

Classic Tales

Teacher Guide



Core Knowledge Language Arts



Core Knowledge®

PRECHOOL



Classic Tales

Teacher Guide

PRESCHOOL

Core Knowledge Language Arts®



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Alignment Chart for Classic Tales

The following chart contains language arts objectives addressed in the *Classic Tales* domain. While Common Core State Standards for Preschool have yet to be proposed nationally, this chart also demonstrates alignment between the New York State Common Core State Standards for Preschool and corresponding Preschool Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Classic Tales

Day

		1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B	9A	9B	10A	10B	
Reading Standards for Literature: Prekindergarten																						
Key Ideas and Details																						
STD R.L.P.1	With prompting and support, ask and answer questions about detail(s) in a text.																					
CKLA Goal(s)	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions about a fiction read-aloud	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
STD R.L.P.2	With prompting and support, retell familiar stories.																					
CKLA Goal(s)	With prompting and support, retell, dramatize, or illustrate a story that has been read aloud, including characters, a beginning, and an ending	✓					✓			✓	✓		✓		✓		✓		✓		✓	
CKLA Goal(s)	With prompting and support, retell, dramatize, or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending							✓	✓													
CKLA Goal(s)	With prompting and support, sequence illustrations of three to five story events	✓					✓				✓		✓				✓					
CKLA Goal(s)	With prompting and support, “read”/tell a story using a wordless picture book									✓			✓		✓		✓					

Alignment Chart for Classic Tales

Day

		1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B	9A	9B	10A	10B	
STD RL.P.3	With prompting and support, ask and answer questions about characters and major events in a story.		✓				✓			✓	✓		✓		✓		✓		✓		✓	
CKLA Goal(s)	With prompting and support, retell, dramatize, or illustrate a story that has been read aloud, including characters, a beginning, and an ending With prompting and support, retell, dramatize or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions about a fiction read-aloud							✓	✓													
Craft and Structure																						
STD RL.P.4	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).																					
CKLA Goal(s)	With prompting and support, ask and answer questions about unfamiliar core vocabulary in fiction read-alouds		✓				✓		✓				✓				✓					
STD RL.P.5	Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).																					
CKLA Goal(s)	Attend and listen to illustrated picture books with simple story lines		✓				✓		✓				✓				✓					✓
STD RL.P.6	With prompting and support, can describe the role of an author and illustrator.																					
CKLA Goal(s)	With prompting and support, given a specific book, describe and show what the author and illustrator each contributed to the creation of that book		✓				✓		✓				✓				✓					✓

Alignment Chart for Classic Tales

Day

										1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B	9A	9B	10A	10B
Reading Standards for Informational Text: Prekindergarten																													
Range of Reading and Level of Text Complexity																													
STD RI.P.10 With prompting and support, actively engage in group reading activities with purpose and understanding.																													
CKLA Goal(s)	With prompting and support, follow a simple illustrated recipe																												
	With prompting and support, follow illustrated directions to do a simple craft or science experiment																												
Reading Standards for Foundational Skills: Prekindergarten																													
<i>NOTE: In Prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.</i>																													
Print Concepts																													
STD REP.1 Demonstrate understanding of the organization and basic features of print.																													
STD REP.1a Follow words from left to right, top to bottom, and page by page.																													
CKLA Goal(s)	Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter																												
STD REP.1c Understand that words are separated by spaces in print.																													
CKLA Goal(s)	Point to words as distinct units on a page of print																												

Alignment Chart for Classic Tales

Day

		1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B	9A	9B	10A	10B
Responding to Literature																					
STD W.P.11	Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.									✓	✓	✓	✓				✓	✓			
CKLA Goal(s)	Retell, dramatize, or illustrate a story that has been read aloud, including characters, a beginning, and an ending						✓			✓	✓		✓		✓		✓				✓
CKLA Goal(s)	Retell, dramatize, or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending							✓	✓												
Speaking and Listening Standards: Prekindergarten																					
Comprehension and Collaboration																					
STD SL.P.1	With guidance and support, participate in collaborative conversations with diverse partners about Prekindergarten topics and texts with peers and adults in small and large groups.																				
STD SL.P.1b	Engage in extended conversations.																				
CKLA Goal(s)	Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments		✓				✓		✓		✓		✓				✓				
STD SL.P.2	With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.																				
CKLA Goal(s)	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment Chart for Classic Tales

		1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B	9A	9B	10A	10B
Presentation of Knowledge and Ideas																					
STD SL.P.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.																				
CKLA Goal(s)	Describe an event or task that has already taken place outside the immediate place and time	✓										✓									
	Classify and describe images of everyday activities according to the time of day with which they are associated (day-night, morning-afternoon-evening)										✓										
STD SL.P.6																					
CKLA Goal(s)	Identify and express physical sensations, mental states, and emotional feelings (happy, sad, angry, afraid, frustrated, confused)		✓	✓	✓							✓						✓			
	Express a personal opinion	✓		✓	✓							✓								✓	
	Assume a different role or perspective and express different possibilities, imaginary or realistic	✓		✓	✓							✓			✓	✓					
Language Standards: Prekindergarten																					
Conventions of Standard English																					
STD L.P.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																				
STD L.P.1a	Print some upper- and lowercase letters. (e.g. letters in their name).																				
CKLA Goal(s)	Write one's first name, using upper- and lowercase letters appropriately																✓				
STD L.P.1d	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).																				
CKLA Goal(s)	With prompting and support, ask and answer <i>who, what, where, when, why, and how</i> questions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment Chart for Classic Tales

Day

		1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B	9A	9B	10A	10B	
STD L.P.1e	In speech, use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).								✓													
CKLA Goal(s)	Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there-here; in-on; in front of-behind; at the top of-at the bottom of; under; next to-in the middle of; near-far; around; etc.) Use spatial words (here-there; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back)								✓													
STD L.P.1f	With guidance and support, produce and expand complete sentences in shared language activities.								✓													
CKLA Goal(s)	Understand and use increasingly detailed, elaborate, declarative, interrogatory, and imperative sentences Combine simple sentences using <i>and</i> Combine simple sentences using <i>but</i> and <i>or</i> Understand and use complex sentences with clauses introduced by <i>because, if, as soon as, so that, while, before, after, who, that, when, and/or</i> (verb)+ing				✓														✓	✓		
STD L.P.2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																					
STD L.P.2a	Capitalize the first letter in their name.																					
CKLA Goal(s)	Write one's first name, using upper- and lowercase letters appropriately														✓							

Alignment Chart for Classic Tales

		1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B	9A	9B	10A	10B
Vocabulary Acquisition and Use																					
STD L.P.5	With guidance and support, explore word relationships and nuances in word meanings.																				
STD L.P.5a	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.																				
CKLA Goal(s)	Classify by size						✓														
	Classify by other conceptual categories	✓									✓										
STD L.P.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out)..																				
	Pair pictures depicting opposite adjectives (big-little; cold-hot; dry-wet; full-empty; happy-sad)												✓								
	Name and use opposite adjectives (big-little; cold-hot; dry-wet; fast-slow; rough-smooth; full-empty; hard-soft; large-small; loud-quiet; on-off; tall-short; yes-no)												✓								
CKLA Goal(s)	Use sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry)						✓														
	Name and use opposite size words (large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin)												✓								
	Pair pictures depicting opposite size words (large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin)												✓								

Alignment Chart for Classic Tales

Day

		1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B	9A	9B	10A	10B	
STD L.P.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colourful</i>).		✓				✓															
CKLA Goal(s)	<p>Show understanding of temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon)</p> <p>Use temporal words appropriately in context (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon)</p> <p>Demonstrate understanding of spatial words (in-out; in front of-behind; at the top of-at the bottom of; under-over; in a line/row; up-down)</p>						✓		✓													
STD L.P.6	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.																					
CKLA Goal(s)	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

INTRODUCTION

Classic Tales

Introduction to Classic Tales

This Introduction includes the information needed to teach the ten stories included in the *Classic Tales* domain over the course of the school year. **Unlike most domains in *CKLA Preschool*, the lessons for *Classic Tales* are not presented consecutively, but are interspersed throughout the school year as indicated by the Domain Calendar on the next page.**

The Teacher Guide for *Classic Tales* contains twenty days of instruction, two days for each classic tale. The first day of instruction for each tale (Day ‘A’) requires approximately twenty-five minutes of instruction. Activities on Day ‘A’ are intended to be conducted by the teacher in either a whole-group setting or during learning center time. The second day of instruction for each tale (Day ‘B’) requires between thirty-five and forty-five minutes of instruction. Activities on Day ‘B’ occur in whole-group and small-group settings, as well as during learning center time. See the At-a-Glance chart and specific activities to ascertain group size and/or setting for each activity.

Teacher-led learning centers, which occur on both ‘A’ and ‘B’ days (noted above), are designed to be conducted at the same time students participate in other learning centers each day. Thus, the time required to conduct learning centers is not factored into the total time required for instruction for each classic tale. Although these activities are designed to be implemented during learning center time, you might choose to conduct them as small groups during small-group learning time.

Note: *Especially at the beginning of the year, preschool students may have difficulty listening and attending for long periods of time. Therefore, when more than twenty minutes of instruction are specified on any one day, a suggestion is made as to how you might divide instruction across the school day so that students are given ample opportunity to move around and refocus. You may also wish to give students ‘wiggle breaks’ during the read-aloud or related instruction in order to help them listen and attend for the necessary period of time.*

Two *Classic Tales* assessments are included that are to be administered at two points during the year to assess students’ general understanding of narrative language and the fiction genre. Domain Assessment 1 is to be administered after “The Gingerbread Man” and Domain Assessment 2 is to be administered after “The Three Little Pigs.”

Domain Calendar

The *Classic Tales* domain builds students’ knowledge of narrative language and the conventions of fictional storytelling. As noted on the previous page, stories from the *Classic Tales* domain are interspersed throughout the school year; they are to be taught during or after the various nonfiction domains. The schedule below indicates when the stories from *Classic Tales* should be taught.

Month*	Domain	Classic Tale
September	After <i>All About Me</i>	The Lion and the Mouse
September	After <i>All About Me</i>	The City Mouse and The Country Mouse
October	After <i>Family</i>	Goldilocks and the Three Bears
December	After <i>Animals</i>	The Gingerbread Man
Domain Assessment 1		
January	After <i>Animals</i>	The Shoemaker and the Elves
January	During <i>Plants</i>	The Little Red Hen
February	After <i>Plants</i>	Thumbelina
March	During <i>Habitats</i>	How Turtles Got Their Shells
April	During <i>Habitats</i>	Why Flies Buzz
May	After <i>Habitats</i>	The Three Little Pigs
Domain Assessment 2		

***Note:** The months indicated are approximations that may vary according to each preschool’s start date and calendar.

Domain Components

Along with this Teacher Guide, you will need:

- *Classic Tales* Flip Book
- *Classic Tales* Big Book
- *Classic Tales* Image Cards
- *Classic Tales* Activity Pages
- *Nursery Rhymes and Fables* Posters

Note: *Some activity pages are designed to be completed at school and some are designed as take-homes. You might decide to use the take-home activity pages in your classroom, rather than sending them home with students. The abridged read-alouds are an exception; these activity pages should always be sent home so that students have the opportunity to retell the story at home with their families.*

Why Classic Tales Are Important

Classic Tales will introduce students to traditional stories and fables that have been favorites among children for generations. Students will hear classic stories like “The Three Little Pigs,” “Goldilocks and the Three Bears,” “The Gingerbread Man,” and “The Little Red Hen.” The repetitive refrains in these stories help students build vocabulary and fluency, and provide opportunities for students to participate in the telling of the stories. *Classic Tales* also includes stories from other cultures, such as “How Turtle Cracked His Shell” and “Why Flies Buzz,” that attempt to explain the natural world. This domain also includes a selection of fables, or short stories that teach students important lessons, or morals. The fables in this domain include, “The Lion and the Mouse” and “The City Mouse and the Country Mouse.” Finally, the *Classic Tales* domain also includes well-known fairy tales that children find engaging and imaginative. These stories are “The Shoemaker and the Elves” and “Thumbelina.”

Throughout the year, as students listen to these classic tales, they will have opportunities to learn the basic structure of fictional stories and to tell stories themselves. Students will identify characters, settings, and events in the stories they hear and use these elements in their own

retellings. They will learn to distinguish between true and make-believe stories; between human and animal characters; and between stories set a long time ago and those that could occur in the present day. Finally, students will have opportunities not only to hear these stories read aloud, but also to interact with the printed texts of these stories through readings from the *Classic Tales* Big Book.

It is important to note that the content of some of these stories might unsettle some students. For example, in “The Gingerbread Man,” a cunning fox eats the main character, albeit a cookie; in “The Three Little Pigs,” the wolf falls into a pot of boiling water. In order to help young students understand the context for these events, it is important to remind students that the stories themselves are fiction.

Please feel free to substitute a trade book from the list of recommended trade books if you feel doing so would be more appropriate for students in your class. As you read your chosen trade book, use the same strategies that you have been using when reading the read-aloud selections in this teacher guide—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book, lead students in a discussion as to how the story or information in the book relates to the read-alouds in this domain.

Core Vocabulary for Classic Tales

The following list contains all of the core vocabulary words in *Classic Tales* in the forms in which they appear in the read-alouds in this domain. Boldface words in the list have an associated Word Work activity. The inclusion of the words on this list does not indicate that students are expected to use these words on their own; rather, students will gain familiarity with these words as they encounter them in read-alouds and associated activities. Repeated exposure across multiple retellings will provide students many opportunities to hear and understand these words. These multiple encounters with words provide the experiences students need to add words to their own vocabularies.

The Lion and the Mouse

accident
great
promise

The City Mouse and the Country Mouse

escaped
feast
grand
silverware

Goldilocks

finally
forest
startled
tiny

The Gingerbread Man

away
clever
mixture
tasty

The Shoemaker and the Elves

evening
morning
perfectly
poor
worried

The Little Red Hen

happily
harvested
lazy
relax
wonderful

Thumbelina*

beautiful
crown
floated
underground

How Turtle Cracked His Shell

flying south
summer
tightly
winter
wonder

Why Flies Buzz*

advice
coconut
politely
punishment
trampled

The Three Little Pigs*

afternoon
cart
chimney
continued
lane
hurried

The Three Horrid Little Pigs* by Liz Pichon

horrid
pesky
rude
sturdy

**These tales do not have an associated Word Work activity*

Assessments

Unlike the nonfiction domains in *CKLA Preschool* that include end-of-domain assessments designed to assess each student’s understanding of the specific content knowledge presented throughout the domain read-alouds, *Classic Tales* instead has two assessments—one in the middle of this Teacher’s Guide, and one at the end. These observation-based assessments should be administered to each student twice during the school year. The first assessment should be administered in December after the students have heard “The Gingerbread Man.” The second assessment should be administered in May after students have heard “The Three Little Pigs.” While Common Core State Standards for preschool have yet to be proposed nationally, these assessments are directly linked to the New York State Common Core State Standards for preschool that target general understanding of narrative language and the structure of stories.

Domain Icons

The icons below are used throughout the domain to indicate the setting in which the activities are designed to occur.

		Whole Group
		Small Group
		Learning Center
		Take-Home

Recommended Resources for Classic Tales

Trade Books

We highly recommend the inclusion of any of these books in your Library Center and/or for use as time permits throughout the year as additional read-alouds.

*Indicates that the text complexity or length of this trade book is likely above the comprehension level or attention span of preschoolers. Nevertheless, the pictures or themes in this book represent important opportunities for adults to facilitate conversations related to the content in this domain.

Used as a Domain Read-Aloud

1. *The Three Horrid Little Pigs*, by Liz Pichon (Tiger Tales, 2010)
ISBN 978-1589254237

Other Versions of Stories in the Domain

2. *Aesop's Fables*, by Beverly Naidoo and Piet Grobler (Frances Lincoln, 2011) ISBN 978-1847800077
3. *Aesop's Fables*, by Jerry Pinkney (Chronicle, 2000) ISBN 978-1587170003
4. *Goldilocks and the Three Bears*, by Jan Brett (Puffin, 1996)
ISBN 978-0698113589
5. *Goldilocks and the Three Bears*, by Valeri Gorbachev (North-South, 2003) ISBN 978-0735817821
6. *Rolling Along With Goldilocks and the Three Bears*, by Cindy Meyers and Carol Morgan (Woodbine House, 1999) ISBN 978-1890627126
7. *The Elves and the Shoemaker*, by John Cech and Kirill Chelushkin (Sterling, 2007) ISBN 978-1402730672
8. *The Elves and the Shoemaker*, by Paul Galdone (Sandpiper, 1986)
ISBN 978-0899194226
9. *The Elves and the Shoemaker*, by Jim LaMarche (Chronicle, 2003)
ISBN 978-0811834773
10. *The Elves and the Shoemaker*, by Alison Edgson (Child's Play, 2007)
ISBN 978-1846430763

11. *The Gingerbread Baby*, by Jan Brett (Juvenile, 2003)
ISBN 978-0399241666
12. *The Gingerbread Cowboy*, by Janet Squires and Holly Berry
(HarperCollins, 2006) ISBN 978-0060778637
13. *The Gingerbread Girl*, by Lisa Campbell Ernst (Dutton, 2006)
ISBN 978-0525476672
14. *The Gingerbread Man*, by Karen Schmidt (Scholastic, 1985)
ISBN 978-0590410564
15. *The Lion and the Mouse*, by Jerry Pinkney (Little, Brown, 2009)
ISBN 978-0316013567
16. *The Lion and the Mouse*, by Bernadette Watts (North-South, 2007)
ISBN 978-0735821293
17. *The Lion and the Mouse*, by Gail Herman and Lisa McCue (Random
House, 1998) ISBN 978-0679886747
18. **The Three Little Javelinas/Los Tres Pequeños Jabalies*, by Susan
Lowell and Jim Harris (Cooper Square, 2009) ISBN 978-0873589550
19. **The Three Little Wolves and the Big Bad Pig*, by Eugene Trivizas and
Helen Oxenbury (Margaret K. McElderry, 1997) ISBN 978-0689815287
20. *The True Story of the Three Little Pigs*, by Jon Scieszka and Lane
Smith (Puffin, 1996) ISBN 978-0140544510
21. **Why Mosquitos Buzz in People's Ears*, by Verna Aardema and Leo
and Diane Dillon (Puffin/Dial, 1992) ISBN 978-0140549058
22. **With Love, Little Red Hen*, by Alma Flor Ada and Leslie Tryon
(Atheneum, 2004) ISBN 978-0689870613
23. **Yours Truly, Goldilocks*, by Alma Flor Ada and Leslie Tryon
(Atheneum, 2001) ISBN 978-0689844522

Tales and Stories with a Strong Female Lead

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

Recommended Supplementary Stories to be read throughout the year

Note: This Supplementary Stories list is intended as a reference for you to use as you choose fictional stories to read throughout the school year. It is not meant to be a comprehensive list; it does, however, contain many classic stories that children have enjoyed for generations. These stories can also be included in the classroom library for students to browse independently or with your guidance.

26. *A Boy, A Dog and A Frog*, by Mercer Meyer (Dial, 2003)
ISBN 978-0803728806
27. *Abuela*, by Arthur Dorros and Elisa Kleven (Puffin, 1997)
ISBN 978-0140562255
28. *Baby Rattlesnake*, by Lynn Moroney and Mira Reisberg (Children's Book Press, 2006) ISBN 978-0892392162
29. *Blueberries for Sal*, by Robert McCloskey (Viking, 1948)
ISBN 978-0670175918
30. *Borreguita and the Coyote*, by Verna Aardema and Petra Mathers (Dragonfly, 1998) ISBN 978-0679889366
31. *Bringing the Rain to Kapiti Plain*, by Verna Aardema and Beatriz Vidal (Puffin, 1992) ISBN 978-0140546163
32. *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. and Eric Carle (Henry Hold, 1992) ISBN 978-0805017441
33. *Caps for Sale: A Tale of a Peddler, Some Monkeys and Their Monkey Business*, by Esphyr Slobodkina (Perfection Learning, 1987)
ISBN 978-0812422122
34. *Corduroy*, by Don Freeman (Viking, 2008) ISBN 978-0670063369
35. *Cuckoo/Cucu: A Mexican Folktale/Un cuento folklórico mexicano*, by Lois Ehlert (Sandpiper, 2000) ISBN 978-0152024284
36. *Curious George*, by H.A. Rey (HMH, 1973) ISBN 978-0395150238
37. *Frederick*, by Leo Lionni (Dragonfly, 1973) ISBN 978-0394826141
38. *Goodnight Moon*, by Margaret Wise Brown and Clement Hurd (HarperCollins, 2006) ISBN 978-0064430173
39. *Harold and the Purple Crayon*, by Crockett Johnson (HarperCollins, 1998) ISBN 978-0064430227

40. *How the Stars Fell into the Sky: A Navajo Legend*, by Jerrie Oughton (Sandpiper, 1996) ISBN 978-0395779385
41. *I Know an Old Lady Who Swallowed a Fly*, by Nadine Bernard Wescott (Little, Brown, 1980) ISBN 978-0316931274
42. *Juan Bobo Goes to Work: A Puerto Rican Folk Tale*, by Marisa Montes and Joe Cepeda (Rayo, 2000) ISBN 978-0688162337
43. *Just a Minute: A Trickster Tale and Counting Book*, by Yuyi Morales (Chronicle, 2003) ISBN 978-0811837583
44. **La lagartija y el sol/ The Lizard and the Sun*, by Alma Flor Ada and Felipe D'avalos (Dragonfly, 1999) ISBN 978-0440415312
45. **Little Red Riding Hood*, by Jerry Pinkney (Little, Brown, 2007) ISBN 978-0316013550
46. *Madeline*, by Ludwig Bemelmans (Viking, 2000) ISBN 978-0140564396
47. *Make Way for Ducklings*, by Robert McCloskey (Puffin, 1999) ISBN 978-0140564341
48. *Mike Mulligan and His Steam Shovel*, by Virginia Lee Burton (Sandpiper, 1977) ISBN 978-0395259399
49. *Millions of Cats*, by Wanda Gag (Puffin, 2006) ISBN 978-0142407080
50. *Miss Rumphius*, by Barbara Cooney (Puffin, 1985) ISBN 978-0140505399
51. **Mufaro's Beautiful Daughters*, by John Steptoe (Puffin Books, 2008) ISBN 978-0140559460
52. *Napi*, by Antonio Ramirez and Domi (Groundwood, 2004) ISBN 978-0888996107
53. *Pele and the Rivers of Fire*, by Michael Nordenstrom (Bess Press, 2002) ISBN 978-1573060790
54. *Pretty Salma: A Little Red Riding Hood Story from Africa*, by Niki Daly (Clarion, 2007) ISBN 978-0618723454
55. *Raven: A Trickster Tale from the Pacific Northwest*, by Gerald McDermott (Sandpiper, 2001) ISBN 978-0152024499
56. *Stone Soup*, by Jon J Muth (Scholastic, 2003) ISBN 978-0439339094
57. *Strega Nona*, by Tomie dePaola (Little Simon, 2011) ISBN 978-1442433557

58. *Swimmy*, by Leo Lionni (Dragonfly, 1987) ISBN 978-0394826202
59. *The Bossy Gallito/El Gallo de Bodas: A Traditional Cuban Folktale*, by Lucia M. Gonzalez and Lulu Delacre (Scholastic, 1999) ISBN 978-0439067577
60. **The Complete Tales*, by Beatrix Potter (Warne, 2006) ISBN 978-0723258049
61. *The Fantastic Flying Books of Mr. Morris Lessmore*, by William Joyce (Atheneum, 2012) ISBN 978-1442457027
62. *The Further Tale of Peter Rabbit*, by Emma Thompson (Warne, 2012) ISBN 978-0723269106
63. *The Giant Cabbage: An Alaska Folktale*, by Cherie B. Stihler and Jeremiah Trammell (Sasquatch, 2003) ISBN 978-1570613579
64. *The Legend of the Bluebonnet*, by Tomie dePaola (Puffin, 1996) ISBN 978-0698113596
65. *The Legend of the Poinsettia*, by Tomie dePaola (Puffin, 1997) ISBN 978-0698115675
66. *The Little Engine That Could*, by Watty Piper (Grosset & Dunlap, 1978) ISBN 978-0448405209
67. *The Runaway Bunny*, by Margaret Wise Brown and Clement Hurd (HarperCollins, 2005) ISBN 978-0060775827
68. *The Snowy Day*, by Ezra Jack Keats (Viking, 2011) ISBN 978-0670012701
69. *The Story of Ferdinand*, by Munro Leaf and Robert Lawson (Viking, 2011) ISBN 978-0670013234
70. *The Tale of Rabbit and Coyote*, by Tony Johnson and Tomie dePaola (Puffin, 1998) ISBN 978-0698116306
71. *The Ugly Duckling*, by Hans Christian Andersen and Jerry Pinkney (HarperCollins, 1999) 978-0688159320
72. *Tikki Tikki Tembo*, by Arlene Mosel and Blair Lent (Square Fish, 2007) ISBN 978-0312367480
73. *Where the Wild Things Are*, by Maurice Sendak (HarperCollins, 1988) ISBN 978-0060254926
74. *Zomo the Rabbit: A Trickster Tale from West Africa*, by Gerald McDermott (Sandpiper, 1996) ISBN 978-0152010102

Online resources for teachers and students

The Lion and the Mouse

1. Templates for coloring pages, posters, crafts, puppets, jigsaw puzzle
<http://www.dltk-teach.com/fables/lion/index.htm>
2. Animated video cartoon (12 minutes)
<http://www.youtube.com/watch?v=rGCvtuPqXvQ>
3. Visual animation of the story with no voice-over; could be used for retelling (4 minutes)
<http://www.us.penguingroup.com/static/packages/us/yreaders/aesop/index.html>
4. Cartoon video (2:30 minutes)
<http://www.youtube.com/watch?v=iz7GY61zQLs&feature=related>
5. Click-the-page storybook retelling; each word in the text is highlighted left to right as the story is retold
<http://www.kizclub.com/storytime/lionmouse/mousenlion2.html>
6. Animated retelling of the story, page by page; no written text
<http://www.us.penguingroup.com/static/packages/us/yreaders/aesop/index.html>
7. The City Mouse and the Country Mouse Cartoon Video (2:33 minutes)
<http://www.youtube.com/watch?v=3XTU-jB83zc>
8. Click-the-page storybook retelling; each word in the text is highlighted left to right as the story is retold
<http://www.kizclub.com/storytime/citymouse/mouse4.html>
9. First Grade class film production
<http://vimeo.com/4296901>

Goldilocks and the Three Bears

10. Cartoon with text
<http://www.britishcouncil.org/kids-stories-goldilocks-popup.htm>
11. Classic short film from 1958 with real bears! (10 minutes)
http://archive.org/details/goldilocks_and_the_three_bears
12. Activity and extension ideas
<http://www.first-school.ws/activities/fairytales/3bears.htm>

The Gingerbread Man

13. Great pictorial reading by John Krasinski (“Jim” from *The Office*)
<http://www.youtube.com/watch?v=7NjDUMeBaUo>
14. Resources and crafts
<http://www.kidzone.ws/thematic/gingerbread/list.htm>
15. Fun gingerbread activities for school or home
<http://www.littlegiraffes.com/gingerbread.html>

The Shoemaker and the Elves

16. Book read aloud by narrator
<http://www.waterfordearlylearning.org/demo/shoemaker-and-the-elves>
17. Various activity pages and ideas for acting out the story
http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/teacher/english/elves/index.htm
18. Elves and the Shoemaker coloring book
<http://www.bbc.co.uk/cbeebies/misc/stories/misc-theelvesandtheshoemaker>
19. Activity pages, flashcards, and games
<http://www.primarytreasurechest.com/once-upon-a-time/the-elves-and-the-shoemaker.html>

The Little Red Hen

20. Book read aloud by narrator
<http://www.youtube.com/watch?v=smspKuKqt5c>
21. Resources including a dramatization
http://www.storybus.org/stories_and_activities/the_little_red_hen
22. Gullah retelling
<http://knowitall.org/gullahtales/tales/redhen/flash/english.html>

Thumbelina

23. Animated retelling
<http://www.youtube.com/watch?v=FJ2Do2FPLsl>
24. Online painting game
<http://www.maths-and-games.com/index.php?lang=en&id=2132>

How Turtle Cracked His Shell

25. Turtle fingerplays and songs

http://www.preschooexpress.com/music_station02/music_station_jul02.shtml

Why Flies Buzz

26. Other Nigerian folktales

http://www.worldoftales.com/Nigerian_folktales.html

The Three Little Pigs

27. Activities and crafts

<http://www.dltk-teach.com/rhymes/pigs/index.htm>

28. Pig mask craft

<http://www.speakaboos.com/worksheet/arts-and-crafts/the-three-little-pigs>

29. Craft and activity ideas

<http://www.makinglearningfun.com/themepages/3LittlePigsPrintables-.htm>

✓ Lesson 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 unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Describe an event that has already taken place outside the immediate place and time (SL.P.4)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “The Lion and the Mouse” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Assume the perspective of the lion and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Understand and use complex sentences with clauses introduced by *because* (L.P.1f)
- ✓ Express a personal opinion (SL.P.6)

Core Vocabulary

accident, n. Something that just happens and is usually bad

Example: The accident happened when the two cars crashed into each other.

Variation(s): accidents

great, adj. Very large or big; wonderful

Example: The elephant at the zoo needed a great, big bowl for his drinking water.

Variation(s): greater, greatest

promise, v. To say you are sure you will do something

Example: I promise to return the book I borrowed from the library.

Variation(s): promises, promised, promising

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Essential Background Information or Terms		5
	W Identifying Characters		
	W Purpose for Listening		
Presenting the Read-Aloud	W The Lion and the Mouse		10
Discussing the Read-Aloud	W Comprehension Questions		10
Teacher-Led Learning Center	L The Lion and the Mouse	Activity Page 1A-1; writing utensils; drawing tools	During Center Time
Take-Home Material	T Family Letter; "The Lion and the Mouse"; Tell Me About the Lion and the Mouse	Activity Pages 1A-2, 1A-3, 1A-4	*

Introducing the Read-Aloud

5 minutes



Essential Background Information or Terms

Tell students they will hear a special kind of story called a *fable*. A fable is a story that teaches a little lesson, or a moral. This fable is a very old story that was written by a man named Aesop (\EE-sop\) who lived long, long ago. Tell students that this fable teaches a lesson about a very tiny mouse who helped a very big lion.

Ask students, "Have you ever helped a friend do something that was hard for them to do on their own?" Tell students that sometimes we need our friends to help us do things we cannot do alone.



Identifying Characters

Show Flip Book Page 1A-1 and point to the mouse in the illustration when asking about mice. Then point to the lion when asking about lions.

Tell students there are two characters in this story. Characters are the people or animals the story is about. Tell students that the characters in fables are often animals. In this story, the characters are a mouse and a lion. Ask students, "What do you know about mice?" Have students describe mice and be sure to highlight that mice are very small and have sharp teeth. Ask students, "What do you know about lions?" Be sure to mention that lions are a kind of cat. Just like cats, they like to sleep a lot and chase mice.



Purpose for Listening

Tell students that the title or name of the fable they will hear today is “The Lion and the Mouse.” Ask them to listen carefully to find out what the characters do to help each other in this story.

The Lion and the Mouse



← SHOW FLIP BOOK PAGE 1A-1: **Sleepy lion watches mouse**

1 *Accident* means he didn't do it on purpose.

2 How do you think the lion felt when he was woken up from his nap?

Once upon a time, there was a little mouse. The little mouse liked to scamper about among the trees in the jungle. One day, quite by **accident**, he ran across the paws of a sleeping lion. **1** This woke the lion up from his peaceful afternoon nap. **2**

As you can imagine, the lion was not at all pleased. He did not like to be woken up before he was ready. It made him grumpy—very grumpy! The lion opened one eye. Then he opened the other eye.



← SHOW FLIP BOOK PAGE 1A-2: **Angry lion clutches mouse**

The lion reached out and angrily grabbed the tiny mouse in his big paws.

The lion was just about to eat him when the mouse cried out, "Please, kind sir, I didn't mean to disturb you. If you will let me go, I will be forever grateful. I **promise** **3** that one day I will return your kindness by helping you."

3 A *promise* is something you are sure you will do



← SHOW FLIP BOOK PAGE 1A-3: **Lion lets mouse go**

The lion laughed out loud. "How could such a little animal ever help so **great** **4** an animal as a lion?" he asked. All the same, the lion decided to let the little mouse go.

4 or big



← SHOW FLIP BOOK PAGE 1A-4: **Angry lion caught in net**

Not long after, the mouse was once again scurrying about among the trees in the jungle. **5** Suddenly, the sound of a loud roar rose up into the air. The mouse shivered with fright and considered running in the opposite direction. However, the mouse bravely set off to discover who or what had made such a loud noise.

5 or hurrying around

The mouse came upon a small clearing in the trees. There, he saw the very same lion trapped in a hunter's net made of ropes.

6 [Point to the net and tell the students that the lion is caught in the net.]

7 or chew



← **SHOW FLIP BOOK PAGE 1A-5: Mouse has chewed the lion free**

8 This story teaches us a little lesson, or a moral.

9 or lesson

10 Great in this sentence means wonderful.

The lion was roaring ferociously. He was also struggling to free himself from the tangled web of ropes. **6** Sadly, no matter how hard he struggled, he was not able to escape the hunter's trap.

Once again, the little mouse thought about running away. The lion's roars were so frightening! But he also remembered his promise to the lion. He had promised that if the lion let him go, he would return his kindness. He was a mouse who kept his promises. He thought very carefully and came up with a plan.

He ran to the side of the great beast and began to gnaw **7** on the ropes. He kept on gnawing and gnawing with his sharp teeth. He gnawed until he could gnaw no more. At last he made a hole in the net big enough for the lion to escape through.

The noble lion sprang from the net and shook his mane. Then he looked up at the tiny mouse. The tiny mouse looked down at the lion.

"Thank you," said the lion. "You kept your promise." And with that, the lion sprang forward and disappeared into the shadows cast by the trees. **8**

*The moral **9** of this story is:*

*Friends who are little in size can still be great friends. **10***

The End



Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand students’ responses using richer and more complex language. Sample responses are given below. As you model responses for students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

1. *Literal* Who are the characters in the story?
 - The **characters** in the story are the lion and the mouse.
2. *Literal* Why was the lion angry at the mouse?
 - The lion was angry at the mouse **because** the mouse woke him up from a nap.
3. *Inferential* Why did the lion decide to let the mouse go?
 - Answers may vary, but may include reference to the fact that **the mouse promised he would help the lion someday** if he let him go.
4. *Literal* Who traps the lion? What does he use to trap him?
 - The **hunter** uses the **net** to trap the lion.
5. *Literal* How did the mouse help the lion?
 - The mouse helped the lion by **chewing or gnawing through the net** to set him free.
6. *Evaluative* Do you think that friends who are little in size can help those who are larger in size? How do you help your mom/dad/teacher?
 - Answers may vary.

Teacher-Led Learning Center Activity



Art Center

Students will have the opportunity to color and talk about the characters from the story “The Lion and the Mouse.” Give each student **Activity Page 1A-1: The Lion and the Mouse**. Provide a variety of types of writing utensils and drawing tools such as colored pencils, pencils, crayons, and markers.

- Read the title of the Activity Page to students as you run your finger under the text, explaining that this is also the title or name of the story.
- Ask students if they can name the two animal characters in the story.
- Tell students to color the picture of each character.
- Once students have colored their pictures, ask them to think of words to describe each of the characters, prompting as necessary. Students might use some of the following words:
 - Lion—*large, great, sleepy, grumpy, angry, grateful*
 - Mouse—*little, tiny, scared, grateful, brave*
- Help each student think of a sentence about one of the characters, using one of the description words (above). Write the student’s sentence beside the character.

Take-Home Material



Family Letter; “The Lion and the Mouse”; Tell Me About the Lion and the Mouse

Give students the following items to complete at home with an adult:

- **Activity Page 1A-2: Family Letter**
- **Activity Page 1A-3: The Lion and The Mouse**
- **Activity Page 1A-4: Tell Me About the Lion and the Mouse**

✓ Lesson 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 unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Point to the front cover, title, title page, where to start reading, and the order that words are read on a page (RF.P.1a)
- ✓ With prompting and support, describe and show what the author and illustrator contributed to the creation of “The Lion and the Mouse” (RL.P.6)
- ✓ Attend and listen to the illustrated Big Book story “The Lion and the Mouse” (RL.P.5)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “The Lion and the Mouse” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ With prompting and support, ask and answer questions about the word *accident* (RL.P.4)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner’s comments (SL.P.1b)
- ✓ With prompting and support, use the word *accident* acquired through conversations, reading and being read to, and responding to “The Lion and the Mouse” (L.P.6)
- ✓ Classify by the conceptual categories *accident* and *not an accident* (L.P.5a)
- ✓ With prompting and support, retell “The Lion and the Mouse” including characters, a beginning, and an ending (RL.P.2, RL.P.3)

- ✓ Show understanding of temporal words and phrases: *once upon a time, first, next, then, the end* (L.P.5c)
- ✓ With prompting and support, sequence illustrations of three events in “The Lion and the Mouse” (RL.P.2)

At a Glance		Exercise	Materials	Minutes
Review “The Lion and the Mouse”	W Introducing the Big Book	Classic Tales Big Book	5	
	W Presenting the Big Book			
Word Work: Accident	W Defining <i>Accident</i>	Image Cards 1B-1, 1B-2, 1B-3, 1-B4	10	
	W Deepening Understanding			
 Complete remainder of lesson later in the day				
Extension Activities	W Let’s Tell a Story	Image Cards 1B-5, 1B-6, 1B-7	10	
	S What Happens Next	Activity Page 1B-1; scissors; construction paper (optional)	10	
Teacher-Led Learning Center	L Writing Center	Activity Page 1B-1; small blank book for each student; scissors; glue; writing utensils	During Center Time	
Take-Home Material	T Let’s Tell a Story	Booklets from Writing Center Activity	*	

Advance Preparation

- Cut apart **Image Cards 1B-3** and **1B-4** before beginning instruction.
- Prior to the lesson, prepare small blank books for each student. Each book should have a front and back cover and three interior pages. Directions for making a blank book can be found here: <http://www.apartmenttherapy.com/simple-blank-book-how-to-116943>.
Note: You could also use a stapler to bind the book.
- If needed, cut Activity Page 1B-1 for students. If students are ready, students will cut the page themselves



Introducing the Big Book

- Show students the cover of the *Classic Tales* Big Book.
- Tell students that the cover has words and pictures that tell what the book is about.
- Point to and read the title: *Classic Tales* Big Book and explain that these words tell us that the book has many different stories or tales in it. It is called a big book because it is larger than most books so that everyone can see the pictures and read the words.
- Tell students that this book has many different stories in it and that they are going to get to read from it all year long.
- Tell students to watch your finger when you read the book because you are going to point to each word as you read it.
- Turn to page 1 of the *Classic Tales* Big Book



Presenting the Big Book

Title Page

- Read the title while running your finger under the words. Explain that most books and stories have a title page that tells the name of the book or story. Point to the author of the story and remind children that this is a special kind of story called a *fable* that was written a long time ago by an author named Aesop. Read the name of the illustrator and tell students that the illustrator is the person who drew the pictures.

Page 3

- **FIRST READ** ▶ ... was scampering about.
THEN DISCUSS ▶ *Or running quickly*

Page 4

- **FIRST READ** ▶ ... great, big, furry paws.
THEN DISCUSS ▶ *What does the lion do with the mouse? What does the mouse promise the lion?*
 - The lion lets the mouse go. The mouse promises to help the lion in the future.

Page 6

- **FIRST READ** ▶ ... in a net made of ropes.
THEN DISCUSS ▶ *Do you remember who set the trap?*
 - A hunter set the trap.
- **FIRST READ** ▶ ... to keep his promise.
SAY OR ASK ▶ *Or something he was sure he would do.*

Page 7

- **FIRST READ** ▶ *The moral of this story is:*
THEN DISCUSS ▶ *A moral is a little lesson. Do you remember the moral of this story? The moral of the story is: Friends who are little in size can still be great friends.*
- Ask students whether they think this story could really happen (e.g., can a lion and mouse talk?). Explain that while parts of the story could happen (e.g., a lion could get trapped in a hunter's net, a mouse could chew through the net, etc.) other parts, such as the lion and mouse talking, are pretend, or make-believe, and could not really happen.

Word Work: Accident

10 minutes



Defining Accident

1. In the read-aloud you heard, "One day, quite by *accident*, the mouse ran across the paws of a sleeping lion."
2. Say the word *accident* with me.
3. An accident is something that you don't do on purpose; it just happens and it is usually bad.
4. In our story, it was an accident that the mouse ran across the lion's paw because the mouse didn't mean to do it.
5. **Show Image Card 1B-1: Spilling Milk**
The little girl in this picture has spilled milk on the floor by accident. She did not mean to spill the milk; it just happened. She meant to pour the milk into her glass.

- Sometimes things happen by accident, like when the mouse woke up the lion by accident. I want everyone to say what I say, “The mouse woke up the lion by accident.” Say that with me, “The mouse woke up the lion by accident.” Now, I want each of you to turn to your friend and say that same thing, “The mouse woke up the lion by accident.” Then, I want your friend to say the same thing to you. Can anyone share a story about a time they did something by accident?
- What’s the word we’ve been talking about that means something that just happens that is usually bad?



Deepening Understanding

Act it Out

Use puppets or stuffed animals to role-play an accident by making the puppets accidentally bump into each other. Then, ask the class what the puppets could say to make each other feel better. Model the conversation using the puppets. Finally, invite students to act out an accident and apology using the puppets.

Is it or Isn't it?

In this activity, students will sort pictures according to whether they are something that happened by accident or something that was done on purpose. Use **Image Card 1B-1: Spilling Milk** as one header and **Image Card 1B-2: Pouring Milk** as the other header. Tell students you are going to show them some pictures and you would like them to think about whether or not they are something that happened by accident or on purpose. They will put the pictures of the accidents under **Image Card 1B-1: Spilling Milk** and things that were not an accident under **Image Card 1B-2: Pouring Milk**. Mix up and show students pictures from **Image Card 1B-3: Accident Examples** and **Image Card 1B-4: Not an Accident Examples**. As you show each card, ask students to name the image, then turn it upside down and place it on the floor. After you have finished showing all of the cards, have students come forward and choose a card. Have students sort images under the headers and reinforce the meaning of the word accident by saying, “Yes, that is an accident because that girl did not mean to do it, it just happened.” or “That is not an accident because that boy did it on purpose.”



Complete Remainder of Lesson Later in the Day

Note: The extension activity must be completed prior to the teacher-led learning center.

Whole Group

Let's Tell a Story

10 minutes

Using Image Cards 1B-5: Sleepy Lion Watches Mouse, 1B-6: Angry Lion Caught in Net, and 1B-7: Mouse Has Chewed the Lion Free, ask students to retell the story “The Lion and the Mouse.”

Place Image Cards face down on a blackboard or easel where all students can see them. Turn over one card at a time and ask students to describe what is happening in each image. Mix up the order of the cards, and then ask students which event happened first in the story. Put the first image on students' left. Then order the other two images until the three cards are in the correct order from left to right. Model a brief retelling of the story based on the images for the students, using words such as *once upon a time*, *first*, *next*, *then*, *the end*, etc. Emphasize that you are using the pictures to help you tell the story.

Small Group

What Happens Next?

10 minutes

Note: If students are not ready to use scissors to cut out squares, cut the Activity Page images for students prior to beginning the activity.

Give each student **Activity Page 1B-1: Tell the Story of “The Lion and the Mouse.”** Have students cut apart the images, or assist them in doing so. Tell the students you want them to put the pictures in the same order that they happened in the story they heard.

Once students have sequenced their images, model a simple retelling of the story based on the pictures. Then, ask each student to tell you a story based on the pictures. Prompt students by saying, “Tell me about what is happening in the pictures.”

Save each student's images for use in the teacher-led learning center.

Optional: You may want to provide a placemat or piece of construction paper for each student to use as s/he lays out the images from left to right. You can provide additional support by placing a large green dot at the far left of the mat to signal the starting point and a red dot at the end of the mat to signal the stopping point. You might also draw three boxes the same size as the images where students can place the pictures.

Teacher-Led Learning Center



Writing Center

Provide each student with a small blank book that has a front and back cover and three pages (see **Advance Preparation**). Have students make their own “The Lion and the Mouse” books by pasting their pictures from **Activity Page 1B-1: Tell the Story of “The Lion and the Mouse”** onto the pages of the book. Tell students to leave the front cover of the book blank, pasting the first picture on an inside page.

Check to ensure that students have pasted the pictures in the correct sequence. Then, have students observe you as you write the title of the book on the front cover. Tell them that you are writing the title, or the name of the book, on the cover. Next, write ‘Illustrated by’ and each child’s name on the front cover of his book. Explain to students that they are the ‘illustrator’ of the book because they added the pictures to the book.

Take-Home Material



Let’s Tell a Story

Have students take home the books they made in the Writing Center. Instruct students to tell the story of “The Lion and the Mouse” to an adult using the pictures in the book to tell the story.

✓ Lesson 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 unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ With prompting and support, describe an illustration and make connections to the story and self (RL.P.7)
- ✓ Describe an illustration or text in “The City Mouse and the Country Mouse” and make connections to self and the world around them (RL.P. 11)
- ✓ Predict events in “The City Mouse and the Country Mouse” (RL.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “The City Mouse and the Country Mouse” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Identify and express mental states and emotional feelings (SL.P.6)
- ✓ Assume the role of the mice from “The City Mouse and the Country Mouse” and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Express a personal opinion (SL.P.6)
- ✓ With prompting and support, use the words *feast* and *silverware* acquired through conversations, reading and being read to, and responding to texts (L.P.6)

Core Vocabulary

escaped, v. Got away from something dangerous

Example: The mouse escaped from the cat's claws.

Variation(s): escape, escapes, escaping

feast, n. A big, special meal with lots of fancy food

Example: At Thanksgiving, my family has a big feast with turkey, mashed potatoes, gravy, and pumpkin pie.

Variation(s): feasts

grand, adj. Very big and fancy

Example: The beautiful, old house had a grand staircase with soft, red carpet and a gold railing.

Variation(s): grander, grandest

silverware, n. Tools like forks, knives, and spoons that are used for eating food

Example: My mother asked me to set the dinner table with silverware.

Variation(s): none

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Essential Background Information or Terms		5
	W Where Are We?	Image Cards 2A-1, 2A-2	
	W Purpose for Listening		
Presenting the Read-Aloud	W "The City Mouse and the Country Mouse"		15
Discussing the Read-Aloud	W Comprehension Questions		5
Teacher-Led Learning Center	L Dramatic Play Center	Props for plain and fancy table settings	During Center Time
Take-Home Material	T "The City Mouse and the Country Mouse"	Activity Page 2A-1	

Advance Preparation

Prior to the lesson, collect materials for the plain and fancy table settings to be used in the dramatic play center. For example, for the plain table setting, collect simple play food (a can of peas, corn on the cob, etc.) paper napkins, and plastic cutlery. For the feast in the city, collect a tablecloth or placemats, cloth napkins, an unlit candle, fancy silverware and fancy play food (desserts, etc.) You may also choose to add some dress-up accessories (simple and fancy hats, a bandana, a bow tie, tutu, feather boa, etc.)

Introducing the Read Aloud

5 minutes

Whole
Group

Essential Background Information or Terms

Tell students they are going to listen to the fable of “The City Mouse and the Country Mouse.” Tell students that fables are stories that were written a long time ago by a man named Aesop (/EE-sop/). Ask students to say *Aesop* with you. Remind students that a fable is a story that teaches a little lesson, or moral. “The Lion and the Mouse” is another fable that students have heard that taught a lesson (i.e., friends who are little in size can still be great friends).

Whole
Group

Where Are We?

Tell students there are two settings in this story. The setting is where the story takes place. This story is set in two places, the country and the city. Tell students they are going to learn about the differences between these two settings.

Show Image Card 2A-1: City Scene

Tell students, “This is a picture of the city.” Explain to students that the city is crowded and noisy, and has lots of buildings, cars and people. Ask students if they have ever visited the city. Ask students what they saw when they were in the city.

Show Image Card 2A-2: Country Scene

Tell students, “This is a picture of the country.” Explain to students that the country is a place that has lots of space with fewer buildings, is very quiet, and does not have much traffic. Ask students if they have ever visited the country. Ask students what they saw when they were in the country.



Purpose for Listening

Tell students they are going to hear a fable called “The City Mouse and the Country Mouse” about two characters who live in different places and like different things. Explain that the main characters in this story are two mice—a Country Mouse, who lives in the country, and a City Mouse, who lives in the city. Tell students to listen for the kinds of things the Country Mouse likes and the kinds of things the City Mouse likes.

The City Mouse and the Country Mouse



1 The Country Mouse

2 The City Mouse

← SHOW FLIP BOOK PAGE 2A-1: **Mice meet in the country**

Once upon a time, there were two mice who were cousins. One mouse lived in a small, simple house in the country **1**. The other mouse lived in a large, stylish house in the city. **2**

One day, the City Mouse went to visit his cousin in the country. The Country Mouse was very happy to see the City Mouse. He invited his cousin to stay for dinner.



← SHOW FLIP BOOK PAGE 2A-2: **Mice dine in the country**

The Country Mouse pulled two silver thimbles up to a spool of thread. The thimbles and spool of thread became two chairs and a table. He set the table with two acorn caps and a little birthday cake candle. He served a simple **3** meal. They ate ripe peas and corn.

As they were eating, the City Mouse became less cheerful. Suddenly he said, “Dear Cousin, however do you put up with such plain food?”

The Country Mouse was thoughtful for a moment. Then he replied, “My apologies, Cousin, but this is what we eat most of the time in the country.” **4**

3 or plain

4 Did the City Mouse like the Country Mouse's food?

The City Mouse promptly invited the Country Mouse to come with him to the city. “Just wait until you taste the wonderful foods we have in the city,” he said. “I can assure you, you will not want to return to the country.”



← SHOW FLIP BOOK PAGE 2A-3: **Mice arrive in the city**

So the City Mouse and Country Mouse set off. They scampered through the fields and the neighborhoods and into the city. They arrived late that evening. The Country Mouse saw immediately that his cousin lived in a very **grand5** house.

“Shhhh!” said the City Mouse as they entered the house through a little hole in the wall. “We don’t want anyone to hear us!” The City Mouse led the way as he dashed from room to room making sure no one was there.

5 or big and fancy



← SHOW FLIP BOOK PAGE 2A-4: **Mice dine in city**

6 or a big, special meal with lots of food

Finally, feeling safe, he waved his arm and invited his country cousin into a large dining room. Once there, they ran up the leg of a huge dining table. The remains of somebody’s magnificent **feast** **6** still lay spread out on the table. They had left behind their **silverware**, their crystal glasses, their napkins—and a lot of their delicious food.

“This is how we eat every day in the city,” said the City Mouse.

The Country Mouse could hardly believe it. There was so much fancy food! There were bunches of fresh green grapes left behind. There were even slices of a delicious chocolate cake with luscious icing! There was more food than the Country Mouse had ever seen before.

The two mice got busy, nibbling away. “Delicious,” munched the Country Mouse. “I have never eaten such fine food.”

Then both mice stopped in the middle of a bite. They heard loud growls, snarls, and hisses nearby. **7**

“Quick! Follow me!” yelled the City Mouse.

7 What do you think it might be?



← SHOW FLIP BOOK PAGE 2A-5: **Mice hiding from the cat**

8 How do you think the mice felt?

9 or got away

He scampered to the floor, with his cousin right behind him. At that very moment, an angry-looking cat raced into the dining room. **8** The two mice ran for their lives! They **escaped** **9** just in time, dashing through a small hole in the wall.

“Whew! That was close,” said the City Mouse. “We’ll wait here until they leave, and then we can finish our meal.”

But the Country Mouse was so frightened, he couldn’t reply. He had never been in such danger before. He thought about his simple house in the country. He realized how much better he liked it there. He decided that it was time to go home.



← SHOW FLIP BOOK PAGE 2A-6: **Country Mouse leaves city**

10 Each mouse felt most comfortable in his own setting with the things he was used to eating.

The Country Mouse did not even say goodbye to his cousin. He picked up his belongings and scampered out of the city house. He ran all the way home to the country, where he felt safe and happy.

*The moral of the story is: There’s no place like home. **10***

The End



Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand students’ responses using richer and more complex language. Sample responses are given below. As you model responses for students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

1. *Literal* What kinds of food did the Country Mouse serve? What kinds of food did the City Mouse serve?
 - The Country Mouse served **simple foods** like peas and corn and the City Mouse served **fancy foods** like chocolate cake and grapes.
2. *Evaluative* Would you like to eat the plain, country food or the fancy, city food?
 - Answers may vary.
3. *Literal* Describe where each mouse lived.
 - The Country Mouse lived in a small, simple house in the country. He used thimbles and a spool of thread for chairs and a table. He set the table with two acorn caps and a little birthday cake candle. The City Mouse lived in a very grand house. They entered the house through a little hole in the wall. He had a large dining room with a huge dining table, silverware and crystal glasses.
4. *Inferential* Why does the Country Mouse like the country better than the city?
 - Country Mouse feels **safe and comfortable** in the country. He likes the **plain, simple food** in the country. He **feels at home** in the country. He **was scared** when he got chased by the cat in the city.

Teacher-Led Learning Center



Dramatic Play Center

At tables in the classroom, or during a meal, have students re-enact the city and country meal scenes from “The City Mouse and the Country Mouse.” For the meal in the country, set up a plain, simple dining table; for the feast in the city, set up a fancy dining table (see **Advance Preparation**). Explain to children that they can pretend to be either city mice or country mice. Perhaps the city mice dress up in fancy dress clothes. Then, sit with the children at the table and pretend to be either city mice or country mice enjoying a meal. Model use of the words *feast* and *silverware* for students as they eat their pretend meal in the city or country.

Take-Home Material



“The City Mouse and the Country Mouse”

Give students the following items to complete at home with an adult:

- **Activity Page 2A-1: The City Mouse and the Country Mouse**

✓ Lesson 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 unit.


Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to the illustrated Big Book story “The City Mouse and the Country Mouse” (RL.P.5)
- ✓ Point to the front cover, title, table of contents, pages, and title page (RF.P.1a)
- ✓ With prompting and support, describe and show what the author and illustrator contributed to the creation of “The City Mouse and the Country Mouse” (RL.P.6)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “The City Mouse and the Country Mouse” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Assume the perspective of the mice and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Identify and express physical sensations, mental states, and emotional feelings (SL.P.6)
- ✓ With prompting and support, ask and answer questions about the word *feast* (RL.P.4)
- ✓ With prompting and support, use the word *feast* acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ Combine simple sentences using *and* (L.P.1f)

- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner’s comments (SL.P.1b)
- ✓ With prompting and support, describe an illustration and make connections to the story and self (RL.P.7, RL.P.11)
- ✓ Classify by other conceptual categories (L.P.5a)
- ✓ Express a personal opinion (SL.P.6)

At a Glance

	Exercise	Materials	Minutes
Review “The City Mouse and the Country Mouse”	W Introducing the Big Book	Classic Tales Big Book	5
	W Presenting the Big Book		
Word Work: Feast	W Defining Feast		10
	W Deepening Understanding		
 Complete remainder of lesson later in the day			
Extension Activities	W Identifying the Setting	Image Cards 2A-1, 2A-2, 2B-1, 2B-2	10
	S Comparison Activity	Activity Page 2B-1	10
Teacher-Led Learning Center	L Games Center	Image Cards 2B-3, 2B-4; manila file folder; lamination sheets	During Center Time
Take-Home Material	T Dinner with the City Mouse	Activity Pages 2B-2, 2B-3	*

Advance Preparation

- Cut apart **Image Cards 2B-1** through **2B-4** before beginning instruction.
- Prior to the lesson, make a ‘City Mouse and Country Mouse’ folder game. Laminate the images from **Image Card 2B-3: City Mouse** and **Image Card 2B-4: Country Mouse**. Staple the picture of the City Mouse on the left interior flap of the manila file folder and the Country Mouse on the right interior flap of the file folder. Write the words *City Mouse* and *Country Mouse* on the appropriate side of the file folder. Place the remaining pictures in the folder.



Introducing the Big Book

- Show students the cover of the *Classic Tales* Big Book.
- Remind students that the cover has words and pictures that tell what the book is about. Point to and read the title: *Classic Tales* Big Book.
- Tell students that the pieces of paper in a book are called *pages*.
- Remind students that there are many different stories in this book so this book has a special page that will help you find the stories.
- Show the Table of Contents and tell students that this is the Table of Contents page. Explain that the Table of Contents lists the titles, or names, of all the stories and where to find them.
- Point to the page numbers and tell students that these numbers tell you the page on which the story starts.
- Point to the title “The City Mouse and the Country Mouse” and follow the dotted line over the page number. Tell students that the story starts on page 9 and you are going to find it by looking at the numbers on the all of the pages.
- Turn to the title page of “The City Mouse and the Country Mouse” and show students the page number and tell them that it is the same number listed in the Table of Contents beside that story’s title. Tell students to watch for page numbers on each page as you read the story.



Presenting the Big Book

Title Page

- Read the title, while running your finger under the words. Explain that most books and stories have a title page that tells the name of the book or story. Point to the author of the story and remind children that this is a special kind of story called a fable that was told a long time ago by a man named Aesop. Read the name of the illustrator and tell students that the illustrator is the person who drew the pictures.

Page 11

- **FIRST READ** ▶ ... *his cousin the Country Mouse.*
THEN DISCUSS ▶ **Where did the mice in our story live?**
 - One mouse lived in the city; one mouse lived in the country.

Page 12

- **FIRST READ** ▶ ... *was not impressed.*
THEN DISCUSS ▶ **Or pleased**

Page 13

- **FIRST READ** ▶ ... *his cousin's grand home.*
THEN DISCUSS ▶ **He was impressed by the City Mouse's fancy house.**

Page 15

- **FIRST READ** ▶ ... *a small hole in the wall.*
THEN DISCUSS ▶ **How did the mice feel?**
 - The mice felt frightened.

Page 17

- **FIRST READ** ▶ *The moral of this story is:*
THEN DISCUSS ▶ **A moral is a little lesson. Do you remember the moral of this story? (*The moral of the story is: There's no place like home.*) Guide students in understanding that while places we visit are often wonderful and special, we usually feel most comfortable and happy in a setting that we know, like home.**
- Talk with students about which parts of this story could really happen (e.g., mice could live in the city or country, a cat could chase mice) and which parts are pretend or make-believe (e.g., mice do not wear clothes, mice do not talk, etc.).

**Defining Feast**

1. In the story “The City Mouse and Country Mouse,” you heard, “The remains of somebody’s magnificent *feast* still lay spread out on the table.”
2. Say the word *feast* with me.
3. A feast is a big, special meal with lots of fancy food.
4. In our story, the mice had a feast in the city. They ate the delicious ham, sweet potatoes, and cake with icing.
5. On Thanksgiving, many families have a feast. They put out a fancy tablecloth, set the table with silverware, and eat fancy food like turkey, mashed potatoes, gravy, and pumpkin pie.
6. I had a feast on my birthday. I ate lots of delicious foods like roast beef, mashed potatoes, and a chocolate cake. Now I want you to think of a delicious food that you would like to eat at a feast. Who can tell us about the food they would want to eat at a feast? Now, I want each of you to turn to the friend sitting beside you (pair students) and say, “I would like to eat _____ at a feast.” Then, I want your friend to share with you. Who else would like a chance to share what they would eat at a feast?
7. What’s the word we’ve been talking about that means a big, fancy meal?

Deepening Understanding

Thumbs Up or Thumbs Down?

In this activity, you will describe a meal and students will show “thumbs up” to indicate that you are describing a feast; students will show “thumbs down” if you are not describing a feast.

Feast (thumbs up)	Not a Feast (thumbs down)
Turkey, stuffing, mashed potatoes, gravy, chocolate cake	A piece of bread
Ham, green beans, rolls, cranberry sauce, ice cream with chocolate sauce	A peanut butter and jelly sandwich
Steak, baked apples, broccoli, rolls, chocolate chip cookies	A hot dog
Tablecloth, candles, flowers, silverware, cloth napkins	Paper plates and plastic forks



Complete Remainder of Lesson Later in the Day



Identifying the Setting

10 minutes

In this activity, students will distinguish between things that belong in the city and things that belong in the country. Remind students that this story has two different settings—the city and the country. Tell students that the City Mouse and the Country Mouse have different things they like and do not like because they live in different places.

Show Image Card 2A-1: City Scene

Remind students that the City Mouse lives in the city. Tell students that the city is a place with many buildings, crowded streets, and lots of people.

Show Image Card 2A-2: Country Scene

Remind students that the Country Mouse lives in the country. Tell students that the country is a place with open fields, wide roads, and only a few houses. Use the images of the city scene and the country scene as headers and help children sort the images from **Image Cards 2B-1: City Images** and **2B-2: Country Images**. Tell students that they are going to look at pictures of things that belong in the city and pictures of things that belong in the country. Hold up each image and ask students whether the object belongs in the city or in the country. Place each image under its appropriate header.

Ask students whether they would prefer to live in the country or the city, providing one reason why. Prompt students as needed by providing sentences starters, such as “I would prefer to live in the country because...” or “I would prefer to live in the city because...”.



Comparison Activity

10 minutes

In this activity, students will compare themselves to the mice in the story and then decide which mouse they are most like. Give each student **Activity Page 2B-1: Are You a City Mouse or a Country Mouse?** In each pair of pictures, have students circle the picture with which they most identify (or the one they like the best). The left picture in each pair is something the City Mouse likes. The right picture in each pair is something the Country Mouse likes. Help students count how many things they have in common with the City Mouse and how many things

they have in common with the Country Mouse. Finally, in the last pair, have students circle the picture of the mouse they are most like—either the City Mouse or the Country Mouse. Some students may feel that they are like both mice; these students could circle both mice.

Teacher-Led Learning Center



Games Center

Provide students with the folder game 'City Mouse and Country Mouse' (see **Advance Preparation**). Explain that there are two characters in the story—the city mouse and the country mouse. Read the words “Country Mouse” as you slide your finger under the letters that spell the word. Tell students to look at the images and find a picture of something that belongs with the Country Mouse. Have students place the picture on the side of the folder with the Country Mouse. Repeat the process for “City Mouse.”

Take-Home Material



Dinner with the City Mouse

Give students the following items to complete at home with an adult:

- **Activity Pages 2B-2, 2B-3: Dinner with the City Mouse**

✓ Lesson 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 unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Predict events in “Goldilocks and the Three Bears” (RL.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “Goldilocks and the Three Bears” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Provide a story ending consistent with other given story events (RL.P.10)
- ✓ Identify and express physical sensations, mental states, and emotional feelings (SL.P.6)
- ✓ Assume the perspective of the three bears and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ With prompting and support, follow a simple illustrated recipe (RI.P.10)
- ✓ Use the sensory attributes *hot* and *cold* (L.P.5b)

Core Vocabulary

finally, adv. At last or at the very end

Example: After four tries, he finally got the ball in the basket.

Variation(s): none

forest, n. Place with many trees; often called woods

Example: The forest is home to animals like deer, raccoons, and bears.

Variation(s): forests

startled, v. Suddenly surprised

Example: I was startled when the door slammed behind me.

Variation(s): startle, startles, startling

tiny, adj. Very small or little

Example: Stars at night look like tiny, twinkling lights.

Variations(s): tinier, tiniest

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Essential Background Information or Terms	Image Card 3A-1	5
	W Making Predictions		
	W Purpose for Listening		
Presenting the Read-Aloud	W "Goldilocks and the Three Bears"		15
Discussing the Read-Aloud	W Comprehension Questions		5
Teacher-Led Learning Center	L Cooking Center	Activity Page 3A-1; instant oatmeal, hot water, raisins (optional), brown sugar (optional), bowls, spoons	During Center Time
Take-Home Material	T "Goldilocks and the Three Bears" and Dear Goldilocks	Activity Pages 3A-2, 3A-3	*

Introducing the Read Aloud

5 minutes



Essential Background Information or Terms

Tell students you are going to read the story of "Goldilocks and the Three Bears." This story is about a curious little girl who goes for a walk in the woods and is surprised by what she finds. In the story, the little girl and the Three Bears eat porridge for breakfast.

Show Image Card 3A-1: Porridge

Tell students that porridge is like oatmeal; it is a hot cereal you eat for breakfast. Ask students if they have ever eaten porridge for breakfast. Tell students to look carefully at the picture of the porridge. Ask whether the porridge is hot or cold and how they know.

Whole
Group

Making Predictions

Tell students that the bears in the story live in a little cottage in the woods; explain that *cottage* is another word for small house.



← SHOW FLIP BOOK PAGE 3A-2: **Goldilocks approaches cottage**

Tell students that in the story, a little girl named Goldilocks enters the Three Bears' house while they are away. While Goldilocks is in the Bears' house, she begins to look around. Ask students what they think Goldilocks might find inside the Bears' house. Ask students to predict how the Bears might feel about a little girl coming into their house while they are away.

Whole
Group

Purpose for Listening

Tell students they are going to hear a story called “Goldilocks and the Three Bears.” Tell them to listen to learn what Goldilocks finds inside the Bears' cottage. Tell them to listen to find out whether or not their predictions are correct (e.g., if students said that Goldilocks would find toys, tell them to listen to find out whether or not Goldilocks finds the Bears' toys).

Goldilocks and the Three Bears



← SHOW FLIP BOOK PAGE 3A-1: Bears' porridge is too hot

Once upon a time, there were three bears who lived in a house in the **forest**. There was a great, big Papa Bear, a middle-sized Mama Bear, and a **tiny**, little Baby Bear. One morning, Papa Bear cooked some delicious porridge for the Bears' breakfast. When it was ready, Papa Bear poured his own porridge into a great, big bowl. Next, he poured Mama Bear's porridge into a middle-sized bowl. **Finally**, Papa Bear poured Baby Bear's porridge into a tiny, little bowl. He placed each bowl on the kitchen table. Then, while they waited for the hot porridge to cool, the Three Bears went for a walk in the woods. **1**

1 What might happen while the Bears are away?



2 or little house

← SHOW FLIP BOOK PAGE 3A-2: Goldilocks approaches cottage

That very same morning, a golden-haired girl named Goldilocks had also gone for a walk in the woods. However, Goldilocks lost her way, and came upon the Bears' cottage. **2**

3 or saw



← SHOW FLIP BOOK PAGE 3A-3: Goldilocks eats porridge

First she used the great, big spoon to taste the porridge in the great, big bowl.

"Too hot," said Goldilocks.

Next, Goldilocks used the middle-sized spoon to taste the porridge in the middle-sized bowl.

"Too cold," said Goldilocks.

Finally, using the tiny, little spoon, she tasted the porridge in the tiny, little bowl. **4**

4 Whose porridge was in the tiny, little bowl?

“Just right,” said Goldilocks as she gobbled it up.

Now Goldilocks looked around the room. She saw a great, big chair, a middle-sized chair, and a little, tiny chair.



← **SHOW FLIP BOOK PAGE 3A-4: Goldilocks sits in Mama and Papa Bears' chairs**

“I’m tired,” said Goldilocks.

So she sat down in the great, big chair. It was too hard. Next, Goldilocks sat down in the middle-sized chair. But it was too soft. Finally, she sat down in the little, tiny chair.



← **SHOW FLIP BOOK PAGE 3A-5: Goldilocks breaks Baby Bear's chair**

And just as she was thinking that the little, tiny chair was just right, *crash!*—the chair broke into pieces. Goldilocks fell to the floor!

5 or surprised

6 What do you think Goldilocks is going to do?

Goldilocks stood right up and was **startled** to see that the chair had broken into pieces. She was still tired, so she looked for another place to rest. She went upstairs and found three beds. There was a great, big bed, a middle-sized bed, and a little, tiny bed. **6**



← **SHOW FLIP BOOK PAGE 3A-6: Three Bears' beds**

First, Goldilocks tried to lie down on the big bed, but it was too smooth. Next, she tried the middle-sized bed, but it was too lumpy. Finally, she stretched out on the tiny bed. It was just right. Goldilocks fell fast asleep.



7 What was wrong with their porridge?

← **SHOW FLIP BOOK PAGE 3A-7: Three Bears puzzled**

As Goldilocks slept, the Three Bears returned from their walk. They sat down to eat and knew right away that something was wrong. **7**

Papa Bear looked at his great, big bowl. He cried out in a loud voice, “Someone has been eating my porridge!” Mama Bear looked at her middle-sized bowl. She said in her middle-sized voice, “Someone has been eating my porridge!”

Then Baby Bear looked at his little, tiny bowl. He squeaked in his little, tiny voice, “Someone has been eating my porridge—and has eaten it all up!”

Then the Three Bears looked around. Papa Bear looked at his great, big chair. He cried out in his great, big voice, “Someone has been sitting in my chair!” Mama Bear looked at her middle-sized chair. She said in her middle-sized voice, “Someone has been sitting in my chair!”

Then Baby Bear looked at the broken pieces of his little, tiny chair. He squeaked in his little, tiny voice, “Someone has been sitting in my chair—*and has broken it all to pieces!*”



← **SHOW FLIP BOOK PAGE 3A-8: Three Bears discover Goldilocks**

The Three Bears ran upstairs to the bedroom. Papa Bear looked at his great, big bed. He said in his great, big voice, “Someone has been sleeping in my bed!” Mama Bear looked at her middle-sized bed. She said in her middle-sized voice, “Someone has been sleeping in my bed!”

Then Baby Bear looked at his little, tiny bed. He squeaked in his little, tiny voice, “Someone has been sleeping in my bed—*and here she is!*”**8**

At that very moment, Goldilocks woke up. She saw the Three Bears standing over her. She was shocked and afraid!**9**

8 Who did they find?

9 She couldn't believe what she saw!



← **SHOW FLIP BOOK PAGE 3A-9: Goldilocks flees cottage**

So, she scrambled out of the tiny bed and ran down the stairs out of the cottage. The Three Bears never saw Goldilocks again.

The End



Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand the students' responses using richer and more complex language. Sample responses are given below. As you model responses for your students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

- Literal* Who went into the Bears' cottage while the Bears were out for a walk?
 - **Goldilocks** went into the Bear's cottage when the Bears were out for a walk.
- Literal* Why did Goldilocks like Baby Bear's porridge/chair/bed the best?
 - Goldilocks liked Baby Bear's porridge/chair/bed the best because she thought **they were "just right."** She thought the porridge was the best because it was the **perfect temperature**. Goldilocks liked Baby's Bear's chair because it was the **most comfortable**. Goldilocks liked Baby Bear's bed because it was **neither too lumpy, nor too smooth**.
- Literal* How did Goldilocks feel when she woke up and saw three bears looking down at her?
 - Goldilocks felt **shocked and afraid**.
- Inferential* How do you think the Three Bears felt when they came home and there was a strange person eating their food, sitting in their chairs, and sleeping in their beds?
 - *Answers will vary*

Teacher-Led Learning Center



Cooking Center

Note: *When offering food to students to taste, be sure to follow the procedures your school has in place for mealtimes and snack times (e.g., students wash hands, you wear gloves, students brush teeth, etc.). Remember that some students may be allergic to certain foods.*

Students will have the opportunity to follow a recipe and make their own porridge. Give students **Activity Page 3A-1: Three Bears' Porridge**. Tell students they are going to follow a recipe, which is a set of directions that explains how to cook something. Using the Activity Page as visual support, point to each step as you read the recipe aloud to the students. Then, help students make porridge and prompt them to talk about the next steps in the recipe as you go. Refer them to the pictures if they forget what to do. You can also reread the instructions for the students. You may wish to allow students to add raisins and brown sugar to their porridge. As students enjoy their snack, ask them if their porridge is “too hot,” “too cold,” or “just right.”

Take-Home Material



“Goldilocks and the Three Bears” and Dear Goldilocks

Give students the following items to complete at home with an adult:

Activity Page 3A-2: Goldilocks and the Three Bears

Activity Page 3A-3: Dear Goldilocks

✓ Lesson 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 unit.


Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to the illustrated Big Book story “Goldilocks and the Three Bears” (RL.P.5)
- ✓ Point to the title, title page, words, and where to start reading a book (RF.P.1a)
- ✓ With prompting and support, describe and show what the author and illustrator contributed to the creation of “Goldilocks and the Three Bears” (RL.P.6)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions “Goldilocks and the Three Bears” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ With prompting and support, ask and answer questions about the word *tiny* (RL.P.4)
- ✓ With prompting and support, use the word *tiny* acquired through conversations, reading and being read to, and responding to “Goldilocks and the Three Bears” (L.P.6)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner’s comments (SL.P.1b)
- ✓ Name and use the opposite size words *tiny* and *large* (L.P.5b)
- ✓ Pair pictures depicting the opposite size words *tiny* and *large* (L.P.5b)
- ✓ Classify by size (L.P.5a)

- ✓ With prompting and support, sequence illustrations of three events in “Goldilocks and the Three Bears” (RL.P.2)
- ✓ Show understanding of the temporal words and phrases *once upon a time, first, next, then, finally, and the end*, and use them in context (L.P.5c)
- ✓ With prompting and support, dictate as a group a retelling of “Goldilocks and the Three Bears” (RL.P.10)
- ✓ With prompting and support, retell and then dramatize “Goldilocks and the Three Bears,” including characters, a beginning, and an ending (RL.P.2, RL.P.3, W.P.11)
- ✓ With prompting and support, provide or join in repeating the refrain in “Goldilocks and the Three Bears” (RL.P.10)

At a Glance

	Exercise	Materials	Minutes
Review “Goldilocks and the Three Bears”	W Introducing the Big Book	Classic Tales Big Book	5
	W Presenting the Big Book		
Word Work: Tiny	W Defining <i>Tiny</i>	Large and small classroom objects	10
	W Deepening Understanding		
 Complete remainder of lesson later in the day			
Extension Activity	S Let’s Tell a Story	Activity Page 3B-1; scissors; glue; blank paper; chart paper	20
Teacher-Led Learning Center	L Dramatic Play Center	Bowls, chairs, beds in three sizes	During Center Time
Take-Home Material	T Biggest to Smallest; Goldilocks Visits	Activity Pages 3B-2, 3B-3, 3B-4, 3B-5	*

Advance Preparation

- If needed, cut Activity Page 3B-1 for students. If students are ready, students will cut the page themselves.
- Prior to the lesson, collect materials for the three bears’ house to be used in the dramatic play center. For example, set three different size bowls on a table to represent the kitchen, put three different size chairs in a corner to represent the living room, and set up three different size boxes or towels to be used as “beds.”



Introducing the Big Book

- Show students the title page for “Goldilocks and the Three Bears” on page 19 of the *Classic Tales* Big Book.
- Tell children that the title page is like the cover because it has words and pictures that tell what the story is going to be about.
- Tell students that you are going to read “Goldilocks and the Three Bears.”
- Point to the words on the title page and ask children what they think the words say.
- Show children the picture on the title page.
- Ask children what they think the story is going to be about.
- Point to and read the name of the author of the story.
- Tell children the author is the person who wrote the story.
- Point to and read the name of the illustrator of the story.
- Tell children the illustrator is the person who drew the pictures.
- Tell students to listen carefully to the words the author wrote because they are going to have a chance to retell the story of “Goldilocks and the Three Bears” in their small groups.



Presenting the Big Book

Page 21

- **FIRST READ** ▶ ... into a big bowl.
- **THEN DISCUSS** ▶ *Who remembers another word for porridge?*
 - *Oatmeal* is another word for *porridge*.

Page 22

- **FIRST READ** ▶ ... Bears’ cozy cottage.
- **THEN DISCUSS** ▶ *Were the Bears home?*
 - The Bears were not home.

Page 24

- **FIRST READ** ▶ ... in the big chair.
- **THEN DISCUSS** ▶ **Whose chair was it?**
 - The big chair was Papa Bear’s chair.

Page 26

- **FIRST READ** ▶ ... fell fast asleep.
- **THEN DISCUSS** ▶ **Do you remember what happens next?**

Page 27

- **FIRST READ** ▶ ... all to pieces!
- **THEN DISCUSS** ▶ **What else did the Bears find when they came back from their walk in the woods?**
 - The Bears found that someone had been eating their porridge (point to bowls of porridge on table).

Page 28

- **FIRST READ** ▶ ...saw the Bears.
- **THEN DISCUSS** ▶ **Or surprised.**
- Talk about which parts of this story could really happen (e.g., bears could live in the woods, etc.) and which are pretend (e.g., bears do not talk, bears do not live in houses with furniture, etc.).

Word Work: Tiny

10 minutes



Defining Tiny

1. In the read-aloud you heard, “There was a great, big Papa Bear, a middle-sized Mama Bear, and a *tiny*, little Baby Bear.”
2. Say the word *tiny* with me.
3. *Tiny* means something or someone that is very, very small.
4. In our story, Baby Bear’s things were very tiny because he is a very, very small bear. Baby Bear’s porridge was in a tiny, little bowl; he sat in a tiny, little chair; he slept in a tiny, little bed.
5. Ants, pennies, raisins, earrings, and paperclips are all tiny. Elephants, buildings, cars and trees are not tiny; they are large or great.

6. I see many tiny things in our classroom. I see a tiny car, a tiny eraser on this pencil, etc. Who sees something in our classroom that is tiny? Who can share with the class? I want everyone to think about something that is tiny. Now, I want each of you to turn to the friend sitting beside you (pair students) and say, “I see a tiny _____.” Then, I want your friend to share with you. Who else would like a chance to share something they see is tiny?
7. What’s the word we’ve been talking about that means very, very small?



Deepening Understanding

Is It or Isn't It?

Collect objects from around the classroom that are either very *tiny* or very large. As you hold up or point to objects, have students indicate whether the objects are tiny or large by pairing a gesture with a word. If the object is tiny, have students hold their thumb and index fingers about a centimeter apart and say the word *tiny* in a very small voice. Then, ask the students, “Is this very large?” and have them reply, “No, it isn’t very large. It’s very tiny.” If the object is large, have students stretch their arms all the way apart and say the word *large* in a very big voice. Then, ask the students, “Is this very tiny?” and have them reply, “No, it isn’t very tiny. It’s very large.”



Complete Remainder of Lesson Later in the Day



Let's Tell a Story

Note: *If students are not ready to use scissors to cut out squares, cut the Activity Page images for students prior to beginning the activity.*

Students will sequence pictures from “Goldilocks and the Three Bears” and then dictate the events of the story. Give students **Activity Page 3B-1: Let's Tell a Story**. Help students cut out the images depicting events from the story. Then, have students arrange the pictures from left to right in the order in which they occurred.

Prompt students to think and talk about what happened first, what happened next, and what finally happened in the story, using words such as *once upon a time*, *first*, *next*, *then*, *finally*, and *the end*. Students can then paste the images on a piece of paper in the order in which they occurred in the story.

After students have sequenced the images, use chart paper to write down the story of Goldilocks. Prompt students to look at one picture at a time and to tell you what is happening in the picture. Expand students' verbalizations into complete sentences and, on the chart paper, write down one sentence that corresponds to each image. Use the words *first*, *next*, and *finally* as you record the story. Once you are finished, read the story back to the students, pointing to each word as you read.

Optional: *You may want to provide a placemat or piece of construction paper for each student to use as s/he lays out the images from left to right. You can provide additional support by placing a large green dot at the far left of the mat to signal the starting point and a red dot at the end of the mat to signal the stopping point. You might also draw three boxes the same size as the images where students can place the pictures.*

Teacher-Led Learning Center



Dramatic Play Center

Students will have the opportunity to act out the story of Goldilocks in the dramatic play center. Choose three students to be Mama, Papa, and Baby Bear and one student to be Goldilocks. Explain that you will read the story of Goldilocks from the *Classic Tales* Big Book and students are

to act out their parts. Alternatively, you could tell the story of Goldilocks from memory. Have students practice their speaking parts (i.e., the repeated refrains) from the story. As you tell the story, pause to allow children to chime in and say the repeated refrains themselves. “The Three Bears” will surely be excited when they return home to find Goldilocks asleep in their bed!

Take-Home Material



Biggest to Smallest; Goldilocks Visits

Give students the following items to complete at home with an adult:

Activity Pages 3B-2, 3B-3: Biggest to Smallest

Activity Pages 3B-4, 3B-5: Goldilocks Visits

✓ Lesson 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 unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ With prompting and support, provide or join in repeating the refrain in “The Gingerbread Man” (RL.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “The Gingerbread Man” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Predict events in “The Gingerbread Man” (RL.P.10)
- ✓ Understand and use complex sentences with clauses introduced by *so* and *by* (L.P.1f)
- ✓ With prompting and support, retell and dramatize “The Gingerbread Man,” including characters, setting, the sequence of events, and an ending (RL.P.2, RL.P.3, W.P.11)

Core Vocabulary

away, adv. In another direction

Example: It is smart to move away from a snake.

Variation(s): none

clever, adj. Smart and quick to figure things out

Example: Jack is a clever boy who can do many things.

Variation(s): cleverer, cleverest

mixture, n. Two or more things stirred together

Example: Macaroni and cheese is a mixture of noodles and cheese sauce.

Variation(s): mixtures

tasty, adj. Delicious; yummy

Example: There are many tasty foods served at holiday feasts.

Variation(s): tastier, tastiest

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Essential Background Information or Terms	Image Card 4A-1	5
	W Repeating Refrains		
	W Purpose for Listening		
Presenting the Read-Aloud	W “The Gingerbread Man”		10
Discussing the Read-Aloud	W Comprehension Questions		10
Teacher-Led Learning Center	L Blocks Center	Gingerbread man cookie cutter, plastic animals or animal pictures	During Center Time
Take-Home Material	T “The Gingerbread Man”; Bake the Gingerbread Man	Activity Pages 4A-1, 4A-2	*

Introducing the Read-Aloud

5 minutes



Essential Background Information or Terms

Show Image Card 4A-1: Gingerbread Men Cookies

Tell students they will hear a story about a magical gingerbread man who runs away from and is chased by an old man and his wife. Tell students, “A gingerbread man is a cookie made out of spicy dough in the shape of a little man.” Ask students whether a cookie/gingerbread man can really run away. Point out that based on what you have just told them, they already know that parts of this story are pretend, such as a cookie/gingerbread man running away.



Repeating Refrains

Students can participate in telling this story by joining in during the repeated refrains. Tell students that another pretend part of this story is that the Gingerbread Man talks. Explain that they will hear the

Gingerbread Man repeat a certain saying over and over again as he is being chased: “Run, run, as fast as you can, you can’t catch me. I’m the Gingerbread Man!” Have students practice saying the refrain with you. Students can also act out the refrain by moving their bent arms back and forth as if they are running. Tell students that you will point to them when it is their turn to help tell the story.



Purpose for Listening

Tell students they are going to hear a story named “The Gingerbread Man.” Tell them that the Gingerbread Man runs away from many different characters in the story, some of whom are animals. Tell students to listen to the story, “The Gingerbread Man,” in order to find out if any of the animals are able to catch the Gingerbread Man.



← SHOW FLIP BOOK PAGE 4A-1: **Old woman in kitchen stirring dough**

Once upon a time, there was a little old man and a little old woman. They lived together on a little old farm.

One day, the little old woman decided to make a gingerbread man for the little old man to eat for dessert. She mixed together flour, sugar, butter, eggs, cinnamon, and ginger. She stirred the **mixture** into a ball of gingerbread dough. **1** Then the little old woman rolled the dough and cut it in the shape of a little man. She placed the little man on a cookie sheet. The little old woman used candies to make his eyes, nose, and mouth. She even added candy buttons.

1 Cookies and bread are both made out of dough



← SHOW FLIP BOOK PAGE 4A-2: **Gingerbread Man on cookie sheet**

The little old woman popped the cookie sheet into the oven to bake. After a while, she started to smell a most delicious aroma. **2** So, she opened the oven door to see if the Gingerbread Man was ready to eat.

Much to her surprise, the Gingerbread Man jumped out of the oven and ran out of the house! The Gingerbread Man ran and ran. **3**

The little old man and the little old woman chased after the Gingerbread Man. “Stop!” they shouted.

3 Where do you think he might go?



← SHOW FLIP BOOK PAGE 4A-3: **Gingerbread Man running away from old man and woman**

But the Gingerbread Man ran even faster. As he ran he yelled, “Run, run, as fast as you can. You can’t catch me. I’m the Gingerbread Man!” The little old man and the little old woman could not catch him.

The Gingerbread Man ran past a cow in a field. “Stop!” shouted the cow. “Gingerbread men are quite **tasty!**” **4**

4 or delicious to eat



← SHOW FLIP BOOK PAGE 4A-4: **Cow chasing Gingerbread Man**

But the Gingerbread Man just yelled, “Run, run, as fast as you can. You can’t catch me. I’m the Gingerbread Man! I ran from the little old man. I ran from the little old woman. And now I’ll run **away** from you!” The cow could not catch him either.



← SHOW FLIP BOOK PAGE 4A-5: **Gingerbread Man running past sleeping cat**

And still the Gingerbread Man ran and ran. He came to a yard where a cat lay sleeping. The cat jumped up and cried, “Stop! You smell delicious.” **5**

5 What do you think the Gingerbread Man will do?

But the Gingerbread Man just yelled, “Run, run, as fast as you can. You can’t catch me. I’m the Gingerbread Man! I ran from the little old man and the little old woman. I ran from the cow. And now I’ll run from you!” And try as he might, the cat could not catch him.

Still the Gingerbread Man ran and ran. Soon he came upon a red fox, sitting on a riverbank.



← SHOW FLIP BOOK PAGE 4A-6: **Gingerbread Man talking to red fox**

This time the Gingerbread Man spoke first. He yelled, “Run, run, as fast as you can. You can’t catch me. I’m the Gingerbread Man! I ran from the little old man and the little old woman. I ran from the cow. I ran from the cat. And I’ll run away from you!”

6 or smart

Now the red fox was a rather **clever6** fellow. He replied in a casual voice, “Why would I want to run after you?”

This made the Gingerbread Man stop and think. He said, “Because I taste delicious.”

“Even so,” said the fox. “I’ve had my lunch. I am not hungry.”

7 He didn’t know what to say.

The Gingerbread Man was speechless. **7** Before he could think of a reply, the fox asked, “Where are you going?”

“That way,” said the Gingerbread Man, pointing across the river.



← **SHOW FLIP BOOK PAGE 4A-7: Gingerbread Man standing on tip of fox's tail**

“You will get wet if you try to cross the river by yourself,” said the fox. “Why don’t you sit on the tip of my tail while I swim across?”

“Thank you,” said the Gingerbread Man as he hopped on.

Before long, the fox called out, “The water is getting deeper. You should ride on my head.” **8**

8 Uh oh! The Gingerbread Man is getting closer to the fox’s mouth.



← **SHOW FLIP BOOK PAGE 4A-8: Gingerbread Man on fox's head**

“Certainly,” said the Gingerbread Man, and he did just that.

As the fox approached the bank on the other side, he called to the Gingerbread Man again. “The water is getting even deeper. You should ride on the tip of my nose.”

“Okay,” said the Gingerbread Man. And he did just that.



← **SHOW FLIP BOOK PAGE 4A-9: Gingerbread Man falling into fox's mouth**

“Thank y—,” the Gingerbread Man started to say. But before he could finish, the fox tossed the Gingerbread Man into the air, and opened his mouth wide. **9**

9 What do you think happened next?



← **SHOW FLIP BOOK PAGE 4A-10: Fox licking his lips**

Chomp! Smack! The clever fox licked his lips as he crossed to the other side of the river. **10**

10 He ate that cookie!

The End



Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand the students' responses using richer and more complex language. Sample responses are given below. As you model responses for your students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

1. *Literal* Who are some of the characters in this story?
 - The Gingerbread Man, the woman and little old man, the cow, cat, and fox are all **characters** in this story.
2. *Literal* How did the little old woman make the Gingerbread Man?
 - The woman **mixed together** flour, sugar, butter, eggs, cinnamon, and ginger.
3. *Literal* What animals did the Gingerbread Man run away from?
 - The Gingerbread Man **ran away** from the cat and the cow.
4. *Inferential* Why did the Gingerbread Man climb on the fox's tail?
 - The Gingerbread Man climbed on the fox's tail **so he would not get wet** going across the river.
5. *Inferential* How did the fox trick the Gingerbread Man?
 - The fox tricked the Gingerbread Man **by pretending** he wasn't going to eat the Gingerbread Man. The fox told the Gingerbread Man he had just eaten lunch and wasn't hungry.

Teacher-Led Learning Center



Blocks Center

Give students the opportunity to create the setting for the story “The Gingerbread Man” using items in the blocks center. Remind students that the setting is the place or places where the story happens. Ask the students where the story took place (on a farm). Help students plan where to build the farmhouse, the cow’s field, the cat’s yard, and the fox’s pond and who will build each of these settings. Provide plastic animals or pictures of animals (cow, cat, and fox) for students to use to act out the story. Provide a gingerbread man cookie cutter to use as the main character. Allow students to choose which animal they would like to be so they can act out the story. First, model for students how to be the Gingerbread Man as you visit each setting and talk to each animal. Then, allow students to take turns being the Gingerbread Man and various characters as they retell the story.

Take-Home Material



“The Gingerbread Man”; Bake the Gingerbread Man

Give students the following items to complete at home with an adult:

Activity Page 4A-1: The Gingerbread Man

Activity Page 4A-2: Bake the Gingerbread Man

✓ Lesson 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 unit.



Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to the illustrated Big Book story “The Gingerbread Man” (RL.P.5)
- ✓ Point to the title, the order that words are read on a page, and to a word (RF.P.1a)
- ✓ With prompting and support, describe and show what the author and illustrator contributed to the creation of “The Gingerbread Man” (RL.P.6)
- ✓ Point to words as distinct units on a page of print (RF.P.1c)
- ✓ With prompting and support, provide or join in repeating the refrain in “The Gingerbread Man” (RL.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “The Gingerbread Man” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ With prompting and support, ask and answer questions about the word *away* (RL.P.4)
- ✓ With prompting and support, use the word *away* acquired through conversations, reading and being read to, and responding to “The Gingerbread Man” (L.P.6)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner’s comments (SL.P.1b)

- ✓ Demonstrate understanding of and use the spatial words *away* and *toward* (L.P.1e, L.P.5c)
- ✓ Situate oneself in space or situate objects in relation to one another according to the indications given by the spatial terms *away* and *toward* (L.P.1e)
- ✓ Understand and use increasingly detailed and elaborate imperative sentences (L.P.1f)
- ✓ With prompting and support, retell and dramatize “The Gingerbread Man,” including characters, setting, the plot of the story, the sequence of events, and an ending (RL.P.2, RL.P.3, W.P.11)
- ✓ Draw a picture to illustrate “The Gingerbread Man” (RL.P.2)
- ✓ Describe an illustration or text in “The Gingerbread Man” and make connections to self and the world around them (RL.P.7, RL.P. 11)

At a Glance

	Exercise	Materials	Minutes
Review “The Gingerbread Man”	W Introducing the Big Book	Classic Tales Big Book	5
	W Presenting the Big Book		
Word Work: Away	W Defining Away		10
	W Deepening Understanding		
 Complete remainder of lesson later in the day			
Extension Activity	S Let’s Tell a Story	Activity Pages 4B-1, 4B-2	20
Teacher-Led Learning Center	L Writing Center	paper; drawing tools; gingerbread man cookie cutters; buttons; beads; paint	During Center Time
 Complete <i>Classic Tales</i> Domain Assessment—“The Gingerbread Man” before proceeding			

Advance Preparation

- If needed, cut Activity Page 4B-2 for students. If students are ready, students will cut the pages themselves.



Introducing the Big Book

- Show students the title page for “The Gingerbread Man” on page 31 of the *Classic Tales* Big Book
- Remind them of the role and purpose of the title (i.e., name of the book), author (i.e., wrote the words), and illustrator (i.e., drew the pictures).
- Tell students that you want them to clap out the words in the title.
- Read the title slowly, pointing to each word and pausing at the breaks in the words so students can clap.
- Tell students you can tell when a word starts and ends because there is a space on each side of the word.
- Have students come forward and point to different words in the title, “The Gingerbread Man,” calling their attention to the spaces on each side of the word.
- Have students clap the words in the title as you point to each word.
- Tell students to watch as you point to individual words as you read the book.



Presenting the Big Book

Page 33

- **FIRST READ** ▶ *...gingerbread man cookie.*
THEN DISCUSS ▶ *Point out the beginning of the sentence for students, pointing to the first word—One. Then point to the space at the end of One and ask a student to point to the next word—‘day’.*

Page 35

- **FIRST READ** ▶ *...ran out of the house.*
THEN DISCUSS ▶ *Who remembers what the Gingerbread Man says as he runs away?*
 - “Run, run, as fast as you can. You can’t catch me. I’m the Gingerbread Man!”

Page 36

- **FIRST READ** ▶ ...sniffed the air.
THEN DISCUSS ▶ *Eating grass in the field.*

Page 37

- **FIRST READ** ▶ ...make a tasty treat.
THEN DISCUSS ▶ *Point out the beginning of the sentence for students, pointing out the first word A. Then point to the space at the end of A and ask a student to point to the very next word, cat, and the word after it, sleeping.*

Page 38

- **FIRST READ** ▶ ...met a clever fox.
THEN DISCUSS ▶ *Who remembers what the word clever means?*
 - The word *clever* means smart and quick to figure things out.

Page 40

- **FIRST READ** ▶ ...is getting deeper...ride on my head.
THEN DISCUSS ▶ *Have a student help you count the words in both sentences.*
- **FIRST READ** ▶ ...ride on my nose.
THEN DISCUSS ▶ *Does anyone remember what happens next?*
 - The fox eats the Gingerbread Man.
- Talk about which parts of this story could really happen (e.g., people really do bake gingerbread men, etc.) and which are pretend (e.g., gingerbread men can't run or talk; animals can't talk, etc.).

Word Work: Away

10 minutes



Defining Away

1. In the read-aloud you heard the Gingerbread Man say, "I ran from the little old man. I ran from the little old woman. And now I'll run away from you!"
2. Say the word away with me.
3. *Away* means "in another direction."
4. In the story, the Gingerbread Man ran away from the old woman and old man.

5. If I am being chased in a game of Tag, I am running away from the person who is trying to catch me. I am not running toward the person, I am running away from him or her.
6. I run away from my dog sometimes when we are playing in my backyard. What is something that you might run away from? Who can share with the class? I want everyone to think about something that they might run away from. Now, I want each of you to turn to the friend sitting beside you (pair students) and say, "I run away from _____." Then, I want your friend to share with you. Who else would like a chance to share something that they might run away from?
7. What's the word we've been talking about that means in another direction?



Deepening Understanding

Act It Out

Have students act out the word *away* and its opposite, *toward*. Match students with their friend sitting closest to them on the floor to form pairs. Tell students you are going to ask them to move parts of their body either toward or away from their friend. Begin by asking students to follow these directions:

Toward	Away
Lean your body <i>toward</i> your friend.	Lean your body <i>away</i> from your friend.
Put your hands <i>toward</i> your friend.	Move your hands <i>away</i> from your friend.
Turn your faces <i>toward</i> each other.	Turn your faces <i>away</i> from each other.
Move your feet <i>toward</i> your friend.	Move your feet <i>away</i> from your friend.
Move your thumb <i>toward</i> your friend.	Move your thumb <i>away</i> from your friend.

Once students understand what to do, you can have them make up their own commands using *toward* and *away*. Call on individual students to tell the group how to move their bodies toward or away from each other.



Complete Remainder of Lesson Later in the Day



Let's Tell a Story

Note: *If students are not ready to use scissors to cut out squares, cut the Activity Page images for students prior to beginning the activity.*

Students will retell the story of “The Gingerbread Man” using **Activity Page 4B-1: Run, Run Again**. Have students cut out the Gingerbread Man paper doll from **Activity Page 4B-2: Gingerbread Man Cutout**. Model for students the retelling of the story by moving your Gingerbread Man through the different story settings depicted on **Activity Page 4B-1: Run, Run Again**. Then, lead a group retelling of the story by going around the table and allowing each student to tell one of the events in the story. Students will have the opportunity to tell the whole story at home with an adult.

Teacher-Led Learning Center



Writing Center

In the writing center, have students decorate a gingerbread man. Allow students to look through the Flip Book images and remind them who the characters in the story are—the people or animals the story is about. Students can trace around a gingerbread man cookie cutter, or they could make prints by dipping the cookie cutter in paint. Then, students can decorate their men with buttons, beads, or other art supplies. While students are making their gingerbread men, ask each student, “Which character from our story is in your picture?” Tell the student, “I am going to write the words “Gingerbread Man” right here on your paper so that everyone can read who is in this picture.



Complete *Classic Tales* Domain Assessment 1: “The Gingerbread Man” Before Proceeding

DOMAIN ASSESSMENT 1

Classic Tales

Domain Assessment 1

This domain assessment evaluates each student’s application of the language arts objectives targeted in *Classic Tales*. This assessment is designed to be administered individually to each student in the class over a period of several days. Teachers may find it convenient to pull students into a quiet corner of the classroom individually, perhaps during learning center or snack time. Teachers who wish to assess the student’s storytelling more frequently than is outlined in the *Classic Tales* Teacher Guide, or with different stories than are presented here, may use the *Classic Tales* Domain Record Form 1 to assess any fictional story that students have heard several times.

Assessment of Fictional Storytelling

Objectives Assessed

- ✓ With prompting and support, sequence illustrations of three story events. (STD RL.P.2)
- ✓ With prompting and support, retell, dramatize, or illustrate a story that has been read aloud including characters, a beginning, and an ending. (STD RL.P.2, W.P.1.1)

Materials

- **Image Cards 1B-5, 1B-6, and 1B-7** of “The Lion and the Mouse” Lesson 1B
- **Image Cards DA1-1 and DA1-2**, of “The Gingerbread Man”
- *Classic Tales* **Domain Record Form 1**: “The Gingerbread Man”
- Audio recorder (*optional*)

Demonstration

Use **Image Cards 1B-5, 1B-6, and 1B-7** of “The Lion and the Mouse” to demonstrate the assessment activity. Put the three illustrations on the table in mixed-up order and say, “These illustrations tell the story of ‘The Lion and the Mouse,’ but they are not in the right order. I’m going to put the pictures in the right order to tell the story. Listen and see if you remember this story.” (Pick up the illustrations and then put Image Card 1B-5 on the table to the left hand side.) “This is the first picture—it shows the little mouse running over the lion’s paw. That lion doesn’t look very happy!” (Put image card 1B-6 on the table to the right of the first illustration.) “This is the next picture. It shows the angry lion caught in the hunter’s net.” (Put image card 1B-7 on the table to the right of the second illustration.) “And this is the last picture—it shows the mouse chewing the net to free the lion. See, I put all the pictures in order to tell the story.”

Note: *The student should be familiar with and have repeatedly heard the particular story that he/she is being asked to sequence.*

Story Sequencing

Put **Image Cards DA1-1a, DA1-1b, DA1-2a, and DA1-2b** on the table, mix them up and say, “These illustrations tell the story of ‘The Gingerbread Man’, but they are not in the right order.” (Put **Image Card DA1-1a** on the left hand side of the table.) Then point to **Image Card DA1-1a** and say, “This is the story of the Gingerbread Man. Once upon a time, there was a little old man and a little old woman, and one day, the little old woman decided she wanted to bake some gingerbread to make a little gingerbread man. These other pictures show what happened next, but they’re not in the right order—they’re all mixed up. I want you to show me what happened next.” Encourage the student to continue putting pictures in order by asking, “And then what happened next?”

Story Retelling

Ask the student to retell the story of “The Gingerbread Man.” You may want to use an audio recorder to record the student’s story. Say, “I want you to try and tell me the story now. Tell who the story is about and what happens at the beginning and end of the story. You can look at the pictures on the cards to tell me about the story.”

If the child pauses or has difficulty retelling the story, you may prompt the student by asking one or two questions. For example, if he names

only one character, you may ask “Who else was the story about?” etc. However, this assessment focuses on whether or not the child is able to organize and retell the story on his own, so do not ask a series of questions to elicit the retelling.

Scoring

Use the *Classic Tales Domain Record Form 1: “The Gingerbread Man”* to record each student’s performance on this assessment.

DOMAIN RECORD FORM 1

“The Gingerbread Man”

Objectives

- ✓ With prompting and support, sequence illustrations of three story events. (STD RL.P.2)
- ✓ With prompting and support, retell, a story that has been read aloud including characters, a beginning, and an ending. (STD RL.P.2, W.P.11)

Key to Domain Record Form 1

Not Yet

Student does not yet demonstrate this skill, knowledge or behavior

- **Sequencing:** Cannot sequence any Image Cards correctly.
- **Retelling:** Does not identify characters, a beginning, or an ending.

Progressing

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis

- **Sequencing:** Correctly sequences any two Image Cards.
- **Retelling:** Identifies two out of three: characters, a beginning, and/or an ending.

Ready

Student consistently and independently demonstrates this skill, knowledge or behavior

- **Sequencing:** Correctly sequences three Image Cards.
- **Retelling:** Identifies characters, a beginning, and/or an ending.

Date	Student	Sequencing			Retelling			Elements Check box when included in retelling
		Not Yet	Progressing	Ready	Not Yet	Progressing	Ready	
								<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> Ending
								<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> Ending
								<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> Ending
								<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> Ending
								<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> Ending
								<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> Ending
								<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> Ending

✓ Lesson 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 unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “The Shoemaker and the Elves” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Predict events in “The Shoemaker and the Elves” (RL.P.10)
- ✓ With prompting and support, retell “The Shoemaker and the Elves,” including characters, a beginning, and an ending (RL.P.2, RL.P.3, W.P.11)
- ✓ With prompting and support, “read”/tell the story “The Shoemaker and the Elves” using a wordless picture book (RL.P.2)

Core Vocabulary

evening, n. The end of the day, when the sun begins to set so that it gets dark outside

Example: In the evening, I take a bath and get ready for bed.

Variation(s): evenings

morning, n. The beginning or start of the day, when the sun begins to rise so that it is light outside

Example: In the morning, I wake up and get ready for school.

Variation(s): mornings

perfectly, adv. Exactly right

Example: Imani’s hair was perfectly braided with colorful beads.

Variation(s): none

poor, *adj.* Not having a lot of money or things

Example: The poor man was hungry because he had no money to buy food.

Variation(s): poorer, poorest

worried, *v.* Thought something bad might happen

Example: Jack worried that it would hurt if his tooth got pulled.

Variation(s): worry, worries

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Essential Background Information or Terms	Image Card 5A-1	5
	W Purpose for Listening		
Presenting the Read-Aloud	W "The Shoemaker and the Elves"		10
Discussing the Read-Aloud	W Comprehension Questions		10
Teacher-Led Learning Center	L Library Center		During Center Time
Take-Home Material	T "The Shoemaker and the Elves"	Activity Page 5A-1	*

Introducing the Read Aloud

5 minutes



Essential Background Information or Terms

Tell students they are going to hear a really, really old story that tells about a time long before they were born, long before their parents were born, and even before their grandparents were born. The story is about a shoemaker, who is a man who makes shoes. Tell students, "These days, shoes are made in factories by machines. A long time ago, people called shoemakers made shoes by hand. They used tools and leather to make shoes for people to wear."

Show Image Card 5A-1: Workbench

Tell students that the shoemaker makes shoes on his workbench. A workbench is a special table with places for tools and leather needed to make shoes. People also use workbenches for doing other things like building things out of wood. This man is using his workbench to hold his tools so he can make and fix things.



Purpose for Listening

Tell students the name of the story you are going to read them is “The Shoemaker and the Elves.” Tell them that the characters in this story are the shoemaker and his wife. Characters are the people a story is about. There are also some secret, magical characters in this story. Tell students to listen to “The Shoemaker and the Elves” to see if they can guess who those characters might be.

The Shoemaker and the Elves



← SHOW FLIP BOOK PAGE 5A-1: **Shoemaker and wife in workshop**

- 1** or town
2 [Point to leather in image.]

Once upon a time, a shoemaker and his wife lived in a small village. **1** They were kind and honest people who worked hard each day to make fine leather shoes, from start to finish. The shoemaker cut the leather **2** into pieces and sewed them together to make each shoe. Then his wife would place each pair in the shop window for sale.

- 3** They did not have much money.

Although they had once lived a comfortable life, they had recently become **poor**. **3** They **worried** that they didn't have enough food to eat. The shoemaker had only enough leather left to make one pair of shoes.

- 4** How does the wife look in the picture? (worried) Why?

The shoemaker desperately hoped he could sell his last pair of shoes. He needed to make enough money to buy food for dinner. So, the shoemaker began to cut the leather to make the shoes. When he had finished, he set it down on the workbench. It had gotten very late, so he decided to sew the shoes together in the **morning**. **4**



← SHOW FLIP BOOK PAGE 5A-2: **Shoemaker and wife in bed ready to snuff out candle**

He hugged his wife and went to bed.

Early the next morning, the shoemaker woke up. He got ready to sew his last pair of shoes.



← SHOW FLIP BOOK PAGE 5A-3: **Shoemaker amazed to see completed shoes**

- 5** Who do you think made those shoes?

When he got to his workbench, his eyes fell upon the most beautiful pair of shoes he had ever seen. The shoemaker puzzled and puzzled over who could have made these beautiful shoes. **5**



← SHOW FLIP BOOK PAGE 5A-4: **Shoemaker sells shoes to customer**

6 He paid more money than the price of the shoes.

Later that day, a customer came into the workshop and admired the beautiful shoes. They fit his feet so **perfectly** that the customer paid double the money for them. **6**

The shoemaker smiled at his wife.

“We now have enough money to buy leather for two more pairs of shoes,” he said happily. “There’s even a little money left over to buy some food for dinner.”

7 What do you think will happen?

That **evening**, just as before, the shoemaker cut leather for two pairs of shoes and left them on his workbench. As he lay in bed, he thought of how he would sew both pairs of shoes the next morning. **7**



← SHOW FLIP BOOK PAGE 5A-5: **Shoemaker and wife with two pairs of fancy shoes**

8 a lot of money

9 What do you think will happen while the shoemaker is sleeping?

The next morning, the shoemaker woke up and saw two beautifully crafted pairs of shoes waiting on his workbench. The shoemaker could hardly believe what he saw! Before long, two customers came to his workshop and bought the shoes. They too were so thrilled with the shoes that they paid a handsome price. **8** The shoemaker and his wife now had enough money to make four pairs of shoes and to buy some delicious bread for dinner.

That night, after dinner, the shoemaker cut the leather for four pairs of shoes and left it ready for the morning. He went to bed and slept well. **9**



← SHOW FLIP BOOK PAGE 5A-6: **Shoemaker's wife displaying four pairs of shoes**

10 really beautiful, nice

11 He felt happier now that he wasn't so poor.

Early the next morning, the shoemaker woke up and found four pairs of the most exquisite **10** shoes waiting on his workbench. The shoemaker had sold all four pairs by lunchtime. He now had enough money to make eight more pairs of shoes and to buy an apple pie for supper. **11**

And so it went on. Night after night, the shoemaker cut the leather, and in the morning the shoes were ready to be sold. The shoemaker puzzled and puzzled over who was making the shoes, but he could not figure it out.

One evening, a few days before Christmas, the shoemaker had an idea. As he sat in front of the warm fire, he told his wife his idea.

12 or find out

“We should stay up late at night and try to discover **12** who is making those beautiful shoes,” he said as the firelight flickered across his face.

The shoemaker’s wife agreed, so they stayed awake and hid behind a curtain.



← **SHOW FLIP BOOK PAGE 5A-7: Shoemaker and wife peering from behind curtain**

13 An elf is a very small magical helper that is make believe. In this story, there are two elves.

As the clock struck midnight, the shoemaker and his wife saw two tiny elves dressed in tattered clothes enter the workshop. **13** In the blink of an eye, they had scampered up onto the workbench. They picked up the cut leather and began to sew it together as if by magic. Before the sun had risen, they were finished sewing the shoes. They placed them carefully on the workbench, and then they disappeared as quickly as they had come. The elves ran out into the cold, dark night with only their ragged clothes to keep them warm.

The shoemaker’s wife was worried about the elves. “I would like to make them some nice, warm clothes,” she said to her husband as they ate breakfast. “Perhaps you could make them some tiny leather shoes to protect their feet from the cold?”



← **SHOW FLIP BOOK PAGE 5A-8: Shoemaker and wife leaving outfits for elves**

The shoemaker and his wife set to work cutting and sewing the tiny clothes and shoes.

That evening, after her husband had laid out the shoe leather, the shoemaker’s wife placed the gifts on the bench. The tiny clothes and leather shoes looked beautiful in the lamplight.

Once again, the shoemaker and his wife hid behind the curtain.



← **SHOW FLIP BOOK PAGE 5A-9: Two elves dancing in new clothes**

14 They thought they looked good in their new clothes

At the stroke of midnight, the elves appeared. They were just about to begin their work when they noticed the gifts spread out before them. They put on their new clothes and shoes and admired each other. **14** Then, as quickly as they came, they were gone.

The elves never came back again, but it did not matter. The shoemaker and his wife were no longer poor. They lived happily together for the rest of their lives.

The End



Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand the students’ responses using richer and more complex language. Sample responses are given below. As you model responses for your students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

1. *Literal* Where did the shoemaker make the shoes?
 - The shoemaker made the shoes on his **workbench in his workshop**.
2. *Inferential* One morning, the shoemaker and his wife were surprised to find finished shoes on the workbench. Who had made these shoes?
 - Two tiny **elves** had made the shoes the night before.
3. *Literal* What did the shoemaker do with the finished shoes he found on his workbench each morning?
 - The shoemaker **sold the shoes** to his customers.
4. *Inferential* The shoemaker and his wife watched the elves make the shoes and then go out into the cold, dark night. Why was the shoemaker’s wife worried about the elves?
 - The shoemaker’s wife was worried that the **elves would be cold** in their raggedy clothes.
5. *Literal* How did the shoemaker and his wife help the elves?
 - The **shoemaker made shoes** for the elves. The shoemaker’s **wife made clothes** for the elves.

Teacher-Led Learning Center



Library Center

In the library center, use the *Classic Tales* Flip Book to review the images from the story “The Shoemaker and the Elves” with students. As you review the images, ask students to retell the story by talking about what is happening in each image. After you review the images, tell students they are going to get the chance to make up a new ending for the story. Ask students to imagine what the elves might do after they leave the workshop in their new clothes. Next, have students imagine what the shoemaker and his wife might do now that they have some extra money.

Take-Home Material



“The Shoemaker and the Elves”

Give students the following items to complete at home with an adult:

Activity Page 5A-1: The Shoemaker and the Elves

✓ Lesson 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 unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to the illustrated Big Book story “The Shoemaker and the Elves” (RL.P.5)
- ✓ Point to the title, title page, the order that words are read on a page, and to a word (RF.P.1a)
- ✓ With prompting and support, describe and show what the author and illustrator contributed to the creation of “The Shoemaker and the Elves” (RL.P.6)
- ✓ Point to words as distinct units on a page of print (RF.P.1c)
- ✓ With prompting and support, ask and answer questions about the word *morning* (RL.P.4)
- ✓ With prompting and support, use the word *morning* acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner’s comments (SL.P.1b)
- ✓ Classify by the conceptual categories *morning* and *evening* (L.P.5a)
- ✓ Classify and describe images of everyday activities according to the time of day with which they are associated, *morning* or *evening* (SL.P.4)
- ✓ With prompting and support, “read”/tell a story using a wordless picture book (RL.P.2)

- ✓ With prompting and support, describe an illustration and make connections to the story and self (RL.P.7, RL.P.11)
- ✓ With prompting and support, sequence illustrations of three to five story events (RL.P.2)
- ✓ With prompting and support, retell and then dramatize “The Shoemaker and the Elves” aloud including characters, a beginning, and an ending (RL.P.2, RL.P.3, W.P.11)

At a Glance

	Exercise	Materials	Minutes
Review “The Shoemaker and the Elves”	W Introducing the Big Book	Classic Tales Big Book	5
	W Presenting the Big Book		
Word Work: Morning	W Defining Morning	Image Cards 5B-1, 5B-2, 5B-3; chart paper	10
	W Deepening Understanding		
Extension Activities	W Image Review	Flip Book	10
	S Sequence of Events	Activity Page 5B-1; large construction paper	10
Teacher-Led Learning Center Activity	L Dramatic Play Center	Props for “The Shoemaker and the Elves”	During Center Time
Take-Home Material	T Let’s Tell A Story	Books made during extension activity	*

Advance Preparation

- Cut apart **Image Card 5B-3** before beginning instruction.
- Prior to the lesson, gather and make materials to be used in the dramatic play center to act out the story of “The Shoemaker and the Elves.” For example, you might locate a small bench or table to represent the shoemaker’s workbench and gather some simple, plastic, child-safe tools such as pretend scissors and a plastic hammer. If there is a rocking chair in your room, you might move it to the dramatic play center for use by the shoemaker’s wife. You might also collect several pairs of shoes. If time permits, trace several simple shoe patterns or shapes on brown construction paper to represent the leather that the shoemaker cuts and leaves on his bench. Santa or Christmas elf hats can also be worn by the children acting out the parts of the elves. Doll-size clothing can also be used to represent the clothing that the shoemaker’s wife makes for the elves.

- Create a Venn diagram on chart paper by drawing two large, intersecting circles.
- If needed, cut Activity Page 5B-1 for students. If students are ready, they will cut the page themselves.

Review “The Shoemaker and the Elves”

5 minutes

Whole Group

Introducing the Big Book

- Show students the title page for “The Shoemaker and the Elves” on page 45 of the *Classic Tales* Big Book.
- Ask them if they can tell you the role and purpose of the title (i.e., name of the book), author (i.e., wrote the words), and illustrator (i.e., drew the pictures).
- Tell students that you want them to clap the words in the title.
- Read the title slowly, pointing to each word and pausing at the breaks between the words.
- Remind students you can tell when a word starts and ends because there is a space on each side of the word.

Whole Group

Presenting the Big Book

Page 47

- **FIRST READ** ▶ ... *shoemaker to his wife.*
- **THEN DISCUSS** ▶ *Leather is a really tough cloth used for shoes and belts.*

Page 49

- **FIRST READ** ▶ ... *beautiful pair of shoes on his workbench.*
- **THEN DISCUSS** ▶ *He was so surprised to find the shoes on his workbench.*

Page 52

- **FIRST READ** ▶ ... *new, fancy shoes.*
- **THEN DISCUSS** ▶ *They were really nice shoes.*

Page 53

- **FIRST READ** ▶ ... *tip-toed into the workshop.*
- **THEN DISCUSS** ▶ *Tattered means really old and dirty clothes with lots of holes.*

- **FIRST READ** ▶ ... *plenty to eat.*
THEN DISCUSS ▶ *They were no longer poor.*
- Talk about which parts of this story could really happen (e.g., people go to stores to buy shoes) and which are pretend (e.g., elves do not really exist).

Word Work: Morning

10 minutes

Whole
Group

Defining Morning

1. In the read-aloud you heard, “It had gotten very late, so the Shoemaker decided to sew the shoes together in the *morning*.”
2. Say the word *morning* with me.
3. Morning is the beginning of the day when the sun begins to rise so it is light outside.
4. In our story, the shoemaker wakes up one morning and is surprised when he finds already-finished shoes on his workbench.
5. In the morning, we brush our teeth, get dressed, and eat breakfast.
6. Every morning, when I get up, I stretch my arms and legs. Then, I get out of bed and put on my slippers. What is something you do every morning? Who can share with the class? I want everyone to think about something that they do every morning. Now, I want each of you to turn to the friend sitting beside you (pair students) and say, “Every morning I _____.” Then, I want your friend to share with you. Who else would like a chance to share something that they do every morning?
7. What’s the word we’ve been talking about that means the beginning of the day when the sun begins to rise so it is light outside?

Whole
Group

Deepening Understanding

Venn Diagram

Tell students there are some things most people do in the morning. Give the example of eating breakfast.

Show Image Card 5B-1: Breakfast

Ask students to tell you what other things they do in the morning.

Tell students there are some things most people do in the evening. Explain that evening is at the end of the day when the sun begins to set and it gets dark outside. Give the example of eating dinner.

Show Image Card 5B-2: Dinner

Ask students to tell you what other things they do in the evening.

Tell students you are going to show them pictures of some activities people do in the morning and some activities that people do in the evening. Show children chart paper where you have drawn a Venn diagram. Draw a sun to represent morning and a moon and stars to represent evening as headers for the Venn diagram. Explain to students that you are going to decide whether something happens in the morning, in the evening, or at both times of day. Explain which section of the Venn diagram corresponds to each of these times of day. Show students

Image Cards 5B-3a through 5B-3c: Morning and Evening Examples

Place each image in its correct place on the Venn diagram.

Wake up and get dressed for school	morning
Get tucked-in for bed	evening
Brush teeth	both

Extension Activities

20 minutes

Whole
Group

Image Review

10 minutes

Show students “The Shoemaker and the Elves” images from the *Classic Tales Flip Book* and lead a discussion of the setting of the story, focusing particularly on the time of day during which different parts of the story are set. Ask students to look at the images and say whether the setting is the morning or the evening.

Tell students that this story is set a long time ago. Ask students how they can tell this story took place a long time ago. Point out how the characters are dressed, how their hair is styled, and how they use candles for light, etc. Ask students how the characters’ lives are different from the students’ lives today.



What Happens Next?

10 minutes

Note: *If students are not ready to use scissors to cut out squares, cut the Activity Page images for students prior to beginning the activity.*

Give each student **Activity Page 5B-1: Tell the Story of the Shoemaker and the Elves**. Have students cut apart the images, or assist them in doing so. Tell the students you want them to put the pictures in the same order as the events happened in the story. Then, have students glue or tape pictures down in order onto a sheet of large construction paper. Model a simple storytelling using the words *first*, *next*, *then*, and *finally*. You may start by saying: “A long, long time ago, there was shoemaker and his wife...” Then, lead a group retelling of the story by going around the table and allowing each student to tell one of the events in the story. Each student will have the opportunity to tell the whole story at home with an adult.

Teacher-Led Learning Center



Dramatic Play Center

Students will have the opportunity to act out the story of “The Shoemaker and the Elves” in the dramatic play center. Set out materials in the dramatic play center before students arrive (see **Advance Preparation**). Explain that you will read the story “The Shoemaker and the Elves” from the *Classic Tales* Big Book and students are to act out their parts. Alternatively, you could tell the “Shoemaker” story from memory. Choose students to be the shoemaker, his wife, and the two magical elves. Other students can be customers and come into the center to buy shoes.

Take-Home Material



Let's Tell A Story

Send home students' completed books from **Activity Page 5B-1: Tell the Story of the Shoemaker and the Elves** and have them retell the story to an adult at home.

✓ Lesson 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 unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ With prompting and support, describe an illustration and make connections to the story and self (RL.P.7, RL.P.11)
- ✓ Describe an event or task that has already taken place outside the immediate place and time (SL.P.4)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “The Little Red Hen” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Assume the perspective of Little Red Hen and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Identify and express mental states and emotional feelings (SL.P.6)
- ✓ Predict events in “The Little Red Hen” (RL.P.10)
- ✓ With prompting and support, provide or join in repeating the refrain in “The Little Red Hen” (RL.P.10)
- ✓ Provide a story ending consistent with other given story events (RL.P.10)
- ✓ Understand and use complex sentences with clauses introduced by *because* (L.P.1f)
- ✓ Express a personal opinion (SL.P.6)

Core Vocabulary

happily, adv. In a happy or joyful way

Example: The girls were happily playing hopscotch on the blacktop at recess.

Variation(s): none

harvested, v. Picked or gathered crops

Example: The farmer harvested his crops of corn and beans at the end of summer.

Variation(s): harvest, harvests, harvesting

lazy, adj. Not willing to do work or finish chores

Example: Diamond was being lazy by not helping her friends put the books back on the shelf.

Variation(s): lazier, laziest

relax, v. To take a break or rest from work

Example: Logan decided to relax and read a book after cleaning his bedroom.

Variation(s): relaxes, relaxed, relaxing

wonderful, adj. Really good; great

Example: The piñata game was a wonderful activity for the children at Ava’s birthday party.

Variation(s): none

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Essential Background Information or Terms	Image Card 6A-1	10
	W Personal Connections		
	W Purpose for Listening		
Presenting the Read-Aloud	W “The Little Red Hen”		10
Discussing the Read-Aloud	W Comprehension Questions		10
Teacher-Led Learning Center	L Art Center	Activity Page 6A-1; scissors; craft sticks; glue	During Center Time
Take-Home Material	T “The Little Red Hen”; Red Hen and Friends	Activity Pages 6A-2, 6A-3	*

- If needed, cut Activity Page 6A-1 for students. If students are ready, they will cut the page themselves.

Introducing the Read Aloud

10 minutes



Essential Background Information or Terms

Tell students they will hear a story about a hen that grows a plant called wheat and then uses it to make bread.

Show Image Card 6A-1: Wheat

Tell students that wheat is a type of plant called a grain. People plant wheat in fields.

Show Flip Book Page 6A-4: Little Red Hen grinding wheat

Wheat is cut down and then taken to a mill where it is ground into flour. You can make bread dough with flour by adding water, salt, and yeast to it. Tell students the bread they buy at the store is also made out of flour that was made by grinding wheat.



Personal Connections

Tell students that in the story, the Little Red Hen decides to grow wheat and make bread, but no one will help her. Ask the students if they have ever tried to do something hard without help. Ask them how they felt when they were working alone to do something hard.



Purpose for Listening

Tell students that the title of the read-aloud is “The Little Red Hen.” Tell them to listen to find out who the Little Red Hen asked to help her grow wheat and what those characters said.



← SHOW FLIP BOOK PAGE 6A-1: Little Red Hen and animals in farmyard

1 They didn't work very hard.

2 or seeds

3 How do you think she felt?

Once upon a time, there was a little red hen who lived on a farm with her animal friends. The Little Red Hen worked hard every day. She picked up dirt to keep the barnyard clean and found worms to feed her chicks. The other animals on the farm were **lazy**. 1 They never helped the Little Red Hen. They preferred to **relax**.

One day, as she was scratching around in the barnyard, she found some grains of wheat. "We can plant these tiny grains 2 and they will grow," thought the Little Red Hen. So she asked, "Who will help me plant these grains of wheat?"

"Not I," quacked the duck.

"Not I," meowed the cat.

"Not I," oinked the pig.

"Then I will do it myself," clucked the Little Red Hen. And that is just what she did. She planted the grains of wheat all by herself. 3



← SHOW FLIP BOOK PAGE 6A-2: Little Red Hen with rake, watering can, and bag of seed

Every day, she checked to see how the wheat plants were growing. She pulled the weeds around them to give the wheat room to grow. By the end of the summer, those seeds of wheat had sprouted. Not only had they sprouted, they had grown into tall stalks of ripening golden grain.



← SHOW FLIP BOOK PAGE 6A-3: Little Red Hen cutting wheat

4 or gathered

5 What will the animals say?

At long last, the stalks of wheat were ripe and the wheat grain was ready to be **harvested**. 4 The Little Red Hen looked excitedly at the field of golden wheat. The Little Red Hen asked, "Who will help me cut the wheat?" 5

"Not I," quacked the duck.

"Not I," meowed the cat.

“Not I,” oinked the pig.

“Then I will do it myself,” clucked the Little Red Hen. And that is just what she did.

She cut the wheat all by herself! When she had cut the wheat, the little red hen sighed **happily**.



← **SHOW FLIP BOOK PAGE 6A-4: Little Red Hen grinding wheat**

6 What will the animals say?

Then she asked, “Who will help me grind this wheat into flour?” **6**

“Not I,” quacked the duck.

“Not I,” meowed the cat.

7 What will the hen say?

“Not I,” oinked the pig. **7**

“Then I will do it myself,” clucked the Little Red Hen.

And that is just what she did. She ground the wheat all by herself!



← **SHOW FLIP BOOK PAGE 6A-5: Little Red Hen stirring dough**

8 What will the animals say?

When the wheat had been ground into flour, the Little Red Hen clucked cheerfully. Then she asked, “Now who will help me make this flour into bread dough?” **8**

“Not I,” quacked the duck.

“Not I,” meowed the cat.

9 What will the hen say?

“Not I,” oinked the pig. **9**

“Then I will do it myself,” clucked the Little Red Hen. And that is just what she did. She made the flour into bread dough all by herself!

10 What will the animals say?

When she had mixed the dough, the Little Red Hen joyfully fluffed up her feathers. Then she asked, “Who will help me bake the bread?” **10**

“Not I,” quacked the duck.

“Not I,” meowed the cat.

11 What will the hen say?

“Not I,” oinked the pig. **11**



← SHOW FLIP BOOK PAGE 6A-6: **Hot loaf of bread**

“Then I will do it myself,” clucked the Little Red Hen. And that is just what she did. And so, all by herself, the Little Red Hen baked a fine loaf of bread.

As the bread cooked, **wonderful** smells rose up into the air. The smells were so good that the animals could almost taste the bread. **12**

12 What are the animals thinking now?



← SHOW FLIP BOOK PAGE 6A-7: **Little Red Hen and other animals**

“Now,” she said, “who will help me eat the bread?”

“I will,” quacked the duck.

“I will,” meowed the cat.

“I will,” oinked the pig. **13**

13 Do you think the hen will share?

“Aha!” clucked the Little Red Hen. “No, you will not! I planted the wheat all by myself. I cut the wheat all by myself. I ground the wheat into flour all by myself. I mixed the dough and baked it all by myself. And now I will eat the bread—all by myself!”

And that is just what she did. She ate the bread all by herself.

The End



Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand the students' responses using richer and more complex language. Sample responses are given below. As you model responses for your students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

1. *Literal* What plant did the Little Red Hen grow to make bread?
 - The Little Red Hen grew **wheat** to make into bread.
2. *Inferential* How do you think the Little Red Hen felt when no one would help her make bread?
 - Answers may vary.
3. *Inferential* Why did the Little Red Hen eat her bread all by herself?
 - The hen ate the bread all by herself **because** she did the work all by herself.
4. *Evaluative* Do you think the Little Red Hen should have shared her bread with the other animals? Why or why not?
 - Answers may vary.

Teacher-Led Learning Center



Art Center

Note: *If students are not ready to use scissors to cut out squares, cut the Activity Page images for students prior to beginning the activity.*

Provide students with **Activity Page 6A-1: Cutouts for Little Red Hen and Friends** in the art center. Have students cut out characters and glue them on to craft sticks to make puppets. As students make their puppets, tell them, “These animals are the characters in our story. They are who the story is about.” As students finish their puppets, hold each one up and ask the students, “Which character is this?”

Take-Home Material



“The Little Red Hen”; Red Hen and Friends

Give students the following items to complete at home with an adult:

- **Activity Page 6A-2: The Little Red Hen**
- **Activity Page 6A-3: Red Hen and Friends**

Students can use the puppets they made in the art center to tell the story of “The Little Red Hen.”

✓ Lesson 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 unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities, with purpose and understanding (RL.P.10)
- ✓ Attend and listen to the illustrated Big Book story “The Little Red Hen” (RL.P.5)
- ✓ Point to the front cover and title; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; and the order that words are read on a page (RF.P.1a)
- ✓ With prompting and support, provide or join in repeating the refrain in “The Little Red Hen” (RL.P.10)
- ✓ With prompting and support, ask and answer questions about the word *wonderful* (RL.P.4)
- ✓ With prompting and support, use the word *wonderful* acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner’s comments (SL.P.1b)
- ✓ Pair pictures depicting opposite the adjectives *wonderful* and *awful* (L.P.5b)
- ✓ Name and use the opposite adjectives *wonderful* and *awful* (L.P.5b)
- ✓ Classify by the conceptual categories *wonderful* and *awful* (L.P.5a)
- ✓ With prompting and support, describe an illustration and make connections to the story and self (RL.P.7, RL.P.11)

- ✓ With prompting and support, retell “The Little Red Hen” including characters, a beginning, and an ending (RL.P.2, RL.P.3, W.P.11)
- ✓ Provide a story ending consistent with other given story events (RL.P.10)
- ✓ With prompting and support, sequence illustrations of three to five story events (RL.P.2)
- ✓ With prompting and support, “read”/tell a story using a wordless picture book (RL.P.2)
- ✓ Hold a book correctly, turning the pages, while pretend to read (RF.P.4)

At a Glance

	Exercise	Materials	Minutes
Review “The Little Red Hen”	W Introducing the Big Book	Classic Tales Big Book	5
	W Presenting the Big Book		
Word Work: Wonderful	W Defining Wonderful	Image Cards 6B-1, 6B-2, 6B-3, 6B-4	10
	W Deepening Understanding		
Extension Activities	W What Happens Next?	Image Cards 6B-5, 6B-6, 6B-7	20
	S Help the Little Red Hen	Activity Page 6B-1; scissors; glue; paper strips	
Teacher-Led Learning Center Activity	L Library Center	Books of various familiar classic tales	During Center Time
Take-Home Material	T The Strawberry Jam Story; Yum Yum Strawberry Jam	Activity Pages 6B-2, 6B-3	*

Advance Preparation

- Cut apart **Image Cards 6B-3, 6B-4, 6B-5, 6B-6, 6B-7** before beginning instruction.
- Gather books featuring various familiar classic tales from the school library or other classrooms to use in the Library Center. The supplemental trade book list at the beginning of this Teacher Guide has many suggestions you might include in the Library Center.
- Before extension activities, prepare a strip of paper for each student by cutting a regular piece of paper in half (lengthwise) and taping its short ends together.
- If needed, cut Activity Page 6B-1 for students. If students are ready, they will cut the page themselves.



Introducing the Big Book

- When introducing “The Little Red Hen,” pretend that you do not know how a book works.
- Open the *Classic Tales* Big Book to page 57, “The Little Red Hen” title page, and place it on an easel—however, place the book **upside down** so the title is on the bottom and the picture is upside down.
- As you point to each word, read the title of the story to students.
- Pause at the end and say, “Something seems funny. Does anybody notice anything strange about our book today?” (The book is upside down.)
- Ask students how they know the book is upside down. (The picture is upside down.)
- Now turn the book right-side up. Next, begin to read the story, but turn the pages the **wrong direction** (i.e., go backward into the images for “The Elves and the Shoemaker”).
- Read the last page of the story of the “Elves and the Shoemaker.”
- Pause and say, “Something seems wrong. This isn’t the story of ‘The Little Red Hen!’”
- Ask students to help you figure out the problem and which way you should turn the pages.
- Say, “Oh, I turn the pages this way,” as you demonstrate the correct direction (or have a student demonstrate).
- Tell students to watch to make sure you turn the pages the right way as you read the story.



Presenting the Big Book

Page 59

- **FIRST READ** ▶ *...all of the other animals.*
THEN DISCUSS ▶ *Turn the page backward and begin to read the title page again. Pause and say, “Something seems wrong. We already read the title page...”*

Page 60

- **FIRST READ** ▶ ... *but her friends refused.*
THEN DISCUSS ▶ **Remind students of the “Not I” refrain from the read-aloud.**
- (“Not I,” quacked the duck. “Not I,” meowed the cat. “Not I,” oinked the pig. “Then I will do it myself,” clucked the Little Red Hen) and tell them you are counting on them to help tell the story by saying this part.

Page 61

- **FIRST READ** ▶ ... *ready to be harvested.*
THEN DISCUSS ▶ **Prompt students to help you with the refrain by asking, “Who will help me harvest the wheat?”**

Page 62

- **FIRST READ** ▶ ...*wheat into flour.*
THEN DISCUSS ▶ **Prompt students to help you with the refrain by asking, “Who will help me grind this wheat into flour?”**

Page 63

- **FIRST READ** ▶ ...*flour to make bread dough.*
THEN DISCUSS ▶ **Prompt students to help you with the refrain by asking, “Who will help me knead this flour into bread dough?”**

Page 64

- **FIRST READ** ▶ ...*completely abandoned her.*
THEN DISCUSS ▶ **Left her by herself**
- **FIRST READ** ▶ ...*friends appeared.*
THEN DISCUSS ▶ **Prompt students to help you with the refrain by asking, “Who will help me eat this delicious bread?”**

Page 65

- **FIRST READ** ▶ ...*she had done all the work.*
THEN DISCUSS ▶ **Turn the page backward and begin to read the previous page again. See if any of your students notice.**
- Talk with students about what parts of this story could be real (e.g., flour is made from wheat, wheat is a plant, etc.) and what parts are make believe (e.g., animals don’t talk, grow plants or make bread, etc.)

**Defining Wonderful**

1. In the read-aloud you heard, “As the bread cooked, *wonderful* smells rose up into the air.”
2. Say the word *wonderful* with me.
3. *Wonderful* means really good or great.
4. In the story, the Little Red Hen’s freshly-baked bread smelled wonderful. Mention that another word that students could use for wonderful that they have already heard in other stories is *great*.
5. **Show Image Card 6B-1: Wonderful**
This girl is having a wonderful time. She is showing “two thumbs up” and smiling, so we can tell she is having a wonderful time.
6. I think going to the swimming pool is wonderful. I have a wonderful time sitting in the sun and cooling off in the water. What is something you think is wonderful? Who can share with the class? I want everyone to think about something that is wonderful. Now, I want each of you to turn to the friend sitting beside you (pair students) and say, “I think _____ is wonderful.” Then, I want your friend to share with you. Who else would like a chance to share something that is wonderful?
7. What’s the word we’ve been talking about that means really good or great?

**Deepening Understanding*****Is It or Isn't It?***

In this activity, students will sort pictures according to whether they are wonderful or awful. Explain that the word *awful* is exactly the opposite of *wonderful*; *awful* means terrible. Use **Image Card 6B-1: Wonderful** as one header and **Image Card 6B-2: Awful** as the other header. Tell students you are going to show them some pictures and you would like them to think about whether they show something wonderful or something awful. They will put the pictures of the wonderful things under **Image Card 6B-1: Wonderful** and the awful things under **Image Card 6B-2: Awful**. Mix up and show students pictures from **Image Cards**

6B-3: Wonderful Things and **Image Cards 6B-4: Awful Things**. As you show each card, ask students to name the image, then say “wonderful” or “awful.” Ask students to come forward and place the card under the correct header. As students place the cards, have them say, “_____ is wonderful” or “_____ is awful.”

Extension Activities

20 minutes

Whole
Group

What Happens Next?

Ask students what they remember happening in the story “The Little Red Hen.”

Show students Image Cards 6B-5, 6B-6, and 6B-7. Place Image Cards face down on the rug in no particular order. Have students turn them over and describe what is happening in each image. Ask students which event happened first in the story. Put the first image on students’ left. Order the other five images until the six cards are in the correct order from left to right. Model a brief retelling for the students based on the images.

Small
Group

Help the Little Red Hen

Note: *If students are not ready to use scissors to cut out squares, cut the Activity Page images for students prior to beginning the activity.*

In this small-group activity, students will sequence pictures from “The Little Red Hen.” Give students **Activity Page 6B-1: Help the Little Red Hen**. Help students cut out the images depicting events from the story. Have students arrange the pictures from left to right in the order each event occurred. Each student will need a piece of paper long enough to accommodate six pictures (see **Advance Preparation**). Students can then glue or tape the sequenced images onto the piece of paper. Model a retelling of “The Little Red Hen” based on the images that the students have sequenced. Be sure to use the repeated refrains from the read-aloud in your retelling. Finally, have each student tell his/her own version of “The Little Red Hen” based on their sequenced images.

Teacher-Led Learning Center

Learning
Center

Library Center

Provide copies of familiar classic tales that students have already heard. Use your school library and the Core Knowledge Language Arts Recommended Resources List for *Classic Tales* as resources. Explain to students that they are going to use the pictures in these books to tell stories. Reassure students that they do not need to be able to read the words; they can make up a story by using the pictures. Model a storytelling for students based on the pictures in one of the storybooks. Emphasize that you are using the pictures to tell the story. Have all students choose a storybook and pretend to read stories. Help students who are having difficulty by referring them to the illustrations and giving prompts like, “Look at the cover. What do you think this story is going to be about?” or “What is happening in this picture?”

Take-Home Material



The Strawberry Jam Story; Yum Yum Strawberry Jam

Give students the following items to be completed at home with an adult:

Activity Page 6B-2: The Strawberry Jam Story

Activity Page 6B-3: Yum Yum Strawberry Jam

✓ Lesson 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 unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Describe an illustration or text in “Thumbelina” and make connections to self and the world around them (RL.P.11)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Assume Thumbelina’s perspective and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “Thumbelina” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Predict events in “Thumbelina” (RL.P.10)
- ✓ With prompting and support, follow illustrated directions to do a simple craft (RI.P.10)

Core Vocabulary

beautiful, *adj.* Very, very pretty

Example: The white gown looked beautiful on the princess because it sparkled with beads and sequins.

Variation(s): none

crown, *n.* A shiny thing with jewels that kings and queens wear on their heads

Example: The gold crown was placed on the prince’s head to make him the new king.

Variation(s): crowns

floated, v. Stayed on top of the water

Example: The boat floated down the river.

Variation(s): float, floats, floating

underground, adj. Below the ground

Example: Ants build their homes in underground tunnels.

Variation(s): none

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Have We Already Learned?		5
	W Purpose for Listening		
Presenting the Read-Aloud	W "Thumbelina"		20
Teacher-Led Learning Center	L Art Center	Activity Page 7A-1; empty walnut shells; cotton balls; glue; large wooden beads; fine-tipped markers; bits of fabric; artificial flower petals or leaves	During Center Time
Take-Home Material	T "Thumbelina"; Remember Thumbelina; Thumbelina Game	Activity Pages 7A-2, 7A-3, 7A-4	*

Advance Preparation

- Make a sample of Thumbelina sleeping in her walnut shell (**Activity Page 7A-1**) to show students during the Art Center activity.

Introducing the Read Aloud

5 minutes

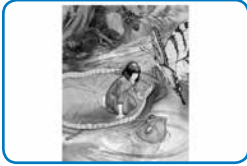
What Have We Already Learned?

Tell students they have learned a lot about plants. Today, they are going to hear a make-believe story about a tiny girl who grows out of a plant. Tell students they are going to hear about different kinds of plants and their parts in the story.



← SHOW FLIP BOOK PAGE 7A-1: **Woman looking down at flower in pot**

Tell students that in the story, a woman plants a seed and a flower grows from the seed. Ask students to come forward and point to the stem, the leaves, and the bud/petals of the flower. Ask students if a plant could really grow from a seed.



← **SHOW FLIP BOOK PAGE 7A-6: Thumbelina on lily pad looking at fish in river**

Tell students the plant in the picture is called a “water lily.” The plant grows in water and has a long stem that grows down to the bottom of the pond and keeps it from floating away. Tell students that in one part of the story, the tiny girl lives on top of a water lily leaf. Ask students if a girl could really live on top of a water lily leaf. If necessary, show students the palm of your hand and explain that a water lily leaf is about the size of your opened hand.



Purpose for Listening

Tell students the title of the read-aloud is “Thumbelina.” Tell them to listen to the story to find out which characters in the story helped Thumbelina.

Thumbelina

Note: Today's read-aloud is significantly longer than the read-alouds students have been listening to earlier in the year. For that reason, there are no comprehension questions at the end of the read-aloud. Instead, they are interwoven within the read-aloud. If necessary, provide students with a wiggle break midway through the read-aloud.



← SHOW FLIP BOOK PAGE 7A-1: **Woman looking down at flower in pot**

Once upon a time, there was a woman who was sad because she had no children. Seeing her unhappiness, a neighbor gave her a magical seed. The neighbor told the woman to plant the seed in a flower pot.

That evening, the woman planted the seed. The next morning, she noticed that a plant had grown in the pot overnight. **1** The plant had a flower like a tulip, but it was closed up tightly into a bud.

- 1** Could a seed really grow into a plant in just one night?



← SHOW FLIP BOOK PAGE 7A-2: **Thumbelina sitting in tulip**

“What a **beautiful** plant,” said the woman, and she kissed the flower. When she did, the petals opened wide. There, in the middle of the flower, sat a tiny girl no bigger than a thumb. **2**

“I will call you Thumbelina,” said the woman. **3** Thumbelina lived a happy life with the woman.

- 2** [Hold up your thumb]

- 3** Do you hear the word *thumb* in Thumbelina? Thum [pause] belina. Thumbelina.



← SHOW FLIP BOOK PAGE 7A-3: **Thumbelina sleeping in walnut shell**

At night, she slept in a polished walnut shell. During the day, she sailed about in a saucer **4** of water with a tulip leaf as her boat.

Then, one night, everything changed. A mother toad **5** hopped through a broken window into the house. She landed right beside the sleeping Thumbelina.

- 4** or little bowl

- 5** an animal like a frog



← SHOW FLIP BOOK PAGE 7A-4: **Mother toad holding sleeping Thumbelina**

“What a beautiful wife she would make for my toad son!” exclaimed the mother. So she picked up the sleeping Thumbelina and carried her into the garden. **6**

6 Do you think Thumbelina would want to marry a toad?

7 or get away

There, she told her son of her plans.

“While we prepare for the wedding, we will place her on a water lily leaf in the river. That way she cannot escape,” **7** said the mother.



← SHOW FLIP BOOK PAGE 7A-5: **Mother toad and son talking as Thumbelina cries**

When Thumbelina awoke the next morning, she realized that she was no longer in her cozy bed. She began to cry. The mother toad and her son ignored her tears and continued with their plans.



← SHOW FLIP BOOK PAGE 7A-6: **Thumbelina on lily pad looking at fish in river**

But Thumbelina’s cries had not gone unheard. The little fish in the river felt sorry for her. They nibbled **8** at the lily pad stem until the leaf broke free from its roots.

8 took small bites

The leaf **floated** down the river, carrying Thumbelina with it. Thumbelina floated along. It was summertime. She ate wild berries for food. She listened to the birds chirping, and she admired the butterflies.



← SHOW FLIP BOOK PAGE 7A-7: **Thumbelina under mushroom in winter storm**

Before long, though, summer came to an end. The weather grew colder, and soon there were no more berries for food. The birds and butterflies disappeared. One day, as snow began to fall, Thumbelina curled up under a mushroom. **9**

9 How do you think Thumbelina felt?

Not far away, a field mouse was gathering wood for her fireplace. When she saw Thumbelina, she said,

10 Why did the mouse invite Thumbelina to her house?

“My poor dear, you must come home with me.” **10**



11 or small hole in the ground

← **SHOW FLIP BOOK PAGE 7A-8: Thumbelina and mouse drinking tea**

Thumbelina gratefully accepted the field mouse’s invitation. She spent the rest of the winter in the mouse’s snug burrow. **11** Every day, Thumbelina helped the field mouse with her housework. When they were done, they sat and chatted before the fire. They became friends.



12 or tunnel

← **SHOW FLIP BOOK PAGE 7A-9: Thumbelina facing field mouse and Mr. Mole**

Now, the field mouse had a wealthy, or rich, neighbor called Mr. Mole. Mr. Mole became a regular visitor at the field mouse’s home.

One evening Mr. Mole invited Thumbelina and the field mouse to come to his house. They accepted the invitation and followed him down a hole and into an **underground** passageway. **12**



← **SHOW FLIP BOOK PAGE 7A-10: Thumbelina with injured swallow**

As they moved along the passageway, they passed an injured bird lying perfectly still.

“Pay no attention,” said Mr. Mole. “This swallow has a broken wing. Somehow he found his way into my passageway. Nothing can be done to help him.”

With that, the mole and field mouse hurried on, but Thumbelina did not. She was worried about the hurt bird, so she stayed and stroked the bird’s feathers. **13**

13 Why do you think Thumbelina stopped to pet the bird?

Suddenly the bird moved. Thumbelina promised the bird that she would return with food. And, for the rest of the winter, that is what she did.

When spring arrived, the swallow felt well enough to fly away. He asked Thumbelina to come with him, but she said no. She could not leave her friend the field mouse.



14 She did not want to marry him.

15 She thought Thumbelina should marry Mr. Mole.

← **SHOW FLIP BOOK PAGE 7A-11: Mr. Mole proposing to Thumbelina**

The spring and summer months passed. It had become clear that Mr. Mole wanted to marry Thumbelina. Thumbelina did not care for Mr. Mole at all. **14** But her friend, the field mouse, was in favor of the marriage. **15** Together, Mr. Mole and the field mouse made plans for the wedding.



16 or crying

← **SHOW FLIP BOOK PAGE 7A-12: Thumbelina on back of flying swallow**

One day, as Thumbelina sat quietly weeping **16** in the autumn sunshine, a dark shadow appeared. It was the swallow.

“Thumbelina,” said the swallow. “I am flying south to warmer places. Come with me.”

This time, Thumbelina agreed. She climbed upon the swallow’s back and off they went. **17**

17 Why do you think Thumbelina went with the sparrow this time?



← **SHOW FLIP BOOK PAGE 7A-13: Thumbelina holding hand of fairy king**

They flew for many days. Finally, the swallow landed in a lovely little spot, filled with flowers. Thumbelina looked at the flower next to her. She watched the petals slowly open. There, in the middle of the flower, sat a little man with a golden **crown. 18** He was the same tiny size as Thumbelina!

18 Who else wears crowns?



← **SHOW FLIP BOOK PAGE 7A-14: Thumbelina with wings and fairy king with fairies**

Thumbelina watched in amazement as all of the other flowers opened. Each flower had its own tiny person inside. The little man with the crown said, “Welcome, Thumbelina. You have found a new home at last. Here you shall be my queen.”

He placed a tiny golden crown on Thumbelina’s head. He fastened a pair of pale wings to her shoulders.

And so, Thumbelina and the king got married and lived happily ever after in the land of the flowers and the fairies. **19**

19 What do you think will happen next?

The End

Teacher-Led Learning Center

Learning
Center

Art Center

Note: Be sure to follow the procedures your school has in place regarding food allergies.

Provide students with **Activity Page 7A-1: Good Night, Thumbelina** and the supplies to make Thumbelina in her walnut shell bed (see **Advance Preparation**).



← **SHOW FLIP BOOK PAGE 7A-3: Thumbelina sleeping in walnut shell**

Tell students that they are going to make the main character from the story, Thumbelina, and her walnut bed. First, read/explain the instructions from **Activity Page 7A-1** to students as they follow along with the illustrations. Then have students follow the instructions to make their own Thumbelina. Refer students back to the steps illustrated on the instructions as they complete their art projects. Finally, have students tell Thumbelina a bedtime story, either recalling a familiar one or making one up.

Take-Home Material



“Thumbelina”; Remember Thumbelina; Thumbelina Game

Give students the following items to complete at home with an adult:

Activity Page 7A-2: Thumbelina

Activity Page 7A-3: Remember Thumbelina

Activity Page 7A-4: Thumbelina Game

✓ Lesson 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 unit.


Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to the illustrated Big Book story “Thumbelina” (RL.P.5)
- ✓ Point to the front cover, title, and a word (RF.P.1a)
- ✓ With prompting and support, describe and show what the author and illustrator contributed to the creation of “Thumbelina” (RL.P.6)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Blend two spoken syllables, saying the whole word (RF.P.2a)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “Thumbelina” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Understand and use complex sentences with clauses introduced by *because* and *by* (L.P.1f)
- ✓ With prompting and support, retell “Thumbelina” including characters, a beginning, and an ending (RL.P.2, RL.P.3, W.P.11)
- ✓ With prompting and support, “read”/tell a story using a wordless picture book (RL.P.2)
- ✓ Assume the role of Thumbelina and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ With prompting and support, as a group, dictate an informative text about “Thumbelina,” naming the topic and supplying some information about the topic (W.P.2, W.P.8)

- ✓ Write one's first name, using upper- and lowercase letters appropriately (L.P.1a, L.P.2a)

At a Glance

	Exercise	Materials	Minutes
Review “Thumbelina”	W Introducing the Big Book	Classic Tales Big Book	10
	W Presenting the Big Book		
Discussing the Read-Aloud	W Comprehension Questions		10
 Complete remainder of lesson later in the day			
Extension Activity	S Dear Swallow	Chart paper; thick marker	15
Teacher-Led Learning Center	L Library Center	Classic Tales Flip Book	During Center Time
Take-Home Material	T What Happens Next?	Activity Pages 7B-1, 7B-2	*

Review “Thumbelina”

10 minutes



Introducing the Big Book

- Show students the “Thumbelina” title page on page 67 of the *Classic Tales* Big Book and ask them the purpose and role of the title, author, and illustrator.
- Help students count syllables in the word *Thumbelina* by clapping.
- Tell students to listen carefully as you say the word *Thumbelina*, pausing at each syllable juncture (e.g., Thum-be-li-na).
- Then show students how to clap once for each syllable.
- As students clap, hold up your fingers to count each clap.
- Then, have students clap and count syllables in the following words: *seed*, *flower*, *thumb*, *beautiful*, *walnut*, *leaf* [*seed* (1), *flow-er* (2), *thumb* (1), *beau-ti-ful* (3), *wal-nut* (2), *leaf* (1)].
- Tell students to listen carefully to the words in the story because you are going to have them clap some of them as you go.



Presenting the Big Book

Page 69

- **FIRST READ** ▶ ... she planted a magical seed.
- **THEN DISCUSS** ▶ Who can clap and count the syllables in the word seed?

Page 71

- **FIRST READ** ▶ ... a polished walnut shell.
THEN DISCUSS ▶ [touch thumb to index finger] A walnut is a nut about this big. Thumbelina was so tiny she could sleep inside just half of a walnut shell! Who can clap and count the syllables of the word walnut?

Page 74

- **FIRST READ** ▶ ... floated down the river.
THEN DISCUSS ▶ Who remembers what the word floated means?
 - To say something floated means that it stayed on top of water instead of sinking down into the water.
- Who can clap and count the syllables in the word floated?

Page 77

- **FIRST READ** ▶ ... nearby lived Mr. Mole.
THEN DISCUSS ▶ A burrow is a hole underground where small animals live to stay warm. Who can clap and count the syllables in the word burrow?

Page 78

- **FIRST READ** ▶ ... Thumbelina found a swallow.
THEN DISCUSS ▶ In this story a swallow is a kind of bird. Can anyone think of a different meaning for the word swallow?
 - When you eat or drink something and it goes down your throat.

Page 80

- **FIRST READ** ▶ ... south to warmer lands.
THEN DISCUSS ▶ Who can clap and count the syllables in the word flew?

Page 82

- **FIRST READ** ▶ ... Thumbelina became the queen.
THEN DISCUSS ▶ What are Thumbelina and the king wearing on their heads in this illustration?
 - Thumbelina and the king are wearing crowns.

- Ask students whether they think this story could really happen (e.g., can a tiny girl grow in a flower?). Explain that while parts of the story could happen (e.g., fish really do nibble on plants) other parts, such as Thumbelina riding a bird, are pretend, or make-believe, and could not really happen.

Discussing the Read-Aloud

10 minutes

Whole
Group

Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand students' responses using richer and more complex language. Sample responses are given below. As you model responses for students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

1. *Literal* Why did the woman name the tiny girl Thumbelina?
 - The woman named the girl Thumbelina **because** she was no bigger than the woman's thumb.
2. *Inferential* Which characters in the story helped Thumbelina when she was sad or in trouble?
 - **The fish, the field mouse, and the swallow** helped Thumbelina when she was sad or in trouble.
3. *Literal* Where did the field mouse and the mole live?
 - The field mouse and the mole both lived **underground**.
4. *Literal* How did Thumbelina help the bird?
 - Thumbelina helped the bird **by bringing him food** during the winter while his injured wing healed.
5. *Literal* How did the bird help Thumbelina?
 - The bird helped Thumbelina **by carrying her away** from Mr. Mole.
6. *Literal* Who did Thumbelina marry?
 - Thumbelina married **the king**.



Complete Remainder of Lesson Later in the Day



Dear Swallow

Tell students you are going to write a pretend thank-you note to the swallow who gave Thumbelina a ride to the garden full of fairies. Start the letter by writing “Dear Swallow” at the top of a piece of chart paper. Ask students what they think the letter should say. Allow each student to contribute to the letter and repeat each sentence as you write it down. Then, let each student sign the letter by writing his or her name on the chart paper.

Teacher-Led Learning Center



Library Center

Use the *Classic Tales* Flip Book to review the images from “Thumbelina” with students. As you review the images, ask students to retell the story by talking about what is happening in each image. When the Flip Book shows Thumbelina in her shell, have students show their own Thumbelina crafts.

Take-Home Material



What Happens Next?

Give students the following items to complete at home with an adult:

- **Activity Pages 7B-1, 7B-2: What Happens Next?**

✔ Lesson 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 unit.

Language Arts Objectives

Students will:

- ✔ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✔ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “How Turtle Cracked His Shell” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✔ Assume the perspective of Turtle and express different possibilities, imaginary or realistic (SL.P.6)
- ✔ Predict events in “How Turtle Cracked His Shell” (RL.P.10)
- ✔ Combine simple sentences using *but* (L.P.1f)

Core Vocabulary

flying south, v. Moving through the air away from the cold north

Example: The birds were flying south for winter so they could find food.

Variation(s): flies south, flew south

summer, n. The hot and mostly sunny time of year

Example: It is fun to play at the beach during the hot days of summer.

Variation(s): summers

tightly, adv. Firmly or strongly

Example: Malik tightly closed the top so the milk would not spill.

Variation(s):


winter, n. The cold and sometimes snowy time of year
Example: Jasmine wears ear muffs to keep her ears warm in the winter.

Variation(s): winters

wonder, v. To think about and be curious about something
Example: I wonder whether we will have pizza or hotdogs for lunch.

Variation(s): wonders, wondered, wondering

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Where Are We?	Image Card 8A-1; U.S. map (optional)	10
	W Purpose for Listening	Image Card 8A-2	
Presenting the Read-Aloud	W “How Turtle Cracked His Shell”		15
 Complete remainder of lesson later in the day			
Discussing the Read-Aloud	W Comprehension Questions		10
Teacher-Led Learning Center	L Art Center	White crayons; water colors (green); white paper	During Center Time
Take-Home Material	T “How Turtle Cracked His Shell”; Turtle’s Shell	Activity Pages 8A-1, 8A-2	*

Advance Preparation

- Prepare a piece of paper for each student with an outline of a turtle on it to paint in Art Center.

Introducing the Read Aloud

10 minutes

Whole Group

Where Are We?

Tell students they will hear a story about birds. When the story starts, the birds are living in a place where the weather is about to change and it will start to get cold for the winter. Many birds do not like it when the weather gets cold. Ask students if they can think of some reasons why the birds might not like it when it gets cold; be sure that students understand that, in addition to feeling cold, birds have greater difficulty finding the kinds of foods they usually eat (i.e., plants and insects) when it is cold.

Ask students if they have any ideas what birds might do if the place where they are living gets cold and there is no food.

Show Image Card 8A-1: Birds in Formation

Explain that many birds move or fly as a group to a different, warmer place to live during the winter. When birds do this, we say they “fly south for the winter” because it stays warmer in the south and there is plenty of food.

Ask students if they have ever seen flocks of birds flying south for winter. If a map is available, show the general direction of moving from north to south by making a sweeping motion from the top of the map to the bottom of the map.

Whole
Group

Purpose for Listening

Show Image Card 8A-2: Turtle

Tell students the title of the read-aloud is “How Turtle Cracked His Shell.” Explain that in this story they will hear about a turtle who wants to fly south for the winter with a group of birds.

Tell students to listen carefully to find out what happens in the story and how turtles got lines on the back of their shells. Point to the cracks on the turtle in the picture to show students that turtles really do have cracked shells.

How Turtle Cracked His Shell



← SHOW FLIP BOOK PAGE 8A-1: **Turtle looking up at birds**

- 1** He wondered what they were doing.

It was the time of the year when the yellow leaves start falling from the aspen trees. Turtle was walking about on the ground. Up above him, he saw many birds gathering together in the trees. They were making a lot of noise. Turtle was curious to know what was happening. **1**

“Don’t you know?” the birds said. “We’re getting ready to fly to the south for the **winter**.”

“Why are you going to do that?” asked Turtle.

“Don’t you know anything?” answered the birds. “Soon it’s going to be very cold here. The snow will begin to fall. There won’t be much food to eat. Down south it will be warm. It seems like **summer** there all of the time, and there’s plenty of food.”

- 2** Turtle was getting hungry.



← SHOW FLIP BOOK PAGE 8A-2: **Turtle begging birds**

As soon as the birds mentioned food, Turtle became more interested. “Can I come with you?” he asked. **2**

“You have to be able to fly to go south with us,” said the birds. “You are a turtle, and you can’t fly.”

Turtle would not give up. “Isn’t there some way you could take me along?” he asked. He begged and he pleaded.

Finally, just to get him to stop bothering them, the birds agreed.

“Look here,” they said, “can you use your mouth to hold on **tightly** to a stick?”

“That’s no problem at all,” Turtle said. “Once I grab onto something with my mouth, no one can make me let go.” **3**

- 3** [Have children pretend to grab sticks in their mouths.]



← SHOW FLIP BOOK PAGE 8A-3: **Turtle with stick in mouth; birds holding on**

“Good,” said the birds. “Then you hold on tightly to this stick. Two of us will grab the ends with our feet. That way we can lift you up and carry you with us on our way south. But remember—keep your mouth shut!”

“That’s easy,” said Turtle. “Now let’s go south where it seems like summer with all that food.”

Turtle grabbed on to the middle of the stick. Two big birds came and grabbed each end. They flapped their wings hard and lifted Turtle off the ground. Soon Turtle and the birds were high in the sky, heading south. **4**

4 What do you think Turtle could see?



← SHOW FLIP BOOK PAGE 8A-4: **Turtle and two birds in sky**

Turtle had never been so high off the ground before. He liked it. He could look down and see how small everything looked.

But before he and the birds had gone very far, he began to **wonder** where they were. He wondered about the lake down below him and the hills beyond. He wondered how far they had come. He wondered how far they would have to go to get to where summer lived. He wanted to ask the two birds these questions. However, he couldn’t talk with his mouth tightly closed on the stick. **5**

5 What would happen if he opened his mouth to talk?

6 [Have students roll their eyes and wave their legs to imitate the ways Turtle tried to get the birds’ attention.]

Turtle tried rolling his eyes to get the birds’ attention, but the two birds just kept on flying. Then Turtle tried waving his legs at them. The birds acted as if they didn’t even notice. Now Turtle was getting upset. Turtle thought the least they could do was tell him where they were! “Mmmph,” said Turtle, trying to get their attention. But it didn’t work. **6**



← SHOW FLIP BOOK PAGE 8A-5: **Turtle falling from sky**

Finally, Turtle lost his temper. **7** “Why don’t you listen to—” was all he said. As soon as he opened his mouth to speak, he let go of the stick and started to fall.

7 or got mad

Down and down he fell—a long, long way. Turtle was so frightened that he pulled his legs and his head into his shell for protection. **8** He hit the ground hard, which made him ache **9** all over. He ached so much he didn’t even notice that his shell had cracked all over when he landed.

8 to keep himself safe

9 or hurt



← **SHOW FLIP BOOK PAGE 8A-6: Turtle hiding in shell in pond**

10 He was hibernating. When animals hibernate, they go to a warm, safe place and sleep during the cold winter.

Turtle was very unhappy. He wanted to get as far away from the sky as he possibly could. He found a pond and crawled into it. He swam down through the water to the pond's bottom.

Once there, he dug deep into the mud. Then he fell asleep. He slept all through the winter and didn't wake up until the spring. **10**



← **SHOW FLIP BOOK PAGE 8A-7: Turtle thrilled with new shell**

11 Do you remember the new word I taught you that we use to talk about animals that sleep all winter? Say *hibernate* with me.

When he woke up, he was very proud of all the cracks still showing on his shell.

Ever since then, every turtle's shell has looked like it has cracks all over it. And birds still fly south for the winter. However, turtles pull their legs and heads into their shells, curl up, and sleep the winter away. **11**

The End



Complete Remainder of the Lesson Later in the Day



Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand students’ responses using richer and more complex language. Sample responses are given below. As you model responses for students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

1. *Literal* Which characters in the story helped Turtle go south for the winter? How did they help him?
 - **Two birds** helped carry the turtle with them when they flew south. The turtle held onto a stick with his mouth and then the **birds held on to the ends of the stick** while they were flying.
2. *Inferential* Why did the turtle get mad during his trip?
 - He wanted to know where he was, **but he couldn’t get the birds’ attention.**
3. *Literal* What happened when Turtle lost his temper and opened his mouth to yell at the birds?
 - The turtle **fell** to the ground.
4. *Literal* How did Turtle get all of the cracks on his shell?
 - The turtle got the cracks on his shell from **falling on it.**
5. *Evaluative* What parts of this story do you think are pretend?
 - Birds and turtles **can’t talk**, so that part of the story is pretend or make-believe.
6. *Evaluative* Are there other parts of the story that could be real?
 - Yes, birds do **fly south** for the winter. Yes, turtles do **have cracks** on their shells.

Teacher-Led Learning Center



Art Center

In the Art Center, provide each student with a piece of paper on which you have drawn the outline of a turtle. Have students draw a picture of Turtle from the story. Have students use white crayons to trace the cracks on their turtles' shells. Then, give children watercolors to paint Turtle's shell. The watercolor will not stick to the crayon, and the cracks in Turtle's shell will magically appear. As children color and paint, go around and help each child label the character that they have drawn by writing "Turtle" next to their artwork.

Take-Home Material



"How Turtle Cracked His Shell"; Turtle's Shell

Give students the following items to complete at home with an adult:

Activity Page 8A-1: How Turtle Cracked His Shell

Activity Page 8A-2: Turtle's Shell

✓ Lesson 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 unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to the illustrated Big Book story “How Turtle Cracked His Shell” (RL.P.5)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “How Turtle Cracked His Shell” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ With prompting and support, ask and answer questions about the word *wondering* (RL.P.4)
- ✓ With prompting and support, use the words *wondering*, *hibernate*, and *migrate* acquired through: conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner’s comments (SL.P.1b)
- ✓ With prompting and support, sequence illustrations of three to five story events (RL.P.2)
- ✓ Hold a book correctly, turning the pages, while pretending to read (RF.P.4)
- ✓ With prompting and support, retell “How Turtle Cracked His Shell” including characters, a beginning, and an ending (RL.P.2, RL.P.3, W.P.11)
- ✓ With prompting and support, “read”/tell a story using a wordless picture book (RL.P.2)

- ✓ Provide a story ending consistent with other given story events (R.L.P.10)

At a Glance		Exercise	Materials	Minutes
Review “How Turtle Cracked His Shell”	W Introducing the Big Book	<i>Classic Tales</i> Big Book	5	
	W Presenting the Big Book			
Word Work: Wonder	W Defining <i>Wonder</i>	Image Card 8B-1; Nursery Rhyme Poster 52: Twinkle, Twinkle Little Star	10	
	W Deepening Understanding			
Extension Activity	W What Happens Next?/Let’s Tell A Story	Activity Page 8B-1; small blank book for each student; scissors; glue	20	
Teacher-Led Learning Center	L Library Center	<i>Classic Tales</i> Flip Book	During Center Time	
Take-Home Material	T Let’s Tell A Story	Books made during extension activity	*	

Advance Preparation

- Prior to the lesson, prepare small blank books for each student. Each book should have a front and back cover and three interior pages. Directions for making a blank book can be found here: <http://www.apartmenttherapy.com/simple-blank-book-how-to-116943>.
- If needed, cut Activity Page 8B-1 for students. If students are ready, they will cut the page themselves.

Review “How Turtle Cracked His Shell” 5 minutes



Introducing the Big Book

- Show students the title page of “How Turtle Cracked His Shell” on page 85 of the *Classic Tales* Big Book
- Tell students that in this story, the birds are worried because winter is coming, so they decide to fly south to look for food and warm weather.
- Tell students that when birds fly south, we say that they migrate. *Migrate* means to move from one place to another to find food and shelter, or a place to live.

- Ask students if they remember what turtle did during the winter, after he fell out of the sky.
- Remind students that Turtle hibernated during the winter. *Hibernate* means to find a safe place to sleep during the winter months. Turtle dug down in the pond mud to find a warm, safe place where he could sleep during winter. He didn't wake up until it was spring and the water was warm and there was plenty of food.



Presenting the Big Book

Page 88

- **FIRST READ** ▶ ... *Finally, the birds agreed.*
THEN DISCUSS ▶ *They said, "yes."*

Page 90

- **FIRST READ** ▶ ... *how far they had to go.*
THEN DISCUSS ▶ *Wonder means to think about and be curious about something.*

Page 91

- **FIRST READ** ▶ ... *opened his mouth to speak.*
THEN DISCUSS ▶ *Do you remember what happens next?*
 - The turtle lets go of the stick and falls through the air.

Page 92

- **FIRST READ** ▶ ... *slept all winter long.*
THEN DISCUSS ▶ *Animals that sleep through the winter are animals that hibernate. Other animals that hibernate are frogs and bears.*
- Ask students whether they think this story could really happen (e.g., do turtles really talk?). Explain that while parts of the story could happen (e.g., birds really do migrate), other parts, such as birds giving a turtle a ride on a stick, are pretend, or make-believe, and could not really happen.

Note: *"How Turtle Cracked His Shell" is a story that explains why something is the way it is; many cultures have legends and folktales that explain how things came to be. Talk with students to help them understand that long ago, people often invented pretend stories to explain things they didn't understand.*

- Ask students whether they think this story really explains why turtles have cracks in their shells. Tell students that turtles don't really fall off sticks and crack their shells—they are born with cracks on their shells.

Word Work: Wonder

10 minutes

Whole
Group

Defining Wonder

1. In the read-aloud you heard, “But before Turtle and the birds had gone very far, Turtle began to *wonder* where they were.”
2. Say the word *wonder* with me.
3. To wonder is to be curious about something.
4. In the story, the turtle wondered what it would be like in the south.
5. **Show Image Card 8B-1: Wondering**
This little boy is wondering what he will have for dinner. You can tell what he's thinking about by looking in the thought bubbles.
6. I wonder if we will have nice weather tomorrow so that we can go out on the playground. What is something you wonder about? Who can share with the class? I want everyone to think about something that they are wondering about. Now, I want each of you to turn to the friend sitting beside you (pair students) and say, “I wonder if _____.” Then, I want your friend to share with you. Who else would like a chance to share something that they are wondering about?
7. What's the word we've been talking about that means to be curious about something?

Whole
Group

Deepening Understanding

Sing a Song

Show Nursery Rhyme Poster 52: Twinkle, Twinkle Little Star

Have students sing “Twinkle, Twinkle Little Star” and listen for the word *wonder*. Explain that in this song, the child who is singing is curious about what a star is; they are wondering. They can see the star twinkling in the sky, but they don't know what it's made out of, or where it is, or how it's hanging in the sky. They are wondering about the star. They are curious about the star.



What Happens Next?

Note: *If students are not ready to use scissors to cut out squares, cut the Activity Page images for students prior to beginning the activity.*

Students will make their own book using four pictures from the story. Give students **Activity Page 8B-1: Make Your Own Book** and a booklet with a cover and blank pages (see **Advance Preparation**). First, have students cut the pictures apart. Then, have students put the pictures in order from left to right in the order they occurred in the story. Finally, have students glue or tape each image into the pages of a book. After students have made their books, have them “read” the story by telling about the pictures. Model appropriate use of the words *migrate* and *hibernate* as you talk with the students during their retellings.

Teacher-Led Learning Center



Library Center

Use the *Classic Tales* Flip Book to review the images from the story of “How Turtle Cracked His Shell” with students. As you review the images, ask students to retell the story by talking about what is happening in each image. Model the appropriate use of the words *migrate* and *hibernate* as you talk with the students during their retellings.

After you review the images, tell students they are going to get the chance to make up a new ending for the story. Ask students to imagine what Turtle might do after he wakes up and crawls out of the mud. Next, have students imagine what the birds might do after they drop Turtle.

Take-Home Material



Let's Tell A Story

Send home students’ completed books from the extension activity and have them retell the story to an adult at home.

✔ Lesson 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 unit.

Language Arts Objectives

Students will:

- ✔ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✔ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “Why Flies Buzz” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✔ Predict events in “Why Flies Buzz” (RL.P.10)
- ✔ Identify and express mental states and emotional feelings (SL.P.6)
- ✔ Understand and use complex sentences with clauses introduced by *because* (L.P.1f)

Core Vocabulary

advice, n. What someone thinks you should do

Example: My mother gave me the advice to tell Jemma I was sorry after I hit her.

Variation(s): none

coconut, n. A round fruit that grows on a palm tree and has a hard brown shell, white meat, and clear juice

Example: Hafiz cracked open a coconut and drank the juice.

Variation(s): coconuts

politely, adv. In a nice way; using good manners

Example: Justin politely said, “Excuse me,” when he accidentally bumped into another student.

Variation(s): none

punishment, n. Something bad that happens after you do something you weren't supposed to do

Example: Sarah lost her recess time as punishment for hitting her friend.

Variation(s): punishments

trampled, v. Stomped on or hurt something using your feet

Example: My dog accidentally trampled the flowers in my mom's garden.

Variation(s): trample, tramples, trampling

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Introduce Characters	Image Cards 9A-1, 9A-2, 9A-3, 9A-4, 9A-5	10
	W Purpose for Listening		
Presenting the Read-Aloud	W "Why Flies Buzz"		20
Teacher-Led Learning Center	L Writing Center	Activity Page 9A-1; writing utensils	During Center Time
Take-Home Material	T "Why Flies Buzz"	Activity Page 9A-2	*

Advance Preparation

- Cut apart **Image Cards 9A-1 through 9A-4** before beginning instruction.

Introducing the Read Aloud

10 minutes

Whole Group

Introduce Characters

Tell students that the story they will hear today takes place in a jungle. The jungle is the setting of the story. Ask if students remember what a setting is.

Remind students that they have also learned the word *character*; ask if they can explain what a character is. Tell students that the characters in the story they will hear today are people and animals that live in the jungle.

Show Image Cards 9A-1, 9A-2, 9A-3, 9A-4, and 9A-5.

Tell students that there are many characters in this story. Show each Image Card and describe each of the characters in the story. The first

two characters are people—a man and his wife. The other characters are different kinds of animals that live in the jungle. Show the images and describe the animals for the students:

- Black fly (**Image Card 9A-4a**): a kind of insect that flies around and annoys people by buzzing in their ears
- Crocodile (**Image Card 9A-3a**): a greenish-brown animal that lives in the water and has rough skin, big teeth, and a long tail
- Jungle Bird (**Image Card 9A-3b**): a big, colorful bird that lives in the trees in the jungle
- Monkey (**Image Card 9A-4b**): an animal with a long tail that swings from the trees in the jungle and likes to eat fruit, like bananas and mangos
- Hippopotamus or “hippo” (**Image Card 9A-2b**): a heavy, grey animal that lives both on land and in the water
- Bushfowl (**Image Card 9A-5**): a type of bird whose job it is to make a loud call—kark! kark! kark!—and awaken the sun each day
- Lion (**Image Card 9A-2a**): an animal with a furry mane who is the king of the jungle



Purpose for Listening

Ask students if they remember the story about how Turtle cracked his shell, reminding them that it was a story based on something people had observed in nature (i.e., people wondered why turtles have cracked shells, so they made up a pretend story to explain why).

Tell students the story they will hear today, “Why Flies Buzz,” is a similar type of story. Tell students to listen to find out why flies make a buzzing sound and annoy people by buzzing in their ears.

Note: *There are many “sound words,” or onomatopoeias, in this story. After you read words in the story like “swack! swack! swack!” and “scree! scree! scree!,” ask students to repeat the words and act out what the particular animal is doing.*

Why Flies Buzz

Note: Today's read-aloud is significantly longer than the read-alouds students have been listening to earlier in the year. For that reason, there are no comprehension questions at the end of the read-aloud. Instead, they are interwoven within the read-aloud. If necessary, provide students with a wiggle break midway through the read-aloud.



← SHOW FLIP BOOK PAGE 9A-1: **Man and woman walking in jungle**

1 Coconuts [point to illustration] are a type of fruit that grow on palm trees. They taste really good. [rub tummy]

2 or climbed quickly

One day, a man and his wife went into the jungle to gather food. Along the way, they saw a **coconut** tree. The tree was full of delicious-looking coconuts. **1** The man took off his shoes, and grasped his knife in his right hand. Then he shimmied **2** up the tree to cut down some coconuts.



← SHOW FLIP BOOK PAGE 9A-2: **Man at top of tree; woman, crocodile, and bird below**

As he did, a curious black fly flitted around his face. “Stop that!” shouted the man, waving one arm to swat away the fly. But as he swatted the fly, the knife fell from his hand.

“Watch out, Wife!” he cried. “I have dropped my knife!”

His wife looked up just in time to see the knife tumbling toward her. She jumped out of its way. As she jumped, she kicked a crocodile that had been sleeping beneath the tree.



← SHOW FLIP BOOK PAGE 9A-3: **Angry crocodile and squawking bird**

3 Uh oh! What do you think will happen next?

4 Why did the bird squawk?

Startled awake, the crocodile gave three angry swats with his long tail—*swack! swack! swack!* **3**

Nearby, a jungle bird was poking about in the grass. The jungle bird was looking for bugs to eat. As the crocodile's tail came down, the bird squawked a terrified alarm—*scree! scree! scree!* **4**



← SHOW FLIP BOOK PAGE 9A-4: **Jungle bird and monkey on tree limb; hippo below**

5 or flew

6 a kind of fruit that grows on trees

7 or surprised

8 Uh oh! The hippo got hit on the head with the mango!

The bird soared **5** to a branch in a nearby tree. The bird landed right next to a monkey. The monkey had been quietly sitting, peeling the skin off a juicy mango. **6** Because he was startled **7** by the squawking bird, the monkey dropped his mango out of the tree.

The mango fell down on the head of a hippo—*splat! splat! splat!* **8**



← SHOW FLIP BOOK PAGE 9A-5: **Wide-mouthed hippo with squawking bushfowl**

9 or ran over

10 How do you think bushfowl feels now that her eggs are broken?

Thinking he was being attacked by hunters, the hippo tried to escape—*stomp! stomp! stomp!*

He **trampled** **9** everything in his path. He even trampled on a nest full of eggs that belonged to the bushfowl. **10**



← SHOW FLIP BOOK PAGE 9A-6: **Sad bushfowl in nest with broken eggs**

11 Do you remember what the bushfowl's job is?

“My eggs are all broken!” wailed the mother bushfowl. She sat down next to her nest and began to cry—*sob! sob! sob!* And there she stayed for many days and nights, not moving and not making a sound. **11**

Now, in the jungle, a bushfowl acts very much like a rooster on a farm. Just as the rooster cock-a-doodle-doos each morning, the bushfowl rises early, too. Her loud call—*kark! kark! kark!*—awakens the sun and starts each new day.

But now the bushfowl stayed silent. She was too sad to make a sound. Because she did not call the sun, the sky remained dark for several days.



← SHOW FLIP BOOK PAGE 9A-7: **Man, woman, and animals at night**

12 Why were they worried?

The jungle animals became worried and went to seek the **advice** of the wise lion. **12**

“Where is the sun, Lion?” they asked. “Why has there been no daylight for days?”

13 or smart



The lion gathered all the animals together. “Bushfowl,” he said, “why have you stopped waking the sun each day?”

“Oh, Wise **13** Lion,” replied the bushfowl, “I am too sad to call to the sun each day. I am sad because the hippo broke all the eggs in my nest.”

“Ah hah,” said the lion. “Then it is the hippo’s fault. Hippo, why did you break all the eggs in the bushfowl’s nest?”

← **SHOW FLIP BOOK PAGE 9A-8: Silhouettes of man, woman, and animals**

“Wise Lion,” answered the hippo. “The monkey is to blame. She dropped a mango on my head, and I thought that hunters were attacking me.”

“Ah hah,” said the lion. “Then it is the monkey’s fault!”

“Wise Lion, please listen to me,” said the monkey. “I dropped the mango because the jungle bird swooped down and frightened me.” **14**

“Ah hah,” said the lion. “Then it is the jungle bird’s fault!”

“It is not my fault,” cried the bird. “The crocodile swatted his tail and scared me.”

“Ah hah,” said the lion. “Then it is the crocodile’s fault!”

“Most certainly not,” declared the crocodile. “The woman kicked me and woke me from a peaceful nap!”

“Ah hah,” said the lion. “Then the woman is to blame!”

“But, Wise Lion,” cried the woman. “I was trying to get out of the way of the falling knife that my husband had dropped.”

“Ah hah,” said the lion. “Then it is the man’s fault!”

“Wise Lion,” said the man, “I dropped the knife because I was trying to swat a black fly that was annoying me.”

“Ah hah,” said the lion. “Then it is the black fly’s fault!”

14 Why did the jungle bird frighten the monkey?



← SHOW FLIP BOOK PAGE 9A-9: **Black fly with vibrating wings**

There was a long silence. **15**

15 [Pause for five seconds.]

“Black Fly,” said the lion, “have you nothing to say?”

But the fly did not answer **politely** using words, as all the other animals had. Instead the black fly flew about their heads, saying “*Buzz! Buzz! Buzz!*” The lion repeated his question. Incredibly, the only reply that came from the fly was “*Buzz! Buzz! Buzz!*”



← SHOW FLIP BOOK PAGE 9A-10: **Angry lion scolding black fly**

The lion frowned in anger. “Black Fly!” he bellowed. “Since you refuse to answer and only wish to buzz, so be it! As a **punishment** I shall take away your power to talk. You will pass the rest of your days like this, just buzzing!”

The fly tried to speak in protest, but all he could say was “*Buzz! Buzz! Buzz!*” And to this day, flies all around the world say only “*Buzz! Buzz! Buzz!*”!



← SHOW FLIP BOOK PAGE 9A-11: **Sunrise in jungle**

As for the bushfowl, she was satisfied. The one who had caused all the trouble, the fly, had been punished. So she agreed to once again start every day by calling to the sun.

The End

Teacher-Led Learning Center



Writing Center

Have students complete **Activity Page 9A-1: Remember Why Flies Buzz**. Tell students that you are going to read them some questions about the story “Why Flies Buzz” and you want them to circle the picture that shows the correct answer. As you read the questions, slide your fingers under the words on the page. Point to the pictures corresponding to each question and describe them using the word *because*. For example, for the first question, ask, “Did the man and woman go into the jungle because they wanted to gather fruit or because they wanted to meet a friend?” Give each student a writing utensil and help them draw a circle around the picture that shows the correct answer.

Take-Home Material



“Why Flies Buzz”

Give students the following items to complete at home with an adult:

Activity Page 9A-2: Why Flies Buzz

✓ Lesson 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 unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to the illustrated Big Book story “Why Flies Buzz” (RL.P.5)
- ✓ Point to the front cover, table of contents, pages, title, the beginning of the book, and where to start reading (RF.P.1a)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “Why Flies Buzz” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Understand and use complex sentences with clauses introduced by *because* (L.P.1f)
- ✓ Provide a story ending consistent with other given story events (RL.P.10)
- ✓ With prompting and support, dramatize “Why Flies Buzz” including characters, a beginning, and an ending (RL.P.2, RL.P.3, W.P.11)
- ✓ Draw a picture to illustrate “Why Flies Buzz” (RL.P.2)

At a Glance

	Exercise	Materials	Minutes
Review “Why Flies Buzz”	W Introducing the Big Book	Classic Tales Big Book	5
	W Presenting the Big Book		
Discussing the Read-Aloud	W Comprehension Questions		10
 Complete remainder of lesson later in the day			
Extension Activity	S What Would the Fly Say?	Classic Tales Big Book; chart paper; marker	20
Teacher-Led Learning Center Activity	L Dramatic Play Center	Image Cards 9A-1, 9A-2, 9A-3, 9A-4, 9A-5; yarn	During Center Time

Advance Preparation

- Make necklaces from **Image Cards 9A-1** through **9A-5** by punching two holes in the top corners of each card and putting yarn through the holes.

Review “Why Flies Buzz”

5 minutes



Introducing the Big Book

- Show students the cover of the *Classic Tales* Big Book.
- Remind students that the cover has words and pictures that tell what the book is about.
- Point to and read the title: *Classic Tales* Big Book.
- Ask students to tell you the special word for “pieces of paper in a book” (*pages*).
- Remind students that there are many different stories in this book, so this book has a special page that will help you find the stories.
- Show the Table of Contents and remind students that this is the Table of Contents page.
- Ask students if they remember what a Table of Contents helps you do (lists the titles, or names, of all the stories and where to find them).
- Point to the page numbers and tell students that these numbers tell you the page on which the story starts.

- Point to the title “Why Flies Buzz” and follow the dotted line over the page number.
- Tell students that the story starts on page 95 and you are going to find it by looking at the numbers on the all of the pages.
- Turn to the title page of “Why Flies Buzz,” show students the page number and tell them that it is the same number listed in the Table of Contents beside that story’s title.
- Tell students to watch for page numbers on each page as you read the story.



Presenting the Big Book

Page 98

- **FIRST READ** ▶ ... *flitted around his face.*
- **THEN DISCUSS** ▶ ***Do you remember what happens next?***
 - The man dropped his knife while trying to swat the fly.

Page 100

- **FIRST READ** ▶ ... *peeling a juicy mango.*
- **THEN DISCUSS** ▶ ***taking off the skin***

Page 105

- **FIRST READ** ▶ ... *Everyone blamed each other.*
- **THEN DISCUSS** ▶ ***pointed fingers at each other saying “you did it!”***

Page 106

- **FIRST READ** ▶ ... *the black fly answered back.*
- **THEN DISCUSS** ▶ ***What does the black fly answer?***
 - Buzz! Buzz! Buzz!

Page 107

- **FIRST READ** ▶ ... *decided to punish him.*
- **THEN DISCUSS** ▶ ***Do you remember what a punishment is?***
 - Something bad that happens when you get in trouble.



Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand students’ responses using richer and more complex language. Sample responses are given below. As you model responses for students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

1. *Literal* Who are the characters in this story?
 - The **characters** in the story are a man, his wife, a fly, a crocodile, a jungle bird, a monkey, a hippo, and a bushfowl
2. *Literal* What is the setting of this story?
 - The **setting** of the story is the jungle.
3. *Literal* Why did the man drop his knife?
 - The man dropped his knife **because** he was swatting at a fly.
4. *Literal* In the jungle, whose job is it to awaken the sun? How does she do it?
 - It is **the bushfowl’s** job to awaken the sun each morning **with her loud call—kark!, kark! kark!**
5. *Literal* Why was the bushfowl sad?
 - The bushfowl was sad **because** the hippo broke all the eggs in her nest.
6. *Literal* The black fly did not answer the lion politely by talking; instead, he just buzzed. What was the black fly’s punishment for being rude to the lion?
 - The lion took away the fly’s **power to talk**; instead of talking, **all he could do was buzz.**
7. *Inferential* At the end of the story, why did the bushfowl decide to call and awaken the sun again?
 - The bushfowl was pleased **because** the fly had been punished.



Complete Remainder of Lesson Later in the Day

**Small
Group****What Would the Fly Say?**

Tell students to pretend they are the fly in the story and that they *can* talk. You want them to answer the lion politely, using their words, as all the other animals in the story did. Ask students what they might say to the lion (e.g., I'm sorry, please let me talk, I didn't mean to buzz in the man's face, etc.) Write down the students' responses on a piece of chart paper.

Teacher-Led Learning Center**Learning
Center****Dramatic Play Center**

Have students act out the story "Why Flies Buzz" as you narrate. Act the story out twice so that each student gets an opportunity to be "on stage." Give students the necklaces made from **Image Cards 9A-1** through **9A-5** (see **Advance Preparation**). Choose students to be each of the characters in the story and give them the appropriate character Image Card to wear around their neck. Arrange students in a line in front of the class in the same order their character appears in the story. Have one student be the sun; she should crouch down at the end of the line of characters. Give each character an action to do as their character is described in the story (the fly buzzes, the man picks coconuts, the bushfowl sobs, etc.). As you read the story, have students do their actions when you are reading their part. At the end of the story, the student who is the sun rises up to start the day.

✓ Lesson 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 unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “The Three Little Pigs” (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ Predict events in “The Three Little Pigs” (RL.P.10)
- ✓ Express a personal opinion (SL.P.6)
- ✓ With prompting and support, provide or join in repeating the refrain in “The Three Little Pigs” (RL.P.10)
- ✓ Provide a story ending consistent with other given story events (RL.P.10)
- ✓ With prompting and support, retell and dramatize “The Three Little Pigs” including characters, a beginning, and an ending (RL.P.2, RL.P.3, W.P.11)

Core Vocabulary

afternoon, *adj.* In the middle of the day, between lunch and dinner

Example: I love to eat apples for afternoon snack.

Variation(s): none

cart, *n.* A wagon with two or four wheels

Example: The donkey pulled the cart of vegetables to the town market.

Variation(s): carts

chimney, n. A tower or pipe above a fireplace that lets smoke from the fireplace leave the house

Example: The smoke from our fireplace leaves through the chimney.

Variation(s): chimneys

continued, v. Kept going

Example: The girl continued walking down the road to get to school.

Variation(s): continue, continues, continuing

hurried, v. Went somewhere quickly

Example: The taxi driver hurried past the other cars to get to the airport.

Variation(s): hurry, hurries, hurrying

lane, n. A small, narrow road in the country

Example: The farmer’s hay wagon did not fit down the narrow lane to my house.

Variation(s): lanes

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Repeated Refrain		5
	W Purpose for Listening		
Presenting the Read-Aloud	W “The Three Little Pigs”		15
Discussing the Read-Aloud	W Comprehension Questions		10
Teacher-Led Learning Center	L Art Center	Activity Pages 10A-1, 10A-2; glue; craft sticks	During Center Time
Take-Home Material	T “The Three Little Pigs”; Piggy Questions	Activity Pages 10A-3, 10A-4	*

Advance Preparation

- If needed, cut Activity Page 10A-2 for students. If students are ready, students will cut the page themselves.



Repeated Refrain

Tell students that they will hear a story about three little pigs who are leaving their mother to go off and live on their own. Tell students that there are some words in this story that are said over and over again. Tell them you want them to help tell the story and you will point to them when it is their turn to help.



Purpose for Listening

Tell students the title of the read-aloud is “The Three Little Pigs.” Tell them to listen to the story of “The Three Little Pigs” to hear about three different pigs who built three different kinds of houses. Tell students to listen to find out which kind of house was the best and why it was the best.



← SHOW FLIP BOOK PAGE 10A-1: **Three Little Pigs leaving mother and home**

Once upon a time, there were three little pigs. They lived with their mother. One day, the mother pig said to the Three Little Pigs, “You are all grown up now. It’s time for you to go out into the world and live on your own.”

So the Three Little Pigs gave their mother a hug and set off.



← SHOW FLIP BOOK PAGE 10A-2: **Pig building house of straw**

They walked for a while along a country **lane**. **1** Before long, they saw a man with a horse pulling a wagon full of straw. **2** “I could build a house of straw in no time,” thought the First Little Pig.

“Please, sir, may I have some straw?” asked the First Little Pig. “I would like to build a house.” The kind man gave him the straw, and the first little pig began to build his house. **3**

Before long, he was finished. He even had time to relax in the shade.

The other two pigs **continued** on their way down the lane.



← SHOW FLIP BOOK PAGE 10A-3: **Pig building house of sticks**

It wasn’t long before they passed a man pushing a **cart** full of sticks. “I could build a house of sticks,” thought the Second Little Pig. “It will take a little while longer than my brother’s house of straw,” he pondered. “However, it will be a fine house.”

“Please, sir, may I have some sticks?” asked the Second Little Pig. “I would like to build a house.” The kind man gave him the sticks, and the Second Little Pig built his house. **4**

He finished building his house of sticks in a little while. Then he, too, relaxed in the shade.

- 1** or small, narrow road
- 2** Long pieces of dried grass; also called “hay”
- 3** Do you think straw is a good material for building a house?

- 4** Do you think sticks are good for building a house?



← SHOW FLIP BOOK PAGE 10A-4: **Pig building house of bricks**

5 Bricks are heavy blocks made out of clay

The Third Little Pig continued on his way down the lane.

In a little while, he passed a man with a wheelbarrow full of bricks. **5** “I could build a house of bricks,” thought the Third Little Pig. “It will take a lot of time to build such a house,” he considered. “However, it will be worth it.”

6 Do you think bricks are good for building a house?

So he said to the man, “Please, sir, may I have some bricks? I would like to build a house.” The kind man gave him the bricks, and the Third Little Pig set to work. **6**

He worked hard in the **afternoon** sun.



← SHOW FLIP BOOK PAGE 10A-5: **Wolf approaching sleeping pig**

7 or yummy

At the same time, a big, bad wolf came trotting down the lane. The wolf saw the First Little Pig napping in the shade. “That pig would make a tasty **7** bite to eat,” thought the Big Bad Wolf.



← SHOW FLIP BOOK PAGE 10A-6: **Wolf at door of straw house**

8 Should the pig open the door?

But the little pig saw him coming and ran inside his house of straw. He slammed the door behind him.

Now the Big Bad Wolf came right up to the house of straw. He knocked at the door and said, “Little pig, little pig, let me come in.” **8**



← SHOW FLIP BOOK PAGE 10A-7: **Wolf blowing apart straw house**

9 [Have students practice the wolf’s part so that they can say it the next time.]

The little pig answered, “Not by the hair of my chinny-chin-chin.”
“Then I’ll huff and I’ll puff and I’ll blow your house down,” said the wolf.

And he huffed, and he puffed, and he blew the house down. **9**

As the straw blew everywhere, the First Little Pig ran away.

10 or walked

The Big Bad Wolf was even hungrier than before. He strode **10** further down the lane. Soon he came upon the Second Little Pig. The Second Little Pig was also napping in the shade. The little pig saw him coming and ran inside.



← SHOW FLIP BOOK PAGE 10A-8: **Wolf blowing apart house of sticks**

The Big Bad Wolf came right up to the house of sticks. He knocked on the door and said, “Little pig, little pig, let me come in.”

“Not by the hair of my chinny-chin-chin,” answered the little pig. **11**

“Then I’ll huff and I’ll puff and I’ll blow your house down,” said the Big Bad Wolf.

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

Now the wolf’s stomach growled loudly. He continued down the lane.

11 [Cue students to say the wolf’s part.]



← SHOW FLIP BOOK PAGE 10A-9: **Wolf at window of brick house**

Soon he saw the Third Little Pig. The Third Little Pig had just finished his house of bricks. The little pig looked up. There were his two brothers, running toward him. And right behind them was the Big Bad Wolf! All three pigs **hurried** into the house of bricks and locked the door.

The Big Bad Wolf came right up to the house of bricks. He knocked on the door, and once again he said, “Little pig, little pig, let me come in.”

“Not by the hair of my chinny-chin-chin,” answered the little pig. **12**

“Then I’ll huff and I’ll puff and I’ll blow your house down,” said the Big Bad Wolf. Well, the wolf huffed and puffed, but he could not blow down that house of bricks.

“My house is too strong for you to blow down,” shouted the Third Little Pig.

But the wolf had a plan. “I’ll climb up onto the roof and get into the house through the **chimney**,” he said to himself. **13** Now, the Third Little Pig had guessed the wolf’s plan. He already had a fire blazing in the fireplace. A big pot of water was heating up over the fire. **14**

12 [Cue students to say the wolf’s part.]

13 A chimney is a tower or pipe that comes out of a fireplace so that smoke from the fire can leave the house

14 What do you think will happen to the wolf?



← SHOW FLIP BOOK PAGE 10A-10: **Wolf in boiling water over fire**

The wolf jumped down the chimney and *splash!* He fell right into the hot water.

“Ouch!” yelled the wolf. “That water is hot!” He jumped out of the pot and ran right out the door.

That was the end of the Big Bad Wolf. And the Three Little Pigs lived happily ever after.

The End

Discussing the Read-Aloud

5 minutes

Whole
Group

Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand students’ responses using richer and more complex language. Sample responses are given below. As you model responses for students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

1. *Literal* Who are the characters in this story?
 - The characters are the **mother, the Three Little Pigs, and the Big Bad Wolf.**
2. *Literal* What happened to the pigs’ houses that were made out of straw and sticks?
 - The wolf **huffed and pluffed and blew them down.**
3. *Literal* Why couldn’t the wolf blow down the house made of bricks?
 - The house made of bricks was **too strong.**
4. *Literal* How did the wolf get into the brick house?
 - The wolf got into the brick house **by climbing up onto the roof and falling down the chimney.**
5. *Literal* What happened to the wolf at the end of the story?
 - The wolf **fell into a boiling pot of water and then ran away.**

Teacher-Led Learning Center



Art Center

Note: *If students are not ready to use scissors to cut out squares, cut the Activity Page images for students prior to beginning the activity.*

Provide students with **Activity Page 10A-1: Follow the Pigs** and **Activity Page 10A-2: Follow the Pigs Cutouts** in the Art Center. Have students cut out characters and glue them on to craft sticks to make puppets. As students make their puppets, tell them, “These pigs are the characters in our story. They are who the story is about.” As students finish their puppets, hold each one up and ask the students, “Which character is this? What did he use to build his house?” Then, have students act out the story using **Activity Page 10A-1: Follow Those Pigs** as a backdrop.

Take-Home Material



“The Three Little Pigs”; Piggy Questions

Give students the following materials to complete at home with an adult:

Activity Page 10A-3: The Three Little Pigs

Activity Page 10A-4: Piggy Questions

✓ Lesson 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 unit.

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to the illustrated book, *The Three Horrid Little Pigs* (RL.P.5)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about a fiction read-aloud (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ With prompting and support, listen to and then compare and contrast different versions of the same story by different authors (RL.P.9)
- ✓ Express a personal opinion (SL.P.6)
- ✓ With prompting and support, dictate a Venn Diagram comparing two versions of “The Three Little Pigs,” naming the topic and supplying some information about both stories (W.P.2, W.P.8)

Core Vocabulary

horrid, adj. Really, really awful

Example: “When she was good, she was really, really good; but when she was bad she was horrid.”

Variation(s): none

pesky, adj. Annoying

Example: We would have enjoyed our picnic if it weren’t for all the pesky flies buzzing around our food.

Variation(s): none

rude, *adj.* Not polite

Example: My mom says it is rude for me to interrupt her when she is already talking to someone else.


Variation(s): none

sturdy, *adj.* Strong

Example: The tables in the library are big and sturdy so kids can put their heavy books on top.

Variation(s): sturdier, sturdiest

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	 What Have We Already Learned?		5
	 Sharing the Cover of the Book	<i>The Three Horrid Little Pigs</i> by Liz Pichon	
	 Purpose for Listening		
Presenting the Read-Aloud	 <i>The Three Horrid Little Pigs</i>	<i>The Three Horrid Little Pigs</i> by Liz Pichon	10
Discussing the Read-Aloud	 Comprehension Questions		10
 Complete remainder of lesson later in the day			
Extension Activity	 Comparing Two Stories	Image Card 10B-1; chart paper; marker	15
 Complete <i>Classic Tales Domain Assessment 2: "The Three Little Pigs"</i>			

Advance Preparation

- Number the pages of the book *The Three Horrid Little Pigs* by Liz Pichon. Begin numbering from the front of the book (page 1 is page facing the inside front cover). Continue by numbering every single page until you reach the end of the book.
- If you find it helpful, write the Guided Listening Supports from Teacher Guide pages 158 and 159 on sticky notes and affix them to the appropriate pages of the book, *The Three Horrid Little Pigs* by Liz Pichon.
- Create a Venn diagram on chart paper by drawing two large, intersecting circles.



What Have We Already Learned?

Remind students that they just heard the story of “The Three Little Pigs.” Ask students whether the pigs were nice or mean in the story. Ask students whether the wolf was nice or mean in the story.



Sharing the Cover of the Book

Tell students they are going to hear a different version of this story. The characters are the same, but the story is different. The story they are going to hear has three little pigs and a wolf, but different things happen.

Show students the cover of *The Three Horrid Little Pigs*. Read the title and tell students that *horrid* means really, really awful. Tell students that in this story, the three little pigs are not nice; they are horrid. Show students the picture of the three pigs on the cover and ask students if they can tell just by looking at them that they are horrid. Point out the pigs’ mean faces, their messy eating, and the way one of them is crossing his arms while another is sticking out his tongue.



Purpose for Listening

Tell students that the wolf in *The Three Horrid Little Pigs* is very different from the mean wolf they heard about in yesterday’s story of *The Three Little Pigs*. Tell students to listen to find out whether the wolf in this story is mean or nice.

The Three Horrid Little Pigs by Liz Pichon

Below are Guided Listening Supports to be used while reading the trade book *The Three Horrid Little Pigs* by Liz Pichon. The prompts below are listed by page number. The end of the relevant sentence from the read-aloud is given in bold as the cue for when to use the prompt.

Page 9

- **FIRST READ** ▶ ... *(who just happened to be a builder) was passing by.*
THEN DISCUSS ▶ **What does a builder do?**
 - A builder is someone who constructs or builds houses.

Page 11

- **FIRST READ** ▶ ... **KICK YOU OUT!**
THEN DISCUSS ▶ **Who said “huff and puff” in the last story we heard?**
 - The Big Bad Wolf.

Page 12

- **FIRST READ** ▶ ... *even lazier than his brother...*
THEN DISCUSS ▶ **Lazy means not wanting to do much work**

Page 16

- **FIRST READ** ▶ ... *a house at all.*
THEN DISCUSS ▶ **What kind of house did the third pig build in the last story?**
 - A brick house

Page 19

- **FIRST READ** ▶ ... *very strong indeed.*
THEN DISCUSS ▶ **Did the wolf have his own house in the last story?**
 - No.

Page 25

- **FIRST READ** ▶ ... slide down the chimney.
THEN DISCUSS ▶ **What are the three horrid pigs trying to do?**
 - Trying to get inside the wolf's house.

Page 26

- **FIRST READ** ▶ ... loveliest wolf ever.
THEN DISCUSS ▶ **Is this a mean wolf or a nice wolf? Is he the same as or different from the wolf in our last story?**
 - This is a nice wolf. The wolf in the last story was a mean wolf.

Page 28

- **FIRST READ** ▶ ... lived happily ever after.
THEN DISCUSS ▶ **Did all the characters in the last story live happily ever after?**
 - No. The wolf got burned in a pot of boiling water and ran away.

Discussing the Read-Aloud

10 minutes



Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the trade book and/or refer to specific images to provide support to these students.

If students give one-word answers and/or fail to use Core Vocabulary in their responses, expand the students' responses using richer and more complex language. Sample responses are given below. As you model responses for your students, try to include the bolded words so that students have an opportunity to hear these key words used correctly.

1. *Literal* Was the wolf in this story nice or horrid?
 - The wolf in this story was **nice**.
2. *Inferential* Was the wolf in the last story nice or horrid?
 - The wolf in the last story was **horrid**.
3. *Literal* Who lived in the brick house in the last story?
 - The **third pig** lived in the brick house in the last story.
4. *Literal* Who lived in the brick house in this story?
 - The **wolf** lived in the brick house in this story.

5. *Literal* What was in the pot at the bottom of the chimney in the last story?
 - **Hot water** was in the pot in the last story.
6. *Literal* What was in the pot in this story?
 - The wolf made **soup** in the pot in this story.
7. *Evaluative* Which version of the story do you like better? Why?
 - Answers may vary.



Complete Remainder of Lesson Later in the Day



Comparing Two Stories: Venn Diagram

Tell students that you want them to think about the two versions of *The Three Little Pigs* they heard—thinking especially about the ways in which the stories are the same and ways in which they are different.

Show students the chart paper where you have drawn a Venn diagram (see **Advance Preparation**). Explain that the circle on the left is for things that happened in “*The Three Little Pigs*.” Use **Image Card 10B-1: Three pigs leaving mother and home** as a header for this circle. Tell students that the circle on the right is for things that happened in *The Three Horrid Little Pigs* by Liz Pichon. Use the *Three Horrid Little Pigs* book itself as a header for this circle. The circle in the middle is for things that happened in both stories. As you ask students to compare the stories, write one or two words from their answers in the correct position on the Venn diagram. Ask the following questions:

1. Were the characters in the stories the same or different?

- different

Were there pigs in both stories?

- yes

Were there wolves in both stories?

- yes

2. Did the pigs act the same in both stories?

- no

What were the pigs like in the first story?

- nice

What were the pigs like in the second story?

- horrid

3. Did the wolf act the same in both stories?

- no

What was the wolf like in the first story?

- mean

What was the wolf like in the second story?

- nice

4. Were the materials used for building houses the same in both stories?

- yes for straw and sticks, no for bricks

5. Who said “I’ll huff and puff” in the first story?

- the wolf

Who said “I’ll huff and puff” in the second story?

- the pigs

6. What happened to the wolf in the first story?

- he landed in a pot of boiling water and ran away

Did the pigs land in a pot of water in the second story?

- no; they ate soup out of the pot



Complete *Classic Tales* Domain Assessment 2: “The Three Little Pigs”

DOMAIN ASSESSMENT 2

Classic Tales

Domain Assessment 2

This end-of-domain assessment evaluates each student’s application of the language arts objectives targeted in *Classic Tales*. This assessment is designed to be administered individually to each student in the class over a period of several days. Teachers may find it convenient to pull students into a quiet corner of the classroom individually, perhaps during learning center or snack time. Teachers who wish to assess the student’s storytelling more frequently than is outlined in the *Classic Tales* Teacher Guide, or with different stories than are presented here, may use the *Classic Tales* Domain Record Form 2 to assess any fictional story that students have heard several times.

Assessment of Fictional Storytelling

Objectives Assessed

- ✓ With prompting and support, sequence illustrations of five story events. (STD RL.P.2)
- ✓ With prompting and support, retell, dramatize or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending. (STD RL.P.2, RL.P.3, W.P.11)

Materials

- **Image Cards DA1-1** and **DA1-2** of “The Gingerbread Man” Assessment from *Classic Tales* Domain Assessment 1
- **Image Cards DA2-1**, **DA2-2**, and **DA2-3** of “The Three Pigs”
- *Classic Tales* **Domain Record Form 2**: “The Three Little Pigs”
- Storytelling Assessment Form
- Audio recorder (*optional*)

Demonstration

Use images from **Image Cards DA1-1** and **DA1-2** of “The Gingerbread Man” to demonstrate the assessment activity. Put the illustrations on the table in mixed-up order and say, “These illustrations tell the story of ‘The Gingerbread Man,’ but they are not in the right order. I’m going to put the pictures in the right order to tell the story. Listen and see if you remember this story.” (Pick up the illustrations and then put **Image Card DA1-1b** on the table to the left hand side.) “This is the first picture—it shows the old woman baking the Gingerbread Man. She’s going to be really surprised when he jumps out of the pan!” (Put **Image Card DA1-1a** on the table to the right of the first illustration.) “This is the next picture. It shows the Gingerbread Man running away from the cow.” (Put **Image Card DA1-2b** on the table to the right of the second illustration.) “And this is the next picture—it shows the Gingerbread Man running away from the cat. This is the last picture—it shows the clever fox eating the Gingerbread Man! See, I put all the pictures in order to tell the story.”

Note: *The student should be familiar with and have repeatedly heard the particular story that he/she is being asked to sequence.*

Story Sequencing

Put images from Image Cards **DA2-1**, **DA2-2**, **DA2-3** on the table, mix them up and say, “These illustrations tell the story of ‘The Three Pigs’ but they are not in the right order.” (Put **Image Card DA2-1a** on the left hand side of the table.) Then point to **Image Card DA2-1a** and say, “This is the story of ‘The Three Little Pigs’. Once upon a time, there were three little pigs who lived with their mother. They were all grown up, so they left their house to go out on their own. These other pictures show what happened next, but they’re not in the right order—they’re all mixed up. I want you to show me what happened next.” Encourage the student to continue putting pictures in order by asking, “And then what happened next?”

Story Retelling

Ask the student to retell the story of “The Three Little Pigs.” You may want to use an audio recorder to record the student’s story. Say, “I want you to try and tell me the story now. Tell who the story is about, where it happens, and what happens at the beginning, in the middle, and at the end of the story. You can look at the pictures on the cards to tell me about the story.”

If the child pauses or has difficulty retelling the story, you may prompt the student by asking one or two questions. For example, if he names only one character, you may ask, “Who else was the story about?” etc. However, this assessment focuses on whether or not the child is able to organize and retell the story on his own, so do not ask a series of questions to elicit the retelling.

Scoring

Use the *Classic Tales Domain Record Form 2*: “The Three Little Pigs” to record each student’s performance on this assessment.

DOMAIN RECORD FORM 2

“The Three Little Pigs”

Objectives

- ✓ With prompting and support, sequence illustrations of five story events. (STD RL.P.2)
- ✓ With prompting and support, retell, dramatize or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending. (STD RL.P.2, RL.P.3, W.P.11)

Key to Domain Record Form 2

Not Yet

Student does not yet demonstrate this skill, knowledge or behavior.

- **Sequencing:** Cannot sequence any Image Cards correctly.
- **Retelling:** Does not identify characters, a beginning, or an ending.

Progressing

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis.

- **Sequencing:** Correctly sequences any two Image Cards.
- **Retelling:** Identifies two out of three: characters, a beginning, and/or an ending.

Ready

Student consistently and independently demonstrates this skill, knowledge or behavior

- **Sequencing:** Correctly sequences three Image Cards.
- **Retelling:** Identifies characters, a beginning, and/or an ending.

Date	Student	Sequencing			Retelling			Elements Check box when included in retelling
		Not Yet	Progressing	Ready	Not Yet	Progressing	Ready	
								<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> Ending
								<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> Ending
								<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> Ending
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								<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> Ending

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