



Kings and Queens

Tell It Again!™ Read-Aloud Supplemental Guide





Kings and Queens

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

Kings and Queens

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

Intended Users and Uses

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

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

Supplemental Guide Contents

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

Modified Read-Alouds

The modified read-alouds in the *Supplemental Guide*, like the read-alouds in the corresponding *Tell It Again! Read-Aloud Anthology*, are content-rich and designed to build students' listening comprehension, which is a crucial foundation for their reading comprehension abilities. You may notice that not all of the read-alouds in the *Tell It Again! Read-Aloud Anthology* appear in the corresponding *Supplemental Guide*. Some of the read-alouds were omitted to provide ample time for teachers to review read-aloud content and language, and to engage students in extended dialogue about the text. Nonetheless, 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 searching through pages in the Flip Book.

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

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

Vocabulary Charts

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

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

- Tier 1 words are words that are likely to appear in the basic repertoire of native English-speaking students—words such as *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-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*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words, and they 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 their use as much as possible before, during, and after each individual lesson, in addition to using these words to connect lessons. The Vocabulary Chart is also a good starting point and reference for keeping track of students' oral language development and retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

Multiple Meaning Word Activities

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

Syntactic Awareness Activities

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

Vocabulary Instructional Activities

Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in a variety of written texts. Vocabulary Instructional 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, as well as the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

English Language Learners and Students with Disabilities

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

English Language Learners

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

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

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

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

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

Students with Disabilities and Students with Special Needs

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

Pacing

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

Goals and Expectations

Make sure that students know the purpose and desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and 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 the retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and hands-on activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, story maps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

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Alignment Chart for Kings and Queens: Supplemental Guide

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

Alignment Chart for Kings and Queens: Supplemental Guide

Lesson

		1	2	3	4	5	6	7
Core Content Objectives								
Describe a royal family		✓						
Describe what a king or queen does		✓						
Identify and describe royal objects associated with a king or queen		✓						
Indicate that kings and queens still exist today, but that there were many more kings and queens long ago		✓						
Describe that kings usually possess gold and other treasures			✓					
Discuss the difference between valuing relationships with people and valuing wealth			✓					
Describe characters, settings, and plot in fiction read-alouds			✓			✓	✓	✓
Demonstrate familiarity with a given story or poem			✓	✓	✓	✓	✓	✓
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 characters, and beginning, middle, and end events of the story in proper sequence		✓			✓	✓	
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			✓	✓	✓		✓

**Alignment Chart for
Kings and Queens: Supplemental Guide**

Lesson

		1	2	3	4	5	6	7
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.							
CKLA Goal(s)	With prompting and support, describe illustrations from a fiction read-aloud, using 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		✓	✓	✓	✓	✓	✓
Reading Standards for Informational Text: Kindergarten								
Key Ideas and Details								
STD RI.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 nonfiction/informational 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	✓						

**Alignment Chart for
Kings and Queens: Supplemental Guide**

Lesson

		1	2	3	4	5	6	7
STD RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.							
CKLA Goal(s)	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud	✓						
Craft and Structure								
STD RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.							
CKLA Goal(s)	With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text	✓						
Integration of Knowledge and Ideas								
STD RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.							
CKLA Goal(s)	With prompting and support, identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud	✓						
STD RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).							
CKLA Goal(s)	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds	✓						
Range of Reading and Level of Text Complexity								
STD RI.K.10	Actively engage in group reading activities with purpose and understanding.							
CKLA Goal(s)	Actively engage in nonfiction/informational read-alouds	✓						
Writing Standards: Kindergarten								
Text Types and Purposes								
STD W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.							
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details	✓						
STD W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened.							
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened	✓						✓

**Alignment Chart for
Kings and Queens: Supplemental Guide**

Lesson

		1	2	3	4	5	6	7
Research to Build and Present Knowledge								
STD W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.							
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions	✓						
Speaking and Listening Standards: Kindergarten								
Comprehension and Collaboration								
STD SL.K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups							
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).							
CKLA Goal(s)	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.)				✓			
STD SL.K.1b	Continue a conversation through multiple exchanges.							
CKLA Goal(s)	Carry on and participate in a conversation over four or five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age				✓			
STD SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.							
CKLA Goal(s)	Ask questions to clarify directions, exercises, and/or classroom routines				✓			
Presentation of Knowledge and Ideas								
STD SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.							
CKLA Goal(s)	Add drawings or other visual displays to descriptions as desired to provide additional detail	✓						✓
Language Standards: Kindergarten								
Conventions of Standard English								
STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.							
STD L.K.1f	Produce and expand complete sentences in shared language							
CKLA Goal(s)	Answer questions orally in complete sentences				✓			
	Produce and expand complete sentences in shared language	✓		✓	✓			✓

**Alignment Chart for
Kings and Queens: Supplemental Guide**

Lesson

		1	2	3	4	5	6	7
Vocabulary Acquisition and Use								
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.							
STD L.K.4a	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>).							
CKLA Goal(s)	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>)	✓	✓				✓	✓
STD L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.							
STD L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.							
CKLA Goal(s)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent				✓			
STD L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)							
CKLA Goal(s)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)	✓		✓				
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).							
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>)				✓			
STD L.K.5d	Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.							
CKLA Goal(s)	Distinguish the meaning among verbs describing the same general action by acting out the meanings		✓		✓		✓	
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.							
CKLA Goal(s)	Use words and phrases acquired through conversations, being read to, and responding to texts				✓			
	Learn the meaning of common sayings and phrases	✓	✓			✓	✓	✓



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.



Kings and Queens

Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching the *Kings and Queens* domain. The *Supplemental Guide* for Kings and Queens contains seven lessons. The first lesson is two instructional days, and the following six lessons are one instructional day each.

Lesson Structure

Instructional Day 1

On the first instructional day, Parts A and B of the lesson (50 minutes total) are to be covered at different intervals during the day. Part A (35 minutes) includes:

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

If necessary, Part A can be divided into two sessions with 15 minutes for Introducing the Read-Aloud up to Purpose for Listening, and 20 minutes for Purpose for Listening, Presenting the Read-Aloud and Discussing the Read-Aloud.

Later in the day, Part B (15 minutes) will 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 5 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 1) focus on a select group of students to directly assess the students' language and content knowledge in a low-stress environment; and 2) gauge which students may be in need of additional language or content support.

Instructional Day 2

On the second instructional day, Parts C and D of the lesson (50 minutes total) are to be covered at different intervals during the day. Part C (35 minutes) includes:

- Reviewing the Read-Aloud
- Presenting the Interactive Read-Aloud
- Discussing the Read-Aloud

If necessary, Part C can be divided into two sessions with 10 minutes for Reviewing the Read-Aloud up to Purpose for Listening, and 25 minutes for Purpose for Listening, Presenting the Interactive Read-Aloud, and Discussing the Read-Aloud.

Later in the day, Part D (15 minutes) will be covered and includes extension activities similar to those of the related lesson in the *Tell It Again! Read-Aloud Anthology for Kings and Queens*.

Lessons 2–7

Please note that Lessons 2–7 are one instructional day each. For even-numbered lessons, Extension activities are unique to the *Supplemental Guide*. For odd-numbered lessons, Extension activities relate to the lesson content.

This domain includes a Pausing Point following Lesson 4, after background information and nursery rhymes about kings and queens have been introduced. 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 twelve days total on this domain.**

Week One: Anthology				
Day 1	Day 2	Day 3 # 10	Day 4	Day 5
Lesson 1A: “What Are Kings and Queens?” (35 min.)	Lesson 2A: “The Royal Family” (35 min.)	Lesson 3A: “King Midas and the Golden Touch” (35 min.)	Lesson 4A: “Old King Cole” (35 min.)	Lesson 5A: “Sing a Song of Sixpence” (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 #	Day 3 # 10	Day 4 #	Day 5 # 10
Lesson 1A: “The Royal Family” Day 1 of 2 (35 min.)	Lesson 1C: “The Royal Family” Day 2 of 2 (35 min.)	Lesson 2A: “King Midas and the Golden Touch” (35 min.)	Lesson 3A: “Old King Cole” (35 min.)	Lesson 4A: “Sing a Song of Sixpence” (35 min.)
Lesson 1B: SG Activities (15 min.)	Lesson 1D: Extensions (15 min.)	Lesson 2B: SG Activities (15 min.)	Lesson 3B: Extensions (15 min.)	Lesson 4B: SG Activities (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Two: Anthology				
Day 6 # 10	Day 7 #	Day 8 10	Day 9 10	Day 10 #
Pausing Point (50 min.)	Lesson 5A: “The Princess and the Pea” (35 min.)	Lesson 6A: “Cinderella” (35 min.)	Lesson 7A: “Snow White and the Seven Dwarfs” (35 min.)	Domain Review (50 min.)
	Lesson 5B: Extensions (15 min.)	Lesson 6B: Extensions (15 min.)	Lesson 7B: 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 10	Day 10
Pausing Point (50 min.)	Lesson 6A: “The Princess and the Pea” (35 min.)	Lesson 7A: “Cinderella” (35 min.)	Lesson 8A: “Snow White and the Seven Dwarfs” (35 min.)	Domain Review (50 min.)
	Lesson 6B: Extensions (15 min.)	Lesson 7B: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)	
50 min.	50 min.	50 min.	50 min.	50 min.

Week Three	
Day 11 10	Day 12 #
Domain Assessment (50 min.)	Culminating Activities (50 min.)
50 min.	50 min.

10 Lessons include Student Performance Task Assessments.

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

Lesson Implementation

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

Student Grouping

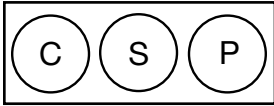
Teachers are encouraged to assign partner pairs prior to beginning a domain, and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances, a group of three would benefit beginning ELLs, and an older student or adult volunteer may be a better learning partner 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

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

- Response Cards for *Kings and Queens* (one per nursery rhyme or story, six total) can be used to help students identify characters and talk about the setting and plot of a nursery rhyme or story. Students can hold up these response cards to respond to class questions.
- Sequencing the Story is a set of six images from a story. There is a set for “King Midas and the Golden Touch,” “Cinderella,” and “Snow White and the Seven Dwarfs.” Students can cut and paste the images in the correct sequence and use the sequenced images to retell the story. You may wish to choose three out of the six images to represent the beginning, middle, and end of the story and have students put the three images in order.



- Character, Setting, Plot Map and Image Sheet can be used to help students organize information about “The Princess and the Pea.” With your help, students create their own Character, Setting, Plot Map, and use the provided image sheet to fill in their map. Students may refer to their Character, Setting, Plot Map during class discussion and to retell the story. You may also wish to create large Character, Setting, Plot Maps on chart paper to review the other stories.
- Kings and Queens Around the World—you may wish to use a world map to pinpoint countries that still have kings and queens. Then, using colored string, connect the pin to a picture of the current king, queen, or royal family of that country. You may wish to conduct group research about a current royal family and learn about that royal family as a class.
- King or Queen for a Day—you may wish to choose a class king and queen each day the class is in this domain. Be sure to give every student a chance to be king or queen. Provide royal props, such as a robe, scepter, and, of course, a crown. Give each student age-appropriate “royal” responsibilities like being the line leader, passing out papers, being the only one who can help classmates in need. Allow them to make a reasonable royal announcement or decree that the rest of the class needs to follow for the day (e.g., the first three people in line must go to the back; anyone who is wearing purple gets to do everything first). At the end of the day, ask the king and queen to identify some aspects about what he or she liked and disliked about ruling the “kingdom.”

Anchor Focus in Kings and Queens

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.3	Prince/Princess for a Day “Happily Ever After”
		Students will use a combination of drawing, dictating, and writing to narrate a single event. <i>Pretend you are . . . , draw, dictate, tell, discuss, similar, different, alternate ending</i>
Speaking and Listening	SL.K.1b	Continue a conversation through multiple exchanges
		Help students to carry on and participate in extended conversations of over four turns. There are various opportunities throughout this domain where students are encouraged to take turns speaking about the same topic (e.g., retelling a story, talking about fairness). Consider providing students with the following sentence starters: <i>I also think that . . . ; I think so too; What about . . . ; I think . . .</i>
	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 them with some phrases to use: <i>I have a question about _____; can you please say the directions again; what does _____ mean?</i>
Language	L.K.1f	Produce and expand sentences in shared language activities
	L.K.5d	Distinguish shades of meaning among verbs describing the same general action: <i>gaze/peek/glare; peck/poke; stumble/step</i>

Domain Components

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

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book** for *Kings and Queens*
- *Tell It Again! Image Cards* for *Kings and Queens*
- *Tell It Again! Read-Aloud Anthology* for *Kings and Queens* for reference

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

Recommended Resources:

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

Why Kings and Queens Are Important

In the *Kings and Queens* domain, students will listen to informational and fiction read-alouds about kings, queens, and royal families. The read-alouds will build students' understanding of the responsibilities, lifestyle, and customs associated with royalty throughout history. Many of the nursery rhymes and fairy tales are classic, well-loved tales, including "King Midas and the Golden Touch," "Old King Cole," "The Princess and the Pea," and "Cinderella."

In addition to the selections in this particular domain, students will also meet various kings and queens in the context of other read-alouds in the Core Knowledge Language Arts Kindergarten materials. Students will hear about kings and queens in the *Columbus and the Pilgrims* domain. This will provide them a rich contextual background for even greater understanding of the read-alouds in the *Colonial Towns and Townspeople* domain, which describe life in Colonial America. Over the course of these domains, students will begin to acquire a critical foundation for understanding different forms of government and specific historical events, such as the American Revolution, which they will encounter in later grades.

Please be aware that although these stories are classic tales, some of the content may be unsettling for students. Preview all read-alouds and lessons in this domain before presenting them to students. Read-aloud selections can be substituted with 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 *Supplemental Guide*—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 Kings and Queens

The following list contains all of the core vocabulary words in *Kings and Queens* 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 the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation

<u>Lesson 1</u>	<u>Lesson 3</u>	<u>Lesson 6</u>
advantages	bowl	cinders
crown prince	fiddlers	hearth
disadvantages	merry	merriment
kingdom	soul	stumbled
prosperity	<u>Lesson 4</u>	tattered
reign	dainty	<u>Lesson 7</u>
royal	maid	fairest
rules	pecked	peddler
servants	<u>Lesson 5</u>	pity
<u>Lesson 2</u>	delicate	rage
fond	graceful	stomped
gazed	howled	
satisfied		
spoiled		
treasures		

In addition to this core vocabulary list, every lesson includes its own tiered Vocabulary Chart categorized according to the model for conceptualizing words presented by Beck, McKeown, and Kucan (2008). Words in this chart either appear several times in the read-aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the *General Service List of English Words*

(West 1953) or part of the Dale-Chall (1995) list of 3000 familiar words known by fourth grade. Moreover a conscious effort has been made to include words from the Primary Priority Words according to Biemiller's (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

Vocabulary Chart for The Royal Family			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Charlemagne England France kingdom Morocco palace reign* royal scepter servants	advantages/ disadvantages* decision inherit prosperity remind responsibility symbol*	best family king jewels prince princess queen
Multiple Meaning	crown orb <u>rules</u>	power	wear
Phrases	crown prince/ princess It's good to be king King George V King Richard II Moulay Hassan royal family	not all fun and games	
Cognates	Carlomagno Inglaterra Francia Marruecos palacio reinado* real sirviente(a)	ventaja/ desventaja* decisión heredar prosperidad responsabilidad símbolo* poder	familia joya príncipe princesa

References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. 2008. *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. New York, NY: Guilford.

2. Biemiller, Andrew. *Words Worth Teaching*. 2010. Columbus: SRA/McGrawHill
3. Dale, Edgar, and Jeanne Chall. 1995. *Readability Revisited: The New Dale-Chall Readability Formula*.
4. West, Michael. 1953. *A General Service List of English Words*. London: Longman, Green and Co.

Comprehension Questions

In the *Supplemental Guide* for *Kings and Queens*, 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 to 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 that 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

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

Above and Beyond

In the *Supplemental Guide* for *Kings and Queens*, there are numerous opportunities to challenge students who are ready to attempt activities that are above grade-level. These activities are identified with this icon: .

Supplemental Guide Activities

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

Recommended Resources for Kings and Queens

Trade Book List

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

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

1. *Amazing Grace*, by Mary Hoffman. Illustrated by Caroline Binch (Reading Rainbow Books, 1991) ISBN 978-0803710405
2. *Cinder Edna*, by Ellen Jackson. Illustrated by Kevin O'Malley (HarperCollins, 1998) ISBN 978-0688162955
3. *Cinderella*, by Charles Perrault. Illustrated by Loek Koopmans. Translated by Anthea Bell (North-South Books, 2002) ISBN 978-0735814868
4. *Kate Middleton: Real-Life Princess*, by Sarah Tieck (ABDO Publishing Company, 2011) ISBN 978-1617830204
5. *King Bidgood's in the Bathtub*, by Audrey and Don Wood (Harcourt Children's Books, 1985) ISBN 978-0152427306
6. *King Midas and the Golden Touch*, by Charlotte Craft. Illustrated by K.Y. Craft (HarperCollins, 2003) ISBN 978-0060540630
7. *The King Who Rained*, by Fred Gwynne (Aladdin, 1988) ISBN 978-0671667443
8. *The Kite Princess*, by Juliet Clare Bell. Illustrated by Laura-Kate Chapman (Barefoot Books, 2012) ISBN 978-1846868306
9. *Max and Ruby's Midas*, by Rosemary Wells (Puffin, 2003) ISBN 978-0142500668
10. *Midnight: A Cinderella Alphabet*, by Stephanie Perkal. Illustrated by Spencer Alston Bartsch (Shen's Books & Supplies, 1997) ISBN 978-1885008053

11. *Mother Goose Remembers*, by Clare Beaton (Barefoot Books, 2006) ISBN 978-1846860034
12. *Prince Cinders*, by Babette Cole (Puffin, 1997) ISBN 978-0698115545
13. *Princess Grace*, by Mary Hoffman. Illustrated by Cornelius Van Wright and Ying-Hwa Hu (Dial, 1992) ISBN 978-0803732605
14. *The Princess and the Pea*, by Rachel Isadora (Puffin, 2009) ISBN 978-0142413937
15. *The Princess and the Pig*, by Jonathan Emmett. Illustrated by Poly Bernatene (Walker Childrens, 2011) ISBN 978-0802723345
16. *Prince William: Real-Life Prince*, by Sarah Tieck (ABDO Publishing Company, 2011) ISBN 978-1617830228
17. *The Queen's Knickers*, by Nicholas Allan (Transworld Publishers, 2001) ISBN 978-0099413141
18. *Rapunzel*, by Rachel Isadora (Putnam Juvenile, 2008) ISBN 978-0399247729
19. *The Rough-Face Girl*, by Rafe Martin (Puffin, 1998) ISBN 978-0698116269
20. *The Royal Treasure Measure*, by Trudy Harris. Illustrated by Ivica Stevanovic (Lerner Publishing Company, 2012) ISBN 978-0761368069
21. *Snow White and the Seven Dwarfs*, by Jacob and Wilhelm Grimm. Illustrated by Nancy Ekholm Burkert. Translated by Randall Jarrell (Square Fish, 1987) ISBN 978-0374468682
22. *Snow White in New York*, by Fiona French (Oxford University Press, USA, 1990) ISBN 978-0192722102
23. *Tea for Ruby*, by Sarah Ferguson, the Duchess of York. Illustrated by Robin Preiss Glasser (Simon & Schuster/Paula Wiseman Books, 2012) ISBN 978-1416954200
24. *The Twelve Dancing Princesses*, by Rachel Isadora (Puffin, 2009) ISBN 978-0142414507

Websites and Other Resources

Teacher Resources

1. Royal Symbols
<http://www.monarchist.org.uk/symbols-of-monarchy.html>
2. The Midas Touch
<http://www.mythweb.com/today/today04.html>



The Royal Family

1

✓ Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

The following language arts objectives are addressed in this lesson.

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

Students will:

- ✓ Recall facts from “The Royal Family” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RI.K.1)
- ✓ Interpret information to answer questions and express opinions about “The Royal Family”, with prompting and support (RI.K.1)
- ✓ With prompting and support, describe the connection between different members in a royal family, and describe the connection between possessing symbols of royalty and possessing power to rule (RI.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text (RI.K.6)

- ✓ With prompting and support, identify the reasons the author gives to support the point that there are advantages to being part of a royal family, and identify the reasons the author gives to show that kings and queens desired to keep the power to rule within their family (RI.K.8)
- ✓ With prompting and support, compare and contrast the advantages and disadvantages of being in a royal family, and compare and contrast students' families to royal families (RI.K.9)
- ✓ Actively engage in the nonfiction/informational read-aloud "The Royal Family" (RI.K.10)
- ✓ Create a drawing of a king or queen using information from the read-aloud "The Royal Family" (W.K.2)
- ✓ Use a combination of drawing, dictating, and writing to narrate a picture of being prince or princess for a day (W.K.3)
- ✓ With assistance, categorize facts about students' families and royal families (W.K.8)
- ✓ Create a drawing with sufficient detail of a king or queen with their royal belongings, and create a drawing of self being a prince or princess for a day (SL.K.5)
- ✓ Produce and expand complete sentences in shared language activity (L.K.1f)
- ✓ Identify multiple meanings of *rule*, and use them in appropriate contexts (L.K.4a)
- ✓ Demonstrate understanding of *advantage* by relating it to its opposite, *disadvantage* (L.K.5b)
- ✓ Identify real-life connections between words—*royal*, *kingdom*, *rules*, *reign*, *advantages*, and *disadvantages*—and their use (L.K.5c)
- ✓ Learn the meaning of common sayings such as "it's good to be king" (L.K.6)

Core Vocabulary

advantages, n. Things that are good about a situation or circumstance; benefits

Example: The advantages to having brothers and sisters are that you always have someone to play with and to help you with your homework.

Variation(s): advantage

crown prince, n. A king's oldest son who is next in line to be king

Example: Moulay Hassan is a crown prince in the African country of Morocco because he will be the next king one day.

Variation(s): crown princes

disadvantages, n. Things that are not good about a situation or circumstance; setbacks

Example: There are disadvantages to being the youngest child, such as having to go to bed earlier than your brothers and sisters.

Variation(s): disadvantage

kingdom, n. A place ruled or governed by a king or queen

Example: King Eduardo ruled his kingdom with kindness and fairness.

Variation(s): kingdoms

prosperity, n. Having a lot of money, success, or good luck

Example: One could tell that the royal family had enjoyed long periods of prosperity because their palace was so large and luxurious.

Variation(s): none

reign, n. The period of time during which a king rules a kingdom

Example: King Louis XIV was the longest-ruling king in European history. His reign over France lasted for 72 years.

Variation(s): reigns

royal, adj. Anything belonging to a king or queen or other members of their family, such as a prince or princess

Example: The throne is a royal throne because it belongs to the queen.

Variation(s): none

rules, v. Leads and makes decisions

Example: My mom rules our family; I am not allowed to go outside unless she says it is okay.

Variation(s): rule, ruled, ruling

servants, n. Men or women who are hired and paid to do things that a king or queen wants them to do

Example: Kings and queens had many servants who did all of the work around the castle.

Variation(s): servant

Vocabulary Chart for The Royal Family			
<p>Core Vocabulary words are in bold.</p> <p>Multiple Meaning Word Activity word is <u>underlined</u>.</p> <p>Vocabulary Instructional Activity words have an asterisk (*).</p> <p>Suggested words to pre-teach are in <i>italics</i>.</p>			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Charlemagne England France kingdom Morocco palace reign* <i>royal</i> scepter servants	advantages/ disadvantages* decision inherit prosperity remind responsibility symbol*	best family king jewels prince princess queen
Multiple Meaning	crown orb <u>rules</u>	power	wear
Phrases	crown prince/ princess It's good to be king King George V King Richard II Moulay Hassan royal family	not all fun and games	
Cognates	Carlomagno Inglaterra Francia Marruecos palacio reinado* <i>real</i> sirviente(a)	ventaja/ desventaja* decisión heredar prosperidad responsabilidad símbolo* poder	familia joya príncipe princesa

Image Sequence


This is the order in which Flip Book images will be shown in the read-aloud. Preview the order of Flip Book images before teaching the lesson. Please note that this image sequence uses images from two separate read-alouds in the *Tell It Again! Read-Aloud Anthology*.

1. 1A-2: King Richard II
2. 1A-4: Charlemagne
3. 1A-3: Crown
4. 1A-1: Palace
5. 2A-1: King George V and family
6. 2A-2: Palace in Morocco
7. 2A-1: King George V and family



The Royal Family

1A
Day 1 of 2

<i>At a Glance (Parts A & B)</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Domain Introduction	images of current kings, queens, royal families	15
	Where Are We?	world map	
	Vocabulary Preview: Kingdom, Royal		
	Purpose for Listening		
Presenting the Read-Aloud	The Royal Family		10
Discussing the Read-Aloud	Comprehension Questions	images of current kings, queens, royal families	10
	Word Work: Symbol	images or realia of royal symbols; images or realia of everyday symbols	
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Rules	Poster 1M (Rules)	15
	Syntactic Awareness Activity: Sentence Builder		
	Vocabulary Instructional Activity: Reign, Rain		
	End-of-Lesson Check-in	drawing paper, drawing tools	
Take-Home Material	Family Letter	Instructional Masters 1B-1–1B-3	

Advance Preparation

For the Domain Introduction and Lesson Review, prepare a few pictures of current kings, queens, and royal families to show students that royalty still exists today. These pictures can also serve as discussion pieces and practice for identifying members of a royal family.

For Word Work, provide images or realia of royal objects, such as a royal orb, scepter, crown, seal, and throne. Help students make the connection that these items are symbols of royalty and power. In addition, prepare common symbols that students may see everyday and may be familiar with such as an American flag, stop sign, no cell phone sign, four-leaf clover, etc. Briefly discuss what each symbol means.

Note to Teacher

During the End-of-Lesson Check-In, students will have the opportunity to draw what they have learned. Encourage them to add royal objects to the picture and to discuss their picture using read-aloud vocabulary.



Domain Introduction

◀ Show image 2A-1: King George V and family

- Say to students, “Tell your partner who you see in this picture. Do you think this picture was taken recently or long ago? How do you know?” Allow thirty seconds for students to talk. Call on three students to share their thoughts.
- Tell students that this is a picture of a royal family.
- Have students say *royal family* with you.
- Tell students that this is the royal family of King George V. King George V was the king of England over one hundred years ago.
- Point to each person in the picture as you explain the following: A king is a man from a royal family who is the leader of a country. A queen is a woman from a royal family who is the leader of a country. Their children are called princes and princesses. Some of them will one day grow up to become kings and queens. This picture shows four princes, or sons, of the king and queen.
- You may wish to display images of current kings, queens, and royal families, and identify the members of a royal family: king, queen, prince, and princess.

Where Are We?

- Tell students that just as the teacher is the leader of the classroom, the principal is the leader of the school, and the president is the leader of the United States of America, some countries in the world have a leader called a king or a queen.
- Point to the United States on a world map. Then point out the continent of Europe, specifically the country of Great Britain. Tell students that Great Britain has a king or queen. [You may wish to show students a picture, and tell them the name of the current king or queen of Great Britain.]

Note: In 1707, England, Scotland, and Wales joined together to form the United Kingdom of Great Britain and Northern Ireland, often referred to as Britain or Great Britain. In this Anthology, we will be referring to the monarchs of this region either as King (or Queen) of England or King (or Queen) of Great Britain, depending on the time he or she reigned.

- Inform students that *long ago* many countries had kings and queens, but *now* fewer countries have kings and queens.
- You may wish to point out some countries that still have kings and queens today: Cambodia, Japan, Saudi Arabia, Morocco, Spain, Tonga, Malaysia, and others.

Vocabulary Preview

Royal

1. Today you will learn about the *royal* family.
2. Say the word *royal* with me three times.
3. When you hear the word *royal*, you know that it belongs to a king, queen, prince, or princess.
4. The queen sits on a royal chair and drinks from a royal cup.
The prince and princess ride in a royal car.
5. Think of different royal items or things a royal family would have. Use the word *royal* when you talk about it. For example, the king sits on a royal chair. Each partner gets three turns.

Kingdom

1. Today you will hear that a king or queen rules a *kingdom*.
2. Say the word *kingdom* with me three times.
3. A kingdom is a place or a land ruled by a king or queen.
4. Long ago, there used to be many kingdoms in the world.
Everyone in the kingdom listened to the king.
5. Tell your partner what you think of when you hear the word *kingdom*.
[Call on a few students to share. Be sure to elaborate on student responses with domain vocabulary.]

Purpose for Listening

Tell students that they will hear about the royal family and what it is like to live in a royal family.

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

- ✓ Describe a royal family
- ✓ Describe what a king or queen does
- ✓ Identify and describe royal objects associated with a king or queen

The Royal Family



◀ Show image 1A-2: King Richard II

“It’s good to be king.” That’s what people say to show that they are happy they are in charge and to have people listen to them and serve them, just like a king. If you walked into a palace where the king and queen lived and you saw this man, you would immediately—or very quickly—know that this man was the king.

This king’s name is King Richard the second of England.

[Point to England on a map. Have students repeat *King Richard the Second of England*.]

[As you read the following paragraph, pause and encourage students to fill in the numbers for the names of the kings.]

Many of the kings of England were called King [name] the [roman numeral] like King Richard the Second in this picture. Before King Richard II there was King Richard the _____ (First). After King Richard II, there was King Richard the _____ (Third). Popular names for the kings of England include Henry, Richard, Edward, and George.

When King Richard II was king, he was the most important and powerful person in the **kingdom**. King Richard II’s **kingdom** was England; everyone in his **kingdom** listened to King Richard and did as he said—“It’s good to be king!”

The king and his **royal** family had many **advantages**—there were many good things about being in a **royal** family. The **royal** family always got the best of everything: the best houses, the best clothing, and the best food—“It’s good to be king!”

They did not have to clean up after themselves. They did not have to cook. They did not even need to dress themselves or brush their own hair—“It’s good to be king!”

The **royal** family had **servants** do all the work inside the palace.

Everything the king and queen had was called **royal**. Anything that belonged to the king or queen was **royal**.

[Point to each item as you mention it.]

The soft, fluffy robes King Richard II wore were called **royal** robes. The slippers he wore were called **royal** slippers. The throne he sat on was called the **royal** throne. If something was **royal**, only someone in the **royal** family was allowed to use it.

Do you see two things that King Richard II is holding in his hands?

[Invite a student to point out the objects.]

In one hand he is holding the **royal** orb. The **royal** orb is shaped like a ball and is made out of gold and decorated with jewels.

[Have students repeat *royal orb* while making a circle with their hands.]

In the other hand he is holding the **royal** scepter. The **royal** scepter looks like a rod or a wand.

[Have students repeat *royal scepter* while pretending to hold a rod or a wand.]

The king holds the **royal** orb and **royal** scepter to remind—or to make sure people remember—that he is in charge and has the power—“It’s good to be king!”



← **Show image 1A-4: Charlemagne**

What do you see in this king’s hand?

[Invite a student to point out and possibly name the objects.]

In this picture a king named Charlemagne (*SHAR-la-main*) is holding a sword and an orb to remind people that he is the king.

Can you think of one more thing a king or queen would wear to show that they are in power? Tell your partner what that thing might be.

[Call on a few partner pairs to share their answer. Have a student point to the crown.]



← **Show image 1A-3: Crown**

Kings and queens wear crowns. Crowns are not regular hats like the ones you would wear to a baseball game or the hats you wear in the winter to help keep your head warm. The crown is an important symbol of the king’s power. A symbol is something that stands for something else; when we see it, we think of something else. When people saw the crown, they knew that the person wearing the crown was important and powerful.

This crown is made of gold and many pearls and jewels.

[Point to the pearls and jewels.]



← **Show image 1A-1: Palace**

Can you guess who lives in this building?

[Call on two students to answer.]

Kings and queens had the biggest and best homes in the **kingdom**. They are called palaces. Palaces are also sometimes called castles. This palace belonged to a queen of France. It has 440 rooms inside!

The king or queen rules his or her **kingdom** from the palace. The king or queen makes important decisions for the people of the **kingdom**, and the people must listen to and obey the king or queen's rules.

Long ago, there were many, many **kingdoms** in the world that were ruled by a king or a queen. But today there are not as many **kingdoms** or kings and queens as there used to be.

[You may wish to review and point out some countries that still have kings and queens.]



← **Show image 2A-1: King George V and family**

How does someone become the king or queen? Do people vote for a king? Does the name of the next queen get chosen out of a bag? What do you think?

[Call on two volunteers to share.]

In order to become a king or queen, you had to be part of the **royal** family, such as like the **royal** family in this picture. This means you would need to need to be a prince—or the son of the king and queen; or a princess—the daughter of the king and queen. In this picture you see four princes; they are the sons of King George V. One of King George V's sons will become the king; this son is called the **crown prince**.

[Have students repeat *crown prince* with you.]

He is called the **crown prince** because he will be the next to wear the crown and rule the **kingdom**. If there are no princes, the oldest princess will be the **crown princess**, and she will be the next person to wear the crown and rule the **kingdom** as a queen. Once a person becomes king, he stays king for the rest of his life. The time he is the king is called a king's **reign**. When the king dies, his **reign** ends.

[Have students say *reign* with you. Mention that a king's reign is different from the rain that falls from the sky.]

Once a person becomes queen, she stays queen for the rest of her life. The time she is the queen is called a queen's **reign**. When the queen dies, her **reign** ends.

Kings and queens wanted to have many children because children were important to the **prosperity** and success of the **kingdom**. Having more children meant that there was more chance for the **royal** family to keep the riches and treasures. Kings and queens wanted their children to inherit—or get from the family—all their wealth and riches. More important, the king and queen wanted to make sure that their own children, a **crown prince** or **crown princess**, inherit the throne, so the power to rule the **kingdom** stays within the **royal** family. If there is no one left in the **royal** family, the power to rule the **kingdom** will go to another family.



← **Show image 2A-2: Palace in Morocco**

This is a picture of a palace in Morocco.

[On a world map, point to the continent of Africa, and tell students that Morocco is a country in Africa.]

The **royal** family of Morocco lives inside this palace. A boy named Moulay Hassan lives in this palace. Moulay is the oldest son of the king of Morocco. Moulay is the **crown prince** of Morocco and, one day, will be the next king of Morocco.

There are **advantages** of being the **crown prince**. Moulay gets the best education. He lives in a big palace where he has a lot of room to run and play. Moulay gets to wear the nicest clothes and eat the best food.



← **Show image 2A-1: King George V and family**

But being a prince or princess is not all fun and games. There are also **disadvantages**—or not-so-good things about being in a **royal** family. Princes and princesses cannot do whatever they want. They cannot play with whomever they want. They do not go to school with all the other children. They cannot go outside the palace whenever they want to. They have to be careful about everything they do. They have to behave in a **royal** manner at all times. And once they become king or queen, they will have the big responsibility of making decisions for the

whole **kingdom** and all the people living in the **kingdom**. Everyday they will have to think about what is best for the **kingdom**. If they make a wrong decision, the people will be unhappy with them. So there are both **advantages** and **disadvantages** of being part of a **royal** family. Is it really “good to be king”? What do you think?

[Call on a few volunteers to share.]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. 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 for students.



◀ Show image 2A-1: King George V and family

1. *Literal* Who are the people in this photograph?

- They are a royal family.

Can you name the members of this royal family?

- There is a king, queen, and four princes.

[You may wish to show additional pictures of royal families and have students identify and name the people: king, queen, prince, princess.]

2. *Literal* What is the daughter of the king and queen called?

- The daughter of the king and queen is called a princess.

What is the son of the king and queen called?

- The son of the king and queen is called a prince.



◀ Show image 1A-1: Palace

3. *Literal* Where does the royal family live?

- The royal family lives in a palace or castle.

4. *Literal* What is a kingdom?

- A kingdom is the land where a king or queen rules and over which the king and queen have power.



← **Show image 1A-2: King Richard II**



← **Show image 1A-4: Charlemagne**

5. *Inferential* Tell me about what you see in these two pictures. What things do these kings have to show that they have power?
 - If students have a hard time answering, point to and name the royal orb, the royal scepter, the royal sword, the crown, and the throne.
6. *Inferential* In the read-aloud you heard the saying “It’s good to be king.” What does this saying mean?
 - “It’s good to be king” means that it is nice to have anything you want and to have everyone listen to you and do as you say, just like a king.

Word Work: Symbol

1. In the read-aloud you heard that, “The crown is an important *symbol* of the king’s power.”
2. Say the word *symbol* with me three times.
3. A symbol is something that stands for something else.
4. A crown is a symbol of the king’s power.
The [name of mascot] is a symbol for our school.
5. Can you name other things that are a symbol of the king’s power?
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ is a symbol of the king’s power.”
If available, show students images or realia of things that are a symbol of a king’s power.]
6. What’s the word we’ve been talking about?

Use a *Word to World* activity for follow-up. Directions: A symbol is something that represents something else. If you look around, you can see symbols everywhere—in the school, on the road, and around your neighborhood. For example, what does a green light mean to people who drive cars?

- Show images of everyday symbols and have students discuss their meanings.



Complete Remainder of the Lesson Later in the Day



The Royal Family

1B

Day 1 of 2

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Context Clues: Rules

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 1M (Rules).] In the read-aloud you heard, “The king or queen *rules* [the] kingdom.” Here, *rules* means leads and makes decisions. Which picture shows this?
 - one
2. *Rules* can also mean other things. *Rules* can mean directions for how to do something, like play a game. Which picture shows this?
 - two
3. I’m going to say some sentences using the word *rules*. Hold up one finger if my sentence tells about *rules* in picture one; hold up two fingers if my sentence tells about *rules* in picture two.
 - King Richard III rules England.
 - one
 - Are you sure you know the rules for soccer?
 - two
 - One of the rules in our classroom is [state the rule].
 - two
 - Queen Elizabeth II rules Great Britain.
 - one
 - [Your name or the king or queen of the day] rules this classroom.
 - one
 - Can you please tell me the rules to this game?
 - two

↔ Syntactic Awareness Activity

Sentence Builder



◀ Show image 1A-4: Charlemagne

Directions: Look at the picture. I will call on you one at a time to say a short sentence about the picture. Then we will put your sentences together to make a longer sentence.

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 your sentence.

1. Charlemagne wears a crown.

Charlemagne is a king.

Charlemagne wears a crown and is a king.

Charlemagne wears a crown, so he is a king.

Charlemagne wears a crown because he is a king.

2. Charlemagne is sitting on a throne.

Charlemagne is not smiling.

Charlemagne is sitting on a throne, and he is not smiling.

The king sitting on the throne is not smiling.

- ↗ Above and Beyond: Have students work with their partner to build their own sentences and/or to build longer sentences. Model for students how to take turns saying one thing at a time and how to combine their ideas into one sentence.

↔ Vocabulary Instructional Activity

Word Chart: Reign

1. In the read-aloud you heard, "The time [a king] is the king is called a king's *reign*."
2. Say the word *reign* with me three times.
3. Reign is the amount of time when a king or ruler is in charge of a country. *Reign* can also mean to rule, as in "The French king reigns, or rules, over the kingdom of France."

4. When the king dies, his reign ends, and one of the children from the royal family becomes the new ruler.
5. Think about who makes the rules in your family. Who do you think reigns over your family?

[Ask two or three students. If necessary, guide and/or rephrase the students' responses: " _____ reigns over my family because . . ."]

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

Use a *Homophones* activity for follow-up. Directions: There are some words that sound the same but mean different things. Which word sounds like the word *reign* we learned about when talking about kings and queens? What about the rain that falls from the sky? These words sound the same, but have different meanings.

I am going to say several sentences. If the sentence I say describes *reign* as in a king's reign, stand up and boldly say, "That is like a king's reign." If the sentence I say describes *rain* as in the rain that falls from the sky, make raindrops motions with your fingers and say, "That is like the rain that falls from the sky."

1. You wear boots and use an umbrella to protect you from the rain.
2. My mom reigns over our house; everybody does what she says.
3. The outdoor game was cancelled because of the rain.
4. King Louis XIV's reign over France lasted for 72 years.
5. Sometimes people say, "It's raining cats and dogs," when it is raining very hard.

10 End-of-Lesson Check-In

The Royal Family

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind 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

- Remind students that they have learned new words and information about the royal family.

- Ask them to talk to their partner about what they have learned today using as many new words and as much new information as they can.
- Have students draw what they have learned from the read-aloud. They could draw a king or queen, a prince or a princess, decorating their clothing and giving them royal objects like the orb and crown. Have students discuss their illustrations with their partner or home-language peers.

Items to listen for:

- the words *royal family*
- the multiple-meaning word *rule*
- the vocabulary words *reign* and *symbol*
- information related to the royal family

Take-Home Material


Family Letter

Send home Instructional Masters 1B-1, 1B-2, and 1B-3.



The Royal Family

1c
Day 2 of 2

<i>At a Glance (Parts C&D)</i>	Exercise	Materials	Minutes
Reviewing the Read-Aloud	Two-Column Chart	chart paper	10
	Vocabulary Review: Royal, Kingdom	world map	
	Purpose for Listening		
Presenting the Interactive Read-Aloud	The Royal Family	world map; pictures of different types of jewels	15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Advantages/Disadvantages		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Prince/Princess for a Day	drawing paper, drawing tools	15
	Domain-Related Trade Book		

Advance Preparation

For the Two-Column Chart, prepare a large sheet of chart paper split in half vertically with the left side labeled “Our Families,” and the right side labeled “Royal Families.”

For Presenting the Interactive Read-Aloud, prepare pictures of jewels such as diamonds emeralds, rubies, and sapphires to show students as you talk about crown jewels.

Note to Teacher

During the Interactive Read-Aloud, there are two places that present a royal family succession (for King George V and Moulay Hassan). You may wish to show students how a royal family keeps the power to rule a kingdom—or keeps the crown—within the family.

During the Two-Column Chart activity, point out entries on the chart that are similar for both sides; this way students will realize that there are not only differences but also similarities between their family and royal families.

During the Extension, students will have the opportunity to draw themselves and what they would do if they were a prince or princess for a day. Encourage students to narrate—tell a mini-story about—what they are doing as prince or princess in their picture.

Reviewing the Read-Aloud

10 minutes

Two-Column Chart

- Create a two-column chart on chart paper, with one column labeled “Our Families,” and the other column labeled “Royal Families.” Point to and name each column.
- Tell students to think about their families, specifically where they live, what they do during the day, the family members and pets that may live with them, and what they like to do for fun. Write down key things about your students’ families in the “Our Families” column.

Note: Explain that you are going to write down what students say, but they are not expected to be able to read what you have written 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 that you will read the words to them.

- Remind students that they learned about royal families. Review with students that kings and queens are leaders who come from royal families and that royal families always get the best of everything.
- With students’ help, list the characteristics specific to a royal family in the “Royal Families” column. This list could include king, queen, prince, princess, palace, fancy clothes, servants, royal orb, and crown. Reread parts of the read-aloud and study the illustrations with students, as necessary.
- Review the two columns, and talk about the similarities and differences.

Vocabulary Review

Royal

1. In the read-aloud you heard, “If something was *royal*, only someone in the royal family was allowed to use it.”
2. When you hear the word *royal*, you know that it belongs to a king, queen, prince, or princess.



← Show image 1A-2: King Richard II

3. Name some things that King Richard II has that are royal. (orb, scepter, crown)

Kingdom

1. In the read-aloud you heard, “Long ago, there were many, many *kingdoms* in the world that were ruled by a king or a queen. But today there are not as many kingdoms or kings and queens as there used to be.”
2. A kingdom is a place or a land ruled by a king or queen.
3. King Richard II was the king of England. Where was his kingdom? [Point to England on the map.]

King Muhammad VI is the king of Morocco. Where is his kingdom? [Point to the country of Morocco in the northwestern part of Africa.]

[You may wish to point out other kingdoms of the world that have kings and queens: Belgium, Cambodia, Denmark, Japan, Saudi Arabia, Spain, Sweden, Thailand, and the United Kingdom.]

Purpose for Listening

Tell students that this is the second time they will hear this read-aloud, but it is different from the first time because they will do most of the talking about what they have learned about royal families.

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

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

The dialogic factors and instructional conversations within the lesson can be altered based on the needs of the class and professional judgment. When making changes, please keep in mind the Core Content Objectives for this lesson.



The Royal Family

◀ Show image 1A-2: King Richard II

Who is the man in this picture?

[Call on two students to answer]

- The man is a king. He is King Richard II.

With your partner, think of three reasons why you know this man is a king.

[Allow fifteen seconds for students to talk. Call on two partner pairs to share their answers.]

This is King Richard II of England. If you were king or queen, tell your partner what would you like to be called?

[You may need to prompt students with some ideas (e.g., Queen [name of student] the Fourth of [Room number]). Call on a few students to share their title.]

King Richard II was the king of England. Where was King Richard II's **kingdom**? Remember, a **kingdom** is the land that the king or queen **rules**.

[Call on a student to answer. Point to England on a map.]

A king is the most important and most powerful person in the **kingdom**. The king **rules** the **kingdom**.

The soft, fluffy robes King Richard II wore were called **royal** robes.

[Point to the king's robes, and have students say *royal robes* with you.]

When something is **royal**, it belongs to the king or queen. As I point to different things in this picture, tell me what they are.

[Point to the slippers (the royal slippers); throne (the royal throne); orb (the royal orb); scepter (the royal scepter); crown (the royal crown).]

Can anybody use or touch something that is **royal**? Who were allowed to touch **royal** things?

[Call on two students to answer.]

- If something is royal, only someone in the royal family is allowed to use it.



← **Show image 1A-4: Charlemagne**

This is Charlemagne, he was a king of Europe.

With your partner, identify three things in the picture that tell you Charlemagne was a king.

[Allow fifteen seconds for students to talk. Call on two partner pairs to share their answers.]



← **Show image 1A-3: Crown**

What is this? What is this a symbol of?

[Call on two students to answer.]

Describe this crown to your partner. Use the words *gold*, *silver*, *jewels*, *pearls*.

[If available, show students pictures of different jewels such as diamonds, rubies, emeralds, and sapphires. Tell them that the jewels on a crown are called the crown jewels.]



← **Show image 1A-1: Palace**

What is this? Who would live in a house like this one?

[Call on two students to answer.]

Kings and queens had the biggest and best homes in the **kingdom**. They are called palaces. They can also be called castles. This palace belonged to a queen of France.

[Point to France on the map.]

Long ago, there were many, many **kingdoms** in the world that were ruled by a king or a queen. But today there are not as many **kingdoms** or kings and queens as there used to be. For example, France *used to* be a **kingdom** with a king or queen, but *now* it is not a **kingdom** and does not have a king or queen.



← **Show image 2A-1: King George V and family**

Explain to your partner how someone can become a king or queen.

[Allow fifteen seconds for students to talk. Call on two partner pairs to share their answers.]

In order to become a king or queen, you had to be part of the **royal** family such as the **royal** family you see in this picture. This means you would need to be a prince or a princess.

Can you name the people in this picture? Who do you think is the **crown prince**, or the next person to be king?

[Call on different students to name the different members of the royal family: king, queen, prince. Call on a student to guess who the crown prince might be.]

One of King George V's sons will become the king; this son is called the **crown prince**. He is called the **crown prince** because he will be the next to wear the crown and rule the **kingdom**. If there are no princes, the oldest princess will be the **crown princess**, and she will be the next person to wear the crown and rule the **kingdom** as a queen.

How long can a person stay king or queen?

[Call on two students to answer.]

Once a person becomes king, he stays king for the rest of his life. The time he is the king is called a king's **reign**. When the king dies, his **reign** ends. Once a person becomes queen, she stays queen for the rest of her life. The time she is the queen is called a queen's **reign**. When the queen dies, her **reign** ends.

Discuss with your partner why kings and queens wanted to have many children.

[Allow thirty seconds for students to talk. Call on two partner pairs to share.]

Kings and queens wanted to have many children because children were important to the **prosperity** and success of the **kingdom**. They wanted their children to inherit—or have—all their wealth and riches. And more important, they wanted to make sure that a **crown prince** or **crown princess** would inherit the throne, or the power to rule. If there is no one left in the **royal** family, the power to rule the **kingdom** goes to another family.

A Royal Family Succession

[You may wish to show how the kingship is inherited using King George V as an example. You can write the names of his predecessors and successors on the board. Be sure to repeat what you have written. Stress the fact that the king and queen wanted their children to inherit the throne and become the next king or queen.]

- Queen Victoria (She was the granddaughter of an earlier king.)
- King Edward VII (He was the son of Queen Victoria.)
- King George V (He was the grandson of Queen Victoria and the son of King Edward VII.)
- King Edward VIII (He was the grandson of Edward VII and the son of King George V. He is the crown prince in this picture.)



← Show image 2A-2: Palace in Morocco

What is this a picture of?

[Call on a student to answer. (This is a picture of a palace in Morocco.) On a world map, point to the continent of Africa, and tell students that Morocco is a country in Africa.]

The **royal** family of Morocco lives inside this palace. A boy named Moulay Hassan lives in this palace. Moulay is the oldest son of the king of Morocco.

If Moulay is the oldest son of the king of Morocco, what does that make him?

[Call on a student to answer.]

Moulay is the **crown prince** and will be the next king of Morocco. He will inherit his father's crown and position as the king of Morocco.

A Royal Family Succession

[You may wish to show how Moulay Hassan will inherit the kingship. You can write the names of his predecessors on the board. Be sure to repeat what you have written.]

- King Mohammad V (He is the great-grandfather of Moulay.)
- King Hassan II (He is the grandfather of Moulay.)
- King Mohammad VI (He is the father of Moulay.)
- Crown prince Moulay Hassan



← **Show image 2A-1: King George V and family**

Together with your partner, think of three **advantages**—or good things—of being in a **royal** family. After you have thought of three **advantages**, think of three **disadvantages**—or not-so-good things—of being part of a **royal** family.

[Allow one minute for students to talk. Call on three partner pairs to share.]

Do you think it really is “good to be king”?

[You may wish to write the advantages and disadvantages onto a two-column chart. Then ask whether it really is “good to be king.”]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. 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 for students.

1. *Literal* Were there more kings and queens long ago, or are there more kings and queens now?
 - There were more kings and queens long ago than there are kings and queens now.
2. *Literal* In a royal family, what is the mother called? What is the daughter called? What is the son called?
 - In a royal family, the mother is called the queen, the daughter is called the princess, and the son is called the prince.
3. *Literal* How long can a king or queen reign or rule in the kingdom?
 - A king or queen can rule in the kingdom for as long as he or she is alive.
4. *Literal* What is the person who is next to be king called?
 - The person who is next to be king is called the crown prince.
5. *Inferential* If there is no crown prince, who will be next to wear the crown?
 - If there is no crown prince, the crown will go to the crown princess. If there is no crown princess, the power will go to another family.

6. *Inferential* Why do kings and queens want to have many children?
- Kings and queens want to have many children because they want their children to inherit the power to rule and to keep the money and power in their family.

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

Sentence Frames:

Would you like to be a king or a queen? (Yes/No)

I think I would like ...

I think I would dislike ...

I would like ..., but I would dislike ...

7. *Evaluative Think Pair Share*: What do you think you would like about being a king or a queen? What do you think you would dislike?
- Answers may vary.
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Advantages/Disadvantages

1. In the read-aloud, you heard that being a prince or princess had both *advantages* and *disadvantages*.
2. Say the word *advantages* with me three times.
Say the word *disadvantages* with me three times.
3. Advantages are the good things about a situation.
Disadvantages are the not-so-good things about a situation.
4. Some advantages to being an older brother or sister may be doing things that the younger ones cannot do yet, like staying up late sometimes.
Some disadvantages of being an older brother or sister may be that your parents expect you to let your younger siblings have their way.
5. Can you think of one more advantage and one more disadvantage about being the oldest brother or sister? Try to use the words *advantage* and *disadvantage* when you tell about them.

[Ask two or three students. If necessary, guide and/or rephrase the students' responses: "An advantage/disadvantage to being the oldest child is. . ."]

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

Use a *Making Choices* activity for follow-up. Directions: I am going to name a person or thing and then tell you something about it. If what I say is a good thing for that person or thing, say, "advantage" and tell me why. If what I say is a bad thing for that person or thing, say, "disadvantage" and tell me why.

[Alternatively, you may have the students walk carefully to the corners of the room that are designated "advantage" and "disadvantage," and choose a volunteer to explain his or her reasoning.]

1. Kindergartner: getting a new box of crayons
2. Kindergartner: missing three days of school
3. Kindergartner: learning to read
4. Buffalo: roaming onto a large plain with lots of grass
5. Lakota Sioux: having the family tipi break apart
6. Sheep: having no shepherd
7. Farmer: having no rain
8. Crown prince: getting the best education



Complete Remainder of the Lesson Later in the Day



The Royal Family

1D
Day 2 of 2

Extensions

15 minutes

Prince/Princess for a Day

- Have students think about what it might be like to be a prince or princess of a royal family for one day. Some questions to consider are: What would they wear? What would they do? What would they play? Who would they play with?
- Have students draw themselves being a prince or princess for a day. They may even wish to give themselves a royal name.

Some suggestions for names are below.

- Crown Prince [Name], Archduke [Name], Princeling [Name], for a boy.
- Crown Princess [Name], Princess Royal [Name], Archduchess [Name], for a girl.
- Choose a few students to dictate what they have drawn. Be sure to repeat what they say back to them as you write on their paper.
- Have students share their drawings in small groups or with home-language peers. Make sure that students talk about what they are doing in their pictures. Encourage each one to tell a mini-story of their life as a prince or princess for a day.

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction, and choose an informational text about kings and queens to read aloud to the class. Alternatively, you may wish to read an adapted children's version of Mark Twain's "The Prince and the Pauper."
- 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 on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion about how the information from the trade book relates to what they have learned in the read-aloud.



King Midas and the Golden Touch

2

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe that kings usually possess gold and other treasures
- ✓ Discuss the difference between valuing relationships with people and valuing wealth
- ✓ Describe the characters, setting, and plot of “King Midas and the Golden Touch”
- ✓ Demonstrate familiarity with “King Midas and the Golden Touch”

Language Arts Objectives

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

Students will:

- ✓ Recall facts from “King Midas and the Golden Touch” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RL.K.1)
- ✓ Interpret information to answer questions and express opinions about “King Midas and the Golden Touch,” and identify a cause/effect relationship in the story, with prompting and support (RL.K.1)
- ✓ With prompting and support, sequence three or six pictures illustrating events in the story “King Midas and the Golden Touch,” retelling the story using the sequenced pictures (RL.K.2)
- ✓ Listen to a variety of texts, including a fictional story from Greece—“King Midas and the Golden Touch” (RL.K.5)
- ✓ Actively engage in the fiction read-aloud “King Midas and the Golden Touch” (RL.K.10)

- ✓ Identify multiple meanings of *spoiled*, and use them in appropriate contexts (L.K.4a)
- ✓ Identify real-life connections between words—*gold*, *treasure*, *spoiled*, and *satisfied*—and their use (L.K.5c)
- ✓ Distinguish shades of meaning among verbs—*gaze*, *peek*, and *glare*—and determine which is the better verb depending on context (L.K.5d)
- ✓ Learn the meaning of common sayings such as “having the golden touch” and phrases such as “fond of” (L.K.6)

Core Vocabulary

fond, *adj.* Having a strong liking

Example: I am very fond of my best friend.

Variation(s): fonder, fondest

gazed, *v.* Looked at something for a period of time

Example: The family stopped at the side of the road and gazed at the mountains around them.

Variation(s): gaze, gazes, gazing

satisfied, *adj.* Happy, pleased, or content

Example: Pablo put the final touches on his watercolor painting and felt very satisfied.

Variation(s): none

spoiled, *adj.* Ruined

Example: The milk became spoiled when Enrique left it on the counter overnight.

Variation(s): none

treasures, *n.* Things that are valuable because they cost a lot, such as gold, or that are valuable because they have a special meaning for someone, such as a special toy

Example: The pirate spent many days counting his treasures.


Variation(s): treasure

Vocabulary Chart for King Midas and the Golden Touch			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	basement buttercups <i>gold</i> Marygold roses statue stranger	fond* gazed* golden satisfied* stored solid wiser	daughter flower love palace touch water
Multiple Meaning	<i>treasures</i>	<u>spoiled</u>	garden pitcher
Phrases	King Midas The golden touch		loved _____ more than anything in the world
Cognates	estatua rosa tesoro	sólido	flor palacio toque jardín

Image Sequence

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

1. 3A-1: King Midas and Marygold looking at the sunset
2. 3A-2: King Midas
3. 3A-3: King Midas and stranger
4. 3A-4: King Midas touching his shoes
5. 3A-5: Golden roses
6. 3A-6: King Midas and crying Marygold
7. 3A-7: King Midas and golden Marygold
8. 3A-8: King Midas, stranger, golden Marygold
9. 3A-9: King Midas hugging Marygold

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Learned?	Two-Column Chart from Lesson 1	15
	Introducing “King Midas and the Golden Touch”	Instructional Master 2A-1; world map	
	Vocabulary Preview: Gold, Treasure	fake gold coins in a bag; fake gold jewelry	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	King Midas and the Golden Touch	realia from the story	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Response Card 1	10
	Word Work: Fond		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Spoiled	Poster 2M (Spoiled)	15
	Syntactic Awareness Activity: What’s the Better Word? Gaze, Peek, Glare		
	Vocabulary Instructional Activity: Satisfied		
	End-of-Lesson Check-in	Image Cards 1–6; Instructional Master 2B-1; paper; scissors; glue or tape	

Advance Preparation

For What Have We Learned?, use the Two-Column Chart from Lesson 1 to compare students’ families and royal families.

Prepare a copy of Instructional Master 2A-1 for each student. Refer to it as Response Card 1 (King Midas and the Golden Touch). Students can use this Response Card for discussion, review, and to answer questions.

For Vocabulary Preview, bring in examples of fake gold coins in a bag and fake gold jewelry for students to handle and describe.

For Presenting the Read-Aloud, bring in items from the story that can help bring this story to life, such as actual buttercups and roses or fake gold coins in a bag, fake gold jewelry, pitcher of water.

For End-of-Lesson Check-In, students will sequence events from the story (Instructional Master 2B-1). You may wish to reduce the number of

images to three images that represent the beginning, middle, and end of the story.

Note to Teacher

This story presents the concepts of greed and the desire of wanting more of something. You may wish to talk with students about how King Midas might be feeling when he counts his gold but is still not satisfied. In the end, King Midas learns an important lesson about valuing people, especially loved ones, over gold and riches. You may wish to discuss with students why this is a good lesson to learn.

The popular saying “having the golden touch” is from this story. You may wish to explain after telling the story that “having a golden touch” is a saying that could be used to talk about someone who seems to make money easily, or who is very skillful or good at something. For instance, if someone keeps scoring points over and over again while playing basketball, you could say she has the golden touch for basketball. Or if someone is very good at fixing things, that person has a golden touch for fixing things.



King Midas and the Golden Touch

2_A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

- Review with students that kings and queens are rulers of a kingdom. Kings and queens come from royal families.
- Using the Two-Column Chart showing “Our Families” and “Royal Families,” review content from the previous lesson. Be sure to point out the words you are reading from the chart.
- Say to students: “Tell your partner whether you think it is good to be king, or whether you think it is not so good to be king.” Encourage students to think about the advantages and disadvantages they would have if they were king (queen, prince, or princess). Allow thirty seconds for students to talk. Call on two partner pairs to share.

Introducing “King Midas and the Golden Touch”

- Tell students that they are going to hear a fiction—made-up—story that was told a long, long time ago in Greece about a king named Midas.
- Mention that long ago, most people could not read books, so they told stories to one another. Sometimes those stories taught a lesson, just like this story has a lesson.
- Distribute Response Card 1 (King Midas and the Golden Touch) to each student. Tell them that they will use this Response Card to talk about the story and to answer questions.

Where Are We?

- Show students a map of the world. Point to the United States. Then point to the country of Greece. Point out that Greece is mainly surrounded by water, such as the Mediterranean Sea. Tell students that today’s story comes from Greece.
- You may wish to mention that, like France, *long ago* Greece had kings and queens, but *now* Greece no longer has kings and queens. Greece’s leader is a president.

Picture Walk

- Tell students that the story they will hear is called “King Midas and the Golden Touch.”
- Tell students that you will take a picture walk through some of the pictures in this story together. Explain that a picture involves looking 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. Because this story was told orally a long, long time ago, the author is unknown.



◀ Show image 3A-1: King Midas and Marygold looking at the sunset¹

- Identify two characters in the story: King Midas and Marygold. Have students name these characters with you.
- Mention that Marygold is King Midas’ daughter.
- Ask students: “If Marygold is the only child of King Midas, what would that make her? What would she be called?” (crown princess)



◀ Show image 3A-2: King Midas

- Tell students that this is King Midas in the basement with his treasures. Ask students to point out some of his treasures, e.g., the golden goblets, the ruby ring, gold coins, gold bar.
- Define basement as a room of a house that is underground. Ask if any students have a basement in their homes or if they have ever been inside a basement.



◀ Show image 3A-3: King Midas and stranger

- Ask students what is special about the other character in this picture.
- Define stranger as someone you do not know.



◀ Show image 3A-4: King Midas touching his shoes

- Say to students: “Tell your partner if you see something strange in this picture.” Allow fifteen seconds for students to talk. Call on two partner pairs to share.

Vocabulary Preview

Gold

1. Today you will hear a story about a king who loved *gold*.
2. Say the word *gold* with me three times.
3. Gold is a precious and valuable metal used to make coins and jewelry.
[If available, pass around items made of fake gold.]
4. King Midas likes to sit in his basement and count his gold.
Mia's grandmother has a gold ring.
5. Think of different things that can be made out of gold. For example, a ring can be made out of gold. Each partner gets two turns.

Treasures

1. In this story, King Midas puts his *treasures* in the basement.
2. Say the word *treasures* with me three times.
3. Treasures are things that are worth a lot of money, like gold. Treasures can also be things that are very special or valuable to a person, like a special toy or a special person.
4. The pirates found some treasures in a treasure chest.
Juanita and her little brother are their parents' treasures.
5. Tell your partner about some things that are treasures to you, and explain why they are treasures to you.
[Sentence frame: "_____ are treasures to me because . . ." Call on three students to share.]

Purpose for Listening

Tell students that they will hear a story about a rich king who asks for something but later regrets or feels sorry that he asked for it. Tell them to listen carefully to find out what he asks for and what lesson he learns in the end.

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

- ✓ Describe that kings usually possess gold and other treasures
- ✓ Discuss the difference between valuing relationships with people and valuing wealth
- ✓ Describe the characters, setting, and plot of “King Midas and the Golden Touch”
- ✓ Demonstrate familiarity with “King Midas and the Golden Touch”



King Midas and the Golden Touch

◀ Show image 3A-1: King Midas and Marygold looking at the sunset

Once upon a time, there lived a very rich king whose name was Midas.

[Ask students: “What do you think people in his kingdom called him?”]

- King Midas)

King Midas lived long ago. Although he lived a long time ago—he lived in the past—he was very much like some people today: he was **fond** of gold. He loved gold more than anything in the world. When he **gazed** at the gold-colored clouds of a beautiful sunset, he would wish that the clouds were real gold.

[Define *gaze* as to look or stare at something for a long time in a dreamy way. Demonstrate *gazing*.]

If King Midas loved anything as much or more than he loved gold, it was his little daughter, who was named Marygold.

[Invite a student to point to Marygold in the picture. Ask students: “Why do you think King Midas named his daughter Marygold?” Call on two students to answer.]

When Marygold would run to meet him with a bunch of buttercups,

[Show students a picture or real examples of buttercups.]

King Midas would say, “Dear child, if these flowers were as golden as they look, then they would be worth picking.”

[Explain that King Midas wishes the buttercups were made of real gold. He is not interested in the buttercups; he is interested in gold.]



◀ Show image 3A-2: King Midas

Every day, King Midas spent many hours locked away in a dark room in the basement of the palace. In this room he stored his **treasures**.

[Define *treasures* as things that are worth a lot of money. Invite a student to point to King Midas’ treasures.]

He would go inside the room and carefully lock the door behind him. Then he would take out bags of gold coins, pour the coins in piles, and run his hands through them.

[Say to students: “Tell your partner why King Midas stored his treasure in the basement and why he locked the door behind him when he went to see his treasures.” Allow fifteen seconds for students to talk. Call on two partner pairs to share their answers.]

As he did this, he would whisper to himself, “Oh, rich King Midas, what a happy man you are!”

[Using a bag full of fake gold coins, act out this line: “Oh, rich King Midas, what a happy man you are!” Invite a few students to do the same.]

But even as he said this, he felt that he was not quite as happy as he might be. For no matter how much he had, he always wanted more.

[Say to students: “Tell your partner whether you think the king is really happy with all his gold or whether he is not happy with all his gold. Explain why.” Allow fifteen seconds for students to talk. Call on two volunteers to answer and explain.]



◀ **Show image 3A-3: King Midas and stranger**

One day, as King Midas was enjoying himself in his **treasure** room, he looked up and saw a strange young man, who shone with a golden glow.

[Trace the golden glow of the stranger. Mention that when something glows, it looks like it is shining.]

King Midas knew that he had locked the door so that no one could get into the room, yet here stood this man. And so, King Midas thought, the stranger must have some magic power. The stranger had a kind smile, so King Midas felt no fear.

[Explain that because the stranger looked like a nice man, King Midas was not scared.]

Then the stranger spoke to King Midas: “You are a rich man, King Midas,” he said.

“Yes, I have some gold,” answered King Midas, “but it is not enough.”

“What!” cried the stranger. “You are not **satisfied**?”

[Explain that the stranger was surprised that King Midas was not happy, even with all the gold he had already.]

King Midas shook his head.

“What would **satisfy** you? What would make you happy?” asked the stranger.

King Midas imagined one gold mountain heaped on top of another, and another, yet still it seemed not enough.

[Using your arms, show mountains heaped one on top of another. Have students do the same.]

But then a bright idea occurred to him. Suddenly King Midas had thought of something, and he said to the shining stranger, “I wish that everything that I touch may turn to gold.”

The stranger smiled and said, “A golden touch! Are you quite sure you would be **satisfied** then? Will having the golden touch make you happy?”

“Yes, I would be perfectly happy and ask for nothing more,” answered King Midas.

“Then it shall be as you wish,” said the stranger. “Tomorrow, at sunrise, you shall find yourself gifted with the Golden Touch.” Then suddenly a great brightness filled the room, causing King Midas to squeeze his eyes shut. And when he opened them, the stranger was gone!



◀ **Show image 3A-4: King Midas touching his shoes**

The next morning, when the sun had hardly peeped into his room, King Midas jumped out of bed.

He touched a chair. It turned to gold.

He touched the bed and a table, and they were changed to solid gold.

He rushed to put on his shoes,

[Ask students: “What do you think his shoes turned into?” Call on two students to answer.]

His shoes turned to gold in his hands.

[Say to students: “Tell your partner what you think it means to have the Golden Touch.” Call on a partner pair to share.]



◀ **Show image 3A-5: Golden roses**

In great excitement, he opened the door and ran outside to the garden. He saw many roses in full bloom.

[Show students a picture or real examples of roses.]

He went from bush to bush and touched each one, until every flower, every leaf, and every bud was changed to gold.



← **Show image 3A-6: King Midas and crying Marygold**

Now King Midas was hungry, so he returned to the palace for his breakfast. He lifted his cup of coffee and sipped it, but the instant the liquid touched his lips it turned to gold. He tried to take a bite of a boiled egg.

[Ask students, “Do you think King Midas will be able to eat the egg?” Call on two students to answer.]

But the egg, too, turned to gold. “I don’t quite see how I am to get any breakfast!” said King Midas.

Just then King Midas heard someone crying. He turned to see Marygold enter the room, crying as if her heart would break.

[Explain that Marygold was very, very sad and upset about something.]

In her hand she held one of the roses that her father had changed to gold.

Mid-story Check-In

1. *Literal* What two things does King Midas love the most?
 - King Midas loves gold, and he loves his daughter, Marygold.
2. *Literal* What did King Midas ask the stranger for?
 - King Midas asked the stranger for the Golden Touch.
3. *Inferential* Do you think Marygold liked her father’s Golden Touch?
 - Marygold did not like her father’s Golden Touch because it turned her roses into gold.

“Why, my little lady!” said King Midas. “What is there in this beautiful golden rose to make you cry?”

“Dear father,” Marygold answered, “it is not beautiful! It is the ugliest flower that ever grew. As soon as I was dressed this morning, I ran to the garden to gather roses for you. But what do you think has happened? All the beautiful sweet-smelling roses have been **spoiled!**”



[Define *spoiled* as ruined and no longer nice or useable.]

◀ **Show image 3A-7: King Midas and golden Marygold**

“My dear little girl,” said King Midas, who hated to see his daughter sad, “please don’t cry.” Then he bent down and kissed his child. “My precious Marygold!” he said. But Marygold did not answer.

Alas, what had he done?

[Say to students: “Tell your partner what King Midas had done to Marygold.”
Call on a partner pair to share.]

The moment King Midas’s lips touched Marygold’s head, her sweet, rosy face turned a glittering, yellow color. Little Marygold was now a golden statue!

King Midas cried out, wrung his hands, and wished that he were the poorest man in the world if only he could have his daughter back again.

[Ask students: “How do you think King Midas felt about what he had done? Was he sorry?” Call on three students to share.]



◀ **Show image 3A-8: King Midas, stranger, golden Marygold**

Then he noticed someone standing in the doorway. It was the young stranger who had appeared the day before in King Midas’s **treasure** room. The stranger still shone with a soft glow, and he smiled as he asked the king, “Well, King Midas, how do you like your Golden Touch?”

[Ask students: “What do you think King Midas will answer?” Call on two students to share.]

“I am very unhappy,” said King Midas.

“Unhappy?” asked the stranger. “But don’t you have everything your heart desired?”

“No,” said King Midas. “Gold is not everything. And I have lost all that my heart really cared for.”

[Explain that in his heart, King Midas really cared for his daughter Marygold more than gold.]

Then the stranger asked King Midas, “Which of these two things do you think is worth the most: the Golden Touch or your own little Marygold?”

[Say to students: “Tell your partner which one King Midas will choose.]

“Oh, my child, my dear child!” cried poor King Midas. “I would not give one hair off her head even if you gave me the power to change this whole big earth into a solid lump of gold!”

“You are wiser than you were, King Midas. You made the better and smarter decision,” said the stranger.

“Go and plunge and jump into the river that runs by your garden. The water will take away the Golden Touch. Then fill this pitcher with water, and sprinkle everything you have touched.”

[Show students a pitcher of water.]

King Midas bowed low, and when he lifted his head, the shining stranger was gone.

Then the king ran as fast as he could and jumped into the river. He filled the pitcher and ran back to the palace. The first thing he did was to sprinkle handfuls of water over the golden figure of little Marygold.

[You may wish to lightly sprinkle water around the room.]



← **Show image 3A-9: King Midas hugging Marygold**

[Say to students: “Look at this picture, and tell your partner what happened to Marygold.” Call on a partner pair to share.]

The rosy color came back into her cheeks. She looked in surprise at her father, who was still throwing water on her!

“Father, please stop!” she cried. “See how you have soaked my dress!”

King Midas took Marygold in his arms and kissed her. “Now I’m truly happy,” he said. “My dear child, you mean more to me than all the gold in the world!”

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud 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 for students.

1. *Literal* Who are the three characters in the story? [Have students point to each character on Response Card 1 as they name them.]

- The three characters in the story are King Midas, Marygold, and the stranger.

Who is the main character in the story?

- The main character in the story is King Midas.

2. *Literal* What did King Midas want more and more of?

- King Midas wanted more and more of gold.

3. *Literal* What is the Golden Touch?

- The Golden Touch is the power to make everything you touch turn to gold.

4. *Inferential* Why did King Midas wish to have the Golden Touch?

- He wished to have the Golden Touch because he loved gold so much and was not happy with the gold he had.

5. *Literal* What happened to Marygold when King Midas kissed her head?

- Marygold turned into a gold statue.

6. *Literal* How did Marygold change back to become herself again?

- King Midas filled a pitcher with water and sprinkled handfuls of water over her.

7. *Inferential* Did King Midas change his mind about having the Golden Touch? Why?

- Yes, King Midas changed his mind about the Golden Touch because he turned his daughter into a gold statue and he felt very bad about that.

8. *Evaluative* Some parts of this story could really happen, and other parts of this story are pretend or fantasy. Tell me about some parts of the story that could be real. [You may wish to show individual Flip Book images from the story when talking about real/fantasy.]
- There could really be a king named Midas; there could be a king who lived in Greece; the king could really have a daughter named Marygold; the king could really have a lot of riches in the basement; the king could really love gold; the king could really love his daughter.

Tell me parts of the story that are fantasy or could not happen in real life.

- The stranger with magic power is fantasy; King Midas having the Golden Touch is fantasy; turning everything into gold with the Golden Touch is fantasy; Marygold turning into a gold statue is fantasy; sprinkling water to turn things back to what they really are is 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, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Did King Midas learn a lesson in this story? (Yes/No)

[Gold/Marygold] made King Midas happier.

King Midas learned that . . .

9. *Evaluative Think Pair Share:* What lesson did King Midas learn in this story? [If students struggle with this question, probe with one of the following questions: When was King Midas happiest? What made King Midas happier, his daughter or his gold?]
- King Midas learned that some things, like family, are more valuable or important than gold.
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Fond

1. In the read-aloud you heard that, “[King Midas] was *fond* of gold. He loved gold more than anything in the world.”
2. Say the word *fond* with me three times.
3. When you are fond of something, you are very interested in it and you love it very much.
4. King Midas was also very fond of his daughter, Marygold. Jerome is not fond of spiders. He is not fond of having spiders in his room.
5. Tell your partner one thing you are fond of or like very much.

Then tell your partner about one thing you are not fond of or do not like at all.

[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I am fond of _____, but I am not fond of _____.”]

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

Use a *Making Choices* activity for follow-up. Directions: I am going to name some things. If I say something you are fond of, say, “I am fond of _____.” If I say something you are not fond of, say, I am not fond of _____.”

[You may wish to designate separate corners of the class as “fond of” and “not fond of,” and have students carefully walk to their choice.]

1. gold
2. pretzels
3. dogs
4. roses
5. books
6. [You may wish to add additional items to briefly extend this activity.]



Complete Remainder of the Lesson Later in the Day



King Midas and the Golden Touch

2_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Associated Phrase: Spoiled

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 (Spoiled).] In the read-aloud you heard, “All the beautiful sweet-smelling roses have been *spoiled*!” Here, *spoiled* means ruined. Which picture shows this? What things are spoiled in this picture?
 - one
2. *Spoiled* can also be used to describe people who are used to getting their way all the time and who will get mad if they do not get their way. Which picture shows this?
 - two
3. [Point to the spoiled food and rose.] With your partner, talk about what you think of when you see this kind of *spoiled*.
4. [Point to the spoiled boy.] With your partner, talk about what you think of when you see this kind of *spoiled*.

↔ Syntactic Awareness Activity

What’s the Better Word? Gaze, Peek, Glare, Stare

◀ Show image 3A-1: King Midas and Marygold looking at the sunset

Note: Although the focus of this activity is on word meanings, students will gain practice in syntax as they respond in complete sentences.

1. In the read-aloud you heard, “When [King Midas] gazed at the gold-colored clouds, he would wish the clouds were real gold.
2. When you gaze at something, you look at it for a long time. Sometimes you are thinking about something, and sometimes you are



daydreaming while you gaze at something. For example, you can gaze at the stars and make a wish; you can gaze at the clouds in the sky and daydream. [Have students talk about the picture using the word *gaze* or *gazing*.]

3. Here are two other words that also have to do with looking at something, but they are different from *gaze*.

Peek means to quickly look at something. For example, Goldilocks peeked in the window to see if anybody was home.

Glare means to look at something in an angry way. For example, Marygold glared at her father when he turned her roses into gold. [You may wish to come up with motions to show *gaze*, *peek*, and *glare*.]

4. Directions: Let's practice using these words: *gaze*, *peek*, *glare*. First I will say a sentence. Then I will give you two words to choose from. If you think the first word is the better word, stand up. If you think the second word is the better word, stay seated. Say your response in a complete sentence.
 1. Sharay looks up at the night sky and thinks about what she wants to be when she grows up. Would you say Sharay *glares* at the night sky or *gazes* at the night sky? (stay seated)
 - Sharay gazes at the night sky.
 2. Jordan's father quickly looks into the car window to see if he left his cell phone on the seat. Would you say Jordan's father *peeks* into the car window or *gazes* into the car window? (stand up)
 - Jordan's father peeks into the car window.
 3. Daniel and Rhys are playing hide and seek. Rhys takes a quick look around the corner to see if Daniel is coming. Would you say Rhys *glares* around the corner or *peeks* around the corner? (stay seated)
 - Rhys peeks around the corner.
 4. Robin is not happy with her younger sister who drew on her book. Does Robin *glare* at her sister or *gaze* at her sister? (stand up)
 - Robin glares at her sister.
 5. Luis takes Frances' toy truck without asking. Does Frances *peek* at Luis or *glare* at Luis? (stay seated)
 - Frances glares at Luis.

6. Tanya looks at the same page of the book for a very long time. Is Tanya *gazing* at the page or *peeking* at the page? (stand up)
- Tanya is gazing at the page.

↔ Vocabulary Instructional Activity

Word Work: *Satisfied*



◀ Show image 3A-3: King Midas and stranger

1. In the read-aloud you heard the stranger ask King Midas, “You are not *satisfied*?”
 2. Say the word *satisfied* with me three times.
 3. *To be satisfied* means to be happy with something or to be happy about the way things are.
 4. King Midas was not satisfied with all his gold; he wanted more gold. Pablo kept painting until he felt satisfied with his painting before putting it on the drying table.
 5. Why wasn’t King Midas satisfied when he met the stranger the first time? (He wanted more gold.) Why wasn’t King Midas satisfied when he met the stranger the second time? (His daughter was turned into gold.)
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “ King Midas was not satisfied because . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name some things that might make you satisfied. If what I name would satisfy you, say “I’m satisfied.” If they would not satisfy you, say, “I’m not satisfied.”

[You may wish to designate separate corners of the class as “satisfied” and “not satisfied,” and have students carefully walk to their choice.]

1. a bag of gold coins
2. a cup of ice water on a very hot day
3. having fifteen minutes of free play
4. learning to tie my shoes
5. counting to one hundred

[You may wish to add additional items to briefly extend this activity.]

10 End-of-Lesson Check-In (Instructional Master 2B-1)

King Midas and the Golden Touch

- Hold up Image Cards 1–6, in order, as the class describes what is happening in each illustration. Encourage students to use domain vocabulary and temporal words such as *first*, *next*, *then*, *after that*, *finally*.
- Provide each student with Instructional Master 2B-1, a blank piece of paper, scissors, and glue or tape. Explain to students that this worksheet has pictures of events, or what happened, from “King Midas and the Golden Touch.”
- Have students cut out the six pictures.
- Alternatively, you may wish to choose three pictures (beginning, middle, and end) for students to focus on.
- Next, have them think about what is happening in each picture. Students should then arrange the pictures in their correct order to show the proper sequence of events. Have students glue or tape the pictures on paper once they have been sequenced.
- As students complete this activity, have them work with their partner, in small groups, or with home-language peers to retell the story, referring to the sequenced pictures.



Old King Cole

3

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the poem “Old King Cole”

Language Arts Objectives

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

Students will:

- ✓ Recall facts from “Old King Cole” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RL.K.1)
- ✓ Interpret information to make judgments, answer questions, and express opinions about “Old King Cole,” and identify a cause/effect relationship in the nursery rhyme, with prompting and support (RL.K.1)
- ✓ With prompting and support, describe characters and actions in “Old King Cole” (RL.K.3)
- ✓ Listen to a variety of texts, including nursery rhymes such as “Old King Cole” (RL.K.5)
- ✓ With prompting and support, describe the role of an author and illustrator (RL.K.6)
- ✓ Actively engage in the fiction read-aloud “Old King Cole” (RL.K.10)
- ✓ Produce and expand complete sentences in shared language activity (L.K.1f)
- ✓ Demonstrate understanding of the adjective *merry* by relating it to its opposite, *sad* (L.K.5b)
- ✓ Identify real-life connections between words—*soul*, *fiddler*, and *merry*—and their use (L.K.5c)

Core Vocabulary

bowl, n. A large cup or goblet used for drinking

Example: The king drank out of his royal bowl.

Variation(s): bowls

fiddlers, n. People who play stringed musical instruments like the violin

Example: Three fiddlers played music at the park for the children to dance to.

Variation(s): fiddler

merry, adj. Happy

Example: Josefa is a very merry and upbeat little girl.

Variation(s): merrier, merriest

soul, n. Person

Example: My mother is a kind and understanding soul.


Variation(s): souls

Vocabulary Chart for Old King Cole			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined></u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	fiddle fiddler king pipe	compare merry* soul	bowl three
Multiple Meaning		rare	old
Phrases	Old King Cole merry old soul		call for
Cognates		comparer raro(a)	tres

Image Sequence

This is the Flip Book image for this read-aloud. It is the same as the image in the *Tell It Again! Read-Aloud Anthology*.

1. 4A-1: Old King Cole

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Story Review	Image Cards 1–6; Instructional Master 2B-1	15
	Introducing “Old King Cole”	Instructional Master 3A-1	
	Vocabulary Preview: Soul, Fiddler	Response Card 2; music with fiddle tunes; pictures or examples of stringed instruments	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Old King Cole	music for “Old King Cole”; video of “Old King Cole”	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Response Card 2	10
	Word Work: Merry		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Rhyming Words		15
	Syntactic Awareness Activity: Sentence Builder		
	Domain-Related Trade Book		

Advance Preparation

For Story Review, use the sequence of story events for “King Midas and the Golden Touch” (Instructional Master 2B-1) and Image Cards 1–6 to help students retell the story.

Prepare a copy of Instructional Master 3A-1 for each student. Refer to it as Response Card 2 (Old King Cole). Students can use this Response Card for discussion, review, and to answer questions.

For Vocabulary Preview, find music with fiddle tunes to play for the class (e.g., some folk music songs have fiddles in them). You may wish to save the music for after the lesson and have the class move around to the beat of the fiddle. In addition, prepare images or examples of various stringed instruments, (e.g., guitar, ukulele, violin, viola, harp, cello, bass.)

For Presenting the Read-Aloud, find music for “Old King Cole” to play to the class as they learn this nursery rhyme. You may also wish to find a child-friendly video of “Old King Cole” for students to enjoy after learning this nursery rhyme.

For the Domain-Related Trade Book activity, you may wish to tell students additional nursery rhymes about royalty; (refer to the list of rhymes in the activity).



Old King Cole

3_A

Introducing the Read-Aloud

15 minutes

Story Review

- Using their sequence of events for “King Midas and the Golden Touch,” have students share the events of the story in partner pairs or in small groups. Have one student take a turn to say one event and have the next student follow up with an event, that happened next. Encourage the use of temporal words: *first, next, then, after that, later, finally.*
- You may also wish to have partner pairs try to put Image Cards 1–6 in order as they retell the story together.
- Ask students if they remember the lesson that King Midas learned
 - King Midas learned that family is more valuable than gold.

Introducing “Old King Cole”

- Remind students that they have heard many, many poems in *Nursery Rhymes and Fables* and also in *Farms*, for example, “Baa, Baa, Black Sheep”; and “This Little Pig Went to Market.” You may wish to have students share a nursery rhyme with their partner.
- Tell students that they are going to hear a poem about a king called Old King Cole.
- Distribute Response Card 2 (Old King Cole) to each student.
- Ask students: “Tell me what you see in this picture. Who do you think is King Cole? How do you know?”
- Have different students point out what they recognize. Make sure that the king, the pipe, the bowl, and the fiddlers are identified.

Vocabulary Preview

Soul

1. The first line of the poem says, “Old King Cole was a merry old *soul*.”
2. Say the word *soul* with me three times.
3. Soul is another way to say *person*.
4. My mother is a very kind soul.
There are four souls in this poem.

[Point out the four people—or souls—in Response Card 2.]

5. Let’s count how many souls there are in this room.

Fiddler



◀ Show image 4A-1: Old King Cole

1. In this poem, you will hear that Old King Cole has three *fiddlers*.
2. Say the word *fiddlers* with me three times.
3. Fiddlers are people who play the fiddle. *Fiddle* is another word for *violin*, a stringed instrument that is held against the shoulder and played with a wooden stick called a bow.
[If available, play music that uses the fiddle. Show pictures or examples of stringed instruments and name them.]
4. The fiddlers played music at the park while the children danced.
5. Tell your partner what the fiddlers are doing in this picture. Do they look like they enjoy playing the fiddle? Does it seem like they are moving around while playing the fiddle, or does it seem like they are standing still? Pretend that you are fiddler. How would you play the fiddle?

Purpose for Listening

Tell students to listen to the poem and look at the picture to find out whether Old King Cole was a happy king or a sad king.

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

- ✓ Demonstrate familiarity with the poem “Old King Cole”

Old King Cole

First Read



◀ Show image 4A-1: Old King Cole

*Old King Cole was a merry old soul,
And a **merry** old **soul** was he;
He called for his pipe, and he called for his **bowl**,
And he called for his **fiddlers** three.*

*Every fiddler had a very fine fiddle,
And a very fine fiddle had he.
Oh, there's none so rare as can compare
With King Cole and his fiddlers three.*

Second Read with Motions



◀ Show image 4A-1: Old King Cole

[With an exaggerated smile, swing your arms to the beat of the rhyme.]

Old King Cole was a merry old soul,

[Explain that this means that Old King Cole was a very happy person.]

And a merry old soul was he;

He called for his pipe, and he called for his bowl,

[Explain that in this poem, a *bowl* means a cup or a goblet that the king drinks from. Make the shape of a bowl with your hands.]

And he called for his fiddlers three.

[Remind students that a fiddler is someone who plays the fiddle, or violin.]

[For the second stanza, move your arms back and forth like your are playing the fiddle to the beat of the rhyme.]

Every fiddler had a very fine fiddle,

And a very fine fiddle had he.

[Explain that a fine fiddle is a very nice fiddle.]

Oh, there's none so rare as can compare

With King Cole and his fiddlers three.

[Explain that this means there are very few things that could be better than listening to the fiddlers play music.]

Third Read Using Echo Technique



◀ Show image 4A-1: Old King Cole

Directions: I am going to say the first line of “Old King Cole.” Then you will echo the words.

[Pause after each line to give students time to echo.]

Old King Cole was a merry old soul,

And a merry old soul was he;

He called for his pipe, and he called for his bowl,

And he called for his fiddlers three.

Every fiddler had a very fine fiddle,

And a very fine fiddle had he.

Oh, there's none so rare as can compare

With King Cole and his fiddlers three.

Fourth Read Using Echo Technique with Motions



◀ Show image 4A-1: Old King Cole

Directions: I am going to say the first line of “Old King Cole” and do the motions that go with it. Then you will echo the words as you also repeat the motions.

[Pause after each line to give students time to echo and do the motions.]

[Have students swing their arms to the beat of the rhyme with smiles on their faces.]

Old King Cole was a merry old soul,

And a merry old soul was he;

He called for his pipe, and he called for his bowl,

[Have students make the shape of a bowl with their hands.]

And he called for his fiddlers three.

[Have students pantomime playing the fiddle.]

[For the second stanza, have students continue to move their arms back and forth like they are playing the fiddle to the beat of the rhyme.]

Every fiddler had a very fine fiddle,

And a very fine fiddle had he.

Oh, there's none so rare as can compare

With King Cole and his fiddlers three.

Singing and Watching “Old King Cole”

- You may wish to sing this rhyme with the students using echo technique and echo technique with motions.
- You may wish to show a video of “Old King Cole” that has been previewed for classroom appropriateness.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. 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 for students.

1. *Literal* Who is the main character in this poem?

[Have students point to Old King Cole on Response Card 2.]

- Old King Cole is the main character in this poem.

2. *Evaluative* How do you know that he is a king?

- He is called Old King Cole; he is dressed like a king in the picture; he has a crown.

3. *Evaluative* Does the king look happy?

- Yes, the king looks happy.

Why do you think the king is happy?

- Answers may vary, but might include that he enjoys listening to his fiddlers; he is happy that he is king; he is happy that he gets what he wants; etc.

4. *Literal* What does Old King Cole ask for in this poem?

- Old King Cole asks for his pipe, his bowl, and his three fiddlers.

5. *Inferential* Can the fiddlers drink from the king's bowl?

- No, the fiddlers cannot drink from the king's bowl.

Why not?

- Only members of the royal family can drink from a royal bowl.

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

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

Sentence Frames:

If you were King Cole, would you call—or ask for—something else? (Yes/No)

I would change _____
to _____.

I would call for _____ instead
of _____.

6. *Evaluative Think Pair Share:* In this poem, Old King Cole called for three things: his pipe, his bowl, and his three fiddlers, and he got them right away. If you were king—or queen—what would you change in this poem? For example, instead of a pipe, you might call for a pizza; and instead of three fiddlers, you might call for three pianists—or people who play the piano.

7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Merry

1. In the read-aloud you heard, “Old King Cole was a *merry* old soul.”
2. Say the word *merry* with me three times.
3. *Merry* means happy. We can use *merry* to describe someone who is happy. We can also use *merry* to describe an occasion—or something that happens—that is happy.
4. Alvaro was merry on the first day of school.
During the month of December, you might hear people wishing each other Merry Christmas.
5. If *merry* means happy, then what do you think is the opposite of *merry*?

[Call on a few students to share. Tell students that an opposite of *merry* is *sad*.]

6. What’s the word we’ve been talking about? What is its opposite?

Use an *Opposites* activity for follow-up. Directions: I am going to name some situations that are merry and some situations that are sad. If I say something merry, show me a big smiley face and say, “_____ is merry.” If I say something that is the opposite of merry, show me a big frowning face and say, “_____ is sad.”

1. visiting relatives
2. getting sick
3. winning a soccer game
4. arguing with friends
5. falling down and hurting your knee
6. getting a new book



Complete Remainder of the Lesson Later in the Day



Old King Cole

3_B

Extensions

15 minutes

Rhyming Words

- Tell students that you will read this nursery rhyme again, but this time you want them to listen carefully for rhyming words.
- Remind students that rhyming words begin with a different sound but end with the same sound. Review some rhyming words, or have students tell you a word that rhymes with the first word: *cat/hat; big/pig; bake/take; ball/hall*; etc.

Old King Cole

[Tell students to listen carefully for a word that rhymes with *Cole*.]

was a merry old soul,

[*Soul* rhymes with *Cole*.]

And a merry old soul was he;

[Have students listen for the word that rhymes with *soul*.]

He called for his pipe, and he called for his bowl,

[*Bowl* rhymes with *soul*. Now have students listen for the word that rhymes with *he*.]

And he called for his fiddlers three.

[*Three* rhymes with *he*.]

Every fiddler had a very fine fiddle,

And a very fine fiddle had he.

Oh, there's none so rare

[Tell students to listen carefully for a word that rhymes with *rare*.]

as can compare

[*Compare* rhymes with *rare*.]

With King Cole and his fiddlers three.

- Review the rhyming words in this poem: *Cole/soul/bowl; he/three; rare/compare.*

⇌ Syntactic Awareness Activity

Sentence Builder



◀ Show image 4A-1: Old King Cole

Directions: Look at the picture. I will call on you one at a time to say a short sentence about the picture. Then we will put your sentences together to make a longer sentence.

Note: There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so they are grammatical. Once students have mentioned two ideas, combine them to make one sentence. See examples below.

1. The men are dancing.

The men are wearing red.

The men are dancing and wearing red.

The dancing men are wearing red.

The men who are wearing red are dancing.

2. The king has white hair.

The king likes music.

The king has white hair and likes music.

The king with white hair likes music.

- ✈ Above and Beyond: Have students work with their partner to build their own sentences and/or to build longer sentences. Model for students how to take turns saying one thing at a time and how to combine their ideas into one sentence.

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction, and choose a fiction text with a king as the main character.
- Alternatively, you may wish to read additional nursery rhymes about royalty [e.g., “The Queen of Hearts,” “Pussy Cat, Pussy Cat,” “Humpty Dumpty,” “Crown the King with Carrot Tops” (by Leroy F. Jackson), “King Kokem” (by Leroy F. Jackson), “Happy Thought” (by Robert Louis Stevenson), “Little Girl and Queen,” “The Grand Old Duke of York.”]
- 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 on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion about how the information for the trade book or nursery rhymes relates to what they have learned in the read-alouds.



Sing a Song of Sixpence

4

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the poem “Sing a Song of Sixpence”

Language Arts Objectives

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

Students will:

- ✓ Recall facts from “Sing a Song of Sixpence” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RL.K.1)
- ✓ Interpret information to answer questions and express opinions about “Sing a Song of Sixpence,” and identify a cause/effect relationship in the nursery rhyme, with prompting and support (RL.K.1)
- ✓ With prompting and support, identify and describe characters, settings, and major events in “Sing a Song of Sixpence” (RL.K.3)
- ✓ Listen to a variety of texts, including nursery rhymes such as “Sing a Song of Sixpence” (RL.K.5)
- ✓ With prompting and support, compare and contrast similarities and differences between two nursery rhymes about royalty (RL.K.9)
- ✓ Actively engage in the fiction read-aloud “Sing a Song of Sixpence” (RL.K.10)
- ✓ Produce and expand complete sentences in shared language activity (L.K.1f)
- ✓ Sort objects and pictures into examples and non-examples of *dainty* (L.K.5a)

- ✓ Identify real-life connections between words—*rye*, *maid*, and *dainty*—and their use (L.K.5c)
- ✓ Distinguish shades of meaning among verbs—*peck* and *poke*—and determine which is the better verb depending on context (L.K.5d)

Core Vocabulary

dainty, *adj.* Fancy, small, and pretty

Example: Look at those dainty cupcakes in the window of the bakery!

Variation(s): daintier, daintiest

maid, *n.* A person who cleans the inside of a house

Example: The maid tidied the kitchen and swept the floor, whistling while she worked.

Variation(s): maids

pecked, *v.* Bit, struck, or poked with a beak

Example: The woodpecker pecked a hole in our apple tree.


Variation(s): peck, pecks, pecking

Vocabulary Chart for Sing a Song of Sixpence			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined></u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	blackbirds <i>maid</i> sixpence parlour <i>rye</i>	dainty* pecked	baked counting king pie song queen
Multiple Meaning			
Phrases		to set before	pocket full of sing a song
Cognates		picotazo	contando

Image Sequence

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

1. 5A-1: Blackbirds
2. 5A-2: King counting and queen eating
3. 5A-3: Maid

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Poem Review	music for “Old King Cole”	15
	Introducing “Sing a Song of Sixpence”	Instructional Master 4A-1; world map	
	Vocabulary Preview: Rye, Maid	pictures of rye and rye products, samples of rye products	
	Purpose for Listening		
Presenting the Read-Aloud	Sing a Song of Sixpence	pictures of sixpence Music for “Sing a Song of Sixpence” video of “Sing a Song of Sixpence”	10
Discussing the Read-Aloud	Comprehension Questions	Response Card 3	10
	Word Work: Dainty	images associated with <i>dainty</i>	
 Complete Remainder of the Lesson Later in the Day			
Extensions	Rhyming Words		15
	Syntactic Awareness Activity: What’s the Better Word? Peck, Poke		
	Syntactic Awareness Activity: Sentence Builder		
	End-of-Lesson Check-in	Response Cards 2, 3	

Advance Preparation

For the Poem Review, cue an audio recording of “Old King Cole” for students to sing along with as they review this poem.

Prepare a copy of Instructional Master 4A-1 for each student. Refer to it as Response Card 3 (Sing a Song of Sixpence). Students can use this Response Card for discussion, review, and to answer questions.

For the Vocabulary Preview, prepare pictures of rye and rye products. You may wish to bring in samples of rye bread and crackers for students to try.

Note: Be sure to check with your school’s policy regarding food distribution and allergies.

For Presenting the Read-Aloud, cue an audio recording of “Sing a Song of Sixpence” for students to sing along with. You may also wish to find a student-friendly video of “Sing a Song of Sixpence.”

For Word Work, find several pictures that are examples of *dainty* (e.g., petits fours, mini-cupcakes, tasty food, ballerina, tea set) and several pictures that are non-examples of *dainty* (e.g., construction truck, broken glass, spoiled food, muddy children). These pictures can be placed onto a two-column chart to show examples and non-examples of the word.

For the End-of-Lesson Check-In, prepare several questions and/or statements about the two nursery rhymes, “Old King Cole,” and “Sing a Song of Sixpence,” so that students can hold up the Response Card(s) that relate to your statements or answer your questions.



Sing a Song of Sixpence

4_A

Introducing the Read-Aloud

15 minutes

Poem Review

- Review the nursery rhyme “Old King Cole” with students. You may wish to play the song for “Old King Cole” as students sing along and do the motions for the poem.
- Review the rhyming words in this poem: *Cole/soul/bowl; he/three; rare/compare*.

Introducing “Sing a Song of Sixpence”

- Tell students that they are going to hear a nursery rhyme that was written long ago that describes a king and queen in England.

[Point to England on a world map. Remind students that *long ago* England had kings and queens and that *today* England still has kings and queens.]

- Distribute Instructional Master 4A-1: Response Card 3 (Sing a Song of Sixpence) to each student.
- Ask students to identify the king and queen. Ask them to explain how they know.
- Identify the blackbirds. Ask students whether they see something unusual about the blackbirds.

Vocabulary Preview

Rye

1. In this poem you will hear the phrase “a pocket full of rye.”
2. Say the word *rye* with me three times.
3. Rye is a grain, similar to wheat. But unlike wheat, rye can grow in soil that does not have a lot of nutrients, and rye can grow in bad weather. People use rye to make flour and bread.
4. Rye bread is usually darker and has a stronger taste than white bread. [Show images of rye and rye products. If available, pass out samples]

of rye bread and crackers for students to try. Have them make comparisons between rye bread and white bread.]

Note: Be sure to check with your school's policy regarding food distribution and allergies.]

5. Did you taste a difference between rye bread and bread that you usually eat?

Maid



← **Show image 5A-3: Maid**

1. In this poem, you will hear that “the *maid* was in the garden, hanging out the clothes.”
2. Say the word *maid* with me three times.
3. A maid is a female, or girl, helper who does a lot of the housework such as cooking and cleaning.
4. After the maid washed the king's clothes, she hung them up to dry.
5. Tell your partner why the king and queen have a maid. [Call on three students to share.]

Purpose for Listening

Tell students they are going to hear a nursery rhyme called “Sing a Song of Sixpence.” Tell them to listen carefully to hear what happens to the characters: the king, the queen, and the maid.

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

- ✓ Demonstrate familiarity with the poem “Sing a Song of Sixpence”

Sing a Song of Sixpence

First Read



◀ **Show image 5A-1: Blackbirds**

*Sing a song of sixpence,
A pocket full of rye,
Four and twenty blackbirds
Baked in a pie.
When the pie was opened,
The birds began to sing;
Now wasn't that a **dainty** dish
To set before the king?*



◀ **Show image 5A-2: King counting and queen eating**

*The king was in his counting house
Counting out his money;
The queen was in the parlour,
Eating bread and honey.*



◀ **Show image 5A-3: Maid**

*The **maid** was in the garden,
Hanging out the clothes,
When down came a blackbird
And **pecked** at her toes!*

Second Read with Explanations



◀ **Show image 5A-1: Blackbirds**

Sing a song of sixpence,

[Explain to students that sixpence was a coin used in England long ago. Pence is similar to the penny that we use today. If available, show images of sixpence.]

A pocket full of rye,

[Explain that rye is a grain, similar to wheat.]

Four and twenty blackbirds

Baked in a pie.

When the pie was opened,

The birds began to sing;

[Tell students that long ago in England, putting birds in a pie was a fancy way to celebrate a special occasion.]

Now wasn't that a dainty dish

To set before the king?

[Explain that a dainty dish is food that looks nice and fancy. *Dainty* also means small and pretty.]



◀ **Show image 5A-2: King counting and queen eating**

The king was in his counting house

Counting out his money;

[Have a student point to all the gold around the king. Then ask students, “Is this a rich king or a poor king? Which other king did you hear a story about who also really liked gold?”]

- King Midas

The queen was in the parlour,

[Define that a parlour is a fancy room inside a house where people can sit and talk.]

Eating bread and honey.



◀ **Show image 5A-3: Maid**

The maid was in the garden,

[Remind students that a maid is a female helper who does housework. Here she is hanging up the clothes she has washed so they can dry outside.]

Hanging out the clothes,

When down came a blackbird

And pecked at her toes!

[You may wish to explain that other versions of this nursery rhyme have the blackbird pecking off her nose. Assure students that this does not really happen in real life; it just makes the poem silly.]

Third Read Using Echo Technique

Directions: I am going to say the first line of “Sing a Song of Sixpence.” Then you will echo the words.

Note: Be sure to pause after each line so that students can echo.



← **Show image 5A-1: Blackbirds**

*Sing a song of sixpence,
A pocket full of rye,
Four and twenty blackbirds
Baked in a pie.
When the pie was opened,
The birds began to sing;
Now wasn't that a dainty dish
To set before the king?*



← **Show image 5A-2: King counting and queen eating**

*The king was in his counting house
Counting out his money;
The queen was in the parlour,
Eating bread and honey.*



← **Show image 5A-3: Maid**

*The maid was in the garden,
Hanging out the clothes,
When down came a blackbird
And pecked at her toes!*

Singing and Watching “Sing a Song of Sixpence”

- You may wish to sing this rhyme with the students using echo technique.
- You may wish to show a video of “Sing a Song of Sixpence” that has been previewed for classroom appropriateness.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. 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 for students.

1. *Literal* What is the title of this nursery rhyme?

- The title of this nursery rhyme is “Sing a Song of Sixpence.”

2. *Literal* Who are the characters, the people, in this rhyme?

[Have students point and name each character on Response Card 3.]

- The king, the queen, and the maid are the characters in this rhyme.

3. *Literal* Where was the king? What was he doing?

[Have students point to what they are describing on Response Card 3.]

- The king was in his counting house counting his money.

Where was the queen? What was she doing?

- The queen was in the parlour eating bread and honey.

Where was the maid? What was she doing?

- The maid was in the garden hanging out the clothes.



← Show image 5A-1: Blackbirds

4. *Inferential* What is special about the pie in this poem?

- Answers may vary, but should include that there were blackbirds in the pie and the birds were singing.

5. *Evaluative* Why would someone give a special pie to the king?
- Answers may vary, but might include that the king is royal and that people want to make the king happy.

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

Sentence Frames:

Would you like to be the queen?
(Yes/No)

I would want to be the _____.

If I could be one of the characters
in this nursery rhyme, I would
want to be the _____ because
...

6. *Evaluative Think Pair Share:* If you could be one of the characters in this nursery rhyme, who would you want to be: the king, the queen, or the maid? Why?
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Dainty

1. In the nursery rhyme you heard, "When the pie was opened, the birds began to sing; now wasn't that a *dainty* dish to set before the king?"
2. Say the word *dainty* with me three times.
3. Dainty describes something that is fancy, small, and pretty. If something is a dainty dish that means it looks nice and fancy.
4. Aunt Rosie made a dainty dish of spinach ravioli.
My grandmother likes to drink her tea from dainty teacups.
5. What is the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will show you something. If it is dainty, say, "That's dainty." If it is not dainty, say, "That's not dainty."

You may wish to have students place the pictures onto a two-column chart for examples and non-examples of dainty.

- Show students pictures you have prepared, and have them categorize them as *dainty* or *not dainty*.



Complete Remainder of the Lesson Later in the Day



Sing a Song of Sixpence

4_B

Extensions

15 minutes

Rhyming Words

- Tell students that you will read this nursery rhyme again, but this time you want them to listen carefully for rhyming words.
- Remind students that rhyming words begin with a different sound but end with the same sound. Have students tell you words that rhyme with *jig*, *play*, *mat*, and *pin*, respectively.



◀ Show image 5A-1: Blackbirds

*Sing a song of sixpence,
A pocket full of rye,
Four and twenty blackbirds*

[Tell students to raise their hands when they hear a word that rhymes with *rye*.]

Baked in a pie.

[Point out that *pie* rhymes with *rye*.]

*When the pie was opened,
The birds began to sing;
Now wasn't that a dainty dish*

[Tell students to raise their hands when they hear a word that rhymes with *sing*.]

To set before the king?

[Point out that *king* rhymes with *sing*.]



◀ Show image 5A-2: King counting and queen eating

*The king was in his counting house
Counting out his money;
The queen was in the parlour,*

[Tell students to raise their hands when they hear a word that rhymes with *money*.]

Eating bread and honey.

[Point out that *honey* rhymes with *money*.]



← **Show image 5A-3: Maid**

The maid was in the garden,

Hanging out the clothes,

When down came a blackbird

[Tell students to raise their hands when they hear a word that rhymes with *clothes*.]

And pecked at her toes!

[Point out that *toes* rhymes with *clothes*.]

- Review the rhyming words in this poem: *rye/pie; sing/king; money/honey; clothes/toes*

↔ **Syntactic Awareness Activity**

What's the Better Word? Peck, Poke

Note: Although the focus of this activity is on word meanings, students will gain practice in syntax as they respond in complete sentences.



← **Show image 5A-3: Maid**

1. In the read-aloud you heard, “The maid was in the garden, hanging out the clothes, when down came a blackbird and *pecked* at her toes!”
2. When birds peck at something, they use their beaks to quickly and tap it, like pecking at the ground for feed or worms.

[Remind students that they heard about chickens pecking for feed in the *Farms* domain. Have students mime *pecking* by using their hand as a beak to peck at the ground.]

What did the blackbird do to the maid?

- The blackbird pecked at the maid’s toes.

3. Here is another word that has to do with touching something, but it is different from *peck*.

Poke means to tap or hit hard with your fingers or other objects. For example, my friend poked me on the shoulder to get my attention.

Directions: Let's practice using these words: *peck* and *poke*. First I will say a sentence. Then I will give you two words to choose from. If you think the first word is the better word, stand up. If you think the second word is the better word, stay seated. If I call on you to explain your decision, use a complete sentence.

1. The chickens look for food on the ground. Would you say the chickens *peck* for food or *poke* for food? (stand up)
 - The chickens peck for food.
2. My mother gave me a quick kiss on the cheek good night. Would you say my mother *pecked* my cheek or *poked* my cheek. (stand up)
 - My mother pecked my cheek.
3. Jillian found a stick that she could use to make a hole in the ground with. Would you say Jillian *pecked* a hole in the ground or *poked* a hole in the ground? (stay seated)
 - Jillian poked a hole in the ground.
4. Be careful with that rod! I don't want it to hurt your eyes. Would you say the rod might *peck* your eyes or *poke* your eyes. (stay seated)
 - The rod might poke your eyes.
5. The ducks eat the bread crumbs off the ground. Would you say the ducks *peck* the bread crumbs off the ground or *poke* the bread crumbs. (stand up)
 - The ducks peck the bread crumbs off the ground.

↔ Syntactic Awareness Activity

Sentence Builder



◀ Show image 5A-1: Blackbirds

Directions: Look at the picture. I will call on you one at a time to say a short sentence about the picture. Then we will put your sentences together to make a longer sentence.

Note: There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so they are grammatical. Once students have mentioned two ideas, combine them to make one sentence. See examples below.

1. The king is sitting down.

The king is eating pie.

The king is sitting down and eating pie.

The king is eating pie while sitting down.

2. Blackbirds fly out of the pie.

The king is happy.

The king is happy because blackbirds fly out of the pie.

Blackbirds fly out of the pie and this makes the king happy.

Extending the Activity

- You may wish to use another Flip Book image from this lesson to build more sentences with the class.
- ✈ Above and Beyond: Have students work with their partner to build their own sentences and/or to build longer sentences. Model for students how to take turns saying one thing at a time and how to combine their ideas into one sentence.

10 End-of-Lesson Check-In

Sing a Song of Sixpence

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind 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

- Remind students that they heard two nursery rhymes, “Old King Cole” and “Sing a Song of Sixpence.”
- Ask students the questions you have prepared for this activity. Have students hold up the corresponding Response Card(s) to answer.
 - Some example statement/questions might be: I had three fiddlers. Who am I? (Response Card 2) There is a maid in this poem. (Response Card 3) The king gets good things. (Response Cards 2 and 3)



Pausing Point

PP

Note to Teacher

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

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

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Describe a royal family
- ✓ Describe what a king or queen does
- ✓ Identify and describe royal objects associated with a king or queen
- ✓ Indicate that kings and queens still exist today, but that there were many more kings and queens long ago
- ✓ Describe that kings usually possess gold and other treasures
- ✓ Discuss the difference between valuing relationships with people and valuing wealth
- ✓ Describe the characters, setting, and plot of “King Midas and the Golden Touch”
- ✓ Demonstrate familiarity with “King Midas and the Golden Touch,” “Old King Cole,” and “Sing a Song of Sixpence”

Student Performance Task Assessment

10 Riddles for Core Content

Materials: Instructional Master PP-1

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

Directions: I am going to read a riddle about something you have heard from the read-alouds. First, you will listen to the riddle. Next, you will look at the two pictures in the row as I name them. Find and circle the picture that answers the riddle.

1. I hold a scepter and an orb, and I wear a crown on my head so people know that I am important. Who am I? **(king, maid)**
 - king
2. We are the most important people in the kingdom. Who are we? **(blackbirds, royal family)**
 - royal family
3. I turned my daughter into gold! Who am I? **(King Midas, maid)**
 - King Midas
4. I called for three fiddlers to play for me. Who am I? **(Old King Cole, queen)**
 - Old King Cole
5. We were put into a pie for the king. What are we? **(golden roses, blackbirds)**
 - blackbirds

Listen and Create

Materials: Music CDs; cardstock; art supplies; glitter, sequins or fake jewels (emeralds, sapphires, rubies, diamond)

Have students listen to “Old King Cole,” “Sing a Song of Sixpence,” and other songs about kings and queens while they create their own crowns. You may wish to introduce different kinds of precious stones that are found on crowns [e.g., diamonds (clear), emeralds (green), sapphires (blue), rubies (red)]. Remind students that the precious stones that are on crowns are called “crown jewels.” After students have finished making their crowns, have them wear their crowns and have a “royal parade” around the classroom or playground. (Students who are king and queen for the day may wish to wear their crown for the day they are chosen to be king or queen.)

Image Card Review

Materials: Image Cards 1–6; Instructional Master 2B-1

Review the story “King Midas and the Golden Touch” using Image Cards 1–6 and Instructional Master 2B-1. In small groups, have students order the Image Cards and retell the story with the help of their already completed sequence of the story. You may wish to have home-language peers retell this story in their home language.

✈ Above and Beyond: Have the small group act this story out.

Kings and Queens Grab Bag

Materials: Various objects related to the read-alouds

Place various objects related to the read-alouds in a bag (e.g., crown, gold coin, goblet, pie, blackbird). Hold up each object, and ask students if they remember hearing about these objects. Ask them to match the objects with the read-alouds by holding up the corresponding Response Card(s).

Drawing the Read-Aloud

Materials: Drawing paper, drawing tools

Review the sayings “it’s good to be king” and “having the golden touch.” Have students choose one of the sayings and draw a picture showing what that saying might look like in real life. Be sure to have students explain why their picture depicts the particular saying they have chosen.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book; 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

Materials: Domain-related student websites

Pick appropriate websites from the Internet or from the websites listed in the Introduction for further exploration of topics already covered in this domain: life of a royal family, “King Midas and the Golden Touch,” Old King Cole,” “Sing a Song of Sixpence”.

Videos of Kings and Queens

Materials: Videos related to kings and queens

Carefully peruse the Internet for short (five minutes or less) videos related to topics already covered in this 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 the question words *who*, *where*, *what*, and *why* regarding what they see in the videos.

King or Queen for the Day

Materials: Royal props such as a crown, robe, scepter, etc.

If you have not begun this domain-wide activity, you may wish to start. Draw the names of students, and have them be kings or queens on different days of the week. Be sure to give every student a chance to be king or queen. Provide royal props as well, such as a robe, scepter, and, of course, a crown. Give each student age-appropriate “royal” responsibilities (such as being the line leader, passing out papers, helping classmates in need). Have them lead the classroom as much as possible, while you provide help as their “royal advisor” as necessary. At the end of the day, ask the particular student to identify some aspects about what he or she liked and disliked about ruling the “kingdom.”

Kings and Queens Around the World

You may wish to pinpoint on a world map countries that still have kings and queens. Then choose one country to focus on, and conduct group research about that country’s royal family.



The Princess and the Pea

5

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the characters, setting, and plot of “The Princess and the Pea”
- ✓ Demonstrate familiarity with “The Princess and the Pea”

Language Arts Objectives

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

Students will:

- ✓ Recall facts from “The Princess and the Pea,” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RL.K.1)
- ✓ Interpret information to answer questions and express opinions about “The Princess and the Pea,” and identify a cause/effect relationship in the fairy tale, with prompting and support (RL.K.1)
- ✓ With prompting and support, retell the story “The Princess and the Pea” (RL.K.2)
- ✓ With prompting and support, describe the characters, setting, and plot for “The Princess and the Pea” (RL.K.3)
- ✓ Listen to a variety of texts, including a fairy tale from Denmark—“The Princess and the Pea” (RL.K.5)
- ✓ With prompting and support, describe the role of an author and illustrator (RL.K.6)
- ✓ Actively engage in the fiction read-aloud “The Princess and the Pea” (RL.K.10)

- ✓ Identify real-life connections between words—*real*, *delicate*, and *graceful*—and their use (L.K.5c)
- ✓ Learn the meaning of common phrases such as “once upon a time” (L.K.6)

Core Vocabulary

delicate, *adj.* Fragile and easily broken

Example: Abby’s mother let her carefully hold the delicate china dolls.

Variation(s): none

graceful, *adj.* Moving, speaking, or acting in a beautiful way

Example: Even when they are not dancing, ballerinas have a graceful way of walking.

Variation(s): none

howled, *v.* Made a long, loud, and sad sound

Example: Tony howled when he hit his elbow against the sharp corner of his desk.


Variation(s): howl, howls, howling

Vocabulary Chart for The Princess and the Pea			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	castle howled kingdom married mattress museum pea	delicate graceful* <i>real</i>	prince princess queen twenty
Multiple Meaning			felt storm
Phrases		all over the world	a good night’s sleep
Cognates	castillo museo	delicado(a)	príncipe princesa

Image Sequence

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

1. 6A-1: Prince searching for a real princess
2. 6A-2: Prince returns home disappointed
3. 6A-3: Princess at the door in a terrible storm
4. 6A-4: Queen prepares room
5. 6A-5: Princess describes her night
6. 6A-6: Happily ever after

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?		15
	Introducing “The Princess and the Pea”	Instructional Master 5A-1; frozen or dried peas; world map	
	Vocabulary Preview: Real, Delicate	examples of delicate things	
	Purpose for Listening		
Presenting the Read-Aloud	The Princess and the Pea	world map; sponges or layers of thick cloth; frozen peas	10
Discussing the Read-Aloud	Comprehension Questions	Response Card 4	10
	Word Work: Graceful		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Character, Setting, Plot Map	Image Cards 7–12; Instructional Masters 5B-1; drawing paper, drawing tools	15
	Domain-Related Trade Book		
Take-Home Material	Family Letter	Instructional Masters 5B-2, 5B-3	

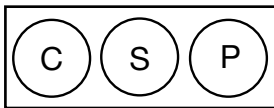
Advance Preparation

For What Have We Learned?, choose a few Flip Book images on which to focus as you review domain concepts covered thus far in the domain (e.g., the royal family, king’s possession of gold and riches, advantages and disadvantages of being in a royal family).

Prepare a copy of Instructional Master 5A-1 for each student. Refer to it as Response Card 4 (The Princess and the Pea). Students can use this Response Card for discussion, review, and to answer questions.

For the Vocabulary Preview, prepare items that are delicate (e.g., glassware, chinaware, collectables, silk/cashmere clothing, art). Remind students that delicate items are easily broken, so they must ask before touching, and they must handle the items with care.

For Presenting the Read-Aloud, layer several cushions or pillows on top of a frozen or dried pea to show how the queen tests the princess by putting a pea underneath many layers of mattresses and pads. You may wish to have students try sitting on the cushions to see if they can feel the pea under so many layers.



For the Character, Setting, Plot Map, help students create their own three-circle map. Students may choose to cut and paste pictures from the image sheet or draw their own pictures in the circles for their own Character, Setting, Plot Map. Alternatively, you may wish to draw the circles on the board and do this activity as a class.

For the Domain-Related Trade Book, you may wish to introduce students to another version of “The Princess and the Pea” or another fairy tale by Hans Christian Anderson that has a royalty theme (e.g., “Thumbelina,” “The Little Mermaid,” “The Nightingale,” or “The Emperor’s New Clothes”).

Note to Teacher

Use the Vocabulary Preview to help students understand the concept of *real*, providing explanations and examples as needed. In the Comprehension Questions, students will discuss whether they think this is a real story; they will also think and talk about which parts of the story could be real and which parts are make-believe.



The Princess and the Pea

5_A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

- Review the Flip Book images you have chosen to reinforce domain concepts and vocabulary (e.g., members of the royal family; objects that relate to royalty).
- Remind students that kings and queens and their children, princes and princesses, were the most important and powerful people in the kingdom.

Introducing “The Princess and the Pea”

- Tell students that they are going to hear a fairy tale that was written long ago in Denmark.
- Point to Denmark on a world map. Tell students that *long ago* Denmark had kings and queens and that *today* Denmark still has kings and queens.
- Distribute Instructional Master 5A-1: Response Card 4 (The Princess and the Pea) to each student.
- Have students identify the queen, the prince, and the princess. Ask them to explain how they know.
- Have students find the little pea in the queen’s hand. Then pass around some frozen or dried peas for students to touch and describe. Tell students that the queen uses a pea to do something interesting in the story.

Note: Be sure to check with your school’s policy regarding food distribution and allergies.

Picture Walk

- Tell students that the story they will hear is called “The Princess and the Pea.”
- Tell students that you will take a picture walk through some of the pictures in 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. The author of this story is Hans Christian Anderson. You may wish to ask if they have heard other stories written by this author: “The Ugly Duckling,” “The Little Mermaid,” “Thumbelina.”



◀ **Show image 6A-1: Prince searching for a real princess**

- Have students point to the prince. Tell students that this prince is looking for a princess to marry.



◀ **Show image 6A-2: Prince returns home disappointed**

- Ask students, “Who do you think this woman is?”
 - She is the queen, the prince’s mother.
- Ask how they know this woman is a queen.
 - She is wearing royal robes and a crown.



◀ **Show image 6A-3: Princess at the door in a terrible storm**

- Tell students that this princess is the third character in this story.
- Explain that there was a terrible storm, and the princess knocked on the castle door.
- Ask students to predict whether the queen and the prince will let the princess in.

Vocabulary Preview

Real

1. In this story the prince is looking for a *real* princess to marry.
2. Say the word *real* with me three times.
3. When something is real that means it is true and not made-up or fake.
4. The king’s crown had real diamonds and rubies on it.
The prince was not sure if the girls he met were real princesses or just acting like they were princesses.
5. How would you know whether or not a person was a real princess?

Delicate

1. In this story you will find out that the princess is *delicate*.
2. Say the word *delicate* with me three times.
3. When something is delicate it is not strong and can be easily broken.
4. Be careful when touching something that is delicate.
Abby's mother let her carefully hold the delicate china dolls.

[Show different delicate items one at a time and discuss with students why each item is delicate.]

Purpose for Listening

Tell students they are going to hear a fairy tale called "The Princess and the Pea." Tell them to listen carefully to hear what the queen does to test whether the princess is a real princess.

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

- ✓ Describe the characters, setting, and plot of "The Princess and the Pea"
- ✓ Demonstrate familiarity with "The Princess and the Pea"



The Princess and the Pea

◀ Show image 6A-1: Prince searching for a real princess

Once upon a time, there was a prince who wanted to marry a princess—but not just any princess. He wanted to marry a *real* princess. So he traveled all over the world looking for a real princess.

[You may wish to point to a few European countries on a world map that have been introduced in this domain, starting with Denmark, and then Great Britain, France, and Greece, naming them as you go. Point out that England is now part of Great Britain.]

He went from kingdom to kingdom, and he met plenty of princesses.

[Ask students, “Do you remember what a kingdom is?”]

- A kingdom is land that is ruled by a king or queen.

Of course, they were all beautiful, talented, **graceful**, and kind.

[Define *graceful* as moving, speaking, and acting in a beautiful way. Walk around and bow in a graceful manner.]

But never did the prince feel that he had found an absolutely, totally, completely *real* princess. So, sad and disappointed, he returned home.



◀ Show image 6A-2: Prince returns home disappointed

Back at the castle, his mother, the queen, asked him, “Did you find a princess?”

[Ask students to predict the prince’s answer.]

“Oh, I found plenty of princesses,” the prince replied, “but I never felt sure that I’d found a *real* princess.”



◀ Show image 6A-3: Princess at the door in a terrible storm

That night there was a terrible storm. Lightning flashed, thunder crashed, the wind **howled**, and the rain pounded down.

[Ask students whether this is good weather to be outdoors. Explain that when the wind howls, the wind makes a long, loud, and sad sound.]

In the middle of the storm, there was a knock at the palace door. The maid opened the door and there, standing in the rain, was a princess.

[With their partner, have students describe the princess. Allow fifteen seconds for students to talk. Call on two students to share.]

And oh my, she was a mess! Her hair was dripping, her clothes were torn and muddy, and water poured out of her shoes.

“Who are you?” asked the queen.

“I am a princess,” she said. “Really. A real princess.”

[Ask students, “Does she look like a real princess to you? Do you think she is a real princess?”]



◀ **Show image 6A-4: Queen prepares room**

“Humph!” said the queen, and she thought to herself, *We’ll soon see about that!* The queen went into a bedroom and took all the sheets and blankets off the bed. Then she put one tiny pea on the bed.

[Have a student point out the pea in the queen’s hand. You may wish to pass around some peas for students to touch and describe.]

And on top of that she piled twenty mattresses, and on top of those, twenty feather-filled pads.

[For visualization, you may wish to draw twenty mattresses and twenty pads on top of a little pea, or you may wish to show this with sponges or layers of thick cloth.]

“Here is where you will sleep tonight,” she said to the princess.



◀ **Show image 6A-5: Princess describes her night**

The next morning at the breakfast table, the queen asked the princess, “Did you have a good night’s sleep?”

“No, not at all,” said the princess. “I tossed and turned all night. Something in the bed was so hard and lumpy—why, I’m bruised black and blue all over.”

[Explain that a bruise is something you get when you bump into something really hard. Students might be able to relate to having a bruised arm, leg, or forehead.]

So, she had felt the pea through the twenty mattresses and twenty feather-filled pads.

[Point to your drawing or layers of cloth. You may wish to have a student come up and sit on a few cushions with a pea underneath to see if s/he can feel the pea.]

The queen and her son smiled at each other. Surely, only a *real* princess could be so **delicate** and sensitive!

[Define *delicate* as easily hurt or broken.]



◀ **Show image 6A-6: Happily ever after**

So the prince married her and felt happy that he had at last found a real princess. And as for the pea, it was placed in a museum, where it may still be seen, if nobody has taken it.

[Ask students if they know what a museum is or if they have ever been to a museum. Define *museum* as a place where interesting things are shown, such as paintings, airplanes, or dinosaur bones. Ask students whether they think the pea was really put into a museum.]

And that, children, is a *real* story!

[Have students discuss with their partner whether this is a real story. Reinforce the concepts of fiction, make-believe, and fantasy versus nonfiction, and reality.]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. 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 for students.

1. *Literal* What is the title of this fairy tale?
 - The title of this fairy tale is "The Princess and the Pea."
2. *Literal* Who are the characters in this fairy tale?

[Have students point to and name each character on Response Card 4.]

- The queen, the prince, and the princess are the characters in this fairy tale.
3. *Literal* What was the prince doing at the beginning of the story?
 - The prince was looking for a real princess to marry.

4. *Literal* What happened during the storm?
 - A princess knocked on the palace door.
5. *Inferential* When the queen saw the princess at the door, do you think the queen believed that she was a real princess?
 - No, the queen did not think she was a real princess.

Why not?

- The princess was a mess; her hair was dripping, her clothes were muddy; she did not look like a princess.
6. *Literal* What test does the queen use to see if she is a real princess?
 - The queen puts a pea under the mattresses and pads. If the girl could feel the pea, then she must be a real princess.
 7. *Inferential* Was the girl a real princess? Why?
 - Yes, the girl was a real princess because she felt the pea under all those mattresses and pads.
 8. *Evaluative* Which parts of the story could be real?
 - A prince looking for a princess to marry, a stormy night, and a queen helping the prince find a real princess could all be real.

Which parts of the story could not be real?

- The princess getting bruised by a pea under the mattresses could not be real.

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

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

Sentence Frames:

Did you believe the girl was a real princess? (Yes/No)

The princess could...

One other way the princess could prove she is a real princess is by...

9. *Evaluative Think Pair Share:* What are some other ways the princess could prove that she is a real princess?
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Graceful

1. In the read-aloud you heard, “Of course, [the princesses] were all beautiful, talented, *graceful*, and kind.”
2. Say the word *graceful* with me three times.
3. *To be graceful* means to move, speak, or act in a beautiful way.
4. The princess looked very graceful as she walked down the stairs.
The ballerina looked graceful as she danced on her tiptoes across the stage.
5. Tell me if I look graceful or not. If I am graceful, clap. If I am not graceful, keep your hands to your side. [Model graceful movements and jerky, awkward movements.]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will describe a situation. If it is an example of something graceful, clap and say, “That is graceful.” If I give an example of something that is not graceful, keep your hands to your side and say, “That is not graceful.”

- Sam made a loud, banging sound on the drums.
 - That is not graceful.
 - Briana danced beautifully on the stage.
 - That is graceful.
 - Ling tripped and fell as she walked across the room.
 - That is not graceful.
 - Waleed bumped his head as he tried to get something from under his desk.
 - That is not graceful.
 - The princess sang sweetly as she walked around her garden.
 - That is graceful.
- ➦ Above and Beyond: You may wish to call on volunteers to make up or act out their own examples and non-examples of graceful.



Complete Remainder of the Lesson Later in the Day



The Princess and the Pea

5_B

Extensions

15 minutes

10 Character, Setting, Plot Map (Instructional Master 5B-1)

- Hold up Image Cards 7–12, in order, as the class describes what is happening in the illustrations. Encourage students to use domain vocabulary and temporal words such as *first*, *next*, *then*, *after that*, and *finally*. For the first Image Card, begin retelling the story with the phrase “Once upon a time.” Explain that many fairy tales begin with this phrase “Once upon a time.”
- Help students make their own Character, Setting, Plot Map by drawing three large circles on their paper. [You may wish to create a large Character, Setting, Plot Map on the board and do this activity as a class.]
 - Explain that the first circle is “Characters.” Students may cut and paste images from the image sheet or draw pictures of the characters in this story.
 - The second circle is “Setting.” Remind students that the setting is where the story takes place. Students may cut and paste images or draw their own picture of the settings. (The setting is the palace, including the room where the princess slept, and the room in which they had breakfast.)
 - The third circle is “Plot.” Remind students that the plot is what happened in the story. Have students think of a scene from the story and draw it. (They may use Image Cards 7 – 12 for ideas.)
- As students complete this activity, have them work in small groups or with home-language peers to retell the story. With your help, have them attempt to sequence the “Plot” circles drawn by members of their group.

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction, and choose a fiction text about a prince and princesses.
- Alternatively, you may wish to choose to read another version of “The Princess and the Pea” or another fairy tale with a royalty theme by Hans Christian Anderson.
- Explain to students that the person who wrote the book is called the author. For example, the author of “The Princess and the Pea” is Hans Christian Anderson. 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 on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion about how the information from the trade book relates to what they have learned in the read-alouds.

Take-Home Material

Family Letter

- Send home Instructional Masters 5B-2, 5B-3



Cinderella

6

Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the characters, setting, and plot of “Cinderella”
- ✓ Demonstrate familiarity with “Cinderella”

Language Arts Objectives

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

Students will:

- ✓ Recall facts from “Cinderella” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RL.K.1)
- ✓ Interpret information to answer questions about “Cinderella,” and recognize a cause/effect relationship in the fairy tale, with prompting and support (RL.K.1)
- ✓ With prompting and support, sequence three to six pictures illustrating events in the story “Cinderella,” retelling the story using the sequenced pictures (RL.K.2)
- ✓ Listen to a variety of texts, including a fairy tale from France—“Cinderella” (RL.K.5)
- ✓ Actively engage in the fiction read-aloud “Cinderella” (RL.K.10)
- ✓ Identify multiple meanings of *ball*, and use them in appropriate contexts (L.K.4a)
- ✓ Identify real-life connections between words—*cinders*, *fairy godmother*, *ball*, *tattered*, and *announced*—and their use (L.K.5c)
- ✓ Distinguish shades of meaning among verbs—*stumble* and *step*—and determine which is the better verb depending on context (L.K.5d)

- ✓ Learn the meaning of common phrases such as “once upon a time” and “happily ever after” (L.K.6)

Core Vocabulary

cinders, *n.* Small bits of burned wood from the fireplace

Example: Can you please sweep up the cinders that fell out of the fireplace?

Variation(s): cinder

hearth, *n.* The floor area in front of a fireplace

Example: A fiery log rolled out of the fireplace and onto the hearth.

Variation(s): hearths

merriment, *n.* Fun

Example: Her eyes sparked with merriment as her friends sang “Happy Birthday.”

Variation(s): none

stumbled, *v.* Tripped

Example: Carolina’s foot caught on the sidewalk and she stumbled.

Variation(s): stumble, stumbles, stumbling

tattered, *adj.* Torn; worn out

Example: Gema could no longer wear her sister’s old coat because it was too old and tattered.


Variation(s): none

Vocabulary Chart for Cinderella			
<p>Core Vocabulary words are in bold.</p> <p>Multiple Meaning Word Activity word is <u>underlined</u>.</p> <p>Vocabulary Instructional Activity words have an asterisk (*)</p> <p>Suggested words to pre-teach are in <i>italics</i>.</p>			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Cinderella cinders coachman gown hearth kingdom midnight primped stepmother stepsister	announced* complain dazzling fair/unfair forgave merriment patiently recognized stumbled* tattered*	dance horses palace pumpkin prince mice rat staircase wand
Multiple Meaning	<u>ball</u> coach toll	snapped orders	
Phrases	When the clock strikes twelve <i>fairy godmother</i> glass slipper	begged her pardon	
Cognates	Cenicienta cenizas cochero medianoche <u>baile</u> coche	anunciar* pacientemente reconocieron ordenar	palacio príncipe

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it differs from the sequence used in the *Tell it Again! Read-Aloud Anthology*.

1. 7A-1: Cinderella scrubbing floor
2. 7A-2: Cinderella listening to her stepsisters talking
3. 7A-3: Stepsisters snapping at Cinderella
4. 7A-4: Fairy godmother
5. 7A-5: Cinderella in a pumpkin patch
6. 7A-7: Cinderella and fairy godmother surrounded by white light
7. 7A-6: Coach
8. 7A-8: Cinderella in a glittering gown
9. 7A-9: Cinderella dancing with the prince
10. 7A-10: Cinderella running from the ball
11. 7A-11: Prince holding slipper
12. 7A-12: Stepsister trying on slipper
13. 7A-13: Cinderella trying on the glass slipper

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Story Review	Image Cards 7–12; Instructional Master 5B-1	15
	Introducing “Cinderella”	Instructional Master 6A-1; world map	
	Vocabulary Preview: Cinders, Fairy Godmother	pieces of coal or chalk	
	Purpose for Listening		
Presenting the Read-Aloud	Cinderella		10
Discussing the Read-Aloud	Comprehension Questions	Response Card 5	10
	Word Work: Tattered	examples of tattered clothing, tattered rags	
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Ball	Poster 3M (Ball)	15
	Syntactic Awareness Activity: What’s the Better Word? Stumble, Step		
	Vocabulary Instructional Activity: Announced	megaphone or microphone	
	End-of-Lesson Check-In	Image Cards 13–21; Instructional Master 6B-1; paper; scissors; glue or tape	

Advanced Preparation

For Story Review, use the Character, Setting, Plot Map for “The Princess and the Pea.”

Prepare a copy of Instructional Master 6A-1 for each student. Refer to it as Response Card 5 (Cinderella). Students can use this Response Card for discussion, review, and to answer questions.

For the Vocabulary Preview, bring in pieces of coal (or chalk) to show students how easily Cinderella’s skin and clothes can become dirty from the cinders.

For Word Work, bring in examples of tattered clothing and tattered rags.

For the Vocabulary Instructional Activity, bring in a megaphone or microphone that students confuse to make announcements.

For the End-of-Lesson Check-In, students will sequence events from the story (Instructional Master 6B-1). You may wish to reduce the number images to three images that represent the beginning, middle, and end of the story.

Note to Teacher

This story lends itself to rich and deep discussions about fairness. There are several spots in the read-aloud where you can pause and have students think about whether the situation is fair to Cinderella.

You may wish to skip the introductory sentence of this story, especially if you have students sensitive towards remarriages within their own family.

This story presents stepmothers and stepsisters in a negative light. You may wish to tell students that not all stepmothers and stepsisters are bad or evil. Remind students that this story is fantasy, not real.



Cinderella

6_A

Introducing the Read-Aloud

15 minutes

Story Review

- Review the characters, setting, and plot of the story “The Princess and the Pea.” If you have created a large Character, Setting, Plot Map for this story, use it for review. Encourage the use of temporal words: *first, next, then, after that, later, and finally*. In particular, have students begin the story with the phrase “once upon a time.”
- You may also wish to have partner pairs try to sequence Image Cards 7–12 as they retell the story.
- Remind students that “The Princess and the Pea” is a fairy tale and not real.

Introducing “Cinderella”

- Tell students that they are going to hear a fairy tale that was written long ago in France.
- Point to France on a world map. Tell students that *long ago* France had kings and queens. *Now* France no longer has kings and queens; now France has a president.
- Distribute Instructional Master 6A-1: Response Card 5 (Cinderella) to each student.
- Help students identify Cinderella, the stepsisters, and the fairy godmother.

Picture Walk

- Tell students that the story they will hear is called “Cinderella.”
- Tell students that you will take a picture walk through some of the pictures in this story together.
- Ask students, “What do you call someone who draws the pictures for a story?”
 - the illustrator

- Ask students, “What do you call someone who writes the story?”
 - the author
- Tell students that the author of this story is Charles Perrault. You may wish to ask if they have heard other stories written by this author: “Sleeping Beauty,” “Puss in Boots,” “The Three Wishes,” “Little Red Riding Hood.”



◀ **Show image 7A-2: Cinderella listening to her stepsisters talking**

- Have students point to Cinderella and her stepsisters.
- Ask how each of these characters might be feeling.



◀ **Show image 7A-8: Cinderella in a glittering gown**

- Have students point to Cinderella. Ask what has changed about Cinderella.
- Point to the fairy godmother. Ask students, “Who do you think this woman is?”
 - She is Cinderella’s fairy godmother.
- Tell students to listen to find out where Cinderella is going to go in her dazzling gown.

Vocabulary Preview

Cinders

1. In this story you will hear that Cinderella would often sit by herself next to the fireplace among the ashes and *cinders*.
2. Say the word *cinders* with me three times.
3. Cinders are small bits of burned wood or coal from the fireplace.
4. Cinderella got her name because she slept near the cinders, which made her skin and clothes dirty. [Pass around pieces of coal or chalk so that students can see how easily cinders can stain, or smear onto, their fingers.]
5. What would happen if you slept among—or with—the cinders? Would it be easy or hard to keep yourself clean? Would it be a pleasant and nice place to sleep?



Fairy Godmother

◀ Show image 7A-4: Fairy godmother

1. In this story you will meet a character called the *fairy godmother*.
2. Say the words *fairy godmother* with me three times.
3. A fairy godmother is an imaginary, or make-believe, woman with magical powers.
4. With a touch of her wand, the fairy godmother changed Cinderella's dirty and soiled clothes into a beautiful dress.
5. Fairy godmothers have magical powers. If you had a fairy godmother, what would you like her to do for you?

[Have students share with their partner. Call on two volunteers to share.]

Purpose for Listening

Tell students they are going to hear a fairy tale called “Cinderella.” Tell them to listen carefully to find out what happens to Cinderella.

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

- ✓ Describe the characters, setting, and plot of “Cinderella”
- ✓ Demonstrate familiarity with “Cinderella”



Cinderella

◀ Show image 7A-1: Cinderella scrubbing floor

[You may wish to begin this story at the second sentence by adding “Once upon a time, a little girl’s stepmother . . .”]

Once upon a time, a little girl’s father married a new wife.

The little girl’s stepmother forced her to do the hardest and dirtiest work in the house, while the stepsisters did nothing.

[Pause and ask students whether they think this situation is fair to Cinderella.]

When her work was finally done, she would sit, tired and alone, on the **hearth** by the fireplace, among the ashes and **cinders**. And so she came to be called “Cinderella.”

[Define *cinders* as small bits of burned wood or coal from the fireplace. You may wish to show how cinders are able to make things dirty by bringing in pieces of coal or using chalk to show how they can smear and are able to stain clothes and skin.]



◀ Show image 7A-2: Cinderella listening to her stepsisters talking

Cinderella’s stepsisters had fine rooms with soft beds and thick carpets and mirrors so large that they might see themselves at full length from head to foot. But poor Cinderella had to sleep on the floor next to the fire.

[Pause and ask students whether they think this situation is fair to Cinderella.]

Yet she bore it all patiently, and did not complain to her father, for his new wife ruled him entirely.

[Explain that Cinderella’s stepmother ruled the father and he chose not to speak up when the stepmother was treating Cinderella badly.]

One day, the king’s son, the prince, announced that he was going to hold a ball.

[Define *ball* as a fancy party with dancing; this is different from the ball that children play with.]

The stepsisters shrieked with excitement at the announcement. All the young ladies in the kingdom were invited to the palace for a grand evening of dancing and **merriment**.

[Define *merriment* as having fun; it is made up of the word *merry*, which means happy. Remind students they learned about the word *merry* in “Old King Cole.”]

For days the stepsisters primped in front of their mirrors and talked of nothing else.

[Define *primped* as trying out special clothes and trying out different hairstyles for a special occasion, such as the ball.]



◀ **Show image 7A-3: Stepsisters snapping at Cinderella**

The stepsisters snapped at Cinderella, “You must help us get ready for the ball. Clean our shoes! Comb our hair! Hurry!”

[Ask students whether this is a nice way to ask for help. Ask students what would be a better way to ask for help.]

Cinderella helped her stepsisters without complaining. Silently, however, she longed to go to the ball and imagined herself dancing in the arms of the prince.

At last the day came. The stepsisters and their mother left for the palace.

[Have students tell their partner how they think Cinderella felt when her stepsisters and stepmother left. Allow fifteen seconds for students to talk. Call on two students to share.]

Cinderella watched them as long as she could. When she had lost sight of them, she began to cry, so miserable and alone did she feel.



◀ **Show image 7A-4: Fairy godmother**

But Cinderella was not alone after all, for she heard a gentle voice ask, “What’s the matter, dear?”

She looked up and saw a woman with a kind face.

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

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

“Then it shall be so!” said the woman, for she was, you see, Cinderella’s fairy godmother.



← **Show image 7A-5: Cinderella in a pumpkin patch**

“Now run into the garden,” she said to Cinderella, “and bring me a pumpkin.” Cinderella went immediately to the garden, though she could not imagine what a pumpkin had to do with going to the ball. She watched her fairy godmother scoop out the inside of the pumpkin, leaving only the rind.

[Define *rind* as the outside skin of a fruit or vegetable.]

“Now, dear,” said the fairy godmother, “bring me the mouse trap from the house.” Cinderella brought the trap, which had six live mice in it. “Open the door of the trap, dear,” said the fairy godmother. Then, as each mouse scurried out, she gave them, and the pumpkin rind, a tap with her wand.



← **Show image 7A-7: Cinderella and the fairy godmother surrounded by white light**

Suddenly, Cinderella was surrounded by bright, white light as she watched the pumpkin rind turn into a dazzling coach lined with satin and the six mice turn into a fine set of six horses, all a beautiful mouse-colored gray. The fairy godmother even turned a big rat nearby into a coachman to drive the coach.

[Define *coach* as a fancy car. Explain that long ago a coach needed horses to pull it and a coachman to make sure the horses went in the right direction.]



← **Show image 7A-6: Coach**

“Well,” said the fairy godmother with a smile, “are you pleased? Are you ready to go to the ball?”

Mid-story Check-In

1. *Literal* Who are the characters you have met so far in this story?
 - I have met Cinderella, the stepmother, the two stepsisters, and the fairy godmother.
2. *Inferential* Where are the stepsisters and stepmother going? Why does this make Cinderella sad?
 - The stepsisters and stepmother are going to the prince’s ball. Cinderella is sad because she is all alone, and she also really wants to go to the ball.

3. *Literal* Who comes to help Cinderella so that she can attend the ball? What does she do for Cinderella?
- The fairy godmother comes to help Cinderella by turning a pumpkin into a coach, six mice into horses, and a rat into a coachman.
4. *Evaluative* Do you think Cinderella is ready to go to the ball now? Why or why not?
- Answers may vary.

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



◀ **Show image 7A-8: Cinderella in a glittering gown**

Her godmother laughed and, with a touch of her wand, changed Cinderella’s **tattered** clothes into a glittering gown of gold and silver.

[Define *tattered* as torn and very worn out. Explain that now Cinderella’s clothes are new and sparkling.]

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

[Have students briefly discuss with their partner the change they see in Cinderella’s appearance. Have them talk about how Cinderella might be feeling now. Allow thirty seconds for students to talk. Call on two partner pairs to share.]

Cinderella stepped into the coach. But before she left, her fairy godmother gave her this warning: “Do not stay at the ball after midnight, not even for a moment! When the clock strikes twelve, the coach will once again be a pumpkin; the horses, mice; the coachman, a rat; and your gown, the same old clothes you had on.”

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



◀ **Show image 7A-9: Cinderella dancing with the prince**

At the palace, the prince heard that a great princess had arrived, but no one knew who she was. So he went to meet her, and gave her his hand, and led her into the great ballroom filled with people. As they entered, a hush fell upon the room. The dancers stopped dancing; the musicians stopped playing. Everyone stood still just to look upon the beauty of the unknown newcomer.

The prince asked Cinderella to dance with him. They danced together once, then twice, then again and again. Cinderella's face shone with happiness. Everyone at the ball looked on in admiration—everyone, that is, but the two jealous stepsisters, who glared at the lovely lady, though they had no idea they were glaring at Cinderella!

[Remind students they learned the word *glared* in “King Midas and the Golden Touch.” Have them pretend they are glaring like the stepsisters.]

How quickly time slips away when the heart is happy! As Cinderella danced again and again with the prince, she heard the great bell of the palace clock begin to toll or ring: *one . . . two . . . three . . .*



◀ **Show image 7A-10: Cinderella running from the ball**

“Oh!” she gasped. “The clock! What time is it?”

The prince answered, “Midnight.”

[Ask students if they remember what would happen at midnight. Call on a volunteer to share.]

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

At the foot of the staircase she **stumbled**; one of her glass slippers fell off! But Cinderella could not stop. Already the clock had sounded its eleventh stroke. As she leapt breathlessly out of the castle into the darkness, she heard the clock sound the last stroke of midnight, and felt her smooth gown turn into the rough cloth of her real clothes.

Her dazzling coach had turned back into a pumpkin, so she ran home alone. When she got there, she was out of breath, and climbed the stairs to her cold attic room. Then she noticed: she was still wearing one glass slipper!



◀ **Show image 7A-11: Prince holding slipper**

Now, when Cinderella had run from the palace, the prince had raced after her. And though he had not been able to catch her, he did find, at the bottom of the staircase, the glass slipper that had fallen off her foot.

And that is why, the very next morning, the sound of trumpets woke the kingdom, and the prince announced that he would marry the woman whose foot fit the glass slipper. The prince sent men to try the slipper on the foot of every woman in the land.

[Have students tell their partner if they think the prince's idea is a good one. Allow fifteen seconds for students to talk. Call on two volunteers to share.]

From house to house they went, trying the slipper on foot after foot.

But on one foot the slipper was too long; on another, too short; on another, too wide; on another, too narrow.

[Repeat this sentence using hand motions to show *too long*, *too short*, *too wide*, *too narrow*.]



◀ **Show image 7A-12: Stepsister trying on slipper**

And so it went until at last they came to the house of Cinderella and her stepsisters. One by one, the stepsisters squeezed, pinched, and pushed, but the slipper would not fit.

[Ask students if the stepsisters were able to fit into the glass slipper.]

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

“You!” the stepsisters cried. “Go back to the cinders where you belong!”



◀ **Show image 7A-13: Cinderella trying on the glass slipper**

But one of the prince's men said that he had orders to try the slipper on every woman in the kingdom. He placed the slipper on Cinderella's foot—and it fit perfectly! The stepsisters' mouths dropped open in astonishment. And they were even more shocked when, from her pocket, Cinderella drew forth the other glass slipper.

And now the stepsisters recognized Cinderella as the beautiful lady they had seen at the ball. They threw themselves at her feet and begged her pardon for all of the ways they had treated her so badly. Cinderella was so kind-hearted that she forgave them and embraced them.

Later, after Cinderella married the prince, she even invited her stepmother and stepsisters to live at the palace. And there, Cinderella and the prince lived happily ever after.

Comprehension Questions

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

1. *Literal* What is the title of this fairy tale?
 - The title of this fairy tale is “Cinderella.”
2. *Literal* Who is the main character in this story?
 - Cinderella is the main character in this story.
3. *Inferential* How did Cinderella get her name?
 - Cinderella got her name because she would sleep on the floor next to the fireplace that had ashes and cinders.
4. *Inferential* How did Cinderella’s stepmother and stepsisters treat her?
 - Answers may vary, but should include that they were unkind and unfair to her.
5. *Inferential* Why did Cinderella leave the ball in such a hurry?
 - Cinderella left the ball in such a hurry because at midnight everything would turn back to the way it was: the coach would turn back into a pumpkin; the horses would turn back into mice; the coachman would turn back into a rat; and her gown would turn back into the tattered clothing she usually wears.
6. *Evaluative* Was this a happy ending for Cinderella? for the prince? for the stepmother and stepsisters?
 - Answers may vary.
7. *Evaluative* Which parts of this story could be real or could really happen?
 - Some people can really be treated unfairly. People can really go to a ball.

Which parts of this story are make-believe or fantasy?

- The fairy godmother turning a pumpkin into a coach, mice into horses, a rat into a coachman, and Cinderella’s tattered clothing into a gown is fantasy.

Sentence Frames

Would you forgive them for being so mean to you? (Yes/No)

I would say . . .

If I were Cinderella, I would . . . because . . .

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

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

8. *Evaluative Think Pair Share* If you were Cinderella, how would you react to the stepsisters at the end of the story?
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Tattered

1. In the read-aloud you heard, "[Cinderella's fairy] godmother laughed and, with a touch of her wand, changed Cinderella's *tattered* clothes into a glittering gown of gold and silver."
2. Say the word *tattered* with me three times.
3. *Tattered* describes any object that is torn or worn out, such as a piece of fabric or clothing.
4. Cinderella only had one dress to work in; it was tattered, full of holes, and had thread hanging off it.
5. [Show students the tattered objects you have prepared.] Tell me about what you see. Try to use the word *tattered* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "The _____ is tattered."]
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 things. If what I describe is something torn or worn out, say, “_____ is tattered.” If what I describe is in good condition, say, “_____ is not tattered.”

- an old blanket with holes
 - An old blanket with holes is tattered.
- a bright, new rug
 - A bright, new rug is not tattered.
- a pair of pants with many holes
 - A pair of pants with many holes in it is tattered.
- a brand-new shirt
 - A brand-new shirt is not tattered.
- a book that is falling apart and is missing pages
 - A book that is falling apart and missing pages is tattered.



Complete Remainder of the Lesson Later in the Day



Cinderella

6_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Definition Detective: Ball

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. In the read-aloud you heard the word *ball* in the following sentence:
“One day, the king’s son, the prince, announced that he was going to hold a *ball*.”
2. With your partner, think of as many meanings for *ball* as you can, or discuss ways you can use the word *ball*.
3. [Show Poster 3M (Ball).] Which picture shows the way *ball* is used in the story?
 - one
4. *Ball* can also mean other things. *Ball* can mean a sports game that uses a ball. Which picture shows this?
 - three
5. *Ball* can also mean a round object. Which picture shows this?
 - two
6. Did you or your partner think of any of these definitions?
7. Now quiz your partner on the different meanings of *ball*. For example you could say, “You use me to play basketball. Which *ball* am I?” And your partner should hold up two fingers to show that you meant a round object.

↔ Syntactic Awareness Activity

What's the Better Word? Stumble, Step

Note: Although the focus of this activity is on word meanings, students will gain practice in syntax as they respond in complete sentences.



◀ Show image 7A-10: Cinderella running from the ball

1. In the story you heard, “[Cinderella] turned and, fast as a deer, ran out of the ballroom, down a long hallway, then down a long staircase. At the foot of the staircase she *stumbled*; one of her glass slippers fell off!”
2. When you stumble, that means you trip and almost fall over.
[Pantomime stumbling.]

What did Cinderella do on the staircase as she was running away?

- Cinderella stumbled on the staircase.
3. Here is another word that has to do with movement, but it is different from *stumble*.

Step means to move from one place to another by moving your feet up and down. For example, Josie carefully and quietly steps across the room so she does not wake up her baby sister.

Directions: Let’s practice using these words: *stumble* and *step*. First I will say a sentence. Then I will give you two words to choose from. If you think the first word is the better word, stand up. If you think the second word is the better word, stay seated. If I call on you to explain your decision, use a complete sentence.

1. Marco was not paying attention and he tripped over a small crack in the sidewalk. Would you say Marco *stumbled* over a small crack in the sidewalk or *stepped* over a small crack in the sidewalk? (*stumbled*/stand up)
 - Marco stumbled over a small crack in the sidewalk.
2. Sarai’s shoelaces are untied, and she almost falls down as she is running. Does Sarai *step* or *stumble* as she is running? (*stumble*/stay seated)
 - Sarai stumbles as she is running.

3. Ms. Phillips asks John to go behind Roberto in the line. Does John *stumble* behind Roberto or *step* behind Roberto? (step/stay seated)
 - John steps behind Roberto.
4. During hide-and-seek, the children quietly move to their hiding spots. Do the children quietly *step* to their spots or *stumble* to their spots? (step/stand up)
 - The children quietly step to their spots.
5. Melissa is paying attention while she is walking on grass and sees a large rock. Will she *stumble* over the rock or *step* over the rock? (step/stay seated)
 - Melissa will step over the rock.

Vocabulary Instructional Activity

Word Work: Announced

1. In the story, you heard, “The prince *announced* that he was going to hold a ball.”
2. Say the word *announced* with me three times.
3. *Announced* means to say something official or important and to say it so that everyone hears it and understands it.
4. After the prince found Cinderella’s glass slipper, he announced that he would marry the woman whose foot fit the glass slipper.
5. Have you ever heard something being announced? Tell your partner what the announcement was about.

[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I heard _____ announce that . . . ”]

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

Use an *Acting and Sharing* activity for follow-up. Directions: Pretend that you are a member in a royal family and everyone in the kingdom is waiting for you to announce something. What would you announce?

[You may wish to have students make their announcements using a megaphone or microphone. If applicable, you may wish to implement the announcements of the students who are the king or queen for the day.]

10 End-of-Lesson Check-In (Instructional Master 6B-1)

Cinderella

- Hold up Image Cards 13–21 in order and ask the class to describe what is happening in each illustration. Encourage students to use domain vocabulary and words such as *first*, *next*, *then*, *after that*, and *finally*. For the first Image Card, begin retelling the story with the phrase “Once upon a time.” For the final Image Card, end the story with “happily ever after.” Explain that many fairy tales begin with the phrase “once upon a time,” and end with the phrase “happily ever after.”
- Provide each student with Instructional Master 6B-1, a blank piece of paper, scissors, and glue or tape. Explain to students that this worksheet has pictures of events, or what happened, from “Cinderella.” Have students cut out the six pictures.
- Alternatively, you may wish to choose three pictures (beginning, middle, and end) for students to focus on.
- Next, have them think about what is happening in each picture. Students should then arrange the pictures in their correct order to show the proper sequence of events. Have students glue or tape the pictures on paper once they have been sequenced.
- As students complete this activity, have them work with their partner, in small groups, or with home-language peers to retell the story, referring to the sequenced pictures. Encourage them to begin their retelling with the phrase “once upon a time” and end with “happily ever after.”



Snow White and the Seven Dwarfs

7

Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the characters, setting, and plot of “Snow White and the Seven Dwarfs”
- ✓ Demonstrate familiarity with “Snow White and the Seven Dwarfs”

Language Arts Objectives

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

Students will:

- ✓ Recall facts from “Snow White and the Seven Dwarfs,” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RL.K.1)
- ✓ Interpret information to answer questions, make judgments, and express opinions about “Snow White and the Seven Dwarfs,” and identify a cause/effect relationship in the fairy tale, with prompting and support (RL.K.1)
- ✓ Listen to a variety of texts, including a fairy tale from Germany—“Snow White and the Seven Dwarfs” (RL.K.5)
- ✓ With prompting and support, describe the role of an author and illustrator (RL.K.6)
- ✓ With prompting and support, compare and contrast similarities and differences between the endings of different fairy tales (RL.K.9)
- ✓ Actively engage in the fiction read-aloud “Snow White and the Seven Dwarfs” (RL.K.10)
- ✓ Using a combination of drawing, dictating, and writing to narrate an alternate ending to a fairy tale (RL.K.3)

- ✓ Add drawings to alternate ending of fairy tale (SL.K.5)
- ✓ Identify multiple meanings of *fair*, and use them in appropriate contexts (L.K.4a)
- ✓ Identify real-life connections between words—*dwarfs*, *poisonous*, and *fair*—and their use (L.K.5c)
- ✓ Learn the meaning of common phrases such as “happily ever after” (L.K.6)

Core Vocabulary

fairest, *adj.* Most beautiful

Example: The kind and lovely princess was the fairest maiden in the land, because she was beautiful inside and out.

Variation(s): fair, fairer

peddler, *n.* A person who travels about selling goods

Example: The peddler went from house to house selling eggs.

Variation(s): peddlers

pity, *n.* Sorrow for someone

Example: Her voice was full of pity when she spoke to the hurt puppy.

Variation(s): none

rage, *n.* Anger

Example: When Rodolfo’s sister broke his robot, he was so full of rage his body shook!

Variation(s): rages

stomped, *v.* Walked heavily

Example: Felipe stomped his feet as he went up the stairs to his room.


Variation(s): stomp, stomps, stomping

Vocabulary Chart for Snow White and the Seven Dwarfs			
Core Vocabulary words are in bold . Multiple Meaning word activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	huntsman kingdom peddler queen stepdaughter stepmother	fairest pity <i>poisonous</i> rage recognized stomped truth vain	apple mirror mountains prince woods
Multiple Meaning	<i>dwarfs</i>	<u>fair</u>	
Phrases	Turned green with jealousy lived happily ever after	Beware of . . .	
Cognates		piedad reconoció vano(a)	montaña príncipe

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell it Again! Read-Aloud Anthology*.

1. 8A-1: Queen and magic mirror
2. 8A-2: Snow White playing outside
3. 8A-1: Queen and magic mirror
4. 8A-3: Huntsman lets Snow White go
5. 8A-4: Dwarfs' house
6. 8A-5: Seven dwarfs walking down path
7. 8A-6: Snow White with the dwarfs
8. 8A-7: Queen and magic mirror
9. 8A-8: Queen with apple
10. 8A-9: Queen taking bite of apple
11. 8A-10: Queen and magic mirror
12. 8A-11: Weeping dwarfs
13. 8A-12: Prince at dwarfs' house
14. 8A-13: Wedding
15. 8A-10: Queen and magic mirror
16. 8A-13: Wedding

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Story Review	Image Cards 13–21; Instructional Master 6B-1;	15
	Introducing “Snow White and the Seven Dwarfs”	Instructional Master 7A-1; world map	
	Vocabulary Preview: Dwarfs, Poisonous	images of poisonous things	
	Purpose for Listening		
Presenting the Read-Aloud	Snow White and the Seven Dwarfs		10
Discussing the Read-Aloud	Comprehension Questions	Response Card 6	10
	Multiple Meaning Word Activity: Fair	Poster 4M (Fair)	
 Complete Remainder of the Lesson Later in the Day			
Extensions	Happily Ever After	drawing paper, drawing tools	15
	Domain-Related Trade Book		

Advanced Preparation

For Story Review, use the sequence of events for “Cinderella” (Instructional Master 6B-1).

Prepare a copy of Instructional Master 7A-1 for each student. Refer to it as Response Card 6 (Snow White and the Seven Dwarfs). Students can use this Response Card for discussion, review, and to answer questions.

For the Vocabulary Preview, prepare a few pictures of poisonous things, such as poisonous plants, insects, and animals.

For the Domain-Related Trade Book, you may wish to introduce students to other versions of “Cinderella” or “Snow White and the Seven Dwarfs.” You may wish to read another fairy tale by Charles Perrault that has a royalty theme (e.g., “Sleeping Beauty” or “Puss in Boots”) or another fairy tale from the Brothers Grimm collection (e.g., “The Frog Prince” or “Snow White and Rose Red”).

Note to Teacher

In the story the queen, Snow White’s stepmother, is very jealous of Snow White’s beauty. You may wish to have a conversation with students about jealousy and how it can lead to anger and hurtful actions. For *Think*

Pair Share, students have the opportunity to think of alternative and constructive ways the queen could have acted toward Snow White.

For Presenting the Read-Aloud, you may wish to have half the class or one partner repeat the lines of the queen, and the other half of the class or the other partner repeat the lines of the mirror.

For Happily Ever After, you will help students make up their own ending to one of the fairy tales from this domain. Have a few alternate endings prepared to serve as examples.



Snow White and the Seven Dwarfs

7A

Introducing the Read-Aloud

15 minutes

Story Review

- Using their sequence of events for “Cinderella,” have students share the events of the story in partner pairs or in small groups. Have one student take a turn to say one event, and have the next student follow up with an event that happened next. Encourage the use of temporal words: *first*, *next*, *then*, *after that*, *later*, and *finally*. In particular, have students begin the story with the phrase, “once upon a time,” and end the story with the phrase, “happily ever after.”
- You may also wish to have partner pairs try to sequence Image Cards 13–21 as they retell the story.

Introducing “Snow White and the Seven Dwarfs”

- Tell students that they are going to hear a fairy tale that was told long ago in Germany.
- Point to Germany on a world map. Tell students that *long ago* Germany had kings and queens. *Now* Germany no longer has kings and queens; now Germany has a president.
- Distribute Instructional Master 7A-1: Response Card 6 (Snow White and the Seven Dwarfs) to each student.
- Have students identify Snow White and the seven dwarfs

Picture Walk

- Tell students that the story they will hear is called “Snow White and the Seven Dwarfs.”
- Tell students that you will take a picture walk through some of the pictures in this story together.
- Ask students, “What do you call someone who draws the pictures for a story?”
 - the illustrator
- Ask students, “What do you call someone who writes the story?”
 - the author

- Tell students that this story became famous because two brothers, called the Brothers Grimm, put this story in their book. You may wish to ask if they have heard other stories that became popular because of the Brothers Grimm: “Tom Thumb,” “Rapunzel,” “The Fisherman and His Wife,” “The Frog Prince.”



◀ **Show image 8A-1: Queen and magic mirror**

- Have students point to the queen.
- Ask how they know the woman in the picture is a queen.
- Tell students that the queen is Snow White’s stepmother. Explain that the queen is a vain woman who wants to be the most beautiful person in the kingdom. When she finds out that Snow White is more beautiful than she, the queen gets jealous and does mean things to Snow White.



◀ **Show image 8A-6: Snow White with the dwarfs**

- Have students point to Snow White and the seven dwarfs.
- Tell students to listen to find out how Snow White met these seven dwarfs.



◀ **Show image 8A-8: Queen with apple**

- Ask students what they see in the peddler’s hands. Explain that a peddler is someone who travels from place to place to sell things. Ask students what this peddler sells.
- Tell students to listen to find out what is different about this apple.

Vocabulary Preview

Dwarfs



◀ **Show image 8A-5: Seven dwarfs walking down path**

1. In this story Snow White will meet seven *dwarfs*.
2. Say the word *dwarfs* with me three times.
3. Dwarfs are very small people.
4. The dwarfs eat at a little table with little plates, little cups, and little spoons.
5. Choose one of the dwarfs to describe to your partner. See if your partner can identify the dwarf you describe.

Poisonous

1. In this story you will hear that the queen makes a *poisonous* apple.
2. Say the word *poisonous* with me three times.
3. *Poisonous* means that something is dangerous and harmful to living things.
4. We need to be careful of the poisonous things around us. If you see berries growing on a bush or mushrooms growing in the grass, you should not eat them because they might be poisonous.
5. [Show students the pictures of poisonous things you gathered in advance. Briefly discuss how each one is poisonous.]

Purpose for Listening

Tell students they are going to hear a fairy tale called “Snow White and the Seven Dwarfs.” Tell them to listen to find out what the queen wants to do to Snow White and what happens to Snow White.

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

- ✓ Demonstrate familiarity with “Snow White and the Seven Dwarfs”
- ✓ Describe the characters, setting, and plot of “Snow White and the Seven Dwarfs”



Snow White and the Seven Dwarfs

◀ Show image 8A-1: Queen and magic mirror

There once was a queen who was very beautiful, but she was very vain. The queen knew she was very beautiful, and she thought about her beauty all the time. She could not bear to think that anyone might be more beautiful than she.

The queen had a magic mirror, and she would look into it and say:

“Mirror, mirror on the wall,

*Who is **fairest** of us all?”*

[Have half the class repeat the queen’s lines.]

And the mirror would answer:

“You, Queen, are the fairest of us all.”

[Have the other half of the class repeat the mirror’s lines.]

And she was satisfied, for she knew the mirror spoke the truth.



◀ Show image 8A-2: Snow White playing outside

The queen’s stepdaughter was a darling little girl named Snow White. As Snow White grew up, she grew prettier and prettier, and when she was seven years old, she was more beautiful than the queen herself.



◀ Show image 8A-1: Queen and magic mirror

So one day, when the queen went to her mirror and asked:

“Mirror, mirror on the wall,

Who is fairest of us all?”

[Have half the class repeat the queen’s lines.]

The mirror answered:

“Though you are fair, O Queen, ’tis true,

Snow White is fairer still than you.”

[Have the other half of the class repeat the mirror’s lines.]

When the queen heard this, she turned green with jealousy, and from that moment her heart turned against Snow White.

[Explain that to “turn green with jealousy” means to really, really want what someone else has, even to the point of becoming angry. The queen wants to be the most beautiful and is upset because she is not.]



← **Show image 8A-3: Huntsman lets Snow White go**

One day she called for a huntsman and said, “Take the child into the woods and away from my kingdom. I never want to see her again!”

The huntsman took the child into the forest, but he took **pity** on Snow White. The huntsman felt sorry for Snow White and did not want to hurt her, so he told her to run away.



← **Show image 8A-4: Dwarfs’ house**

As the huntsman galloped away, poor Snow White found herself alone in the woods. She felt afraid and ran as long as her feet would carry her, until at last, as evening fell, she came upon a little house deep in the woods.

[Ask students to tell their partner what they think Snow White will do.]

She went inside to rest. Inside the house everything was very small, but as neat and clean as possible. By the wall stood seven little beds, side by side, covered with clean, white quilts. Nearby stood a little table, covered with a white cloth and set with seven little plates, seven knives and forks, and seven little drinking cups.

[Ask students how many people they think live in the house.]

Snow White was very hungry, but she didn’t want to eat anyone’s whole meal, so she took a little porridge and bread from each plate, and a little sip from each cup. After that, she felt so tired that she lay down on one of the beds and fell asleep.



← **Show image 8A-5: Seven dwarfs walking down path**

When it was quite dark, the owners of the little house came home. They were seven dwarfs, who worked every day in the mountains, digging with their picks and shovels for gold. When they had lit their seven candles, they saw that everything in the house was not the same as they had left it.

[Ask students, “What did the dwarfs think was different about their house?”]

They looked around and saw Snow White lying asleep in a bed. They all came running up with their candles, and said, “Oh, goodness gracious!” She was sleeping so peacefully that they did not wake her.



◀ **Show image 8A-6: Snow White with the dwarfs**

The next morning, Snow White woke and saw the seven dwarfs. They seemed quite friendly, so she told them how the queen had made her leave the kingdom, and how she had run the whole day long, until at last she had found their little house.

Then the dwarfs said, “If you will help us take care of the house, you may stay with us. We will make sure you have everything you need.”

[Ask students whether or not the dwarfs were nice to Snow White.]

Every morning, the dwarfs went to the mountain to dig for gold. When the dwarfs were away during the day, Snow White was alone in the house. The dwarfs warned her, saying, “Don’t let anyone in the house! Beware of the queen, for she may find out you are here.”

Mid-story Check-In

1. *Literal* Who are the characters you have met so far?
 - So far I have met the queen, Snow White, the huntsman, and the seven dwarfs.
2. *Inferential* Why did Snow White have to run away from the queen’s kingdom?
 - Snow White had to run away because the queen was jealous of her and wanted to hurt her.
3. *Inferential* Do you think the queen will find out Snow White is still alive?
 - Answers may vary.



◀ **Show image 8A-7: Queen and magic mirror**

Years passed and Snow White lived happily in the little house deep in the forest with the seven dwarfs.

Until one day, the queen went to her mirror and said:

*“Mirror, mirror on the wall,
Who is fairest of us all?”*

[Have half the class repeat the queen’s lines.]

And the mirror answered:

*“O Queen, you are of beauty rare,
But Snow White living in the glen
With the seven little men
Is a thousand times more fair.”*

[Have the other half of the class repeat the mirror’s lines.]

The queen gasped. She knew the mirror spoke the truth, and that Snow White must be still in the kingdom. She thought of a plan to get rid of Snow White.



◀ **Show image 8A-8: Queen with apple**

She went to a dark and secret room, and there she made a poisonous apple. It was so big, beautiful, and red that anyone who saw it would long for it; anyone who saw it would really want to take a bite of it. But whoever ate even a little piece of it would sleep forever.

Then the queen made herself look like a **peddler** who travels from place to place selling things, and she went across the seven mountains to the home of the seven dwarfs.

When she knocked at the door, Snow White looked out of the window to see who was there.

[Ask students whether or not she should let the peddler in.]

Snow White said, “I dare not let anyone in. The seven dwarfs told me not to.”

“All right, I’ll go,” said the old woman. “But here, let me give you one of my apples.”

[Ask students whether or not she should take the apple.]

“No,” said Snow White, “I’m not supposed to take anything.”



← **Show image 8A-9: Queen taking a bite of apple**

“Goodness, child, you act like the apples are poisoned!” said the old woman. “Look here, I’ll take a bite of this apple myself, all right?”

[You may wish to present the next section using a real, red apple.]

But the wicked queen had thought of everything: when she made the poisonous apple, she put the poison only in one side—the side that she held facing Snow White.

Snow White looked at the lovely apple and wanted it so much that when she saw the old woman take a bite of the other side—the side without the poison—Snow White could not resist. She stepped outside, took the apple, bit the poisonous part of the apple, and fell down as if she would never get up again.



← **Show image 8A-10: Queen and magic mirror**

When the queen went home, she rushed to her mirror and asked:

“Mirror, mirror on the wall,

Who is fairest of us all?”

[Have half the class repeat the queen’s lines.]

And the mirror answered:

“You are now the fairest of all.”

[Have the other half of the class repeat the mirror’s lines.]



← **Show image 8A-11: Weeping dwarfs**

The dwarfs came home and found Snow White lying there, as if dead. They lifted her up and looked for some way to help her, but they found nothing, and nothing they did helped the child. And they sat around her, all seven of them, and wept and cried.

Snow White lay in the dwarfs’ home for many years. All the while she never changed, but looked as if she were asleep. Her skin was still as white as snow, her lips were still as red as blood, and her hair was still as black as ebony.

[Repeat this description, pointing to the parts being described and emphasizing the description: white as snow; red as blood; black as ebony. Explain that ebony is a type of black wood that is used to make things like black piano keys and black chess pieces.]



◀ **Show image 8A-12: Prince at dwarfs' house**

Then one day a prince was riding through the woods. He stopped at the dwarfs' house. From there he could see the beautiful Snow White. She was so beautiful that he felt he wanted to take her back to his father's kingdom. As the prince gently lifted Snow White, a piece of poison apple came out of Snow White's throat!

Snow White sat up and cried, "Oh! What happened?"

The prince, full of joy, said, "I am a prince. Come with me to my father's castle and be my bride."

[Have students discuss with their partner whether or not Snow White should go with the prince and be his bride. Allow fifteen seconds for students to talk. Call on two partner pairs to share.]



◀ **Show image 8A-13: Wedding**

A splendid wedding was held for the prince and Snow White. Snow White's wicked stepmother, the queen, was invited to the wedding.



◀ **Show image 8A-7: Queen and magic mirror**

When she had dressed herself in beautiful clothes, she went to her mirror and asked:

"Mirror, mirror on the wall,

Who is fairest of us all?"

[Have half the class repeat the queen's lines.]

And the mirror answered:

"Though you are fair, O Queen, 'tis true,

The new bride is fairer still than you."

[Have the other half of the class repeat the mirror's lines.]

The queen screamed with anger.

[Ask students why the queen is so angry.]

At first, she thought she would not go to the wedding. Then she thought she had to go and see the new bride.



← Show image 8A-13: Wedding

When she saw the new bride, she recognized her as Snow White, and she was filled with a terrible **rage**; she was very, very angry. In a wild fury, she screamed and stomped her feet and jumped up and down, as though she were wearing red-hot shoes.

[Invite students to act this part out with you: stomp your feet, jump up and down as though you are wearing red-hot shoes.]

Then she ran far, far away, never to be seen again. And Snow White and the prince lived happily ever after.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

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

1. *Literal* What is the title of this fairy tale?
 - The title of this fairy tale is “Snow White and the Seven Dwarfs.”
2. *Literal* Who is the main character in this story?
 - Snow White is the main character in this story.
3. *Inferential* Why is the queen jealous of Snow White?
 - The queen is jealous of Snow White because the mirror said that Snow White is prettier than the queen.
4. *Inferential* What are two things the queen did to Snow White that were unkind?
 - The queen told a huntsman to take Snow White away from her kingdom. The queen poisoned Snow White with an apple.
5. *Literal* Were the dwarfs able to save Snow White after she had eaten the poisoned apple?
 - No, the dwarfs were not able to save Snow White.

How did Snow White come back to life?

- The prince lifted Snow White up and the piece of poisoned apple came out of Snow White’s throat.

6. *Evaluative* How does this fairy tale end?

- Snow White and the prince lived happily ever after.

Does this story have a happy ending for Snow White? The queen?
The prince? The dwarfs?

- Answers may vary.

7. *Evaluative* Which parts of this story could be real or could really happen?

- People can feel jealous and do mean things. People can work in the mountains to dig for gold. Peddlers can really sell apples.

Which parts of this story is make-believe or fantasy?

- A talking mirror is make-believe. Falling asleep for many years and coming back to life is make-believe.

8. *Evaluative* [Repeat the lines of the queen, and have students identify the rhyming words: *wall/all*. Repeat the lines of the mirror, and have students identify the rhyming words: *true/you*; *rare/fair*; *glen/men*.]

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

9. *Evaluative Think Pair Share:* In this story, the queen is very jealous of Snow White and decides to do mean things to Snow White. If you were the queen, how would you treat Snow White differently? Do you think if the queen treated Snow White in a nice way, she could also have lived happily ever after?

10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Sentence Frames

Would you treat Snow White differently if you were the queen? (Yes/No)

If I were the queen, I would . . .

If the queen . . ., she might be able to live happily ever after.

↔ Multiple Meaning Word Activity

Multiple Choice: Fair

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. In the story you heard the mirror say to the queen, “Though you are *fair*, O Queen, ’tis true, Snow White is fairer still than you.” Here *fair* means beautiful. Which picture shows this?
 - one
2. *Fair* also means other things. *Fair* also means treating everyone the same way; treating everyone equally. Which picture shows this?
 - three
3. A fair is also an event that has games, food, and rides. Which picture shows this?
 - two
4. Now that we have gone over the different meanings for *fair*, quiz your partner on these different meanings. Try to use complete sentences. For example, you could say, “We need to play this game by the rules so it is fair for everyone.” And your partner should respond, “That’s number three.”



Complete Remainder of the Lesson Later in the Day



Snow White and the Seven Dwarfs

7_B

Extensions

15 minutes

Happily Ever After

- Briefly review Flip Book images of the different fairy tales presented in this domain: “The Princess and the Pea,” “Cinderella,” and “Snow White and the Seven Dwarfs.”
 - Say to students, “Tell your partner what all three fairy tales have in common.” Allow thirty seconds for students to talk. Call on two volunteers to share.
 - Point out that the endings of all the fairy tales are similar—the princess and the prince live “happily ever after.”
 - Have students choose one of the fairy tales and think of a different “happily ever after” ending. [You may need to provide several examples of different endings.]
 - Have students draw their alternate ending. Choose a few students to dictate what they have drawn. Be sure to read to the students what you have written s.
- ✈ Above and Beyond: If they are able, have each student label or write a short sentence about his/her pictures.
- As students finish their drawings, group them into small groups according to the particular fairy tale they have chosen, and have them share their different endings. Encourage them to make comments about how their endings may be similar or different from each other.

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction and choose a fiction text about royalty.
- Alternatively, you may wish to choose to read another version of “Cinderella” or “Snow White,” or another fairy tale by Charles Perrault. You might also choose to read an adapted, child-friendly story from the collected works of the Brothers Grimm.

- Explain to students that the person who wrote the book is called the author. For example, the author of “Cinderella” is Charles Perrault. 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 on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion about the ways in which this book’s information relates to what they have learned.



Domain Review

DR

Note to Teacher

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

Core Content Objectives Addressed in This Domain

Students will:

- ✓ Describe what a king or queen does
- ✓ Identify and describe royal objects associated with a king or queen
- ✓ Indicate that kings and queens still exist today, but that there were many more kings and queens long ago
- ✓ Describe a royal family
- ✓ Describe that kings usually possess gold and other treasures
- ✓ Discuss the difference between valuing relationships with people and valuing wealth
- ✓ Describe the characters, settings, and plots of a given story
- ✓ Demonstrate familiarity with a given story or poem

Review Activities

Sequencing Events in “Snow White and the Seven Dwarfs”

Materials: Instructional Master DR-1; paper; scissors; glue or tape

Provide each student with Instructional Master DR-1, a blank piece of paper, scissors, and glue or tape. First have students cut out the small pictures. Then tell students to sequence the pictures according to the story. You may wish to choose three pictures to represent the beginning, middle, and end of the story and have students put those in order. Tell them to glue or tape their pictures in order on the blank page once they have checked their choices.

Have students retell the story with their partners, referring to the sequenced images to aid in their retelling.

Image Card Review for “Cinderella”

Materials: Image Cards 13–21

In your hand, hold Image Cards 13–21 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. Tell students that these images all have to do with the story of “Cinderella.” The student must then perform an action or give a clue about the picture s/he is holding. For example, for the image of the fairy godmother turning the pumpkin into a coach, a student may pretend to hold a wand and turn a round object into an imaginary coach. The rest of the class will guess which event is being described. Proceed to another card when the correct answer has been given.

Image Card Review for “Snow White and the Seven Dwarfs”

Materials: Image Cards 22–29

In your hand, hold Image Cards 22–29 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. Tell students that these images all have to do with the story of “Snow White and the Seven Dwarfs.” The student must then perform an action or give a clue about the picture s/he is holding. For example, for the image of Snow White and the huntsman, a student may pretend to look afraid as s/he runs off into the forest. The rest of the class will guess what event is being described. Proceed to another card when the correct answer has been given.



Above and Beyond: Compare/Contrast Venn Diagram

Materials: Chart paper

Tell students that together you are going to compare and contrast the stories of “Cinderella” and “Snow White and the Seven Dwarfs.” Explain to them that this means you will write down how the stories are the same and how they are different. On chart paper, draw either two columns or a Venn diagram, depending on the level of understanding in your class. Ask students how the stories are similar

- They both have princesses as main characters, princes, unfair treatment of the main characters, magic, happy endings, etc.

and how they are different?

- Cinderella has stepsisters, a fairy godmother, and a magic pumpkin; Snow White has dwarfs, a huntsman, and a magic mirror.

Write down what students say while reinforcing with rich vocabulary.

Riddles for Core Content

Materials: Response Cards 1–6

Ask students riddles such as the following to review core content. You may have students hold up the Response Card(s) that relate to the riddle.

- I searched through many kingdoms for a real princess. Who am I?
 - prince from “The Princess and the Pea”
- I felt bruised all over from sleeping on top of a pea that was hidden underneath a pile of mattresses. “Who am I?”
 - The real princess from “The Princess and the Pea”
- I am a king that loves counting my riches. Who am I?
 - King Midas or the king from “Sing a Song of Sixpence”
- I sit by the fireplace and the cinders get me dirty. Who am I?
 - Cinderella
- The fairy godmother turned me into a coach! What am I?
 - the pumpkin from “Cinderella”
- We tried to fit our feet into the glass slipper, but it would not fit! Who are we?
 - the stepsisters from “Cinderella”
- We flew out of a pie that was a gift to the king. Who are we?
 - blackbirds from “Sing a Song of Sixpence”
- The queen looks into me all the time and asks me who is the fairest, or most beautiful. What am I?
 - the magic mirror from “Snow White and the Seven Dwarfs”
- I made the queen very angry because the mirror said I was more beautiful than she was. Who am I?
 - Snow White
- We are very short and work in the mountains. Who are we?
 - the seven dwarfs

Kings and Queens Grab Bag

**Materials: Various objects for each read-aloud; opaque bag;
Response Cards 1–6**

Place various objects related to the read-alouds in a bag (e.g., peas, coal/cinders, glass slipper, apple, dwarfs). Hold up each object, and ask students if they remember hearing about these objects. Ask them to match the objects with the read-alouds by holding up the corresponding Response Card(s).

Teacher Choice

Select a read-aloud to reread to students.



Domain Assessment

DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Kings and Queens*. The results should guide review and remediation the following day.

There are two 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. Part II of the assessment addresses the core content targeted in *Kings and Queens*.

10 Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and in the domain. First I will say the word, and then I will 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. **Kingdom:** A kingdom is the land that kings and queens rule over.
 - smiling face
2. **Crown Prince:** The crown prince will become the next king.
 - smiling face
3. **Rules:** Someone who rules has to listen to what everyone else says.
 - frowning face
4. **Royal:** Anyone is allowed to sit on the queen's royal throne.
 - frowning face
5. **Treasures:** Things that no one wants are called treasures.
 - frowning face
6. **Ball:** A ball is a fancy party with dancing.
 - smiling face
7. **Maid:** A maid does the housework around the palace.
 - smiling face

8. **Palace:** The royal family lives in a palace.
 - smiling face
9. **Dwarfs:** Dwarfs are very big and tall people.
 - frowning face
10. **Fairy godmother:** Fairy godmothers are real.
 - frowning face

Directions: I am going to read more sentences using other words you have heard and practiced. First I will say the word, and then I will 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.

11. **Spoiled:** When something is spoiled; it is ruined.
 - smiling face
12. **Dainty:** Dainty things are fancy, small, and pretty.
 - smiling face
13. **Graceful:** Bumping into everything as you walk is graceful.
 - frowning face
14. **Announce:** When you want to announce something, you whisper it softly so no one will hear.
 - frowning face
15. **Stumble:** To stumble means to almost fall over.
 - smiling face

10 Part II (Instructional Master DA-2)

Directions: Let's look at each picture in the row and see what story it represents: "King Midas and the Golden Touch," "Cinderella," "The Princess and the Pea," and "Snow White and the Seven Dwarfs." I am going to read a sentence about one of the stories to you. Circle the picture of the story my sentence is about.

1. Seven characters in this story are dwarfs.
 - Snow White and the Seven Dwarfs
2. The main character in this story was not satisfied with the gold he already had.
 - King Midas and the Golden Touch

3. The main character has a fairy godmother in this story.
 - Cinderella
4. The queen tested the girl to find out if the girl was a real princess.
 - The Princess and the Pea
5. The king turned his daughter into gold.
 - King Midas and the Golden Touch
6. The princess could not sleep because of a pea under all the mattresses.
 - The Princess and the Pea
7. The main character was poisoned by an apple.
 - Snow White and the Seven Dwarfs
8. The main character lost her glass slipper when she stumbled on the staircase.
 - Cinderella



Culminating Activities

CA

Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

You may choose to regroup students according to particular areas 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

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read a related trade book to review a particular concept; 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

Materials: Domain-related student websites

Pick appropriate websites from the Internet or from the websites listed in the Introduction for further exploration of the fairy tales covered in this domain keep: “The Princess and the Pea,” “Cinderella,” and “Snow White and the Seven Dwarfs.”

Videos of Today’s Royal Families

Materials: Short videos or pictures of contemporary royal families

Search the Internet for short videos or photographs of today’s royal families. Discuss with students how today’s royal families are similar and different from the royal families they have discussed in the domain.

You Were There: Kings and Queens

Have students pretend to be kings and queens or members of the royal family. Ask students to use what they have learned to imagine and then describe what they might see and hear as a king, queen, or member of the royal family. For example, a student may pretend to be a crown prince who will one day grow up to be king. Have students think about what they would need to learn and do in order to be king or queen one day.

Royal Tea Party

Tell students that kings and queens were expected to have perfect manners at all times. Review basic manners with students, such as saying please and thank you, and waiting patiently for a turn. Hold a class tea party in which students can sip water (“tea”) and munch on treats such as muffins or cupcakes (“crumpets”). Remind students to be on their best tea party behavior and use good manners.

Note: Be sure to check with your school’s policy regarding food distribution and allergies.

Kings and Queens Around the World

If you have chosen to do so, wrap up group research on the current royal family your class has chosen. You may wish to make a big poster about the royal family to show to the rest of the grade or school.

For Teacher Reference Only:

Instructional Masters for
Kings and Queens





Dear Family Member,

Your child will be learning about kings and queens at school. They will learn about the members of a royal family (king, queen, prince, princess) and the life of a royal family.

Below are some suggestions for activities that you can do at home to reinforce what your child is learning about kings and queens.

1. King Midas and the Golden Touch

You child will hear the story, “King Midas and the Golden Touch” (included with this letter). King Midas loved gold so much that he wished that everything he touched would turn to gold, and his wish came true! At the end of the story, King Midas realizes that his love for his daughter is more valuable than any amount of gold. Have your child retell this story using the pictures provided. You can use this story to discuss the importance and value of relationships with people over love of gold or money.

2. Old King Cole

Enjoy saying or singing their nursery rhyme with your child. Be sure to ask your child to teach you the motions to this rhyme!

*Old King Cole was a merry old soul,
And a merry old soul was he;
He called for his pipe, and he called for his bowl,
And he called for his fiddlers three.
Every fiddler had a very fine fiddle,
And a very fine fiddle had he.
Oh, there's none so rare as can compare
With King Cole and his fiddlers three.*



3. Read Aloud Each Day

Reading to your child will help him/her learn to read. The local library or your child's teacher may have a variety of books about kings and queens. Attached to this letter is a list of books about kings and queens.

Encourage your child to share with you the wonderful stories and nursery rhymes about kings and queens s/he has heard at school.

Recommended Resources for Kings and Queens

Trade Book List

1. *Amazing Grace*, by Mary Hoffman. Illustrated by Caroline Binch (Reading Rainbow Books, 1991) ISBN 978-0803710405
2. *Cinder Edna*, by Ellen Jackson. Illustrated by Kevin O'Malley (HarperCollins, 1998) ISBN 978-0688162955
3. *Cinderella*, by Charles Perrault. Illustrated by Loek Koopmans. Translated by Anthea Bell (North-South Books, 2002) ISBN 978-0735814868
4. *Kate Middleton: Real-Life Princess*, by Sarah Tieck (ABDO Publishing Company, 2011) ISBN 978-1617830204
5. *King Bidgood's in the Bathtub*, by Audrey and Don Wood (Harcourt Children's Books, 1985) ISBN 978-0152427306
6. *King Midas and the Golden Touch*, by Charlotte Craft. Illustrated by K.Y. Craft (HarperCollins, 2003) ISBN 978-0060540630
7. *The King Who Rained*, by Fred Gwynne (Aladdin, 1988) ISBN 978-0671667443
8. *The Kite Princess*, by Juliet Clare Bell. Illustrated by Laura-Kate Chapman (Barefoot Books, 2012) ISBN 978-1846868306
9. *Max and Ruby's Midas*, by Rosemary Wells (Puffin, 2003) ISBN 978-0142500668
10. *Midnight: A Cinderella Alphabet*, by Stephanie Perkal. Illustrated by Spencer Alston Bartsch (Shen's Books & Supplies, 1997) ISBN 978-1885008053
11. *Mother Goose Remembers*, by Clare Beaton (Barefoot Books, 2006) ISBN 978-1846860034
12. *Prince Cinders*, by Babette Cole (Puffin, 1997) ISBN *Princess Grace*, by Mary Hoffman. Illustrated by Cornelius Van Wright and Ying-Hwa Hu (Dial, 1992) ISBN 978-0803732605
13. *The Princess and the Pea*, by Rachel Isadora (Puffin, 2009) ISBN 978-0142413937

14. *The Princess and the Pig*, by Jonathan Emmett. Illustrated by Poly Bernatene (Walker Childrens, 2011)
ISBN 978-0802723345
15. *Prince William: Real-Life Prince*, by Sarah Tieck (ABDO Publishing Company, 2011) ISBN 978-1617830228
16. *The Queen's Knickers*, by Nicholas Allan (Transworld Publishers, 2001) ISBN 978-0099413141
17. *Rapunzel*, by Rachel Isadora (Putnam Juvenile, 2008)
ISBN 978-0399247729
18. *The Rough-Face Girl*, by Rafe Martin (Puffin, 1998)
ISBN 978-0698116269
19. *The Royal Treasure Measure*, by Trudy Harris. Illustrated by Ivica Stevanovic (Lerner Publishing Company, 2012)
ISBN 978-0761368069
20. *Snow White and the Seven Dwarfs*, by Jacob and Wilhelm Grimm. Illustrated by Nancy Ekholm Burkert. Translated by Randall Jarrell (Square Fish, 1987) ISBN 978-0374468682
21. *Snow White in New York*, by Fiona French (Oxford University Press, USA, 1990) ISBN 978-0192722102
22. *Tea for Ruby*, by Sarah Ferguson, the Duchess of York. Illustrated by Robin Preiss Glasser (Simon & Schuster/Paula Wiseman Books, 2012) ISBN 978-1416954200
23. *The Twelve Dancing Princesses*, by Rachel Isadora (Puffin, 2009) ISBN 978-0142414507



Vocabulary List for Kings and Queens (Part 1)

This list includes many important words your child will learn about in *Kings and Queens*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ☐ advantages/disadvantages
- ☐ crown prince/princess
- ☐ kingdom
- ☐ prosperity
- ☐ reign
- ☐ royal
- ☐ rules
- ☐ servants
- ☐ gazed
- ☐ satisfied
- ☐ spoiled
- ☐ treasures
- ☐ fiddlers
- ☐ merry
- ☐ dainty

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 in your native language.

	Draw it
	Count the number of letters
	Find an example
	Tell a friend about it
	Act it out
	Make up a song using it



King Midas and the Golden Touch A Royal Greek Story



1 King Midas with his treasures.



2 King Midas speaking to a stranger. King Midas is not satisfied with his gold.



3 Everything King Midas touches turns to gold!



4 Marygold turned into a gold statue.



5 King Midas regrets making his wish.



6 King Midas said, "My dear child, you mean more to me than all the gold in the world!"



Directions: These six pictures show events from "King Midas and the Golden Touch." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order onto a piece of paper.





Directions: These six pictures show events from "King Midas and the Golden Touch." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order onto a piece of paper.



1



2



3

**4****5****6**





s/he has heard at school.

1.



2.



3.



4.



5.



1.



2.



3.



4.



5.









Dear Family Member,

Your child will listen to several fairy tales related to kings and queens at school. Your child will hear:

- “The Princess and the Pea”
- “Cinderella”
- “Snow White and the Seven Dwarfs”

Below are some suggestions for activities that you can do at home to reinforce what your child is learning about kings and queens.

1. Now I Am King/Queen!

Ask your child, “What would you do if you were king or queen?” Encourage your child to tell you about the advantages and disadvantages of the life of a king or queen. Have your child make up new rules for the family as you write them down on the back of this page. This is a good opportunity to remind your child that a ruler needs to think about what is best for the whole kingdom (your family) and not just him/herself.

2. Royal Sayings: “It’s Good to Be King” and “The Golden Touch”

Your child will learn about these two sayings. Ask your child what these sayings mean. “It’s good to be king” means that it is great to be in charge and have everyone listen to you and do things for you.

“The golden touch” means that it is very easy for you to make money or that you are very good at anything you try (e.g., always scoring points in basketball or being very good at fixing things).

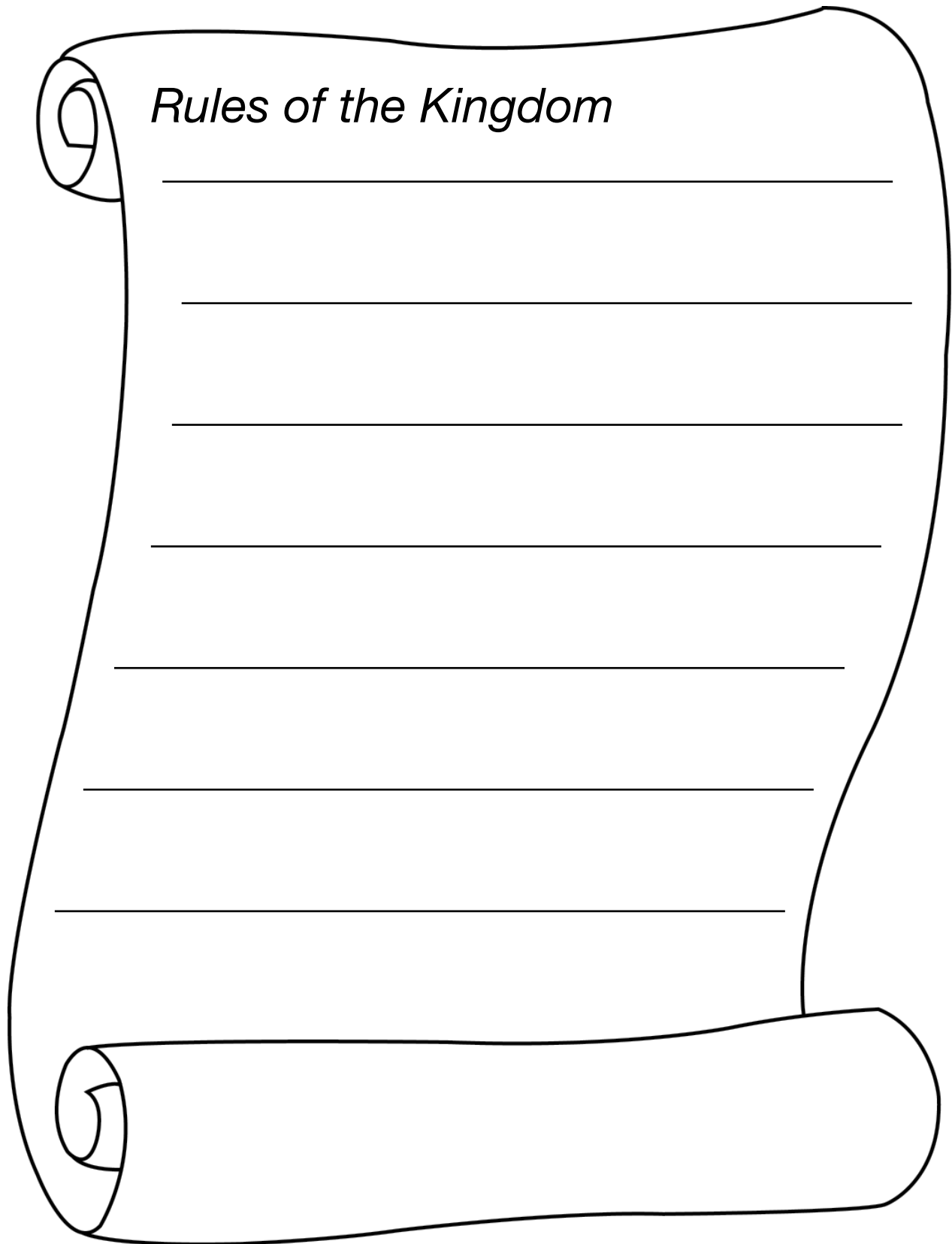
3. Happily Ever After

Encourage your child to make up his/her own fairy tale using the common phrases “once upon a time” to begin the story and “happily ever after” to end the story.

4. Read Aloud Each Day

Set aside time to read to your child every day. Please refer to the list of books sent home with the previous family letter, recommending books related to kings and queens.

Encourage your child to share with you the enjoyable fairy tales about kings and queens



Rules of the Kingdom






Vocabulary List for Kings and Queens (Part 2)

This list includes many important words your child will learn about in *Kings and Queens*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ☐ delicate
- ☐ graceful
- ☐ howled
- ☐ cinders
- ☐ hearth
- ☐ merriment
- ☐ stumbled
- ☐ tattered
- ☐ fairest
- ☐ peddler
- ☐ pity
- ☐ rage
- ☐ stomped

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 in your native language.

	Draw it
	Count the number of letters
	Find an example
	Tell a friend about it
	Act it out
	Make up a song using it

6A-1



5

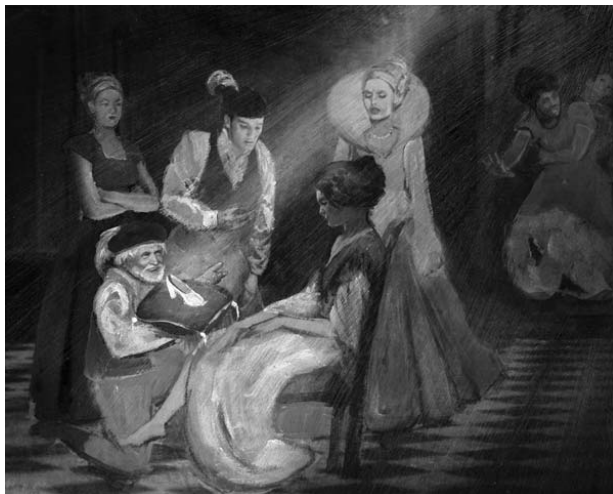
Directions: These six pictures show events from "Cinderella." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order on a piece of paper.





Directions: These six pictures show events from "Cinderella." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order on a piece of paper.

**1****2****3**

**4****5****6**



Name _____

Directions: These six pictures show events from "Snow White and the Seven Dwarfs." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order on a piece of paper.





Directions: These six pictures show events from "Snow White and the Seven Dwarfs." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order on a piece of paper.

**1****2****3**























4



5























6

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.



Directions: Listen to your teacher's instructions.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

11.	<input checked="" type="radio"/>	<input type="radio"/>
12.	<input checked="" type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input checked="" type="radio"/>
14.	<input type="radio"/>	<input checked="" type="radio"/>
15.	<input checked="" type="radio"/>	<input type="radio"/>

1.



2.



3.



4.



Directions: Circle the picture of the story your teacher's sentence is about.

5.



6.



7.



8.



1.



2.



3.



4.



Directions: Circle the picture of the story your teacher's sentence is about.

5.



6.



7.



8.



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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