



Fairy Tales

Tell It Again!™ Read-Aloud Supplemental Guide





Fairy Tales

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

Listening & Learning™ Strand

GRADE 1

Core Knowledge Language Arts®
New York Edition



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Preface to the Transition Supplemental Guide

This preface to the *Transition Supplemental Guide* provides information about the guide's purpose and target audience, and describes how it can be used flexibly in various classroom settings.

Please note: The *Supplemental Guides* for the first three domains in Grade 1 contain modified read-alouds and significantly restructured lessons with regard to pacing and activities. These early *Supplemental Guides* provided step-by-step, scaffolded instruction with the intention that students receiving instruction from teachers using the *Supplemental Guide* for the first part of the year would be ready to participate in regular Listening & Learning lessons, and that teachers who have used the *Supplemental Guide* for the first part of the year would be equipped with the instructional strategies to scaffold the lessons when necessary. This shift from the full *Supplemental Guide* to the *Transition Supplemental Guide* affords teachers more autonomy and greater responsibility to adjust their execution of the lessons according to the needs of their classes and individual students.

Transition Supplemental Guides for the remaining domains will still contain Vocabulary Charts and *Supplemental Guide* activities such as Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. However, the *Transition Supplemental Guides* do not have rewritten read-alouds and do not adjust the pacing of instruction; the pacing and read-aloud text included in each *Transition Supplemental Guide* is identical to the pacing and read-aloud text in the corresponding *Tell It Again! Read-Aloud Anthology*. We have, however, augmented the introductions and extensions of each lesson in the *Transition Supplemental Guides* so teachers have additional resources for students who need greater English language support. As a result, there are often more activities suggested than can be completed in the allotted time for the introduction or extension activities. Teachers will need to make informed and conscious decisions in light of their particular students' needs when choosing which activities to complete and which to omit. We strongly recommend that teachers preview the Domain Assessment prior to teaching this domain; this will provide an additional way to inform their activity choices.


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 *Transition Supplemental Guide* as their primary guide for Listening & Learning. Teachers may also choose individual activities from the *Transition Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*. For example, teachers might use the Vocabulary Instructional Activities, Syntactic Awareness Activities, and modified Extensions 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 *Transition 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.

Transition Supplemental Guide Contents

The *Transition Supplemental Guide* contains tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. The Domain Assessments and Family Letters have been modified. In some instances, the activities in the Extensions as well as the activities in the Pausing Point, Domain Review, and Culminating Activities have been modified or rewritten. Please refer to the following sample At a Glance Chart to see how additional support is communicated to the teacher.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Introductory Content	[Additional materials to help support this part of the lesson will be listed here.]	[A brief explanation about how the material can be used.]
Vocabulary Preview	[There will be one or two vocabulary preview words per lesson.]	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Note: It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions, especially before a central or difficult point is going to be presented (e.g., While we are reading this part of the read-aloud, I want to you think about . . .) and supplementary questions (e.g., Who/What/Where/When/Why literal questions) to check for understanding.		
Title of Read-Aloud	[Materials that may help scaffold the read-aloud will be listed here.]	
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Extension Activities	[Additional Extension activities may include a Multiple Meaning Word Activity, a Syntactic Awareness Activity, a Vocabulary Instructional Activity, and modified existing activities or new activities.]	

The additional materials found in the *Transition Supplemental Guide* afford students further opportunities to use domain vocabulary and demonstrate knowledge of content. The lessons of this guide contain activities that create a purposeful and systematic setting for English language learning. The read-aloud for each story or nonfiction text builds upon previously taught vocabulary and ideas and introduces language and knowledge needed for the next more complex text. The *Transition Supplemental Guide's* focus on oral language in the earlier grades addresses the language learning needs of students with limited English

language skills. These students—outside of a school setting—may not be exposed to the kind of academic language found in many written texts.

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 *prince*, *bread*, and *frog*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *deny*, *talent*, and *comforted*.
- 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 *enchanted*, *spell*, and *rapunzel*.

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

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words that often appear together (labeled *Phrases*); or have a Spanish word that

sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers should be aware of and model the use of these words as much as possible before, during, and after each individual lesson. The Vocabulary Chart could also be a good starting point and reference for keeping track of students' oral language development and their 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 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 focus on sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but they 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, interrelations between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

Vocabulary Instructional Activities

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 complex written texts. These activities support students' learning of Tier 2 words and deepen their knowledge of academic words and the connections of these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

English Language Learners and Students with Disabilities

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

English Language Learners

The *Transition Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) and to strengthen ELLs' understanding of the core content presented in the domains.

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 education setting.

Language Development Stage	Comprehension and Production	Accommodations and Support Strategies
Entering	<ul style="list-style-type: none"> • Produces little or no English • 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 gestures (e.g., point, nod) to indicate comprehension • Use lessons that build receptive and productive vocabulary, using illustrated pre-taught words • Use pre-taught words to complete sentence starters • Use simply stated questions that require simple nonverbal responses (e.g., “Show me . . . ,” “Circle the . . . ”) • Use normal intonation, emphasize key words, and frequent checks for understanding • Model oral language and practice formulaic expressions • Pair with another ELL who is 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
Emerging (Beginner)	<ul style="list-style-type: none"> • Responds with basic phrases • 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 manipulatives, visuals, realia, props • Use small-group activities • Use lessons that expand receptive and expressive vocabulary, especially Tier 2 vocabulary • Use illustrated core vocabulary words • Use pre-identified words to complete cloze sentences • 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 • Allow for longer processing time and for participation to be voluntary • Pair with another ELL who is 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

Transitioning (Intermediate)	<ul style="list-style-type: none"> • Speaks in simple sentences • Uses newly learned words appropriately • With appropriate scaffolding, able to understand and produce narratives • Has a much larger receptive than expressive vocabulary in English 	<ul style="list-style-type: none"> • Use more complex stories and books • Continue to focus on Tier 2 vocabulary • Introduce academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • 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 • Provide some extra time to respond • Pair with high-level English speakers for activities and discussions focused on the English language
Expanding (Advanced)	<ul style="list-style-type: none"> • Engages in conversations • Produces connected narrative • Shows good comprehension • Has and uses expanded vocabulary in English 	<ul style="list-style-type: none"> • Continue work with academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Use questions that require opinion, judgment, and explanation • Pair with native English speakers
Commanding (Proficient)	<ul style="list-style-type: none"> • Uses English that nearly approximates the language of native speakers • 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"> • Build high-level/academic language • Expand figurative language (e.g., by using metaphors and idioms) • Use questions that require inference and evaluation • Pair with students who have a variety of skills and language proficiencies

(Adapted from Hirsch and Wiggins 2009, 362–364; New York Department of Education 2013; 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 *Transition Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

Pacing

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

Goals and Expectations

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

Directions

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

Instruction Format and Grouping

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

Instructional Strategies

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

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

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Alignment Chart for Fairy Tales

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 Fairy Tales		Lesson								
		1	2	3	4	5	6	7	8	9
Core Content Objectives										
Demonstrate familiarity with specific fairy tales						✓				
Identify the fairy tale elements of specific fairy tales						✓				
Identify fairy tales as a type of fiction						✓				
Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings						✓				
Compare and contrast different adaptations of fairy tales				✓						
Note: The Language Arts Objectives in the Lessons may change depending on teacher’s choice of activities.										
Reading Standards for Literature: Grade 1										
Key Ideas and Details										
STD RL.1.1	Ask and answer questions about key details in a text.									
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction read-aloud					✓				
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships					✓				
STD RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.									
CKLA Goal(s)	Retell fiction read-alouds including key details, and demonstrate understanding of their central message or lesson					✓		✓		

Alignment Chart for Fairy Tales

Lesson

		1	2	3	4	5	6	7	8	9
STD RL.1.3	Describe characters, settings, and major events in a story, using key details.									
CKLA Goal(s)	Use narrative language to describe (orally or in writing) characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud	✓	✓	✓	✓			✓	✓	✓
Craft and Structure										
STD RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.									
CKLA Goal(s)	Identify words and phrases that suggest feelings or appeal to the senses	✓	✓	✓	✓	✓				
STD RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.									
CKLA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems, describing the differences between books that tell stories and books that give information	✓								
	Distinguish fantasy from informational or realistic text	✓	✓	✓		✓		✓	✓	✓
Integration of Knowledge and Ideas										
STD RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.									
CKLA Goal(s)	Talk about the illustrations and details from a fiction read-aloud to describe its characters, setting, or events	✓								
	Sequence four to six pictures illustrating events from a fiction read-aloud							✓		
STD RL.1.9	Compare and contrast the adventures and experiences of characters in stories.									
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single fiction read-aloud or between two or more fiction read-alouds		✓	✓				✓		
	Compare and contrast two or more versions of the same story read aloud (e.g., Cinderella stories) by different authors or from different cultures			✓						

Alignment Chart for Fairy Tales

Lesson

		1	2	3	4	5	6	7	8	9
Writing Standards: Grade 1										
Text Types and Purposes										
STD W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.									
CKLA Goal(s)	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure		✓							
STD W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.									
CKLA Goal(s)	Plan, draft, and edit a narrative retelling of a fiction read-aloud, with a title, characters, some details regarding the plot, the use of temporal words to signal event order, and some sense of closure	✓	✓						✓	✓
Production and Distribution of Writing										
STD W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.									
CKLA Goal(s)	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed		✓							✓
STD W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.									
CKLA Goal(s)	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers								✓	✓
Research to Build and Present Knowledge										
STD W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).									
CKLA Goal(s)	Participate in shared research and writing projects (e.g., group scientific research and writing)								✓	✓

Alignment Chart for Fairy Tales

Lesson

		1	2	3	4	5	6	7	8	9
STD W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.									
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud, and/or make connections among several read-alouds		✓	✓		✓			✓	
	With assistance, categorize and organize facts and information within a given domain to answer questions					✓				
Speaking and Listening Standards: Grade 1										
Comprehension and Collaboration										
STD SL.1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups.									
STD SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).									
CKLA Goal(s)	Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.					✓				
STD SL.1.1b	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.									
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age					✓				
STD SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.									
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud			✓		✓				
STD SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.									
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud					✓				


Alignment Chart for Fairy Tales

Lesson

		1	2	3	4	5	6	7	8	9
STD SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.									
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines, and/or what a speaker says about a topic		✓							✓
Presentation of Knowledge and Ideas										
STD SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.									
CKLA Goal(s)	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly				✓	✓			✓	✓
STD SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.									
CKLA Goal(s)	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings		✓						✓	✓
STD SL.1.6	Produce complete sentences when appropriate to task and situation.									
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation									✓
Language Standards: Grade 1										
Vocabulary Acquisition and Use										
STD L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.									
STD L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.									
CKLA Goal(s)	Provide examples of common synonyms and antonyms		✓							✓
STD L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).									
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at home that are cozy)									✓
STD L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.									
CKLA Goal(s)	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings							✓		

Alignment Chart for Fairy Tales

Lesson

Alignment Chart for Fairy Tales		1	2	3	4	5	6	7	8	9
STD L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).									
CKLA Goal(s)	Learn the meaning of common sayings and phrases	✓								
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)									
Additional CKLA Goals										
Prior to listening, identify what they know about a given topic		✓	✓		✓		✓		✓	
Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions				✓	✓	✓	✓	✓	✓	✓
Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation					✓					
Use frequently occurring conjunctions, such as <i>because</i> and <i>so</i>					✓	✓				
Identify new meanings for familiar words and apply them accurately						✓		✓		



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..



Fairy Tales

Transition Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching the *Fairy Tales* domain. The *Transition Supplemental Guide* for *Fairy Tales* contains nine daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 5. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than thirteen days total on this domain.**

Week One								
Day 1	#	Day 2	#	Day 3	🕒#	Day 4	Day 5	#
Lesson 1A: “Sleeping Beauty” (40 min.)		Lesson 2A: “Rumpelstiltskin” (40 min.)		Lesson 3A: “Rapunzel” (40 min.)		Lesson 4A: “The Frog Prince, Part I” (40 min.)	Lesson 5A: “The Frog Prince, Part II” (40 min.)	
Lesson 1B: Extensions (20 min.)		Lesson 2B: Extensions (20 min.)		Lesson 3B: Extensions (20 min.)		Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)	
60 min.		60 min.		60 min.		60 min.	60 min.	

Week Two									
Day 6	ⓧ #	Day 7	#	Day 8	ⓧ #	Day 9	#	Day 10	#
Pausing Point (40 min.)		Lesson 6A: “Hansel and Gretel, Part I” (40 min.)		Lesson 7A: “Hansel and Gretel, Part II” (40 min.)		Lesson 8A: “Jack and the Beanstalk, Part I” (40 min.)		Lesson 9A: “Jack and the Beanstalk, Part II” (40 min.)	
Pausing Point (20 min.)		Lesson 6B: Extensions (20 min.)		Lesson 7B: Extensions (20 min.)		Lesson 8B: Extensions (20 min.)		Lesson 9B: Extensions (20 min.)	
60 min.		60 min.		60 min.		60 min.		60 min.	

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

⑩ Lessons include Student Performance Task Assessments.

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

Lesson Implementation

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

It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions. To check for understanding—especially before a difficult point is to be presented—you might say, “While we are reading this part of the read-aloud, I want you to think about . . .,” or you could ask supplementary questions, such as Who/What/When/Where/Why literal questions.

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/entering ELLs, and an older student or adult volunteer may be a better arrangement for some students with disabilities. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

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

Graphic Organizers and Domain-Wide Activities

Several different organizers and domain-wide activities are included to aid students in their learning of the content in the *Fairy Tales* domain.

- Elements of Fairy Tales Anchor Chart (Instructional Master 1B-1)—Fill in this anchor chart for every fairy tale in this domain. You may wish to reproduce this chart on chart paper, a whiteboard, or a transparency. This chart shows the common elements of fairy tales and also displays a story’s setting, characters, and plot.

- Story Maps—Use the story maps for several fairy tales in this domain to help students keep track of what is happening in the story and to visually see how the story unfolds. Story maps are available for the following fairy tales:
 “Sleeping Beauty”—Instructional Master 1A-1
 “Rapunzel”—Instructional Master 3A-1
 “Hansel and Gretel”—Instructional Master 6A-1
 “Jack and the Beanstalk”—Instructional Master 8A-1
- Fantasy and Reality T-Chart (Instructional Master 2A-2)—This T-Chart will help students distinguish between elements of fantasy and reality in the fairy tales. This chart is to be used with Image Cards and students’ Fantasy and Reality Response Cards (Instructional Master 2A-1).
- Fairy Tales Comparison Chart (Instructional Master 2B-1)—Use this comparison chart to compare and contrast two different fairy tales or two versions of the same fairy tale.
- Comparing Settings and Characters Chart (Instructional Master 3B-2)—Use this comparison chart to compare the settings and characters from three fairy tales: “Sleeping Beauty,” “Rumpelstiltskin,” and “Rapunzel.”
- Writing Your Own Fairy Tale—Near the end of this domain, students will plan and write their own fairy tales. A Fairy Tale Planner (Instructional Master 8B-1) and a Fairy Tale Writing Page (Instructional Master 9B-1) are provided. Teachers are strongly encouraged to model how to fill in the Fairy Tale Planner before asking students to complete it on their own.
- Fairy Tales from Around the World—Invite students to bring in and/or share a fairy tale from their home culture. Display the storybooks in the classroom throughout this domain. Set aside time for students to tell about their fairy tales.
- Art and Drama Connections—You may wish to coordinate with the school’s art teacher to create an art project related to this domain (e.g., creating a storybook cover for one of the fairy tales, or making a backdrop for one of the scenes in a fairy tale). In addition, you may wish to coordinate with the school’s drama teacher to help your students perform one of the fairy tales in this domain.

Anchor Focus in Fairy Tales

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

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.1.3	<i>Writing Your Own Fairy Tale</i> — Students will plan and write their own fairy tales. Relevant academic language: <i>settings, characters, fantasy, problem, solution, title</i>
Language	L.1.1b	Use common and proper nouns
	L.1.1g	Use frequently occurring conjunctions (e.g., <i>because, so</i>)

Domain Components

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

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book** for *Fairy Tales*
- *Tell It Again! Image Cards* for *Fairy Tales*

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

Recommended Resource:

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

Why Fairy Tales Are Important

This domain will introduce students to fairy tales that have been favorites with children for generations. Students will learn about the elements of fairy tales that distinguish these stories from other types of fiction. They will also learn that fairy tales have the elements of character, plot, and setting that are found in other types of fiction. By becoming familiar with particular fairy tales, students will be able to add these tales to their repertoire of stories that they are able to retell orally. Reading these fairy tales will help first-grade students develop a strong foundation for the understanding of other fictional stories in later grades.

It is important to note that the content of some fairy tales might unsettle some children. For example, “Hansel and Gretel” depicts children in some potentially frightening situations. Although these versions of the stories have been adapted from the originals, the fairy tale still exemplifies bravery and heroism, literary concepts of good versus evil and suspense, and reinforcement of valuable life lessons (e.g., not talking to strangers). You may want to remind students periodically that, more than two hundred years ago, the Brothers Grimm thought these stories would be interesting for people to hear because they are about things that make people happy, sad, and sometimes afraid. It is also important to remind students that the stories themselves are fiction.

Please preview all read-alouds and lessons in this domain before presenting them to students, and feel free to substitute a trade book from the list of recommended trade books if you feel that doing so would be more appropriate for your students. You may wish to choose an analogous tale from the Modern, Nontraditional Adaptations trade book list. You may also wish to choose a tale or story that features strong female characters from the Strong Female Characters trade book list. As you read, use the same strategies that you have been using when reading the read-aloud selections in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book, lead students in a discussion as to how the story or information in the book relates to the read-alouds in this domain.

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

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

Nursery Rhymes and Fables

- Demonstrate familiarity with nursery rhymes and fables
- Describe the characters and events in nursery rhymes and fables

Stories

- Explain that fiction can be in many different forms, including folktales, trickster tales, and tall tales
- Identify the setting of a given story
- Identify the characters of a given story
- Identify the plot of a given story

Kings and Queens

- Describe a royal family
- Discuss the lessons in “Cinderella” and “Snow White and the Seven Dwarfs” that show that goodness prevails and is rewarded

Core Vocabulary for Fairy Tales

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

Lesson 1

enchanted
prick
spell
virtue
wisdom

Lesson 2

boasting
claim
clever
pity
succeed

Lesson 3

delight
dusk
longed
merciful
rage

Lesson 4

court
glee
retrieved
wailed
well

Lesson 5

contented
disgusting
enchantment
glared
scold

Lesson 6

comforted
daybreak
glittered
shocked

Lesson 7

cackled
creep
heaving
perched
wicked

Lesson 8

attic
fierce
precious
tremble
wringing

Lesson 9

barked
bellowing
bounding
gulped
rudely

In addition to this core vocabulary list, every lesson includes its own Vocabulary Chart. 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 the 2000 most common English words or part of the Dale-Chall list of 3000 words commonly known by Grade 4. 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 Sleeping Beauty			
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	enchanted fairy/fairies kingdom milkmaid spindle thorns	awakened* narrow rejoicing protect virtue winding wisdom* wise warning	angry burned castle king/queen/ princess soften <i>twelfth/thirteenth</i> undo
Multiple Meaning	hedge prick	feast <u>spell</u>	deep
Phrases	spinning wheel		
Cognates	encantado	proteger regocijo virtud festín	castillo princesa

References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. 2008. *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. New York: Guilford.
2. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus, OH: SRA/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 *Fairy Tales* domain, there are three types of comprehension questions.

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

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

Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.1.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.1.9) and Reading Standards for Informational Text 9 (RI.1.9).

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

Student Performance Task Assessments

In the *Transition Supplemental Guide* for *Fairy Tales*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Transition Supplemental Guide* with this icon: 10. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

Above and Beyond

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

Supplemental Guide

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

English language. *Supplemental Guide* activities are identified with this icon: ⇄

Recommended Resources for Fairy Tales

Trade Book List

The *Transition Supplemental Guide* includes a number of opportunities in Extensions, the Pausing Point, and the Culminating Activities for teachers to select trade books from the list below 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.

Original Anthologies

Note: These are large anthologies of the original fairy tales to show students the volume of the work of the Brothers Grimm.

1. *The Annotated Brothers Grimm (Bicentennial Edition)*, by Jacob Grimm and Wilhelm Grimm (W.W. Norton and Co., 2012) ISBN 978-3836526722
2. *The Fairy Tales of the Brothers Grimm*, by Jacob Grimm and Wilhelm Grimm (Taschen, 2011) ISBN 978-3836526722
3. *Grimm's Fairy Tales*, by Jacob Grimm and Wilhelm Grimm (CreateSpace Independent Publishing, 2012) ISBN 978-1480270251

Classic Adaptations

1. *The Frog Prince*, retold by Kathy-Jo Wargin and illustrated by Anne Yvonne Gilbert (Mitten Press, 2007) ISBN 978-1587262791
2. *Hansel and Gretel*, retold by Rika Lesser and illustrated by Paul O. Zelinsky (Puffin, 1996) ISBN 978-0698114074

3. *Hansel and Gretel*, by James Marshal (Puffin, 1994) ISBN 978-0140508369
4. *Hansel and Gretel*, by Cynthia Rylant and illustrated by Jen Corace (Hyperion Books for Children, 2008) ISBN 978-1423111863
5. *Jack and the Beanstalk*, retold by Carol Ottolenghi and illustrated by Guy Porfirio (Brighter Child, 2002) ISBN 978-1577683773
6. *Jack and the Beanstalk/Juan y los frijoles magicos*, retold by Carol Ottolenghi and illustrated by Guy Porfirio (Brighter Child, 2003) ISBN 978-0769638164
7. *Jack and the Beanstalk*, retold by E. Nesbit and illustrated by Matt Tavares (Candlewick, 2006) ISBN 978-0763621247
8. *Rapunzel*, retold and illustrated by Paul O. Zelinsky (Puffin Books, 2002) ISBN 978-0590386029
9. *Rumpelstiltskin*, by John Cech and illustrated by Martin Hargreaves (Sterling, 2008) ISBN 978-1402730665
10. *Rumpelstiltskin*, retold and illustrated by Paul O. Zelinsky (Puffin, 1996) ISBN 978-0140558647
11. *Sleeping Beauty*, retold by Mahlon F. Craft and illustrated by Kinuko Y. Craft (Chronicle Books, 2002) ISBN 978-1587171208
12. *Sleeping Beauty*, by Adele Geras and illustrated by Christian Birmingham (Orchard, 2004) ISBN 978-0439581806
13. *Sleeping Beauty*, retold by Martina Müller (Floris Books, 2001) ISBN 978-0863153426

Modern, Nontraditional Adaptations

1. *Claire and the Unicorn Happy Ever After*, by B.G. Hennessy and illustrated by Susan Mitchell (Simon & Schuster Books for Young Readers, 2006) ISBN 978-1416908159
2. *A Frog Prince*, by Alix Berenzy (Henry Holt and Co., 1991) ISBN 978-0805018486
3. *The Frog Prince (Early Reader: Princesses)*, by Sally Gardner (Orion Children's Books, 2012) ISBN 978-1444002447

4. *The Frog Prince, Continued*, by Jon Scieszka and illustrated by Steve Johnson (Puffin, 1994) ISBN 978-0140542851
5. *Hansel and Gretel*, adapted by Amanda Askew (QEB Publishing, 2010) ISBN 978-1595667908
6. *Hansel and Gretel*, retold and illustrated by Rachel Isadora (Putnam, 2009) ISBN 978-0399250286
7. *Jack and the Beanstalk*, retold by John Cech and illustrated by Robert Mackenzie (Sterling, 2008) ISBN 978-1402730641
8. *Jack and the Beanstalk*, by Nina Crews (Henry Holt, 2011) ISBN 978-0805087659
9. *Jack and the Giant Barbecue*, by Eric A. Kimmel and illustrated by John Manders (Amazon Children's Publishing, 2012) ISBN 978-0761461289
10. *Kate and the Beanstalk*, by Mary Pope Osborne and illustrated by Giselle Potter (Aladdin, 2005) ISBN 978-1416908180
11. *Lovabye Dragon*, by Barbara Joosse and illustrated by Randy Cecil (Candlewick, 2012) ISBN 978-0763654085
12. *The Princess and the Pig*, by Jonathan Emmett and illustrated by Poly Bernatene (Walker Children's, 2011) ISBN 978-0802723345
13. *Rapunzel*, retold by John Cech and illustrated by Fiona Sansom (Sterling, 2010) ISBN 978-1402769115
14. *Rapunzel*, by Sarah Gibb (Albert Whitman & Company, 2011) ISBN 978-0807568040
15. *Rapunzel*, retold and illustrated by Rachel Isadora (Putnam, 2008) ISBN 978-0399247729
16. *Rumpelstiltskin*, retold by John Cech and illustrated by Martin Hargreaves (Sterling, 2008) ISBN 978-1402730665
17. *Sleeping Beauty*, adapted by Amanda Askew and illustrated by Natalie Hinrichsen (QEB Publishing, 2010) ISBN 978-1595667915
18. *Sleeping Beauty (Early Reader: Princesses)*, by Sally Gardner (Orion Children's Books, 2012) ISBN 978-1444002423

19. *Tales from Around the World (Ten-Minute Bedtime Stories)*, by Graham Percy (Pavilion, 2012) ISBN 978-1843652076

Tales and Stories Featuring Strong Female Characters

1. *Not One Damsel in Distress*, collected and told by Jane Yolen and illustrated by Susan Guevara (Harcourt, Inc., 2000) ISBN 978-0152020477

Note: This is a collection of thirteen tales from around the world. The stories are slightly lengthy and contain only one picture. Some of the tales contain scenes that young children might find troubling. Please read through the tales carefully while choosing an appropriate one for your class. Make modifications and adjust the language of the stories, as necessary.

2. *The Paper Bag Princess*, by Robert Munsch and illustrated by Michael Martchenko (Annick Press, 2005) ISBN 978-0920236253
3. *The Princess Knight*, by Cornelia Funke and illustrated by Kerstin Meyer (Scholastic, Inc., 2001) ISBN 978-0439536301

Websites and Other Resources

Audio/Video Adaptations of Fairy Tales

1. *Hansel and Gretel: Opera in English* (by Englebert Humperdink, 2007) ASIN B000PMGSCW
2. *The Royal Ballet: Sleeping Beauty* (Tchaikovsky, 2008) ASIN B001B223UG
Preview: <http://www.youtube.com/watch?v=G5VPP7hKKo0>
3. *Sleeping Beauty*
<http://www.youtube.com/watch?v=i-HSPmPNCv8>
4. *Sleeping Beauty*
<http://www.youtube.com/watch?v=DK6h9-sMz-8>
5. *Hear a Story: Jack and the Giant Barbecue*, by Eric Kimmel
<http://ericakimmel.com/hear-a-story>

Teacher Resources

6. **Hansel and Gretel**
<http://bit.ly/Wpzo7s>
7. **Rapunzel**
<http://bit.ly/ZH3oCn>
8. **Sleeping Beauty**
<http://bit.ly/XAy3ya>
9. **Rumpelstiltskin**
<http://bit.ly/X9bEIA>
10. **Jack and the Beanstalk**
<http://bit.ly/XAxVyA>
11. **Elements of Fairy Tales**
<http://bit.ly/15ObJoc>



Sleeping Beauty

1

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the fairy tale “Sleeping Beauty”
- ✓ Identify the fairy tale elements of “Sleeping Beauty”
- ✓ Identify fairy tales as a type of fiction
- ✓ Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

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:

- ✓ Describe, orally or in writing, the setting, characters, facts, events, and elements of magic in “Sleeping Beauty” (RL.1.3, W.1.3)
- ✓ Describe how the thirteenth fairy feels when she is not invited to the feast using words and phrases that suggest feelings (RL.1.4)
- ✓ Distinguish fantasy from realistic text by explaining that certain events in the story could not have happened in real life (RL.1.5)
- ✓ Explain the meaning of the phrase “Land of Nod” and use in appropriate contexts (L.1.6)
- ✓ Prior to listening to “Sleeping Beauty,” identify orally what they know and have learned about fairy tales

Core Vocabulary

enchanted, *adj.* Under a magic spell

Example: Kate and Jack knew they were in an enchanted forest because there were jewels on the trees instead of leaves.

Variation(s): none

prick, *v.* To make a small hole or cut with something pointed or sharp

Example: After sharpening his pencils, Bryce was careful not to prick himself on the sharp ends.

Variation(s): pricks, pricked, pricking

spell, *n.* A word or group of words believed to have magic powers

Example: Addison pretended to cast a spell on her room so it would clean itself every day.

Variation(s): spells

virtue, *n.* Goodness

Example: The people in the land tell many stories of the virtue and kindness of the queen.

Variation(s): virtues

wisdom, *n.* Knowledge and sound judgment that gives you the ability to make good choices


Example: My grandmother is known for her wisdom and good advice.

Variation(s): none

Vocabulary Chart for Sleeping Beauty			
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	enchanted fairy/fairies kingdom milkmaid spindle thorns	awakened* narrow rejoicing protect virtue winding wisdom* wise warning	angry burned castle king/queen/ princess soften <i>twelfth/thirteenth</i> undo
Multiple Meaning	hedge prick	feast <u>spell</u>	deep
Phrases	spinning wheel		
Cognates	encantado	proteger regocijo virtud festín	castillo princesa

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allotted for that part of the lesson. You will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Domain Introduction	Artist sketch of the Brothers Grimm	Show students an artist's sketch of the Brothers Grimm, so students can see the authors.
	World map or globe	Help students locate the United States and the country of Germany, home to the Brothers Grimm.
	Flip Book images	Briefly peruse the Flip Book images with students to look for common fairy tale characters: princesses, princes, giants, witches, and animals that can talk.
What Do We Know?	[Optional] Image 1A-8	[Optional] If students have a difficult time understanding or responding to the <i>What Do We Know?</i> questions, consider rephrasing the questions to provide additional scaffolding. For example, show Image 1A-8 (Sleeping Beauty sleeping) and say, "This is Sleeping Beauty; she is the main character in the fairy tale, 'Sleeping Beauty.' What other fairy tales have you heard before?"
Essential Background Information or Terms	Image Card 1 (Spinning Wheel)	Show students an image of a spinning wheel. The spinning wheel appears in this read-aloud and in the next read aloud, "Rumpelstiltskin."
	[Optional] video about spinning yarn	[Optional] You may wish to introduce your students to the cloth making process using the six-minute video, "From Fleece to Loom," produced by Colonial Williamsburg, a living-history museum in Williamsburg, Virginia.
Vocabulary Preview: Twelfth/Thirteenth, Enchanted	Images 1A-2, 1A-6	
Purpose for Listening	Image Card 1 (Spinning Wheel)	Point out the spindle on the spinning wheel. The spindle is the stick-like tool where the thread or yarn goes after it is spun.

Exercise	Materials	Details
Presenting the Read-Aloud (15 minutes)		
Sleeping Beauty	Instructional Master 1A-1, chart paper, markers, tape	Create a story map for “Sleeping Beauty” to help students understand how the story unfolds over 100 years.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Wisdom		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Sayings and Phrases: The Land of Nod	Image 1A-8	
Multiple Meaning Word Activity: Spell	Poster 1M (Spell)	
Syntactic Awareness Activity: Conjunction <i>because</i>		
Vocabulary Instructional Activity: Awakened	chart paper, markers, tape, index cards	Create a Horizontal Word Wall for the word <i>awakened</i> .
Elements of Fairy Tales Chart: Sleeping Beauty	Instructional Master 1B-1, chart paper, markers, tape	Fill out an Elements of Fairy Tales Chart for “Sleeping Beauty.”
Take-Home Material		
Family Letter	Instructional Masters 1B-2–4	

Advance Preparation

Bring in an artist’s sketch of the Brother’s Grimm, and prepare a video about yarn spinning during colonial times [optional].

Create a Story Map for “Sleeping Beauty” using Instructional Master 1A-1 as a guide.

- ✈ Above and Beyond: Make copies of Instructional Master 1A-1 for students who are ready to complete this story map on their own.

For the Vocabulary Instructional Activity, create a Horizontal Word Wall by drawing a horizontal line from left to right on a large piece of chart paper. Write each of the following words or phrases on an individual index card: *awakened*, *deep sleep*, *wide awake*, *asleep*, *sleepy*, *sleeping*, and *waking up*.

For the Elements of Fairy Tales Chart, reproduce Instructional Master 1B-1 (Elements of Fairy Tales Chart) on chart paper. As a class, fill in this chart with information from “Sleeping Beauty.”

✈ Above and Beyond: Make copies of Instructional Master 1B-1 for students who are ready to complete this chart on their own.

Notes to Teacher

Students may be familiar with a version of “Sleeping Beauty” from television or film that differs from the classic version in the read-aloud. Recognize all student contributions to discussions of “Sleeping Beauty,” and treat information gathered from television or film versions the same as you would a trade book version of the same story.

Find a video on yarn spinning by going to the website listed below. Select the *Vodcast* category on the menu on the left-hand side of the page. Select the video “From Fleece to Loom.” After you click on the video, it will display at the top of the page.

<http://www.history.org/media/videoplayer>



Sleeping Beauty

1A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

Domain Introduction

10 minutes

Tell students that over the next couple of weeks they will be listening to stories called fairy tales. Explain that *tale* is another word for *story*, and that many fairy tales, including the one they'll hear today, were collected long ago by two brothers named Jacob and Wilhelm Grimm. They are often called the Brothers Grimm.

As you point to Germany on a world map, tell students that the brothers lived in a country called Germany, and many of the stories that we now know as fairy tales had been told orally for many years in their country and in other countries, too. The brothers decided to write the stories down and make a book out of them. You may wish to show students a copy of a complete Anthology of the fairy tales collected by the Brothers Grimm so they can get a sense of the size of the work. (Refer to the list of recommended resources included in the Introduction.) The brothers thought the book would be interesting because the stories are about things that make people happy, sad, and sometimes afraid.

Explain to students that now, more than two hundred years later, people all over the world are still reading the fairy tales that the brothers collected for their book. Tell students that their parents and grandparents probably heard some of these stories when they were young. Tell students they may have heard some of these fairy tales before, but some may be completely new to them.

Tell students that they will be learning what makes fairy tales different from other kinds of stories. They will hear tales about characters including princesses, princes, giants, witches, and even animals that can talk. Explain that although some of the things that happen in fairy tales could happen in their own lives, many of the things that happen in these stories are *fantasy*, or a kind of make-believe that can't really happen. Tell students they will learn how characters' problems are often solved in fairy tales and that they will have a chance to compare fairy tales to see how they are alike and different.

What Do We Know?

10 minutes

Ask students what they already know about fairy tales. You may prompt discussion with the following questions:

- What is a fairy tale?
- What fairy tales have you heard before?
- What kinds of characters might be in a fairy tale?
- What kinds of unusual things happen in fairy tales?
- Do fairy tales usually have a happy ending or a sad ending?

Remember to repeat and expand upon students' responses using richer and more complex language, including, if possible, some read-aloud vocabulary. If a student's response includes inaccurate factual information, acknowledge the response by saying something like, "So you think that all fairy tales have a fairy as a character? We'll have to listen very carefully to our read-alouds and find out if that's true!"

Essential Background Information or Terms

5 minutes

Tell students that in today's fairy tale, and in another fairy tale they will be listening to later, they will hear about spinning and spinning wheels. Students who participated in the Core Knowledge Language Arts program in Kindergarten may be familiar with spinning from their studies of *Colonial Towns and Townspeople*. Show students Image Card 1 (Spinning Wheel), and tell them that spinning wheels are tools used to spin thread and yarn. Point out the spindle, the stick-like tool on the spinning wheel where the

thread or yarn goes after it is spun.

Explain that people use parts of certain plants, such as cotton and flax, wool from animals like sheep and alpacas, and even hair from certain goats and rabbits to make thread or yarn. Show students pieces of thread and yarn, and explain that these are made by spinning—or tightly twisting—the plant fibers, wool, or hair around and around until they form a long piece. You may wish to unravel the piece of yarn to show that there are thinner pieces twisted together. Explain that many even smaller pieces are spun together to make each of these sections of yarn.

Tell students that most thread and yarn is made by machines in factories today, but some people still use spinning wheels to make their own thread or yarn.

Vocabulary Preview

5 minutes

Twelfth/Thirteenth



◀ Show image 1A-2: Feast

1. Today you will hear how, “Eleven of the fairies had given their gifts, and the *twelfth* was just about to speak when suddenly, in came the *thirteenth* fairy—the one who had been left out.”
[First count the fairies with students using cardinal numbers—*one, two, three*, etc.—this tells how many fairies. Then count the fairies using ordinal numbers—*first, second, third, fourth*, etc.—this tells the order of the fairies.]
2. Say *twelfth* and *thirteenth* with me three times.
3. *Twelfth* and *thirteenth* are numbers used to describe the position or order of something in a list.
4. Stella and Perla were the *twelfth* and *thirteenth* students in line for lunch.
5. I am going to say several number names, if I say a number that shows order or position, like *twelfth* or *thirteenth*, stand up/raise your hand. If I say a number that tells how many, like *one* or *two*, stay seated/put your hands in your lap.
 - Second (ordinal)/stand up

- Two (cardinal)/stay seated
- Fifth (ordinal)/stand up
- Eight (cardinal)/stay seated
- Nine (cardinal)/stay seated
- First (ordinal)/stand up
- Twelfth (ordinal)/stand up
- Eleven (cardinal)/stay seated



Enchanted

◀ **Show image 1A-6: Princess meets an old woman spinning**

1. Today you will hear an old man tell a prince, “[T]here was a castle standing behind the hedge of thorns, and [inside] a beautiful *enchanted* princess lay sleeping.”
2. Say *enchanted* with me three times.
3. *Enchanted* describes someone or something that is under a magic spell.
4. Kate and Jack knew they were in an enchanted forest because there were jewels on the trees instead of leaves.
5. Have you ever heard a fairy tale in which a person or thing was enchanted? How did you know that person or thing was enchanted?

Purpose for Listening

Tell students to listen carefully to the fairy tale so they can find out about a problem caused by a spindle. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.)



Sleeping Beauty

◀ Show image 1A-1: King with list

Once upon a time there lived a king and queen who for many years were very sad because they had no child. At last a little daughter was born to them, and the king was so happy that he planned a great feast in the palace, to which he would invite all of his friends and relatives.¹

- 1 A feast is a large, fancy meal. People sometimes have feasts at a party, or celebration, when something special happens. What do you think is on the list the king is carrying?

- 2 How do you think the thirteenth fairy will feel about not being invited to the feast?



◀ Show image 1A-2: Feast³

The feast was held, and what a wonderful celebration it was. As it drew to an end, the fairies came forward to give the child their special gifts. One said to the child, “I give you the gift of **virtue**, so that you may be good.” Another said, “I give you the gift of **wisdom**, so that you may be wise.”⁴ A third fairy gave the child the gift of beauty. A fourth gave her riches. And on it went, with each fairy giving everything in the world that one could wish for.

- 3 Let’s count the number of fairies we see at the feast. (12)

- 4 *Virtue* is another word for goodness, and wisdom is the ability to know what is right and to make good choices.



◀ Show image 1A-3: Evil fairy

Eleven of the fairies had given their gifts, and the twelfth was just about to speak when suddenly, in came the thirteenth fairy—the one who had been left out. She was very angry, and she cried out in a loud voice, “When the princess is fifteen years of age, she shall **prick** herself with a spindle and die!”⁵

- 5 To *prick* means to make a small hole or cut with something pointed or sharp, like the spindle on a spinning wheel.



◀ Show image 1A-4: Good fairy softening curse

Without another word, the angry fairy left the hall. Everyone was terrified at what she had said. Then the twelfth fairy came forward

6 A spell is a group of words believed to have magical powers. *To spell* also means to write or say the letters to a word.

7 So how did the twelfth fairy soften the spell?

8 Why does the king want all of the spindles in the kingdom burned?



← **Show image 1A-5: Princess explores castle**

and said, “I cannot undo the evil spell,⁶ but I *can* soften it. Here, then, is my gift to the child. The princess shall not die, but she will fall into a deep sleep for a hundred years.”⁷

The king was determined to protect his child. “Surely,” he said, “my daughter cannot prick herself with a spindle if she never sees one.” So he gave an order that every spindle in the kingdom should be burned.⁸

The princess grew up, and all the fairies’ gifts to the child were plain to see: she was good, wise, kind, and beautiful. Everyone who saw her loved her.

On the day that she turned fifteen, the king and queen were away from the palace. The princess was left on her own, and she wandered about the palace, looking into all sorts of places, and peeking into rooms that she had never explored before. She climbed a narrow winding stair that led to a little door with a rusty key sticking out of the lock. She turned the key, and the door opened, and there in a little room sat an old woman with a spinning wheel, busily spinning away.⁹

9 What do you think is going to happen?



← **Show image 1A-6: Princess meets an old woman spinning**

“Good day,” said the princess, entering the room. “What are you doing?” she asked, for she had never seen a spinning wheel before.¹⁰

“I am spinning,” said the old woman.

The princess stretched forth her hand and asked, “What is this thing that spins around so merrily?” But hardly had she spoken when she pricked her finger on the spinning wheel’s spindle, and in that very moment she fell into a deep sleep.¹¹

10 Why had she not seen a spinning wheel before?

11 Why has the princess fallen asleep?



← **Show image 1A-7: Thorns growing up around the sleeping castle**

At the same time, sleep fell upon everyone in the palace.¹² The king and queen, who had just come home and were in the great hall, fell fast asleep. The horses in their stalls, the dogs in the yard,

12 [Point to the milkmaid in the picture.] There is a milkmaid. Do you remember (from *Fables and Stories*) what a milkmaid does?

13 A hearth is the bottom of fireplace, where the wood is put.

the pigeons on the roof, and the flies on the wall—all fell asleep. Even the fire on the hearth went out,¹³ the wind stopped, and not a leaf fell from the trees.

In time, a hedge of thorns began to grow around the castle, which grew thicker and higher every year, until at last nothing could be seen of the castle, not even the flags on the highest towers.



◀ **Show image 1A-8: Sleeping Beauty sleeping**

As the years passed, stories spread throughout the land of a beautiful princess sleeping behind a wall of thorns. Many a young prince came, but none could break through the thorns. But at long last, after many, many years, there came into the country a king's son who heard an old man tell that there was a castle standing behind the hedge of thorns, and that there a beautiful **enchanted** princess lay sleeping.¹⁴ The prince said, "I shall make my way through and see the lovely princess." The old man warned him that many had tried and failed, but the prince would not listen.

14 When something is enchanted, it is under a magic spell. When is the princess's enchantment supposed to end?



◀ **Show image 1A-9: Prince approaches the castle**

For now the hundred years were at an end, and the day had come for the sleeping princess to be awakened. When the prince drew near the hedge of thorns, it changed into a hedge of beautiful flowers, which bent aside to let him pass. When he reached the castle yard, he saw the horses and dogs lying asleep, and on the roof the pigeons were sitting with their heads under their wings. As he entered the castle and climbed the steps, the prince saw everyone still asleep—the king, the queen, the cook, the maids, everyone. All was so quiet that he could hear his own breathing.



◀ **Show image 1A-10: Prince awakens the princess**

At last the prince went up the narrow winding stair and came to the room where the princess was sleeping. When he saw her looking so lovely in her sleep, he could not turn his eyes away. He bent down and kissed her, and she opened her eyes and smiled at him. Together they went down the stairs, and they saw the king

and queen waking up, and all the people in the castle waking up and looking at each other in great surprise. The horses in the yard got up and shook themselves. The dogs sprang up and wagged their tails. The pigeons on the roof flew into the fields. The flies on the wall buzzed and crept a little farther. Even the kitchen fire leapt up and blazed.

At last the wedding of the prince and princess was held with great feasting and rejoicing,¹⁵ and they lived happily together for the rest of their days.

15 Rejoicing is a time of happiness and celebration.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

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 students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* At the beginning of the fairy tale, why do the king and queen have a feast? (to celebrate the birth of their daughter)
2. *Literal* Who is invited to the feast? (friends, relatives, and twelve of the thirteen fairies in the country)
3. *Literal* What are some of the gifts given to the child by the fairies? (the gifts of virtue, wisdom, beauty, and riches) What does it mean to give the gift of virtue? (the gift of being good or goodness)
4. *Evaluative* Do you think the king makes a good decision not to invite the thirteenth fairy? (Answers may vary.)
5. *Literal* Why is the thirteenth fairy angry? (The fairy is angry because she was not invited to the feast.) What does she do? (She casts a spell on the princess, saying that she will die on her fifteenth birthday when she pricks her finger on a spindle.)

6. *Literal* How do the twelfth fairy, who had not yet given her gift, and then the king try to solve, or fix, the problem of the evil spell? (The twelfth fairy changes the spell so that the princess will fall into a deep sleep for one hundred years instead of dying. The king orders that all spindles in the kingdom should be burned.)
7. *Evaluative* What happens on the princess's fifteenth birthday when she finds a spindle? (The princess pricks her finger on the spindle and falls asleep.) Why do you think there is still a spindle in the castle after the king said that all of them should be burned? (Answers may vary.)
8. *Evaluative* How does this fairy tale end? (The prince kisses the enchanted princess on the day the evil spell ends, and the princess wakes up.) Is it a happy ending? (Yes, because they get married and live happily ever after.)
9. *Evaluative* Why do you think this fairy tale is called "Sleeping Beauty"? (Because the beautiful princess sleeps for one hundred years.)

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

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

10. *Evaluative Think Pair Share:* What elements of this fairy tale could *not* happen in real life? (the existence of the fairies, the magic spell, sleeping for one hundred years, etc.)
11. 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 questions.]

Word Work: Wisdom

5 minutes

1. In the read-aloud you heard, “Another [fairy] said, ‘I give you the gift of *wisdom*, so that you may be wise.’”
2. Say the word *wisdom* with me.
3. If someone has wisdom, s/he has gained knowledge through experience.
4. Owls are known as story characters who have great wisdom.
5. Have you ever known someone who has shown great wisdom? Try to use the word *wisdom* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “_____ has great wisdom.”]
6. What’s the word we’ve been talking about?

Use a *Sharing Activity* for follow-up. Directions: Think of someone who has great wisdom. Maybe it is someone in your family or community; maybe it is a character from a read-aloud or a book. Turn and tell your partner who you think has great wisdom and explain why you think this person or character has wisdom. Try to use the word *wisdom* when you are talking with your partner.



Complete Remainder of the Lesson Later in the Day



Sleeping Beauty

1_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Sayings and Phrases: The Land of Nod

5 minutes

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.



◀ [Show image 1A-8: Sleeping Beauty sleeping]

- Point to Sleeping Beauty, and ask students what she is doing in the image. (She is sleeping.)
- Ask students if they have ever heard the saying “The Land of Nod.” If students are familiar with the saying, ask them to explain what it means. If necessary, explain that when someone is in “The Land of Nod,” it is a way of saying that they are asleep.
- Ask students if they’ve ever gotten so tired that they start to fall asleep while sitting up, and their head bends or dips down for a moment. Explain that when your head dips down while falling asleep, it is called a nod. You may wish to demonstrate what it looks like when someone nods off to sleep or have students pretend to nod off to sleep at their desks.
- Tell students they might say that they are entering “The Land of Nod” just as they are falling asleep at night.

- Have students say, “The Land of Nod” with you.
- Ask students how long the princess in “Sleeping Beauty” was in “The Land of Nod.” (She was asleep for one hundred years.)
- Ask students if they can think of other times they might use this saying.

⇌ **Multiple Meaning Word Activity**

5 minutes

Sentence in Context: Spell

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 (Spell).] In the read-aloud you heard the twelfth fairy say, “...I cannot undo the evil *spell*, but I can soften it.” In this sentence, a spell is magic that is done by saying some secret words. Which picture shows this meaning of *spell*?
2. *Spell* also means to say or write the letters of a word. Which picture shows this meaning of *spell*?
3. Now with your partner, make a sentence for each meaning of *spell*. Try to use complete sentences. I will call on some of you to share your sentences with the class.

⇌ **Syntactic Awareness Activity**

5 minutes

Conjunction because

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds.

Conjunctions are a kind of word we use to connect words and phrases.

1. We use the word *because* to join two parts of a sentence. One part tells us what happened, and the other part tells us why something happened, or the cause.

2. I will reread a part of the read-aloud and emphasize the word *because* as I read to you:

*Once upon a time there lived a king and queen, who for many years were very sad **because** they had no child.*

Notice that in this sentence, the word *because* tells us why the king and queen felt very sad. Why did they feel very sad? (The king and queen felt very sad because they did not have a child.)

3. The word *because* tells you why something happened, or the cause. Let's listen to another example:

*Pedro's mom had to drive him to school **because** he missed the bus.*

Why did Pedro's mother have to drive to him to school? (Pedro's mom had to drive him to school because he missed the bus.)

Which word tells us why something happened? (*because*)

4. Let's listen to another example:

*We had no school today **because** it snowed.*

Why was there no school? (There was no school because it snowed.)

Use an *Imagining* activity for follow-up. Directions: The following sentences talk about situations that might happen in real life. Work with your partner to imagine a reason why the following situations happened, using the word *because*.

1. My friend missed the bus because . . .
2. There was no school today because . . .
3. I received an award because . . .

Vocabulary Instructional Activity

5 minutes

Horizontal Word Wall—Awakened

1. In today's read-aloud you heard, "For now the hundred years were at an end, and the day had come for the sleeping princess to be *awakened*." *Awakened* means to be woken up from sleeping.

2. Let's create a Horizontal Word Wall to describe the word *awakened*. [Show students the chart paper, and point out the horizontal line.]
3. [Hold up the card for the phrase *deep sleep*, and read it aloud.] *Deep sleep* is a phrase to describe when you are sleeping heavily. Show me what *deep sleep* looks like. [Tape the card on the left-hand side of the line.]
4. [Hold up the card for the phrase *wide awake*, and read it aloud.] *Wide awake* is a phrase to describe when you are very alert and very awake. *Wide awake* is the opposite of *deep sleep*. Show me what *wide awake* looks like. [Tape the card on the right-hand side of the line.]
5. [Hold up the card for the word *awakened*, and read the word aloud.] Should *awakened* be placed closer to *deep sleep* or closer to *wide awake*? [Tape the card near the phrase *wide awake* on the right-hand side of the line.]
6. [Repeat this process with the remaining cards: *asleep*, *sleepy*, *sleeping*, and *waking up*. When all the cards have been attached to the Word Wall, read over the words with students.]
7. With your partner choose two opposite words or phrases, and make up a sentence for each one. [Call on one or two partner pairs to share their sentences.]

[Display the Horizontal Word Wall throughout the domain, and encourage students to add additional words to the wall.]

Elements of Fairy Tales Chart: Sleeping Beauty

15 minutes

Note: You will be creating one of these anchor charts for each fairy tale in the domain. You may wish to display them in your classroom throughout the domain. Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing down what they say so that you don't forget. Tell them that you will read the words back to them.

Elements of Fairy Tales	
Fairy Tale: “Sleeping Beauty”	
Setting(s):	
Time: once upon a time	Place(s): king’s castle
Characters: king, queen, princess, fairies (1–13), old woman, prince	
Fantasy/magic: the fairies, the fairies’ gifts to the young princess, the evil and good spells, sleeping enchantment	
Problem(s)	Solution(s)
Thirteenth fairy puts a spell on princess: when she turns 15, she will prick her finger on a spindle and die.	Twelfth fairy softens the spell so that princess will fall into a deep sleep. King has all the spindles burned.
On her fifteenth birthday, princess pricks finger on a spinning wheel and falls asleep for 100 years.	Prince finds the sleeping princess and wakes her up.
Ending: Sleeping Beauty and prince get married and live happily ever after.	

- Remind students that the setting of a story is *when* and *where* a story takes place.
 - Ask students *when* they think a fairy tale takes place if it starts with the phrase “once upon a time.” (a long time ago) Write “once upon a time” on the chart in the row marked “Setting(s),” next to the label for “Time.”
 - Ask students *where* the story takes place. (king’s castle) Record that information in the row marked “Setting(s),” next to the label for “Place(s).”
- Next, use the Flip Book to review the characters in the fairy tale. Record the character names on the “Characters” row of the chart.
 - Remind students that although all characters in fictional stories, such as fairy tales, are make-believe, most of the characters in “Sleeping Beauty” are based on real kinds

of people. For example, there really are kings, queens, princesses, and princes in real life.

- Remind students that many fairy tales also have magical characters and things that happen that are not real. For example, the fairies in “Sleeping Beauty” are magical characters that are not real.

Ask students to think about what elements of the story are magic or fantasy. (the fairies’ gifts to the young princess; the evil and good spells; and the sleeping enchantment) Record this information on the “Fantasy/Magic” row of the chart. Explain that magical elements are one of the things that make fairy tales different from other kinds of stories.

- Explain to students that characters in fairy tales always have a problem that must be solved. Ask students to describe the problem(s) the characters have in “Sleeping Beauty” (the thirteenth fairy’s evil spell; the princess falling asleep for 100 years) Record this information in the “Problem(s)” column of the chart.
- Ask students how the problems are solved. (The twelfth fairy softens the curse; the king orders that all spindles should be burned; the prince kisses the princess and she awakens.) Record this information in the “Solution(s)” column of the chart.
- Finally, reread the last sentence of the fairy tale: *At last the wedding of the prince and princess was held with great feasting and rejoicing, and they lived happily together for the rest of their days.* Have students repeat, “. . . and they lived happily together for the rest of their days” with you. Describe the conclusion of the fairy tale on the “Ending” row of the chart.
- Explain to students that characters in fairy tales almost always live “happily ever after.” Tell students that a happy ending is another thing that makes fairy tales different from other kinds of stories. Tell students that people often refer to happy endings for other things—such as movies, contests, and sports contests—as “fairy-tale endings.”

Take-Home Material

Family Letter

Send home Instructional Masters 1B-2-4.



Rumpelstiltskin

2

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the fairy tale “Rumpelstiltskin”
- ✓ Identify the fairy tale elements of “Rumpelstiltskin”
- ✓ Identify fairy tales as a type of fiction
- ✓ Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

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:

- ✓ Describe, orally or in writing, the setting, characters, facts, events, and elements of magic in “Rumpelstiltskin” (RL.1.3)
- ✓ Describe how the king felt greed for more gold using words and phrases that suggest feelings (RL.1.4)
- ✓ Distinguish fantasy from realistic text by explaining that certain events in the story “Rumpelstiltskin” could not have happened in real life (RL.1.5)
- ✓ Compare and contrast, orally and in writing, similarities and differences between “Rumpelstiltskin” and “Sleeping Beauty” (RL.1.9)

- ✓ Write about and illustrate their favorite character from “Sleeping Beauty” or “Rumpelstiltskin” and explain why it is their favorite (W.1.1)
- ✓ Draw pictures, dictate, or write simple sentences to represent one character, and an appropriate setting, from “Sleeping Beauty” or “Rumpelstiltskin” (W.1.3)
- ✓ Write about and illustrate a character and setting from “Sleeping Beauty” or “Rumpelstiltskin” and discuss with one or more peers (W.1.5)
- ✓ Discuss personal responses to talents they may have or may wish they have (W.1.8)
- ✓ Explain that *deny* and *admit* are antonyms and use properly (L.1.5a)
- ✓ Clarify directions by asking classmates about the order in which they should perform the task of drawing their favorite fairy tale character from “Sleeping Beauty” or “Rumpelstiltskin” (SL.1.3)
- ✓ Prior to listening to “Rumpelstiltskin,” identify orally what they know and have learned about characteristics of fairy tales

Core Vocabulary

- boasting, v.** Bragging, or telling people about something in a proud way
Example: Isaiah would not stop boasting about his first-place ribbon from the talent show.
Variation(s): boast, boasts, boasted
- claim, n.** A demand for something that someone thinks should be his or her own
Example: The boy made a claim that the skateboard found behind the school belonged to him.
Variation(s): claims
- clever, adj.** Able to think and figure things out quickly
Example: The clever girl would always be the first to solve the math problems.
Variation(s): cleverer, cleverest
- pity, n.** A feeling of sympathy or sadness for someone who is unhappy
Example: Mary felt pity for the new student who did not have any friends.
Variation(s): none

succeed, v. To reach a goal or to have something turn out the way you wanted it to


Example: Chef Jim hoped to succeed in winning the prize for best dessert.

Variation(s): succeeds, succeeded, succeeding

Vocabulary Chart for Rumpelstiltskin			
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	miller messenger <i>talent</i>	amazed anger boasting clever greed pity succeed* treasures	cry/crying daughter fear gold guess promise sunrise/sunup
Multiple Meaning	spun	claim collect stamped	straw
Phrases	spinning wheel		
Cognates	mensajero <i>talento</i>	piedad suceder* tesoros coleccionar estampado	promesa

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allotted for that part of the lesson. You will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Instructional Master 2A-1 (Response Card 1: Fantasy & Reality), scissors, one sandwich bag or envelope per student	Discuss the differences between fantasy and reality with students. Have students identify the Fantasy Response Card (image of fairies) and the Reality Response Card (image of the royal family).
	Image Cards 2 (Royal Family), 3 (Good Fairy), and 4 (Enchanted Princess); Instructional Master 2A-2 (Fantasy/Reality T-Chart), chart paper, tape, markers; [Optional] Image of a present-day royal family	Create a Fantasy/Reality T-Chart to compare elements of fantasy and reality (or things that could happen in real life) using Image Cards. [Optional] Prepare an image of a contemporary royal family to show students that there are royal families today.
	Elements of Fairy Tales Chart for “Sleeping Beauty”	Use this chart to review that many fairy tales begin with “Once upon a time...” and end with “Happily ever after.”
Personal Connections	chart paper, markers; three sticky notes per student, writing and drawing tools	Create a Talents and Wishes Chart. Have students write their name on one sticky note, draw or write about their talent on the next note, and draw or write about a talent they wish they had on the last sticky note. Invite students to attach all three notes to the chart and to tell the class about a talent that they have and a talent they wish they had.
Vocabulary Preview: Boasting, Talent		
Purpose for Listening		

Exercise	Materials	Details
Presenting the Read-Aloud (15 minutes)		
Rumpelstiltskin	Image Card 1 (Spinning Wheel)	
	chart paper to create a Prediction Chart, markers, tape, sticky notes, writing tools	Have each student write their name on a sticky note. Ask them to place their sticky note on the chart to predict if the daughter can spin straw into gold. Refer to student predictions during the read-aloud.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Succeed		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Elements of Fairy Tales Chart: Rumpelstiltskin	Instructional Master 1B-1, chart paper, markers, tape	Fill out an Elements of Fairy Tales Chart for “Rumpelstiltskin.”
Fairy Tale Comparisons	Instructional Master 2B-1, chart paper, markers, tape; Elements of Fairy Tales Charts for “Sleeping Beauty” and “Rumpelstiltskin.”	Use a Fairy Tales Comparisons Chart to show the similarities and differences between the two fairy tales.
Fairy Tale Character Illustration	Flip Book images; drawing paper, drawing and writing tools	Students will illustrate their favorite fairy tale character and write a few sentences to support their illustration. Note: You may wish to do this activity at a later lesson, after more fairy tales have been presented.

Advance Preparation

Make a copy of Instructional Master 2A-1 for each student. This will be their Fantasy and Reality Response Card. Students can use this Response Card when they need to distinguish between fantasy and reality.

Prepare a Fantasy and Reality T-Chart, using Instructional Master 2A-2 as a guide. Your class will fill in this chart throughout this domain. For this lesson, this chart should include the following:

Fantasy	Reality
Image Card 3 (Good Fairy)	Image Card 2 (Royal Family)
Image Card 4 (Enchanted Princess)	

✈ Above and Beyond: Make copies of Instructional Master 2A-2 for students who are ready to complete this chart on their own.

Create a Talents Chart on a large piece of chart paper. Add as many rows as you have students.

Talents and Wishes Chart		
Name	Talent	Talent You Wish For
[insert as many rows as you have students]		

Create a Prediction Chart on a large piece of chart paper.

Prediction Question: Will the miller's daughter spin straw into gold?	
Yes	No

For Elements of Fairy Tales Chart, reproduce Instructional Master 1B-1 (Elements of Fairy Tales Chart) on chart paper. As a class, fill in this chart with information from "Rumpelstiltskin."

✈ Above and Beyond: Make copies of Instructional Master 1B-1 for students who are ready to complete this chart on their own.

For Fairy Tale Comparisons, reproduce Instructional Master 2B-1 (Fairy Tales Comparison Chart) on chart paper. Use this chart to compare and contrast two fairy tales.

- ✈ Above and Beyond: Make copies of Instructional Master 2B-2 for students who are ready to complete this chart on their own.

Notes to Teacher

Students may be unfamiliar with the concept of talent that is discussed in the Personal Connections section. You may wish to complete the Vocabulary Preview prior to the Personal Connections activity. Examples that might resonate with students include tying shoe laces, playing an instrument, singing, throwing/kicking/catching/hitting a ball, drawing, speaking another language, swimming, riding a bike, or dancing.



Rumpelstiltskin

2_A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Remind students of your discussion about characteristics of fairy tales. Tell them that you are going to show them three different Image Cards, and that you want them to tell you if what they see could happen in real life. Show them Image Card 2 (Royal Family), Image Card 3 (Good Fairy), and Image Card 4 (Enchanted Princess). Students should be able to recognize that a royal family can exist, but that the other two elements—the existence of fairies and the spell to make the enchanted princess sleep for one hundred years—are fantasy.

Now refer to and review the Elements of Fairy Tales Chart for “Sleeping Beauty.” Ask students if they remember the special way that many fairy tales begin and end. Tell students they will be reading another fairy tale today, and they will compare these two fairy tales to see how they are alike and how they are different.

Personal Connections

10 minutes

Ask students to think of any talents they have, such as skateboarding, playing a musical instrument, creating art, playing a sport, etc. Ask students if they have ever wished that they had a talent or ability to do something that they don’t know how to do.

Boasting

1. Today you will hear, “One day the miller happened to come before the king, and to impress the king, he began *boasting* about his daughter.”
2. Say *boasting* with me three times.
3. Boasting is showing off by telling people about something in a proud way.
4. Arwen was boasting when she told classmates that she could count higher than anyone else in the class.
Charles’ mother could not help boasting about how Charles ran faster than all the other first-grade students.
5. I am going to say several sentences. If what I say is an example of boasting, say, “That is boasting.” If what I say is not an example of boasting, say, “That is not boasting.”
 - I can jump higher than anyone! (That is boasting.)
 - I finished all my homework. (That is not boasting.)
 - Apples are my favorite type of fruit. (That is not boasting.)
 - I am the fastest worker! I always finish my classwork before everyone else. (That is boasting.)
 - I am the best artist in all of first grade! (That is boasting.)
 - I went to sleep early because I was tired. (That is not boasting.)

Talent

1. In today’s read-aloud, when the miller tells the king that his daughter can spin straw into gold, the king says, “That is a *talent* worth having.”
2. Say *talent* with me three times.
3. A talent is something you do well, such as a skill or ability that you have.
4. Consuelo has a talent for singing.
Andrew has a talent for hitting a baseball, whereas his sister has talent for kicking a soccer ball.

5. What is one talent that you have? Do you have a talent for dancing, drawing, catching a ball, or riding a bike? Turn and tell your partner what your talent is. Try to use the word *talent* when you talk with your partner.

Purpose for Listening

Tell students to listen carefully for a talent that a father claims his daughter has and the problem that this causes for her. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.)



Rumpelstiltskin

◀ Show image 2A-1: Miller before the king

- 1 A miller is a person who grinds grain to make flour. This miller boasts, or speaks very proudly, about his daughter, saying she's clever. This means she is smart and able to figure things out quickly.

- 2 Remember, thread and yarn are made by spinning plant parts or animals' wool. Do you think the daughter can really spin gold out of straw?



◀ Show image 2A-2: Girl being shown to a straw-filled room

Once upon a time, there was a poor miller who had a beautiful daughter. She was so beautiful and **clever** that he could not help **boasting** about her.¹

One day, the miller happened to come before the king, and to impress the king, he began boasting about his daughter. And before he knew it, he found himself saying that his daughter was so amazing and so wonderful, why, she could even spin gold out of straw!

"That," said the king, "is a talent worth having. Bring your daughter to me, and let us see what she can do."²

- 3 What do you think she should do?



◀ Show image 2A-3: Rumpelstiltskin appears

When the girl was brought to the palace, the king led her to a room that was almost full of straw. He pointed to a spinning wheel and said, "Get to work. You must spin this straw into gold by early morning . . . or else!"

The poor miller's daughter. Of course she could not spin straw into gold! What could she do? She could think of nothing, and in the end she sat down and began to cry.³

- 4 Do you think she found it strange to see this little man in the castle? Where did he come from?

And that's when, all of a sudden, *ka-lick*, the door opened, and in walked a little man. "Good evening, miller's daughter," he said. "Why are you crying?"

"Because," she answered, "I must spin all this straw into gold before morning, and I don't know how."⁴

Then the little man came close to her and whispered, "What will you give me if I spin it for you?"

"Why, I, I'll give you my necklace," she stammered.



← **Show image 2A-4: Rumpelstiltskin spinning**

The little man took the necklace, stood at the spinning wheel, and *whirr, whirr, whirr*, he spun and he spun, and by sunup all the straw had been spun into gold. When the king arrived at sunrise, he was amazed. But the sight of all that gold made the greed for more grow in him.⁵

5 What does it mean for someone to feel greed?

So the king took the miller's daughter to a larger room, filled with yet more straw, and told her that she must spin all this into gold in one night. Again the girl did not know what to do and sat down to cry, when, *ka-lick*, the door opened and in walked the little man.



← **Show image 2A-5: Girl giving up her ring**

"Crying again, I see," he said. "So, I suppose you have to spin all this into gold, too. What will you give me if I do it for you?"

"The ring from my finger," answered the girl.

So the little man took the ring, stood at the spinning wheel, and *whirr, whirr, whirr*, he spun and he spun, and by sunup all the straw had been spun into gold. When the king arrived, he was overjoyed at the sight, but hungry for still more gold. So he took the miller's daughter to an even larger room filled with straw and said, "Spin all this in one night, and if you **succeed**—well then, you shall be my wife."⁶

6 To succeed is to have something turn out the way you want it to. Do you think the daughter will succeed in meeting the king's demand?



← **Show image 2A-6: Rumpelstiltskin demands the girl's first-born child**

The king had hardly left the room when, *ka-lick*, the door opened and in came the little man asking, "What will you give me if I spin all this straw for you one more time?"

"I have nothing left to give," the girl answered sadly.

"Then promise me this," said the little man. "Promise me that when you are queen, you will give me your first child."

The miller's daughter thought there was really very little chance that she would ever be queen, and so she promised, and the little man set to work at once.⁷ By morning the gold was piled so high

7 Do you think the daughter's promise will cause any problems for her later?

that it reached the ceiling. When the king arrived, he was pleased to see all the gold he wanted. He married the miller's daughter and made her queen.



← **Show image 2A-7: Rumpelstiltskin comes to claim the queen's baby**

In a year's time the king and queen had a fine little baby. She thought no more about the little man or her promise to him. Then one day, as she sat alone in her room rocking her baby, *ka-lick*, the door opened, and in walked the little man who said, "Now it is time for you to give me what you promised me."

The queen, filled with fear, held her baby tightly. "Please," she said, "I will give you all the riches of the kingdom, only leave me my child." But the little man said, "No, I would rather have a living being than all the treasures in the world." Then the queen began to weep and wail, and the little man felt **pity** for her.⁸ "Okay, okay, I will give you this one chance," he said. "In three days, if you can guess my name, then you may keep your child." And then he was gone as quickly as he had come.

8 Pity is a feeling of sadness for someone who is unhappy.



← **Show image 2A-8: Queen thinking and sending out messengers**

The queen lay awake all night thinking of all the names she had ever heard. She sent a messenger to ride through the land and collect all the names that could be found. And when the little man came the next day, she tried all that she had been able to think of: Alexander, Balthazar, Casper, Doolittle, Eggleston, Ferdinand, and many more. But after each, the little man only said, "That is not my name."



← **Show image 2A-9: Queen guessing**

The next day the queen sent servants all around the kingdom to find the most unusual names, and when the little man came, she tried them. "Are you called Sheepshanks? Roast-Ribs? Snickerdoodle? Groucho? Winklehopper?" But after each, the little man only said, "That is not my name."⁹

9 What do you think the man's name might be?



← **Show image 2A-10: Rumpelstiltskin by the fire**

On the third and last day, the queen was worried sick. She held her child tight and wondered what to do, when *ka-lick*, the door opened and in walked—no, not the little man, but the messenger the queen had sent in search of names. He bowed to the queen and said, “My lady, as I passed through the woods last night, I came to a high hill, and near it was a little house, and outside the house a fire was burning, and around the fire danced a funny little man, and as he hopped up and down he sang:

“Today I brew, tomorrow I bake,
And then the fair queen’s child I’ll take.
And no one can deny my **claim**,
For Rumpelstiltskin is my name.”¹⁰

10 To make a claim is to say that something is right or that it is yours. What is the man’s claim?



← **Show image 2A-11: Queen guessing successfully**

The messenger left, and almost as soon as he had gone the little man arrived. The queen greeted him by asking, “Is your name Jack?”

“That is not my name.”

“Then are you called Harry?”

“That is not my name.”

“Then perhaps,” said the queen, “your name is—*Rumpelstiltskin!*”

“No! No! Who told you that?” cried the little man. And in his anger, he stamped with his right foot so hard that it went into the ground right up to his waist. Then he stamped his other foot, and he went deep into the ground way over his head. And the queen and her child never feared him again.

Comprehension Questions

10 minutes

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 students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* How does this fairy tale begin? (A miller is boasting about his daughter to the king; the fairy tale begins with the words "Once upon a time . . .")
2. *Literal* What talent does the father boast that his clever daughter has? (the ability to spin gold from straw)
3. *Inferential* What problem does the miller's boasting make for his daughter? (The king says she has to spin gold for him "or else.")
4. *Literal* When the daughter is crying because she cannot spin gold from straw, who comes into the room? (a little man)
5. *Inferential* What does the daughter promise the little man each night he spins gold for her? (her necklace, her ring, and her first child)
6. *Evaluative* Do you think the daughter made a good decision to promise her first child to the little man? (Answers may vary.)
7. *Literal* When the little man goes to see the queen to make his claim for the child, the queen starts to cry and he feels pity for her. He then gives her a chance to get out of her promise. What does the queen have to do in order to keep her child? (guess the little man's name in three days)
8. *Evaluative* How does this fairy tale end? (The queen guesses Rumpelstiltskin's name, and he is so angry that he stomps himself into the ground.) Is it a happy ending for the queen? (yes)

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

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

9. *Evaluative Think Pair Share:* What lessons or morals can we learn from this fairy tale? (Answers may vary. Students may say that it isn't a good idea to boast about a talent that someone doesn't have; a person should be very careful about the promises they make.)
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 questions.]

Word Work: Succeed

5 minutes

1. In the read-aloud you heard, "So [the king] took the miller's daughter to an even larger room filled with straw and said, 'Spin all this in one night, and if you *succeed*—well then, you shall be my wife.'"
2. Say the word *succeed* with me.
3. *Succeed* means to do well and reach a goal or to have something turn out the way you wanted it to.
4. I knew Rory would succeed at earning a black belt in karate because she worked so hard.
5. What kinds of things help you to succeed? Try to use the word *succeed* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "____ help me to succeed."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will name two choices. You will decide which choice will help you be more likely to succeed. Remember to answer in complete sentences and use the word *succeed* in your answer.

1. listening carefully to the teacher or not paying attention in class (Listening carefully to the teacher will help me succeed.)
2. practicing your violin every day or deciding not to practice at all (Practicing violin every day will help me succeed.)
3. finishing your homework in front of the television or working on it carefully at home (Working carefully on homework will help me succeed.)
4. practicing free throws or hoping that you'll make a basket at the basketball game (Practicing free throws will help me succeed.)



Complete Remainder of the Lesson Later in the Day



Rumpelstiltskin

2_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Elements of Fairy Tales Chart: Rumpelstiltskin

15 minutes

Note: Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing down what they say so that you don't forget. Tell them that you will read the words to them.

Elements of Fairy Tales	
Fairy Tale: "Rumpelstiltskin"	
Setting(s):	
Time: once upon a time	Place(s): king's castle
Characters: miller, daughter, king, royal baby, Rumpelstiltskin, messenger	
Fantasy/magic: Rumpelstiltskin spinning straw into gold, Rumpelstiltskin stomping himself into the ground at the end	
Problem(s)	Solution(s)
The king said the miller's daughter had to spin straw into gold.	Rumpelstiltskin spins straw into gold for the miller's daughter.
The queen needed to find out Rumpelstiltskin's name.	One of the queen's messengers heard Rumpelstiltskin's name when he was out in the woods.
Ending: The queen discovers Rumpelstiltskin's name. He is angry and stomps himself into the ground. The queen and her child never fear him again.	

- Remind students that the setting of a story is when and where a story takes place. Many fairy tales begin in a special way that gives them a clue about when the story takes place.
- Have students listen carefully while you reread the first sentence of “Rumpelstiltskin”:
“Once upon a time, there was a poor miller who had a beautiful daughter.”
 - Ask students which opening phrase is common among many fairy tales. (Once upon a time)
 - Ask students *when* they think a tale takes place if it starts with “once upon a time.” (a long time ago) Write the phrase “once upon a time” on the chart in the row marked “Setting(s),” next to the label for “Time.”
 - Ask students *where* the story takes place. (king’s castle) Record that information under “Setting(s),” next to the label for “Place.”
- Next, use the Flip Book to review the characters in the fairy tale. Record the character names on the “Characters” row of the chart.
- Tell students that many fairy tales also have some magical characters and events that are not real.
 - Ask students to think about which elements of the story are magic or fantasy. (Rumpelstiltskin spinning straw into gold and stomping himself into the ground at the end)
 - Record this information on the “Fantasy/Magic” row of the chart. Explain that magical elements are one of the things that make fairy tales different from other kinds of stories.
- Ask students to describe the two problems the miller’s daughter faces in “Rumpelstiltskin.” (The king said she had to spin gold from straw. After she becomes queen, she needs to find out Rumpelstiltskin’s name so he wouldn’t take her child.) Record this information in the “Problem(s)” column of the chart.
- Ask students how the miller’s daughter/queen solves her problems. (She agrees to let Rumpelstiltskin spin straw into gold. One of the royal messengers learns about

Rumpelstiltskin's name.) Record this information in the "Solution(s)" column of the chart.

- Finally, reread the last sentence of the fairy tale: *And the queen and her child never feared him again.* Ask students to give a *thumbs-up* sign if the ending is a "fairy-tale ending" or a *thumbs-down* sign if it is not a "fairy-tale ending." Have students explain their answers. Describe the conclusion of the fairy tale on the "Ending" row of the chart.

Fairy Tale Comparisons

15 minutes

Comparing Fairy Tales: "Sleeping Beauty" and "Rumpelstiltskin"		
	Alike	Different
Setting(s)	Castle Once upon a time....	
Character(s)	Royal families Evil characters	thirteenth Fairy/Rumpelstiltskin
Fantasy/Magic	Magical characters with special skills	Different magical characters: fairies in "Sleeping Beauty" and Rumpelstiltskin in "Rumpelstiltskin"
Problem(s)	Caused by something the parent did, not the child	Sleeping Beauty's curse makes her sleep. Miller's daughter promises baby to Rumpelstiltskin.
Solution(s)	Problem is solved by someone outside the royal family.	Prince saves Sleeping Beauty. Royal messenger learns Rumpelstiltskin's name.
Ending	Happy ending	"Sleeping Beauty" ends with a marriage. "Rumpelstiltskin" ends with the little man stomping himself into the ground.

- Read over each of the Elements of Fairy Tales Charts for "Sleeping Beauty" and "Rumpelstiltskin" with students.
- Explain to students that you are going to compare the fairy tale "Sleeping Beauty" with the fairy tale "Rumpelstiltskin" to see how they are alike and different.

- Ask students: “How are the settings of ‘Sleeping Beauty’ and ‘Rumpelstiltskin’ alike?” (Alike: both fairy tales take place in castles and begin with the phrase, *Once upon a time . . .*) Record student answers on the row marked “Setting(s)” on the chart.
- Ask students: “How are the characters of ‘Sleeping Beauty’ and ‘Rumpelstiltskin’ alike?” (Alike: both fairy tales have royal characters and evil characters; Different: evil characters) Record student answers on the row marked “Character(s)” on the chart.
- Ask students: “How are the elements of fantasy or magic in each fairy tale alike and different?” (Alike: magical characters with special skills; Different: “Sleeping Beauty” has fairies, whereas “Rumpelstiltskin” has Rumpelstiltskin.) Record student answers on the row marked “Fantasy/Magic” on the chart.
- Ask students: “How are the problems in ‘Sleeping Beauty’ and ‘Rumpelstiltskin’ alike and different?” (Alike: caused by something the parent did, not the child; Different: Sleeping Beauty’s curse makes her sleep, while miller’s daughter promised child to Rumpelstiltskin.) Record student answers on the row marked “Problem(s)” on the chart.
- Ask students: “What is alike and what is different about the solutions found by the characters in ‘Sleeping Beauty’ compared to the characters in ‘Rumpelstiltskin’?” (Alike: problem is solved by someone outside the family; Different: Sleeping Beauty is saved by the prince, while Rumpelstiltskin goes away after stomping himself into the ground.) Record student answers on the row marked “Solution(s)” on the chart.
- Ask students: “What is alike and what is different about the ending of ‘Sleeping Beauty’ compared to the ending of ‘Rumpelstiltskin’?” (Alike: happy endings; Different: Sleeping Beauty marries the prince, while Rumpelstiltskin goes away after stomping himself into the ground.) Record student answers on the row marked “Ending” on the chart.

Fairy Tale Character Illustration

15 minutes

- Use the Flip Book to show images of characters from the first two fairy tales. As you show each image, ask students to share what they remember about each character. You may wish to ask the following questions:
 - How is the character dressed?
 - Is the character royalty?
 - Is this a magical character?
 - Would you expect to find this character in a story other than a fairy tale?
 - In what setting might you find this character?
- As students share, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.
- Ask students to choose their favorite fairy tale character to illustrate. The picture should include an appropriate setting for the character. Have students dictate or write a few sentences describing the character and explaining why it is their favorite.

Say, “Asking questions is one way to make sure that everyone knows what to do. Think of a question you can ask your neighbor about the directions I have just given you. For example, you could ask, ‘What should we do first?’ Turn to your neighbor, and ask your own question now. I will call on several of you to share your questions with the class.”

If time permits, have students share their illustrations and descriptions with a partner or with the class.



Rapunzel

3

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the fairy tale “Rapunzel”
- ✓ Identify the fairy tale elements of “Rapunzel”
- ✓ Identify fairy tales as a type of fiction
- ✓ Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings
- ✓ Compare and contrast different adaptations of fairy tales

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:

- ✓ Describe, orally or in writing, the setting, characters, facts, events, and elements of magic in “Rapunzel” (RL.1.3, W.1.3)
- ✓ Describe how eating the rapunzel made the woman feel delight using words and phrases that suggest feelings (RL.1.4)
- ✓ Distinguish fantasy from realistic text by explaining that the certain events in the story could not have happened in real life (RL.1.5)
- ✓ Compare and contrast, orally or in writing, similarities and differences between the characters and settings of “Sleeping Beauty,” “Rumpelstiltskin,” and “Rapunzel” (RL.1.9)

- ✓ Compare and contrast, orally or in writing, similarities and differences between the read-alouds and a trade book for the story “Sleeping Beauty,” “Rumpelstiltskin,” or “Rapunzel” (RL.1.9)
- ✓ Discuss personal responses to how they received their names and compare that to Rumpelstiltskin’s and Rapunzel’s names (W.1.8)
- ✓ Clarify information about “Rapunzel” by asking questions that begin with *where* (SL.1.1c)
- ✓ While listening to “Rapunzel,” orally predict what the man will do to save his wife and then compare the actual outcome to the prediction

Core Vocabulary

delight, n. Joy or great pleasure

Example: The puppy played in the park with delight.

Variation(s): delights

dusk, n. The time of day when it begins to get dark

Example: John’s mother always made him come home from the playground at dusk.

Variation(s): none

longed, v. Wanted something very badly

Example: The children longed for a snow day.

Variation(s): long, longs, longing

merciful, adj. Forgiving; kind

Example: Amelia was merciful and stopped teasing her little brother when she saw that he was becoming sad.

Variation(s): none

rage, n. Strong anger


Example: The pirate was in a rage when he realized he had lost his treasure.

Variation(s): rages

Vocabulary Chart for Rapunzel			
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	blinded rapunzel silk thorns weep	deny/admit* desires <i>dusk</i> gleaming <i>merciful</i> pale rage loneliness longed	climb hair ladder prince steal twice witch
Multiple Meaning	tower	delight*	garden mean <u>top</u>
Phrases	the song had entered into his heart	how dare you on one condition to long for	
Cognates	torre	pálido rabia delicia*	príncipe jardín

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allotted for that part of the lesson. You will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Elements of Fairy Tales Chart for “Rumpelstiltskin”	Review the Elements of Fairy Tales Chart for “Rumpelstiltskin.”
	Image Card 5 (Rumpelstiltskin spinning straw into gold), Fantasy and Reality T-Chart, Response Cards	Show students Image Card 5 (Rumpelstiltskin spinning straw into gold). Ask them to hold up a Response Card to indicate whether the image belongs in the fantasy or reality column on the chart. Tape the Image Card in the appropriate column. (Fantasy)
Background Information and Essential Terms	[optional] name papers from Family Letter 1	If students have returned their self-portraits with stories about their name, spend a few minutes reading the stories aloud and discussing names.
	Image 3A-1	Discuss the photo of Rapunzel with students and explain that one of the characters in the story will be named after this special kind of lettuce.
Vocabulary Preview: Merciful, Dusk	Image 3A-4	
	Images of crepuscular (living things whose primary activity is during dawn and dusk) animals and insects: owl, rat, rabbit, moth, firefly, bear, deer, moose, and skunk	
Purpose for Listening		

Exercise	Materials	Details
Presenting the Read-Aloud (15 minutes)		
Rapunzel	Instructional Master 3A-1, chart paper, markers, tape	Create a story map for “Rapunzel” to help students understand how the story unfolds over Rapunzel’s lifetime. Add small drawings to support student understanding of the text.
	Image 3A-5, 3A-8, 3A-11	When narrating the text that accompanies these images, have students chant “Rapunzel! Rapunzel! Let down your hair!” each time this line appears in the text.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Delight		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Multiple Meaning Word Activity: Top	Poster 2M (Top)	
Syntactic Awareness Activity: Proper Nouns/Common Nouns	Images 3A-1, 3A-6; Instructional Master 3B-1; chart paper, markers, tape	Create a Proper Nouns/Common Nouns Chart to compare the two types of nouns using R/rapunzel as the starting point.
Vocabulary Instructional Activity: Deny or Admit		
Elements of Fairy Tales Chart: Rapunzel	Instructional Master 1B-1, chart paper, markers, tape	Fill out an Elements of Fairy Tales Chart for “Rapunzel.”
Comparing Settings and Characters	Elements of Fairy Tales charts for “Sleeping Beauty,” “Rumpelstiltskin,” and “Rapunzel”; Instructional Master 3B-2, chart paper, markers (green and red), tape, writing and drawing tools	Use this chart to compare the setting(s) and character(s) of “Sleeping Beauty,” “Rumpelstiltskin,” and “Rapunzel.”
Domain-Related Trade Book	Modern trade book adaptation of “Sleeping Beauty,” “Rumpelstiltskin,” or “Rapunzel”; [optional] Fairy Tales Comparison Chart (Instructional Master 2B-1)	

Advance Preparation

Continue to fill in the Fantasy and Reality T-Chart. For this lesson, this chart should include:

Fantasy	Reality
Image Card 3 (Good Fairy)	Image Card 2 (Royal Family)
Image Card 4 (Enchanted Princess)	
Image Card 5 (Rumpelstiltskin)	

Bring in images of crepuscular animals and insects, such as the owl, rat, rabbit, moth, firefly, bear, deer, moose, and skunk.

Create a Story Map for “Rapunzel” using Instructional Master 3A-1 as a guide.

- ✈ Above and Beyond: Make copies of Instructional Master 3A-1 for students who are ready to complete this story map on their own.

For the Syntactic Awareness Activity, prepare Proper Nouns/ Common Nouns Chart on chart paper, using Instructional Master 3B-1 as a guide. Make a copy of Instructional Master 3B-1 for each student.

For the Elements of Fairy Tales Chart, reproduce Instructional Master 1B-1 (Elements of Fairy Tales Chart) on chart paper. As a class, fill in this chart with information from “Rapunzel.”

- ✈ Above and Beyond: Make copies of Instructional Master 1B-1 for students who are ready to complete this chart on their own.

For Comparing Settings and Characters, reproduce Instructional Master 3B-2 (Settings and Characters Comparison Chart) on chart paper. Students will compare the different settings and characters for “Sleeping Beauty,” “Rumpelstiltskin,” and “Rapunzel.”

- ✈ Above and Beyond: Make copies of Instructional Master 3B-2 for students who are ready to complete this chart on their own.

Find a trade book that is a modern adaptation of “Sleeping Beauty,” “Rumpelstiltskin,” or “Rapunzel” to read aloud to the class. [Optional] Make copies of the Fairy Tales Comparison Chart (Instructional Master 2B-1) for students to fill out in small groups.

Notes to Teacher

Students may be familiar with a version of *Rapunzel* from television or film that differs from the classic version in the read-aloud. Recognize all student contributions to discussions of *Rapunzel*, and treat information gathered from television or film versions the same as you would a trade book version of the same story.



Rapunzel

3A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Ask students to explain why “Sleeping Beauty” and “Rumpelstiltskin” are considered fairy tales. Ask students if these tales are fiction or nonfiction.

Background Information and Essential Terms

5 minutes

Remind students that in the last fairy tale they heard, the queen has to discover Rumpelstiltskin’s name in order to keep her baby. Ask students how Rumpelstiltskin may have gotten that name and if they have ever met anyone named Rumpelstiltskin.

Ask students if they know how their parents chose their name or the name of a sibling. Have students share any stories they may have about the significance of names in their families.

Note: The family letter that was sent home at the beginning of the domain suggested that family members share with students how their names were chosen.



◀ Show image 3A-1: Photograph of rapunzel

Ask students to identify the image. If they say that it is lettuce or salad, tell them that this is a special kind of lettuce that is called *rapunzel*.



Merciful

◀ Show image 3A-4: Man and witch

1. Today you will hear how a man steals some Rapunzel from a witch's garden. When the witch tells him he is going to get into great trouble for stealing her Rapunzel, he asks her to be *merciful*.
2. Say *merciful* with me three times.
3. *Merciful* means to show kindness and forgiveness.
4. Stefanie was merciful when her sister broke her favorite toy.
5. I am going to say several sentences about different characters from stories you have heard. If what I say is an example of the character being merciful, say, "That was merciful." If what I say is not an example of someone being merciful, say, "That was not merciful."
 - When the thirteenth fairy put a curse on Sleeping Beauty. (That was not merciful.)
 - When the twelfth fairy softened Sleeping Beauty's curse. (That was merciful.)
 - The king demanded the miller's daughter to spin the straw into gold. (That was not merciful.)
 - When Rumpelstiltskin gave the queen some time to try to find out his name before claiming her baby. (That was merciful.)

Dusk

1. Today you will hear that a prince visits Rapunzel in her tower at *dusk*.
2. Say *dusk* with me three times.
3. Dusk is the time of day when the sky is just beginning to get dark.
4. Owls and other animals that are active during the night begin coming out at dusk.
Dusk is a good time to look for bats in the sky.

5. I am going to show you images of animals or insects that like to come out at dusk. If you would like to be outside at dusk to see that animal, raise your hand. If you would not like to be outside at dusk to see that animal, keep your hands in your lap. (Answers will vary).
- owl
 - rat
 - rabbit
 - moth
 - firefly
 - bear
 - deer
 - moose
 - skunk

Purpose for Listening

Tell students to listen carefully to learn how a child in the fairy tale they are about to hear gets her name. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.)



Rapunzel

◀ Show image 3A-2: Man and wife, wife looking out at rapunzel

There once lived a man and his wife who, more than anything in the world, wished to have a baby. Finally, one day they learned that their wish would come true.

Now, at the top¹ of their house, in the very back, there was a little window. And from this window you could see a garden full of beautiful flowers and fresh vegetables. But around the garden was a high wall. And no one dared to enter the garden, because it belonged to a mean witch.

One day the wife stood at the little window and looked down into the witch's garden. There she saw fine-looking leaves of rapunzel, which is a kind of lettuce. And it looked so fresh and green that she felt that she simply must have some. Day after day she **longed** for it.² The more she wanted it, the more she became pale and sad when she could not have some.

Her husband saw her looking so sad and became worried. "Dear wife, what is the matter?" he asked.

"Oh," she answered, "I feel that I must eat some of that rapunzel from the garden behind our house." Her husband loved her very much, and he thought, "I must get my wife what she desires. I will get some of that rapunzel, no matter what."³

◀ Show image 3A-3: Man stealing rapunzel

That night he climbed over the wall into the witch's garden. He quickly filled a sack with rapunzel and brought it back to his wife. At once she ate it with **delight**.⁴ But she liked it so much and it tasted so good that the next day she longed for it twice as much as she had before. So, that night, the husband climbed the wall again and picked more rapunzel. He turned around to go back, when he saw before him the angry eyes of the witch.

1 *Top* means the highest part of something. A top is also a child's toy.

2 To long for something means to want it very badly. [Point out the rapunzel growing in the garden, and explain that the woman longs to eat some of it.]

3 What do you think the man is going to do?



4 *Delight* means great joy or pleasure.



← **Show image 3A-4: Man and witch**

- 5 The man is asking the witch to forgive him and be kind even though he stole the rapunzel.

“How dare you climb into my garden, you thief,” she hissed. “How dare you steal my rapunzel! You will pay dearly for this!”

“Oh please,” said the terrified man, “be **merciful**.⁵ I only did this because I had to. My wife, you see, is having a baby, and she was looking out the window and saw your rapunzel, and she needed some more than anything else in the world.”

“Well then,” the witch said, “you may have as much rapunzel as you want—*on one condition*. When your wife has the child, you must give it to me. I will take care of the child, like it’s my very own.”⁶

- 6 Do you think the man should agree to give his child to the witch?

The man was so flustered that he said “yes,” and then tried not to think any more of it. But later, at the very moment when his wife gave birth to a lovely baby girl, the witch appeared and reminded him of his promise. She brought the child to live with her.



← **Show image 3A-5: Rapunzel is taken to a tower**

- 7 Why do you think the witch named her Rapunzel?

- 8 Why do you think the witch locked Rapunzel in a tower?

The witch named the baby Rapunzel,⁷ and she grew up to be a beautiful girl. When Rapunzel was twelve years old, the witch took her deep into the forest. There she locked her in a tower with no steps and no door, only a small window near the top.⁸ Whenever the witch wanted to be let into the tower, she would cry from the ground below, “Rapunzel! Rapunzel! Let down your hair!”



← **Show image 3A-6: Rapunzel’s long hair**

Rapunzel had beautiful, long hair that shone like gold. When she heard the voice of the witch, she would open the window and let her hair fall down, down, down to the ground far below. Then the witch would hold onto the hair and climb up to the tower window.



← **Show image 3A-7: Prince spies tower**

- 9 The king’s son is the _____.
(prince)

A few years passed like this when, one day, the king’s son⁹ was riding through the forest, and he came upon the tower. As he came near, he heard a voice singing so sweetly that he stood still and

10 "The song had entered into his heart" means the prince fell in love with Rapunzel's song.



listened. It was Rapunzel in her loneliness trying to pass away the time with sweet songs. The prince wanted to go inside to see her, so he looked for a door in the tower, but there was none. He rode home, but the song had entered into his heart, and every day he went into the forest and listened to it.¹⁰

← **Show image 3A-8: Prince sees witch climbing Rapunzel's hair**

Once, as he was standing nearby behind some trees, who should come up to the tower but the witch. The prince watched, amazed, as the witch called out, "Rapunzel! Rapunzel! Let down your hair!" Then he saw how Rapunzel let down her long hair, and how the witch climbed up it and went into the tower. He thought, "So that is the ladder. Well, then, I too will climb it." The next day, as **dusk** fell,¹¹ he came to the tower and cried, "Rapunzel! Rapunzel! Let down your hair!" And she let down her hair, and the prince climbed up.¹²

11 Dusk is the time of day when it starts to get dark.

12 How do you think Rapunzel will feel when she sees it is the prince and not the witch who has climbed up her hair?



← **Show image 3A-9: Rapunzel and prince**

Rapunzel was greatly frightened when she saw the prince, for she had never seen a man before. But he spoke kindly to her, and told how her singing had entered his heart, and how he felt he could have no peace until he had seen her. Then Rapunzel forgot her fear, and when he asked her to be his wife, she put her hand in his hand and said, "I would gladly go with you, but I have no way to get out. Do this for me: the next time you come, bring a bundle of silk. Then bring some more each time you come, and I will make a ladder of it. When it is finished, I will use it to climb down from this tower, and then you will carry me away from here on your horse." They agreed that he would come to her every evening, since the witch only came in the daytime.

← **Show image 3A-10: Witch cutting Rapunzel's hair**

So things went on this way until one day Rapunzel, without thinking, said to the witch, "Why do you climb up so slowly, while it takes the king's son only a moment?"



13 Rage is very strong anger. Why is the witch in a rage?



← **Show image 3A-11: Witch and prince**

14 What is going to happen? Is Rapunzel up there?

“Oh, you wicked child!” screamed the witch. “I thought I had you hidden here from all the world. But you have betrayed me!” In a **rage**, the witch grabbed a pair of sharp scissors and cut off poor Rapunzel’s hair.¹³ Then the witch took Rapunzel from the tower and brought her to live deep in the forest.

Later that day, when evening fell, the prince came and called out, “Rapunzel! Rapunzel! Let down your hair!”¹⁴ The witch lowered the cut-off hair, and the prince climbed up. But instead of seeing his dear Rapunzel at the top, he saw the gleaming eyes of the witch. “Aha!” she cried, and laughed at him. “You came for your darling, but the sweet bird is no longer in its nest and sings no more. You will see her no more!” Filled with horror and sadness,¹⁵ the prince fell from the tower. The fall did not hurt him badly, but the thorns on which he fell cut his eyes and blinded him.¹⁶

15 Horror is a strong feeling of fear or shock.

16 Blinded means he can’t see anymore.



← **Show image 3A-12: Blind prince wandering in forest**

So, blind and alone, he wandered in the forest for several years, eating only roots and berries, and weeping over the loss of his dear Rapunzel. At last he came to a place in the forest where Rapunzel herself was wandering. He heard a sweet voice that he thought he had heard somewhere before. When he went toward the sound, Rapunzel saw him, wrapped her arms around his neck and wept. When Rapunzel’s tears touched the prince’s eyes, he could see again. He was both happy and amazed because he’d thought he’d never see her again.



← **Show image 3A-13: Prince takes Rapunzel to his kingdom**

And so the prince took Rapunzel to his kingdom to be his bride, where she was welcomed with great joy. They were soon married, and they lived happily ever after.

Comprehension Questions

10 minutes

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 students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* In the beginning of the fairy tale, what does the woman long for from the witch's garden? (rapunzel)
2. *Evaluative* What does her husband do? (He steals rapunzel from the garden.) Do you think there is any other way he could have solved this problem? (Answers may vary.)
3. *Evaluative* When the witch catches the husband in the garden, he asks her to be merciful. What does the witch then say the husband must do if he wants rapunzel from the garden? (He must give his child to the witch when the baby is born.) Do you think he makes a good decision to agree to the witch's demand? (Answers may vary.)
4. *Inferential* What does the witch name the baby? (Rapunzel) Why do you think she names her Rapunzel? (She's named after the rapunzel her father stole from the garden/that her mother ate.)
5. *Literal* What happens when Rapunzel is twelve years old? (The witch locks her in a tower that has no doors and only one window near the top.) How does the witch visit Rapunzel in the tower? (She climbs Rapunzel's hair.)
6. *Literal* [Show Image Card 6 (Tower).] How does the prince discover that Rapunzel exists? (One day when he is riding through the forest, the prince hears Rapunzel's voice singing sweetly.)

7. *Inferential* What happens when the witch finds out that the prince has been visiting Rapunzel? (The witch becomes angry, cuts off Rapunzel's hair, and takes her from the tower to live alone in the forest. Then she tricks the prince into climbing Rapunzel's hair, and he falls from the tower.)
8. *Evaluative* Does the fairy tale have a happy ending? Why or why not? (Yes, the Prince finds Rapunzel, and her tears allow him to see again. They get married and live happily ever after.)
9. *Evaluative* What happens in this fairy tale that is fantasy? (the witch being able to climb Rapunzel's hair and Rapunzel's tears allowing the prince to see again)

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

10. *Evaluative Where? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *where*. For example, you could ask, "Where does the fairy tale 'Rapunzel' take place?" Turn to your neighbor, and ask your *where* question. Listen to your neighbor's response. Then your neighbor will ask a new *where* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
11. 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 questions.]

Word Work: Delight

5 minutes

1. In the read-aloud you heard, “He quickly picked a handful of rapunzel and brought it back to his wife. At once she ate it with *delight*.”
2. Say the word *delight* with me.
3. *Delight* means great pleasure or joy.
4. The couple felt delight when they found out they were going to have a baby.
5. Tell me about some times that characters in the fairy tales we’ve read so far feel delight. Try to use the word *delight* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “_____ feels delight when . . .”]
6. What’s the word we’ve been talking about?

Use a *Sharing Activity* for follow-up. Directions: Think of two or three things that give you delight. Talk about what gives you delight with a partner. See if some of the same things give you both delight. Try to answer in complete sentences and use the word *delight* when you are talking about it.



Complete Remainder of the Lesson Later in the Day



Rapunzel

3_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity:

5 minutes

Sentence in Context: Top

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 (Top).] In the read-aloud you heard this description of Rapunzel's parent's house, "Now, at the *top* of their house, in the very back, there was a little window." Here, *top* describes the highest part, point, or level of something. Which image on the poster shows this meaning of *top*?
2. A top is also the name of a toy that spins around very quickly. Which picture shows this meaning of *top*?
3. Now with your partner, make a sentence for each meaning of *top*. Try to use complete sentences. I will call on some of you to share your sentences with the class.

↔ Syntactic Awareness Activity (Instructional Master 3B-1) 10 minutes

Proper Nouns and Common Nouns

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds.

[Proper nouns are the names of specific persons, places or things.]

1. Tell me about the two different R/rapunzels from the fairy tale. [If students do not remember, prompt them. Rapunzel is a princess with long, long hair; rapunzel is the lettuce-like vegetable the man stole for his wife from the witch's garden.]
2. Do we capitalize people's names? (Yes, people's names are capitalized.)



← **Show image 3A-6: Rapunzel's long hair**

3. When *Rapunzel* is used as the name of the princess, it is called a proper noun. Proper nouns start with a capital letter.



← **Show image 3A-1: Photograph of rapunzel**

4. When *rapunzel* is used to name a type of plant, the word *rapunzel* is considered a common noun because there are many, many rapunzel plants everywhere. Common nouns are not capitalized unless they begin a sentence.
5. I am going to say a series of words or names that can be proper nouns or common nouns. Help me write them correctly as I complete the chart. Then tell me how I write them correctly. (Proper nouns should be capitalized, and the common nouns should be written in all lowercase letters.)
 - Violet (a girl or woman's name) or violet (a flower)
 - Rose (a girl or woman's name) or rose (a flower)
 - Walker (a person's name) or walker (a person walking)
 - Robin (a person's name) or robin (a type of bird)
 - Cat (a girl or woman's name) or cat (a type of pet)

↔ **Vocabulary Instructional Activity**

5 minutes

Word Work: Deny or Admit

1. In the previous read-aloud, "Rumpelstiltskin," you heard Rumpelstiltskin say:
"Today I brew, tomorrow I bake,
And then the fair queen's child I'll take."

And no one can *deny* my claim,
For Rumpelstiltskin is my name.”

In today’s read-aloud, you heard how Rapunzel’s father gave the witch his daughter because he could not deny the witch’s claim to the baby. The witch could claim the baby because Rapunzel’s father had agreed to give the witch his baby in exchange for rapunzel from her garden.

2. Say the word *deny* with me.
3. *Deny* means to say that something is not true.
4. Chris’s mother told her not to deny that she ate the last cookie, because her mother saw her eat it.
5. Tell about a time when you denied something (or did not deny something). Try to use the word *deny* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “One time I denied . . .”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow up. Directions: The opposite of *deny* is *admit*. *Admit* means to tell the truth or to agree. I am going to describe a few situations. If what I say is something that you would deny, say, “I would deny that.” If what I say is something that you would admit, or not deny, say, “I would admit that.” (Answers may vary for all.)

- I like cheese pizza better than pepperoni.
- I like pepperoni pizza better than cheese.
- I like to sleep late on the weekend.
- I like getting up early for school.
- I like dogs better than cats.
- I like cats better than dogs.
- Monday is my favorite day of the week.
- Saturday is my favorite day of the week.
- I like math better than reading.
- I like reading better than math.

- Summer is my favorite season.
- Winter is my favorite season.

Elements of Fairy Tales Chart: Rapunzel

15 minutes

Note: Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing down what they say so that you don’t forget. Tell them that you will read the words to them.

Elements of Fairy Tales	
Fairy Tale: “Rapunzel”	
Setting(s):	
Time: long ago	Place(s): witch’s garden tower
Characters: father, mother, witch, prince	
Fantasy/magic: the witch, Rapunzel’s long hair, the witch taking the baby, Rapunzel’s tears healing the prince’s blindness	
Problem(s)	Solution(s)
The mother wants to eat rapunzel from the witch’s garden.	The father steals rapunzel from the witch’s garden.
The witch catches the father stealing her rapunzel.	The father agrees to give the baby to the witch.
The prince is blinded by falling on thorns.	Rapunzel’s tears heals the prince’s blindness.
Ending: Rapunzel and prince get married and live happily ever after.	

- Remind students that the setting of a story is *when* and *where* a story takes place.
- Have students to listen carefully while you reread the first sentence of “Rapunzel”: *There once lived a man and his wife who, more than anything in the world, wished to have a baby.*
 - Tell students that although this fairy tale does not begin with “once upon a time,” the word *once* tell us the story took

place a long time ago. Write “long ago” on the chart in the row marked “Setting(s)” next to the label for “Time.”

- Ask students *where* the story takes place. (witch’s garden, tower) Record that information in the row marked “Setting(s)” next to the label for “Place(s).”
- Next, use the Flip Book to review the characters in the fairy tale. Record the character names on the “Characters” row of the chart.
- Ask students which characters are real-life characters and which are fantasy characters. (The mother, father, Rapunzel and the prince are real-life characters. The witch is a fantasy character.)
- Ask students to think about what elements of the story are magic or fantasy. (Rapunzel’s long hair, a witch taking someone’s baby) Record this information on the “Fantasy/Magic” row of the chart. Explain that magical elements are one of the things that make fairy tales different from other kinds of stories.
- Ask students to describe the problems and solutions in this fairy tale. Record this information under the “Problem(s)” and “Solutions” columns.
- Finally, reread the last sentence of the fairy tale: *They were soon married and they lived happily ever after.* Ask students to give a *thumbs-up sign* if the ending is a “fairy-tale ending” or a *thumbs-down sign* if it is not a “fairy-tale ending.” Have students explain their answer. Describe the conclusion of the fairy tale on the “Ending” row of the chart.

Comparing Settings and Characters (Instructional Master 3B-2, optional)

15 minutes

Comparing Settings and Characters			
	"Sleeping Beauty"	"Rumpelstiltskin"	"Rapunzel"
Setting(s)	long ago	long ago	long ago
	castle	castle	witch's garden and tower
Character(s)	baby girl	baby girl	baby girl
	magical character(s)	magical character(s)	magical character(s)
	royal character(s)	royal character(s)	royal character(s)

- Read over each of the Elements of Fairy Tales Charts for "Sleeping Beauty," "Rumpelstiltskin," and "Rapunzel" with students.
- Explain to students that they are going to compare the characters and settings of "Sleeping Beauty," "Rumpelstiltskin," and "Rapunzel" to see how they are alike and different.
- Ask students: "How are the settings of "Sleeping Beauty," "Rumpelstiltskin," and "Rapunzel" alike or different?" Record student answers on the row marked "Setting(s)" on the chart. [Refer to the chart above for sample student responses.]
- Ask students: "How are the characters in each fairy tale alike or different?" Record student answers on the row marked "Characters" on the chart. [Refer to the chart above for sample student responses.]
- Remind students that when fairy tales are alike, they have the same or similar characteristics. Read the first row in the "Setting(s)" section aloud to students. Ask students if they notice anything that is the same or alike. Invite a student volunteer to circle the entries that are alike in that row using a green marker. Continue this exercise with the other row for the "Setting(s)" section and then move to the "Character(s)" section.
- Ask students what it means for something to be different. Read the first row in the "Setting(s)" section aloud to students. Ask students if they notice anything that is different. Invite a student volunteer to circle any entries that are different in that row using

a red marker. Continue this exercise with the other row for the “Setting(s)” section, and then move to the “Character(s)” section.

Domain-Related Trade Book

20 *minutes*

- Refer to the list of recommended trade books in the Introduction at the front of this guide, and choose a modern adaptation of one of the fairy tales students have already heard to read aloud to the class. [You may choose a version of “Sleeping Beauty,” “Rumpelstiltskin,” or “Rapunzel.”]
- Before reading, ask students to recall who wrote down the original versions of the fairy tales more than two hundred years ago. (The Brothers Grimm wrote down the original versions of the fairy tales.) Explain that modern authors sometimes take old fairy tales from the Brothers Grimm and change the way the story is told or add new details.
- Explain to students that illustrators sometimes update old fairy tales by creating illustrations that use a different style or that show other ways of thinking about the tales. Tell students that today they will get to hear one author’s retelling of a story and see a different style of illustrations.
- 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 as to how this tale is the same as the version in the read-aloud and how it is different. You may wish to show illustrations side-by-side and ask students to compare and describe the differences and similarities between the pictures in each version of the story. Also, discuss whether or not this adaptation has the various elements of a fairy tale such as elements of fantasy or magic, “once upon a time” beginnings, and “happily ever after” endings.
 - [Optional] In small groups, have students fill in a Fairy Tales Comparison Chart (Instructional Master 2B-1) for two versions of the same fairy tale.



The Frog Prince, Part I

4

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the fairy tale “The Frog Prince”
- ✓ Identify the fairy tale elements of “The Frog Prince”
- ✓ Identify fairy tales as a type of fiction
- ✓ Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

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:

- ✓ Describe how the princess feels when her golden toy falls into a well, and how the frog feels when the princess lets him into the castle, using words and phrases that suggest feelings (RL.1.4)
- ✓ Describe the princess, the frog, and the king with relevant details, expressing their ideas and feelings clearly (SL.1.4)
- ✓ Prior to listening to “The Frog Prince, Part I,” identify orally what they know and have learned about fairy tales and how princes are depicted in fairy tales
- ✓ Prior to listening to “The Frog Prince, Part I,” orally predict whether the title character is more like a frog or more like the princes they have heard about in other fairy tales and then compare the actual outcome to the prediction

- ✓ Perform an aspect of a character from “The Frog Prince, Part I,” for an audience using eye contact, appropriate volume, and clear enunciation

Core Vocabulary

court, n. The people who help and work with a royal leader

Example: King John’s royal family and his other helpers are all part of his court.

Variation(s): courts

glee, n. Great joy

Example: John opened his birthday presents with glee.

Variation(s): none

retrieved, v. Found and brought something back

Example: The divers retrieved the buried treasure from the bottom of the sea.

Variation(s): retrieve, retrieves, retrieving

wailed, v. Cried loudly

Example: Sarah wailed in pain when she broke her arm.

Variation(s): wail, wails, wailing

well, n. A deep hole made in the ground in order to get water


Example: Kim’s family gets all of their drinking water from a well near the house.

Variation(s): wells

Vocabulary Chart for The Frog Prince, Part I			
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	croaked feasted kingdom warty	amuse disappointment eagerly emerged escaped glee <i>ignored</i> jewels lonely obey precious retrieved* timid unwillingly vanished wailed	frog golden icky promise(s) thoughts
Multiple Meaning	court stern <u>well</u>	condition shocked treated	ball crown fair
Phrases	a sight to behold		
Cognates	corte	<i>ignorado</i> obedecer precioso tímido condición	promesa bola

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allotted for that part of the lesson. You will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Comparing Characters and Settings Chart for “Sleeping Beauty,” “Rumpelstiltskin,” and “Rapunzel”	
	Image Card 3 (Good Fairy), Image Card 5 (Rumpelstiltskin), and Image Card 7 (Witch)	Use the Image Cards to help students make connections with the characters as they consider the commonalities across the different characters.
	Image Card 7 (Witch); Fantasy and Reality T-Chart; Response Cards	Show students Image Card 7 (Witch). Ask students to hold up a Response Card to indicate if the image belongs in the Fantasy or Reality column on the chart. Tape the Image Card in the appropriate column. (Fantasy)
	Images 1A-10, 3A-8	Show students the images to help them recall the princes from the fairy tales they have heard.
Background Information and Essential Terms	Image 4A-1	Use the photograph of the frog to help students activate their prior knowledge about frogs.
Making Predictions About the Read-Aloud	chart paper to create a Prediction Chart, markers, tape, sticky notes, writing tools	Have each student write their name on a sticky note. Ask them to place their sticky notes on the Frog or Prince? Prediction Chart to predict if the frog prince will be more like a frog or more like a prince. Check the chart, and discuss student predictions at the end of the read-aloud.
Vocabulary Preview: Ignored, Glee	Images 4A-5	
Purpose for Listening	Frog or Prince? Prediction Chart	Remind students of their predictions using the Frog or Prince? Prediction Chart.

Exercise	Materials	Details
Presenting the Read-Aloud (15 minutes)		
The Frog Prince, Part I	Instructional Master 4A-1 (Iceberg Chart), chart paper, markers, tape	Use an Iceberg Chart to help students track and understand the difference between what the princess promises to the frog, how she acts towards the frog, and what she is thinking. See <i>Notes to Teacher</i> for more information.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	Frog or Prince? Prediction Chart	Use the chart with Question 1.
	Iceberg Chart	Use the chart with Question 6.
Word Work: Retrieved		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Elements of Fairy Tales Chart: The Frog Prince, Part I	Instructional Master 1B-1, chart paper, markers, tape	Fill out an Elements of Fairy Tales Chart for “The Frog Prince, Part I.”
Live! On Stage	Flip Book images	Have students portray the characters in “The Frog Prince” for a narrated retelling of the first half of the story.

Advance Preparation

Continue to fill in the Fantasy and Reality T-Chart. For this lesson, this chart should include:

Fantasy	Reality
Image Card 3 (Good Fairy)	Image Card 2 (Royal Family)
Image Card 4 (Enchanted Princess)	
Image Card 5 (Rumpelstiltskin)	
Image Card 7 (Witch)	

Create a Prediction Chart on a large piece of chart paper.

Prediction Question: Will the frog prince be more like a frog or more like a prince?	
Frog	Prince

Create an Iceberg Chart on a large piece of chart paper using Instructional Master 4A-1 as a guide. Use this chart to track the princess's actions and thoughts.

- ✈ Above and Beyond: Make copies of Instructional Master 4A-1 for students who are ready to complete this chart on their own.

For the Elements of Fairy Tales Chart, reproduce Instructional Master 1B-1 (Elements of Fairy Tales Chart) on chart paper. As a class, fill in this chart with information from “The Frog Prince, Part I.”

- ✈ Above and Beyond: Make copies of Instructional Master 1B-1 for students who are ready to complete this chart on their own.

Notes to Teacher

Students may have trouble understanding how the princess's words do not always align with her actions and her private thoughts. The Iceberg Chart is one way to think about how you can see the princess' actions and hear her words, just like you see the top of an iceberg above the water. However, below the surface, there is a substantial block of ice that cannot be seen. As a listener, we know what the princess is thinking, but the frog does not. Using information from both parts of the chart, we can infer or make a guess about what the princess intends to do or how she feels about the frog.



The Frog Prince, Part I

4_A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

10 minutes

Begin with a review of the three fairy tales students have heard thus far—“Sleeping Beauty,” “Rumpelstiltskin,” and “Rapunzel”—with an emphasis on the different types of characters found in fairy tales.

Tell students you are going to show them three Image Cards with three characters, one from each of these fairy tales. Show students Image Card 3 (Good Fairy), Image Card 5 (Rumpelstiltskin), and Image Card 7 (Witch). Ask students what the fairy and Rumpelstiltskin have in common (Both make something magical happen.); then ask students what Rumpelstiltskin and the witch have in common (Both bargain to take away the queen’s first child.). Remind students that fairy tales often have magical characters with special powers.

Now remind students that fairy tales also often have royal characters. Ask students to recall royal characters from the three fairy tales they have already heard. Tell students that the fairy tale they will hear today is called “The Frog Prince.” Ask students what royal character is mentioned in the title.

Ask students if they recall any princes from any of the fairy tales they have heard thus far. You may show image 3A-8 to remind students of the prince in “Rapunzel.” Have students share the significance of the prince in this fairy tale.

You may show image 1A-10 to remind them of the prince in “Sleeping Beauty.” Have students share the significance of the prince in this fairy tale.

Ask students if these princes are alike in any ways. (Both are sons of a king; both live happily with their princess; etc.)



Background Information and Essential Terms

5 minutes

◀ Show image 4A-1: Photograph of green frog

Ask students to describe what they see in this image. Tell students that this is a picture of a green frog. Ask students what they know about frogs. You may prompt discussion with the following questions:

- What sound does a frog make?
- What do frogs eat?
- Where do frogs live?
- What does a frog feel like when you touch it?
- What does a frog look like?
- Have you ever seen a real frog? If so, where?

Making Predictions About the Read-Aloud

5 minutes

Tell students that today’s story is “The Frog Prince.” Based on what they know about frogs and what they have learned about royalty (princes), ask students what a frog prince might look like and what he might do. Ask students to predict whether the frog prince is more like a frog or more like the princes they have heard about in other fairy tales.

Vocabulary Preview

5 minutes

Ignored

◀ Show image 4A-5: Princess running away

1. Today you will hear how the princess *ignored* the frog when she was running away from him and he croaked after her, “Wait! I cannot run as fast as you!”
2. Say *ignored* with me three times.



3. *Ignored* means paid no attention to; did not notice.
4. Marley's mother ignored her little brother's whining.
5. I am going to say several sentences. If what I say is an example of someone being *ignored*, say, _____ "[name] was ignored." If what I say is not an example of being ignored, say, "[name] was not ignored."
 - Matthew's friend did not listen to what Matthew was saying. (Matthew was ignored.)
 - Amelia's mother stopped cooking dinner to listen to Amelia's story. (Amelia was not ignored.)
 - Tyshuan's family loved to hear his stories and always listened until the end of each story. (Tyshuan was not ignored.)
 - Sofia's mom told Sofia to get out of bed, but Sofia kept sleeping. (Sofia's mom was ignored.)
 - Paco's father felt angry when Paco ate more candy after he told him not to eat any more. (Paco's father was ignored.)
 - Maria told her mother that she did not like chocolate ice cream; she felt happy when her mother gave her vanilla ice cream instead of chocolate. (Maria was not ignored.)

Glee

1. Today you will hear that when the frog saw the princess, he "bounced up and down with froggy *glee*."
2. Say *glee* with me three times.
3. *Glee* means great joy or happiness.
4. Angelina sings with glee, even when no one is around to listen.
Tran could hardly contain his glee when he hits a home run.
5. The frog was so happy and felt so much glee when he was invited into the castle. What makes you have glee? Turn and tell your partner. Try to use the word *glee* when you talk to your partner. I will call on a few students to share what their partner said.

Purpose for Listening

Tell students to listen carefully to find out whether or not their predictions are correct. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.)



- 1 [Have students talk about what is happening in the picture. Be sure to point out the golden ball in the foreground.]

The Frog Prince, Part I

◀ Show image 4A-2: Happy princess with golden ball¹

Once upon a time, a mighty king lived in a palace in the shadow of a dark, mysterious forest. He had only one child, a beautiful little girl with long, flowing hair, and her favorite plaything was a bright golden ball that looked just like the sun in the sky. Day after day, she would run and skip under the shadow of the huge forest trees, tossing and bouncing her ball to amuse herself. She liked to pretend that her ball was indeed the sun and that the whole wide world was hers to play with.

- 2 A *well* is a deep hole that has been dug in order to get water.
- 3 How do you think the princess feels? Have you ever lost a favorite toy?

One day, however, as she spun the ball in her little hands, it slipped from her fingers, rolled over the leafy ground, and fell—*splash!*—into a deep **well**.² She ran quickly to the edge of the well and peered in, but her beautiful golden toy had vanished into darkness.³



◀ Show image 4A-3: Princess talking to frog about her lost ball

She began to cry loudly, because she was not used to disappointment, when she suddenly heard a timid, scratchy voice behind her say, “What is the matter, princess?”

Spinning around, she realized that the speaker was the ickiest frog she had ever seen. “I have dropped my ball into the well, and it is lost forever!” she **wailed**.⁴

- 4 *Wailed* is another way of saying “cried loudly.”

The frog looked at her and blinked. “I could get it for you, if . . .”

“Oh, froggy! I’d give you anything you want if you could get my lovely ball back! You could have my crown!”

“I do not want a crown,” the frog said.

“Or all my jewels!” she offered.

“What would a frog do with jewels?” he wondered.

“I do not care!” the princess snapped. “Just get my ball!”

“Well,” the frog said, “I do not want jewels, but I do want a friend. It is a lonely life being an icky frog. If I fetch your ball from the dark, chilly well for you, will you agree to be my friend forever afterward, and love me, and share everything that you have with me?”⁵

- 5 Do you think the princess will agree?



◀ **Show image 4A-4: Frog retrieving ball**

The frog did not know her thoughts, however, and he dived eagerly down into the well. A few seconds later, he emerged from the water holding the precious golden ball between two slimy webbed hands. “It was very cold down there,” the frog remarked, but the princess was not listening.⁶

- 6 Why do you think the princess wasn’t listening?



◀ **Show image 4A-5: Princess running away**

“Hurray!” she cried, and seizing the ball, she immediately ran back to the palace. The frog croaked after her, “Wait! I cannot run as fast as you!” She ignored him, however, and considered the matter settled.⁷

- 7 Do you think the matter is settled? Why or why not?



◀ **Show image 4A-6: Princess at dinner**

That night, however, while the **court** feasted,⁸ a loud knock sounded on the door.⁹ The princess loved visitors, so she ran to open the door, but who should stand on the palace stairs but the icky, warty frog! She slammed the door in his face and ran back to her delicious dinner on her golden plate. Behind the heavy wood door, though, she could hear him croaking: “O careful, careful, princess fair! Promises are more than air!”¹⁰

- 8 The court includes the royal family and the people who help them.

- 9 Who do you think is at the door?

- 10 *Fair* means to be charming or otherwise pleasing.

“Who was at the door, my daughter?” asked the king.

“Nobody! Just an old frog,” she said, and she told him how the frog had **retrieved** her ball from the well¹¹ on the condition that she would be its friend and share everything she had with it forever afterward. She thought her father would be pleased with how she had escaped the frog’s demands, but, to her surprise, he frowned.

- 11 or how the frog had gotten her ball from the well

“Daughter, we must keep the promises we make. What kind of kingdom would we have if we all treated each other the way you have treated this poor frog? The frog kept his promise to you, and he helped you; now, you must keep your promise to him. Go and let him in.”

The princess was shocked and wanted to refuse, but she could see from her father’s stern looks that she had to obey. Unwillingly, she got up and opened the door. The frog was still sitting patiently on the steps of the palace. When he saw the princess, he smiled happily—a smiling frog is quite a sight to behold—and bounced up and down with froggy **glee**.¹²

12 The frog bounced up and down with joy, or happiness. What do you think is going to happen? [Tell students they will hear the rest of the fairy tale later.]

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

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 students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* Were your predictions correct about what a frog prince might be like? Why or why not? (Answers may vary.)
2. *Literal* At the beginning of the fairy tale, what happens to the princess’s golden ball? (It falls into a deep well.)
3. *Inferential* How does the princess feel about this? (so sad that she wails, or cries) Why? (It is her favorite plaything.)
4. *Evaluative* Who offers to help the princess? (a frog) How do you think the princess feels when she turns around and sees the frog? (surprised, shocked, etc.)
5. *Literal* What does the princess have to promise in order to get the frog to retrieve the ball? (to be a friend, to love the frog, and to share everything with the frog)

6. *Inferential* Do you think the princess intends to keep her promise, and what are some clues that tell us how she feels about her promise and the frog? (The princess does not intend to keep her promise; she slams the door in the icky frog's face; the read-aloud says she had thought her father would be pleased she escaped the frog's demands.) What does the king say when he hears what has happened? (He tells her she needs to keep her promises; "Daughter, we must keep the promises we make.") The princess is shocked and wants to refuse, but doesn't. What is another clue that tells why she obeys, and lets the frog in after all? (The king's "stern looks," or serious expression, tell the princess she must obey, keep her promise, and let the frog in no matter how she feels.)
7. *Evaluative* How do you think the frog feels when the princess lets him in the palace? (happy, filled with glee) How do you think the rest of the court feels about a frog being invited into the palace? (Answers may vary.)

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

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

8. *Evaluative Think Pair Share:* Do you agree with the king that the princess should keep her promise? Why or why not? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Retrieved

5 minutes

1. In the read-aloud you heard, “[The princess] told [her father] how the frog had *retrieved* her ball from the well on the condition that she would be its friend and share everything she had with it forever afterward.”
2. Say the word *retrieved* with me.
3. If you retrieved something, you got it back.
4. I retrieved my shoe from my dog.
5. Have you ever retrieved an object that you had dropped or lost? Try to answer in complete sentences and use the word *retrieved* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I retrieved my . . . ”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will ask a question. Think about what you might have retrieved from that place. Remember to answer in complete sentences and use the word *retrieved* in your answer. [If necessary, guide and/or rephrase students’ responses: “I retrieved my _____ from . . . ”] (Answers may vary for all.)

- Have you ever retrieved something from under your bed?
- Have you ever retrieved something from a friend?
- Have you ever retrieved something from your backpack?
- Have you ever retrieved something from a pet?
- Have you ever retrieved something from the floor?



Complete Remainder of the Lesson Later in the Day



The Frog Prince, Part I

4_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Elements of Fairy Tales Chart: The Frog Prince, Part I

15 minutes

Note: Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing down what they say so that you don't forget. Tell them that you will read the words to them.

Elements of Fairy Tales	
Fairy Tale: "The Frog Prince"	
Setting(s):	
Time: once upon a time	Place(s): inside and outside the king's castle
Characters: king, princess, frog, members of the royal court	
Fantasy/magic: talking frog	
Problem(s)	Solution(s)
Princess's golden ball fell down the well.	The frog retrieves her golden ball out of the well.
Ending:	

- Ask students what the setting of a story is. (when and where the story takes place)
- Have students listen carefully while you reread the first sentence of “The Frog Prince”: *Once upon a time, a mighty king lived in a palace in the shadow of a dark, mysterious forest.*
 - Ask students if they heard any words that are often used at the beginning of fairy tales. Write “once upon a time” on the chart in the row marked “Setting(s),” next to the label for “Time.”
 - Ask students *where* the story takes place. (inside and outside the king’s castle) Record that information in the row marked “Setting(s),” next to the label for “Place(s).”
- Next, use the Flip Book to review the characters in the fairy tale. Record the character names on the “Characters” row of the chart.
 - Ask students which characters are real-life characters and which are fantasy characters. (The father, the princess and the members of the royal court are real-life characters. The talking frog is a fantasy character.)
- Ask students to think about what elements of the story are magic or fantasy. (the talking frog) Record this information on the “Fantasy/Magic” row of the chart. Explain that magical elements are one of the things that make fairy tales different from other kinds of stories.
- Ask students to describe the problem(s) and solution(s) in this fairy tale. Record this information in the “Problem(s)” and “Solution(s)” columns.
- Tell students that the rest of the chart will be filled in after reading the second part of the fairy tale during the next lesson.

Live! On Stage

15 minutes

- Tell students that they are going to act out the story of “The Frog Prince” by pretending to be the characters in the story.
- Tell them that you will be the narrator, or person who tells the story, and they will be the characters.

- Ask them what characters or animals are in the story. Use Flip Book images to identify the characters. Place students in groups to act out the roles of the princess, the king, and the frog.
- Practice what each character says and the gestures they might make. For example, the princess might pretend to be wailing and say, “I’ve lost my golden ball.” The king might wave his finger, or put his hands on his hips, and say, “Daughter, we must keep the promises we make.” The frog might hop across the floor and say, “If I retrieve your ball, will you agree to be my friend?”
- Perform the story. Time permitting, have student groups change roles and tell the story again.



The Frog Prince, Part II

5

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the fairy tale “The Frog Prince”
- ✓ Identify the fairy tale elements of “The Frog Prince”
- ✓ Identify fairy tales as a type of fiction
- ✓ Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

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:

- ✓ Orally retell the fairy tale “The Frog Prince” (RL.1.2)
- ✓ Describe how the princess feels when she first sees the frog turn into a prince using words and phrases that suggest feelings (RL.1.4)
- ✓ Distinguish fantasy from realistic text by explaining that the certain events in the story could not have happened in real life (RL.1.5)
- ✓ Discuss personal responses to how they would feel about a frog eating with them (W.1.8)
- ✓ Clarify information about “The Frog Prince, Part II” by asking questions that begin with *who* (SL.1.1c)

- ✓ Describe the princess, the frog, and the king with relevant details, expressing their ideas and feelings clearly (SL.1.4)
- ✓ Prior to listening to “The Frog Prince, Part II,” orally predict what will happen in the second part of the story based on what happened in the previous read-aloud and then compare the actual outcome to the prediction
- ✓ Evaluate and select a read-aloud on the basis of personal choice for rereading
- ✓ Identify new meanings for familiar words, such as *bowl*, and apply them accurately

Core Vocabulary

contented, *adj.* Happy and satisfied

Example: The baby gave a contented sigh as she fell asleep on her mother’s shoulder.

Variation(s): none

disgusting, *adj.* Unpleasant; gross

Example: Chris had not cleaned his room for days, and it was very disgusting.

Variation(s): none

enchantment, *n.* The state of being enchanted or under a spell

Example: In “Sleeping Beauty,” the entire castle was under an enchantment.

Variation(s): enchantments

glared, *v.* Stared at something or someone angrily

Example: Ashley glared at her brother when he entered her room without knocking.

Variation(s): glare, glares, glaring


scold, *v.* To correct someone angrily because they did something wrong

Example: Whenever the children ran in the house with muddy shoes, their father would scold them.

Variation(s): scolds, scolded, scolding

Vocabulary Chart for The Frog Prince, Part II			
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	enchantment kingdom retorted slimy	arguing contented* disgusting glared impatient nudging* possessions scold unwillingly	beautiful/ugly golden kiss pillow shove snoring
Multiple Meaning			<u>bowl</u>
Phrases	old croaker	caught her eye beat him to it	boing! boing! splish! splash!
Cognates	encantación	argumento contento* disgustoso impaciente posesiones	<u>bolo</u>

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allotted for that part of the lesson. You will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Image Review	Images 4A-1 through 4A-5	Have students use the images to retell the first half of “The Frog Prince.”
	Image Card 6 (Prince), Image Card 8 (Talking Frog); Fantasy and Reality T-Chart (from Lesson 2); Response Cards	Ask students to hold up the corresponding Response Card when you hold up Image Card 6 (Reality) and Image Card 8 (Fantasy). Tape each Image Card in the appropriate category on the chart.
Making Predictions About the Read-Aloud	chart paper to create a Prediction Chart, markers, tape, sticky notes, writing tools	Ask students to predict what will happen next in the fairy tale “The Frog Prince.”
Vocabulary Preview: Disgusting, Scold	Image 5A-4	
Purpose for Listening	What Will Happen Next? Prediction Chart	Review the Prediction Chart with students as part of the Purpose for Listening.
Presenting the Read-Aloud (15 minutes)		
The Frog Prince, Part II	Instructional Master 5A-1 (Actions and Responses Chart), chart paper, markers, tape	Make an Actions and Responses Chart to help track the emerging relationship between the frog and the princess.
	Image 5A-2	When narrating the text that accompanies this image, have students pretend to be the frog scolding the princess in the same way the king did earlier. Students should wag their finger and say, “O careful, careful princess fair! Promises are more than air.”
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	What Will Happen Next? Prediction Chart	Use the chart in conjunction with Question 1.
	Actions and Responses Chart	Use the chart in conjunction with Question 9.
Word Work: Contented		
 Complete Remainder of the Lesson Later in the Day		

Exercise	Materials	Details
Extensions (20 minutes)		
Multiple Meaning Word Activity: Bowl	Poster 3M (Bowl)	
Syntactic Awareness Activity: Conjunction So		
Vocabulary Instructional Activity: Nudging	one pencil per student	
Elements of Fairy Tales Chart: The Frog Prince, Part II	Elements of Fairy Tales Chart for “The Frog Prince”	Complete the Elements of Fairy Tales Chart for “The Frog Prince.”

Advance Preparation

Continue to fill in the Fantasy and Reality T-Chart. For this lesson, this chart should include:

Fantasy	Reality
Image Card 3 (Good Fairy)	Image Card 2 (Royal Family)
Image Card 4 (Enchanted Princess)	Image Card 6 (Prince)
Image Card 5 (Rumpelstiltskin)	
Image Card 8 (Talking Frog)	

Create a Prediction Chart on a large piece of chart paper. Students will write a phrase or short sentence for their predictions.

What Will Happen Next?	
Student Name	Prediction
[insert as many rows as you have students]	

Create an Actions and Responses Chart on a large piece of chart paper using Instructional Master 5A-1 as a guide. Complete this chart together as a class.

For the Elements of Fairy Tales Chart, continue using the chart for “The Frog Prince.”

Notes to Teacher

The gradually changing relationship between the princess and the frog may be difficult for students to see. When creating the Actions and Responses Chart, spend a few moments to discuss with students how our actions and responses, or what we do or say, are like a window into our thoughts.



The Frog Prince, Part II

5_A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

Image Review

5 minutes

One by one, show images 4A-1 through 4A-5. Ask students to retell the first part of the fairy tale. Help them create a continuous narrative of the beginning of the fairy tale and the important events. As students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Making Predictions About the Read-Aloud

5 minutes

Ask students to think about what has happened so far and to predict what might happen in the next part of the fairy tale. (If some students are already familiar with this fairy tale, be sure to ask them not to give away the answer.)

Vocabulary Preview

5 minutes

Disgusting



◀ Show image 5A-4: Princess in bed

1. Today you will hear that princess does not want the frog to sleep on her pillow because she thinks he is too *disgusting*.
2. Say *disgusting* with me three times.
3. *Disgusting* describes something unpleasant or gross.

4. Sarah thought it was disgusting when her little sister picked at her scabs.
Riordan does not like to eat junk food; he thinks it tastes disgusting.
5. I am going to say several sentences about fairy tales you have heard. If what I say is an example of something *disgusting* say, “That is disgusting.” If what I say is not an example of something *disgusting* say, “That is not disgusting.” (Answers will vary.)
 - Having a frog sleep on your pillow.
 - Having super long hair.
 - Having thorny bushes grow all over your castle.
 - Having a witch climb up your long hair.
 - Stomping yourself into the ground because you are so angry that you did not get what you want.
 - Being woken up by a kiss from a prince.

Scold

1. Today you will hear that the princess’s father was about to *scold* her.
2. Say *scold* with me three times.
3. To scold someone is to correct that person angrily because he or she did something wrong.
4. The king would scold the princess each time she was unkind to the frog.
5. Would you scold the princess for the way she treated the frog in the previous read-aloud? Turn and tell your partner whether or not you would scold the princess and why. Be sure to use the word *scold* when you talk to your partner.

Purpose for Listening

Tell students to listen carefully to find out whether or not their predictions are correct. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.)



The Frog Prince, Part II

← Show image 5A-1: Frog and princess going to the table

- 1 The princess gave the frog an angry look. Why do you think she glared at the frog?

Unwillingly, the princess allowed the frog into the magnificent palace. He bounced up and down, as frogs will when they are very happy, but she only **glared** at him dreadfully.¹ She thought to herself, “Why should I have to keep my promise to this old croaker just because he fetched my ball from the well?” Her father insisted, however, that she should be his friend just as she said she would.

The frog hopped after her into the great dining hall—*boing! boing!*—and immediately jumped onto the table.



← Show image 5A-2: Frog on table

- 2 or with a happy and satisfied croak
- 3 A bowl is a dish for eating; *bowl* is also to roll a ball.
- 4 How would you feel about a frog eating with you?
- 5 What does *possessions* mean again?
- 6 *Retorted* means to give a sharp response. So she snapped at him. Is she being very nice?
- 7 Show me how the princess nodded.

“So, princess,” he said, “we shall be the best of friends now.” With a **contented** croak,² he began to eat from her shining gold plate and sparkling silver bowl.³ Frogs do not eat very neatly, I’m afraid, and the princess, noticing how he smeared the food all over his face, turned away in disgust. She refused to look at the frog or speak to him, but she still felt sick just thinking of such an ugly creature eating with her.⁴

“What a lovely golden plate,” the frog remarked. “It reminds me of your ball. You have such beautiful possessions,⁵ princess. It must be nice to be a princess and have everything you want.”

“If I had everything I wanted,” the princess retorted, “you would not be eating with me.”⁶

The frog ignored her rudeness. “May I have a drink from your cup?” he asked politely. The princess was about to refuse, but her father caught her eye, and so she nodded.⁷ The frog drank thirstily. Perhaps it was because of that long hop from the well to the palace doors! “Would you like to drink now, princess?” he asked, nudging the cup back in her direction.

“You must be joking!” she snapped. “Princesses do not drink after yucky frogs.”

The frog sighed and continued eating, but soon he began to look sleepy. “I’m tired, princess,” he said. “Will you take me up to bed?”⁸

“I could never have such a slimy frog in my bed!” the princess burst out.

Her father was about to **scold** her, but the frog beat him to it: “O careful, careful, princess fair! Promises are more than air.”⁹

What could the princess do? She had promised. So she ran up the stairs to her bedroom, and all the way up she could hear the frog hopping behind her—*boing! boing!*—and leaving little muddy footprints—*splish! splash!*—on the castle floor.

◀ **Show image 5A-3: Princess opening door to bedroom**

She opened the door to her bedroom. The beautiful princess and the ugly frog stood in the doorway looking at the princess’s lovely room, hung with silk curtains, beautiful paintings, and jeweled lamps. A thick, soft goose-feather quilt lay across her cozy bed, and a full, plump pillow waited to support the princess’s pretty head.

◀ **Show image 5A-4: Princess in bed**

The princess left the frog at the door and climbed into her beautiful bed. She wished the frog would go away, but he sat on the floor looking up at her.

“I want to sleep on your pillow,” the frog said decidedly.¹⁰

The princess shook her head. “No! Please! You can sleep anywhere you want, just not on my bed. Please! You are just too **disgusting**, and you will leave slime on the pillow.”¹¹

“I want the pillow,” the frog insisted. “You promised you would share everything with me!”

The princess pleaded and cried, but nothing could change the frog’s mind.

8 Do you think the princess will agree to take the frog to her bedroom? Why or why not?

9 What do you think the frog means when he says, “Promises are more than air”?



10 Do you think the princess will let the frog sleep on her pillow? Why or why not?

11 *Disgusting* means awful or gross.

“You promised,” he said, “and promises are more than air.”

Finally, she had to give in. Frustrated, she climbed down and tossed the frog roughly onto the pillow, and then climbed back into bed herself.



◀ **Show image 5A-5: Frog on pillow next to the unhappy princess**

She tried to keep as far away from her new friend as possible. “I wish you’d just go away,” she hissed into the darkness.

The frog was silent for a long minute, and then he whispered, “Princess? There’s one more thing.”

The princess groaned.

“Could I have a good-night kiss? I have been a very lonely frog. And you did promise you would love me.”¹²

The princess was so exhausted that she did not even bother to argue. In the dark, she rolled over and planted one kiss on the top of the frog’s cold, wet head. “Now, please go to sleep,” she begged.

“Good night,” croaked the frog.

The next morning, the princess woke to find the frog still snoring on the pillow. The princess watched him sleeping for some time. She began to feel impatient for him to wake up,¹³ for she found that, gross as he was, she preferred arguing with the frog to playing by herself. It was so quiet without him croaking away. Finally, she poked him hard with her finger. “Get up, you lazy toad!” she said.¹⁴

The frog did not stir, so with the palm of her hand, she gave him a rough shove that sent him sliding off the pillow and onto the cold, stone floor of her bedroom. The moment his little webbed feet touched the ground, however, the warty frog disappeared, and in his place sat a little prince, rubbing his eyes sleepily and smiling up at the princess.¹⁵

12 Do you think the princess will agree to kiss the frog? Why or why not?

13 *Impatient* means not wanting to wait.

14 Is she changing how she feels about the frog?

15 How do you think the princess felt when she saw the prince?



← **Show image 5A-6: Frog transforming into a cheerful little boy**

“Hello, princess! Thank you so much for keeping your promise.”

“Who are you?” she asked, very much surprised.

“Why, I’m the frog,” he responded. “A wicked witch living in the forest turned me into an ugly frog, and only you could save me. I knew that your heart was just as golden as your plate and your ball—and I was right!”¹⁶ Now I am free of her spell!” He looked at her. “Thank you, princess. Now I will leave you alone and go back to my home on the other side of the forest.”

“Wait!” said the princess. “I thought we were supposed to be friends forever after. And promises are more than air, you know.”

The prince laughed. “So they are. Shall we go play with your ball?”

16 What do you think the prince meant when he said that the princess’s heart was as golden as her plate?



← **Show image 5A-7: Prince and princess are married**

And together they ran down the stairs and out into the bright golden sunshine. They were friends forever afterward, and when they were quite grown up, they were married with great celebration and joy. They invited the entire kingdom to their wedding, not to mention a number of frogs that the prince had met during his long **enchantment**.¹⁷

They lived happily ever after, of course, and the princess was always glad that she had kept her promise.

17 We already learned the word *enchanted*. So enchantment would be during his time of being under the witch’s spell.

Comprehension Questions

10 minutes

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 students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* Were your predictions about what would happen in this part of the fairy tale correct? Why or why not? (Answers may vary.)
2. *Evaluative* When the princess is being mean to the frog by glaring at him and saying awful things, the frog says, "O careful, careful, princess fair! Promises are more than air." What does the frog mean? (A promise is a promise; it's important to be true to your word.) Do you think the princess's father would agree with this saying? (yes) Why or why not? (He insists that the princess be the frog's friend like she promised.)
3. *Inferential* What is the first thing the frog wants to do when he comes into the palace? (eat at the table)
How does eating with the princess make the frog feel? (contented)
How does eating with the frog make the princess feel? (disgusted)
4. *Inferential* What is the next thing the frog wants to do? (sleep in the princess's bed)
Does the frog get his way? (yes)
5. *Inferential* What is the final thing that the frog wants before going to sleep? (a kiss) How does that go? (The princess agrees.) Why does the princess agree to the frog's requests? (She is tired of arguing with him; she is keeping her promise.)
6. *Literal* What happens when the frog slides from the pillow onto the floor? (He turns into a prince, and he is no longer under the witch's spell, or enchantment.)

7. *Literal* Did this fairy tale have a “happily ever after” ending? (yes) How do you know? (Because the prince and princess are friends and eventually get married.)
8. *Evaluative* What parts of the fairy tale could really happen? (The ball could fall in a well; the king and princess could live in a palace with nice possessions; etc.) What parts are fantasy? (a talking frog, the frog turning into a prince, etc.)
9. *Evaluative* Compare how the princess feels about keeping promises in the beginning of the story from how she feels at the end of the story. (In the beginning of the story, the princess feels it’s acceptable to break her promises. In the end, she understands the importance of keeping her promises, and wants the prince to keep his, too!) What clues tell you the princess has changed how she feels about promises? (When the prince says he’s going back home, she says, “I thought we were supposed to be friends forever after. And promises are more than air, you know.” And, the story ends with “the princess was always glad that she had kept her promise.”)
10. *Evaluative* Do you think it is important to always keep your promises? Why or why not? (Answers may vary.) What other lessons or morals can we learn from this fairy tale? (Answers may vary, but might include: tell the truth; be nice to others; don’t judge someone by their looks; it’s what’s on the inside that counts; etc.)

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

11. *Evaluative Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who were the characters in ‘The Frog Prince’?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

12. 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 questions.]

Word Work: Contented

5 minutes

1. In the read-aloud you heard, "With a *contented* croak, he began to eat from her shining gold plate."
2. Say the word *contented* with me.
3. *Contented* means happy and satisfied.
4. I could tell by the contented look on her face that she enjoyed listening to the story.
5. What kinds of things make you feel contented? Try to use the word *contented* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "_____ makes me feel contented."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will name two activities. You will decide which makes you feel more contented. Remember to answer in complete sentences and use the word *contented* in your answer. [If necessary, guide and/or rephrase students' responses: "_____ makes me feel contented."]
(Answers may vary for all.)

- reading a book by yourself or listening to someone else read to you
- playing outside on the playground or playing a board game indoors
- a sunny day or a snowy day
- drawing a picture or writing a story
- eating ice cream or eating pizza



Complete Remainder of the Lesson Later in the Day



The Frog Prince, Part II

5_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Definition Detective: Bowl

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. In the read-aloud you heard, “With a contented croak, [the frog] began to eat from [the princess’s] shining gold plate and sparkling silver *bowl*.”
2. With your partner, think of as many meanings for bowl as you can, or discuss ways you can use the word *bowl*.
3. [Show Poster 3M (Bowl).] A bowl is a round dish used to serve food. Which picture shows this kind of bowl?
4. *Bowl* also means to roll a ball in a game called bowling. Which picture shows this kind of *bowl*?
5. Did you or your partner think of both of these definitions?
6. With your partner, make up a sentence for each definition of *bowl*.

⇌ Syntactic Awareness Activity: Conjunction so

5 minutes

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds.

[Conjunctions are a kind of word we use to connect words and phrases.]

1. We use the conjunction **so** to join phrases that tell us what will happen.

2. Listen to these sentences from the read-aloud.

I will emphasize the word so as I read:

*“May I have a drink from your cup?” [the frog] asked politely. The princess was about to refuse, but her father caught her eye, and **so** she nodded.”*

Notice that in this paragraph the word so tells us what happened after the princess’s father caught her eye.

3. The word so tells you what happened, or the effect. Let’s listen to another example:

*It started raining, **so** we took out our umbrella.*

The word so tells us what happened after it started raining, or the effect of it raining.

4. Let’s listen to another example:

*We were hungry, **so** we ate a snack.*

The word so tells us what happened when we were hungry, or the effect our hunger had on us.

Use a *Sequencing* activity for follow-up. Directions: Listen to the following sentences that tell about situations. Tell what happens after using the word so. Use complete sentences.

- We have no homework today, so we . . .
- There is no school during the summer, so I . . .
- The sun was shining outside, so we . . .

↔ Vocabulary Instructional Activity

5 minutes

Word Work: Nudging

1. In the read-aloud you heard the frog ask, “Would you like to drink now, princess?’ he asked, *nudging* the cup back in her direction.”
2. Say the word *nudging* with me three times.
3. *Nudging* means to give something a small push. Usually when someone is nudging something, they want to move it a little bit by giving it a small push.
4. My mother was nudging my little sister to move ahead when we were standing in line.
5. Turn and tell your partner about a time you have seen someone nudging somebody or something else.
6. What is the word we have been talking about?

Use a *Movement* activity for follow-up. Directions: *Nudging* means to move something a little bit by giving it a slight or little push. Take out a pencil and place it on your desk or table top. We will be nudging our pencils across the surface using different body parts. Try nudging your pencil with only one finger. Now try nudging your pencil with your nose. [Time permitting, have students continue nudging their pencil using their elbow, their chin, or tip of their pinky finger.]

Elements of Fairy Tales Chart: The Frog Prince, Part II 15 minutes

Note: Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing down what they say so that you don’t forget. Tell them that you will read the words to them.

Elements of Fairy Tales	
Fairy Tale: “The Frog Prince”	
Setting(s):	
Time: once upon a time	Place(s): inside and outside the king’s castle
Characters: king, princess, frog, members of the royal court	
Fantasy/magic: talking frog, frog turning into a prince	
Problem(s)	Solution(s)
Princess’s golden ball fell down the well.	The frog retrieves her golden ball out of the well.
The prince had been changed into a frog by a witch’s spell.	The princess broke the prince’s enchantment by kissing him.
Ending: The prince and princess become good friends and get married. They live happily ever after.	

- Ask students if the setting has changed in the second half of the story. (The setting did not change.)
- Ask students to think about what elements of the second half of the story are magic or fantasy. (the frog turning into a prince) Record this information on the “Fantasy/Magic” row of the chart. Remind students that magical elements are one of the things that make fairy tales different from other kinds of stories.
- Ask students to describe the problem(s) and solution(s) in this part of the fairy tale. Record this information under the “Problem(s)” and “Solution(s)” columns.
- Finally, reread the last sentence of the fairy tale: *They lived happily ever after, of course, and the princess was always glad that she had kept her promise.* Ask students to give a *thumbs-up sign* if the ending is a “fairy-tale ending” or a *thumbs-down sign* if it is not a “fairy-tale ending.” Have students explain their answers. Describe the conclusion of the fairy tale on the “Ending” row of the chart.



Pausing Point

PP

Note to Teacher

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

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of fairy tales. 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:

- ✓ Demonstrate familiarity with specific fairy tales
- ✓ Identify the fairy tale elements of specific fairy tales
- ✓ Identify fairy tales as a type of fiction
- ✓ Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings
- ✓ Compare and contrast different adaptations of fairy tales

Student Performance Task Assessment

10 Elements of Fairy Tales (Instructional Master PP-1)

Use the Elements of Fairy Tales Chart to review what students have learned about fairy tales. Explain that the stories they heard are considered fairy tales because they have certain common elements.

Directions: I will read a sentence about the elements of fairy tales. If what I say is true, you will circle the Letter 'T'. If what I say is false, or not true, you will circle the letter 'F'.

1. Fairy tales usually begin with the words, "Let me tell you a story." (F)
2. Some fairy tales have a castle as a setting. (T)
3. All of the fairy tales we have heard take place a long time ago. (T)
4. There are no royal characters in fairy tales. (F)
5. Some fairy tales have a talking animal as a character. (T)
6. In many fairy tales, something magical happens. (T)
7. None of the characters in fairy tales have problems. (F)
8. Most fairy tales have a "happily ever after" ending. (T)

Note: You may also ask students to use the back of the paper to draw a picture of and/or write about their favorite fairy tale from this domain.

Activities

Image Review

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

Image Card Review

Materials: Image Cards 1–9

Divide students into pairs or groups of three. Review the image cards with students and discuss each image. In your hand, hold Image Cards 1–9 fanned out like a deck of cards. Ask each pair or group to choose a card but not to show it to anyone else in the class. Explain to students that the class is going to try to guess what image is on the card. Ask each pair or group to come up with clues about their card to tell the class. For example, for Rapunzel's tower, as student may say, "This is the tall home of a lonely princess." The rest of the class will guess what is being described.

Fairy Tale Feelings

Remind students that the Brothers Grimm thought these stories would be interesting because the stories are about things that make people happy, sad, and sometimes afraid. Select one of the fairy tales your class has heard. Review the story images and then ask students to identify and discuss parts of the fairy tale that make them feel happy, sad or afraid.

Riddles for Core Content

Ask students riddles such as the following to review core content:

- I was put under a spell that caused me to sleep for one hundred years. Who am I? (Sleeping Beauty)
- I am a little man who was able to spin straw into gold. Who am I? (Rumpelstiltskin)
- I have long, beautiful hair that people climbed to get into the tower. Who am I? (Rapunzel)
- I retrieved the princess's golden ball, ate from her plate, and slept on her pillow. What am I? (the frog who was also a prince)

Retelling a Fairy Tale with Puppets

Have students make simple puppets of the characters from a particular fairy tale and then use them to retell the fairy tale.

Venn Diagram

Use a Venn diagram to compare two characters from different fairy tales, such as the princesses in “The Frog Prince” and “Sleeping Beauty.” You may use images from the read-alouds as visual reminders.

On Stage

Remind students of how they acted out the story of “The Frog Prince” by pretending to be the characters in the story. Have students select a different fairy tale to dramatize. Tell them that you will be the narrator, or person who tells the story, and they will be the characters. Ask them what characters or animals are in the story. If necessary, refer back to the Flip Book to identify the

characters. Have several children portray each character at the same time. Practice what each character says and the gestures they might make. Perform the story. Time permitting, have students change roles and tell the story again.

Class Book: Fairy Tale Characters

Materials: Drawing paper; drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember the elements of fairy tales. Ask students to imagine that they are a fairy tale character. Would they like to be a royal character or a magical character? Have each student draw him or herself as a fairy tale character. Ask students to write a caption for their drawing. Bind the pages to make a book to put in the class library for students to read again and again.

Letters to Fairy Tale Characters

Have students choose a favorite character from the fairy tales they have heard in this domain. Have students brainstorm what they might like to say to the character. For example, a student may want to tell Rapunzel that her long hair is beautiful. Students may also have questions to ask the character. For example, a student may ask Sleeping Beauty if she will ever go near a spinning wheel again. Have students write letters to the fairy tale characters. You may ask a class of older students in the school to pretend to be the fairy tale characters and write letters in response that you will then read to the class. Be sure to let students know that the return letters they receive are not from the actual characters in the fairy tales. This may also be a good opportunity to review the differences between a fictional story and a true story.

Fairy Tales and Music

Materials: Musical recordings of Tchaikovsky's *Sleeping Beauty*

Tell students that one way to listen to a fairy tale is to hear the story read aloud. Music can also tell stories, and many fairy tales have been told in musical performances, such as dance and opera. Explain to students that dancing, along with costumes, gestures,

and sometimes sets, can be used to tell stories without using words. Tell students that there are many dance performances that are based on fairy tales, including a famous ballet dance of *Sleeping Beauty* with music written by Peter Tchaikovsky.

Refer to the list of recommended resources in the Introduction at the front of this Anthology for a list of audio and video adaptations of fairy tales. Play an excerpt of music from a performance. Ask students to listen carefully to the music and imagine what might be happening in the story. Does the music sound fast, slow, scary, happy, peaceful, etc.? Ask students to draw a picture of what they imagine might be happening in the fairy tale at that point in the music. Students may also write or dictate sentences describing their illustration.

Domain-Related Trade Book

Materials: Trade book

Refer to the list of recommended trade books in the Introduction at the front of this guide, and choose a modern adaptation of one of the fairy tales they have already heard to read aloud to the class. Before reading, ask students to recall who wrote down the original versions of the fairy tales more than two hundred years ago. (the Brothers Grimm) Explain that modern authors sometimes take old fairy tales from the Brothers Grimm (or other authors, such as Hans Christian Andersen) and change the way the story is told or add new details. Tell students that these new ways of telling old stories are called “retellings” or “adaptations.” As you share trade books with students throughout the domain, you may wish to point out when fairy tales have been “retold” or “adapted” by modern authors. Explain to students that illustrators sometimes update old fairy tales by creating illustrations that use a different style or that show other ways of thinking about the tales. Tell students that today they will get to hear one author’s retelling of a story and see a different style of illustrations.

As you read the trade book, use the same strategies that you have been using when reading the read-aloud selections in this 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 aloud, lead students in a discussion as to how this tale is the same as the version in the read-aloud and how it is different. You may wish to show illustrations side-by-side and ask students to compare and describe the styles. Also discuss whether or not this adaptation has the various elements of a fairy tale.

You may also ask students to write a sentence explaining how they know that the trade book is a fairy tale. Some students may need to dictate the sentence to an adult, whereas others may write their sentences on their own.

Student Choice

Ask students which read-aloud they have heard recently that they would like to hear again. If necessary, reread the titles of recent read-alouds to refresh students' memories. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud.

After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Video of Fairy Tales

Materials: Audio or video adaptation of a fairy tale

Refer to the list of recommended video adaptations of fairy tales in the Introduction at the front of this guide, and choose one to show to the class. As you play the recording, point out the costumes, scenery, and other details of the performances. Ask students to compare and contrast this version of the story with the read-aloud they heard.

Newspaper Reporters

Materials: chart paper, tape, drawing and writing tools

Tell students that they are going to pretend to be newspaper reporters writing a story describing one of the fairy tales in the domain. Explain that you are going to use the questions words *who*, *what*, *when*, *where* and *why* as the starting point for your story. Write the name of the fairy tale the class is going to report about and the question words on a large piece of chart paper. Go down the list of question words and write down student responses as they relate to the fairy tale.



Hansel and Gretel, Part I

6

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the fairy tale “Hansel and Gretel”
- ✓ Identify the fairy tale elements of “Hansel and Gretel”
- ✓ Identify fairy tales as a type of fiction
- ✓ Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Refer to the Alignment Chart for objectives aligning with the Common Core State Standards addressed in all lessons in this domain.

Students will:

- ✓ Prior to listening to “Hansel and Gretel, Part I,” orally identify what they know and have learned about fairy tales and how they usually present a problem to be solved
- ✓ Prior to listening to “Hansel and Gretel, Part I,” orally predict what kind of problem Hansel and Gretel might have and how they might try to solve it, and then compare the actual outcome to the prediction

Core Vocabulary

comforted, v. Tried to make someone feel better; soothed

Example: Alex comforted his sister when she fell off the bike.

Variation(s): comfort, comforts, comforting

daybreak, n. The moment when it first becomes light outside

Example: Justin's dog always wanted to go for a walk at daybreak.

Variation(s): none

glittered, v. Sparkled

Example: Her mother's dress glittered in the light.

Variation(s): glitter, glitters, glittering

shocked, v. Unpleasantly surprised

Example: The teacher was shocked at the mess in the classroom at the end of snack time.

Variation(s): shock, shocks, shocking

Vocabulary Chart for Hansel and Gretel, Part I

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.


Vocabulary Instructional Activity words have an asterisk (*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	firewood pebble(s) pigeon stepmother woodsman	collect daybreak comforted* glittered hungry locked nagged scolded starve/starving worry	berries bread coins forest kitten pocket wife
Multiple Meaning	fool loaf trail	deep poor share shocked	feed fire
Phrases	bread crumbs	times were hard	
Cognates	pichón	coleccionar pobre	

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allotted for that part of the lesson. You will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Elements of Fairy Tales Charts for “Sleeping Beauty,” “Rumpelstiltskin,” “Rapunzel,” and “The Frog Prince”	Use the charts to review the types of problems that characters dealt with in the previous fairy tales.
	chart paper to create a Prediction Chart, markers, tape, sticky notes, writing tools	Use a chart to record student predictions about what kind of problem Hansel and Gretel might have. Review student responses at the end of the read-aloud and discuss if they were accurate or not.
Vocabulary Preview: Glittered, Shocked	Images 6A-2	
Purpose for Listening	“Hansel and Gretel” Prediction Chart	Remind students of their initial predictions using the “Hansel and Gretel” Prediction Chart.
Presenting the Read-Aloud (15 minutes)		
Hansel and Gretel, Part I	Instructional Master 6A-1, chart paper, markers, tape	Create a story map for “Hansel and Gretel” to help students keep track of and understand what is happening in the story. This story map will be completed as part of the next lesson.
	chart paper, chalkboard, or whiteboard, drawing tools	Create an illustration of a trail to help students understand that Hansel was dropping things so that later, he and Gretel could find their way back to their house.
	“Hansel and Gretel” Prediction Chart; sticky notes, writing tools	At the end of the read-aloud, review the first set of predictions. Determine with students the actual problem that Hansel and Gretel face (they were going to be left in the woods alone), and write that in the column “Hansel and Gretel’s Problem.” Ask students to make a second prediction about how Hansel and Gretel will solve their problem. Write their predictions in the last column.

Exercise	Materials	Details
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Comforted		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Elements of Fairy Tales Chart: Hansel and Gretel, Part I	Instructional Master 1B-1, chart paper, markers, tape	Fill out an Elements of Fairy Tales Chart for “Hansel and Gretel, Part I.”
Heroic and Evil Character Comparison	Flip Book images; Instructional Master 6B-1, chart paper, markers, tape	
Take-Home Material		
Family Letter	Instructional Masters 6B-2 and 6B-3	

Advance Preparation

Create a Prediction Chart on a large piece of chart paper. Students will write a phrase or short sentence for their predictions.

“Hansel and Gretel” Prediction Chart				
Name	Prediction	Hansel and Gretel’s problem	Prediction	Hansel and Gretel’s Solution
	What kind of problem might Hansel and Gretel have?		How will Hansel and Gretel solve their problem?	
[insert as many rows as you have students]				

Create a Story Map for “Hansel and Gretel” using Instructional Master 6A-1 as a guide.

- ✈ Above and Beyond: Make copies of Instructional Master 6A-1 for students who are ready to complete this story map on their own.

For the Elements of Fairy Tales Chart, reproduce Instructional Master 1B-1 (Elements of Fairy Tales Chart) on chart paper. As a class, fill in this chart with information from “Hansel and Gretel,

Part I.” Save this chart for the second part of this story in the next lesson.

✈ Above and Beyond: Make copies of Instructional Master 1B-1 for students who are ready to complete this chart on their own.

For the Heroic and Evil Character Comparison, reproduce Instructional Master 6B-1 (Heroic and Evil Character Comparison Chart) on chart paper. Fill this chart in as a class.

Notes to Teacher

Students may have trouble understanding why the father and wife/stepmother in the story would leave their children in the forest due to poverty or they may find the idea fearful. Reassure students that this is a fairy tale written very long ago. Remind students that the Brothers Grimm thought these stories would be interesting because the stories are about things that make people happy, sad, and sometimes afraid.



Hansel and Gretel, Part I

6_A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

10 minutes

Remind students that fairy tales often have a problem that must be solved. Ask students to share some of the problems/solutions from the fairy tales heard thus far. Tell students that the next fairy tale, “Hansel and Gretel,” is about a brother and sister who have a problem that must be solved.

Ask students to think about what kind of problem Hansel and Gretel might have. (If some students are already familiar with this fairy tale, be sure to ask them not to give away the story.)

Vocabulary Preview

5 minutes

Glittered



◀ Show image 6A-2: Hansel gathering pebbles

1. [Point to the pebbles in the image.] Today you will hear how Hansel went outside at night and found that “The moon was shining brightly, and the white pebbles that lay in front of the house *glittered* like silver coins.”
2. Say *glittered* with me three times.
3. *Glittered* means sparkled or shone brightly.
4. Shaniqua loved how the stars glittered at night. Melvin thought the ocean glittered on sunny days.
5. [Show students some silver coins.] Hansel found pebbles that

glittered like silver coins in the moonlight. I am going to name a pair of things, and we are going to make sentences using the word *glittered* to describe them. We will use the sentence frame, “[name of first object] glittered like [name of second object].”

- [ring; penny] The ring glittered like a penny.
- [ice; mirror] The ice glittered like a mirror.
- [jewel; diamond] The jewel glittered like a diamond.
- [stars; fire] The stars glittered like a fire.

Shocked

1. Today you will hear how the woodsman’s wife is *shocked* by something Hansel and Gretel do that she does not expect.
2. Say *shocked* with me three times.
3. When somebody is shocked, it means that person is unhappily surprised.
4. Camilla was shocked when she did not earn a spot on the soccer team.
Tucker was shocked when his mom caught him taking a cookie without her permission.
5. What would make you feel shocked? I am going to say a series of sentences. If you would feel shocked if the event described were to happen, raise your hand. If you would not feel shocked if the event described were to happen, leave your hand in your lap. (Answers may vary.)
 - Snow fell during the summer.
 - Snow fell during the winter.
 - The swimming pool froze during the summer.
 - A bumblebee landed on your nose.
 - A rainbow appeared after the rain.
 - A rainbow appeared when there was no rain.

Purpose for Listening

Tell students to listen carefully to find out what problem Hansel and Gretel have and how they try to solve the problem. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.)



1 [Point to the characters as you read.]

Hansel and Gretel, Part I

◀ Show image 6A-1: Woodsman and wife talking¹

Once upon a time, near a deep, dark forest, there lived a poor woodcutter with his wife and two children. The boy was named Hansel, and the girl was named Gretel. The family never had very much to eat, and now, when times were hard, people around the land were starving, and the poor woodcutter could not get enough food to feed his family. As he lay in bed one night, tossing and turning with worry, he turned to his wife and said, “What is going to happen to us? How can we feed our poor children when we haven’t got enough for ourselves?”²

“Listen to me,” said his wife. “Early tomorrow morning,” the coldhearted³ woman said, “we’ll take the children deep into the woods. We’ll give each of them a piece of bread, and make a fire. Then we’ll leave them and go about our work. They won’t find the way home in time for dinner, and we will eat their share.”

“No!” said the man. “I cannot do that. I cannot leave my children alone in the woods, where there are wild animals. It will get dark and cold as the sun sets.”

“Then you are a fool,” snapped the woman. “You might as well accept it that we will all starve.” Then she nagged the poor man, and scolded him, and kept at him until at last, he agreed. “But I feel sorry for my poor children,” he said quietly.

◀ Show image 6A-2: Hansel gathering pebbles

The two children were so hungry that they had not been able to sleep, and so they heard everything their stepmother said to their father. Gretel cried, but Hansel whispered, “Don’t worry, I will think of something.” And when their parents had gone to sleep, Hansel got up, put on his little coat, and sneaked outside. The moon was shining brightly, and the white pebbles that lay in front of the house **glittered** like silver coins.⁴ Hansel stooped and filled the



4 The pebbles sparkled.

- 5 Why do you think Hansel gathered pebbles?



- 6 Daybreak is when it first becomes light in the morning.

- 7 Do you think they will be home for supper, or dinner?

- 8 Do you think Hansel was really looking at his kitten? Why did he say this?



- 9 Are they coming back?

- 10 Hansel tried to make her feel better.

pocket of his coat with as many pebbles as it would hold. Then he tiptoed back to bed and said to Gretel, “Go to sleep, little sister.”⁵

← **Show image 6A-3: Hansel dropping pebbles**

At **daybreak** the woman came and woke the two children.⁶ “Get up, you lazybones! We’re going to the forest to get some wood.” She gave them each a piece of bread and said, “That’s your food for the day. Don’t eat it all at once, because it is all you are going to get. We will have supper after we return from the woods. That is, if you are home in time.”⁷

Gretel carried both pieces of bread in her apron, for Hansel’s pockets were full of pebbles. They all started out on their way to the forest. As they walked, Hansel kept turning and looking back at the house, again and again. His father said, “Hansel, what are you looking at? You must watch where you’re going.”

“Oh,” said Hansel, “I’m just looking at my little white kitten, sitting on the roof of the house to say good-bye.”⁸

The wife said, “You little fool, that’s not your kitten. That’s just the sun shining on the chimney. Now, come along!”

But Hansel stayed a few steps behind, and kept turning, and each time he turned he dropped a pebble from his pocket to mark the way.

← **Show image 6A-4: Hansel and Gretel by the fire**

When they were deep in the forest, the father said, “Gather some firewood, children. I’ll start a fire so you won’t get cold while we work.” Hansel and Gretel gathered a little mountain of twigs and sticks, and when the fire was burning, the wife said, “Stay by the fire, you two. We have to go and cut wood. When we’re finished, we’ll come back to get you.”⁹

So Hansel and Gretel sat by the fire. After a time, they ate their bread. And after a longer time, they got so tired that they closed their eyes and fell asleep. When they woke, it was dark, and they were all alone. Gretel began to cry, but Hansel **comforted** her.¹⁰ “Wait a little until the moon rises,” he said.



← **Show image 6A-5: Hansel and Gretel following the pebbles home**

- 11 What does a full moon look like?
The light from the full moon caused the pebbles to glitter.
- 12 She was very surprised to see Hansel and Gretel.
- 13 Why do you think she would say this?

When the full moon had risen, Hansel took his little sister by the hand and followed the pebbles, which glittered like silver coins and showed them the way.¹¹ They walked on through the night, and at last, at the break of day, they came to their father's house. They knocked on the door, and when the woman opened it she was **shocked**.¹² But all she said was, "Why, there you are! Why did you stay so long in the forest? We thought you were never coming home again."¹³ Of course their father was glad to see them, for it had broken his heart to leave them alone.



← **Show image 6A-6: Woodcutter and wife arguing**

Not very long afterward, times were hard again, and there was little food to eat. Again the children heard their stepmother say to their father one night, "There's nothing left but a half loaf of bread. After that, we're done! We don't have enough food for ourselves *and* the children. This time we'll take them so deep in the forest that they won't find their way back for a week!"

"But, wife," said the man, with a heavy heart, "it would be better to share our last bite of food with the children." But the wife would not listen to him. And, she knew if she kept at him, she could get him to give in and agree with her plan as he did before.



← **Show image 6A-7: Hansel locked in house**

Much later, when their parents were asleep, Hansel got up to collect pebbles just as he did before. But he couldn't get out—his stepmother had figured out how they found their way home last time and had locked the door! So Hansel got back in bed and tried to think of a different plan.¹⁴

- 14 What do you think Hansel's plan will be?



← **Show image 6A-8: Hansel dropping bread crumbs**

Early the next morning the woman roused the children out of bed. She gave them a piece of bread, even smaller than before. As they walked into the woods, Hansel broke up the bread in his pocket, and every once in a while he stopped to throw a crumb on the ground.

“Hansel,” said his father, “what do you keep stopping and looking back for?”

“I’m looking at a little pigeon that’s sitting on the roof and wants to say goodbye to me,” answered Hansel.¹⁵

“Little fool,” said the wife, “that’s not a pigeon. It’s only the sun shining on the chimney.” So they walked on, and Hansel dropped bread crumbs all along the way.

The woman led the children deeper into the forest than they had ever been in all their lives. Again, they gathered sticks for a fire, and the woman said, “Sit there, children, and when you are tired, go to sleep. We’re going to cut wood, and when we’re finished we’ll come get you.”



← **Show image 6A-9: Hansel and Gretel can’t find bread crumbs**

Later, when it was lunchtime, Gretel shared her small piece of bread with Hansel, because he had left his in crumbs along the path. Then they fell asleep. As evening came, no one came to get them. When they woke it was dark, and they were alone. When the moon rose, they started for home, but they could not find the bread crumbs. The birds had eaten them up. “Come, Gretel,” said Hansel, “I know we can find our way.” But they couldn’t find it. They went on all night, and the next day from morning until evening, but they could not find their way out of the forest. They were terribly hungry, for they had nothing to eat but a few berries. When they were so tired that they could drag themselves no farther, they lay down under a tree and fell asleep.¹⁶

15 Do you think Hansel is really looking at the pigeon? Why is he saying this?

16 What do you think is going to happen next? [Tell students they will hear the rest of the fairy tale later.]

Comprehension Questions

10 minutes

1. *Literal* What problems do Hansel and Gretel have in the story? (Their father and stepmother leave them in the woods; they have no food to eat; they get lost.)
2. *Inferential* Why do the woodcutter and his wife plan to leave Hansel and Gretel in the woods? (They don't have enough food for all four of them; they are afraid and selfish.)
3. *Literal* What does Hansel do when he hears the plan to leave him and Gretel in the woods? (He gathers pebbles and then drops them to mark the way back home.)
4. *Inferential* At first, does Hansel's plan for solving the problem of being left in the woods work? (yes) Why or why not? (The children are able to follow the pebbles that glitter in the moonlight all the way home.)
5. *Inferential* How does the stepmother feel when she sees Hansel and Gretel return? (She is surprised and shocked to see them.) What does she do the next time she plans to leave them in the woods? (She locks the door that night so Hansel can't collect pebbles again.)
6. *Literal* What is Hansel's plan the next time he hears that he and Gretel will be left deep into the woods? (He drops crumbs of bread to mark the way home.)
7. *Inferential* Does his plan for solving the problem of being left in the woods work this time? (no) Why or why not? (because birds ate the bread crumbs)
8. *Evaluative* How would you describe Hansel? (clever, brave, etc.)

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

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

9. *Evaluative Think Pair Share:* Do you think the woodcutter should have gone along with the stepmother's plan for leaving Hansel and Gretel in the woods when he knew it was wrong? (Answers may vary.)
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 questions.]

Word Work: Comforted

5 minutes

1. In the read-aloud you heard, "Gretel began to cry, but Hansel *comforted* her."
2. Say the word *comforted* with me.
3. If you have been comforted, someone has tried to make you feel better when you were sad or upset.
4. My mother comforted me when my best friend moved away.
5. Have you ever been comforted by someone? Have you ever comforted another person? Try to use the word *comforted* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I was comforted by ____." or "I comforted ____."]
6. What's the word we've been talking about?

Use a *Sharing Activity* for follow-up. Directions: Think of a time that you have been comforted by someone in your life. Maybe it was a friend who comforted you; maybe it was a relative or a teacher. Turn and tell your partner about a time you were comforted. Try to use the word *comforted* when you are talking with your partner.



Complete Remainder of the Lesson Later in the Day



Hansel and Gretel, Part I

6_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Elements of Fairy Tales Chart: Hansel and Gretel, Part I 15 minutes

Elements of Fairy Tales	
Fairy Tale: “Hansel and Gretel”	
Setting(s):	
Time: once upon a time	Place(s): Hansel and Gretel’s house; the forest
Characters: Hansel, Gretel, woodcutter, wife/stepmother	
Fantasy/magic:	
Problem(s)	Solution(s)
Hansel and Gretel are left in the forest.	Hansel makes and follows a trail of pebbles to go back home.
Hansel and Gretel get lost after birds eat their trail of bread crumbs.	
Ending:	

- Have students listen carefully while you reread the first sentence of “Hansel and Gretel”: *Once upon a time, near a deep, dark*

forest, there lived a poor woodcutter with his wife and two children.

- Ask students if they heard any words that are often used at the beginning of fairy tales. Write “once upon a time” on the chart in the row marked “Setting(s),” next to “Time.”
- Ask students *where* the story takes place. (Hansel and Gretel’s house, the forest) Record that information in the row marked “Setting(s),” next to “Place(s).”
- Next, use the Flip Book to review the characters in the fairy tale. Record the character names on the “Characters” row of the chart.
 - Ask students if any of the characters are royalty. (None of the characters are royalty.)
- Ask students to think about what elements of the story are magic or fantasy. (There have been no elements of magic in this part of the story.)
- Ask students to describe the problems and solutions in the story so far. Record this information in the “Problem(s)” and “Solution(s)” columns.
- Tell students that the rest of the chart will be filled in after reading the second part of this fairy tale in the next lesson.

Heroic and Evil Character Comparison

15 minutes

Heroic and Evil Characters			
	Story	Character	Reason
Heroic	Sleeping Beauty	prince	does not give up on finding the princess, even when it was hard
Evil	Sleeping Beauty	thirteenth fairy	puts a spell on the princess
	Rumpelstiltskin	Rumpelstiltskin	tries to take the queen's baby
	Rapunzel	witch	takes the baby from the couple
	The Frog Prince	witch	puts a spell on the prince

- Ask students if they know what it means to be a hero. If necessary, explain that a hero is a brave man or boy, and a heroine is a brave woman or girl. Tell students that someone who is heroic is a very brave person.
- Write the words *hero*, *heroine*, and *heroic* on chart paper, a chalkboard, or a whiteboard. Ask students to look at the words and to see if they can tell what all three words have in common. (All three words contain the root word *hero*, and all three words refer to people or actions that are brave.)
- Explain that someone who is *evil* is very bad, or wicked, and mean.
- Tell students that you are going to compare heroic and evil characters in the fairy tales you've read thus far.
- Review Flip Book images of the fairy tales you have read so far. Ask students to point out and to identify any heroic characters. Have them explain how the character was heroic.
- Record the names of heroic characters and descriptions of their deeds on the Heroic and Evil Characters Chart. [Refer to sample chart above.]
- Again, review Flip Book images of the fairy tales you have read so far. Ask students to point out and identify any evil

characters. Have them explain why they might be considered evil characters.

- Record the names of evil characters and descriptions of their deeds on the Heroic and Evil Characters Chart. [Refer to sample chart above.]
- Review the list with students, and ask them if they noticed anything about the heroic or evil characters. (Answers will vary.)
- Tell students that in the next read-aloud, Hansel and Gretel will encounter an evil character. [Leave room on the chart to add more characters later.]

Take-Home Material

Family Letter

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



Hansel and Gretel, Part II

7

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the fairy tale “Hansel and Gretel”
- ✓ Identify the fairy tale elements of “Hansel and Gretel”
- ✓ Identify fairy tales as a type of fiction
- ✓ Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

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:

- ✓ Orally retell the fairy tale “Hansel and Gretel,” focusing on its characters (RL.1.2)
- ✓ Describe in writing the setting, characters, facts, events, and elements of magic in “Hansel and Gretel” (RL.1.3)
- ✓ Distinguish this fantasy from realistic text by explaining that the certain events in the story could not have happened in real life (RL.1.5)
- ✓ Sequence four to six pictures illustrating events of “Hansel and Gretel” (RL.1.7)
- ✓ Orally compare and contrast similarities and differences between the witch in “Hansel and Gretel” with the witch in “Rapunzel” (RL.1.9)

- ✓ Distinguish shades of meaning of verbs such as *creep* (L.1.5d)
- ✓ While listening to “Hansel and Gretel, Part II,” orally predict what will happen in the read-aloud based on the previous read-aloud and then compare the actual outcome to the prediction
- ✓ Identify new meanings for familiar words, such as *rich*, and apply them accurately

Core Vocabulary

cackled, v. Laughed in a sharp, loud way

Example: The old man cackled at every joke.

Variation(s): cackle, cackles, cackling

creep, v. To move forward silently and slowly

Example: In order to scare her little brother, Liza had to creep up behind him.

Variation(s): creeps, crept, creeping

heaving, v. Letting out a big sigh

Example: When he realized he was safe, he heaved a sigh of relief.

Variation(s): heave, heaves, heaved

perched, v. Sat or stood on a high spot

Example: Liam perched at the top of the tall slide and waited for his turn to go down.

Variation(s): perch, perches, perching

wicked, adj. Very bad or mean


Example: The wicked fairy put a spell on Sleeping Beauty.

Variation(s): none

Vocabulary Chart for Hansel and Gretel, Part II			
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	cackled gingerbread heaving jewels pearls <i>perched</i>	creep* fetch frightened impatient plumper screechy wicked*	bake bone cage fat hungry path
Multiple Meaning	dough	<u>rich</u> stuck thin treasure	cook trap
Phrases		worried sick had in mind	could not see well
Cognates		impaciente tesoro rico	trampa

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allotted for that part of the lesson. You will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Image Review	Images 6A-1 through 6A-9	Have students use the images to retell the first half of “Hansel and Gretel.”
	Image Card 9 (Royal Family), Image Card 10 (Hansel); Fantasy and Reality T-Chart; Response Cards	Ask students to hold up the corresponding Response Card when you hold up Image Card 9 (Reality) or Image Card 10 (Reality). Tape the Image Cards in the appropriate category on the chart.
Making Predictions About the Read-Aloud	“Hansel and Gretel” Prediction Chart (from Lesson 6)	Review the “Hansel and Gretel” Prediction Chart and ask students if they would like to make any changes to their previous prediction.
Essential Background Information or Terms	Heroic and Evil Character Comparison Chart	Review the Heroic and Evil Character Comparison Chart with students to help them activate their prior knowledge about heroes.
Vocabulary Preview: Perched		
Purpose for Listening		

Exercise	Materials	Details
Presenting the Read-Aloud (15 minutes)		
Hansel and Gretel, Part II	image of a gingerbread house	Show students the gingerbread house image to help them understand the trap the old woman/witch created for Hansel and Gretel.
	“Hansel and Gretel” Story Map (from Lesson 6)	Continue the story map for “Hansel and Gretel.” The map will help students keep track of and understand what is happening in the story.
	“Hansel and Gretel” Prediction Chart	At the end of the read-aloud, review the second set of predictions. Determine with students the actual solution that Hansel and Gretel used (they found their way home after killing the witch that wanted to eat them) and write that in the column “Hansel and Gretel’s Solution.”
	Heroic and Evil Characters Chart	Ask students if there are any additional characters whose names should be added to the chart. If possible, have students tell you why the character is heroic or evil. (Suggested additions: Hansel and Gretel—heroic; witch—evil)
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	“Hansel and Gretel” Story Map	Refer to the “Hansel and Gretel” Story Map, as necessary, to provide students additional scaffolding when answering the comprehension questions.
Word Work: Creep		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Multiple Meaning Word Activity: Rich	Poster 4M (Rich)	
Syntactic Awareness Activity: Distinguishing Proper Nouns and Common Nouns	Proper and Common Nouns Chart (from Lesson 3); Instructional Master 3B-1	Create a second Proper and Common Nouns Chart using nouns from “Hansel and Gretel.”
Vocabulary Instructional Activity: Wicked		
Sequence of Events	Instructional Master 7B-1; scissors, glue, writing tools	
Elements of Fairy Tales Chart: Hansel and Gretel, Part II	Elements of Fairy Tales Chart for “Hansel and Gretel”	Complete the Elements of Fairy Tales Chart for “Hansel and Gretel.”

Advance Preparation

Bring in images of a gingerbread house.

Continue to fill in the Fantasy and Reality T-Chart. For this lesson, this chart should include:

Fantasy	Reality
Image Card 3 (Good Fairy)	Image Card 2 (Royal Family)
Image Card 4 (Enchanted Princess)	Image Card 6 (Prince)
Image Card 5 (Rumpelstiltskin)	Image Card 9 (Royal Family)
Image Card 8 (Talking Frog)	Image Card 10 (Hansel)

For Syntactic Awareness Activity, prepare Proper Nouns–Common Nouns Chart on chart paper, using Instructional Master 3B-1 as a guide. Make a copy of Instructional Master 3B-1 for each student.

Make a copy of Instructional Master 7B-1 for each student.

Students will cut and paste story images in the correct order and retell the story.

Notes to Teacher

Students may be fearful of the witch. Reassure students that witches are an element of fantasy and that people do not cook and eat children.

Hansel's and Gretel's creative problem solving, one element of fairy tales, may not be noticed by students. If possible, pause during the read-aloud to highlight how Hansel and Gretel solve problems with novel solutions. You may wish to discuss:

- Pretending to be the wind when the old woman/witch hears them nibbling at her house.
- Realizing immediately that the old woman had limited sight and using that knowledge to their advantage by having Hansel offer her a bone, in place of his finger, when the old woman wanted to test his plumpness.
- Returning to the witch's house to gather up her treasure, thus ensuring their family would not starve again.



Hansel and Gretel, Part II

7_A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

Image Review

5 minutes

One by one, show images 6A-1 through 6A-9. Ask students to retell the first part of the fairy tale. Help them create a continuous narrative of the beginning of the fairy tale and the important events. As students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Making Predictions About the Read-Aloud

5 minutes

Ask students to think about what has happened so far to predict what might happen in the next part of the fairy tale. (If some students are already familiar with this fairy tale, be sure to ask them not to give away the ending.)

Essential Background Information or Terms

5 minutes

Ask students what it means to be a hero. Remind students that a *hero* is a brave and good man or boy and a *heroine* is a brave and good woman or girl. Tell students that someone who is *heroic* is very brave, or daring, and good. Ask students if they can think of someone who is a hero or heroine and to describe what makes them heroic.

Vocabulary Preview

5 minutes

Perched

1. Today you will hear how Hansel and Gretel follow a pretty snow-white bird until it *perched* on the roof of a little house.
2. Say *perched* with me three times.
3. *Perched* means sat or stood on a high, narrow spot.
4. Sarina sat quietly, perched on the arm of the sofa, while her dad read the story.
Marcos watched as a squirrel perched on a tree branch while eating a nut.
5. Tell your partner the name of a bird or animal you would like to see perched in a tree. Use the word *perched* when you tell about it.

Purpose for Listening

Tell students to listen carefully to find out whether or not their predictions are correct about what might happen in this next part of the fairy tale. Tell students also to listen carefully to decide if any of the characters in “Hansel and Gretel” are heroic or evil. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.)



- 1 Ask students what is happening in this picture.

Hansel and Gretel, Part II

◀ Show image 7A-1: Children following white bird¹

It was now the third morning since they had left their father's house. They started along again, always looking for the way home, but instead only going deeper into the forest. Unless help came soon, they would surely starve.

At about noon they saw a pretty snow-white bird sitting on a branch and singing so beautifully that they stopped to listen. Then the bird spread its wings and flew before them, as though to say, "Follow me!" And so the children followed the bird until they came to a little house. The bird flew up and **perched** on the roof.² And then the children saw that the walls of the house were made of gingerbread, and the roof was made of cake, and the windows were made of clear sugar candy.³

- 2 To perch is to sit or stand on a high spot.
3 What do you think Hansel and Gretel will do next?



◀ Show image 7A-2: Hansel and Gretel eating house

"Let's eat!" cried Hansel. Hansel reached up and broke off a piece of candy, while Gretel chewed on a piece of a wall.

Suddenly they heard a thin, screechy woman's voice⁴ call out from inside the house:

*"Nibble, nibble, like a mouse,
Who is nibbling at my house?"*

The children answered:

*"It's only the air **heaving** a sigh.
It's only the wind passing by."*⁵

- 4 A thin voice is weak, or not very loud.

- 5 Hansel and Gretel are trying to convince the woman she only hears the wind making a sound.



◀ Show image 7A-3: Old woman

The children were so hungry, they went on eating. But then the door opened, and a very old woman came out, leaning on a cane. Hansel and Gretel were so frightened that they dropped the food from their hands. But the old woman just nodded her head and said, "My dear little children, what has brought you here? Come inside and stay with me. I'll take good care of you."⁶

- 6 Do you think Hansel and Gretel should go inside?



← **Show image 7A-4: Inside the woman's house**

So she took them by the hand and led them into her little house. There they found a wonderful meal of hot pancakes, with honey, nuts, apples, and cold milk. After that the old woman showed them two little white beds, and Hansel and Gretel lay down and wondered if they were just dreaming.⁷

7 Do you think that maybe they are dreaming?

8 *Wicked* means very bad or mean.

9 Do you think this is an example fantasy? Yes, there aren't really witches who eat children.

Now, the old woman seemed kind, but in fact she was a **wicked** witch.⁸ The story goes that she built her house just to trap little children, and once she had them, she would cook them and eat them!⁹ She could not see well, but she had an excellent sense of smell. Earlier in the day, she had sniffed Hansel and Gretel coming near.



← **Show image 7A-5: Witch locks Hansel in cage**

The next morning, before the children were awake, the witch got up and looked at their rosy cheeks. "Mmm, what a fine meal I will have," she **cackled**.¹⁰ She got Hansel out of bed and put him in a cage. Then she went back and woke up Gretel and shouted, "Get up, you lazybones!"¹¹ Fetch water, and cook something nice for your brother. Feed him well, for once he's nice and fat, I will eat him!"

10 To *cackle* means to laugh in a loud way. [You may wish to demonstrate what a cackle sounds like.]

11 Who else called the children "lazybones"?



← **Show image 7A-6: Gretel cooking and Hansel offering bone**

Gretel screamed and cried, but it was no use. She had to do what the wicked witch said. Day after day, she cooked pots full of rich food for Hansel, while she herself ate nothing but crumbs.¹² Every morning the wicked witch would **creep** to the cage and say, "Hansel, stick out your finger so I can tell if you are plump enough to cook."¹³ But clever Hansel held out a little bone that Gretel had given him, and the old woman, who could not see very well, couldn't tell that it wasn't Hansel's finger. She wondered why he wasn't getting any plumper.¹⁴ When four weeks passed, and Hansel seemed as thin as ever, the witch grew impatient.¹⁵ "Hurry up and get a pot of water," she snarled. "Be he fat or thin, I'm going to cook him and eat him."¹⁶

12 Rich foods are heavy and full of fat to fill him up. *Rich* also means to have a lot of money.

13 *Creep* means to move forward silently and slowly. [You may wish to ask a student to demonstrate what it looks like to creep.]

14 How did clever Hansel trick the witch?

15 What does *impatient* mean again? The witch got tired of waiting.

16 Oh no! What do you think will happen?



◀ **Show image 7A-7: Gretel and witch in front of the oven**

As she filled the kettle with water and lit the fire, tears ran down Gretel's cheeks. "First we will bake," said the old woman. "I've heated the oven, and the dough is ready." Then she pushed Gretel toward the oven, where the flames were burning brightly. "Stick your head in," the witch said to Gretel, "and tell me if it's hot enough for us to bake the bread." But Gretel knew what the witch had in mind;¹⁷ she knew that the witch meant to shut her in the oven, bake her, and eat her! So Gretel said, "I don't know how to do it. Where do I look? Could you show me how?"

"You silly child!" cried the old woman. "There's a big opening, don't you see? Why, I could fit in myself!" And she stuck her head in the oven. Then Gretel rushed up and, with all her might, pushed the witch into the oven. She shut the iron door and locked it tight. Gretel ran right to Hansel and let him out of the cage.

17 What do you think the witch had in mind?



◀ **Show image 7A-8: Gretel frees Hansel**

"Come, Hansel, we are free!" she cried. "The old witch is gone!" Hansel sprang out and hugged Gretel, and the children danced for joy and then ran out of the house. Then, because they had nothing to fear, they went back into the witch's house. There they found chests full of pearls and precious jewels. "These are better than pebbles!" laughed Hansel as he filled his pockets, while Gretel filled her apron.

"Now, away we go," said Hansel. Then he said quietly, "If only we can find our way out of the forest."¹⁸

18 Where do you think Hansel and Gretel are going?



◀ **Show image 7A-9: Hansel and Gretel at edge of lake**

When they had walked a few hours they came to a wide lake. "There's no bridge, and no stepping stones," said Hansel. "We can't get across."

"And there's no boat, either," said Gretel. "But look," she said. "Here comes a duck. I will ask her for help." So she called out,

*"Duck, duck, here we stand,
Hansel and Gretel on the land.
Stepping stones and a bridge we lack,
Carry us over on your nice, soft back."*

19 Do you think a duck could really take a child (or two!) across a lake?



And, lo and behold, the duck came over. Hansel got on her back and told Gretel to sit behind him.¹⁹

← **Show image 7A-10: Hansel and Gretel emerge from the woods**

When they were on the other side of the lake, they walked on for a little while and soon found a path. The forest began to look more and more familiar. At last, in the distance, they saw their father's house. They began to run as fast as they could. They burst through the door and cried out, "Father! We're home!" Then threw themselves into his arms.²⁰

20 Do you think their father will be happy to see them?



← **Show image 7A-11: Reunion with father**

Ever since he had left the children in the forest, the man had been worried sick. As for his mean wife—he told the children she was gone. Now, he hugged his children as though he would never let them go. As he squeezed Gretel to him, the pearls and jewels fell from Gretel's apron. Then Hansel reached into his pockets and pulled out handful after handful of treasure.

They were together again, their troubles were over, and they lived in perfect happiness for a long, long time.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions about what happens in this part of the story correct? Why or why not? (Answers may vary.)
2. *Literal* In the beginning of Part II, Hansel and Gretel are lost in the woods. How do they end up finding the old woman's house? (They follow a white bird they had stopped to hear singing. The bird perched on top of the old woman's roof.)
3. *Inferential* Describe the outside of the old woman's house. (The walls of the house are made of gingerbread, the roof is made of cake, and the windows are made of clear sugar candy.) Why is her house made of these things? (The woman is a wicked witch who tries to trick children into coming to her house so she can eat them.)

Note: You may want to take this opportunity to discuss why it's important not to talk to strangers.

4. *Literal* What new problem do Hansel and Gretel have after arriving at the woman's house? (She tells them she plans to eat them.)
5. *Evaluative* Do you think what happens in this fairy tale could really happen, or is it mostly make-believe, or fantasy? How do you know? (Answers may vary, but be sure to remind children that most of the story is fantasy and highlight the various elements of fantasy, e.g., wicked witches, people don't eat children, children can't ride on a duck's back, etc.)
6. *Inferential* Hansel holds out a bone to trick the witch into thinking he is too skinny to eat. Does his plan work? Why or why not? (His plan works at first, but then the witch wants to eat him anyway.)
7. *Literal* What does Gretel do to trick the wicked witch once she realizes the witch is planning to cook her? (Gretel tricks the witch into putting her own head in the oven, and then Gretel pushes the witch into the oven.)
8. *Inferential* What do the children do once the wicked witch is gone? (They take pearls and precious jewels they find in the witch's house. With the help of a duck, they cross a lake, and then they find their way home.)
9. *Evaluative* Do you think any of the characters in "Hansel and Gretel" are heroic? If so, identify the character and describe what makes him or her heroic. [You may also want to discuss the evil character, the witch.] (Answers may vary.)

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

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

10. *Evaluative Think Pair Share:* Which character do you think is the most clever: Hansel, Gretel, or the wicked witch? Why? (Answers may vary.)

11. 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 questions.]

Word Work: Creep

5 minutes

1. In the read-aloud you heard, "Every morning the wicked witch would *creep* to [Hansel's] cage."
2. Say the word *creep* with me.
3. *Creep* means to move slowly and quietly. People or animals creep because they don't want to be noticed.
4. When my cat comes in late at night, she will creep into a corner so we don't notice her.
5. Have you ever seen a person or an animal creep? Why was the person or animal creeping? Try to use the word *creep* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I saw . . . creep because . . ."]
6. What's the word we've been talking about?

Use a *Movement* activity for follow-up. Directions: *Creep* means to move slowly or quietly (usually close to the ground and often with the intent of not being noticed). Some other words that mean the same thing, or almost the same thing, as *creep* are *crawl*, *sneak*, *slither*, *scramble*, and *tiptoe*. [Have students stand up and spread out or ask for volunteers to demonstrate what it might look like to creep, crawl, sneak, slither, scramble, and tiptoe.]

- ✈ Above and Beyond: Do the same Word Work activity for the word *cackled*. *Cackled* means laughed in a sharp, loud way. (Examples of words that mean the same, or almost the same, as *cackled* are *laughed*, *crowed*, *hooted*, *giggled*, *snickered*, and *chuckled*.)



Complete Remainder of the Lesson Later in the Day



Hansel and Gretel, Part II

7_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Definition Detective: Rich

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. In the read-aloud you heard, “Day after day, [Gretel] cooked pots full of *rich* food for Hansel, while she herself ate nothing but crumbs.”
2. With your partner, try to think of as many meanings for *rich* as you can, or discuss ways you can use the word *rich*.
3. [Show Poster 4M (Rich).] The word *rich* in the story means food containing a lot of butter, fat, or oil. Which picture in the image shows this meaning of *rich*?
4. *Rich* also means having a lot of money, or wealth. Which picture in the image shows this meaning of *rich*?
5. Did you or your partner think of any of these definitions of *rich*?
6. Now with your partner, make a sentence for each meaning of *rich*. Try to use complete sentences. I will call on some of you to share your sentences with the class.

↔ Syntactic Awareness Activity

10 minutes

Proper Nouns and Common Nouns

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds.

Proper Nouns	Common Nouns
Gretel	girl
Hansel	boy
[name of a student's father]	father
[name of a student's mother]	wife
[Easter, Fourth of July, etc.]	holiday
[Empire State Building, The Capitol, etc.]	building

[Proper nouns are the names of specific persons, places, or things.]

1. [Display the Proper Nouns and Common Nouns Chart from Lesson 3.] We are going to take a look back at our Proper Nouns and Common Nouns Chart that we created during the lesson for “Rapunzel.”
2. Do we capitalize people’s names? (We capitalize people’s names.) Remember that when *Rapunzel* is used as the name of the princess it is called a proper noun. Proper nouns start with a capital letter. Point to the column on the chart that shows the proper nouns.
3. Remember that when *rapunzel* is used to name a type of plant, the word *rapunzel* is considered a common noun, because there are many, many rapunzel plants everywhere. Common nouns are not capitalized unless they begin a sentence. Point to the column on the chart that shows the common nouns.
4. Another way to think about common nouns is to think about words that name people or things in a general way, words such as *boy* or *girl*. Proper nouns give exact names to people

or things; for example, Hansel is a boy. *Hansel* is a proper noun, whereas *boy* is a common noun.

5. I am going to say a series of words or names. Help me decide if they are proper nouns or common nouns. Then tell me how I write them correctly. (Proper nouns should be capitalized and the common nouns should be written in all lowercase letters.)
6. The first word is *girl*. Is *girl* a proper noun or a common noun? (*Girl* is a common noun.) [Repeat this process with the following words: Gretel, boy, Hansel, father, wife, and holiday. For counterpoint to father, wife, and duck, add the name of a student's father, the name of a student's mother, and an example of a specific holiday.]

⇌ Vocabulary Instructional Activity

5 minutes

Word Work: Wicked

1. In the read-aloud you heard "Now, the old woman seemed kind, but in fact she was a *wicked* witch."
2. Say the word *wicked* with me three times.
3. *Wicked* means very bad or mean.
4. Sometimes fairy tale characters are heroic, brave, and kind; other times fairy tale characters are wicked and evil.
5. Think back to the fairy tales you have heard in this domain. Turn and tell your partner the name of a character you think is wicked. Try to use the word *wicked* when you tell about the character. I will call on two or three partner pairs to share their responses with the class.
6. What is the word we have been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name some fairy tale characters from this domain. If you think the character is wicked, say, “That character is wicked.” If you think the character is not wicked, say, “That character is not wicked.”

- Hansel from “Hansel and Gretel” (That character is not wicked.)
- the thirteenth fairy from “Sleeping Beauty” (That character is wicked.)
- the witch from “Rapunzel” (That character is wicked.)
- the frog from “The Frog Prince” (That character is not wicked.)
- the queen from “Rumpelstiltskin” (That character is not wicked.)
- the witch from “Hansel and Gretel” (That character is wicked.)

10 Sequence of Events (Instructional Master 7B-1) 15 minutes

- Explain to students that the worksheet has six pictures of events from “Hansel and Gretel.” Go over the pictures with students. Help students name the characters and discuss what is happening in the story.
 - Image one—Hansel and Gretel following the pebbles home
 - Image two—Hansel and Gretel emerge from the woods
 - Image three—Woodsman and wife talking
 - Image four—Hansel and Gretel eating house
 - Image five—Hansel and Gretel by the fire
 - Image six—Gretel cooking and Hansel offering bone
- Ask students to cut out their pictures and to try to place them in the order in which they happened in the story. Remind students to show you their sequence before gluing the pictures onto their paper.
- Have students glue the pictures on paper once they have sequenced the images.
- Have partner pairs work together to retell the fairy tale using their sequenced pictures.

Elements of Fairy Tales Chart: Hansel and Gretel, Part II 15 minutes

Elements of Fairy Tales	
Fairy Tale: “Hansel and Gretel”	
Setting(s):	
Time: once upon a time	Place(s): Hansel and Gretel’s house; the forest
Characters: Hansel, Gretel, woodcutter, wife/stepmother	
Fantasy/magic: gingerbread house, witch	
Problem(s)	Solution(s)
Hansel and Gretel are left in the forest by their father and stepmother because the father gives in to the stepmother’s nagging demands.	Hansel makes and follows a trail of pebbles. He and Gretel go back home.
Hansel and Gretel’s parents bring them back to the forest, and they get lost after birds eat their trail of bread crumbs.	They find a gingerbread house in the woods and are invited in to stay by the old woman that lives there.
The old woman was really a witch, who wanted to eat Hansel and Gretel.	Gretel pushes the witch into the oven, and they escape. A duck helps them return home.
Ending: Hansel and Gretel live happily ever after with their father.	

- Ask students if the setting has changed in the second half of the story. (The time did not change. There is a new place: the witch’s gingerbread house.) Add any new settings to the chart.
- Ask students to think about which elements of the second half of the story are magic or fantasy. (the witch and the gingerbread house) Record this information on the “Fantasy/Magic” row of the chart. Remind students that magical elements are one of the things that make fairy tales different from other kinds of stories.
- Ask students to describe the problem(s) and solution(s) in this part of the fairy tale. Record this information under the “Problem(s)” and “Solution(s)” columns.

- Finally, reread the last sentence of the fairy tale: *They were together again, their troubles were over, and they lived in perfect happiness for a long, long time.* Ask students to give a *thumbs-up sign* if the ending is a “fairy-tale ending” or a *thumbs-down sign* if it is not a “fairy-tale ending.” Have students explain their answers. Describe the conclusion of the fairy tale on the “Ending” row of the chart.



Jack and the Beanstalk, Part I

8

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the fairy tale “Jack and the Beanstalk”
- ✓ Identify the fairy tale elements of “Jack and the Beanstalk”
- ✓ Identify fairy tales as a type of fiction
- ✓ Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

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:

- ✓ Write, tell, and/or draw a unique fairy tale with characters, settings, problems, solutions, and endings (RL.1.3, W.1.4)
- ✓ Distinguish this fantasy from realistic text by explaining that the certain events in the story could not have happened in real life (RL.1.5)
- ✓ Participate in a shared writing project to create an original fairy tale (W.1.7)
- ✓ Discuss personal responses to whether or not they ever traded something they had for something else they wanted (W.1.8)
- ✓ Prior to listening to “Jack and the Beanstalk, Part I,” identify what they know and have learned about the role of plants, or parts of plants, in fairy tales

- ✓ Prior to listening to “Jack and the Beanstalk, Part I,” orally predict what Jack’s mother is going to think about his trade and then compare the actual outcome to the prediction

Core Vocabulary

attic, n. A room at the top of a house in the space under the roof

Example: The attic was filled with old photo albums and dusty boxes.

Variation(s): attics

fierce, adj. Very strong; dangerous

Example: A fierce wind blew the roof off the tree house.

Variation(s): fiercer, fiercest

precious, adj. Valuable or very special

Example: Kelly’s teddy bear wasn’t very expensive, but it was precious to her because it had been hers since she was a baby.

Variation(s): none

tremble, v. To shake

Example: The scary story made Juan tremble.

Variation(s): trembles, trembled, trembling


wringing, v. Twisting something hard with both hands

Example: After a fun day at the beach, the children sat wringing the water out of their bathing suits.

Variation(s): wring, wrings, wrung

Vocabulary Chart for Jack and the Beanstalk, Part I			
<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	attic beanstalk wringing	climbed enormous fierce overnight precious* tremble unusual	asleep beans breakfast/dinner cow jumped kitchen ladder magic mother pocket sell
Multiple Meaning		fool giant poor trade	
Phrases	Milky White		reached the sky
Cognates	ático	enorme feroz precioso* <i>temblar</i> gigante pobre	magia madre

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allotted for that part of the lesson. You will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	Image 2A-4, 3A-1	Use the images to support the discussion of important plants in fairy tales.
Background Information	chart paper to create a Prediction Chart, markers, tape, sticky notes, writing tools	Have students write their name on a sticky note and place it in the “yes” or “no” column of the Prediction Chart.
Vocabulary Preview: Fierce, Tremble	Image 8A-6	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Jack and the Beanstalk, Part I	Instructional Master 8A-1, chart paper, markers, tape	Create a story map for “Jack and the Beanstalk” to help students keep track of and understand what is happening in the story. This story map will be completed as part of the next lesson.
	Image 8A-2; Prediction Chart	Have students give a thumbs-up sign if they think that Jack made a fair trade or give a thumbs-down sign if they think he did not. Call on a few students to explain their responses. Review the Prediction Chart to see how student predictions about Jack’s mother’s feelings about the trade align with the actual text. Discuss the reasons for any differences.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Precious		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Elements of Fairy Tales Chart: Jack and the Beanstalk, Part I	Instructional Master 1B-1, chart paper, markers, tape	Fill out an Elements of Fairy Tales Chart for “Jack and the Beanstalk, Part I.”

Exercise	Materials	Details
Plan Your Fairy Tale	Instructional Master 8B-1 (Fairy Tale Planner); chart paper, tape, black and green markers; Elements of Fairy Tales Charts for each story read so far	Students create a Fairy Tale Planner in preparation for writing their own fairy tale at the end of Lesson 9.

Advance Preparation

Create a Prediction Chart on a large piece of chart paper.

Prediction Question: Will Jack's mother think it was a good idea to trade the cow for magic beans?

Yes	No

Create a Story Map for “Jack and the Beanstalk” using Instructional Master 8A-1 as a guide.

✈ Above and Beyond: Make copies of Instructional Master 8A-1 for students who are ready to complete this story map on their own.

For the Elements of Fairy Tales Chart, reproduce Instructional Master 1B-1 (Elements of Fairy Tales Chart) on chart paper. As a class, fill in this chart with information from “Jack and the Beanstalk, Part I.” Save this chart for the second part of this story in the next lesson.

✈ Above and Beyond: Make copies of Instructional Master 1B-1 for students who are ready to complete this chart on their own.

For Plan Your Fairy Tale, reproduce Instructional Master 8B-1 (Fairy Tale Planner) on chart paper. Make a copy of Instructional Master 8B-1 for each student.

Notes to Teacher

Students may have trouble understanding the concept of a fair or just trade. You may wish to discuss with students that one way to assess the fairness of a trade is to consider if both parties are happy or satisfied with the trade.



Jack and the Beanstalk, Part I

8A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Remind students that some plants or parts of plants have been very important in the various fairy tales they have heard thus far. Ask students to talk about the importance of straw and rapunzel, and to identify the fairy tale that each plant is from. If students participated in Core Knowledge Language Arts during Kindergarten, they will also be familiar with the fairy tale “A Princess and a Pea.” Explain that another plant will be very important in the fairy tale they are about to hear.

Background Information

5 minutes

Ask students if they have ever traded something they had for something else they wanted. Ask students what they traded and if both student and the person they traded with thought it was a good, or fair, trade.

Vocabulary Preview

5 minutes

Fierce



◀ Show Image 8A-6: Jack meets giant's wife

1. [Point to the wife in the image.] Today you will hear how a boy named Jack meets a giant's wife, and she tells him, “My husband is a *fierce* giant.”
2. Say *fierce* with me three times.

3. Fierce describes something that is very strong or dangerous.
4. April's neighbor has a fierce dog.
5. I am going to list things that you may or may not find fierce. If what I say seems fierce to you, make a fierce or mean face. If you do not think that what I say seems fierce, make a happy face.
 - sharks
 - butterflies
 - rainbows
 - thunderstorms
 - dogs
 - snowstorms
 - large ocean waves
 - wind

Tremble

1. Today you will hear how the giant's house began to *tremble* when he came near it.
2. Say *tremble* with me three times.
3. *Tremble* means shake.
4. The houses tremble during an earthquake.
Maxwell began to tremble as he waited for his bus in the icy, cold weather.
5. What makes you tremble? What does it look like or feel like when something trembles? Turn and tell your partner. Try to use the word *tremble* when you talk to your partner.

Purpose for Listening

Tell students to listen carefully to learn what is traded in this fairy tale and to decide if they think it is a good trade. Have students also listen to find out how a plant is important in this fairy tale. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.)



1 or a woman whose husband had died

2 [Demonstrate wringing your hands, and explain that someone might do this when they are nervous or upset.]



Jack and the Beanstalk, Part I

◀ Show image 8A-1: Jack, mom, and Milky White

Once upon a time there was a poor widow¹ who had an only son named Jack and a cow named Milky White. All they had to live on was the milk the cow gave every morning, which they carried to the market and sold. But one morning, Milky White gave no milk.

“Oh, Jack,” said the poor widow, **wringing** her hands, “we have nothing to eat and no money. We must sell poor Milky White.”²

“Cheer up, Mother,” said Jack. “It’s market day today. I’ll sell Milky White, then we’ll be better off, you’ll see.”

◀ Show image 8A-2: Jack making trade

So Jack took the cow and started down the road. He had not gone far when he met an unfamiliar old man. The old man said, “Good morning, Jack.”

“Good morning to you,” said Jack, and he wondered how the old man knew his name.

“Well, Jack, where are you off to?” said the man.

“I’m going to the market to sell our cow there.”

“Oh, yes, you look like just the sort of fellow to sell a cow,” said the man. “Now, I wonder,” he asked Jack. “Do you know how many beans make five?”

Jack thought this was a strange question, but he answered anyway. “Two beans in each hand, and one bean in your mouth—that makes five.”

“Right you are!” said the old man. And then, pulling something out of his pocket, he said, “And here they are.” He held out five very unusual beans. “Now, because you’re such a smart fellow,” he said to Jack, “I will trade you these beans for your cow.”

“Well, now,” said Jack, “that would be a nice trade for *you!*”

“Ah, but you don’t know what kind of beans these are,” said the man. “If you plant them tonight, then by morning they will grow right up to the sky.”

“Really?” said Jack, who was beginning to get interested.

“Yes,” said the man. “And if it doesn’t turn out to be true, then you can have your cow back.”

“All right, then,” said Jack. He gave the man the cow, took the beans, and went home.³

- 3 Do you think Jack should have made this trade? What do you think Jack’s mother is going to think about his trade?



← **Show image 8A-3: Jack is sent to bed**

“Jack, are you back already?” said his mother. “I see you’ve sold Milky White. How much did you get for her?”

“Mother, you’ll never guess,” said Jack.

“Oh, you good boy!” said his mother. “Did you get five? Or ten? Maybe even—no, it can’t be—twenty?”⁴

“I told you that you couldn’t guess!” said Jack. Then, reaching into his pocket, he said, “See here, Mother. I got five . . . beans. You plant them, and then overnight they . . .”

“What!” cried his mother. “Beans! You gave away my Milky White for beans? How could you be such a fool? Off to bed with you, and no supper. And as for your **precious** beans, here they go, out the window!”⁵

So Jack went to his little **attic** room, without dinner, where he flopped down and finally fell asleep.⁶

- 4 What do you think his mom is referring to? (money)

- 5 *Precious* means valuable or very special. Do you think Jack’s mother believes that the beans are precious? Why does she say this?

- 6 An attic is a room at the top of a house in the space under the roof.



← **Show image 8A-4: Jack looking at giant beanstalk**

When he woke up, the room looked funny. The sun was shining into part of it, but all the rest was dark and shady. He jumped up and went to the window. And what do you think he saw?⁷ Why, the beans his mother had thrown out the window had landed in the garden, and overnight they had sprung up into an enormous beanstalk, which went up and up and up till it reached the sky. So the old man had been telling the truth!

- 7 What do you think Jack saw?



← **Show image 8A-5: Jack climbing beanstalk**

The beanstalk grew right up to Jack's window. All he had to do was step out onto it and then start climbing it, like a ladder. So Jack climbed, and he climbed, and he climbed, until at last he reached the sky. And when he got there, he saw a long, straight road. He followed the road until he came to a great, big, tall house, and on the doorstep there was a great, big, tall woman.



← **Show image 8A-6: Jack meets giant's wife**⁸

"Good morning, ma'am," said Jack, quite politely. "Could you be so kind as to give me some breakfast?"

"Oh, so you want breakfast?" said the great, big, tall woman. "Well, you'll *be* breakfast if you don't get out of here. My husband is a **fierce** giant, and there's nothing he likes better than a nice cooked boy on buttered toast.⁹ You'd better get going, for he'll be coming soon."

"Oh, please, ma'am," said Jack, "I haven't eaten since yesterday, really and truly."

← **Show image 8A-7: Jack eating breakfast**

Well, the giant's wife wasn't so bad after all. She took Jack into the kitchen and gave him a chunk of bread and cheese and a jug of milk. But Jack hadn't half finished these when—*thump! thump! thump!*—the whole house began to **tremble** with the noise of someone coming—someone big!¹⁰

8 What do you notice about the woman in the picture? [Explain that giants are very strong and large characters sometimes found in fairy tales.]

9 If someone is fierce, he or she is very strong and dangerous. Does this sound like something that could really happen or is it fantasy?



10 *To tremble* means to shake. Who do you think is coming, and what do you predict will happen next? [Tell students that they will hear the rest of the fairy tale another time.]

Comprehension Questions

10 minutes

1. *Evaluative* Do you think Jack made a good trade when he traded the cow for the beans? Why or why not? (Answers may vary.)
2. *Inferential* Why is Jack's mother wringing her hands in the beginning of the fairy tale? (She is worried because their cow, Milky White, stopped giving milk, and they have no other way to earn money or eat.)
3. *Evaluative* Why do you think the man traded the beans for the cow? (Answers may vary.)
4. *Literal* What does Jack's mother do when she hears about the trade? (She throws the beans out the window and sends Jack to his attic room without supper.) Does she think the beans are precious? (no)
5. *Literal* What does Jack discover when he wakes up the next morning? (In the spot where his mother threw the beans, a large beanstalk has grown into the sky.)
6. *Evaluative* Would a plant really grow this fast, or is this fantasy? (This is fantasy.) Could a person really climb a beanstalk? (No, this is also fantasy.)
7. *Literal* Who does Jack meet after he climbs the beanstalk? (He meets a very tall woman who is married to a fierce giant.)
8. *Inferential* How does this part of the fairy tale end? (The woman gives Jack breakfast, and the house begins to tremble with the noise of someone very big coming to the house.)

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

9. *Evaluative* *Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, "Who were the characters in 'Jack and the Beanstalk'?"

Turn to your neighbor and ask your *who* question. Listen to your neighbor's response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

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 questions.]

Word Work: Precious

5 minutes

1. In the read-aloud you heard, "And as for your *precious* beans, here they go, out the window!"
2. Say the word *precious* with me.
3. If something is precious, it is very valuable and special.
4. My grandmother's necklace is very precious to my mother.
5. In many of the fairy tales we've read, characters have items that are precious to them. Describe some of those items, and try to use the word *precious* when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "_____ is precious to the fairy tale character _____."]
6. What's the word we've been talking about?

Use a *Sharing Activity* for follow-up. Directions: Think of something that is precious to you. Maybe it is someone, something, or a special memory. Turn and tell your partner about something that is precious to you and why it is precious to you. Try to use the word *precious* when you are talking with your partner.



Complete Remainder of the Lesson Later in the Day



Jack and the Beanstalk, Part I

8_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Elements of Fairy Tales Chart: Jack and the Beanstalk, Part I

15 minutes

Elements of Fairy Tales	
Fairy Tale: “Jack and the Beanstalk”	
Setting(s):	
Time: once upon a time	Place(s): Jack’s house, giant’s house
Characters: Jack, mother, cow, man, giant, giant’s wife	
Fantasy/magic: magical beans, enormous beanstalk, giant people	
Problem(s)	Solution(s)
Jack’s cow stops giving milk.	Jack trades his cow for magic beans that grow into an enormous beanstalk overnight.
Ending:	

- Ask students to identify the setting of “Jack and the Beanstalk.”
 - First, record what students tell you about when the story takes place. (Write “once upon a time” on the chart in the row marked “Setting(s),” next to “Time.”)
 - Next, record where the story takes place. (Write “Jack’s house” and “the giant’s house” in the row marked “Setting(s)” next to “Place(s).”)
- Next, use the Flip Book to review the characters in the fairy tale. Record the character names on the “Characters” row of the chart. (Jack, his mother, cow, man, giant, giant’s wife)
 - Ask students if any of the characters are royalty. (None of the characters are royalty.)
- Ask students to think about what elements of the story are magic or fantasy. (magical beans, enormous beanstalk, giant people)
Record this information in the row marked “Fantasy/magic.”
- Ask students to describe the problem(s) and solution(s) in the story so far. Record this information in the Problem(s) and Solution(s) columns. Tell students that the rest of the chart will be filled in after reading the second part of this fairy tale in the next lesson.

Plan Your Fairy Tale (Instructional Master 8B-1)

20+ *minutes*

- Use the Elements of Fairy Tales Charts to review the common components of fairy tales. Together with students, go through each category on the chart: setting(s), character(s), fantasy/magic, problems, solutions, and ending. Have students look for and circle common story elements using a green marker. Discuss the common elements identified using the following questions:
 - What words do most fairy tales begin with? What do those words tell us about *when* the story takes place? (“Once upon a time” is a common beginning that tells us the story took place long ago.)

- What are some common types of characters in fairy tales? (Royal characters, good/evil characters, and magical characters, such as giants, fairies and talking animals, are common character types in fairy tales.)
- What are some common problems in fairy tales? (An evil character puts a spell on a good character, such as in “Sleeping Beauty” and “The Frog Prince.” Someone has a difficult problem and must find a solution, such as in “Rumpelstiltskin,” “Rapunzel,” and “Hansel and Gretel.”)
- How do most fairy tales end? (Most fairy tales end with the characters living “happily ever after.”)
- Tell students that they will have a chance to write their own fairy tales, but first you are going to model how to create a plan for writing a fairy tale.
- Show students the Fairy Tale Planner Chart, and read over the categories on the chart.
- Ask students what should be the setting of the fairy tale. Write students’ suggestions for “when” and “where” on the row marked “Setting(s).”
- Next, ask students to select up to two characters that they would like to include in their story. Record the character names on the row marked “Characters.”
- Ask students to choose an element of fantasy or magic that they would like to include in their fairy tale, and record it on the organizer under “Fantasy/Magic.”
- Have students think of a problem that one or both of the characters could have. Record the problem on the row marked “Problem(s).”
- Challenge students to think of how the character(s) solve their problem. Write the solution on the chart in the row marked “Solution(s).”
- Finally, ask students to describe what the “happily ever after” ending might be like for their characters. Record this information on the chart under “Ending.”

- Read over the chart with students, and work together to come up with a suitable title for your fairy tale. Write the title in the row marked “Fairy Tale Title.”
- Have students use the same process to complete their own fairy tale planner using Instructional Master 8B-1.



Jack and the Beanstalk, Part II

9

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the fairy tale “Jack and the Beanstalk”
- ✓ Identify the fairy tale elements of “Jack and the Beanstalk”
- ✓ Identify fairy tales as a type of fiction
- ✓ Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

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:

- ✓ Describe, in writing, the setting, characters, facts, events, and elements of magic in “Jack and the Beanstalk” (RL.1.3, W.1.3)
- ✓ Write and illustrate a unique fairy tale and discuss with one or more peers (W.1.5)
- ✓ With guidance and support from adults, explore a variety of digital tools to produce and publish an original fairy tale (W.1.6)
- ✓ Participate in a shared writing project to create an original fairy tale (W.1.7)
- ✓ Clarify directions by asking classmates about the order in which they should perform the task of writing their own fairy tale (SL.1.3)

- ✓ Write, tell, and/or draw a unique fairy tale with characters, settings, problems, solutions, and endings (SL.1.5)
- ✓ Explain that *rudely* and *politely* are antonyms and use properly (L.1.5a)
- ✓ Prior to listening to “Jack and the Beanstalk, Part II,” orally predict what will happen in the read-aloud based on what happened in the previous read-aloud and then compare the actual outcome to the prediction

Core Vocabulary

barked, v. Made a loud noise like a dog

Example: The bossy sister barked orders at her little brother.

Variation(s): bark, barks, barking

bellowing, v. Shouting in a loud, powerful voice

Example: We could hear my brother bellowing the lines of his play as he practiced in his room.

Variation(s): bellow, bellows, bellowed

bounding, v. Leaping forward or upward

Example: Whistling always brought their dog bounding toward them.

Variation(s): bound, bounds, bounded

gulped, v. Swallowed something quickly or in large amounts

Example: The soccer players were so thirsty that they gulped down their water.

Variation(s): gulp, gulps, gulping

rudely, adv. Acting in a way that is not polite; without respect


Example: He rudely interrupted the teacher while she was speaking.

Variation(s): none

Vocabulary Chart for Jack and the Beanstalk, Part II			
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	axe <i>bellowing</i>	<i>bounding</i> gulped leftover rudely* youngster	barked coins crawled golden hen hid jump lay/laid oven shake/shook sing/sang smell snore
Multiple Meaning	chop harp master	couple empty weight	bag
Phrases	try his luck topple over	goodness gracious	head start
Cognates	maestro	rudamente*	

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allotted for that part of the lesson. You will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Image Review	Images 8A-1 through 8A-7	Have students use the images to retell the first half of “Jack and the Beanstalk.”
	Image Card 13 (Reunion), Image Card 15 (Beanstalk), Image Card 16 (Giant); Fantasy and Reality T-Chart; Response Cards	Ask students to hold up the corresponding Response Card when you hold up Image Card 13 (Reality), Image Card 15 (Fantasy), and Image Card 16 (Fantasy). Tape the Image Cards in the appropriate categories on the chart.
Making Predictions About the Read-Aloud	chart paper to create a Prediction Chart, markers, tape, sticky notes, writing tools	Create a “Jack and the Beanstalk” Prediction Chart to capture student thoughts about what will happen next.
Vocabulary Preview: Bellowing, Bounding		
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Jack and the Beanstalk, Part II	“Jack and the Beanstalk” Story Map (from Lesson 8)	Continue the story map for “Jack and the Beanstalk.” The map will help students keep track of what is happening in the story.
	“Jack and the Beanstalk” Prediction Chart	At the end of the read-aloud, review student predictions, and discuss how they are similar to or different from what actually happened in the story.
	Heroic and Evil Characters Chart	At the end of the read-aloud, decide if Jack’s actions are heroic. If so, add details about Jack’s actions to the chart.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	“Jack and the Beanstalk” Story Map	Refer to the story map for “Jack and the Beanstalk,” as necessary, to provide students additional scaffolding when answering the comprehension questions.
Word Work: Rudely and Politely		

Exercise	Materials	Details
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Elements of Fairy Tales Chart: Jack and the Beanstalk, Part II	Elements of Fairy Tales Chart for “Jack and the Beanstalk”	Complete the Elements of Fairy Tales Chart for “Jack and the Beanstalk.”
Write Your Fairy Tale	Instructional Master 9B-1 (Fairy Tale Writing Page); Fairy Tale Planner Chart (from Lesson 8); Fairy Tale Planners (student copy), paper, writing and drawing tools	Students will use their Fairy Tale Planners to write their own fairy tales.

Advance Preparation


Continue to fill in the Fantasy and Reality T-Chart. For this lesson, this chart should include:

Fantasy	Reality
Image Card 3 (Good Fairy)	Image Card 2 (Royal Family)
Image Card 4 (Enchanted Princess)	Image Card 6 (Prince)
Image Card 5 (Rumpelstiltskin)	Image Card 9 (Royal Family)
Image Card 8 (Talking Frog)	Image Card 10 (Hansel)
Image Card 15 (Beanstalk)	Image Card 13 (Reunion)
Image Card 16 (Giant)	

Create a Prediction Chart on a large piece of chart paper. Students will write a phrase or short sentence for their predictions.

What Will Happen Next?	
Student Name	Prediction
[insert as many rows as you have students]	

Make a copy of Instructional Master 9B-1 for each student. Students may use this to write their own fairy tales.

 **Above and Beyond:** For students who are ready, have them write their fairy tale directly onto lined paper.

Notes to Teacher

Some students may have difficulty completing the fairy tale writing exercise. Any student who needs additional support may dictate his/her fairy tale.



Jack and the Beanstalk, Part II

9_A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

Image Review

5 minutes

One by one, show images 8A-1 through 8A-7. Ask students to retell the first part of the fairy tale. Help them create a continuous narrative of the beginning of the fairy tale and the important events. As students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Making Predictions About the Read-Aloud

5 minutes

Ask students to think about what has happened so far to predict what might happen in the next part of the fairy tale. (If some students are already familiar with this fairy tale, be sure to ask them not to give away the ending.)

Vocabulary Preview

5 minutes

Bellowing

1. [Say “Fee-fi-fo-fum” in a loud, powerful voice.] Today you will hear the narrator describe how the giant comes into his house *bellowing* “Fee-fi-fo-fum!”
2. Say *bellowing* with me three times.
3. Bellowing is shouting in a loud, powerful voice.
4. Rahima’s little brother was always bellowing out directions when they played pirates.

Rowan covered his ears with his hands when the teacher pretended to be the giant bellowing out “Fee-fi-fo-fum!”

5. [Use a whisper to say *whispering* and a bellow to say *bellowing*.] Whispering is the opposite of bellowing. I am going to say some lines of text from fairy tales you have heard. If I say them in a loud, bellowing voice, say, “That is bellowing.” If I say them using a soft whisper voice, say, “That is whispering.”
 - [Use a bellowing voice.] “Fee-fi-fo-fum”! (That is bellowing.)
 - [Use a whisper voice.] ”Nibble, nibble like a mouse . . . ” (That is whispering.)
 - [Use a whisper voice.] ”It’s only the air heaving a sigh . . . ” (That is whispering.)
 - [Use a bellowing voice.] “Let down your hair!” (That is bellowing.)

Bounding

1. Today you will hear how “Jack ran as fast as he could, and the giant came *bounding* after him.
2. Say *bounding* with me three times.
3. Bounding describes when you are leaping forward.
4. Mark’s dog went bounding after the ball Mark threw for him. Janine went bounding down the stairs to make it to the bus stop on time.
5. Move away from your partner and make some space to move. Show me what bounding looks like. Now, I am going to pick four volunteers to demonstrate movements. [Optional: Assign movements to the volunteers.] If the volunteer is bounding say, “That is bounding.” If the volunteer is making a different movement, such as sitting, reading, or dancing, say, “That is not bounding.”

Purpose for Listening

Tell students to listen carefully to find out whether or not their predictions are correct. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.)



Jack and the Beanstalk, Part II

◀ Show image 9A-1: Jack hides from giant

“Goodness gracious, it’s my husband!” said the giant’s wife. “What on earth shall I do? Quick, jump in here!” And Jack jumped into the oven just as the giant came in.

He was a big one, to be sure. He had three cows tied to his belt. He threw them down on the table and said **rudely** to his wife,¹ “Here, wife, cook me a couple of these for breakfast. But wait—what’s this I smell?

*“Fee-fi-fo-fum,
I smell the blood of an Englishman.”*

“Now, dear,” said his wife, “it’s nothing but the leftover smell of that little boy you had for dinner yesterday. Go along and wash up, and by the time you come back, I’ll have breakfast ready.”

So the giant went off, and Jack was about to jump out of the oven when the woman whispered, “Wait till he’s asleep. He always has a nap after breakfast.”



◀ Show image 9A-2: Giant counting gold

The giant **gulped** down his breakfast.² Then he went to a giant chest and took out two big bags. He sat down, and from the bags he took out piles of gold coins. He began counting them, very slowly: “One . . . two . . . uh, three . . . um, ah, four . . .” then his head began to nod, and soon he began to snore, so that the whole house shook.



◀ Show image 9A-3: Jack climbs down with the gold

Jack crept out of the oven, tiptoed past the giant, grabbed one of the bags of gold (which he could barely lift), and ran lickety-split back to the beanstalk.³ He threw down the bag of gold, which fell—*kerplunk!*—into his mother’s garden, then climbed down until at last he reached the ground.

1 or he said without politeness or respect. So, is he a nice guy?

2 He swallowed his breakfast quickly, in big bites.

3 Do you think *lickety-split* means very quickly or very slowly?



← **Show image 9A-4: Jack back home**

4 How do you think Jack's mother responded to Jack?

"Well, Mother?" he said. "Wasn't I right about the beans? They really are magic!"⁴

For a while Jack and his mother bought what they needed, and a little more, with the bag of gold. But at last the bag was empty, so Jack made up his mind to try his luck again at the top of the beanstalk. He climbed and he climbed and he climbed, and once again, sure enough, there was the great, tall woman standing on the doorstep of her house. And once again he asked for something to eat.



← **Show image 9A-5: Jack with giant's wife**

"Go away, boy," said the woman, "or else my husband will eat you up for breakfast. But, say—aren't you the youngster who came here once before? Do you know, on that very day my husband lost one of his bags of gold?"

"Did he, now?" said Jack. "How very strange! Maybe I could help you find it, but I'm so hungry that first I must have something to eat."

So the great, tall woman gave him something to eat. But he had hardly taken a bite when—*thump! thump! thump!*—they heard the giant's footsteps. Once again the wife hid Jack in the oven.

5 or shouting in a loud, powerful voice

It all happened as it had before. In came the giant, **bellowing**⁵ "Fee-fi-fo-fum!" Then, after gulping down three broiled oxen for breakfast, the giant said, "Wife, bring me my hen and my golden harp!"



← **Show image 9A-6: Giant with hen and harp**

6 or said loudly

The wife brought them. The giant looked at the hen and **barked**,⁶ "Lay!" And the hen laid an egg, all of gold. Then the giant looked at the golden harp and said, "Sing!" And the golden harp sang beautifully. And it went on singing until the giant fell asleep and started snoring like thunder.



← **Show image 9A-7: Jack running away with hen and harp**

7 He sneaked, crept, *and* crawled!
Remember these words from
lesson 7?

Jack sneaked out of the oven and crept like a mouse on his hands and knees. Then he crawled up the table, grabbed the hen and golden harp, and dashed toward the door.⁷ But the hen began to cluck, and the harp called out, “Master! Master!” The giant woke up just in time to see Jack running away with his treasures.

8 or leaping forward

Jack ran as fast as he could, and the giant came **bounding** after him⁸ and would have caught him, only Jack had a head start. When Jack got to the beanstalk, he climbed down as fast as he could. The giant reached the beanstalk and stopped short—he didn’t like the idea of climbing down such a ladder. But, like it or not, the giant swung himself down onto the beanstalk, which shook with his weight.



← **Show image 9A-8: Jack calling to his mother**

By this time, Jack had climbed down and reached home. “Mother!” he cried. “Give me an axe, and hurry!” His mother came rushing out with an axe in her hand. She ran with Jack to the beanstalk, and then she screamed with fright as she saw the giant making his way down.



9 Does this line remind you of a
nursery rhyme where someone
fell down and broke his crown
and someone else came tumbling
after?

← **Show image 9A-9: Jack chopping down beanstalk**

Jack swung the axe and gave a chop at the beanstalk. The giant felt the beanstalk shake, and he stopped to see what was the matter. Jack gave another chop, and another, and another, and the beanstalk began to topple over. Then the giant fell down and broke his crown, and the beanstalk came tumbling after.⁹



← **Show image 9A-10: Happily ever after**

From then on, Jack and his mother had all the money and music they wanted, for the hen gave them golden eggs, and the harp sang for them all day long. And they all lived happily ever after.

Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions correct about what was going to happen in this part of the story? Why or why not? (Answers may vary.)
2. *Evaluative* What does the giant's wife tell Jack to do in the beginning of this part of the fairy tale when the rude giant comes into the house to gulp down his breakfast? (She says he should hide in the oven.) Why? (The giant likes to eat boys.)
3. *Literal* What is the first treasure Jack takes from the giant? (a bag of gold coins)
4. *Inferential* Why does Jack go back up the beanstalk a second time? (He and his mother had spent all of the gold coins.)
5. *Inferential* How does the giant's wife treat Jack the second time? (She gives Jack breakfast and helps him hide again when the giant comes home.) Does she recognize Jack from before? (yes)
6. *Literal* What treasures does Jack take from the giant this time? (a hen that lays golden eggs and a harp that sings)
7. *Inferential* What happens when Jack tries to escape with the hen and the harp? (The giant wakes up and comes bounding down the beanstalk after Jack; Jack chops down the beanstalk with an axe; and the giant falls down and breaks his crown.)
8. *Evaluative* What parts of this fairy tale are fantasy? (climbing a beanstalk, a hen laying golden eggs, a singing harp, the giant, etc.)

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

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

9. *Evaluative Think Pair Share:* Do you think it is right for Jack to take the coins, hen, and harp from the giant? Why or why not? (Answers may vary.)
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 questions.]

Word Work: Rudely and Politely

5 minutes

1. In the read-aloud you heard, "He threw them down on the table and said *rudely* to his wife, "Here, wife, cook me a couple of these for breakfast."
2. Say the word *rudely* with me.
3. *Rudely* means acting in a way that is not polite and does not show respect.
4. The fifth graders rudely cut to the front of the lunch line.
5. Have you ever seen somebody act rudely? What happened? What else does the giant do rudely in this fairy tale? Try to use the word *rudely* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "_____ acted rudely when . . ."]
6. What's the word we've been talking about?

Use an *Antonyms* activity for follow up. Directions: The opposite of *rudely* is *politely*, which means with good manners and respect. In the previous read-aloud you heard, "'Good morning, ma'am,' said Jack, quite *politely*." I am going to describe a few situations. If what I say is an example of someone acting rudely, say "They are (or s/he is) acting rudely." If I give an example of someone acting politely, say "They are (or s/he is) acting politely."

- The boys are helping pick up apples that fell out of the bag. (They are acting politely.)
- The girl was yelling at her brother for spilling his milk. (She is acting rudely.)

- The boy slammed his door shut before his little sister could come into his room. (He is acting rudely.)
- The man started talking when someone else was already talking. (He is acting rudely.)
- The children remembered to say “please” and “thank you.” (They are acting politely.)

✚ Above and Beyond: Think of other examples of acting rudely or acting politely.



Complete Remainder of the Lesson Later in the Day



Jack and the Beanstalk, Part II

9_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Elements of Fairy Tales Chart: Jack and the Beanstalk, Part II 15 minutes

Elements of Fairy Tales	
Fairy Tale: “Jack and the Beanstalk”	
Setting(s):	
Time: once upon a time	Place(s): Jack’s house; giant’s house
Characters: Jack, mother, cow, man, giant, giant’s wife	
Fantasy/magic: magical beans, enormous beanstalk, giant people	
Problem(s)	Solution(s)
Jack’s cow stops giving milk.	Jack trades his cow for magic beans that grow into an enormous beanstalk overnight.
Jack and his mother have no way to eat or earn money.	Jack climbs the beanstalk and steals gold from the giant’s house.
Jack and his mother run out of gold coins.	Jack climbs the beanstalk again and steals a hen and a harp.
Giant chases Jack.	Jack uses an axe to chop the beanstalk down.
Ending: Jack and his mother lived happily ever after.	

- Ask students if the setting has changed in the second half of the story. (The time did not change. There were no additional settings.)
- Ask students to think about what elements of the second half of the story are magic or fantasy. (the hen that lays golden eggs; the harp that sings)
Record this information on the “Fantasy/Magic” row of the chart. Remind students that magical elements are one of the things that make fairy tales different from other kinds of stories.
- Ask students to describe the problem(s) and solution(s) in this part of the fairy tale.
Record this information in the “Problem(s)” and “Solution(s)” columns.
- Finally, reread the last sentence of the fairy tale: *And they all lived happily ever after*. Ask students to give a *thumbs-up sign* if the ending is a “fairy-tale ending” or a *thumbs-down sign* if it is not a “fairy-tale ending.” Have students explain their answers. Describe the conclusion of the fairy tale on the “Ending” row of the chart.

Write Your Fairy Tale (Instructional Master 9B-1)

20 minutes

- Display the Fairy Tale Planner Chart (from Lesson 8), and review what is written on the chart.
- Have students review their own Fairy Tale Planner.
- Give students their own Fairy Tale Writing Page. Show students where the title of the fairy tale is to be written. Have students write the title from the planner onto their writing page.
- Ask students to tell you what an author does. (The author writes the story.)
Ask students what an illustrator does. (The illustrator draws pictures to go with the words of the story.)
Have students write their own name on the byline.
- Next, ask students to select a character from their Fairy Tale Planner Chart that they would like to include in their story. Write the character’s name in the blank after “Once upon a time there was a boy/girl named ____.”

- Continue reading the sentence aloud, “. . . who lived _____. ” Ask students what information should go in that space. (where the story takes place)
- Have students show or tell you about the character’s problem using their planner as a guide. Have students write down the problem for the sentence, “He/she had a problem: _____. ” Then have students read their sentence out loud to make sure that it makes sense.
- Read the next line to students, “Then something magical happened: _____. ” Ask students to refer back to their planner for this element of magic or fantasy in their story. Then have students write down what happened. Have students read the sentence out loud to make sure that it is logical and coherent.
- Have students identify and write the solution from the planner in the blank for the sentence, “His/her problem was solved when _____. ”
- Read the last line “And _____ lived happily ever after.” Ask students what belongs in the first blank? (The name of the main character.)
- Read over the entire story with students. Ask students if it makes sense; revise as necessary.
- When students have completed their writing page, ask them to share it with their partner. Have partner pairs listen to see if the story makes sense and to help each other revise, as necessary.
- [Optional] Ask students to draw details from the story, such as the setting and a character, on the back of Instructional Master 9B-1 (Fairy Tale Writing Page.)
- Bind the student stories together to create a class book.



Domain Review



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:

- ✓ Demonstrate familiarity with specific fairy tales
- ✓ Identify the fairy tale elements of specific fairy tales
- ✓ Identify fairy tales as a type of fiction
- ✓ Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings
- ✓ Compare and contrast different adaptations of fairy tales

Review Activities

Image Review

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

Image Card Review

Materials: Image Cards 1–17

Divide students into pairs or groups of three. Review the Image Cards with students and discuss each image. In your hand, hold Image Cards 1–17 fanned out like a deck of cards. Ask each pair or group to choose a card but not to show it to anyone else in the class. Explain to students that the class is going to try to guess what image is on the card. Ask each pair or group to come up with clues about their card to tell the class. For example, for Rapunzel’s

tower, as student may say, “This is the tall home of a lonely princess.” The rest of the class will guess what is being described.

Riddles for Core Content

Ask students riddles such as the following to review core content:

- When I was fifteen years old, I fell asleep for a long time, but a handsome prince woke me up with a kiss. Who am I? (I am Sleeping Beauty.)
- I spin straw into gold. Who am I? (I am Rumpelstiltskin.)
- I wandered alone in the forest for many years until I found the girl who used to live in the tower. (I am the prince from “Rapunzel.”)
- I came up with a plan to make a trail of pebbles to find my way back home. My plan worked. Who am I? (I am Hansel.)
- I chased Jack down the beanstalk because he had stolen my hen and my harp. Who am I? (I am the giant.)
- I lived at a witch’s gingerbread house but my brother and I escaped with her treasures. Who am I? (I am Gretel.)
- I have a special golden ball and I helped a prince get out of an enchantment. Who am I? (I am the princess from “The Frog Prince.”)
- I lived in a tower and did not have a ladder or stairs to get up or down. I was very lonely. Who am I? (I am Rapunzel.)
- I tricked Hansel and Gretel to come inside my gingerbread house. Who am I? (I am a wicked witch.)

Live! On Stage

Tell students that they are going to act out the story of “Hansel and Gretel” by pretending to be the characters in the story. Tell them that you will be the narrator, or person who tells the story, and they will be the characters.

Ask them what characters or animals are in the story. If necessary, refer back to the Flip Book to identify the characters. Group

children in the roles of the woodcutter, his wife, Hansel, Gretel and the witch [have several children portray each character at the same time].

Practice what each character says and the gestures they might make. For example, the witch might pretend to say, “Nibble, nibble, like a mouse, who is nibbling at my house?”

Perform the story. Time permitting, have student groups change roles and tell the story again.

Adaptations

Materials: Student-created fairy tales, paper, drawing and writing tools

Invite students to read the fairy tales they wrote aloud to their partner. Have partner pairs draw new illustrations for their partner’s story. Invite students to share their story “adaptation” with a different pair of students.

Information Station

Display all of the charts and books created during this domain. Divide students into groups and assign each group one chart or book. Have the groups read over and discuss the material. Ask each group to prepare a short spoken statement about what is the important information in that chart or book. Tell students that they are going to share that information from their book or chart with their classmates. Have half the groups stand next to their book or chart; that is their “station”. At the same time, groups will visit the stations to hear the information. Ask the groups to change roles.

Venn Diagram

Use a Venn diagram to compare two characters from different fairy tales, such as the witch in “Rapunzel” and the witch in “Hansel and Gretel.” You may use images from the read-alouds as visual reminders.



Domain Assessment

DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Fairy Tales*. 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 *Fairy Tales*.

Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds in this 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. **Fairy Tale:** A special kind of story that usually has royal characters, magical events, and a happy ending is called a fairy tale. (smiling face)
2. **Fantasy:** Fantasy is something that can really happen in real life. (frowning face)
3. **Enchanted:** In fairytales, animals that talk might be enchanted. (smiling face)
4. **Wicked:** A wicked person likes to do kind things for others. (frowning face)
5. **Heroic:** A heroic person does brave and good things. (smiling face)

Directions: Now I am going to read more sentences using other words you have heard and practiced. If I use the word correctly in my

sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

6. **Deny:** If you deny something, you admit that it is true.
(frowning face)
7. **Wisdom:** Having wisdom means you make good choices and do what is right.
(smiling face)
8. **Succeed:** When you succeed, you do well; you do *not* fail.
(smiling face)
9. **Delight:** Something that makes you happy gives you delight.
(smiling face)
10. **Talent:** A talent is something you do especially well.
(smiling face)
11. **Contented:** When you are feeling sad, you are contented.
(frowning face)
12. **Rudely:** To act rudely is to act in a mean and disrespectful way. (smiling face)
13. **Precious:** Something that is precious is not wanted by anyone. (frowning face)
14. **Glee:** To feel glee means to feel very happy. (smiling face)
15. **Comforted:** When someone helps you feel better, you are comforted. (smiling face)

Part II (Instructional Master DA-2)

These are images from six fairy tales in this domain. Let's point to the images and say the titles of the fairy tales together: "Sleeping Beauty," "Rumpelstiltskin," "Rapunzel," "The Frog Prince," "Hansel and Gretel," and "Jack and the Beanstalk."

I will read descriptions of these fairy tales. First, listen to my description. Next, look at the illustrations. Then, find the illustration for the fairy tale being described. Finally, write the number of the description in one of the boxes below the matching fairy tale picture. For example, when I read the first description, you will write the number 1 in a box below the fairy tale picture that

matches the description. Each picture will have two matching descriptions.

[Note: Be sure to say the number of the description both before and after reading it.]

1. In this fairy tale, a little man spins straw into gold.
(“Rumpelstiltskin”)
2. In this fairy tale, a princess learns that promises must be kept.
(“The Frog Prince”)
3. In this fairy tale, a clever brother and sister take care of each other. (“Hansel and Gretel”)
4. In this fairy tale, a giant owns a magical hen and harp.
(“Jack and the Beanstalk”)
5. In this fairy tale, a princess falls into a deep sleep for a hundred years. (“Sleeping Beauty”)
6. In this fairy tale, a girl is locked in a tall tower, deep in a forest.
(“Rapunzel”)
7. In this fairy tale, a princess becomes friends with someone who was turned into a frog. (“The Frog Prince”)
8. In this fairy tale, a fairy is angry because she is not invited to a birthday celebration, so she puts a curse on the baby princess. (“Sleeping Beauty”)
9. In this fairy tale, a queen must guess the name of a magical man or else he will take her baby. (“Rumpelstiltskin”)
10. In this fairy tale, a witch tricks children to come inside her gingerbread house. (“Hansel and Gretel”)
11. In this fairy tale, a boy trades a cow for magical beans.
(“Jack and the Beanstalk”)
12. In this fairy tale, a girl’s tears heal a prince’s blindness.
(“Rapunzel”)



Culminating Activities



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

Student Choice

Ask students which read-aloud they have heard recently that they would like to hear again. If necessary, reread the titles of recent read-alouds to refresh students' memories. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information

that you did not discuss previously during the read-aloud.

After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Retelling a Fairy Tale with Puppets

Have students make simple puppets of the characters from a particular fairy tale and then use these puppets to retell the fairy tale.

Favorite Fairy Tale

Have students ask family members what their favorite fairy tale is and why. Have students report to the class on their findings.

Mixed-Up Fairy Tales

Materials: Image Cards 1–17

Divide the class into three groups. Mix up the Image Cards, and give each group five or six cards. Tell students that they will make up a new fairy tale using the images on the cards as prompts. Ask students in each group to sit in a circle and then explain that they will take turns adding to the story as they draw a card from the pile.

Start each group off with the words, “Once upon a time . . .” Then have students take turns choosing a card and adding to the story to create a continuous narrative, using the picture as a prompt. You may want students to lay the cards out in order so that they can retell their mixed-up fairy tale again. After the last card is played, say together, “and they lived happily ever after.”

After the groups have made up their stories, have the groups come back together and share with the class. You may also do this in a large group with all seventeen cards for a really mixed-up fairy tale!

Class Book: Fairy Tales

Materials: Drawing paper; drawing tools

Tell the class or a group of students that they are going to make

a class book to help them remember the elements of fairy tales. Have students brainstorm important information about characters, settings, magic, problems/solutions, and happy endings. Have each student choose one idea to draw a picture of, and then ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

Letters to Fairy Tale Characters

Materials: Writing materials, writing tools

Have students choose a favorite character from the fairy tales they have heard in this domain. Have students brainstorm what they might like to say to the character. For example, a student may want to tell Hansel how brave he was. Students may also have questions to ask the character. For example, a student may ask Rapunzel how she spends her days now that she lives in the castle. Have students write letters to the fairy tale characters. You may ask a class of older students in the school to pretend to be the fairy tale characters and write letters in response that you will then read to the class. Be sure to let students know that the return letters they receive are not from the actual characters in the fairy tales. This may also be a good opportunity to review the differences between fiction and a true story.

Fairy Tales and Music

Materials: Musical recordings of Tchaikovsky's *Sleeping Beauty* and/or Humperdinck's *Hansel and Gretel*

Tell students that one way to listen to a fairy tale is to hear the story read aloud. Music can also tell stories, and many fairy tales have been told in musical performances, such as dance and opera. Explain to students that dancing, along with costumes, gestures, and sometimes sets, can be used to tell stories without using words. Tell students that there are many dance performances that are based on fairy tales, including a famous ballet dance of “Sleeping Beauty” with music written by Peter Tchaikovsky.

Fairy tales can also be told through another type of musical performance called opera. Explain that opera is a way of telling

stories with music, singing, and acting. Performers sing the words of the story to music, wear costumes, and act out the movements of the characters. (Engelbert Humperdinck’s opera “Hansel and Gretel” is one example.)

Refer to the list of recommended resources in the Introduction at the front of this Anthology for a list of audio and video adaptations of fairy tales. Play an excerpt of music from a performance. Ask students to listen carefully to the music and imagine what might be happening in the story. Does the music sound fast, slow, scary, happy, peaceful, etc.? Ask students to draw a picture of what they imagine might be happening in the fairy tale at that point in the music. Students may also write or dictate sentences describing their illustration.

You may also wish to find a video or DVD recording of a fairy tale, dance, or opera to share with the class. As you play the recordings, point out the costumes, scenery, and other details of the performances. Ask students to compare and contrast the different methods of storytelling.

Domain-Related Trade Book

Materials: Trade book

Read an additional trade book to present another version of a particular fairy tale; refer to the books listed in the Introduction. Compare this version to the others heard. You may also choose to have students select a read-aloud to be heard again.

Home Sweet Home

Materials: School lunch-sized milk cartons; graham crackers and white frosting (canned is fine); plastic knives and paper plates; assorted snacks and candy for decoration

Show Image Card 11 (Witch’s House), and ask students to describe what they see in the picture. Tell students that where the story takes place is called the setting. Tell students that they are going to make their own witch’s house (the setting of the fairy tale).

Rinse milk cartons and allow to dry. Tape the top of each carton so

that it forms a peak. Place a milk carton on a paper plate for each student. Break the graham crackers in half. Have students frost one side of each graham cracker, then place each graham cracker on each side of the milk carton and press firmly to attach. Do the same for the roof. Using the frosting as glue to attach, decorate the gingerbread house with assorted gumdrops, peppermints, candy canes, red hots, sprinkles, bite size cookies, pretzels, mini-marshmallows, and other candies. If you use homemade icing, be sure to keep it covered.

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

Grow Your Own Beanstalk

Materials: Paper towel; bean seeds; paper cups; soil; and water

Show Image Card 15 (Beanstalk), and ask students to describe what they see in the picture. Tell students that where the story takes place is called the setting. Tell students that they are going to grow their own beanstalk (the setting of the fairy tale).

Germinate seeds in a wet paper towel. Fill paper cups with dirt, and plant the seeds about one inch deep. Water until moist (not wet). Keep plants by a sunny window in the classroom and water as needed to keep the soil moist. You may want to have students observe, measure, and record growth on a regular basis.

Asking for Help

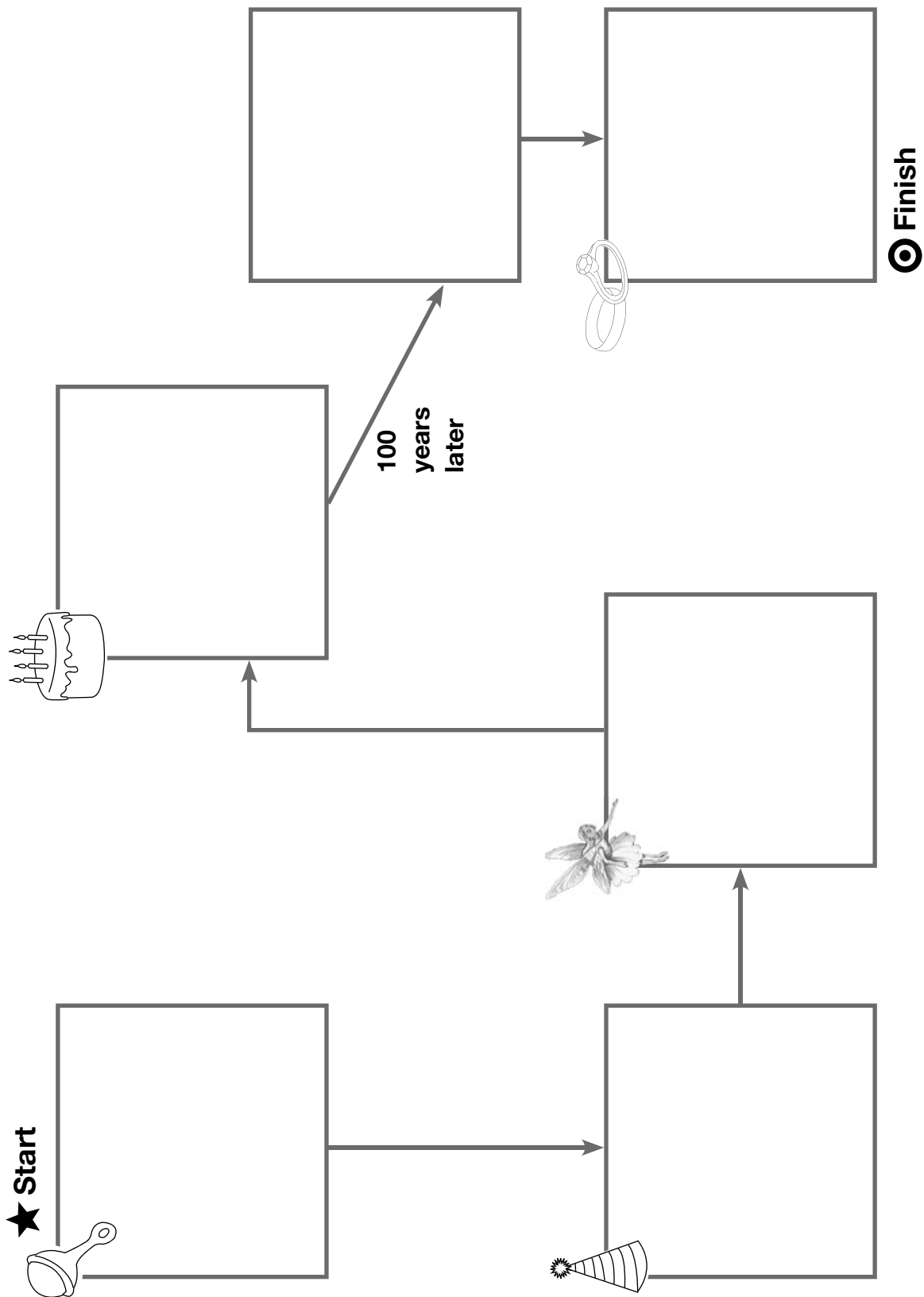
When Hansel and Gretel were lost in the woods, they developed a plan to keep safe. Help your students be prepared at all times. Children should know their caregiver's name, address, and cell or home telephone number. Remind students that when they need help, they should look for a trusted adult or public safety officer and give them their contact information. Have students act out asking a safety officer for help when they are lost. If students do not know their contact information, provide it to them.

For Teacher Reference Only:

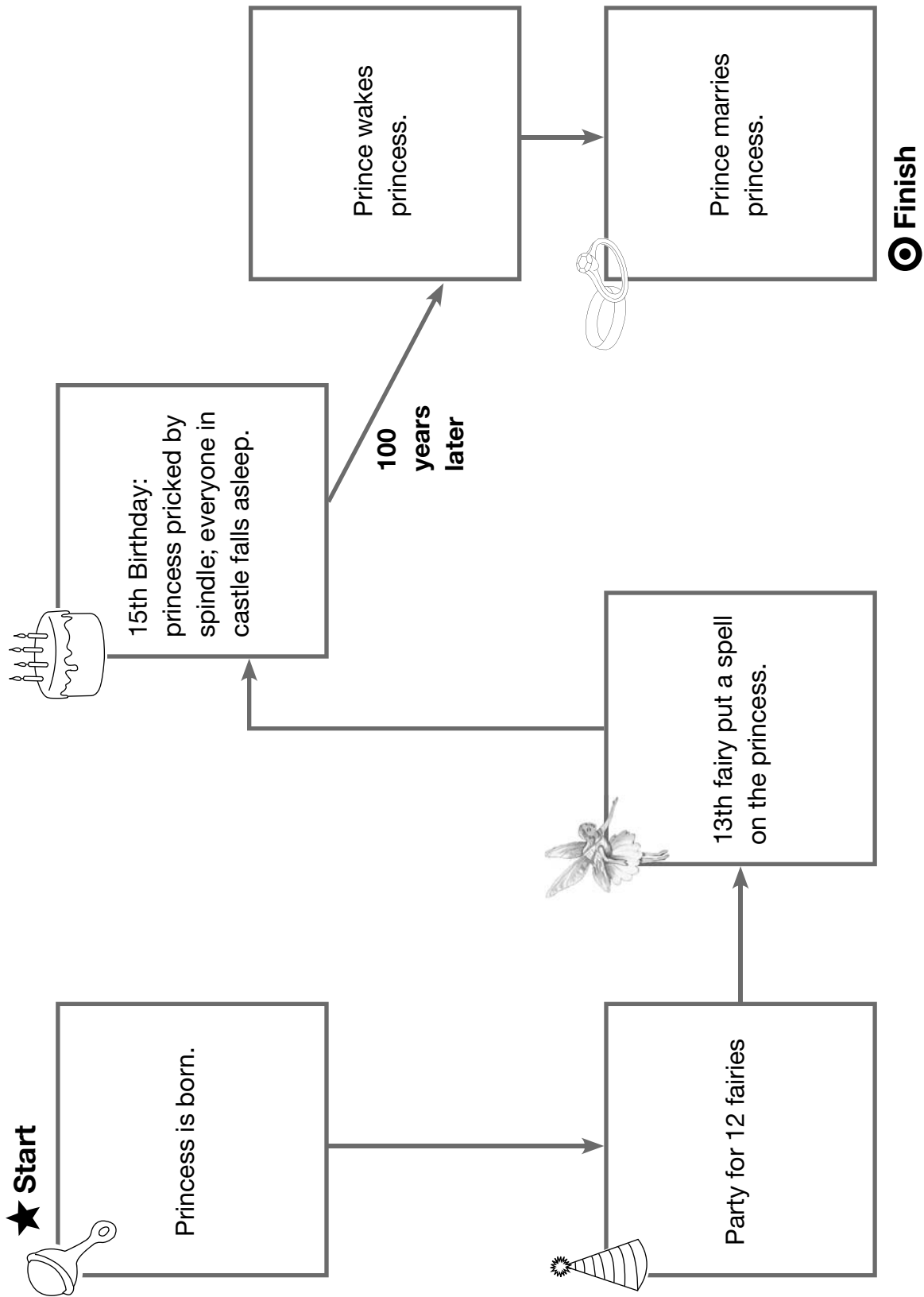
Instructional Masters for
Fairy Tales



Story Map for "Sleeping Beauty"



Story Map for "Sleeping Beauty"



Elements of Fairy Tales

Fairy Tale:

**Setting(s)-
Time:**

Place(s):

Characters:

Fantasy/magic:

Problem(s)

Solution(s)

Ending:



Dear Family Member,

Over the next several days, your child will be learning about fairy tales. S/he will hear classic versions of “Sleeping Beauty,” “Rumpelstiltskin,” “Rapunzel,” and “The Frog Prince.” S/he will also learn that fairy tales have many things in common, such as “once upon a time” beginnings, fantasy, interesting solutions to problems, and happy endings.

Below are some suggestions for activities that you may do at home to help your child continue to enjoy learning about fairy tales.

1. “Sleeping Beauty”

Have your child use the images on the activity page to retell the fairy tale “Sleeping Beauty.” Then discuss the story with your child. Try asking questions such as the following:

- Did you like the story? Why or why not?
- What was your favorite part of the story? What was your least favorite part of the story? Why?
- When Sleeping Beauty woke up after 100 years, what do you think she was most excited to see or do again? If you were Sleeping Beauty, what would be the first thing you would do after waking up?

2. What’s In a Name?

Your child will hear two fairy tales, “Rapunzel” and “Rumpelstiltskin,” where the characters have interesting names. Tell your child about how his/her name was chosen. Ask your child to draw a picture of him/herself and to write his/her name on a piece of paper. On the same paper, write a sentence or a short message about how you selected your child’s name. If you wish, you can send the paper to school so your child can share the story behind his/her name.

3. Royal Meal

The fairy tales “Sleeping Beauty,” “Rumpelstiltskin,” “Rapunzel,” and “The Frog Prince” all have royal characters: kings, queens, princes, and princesses. Together with your child, organize a royal feast or celebration for your family. Prepare a meal that your child and family enjoy eating. Invite everyone in the family to wear something special to the meal that they would not normally wear, such as a paper crown, a silly hat, a necktie,

or scarf. Before the meal, spend a few minutes reading a fairy tale out loud to the family. During dinner, call your child *prince* or *princess*, and encourage him or her to use their best royal manners.

4. Sayings and Phrases: The Land of Nod

Your child has learned the saying “The Land of Nod.” This saying is a way to say that someone is asleep. Point out times when the saying applies to your daily life, perhaps at bedtime, or when someone in the house is sleeping.

5. Read Aloud Each Day

Set aside time to read to your child each day. The local library or your child’s teacher may have books with fairy tales that you can borrow. A list of books is attached to this letter.

Encourage your child to tell you about the fairy tales s/he has been hearing at school.

Recommended Resources for Fairy Tales

Trade Book List

Classic Adaptations

1. *The Frog Prince*, retold by Kathy-Jo Wargin and illustrated by Anne Yvonne Gilbert (Mitten Press, 2007) ISBN 978-1587262791
2. *Hansel and Gretel*, retold by Rika Lesser and illustrated by Paul O. Zelinsky (Puffin, 1996) ISBN 978-0698114074
3. *Hansel and Gretel*, by James Marshal (Puffin, 1994) ISBN 978-0140508369
4. *Hansel and Gretel*, by Cynthia Rylant and illustrated by Jen Corace (Hyperion Books for Children, 2008) ISBN 978-1423111863
5. *Jack and the Beanstalk*, retold by Carol Ottolenghi and illustrated by Guy Porfirio (Brighter Child, 2002) ISBN 978-1577683773
6. *Jack and the Beanstalk/Juan y los frijoles magicos*, retold by Carol Ottolenghi and illustrated by Guy Porfirio (Brighter Child, 2003) ISBN 978-0769638164

7. *Jack and the Beanstalk*, retold by E. Nesbit and illustrated by Matt Tavares (Candlewick, 2006) ISBN 978-0763621247
8. *Rapunzel*, retold and illustrated by Paul O. Zelinsky (Puffin Books, 2002) ISBN 978-0590386029
9. *Rumpelstiltskin*, by John Cech and illustrated by Martin Hargreaves (Sterling, 2008) ISBN 978-1402730665
10. *Rumpelstiltskin*, retold and illustrated by Paul O. Zelinsky (Puffin, 1996) ISBN 978-0140558647
11. *Sleeping Beauty*, retold by Mahlon F. Craft and illustrated by Kinuko Y. Craft (Chronicle Books, 2002) ISBN 978-1587171208
12. *Sleeping Beauty*, by Adele Geras and illustrated by Christian Birmingham (Orchard, 2004) ISBN 978-0439581806
13. *Sleeping Beauty*, retold by Martina Müller (Floris Books, 2001) ISBN 978-0863153426

Modern, Nontraditional Adaptations

1. *Claire and the Unicorn Happy Ever After*, by B.G. Hennessy and illustrated by Susan Mitchell (Simon & Schuster Books for Young Readers, 2006) ISBN 978-1416908159
2. *A Frog Prince*, by Alix Berenzy (Henry Holt and Co., 1991) ISBN 978-0805018486
3. *The Frog Prince (Early Reader: Princesses)*, by Sally Gardner (Orion Children's Books, 2012) ISBN 978-1444002447
4. *The Frog Prince, Continued*, by Jon Scieszka and illustrated by Steve Johnson (Puffin, 1994) ISBN 978-0140542851
5. *Hansel and Gretel*, adapted by Amanda Askew (QEB Publishing, 2010) ISBN 978-1595667908
6. *Hansel and Gretel*, retold and illustrated by Rachel Isadora (Putnam, 2009) ISBN 978-0399250286

7. *Jack and the Beanstalk*, retold by John Cech and illustrated by Robert Mackenzie (Sterling, 2008) ISBN 978-1402730641
8. *Jack and the Beanstalk*, by Nina Crews (Henry Holt, 2011) ISBN 978-0805087659
9. *Jack and the Giant Barbecue*, by Eric A. Kimmel and illustrated by John Manders (Amazon Children's Publishing, 2012) ISBN 978-0761461289
10. *Kate and the Beanstalk*, by Mary Pope Osborne and illustrated by Giselle Potter (Aladdin, 2005) ISBN 978-1416908180
11. *Lovabye Dragon*, by Barbara Joosse and illustrated by Randy Cecil (Candlewick, 2012) ISBN 978-0763654085
12. *The Princess and the Pig*, by Jonathan Emmett and illustrated by Poly Bernatene (Walker Children's, 2011) ISBN 978-0802723345
13. *Rapunzel*, retold by John Cech and illustrated by Fiona Sansom (Sterling, 2010) ISBN 978-1402769115
14. *Rapunzel*, by Sarah Gibb (Albert Whitman & Company, 2011) ISBN 978-0807568040
15. *Rapunzel*, retold and illustrated by Rachel Isadora (Putnam, 2008) ISBN 978-0399247729
16. *Rumpelstiltskin*, retold by John Cech and illustrated by Martin Hargreaves (Sterling, 2008) ISBN 978-1402730665
17. *Sleeping Beauty*, adapted by Amanda Askew and illustrated by Natalie Hinrichsen (QEB Publishing, 2010) ISBN 978-1595667915
18. *Sleeping Beauty (Early Reader: Princesses)*, by Sally Gardner (Orion Children's Books, 2012) ISBN 978-1444002423
19. *Tales from Around the World (Ten-Minute Bedtime Stories)*, by Graham Percy (Pavilion, 2012) ISBN 978-1843652076

Tales and Stories Featuring Strong Female Characters

1. *Not One Damsel in Distress*, collected and told by Jane Yolen and illustrated by Susan Guevara (Harcourt, Inc., 2000) ISBN 978-0152020477

Note: This is a collection of thirteen tales from around the

world. The stories are slightly lengthy and contain only one picture. Some of the tales contain scenes that young children might find troubling. Please read through the tales carefully while choosing an appropriate one for your child. Make modifications and adjust the language of the stories, as necessary.

2. *The Paper Bag Princess*, by Robert Munsch and illustrated by Michael Martchenko (Annick Press, 2005) ISBN 978-0920236253
3. *The Princess Knight*, by Cornelia Funke and illustrated by Kerstin Meyer (Scholastic, Inc., 2001) ISBN 978-0439536301




Vocabulary List for Fairy Tales(Part 1)

This list includes many important words your child will learn about in *Fairy Tales*. 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.

- ☐ enchanted
- ☐ spell
- ☐ wisdom
- ☐ claim
- ☐ clever
- ☐ succeed
- ☐ delight
- ☐ dusk
- ☐ merciful
- ☐ glee
- ☐ retrieved
- ☐ wailed
- ☐ contented
- ☐ disgusting
- ☐ scold

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
	Use it in a sentence
	Find one or two examples
	Tell a friend about it
	Act it out
	Make up a song using it



Sleeping Beauty

Directions: Ask your child to retell the story of "Sleeping Beauty" that s/he heard today. Listen carefully to your child's retelling. Later, retell this fairy tale together.



1

The king and queen invite twelve fairies to a party for their baby girl, the princess.

The thirteenth fairy is upset and puts a spell on the princess.

2



3

The spell is softened by the twelfth fairy: If the princess pricks her finger on a spindle, she will sleep for one hundred years.

4



Sleeping Beauty is asleep in the castle for one hundred years.

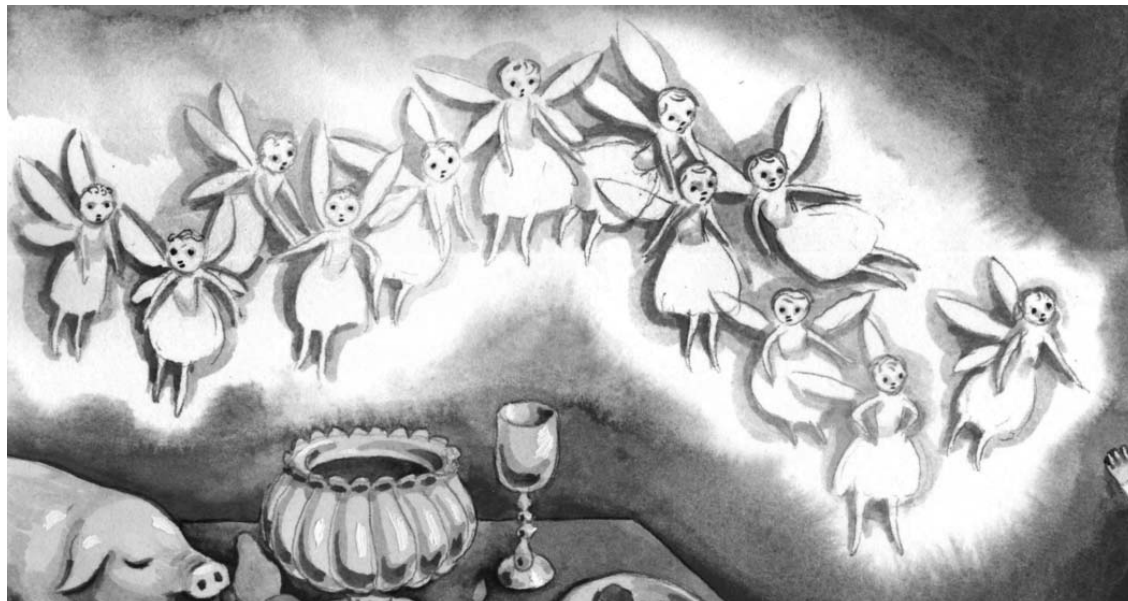
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The prince wakes up Sleeping Beauty and everyone else in the castle also wake up. Sleeping Beauty and the prince marry and live happily ever after.

6





Fantasy



Reality

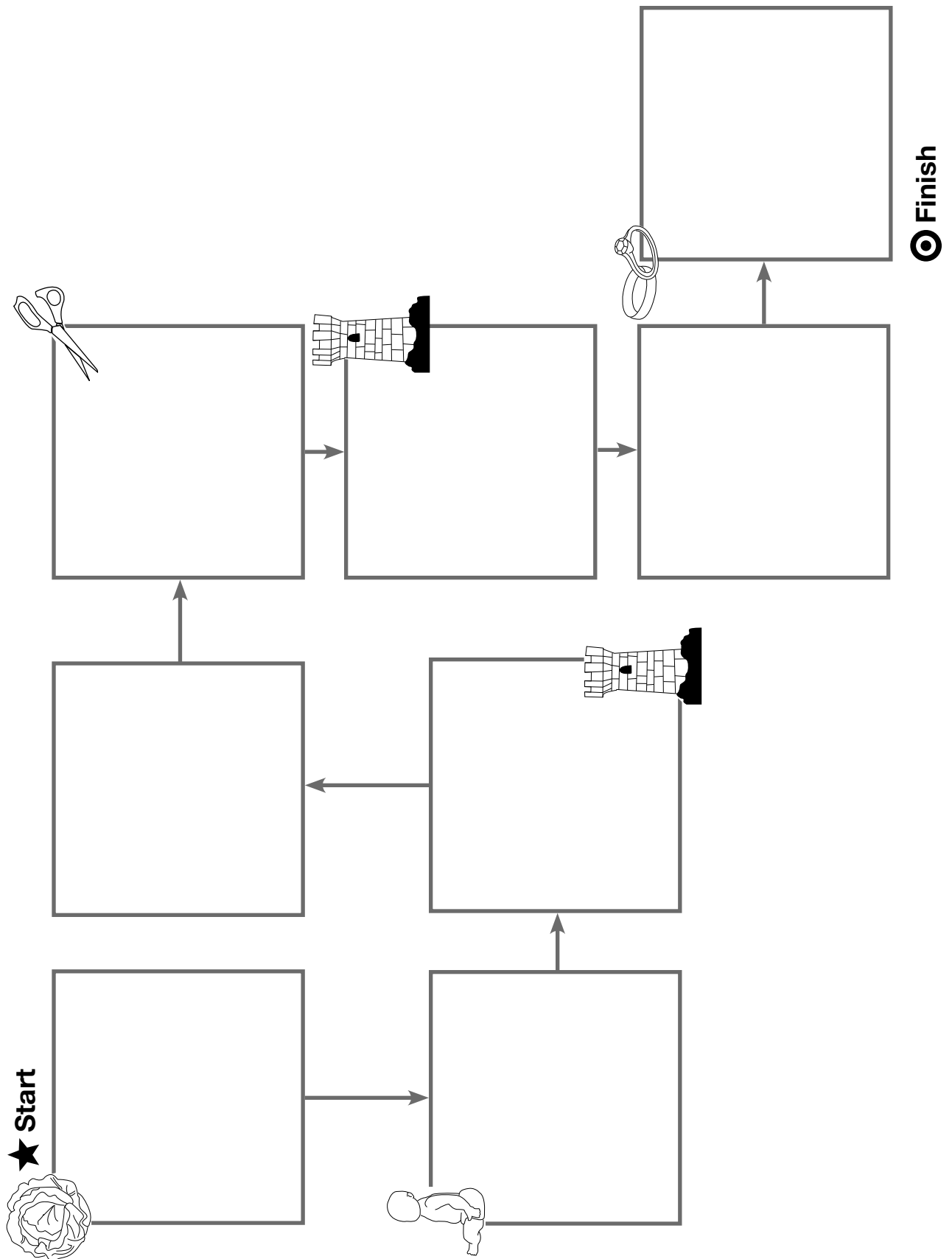
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Elements of Fantasy and Reality	
Fantasy	Reality

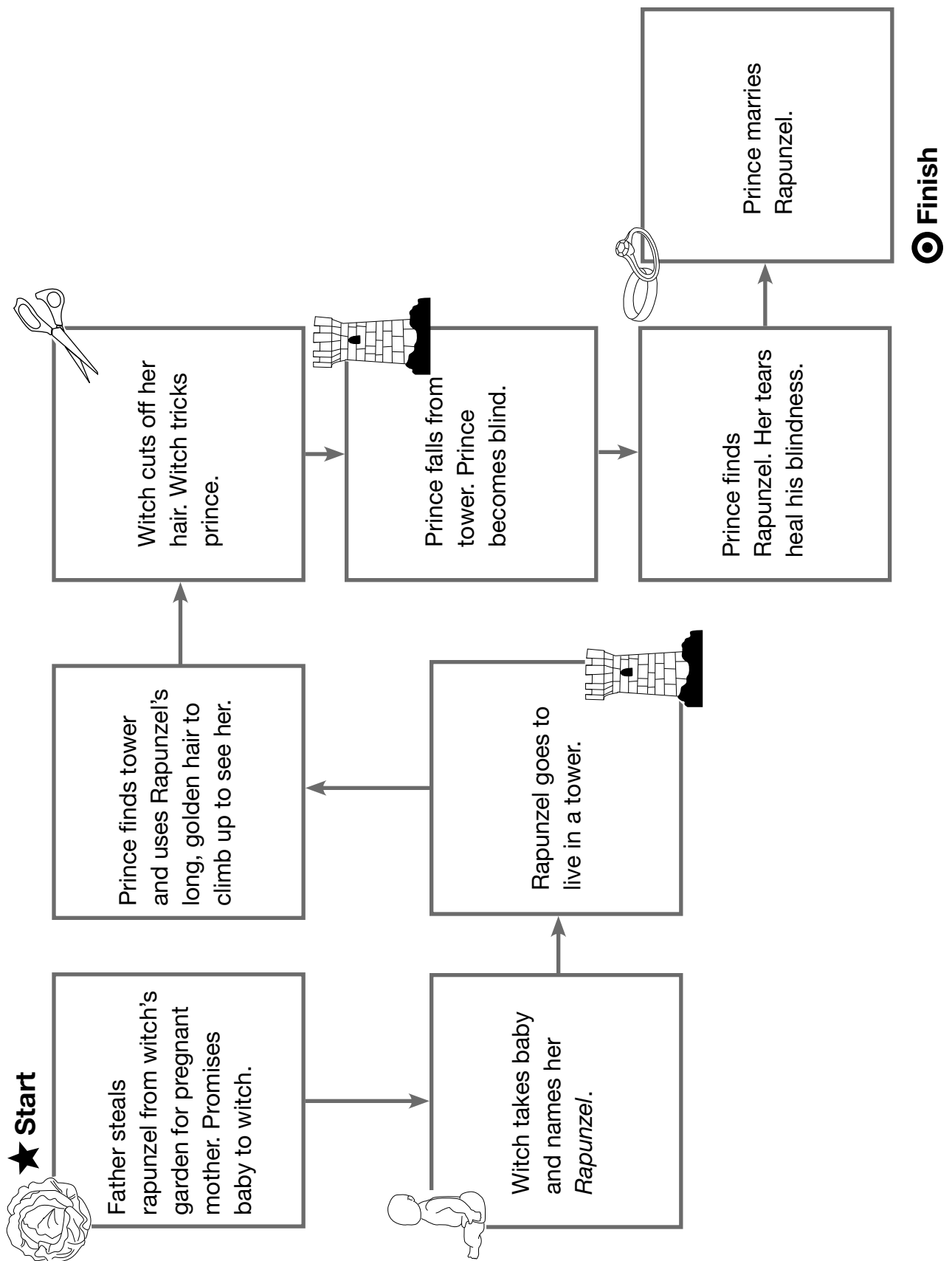
Elements of Fantasy and Reality	
Fantasy	Reality
Image Card 3 (Good Fairy)	Image Card 2 (Royal Family)
Image Card 4 (Enchanted Princess)	Image Card 6 (Prince)
Image Card 5 (Rumpelstiltskin)	Image Card 9 (Royal Family)
Image Card 8 (Talking Frog)	Image Card 10 (Hansel)
Image Card 15 (Beanstalk)	Image Card 13 (Reunion)
Image Card 16 (Giant)	

Comparing Fairy Tales: _____ and _____		
	Alike	Different
Settings		
Characters		
Fantasy/Magic		
Problem(s)		
Solution(s)		
Ending		

Story Map for "Rapunzel"

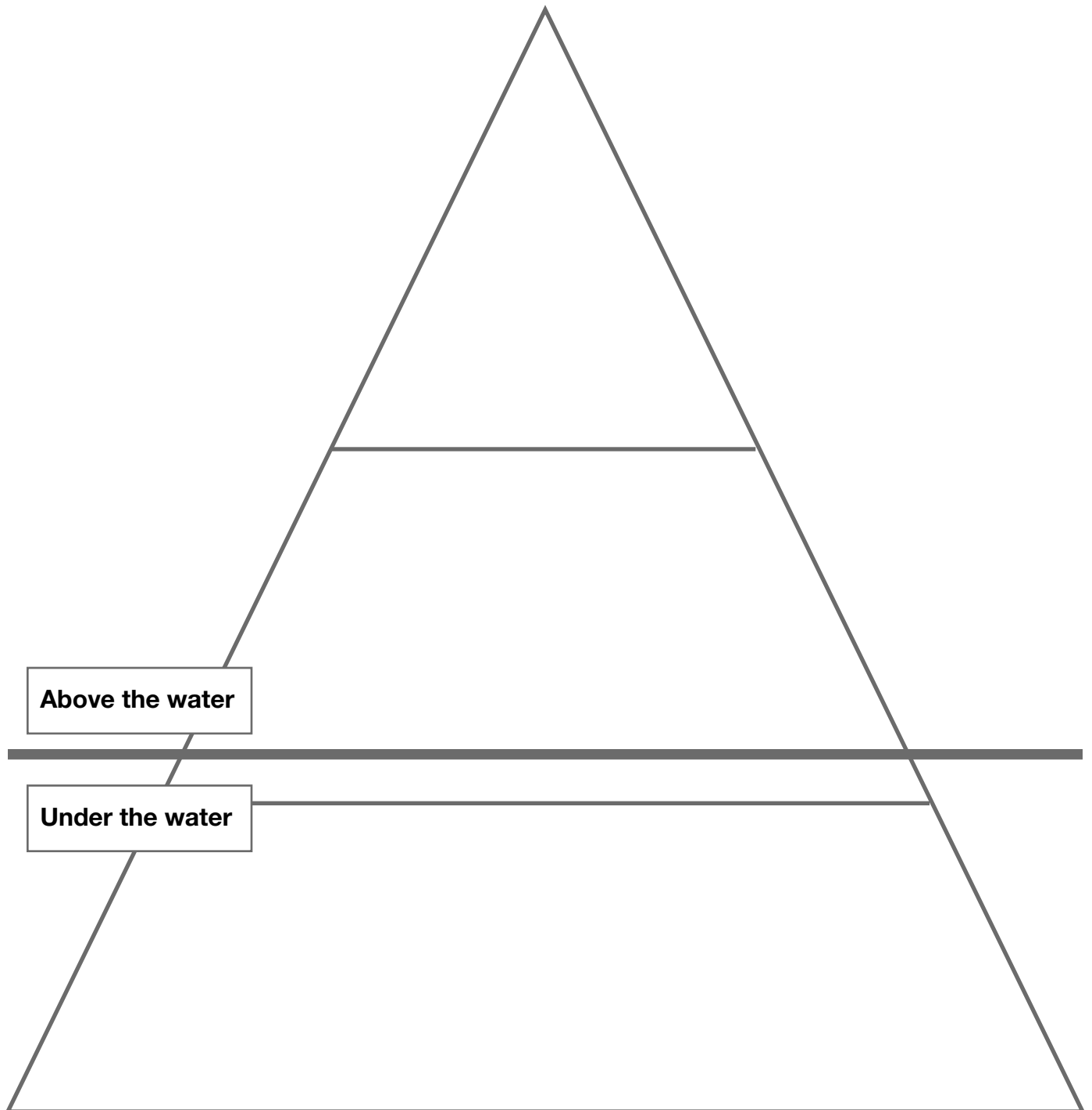


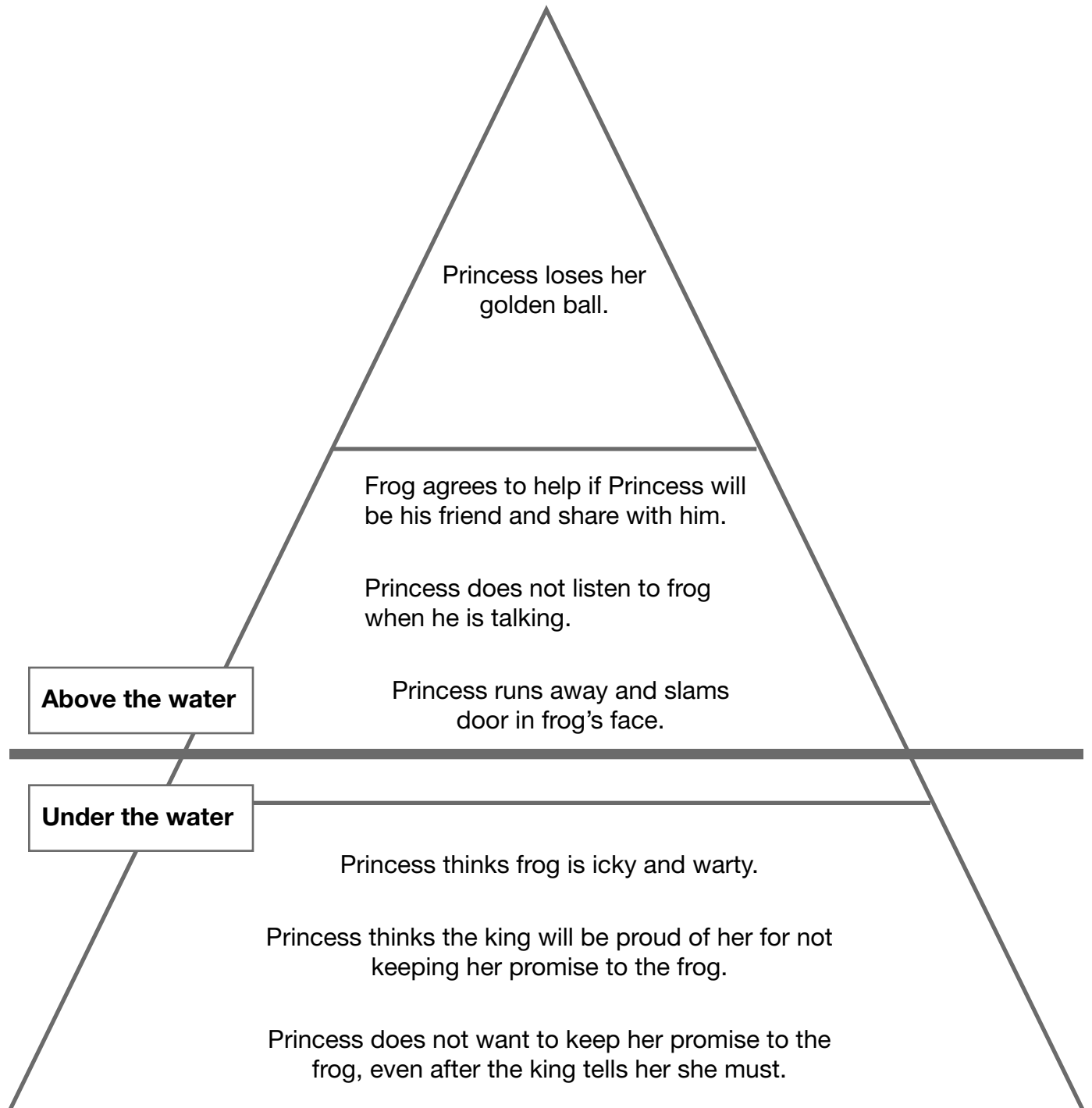
Story Map for "Rapunzel"



Proper Names	Common Names

Comparing Settings and Characters			
	"Sleeping Beauty"	"Rumpelstiltskin"	"Rapunzel"
Setting(s)			
Character(s)			





Actions and Responses: *The Frog Prince, Part II*

How Frog Acts...	How Princess Responds...	What We Think

Actions and Responses: <i>The Frog Prince, Part II</i>		
How Frog Acts...	How Princess Responds...	What We Think
<u>Frog</u> is happy to be invited into castle.	<u>Princess</u> glares at frog.	Princess doesn't really want frog in the castle.
<u>Frog</u> smears food.	<u>Princess</u> turns away in disgust.	She is trying to be nice to the frog even though she thinks he is icky.
<u>Frog</u> asks to sleep in princess's bed.	<u>Princess</u> lets him after he reminds her of her promise.	Princess is trying to keep her promise.
<u>Frog</u> asks for a good-night kiss.	<u>Princess</u> kisses him.	Maybe they are becoming friends?
<u>Frog</u> turns into a boy and wants to go home.	<u>Princess</u> reminds him of his promise to always be a friend.	Princess and frog prince are now friends.
<u>Frog</u> stays to play with princess.	<u>Princess</u> becomes friends with frog and marries him when they grow up.	You cannot tell what someone is like just by how they look. Act kindly toward all people. Keep your promises.

Directions: Listen to the sentence read by the teacher. Circle the 'T' if the sentence is true. Circle the 'F' if the sentence is false, or not true.

1.

T

F

2.

T

F

3.

T

F

4.

T

F

5.

T

F

6.

T

F

7.

T

F

8.

T

F



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Directions: Listen to the sentence read by the teacher. Circle the 'T' if the sentence is true. Circle the 'F' if the sentence is false, or not true.

1.

T

F

2.

T

F

3.

T

F

4.

T

F

5.

T

F

6.

T

F

7.

T

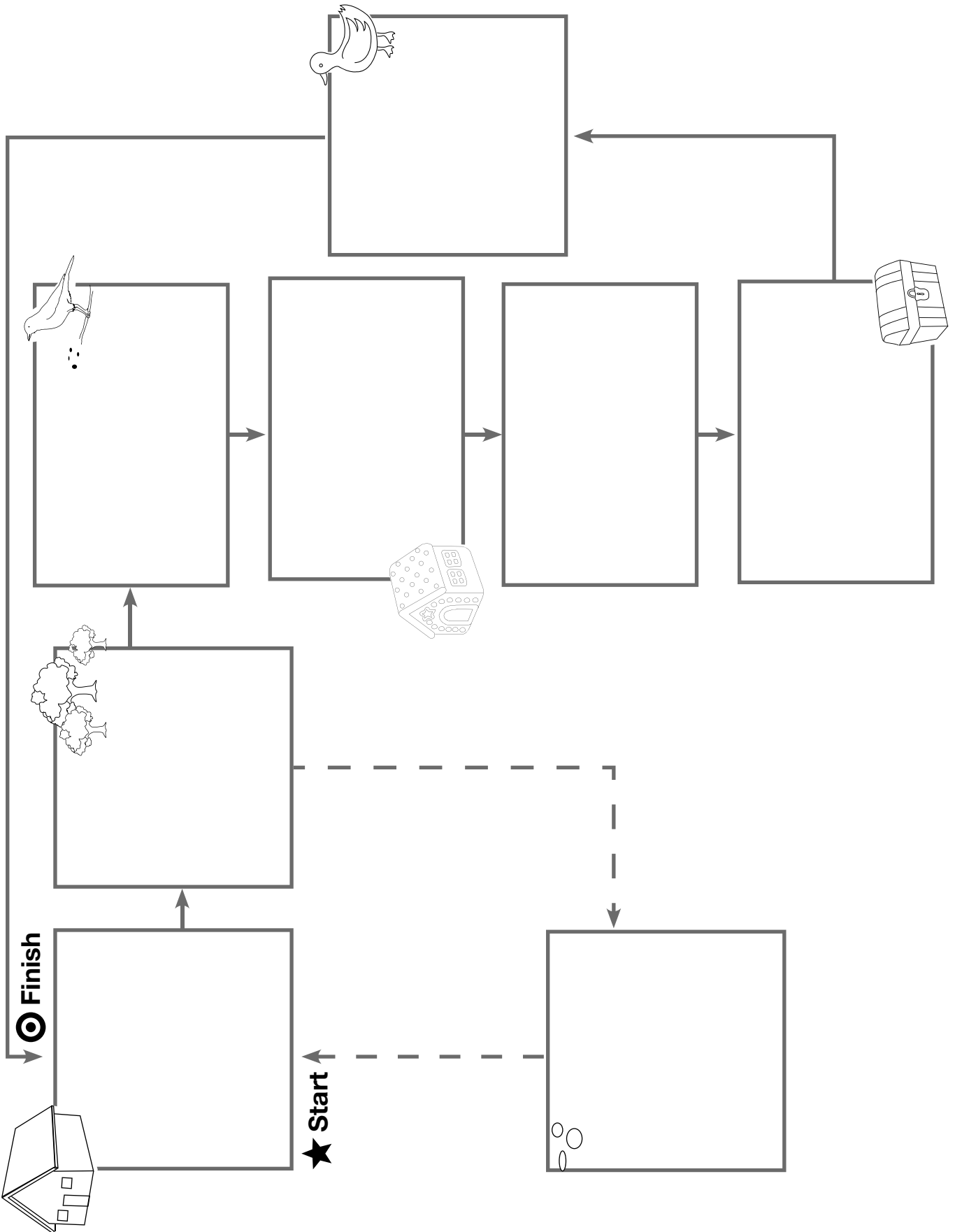
F

8.

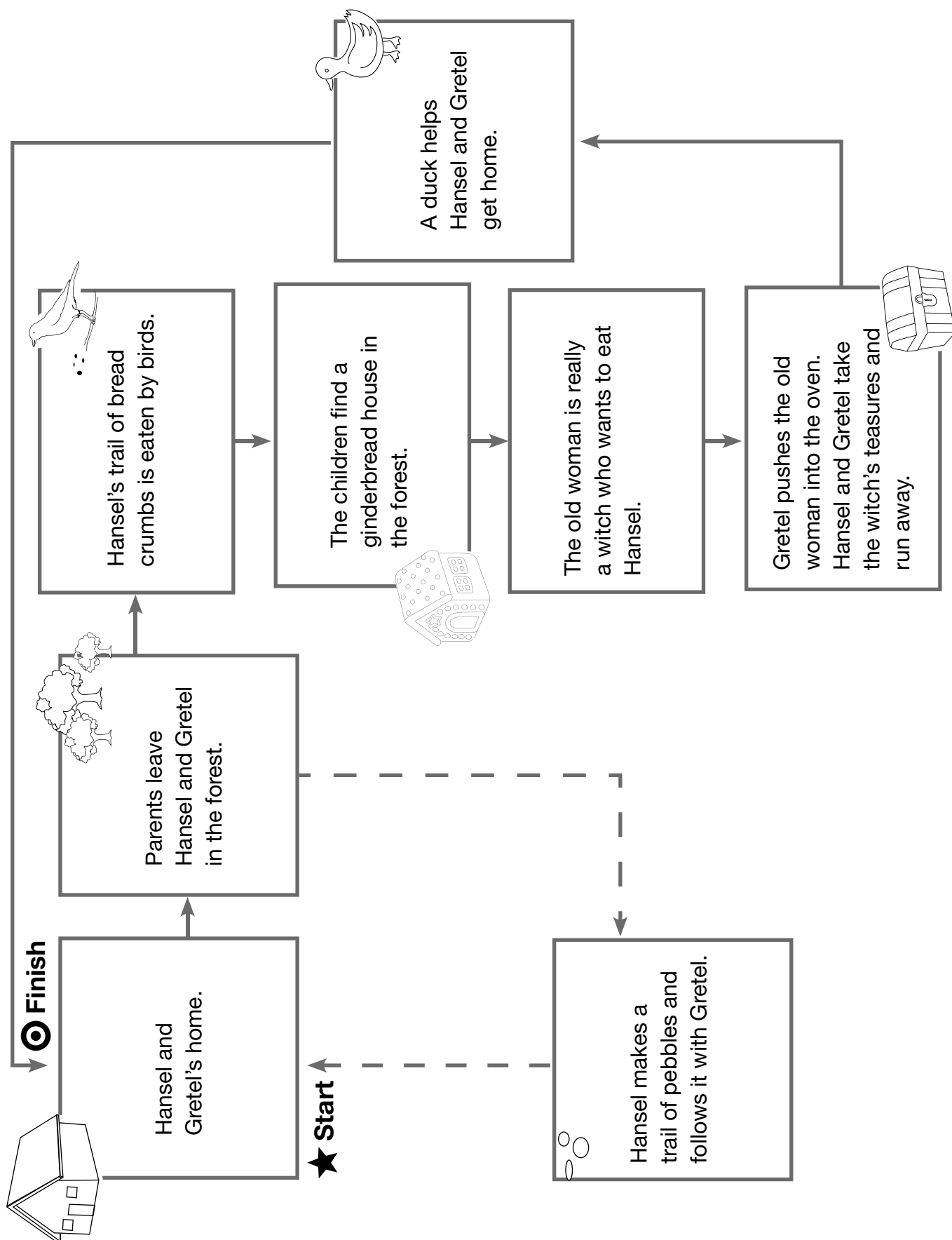
T

F

Story Map for “Hansel and Gretel”



Story Map for "Hansel and Gretel"



Heroic and Evil Characters			
	Story	Character	Reason
Heroic			
Evil			

Heroic and Evil Characters			
	Story	Character	Reason
Heroic	“Sleeping Beauty”	Prince	Does not give up on finding the princess, even when it was hard.
	“Hansel and Gretel”	Hansel and Gretel	Escape from witch and find their own way home.
	“Jack and the Beanstalk”	Jack	Goes to the giant’s home twice to steal in order to feed his mother and himself.
Evil	“Sleeping Beauty”	Thirteenth Fairy	Puts a spell on the princess.
	“Rumpelstiltskin”	Rumpelstiltskin	Tries to take the queen’s baby.
	“Rapunzel”	Witch	Takes the baby from the couple.
	“The Frog Prince”	Witch	Puts a spell on the prince.
	“Hansel and Gretel”	Witch	Wants to eat Hansel.



Dear Family Member,

I hope your child has enjoyed hearing classic fairy tales at school. Your child will hear two more fairy tales: “Hansel and Gretel,” and “Jack and the Beanstalk.” Soon, your child will have an opportunity to use “once upon a time” beginnings, fantasy, interesting solutions to problems, and happy endings to write his/her own fairy tale.

Below are some suggestions for activities that you may do at home to help your child continue to enjoy learning about fairy tales.

1. “Hansel and Gretel”

Today your child heard the first half of “Hansel and Gretel.” After s/he has heard the second half of the story (in a day or two), have your child use the images on the opposite side of this letter to retell the fairy tale “Hansel and Gretel.” Discuss the story with your child. Try asking questions such as the following:

- What was your favorite part of the story? What was your least favorite part of the story? Why?
- Hansel knew he was going to be left out in the forest and figured out a way to create a trail of glittery pebbles. Hansel’s trail helped him and Gretel to get back home safely. Tell me about a time when you figured out a solution to a problem. How did you think of your solution?

2. Growing Beans

Soon, your child will hear the fairy tale “Jack and the Beanstalk.” In this story, a boy named Jack trades his cow for five magic beans. The beans grow overnight into a giant beanstalk that reaches to the sky. Grow beans with your child by placing bean seeds (e.g., green beans or lima beans) in a clear cup with a moist paper towel or wet cotton balls. Ask your child to predict how long it will take for his/her “beanstalk” to grow. Have your child check on the “beanstalk” and record what s/he sees.

3. Read Aloud Each Day

Please continue to read to your child every day.

Be sure to let your child know how much you enjoy hearing about what s/he has been learning at school.

Hansel and Gretel

Directions: Ask your child to retell the story of "Hansel and Gretel" that s/he heard today. Listen carefully to your child's retelling . Later, retell this fairy tale together.



1

Hansel and Gretel's parents are making a plan to leave Hansel and Gretel in the forest.

Hansel and Gretel follow a trail of pebbles home.

2



3

Hansel and Gretel can't find the bread crumbs. They cannot find their way home.

4



Hansel and Gretel find a gingerbread house in the forest. A witch lives inside.

5

Gretel will push the witch into the oven.



Hansel and Gretel are together again with their father. They live happily ever after.

6








Vocabulary List for Fairy Tales(Part 2)

This list includes many important words your child will learn about in *Fairy Tales*. 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.

- ☐ comforted
- ☐ daybreak
- ☐ shocked
- ☐ cackled
- ☐ creep
- ☐ heaving
- ☐ wicked
- ☐ attic
- ☐ fierce
- ☐ precious
- ☐ tremble
- ☐ wringing
- ☐ bellowing
- ☐ bounding
- ☐ rudely

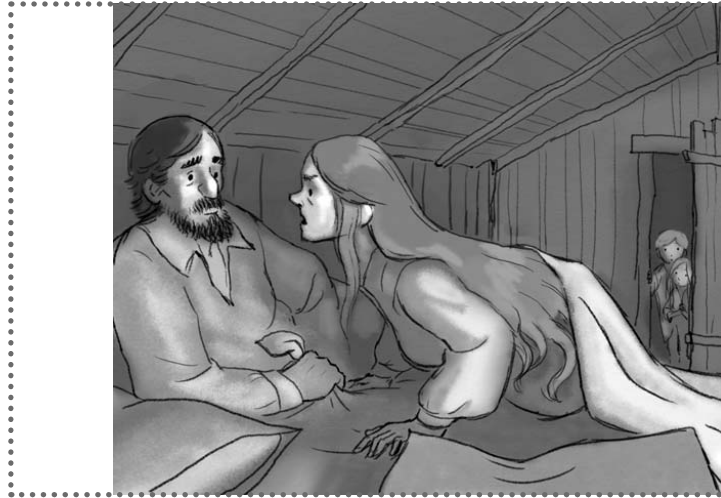
Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.

	Draw it
	Use it in a sentence
	Find one or two examples
	Tell a friend about it
	Act it out
	Make up a song using it

Directions: These six pictures show events from "Hansel and Gretel." Cut out the six pictures. Think about what is happening in each one. Put the pictures in order to show the sequence of events in the fairy tale. Then, glue them in the correct order on a piece of paper.



Directions: These six pictures show events from "Hansel and Gretel." Cut out the six pictures. Think about what is happening in each one. Put the pictures in order to show the sequence of events in the fairy tale. Then, glue them in the correct order on a piece of paper.



1



2



3



4

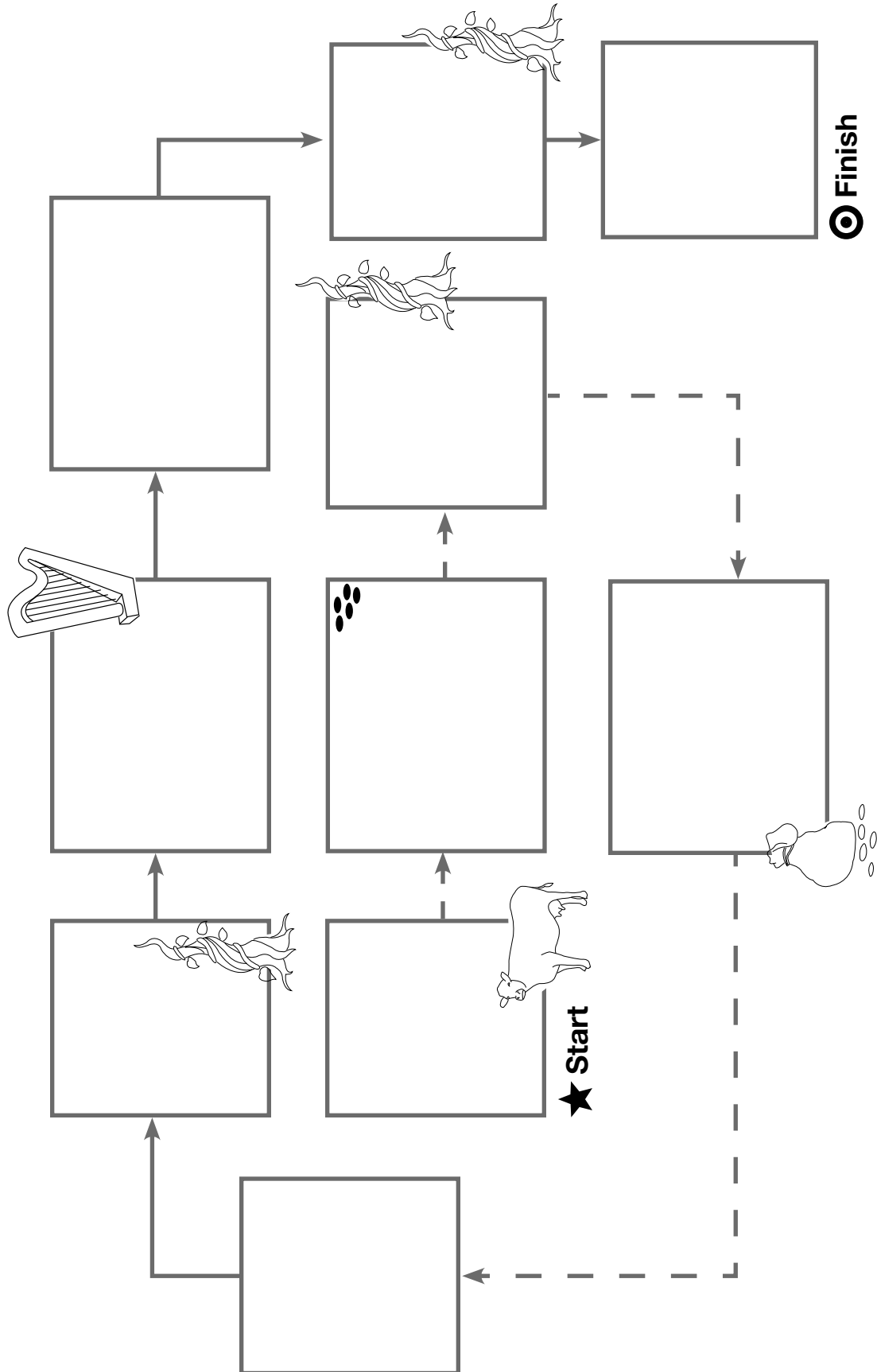


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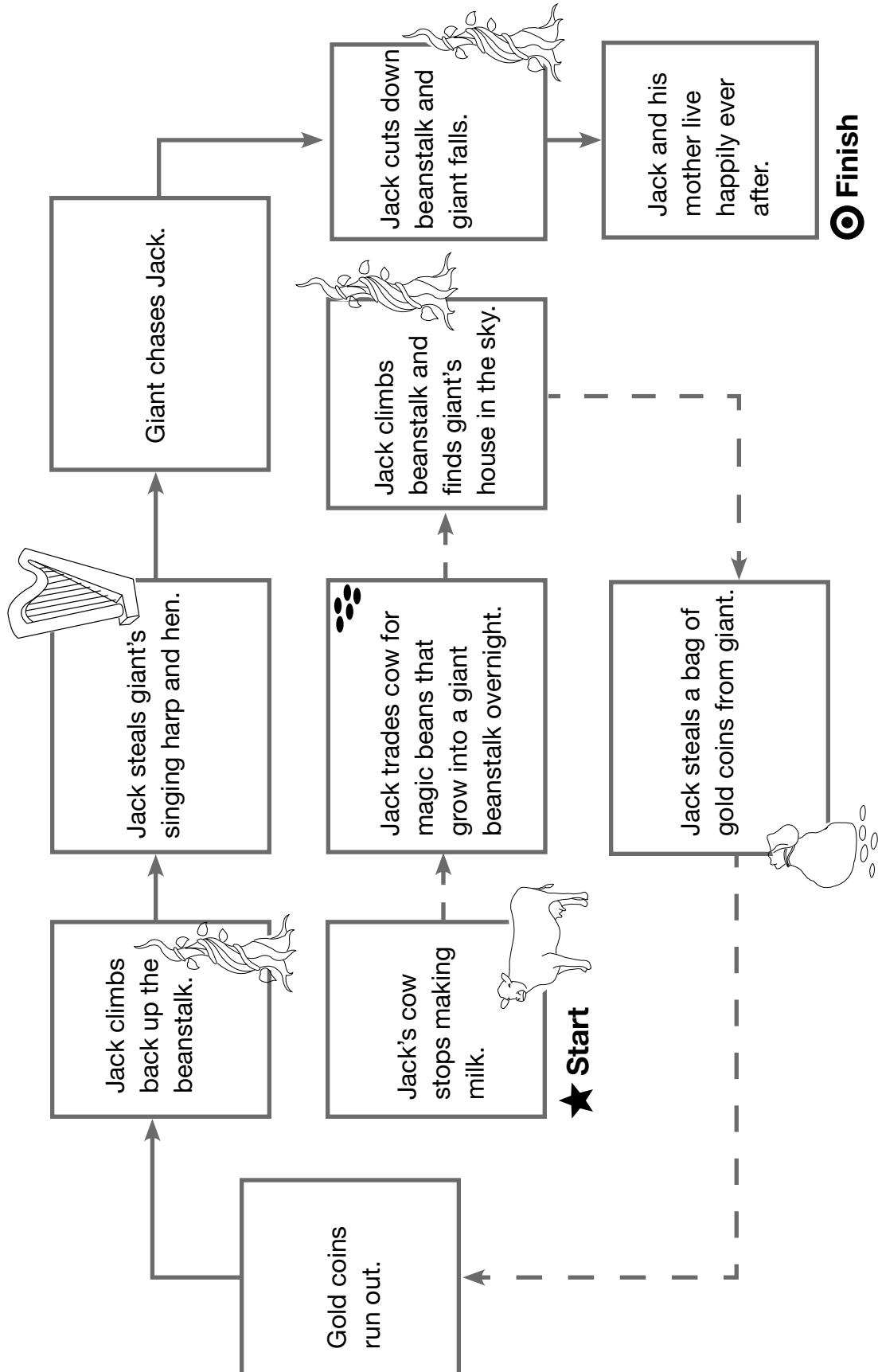


6

Story Map for "Jack and the Beanstalk"



Story Map for "Jack and the Beanstalk"



Directions: Use this chart to help you plan the fairy tale you will write. Think about the fairy tale elements you would like to use in your fairy tale, and write them down on the chart.

Fairy Tale Planner	
Fairy Tale Title:	
Setting(s)- Time:	Place(s):
Characters:	
Fantasy/magic:	
Problem(s)	Solution(s)
Ending:	

Directions: Use this worksheet to write your fairy tale. Fill in the blanks with the information you have chosen to include in your fairy tale. On the back of this paper, draw a picture of a scene from your fairy tale.

Fairy Tale Title

Written and illustrated by _____

Once upon a time there was a _____ named
_____ who lived _____





















_____. He/she had
a problem: _____

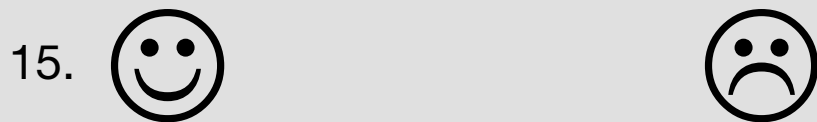
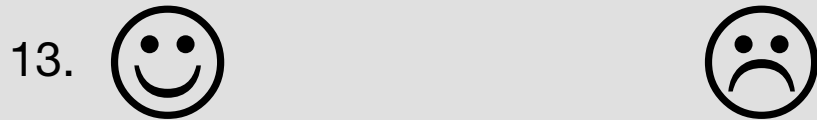
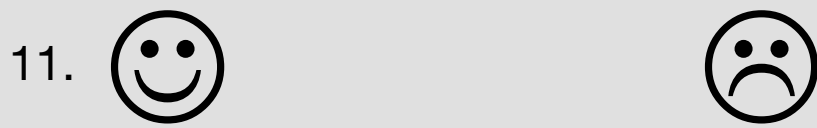
_____. Then something magical happened: _____

_____.
His/her problem was solved when: _____

And _____
lived happily ever after.










Directions: Listen to your teacher's instructions.

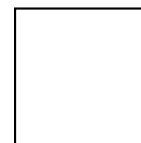
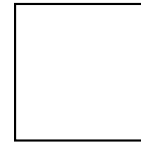
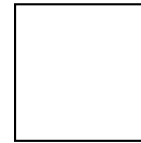
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9.		
10.		



Directions: Listen to your teacher's instructions.

1.	<input checked="" type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input checked="" type="radio"/>
3.	<input checked="" type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input checked="" type="radio"/>
5.	<input checked="" type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input checked="" type="radio"/>
7.	<input checked="" type="radio"/>	<input type="radio"/>
8.	<input checked="" type="radio"/>	<input type="radio"/>
9.	<input checked="" type="radio"/>	<input type="radio"/>
10.	<input checked="" type="radio"/>	<input type="radio"/>

11.		
12.		
13.		
14.		
15.		





5

8



1

9



6

12



2

7



3

10



4

11

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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