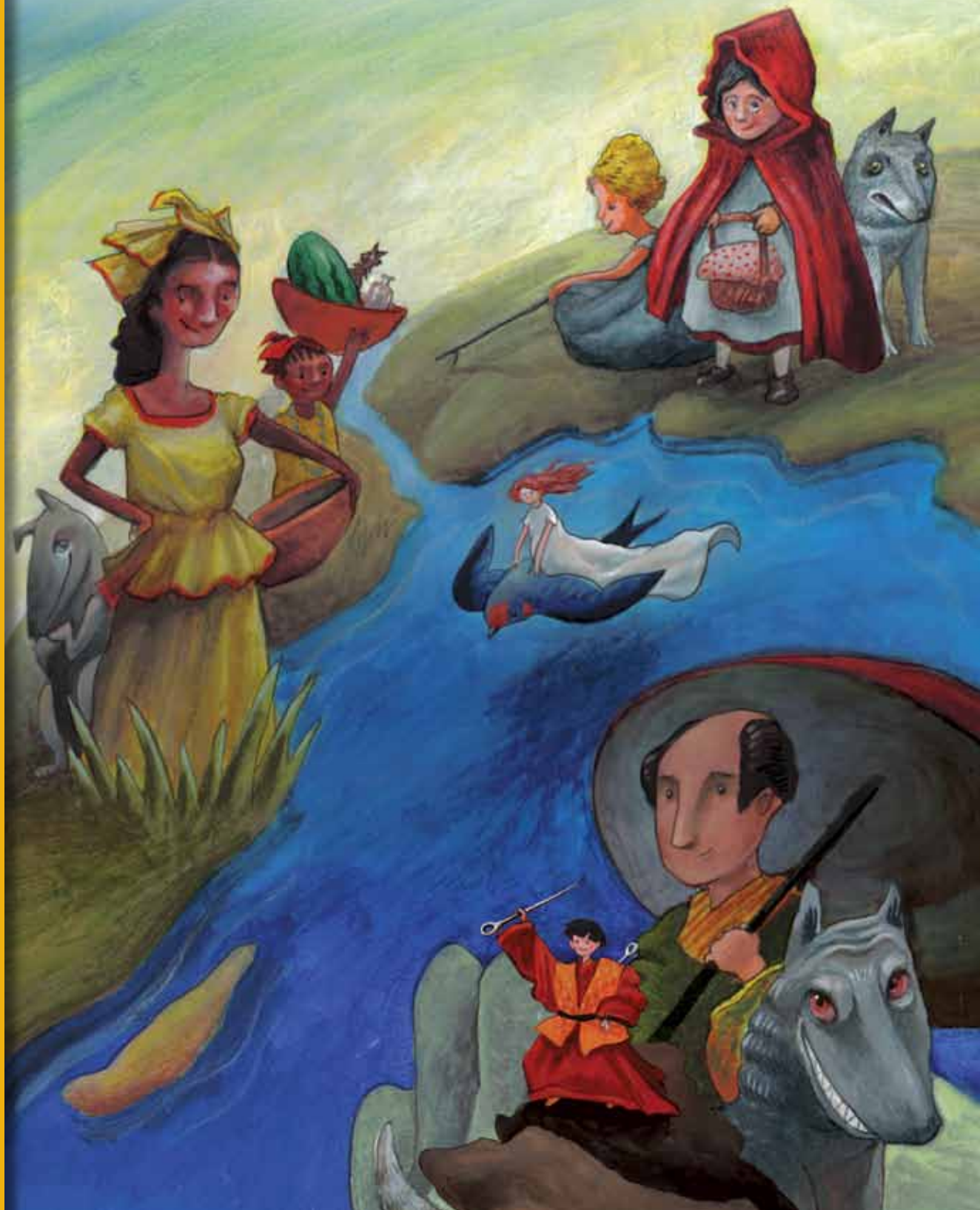
New York State Common Core

1 grade

ELA & Literacy Curriculum

Different Lands, Similiar Stories

Tell It Again!™ Read-Aloud Supplemental Guide



GRADE 1 Core Knowledge Language Arts® • New York Edition • Listening & Learning™ Strand

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Different Lands, Similar Stories

Supplemental Guide to the Tell It Again!™ Read-Aloud Anthology

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Preface to the Supplemental Guide

Different Lands, Similar Stories

The *Supplemental Guide* is designed as a companion to the Core Knowledge Language Arts *Tell It Again! Read-Aloud Anthologies.* There is one *Supplemental Guide* per domain. This preface to the *Supplemental Guide* provides information about the guide's purpose and target audience, describes how it can be used flexibly in various classroom settings, and summarizes the features of the guide that distinguish it from the *Tell It Again! Read-Aloud Anthologies.*

Intended Users and Uses

This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, teachers seeking an additional resource for classroom activities. This guide is intended to be both flexible and versatile. Its use is to be determined by teachers in order to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide for Listening & Learning. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*. Such teachers might use the Vocabulary Instructional Activities and some of the modified read-alouds during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.

The *Supplemental Guide* is designed to allow flexibility with regard to lesson pacing and encourages education professionals to pause and review when necessary. A number of hands-on activities and graphic organizers are included in the lessons to assist students with learning the content presented.

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Supplemental Guide Contents

The *Supplemental Guide* contains modified read-alouds, tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. For each modified read-aloud, a variety of Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities are available for classroom use, affording students additional opportunities to use domain vocabulary. The activities integrated into the lessons of the *Supplemental Guide* create a purposeful and systematic setting for English language learning. The read-aloud of each story or nonfiction text builds upon previously taught vocabulary and ideas and introduces language and knowledge needed for the next more complex text. The *Supplemental Guide's* focus on oral language in the earlier grades addresses the language learning needs of students with limited English language skills who may not be exposed to the kind of academic language found in written texts outside of a school setting.

Modified Read-Alouds

The modified read-alouds in the *Supplemental Guide,* like the read-alouds in the corresponding *Tell It Again! Read-Aloud Anthology,* are content-rich and designed to build students' listening comprehension, which is a crucial foundation for their reading comprehension abilities. Students who listen to the *Supplemental Guide* read-alouds will learn the same core content as students who listen to read-alouds from the corresponding *Tell It Again! Read-Aloud Anthology.*

In the modified read-alouds, the teacher presents core content in a clear and scaffolded manner. Lessons are designed to be dialogic and interactive in nature. This allows students to use acquired content knowledge and vocabulary to communicate ideas and concepts with their peers and teachers in an accommodating and safe environment. Maximizing time for student conversation by structuring supportive situations, where students can engage in meaningful, collaborative discussions with their teacher and peers, is an important catalyst to oral language development.

Tips and Tricks for Managing the Flip Book During the Read-Alouds

Please note that many modified read-alouds ask that you show Flip Book images in a non-sequential order that differs from the order in which the images are arranged in the Flip Book. Furthermore, some modified read-alouds make use of Flip Book images from two or more separate lessons.

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It is highly recommended that you preview each modified read-aloud, with the Flip Book in hand, before teaching a lesson. It is critical that you be familiar with the order of the Flip Book images for a given read-aloud, so that you are able to confidently present the read-aloud text and the appropriate image without searching through pages in the Flip Book.

We recommend that you consider using one or more of the following tips in preparing the Flip Book prior to the read-aloud to ensure a smooth transition in moving from one image to the next:

- Number the Flip Book thumbnails in each read-aloud lesson of the *Supplemental Guide.* Place corresponding, numbered sticky notes in the order Flip Book images will be shown, projecting from the side of the Flip Book so that each number will be clearly seen. (For example, if the number "3" is written next to an image thumbnail in the read-aloud, write the number "3" on a sticky note and then place this on the appropriate image so it projects from the side of the Flip Book.)
- Alternatively, write the Flip Book image numbers as they appear in the read-aloud lesson of the *Supplemental Guide* (e.g., 4A-3) on sticky notes that project out from the side of the Flip Book so that image numbers are clearly visible.
- If you need to show images from two separate, nonconsecutive lessons, use different colored sticky notes for the different lessons. Be aware that images are printed on both sides of pages in the Flip Book. In some instances, you may need to be prepared to physically turn the Flip Book over to locate the next image and continue the read-aloud.

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Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding			
Multiple Meaning			
Phrases			
Cognates			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers which are generally categorized as follows:

- Tier 1 words are words that are likely to appear in the basic repertoire of native English-speaking students—words such as *butterfly, winter,* and *song*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *curious, disguise,* and *instructions*.
- Tier 3 words are content-specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words such as *character, setting,* and *plot*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words and may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers

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should be aware of and model their use as much as possible before, during, and after each individual lesson, in addition to using these words to connect lessons. The Vocabulary Chart is also a good starting point and reference for keeping track of students' oral language development and retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

Multiple Meaning Word Activities

Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through the different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

Syntactic Awareness Activities

Syntactic Awareness Activities call students' attention to sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, relationships between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

Vocabulary Instructional Activities

Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in a variety of written texts. These Vocabulary Instructional Activities support students' learning of Tier 2 words and deepen their knowledge of academic words and the

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connections of these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, and the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

English Language Learners and Students with Disabilities

The *Supplemental Guide* assists education professionals who serve students with limited English language skills or students with limited home-literacy experience, which may include English Language Learners (ELLs) and students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom, amd outlines teaching strategies that address those challenges.

English Language Learners

The *Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) to fully participate in the read-alouds and activities in the *Tell It Again! Read-Aloud Anthology,* and to strengthen ELLs' understanding of the core content presented in the Anthologies.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their first language, and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an educational setting.

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Language Acquisition Stage	Comprehension and Production	Accommodations and Support Strategies
Preproduction ("The Silent Period")	• Produces little or no English • May refuse to say or do anything • Responds in non-verbal ways • Has a minimal receptive vocabulary in English	• Use predictable phrases for set routines • Use manipulatives, visuals, realia, props • Use Total Physical Response (TPR) to indicate comprehension (point, nod, gestures) • Use lessons that build receptive vocabulary • Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language • Pair with same language peers for activities and discussions focused on content • Use simple questions that require simple nonverbal responses (e.g., "Show me…," "Circle the…") • Use a slow rate of speech and emphasize key words • Model oral language, but do not force student to produce oral language

Early Production	• Responds with one- or two-word phrases
	• Understands basic phrases and words
	• Uses abundant fillers (e.g., "er" and "um") when speaking
	• Includes frequent long pauses when speaking
	• Has basic level of English vocabulary (common words and phrases)
		• Use repetition, gestures, and visual aids to facilitate comprehension and students' responses
		• Use small group activities
		• Use charades and linguistic guessing games
		• Use role playing activities
		• Use lessons that expand receptive and expressive vocabulary
		• Use increasingly more difficult question types as students' receptive and expressive language skills improve:
		  • Yes/no questions
		  • Either/or questions
		  • Questions that require short answers
		  • Open-ended questions to encourage expressive responses
		• Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language
		• Pair with same-language peers for activities and discussions focused on content
		• Allow for longer processing time
		• Continue to allow participation to be voluntary

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Speech Emergence (Low Intermediate)	• Speaks in short phrases and simple sentences
	• Makes multiple grammatical errors
	• Begins to use context to infer the meanings of unknown words heard or read
	• Can produce some narratives and understand some details of a story
	• Uses many fillers (e.g., "um" and "like") when speaking
	• Repeats individual phrases multiple times
	• Has a much larger receptive than expressive vocabulary in English
		• Model correct language forms
		• Use more complex stories and books
		• Start to focus on Tier 2 vocabulary
		• Pair with high-level English speakers for activities and discussions focused on the English language
		• Provide some extra time to respond
		• Use increasingly difficult question types as students' receptive and expressive language skills improve:
		  • Questions that require short sentence answers
		  • *Why* and *how* questions
		  • Questions that check for literal and abstract comprehension
		• Engage students in producing language

Intermediate Fluency (High Intermediate)	• Engages in conversations • Produces connected narrative • Makes few grammatical errors • Uses some fillers when speaking • Shows good comprehension • Has and uses expanded vocabulary in English	• Model correct language forms • Introduce academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Pair with native English speakers • Use questions that require opinion, judgment, and explanation
Advanced Fluency	• Uses English that nearly approximates the language of native speakers • Understands most conversations and can maintain a two-way conversation • Uses more complex grammatical structures, such as conditionals and complex sentences • Has and uses an enriched vocabulary in English	• Continue to build background knowledge • Build high-level/academic language • Expand figurative language, (e.g., by using metaphors and idioms • Focus on high-level concepts • Pair with students who have a variety of skills and language proficiencies • Use questions that require inference and evaluation

(Adapted from Hirsch and Wiggins 2009, 362–364; Smyk et al. 2013)

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Students with Disabilities and Students with Special Needs

Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

Pacing

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on the needs of the class and follow the section with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1990).

Goals and Expectations

Make sure that students know the purpose and desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and re-direction to reinforce appropriate ways for students to participate and behave.

Directions

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

Instruction Format and Grouping

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

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Instructional Strategies

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation,** such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and hands-on activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, story maps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

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Alignment Chart for Different Lands, Similar Stories: Supplemental Guide

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Different Lands, Similar Stories: Supplemental Guide		**Lesson**								
		1	**2 (i)**	**2 (ii)**	**3**	**4 (i)**	**4 (ii)**	**5**	**6**	**7**
Core Content Objectives										
Identify folktales as a type of fiction						✓				
Explain that stories have a beginning, middle, and end						✓				
Describe the characters, plot, and setting of a given story						✓				
Explain that people from different lands and cultures tell similar stories						✓				
Reading Standards for Literature: Grade 1										
Key Ideas and Details										
STD RL.1.1	Ask and answer questions about key details in a text.									
CKLA Goal(s)	Ask and answer questions (e.g., *who, what, where, when*), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction read-aloud					✓				
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering *why* questions that require recognizing cause/effect relationships					✓				
STD RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.									
CKLA Goal(s)	Retell fiction read-alouds including key details, and demonstrate understanding of their central message or lesson		✓		✓	✓		✓	✓	✓
	Recount fiction read-alouds, including fables and folktales from diverse cultures, identifying the lesson or moral		✓	✓		✓	✓			✓
STD RL.1.3	Describe characters, settings, and major events in a story, using key details.									
CKLA Goal(s)	Use narrative language to describe (orally or in writing) characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud					✓				

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Alignment Chart for Different Lands, Similar Stories: Supplemental Guide		**Lesson**								
		1	**2 (i)**	**2 (ii)**	**3**	**4 (i)**	**4 (ii)**	**5**	**6**	**7**
Craft and Structure										
STD RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.									
CKLA Goal(s)	Identify words and phrases that suggest feelings or appeal to the senses	✓	✓	✓			✓	✓	✓	
STD RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.									
CKLA Goal(s)	Distinguish fantasy from informational or realistic text	✓		✓	✓	✓	✓	✓		
STD RL.1.6	Identify who is telling the story at various points in a text.									
CKLA Goal(s)	Identify who is telling the story at various points in a fiction read-aloud	✓			✓		✓	✓	✓	✓
Integration of Knowledge and Ideas										
STD RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.									
CKLA Goal(s)	Talk about the illustrations and details from a fiction read-aloud to describe its characters, setting, or events					✓				
	Sequence four to six pictures illustrating events from a fiction read-aloud		✓	✓						
STD RL.1.9	Compare and contrast the adventures and experiences of characters in stories.									
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single fiction read-aloud or between two or more fiction read-alouds		✓	✓		✓	✓		✓	
	Compare and contrast two or more versions of the same story read aloud (e.g., Cinderella stories) by different authors or from different cultures		✓				✓		✓	
Writing Standards: Grade 1										
Text Types and Purposes										
STD W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.									
CKLA Goal(s)	Plan, draft, and edit a narrative retelling of a fiction read-aloud, with a title, characters, some details regarding the plot, the use of temporal words to signal event order, and some sense of closure		✓							✓
Research to Build and Present Knowledge										
STD W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).									
CKLA Goal(s)	Participate in shared research and writing projects (e.g., group scientific research and writing)		✓							

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Alignment Chart for Different Lands, Similar Stories: Supplemental Guide		Lesson								
		1	2 (i)	2 (ii)	3	4 (i)	4 (ii)	5	6	7
STD W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.									
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions					✓				
	Generate questions and gather information from multiple sources to answer questions					✓				
Speaking and Listening Standards: Grade 1										
Comprehension and Collaboration										
STD SL.1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups.									
STD SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).									
CKLA Goal(s)	Use agreed-upon rules for group discussion (e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.)					✓				
STD SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.									
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age					✓				
STD SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.									
CKLA Goal(s)	Ask and answer questions (e.g., *who, what, where, when*), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud					✓				
Presentation of Knowledge and Ideas										
STD SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.									
CKLA Goal(s)	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	✓						✓		
STD SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.									
CKLA Goal(s)	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings		✓					✓		✓

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Alignment Chart for Different Lands, Similar Stories: Supplemental Guide		Lesson								
		1	2 (i)	2 (ii)	3	4 (i)	4 (ii)	5	6	7
STD SL.1.6	Produce complete sentences when appropriate to task and situation.									
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation					✓				
Language Standards: Grade 1										
Conventions of Standard English										
STD L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.									
STD L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.									
CKLA Goal(s)	Build simple and compound declarative, interrogative, and exclamatory sentences orally in response to prompts	✓		✓	✓			✓		✓
Vocabulary Acquisition and Use										
STD L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.									
STD L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.									
CKLA Goal(s)	Use sentence-level context as a clue to the meaning of a word or phrase		✓	✓	✓			✓		
STD L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.									
STD L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.									
CKLA Goal(s)	Provide examples of common synonyms and antonyms			✓	✓			✓		✓
STD L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).									
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at home that are *cozy*)					✓				
STD L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).									
CKLA Goal(s)	Learn the meaning of common sayings and phrases					✓				
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*)					✓				

✓ These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.

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Different Lands, Similar Stories

Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching the *Different Lands, Similar Stories* domain. The *Supplemental Guide* for *Different Lands, Similar Stories* contains seven lessons, each of which is composed of two distinct parts. All lessons may be divided into smaller chunks of time and presented at different intervals during the day.

Lesson Structure

Note: Due to length, Lesson 1, "Cinderella," and Lesson 3, "Thumbelina," are two instructional days each. In addition, teachers will need to choose one out of two story options for Lessons 2 and 4 in order to stay within the thirteen instructional days allocated in the Grade 1 Core Knowledge Language Arts program for this domain.

Odd-Numbered Lessons

Odd-numbered lessons contain two parts (60 minutes total), which are to be covered at different intervals during the day.

Part A (40 minutes) includes:

- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud

If necessary, Part A can be divided into two sessions with 15 minutes for Introducing the Read-Aloud up to Purpose for Listening and 25 minutes for Purpose for Listening, Presenting the Read-Aloud, and Discussing the Read-Aloud.

Later in the day, Part B (20 minutes) should be covered and includes the activities unique to the *Supplemental Guide:*

- Multiple Meaning Word Activity
- Syntactic Awareness Activity
- Vocabulary Instructional Activity

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Each activity may take up to five minutes to complete. The Multiple Meaning Word Activity helps students to determine and clarify the different meanings of words. The Syntactic Awareness Activity calls students' attention to sentence structure, word order, and grammar. The Vocabulary Instructional Activity focuses on building students' general academic, or Tier 2, vocabulary. Part B concludes with an interim assessment opportunity called an *End-of-Lesson Check-In;* this is a dual opportunity for the teacher to focus on a select group of students to directly assess the students' language and content knowledge in a low-stress environment. Moreover, the teacher can gauge which students may be in need of additional language or content support.

Even-Numbered Lessons

Even-numbered lessons also contain two parts (60 minutes total), which are to be covered at different intervals during the day.

Part A (40 minutes) includes:

- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud

If necessary, Part A can be divided into two sessions with 15 minutes for Introducing the Read-Aloud up to Purpose for Listening and 25 minutes for Purpose for Listening, Presenting the Read-Aloud, and Discussing the Read-Aloud.

Later in the day, Part B (20 minutes) should be covered and, depending on the story option the teacher chooses, includes either *Supplemental Guide* activities or extension activities related to the lesson.

This domain includes a Pausing Point following Lesson 4. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than thirteen days total on this domain.**

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Week One: Read-Aloud Anthology					
Day 1	**Day 2**	**Day 3**		**Day 4**	**Day 5**
Lesson 1A: "Cinderella" (40 min.)	Lesson 2A: "The Girl with the Red Slippers" (40 min.)	Lesson 3A: "Billy Beg" (40 min.)		Lesson 4A: "Tom Thumb" (40 min.)	Lesson 5A: "Thumbelina" (40 min.)
Lesson 1B: Extensions (20 min.)	Lesson 2B: Extensions (20 min.)	Lesson 3B: Extensions (20 min.)		Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)
60 min.	60 min.	60 min.		60 min.	60 min.
Week One: Supplemental Guide					
Day 1 #⑩	**Day 2** ⑩	**Day 3** #⑩	#⑩	**Day 4** #⑩	**Day 5** #
Lesson 1A: "Cinderella, Part I" (Day 1 of 2) (40 min.)	Lesson 1C: "Cinderella, Part II" (Day 2 of 2) (40 min.)	Lesson 2A (option 1): "The Girl with the Red Slippers" (40 min.)	Lesson 2A (option 2): "Billy Beg" (40 min.)	Lesson 3A: "Thumbelina, Part I" (Day 1 of 2) (40 min.)	Lesson 3C: "Thumbelina, Part II" (Day 2 of 2) (40 min.)
Lesson 1B: Extensions (20 min.)	Lesson 2B: SG Activities (20 min.)	Lesson 2B: Extensions (20 min.)	Lesson 2B: SG Activities (20 min.)	Lesson 3B: SG Activities (20 min.)	Lesson 6B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.	60 min.

Week Two: Read-Aloud Anthology					
Day 6 #		**Day 7** ⑩	**Day 8**	**Day 9**	**Day 10** #
Lesson 6A: "Issun Boshi: One-Inch Boy" (40 min.)		Pausing Point (40 min.)	Lesson 7A: "Little Red Riding Hood" (40 min.)	Lesson 8A: "Hu Gu Po" (40 min.)	Lesson 9A: "Tselane" (40 min.)
Lesson 6B: Extensions (20 min.)		Pausing Point (20 min.)	Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)
60 min.		60 min.	60 min.	60 min.	60 min.
Week Two: Supplemental Guide					
Day 6 #⑩	#⑩	**Day 7** ⑩	**Day 8** #⑩	**Day 7** #	**Day 8** #⑩
Lesson 4A (option 1): "Tom Thumb"	Lesson 4A (option 2): "Issun Boshi" (40 min.)	Pausing Point (40 min.)	Lesson 5A: "Little Red Riding Hood" (40 min.)	Lesson 6A: "Hu Gu Po" (40 min.)	Lesson 7A: "Tselane" (40 min.)
Lesson 4B: Extensions	Lesson 4B: Extensions (20 min.)	Pausing Point (20 min.)	Lesson 5B: SG Activities (20 min.)	Lesson 6B: Extensions (20 min.)	Lesson 7B: SG Activities (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.	60 min.

Week Three		
Day 11	**Day 12** ⑩	**Day 13** #
Domain Review (60 min.)	Domain Assessment (60 min.)	Culminating Activities (60 min.)
60 min.	60 min.	60 min.

⑩ Lessons include Student Performance Task Assessments

\# Lessons require advance preparation and/or additional materials; please plan ahead

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Lesson Implementation

It is important to note that the interactive activities in the *Supplemental Guide* count on the teacher as the "ideal reader" to lead discussions, model proper language use, and facilitate interactions among student partners.

Student Grouping

Teachers are encouraged to assign partner pairs prior to beginning a domain and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances a group of three would benefit beginning ELLs and an older student or adult volunteer may be a better arrangement for some students with disabilities. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, there are various opportunities where students of the same home-language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

Graphic Organizers and Domain-Wide Activities

Several different organizers and domain-wide activities are included to aid students in their learning of the content in the *Different Lands, Similar Stories* domain.

- Response Cards for *Different Lands, Similar Stories* (one per story, nine total) can be used to describe characters, settings, and major events in the story. Students will use these Response Cards to retell the beginning, middle, and end of the stories. Students may hold up these Response Cards to answer class questions.
- Story Cut-Outs (Instructional Master 1A-1)—You may wish to place images of stories onto a world map and connect the images of the stories to their country of origin.
- World Map (Instructional Master 1A-2)—This is a student copy of a world map with the continents labeled and the countries relevant to this domain labeled and highlighted. Students may use their world map to follow along whenever the world map is being used in the lessons.

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- Anchor Story Charts (3 total)—Three anchor charts are provided in this domain: *Similar Stories: Finding Happiness Story Chart* (Instructional Master 1A-3 for "Cinderella," "The Girl with the Red Slippers," and "Billy Beg"); *Similar Stories: Little People Can Do Great Things Story Chart* (Instructional Master 3A-1 for "Thumbelina," "Tom Thumb," and "Issun Boshi"); and *Similar Stories: Always Follow Your Parent's Directions Story Chart* (Instructional Master 5A-1 for "Little Red Riding Hood," "Hu Gu Po," and "Tselane"). These charts display the common themes of the stories and lay out the characters, settings, and plot of the stories.
- Venn Diagram (Instructional Master 2B-1)—You will create a Venn diagram to compare and contrast two similar stories. You may wish to create additional Venn diagrams with the class using this instructional master as a template. **Note:** A more complex Triangle Diagram is included to compare and contrast three stories (Instructional Master DR-1).
- Story Map (Instructional Master 3D-1)—You will create several story maps with the class. Students will also have opportunities to create story maps of their own versions of a "little people" and a "cunning animal" story.
- International Book Fair—You may wish to have every student bring in a storybook, preferably one where the setting is in another country, including storybooks in their home language. Display the storybooks in the classroom throughout this domain. (If students do not own a copy of a story, help them locate a copy from the school or local library.) Each day you may wish to have one or two students retell their story so that by the end of this domain, every student will have shared their story with the class.
- Art and Drama Connections—You may wish to coordinate with the school's art teacher to create an art project related to this domain (e.g., creating a storybook cover for one of the stories or making a backdrop for one of the scenes in a story). In addition, you may wish to coordinate with the school's drama teacher to help your students perform one of the stories in this domain.

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Anchor Focus in Different Lands, Similar Stories

This chart highlights several Common Core State Standards as well as relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.1.3	*Story Map of a "Little People" and "Cunning Animal" story:* Students will plan their own versions of the stories in this domain. Relevant academic language: *chart, character, setting, plot, beginning, middle, end, problem/conflict, title*
Speaking and Listening	SL.1.1a	Follow agreed-upon rules for discussion
		It is important to set predictable routines and communicate clear expectations at the beginning of the year. Be sure that students understand what the agreed-upon classroom rules are and give them many opportunities to practice using the rules.
	SL.1.1b	Help students to carry on and participate in extended conversations of over four turns. There are various opportunities throughout this domain where students are encouraged to take turns speaking about the same topic (e.g., retelling a story, talking about lessons learned from the stories, *Supplemental Guide* activities). Consider providing students with the following sentence starters: *I also think that . . . , I think so too; What about . . . ; I think . . . ; I do not agree; I have another thought*
Language	L.1.1j	Produce interrogative sentences using question words
	L.1.5a	Sort items into synonym and antonym categories

Domain Components

Along with this *Supplemental Guide*, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book** for *Different Lands, Similar Stories*
- *Tell It Again! Image Cards* for *Different Lands, Similar Stories*
- *Tell It Again! Read-Aloud Anthology* for *Different Lands, Similar Stories f*or reference

Tell It Again! Multiple Meaning Word Posters for *Different Lands, Similar Stories* are found at the back of the *Tell It Again! Read-Aloud Flip Book.*

Recommended Resource:

- *Core Knowledge Grade 1 Teacher Handbook,* edited by E. D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517700

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Why Different Lands, Similar Stories Are Important

This domain will introduce your students to three themes in folktales that have been told to children for generations, using variations from different lands or countries. By listening to these stories, students will increase their vocabulary and reading comprehension skills, be exposed to different places and cultures from around the world, and learn valuable universal lessons.

It is important to note that the content of some of these read-alouds might unsettle some children. For example, the last three folktales depict cunning animals who try to trick children. Although these folktales address the importance of following the directions of a trusted adult family member (e.g., by not talking to strangers; by not opening the front door without a trusted adult family member's help), it is important to remind students that the stories themselves are fiction.

Please preview all read-alouds and lessons in this domain before presenting them to students. This domain provides an opportunity to connect to different cultures and in some cases explore folktales from students' own cultures. When teachers pre-read, however, it's important to be mindful of and sensitive to the heritage, situations, and developmental stages of the students they teach, as issues concerning students' height and size, race, or complex familial relationships can surface with some of the texts in the read-alouds. Please substitute a trade book from the list of recommended trade books if you feel doing so would be more appropriate for your students.

As you read, use the same strategies that you have been using when reading the read-aloud selections in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book, lead students in a discussion as to how the story or information in the book relates to the read-alouds in this domain.

This domain is best understood in thirds. The first three read-alouds (of which you will read two) are all stories about good people who are treated unfairly and ultimately find happiness, with variations set in France, Egypt, and Ireland.

The next three read-alouds (of which you will read two) are folktales about supernaturally small characters. These include variations set in England, Denmark, and Japan.

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The last three read-alouds are all folktales about cunning animals who try to trick children, with variations set in Germany, China, and Botswana. Reading these folktales and fairy tales will help students develop a strong foundation for their understanding and enjoyment of similar stories from different lands.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Different Lands, Similar Stories*. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy:

***Stories* (Kindergarten)**

- Listen to and 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 setting of a given story
- Identify the characters of a given story
- Identify the plot of a given story

***Kings and Queens* (Kindergarten)**

- Describe what a king or queen does
- Identify and describe royal objects associated with a king or queen
- Explain that kings and queens still exist today, but that there were many more kings and queens long ago
- Describe a royal family

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Core Vocabulary for Different Lands, Similar Stories

The following list contains the core vocabulary words in *Different Lands, Similar Stories* in the form in which they appear in the read-alouds, or, in some instances, in the "Introducing the Read-Aloud" section at the beginning of the lesson. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

characters
embraced
splendor
warning
worthy

Lesson 2 (option 1)

cautiously
preferred
revived
scoured
setting

Lesson 2 (option 2)

concerned
demanded
monstrous
plot

Lesson 3

dwelling
extravagance
foreign
fragrant
scarcely

Lesson 4 (option 1)

avoid
clever
commotion
folktale
scampered

Lesson 4 (option 2)

astonished
crammed
deeds
dodging
permission

Lesson 5

cherished
disguise
grateful
sly

Lesson 6

alarmed
cunning
latch
perplexed
strict

Lesson 7

curious
darted
fright
intended
roam

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In addition to this core vocabulary list, every lesson includes its own tiered Vocabulary Chart categorized according to the model for conceptualizing words presented by Beck, McKeown, and Kucan (2008). Words in this chart either appear several times in the read-aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the *General Service List of English Words* (West 1953) or part of the Dale-Chall (1995) list of 3000 familiar words known by fourth grade. Moreover, a conscious effort has been made to include words from the *Primary Priority Words* according to Biemiller's (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

Vocabulary Chart for Cinderella

Core Vocabulary words are in **bold.**
Multiple meaning word activity word is underlined.
Vocabulary Instructional Activity words have an asterisk (*).
Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	ashes cinders gown longing midnight palace/kingdom stepmother/ stepsister	dazzling/glittering **embraced** forgave *imagined* instructions* jealously **splendor** stumbled **warning** **worthy***	foot mice pumpkin prince rat too long/too short
Multiple Meaning	***characters*** coach		fit
Phrases	fairy godmother glass slipper magic wand royal ball	longing to go shrieked with excitement	
Cognates	medianoche coche	admiración **abrazadó** *imaginar* instrucción* celosamente ***esplendor*** ***caracteres***	príncipe rata

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References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. 2008. *Creating robust vocabulary: Frequently asked questions and extended examples*. New York: Guilford.
2. Biemiller, Andrew. 2010. Words Worth Teaching. Columbus, OH: SRA/McGraw-Hill.
3. Dale, Edgar, and Jeanne Chall. 1995. Readability Revisited: The New Dale-Chall Readability Formula.
4. West, Michael. 1953. A General Service List of English Words. London: Longman, Green and Co.

Comprehension Questions

In the *Supplemental Guide* for *Different Lands, Similar Stories,* there are three types of comprehension questions.

Literal questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.1.1) and Reading Standards for Informational Text 1 (RI.1.1).

Inferential questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–4 (RL.1.2–RL.1.4) and Reading Standards for Informational Text 2–4 (RI.1.2–RI.1.4).

Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.1.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or

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between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.1.9) and Reading Standards for Informational Text 9 (RI.1.9).

The *Supplemental Guides* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.1.7) and Reading Standards for Informational Text 7 (RI.1.7) are addressed as well.

Student Performance Task Assessments

In the *Supplemental Guide* for *Different Lands, Similar Stories*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observation opportunities, like the End-of-Lesson Check-In and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified with this icon: ⑩. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Supplemental Guide* for *Different Lands, Similar Stories*, there are numerous opportunities to challenge students who are ready to attempt activities that are above grade level. These activities are labeled with this icon: .

Supplemental Guide Activities

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities. Several multiple-meaning words in the read-alouds are underlined to indicate that there is a Multiple Meaning Word Activity associated with them. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: .

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Recommended Resources for Fables and Stories

Trade Book List

The *Supplemental Guide* includes a number of opportunities in Extensions, the Pausing Point, and Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature.

If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

Rags-to-Riches Folktales

1. *Cendrillon: A Caribbean Cinderella,* by Robert D. San Souci and illustrated by Brian Pinkney (Aladdin, 2002) ISBN 978-0689848889
2. *Domitilla: A Cinderella Tale from the Mexican Tradition,* adapted by Jewell Reinhart Coburn and illustrated by Connie McLennan (Shen's Books, 2000) ISBN 978-1885008138
3. *The Gift of the Crocodile: A Cinderella Story,* by Judy Sierra and illustrated by Reynold Ruffins (Simon & Schuster Books for Young Readers) ISBN 978-0689821882
4. *The Golden Sandal: A Middle Eastern Cinderella Story,* by Rebecca Hickox and illustrated by Will Hillenbrand (Holiday House, 1999) ISBN 978-0823415137
5. *The Irish Cinderlad,* by Shirley Climo and illustrated by Loretta Krupinski (Turtleback, 2000) ISBN 978-0613285407
6. *The Korean Cinderella,* by Shirley Climo and illustrated by Ruth Heller (HarperCollins, 1996) ISBN 978-0064433976
7. *Little Gold Star: A Spanish American Cinderella Tale,* by Robert D. San Souci and illustrated by Sergio Martinez (HarperCollins, 2000) ISBN 978-0688147808
8. *Mufaro's Beautiful Daughters,* by John Steptoe (Lothrop, Lee and Shepard Books,1987) ISBN 978-0688040451

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9. *Princess Furball,* by Charlotte Huck and Anita Lobel (Greenwillow Books, 1994) ISBN 978-0688131074

10. *Yeh-Shen: A Cinderella Story from China,* retold by Ai-Ling Louie and illustrated by Ed Young (Puffin, 1996) ISBN 978-0698113886

Thumb-Sized People Folktales

11. *Issun Boshi: One-Inch Boy: A Japanese Folktale (Folktales from Around the World),* retold by Nadia Higgins and illustrated by J. T. Morrow (Child's World, 2011) ISBN 978-1609731397

12. *Thumbelina,* by Brad Sneed (Dial, 2004) ISBN 978-0803728127

13. *Tom Thumb,* illustrated by Claudia Venturini (Child's Play International, 2008) ISBN 978-1846431166

Cunning Animal Folktales

14. *Little Red Riding Hood,* by Jerry Pinkney (Little, Brown Books for Young Readers, 2007) ISBN 978-0316013550

15. *Lon Po Po: A Red-Riding Hood Story from China,* by Ed Young (Puffin, 1996) ISBN 978-0698113824

16. *Pretty Salma: A Little Red Riding Hood Story from Africa,* by Niki Daly (Clarion Books, 2007) ISBN 978-0618723454

17. *Red Riding Hood,* retold and illustrated by James Marshall (Picture Puffins, 1993) ISBN 978-0140546934

Different Lands Nonfiction

18. *Botswana in Pictures (Visual Geography),* by Alison Behnke (TwentyFirst Century Books, 2009) ISBN 978-1575059532

19. *China (Countries of the World),* by Michael Dahl (Capstone, 1999) ISBN 978-0736880596

20. *Denmark (Countries of the World),* by Patricia J. Murphy (Capstone, 2002) ISBN 978-0736813716

21. *England (Countries of the World),* by Kathleen W. Deady (Capstone, 2006) ISBN 978-0736847346

22. *Getting to Know France and French,* by Nicola Wright and illustrated by Kim Wooley (Barron's Educational Series, 1993) ISBN 978-0812015324

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23. *Ireland (A to Z),* by Justine Fontes and Ron Fontes (Children's Press, 2004) ISBN 978-0516268101
24. *Japan (Countries of the World),* by Michael Dahl (Capstone, 1999) ISBN 978-0736880589
25. *Look What Came from Egypt,* by Miles Harvey (Children's Press, 1999) ISBN 978-0531159378
26. *Look What Came from Germany,* by Kevin Davis (Franklin Watts, 2000) ISBN 978-0531164358

Websites and Other Resources

Student Resources

1. Cinderella Read-Aloud
   http://www.learner.org/interactives/story/Cinderella.html
2. Elements of Stories
   http://www.flocabulary.com/fivethings

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Cinderella

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☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of "Cinderella"
- ✓ Explain that people from different lands and cultures tell similar stories

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 that are addressed in all lessons in this domain.

Students will:

- ✓ Identify words such as *shrieked with excitement* and *longing to go* that suggest feelings or appeal to the senses (RL.1.4)
- ✓ Identify that "Cinderella" is fiction (RL.1.5)
- ✓ Identify the differences between when the stepsisters are speaking unkindly to Cinderella and when they are begging for forgiveness (RL.1.6)
- ✓ With prompting, gather information from the read-aloud to make a Real/Imaginary T-Chart (W.1.8)
- ✓ Give step by step instructions on how to do everyday things (SL.1.4)
- ✓ Ask and answer interrogative questions using the question word *where* in a shared language activity (L.1.1j)
- ✓ Identify real-life connections between words—*characters*, *imagined*, *worthy*, and *instructions*—and their use (L.1.5c)

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Core Vocabulary

characters, *n.* The persons or animals in a story
Example: The characters in "Cinderella" are Cinderella, her stepsisters, her fairy godmother, and the prince.
Variation(s): character

embraced, *v.* Hugged as a way of expressing love
Example: Ashley and her mom embraced when she arrived home from school.
Variation(s): embrace, embraces, embracing

splendor, *n.* Great and impressive beauty
Example: The splendor of the castle was amazing.
Variation(s): splendors

warning, *n.* What people say when there is possible trouble
Example: The weatherperson issued a tornado warning for our town, so
we knew to go to a safe space.
Variation(s): warnings

worthy, *adj.* Deserving respect, praise, or attention
Example: Scott's good deeds made him worthy of being the line leader for the day.
Variation(s): worthier, worthiest

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Vocabulary Chart for Cinderella			
Core Vocabulary words are in **bold**. Multiple meaning word activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** **Domain-Specific Words**	**Tier 2** **General Academic Words**	**Tier 1** **Everyday-Speech Words**
Understanding	ashes cinders gown midnight palace/kingdom stepmother/ stepsister	dazzling/glittering **embraced** forgave *imagined* instructions* jealously **splendor** stumbled **warning** **worthy***	foot mice pumpkin prince rat too long/too short
Multiple Meaning	***characters*** coach		fit
Phrases	fairy godmother glass slipper magic wand royal ball	longing to go shrieked with excitement	
Cognates	***caracteres*** coche medianoche	admiración **abrazadó** *imaginar* instrucción* celosamente ***esplendor***	príncipe rata

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Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same sequence as the *Tell It Again! Read-Aloud Anthology.*

1. 1A-1: Cinderella scrubbing the floor
2. 1A-2: Cinderella longs to go to the ball
3. 1A-3: Fairy godmother
4. 1A-4: The dazzling coach
5. 1A-5: Cinderella in her new gown
6. 1A-6: Prince and Cinderella dance
7. 1A-7: Cinderella runs down the stairs
8. 1A-8: The prince finds the slipper
9. 1A-9: The stepsister tries on the slipper
10. 1A-10: Cinderella tries on the slipper

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Cinderella, Part I

1A
Day 1 of 2

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	**Domain Introduction**	world map or globe	15
	Introducing "Cinderella"	Instructional Master 1A-1; Instructional Master 1A-2; Instructional Master 1A-3 tabs or push pins; chart paper; markers; world map	
	Vocabulary Preview: Imagined, Characters,		
	Purpose for Listening		
Presenting the Read-Aloud	**Cinderella, Part I**	*Similar Stories: Finding Happiness Story Chart* ("Cinderella"); marker; images and realia from the story	15
Discussing the Read-Aloud	**Comprehension Questions**		10
	Word Work: Worthy		
Complete Remainder of the Lesson Later in the Day			
Extensions	**End-of-Lesson Check-In: T-Chart: Real or Imaginary?**	Instructional Master 1B-1 (optional); chart paper; markers	20
Take-Home Material	**Family Letter**	Instructional Masters 1B-2–1B-4	

Advance Preparation

Make a copy of Instructional Master 1A-2 for each student. Refer to it as their own copy of a world map. They can use this map to locate the countries and continents from which the stories originated.

Create a class *Similar Stories: Finding Happiness Story Chart* for "Cinderella," using Instructional Master 1A-3 as a guide. You may wish to draw this on a large sheet of chart paper or copy it onto a transparency.

Bring in images and realia related to "Cinderella" to help this story come to life (e.g., small pumpkin and pictures of mice to show what the fairy godmother magically changed into something else).

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Create a Real or Imaginary T-Chart on a piece of chart paper. Use Instructional Master 1B-1 for reference.

Note to Teacher

Throughout this domain, you may wish to label a world map to show where the stories originated. You can use the story cut-outs on Instructional Master 1A-1 and connect the story cut-out to its country of origin.

Fill out the class *Similar Stories: Finding Happiness Story Chart* for "Cinderella" as you introduce and present this read-aloud. Be sure to pause at points in the lesson where parts of the chart can be filled in.

Note: The aim of creating this story chart is to help students use information from the read-aloud text and images to organize the elements of the story. Throughout this lesson, entries should be updated and finalized until the chart for "Cinderella" is complete. When possible, use drawings alongside labels or sentences on the chart.

<table>
<tr><th colspan="4">Similar Stories: Finding Happiness Story Chart</th></tr>
<tr><td colspan="4">Folktale: Cinderella</td></tr>
<tr><td>Country:France</td><td>Continent: Europe</td><td>Setting/Time: long, long ago</td><td>Setting/Place(s): Cinderella's house, prince's castle</td></tr>
<tr><td colspan="4">Characters: Cinderella, stepsisters, stepmother, fairy godmother, prince, mice/horses, rat/coachman, king's men</td></tr>
<tr><th colspan="2">Beginning</th><th>Middle</th><th>End
Finding Happiness</th></tr>
<tr><td colspan="2">• Cinderella is feeling sad.
• Treated unkindly by step-family.
• Not allowed to go to the prince's royal ball.</td><td>• Fairy godmother sends Cinderella to ball using magic that will end at midnight.
• Cinderella rushes out and loses her glass slipper.
• Prince uses glass slipper to find Cinderella.</td><td>• Cinderella and the prince are married and live happily ever after.</td></tr>
</table>

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Introducing the Read-Aloud **15** *minutes*

Domain Introduction

- Show students a globe or world map as you point to and name the seven continents: Asia, Africa, North America, South America, Antarctica, Europe, and Australia. Invite students to say the names of the continents with you.
- Ask students to name a country that is important to them or their family. Using the globe or map, locate and point out the country named and the corresponding continent.
- Tell students that people around the world have been listening to folktales, a type of fiction story, for many, many years. Remind students that fiction means the story is from the author's imagination or mind. Folktales are one kind of fiction story that people have enjoyed listening to and telling for a long, long time.
- Introduce or review the following literary terms:
  - character—the people and animals in the story
  - setting—the time and place of the story
  - plot—the events that happen in the story
- Tell the class that some of the stories told in different countries seem similar or the same. This means that parts of the stories' plots are the same, even though they come from different places in the world or different settings. Explain that stories that are similar with some differences are called versions or variations of one another.
- Tell students that in this domain, *Different Lands, Similar Stories*, they will listen to three sets of similar folktales or stories that come from different countries around the world. The characters—or the people or animals in the story—have similar adventures although the stories come from different countries or lands.

Introducing "Cinderella"

Note: Fill out relevant parts of the story chart as you introduce and present this story.

- Tell students that in today's lesson, they will hear a folktale called "Cinderella." In this folktale, a young girl is treated unfairly or unkindly

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by her family, but is helped by a fairy godmother and finds happiness after all.

Where Are We?

- Ask students: "What country do we live in?" Ask a volunteer to point out and mark (with a small page marker) the United States on a world map. Explain that the United States is part of the continent of North America. Trace the outline of North America on the world map.
- Explain that the read-aloud they will hear today came from a country called France. Point out and mark France. Tell students that France is part of the continent of Europe. Trace the outline of Europe on the world map.

[You may wish to connect the cut-out for "Cinderella" to France on the world map.]

Picture Walk

- Invite students to look at the illustrations before they hear the read-aloud. Explain that this picture walk will help them guess what might happen in the story.



Show image 1A-2: Cinderella longs to go to the ball

- Help students identify Cinderella and her two stepsisters. Tell students that in the read-aloud they will hear the phrases "shrieked with excitement" and "longing to go to the ball." Ask students to match these feelings to the characters—Cinderella or her stepsisters.
- Say to students: "With your partner, compare Cinderella to her stepsisters. How are they dressed? What are they doing? How do they feel?" Allow fifteen seconds for students to talk. Call on two partner pairs to share.



Show image 1A-5: Cinderella in her new gown

- Invite a student to point out who they think is the fairy godmother. Describe a fairy as a made-up character from someone's imagination that looks like a person but has special or magical powers.
- Ask students: "What do you think Cinderella's fairy godmother will do for her?"
- Ask students: "Look at Cinderella's face, how does she feel now?"

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Vocabulary Preview

Imagined

1. Today you will hear that Cinderella *imagined* herself dancing in the arms of the prince.
2. Say the word *imagined* with me three times.
3. *Imagined* means to picture something in your head.
4. Pierre imagined his birthday cake would have white icing with his name written in blue letters on the top.
   Chloe imagined growing up to be a firefighter or a police officer.
5. Turn and tell your partner something you have imagined happening in your life. [You may wish to prompt students with questions: "Have you imagined how you might celebrate your next birthday? Have you imagined what job you might want to have when you are an adult?"] Try to use the word *imagined* when you talk to your partner.

Characters

1. Today you will be introduced to many different *characters* in the story of "Cinderella."
2. Say the word *characters* with me three times.
3. *Characters* are the persons or animals in a story.
4. Clement made up a story about his family that had five characters: his mother, his father, his brother, his grandmother, and his uncle.
   Audrey thought some of the characters in "Cinderella" were unkind and not nice.
5. Think about your favorite fiction read-aloud or storybook. Who are some of your favorite characters? Turn and tell your partner about these characters; be sure to tell your partner why you like these characters. Use the word *characters* when you tell about them.

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Purpose for Listening

Tell students to listen carefully to identify which parts of the story could be real or imaginary. Students should also listen to identify as many elements of the story as they can: characters, setting, and plot.

By the end of the lesson, students should be able to:

- ✓ Explain that fictional stories come from the author's imagination
- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of "Cinderella"

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Presenting the Read-Aloud **15** *minutes*

Note: Continue to fill in the *Similar Stories: Finding Happiness Story Chart* for "Cinderella."



Cinderella, Part I

Show image 1A-1: Cinderella scrubbing the floor

Once there was a poor girl who was called Cinderella.

[Define *poor* as having little money and few possessions or things.]

Cinderella lived with her stepmother and two stepsisters. Her stepmother was mean to Cinderella and forced her to do the hardest and dirtiest work in the house.

[Ask students: "Is this fair?" Have students hold up one finger for *yes* and two fingers for *no*. Visually survey the students and call on two students to comment on their response.]

Poor Cinderella had to scour the dishes, scrub the floors, and wash the clothes, all by herself. When her work was finally done, Cinderella would sit, tired and alone, by the fireplace, among the ashes and cinders.

[Define *cinders* as remaining bits of burned coal, a soft black stone used in building fires. Have students say *cinders* with you.]

That was why they called her "Cinderella."

[Explain that Cinderella was an unkind name to call someone because it was a reminder that she had to sleep by the fireplace, which made her dirty and covered in cinders.]

Cinderella's stepsisters lived in **splendor**—they lived in fancy rooms and had fancy things. They had soft beds, thick carpets, and silver-edged mirrors, while poor Cinderella had to sleep on the floor next to the fire.

[Ask students: "Is this fair?" Have students hold up one finger for *yes* and two fingers for *no*. Visually survey the students and call on two students to comment on their response.]

One day, the king's son, the prince, announced that he was going to have a royal ball—or party—at the royal palace. It would be a grand evening of dancing. And all the young ladies in the kingdom were invited to the royal ball!

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Show image 1A-2: Cinderella longs to go to the ball

When they heard the announcement, Cinderella's stepsisters shrieked with excitement.

[Explain that the stepsisters were so excited about the royal ball that they yelled with joy. Invite different students to act out "shrieked with excitement."]

For days they primped in front of their mirrors and talked of nothing but the ball.

[Demonstrate primping in front of a pretend mirror. Point to the stepsister looking at herself in the mirror and explain that she is primping or carefully putting on makeup, combing her hair, and getting dressed for the ball.]

They shouted orders at Cinderella and made her do everything for them.

[Use a different voice to personify the stepsisters. Try to capture their spite for Cinderella as you give the orders. Tell students to pretend they are one of Cinderella's stepsisters. Have students repeat the stepsisters' lines of text with you.]

"Cinderella!" shouted the older stepsister. "Shine my shoes!"

"Cinderella!" called the younger. "Iron out this wrinkle in my dress!"

Cinderella helped her stepsisters get ready without complaining.

[Point to Cinderella and tell students to look at her facial expression. Ask students: "Is Cinderella happy?" Stand up for *yes* and stay seated for *no*.]

Silently, however, she was longing to go to the ball. Deep inside of herself, she really, really wanted to go to the ball, too. She imagined herself dancing in the arms of the prince. How wonderful it would be! And yet she knew her stepmother would never allow her to go.

[Tell students: "Turn and tell your partner why you think Cinderella's stepmother would never allow her to go to the royal ball?" Allow fifteen seconds for partner pairs to talk. Call two partner pairs to share.]

At last the time for the royal ball came. The stepsisters and their mother left for the palace. Cinderella watched them drive away. When she lost sight of them, she began to cry. She felt so miserable and alone.

[Invite a few students to show how Cinderella is feeling with their faces and bodies.]

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Show image 1A-3: Fairy godmother

[Point to the fairy godmother. Ask students who this is.]

But Cinderella was not alone after all. She heard a gentle voice ask, "What's the matter, dear?" She looked up and saw a woman with a kind face.

"I wish—I wish I could—" began Cinderella, but she could not finish for all her tears and sobbing.

[Sobbing is heavy crying. Have students pantomime sobbing.]

"You wish to go to the ball—is that it?" said the kind woman.

"Why, yes!" said Cinderella with surprise.

"Then it shall be so! Cinderella, you are a kind girl, **worthy** of going to the ball," said the woman.

[Define *worthy* as deserving respect, praise, or attention. Ask students: "Do Cinderella's stepsisters and mother think she is *worthy* of going to the ball? Do they give Cinderella praise and respect?" Have students hold up one hand for *yes* and two hands for *no*. Visually survey student answers and then call on two students to comment on their response.]

The kind woman was Cinderella's fairy godmother.

[Ask: "Do you think the fairy godmother has magical powers?"]

"Now run into the garden," she said to Cinderella, "and bring me a pumpkin."

[Show students a pumpkin or an image of a pumpkin. Ask: "Why do you think the fairy godmother asks for a pumpkin?"]

Cinderella went to the garden puzzled, for she did not know why the fairy godmother asked for a pumpkin.

She picked a large pumpkin and set it on the ground before the kind woman.



Show image 1A-4: The dazzling coach

The fairy godmother tapped it with her magic wand and it turned into a dazzling coach lined with satin.

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[Point to the coach. Explain that long ago, a coach was a way that people traveled from place to place. Have partner pairs describe the coach. Ask what they think *dazzling* means. (This coach is dazzling because it is amazingly impressive—so shiny, bright, and fancy.) Have students say *dazzling* with you.]

"Now, dear," said the fairy godmother, "bring me the mousetrap from the house."

[Show students a picture of mice. Ask: "Why do you think the fairy godmother asks for mice?"]

Cinderella brought the trap, which had six live mice in it.

The fairy godmother released the mice and waved her wand over them, turning them into a fine set of six gray horses.

[Ask students: "Can mice can really be changed into horses?" Have them hold up one finger for *yes* and two fingers for *no*.]

Then, with a touch of her wand, she turned a big rat into a fat, jolly coachman to drive the coach.

"Well," said the fairy godmother with a smile, "What do you think? Are you pleased? Are you ready to go to the ball?"

"Oh yes!" cried Cinderella. "But . . . must I go in these dirty rags?"

[Explain that Cinderella means her clothing is old and worn out.]



Show image 1A-5: Cinderella in her new gown

Her godmother laughed. Then, with a touch of her wand, she changed Cinderella's tattered clothes into a glittering gown of gold.

[Point to Cinderella's glittering gown and ask, '"Could this have really happened?" Have them hold up one finger for *yes* and two fingers for *no*. Explain that this is fantasy and imaginary, it is not real.]

And on her feet appeared a pair of glass slippers, or shoes, the prettiest in the world.

[Invite a student to point to the glass slippers.]

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Cinderella stepped into the coach. But before she left, her fairy godmother gave her a stern **warning**—she wanted Cinderella to watch out. The fairy godmother **warned,** "Do not stay at the ball after midnight, *not even a moment*. When the clock strikes twelve, the coach will once again be a pumpkin; the horses, mice; the coachman, a rat; and your gown, the same tattered clothes you had on."

Cinderella promised she would leave before midnight.

[Remind students that midnight is 12 o'clock at night or the middle of the night. Show students 12 o'clock on a learning clock.]

Then, calling out her thanks, away she rode in the coach, feeling happier than she had ever felt before.

Discussing the Read-Aloud ***10*** *minutes*

Comprehension Questions

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

1. *Literal* What is the title of today's story?
   - The title of today's story is "Cinderella."

   What kind of story is "Cinderella"?
   - "Cinderella" is a folktale.

   Where is the story "Cinderella" originally from?
   - "Cinderella" is from France.

2. *Literal* Who is the main character in this story? Who are the other characters in this story you have met so far?
   - Cinderella is the main character. Other characters I have met include the stepmother, stepsisters, fairy godmother, the mice that changed into horses, and the rat that changed to the coachman.

3. *Inferential* Why was Cinderella sad at the beginning of this story?
   - Cinderella was feeling sad because she wanted to go the ball, but her unkind stepmother and stepsisters did not let her go.

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4. *Literal* Who helps Cinderella go to the ball?
   - Cinderella's fairy godmother helps her go to the ball.

   How does Cinderella's fairy godmother help her attend the ball?
   - Cinderella's fairy godmother helps her by using magic to make Cinderella a coach, a dress, and glass slippers.

5. *Literal* What did the fairy godmother warn Cinderella would happen if she did not leave the ball by midnight?
   - The fairy godmother warned Cinderella that everything would turn back to what they were at midnight.

6. *Evaluative* Do you think the fairy godmother and the help she gave Cinderella are events that could really happen or are they events from the author's imagination that could never really happen?
   - They are events from the author's imagination that could never really happen.

   Is this story real or fiction?
   - This story is fiction.

Word Work: Worthy

1. In the read-aloud you heard the fairy godmother say to Cinderella, "Cinderella, you are a kind girl, *worthy* of going to the ball."
2. Say the word *worthy* with me three times.
3. *Worthy* means that a person or object deserves an honor or to be recognized for something.
4. Antoine worked very hard on his drawing for the art contest and was *worthy* of the award he won.
5. Are you *worthy* of a good citizen award? Good citizens are people who help others and make the world a better place with the kind things they do. For example, do you clean off your desk when the teacher asks? Do you help your friends when they don't understand something the teacher is telling them to do? Do you take turns on the playground? Do you pick up your trash after lunch and put it in the garbage can?

[Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I am worthy of a good citizen award because _____."]

6. What is the word we have been talking about?

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Use a *Making Choices* activity for follow-up. Directions: I am going to say some sentences. Listen carefully to what the person in the sentence is doing to see if they are worthy of being chosen for an important classroom job, such as the line leader. If you think the person is worthy, say, "That person is worthy of being chosen as line leader." If you think the person is not worthy, say, "That person is not worthy of being chosen as line leader."

1. Adrien always waits quietly for his turn.
   - That person is worthy of being chosen as line leader.
2. Julie always complains loudly and wiggles while waiting for her turn.
   - That person is not worthy of being chosen as line leader.
3. Justine talks when the teacher is talking.
   - That person is not worthy of being chosen as line leader.
4. Sebastian always listens to his teacher and does his best to follow directions.
   - That person is worthy of being chosen as line leader.
5. Marie always lines up when the teacher calls the class in from recess.
   - That person is worthy of being chosen as line leader.
6. Nicolas keeps playing on the playground during recess, after the teacher calls the class to line up.
   - That person is not worthy of being chosen as line leader.



Complete Remainder of the Lesson Later in the Day

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Cinderella, Part I

1B
Day 1 of 2

Extensions — *20 minutes*

⑩ T-Chart: Real or Imaginary? (Instructional Master 1B-1)

- Students who are ready may fill in this chart on their own using the sound-spelling correspondences taught thus far.

Cinderella	
Real	**Imaginary**
• Characters: stepmother, stepsisters, rats, mice, prince • Setting: home, palace • Events: unkindness of stepmother and stepsisters, party preparation, royal ball	• Character: fairy godmother • Events: turning a pumpkin into a coach, mice into horses, rat into a coachman, clothing and glass slippers

- Tell students that they will fill out a *Real or Imaginary T-Chart* together. Point to the left column, *Real*, and tell students that you will list items from the story that they think could be real in this column. Point to the right column, *Imaginary*, and tell students that you will list items from the story that they think are imaginary in this column.

Note: Tell students 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 tell them that you will read the words to them.

- Tell students that there are several characters, setting, and plot from the story that could be real. Ask students what parts of the story could have been real. You may want to organize your questions around the story elements:
  - Which characters might we find in real life?
  - stepsisters, stepmother, rats, mice, prince
  - Which settings could be real?
  - Cinderella's home and the royal palace

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- Which events could be real?
- Unkindness of stepmother and stepsisters, party preparation, royal ball

- Tell students that some characters, setting, and plot are imaginary, or not real. Ask students what parts of the story were imaginary. You may want to organize your questions around the story elements:
  - Which characters are imaginary?
  - fairy godmother
  - Which settings are imaginary?
  - none
  - Which events are imaginary?
  - Turning a pumpkin into a coach, mice into horses, turning a rat into a coachman, clothing and glass slippers
- You may wish to give students a copy of Instructional Master 1B-1 and have them draw and label items that are real and imaginary from the first part of "Cinderella."

Take-Home Material

Family Letter

Send home Instructional Masters 1B-2–1B-4.

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Cinderella, Part II

1C
Day 2 of 2

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	**Story Review**	*Similar Stories: Finding Happiness Story Chart* ("Cinderella"); world map	
	Vocabulary Review: Imagined, Characters		
	Purpose for Listening		
Presenting the Read-Aloud	**Cinderella, Part II**	*Similar Stories: Finding Happiness Story Chart* ("Cinderella"); marker; images and realia from the story	15
Discussing the Read-Aloud	**Comprehension Questions**	Instructional Master 1C-1	10
Complete Remainder of the Lesson Later in the Day			
Extensions	**Syntactic Awareness Activity: Asking and Answering Questions Using *Where***		20
	Vocabulary Instructional Activity: Instructions		
	End-of-Lesson Check-In	Response Card 1; Real or Imaginary? T-Chart	

Advance Preparation

Bring in satin or silk (smooth) cloth and burlap (rough) cloth for comparison; learning clock to show midnight; and waltz music for students to dance to.

Make a copy of Instructional Master 1C-1 for each student. Refer to it as their Response Card for "Cinderella." This Response Card shows scenes from the beginning, middle, and end of the story. Students can use this Response Card to answer questions and to discuss the beginning, middle, and end of the story.

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Introducing the Read-Aloud **15** *minutes*

Story Review

- Ask students: "What country do we live in?" Ask a volunteer to point out the marker for the United States on a world map. Remind students that the United States is part of the continent of North America. Trace the outline of North America on the world map.
- Ask students whether the story, "Cinderella," is from the United States. Tell students that "Cinderella" is from a country called France. Ask a volunteer to point out the marker for France. Remind students that France is part of the continent of Europe. Trace the outline of Europe on the world map.
- Review the information on the *Similar Stories: Finding Happiness Story Chart* for "Cinderella." Focus discussion on story elements: character, setting, and plot.

Vocabulary Review

Imagined

1. You heard that Cinderella *imagined* herself dancing in the arms of the prince.
2. *Imagined* means to picture something in your head.
3. Do you think what Cinderella imagined will come true in the next part of the story? [Have students hold up one finger for *yes* and two fingers for *no*. Call on two students to explain.]

Characters

1. You were introduced to many different *characters* in the story of "Cinderella."
2. *Characters* are the persons or animals in a story.
3. Can you name the characters you have met so far in the story? Which characters do you think you will meet in the next part of the story?

Purpose for Listening

Tell students they will hear the second half of the story. Ask students what they think might happen in the second half. You may wish to write student responses on the board or on chart paper and check off the predictions that actually happen in the story. Students should also listen

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to identify as many elements of the story as they can: characters, setting, and plot.

By the end of the lesson, students should be able to:

- ✓ Explain that fictional stories come from the author's imagination
- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of "Cinderella"

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Presenting the Read-Aloud **15** *minutes*

Note: Continue to fill in the *Similar Stories: Finding Happiness Story Chart* for "Cinderella."

Cinderella, Part II



Show image 1A-6: Prince and Cinderella dance

When Cinderella arrived at the ball, everyone admired her beauty.

The prince asked Cinderella to dance with him. They danced together once, then twice, then again and again.

[If time permits, play a waltz and allow one to two minutes for students to move to the music.]

Cinderella's face shone with happiness. Everyone at the ball looked on in admiration—everyone, that is, but the two stepsisters. They glared jealously at the lovely lady, though they had no idea that they were glaring at Cinderella because they didn't recognize her in her beautiful gown.

[Explain that the stepsisters gave Cinderella a long, mean look because they were upset that they were not as pretty as Cinderella, but they did not know at that time the beautiful princess was Cinderella.]

For Cinderella, the music, the dancing, the warm gaze of the prince, all seemed a wonderful dream. How quickly time slips away when the heart is happy!

As Cinderella began to dance again with the prince, she heard the palace clock begin to toll—or ring.

"Oh, my!" she gasped. "What time is it?"

"Midnight," said the prince.

[Say to students: "Turn and remind your partner about the warning Cinderella received from her fairy godmother." Allow fifteen seconds for partner pairs to talk. Call on two partner pairs to share.]



Show image 1A-7: Cinderella runs down the stairs

Midnight! Cinderella's cheeks grew pale. She turned and, fast as a deer, ran out of the ballroom. She sprinted—and ran so fast—down a long hallway, then down a staircase.

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At the foot of the stairs she stumbled and fell. One of her slippers fell off! But Cinderella could not stop.

As she ran breathlessly out of the castle into the darkness, she heard the clock strike midnight—and felt her smooth gown turn into the rough cloth of her everyday clothes.

[Explain that everything changed back to the way they were. Pass around sample of satin fabric for students to feel what *smooth* is like. Pass around a sample of burlap for students to feel what *rough* is like.]

Her dazzling coach had turned back into a pumpkin, so she ran home alone. When she got there, she realized that she was still wearing one glass slipper!



Show image 1A-8: The prince finds the slipper

When Cinderella ran away, the prince raced after her. He had fallen in love with Cinderella, but didn't even know her name. Although he did not catch her, he did find the glass slipper that had fallen off her foot.

And that is why, the very next morning, the sound of trumpets woke the kingdom.

[Explain that a trumpet is a musical instrument made of metal that can make a loud sound. Invite students to make trumpet sounds.]

The prince announced that he would marry the woman whose foot fit the glass slipper.

[Ask: "Why did the prince say he would marry the woman whose foot fit the slipper? Who did he hope to find?" Call on volunteers to answer.]

He sent his men out on a mission—or job—they were to try the slipper on the foot of every maiden—or young woman—in the land.

From house to house they went, trying the slipper on foot after foot. On one foot the slipper was too long; on another, too short.

[Have students say *too long* while spreading hands apart and then *too short* while bringing hands close together.]



Show image 1A-9: The stepsister tries on the slipper

And so it went until they came to the house of Cinderella and her stepsisters. Cinderella's stepsisters tried to fit their feet into the slipper. They squeezed, pinched, and pushed, but the slipper would not fit.

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[Ask: "Does this stepsister look happy? Why not?"]

Then, from the shadows, Cinderella stepped forth and said, "Let me see if it will fit me."

"You?" the stepsisters cried. "That's ridiculous!"

"Every young woman in the kingdom is supposed to try on the slipper. That includes me," stated Cinderella.



Show image 1A-10: Cinderella tries on the slipper

The prince's men agreed, as the prince had given strict instructions that every maiden—or girl—in the kingdom was to try on the slipper.

One of the men placed the slipper on Cinderella's foot—and it fit perfectly—it fit just right!

The stepsisters' mouths dropped open in astonishment.

[Demonstrate astonishment and explain that it is the feeling you have when you experience a great surprise.]

They were even more shocked when Cinderella pulled out the other glass slipper from her pocket.

Only then did the stepsisters understand: the beautiful lady they had seen at the ball was Cinderella. They threw themselves at her feet and begged for forgiveness.

[Ask students: "Do you think the stepsisters are speaking to Cinderella in the same rude and mean way they did at the beginning of this story?" Invite volunteers to make up lines for the stepsisters asking Cinderella for forgiveness.]

Cinderella was so kindhearted that she forgave them and **embraced**—or hugged—them.

Cinderella married the prince. Her stepmother and stepsisters were invited to live in the palace with her. And she and the prince lived happily ever after.

[Ask students: "How did the story end? Did Cinderella find happiness?" Ask students to recount the end of the story. Summarize student responses and add them to the story chart.]

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Discussing the Read-Aloud **10** *minutes*

Comprehension Questions

1. *Literal* How does the prince find Cinderella after the ball?
   - The prince finds Cinderella by sending his men to have every woman in the land try on the glass slipper. Cinderella tries on the glass slipper and it fits perfectly.
2. *Inferential* Does Cinderella forgive her stepsisters for being mean to her? How do you know?
   - Yes, Cinderella forgives her stepsisters for being mean to her because she embraces them and invites them to live with her in the palace.
3. *Evaluative* Does this story have a happy ending for Cinderella? for her stepsisters? for the prince?
   - Answers may vary.
4. *Evaluative* [Using Response Card 1, have partner pairs tell each other about what is happening in each image. Invite different partner pairs to share about one of the images and to tell which part of the story—beginning, middle, or end—it belongs.]

   [You may wish to review/fill in parts of the *Similar Stories: Finding Happiness Story Chart* for "Cinderella."]

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

5. *Evaluative* *Think Pair Share*: Pretend you were one of Cinderella's stepsisters. What lesson would you have learned? How would you treat Cinderella in the future?

Sentence Frames:

Would you treat Cinderella nicely? (Yes/No)

I would learn that . . .

6. After hearing today's story 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.]

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Cinderella, Part II

1D
Day 2 of 2

Extensions

***20** minutes*

Syntactic Awareness Activity

***Asking and Answering Questions Using* Where**

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. If necessary, have students repeat the sentence after you.

Directions: Today we are going to practice answering questions that use the question word *where*. You and your partner will ask and answer questions based on what you heard in the read-aloud and what you see in the pictures.

1. We ask questions by using question words. When someone asks a question using the question word *where*, they are asking a question about a place.



Show image 1A-6: Prince and Cinderella dance

2. *Where* are Cinderella and the prince?
3. Which word in the question lets you know I was asking about a place?
   - *where*
4. Where does Cinderella live?
   - Cinderella lives at her stepmother's house.
5. Where does the prince live?
   - The prince lives at the palace.
6. Which word in the questions lets you know that I was asking about a place?
   - *where*

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Show image 1A-7: Cinderella runs down the stairs

7. With your partner, ask and answer a question about Cinderella using question word *where*.
8. Now ask your partner a question about his/her favorite place at school. Use the question word *where*.

Vocabulary Instructional Activity

Word Work: Instructions

1. In the read-aloud you heard, "The prince certainly had given strict *instructions* that every maiden in the kingdom was to try on the slipper."
2. Say the word *instructions* with me three times.
3. Giving *instructions* means providing or giving directions that tell someone how to do something.
4. Our teacher gave us *instructions* about our homework when we left for vacation.
5. What is something you do that needs you to follow instructions? Try to use the word *instructions* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "When I . . . , I need to follow instructions."]
6. What's the word we've been talking about?

Use a *Sequencing* activity for follow-up. When we give instructions, we give them in the order of what happens first to what happens last. Sequencing words like *first*, *next*, *then* and *last* help listeners know what to do. For example, sequencing words help the listener know how to line up:

- *First*—stay quiet and remain seated while I call out names.
- *Next*—listen for your name to be called.
- *Then*—when you hear your name, quietly get out of your seat and then walk to the door.
- *Last*—stand quietly, with your hands at your side, behind the person whose name was called before you.

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Directions: Think of something you do every day, such as writing your name on your paper, hanging your coat on a hook, sharpening your pencil. Now, turn and give your partner instructions on how to do something you do every day. Make sure to give the instructions in order of what happens first to what happens last. Use words like, *first*, *next*, *then*, and *last* when you tell about it.

⑩ End-of-Lesson Check-In

- Using Response Card 1, have students retell the beginning, middle, and end of the story.
- Have students continue filling out their Real or Imaginary T-Charts for the second part of the story.

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The Girl with the Red Slippers

2
Option 1

Note: This is option 1 for Lesson 2. Please choose between this story or the story in option 2, "Billy Beg."

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of "The Girl with the Red Slippers"
- ✓ Explain that people from different lands tell similar stories

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 that are addressed in all lessons in this domain.

Students will:

- ✓ Retell fiction read-aloud "The Girl with the Red Slippers" in a shared writing project in which students draw and sequence events from the read-aloud (RL.1.2)
- ✓ Recount the story "Cinderella" by sequencing Image Cards of events in the story (RL.1.2)
- ✓ Identify words such as *jealous*, *lonely*, and *restless* that suggest feelings or appeal to the senses (RL.1.4)
- ✓ Sequence six images from "Cinderella" (RL.1.7)
- ✓ Compare and contrast orally the experiences of the main characters in "Cinderella" and "The Girl with the Red Slippers" (RL.1.9)
- ✓ Compare and contrast stories from different cultures on a Venn diagram (RL.1.9)

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- ✓ Draw and write a short sentence about an event in "The Girl in the Red Slippers" (W.1.3)
- ✓ Participate in a shared writing project to draw and sequence events from the read-aloud (W.1.7)
- ✓ Recall information from two read-alouds to answer questions in order to complete a Venn diagram (W.1.8)
- ✓ Add sufficient detail to a drawing of a scene from "The Girl with the Red Slippers" (SL.1.5)
- ✓ Use sentence-level context as a clue to the multiple-meaning word *duck* (L.1.4a)
- ✓ Identify real-life connections between words—*setting*, *jealous*, *cautiously*, and *duck*—and their use (L.1.5c)

Core Vocabulary

cautiously, *adv.* Carefully avoiding danger or risk
Example: Mike cautiously carried the bucket of water so he wouldn't spill it.
Variation(s): none

preferred, *v.* Liked something better than something else
Example: Cara preferred to walk to school rather than take the bus; she loved being out in the fresh air and the sunshine every morning.
Variation(s): none

revived, *v.* Became strong, healthy, or active again
Example: Bart felt revived when he drank a big glass of water after playing in the hot sun.
Variation(s): revive, revives, reviving

scoured, *v.* Searched carefully and thoroughly
Example: We scoured our room for the missing earring, turning over chairs and tables in the search.
Variation(s): scour, scours, scouring

setting, *n.* Where a story takes place
Example: The setting of a story about students might be in a school.
Variation(s): settings

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Vocabulary Chart for The Girl with the Red Slippers			
Core Vocabulary words are in **bold.** Multiple meaning word activity word is <u>underlined</u>. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	banquet falcon hippopotamus/ hippo pharaoh servant slipper	aching ancient announcement **cautiously*** drenched elegant exquisite *jealous* lonely **preferred** restless **revived** wallow	danced friend red river
Multiple Meaning	barge master **scoured** ***setting***	flicker	crowd <u>duck</u> sign
Phrases	heart skipped a beat not breathe a word	peeked out	
Cognates	banquete faraón hipopótamo sirviente maestro	anciano elegante **preferido** **revivir**	signo

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 2A-1: Rhodopis and the other servants
2. 2A-2: Rhodopis playing with the hippo by the river
3. 2A-3: Rhodopis dancing in the sunshine
4. 2A-4: The gift of red slippers
5. 2A-5: The falcon flying off with one of the slippers
6. 2A-6: The pharaoh's banquet

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7. 2A-7: The pharaoh talks to Rhodopis
8. 2A-8: Rhodopis and the pharaoh sail away

Note: You may need to choose between Drawing the Read-Aloud and Venn diagram in the *Extensions*.

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	**Story Review**	Image Cards 1–6; world map	15
	Introducing "The Girl with the Red Slippers"	Instructional Master 1A-3; tabs or push pins; globe or world map	
	Vocabulary Preview: Setting, Jealous		
	Purpose for Listening		
Presenting the Read-Aloud	**The Girl with the Red Slippers**	*Similar Stories: Finding Happiness Story Chart* ("The Girl with the Red Slippers"); images and realia from the read-aloud	15
Discussing the Read-Aloud	**Comprehension Questions**	Instructional Master 2A-1	10
	Word Work: Cautiously		
Complete Remainder of the Lesson Later in the Day			
Extensions	**Multiple Meaning Word Activity: Duck**	Poster 2M (Duck)	20
	Drawing and Sequencing the Read-Aloud	drawing paper, drawing tools	
	Venn Diagram	Instructional Master 2B-1	

Advance Preparation

Create a class *Similar Stories: Finding Happiness Story Chart* for "The Girl with the Red Slippers," using Instructional Master 1A-3 as a guide. You may wish to draw this on a large sheet of chart paper or copy it onto a transparency.

Make a copy of Instructional Master 2A-1 for each student. Refer to it as their Response Card for "The Girl with the Red Slippers." This Response Card shows scenes from the beginning, middle, and end of the story. Students can use this Response Card to answer questions and to discuss the beginning, middle, and end of the story.

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Gather the following objects to support students' understanding of the read-aloud: pictures of egrets, dragonflies, a hippopotamus, and a falcon; classical music for students to dance to; image of a silkworm and cocoon (save this picture for Lesson 6).

Create a Venn diagram on a large piece of blank chart paper or on the whiteboard or chalkboard, using Instructional Master 2B-1 as a guide. Use the Venn diagram to compare and contrast "Cinderella" and "The Girl with the Red Slippers."

Note to Teacher

Fill out the class *Similar Stories: Finding Happiness Story Chart* for "The Girl with the Red Slippers" as you introduce and present this read-aloud. Be sure to pause at points in the lesson where the chart can be filled in.

Note: The aim of creating this story chart is to help students use information from the read-aloud text and images to organize the elements of the story. Throughout this lesson, entries should be updated and finalized until the chart for "The Girl with the Red Slippers" is complete. When possible, use drawings alongside labels or sentences on the chart.

<table>
<tr><th colspan="4">Similar Stories: Finding Happiness Story Chart</th></tr>
<tr><td colspan="4">Folktale: The Girl with the Red Slippers</td></tr>
<tr><td>Country: Egypt</td><td>Continent: Africa</td><td>Setting/Time: very long, long ago</td><td>Setting/Place(s): master's house, Nile River, pharaoh's palace</td></tr>
<tr><td colspan="4">Characters: Rhodopis, servants, master, ergets, hippo, pharaoh, falcon</td></tr>
<tr><th>Beginning</th><th colspan="2">Middle</th><th>End
Finding Happiness</th></tr>
<tr><td>• Rhodopis is feeling sad.
• Other servants are unkind to her.
• Rhodopis receives red silk dancing slippers from her master.</td><td colspan="2">• Rhopodis is not allowed to go to the pharaoh's banquet.
• A falcon steals Rhodophis's slipper and brings it to pharaoh.
• Pharaoh uses slipper to find Rhodopis.</td><td>• Rhodopis and the pharaoh are married and live happily ever after.</td></tr>
</table>

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The Girl with the Red Slippers

2A Option 1

Introducing the Read-Aloud — **15** *minutes*

Story Review

- Remind students that people around the world love listening to and telling stories. Some of the stories told around the world are similar to each other, even though the stories originated in—or began in—different places around the world. Although the stories come from different countries—or lands—the characters have similar adventures and face similar conflicts—or problems.
- Ask students: 'What is the name of the story you heard in the previous read-aloud? Which country is it from?" (Cinderella; France)

[Have students locate France on the world map or globe by finding the marker placed there during the previous lesson.]

- Tell students they will work together as a class to retell "Cinderella." Explain that they are going to work together to put Image Card drawings in the correct sequence.
- Divide students into six equal groups. Explain that you are going to give each group an Image Card with a drawing from the story. The group should think of a way to tell the rest of the class what is happening in their Image Card. Encourage groups to discuss the following story elements:
  - Characters: the people or animals in the story
  - Setting: where and when the story takes place
  - Plot: the events that happen in the beginning, middle, and end of the story
- Mix up the Image Cards and distribute one card to each group. Allow one minute for discussion. Each group should choose a representative to be the speaker or the person who will talk for the rest of the group.
- Invite the speakers from each group to come to the front of the class. Explain to students that text is read from left to right, so the speakers

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will stand from left to right to retell the read-aloud with their pictures. Have the first student describe his/her group's Image Card. Then have a second student describe his/her group's Image Card. As a class, determine which Image Card comes first in the story. Reflect the correct sequence by having the student with the Image Card that comes first in the story stand to the left. Repeat this procedure until all six Image Cards have been sequenced. As the students describe their drawings, be sure to expand upon their ideas, encouraging the use of increasingly complex sentences and domain-related vocabulary.

Introducing "The Girl with the Red Slippers"

Note: Fill out relevant parts of the story chart as you introduce and present this story.

- Tell students that in today's lesson, they will hear a type of fiction story called a folktale. The name of the folktale is "The Girl with the Red Slippers." In this folktale, a young girl who works as a servant is treated unfairly or unkindly by the other servants in her house, but is helped by her master and some animals and finds happiness at the end. Point out that the events in "The Girl with the Red Slippers" are a variation or different version of the events in "Cinderella."

Where Are We?

- Ask students: "What country do we live in?" Ask a volunteer to point out the United States on the world map. Remind students that the United States is part of the continent of North America. Point out North America on a globe or map.
- Explain that the story they will hear today came from a country called Egypt. Point out and mark Egypt on the world map. Tell students that Egypt is part of the continent of Africa. Point out Africa on the globe or map.
  [You may wish to connect the cut-out for "The Girl with the Red Slippers" to Egypt on the world map.]

Picture Walk

- Tell students that they are going to take a picture walk through some of the pictures to help them learn about the story before they hear the story.

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Show image 2A-1: Rhodopis and the other servants

- Explain that the main character in "The Girl with the Red Slippers" is named Rhodopis (ro-*DUH*-pis). Tell students that you are going to read aloud a description of Rhodopis and when they think they know who she is, they should put their hand on their head.
- Say to students: "Because Rhodopis was from another land, she did not look like the other servants, or her master. Whereas they had dark hair and dark eyes, she had gold curls and green eyes." Visually survey students to see if anyone has their hand on their head. Call on a volunteer to point out Rhodopis to the class.
- Locate Greece on the world map. Explain that Greece is part of the continent of Europe and that is where Rhodopis's family lived, but she works in Egypt.
- Says to students: "Look at the faces of the other servants. Do their faces show kindness towards Rhodopis or a dislike of Rhodopis?" Have students smile for *kindness* or scowl for *dislike*. Visually survey the class and call on one or two students to comment.



Show image 2A-2: Rhodopis playing with the hippo by the river

- Invite a student to point to the hippopotamus. Explain that a hippopotamus or hippo is a large animal with a very large head that spends most of its time living in rivers in Africa.
  - Have students say *hippopotamus* with you three times.
- Tell students that this hippo is a special character in this story because Rhodopis calls it her best friend.
- Ask students: "Could a hippopotamus really be a person's best friend?"



Show image 2A-3: Rhodopis dancing in the sunshine

- Ask students: "What is Rhodopis doing?"
  - She is dancing in the sunshine.
- Point to the blue figure in the background on the house's balcony. Share with students that Rhodopis does not know, but she is being watched by her master. The master is the owner of the house and the person who provides the food, clothing, and shelter for all the servants.

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Show image 2A-4: The gift of red slippers

- Tell students that the master enjoyed her dancing so much that he asked his shoemaker to make a pair of silk shoes for Rhodopis. These shoes were very, very fancy.
- Ask students: "None of the other servants received a gift. How do you think they felt when Rhodopis was given fancy, red silk dancing slippers? Turn and tell your partner how you think the other servants felt." Allow fifteen seconds for partner pairs to discuss. Call on two partner pairs to share. Student answers will vary. Be sure to emphasize that they felt sad, angry, or wished they had some fancy red slippers for themselves.

Vocabulary Preview

Setting

1. The *setting* of the read-aloud, "The Girl with the Red Slippers," is a very long time ago in the country of Egypt.
2. Say *setting* with me three times.
3. The setting is where and when a story takes place.
4. The setting of "Cinderella" is the country of France, a long time ago.

   Ammon is writing a story about ancient Egypt; the setting is next to the Nile River.
5. Think about a favorite story. What is the setting of the story? Turn and tell your partner about the setting. Use the sentence frame: "The setting of my favorite story is _____."

Jealous

1. Today you will hear how the other servants were *jealous* that Rhodopis had been given red silk dancing slippers.
2. Say the word *jealous* with me three times.
3. *Jealous* means feeling angry or unhappy because someone else has something you want.
4. Darius was jealous of Femi's perfect score on the spelling test.
5. Have you ever felt jealous? Tell your partner about a time when you felt jealous of someone else's things. Use the word *jealous* when you tell about your experience.

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Purpose for Listening

Tell students to listen carefully to "The Girl with the Red Slippers" to see how the story is similar to and different from "Cinderella." Students should also listen to identify as many elements of the story as they can: characters, setting, and plot.

By the end of the lesson, students should be able to:

- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of "The Girl with the Red Slippers"
- ✓ Explain that people from different lands tell similar stories

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Presenting the Read-Aloud **15** *minutes*

Note: Continue to fill in the *Similar Stories: Finding Happiness Story Chart* for "The Girl with the Red Slippers."



The Girl with the Red Slippers

Show image 2A-1: Rhodopis and the other servants

A long time ago, in Ancient Egypt, there lived a beautiful young girl called Rhodopis.

[Invite a student volunteer to point out the marker for Egypt on the world map.]

She had been born in Greece but had been taken by pirates to Egypt.

[Point out Greece on the world map. Explain that Greece is a country that has water or sea on most sides. Tell students that pirates are people who sail on a ship and take people or things from near the sea.]

Rhodopis now worked as a servant in a merchant's house.

[A servant is someone who works in a household. Normally they handle chores such as washing clothes, cooking food, cleaning, or growing a garden. A merchant is someone who buys and sells things.]

Because Rhodopis was from another land, she did not look like the other servants, or her master. Whereas they had dark hair and dark eyes, she had golden curls and green eyes. No amount of brushing would straighten those curls.

The other servants teased Rhodopis—they treated her unkindly and called her names. They also made her work even harder than they did. She had to get up before the sun rose, and she had to work while the stars twinkled in the night sky.

[Ask students: "Did Rhodopis have a long or short work day?" Have students hold up one finger for *long* and two fingers for *short*. Ask students if this description reminds them of a character in another story. (Cinderella)]

She cleaned her master's house, she baked bread, she washed her master's clothes, she sewed, and she even tended to the garden.

Rhodopis lived a lonely life—she lived as if she was all by herself. The other servants wanted nothing to do with her—they did not want to talk or play or work with Rhodopis.

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Over time, the animals became her friends. Rhodopis chatted with the birds that nested in the lemon and lime trees. She told her troubles to the great white egrets, and she teased the red-tailed dragonflies.

[Show pictures of egrets and dragonflies.]



Show image 2A-2: Rhodopis playing with the hippo by the river

However, her best friend in the whole world was a hippopotamus.

[Invite a student to point to the hippo.]

Whenever she went to the Nile River to wash her master's clothes, one particular hippo would come to the edge of the river. It would wallow—and roll about—in the water near her and keep her company while she worked. The hippo would look at her with its big round eyes. Its ears would flicker whenever she spoke.

Sometimes they would play together. Rhodopis would splash water in the hippo's direction. The hippo would sink down under the water and then reappear close by.



Show image 2A-3: Rhodopis dancing in the sunshine

One day, while picking lemons from the lemon trees in the garden, Rhodopis heard music coming from her master's house.

She placed her basket on the ground and began to dance to the music. She moved gracefully like a ballerina.

[Explain that a ballerina is a girl who dances ballet. Ballet is a type of dance that tells a story through the movements of the dancers and the music. You may wish to play some classical music and invite students to move in response to the music.]

Rhodopis danced in the warm sunshine. As she danced, her master woke up from a long nap. As he stretched and yawned he looked around the garden. He spotted Rhodopis dancing to the music. Rhodopis moved so elegantly that her master watched her for quite some time.

After a while, he thought to himself that this beautiful young girl who danced like a butterfly deserved some elegant shoes for her bare feet. The master decided that Rhopodis should be given nice and fancy shoes to wear.

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The next day he went to his own shoemaker and asked him to make a pair of red silk dancing slippers. The soles of the slippers were to be made of the very finest leather.

[Remind students that silk is a very special cloth or fabric that costs a lot of money because it is made from threads produced by silkworms. Show students an image of a silkworm and a cocoon.]

Several days later the shoes arrived and Rhodopis's master presented them to her as a gift. Rhodopis was speechless—she was so surprised that the master had given her a gift that she could not talk.



Show image 2A-4: The gift of red slippers

Rhodopis loved her slippers. The other servants were jealous that she had been given such an exquisite—or nicely made and beautiful gift. They treated her even more horribly than before. This made Rhodopis very sad.

Whenever she could she would **cautiously**—or carefully—sneak off into the garden, put on her red slippers, and dance. Quite often she danced at night beneath the sparkling stars, when everyone else was asleep.

[Say to students: "Tell your partner why Rhopodis needed to cautiously go into the garden and put on her red slippers and dance." Call on two partner pairs to share.]

One day, Rhodopis's master was informed that the pharaoh, Amasis, had decided to hold a grand banquet—a fancy dinner party—at his royal palace in Memphis. All of his subjects—or the people of the land—were invited, even the servants.

[Explain to students that the pharaoh was the leader of ancient Egypt, similar to a king.]

Rhodopis was so excited; however, she quickly learned that the other servants had no intention of letting her go. Instead they gave her piles of laundry to do, and warned her that it better all be done by the time they returned. As the servants prepared to depart, Rhodopis carried the huge pile of laundry down to the river.

Rhodopis worked for several hours, washing and scrubbing the clothes. Her faithful friend the hippo kept her company. The hippo always cheered up Rhodopis. And so, after a while, Rhodopis's spirits were **revived**—she felt happy again—and she began to play with the hippo.

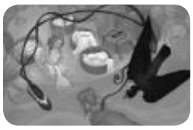
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As Rhodopis cheerfully splashed the hippo, it suddenly moved to duck down beneath the water. Then it reappeared quite suddenly right beside Rhodopis. As the hippo lifted its large head, it created a wave of water that cascaded down upon Rhodopis.

She was drenched—and covered from head to toe with water. Her beautiful slippers were drenched and wet too!

Mid-story Check-In

1. *Literal* Who are the characters in the story you have met so far?
   - So far I have met Rhodopis, the servants, the master, and the hippo.
2. *Inferential* How is Rhodopis different from the other servants?
   - She looks different and she is from Greece, not Egypt.
3. *Inferential* What gift does Rhodopis receive from her master? How do the other servants feel about the gift?
   - Rhodopis receives fancy red silk dancing slippers from her master. The servants are jealous and treat Rhopodis even more horribly.



Show image 2A-5: The falcon flying off with one of the slippers

Rhodopis sighed and scratched the hippo's head. Then she took off her slippers and placed them on a rock to dry. After that she continued with her work. She did not even stop to eat. After a long while, Rhodopis finished washing all the clothes. By now her back and arms were aching—and hurting—but she was happy to be done.

Just as she was about to put on her red slippers, she heard the flapping of wings. In an instant, one of her slippers was gone. From out of the darkening sky, a falcon had swooped down and stolen it.

[Tell students that a falcon is a type of bird that can fly very fast. Show students a picture of a falcon.]

Rhodopis gasped out loud. She was certain that the falcon was actually the Egyptian sky god, Horus. It was a sign of something, but of what she did not know. Rhopodis thought the sky god, Horus, was trying to tell her that something important was going to happen.

There was nothing Rhodopis could do. She put her one remaining slipper in her pocket and returned to her master's house in her bare feet.

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Show image 2A-6: The pharaoh's banquet

Meanwhile, at the royal palace, an enormous crowd had gathered. Everyone was enjoying the banquet.

Pharaoh Amasis looked on from his raised throne in the banquet hall.

[Invite a student to point out Pharaoh Amasis.]

Although he was happy to see his subjects enjoying themselves, he **preferred**—or would much rather like—to go hunting. As Amasis did not have a wife or children, he spent most of his spare time hunting with his friends. He liked going hunting more than he liked banquets.

As the day wore on, Amasis grew restless.

[Point to Amasis looking bored on his throne. Define *restless* as the feeling boredom and wishing to move on to the next thing. Ask students: "Does Amasis look restless? Why do you think he feels restless?"]

He was just about to sneak away from the banquet when a great falcon swooped down and dropped a small red slipper at his feet. Amasis picked up the small slipper and stared at it. He was certain that the god Horus had sent him a message. Amasis thought for a while. Then he summoned his advisors to ask what they thought. He had decided that the god Horus was telling him that the owner of the red slipper would be his wife.

The banquet was halted—or stopped—and an announcement was made that the pharaoh himself would search the land for the owner of the red slipper. The guests slowly began to leave.

Now Rhodopis's master had already left the palace. He had gone off to take care of some business, and so he had not heard the announcement. His servants, however, had. Together they decided that they would not breathe a word to Rhodopis. They were not going to tell Rhopodis about the announcement.

As the weeks went by, the pharaoh searched the land for his future wife. He searched by land and by water, but he was unsuccessful. At last his search brought him by royal barge—or a very large ship—to a region in the northern part of his kingdom. Rhodopis was washing clothes in the river as the royal barge appeared in the distance. The other servants saw it, too, and knew immediately what it meant: the pharaoh was coming to find the owner of the red slipper.

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As the barge neared the bank of the river, the royal trumpeters sounded the pharaoh's arrival. Immediately, the servants ordered Rhodopis to hide herself in the reeds. The servants meanly told her that she was not worthy to be in the presence of the pharaoh.



Show image 2A-7: The pharaoh talks to Rhodopis

With the red slipper in one hand, Amasis stepped off the royal barge. Upon seeing the slipper, the female servants elbowed each other out of the way, all wanting to be the first to try it on.

As this was happening, Rhodopis peeked out from the reeds. She wanted to see the pharaoh's face. As she peeked out, Amasis spotted her.

He stared at the beautiful girl for several moments and Rhodopis's heart skipped a beat—she suddenly became excited.

Amasis asked Rhodopis to step forward and then he placed her tiny foot inside the red slipper. As he did so, it was clear to all that she was the owner of the slipper. The other servants were horrified that she would be the pharaoh's queen, but the master gave his blessing.



Show image 2A-8: Rhodopis and the pharaoh sail away

Together Amasis and Rhodopis sailed away on the royal barge with its purple sails fluttering in the gentle breeze that blew across the Nile River. Behind the barge swam Rhodopis's best friend and honored wedding guest.

[Ask students: "Who is Rhopodis's best friend and honored wedding guest"?]

- the hippo

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Discussing the Read-Aloud *10 minutes*

Comprehension Questions

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

1. *Literal* What is the title of today's story?
   - The title of today's story is "The Girl with the Red Slippers."

   What kind of story is "The Girl with the Red Slippers"?
   - "The Girl with the Red Slippers" is a folktale.

   Where is the story "The Girl with the Red Slippers" originally from?
   - "The Girl with the Red Slippers" is from Egypt.

2. *Inferential* Who is Rhopodis's best friend? Why are all her friends animals?
   - Rhopodis's best friend is a hippo. All her friends are animals because none of the servants wanted to talk with her, play with her, or work with her.

3. *Literal* What royal event were all the people invited to?
   - All the people were invited to a banquet at the pharaoh's palace.

   Did Rhopodis go to the banquet?
   - No, she did not go to the banquet.

   Why not?
   - She did not go to the banquet because the other servants gave her many jobs to do.

4. *Literal* While Rhodopis is washing clothing at the river, what animal takes Rhodopis's red dancing slipper?
   - A falcon takes Rhodopis's red dancing slipper.

   Who does Rhopodis believe the falcon is?
   - Rhopodis believes the falcon is the sky god Horus.

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5. *Literal* When the falcon dropped Rhodopis's small red slipper at the pharaoh's feet, what did he think he should do or what message did he think the falcon was sending?
   - He decided the falcon, or the god Horus, was telling him that the owner of the red slipper would be his wife.
6. *Evaluative* [Using Response Card 2(i), have partner pairs tell each other about what is happening in each image. Invite different partner pairs to share about one of the images and to tell which part of the story—beginning, middle, or end—it belongs to.]

   [You may wish to review/fill in the *Similar Stories: Finding Happiness Story Chart* for "The Girl with the Red Slippers."]

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

7. *Evaluative* *Think Pair Share:* "The Girl with the Red Slippers" and "Cinderella" are variations or versions of the same story. How are the events in these two stories similar? How are the events in these two stories different?

Sentence Frames:

Do these two stories seem similar to you? (Yes/No)

In both stories the main character . . .

In "The Girl with the Red Slippers" . . . , but in "Cinderella"

8. After hearing today's story 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.]

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Word Work: Cautiously

1. In the read-aloud you heard, "Whenever she could, [Rhodopis] would *cautiously* sneak off into the garden, put on her red slippers, and dance."
2. Say the word *cautiously* with me three times.
3. *Cautiously* means that you do something with care or caution because it might be dangerous or cause a problem.
4. Lateef and his younger sister held hands and looked to the left and to the right for cars before cautiously crossing the street.
5. Tell your partner why you think Rhopodis needed to cautiously sneak off into the garden to wear her red slippers and dance. Use the word *cautiously* when you tell about it.
6. What is the word we have been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name several actions. If you think any of these actions should be done cautiously, say, "You should do that cautiously." If you don't think any of these actions should be done cautiously, say, "You don't need to do that cautiously."

1. pouring milk into a glass
   - You should do that cautiously.
2. talking on the phone
   - You don't need to do that cautiously.
3. crossing the street
   - You should do that cautiously.
4. walking by the side of a pool
   - You should do that cautiously.
5. watching TV
   - You don't need to do that cautiously.
6. holding a bowl of hot soup
   - You should do that cautiously.

Extending the Activity

Have the class act out student-created behavior scenarios centered on the word *cautiously*. Encourage students to determine if the situation merits caution or not.



Complete Remainder of the Lesson Later in the Day

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The Girl with the Red Slippers

2B Option 1

Extensions — *20 minutes*

Multiple Meaning Word Activity

Sentence in Context: Duck

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

- [Show Poster 2M: Duck.] In the read-aloud you heard, "As Rhodopis cheerfully splashed the hippo, it suddenly moved to *duck* down beneath the water." Here, *duck* means to lower your head or body to avoid something. Which picture shows this?
- *Duck* can also mean a bird that quacks, swims, and has webbed feet. Which picture shows this?
- Now with your partner, make a sentence for each meaning of *duck*. Try to use complete sentences. I will call on some of you to share your sentences.

Drawing and Sequencing the Read-Aloud

Note: Place students into groups of four to six for this activity. You may wish to designate specific students to draw a picture of an event from the beginning, middle, or end of the story to make sure that these points of the story plot are covered.

- Ask students to think about the story, "The Girl with the Red Slippers." Give each student a piece of paper, and ask each student to draw a picture of one part of the story he or she remembers. It might be a favorite part, or a part with an interesting character, or a part in which something important happens.
- Have students write a sentence about their drawings using the sound-spelling correspondences taught thus far.
- When students have completed their drawing and sentence, tell students that each small group is going to put their drawings in the correct sequence—in the order of events that happened in the story.

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Explain to students that text is read from left to right, so the students will stand from left to right to retell the read-aloud with their pictures.

- Have the small groups sequence their drawings as you circulate among the groups, helping students as needed.
- Once all the groups have finished sequencing their drawings, invite each group to tell the story from beginning to end using temporal words such as, *before, after*, *during* and *until*.

⑩ Venn Diagram

Comparing and Contrasting "Cinderella" and "The Girl with the Red Slippers"

- Tell students that they are going to make a Venn diagram to compare and contrast the stories "Cinderella" and "The Girl with the Red Slippers." Remind students that *to compare* is to tell how things are similar and *to contrast* is to tell how things are different.

[If necessary, read parts of the *Similar Stories: Finding Happiness Chart* for "Cinderella" and "The Girl with the Red Slippers" to the students.]

Above and Beyond: Instructional Master 2B-1 has been included if you have students who are ready to fill in the charts on their own using the sound-spelling correspondences taught thus far.

Note: Explain that you are going to write down what students 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. Tell them it is important for you to remember what they have said, and that you will read the words to them.

- Tell students: "Let's compare the two stories. How are 'Cinderella' and 'The Girl with the Red Slippers' similar?" Write their responses where the two circles intersect. Possible responses:
  - both main characters are young women
  - both were treated unkindly by others
  - both had to clean and do hard housework
  - both were not allowed to attend a royal party
  - both characters lose a slipper
  - both are found with their lost slipper
  - both find happiness in the end

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- Tell students: “Now, let’s contrast the stories. How is the plot or the events of ‘Cinderella’ different from the plot or events of ‘The Girl with the Red Slippers’?” Possible responses:
  - “Cinderella”: treated unkindly by her stepmother and stepsisters; helped by a fairy godmother; marries a prince; forgives unkind treatment in the end
  - “The Girl with the Red Slippers”: treated unkindly by other servants; helped by a falcon and a hippo; marries a pharaoh; sails away on a barge in the end
- Ask students: “How is the setting of ‘Cinderella’ different from the setting of ‘The Girl with the Red Slippers’?” Possible responses:
  - “Cinderella”: story set long, long ago in France; royal ball at the prince’s castle
  - “The Girl with the Red Slippers’: story set in ancient times in Egypt; by the Nile River; banquet at the pharaoh’s palace

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Billy Beg

2
Option 2

Note: This is option 2 for Lesson 2. Please choose between this story or the story in option 1, "The Girl with the Red Slippers."

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of "Billy Beg"
- ✓ Explain that people from different lands tell similar stories

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 that are addressed in all lessons in this domain.

Students will:

- ✓ Recount the story "Cinderella" by sequencing Image Cards of events in the story (RL.1.2)
- ✓ Identify words such as *concerned* that suggest feelings or appeal to the senses (RL.1.4)
- ✓ Identify that "Billy Beg" is fiction (RL.1.5)
- ✓ Sequence six images from "Cinderella" (RL.1.7)
- ✓ Compare and contrast stories from different cultures on a Venn diagram (RL.1.9)
- ✓ Recall information from two read-alouds to answer questions in order to complete a Venn diagram (W.1.8)
- ✓ Ask and answer interrogative questions using the question word *who* in a shared language activity (L.1.1j)

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- ✓ Use sentence-level context as a clue to the multiple-meaning word *face* (L.1.4a)
- ✓ Provide examples of synonyms and antonyms for the word *brave* (L.1.5a)
- ✓ Identify real-life connections between words—*plot*, *defeated*, *monstrous*, *face*, and *brave*—and their use (L.1.5c)

Core Vocabulary

concerned, *adj.* Worried
Example: Joanna was concerned that the school trip might be canceled because of the rain.
Variation(s): none

demanded, *v.* Said or asked for in a very forceful way
Example: The principal demanded that all students sit down for the assembly.
Variation(s): demand, demands, demanding

monstrous, *adj.* Very frightful and/or large
Example: In her dream, Yasmin battled against a monstrous dragon.
Variation(s): none

plot, *n.* The events of a story
Example: The plot of a story is what happens in the beginning, middle, and end of a story.
Variation(s): warnings

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Vocabulary Chart for Billy Beg			
Core Vocabulary words are in **bold.** Mutliple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	beast bull champion dragon gentleman knight mare shepherd	applause brave* **concerned** *defeated* **demanded** fond mare **monstrous*** occasion	boot double king prince princess old
Multiple Meaning	carriage ***plot*** stable	giant	crowd face
Phrases	suit of armor	as a matter of fact	
Cognates	bestia bula campeón dragón carruaje establo	aplauso bravo* **monstruoso*** ocasión gigante	bota doble princesa principe

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 3A-1: Billy and the bull
2. 3A-2: Billy upset at the bull leaving
3. 3A-3: Billy at the door of the gentleman's house
4. 3A-4: Billy and the giant
5. 3A-5: Billy talking with the old man
6. 3A-6: Billy riding to slay the dragon
7. 3A-7: Billy flattening the dragon
8. 3A-8: Billy and the boot
9. 3A-9: Billy and the princess

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At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	**Story Review**	Image Cards 1–6	15
	Introducing "Billy Beg"	Instructional Master 1A-3; Prediction T-Charts; tabs or push pins; sticky notes–two per student; world map or globe	
	Vocabulary Preview: Plot, Defeated		
	Purpose for Listening		
Presenting the Read-Aloud	**Billy Beg**	*Similar Stories: Finding Happiness Story Chart* ("Billy Beg"); Prediction T-Charts; images and realia from the read-aloud	15
Discussing the Read-Aloud	**Comprehension Questions**	Instructional Master 2A-2	10
	Word Work: Monstrous		
Complete Remainder of the Lesson Later in the Day			
Extensions	**Multiple Meaning Word Activity: Face**	Poster 1M (Face)	20
	Syntactic Awareness Activity: Asking and Answering Questions Using *Who*		
	Vocabulary Instructional Activity: Brave	chart paper; black, red, green markers	
	End-of-Lesson Check-In: Venn Diagram	Instructional Master 2B-1 (optional); Venn diagram drawn on chart paper	

Advance Preparation

Create a class *Similar Stories: Finding Happiness Story Chart* for "Billy Beg," using Instructional Master 1A-3 as a guide. You may wish to draw this on a large sheet of chart paper or copy it onto a transparency.

Create two Prediction T-Charts that will be used during the Picture Walk and the read-aloud. The first chart should have the question: *Will Billy Beg defeat the giant?* The second chart should have the question: *Will Billy Beg defeat the dragon?* Students will make their predictions by writing their name on the sticky notes and placing the sticky notes in the *Yes* or *No* column.

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Make a copy of Instructional Master 2A-2 for each student. Refer to it as their Response Card for "Billy Beg." This Response Card shows scenes from the beginning, middle, and end of the story. Students can use this Response Card to answer questions and to discuss the beginning, middle, and end of the story.

Gather the following objects to support students' understanding of the read-aloud: a tablecloth, a stick, and a leather belt.

For End-of-Lesson Check-In, prepare a Venn diagram to compare "The Girl with the Red Slippers" and "Billy Beg" using Instructional Master 2B-1 as a guide.

Note to Teacher

Fill out the class *Similar Stories: Finding Happiness Story Chart* for "Billy Beg" as you introduce and present this read-aloud. Be sure to pause at points in the lesson where the chart can be filled in.

> **Note:** The aim of creating this story chart is to help students use information from the read-aloud text and images to organize the elements of the story. Throughout this lesson, entries should be updated and finalized until the chart for "Billy Beg" is complete. When possible, use drawings alongside labels or sentences on the chart.

<table>
<tr><th colspan="4">Similar Stories: Finding Happiness Story Chart</th></tr>
<tr><td colspan="4">Folktale: Billy Beg</td></tr>
<tr><td>Country: Ireland</td><td>Continent: Europe</td><td>Setting/Time: long, long ago</td><td>Setting/Place(s): gentleman's house, village, in the fields</td></tr>
<tr><td colspan="4">Characters: Billy Beg, bull, gentleman, giant, dragon, princess, king, king's champion</td></tr>
<tr><th>Beginning</th><th colspan="2">Middle</th><th>End
Finding Happiness</th></tr>
<tr><td>• Billy Beg is feeling sad.
• Billy's best friend, the bull, is going to be taken to the market to be sold.
• The Bull gives Billy three magical gifts.</td><td colspan="2">• Billy fights and beats a giant.
• Saves princess from dragon, but loses boot.
• The king uses the boot to find Billy Beg.</td><td>• Billy Beg and the princess are married and live happily ever after.</td></tr>
</table>

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Billy Beg

2A Option 2

Introducing the Read-Aloud — 15 minutes

Story Review

- Remind students that people around the world love listening to and telling stories. Some of the stories told around the world are similar to each other, even though the stories originated in—or began in—different places around the world. Although the stories come from different countries—or lands—the characters have similar adventures and face similar conflicts—or problems.
- Ask students: 'What is the name of the story you heard in the previous read-aloud? Which country is it from?" (Cinderella; France)

[Have students locate France on the world map or globe by finding the marker placed there during the previous lesson.]

- Tell students they will work together as a class to retell "Cinderella." Explain that they are going to work together to put Image Card drawings in the correct sequence.
- Divide students into six equal groups. Explain that you are going to give each group an Image Card with a drawing from the story. The group should think of a way to tell the rest of the class what is happening in their Image Card. Encourage groups to discuss the following story elements:
  - Characters: the people or animals in the story
  - Setting: where and when the story takes place
  - Plot: the events that happen in the beginning, middle, and end of the story
- Mix up the Image Cards and distribute one card to each group. Allow one minute for discussion. Each group should choose a representative to be the speaker or the person who will talk for the rest of the group.
- Invite the speakers from each group to come to the front of the class. Explain to students that text is read from left to right, so the speakers

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will stand from left to right to retell the read-aloud with their pictures. Have the first student describe his/her group's Image Card. Then have a second student describe his/her group's Image Card. As a class, determine which Image Card comes first in the story. Reflect the correct sequence by having the student with the Image Card that comes first in the story stand to the left. Repeat this procedure until all six Image Cards have been sequenced. As the students describe their drawings, be sure to expand upon their ideas, encouraging the use of increasingly complex sentences and domain-related vocabulary.

Introducing "Billy Beg"

Note: Fill out relevant parts of the story chart as you introduce and present this story.

- Tell students that in today's lesson, they will hear a type of fiction story called a folktale. The name of the folktale is "Billy Beg." In this folktale, a sad young prince is given three gifts that help him find happiness. Explain to students that the events in "Billy Beg" are a variation or different version of the events in "Cinderella."

Where Are We?

- Ask students: "What country do we live in?" Ask a volunteer to point out the United States on the globe or map.
- Ask students: "Which continent is the United States a part of?" Invite a volunteer to point out North America on the globe or map.
- Explain that the story they will hear today came from a country called Ireland. Point out and mark Ireland on the world map. Tell students that Ireland is part of the continent of Europe. Point out Europe on the globe or map.
  [You may wish to connect the cut-out for "Billy Beg" to Ireland on the world map.]

Picture Walk

- Tell students that they are going to take a picture walk through some of the pictures to help them learn about the story and to make predictions about what might happen in the story.

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Show image 3A-1: Billy and the Bull

- Invite a volunteer to point to Billy Beg and the bull. Tell students that Billy Beg is the son of a king. Ask students whether Billy looks like a prince in this image.
- Tell students that Billy's best friend is the bull, but something happens to the bull at the beginning of the story. Tell students to listen to find out what happens to the bull.



Show image 3A-4: Billy and the giant

- Tell students that one of Billy Beg's adventures is when he fights a giant.
- Ask students: "Do you think Billy Beg will defeat the giant?" Have students place one of their sticky notes with their name on *Prediction Question 1* chart in the column that corresponds with their response to the question.

Prediction Question 1: Will Billy Beg defeat the giant?	
Yes	**No**



Show image 3A-7: Billy flattening the dragon

- Invite a student volunteer to point to the dragon. Ask whether dragons are real or imaginary creatures.
- Tell students that another one of Billy's adventures is when he fights a dragon.
- Ask students: "Do you think Billy Beg will defeat the dragon?" Have students place one of their sticky notes with their name on *Prediction Question 2* chart in the column that corresponds with their response to the question.

Prediction Question 2: Will Billy Beg defeat the dragon?	
Yes	**No**

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Vocabulary Preview

Plot

1. Today you will hear the story of "Billy Beg." The *plot* of this story is similar to "Cinderella" and "The Girl with the Red Slippers."
2. Say the word *plot* with me three times.
3. The plot is the events of a story. The plot is what happens at the beginning, middle, and end of the story.
4. The plot of Aidan's story was full of surprises.
5. Think about your favorite story. What is your favorite part of the plot—or event—from the story? Tell your partner about your favorite part of the plot.

Defeated

1. Listen carefully to the story to find out if Billy Beg *defeated* the dragon.
2. Say the word *defeated* with me three times.
3. *Defeated* means to win in a fight or to beat someone else at something.
4. Angus defeated Calin at the spelling bee this year.

   After three games, Caitlin's soccer team defeated Deidre's team.
5. Can you think of a story where one character defeated another? Turn and tell your partner about the story. [Sentence frame: "In the story _____, _____ defeated _____."]

Purpose for Listening

Tell students to listen carefully to identify which parts of the story are similar to or different from the folktale "Cinderella." Students should also listen to identify as many elements of the story as they can: characters, setting, plot, and conflict.

By the end of the lesson, students should be able to:

- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of "Billy Beg"
- ✓ Explain that people from different lands tell similar stories

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Presenting the Read-Aloud **15** *minutes*

Note: Continue to fill in the *Similar Stories: Finding Happiness* Story Chart for "Billy Beg."



Billy Beg

Show image 3A-1: Billy and the bull

Once upon a time there was an Irish prince whose name was Billy Beg.

[Explain that a prince is the son of a king. Ask: "Does Billy Beg look like a prince?" Have students hold up one finger for *yes* and two fingers for *no*. Call on two students to share.]

Though born the son of a king, Billy didn't live the usual life of a prince. Billy worked in the fields herding cattle every day from sunup until sundown.

[Ask students if this description reminds them of a character in another story. (Cinderella)]

Billy spent so much time with the cattle that his best friend was the oldest bull in the herd, one with a speckled hide and a white face. Billy was very fond of the bull, and the bull was just as fond of him—they liked one another very much.

One day, the old bull was sent to the market in town to be sold. When Billy heard this, he was very sad. But the bull said, "Don't worry, Billy my boy! You will be all right without me. In the grove behind the barn, there are three gifts for you: a magic tablecloth, a stick, and a belt made from the hide of my grandfather.

[Show students these items: a tablecloth, a stick, and a leather belt. Tell them that these are magical items. Have students guess what kind of magic power each item might have.]

If you unfold the tablecloth you will never be hungry. If you wave the stick three times around your head, you will have the strength of a thousand men. And if you wrap the belt around your waist, no enemy will be able to defeat you."

[Show students a tablecloth and have them repeat, "You will never be hungry." Show students a stick and have them repeat, "You will have the strength of a

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thousand men." Show students the belt and have them repeat, "No enemy will be able to defeat you."]



Show image 3A-2: Billy upset at the bull leaving

With that, the bull left bravely for the market.

[Point to the bull and ask students: "Does the bull look brave in this image?" Have students stay seated for *yes* and stand up for *no*. Call on two students to share.]

At first, Billy Beg was too upset to do anything without his friend. He cried for three days and three nights.

Then Billy remembered what the bull had said.

When the sun rose the next morning, he went to the grove behind the barn and pulled out the tablecloth from beneath a tree. When he unfolded it, he found it was covered with delicious food and drink. Billy ate and drank until his stomach was full.

Next, he grabbed the stick and the belt the bull had left for him.

Then he set off to make his way in the world—he began to look for a new job and a new place to live.



Show image 3A-3: Billy at the door of the gentleman's house

He walked on until he came to a fine old house. He knocked and an old gentleman came to the door.

"Excuse me," said Billy. "I was wondering if you have any work."

"As a matter of fact," said the old gentleman, "I do need someone to watch over my cows, pigs, donkeys, and goats, but . . ."

"I am the best shepherd that you will ever see," Billy interrupted.

"Well," said the old gentleman. "That may be, but a giant has moved into the forest next to my pasture. That beast has scared off the last three boys I hired."

"I am not afraid of him," said Billy. "If you will have me, I will take the job."

[Say to students: "Turn and tell your partner why you think Billy is not afraid of the giant." Allow fifteen seconds for partner pairs to talk. Call on two partner pairs to share.

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If necessary, remind students that the bull gave Billy three gifts.]

So the old gentleman hired Billy to be his shepherd to watch his cows, pigs, donkeys, and goats. The next day, Billy led the animals out to pasture and sat down on a rock. Later that day, a horrible one-eyed giant suddenly appeared from the rocks.



Show image 3A-4: Billy and the giant

"Oh!" said the giant, licking his lips. "Here is a tasty little treat. You are too big for one bite, but not big enough for two! What should I do with a tiny morsel like you?"

[Ask: "What does the giant plan to do?" (eat Billy)]

Billy fastened on his belt and grabbed his stick.

He swung the stick above his head three times to give himself the strength of a thousand men. It was a terrible fight, but finally Billy swung the stick and—thwack!—sent the **monstrous** giant flying off the cliff and into the sea.

[Ask: "Did Billy defeat the giant?" Revisit the *Prediction Question 1* chart to see how student predictions compare to the actual story outcome.]

When the old gentleman heard that Billy had driven away the giant, he patted him on the back and told him, "You're a fine boy! I'll double your wages—I'll pay you two times as much money."

[For example, if Billy were paid one dollar a day, he will now be paid two dollars a day.]

So Billy became a herdsman. He kept watch over the old gentleman's animals and served him well.



Show image 3A-5: Billy talking with the old man

Then one day the old gentleman came out of the house and yelled to his coachman, "Get the carriage! Saddle up the horses! I am going to town!"

"What is the occasion?" said Billy.

"Haven't you heard?" the old gentleman asked.

Billy shook his head.

"A terrible dragon is in the village," explained the old gentleman.

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"The dragon has **demanded** the king's own daughter, the princess, as his prisoner. The dragon wants to keep the princess. Unless the king's champion—and best—fighter can defeat the dragon, there is no way the poor girl can be saved!"

"Oh," said Billy, **concerned.** "That poor princess!"

Billy felt worried about the princess.

[Point to Billy's face and explain that his face shows he is concerned or worried about the princess. Have students show what their face would look like if they were concerned.]

The old gentleman got into his carriage and sped off to the city.

Lots of other people came on horseback, in carriages, and wheelbarrows.

Billy decided that he would go and fight the terrible dragon, if he had to.

Mid-story Check-In

1. *Literal* Who are the characters in the story you have met so far?
   - So far I have met Billy Beg, the bull, the gentleman, and the giant.
2. *Inferential* Billy is a prince. Does he live a life of a prince? How do you know?
   - No, Billy does not live the life of a prince. He does not live in a palace; instead, he takes care of cattle and works in the fields every day.
3. *Inferential* Why would Billy go to fight the dragon?
   - Billy goes to fight the dragon because he is concerned about the princess.



Show image 3A-6: Billy riding to slay the dragon

Billy dressed himself in an old suit of armor that belonged to his master, and then buckled his special belt securely around his middle.

[Explain that the suit of armor was made of metal and helped keep people safe when fighting by providing a hard surface that was not easy to break.]

When he was dressed, Billy slipped on his boots, grabbed his magic stick, went to the stable where he mounted the brown mare—or horse—and rode bravely into town.

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Thousands of people had come to see the king's champion face the dragon. Billy saw the champion in the center of the crowd, pacing up and down, back and forth, dragging his heavy sword behind him.

Next, he caught a glimpse of the princess, gathered with her maidens at the front of the crowd. She was certainly beautiful, but looking just a little bit nervous.

Just then there was a fearsome roar.

The dragon rose up out of the sea. He had fiery eyes, with smoke billowing out of his nostrils and giant flames pouring out of his mouth.

The king's champion turned white with fear. He dropped his sword and ran away.

[Ask students: "Do you think the champion should have run away?" Have students stand up for *yes* and stay seated for *no*. Call on two students to share.]

When the princess saw that the champion had fled, she began wringing her hands, and crying. "Oh, please," she called out. "Won't someone save me?"



Show image 3A-7: Billy flattening the dragon

At first, no one made a sound. Then Billy Beg stepped out of the crowd.

He wore his borrowed suit of armor. The helmet and visor were just big enough to completely cover his face, so nobody knew who he was, not even the old gentleman.

"I will fight the dragon!" Billy said.

The princess and all the people stared with wide eyes.

The dragon charged at Billy, shooting fire from his mouth. Billy dodged the flames. The dragon ran at Billy quickly, but Billy stepped aside when the dragon shot his flames of fire.

Then Billy swung his stick three times round his head.

[Ask students: "What happens when Billy swings his stick three times around his head?" (He will have the strength of a thousand men.)]

It was a terrible fight, but in the end Billy Beg defeated the dragon.

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[Ask: "Did Billy defeat the dragon?" Revisit the Prediction Question 2 chart to see how student predictions compare to the actual story outcome.]

There was great shouting and applause.

The princess ran up to thank the mysterious knight, but Billy Beg mounted his horse to ride away.

The princess reached out to stop him, but as his horse galloped away, she could only grab hold of one of his boots, which slipped right off his foot.

Billy Beg rode back to the old gentleman's farm. He took off the suit of armor, put the mare back in the stable, and tossed his other boot into the haystack in the barn.

When his master came back the next day, he told Billy everything that had happened.

"Isn't that amazing?" said the old gentleman.

"I should say so," said Billy.

The next day, the king ordered his men to find the brave knight who had saved his daughter's life. The king's men went from house to house, trying to find the man whose foot fit the boot the princess was left holding. It took several weeks for them to make their way out to the old gentleman's farm.



Show image 3A-8: Billy and the boot

The king's men had all the servants try on the boot. The coachman stuffed his big foot into the boot scrunching up his toes to make it fit, and the cook put on his heaviest wool socks to try to fill the boot.

No one thought much of Billy Beg. But when he slipped his foot into the boot, they all saw that it fit him as well as his own skin.

"What's this?" asked one of the men. "Is this your boot?"

"It is," said Billy. "I have the other one just like it out in the barn."



Show image 3A-9: Billy and the princess

Then the men knew that Billy was the one who had slayed the dragon.

They put a velvet suit on him and hung a gold chain round his neck.

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[Ask: "Now does Billy look like a prince?"]

Then they took him to the village, where he married the princess and became the prince of that place.

Discussing the Read-Aloud — *10 minutes*

Comprehension Questions

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

1. *Literal* What is the title of today's story?
   - The title of today's story is "Billy Beg."

   What kind of story is "Billy Beg"?
   - "Billy Beg" is a folktale.

   Where is the story "Billy Beg" originally from?
   - "Billy Beg" is from Ireland.

2. *Inferential* Who is Billy Beg?
   - Billy Beg is a prince.

   Why doesn't Billy Beg look like a prince?
   - Answers may vary and might include that he is not dressed like a prince; he herded cattle, which is not a job for a prince.

3. *Literal* Before Billy Beg's friend, the bull, gets sent to the market, it leaves three gifts for Billy. What three gifts does the bull leave for Billy? What special power does each gift have?
   - The bull gives Billy a tablecloth to be sure he never goes hungry; a belt that will keep him from losing in fights; and a stick that gives him the strength of a thousand men when he waves it three times above his head.

4. *Inferential* How does Billy use these gifts?
   - Billy uses the gifts to defeat a giant and dragon.

5. *Inferential* When the gentleman tells Billy about how the dragon got defeated, does Billy tell the gentleman that he was the one who defeated the dragon?

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- No, Billy does not tell the gentleman that he was the one who defeated the dragon.

Why not?

- Answers may vary.

6. *Evaluative* [Using Response Card 2(ii), have partner pairs tell each other about what is happening in each image. Invite different partner pairs to share about one of the images and to tell which part of the story—beginning, middle, or end—it belongs to.]

   [You may wish to review/fill in the *Similar Stories: Finding Happiness Story Chart* for "Billy Beg."]

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

7. *Evaluative* *Think Pair Share:* Is "Billy Beg" a fiction story? How do you know? What parts of this story came from the author's imagination?
   - Parts of the story that are fiction/imaginary include: the bull that talks; the magic gifts; the one-eyed giant; and the dragon.

Sentence Frames:

Is "Billy Beg" a fiction story? (Yes/No)

"Billy Beg" is a fiction story because . . .

. . . are parts of the story that came from the author's imagination.

8. After hearing today's story 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: Monstrous

1. In the read-aloud you heard, "It was a terrible fight, but finally Billy swung the stick and—thwack!—sent the *monstrous* giant flying off the cliff and into the sea."
2. Say the word *monstrous* with me three times.
3. Monstrous is used to describe something that is very, very big in size.
4. Devon did not want to wash the monstrous pile of dishes in the sink.
5. Let's make up hand motions to show *monstrous*. [As a class decide on the hand motions to show *monstrous*.]
6. What's the word we've been talking about?

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Use a *Making Choices* activity for follow-up. Directions: I am going to say some sentences. If you think any of these things are monstrous, do the hand motion and say, "_____ is monstrous." If you think something is not monstrous, say, "_____ is not monstrous."

1. a baby chick
   - A baby chick is not monstrous.
2. a giant
   - A giant is monstrous.
3. a T-rex dinosaur
   - A T-rex dinosaur is monstrous.
4. a book with 1,000 pages
   - A book with 1,000 pages is monstrous.
5. a book with four pages
   - A book with four pages is not monstrous.
6. a house with one room
   - A house with three rooms is not monstrous.
7. [Invite partner pairs to think of another example of something that is monstrous.]



Complete Remainder of the Lesson Later in the Day

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Billy Beg

2B
Option 2

Extensions

***20** minutes*

Multiple Meaning Word Activity

Context Clues: Face

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Face).] In the read-aloud you heard "Billy spent so much time with the cattle that his best friend was the oldest bull in the herd, one with a speckled hide and a white *face*." A face is the front part of the head that has the eyes, nose, and mouth. Which picture shows this?
2. *Face* can also mean other things. Face is the front or the outer surface of something. For example, the face of the earth is the surface of the earth. Which picture shows this?
3. *Face* can also mean to stand or sit with your face and body turned toward someone or something. Which picture shows this?
4. I'm going to say some sentences using the word *face*. Hold up one finger if my sentence tells about *face* in picture one; hold up two fingers if my sentence tells about *face* in picture two; hold up three fingers if my sentence tells about *face* in picture three.

- The teacher asked the class to face the front.
- Ida had some chocolate on her face.
- Carl could see some raindrops on the face of a leaf.
- Grady looked at the expression on his mother's face after he gave her a birthday present.
- Face your partner and smile.

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Syntactic Awareness Activity

Asking and Answering Questions Using *Who*

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. If necessary, have students repeat the sentence after you.

Directions: Today we are going to practice answering questions that use the question word *who*. You and your partner will ask and answer questions based on what you heard in the read-aloud and what you see in the pictures.

1. We ask questions by using question words. When someone asks a question using the question word *who*, they are asking a question about a person or group of people.



Show image 3A-5: Billy talking with the old man

2. *Who* is Billy talking to in this picture?
   - Billy is talking to the old gentleman.
3. Which word in the question lets you know I was asking about a person?
   - *who*
4. *Who* will Billy save by fighting the dragon?
   - Billy will save the princess by fighting the dragon.



Show image 3A-8: Billy and the boot

5. *Who* is trying on the boot in this picture?
   - Billy Beg is trying on the boot in this picture.
6. Which word in the question lets you know I was asking about a person?
   - *who*



Show image 3A-9: Billy and the princess

7. With your partner, ask and answer a question about Billy Beg using question word *who*.

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8. Now ask your partner a question about his/her favorite person at school. Use the question word *who*.

Vocabulary Instructional Activity

Word Web: Brave

1. In the read-aloud you heard, "The next day, the king ordered his men to find the *brave* knight who had saved his daughter's life."
2. Say *brave* with me three times.
3. To be brave is to act without fear.
4. We will make a Word Web for the word *brave*.

   Note: Explain that you are going to write down what students 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. Tell them it is important for you to remember what they have said, and that you will read the words to them.

5. [Write *brave* in the center of the chart paper and circle it.] Tell me what you think of when you hear the word *brave*.
   - Words that are synonyms of *brave*, such as *strong, courageous, unafraid,* and *fearless,* should be written to the left of *brave*. Use green lines to connect them to the center.
6. Tell me what you think is the opposite of *brave*.
   - Words that are antonyms of *brave*, like *afraid, frightened, cowardly,* or *fearful,* should be written to the right of *brave*. Use red lines to connect them to the center.
7. Talk with your partner using the word *brave* and what you have learned about the word *brave* from the Word Web. Try to use complete sentences.

[Throughout this domain, encourage students to continue thinking about the word *brave* and add additional words that are similar to and opposite of *brave*.]

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⑩ End-of-Lesson Check-In: Venn Diagram

Comparing and Contrasting "Cinderella" and "Billy Beg"

Choose four students to focus on and record their scores on the Tens Recording Chart. For this type of informal observation, you should give a score of zero, five, and ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Tell students that they are going to make a Venn diagram to compare and contrast the stories "Cinderella" and "Billy Beg." Remind students that *to compare* is to tell how things are similar and *to contrast* is to tell how things are different.
- [If necessary, read parts of the *Similar Stories: Finding Happiness Charts* for "Cinderella" and "Billy Beg" to the students.]

Above and Beyond: Instructional Master 2B-1 has been included if you have students who are ready to fill in the charts on their own using the sound-spelling correspondences taught thus far.

Note: Explain that you are going to write down what students 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. Tell them it is important for you to remember what they have said, and that you will read the words to them.

- Tell students: "Let's compare the two stories. How are 'Cinderella' and 'Billy Beg' similar?" Write their responses where the two circles intersect. Possible responses:
  - both main characters are sad at the beginning
  - both characters receive magical gift or gifts
  - both characters lose a shoe
  - both characters marry royalty
  - both find happiness in the end
- Tell students: "Now, let's contrast the stories. How is the plot or the events of 'Cinderella' different from the plot or events of 'Billy Beg'?" Possible responses:

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- "Cinderella": Cinderella is a female; treated unkindly by her stepmother and stepsisters; helped by a fairy godmother; marries a prince; forgives unkind treatment in the end
- "Billy Beg": Billy is a male; does not seem to be mistreated by the other characters; best friends with a bull; receives a gift of three magic tools (tablecloth, stick, belt); fights giant and dragon; marries a princess

- Ask students: "How is the setting of 'Cinderella' different from the setting of 'Billy Beg'?" Possible responses:
  - "Cinderella": story set long, long ago in France; royal ball at the prince's castle
  - "Billy Beg": story set long ago in Ireland; story takes place mainly outdoors

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Thumbelina

3

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of "Thumbelina"
- ✓ Explain that people from different lands tell similar stories

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 that are addressed in all lessons in this domain.

Students will:

- ✓ Demonstrate understanding of the central message or lesson in "Thumbelina" (RL.1.2)
- ✓ Identify that "Thumbelina" is fiction (RL.1.5)
- ✓ Change tone of voice to distinguish who is telling the story at various points in the read-aloud (RL.1.6)
- ✓ Recall information from "Thumbelina" to answer questions in order to complete a story map (W.1.8)
- ✓ Ask and answer interrogative questions using the question word *what* in a shared language activity (L.1.1j)
- ✓ Use sentence-level context as a clue to the multiple-meaning word *glasses* (L.1.4a)
- ✓ Identify correct use of the word *ignored* and its antonym *noticed* (L.1.5a)
- ✓ Identify real-life connections between words—*survive*, *fond*, *ignored*, *glasses*, and *hesitate*—and their use (L.1.5c)

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Core Vocabulary

dwelling, *n.* A place in which people or animals live
Example: Peter Rabbit left his dwelling to sneak into the farmer's vegetable patch.
Variation(s): dwellings

extravagance, *n.* luxury; buying or having much more than is needed
Example: The king's daughter lived in extravagance: she was given everything she could ever want.
Variation(s): extravagances

foreign, *adj.* Unfamiliar; strange
Example: At the beginning of the year, the classroom may feel foreign to the students.
Variation(s): none

fragrant, *adj.* Having a sweet or pleasant smell
Example: In the spring, fragrant flowers bloomed at the side of Penny's house.
Variation(s): none

scarcely, *adv.* Barely; almost not
Example: The oranges were so sour that Truman was scarcely able to eat them.
Variation(s): none

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Vocabulary Chart for Thumbelina			
Core Vocabulary words are in **bold.** Multiple Meaning Word Activity word is <u>underlined</u>. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** **Domain-Specific Words**	**Tier 2** **General Academic Words**	**Tier 1** **Everyday-Speech Words**
Understanding	marry/married toad velvet/velvety	abandon **dwelling** **extravagance** **foreign** **fragrant** hesitate* hoarse ignored/noticed* mocked **scarcely** *survive*	autumn butterfly rich/poor secret sing sobs/cries thumb wing winter/spring/ summer/autumn
Multiple Meaning	mole swallow	<u>glasses</u>	cold fish flower/petal voice
Phrases	lily pad	*fond of* what is the matter?	
Cognates	mola vello	abandonar **extravagancia** **frangrante** ignorar*	otoño pobre secreto flor/pétalo voz

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Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same sequence as the *Tell It Again! Read-Aloud Anthology.*

1. 5A-1: Woman looking at magical flower
2. 5A-2: Thumbelina among the open petals
3. 5A-3: Thumbelina sleeping in a walnut shell
4. 5A-4: Thumbelina kidnapped by the mother toad
5. 5A-5: Mother toad speaking to her son
6. 5A-6: Thumbelina with the fish and butterfly
7. 5A-7: Thumbelina cold, in the snow
8. 5A-8: Thumbelina in the home of a the field mouse
9. 5A-9: Thumbelina singing for the field mouse and the mole
10. 5A-10: Thumbelina with the swallow
11. 5A-11: The mole proposing to Thumbelina
12. 5A-12: Thumbelina flying away with the swallow
13. 5A-13: Thumbelina meeting the little king
14. 5A-14: Thumbelina dancing with the fairy people

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Thumbelina, Part I

3A
Day 1 of 2

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	**Story Review**	Response Cards 1 and 2; Venn Diagram from Lesson 2	15
	Introducing "Thumbelina"	Instructional Master 3A-1; Prediction T-Charts; sticky notes—two per student; tabs or push pins; globe or world map	
	Vocabulary Preview: Survive, Fond	pictures of underground hibernators	
	Purpose for Listening		
Presenting the Read-Aloud	**Thumbelina, Part I**	Prediction T-Charts; *Similar Stories: Little People Can Do Great Things Story Chart* ("Thumbelina")	15
Discussing the Read-Aloud	**Comprehension Questions**	Instructional Master 3A-2	10
	Word Work: Ignored		
Complete Remainder of the Lesson Later in the Day			
Extensions	**Multiple Meaning Word Activity: Glasses**	Poster 3M (Glasses)	20
	Syntactic Awareness Activity: Asking and Answering Questions Using *What*		
	End-of-Lesson Check-In	Response Card 3; *Similar Stories: Little People Can Do Great Things Story Chart* ("Thumbelina")	

Advance Preparation

Create a class *Similar Stories: Little People Can Do Great Things Story Chart* for "Thumbelina," using Instructional Master 3A-1 as a guide. You may wish to draw this on a large sheet of chart paper or copy it onto a transparency.

Create two Prediction T-Charts that will be used during the Picture Walk and the read-aloud. The first chart should have the question: *Will*

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Thumbelina marry the toad? The second chart should have the question: *Will Thumbelina help the swallow?* Students will make their predictions by writing their name on the sticky notes and placing the sticky notes in the *Yes* or *No* column.

For Vocabulary Preview, bring in pictures of underground hibernators (e.g., toads, mice, squirrels, skunks, chipmunks, and turtles).

Make a copy of Instructional Master 3A-2 for each student. Refer to it as their Response Card for "Thumbelina." This Response Card shows scenes from the beginning, middle, and end of the story. Students can use this Response Card to answer questions and to discuss the beginning, middle, and end of the story.

Note to Teacher

Fill out the class *Similar Stories: Little People Can Do Great Things Story Chart* for "Thumbelina" as you introduce and present this read-aloud. Be sure to pause at points in the lesson where the chart can be filled in.

> **Note:** The aim of creating this story chart is to help students use information from the read-aloud text and images to organize the elements of the story. Throughout this lesson, entries should be updated and finalized until the chart for "Thumbelina" is complete. When possible, use drawings alongside labels or sentences on the chart.

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Similar Stories: Little People Can Do Great Things			
Folktale: Thumbelina			
Country: Denmark	**Continent:** Europe	**Setting/Time:** long, long ago	**Setting/Place(s):** flower, lily pad, woods, field mouse's house, mole's home, little people's flowers
Characters: Thumbelina, woman, mother and son toad, fish, field mouse, mole, swallow, little king			
Beginning	**Middle**	**End**	**Great Thing**
• Thumbelina's mother finds her inside a flower. • Thumbelina has been taken by the toad mother to marry her son. • Fish helps her get away.	• Thumbelina travels down the stream. • Field mouse helps Thumbelina in the winter. • Thumbelina helps swallow get better. • Thumbelina does not want to marry mole. • Thumbelina flies away with the swallow.	• Thumbelina marries the little king.	• Thumbelina helped the swallow live.

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Introducing the Read-Aloud **15** *minutes*

Story Review

- Review with students that people around the world love listening to and telling stories. Remind students that some of the stories told around the world are similar to each other, even though the stories originated in or began in different places around the world. Although the stories come from different countries, or lands, the characters or people have similar adventures and face similar conflicts, or problems.
- Remind students that they heard two versions of a similar story. Invite a different student to name one of the stories and point to where that story is from on the world map.
- Briefly review the Venn diagram from Lesson 2 that compares and contrasts "Cinderella" and "The Girl with the Red Slippers/Billy Beg."
- Explain that folktales sometimes teach lessons. A lesson is something valuable learned through a character's experiences in a story. Ask students: "What lesson do 'Cinderella' and 'The Girl with the Red Slippers/Billy Beg' teach us?" Their lesson: Even if you are treated unkindly or unfairly, you can find happiness in the end.
- Have students choose one of the two stories and share with their partner how the main character was treated unfairly but found happiness in the end. [Students may wish to use the related Response Card as they share.]

Introducing "Thumbelina"

Note: Fill out relevant parts of the story chart as you introduce and present this story.

- Introduce today's lesson by telling students they will hear a folktale called "Thumbelina." In this folktale, a young girl who is no bigger than a thumb is taken from her home and must figure out how to live on her own. With the help of new friends along the way, she finds love and a new home.

Where Are We?

- Ask students: "What country do we live in?" Have a volunteer to point out the United States on the globe or map. Ask: "Which continent is the United States a part of?" Remind students that the United States

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is part of the continent of North America. Point out North America on the globe or map.

- Explain that the read-aloud they will hear today came from a country called Denmark. Point out and mark Denmark on the world map. Tell students that Denmark, like France, is part of the continent of Europe. Point out Europe on the globe or map.
  [You may wish to connect the cut-out for "Thumbelina" to Denmark on the world map.]
- Tell students that "Thumbelina" was first written down long, long ago by a man who lived in Denmark named Hans Christian Andersen.

Picture Walk

- Tell students that during this picture walk they will make some predictions about what might happen in the story.



Show image 5A-2: Thumbelina among the open petals

- Invite a student to point to Thumbelina and to point to the flower. Tell students Thumbelina is the daughter of a woman who wanted to have a child but couldn't have one. Then a wise old woman told Thumbelina's mother to plant some seeds and take care of them; her mother did not expect to find a little girl—Thumbelina—growing in a flower.
- Have students describe Thumbelina to their partner.



Show image 5A-5: Mother toad speaking to her son

- Invite a student to point to Thumbelina, the mother toad, and the son. Explain that Thumbelina is sad because she has been taken from her home by the mother toad to be a wife for her son.
- Ask students: "Do you think Thumbelina will marry the toad?" Have students place one of their sticky notes with their name on *Prediction Question 1* chart in the column that corresponds with their response to the question.

Prediction Question 1: Will Thumbelina marry the toad?	
Yes	**No**



Show image 5A-10: Thumbelina with the swallow

- Point to and name the mole, the field mouse, Thumbelina, and the swallow. Explain that the swallow hurt his wing on a bush and he

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needs help. The mole and the field mouse are not going to help the swallow.

- Ask students: "Do you think Thumbelina will help the swallow?" Have students place one of their sticky notes with their name on *Prediction Question 2* chart in the column that corresponds with their response to the question.

Prediction Question 1: Will Thumbelina help the swallow?	
Yes	**No**

Vocabulary Preview

Survive

1. Today you will hear that, "Summer was ending, and [Thumbelina] knew she would never be able to *survive* outside through the harsh, cold months of winter."
2. Say the word *survive* with me three times.
3. *Survive* means to stay alive.
4. Eva's grandmother hopes her tulips will survive the cold winter. Frederick knew many kinds of animals need to gather food during the warm months of summer in order to survive the cold winter months.
5. Some animals go underground to survive the cold winter months. [Show the pictures of different underground hibernators you have prepared.] Use the sentence frame, "_____ hibernates to survive the cold winter."

Fond

1. Today you will hear that, "Thumbelina soon grew very *fond* of the field mouse. She was happy to have found such a good and kind friend."
2. Say the word *fond* with me three times.
3. *Fond* is a word to describe when you like someone or something.
4. Neil is very fond of cookies.

   Sorina is so fond of her grandmother; she calls her every day to talk.
5. Are you fond of someone or something? Turn and tell your partner about the person or thing. Use the word *fond* when you tell your partner.

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Purpose for Listening

Tell students to listen carefully to see if their predictions are correct. Students should also listen to identify as many elements of the story as they can: characters, setting, and plot.

By the end of the lesson, students should be able to:

- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of "Thumbelina"
- ✓ Explain that people from different lands tell similar stories

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Presenting the Read-Aloud **15** *minutes*

Note: Continue to fill in the *Similar Stories: Little People Can Do Great Things Story Chart* for "Thumbelina."

Thumbelina, Part I



Show image 5A-1: Woman looking at magical flower

Once there was a woman who wanted a child more than anything in the world. At last, in loneliness and sorrow, she went to a wise old woman and spoke of her desire. She told the wise old woman that she really, really wanted a child.

"That's as easy as winking!" said the wise old woman.

[Explain that winking is to close one eye. Ask students to try winking or closing only one eye. Have students hold up one finger if winking is easy and two fingers if winking is hard.]

"Take this seed and plant it in a flower pot filled with good, rich earth—or soil. Water it carefully and guard it very well."

The woman did as the wise old woman had said. Then a large and brilliant flower sprang up.

It was still a bud, its petals tightly closed.

The woman bent to kiss the flower. But the moment her lips touched the silky petals, they began to open.



Show image 5A-2: Thumbelina among the open petals

The woman could not believe her eyes. She could not believe what she was seeing.

There inside sat a tiny little girl!

She was perfectly formed, as graceful as the flower from which she'd come.

When the woman held her, she discovered that the tiny girl was **scarcely** the size of her thumb. The girl was a little bit smaller than the woman's thumb.



Show image 5A-3: Thumbelina sleeping in a walnut shell

Though she was a wonderful child in every way, she never grew at all.

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Her mother called her Thumbelina and treated her with great **extravagance** and care. She gave Thumbelina every nice thing she needed and wanted.

Her cradle was a polished walnut shell; each night she slept between fresh flower petals.

In the daytime she liked to sit on a table and sing in the sunlight. Her voice was very beautiful—high and haunting and silvery. She had a high and happy voice.

One night as she lay sleeping, a toad hopped in at the window.

[Change your voice as you portray the different characters; this technique will enliven the story and help students distinguish the different personalities.]

"What a lovely wife for my son!" she said.

Without even looking around her, she took the walnut shell and hopped off with it to the garden.



Show image 5A-4: Thumbelina kidnapped by the mother toad

"Here, look what I brought you," said the toad proudly to her son. But the only sound he could utter was *"Croak, croak, croak."*

[Invite a student volunteer to point to the mother toad, Thumbelina, and the toad son. Have all the students loudly utter *"Croak, croak, croak."* Explain that a croak is a sound made by toads.]

"Don't talk so loud, or you will wake her!" complained the mother toad. "She might still run away from us."

So the mother toad and her son went back to their home near the stream's edge. They placed Thumbelina on a lily pad in the middle of the water so that she could not escape.

[Explain that a lily pad is a large floating leaf of a plant called the water lily. Water lilies grow in streams.]



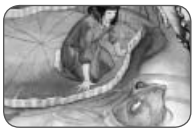
Show image 5A-5: Mother toad speaking to her son

In the morning Thumbelina woke up and looked all around her at the great arching sky.

She felt her lily pad rock with the motion of the stream and cried out in terror—or in great fear.

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The mother toad and her son heard Thumbelina crying and went to see what was the matter. Thinking that Thumbelina was just crying out of loneliness, they ignored her and returned to making wedding plans.



Show image 5A-6: Thumbelina with the fish and butterfly

Upon hearing her sobs, a fish swimming in the water below came to the surface and looked curiously at Thumbelina. A butterfly also heard the cries and flew over to see what was wrong.

"Oh, please help me," she said. "I must get away from here."

[Say to students: "Turn and tell your partner why Thumbelina wants to get away" Allow fifteen seconds for partner pairs to talk. Call on two partner pairs to share.]

And so the fish began to gnaw—and chew—at the lily stalk—or stem—with his sharp little teeth.

At last, the leaf broke free and floated down the stream like a little boat.

Away went Thumbelina, gently spinning with the current.

Gradually her fear left her, and she began to enjoy the journey. Never before had she been outside.

Thumbelina floated down the river, far, far away from the mother toad and her son.

[Ask: "Does Thumbelina marry the toad?" Revisit *Prediction Question 1* chart to see how student predictions compare to the actual story outcome.]

It was summertime and she spent the next several months drifting peacefully from place to place along the shore.

When it rained, she slept under a large, spreading leaf to shelter herself from the rain. For food, she sipped nectar—or juice—from the flowers, ate wild berries, and drank the dew—or water drops—that lay on the leaves at dawn.

All the while, she listened to the birds chirping in the trees above her, and made friends with butterflies that floated on the breeze nearby.



Show image 5A-7: Thumbelina, cold, in the snow

Before long, though, summer came to an end and autumn quickly passed. The cold chill of winter soon filled the air. There were no more berries for food. All the birds and butterflies had disappeared.

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[Invite a volunteer to point to Thumbelina under the leaf. Ask students: "Look at Thumbelina in this picture. How do you think she is feeling now that winter has come and there is no more food or warm weather?"]

Thumbelina was cold and hungry. Now she was truly alone, and the place was a **foreign**—and unfamiliar—land to her.

And then it started to snow. The snow came at her in white swirling clouds, and she quickly wrapped herself up in a leaf, curled up under a mushroom, and tried to keep herself dry. Still, she shivered with cold.

Not far away, a field mouse was gathering some last bits of kindling—or small sticks—to burn in her fireplace during the winter.

When she saw Thumbelina, she said, "My poor dear, you are nearly frozen with cold. You must come home and spend the winter with me. I have plenty to eat, and my home is warm and dry." Thumbelina gracefully accepted the invitation and followed the field mouse to a small hole in the ground.

As they descended into the tunnel, Thumbelina realized that she was in the snug, small **dwelling** of the field mouse. Corn was piled up all around her, and its smell was in the air.



Show image 5A-8: Thumbelina in the home of the field mouse

"Please," said Thumbelina, "could I have a bit of corn to eat?"

"You poor, dear thing!" the field mouse answered kindly. "You had better come into my room and have dinner with me." The two got on well together, and after some days the field mouse invited Thumbelina to work for her and stay the winter. Every day, Thumbelina helped the field mouse with her housework, and they would spend the rest of the day enjoying a cup of tea and chatting before the fire.

Thumbelina soon grew very fond of the field mouse. She was happy to have found such a good and kind friend.

Late one evening, the field mouse asked Thumbelina to dust the floor and polish everything in the room until it shone. In an excited voice, the field mouse announced that an important visitor was coming to call—or visit them.

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Discussing the Read-Aloud **10** *minutes*

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

1. *Literal* What is the title of today's story?
   - The title of today's story is "Thumbelina."

   What kind of story is "Thumbelina"?
   - "Thumbelina" is a folktale.

   Where is the story "Thumbelina" originally from?
   - "Thumbelina" is from Denmark.
2. *Literal* Who are the characters in the story you have met so far?
   - So far I have met Thumbelina, the woman, wise old woman, mother and son toads, a fish, butterflies, and a field mouse.
3. *Literal* Who gives the magic seeds to the woman in the beginning of the story? What happens when the woman plants the seeds?
   - A wise old woman gave the seeds to the woman. One of the seeds grows into a flower with Thumbelina inside.
4. *Literal* Who helps Thumbelina survive the cold winter?
   - The field mouse helps Thumbelina survive the cold winter.
5. *Literal* Why did the mother toad take Thumbelina away?
   - She wanted Thumbelina to marry her son, the toad.
6. *Inferential* Who do you think the important visitor might be?
   - Answers may vary. You may wish to record student responses and refer back to them during the second half of this story.

Word Work: Ignored

1. In the read-aloud you heard, "Thinking that Thumbelina was just crying out of loneliness, [the toads] *ignored* her and returned to making wedding plans."
2. Say the word *ignored* with me three times.
3. When someone or something is ignored, little or no attention is given to that person or thing.

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4. Levi felt ignored by his mother while she was cooking dinner.

   Magdalena and her sister ignored the noise outside because they were busy playing.

5. Have you ever felt ignored or have you ever ignored someone or something else? Turn and tell your partner about your experience. Try to use the word *ignored* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I felt ignored when . . . /I ignored _____ when . . ."]

6. What's the word we've been talking about?

Use an *Antonyms* activity for follow-up. Directions: Antonyms are words with opposite meanings. For example, what is the opposite of *hot*? (*cold*) *Cold* is an antonym for *hot*. The opposite of *ignored* is *noticed*. *Noticed* means that you are paying attention to it. *Noticed* is an antonym for *ignored*. I am going to describe a situation. If what I say is an example of someone or something being ignored, say, "That is an example of being ignored." If what I say is an example of being noticed, say, "That is an example of being noticed."

1. Sarai's mother sat and read five books to her today.
   - That is an example of being noticed.
2. Jose left his homework in his backpack and did not do it last night.
   - That is an example of being ignored.
3. Alvaro pretended he did not hear his little brother when he asked Alvaro to play a game with him.
   - That is an example of being ignored.
4. Tran did not make his bed, even after his uncle reminded him three times.
   - That is an example of being ignored.
5. Marcos carefully watered the plants each morning before school.
   - That is an example of being noticed.
6. Maribelle held her little sister while she was crying at the playground.
   - That is an example of being noticed.



Complete Remainder of the Lesson Later in the Day

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Thumbelina, Part I

3B
Day 1 of 2

Extensions

***20** minutes*

Multiple Meaning Word Activity

Sentence in Context: Glasses

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Glasses).] In the second half of this read-aloud, you will meet a character that wears glasses. Glasses are a pair of glass or plastic lenses set in a frame and worn over the eyes to help people see. Which picture shows this?
2. Glasses are also containers for drinking. Which picture shows this?
3. Now with your partner, make a sentence for each meaning of *glasses*. Try to use complete sentences. I will call on some of you to share your sentences.

Syntactic Awareness Activity

Asking and Answering Questions Using *What*

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. If necessary, have students repeat the sentence after you.

Directions: Today we are going to practice answering questions that use the question word *what*. You and your partner will ask and answer questions based on what you heard in the read-aloud and what you see in the pictures.

1. We ask questions by using question words. When someone asks a question using the question word *what,* they are asking a question to get information.

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Show image 5A-1: Woman looking at magical flower

2. What does the woman want more than anything in the world?
   - The woman wants a child.
3. Which word in the question lets you know that I was asking about the woman wanting a child?
   - *what*
4. What does the wise old woman tell her to do with the seed?
   - The wise old woman tells her to plant the seed, water it carefully, and guard it very well.



Show image 5A-2: Thumbelina among the open petals

5. What surprise is inside the flower?
   - A tiny little girl is inside the flower.
6. Which word in the question lets you know I was asking about the surprise inside the flower?
   - *what*



Show image 5A-3: Thumbelina sleeping in a walnut shell

7. Talk with your partner to ask and answer a question about Thumbelina using question word *what*.
8. Now ask your partner a question about his/her favorite food. Use the question word *what*.

⑩ End-of-Lesson Check-In

Choose four students to focus on and record their scores on the Tens Recording Chart. For this type of informal observation, you should give a score of zero, five, and ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Using Response Card 3, have students share with their partner the parts of the Response Card already covered in Part I of this story.
- Review parts of the story chart that have already been filled in.

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Thumbelina, Part II

3C
Day 2 of 2

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	**Story Review**	*Similar Stories: Little People Can Do Great Things Story Chart* ("Thumbelina"); world map	15
	Vocabulary Review: Survive, Fond		
	Purpose for Listening		
Presenting the Read-Aloud	**Thumbelina, Part II**	*Similar Stories: Little People Can Do Great Things Story Chart* ("Thumbelina"); Prediction T-Charts	15
Discussing the Read-Aloud	**Comprehension Questions**	Response Card 3	10
	Vocabulary Instructional Activity: Hesitate		
Complete Remainder of the Lesson Later in the Day			
Extensions	**Story Map**	Instructional Master 3D-1; chart paper, drawing tools; Images 5A-2, 5A-10, and 5A-13	20

Advance Preparation

Prepare a story map chart for "Thumbelina." Use Instructional Master 3D-1 as a guide, but reproduce the chart on large paper so that students can see it easily.

Introducing the Read-Aloud — *15 minutes*

Story Review

- Ask students: "What country do we live in?" Ask a volunteer to point out the marker for the United States on a world map. Remind students that the United States is part of the continent of North America.
- Ask students whether the story, "Thumbelina," is from the United States. Tell students that "Thumbelina" is from a country called

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Denmark. Ask a volunteer to point out the marker for Denmark. Remind students that Denmark is part of the continent of Europe.

- Review the information on the *Similar Stories: Little People Can Do Great Things Story Chart* for "Thumbelina." Focus discussion on story elements: character, setting, and plot.

Vocabulary Review

Survive

1. You heard that Thumbelina was able to *survive* the harsh winter because of a special friend she met.
2. *Survive* means to stay alive.
3. Tell your partner who that special friend was. How did Thumbelina's friend help her survive the harsh winter?

Fond

1. You heard that, "Thumbelina soon grew very *fond* of the field mouse. She was happy to have found such a good and kind friend."
2. *Fond* is a word to describe when you like someone or something.
3. Ask your partner: "Are you fond of _____?" Find out if you and your partner are fond of similar or different things.

Purpose for Listening

Tell students they will hear the second half of the story. Ask students what they think might happen in the second half. You may wish to write student responses on the board or on chart paper and check off the predictions that actually happen in the story. Students should also listen to identify as many elements of the story as they can: characters, setting, and plot.

By the end of the lesson, students should be able to:

- ✓ Explain that fictional stories come from the author's imagination
- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of "Thumbelina"

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Presenting the Read-Aloud **15** *minutes*

Note: Continue to fill in the *Similar Stories: Little People Can Do Great Things Story Chart* for "Thumbelina."

Thumbelina, Part II



Show image 5A-9: Thumbelina singing for the field mouse and the mole

A mole came to visit. This was a mole who was very rich and wore a sleek velvet coat.

[Point out and name the mole. Point out his sleek or clean and nicely made velvet coat. Remind students that velvet is a fabric that is soft and expensive. Explain that moles are small mammals that live underground in tunnels they dig. Moles have smooth velvety skin and very large front paws for digging tunnels. Moles eat earthworms and spend their life underground.]

But the mole had very poor eyesight, and even with his glasses, he could barely see.

He hated the sun and mocked—or made fun of in a mean way—all the creatures that lived outdoors.

The field mouse, however, was impressed by the mole's riches.

[Say to students: "The field mouse likes the mole because he has lots of riches. However, do you think the mole is a kind person?" Have students hold up one finger for *yes* and two fingers for *no*. Call on two students to comment.]

She told Thumbelina to sing for him and tell stories of her travels. As he listened to Thumbelina's beautiful voice, the mole fell in love with her.

Then the mole asked Thumbelina and the field mouse if they would like to see his rooms underground. By the pale light of a piece of torchwood, he led them through a long, twisting passage.



Show image 5A-10: Thumbelina with the swallow

Suddenly they came upon a swallow lying sprawled in the passageway. Thumbelina felt very sorry for the swallow, but the mole kicked at him with his stumpy—short and fat—legs.

"What a pitiful life to be a bird," he mocked meanly. "A creature who does nothing all day but fly from branch to branch is not prepared for winter."

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[Ask students: "When the mole kicks at the bird and mocks him, is this a nice way to treat another living thing?" Have students hold up one finger for *yes* and two fingers for *no*.]

Thumbelina said nothing, and let the mole and the field mouse walk on ahead.

"Goodbye, swallow," she said. "It might have been you who sang to me this summer when all the trees were green." She laid her head on his soft feathers for a moment, then pulled back in fright. Something moved inside him with the slow, steady rhythm of a heartbeat. The bird was not dead! He was hurt and cold. The warmth of Thumbelina's body had stirred him back to life.

Each night after that, she crept out of bed to tend—or take care of—the swallow.

[Revisit *Prediction Question 2* chart to see how student predictions compare to the actual story outcome.]

As the swallow grew stronger, he told her how he had torn his wing on a thorn bush. The other swallows had flown away to the warm countries, but he had not been able to keep up with them. At last he could go no farther and had plummeted—or dropped—to the ground.

[Use your hand to illustrate plummeting.]

Thumbelina kept the swallow a secret from the field mouse and the mole.

When spring warmed the earth once more, Thumbelina knew it was time for the swallow to go. His wing had healed now. Each night he fluttered it over and over again, strengthening it for flying.

"Won't you come with me?" he asked her. "You can easily sit upon my back, and I will carry you away into the leafy woods."

[Ask: "Do you think Thumbelina should leave with the swallow?]

But Thumbelina could not bring herself to abandon—or leave—the field mouse who had kept her from starving and helped her to survive the cold winter.

She made a hole in the roof of the passageway and watched longingly as the swallow flew out into the sunshine. She felt that all the pleasure in her life was going with him.

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[Ask: "Did Thumbelina leave with the swallow?"]

Show image 5A-11: The mole proposing to Thumbelina

Every evening now, the mole came to call on—or visit—Thumbelina.

He made her sing until her voice grew hoarse—and weak and scratchy. Whenever she stopped, he prodded her to continue.

This was the way he loved her. Without ever once asking Thumbelina, the mole and the field mouse agreed that she would be married to the mole in autumn.

But Thumbelina did not want to marry the mole, and she wept bitterly whenever she thought of their wedding day.

Every morning when the sun rose and every evening when it set, she was allowed to go to the doorsill and stand outside. In the heat of August, the corn had grown as high as a forest. When the wind blew the stalks apart, she could see bright pieces of the blue sky. How beautiful it was!

She did not know how she would live deep inside the earth with the mole, whom she now despised—or disliked—more than ever.

As the time of her wedding drew closer, she sobbed out her fears to the field mouse. "Nonsense," the field mouse said. "Don't be stubborn. His velvet coat is handsome, and the food in his pantry is fit for a queen."

Summer was ending and autumn was drawing near. Thumbelina thought of running away, but she knew she would never be able to survive outside through the harsh, cold months of winter.

[Explain that Thumbelina feels stuck or trapped; she cannot live outside on her own during the winter, but she does not want to marry the mole.]

But now, the wedding day had come. For the last time, she crept to the doorsill to stand in the sunshine. She knew the mole would never permit her to leave his side. She wept as she felt the warmth upon her face and made ready to go back into the earth.

Then suddenly above her, she heard a shower of notes, a glorious morning song.

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Show image 5A-12: Thumbelina flying away with the swallow

She looked up, and there was the swallow.

"The cold winter is coming again," he said, flying down to her.

"I've looked for you many times, and now I must fly away to the warm countries. Won't you come with me? I'll take you to where it is always summer."

[Ask: "Do you think Thumbelina will go with the swallow?"]

This time Thumbelina did not hesitate—she went with him immediately. She climbed upon the swallow's back. Then he rose up into the sky.

They flew over forests and fields, high above mountains with snow-capped peaks. When Thumbelina felt cold, she crept in under the swallow's feathers. It was so warm, just like a soft blanket.

At last, they arrived in the warm countries. The sun beat down upon the earth, and the light was clear as crystal. Lemons and oranges hung on the trees, and the air was **fragrant** with the smell of spices.

The swallow flew on until they came to a dazzling white palace. In the pillars were many nests, and one of these was the swallow's home.

"I dearly love you and yearn to keep you with me," said the swallow sadly. "But I do not think you could live up high as I do, for when the wind comes, you might fall. Why don't you take one of the flowers that grow below for your home? At least we shall be neighbors."

Thumbelina did not remember that she had lived before in a flower, but the idea seemed to her a good one. The swallow set her gently on the petals of a brilliantly colored flower; then, she slid inside.



Show image 5A-13: Thumbelina meeting the little king

But this could not be, she thought. The home was already taken!

A young man was standing there, shining as if he had been made of glass. A silver crown was on his head and gauzy wings grew from his back.

"Isn't he wonderful?" Thumbelina thought. Never before had she seen a person just her size.

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The young man explained to Thumbelina that a small person lived in each of these flowers; and he was their king.

Then he took off his crown and placed it upon Thumbelina's head. "You are so lovely," he said. "Won't you be my queen?"

Thumbelina did not hesitate to say, "yes." She could tell he was kind by the sound of his voice and the curve of his mouth. She felt that at last she had come home.

[Ask students: "How does Thumbelina feel about marrying the little king?" (She feels happy.)]



Show image 5A-14: Thumbelina dancing with the fairy people

Then, the king declared that there was to be a welcoming party more joyful than any seen before in the land. From all the flowers men and women came, bringing gifts for Thumbelina.

But the most wonderful gift was a pair of tiny wings that could be fastened to her back so she, too, could dart—and fly quickly—among the flowers.

Everyone danced all night, and above them in his nest was the swallow, singing for them his most heartwarming tune.

Discussing the Read-Aloud — *10 minutes*

Comprehension Questions

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

1. *Inferential* What other animal, besides the toad, wants to marry Thumbelina? Does she want to marry this animal?
   - The mole wants to marry Thumbelina, but she does not want to marry him.

   Why doesn't Thumbelina want to marry the mole?
   - Answers will vary, but may include that Thumbelina does not want to live

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underground for the rest of her life or she does not think the mole treats others kindly.

2. *Inferential* Even though she is little, what great or wonderful thing does Thumbelina do?
   - Thumbelina saves a swallow's life.
3. *Literal* Who rescues Thumbelina from the mole?
   - The swallow rescues her from the mole.
4. *Evaluative* What parts of this story could not really happen or are fiction?
   - Parts of the story that are fiction include: many of the characters are the size of your thumb, the animals can talk, and Thumbelina grew from a seed.
5. *Evaluative* [Using Response Card 3, have partner pairs tell each other about what is happening in each image. Invite different partner pairs to share about one of the images and to tell which part of the story beginning, middle, or end—it belongs to.]

   [You may wish to review/fill in the *Similar Stories: Little People Can Do Great Things Story Chart* for "Thumbelina."]

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

Sentence Frames:

Does this folktale teach us to treat others with kindness? (Yes/No)

The lesson I learned from this folktale is . . .

This folktale teaches us to . . .

6. *Evaluative* *Think Pair Share:* Folktales sometimes teach lessons. What is the lesson we can learn from this folktale?
   - Answers will vary. Possible responses include: even a little person can do great and wonderful things; treat others with kindness now and they may help you out later.
7. After hearing today's story 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.]

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Vocabulary Instructional Activity

Slow or Go Game: Hesitate



Show image 5A-12: Thumbelina flying away with the swallow

1. In the read-aloud you heard, "This time Thumbelina did not *hesitate*. She climbed upon the swallow's back. Then he rose up into the sky."
2. Say *hesitate* with me three times.
3. To hesitate is to wait or pause before doing something.
4. We will play a game called "Slow or Go" for the word *hesitate*. Directions: I will read aloud some sentences that all begin with "Would you hesitate if . . . " and then I will describe a choice that a read-aloud character had to make. If you think the character would hesitate, move your arms slowly. If you think the character would not hesitate, move your arms quickly. For example, we know that Thumbelina did not want to marry the mole. If I asked, "Would you hesitate if you were Thumbelina and the mole asked you to marry him?" you would move your arms slowly because Thumbelina did not want to marry the mole, so she would hesitate when he asked her. [Demonstrate answering the question.]

   Would you hesitate if . . .

   - . . . you were Cinderella and the prince invited you to a ball?
   - . . . you were Cinderella and the prince wanted to marry you?
   - . . . you were Thumbelina and the toad wanted to marry you?
   - . . . you were Thumbelina and the little king wanted to marry you?

Complete Remainder of the Lesson Later in the Day

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Thumbelina, Part II

3D
Day 2 of 2

Extensions

***20** minutes*

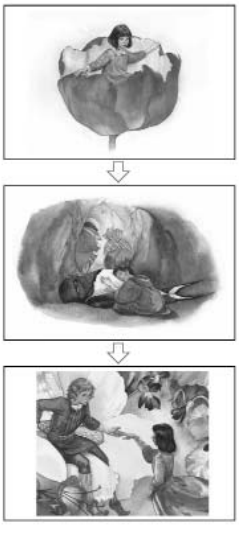
Story Map

- Explain that a story map, like the story map on Instructional Master 3D-1, is a way to retell a story using pictures and words. Tell students that you are going to work together, as a class, to make a story map for the folktale "Thumbelina."
  [If students have difficulty recalling elements of the story, use the story images or the chart, *Similar Stories: Little People Can Do Great Things Story Chart* for "Thumbelina," to scaffold the discussion.]

Above and Beyond: Instructional Master 3D-1 has been included if you have students who are ready to fill in the chart on their own.

- Ask students: "Think back to the beginning of the story, what happened first and where did it happen? Write/draw student answers in the top box on the story chart. First event: a seed grows a flower with a tiny baby inside; the baby is named "Thumbelina" because she is no bigger than a thumb. (See Image 5A-2.)

Thumbelina



- Ask students: "What happened next in the story?" (Events may include: A toad mother takes Thumbelina; field mouse helps Thumbelina; mole wants to marry Thumbelina.)
- Ask students: "Even though she was no bigger than the size of a thumb, what great thing did Thumbelina do?" Write/draw answer in the middle box. Great thing: Helps a swallow to live. (See Image 5A-10.)
- Ask students: "What happened in the end of the story?" Write/draw student responses in the last box. Suggested conclusion: Thumbelina marries the little king. (See Image 5A-13.)
- Display story map to be used as a guide for students when they create their own story map later in the lesson.

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Tom Thumb

4
Option 1

Note: This is option 1 for Lesson 4. Please choose between this story or the story in option 2, "Issun Boshi: One-Inch Boy."

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of "Tom Thumb"
- ✓ Explain that people from different lands tell similar stories

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 that are addressed in all lessons in this domain.

Students will:

- ✓ Retell and identify the lesson in "Tom Thumb" (RL.1.2)
- ✓ Recount folktales from diverse cultures, such as Thumbelina (RL.1.2)
- ✓ Identify that "Tom Thumb" is fiction (RL.1.5)
- ✓ Compare and contrast "Thumbelina" and "Tom Thumb" on a Venn diagram (RL.1.9)
- ✓ Recall information in order to complete a Venn diagram (W.1.8)
- ✓ Recall information from "Tom Thumb" to answer questions in order to complete a story map (W.1.8)
- ✓ Identify real-life connections between words—*clever*, *heap*, and *commotion*—and their use (L.1.5c)
- ✓ Explain the meaning of "there's no place like home" and use in appropriate contexts (L.1.6)

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Core Vocabulary

avoid, *v.* To prevent something from happening
Example: I always try to avoid missing the bus by waking up half an hour earlier than I need to.
Variation(s): avoids, avoided, avoiding

clever, *adj.* Smart; able to think and figure things out quickly
Example: Kim was a clever student who could always think of another way to solve a math problem.
Variation(s): cleverer, cleverest

commotion, *n.* Noisy confusion
Example: The unexpected fire drill caused quite a commotion in the school.
Variation(s): none

folktale, *n.* A traditional story, told orally for generations
Example: For many, many years children all around the world have enjoyed listening to folktales.
Variation(s): folktales

scampered, *v.* Ran or moved quickly
Example: The raccoon scampered away from the trash can when it heard someone coming.
Variation(s): scamper, scampers, scampering

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Vocabulary Chart for Tom Thumb			
Core Vocabulary words are in **bold.** Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** **Domain-Specific Words**	**Tier 2** **General Academic Words**	**Tier 1** **Everyday-Speech Words**
Understanding	**folktale** mayor milkmaid reins robbers/rob	**avoid** ***clever*** **commotion*** intelligent **scampered** sprang startled useful	cow ear father loudly mother mouth stomach stranger wolf
Multiple Meaning	brim harness	*heap* slip stuffed treats	thumb voice
Phrases	apple of my eye Giddy up! there's no place like home Whoa, boy!	trust me	
Cognates	riendas robador	**commoción*** inteligente	madre padre estómago estranjero voz

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same sequence as the *Tell It Again! Read Aloud Anthology.*

1. 4A-1: Baby Tom in a teacup
2. 4A-2: Tom sitting in the horse's ear
3. 4A-3: Tom, his father, and the stranger
4. 4A-4: Tom riding on the brim of the man's hat
5. 4A-5: Tom in the barn with robbers
6. 4A-6: Tom shouting at the robbers
7. 4A-7: Tom surprising the milkmaid

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8. 4A-8: Tom in the wolf's mouth
9. 4A-9: Tom and his father, reunited

   Note: You may need to choose between Story Map and Venn diagram in the *Extensions*.

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	**Story Review**	Story Map for "Thumbelina"; world map	15
	Introducing "Tom Thumb"	Instructional Master 3A-1; tabs or push pins; globe or world map	
	Vocabulary Preview: Clever, Heap		
	Purpose for Listening		
Presenting the Read-Aloud	**Tom Thumb**		15
Discussing the Read-Aloud	**Comprehension Questions**	Instructional Master 4A-1	10
	Word Work: Commotion		
Complete Remainder of the Lesson Later in the Day			
Extensions	**Sayings and Phrases: There's No Place Like Home**		20
	Story Map	Instructional Master 3D-1; chart paper, drawing tools; Image 4A-1, 4A-5, and 4A-9	
	Venn Diagram	Instructional Master 4B-1; chart paper, drawing tools	

Advance Preparation

Create a class *Similar Stories: Little People Can Do Great Things Story Chart* for "Tom Thumb," using Instructional Master 3A-1 as a guide. You may wish to draw this on a large sheet of chart paper or copy it onto a transparency.

Make a copy of Instructional Master 4A-1 for each student. Refer to it as their Response Card for "Tom Thumb." This Response Card shows scenes from the beginning, middle, and end of the story. Students can use this Response Card to answer questions and to discuss the beginning, middle, and end of the story.

Prepare a story map chart for "Tom Thumb." Use Instructional Master

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3D-1 as a guide, but reproduce the chart on large paper, for easier viewing by students.

Create a Venn diagram on a large piece of blank chart paper or on the whiteboard or chalkboard, using Instructional Master 4B-1 as a guide. Use the Venn diagram to compare and contrast "Thumbelina" and "Tom Thumb."

Note to Teacher

Fill out the class *Similar Stories: Little People Can Do Great Things Story Chart* for "Tom Thumb" as you introduce and present this read-aloud. Be sure to pause at points in the lesson where the chart can be filled in.

> **Note:** The aim of creating this story chart is to help students use information from the read-aloud text and images to organize the elements of the story. Throughout this lesson, entries should be updated and finalized until the chart for "Tom Thumb" is complete. When possible, use drawings alongside labels or sentences on the chart.

<table>
<tr><th colspan="4">Similar Stories: Little People Can Do Great Things</th></tr>
<tr><td colspan="4">Folktale: Tom Thumb</td></tr>
<tr><td>Country: England</td><td>Continent: Europe</td><td>Setting/Time: long, long ago</td><td>Setting/Place(s): Tom Thumb's family home, barn, snail shell, mayor's house, hay, cow's stomach, wolf's mouth</td></tr>
<tr><td colspan="4">Characters: Tom Thumb, mother, father, stranger, robbers, milkmaid, cow, wolf</td></tr>
<tr><th>Beginning</th><th>Middle</th><th>End</th><th>Great Thing</th></tr>
<tr><td>• Tom is the size of a thumb.
• Tom leaves home with stranger to go to town.
• Tom runs away from the stranger.</td><td>• Tom keeps the robbers from robbing the mayor's house.
• Tom is in a cow's stomach, but gets sneezed out.
• Tom is in a wolf's mouth. Tom gets the wolf to take him home.</td><td>• Tom returns home to mother and father.</td><td>• Stops robbery at the mayor's house.</td></tr>
</table>

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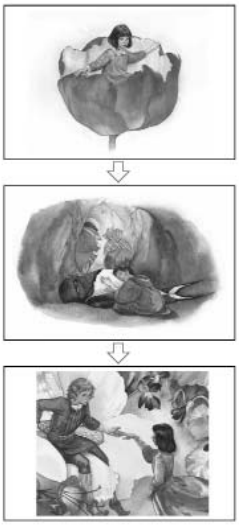
Tom Thumb

4A
Option 1

Introducing the Read-Aloud — *15 minutes*

Story Review

Thumbelina



- Review with students that people around the world love listening to and telling stories. Remind students that some of the stories told around the world are similar to each other, even though the stories originated in or began in different places around the world. Although the stories come from different countries, or lands, the characters or people have similar adventures and face similar conflicts, or problems.
- Tell students that they heard a folktale written long, long ago about a little person. Ask students if they remember the title of the story and where the story came from. ("Thumbelina" from Denmark.)

[Invite a student to point to Denmark on a world map.]

- Using the Story Map for "Thumbelina," review the plot of the story.

Introducing "Tom Thumb"

Note: Fill out relevant parts of the story chart as you introduce and present this story.

- Tell students that today they will hear a folktale about a boy who is the size of their thumb. Today's story is called "Tom Thumb."

Where Are We?

- Ask students: "What country do we live in?" Ask a volunteer to point out the United States on the globe or map. Ask: "Which continent is the United States a part of?" Remind students that the United States is part of the continent of North America. Point out North America on the globe or map.
- Explain that the read-aloud they will hear today came from a country called England. Point out and mark England on a world map. Tell students that England is part of the continent of Europe. Point out Europe on the globe or map.
- [You may wish to connect the cut-out for "Tom Thumb" to England on the world map.]

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Picture Walk

- Tell students that a folktale is a fiction story that comes from someone's imagination. The story of "Tom Thumb" was written in England many, many, years ago. Tell students that they will take a picture walk through some of the pictures to help them learn about the story before they hear the story.



Show image 4A-1: Baby Tom in a teacup

- Say to students: "Hold up your thumb. Imagine, or picture in your head, that you were no bigger than your thumb. You could sleep in a teacup. Your name might be [student's name] Thumb."
- Invite a student to point to Tom's parents. Explain that they waited a long time for Tom to come into their lives. Before Tom was born, his parents felt very sad because their house was so quiet without any noisy children.
- Ask students: "Does it look like Tom's parents are sad that he is so small?" Have students hold up one finger for *yes* and two fingers for *no*. Call on two students to share.



Show image 4A-2: Tom sitting in the horse's ear

- Ask: "Where is Tom Thumb?" Explain that Tom's father needs the horse and cart for his job, so Tom is helping his father by telling the horse where to go. Tom came up with this idea himself; he is very clever—or able to solve problems on his own.



Show image 4A-3: Tom, his father, and the stranger

- Point to the stranger. Tell students that this man is a stranger—someone Tom and his father do not know. This stranger thinks Tom could be helpful to him, so the stranger offers Tom's father money for Tom.
- Have students predict whether Tom's father will let Tom go with the stranger.

Vocabulary Preview

Clever

1. Today you will hear how the character, Tom Thumb, ". . . proved to be a very *clever* and intelligent boy."
2. Say the word *clever* with me three times.

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3. *Clever* means you are smart and able to think and figure things out quickly.
4. Marcos was so clever at playing checkers that it was hard to win when you played with him.

   Abigail is clever at solving math problems.
5. Have you ever met someone or heard about someone who is clever? Maybe you are clever? Is your brother or sister clever? Turn and tell your partner about someone who is clever. Use the word *clever* when you talk with your partner.

Heap

1. In today's story a wolf eats some food off a trash *heap*.
2. Say *heap* with me three times.
3. A heap is a pile. [Make a pile of books or crayons to illustrate the idea of a heap.]
4. Ethan raked up all the leaves that fell from the trees into a big heap and then jumped into it.
5. After the field trip to the river, Anna made a heap of dirty clothes on her bedroom floor.
6. Have you ever made a heap of something before? Use the sentence frame: "I made a heap of _____."

Purpose for Listening

Tell students to listen carefully to "Tom Thumb" to hear about the adventures of a thumb-sized boy as he tries to get back home. Tell students to listen carefully to identify which parts of the story are similar to or different from the folktale "Thumbelina." Students should also listen to identify as many elements of the story as they can: characters, setting, and plot.

By the end of the lesson, students should be able to:

- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of "Tom Thumb"
- ✓ Explain that people from different lands tell similar stories

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Presenting the Read-Aloud **15** *minutes*

Note: Continue to fill in the *Similar Stories: Little People Can Do Great Things Story Chart* for "Tom Thumb."



Tom Thumb

Show image 4A-1: Baby Tom in a teacup

Once there was a farmer who used to sit and poke at the fire in the evening while his wife sat at her spinning wheel.

The farmer would sigh and say, "How sad it is that we have no children. Our house is so quiet, while other people's houses are so noisy and cheerful."

"Yes," said the wife. "If only we had a child."

A year later, the woman gave birth to a little boy. He was strong and healthy, but he was no bigger than a thumb. His parents named him Tom Thumb.

[Ask students: "Can children really be thumb-sized? Is this story fiction or real?" Have students put their hand on their head for *fiction* and on their lap for *real*. Call on two students to share.]

As Tom grew up, he proved to be a very **clever** and intelligent lad—or young boy. Tom could solve any problem quickly by figuring out an answer in his head.

One day when his father was going out to cut wood, he said, "I wish there was someone who could bring the cart out later."

"I'll do it!" said Tom.

"But, Tom," said his father, "How can you? You're too small to hold the reins—or the long strap that controls the horse."



Show image 4A-2: Tom sitting in the horse's ear

"Never mind," said Tom. "Have Mother harness the horse—and connect the cart to the horse. Then I'll sit in the horse's ear and tell him which way to go."

And so Tom's mother harnessed the horse and put Tom in the horse's ear.

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Tom called out, “Giddy up!” and the horse started walking.

[Explain that horses are trained to start walking when their owner says, “Giddy up!” Have students call out, “Giddy up!”]

Now it happened that as the horse and cart turned a corner, a strange man was walking by, and heard Tom calling out directions to the horse.

“Look!” the strange man said to himself. “There goes a wagon, and the driver is calling to his horse, but the driver is nowhere to be seen!”

[Ask students: “Does the stranger know that Tom is talking in the horse’s ear?” (No, he does not know that Tom is talking in the horse’s ear.)]

So the man followed the horse and wagon to the place where Tom’s father was chopping wood. When Tom spotted his father, he cried out, “Whoa, boy!”

[Explain that horses are trained to stop walking when their owner says, “Whoa, boy!” Have students call out, “Whoa, boy!”]

Then he said, “Look, Father! Here I am!”



Show image 4A-3: Tom, his father, and the stranger

Tom’s father lifted his son down from the horse and set him on a tree stump.

When the stranger saw this, he thought, “Look here. That little fellow could be useful! I should take him to town and have him do little jobs for me.”

The stranger went up to Tom’s father and said, “See here, old man. How about letting the little man go to town with me? I’ll take good care of him, and even give you this money for your trouble.”

[Ask: “Do you think Tom’s father will let Tom go with the stranger?” Have students hold up one finger for *yes*, two fingers for *no*.]

“No!” Tom’s father said. “He is the apple of my eye—my son is the most important person in the world to me—and I would be too sad to see him go.”

Tom crept up onto his father’s shoulder and whispered, “Go ahead, Father. Let me go, and I’ll be back in no time.”

“But, Tom,” his father began.

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"Trust me," Tom broke in. "I'll take care of everything. I can take care of myself and will be back home soon."

So Tom's father let Tom go with the man.



Show image 4A-4: Tom riding on the brim of the man's hat

Off went Tom, riding on the brim—or edge—of the man's hat.

[Invite a student to point to Tom on the brim of the stranger's hat.]

That night, after traveling for several hours, the man came to a barn that was located next to a quiet house. He decided that the barn would be a good place to sleep and rest up for travels the next day.

[Invite a student to point to the barn.]

When he was all settled in for the night—and ready for bed, the man took off his hat. At that moment, Tom **scampered**—or ran—away and slipped into a mouse hole, crying out, "So long, my good fellow! Have a good trip without me!"

The man got down on his hands and knees and poked sticks into holes, but he could not find Tom. Eventually, he gave up.

When the man left, Tom came out of his hole. He found an empty snail shell and said, "This looks like a safe place to spend the night."

But just as he lay down, he heard the voices of two robbers whispering.

"Yes," said one of the robbers. "This is the house. The mayor—or leader of the community—won't be back until tomorrow, so now is the time to rob—or steal things from—his house. But how can we do it? Although the mayor is away, the cook and maid are still there, so we will have to be quiet to **avoid** waking them."



Show image 4A-5: Tom in the barn with the robbers

Tom knew he had to do something to stop the robbers, so he sprang out of his shell and shouted, "I have an idea!"

[Have students pretend to be Tom springing out of the shell, as they say, "I have an idea."]

"Who was that?" asked one of the frightened robbers.

"Take me with you and I'll help you," said Tom.

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"Who's talking? Where are you?" asked the robbers.

"Down here!" cried Tom.

The robbers looked down, and there they saw Tom, waving to them. One robber lifted him up and said, "What's this, little one? How are you going to help us rob the mayor?"

"It will be easy," said Tom. "The mayor keeps his money behind iron bars, right? I can slip between the bars and hand the money out to you."

"Hee-hee! That's a fine idea, little one," said the robbers, and they snickered—and laughed meanly—all the way to the mayor's house.

Then they fell quiet and whispered to Tom, "Speak softly, you hear? We don't want to get caught!"

"Of course!" said Tom.

Mid-story Check-In

1. *Literal* Who are the characters you have met in this story so far?
   - So far I have met Tom, his mother, his father, the stranger, and the robbers.
2. *Inferential* Why do the farmer and his wife name their baby boy Tom Thumb?
   - The farmer and his wife name their baby boy Tom Thumb because he is so tiny and only as tall as a thumb.
3. *Literal* How does Tom get away from the stranger?
   - Tom runs away and hides in a mouse hole.
4. *Inferential* Do you think Tom wants to help the robbers or stop the robbers? [Have students hold up one finger for *help* and two fingers for *stop*.]
   - Answers way vary.



Show image 4A-6: Tom shouting at the robbers

[Speak loudly as you narrate the next sequence.]

He sneaked into the mayor's house and slipped between the bars where the money was kept. Then he called out to the robbers, in his loudest voice, "HOW MUCH DO YOU WANT? DO YOU WANT IT ALL?"

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"Shh!" hissed the robbers. "Be quiet! You'll wake the cook and the maid. We can hear you fine. Just start handing out the money."

[Point out the robber holding his finger to his mouth in a shushing motion. Have students say, "shh!" while holding a finger to their mouth.]

But Tom pretended not to hear them, and once again he shouted, "WHAT'S THAT YOU SAY? YOU WANT TO TAKE ALL THE MONEY? I'LL GIVE YOU EVERYTHING. JUST HOLD OUT YOUR HANDS."

All of the **commotion**—and loud noise—woke the cook and the maid and they came running to see what all the noise was about.

When they burst in, the robbers ran away.

Tom slipped away to the barn.



Show image 4A-7: Tom surprising the milkmaid

All of the excitement had made him sleepy, so he went to sleep on a big pile of hay.

[Point to the hay.]

The next morning the maid came to the barn and pitched a large bundle of hay—with Tom still sleeping in it!

The cow ate up the hay—and poor Tom slid down into the cow's stomach.

[Point to the cow and then to the cow's stomach. Ask: "Who is in the cow's stomach?"]

"Goodness me," Tom said, sleepily. "Somebody forgot to put windows in this house!"

Suddenly, splish! Something wet and heavy fell on Tom's head. It was a mouthful of hay! The cow was eating again, and more wet, sticky hay fell on Tom. He called out, "That's enough! No more hay! I'm quite full, thank you!"

The milkmaid was milking the cow, and when she heard the voice come out of the cow, she fell off her milking stool.

[Ask students: "Why does the milkmaid fall off her milking stool?"]

When the milkmaid fell off her milking stool, she startled the cow, who then sneezed a big sneeze. *Achoo!* The sneeze caused Tom to come

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flying out of the cow's mouth!

Yuck! Tom landed onto a garbage heap next to the barn!

Tom struggled to get up, surrounded by pieces of meat and vegetables.



Show image 4A-8: Tom in the wolf's mouth

He had just managed to start to stand up when—zing!—a hungry wolf snapped up the piece of meat Tom was caught on and ran off with it.

As the wolf ran, Tom bounced along and thought, "Well, this is an odd—or weird—place to be!"

Then he said to the wolf, "Mr. Wolf, wouldn't you rather eat some delicious treats instead of this old piece of meat? I can show you where to find such treats."

"And where might that be?" growled the wolf.

"In a house I know," said Tom. "It's full of lots of delicious, fresh food."

[Ask students: "What do you think Tom is trying to get the wolf to do?" (Tom is trying to get the wolf to go to his parents' home by telling him that there are good treats for wolves there.)]

Tom led the wolf back to his mother and father's house. When they got there, the wolf ate until he was stuffed—the wolf was so full, he could not eat any more.

Then Tom called out, "Help! Help! There's a wolf in the house!"

Tom's father came running with a big stick. He chased the wolf with the stick and sent him howling into the woods.



Show image 4A-9: Tom and his father, reunited

"Good work, Father!" said Tom.

His father looked down and cried out, "Tom, where have you been? We've been so worried about you!"

"Well, Father," said Tom, "I've been in too many places to count! And I think that from now on I would rather stay with you."

[Say to students: "With your partner, recall some of the places Tom has been." Allow thirty seconds for students to talk. Call on two partner pairs to share.

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(brim of a hat, mouse hole, snail shell, mayor's house, hay, cow's stomach, garbage heap, and wolf's mouth)]

"Oh, my dear boy, you are the apple of my eye!" said his father, "I never should have let you go—and I never will again!"

Discussing the Read-Aloud **10** *minutes*

Comprehension Questions

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

1. *Literal* What is the title of today's story?
   - The title of today's story is "Tom Thumb."

   What kind of story is "Tom Thumb"?
   - "Tom Thumb" is a folktale.

   Where is the story "Tom Thumb" originally from?
   - "Tom Thumb" is from England.
2. *Inferential* Did Tom Thumb's father want Tom to go with the stranger to town? Why or why not?
   - Tom's father did not want Tom to go with the stranger because Tom is very important to his father.
3. *Inferential* What was Tom's clever idea to stop the robber?
   - Tom's clever idea was to speak very, very loudly and to wake up the maid and cook.
4. *Inferential* What was Tom's clever idea to get home?
   - Tom's clever idea was to lead the wolf to his home for snacks.
5. *Evaluative* Folktales sometimes teach us lessons. Is there a lesson or something we can learn in this folktale?
   - The lesson: Even a little person can do great and wonderful things.
6. *Evaluative* What parts of "Tom Thumb" are from the author's imagination and could not really happen? Is this story real or fiction?
   - Thumb-sized children to not exist and wolves do not talk. This story is fiction.

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7. *Evaluative* [Using Response Card 4(i), have partner pairs tell each other about what is happening in each image. Invite different partner pairs to share about one of the images and to tell which part of the story—beginning, middle, or end—it belongs to.]

   [You may wish to review/fill in the *Similar Stories: Little People Can Do Great Things Story Chart* for "Tom Thumb."]

[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 you a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner 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:* At the end of the story Tom's father asks, "Tom, where have you been?" And Tom answers, "Well, Father, I've been in too many places to count!" Think of all the interesting places Tom has been. Which place do you think is the most exciting or interesting?

Sentence Frames:

Do you think a snail's shell is an interesting place to sleep? (Yes/No)

I think . . . is an interesting/exciting place to be.

9. After hearing today's story 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: Commotion

1. In the read-aloud you heard, "All the *commotion* woke the cook and maid and they came running to see what all the noise was about."
2. Say the word *commotion* with me three times.
3. *Commotion* means noisy excitement or confusion.
4. There was a loud commotion on the playground; all the students were excited to play outside after three days of rain.
5. Let's make a commotion for ten seconds. When I hold up my hand, you will stop making a commotion and become very, very quiet.
6. What is the word we have been talking about?

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Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If the sentence I read describes a commotion, stand up and wave your arms around and say, "What a commotion!" If the sentence I read does not describe a commotion, stay seated with your hands on your lap and say, "That's not a commotion."

1. a school assembly with loud singing
   - What a commotion!
2. a quiet breakfast
   - That's not a commotion.
3. students talking loudly at lunchtime in the cafeteria
   - What a commotion!
4. a quiet library
   - That's not a commotion.
5. reading a book
   - That's not a commotion.
6. students running and shouting in the classroom
   - What a commotion!
7. [Have partner pairs think of their own scenarios for commotion.]



Complete Remainder of the Lesson Later in the Day

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Tom Thumb

4B
Option 1

Extensions

***20** minutes*

Sayings and Phrases: There's No Place Like Home

Note: Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While many proverbs have a richer meaning beyond the literal level, other proverbs, like the one your students will learn today, have very concrete, literal meanings.



Show image 4A-9: Tom and his father, reunited

- Remind students that at the end of the folktale, "Tom Thumb," Tom's father asks about his adventures when he left home. Tom tells his father his adventures were fun, but he liked being home. Tom could have used the saying, "There's no place like home!"
- Have students repeat "There's no place like home!"
- Explain that the proverb or saying is another way of saying that traveling to other places and having adventures might be fun and exciting, but home is the best place of all.
- Tell students: "I am going to read several sentences that are examples of times when you might say, 'There's no place like home.' After each sentence, say, 'There's no place like home.'"
    - Jose was sleeping at his grandmother's house for the night, but missed his bed. Jose thought to himself, . . .
    - Angelina's uncle asked her if she was happy to be home from school and she said, . . .
    - Robert's mother got home from work, sat in her favorite blue chair, and said, . . .

Story Map: Tom Thumb

- Explain that a story map, like the one on Instructional Master 3D-1, is a way to retell a story using pictures and words. Tell students that, as a class, they will make a story map for the folktale, "Tom Thumb."

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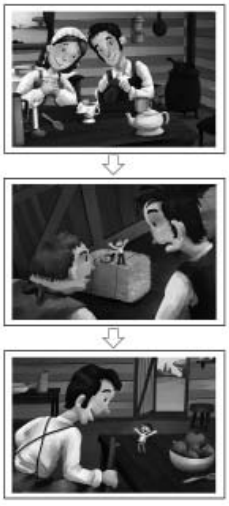
[If students have difficulty recalling elements of the story, use *Similar Stories: Little People Can Do Great Things* for "Tom Thumb" to scaffold the discussion.]

Above and Beyond: Instructional Master 3D-1 has been included if you have students who are ready to fill in the chart on their own.

Note: Explain that you are going to write down what students 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. Tell them it is important for you to remember what they have said, and that you will read the words to them.

- Ask students: "Think back to the beginning of the story. What happened first and where did it happen?" Draw student answers in the top box on the story chart. First event: A mother and father have a baby and name him "Tom Thumb" because he is no bigger than their thumb. (See image 4A-1.)

Tom Thumb



- Ask students: "What happened next in the story?" Events may include: Tom goes to town; Tom stops a robbery at the mayor's house; Tom is in a cow's stomach.
- Ask students: "Even though he was no bigger than the size of a thumb, what great thing did Tom Thumb do?" Write the answer in the middle box. Great thing: Tom stops robbers from stealing the mayor's money. (See image 4A-5.)
- Ask students: "What happened in the end of the story?" Write student responses in the last box. Suggested conclusion: Tom goes home. (See image 4A-9.)
- Display story map to be used as a guide for students when they create their own story map in a later lesson.

⑩ Venn Diagram

Comparing and Contrasting "Thumbelina" and "Tom Thumb"

- Tell students that they are going to make a Venn diagram to compare and contrast the stories "Thumbelina" and "Tom Thumb." Remind students that to compare is to tell how things are similar and to contrast is to tell how things are different. [If necessary, read parts of the *Similar Stories: Even Little People Can Do Great Things* Charts for "Tom Thumb" and "Thumbelina" to the students.]

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Above and Beyond: Instructional Master 4B-1 has been included if you have students who are ready to fill in the chart on their own using the sound-spelling correspondences taught thus far.

Note: Explain that you are going to write down what students 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. Tell them it is important for you to remember what they have said, and that you will read the words to them.

- Tell students: "Let's compare the two stories. How are the folktales 'Tom Thumb' and 'Thumbelina' the same?" Write their responses where the two circles intersect. Possible responses:
  - both characters are thumb-sized people
  - both characters have parents who really wanted a child
  - both characters go on a journey
  - both characters do a good deed
  - both characters receive help from animals
- Tell students: "Now let's contrast the two stories. How is the plot or the events of 'Tom Thumb' different from the plot or events of 'Thumbelina'?" Possible responses:
  - "Tom Thumb": decides to leave home; helps to stop a robbery; goes back to the same home he left
  - "Thumbelina": taken from her home; helps a swallow heal; finds a new home; marries a little king

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Issun Boshi: One-Inch Boy

4
Option 2

Note: This is option 2 for Lesson 4. Please choose between this story or the story in option 1, "Tom Thumb."

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of "Issun Boshi: One-Inch Boy"
- ✓ Explain that people from different lands tell similar stories

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 that are addressed in all lessons in this domain.

Students will:

- ✓ Recount folktales from diverse cultures, such as "Thumbelina" (RL.1.2)
- ✓ Identify words such as *astonished* that suggest feelings or appeal to the senses (RL.1.4)
- ✓ Identify that "Issun Boshi" is fiction (RL.1.5)
- ✓ Change tone of voice to distinguish who is telling the story at various points in the read-aloud (RL.1.6)
- ✓ Compare and contrast two versions of the same story (RL.1.9)
- ✓ Compare and contrast "Thumbelina" and "Issun Boshi" on a Venn diagram (RL.1.9)
- ✓ Recall information in order to complete a Venn diagram (W.1.8)

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- ✓ Identify real-life connections between words—*wish*, *astonished*, and *deeds*—and their use (L.1.5c)

Core Vocabulary

astonished, *adj.* Surprised
Example: Yisbel was astonished to find a pony standing outside her apartment building; that does not happen very often in New York City!
Variation(s): none

crammed, *v.* Filled something with more than it could easily hold
Example: Marta crammed so many blocks into the container that the lid would not close.
Variation(s): cram, crams, cramming

deeds, *n.* Acts or actions
Example: Simple deeds, such as holding the door for others and saying "excuse me," can show that you are a polite person.
Variation(s): deed

dodging, *v.* Avoiding by moving quickly aside
Example: Chris was excellent at dodge ball, dodging every throw that came his way.
Variation(s): dodge, dodges, dodged

permission, *n.* Approval to do something
Example: The students asked their teacher for permission to throw an end-of-the-year party.
Variation(s): none

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Vocabulary Chart for **Issun Boshi: One-Inch Boy**			
Core Vocabulary words are in **bold.** Multiple meaning word activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	burp chopstick creature demon lord village/city	***astonished*** **crammed** **deeds*** **dodging** gulp **handsome** **permission**	boat/oar child helpful smart strong sword taller
Multiple Meaning	blossom noble	couple smart	bowl fly tickle *wish*
Phrases	little fellow sewing needle		don't step on me
Cognates	demonio villa/ciudad	**permiso**	bote bolo

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Please note that it uses the same sequence as the *Tell It Again! Read-Aloud Anthology.*

1. 6A-1: Pagoda and Mt. Fuji in the distance
2. 6A-2: The man and the old woman with Issun Boshi
3. 6A-3: Issun Boshi in a rice bowl boat
4. 6A-4: Issun Boshi and the noble lord
5. 6A-5: Fly and sewing needle sword
6. 6A-6: Issun Boshi and the princess
7. 6A-7: The *oni*
8. 6A-8: Issun Boshi in the *oni*'s stomach
9. 6A-9: Issun Boshi, the princess, and the magic hammer
10. 6A-10: Issun Boshi with the princess and his parents

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At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	**Story Review**	Story Map for "Thumbelina"; world map	15
	Introducing "Issun Boshi"	Instructional Master 3A-1; Prediction T-Charts; sticky notes—two per student; tabs or push pins; globe or world map	
	Vocabulary Preview: Wish, Astonished		
	Purpose for Listening		
Presenting the Read-Aloud	**Issun Boshi: One-Inch Boy**	*Similar Stories: Little People Can Do Great Things Story Chart* for "Issun Boshi"; Prediction T-Charts; realia related to the read-aloud	15
Discussing the Read-Aloud	**Comprehension Questions**	Instructional Master 4A-2	10
	Word Work: Deeds	drawing paper, drawing tools	
Complete Remainder of the Lesson Later in the Day			
Extensions	**Venn Diagram: Comparing "Thumbelina" and "Issun Boshi"**	Instructional Master 4B-1; chart paper, drawing tools	20
	Domain-Related Trade Book		

Advance Preparation

Create a class *Similar Stories: Little People Can Do Great Things Story Chart* for "Issun Boshi," using Instructional Master 3A-1 as a guide. You may wish to draw this on a large sheet of chart paper or copy it onto a transparency.

Create two Prediction T-Charts that will be used during the Picture Walk and the read-aloud. The first chart should have the question: *Does Issun Boshi want to grow bigger?* The second chart should have the question: *Will Issun Boshi get out of the oni's stomach?* Students will make their predictions by writing their name on the sticky notes and placing the sticky notes in the *Yes* or *No* column.

Make a copy of Instructional Master 4A-2 for each student. Refer to it as their Response Card for "Issun Boshi." This Response Card shows scenes from the beginning, middle, and end of the story. Students can use this Response Card to answer questions and to discuss the beginning, middle, and end of the story.

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Gather the following objects to support students' understanding of the read-aloud: ruler, rice bowl, a pair of chopsticks, a sewing needle, and a picture of black geta shoes.

Create a Venn diagram on a large piece of blank chart paper or on the whiteboard or chalkboard, using Instructional Master 4B-1 as a guide. Use the Venn diagram to compare and contrast "Thumbelina" and "Issun Boshi."

Find a trade book of one of the stories that has already been read to read aloud to the class.

Note to Teacher

Fill out the class *Similar Stories: Little People Can Do Great Things Story Chart* for "Issun Boshi" as you introduce and present this read-aloud. Be sure to pause at points in the lesson where the chart can be filled in.

> **Note:** The aim of creating this story chart is to help students use information from the read-aloud text and images to organize the elements of the story. Throughout this lesson, entries should be updated and finalized until the chart for "Issun Boshi" is complete. When possible, use drawings alongside labels or sentences on the chart.

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Similar Stories: Little People Can Do Great Things			
Folktale: Issun Boshi: One-Inch Boy			
Country: Japan	**Continent:** Asia	**Setting/Time:** long, long ago	**Setting/Place(s):** a village, the lord's house, cherry blossom festival, oni's stomach
Characters: Issun Boshi, old couple/parents, lord, princess, oni			
Beginning	**Middle**	**End**	**Great Thing**
• Old man and woman get Issun Boshi for a baby. • Issun Boshi wants to see the city by himself.	• Issun Boshi meets a rich lord and works for him. • Issun Boshi and the princess become good friends. • Saves princess from oni at cherry blossom festival. • Uses magic hammer to become full-sized.	• Marries princess and brings parents to live with him at the lord's house.	• Saved princess from *oni*.

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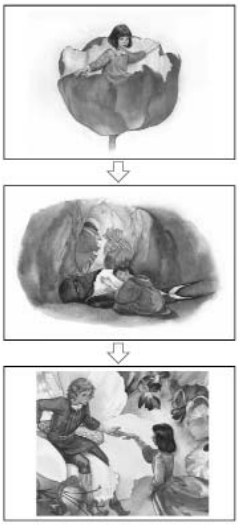
Issun Boshi: One-Inch Boy

4A Option 2

Introducing the Read-Aloud — *15 minutes*

Story Review

Thumbelina



- Review with students that people around the world love listening to and telling stories. Remind students that some of the stories told around the world are similar to each other, even though the stories originated in or began in different places around the world. Although the stories come from different countries, or lands, the characters or people have similar adventures and face similar conflicts, or problems.
- Tell students that they heard a folktale written long, long ago about a little person. Ask students if they remember the title of the story and where the story came from. ("Thumbelina" from Denmark.)

[Invite a student to point to Denmark on a world map.]

- Using the Story Map for "Thumbelina," review the plot of the story.

Introducing "Issun Boshi"

- Tell students that in today's lesson, they will hear a Japanese folktale called "Issun Boshi: One-Inch Boy." In this folktale, a young boy, who is no bigger than a thumb, goes alone to a big city in Japan.

Where Are We?

- Ask students: "What country do we live in?" Ask a volunteer to point to the United States on the globe or map. Explain that the United States is part of the continent of North America. Point out North America on the globe or map.
- Explain that the read-aloud they will hear today came from a country called Japan. Point out and mark Japan on the world map. Tell students that Japan is part of the continent of Asia. Point out Asia on the globe or map. Explain that Japan is made up of islands. Tell students that "Issun Boshi: One-Inch Boy" takes place long ago on the biggest island in Japan, called Honshu.
  [You may wish to connect the cut-out for "Issun Boshi" to Japan on the world map.]

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Picture Walk

- Invite students to look at the pictures of the story before hearing the story read aloud. Explain that this picture walk will help them guess what might happen in the story.



Show image 6A-2: The old man and the old woman with Issun Boshi

- Invite a student to point to the baby. Say to students: "Tell your partner what is different about this baby? Who do you think the old man and woman are?" Tell students the baby is the son of an old man and woman. The old man and woman really wanted to have a child. They named their son, Issun Boshi, which means "One-Inch Boy." Issun Boshi was about the height of his father's thumb.
- Ask students: "What other main characters were thumbed-sized?" (Thumbelina and Tom Thumb)
- Ask the students: "By the end of the story, do you think Issun Boshi will want to grow bigger?" Have students place one of their sticky notes with their name on the *Prediction Question 1* chart in the column that corresponds with their response to the question. Let students know that you will look at the chart again during the read-aloud to find out if Issun Boshi wants to grow bigger.

Prediction Question 1: Does Issun Boshi want to grow bigger?	
Yes	**No**



Show image 6A-7: The *oni*

- Ask the students: "What do you see in this picture? Does this look like a nice creature?" Explain that this is a monster call an *oni* [OH-NEE]. Have students say *oni* with you.
- Tell students that the *oni* is an unfriendly monster. The *oni* swallows Issun Boshi whole, so Issun Boshi is stuck inside his stomach.
- Ask students: "Will Issun Boshi get out of the *oni's* stomach?" Have students place one of their sticky notes with their name on the *Prediction Question 2* chart in the column that corresponds with their response to the question. Let students know that you will look at the chart again during the read-aloud to find out if Issun Boshi gets out of the *oni's* stomach.

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Prediction Question 2: Will Issun Boshi get out of the Oni's stomach?	
Yes	**No**

Vocabulary Preview

Wish

1. In today's story Issun Boshi asks his friend to make a *wish*.
2. Say the word *wish* with me three times.
3. A wish is a want or desire for something to happen.
4. Jiro's wish to visit Japan came true when his father finally decided that the family would go for summer vacation.

   Hiromi's secret wish is to be superhero.
5. Have you ever made a wish? Tell your partner about a wish you made or something you would like to wish for. Use the word *wish* when you tell about it.

Astonished

1. In today's story a man was *astonished* when he saw Issun Boshi.
2. Say *astonished* with me three times.
3. Astonished is the feeling of great surprise or wonder.
4. [Act astonished and then have students do the same.]
5. Kenji and Maemi were astonished when the magician pulled a rabbit out of her hat.
6. Have your ever been astonished before? What happened that made you astonished? What kind of face did you make? Use the word *astonished* when you talk to your partner.

Purpose for Listening

Tell students to listen carefully to the fiction folktale, "Issun Boshi: One-Inch Boy," to find out what great thing Issun Boshi does. Tell students to listen carefully to identify which parts of the story are similar to or different from the folktale "Thumbelina." Students should also listen to identify as many elements of the story as they can: characters, setting, and plot.

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By the end of the lesson, students should be able to:

- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of "Issun Boshi: One-Inch Boy"
- ✓ Explain that people from different lands tell similar stories

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Presenting the Read-Aloud — *15 minutes*



Issun Boshi: One-Inch Boy

Show image 6A-1: Pagoda and Mt. Fuji in the distance

Long ago in a village in Japan, there lived an old man and his wife who more than anything wanted a child.

They hoped and they wished. They went to the temple and prayed to the gods.

[Invite a student to point to the temple. Explain that they prayed to the gods for a child in this temple.]

"May we be blessed with a child," they said, "even if he is no larger than our thumbs."

[Ask: "Do you think the old man and his wife will have a child?" Have students put their hands on their head for *yes* and keep their hands on their lap for *no*. Call on two students to answer.]



Show image 6A-2: The old man and the old woman with Issun Boshi

And then, their prayers were answered. In nine months' time, a fine baby boy was born to the old couple.

The child was lovely and very small. They called him Issun Boshi, which means "One-Inch Boy," for he was no taller than his father's thumb.

[Have students hold up their thumbs and say "Issun Boshi" with you. Use a ruler to show students one inch.]

Issun Boshi grew up strong, smart, and helpful, though he grew no bigger.

When twelve years had passed, Issun Boshi came to his parents and said, "Father and Mother, please give me your **permission** to go to the capital city—please let me go to the city—for I wish to see the world, learn many things, and make a name for myself."

His parents were very worried and scared to think of all the bad things that could happen to Issun Boshi in such a large city, but they knew their boy was smart and strong, so they agreed to let him go—they gave Issun Boshi permission to go.

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Show image 6A-3: Issun Boshi in a rice bowl boat

[Show the different items: needle, rice bowl, and chopsticks, as they are mentioned.]

They made for him a tiny sword out of a sewing needle. They also gave him a rice bowl for a boat and some chopsticks for oars.

In the rice bowl he floated down the river, using the chopsticks as paddles when the water became rough, and using his sword to catch fish.

In a few days he arrived at the city of Kyoto.

[Explain that long ago, Kyoto was the most important city in Japan.]

"My, what a busy city this is!" he thought. "So many people **crammed** in one space! Everybody is all together in one place; there is barely any room to move!"

He walked carefully through the streets, **dodging** feet and cart wheels by quickly moving from side to side.

He kept walking until he came to a beautiful house, the largest in the city. At the foot of the steps sat a pair of shiny black **geta,** or wooden shoes.

[Show students a picture of black *geta* or Japanese wooden shoes. Explain that *geta* are traditional shoes worn today for special events, but long ago they were the common shoes that were worn every day.]

They belonged to the owner of the house, who was the wealthiest—and richest—lord in the city.



Show image 6A-4: Issun Boshi and the noble lord

[Use different voices for each character. The vocal changes will help students understand that different characters are speaking.]

The door of the great house opened. Out walked a man who put on the shiny black shoes. Issun Boshi called out, "Hello! Hello there!"

The man looked around and, seeing no one, began to go back in.

But Issun Boshi called out, "Down here! I'm down here, near your shoes! Please be careful you don't step on me."

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The man, who was the lord of the house, leaned down and was **astonished** when he saw Issun Boshi. The lord was very shocked when he saw Issun Boshi.

[Have students make astonished faces while saying the word *astonished* with you.]

Issun Boshi bowed and politely introduced himself. "My name," he said, "is Issun Boshi. I have just arrived in the city, and I would like to work for you."

[Demonstrate a bow and explain that in Japan, bowing is similar to the custom of shaking hands with someone when you first meet them. Have partner pairs practice introducing themselves to one another using a bow.]

The lord picked up Issun Boshi in the palm of his hand. In a friendly voice he asked, "But what can a little fellow like you do?"



Show image 6A-5: Fly and sewing-needle sword

A fly was buzzing around and bothering the lord, so Issun Boshi drew out his sewing-needle sword. With a quick swit-swat, away went the fly.

"You are quite an amazing little fellow," laughed the lord. "Come, you may work for me and live in my house."

And so, tiny Issun Boshi went to live in the big, beautiful house, serving the noble lord.

Mid-story Check-In

1. *Literal* Who are the characters you have met in the story so far?
   - So far I have met Issun Boshi, his parents, and the lord.
2. *Literal* When the old couple has a child, why do they name their son Issun Boshi?
   - The old couple names their son Issun Boshi because Issun Boshi means "one-inch boy" in the Japanese language, and he is no taller than his father's thumb.
3. *Literal* How does Issun Boshi get from his home to the city, Kyoto?
   - He uses a rice bowl with chopstick oars to travel to Kyoto.
4. *Literal* How does Issun Boshi show the lord that he can be helpful?
   - Issun Boshi kills a fly with his sewing needle.

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Show image 6A-6: Issun Boshi and the princess

He made friends with everyone there, especially the princess, the lord's lovely daughter.

It seemed that he was always at her side, helping her in whatever way he could, whether by holding down the paper when she wrote a letter or simply by riding on her shoulder and keeping her company while she walked through the beautiful gardens around the house.

In time, the princess came to feel a strong affection for her little helper. The princess enjoyed spending time with Issun Boshi and felt very happy when he was around.

[Ask: "Does the princess look happy around Issun Boshi?" Have students hold up one finger for *yes* and two fingers for *no*. Call on two students to comment.]



Show image 6A-7: The *oni*

In the spring, Issun Boshi traveled with the princess and her friends to the cherry blossom festival.

[Point to the pink cherry blossoms or flowers on the trees and tell students that in Japan, when the cherry trees show their flowers, it is common to have a festival or a time to celebrate this special event.]

On their way home, they began to hear strange noises behind them on the narrow road. They could see nothing in the shadows, when suddenly a huge monster leaped into their path.

Everyone screamed and ran—everyone except Issun Boshi and the princess.

"Who are you, and what do you want?" cried Issun Boshi.

"I am an *oni* [*OH*-nee]," growled the monster. An *oni!* The *oni,* were terrible creatures, who bothered the townspeople.

But Issun Boshi stepped forward and shouted, "Get out of the way, you demon! I am here to guard the princess. Step back!"



Show image 6A-8: Issun Boshi in the *oni*'s stomach

"Ha! We'll see about that!" growled the *oni.* Then he snatched up Issun Boshi, popped him into his mouth, and—gulp—swallowed him whole. Down, down Issun Boshi slid until he landed—plop—in the *oni*'s stomach.

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[Have students act out the *oni* picking up Issun Boshi, popping him into their mouth, and swallowing him without chewing. Be sure to use the words *gulp* and *plop* to narrate the actions.]

"This *oni* should be more careful about what he eats," said Issun Boshi. He pulled out his sewing-needle sword and began to tickle the *oni*'s stomach.

"Ow! Ooh! Agh!" shouted the *oni*. Then he gave a loud burp, and out popped Issun Boshi! The *oni* ran away, burping the whole way.

- [Revisit *Prediction Question 2* to see how student predictions compare to the actual story outcome.]



Show image 6A-9: Issun Boshi, the princess, and the magic hammer

Issun Boshi ran over to the princess. She was bending down and picking something up from the ground. With great excitement she said, "Look, Issun Boshi, the *oni* was so scared he dropped this magic hammer. If you make a wish on it, it will come true."

Issun Boshi bowed to the princess and said, "My lady, I would ask that you make a wish."

"No, Issun Boshi," said the princess. "You won this because of your bravery—you faced great danger without being afraid. You should be the first one to wish on it."

So Issun Boshi took the hammer and said, "I already have my greatest wish, which is to serve you. But if I could have another wish, I would wish to be as tall as other people."

[Revisit *Prediction Question 1* to see how student predictions compare to actual story outcomes.]

Then he gave the hammer to the princess, who made a silent wish on it herself.

[Say to students: "Tell your partner what you think the princess wished for."]

Then and there, Issun Boshi began to grow taller . . . until beside the princess stood a handsome—good looking—young man.

[Have students pretend to be very small and then grow taller and taller, until they reach their full size.]

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Show image 6A-10: Issun Boshi with the princess and his parents

That night, when the princess told her father how brave Issun Boshi had been, and how he had risked his life to save her, the lord was so happy that he gave Issun Boshi **permission** to marry the princess.

And so, you see, the princess's wish came true, too.

Issun Boshi's brave **deeds**—and actions—were celebrated throughout the land.

[Define deeds as actions. Have students say *deeds* with you.]

He and the princess lived happily together, along with Issun Boshi's proud and happy parents, whom Issun Boshi had brought to the lord's house to be part of his new family.

Discussing the Read-Aloud — *10 minutes*

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the story and/or refer to the images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of today's story?
   - The title of today's story is "Issun Boshi."

   What kind of story is "Issun Boshi"?
   - "Issun Boshi" is a folktale.

   Where is the story "Issun Boshi" originally from?
   - "Issun Boshi" is from Japan.
2. *Literal* How does Issun Boshi escape from the *oni*'s stomach?
   - Issun Boshi escapes the *oni*'s stomach by tickling the *oni*'s stomach with his needle-sword until the *oni* burps him out.
3. *Literal* What magic tool does the *oni* drop when he runs away?
   - The *oni* drops his magic hammer when he runs away.
4. *Inferential* Why does Issun Boshi wish on the *oni*'s hammer that he could be as tall as other people?
   - Answers may vary. Possible answer: He wanted to be as tall as the princess.

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5. *Inferential* What did the princess wish for on the *oni*'s hammer?
   - Answers may vary. Possible answer: She wished her father would give permission for Issun Boshi to marry her.
6. *Inferential* What parts of this story could not really happen or are fiction?
   - Parts of the story that are fiction include: one-inch boys, the *oni*, a magic hammer.
7. *Evaluative* [Using Response Card 4(ii), have partner pairs tell each other about what is happening in each image. Invite different partner pairs to share about one of the images and to tell which part of the story—beginning, middle, or end—it belongs to.]

   [You may wish to review/fill in the *Similar Stories: Little People Can Do Great Things Story Chart* for "Issun Boshi."]

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

Sentence Frames:

Would you like to be one-inch tall for a day? (Yes/No)

If I were one-inch tall, my life would be . . .

If I could be one-inch tall, I would . . .

8. [Evaluative] *Think Pair Share:* Pretend that you could be one-inch tall like Issun Boshi for a day. How would your life be different? What would you do? How could you be helpful to others?
   - Answers may vary.
9. After hearing today's story 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.]

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Word Work: Deeds

1. In the read-aloud you heard, "Issun Boshi's brave *deeds* were celebrated throughout the land."
2. Say the word *deeds* with me three times.
3. Deeds are acts or things that someone does that can be good or brave.
4. Shoda's mother said bringing food to the food bank and helping a neighbor are good deeds.
5. Have you ever done good deeds for others? Tell your partner about the good deeds you have done for someone else. Use the word *deeds* when you tell about them.
6. What is the word we have been talking about?

Use a *Drawing* activity as a follow-up. Directions: Draw a picture of good deeds you have done for someone else. Or draw a picture of a good deed you would like to do for others. Then talk to your partner about what you have drawn. Use the word *deeds* when you tell about it. Try to use complete sentences.

Extension: Have partners act out the student drawings of good deeds.



Complete Remainder of the Lesson Later in the Day

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Issun Boshi: One-Inch Boy

4B Option 2

Extensions — *20 minutes*

⑩ Venn Diagram

Comparing and Contrasting "Thumbelina" and "Issun Boshi"

- Tell students that they are going to make a Venn diagram to compare and contrast the stories "Thumbelina" and "Issun Boshi." Remind students that to compare is to tell how things are similar and to contrast is to tell how things are different. [If necessary, read parts of the *Similar Stories: Even Little People Can Do Great Things* Charts for "Issun Boshi" and "Thumbelina" to the students.]

Above and Beyond: Instructional Master 4B-1 has been included if you have students who are ready to fill in the chart on their own using the sound-spelling correspondences taught thus far.

Note: Explain that you are going to write down what students 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. Tell them it is important for you to remember what they have said, and that you will read the words to them.

- Tell students: "Let's compare the two stories. How are the folktales 'Issun Boshi' and 'Thumbelina' the same?" Write their responses where the two circles intersect. Possible responses:
  - both characters are thumb-sized people
  - both characters have parents who really wanted a child
  - both characters go on a journey and travel down a river
  - both characters do a good deed
  - both characters get married in the end
- Tell students: "Now let's contrast the two stories. How is the plot or the events of 'Issun Boshi' different from the plot or events of 'Thumbelina'?" Possible responses:
  - "Issun Boshi": decides to leave home; gets a job helping a lord; helps save a princess from the *oni;* married a princess in the end.

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- "Thumbelina": taken from her home; helps a swallow to live; marries a little king.

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide,* and choose a trade book of one of the stories that has already been read.
- Tell students that the stories from different lands they have heard have been told many different ways. Explain that you are going to read aloud a different version or variation of one of the stories they have heard.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion to compare and contrast the two versions of the same story.

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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 similar folktales from different lands. The other activities may be done in any order. You may also 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:

- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of a given story
- ✓ Explain that people from different lands tell similar stories

Student Performance Task Assessment

⑩ Draw What You Know (Instructional Master PP-1)

Directions: In the left-hand box, draw a magical character or magical item from one of the stories you heard. Then, write a sentence telling about your picture.

In the right-hand box, draw a little character from one of the stories that you heard doing a good deed. Then, write a sentence telling about your picture.

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Activities

Different Lands

Materials: World map

Help students locate and identify on a map the different lands discussed in this domain. Name each country, noting the continent on which it is found, and ask students if they remember any folktales that come from that country. You may prompt discussion by asking questions such as, "Where does 'Issun Boshi: One-Inch Boy' take place?" (Japan) or "Where does Billy Beg live?" (Ireland)

Sequencing Events with Image Cards

Materials: Image Cards 1–10; Instructional Master PP-2,

Use Image Cards 1–10 to sequence and retell "Cinderella" and "Issun Boshi: One-Inch Boy." Talk about the beginning, middle, and end of the plot of each story. These image cards may also be used as a center activity.

An instructional master has also been provided for "Issun Boshi: One-Inch Boy" if you would like for students to sequence the events of the story individually.

"Little People" Stories

Materials: Instructional Master 3D-1; Instructional Master PP-3

- Summarize the little people stories for students by pointing to the corresponding box on the Instructional Master 3D-1 and saying:
    - "All the stories, 'Thumbelina' and 'Tom Thumb/Issun Boshi,' are variations of little people stories. In the *beginning* of each story, a thumb-sized child was born. This little person left home or was taken away from home."
    - "In the *middle*, the little person did a great thing while away from home."
    - "At the *end*, the little person went home or got married."

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- Give students instructions to make their own Story Map:
  - "Think of a title for your story. Maybe you want to give your story the same name as the main character." Point to the title space on the paper and help students write their title at the top of their paper.
    "Think of the little people stories we have read aloud. In the beginning of each story, a thumb-sized person was born. In the first box, draw your thumb-sized or little person who is the main character in your story. Now, write a sentence about your drawing."
  - "Draw a picture and/or write a sentence in the middle box about a great thing your little person has done."
  - "Think of how you want your story to end. What happens to your little person? Maybe he or she goes back home? Maybe he or she gets married? In the bottom box, draw what happens to your little person and write a sentence to go with your picture."
  - Have partner pairs share their story ideas. Encourage students to use temporal words *first, next,* and *last* while retelling their story. At the end of the activity, display student stories around the classroom. Alternatively, you may wish to have students make a storybook using their story map and Instructional Master PP-3. Have students write the title, draw a picture, and write their name on the byline for the cover. Then have them create a page for the beginning, middle, and end of their story.

Picture Review

Show the Flip Book illustrations from any read-aloud again, and have students retell the folktale using the illustrations.

You may also show various illustrations from the folktales that have been read so far. Focus on illustrations that show events that are similar to reinforce the Core Content Objectives of similar stories from different lands.

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Domain-Related Trade Book or Student Choice

Materials: Trade book

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

Exploring Student Resources

Materials: Domain-related student websites

Pick appropriate websites from the Internet for further exploration of the stories presented thus far.

Videos of Stories

Materials: Videos of stories

Carefully peruse the Internet for short, five-minute videos related to the stories already covered in the domain.

Prepare some questions related to the videos. Prompt students to identify the characters, settings, and plots of the stories.

Discuss how watching a video is the same as and different from listening to a storybook or read-aloud.

Have students ask and answer questions, using question words *who, what, where,* and *why*, regarding what they see in the videos.

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Little Red Riding Hood 5

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of "Little Red Riding Hood"
- ✓ Explain that people from different lands tell similar stories

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 that are addressed in all lessons in this domain.

Students will:

- ✓ Demonstrate understanding of the central message or lesson in "Little Red Riding Hood" (RL.1.2)
- ✓ Identify words such as *grateful* and *strange* that suggest feelings or appeal to the senses (RL.1.4)
- ✓ Identify that "Little Red Riding Hood" is fiction (RL.1.5)
- ✓ Use different voices to identify who is speaking at various points in the story (Rl.1.6)
- ✓ Recall information from "Little Red Riding Hood" to answer questions in order to complete a story map (W.1.8)
- ✓ Describe people, places, or things that are familiar and strange (SL.1.4)
- ✓ Add drawing of a story event where the character feels grateful (SL.1.5)
- ✓ Ask and answer interrogative questions using the question word *when* in a shared language activity (L.1.1j)

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- ✓ Use sentence-level context as a clue to the multiple-meaning word *left* (L.1.4a)
- ✓ Use *strange* and its antonym *familiar* to describe various story events (L.1.5a)
- ✓ Identify real-life connections between words—*disguise, sly, grateful, left strange,* and *familiar*—and their use (L.1.5c)

Core Vocabulary

cherished, *v.* loved; valued something
Example: The farmer cherished the goose's golden eggs.
Variation(s): cherish, cherishes, cherishing

disguise, *n.* Clothes or other things that you wear so that people will not recognize you
Example: Rafael put on a hat and glasses as a disguise, because he did not want anyone to recognize him.
Variation(s): disguises

grateful, *adj.* Feeling or showing thanks
Example: Brenalis was so grateful when a kind stranger found her puppy.
Variation(s): none

sly, *adj.* Sneaky and secretive
Example: The sly wolf tried to trick the shepherd.
Variation(s): slier, sliest

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Vocabulary Chart for Little Red Riding Hood			
Core Vocabulary words are in **bold.** Multiple meaning word activity word is underlined. Vocabulary instructional activity words have an asterisk (*). Suggested words to pre-teach are in *italics.*			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	hunter velvet	**cherished** ***disguise*** frightened gobbled **grateful*** gulp ***sly*** strange/familiar* strayed weak wicked	cakes granny/ grandmother meal mother path promised sick way wolf woods
Multiple Meaning	cloak latch	left picked stuffed	basket flowers
Phrases	Little Red Riding Hood	check on her do her good longed to	
Cognates	vello	**agradecido*** extraño/familiar* picar	flores madre prometido

Image Sequence

This is the order Flip Book images will be shown for this read-aloud. It uses the same sequence as the *Tell It Again! Read-Aloud Anthology.*

1. 7A-1: Little Red Riding Hood
2. 7A-2: Little Red Riding Hood speaking to the wolf
3. 7A-3: The wolf knocking on the cottage door
4. 7A-4: The wolf disguising himself as Grandmother
5. 7A-5: Little Red Riding Hood approaching the bed
6. 7A-6: The hunter helping them out of the wolf's belly
7. 7A-7: The three sharing a meal

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At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	**Story Review**	Response Cards 3 and 4; Venn Diagram from Lesson 4	15
	Introducing "Little Red Riding Hood"	Instructional Master 5A-1; tabs or push pins; globe or world map	
	Vocabulary Preview: Disguise, Sly	hat; sunglasses	
	Purpose for Listening		
Presenting the Read-Aloud	**Little Red Riding Hood**	*Always Follow Your Parent's Directions Story Chart* for "Little Red Riding Hood"	15
Discussing the Read-Aloud	**Comprehension Questions**	Instructional Master 5A-2	10
	Word Work: Grateful	drawing paper, drawing tools	
Complete Remainder of the Lesson Later in the Day			
Extensions	**Multiple Meaning Word Activity: Left**	Poster 4M (Left)	20
	Syntactic Awareness Activity: Asking and Answering Questions Using *When*		
	Vocabulary Instructional Activity: Strange or Familiar?	chart paper; markers; tape	
	End-of-Lesson Check-In: Story Map	*Similar Stories: Always Follow Your Parent's Directions Story Chart* ("Little Red Riding Hood"); Instructional Master 3D-1 (optional); Images 7A-2, 7A-4, and 7A-7	
Take-Home Material	**Family Letter**	Instructional Masters 5B-1, 5B-2	

Advance Preparation

Create a class *Similar Stories: Always Follow Your Parent's Directions Story Chart* for "Little Red Riding Hood," using Instructional Master 5A-1 as a guide. You may wish to draw this on a large sheet of chart paper or copy it onto a transparency.

For Vocabulary Preview, bring in a hat and sunglasses to demonstrate the core vocabulary word *disguise.*

Make a copy of Instructional Master 5A-2 for each student. Refer to it as their Response Card for "Little Red Riding Hood." This Response Card

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shows scenes from the beginning, middle, and end of the story. Students can use this Response Card to answer questions and to discuss the beginning, middle, and end of the story.

For Vocabulary Instructional Activity, prepare a T-Chart for the words *strange* and *familiar*.

For End-of-Lesson Check-In, prepare a story map for "Little Red Riding Hood," using Instructional Master 3D-1 as a guide.

Note to Teacher

Fill out the class *Similar Stories: Always Follow Your Parent's Directions Story Chart* for "Little Red Riding Hood" as you introduce and present this read-aloud. Be sure to pause at points in the lesson where the chart can be filled in.

> **Note:** The aim of creating this story chart is to help students use information from the read-aloud text and images to organize the elements of the story. Throughout this lesson, entries should be updated and finalized until the chart for "Little Red Riding Hood" is complete. When possible, use drawings alongside labels or sentences on the chart.

<table>
<tr><th colspan="4">Similar Stories: Always Follow Your Parent's Directions</th></tr>
<tr><td colspan="4">Folktale: Little Red Riding Hood written down by Jacob and Wilhelm Grimm</td></tr>
<tr><td>Country: Germany</td><td>Continent: Europe</td><td>Setting/Time: long ago</td><td>Setting/Place(s): mother's house, path in the woods, grandmother's house</td></tr>
<tr><td colspan="4">Characters: mother, Little Red Riding Hood, wolf, grandmother, hunter</td></tr>
<tr><th>Beginning</th><th>Middle</th><th>End</th><th>Cunning Animal</th></tr>
<tr><td>• Little Red Riding Hood is on her way to her grandmother's house.
• Mother tells her to stay on the path and not to stop along the way.
• Little Red Riding Hood listens to the wolf and goes off the path to pick flowers.</td><td>• The wolf goes ahead to the grandmother's house.
• The wolf eats the grandmother.
• The wolf eats Little Red Riding Hood.
• A hunter rescues them.</td><td>• Little Red Riding Hood, the grandmother, and the hunter eat cakes.
• Little Red Riding Hood learns to always follow her mother's directions.</td><td>• wolf</td></tr>
</table>

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Little Red Riding Hood

5A

Introducing the Read-Aloud — *15 minutes*

Story Review

- Review with students that people around the world love listening to and telling stories. Remind students that some of the stories told around the world are similar to each other, even though the stories originated in or began in different places around the world. Although the stories come from different countries, or lands, the characters or people have similar adventures and face similar conflicts, or problems.
- Remind students that they heard two versions of a similar story. Invite a different student to name one of the stories and point to where that story is from on the world map.
- Briefly review the Venn diagram from Lesson 4 that compares and contrasts "Thumbelina" and "Tom Thumb/Issun Boshi."
- Explain that folktales sometimes teach lessons. A lesson is something valuable learned through a character's experiences in a story. Ask students: "What lesson do 'Thumbelina' and 'Tom Thumb/Issun Boshi' teach us?" Their lesson: Even little people can go great things.
- Have students choose one of the two stories and share with their partner how the main character was little but did a great deed. [Students may wish to use the related Response Card as they share.]

Introducing "Little Red Riding Hood"

Note: Fill out relevant parts of the story chart as you introduce and present this story.

- Tell students that today they will hear a folktale called "Little Red Riding Hood." In this story a little girl walks alone through the woods to visit her grandmother, but does not follow her mother's directions.

Where Are We?

- Ask students: "What country do we live in?" Ask a volunteer to point out the United States on a world map or globe. Remind students that

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the United States is part of the continent of North America. Invite a student to point out North America on the globe or map.

- Explain that the story they will hear today came from a country called Germany. Point out and mark Germany on the world map. Tell students that Germany is part of the continent of Europe. Point out Europe on the globe or map.
  [You may wish to connect the cut-out for "Little Red Riding Hood" to Germany on the world map.]
- Share with students that "Little Red Riding Hood" was told for many, many, many years from one person to the next, but was first written down by two brothers, who lived in Germany, named Jacob and Wilhelm Grimm.

Picture Walk

- Remind students that a folktale is a fiction story that came from someone's imagination. Tell students that they will take a picture walk through some of the pictures to help them learn about the story before they hear the story.



Show image 7A-1: Little Red Riding Hood

Ask students: "Have you ever listened to the story 'Little Red Riding Hood'?" Have students hold up one finger for *yes* and two fingers for *no*.

- Invite a student volunteer to point to Little Red Riding Hood. Ask: "Why do you think this character is named Little Red Riding Hood?" Tell students that she is called Little Red Riding Hood because she wears a cloak with a red velvet hood all the time. Explain that a cloak is a type of jacket called a cape with a hood to cover your head. Little Red Riding Hood loves this cloak because her grandmother gave it to her.
- Share with students that Little Red Riding Hood's grandmother lives in a house in the woods—or an area with lots of trees. At the beginning of this story, Little Red Riding Hood's mother asks her to take a basket of cakes to her grandmother who lives in the woods. Ask a volunteer to point to the woods.
- Explain that Little Red Riding Hood is allowed to go to her grandmother's house by herself, but that her mother warned her and said to her, "Remember to stay on the path and do not to stop along the way."

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Show image 7A-2: Little Red Riding Hood speaking to the wolf

Ask students: "What kind of animal does Little Red Riding Hood meet in the woods?" (She meets a wolf.)

- Ask students: "Does it look like Little Red Riding Hood thinks she is in danger and that the wolf wants to do something bad to her?" Have students put their hands on their head for *yes* or put their hands on their lap for *no*. Point out that she looks to be happily talking to the wolf and that she may not know she should be afraid of him.

Vocabulary Preview

Disguise

1. In this story, the wolf is going to put on a *disguise* to try to look like Little Red Riding Hood's grandmother.
2. Say *disguise* with me three times.
3. A disguise is clothing or other things that you wear so other people will not know it is you. [Put on a hat and sunglasses to show an example of a disguise.]
4. Addy wore a disguise when she went to pick up her friend Amalie because she wanted to trick Amalie into thinking she was somebody else.

   Gregor wore a disguise to the Halloween party and no one knew it was him.
5. Would you like to wear a disguise? Turn and tell your partner what kind of disguise you would like to wear.

Sly

1. In today's story, the *sly* wolf dressed himself in Little Red Riding Hood's grandmother's nightgown and nightcap.
2. When someone or something is sly, that means it is clever or sneaky and able to do things without others noticing.
3. Hanz is so sly that his mother did not know that he ate a cookie before breakfast.
4. Have you ever met or heard about someone or something that is sly? Maybe you have done something sly? Maybe your brother or sister has done something sly? Tell your partner about the sly person or thing.

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Purpose for Listening

Tell students to listen carefully to "Little Red Riding Hood" to find out what happens when Little Red Riding Hood does not follow her mother's directions. Students should also listen to identify as many elements of the story as they can: characters, setting, and plot.

By the end of the lesson, students should be able to:

- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of "Little Red Riding Hood"
- ✓ Explain that people from different lands tell similar stories

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Presenting the Read-Aloud **15** *minutes*

Note: Continue to fill in the *Similar Stories: Always Follow Your Parent's Directions Story Chart* for "Little Red Riding Hood."



Little Red Riding Hood

Show image 7A-1: Little Red Riding Hood

Once there was a sweet little girl who was loved by all who knew her, but most of all by her grandmother. Once the grandmother sent the girl a cloak with a red velvet hood.

[Invite a student to point out Little Red Riding Hood's red cloak. Explain that a cloak is something to wear outside and that Little Red Riding Hood's cloak is made of a thick fabric, called velvet, which would help to keep her warm.]

The little girl was so pleased with the cloak that she **cherished** it—she loved her cloak—and wore it every day. So she came to be known as Little Red Riding Hood. Everyone called her Little Red Riding Hood instead of her real name.

One day her mother said to her, "Little Red Riding Hood, your grandmother is feeling sick. I would like you to go and visit her. Take her some of the cakes we baked yesterday; they will do her good—and might make her feel better. Go quickly, but remember to stay on the path, and do not stop along the way."

[Ask students: "What were the directions Little Red Riding Hood's mother gave to her?" (Her mother told her to stay on the path and not to stop along the way.) Invite students to repeat the mother's directions, speaking in a stern voice: "Remember to stay on the path, and do not stop along the way."]

"I will do just as you say, mother," promised Little Red Riding Hood.

Little Red Riding Hood started on her way. Her grandmother lived in a house in the woods, a half-hour's walk from the village.



Show image 7A-2: Little Red Riding Hood speaking to the wolf

Little Red Riding Hood had only just entered the woods when she met a wolf.

[Invite a student to point out and name the wolf.]

The wolf longed to—and really wanted to—eat Little Red Riding Hood for lunch. But Little Red Riding Hood did not know what a wicked—or

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bad and evil—animal he was, so she was not afraid of him.

[Use different voices to portray each of the characters.]

"Good morning, Little Red Riding Hood," said the wolf.

"Good morning, wolf," she answered kindly.

"And where are you going so early?" he asked.

"To my granny's house. I'm going to visit my grandmother."

"And what's that in your basket?"

"Some cakes we baked yesterday. Grandmother is sick, and the cakes will do her good and make her feel better."

"And where does your grandmother live?" asked the sly wolf.

[Say to students: "Turn and tell your partner why the wolf is asking so many questions." Allow fifteen seconds for partner pairs to talk. Call two partner pairs to share. Tell students to listen to find out why the wolf is asking so many questions.]

"In the woods, a short distance from here, in a cottage—or small house—under three big oak trees," said Little Red Riding Hood.

"Mmmm," said the wolf, as he thought to himself, "What a tasty morsel this little girl would be. But she's not big enough for a meal. I must find a way to eat her and her grandmother too."

The wolf walked along beside Little Red Riding Hood for a while. Then he said, "Why, look at all the pretty flowers. Why don't you stop to rest and pick some of them? You're hurrying along as if you were late for school, yet the birds are singing, and everything is so pleasant here in the woods."

Little Red Riding Hood looked up and saw the sunlight dancing in the leaves of the trees. She saw the lovely flowers around her, and she thought, "I am sure Grandmother would be pleased—and happy—if I took her a bunch of fresh flowers."

Forgetting what she promised her mother, she left the path and went into the woods to pick some flowers.

[Ask students: "Do you remember what Little Red Riding Hood promised her mother she would do?" (She promised her mother that she would not stop and that she would stay on the path.)]

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Each time she picked one, she saw others even prettier farther on, and so she strayed deeper and deeper into the woods. She left the path to Grandmother's cottage and went deeper into the woods.

Mid-story Check-In

1. *Literal* Who are the characters you have met so far in the story?
   - So far I have met Little Red Riding Hood, her mother, and the wolf.
2. *Literal* Why is the main character called "Little Red Riding Hood"?
   - She is called Little Red Riding Hood because she always wears a red cloak that her grandmother gave her.
3. *Literal* Where is Little Red Riding Hood going? Why is she going there?
   - Little Red Riding Hood is going to her grandmother's house to bring her grandmother some cakes because her grandmother is feeling sick.
4. *Literal* What special instructions does Little Red Riding Hood's mother give to her? Does Little Red Riding Hood follow her mother's directions?
   - Her mother tells her to stay on the path and not to stop along the way. She does not follow her mother's directions.



Show image 7A-3: The wolf knocking on the cottage door

As for the wolf, he hurried straight to Grandmother's cottage and knocked on the door.

[Use different voices to portray each of the characters.]

"Who's there?" said a little voice.

"It is I, Little Red Riding Hood," said the wolf, trying to sound like the little girl.

"Oh, lift the latch and let yourself in, dear," said the old woman.

"I am too weak to get out of bed. I do not have any strength to open the door for you."



Show image 7A-4: The wolf disguising himself as Grandmother

The wolf lifted the latch and swung open the door. Before Grandmother could realize what was happening, the wolf gobbled her up in one mouthful!

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[Have a student point to where the grandmother might be. (In the wolf's stomach.) Remind students that this a fiction—made-up—story.]

Then the sly wolf dressed himself in her nightgown and nightcap. With a wicked grin—or evil smile—he got into the bed, and pulled up the covers.

It was quite the **disguise.**

[Ask students: "Do you think the wolf's disguise will trick Little Red Riding Hood?" Have students hold up one finger for *yes* and two fingers for *no*.]

Meanwhile, Little Red Riding Hood had picked all the flowers she could carry and found her way back to the path. She walked on quickly until she came to Grandmother's house. She was surprised to find the door open, and as she stepped inside, she felt very strange.

"Oh dear," she said to herself, "this morning I was so glad to be going to see my grandmother. Why do I feel so frightened—or scared—now?"

She took a deep breath and called out, "Good morning, Grandmother." But there was no answer. She went up to the bed.



Show image 7A-5: Little Red Riding Hood approaching the bed

There she saw her grandmother. Or so she thought. The wolf had pulled the covers up under his chin and pulled the nightcap down to his eyes. Little Red Riding Hood thought her grandmother looked very strange indeed.

[Go back to image 7A-3 for a moment and have students point to and describe how the grandmother looks. Items to note: grandmother is lying in bed, wearing glasses, a nightgown, and a nightcap. Now go back to image 7A-5 and ask students to describe how the wolf looks in disguise.]

[Use different voices to portray each of the characters. You may wish to have half the class repeat Little Red Riding Hood's dialogue and ask half of the class to pretend to be the wolf answering.]

"Oh, Granny," she said, "what big ears you have!"

"The better to hear you with, my dear," said the wolf.

"And Granny, what big eyes you have!"

"The better to see you with, my dear."

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"And Grandmother, what big teeth you have!"

"The better to eat you!" cried the wolf as he sprang out of bed and swallowed Little Red Riding Hood in one big gulp.

After his meal, the wolf was feeling stuffed—or very, very full. He lay down on the bed and went to sleep, and began to snore very loudly.

[Demonstrate or ask a volunteer to demonstrate what snoring loudly sounds like. Have students pretend to be the snoring wolf.]

A hunter who was passing by the cottage heard the snoring.

"My," he thought, "the old woman sounds terrible! I'd better look inside and check on her to see if she is doing alright."

The hunter walked inside and saw the wolf. He instantly noticed the wolf's big belly and realized that the wolf had eaten the old woman. He knew he had to set her free. He knew he had to get Grandmother out from the wolf's belly.



Show image 7A-6: The hunter helping them out of the wolf's belly

The hunter set them free, and out jumped Little Red Riding Hood and Granny.

[**Note:** The original story has the hunter cutting open the wolf's stomach to retrieve the grandma and Little Red Riding Hood.]

"Oh, I'm so **grateful** you saved us! Thank you for saving us!" said Little Red Riding Hood.

Granny, too, was grateful and thanked the hunter for his kindness.

When the wolf woke up, he was so shocked to see all of the people standing before him that he ran away, never to be seen again.



Show image 7A-7: The three sharing a meal

Little Red Riding Hood sat down with her grandmother and the hunter, and together they ate the cakes Little Red Riding Hood had brought.

And Little Red Riding Hood said to herself, "After this I shall always do as my mother tells me, and I shall never leave the path again, not even to pick pretty flowers."

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Discussing the Read-Aloud **10** *minutes*

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What is the title of today's story?
   - The title of today's story is "Little Red Riding Hood."

   What kind of story is "Little Red Riding Hood"?
   - "Little Red Riding Hood" is a folktale.

   Where is the story "Little Red Riding Hood" originally from?
   - "Little Red Riding Hood" is from Germany.

2. *Literal* Who suggests to Little Red Riding Hood that she stop or take a break to pick flowers for her grandmother?
   - The wolf suggests to Little Red Riding Hood that she stop and pick flowers for her grandmother.

3. *Inferential* Why does the wolf tell Little Red Riding Hood to stop and pick flowers?
   - The wolf tells Little Red Riding Hood to stop and pick flowers because he wants some time to run ahead and get to the grandmother's house before Little Red Riding Hood gets there.

4. *Inferential* What is the wolf's disguise? Why does the wolf wear a disguise?
   - The wolf's disguise is the grandmother's nightgown, nightcap, and glasses. The wolf wears the disguise because he is trying to trick Little Red Riding Hood into thinking that he is the grandmother.

5. Inferential Does the wolf's disguise work?
   - Answers may vary. The wolf's disguise does not work because Little Red Riding Hood thinks her grandmother looks strange. The wolf's disguise works because he is able to eat Little Red Riding Hood.

6. *Evaluative* What part of "Little Red Riding Hood" is from the author's imagination and could not really happen? Is this story fiction?
   - Wolves do not talk; wolves do not swallow people whole. This story is fiction.

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7. *Evaluative* [Using Response Card 5, have partner pairs tell each other about what is happening in each image. Invite different partner pairs to share about one of the images and to tell which part of the story—beginning, middle, or end—it belongs to.]

   [You may wish to review/fill in the *Similar Stories: Always Follow Your Parent's Directions Story Chart* for "Little Red Riding Hood."]

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

Sentence Frames:

Does this story teach us that we should talk to strangers? (Yes/No)

This story teaches us to . . .

If I . . . , then . . .

8. *Evaluative Think Pair Share:* Folktales sometimes teach us lessons. Is there a lesson, or something that we can learn and use in our own lives, in this folktale?
   - Answers may vary. Main message: Don't talk to strangers and always follow your parent's instructions.
9. After hearing today's story 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: Grateful

1. In the read-aloud you heard Little Red Riding Hood say, "Oh, I'm so *grateful* you saved us!" to the hunter.
2. Say the word *grateful* with me three times.
3. Grateful means feeling or showing thanks.
4. The teacher was grateful when the students cleaned off their desks without her asking.

   Herbert was grateful when Jarvis let him borrow his extra jacket on a cold day.
5. Do you feel grateful for something or someone? Turn and tell your partner about what you are grateful for.

   [If necessary, guide student responses by using the sentence frame: "I feel *grateful* for _____."]
6. What is the word we have been talking about?

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Use a *Drawing* activity as a follow-up. Directions: Think back to the folktales you have heard in this domain. Many of the characters in the stories received help from other characters and were grateful. Pick a character from one of the stories that felt grateful for something. Draw a picture of that character and what they felt grateful for. Then talk to your partner about your picture. Use the word *grateful* when you tell about it. Use complete sentences.

Note: To save time, you may wish to turn this into a *Sharing* activity.

[You may wish to show various Flip Book images and prompt students to think about how a certain character might have felt grateful in that situation (e.g., Cinderella's godmother preparing her for the ball; Rhopodis receiving red slippers from her master; Thumbelina living with the mouse for the winter; Thumbelina helping the swallow heal; the princess saved from the *oni* in "Issun Boshi").]



Complete Remainder of the Lesson Later in the Day

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Little Red Riding Hood

5B

Extensions

***20** minutes*

Multiple Meaning Word Activity

Sentence in Context: Left

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 4M (Left).] In the read-aloud you heard "Forgetting what she promised her mother, she *left* the path and went into the woods to pick some flowers." Here, *left* means she went away from a place. Which picture shows this?
2. *Left* can also mean the same side of your body as your heart. [Ask students to put a hand over their heart to help them understand which side of their body their heart is located.] Which picture shows this?
3. Now with your partner, make a sentence for each meaning of *left*. Try to use complete sentences. I will call on some of you to share your sentences.

Syntactic Awareness Activity

Asking and Answering Questions Using *When*

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. If necessary, have students repeat the sentence after you.

Directions: Today we are going to practice answering questions that use the question word *when*. Look at the picture. You and your partner will ask and answer questions based on what you heard in the read-aloud and what you see in the pictures.

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1. We ask questions by using question words. When someone asks a question using the question word *when,* they are asking a question about a specific time.



Show image 7A-2: Little Red Riding Hood speaking to the wolf

2. When does Little Red Riding Hood meet the wolf?
   - Little Red Riding Hood meets the wolf when she is on her way to her grandmother's house.
3. Which word in the question lets you know that I was asking about the time that Little Red Riding Hood meets the wolf? (*when*)
4. When does Little Red Riding Hood stop to pick flowers for her grandmother?
   - Little Red Riding Hood stops to pick flowers for her grandmother after meeting the wolf.



Show image 7A-5: Little Red Riding Hood approaching the bed

5. When does the wolf eat Little Red Riding Hood?
   - The wolf eats Little Red Riding Hood after she arrives at her grandmother's house.



Show image 7A-7: The three sharing a meal

6. Talk with your partner to ask and answer a question about this image using the question word *when*.
7. Now ask your partner a question using the question word *when*.

Vocabulary Instructional Activity

Strange or Familiar? Word Chart



Show image 7A-4: The wolf disguising himself as Grandmother

1. In the read-aloud you heard, "[Little Red Riding Hood] was surprised to find the door open, and as she stepped inside, she felt very *strange*."
2. Say *strange* with me three times.
3. Strange is used to describe when something feels out of the ordinary or unfamiliar. The opposite of *strange* is *familiar*. Familiar is a word to describe when something feels normal or expected. Say *familiar* with me three times.
4. We will make a two-column chart for the words *strange* and *familiar*.

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5. I am going to say six story events from "Little Red Riding Hood." Listen to each event and decide whether Little Red Riding Hood would think each event was *strange* or *familiar.*
6. Is going to grandmother's cottage a *strange* or *familiar* event for Little Red Riding Hood? [Draw a picture and/or write the word *cottage* under the *familiar* category.] Continue this process using the following story events:

- Finding the door to grandmother's cottage open
  - strange
- Seeing grandmother in bed
  - familiar
- Discovering grandmother's eyes, ears, and teeth were very big
  - strange
- Walking on the path to grandmother's house
  - familiar
- Hearing nothing from grandmother after calling out, "Good morning, grandmother"
  - strange

7. Tell your partner about something that is *familiar* to you and something that is *strange* to you. Try to use complete sentences.

⑩ End-of-Lesson Check-In

Choose four students to focus on and record their scores on the Tens Recording Chart. For this type of informal observation, you should give a score of zero, five, and ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

Story Map: Little Red Riding Hood

- Explain that a story map, like the one on Instructional Master 3D-1, is a way to retell a story using pictures and words. Tell students that, as a class, they will make a story map for the folktale, "Little Red Riding Hood."

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[If students have difficulty recalling elements of the story, use *Similar Stories: Always Follow Your Parent's Directions Story Chart* for "Little Red Riding Hood" to scaffold the discussion.]

Above and Beyond: Instructional Master 3D-1 has been included if you have students who are ready to fill in the chart on their own.

Note: Explain that you are going to write down what students 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. Tell them it is important for you to remember what they have said, and that you will read the words to them. Draw pictures, in addition to words, to represent the ideas.

- Ask students: "Think back to the beginning of the story. What happened first and where did it happen?" Write or draw student answers in the top box on the story chart. First event: Little Red Riding Hood walking on the path in the woods on the way to her grandmother's house. (See image 7A-2.)

Little Red Riding Hood



- Ask students: "What is the problem at the beginning of the story?" Problem: Little Red Riding Hood strays off the path to pick flowers.
- Ask students: "What happens in the middle of the story?" Write student responses in the middle box. Events may include: grandmother and Little Red Riding Hood get eaten by the wolf; a hunter saves Little Red Riding Hood and her grandmother. (See image 7A-4.)
- Ask, "What happens at the end of the story?" Write student responses in the last box. Suggested conclusion: Little Red Riding Hood, the grandmother, and the hunter eat the cakes; Little Red Riding Hood learns to always follow her parent's directions. (See image 7A-7.)
- Display story map to be used as a guide for students when they create their own story map in a later lesson.

Take-Home Material

Family Letter

Send home Instructional Masters 5B-1 and 5B-2.

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Hu Gu Po

6

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of "Hu Gu Po"
- ✓ Explain that people from different lands tell similar stories

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 that are addressed in all lessons in this domain.

Students will:

- ✓ Demonstrate understanding of the central message or lesson in "Hu Gu Po" (RL.1.2)
- ✓ Identify words such as *alarmed* that suggest feelings or appeal to the senses (RL.1.4)
- ✓ Use different voices to identify who is speaking at various parts in the story (RL.1.6)
- ✓ Compare and contrast similar stories from different cultures, such as "Little Red Riding Hood" and "Hu Gu Po," on a Venn diagram (RL.1.9)
- ✓ Compare and contrast two versions of the same story (RL.1.9)
- ✓ Recall information from two read-alouds to answer questions in order to complete a Venn diagram (W.1.8)
- ✓ Identify real-life connections between words—*strict, alarmed,* and *cunning*—and their use (L.1.5c)

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Core Vocabulary

alarmed, *adj.* Feeling a sense of danger; worried or frightened
Example: My dog was alarmed and began to bark when the postman approached the door.
Variation(s): alarming

cunning, *adj.* Sly or able to trick others
Example: The cunning wolf disguised himself in sheep skin.
Variation(s): none

latch, *v.* Lock
Example: Leah would sometimes forget to latch the backyard gate.
Variation(s): latches, latched, latching

perplexed, *adj.* Confused; unable to understand something clearly
Example: Anayi, perplexed, stared at the puzzle as she tried to figure out the answer.
Variation(s): none

strict, *adj.* Stern, serious, must be obeyed
Example: My school has strict rules for behavior on fieldtrips: we must stay with our chaperone at all times.
Variation(s): stricter, strictest

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Vocabulary Chart for Hu Go Po			
Core Vocabulary words are in **bold.** Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics.*			
Type of Words	**Tier 3** **Domain-Specific Words**	**Tier 2** **General Academic Words**	**Tier 1** **Everyday-Speech Words**
Understanding	mulberry rumors rural silk/silkworm	crept croaky **cunning*** peculiar **perplexed** praise promised proudly ***strict*** wise	danger hole tiger
Multiple Meaning	**latch** market thread wrinkle	***alarmed*** poke spare	sack stick well
Phrases	as ancient as the hills ran like the wind	in the blink of an eye nooks and crannies	
Cognates	rumor rural mercado	peculiar **perplejo** prometido ***alarmar*** *estricto*	hoyo tigre saco

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 8A-1: Mother saying goodbye
2. 8A-2: A knock at the door
3. 8A-3: The old woman asking for water
4. 8A-4: The old woman eating rice
5. 8A-5: The old woman with the sack
6. 8A-6: The tiger drinking water
7. 8A-7: The tiger roaring ferociously as the girls run away

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At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	**Story Review**	*Similar Stories: Always Follow Your Parent's Directions Chart* ("Little Red Riding Hood"); globe or world map	15
	Introducing "Hu Gu Po"	Instructional Master 5A-1; Prediction T-Chart; sticky notes (one per student); tabs or push pins; globe or world map	
	Vocabulary Preview: Strict, Alarmed		
	Purpose for Listening		
Presenting the Read-Aloud	**Hu Gu Po**	*Always Follow Your Parent's Directions Story Chart* for "Hu Gu Po"; Prediction T-Chart; images and realia related to the read-aloud	15
Discussing the Read-Aloud	**Comprehension Questions**	Instructional Master 6A-1	10
	Word Work: Cunning		
Complete Remainder of the Lesson Later in the Day			
Extensions	**Venn Diagram**	*Similar Stories: Always Follow Your Parents' Directions Chart* (for "Little Red Riding Hood" and "Hu Gu Po"); Instructional Master 6B-1 (optional); chart paper	20
	Domain-Related Trade Book		

Advance Preparation

Create a class *Similar Stories: Always Follow Your Parent's Directions Story Chart* for "Hu Gu Po," using Instructional Master 5A-1 as a guide. You may wish to draw this on a large sheet of chart paper or copy it onto a transparency.

Create one Prediction T-Chart that will be used during the Picture Walk and the read-aloud. The chart should have the question: *Hu Gu Po is cunning or tricky. Will the sisters be cunning also?* Students will make their prediction by writing their name on their sticky note and placing the sticky note in the *Yes* or *No* column.

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Gather the following objects to support students' understanding of the read-aloud: image of a silkworm and cocoon, photo of a Chinese tiger, rice, a rice bowl or small porcelain bowl, and a pair of chopsticks.

Make a copy of Instructional Master 6A-1 for each student. Refer to it as their Response Card for "Hu Gu Po." This Response Card shows scenes from the beginning, middle, and end of the story. Students can use this Response Card to answer questions and to discuss the beginning, middle, and end of the story.

Create a large Venn diagram chart to compare "Little Red Riding Hood" and "Hu Gu Po," using Instructional Master 6B-1 as a template. Write *Little Red Riding Hood* over one circle and *Hu Gu Po* over the other circle.

Bring in a trade-book version of a cunning animal trickster tale to read aloud to the class.

Note to Teacher

Fill out the class *Similar Stories: Always Follow Your Parent's Directions Story Chart* for "Hu Gu Po" as you introduce and present this read-aloud. Be sure to pause at points in the lesson where the chart can be filled in.

> **Note:** The aim of creating this story chart is to help students use information from the read-aloud text and images to organize the elements of the story. Throughout this lesson, entries should be updated and finalized until the chart for "Hu Gu Po" is complete. When possible, use drawings alongside labels or sentences on the chart.

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Similar Stories: Always Follow Your Parent's Directions			
Folktale: Hu Gu Po			
Country: China	**Continent:** Asia	**Setting/Time:** long, long ago	**Setting/Place(s):** rural China; girl's house; next to a lake
Characters: two sisters (A Xin, Li Hua), mother, Hu Gu Po/tiger			
Beginning	**Middle**	**End**	**Cunning Animal**
• The mother leaves to sell silk at the market. • Mother tells daughters to stay inside the house and keep the door locked. • The girls clean the house. • An old woman/Hu Gu Po knocks on the door. • Hu Gu Po asks for a cup of water and bowl of rice.	• Li Hua lets Hu Gu Po into the house. • Hu Gu Po puts sisters in a sack and takes them away. • A Xin pokes a hole in the sack. • A Xin finds out the old woman is Hu Gu Po. • The girls tie up the tiger's legs with silk thread.	• The girls run back to the house. • The girls hug their mother. • The girls learned to always follow their mother's directions	• tiger

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Hu Gu Po

6A

Introducing the Read-Aloud *15 minutes*

Story Review

- Ask students: "Who can tell me what a folktale is?" (A folktale is a made-up story from long, long ago that has been told over again and again.)
- Ask students: "Is a folktale true or make-believe?" Have students hold up one finger for *true* and two fingers for *make-believe.* Call on one or two students to comment.
- Say to students: "Turn and tell your partner the name of the folktale we heard in the previous lesson. Tell your partner which country the story comes from." Allow fifteen seconds for partner pairs to talk. Call on two partner pairs to answer.

[Invite a student volunteer to point out Germany on the globe or map.]

- Ask students: "What directions did Little Red Riding Hood's mother give her in the beginning of the story?" (Little Red Riding Hood's mother told her to stay on the path and not to stop along the way.)
- Ask students: "Who did Little Red Riding Hood meet in the woods?" (Little Red Riding Hood met a wolf in the woods.)
- Say to students: "Tell your partner what the wolf did after he met Little Red Riding Hood in the woods." Allow fifteen seconds for partner pairs to discuss and then call on two partner pairs to share. If necessary, remind students that the wolf went to Grandmother's house and gobbled her up, and then he disguised himself as Grandmother to trick Little Red Riding Hood so he could eat her also.
- Ask students: "Who rescued Little Red Riding Hood and Grandmother?" (The hunter rescued Little Red Riding Hood and Grandmother.)
- Ask students: "What lesson did Little Red Riding Hood learn?" Remind students that Little Red Riding Hood did not follow her mother's instructions and was tricked by a wolf. She learned to always follow her parent's directions.

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Introducing "Hu Gu Po"

Note: Fill out relevant parts of the story chart as you introduce and present this story.

- Introduce today's lesson by telling students they will hear a folktale called "Hu Gu Po." In this folktale, two sisters stay home alone, but do not follow their mother's directions.

Where Are We?

- Ask students: "What country do we live in?" Ask a volunteer to point out the United States on a world map or globe. Remind students that the United States is part of the continent of North America. Invite a student to point out North America on the globe or map.
- Explain that the read-aloud they will hear today comes from a country called China. Point out and mark China on a world map. Tell students that China is part of the continent of Asia. Ask a student volunteer to point out Asia on the globe or map.
  [You may wish to connect the cut-out for "Hu Gu Po" to China on the world map.]

Picture Walk

- Invite students to look at the images from the story before the words are read aloud. Explain that this picture walk will help them guess what might happen in the story.



Show image 8A-1: Mother saying goodbye

- Select a student to point to the green fields and mountains. Explain that the setting of this story is a long time ago in a rural area of China. Define *rural* as a place that has lots of farming, large distances between houses, and not a lot of people.
- Invite a volunteer to point out the people. Have students guess the relationships between the characters. Explain that the woman bending over is the mother, who is kissing her younger daughter—Li Hua [*LEE* hwa]. The mother also has an older daughter—A Xin [*AH* shing]. Invite different students to point out these characters.
- Point out the mulberry stick in A Xin's hand. Tell students that the stick is wrapped with silk thread. Point out the rolls of silk thread on the mother's back. Tell students that the mother sells silk thread at the market for a living. Show students the silkworm and cocoon image.

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Explain that silkworms make silk cocoons that can be spun into thread to be woven into cloth. The older sister is holding a mulberry branch from a mulberry tree. Silkworms eat the leaves of the mulberry tree.

- Ask students: "What do you think the mother said to her daughters before she left them alone at home?" (Answers will vary.)



Show image 8A-3: The old woman asking for water

- Select a student to point to the old woman and the sisters: A Xin and Li Hua.
- Ask students: "What are A Xin and Li Hua doing?" (They are giving a drink to an old woman.) Explain that the old woman is actually a sly tiger called Hu Gu Po. Hu Gu Po disguises herself as an old woman to trick people.



Show image 8A-4: The old woman eating rice

- Select a student to point to the old woman and Li Hua. Ask students: "Would the mother be happy that her daughters let the old woman come inside the house?" Have students stand up for *yes* and stay seated for *no*. Call on two students to comment. If necessary, explain that the mother would not have wanted the old woman to come into the house.
- Tell students that Hu Gu Po is cunning and tricks the daughters into letting her in their house.
- Read the chart for Prediction Question #1 aloud to students. Have students place their sticky note (with their name written on it in advance) on the column that corresponds to their prediction.

Prediction Question 1: Hu Gu Po is cunning or tricky. Will the sisters be cunning also?	
Yes	**No**

Vocabulary Preview

Strict

1. In today's story, A Xin and Li Hua's mother gave them *strict* instructions to stay inside the house.
2. Say the word *strict* with me three times.

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3. *Strict* means stern, serious, and must be obeyed.
4. Zhou's father made very strict rules about bedtime.

   Yin's teacher was strict about being quiet during silent reading time.
5. If you were in charge of the classroom, what would you be strict about? Maybe you would be strict about all students arriving on time? Maybe you would have strict rules for walking in the hallway? Turn and tell your partner how you would be strict if you were in charge of the classroom. Use the word *strict* when you talk about your ideas.

Alarmed

1. In today's story, A Xin feels *alarmed* when the old woman goes into the house.
2. Say *alarmed* with me three times.
3. *Alarmed* means feeling like you are in danger; to be alarmed means you are scared and frightened. [Make an alarmed face and have students do the same.]
4. Meifen's mother was alarmed to see that Meifen had a temperature of 103.

   Bo felt alarmed when he could not find his mother at the supermarket.
5. Have you ever felt alarmed before? Turn and tell your partner about a time you felt alarmed. Where were you? What happened? What did you do?

Purpose for Listening

Tell students that this folktale from China is similar to but also different from "Little Red Riding Hood" from Germany. Tell students to listen carefully to "Hu Gu Po" for the similarities and differences.

By the end of the lesson, students should be able to:

- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of "Hu Gu Po"
- ✓ Explain that people from different lands tell similar stories

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Presenting the Read-Aloud **15** *minutes*

Note: Continue to fill in the *Similar Stories: Always Listen to Your Parent's Directions Story Chart* for "Hu Gu Po."



Hu Gu Po

Show image 8A-1: Mother saying goodbye

A long time ago in rural southern China, there lived a mother and her two young daughters. A Xin [*AH* shing] was the eldest daughter and Li Hua [*LEE* hwa] was the youngest.

[Invite a student to point to the mother, A Xin, and Li Hua. Have students repeat the girls' names with you.]

A Xin, Li Hua, and their mother raised silkworms and sold their silk at the local market.

[Show students the image of a silkworm and cocoon.]

One sunny fall morning, the girls' mother set off to the local market to sell the silk thread they had spun. But this time the mother did not take all the silk thread. She decided to leave some silk thread behind so that she could make two new silk dresses for her daughters.

Before the girls' mother left, she gave them **strict** instructions to stay inside the house. The mother did not want the girls to go outside the house for any reason.

"Do not go outside and do not let anyone in," the mother said in a strict voice to the girls. "I have heard rumors—and stories—that Hu Gu Po has come down into the foothills. She is a tiger that disguises herself as an old woman and tries to trick people. Please **latch** and lock the door as soon as I leave."

"We will not go outside," promised A Xin. "I will latch the door, and we will spend our time cleaning the house."

"We will be right here waiting for you," promised Li Hua.

And so the mother kissed her daughters and disappeared into the early morning mist that was rising up from the warm earth.

Immediately, the two girls set to work. They scrubbed the floor and dusted all the nooks and crannies of their small farmhouse.

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[Point out the nooks and crannies in the classroom. Explain that a nook is a place where two walls join together and a cranny is a small crack. Using the phrase, *nooks and crannies* is a way to tell the reader that the girls did a very thorough or good job of cleaning their house.]

It was almost midday by the time they were finished. The sun was shining brightly and the birds were chirping loudly when the girls heard a knock on the door.

[Say to students: "Turn and tell your partner who you think is knocking on the door." Allow ten seconds for partner pairs to talk. Call on two partner pairs to share.]



Show image 8A-2: A knock at the door

[Use different voices for each of the characters.]

"Do not answer the door," said A Xin to her younger sister. "I will find out who it is."

A Xin stood in front of the locked door and asked, "Who is there?"

"Hello, my dear," said a voice that sounded very, very old—as ancient as the hills.

"I have been walking for many miles. I wonder, could you spare—or give me—a cup of water?"

A Xin was perplexed—and quite confused.

[Make a perplexed face and have students do the same.]

She knew that she should not open the door, but somehow she felt that this old woman was in need of help.

[Say to students: "Turn and tell your partner what A Xin should do." Allow fifteen seconds for partner pairs to discuss. Call on two partner pairs to share.]



Show image 8A-3: The old woman asking for water

"I cannot open the door," explained A Xin, "but I can pass a cup of water through the open window."

"Thank you my dear," replied the somewhat croaky voice. "You are very kind."

A Xin filled a cup of water from the bucket that contained drinking water from their well.

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"Here you are," she said as she passed the cup through the open window. The old woman now stood before the window. She took the cup in her old wrinkly hand and drank from it. When she was done, she handed the cup back to A Xin.

"How sweet your well water is," said the old woman.

"Thank you," said A Xin. As she spoke, A Xin looked more closely at the old woman. Just like her hands, her face was old and wrinkly. However, the woman had the most peculiar—or different and unusual—golden amber eyes that A Xin had ever seen.

[Explain that golden amber is a yellow-brown color that is an unusual eye color for people, but a common eye color for cats.]

"I don't suppose you have a little rice to spare?" asked the old woman.

As it happened, Li Hua had just cooked rice for lunch.

"Yes, we have some rice we can give you," shouted Li Hua as she eagerly placed some in a small porcelain bowl. Then she rushed to the window and handed the old woman the bowl and some chopsticks.

[If you have brought in a porcelain bowl, rice, and chopsticks, show it to students at this time.]

The old woman looked at Li Hua and licked her lips.

[Have students lick their lips. Ask students: "Do you think it is strange that the old woman licked her lips when she looked at Li Hua?" Have students hold up one finger for *yes* and *two* fingers for no.]

"Why, thank you, my dear," said the old woman, staring intently at Li Hua.

"I don't suppose you would let me sit for a minute or two while I eat this delicious rice?" asked the old woman.

[Ask students: "Should Li Hua let the old woman in to sit for a minute or two while she eats her rice?" Have students nod their head for *yes* or shake their head for *no*. Call on two students to comment.]

"Of course you can," exclaimed Li Hua. And before A Xin could stop her, Li Hua ran to the door, unlocked it, and opened it.

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[Ask students: "What were the mother's directions or instructions to the sisters?" (She told them not to go outside and not to let anyone in and to keep the door locked.)]



Show image 8A-4: The old woman eating rice

In the blink of an eye—before they could open and close their eyes—the old woman was in the house and sitting at the kitchen table.

[Ask students: "Does the old woman move very quickly or very slowly?" Have students stand up for *very quickly* and stay seated for *very slowly.*]

It was as if she had appeared at the kitchen table by magic.

A Xin began to feel **alarmed**—she felt a sense of danger and began to be frightened.

"Are you here all alone?" asked the old woman.

"Yes," replied Li Hua. "Our mother has gone to sell our silk thread at the market. She told us to stay inside for safety, and that is what we have done," continued Li Hua proudly. Li Hua thought she had done a good job of following her mother's directions.

[Ask students: "Do you think Li Hua has done a good job of following her mother's directions?" Have students hold up one finger for *yes* and two fingers for *no*. Call on two students to comment.]

"I see," replied the old woman. "You are very wise—and smart—girls. There are all kinds of dangers in the outside world."

"Well, as soon as you have finished your rice," interrupted A Xin, "I am sure you will want to be on your way."

"I am almost finished," replied the old woman, "there are only two more things that I need."

"Oh, what are they?" asked Li Hua.

A Xin guessed the answer just as the **cunning**—or sly and tricky—old woman uttered the words:

"Two young girls!" exclaimed the old woman.

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Mid-story Check-In

1. *Literal* Who are the characters you have met in the story so far?
   - So far I have met the mother, the sisters (Li Hua and A Xin) and the old woman/Hu Gu Po.
2. *Literal* Where does the girl's mother go? What directions does the mother give her girls?
   - The girl's mother goes to the market to sell silk thread. The mother tells her girls not to go outside, not to let anyone in, and to lock the door.
3. *Inferential* Do the girls follow their mother's directions?
   - No, they do not follow their mother's directions.
4. *Inferential* What do you think is going to happen to A Xin and Li Hua?
   - Answers may vary.



Show image 8A-5: The old woman with the sack

Once again, in the blink of an eye, as if by magic, the old woman was holding a sack. Before A Xin could stop her, she snatched Li Hua and placed her inside it.

[Invite a student to point to where Li Hua is.]

"You are older," announced the old woman, "and probably not very tasty. I am not sure that I want the trouble of carrying you into the mountains."

A Xin reached for the silk thread spun around a small mulberry branch that her mother had left behind. A Xin secretly placed it inside the pocket of her dress. A Xin decided that she would not let the old woman leave without her.

"I want to be with my sister," insisted A Xin. A Xin would not let the old woman leave without her.

"Very well!" said the old woman. "Into the sack you go." And in an instant A Xin found herself stuffed inside the sack beside her sister.

It was clear to A Xin that the old woman had remarkable strength. She carried them with relative ease—with no trouble at all.

[Ask students: "Is it strange for an old woman to be very strong and able to carry two girls?" Have students hold up one finger for *strange* and two fingers for *normal.* Call on two students to comment.]

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Show image 8A-6: The tiger drinking water

After a while, the old woman stopped and placed the sack containing the two girls on the ground. Moments later the sisters could hear someone, or something, noisily drinking water.

As this was happening, A Xin whispered to her sister to be quiet. Then she used the mulberry branch to poke a hole in the sack.

A Xin was greatly alarmed by what she saw. Instead of an old woman, there was a tiger sitting on the edge of a large glistening lake. The old woman was really Hu Gu Po!

[Ask students: "Did the tiger pretend to be an old woman in order to trick the girls?" Have students stand up for *yes* and stay seated for *no*.]

After taking a drink, the tiger lay down in the afternoon sunshine and went to sleep. While the tiger slept, A Xin slowly pulled at the hole in the sack until it was wide enough for her to crawl through. She motioned to her sister to quietly follow her.



Show image 8A-7: The tiger roaring ferociously as the girls run away

The girls crept toward the sleeping tiger, moving slowly and quietly.

A Xin reached for the silk thread on the mulberry stick inside her pocket. Then, using the thread, the girls tied together the tiger's front and back legs. Just as they were finished, the tiger woke up and roared loudly. The tiger tried to free itself but the silk thread that had been wound around its legs held it fast—and did not allow the tiger to move.

[Ask: "Did the girls do something cunning or tricky to the tiger?" Revisit the *Prediction Question 1* chart to see how student predictions compare to the actual story outcome.]

The girls ran like the wind back to their small farmhouse in the foothills. They hurried into their house and slammed the door and locked it. When their mother finally returned home, they hugged their mother tightly.

"We told you that we would be here waiting for you," said A Xin and Li Hua together.

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[Ask students: "Does their mother know they did not follow her directions?" Have students hold up one finger for *yes* and two fingers for *no.* Call on two students to comment.]

Discussing the Read-Aloud *10 minutes*

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the story and/or refer to the images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of today's story?
   - The title of today's story is "Hu Gu Po."

   What kind of story is "Hu Gu Po"?
   - "Hu Gu Po" is a folktale.

   Where is the story "Hu Gu Po" originally from?
   - "Hu Gu Po" is from China.

2. *Inferential* After Li Hua let the old woman in, A Xin felt alarmed. What has the old woman done to make A Xin feel alarmed?
   - The old woman looks and acts different: she has strange amber eyes, she moves very quickly, she licks her lips when looking at the younger sister, and she stares at the sisters.

3. *Inferential* Why did A Xin want the old woman to take her, too?
   - Answers may vary. Possible response: She wanted to keep her younger sister safe.

4. *Literal* When the old woman put the bag down, what did A Xin use to poke a hole in the bag?
   - A Xin used the mulberry branch that was in her pocket to poke a hole in the bag.

5. *Literal* How do the sisters stop the tiger from catching them?
   - The sisters use silk thread to tie the tiger's legs together.

6. *Inferential* How is Little Red Riding Hood similar to the sisters in "Hu Gu Po"?
   - Answers may vary. Possible answers include: They did not follow their parent's directions and learned in the end that they should always follow their parent's directions.

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7. *Evaluative* [Using Response Card 6, have partner pairs tell each other about what is happening in each image. Invite different partner pairs to share about one of the images and to tell which part of the story—beginning, middle, or end—it belongs to.]

   [You may wish to review/fill in the *Similar Stories: Always Follow Your Parent's Directions Story Chart* for "Hu Gu Po."]

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

Sentence Frames:

Does this story teach us not to let strangers into the house? (Yes/No)

This story teaches us to . . .

If I . . . , then . . .

8. *Evaluative* *Think Pair Share:* What lesson can we learn and use in our own lives from this folktale?
   - Answers may vary. Possible response: Always follow your parent's directions.
9. After hearing today's story 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: Cunning

1. In the read-aloud you heard, "A Xin guessed the answer just as the *cunning* old woman uttered the words."
2. Say the word *cunning* with me three times.
3. *Cunning* means skilled at getting someone to do what you want without them knowing. *Cunning* means sly and tricky.
4. The wolf in "Little Red Riding Hood" was cunning when he suggested to Little Red Riding Hood that she stop and pick flowers for her grandmother so he could run ahead and gobble up her granny.
5. Have you heard or read any other stories where one of the characters was cunning? For example, Tom Thumb was cunning when he stopped the robbers. Turn and tell your partner about a character that was cunning.

   [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ from the story was cunning because _____."]

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6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say several sentences related to today's story. If the person in the situation is doing something cunning, say, "That is cunning." If the person is not doing something cunning, say, "That is not cunning."

1. One sunny fall morning, the girls' mother set off to the local market to sell silk thread.
   - That is not cunning.
2. The tiger known as Hu Gu Po pretended to be an old woman so she could get inside A Xin and Li Hua's house.
   - That is cunning.
3. Li Hua eagerly let the old woman into the house.
   - That is not cunning.
4. A Xin hid the mulberry stick with silk thread in her pocket.
   - That is cunning.
5. A Xin and Li Hua wrapped the silk thread around the tiger's legs while the tiger was napping.
   - That is cunning.



Complete Remainder of the Lesson Later in the Day

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Hu Gu Po

6B

Extensions — *20 minutes*

⑩ Venn Diagram

Comparing and Contrasting "Little Red Riding Hood" and "Hu Gu Po"

- Tell students that they are going to make a Venn diagram to compare and contrast the stories "Little Red Riding Hood" and "Hu Gu Po." Remind students that *to compare* is to tell how things are similar and *to contrast* is to tell how things are different.

  [If necessary, read parts of the *Similar Stories: Always Follow Your Parent's Directions Charts* for "Little Red Riding Hood" and "Hu Gu Po" to the students.]

Above and Beyond: Instructional Master 6B-1 has been included if you have students who are ready to fill in the charts on their own using the sound-spelling correspondences taught thus far.

Note: Explain that you are going to write down what students 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. Tell them it is important for you to remember what they have said, and that you will read the words to them. Draw pictures, when possible, instead of words to represent the ideas. Remember that every term does not need to have a counterpoint.

- Tell students: "Let's compare these two stories. How are 'Little Red Riding Hood' and 'Hu Gu Po' the same?" Write their responses where the two circles intersect. Possible responses:
  - both stories have a cunning animal
  - both stories have a cunning animal that uses an old woman disguise
  - both stories have characters that do not follow their mother's directions
  - both stories have characters that learn to follow their parent's directions at the end

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- Tell students: “Now let’s contrast the two stories. How are the setting and the plot of ‘Little Red Riding Hood’ different from the setting and the plot of ‘Hu Gu Po’?” Write their responses in the appropriate section. Possible responses:
  - “Little Red Riding Hood”: set in Germany; grandmother and Little Red Riding Hood eaten; saved by hunter; cunning animal is a wolf
  - “Hu Gu Po”: set in China; sisters save themselves; sister put into a sack; sisters are cunning; cunning animal is a tiger

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide,* and choose a trade book of one of the stories that has already been read.
- Tell students that the stories from different lands they have heard have been told many different ways. Explain that you are going to read aloud a different version or variation of one of the stories they have heard.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion to compare and contrast the two versions of the same story.

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Tselane

7

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of "Tselane"
- ✓ Explain that people from different lands tell similar stories

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 that are addressed in all lessons in this domain.

Students will:

- ✓ Demonstrate understanding of the central message or lesson in "Tselane" (RL.1.2)
- ✓ Recount folktales from diverse cultures, such as "Hu Gu Po" (RL.1.2)
- ✓ Use different voices to identify who is speaking at various points in the story (RI.1.6)
- ✓ Plan to write a fiction narrative, a "cunning animal," by filling in a story map (W.1.3)
- ✓ Recall information from "Hu Gu Po" to answer questions in order to complete a story map (W.1.8)
- ✓ Add drawings to story map of their fictional narrative (SL.1.5)
- ✓ Ask and answer interrogative questions using the question word *why* in a shared language activity (L.1.1j)
- ✓ Use *gruff* and its antonym *sweet* to describe various characters in the stories (L.1.5a)

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- ✓ Identify real-life connections between words—*dozens, darted, fright, gruff,* and *sweet*—and their use (L.1.5c)

Core Vocabulary

curious, *adj.* Having a desire to learn or know more about something or someone; interested in someone or something

Example: Alejandro was a curious child and asked questions about every new thing he came across.
Variation(s): none

darted, *v.* Ran or moved quickly or suddenly in a particular direction or to a particular place

Example: As soon as we let her off the leash, our dog darted across the yard after the squirrel.
Variation(s): dart, darts, darting

fright, *n.* A feeling of sudden fear; a scare

Example: The wolf gave Little Red Riding Hood's grandmother quite a fright.
Variation(s): none

intended, *v.* Planned or wanted to do something

Example: We intended to finish our homework before dinner, but ran out of time.
Variation(s): intend, intends, intending

roam, *v.* To travel from place to place without a purpose or plan

Example: We put my dog on a long leash, so he can roam around the backyard whenever he pleases.
Variation(s): roams, roaming, roamed

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Vocabulary Chart for Tselane			
Core Vocabulary words are in **bold.** Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	habitat leopard porridge savanna scorpions village	***darted*** *dozens* **fright*** **intended** **roam** slithered smothered wicked	locked low/high song speed
Multiple Meaning	snakes	**curious** feast gruff/sweet* peeped	return round sack voice
Phrases	ataga bird	Rather than	slam the door
Cognates	habitat leopardo escorpiones villano	*docenas* **intentar** festín	retornar redondo saco voz

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It uses the same sequence as the *Tell It Again! Read-Aloud Anthology.*

1. 9A-1: Tselane and her parents
2. 9A-2: Tselane and her mother
3. 9A-3: The leopard knocking at the door
4. 9A-4: The leopard with Tselane in the sack
5. 9A-5: Tselane and the little girl peering at the leopard
6. 9A-6: The leopard running from the scorpions and snakes

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At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	**Story Review**	Instructional Master 3D-1 (optional); *Similar Stories: Always Follow Your Parent's Directions Story Chart* ("Hu Gu Po"); Image 8A-1, 8A-5, and 8A-7; chart paper; markers; world map	15
	Introducing "Tselane"	Instructional Master 5A-1; tabs or push pins; pictures of leopards; world map or globe	
	Vocabulary Preview: Dozens, Darted		
	Purpose for Listening		
Presenting the Read-Aloud	**Tselane**	*Similar Stories: Always Follow Your Parent's Directions Story Chart* for "Tselane"; images related to the read-aloud; world map of globe	15
Discussing the Read-Aloud	**Comprehension Questions**	Instructional Master 7A-1	10
	Word Work: Fright		
Complete Remainder of the Lesson Later in the Day			
Extensions	**Syntactic Awareness Activity: Asking and Answering Questions Using *Why***		20
	Vocabulary Instructional Activity: Word Chart: *Gruff* or *Sweet*?	chart paper; markers; tape	
	End-of-Lesson Check-In: Story Map: Cunning Animal Stories	Story Map for "Little Red Riding Hood" and "Hu Gu Po"; Instructional Master 3D-1	

Advance Preparation

For Story Review, prepare a story map chart for "Hu Gu Po." Use Instructional Master 3D-1 as a guide, but reproduce the chart on large paper for easier viewing by students.

Create a class *Similar Stories: Always Follow Your Parent's Directions Story Chart* for "Tselane," using Instructional Master 5A-1 as a guide. You may wish to draw this on a large sheet of chart paper or copy it onto a transparency.

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Bring in pictures of leopards, a picture of a savanna, and pictures of scorpions and snakes to show students while introducing and presenting the read-aloud.

Prepare a copy of Instructional Master 7A-1 for each student. Refer to it as their Response Card for "Tselane." This Response Card shows scenes from the beginning, middle, and end of the story. Students can use this Response Card to answer questions and to discuss the beginning, middle, and end of the story.

For Vocabulary Instructional Activity, prepare a T-Chart for the words *gruff* and *sweet*.

For End-of-Lesson Check-In, prepare a copy of Instructional Master 3D-1 for each student to create their own story map.

Note to Teacher

Fill out the class *Similar Stories: Always Follow Your Parent's Directions Story Chart* for "Tselane" as you introduce and present this read-aloud. Be sure to pause at the points in the lesson where the chart can be filled in.

Note: The aim of creating this story chart is to help students use information from the read-aloud text and images to organize the elements of the story. Throughout this lesson, entries should be updated and finalized until the chart for "Tselane" is complete. When possible, use drawings alongside labels or sentences on the chart.

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Similar Stories: Always Follow Your Parent's Directions			
Folktale: Tselane			
Country: Botswana	**Continent:** Africa	**Setting/Time:** long, long ago	**Setting/Place(s):** Tselane's house, by a stream, savanna
Characters: Tselane, her parents, leopard, little girl			
Beginning	**Middle**	**End**	**Cunning Animal**
• Tselane's stays home alone. • Mother tells her to keep the door locked, and watch out for hungry leopards. • Leopard knocks on the door and pretends to be the mother.	• Tselane is tricked into opening the door for the leopard. • Leopard puts Tselane in a sack. • A little girl (Tselane's cousin) lets Tselane out of the bag. • The mother fills the bag with scorpions and snakes.	• The leopard runs away. • Tselane learns to follow her mother's directions.	• leopard

At the end of this lesson, you will guide your students in creating a story map for their own cunning animal story. Students will draw and label or write a short sentence about the beginning, middle, and end of their story. You may wish to continue this activity during the Culminating Activities by having students make their own storybook with a cover page and a page for the beginning, middle, and end.

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Tselane

7A

Introducing the Read-Aloud — *15 minutes*

Story Review

- Remind students that they heard versions of similar folktales written long, long ago: "Little Red Riding Hood" from Germany and "Hu Gu Po" from China.

  [Invite different students to point to Germany and China on a world map.]

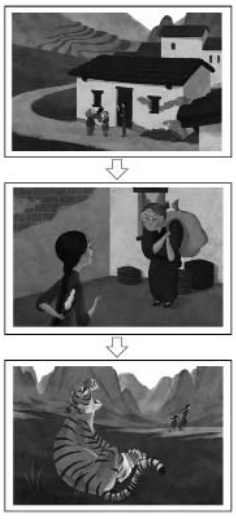
  Reiterate that folktales are imaginary stories that have been told over and over again. Remind students that although folktales come from different countries, some folktales have many things in common.

Story Map: Hu Gu Po

- Explain that a story map, like the one on Instructional Master 3D-1, is a way to retell a story using pictures and words. Tell students that you are going to work together, as a class, to make a story map for the folktale "Hu Gu Po."

  [If students have difficulty recalling elements of the story, use the story images or the chart, *Similar Stories: Always Follow Your Parent's Directions Story Chart* for "Hu Gu Po," to scaffold the discussion.]

Hu Go Po



- Above and Beyond: Instructional Master 3D-1 has been included if you have students who are ready to fill in the chart on their own.
- Ask students: "Think back to the beginning of the story. What happened first and where did it happen? Write and/or draw student answers in the top box on the story chart. First event: Mother tells girls to keep the door latched and not to go outside while she is away. (See image 8A-1.)
- Ask students: "What is the problem in the story?" Problem: The girls open the door. Hu Gu Po takes the girls away in a sack.
- Ask students: "Can you name an event that happens in the middle of the story?" Write and/or draw this event in the middle box. Suggested middle event: Hu Gu Po takes the girls away in a sack. (See image 8A-5)

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- Ask: "What happened at the end of the story?" Write and/or draw student responses in the last box. Suggested conclusion: The girls run away. They hug their mother and learn to always follow their mother's directions. (See image 8A-7.)
- Display this story map as a guide for students when they create their own story maps later in the lesson.

Introducing "Tselane"

Note: Fill out relevant parts of the story chart as you introduce and present this story.

- Tell students that today they will hear a folktale called "Tselane (say-*LAH*-nay)." In this story a little girl stays home alone, but does not follow her mother's directions.

Where Are We?

- Ask students: "What country do we live in?" Ask a volunteer to point to the United States on the globe or map. Explain that the United States is part of the continent of North America. Point out North America on the globe or map.
- Explain that the story they will hear today came from a country called Botswana. Point out and mark Botswana on the world map. Tell students that Botswana is part of the continent of Africa. Point out Africa on the globe or map.
  [You may wish to connect the cut-out from "Tselane" to Botswana on the world map.]

Picture Walk

- Remind students that a folktale is a fiction story that comes from someone's imagination. Tell students that they will take a picture walk through some of the pictures to help them learn about the story before they actually hear the story.



Show image 9A-1: Tselane and her parents

- Invite a student volunteer to point to Tselane (say-*LAH*-nay). Have a second student point out her mother and father. Invite a third student to point out their little round house with a thatched roof made of wood or dried grasses.
- Ask students: "Why do you think Tselane is pointing a finger toward her house when her father is pointing a finger away from the house? What might their hands be telling us about what they are talking

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about?" Explain to students that Tselane wants to stay home by herself while her mother goes to a different village. Tell students that the mother lets Tselane stay home alone, but gave her two directions: keep the door locked and watch out for hungry leopards.

- Show students a photo of a leopard and explain that leopards are wild animals that live in Africa. Explain that the cunning animal in "Tselane" is a leopard. Ask students what the cunning animal was in "Little Red Riding Hood" and "Hu Gu Po." (wolf and tiger)



Show image 9A-3: The leopard knocking at the door

- Invite a student volunteer to point to the leopard knocking on Tselane's door.
- Say to students: "Turn and tell your partner if Tselane should open the door and let the leopard into her house?" Allow ten seconds for partner pairs to talk. Call on two partner pairs to share.

Vocabulary Preview

Dozens



Show image 9A-6: The leopard running from the scorpions and snakes

1. In this image, *dozens* of scorpions are shaking their tails. [Point to the scorpions and their tails. Explain that scorpions are animals with eight legs and a curved tail that contains dangerous poison.]
2. Say *dozens* with me three times.
3. *Dozens* means a large number. A dozen is twelve, so dozens is many, many more than twelve.
4. Hasan left his cookie outside and found dozens of ants climbing on it when he came back.
   Jamila's family took dozens of photos when they went to the zoo.
5. Tell your partner what you think of when you hear the word *dozens*? Do you see dozens of something in this classroom or at school?

Darted

1. In today's story, you will hear that the leopard *darted*, or ran quickly, across the field of grass.
2. Say *darted* with me three times.
3. *Darted* means ran or moved quickly. [Demonstrate darting for students.]

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4. Adanna darted away from her brother when they were playing tag. Clevon was enjoying the game when he realized he was late for dinner and darted home.
5. Have you ever darted somewhere? Turn and tell your partner where you darted to and why you darted there. Use the sentence frame: "I darted to _____ because _____."

Purpose for Listening

Tell students to listen carefully to "Tselane" to find out what happens when Tselane does not follow her mother's directions.

By the end of the lesson, students should be able to:

- ✓ Explain that fictional stories come from the author's imagination
- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of "Tselane"
- ✓ Explain that people from different lands tell similar stories

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Presenting the Read-Aloud **15** *minutes*

Note: Continue to fill in the *Similar Stories: Always Listen to Your Parent's Directions Story Chart* for "Tselane."



Tselane

Show image 9A-1: Tselane and her parents

Once upon a time, in the southern region of Africa, there lived a girl named Tselane [say-*LAH*-nay]. She lived with her mother and father. The family lived in a little round house with a thatched roof made from dried straw.

One day Tselane's mother said, "I must go to the village for some things we need. You may stay here. But be sure to keep the door locked. Watch out for the hungry leopards who **roam**—and walk about—the land."

[Ask students: "What are her mother's directions?" (Her mother's directions are to keep the door locked and watch out for hungry leopards.)]

Tselane's mother set out for the village. Tselane stayed at home, by herself.

Tselane had stayed home by herself before. Each time, her mother would return and call out in her sweet, high voice that sounded like the song of the ataga bird.

[Have students practice calling out to Tselane using a sweet, high voice. Explain that her mother's voice sounds like music when she calls out her daughter's name.]



Show image 9A-2: Tselane and her mother

"Tselane, my child!" her mother would call from outside the door. "I have brought you some food. Open the door!"

"That is my mother's voice!" Tselane would say. "Her voice is high and sweet, like the song of the ataga bird."

[Point out the lack of windows in Tselane's house and ask students: "If Tselane has the door locked and her house has no windows, how can she tell if it is really her mother outside her house?" (Tselane must listen for her mother's voice.) Invite volunteers to demonstrate their interpretation of Tselane's mother's voice.]

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Each time, Tselane would open the door and see her mother standing there. Her mother would always bring Tselane some bread and porridge. Tselane would then sit down and eat with her mother.



Show image 9A-3: The leopard knocking at the door

One day, when Tselane's mother had gone to the village, Tselane heard a knock on the door.

[Use a low, gruff voice when speaking the next line of text.]

"Tselane, my child!" said a low, gruff voice. "It's your mother! I have brought you some food. Open the door!"

[Ask: "Does this sound like Tselane's mother's voice?" Have students hold up one finger for *yes* and two fingers for *no*. Call on two students to comment.]

"That is not my mother's voice!" said Tselane. "My mother's voice is high and sweet, like the song of the ataga bird. Go away, you wicked leopard!"

[Make your voice sound like a woman's voice but different from Tselane's mother's voice.]

The leopard went away, but he came back soon after and tried to make his voice sound like a woman's voice.

"Tselane, my child!" said the leopard, "It's your mother. I have brought you some food. Open the door!"

"That is not my mother's voice!" said Tselane. "My mother's voice is high and sweet, like the song of the ataga bird. Go away, you wicked leopard!"

The leopard went away. He came back, but this time he drank a special drink that made his voice higher, to sound like Tselane's mother's voice.

[Use Tselane's mother's voice.]

"Tselane, my child!" said the leopard, in a high, womanly voice.

"It's your mother. I have brought you some food. Open the door!"

"That is my mother's voice!" said Tselane. "High and sweet, like the song of the ataga bird."

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Tselane opened the door and saw the leopard. With a **fright**, she tried to slam the door shut again, but it was too late.

Mid-story Check-In

1. *Literal* Who are the characters in the story you have met so far?
   - So far I have met Tselane, her mother and father, and the leopard.
2. *Literal* Where does Tselane's mother go and what does she tell Tselane to do while she is gone?
   - Tselane's mother goes to another village. She tells Tselane to keep the door locked and watch out for leopards while she is gone.
3. *Literal* Describe Tselane's mother's voice.
   - Tselane's mother's voice sounds like the high sweet song of the ataga bird.
4. *Inferntial* How does the leopard trick Tselane into opening the door?
   - The leopard tricks Tselane by drinking a special drink that makes his voice sound like her mother's voice.



Show image 9A-4: The leopard with Tselane in the sack

The leopard stuffed Tselane into a sack and carried her away, intending to take her back to his habitat on the savanna.

[Remind students that habitat is the type of environment where an animal normally lives. The leopard normally lives on the savanna or grassland. Show students a picture of a savanna.]

After carrying the heavy bag for a while, the leopard stopped by a small stream. After traveling so far in the heat, and carrying the heavy bag, he needed a cool drink. Rather than carry the heavy bag down to the stream, the leopard left the bag on the side of the road, as he **intended**—or planned—to be away from it only a short moment.

The leopard climbed down the hill to the stream to get a drink.



Show image 9A-5: Tselane and the little girl peering at the leopard

As soon as he was gone, a little girl came walking down the road.

[Have different students point out Tselane (in the bag), the little girl, and the leopard drinking water from the stream.]

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Seeing the bag alongside the road, the little girl became **curious**—and interested in what was inside the bag—so she peeped to take a quick look into the bag.

She saw some fingers sticking up and quickly closed the bag.

"Whose fingers were those?" she asked.

"Mine!" said a voice. "My name is Tselane. Please let me out. I am smothered here in this small, hot space. It is hard to breathe!"

"Tselane?" said the girl. "Why, your mother is my aunt! She has been visiting here in my village." The little girl let Tselane out of the bag. Then she and Tselane ran to get Tselane's mother.

When she heard what had happened, Tselane's mother went to the place where the leopard had left his bag and filled the leopard's bag with scorpions and snakes.

[Pass around photos of scorpions and snakes. Explain that scorpions are eight-legged animals that have a stinger full of poison on their tail. Snakes are reptiles that might also be poisonous. Say to students: "Discuss with your partner why Tselane's mother would fill the leopard's sack with snakes and scorpions." Allow fifteen seconds for students to talk. Call on two partner pairs to share.]

When he had finished getting his cool drink, the leopard came back to the road and grabbed the sack. Then he set off for his home.

[Ask students: "Do you think the leopard believes Tselane is still in his bag?" Have students hold up one finger for *yes* and two fingers for *no*.]

When the leopard arrived back at the savanna, he opened the bag, intending to start eating his tasty feast.



Show image 9A-6: The leopard running from the scorpions and snakes

Instead, angry snakes slithered out. Dozens of scorpions poured out of the bag, shaking their poisonous tails. The leopard **darted**—or ran quickly—across the savanna, never to bother Tselane or her family again.

As for Tselane, she decided to always accompany her mother to the village and follow her mother's instructions, and they all lived happily ever after.

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Discussing the Read-Aloud **10** *minutes*

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of today's story?
   - The title of today's story is "Tselane."

   What kind of story is "Tselane"?
   - "Tselane" is a folktale.

   Where is the story "Tselane" originally from?
   - "Tselane" is from Botswana.
2. *Literal* What does the leopard do to make his voice sound like Tselane's mother's voice?
   - The leopard drinks a special drink to change his voice.
3. *Literal* What does the leopard do once Tselane opens the door?
   - When Tselane opens the door, the leopard puts her in a sack.
4. *Inferential* Name another folktale where the main characters are put in a sack by the cunning animal?
   - A Xin and Li Hua in "Hu Gu Po" are put into a sack.
5. *Literal* Who helps Tselane out of the sack?
   - A little girl (her cousin) helps Tselane out of the sack.
6. *Inferential* How does Tselane's mother trick the leopard?
   - Tselane's mother tricks the leopard by filing the sack with snakes and scorpions.
7. *Evaluative* Why didn't Tselane's mother just leave the sack empty?
   - If Tselane's mother left the sack empty, the leopard would know Tselane was gone and might have come looking for her.
8. *Evaluative* [Using Response Card 7, have partner pairs tell each other about what is happening in each image. Invite different partner pairs to share about one of the images and to tell which part of the story—beginning, middle, or end—it belongs.]

   [You may wish to review/fill in the *Similar Stories: Always Follow Your Parent's Directions Story Chart* for "Tselane."]

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

Sentence Frames:

Does this story teach us to follow our parent's directions? (Yes/No)

This story teaches us to . . .

If I . . . , then . . .

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

9. *Evaluative Think Pair Share*: Folktales sometimes teach lessons. Is there a lesson, or something that we can learn and use in our own lives, in this folktale?
   - Answers may vary. Main message: Don't talk to strangers and always follow your parent's directions.
10. After hearing today's story 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: Fright

1. In the read-aloud you heard that, "Tselane opened the door and saw the leopard. With a *fright*, she tried to slam the door shut again, but it was too late."
2. Say the word *fright* with me three times.
3. *Fright* means a sudden feeling of fear.
4. Dahlia had a great fright when she found a spider on her pillow.
5. Has someone or something ever given you a great fright? Turn and tell your partner about what happened when someone or something gave you a great fright. Use the word *fright* when you talk about the person or thing.

[Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ gave me a great fright."]

6. What is the word we have been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say several sentences. If what I say would give you a great fright, stay seated and say in a scared voice, "That would give me a fright." If what I say would not give you a fright, stand up and say in a brave voice, "That would not give me a fright."

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Explain that different things scare different people or give different people a fright. Remind students that there is no right or wrong answer for each question. Tell students to think about the situation and why they selected their answer.

1. A spider falls on your desk.
2. A dog barks at you.
3. A friend gives you a hug.
4. The classroom becomes dark all of a sudden.
5. A friend invites you to play at their house.
6. A friend comes up behind you and yells, "BOO!"

Optional Extension: Have partner pairs take turns suggesting and responding to different situations that would or would not give them a fright.



Complete Remainder of the Lesson Later in the Day

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Tselane

7B

Extensions

***20** minutes*

Syntactic Awareness Activity

Asking and Answering Questions Using *Why*

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. If necessary, have students repeat the sentence after you.

Directions: Today we are going to practice answering questions that use the question word *why*. Look at the picture. You and your partner will be asking and answering questions based on what you heard in the read-aloud and what you see in the picture.

1. We ask questions by using question words. When someone asks a question using the question word *why,* they are asking a question to find out about a reason for something.



Show image 9A-2: Tselane and her mother

2. Why did Tselane's mother let her stay home alone?
   - Tselane's mother let her stay home because the mother had to go to the village.
3. Which word in the question lets you know that I was asking for the reason why Tselane was allowed to stay home alone? (*why*)
4. Why did Tselane's mother warn her about the leopards?
   - Tselane's mother warned her about the leopards because she knew they were hungry and roamed the land.



Show image 9A-5: Tselane and the little girl peering at the leopard

5. Why did the little girl look into the bag on the side the road?
   - The little girl looked into the bag on the side of the road because she was curious about what was inside.

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6. Which word in the question lets you know I was asking about the reason why the little girl looked into the bag? (*why*)



Show image 9A-6: The leopard running from the scorpions and snakes

7. Talk with your partner to ask and answer a question about this image using question word *why*.
8. Now ask your partner a question about their favorite story and ask why that story is your partner's favorite. Use the question word *why*.

Vocabulary Instructional Activity

Gruff or *Sweet?* Word Chart



Show image 9A-3: The leopard knocking at the door

1. In the read-aloud you heard, 'Tselane, my child!' said a low, *gruff* voice."
2. Say *gruff* with me three times.
3. Gruff is used to describe when something or someone acts or sounds mean and rough.
   An opposite of *gruff* is *sweet*. Sweet is used to describe when someone or something acts or sounds nice and gentle.
4. We will make a two-column chart for the words *gruff* and *sweet*.
5. I am going to name six different characters from the folktales in this domain. Ask yourself if you would describe that character as *gruff* or *sweet*?
   - [Show image 9A-1: Tselane and her parents.] Point to Tselane and ask, "Is Tselane a gruff or a sweet character?" Write her name in the *sweet* category.
   - [Show image 9A-3: The leopard knocking at the door.] Ask, "Is the leopard a gruff or a sweet character?" Put a picture or write leopard in the *gruff* category.
   - [Show image 3A-4: Billy and the giant. Point to the giant]
   - gruff
   - [Show image 3A-9: Billy and the princess. Point to the princess.]
   - sweet
   - [Show image 7A-4: The wolf disguising himself as grandmother. Point to the wolf.]
   - gruff

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- [Show image 5A-4: Thumbelina kidnapped by the mother toad. Point to the toad.]
- gruff

6. Tell your partner about a character that is gruff and a character that is sweet. [You may wish to write the names of characters on the chart.]

⑩ End-of-Lesson Check-In (Instructional Master 3D-1)

Story Map: Cunning Animal Stories

- Explain that a story map is a way to retell a story using pictures and words. Tell students that they are going to make a story map for their own "Cunning Animal" story. [Use the story maps for "Little Red Riding Hood" and "Hu Gu Po" for reference.]
- Summarize the cunning animal stories for students by pointing to the corresponding box on the Instructional Master 3D-1 and saying:
  - "All three stories, 'Little Red Riding Hood,' 'Hu Gu Po,' and 'Tselane' are variations of a cunning animal story. In the beginning of each story, the mother lets her child do something alone but gives her child strict directions *not to do something.* Each time, the child is tricked into not following her mother's directions by a cunning animal."
  - "In the middle, the cunning animal takes or eats the characters."
  - "At the end, the characters are saved from the cunning animal."
- Give students instructions to make their own Story Map of a cunning animal story:
  - "Think of how you would like your story to begin. In the first box, draw what happens at the beginning of your story. Perhaps it is of a parent giving strict instructions to his or her child. Then, write a sentence about the beginning of your story."
  - "What happens in the middle of your story when your main character does not follow his or her parent's directions? What does the cunning animal do to the main character? Draw a picture and write a sentence about what happens to the character when he or she does not follow his or her parent's directions in the middle box."

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- "Think of how you want your story to end. What happens to the cunning animal in the end? What happens to the main character in the end? In the bottom box, draw what happens at the end of your story and write a sentence to go with your picture."
- "Finally, think of a title for your story. Maybe you want to give your story the same name as the main character?" Point to the title space on the paper and tell students to write their title on the top of their paper.

- Circulate around the room, asking students to tell you about their drawings and to read you their writing. Encourage students to provide additional detail about their drawings.
- Have partner pairs share their stories. Encourage students to use temporal words *first, next,* and *last* while retelling their story. At the end of the activity, display students' story maps around the classroom.

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Domain Review

DR

Note to Teacher

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

Core Content Objectives Addressed in This Domain

Students will:

- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of a given story
- ✓ Explain that people from different lands tell similar stories

Activities

Different Lands

Materials: World map

Help students locate and identify on a map the different lands discussed in this domain. Name each country, noting the continent on which it is found, and ask students if they remember any folktales that come from that country. You may prompt discussion by asking questions such as, "Where does 'Hu Gu Po' take place?" (China) or "Where does Billy Beg live?" (Ireland)

Image Review

Show the Flip Book illustrations from any read-aloud again, and have students retell the folktale using the illustrations.

You may also show various illustrations from similar tales. Focus on illustrations that show events that are similar in two or all three of the folktales to reinforce the Core Content Objective of similar stories from different lands.

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Teacher or Student Choice

Select a read-aloud to be heard again.

Triangle Diagram: Comparing Three Similar Stories

Materials: Instructional Master DR-1

You may wish to use a triangle diagram to compare and contrast three similar stories. Write how all three stories are similar in the center triangle. Write how the stories are different in their respective sides of the triangle. Use *compare* and *contrast* as you discuss the stories.

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Domain Assessment

DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Different Lands, Similar Stories.* The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Different Lands, Similar Stories.*

10 Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. First I will say the word, then I will say each sentence two times. Let's do number one together.

1. **Characters:** Characters include people and animals in a story.
   - smiling face
2. **Setting:** The setting of a story is what happens in the story.
   - frowning face
3. **Plot:** The plot of a story is where the story takes place.
   - frowning face
4. **Lesson:** A lesson is something you can learn from a story.
   - smiling face
5. **Folktale:** A folktale is a made-up story from long, long ago that has been told over and over again.
   - smiling face

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Directions: Now I am going to read more sentences using other words you have heard and practiced. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. First I will say the word, then I will say each sentence two times.

6. **Sly:** A sly animal is a sneaky and tricky animal.
   - smiling face
7. **Alarmed:** When you feel like you are in danger, you are alarmed.
   - smiling face
8. **Fright:** Kittens and puppies usually give people a fright
   - frowning face
9. **Fond:** When you are fond of something, you don't like it.
   - frowning face
10. **Instructions:** Instructions tell us how to do something.
    - smiling face
11. **Survive:** To survive something means you cannot make it through.
    - frowning face
12. **Ignore:** When you ignore something, you do not pay attention to it.
    - smiling face
13. **Hesitate:** To hesitate means to quickly go ahead and do something.
    - frowning face
14. **Strange:** When something is strange, it is not normal and is unusual.
    - smiling face
15. **Cunning:** The little girl was cunning when she let the tiger into her house.
    - frowning face

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10 Part II (Instructional Master DA-2)

Directions: I will read a sentence about one of the folktales you have heard. Circle the picture of the folktale my sentence is about. [**Note:** If necessary, help students identify the folktales in the order they appear in the rows before stating the sentence.]

1. The setting of this folktale is in Germany.
   - Little Red Riding Hood
2. In this folktale, the main character attended a royal ball
   - Cinderella
3. In this folktale, the main character receives help from animals
   - Thumbelina
4. The setting of this folktale is in China.
   - Hu Gu Po
5. In this folktale, the main character wants to stay home alone.
   - Tselane
6. In this folktale, the main character's good deed was to help a swallow heal.
   - Thumbelina
7. In this folktale, the cunning animal was a tiger.
   - Hu Gu Po
8. In this folktale, the cunning animal was a leopard.
   - Tselane
9. In this folktale, the cunning animal was a wolf.
   - Little Red Riding Hood

10 Part III (Instructional Master DA-3)

Directions: Draw a picture of an event from a story you enjoyed hearing in this domain. Then write a sentence about your picture.

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Culminating Activities

CA

Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting review activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds

Enrichment

Different Lands

Materials: World map

Help students locate and identify on a map the different lands discussed in this domain. Name each country, noting the continent on which it is found, and ask students if they remember any folktales that come from that country.

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"Cunning Animal" Stories

Materials: Instructional Master CA-1

You may wish to have students make a storybook using their story map from Lesson 9. Have students write the title, draw a picture, and write their name on the byline for the cover. Then have them create a page for the beginning, middle, and end of their story.

Picture Review

Show the Flip Book illustrations from any read-aloud again, and have students retell the folktale using the illustrations.

You may also show various illustrations from the folktales that have been read so far. Focus on illustrations that show events that are similar to reinforce the Core Content Objectives of similar stories from different lands.

Domain-Related Trade Book or Student Choice

Materials: Trade book

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

Exploring Student Resources

Materials: Domain-related student websites

Pick appropriate websites from the Internet for further exploration of fables.

Videos of Stories

Materials: Videos of stories

Carefully peruse the Internet for short, five-minute videos related to the stories already covered in the domain.

Prepare some questions related to the videos. Prompt students to identify the characters, settings, and plots of the stories.

Discuss how watching a video is the same as and different from listening to a storybook or read-aloud.

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Have students ask and answer questions, using question words *who, what, where,* and *why*, regarding what they see in the videos.

On Stage

> **Note:** This activity may require additional instruction on topics such as timing and voice.

You may choose to reread and have the students act out any of the folktales. Encourage the students to portray actions and feelings and to use some of their own dialogue.

Another option is to create a skit to demonstrate the one saying and phrase they learned. Have them end the skit by saying, "There's no place like home!"

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For Teacher Reference Only:

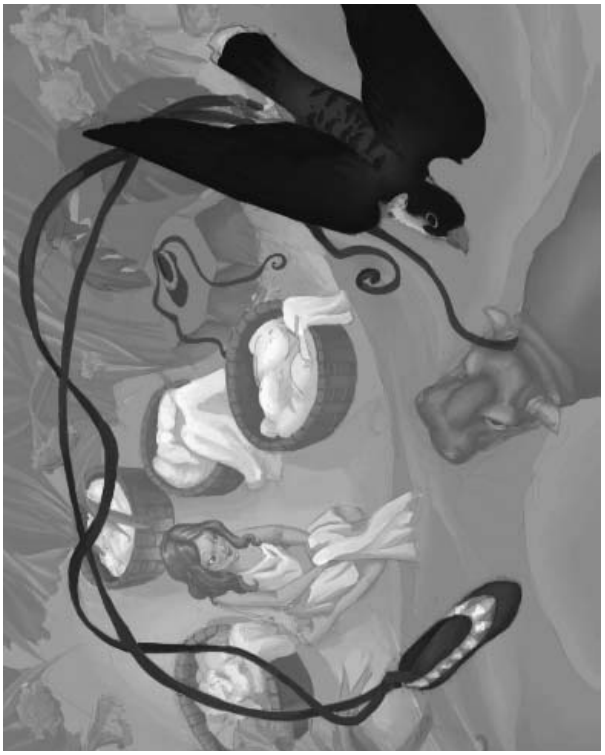
Instructional Masters for
Different Lands, Similar Stories



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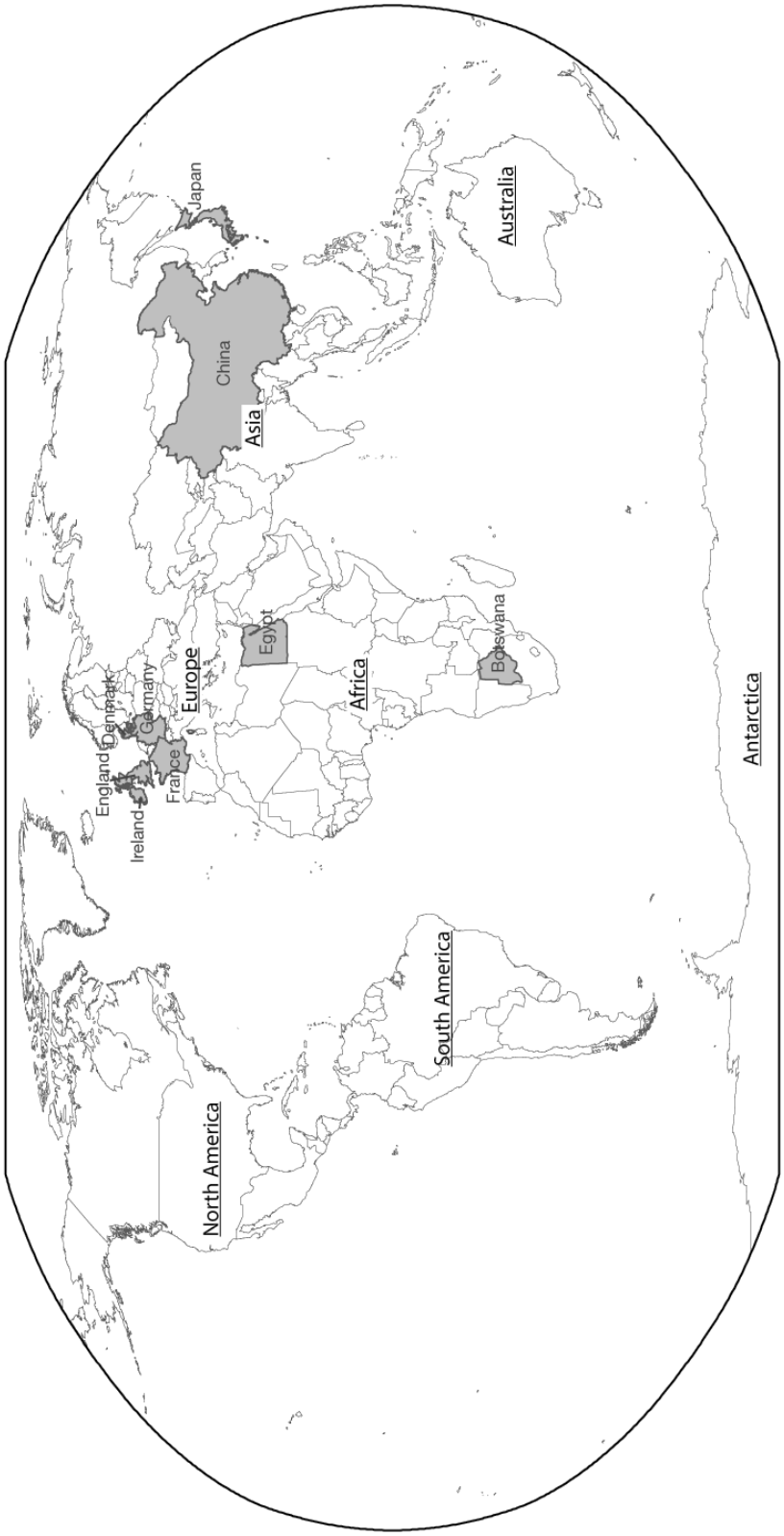


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1A-3

Similar Stories: Finding Happiness

Folktale:

Country:	***Continent:***	***Setting-Time:***	***Setting-Place(s):***

Characters:

Beginning	***Middle***	***End*** ***Finding Happiness***

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1B-1

Name _____

Cinderella	
Real	***Imaginary***

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1B-2

Name _____



Dear Family Member,

Over the next few weeks your child will listen to stories that have similar themes but come from different countries.

Below are some suggestions for activities that you may do at home to enjoy folktales with your child.

1. "Thumbelina"

After your child has heard this story at school (in about a week from now), invite him/her to retell this fairy tale to you using the images from the story provided with this letter. Ask your child about the different characters, the different settings, and the different events in the story.

Your child will also hear another story about little people who are no bigger than the size of a thumb: "Tom Thumb" from England or "Issun Boshi" from Japan. All the little characters from these stories do good deeds for others. Ask your child about those good deeds. Remind your child that even little people can do great and good things.

Do you know of another story where a very tiny person does something great? Share that story with your child.

2. Sayings and Phrases: There's No Place Like Home

Your child will learn the saying, "There's no place like home." This saying means that home is the best place to be. You might like to travel to other places and have adventures that are fun and exciting, but home is the best place of all. You can use this saying when you and your child are happy to return home.

3. Storytelling Time!

Set aside time to read to your child every day. Please refer to the list of books sent home with this family letter. Your child's teacher may also have books you can borrow from the classroom.

I hope you and your child enjoy telling and hearing stories from around the world!

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Recommended Resources for Different Lands, Similar Stories

Trade Book List

Rags-to-Riches Folktales

1. *Cendrillon: A Caribbean Cinderella,* by Robert D. San Souci and illustrated by Brian Pinkney (Aladdin, 2002) ISBN 978-0689848889
2. *Domitilla: A Cinderella Tale from the Mexican Tradition,* adapted by Jewell Reinhart Coburn and illustrated by Connie McLennan (Shen's Books, 2000) ISBN 978-1885008138
3. *The Egyptian Cinderella,* by Shirley Climo and illustrated by Ruth Heller (HarperCollins, 1992) ISBN 978-0064432795
4. *The Gift of the Crocodile: A Cinderella Story,* by Judy Sierra and illustrated by Reynold Ruffins (Simon & Schuster Books for Young Readers) ISBN 978-0689821882
5. *The Golden Sandal: A Middle Eastern Cinderella Story,* by Rebecca Hickox and illustrated by Will Hillenbrand (Holiday House, 1999) ISBN 978-0823415137
6. *The Irish Cinderlad,* by Shirley Climo and illustrated by Loretta Krupinski (Turtleback, 2000) ISBN 978-0613285407
7. *The Korean Cinderella,* by Shirley Climo and illustrated by Ruth Heller (HarperCollins, 1996) ISBN 978-0064433976
8. *Little Gold Star: A Spanish American Cinderella Tale,* by Robert D. San Souci and illustrated by Sergio Martinez (HarperCollins, 2000) ISBN 978-0688147808
9. *Mufaro's Beautiful Daughters,* by John Steptoe (Lothrop, Lee and Shepard Books,1987) ISBN 978-0688040451
10. *Princess Furball,* by Charlotte Huck and Anita Lobel (Greenwillow Books, 1994) ISBN 978-0688131074
11. *Yeh-Shen: A Cinderella Story from China,* retold by Ai-Ling Louie and illustrated by Ed Young (Puffin, 1996) ISBN 978-0698113886

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Thumb-Sized People Folktales

12. *Issun Boshi: One-Inch Boy: A Japanese Folktale (Folktales from Around the World),* retold by Nadia Higgins and illustrated by J.T. Morrow (Child's World, 2011) ISBN 978-1609731397
13. *Thumbelina,* by Brad Sneed (Dial, 2004) ISBN 978-0803728127
14. *Tom Thumb,* illustrated by Claudia Venturini (Child's Play International, 2008) ISBN 978-1846431166

Cunning Animal Folktales

15. *Little Red Riding Hood,* by Jerry Pinkney (Little, Brown Books for Young Readers, 2007) ISBN 978-0316013550
16. *Lon Po Po: A Red-Riding Hood Story from China,* by Ed Young (Puffin, 1996) ISBN 978-0698113824
17. *Pretty Salma: A Little Red Riding Hood Story from Africa,* by Niki Daly (Clarion Books, 2007) ISBN 978-0618723454
18. *Red Riding Hood,* retold and illustrated by James Marshall (Picture Puffins, 1993) ISBN 978-0140546934

Different Lands Nonfiction

19. *Botswana in Pictures (Visual Geography),* by Alison Behnke (Twenty-First Century Books, 2009) ISBN 978-1575059532
20. *China (Countries of the World),* by Michael Dahl (Capstone, 1999) ISBN 978-0736880596
21. *Denmark (Countries of the World),* by Patricia J. Murphy (Capstone, 2002) ISBN 978-0736813716
22. *England (Countries of the World),* by Kathleen W. Deady (Capstone, 2006) ISBN 978-0736847346
23. *Getting to Know France and French,* by Nicola Wright and illustrated by Kim Wooley (Barron's Educational Series, 1993) ISBN 978-0812015324

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24. *Ireland (A to Z),* by Justine Fontes and Ron Fontes (Children's Press, 2004) ISBN 978-0516268101

25. *Japan (Countries of the World),* by Michael Dahl (Capstone, 1999) ISBN 978-0736880589

26. *Look What Came from Egypt,* by Miles Harvey (Children's Press, 1999) ISBN 978-0531159378

27. *Look What Came from Germany,* by Kevin Davis (Franklin Watts, 2000) ISBN 978-0531164358

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1B-3

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Vocabulary List for Different Lands, Similar Stories (Part 1)

This list includes many important words your child will learn about in *Different Lands, Similar Stories*. Try to use these words with your child in English and your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ❑ characters
- ❑ setting
- ❑ plot
- ❑ folktale
- ❑ embraced
- ❑ warning
- ❑ worthy
- ❑ cautiously
- ❑ concerned
- ❑ monstrous
- ❑ avoid
- ❑ clever
- ❑ fragrant
- ❑ astonished
- ❑ dodging

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and your native language.

	**Draw it**
	**Use it in a sentence**
	**Find one or two examples**
	**Tell a friend about it**
	**Act it out**
	**Make up a song using it**

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1B-4

Name _____



Thumbelina

Written by: Hans Christian Anderson



1 Inside the tulip sat a tiny little girl. Thumbelina was scarcely the size of a thumb.

2 Thumbelina is kidnapped by mother toad.





3 Thumbelina spends the winter with the field mouse.

4 Thumbelina helps the swallow heal.



5 The mole wants to marry Thumbelina.





6 Thumbelina meets the little king.

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1C-1

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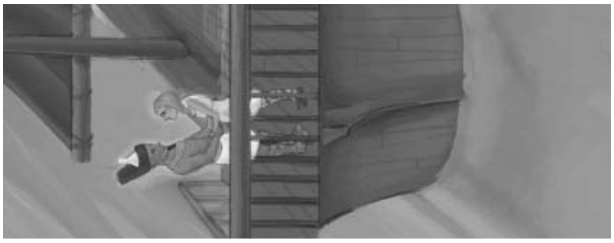


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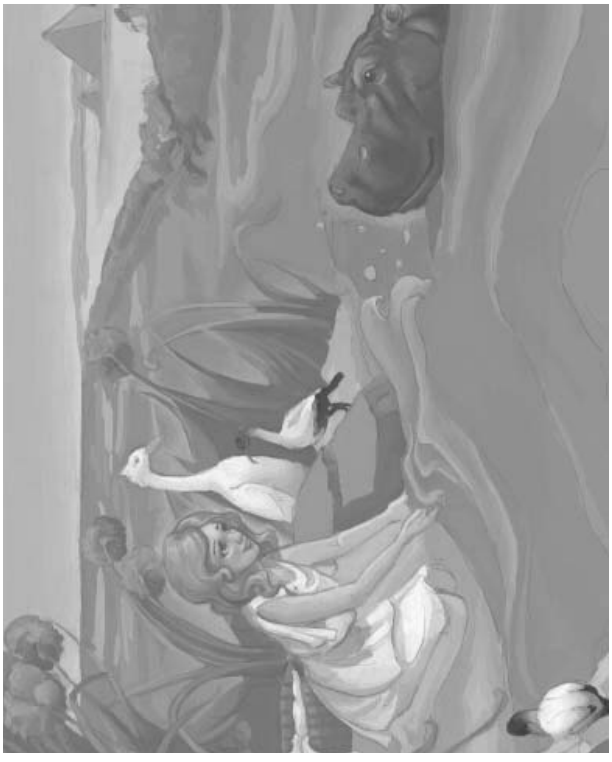
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2A-1

Name _____







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2A-2

Name _____

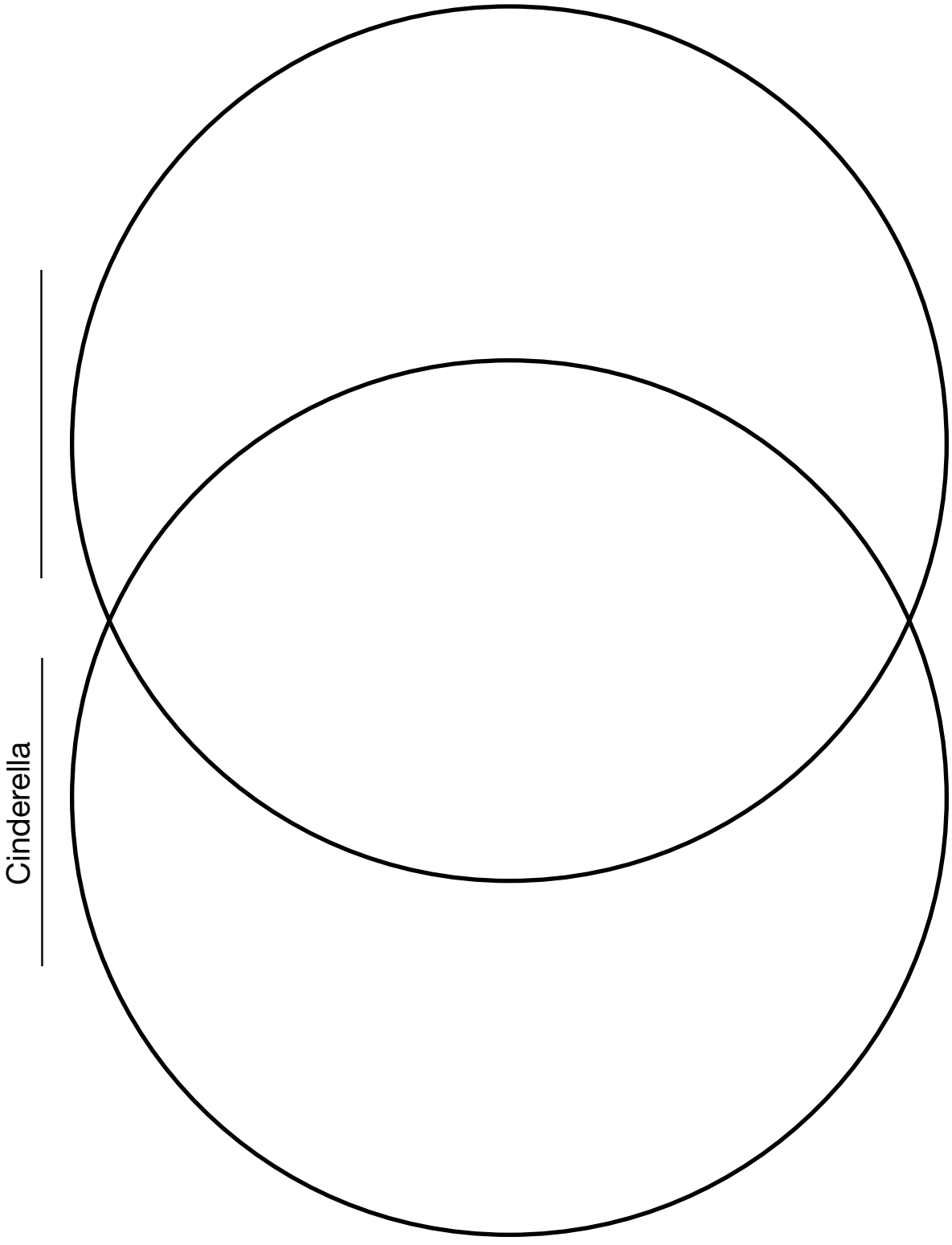


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2B-1

Name _____



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3A-1

Similar Stories: Little People Can Do Great Things			
Folktale:			
Country:	***Continent:***	***Setting-Time:***	***Setting-Place(s):***
Characters:			
Beginning	***Middle***	***End***	***Great Thing***

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3A-2

Name _____







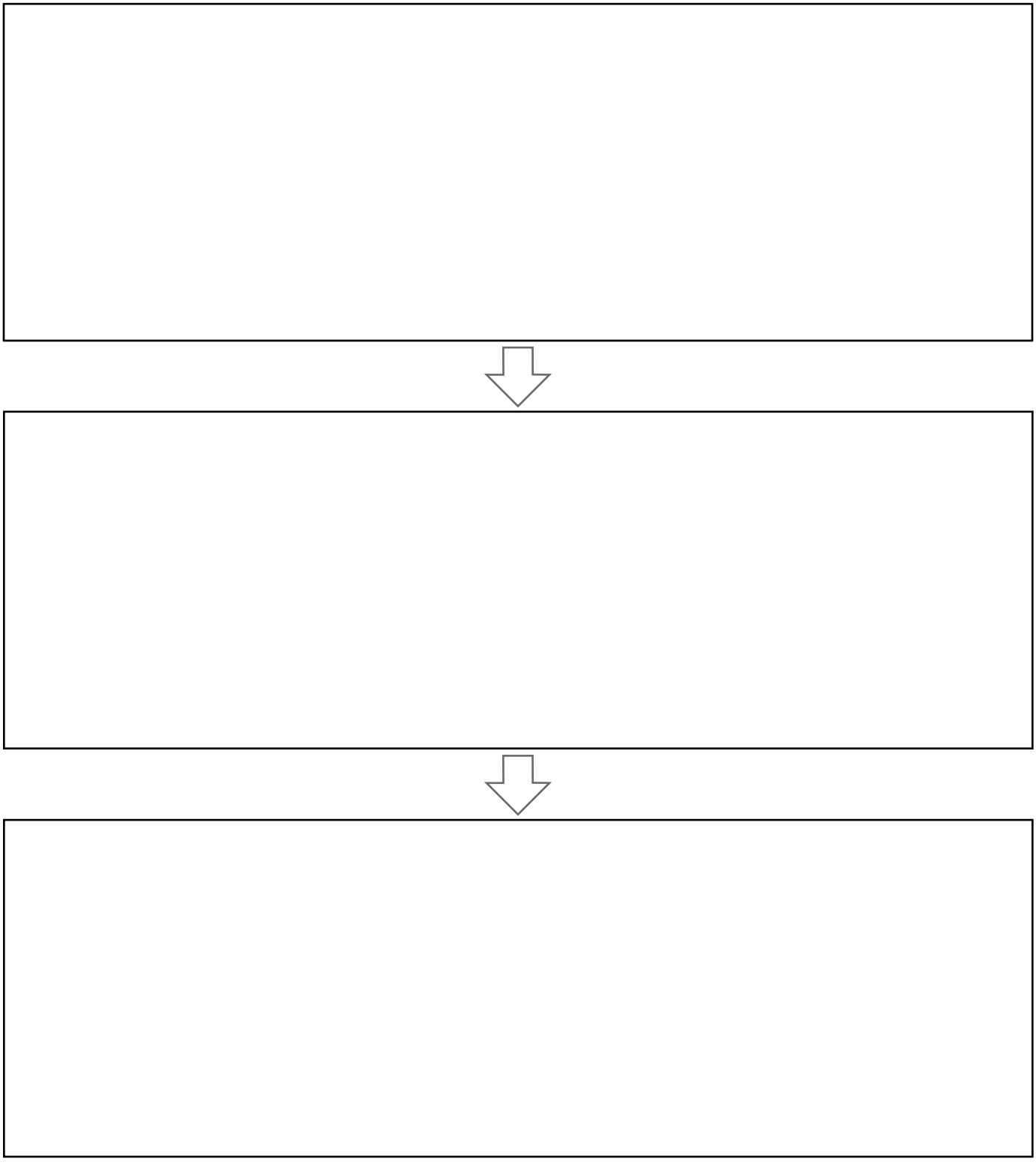
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Name _____



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4A-2

Name _____





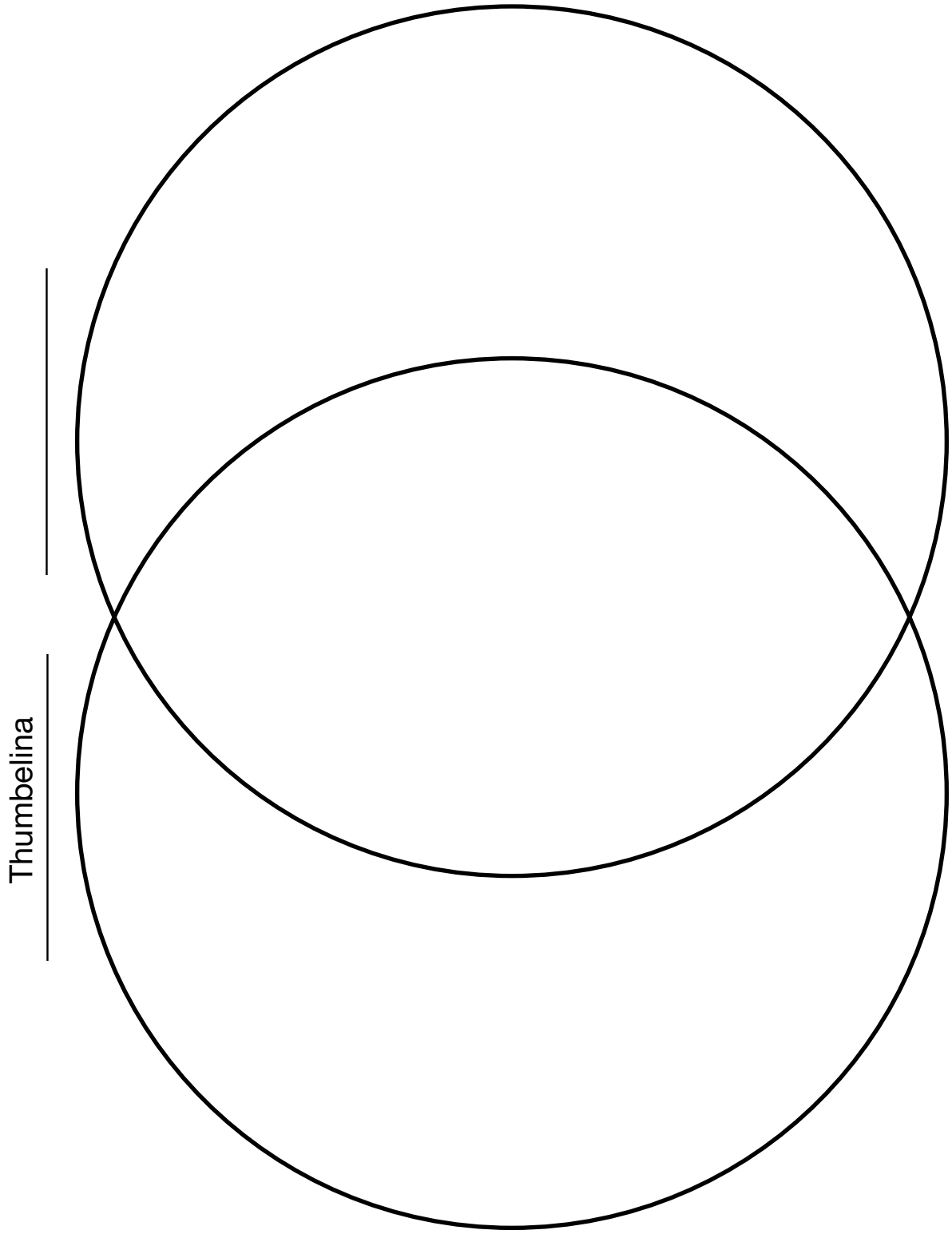


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4B-1

Name _____



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PP-1

Name _____

Directions: In the left-hand box, draw a magical character or magical item from one of the stories you heard. Then, write a sentence telling about your picture. In the right-hand box, draw a little character from one of the stories that you heard doing a good deed. Then, write a sentence telling about your picture.

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PP-2

Name _____

Directions: Cut out the four pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced, glue or tape the pictures on a piece of paper.









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PP-2

Name **Answer Key**

Directions: Cut out the four pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced, glue or tape the pictures on a piece of paper.

1



2



3



4



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PP-3

_____

By _____

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PP-3 cont.



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5A-1

Name _____

Similar Stories: Always Follow Your Parent's Directions			
Folktale:			
Country:	***Continent:***	***Setting-Time:***	***Setting-Place(s):***
Characters:			
Beginning	***Middle***	***End***	***Cunning Animal***

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5A-2

Name _____







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5B-1

Name _____



Dear Family Member,

I hope your child has been enjoying the stories s/he hears at school. Today your child listened to the folktale "Little Red Riding Hood," which originated in Germany. Over the next several days, your child will hear two more folktales that are similar to "Little Red Riding Hood": "Hu Gu Po" from China (Asia), and "Tselane" from Botswana (Africa).

Below are some suggestions for activities that you may do at home to enjoy folktales with your child.

1. Match the Theme

Your child will hear stories that are similar, or have a common theme. These themes include:

- Finding happiness in the end—stories with this theme include "Cinderella" from France (Europe); "The Girl with the Red Slippers" from Egypt (Africa); and "Billy Beg" from Ireland (Europe).
- Little people can do great things—stories with this theme include "Tom Thumb" from England (Europe); "Thumbelina" from Denmark (Europe); and "Issun Boshi" from Japan (Asia).
- Always listen to your parent's directions—stories with this theme include "Little Red Riding Hood" from Germany (Europe); "Hu Gu Po" from China (Asia); and "Tselane" from Botswana (Africa).

After your child has heard all the stories, help your child complete the activity page included in this letter by reading the themes listed on the right and having your child match the themes to their related stories.

2. Storytelling Time

Continue to set aside time to read to your child every day. Please refer to the list of books sent home with the previous family letter. While you read the stories, talk to your child about the characters, setting, and plot of the stories.

Be sure to tell your child how much you enjoy hearing about the stories s/he tells you about.

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Always Follow Your Parent's Directions

Finding Happiness in the End

Little People Can Do Great Things

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5B-2

Name _____



Vocabulary List for Different Lands, Similar Stories (Part 2)

This list includes many important words your child will learn about in *Different Lands, Similar Stories*. Try to use these words with your child in English and your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ❑ cherished
- ❑ disguise
- ❑ grateful
- ❑ sly
- ❑ alarmed
- ❑ cunning
- ❑ latch
- ❑ perplexed
- ❑ strict
- ❑ curious
- ❑ darted
- ❑ fright
- ❑ intended
- ❑ roam

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and your native language.

	**Draw it**
	**Use it in a sentence**
	**Find one or two examples**
	**Tell a friend about it**
	**Act it out**
	**Make up a song using it**

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6A-1

Name _____





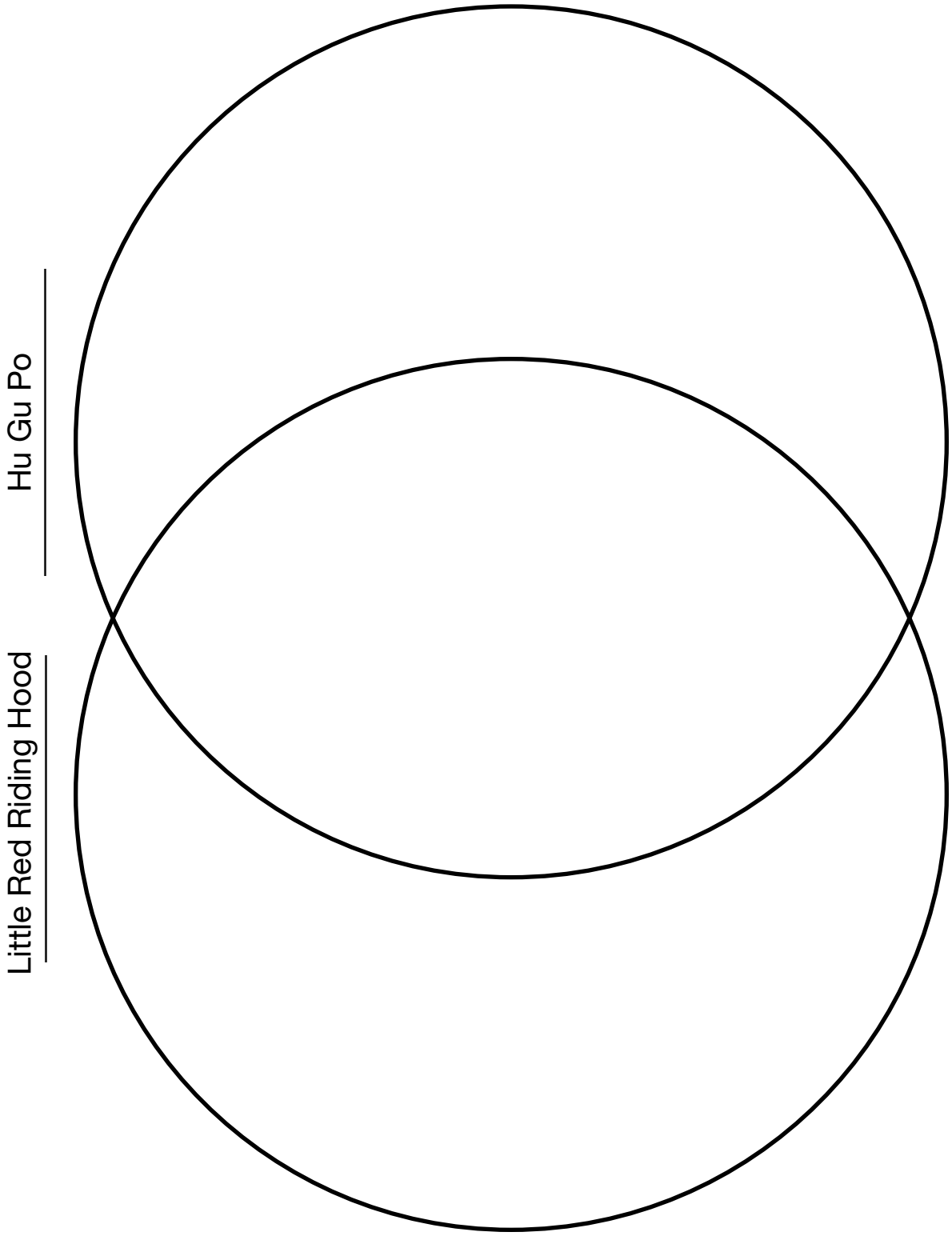


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Name _____



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7A-1

Name _____





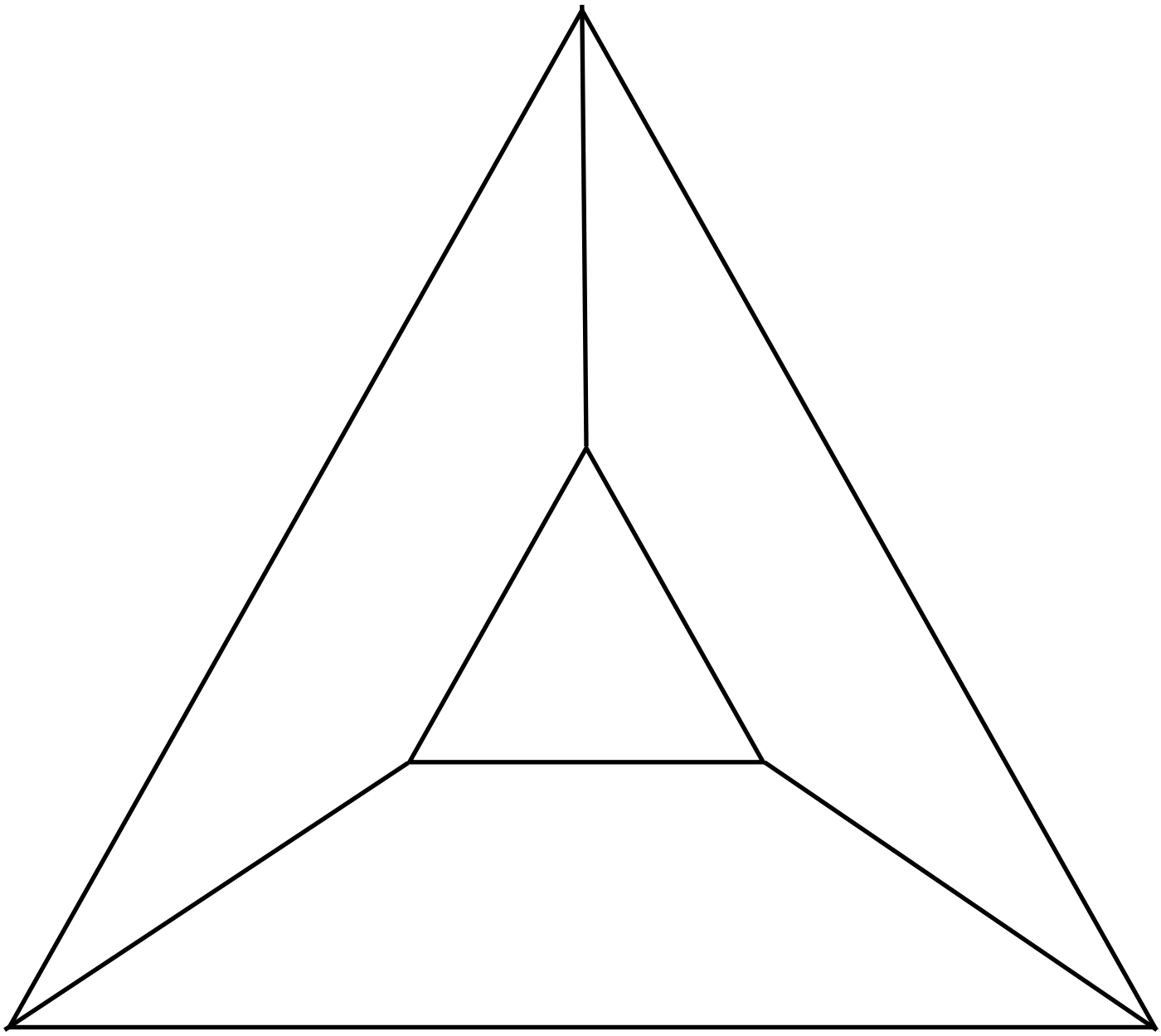


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DR-1

Name _____



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DA-1

Name _____

Directions: Listen carefully to the words and sentences read by your teacher. If the sentence uses the word correctly, circle the smiling face. If the sentence does not use the word correctly, circle the frowning face.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 












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11.  

12.  

13.  

14.  

15.  

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DA-1

Name **Answer Key**

Directions: Listen carefully to the words and sentences read by your teacher. If the sentence uses the word correctly, circle the smiling face. If the sentence does not use the word correctly, circle the frowning face.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 












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11.  

12.  

13.  

14.  

15.  

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DA-2

Name _____

Directions: Listen to your teacher's instructions.

1.





2.





3.





4.





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5.





6.





7.





8.





9.





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DA-2

Name **Answer Key**

Directions: Listen to your teacher's instructions.

1.





2.





3.





4.





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5.





6.





7.





8.





9.





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DA-3



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CA-1

_____

By _____

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CA-1 cont.



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Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name														

Tens Conversion Chart

Number Correct

Number of Questions	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

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Schools
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