

Fairy Tales

Tell It Again!™ Read-Aloud Anthology

Core Knowledge Language Arts® • Listening & Learning™ Strand



Core Knowledge®

GRADE 1





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GRADE 1

Core Knowledge Language Arts®



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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				✓						
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					✓		✓		

Lesson

Alignment Chart for Fairy Tales

		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

		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					✓				

Lesson

Alignment Chart for Fairy Tales

		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

		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..



Introduction to Fairy Tales

This introduction includes the necessary background information to be used in teaching the *Fairy Tales* domain. The *Tell It Again! Read-Aloud Anthology 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 ⑩	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 ⑩#	Day 7	Day 8 ⑩	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

Domain Components

Along with this Anthology, 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*
- *Tell It Again! Supplemental Guide* 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 them 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 doing so would be more appropriate for your students. In fact, depending on the diversity of your class, rather than presenting a particular read-aloud, you may prefer to substitute an analogous tale chosen from the Modern, Nontraditional Adaptations 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. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

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

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology 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 *Tell It Again! Read-Aloud Anthology* 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 *Tell It Again! Read-Aloud Anthology for Fairy Tales*, there are numerous opportunities in the lessons and the Pausing Point 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

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist 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 children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the Supplemental Guide to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help

students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon ↔.

Recommended Resources for Fairy Tales

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the Domain Review for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

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 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. *Puss in Boots*, translated by Malcolm Arthur (Square Fish, 2011) ISBN 978-0312659455
9. *Puss in Boots*, by Jerry Pinkney (Dial, 2012) ISBN 978-0803716421
10. *Rapunzel*, retold and illustrated by Paul O. Zelinsky (Puffin Books, 2002) ISBN 978-0590386029
11. *Rumpelstiltskin*, by John Cech and illustrated by Martin Hargreaves (Sterling, 2008) ISBN 978-1402730665
12. *Rumpelstiltskin*, retold and illustrated by Paul O. Zelinsky (Puffin, 1996) ISBN 978-0140558647

13. *Sleeping Beauty*, retold by Mahlon F. Craft and illustrated by Kinuko Y. Craft (Chronicle Books, 2002) ISBN 978-1587171208
14. *Sleeping Beauty*, by Adele Geras and illustrated by Christian Birmingham (Orchard, 2004) ISBN 978-0439581806
15. *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. *Dog in Boots*, by Greg Gormley and illustrated by Roberta Angarano (Holiday House, 2011) ISBN 978-0823423477
3. *A Frog Prince*, by Alix Berenzy (Henry Holt and Co., 1991) ISBN 978-0805018486
4. *The Frog Prince (Early Reader: Princesses)*, by Sally Gardner (Orion Children's Books, 2012) ISBN 978-1444002447
5. *The Frog Prince, Continued*, by Jon Scieszka and illustrated by Steve Johnson (Puffin, 1994) ISBN 978-0140542851
6. *Hansel and Gretel*, adapted by Amanda Askew (QEB Publishing, 2010) ISBN 978-1595667908
7. *Hansel and Gretel*, retold and illustrated by Rachel Isadora (Putnam, 2009) ISBN 978-0399250286
8. *Jack and the Beanstalk*, retold by John Cech and illustrated by Robert Mackenzie (Sterling, 2008) ISBN 978-1402730641
9. *Jack and the Beanstalk*, by Nina Crews (Henry Holt, 2011) ISBN 978-0805087659
10. *Jack and the Giant Barbecue*, by Eric A. Kimmel and illustrated by John Manders (Amazon Children's Publishing, 2012) ISBN 978-0761461289
11. *Kate and the Beanstalk*, by Mary Pope Osborne and illustrated by Giselle Potter (Aladdin, 2005) ISBN 978-1416908180

12. *Lovabye Dragon*, by Barbara Joose and illustrated by Randy Cecil (Candlewick, 2012) ISBN 978-0763654085
13. *The Princess and the Pea*, adapted by Janet Stevens (Holiday House, 1989) ISBN 978-0823407538
14. *The Princess and the Pea*, by John Cech and illustrated by Bernard Oberdieck (Sterling, 2007) ISBN 978-1402730658
15. *The Princess and the Pig*, by Jonathan Emmett and illustrated by Poly Bernatene (Walker Children's, 2011) ISBN 978-0802723345
16. *Rapunzel*, retold by John Cech and illustrated by Fiona Sansom (Sterling, 2010) ISBN 978-1402769115
17. *Rapunzel*, by Sarah Gibb (Albert Whitman & Company, 2011) ISBN 978-0807568040
18. *Rapunzel*, retold and illustrated by Rachel Isadora (Putnam, 2008) ISBN 978-0399247729
19. *Rufferella*, by Vanessa Gill Brown (Bloomsbury Childrens Books, 2001) ISBN 978-0439261654
20. *Rumpelstiltskin*, retold by John Cech and illustrated by Martin Hargreaves (Sterling, 2008) ISBN 978-1402730665
21. *Sleeping Beauty*, adapted by Amanda Askew and illustrated by Natalie Hinrichsen (QEB Publishing, 2010) ISBN 978-1595667915
22. *Sleeping Beauty (Early Reader: Princesses)*, by Sally Gardner (Orion Children's Books, 2012) ISBN 978-1444002423
23. *Tales from Around the World (Ten-Minute Bedtime Stories)*, by Graham Percy (Pavilion, 2012) ISBN 978-1843652076

Websites and Other Resources

Audio/Video Adaptations of Fairy Tales

1. *Hansel and Gretel: Opera in English* (by Englebert Humperdink, 2007) ASIN B000PMGSCW
2. *Peter and the Wolf: With Fully-Orchestrated and Narrated CD featuring the Cincinnati Pops*, by Sergei Prokofiev, adapted by Janet Schulman, and illustrated by Peter Malone (Knopf Books for Young Readers, 2004) ISBN 978-0375824302
3. *The Royal Ballet: Sleeping Beauty* (Tchaikovsky, 2008) ASIN B001B223UG
Preview: <http://www.youtube.com/watch?v=G5VPP7hKKo0>
4. *Sleeping Beauty*
<http://www.youtube.com/watch?v=i-HSPmPNCv8>
5. *Sleeping Beauty*
<http://www.youtube.com/watch?v=DK6h9-sMz-8>
6. *Hear a Story: Jack and the Giant Barbecue*, by Eric Kimmel
<http://ericakimmel.com/hear-a-story>

Teacher Resources

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

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Domain Introduction	world map	10
	What Do We Know?		
	Essential Background Information or Terms	Image Card 1; thread or yarn	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Sleeping Beauty		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Wisdom		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Elements of Fairy Tales Chart	Instructional Master 1B-1 (optional); chart paper, chalkboard, or whiteboard	20
	Sayings and Phrases: The Land of Nod		
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-2, 1B-3	*



Sleeping Beauty

1A

Introducing the Read-Aloud

10 minutes

Domain Introduction

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?

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

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.

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?

Now in his country there were thirteen fairies. Of course the king wished to invite all of the fairies to the feast too, so that each might look kindly upon his child, and perhaps give the baby a special fairy gift. But as the king had only twelve gold plates for the fairies to eat from, it was decided that one fairy had to be left out.²



← Show image 1A-2: Feast³

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.

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.



← Show image 1A-3: Evil fairy

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

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



← 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: “My grandfather has wisdom about . . . ”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw an individual who you think has/shows great wisdom. Explain why you chose them. Remember to answer in complete sentences and use the word *wisdom* when you answer.



Complete Remainder of the Lesson Later in the Day



Sleeping Beauty

1B

Extensions

20 minutes

Elements of Fairy Tales Chart (Instructional Master 1B-1, optional)

15 minutes

On chart paper, a chalkboard, or a whiteboard, draw the following chart. As students discuss each fairy tale element, record a brief description in each section of the chart.

Note: You will be creating one of these charts for each fairy tale in the domain. You may wish to display them in your classroom throughout your study of *Fairy Tales*.

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 what they say so that you don't forget. Tell them that you will read the words to them. You may also wish to provide students with copies of Instructional Master 1B-1 if they are able to fill in the chart on their own.

Sleeping Beauty	
Setting(s)	
Fairy Tale Characters	
Fantasy/Magic	
Problem(s)	
Solution(s)	
Ending	

Remind students that the setting of a story is the time and place a story takes place. Tell students that many fairy tales begin in a special way that gives us a clue about when the story takes place. Ask students to listen carefully while you reread the first sentence of "Sleeping Beauty".

Ask students if any of the words in the sentence give them a clue about *when* the story takes place. Tell students that the phrase

once upon a time often begins fairy tales, and ask them when they think a tale takes place if it starts with “once upon a time.” (a long time ago) Write the phrase on the chart in the row marked “Setting(s).” Ask students *where* the story takes place (king’s castle), and record that information as well.

Next, use the Flip Book or Media Disk to review the characters that students identified in the fairy tale, and record the characters on the “Fairy Tale Characters” row of the chart. Explain that fairy tales are often about princesses, princes, queens, or kings. Tell students that people with these titles are called royalty, and remind them of kings and queens they may have studied in other domains. 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 our world. However, some characters in fairy tales, like the fairies in “Sleeping Beauty,” are magical characters who could not be real people. Explain that fairy tales usually have one or more magical characters. Tell students that they will learn about additional fairy tale characters in other tales they’ll hear.

Tell students that many fairy tales also have some things happen that are magic or fantasy, and ask students to describe the magical events (the fairies’ gifts to the young princess; the evil and good spells; and the sleeping enchantment) that occur in this tale. Record this information on the “Fantasy/Magic” row of the chart. Explain that magical events are one of the things that make fairy tales different from other kinds of stories.

Ask students to describe the problem the royal family faces in “Sleeping Beauty” (the thirteenth fairy’s evil spell) and how the problem is 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 on the “Problem(s)” and “Solution(s)” rows of the chart. Tell students that characters in fairy tales always have a problem that must be solved.

Finally, remind students of their discussion of the ending of “Sleeping Beauty.” 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.*

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,” and tell students that the fact that most fairy tales have happy endings 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 games—as “fairy-tale endings.”

Tell students that they will get a chance to read many more fairy tales and that they will look at similarities and differences among fairy tales.



Sayings and Phrases: The Land of Nod

◀ Show image 1A-8: Sleeping Beauty sleeping

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.

Ask students if they have ever heard the saying, “The Land of Nod.” 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.

Ask students how long the princess in “Sleeping Beauty” was in “The Land of Nod” and what they think she might have been most excited to see when she finally woke up and returned from “The Land of Nod.”

Tell students they might say that they are entering “The Land of Nod” just as they are falling asleep at night. Ask students if they can think of other times they might use this saying.

Take-Home Material

Family Letter

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



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

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Image Cards 2–4; Elements of Fairy Tales Chart	10
	Personal Connections		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Rumpelstiltskin		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Succeed		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Elements of Fairy Tales Chart	Instructional Master 1B-1 (optional); chart paper, chalkboard, or whiteboard; Elements of Fairy Tales Chart	20
	Fairy Tale Character Illustration	drawing paper, drawing tools	
	Vocabulary Instructional Activity: Deny		



Rumpelstiltskin

2_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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

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.

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?

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



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

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!"

3 What do you think she should do?

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



← Show image 2A-3: Rumpelstiltskin appears

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

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

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 someone 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: "I succeed when . . ."]
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 someone 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 you succeed.)
2. practicing your violin every day or deciding not to practice at all (Practicing your violin every day will help you succeed.)
3. finishing your homework in front of the television or working on it carefully at home (Working carefully on your homework will help you succeed.)
4. practicing free throws or hoping that you'll make a basket at the basketball game (Practicing free throws will help you succeed.)



Complete Remainder of the Lesson Later in the Day



Rumpelstiltskin

2_B

Extensions

20 minutes

Elements of Fairy Tales Chart (Instructional Master 1B-1, optional)

On chart paper, a chalkboard, or a whiteboard, create a chart for the elements of “Rumpelstiltskin.” As students discuss each fairy tale element, record a brief description in each section of the chart. 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 what they say so that you don’t forget. Tell them that you will read the words to them. You may also wish to provide students with copies of Instructional Master 1B-1 if they are able to fill in the chart on their own.

Rumpelstiltskin	
Setting(s)	
Fairy Tale Characters	
Fantasy/Magic	
Problem(s)	
Solution(s)	
Ending	

Remind students that the setting of a story is the time and place a story takes place, and that many fairy tales begin in a special way that gives us a clue about when the story takes place. Ask students to 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 to identify the phrase that begins many fairy tales. (*Once upon a time . . .*) Ask students to recall what this phrase tells them about when the story takes place. (long ago) Ask students to identify where the story takes place. (king’s castle) Record this information on the chart in the row marked “Setting(s).”

Remind students of the royal characters in “Sleeping Beauty,” and ask them to identify the royal characters in “Rumpelstiltskin.” You may wish to use the Flip Book or Media Disk to point out each character as they are identified. Remind students that fairy tales usually have magical characters, too, like the fairies in “Sleeping Beauty.” Ask students to identify the magical character in this fairy tale. (Rumpelstiltskin)

Remind students of the elements of fantasy in “Sleeping Beauty,” and ask students to identify magical events in this fairy tale. (Rumpelstiltskin spinning gold from straw and stomping himself into the ground at the end) Record their responses on the chart.

Ask students to describe the problems faced by the daughter. (The king said she had to spin gold from straw or she would die, and later she needed to find out Rumpelstiltskin’s name so he wouldn’t take her child.) Ask students how the problems were solved. (Rumpelstiltskin spun gold for her, and one of her messengers discovered his name.) Record students’ responses on the “Problem(s)” and “Solution(s)” rows of the chart.

Finally, remind students of their discussion of the ending of “Rumpelstiltskin,” and record their responses on the chart.

Once the chart is filled out, have students compare this fairy tale to the fairy tale they have already heard. You may wish to place the Elements of Fairy Tales Charts you have filled out thus far side-by-side to aid students in discussing the similarities and differences.

Fairy Tale Character Illustration

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.

↔ Vocabulary Instructional Activity

Word Work: Deny or Admit

1. In the read-aloud today you heard:
“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.”
2. Say the word *deny* with me.
3. *Deny* means to refuse to accept or admit something.
4. I would deny that I ate the last cookie, if I did not eat it.
5. Tell about something that you would deny (or maybe something that you would not deny!). Try to use the word *deny* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I would deny that . . .”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow up. Directions: The opposite of *deny* is *admit*, which means you accept or agree with something. 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.)

1. I like cheese pizza better than pepperoni.
2. I like pepperoni pizza better than cheese.
3. I like to sleep late on the weekend.
4. I like getting up early for school.
5. I like dogs better than cats.
6. I like cats better than dogs.
7. Monday is my favorite day of the week.
8. Saturday is my favorite day of the week.
9. I like math better than reading.
10. I like reading better than math.
11. Summer is my favorite season.
12. Winter is my favorite season.



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. Able to forgive or be kind to someone


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

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Background Information and Essential Terms		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Rapunzel		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Image Card 6	10
	Word Work: Delight		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Elements of Fairy Tales Chart	Instructional Master 1B-1 (optional); chart paper, chalkboard, or whiteboard	20
	Comparison of Fairy Tales	Elements of Fairy Tales Charts from Lessons 1 & 2	
	Domain-Related Trade Book	trade book	



Rapunzel

3A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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

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*.

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**

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

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

“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.”

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

“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

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?

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!”

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



← **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?



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

15 Horror is a strong feeling of fear or shock.

16 Blinded means he can't see anymore.



“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.

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

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

← **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) What happened to her before she gets some? (She was pale and sad.)
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 now? (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. I look forward to the warm weather and flowers of spring with delight each year.
5. Tell me about some times that fairy tale characters in the 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: “The queen 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

Extensions

20 minutes

Elements of Fairy Tales Chart (Instructional Master 1B-1, optional)

On chart paper, a chalkboard, or a whiteboard, create a chart for the elements of “Rapunzel.” As students discuss each fairy tale element, record a brief description in each section of the chart. 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 what they say so that you don’t forget. Tell them that you will read the words to them. You may also wish to provide students with copies of Instructional Master 1B-1 if they are able to fill in the chart on their own.

Rapunzel	
Setting(s)	
Fairy Tale Characters	
Fantasy/Magic	
Problem(s)	
Solution(s)	
Ending	

Remind students that the setting of a story is the time and place a story takes place, and that many fairy tales begin in a special way that gives us a clue about when the story takes place. Ask 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 doesn’t start with the words *once upon a time*, the word *once* tells us that this story also took place long ago. Ask students to identify where the story takes place. (witch’s garden and Rapunzel’s tower) Record this information on the chart in the row marked “Setting(s).”

Ask students to identify the characters in “Rapunzel,” and then ask students to identify which characters are royal. (prince) Ask students to identify which character in this fairy tale is a magical character. (witch)

Remind students of the elements of fantasy they identified, and record their descriptions on the chart.

Ask students to describe the problems faced by the characters in this fairy tale. (The woman wants Rapunzel from the witch’s garden; Rapunzel is locked in the tower by the witch and later is left in the woods alone after the witch takes her from the tower; the prince is blind and alone in the woods, too.) Ask students how these problems are solved. (The woman’s husband agrees to give the witch their baby in exchange for Rapunzel; the prince finds Rapunzel and gets his sight back.) Record students’ responses on the “Problem(s)” and “Solution(s)” rows.

Ask students to determine if this fairy tale ends “happily ever after.” Have them justify their responses.

Comparison of Fairy Tales

Use the Elements of Fairy Tales Charts and images from the Flip Book or Media Disk to help students reflect on the similarities and differences among the fairy tales they’ve heard thus far. Ask students to identify the settings of the fairy tales they’ve heard and to describe how they are similar and different. Ask students to think about the characters in the fairy tales they’ve heard. What do these characters have in common? How are they different? What kinds of problems do the main characters have to solve? What kinds of solutions appear in these fairy tales? How has each fairy tale ended?

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. Ask students to identify and discuss parts of the fairy tales that make them feel happy, sad, or afraid. Ask students if they think these stories are important for children to read.

Domain-Related Trade Book

Refer to the list of recommended trade books in the Introduction at the front of this Anthology, and choose a modern adaptation of one of the fairy tales they 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) 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. 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 Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book aloud, lead students in a discussion as to how 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.



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

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?	Image Cards 3, 5, 7	10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
Presenting the Read-Aloud	The Frog Prince, Part I		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Retrieved		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Elements of Fairy Tales Chart	Instructional Master 1B-1 (optional); chart paper, chalkboard, or whiteboard	20
	Syntactic Awareness Activity: Conjunctions		
	On Stage		



The Frog Prince, Part I

4_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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

← 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

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.

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**

“Of course!” the princess promised. But in her heart, she thought, “Who cares what that old frog wants? He’ll never leave this well anyway.”

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.

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

“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.

“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.)

1. Have you ever retrieved something from under your bed?
2. Have you ever retrieved something from a friend?
3. Have you ever retrieved something from your backpack?
4. Have you ever retrieved something from a pet?
5. Have you ever retrieved something from the floor?



Complete Remainder of the Lesson Later in the Day



The Frog Prince, Part I

4_B

Extensions

20 minutes

Elements of Fairy Tales Chart (Instructional Master 1B-1, optional)

On chart paper, a chalkboard, or a whiteboard, create a chart for the elements of “The Frog Prince.” As students discuss each fairy tale element, record a brief description in each section of the chart. 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 what they say so that you don’t forget. Tell them that you will read the words to them. You may also wish to provide students with copies of Instructional Master 1B-1 if they are able to fill in the chart on their own.

The Frog Prince	
Setting(s)	
Fairy Tale Characters	
Fantasy/Magic	
Problem(s)	
Solution(s)	
Ending	

Remind students that the setting of a story is the time and place a story takes place. Ask students to 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 the words “once upon a time” on the chart in the row marked “Setting(s).” Ask students where the story takes place, and record that information on the chart as well.

Next, review the main characters in the fairy tale, and write them down on the “Fairy Tale Characters” line. Ask students which of

the characters are royalty. (princess, king) Remind students that many fairy tales have royal characters. Ask students if any of the characters are magical characters. (talking frog)

Tell students that many fairy tales also have some kind of magic or fantasy, and ask students to describe the fantasy that occurred in the first part of this fairy tale. (talking frog) Record this information on the chart. Explain that magical events make fairy tales different from other kinds of stories.

Tell students that the rest of the chart will be filled in after reading Part II of the fairy tale.

↔ **Syntactic Awareness Activity: 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:
*[The princess] began to cry loudly, **because** she was not used to disappointment.*

Notice that in this sentence the word *because* tells us why the princess is crying. (The princess is crying because she lost her ball.)

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.

The word *because* tells us why something happened, or the cause.

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*. Use complete sentences.

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

On Stage

Have students think again about the various characters in the fairy tale. Take a few minutes to brainstorm what each of the characters did in the fairy tale.

Tell students that they are going to pretend to be one of the characters. Students should think of an action that they can do and what they can say to give the rest of the class a clue as to which character is being portrayed. For example, as the princess, a student may pretend to be wailing and say, "I've lost my golden ball." As the king, a student may wave a finger, or put their hands on their hips, and say, "Daughter, we must keep the promises we make." As the frog, a student may hop across the floor and say, "If I retrieve your ball, will you agree to be my friend?"

The rest of the class will guess which character is being portrayed and explain how they know.



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

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Image Review		10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Frog Prince, Part II		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Contented		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Elements of Fairy Tales Chart	Instructional Master 1B-1 (optional); chart paper, chalkboard, or whiteboard; Elements of Fairy Tales Chart from Lesson 4	20
	Syntactic Awareness Activity: Conjunctions		
	Multiple Meaning Word Activity: Bowl	Poster 3M (Bowl)	



The Frog Prince, Part II

5_A

Introducing the Read-Aloud

10 minutes

Image Review

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

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.)

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.

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”?



← **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 goosefeather 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.

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 that go? (The frog is content; the princess is disgusted.)
4. *Inferential* What is the next thing the frog wants to do? (sleep in the princess's bed) How does that go? (The princess doesn't want the frog in her bed, but the frog insists, and she finally agrees.)
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. *Evaluative* Do you think the frog is taking advantage of the princess's promise, and her father's rule, just to get what he wants? (Answers may vary.)

7. *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.)
8. *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.)
9. *Literal* 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.)
10. *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.”)
11. *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.]

12. *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.

13. 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 was enjoying 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: "I am contented when . . . "]
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.)

1. reading a book by yourself or listening to someone else read to you
2. playing outside on the playground or playing a board game indoors
3. a sunny day or a rainy day
4. drawing a picture or writing a story
5. listening to loud music or listening to soft music



Complete Remainder of the Lesson Later in the Day



The Frog Prince, Part II

5_B

Extensions

20 minutes

Elements of Fairy Tales Chart (Instructional Master 1B-1, optional)

Use the chart started in Lesson 4 to discuss the elements of “The Frog Prince.” Review the elements discussed in the last lesson (setting, fairy tale characters, and fantasy/magic). As students discuss each fairy tale element, record a brief description in each section of the chart. 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 what they say so that you don’t forget. Tell them that you will read the words to them. If students are filling in the chart on their own, be sure they have their copy of Instructional Master 1B-1 started in Lesson 4.

The Frog Prince	
Setting(s)	
Fairy Tale Characters	
Fantasy/Magic	
Problem(s)	
Solution(s)	
Ending	

Ask students if the setting changed in this part of the fairy tale.

Ask students if additional characters should be added to the chart. (prince) Ask students if a prince is royalty. Remind students that many fairy tales have royal characters.

Remind students that many fairy tales also have some kind of magic or fantasy, and ask students to describe the magic (frog turning into a prince) that occurred in the second part of this fairy tale. Remind students that magical events make fairy tales different from other kinds of stories.

Ask students to describe the problems and solutions in the fairy tale. (The princess lost her golden ball; the frog retrieved it. The prince had been changed into a frog; the princess broke the spell.)

Ask students to determine if this fairy tale ends “happily ever after.” Have them justify their responses.

↔ **Syntactic Awareness Activity: Conjunction so**

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 this selection about the princess from the read-aloud. I will emphasize the word **so** as I read the selection to you:
*“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.

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

↔ **Multiple Meaning Word Activity**

Definition Detective: Bowl

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 neighbor, 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. [Have students hold up one or two fingers to show the correct picture for this sense of the word.] (1)
4. *Bowl* can also mean other things. *Bowl* can mean to roll a ball toward something. [Have students hold up one or two fingers to show the correct picture for this sense of the word.] (2)
5. Did you or your neighbor think of both of these definitions? Did you think of any others?



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 (Instructional Master 1B-1, optional) 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 smiling face. If what I say is false, or not true, you will circle the letter frowning face.

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

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

In your hand, hold Image Cards 1–9 fanned out like a deck of cards. Ask a student to choose a card but not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for Rapunzel’s tower, a student may say, “This is the tall home of a lonely princess.” The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.

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)

Key Vocabulary Brainstorming

Materials: Chart paper, Chalkboard, or Whiteboard

Give students a key domain concept or vocabulary word such as *royalty*. Have them brainstorm everything that comes to mind when they hear the word, such as *king, queen, prince, princess*, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

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

Have students think about the various characters in a fairy tale and brainstorm what each of the characters did in the fairy tale. Tell students that they will pretend to be one of the characters. Students should think of an action that they can do and what they can say to give the rest of the class a clue as to which character is

being portrayed. The rest of the class will guess which character is being portrayed and the fairy tale to which that character belongs.

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. You may choose to add more pages upon completion of the entire domain before binding the book.

Student-Created Books

Materials: Booklet; drawing tools

Have each student make his/her own book that is a retelling of one of the fairy tales that has been shared. As a class or with a partner, have students brainstorm the sequence of events: beginning, middle, and ending. Also, talk about the various fairy tale elements. Students will draw a picture on each page to show the beginning, important middle events, and ending of the fairy tale. Each student will also write a sentence to go with each picture. Some students may need to dictate their sentences to an adult, whereas others will be able to write the sentences on their own. Have students share their fairy tales with a partner or the class.

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.

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

Refer to the list of recommended trade books in the Introduction at the front of this Anthology, 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 Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book aloud, lead students in a discussion as to how 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.

Proper Nouns and Common Nouns Activity

Materials: Chart paper, Chalkboard, or whiteboard

Remind students that in the fairy tale, “Rapunzel,” they heard the word *R/rapunzel* used two different ways. Ask students if they can remember the two different *R/rapunzels* from the fairy tale. Pause for student responses. If students do not remember, prompt them. (Rapunzel is the princess with the long, long hair in the fairy tale; rapunzel is the lettuce-like vegetable the man stole for his wife from the witch’s garden in the fairy tale, “Rapunzel.”)

Ask students whether people’s names are capitalized or not. (Capitalized.) Tell students that when *Rapunzel* is used as the name of a specific person, like the princess, it is called a proper noun. Tell students proper nouns start with a capital letter. When *rapunzel* is used to refer to a type of plant, because it refers to many, many rapunzel plants everywhere, the word *rapunzel* is considered a common noun. Explain that common nouns are not capitalized, unless they begin a sentence.

Have students brainstorm examples of nouns that can be used as either proper or common nouns. Write students’ ideas on chart paper, a chalkboard, or a whiteboard under the headings of *Proper Noun* or *Common Noun*. Write nouns with a capital letter under the *Proper Noun* heading, and again under the *Common Noun* heading with lowercase letters. Continue to reinforce the idea that proper nouns are capitalized, and common nouns are not, unless the word is the first word in a sentence.

Proper Nouns	Common Noun
Violet, a girl or woman’s name	violet, a flower
Rose, a girl or woman’s name	rose, a flower
Walker, a person’s name	walker, a person walking
Robin, a person’s name	robin, a type of bird
Cat, a girl named “Cat”	cat, a kind of pet



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

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Hansel and Gretel, Part I		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Comforted		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Elements of Fairy Tales Chart	Instructional Master 1B-1 (optional); chart paper, chalkboard, or whiteboard	20
	Heroic and Evil Character Comparison	chart paper, chalkboard, or whiteboard	
<i>Take-Home Material</i>	Family Letter	Instructional Master 6B-1	*



Hansel and Gretel, Part I

6_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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.)

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 talking ¹

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

2 How do you think the woodsman and his wife will solve the problem of not having enough food to eat?

3 or unkind

“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**

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.

- 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?



← **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.”

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



← **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

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 comforted my friend when . . . ”]
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 how you will answer the question. Be sure to use the word *comforted* in your response. (Answers may vary for all.)

1. Have you ever been comforted by a friend?
2. Have you ever comforted a friend?
3. Have you ever been comforted by someone in your family?
4. Have you ever comforted someone in your family?
5. Have you ever been comforted by a teacher?



Complete Remainder of the Lesson Later in the Day



Hansel and Gretel, Part I

6_B

Extensions

20 minutes

Elements of Fairy Tales Chart (Instructional Master 1B-1, optional)

On chart paper, a chalkboard, or a whiteboard, create a chart for the elements of “Hansel and Gretel.” As students discuss each fairy tale element, record a brief description in each section of the chart. 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 what they say so that you don’t forget. Tell them that you will read the words to them. You may also wish to provide students with copies of Instructional Master 1B-1 if they are able to fill in the chart on their own.

Hansel and Gretel	
Setting(s)	
Fairy Tale Characters	
Fantasy/Magic	
Problem(s)	
Solution(s)	
Ending	

Remind students that the setting of a story is the time and place a story takes place. Remind students that many fairy tales begin in a special way that gives a clue about when the fairy tale takes place. Ask students to 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 the words “once upon a time” on the chart in the row marked “Setting(s).” Remind students that the words tell us that the story takes place long ago

and that when a story begins with those words, it is often a fairy tale. Ask students where the fairy tale takes place, and record that information on the chart as well.

Next, review the main characters in the fairy tale and write them down on the “Fairy Tale Characters” line. Ask students if any of the characters are royalty. Remind students that many fairy tales have royal characters, but the fairy tale of “Hansel and Gretel” does not.

Ask students if there has been any magic in the first part of Hansel and Gretel. Tell students that many fairy tales have some kind of magic or fantasy, but this element has not yet been used in “Hansel and Gretel.”

Ask students to describe the problems/solutions thus far. (The woodcutter and his wife want to lose Hansel and Gretel in the woods because they don’t have enough food for the family. Hansel solves the problem at first by dropping pebbles to mark the way home; his second attempt is not successful.)

Tell students that the rest of the chart will be filled in after reading Part II of the fairy tale.

Heroic and Evil Character Comparison

Ask students if they know what it means to be a hero. Explain 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. 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 base word *hero*, and all three words refer to people or actions that are brave, daring, and good.)

Explain that someone who is *evil* is very bad, or wicked, and mean. Evil is the opposite of heroic.

Tell students that you are going to compare heroic and evil characters in the fairy tales you’ve read thus far. Ask students to think about the fairy tales they’ve read and to identify any heroic characters. Be sure to have students explain how the character was

heroic. Record their descriptions on chart paper, a chalkboard, or a whiteboard. 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 what they say so that you don't forget. Tell them that you will read the words to them.

Have students identify evil characters from the various fairy tales and explain why they might be considered evil characters. Record their descriptions on chart paper, a chalkboard, or a whiteboard. Tell students that in the next read-aloud, Hansel and Gretel will encounter an evil character.

Take-Home Material

Family Letter

Send home Instructional Master 6B-1.



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 man cackled at every joke, even if it wasn’t funny.

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. Moving or making a sound with a lot of work, effort, or a deep breath

Example: I could hear my parents heaving a sigh as they finally finished moving the large piece of furniture.

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

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Image Review		10
	Making Predictions About the Read-Aloud		
	Essential Background Information or Terms		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Hansel and Gretel, Part II		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Creep		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Retelling a Read-Aloud or Sequence of Events Assessment	Instructional Master 7B-1 (optional)	20
	Elements of Fairy Tales Chart	Instructional Master 1B-1 (optional); Elements of Fairy Tales chart from Lesson 6	
	Multiple Meaning Word Activity: Rich	Poster 4M (Rich)	



Hansel and Gretel, Part II

7_A

Introducing the Read-Aloud

10 minutes

Image Review

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

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

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.

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.)



Hansel and Gretel, Part II

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

1 Ask students what is happening in this picture.

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.

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

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*

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?”

17 What do you think the witch had in mind?

“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.



← **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.

18 Where do you think Hansel and Gretel are going?



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

← **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.

9. *Evaluative Think Pair Share:* Which character do you think is the most clever: Hansel, Gretel, or the wicked witch? Why? (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: 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.
4. When my cat comes in late at night, she will creep into a corner so we don’t notice her.
5. Usually when someone might creep, they are moving close to the ground with the idea of not being noticed. Can you give me an example when you or someone you know (such as an animal) might creep and why? Try to use the word *creep* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “The cat had to creep inside . . . ”]
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

Extensions

20 minutes

10 Retelling a Read-Aloud or Sequence of Events (Instructional Master 7B-1)

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

Explain to students that this worksheet has pictures of events from “Hansel and Gretel.” Have students cut out the six pictures. Next, have them think about what is happening in each picture. Students should then arrange the pictures in their correct order to show the proper sequence of events. Check to see if students are able to correctly sequence the pictures. Have students glue the pictures on paper once they have been sequenced.

As students complete this activity, have them work with a partner to retell the fairy tale referring to their sequenced pictures. You may also want to have students write or dictate words or sentences that describe the pictures and retell the fairy tale.

Elements of Fairy Tales Chart (Instructional Master 1B-1, optional)

Use the chart started in Lesson 6 to discuss the elements of “Hansel and Gretel.” Review the elements discussed in the last lesson (setting, fairy tale characters, and problems and solutions). 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 what they say so that you don’t forget. Tell them that you will read the words to them. If students are filling in the chart on their own, make sure that they have their copies of Instructional Master 1B-1.

Hansel and Gretel	
Setting(s)	
Fairy Tale Characters	
Fantasy/Magic	
Problem(s)	
Solution(s)	
Ending	

Ask students if additional characters should be added to the chart. (witch) Ask students to recall which other fairy tales they've read that have had a witch. ("Rapunzel") Ask students to compare these witches, reminding them of details of "Rapunzel", if necessary.

Remind students that there were no elements of magic or fantasy in the first part of "Hansel and Gretel," and ask students to describe the magical events that take place in the second part. (The witch's house is made of sweets. The duck carried Hansel and Gretel on her back across the lake.)

Remind students of their discussion of the problems/solutions in the second half of the fairy tale. (The witch wants to eat Hansel and Gretel. Hansel tricks the witch into thinking he isn't plump enough to eat. When that no longer works, Gretel tricks the witch and pushes her into the oven.)

Ask students to determine if this fairy tale ends "happily ever after." Have them justify their responses. Record their responses on the chart.

↔ **Multiple Meaning Word Activity**

Definition Detective: Rich

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 neighbor, 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. [Have students hold up one or two fingers to show the correct picture for this sense of the word.] (2)

4. *Rich* can also mean other things. *Rich* can mean having a lot of money, or wealth. [Have students hold up one or two fingers to show the correct picture for this sense of the word.]
(1)
5. Did you or your neighbor think of both of these definitions? Did you think of any others?



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 orally 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 from cold or fear
Example: The scary story made Juan tremble.
Variation(s): trembles, trembled, trembling
- wringing, v.** Twisting something hard with both hands; twisting one’s hands in pain or nervousness
Example: After a fun day at the beach, the children sat wringing the water out of their bathing suits.
Variation(s): wring, wrings, wrung

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?		10
	Purpose for Listening		
Presenting the Read-Aloud	Jack and the Beanstalk, Part I		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Precious	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Elements of Fairy Tales Chart	Instructional Master 1B-1 (optional); chart paper, chalkboard, or whiteboard	20
	Write Your Own Fairy Tale	Instructional Master 8B-1, Instructional Master 8B-2 (optional); chart paper, chalkboard, or whiteboard	



Jack and the Beanstalk, Part I

8A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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

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.

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. *Literal* 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 me.
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: "The princess's most precious toy is . . ."]
6. What's the word we've been talking about?

Use a *Drawing Activity* for follow-up. Directions: Think of something that is precious to you. Draw a picture and write or dictate a sentence describing the item and why it is precious. Remember to answer in complete sentences and use the word *precious* in your answer. [If necessary, guide and/or rephrase students' responses: "My _____ is precious to me because . . ."]



Complete Remainder of the Lesson Later in the Day



Jack and the Beanstalk, Part I

8_B

Extensions

20 minutes

Elements of Fairy Tales Chart (Instructional Master 1B-1, optional)

On chart paper, a chalkboard, or a whiteboard create a chart for the elements of “Jack and the Beanstalk.” As students discuss each fairy tale element, record a brief description on the chart. 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 what they say so that you don’t forget. Tell them that you will read the words to them. You may also wish to provide students with copies of Instructional Master 1B-1 if they are able to fill in the chart on their own.

Jack and the Beanstalk	
Setting(s)	
Fairy Tale Characters	
Fantasy/Magic	
Problem(s)	
Solution(s)	
Ending	

Ask students to identify the setting—both time and location—of “Jack and the Beanstalk,” and record this information (once upon a time, Jack’s house and the giant’s house) on the “Setting(s)” line.

Next, review the main characters in the fairy tale, and write them down on the “Fairy Tale Characters” line. Ask students if any of the characters are royalty. Remind students that many fairy tales have royal characters, but “Jack and the Beanstalk” does not.

Ask students if there has been any magic in the first part of “Jack and the Beanstalk.” (magical beans) Record this on the “Fantasy/Magic” line.

Remind students of their discussion of the problem faced by Jack and his mother in the beginning of the fairy tale, and record this information on the “Problem(s)” row of the chart. (Their cow stops giving milk, and they have no other way to earn money or eat.) Ask students to predict whether or not they think the magical beans will be a solution to the problem.

Tell students that the rest of the chart will be filled in after listening to Part II of the fairy tale.

Write Your Own Fairy Tale **(Instructional Master 8B-1; Instructional Master 8B-2, optional)**

Use the Elements of Fairy Tales charts to review the elements of each fairy tale the class has read. Throughout the review, use images from the Image Cards, Flip Book, or Media Disk to help students recall details about each element. You may wish to create a list for each element on separate pieces of chart paper.

Ask students to recall the words that begin most fairy tales (*once upon a time*) and what those words tell us about when a fairy tale takes place. Ask students to recall where each fairy tale takes place, pointing out the setting in images when necessary. List the settings on a new chart labeled “Setting(s).” Ask students to share any observations they have about the similarities and differences between the settings of the fairy tales.

Next, ask students to recall the main characters from each fairy tale, and list them on a new chart labeled “Characters.” Summarize that many fairy tales have royal characters, magical characters (giants, fairies, ogres, etc.), or talking animals.

Next, identify the main problems in each fairy tale and how those problems were solved. List the problems and solutions on a chart labeled “Problem(s) and Solution(s).” Ask students if they see any similarities and differences between the problems and solutions.

Finally, ask students to recall how each fairy tale ends, and record this information on a chart labeled “Endings.”

Remind students that fairy tales usually end with the main characters living “happily ever after.”

Tell students that they will have the chance to write their own fairy tale, but first you are going to model how to create a plan for writing a fairy tale.

On chart paper, a chalkboard, or a whiteboard create a Write Your Own Fairy Tale Organizer (similar to the Fairy Tale Elements chart), and model how to plan a fairy tale by having the class work together to fill in the organizer. 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 what they say so that you don't forget. Tell them that you will read the words to them.

Remind students that most fairy tales begin with the words *once upon a time*, which tells when the fairy tale takes place. Tell students they should look at the list of settings and choose a location for the fairy tale. Record the information for the setting on the organizer.

Next, ask students to select two characters from the list of fairy tale characters that they would like to include in their fairy tale. Record these characters on the organizer.

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. Next, ask students to think about a problem one of the characters in their tale could have. Students can choose a problem from the list of problems or think of their own. Record the problem. Ask students how they will have the problem solved in the fairy tale, and record this information on the chart. Finally, ask students to describe what the "happily ever after" ending might be like for their characters, and record this information on the organizer.

Students should use the same process to complete their own organizer (Instructional Master 8B-1) and then begin to write their own fairy tale. Students who need additional support may dictate their fairy tale or use Instructional Master 8B-2 to guide their writing. Students may also include an illustration for their fairy tale. Students may finish their fairy tale in the next lesson. You may want to review with students that authors write the story and illustrators draw the pictures.



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 girl 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. In a way that is not polite; without respect

Example: He rudely interrupted the teacher while she was speaking.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Image Review		10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Jack and the Beanstalk, Part II		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Rudely and Politely		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Elements of Fairy Tales Chart	Instructional Master 1B-1 (optional); Elements of Fairy Tales Chart from Lesson 8	20
	Write Your Own Fairy Tale	Instructional Master 8B-1; Instructional Master 8B-2 (optional)	



Jack and the Beanstalk, Part II

9_A

Introducing the Read-Aloud

10 minutes

Image Review

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

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.)

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.”

1 or he said without politeness or respect. So, is he a nice guy?



← 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.

2 He swallowed his breakfast quickly, in big bites.



← 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.

3 Do you think *lickety-split* means very quickly or very slowly?



4 How do you think Jack's mother responded to Jack?

← **Show image 9A-4: Jack back home**

“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.

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!”

5 or shouting in a loud, powerful voice

← **Show image 9A-6: Giant with hen and harp**

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.



6 or said loudly



← **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.



← **Show image 9A-9: Jack chopping down beanstalk**

9 Does this line remind you of a nursery rhyme where someone fell down and broke his crown and someone else came tumbling after?

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 even after hearing the giant's bellowing voice? (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 without politeness or respect.
4. The boys rudely cut to the front of the lunch line.
5. 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: “The giant rudely . . . ”]
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.”

1. The boys are helping pick up apples that fell out of the bag. (They are acting politely.)
2. The girl was yelling at her brother for spilling his milk. (She is acting rudely.)
3. The boy slammed his door shut before his little sister could come into his room. (He is acting rudely.)

4. The man started talking when someone else was already talking.
(He is acting rudely.)
5. The children remembered to say “please” and “thank you.”
(They are acting politely.)

➤ Above and Beyond: Think of other examples of things that you might consider are acting rudely or acting politely.



Complete Remainder of the Lesson Later in the Day



Jack and the Beanstalk, Part II

9_B

Extensions

20 minutes

Elements of Fairy Tales Chart (Instructional Master 1B-1, optional)

Use the chart started in Lesson 8 to discuss the elements of “Jack and the Beanstalk.” Review the elements discussed in the last lesson (setting, fairy tale characters, fantasy/magic, and problems). As students discuss each fairy tale element, record a brief description in each section of the chart. 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 what they say so that you don’t forget. Tell them that you will read the words to them. If students are filling in the chart on their own, make sure that they have their copies of Instructional Master 1B-1 from Lesson 8.

Jack and the Beanstalk	
Setting(s)	
Fairy Tale Characters	
Fantasy/Magic	
Problem(s)	
Solution(s)	
Ending	

Ask students if additional characters should be added to the chart. (giant) Ask students if the giant is royalty or a magical character. (magical)

Remind students that there were magical beans in the first half of the fairy tale, and ask students to describe any other magic or fantasy elements from the second part of this fairy tale. (hen that lays eggs of gold, harp that sings) Record their responses on the “Fantasy/Magic” row of the chart.

Remind students that in the first half of the fairy tale, Jack and his mother had a problem when their cow stopped giving milk and they had no other way to eat. Ask students how this problem was solved. (Jack stole a bag of gold from the giant.) Ask students to identify problems from the second half of the fairy tale. (Jack and his mother run out of gold coins; Jack is chased by the giant after he steals the hen and harp.) Ask students how these problems are solved. (Jack steals the giant’s hen and harp; Jack chops down the beanstalk, and the giant falls to the ground.) Record their responses on the “Problem(s)” and “Solution(s)” rows of the chart.

Ask students to determine if this fairy tale ends “happily ever after.” Have them justify their responses. Record their responses on the chart.

Write Your Own Fairy Tale (Instructional Master 8B-1; Instructional Master 8B-2, optional)

Have students complete their fairy tale using Instructional Masters 8B-1 or 8B-2, if necessary. 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 gave you. For example, you could ask, “What should we do next?” Turn to your neighbor, and ask your own question now. I will call on several of you to share your questions with the class.”

Ask students to share their fairy tales and illustrations with a partner or with the class.

Look into an electronic publishing program (such as iMovie, or iPublish) or create a slide presentation (such as PowerPoint), or bind the pages to make a book to put in the class library for students to read again and again.



Domain Review

DR

Note to Teacher

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole group or small group settings.

Core Content Objectives Addressed in This Domain

Students will:

- ✓ 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

In your hand, hold Image Cards 1–17 fanned out like a deck of cards. Ask a student to choose a card but not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for the giant, a student may say, “I lived in a castle at the top of a beanstalk. Who am I?” The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.

Riddles for Core Content

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

- I came up with a plan to drop pebbles to find my way back home. Who am I? (Hansel)
- I chased Jack down the beanstalk because he had stolen my hen and harp. Who am I? (giant)
- I tricked Hansel and Gretel to come inside my gingerbread house. Who am I? (the wicked witch)

Domain-Related Trade Book

Materials: Trade book

Refer to the list of recommended trade books in the Introduction at the front of this Anthology, and choose a modern adaptation of one of the fairy tales students 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. You may also choose to read both a classic and modern version of the same story and have students compare the two.

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

Key Vocabulary Brainstorming

Materials: Chart paper, a chalkboard, or a whiteboard

Give students a key domain concept or vocabulary word such as *royalty*. Have them brainstorm everything that comes to mind when they hear the word, such as *king, queen, prince, princess*, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

Student-Created Books

Materials: Booklet; drawing tools

Have each student make his/her own book that is a retelling of one of the fairy tales that has been shared. As a class or with a partner, have students brainstorm the sequence of events: beginning, middle, and ending. Also, talk about the various fairy tale elements. Students will draw a picture on each page to show the beginning, important middle events, and ending of the fairy tale. Students will also write a sentence to go with each picture. Some students may need to dictate their sentences to an adult, whereas others will be able to write the sentences on their own.

On Stage

Have students think again about the various problems and solutions in the fairy tale. Take a few minutes to brainstorm Hansel and Gretel's heroic and clever actions in the fairy tale.

Tell students that they are going to pretend to be one of the characters. Students should think of an action that they can do and something they can say to give the rest of the class a clue as

to which character is being portrayed. For example, as the witch, a student may pretend to creep toward a cage and say, “Hansel, stick out your finger so I can tell if you are fat enough to cook.” As Gretel, a student may say, “I don’t know how to do it. Where do I look? Could you show me how?” and pretend to push the witch into the hot oven. As Hansel, a student may pretend to stuff his or her pockets with pearls and jewels and say, “These are better than pebbles!”

The rest of the class will guess which character is being portrayed and explain how they knew.

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 three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *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 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. **Fantasy:** A special kind of fiction story that usually has magic is called fantasy. (smiling face)
2. **Tale:** A true story that rhymes is called a tale. (frowning face)
3. **Enchanted:** Stuffed animals that talk might be enchanted. (smiling face)
4. **Problem:** The problem in a story is when something goes right for the characters. (frowning face)
5. **Compare:** When we compare things, we talk about ways two things are the same is to compare. (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 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. (smiling face)
9. **Delight:** Something that makes you happy gives you delight.
(smiling face)
10. **Retrieved:** The dog retrieved the ball from the yard.
(smiling face)
11. **Contented:** When you are feeling sad, you are contented.
(frowning face)
12. **Precious:** The kitten was so sweet and precious; the girl loved it. (smiling face)
13. **Rudely:** To be polite is to act rudely. (frowning face)
14. **Because:** I want to eat lunch because I am hungry.
(smiling face)
15. **Comforted:** When someone helps you feel better, you are comforted. (smiling face)

Part II (Instructional Master DA-2)

I will read descriptions of fairy tales. Listen to the description. Look at the illustrations, and find the illustration for the fairy tale being described. 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. (Picture 2)
2. A princess learns that promises must be kept in this fairy tale. (Picture 4)

3. A clever brother and sister take care of each other in this fairy tale. (Picture 5)
4. In this fairy tale, a giant owns a magical hen and harp. (Picture 6)
5. A princess falls into a deep sleep for a hundred years in this fairy tale. (Picture 1)
6. In this fairy tale, a girl is locked in a tall tower deep in a forest. (Picture 3)
7. This fairy tale ends happily when a princess becomes friends with someone who has been under a witch's spell. (Picture 4)
8. In this fairy tale, a fairy is angry that she was not invited to a celebration for the birth of a princess. (Picture 1)
9. A queen must guess the name of a man in this fairy tale. (Picture 2)
10. A boy and a girl are lost in the forest in this fairy tale. (Picture 5)
11. A boy trades a cow for magical beans in this fairy tale. (Picture 6)
12. In this fairy tale, a prince and a girl find each other and get married after wandering alone for many years. (Picture 3)



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
- reading the corresponding lesson in the *Supplemental Guide*, if available

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.

Note: The Family Letter (Instructional Master 6-B) sent home after Lesson 6 asks family members to tell students what their favorite fairy tale is and why.

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.

Heroic and Evil Character Comparison

Materials: Chart paper, a chalkboard, or a whiteboard

Remind students that a heroic character is brave, daring, and good, and that an evil character is cruel and wicked. Tell students that you are going to compare heroic and evil characters in the fairy tales you’ve read thus far. Remind students of their discussion of

the heroic acts of Hansel and Gretel. Ask students to think about the other fairy tales they've read and to identify any other heroic characters. Be sure to have students explain how the character was heroic. Record their descriptions on chart paper, a chalkboard, or a whiteboard. 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 what they say so that you don't forget. Tell them that you will read the words to them.

Next, remind students of the evil witch in "Hansel and Gretel." Have students identify other evil characters from the various fairy tales and explain why they are considered evil characters. Record their descriptions on chart paper, a chalkboard, or a whiteboard.

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.

For Teacher Reference Only:
Copies of *Tell It Again! Workbook*



Directions: After you listen to the fairy tale, draw and/or write the elements of the fairy tale on the chart.

Fairy Tale Title:	
Setting(s)	
Fairy tale characters	
Fantasy/ magic	
Problem(s)	
Solution(s)	
Ending	



Dear Family Member,

During 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 about things that fairy tales have in common, such as “once upon a time” beginnings, typical characters and settings, elements of fantasy, unique solutions to problems, and happy endings. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about fairy tales.

1. Favorite Fairy Tales

Have your child tell you about the fairy tales s/he has heard. Share with your child any memories you have of reading fairy tales, and discuss some of your favorite characters or tales.

2. Draw and Write

Have your child draw and/or write about the fairy tales heard and then share the drawing with you. Ask questions to keep your child using the vocabulary learned at school.

3. If You Were a Character

With your child, imagine what it would be like to be a character in one of these stories. Despite the happy endings, fairy tales often touch on themes of sadness, fear, and hardship. Talk about what the characters are experiencing, and encourage your child to share any thoughts or feelings s/he may have while listening to these stories.

4. Sayings and Phrases: The Land of Nod

Your child has learned the saying “The Land of Nod.” Talk with your child about the meaning of this saying. (It is a way of saying that someone is asleep.) Point out times when the saying applies in your daily life, perhaps at bedtime, or when they begin to nod off before bed!

5. What’s In a Name?

Your child will hear two fairy tales (“Rapunzel” and “Rumpelstiltskin”) about characters with interesting names. Over the next week, talk with your child about how their name was chosen. Write his or her name on a note card; on the other side of the card, write a

brief story about how your child's name was chosen. If you wish, you can send the note card to school so that your child can share the story of how his/her name was chosen.

6. Read Aloud Each Day

It is very important that you read to your child every day. The local library has many classic and modern fairy tales and other stories that you can share with your child. A list of books and other relevant resources is attached to this letter.

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.



Recommended Resources for Fairy Tales

Trade Book List

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 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. *Puss in Boots*, translated by Malcolm Arthur (Square Fish, 2011) ISBN 978-0312659455
9. *Puss in Boots*, by Jerry Pinkney (Dial, 2012) ISBN 978-0803716421
10. *Rapunzel*, retold and illustrated by Paul O. Zelinsky (Puffin Books, 2002) ISBN 978-0590386029
11. *Rumpelstiltskin*, by John Cech and illustrated by Martin Hargreaves (Sterling, 2008) ISBN 978-1402730665
12. *Rumpelstiltskin*, retold and illustrated by Paul O. Zelinsky (Puffin, 1996) ISBN 978-0140558647
13. *Sleeping Beauty*, retold by Mahlon F. Craft and illustrated by Kinuko Y. Craft (Chronicle Books, 2002) ISBN 978-1587171208
14. *Sleeping Beauty*, by Adele Geras and illustrated by Christian Birmingham (Orchard, 2004) ISBN 978-0439581806
15. *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. *Dog in Boots*, by Greg Gormley and illustrated by Roberta Angaramo (Holiday House, 2011) ISBN 978-0823423477
3. *A Frog Prince*, by Alix Berenzy (Henry Holt and Co., 1991) ISBN 978-0805018486
4. *The Frog Prince (Early Reader: Princesses)*, by Sally Gardner (Orion Children's Books, 2012) ISBN 978-1444002447
5. *The Frog Prince, Continued*, by Jon Scieszka and illustrated by Steve Johnson (Puffin, 1994) ISBN 978-0140542851
6. *Hansel and Gretel*, adapted by Amanda Askew (QEB Publishing, 2010) ISBN 978-1595667908

7. *Hansel and Gretel*, retold and illustrated by Rachel Isadora (Putnam, 2009) ISBN 978-0399250286
8. *Jack and the Beanstalk*, retold by John Cech and illustrated by Robert Mackenzie (Sterling, 2008) ISBN 978-1402730641
9. *Jack and the Beanstalk*, by Nina Crews (Henry Holt, 2011) ISBN 978-0805087659
10. *Jack and the Giant Barbecue*, by Eric A. Kimmel and illustrated by John Manders (Amazon Children's Publishing, 2012) ISBN 978-0761461289
11. *Kate and the Beanstalk*, by Mary Pope Osborne and illustrated by Giselle Potter (Aladdin, 2005) ISBN 978-1416908180
12. *Lovabye Dragon*, by Barbara Joosse and illustrated by Randy Cecil (Candlewick, 2012) ISBN 978-0763654085
13. *The Princess and the Pea*, adapted by Janet Stevens (Holiday House, 1989) ISBN 978-0823407538
14. *The Princess and the Pea*, by John Cech and illustrated by Bernard Oberdieck (Sterling, 2007) ISBN 978-1402730658
15. *The Princess and the Pig*, by Jonathan Emmett and illustrated by Poly Bernatene (Walker Children's, 2011) ISBN 978-0802723345
16. *Rapunzel*, retold by John Cech and illustrated by Fiona Sansom (Sterling, 2010) ISBN 978-1402769115
17. *Rapunzel*, by Sarah Gibb (Albert Whitman & Company, 2011) ISBN 978-0807568040
18. *Rapunzel*, retold and illustrated by Rachel Isadora (Putnam, 2008) ISBN 978-0399247729
19. *Rufferella*, by Vanessa Gill Brown (Bloomsbury Childrens Books, 2001) ISBN 978-0439261654
20. *Rumpelstiltskin*, retold by John Cech and illustrated by Martin Hargreaves (Sterling, 2008) ISBN 978-1402730665
21. *Sleeping Beauty*, adapted by Amanda Askew and illustrated by Natalie Hinrichsen (QEB Publishing, 2010) ISBN 978-1595667915
22. *Sleeping Beauty (Early Reader: Princesses)*, by Sally Gardner (Orion Children's Books, 2012) ISBN 978-1444002423

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

Websites and Other Resources

















Audio/Video Adaptations of Fairy Tales

1. *Hansel and Gretel: Opera in English* (by Englebert Humperdink, 2007) ASIN B000PMGSCW
2. *Peter and the Wolf: With Fully-Orchestrated and Narrated CD featuring the Cincinnati Pops*, by Sergei Prokofiev, adapted by Janet Schulman, and illustrated by Peter Malone (Knopf Books for Young Readers, 2004) ISBN 978-0375824302
3. *The Royal Ballet: Sleeping Beauty* (Tchaikovsky, 2008) ASIN B001B223UG
Preview: <http://www.youtube.com/watch?v=G5VPP7hKKo0>
4. *Sleeping Beauty*
<http://www.youtube.com/watch?v=i-HSPmPNCv8>
5. *Sleeping Beauty*
<http://www.youtube.com/watch?v=DK6h9-sMz-8>
6. *Hear a Story: Jack and the Giant Barbecue*, by Eric Kimmel
<http://ericakimmel.com/hear-a-story>

















Family Resources

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

Directions for Part II: Listen to the sentence read by the teacher. Circle the smiling face if the sentence is true. Circle the frowning face if the sentence is false, or not true.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Directions for Part II: Listen to the sentence read by the teacher. Circle the smiling face if the sentence is true. Circle the frowning face if the sentence is false, or not true.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		



Dear Family Member,

I hope your child has enjoyed hearing some classic fairy tales. Over the next several days, your child will hear two more fairy tales, including “Hansel and Gretel” and “Jack and the Beanstalk.” Your child will also have an opportunity to write his/her own fairy tale using the knowledge they have gained from studying classic tales. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about fairy tales.

1. Character Illustration

Have your child draw a picture of his/her favorite fairy tale character. Then have your child explain why this character is his or her favorite character.

2. Fairy Tales Around the World

Many countries have their own unique fairy tales or versions of fairy tales that are similar to ones your child has heard. If possible, visit the library and find a collection of fairy tales from other countries. As you are reading these tales, encourage your child to explore the similarities and differences between the tales of various countries. Ask questions to keep your child using the vocabulary learned at school.

3. Theater at Home

Your child has learned about many different types of fairy tale characters, including royalty, witches, and talking animals. Help your child act out one of the fairy tales s/he has read and encourage him or her to act differently when playing the role of the various characters. Use simple props or costumes, such as a crown made out of paper.

4. What’s Your Favorite Fairy Tale?

Over the next few days, tell your child what your favorite fairy tale was as a child. Write his or her name on a note card, and then write what your favorite fairy tale was (and why) on the reverse side. Send the note card to school so that your child can share the name of your favorite fairy tale with the rest of the class. You might even want to read your favorite fairy tale to your child.

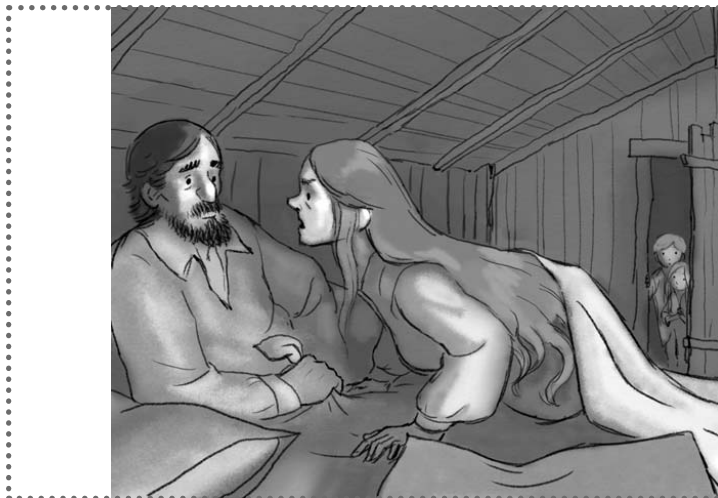
5. Read Aloud Each Day

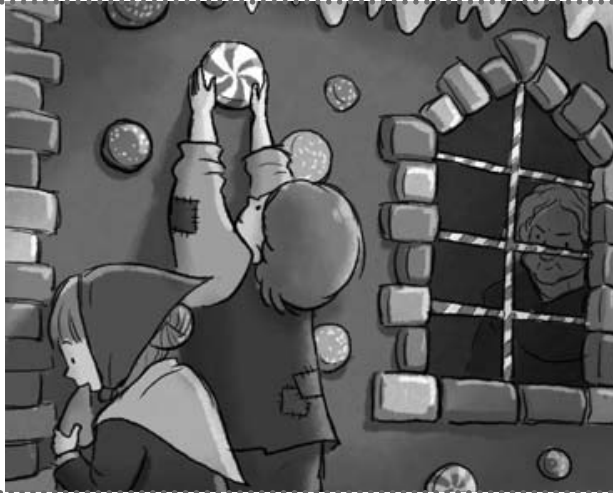
Remember to read to your child every day. The local library has many classic and modern fairy tales and other stories that you can share with your child. Refer to the list of

books and other relevant resources that was sent home with the previous family letter.

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.

Directions: These six pictures show events from "Hansel and Gretel." 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



5



6

Write Your Own Fairy Tale Organizer

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 Title:	
Setting(s)	When: Where:
Fairy tale 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 _____
 _____ who lived _____

_____. He/she had a
 problem: _____

_____. Then something
 magical happened: _____





















_____.
 His/her problem was solved when: _____

And _____
 _____ lived happily ever after _____







1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.



1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  

Directions: Listen to your teacher's instructions.

11.		
12.		
13.		
14.		
15.		

Directions for Part I: These pictures show scenes from the eight fairy tales you have heard. Listen to the fairy tale descriptions the teacher will read to you. Decide which fairy tale the teacher is describing. Write the number of the description in the box below the picture that matches that fairy tale. When you are finished, there should be two numbers under each picture.

1



2



3



4



5



6



Directions for Part I: These pictures show scenes from the eight fairy tales you have heard. Listen to the fairy tale descriptions the teacher will read to you. Decide which fairy tale the teacher is describing. Write the number of the description in the box below the picture that matches that fairy tale. When you are finished, there should be two numbers under each picture.

1



5

8

2



1

9

3



6

12

4



2

7

5**3****10****6****4****11**

Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

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

CORE KNOWLEDGE LANGUAGE ARTS

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Fairy Tales

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