



The Bremen Town Musicians

5

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the story “The Bremen Town Musicians”
- ✓ Identify the characters in “The Bremen Town Musicians”
- ✓ Identify the characteristics of subgenres of fiction, including folktales

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify new meanings for familiar words, such as *play*, and apply them accurately (L.K.4a)
- ✓ Explain that “The Bremen Town Musicians” is fantasy because animals do not play in bands
- ✓ Prior to listening to “The Bremen Town Musicians,” identify orally what they know and have learned about folktales, and animal sounds (donkey, cat, dog, and rooster)
- ✓ Create a two-columned chart illustrating things animals do in real life and things animals cannot do in real life

Core Vocabulary

musician, n. Someone who plays a musical instrument or sings

Example: Emily is a musician; she plays the clarinet.

Variation(s): musicians

panting, v. Breathing quickly through your mouth because you are hot or out of breath


Example: Paul's dog is panting after a long game of fetch.

Variation(s): pant, pants, panted

perched, v. Sat or rested on something

Example: A singing cardinal perched on the roof of my house.

Variation(s): perch, perches, perching

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Do We Already Know?		10
	Interactive Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Bremen Town Musicians		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Musician		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Two-Column Chart	Image Cards 1–7; chart paper, chalkboard, or whiteboard	15
	Multiple Meaning Word Activity: Play	Poster 3M: Play	



The Bremen Town Musicians

5_A

Introducing the Read-Aloud

10 minutes

What Do We Already Know?

Tell students that the story they will hear today is also a folktale, like “The Wolf and the Seven Little Kids.” Review with students that a folktale is a story that is passed down orally from person to person. Remind students that folktales are one type of fiction. Review with students that stories that are made-up or created from someone’s imagination are known as fiction.

Interactive Read-Aloud

Tell students that in the folktale today there is a donkey, a cat, a dog, and a rooster. Have students show you the sound a dog makes. Then, assist students in making the sounds that a cat, a donkey, and a rooster make. Ask students how these sounds are different from the way people talk.

Tell students that you will need their help during the read-aloud. You may wish to divide the class into four groups, and have each group make one animal sound when the time comes for the animals to sing in the read-aloud. Review the sounds that the dog, cat, donkey, and rooster make and have students repeat the sounds after you:

- Dog: ruff-ruff
- Cat: meow
- Donkey: hee-haw
- Rooster: cock-a-doodle-doo

Purpose for Listening

Tell students to listen carefully to find out how the differences in the ways animals and people communicate cause some confusion in the story. (If some students are already familiar with this folktale, tell them to listen to see how this version might be different from the one they know.)



The Bremen Town Musicians

← Show image 5A-1: The donkey

- 1 Here, the word *play* means to make music. The word *play* can also have other meanings. The word *play* also means something performed on stage.
- 2 A musician is someone who plays an instrument or sings. Do you think a donkey can really be part of a band, or a group of musicians?

Once upon a time there was a donkey who for many years had worked for a farmer. The donkey had worked on the same farm day in and day out, and longed to leave the farm and see the world. The farmer was not happy that the donkey wanted to leave, but when he saw how sad the donkey was, he told him that he must go.

The donkey left and took the road to a town called Bremen, where he had heard a street band play sweet music.¹ He thought he could be a fine **musician**, too.²



← Show image 5A-2: The donkey and the dog

- 3 This means that the dog was having a hard time breathing. [Demonstrate panting for students.]
- 4 To be willing means that you will do what another person says or go where another person goes.

Soon he came upon an old dog **panting** for breath, as if the dog had been running a long way.³

“What are you panting for, my friend?” asked the donkey.

“Ah,” answered the dog, “now that I am old I have decided to leave my home and see the world. There is so much of the world to see that I have been running in order to get it all in!”

“Well,” said the donkey, “come with me. I am going to be a street musician in Bremen. I can play the flute, and you can play the drum.”

The dog was quite willing, and so they both walked on.⁴



← Show image 5A-3: The donkey and the dog meeting the cat

- 5 What do you think it means to say that the cat’s face was “as long as three days of rainy weather”? Do you think the cat feels happy or sad? [Have students show you a face as long as three days of rainy weather.]

Soon the dog and the donkey saw a cat sitting in the road with a face as long as three days of rainy weather.⁵

“Now, what’s the matter with you, old kitty?” asked the donkey.

“You would be sad,” said the cat, “if you were in my place; for now I am getting old, and I haven’t seen any of the world beyond the barn I live in. Alas, I want to go and see the world, but I do not know where to begin!”

“Then come with us to Bremen,” said the donkey. “I know that you sing well at night, so you can easily be a street musician in the town. Bremen will be a great place to start your adventures.”

“That is just what I should like to do,” said the cat, so she joined the donkey and the dog, and they all walked on together.



◀ **Show image 5A-4: The donkey, dog, and cat meeting the rooster**

By and by, the three musicians came to a farmyard. On the gate stood a rooster, crying “Cock-a-doodle-doo!” with all his might.

“What are you making so much noise for?” asked the donkey.

“Ah,” said the rooster, “I am trying to get the other animals’ attention. I am leaving to see the world, and this is how roosters say goodbye.”

“Come with us, old Red Comb,” said the donkey.⁶ “We are going to Bremen to be street musicians. You have a fine voice, and the rest of us are all musical, too.”

“I will join you!” said the rooster. And they all four went on together.

They could not reach the town in one day, and as evening came on, they began to look for a place to spend the night.



◀ **Show image 5A-5: The donkey, dog, cat, and rooster around the tree**

The donkey and the dog lay down under a large tree. The cat climbed up on one of the branches. The rooster flew to the top of the tree, where he could look all around.

“I see a light from a window,” the rooster called to his friends.

“That means there is a house nearby,” said the donkey. “Let us ask the people for supper.”⁷

“How good a bone would taste!” said the dog.

“Or a nice piece of fish!” said the cat.

“Or some corn!” said the rooster.

So they set out at once and soon reached the house. The donkey, who was the tallest, looked in the window.

6 “Old Red Comb” refers to the rooster because of the red comb on his head.

7 Supper means dinner.

8 “Old Long Ears” refers to the donkey because he has long ears.

9 Do people usually share their dinner with animals?



10 When you perch on something you sit or stand on it like a bird.

11 [Have students or different groups say, “hee-haw,” “ruff,” “meow,” and “cock-a-doodle-doo” all at once.]

12 What was the noise really coming from?

“What do you see, old Long Ears?” asked the rooster.⁸

The donkey answered, “I see a table spread with plenty to eat and drink. And a family is sitting before it having their supper.”⁹

“Come down,” said the dog, “and we shall think of a way to impress this family so that they will share their supper with us.”

The four friends talked over what they could do to show the family that they were not just ordinary barnyard animals. At last they had an idea!

← **Show image 5A-6: The four animals serenading in the window**

The donkey stood on his hind legs and placed his front feet on the windowsill. The dog stood on the donkey’s back. The cat climbed up and stood on the dog’s back. And the rooster **perched** on the cat’s head.¹⁰

Then the donkey gave a signal, and they all began to make their loudest music. The donkey brayed, the dog barked, the cat meowed, and the rooster crowed. The animals thought for sure that this sweet music would charm the family.¹¹

The family had never before heard such a noise, and they were frightened and had no idea what could be making such a terrible sound.¹² They ran as fast as they could through the woods to their neighbor’s house. Our four friends were dismayed that their beautiful song had frightened the family so. Still, they were very hungry from their journey and decided to eat what remained of the family’s supper.

When the four musicians had eaten as much as they could, they were full and ready to sleep. The donkey lay down in the yard, the dog lay behind the door, the cat curled up in front of the fireplace, and the rooster flew up to a high shelf. They were all so tired that they soon fell fast asleep.



← **Show image 5A-7: The uncle sneaking in while the animals are sleeping**

Later that night, the uncle decided to go back to check on the house. He found everything quiet and still, so he went inside. He did not see the cat, and he stepped on her tail. The poor kitty was caught by surprise and jumped up, landing on the uncle's face by accident. It gave the uncle such a fright that he ran for the door, which in turn scared the dog who grabbed the uncle's leg as he went by.

In the dark yard the uncle could not see the donkey and ran into him by accident. This scared the donkey, who gave him a great kick with his hind foot. All this woke the rooster, who cried with all his might, "Cock-a-doodle-doo! Cock-a-doodle-doo!"



← **Show image 5A-8: The uncle running away from the house**

The uncle ran as fast as his legs could carry him back to his neighbor's house, where his family was waiting for him.

Gasping for breath, he said, "I have no idea what is going on in that house, but I am never going back! First, something tried to cover my eyes.¹³ Then something tried to stop me from leaving, by grabbing my leg.¹⁴ Then out in the yard something pushed me from behind.¹⁵ And all the while I heard an awful noise asking, 'Who are you? Who are you?'"¹⁶

The family was filled with fear and ran away as fast as they could.¹⁷ Meanwhile, the animals had finally settled down after being woken up from their slumber. They decided that it was all just a bad dream and went back to sleep in the cozy little house. They liked the little house so much that they stayed there, waiting for the family to come back, and as far as I know, they are there to this day.

13 Which animal did this? [The cat jumped on the uncle's face by accident.]

14 Which animal did this? [The dog grabbed the uncle's leg.]

15 Which animal did this? [The donkey kicked the man from behind because he was scared.]

16 Which animal did this? [The rooster cried, "Cock-a-doodle-doo!"]

17 Should the family really be afraid of a donkey, dog, cat, and rooster?

Comprehension Questions

10 minutes

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who wants to move to Bremen to become a musician? (The donkey wants to move to Bremen to become a musician.)
2. *Literal* What other animals join the donkey? (The dog, the cat, and the rooster join the donkey.)
3. *Inferential* What are the animals planning to do? (The animals are planning to be musicians and play in a band together.)
Can animals really play in a band? (No, animals cannot really play in a band.)
4. *Literal* Who do the animals see in the house? (The animals see a family sitting down to eat dinner in the house.)
5. *Inferential* Why do the animals stand on one another and make noise? (The animals want to charm the family into sharing their dinner with them.) Why does the noise scare the family? (The noise scares the family because they have no idea what could be making such a terrible sound.)
6. *Inferential* Why does the uncle get scared when he returns to the house to see if everything is okay? (It is dark, and he can't see. He runs into the animals and thinks they are something else.)
7. *Evaluative* Remember that "The Bremen Town Musicians" is a special kind of fiction story. Which part of the story tells you that "The Bremen Town Musicians" is fiction, or a made-up story? (Animals cannot actually talk.) What kind of fiction is this story? (This story is a kind of fiction called a folktale.) What is a folktale? (A folktale is a story that is passed down orally from person to person.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* Do you think the animals ever became musicians as they had planned? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Musician

5 minutes

1. In the read-aloud you heard, "The donkey left and took the road to a town called Bremen, where he had heard a street band play sweet music. He thought he could be a fine *musician*, too."
2. Say the word *musician*.
3. A musician is someone who plays a musical instrument or sings.
4. The musician played a beautiful song at the wedding.
5. Have you ever seen or heard a musician? Describe the experience. Try to use the word *musician* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "When I saw a musician play, it was . . ."]
6. What's the word we've been talking about?

Use a *Sharing* activity for follow-up. Directions: What musicians have you seen or heard? Be sure to begin your responses with "A musician I have seen/heard is . . ."



Complete Remainder of the Lesson Later in the Day



The Bremen Town Musicians

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Extensions

15 minutes

Two-Column Chart

Show Image Card 7. Review the characters from today's read-aloud. Remind students that the animals and people in the story are called characters. Have them say the word *character* with you.

Tell students that you are going to make a chart to help them understand the difference between real and make-believe, or fantasy, in today's read-aloud. Make a T-Chart on chart paper, a chalkboard, or a whiteboard. Label the left-hand column "Things That Animals Really Do" and the right-hand column "Things That Animals Can't Really Do." Have students generate lists for both columns, recording their suggestions in the appropriate columns.

Explain that you are going to talk about the read-aloud and that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and then tell them that you will read the words to them.

If time permits, use Image Cards 1–6 to review the characters in Lessons 1–4.

↔ Multiple Meaning Word Activity

Multiple Choice: Play

1. [Show Poster 3M: Play.] In the read-aloud you heard, "The donkey left and took the road to a town called Bremen, where he had heard a street band *play* sweet music. He thought he could be a fine musician, too." Which picture shows playing music? [Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning.]

2. *Play* can also mean several other things. *Play* also means a drama that is usually performed on stage. Which picture shows something performed on stage? [Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning.]
3. *Play* also describes what children do for fun. Which picture shows children playing? [Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning.]
4. *Play* can also be used to talk about sports. Which picture shows someone playing soccer? [Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning.]
5. Now that we have gone over the different meanings for the word *play*, quiz your neighbor on these different meanings. Remember to use complete sentences. For example, you could say, “Sara pretended to be a queen in the class play.” Your neighbor should then respond, “That’s number 4, for acting in a play.”



Pausing Point

PP

Note to Teacher

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of *Stories*. The other activities may be done in any order. You may choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- Listen to and then demonstrate familiarity with stories, including the ideas they express
- Explain that stories that are made-up and come from a writer's imagination are called fiction
- Identify the characteristics of subgenres of fiction, including folktales
- Identify the beginning, middle, and end of a given story
- Identify the sequence of events in a given story
- Identify the setting of a given story
- Identify the characters of a given story
- Identify the plot of a given story

Student Performance Task Assessment

10 Riddles for Core Content

Materials: Instructional Master PP-1

Note: Name the pictures in each row as you read each riddle to the students.

Directions: I am going to read a riddle about one of the stories you have heard. First, you will listen to the riddle that I read. Next, you will look at the two pictures in the correct, numbered row as I name them. Then, find the picture that answers the riddle. Finally, you will circle the correct picture.

1. **Billy Goats Gruff/Chicken Little:** I thought the sky was falling. Who am I? (Chicken Little)
2. **Donkey/Wolf:** I tried to blow the three little pigs' houses down. Who am I? (wolf)
3. **Billy Goats Gruff/Donkey:** We wanted to cross the bridge to eat the grass on the hillside. Who are we? (three Billy Goats Gruff)
4. **Chicken Little/Wolf:** I disguised myself by eating chalk to change my voice and putting flour on my paws to make them white. Who am I? (wolf)
5. **Donkey/Billy Goats Gruff:** I left the farmer to become a musician. Who am I? (donkey)

Activities

Image Review

Show the images from any read-aloud again, and have students retell the read-aloud using the images.

Image Card Review

Materials: Image Cards 1–7

In your hand, hold Image Cards 1–7 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for “Chicken Little,” the student might say, “The sky is falling!” The rest of the class will guess what story is being described. Proceed to another card when the correct answer has been given.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *longed*. Have them brainstorm everything that comes to mind when they hear the word. Record their responses on chart paper, a chalkboard, or a whiteboard for reference. Review the definition and context of the word from the read-aloud.

Class Book: Stories

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have each student choose one story to illustrate and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read a trade book similar to the ones in this domain to review a particular story; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.



Above and Beyond: On Stage

Have a group of students plan and act out one of the stories they have heard thus far.

Folktales from Around the World

Materials: Various folktales from students' home cultures

Read a folktale from one of your students' home cultures. If students are familiar with the story, they can choose to tell the story with you.

After reading the story, talk about its characters, settings, and plot.

Exploring Student Resources

Materials: Domain-related student websites

Pick appropriate websites from the web for further exploration of stories.

Videos of Stories

Materials: Videos of stories

Carefully peruse the web for short (five-minute) videos related to stories already covered in the domain. Prepare some questions related to the videos. Discuss how watching a video is the same as and different from listening to a storybook.

Bremen Town "Musicians"

Remind students that in the story "The Bremen Town Musicians," there were four animals who wanted to become musicians. Ask students if they remember what a musician is. Tell students that each of these animals makes a very different noise. Have students repeat each of the noises the animals make after you:

- Dog: ruff-ruff
- Cat: meow
- Donkey: hee-haw
- Rooster: cock-a-doodle-doo

Remind students that the animals all stood at the window and “made their loudest music.” Remind students why the animals wanted to go into the house. You may wish to show image 5A-6 to help students remember this scene from the read-aloud.

Tell students that you are going to recreate the “music” the animals made. Divide the class into four groups, or ask for four student volunteers. One group or student should be the donkey, another group or student should be the dog, another group or student should be the cat, and the last group or student should be the rooster. Have each group or student practice making the noise that the animal would make. Then have all of the “animals” make their noises all at once, like the animals in the story.

Ask students if they think they sound like a band. Why or why not? Do they like the “music” they are making?