

Critical Thinking & Classic Tales

FOLKTALES

REM 452B

A TEACHING RESOURCE FROM...



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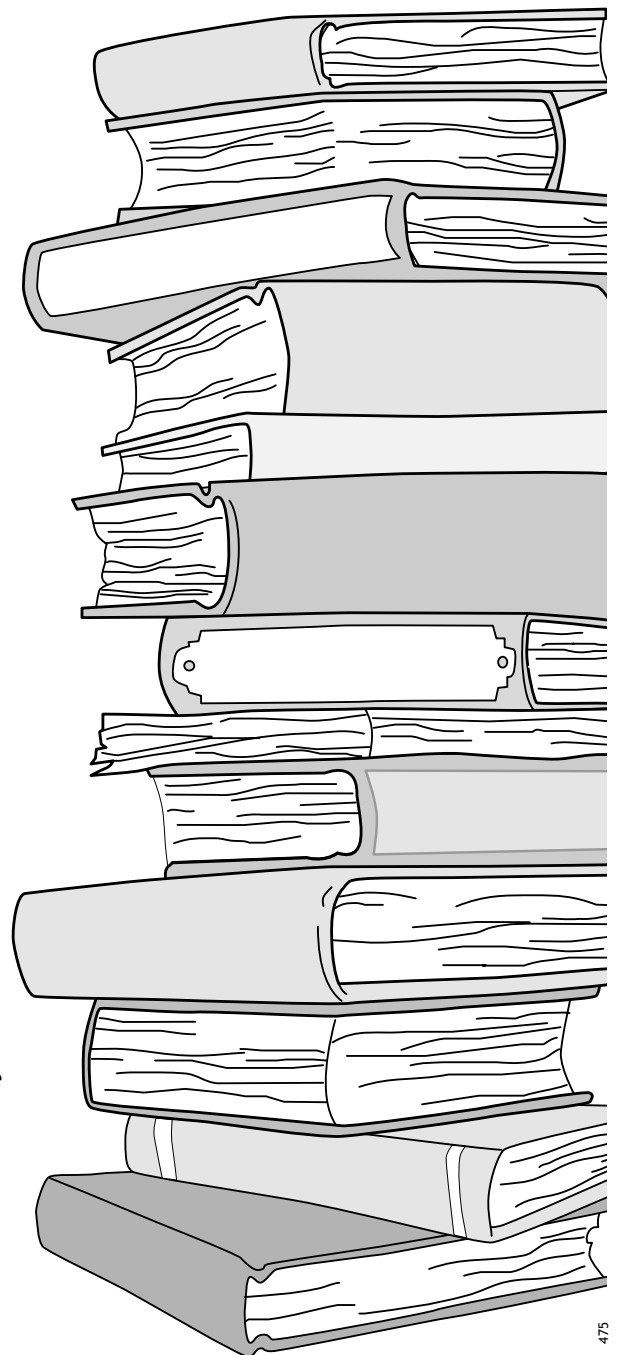
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ABOUT THIS BOOK

Folktales are among the oldest works of man. They are stories handed down by word of mouth. Many are eventually written down. Folktales are found in cultures all over the world, from Africa to Europe to America. A fable is a form of folktale, as is the American tall tale.

Folktales are *fictional* stories about people or animals that entertain, teach, and inform. They illustrate the values that were considered important by the creator of the story. Folktales can be used to help impart those same values to the reader.

The twelve folktales in this book are each followed by a crossword puzzle that tests literal comprehension, as well as a set of comprehension questions based on the six levels of Bloom's Taxonomy: knowledge, comprehension, application, analysis, synthesis, and evaluation. Since the exercises range from simple to complex, they are ideal for the *differentiated classroom*.

The following is a more detailed explanation of the types of thinking skills involved at each level of Bloom's Taxonomy. It will help you understand why the comprehension and critical thinking questions are labeled and worded as they are. Keep in mind that these categories will overlap and intertwine. You will also find that many skills apply to more than one level of Bloom's Taxonomy.

- **Knowledge:** reading for details, finding facts, recalling information
- **Comprehension:** identifying the main idea, summarizing, determining sequence. Higher level comprehension skills include classifying, identifying cause and effect, making inferences, drawing conclusions, and predicting consequences of behavior.
- **Application:** applying story content to real life or to personal experience, converting abstract content to concrete situations, making use of knowledge learned
- **Analysis:** completing analogies, using logic, identifying the unstated moral of a story, recognizing patterns of behavior, breaking a whole into its component parts, seeing how parts relate to the whole, classifying
- **Synthesis:** predicting outcomes, drawing conclusions, comparing/contrasting, relating knowledge from several different areas, generalizing from given facts, combining parts of a whole in a new and different way
- **Evaluation:** making judgments, forming/expressing personal values, expressing/justifying an opinion, discerning fact from opinion, evaluating facts for accuracy

In addition to folktales, crossword puzzles, and questions based on Bloom's Taxonomy, this book features several literature response activities: The Venn Diagram Compare/Contrast Chart, the Story Map, Story Sequence, and a challenge activity called About This Story.

- **Venn Diagram Compare/Contrast Chart:** to help students increase their comprehension of a story by showing similarities and differences between characters (either in the same story or in two different stories) or between stories (for example, comparing or contrasting story plots, morals, or recurring themes)
- **Story Map:** to help the teacher assess the student's ability to recall the main events in the plot that move the story toward its resolution
- **Story Sequence:** to help students understand the most important events in a story and that those events happen in a certain sequence. The "time-order" words will help students organize their thoughts.
- **About This Story:** to help those students who are capable of exploring the elements of a story such as characters, plot, setting, theme, recurring themes, personification, author's purpose, etc.

The high-quality **audio CD**, which may be found inside the back cover of this book, follows each story word for word.

You will find the **Chart of Skills** (inside the front cover) to be a valuable teaching tool. It shows precisely which skills are targeted in every story. The chart will enable you to choose a selection according to the skills it covers, or to simply be informed about the skills you will be teaching with each story.

Suggestions For Using This Book:

- Use the stories and follow-up activities with individual students or with small groups of students who are reading at the same level. They make an excellent at-home practice or partner reading activity. Oral discussion of work as it is completed will increase the level of student understanding.
- The audio CD is ideal for use with students who are experiencing reading difficulties. By listening to the story or following along as it is being read, those students will have a greater chance at comprehension success.

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THE BOY AND THE NORTH WIND

A boy left home to get dinner for his sick mother. As he was returning with the food, the North Wind blew down and took it away from him. When the boy went back for more food, the North Wind took that away too. After the North Wind had stolen his food a third time, the boy got very angry. He decided to travel to the home of the North Wind to get all his food back. He walked all the next day to the home of the North Wind.

When he arrived, he asked the North Wind to return the food. The North Wind said that he would give him something else instead. He gave the boy a magic tablecloth. He told the boy to say, "Cloth, spread yourself." When he did, the magic cloth suddenly was covered with all kinds of good food. On the way home, the boy stopped at an inn.

When it was time for dinner, the boy spread the cloth on the table and said the magic words. He had a wonderful dinner. The man who owned the inn saw all this. During the night, he took the magic cloth and left a plain one in its place. When the



boy got home, he found the cloth was not the magic one. He went back to the North Wind and told him the cloth did not work. The North Wind then offered him a ram that gave gold coins when it opened its mouth. The boy again stayed at the inn on the way home. The innkeeper took the magic ram and left another in its place.

Then the boy found out what had happened and told the North Wind about the innkeeper. The North Wind gave him a magic stick to hit the man. As the boy pretended to sleep, the innkeeper tried to steal the magic stick. But the moment he tried, the stick began to beat him. The boy would not make the stick stop until the man gave him back the magic cloth and the ram. After that, the boy and his mother were never hungry again.

ANALYSIS

I. What is the pattern of behavior of these characters? (What do they keep doing?)

The boy: _____

The North Wind: _____

The innkeeper: _____

1. Why did the boy get angry at the North Wind?

2. What did the boy do to get his food back?

3. What three things did the North Wind give the boy?

4. Why didn't the boy know at first that the tablecloth and the ram had been stolen?

5. How did the stick help the boy get his things back?

MAKING INFERENCES—COMPREHENSION

6. What was one of the boy's good qualities?

SEQUENCE—COMPREHENSION

7. Number these events in the order they happened.

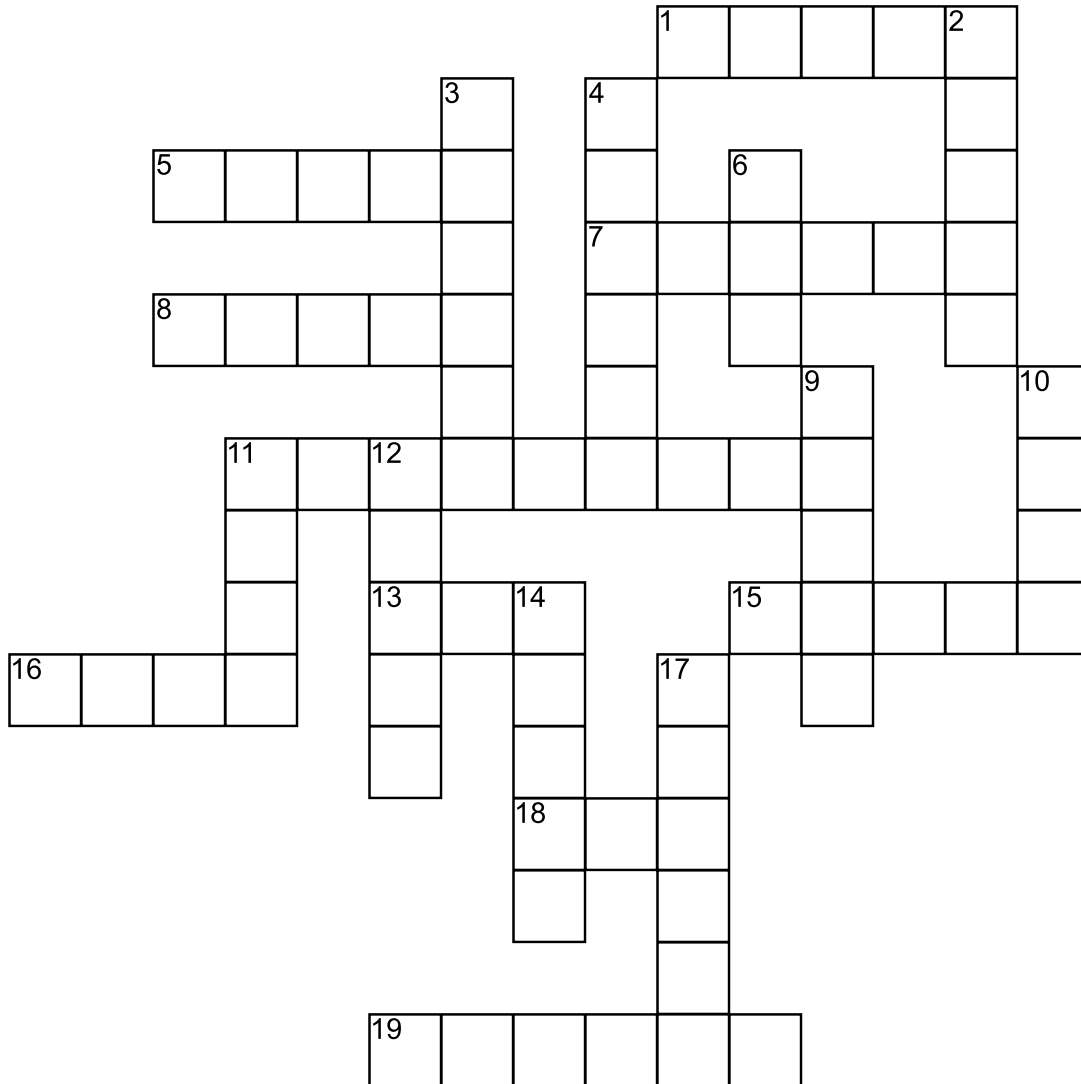
_____ The North Wind gave the boy three things.

_____ The boy got everything back from the innkeeper.

_____ The North Wind took the boy's food three times.

EVALUATION

8. If you were the boy's mother or father, would you be proud of him? Why or why not? (You may use another sheet of paper.)



ACROSS

1. The ram gave the boy gold ____.
5. The boy pretended to ____ in the bed.
7. The boy decided to ____ to the home of the North Wind.
8. The man stole the magic cloth and left a plain one in its ____.
11. The boy ate a ____ dinner.
13. The magic ____ gave the boy gold coins.
15. The ____ beat the man.
16. The cloth was covered by good ____ for the boy to eat.
18. The boy stayed at an ____ on the way home.
19. The boy and hi mother were never ____ again.

DOWN

2. The man ____ the cloth and the ram.
3. The boy said, "Cloth, ____ yourself."
4. The boy's ____ was sick.
6. The boy was very ____ at the North Wind.
9. The North Wind gave the boy a magic ____.
10. The boy's mother was ____ in bed.
11. The North ____ took the food from the boy.
12. The boy went to see the ____ Wind.
14. The ____ cloth gave food to the boy and his mother.
17. The boy ate a wonderful ____.

THE BREMEN TOWN MUSICIANS

A donkey had grown very old. His master no longer wanted him, so he ran away. Since he could bray so loudly, the donkey decided to go to the town of Bremen and be a musician. On the way to town, the donkey met an old dog lying by the road. The old hound said he could howl very well. The donkey asked him to come along and be a musician too.



Soon they met a cat who was running away from home. The cat screeched when he saw them. The donkey and the dog asked the cat to come with them and be a member of their band. They liked the way the cat could screech. Next, they met a rooster who could crow better than any they had ever heard. They asked him to join them on their way to town. The rooster was happy to do it. They all planned to make a lot of money by singing in Bremen.

that day. The animals were very hungry and wanted to eat the robbers' food. The donkey had an idea. He said that if they all sang together, the noise might scare the robbers away.

That night they came to a house in the forest. When they peeked in the window of the house, they saw a group of robbers eating supper. They were also counting all the money they had stolen

The donkey began to bray. The dog began to howl as loud as he could. The cat screeched at the top of his lungs. The rooster crowed and crowed. The horrible noise scared the robbers so much that they ran away into the forest. The animals moved into the house and lived there for the rest of their lives. They had lots of food and money. They never did have to go to the town to sing for a living.

SUMMARIZING—COMPREHENSION

I. Tell what happened in the story in one or two sentences.

Name _____

THE BREMEN TOWN MUSICIANS

READING FOR DETAILS – KNOWLEDGE AND COMPREHENSION

1. Why did the donkey run away from its master?

2. How did the animals plan to make a living in Bremen?

3. What did the animals see through the window of the house?

4. How did the animals scare the robbers away?

5. Why didn't the animals have to sing for a living?

SEQUENCE – COMPREHENSION

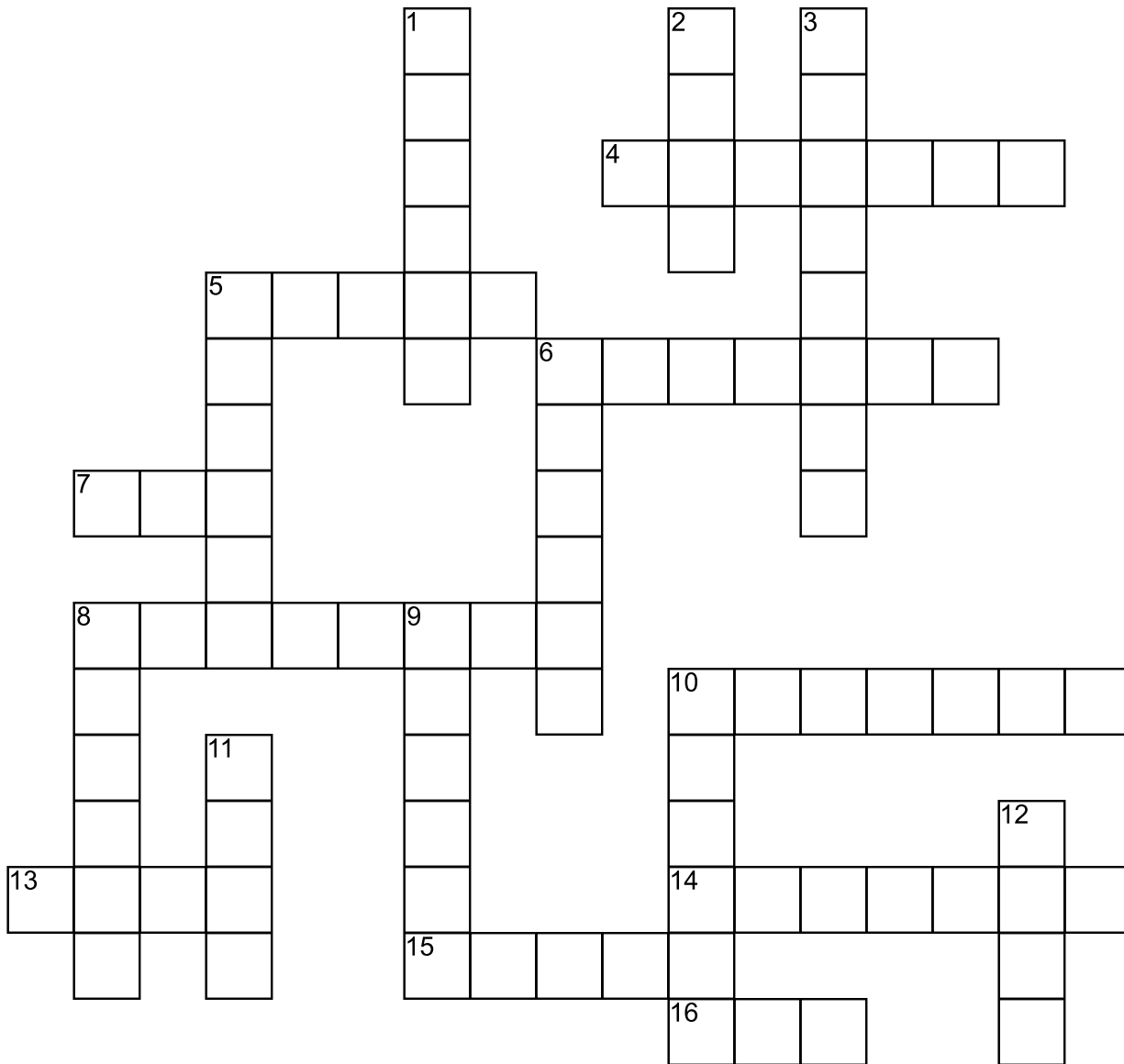
6. Name the animals in the order they appear in the story.

DRAWING CONCLUSIONS – SYNTHESIS

7. What can you conclude (decide) about how working with others can help someone get things done? _____

APPLICATION

8. Describe a time when you worked with others to get something done. (You may use another sheet of paper.)



ACROSS

4. The ___ could crow very well.
5. The robbers were counting their ___.
6. The animals were going to town to earn their living by ___.
7. The ___ could screech.
8. The noise the animals made was ___.
10. The sound the cat made was a ___.
13. The rooster could ___.
14. The ___ were hiding in the house.
15. The animals made a horrible ___.
16. The ___ could howl.

DOWN

1. The ___ could bray.
2. The robbers were eating ___ for supper.
3. The donkey was going to the town of Bremen to be a ___.
5. The donkey's ___ did not want him any more.
6. The robbers were eating ___.
8. The animals were ___ and wanted food.
9. They were going to the town called ___.
10. The robbers were ___ when they heard the noise.
11. The dog could ___.
12. The donkey could ___.