

Project Ready!

Joyful Discoveries Curriculum

Telling Terrific Tales



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Introduction

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The *Telling Terrific Tales Group* is designed to support children's development of key oral language and listening comprehension skills. Listening comprehension, background knowledge from learning common stories, language usage, retelling, and sequencing are all key targeted skills.

Instruction should **fun, engaging, interactive and designed to build students' success and enjoyment.**

Small groups should be set up heterogeneously, with a variety of skill levels learning together. This will provide students needing extra support with peer models. Care should be taken to create student groups that match the number of characters in the story so that each child gets a chance to play the role of a character in the story. This may not always be possible. In these cases students can share roles.

The tales included do not relate specifically to thematic units. However, teachers should aim to introduce one Terrific Tale per unit.

Tales should be introduced in the order presented in this manual. The Tales are ordered by story length and challenge level, beginning with easier stories and progressing to more challenging ones.

Telling Terrific Tales General Outline

Skills Targeted: listening comprehension, learning common stories (knowledge), language usage, retelling, sequencing.

Materials: Story, sequence cards, finger puppets or figurines.

Outline of Activity: Telling Terrific Tales Routine

1. Read story and lay out puppets as you read.
2. Show sequence card and ask children to point to the first, second, third parts (specific to each tale)
3. Hand out the puppets and read the story again asking the children to play each part.
4. Help the children retell the story using the puppets.

Additional Practice for Reinforcement

Once children experience the story in this small group several times, story cards and puppets are placed in a center to provide opportunities for the children to act out the story with their peers or independently.

Objectives

Oral Language Skill Targets

1. Answering questions
2. Academic vocabulary
3. Story vocabulary- title, character (who), setting (where)
4. Length of sentences
5. Extended decontextualized accounts, explanations, and narratives
6. Retelling/summarizing
7. Fluency
8. Negotiating sharing of materials

Listening Comprehension Skill Targets

1. Answering questions (focus on who, what, when, where, why questions)
2. Memory for events
3. Retelling
4. Sequencing of events
5. Knowledge of common stories

Ohio Standards Addressed

Concept	Standards
Oral Language Skills Targets	<p>1. Answering questions:</p> <ul style="list-style-type: none"> - (Sa15- Social and Emotional Development: Relationships) Engage in extended, reciprocal conversation with familiar adults - (C8- Cognitive and General Knowledge: Cognitive Skills) With modeling and support, remember and use information for a variety of purposes - (C46- Cognitive and General Knowledge: Science Inquiry and Application) Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods - (L4- Language and Literacy: Listening and Speaking) Demonstrate understanding of increasingly complex concepts and longer sentences - (L6- Language and Literacy: Listening and Speaking) Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information - (L7- Language and Literacy: Listening and Speaking) Speak audibly and express thoughts, feelings and ideas clearly (articulation) - (L9- Language and Literacy: Listening and Speaking) With modeling and support, use the conventions of standard English (Grammar) - (L13- Language and Literacy: Listening and Speaking) With modeling and support, follow typical patterns when communicating with others - (L13- Language and Literacy: Listening and Speaking) With modeling and support, continue a conversation through multiple exchanges - (L15- Language and Literacy: Reading) Ask and answer questions, and comment about characters and major events in familiar stories <p>2. Academic Vocabulary</p> <ul style="list-style-type: none"> - (L10- Language and Literacy: Listening and Speaking) With modeling and support, use words acquired through conversations and shared reading experiences (Vocabulary) - (L11- Language and Literacy: Listening and Speaking) With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany a text or concrete objects (Vocabulary) - (L11- Language and Literacy: Listening and Speaking) Identify real-life connections between words and their use (Vocabulary) - (L12- Language and Literacy: Listening and Speaking) With modeling and support, explore relationships between word meanings - (L19- Language and Literacy: Reading) Actively engage in group reading with purpose and understanding <p>3. Story Vocabulary</p> <ul style="list-style-type: none"> - (L16- Language and Literacy: Reading) Identify characters and major events in a story - (L17- Language and Literacy: Reading) With modeling and support, describe what part of the story the illustration depicts - (L17- Language and Literacy: Reading) With modeling and support, name the author and illustrator of a story and what part each person does for a book <p>4. Length of sentences</p> <ul style="list-style-type: none"> - (L4- Language and Literacy: Listening and Speaking) Demonstrate understanding of complex concepts and longer sentences - (L6- Language and Literacy: Listening and Speaking) Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information - (L7- Language and Literacy: Listening and Speaking) Speak audibly and express thoughts, feelings and ideas clearly (Articulation) - (L9- Language and Literacy: Listening and Speaking) With modeling and support, use the conventions of standard English (Grammar) - (L10- Language and Literacy: Listening and Speaking) With modeling and support, use words acquired through conversations and shared reading experiences (Vocabulary)

- **(L13- Language and Literacy: Listening and Speaking)** With modeling and support, follow typical patterns when communicating with others
 - **(L13- Language and Literacy: Listening and Speaking)** With modeling and support, continue a conversation through multiple exchanges
5. Extended decontextualized accounts, explanations, and narratives
- **(L4- Language and Literacy: Listening and Speaking)** Demonstrate understanding of increasingly complex concepts and longer sentences
 - **(L6- Language and Literacy: Listening and Speaking)** Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information
 - **(L7- Language and Literacy: Listening and Speaking)** Speak audibly and express thoughts, feelings and ideas clearly (Articulation)
 - **(L9- Language and Literacy: Listening and Speaking)** With modeling and support, use the conventions of standard English (Grammar)
 - **(L10- Language and Literacy: Listening and Speaking)** With modeling and support, use words acquired through conversations and shared reading experiences (Vocabulary)
6. Retelling/summarizing
- **(C9- Cognition and General Knowledge: Cognitive Skills)** Recreate complex ideas, events/situations with personal adaptations
 - **(L7- Language and Literacy: Listening and Speaking)** Speak audibly and express thoughts, feelings, and ideas clearly (Articulation)
 - **(L7- Language and Literacy: Listening and Speaking)** Describe familiar people, places, things and experiences
 - **(L9- Language and Literacy: Listening and Speaking)** With modeling and support, use the conventions of standard English (Grammar)
 - **(L10- Language and Literacy: Listening and Speaking)** With modeling and support, use words acquired through conversations and shared reading experiences (Vocabulary)
 - **(L13- Language and Literacy: Listening and Speaking)** With modeling and support, follow typical patterns when communicating with others
 - **(L13- Language and Literacy: Listening and Speaking)** With modeling and support, continue a conversation through multiple exchanges
 - **(L15- Language and Literacy: Reading)** Ask and answer questions, and comment about characters and major events in familiar stories
 - **(L15- Language and Literacy: Reading)** Retell or re-enact familiar stories
 - **(L16- Language and Literacy: Reading)** Identify characters and major events in a story
 - **(L17- Language and Literacy: Reading)** With modeling and support, describe what part of the story the illustration depicts
7. Fluency
- **(L20- Language and Literacy: Reading)** With modeling and support, use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious and predictable texts
8. Negotiating sharing of materials
- **(Sa10- Social and Emotional Development: Self)** Demonstrate the ability to delay gratification for short periods of time
 - **(Sa10- Social and Emotional Development: Self)** With modeling and support, show awareness for the consequences for his/her actions
 - **(Sa20- Social and Emotional Development: Relationships)** Show regard for the feelings of other living things
 - **(C34- Cognition and General Knowledge: Government)** Understand that everyone has rights and responsibilities within a group
 - **(C34- Cognition and General Knowledge: Government)** Demonstrate cooperative behaviors and fairness in social interactions
 - **(C35- Cognition and General Knowledge: Government)** With modeling and support, negotiate to solve social conflicts with peers

	<ul style="list-style-type: none"> - (C35- Cognition and General Knowledge: Government) With modeling and support, demonstrate an awareness of the outcomes of choices - (C36- Cognition and General Knowledge: Government) With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness - (C37- Cognition and General Knowledge: Economics) With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited
<p>Listening Comprehension Skill Targets</p>	<p>1. Answering key questions:</p> <ul style="list-style-type: none"> - (C8- Cognition and General Knowledge: Cognitive Skills) With modeling and support, remember and use information for a variety of purposes - (C39- Cognition and General Knowledge: Science Inquiry and Application) Make careful observations - (C44- Cognition and General Knowledge: Science Inquiry and Application) Make predictions - (C45- Cognition and General Knowledge: Science Inquiry and Application) Make inferences, generalizations and explanations based on evidence - (C46- Cognition and General Knowledge: Science Inquiry and Application) Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods - (L4- Language and Literacy: Listening and Speaking) Demonstrate understanding of increasingly complex concepts and longer sentences - (L6- Language and Literacy: Listening and Speaking) Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information - (L7- Language and Literacy: Listening and Speaking) Speak audibly and express thoughts, feelings and ideas clearly (Articulation) - (L7- Language and Literacy: Listening and Speaking) Describe familiar people, places, things and experiences - (L18- Language and Literacy: Reading) With modeling and support, identify the topic of an informational text that has been read aloud - (L18- Language and Literacy: Reading) With modeling and support, describe, categorize and compare and contrast information in informational text <p>2.Memory for events:</p> <ul style="list-style-type: none"> - (C7- Cognition and General Knowledge: Cognitive Skills) Communicate about past events and anticipate what comes next during familiar routines and experiences - (C8- Cognition and General Knowledge: Cognitive Skills) With modeling and support, remember and use information for a variety of purposes - (C9- Cognition and General Knowledge: Cognitive Skills) Recreate complex ideas, events/situations with personal adaptations - (C31- Cognition and General Knowledge: History) Develop an awareness of his/her personal history - (L7- Language and Literacy: Listening and Speaking) Describe familiar people, places, things and experiences - (L15- Language and Literacy: Reading) Ask and answer questions, and comment about characters and major events in familiar stories - (L15- Language and Literacy: Reading) Retell or re-enact familiar stories - (L16- Language and Literacy: Reading) Identify characters and major events in a story <p>3.Retelling:</p> <ul style="list-style-type: none"> - (C9- Cognition and General Language) Recreate complex ideas, events/situations with personal adaptations - (L7- Language and Literacy: Listening and Speaking) Describe familiar people, places, things and experiences - (L10- Language and Literacy: Listening and Speaking) With modeling and support, use words acquired through conversations and shared reading experiences (Vocabulary) - (L15- Language and Literacy: Reading) Ask and answer questions, and comment about characters and major events in familiar stories - (L15- Language and Literacy: Reading) Retell or re-enact familiar stories

	<ul style="list-style-type: none"> - (L16- Language and Literacy: Reading) Identify characters and major events in a story <p>4. Sequence of events</p> <ul style="list-style-type: none"> - (C7- Cognition and General Knowledge: Cognitive Skills) Communicate about past events and anticipate what comes next during familiar routines and experiences - (C8- Cognition and General Knowledge: Cognitive Skills) With modeling and support, remember and use information for a variety of purposes - (C9- Cognition and General Knowledge: Cognitive Skills) Recreate complex ideas, events/situations with personal adaptations <p>5. Knowledge of common stories</p> <ul style="list-style-type: none"> - (C32-Cognition and General Knowledge: History) Develop an awareness and appreciation of family cultural stories and traditions
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Materials to Purchase (Finger Puppets for retelling)

Story	Link for Purchase	Price
The Three Little Pigs	https://www.amazon.com/gp/product/B07BDL6BGD/ref=ppx_yo_dt_b_asin_title_o07_s00?ie=UTF8&psc=1	\$9.99
The Three Little Kittens who Lost their Mittens	https://www.etsy.com/listing/101038424/5-cat-finger-puppets-with-rhyme?transaction_id=2539637624&campaign_label=proteus_transaction_buyer_notification_q4_treatment_v2&utm_source=transactional&utm_campaign=proteus_transaction_buyer_notification_q4_treatment_v2_010170_669962139734_0_0&utm_medium=email&utm_content=&email_sent=1627080793&euid=bGdW117BZVUD8SjMwHysnE9IMjzc&eaid=81632320&x_eaid=03347d7ebd	\$5.99
The Tortoise and the Hare	https://www.etsy.com/shop/LATINHANDMADEVN?ref=yr_purchases	\$7.99
Town Mouse, Country Mouse	https://www.amazon.com/Town-Mouse-Country-Finger-Puppets/dp/B08BZS25GV/ref=sr_1_1?dchild=1&keywords=town+mouse+country+mouse+puppets&qid=1626201433&sr=8-1	\$7.27
Little Red Hen	https://www.ebay.com/vod/FetchOrderDetails?transId=2787795998016&itemId=264291987627&qu=1&gu=1&ul_noapp=true	\$7.49
Goldilocks and the Three Bears	https://www.amazon.com/gp/product/B08CMJW986/ref=ppx_yo_dt_b_asin_title_o05_s00?ie=UTF8&psc=1	\$5.85
The Boy who Cried Wolf		
The Gingerbread Man		
Jack and the Beanstalk		
The Three Billy Goats Gruff		
Little Red Riding Hood	https://www.amazon.com/gp/product/B08ZHK1MMD/ref=ppx_yo_dt_b_asin_title_o06_s00?ie=UTF8&psc=1	\$7.99

*Note: At one point we found all puppet sets on Amazon for a reasonable price. Recently we were not successful in finding all of the puppet sets. We are working on another option for puppets—stay tuned!

Setting Up Your Materials

Each tale has four basic material components:

1. The general outline of steps (optional)
2. The story.
3. Sequencing cards for retelling.
4. Puppets for retelling.

Before using these materials, you will need to print the stories and sequence cards. We recommend printing the general outline of steps and corresponding story on the front and back of the same paper before laminating. You will also need to print, laminate, and cut the sequencing cards for each Tale. Finally, you will need to purchase puppets or figurines for retelling. You will find possible links for purchasing on the previous page of this manual.

We recommend you store these materials in the following:

One or two large binders (3 inch)- where you store the twelve binder pockets that snap or zip closed.

One small binder (1/2 inch)- where you keep the Telling Terrific Tales teacher manual.

Twelve binder pockets that snap or zip closed- Inside these pockets you will keep the lesson plan/story page, the sequencing cards, and the puppets for each tale. For ease in finding the story materials you need, you can label each pocket with the name of the corresponding tale.

One small basket for presenting the puppets and sequencing cards. This basket will only contain the materials for the tale that is currently in use. Other materials should be stored away in the binder





The Three Little Pigs

Skills Targeted: listening comprehension, learning common stories (knowledge), language usage, retelling, sequencing.

Materials: Three Little Pigs Story, sequence cards of each house, finger puppets of the 3 little pigs.

Outline of Activity: Telling Terrific Tales Routine

1. Read story and lay out puppets as you read.
2. Show sequence cards and ask children to point to the first house the wolf went to, 2nd house, 3rd house.
3. Hand out the puppets and read the story again asking the children to play each part
4 parts in this story:
 - First little pig who built his house of straw
 - Second little pig who built his house of sticks
 - Third little pig who built his house of bricks
 - Big bad wolf
4. Help the children retell the story using the puppets.

The Three Little Pigs

(4 characters in this story)

Once upon a time there were three little pigs. One day the three little pigs decided to go out and make houses to live in.

The first little pig made his house out of straw. **(Show picture of straw house.)** The second little pig made his house out of sticks. **(Show picture of stick house.)** The third little pig made her house out of bricks. **(Show picture of brick house.)**

One day, a big bad wolf was very hungry and wanted to eat the pigs! He went to the first little pig's house, and he huffed, and he puffed, and he blew his straw house down!

The first little pig ran all the way to the second pig's stick house. The big bad wolf went to the second pig's house. There he huffed, and he puffed, and he blew that house down too!

The two pigs ran to the third pig's house. The big bad wolf went to the third pig's brick house. He huffed, and he puffed, but... he could not blow the house down. He tried again and again, but he could not.

He climbed up the chimney to get into the house. The clever pigs boiled some water under the chimney, so that when the wolf came down the chimney, he burned himself on the boiling water and ran home to find something else to eat.

The End







The Three Little Kittens who Lost their Mittens

Skills Targeted: listening comprehension, learning common stories (knowledge), language usage, retelling, sequencing.

Materials: The Three Little Kittens story, picture cards for sequencing, finger puppets.

Outline of Activity: Telling Terrific Tales Routine

1. Read story and lay out puppets as you read.
2. Show sequence card and discuss what is shown in each. Ask children to point to what happened 1st, 2nd, 3rd, and 4th in the story.
3. Hand out the puppets and read the story again asking the children to play each part. Prompt them as needed with the sequence cards and words.
 - 4 parts in this story:
 - Kitten #1
 - Kitten #2
 - Kitten #3
 - Mother
4. Help the children retell the story using the puppets.

The Three Little Kittens who Lost their Mittens

(4 characters in this story.)

Once there were three little kittens, 1-2-3. Each kitten had a pair of lovely mittens. One day the kittens lost their mittens and they began to cry, “Oh mother dear! See here. See here. We have lost our mittens.” **(Show picture of kitten’s crying, without mittens.)**

Their mother was upset. “What? Lost your mittens? You naughty kittens! Then you shall have no pie.”

This made the kittens very sad. They hung their heads and cried, “Meow, meow, meow, meow. We shall have no pie.”

Soon the three little kittens found their mittens and they began to call, “Oh mother dear! See here. See here. We have found our mittens.” **(Show picture of kittens with mittens.)**

Their mother was very proud. “What? Found your mittens? You good little kittens! Then you shall have some pie.”

The kittens were very happy. They clapped their hands and cheered, “Purr, purr, purr, purr. We shall have some pie.”

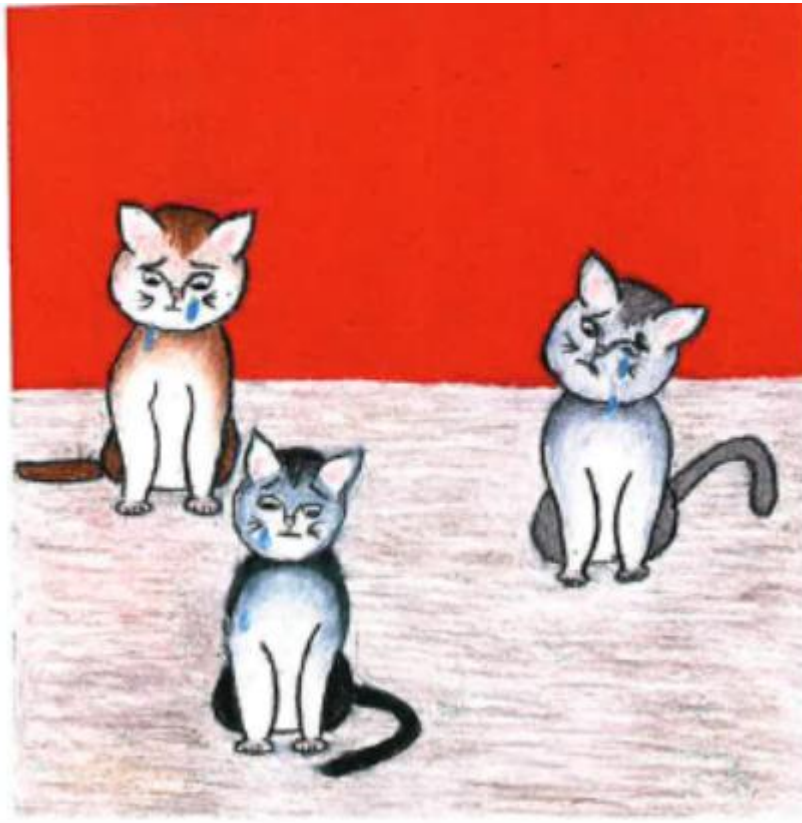
The three little kittens put on their mittens and soon ate up the pie. When they looked at their mittens, they realized they were all dirty from the pie. **(Show picture of dirty mittens around pie.)** They cried, “Oh mother dear we have dirty mittens.”

Their mother was upset with them again. “What? Dirty mittens? You naughty kittens.”

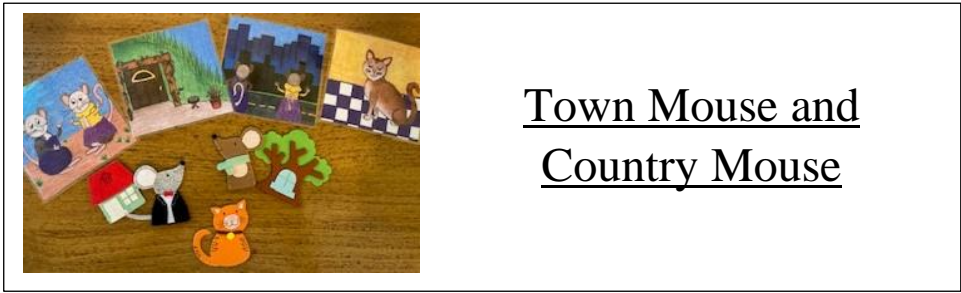
The three little kittens washed their mittens and hung them out to dry. **(Show picture of mittens on laundry line.)** They showed their mother their clean mittens. “Oh mother dear! See here. See here. We have washed our mittens.”

Their mother was proud of them once more. “What? Washed your mittens? You darling kittens.”

The kittens and their mother were very happy. The End.







Town Mouse and Country Mouse

Skills Targeted: listening comprehension, learning common stories (knowledge), language usage, retelling, sequencing.

Materials: Town Mouse Country Mouse story, picture cards for sequencing, finger puppets.

Outline of Activity: Telling Terrific Tales Routine

1. Read story and lay out puppets & sequencing cards as you read.
2. Show sequencing cards and discuss what is shown in each. Encourage children to put the sequencing cards in order, according to the story. Support and prompt as needed.
3. Hand out the puppets and read the story again asking the children to play each part. Prompt them as needed with the sequence cards and words.
 - 4** parts in this story:
 - Town Mouse
 - Country Mouse
 - Cat
4. Help the children retell the story using the puppets.

Town Mouse and Country Mouse

(3 characters in this story)

Once upon a time there were two mice. They were cousins who lived far apart. One day Town Mouse visited his cousin Country Mouse (**Show picture of mice greeting each other.**) at her home in the country.

“Welcome! You must join me for dinner” said Country Mouse. (**Show picture of Country Mouse’s house.**) Country Mouse went to her pantry and made a delicious meal of fresh corn and peas.

When Town Mouse saw the meal, he couldn’t believe his eyes. “This is what you eat in the country? You must come to visit me in town. We have grand feasts and fancy food all the time in town.”

So Town Mouse and Country Mouse traveled to the town--city. (**Show picture of mice in city.**) It was late when they arrived at Town Mouse’s home in town. They snuck inside and found the dining room full of fancy food like cake and cheese.

“This is delicious!” cried Country Mouse. The two mice ate until their bellies were bursting. Suddenly, they heard hissing and growling. A cat jumped out and chased them all around the dining room. (**Show picture of cat.**)

“Quick! Follow me to my hiding spot,” said Town Mouse. Country Mouse followed her cousin to a little hole in the wall.

Country Mouse cried, “It is too scary here. I want to go home!” She dashed out of her cousin’s house and ran all the way back to her home in the country. (**Show picture of Country Mouse’s house again.**) When she reached her house she was relieved.

“There’s no place like home,” sighed Country Mouse.

The End







Skills Targeted: listening comprehension, learning common stories (knowledge), language usage, retelling, sequencing.

Materials: Tortoise and the Hare story, sequence cards, finger puppets/figurines.

Outline of Activity: Telling Terrific Tales Routine

1. Read story and lay out puppets & sequence cards as you read.
2. Show sequence cards and discuss what is shown in each picture. Ask children to point to the first thing that happened in the story, then the 2nd, 3rd, and 4th.
3. Hand out the puppets and read the story again asking the children to play each part. Prompt them as needed with the sequence cards and words.

2 main parts in this story:

- Tortoise
- Hare

- Animal Friends (Use any animal puppets you already have. Consider having 2 animal friends to allow 4 children to participate actively in this group. Animal friends can say, “Ready, set go” at the start of the race and chat with Hare.)

4. Help the children retell the story using the puppets.

The Tortoise and the Hare

(2 main characters with animal friends in this story)

Once upon a time, there was a hare. He loved to brag about how quick he was, especially to Tortoise. **(Show picture of Hare talking to Tortoise.)**

“I’m so quick and you are so slow,” boasted Hare.

“You might be quick but I bet I can still beat you in a race. Let’s race to the mountain,” answered Tortoise.

“Okay, but you will never win. I am much quicker than you,” Hare bragged.

All the animals gathered around as the race began. “Ready, set, go,” they all shouted. Hare took off very quickly. Tortoise began walking very slowly. **(Show picture of Tortoise and Hare at black starting line.)**

Hare was halfway to the mountain when he looked back and saw Tortoise was nowhere near him. Hare decided to take a little break. He ate a snack and chatted with some of his animal friends. After a while Hare looked around again. Tortoise was still very far behind him.

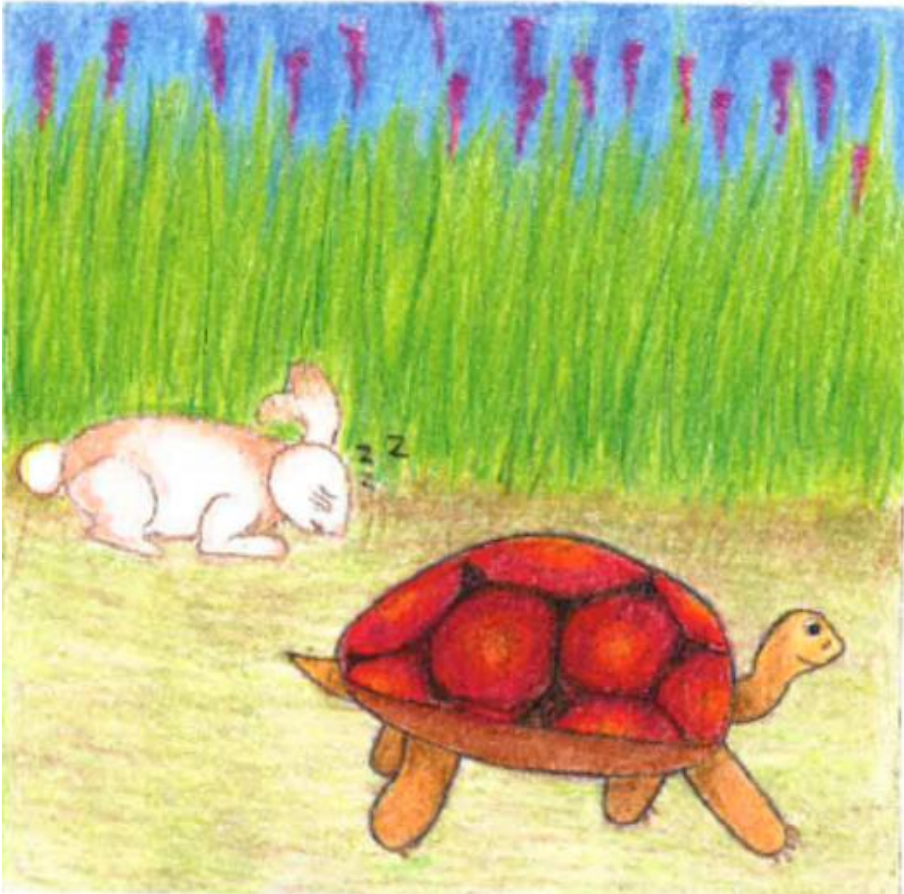
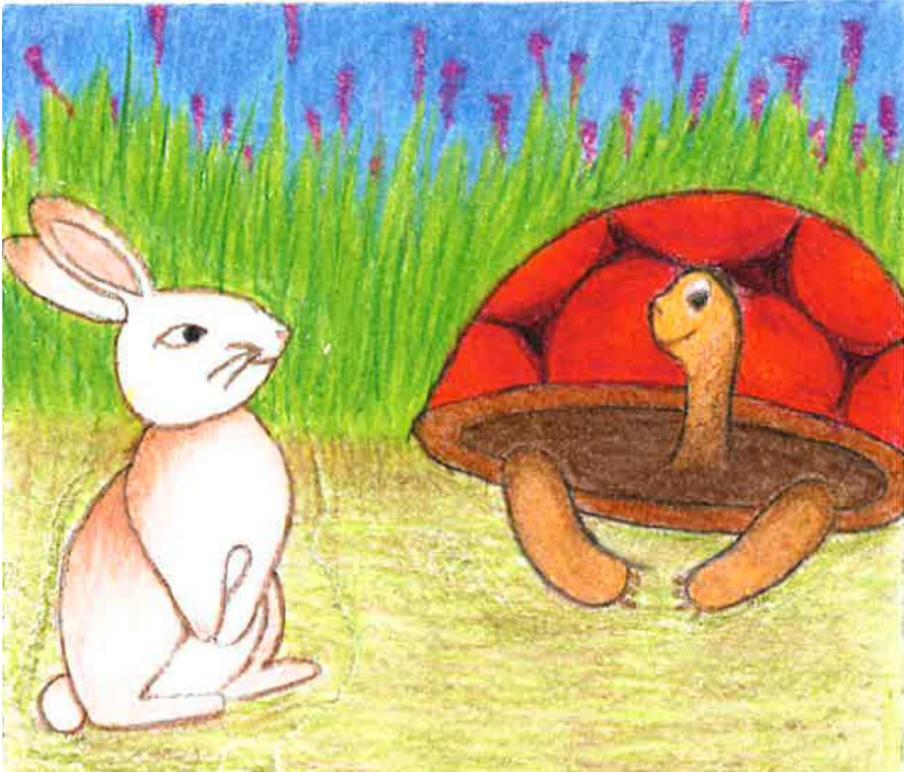
Hare found a cozy spot and laid down. “Look at me, Tortoise. You are so slow that I can take a nap and still win the race,” Hare called to Tortoise. Hare didn’t mean to actually fall asleep. He only meant to tease Tortoise, but it was a sunny day and he was so comfortable. Hare fell asleep.

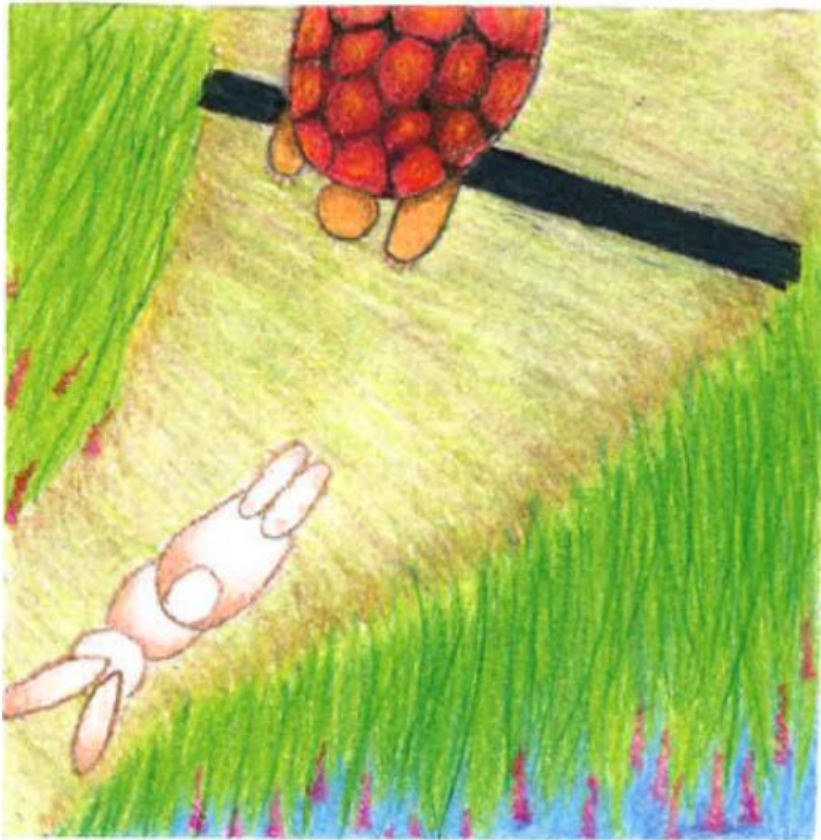
As Hare was sleeping, Tortoise crept by him and continued the race. **(Show picture of Hare sleeping.)**

Soon, Hare woke up and realized what had happened. He looked around and saw Tortoise near the finish line. He sped off after Tortoise and arrived at the finish line just in time to see Tortoise cross. Tortoise had won the race. **(Show Tortoise crossing red finish line ribbon.)**

“Slow and steady wins the race,” said Tortoise.

The End







The Little Red Hen

Skills Targeted: listening comprehension, learning common stories (knowledge), language usage, retelling, sequencing.

Materials: Little Red Hen story, sequence cards of seeds to bread, finger puppets.

Outline of Activity: Telling Terrific Tales Routine

1. Read story and lay out puppets & sequence cards as you read.
2. Show sequence cards. Discuss what each picture shows. Ask children to point to the first thing Little Red Hen did in her work towards making the bread. Point to the 2nd thing, then 3rd, then 4th.
3. Hand out the puppets and read the story again asking the children to play each part. Prompt them as needed with the sequence cards and words.

5 parts in this story:

- Little Red Hen
- Cat
- Dog
- Pig
- Duck

4. Help the children retell the story using the puppets.

The Little Red Hen

(5 characters in this story)

Once upon a time, there was a little red hen who lived on a farm with her friends, Cat, Dog, Pig, and Duck. One day little red hen found some seeds (**Show picture of seeds**).

“Oh how wonderful! My friends and I can make some delicious bread with these seeds.” she said. She ran back to the farm and showed her friends the seeds and asked, “Who will help me plant these seeds so we can make some yummy bread with the wheat?”

“Not I,” meowed the sleepy cat. “Not I,” oinked the poky pig. “Not I,” barked the lazy dog. “Not I,” quacked the dawdling duck.

“Then I will do it myself,” said the little red hen and she planted the seeds. The seeds grew into lovely golden wheat (**Show picture of wheat**). Little red hen ran to her friends to tell them the wheat was ready. She asked her friends, “Who will help me cut the wheat and ground it into flour that we can bake into delicious bread?”

“Not I,” meowed the sleepy cat. “Not I,” oinked the poky pig. “Not I,” barked the lazy dog. “Not I” quacked the dawdling duck.

“Then I will do it myself,” said the little red hen and she cut the wheat and ground it into flour (**Show picture of flour**). When she was done she went back to her friends and said, “I have ground the wheat into flour. Who would like to help me bake some delectable bread?”

“Not I,” meowed the sleepy cat. “Not I,” oinked the poky pig. “Not I,” barked the lazy dog. “Not I,” quacked the dawdling duck.

“Then I will do it myself,” said the little red hen and she baked a lovely loaf of tasty bread (**Show picture of bread**). As the bread was cooling the friends smelled the mouthwatering aroma of freshly baked bread. They ran to the little red hen who was now very tired from all of her hard work. They all asked her if she would like their help EATING the yummy bread.

“No,” said little red hen. “I will eat it myself!”

The End







Goldilocks & the Three Bears

Skills Targeted: Listening comprehension, learning common stories (knowledge), language usage, retelling, sequencing.

Materials: Goldilocks story, sequencing cards, finger puppets.

Outline of Activity: Telling Terrific Tales Routine

1. Read story and lay out puppets as you read.
2. Show sequence cards and ask children to point to the first thing Goldilocks tried, the point to the 2nd thing she tried, and point to the 3rd.
3. Hand out the puppets and read the story again asking the children to play each part.
 - 4 parts in this story:
 - Goldilocks
 - Baby Bear
 - Mama Bear
 - Papa Bear
4. Help the children retell the story using the puppets.

Goldilocks & The Three Bears

(4 characters in this story.)

Once upon a time, there was a little girl named Goldilocks. One sunny day she went for a walk in the forest and came upon a cute little cottage. She knocked on the door to say hello to the people who lived there. No one answered, so she walked right in! The cottage was home to the 3 bears who had just left to go for a walk while waiting for their breakfast to cool down. Once inside she saw a table with three bowls of porridge. **(Show pictures with bowls of porridge.)** Goldilocks was very hungry from her long walk in the forest, so she tasted the porridge from the first bowl.

"This porridge is too hot!" she exclaimed. So, she tasted the porridge from the second bowl. "This porridge is too cold," she said. So, she tasted the last bowl of porridge. "Ahhh, this porridge is just right," she said happily and she ate it all up.

After she'd eaten the three bears' breakfasts she decided she was feeling a little tired. So, she walked into the living room where she saw three chairs. **(Show picture of chairs.)** Goldilocks sat in the first chair.

"This chair is too big!" she exclaimed. So she sat in the second chair. "This chair is too big, too!" she complained. So she tried the last and smallest chair. "Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!

Goldilocks was very tired by this time, so she went upstairs to find the bedroom. **(Show picture of beds.)** She lay down in the first bed, but it was too hard. Then she lay in the second bed, but it was too soft. Then she lay down in the third bed and it was just right. Goldilocks fell asleep.

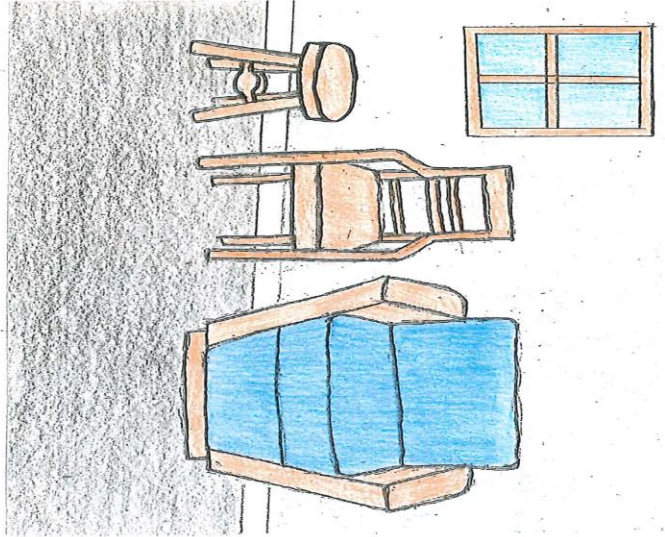
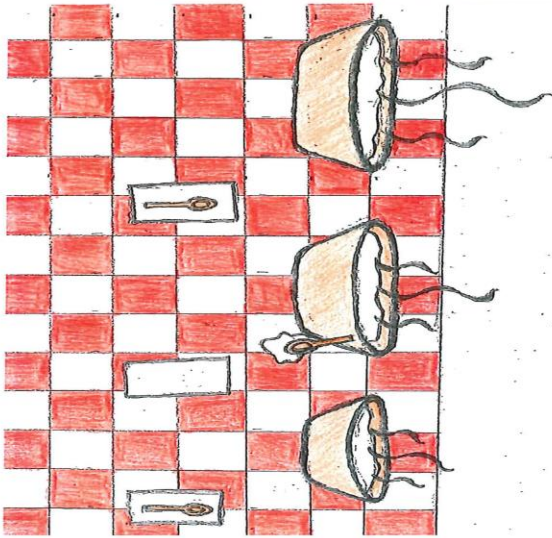
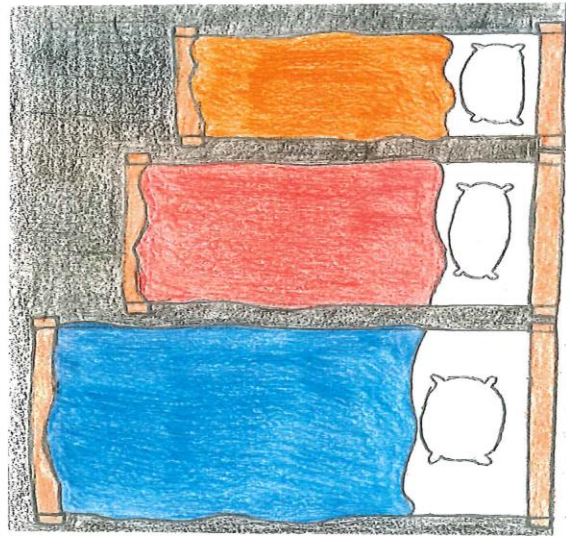
As she was sleeping, the three bears came home and spied their eaten breakfast. "Someone's been eating my porridge," growled the Papa bear. "Someone's been eating my porridge," said the Mama bear. "Someone's been eating my porridge and they ate it all up!" cried the Baby bear.

Then they walked into the living room. "Someone's been sitting in my chair," growled the Papa bear. "Someone's been sitting in my chair," said the Mama bear. "Someone's been sitting in my chair and they've broken it all to pieces," cried the Baby bear.

They decided to look around some more and when they got upstairs to the bedroom, Papa bear growled, "Someone's been sleeping in my bed!" "Someone's been sleeping in my bed, too" said the Mama bear. "Someone's been sleeping in my bed and she's still there!" exclaimed Baby bear.

Just then, Goldilocks woke up and saw the three bears. At the sight of 3 bears, she screamed, "Help!" And she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. She realized it was not a good idea to go into someone else's home without being invited!

The End





Skills Targeted: listening comprehension, learning common stories (knowledge), language usage, retelling, sequencing.

Materials: The Boy who Cried Wolf story, picture cards for sequencing, finger puppets.

Outline of Activity: Telling Terrific Tales Routine

1. Read story and lay out puppets as you read.
2. Show sequence card and ask children to
3. Hand out the puppets and read the story again asking the children to play each part. Prompt them as needed with the sequence cards and words.
4. Help the children retell the story using the puppets.

***Puppets in process.**

The Boy who Cried Wolf

(3 main characters & villagers in this story.)

Once upon a time, there was a young shepherd boy. He had many sheep that he cared for on the hills around a village. **(Show picture of boy with sheep.)** He loved his job and he loved his sheep, but it was boring work.

One morning the boy got so bored that he decided to play a funny trick. He ran toward the village shouting, “Help! Help! A wolf! There’s a wolf. It is taking my sheep!”

The villagers quickly dropped their important work and ran after the boy to help him save his sheep. **(Show picture of villagers running.)** When they got to the hillside, they were surprised to see the sheep safe and sound and the boy laughing. “Ha, ha, ha! I tricked all of you. There was no wolf. What a funny joke I played on you!” hooted the boy.

The villagers were very upset. “That is not a funny joke. We are very sad that you tricked us.

A few days later the boy decided to play the trick again. He ran toward the village shouting, “Help! Help! A wolf! There’s a wolf. It is taking my sheep!”

Again the villagers dropped their important work and ran to help the boy save his sheep. This time when they reached the hillside they were furious. **(Show picture of angry villagers.)** They saw the sheep safe and sound and the boy was laughing at them again! “Ha, ha, ha! I tricked you again! There was no wolf! You fell for my joke again!”

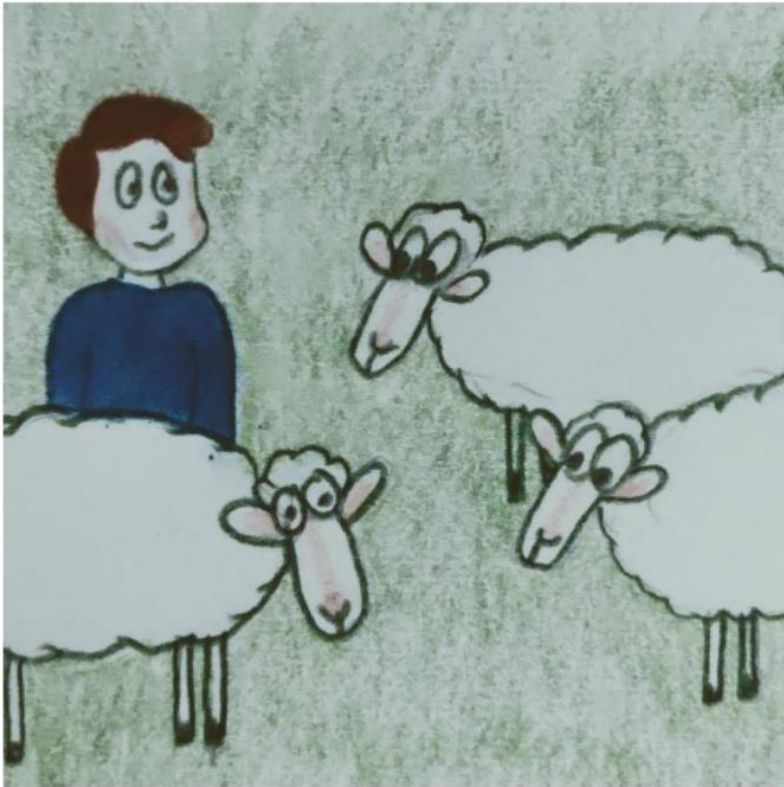
The villagers were furious. “We only wanted to help you. You tricked us and we will not believe you any more if you try to trick us again.”

A few days later the boy was watching his sheep when he saw a dark shadow approaching. It was a wolf! “Help! A wolf!” the boy shouted. The villagers ignored him. They thought he was playing the mean trick again. The boy watched helplessly as the wolf stole his sheep one by one. **(Show picture of wolf among sheep.)**

The boy was scared and very sad. He felt awful for tricking the villagers. He decided to tell them how he felt. He ran into the town and shouted for all to hear, “I am so sorry that I lied to you. You wanted to help me and I tricked you. Now, I really need your help. I understand that you don’t believe me anymore and I am very sorry.”

The villagers saw how sad and remorseful the boy truly was. “We forgive you for playing that trick on us. We believe you and we want to help you.” So the villagers went to the hillside again. Together, they found the wolf and scared him away. They returned each and every sheep back to the boy.

“Thank you!” said the boy. “I will never play tricks again!” The end.







The Gingerbread Man

Skills Targeted: listening comprehension, learning common stories (knowledge), language usage, retelling, sequencing.

Materials: Gingerbread man story, sequence cards, finger puppets

Outline of Activity: Telling Terrific Tales Routine

1. Read story and lay out puppets & sequence cards as you read.
2. Show sequence cards. Discuss what is shown in each picture and ask children to point to the first thing that happened in the story, then the 2nd, 3rd, and 4th.
3. Hand out the puppets and read the story again asking the children to play each part. Prompt them as needed with the sequence cards and words.

5-6 parts in this story:

- Man and Woman
- Gingerbread Man
- Cow
- Horse
- Fox

4. Help the children retell the story using the puppets.

The Gingerbread Man

(5-6 characters in this story.)

Once upon a time, there was woman and man that lived in a little cottage in the woods. One day the couple decided to make a gingerbread man cookie. They carefully mixed the batter, rolled out the dough, and cut out a very nice gingerbread man. They added sugar icing for his hair, mouth, and clothes, and used chocolate chips for his eyes and buttons on his shirt. What a fine looking gingerbread man he was! **(Show picture of Gingerbread Man on cookie sheet.)** Then, they put him in the oven to bake. When he was done baking, the woman slowly opened the oven door. Up jumped the gingerbread man, and he ran out the door saying, "Run, run as fast as you can! You can't catch me I am the Gingerbread Man!"

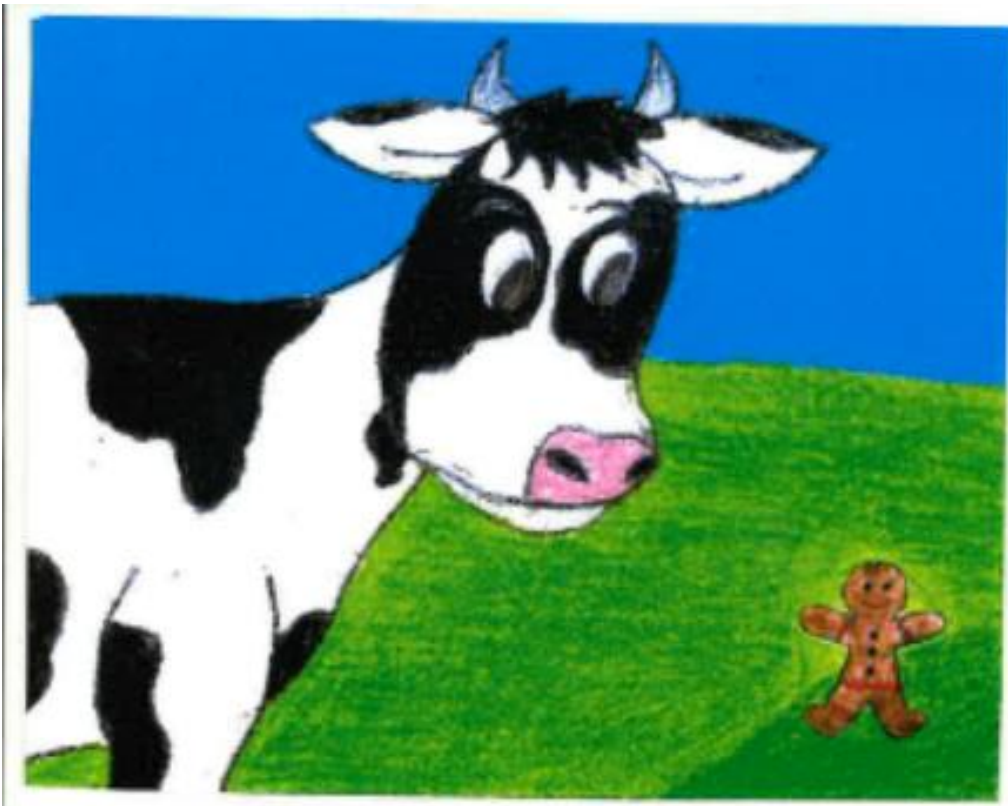
The woman and the man ran after him, but they could not catch him. And so the Gingerbread Man ran and ran. After running for a while, he met a cow **(Show picture of cow.)** "Moo," said the cow. "You look very tasty! Tasty enough for me to eat! And the cow started to run after the gingerbread man. But, the Gingerbread Man ran faster, saying "I ran away from a woman. I ran away from a man, and I can run away from you! I can!" "Run, run, as fast as you can! You can't catch me! I'm the Gingerbread Man!"

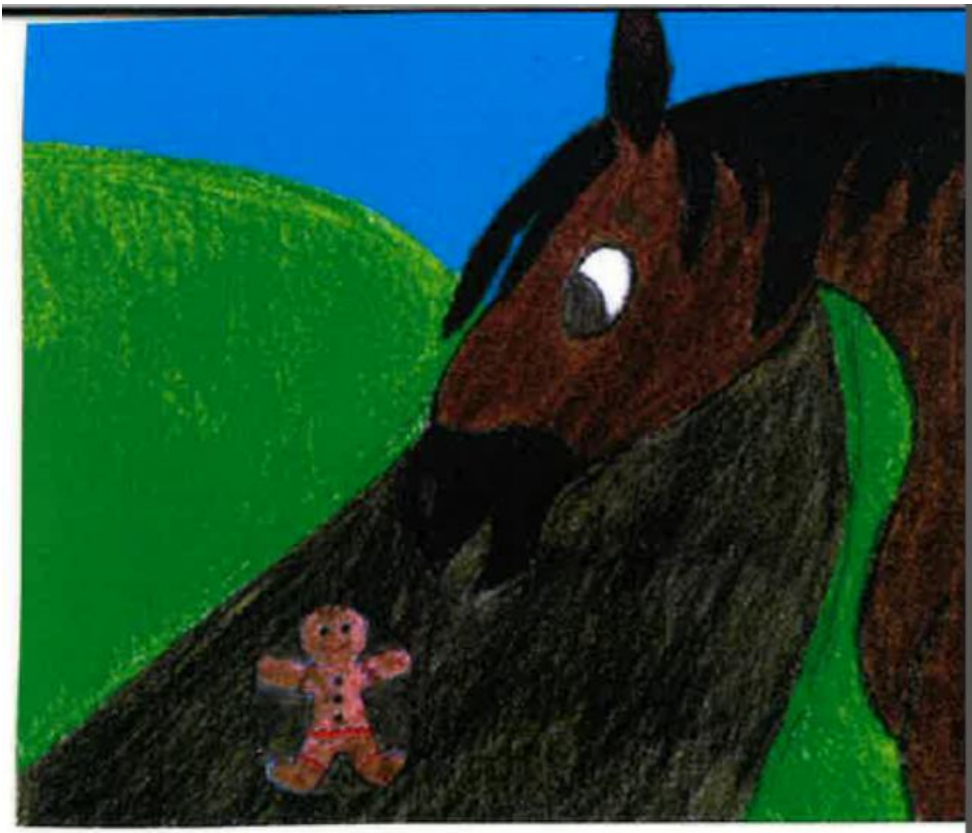
The Gingerbread Man ran so fast the cow could not keep up. He kept running, and soon he met a horse. **(Show picture of horse.)** "N..e..i..g..h...Neigh," said the horse. "You look mighty yummy! I think that I would like to eat you." "But you can't!" said the Gingerbread Man. "I ran away from a woman. I ran away from a man. I ran away from a cow, and I can run away from you! I can!" And so he ran singing, "Run, run, as fast as you can! You can't catch me! I'm the Gingerbread!" The horse ran after the Gingerbread Man, but she could not catch him.

Then the gingerbread man reached a wide river, but he didn't know how to swim. Just then, a sneaky (and hungry) fox walked by. He saw the gingerbread man and said, "If you need to get across the river, I can help you. Jump on my tail, and I'll take you across the river!" The gingerbread man thought to himself, "I'll be safe on his tail." So he jumped on the fox's tail and they started across the river. Halfway across the river, the fox shouted, "Oh, you're too heavy for my tail, jump on my back." So the gingerbread man jumped on the fox's back. Soon, the fox said, "Owww! You're too heavy for my back, jump onto my nose." So the gingerbread man jumped on the fox's nose. **(Show picture of Gingerbread Man on Fox's nose.)** But as soon as they reached the riverbank, the fox flipped the gingerbread man into the air, snapped his mouth shut, and ate the gingerbread man.

And that was the end of the gingerbread man.

The End







Jack & the Beanstalk

Skills Targeted: listening comprehension, learning common stories (knowledge), language usage, retelling, sequencing.

Materials: Jack & The Beanstalk story, sequence cards, finger puppets (add the hen from the Little Red Hen story).

Outline of Activity: Telling Terrific Tales Routine

1. Read story and lay out puppets & sequence card as you read.
2. Show sequence cards and ask children to point to the first thing that happened in the story. Then point to the 2nd, 3rd, and 4th.
3. Hand out the puppets and read the story again asking the children to play each part. Prompt them as needed with the sequence cards and words.

6 parts in this story:

- Jack
- Jack's Mother
- Old woman
- Giant
- Giant's wife
- Hen who lays golden eggs

4. Help the children retell the story using the puppets.

Jack and the Beanstalk

(6 characters in this story)

Once upon a time, there was a boy named Jack who lived on a farm with his mother. Jack and his mother needed money to buy food so they decided to sell their cow. **(Show picture of cow.)** Jack's mother told him, "Take the cow to the market to sell."

On the way to the market Jack met an old woman who said she would trade him 5 magic beans for his cow. Jack agreed and took the magic beans back to the farm to show his mother. His mother was very upset when she learned that all she got for the cow was 5 "magic" beans. She did not believe in magic and told him, "You silly boy, these beans are not magic!" She then threw the beans out the window.

That night, the magic beans began to grow, and grow, and grow. **(Show picture of bean sprouts.)** By morning the beans had grown into a gigantic beanstalk that reached up beyond the clouds! Jack and his mother came outside and said, "Oh my!"

Jack said he would climb the beanstalk to see what was at the top. He climbed and climbed until he reached the top. At the top of the beanstalk was a huge castle. Jack went in the castle and saw that everything was giant sized! He quickly found out why. He saw a giant walking down the hallway and so Jack quickly hid in a cupboard! The giant walked toward the cupboard and said, "Fe Fi Fo Fum. I smell the blood of an Englishman."

The giant's wife entered the room and said, "Don't be silly. No one is here. Sit down and I will bring you your magical hen. She always makes you happy." From his hiding place Jack could see the giant sit down and a hen was placed on the table in front of him. **(Show picture of hen with golden eggs.)**

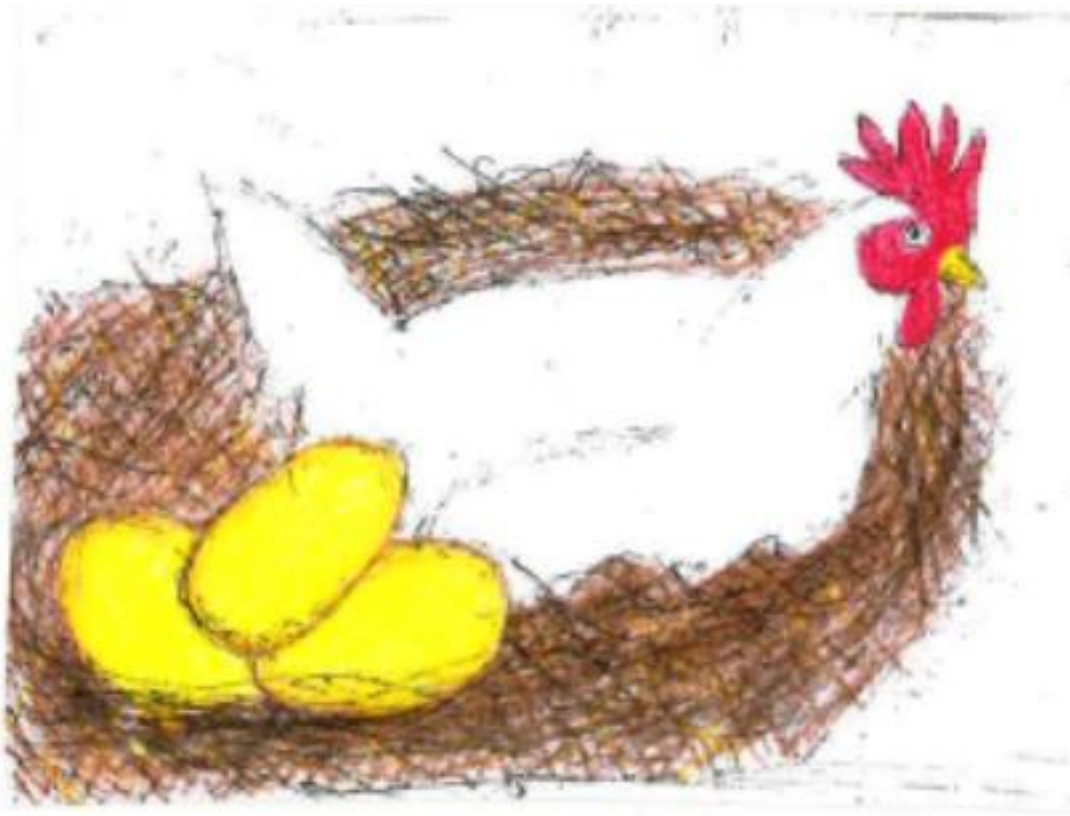
To Jack's amazement the hen laid 3 golden eggs! The giant laughed and tossed the eggs to his wife. Jack thought, "If I had that hen, my mother and I would never have to worry about money again!" So, he waited for his chance and when the giants weren't looking he ran out and grabbed the hen!

Unfortunately the giant saw him and said "Fe Fi Fo Fum I smell the blood of an Englishman, and there he is. Stop! Come back with my hen!" Jack ran and ran back to the beanstalk. The giant was close behind him. He climbed down the beanstalk as fast as he could. As he climbed he yelled to his mother, "Mother, please bring the ax and start chopping down the beanstalk, a giant is chasing me!"

His mother heard him and ran for the ax. She began chopping when she saw Jack was close to the ground. She chopped and chopped and just when Jack's feet touched the ground, she made her final chop and the beanstalk fell to the ground! Jack was safe and the giant could not climb down. Jack and his mother now had the magic hen and never had to worry about money again. **(Show picture of Jack giving the hen to his mother.)**

The End







Skills Targeted: listening comprehension, learning common stories (knowledge), language usage, retelling, sequencing.

Materials: The Three Billy Goats Gruff story, picture cards for sequencing, finger puppets.

Outline of Activity: Telling Terrific Tales Routine

1. Read story and lay out puppets and sequencing cards as you read.
2. Show sequencing cards. Discuss what is shown in each picture and ask children to put the cards into the correct order.
3. Hand out the puppets and read the story again asking the children to play each part. Prompt them as needed with the sequence cards and words.

4 parts in this story:

- Little Billy Goat Gruff
- Middle Billy Goat Gruff
- Big Billy Goat Gruff
- Troll

4. Help the children retell the story using the puppets.

The Three Billy Goats Gruff

(4 characters in this story)

Once there were three billy goat brothers. Their name was Gruff. There was Little Billy Goat Gruff, Middle Billy Goat Gruff, and Big Billy Goat Gruff. They lived happily on a grassy hill near a river. They spent their days eating delicious grass and drinking cool water from the river. **(Show picture of three goats on hill.)**

One morning the brothers woke to find they had eaten all the grass on their hillside. Across the river was another hillside with lots of grass. “We need to cross to the other side of the river,” said Big Billy Goat Gruff. But the bridge across the river was dangerous. A big troll lived underneath and his favorite thing to eat was billy goat. **(Show picture of troll beneath bridge.)**

“Who will cross the bridge first?” the brothers asked. They thought for a long time.

Finally Little Billy Goat Gruff volunteered. “I will go across the bridge first.” **(Show picture of Little Billy Goat and troll.)** Little Billy Goat took a deep breath and set out across the bridge. “Trip trap, trip trap” went his hooves on the bridge.

The troll heard his hooves and climbed onto the bridge. “Who’s that tripping across my bridge?” he growled hungrily.

“It is I, Little Billy Goat Gruff. I am hungry. I’m going across the bridge to eat the grass on the other side” said Little Billy Goat.

“Oh no you’re not because I am going to eat you!” growled the troll.

“You don’t want to eat me. I am too little. If you wait awhile my middle brother will come along. He is bigger than me. He will make a nicer meal,” replied Little Billy Goat cleverly.

“Okay then. You may cross the bridge” agreed the troll.

Middle Billy Goat and Big Billy Goat were relieved to see their brother cross the bridge safely. “I will cross the bridge now,” said Middle Billy Goat and off he went.

“Trip trap, trip trap,” went his hooves on the bridge.

The troll, who was expecting Middle Billy Goat, heard his hooves and climbed onto the bridge. “Who’s that tripping across my bridge?” he growled hungrily.

“It is I, Middle Billy Goat Gruff. I am hungry. I’m going across the bridge to eat the grass on the other side,” said Middle Billy Goat.

“Oh no you’re not because I’m going to eat you!” growled the troll.

“You don’t want to eat me. I am too little. If you wait awhile my big brother will come along. He is bigger than me. He will make a nicer meal” replied Middle Billy Goat cleverly.

“Okay then. You may cross the bridge,” agreed the troll.

Big Billy Goat was relieved to see his brother cross the bridge safely. “I will cross the bridge now,” said Big Billy Goat and off he went. **(Show picture of Big Billy Goat and troll.)**

“Trip trap, trip trap,” went his hooves on the bridge.

The troll, who was expecting Big Billy Goat, heard his hooves and climbed onto the bridge. “Who’s that tripping across my bridge?” he growled hungrily.

“It is I, Big Billy Goat Gruff. I am hungry. I’m going across the bridge to eat the grass on the other side” said Big Billy Goat.

“Oh no you’re not because I’m going to eat you!” growled the troll.

Big Billy Goat was much larger than his brothers and he was not afraid of the troll. He stamped his hooves and lowered his head. “Crash!” Big Billy Goat rammed his horns into the troll’s belly. The troll fell off the bridge with a great big splash. Big Billy Goat crossed the bridge and joined his brothers on the other side where they lived happily ever after. The end.









Skills Targeted: Listening comprehension, learning common stories (knowledge), language usage, retelling, sequencing.

Materials: Little Red Riding Hood, sequencing cards, and finger puppets

Outline of Activity: Telling Terrific Tales Routine

1. Read story and lay out puppets as you read.
2. Show sequence cards and ask children to point to the first thing Goldilocks tried, the point to the 2nd thing she tried, and point to the 3rd.
3. Hand out the puppets and read the story again asking the children to play each part.
 4 parts in this story:
 - Little Red Riding Hood
 - Grandmother
 - Wolf
 - Woodsman
4. Help the children retell the story using the puppets.

Little Red Riding Hood

(4 characters in this story.)

Once upon a time, there was a little girl who lived with her family in a village near the forest. She wore a red coat, so everyone in the village called her Little Red Riding Hood. One morning, Little Red Riding Hood's mother asked her if she could please take this loaf of bread to her grandmother who lived in the forest.

"Remember, go straight to Grandma's house," her mother cautioned. "Don't get distracted along the way and please don't talk to strangers! The woods can be dangerous." "Don't worry, mommy," said Little Red Riding Hood, "I'll be careful." Off she went to grandmother's house! **(Show picture of Red Riding Hood carrying basket and traveling through woods.)**

In the forest, Little Red Riding Hood noticed some lovely flowers and stopped to pick a few, she also watched the birds in the trees, and listened to the frogs croaking in the nearby pond. She forgot her promise to go straight to grandma's house! Little Red Riding Hood was enjoying the lovely summer day so much that she didn't notice a dark shadow approaching... Suddenly, a wolf appeared beside her. **(Show picture of wolf.)**

"Hello. Where are you going on this fine day?" the wolf asked in a friendly voice. "I'm on my way to see my Grandma" Little Red Riding Hood replied. Then she realized how late she was and started rushing down the path. The wolf, in the meantime, also ran to Grandma's house as quickly as he could. He arrived before Little Red Riding Hood and knocked lightly at the door.

"Oh thank goodness dear! Come in, come in! I was worried sick that something had happened to you in the forest," said Grandma thinking that the knock was Little Red. The wolf let himself in and pushed Granny into the other room and locked the door. Then, he found some of Granny's clothes to put on to disguise himself as Granny! A few minutes later, Red Riding Hood knocked on the door. The wolf jumped into bed and pulled the covers over his nose. **(Show picture of wolf in Granny's bed and clothes.)** "Who is it?" he called in a cackly voice.

"It's me, Little Red Riding Hood." "Oh how lovely! Do come in, my dear," croaked the wolf. When Little Red Riding Hood entered the little cottage, she could barely recognize her Grandmother. "Grandmother! Your voice sounds so odd. Is something the matter?" she asked. "Oh, I just have touch of a cold," squeaked the wolf adding a cough. "But Grandmother! What big ears you have," said Little Red Riding Hood as she edged closer to the bed. "The better to hear you with, my dear," replied the wolf. "But Grandmother! What big eyes you have," said Little Red Riding Hood. "The better to see you with, my dear," replied the wolf. "But Grandmother! What big teeth you have," said Little Red Riding Hood her voice quivering slightly. "The better to eat you with, my dear," roared the wolf and he leapt out of the bed. Little Red Riding Hood realized that the person in the bed was a hungry wolf. She ran to the door shouting, "Help! Wolf!" as loudly as she could.

A woodsman who was chopping logs nearby heard her cry and ran towards the cottage as fast as he could. He ran into the cottage. **(Show picture of woodsman.)** Seeing the woodsman and his ax, scared the wolf and he ran out the door and down the path. Little Red Riding Hood found her Grandmother in the backroom and hugged her. "Oh Grandma, I was so scared!" sobbed Little Red Riding Hood, "I'll never speak to strangers or dawdle in the forest again." "There, there, child. You've learned an important lesson. Thank goodness you shouted loud enough for this kind woodsman to hear you!" Little Red Riding Hood and her Grandmother thanked the kind woodsman for his help. The End.



