

### ✓ Lesson Objectives

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

#### Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “The Shoemaker and the Elves” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Predict events in “The Shoemaker and the Elves” (RL.P.10)
- ✓ With prompting and support, retell “The Shoemaker and the Elves,” including characters, a beginning, and an ending (RL.P.2, RL.P.3, W.P.11)
- ✓ With prompting and support, “read”/tell the story “The Shoemaker and the Elves” using a wordless picture book (RL.P.2)

#### Core Vocabulary

**evening, *n.*** The end of the day, when the sun begins to set so that it gets dark outside

*Example:* In the evening, I take a bath and get ready for bed.

*Variation(s):* evenings

**morning, *n.*** The beginning or start of the day, when the sun begins to rise so that it is light outside

*Example:* In the morning, I wake up and get ready for school.

*Variation(s):* mornings

**perfectly, *adv.*** Exactly right

*Example:* Imani’s hair was perfectly braided with colorful beads.

*Variation(s):* none

**poor, *adj.*** Not having a lot of money or things

*Example:* The poor man was hungry because he had no money to buy food.

*Variation(s):* poorer, poorest

**worried, *v.*** Thought something bad might happen

*Example:* Jack worried that it would hurt if his tooth got pulled.

*Variation(s):* worry, worries

## At a Glance

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> Essential Background Information or Terms	Image Card 5A-1	5
	<b>W</b> Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> "The Shoemaker and the Elves"		10
<b>Discussing the Read-Aloud</b>	<b>W</b> Comprehension Questions		10
<b>Teacher-Led Learning Center</b>	<b>L</b> Library Center		During Center Time
<b>Take-Home Material</b>	<b>T</b> "The Shoemaker and the Elves"	Activity Page 5A-1	*

## Introducing the Read Aloud

**5 minutes**

Whole  
Group

### Essential Background Information or Terms

Tell students they are going to hear a really, really old story that tells about a time long before they were born, long before their parents were born, and even before their grandparents were born. The story is about a shoemaker, who is a man who makes shoes. Tell students, "These days, shoes are made in factories by machines. A long time ago, people called shoemakers made shoes by hand. They used tools and leather to make shoes for people to wear."

### Show Image Card 5A-1: Workbench

Tell students that the shoemaker makes shoes on his workbench. A workbench is a special table with places for tools and leather needed to make shoes. People also use workbenches for doing other things like building things out of wood. This man is using his workbench to hold his tools so he can make and fix things.

**Purpose for Listening**

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Tell students the name of the story you are going to read them is “The Shoemaker and the Elves.” Tell them that the characters in this story are the shoemaker and his wife. Characters are the people a story is about. There are also some secret, magical characters in this story. Tell students to listen to “The Shoemaker and the Elves” to see if they can guess who those characters might be.

# The Shoemaker and the Elves



## ← SHOW FLIP BOOK PAGE 5A-1: Shoemaker and wife in workshop

**1** or town

**2** [Point to leather in image.]

Once upon a time, a shoemaker and his wife lived in a small village. **1** They were kind and honest people who worked hard each day to make fine leather shoes, from start to finish. The shoemaker cut the leather **2** into pieces and sewed them together to make each shoe. Then his wife would place each pair in the shop window for sale.

**3** They did not have much money.

Although they had once lived a comfortable life, they had recently become **poor**. **3** They **worried** that they didn't have enough food to eat. The shoemaker had only enough leather left to make one pair of shoes.

**4** How does the wife look in the picture? (worried) Why?

The shoemaker desperately hoped he could sell his last pair of shoes. He needed to make enough money to buy food for dinner. So, the shoemaker began to cut the leather to make the shoes. When he had finished, he set it down on the workbench. It had gotten very late, so he decided to sew the shoes together in the **morning**. **4**



## ← SHOW FLIP BOOK PAGE 5A-2: Shoemaker and wife in bed ready to snuff out candle

He hugged his wife and went to bed.

Early the next morning, the shoemaker woke up. He got ready to sew his last pair of shoes.



## ← SHOW FLIP BOOK PAGE 5A-3: Shoemaker amazed to see completed shoes

**5** Who do you think made those shoes?

When he got to his workbench, his eyes fell upon the most beautiful pair of shoes he had ever seen. The shoemaker puzzled and puzzled over who could have made these beautiful shoes. **5**



← **SHOW FLIP BOOK PAGE 5A-4: Shoemaker sells shoes to customer**

**6** He paid more money than the price of the shoes.

Later that day, a customer came into the workshop and admired the beautiful shoes. They fit his feet so **perfectly** that the customer paid double the money for them. **6**

The shoemaker smiled at his wife.

“We now have enough money to buy leather for two more pairs of shoes,” he said happily. “There’s even a little money left over to buy some food for dinner.”

**7** What do you think will happen?

That **evening**, just as before, the shoemaker cut leather for two pairs of shoes and left them on his workbench. As he lay in bed, he thought of how he would sew both pairs of shoes the next morning. **7**



← **SHOW FLIP BOOK PAGE 5A-5: Shoemaker and wife with two pairs of fancy shoes**

**8** a lot of money

**9** What do you think will happen while the shoemaker is sleeping?

The next morning, the shoemaker woke up and saw two beautifully crafted pairs of shoes waiting on his workbench. The shoemaker could hardly believe what he saw! Before long, two customers came to his workshop and bought the shoes. They too were so thrilled with the shoes that they paid a handsome price. **8** The shoemaker and his wife now had enough money to make four pairs of shoes and to buy some delicious bread for dinner.

That night, after dinner, the shoemaker cut the leather for four pairs of shoes and left it ready for the morning. He went to bed and slept well. **9**



← **SHOW FLIP BOOK PAGE 5A-6: Shoemaker’s wife displaying four pairs of shoes**

**10** really beautiful, nice

**11** He felt happier now that he wasn’t so poor.

Early the next morning, the shoemaker woke up and found four pairs of the most exquisite **10** shoes waiting on his workbench. The shoemaker had sold all four pairs by lunchtime. He now had enough money to make eight more pairs of shoes and to buy an apple pie for supper. **11**

And so it went on. Night after night, the shoemaker cut the leather, and in the morning the shoes were ready to be sold. The shoemaker puzzled and puzzled over who was making the shoes, but he could not figure it out.

One evening, a few days before Christmas, the shoemaker had an idea. As he sat in front of the warm fire, he told his wife his idea.

**12** or find out

“We should stay up late at night and try to discover **12** who is making those beautiful shoes,” he said as the firelight flickered across his face.

The shoemaker’s wife agreed, so they stayed awake and hid behind a curtain.



**13** An elf is a very small magical helper that is make believe. In this story, there are two elves.

◀ **SHOW FLIP BOOK PAGE 5A-7: Shoemaker and wife peering from behind curtain**

As the clock struck midnight, the shoemaker and his wife saw two tiny elves dressed in tattered clothes enter the workshop. **13** In the blink of an eye, they had scampered up onto the workbench. They picked up the cut leather and began to sew it together as if by magic. Before the sun had risen, they were finished sewing the shoes. They placed them carefully on the workbench, and then they disappeared as quickly as they had come. The elves ran out into the cold, dark night with only their ragged clothes to keep them warm.

The shoemaker’s wife was worried about the elves. “I would like to make them some nice, warm clothes,” she said to her husband as they ate breakfast. “Perhaps you could make them some tiny leather shoes to protect their feet from the cold?”



◀ **SHOW FLIP BOOK PAGE 5A-8: Shoemaker and wife leaving outfits for elves**

The shoemaker and his wife set to work cutting and sewing the tiny clothes and shoes.

That evening, after her husband had laid out the shoe leather, the shoemaker’s wife placed the gifts on the bench. The tiny clothes and leather shoes looked beautiful in the lamplight.

Once again, the shoemaker and his wife hid behind the curtain.



**14** They thought they looked good in their new clothes

◀ **SHOW FLIP BOOK PAGE 5A-9: Two elves dancing in new clothes**

At the stroke of midnight, the elves appeared. They were just about to begin their work when they noticed the gifts spread out before them. They put on their new clothes and shoes and admired each other. **14** Then, as quickly as they came, they were gone.

The elves never came back again, but it did not matter. The shoemaker and his wife were no longer poor. They lived happily together for the rest of their lives.

**The End**



## Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand the students' responses using richer and more complex language. Sample responses are given below. As you model responses for your students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

1. *Literal* Where did the shoemaker make the shoes?
  - The shoemaker made the shoes on his **workbench in his workshop**.
2. *Inferential* One morning, the shoemaker and his wife were surprised to find finished shoes on the workbench. Who had made these shoes?
  - Two tiny **elves** had made the shoes the night before.
3. *Literal* What did the shoemaker do with the finished shoes he found on his workbench each morning?
  - The shoemaker **sold the shoes** to his customers.
4. *Inferential* The shoemaker and his wife watched the elves make the shoes and then go out into the cold, dark night. Why was the shoemaker's wife worried about the elves?
  - The shoemaker's wife was worried that the **elves would be cold** in their raggedy clothes.
5. *Literal* How did the shoemaker and his wife help the elves?
  - The **shoemaker made shoes** for the elves. The shoemaker's **wife made clothes** for the elves.

## Teacher-Led Learning Center

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### Library Center

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In the library center, use the *Classic Tales* Flip Book to review the images from the story “The Shoemaker and the Elves” with students. As you review the images, ask students to retell the story by talking about what is happening in each image. After you review the images, tell students they are going to get the chance to make up a new ending for the story. Ask students to imagine what the elves might do after they leave the workshop in their new clothes. Next, have students imagine what the shoemaker and his wife might do now that they have some extra money.

## Take-Home Material

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### “The Shoemaker and the Elves”

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Give students the following items to complete at home with an adult:

**Activity Page 5A-1: The Shoemaker and the Elves**



**✓ Lesson Objectives**

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

**Language Arts Objectives**

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to the illustrated Big Book story “The Shoemaker and the Elves” (RL.P.5)
- ✓ Point to the title, title page, the order that words are read on a page, and to a word (RF.P.1a)
- ✓ With prompting and support, describe and show what the author and illustrator contributed to the creation of “The Shoemaker and the Elves” (RL.P.6)
- ✓ Point to words as distinct units on a page of print (RF.P.1c)
- ✓ With prompting and support, ask and answer questions about the word *morning* (RL.P.4)
- ✓ With prompting and support, use the word *morning* acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner’s comments (SL.P.1b)
- ✓ Classify by the conceptual categories *morning* and *evening* (L.P.5a)
- ✓ Classify and describe images of everyday activities according to the time of day with which they are associated, *morning* or *evening* (SL.P.4)
- ✓ With prompting and support, “read”/tell a story using a wordless picture book (RL.P.2)

- ✓ With prompting and support, describe an illustration and make connections to the story and self (RL.P.7, RL.P.11)
- ✓ With prompting and support, sequence illustrations of three to five story events (RL.P.2)
- ✓ With prompting and support, retell and then dramatize “The Shoemaker and the Elves” aloud including characters, a beginning, and an ending (RL.P.2, RL.P.3, W.P.11)

## At a Glance

	Exercise	Materials	Minutes
<b>Review “The Shoemaker and the Elves”</b>	<b>W</b> Introducing the Big Book	Classic Tales Big Book	5
	<b>W</b> Presenting the Big Book		
<b>Word Work: Morning</b>	<b>W</b> Defining <i>Morning</i>	Image Cards 5B-1, 5B-2, 5B-3; chart paper	10
	<b>W</b> Deepening Understanding		
<b>Extension Activities</b>	<b>W</b> Image Review	Flip Book	10
	<b>S</b> Sequence of Events	Activity Page 5B-1; large construction paper	10
<b>Teacher-Led Learning Center Activity</b>	<b>L</b> Dramatic Play Center	Props for “The Shoemaker and the Elves”	During Center Time
<b>Take-Home Material</b>	<b>T</b> Let’s Tell A Story	Books made during extension activity	*

## Advance Preparation

- Cut apart **Image Card 5B-3** before beginning instruction.
- Prior to the lesson, gather and make materials to be used in the dramatic play center to act out the story of “The Shoemaker and the Elves.” For example, you might locate a small bench or table to represent the shoemaker’s workbench and gather some simple, plastic, child-safe tools such as pretend scissors and a plastic hammer. If there is a rocking chair in your room, you might move it to the dramatic play center for use by the shoemaker’s wife. You might also collect several pairs of shoes. If time permits, trace several simple shoe patterns or shapes on brown construction paper to represent the leather that the shoemaker cuts and leaves on his bench. Santa or Christmas elf hats can also be worn by the children acting out the parts of the elves. Doll-size clothing can also be used to represent the clothing that the shoemaker’s wife makes for the elves.

- Create a Venn diagram on chart paper by drawing two large, intersecting circles.
- If needed, cut Activity Page 5B-1 for students. If students are ready, they will cut the page themselves.

## Review “The Shoemaker and the Elves”

5 minutes

Whole  
Group

### Introducing the Big Book

- Show students the title page for “The Shoemaker and the Elves” on page 45 of the *Classic Tales* Big Book.
- Ask them if they can tell you the role and purpose of the title (i.e., name of the book), author (i.e., wrote the words), and illustrator (i.e., drew the pictures).
- Tell students that you want them to clap the words in the title.
- Read the title slowly, pointing to each word and pausing at the breaks between the words.
- Remind students you can tell when a word starts and ends because there is a space on each side of the word.

Whole  
Group

### Presenting the Big Book

#### Page 47

- **FIRST READ** ▶ ... *shoemaker to his wife.*  
**THEN DISCUSS** ▶ *Leather is a really tough cloth used for shoes and belts.*

#### Page 49

- **FIRST READ** ▶ ... *beautiful pair of shoes on his workbench.*  
**THEN DISCUSS** ▶ *He was so surprised to find the shoes on his workbench.*

#### Page 52

- **FIRST READ** ▶ ... *new, fancy shoes.*  
**THEN DISCUSS** ▶ *They were really nice shoes.*

#### Page 53

- **FIRST READ** ▶ ... *tip-toed into the workshop.*  
**THEN DISCUSS** ▶ *Tattered means really old and dirty clothes with lots of holes.*

- **FIRST READ** ► ... *plenty to eat.*  
**THEN DISCUSS** ► *They were no longer poor.*
- Talk about which parts of this story could really happen (e.g., people go to stores to buy shoes) and which are pretend (e.g., elves do not really exist).

## Word Work: Morning

10 minutes

Whole  
Group

### Defining Morning

1. In the read-aloud you heard, "It had gotten very late, so the Shoemaker decided to sew the shoes together in the *morning*."
2. Say the word *morning* with me.
3. Morning is the beginning of the day when the sun begins to rise so it is light outside.
4. In our story, the shoemaker wakes up one morning and is surprised when he finds already-finished shoes on his workbench.
5. In the morning, we brush our teeth, get dressed, and eat breakfast.
6. Every morning, when I get up, I stretch my arms and legs. Then, I get out of bed and put on my slippers. What is something you do every morning? Who can share with the class? I want everyone to think about something that they do every morning. Now, I want each of you to turn to the friend sitting beside you (pair students) and say, "Every morning I \_\_\_\_." Then, I want your friend to share with you. Who else would like a chance to share something that they do every morning?
7. What's the word we've been talking about that means the beginning of the day when the sun begins to rise so it is light outside?

Whole  
Group

### Deepening Understanding

#### Venn Diagram

Tell students there are some things most people do in the morning. Give the example of eating breakfast.

#### Show Image Card 5B-1: Breakfast

Ask students to tell you what other things they do in the morning.

Tell students there are some things most people do in the evening.

Explain that evening is at the end of the day when the sun begins to set and it gets dark outside. Give the example of eating dinner.

### **Show Image Card 5B-2: Dinner**

Ask students to tell you what other things they do in the evening.

Tell students you are going to show them pictures of some activities people do in the morning and some activities that people do in the evening.

Show children chart paper where you have drawn a Venn diagram. Draw a sun to represent morning and a moon and stars to represent evening as headers for the Venn diagram. Explain to students that you are going to decide whether something happens in the morning, in the evening, or at both times of day. Explain which section of the Venn diagram corresponds to each of these times of day. Show students

### **Image Cards 5B-3a through 5B-3c: Morning and Evening Examples**

Place each image in its correct place on the Venn diagram.

Wake up and get dressed for school	morning
Get tucked-in for bed	evening
Brush teeth	both

## **Extension Activities**

**20 minutes**

Whole  
Group

### **Image Review**

**10 minutes**

Show students “The Shoemaker and the Elves” images from the *Classic Tales Flip Book* and lead a discussion of the setting of the story, focusing particularly on the time of day during which different parts of the story are set. Ask students to look at the images and say whether the setting is the morning or the evening.

Tell students that this story is set a long time ago. Ask students how they can tell this story took place a long time ago. Point out how the characters are dressed, how their hair is styled, and how they use candles for light, etc. Ask students how the characters’ lives are different from the students’ lives today.



## What Happens Next?

10 minutes

**Note:** *If students are not ready to use scissors to cut out squares, cut the Activity Page images for students prior to beginning the activity.*

Give each student **Activity Page 5B-1: Tell the Story of the Shoemaker and the Elves**. Have students cut apart the images, or assist them in doing so. Tell the students you want them to put the pictures in the same order as the events happened in the story. Then, have students glue or tape pictures down in order onto a sheet of large construction paper. Model a simple storytelling using the words *first*, *next*, *then*, and *finally*. You may start by saying: “A long, long time ago, there was shoemaker and his wife...” Then, lead a group retelling of the story by going around the table and allowing each student to tell one of the events in the story. Each student will have the opportunity to tell the whole story at home with an adult.

## Teacher-Led Learning Center

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### Dramatic Play Center

Students will have the opportunity to act out the story of “The Shoemaker and the Elves” in the dramatic play center. Set out materials in the dramatic play center before students arrive (see **Advance Preparation**). Explain that you will read the story “The Shoemaker and the Elves” from the *Classic Tales* Big Book and students are to act out their parts. Alternatively, you could tell the “Shoemaker” story from memory. Choose students to be the shoemaker, his wife, and the two magical elves. Other students can be customers and come into the center to buy shoes.

## Take-Home Material

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### Let's Tell A Story

Send home students’ completed books from **Activity Page 5B-1: Tell the Story of the Shoemaker and the Elves** and have them retell the story to an adult at home.