## Research Common Lesson

### 1st Grade - Folktales & Fables

<table>
<thead>
<tr>
<th>TEKS</th>
<th>Knowledge &amp; Skill</th>
<th>Student Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS 1.15B</td>
<td>Culture. The student understands the importance of family and community beliefs, customs, language, and traditions.</td>
<td>(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities</td>
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<tr>
<td>SS 1.17A</td>
<td>Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.</td>
<td>(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music</td>
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<tr>
<td>SS 1.17B</td>
<td>Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.</td>
<td>(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts</td>
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<tr>
<td>SS 1.17C</td>
<td>Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.</td>
<td>(C) sequence and categorize information</td>
</tr>
<tr>
<td>SS 1.18A</td>
<td>Social studies skills. The student communicates in oral, visual, and written forms.</td>
<td>(A) express ideas orally based on knowledge and experiences</td>
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<tr>
<td>SS 1.18B</td>
<td>Social studies skills. The student communicates in oral, visual, and written forms.</td>
<td>(B) create and interpret visual and written material</td>
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<tr>
<td>ELA 1.23A</td>
<td>Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.</td>
<td>(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics</td>
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<tr>
<td>ELA 1.23B</td>
<td>Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.</td>
<td>(B) decide what sources of information might be relevant to answer these questions</td>
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<tr>
<td>ELA 1.24A</td>
<td>Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.</td>
<td>(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts</td>
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<tr>
<td>ELA 1.24B</td>
<td>Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.</td>
<td>(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information</td>
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<tr>
<td>ELA 1.24C</td>
<td>Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.</td>
<td>(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)</td>
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<tr>
<td>ELA 1.25</td>
<td>Research/Synthesizing Information</td>
<td>Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.</td>
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<tr>
<td>ELA 1.26</td>
<td>Research/Organizing and Presenting Ideas</td>
<td>Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.</td>
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Materials: **Make a class set of these pages to send home with the students**
- Parent letter (Don’t forget to fill in the date before copying this page)
- Student Research Project Form
- World Map
- Rubric

The teacher will begin the lesson by reviewing the definitions of a folktale, fable, and legend with the students.

A **folktale** is a type of traditional story that tries to explain or understand the world. Such stories were orally passed down through the generations and feature morals or lessons. In a folktale, goodness is always rewarded. Heroes and heroines live happily ever after while villains are suitably punished. Throughout the generations, the story may change but its core remains the same. Folktales usually have no identified author, but they mirror the values and culture of the society from which they originated.

Examples include: Little Red Hen, Three Little Pigs, and Chicken Little

A **fable** is a fictional narrative meant to teach a moral lesson. The characters in a fable are usually animals whose words and actions reflect human behavior.

Examples include: The Boy Who Cried Wolf, The Tortoise and the Hare, The Fox and the Grapes, the Grasshopper and the Ant

Then brainstorm a list of folktales that have been studied during the 3rd six weeks. After you complete the list, share with the students that they will choose their favorite folktale to conduct research on at home. They must choose a folktale or fable from the approved list. Show the students the pages that they will be taking home and ask if the students have any questions. Below are the student’s options:

1) Come dressed as their favorite character from the folktale or fable that they have chosen:
   - ✓ Dress as their favorite character and be prepared to tell the class why it is their favorite character
   - ✓ Use the attached research project form to tell what their favorite folktale or fable is, what country it its from, along with one fact about that country
   - ✓ Be prepared to share their research project form with the class

2) Conduct interviews with ten people:
   - ✓ Ask ten people what their favorite folktale or fable is and create a graph of the results
   - ✓ Use the attached research project form to tell what their favorite folktale or fable is, what country it its from, along with one fact about that country
   - ✓ Be prepared to share their research project form and graph with the class

3) Make a folktale or fable kit:
   - ✓ Choose your favorite folktale or fable
   - ✓ Find at least 4 household items that represent your folktale or fable to bring to school in a bag. Students will present their items one at a time to see if the students in the class can guess what the folktale or fable is
Use the attached research project form to tell what their favorite folktale or fable is, what country it is from, along with one fact about that country.

Be prepared to share their research project form and kit with the class.

4) Country Cut Out:

- Choose your favorite folktale or fable and be prepared to tell why it is your favorite.
- Locate the country that your folktale or fable is from and create a cut out of that country on posterboard.
- Decorate the poster board with pictures, words or items from that country.
- Use the attached research project form to tell what their favorite folktale or fable is, what country it is from, along with one fact about that country.
- Be prepared to share their research project form and country cut out with the class.

Approved Folktale and Fable List: The student **must** choose a folktale or fable from this list to complete their research project.

<table>
<thead>
<tr>
<th>Folktales &amp; Fables</th>
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</thead>
<tbody>
<tr>
<td>1) The Little Red Hen</td>
<td>8) The Tortoise and the Hare</td>
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<tr>
<td>2) Three Little Pigs</td>
<td>9) The Fox and the Grapes</td>
<td></td>
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<tr>
<td>3) Chicken Little</td>
<td>10) The Grasshopper and the Ant</td>
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<tr>
<td>4) How The Coconut Came To Myanmar</td>
<td>11) The Horse’s Mistake</td>
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<tr>
<td>5) The Elephant's Nose</td>
<td>12) How Leopard Got His Spots</td>
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<tr>
<td>6) The Rabbit and The Coyote</td>
<td>13) Three Billy Goats Gruff</td>
<td></td>
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<tr>
<td>7) The Boy Who Cried Wolf</td>
<td>14) The Lion and the Mouse</td>
<td></td>
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<td></td>
<td>15) Stripes Tiger and the Boy</td>
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</tbody>
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On Folktale & Fable Day have each student share their project, research project form, and map with the class. Use the attached rubric to score each child’s project.
The World
## Rubric for 1st Grade Fairy Tale or Fable Project

<table>
<thead>
<tr>
<th>Points</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>0 Points</th>
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</thead>
</table>
| Creativity on **one** of the following projects:  
1) Dressed as their favorite character  
2) Interview w/graph  
3) Folktale/Fable Kit  
4) Country Cut Out | Student work stands out among the rest as being very creative. A great deal of effort is obvious. | It is apparent that some effort was given. Student work is somewhat creative with some detail. | Little or no effort was given. Student has done only what is necessary | No Project was turned in. |
| Neatness | Student has obviously put forth their best effort on completion of the Research Project Form in their own handwriting and the completion of their project. | Student put forth some effort on completion of the Research Project Form in their own handwriting and the completion of their project. | Student did not put forth their best effort on the completion of the Research Project Form in their own handwriting and the completion of their project. |  |
| Oral Project | Student does not struggle with any of the words during the oral presentation of their Research Project Form and the knowledge of the story is evident. | Student struggles with few words during the oral presentation of their Research Project Form, but some knowledge of the story is evident. | Student struggles with many words during the oral presentation of their Research Project Form and is unsure of the story. | Student appears to have no knowledge of the story and struggles throughout the oral presentation of their Research Project Form. |
| Research Project Form Completed/ Student’s Own Handwriting | Research Project Form is completed in the student’s own handwriting. | The majority (at least ½) of the Research Project Form is completed in the student’s own handwriting. | Some (less than ½) of the Research Project Form is completed in the student’s own handwriting. | Research Project Form is missing. |
| Promptness | Project and Research Project Form is completed on time. | Project and Research Project Form is one day late. | Project and Research Project Form is two days late. | Project and Research Project Form is more than two days late. |
Dear Parents,

The First Graders in Granbury ISD have been studying folktales and fables in school this six weeks. To wrap up our unit we will be having a Folktale & Fable day that will take place _________________. To prepare for this day your child needs to research their favorite folktale or fable from our approved list that is attached. Your child must be ready to present their research on our Folktale & Fable day. Your child needs to choose one of the following ways to present all of the facts they learned about their folktale or fable during their research.

5) Come dressed as their favorite character from the folktale or fable that they have chosen:
   - Dress as their favorite character and be prepared to tell the class why it is their favorite character
   - Use the attached research project form to tell what their favorite folktale or fable is, what country it is from, along with one fact about that country
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6) Conduct interviews with ten people:
   - Ask ten people what their favorite folktale or fable is and create a graph of the results
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   - Be prepared to share their research project form and graph with the class

7) Make a folktale or fable kit:
   - Choose your favorite folktale or fable
   - Find at least 4 household items that represent your folktale or fable to bring to school in a bag. Students will present their items one at a time to see if the students in the class can guess what the folktale or fable is
   - Use the attached research project form to tell what their favorite folktale or fable is, what country it is from, along with one fact about that country
   - Be prepared to share their research project form and kit with the class

8) Country Cut Out:
   - Choose your favorite folktale or fable and be prepared to tell why it is your favorite
   - Locate the country that your folktale or fable is from and create a cut out of that country on posterboard
   - Decorate the poster board with pictures, words or items from that country
   - Use the attached research project form to tell what their favorite folktale or fable is, what country it is from, along with one fact about that country
   - Be prepared to share their research project form and country cut out with the class

Attached you will find a research project form and a world map. Please complete and return these two pages with your child on Folktale & Fable day. I have also included a rubric to guide your child’s project.

Thank you for your continued support! The First Grade Team
What is a folktale?

A **folktale** is a type of traditional story that tries to explain or understand the world. Such stories were orally passed down through the generations and feature morals or lessons. In a folktale, goodness is always rewarded. Heroes and heroines live happily ever after while villains are suitably punished. Throughout the generations, the story may change but its core remains the same. Folktales usually have no identified author, but they mirror the values and culture of the society from which they originated.

Examples include: Little Red Hen, Three Little Pigs, and Chicken Little

What is a fable?

A **fable** is a fictional narrative meant to teach a moral lesson. The characters in a fable are usually animals whose words and actions reflect human behavior.

Examples include: The Boy Who Cried Wolf, The Tortoise and the Hare, The Fox and the Grapes, the Grasshopper and the Ant

**Approved Folktale and Fable List:**

Your child **must** choose a folktale or fable from this list to complete their research project

Folktales & Fables

16) The Little Red Hen  
17) Three Little Pigs  
18) Chicken Little  
19) How The Coconut Came To Myanmar  
20) The Elephant’s Nose  
21) The Rabbit and The Coyote  
22) The Boy Who Cried Wolf  
23) The Tortoise and the Hare  
24) The Fox and the Grapes  
25) The Grasshopper and the Ant

26) The Horse’s Mistake  
27) How Leopard Got His Spots  
28) Three Billy Goats Gruff  
29) The Lion and the Mouse  
30) Stripes Tiger and the Boy
For my research project I chose to:

- Come dressed as my favorite character
- Conduct 10 interviews
- Make a folktale or fable kit
- Create a country cut out

My favorite folktale or fable is ________________________________ because ________________

_____________________________________________________________________________

_____________________________________________________________________________

It is about _______________________________________________________________________

_____________________________________________________________________________

My folktale or fable is from _________________________________. One fact about this country is _________________________________.

_____________________________________________________________________________

_____________________________________________________________________________

Please return this page and the map on Folktale & Fable day.