



EXPEDITIONARY
LEARNING

Grade 3: Module 3B: Unit 1: Lesson 4

Close Reading: *Lon Po Po*, Pages 22–31



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the central lesson and explain how it is conveyed through key details in the text. (RL.3.2)
I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)
I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4)
I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)

Supporting Learning Targets

- I can explain how characters' actions contribute to the sequence of events that take place in *Lon Po Po*.
- I can determine the meaning of words and phrases from *Lon Po Po*.
- I can explain the lesson that is conveyed in *Lon Po Po* by referring to key details from the story.

Ongoing Assessment

- Fluency Self-Assessment (homework, continued, from Lesson 2 homework)
- Text-Dependent Questions: *Lon Po Po*, pages 22–31
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Homework and Engaging the Reader (5 minutes)2. Work Time<ol style="list-style-type: none">A. Determining the Gist: <i>Lon Po Po</i>, Pages 22–31 (10 minutes)B. Close Read: <i>Lon Po Po</i>, Pages 22–31 (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: Narrative Elements and Who Is the Wolf in Fiction? (8 minutes)B. Reviewing Learning Targets (2 minutes)4. Homework<ol style="list-style-type: none">A. Reread pages 4–31 of <i>Lon Po Po</i>; self-assess fluency; reflect and refine goals.	<ul style="list-style-type: none">• This lesson follows a pattern similar to Lessons 2 and 3, as students continue to closely read <i>Lon Po Po</i> and use key details from the story to determine the central lesson that is conveyed and why the characters of Shang and the Wolf are important to the story. This work helps students further develop their understanding of how the wolf is portrayed in fiction and the lessons that can be learned from traditional stories. It also helps them prepare for the mid-unit assessment in the next lesson.• During the debrief, a new Narrative Elements anchor chart is introduced. The purpose of this chart is twofold: One, it helps students recognize and synthesize key events from <i>Lon Po Po</i>. Secondly, it serves as a scaffold for students' writing in Unit 3, when they will write their own stories about wolves.• In advance:<ul style="list-style-type: none">– Create Narrative Elements anchor chart (see supporting materials).– Preview pages 22–31 of <i>Lon Po Po</i> and the Close Reading Guide.– Review Back-to-Back, Face-to-Face and Thumb-O-Meter protocols in Checking for Understanding Techniques (see Appendix).• Post: Learning targets; Guiding Questions anchor chart; Who Is the Wolf in Fiction anchor chart; Narrative Elements anchor chart.



Lesson Vocabulary	Materials
characters, actions, contribute, sequence, events, determine, meaning, lesson, conveyed, overjoyed, pretend (23), rose (27), peacefully (28)	<ul style="list-style-type: none">• Guiding Questions anchor chart (from Lesson 1)• Journals (begun in Lesson 1)• <i>Lon Po Po</i> (book; one per student)• Text-Dependent Questions: <i>Lon Po Po</i>, pages 22-31 (one per student)• Index cards (two per student)• Close Reading Guide: <i>Lon Po Po</i>, pages 22-31 (for teacher reference)• Single-hole punch (one per student)• Metal ring (from Lesson 2; students' own)• Narrative Elements anchor chart (example, for teacher reference)• Who Is the Wolf in Fiction anchor chart (begun in Lesson 2)• Tape, glue, or staples (for each student)• Fluency Self-Assessment (begun in Lesson 2; for homework)



Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their Fluency Self-Assessments with reflections written on the back, which they completed for homework.• Review Back-to-Back, Face-to-Face protocol as needed, then ask students to quickly partner up with a peer they have not worked with recently.• Tell students to turn back-to-back and review the reflections from their homework:<ul style="list-style-type: none">– “Am I reading more fluently? Explain.”– “How close am I to reaching the fluency goal I set? Explain.”• After 1 minute, ask students to turn face-to-face to share reflections with their partners.• After 2 minutes, invite a few students to share with the whole group. Congratulate students on their ongoing reflections and work toward mastering fluent reading skills, which will support their ability to read and comprehend even more complex texts.• Direct students' attention to the posted Guiding Questions anchor chart. Tell students that today they will complete their close read of <i>Lon Po Po</i> to help them further build their understanding of the guiding questions:<ul style="list-style-type: none">* “What lessons can be learned from traditional stories?”* “Who is the wolf in fiction?”	<ul style="list-style-type: none">• Allow students who have difficulty sharing their ideas aloud to pass their recorded reflections to their partners to read silently.• Provide sentence starters and frames to allow all students to participate in the group discussion: “I think I am reading more fluently because _____”; “I am _____ close to my goal because I still need to work on/I have mastered _____.”



Work Time	Meeting Students' Needs
<p>A. Determining the Gist: <i>Lon Po Po</i>, Pages 22–31 (10 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their journals and copies of <i>Lon Po Po</i> and join their groups.• Tell students that as in previous lessons, the first read will be aloud and they will follow along silently to determine the gist.• Ask students to turn to pages 22–23, then begin on page 23 with “The wolf was overjoyed ...” and end on page 31 with “On the next day ... who had come.” (Again, consider using this as an opportunity to model criteria described on the Fluency Self-Assessment and asking students to share out ideas about how you read fluently.)• After reading aloud, ask students to think about and then discuss in groups: “What is the gist of these last pages from <i>Lon Po Po</i>? Why do you think so?”• After 1 or 2 minutes, cold call a few groups to share their thinking with the class. Listen for:<ul style="list-style-type: none">* “I think the gist of the last pages is that the wolf is killed because they keep dropping him from the tree and his heart breaks,” or similar suggestions.• Ask students to turn to the page in their journals where they recorded the gist during the previous two lessons, then record the gist of pages 22–31 on the same page.• Once students have recorded their gist statements, ask them to prepare for the final close read of <i>Lon Po Po</i>.	<ul style="list-style-type: none">• Provide sentence frames to support students who struggle with expressing their ideas aloud; for example: “I think the gist of the last pages is ____ because ____.”• Allow students who struggle with writing to dictate their gist statement to you, another adult, or a peer to scribe for them OR to draw a pictorial representation of the gist.
<p>B. Close Read: <i>Lon Po Po</i>, Pages 22–31 (35 minutes)</p> <ul style="list-style-type: none">• Focus students’ attention on the posted learning targets and ask them to chorally read each one aloud:<ul style="list-style-type: none">* “I can explain how characters’ actions contribute to the sequence of events that take place in <i>Lon Po Po</i>.”* “I can determine the meaning of words and phrases from <i>Lon Po Po</i>.”* “I can explain the lesson that is conveyed in <i>Lon Po Po</i> by referring to key details from the story.”• Point out to students that the first two learning targets are similar to ones they have been working on, but the third target is a little different. Underline the words <i>lesson</i> and <i>conveyed</i>.• Remind students that traditional stories were passed down through “oral tradition,” for the purpose of “conveying” (sharing) an important “lesson” (moral, message) to each successive generation. Then explain that today, after students once again respond to text-dependent questions and determine the meaning of key terms, they will refer to their notes and the text to determine the lesson this story is trying to convey.	<ul style="list-style-type: none">• Consider working with a small group of students who may need more support understanding key terms and ideas conveyed through the text and illustrations, and/or crafting responses to the questions.• Provide a scribe for students who struggle to record their thinking in writing, or consider allowing them to record their responses into a recording device.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Distribute Text-Dependent Questions: <i>Lon Po Po</i>, pages 22–31 and index cards to each student. When students are ready, lead them through the last close read of <i>Lon Po Po</i> using the Close Reading Guide: <i>Lon Po Po</i>, pages 22–31 (for teacher reference). As in previous lessons, closely follow the teaching notes in the right hand column to guide students. Discuss and monitor student responses to each question, and model strategies for navigating complex sections of the text as necessary.• After completing the close read, distribute a single-hole punch and ask students to punch holes in their new index cards and add them to their metal rings.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Narrative Elements and Who Is the Wolf in Fiction? (8 minutes)</p> <ul style="list-style-type: none">• Focus students' attention on the new Narrative Elements anchor chart. Orient students to the anchor chart by first reading the definition for a "folktale" at the bottom of the chart.• Then, read the title and definition in each column (setting, characters, central problem/events, solution). Clarify as needed, then ask students to refer to their text-dependent question responses and pages 4–11 of <i>Lon Po Po</i> to think about and discuss with one or two nearby peers:<ul style="list-style-type: none">* "What are the two main settings in <i>Lon Po Po</i>?"* "How does the setting help you understand that <i>Lon Po Po</i> is a traditional story?"• After 1 minute, invite a few students to share their ideas whole group. Listen for suggestions such as:<ul style="list-style-type: none">– "The setting is 'Once, long ago, in the country'; inside the house; outside the house." (Record students' ideas in the Setting column of the anchor chart.)– "The setting of traditional stories is usually vague (not specific), as we see in this story: the country, the house, the yard."• Continue by asking similar questions about the "characters," "central problem/events," and "solution." Listen for students to share out ideas like:<ul style="list-style-type: none">– "The characters are an old wolf, the children (Shang, Tao, Paozte), and the mother; traditional stories don't have a lot of characters."– "The central problem is that a wolf is trying to eat the children; the children are trapped in their house with a wolf."– "The most important events that take place are that a wolf gets into the children's house; Shang figures out a way for the children to get away from the wolf; the children trick the wolf."– "The solution is that the children kill the wolf by dropping him from high up in the tree so his heart is broken and he dies."• Record students' thinking and provide clarification as needed.• Refocus students' attention on the Who Is the Wolf in Fiction anchor chart and ask them to discuss with nearby partners: "How would you describe the wolf in this fictional story now? Why?"• After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for: "The wolf now seems not very smart because he kept getting into the basket and he was killed," and similar ideas.• Ask students to tape, glue, or staple their independent reading questions and responses onto the next blank page in their journals.	<ul style="list-style-type: none">• Provide sentence starters and frames as needed, so all students can share their thinking during the class discussions.



Closing and Assessment (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Ask students to chorally read each of the learning targets, pausing between to show a thumbs-up or thumbs-down to demonstrate their level of mastery toward each target.• Tell students they will take the Mid-Unit 1 Assessment in the next lesson.• Then, tell students they will continue to use their Fluency Self-Assessment from Lesson 2 as they reread pages 4–31 of <i>Lon Po Po</i> for homework, self-evaluate their fluency, reflect on their progress toward the fluency goal they set, and revise their goals as needed.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread pages 4–31 of <i>Lon Po Po</i> aloud.• Then, choose one page to reread at least twice, aloud in front of a mirror.• Then, reflect:<ul style="list-style-type: none">– “How close am I to reaching the fluency goal I set? Explain.”– “Do I need to set a new goal? If so, what new goal should I set?”• Write your reflections on the back of your Fluency Self-Assessment and star your new goal, if you set one. <p><i>Note: Preview Lesson 5 Teaching Notes and the Mid-Unit 1 Assessment to determine and establish appropriate scaffolds to ensure that students are able to complete the assessment in one session.</i></p>	<ul style="list-style-type: none">• If available, provide an audio recording of <i>Lon Po Po</i> for struggling readers to read along with to hear models of and practice their fluency skills.• Allow students who struggle with writing to dictate their reflections to someone at home to scribe for them or provide a hand-held recording device for students to record their thinking into.



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Grade 3: Module 3B: Unit 1: Lesson 4

Supporting Materials



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Text-Dependent Questions:

Lon Po Po, Pages 22–31

Directions	Questions
<p>Reread page 20 independently.</p> <p>Then, with group members, look at the illustrations on pages 22–23 and discuss what you think they are trying to show the reader.</p> <p>Chorally read page 23 with your group members. Then, discuss and record a response to each question.</p>	<p>Based on details from the text and illustrations on pages 20–23, why do you think the wolf is “overjoyed”?</p> <hr/> <hr/> <hr/> <p>Record the word <i>pretend</i> on one of your index cards. What does it mean to pretend? Write a definition for “pretend” on the back of the index card.</p> <p>Why do you think Shang would pretend to be “small and weak”?</p> <hr/> <hr/> <hr/> <p>How do the illustrations on pages 22–23 help the reader understand what happens when the wolf agrees to Shang’s plan?</p> <hr/> <hr/> <hr/>



Text-Dependent Questions:
Lon Po Po, Pages 22–31

Directions	Questions
<p>With group members, discuss the illustrations on pages 24–25.</p> <p>Then, whisper read page 25. Discuss and answer each question.</p>	<p>Why does the wolf agree to get into the basket a second time?</p> <hr/> <hr/> <hr/> <p>Why does the wolf become furious? Draw a sketch to show what happens to make the wolf furious.</p> <div></div> <p>How do the children respond to the wolf's anger?</p> <hr/> <hr/> <hr/>



Text-Dependent Questions:

Lon Po Po, Pages 22–31

Directions	Questions
Follow along silently as your teacher reads page 27 aloud. With group members, discuss and answer the questions on the right. Be sure to refer back to the text to help you answer each question.	<p>On one of your index cards, write the word “rose.” Then, review each of the definitions for “rose” below and record the one you think is the correct definition (based on context), onto the back of your index card.</p> <ul style="list-style-type: none">– “A reddish color.”– “A flower.”– “To go higher.” <p>How do you think the children knew to let go of the rope at the same time? Explain.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Why would the children want to drop the wolf?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>What happens to the wolf when the basket falls?</p> <hr/> <hr/> <hr/> <hr/> <hr/>



Text-Dependent Questions:
Lon Po Po, Pages 22–31

Directions	Questions
<p>Independently read page 28, then discuss the details you notice in the illustrations across pages 28–29 with group members. Refer to the text and illustrations to help you answer each question on the right.</p>	<p>Draw a picture of what the children do after the wolf falls the last time.</p> <div></div> <p>Why would the children sleep “peacefully”?</p> <div></div>
<p>Synthesis: With group members, chorally read page 31. Work together to answer each question on the right.</p> <p>Look back through the whole book and use all the thinking you have done about this story to help you answer these questions.</p>	<p>What word would you use to describe the ending of this story? Why?</p> <div></div>



Text-Dependent Questions:
Lon Po Po, Pages 22–31

Directions	Questions
	<p>What was the wolf's motivation for going to the children's house? Explain your thinking.</p> <hr/> <hr/> <hr/> <hr/> <p>What happens to the wolf as a result of his actions and decisions?</p> <hr/> <hr/> <hr/> <hr/> <p>Which of the following lessons do you think can be learned from this story?</p> <ul style="list-style-type: none">– “Wolves like to eat Gingko nuts.”– “If you are clever, you can get yourself out of bad situations.”– “Never unlock the door for a wolf.”



Text-Dependent Questions:
Lon Po Po, Pages 22–31

Directions	Questions
	<p>In what ways is the wolf an important part of the story?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>In what ways is Shang an important part of the story?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Close Reading Guide:
Lon Po Po, Pages 22–31
(For Teacher Reference)

Total Time: 35 minutes

Directions	Questions	Close Reading Guide
<p>Reread page 20 independently.</p> <p>Then, with group members, look at the illustrations on pages 22–23 and discuss what you think they are trying to show the reader.</p> <p>Chorally read page 23 with your group members. Then, discuss and record a response to each question.</p>	<p>Based on details from the text and illustrations on pages 20–23, why do you think the wolf is “overjoyed”?</p> <p>Record the word <i>pretend</i> on one of your index cards. What does it mean to pretend? Write a definition for “pretend” on the back of the index card.</p> <p>Why do you think Shang would pretend to be “small and weak”?</p> <p>How do the illustrations on pages 22–23 help the reader understand what happens when the wolf agrees to Shang’s plan?</p>	<p>Give students 1 or 2 minutes to reread page 20. Then, give groups 1 more minute to review and discuss the illustrations.</p> <p>Direct students to spend 8 minutes reading page 23 and responding to the questions.</p> <p>After students have read and recorded their responses, invite members from various groups to share their thinking whole class. Listen for:</p> <p><i>The wolf is overjoyed because Shang gives him a plan for getting the Gingko nuts, and the Gingko nuts are supposed to taste delicious and make him live forever.</i></p> <p><i>Pretend means to make believe; make up; act as if something is true when it’s not.</i></p> <p><i>Shang pretends to be small and weak to explain why she dropped the basket, and why the wolf fell.</i></p> <p><i>They show the wolf being pulled up in the basket and then being dropped/falling to the ground; how the wolf becomes hurt; how Shang pulls the wolf up, etc.</i></p>



Close Reading Guide:
Lon Po Po, Pages 22–31
(For Teacher Reference)

Directions	Questions	Close Reading Guide
<p>With group members, discuss the illustrations on pages 24–25.</p> <p>Then, whisper read page 25. Discuss and answer each question.</p>	<p>Why does the wolf agree to get into the basket a second time?</p> <p>Why does the wolf become furious? Draw a sketch to show what happens to make the wolf furious?</p> <p>How do the children respond to the wolf's anger?</p>	<p>Give students 6 or 7 minutes to view the illustrations, read the text, and answer each question. Circulate to offer support as needed.</p> <p>After students have recorded a response to each question, cold call members from different groups to share their ideas and sketches with the class. Listen and look for suggestions like:</p> <p><i>I think the wolf agrees to get in the basket again because the only thing he wanted or could think of was the taste of the Gingko nut.</i></p> <p><i>The wolf becomes furious because they let go, he fell again (sketches of the wolf falling and bumping his head).</i></p> <p><i>They tell him they could not hold the rope, but one Gingko nut will make him feel better; they tell him that all three of them will try to pull him up the next time and that they will not fail.</i></p>



Close Reading Guide:
Lon Po Po, Pages 22–31
(For Teacher Reference)

Directions	Questions	Close Reading Guide
Follow along silently as your teacher reads page 27 aloud. With group members, discuss and answer the questions on the right. Be sure to refer back to the text to help you answer each question.	<p>On one of your index cards, write the word “rose.” Then, review each of the definitions for “rose” below and record the one you think is the correct definition (based on context), onto the back of your index card.</p> <ul style="list-style-type: none">– “A reddish color.”– “A flower.”– “To go higher.” <p>How do you think the children knew to let go of the rope at the same time? Explain.</p> <p>Why would the children want to drop the wolf?</p> <p>What happens to the wolf when the basket falls?</p>	<p>Read page 27 aloud as students follow along silently. Then give students 6 or 7 minutes to respond to each question.</p> <p>After students have answered each question, cold call members from each group to share their thinking with the class. Listen for:</p> <p><i>Rose in this context means to go higher. (Ask students how they figured out the meaning of this word.)</i></p> <p><i>I think they knew to let go of the rope when Shang coughed, because they all let go right after she did that.</i></p> <p><i>I think the children want to drop the wolf so they can hurt or kill him, so he won’t try to eat them (or similar suggestions).</i></p> <p><i>The wolf bumped his head and his heart broke into pieces.</i></p>



Close Reading Guide:
Lon Po Po, Pages 22–31
(For Teacher Reference)

Directions	Questions	Close Reading Guide
Independently read page 28 , then discuss the details you notice in the illustrations across pages 28–29 with group members. Refer to the text and illustrations to help you answer each question on the right.	<p>Draw a picture of what the children do after the wolf falls the last time.</p> <p>Why would the children sleep “peacefully”?</p>	<p>Give students 5 or 6 minutes to read page 28 and respond to the questions. Circulate to offer support and guidance as needed.</p> <p>Once students have answered the questions, cold call a few students to share their thinking aloud. Look and listen for:</p> <p><i>Pictures of the children shouting “Po Po”; seeing that the wolf is dead, from the branches of the tree; climbing down the tree and going to bed; falling asleep.</i></p> <p><i>I think the children sleep peacefully because they aren’t worried about the wolf eating them now that he is dead (or similar ideas).</i></p>



Close Reading Guide:
Lon Po Po, Pages 22–31
(For Teacher Reference)

Directions	Questions	Close Reading Guide
<p>Synthesis: With group members, chorally read page 31. Work together to answer each question on the right.</p> <p>Look back through the whole book and use all the thinking you have done about this story to help you answer these questions.</p>	<p>What word would you use to describe the ending of this story? Why?</p> <p>What word would you use to describe the wolf in this story? Why?</p> <p>What was the wolf's motivation for going to the children's house? Explain your thinking.</p>	<p>Read the directions and then the first synthesis question aloud. Ask students to think about then discuss their ideas in groups. After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for ideas like:</p> <p><i>I would describe the ending of this story as happy because the children escape from the wolf; the mean wolf dies. (Some students may suggest that it is sad, because the wolf's heart is broken. Honor all student suggestions that are supported by details from the text.)</i></p> <p>Ask students to record a response to the first question and then read the second question aloud. Give students 1 or 2 minutes to discuss and record a response. Cold call a few students to share out and listen for:</p> <p><i>I would describe the wolf as easy to fool because he keeps getting into the basket even after they drop him; he dies, etc.</i></p> <p>Ask students to discuss and then write an answer to the question: "What was the wolf's motivation for going to the children's house?"</p> <p>After 1 or 2 minutes, cold call a few students to share their responses whole group. Listen for:</p> <p><i>The wolf went to the children's house so he could eat them, because he waited for their mother to leave, then dressed as their Po Po and described them as plump chicks in a coop (or similar ideas).</i></p>



Close Reading Guide:
Lon Po Po, Pages 22–31
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	<p>What happens to the wolf as a result of his actions and decisions?</p> <p>Which of the following lessons do you think can be learned from this story?</p> <ul style="list-style-type: none">– “Wolves like to eat Gingko nuts.”– “If you are clever, you can get yourself out of bad situations.”– “Never unlock the door for a wolf.”	<p>Read the next question aloud and ask students to record a response. After 1 minute, cold call a few students to share their answers aloud and listen for: <i>The wolf dies; he bumps his head and his heart is broken.</i></p> <p>Ask students to think about and discuss: “What lesson could be learned from this story?” After 1 minute, invite a few students to share out the lesson they selected with the class and explain why they chose it. Listen for: <i>I think the lesson is “If you are clever, you can get yourself out of bad situations” because Shang was clever and tricked the wolf, so she was able to save herself and her sisters from the wolf (or similar ideas).</i></p> <p>Read the last two questions aloud and explain that what makes a character “important” is that s/he contributes to the events that take place, helps to move the story along, is central to the problem and solution of the story, and is described in detail (what the character wants, looks like, says, and does.) Clarify as needed, then ask students to discuss their thinking about why the wolf and Shang are “important” to the story with group members.</p>







Close Reading Guide:
Lon Po Po, Pages 22–31
(For Teacher Reference)

Directions	Questions	Close Reading Guide
	In what ways is the wolf an important part of the story?	After 2 or 3 minutes, invite various groups to share their ideas with the class. Listen for suggestions like: <i>The wolf is an important part of the story because he causes a problem for the children by dressing as their Po Po and getting into their house. He ends up being killed by the children when they drop him from high up and his heart is broken.</i>
	In what ways is Shang an important part of the story?	<i>Shang is an important part of the story because she tricks the wolf and saves her sisters from being eaten up by him. She comes up with a plan to solve the problem they have with the wolf. She is able to kill the wolf with the help of her sisters, and she is safe and sleeps peacefully at the end of the story.</i>



Narrative Elements Anchor Chart
(Example, for Teacher Reference)

<p>What is the setting of the story?</p>  <p><i>*Time and Place: The setting is usually vague, e.g., “A long time ago ...” “In the country ...” “In the forest ...”</i></p>	<p>Who are the main characters in this story?</p>  <p><i>* Minimal (up to five characters, but typically two or three); tend to be animals with human qualities/traits who may or may not interact with people</i></p>	<p>What is the central problem?</p>  <p><i>*What motivates the character? What problem does the character have OR what problem does the character cause?</i></p> <p>Events (what happens):</p> <ol style="list-style-type: none">1.2.3.	<p>What is the solution?</p>  <p><i>*What happens to the character(s) as a result of their actions? How is the central problem solved?</i></p>
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Traditional Stories

Folktale

A folktale is a story with no known author. Folktales were originally passed from one generation to another by word of mouth (through oral tradition) and were eventually written down.