

FOLKTALES



around the world

TRUSTED BY OVER
3,000
TEACHERS

Recount Folktales Name: _____ Date: _____

The Princess and the Pea

Origin: Denmark

Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he find what he wanted. There were princesses enough, but it was difficult to find out whether they were real ones. There was always something about them that was not as it should be. So he came home again and was sad, for he would have liked very much to have a real princess.

One evening a terrible storm came on; there was thunder and lightning, and the rain poured down in torrents. Suddenly a knocking was heard at the city gate, and the old king went to open it.

It was a princess standing out there in front of the gate. But, good gracious! What a sight the rain and the wind had made her look. The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels.



Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses.

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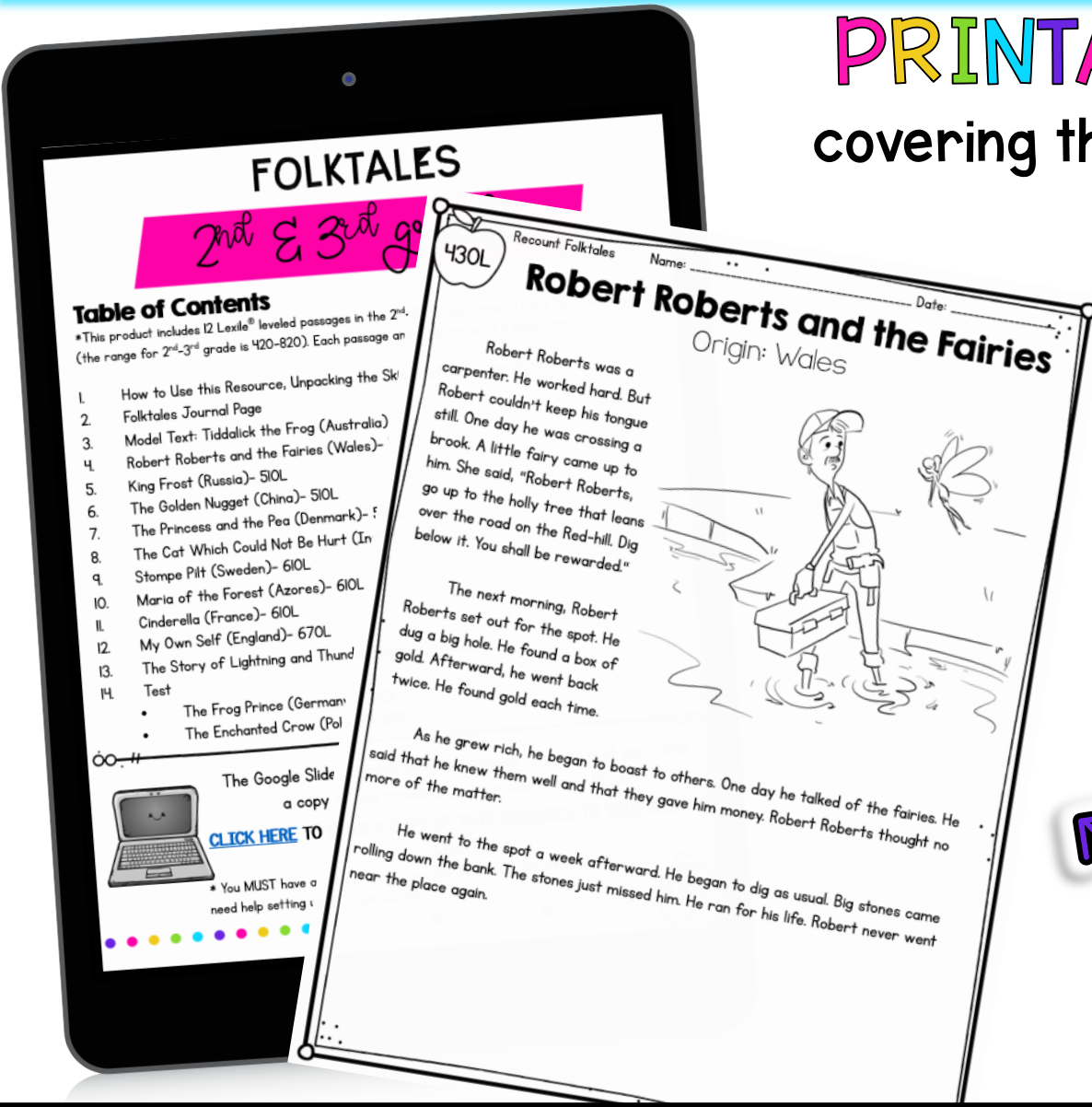


WHAT'S INSIDE?

PRINTABLE PDFs and **DIGITAL** Google Slides covering the 2nd and 3rd grade text complexity band with Certified Lexile Levels.

- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and
Google
Slides Included



10 FICTION PASSAGES

Lesson 300
The Princess and the Pea
Origin: Denmark

Once upon a time there was a prince who wanted to marry a princess, but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted. There were princesses enough, but it was difficult to find out whether they were real ones. There was always something about them that was not as it should be. So he came home again and was sad, for he would have liked very much to have a real princess.

One evening a terrible storm came on. There was thunder and lightning, and the rain poured down in torrents. Suddenly a knocking was heard all the city gates, and the old king went to open it.

It was a princess, standing out there in front of the gate. But good gracious! What a sight! The rain and the wind had made her look like a real princess. The water ran down from her hair and clothes, it ran down into the lines of her shoes and out again at the heels. And yet she said that she was a real princess.

Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses.

"Nobody but a real princess could be so sensitive as that."

So the prince took her for his wife, for now he knew that he had a real princess, and the pea was put in the museum, where it may still be seen, if no one has stolen it. There, that is a true story.

she trusted her by putting a pea under twenty mattresses.

was a princess.

Learn in color! Visual cues reinforce text evidence

Teachers can quickly check student work.

Recount Folktales
Name: Jackie Boshare
Date: 3/15

The Golden Nugget
Origin: China

Once upon a time, two friends named Ki-wu and Pao-shu lived in China. They were ways together.

It was a beautiful day in spring. Ki-wu and Pao-shu went for a stroll in the woods. "For thirty days I have studied," sighed Ki-wu. "I have not rested. Oh, for a breath of pure air."

"And I," added Pao-shu sadly, "have worked like a slave. My master treats me badly. It is good to get outside."

For many hours they talked and laughed merrily. Suddenly, they saw a nugget of gold shining on the pathway in front of them.

Ki-wu picked up the nugget. It was as large as a lemon. "It is yours, my dear friend. You saw it first!" he said. Ki-wu handed it to Pao-shu.

"No, no," answered Pao-shu. "The good fairies have rewarded you for all your hours of study."

"No, the gold is yours. I insist on it. Think of your hard work. Take it!" insisted Ki-wu. They joked for some time. Eventually, they decided to take the treasure. At last, they dropped the gold in the same spot they had found it. Two friends left happy. They loved each other.

When they reached the spring they found a golden nugget is waiting for you." The man left in a hurry. For the man. "What trick have you off for nothing?" did not find the gold we told you.

two with my blade. You his spot and you have no g you a favor. Come, iding a chunk of gold," gget. ed to see two his friend.

Engaging and diverse passages to spark comprehension AND curiosity.

Dive into literary texts including folktales & fairytales around the world.

QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning

Once upon a time, two friends named Ki-wu and Pao-shu lived always together.

It was a beautiful day in spring. Ki-wu and Pao-shu went for a stroll in the woods. "For thirty days I have studied," sighed Ki-wu. "I have not rested. Oh, for a breath of pure air."

"And I," added Pao-shu sadly, "have worked like a slave. My master treats me badly. It is good to get outside."

For ...

... Suddenly, they saw a nugget ...

... as a lemon. "It is ...

... at your ...

... 4

"No, no," answered Pao-shu. "The good fairies have rewarded you for all your study."

No, the gold is yours. I insist on it. Think of your hard work. Take it!" insisted Ki-wu.

They joked for some time. Each refused to take the treasure. At last, they dropped gold in the same spot they saw it. The two friends left happy. They loved each other more than gold.

They decided to go to the spring to rest.

sleeping on the ground.

"Wake up, fellow!" cried Pao-shu. "Up!"

They described the exact spot where the gold was hidden.

hour the friends talked.

At last they were startled by the sound of a voice.

layed on me? Why do you make a point of coming here?"

"What do you mean?" asked Ki-wu.

about?"

"No," he answered angrily. "I cannot drive me from this place."

right."

"Take this copper for your reward."

Pao-shu. Let us go back and find the gold."

said Ki-wu.

Laughing merrily, they returned to the spring.

Arriving at the spot, they found golden nuggets. Both were surprised.

Each friend picked up a nugget.

spring they found a nugget of gold.

Recount Folktales

Answer the following Questions. Underline the text evidence in the color shown. If there is no evidence to help you infer, use a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. Why did Ki-wu and Pao-shu go for a walk?

Ki-wu and Pao-shu went for a walk because it was a beautiful spring day. They both needed a break from their hard work.

2. What did the friends come across on their walk?

Ki-wu and Pao-shu saw a nugget of gold on the pathway.

3. What did Ki-wu want to do with their discovery?

a. Ki-wu wanted to share it.
b. Ki-wu wanted to keep it for himself.
c. Ki-wu wanted to give it to his friend.
d. Ki-wu wanted to give it to the poor.

4. How could you describe Ki-wu and Pao-shu? Use text evidence to support your answer.

a. giving
b. selfish
c. unhelpful
d. concerned

spot where the gold nuggets

Magi CORE

ANCHOR CHARTS

- Anchor charts
- Use to introduce the skill
- Students reference throughout the unit



FOLKTALES

A folktale is a traditional story.
Folktales were originally passed down by word of mouth.

Folktales are told in cultures all around the world.

Many folktales have a message. The message tells a lesson or moral of the story.

EXAMPLES:

- Cinderella
- The Three Little Pigs
- Little Red Riding Hood
- Jack and the Beanstalk
- The Gingerbread Man
- Hansel and Gretel



Track the cultures you read about throughout the unit.

RECOUNT STORIES

Tell the main events in a story in sequential order.
Include details about the characters, setting, and events from the beginning, middle, and end.

Use transition words to signal events are changing.

TRANSITION WORDS

- In the beginning
- First
- Next
- Then
- After
- Later
- Suddenly
- In the end

ASK YOURSELF:

Setting

Problem

Events

Solution

Characters

Lesson or Moral



MODEL PASSAGES & TEACHER DIRECTIONS

Unpacking Folktales

Standard RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Standard RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and analyze how it is conveyed through key details in the text.

Scaffold Instruction With This Resource

Scaffolding instruction is a highly effective approach in supporting students' reading comprehension and skill development. Research has consistently demonstrated the positive impact of scaffolding techniques on students' learning outcomes. By providing targeted support and guidance and gradually decreasing assistance, scaffolding enables students to tackle challenging tasks and achieve higher levels of understanding.

- 1. Familiarize Yourself with the Resource:** Begin by thoroughly reviewing the resource, paying particular attention to passages that exemplify how authors recount stories, including fables, folktales, and myths from diverse cultures. Understand the range of texts provided, including various versions of familiar stories from different authors and cultures. This will help you tailor your instruction effectively to meet the needs of your students.
- 2. Introduce the Skill with Anchor Charts:** Utilize the anchor charts provided in the resource to introduce the concept of recounting stories and determining their central message, lesson, or moral. Display these charts prominently in the classroom and refer to them during discussions and activities. Ensure students have access to copies of these charts in their reading materials.
- 3. Model and Think Aloud:** Select a passage from the resource that clearly demonstrates how authors recount stories from diverse cultures and convey their central message, lesson, or moral. Read the passage aloud to the class while thinking aloud to demonstrate how to identify the central message and explain how it is conveyed through key details in the text. Discuss how these elements contribute to a deeper understanding of the story.
- 4. Guided Practice:** Divide students into small groups or pairs and assign each group a different passage from the resource. Encourage students to use the anchor charts to identify and discuss the central message, lesson, or moral of the story and how it is conveyed through key details. Provide guidance and support as needed to help students analyze the text effectively.
- 5. Collaborative Discussions:** Facilitate discussions where students can share their findings from the guided practice activity. Encourage students to explain their reasoning and provide evidence from the text to support their interpretations of the central message, lesson, or moral. Foster a collaborative learning environment where students can learn from each other's insights.
- 6. Independent Practice:** Gradually transition students to working independently with different passages from the resource. Encourage students to apply the skills they have learned to recount stories from diverse cultures and determine their central message, lesson, or moral on their own. Provide feedback and support as needed to help students develop their proficiency.
- 7. Differentiation:** Differentiate instruction to meet the diverse needs of your students. Provide additional support to students who may struggle with recounting stories or determining the central message, lesson, or moral by offering extra practice opportunities or providing simplified texts. Challenge advanced students by encouraging them to analyze more complex stories or by asking them to consider the cultural implications of the stories.
- 8. Assessment:** Use the assessments provided in the resource to evaluate students' ability to recount stories from diverse cultures and determine their central message, lesson, or moral effectively. These assessments may include tasks such as identifying the central message, lesson, or moral of a story, explaining how it is conveyed through key details, or analyzing the cultural elements present in the text.
- 9. Review and Reflect:** Analyze assessment data to identify areas where students may need additional support. Use this information to plan reteaching sessions or small-group interventions to provide targeted support to students who are struggling. Encourage students to reflect on their learning and provide feedback on the resource.

- Unpack the standard
- Prerequisite skills
- How to use this resource.



Model Recount Fables Name: _____ Date: _____

Read the following text. Identify each element from the story in the chart below.

Tiddalick the Frog: Aboriginal peoples of Australia

Long ago, in the land now known as Australia, there lived a gigantic frog named Tiddalick. Tiddalick was not like other frogs. He was so big that when he jumped, the earth trembled, and when he was thirsty, he could drink rivers dry.

One morning, Tiddalick woke up feeling extremely thirsty. He was so thirsty that he began to drink and drink. He drank the water from the billabongs, he swallowed the streams, and he slurped up the rivers. Before long, Tiddalick had drunk all the water in the land.

The other animals were alarmed and soon became very thirsty. There was no water to drink, no water to bathe in, and no water for the plants and trees. The land began to dry up, and the animals knew they had to do something to get Tiddalick to release the water.

They decided to hold a meeting to figure out how to make Tiddalick laugh, for they knew that if Tiddalick laughed, the water would surely flow out of him. Each animal tried to make Tiddalick laugh. The kangaroo jumped over the emu, the koala made funny faces, and the wombat danced a silly dance. But Tiddalick didn't even smile.

Finally, it was the eel's turn. The eel twisted and twirled, wiggled and wriggled into the most ridiculous shapes. It looped itself into knots and spun through the air. This was too much for Tiddalick. He started to giggle, then he chuckled, and finally, he burst into such a great roar of laughter that all the water he had swallowed came gushing out.

The rivers flowed again, the billabongs filled up, and the plants and trees became lush and green. The animals all cheered and thanked the eel for saving them. Tiddalick, now much smaller, promised never to be so greedy again.

Characters	<input type="text" value="red"/>
Setting	<input type="text" value="orange"/>
Problem	<input type="text" value="yellow"/>
Solution	<input type="text" value="green"/>
Moral	<input type="text" value="blue"/>

Model text and questions



ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments

Lexile: 500

Recount Folktales Name: _____ Date: _____

TEST: The Golden Nugget

Origin: China

Once upon a time, two friends named Ki-wu and Pao-shu lived in China. They were always together.

It was a beautiful day in spring. Ki-wu and Pao-shu went for a stroll in the woods.

"For thirty days I have studied," sighed Ki-wu. "I have not rested. Oh, for a breath of pure air!"

"And I," added Pao-shu sadly, "have worked like a slave. My master treats me badly. It is good to get outside."

For many hours they talked and laughed merrily. Suddenly, they saw a nugget of gold shining on the pathway in front of them.

Ki-wu picked up the nugget. It was as large as a lemon. "It is yours, my dear friend. You saw it first," he said. Ki-wu handed it to Pao-shu.

They reached the spring they found a golden nugget is waiting for you." e was. The man left in a hurry. For the man "What trick have you n off for nothing?" ou did not find the gold we told you out it in two with my blade. You inst in this spot and you have no e were doing you a favor. Come, at has been hiding a chunk of gold." search of the nugget. they were surprised to see they seen at first. handed it joyfully to his friend.

ice in the color shown. If there is no sver. You should still look for text.

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nice to support your answer.

ause they wanted their

ome rich appen to you ss. They wanted to give the e of their generosity, they sets.

WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Diverse genres
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 3,000 teachers... and counting!

Lexile: 550 Recount Folktales Name: _____ Date: _____
The Lion, The Hyena, and the Rabbit
Origin: Zanzibar

Once upon a time Simba, the lion, Feese, the hyena, and Keeteete, the rabbit, decided to farm. So they went into the country and made a garden. They planted many seeds. Then they came home and rested quite a while.

The time came for their crops to be ripe and ready for harvesting, so they decided to check their crops.

One morning, they started on their journey. The garden was a long way off. Keeteete, the rabbit, said, "While we are going to the farm, let us not stop on the road. If anyone does stop, he will be eaten." His friends knew they could outwalk him. They quickly agreed.

Off they went. They had not gone very far when the rabbit stopped. "Keeteete has stopped. He must be eaten," said Feese the hyena. "That's the agreement," agreed Simba, the lion. "Well," said the rabbit, "I happened to be thinking." "What about?" cried his curious friends. "I'm thinking," said he, with seriousness, "about those two stones. One is big and one is little. The little one does not go up. The big one does not go down."

The lion and the hyena stopped to look at the stones. They could only say, "Why, really, it's just as you say." And they continued their journey. By this time, the rabbit was rested.

When they had gone some distance the rabbit stopped again. "Aha!" said Feese; "Keeteete has stopped again. Now he must be eaten." "I think so," assented Simba. "Well," said the rabbit, "I was thinking again."

ed him to tell them his thoughts. "I was where do the old ones go to?" consider the matter. They exclaimed The rabbit again had a good rest. me to show how smart he was. He

Feese," growled Simba.

king he was very smart and witty. led that way."

lion and the rabbit continued on their

I guess I'll have to find room for you,

ing again."

In olden times our ancestors used to y in their footsteps" and several times. see you try to do that." The lion began eating him. He left and became

upport your answer.








and hyena so he

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art your answer.

b. are important to always have friends by your side.
c. You should never go on a long journey with friends.
d. If you work together with others, you can use each other's strengths to succeed.

The lion and hyena were much stronger than the rabbit, however, the rabbit outlived them because he was smarter.



ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

ABOUT LEXILE LEVELS

CERTIFIED LEXILE PARTNER

Common Core Kingdom, LLC DBA MagiCore™ is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

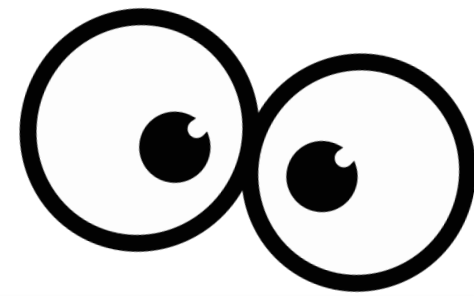
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	

Keep in mind when using any leveled text that it should support to reach text at the high end of their Common Core Standards. "It is important to read appropriate. The expectation that scaffolding built into the Standards' grade-by-grade text complexity general movement, however, should be toward independence both within and across the text complexity bands."

TAKE A PEEK



FOLKTALES

2nd & 3rd grade

Table of Contents

*This product includes 12 Lexile® leveled passages in the 2nd-3rd Grade Common Core Text Complexity Band (the range for 2nd-3rd grade is 420-820). Each passage and question set is 2 pages long.

1. How to Use this Resource, Unpacking the Skill, Scaffolding for Success*
2. Folktales Journal Page
3. Model Text: Tiddalick the Frog (Australia)
4. Robert Roberts and the Fairies (Wales)- 430L
5. King Frost (Russia)- 510L
6. The Golden Nugget (China)- 510L
7. The Princess and the Pea (Denmark)- 520L
8. The Cat Which Could Not Be Hurt (India)- 570L
9. Stompe Pilt (Sweden)- 610L
10. Maria of the Forest (Azores)- 610L
11. Cinderella (France)- 610L
12. My Own Self (England)- 670L
13. The Story of Lightning and Thunder (Nigeria)- 820L
14. Test
 - The Frog Prince (Germany)- 540L
 - The Enchanted Crow (Poland)- 610L



The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.

[CLICK HERE](#) TO MAKE A COPY OF THIS RESOURCE TO YOUR GOOGLE DRIVE.

* You MUST have a Google account in order to access this resource. [Click HERE](#) if you need help setting up a Google account.



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K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



FOLKTALES

A folktale is a traditional story.

Folktales were originally passed down by word of mouth.



Folktales are told in cultures all around the world.



Many folktales have a message. The message tells a lesson or moral of the story.

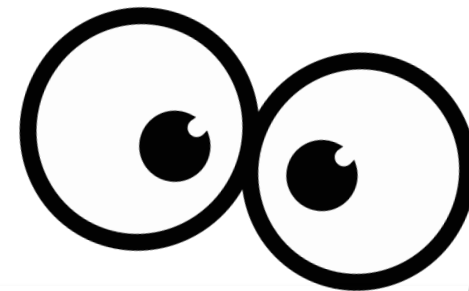


EXAMPLES:

- Cinderella
- The Three Little Pigs
- Little Red Riding Hood
- Jack and the Beanstalk
- The Gingerbread Man
- Hansel and Gretel



AND ANOTHER PEEK



510L

Recount Folktales

Name: _____

Date: _____

King Frost

Origin: Russia

Once upon a time there lived an old man and his wife. She had one daughter of her own, and he had one of his own. And the old woman took a dislike to her stepdaughter. She praised her own daughter for everything. But whatever her stepdaughter did, she grumbled at her and scolded her.



The old woman wanted to drive her stepdaughter off the face of the earth. She said to her husband, "Take her away into the dark forest. Let the frost freeze her to death."

So, the old man drove her off into the forest. He brought her right into the middle of the forest, set her down on the snow, and drove off home.

There the little girl sat in the forest all alone, shivering with the cold. Soon after, old King Frost came towards her. He said, "Hello, little girl, are you warm?"

She answered, "Yes, King Frost."

Then he blew a cold breath on to her and again asked, "Are you warm, little girl?"

She answered, "Yes, King Frost!" Then he began to make it colder. He made the branches crack and covered them with frost. He let loose such cold, that you could hear the air creaking.



Then he asked her again, "Well, little girl, are you warm now?" And she answered, "Yes, King Frost!"

When he saw that she was a good girl, he felt sorry for her. So, he gave her a fur coat and made her warm. He said to her, "You're a good girl, so I'll stop. Here's a little present for you from King Frost."

© MagiCore

He brought her a trunk full of silver, gold, and bright-colored stones.

Meanwhile, her stepmother said to the old man at home, "I expect your daughter is frozen by now. Go into the forest and bring her back." So he set out to fetch his daughter.

His wife watched at the window. At last, she saw her husband driving towards home. The old man drove up with his daughter alive and well, in her fine clothes and with her presents. "Well," thought her stepmother, "if King Frost has given all those things to the old man's daughter, he'll give my pretty girl much more." She said to her husband, "Take my daughter to the same place as quick as you can, and let King Frost give her a share, too!"

So, the old man took her daughter. He left her in the forest and drove off home.

There the girl sat, with her teeth chattering with the cold. Soon after, there was King Frost coming along. He said, "Hello, little girl, are you warm?"

She answered, "What's that got to do with you? Go away to where you came from!"

King Frost grew angry and blew a cold breath onto the girl. He asked her, "Are you warm, little girl?"

She answered, "You can see I'm frozen! Be quick and give me the presents, and leave!"

Then King Frost began to make the girl colder. He kept making it colder and colder till he had frozen her through.

Meanwhile, her mother said, "Go into the forest now, and bring back my daughter. Don't forget to take the trunk and the fine clothes as well."



So, the old man started off, and his wife began to watch at the window. She waited and waited. At last, she saw her husband driving towards home. The old man drove up.

Instead of the bad old woman's daughter there was only an icicle!

© MagiCore

Recount Folktales

Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. How could you describe the stepmother? Use text evidence to support your answer.

- a. funny
- b. daring
- c. greedy
- d. nervous



2. What was the stepmother's plan to get rid of her stepdaughter?

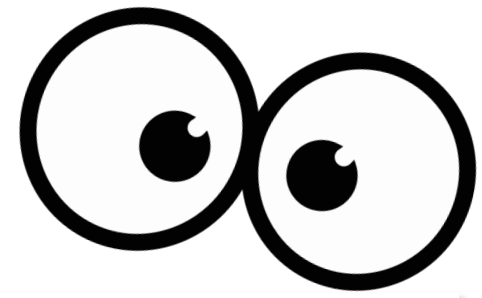


3. What happened when King Frost came to visit the stepdaughter?



© MagiCore

CHECK THIS OUT TOO!



570L

Recount Folktales

Name: _____

Date: _____

The Cat Which Could Not Be Hurt

Origin: India

There was once a dog and a cat, who were always quarrelling. The cat used to hurt the dog, but the dog could never hurt the cat. She would only dance and cry, "You never hurt me, you never hurt me! I had a pain in my shoulder, but now it is all gone away."

So, the dog went to a stork and said, "What can I do to hurt this cat? I bite her, yet I can't hurt her. I am such a big dog and she is rather a big cat. If I bite her, I don't hurt her, but if she bites me, she hurts me so much."

The stork said, "Bite her mouth very, very hard, and then you'll hurt her."

The dog bit her mouth as hard as he could.

"Oh, you don't hurt me," said the cat, dancing about.

So, the dog went again to the stork and said, "What shall I do?"

"Bite her ears," said the stork. So, the dog bit the cat's ears.

She danced about and said, "Oh, you did not hurt me. Now I can put earrings in my ears." So, she put in earrings.

The dog went to the elephant. "Can you hurt this cat? She worries me every day."

"Oh, yes!" said the elephant, "Of course I can hurt her. She is so little and I am so big." The elephant took the cat up with his trunk, and threw her a long way.

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"Oh, yes!" said the elephant, "Of course I can hurt her. She is so little and I am so big." The elephant took the cat up with his trunk, and threw her a long way.



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Up she jumped at once and danced about saying, "You did not hurt me one bit. I had a pain, but now I am quite well."

Then the elephant got cross. He took the cat and laid her on the ground and put his great foot on her. But she was not hurt at all.

She danced about and said, "You did not hurt me one bit, not one bit." She dug her claws into the elephant's trunk.

The elephant ran away screaming, and he told the dog, "You had better beware of that cat. She belongs to the tiger tribe."

The dog felt very angry with the cat. He bit her nose so hard that it bled. But she laughed at him. "Now I can put a ring in my nose," said she.

He got furious, so he bit her tail in half, and yet he did not hurt her. Then he went to a leopard. "If you can hurt this cat, I will give you anything you want."

"Very well, I'll hurt her," said the leopard. And they went to the cat.

"Stop," said the cat to the leopard; "I want to speak to you first. I'll give you something to eat, then I'll tell you what I want to say." Then she ran off ever so far. After she had run a mile she stopped and danced, calling out, "Oh! I'll give you nothing to eat. You could not harm me."

The leopard went away very cross, and saying, "What a clever cat that is."

Next, the dog went to a man, and said, "Can you hurt this cat, she worries me so?"

"Of course I can," said the man, and he tried to hurt the cat with a stick. The cat jumped up unharmed, and the man went home.

The dog went to a bear. "Can you hurt this cat? I can't."

"I'll hurt her," said the bear. He struck the cat with his claws, but he didn't hurt her. She stuck her claws into the bear's nose so deep.

The poor dog felt very unhappy, so he threw himself into a hole, and there he stayed. The cat went away to her friends.

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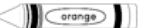
Recount Folktales

Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. What is the dog's problem?



2. What was the advice the stork gave the dog?



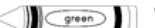
3. How did the cat react to the dog after he listened to the stork's advice?

- a. The cat bit the dog on the ears.
- b. The cat was angry the dog got help.
- c. The cat yelled at the dog for trying to hurt her.
- d. The cat danced around after the dog tried to hurt her.



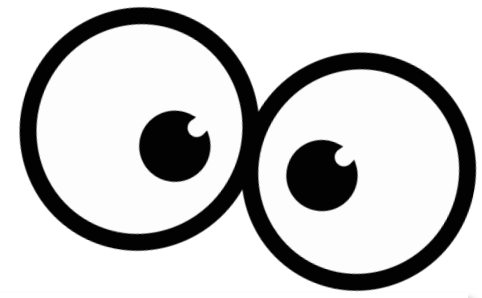
4. How could you describe the cat? Use text evidence to support your answer.

- a. funny
- b. daring
- c. greedy
- d. nervous



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UPGRADE THEIR SKILLS!



610L

Recount Folktales

Name: _____

Date: _____

The Enchanted Crow

Origin: Poland

Once upon a time, three sisters lived in a royal palace. All sisters were equally young and pretty. The youngest, however, was the kindest of them all.

About half a mile away, stood another palace. The other palace had fallen into ruin. It still had a beautiful garden. The youngest princess loved to walk in this garden.

Once as she was walking, a black crow came to her. The poor bird was hurt. The princess felt sorry for him. The crow said, "I

am not a black crow, but an unhappy prince. I was cursed. I am doomed to pass my years as a miserable crow. Oh, youthful princess, you can rescue me. But to do so, you must live in this castle. There is a room with a golden bed. In that room, you must live alone. But don't forget, whatsoever you see and hear at night, you must not cry of fear or escape. If you utter one single moan, my tortures will be doubled."

The kind-hearted princess left her father and sisters and went to the castle. She lived in the room with the golden bed. She was so worried that she could not sleep. At midnight she heard someone creeping in. The door opened wide, and a whole band of evil spirits entered the room. They started a great fire in the fireplace, and placed a large cauldron, full of boiling water, over the fire. With loud cries, they approached the bed and grabbed the princess. They dragged her to the cauldron.



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She was terrified, but she stayed quiet. Then suddenly, the evil spirits all vanished. The crow immediately appeared and hopped joyfully around the room. He thanked the princess for her courageous behavior.

One of the princess's sisters came to visit the princess in her ruined castle. She begged her sister to permit her to stay with her one night. When the evil spirits appeared as usual, the sister shrieked from fear. Immediately the cry of a bird in pain was heard.

The young princess did not receive any more visits from her sisters. She lived alone by day and suffered from the evil spirits by night. The crow came daily to her and thanked her. He assured her that his sufferings were greatly lessened.

Two years passed. The crow came to her and said, "In one year my punishment will be over. But before I can re-assume my real form, and gain possession of my treasures, you must go out and become a servant."

The young princess served for a whole year as a maid. One evening while she was spinning, and her white hands were wearied with work, she heard a rustling. A handsome young man entered. He knelt before her and kissed her little weary white hands.

"It is I!" he cried. "I am the prince. Return with me to my castle. There we will live together in happiness."

They went to the castle where she had lived in terror. The palace was no longer recognizable. It was beautiful. The prince and the princess lived in the castle together for a hundred happy and joyous years.



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Recount Folktales

Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. What did the crow ask the princess to do?



2. How did the princess respond to the crow?



3. What happened on the princess's first night in the ruined castle?



4. How could you describe the princess? Use text evidence to support your answer.



- a. caring
- b. selfish
- c. needy
- d. nervous

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