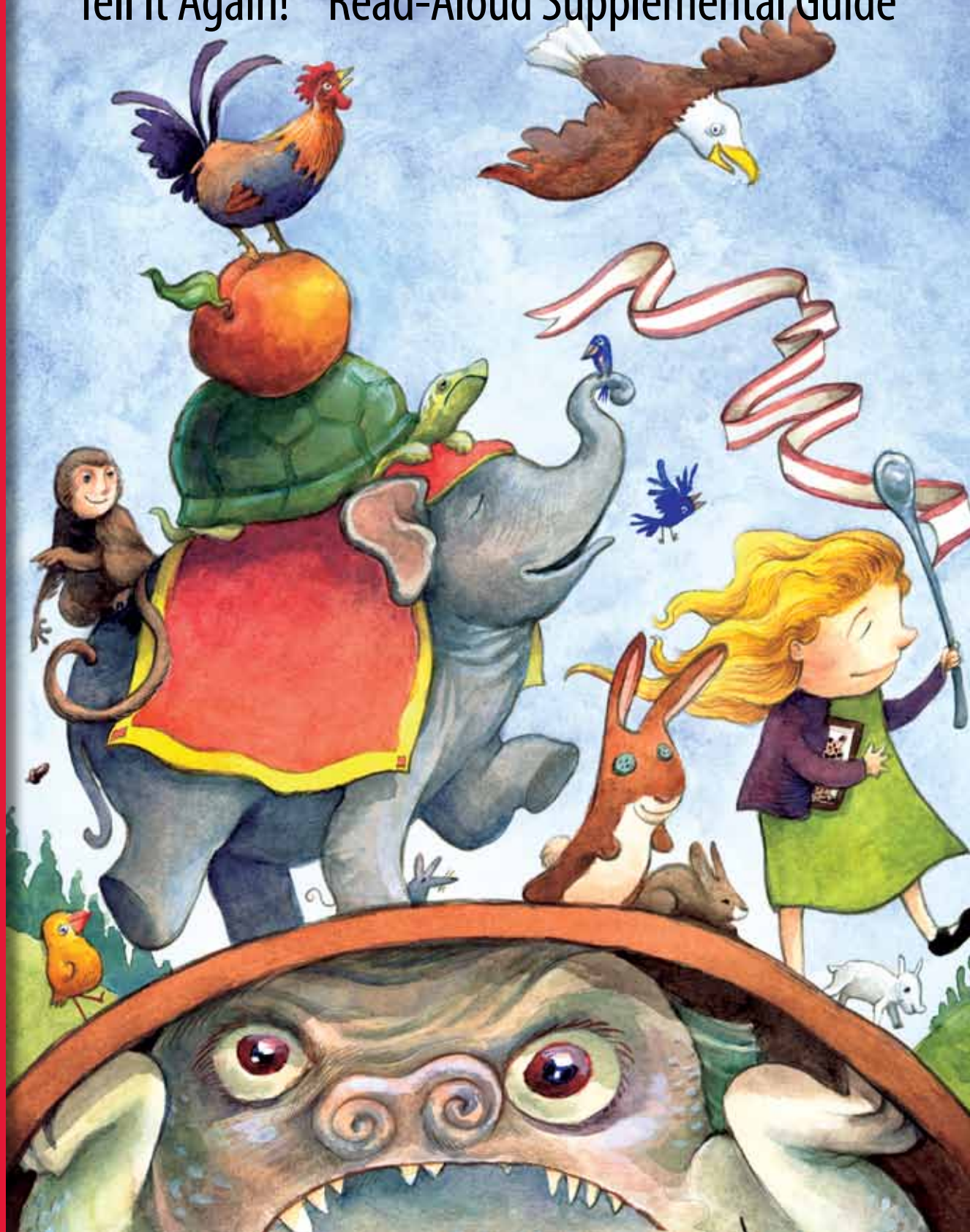




# Stories

## Tell It Again!™ Read-Aloud Supplemental Guide







# Stories

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

Listening & Learning™ Strand  
**KINDERGARTEN**

Core Knowledge Language Arts®  
New York Edition



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# Preface to the Supplemental Guide

## Stories

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The *Supplemental Guide* is designed as a companion to the Core Knowledge Language Arts *Tell It Again! Read-Aloud Anthologies*, of which there is one 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***

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This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. The use of this guide is flexible and versatile and is to be determined by teachers 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 are included in the lessons, as are graphic organizers to assist students with learning the content presented in the lessons.



## ***Supplemental Guide Contents***

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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**

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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.

**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 fumbling 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 correspondingly numbered sticky notes, staggered, and in the order Flip Book images will be shown, projecting from the side of the Flip Book (i.e., 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 on the sides.
- If you need to show images from two separate, non-consecutive 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.

## Vocabulary Charts

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

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 in the basic repertoire of native English speaking students—words such as *baby*, *climb*, and *jacket*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *analysis*, *create*, and *predict*.
- Tier 3 words are content-area specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words such as *photosynthesis*, *alliteration*, and *democracy*.

**Note:** In some instances, we have chosen to initially list domain specific vocabulary as Tier 3 words, but then move these same words to Tier 1 later in the domain once that word has been presented in multiple contexts. We do so only for those words that are identified by Biemiller (2010) as “Easy Words” using Dale and O’Rourke’s *Living Word Vocabulary List*.

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 should be aware of and model the use of these words as much as possible before, during, and after each individual lesson. 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**

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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**

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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 may 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, interrelations 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

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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 activities support students' learning of Tier 2 words and deepen their knowledge of academic words and the 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***

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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, as well as teaching strategies that address those challenges.

### English Language Learners

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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.

Language Acquisition Stage	Comprehension and Production	Accommodations and Support Strategies
<b>Preproduction</b> <b>("The Silent Period")</b>	<ul style="list-style-type: none"> <li>• Produces little or no English</li> <li>• May refuse to say or do anything</li> <li>• Responds in nonverbal ways</li> <li>• Has a minimal receptive vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Use predictable phrases for set routines</li> <li>• Use manipulatives, visuals, realia, props</li> <li>• Use Total Physical Response (TPR) to indicate comprehension (point, nod, gestures)</li> <li>• Use lessons that build receptive vocabulary</li> <li>• Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language</li> <li>• Pair with same-language peers for activities and discussions focused on content</li> <li>• Use simple questions that require simple nonverbal responses (e.g., "Show me...", "Circle the...")</li> <li>• Use a slow rate of speech and emphasize key words</li> <li>• Model oral language, but do not force student to produce oral language</li> </ul>
<b>Early Production</b>	<ul style="list-style-type: none"> <li>• Responds with one- or two-word phrases</li> <li>• Understands basic phrases and words</li> <li>• Uses abundant fillers, e.g., "er" and "um" when speaking</li> <li>• Includes frequent, long pauses when speaking</li> <li>• Has basic level of English vocabulary (common words and phrases)</li> </ul>	<ul style="list-style-type: none"> <li>• Use repetition, gestures, and visual aids to facilitate comprehension and students' responses</li> <li>• Use small-group activities</li> <li>• Use charades and linguistic guessing games</li> <li>• Use role playing activities</li> <li>• Use lessons that expand receptive and expressive vocabulary</li> <li>• Use increasingly more difficult question types as students' receptive and expressive language skills improve: <ul style="list-style-type: none"> <li>• Yes/no questions</li> <li>• Either/or questions</li> <li>• Questions that require short answers</li> <li>• Open-ended questions to encourage expressive responses</li> </ul> </li> <li>• Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language</li> <li>• Pair with same-language peers for activities and discussions focused on content</li> <li>• Allow for longer processing time</li> <li>• Continue to allow participation to be voluntary</li> </ul>

<b>Speech Emergence (Low Intermediate)</b>	<ul style="list-style-type: none"> <li>• Speaks in short phrases and simple sentences</li> <li>• Makes multiple grammatical errors</li> <li>• Begins to use context to infer the meanings of unknown words heard or read</li> <li>• Can produce some narratives and understand some details of a story</li> <li>• Uses many fillers, e.g., “um” and “like” when speaking</li> <li>• Repeats individual phrases multiple times</li> <li>• Has a much larger receptive than expressive vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Model correct language forms</li> <li>• Use more complex stories and books</li> <li>• Start to focus on Tier 2 vocabulary</li> <li>• Pair with high-level English speakers for activities and discussions focused on the English language</li> <li>• Provide some extra time to respond</li> <li>• Use increasingly difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> <li>• Questions that require short sentence answers</li> <li>• <i>Why</i> and <i>how</i> questions</li> <li>• Questions that check for literal and abstract comprehension</li> </ul> </li> <li>• Engage students in producing language</li> </ul>
<b>Intermediate Fluency (High Intermediate)</b>	<ul style="list-style-type: none"> <li>• Engages in conversations</li> <li>• Produces connected narrative</li> <li>• Makes few grammatical errors</li> <li>• Uses some fillers when speaking</li> <li>• Shows good comprehension</li> <li>• Has and uses expanded vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Model correct language forms</li> <li>• Introduce academic terms (e.g., making predictions and inferences, figurative language)</li> <li>• Use graphic organizers</li> <li>• Pair with native English speakers</li> <li>• Use questions that require opinion, judgment, and explanation</li> </ul>
<b>Advanced Fluency</b>	<ul style="list-style-type: none"> <li>• Uses English that nearly approximates the language of native speakers</li> <li>• Understands most conversations and can maintain a two-way conversation</li> <li>• Uses more complex grammatical structures, such as conditionals and complex sentences.</li> <li>• Has and uses an enriched vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build background knowledge</li> <li>• Build high-level/academic language</li> <li>• Expand figurative language, (e.g., by using metaphors and idioms)</li> <li>• Focus on high-level concepts</li> <li>• Pair with students who have a variety of skills and language proficiencies</li> <li>• Use questions that require inference and evaluation</li> </ul>

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



## **Students with Disabilities and Students with Special Needs**

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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 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 1994).

### ***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 redirection 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.

## ***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, storymaps, 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 Stories: Supplemental Guide

The following chart contains core content 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 Stories: Supplemental Guide

### Lessons

Alignment Chart for Stories: Supplemental Guide					1	2	3	4	5	6	7	8	9	10
Core Content Objectives														
Listen to and demonstrate familiarity with stories, including the ideas they express														
Distinguish between elements of a story that are real and elements that are fantasy														
Identify the beginning, middle, and end of a given story														
Identify the sequence of events in a given story														
Identify the characters of a given story														
Identify the plot of a given story														
Identify the setting of a given story														
Identify the story as fiction or a subgenre of fiction, including folktales and trickster tales														
Reading Standards for Literature: Kindergarten														
Key Ideas and Details														
STD RL.K.1	With prompting and support, ask and answer questions about key details in a text.													
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ) 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 <i>why</i> questions that require recognizing cause/effect relationships													
STD RL.K.2	With prompting and support, retell familiar stories, including key details.													
CKLA Goal(s)	With prompting and support, retell or dramatize fiction read-alouds, including key details													

**Alignment Chart for  
Stories: Supplemental Guide**

**Lessons**

Alignment Chart for Stories: Supplemental Guide		1	2	3	4	5	6	7	8	9	10
STD RL.K.3	With prompting and support, identify characters, settings, and major events in a story.										
CKLA Goal(s)	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud		✓	✓	✓	✓	✓	✓	✓	✓	✓
Craft and Structure											
STD RL.K.4	Ask and answer questions about unknown words in a text.										
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in fiction read-alouds and discussions										
STD RL.K.5	Recognize common types of texts (e.g., storybooks, poems).										
CKLA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems										
STD RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.										
CKLA Goal(s)	With prompting and support, describe the role of an author and illustrator in a fiction text				✓		✓				
Integration of Knowledge and Ideas											
STD RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).										
CKLA Goal(s)	With prompting and support, describe illustrations from a fiction read-aloud, using the illustrations to check and support comprehension of the read-aloud										
STD RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.										
CKLA Goal(s)	With prompting and support, compare and contrast similarities and differences within a single fiction read-aloud or between two or more fiction read-alouds		✓						✓		
Range of Reading and Level of Text Complexity											
STD RL.K.10	Actively engage in group reading activities with purpose and understanding.										
CKLA Goal(s)	Actively engage in fiction read-alouds										

**Alignment Chart for  
Stories: Supplemental Guide**

**Lessons**

1	2	3	4	5	6	7	8	9	10
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**Writing Standards: Kindergarten**

**Text Types and Purposes**

<b>STD W.K.1</b>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).										
<b>CKLA Goal(s)</b>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the fiction or nonfiction/informational text they are writing about and state an opinion or preference about the text								✓		✓
<b>STD W.K.5</b>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.										
<b>CKLA Goal(s)</b>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed								✓		✓
<b>STD W.K.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.										
<b>CKLA Goal(s)</b>	With assistance, categorize and organize facts and information within a given domain to answer questions		✓	✓	✓	✓	✓	✓	✓	✓	✓

**Speaking and Listening Standards: Kindergarten**

**Comprehension and Collaboration**


<b>STD SL.K.1</b>	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.										
<b>STD SL.K.1a</b>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).										
<b>CKLA Goal(s)</b>	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.								✓		
<b>STD SL.K.3</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.										
<b>CKLA Goal(s)</b>	Ask questions to clarify directions, exercises, and/or classroom routines								✓		

**Presentation of Knowledge and Ideas**

<b>STD SL.K.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.										
<b>CKLA Goal(s)</b>	Describe familiar people, places, things, and events, and with prompting and support, provide additional detail	✓				✓				✓	

**Alignment Chart for  
Stories: Supplemental Guide**



**Lessons**

		1	2	3	4	5	6	7	8	9	10
<b>STD SL.K.5</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.										
<b>CKLA Goal(s)</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail			✓		✓		✓	✓	✓	✓
<b>Language Standards: Kindergarten</b>											
<b>Conventions of Standard English</b>											
<b>STD L.K.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.										
<b>STD L.K.1d</b>	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).										
<b>CKLA Goal(s)</b>	Ask questions beginning with <i>who, what, where, when, why, or how</i>	✓		✓		✓		✓		✓	
<b>STD L.K.1e</b>	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).										
<b>CKLA Goal(s)</b>	Use the most frequently occurring prepositions			✓		✓			✓		
<b>STD L.K.1f</b>	Produce and expand complete sentences in shared language.										
<b>CKLA Goal(s)</b>	Produce and expand complete sentences in shared language	✓		✓		✓		✓		✓	
<b>Vocabulary Acquisition and Use</b>											
<b>STD L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.										
<b>STD L.K.4a</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).										
<b>CKLA Goal(s)</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> )	✓		✓		✓		✓		✓	
<b>STD L.K.5</b>	With guidance and support from adults, explore word relationships and nuances in word meanings.										
<b>STD L.K.5b</b>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).										
<b>CKLA Goal(s)</b>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)								✓		
<b>STD L.K.5c</b>	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).										
<b>CKLA Goal(s)</b>	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).										



**Alignment Chart for  
Stories: Supplemental Guide**

**Lessons**

		1	2	3	4	5	6	7	8	9	10
<b>STD L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.										
<b>CKLA Goal(s)</b>	Use words and phrases acquired through conversations, being read to, and responding to texts										
	Learn the meaning of common sayings and phrases	✓	✓							✓	
<b>Additional CKLA Goals</b>											
While listening to a fiction read-aloud, orally predict what will happen in the read-aloud based on pictures and/or text heard thus far											
Explain which elements of a given story are fantasy		✓		✓		✓	✓		✓	✓	



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.





# Stories

## Supplemental Guide Introduction

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This introduction includes the necessary background information to be used in teaching the *Stories* domain. The *Supplemental Guide* for *Stories* contains ten daily lessons, each of which is composed of two distinct parts. Odd-numbered lessons contain *Supplemental Guide* activities while even-numbered lessons feature activities related to the stories read. All lessons may be divided into smaller chunks of time and presented at different intervals during the day.

## Lesson Structure

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### Odd-Numbered Lessons

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Odd-numbered lessons contain two parts (50 minutes total) which are to be covered at different intervals during the day.

Part A (35 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 fifteen minutes for Introducing the Read-Aloud up to Purpose for Listening and twenty minutes for Purpose for Listening, Presenting the Read-Aloud, and Discussing the Read-Aloud.

Later in the day, Part B (15 minutes) should be covered and includes the activities unique to the *Supplemental Guide*:

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

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

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Even-numbered lessons also contain two parts (50 minutes total) which are to be covered at different intervals during the day.

Part A (35 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 fifteen minutes for Introducing the Read-Aloud up to Purpose for Listening and twenty minutes for Purpose for Listening, Presenting the Read-Aloud, and Discussing the Read-Aloud.

Later in the day, Part B (15 minutes) should be covered and includes extension activities related to the lesson.

This domain includes a Pausing Point following Lesson 5. 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 fourteen days total on this domain.**

Week One: Anthology				
Day 1 # 10	Day 2 # 10	Day 3	Day 4 10	Day 5
Lesson 1A: “Chicken Little” (35 min.)	Lesson 2A: “The Three Little Pigs” (35 min.)	Lesson 3A: “The Three Billy Goats Gruff” (35 min.)	Lesson 4A: “The Wolf and the Seven Little Kids” (35 min.)	Lesson 5A: “The Bremen Town Musicians” (35 min.)
Lesson 1B: Extensions (15 min.)	Lesson 2B: Extensions (15 min.)	Lesson 3B: Extensions (15 min.)	Lesson 4B: Extensions (15 min.)	Lesson 5B: Extensions (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.
Week One: Supplemental Guide				
Day 1 # 10	Day 2 10	Day 3 10	Day 4 # 10	Day 5 # 10
Lesson 1A: “Chicken Little” (35 min.)	Lesson 2A: “The Three Little Pigs” (35 min.)	Lesson 3A: “The Three Billy Goats Gruff” (35 min.)	Lesson 4A: “The Wolf and the Seven Little Kids” (35 min.)	Lesson 5A: “The Bremen Town Musicians” (35 min.)
Lesson 1B: SG Activities (15 min.)	Lesson 2B: Extensions (15 min.)	Lesson 3B: SG Activities (15 min.)	Lesson 4B: Extensions (15 min.)	Lesson 5B: SG Activities (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Two: Anthology				
Day 6 # 10	Day 7 #	Day 8	Day 9	Day 10
Pausing Point (50 min.)	Lesson 6A: “Momotaro, Peach Boy” (35 min.)	Lesson 7A: “The Story of Jumping Mouse, Part I” (35 min.)	Lesson 8A: “The Story of Jumping Mouse, Part II” (35 min.)	Lesson 9A: “Goldilocks and the Three Bears” (35 min.)
	Lesson 6B: Extensions (15 min.)	Lesson 7B: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)	Lesson 9B: Extensions (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.
Week Two: Supplemental Guide				
Day 6 # 10	Day 7 10	Day 8 10	Day 9	Day 10 # 10
Pausing Point (50 min.)	Lesson 6A: “Momotaro, Peach Boy” (35 min.)	Lesson 7A: “The Story of Jumping Mouse, Part I” (35 min.)	Lesson 8A: “The Story of Jumping Mouse, Part II” (35 min.)	Lesson 9A: “Goldilocks and the Three Bears” (35 min.)
	Lesson 6B: Extensions (15 min.)	Lesson 7B: SG Activities (15 min.)	Lesson 8B: Extensions (15 min.)	Lesson 9B: SG Activities (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Three			
Day 11	Day 12	Day 13 10	Day 14 #
Lesson 10A: “Tug-of-War” (35 min.)	Domain Review (50 min.)	Domain Assessment (50 min.)	Culminating Activities (50 min.)
Lesson 10B: Extensions (15 min.)			
50 min.	50 min.	50 min.	50 min.

10 Lessons include Student Performance Task Assessments

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

## Lesson Implementation

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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

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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.

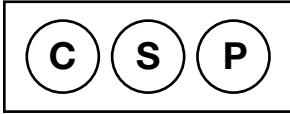
In addition, students of the same home language should have opportunities to work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

### Graphic Organizers and Domain-Wide Activities

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Several different organizers and activity suggestions are included to aid students in their learning of the content in the *Stories* domain.

- Response Cards for *Stories* (one per story, nine total) can be used to help students identify characters and setting of a story. Students can hold up these Response Cards to respond to class questions.
- Sequencing the Story images (a set of four per story) are illustrations from “The Three Little Pigs,” “The Wolf and the Seven Little Kids,” and “Momotaro, Peach Boy,” You may wish to choose three images that represent the beginning, middle, and end of the story for students to sequence. Students use these illustrations to help them remember what happened in the story and sequence events from the story. Students may also refer to them while they retell the story.



- Character, Setting, Plot Map (a three-circle chart) with associated image sheet can be used to help students organize information about “The Three Billy Goats Gruff,” “The Bremen Town Musicians,” “The Story of Jumping Mouse,” and “Goldilocks and the Three Bears.” Students may refer to the Character, Setting, Plot Map during class discussions and while they retell the stories. You may wish to make the Character, Setting, Plot Map on large paper so that students will have more space to work with. Alternatively, you may wish to make a very large Character, Setting, Plot Map of these stories for the class to fill in together.
- Class Book Fair—You may wish to have every student bring in their favorite storybook, including storybooks in their home language, and display their favorite stories in the classroom throughout this domain. (If students do not own a copy of their favorite story, help them to locate a copy from the school or local library.) Each day you may wish to have one or two students retell their favorite story so that by the end of this domain, every student will have shared their favorite story with the class.

## Anchor Focus in 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.K.1	Character Assessment My Favorite Story <i>draw, dictate, opinion, favorite, characters, settings, plot</i>
Speaking and Listening	SL.K.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 rules are and give them many opportunities to practice using the rules.
	SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something Prompt students to ask questions when they are unclear about the directions. Provide students with phrases to use, e.g., <i>I have a question about _____; Can you please say the directions again?; What does _____ mean?</i>
Language	L.K.1d	Understand and use question words <i>who, what, when, where, why</i>
	L.K.1e	Use frequently occurring prepositions: <i>over, under, behind, in front of, beneath</i>
	L.K.1f	Produce sentences in shared language activities using question words



## Domain Components

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

- *Tell It Again! Media Disk* or *Tell It Again! Flip Book\** for Stories
- *Tell It Again! Image Cards* for Stories
- *Tell It Again! Read-Aloud Anthology* for Stories for reference

\*The *Tell It Again! Multiple Meaning Word Posters* for Stories are found at the back of the *Tell It Again! Flip Book*.

Recommended Resource

- Core Knowledge Kindergarten Teacher Handbook, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517694

## Why Stories Are Important

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This domain will introduce students to classic stories that have been favorites with children for generations. Students will become familiar with stories like “The Three Little Pigs,” “Chicken Little,” and “The Bremen Town Musicians.” They will meet memorable characters like Goldilocks and the Billy Goats Gruff. Students will also learn about trickster tales and how smaller characters can outwit larger, stronger characters. In addition, two of the read-alouds—“Momotaro, Peach Boy” (a Japanese folktale) and “The Story of Jumping Mouse” (a Native American legend)—will help students develop an appreciation for fiction from other cultures.

By listening carefully to and discussing the stories, students will acquire an understanding of the elements of a story including characters, plot, and setting. This domain will help students develop an awareness of language to help them become both better writers and readers. This domain will also introduce students to recurring themes in popular culture and children’s literature.

It is important to note that the content of some of these read-alouds might unsettle some children. It is important to remind students that the stories are fiction, are not real, and cannot actually happen. Please preview all read-alouds and lessons in this domain before presenting them to students and feel free to 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.

## Core Vocabulary for Stories

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The following list contains all of the core vocabulary words in *Stories* in the forms in which they appear in the domain. These words may 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 all lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

### Lesson 1

acorn  
character  
den  
fiction  
sly

### Lesson 2

blazing  
chimney  
huff  
plot  
puff

### Lesson 3

creaked  
gobble  
longed  
scarcely  
setting

### Lesson 4

bleated  
disguise  
kids  
miller  
terrified

### Lesson 5

musician  
panting  
perched

### Lesson 6

island  
pheasant  
swooped

### Lesson 7

brush  
journey  
perilous  
swayed

### Lesson 8

compassion  
enormous  
fragrances  
misused

### Lesson 9

peep  
startled  
suddenly  
wee

### Lesson 10

boast  
bold  
foolishness  
might

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 3,000 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 *Words Worth Teaching* (2010). 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 Chicken Little			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	<b>acorn</b> chicken <b>den</b> <b><i>fiction</i></b> fox goose hen <b>sly*</b> turkey	until	falling king <i>met</i> sky
Multiple Meaning	<b>character</b> duck	<u>piece</u>	head
Phrases	The sky is falling		came back out
Cognates	<b><i>ficción</i></b>	<u>pieza</u>	

## References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. *Creating robust vocabulary: Frequently Asked Questions and Extended Examples*. New York: Guilford, 2008.
2. Biemiller, Andrew. *Words Worth Teaching*. Columbus, OH: SRA/McGrawHill, 2010.
3. Chall, Jeanne and Edgar Dale. *Readability Revisited: The New Dale-Chall Readability Formula*. Cambridge, MA: Brookline Books/Lumen Editions, 1995.
4. West, Michael. *A General Service List of English Words*. London: Longman, Green and Co., 1953.

## Comprehension Questions

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In the *Supplemental Guide for 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.K.1) and Reading Standards for Informational Text 1 (RI.K.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.K.2–RL.K.4) and Reading Standards for Informational Text 2–4 (RI.K.2–RI.K.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.K.8). *Evaluative* questions might also ask students

to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.K.9) and Reading Standards for Informational Text 9 (RI.K.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.K.7) and Reading Standards for Informational Text 7 (RI.K.7) are addressed as well.

## ***Student Performance Task Assessments***

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In the *Supplemental Guide for 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 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 Student Performance Task Assessment into a Tens score. On the same page you will also find the rubric for recording observational Tens scores.

## ***Above and Beyond***

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In the *Supplemental Guide for Stories*, there are numerous opportunities in the lessons and the Pausing Points to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled "Above and Beyond" and are identified with this icon: ↗.

## ***Supplemental Guide Activities***

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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. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: ↔.

## Recommended Resources for Stories

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### Trade Book List

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The *Tell It Again! Read-Aloud Anthology* 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.

1. *The Amazing Bone*, by William Steig (Square Fish, 2011) ISBN 978-0312564216
2. *Brave Wolf and the Thunderbird*, by Joseph Medicine Crow and illustrated by Linda Martin (Abbeville Kids, 1998) ISBN 978-0789201607
3. *Casey Jones*, by Allan Drummond (Farrar Straus and Giroux, 2001) ISBN 978-0374311759
4. *The Fisherman and His Wife*, by Rachel Isadora (Putnam Juvenile, 2008) ISBN 978-0399247712
5. *Hansel and Gretel*, by Rachel Isadora (Putnam Juvenile, 2009) ISBN 978-0399250286
6. *How Chipmunk Got His Stripes*, by Joseph Bruchac and James Bruchac and illustrated by José Aruego and Ariane Dewey (Puffin, 2003) ISBN 978-0142500217
7. *How Many Spots Does a Leopard Have? And Other Tales*, by Julius Lester and illustrated by David Shannon (Scholastic, 1994) ISBN 978-0590419727
8. *The Little Red Hen: An Old Story*, by Margot Zemach (Farrar, Straus, and Giroux, 1993) ISBN 978-0374445119
9. *The Little Red Hen Big Book*, by Paul Galdone (Clarion Books, 1985) ISBN 978-0618836840



10. *Little Red Riding Hood*, by Trina Schart Hyman (Holiday House, 1987) ISBN 978-0823406531
11. *Snow White and the Seven Dwarfs: A Tale from the Brothers Grimm*, translated by Randall Jarrell and illustrated by Nancy Ekholm Burkert (Farrar, Straus, and Giroux, 1987) ISBN 978-0374468682
12. *The Three Little Javelinas*, by Susan Lowell and illustrated by Jim Harris (Cooper Square, 2009) ISBN 978-0873589550
13. *Three Tuneful Tales (Once-Upon-A-Time)*, retold by Marilyn Helmer and illustrated by Kasia Charko (Kids Can Press, 2003) ISBN 978-1550749410
14. *Tikki Tikki Tembo*, by Arlene Mosel and illustrated by Blair Lent (MacMillan, 1998) ISBN 978-0312367480
15. *The Ugly Duckling*, adapted and illustrated by Jerry Pinkney (HarperCollins, 1999) ISBN 978-0688159320
16. *The Velveteen Rabbit (Dover Children's Classics)*, by Margery Williams and William Nicholson (Dover Publications, 2011) ISBN 978-0486486062
17. *Why Mosquitoes Buzz in People's Ears*, by Verna Aardema and illustrated by Leo Dillon and Diane Dillon (Puffin, 1992) ISBN 978-0140549058

### Other Versions of Stories in the Domain

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18. *Henny Penny*, by Paul Galdone (Clarion Books, 1984) ISBN 978-0899192253
19. *The Story of Jumping Mouse: A Native American Legend*, retold by John Steptoe (HarperTrophy, 1989) ISBN 978-0688087401
20. *The Adventure of Momotaro, the Peach Boy (Kodansha Bilingual Children's Classics)*, by Ralph F. McCarthy and illustrated by Ioe Saito (Kodansha International, 2000) ISBN 978-4770020987
21. *The Bremen-Town Musicians*, by Ilse Plume (Dragonfly Books, 1998) ISBN 978-0440414568
22. *Goldilocks and the Three Bears*, by James Marshall (Puffin, 1998) ISBN 978-0140563660
23. *The Three Billy Goats Gruff*, by Paul Galdone (Clarion Books, 1981) ISBN 978-0899190358



# Chicken Little

1

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the story “Chicken Little”
- ✓ Identify the characters in “Chicken Little”
- ✓ Identify the beginning, middle, and end in the story “Chicken Little”
- ✓ Distinguish between the elements of “Chicken Little” that are real and elements that are fantasy
- ✓ Identify “Chicken Little” as fiction

### 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:

- ✓ With prompting and support, retell “Chicken Little,” including characters and beginning, middle, and end of the story (RL.K.2)
- ✓ Describe familiar things, such as their favorite story and with prompting and support, provide additional detail (SL.K.4)
- ✓ Ask questions beginning with the word *who* (L.K.1d)
- ✓ Produce and expand complete sentences in shared language activities using the question word *who* (L.K.1f)
- ✓ Identify new meanings for familiar words, such as *piece*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*fiction*, *met*, *piece*, and *sly*—and their use (L.K.5c)

- ✓ Learn the meaning of common sayings and phrases, such as “the sky is falling” (L.K.6)
- ✓ Orally predict what will happen in the story based on pictures and/or text heard
- ✓ Distinguish between elements in the story that are real and elements that are fantasy

## Core Vocabulary

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**acorn, n.** The seed of an oak tree

*Example:* An acorn fell from the tree.

*Variation(s):* acorns

**character, n.** A person or animal in a story

*Example:* Henny Penny is a character in the story “Chicken Little.”

*Variation(s):* characters

**den, n.** A cave-like shelter sometimes underground and used by wild animals

*Example:* The red fox ran into his den to hide.

*Variation(s):* dens

**fiction, n.** A type of book or story that has imaginary characters and events

*Example:* A story about a talking animal must be fiction because animals do not talk in real life.

*Variation(s):* none

**sly, adj.** Sneaky and secretive

*Example:* She had a sly plan to trick her brother.


*Variation(s):* slyer, slyest

Vocabulary Chart for Chicken Little			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	<b>acorn</b> chicken <b>den</b> <b><i>fiction</i></b> fox goose hen <b>sly*</b> turkey	until	falling king <i>met</i> sky
Multiple Meaning	<b>character</b> duck	<u>piece</u>	head
Phrases	The sky is falling		came back out
Cognates	<b><i>ficción</i></b>	<u>pieza</u>	

## Image Sequence

This is the order Flip Book images will be shown for this read-aloud.

1. 1A-1: An acorn falling on Chicken Little's head
2. 1A-2: Chicken Little meeting Henny Penny
3. 1A-3: Goosey Loosey, Henny Penny, and Chicken Little meeting Ducky Lucky
4. 1A-4: Goosey Loosey, Henny Penny, Ducky Lucky, Turkey Lurkey, and Chicken Little meeting Foxy Loxy

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>Domain Introduction</b>	popular children’s story books	15
	<b>Introducing “Chicken Little”</b>	Instructional Master 1A-1	
	<b>Vocabulary Preview: Fiction, Met</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Chicken Little</b>		10
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>	Response Card 1	10
	<b>Sayings and Phrases: The Sky is Falling</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Multiple Meaning Word Activity: Piece</b>	Poster 1M (Piece)	15
	<b>Syntactic Awareness Activity: Asking and Answering Questions Using <i>Who</i></b>	Response Card 1	
	<b>Vocabulary Instructional Activity: Sly</b>		
	<b>End-of-Lesson Check-In</b>	Response Card 1	
<i><b>Take-Home Material</b></i>	<b>Family Letter</b>	Instructional Masters 1B-1, 1B-2	

### ***Advance Preparation***

Prepare a copy of Instructional Master 1A-1 for each student. Refer to it as Response Card 1 (Chicken Little). Students can use this Response Card for discussion, for review, and to answer questions.

For Domain Introduction, bring in several children’s story books, especially stories you know students are interested in and stories from your students’ home cultures. You may wish to have students bring in their favorite storybook as well. Display these stories in the classroom throughout this domain. These stories can be read during Domain-Related Trade Book extensions, Pausing Point, and Culminating Activities.

### ***Note to Teacher***

The stories in this domain are fiction. Throughout this domain there are many opportunities to invite students to distinguish between what is make-believe or fantasy and what is real or true in the stories.



# Chicken Little

1A

## Introducing the Read-Aloud

15 minutes

### Domain Introduction

- Tell the class that for the next few weeks, they will listen to many enjoyable stories. Tell them that some of the stories may be familiar to them, and some may be completely new.
- Show students the different story books you have gathered. Pass them around. Point to and read the title of the stories on its cover. Ask if anyone is familiar with the stories.
- Discuss that stories are often created from people's imaginations; they are not real. Many times stories are make-believe and fantasy with a little bit of reality—or something that is true. Such made-up stories are called fiction.
- Have students say *fiction* with you three times.
- Say to students, "Tell your partner about your favorite story." Allow one minute for students to talk. Help partner pairs initiate their conversation and encourage them to ask questions to get more information. Call on three volunteers to share their partners' favorite stories.
- Tell students a character in a story is who the story is about. Remind students that they have heard this word in the *Nursery Rhymes and Fables* domain.
- Ask students, "Do you remember any characters from *Nursery Rhymes and Fables*?" Pause for students to answer.
  - Answers may vary, but could include Little Miss Muffet, Jack and Jill, the Little Pigs, or Humpty Dumpty.

## Introducing “Chicken Little”

### Picture Walk

- Tell students that the story they will hear is called “Chicken Little.”
- Tell students that you will take a picture walk through this story together.
- Explain that a picture walk is when they look at the pictures from the story to become familiar with the story, see the characters of the story, and make predictions about what might happen in the story.
- Tell students that these pictures were drawn by someone—that person is called the illustrator.
- Tell students that this story was written by someone—that person is called the author.



#### ◀ Show image 1A-1: An acorn falling on Chicken Little’s head

- Tell students that this is the beginning of the story.
- Point to Chicken Little and identify her as the main character in this story.
- Point to the acorn. Tell students that an acorn is the seed of an oak tree. This acorn fell on Chicken Little’s head, but Chicken Little thought it was something else. Tell students to listen carefully to the story to find out what Chicken Little mistakenly thought the acorn was.



#### ◀ Show image 1A-2: Chicken Little and Henny Penny

- Ask students to identify Chicken Little.
- Point to Henny Penny. Have students say *Henny Penny* with you.
- Ask students what kind of bird Henny Penny is.
  - Henny Penny is a chicken.
- Why does her name sound special?
  - It rhymes.



#### ◀ Show image 1A-3: Goosey Loosey, Henny Penny, and Chicken Little meeting Ducky Lucky

- Ask students what other birds they see.
  - a goose and a duck
- Have students say *Goosey Loosey, Henny Penny, and Ducky Lucky* with you.



← **Show image 1A-4: Goosey Loosey, Henny Penny, Ducky Lucky, Turkey Lurkey, and Chicken Little meeting Foxy Loxy**

- Tell students this is the end of the story.
- Ask students what other bird they see.
  - a turkey
- Have students say *Turkey Lurkey* with you.
- Ask students what other animal they see.
  - a fox
- Have students say *Foxy Loxy* with you.
- Have students predict what will happen at the end of the story. Will the birds and the fox become friends? Does the fox want to help them or hurt them?
- Give students Response Card 1 (Chicken Little) from Instructional Master 1A-1. Have them point out the **characters** of this story—Chicken Little, Henny Penny, Goosey Loosey, Ducky Lucky, Turkey Lurkey, and Foxy Loxy.

## Vocabulary Preview

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### ***Fiction***

1. Today's story, "Chicken Little," is *fiction*.
2. Say the word *fiction* with me three times.
3. *Fiction* refers to a story that is made-up and about make-believe characters and events. Fiction stories are not real.
4. Jamal and Leilani like to hear fiction about super heroes.
5. Tell your partner about a fiction story you like to hear. Use the word *fiction* when you tell about it. I will call on a few students to share.

### ***Met***

1. In today's story, you will hear that Chicken Little *met* other birds on her way to see the king.
2. Say the word *met* with me three times.
3. *Met* means to have seen someone.
4. Pablo and Wei met at the library before going to piano lessons.
5. Tell your partner about a time you met somebody somewhere. Use



the word *met* when you tell about it. For example, you could say, “I met my uncle at the baseball game.” Each person gets three turns.

### ***Repeating Refrains***

- In advance of Presenting the Read-Aloud, designate one student in each partner pair to say, “The sky is falling!”
- Model saying, “The sky is falling!” using a fearful voice and ask students to do the same.
- Show these students the prompt that will indicate it is their turn to speak, e.g., “When I touch my nose, say, ‘The sky is falling!’”
- Designate the other student in each partner pair to say, “Then let us go and tell the king!”
- Model saying, “Then let us go and tell the king!” with expression and ask students to do the same.
- Show these students the prompt that will indicate it is their turn to speak, e.g., “When I pat my head, say, ‘Then let us go and tell the king!’”
- Practice with students to be sure they recognize their prompt and know what to say.

### ***Purpose for Listening***

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Remind students that the title of this story is “Chicken Little.” Tell students that the main character—Chicken Little—becomes very scared, or frightened. Ask them to listen carefully to the story to find out what Chicken Little is afraid of.

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

- ✓ Demonstrate familiarity with the story “Chicken Little”
- ✓ Identify the characters in “Chicken Little”
- ✓ Identify the beginning, middle, and end in the story “Chicken Little”
- ✓ Distinguish between the elements of “Chicken Little” that are real and elements that are fantasy
- ✓ Identify “Chicken Little” as fiction



### Chicken Little

#### ◀ Show image 1A-1: An acorn falling on Chicken Little's head

One fine morning, Chicken Little went out to the woods. As she walked along, an **acorn** fell on her head.

[Say to students, “An acorn is the seed of an oak tree.” Ask, “Is an acorn a part of the sky?”]

Chicken Little was a silly little chicken, and she often made silly mistakes. Chicken Little thought the **acorn** was a part of the sky!

Chicken Little was so caught by surprise that she worked herself into a tizzy.

[Tell students, “To ‘work yourself into a tizzy’ means to become very excited about something.”]

“Oh dear me!” she cried. “The sky is falling. I must go and tell the king!”

[Say to students, “A king is the most important person from a royal family that rules the land.”]

[Ask students, “Why does Chicken Little think the sky is falling?”]

- Chicken Little thinks the sky is falling because she felt an acorn fall on her head.



#### ◀ Show image 1A-2: Chicken Little meeting Henny Penny

On her way to see the king, Chicken Little met Henny Penny. “Henny Penny, the sky is falling!” cried Chicken Little.

[Prompt designated students to repeat the refrain, “The sky is falling!”]

“How do you know?” asked Henny Penny.

“A piece of it fell on my poor head,” said Chicken Little, rubbing her poor little noggin with the memory of it.

[Tell students, “*Noggin* means head.”]

“Then let us go and tell the king!” said Henny Penny, who now felt quite worried as well.

[Prompt designated students to repeat the refrain, “Then let us go and tell the king!”]

So Henny Penny and Chicken Little ran along until they met Goosey Loosey.

“Goosey Loosey, the sky is falling!” cried Henny Penny.

[Prompt designated students to repeat the refrain, “The sky is falling!”]

“How do you know?” asked Goosey Loosey.

“A piece of it fell on my poor head,” said Chicken Little.

Goosey Loosey looked at Henny Penny, who nodded in agreement.

“Then let us go and tell the king!” said Goosey Loosey, who could not help but believe her friends.

[Prompt designated students to repeat the refrain, “Then let us go and tell the king!”]

### ***Mid-story Check-In***

1. *Literal* Which characters have you met so far?
  - So far, I have met Chicken Little, Henny Penny, and Goosey Loosey.
2. *Literal* Where are they going?
  - They are going to see the king.
3. *Inferential* Why do they need to see the king?
  - They want to tell the king that the sky is falling. Maybe the king can help them solve the problem of the sky falling.



### **◀ Show image 1A-3: Goosey Loosey, Henny Penny, and Chicken Little meeting Ducky Lucky**

So Goosey Loosey, Henny Penny, and Chicken Little hurried along until they met Ducky Lucky.

“Ducky Lucky, the sky is falling!” cried Goosey Loosey.

[Prompt designated students to repeat the refrain, “The sky is falling!”]

“How do you know?” asked Ducky Lucky.

“A piece of it fell on my poor head,” said Chicken Little. Henny Penny and Goosey Loosey stood nodding their heads, wide-eyed, next to Chicken Little.

Ducky Lucky looked at her three friends, and became worried because they were so worried. “Then let us go and tell the king!” said Ducky Lucky.

[Prompt designated students to repeat the refrain, “Then let us go and tell the king!”]

So Ducky Lucky, Goosey Loosey, Henny Penny, and Chicken Little ran along until they met Turkey Lurkey, who was certainly the biggest of the birds.

“Turkey Lurkey, the sky is falling!” cried Ducky Lucky.

[Prompt designated students to repeat the refrain, “The sky is falling!”]

“How do you know?” asked Turkey Lurkey.

“A piece of it fell on my poor head,” said Chicken Little. Henny Penny, Goosey Loosey, and Ducky Lucky stood behind Chicken Little, flapping their wings with worry.

“Then let us go and tell the king!” said Turkey Lurkey, for who was he to disagree with four scared friends?

[Prompt designated students to repeat the refrain, “Then let us go and tell the king!”]

So the five feathered friends ran along until they met Foxy Loxy.



◀ **Show image 1A-4: Goosey Loosey, Henny Penny, Ducky Lucky, Turkey Lurkey, and Chicken Little meeting Foxy Loxy**

“Foxy Loxy, the sky is falling!” cried Turkey Lurkey.

[Prompt designated students to repeat the refrain, “The sky is falling!”]

“Oh, is that so?” said **sly** Foxy Loxy, who knew better, but pretended to believe the five trembling birds.

[Tell students, “The word *sly* means being sneaky in a secretive and clever way.”]

“If the sky is falling, you’d better keep safe in my **den**, and I will go and tell the king for you.”

[Tell students, “A den is a fox’s home.” Say to students, “Tell your partner if you think the birds should go into the fox’s den. Tell why or why not.”]

So Chicken Little, Henny Penny, Goosey Loosey, Ducky Lucky, and Turkey Lurkey followed Foxy Loxy into his **den**. The dust in the **den** made Chicken Little sneeze. *Achoo!* The force of the sneeze made Chicken Little come back to her senses.

[Say to students, “To ‘come to your senses’ means to stop being silly and to think carefully about where you are and what you are doing.”]

“Wait!” cried Chicken Little. “Birds are supposed to stay away from foxes!”

Henny Penny, Goosey Loosey, Ducky Lucky, and Turkey Lurkey looked at each other in amazement. “You are right!” they cried.

And so the five feathered friends ran out of the cave and never went back there again. And from that day on, they thought very carefully before believing that the sky was falling 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 specific 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. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this story?

- The title of this story is “Chicken Little.”

2. *Literal* Who are the characters in this story?

[Have students point to the characters on Response Card 1 as they answer.]

- The characters in this story are Goosey Loosey, Henny Penny, Ducky Lucky, Turkey Lurkey, Chicken Little, and Foxy Loxy.

3. *Inferential* Did a piece of the sky really fall on Chicken Little’s head? How do you know?

- No, a piece of the sky did not fall on Chicken Little’s head. An acorn fell on her head.

4. *Inferential* Which animals believe Chicken Little when she said the sky is falling?

- Henny Penny, Goosey Loosey, Ducky Lucky, and Turkey Lurkey believe Chicken Little.

Which animal does not believe Chicken Little?

- Foxy Loxy does not believe her.

5. *Inferential* Why do the birds come out of the fox's den?

- Chicken Little sneezes and comes to her senses. She remembers that birds are supposed to stay away from foxes.

6. *Evaluative* Remember that made-up stories are called fiction. What kind of story is "Chicken Little"?

- "Chicken Little" is fiction.

7. *Evaluative* Which parts of the story are real? Which parts of the story are fantasy?

- An acorn falling from a tree and birds being afraid of foxes are real. The sky falling and animals talking are fantasy.

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

I am going to ask a question. I will give you a minute to think about the question. 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

Would you be scared like Chicken Little? (Yes/No)

If I were Chicken Little,  
I would . . .

If I thought the sky was falling, I  
would . . . because . . .

8. *Evaluative Think Pair Share:* If you were Chicken Little and thought the sky was falling, what would you have done?

- 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.]

## Sayings and Phrases: The Sky is Falling

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- Remind students that they heard Chicken Little say, “The sky is falling.”
- Have students repeat, “The sky is falling!” using a fearful voice.
- Tell students that people say “the sky is falling” when they think something very bad is going to happen. They get scared and make a big deal out of it, even when they are not sure it is true. Usually it is not as bad as it seems. For instance, Chicken Little thought the sky was falling, but it was just an acorn that hit her head.
- Say to students, “Tell your partner about a time you thought the sky was falling—you thought something bad was going to happen—but it was not as bad as you had imagined. Use the saying ‘the sky is falling’ when you tell about it. I will call on a few of you to share.” You may need to provide some examples from your personal experience. Allow one minute for partners to talk. Help partners initiate their conversation and encourage them to ask questions to get more information. Call on a few volunteers to share.



## Complete Remainder of the Lesson Later in the Day



# Chicken Little

1<sub>B</sub>

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### *Multiple Choice: Piece*

**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 (Piece).] In the story you heard Chicken Little say, “A *piece* of [the sky] fell on my poor head.” Which picture shows this?
  - one
2. *Piece* also means other things. *Piece* means a work of art or music. Which picture shows a piece of music?
  - two
3. *Piece* means to join two things together. Which picture shows someone piecing together a puzzle?
  - three
4. Now that we have learned the different meanings for *piece*, quiz your partner on these different meanings. Try to use complete sentences. For example, you could say, “I really like the piece of artwork that is in the hallway.” And your partner should respond, “That’s number two.”

### ↔ Syntactic Awareness Activity

#### *Asking and Answering Questions Using Who*

Directions: Today we are going to practice answering questions that use the question word *who*.

**Note:** 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.

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 a character.





← **Show image 1A-1: An acorn falling on Chicken Little's head**

2. Who is this character?
  - This character is Chicken Little.
3. Which word in the question lets you know that I was asking about someone in the image?
  - *who*
4. Who does Chicken Little meet on her way to tell the king that the sky is falling?
  - Chicken Little meets [name of character].
5. Which word in the question lets you know that I was asking about someone?
  - *who*
6. Work with your partner to ask and answer a question about a character in the story “Chicken Little” using question word *who*. You can use Response Card 1 to refer to different characters.
7. Now use the question word *who* to ask your partner a question about someone in his/her family.

↔ **Vocabulary Instructional Activity**

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**Word Work: *Sly***

1. In the read-aloud you heard, “‘Oh, is that so?’ said *sly* Foxy Loxy. ‘If the sky is falling, you’d better keep safe in my den, and I will go and tell the king.’”
2. Say the word *sly* with me three times.
3. When someone is *sly*, they are sneaky in a smart way.
4. The *sly* cat waited patiently by the mouse hole.
5. Tell your partner about someone or something that is *sly*. Try to use the word *sly* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to be complete sentences: “\_\_\_\_\_ is *sly* because . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe several situations. If the things I say are examples of a person being sly, say, “That person is sly.” If the things I say are not examples of a person being sly, say, “That person is not sly.”

1. My brother planned a surprise party for me.
  - That person is sly.
2. Raul makes a lot of noise in his hiding place when playing hide and seek.
  - That person is not sly.
3. Kareem’s mother left his birthday present on the table where he could find it.
  - That person is not sly.
4. My grandfather gave me a wink before secretly handing me an extra cookie.
  - That person is sly.

## 10 End-of-Lesson Check-In

### *Chicken Little*

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, or 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

- Have students tell their partner what it means when a story is fiction.
- Have students identify the characters in “Chicken Little” on Response Card 1.
- Have students take turns telling what happens in the beginning, middle, and end of the story.

## **Take-Home Material**

### **Family Letter**

Send home Instructional Masters 1B-1 and 1B-2



# The Three Little Pigs

# 2

## ☑ **Lesson Objectives**

### **Core Content Objectives**

Students will:

- ✓ Demonstrate familiarity with the story “The Three Little Pigs”
- ✓ Sequence the events in the story “The Three Little Pigs”
- ✓ Identify the plot of the story “The Three Little Pigs”
- ✓ Identify “The Three Little Pigs” as fiction

### **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:

- ✓ With prompting and support, retell “The Three Little Pigs,” including characters and beginning, middle, and end of the story in the proper sequence (RL.K.2)
- ✓ With prompting and support, identify characters, settings, and major events in “The Three Little Pigs” (RL.K.3)
- ✓ With prompting and support, compare and contrast the ending to “Chicken Little” with the ending to “The Three Little Pigs” (RL.K.9)
- ✓ With assistance, organize events of “The Three Little Pigs” in the proper sequence (W.K.8)
- ✓ Identify real-life connections between words—*inside* and *outside*—and their use (L.K.5c)
- ✓ Learn the meaning of common sayings and phrases, such as “better safe than sorry” (L.K.6)
- ✓ Orally predict what will happen in the story based on pictures and/or text heard

## Core Vocabulary

**blazing, *adj.*** Hot and shining brightly

*Example:* Don't stare directly at the blazing sun because it can hurt your eyes!

*Variation(s):* none

**chimney, *n.*** A hollow passage through which smoke escapes from a building

*Example:* When Dad lit the fire, smoke rose up and came out of the chimney.

*Variation(s):* chimneys

**huff, *v.*** To blow air or breathe in and out heavily

*Example:* My brother was so angry, you could hear him huff all the way to his room.

*Variation(s):* huffs, huffed, huffing

**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):* none

**puff, *v.*** To make a sudden gust of smoke, air, breath, or wind

*Example:* You can see the train engine puff steam into the air.


*Variation(s):* puffs, puffed, puffing

Vocabulary Chart for The Three Little Pigs			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	brick <b>huff</b> pig wolf	<b>blazing</b> first second third	brother <b>chimney</b> house <i>inside/outside</i> knocked
Multiple Meaning	<u><b>plot</b></u> <b>puff</b> sticks straw		blow down
Phrases	big, bad wolf		I'll (I will)
Cognates		segundo(a)	chimenea

## Image Sequence

This is the order Flip Book images will be shown for this read-aloud.

1. 2A-4: Mother pig with her children
2. 2A-5: First pig building a straw house
3. 2A-6: Second pig building a stick house
4. 2A-7: Third pig building a brick house
5. 2A-8: First pig and wolf
6. 2A-9: Wolf outside straw house
7. 2A-10: Wolf and the stick house
8. 2A-11: Three little pigs in the brick house
9. 2A-12: The wolf in the pot

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Story Review</b>		15
	<b>Introducing “The Three Little Pigs”</b>	Instructional Master 2A-1; examples of straw, sticks, bricks	
	<b>Vocabulary Preview: Plot, Inside/Outside</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Three Little Pigs</b>		10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Sayings and Phrases: Better Safe Than Sorry</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Sequencing Events</b>	Instructional Master 2B-1; scissors; glue or tape	15

### ***Advance Preparation***

Prepare a copy of Instructional Master 2A-1 for each student. Refer to it as Response Card 2 (The Three Little Pigs). Students can use this Response Card for discussion, for review, and to answer questions.

For Introducing “The Three Little Pigs,” bring in examples of straw, sticks, and brick for students to see and touch. You may wish to set up “building stations” where students can try to build with the materials. Have students talk about the differences between the materials.



# The Three Little Pigs

2<sub>A</sub>

## Introducing the Read-Aloud

15 minutes

### Story Review

- Ask students, “Is Chicken Little’ fiction?”
  - “Chicken Little” is fiction.
- Remind students that stories are often created from people’s imaginations; they are not real. Tell students that many times the stories are make-believe and fantasy with a little bit of reality, or something that is true. Explain that such made-up stories are called fiction.
- Ask students, “Which characters from ‘Chicken Little’ do you remember?” Call on a few students to answer until all the characters have been mentioned.
- Remind students that a character in a story is who the story is about.
- Now tell students that all stories have a plot.
- Have students say *plot* with you three times.
- Explain to students that the plot is what happens in a story—the beginning, middle, and end of a story.

### Introducing “The Three Little Pigs”

#### Picture Walk

- Tell students that the next story they will hear is called “The Three Little Pigs.”
- Tell students that you will take a picture walk through this story together. Explain that a picture walk is when they look at the pictures from the story to become familiar with the story, see the characters of the story, and make predictions about what might happen in the story.
- Tell students that these pictures were drawn by someone—that person is called the illustrator.
- Tell students that this story was written by someone—that person is called the author.



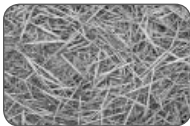
← **Show image 2A-4: Mother pig with her children**

- Tell students that this is the beginning of the story.
- Point to each little pig as you count to three.
- Identify the first little pig as the one wearing purple with triangles on his sack.
- Identify the second little pig as the one wearing red with circles on his sack.
- Identify the third little pig as the one wearing blue with the squares on his sack.



← **Show image 2A-5: First pig building a straw house**

- Identify the first little pig as the one wearing purple.
- Ask students to guess what he is doing.



← **Show image 2A-1: Straw**

- Tell students that is straw. Straw is dry grass that is sometimes used as bedding for animals. Pass around examples of straw.
- Ask students if this seems like good material to build a house with.



← **Show image 2A-6: Second pig building a stick house**

- Identify the second pig as the one wearing red.
- Ask students to guess what he is doing.



← **Show image 2A-2: Sticks**

- Tell students that these are sticks. Ask students where sticks come from. Pass around examples of sticks.
- Ask students if this is good material to build a house with.



← **Show image 2A-7: Third pig building a brick house**

- Identify the third pig as the one wearing blue.
- Ask students to guess what he is doing.



← **Show image 2A-3: Bricks**

- Tell students that these are bricks. Bricks are made from clay and when the clay dries, the bricks become very hard. Pass around examples of bricks.
- Ask students if this is good material to build a house with.





- Have students determine which material is the best to build a house with.

◀ **Show image 2A-8: First pig and wolf**

- Tell students that this is around the middle of the story.
- Ask students which pig is in the picture. How do they know?
- Identify the big, bad wolf. Have students say, “big, bad wolf” with you.
- Ask students to predict what is going to happen.
- Give students Response Card 2 (The Three Little Pigs) from Instructional Master 2A-1. Have them point out the main characters of this story—the first little pig, the second little pig, and the third little pig.

## Vocabulary Preview

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### Plot

1. Many children remember the *plot* of “The Three Little Pigs,” and they can tell the story over and over again.
2. Say the word *plot* with me three times.
3. The plot of a story is what happens in the story, or the events in a story.
4. Ezra had a hard time understanding the plot of a story, so he asked his teacher to retell the story.
5. Explain to your partner what *plot* means. What is included in the plot of a story? Use the word *plot* when you tell about it.
  - The plot includes the beginning, middle, and end of a story.

### Inside/Outside

1. In today’s story, you will hear that all the little pigs ran *inside* the house when they saw the big, bad wolf coming. And the big, bad wolf knocked on the door from the *outside*.
2. Say the word *inside* with me three times. Say the word *outside* with me three times.



◀ **Show image 2A-11: Three pigs in the brick house**

3. *Inside* means to be indoors or to be in something, like inside a bag [Point to the pigs.]

Are the little pigs inside or outside?

*Outside* means to be outdoors or to be out of a building. [Point to the wolf.]

Is the wolf inside or outside?

4. Araceli likes to play inside when it is too hot outside.  
Jung's mother asked him to take the groceries from outside the house to inside the house.
5. Using the objects around you (e.g., a pencil case, a book, a pencil, an eraser, your hands), show your partner *inside* and *outside*. Say *inside* and *outside* while you show your partner. I will call on a few of you to show the class.

### ***Repeating Refrains***

- In advance of Presenting the Read-Aloud, designate one student in each partner pair to play the part of the wolf. Tell them they will say, "Little pig, little pig, let me come in."
- Model saying, "Little pig, little pig, let me come in," with expression and ask students to do the same.
- Show these students the prompt that will indicate it is their turn to speak, e.g., "When I touch my nose, it is your turn to repeat after me."
- Designate the other student in each partner pair to play the part of the little pigs. Tell them they will say, "Not by the hair of my chinny chin chin."
- Model saying, "Not by the hair of my chinny chin chin," with expression and ask students to do the same.
- Show these students the prompt that will indicate it is their turn to speak, e.g., "When I pat my head, say, 'Not by the hair of my chinny chin chin.'"
- Now tell the students who are playing the part of the wolf that they will also be repeating another line, "Then I'll huff and I'll puff and I'll blow your house down."
- Model saying, "Then I'll huff and I'll puff and I'll blow your house down," with expression and ask students to do the same.

- Practice the lines with students to be sure they recognize their prompt and know what to say. The order of the lines will be as follows:
  1. [Touch your nose.] Little pig, little pig, let me come in.
  2. [Pat your head.] Not by the hair of my chinny chin chin.
  3. [Touch your nose.] Then I'll huff and I'll puff and I'll blow your house down!

### **Purpose for Listening**

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Tell students the title of this story is “The Three Little Pigs.” Tell students that the three little pigs are going to live on their own and are going to build their own houses. Ask them to listen carefully to the plot to find out what happens when the big, bad wolf comes.

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

- ✓ Demonstrate familiarity with the story “The Three Little Pigs”
- ✓ Sequence the events in the story “The Three Little Pigs”
- ✓ Identify “The Three Little Pigs” as fiction



## The Three Little Pigs

### ◀ Show image 2A-4: Mother pig with her children

Once upon a time, there were three little pigs who lived with their mother. One day, the mother pig said to the three little pigs, “You are all grown up now. It’s time for you to go out into the world and live on your own.” So the three little pigs gave their mother a big hug and kiss and set out to find their own places to live.

[Ask students, “Will the pigs live with their mother anymore?” (The pigs will not live with their mother anymore.)]



### ◀ Show image 2A-5: First pig building a straw house

They walked down the road and soon saw a man with a wagon full of straw.

[Point to the straw, or have a student point to the straw.]

“Why, I could build a house of straw in no time,” thought the first little pig.

So the first little pig said to the man, “Please, sir, may I have some straw so that I may build a house?”

The kind man gave him the straw, and the first little pig quickly built his house. He finished so quickly that he lay down contentedly in the shade to take a nap for the rest of the day.



### ◀ Show image 2A-6: Second pig building a stick house

The other two pigs continued on their way. It wasn’t long before they passed a man with a cart full of sticks.

[Point to the sticks, or have a student point to the sticks.]

“Hmm, I could build a house of sticks,” thought the second little pig. “It will take a little more time than my brother’s house of straw, but it will be a fine house.”

So the second little pig said to the man, “Please, sir, may I have some sticks so that I may build a house?”

The kind man gave him the sticks, and the second little pig set about building his house. He finished the house in a little while and then he, too, lay down contentedly in the shade to take a nap.



◀ **Show image 2A-7: Third pig building a brick house**

The third little pig continued on his way. In a little while, he passed a man with a wheelbarrow full of bricks.

[Point to the bricks, or have a student point to the bricks.]

“Aha, I could build a house of bricks,” thought the third little pig. “It’s true that it will take more work than the houses of my brothers, but it will be well worth it.”

[Say to students, “When something is ‘well worth it’, it may not be easy to get or make, but it is important and useful.”]

So he said to the man, “Please, sir, may I have some bricks so that I may build a house?”

The kind man gave him the bricks, and the third little pig set about building his house. He worked and worked in the hot afternoon sun, taking care to lay each brick just so.

[Say to students, “Decide with your partner which pig took the longest time to build his house and which pig took the shortest time to build his house.” Allow fifteen seconds for students to talk. Call on two partner pairs to answer.]

**Mid-story Check-In**

1. *Literal* Which characters have you met so far?
  - So far, I have met the first, second, and third little pig; the mother pig; the man with the straw; the man with the sticks; and the man with the bricks.
2. *Literal* What are the three pigs doing?
  - They are building their houses.
3. *Evaluative* Which house do you think is best?
  - Answers may vary.



◀ **Show image 2A-8: First pig and wolf**

At about this time, a big, bad wolf came trotting down the lane. He saw the first little pig napping in the shade of his straw house. “Yum, yum, that pig would make a tasty bite to eat,” thought the big, bad wolf. But the little pig saw him coming and ran inside his house of straw, slamming the door behind him. The little pig breathed a sigh of relief because he remembered that his mother had always said that wolves were not to be trusted.



← **Show image 2A-9: Wolf outside straw house**

Now the big, bad wolf knocked at the door and said, “Little pig, little pig, let me come in.”

[Prompt designated students to repeat the refrain.]

“Not by the hair of my chinny chin chin,” answered the first little pig.

[Prompt designated students to repeat the refrain.]

“Then I’ll **huff** and I’ll **puff** and I’ll blow your house down,” said the wolf.

[Demonstrate huffing and puffing, and have students copy you.]

[Prompt designated students to repeat the refrain.]

And he **huffed** and he **puffed**, and he blew the house down. As the straw blew everywhere, the first little pig ran away.

Rubbing his stomach and now feeling even hungrier, the big, bad wolf strolled further down the lane and soon came upon the second little pig napping in the shade of his stick house. The little pig saw him coming and ran inside his house of sticks. The big, bad wolf knocked on the door and said, “Little pig, little pig, let me come in.”

[Prompt designated students to repeat the refrain.]

“Not by the hair of my chinny chin chin,” answered the second little pig.

[Prompt designated students to repeat the refrain.]

“Then I’ll **huff** and I’ll **puff** and I’ll blow your house down,” said the big, bad wolf.

[Prompt designated students to repeat the refrain.]



← **Show image 2A-10: Wolf and stick house**

And he **huffed** and he **puffed**, and he blew down the house of sticks. The little pig ran away just in the nick of time.

Now the wolf’s stomach growled loudly. He was feeling so hungry!

Soon the wolf came upon the third little pig, who had just finished building his brick house. The little pig looked up. There were his two brother pigs, running toward him, and right behind them was the big bad wolf! All three pigs hurried into the house of bricks and locked the door behind them.



◀ **Show image 2A-11: Three little pigs in the brick house**

The big, bad wolf knocked on the door and said, “Little pig, little pig, let me come in.”

[Prompt designated students to repeat the refrain.]

“Not by the hair of my chinny chin chin,” answered the third little pig.

[Prompt designated students to repeat the refrain.]

“Then I’ll **huff** and I’ll **puff** and I’ll blow your house down,” said the big, bad wolf.

[Prompt designated students to repeat the refrain.]

[Ask students, “Do you think the wolf will be able to blow the brick house down?”]

Well, the wolf **huffed** and he **puffed**, and he **huffed** and he **puffed**, and then he **puffed** and he **huffed** and he **puffed** some more, but he could not blow down that house of bricks.

“You can’t get me. My house is too strong,” shouted the third little pig from inside his house.

“Ha!” said the wolf. “I’m stronger and smarter than you. I’m on my way up the roof, and I’ll come down the **chimney** to get you.”

[Say to students, “A chimney is something that comes out from the roof of a house that allows smoke from a fire to go out of the house.”]

Now the third little pig was no fool. He had already guessed that the wolf might try to come down the **chimney**, so he already had a **blazing** fire in the fireplace and a big kettle of boiling water heating over the fire.

[Say to students, “When something is blazing, it is hot and bright, so the fire was hot and bright.”]



◀ **Show image 2A-12: The wolf in the pot**

Thinking that he was as clever as could be, the wolf jumped down the **chimney**. Splash! Ouch! The big, bad wolf jumped right out of that boiling hot water, and ran away, never to be seen again. And the three little pigs lived happily ever after.

[Say to students, “Tell your partner whether you think this is a happy ending for the three little pigs. Is this a happy ending for the wolf? Can you think of another ending for this story?”]

### Comprehension Questions

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If students have difficulty responding to questions, reread pertinent lines of the story and/or refer to specific 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. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this story?
  - The title of this story is “The Three Little Pigs.”
2. *Literal* What material did each little pig use to build his home?
  - The first little pig used straw to build his home. The second little pig used sticks to build his home. The third little pig used bricks to build his home.
3. *Inferential* Which houses could the wolf blow down? Why was the wolf able to blow those houses down?
  - The wolf could blow down the houses made of straw and sticks because they were not strong.
4. *Inferential* Which house could the wolf not blow down? Why?
  - The wolf could not blow down the brick house because the house was very strong.
5. *Evaluative* How are the endings of “Chicken Little” and “The Three Little Pigs” different?
  - At the end of “Chicken Little,” the birds run away from the fox’s den. At the end of “The Three Little Pigs,” the wolf runs away from the pig’s home.
6. *Evaluative* Remember that made-up stories are called fiction. What kind of story is “The Three Little Pigs”?
  - “The Three Little Pigs” is fiction.

[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 two questions. I will give you a minute to think about the questions. 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

Was the second pig the smartest?  
(Yes/No)

I think \_\_\_\_\_ is the smartest.

The \_\_\_\_\_ pig is the smartest  
because . . .

7. *Evaluative Think Pair Share:* Which one of the three pigs do you think is the smartest? Why?
  - Answers may vary but should reveal that the third pig was the smartest.
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.]

### **Sayings and Phrases: Better Safe than Sorry**

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- Remind students that they heard the saying “better safe than sorry,” in *The Five Senses* domain.
- Have students say, “Better safe than sorry.”
- Ask a volunteer to explain what this saying means.
- Explain to students that if they think that something they do may turn out badly, and may even hurt them or someone else, they should be careful—it's better safe than sorry!
- Have students tell their partner how the saying “better safe than sorry” applies to this story. Have them identify which pig was “better safe than sorry.”



### **Complete Remainder of the Lesson Later in the Day**



# The Three Little Pigs

# 2<sub>B</sub>

## Extensions

**15** minutes

### 10 Sequencing Events (Instructional Master 2B-1)

- Remind students that the events in a story are called the plot.
- Review each of the four images. Identify the characters, setting, and plot for each image.
- Have students cut out the four images.
- Tell students that they will arrange the images in order to show the proper sequence of events in “The Three Little Pigs.” Explain that when they sequence events, they show what happened first, next, and last. This is similar to retelling a story from beginning to middle to end. (You may wish to choose three pictures to represent the beginning, middle, and end of this story and have students sequence the three pictures.)
- You may wish that students work in small groups or with home language peers to retell the story as they figure out the sequence.
- Check to see if students are able to correctly sequence the pictures. Once the pictures are correctly sequenced, you may choose to have students glue or tape the pictures on paper.
- As students complete this activity, you may have them retell the story again, referring to their sequenced pictures.



# The Three Billy Goats Gruff

3

## ☑ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the story “The Three Billy Goats Gruff”
- ✓ Identify the characters, setting, and plot of “The Three Billy Goats Gruff”
- ✓ Distinguish between the elements of “The Three Billy Goats Gruff” that are real and elements that are fantasy

### 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:

- ✓ With prompting and support, dramatize “The Three Billy Goats Gruff,” including characters and beginning, middle, and end of the story in proper sequence (RL.K.2)
- ✓ With prompting and support, use narrative language to describe characters and plot of “The Three Little Pigs” (RL.K.3)
- ✓ With prompting and support, identify characters, settings, and plot of “The Three Billy Goats Gruff” (RL.K.3)
- ✓ With assistance, organize characters, settings, and plot for “The Three Billy Goats Gruff” onto a chart (W.K.8)
- ✓ Add drawings to show an event from “The Three Billy Goats Gruff” on a chart (SL.K.5)
- ✓ Ask questions beginning with the word *where* (L.K.1d)

- ✓ Use the most frequently occurring prepositions, such as *over* and *under* (L.K.1e)
- ✓ Produce and expand complete sentences in shared language activities using the question word *where* (L.K.1f)
- ✓ Identify new meanings for familiar words, such as *cross*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*setting*, *over*, *under*, *cross*, and *longed*—and their use (L.K.5c)
- ✓ Orally predict what will happen in the story based on pictures and/or text heard
- ✓ Distinguish between elements in the story that are real and elements that are fantasy

### Core Vocabulary

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**creaked, v.** Made a low, squeaking sound

*Example:* The door creaked open.

*Variation(s):* creak, creaks, creaking

**gobble, v.** To eat something quickly and in a greedy way

*Example:* Jane's mother told her not to gobble her food, but to take the time to chew each bite.

*Variation(s):* gobbles, gobbled, gobbling

**longed, v.** Had an earnest, heartfelt desire, especially for something beyond reach

*Example:* We longed for cold water in the summer heat.

*Variation(s):* long, longs, longing

**scarcely, adv.** Only just barely; by a small amount

*Example:* We scarcely made it in time to catch our bus.

*Variation(s):* none

**setting, n.** Where a story takes place

*Example:* The setting of a story about students might be in a school.


*Variation(s):* settings

Vocabulary Chart for The Three Billy Goats Gruff			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	bridge brook hillside <b>setting</b> troll	<b>creaked</b> <b>gobble</b> <b>longed*</b> roared <b>scarcely</b>	brother grass <i>over/under</i> voice
Multiple Meaning			<u>cross</u>
Phrases	billy goat		much bigger rolled off too little
Cognates			

## Image Sequence

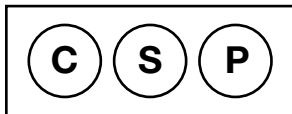
This is the order Flip Book images will be shown for this read-aloud.

1. 3A-1: The three Billy Goats Gruff
2. 3A-2: Little Billy Goat Gruff crossing the bridge
3. 3A-3: Middle Billy Goat Gruff crossing the bridge
4. 3A-4: Big Billy Goat Gruff on the bridge
5. 3A-5: The Big Billy Goat Gruff, and the troll falling off the bridge
6. 3A-6: Happy Billy Goats Gruff

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Introducing the Read-Aloud</b>	<b>Story Review</b>	Instructional Master 2B-1	15
	<b>Introducing “The Three Billy Goats Gruff”</b>	Instructional Master 3A-1	
	<b>Vocabulary Preview: Setting, Over/Under</b>		
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>The Three Billy Goats Gruff</b>		10
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>	Response Card 3	10
	<b>On Stage</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Multiple Meaning Word Activity: Cross</b>	Poster 2M (Cross)	15
	<b>Syntactic Awareness Activity: Asking and Answering Questions Using <i>Where</i></b>	Response Card 3	
	<b>Vocabulary Instructional Activity: Longed</b>		
	<b>End-of-Lesson Check-in</b>	Response Cards 1–3; Instructional Master 3B-1; scissors; glue or tape	

### **Advance Preparation**

Prepare a copy of Instructional Master 3A-1 for each student. Refer to it as Response Card 3 (The Three Billy Goats Gruff). Students can use this Response Card for discussion, for review, and to answer questions.



For End-of-Lesson Check-In, prepare a copy of Instructional Master 3B-1 (Story Image Sheet) and a Character, Setting, Plot Map (a three-circle chart) for each student. Students can choose pictures of characters and settings from the image sheet to cut and paste onto their Character, Setting, Plot Map. Alternatively, you may wish to create a large Character, Setting, Plot Map for the whole class to fill in together.



# The Three Billy Goats Gruff

3<sub>A</sub>

## Introducing the Read-Aloud

15 minutes

### Story Review

- Ask students, “What are stories that come from an author’s imagination called?”
  - Stories that come from the author’s imagination are called fiction.
- Remind students that fiction stories are often created from people’s imaginations; they are not real. Many times the stories are make-believe and fantasy with a little bit of reality, or something that is true.
- Remind students that characters are who a story is about.
- Ask students, “Can you name the characters from “The Three Little Pigs”?”
  - The characters from “The Three Little Pigs” are the three pigs, the mother pig, the man with the straw, the man with the sticks, the man with the bricks, and the wolf.
- Make sure students have their sequencing cards (Instructional Master 2B-1) from the Sequencing Events activity in Lesson 2.
- Say to students, “Using your sequencing cards for ‘The Three Little Pigs’ tell your partner about the plot of the story. Remember, the plot is what happens in a story.” Allow one minute for students to share with their partner. Encourage them to use temporal words such as *first*, *next*, *then*, and *last*.

### Introducing “The Three Billy Goats Gruff”

#### Picture Walk

- Tell students that the story they will hear is called “The Three Billy Goats Gruff.”
- Tell students that you will take a picture walk through this story together. Explain that a picture walk is when they look at the pictures from the story to become familiar with the story, see the characters of the story, and make predictions about what might happen in the story.

- Tell students that these pictures were drawn by someone—that person is called the illustrator.
- Tell students that this story was written by someone—that person is called the author.



◀ **Show image 3A-1: The three Billy Goats Gruff**

- Tell students that this is the beginning of the story.
- Point to the three billy goats. Explain that a billy goat is a male, or boy, goat.
- Have students say *billy goat* with you three times.
- Tell students that the billy goats are named Gruff: one is called Little Billy Goat Gruff, another is called Middle Billy Goat Gruff, and the last is called Big Billy Goat Gruff.
- Ask students what they see in the setting. Explain that the setting is where the story takes place.
  - Large rocks, a bridge, a grassy hill.
- Ask students whether the billy goats look happy or sad.



◀ **Show image 3A-2: Little Billy Goat Gruff crossing the bridge**

- Ask students what Little Billy Goat Gruff is doing.
- Have students find another character in this story—the troll.
- Tell them that trolls are small, magical, and sometimes mean creatures. They live in mountains, caves, or under a bridge. Trolls are make-believe and not real.
- Have students say *troll* with you three times.



◀ **Show image 3A-3: Middle Billy Goat Gruff crossing the bridge**

- Ask students what Middle Billy Goat Gruff is doing.
- Have students guess whether the troll will let Middle Billy Goat Gruff cross the bridge.



◀ **Show image 3A-4: Big Billy Goat Gruff on the bridge**

- Ask students what Big Billy Goat Gruff and the troll are doing.





◀ **Show image 3A-5: The Big Billy Goat Gruff and the troll falling off the bridge**

- Ask what is happening to the troll.



◀ **Show image 3A-6: Happy Billy Goats Gruff**

- Ask students to guess whether the end will be happy or sad.
- Give students Response Card 3 (The Three Billy Goats Gruff) from Instructional Master 3A-1. Have them point out the characters of this story—Little Billy Goat Gruff, Middle Billy Goat Gruff, Big Billy Goat Gruff, and the troll. Have them point to the setting—the rocky area, bridge, and grassy area.

## Vocabulary Preview

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### Setting

1. Today's story has a bridge in its *setting*.
2. Say the word *setting* with me three times.
3. The setting of a story is where the story takes place.
4. The setting for a story about students might be in a school.  
The setting for a story about dolphins might be in the ocean.
5. Tell your partner about the setting of your favorite story. Use the word *setting* when you tell about it. I will call on some of you to share about the setting of your favorite story.

### Over/Under

1. In today's story, you will hear that the three billy goats want to cross *over* a bridge but have a hard time because a troll lives *under* the bridge.
2. Say the word *over* with me three times. Say the word *under* with me three times.
3. *Over* means above or on top of something else. *Under* means below or at a lower place than something else.
4. The airplane flew *over* our school.  
The river runs *under* the bridge.
5. Using the objects around you or using safe movements, show your partner what *over* and *under* look like. Use the words *over* and *under* while you show your partner. I will call on a few students to show us *over* and *under*.

### ***Repeating Refrains***

- In advance of Presenting the Read-Aloud, designate one student in each partner pair to say, “Trip-trap! Trip-trap! Trip-trap!” as they pat their knees with their hands.
- Model saying, “Trip-trap! Trip-trap! Trip-trap!” and ask students to repeat.
- Show these students the prompt that will indicate it is their turn to speak, e.g., “When I touch my nose, say ‘Trip-trap! Trip-trap! Trip-trap!’”
- Designate the other student in each partner pair to say, “WHO’S THAT TRIP-TRAPPING OVER MY BRIDGE?” in a loud, roaring voice.
- Model saying, “WHO’S THAT TRIP-TRAPPING OVER MY BRIDGE?” with expression and ask students to do the same.
- Show these students the prompt that will indicate it is their turn to speak, e.g., “When I pat my head, say, ‘WHO’S THAT TRIP-TRAPPING OVER MY BRIDGE?’”
- Practice with students to be sure they recognize their prompt and know what to say.

### ***Purpose for Listening***

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The title of this story is “The Three Billy Goats Gruff.” Tell students that they are going to hear a story about three goats who want something very badly. But they run into a problem when they try to get what they want. Ask students to listen carefully to find out what the goats want and what problem they run into.

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

- ✓ Demonstrate familiarity with the story “The Three Billy Goats Gruff”
- ✓ Identify the characters, setting, and plot of “The Three Billy Goats Gruff”
- ✓ Distinguish between the elements of “The Three Billy Goats Gruff” that are real and elements that are fantasy



### The Three Billy Goats Gruff

#### ◀ Show image 3A-1: The three billy Goats Gruff

Once upon a time there were three billy goats, brothers who were all named “Gruff.”

The three Billy Goats Gruff **longed** to go up a hillside covered with thick, green grass. They wanted to eat that grass because they knew it would be delicious.

[Say to students, “To long for something means you really, really want something. What do the three billy goats want?”]

- They want to eat the green grass on the other side of the bridge.

To get to the hillside they had to cross a brook.

[Point to the brook in the picture. Say to students, “A brook is small river or stream of water.”]

Over the brook was a bridge. And under the bridge lived a troll.

[Say to students, “A troll is a small, magical creature that is sometimes mean. Do you think the troll is going to be a problem to the goats?”]

Now, the first to cross the bridge was the Little Billy Goat Gruff.



#### ◀ Show image 3A-2: Little Billy Goat Gruff crossing the bridge

“Trip-trap! Trip-trap! Trip-trap!” went the bridge.

[Prompt designated students to repeat, “Trip-trap! Trip-trap! Trip-trap!” in a quiet voice while softly clapping their hands or patting their knees.]

“WHO’S THAT TRIP-TRAPPING OVER MY BRIDGE?” roared the troll.

[Prompt designated students to roar, “WHO’S THAT TRIP-TRAPPING OVER MY BRIDGE?”]

And the tiny goat said in a wee, small voice, “It is only I, Little Billy Goat Gruff. And I’m going to the hillside to eat the delicious grass.”

“Oh-ho!” said the troll. “I am coming to **gobble** you up.”

[Tell students, “To gobble something means to eat it quickly and greedily.”]

“Oh, please don’t eat me,” said the Little Billy Goat Gruff. “I’m too little, yes I am. Wait a bit until my brother comes. He’s much bigger.”

“Well, be off with you!” said the troll, who was usually much more polite when his tummy was full and he had had a decent nap. He settled back down under the bridge, determined to fall back asleep.

[Ask students, “Did the troll let Little Billy Goat Gruff cross the bridge?”]

- Yes, the troll let Little Billy Goat Gruff cross the bridge.



◀ **Show image 3A-3: Middle Billy Goat Gruff crossing the bridge**

Soon the Middle Billy Goat Gruff came to cross the bridge.

“Trip-trap! Trip-trap! Trip-trap!” went the bridge.

[Prompt designated students to repeat “Trip-trap! Trip-trap! Trip-trap!” in a normal voice while clapping their hands or patting their knees.]

“WHO’S THAT TRIP-TRAPPING OVER MY BRIDGE?” roared the troll, jumping up onto the bridge.

[Prompt designated students to roar, “WHO’S THAT TRIP-TRAPPING OVER MY BRIDGE?”]

And the goat said, in a not-so-small voice, “It is only I, Middle Billy Goat Gruff, and I’m going to the hillside to eat the delicious grass.”

“Oh-ho!” said the troll, who was feeling even grumpier and hungrier. “I am coming to gobble you up.”

“Oh no, don’t eat me. Wait till my brother comes along. He’s much bigger.”

“Very well; be off with you!” said the troll, who could not believe he had been disturbed twice in one day. He jumped back down to try once more to take a nap in his home under the bridge.

[Ask students, “Did the troll let Middle Billy Goat Gruff cross the bridge?”]

- Yes, the troll let Middle Billy Goat Gruff cross the bridge.

### Mid-story Check-In

1. *Literal* Which characters have you met so far?
  - So far, I have met the three Billy Goats Gruff and the troll.
2. *Literal* What do the three billy goats want to do?
  - They want to cross to the other side to eat the grass.
3. *Inferential* What is the problem?
  - There is a troll under the bridge who gets woken up from his nap and is angry. The troll says that he wants to gobble the billy goats up.



#### ◀ Show image 3A-4: Big Billy Goat Gruff on the bridge

And just then, up came the great Big Billy Goat Gruff.

“TRIP-TRAP! TRIP-TRAP! TRIP-TRAP!” went the bridge, for the Big Billy Goat Gruff was so heavy that the bridge **creaked** and groaned under him.

[Say to students, “The bridge moved and made a squeaking sound because Big Billy Goat Gruff was so big.”]

[Prompt designated students to repeat “Trip-trap! Trip-trap! Trip-trap!” in a loud voice while loudly clapping their hands or patting their knees.]

“WHO’S THAT TRIP-TRAPPING OVER MY BRIDGE?” roared the troll.

[Prompt designated students to roar, “WHO’S THAT TRIP-TRAPPING OVER MY BRIDGE?”]

And a deep, loud voice boomed, “IT IS I, BIG BILLY GOAT GRUFF.”

“Oh-ho!” said the troll, who was thinking now that he was feeling the grumpiest and hungriest he had ever felt. “I am coming to **gobble** you up.”

“Well, then, come and try it!” said the Big Billy Goat Gruff.

The troll climbed up on the bridge, but he was not prepared for what happened next.

[Say to students, “Tell your partner what you think will happen between the troll and the Big Billy Goat Gruff.” Allow fifteen seconds for students to talk. Call on two students to answer.]



- ← **Show image 3A-5: The Big Billy Goat Gruff, and the troll falling off the bridge**

The Big Billy Goat Gruff rushed at the troll, without saying a word. He danced and pranced all over, until the bridge shook so much that the poor troll rolled off the bridge into the water.



- ← **Show image 3A-6: Happy Billy Goats Gruff**

Then the Big Billy Goat Gruff went to the hillside, where he joined his brothers. And they all three ate so much delicious grass that they were **scarcely** able to walk home again.

[Tell students, “To ‘scarcely be able to walk home’ means that the Billy Goats Gruff had a very hard time walking home because they were so full.”]

Snip, snap, snout. This tale’s told out.

## 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 specific 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. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this story?

[Have students point to the Three Billy Goats on Response Card 3.]

- The title of this story is “The Three Billy Goats Gruff.”

2. *Evaluative* The setting is the place where a story happens. What is the setting of this story?

[Have students point out the rocky place, the bridge, and the grassy hillside on Response Card 3.]

- The setting of this story is on a bridge connecting a rocky place and a grassy hill.

3. *Inferential* Why doesn't the troll eat the Little and Middle Billy Goats Gruff?
  - The troll does not eat them because they say their brother, who is bigger, is coming next. The troll decides he will wait so he has more to eat.
4. *Evaluative* How are the Three Billy Goats Gruff alike and different?
  - They are all billy goats. They are different in size.
5. *Evaluative* Which parts of the story are real? Which parts of the story are fantasy?
  - Billy goats eating grass is real. Animals talking and the troll are fantasy.

[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 two questions. I will give you a minute to think about the questions. 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

Does this story have a happy ending for the troll? (Yes/No)

The ending of this story is . . .

I thought this story would end in this way . . .

6. *Evaluative Think Pair Share:* Does the story end the way you expected? Why or why not?
  - Answers may vary.
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.]

### **On Stage**

- Tell students that one way to enjoy a story is to act it out. Review with students what the Billy Goats and the troll say in the story.
- Arrange students into groups of four. Have students decide within the group who will be the Little Billy Goat Gruff, the Middle Billy Goat Gruff, the Big Billy Goat Gruff, and the troll.
- Have them act out the story in their groups. (If applicable, have them act the story out in their home language.)



### **Complete Remainder of the Lesson Later in the Day**



# The Three Billy Goats Gruff

3<sub>B</sub>

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### *Associated Phrase: Cross*

**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 2M (Cross).] In the read-aloud you heard, “To get to the hillside they had to *cross* a brook.” Here *cross* means to go over something. Which picture shows this meaning of *cross*?
  - one
2. [Point to the billy goat crossing the bridge.] With your partner, talk about what you think of when you see this kind of cross. I will call on a few students to share what they discussed.
  - When I think of *cross*, I think of walking across the street, etc.
3. *Cross* also means other things. *Cross* also means angry or upset. Which picture shows this meaning of *cross*?
  - two
4. [Point to the annoyed and irritable child.] Now with your partner, talk about what you think of when you see this kind of cross. I will call on a few students to share what they discussed.
  - This picture of cross makes me think of being upset, angry, etc.

### ↔ Syntactic Awareness Activity

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

Directions: Today we are going to practice answering questions that use the question word *where*.

**Note:** 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.



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.
2. [Show image 3A-1.] Where are the billy goats?
  - The billy goats are in a rocky area.
3. Which word in the question lets you know I was asking about a place?
  - *where*
4. Where do the billy goats want to go?
  - The billy goats want to go to the grassy hillside.
5. Which word in the question lets you know that I was asking about a place?
  - *where*
6. Work with your partner to ask and answer a question about the story “The Three Billy Goats Gruff” using question word *where*. You can use Response Card 3 to refer to different places.
7. Now ask your partner a question about his/her favorite place at school. Use the question word *where*.

## Vocabulary Instructional Activity

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### Word Work: *Longed*

1. In the read-aloud you heard, “The three Billy Goats Gruff *longed* to go up a hillside covered with thick, green grass.”
2. Say the word *longed* with me three times.
3. When you have longed for something or longed to do something, it means you have really, really wanted something.
4. Rania longed to swim in the pool because it was so hot outside.
5. What is something you have longed for? Use the word *longed* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I have longed for \_\_\_\_\_ because . . .”]
6. What’s the word we’ve been talking about?

Use a *Sharing* activity for follow-up. Directions: I am going to ask you some questions about what you would long for in different situations. Be sure to begin your responses with “I would long for . . . ”

1. What would you long for on a hot summer day?
2. What would you long for on a really cold day?
3. What would you long for when it starts raining really hard?
4. What would you long for when you are really tired?

## 10 End-of-Lesson Check-In

### *The Three Billy Goats Gruff*

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, or 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

- Have students place Response Cards 1 through 3 on their lap. Say a few key words from any of the stories from the past three lessons (e.g., *birds, Ducky Lucky, den, pig, big, bad wolf, huff, puff, troll*) and ask students to hold up the Response Card that relates to the words you say.
- Have students focus on one story and explain to their partner which parts of the story could happen in real life and which parts of the story are fantasy.
- Give students a Character, Setting, Plot Map (three-circle chart) and an image sheet for “The Three Billy Goats Gruff” (Instructional Master 3B-1). Have them identify the characters of the story. Students can draw or cut and paste images of the characters onto the first circle. Next, have them identify the settings of the story. Students can draw or cut and paste images of the settings onto the second circle. Finally in the third circle, have students draw a picture of an event from the story.
- Have students talk to their partner or with home language peers about the characters, setting, and plot of the story, using their Character, Setting, Plot Map.



# The Wolf and the Seven Little Kids

4

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “The Wolf and the Seven Little Kids”
- ✓ Identify the sequence of events in “The Wolf and the Seven Little Kids”
- ✓ Identify “The Wolf and the Seven Little Kids” as a folktale

### 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:

- ✓ With prompting and support, retell “The Wolf and the Seven Little Kids,” including characters and beginning, middle, and end of the story in the proper sequence (RL.K.2)
- ✓ With prompting and support, use narrative language to describe characters and setting of “The Three Billy Goats Gruff” (RL.K.3)
- ✓ With prompting and support, identify characters, settings, and major events in “The Wolf and the Seven Little Kids” (RL.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator in a fiction text (RL.K.6)
- ✓ With assistance, organize events of “The Wolf and the Seven Little Kids” in the proper sequence (W.K.8)
- ✓ Identify real-life connections between words—*disguise*, *youngest*, and *terrified*—and their use (L.K.5c)
- ✓ Orally predict what will happen in the story based on pictures and/or text heard

## Core Vocabulary

**bleated, v.** Made the sound or cry of a goat or sheep

*Example:* The goat bleated when it was frightened.

*Variation(s):* bleat, bleats, bleating

**disguises, v.** Makes oneself look like someone or something else

*Example:* Billy often disguises himself as a cat.

*Variation(s):* disguise, disguised, disguising

**kids, n.** Young goats

*Example:* The kids ate grass in the field with their mama goat.

*Variation(s):* kid

**mill, n.** One who works in, operates, or owns a mill—a building where grain is ground into flour

*Example:* The miller was covered in flour by the end of the day.

*Variation(s):* millers

**terrified, adj.** Deeply afraid

*Example:* The terrified mouse ran away from the cat.

*Variation(s):* none

### Vocabulary Chart for The Wolf and the Seven Little Kids

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
<b>Understanding</b>	<b>bleated</b> <b><u>disguises</u></b> <b>mill</b> wolf	gentle hiding <b>terrified*</b>	child flour goat knock mother paws <i>youngest</i>
<b>Multiple Meaning</b>	<b>kids</b>	rough sweet	
<b>Phrases</b>	grandfather clock	be on guard against	no we won't came back
<b>Cognates</b>	<b>molinero(a)</b>	<b>aterrorizado(a)*</b>	madre

## Image Sequence

This is the order Flip Book images will be shown for this read-aloud.

1. 4A-1: Mother talking with the seven kids gathered around
2. 4A-2: Wolf at the door
3. 4A-3: Wolf's paws at the door
4. 4A-4: The wolf with the miller
5. 4A-5: Wolf with flour on paws
6. 4A-6: The mother goat finding the youngest kid
7. 4A-7: The mother goat and kid finding the wolf in the forest
8. 4A-8: Celebration

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Introducing the Read-Aloud</b>	<b>Story Review</b>	Character, Setting, Plot Map (The Three Billy Goats Gruff)	15
	<b>Introducing "The Wolf and the Seven Little Kids"</b>	Examples of folktales; Instructional Master 4A-1	
	<b>Vocabulary Preview: Disguise, Youngest</b>		
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>The Wolf and the Seven Little Kids</b>		10
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>	Response Card 4	10
	<b>Word Work: Terrified</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Sequencing Events</b>	Instructional Master 4B-1; scissors; glue or tape	15
	<b>Domain-Related Trade Book</b>		

### Advance Preparation

Prepare a copy of Instructional Master 4A-1 for each student. Refer to it as Response Card 4 (The Wolf and the Seven Little Kids). Students can use this Response Card for discussion, for review, and to answer questions.

For Introducing “The Wolf and the Seven Little Kids,” bring in examples of folktales, in particular folktales from your students’ home cultures.

***Note to Teacher***

Please note that this folktale has been altered considerably so that it no longer has the wolf eating the children, but portrays the wolf as a lonely animal wanting someone to play with. If your students have heard the folktale in its original form, you may wish to have them compare and contrast the two versions.



# The Wolf and the Seven Little Kids

4A

## Introducing the Read-Aloud

15 minutes

### Story Review

- Ask students, “Is ‘The Three Billy Goats Gruff’ fiction?”
  - “The Three Billy Goats Gruff” is fiction.
- Remind students that fiction stories are often created from people’s imaginations; they are not real. Many times the stories are make-believe and fantasy with a little bit of reality, or something that is true.
- Ask students, “What do we call the people or animals in a story?”
  - The people or animals in a story are called characters.
- Ask students, “Which characters do you remember from ‘The Three Billy Goats Gruff’?”
- Tell the students, “Remember, the setting is where a story takes place. Tell your partner about the setting for ‘The Three Billy Goats Gruff.’”
- Students may choose to use their Character, Setting, Plot Map for “The Three Billy Goats Gruff” to talk about the setting. Allow students to talk for thirty seconds. Call on two students to answer.]

### Introducing “The Wolf and the Seven Little Kids”

#### Introducing Folktales

- Explain to students that the next story they will hear is a folktale.
- Have students say *folktale* three times.
- Tell students a folktale is fiction, but it is different from the stories today that are first written down in books. Explain that folktales were first passed down from person to person orally—or by word of mouth—instead of being written down in a book. For example, a grandmother might tell a story to her grandchildren, and later, those children will tell that story to their children, who in turn will pass it on to others. In this way, folktales are passed down from generation to generation.

- Tell students that every culture in the world—every nation and group of people—has its own folktales. Explain that now some of these folktales are written down in books and illustrated.
- If available, pass around examples of folktales from different cultures that have been written into books.
- Be sure to emphasize that folktales are made-up stories. Remind students that stories that are made-up or created from someone's imagination are known as *fiction*. Folktales are one type of fiction.

### **Picture Walk**

- Tell students that the next story they will hear is a folktale called “The Wolf and the Seven Little Kids.”
- Tell students that you will take a picture walk through this story together.
- Remind students that these pictures were drawn by someone—that person is called the illustrator.
- Remind students that this story is a folktale that was first told orally so the author is unknown.



#### ◀ **Show image 4A-1: Mother talking with the seven kids gathered around**

- Tell students that this is the beginning of the story.
- Point to the mother and her seven little kids.
- Ask students if these kids look similar to the billy goats in the previous story.
- Explain that *kids* means young children (like them) and *kids* also means young goats—like the ones in this story.



#### ◀ **Show image 4A-2: Wolf at the door**

- Ask students who is at the door and what that animal is doing.
- Have students make a knocking sound by lightly hitting the floor, a hardcover book, or their desks.





◀ **Show image 4A-3: Wolf's paws at the door**

- Ask students to guess what is happening in this picture.
- Point out the wolf's paws.



◀ **Show image 4A-4: The wolf with the miller**

- Tell students that this is part of the middle of the story.
- Point out to the miller. Explain that a miller is a person who grinds grain into flour, the white powder used to make bread, cakes, crackers, etc.



◀ **Show image 4A-5: Wolf with flour on paws**

- Ask students what they think they see in the picture.



◀ **Show image 4A-6: The mother goat finding youngest kid**

- Ask students to briefly describe the room. Point out that it is a mess.
- Identify the youngest kid.



◀ **Show image 4A-7: The mother goat and kid finding the wolf in the forest**

- Tell students that this is near the end of the story
- Tell students that they are in the forest—a place with many tall trees.
- Ask students what the wolf is doing.



◀ **Show image 4A-8: Celebration**

- Ask students to talk about what they see in the picture.
- Ask students whether the kids look happy or sad.
- Give students Response Card 4 (The Wolf and the Seven Little Kids) from Instructional Master 4A-1. Have them point and count the seven little kids and the mother goat.

## Vocabulary Preview

### *Disguise*

1. Today's story has a wolf that often *disguises* himself as someone he is not.
2. Say the word *disguise* with me three times.
3. To disguise yourself means to make yourself look like someone or something else.

4. Hector sometimes disguises himself as a cat.
5. Tell your partner who or what you would disguise yourself as if you had the chance to disguise yourself. Use the word *disguise* when you tell about it. I will call on a few students to share.

### ***Youngest***

1. In today's story, you will hear that the *youngest* kid is found by his mother.
2. Say the word *youngest* with me three times.
3. *Youngest* means not as old as the rest. [Ask if anyone is the youngest in their family.]
4. Sometimes being the youngest is hard because you cannot do what the older children do.
5. Talk to your partner about the advantages, or good things, about being the youngest person in the family. Talk about the disadvantages, or bad things, about being the youngest. Use the word *youngest* when you tell about the advantages and disadvantages. I will call on a few students to share.

### **Purpose for Listening**

---

Tell students the title of this folktale is "The Wolf and the Seven Little Kids." Tell students that this folktale is about a wolf who tries to become friends with a family of goats. Ask them to listen carefully to find out how the wolf and the kids become friends.

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

- ✓ Demonstrate familiarity with "The Wolf and the Seven Little Kids"
- ✓ Identify the sequence of events in "The Wolf and the Seven Little Kids"
- ✓ Identify "The Wolf and the Seven Little Kids" as a folktale



### The Wolf and the Seven Little Kids

- ◀ **Show image 4A-1: Mother talking with the seven kids gathered together**

There was once a mother goat who had seven little **kids**, and she loved them as well as any mother has ever loved her children.

[Ask the students, “Do you remember what *kids* means in this story?”]

- *Kids* means young goats.

One day she gathered her seven **kids** around her and said, “Dear children, I must go into the forest to get food for us to eat. While I am away, do not open the door for anyone, especially the wolf. You will always know him by his rough voice, and by the dark grey fur on his paws.”

[Tell students, “Paws are the feet of an animal.”]

“Don’t worry, mother,” said the **kids**, “we will take good care of ourselves.” So the mother goat **bleated** goodbye, and went on her way with a calm mind.

[Tell students, “*Bleated* means cried out.” Make a bleating noise.]

Meanwhile, the wolf was all alone in the forest. He never had anyone to play with, as the other animals were scared of him. This made him quite sad, but he thought maybe if the seven **kids** just got to know him they would want to play with him. The wolf decided he would **disguise** himself in order to get the **kids** to give him a chance.

[Say to students, “That means the wolf will change the way he sounds and looks so the kids will not think he is a wolf.”]



- ◀ **Show image 4A-2: Wolf at the door**

Soon there came a knock at the door.

[Have students knock on something.]

A voice called out, “Open the door, my dear children. Your mother is back and has brought you each something.” But oh, what a rough voice!

[Ask students, “Does the wolf sound like their mother? Do you think they will open the door?”]

The **kids** thought it surely must be too soon for their mother to be back. “No, we won’t open the door!” cried the **kids**. “Our mother has a sweet, gentle voice, and your voice is rough. You must be the wolf!” And so the kids went on playing, feeling very proud of themselves.

The wolf felt very sad, for he could not help that his voice was rough. The wolf ran off to a store, where he bought a big lump of a special kind of chalk, which he ate to make his voice soft. Then he came back, and knocked at the door.

[Have students knock on something.]

The wolf called out in a gentle voice, “Open the door, my dear children. Your mother is back and has brought you each something.”

[Ask students, “Now does the wolf sound like their mother?”]

The wolf felt for sure that this time the kids would open the door and he could prove to them that he was actually a very nice wolf.



← **Show image 4A-3: Wolf’s paws at the door**

But the poor wolf had put his paws against the window, and the kids could see the black fur.

[Ask students, “Do you think the kids will open the door?”]

“No, we won’t open the door!” cried the kids. “Our mother’s feet do not have black fur. You must be the wolf!” Again, the kids went on playing, feeling even prouder that they had identified the wolf by his paws.

Again, the poor wolf felt sad, for he could not help that his fur was dark grey. And so, he ran to a baker.

[Tell students, “A baker is someone whose job is to make and sell bread, pastries, and cakes.”]

“Baker,” he said, “Please, spread some dough over my paws.”



← **Show image 4A-4: The wolf with the miller**

And when the baker had coated his paws with dough, the wolf went to the **miller**.

[Tell students, “A miller is someone who works at a mill and makes flour.”]

“**Miller**,” he said, “please sprinkle some white flour over my paws.” Now the wolf’s feet looked just like the mother goat’s!

The wolf thought for sure this time the kids would open the door so he could show them what a nice and fun wolf he was. For a third time, the wolf went to the door and knocked.

[Have students knock on something.]

The wolf said in a gentle voice, “Open the door, my dear children. Your mother is back and has brought you each something.” The wolf was almost smiling, he was so excited to play with the kids.

### **Mid-Story Check-In**

1. *Literal* Which characters have you met so far?
  - So far, I have met the mother goat, the seven little kids, the wolf, the baker, and the miller.
2. *Literal* What does the wolf want to do?
  - The wolf wants to get into the house. The wolf wants to play with the kids.
3. *Inferential* Do you think the kids will let the wolf in this time?
  - Answers may vary.



#### **◀ Show image 4A-5: Wolf with flour on paws**

“First show us your feet,” said the kids. And the wolf put his white, flour-covered paws against the window. “Yes, this must be our dear mother,” said the kids, and they opened the door.

In pounced the wolf, ready to play! The **terrified** kids tried to hide, because they did not know that the wolf was actually nice.

[Tell students, “To be terrified means to be very scared. The kids were very scared of the wolf. They did not know he was actually a nice wolf.”]

The first ran under the table. The second crawled under the bed. The third hid under the rug. The fourth ran into the kitchen. The fifth jumped into the cupboard. The sixth ran under a tub. And the seventh climbed inside a big grandfather clock.

The wolf thought the kids must be playing a great game of hide and seek, and he thought if he found them all, the kids would finally want to play with him. So the wolf found them all—all, that is, except the youngest, who was hiding in the grandfather clock. The other kids were so scared that when the wolf found them, they passed out.

[Tell students, “The kids fell down and started sleeping, probably because they were too scared.”]

The wolf was afraid that the other animals would blame him, so he took the kids into the forest to wait for them to wake up.

The wolf, tired from all of the excitement, strolled into the forest, lay down under a tree, and fell into a deep sleep next to the six sleeping kids.



◀ **Show image 4A-6: The mother goat finding the youngest kid**

A short while later, the mother goat came home, and quite a sight met her eyes. The door stood wide open. Tables and chairs were thrown all about; dishes were broken; quilts and pillows were torn off the bed. She called out for her children, but they were nowhere to be found. She called each one again by name, but no one answered, until she called the name of the youngest kid.

[Ask students, “Where was the youngest kid hiding?”]

- The youngest kid was hiding in the grandfather clock.

“Here I am, mother,” a frightened little voice cried, “here inside the big grandfather clock.” The mother goat helped her youngest child out of the clock.

Now, the youngest kid was quite sensitive.

[Tell students, “If you are sensitive, you understand the feelings of other people.”]

He realized that the wolf thought the kids were playing a game of hide and seek. He told his mother so, and they went off into the forest to find the other kids and the wolf and explain the misunderstanding.



◀ **Show image 4A-7: The mother goat and kid finding the wolf in the forest**

There they saw the wolf, fast asleep under a tree, snoring so hard that he shook the branches. Then the mother goat saw the rest of her kids sleeping there, hidden behind the big wolf. “Dear me!” she thought. “How peaceful they are sleeping!” No sooner had she had the thought, then one by one her little kids, and finally the wolf, woke up.



#### ← Show Image 4A-8: Celebration

When the kids woke up, they saw their dear mother and youngest brother smiling at them and they instantly felt happy. Their mother told them that the poor wolf was actually a kind animal who had just wanted to play, and they all danced around, celebrating their newfound friendship with the wolf.

[Ask students, “Does this folktale have a happy ending?” Have students dance around with joy.]

## 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 specific 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. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this story?
  - The title of this story is “The Wolf and the Seven Little Kids.”
2. *Literal* Where do the kids stay while their mother goes into the forest?
  - The kids stay at home.
3. *Literal* Who knocks on the door and pretends to be the mother goat?
  - The wolf knocks on the door and pretends to be the mother.
4. *Inferential* Why does the wolf eat chalk and put dough and flour on his paws?
  - The wolf wants to disguise himself as the mother goat, so the kids will let him in.
5. *Inferential* Why does the wolf want to get into the home?
  - The wolf is lonely and wants someone to play with.
6. *Evaluative* A folktale is a story that is passed down orally from person to person. What kind of special story is “The Wolf and the Seven Little Kids”?
  - It is a folktale.

[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 two questions. I will give you a minute to think about the questions. 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

Do you like to make new friends? (Yes/No)

I make new friends by . . .

The wolf could have . . . to become friends with the kids.

7. *Evaluative Think Pair Share*: How do you make new friends? What else could the wolf have done to become friends with the kids?

- Answers may vary.

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: Terrified**

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1. In the read-aloud you heard, "The *terrified* kids tried to hide."
2. Say the word *terrified* with me three times.
3. When you are terrified, you are very scared.
4. Mia is terrified of thunderstorms because she doesn't like loud noises.
5. Have you ever been terrified of something? Try to use the word *terrified* when you tell about it. [As a teacher, you may want to talk about a time when you were terrified and how the situation was resolved. Ask two or three students. If necessary, guide and/or rephrase students' responses: "I was terrified when . . ."]
6. What's the word we've been talking about?



Use a *Making Choices* activity for follow-up. Directions: I will name some things. If you think you would be terrified by the thing I name, say, “I would be terrified.” If you do not think you would be terrified, say, “I would not be terrified.” Remember to answer in complete sentences. [You may wish to designate an area of the room for the answer, “I would be terrified,” another area for the answer, “I would not be terrified,” and a third area for the undecided students.]

- Answers may vary for all.

1. a puppy
2. a bee
3. a rainbow
4. a tree
5. a wolf
6. a spider



**Complete Remainder of the Lesson Later in the Day**



# The Wolf and the Seven Little Kids

4B

## Extensions

15 minutes

### 10 Sequencing Events (Instructional Master 4B-1)

- Remind students that the events in a story are called the plot.
- Review each of the four images on Instructional Master 4B-1. Identify the characters, setting, and plot for each image.
- Have students cut out the four images.
- Tell students that they will arrange the images in order to show the proper sequence of events. (You may wish to choose three images to represent beginning, middle, and end for students to sequence.) Tell students that when they sequence events, they show what happened first, next, and last. This is similar to retelling a story from beginning to middle to end.
- You may wish that students work in small groups or with home language peers to retell the folktale as they figure out the sequence.
- Check to see if students are able to correctly sequence the pictures. Once the pictures are correctly sequenced, you may choose to have students glue or tape the pictures on paper.
- As students complete this activity, you may have them retell the folktale again, referring to their sequenced pictures.

### Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction and choose a story to read aloud to the class.
- 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 the 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 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 aloud, lead students in a discussion as to how the story or information in the book relates to the stories in this domain.



# The Bremen Town Musicians

5

## ☑ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Demonstrate familiarity with the story “The Bremen Town Musicians”
- ✓ Identify the characters, setting, and plot of “The Bremen Town Musicians”
- ✓ Identify “The Bremen Town Musicians” as a folktale
- ✓ Distinguish between elements of “The Bremen Town Musicians” that are real and elements that are fantasy

### **Language Arts Objectives**

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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:

- ✓ With prompting and support, use narrative language to describe the plot of “The Wolf and the Seven Little Kids” (RL.K.3)
- ✓ With prompting and support, identify characters, settings, and plot of “The Bremen Town Musicians” (RL.K.3)
- ✓ With assistance, categorize things that animals can and cannot do onto a two-column chart (W.K.8)
- ✓ With assistance, organize characters, settings, and plot for “The Bremen Town Musicians” onto a chart (W.K.8)
- ✓ Describe familiar things, such as an instrument or song and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Add drawings to description of self being a musician (SL.K.5)

- ✓ Add drawings to show an event from “The Bremen Town Musicians” on a chart (SL.K.5)
- ✓ Ask questions beginning with the word *what* (L.K.1d)
- ✓ Use frequently occurring prepositions, such as *behind* and *in front of* (L.K.1e)
- ✓ Produce and expand complete sentences in shared language activities using the question word *what* (L.K.1f)
- ✓ Identify new meanings for familiar words, such as *play*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*old*, *behind*, *in front of*, *play*, and *musician*—and their use (L.K.5c)
- ✓ Orally predict what will happen in the story based on pictures and/or text heard
- ✓ Distinguish between elements in the story that are real and elements that are fantasy

### Core Vocabulary

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

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

*Variation(s):* musicians

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

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

*Variation(s):* pant, pants, panted

**perched, v.** Sat or rested on something

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


*Variation(s):* perch, perches, perching

Vocabulary Chart for The Bremen Town Musicians			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	Bremen cat dog donkey <b>musician*</b> rooster supper uncle	<b>panting</b> <b>perched</b> willing	drum family flute forest music <i>old</i> window
<b>Multiple Meaning</b>			<u>play</u>
<b>Phrases</b>	street band	<i>behind/in front of</i>	play music
<b>Cognates</b>	<b>músico(a)*</b>		familia flauta música

## Image Sequence

This is the order Flip Book images will be shown for this read-aloud.

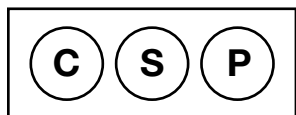
1. 5A-1: The donkey
2. 5A-2: The donkey and the dog
3. 5A-3: The donkey and the dog meeting the cat
4. 5A-4: The donkey, dog, and cat meeting the rooster
5. 5A-5: The donkey, dog, cat, and rooster around the tree
6. 5A-6: The four animals serenading in the window
7. 5A-7: The uncle sneaking in while the animals are sleeping
8. 5A-8: The uncle running away from the house

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Story Review</b>	Instructional Master 4B-1	15
	<b>Introducing “The Bremen Town Musicians”</b>	Instructional Master 5A-1; world map or globe	
	<b>Vocabulary Preview: Old, Behind/In Front of</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Bremen Town Musicians</b>	pictures/realia of a flute and drum	10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Response Card 5	10
	<b>Two-Column Chart</b>	Image Card 5; Response Card 5; chart paper, chalkboard, or whiteboard	
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Multiple Meaning Word Activity: Play</b>	Poster 3M (Play)	15
	<b>Syntactic Awareness Activity: Asking and Answering Questions Using <i>What</i></b>		
	<b>Vocabulary Instructional Activity: Musician</b>	picture/realia of different instruments; drawing paper, drawing tools	
	<b>End-of-Lesson Check-in</b>	Response Cards 1–5; Instructional Master 5B-1; scissors; glue or tape	

### ***Advance Preparation***

Prepare a copy of Instructional Master 5A-1 for each student. Refer to it as Response Card 5 (The Bremen Town Musicians). Students can use this Response Card for discussion, for review, and to answer questions.

Bring in pictures or realia of different instruments, including flute and drum.



For End-of-Lesson Check-In, prepare a copy of Instructional Master 5B-1 (Story Image Sheet) and a Character, Setting, Plot Map (a three-circle chart) for each student. Students can choose pictures of characters and settings from the image sheet to cut and paste onto their Character, Setting, Plot Map. Alternatively, you may wish to create a large Character, Setting, Plot Map for the whole class to fill in together.



# The Bremen Town Musicians

5<sub>A</sub>

## Introducing the Read-Aloud

15 minutes

### Story Review

- Ask students, “What kind of story is ‘The Wolf and the Seven Little Kids’?”
  - “The Wolf and the Seven Little Kids” is fiction. “The Wolf and the Seven Little Kids” is a folktale.
- Remind students that folktales are one type of fiction—it is a story made up from a person’s imagination. Some parts of it can be real and some parts of it are make-believe, or fantasy.
- Remind students that a folktale is a story that is passed down orally from person to person.
- Make sure that students have their pages from the Sequencing Events activity (Instructional Master 4B-1) in Lesson 4.
- Say to students, “Using your sequencing cards for “The Wolf and the Seven Little Kids,” tell your partner about the plot, or events, of the story.” Allow one minute for students to talk. Then call on a partner pair to share the plot of the story.

### Introducing “The Bremen Town Musicians”

- Tell students that they will hear another folktale. It is called “The Bremen Town Musicians.”
- Tell students that Bremen is a town in Germany.
- Point to the country of Germany on a world map or globe.
- Tell students the name of the city or town of your school. Tell students they live in the United States of America.
- Point to the United States of America on a world map or globe.



### Picture Walk

- Tell students that you will take a picture walk through this story together.
- Remind students that these pictures were drawn by someone—that person is called the illustrator.
- Remind students that this story is a folktale that was first told orally so the author is unknown.



#### ◀ Show image 5A-1: The donkey

- Tell students that this is the beginning of the story.
- Point to the donkey. Have students say *donkey* with you three times.
- Ask what kind of noise a donkey makes.
  - hee-haw
- Ask whether the donkey looks happy or sad.



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

- Ask students to identify another character—the dog.
- Ask what kind of noise a dog makes.
  - ruff-ruff
- Ask why they think the dog looks the way he does.



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

- Ask students to identify another character—the cat
- Ask what kind of noise a cat makes.
  - meow-meow
- Ask how the cat looks.



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

- Ask students to identify another character—the rooster. Have students say *rooster* with you three times.
- Ask what kind of noise a rooster makes.
  - cock-a-doodle-doo



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

- Ask what the animals are looking at.
- Ask what time of day it is.



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

- Ask what students think the animals are doing outside the window.
- Tell students that a family lives in the house and the father and uncle are at the window.



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

- Have students describe this picture.
- Point out, or have students point out, the images of the animals and the uncle.



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

- Have students describe this picture.
- Ask students to guess why the man is running away.
- Give students Response Card 5 (The Bremen Town Musicians) of Instructional Master 5A-1. Have them point out the characters of this story—the donkey, dog, cat, rooster, the father, and the uncle.

## Vocabulary Preview

### *Old*

1. In today's story, you will hear that the dog grew *old* and wanted to leave his home to see the world.
2. Say the word *old* with me three times.
3. Something that is old has been around for a long time and is not young. Something that is old might not be as useful anymore.
4. The school building is old and has many cracks in the wall.
5. Tell your partner about things that are old. Use the word *old* when you tell about it. Each person gets three turns.

### *Behind/In Front of*

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

1. In today's story, you will hear that the dog lay *behind* the door . . . [Point to the dog behind the door.]  
 . . . and the cat curled up *in front of* the fireplace. [Point to the cat in front of the fireplace.]



2. Say the word *behind* with me three times. Say the words *in front of* with me three times.
3. To be behind something means to be on the other side or at the back of that thing.

To be in front of something means to be ahead of it or close to the front part of it.

4. The garbage can is behind the door.  
The sign-in sheet is in front of the door.
5. Using the objects around you or using safe movements, show your partner what *behind* and *in front of* look like. Say *behind* and *in front of* while you show your partner. I will call on a few students to show us *behind* and *in front of*.

### **Repeating Refrains**

- Have students make the sounds of a donkey (hee-haw), dog (ruff-ruff), cat (meow), and rooster (cock-a-doodle-doo).
- Tell students that each time an animal name is mentioned in the story, they can make the sound of that animal.

### **Purpose for Listening**

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The title of this folktale is “The Bremen Town Musicians.” Tell students that they are going to hear a story about some animals that are on their way to Bremen to become musicians. Ask students to listen carefully to find out how the animals *accidentally*—that means they did not mean to—scare a family along the way.

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

- ✓ Demonstrate familiarity with the story “The Bremen Town Musicians”
- ✓ Identify the characters, setting, and plot of “The Bremen Town Musicians”
- ✓ Identify “The Bremen Town Musicians” as a folktale
- ✓ Distinguish between elements of “The Bremen Town Musicians” that are real and elements that are fantasy



## The Bremen Town Musicians

### ◀ Show image 5A-1: The donkey

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

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

[Say to students, “A musician is someone who plays an instrument or sings. Do you think a donkey can really be a musician?”]



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

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

[Say to students, “This means the dog was having a hard time breathing.” Demonstrate panting.]

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

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

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

[Ask students, “Can the animals really play the flute and the drum?” Show students an example of a flute and a drum.]

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

[Say to students, “To be *willing* means that you will do what another person says or go where another person says to go.”]



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

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

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

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

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

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

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

[Review with the students what each animal will do in the band.]

- The donkey will play the flute, the dog will play the drum, and the cat will sing.



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

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

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

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

“Come with us, old Red Comb,” said the donkey.

[Ask students, “Who is being called ‘old Red Comb’ and why?”]

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

“We are going to Bremen to be street **musicians**. You have a fine voice, and the rest of us are all musical, too.”

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

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



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

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

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

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

[Tell students, “*Supper* means dinner.”]

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

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

“Or some corn!” said the rooster.

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

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

[Ask students, “Who is ‘old Long Ears’ and why?”]

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

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

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

[Say to students, “The animals want the family to notice that they are good musicians and hope the family will share their dinner with them.”]

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

***Mid-story Check-In***

1. *Literal* Which characters have you met so far?
  - So far, I have met the donkey, dog, cat, rooster, and the family.
2. *Literal* Where are the animals going?
  - The animals are on their way to Bremen.

3. *Literal* What are the animals going to be?
  - The animals are going to be musicians.
4. *Evaluative* How do you think they are going to get their supper?
  - Answers may vary.



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

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

[Say to students, "When you perch on something, you sit or stand on it. Have you ever seen a bird perched on a tree branch?"]

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

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

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



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

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

Later that night, the uncle decided to go back to check on the house. He found everything quiet and still, so he went inside. He did not see the cat, and he stepped on her tail. The poor kitty was caught by surprise and jumped up, landing on the uncle's face by accident.

It gave the uncle such a fright that he ran for the door, which in turn scared the dog who grabbed the uncle's leg as he went by.

In the dark yard the uncle could not see the donkey and ran into him by accident. This scared the donkey, who gave him a great kick with his hind foot.

All this woke the rooster, who cried with all his might, “Cock-a-doodle-doo! Cock-a-doodle-doo!”

[Ask students, “What did each animal do to the uncle?”]

- The cat jumped up and landed on the uncle’s face; the dog grabbed the uncle’s leg; the donkey kicked the robber; the rooster cried, “Cock-a-doodle-doo!”



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

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

Gasping for breath, he said, “I have no idea what is going on in that house, but I am never going back! First, something tried to cover my eyes.

[Ask students, “Which animal did this?”]

- the cat

Then something tried to stop me from leaving, by grabbing my leg.

[Ask students, “Which animal did this?”]

- the dog

Then out in the yard something pushed me from behind.

[Ask students, “ Which animal did this?”]

- the donkey

And all the while I heard an awful noise asking, ‘Who are you? Who are you?’”

[Ask students, “Which animal did the uncle really hear?”]

- the rooster

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



### Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the story and/or refer to specific 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. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this story?
  - The title of this story is “The Bremen Town Musicians.”
2. *Literal* Who are the characters?

[Have students identify the characters on Response Card 5.]

  - The characters are the donkey, dog, cat, rooster, the family, and the uncle.
3. *Literal* What is the family doing in the house when the animals first see them?
  - The family is eating dinner.
4. *Literal* How do the animals try to impress or get the family’s attention?
  - They stand on one another and make a loud noise.
5. *Literal* Why does the family run away?
  - The family runs away because the noise of the animals frightened them.
6. *Inferential* Did the animals mean to scare the family away?
  - No, the animals did not mean to scare the family away.
7. *Evaluative* What kind of special story is “The Bremen Town Musicians”?
  - It is a folktale.
8. *Evaluative* Which parts of the story are real? Which parts of the story are fantasy?
  - The animals making animal noises, animals getting old, animals liking certain foods (e.g., a dog likes a bone) and a family living in a house are real. Animals becoming musicians and animals talking are fantasy.

[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 two questions. I will give you a minute to think about the questions. 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

Did the animals go to Bremen and become musicians? (Yes/No)

After the family left, the animals . . .

I do/do not think the animals become musicians because . . .

9. *Evaluative Think Pair Share*: What do you think the animals did after the family ran away? Do you think the animals really stayed at the house or do you think they became musicians as planned?

- Answers may vary.

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.]

### **Two-Column Chart**

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- Show Image Card 5 or students may use Response Card 5.
- Remind students that the animals and people in the story are called characters. Have them say the word *character* with you.
- Have students identify the characters from today's read-aloud.
- Tell students that you are going to make a chart to help them understand the difference between real and make-believe, or fantasy, in today's read-aloud.

**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. Emphasize that you are writing what they say so that you don't forget, and then tell them that you will read the words to them.

- Make a T-Chart on chart paper, a chalkboard, or a whiteboard. Label the left-hand column "Things That Animals Really Do" and the right-hand column "Things That Animals Can't Really Do." Have students generate lists for both columns, recording their suggestions in the appropriate columns.



### **Complete Remainder of the Lesson Later in the Day**



# The Bremen Town Musicians

5<sub>B</sub>

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### *Multiple Choice: Play*

**Note:** You may choose to have students hold up one, two, three, or four 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 (Play).] In the read-aloud you heard, “The donkey took the road to Bremen, where he had heard a street band *play* sweet music. He thought he could be a fine musician, too.” Which picture shows people playing music?
  - one
2. *Play* can also mean several other things. *Play* also means a drama that is usually performed on stage. Which picture shows something performed on stage?
  - four
3. *Play* also describes what children do for fun. Which picture shows children playing?
  - three
4. *Play* can also be used to talk about sports. Which picture shows children playing soccer?
  - two
5. Now that we have gone over the different meanings for the word *play*, quiz your partner on these different meanings. Remember to use complete sentences. For example, you could say, “Kaleia was the queen in the class play.” Your partner should then respond, “That’s number four.”

## ↔ Syntactic Awareness Activity

### Asking and Answering Questions Using What

Directions: Today we are going to practice answering questions that use the question word *what*.

**Note:** 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.

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



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

2. What is down the road?
  - The house is down the road.
3. Which word in the question lets you know that I was asking about a thing?
  - *what*
4. What is up in the sky?
  - The moon is up in the sky.
5. Which word in the question lets you know that I was asking about a thing?
  - *what*
6. Work with your partner to ask and answer a question about the story "The Bremen Town Musicians" using question word *what*.
7. Now ask your partner a question about his/her favorite instrument or favorite song. Use the question word *what*.

## ↔ Vocabulary Instructional Activity

### Word Work: Musician

1. In the read-aloud you heard, “The donkey took the road to Bremen, where he had heard a street band play sweet music. He thought he could be a fine *musician*, too.”
2. Say the word *musician* with me three times.
3. A musician is someone who plays a musical instrument or sings.
4. The musician played a beautiful song at the wedding.
5. Have you ever seen or heard a musician? What did he or she play? Use the word *musician* when you tell about it.[Ask two or three students. If necessary, guide and/or rephrase the students’ responses to be complete sentences: “I’ve seen/heard a musician play . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a picture of yourself being a musician. What instrument would you play or which song would you sing? Where would you be a musician?

- Show students the different realia or images of instruments you have prepared and briefly describe each one.
- Have students share with their partner or in small groups what they have drawn.

## 10 End-of-Lesson Check-In

### The Bremen Town Musicians

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, or 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

- Have students place Response Cards 1 through 5 on their lap. (You may wish to focus on a few stories at a time.) Say a few key words from any of the stories from the past five lessons (e.g., *Henny Penny*, *bricks*, *billy goats*, *troll*, *kids*, *miller*, *rooster*, *robber*) and ask students to hold up the Response Card that relates to the words you say.

- Have students focus on one story and explain to their partner which parts of the story could happen in real life and which parts of the story are fantasy.
- Give students a Character, Setting, Plot Map and an image sheet (Instructional Master 5B-1). Have them identify the characters of the story. Students can draw or cut and paste images of the characters onto the first circle. Next, have them identify the settings of the story. Students can draw or cut and paste images of the settings onto the second circle. Finally in the third circle, have students draw a picture of an event from the story.
- Have students talk to their partner or with home language peers about the characters, setting, and plot of the story, using the Character, Setting, Plot Map.



# Pausing Point

PP

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## **Note to Teacher**

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

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of *Stories*. The other activities may be done in any order. You may wish to do one activity on successive days. 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.

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## **Core Content Objectives Up to This Pausing Point**

Students will:

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

## Student Performance Task Assessment

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### 10 Riddles for Core Content

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#### Materials: Instructional Master PP-1

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

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

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

## Activities

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### Image Review

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Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images. You may choose to have students retell the stories in partner pairs, in small groups, or with home language peers.



## Image Card Review

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### **Materials: Image Cards 1–7; Response Cards 1–5**

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

Proceed to another card when the correct answer has been given.

## Folktales from Around the World

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### **Materials: Various folktales from students’ home culture**

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

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

## Domain-Related Trade Book or Student Choice

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### **Materials: Trade book**

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

## Exploring Student Resources

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### **Materials: Domain-related student websites**

Pick appropriate websites from the Internet for further exploration of stories. Refer to sample sites listed in the Introduction.

## Videos of Stories

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### **Materials: Videos of stories**

Carefully peruse the Internet for short (5-minute) videos related to stories already covered in the domain.

Prepare some questions related to the videos.

Discuss how watching a video is the same as and different from listening to a storybook.

Have students ask and answer questions using question words *who*, *where*, and *what* regarding what they see in the videos.



### **Above and Beyond: On Stage**

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Have a group of students plan and act out one of the stories they have heard thus far. A few stories that could be acted out include: “The Three Little Pigs”, “The Three Billy Goats Gruff,” and “The Bremen Town Musicians.”



# Momotaro, Peach Boy

6

## ☑ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “Momotaro, Peach Boy”
- ✓ Identify the sequence of events in “Momotaro, Peach Boy”
- ✓ Identify “Momotaro, Peach Boy” as a folktale
- ✓ Distinguish between elements of “Momotaro, Peach Boy” that are real and elements that are fantasy

### 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:

- ✓ With prompting and support, retell “Momotaro, Peach Boy,” including characters and beginning, middle, and end of the story in the proper sequence (RL.K.2)
- ✓ With prompting and support, use narrative language to describe characters, settings, and plot of “The Bremen Town Musicians” (RL.K.3)
- ✓ With prompting and support, identify characters, settings, and major events in “Momotaro, Peach Boy” (RL.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator in a fiction text (RL.K.6)
- ✓ With assistance, organize events of “Momotaro, Peach Boy” in the proper sequence (W.K.8)
- ✓ Identify real-life connections between words—*island*, *help*, and *swooped*—and their use (L.K.5c)

- ✓ Orally predict what will happen in the story based on pictures and/or text heard
- ✓ Distinguish between elements in the story that are real and elements that are fantasy

## Core Vocabulary

**island, n.** A piece of land completely surrounded by water

*Example:* We had to take the boat to get out to the island.

*Variation(s):* islands

**pheasant, n.** A type of bird that normally has a long tail

*Example:* James spotted a colorful pheasant on a high branch of a tree.

*Variation(s):* pheasants

**swooped, v.** Moved downward quickly through the air in a curving movement

*Example:* The stunt plane swooped down out of the sky.


*Variation(s):* swoop, swoops, swooping

Vocabulary Chart for Momotaro, Peach Boy			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	castle dog <b>pheasant</b> Japan monkey village	brave confusion <i>help</i> <b>island</b> journey steal/stolen <b>swooped*</b> thanked treasure	cake king peach
Multiple Meaning			
Phrases	millet cake oni monster		ran away
Cognates	castillo <b>faisán</b> Japón oni monstruo	confusion <b>isla</b> tesoro	

## Image Sequence

This is the order Flip Book images will be shown for this read-aloud.

1. 6A-2: The old man and his wife
2. 6A-3: Momotaro breaking out of the peach
3. 6A-4: Momotaro waving goodbye to his parents
4. 6A-5: Momotaro and the dog
5. 6A-6: Momotaro, the dog, and the monkey talking to the pheasant
6. 6A-7: Momotaro and friends all fighting an *oni*
7. 6A-8: *Oni* bringing Momotaro treasure

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Story Review</b>	Character, Setting, Plot Map (The Bremen Town Musicians)	15
	<b>Introducing “Momotaro, Peach Boy”</b>	Instructional Master 6A-1; world map or globe	
	<b>Vocabulary Preview: Island, Help</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Momotaro, Peach Boy</b>		10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Response Card 6	10
	<b>Word Work: Swooped</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Sequencing Events</b>	Instructional Master 6B-1; scissors; glue or tape	15
	<b>Domain-Related Trade Book</b>		
<b><i>Take-Home Material</i></b>	<b>Family Letter</b>	Instructional Masters 6B-2, 6B-3	

### ***Advance Preparation***

Prepare a copy of Instructional Master 6A-1 for each student. Refer to it as Response Card 6 (Momotaro, Peach Boy). Students can use this Response Card for discussion, for review, and to answer questions.



# Momotaro, Peach Boy

6<sub>A</sub>

## Introducing the Read-Aloud

15 minutes

### Story Review

- Ask students, “What are made-up stories called?”
  - Made-up stories are called fiction.
- Remind students that fiction stories are often created from people’s imaginations. They are not real.
- Ask students, “What kind of story is ‘The Bremen Town Musicians’?”
  - “The Bremen Town Musicians” is fiction and a folktale.
- Remind students that folktales are told orally and passed down from person to person. A folktale is one type of fiction.
- Say to students, “Remember that a character in a story is *who* the story is about. The setting is *where* the story takes place. The plot is *what* happens in the story. Briefly share with your partner about the characters, setting, and plot of ‘The Bremen Town Musicians.’”

[Students may choose to use the Character, Setting, Plot Map (The Bremen Town Musicians) from Lesson 5 for this story. Allow one minute for students to talk.]

### Introducing “Momotaro, Peach Boy”

- Tell students that they will hear another folktale. Remind them that every culture in the world has its own folktales. Today they will listen to a Japanese folktale; that means that this story is from Japan.
- Ask students, “Have you ever heard of the country of Japan? What do you know about Japan?”



#### ◀ Show image 6A-1: World map with Japan highlighted

- Point out Japan on this map or on a world map or globe. Point out the United States of America.
- Explain that Japan is an island.

- Ask students, “What do you think an island is?” [Point out how Japan is completely surrounded by water.]
  - An island is land that is completely surrounded by water.

### **Picture Walk**

- Tell students that the next folktale they will hear is called “Momotaro, Peach Boy.”
- Tell students that you will take a picture walk through this story together.
- Ask students what they would call a person who draws the pictures of a story.
- Remind students that this story is a folktale that was passed down orally so the author is unknown.



#### ◀ **Show image 6A-2: The old man and his wife**

- Tell students that this is the beginning of the story.
- Have students describe who they see.
- Ask students if they see something interesting floating down a river.



#### ◀ **Show image 6A-3: Momotaro breaking out of the peach**

- Have students talk about what is interesting and unusual about this picture.
- Identify Momotaro, the old man, and his wife as characters in this folktale.



#### ◀ **Show image 6A-4: Momotaro waving goodbye**

- Ask students to guess who they think the boy in the picture is and what he is doing.



#### ◀ **Show image 6A-5: Momotaro and the dog**

- Tell students that the item in the boy’s hand is called a millet cake. It is made from a type of seed called millet.
- Ask students what the boy is doing with the millet cake.



#### ◀ **Show image 6A-6: Momotaro, the dog, and the monkey talking to the pheasant**

- Have students identify the characters they see in this picture.
- Tell students that the bird in the picture is called a pheasant. Have them say *pheasant* with you. It is a bird with a long tail.



◀ **Show image 6A-7: Momotaro and friends all fight an *oni* monster**

- Identify the *oni* monster.
- Ask whether or not the *oni* is real.



◀ **Show image 6A-8: *Oni* bowing to Momotaro and bringing him treasure**

- Have students describe what is happening in the picture.
- Ask students to guess if this Japanese folktale has a happy or sad ending.
- Give students Response Card 6 (Momotaro, Peach Boy) of Instructional Master 6A-1. Have them point out the characters in this folktale.

## Vocabulary Preview

### *Island*

1. In today's folktale you will hear that Momotaro wants to go to the *island* of the *oni* monsters.
2. Say the word *island* with me three times.
3. An island is land that is surrounded by water.
4. The people from Momotaro's village travel from island to island on boats.
5. Tell your partner if you have even been to an island or what you think visiting an island would be like. Use the word *island* when you tell about it. I will call on a few students to share.

### *Help*

1. In today's story, you will hear that some animals *help* Momotaro fight the *oni* monsters.
2. Say the word *help* with me three times.
3. To help someone means that you work with that person to solve a problem or make it easier for that person to do something.
4. Momotaro helped his mother make millet cakes.  
Rivka and Isaac help their uncle wash his car.
5. Tell your partner about times you have helped someone else. Use the word *helped* when you tell about it. Each person gets three turns.



### **Repeating Refrains**

- In advance of Presenting the Read-Aloud, designate one student in each partner pair to play the part of the animals. Tell them they will say, “Momotaro, where are you going?”
- Model saying, “Momotaro, where are you going?” with inflection and expression and ask students to do the same.
- Show these students the prompt that will indicate it is their turn to speak, e.g., “When I touch my nose, it is your turn to repeat after me.”
- Designate the other student in each partner pair to play the part of Momotaro. Tell them they will say, “I am going to the island of the *oni*.”
- Model saying, “I am going to the island of the *oni*” with boldness and expression and ask students to do the same.
- Show these students the prompt that will indicate it is their turn to speak, e.g., “When I pat my head, it is your turn to repeat after me.”
- Practice the lines with the students to be sure they recognize their prompt and know what to say.

### **Purpose for Listening**

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The title of this Japanese folktale is “Momotaro, Peach Boy.” Tell students that the main character in the story is Momotaro and he is very brave. Tell students to listen carefully to find out how Momotaro helps his village.

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

- ✓ Demonstrate familiarity with “Momotaro, Peach Boy”
- ✓ Identify the sequence of events in “Momotaro, Peach Boy”
- ✓ Identify “Momotaro, Peach Boy” as a folktale
- ✓ Distinguish between elements of “Momotaro, Peach Boy” that are real and elements that are fantasy



## Momotaro, Peach Boy

### ◀ Show image 6A-2: The old man and his wife

Once upon a time, in a small village in the country of Japan, there lived a kind old man and his good, honest wife.

[Ask students, “What kind of land is Japan?”]

- Japan is an island.

One fine morning, the old man went to the hills to cut firewood, while his wife went down to the river to wash clothes. The old woman was scrub, scrub, scrubbing the clothes on a stone, when something strange came floating down the river. It was a peach—a very big, round peach! She picked it up—oof!—and carried it home with her, thinking to give it to her husband to eat when he returned.

The old man soon came down from the hills, and the old woman set the peach before him. The peach began to shake and wobble the table. As the old man and woman looked on in amazement, the peach split apart, and out came a baby boy.



### ◀ Show image 6A-3: Momotaro breaking out of the peach

The old man and woman took care of the baby. They were kind to him and raised him as their own son. They called him Momotaro, a fine name, as it means “Peach Boy.”

[Have students say *Momotaro* with you. Ask, “Why do you think he is called Momotaro?”]

Momotaro grew up to be strong and brave—which was a good thing for the village, because for many years the villagers had been bothered by the *oni*, who were greedy monsters who stole things from the villagers.

[Tell students, “The *oni* took the villagers’ things without asking and did not give them back.”]

Everyone in the village wished that the *oni* would stop bothering them.

[Say to students, “Tell your partner whether or not you think the *oni* monsters are real.” Allow fifteen seconds for students to talk. Call on a few to share.]

One day, when Momotaro had grown to be a young man, he said to his parents, “I am going to the **island** of the *oni* who steal from our

village. I will bring back what they have stolen, and stop them from harming us ever again. Please make some millet cakes for me to take along on my journey.”

[Tell students, “Millet cakes are cakes made from a type of seed called millet.”  
Ask, “Who thinks Momotaro’s parents will let him go to the island of the *oni*?”]



◀ **Show image 6A-4: Momotaro waving goodbye to his parents**

The old man and woman were worried, but they made the millet cakes for Momotaro. And so he started on his way.

[Ask students, “Was your prediction correct? What would you say to your parents if you were going away on a journey?”]



◀ **Show image 6A-5: Momotaro and the dog**

He had not gone far when he met a dog. “Where are you going, Momotaro?” asked the dog.

[Prompt designated students to repeat the refrain.]

“I am going to the **island** of the *oni* to bring back what they have stolen from my village,” said Momotaro.

[Prompt designated students to repeat the refrain, “I am going to the island of the *oni*.”]

“And what are you carrying in that sack?” asked the dog.

“I’m carrying the best millet cakes in all Japan,” said Momotaro.  
“Would you like one?”

“Mmm, yes!” said the dog. “And I will come with you to the **island** of the *oni*. I will help you.”

**Mid-story Check-In**

1. *Literal* Which characters have you met so far?
  - So far, I have met the old man and his wife, Momotaro, and the dog.
2. *Literal* Where is Momotaro going?
  - Momotaro is going to the island of the *oni*.
3. *Inferential* Do you think the Momotaro will find the *oni*? If Momotaro finds the *oni*, do you think he will be able to defeat—or win over—the *oni*?
  - Answers may vary.



◀ **Show image 6A-6: Momotaro, the dog, and the monkey talking to the pheasant**

The dog ate the millet cake, then he and Momotaro walked on. They soon met a monkey.

“Momotaro, where are you going?” asked the monkey.

[Prompt designated students to repeat the refrain.]

“I am going to the **island** of the *oni* to bring back what they have stolen from my village,” said Momotaro.

[Prompt designated students to repeat the refrain, “I am going to the island of the *oni*.”]

“I will come with you,” said the monkey. And Momotaro thanked him and gave him a millet cake.

Now the three of them walked along, when soon they heard a call: “Momotaro, where are you going?”

[Prompt designated students to repeat the refrain.]

Momotaro looked around to see who was calling. A big **pheasant** flew out of a field and landed at his feet.

[Tell students, “A pheasant is a bird with a long tail.”]

Momotaro told him, “I am going to the **island** of the *oni* monsters to bring back what they have stolen from my village.”

[Prompt designated students to repeat the refrain, “I am going to the island of the *oni*.”]

“Then I will come with you and help you,” said the **pheasant**. Momotaro thanked him and gave him a millet cake.

So Momotaro went on his way, with the dog, the monkey, and the **pheasant** following close behind.



◀ **Show image 6A-7: Momotaro and friends all fighting an *oni* monster**

They soon came to the **island** of the *oni*. The *oni* lived in a big stone castle. The **pheasant** flew over the high castle walls. He **swooped** down and flew back and forth so fast that it scared the *oni*.

[Say to students, “The pheasant flew down quickly in a spiraling motion.” Demonstrate a swooping motion with your hands.]

The *oni* shouted and screamed and ran about in confusion.

Just then Momotaro, with the help of the dog and monkey, broke through the gate of the castle. Oh, what a scene! The dog and monkey ran about the legs of the *oni*, which tripped them up so much they had trouble standing. Momotaro ran left and right, waving his staff. Many of the *oni* ran away, and soon it was just Momotaro and the *oni* king.



◀ **Show image 6A-8: *Oni* bowing to Momotaro and bringing him treasure**

Momotaro ordered the *oni* king to collect all the treasure the *oni* had stolen. Momotaro and his friends gazed in amazement at the beautiful gowns and jewels and gold and silver that had been stolen from the village over the years.

And so Momotaro took all the riches back to the village. The village was never again bothered by the *oni*. And Momotaro and the old man and the old woman lived in peace and plenty for the rest of their lives.

[Ask students, “Does this story have a happy or sad ending for Momotaro?”]

## 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 specific images. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this story?

[Have students identify Momotaro on Response Card 6.]

- The title of this story is “Momotaro, Peach Boy.”

2. *Inferential* Why are the villagers afraid of the *oni* monsters?

[Have students identify an *oni* monster on Response Card 6.]

- The villagers are afraid of the *oni* monsters because the monsters attack them and steal their things.

3. *Literal* What does Momotaro give to each of the animal characters in return for their help?

[Have students point out the animal characters—the dog, monkey, and pheasant—on Response Card 6.]

- Momotaro gives them millet cakes.

4. *Inferential* How does Momotaro help the people in his village?
  - He defeats the *oni* monsters and returns all of the things the monsters stole from the village.
5. *Evaluative* Do you think Momotaro would have been able to defeat the *oni* monsters without the animals' help?
  - Answers may vary, but should hint at *no*.
6. *Evaluative* Remember that a folktale is a story that is passed down orally from person to person. What kind of special story is "Momotaro, Peach Boy"? Where is this story from?
  - "Momotaro, Peach Boy" is a folktale. It is from Japan.
7. *Evaluative* Which parts of the story are real? Which parts of the story are fantasy?
  - The old man and his wife living in a village, Japan as an island, and millet cakes are real. *Oni* monsters, Momotaro in a peach, and animals that talk are fantasy.

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

I am going to ask a few questions. I will give you a minute to think about the questions. 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

Do you think Momotaro is a hero?  
(Yes/No)

My hero is . . .

Momotaro is a hero because. . .

8. *Evaluative Think Pair Share:* A hero is someone who does something brave or generous for others. Heroes may include firefighters, doctors, teachers, soldiers, or parents. How is Momotaro a hero for his village? Who is your hero?
  - 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.]

## Word Work: Swooped

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1. In the read-aloud you heard, “[The pheasant] *swooped* down and flew back and forth so fast that it scared the *oni*.”
2. Say the word *swooped* with me three times.
3. *Swooped* means something moved downward quickly in a curving movement. [Demonstrate this motion for students as you explain it.]
4. The seagull swooped down to the ocean to grab a fish.
5. Have you ever seen something that swooped? Try to use the word *swooped* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to be complete sentences: “I’ve seen a \_\_\_\_\_ that swooped down to get a . . . ”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several statements. If the statement describes *swooped* correctly, say, “That describes *swooped*.” If the statement does not describe *swooped*, say, “That does not describe *swooped*.”

1. The bird dove to get a worm.
  - That describes *swooped*.
2. The student ran through the door into the classroom.
  - That does not describe *swooped*.
3. The plane flew down and then back up.
  - That describes *swooped*.
4. The butterfly fluttered slowly through the field.
  - That does not describe *swooped*.



**Complete Remainder of the Lesson Later in the Day**



# Momotaro, Peach Boy

6<sub>B</sub>

## Extensions

15 minutes

### 10 Sequencing Events (Instructional Master 6B-1)

- Remind students that the events in a story are called the plot.
- Review each of the four images on Instructional Master 6B-1. Identify the characters, setting, and plot for each image.
- Have students cut out the four images.
- Tell students that they will arrange the images in order to show the proper sequence of events. (You may wish to choose three images to represent the beginning, middle, and end.) Tell students that when they sequence events, they show what happened first, next, and last. This is similar to retelling a story from beginning to middle to end.
- You may have students work in small groups or with home language peers to retell the folktale as they figure out the sequence.
- Check to see if students are able to correctly sequence the pictures. Once the pictures are correctly sequenced, you may choose to have students glue or tape the pictures on paper.
- As students complete this activity, you may have them retell the folktale again, referring to their sequenced pictures.

### Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction and choose a story to read aloud to the class.
- 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 the 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 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 aloud, lead students in a discussion as to how the story or information in the book relates to the stories in this domain.

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Masters 6B-2 and 6B-3.



# The Story of Jumping Mouse, Part I

7

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the story “The Story of Jumping Mouse, Part I”
- ✓ Identify the characters, setting, and plot of “The Story of Jumping Mouse, Part I”
- ✓ Identify “The Story of Jumping Mouse” as a folktale

### 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:

- ✓ With prompting and support, use narrative language to describe the plot of “Momotaro, Peach Boy” (RL.K.3)
- ✓ With prompting and support, identify characters, settings, and plot of “The Story of Jumping Mouse, Part I” (RL.K.3)
- ✓ With assistance, organize characters, settings, and plot for “The Story of Jumping Mouse, Part I” onto a chart (W.K.8)
- ✓ Add drawings to show an event from “The Story of Jumping Mouse, Part I” on a chart (SL.K.5)
- ✓ Ask questions beginning with the word *why* (L.K.1d)
- ✓ Produce and expand complete sentences in shared language activities using the question word *why* (L.K.1f)
- ✓ Identify new meanings for familiar words, such as *stream*, and apply them accurately (L.K.4a)

- ✓ Identify real-life connections between words—*journey, magic, perilous, stream, and challenge*—and their use (L.K.5c)
- ✓ Orally predict what will happen in the story based on pictures and/or text heard

## Core Vocabulary

**brush, n.** A bunch of bushes, shrubs, and other plants growing close together

*Example:* Micah had a hard time making his way through the brush to get to the campsite.

*Variation(s):* none

**journey, n.** A long trip or voyage from one place to another

*Example:* Rebecca made the journey home after her vacation ended.

*Variation(s):* journeys

**perilous, adj.** Dangerous

*Example:* It would be perilous to cross the rickety bridge.

*Variation(s):* none

**swayed, v.** Changed an idea or an opinion

*Example:* John swayed his older brother to share his favorite toy.

*Variation(s):* sway, sways, swaying

### Vocabulary Chart for The Story of Jumping Mouse, Part I

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
<b>Understanding</b>	desert frog mouse <b>perilous*</b>	brave challenge* continue <b>journey</b> <i>magic</i> sparkling	berries bush legs river bush
<b>Multiple Meaning</b>	<b>brush</b>	<b>swayed</b>	cross <u>stream</u>
<b>Phrases</b>	far off land sparkling river	could not be swayed	good day jump higher
<b>Cognates</b>	desierto <b>peligroso(a)*</b>	<i>magia</i>	

## Image Sequence

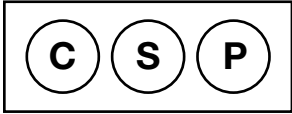
This is the order Flip Book images will be shown for this lesson.

1. 7A-1: Jumping Mouse and the far-off land
2. 7A-2: Jumping Mouse and the frog
3. 7A-3: Jumping Mouse and the frog leaping across the river
4. 7A-4: Jumping Mouse jumping high across the landscape
5. 7A-5: Jumping Mouse and the fat mouse

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Introducing the Read-Aloud</b>	<b>Story Review</b>	Instructional Master 6B-1	15
	<b>Introducing “The Story of Jumping Mouse, Part I”</b>	Instructional Master 7A-1	
	<b>Vocabulary Preview: Journey, Magic</b>		
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>The Story of Jumping Mouse, Part I</b>		10
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Perilous</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Multiple Meaning Word Activity: Stream</b>	Poster 4M (Stream)	15
	<b>Syntactic Awareness Activity: Asking and Answering Questions Using <i>Why</i></b>		
	<b>Vocabulary Instructional Activity: Challenge</b>		
	<b>End-of-Lesson Check-in</b>	Response Cards 4–7; Instructional Master 7B-1; Character, Setting, Plot Map; scissors; glue or tape	

### **Advance Preparation**

Prepare a copy of Instructional Master 7A-1 for each student. Refer to it as Response Card 7 (The Story of Jumping Mouse). Students can use this Response Card for discussion, for review, and to answer questions.



For End-of-Lesson Check-In, prepare a copy of Instructional Master 7B-1 (Story Image Sheet) and a Character, Setting, Plot Map for each student. (This Character, Setting, Plot Map should have two circles and then two circles on top of each other where the third circle would be.) Students can choose pictures of characters and settings from the image sheet to cut and paste onto the Character, Setting, Plot Map. Alternatively, you may wish to create a large Character, Setting, Plot Map for the whole class to fill in together.



# The Story of Jumping Mouse, Part I

7A

## Introducing the Read-Aloud

15 minutes

### Story Review

- Ask students, “What kind of story is ‘Momotaro, Peach Boy’?” [Have students say *folktale* with you.]
- Ask students, “Where is the folktale ‘Momotaro, Peach Boy’ from?”
  - “Momotaro, Peach Boy” is a folktale from Japan.
- Make sure that students have their pages from the Sequencing Events activity (Instructional Master 6B-1) in Lesson 6.
- Say to students, “Using your Sequencing Events cards for ‘Momotaro, Peach Boy’, briefly tell your partner about the plot—or the events—of the story.”

### Introducing “The Story of Jumping Mouse, Part I”

- Tell students the next story they will hear is called “The Story of Jumping Mouse, Part I.” They will hear this story in two parts.
- Tell students that this story is also a folktale from another culture. This folktale was passed down orally by Native Americans—the first known people to live in what is now called the United States of America.
- Remind students that folktales are one type of fiction—a story made up from a person’s imagination. Some parts can be real and some parts are make-believe, or fantasy.

### Picture Walk

- Tell students that you will take a picture walk through this story together.
- Ask students what they call a person who draws the pictures of a story.
  - the illustrator
- Ask students if they know who the author of this folktale is.
  - A folktale is a story that is first told orally, so the author is unknown.



◀ **Show image 7A-1: Jumping mouse and the far-off land**

- Tell students that this is the beginning of the story.
- Point to Jumping Mouse. Have students say *Jumping Mouse* with you.
- Tell students that Jumping Mouse lives in the brush. The brush is a group of bushes and other plants growing close together. The brush is part of this story's setting.



◀ **Show image 7A-2: Jumping Mouse and the frog**

- Ask students to identify another character—the frog.
- Tell students that there is something special about the frog. This frog has special, magical powers.



◀ **Show image 7A-3: Jumping Mouse and the frog leaping across the river**

- Ask students what the characters are doing.



◀ **Show image 7A-4: Jumping Mouse jumping high across the landscape**

- Ask students to describe what is unusual about what the mouse is doing.



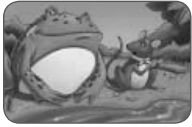
◀ **Show image 7A-5: Jumping Mouse and fat mouse**

- Ask students to compare the two mice.
- Ask if they think the two mice will become friends.
- Give students Response Card 7 (The Story of Jumping Mouse) from Instructional Master 7A-1. Tell students that the setting in this picture is the desert.

## Vocabulary Preview

### *Journey*

1. In today's story, Jumping Mouse takes a *journey* to a far-off land.
2. Say the word *journey* with me three times.
3. A journey is a long trip from one place to another.
4. Heidi and Sergei took an imaginary journey into space on their spaceship made from cardboard boxes.
5. Tell your partner about what you think of when you hear *journey*. Use the word *journey* when you tell about it. Each person gets three turns.



### ***Magic***

#### ← **Show image 7A-2: Jumping Mouse and frog**

1. In today's story, Jumping Mouse meets a *magic* frog.
2. Say the word *magic* with me three times.
3. Magic is the power to make impossible things happen, like to make something disappear.
4. Jada and Mario love to watch magic shows at the county fair.
5. Tell your partner if you have seen a magic trick and describe what it was like. If you have never seen a magic trick, tell your partner which magic trick you would like to see. Use the word *magic* when you tell about it. I will call on a few students to share.

### **Purpose for Listening**

---

The title of this Native American folktale is “The Story of Jumping Mouse, Part I.” Tell students that they are going to hear about what Jumping Mouse wants.

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

- ✓ Demonstrate familiarity with the story “The Story of Jumping Mouse, Part I”
- ✓ Identify the characters, setting, and plot of “The Story of Jumping Mouse, Part I”
- ✓ Identify “The Story of Jumping Mouse” as a folktale





### The Story of Jumping Mouse, Part I

#### ◀ Show image 7A-1: Jumping Mouse and the far-off land

Once there was a small mouse with a big dream. The small mouse had grown up listening to the elders tell wonderful stories about the far-off land. Now the small mouse lived in the **brush** near the sparkling river.

[Ask students, “Do you remember what the brush is?”]

- The brush is a group of bushes and other plants growing close together.

On the other side of the sparkling river was the dry desert.

[Point to the desert on the other side of the sparkling river.]

The small mouse had been told that the far-off land was on the far side of the dry desert.

Although the mouse was small, he was brave. He intended to go to the far-off land.

[Say to students, “The word *intended* is used to show that the mouse planned and wanted to go to the far-off land.” Ask: “Why do you think the mouse intends, or wants, to go to the far-off land?”]

One day he said good-bye to his family and friends and set off.

His first challenge was to find a way to cross the beautiful sparkling river.

[Tell students, “A challenge is something that is hard to do. It is hard for the mouse to cross the river.”]

As he stared at the lapping water, a frog appeared beside him.



#### ◀ Show image 7A-2: Jumping Mouse and the frog

“You’ll have to swim,” said the frog.

“I don’t know what you mean,” replied the small mouse, for he had never swum before.

“Watch me,” said the frog. And with that the frog jumped into the sparkling river and began to swim.

[Ask students, “Does anyone know how to swim?” Have students mime swimming.]

The small mouse watched the frog for several seconds before announcing, “I am afraid I cannot do that. I will have to find another way to cross the sparkling river.”

The frog returned to the edge of the river.

“Why are you so determined to cross the sparkling river? Where are you going?” asked the frog.

“I am going to the far-off land,” replied the small mouse.

“If you don’t mind my saying, you are a very small mouse to cross such a big river and travel such a long distance to the far-off land.” The frog stared at the mouse for a short time, and seeing that he could not be **swayed** from following his plan, decided to help the small mouse.

[Say to students, “The frog saw that the mouse would not be swayed from going to the far-off land. This means the mouse would not change his idea and plan.”]



◀ **Show image 7A-3: Jumping Mouse and the frog leaping across the river**

“This is your lucky day,” exclaimed the frog. “I am a magic frog and I will help you. I name you Jumping Mouse. You will soon discover that you can jump higher than you have ever jumped before. Follow me, Jumping Mouse, and I will take you across the sparkling river.”

[Ask students, “What is the magic gift the frog gives to the mouse?”]

- The gift to jump higher than he has ever jumped before.

With that said, the frog and Jumping Mouse jumped very high and landed on a leaf in the middle of the sparkling river. They floated on the leaf to the other side of the sparkling river.

“Good-bye my friend,” said the frog. “Be brave and hopeful and you will surely reach the far-off land.”

“Thank you,” replied Jumping Mouse. “I will never forget your kindness.”



◀ **Show image 7A-4: Mouse jumping high across the landscape**

Jumping Mouse set off across the dry desert. He jumped across stones and twigs on his strong legs. As the frog had promised, Jumping Mouse jumped higher than ever before. He traveled by day

and by night, stopping only to eat berries wherever he found them. Eventually Jumping Mouse came to a stream. The stream gave life to this part of the dry desert. Beside the stream grew many bushes. Underneath one of the bushes there lived a very fat mouse.

### **Mid-story Check-In**

1. *Literal* Which characters have you met so far?
  - So far, I have met Jumping Mouse, the magic frog, and the fat mouse.
2. *Literal* Where is Jumping Mouse going?
  - Jumping Mouse is going to the far-off land.

Where is the far-off land?

- The far-off land is on the far side of the dry desert.

3. *Literal* What power does the magic frog give the small mouse?
  - The magic frog gives the mouse the power to jump higher than he has ever jumped before.



### ◀ **Show image 7A-5: Jumping Mouse and the fat mouse**

“Good day to you,” the fat mouse said to Jumping Mouse.

“Good day,” replied Jumping Mouse.

“Where are you going?” asked the fat mouse.

“To the far-off land,” explained Jumping Mouse. “However, I would like to rest a while and eat some of the juicy berries that grow on the bushes beside the stream.”

[Say to students, “Here the word *stream* means a small body of water, like a river.”]

“Be my guest,” said the fat mouse.

Jumping Mouse stayed with the fat mouse for several days. He ate berries and drank from the cool stream. Before long, he felt rested and ready to continue his **journey**.

[Tell students, “A journey is a long trip from one place to another place.”]

“It is time for me to continue my **journey**,” said Jumping Mouse one day.

“Why would you want to travel to a place you are not sure even exists? Stay here with me, where you can eat berries and drink from the stream to your heart’s content! But, if you must go, be very careful for the **journey** will be **perilous** indeed for such a small mouse,” warned the fat mouse.

[Tell students, “The word *perilous* means dangerous.” Ask, “Does the fat mouse think it is a good idea for Jumping Mouse to leave?”]

“I will be careful. And I will find a way to pay forward the kindness you and the frog have shown me.

[Tell students, “To *pay forward* means to do something kind to others when someone has been kind to you.”]

Thank you for your generosity,” replied Jumping Mouse, as his powerful legs carried him away.

With hope in his heart, Jumping Mouse continued on his way.

## 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 specific images. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this story?
  - The title of this story is “The Story of Jumping Mouse.”
2. *Literal* What does Jumping Mouse want?
  - Jumping Mouse wants to go to the far-off land.
3. *Inferential* How does the magic frog’s gift help Jumping Mouse get across the desert?
  - The magic frog’s gift helps Jumping Mouse jump higher and farther, so he can jump across the desert.
4. *Evaluative* How is the desert different from the brush?
  - The desert has sand and is dry. The brush has many trees and bushes.
5. *Literal* Which character does Jumping Mouse meet after the magic frog?
  - Jumping Mouse meets the fat mouse.

6. *Literal* What does the fat mouse warn Jumping Mouse about?
  - The fat mouse warns Jumping Mouse that the journey will be perilous, or very dangerous.
7. *Inferential* Is this the end of Jumping Mouse’s journey?
  - No, this is not the end of Jumping Mouse’s journey.
8. *Evaluative* What kind of special story is “The Story of Jumping Mouse”?
  - It is a Native American folktale.

[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 two questions. I will give you a minute to think about the questions. 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

Are you curious about what it is like outside your community? (Yes/No)

I want to take a journey to . . .

I would like to take a journey to \_\_\_\_\_ because . . .

9. *Evaluative Think Pair Share:* Are you curious about what it is like outside of your community or city? If you could take a journey, where would you want to go?
  - Answers may vary.
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: Perilous**

1. In the read-aloud you heard the fat mouse say to Jumping Mouse, “[B]e careful for the journey may be *perilous*.”
2. Say the word *perilous* with me three times.
3. *Perilous* means very dangerous.
4. Walking along the edge of the busy road would be perilous.
5. What kinds of things do you think would be perilous? Try to use the word *perilous* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ would be perilous.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe several situations. If what I read describes something that is dangerous, say, “That is perilous.” If what I describe is not dangerous, say, “That is not perilous.” Remember to answer in complete sentences.

1. Le felt a raindrop land on his head.
  - That is not perilous.
2. Camila and Eduardo played in their sandbox.
  - That is not perilous.
3. A baby bird fell out of its nest.
  - That is perilous.
4. The car is driving very fast on a windy mountainous road at night.
  - That is perilous.
5. Maria looked both ways before she crossed the street and saw that no cars were coming from either direction.
  - That is not perilous.



**Complete Remainder of the Lesson Later in the Day**



# The Story of Jumping Mouse, Part I

7<sub>B</sub>

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### *Multiple Choice: Stream*

**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 4M (Stream).] In the read-aloud you heard, “Eventually, Jumping Mouse came to a *stream* in the dry desert.” Which picture shows a stream?
  - one
2. *Stream* can also mean other things. *Stream* also means a lot of things moving at once. Which picture shows many people streaming across the street?
  - three
3. *Stream* also means to flow freely. Which picture shows a tear streaming down a person’s cheek?
  - two
4. Now that we have gone over the different meanings for the word *stream*, quiz your partner on these different meanings. Remember to use complete sentences. For example, you could say, “Water streams out of the hose in the garden.” Your partner should then respond, “That’s number \_\_\_\_.”

### ↔ Syntactic Awareness Activity

#### *Asking and Answering Questions Using Why*

Directions: Today we are going to practice answering questions that use the question word *why*.

**Note:** 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.



1. We ask questions by using question words. When someone asks a question using the question word *why*, they want you to give a reason. Usually you begin your reason with the word *because*.

◀ **Show image 7A-4: Jumping Mouse jumping high across the landscape**

2. Why can Jumping Mouse jump so high?
  - Jumping Mouse can jump so high because the magic frog gave Jumping Mouse the power to jump higher than he has ever jumped before.

Which word in the question lets you know that my question was asking for a reason?

- *why*

Which word did I use to begin my reason?

- *because*

3. Why is Jumping Mouse happy?
  - Jumping Mouse is happy because he can jump really high.

Which word in the question lets you know that my question was asking for a reason?

- *why*

Which word did I use to begin my reason?

- *because*

4. Work with your partner to ask and answer a question about “The Story of Jumping Mouse” using question word *why*.
5. Now ask your partner about his/her favorite place in the community. Use the question word *what*. Then, ask for a reason. Use the question word *why*.



## ↔ Vocabulary Instructional Activity

### **Word Work: Challenge**

1. In the read-aloud you heard, “[Jumping Mouse’s] first *challenge* was to cross the sparkling river.”
2. Say the word *challenge* with me three times.
3. A challenge is something new that you might not have ever done before. It is also something that is hard to do.
4. Jumping Mouse’s first challenge was to cross the sparkling river because he cannot swim.

Riding a bicycle without training wheels was a challenge for Ray.

5. Tell your partner about a challenge you have. [You may wish to tell students about a challenge you experienced and how you faced that challenge. Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “. . . is a challenge for me.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will describe several situations. If you think that what I describe is new to you or would be hard for you to do, say, “That’s a challenge.” If what I describe is easy for you to do, say, “That’s not a challenge.” [Alternatively, you can designate an area in the room for the answer, “That’s a challenge,” another area in the room for the answer, “That’s not a challenge,” and a third area for the undecided students.]

- Answers may vary for all.

1. Writing all the letters in the alphabet
2. Brushing my teeth
3. Pouring milk into my cereal bowl
4. Changing a baby’s diaper
5. Going across the monkey bars
6. Ice skating/ice skating backwards

## 10 End-of-Lesson Check-In

### *The Story of Jumping Mouse, Part I*

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, or 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

- Have students place Response Cards 4 through 7 on their laps. [You may wish to focus on a few stories at a time.] Remind students that these Response Cards are pictures from a folktale. Say a few key words or phrases from any of the folktales from the past four lessons (e.g., *little kids, thread and needle, old dog, robbers, oni monster, pheasant, magic frog, jumping, snake*) and ask students to hold up the Response Card that relates to the words you say.
- Have students focus on one story and explain to their partner which parts of the story could happen in real life and which parts of the story is fantasy.
- Give students a Character, Setting, Plot Map and an Image Sheet (Instructional Master 7B-1). Have them identify the characters they have met so far from the story. Students can draw or cut and paste images of the characters onto the first circle. Next, have them identify the settings of the story. Students can draw or cut and paste images of the settings onto the second circle. Finally, in the top circle on the right side of the page, have students draw a picture of an event from the story.

**Note:** Students will continue this activity in the next lesson after they hear the rest of the story.

- Have students talk to their partner or with home language peers about the characters, setting, and plot of the story so far, using the Character, Setting, Plot Map.



# The Story of Jumping Mouse, Part II

8

## ☑ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the story “The Story of Jumping Mouse, Part II”
- ✓ Identify the characters, setting, and plot of “The Story of Jumping Mouse, Part II”
- ✓ Distinguish between the elements of “The Story of Jumping Mouse” that are real and elements that are fantasy

### 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:

- ✓ With prompting and support, use narrative language to describe characters, settings, and plot of “The Story of Jumping Mouse, Part I” (RL.K.3)
- ✓ With prompting and support, identify characters, settings, and major events in “The Story of Jumping Mouse, Part II” (RL.K.3)
- ✓ With prompting and support, compare and contrast the experiences of Jumping Mouse to the experiences of a character in another story (RL.K.9)
- ✓ Use a combination of drawing and dictating to present an opinion about a favorite character (W.K.1)
- ✓ With guidance and support from adults, respond to questions from peers and add details to strengthen drawing as needed (W.K.5)

- ✓ With assistance, organize characters, settings, and plot for “The Story of Jumping Mouse, Part II” onto a chart (W.K.8)
- ✓ With assistance, recall information from previous read-alouds to determine favorite character (W.K.8)
- ✓ Add drawings to show an event from “The Story of Jumping Mouse, Part II” on a chart (SL.K.5)
- ✓ Add drawing to add detail to description of favorite character (SL.K.5)
- ✓ Use frequently occurring prepositions, such as *beneath* (L.K.1e)
- ✓ Demonstrate understanding of adjective—*brave*—by relating it to its opposite—*fearful* (L.K.5b)
- ✓ Identify real-life connections between words—*brave*, *fearful*, *beneath*, and *misused*—and their use (L.K.5c)
- ✓ Orally predict what will happen in the story based on pictures and/or text heard
- ✓ Distinguish between elements in the story that are real and elements that are fantasy

## Core Vocabulary

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**compassion, *n.*** Deep awareness of the suffering of another as well as a desire to stop it

*Example:* Greg felt compassion for his friend who fell off her bike.

*Variation(s):* none

**enormous, *adj.*** Very large

*Example:* The trucks driving down the highway are enormous.

*Variation(s):* none

**fragrances, *n.*** Sweet or pleasant odors

*Example:* My mother’s garden is full of flowers with different fragrances.

*Variation(s):* fragrance

**misused, *v.*** Used incorrectly

*Example:* Lilia misused her pencil by digging a hole in the ground with it.


*Variation(s):* misuse, misuses, misusing

Vocabulary Chart for The Story of Jumping Mouse, Part II			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	bison <b>compassion</b> mountain mouse wolf	blind <i>brave/fearful</i> <b>enormous</b> <b>fragrances</b> grateful <b>misused*</b> scents	<i>beneath</i> lost
Multiple Meaning	sight smell	extra	name
Phrases	grassy plain		
Cognates	<b>compasión</b> bisonte montaña	<b>fragancia</b> enorme agradecido(a)	nombre

## Image Sequence

This is the order Flip Book images will be shown for this read-aloud.

1. 8A-1: Jumping Mouse and the bison
2. 8A-2: The bison seeing
3. 8A-3: The bison leading Jumping Mouse
4. 8A-4: Jumping Mouse and the wolf
5. 8A-5: The wolf guiding Jumping Mouse to the mountain
6. 8A-6: Jumping Mouse at the top of the mountain
7. 8A-7: Jumping Mouse as Eagle soaring through the air

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Story Review</b>	Character, Setting, Plot Map from Lesson 7	15
	<b>Introducing “The Story of Jumping Mouse, Part II”</b>	Response Card 7	
	<b>Vocabulary Preview: Brave/Fearful, Beneath</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Story of Jumping Mouse, Part II</b>		10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Misused</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Character, Setting, Plot Map</b>	Instructional Master 7B-1; Character, Setting, Plot Map from Lesson 7; scissors; glue or tape	15
	<b>Character Assessment</b>	drawing paper, drawing tools	



# The Story of Jumping Mouse, Part II

8A

## Introducing the Read-Aloud

15 minutes

### Story Review

- Ask students, “What are made-up stories called?”
  - Made-up stories are called fiction.
- Remind students that many times fiction stories are make-believe and fantasy with a little bit of reality, or something that is true.
- Ask students, “What kind of special story is “The Story of Jumping Mouse?”
  - “The Story of Jumping Mouse” is a folktale.
- Ask: “Who were the first people to tell this story?”
  - This story was first told by Native Americans.
- Remind students that folktales were told orally and passed down from person to person. A folktale is a one type of fiction.
- Ask students, “Do you remember what character, setting, and plot are?”
  - Character is who the story is about. Setting is where the story takes place. Plot is what happens in the story.
- Say to students, “Tell your partner what you remember about the character, setting, and plot from “The Story of Jumping Mouse, Part I.” [Students may choose to refer to the Character, Setting, Plot Map for “The Story of Jumping Mouse.” Allow students to talk for one minute. Call on two partner pairs to share.]

### Introducing “The Story of Jumping Mouse, Part II”

#### Picture Walk

- Tell students that you will take a picture walk through this story together.
- Ask students what they would call a person who draws the pictures of a story.
  - the illustrator



- Ask students if they know who the author of this folktale is.
  - A folktale is a story first told orally, so the author is unknown.

◀ **Show image 8A-1: Jumping Mouse and the bison**

- Identify the new character as a bison. Have students say *bison* with you. A bison is a very large animal, similar to a buffalo or a very big cow.
- Ask students whether the bison looks happy or sad.



◀ **Show image 8A-2: The bison seeing**

- Identify the setting of this part of the story as a grassy plain. A grassy plain is a large area of grass.
- Have students guess why Jumping Mouse is covering his eyes.



◀ **Show image 8A-3: The bison leading Jumping Mouse**

- Ask students to guess where Jumping Mouse and the bison are going.



◀ **Show image 8A-4: Jumping Mouse and the wolf**

- Have students identify a new character—the wolf.
- Ask students to guess what the wolf might do to the mouse.
- Ask students whether the wolf looks happy or sad.



◀ **Show image 8A-5: The wolf guiding Jumping Mouse to the mountain**

- Identify the setting of this part of the story as a high mountain.



◀ **Show image 8A-6: Jumping Mouse at the top of the mountain**

- Have students identify a character they have met before—the magic frog
- Ask students to guess why Jumping Mouse is crying



◀ **Show image 8A-7: Jumping Mouse as Eagle soaring through the air**

- Identify the bird soaring in the air as an eagle. Have students say *eagle* with you. An eagle is a large and strong bird.
- Ask students to guess what happened to Jumping Mouse.



## Vocabulary Preview

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### ***Brave/Fearful***

1. In today's folktale, Jumping Mouse is usually *brave*, but he becomes *fearful*.
2. Say the word *brave* with me three times. Say the word *fearful* with me three times.
3. When you are brave, you do not show that you are scared, and you are willing to do difficult things. *Fearful* is the opposite of *brave*. When you are fearful, you are afraid and scared.
4. At the beginning of the story, Jumping Mouse is brave, even when he faces challenges.  
Jumping Mouse became fearful when he smelled a wolf.
5. Tell your partner about a time you were brave and a time you were fearful. Use the words *brave* and *fearful* when you tell about it. I will call on a few students to share. [Alternatively, you can have students show you a brave face and a fearful face. Then you can describe a few situations and have them make either a brave or fearful face.]



### ***Beneath***

#### ◀ **Show image 8A-3: The bison leading Jumping Mouse**

1. In today's story, you will hear that Jumping Mouse walked *beneath* the bison's hooves across the grassy plain.
2. Say the word *beneath* with me three times.
3. To be beneath something is to be under or below that thing.
4. Esteban likes to sit beneath the tree on a sunny day.  
Ella found her library books beneath the sofa.
5. Using objects around you or careful movements, show what *beneath* looks like. Say the word *beneath* while you show it. I will call on a few students to show their example.

## **Purpose for Listening**

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The title of the second part of this Native American folktale is “The Story of Jumping Mouse, Part II.” Tell students to predict if Jumping Mouse will get what he wants—to go to the far-off land.

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

- ✓ Demonstrate familiarity with the story “The Story of Jumping Mouse, Part II”
- ✓ Identify the characters, setting, and plot of “The Story of Jumping Mouse, Part II”
- ✓ Distinguish between the elements of “The Story of Jumping Mouse” that are real and the elements that are fantasy



### The Story of Jumping Mouse, Part II

#### ◀ Show image 8A-1: Jumping Mouse and the bison

Some time later, Jumping Mouse arrived at the great grassy plain.

[Ask students, “What do you see in a grassy plain setting?”]

- I see a lot of grass all around the mouse and the bison and some mountains in the background.

There, he found a bison lying forlornly in the grass.

[Tell students, “The bison is sadly lying in the grass.”]

“Hello, bison,” said Jumping Mouse. “I am Jumping Mouse.”

“Hello, Jumping Mouse. Please tell me how beautiful the sky looks today,” said the bison sadly.

“Have you lost your sight?” asked Jumping Mouse with **compassion**.

[Say to students, “When you have compassion, you want to help others when they are having a hard time.”]

“Yes! I am blind now,” replied the bison. “I do not know what I will do now that I cannot see.”

[Say to students, “Tell your partner what you think it means to be blind. Why does the bison need his sight to live?” Allow thirty seconds for students to talk.]

- To be blind means that you cannot see. The bison needs his eyes so he can find his food and know where he is going.

“I am just an ordinary mouse,” replied Jumping Mouse, “but before I reached the great grassy plain, a magic frog gave me a new name. The frog named me Jumping Mouse. The name gave me extra strength in my legs. I will name you ‘Eyes-of-a-Mouse’ in the hope that your eyes will regain their strength.”

[Tell students, “Jumping Mouse hopes that the bison will be able to see again.”]



#### ◀ Show image 8A-2: The bison seeing

No sooner had Jumping Mouse finished speaking, when the bison exclaimed, “I can see!”

At that very moment, Jumping Mouse realized that he could no longer see. “And I cannot see!” said Jumping Mouse.

[Ask students, “Why can’t Jumping Mouse see? Is what happened to the bison and the mouse magic?”]

“Dear Jumping Mouse,” said the bison. “You have given me your eyes. I am so thankful! Let me do something for you.”

“I am on my way to the far-off land,” explained Jumping Mouse. “Though, how I will get there now, I do not know.”



◀ **Show image 8A-3: The bison leading Jumping Mouse**

“Come, jump beneath my **enormous** hooves, and I will guide you across the grassy plain to the high mountain,” said the bison gently.

[Tell students, “Enormous is very big.” Show how big enormous is with your arms. Have students do the same and say *enormous*.]

And with that, they set off.

When they reached the high mountain, the bison bid farewell to Jumping Mouse. Jumping Mouse rested for a while and then began to climb the mountain. It was difficult, as Jumping Mouse could not easily tell which way to go. He sniffed the air and followed the scent of pine.

[Say to students, “Remind your partner what Jumping Mouse lost. Tell your partner how Jumping Mouse might feel at this point.” Allow fifteen seconds for students to talk. Call on a few students to share.]

**Mid-story Check-In**

1. *Literal* Which characters have you met so far?
  - So far, I have met Jumping Mouse and the bison.
2. *Literal* Where is Jumping Mouse going?
  - Jumping Mouse is going to the far-off land.
3. *Evaluative* Do you think Jumping Mouse will be able to reach the far-off land?
  - Answers may vary.



◀ **Show image 8A-4: Jumping Mouse and wolf**

Jumping Mouse trod along on grass and rocks. But then he trod on something that felt alarmingly like fur. Jumping Mouse sniffed the air again.

“Wolf!” he said in a frightened voice.

“Do not fear me,” replied the wolf, “for I am a very sad wolf. I have lost my sense of smell. I do not know how I will find food without it.”

[Ask students, “Will Jumping Mouse have compassion on the wolf like he had compassion on the bison?” Remind students that to have compassion means to help others when they are in need.]

“My dear wolf,” said Jumping Mouse, “it may seem strange, but I gave the bison my sight. I will call you ‘Nose-of-a-Mouse’ and we shall see what will happen.”

No sooner had Jumping Mouse spoken these words, when the wolf sniffed the air and cried, “I can smell you, Jumping Mouse, and other wonderful **fragrances** as well!”

[Tell students, “The wolf can smell different kinds of scents now.”]

I am so grateful. How can I repay you?”



◀ **Show image 8A-5: The wolf guiding Jumping Mouse to the mountain**

“I am on my way to the far-off land. I am brave and I still have hope that I will get there even though I can no longer see nor smell. Perhaps you can help me, wolf.”

[Ask students, “How come Jumping Mouse cannot see or smell? Do you think what happened to the wolf and Jumping Mouse is magic?”]

“I will help you, Jumping Mouse. Walk beneath my body and I will lead you onward,” said the wolf.

Onward they went until at last the wolf exclaimed, “I can go no farther. We are on the top of the high mountain. I must bid you good-bye, my friend.” And with that the wolf retreated back down the mountainside.



◀ **Show image 8A-6: Jumping Mouse at the top of the mountain**

For the first time, Jumping Mouse felt fear. How would he ever get to the far-off land now that he could no longer see nor smell? A tiny tear drop fell to the ground.

[Ask students, “How do you know that Jumping Mouse is fearful?”]

At that very moment, Jumping Mouse heard a familiar voice.

“Do not be fearful,” said the magic frog. “You could have **misused** my gift, but you did not.”

[Tell students, “The word *misused* means to be used incorrectly. Jumping Mouse could have used all the power for himself, but instead he shared it with others.”]

“Instead, you showed kindness and **compassion**. You helped others on your journey. Jump high into the sky, my friend.”



◀ **Show image 8A-7: Jumping Mouse as Eagle soaring through the air**

Jumping Mouse hesitated for just a second, and then he jumped high into the sky. Immediately he felt the air lift him up into the clouds. He felt the warmth of the sun on his back. He looked down and saw the beauty of the land beneath him.

“Jumping Mouse,” said the magic frog, “I am giving you a new name. It is Eagle. Fly away, my friend, and soar on to your new home in the far-off land.” And that is exactly what Jumping Mouse did.

[Ask students, “Does this story have a happy or sad ending for Jumping Mouse?”]

## 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 specific images. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What new characters do you meet in the second part of this folktale?
  - I met the bison and the wolf.
2. *Literal* What gift does Jumping Mouse give to the bison?
  - Jumping Mouse gives the bison his sight.
3. *Literal* What gift does Jumping Mouse give to the wolf?
  - Jumping Mouse gives the wolf his sense of smell.
4. *Inferential* What do these gifts tell you about Jumping Mouse? Is he kind and compassionate, or is he mean and ungrateful? How do you know?
  - Jumping Mouse is kind and compassionate. Jumping Mouse gives others his sense of sight and smell.

5. *Literal* What does the magic frog turn Jumping Mouse into at the end of the story?
  - The magic frog turns Jumping Mouse into an eagle.
6. *Inferential* Does Jumping Mouse get what he wants at the end of the story?
  - Yes, Jumping Mouse is able to fly to the far-off land.
7. *Evaluative* How is Jumping Mouse like another character you have heard about in another story?
  - Answers may vary, but might include Momotaro, because both are brave, and the Billy Goats Gruff because, like Jumping Mouse, they wanted to go to another place.
8. *Evaluative* Which parts of the story are real? Which parts of the story are fantasy?
  - The mouse living in the brush, the bison living in the grassy plain, and the wolf living in the mountain are real. A magic frog, giving others the sense of sight and smell, and talking animals are fantasy.

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

I am going to ask a question. I will give you a minute to think about the question. 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

Was Jumping Mouse awarded for having compassion on the bison and the wolf? (Yes/No)

I learned that . . .

If . . ., then . . .

9. *Evaluative Think Pair Share:* Jumping Mouse was compassionate towards the bison and the wolf and gave them his sense of sight and smell. In the end, he was awarded by the magic frog who turned him into an eagle. What lesson can you learn from this story?
  - Answers may vary.
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: Misused

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1. In the read-aloud you heard, “You could have *misused* my gift, but you did not.”
2. Say the word *misused* with me three times.
3. When you misuse something, you use it in the wrong way.
4. Larry misused his markers by drawing all over the walls with them.
5. Have you ever seen or heard of someone who misused something? Try to use the word *misused* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I saw someone who misused \_\_\_\_\_ by . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read a few sentences about a boy named Billy. If Billy used the item correctly, say, “That’s right, Billy.” If he misused the item, say, “You misused that, Billy.” Remember to answer in complete sentences.

1. Billy used his toothbrush to comb his hair.
  - You misused that, Billy.
2. Billy used his pencil to write his name on the paper.
  - That’s right, Billy.
3. Billy used a hat as a bowl for his cereal.
  - You misused that, Billy.
4. Billy used scissors to cut the paper.
  - That’s right, Billy.
5. Billy used scissors to cut open his apple.
  - You misused that, Billy.



**Complete Remainder of the Lesson Later in the Day**





# The Story of Jumping Mouse, Part II

8<sub>B</sub>

## Extensions

15 minutes

### Character, Setting, Plot—continued

- Give students the Character, Setting, Plot Map from Lesson 7 and the Story Image Sheet (Instructional Master 7B-1). Have them identify the characters they meet in the second half of this story. Students can draw or cut and paste images of the characters to add onto the first circle. Next, have them identify the settings of the story. Students can draw or cut and paste images of the settings to add onto the second circle. Finally in the bottom circle on the right side of the page, have students draw a picture of an event from the story.
- Have students talk to their partner or with home language peers about the characters, settings, and plot of the story using the Character, Setting, Plot Map.

### Character Assessment

- Ask students to tell you names of some characters they have heard about in the stories. You may wish to show a few Flip Book images to refresh students' memories of previous stories and their characters.
- Ask them to choose a favorite character from the stories and draw a picture of that character.
- When they have completed their drawings, ask them to explain why they chose that particular character. This can be done with partner pairs, small groups, or home language peers.
- Encourage students to ask and answer questions about the characters. For example, they could ask, "Where is your character? What is your character doing?"
- Encourage students to make changes to their drawing based on their peers' questions. Show students how the questions can help them make their drawings more detailed and specific.
- You may wish to have a few students dictate what they have drawn. Be sure to read back to students what you have written.



# Goldilocks and the Three Bears

9

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the story “Goldilocks and the Three Bears”
- ✓ Identify the characters, setting, and plot of “Goldilocks and the Three Bears”
- ✓ Distinguish between the elements of “Goldilocks and the Three Bears” that are real and elements that are fantasy

### 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:

- ✓ With prompting and support, use narrative language to describe the characters, settings, and plot of “The Story of Jumping Mouse” (RL.K.3)
- ✓ With prompting and support, identify characters, settings, and plot of “Goldilocks and the Three Bears” (RL.K.3)
- ✓ With assistance, organize characters, settings, and plot for “Goldilocks and the Three Bears” onto a chart (W.K.8)
- ✓ Describe familiar things, such as bears and their habits and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Add drawings to show an event from “Goldilocks and the Three Bears” on a chart (SL.K.5)
- ✓ Ask questions beginning with the word *when* (L.K.1d)

- ✓ Produce and expand complete sentences in shared language activities using the question word *when* (L.K.1f)
- ✓ Identify new meanings for familiar words, such as *peeped*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*great big*, *middle-sized*, *wee*, *peeped*, and *suddenly*—and their use (L.K.5c)
- ✓ Learn the meaning of common sayings and phrases, such as “do unto others as you would have them do unto you” (L.K.6)
- ✓ Orally predict what will happen in the story based on pictures and/or text heard
- ✓ Distinguish between elements in the story that are real and elements that are fantasy

### Core Vocabulary

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**peep, v.** A quick and secret look at something or someone

*Example:* Bill took a quick peep around the corner to see if he was being followed.

*Variation(s):* peeped, peeps, peeping

**startled, v.** Surprised because of an unexpected event

*Example:* I was startled when I turned the corner and heard the barking dog.

*Variation(s):* startle, startles, startling

**suddenly, adv.** Very quickly and unexpectedly

*Example:* We were playing outside when it suddenly started raining.

*Variation(s):* none

**wee, adj.** Very small

*Example:* Carl found a wee beetle under a rock.


*Variation(s):* weer, weest

Vocabulary Chart for Goldilocks and the Three Bears			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	bear bed bowl chair porridge woods	<i>great big/middle-sized/wee</i> <b>suddenly*</b> <b>startled</b>	asleep awake upstairs voice
Multiple Meaning	<u>peep</u>		
Phrases			too hot/too cold too hard/too soft too high/too low just right
Cognates		<i>grande/medio</i>	voz

## Image Sequence

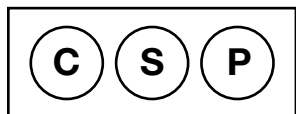
This is the order Flip Book images will be shown for this read-aloud.

1. 9A-2: The three bears at the table
2. 9A-3: Goldilocks approaching the house
3. 9A-4: Goldilocks trying the porridge
4. 9A-5: Goldilocks and the chairs
5. 9A-6: The three beds
6. 9A-7: The bears return
7. 9A-8: The three bears finding Goldilocks
8. 9A-9: Goldilocks running from the house

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Story Review</b>	Character, Setting, Plot Map (The Story of Jumping Mouse)	15
	<b>Introducing “Goldilocks and the Three Bears”</b>	Instructional Master 9A-1	
	<b>Vocabulary Preview: Great Big/ Middle-sized/Wee</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Goldilocks and the Three Bears</b>	items that are rough and silky	10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Sayings and Phrases: Do Unto Others as You Would Have Them Do Unto You</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Multiple Meaning Word Activity: Peep</b>	Poster 5M (Peep)	15
	<b>Syntactic Awareness Activity: Asking and Answering Questions Using <i>When</i></b>		
	<b>Vocabulary Instructional Activity: Suddenly</b>		
	<b>End-of-Lesson Check-In</b>	Response Cards 1–8; Instructional Master 9B-1; Character, Setting, Plot Map; scissors; glue or tape	

### ***Advance Preparation***

Prepare a copy of Instructional Master 9A-1 for each student. Refer to it as Response Card 8 for “Goldilocks and the Three Bears.” Students can use this Response Card for discussion, for review, and to answer questions.



For End of Lesson Check-In, prepare a copy of Instructional Master 9B-1 (Story Image Sheet) and a Character, Setting, Plot Map (a three-circle chart) for each student. Students can choose pictures of characters and settings from the image sheet to cut and paste onto the Character, Setting, Plot Map. Alternatively, you may wish to create a large Character, Setting, Plot Map for the whole class to fill in together.



# Goldilocks and the Three Bears

9<sub>A</sub>

## Introducing the Read-Aloud

15 minutes

### Story Review

- Ask students, “What kind of story is “The Story of Jumping Mouse”?”
  - “The Story of Jumping Mouse” is a folktale.
- Ask students, “Who were the first people to tell this story?”
  - The Native Americans were the first people to tell this story.
- Say to students, “Using your Character, Setting, Plot Map for ‘The Story of Jumping Mouse,’ briefly tell your partner about the character, setting, and plot of the story.” Allow students to talk for one minute.

### Introducing “Goldilocks and the Three Bears”

- Tell students that the story they will hear is a popular story called “Goldilocks and the Three Bears.”



#### ← Show image 9A-1: Bear

- Tell students that some of the characters in this story are bears.
- Say to students “Tell your partner what you know about bears. For example, what do bears eat and where do bears live?” Allow thirty seconds for students to talk. Call on three students to share.

### Picture Walk

- Tell students that you will take a picture walk through this story together.
- Ask students what they would call a person who draws the pictures of a story.
  - the illustrator
- Ask students what they would call a person who writes the story.
  - the author



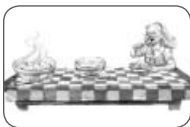
◀ **Show image 9A-2: Three bears at the table**

- Tell students that this is the beginning of the story.
- Have students identify three of the story's characters—Papa Bear, Mama Bear, and Baby Bear
- Ask students what the bears are doing.



◀ **Show image 9A-3: Goldilocks approaching the house**

- Ask students to identify another character—the girl. Tell students her name is Goldilocks.
- Ask students where Goldilocks is going.
- Tell students that the setting for this story is in a house in the woods.



◀ **Show image 9A-4: Goldilocks trying the porridge**

- Ask students what Goldilocks is doing.
- Tell students that there is porridge in the bowls. Porridge is like oatmeal.



◀ **Show image 9A-5: Goldilocks and the chairs**

- Ask students what Goldilocks is doing.



◀ **Show image 9A-6: The three beds**

- Ask students what they see in the picture.
- Have them identify which bed belongs to Papa Bear, Mama Bear, and Baby Bear.



◀ **Show image 9A-7: The bears return**

- Ask students to describe how each bear looks.
  - Answers may vary, but could include angry, scared, and confused.



◀ **Show image 9A-8: The three bears finding Goldilocks**

- Have students describe what might be happening in this picture.



◀ **Show image 9A-9: Goldilocks running from the house**

- Ask students to guess what happens at the end of this story.
- Give students Response Card 8 (Goldilocks and the Three Bears) from Instructional Master 9A-1. Have students identify the characters in this story.

## Vocabulary Preview

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### *Great Big/Middle-sized/Wee*

1. In today's story, you will meet a *great big* bear, a *middle-sized* bear, and a *wee* bear.

2. Say the words *great big* with me three times. [Show what *great big* looks like with your arms.]

Say the word *middle-sized* with me three times. [Show what *middle-sized* looks like with your arms.]

Say the word *wee* with me three times. [Show what *wee* looks like with your arms.]

3. When something is great big, it is very large.

When something is middle-sized, it is not big and not small but in between.

When something is wee, it is very small.

4. Papa Bear has a great big bowl. Mama Bear has a middle-sized bowl. And Baby Bear has a wee little bowl.

Papa Bear has a great big voice. Mama Bear has a middle-sized voice. And Baby Bear has a wee little voice.

5. Using the objects around you or using careful movements, show your partner what *great big*, *middle-sized*, and *wee* look like. I will call on a few students to share.

## Purpose for Listening

---

The title of this story is "Goldilocks and the Three Bears." Tell students to listen carefully to find out what happens when Goldilocks goes into the bears' home.

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

- ✓ Demonstrate familiarity with the story "Goldilocks and the Three Bears"
- ✓ Identify the characters, setting, and plot of "Goldilocks and the Three Bears"
- ✓ Distinguish between the elements of "Goldilocks and the Three Bears" that are real and elements that are fantasy





### Goldilocks and the Three Bears

#### ◀ Show image 9A-2: The three bears at the table

Once upon a time, there were three bears who lived in a house in the woods.

Papa Bear was a great big bear. Mama Bear was a middle-sized bear. And Baby Bear was a **wee** little bear.

[Ask students, “Do you remember what *wee* means?”]

Each bear had a bowl for his porridge.

[Tell students, “Porridge is like oatmeal.”]

Papa Bear had a great big bowl. Mama Bear had a middle-sized bowl. And Baby Bear had a **wee** little bowl.

[Have students match the bears to the size of their bowl.]

One morning, Mama Bear made some nice porridge. She put it into the bowls and set them on the table. But the porridge was too hot to eat. So, to give the porridge time to cool, the bears all went out for a walk.



#### ◀ Show image 9A-3: Goldilocks approaching the house

While they were gone, a little girl named Goldilocks came to the house.

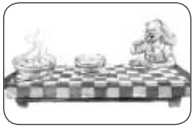
First she looked in at the window. After a quick **peep** in at the door, she knocked, but no one answered.

[Tell students, “*Peep* means to look in through a hole in the window or door.”]

Now, you might think that she should turn right around and go home. But no—

Goldilocks walked right into the house!

[Say to students, “Discuss with your partner whether or not Goldilocks should go into the bear’s house.”]



◀ **Show image 9A-4: Goldilocks trying the porridge**

She was very glad when she saw the three bowls of porridge. First she tasted the porridge in the great big bowl, but it was too hot.

[Make an expression like you just tasted something hot. Have students say, “Too hot!” with you.]

Then she tasted the porridge in the middle-sized bowl, but it was too cold.

[Make an expression like you just tasted something cold. Have students say, “Too cold!” with you.]

Then she tasted the porridge in the **wee** little bowl, and it was just right.

[Have students say, “Just right!” with you.]

She liked it so much that she ate it all up!



◀ **Show image 9A-5: Goldilocks and the chairs**

Then Goldilocks saw three chairs and decided to sit down to rest. First she sat in Papa Bear’s great big chair, but it was too hard.

[Have students say, “Too hard!” with you.]

Then she sat in Mama Bear’s middle-sized chair, but it was too soft.

[Have students say, “Too soft!” with you.]

Then she sat in Baby Bear’s **wee** little chair, and it was just right.

[Have students say, “Just right!” with you.]

She sat and sat until **suddenly**—crack!—the chair broke.

Goldilocks picked herself up and looked for another place to rest. She went upstairs and found three beds.

**Mid-story Check-In**

1. *Literal* Which characters have you met so far?
  - So far, I have met Papa Bear, Mama Bear, Baby Bear, and Goldilocks.
2. *Inferential* Where do the three bears go while they wait for their porridge to cool?
  - The three bears take a walk in the woods.
3. *Inferential* Where do you think Goldilocks will go next?
  - Answers may vary.



← **Show image 9A-6: The three beds**

First she lay down on Papa Bear's great big bed, but the blankets were too rough.

[Pass around an item that is rough. Have students say, "Too rough!" with you.]

Then she lay down on Mama Bear's middle-sized bed, but the blankets were too silky.

[Pass around an item that is silky. Have students say, "Too silky!" with you.]

So she lay down on Baby Bear's **wee** little bed, and it was just right.

[Have students say, "Just right!" with you.]

She covered herself up, and then fell fast asleep.



← **Show image 9A-7: The bears return**

About this time, the three bears came back from their walk. They went straight to the table, and **suddenly** Papa Bear cried out in his great big voice, "Someone has been eating my porridge!"

[Tell students, "*Suddenly* means quickly and all of a sudden, without anyone expecting it."]

[Have students repeat using a great big voice, "Someone has been eating my porridge!" Ask students, "How did Papa Bear know that someone had been eating his porridge?"]

Then Mama Bear looked at her dish, and she said in her middle-sized voice, "Someone has been eating my porridge!"

[Have students repeat using a middle-sized voice, "Someone has been eating my porridge!"]

Then Baby Bear looked at his dish, and he said in his **wee** little voice, "Someone has been eating my porridge, and has eaten it all up!"

[Have students repeat using a wee little voice, "Someone has been eating my porridge, and has eaten it all up!"]

Then the three bears began to look all around them. Papa Bear said in his great big voice, "Someone has been sitting in my chair!"

[Have students repeat in a great big voice, "Someone has been sitting in my chair!"]

Then Mama Bear said in her middle-sized voice, "Someone has been sitting in my chair!"

[Have students repeat in a middle-sized voice, "Someone has been sitting in my chair!"]

Then Baby Bear said in his **wee** little voice, “Someone has been sitting in my chair and has broken the bottom out of it!”

[Have students repeat in a wee little voice, “Someone has been sitting in my chair and has broken the bottom out of it!”]

The three bears ran upstairs to their bedroom.

[Ask students, “What do you think is going to happen next?”]



◀ **Show image 9A-8: The three bears finding Goldilocks**

Papa Bear said in his great big voice, “Someone has been sleeping in my bed!”

[Have students repeat in a great big voice, “Someone has been sleeping in my bed!”]

Then Mama Bear said in her middle-sized voice, “Someone has been sleeping in my bed!”

[Have students repeat in a middle-sized voice, “Someone has been sleeping in my bed!”]

Then Baby Bear looked at his bed, and he cried out in his **wee** little voice, “Someone has been sleeping in my bed—and here she is!”

[Have students repeat in a wee little voice, “Someone has been sleeping in my bed—and here she is!”]

Baby Bear’s squeaky little voice **startled** Goldilocks, and she sat up wide-awake.

[Tell students, “When you are startled, you are surprised.”]



◀ **Show image 9A-9: Goldilocks running from the house**

When she saw the three bears, she gave a cry, jumped up, and ran away as fast as she could. And to this day, the three bears have never seen her again.

### Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the story and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this story?
  - The title of this story is “Goldilocks and the Three Bears.”
2. *Literal* Where do the bears in this story live?
  - The bears live in a house in the woods.
3. *Inferential* How do the bears in this story act like people?
  - The bears talk, live in a house, eat porridge, have chairs and beds, and go on walks, just like people do.
4. *Inferential* Why does Papa Bear have a great big bowl, chair, bed, and voice? Why does Mama Bear have a middle-sized bowl, chair, bed, and voice? Why does Baby Bear have a wee little bowl, chair, bed, and voice?
  - Answers may vary, but should hint that the size of the bowl, chair, bed, and voice relates to each bear’s actual size.
5. *Evaluative* Which parts of the story are real? Which parts of the story are fantasy?
  - The bears living in the woods and Goldilocks walking in the woods are real. Bears living in a house, eating porridge, and talking are fantasy.

[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 two questions. I will give you a minute to think about the questions. 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 have gone into the bears’ house? (Yes/No)

If I were Goldilocks, I would . . .

A different ending for the story could be . . .

6. *Evaluative Think Pair Share:* Pretend that you are Goldilocks. What would you have done differently? How would the story have ended differently?
  - Answers may vary.

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.]

### **Sayings and Phrases: Do Unto Others as You Would Have Them Do Unto You**

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- Explain to students that the saying “do unto others as you would have them do unto you” means you should treat other people with the same kindness, respect, and consideration with which you would like to have them treat you. That means if you like people sharing with you and treating you nicely, then you should share with other people and be kind to others.
- Have students think about the read-aloud they heard earlier by asking the following questions:
- Ask students, “If you were one of the three bears, would you want someone coming into your house while you weren't there? Do you think that Goldilocks thought about the phrase “do unto others as you would have them do unto you” before she went into the bears' house? What do you think Goldilocks should have done?”



### **Complete Remainder of the Lesson Later in the Day**



# Goldilocks and the Three Bears

9<sub>B</sub>

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### *Sentence in Context: Peep*

**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 5M (Peep).] In the read-aloud you heard, “[Goldilocks] took a quick *peep* in at the door.” Which picture shows this?
  - one
2. *Peep* is also the sound baby birds make. Which picture shows this?
  - two
3. Now with you partner, make a sentence for each meaning of *peep*. Try to use complete sentences. Be sure to use the word *peep* in your sentences. I will call on some of you to share your sentences.

### ↔ Syntactic Awareness Activity

#### *Asking and Answering Questions Using When*

Directions: Today we are going to practice answering questions that use the question word *when*.

**Note:** 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.

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



#### ◀ Show image 9A-2 The three bears at the table

2. When do the bears eat their porridge?
  - The bears eat their porridge in the morning.
3. Which word in the question lets you know that I was asking for a time?
  - *when*

4. When does Goldilocks sit on the chairs?
  - Goldilocks sits on the chairs after she eats the porridge.
5. Which word in the question lets you know that I was asking for a time?
  - *when*
6. Work with your partner to ask and answer a question about “Goldilocks and the Three Bears” using the question word *when*.
7. Now ask your partner about his/her daily habits. Use the question word *when*. For example, you could ask, “When do you brush your teeth?”

## ↔ **Vocabulary Instructional Activity**

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### **Word Work: Suddenly**

1. In the read-aloud you heard, “[Goldilocks] sat [in Baby Bear’s chair] until *suddenly*—crack!—the chair broke.”
2. Say the word *suddenly* with me three times.
3. When something happens suddenly, it happens quickly and all of sudden.
4. Goldilocks suddenly sat up when she heard Baby Bear’s wee little voice.  
The roller coaster suddenly went up then down.
5. Describe a time you did something suddenly. Be sure to use the word *suddenly* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “One time, I suddenly . . . ”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will describe several situations. If you think that what I describe shows something that can happen suddenly, say, “That happens suddenly.” If what I describe does not happen suddenly, say, “That doesn’t happen suddenly.”

1. A flash of lightning
  - That happens suddenly.
2. An owl swooping down to catch a mouse.
  - That happens suddenly.



3. A child growing five inches
  - That doesn't happen suddenly.
4. Learning how to spell
  - That doesn't happen suddenly.
5. An acorn falling from a tree
  - That happens suddenly.
6. A snail travelling across the field
  - That doesn't happen suddenly.

## 10 End-of-Lesson Check-In

### *Goldilocks and the Three Bears*

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, or 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

- Have students place Response Cards 1 through 8 on their lap. (You may wish to focus on a few stories at a time.) Say a few key words from any of the stories and ask students to hold up the Response Card that relates to the words you say.
- Have students focus on one story and explain to their partner which parts of the story could happen in real life and which parts of the story are fantasy.
- Give students the Character, Setting, Plot Map and Story Image Sheet (Instructional Master 9B-1). Have them identify the characters of the story. Students can draw or cut and paste images of the characters onto the first circle. Next, have them identify the settings of the story. Students can draw or cut and paste images of the settings onto the second circle. Finally in the third circle, have students draw a picture of an event from the story.
- Have students talk to their partner or with home language peers about the characters, setting, and plot of the story, using the Character, Setting, Plot Map.



# Tug-of-War

# 10

## ☑ **Lesson Objectives**

### **Core Content Objectives**

Students will:

- ✓ Demonstrate familiarity with the story “Tug-of-War”
- ✓ Identify the characters, setting, and plot of “Tug-of-War”
- ✓ Identify “Tug-of-War” as a trickster tale

### **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:

- ✓ With prompting and support, use narrative language to describe characters, settings, and plot of “Goldilocks and the Three Bears” (RL.K.3)
- ✓ Use a combination of drawing and dictating to present an opinion about a favorite story (W.K.1)
- ✓ With guidance and support from adults, respond to questions from peers and add details to strengthen drawing as needed (W.K.5)
- ✓ With assistance, recall information from previous read-alouds to determine favorite story (W.K.8)
- ✓ Add drawing to add detail to description of favorite story (SL.K.5)
- ✓ Identify real-life connections between words—*bold*, *equal*, and *finally*—and their use (L.K.5c)
- ✓ Orally predict what will happen in the story based on pictures and/or text heard

## Core Vocabulary

**boast, v.** To tell someone about something in a proud way

*Example:* Darian loved to boast about how good he was at skating.

*Variation(s):* boasts, boasted, boasting

**bold, adj.** Brave and fearless

*Example:* The warrior was bold and strong.

*Variation(s):* bolder, boldest

**foolishness, n.** A lack of good sense or judgment

*Example:* My mother does not allow foolishness, such as dancing on chairs, in the house.

*Variation(s):* none

**might, n.** Physical strength

*Example:* I tried to open the bottle using all of my might, and I still couldn't get it open!


*Variation(s):* none

Vocabulary Chart for Tug-of-War			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	elephant hippopotamus jungle turtle vine	<b>boast</b> brag <b>bold</b> finally* <b>foolishness</b> powerful stretch	big/small friend mad pull
<b>Multiple Meaning</b>	<i>equal</i>	<b>might</b>	break tug
<b>Phrases</b>	trickster tale tug-of-war	after all haven't got a chance what have you got to lose?	wait and see
<b>Cognates</b>	elefante hipopótamo jungla tortuga <i>igual</i>	finalmente*	

## Image Sequence

This is the order Flip Book images will be shown for this read-aloud.

1. 10A-1: Turtle bragging
2. 10A-2: Turtle talking to Elephant
3. 10A-3: Turtle giving Elephant one end of a vine
4. 10A-4: Turtle talking to Hippopotamus
5. 10A-5: Elephant and Hippopotamus tugging
6. 10A-6: Elephant and Hippopotamus tumbling down
7. 10A-7: Elephant, Hippopotamus, and Turtle together

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Story Review</b>	Character, Setting, Plot Map from Lesson 9	15
	<b>Introducing “Tug-of-War”</b>	Instructional Master 10A-1; world map or globe	
	<b>Vocabulary Preview: Bold, Equal</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Tug-of-War</b>		10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Response Card 9	10
	<b>Word Work: Finally</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>My Favorite Story</b>	drawing paper, drawing tools	15

### ***Advance Preparation***

Prepare a copy of Instructional Master 10A-1 for each student. Refer to it as Response Card 9 (Tug-of-War). Students can use this Response Card for discussion, for review, and to answer questions.



# Tug-of-War

10<sub>A</sub>

## Introducing the Read-Aloud

15 minutes

### Story Review

- Ask students, “What are made-up stories called?”
  - Made-up stories are called fiction.
- Remind students that fiction stories are often created from people’s imaginations and that many times stories are make-believe and fantasy with a little bit of reality, or something that is true.
- Ask students, “Is ‘Goldilocks and the Three Bears’ fiction?”
  - “Goldilocks and the Three Bears” is fiction.
- Remind students of the definitions of *character*, *setting*, and *plot*.
  - A character is who the story is about.
  - The setting is where the story takes place.
  - The plot is what happens in the story.
- Say to students, “Using the Character, Setting, Plot Map for ‘Goldilocks and the Three Bears,’ tell your partner what you remember about the characters, setting, and plot of the story.”

### Introducing “Tug-of-War”

- Tell students that today’s story is an African trickster tale.
- Point to Africa on the world map or globe.
- A trickster tale is a story about a character who outsmarts larger, stronger characters. Tell students that trickster tales are another type of fiction—or a story created from someone’s imagination.
- Ask students, “Have any of you ever played the game tug-of-war?” [Invite volunteers to explain how the game is played and won. If none of the students have played tug-of-war, quickly explain how the game is played.]

### Picture Walk

- Tell students that you will take a picture walk through this story together.
- Ask students what they would call a person who draws the pictures of a story.
- Tell students that this story is a trickster tale from Africa. Its author is unknown.



#### ◀ Show image 10A-1: Turtle bragging

- Have students identify the animals in this image.
- Tell students that the main character of this story is the turtle.



#### ◀ Show image 10A-2: Turtle talking to Elephant

- Have students identify who the turtle is talking to.
- Ask whether a turtle and an elephant can be friends.



#### ◀ Show image 10A-3: Turtle giving Elephant one end of a vine

- Ask students to guess what the turtle is doing.
- Point to the vine and have students say *vine* with you. Explain that a vine is a long and thin plant that grows up and over things.



#### ◀ Show image 10A-4: Turtle talking to Hippopotamus

- Have students identify a new character—the hippopotamus. Have students say *hippopotamus* with you three times.
- Ask whether a turtle and a hippopotamus can be friends.



#### ◀ Show image 10A-5: Elephant and Hippopotamus tugging

- Identify the setting as next to a river in the jungle.
- Ask students what the animals are doing.



#### ◀ Show image 10A-6: Elephant and Hippopotamus tumbling down

- Have students guess what is happening in this picture.



#### ◀ Show image 10A-7: Elephant, Hippopotamus, and Turtle together

- Have students guess what happens at the end of this story.
- Give each student Response Card 9 (Tug-of-War) from Instructional Master 10A-1. Have students point out the characters of the story. Have students point to the river and the vine. Tell students to use this Response Card to refer to “Tug-of-War.”

## Vocabulary Preview

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### **Bold**

1. In today's folktale, the turtle is *bold* when he speaks to the elephant and hippopotamus.
2. Say the word *bold* with me three times.
3. When you are bold, you are not shy when talking to others. When you are bold, you are not afraid to do something that may be dangerous.
4. Sasha's little sister is bold; she talks to all the guests that come over to their house.  
Omar's teacher said he needs to be bold and raise his hand when he has a question.
5. Tell your partner about a time you or someone you know was bold. Use the word *bold* when you tell about it. I will call on a few students to share.

### **Equal**

1. In today's story, turtle says that he is *equal* with the elephant and hippopotamus.
2. Say the word *equal* with me three times.
3. To be equal means to be the same in size, number, or value.
4. Two halves of a cookie equals one full cookie.  
A turtle and an elephant are not equal in size.
5. Tell your partner what you think of when you hear the word *equal*. Use the word *equal* when you tell about it. I will call on a few of you to share.

## Purpose for Listening

---

The title of this African trickster tale is "Tug-of-War." Tell students to listen to find out how the turtle uses the game of tug-of-war to make friends.

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

- ✓ Demonstrate familiarity with the story "Tug-of-War"
- ✓ Identify the characters, setting, and plot of "Tug-of-War"
- ✓ Identify "Tug-of-War" as a trickster tale



## Tug-of-War

### ◀ Show image 10A-1: Turtle bragging

Turtle was small, but he talked big. He loved to **boast** that he was friends with the biggest animals in the jungle.

[Say to students, “Turtle is boasting. He is saying things in a proud and annoying way.”]

He would say things like, “I’m just as strong as the biggest animals around here, including Elephant and Hippopotamus. That’s right: Elephant and Hippopotamus and I are friends, because I’m just as strong as they are.”

[Ask students, “Do you think the turtle’s boasting is true? Is he really as powerful as an elephant or hippopotamus?”]

One day, Elephant and Hippopotamus happened to hear from some of the other animals what Turtle was going around saying. Elephant and Hippopotamus laughed. “So,” they said, “Turtle thinks he is as strong as we are? That’s the silliest thing we’ve ever heard. He’s so tiny compared to us!”

And when the animals told Turtle what Elephant and Hippopotamus said, Turtle became very mad. “So, they do not think that I am as strong as they are? Once they see that I am just as strong as they are, we will definitely be friends. Just wait and see!” Then Turtle set off to find Elephant and Hippopotamus.



### ◀ Show image 10A-2: Turtle talking to Elephant

He found Elephant lying down in the jungle. Elephant was as big as a mountain; his trunk was as long as a river. But Turtle was **bold**.

[Ask students, “Do you remember what *bold* means? How is turtle bold?”]

He walked right up and said in his loudest voice, “Hey, Elephant, my dear friend!”

Elephant looked all around to see where the voice could be coming from. Finally, he looked down—way down—and spotted Turtle. “Oh, it’s you, is it?” said Elephant. “What is this **foolishness** I hear, that you claim to be as strong as I am?”

[Tell students, “*Foolishness* means silly or ridiculous. People usually laugh at foolishness.”]



How silly! I am much larger than you, and thus much stronger than you! Big animals and little animals cannot be friends.”

“Now, Elephant,” said Turtle, “just listen. You think that because you’re so much bigger than me, that makes you better. Well, let’s have a tug-of-war to find out.”



◀ **Show image 10A-3: Turtle giving Elephant one end of a vine**

“A tug-of-war?” said Elephant. He laughed so hard the earth shook for miles around. “Why,” he said to Turtle, “you haven’t got a chance.”

[Ask students, “Does Elephant think Turtle can win?”]

“Maybe so,” said Turtle. “But if you’re so sure, what have you got to lose?” Then Turtle cut a very long vine and gave one end to Elephant. “Here,” said Turtle. “Now, if I pull you down, I am greater. If you pull me down, you are greater. We won’t stop tugging until one of us pulls the other over, or the vine breaks. And if the vine breaks, we are equal, and will call each other friend.”

“Now I’ll go pick up my end,” said Turtle, “and when you feel me start tugging, you tug back.”



◀ **Show image 10A-4: Turtle talking to Hippopotamus**

And Turtle walked off with the other end of the long, long vine until, some time later, he found Hippopotamus bathing in the river.

“Oh, friend, I’m here!” shouted Turtle. “Come out of the water and say hi!”

Hippopotamus could hardly believe his ears. “How could we be friends? You are so much smaller than me,” he said quizzically.

“Now hold on, friend Hippo,” said Turtle. “You think that because you’re so much bigger than me, that makes you better. Well, let’s have a tug-of-war to find out. Whoever pulls the other down is stronger. We will keep pulling until one of us wins or the vine breaks. And if the vine breaks, we are equal, and will finally be friends.”

“But Turtle, how could you win? You are so much smaller than me, and everyone knows that big animals are stronger than little animals,” said Hippopotamus.

[Ask students, “Does Hippopotamus think Turtle can win the tug-of-war?”]

“Well, let us see,” said Turtle, and he gave Hippopotamus an end of the long, long vine. “Now I’ll go pick up my end,” said Turtle, “and when you feel me start tugging, you tug back.”

### **Mid-story Check-In**

1. *Literal* Which characters have you met so far?
  - So far, I have met Turtle, Elephant, and Hippopotamus.
2. *Literal* What does Turtle challenge Elephant and Hippopotamus to a game of?
  - Turtle challenges Elephant and Hippopotamus to a game of tug-of-war.
3. *Evaluative* Who do you think will win?
  - Answers may vary.



#### ◀ **Show image 10A-5: Elephant and Hippopotamus tugging**

Turtle swam into the river and picked up the middle of the vine. He gave it a good hard shake. When Hippopotamus felt this, he started to tug. When Elephant felt the tug, he tugged back.

[Ask students, “Do Hippopotamus and Elephant know that they are playing tug-of-war against each other? Who do they think they are playing tug-of-war against?”]

Elephant and Hippopotamus both tugged so mightily that the vine stretched tight. Turtle settled into a comfortable spot and watched for a while as the vine moved just a little bit one way, then just a little the other way. He took out his lunch and munched on his food very slowly, enjoying every bite. Then he yawned and fell asleep.

He woke a couple of hours later, feeling very refreshed from his nap. He looked up to see the vine still stretched tight, and he smiled. Yes, Elephant and Hippopotamus were still pulling with all their **might**.

[Tell students, “This means they were pulling as hard as they could.”]

Neither one could pull the other over.



#### ◀ **Show image 10A-6: Elephant and Hippopotamus tumbling over**

“I suppose it’s about time,” said Turtle, and he cut the vine.

When the vine broke, both Elephant and Hippopotamus tumbled down, WHUMP BUMPITY—BUMP BAM BOOM!

Turtle went to see Elephant, and found him sprawled on the ground, rubbing his head. “Turtle,” said Elephant, “you are very strong and quite powerful. You were right; we are equal.”

[Tell students, “Remember, *equal* means the same in size, number, or value.”]

“I guess that bigger doesn’t mean better after all, and that big animals and little animals can indeed be friends.”

Then Turtle went to see Hippopotamus, who was also sprawled on the ground, rubbing his head. “So, Turtle,” said Hippopotamus, “we are equal after all. You were right, my friend.”



◀ **Show image 10A-7: Elephant, Hippopotamus, and Turtle together**

From then on, whenever the animals held a meeting, there at the front sat Elephant, Hippopotamus, and Turtle. And they always called each other friend.

## 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 specific images. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this story?
  - The title of this story is “Tug-of-War.”
2. *Literal* What is the setting of the story?

[Have students point to the river and jungle plants on Response Card 9.]

  - The setting of this story is by a river in the jungle.
3. *Inferential* Do Hippopotamus and Elephant think Turtle can be friends with them? Why not?

[Have students identify each character on Response Card 9.]

  - No, they do not think Turtle can be friends with them because Turtle is too small.

4. *Evaluative* How are Elephant's and Hippopotamus' reaction to Turtle alike?
  - They both think Turtle is foolish to think that big animals can be friends with small animals, and they both think they will win the tug-of-war game.
5. *Inferential* Why do Hippopotamus and Elephant finally agree to be friends with Turtle?
  - Hippopotamus and Elephant finally agreed to be friends with Turtle because they think Turtle beat them at tug-of-war.
6. *Evaluative* What kind of special story is "Tug-of-War"?
  - It is an African trickster tale.

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

I am going to ask a question. I will give you a minute to think about the question. 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

Do you think it is nice that the elephant and hippo eventually become friends with turtle?  
(Yes/No)

The lesson of this story is . . .

If . . . , then . . .

7. *Evaluative Think Pair Share:* Turtle is small compared to Elephant and Hippopotamus, but they still end up calling him "friend." What lesson can you learn from this story?
  - Answers may vary.
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: Finally

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1. In the story Elephant and Hippopotamus *finally* called Turtle ‘friend’.
2. Say the word *finally* with me three times.
3. *Finally* is a word you use to mean “at last,” or “at the end.”
4. After many adventures, Jumping Mouse *finally* turned into an eagle and flew off to a far-away land.
5. People often use the word *finally* to describe what happens at the end. Tell your partner about something that happened to you or someone you know. Use *finally* to tell what happened at the end. [Ask two or three students. If necessary, guide and/or rephrase students’ responses for complete sentences using the word *finally*.]
6. What’s the word we’ve been talking about?

Use a *Sharing* activity or follow-up. Directions: Think of a story, folktale, fairy tale or trickster tale you know well. Tell your partner the story. Be sure to use words like *first*, *next*, *then*, etc., when you tell it. Use the word *finally* to describe what happens last.



## Complete Remainder of the Lesson Later in the Day



# Tug-of-War

10<sub>B</sub>

## Extensions

15 minutes

### My Favorite Story

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- Ask students to tell you the titles of the stories they have heard. You may wish to show a few Flip Book images to refresh students' memories of previous stories.
- Ask them to choose their favorite story from this domain, or from other stories they have heard, and draw a picture of it.
- When they have completed their drawings, ask them to explain why they chose that particular story. This can be done with partner pairs, small groups, or home language peers.
- Encourage students to ask and answer questions about the characters, settings, and plot of the story.
- Encourage students to edit their pictures to make sure the picture shows the characters, setting, and an event from the story.
- You may choose to have students dictate what they have drawn. Be sure to read back to them what you have written.



# Domain Review

**DR**

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## ***Note to Teacher***

This is the end of the read-alouds about stories. You should spend one day reviewing and reinforcing the material in this domain. The following activities have been provided to help prepare students for the Domain Assessment.

You may have students do any combination of the activities provided, in either whole-group or small-group settings.

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## ***Core Content Objectives Addressed in This Domain***

Students will:

- ✓ 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 and trickster tales
- ✓ Identify the beginning, middle, and end of a given story
- ✓ Identify the setting of a given story
- ✓ Identify the characters of a given story
- ✓ Identify the sequence of events in a given story
- ✓ Identify the plot of a given story

## **Review Activities**

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### **Image Review**

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Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images. You may choose to have students retell the stories in partner pairs, in small groups, or with home language peers.

### **Image Card Review**

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#### **Materials: Image Cards 1–11; Response Cards 1–9**

In your hand, hold Image Cards 1–11 fanned out like a deck of cards. Ask a student to choose a card and not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for “Goldilocks and the Three Bears,” the student might say, “This chair is too soft.” The rest of the class will guess what story is being described by holding up its corresponding Response Card.

Proceed to another card when the correct answer has been given.

### **Setting Review**

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Ask students what settings they remember from the read-alouds they have heard. Use Flip Book images 3A-2, 9A-3, and 10A-5 to review and/or discuss the settings of the stories.

### **On Stage**

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Have a group of students plan and act out one of the stories they have heard. A few scenes that may be fun to act out are fighting the *Oni* monster; Jumping Mouse saying, “I name you \_\_\_\_\_”; and Goldilocks trying the porridge, the chairs, and beds.



## Riddles for Core Content

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### Materials: Response Cards 1–9 (optional)

Ask students riddles such as the following to review characters from the stories. Students may use their Response Cards to answer.

1. I snuck into the three bears' house while they were gone. Who am I?
  - Goldilocks
2. I tricked Elephant and Hippopotamus into being my friend. Who am I?
  - Turtle
3. A magic frog gave me the gift of jumping high; in return, I was kind and gave gifts to other animals I met on my journey. Who am I?
  - Jumping Mouse
4. I defeated the *oni* monsters so they would stop harming my village. Who am I?
  - Momotaro

### Teacher's Choice

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Reread a particular read-aloud to students in order to review important domain concepts, such as fiction, character, setting, and plot.



# Domain Assessment

# DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *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 *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. First I will say the word and then use it in a sentence. 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. I will say each sentence two times. Let's do number one together.

1. **Fiction:** Fiction stories are imaginary, made-up stories.
  - smiling face
2. **Character:** The characters in stories are always animals.
  - frowning face
3. **Setting:** The setting of a story is *where* the story takes place.
  - smiling face
4. **Plot:** The plot of a story is what happens in the story.
  - smiling face

Directions: I am going to read more sentences using other words you have heard in the read-alouds. 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. I will say each sentence two times.

5. **Sly:** A sly person plays tricks on other people.
  - smiling face

6. **Bold:** Someone who is bold is scared to talk to others.
  - frowning face
7. **Help:** To pick up your classmate's crayons when they fall on the ground is to help your classmate.
  - smiling face
8. **Disguise:** People disguise themselves when they do not want others to know it is them.
  - smiling face
9. **Musician:** A good musician is someone who is really great at playing an instrument.
  - smiling face
10. **Equal:** An ant and a spider are equal in size.
  - frowning face
11. **Play:** A school play is a show where students act out stories.
  - smiling face
12. **Longed:** The children longed for a very hot drink in the summer.
  - frowning face

## 10 Part II (Instructional Master DA-2)

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

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

1. **Acorn/Sky/Rock:** What does Chicken Little think is falling?
  - sky
2. **Straw/Sticks/Brick:** In "The Three Little Pigs," which house is the strongest house?
  - brick house
3. **Wolf/Troll/Uncle:** In "The Three Billy Goats Gruff," who lives under the bridge?
  - troll

4. **Uncle/Oni/Troll:** Which character is scared by the animals in “The Bremen Town Musicians”?
  - uncle
5. **Eagle/Frog/Wolf:** In “The Story of Jumping Mouse,” what does Jumping Mouse turn into at the end of the story?
  - eagle
6. **Old Man and Old Woman/Pheasant, Monkey, and Dog/Oni:** In “Momotaro, Peach Boy,” which characters help Momotaro defeat the *oni*?
  - pheasant, monkey, and dog
7. **House/Jungle/Bridge:** What is the setting for “Goldilocks and the Three Bears”?
  - house
8. **Turtle/Rabbit/Wolf:** Who is the trickster who convinces Hippopotamus and Elephant that he is just as strong as them in “Tug-of-War”?
  - Turtle

### 10 Part III (Instructional Master DA-3)

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Have students match the settings to the characters.

**Note:** You may wish to name the settings on the right column: a river in the jungle; a bridge over a small river; a house in the woods.



# Culminating Activities

CA

## Note to Teacher

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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

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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

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### Class Book: Stories

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#### Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned in this domain. Have each student choose one story to illustrate and then dictate what they have written or write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

## On Stage

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

## Stories from Around the World

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### Materials: Various stories from students' home culture

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

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

## Domain-Related Trade Book or Student Choice

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### Materials: Trade book

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

## Exploring Student Resources

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### Materials: Domain-related student websites

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

## Videos of Stories

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### Materials: Videos of stories

Carefully peruse the Internet for short (5-minute) videos related to stories covered in the domain.

Prepare some questions related to the videos.

Discuss how watching a video is the same as and different from listening to a story book.

Have students ask and answer questions using question words *who*, *where*, and *what* regarding what they see in the videos.

**For Teacher Reference Only:**

Instructional Masters for  
*Stories*













Dear Family Member,

Over the next several days, your child will listen to several classic stories including:

- “Chicken Little”
- “The Three Little Pigs”
- “The Three Billy Goats Gruff”
- “The Wolf and the Seven Little Kids”
- “The Bremen Town Musicians”

I have included pictures from the story “The Three Little Pigs” so that your child can tell this story to you. As your child tells this story to you, ask him/her about:

- Setting—Where the story takes place, like in the forest, on a bridge, or inside a house.
- Plot—What happens in the story; what happens at the beginning, middle and end of the story.
- Character—Who is in the story; sometimes the characters are animals that can talk, sometimes characters are people.

Below are some suggestions for activities that you can do at home to enjoy stories with your child.

### **1. Stories from Around the World**

This is a great time to share stories in your home language with your child. At the middle and end of this unit, there will be opportunities for your child to share the story with the rest of the class.

### **2. Theater at Home**

Help your child act out a story s/he has heard in class. If other family members are available, they can play a part, too!

### **3. Read Aloud Each Day**

Set aside time to read to your child every day. The library or your child’s teacher may have good stories you can read to your child. I have included a list of books to this letter for you.

I hope you and your child enjoy many wonderful adventures through stories!

# The Three Little Pigs



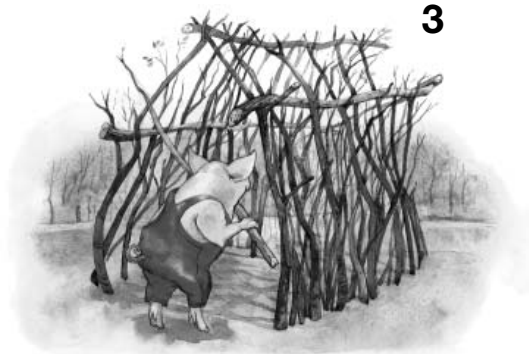
1

The three little pigs leave home.



2

The first pig builds house of straw.



3

The second pig builds house of sticks.



4

The third pig builds house of bricks.



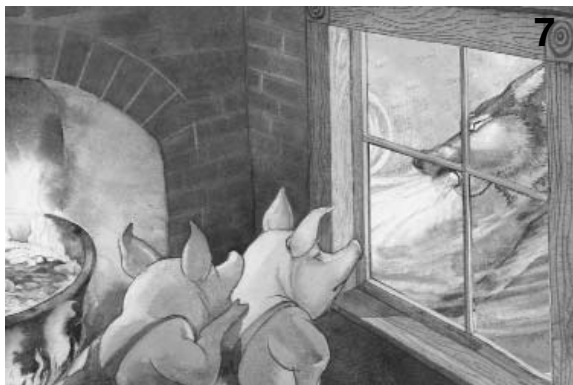
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The big, bad wolf blows down straw house.



6

The big, bad wolf blows down stick house.



7

The big, bad wolf tries to get into brick house.

The big, bad wolf falls into a pot of hot water and runs away. The three little pigs live happily ever after.



8



## ***Recommended Resources for Stories***

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### **Trade Book List**

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1. *The Amazing Bone*, by William Steig (Square Fish, 2011) ISBN 978-0312564216
2. *Brave Wolf and the Thunderbird*, by Joseph Medicine Crow and illustrated by Linda Martin (Abbeville Kids, 1998) ISBN 978-0789201607
3. *Casey Jones*, by Allan Drummond (Farrar Straus and Giroux, 2001) ISBN 0374311757
4. *The Fisherman and His Wife*, by Rachel Isadora (Putnam Juvenile, 2008) ISBN 978-0399247712
5. *Hansel and Gretel*, by Rachel Isadora (Putnam Juvenile, 2009) ISBN 978-0399250286
6. *How Chipmunk Got His Stripes*, by Joseph Bruchac and James Bruchac and illustrated by José Aruego and Ariane Dewey (Puffin, 2003) ISBN 978-0142500217
7. *How Many Spots Does a Leopard Have? And Other Tales*, by Julius Lester and illustrated by David Shannon (Scholastic, 1994) ISBN 978-0590419727
8. *The Little Red Hen: An Old Story*, by Margot Zemach (Farrar, Straus, and Giroux, 1993) ISBN 0374445117
9. *The Little Red Hen Big Book*, by Paul Galdone (Clarion Books, 1985) ISBN 0899193498
10. *Little Red Riding Hood*, by Trina Schart Hyman (Holiday House, 1987) ISBN 0823406539
11. *Snow White and the Seven Dwarfs: A Tale from the Brothers Grimm*, translated by Randall Jarrell and illustrated by Nancy Ekholm Burkert (Farrar, Straus, and Giroux, 1987) ISBN 0374468680
12. *The Three Little Javelinas*, by Susan Lowell and illustrated by Jim Harris (Cooper Square, 2009) ISBN 978-0873589550

13. *Three Tuneful Tales (Once-Upon-A-Time)*, retold by Marilyn Helmer and illustrated by Kassia Charko (Kids Can Press, 2003) ISBN 1550749412
14. *Tikki Tikki Tembo*, by Arlene Mosel and illustrated by Blair Lent (MacMillan, 1998) ISBN 978-0312367480
15. *The Ugly Duckling*, adapted and illustrated by Jerry Pinkney (HarperCollins, 1999) ISBN 068815932X
16. *The Velveteen Rabbit (Dover Children's Classics)*, by Margery Williams and William Nicholson (Dover Publications, 2011) ISBN 0486486060
17. *Why Mosquitoes Buzz in People's Ears*, by Verna Aardema and illustrated by Leo Dillon and Diane Dillon (Puffin, 1992) ISBN 978-0140549058

### Other Versions of Stories in the Domain

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18. *Henny Penny*, by Paul Galdone (Clarion Books, 1984) ISBN 0899192254
19. *The Story of Jumping Mouse: A Native American Legend*, retold by John Steptoe (HarperTrophy, 1989) ISBN 068808740X
20. *The Adventure of Momotaro, the Peach Boy (Kodansha Bilingual Children's Classics)*, by Ralph F. McCarthy and illustrated by Ioe Saito (Kodansha International, 2000) ISBN 4770020988
21. *The Bremen-Town Musicians*, by Ilse Plume and illustrated by Leo Dillon and Diane Dillon (Dragonfly Books, 1998) ISBN 0440414563
22. *Goldilocks and the Three Bears*, by James Marshall (Puffin, 1998) ISBN 0140563660
23. *The Three Billy Goats Gruff*, by Paul Galdone (Clarion Books, 1981) ISBN 0899190359









## Vocabulary List for Stories (Part 1)

This list includes many important words your child will learn about in *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.

- ☐ acorn
- ☐ character
- ☐ fiction
- ☐ sly
- ☐ chimney
- ☐ plot
- ☐ gobble
- ☐ longed
- ☐ scarcely
- ☐ setting
- ☐ disguises
- ☐ kids
- ☐ terrified
- ☐ musician
- ☐ perched

*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.*

	<b>Draw it</b>
	<b>Use it in a sentence</b>
	<b>Find an example</b>
	<b>Tell a friend about it</b>
	<b>Act it out</b>
	<b>Make up a song using it</b>

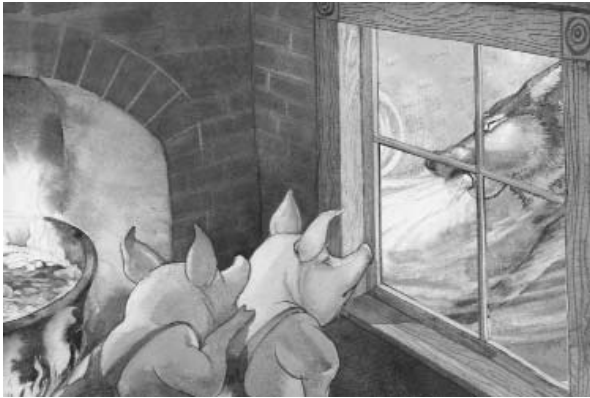








Directions: Cut out the four pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue or tape the pictures onto a piece of paper.





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1



2



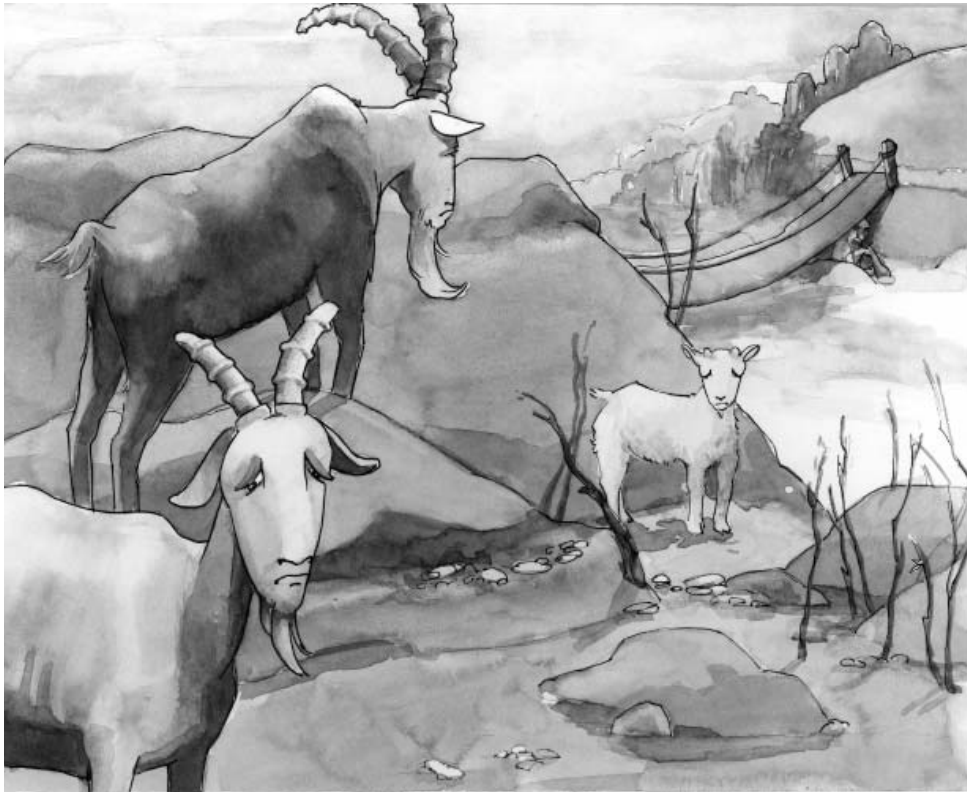
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4



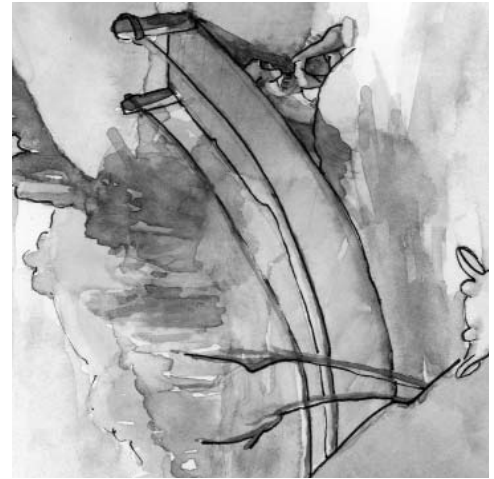




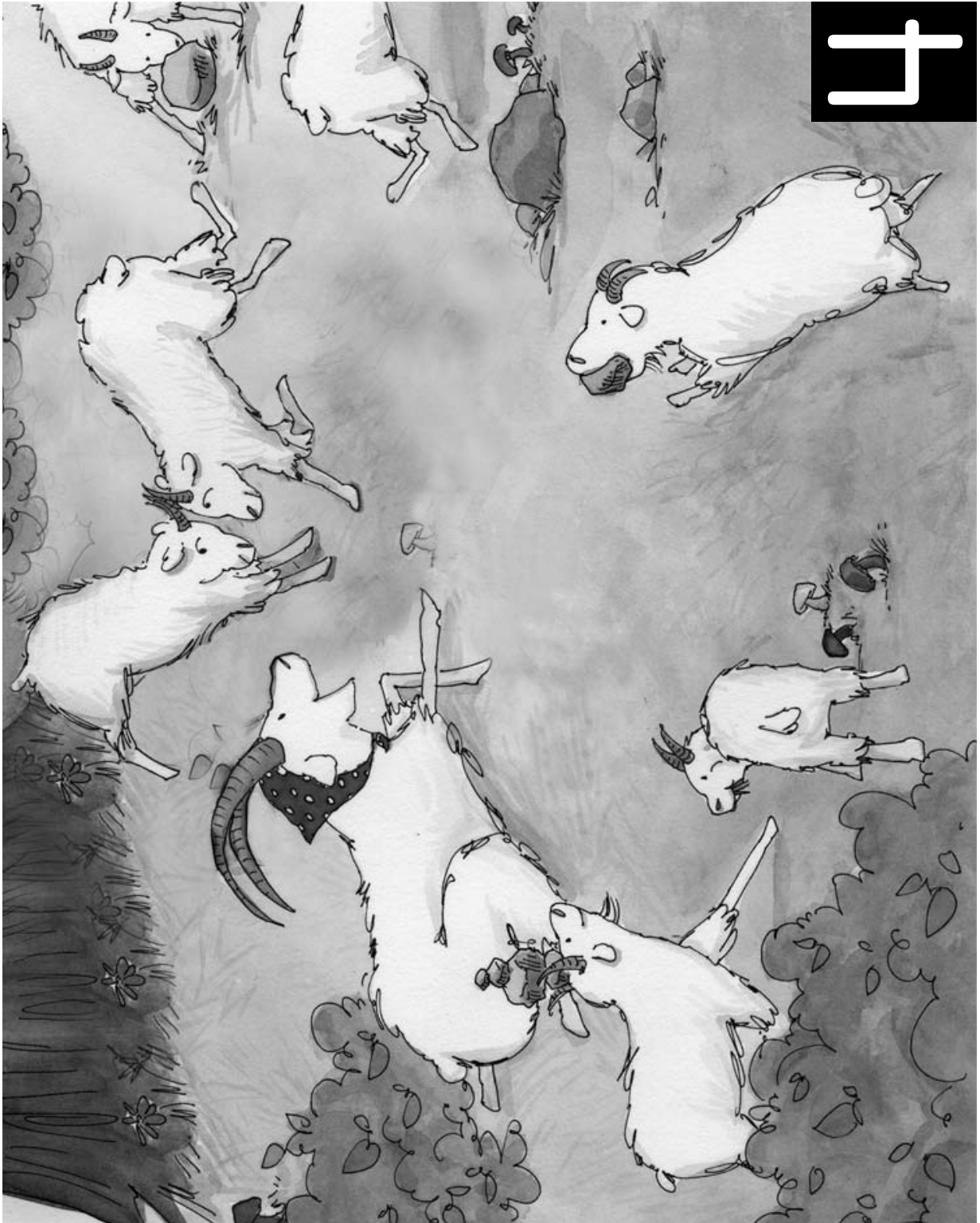




Directions: Students may use these images of characters and settings to cut and paste on their Character, Setting, Plot Map.













Directions: Cut out the four pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue or tape the pictures onto a piece of paper.

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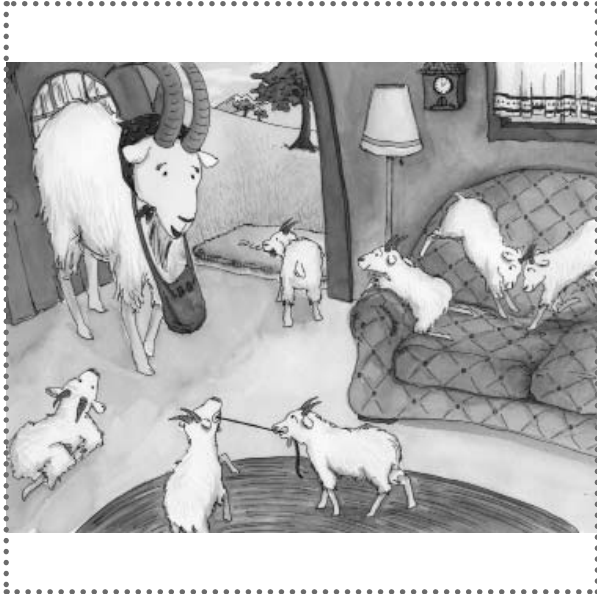
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Directions: Cut out the four pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue or tape the pictures onto a piece of paper.

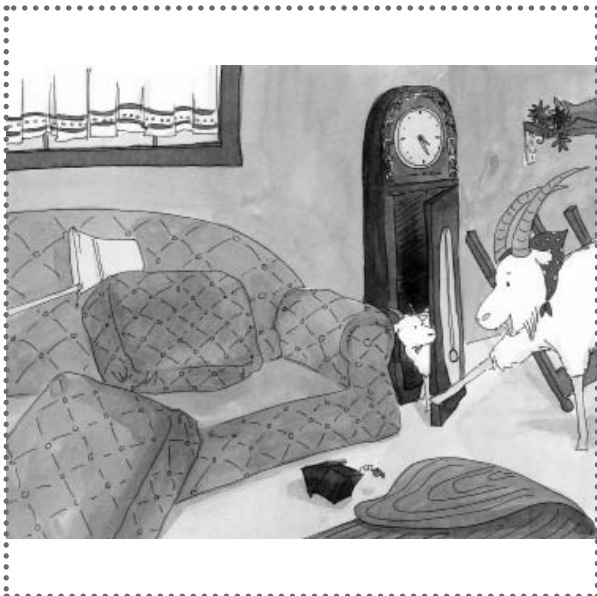
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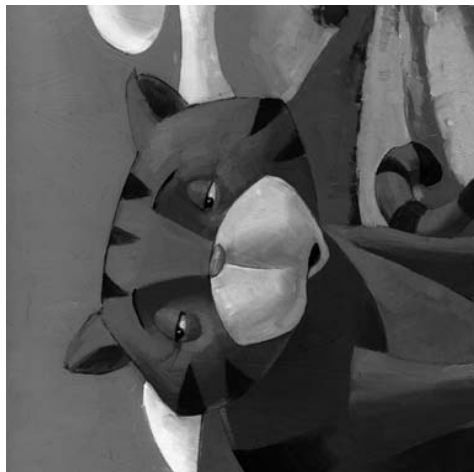








Directions: Students may use these images of characters and settings to cut and paste on their Character, Setting, Plot Map.





Directions: Listen to the teacher's instructions. Next, look at the two pictures in the row and find the one that answers the question. Circle the correct picture.

1.



2.



3.



4.



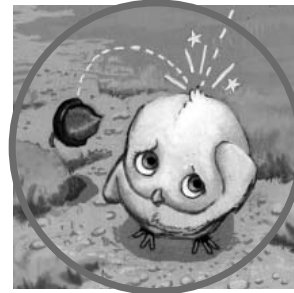
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Directions: Listen to the teacher's instructions. Next, look at the two pictures in the row and find the one that answers the question. Circle the correct picture.

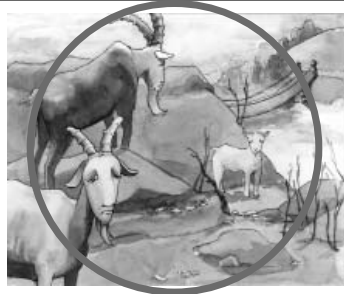
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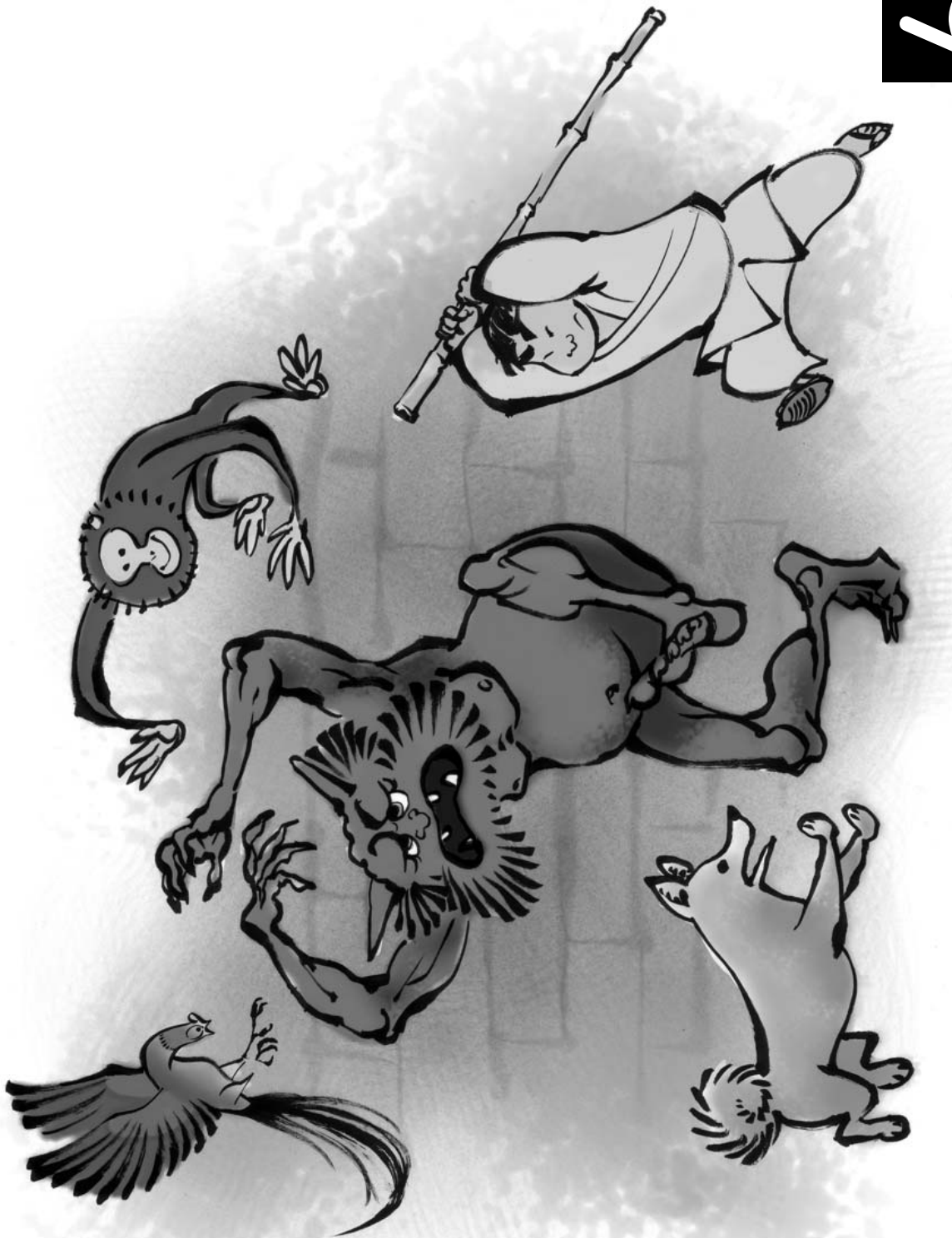


5.











Directions: Cut out the four pictures. Arrange the pictures in order to show proper sequence of events. Once they have been sequenced correctly, glue or tape the pictures onto a piece of paper.





Directions: Cut out the four pictures. Arrange the pictures in order to show proper sequence of events. Once they have been sequenced correctly, glue or tape the pictures onto a piece of paper.

1



2



3



4







Dear Family Member,

Over the next several days, your child will enjoy more classic stories including:

- “Momotaro, Peach Boy”—a Japanese folktale
- “The Story of Jumping Mouse”—a Native American folktale
- “Goldilocks and the Three Bears”—a popular English fairy tale
- “Tug-of-War”—an African trickster tale

I have included images from the story “Goldilocks and the Three Bears” with this letter to help your child retell the story. There are great opportunities to repeat key phrases like, “too hot,” “too cold,” and “just right!” as well as “somebody’s been [eating my porridge]” in a loud, medium, and soft voice.

### 1. Drawing a Story

Have your child draw a picture of his/her favorite story. Ask your child about the **characters** (or who) are in his/her picture. Ask your child about the **setting** (or where the story takes place) in the picture. Ask your child about the **plot** (or what is happening) in the picture.

### 3. Family Movie Night

Many of these stories have movies or videos. You may wish to gather the family together and watch a video of a story. After watching, ask your child about the similarities and differences between listening to the story and watching a video of the story.

### 4. Sayings and Phrases: Do Unto Others as You Would Have Them Do Unto You

This means you should treat other people with the same kindness, respect, and consideration with which you would like to have them treat you. In “Goldilocks and the Three Bears,” Goldilocks went into the bears’ home without asking and ate their food, sat in their chairs, and slept in their beds. This was not a considerate thing to do. You can ask your child, “Would you like a stranger to eat your food?” or “How would you feel if someone took something of yours without asking and broke it?” This saying also encourages positive behaviors like sharing with others and treating others nicely.

### 5. Read Aloud Each Day

Continue to set aside time to read to your child every day, especially tell your child stories in your home language.

I hope you and your child continue enjoying stories together.

# Goldilocks and the Three Bears

1



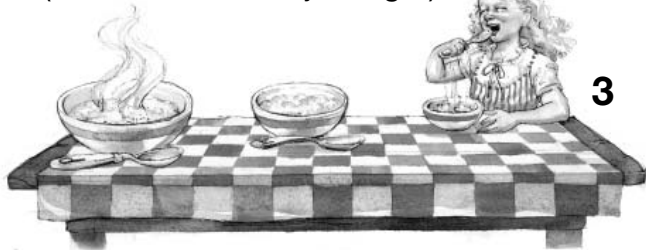
Bears make porridge for breakfast.

2

Goldilocks finds the cottage.



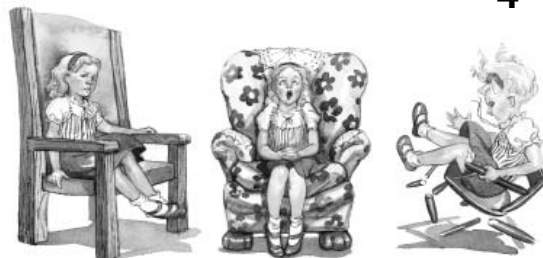
Goldilocks eats the porridge (too hot, too cold, just right).



3

4

Goldilocks tries the chairs (too hard, too soft, just right).



Goldilocks takes a nap.



5

6

Bears come home.



7

Bears find Goldilocks.



8

Goldilocks runs away.










## Vocabulary List for Stories (Part 2)

This list includes many important words your child will learn about in *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.

- ☐ island
- ☐ swooped
- ☐ brush
- ☐ journey
- ☐ perilous
- ☐ compassion
- ☐ enormous
- ☐ fragrances
- ☐ misused
- ☐ peeped
- ☐ suddenly
- ☐ wee
- ☐ boast
- ☐ bold
- ☐ foolishness

*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.*

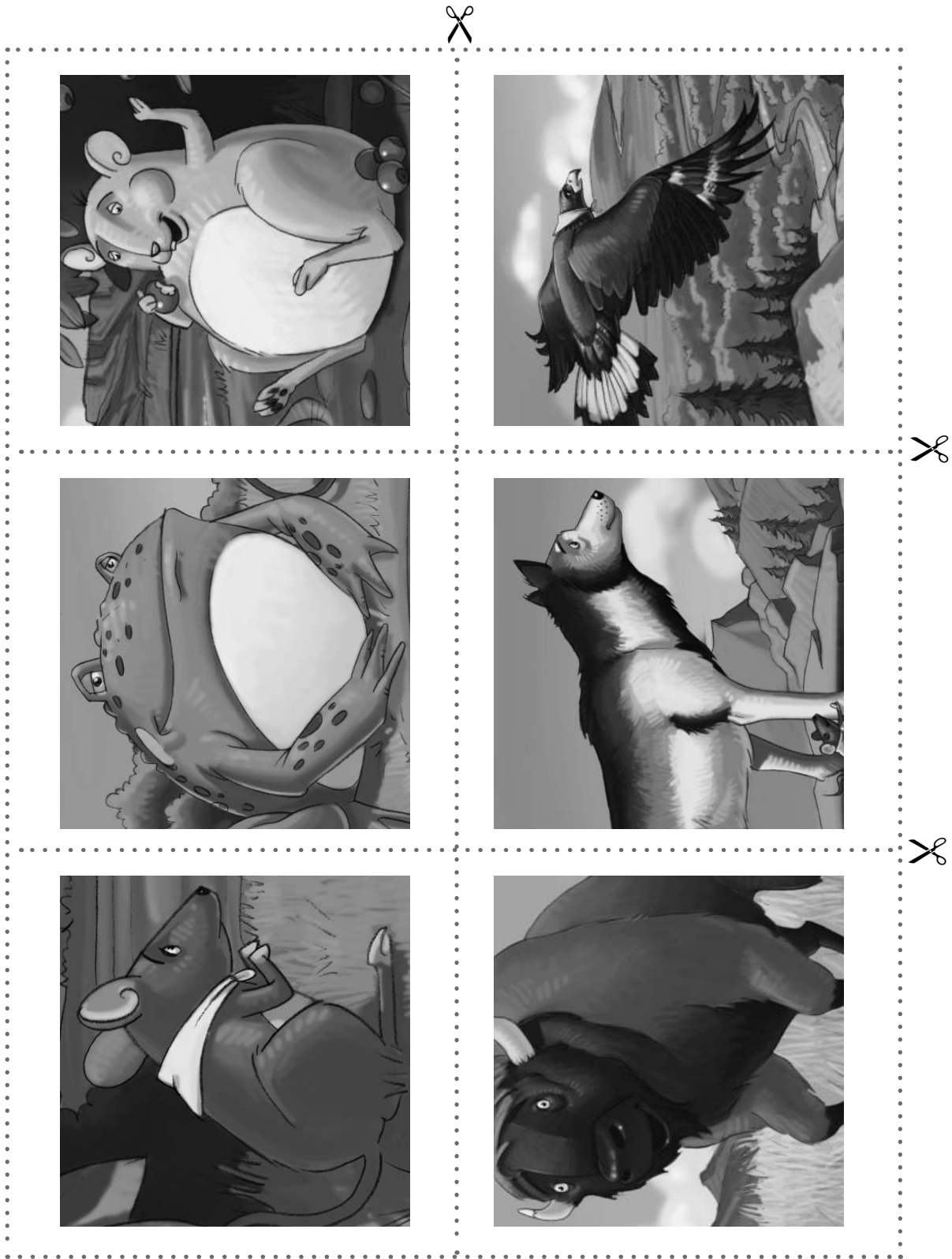
	<b>Draw it</b>
	<b>Use in a sentence</b>
	<b>Find an example</b>
	<b>Tell a friend about it</b>
	<b>Act it out</b>
	<b>Make up a song using it</b>





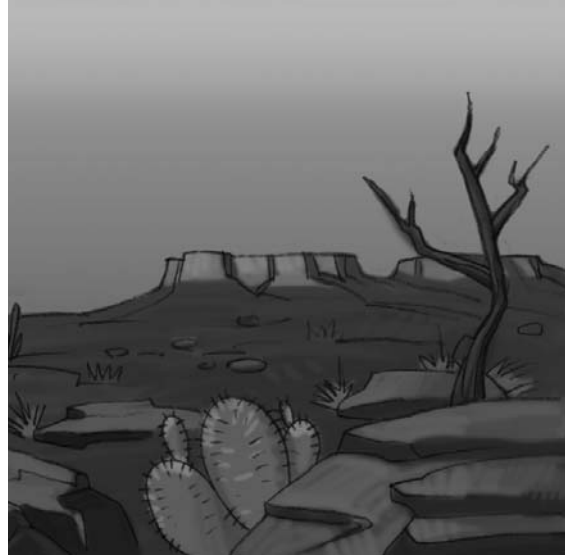


Directions: Students may use these images from this sheet to cut and paste onto their Character, Setting, Plot Map.





Directions: Students may use these images from this sheet to cut and paste onto their Character, Setting, Plot Map.





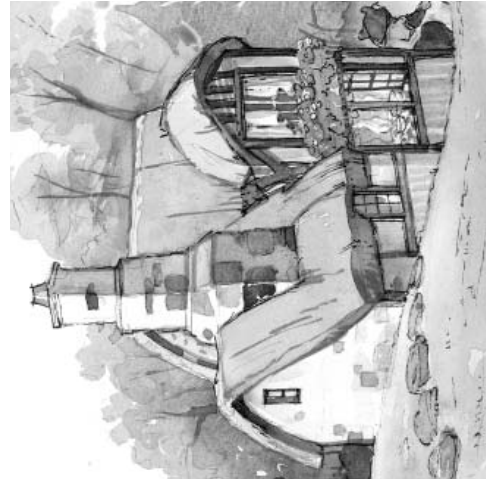








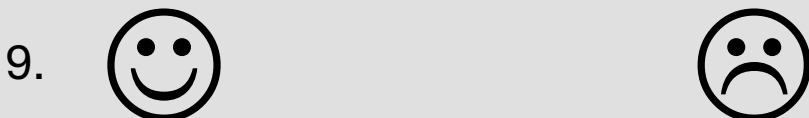
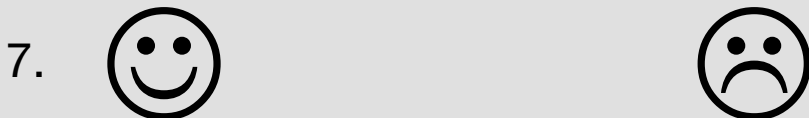
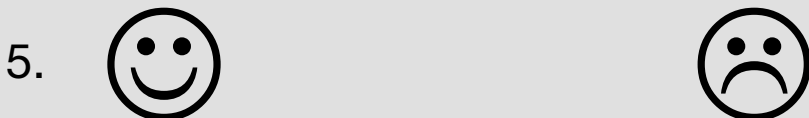
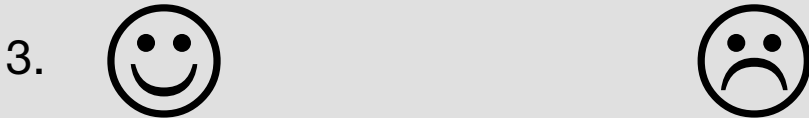
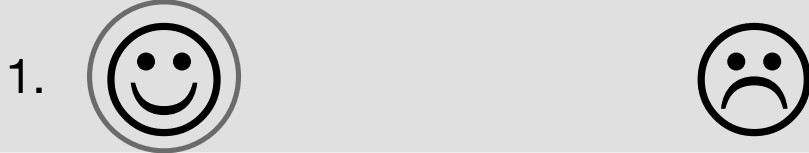
Directions: Students may use these images of characters and settings to cut and paste on their Character, Setting, Plot Map.































Directions: Listen to your teacher's instructions.





1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

- |     |   |  |
|-----|---|--|
| 11. |  |  |
| 12. |  |  |

Directions: Listen to the teacher's instructions. Next, look at the three pictures in the row and find the one that answers the question. Circle the correct picture.

1.



2.



3.



4.



5.



6.



7.



8.



Directions: Listen to the teacher's instructions. Next, look at the three pictures in the row and find the one that answers the question. Circle the correct picture.

1.



2.



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4.



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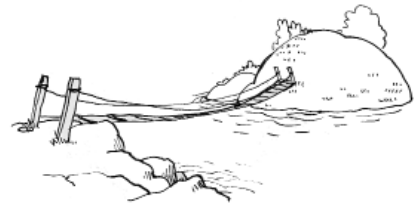
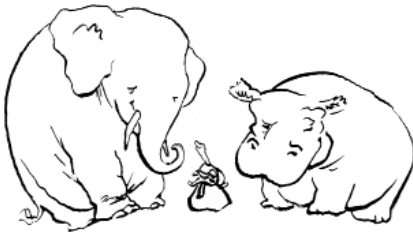
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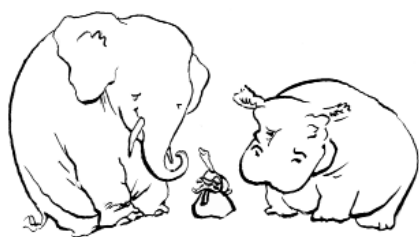
Directions: Draw a line from the characters on the left to their story settings on the right.







Directions: Draw a line from the characters on the left to their story settings on the right.





# Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

[illegible]

# Tens Conversion Chart

		Number Correct																				
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Number of Questions	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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# Stories

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