

# Fables

Reader

Grade 1

## Skills 3

Grade 1

Skills 3

---

# Fables

---

## Reader

Table of Contents

**Fables**

Skills 3 Reader

King Log and King Crane . . . . . 2

The Two Dogs . . . . . 12

The Hares and the Frogs . . . . . 24

The Two Mules . . . . . 28

The Dog and the Mule. . . . . 34

The Bag of Coins . . . . . 40

The Dog and the Ox . . . . . 48

The Fox and the Grapes . . . . . 54

**Pausing Point** (Stories for Assessment and Enrichment)

The Fox and the Hen . . . . . 58

The Fox and the Crane . . . . . 66

ISBN 978-1-68391-024-4

© 2015 The Core Knowledge Foundation and its licensors  
[www.coreknowledge.org](http://www.coreknowledge.org)

All Rights Reserved.

Core Knowledge Language Arts and CKLA are trademarks  
of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for  
illustrative and educational purposes and are the property of their  
respective owners. References herein should not be regarded as  
affecting the validity of said trademarks and trade names.

Printed in the USA  
02 LSCOW 2017

The Tree and the Reeds . . . . . 70

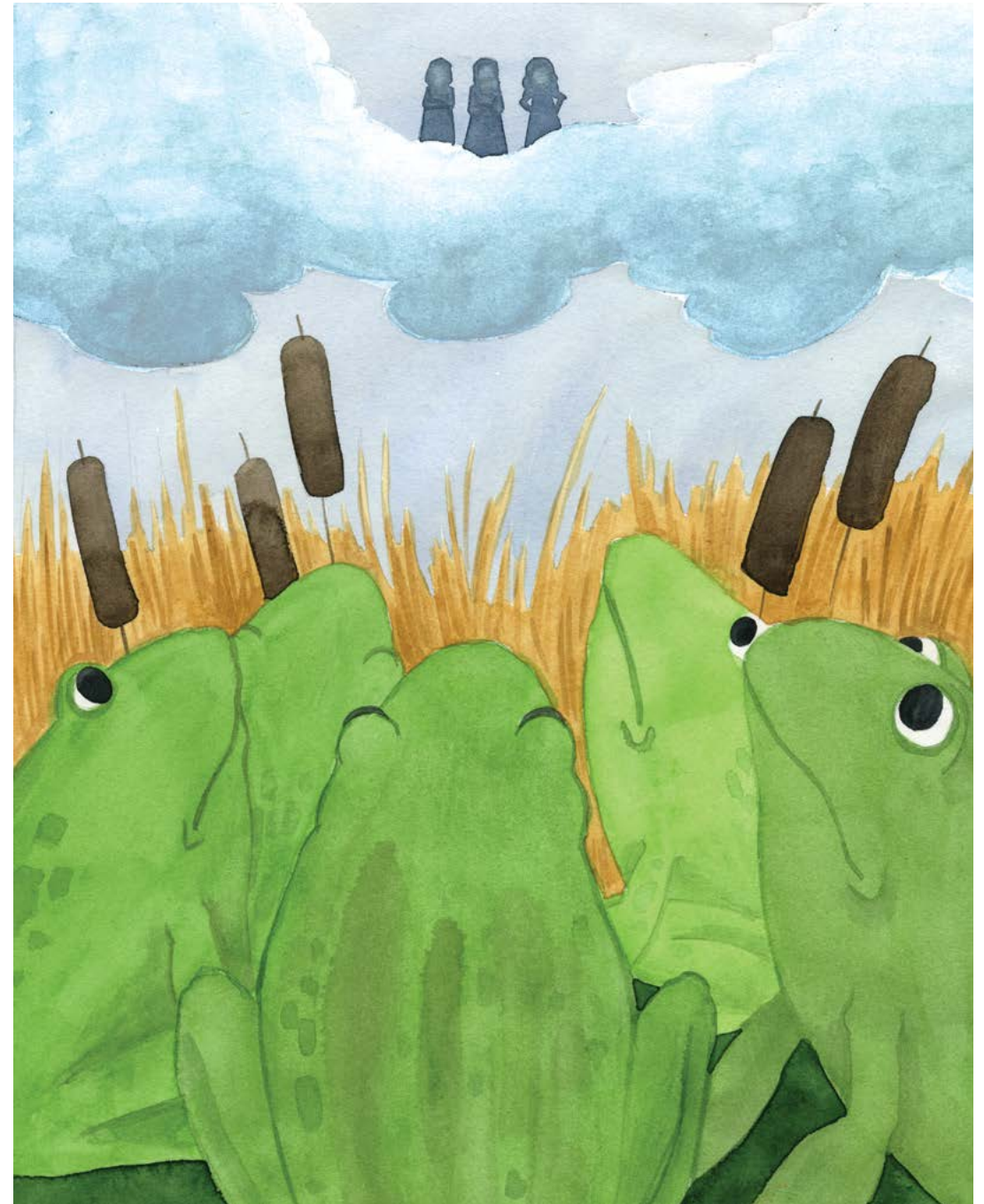
The Moon . . . . . 76



# King Log and King Crane

Once the frogs said, “We wish we had a king! We need a king! We must have a king!”

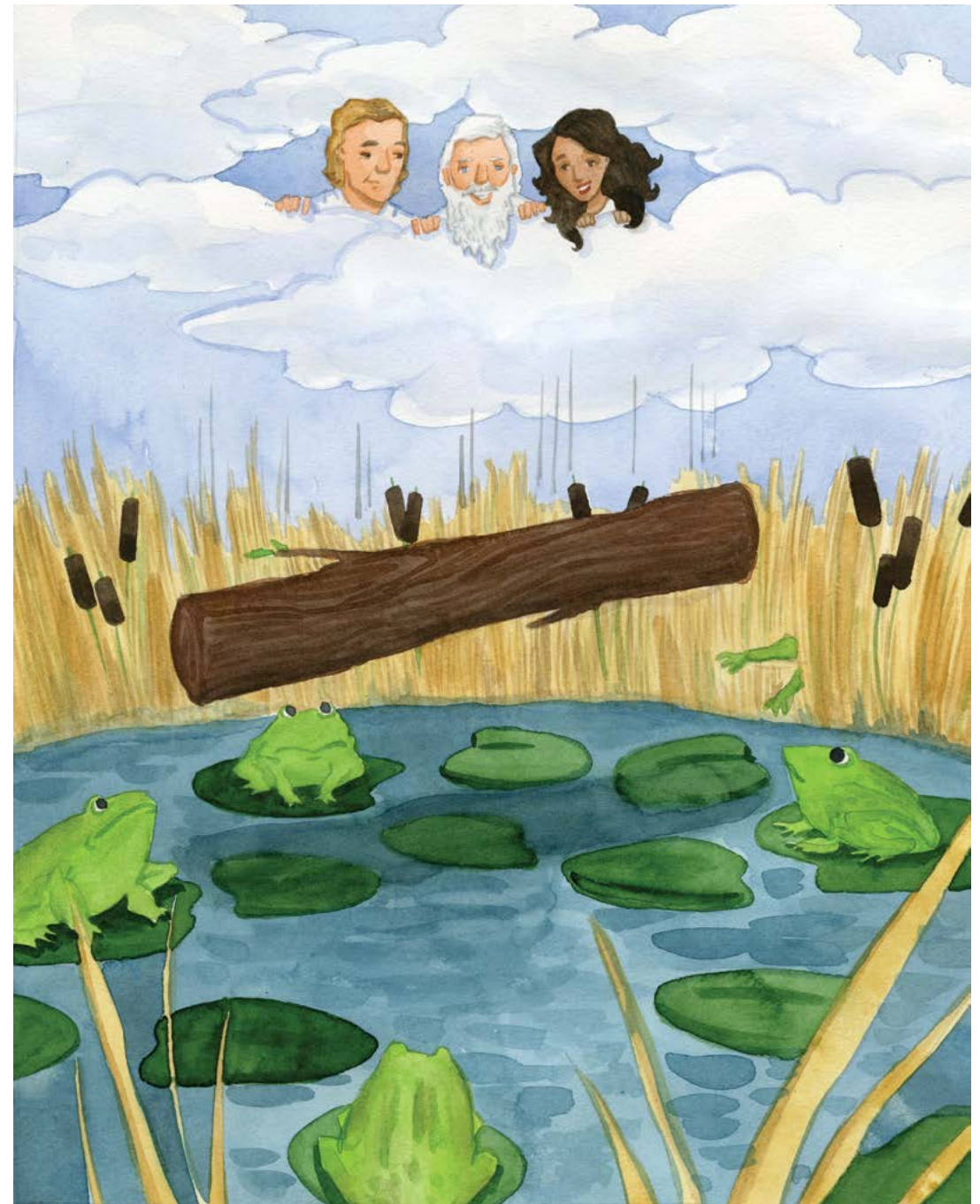
The frogs spoke to the gods. They said, “We ask you, the gods, to send us a king!”



“The frogs are fools,” said the gods. “As a joke, let us send them a big log to be their king.”

The gods got a big log and let it drop. The log fell in the pond and made a big splash.

The frogs were scared of the log. They said, “King Log is strong! We must hide from him in the grass!”



As time went by, the frogs came to see that King Log was tame. He did not bite. He did not run. He just sat there.

“King Log is not a strong king!” said one frog.

“I wish we had a strong king!”

“I do, too!”

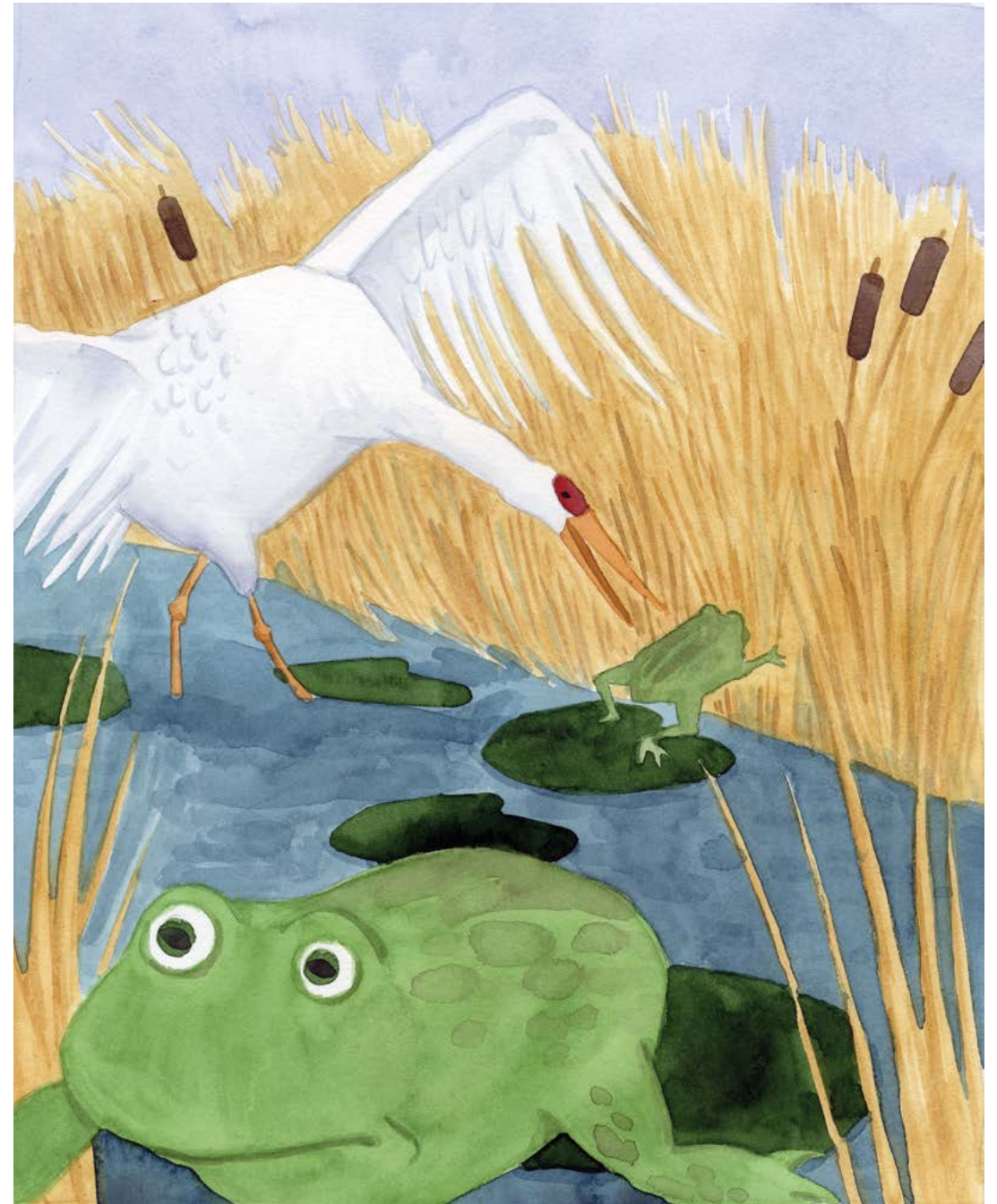
“We must have a strong king!”

The frogs spoke to the gods. They said, “We ask you, the gods, to send us a strong king, and send him soon!”



This time the gods sent a crane to be king of Frog Land.

King Crane was not like King Log. He did not just sit there. He ran fast on his long legs, and he ate lots of the frogs!





The frogs were sad.

“King Crane is a bad king,” they said. “We miss King Log! He was a fine king. We made a bad trade!”

The frogs spoke to the gods. They said, “We ask you, the gods, to send us back King Log!”

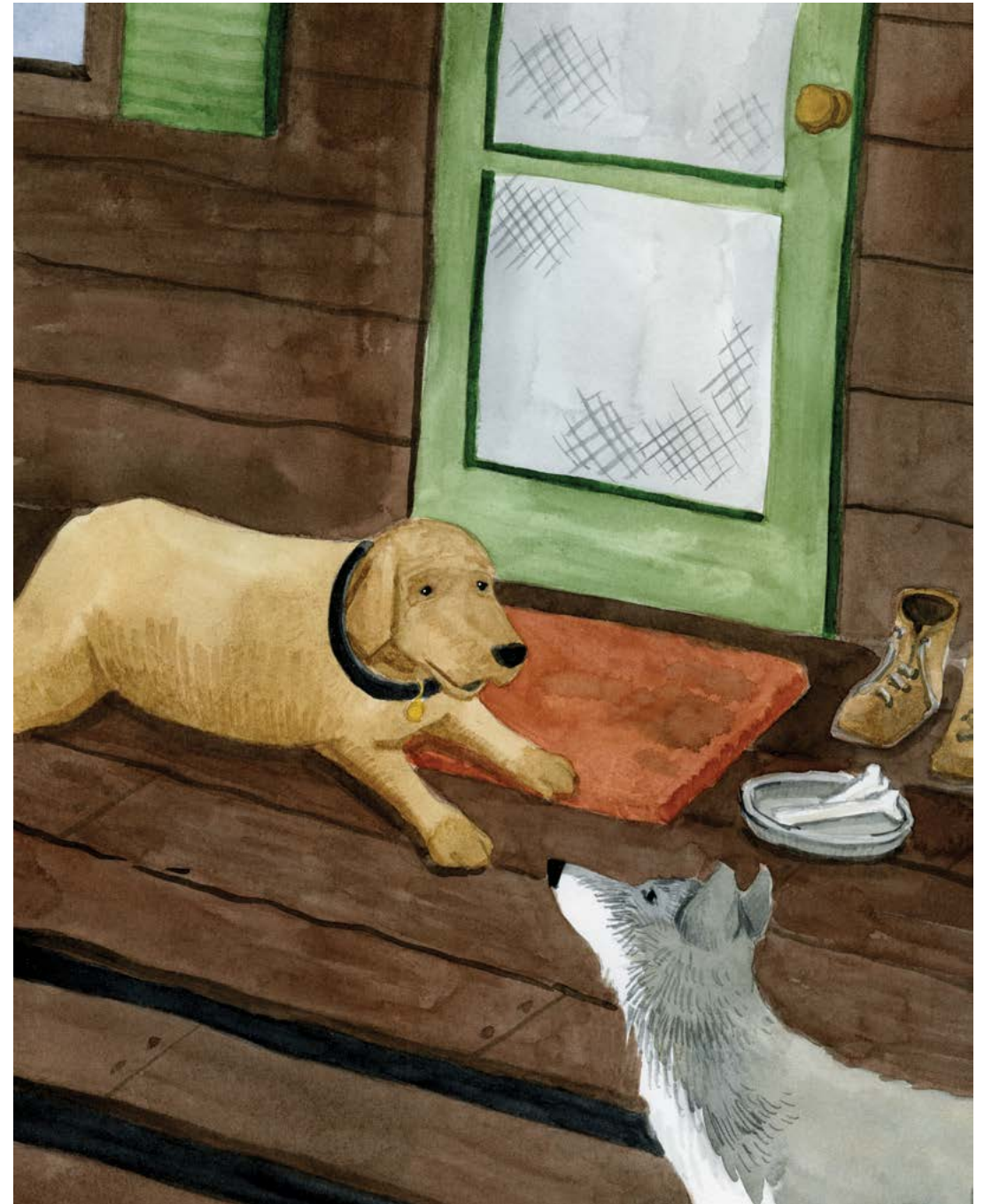
The gods were mad. “Fools!” they said. “You said you must have a strong king. We sent you one. He is yours to keep!”



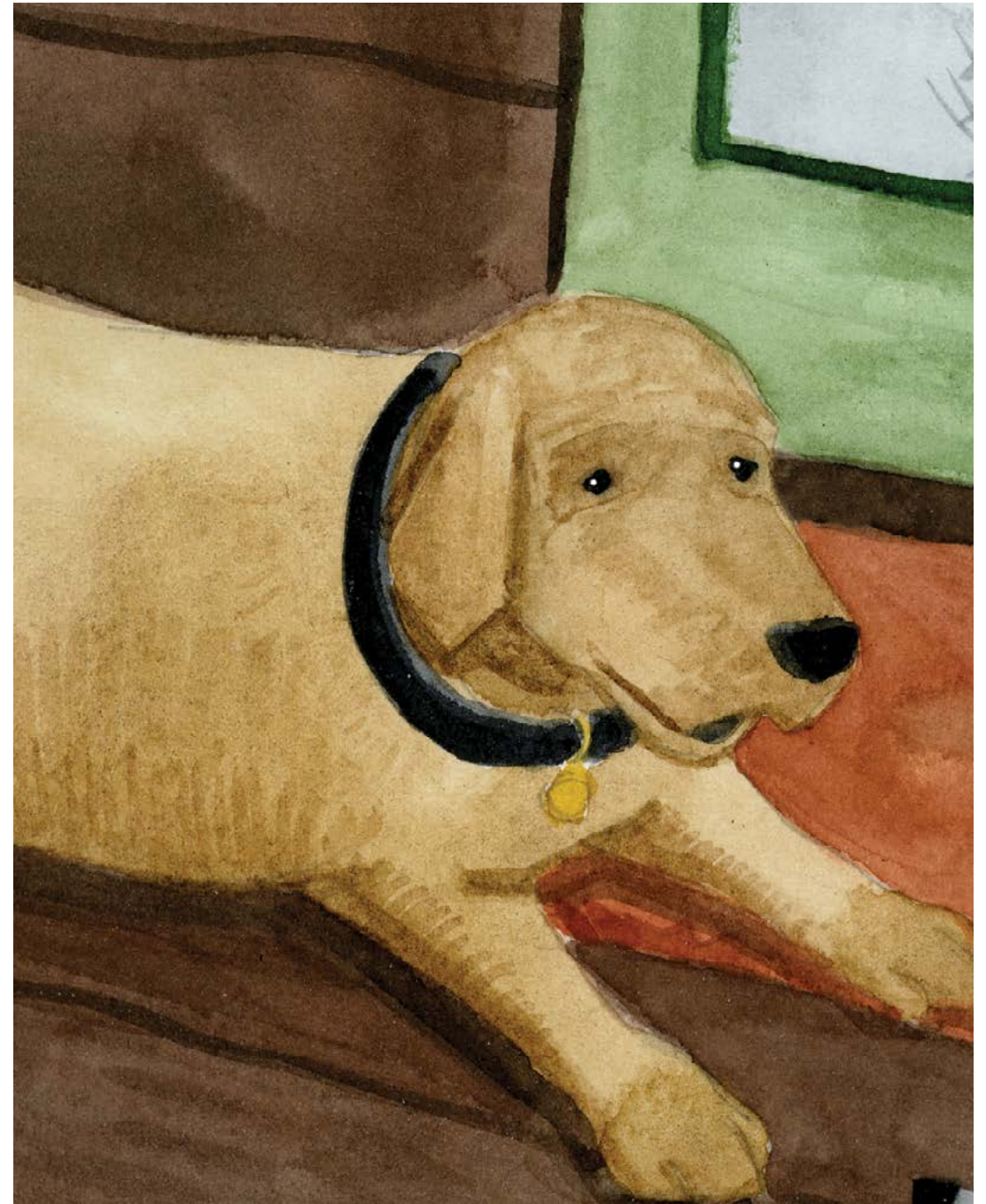
# The Two Dogs

Once two dogs met. One of them was a tame dog who made his home with men. One was a dog who ran free.

The dog who ran free stared at the tame dog and said, “Why is it that you are so plump and I am so thin?”



“Well,” said the tame dog, “I am plump because the men feed me. I do not have to run all the time to get my food. My job is to keep the home safe when the men are in their beds. When they wake up, they feed me scraps of food from their plates.”



“Your life must be a fine life,”  
said the thin dog. “I wish my life  
were like yours.”

The plump dog said, “If you will  
help me keep the home safe, I  
bet the men will feed you, too.”

“I will do it!” said the thin dog.



But just as the thin dog said this, the moon shone on the neck of the plump dog.

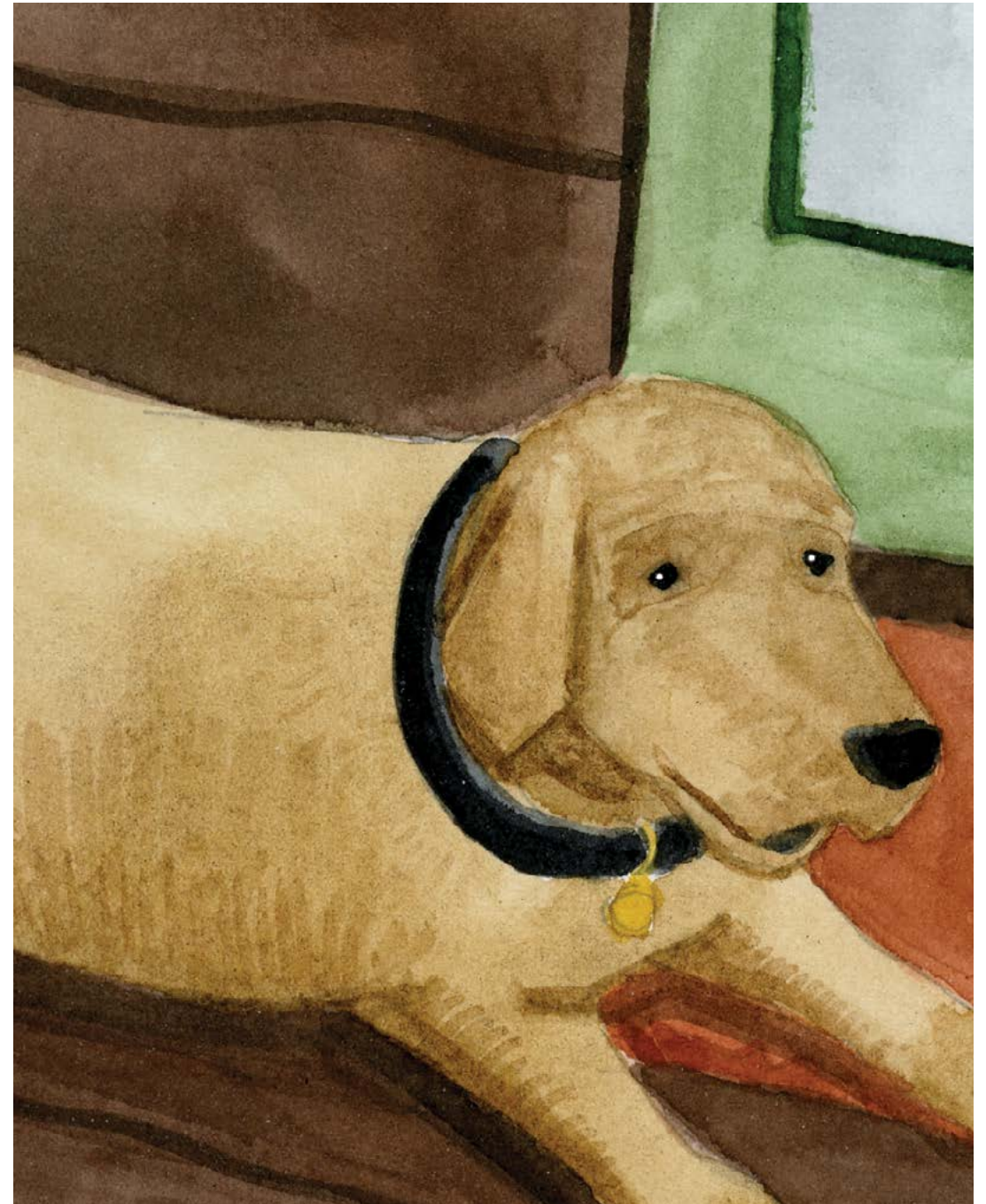
The thin dog said, “What is that on your neck?”

“I am on a rope when the sun is up,” said the plump dog.

“Rope?” said the thin dog. “Do they keep you on a rope?”



“Yes,” said the plump dog.  
“When the moon is up, the men  
let me free, but when the sun shines,  
they keep me on a rope. I can not  
run and be free when the sun is up,  
but it is not so bad.”



“No, no!” said the thin dog, as he ran off. “I will not have a rope on my neck. You can be plump. I will be free!”



# The Hares and the Frogs

Three hares stood in the grass.

“I am sad,” one of them said. “I wish we were brave.”

“So do I,” said the next one. “But we are not brave. A splash in the brook scares us. The wind in the grass scares us. We are scared all the time.”

“Yes,” said the last one. “It is sad to be a hare.”





Just then there was a splash in the brook. The splash scared the hares. They ran off to hide. As they ran, they scared a bunch of frogs.

“Look,” said one of the hares. “The frogs are scared of us!”

“Yes, they are!” said the next hare. “They are scared of us! Well, I’m glad I am not a frog!”

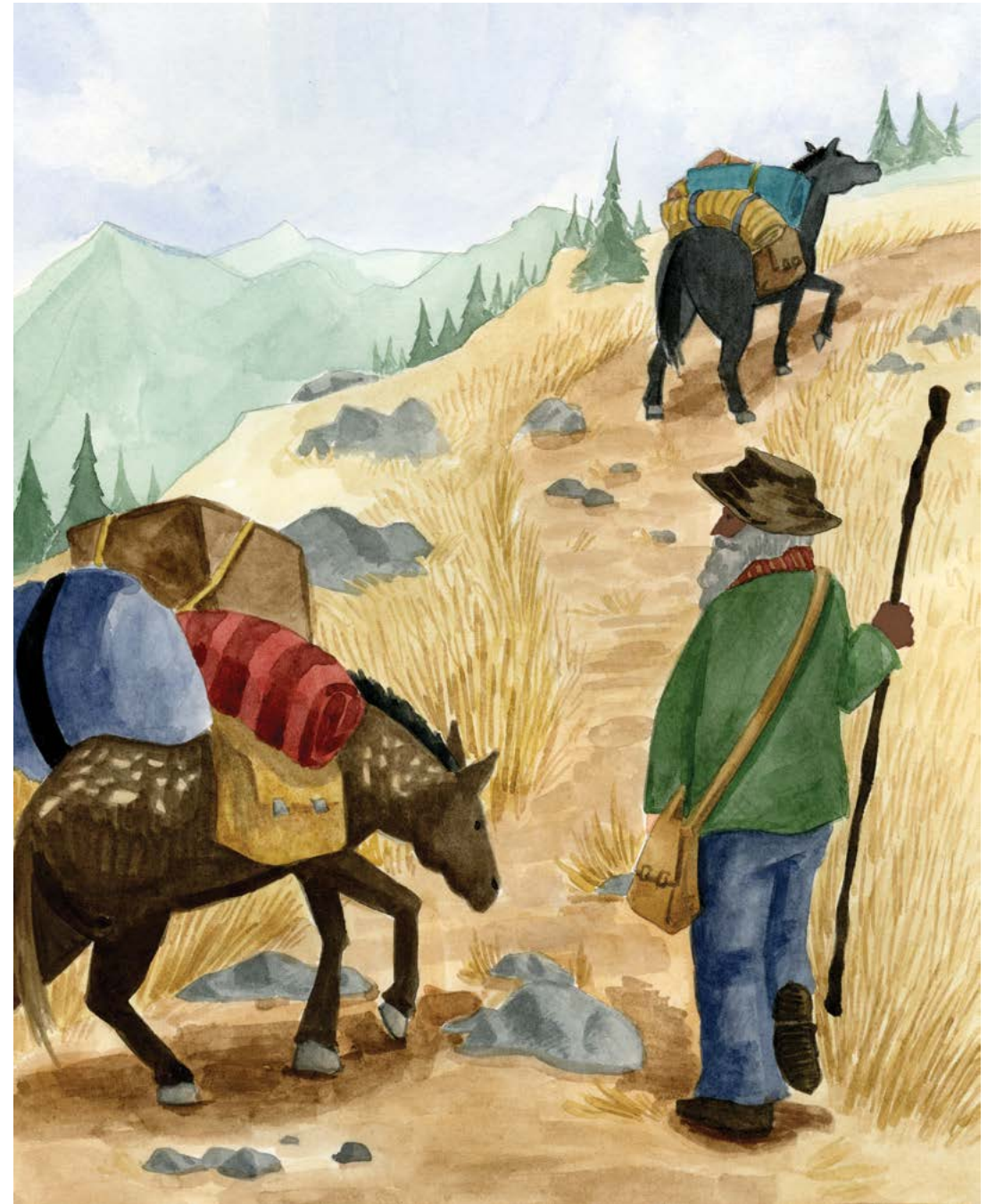
“Yes!” said the last hare. “In the end, it is good to be a hare!”



# The Two Mules

Once a man went on a trip with two mules. He set five packs on one mule and five packs on the next one.

The black mule was strong. The mule with spots was not as strong, and by noon, he was tired. The mule with the spots felt the packs press on his back and he could not keep up with the black mule.



The mule with the spots spoke to the black mule. “I hate to ask,” he said, “but would you help me with my packs?”

The black mule did not stop to help the mule with spots.

“I have my five packs and you have your five,” he said.



The mule with spots went on as long as he could. At last, he fell and could not get up.

The man set all ten of the packs on the black mule.

“What a fool I was!” the black mule said. “I did not help the mule with spots when I should have. If I had, I would not have to lift all of his packs as well as mine.”



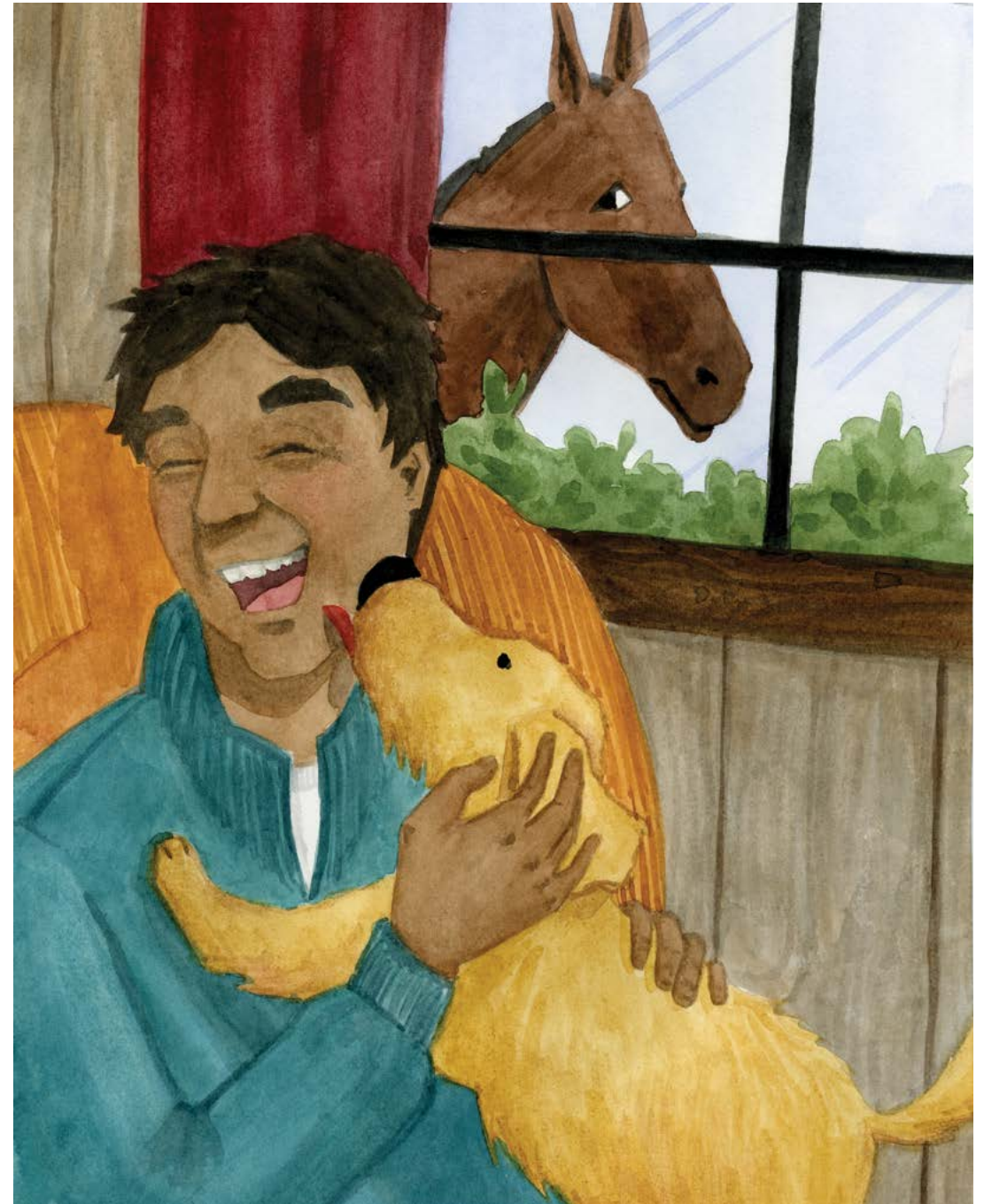
# The Dog and the Mule

Once there was a man who had a dog and a mule. The man gave the dog scraps of food from his plate. He let the dog lick his spoon. The dog would sit on the man's lap and lick him. The man would rub the dog and kiss him.



The mule would look in and see the dog on the man's lap. He felt sad. He felt left out.

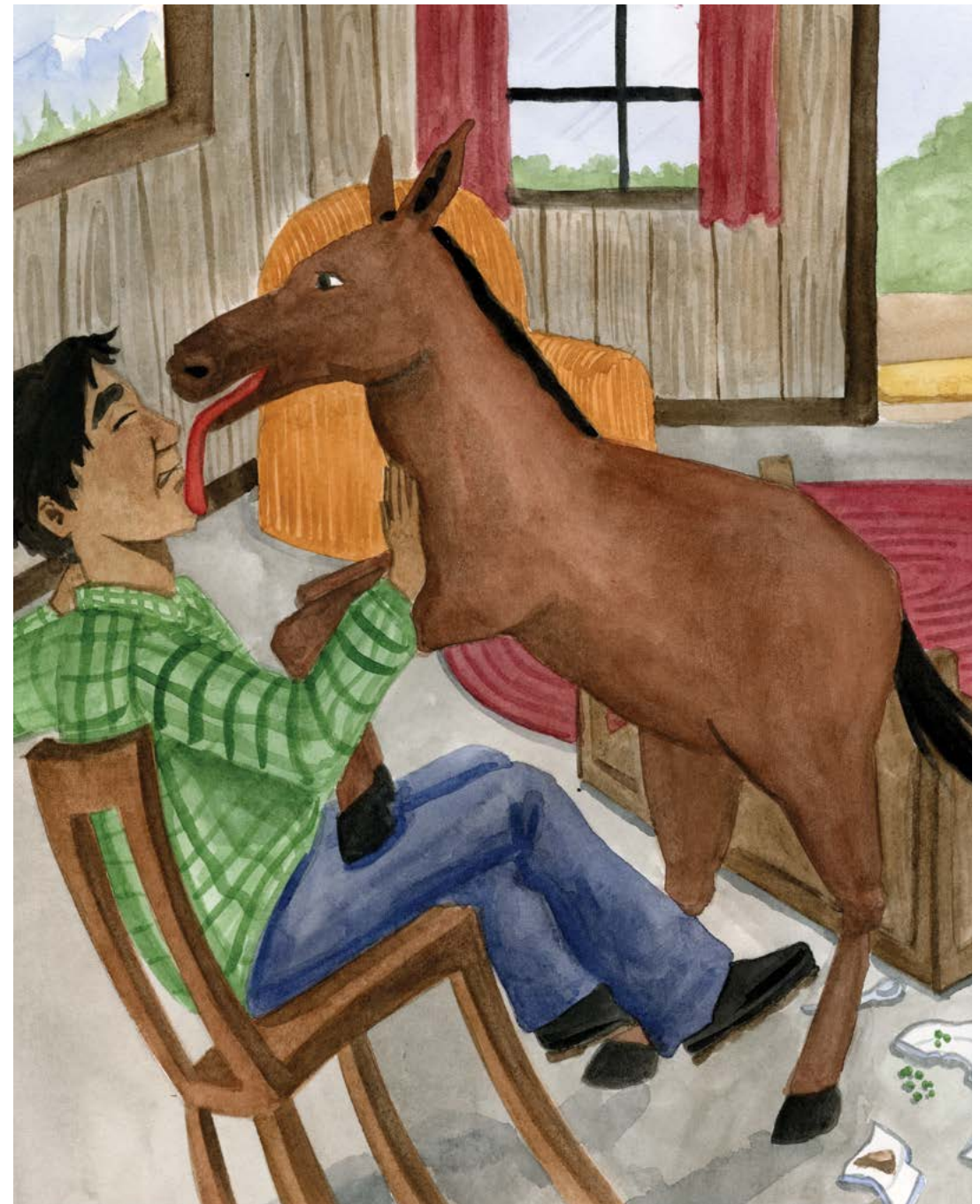
"The man feeds me," said the mule, "but I do not get food from his plate. I'm left out because I am a mule. I should act like a dog. If I do that, the man will like me just as much as he likes the dog."



So the mule left his pen and went in the man's home. He set his feet on the man's lap and gave the man a big, wet lick.

The man was scared. He gave a shout and let his plate drop. It broke with a crash. The man fell down, too.

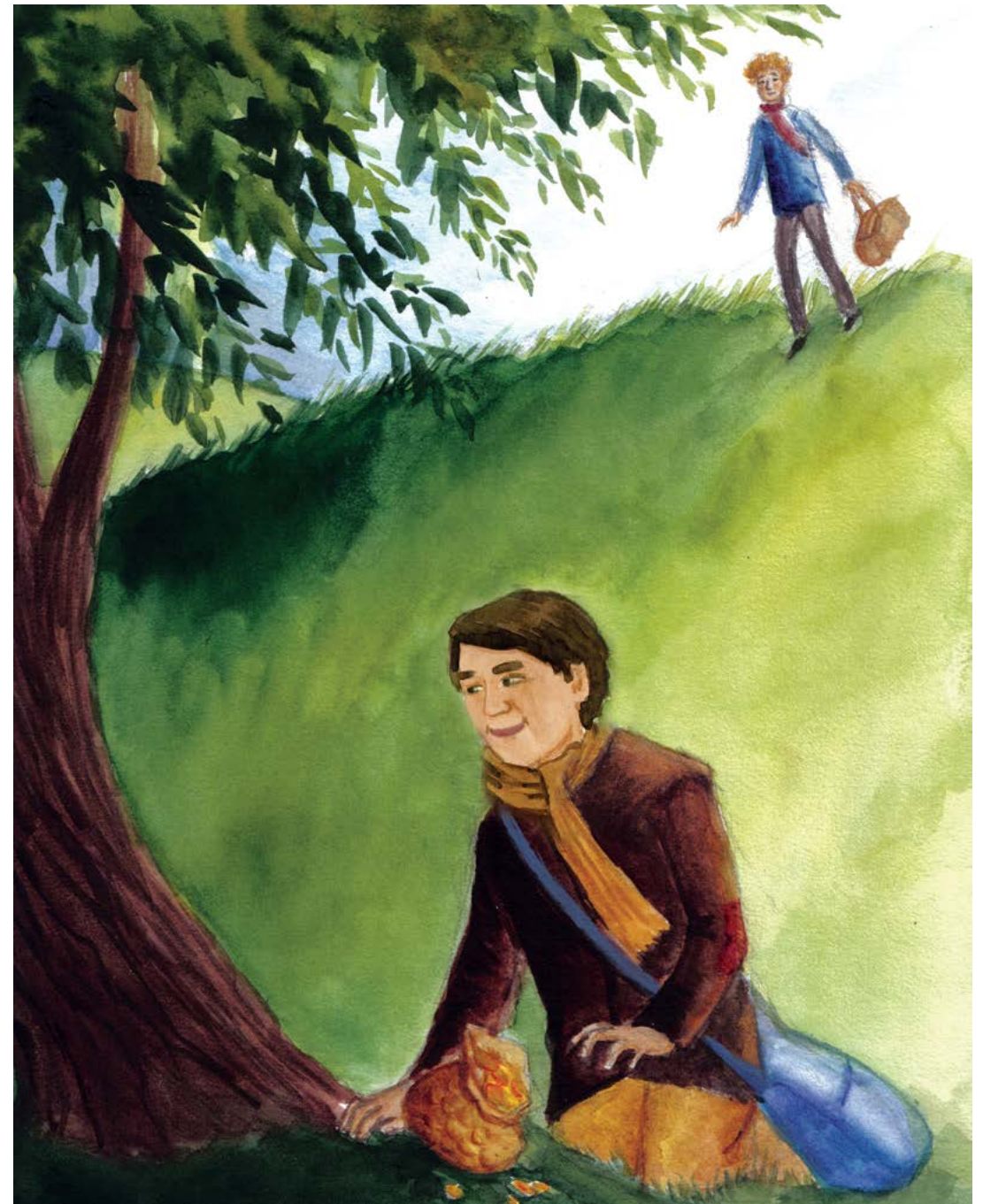
When the man got up, he was mad at the mule. He made the mule run back out to his pen.



# The Bag of Coins

Once two men went on a trip. One of them found a bag of coins on the ground, at the foot of a tree.

“Look what I found!” he said.  
“It is a bag of coins!”





“Good!” said the next man.  
“We can count the coins and see what we have!”

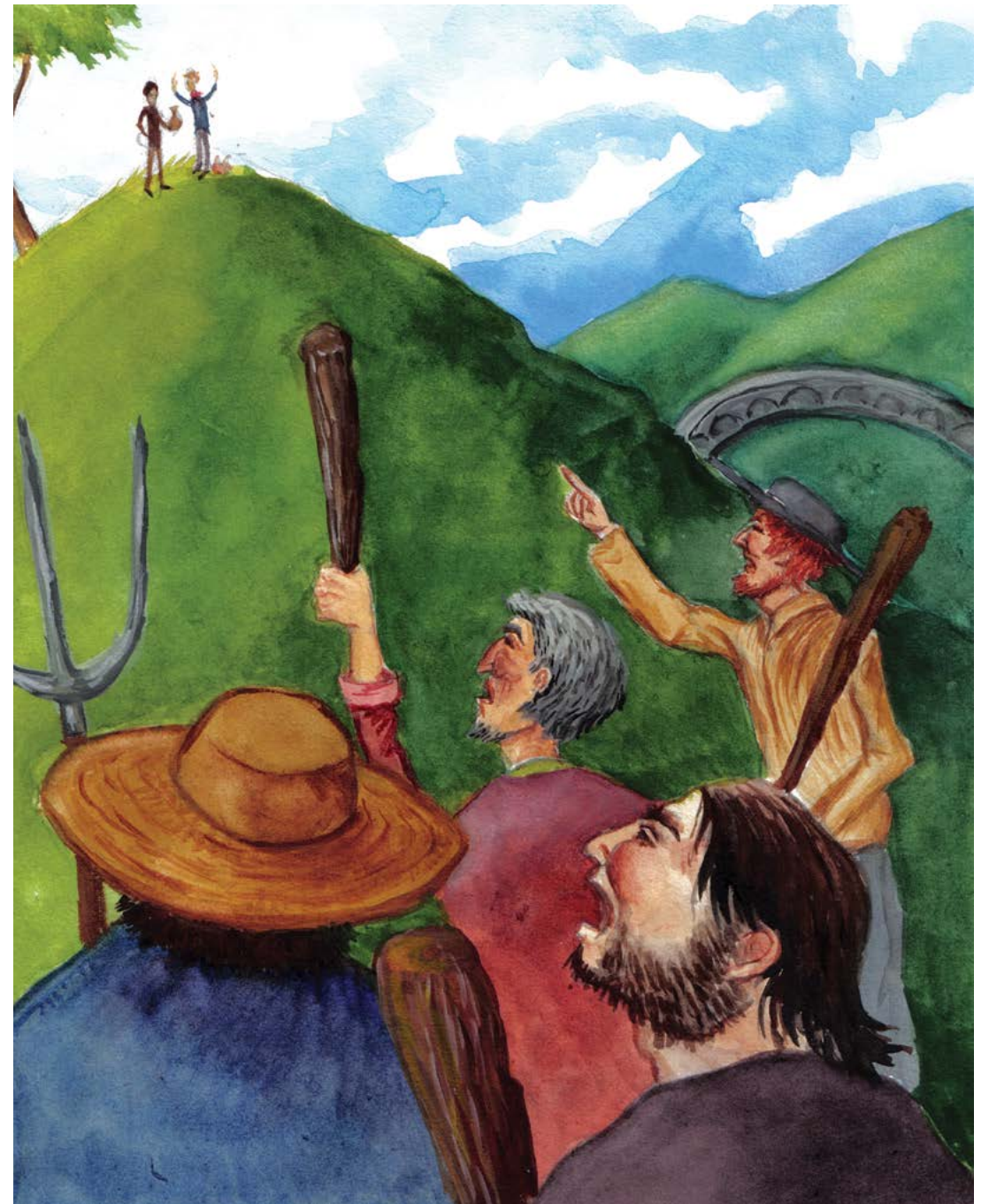
“No,” said the man with the bag. “The coins in this bag are not our coins. They are my coins. I found them. They are all mine!”



Just then there was a loud shout. There were a bunch of men and they were mad.

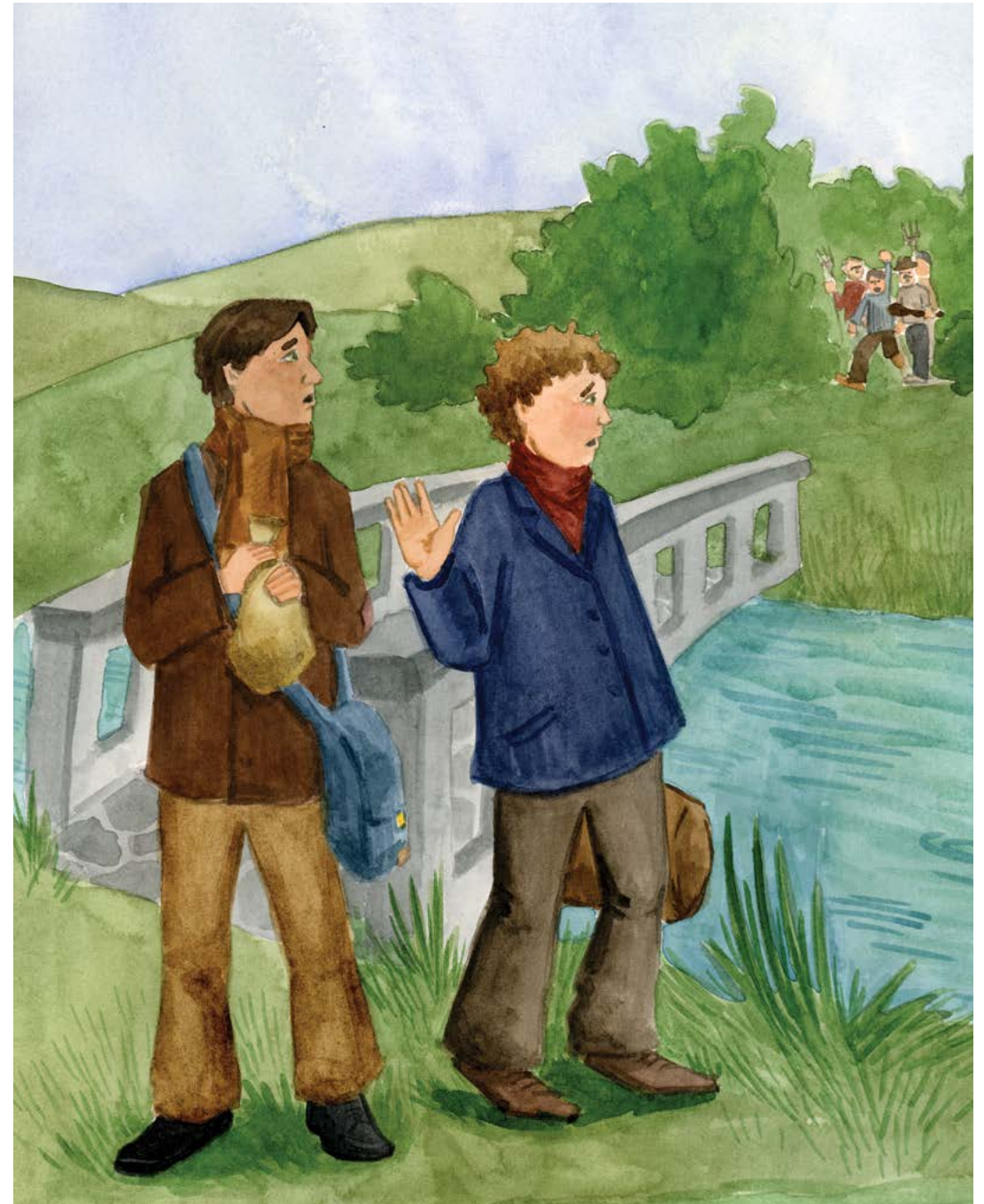
“Look!” they shouted. “There is a man with the bag. He stole **our** coins!”

“Get him!” said the rest.



The man with the coins was scared. “Those men are mad,” he said. “If they see us with the coins, we will be in a bad spot.”

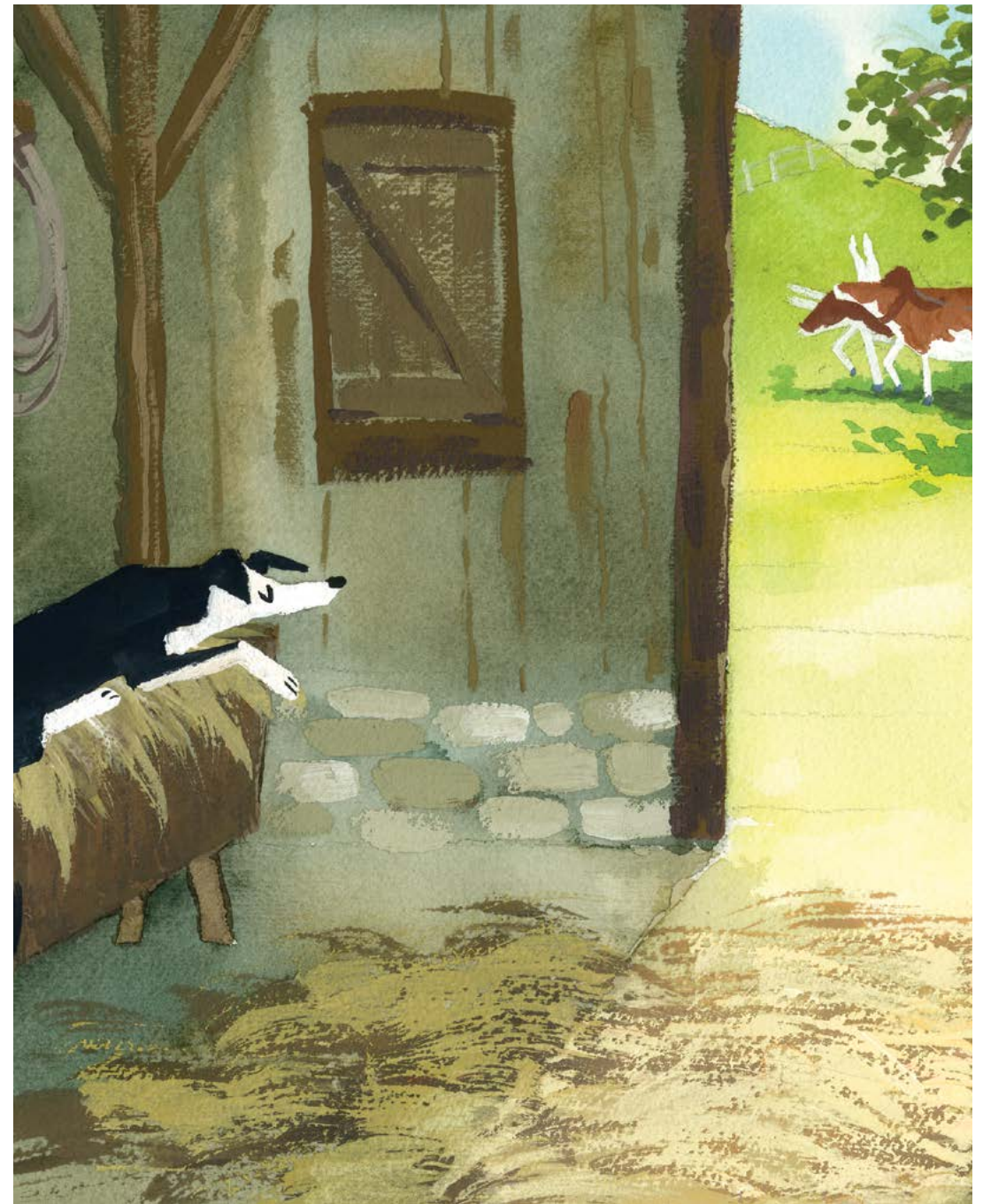
“No, no,” said the man next to him. “If they see you, you will be in a bad spot. Those are not our coins. Those are your coins. You found them. They are all yours.”



# The Dog and the Ox

Once a dog took a nap on a pile of stuff in a box. “That straw looks good for sleeping,” said the dog. But it was not straw in the box. The box was not a bed.

When the ox came home, he saw the dog in his food box. But he could not get to the food because the dog was on top of it.



“Dog,” said the ox, “There is straw in the loft. Could you sleep up in the loft? I would like to munch on the food in my box.”

The dog woke up, but he would not get off the food box. He was mad that the ox woke him up.



At last, a man came in and **saw** the dog on the **food** box.

“Bad dog!” said the man. “That box is not a bed. It has **food** for the ox, but you would not let him have it! Shame on you! Get up! You should sleep on the **straw** in the loft.”

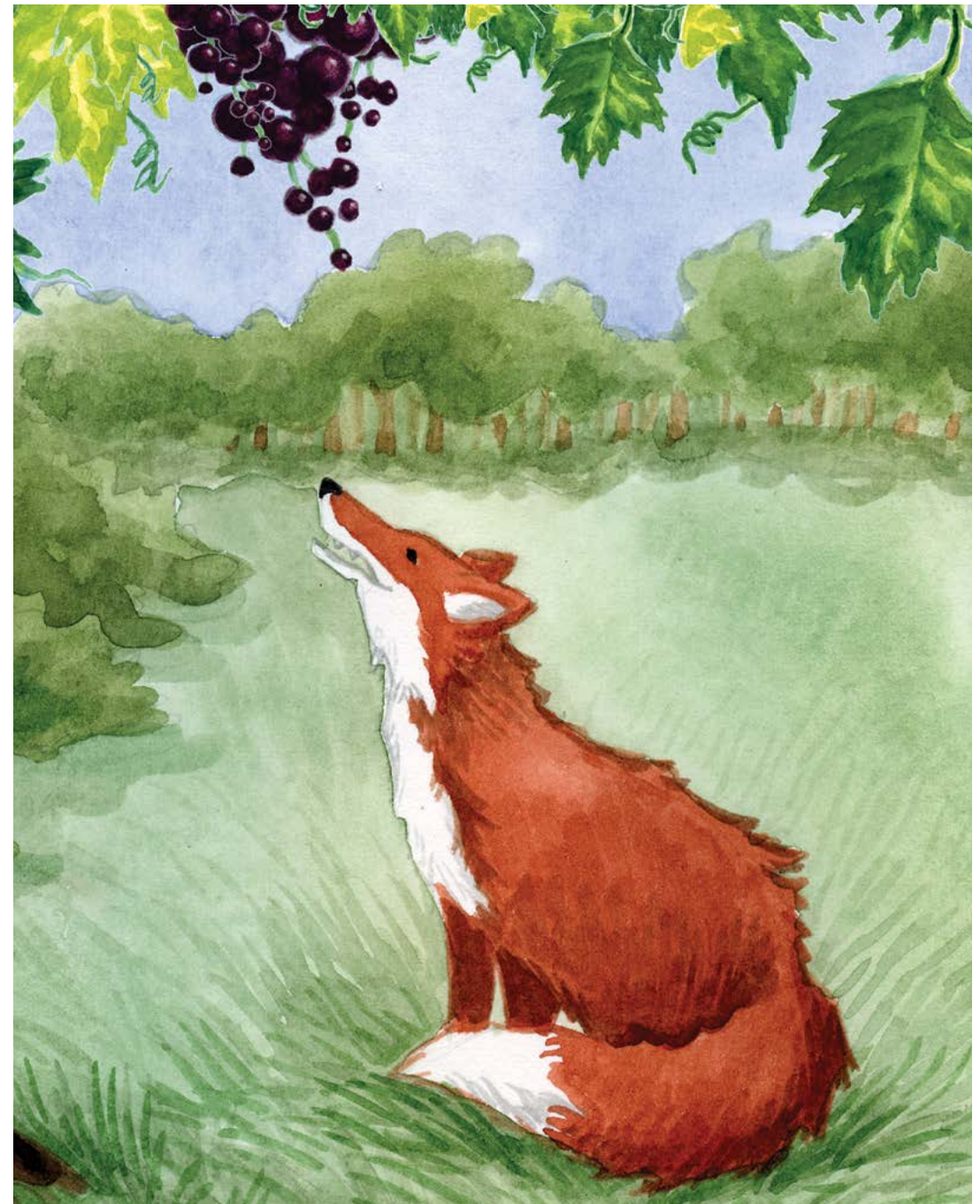


# The Fox and the Grapes

A fox saw a bunch of ripe grapes that hung from the branch of a tree.

The fox said, “Those grapes look good. I will get them and make them my lunch.”

The fox stood up on his back legs, but he could not grab the grapes.

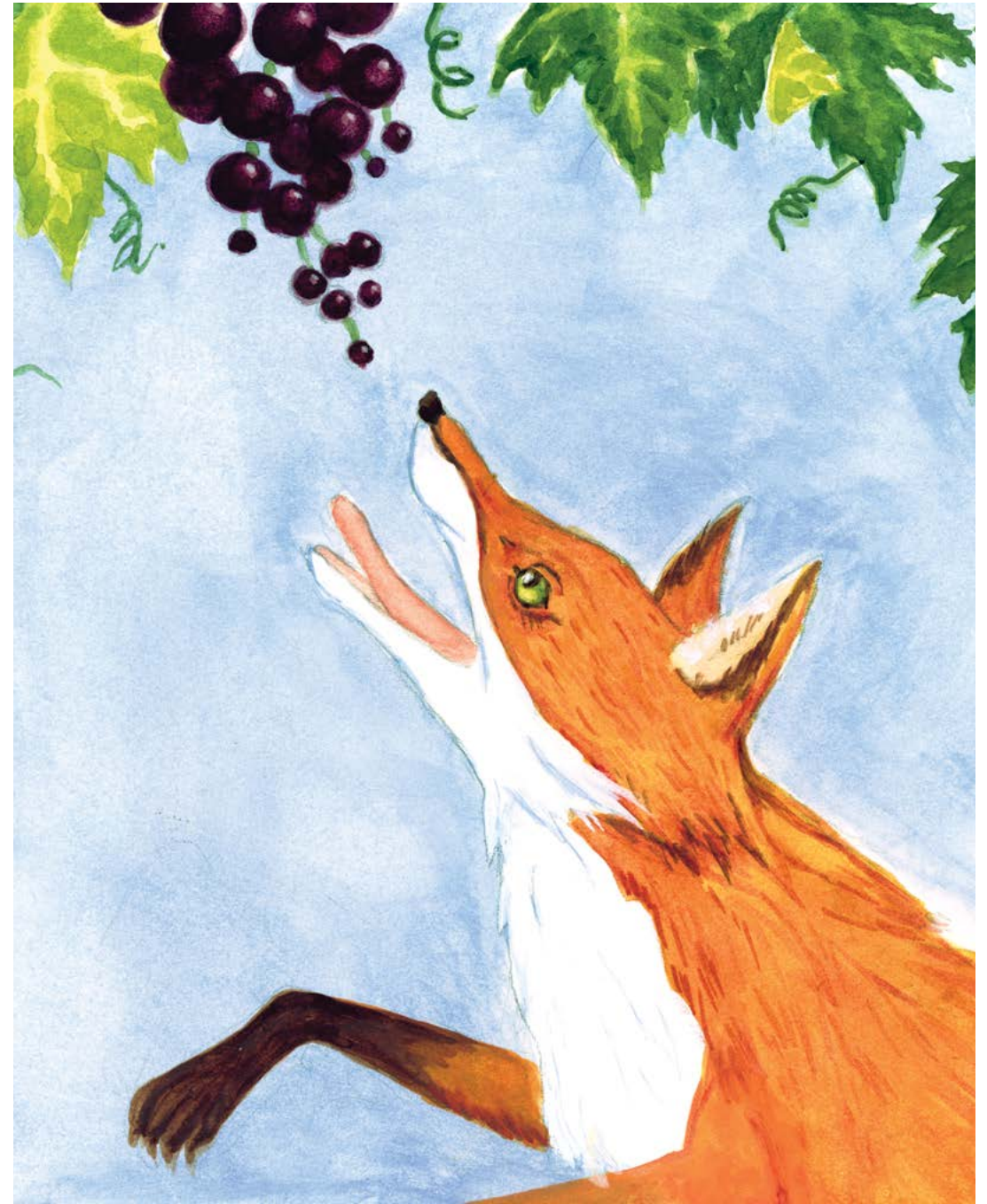


The fox made a hop, but he could not grab the grapes.

The fox ran and made a big jump, but he still could not get the grapes.

At last, the fox sat down on the ground.

“What a fool I am!” said the fox. “I can tell that those grapes are sour. They would not have made a good lunch.”





# The Fox and the Hen

A hen sat in a tree. A red fox ran up to the tree.

“Did they tell you?” said the fox.

“Tell me me what?” said the hen.



“They have made a law,” said the fox. The law says that we must all be pals. Dogs are not to chase cats. They must be pals. Cats are not to chase rats. They must be pals. Dog and cat, fox and hen, snake and rat must all be pals! So jump down here and let me hug you!”



“Well, that sounds swell!” said the hen. “But, all the same, I will sit up here a bit.”

Then the hen said, “What’s that I see?”

“Where?” said the fox. “What is it?”

“It looks like a pack of dogs,” said the hen.

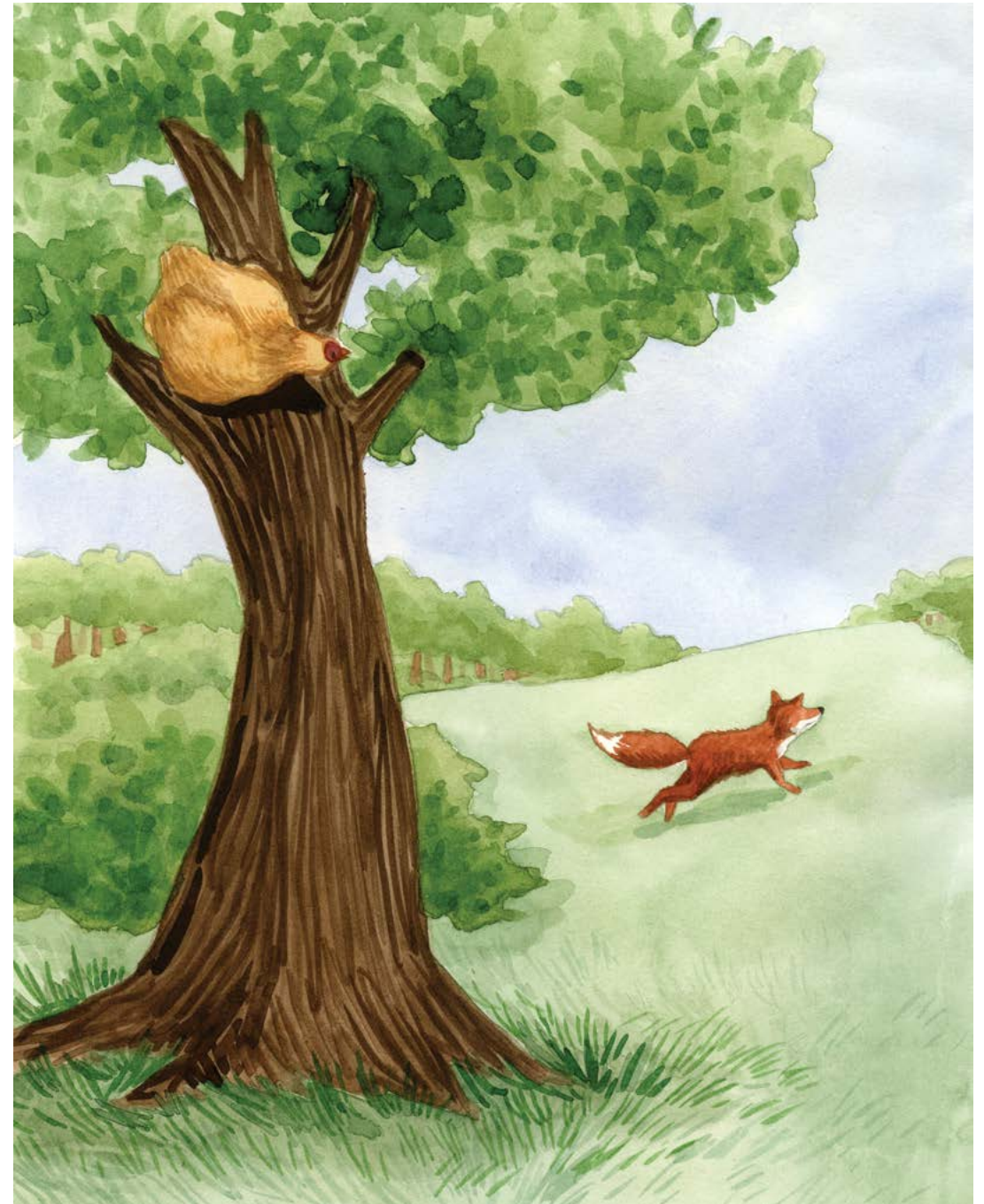
“Dogs!” said the fox. “Then I must get out of here!”



“Stop!” said the hen. “The law says that dog and fox must be pals. So you are safe!”

But the fox did not stop. He ran off.

The hen just smiled.



# The Fox and the Crane

The fox saw the crane and said, “Crane, will you have lunch with me?”

The crane said, “I will.”

The crane came and sat down with the fox in his den.

The fox was up to a trick. He gave the crane some food, but he gave it to him in a flat stone dish. The crane could not get the food because of the shape of his bill. The fox smiled at his trick. He ate up all of his food.



The next week the crane saw the fox and said, “Fox, will you have lunch with me?”

The fox said, “That would be good. I will.”

This time the crane was up to a trick. He gave the fox milk, but he gave it to him in a glass with a long, thin neck. The fox could not get the milk because of the shape of his nose.



# The Tree and the Reeds

A proud tree stood next to a grove of reeds. When a gust of wind came, the reeds bent in the wind. But the proud tree did not bend at all. It stood up to the wind.



“It is too bad that you can’t stand up to the wind as I can!” said the tree to the reeds.

“We bend so that we will not crack,” said the reeds.

“There is no wind that can crack me!” said the tree in its pride.

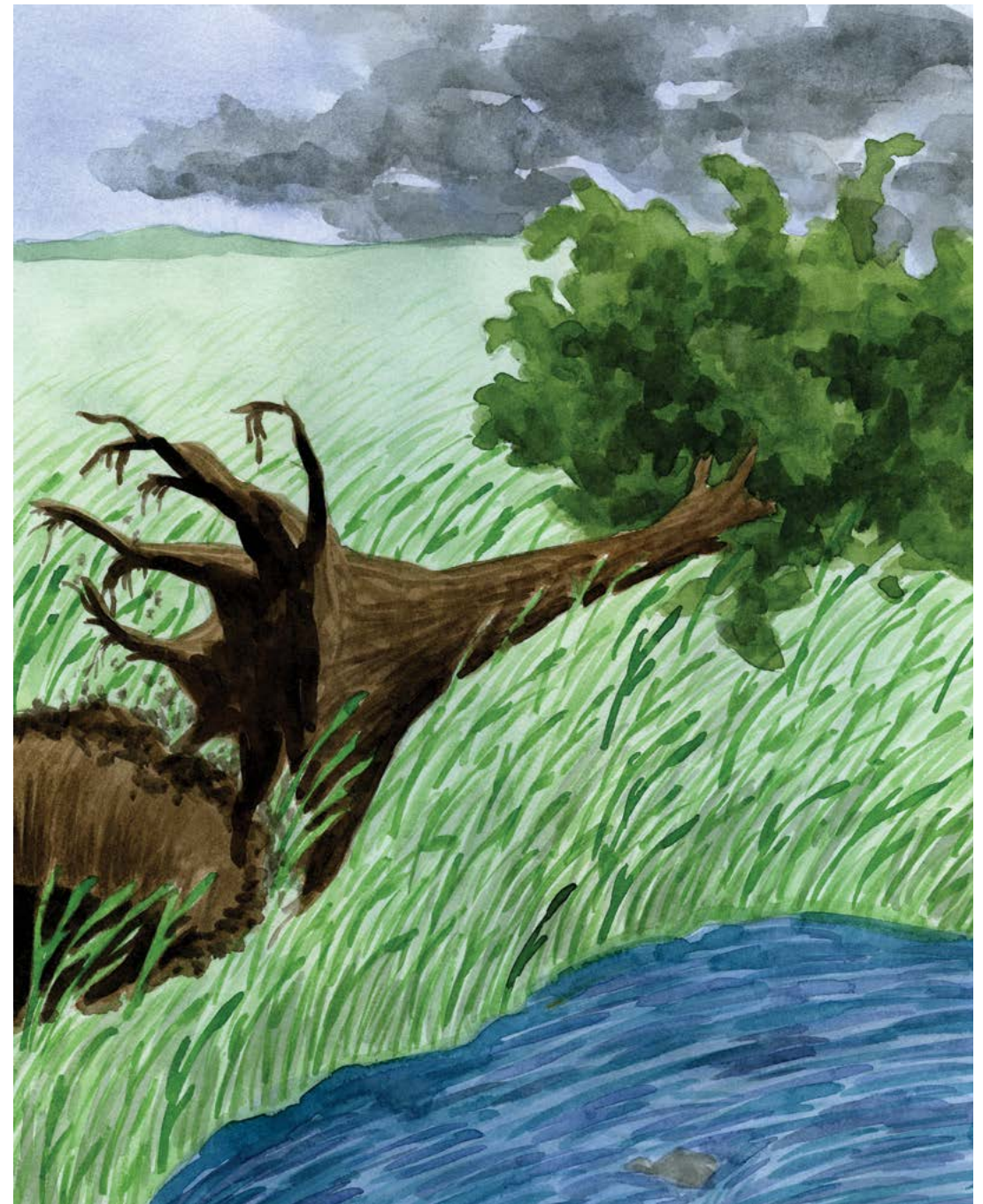
“We shall see!” said the reeds.





The next week a big wind came. The tree was brave. It stood up a long time. But the gusts of wind were too strong. At last, there was a loud crack. The tree fell with a crash.

The reeds bent in the strong wind, but they did not crack. They still stand by the brook. You can see them wave in the wind next to the roots of the tree.



# The Moon

The moon said, “I wish I had a dress. Mom, will you make me a dress?”

The moon’s mom said, “I will not make you a dress, my sweet.”



“Why not?” said the moon.

“Because you wax and you wane,” said the moon’s mom. “One week you are big and round. The next week you are thin. One week you are all there. The next week there is just a bit of you. No one can make a dress that will fit you in all of your shapes!”



## Code Knowledge assumed at the beginning of this Reader:

### VOWEL SOUNDS AND SPELLINGS:

/i/ as in *skim*  
 /e/ as in *bed*  
 /a/ as in *tap*  
 /u/ as in *up*  
 /o/ as in *flop*  
 /ee/ as in *bee*  
 /ae/ as in *cake*  
 /ie/ as in *bite*  
 /oe/ as in *home*  
 /ue/ as in *cute*

### CONSONANT SOUNDS AND SPELLINGS:

/m/ as in *swim, swimming* /ch/ as in *chin*  
 /n/ as in *run, running* /sh/ as in *shop*  
 /t/ as in *bat, batting* /th/ as in *then*  
 /d/ as in *bid, bidding* /th/ as in *thin*  
 /k/ as in *cot, kid, rock, soccer* /ng/ as in *king*  
 /g/ as in *log, logging* /qu/ as in *quit*  
 /f/ as in *fat, huff*  
 /s/ as in *sit, hiss*  
 /z/ as in *zip, hums, buzz*  
 /v/ as in *vet*  
 /p/ as in *tip, tipping*  
 /b/ as in *rub, rubbing*  
 /l/ as in *lamp, fill*  
 /r/ as in *rip, ferret*  
 /h/ as in *ham*  
 /w/ as in *wet*  
 /j/ as in *jog*  
 /y/ as in *yes*  
 /x/ as in *box*

### OTHER:

- Punctuation (period, comma, quotation marks, question mark, exclamation point)

### TRICKY WORDS:

a, I, no, so, of, all, some, from, word, are, were, have, one, once, to, do, two, who, the, said, says, was, when, where, why, what, which, here, there, he, she, we, be, me, they, their, my, by, you, your

## Code Knowledge added gradually in the unit for this Reader:

- Beginning with "King Log and King Crane": /oo/ spelled 'oo' as in *soon*
- Beginning with "The Two Dogs": Tricky Word *because*
- Beginning with "The Hares and the Frogs": /oo/ spelled 'oo' as in *look*
- Beginning with "The Two Mules": Tricky Words *could, would, should*
- Beginning with "The Dog and the Mule": /ou/ spelled 'ou' as in *shout*; Tricky Word *doun*
- Beginning with "The Bag of Coins": /oi/ spelled 'oi' as in *oil*
- Beginning with "The Dog and the Ox": /aw/ spelled 'aw' as in *paw*

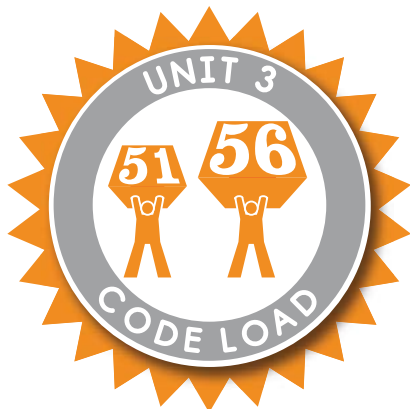
### About this Book

This book has been created for use by students learning to read with the Core Knowledge Reading Program. Readability levels are suitable for early readers. The book has also been carefully leveled in terms of its "code load," or the number of spellings used in the stories.

The English writing system is complex. It uses more than 200 spellings to stand for 40-odd sounds. Many sounds can be spelled several different ways, and many spellings can be pronounced several different ways. This book has been designed to make early reading experiences simpler and more productive by using a subset of the available spellings. It uses *only* spellings students have been taught to sound out as part of their phonics lessons, plus a handful of Tricky Words, which have also been deliberately introduced in the lessons. This means the stories will be 100% decodable if they are assigned at the proper time.

As the students move through the program, they learn new spellings and the "code load" in the decodable Readers increases gradually. The code load graphic on this page indicates the number of spellings students are expected to know in order to read the first story of the book and the number of spellings students are expected to know in order to read the final stories in the book. The columns on the opposite page list the specific spellings and Tricky Words students are expected to recognize at the beginning of this Reader. The bullets at the bottom of the opposite page identify spellings, Tricky Words, and other topics that are introduced gradually in the unit this Reader accompanies.

Visit us on the web at [www.coreknowledge.org](http://www.coreknowledge.org).



# Core Knowledge Language Arts Amplify.

## Editorial Staff

Susan Lambert, Vice President, CKLA  
Julie Weintraub, Senior Account Manager  
Elizabeth Wade, PhD, Managing Curriculum Developer  
Patricia Erno, Managing Curriculum Developer  
Jamie Raade, Senior Curriculum Developer  
Amber McWilliams, ELL Specialist  
Christina Cox, Copy Editor  
Julia Cantuaria, Associate Marketing Manager

## Project Management

Matthew Ely, Director of Operations  
Jennifer Skelley, Senior Producer  
Leslie Johnson, Associate Project Manager

## Design and Graphics Staff

Todd Rawson, Design Director  
Julia Sverchuk, Creative Director  
Erin O'Donnell, Senior Designer

## Contributors

Ann Andrew, Desirée Beach, Leslie Beach, Brian Black, Stephanie Cooper, Tim Chi Ly, Nicole Crook, Stephen Currie, Kira Dykema, Carol Emerson, Jennifer Flewelling, Mairin Genova, Marc Goldsmith, Christina Gonzalez Vega, Stephanie Hamilton, Brooke Hudson, Carrie Hughes, Sara Hunt, Rowena Hymer, Jason Jacobs, Leslie Johnson, Annah Kessler, Debra Levitt, Bridget Looney, Christina Martinez, Sarah McClurg, Julie McGeorge, Evelyn Norman, Chris O'Flaherty, Cesar Parra, Leighann Pennington, Heather Perry, Tim Quiroz, Maureen Richel, Jessica Richardson, Carol Ronka, Laura Seal, Cynthia Shields, John Starr, Carmela Stricklett, Alison Tepper, Karen Venditti, Carri Waloven, Michelle Warner, Rachel Wolf

Center for  
Early Reading  
Amplify.

# Core Knowledge Language Arts Core Knowledge Foundation

## Series Editor-in-Chief

E. D. Hirsch Jr.

## President

Linda Bevilacqua

## Editorial Staff

Mick Anderson  
Robin Blackshire  
Laura Drummond  
Emma Earnst  
Lucinda Ewing  
Sara Hunt  
Rosie McCormick  
Cynthia Peng  
Liz Pettit  
Tonya Ronayne  
Deborah Samley  
Kate Stephenson  
Elizabeth Wafler  
James Walsh  
Sarah Zelinke

## Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

## Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

## Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.



## Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

## Writers

Matt Davis

## Illustrators and Image Sources

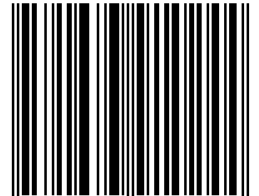
Cover: Rebecca Miller; 1: Rebecca Miller; 3: Rebecca Miller; 5: Rebecca Miller; 7: Rebecca Miller; 9: Rebecca Miller; 11: Rebecca Miller; 13: Rebecca Miller; 15: Rebecca Miller; 17: Rebecca Miller; 19: Rebecca Miller; 21: Rebecca Miller; 23: Rebecca Miller; 25: Rebecca Miller; 27: Rebecca Miller; 29: Rebecca Miller; 31: Rebecca Miller; 33: Rebecca Miller; 35: Rebecca Miller; 37: Rebecca Miller; 39: Rebecca Miller; 41: Rebecca Miller; 43: Rebecca Miller; 45: Rebecca Miller; 47: Rebecca Miller; 49: Kathryn M. Cummings; 51: Kathryn M. Cummings; 53: Kathryn M. Cummings; 55: Rebecca Miller; 57: Rebecca Miller; 59: Rebecca Miller; 61: Rebecca Miller; 63: Rebecca Miller; 65: Rebecca Miller; 67: Rebecca Miller; 69: Rebecca Miller; 71: Rebecca Miller; 73: Rebecca Miller; 75: Rebecca Miller; 77: Kathryn M. Cummings; 79: Kathryn M. Cummings



Center for  
Early Reading  
Amplify.

[ckla.amplify.com](http://ckla.amplify.com)

ISBN 9781683910244



9 781683 910244