicate adjectives; answer questions in the simple present tense; preposition <i>at</i> used with expressions of time
<b>Communication Objectives</b>	To talk about time; to tell time using an analog clock
<b>Learning Strategies and Cognitive Skills</b>	Understand sequence; use illustrations as picture clues; follow directions; use rhyme; use prior knowledge; cooperate with peers; make predictions; self-assess
<b>Mainstream Classroom Content Connections</b>	Language arts; literature; math (counting and number recognition); telling time

## The Little Red Hen

<b>Grammar Objectives</b>	Simple present tense of regular verbs and the verb <i>to be</i> ; use <i>will</i> to make a request or a promise; use <i>won't</i> to refuse to do something; answer <i>who/what/how</i> questions in the simple present tense
<b>Communication Objectives</b>	To make requests; to make promises; to refuse to do something; to talk about how plants grow; to identify and talk about animals
<b>Learning Strategies and Cognitive Skills</b>	Understand sequence; understand the process of events; follow directions; understand cause-and-effect; use rhyme; make text-to-self connections; use prior knowledge; cooperate with peers; make predictions; self-assess
<b>Mainstream Classroom Content Connections</b>	Language arts; literature; science (how plants grow)

## Catch the Bun

<b>Grammar Objectives</b>	Simple present tense of regular verbs and the verb <i>to be</i> ; predicate adjectives; answer <i>who/what/how</i> questions in the simple present tense; use the modal <i>can</i> to show ability
<b>Communication Objectives</b>	To talk about animals; to talk about baby animals and their mothers
<b>Learning Strategies and Cognitive Skills</b>	Understand sequence; use illustrations as picture clues; classify; follow directions; use rhyme; use prior knowledge; cooperate with peers; make predictions; self-assess
<b>Mainstream Classroom Content Connections</b>	Language arts; literature; social studies (animal families; mother and baby animals)

## The Hungry Goat

<b>Grammar Objectives</b>	Simple present tense of regular verbs and the verb <i>to be</i> ; predicate adjectives; answer <i>who/what/how</i> questions in the simple present tense; understand commands
<b>Communication Objectives</b>	To talk about animals; to talk about the different sounds that animals make; to sing a song in English; to talk about how one feels
<b>Learning Strategies and Cognitive Skills</b>	Understand sequence; use illustrations as picture clues; follow directions; use rhyme and music; use prior knowledge; compare and contrast; cooperate with peers; make text-to-self connections; make predictions; self-assess
<b>Mainstream Classroom Content Connections</b>	Language arts; literature; music (sing a song); social studies (culture; animal sounds from different cultures)

## The Three Billy Goats

<b>Grammar Objectives</b>	Simple present tense of regular verbs and the verb <i>to be</i> ; adjectives; commands; answer <i>who/what/how</i> questions in the simple present tense; use prepositions; use the intensifier <i>very</i>
<b>Communication Objectives</b>	To talk about the size of things; to talk about where things are; to name different foods (fruit); to describe objects
<b>Learning Strategies and Cognitive Skills</b>	Understand sequence; use illustrations as picture clues; classify; follow directions; compare and contrast; use rhyme; listen for details; use prior knowledge; cooperate with peers; make predictions; self-assess
<b>Mainstream Classroom Content Connections</b>	Language arts; literature; social studies; science (naming different kinds of fruit)

## Anansi and the Eggs

<b>Grammar Objectives</b>	Simple present tense of regular verbs and the verb <i>to be</i> ; predicate adjectives; answer <i>who/what/how</i> questions in the simple present tense; possessive adjectives; singular and plural nouns; count nouns
<b>Communication Objectives</b>	To count from 1–8; to talk about how many objects there are; to talk about possession of objects; to talk about and identify animals
<b>Learning Strategies and Cognitive Skills</b>	Understand sequence; use illustrations as picture clues; classify; follow directions; use rhyme; listen for details; use prior knowledge; cooperate with peers; make predictions; self-assess
<b>Mainstream Classroom Content Connections</b>	Language arts; literature; math counting 1–8; reading (the number words <i>one</i> through <i>eight</i> ); match the number to the number word

## The Stone Cutter

### Grammar Objectives

Simple present tense of regular verbs and the verb *to be*; predicate adjectives; answer *who/what/how* questions in the simple present; possessive adjectives; singular and plural nouns; count nouns

### Communication Objectives

To talk about wishes; to talk about the weather

### Learning Strategies and Cognitive Skills

Understand sequence; use illustrations as picture clues; follow directions; compare and contrast; use rhyme; make text-to-self connections; listen for details; use prior knowledge; cooperate with peers; identify with characters; make predictions; self-assess

### Mainstream Classroom Content Connections

Language arts; literature; art; science (weather)

## The Wishes

### Grammar Objectives

Simple present tense of regular verbs and the verb *to be*; predicate adjectives; answer *who/what/how* questions in the simple present tense; singular and plural nouns; non-count nouns

### Communication Objectives

To talk about different kinds of food; to tell what one wants to eat; to tell what one has; to talk about wishes

### Learning Strategies and Cognitive Skills

Understand sequence; use illustrations as picture clues; follow directions; use rhyme; use prior knowledge; make wishes; make text-to-self connections; cooperate with peers; make predictions; self-assess

### Mainstream Classroom Content Connections

Language arts; literature; science (nutrition and different foods)

## Paul Bunyon

### Grammar Objectives

Simple present tense of regular verb and the verb *to be*; adjectives; answer *who/what/how* questions in the simple present tense; similes; singular and plural nouns

### Communication Objectives

To describe things and people using similes; to talk about legends and reality; to talk about body parts; to talk about the United States; to talk about where one lives and where one is from

### Learning Strategies and Cognitive Skills

Understand sequence; use illustrations as picture clues; follow directions; compare and contrast; use rhyme; identify with character; identify realism and fantasy; relate part to whole; use prior knowledge; make text-to-self connections; compare and contrast; cooperate with peers; make predictions; self-assess

### Mainstream Classroom Content Connections

Language arts; literature; social studies (maps); science (body parts)