

RECOUNT STORIES

~ Skill Pack ~

The image displays a variety of educational resources for 2nd and 3rd grade students, centered around the theme of "Recount Stories".

Worksheets and Forms:

- READING SMALL GROUP PLANS:** Includes a "Week of:" field and a "Focus Skill:" section.
- Running Record:** A form for tracking student reading progress, titled "The Owl and the Grasshopper".
- Theme Worksheets:** Four worksheets (1, 2, 3, 4) focusing on identifying the theme of a story.
- Belling The Cat:** A worksheet for a fable, including a "Fables" section and a "What is the moral of the story?" section.
- FLUENCY SCORE:** A table for tracking student fluency, including columns for "Total Words", "Errors", "Words Per Minute (WPM)", and "Accuracy %".

Digital Content:

- Tablet:** Displays a digital version of the story "The Owl and the Grasshopper" with illustrations of the owl and grasshopper.

Decorative Elements:

- Confetti:** Colorful confetti (pink, blue, yellow, green) is scattered across the top of the image.
- Markers:** Several colored markers (yellow, blue, red, green) are visible on the left side.

Text and Logos:

- Print & Digital:** A diagonal banner at the bottom left.
- 2nd & 3rd Grade:** Text at the bottom center.
- LEXILE:** A logo at the bottom right.
- Magi CORE:** A circular logo at the bottom right.

LESSON PLANS

2nd & 3rd GRADE

COMPREHENSION SKILL: Recount Stories



Week 1

MONDAY

LESSON

- Introduce different types of traditional literature.
- Introduce how to recount literature.

PRACTICE

Model how to recount a well-known story such as "Cinderella".

GUIDED READING

"The Owl and the Puppy" leveled guided readers.

Meet with two groups and complete "pre-reading" activities."

CENTER

Task Cards

- Theme



TUESDAY

Guided Practice Whole Class

- Review what fables, folktales, and myths are.
- Listen to "The Dog and the Bone". Practice recounting the story together.

Independent Reading

- Choice text to read independently and practice recounting the characters, setting, problem, and solution.

Read pages 1-4 of "The Owl and the Puppy" leveled guided readers. Complete "During Reading" discussions.



WEDNESDAY

Guided Practice:

- Read and recount "Little Red and the Very Hungry Lion."



Independent Reading

- Choice text to read independently and practice recounting the characters, setting, problem, and solution.

Read pages 5-7 of "The Owl and the Grasshopper" leveled guided readers. Complete "During Reading" discussions.

RECOUNT FOLKTALES

To recount a folktale, ask yourself:

- Who are the characters?
- What is the setting?
- What happened in the beginning, middle, and end?
- What was the problem?
- What lesson did the main character learn?
- How did this lesson change the main character?



2nd & 3rd
Grade

Recount Stories

DIGITAL Mini lessons





TRADITIONAL LITERATURE

Watch the video about the different types of traditional literature: fables, folktales, and myths.

Fables

Short stories that have
animals
that act like humans.





Let's Try!



Answer the questions to help you recount the story "The Dog and the Bone." Use the story tiles to help you recount.

• Who are the characters?

• What is the setting?

• What happened in the beginning, middle, and end?

• What was the problem?

• What lesson did the main character learn?

• How did this lesson change the main character?



RECOUNTING STORIES

We learned about three types of traditional literature. Match the definitions and examples that describe fables, folktales, and myths.

Traditional Literature	Definition	Example
FABLES	A short story, usually with animals as main characters, that teaches a moral.	
FOLKTALES	A story that was passed down orally, that typically teaches a lesson.	
MYTHS	A story about the early history of people or explaining a natural or social phenomenon.	





Time to Practice!

Select a story from your library or the recommended audio book list. Recount the story below.

My story is a: fable folktale Myth

Type your recount below:

GUIDED READERS

Printable & Digital



2nd - 3rd
Grade



Recount Stories

The Owl and the Grasshopper



"Get away from here, sir," she said to the Grasshopper. "Have you no manners? You should respect my age. Let me sleep in quiet!"

But the Grasshopper answered saucily. He said he had as much right to his place in the sun as the Owl had to her place in the old oak. Then he played a



The wise old Owl knew not to argue with the Grasshopper. Besides, her eyes were not sharp enough by day to permit her to punish the Grasshopper. So, she spoke very kindly to him.

"Well, sir," she said, "if I must stay awake, I am going to enjoy your singing. I have a wonderful wine here, sent to me from Olympus. I am told Apollo drinks it before he sings to the high gods. Please come up. Taste this delicious drink with me. I know it will make you sing like Apollo himself."

Magi
CORE

recount stories



READING SMALL GROUP PLANS

Week of: _____

Students: _____

Focus Skill: _____

WED.

- Students read page 5
1. Why does the owl have eyes that are bad during the day?
 2. Does the owl see him better?
- Students read page 6
1. Why does the owl of Apollo's wife?
 2. Explain the meaning of what the owl says.

NOTES: _____

THURS.

- Ask student to reread.
- After all students have read, ask:

NOTES: _____

MON.

- Picture Walk
- Oral Prediction
- Review vocabulary

NOTES: _____

TUES.

- Students read page 6
- read, ask:
1. Who are the characters?
 2. What do we know about the owl?
- Students read page 7
1. What is the owl's problem?
 2. Let's retell the story of the grasshopper.

NOTES: _____

610L

Running Record

Name: _____

Date: _____

The Owl and the Grasshopper

The Owl always sleeps during the day. Then after sundown, out she comes from the old hollow tree. Now her weird "hoo-hoo-hoo-oo-oo" echoes through the quiet woods. She hunts for bugs, beetles, frogs, and mice to eat.

Now, there was one old Owl who was very cross. This was especially true if anything disturbed her sleep. One summer afternoon as she slept, a Grasshopper began to sing. Out popped the old Owl's head from the opening in the tree.

"Get away from here, sir," she said to the Grasshopper. "Have you no respect? You should respect my age. Let me sleep in quiet!"

But the Grasshopper answered saucily. He said he had as much right to be in the sun as the Owl had to her place in the old oak. Then he played a loud song.

The wise old Owl knew not to argue with the Grasshopper.

FLUENCY SCORE

	Total Words	- Errors	= Words Per Minute (WPM)	Accuracy % (WPM ÷ Words Read) X 100
1st Read				

340L

Recount Stories

The Owl and the Grasshopper



The Owl always sleeps during the day. Then after sundown, out she comes from the old hollow tree. Now her weird "hoo-hoo-hoo-oo-oo" echoes through the quiet woods. She hunts for bugs, beetles, frogs, and mice to eat.

Now, there was one old Owl who was very cross. This was especially true if anything disturbed her sleep. One summer afternoon as she slept, a Grasshopper began to sing. Out popped the old Owl's head from the opening in the tree.

Recount Stories

Directions: Answer the following questions based on the text. Be sure to go back into the text to support your answer.

1. What does the owl do after she

- Listen to grasshoppers
- Stretch and flap her wings
- Drink some of Apollo's
- Hunt for bugs, beetles

2. Why does the owl tell the grasshopper

- He takes her food
- His song is too loud
- He is blocking her view
- He takes the wine Apollo

3. How does the owl flatter the grasshopper

- She tells him she was
- She tells him he has
- She popped her head
- She said "hoo-hoo"

4. Is the owl really inviting

Write a sentence for

owl

5. Explain the moral

Running Record

The Owl and the Grasshopper

610L

The Owl always sleeps during the day. Then after sundown, out she comes from the old hollow tree. Now her weird "hoo-hoo-hoo-oo-oo" echoes through the quiet woods. She hunts for bugs, beetles, from

Now, there was one old Owl who was anything disturbed her sleep. One summer began to sing. Out popped the old Owl's head "Get away from here, sir," she said to You should respect my age. Let me sleep in

But the Grasshopper answered saucily in the sun as the Owl had to her place in the The wise old Owl knew not to argue

FLUENCY SCORE

	Total Words	-	Errors	=	Words per Minute
1st Read					

READING SMALL GROUP PLANS

Week of: _____

Students: _____

Focus Skill: _____

Standard: _____

MON.

Pre-Reading

Build Schema: What do you think prediction?

Example: I think this story is about an owl

- ☐ Picture Walk
- ☐ Oral Predictions
- ☐ Review vocabulary in glossary. As you

NOTES: _____

TUES.

During Reading

Students read pages 2-3 quietly. As students read in read, ask:

- Who are the main characters? (The owl and the grasshopper)
- What do we know about them? (The owl sleeps during the day)

Students read page 4 quietly. As students read, ask:

- What is the problem in the story? (The grasshopper is annoying the owl)
- Let's retell what has happened in this story (The grasshopper starts to sing. The owl wakes up)

NOTES: _____

WED.

During Reading

Students read page 5 As students read, ask:

- Why does the owl respond kindly? (The owl is being nice)
- Does the owl really want the grasshopper to see him better to attack?

Students read page 7 quietly. As students read, ask:

- Why does the text say the grasshopper is "saucy"? (He should have been polite)
- Explain the moral? (The owl is the winner on what the owl said and didn't read)

NOTES: _____

THURS.

After Reading

Ask students to reread the story "The Owl and the Grasshopper". After rereading, the group will retell the story

After all students have finished, invite students to refer to their books as they

NOTES: _____

FRI.

Assessment Illustrations

Orally review the SW's and I H of this story

- Who is the story about? (The owl and the grasshopper)
- What is the problem? (The owl doesn't like the grasshopper)
- When does this story take place? (During the day)
- Where does the owl invite the grasshopper to?
- Why does the grasshopper start to sing?

FICTION

2ND & 3RD GRADE

RL.2.2/ 3.2

FABLES



Name: _____

The Wolf and the Kid

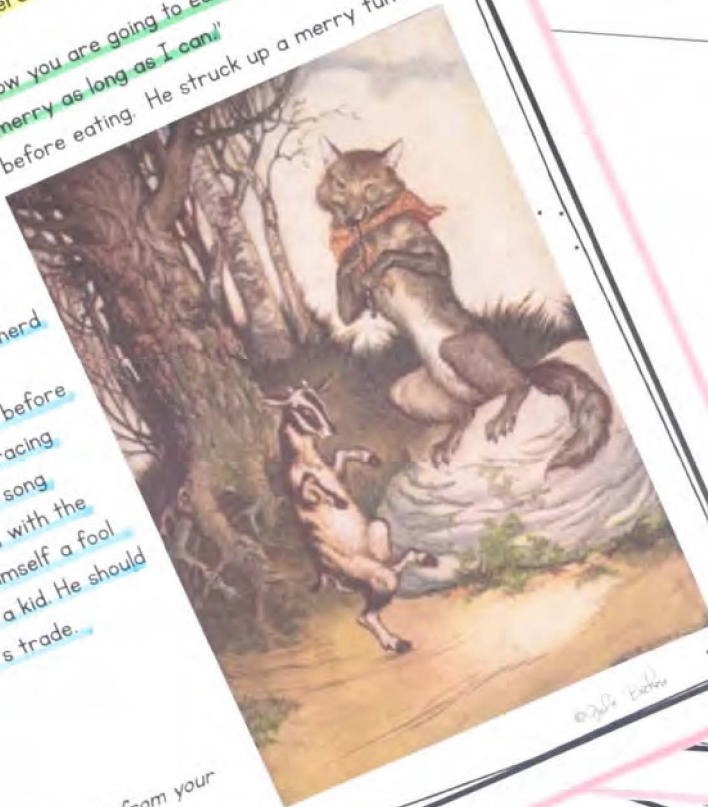
There was once a little kid whose growing horns made him think he was a grown-up. He thought he was able to take care of himself. One evening the flock started in the pasture and his mother called. The kid paid no heed and kept right on the tender grass. A little later when he lifted his head, the flock was gone. He was all alone. The sun was sinking. Long shadows came creeping over the ground. A little wind came creeping with them making scary noises in the grass. The kid shivered at the thought of the terrible wolf. Then he started wildly over the field, bleating for his mother. But not half-way, near a clump of trees, there was the wolf!

The kid knew there was little hope for him.

"Please, Mr. Wolf," he said trembling, "I know you are going to eat me. But first please pipe me a tune. I want to dance and be merry as long as I can."

The wolf liked the idea of a little music before eating. He struck up a merry tune and the kid leaped and frisked gaily.

Meanwhile, the flock was moving slowly homeward. In the still evening air the wolf's piping carried far. The shepherd dogs pricked up their ears. They recognized the song the wolf sings before a feast. In a moment they were racing back to the pasture. The wolf's song ended suddenly, and as he ran, with the dogs at his heels, he called himself a fool for turning piper to please a kid. He should have stuck to his butcher's trade.



ing Questions. Underline the text evidence in the color shown. If there is no question, you will need to infer the answer. You should still look for text evidence.

ed in the story?

's calls?

calls because he thought
self.

the wolf to
the wolf eating

anything turn you from your
purpose.

ng alerted the shepherd dogs. The
chased the wolf away. The kid

to describe the wolf? Use text evidence to support

t tricked by the kid. The wolf
a tune, which alerted the

what you want. Don't let

turn you from your
r goals in mind and

Print & Digital



WHAT'S INCLUDED?

TEN 2nd Grade **DIGITAL** and **PRINTABLE** PDF fables & TWO assessments!

- Aligned with 2nd-3rd Grade Lexile Levels
- Includes 10 of Aesop's fables
- Students can highlight the text for easy comprehension

Created with
**GOOGLE
SLIDES**

AESOP'S FABLES

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 420L-820L). Each passage and question set is 2 pages long.

1. The Frogs & The Ox- 440L
2. The Dancing Monkeys- 570L
3. The Two Goats- 590L
4. The Wolf and the Kid- 620L



FABLES

Fables Name: _____ Date: _____

590L

The Two Goats

Two goats, frisking gaily on the rocky steeps of a mountain valley, chanced to meet. One goat was on each side of a deep chasm. Below poured a mighty torrent. The trunk of a fallen tree formed the only means of crossing the chasm. Not even two squirrels could have passed each other safely. The narrow path would have made the bravest tremble. Not so our goats. Their pride would not allow either to stand aside for the other.



One set her foot on the log. The other did likewise. In the middle they met horn to horn. Neither would give way. So they both fell. They were swept away by the roaring torrent below.

It is better to yield than to come to misfortune through stubbornness.

© Julie Buckner

After reading, students type their answers in the text boxes using text evidence.

Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!

Fables

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. Where did the two goats first see each other? 

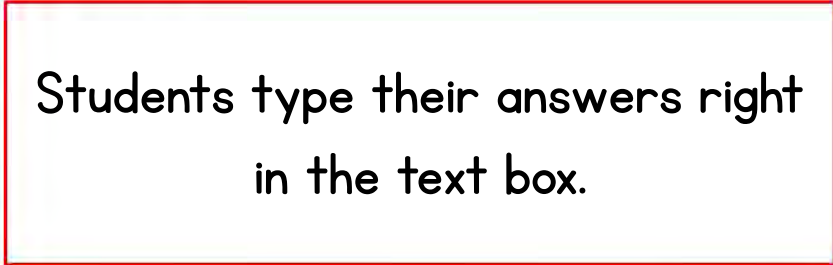


2. Explain what this sentence from the story means: 
One goat on each side of a deep chasm. Below poured a mighty torrent.



3. Which character trait describes the goats? Use text evidence to support your answer. 

a. kind
b. mean
c. cruel
d. stubborn



Students type their answers right in the text box.

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ASSESSMENTS

Fables Name: _____ Date: _____

510L

The Crow and the Pitcher

In a spell of dry weather, when the birds could find very little to

Fables Name: _____ Date: _____

560L

The Young Crab and His Mother

"Why in the world do you walk sideways like that?" said a mother crab to her son.

You should always walk straight forward with your toes turned out."

"Show me how to walk, mother dear," answered the little crab obediently, "I want to learn."

So the old crab tried and tried to walk straight forward. But she could walk sideways only, like her son. And when she wanted to turn her toes out she tripped and fell on her nose.



© Julie Buckner

Color coded highlighting
can also be done on the
assessments!

Fables

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.

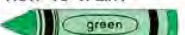
1. How did the young crab walk? 

a. zig zag
b. sideways
c. backwards
d. straight forward

2. How did the crab's mother want him to walk? 

3. Why did the young crab ask his mom to show him how to walk? 

Students type their answers right
in the text box.

4. What happened to the mother crab when she tried to show her son how to walk? 

a. The mother crab fell.
b. The mother crab walked straight.
c. The young crab followed his mom.
d. The mother crab walked backwards.

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This resource also includes TWO tests of different Lexile
Levels for student assessment.

FICTION

2ND & 3RD GRADE

RL.2.2/ 3.2

FOLKTALES



around the world

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 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. 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 as 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.

their visitor was
The girl really

Print & Digital



WHAT'S INCLUDED?

TEN 2nd & 3rd Grade **DIGITAL** and **PRINTABLE** PDF folktales & TWO assessments!

- Aligned with 2nd-3rd Grade Lexile Levels
- Includes a Folktales Journal Page
- Students can highlight the text for easy comprehension

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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. [Folktales Journal Page](#)
2. [Robert Roberts and the Fairies \(Wales\)- 430L](#)
3. [King Frost \(Russia\)- 510L](#)
4. [The Golden Nugget \(China\)- 510L](#)
5. [The Golden Nugget \(China\)- 510L](#)
6. [The Golden Nugget \(China\)- 510L](#)
7. [The Golden Nugget \(China\)- 510L](#)
8. [The Golden Nugget \(China\)- 510L](#)
9. [The Golden Nugget \(China\)- 510L](#)
10. [The Golden Nugget \(China\)- 510L](#)
11. [The Golden Nugget \(China\)- 510L](#)
12. [The Golden Nugget \(China\)- 510L](#)



FOLKTALES

Recount Folktales Name: _____ Date: _____

430L **Robert Roberts and the Fairies**
Origin: Wales



Robert Roberts was a carpenter. He worked hard. But Robert couldn't keep his tongue still. One day he was crossing a brook. A little fairy came up to him. She said, "Robert Roberts, go up to the holly tree that leans over the road on the Red-hill. Dig below it. You shall be rewarded."

The next morning, Robert Roberts set out for the spot. He dug a big hole. He found a box of gold. Afterward, he went back twice. He found gold each time.

As he grew rich, he began to boast to others. One day he talked of the fairies. He said that he knew them well and that they gave him money. Robert Roberts thought no more of the matter.

He went to the spot a week afterward. He began to dig as usual. Big stones came rolling down the bank. The stones just missed him. He ran for his life. Robert never went near the place again.

After reading, students type their answers in the text boxes using text evidence.

Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!

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. Why did the fairy approach Robert? 

2. What happened to Robert when he dug in the spot the fairy told him to?

a. Robert found gold and became rich. 

b. Robert found gold and became mean.

c. Robert found stones instead of gold.

d. Robert gave money to the little man.

3. How could you describe Robert? Use text evidence to support your answer. 

a. giving

b. helpful

c. showoff

d. adventurous

4. Explain the mistake that Robert made in the story. 

Students type their answers right in the text box.

ASSESSMENTS

Recount Folktales Name: _____ Date: _____

540L

TEST: The Frog Prince

Origin: Germany

One evening a young princess went for a walk in the garden.

Recount Folktales Name: _____ Date: _____

610L

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, whatever 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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Color coded highlighting
can also be done on the
assessments!

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



Students type their answers right
in the text box.

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This resource also includes TWO tests of different Lexile Levels for student assessment.

FICTION

3RD GRADE

RL.3.2

GREEK MYTHS



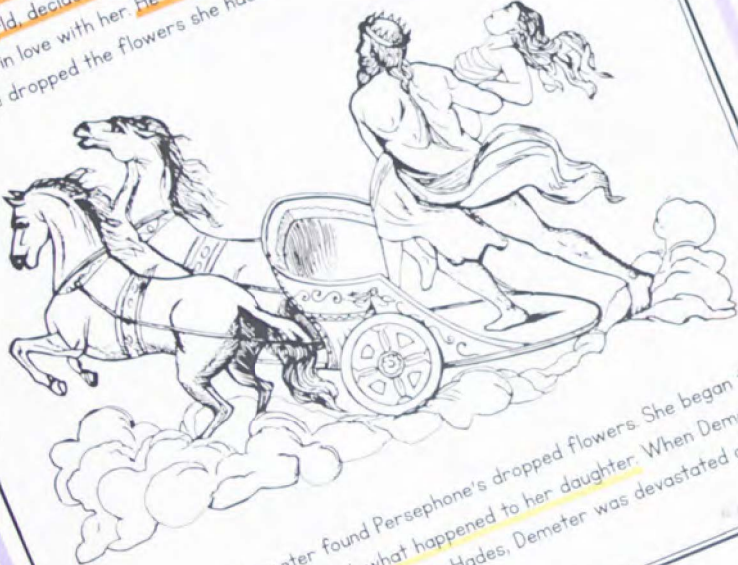
Recount Myths

The Myth of Persephone

Name: _____ Date: _____

The goddess of harvest, Demeter had a daughter named Persephone. Demeter loved Persephone very much. Demeter watched Persephone play in a field of flowers every day while Demeter attended to the crops.

One day, Persephone was filling her basket with flowers, when Hades, the god of the Underworld, decided to come to earth. Hades saw Persephone from his chariot. He fell in love with her. He captured her. She screamed for her mother. In her fright she dropped the flowers she had collected.



Soon after, Demeter found Persephone's dropped flowers. She began to panic. She asked Helios, the sun god, what happened to her daughter. When Demeter learned that Persephone was taken by Hades, Demeter was devastated and angry. She stopped taking care of the crops.

...the underworld. He locked her in the Hall of ... refused to eat. She heard that if you ... Persephone wanted to escape Hades ... one became so hungry she could no ... ate seeds.

...se all of the crops died. Zeus struck a ... d marry Hades and become the ... egranate seeds, she would stay for ... return to earth for six months.

...s and crops growing to welcome ... e returns to the underworld, ... w our seasons- fall, winter, spring,

... the text evidence in the color shown. If there is no ... to infer the answer. You should still look for text

...acking flowers?
...ing flowers

... was gone? (Choose all that

... Persephone
... care of the crops.
... d Persephone in the

...he Underworld

...to be, Spring and
... Fall and winter

... Persephone returns to earth? What does
...ter plants
... Persephone returns to the

Print & Digital

Magi
CORE

WHAT'S INCLUDED?

TWELVE 3rd Grade **DIGITAL** and
PRINTABLE PDF myths & TWO
assessments!

- Aligned with 3rd Grade Lexile Levels
- Includes a Myths Anchor Chart & Journal Page
- Students can highlight the text for easy comprehension



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MYTHS

600L Recount Myths Name: _____ Date: _____

Echo

Echo was a nymph who talked too much. She was very fond of having the last word. One day she spoke rudely to her mother Hera. Hera punished Echo by taking away her voice. Echo could only repeat what she had just heard.

This was almost as bad as if Hera had turned her into a parrot. Echo was very ashamed, and hid herself in the forest.

Narcissus was a young man who had hair as yellow as gold and eyes as blue as the sky. This is a very rare thing in Greece, where most people were very dark. Narcissus hunted in the forest where Echo was hiding. As she was peeping out shyly from some cave or from behind a great tree, Echo often saw Narcissus. She loved him very much.

One day Narcissus became separated from his friends. He heard something rustle among the leaves and called out, "Who's here?"

"Here," answered Echo.

"Here I am. Come!" said Narcissus.

"I am come," said Echo. As she spoke, she came out from among the trees.

When Narcissus saw a stranger, instead of one of his friends as he had expected, he looked surprised and walked quickly away.



After this, Echo never came out and allowed herself to be seen again. In time she faded away until she became only a voice.

This voice was heard for many, many years in forests and among mountains, particularly in caves. Hunters often heard it. Sometime mocked the barking of their dogs; sometimes it repeated their own words. It always had a weird and mournful sound, and seemed to lonely places more lonely still.

Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!

After reading, students type their answers in the text boxes using text evidence.

Recount Myths

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 was Echo's problem in the beginning?

a. Echo didn't like to talk.

b. Echo was turned into a parrot.

c. Echo said something rude to her mother.

d. Echo liked to repeat what everyone else said.

2. How did Hera punish Echo?

3. How did Echo meet Narcissus? How did she feel about him?

4. How did Narcissus feel when he saw Echo in the woods?

a. Narcissus was lonely because he lost his friends.

b. Narcissus was scared because Echo was repeating everything he said.

c. Narcissus was startled because he expected the voice to belong to his friend.

d. Narcissus was excited because he saw a beautiful nymph instead of one of his friends.

ASSESSMENT

Color coded highlighting can also be done on the assessments!

530L Recount Myths Name: _____ Date: _____
TEST: The Myth of Apollo and Daphne

One playir gold. harm
Tha river. wond victor Eros

660L Recount Myths Name: _____ Date: _____
TEST: The Myth of Clytie

Clytie and her sister, Leukothea, were water nymphs. Early every morning they would come up from the depths of their river, with other nymphs, and dance along the river shores. **But when the sun rose, all the dancers plunged back into the water and disappeared. That was the law among water-nymphs.**

One morning Clytie and Leukothea broke this law. The sun began to show above the hills. All the other nymphs rushed back to their streams. The sisters sat on the bank of their river. **They watched for the sun-god Apollo. As Apollo drove his horses across the sky, they sat and watched him all day long.**

They thought they had never seen anything so glorious. The god sat in his golden chariot with his crown on his head. He kept a firm rein on the four fire-breathing horses. The sisters were dazzled by the chariot and the radiance of the jeweled crown. Apollo saw them and they were happy.

When night came, they returned to their river, where they found nothing else but Apollo and his golden chariot.

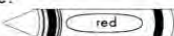
Before morning they fell to quarrelling, as sisters sometimes do. Clytie told King Oceanus how Leukothea had broken the law of the water-nymphs. She did not say that she herself had broken the law. **Oceanus was very angry, and shut Leukothea up in a cave.**

Just before daylight, Clytie went up to dance with the other nymphs. **This time Apollo would not smile upon her, because he was unkind to her sister.**

Recount Myths

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.

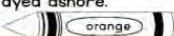
1. Why did the water nymphs go back in the water when the sun rose?

a. This was the law of the water nymphs. 

b. The water nymphs didn't want to turn into sunflowers. ☐

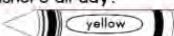
c. The water nymphs were scared Apollo would punish them. ☐

d. The water nymphs didn't want to fall in love with Apollo. ☐

2. Describe what Clytie and Leukothea saw the first morning they stayed ashore. 

Students type their answers right in the text box.

3. What happened when Clytie told King Oceanus Leukothea stayed ashore all day?

a. King Oceanus turned Leukothea into a sunflower. 

b. King Oceanus became angry and put Leukothea in a cave. ☐

c. King Oceanus told Leukothea to never come back to the sea. ☐

d. Leukothea told King Oceanus that Clytie also stayed ashore all day. ☐

4. How did Apollo treat Clytie the next day? 

This resource also includes TWO tests for student assessment.

THEME task cards

2nd & 3rd GRADE

1. Theme

One day in autumn, a family of ants were bustling about in preparing grain for the winter. A starving grasshopper with a fiddle under his arm begged for a bite to eat. "What!" cried the ants in surprise; "haven't you stored anything away for the winter? What in the world were you doing all last summer?"

"I didn't have time to store up any food," whined the grasshopper; "I was so busy making music."

The ants shrugged their shoulders in disgust. "Making music, were you?" they cried. And they turned their backs on the grasshopper and went on with their work.

What is the moral of this story?

- a Music brings joy
- b Ants are smarter than grasshoppers
- c There's a time for work and a time for play
- d Having fun is more important than playing



2. Theme

An ox came down to a pool to drink. As he splashed into the water, he crushed a young frog into the mud. The old frog asked her brothers and sisters what had become of the young frog. "A great big monster stepped on brother," said one of them. The old frog puffed herself up.

"Was he as big as this?"

"Oh, much bigger!" they cried. The frog puffed up more.

"He could not have been bigger than this," she said. But the little frogs all declared that the monster was much, much bigger. The old frog kept puffing herself out more and more until, all at once, she burst.

What is the moral of the story?

- a Frogs are foolish.
- b Ox are dangerous.
- c Do not attempt the impossible
- d It is better to be safe than sorry



Theme



3. Theme

Jack and his mother were very poor. Jack decides he must sell their prized cow at the market. "Don't sell your cow. All you need to do is to buy these magical beans," whispered a stranger out of nowhere. "When they grow, you will be richer than your wildest dreams," the stranger said.

Jack bought the beans with the last money he had. When he got home, he realized what a mistake that had been. Now, his family had nothing. He threw the beans out the window. Overnight, the beans grew into a vine that went to the clouds. He climbed to the top of the vine and found a giant ready to eat him. Jack escapes but takes with him the giant's treasures: a magical harp and a hen that lays eggs filled with coins.

What is the moral of the story?

- a Mistakes can turn out to be a good thing
- b Never sell something important
- c Don't trust strangers
- d Always listen to your parents



4. Theme

Pecos Bill was the best cowboy that ever lived. Everyone wanted to be like Pecos Bill. He could ride any horse, but one day he decided he wanted to ride a tornado too – not just any tornado, but the biggest tornado anyone had ever seen. He chose the biggest tornado he could find. Bill bravely reached up, grabbed that tornado and hopped on. That tornado fought back like an angry bear. Bill hung on and stopped the tornado. Bill knew he could beat the tornado all along, so he was able.

What can the reader learn from Pecos Bill?

- a Try only things that are not scary
- b Believing in yourself can help you do hard things
- c Always try dangerous things to become a hero
- d Safety is not always the most important thing



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Theme Challenge

Underline evidence from each passage that supports the theme of each story.

Theme



Answer Sheet



Card #	Answer	Card #	Answer
1.	b	16.	b
2.	d	17.	d
3.	a	18.	
4.	b	19.	
5.	c	20.	d
6.	a	21.	c
7.	d	22.	b
8.	b		c
9.	c	24.	d
10.	c	25.	a
11.	a	26.	c
12.		27.	b
13.		28.	c
14.	c	29.	d
15.	d	30.	a

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THEME

Digital Task Cards

30 Cards
Includes an
audio reading of
each passage.

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than
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THEME BOOM CARDS



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THEME BOOM CARDS



Theme



Long ago, Tiger had a beautiful white coat. One day, he noticed humans had power over even large animals. He wondered why. He asked Buffalo why. Buffalo told him it was because humans have wisdom. He must ask Man how to get it. Tiger snuck up on Man and growled. The man was afraid. Tiger demanded that Man give him wisdom. If he did so, he would not be eaten. The man, being wise, told the tiger he would have to go home to get it. But he would need to tie the tiger to the tree to be sure his animals would be safe. Tiger agreed. When Man came back, he brought lots of straw. He laid the straw around the tiger and set it on fire. The tiger yelled in pain until the flames burned through the rope, and he got away. From then on, the foolish tiger has orange stripes where the flames burned him, and the black stripes where the rope bound him.

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What is the moral of the story?

Wisdom is better than strength.

Strength is better than wisdom.

Honesty can overcome challenges.

Determination pays off.