

Stories

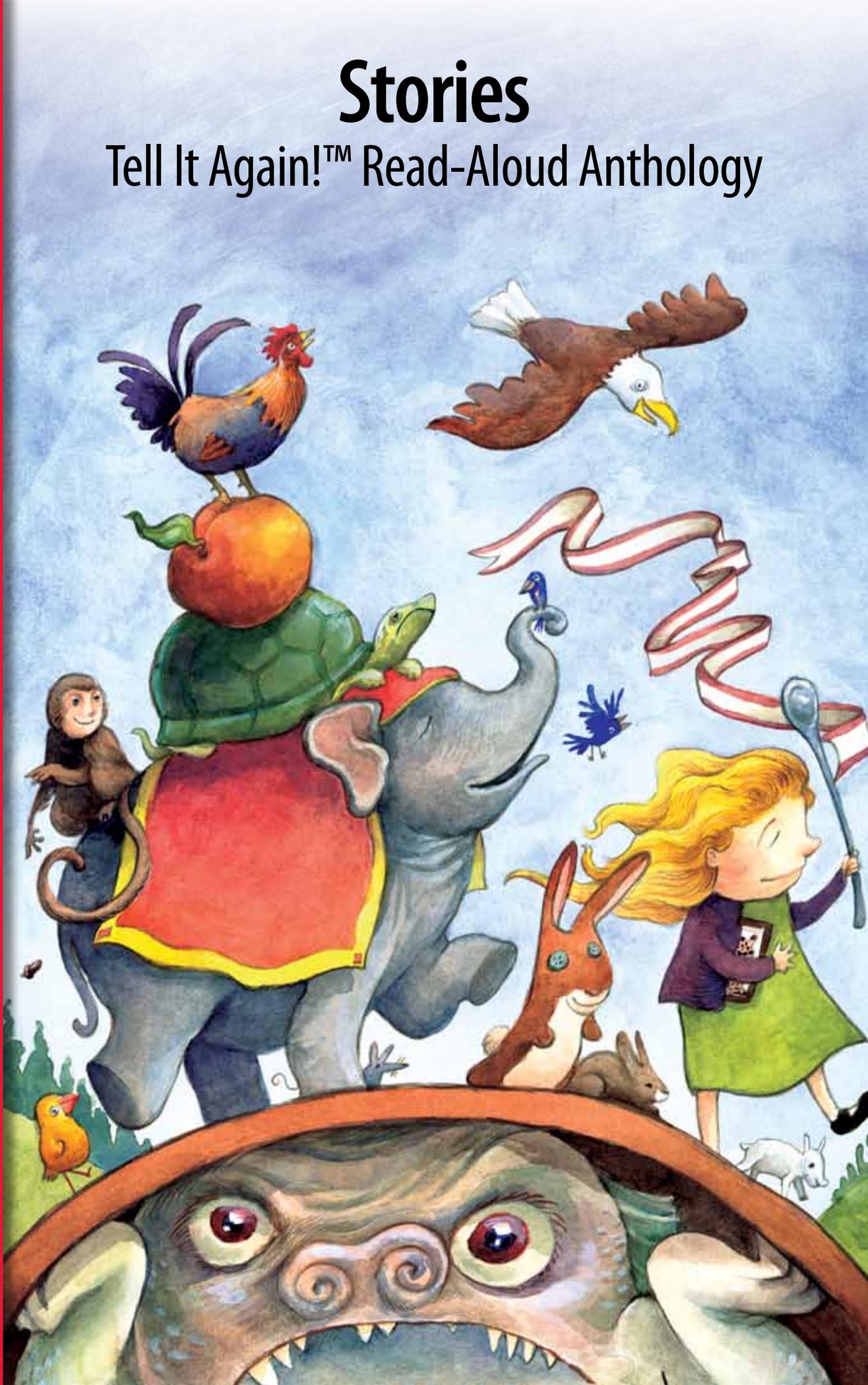
Tell It Again!™ Read-Aloud Anthology

Core Knowledge Language Arts® • Listening & Learning™ Strand



Core Knowledge®

KINDERGARTEN





Stories

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

KINDERGARTEN

Core Knowledge Language Arts®



Core Knowledge®

Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

- to Share** — to copy, distribute and transmit the work
- to Remix** — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Table of Contents
Stories
Tell It Again![™] Read-Aloud Anthology

Alignment Chart for <i>Stories</i>	v
Introduction to <i>Stories</i>	1
Lesson 1: Chicken Little	8
Lesson 2: The Three Little Pigs	17
Lesson 3: The Three Billy Goats Gruff	28
Lesson 4: The Wolf and the Seven Little Kids	38
Lesson 5: The Bremen Town Musicians	48
Pausing Point	59
Lesson 6: Momotaro, Peach Boy	64
Lesson 7: The Story of Jumping Mouse, Part I	74
Lesson 8: The Story of Jumping Mouse, Part II	83
Lesson 9: Goldilocks and the Three Bears	92
Lesson 10: Tug-of-War	102
Domain Review	113
Domain Assessment	115
Culminating Activities	118
Appendix	121

Alignment Chart for Stories

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

Alignment Chart for Stories

Lessons

		1	2	3	4	5	6	7	8	9	10
Core Content Objectives											
Listen to and demonstrate familiarity with stories, including the ideas they express							✓				
Explain that stories that are made-up and come from a writer's imagination are called fiction		✓									
Identify the beginning, middle, and end of a given story		✓									
Identify the sequence of events in a given story		✓	✓		✓						
Identify the characters of a given story		✓		✓		✓	✓	✓	✓	✓	
Identify the plot of a given story			✓	✓						✓	
Identify the setting of a given story				✓			✓			✓	✓
Identify the characteristics of subgenres of fiction, including folktales and trickster tales					✓	✓					✓
Reading Standards for Literature: Kindergarten											
Key Ideas and Details											
STD RL.K.1	With prompting and support, ask and answer questions about key details in a text.										
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a fiction read-aloud						✓				
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships						✓				

Alignment Chart for Stories

Lessons

		1	2	3	4	5	6	7	8	9	10
STD RL.K.2	With prompting and support, retell familiar stories, including key details.										
CKLA Goal(s)	With prompting and support, retell or dramatize fiction read-alouds, including key details	✓	✓	✓	✓						
STD RL.K.3	With prompting and support, identify characters, settings, and major events in a story.										
CKLA Goal(s)	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud						✓				
Craft and Structure											
STD RL.K.4	Ask and answer questions about unknown words in a text.										
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in fiction read-alouds and discussions						✓				
STD RL.K.5	Recognize common types of texts (e.g., storybooks, poems).										
CKLA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems						✓				
STD RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.										
CKLA Goal(s)	With prompting and support, describe the roles of an author and an illustrator in a fiction text				✓						
Integration of Knowledge and Ideas											
STD RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).										
CKLA Goal(s)	With prompting and support, describe illustrations from a fiction read-aloud, using the illustrations to check and support comprehension of the read-aloud	✓	✓	✓	✓						
STD RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.										
CKLA Goal(s)	With prompting and support, compare and contrast similarities and differences within a single fiction read-aloud or between two or more fiction read-alouds							✓			

Alignment Chart for Stories

Lessons

		1	2	3	4	5	6	7	8	9	10
Range of Reading and Level of Text Complexity											
STD RL.K.10	Actively engage in group reading activities with purpose and understanding.										
CKLA Goal(s)	Actively engage in fiction read-alouds						✓				
Writing Standards: Kindergarten											
Text Types and Purposes											
STD W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).										
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the fiction or nonfiction/informational text they are writing about and state an opinion or preference about the text								✓		
STD W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.										
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details						✓				
Speaking and Listening Standards: Kindergarten											
Comprehension and Collaboration											
STD SL.K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.										
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).										
CKLA Goal(s)	Use agreed-upon rules for group discussions, (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)						✓				
STD SL.K.1b	Continue a conversation through multiple exchanges.										
CKLA Goal(s)	Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age						✓				

Alignment Chart for Stories

Lessons

		1	2	3	4	5	6	7	8	9	10
STD SL.K.2	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)	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud						✓				
Presentation of Knowledge and Ideas											
STD SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.										
CKLA Goal(s)	Describe familiar people, places, things, and events, and with prompting and support, provide additional detail		✓				✓			✓	
STD SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.										
CKLA Goal(s)	Add drawings or other visual displays to descriptions as desired to provide additional detail								✓		
STD SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.										
CKLA Goal(s)	Speak audibly and express thoughts, feelings, and ideas clearly						✓				
Language Standards: Kindergarten											
Conventions of Standard English											
STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.										
STD L.K.1b	Use frequently occurring nouns and verbs.										
CKLA Goal(s)	Use frequently occurring nouns and verbs in oral language						✓				
STD L.K.1d	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).										
CKLA Goal(s)	Ask questions beginning with <i>who, what, where, when, why, or how</i>						✓				
STD L.K.1f	Produce and expand complete sentences in shared language										
CKLA Goal(s)	Answer questions orally in complete sentences						✓				
	Produce and expand complete sentences in shared language						✓				

Alignment Chart for Stories

Lessons

		1	2	3	4	5	6	7	8	9	10
Vocabulary Acquisition and Use											
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.										
STD L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).										
CKLA Goal(s)	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>)			✓		✓					
STD L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.										
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).										
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).						✓				
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.										
CKLA Goal(s)	Use words and phrases acquired through conversations, being read to, and responding to texts						✓				
	Learn the meaning of common sayings and phrases									✓	
Additional CKLA Goals											
	While listening to a fiction read-aloud, orally predict what will happen in the read-aloud based on pictures and/or text heard thus far		✓				✓	✓			
	Explain which elements of a given story are fantasy				✓	✓	✓			✓	
	Prior to listening to a fiction read-aloud, identify orally what they know about a given topic					✓	✓			✓	✓
	Create a two-columned chart illustrating things animals do in real life and things animals cannot do in real life					✓					
	Evaluate and select stories on the basis of personal choice for rereading								✓		
	Orally share a different ending to a given story									✓	
	Compare and contrast characters in the read-aloud using a Venn diagram										✓



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Stories

This introduction includes the necessary background information to be used in teaching the *Stories* domain. The *Tell It Again! Read-Aloud Anthology* for *Stories* contains ten daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of fifty minutes.

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

Week One							
Day 1	# 10	Day 2	# 10	Day 3	Day 4	# 10	Day 5
Lesson 1A: "Chicken Little" (35 min.)		Lesson 2A: "The Three Little Pigs" (35 min.)		Lesson 3A: "The Three Billy Goats Gruff" (35 min.)	Lesson 4A: "The Wolf and the Seven Little Kids" (35 min.)		Lesson 5A: "The Bremen Town Musicians" (35 min.)
Lesson 1B: Extensions (15 min.)		Lesson 2B: Extensions (15 min.)		Lesson 3B: Extensions (15 min.)	Lesson 4B: Extensions (15 min.)		Lesson 5B: Extensions (15 min.)
50 min.		50 min.		50 min.	50 min.		50 min.

Week Two						
Day 6	# 10	Day 7	#	Day 8	Day 9	Day 10
Pausing Point (35 min.)		Lesson 6A: "Momotaro, Peach Boy" (35 min.)		Lesson 7A: "The Story of Jumping Mouse, Part I" (35 min.)	Lesson 8A: "The Story of Jumping Mouse, Part II" (35 min.)	Lesson 9A: "Goldilocks and the Three Bears" (35 min.)
Pausing Point (15 min.)		Lesson 6B: Extensions (15 min.)		Lesson 7B: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)	Lesson 9B: Extensions (15 min.)
50 min.		50 min.		50 min.	50 min.	50 min.

Week Three				
Day 11	Day 12	Day 13	# 10	Day 14
Lesson 10A: "Tug-of-War" (35 min.)	Domain Review (35 min.)	Domain Assessment (35 min.)		Culminating Activities (35 min.)
Lesson 10B: Extensions (15 min.)	Domain Review (15 min.)	Domain Assessment (15 min.)		Culminating Activities (15 min.)
50 min.	50 min.	50 min.		50 min.

10 Lessons include Student Performance Task Assessments

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

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book for Stories*
- *Tell It Again! Image Cards for Stories*
- *Tell It Again! Supplemental Guide for Stories*
- *Tell It Again! Multiple Meaning Word Posters for Stories*

Recommended Resource:

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

Why Stories Are Important

This domain will introduce students to classic stories that have been favorites with children for generations. Students will become familiar with stories like “The Three Little Pigs,” “Chicken Little,” and “The Bremen Town Musicians.” They will meet memorable characters like Goldilocks and the Billy Goats Gruff. Students will also learn about trickster tales and how smaller characters can outwit larger, stronger characters. In addition, two of the read-alouds—“Momotaro, Peach Boy” (a Japanese folktale) and “The Story of Jumping Mouse” (a Native American legend)—will help students develop an appreciation for fiction from other cultures.

By listening carefully to and discussing the stories, students will acquire an understanding of the elements of a story including characters, plot, and setting. This domain will help students develop an awareness of language to help them become both better writers and readers. This domain will also introduce students to recurring themes in popular culture and children’s literature.

It is important to note that the content of some of these read-alouds might unsettle some children. It is important to remind students that the stories are fiction, are not real, and cannot actually happen. Please preview all read-alouds and lessons in this domain before presenting them to students and feel free to substitute a trade book from the list of recommended trade books if you feel doing so would be more appropriate for your students. As you read, use the same

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

Core Vocabulary for Stories

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

Lesson 1

acorn
character
den
fiction
sly

Lesson 2

blazing
chimney
huff
plot
puff

Lesson 3

creaked
gobble
longed
scarcely
setting

Lesson 4

bleated
disguise
kids
miller
terrified

Lesson 5

musician
panting
perched

Lesson 6

island
pheasant
swooped

Lesson 7

brush
journey
perilous
swayed

Lesson 8

compassion
enormous
fragrances
misused

Lesson 9

peep
startled
suddenly
wee

Lesson 10

boast
bold
foolishness
might

Student Performance Task Assessments

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

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology for Stories*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: .

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening and Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

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

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

Recommended Resources for Stories

Trade Book List

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

1. *The Amazing Bone*, by William Steig (Square Fish, 2011) ISBN 978-0312564216
2. *Brave Wolf and the Thunderbird: Tales of the People*, by Joseph Medicine Crow and illustrated by Linda R. Martin (Abbeville Kids, 1998) ISBN 978-0789201607
3. *Casey Jones*, by Allan Drummond (Farrar Straus and Giroux, 2001) ISBN 978-0374311759

4. *The Fisherman and His Wife*, by Rachel Isadora (Putnam Juvenile, 2008) ISBN 978-0399247712
5. *Hansel and Gretel*, by Rachel Isadora (Putnam Juvenile, 2009) ISBN 978-0399250286
6. *How Chipmunk Got His Stripes*, by Joseph Bruchac and James Bruchac and illustrated by José Aruego and Ariane Dewey (Puffin, 2003) ISBN 978-0142500217
7. *How Many Spots Does a Leopard Have? And Other Tales*, by Julius Lester and illustrated by David Shannon (Scholastic, 1994) ISBN 978-0590419727
8. *The Little Red Hen: An Old Story*, by Margot Zemach (Farrar, Straus, and Giroux, 1993) ISBN 978-0374445119
9. *The Little Red Hen*, by Paul Galdone (Clarion Books, 1985) ISBN 978-0618836840
10. *Little Red Riding Hood*, by Trina Schart Hyman (Holiday House, 1987) ISBN 978-0823406531
11. *Snow White and the Seven Dwarfs: A Tale from the Brothers Grimm*, translated by Randall Jarrell and pictures by Nancy Ekholm Burkert (Farrar, Straus, and Giroux, 1987) ISBN 978-0374468682
12. *The Three Little Javelinas*, by Susan Lowell and illustrated by Jim Harris (Cooper Square, 2009) ISBN 978-0873589550
13. *Three Tuneful Tales (Once-Upon-A-Time)*, retold by Marilyn Helmer and illustrated by Kasia Charko (Kids Can Press, 2003) ISBN 978-1550749410
14. *Tikki Tikki Tembo*, by Arlene Mosel and illustrated by Blair Lent (MacMillan, 1998) ISBN 978-0312367480
15. *The Ugly Duckling*, adapted and illustrated by Jerry Pinkney (HarperCollins, 1999) ISBN 978-0688159320
16. *The Velveteen Rabbit (Dover Children's Classics)*, by Margery Williams and William Nicholson (Dover Publications, 2011) ISBN 978-0486486062
17. *Why Mosquitoes Buzz in People's Ears: A West African Tale*, by Verna Aardema and pictures by Leo and Diane Dillon (Puffin, 1992) ISBN 978-0140549058

Other Versions of Stories in the Domain

18. *Henny Penny*, by Paul Galdone (Clarion Books, 1984)
ISBN 978-0899192253
19. *The Story of Jumping Mouse: A Native American Legend*,
retold and illustrated by John Steptoe (HarperTrophy, 1989)
ISBN 978-0688087401
20. *The Adventure of Momotaro, the Peach Boy (Kodansha
Children's Bilingual Classics)*, by Ralph F. McCarthy and
illustrated by Ioe Saito (Kodansha International, 2000)
ISBN 978-4770020987
21. *The Bremen-Town Musicians*, by Ilse Plume (Dragonfly Books,
1998) ISBN 978-0440414568
22. *Goldilocks and the Three Bears*, by James Marshall (Puffin,
1998) ISBN 978-0140563660
23. *The Three Billy Goats Gruff*, by Paul Galdone (Clarion Books,
1981) ISBN 978-0899190358



Chicken Little

1

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the story “Chicken Little”
- ✓ Explain that stories that are made-up and come from a writer’s imagination are called fiction
- ✓ Identify the beginning, middle, and end of the story “Chicken Little”
- ✓ Identify the characters in “Chicken Little”
- ✓ Identify the sequence of events in the story “Chicken Little”

Language Arts Objectives

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

Students will:

- ✓ Retell the story of “Chicken Little” by identifying the beginning, middle, and end events of the story in proper sequence (RL.K.2)
- ✓ Describe an illustration of an acorn in “Chicken Little,” using the illustration to check and support comprehension of the read-aloud (RL.K.7)

Core Vocabulary

acorn, n. The seed of an oak tree

Example: An acorn fell from the tree.

Variation(s): acorns

character, n. The person or animal that a story is about

Example: The main character in “Chicken Little” is Chicken Little.

Variation(s): characters

den, n. A cave-like home of some wild animals

Example: The red fox ran into his den to hide.

Variation(s): dens

fiction, n. A type of book or story that has imaginary characters and events

Example: A story about a talking animal must be fiction because animals do not talk in real life.

Variation(s): none

sly, adj. Sneaky and secretive

Example: She had a sly plan to trick her brother.

Variation(s): slyer, slyest

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Domain Introduction	various storybooks	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Chicken Little		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Sly		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sequencing Beginning, Middle, and End	Instructional Master 1B-1	15
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-2 and 1B-3	*



Chicken Little

1
A

Introducing the Read-Aloud

10 minutes

Domain Introduction

Tell students that for the next few weeks, they will listen to many enjoyable stories. Tell them that some of the stories may be familiar to them, and some may be completely new. Show students the different storybooks you have gathered and pass them around. Ask students to talk about some of their favorite stories. Discuss that stories are often created from people's imaginations. Such made-up stories are called **fiction**. A **character** in a story is who the story is about. Characters can be people or animals in the story. Most of the characters in the stories in this domain are talking animals.

Tell students that over the next several days they will hear a number of stories. Tell them that some of the stories may be familiar to them, and some may be completely new.

Purpose for Listening

Tell students that they are going to listen to a story called "Chicken Little," in which the main character, Chicken Little, makes a silly mistake and becomes scared. Tell them to listen carefully to the story to find out what silly mistake Chicken Little made and why it makes her scared. Remind students that this story is fiction and made-up and cannot really happen. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.)



Chicken Little

← Show image 1A-1: An acorn falling on Chicken Little's head

One fine morning, Chicken Little went out to the woods. As she walked along, an **acorn** fell on her head. Chicken Little was a silly little chicken, and she often made silly mistakes. Chicken Little thought the acorn was a part of the sky!

Chicken Little was so caught by surprise that she worked herself into a tizzy. “Oh dear me!” she cried. “The sky is falling. I must go and tell the king!”¹

- 1 What does Chicken Little think is part of the sky? [Point to the acorn in the illustration.] An acorn is the seed of an oak tree. Is an acorn part of the sky?



← Show image 1A-2: Chicken Little meeting Henny Penny

On her way to see the king, Chicken Little met Henny Penny. “Henny Penny, the sky is falling!” cried Chicken Little.

“How do you know?” asked Henny Penny.

“A piece of it fell on my poor head,” said Chicken Little, rubbing her poor little noggin with the memory of it.²

“Then let us go and tell the king!” said Henny Penny, who now felt quite worried as well.³

So Henny Penny and Chicken Little ran along until they met Goosey Loosey.

“Goosey Loosey, the sky is falling!” cried Henny Penny.

“How do you know?” asked Goosey Loosey.

“A piece of it fell on my poor head,” said Chicken Little.

Goosey Loosey looked at Henny Penny, who nodded in agreement.

“Then let us go and tell the king!” said Goosey Loosey, who could not help but believe her friends.⁴

- 2 Here, the word *piece* means a small part of something. The word *piece* can have other meanings. The word *piece* also means a work of art or music.
- 3 Is the sky really falling? Why does Henny Penny think it is?
- 4 Is the sky really falling? Why does Goosey Loosey think it is?



← **Show image 1A-3: Goosey Loosey, Henny Penny, and Chicken Little meeting Ducky Lucky**

So Goosey Loosey, Henny Penny, and Chicken Little hurried along until they met Ducky Lucky.

“Ducky Lucky, the sky is falling!” cried Goosey Loosey.

“How do you know?” asked Ducky Lucky.

“A piece of it fell on my poor head,” said Chicken Little. Henny Penny and Goosey Loosey stood nodding their heads, wide-eyed, next to Chicken Little.

Ducky Lucky looked at her three friends, and became worried because they were so worried. “Then let us go and tell the king!” said Ducky Lucky.⁵

So Ducky Lucky, Goosey Loosey, Henny Penny, and Chicken Little ran along until they met Turkey Lurkey, who was certainly the biggest of the birds.

“Turkey Lurkey, the sky is falling!” cried Ducky Lucky.

“How do you know?” asked Turkey Lurkey.

“A piece of it fell on my poor head,” said Chicken Little. Henny Penny, Goosey Loosey, and Ducky Lucky stood behind Chicken Little, flapping their wings with worry.

“Then let us go and tell the king!” said Turkey Lurkey, for who was he to disagree with four scared friends?⁶

So the five feathered friends ran along until they met Foxy Loxy.

← **Show image 1A-4: Goosey Loosey, Henny Penny, Ducky Lucky, Turkey Lurkey, and Chicken Little meeting Foxy Loxy**

“Foxy Loxy, the sky is falling!” cried Turkey Lurkey.

“Oh, is that so?” said **sly** Foxy Loxy, who knew better, but pretended to believe the five trembling birds.⁷ “If the sky is falling, you’d better keep safe in my **den**, and I will go and tell the king for you.”⁸ So Chicken Little, Henny Penny, Goosey Loosey, Ducky Lucky, and Turkey Lurkey followed Foxy Loxy into his den. The dust in the den made Chicken Little sneeze. *Achoo!* The force of

5 Is the sky really falling? Why does Ducky Lucky think it is?

6 Is the sky really falling? Why does Turkey Lurkey think it is?



7 The word *sly* means being sneaky in a secretive and clever way.

8 The den is the fox’s home. Do you think they should go into the fox’s den?

9 This means that Chicken Little stopped being silly and thought carefully about where she was and what she was doing.

the sneeze made Chicken Little come back to her senses.⁹

“Wait!” cried Chicken Little. “Birds are supposed to stay away from foxes!”

Henny Penny, Goosey Loosey, Ducky Lucky, and Turkey Lurkey looked at each other in amazement. “You are right!” they cried.

And so the five feathered friends ran out of the cave and never went back there again. And from that day on, they thought very carefully before believing that the sky was falling again.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What is a character? (A character is a person or talking animal in a story.) Who is the main character in this story? (Chicken Little is the main character in this story.)
2. *Literal* Did a piece of the sky really fall on Chicken Little’s head? (No, a piece of the sky did not really fall on Chicken Little’s head.) What did? (An acorn, or the seed of an oak tree, fell on Chicken Little’s head.)
3. *Literal* Who in the story believes Chicken Little when she says the sky is falling? (Henny Penny, Goosey Loosey, Ducky Lucky, and Turkey Lurkey all believe Chicken Little when she says the sky is falling.)
4. *Literal* What kind of animal is Foxy Loxy? (Foxy Loxy is a fox.) Does Foxy Loxy believe the sky is falling? (No, Foxy Loxy does not believe the sky is falling, but he pretends he does in order to trick the other animals.)

5. *Literal* What does Foxy Loxy tell the birds to do after they tell him that the sky is falling? (He tells them to go into his den and that he will tell the king for them.)
6. *Literal* What makes the birds run out of Foxy Loxy’s den? (Chicken Little sneezes and remembers that birds are supposed to stay away from foxes.)
7. *Evaluative* Remember that “Chicken Little” is made-up and created from a writer’s imagination. What are made-up stories called? (Made-up stories are called fiction.) Which parts of the story tell you that “Chicken Little” is fiction, or a made-up story? (The sky cannot actually fall and animals cannot actually talk.)

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

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

8. *Evaluative Think Pair Share:* How would you describe the character Chicken Little—wise, foolish, or brave? If you were Chicken Little, what would you have done? (Answers may vary.)
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Sly

5 minutes

1. In the read-aloud you heard, ““Oh, is that so?’ said *sly* Foxy Loxy, who knew better, but pretended to believe the five trembling birds. ‘If the sky is falling, you’d better keep safe in my den, and I will go and tell the king.’”
2. Say the word *sly* with me.
3. When someone is sly, they are sneaky in a smart way.
4. The sly cat waited patiently by the mouse hole.
5. Have you ever heard a story about a sly character? Tell me why you thought this character was sly. Try to use the word *sly* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “A sly character I heard of was _____. S/he was sly because . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe several situations. If the things I say are examples of a person being sly, say, “That person is sly.” If the things I say are not examples of a person being sly, say, “That person is not sly.” Remember to answer in complete sentences.

1. My cousin planned a surprise party for me. (That person is sly.)
2. Raul’s older brother always lets his mother know where he will be after school. (That person is not sly.)
3. Luis makes a lot of noise in his hiding place when playing hide and seek. (That person is not sly.)
4. My grandfather gave me a wink before secretly handing me an extra cookie. (That person is sly.)



Complete Remainder of the Lesson Later in the Day



Chicken Little

1
B

Extensions

15 minutes

10 Sequencing Beginning, Middle, and End (Instructional Master 1B-1)

Directions: The worksheet has three pictures. One shows what is happening at the beginning of “Chicken Little,” one shows what is happening in the middle of the story, and one shows what is happening at the end of the story. (Show Image Cards 1–3, out of order, for students to see.) Look at each picture and think about what is happening. Cut out the three pictures, and put them in order to show the beginning, middle, and end of the story. Retell the story using the three pictures. When you have made sure that you have them in the correct order, glue them in the correct order onto a piece of paper.

As students complete their worksheets, divide them into pairs to conduct a *Think Pair Share* retelling of the story, with each student taking a turn.

Take-Home Material

Family Letter

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



The Three Little Pigs

2

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the story “The Three Little Pigs”
- ✓ Identify the sequence of events in the story “The Three Little Pigs”
- ✓ Identify the plot of the story “The Three Little Pigs”

Language Arts Objectives

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

Students will:

- ✓ Retell “The Three Little Pigs” by sequencing four to six pictures illustrating events in the story (RL.K.2)
- ✓ Describe images of straw, sticks, and brick in “The Three Little Pigs,” using the images to check and support comprehension of the read-aloud (RL.K.7)
- ✓ Describe familiar things, such as straw, sticks, and bricks, and with prompting and support, provide additional detail (SL.K.4)
- ✓ While listening to “The Three Little Pigs,” orally predict what will happen in the read-aloud based on pictures and text heard thus far

Core Vocabulary

blazing, *adj.* Hot and shining brightly

Example: We settled down to read a book by the light and warmth of the blazing fire.

Variation(s): none

chimney, *n.* A hollow passage through which smoke escapes from a building

Example: When Dad lit the fire, smoke rose up and came out of the chimney.

Variation(s): chimneys

huff, *v.* To blow air or breathe in and out heavily

Example: My brother was so angry, you could hear him huff all the way to his room.

Variation(s): huffs, huffed, huffing

plot, *n.* The events of a story

Example: The plot of a story is what happens in the beginning, middle, and end of a story.

Variation(s): none

puff, *v.* To make a sudden gust of smoke, air, breath, or wind

Example: You can see the train engine puff steam into the air.

Variation(s): puffs, puffed, puffing

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Do We Know?	pieces of straw, sticks, and bricks	10
	Interactive Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Three Little Pigs		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Blazing		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sequencing Events in the Story	Instructional Master 2B-1	15



The Three Little Pigs

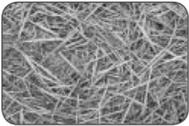
2_A

Introducing the Read-Aloud

10 minutes

What Do We Know?

Tell students that today's story also has talking animals as the main characters. Review with students what *character* means. Remind students that characters are the people or animals that a story is about. Tell students that the **plot** is what happens, or the events, in a story. The plot of a story has a beginning, middle, and end, which means what happens in a story is usually told in order of what comes first, next, and last.



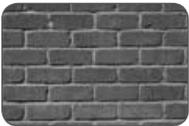
← **Show image 2A-1: Straw**

Pass around the pieces of straw that you have brought in to show students. Help students to identify the image and material as straw, or dried grass that is sometimes used as animal bedding.



← **Show image 2A-2: Sticks**

Pass around the sticks that you have brought in to show students. Help students to identify the image and material as sticks. Discuss with students where sticks come from.



← **Show image 2A-3: Bricks**

Pass around the pieces of brick that you have brought in to show students. Help students to identify the image and material as bricks. Bricks are made from clay. When the clay dries, the bricks become very hard. Discuss with students the uses of bricks.

Interactive Read-Aloud

Tell students that you will need their help during the read-aloud. Preview refrains that you would like them to repeat either as a whole class or in groups during the read-aloud:

- One of the little pigs will say, “Not by the hair of my chinny chin chin.”

- Then the big, bad wolf will say, “Then I’ll huff and I’ll puff and I’ll blow your house down.”

Purpose for Listening

Tell students that they are going to hear a story about three pigs who are planning to build three separate houses for themselves. Tell students that each pig chose a different building material. Ask them to listen carefully to the plot, or the events of the story, to find out which pig made the best choice, especially when they encounter the big, bad wolf. (If some students are already familiar with this story, tell them to listen to see how this version might be different from the one they know.)



The Three Little Pigs

← Show image 2A-4: Mother pig with her children

Once upon a time, there were three little pigs who 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 big hug and kiss and set out to find their own places to live.



1 [Point to the straw in the image and remind students of the straw they handled earlier.]

← Show image 2A-5: First pig building a straw house

They walked down the road and soon saw a man with a wagon full of straw.¹ “Why, I could build a house of straw in no time,” thought the first little pig. So the first little pig said to the man, “Please, sir, may I have some straw so that I may build a house?” The kind man gave him the straw, and the first little pig quickly built his house. He finished so quickly that he lay down contentedly in the shade to take a nap for the rest of the day.



2 [Point to the sticks in the image and remind students of the sticks they handled earlier.]

← Show image 2A-6: Second pig building a stick house

The other two pigs continued on their way. It wasn’t long before they passed a man with a cart full of sticks.² “Hmm, I could build a house of sticks,” thought the second little pig. “It will take a little more time than my brother’s house of straw, but it will be a fine house.” So the second little pig said to the man, “Please, sir, may I have some sticks so that I may build a house?” The kind man gave him the sticks, and the second little pig set about building his house. He finished the house in a little while and then he, too, lay down contentedly in the shade to take a nap.



3 [Point to the bricks in the image and remind students of the bricks they handled earlier.]

← Show image 2A-7: Third pig building a brick house

The third little pig continued on his way. In a little while, he passed a man with a wheelbarrow full of bricks.³ “Aha, I could build a house of bricks,” thought the third little pig. “It’s true that it will take more work than the houses of my brothers, but it will be well worth it.”⁴

4 When something is well worth it, it may not be easy to get or make, but it is important or useful.

So he said to the man, “Please, sir, may I have some bricks so that I may build a house?” The kind man gave him the bricks, and the third little pig set about building his house. He worked and worked in the hot afternoon sun, taking care to lay each brick just so.



← **Show image 2A-8: First pig and wolf**

At about this time, a big, bad wolf came trotting down the lane. He saw the first little pig napping in the shade of his straw house. “Yum, yum, that pig would make a tasty bite to eat,” thought the big, bad wolf. But the little pig saw him coming and ran inside his house of straw, slamming the door behind him. The little pig breathed a sigh of relief because he remembered that his mother had always said that wolves were not to be trusted.



← **Show image 2A-9: Wolf outside straw house**

Now the big, bad wolf knocked at the door and said, “Little pig, little pig, let me come in.”⁵

“Not by the hair of my chinny chin chin,” answered the first little pig.⁶

“Then I’ll **huff** and I’ll **puff** and I’ll blow your house down,” said the wolf.⁷ And he huffed and he puffed, and he blew the house down. As the straw blew everywhere, the first little pig ran away.

Rubbing his stomach and now feeling even hungrier, the big, bad wolf strolled farther down the lane and soon came upon the second little pig napping in the shade of his stick house. The little pig saw him coming and ran inside his house of sticks. The big, bad wolf knocked on the door and said, “Little pig, little pig, let me come in.”⁸

“Not by the hair of my chinny chin chin,” answered the second little pig.⁹

“Then I’ll huff and I’ll puff and I’ll blow your house down,” said the big, bad wolf.¹⁰

5 Do you think the little pig should let the wolf in?

6 [Encourage students to repeat the refrain, “Not by the hair of my chinny chin chin.”]

7 [Demonstrate huffing and puffing while reading the story, and encourage students to repeat the refrain, “Then I’ll huff and I’ll puff and I’ll blow your house down.”]

8 Do you think the second little pig should let the wolf in?

9 [Encourage students to repeat the refrain.]

10 [Encourage students to repeat the refrain.]



← **Show image 2A-10: Wolf and the stick house**

And he huffed and he puffed, and he blew down the house of sticks. The little pig ran away just in the nick of time.

Now the wolf's stomach growled loudly. He was feeling so hungry!

Soon the wolf came upon the third little pig, who had just finished building his brick house. The little pig looked up. There were his two brother pigs, 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 behind them.



← **Show image 2A-11: Three little pigs in the brick house**

The big, bad wolf knocked on the door and said, "Little pig, little pig, let me come in."¹¹

"Not by the hair of my chinny chin chin," answered the third little pig.¹²

"Then I'll huff and I'll puff and I'll blow your house down," said the big, bad wolf.¹³ Well, the wolf huffed and he puffed, and he huffed and he puffed, and then he puffed and he huffed and he puffed some more, but he could not blow down that house of bricks.

"You can't get me. My house is too strong," shouted the third little pig from inside his house.

"Ha!" said the wolf. "I'm stronger and smarter than you. I'm on my way up the roof, and I'll come down the **chimney** to get you."¹⁴

Now the third little pig was no fool. He had already guessed that the wolf might try to come down the chimney, so he already had a **blazing** fire in the fireplace and a big kettle of boiling water heating over the fire.¹⁵

11 Do you think the third little pig should let the wolf in?

12 [Encourage students to repeat the refrain.]

13 [Encourage students to repeat the refrain.]

14 A chimney is the structure that allows the smoke from a fire to go out of the house.

15 When something is blazing, it is hot and bright, so the fire was hot and bright.



← **Show image 2A-12: The wolf in the pot**

Thinking that he was as clever as could be, the big, bad wolf jumped down the chimney. Splash! Ouch! The big, bad wolf jumped right out of that boiling hot water, and ran away, never to be seen again. And the three little pigs lived happily ever after.

Comprehension Questions

10 minutes

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who are the characters in this story? (The three little pigs and the big, bad wolf are the characters in this story.)
2. *Literal* What did the three little pigs use to build their houses? (The three little pigs used straw, sticks, and bricks to build their houses.)
3. *Inferential* Which houses could the wolf blow down? Why? (The wolf could blow down the houses made of straw and sticks because they were not strong.)
4. *Inferential* Which house could the wolf not blow down? Why? (The wolf could not blow down the house made of brick because the bricks made the house very strong.)
5. *Evaluative* Which one of the three pigs do you think was the smartest? Why? (The third pig was wise to choose to build his house with bricks. Bricks are heavier and harder to lift, so it took longer to build the house, but it was the strongest house.)
6. *Literal* What happens at the end of the story? (The pigs outsmart the wolf and he runs away, never to be seen again.)
7. *Inferential* What is plot? (Plot is what happens or the events in a story.) What is the plot of the story "The Three Little Pigs"? (A wolf tries to blow down the houses of the three little pigs. He is able to blow down the houses made of straw and sticks, but not the house made of bricks. At the end, the pigs trick the wolf so that he will never bother them again.)

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

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

8. *Evaluative Think Pair Share:* If you could make up a new ending for the story, what would it be? Share your new ending with your partner. (Answers may vary.)
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Blazing

5 minutes

1. In the read-aloud you heard, “[The third little pig] had already guessed that the wolf might try to come down the chimney, so he already had a *blazing* fire in the fireplace and a big kettle of boiling water heating over the fire.”
2. Say the word *blazing* with me.
3. When something is blazing, it means it is hot and shining brightly.
4. The blazing fire was very, very hot.
5. What kinds of things do you think could be blazing? Try to use the word *blazing* when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I think a _____ could be blazing because . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name some objects. If the object I name is something that could be described as blazing, say, “That’s blazing!” If not, say, “That’s not blazing.” Remind students that the definition of blazing is “hot and shining brightly.” Remember to answer in complete sentences.

1. the sun (That’s blazing!)
2. the ocean (That’s not blazing.)
3. a fire (That’s blazing!)
4. ice (That’s not blazing.)



Complete Remainder of the Lesson Later in the Day



The Three Little Pigs

2_B

Extensions

15 minutes

10 Sequencing Events in the Story (Instructional Master 2B-1)

You may choose to have students complete this activity individually, or use it as a small-group activity. Remind students that the events in a story are called the plot. Review the story events pictured in each of the four images on the page. Ask students to cut them out and arrange them in order to show the proper sequence of events. Tell students that when you sequence events you put them in order by what happened first, next, and last. It is similar to retelling a story from beginning to middle to end. Check to see if students are able to correctly sequence the pictures. You may want to have students glue the pictures on paper once they have been sequenced.

As students complete this activity, have individual students retell the story “The Three Little Pigs,” referring to their sequenced pictures.



The Three Billy Goats Gruff

3

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the story “The Three Billy Goats Gruff”
- ✓ Identify the characters, plot, and setting of “The Three Billy Goats Gruff”

Language Arts Objectives

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

Students will:

- ✓ Retell the story “The Three Billy Goats Gruff,” including the characters, and placing beginning, middle, and end events in the proper sequence (RL.K.2)
- ✓ Describe illustrations of the Billy Goats Gruff in “The Three Billy Goats Gruff,” using the illustrations to check and support comprehension of the read-aloud (RL.K.7)
- ✓ Identify new meanings for familiar words, such as *cross*, and apply them accurately (L.K.4a)

Core Vocabulary

creaked, v. Made a low, squeaking sound

Example: The door creaked open.

Variation(s): creak, creaks, creaking

gobble, v. To eat something quickly and in a greedy way

Example: Jane's mother told her not to gobble her food, but to take the time to chew each bite.

Variation(s): gobbles, gobbled, gobbling

longed, v. Had an earnest, heartfelt desire, especially for something beyond reach

Example: We longed for cold water in the summer heat.

Variation(s): long, longs, longing

scarcely, adv. Only just barely; by a small amount

Example: We scarcely made it in time to catch our bus.

Variation(s): none

setting, n. Where a story takes place

Example: The setting of a story about students might be in a school.

Variation(s): settings

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Three Billy Goats Gruff		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Longed		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Character, Setting, and Plot		15
	Multiple Meaning Word Activity: Cross	Poster 2M: Cross	



The Three Billy Goats Gruff

3A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that the characters are who a story is about. Characters can be people or animals in a story. Remind students that the plot of a story is what happens, or the events in a story.

Tell students that the **setting** of a story is the place where the story happens. The story they will hear today takes place on a bridge next to a grassy hill. This means the setting is a bridge next to a grassy hill.

Purpose for Listening

Ask students if they have ever heard a story about someone who wants something very badly. What did the character in the story want?

Tell students that they are going to hear a story in which three goats want something very badly, but run into a problem trying to get what they want. Tell students to listen carefully to find out what the goats want, what problem they encounter, and how they solve the problem. (If some students are already familiar with this story, tell them to listen to see how this version might be different from the one they know.)



The Three Billy Goats Gruff

← Show image 3A-1: The three Billy Goats Gruff

- 1 They really, really wanted to go up the hillside covered with thick, green grass.
- 2 [Point to the brook in the picture.] A brook is a small river or stream of water.
- 3 [Point to the troll in the picture.]
- 4 Here, the word *cross* means to go from one side of the bridge to the other. The word *cross* can have other meanings. The word *cross* also means to be annoyed or angry.

Once upon a time there were three billy goats, brothers who were all named “Gruff.” The three Billy Goats Gruff **longed** to go up a hillside covered with thick, green grass.¹ They wanted to eat that grass because they knew it would be delicious.

To get to the hillside they had to cross a brook.² Over the brook was a bridge. And under the bridge lived a troll.³

Now, the first to cross the bridge was the Little Billy Goat Gruff.⁴



← Show image 3A-2: Little Billy Goat Gruff crossing the bridge

“Trip-trap! Trip-trap! Trip-trap!” went the bridge.

“WHO’S THAT TRIP-TRAPPING OVER MY BRIDGE?” roared the troll, who had been taking a nap and was feeling quite grumpy from being shook awake by the trip-trapping of the bridge.

And the tiny goat said in a wee, small voice, “It is only I, Little Billy Goat Gruff. And I’m going to the hillside to eat the delicious grass.”

“Oh-ho!” said the troll, who was feeling both grumpy and hungry. “I am coming to **gobble** you up.”⁵

“Oh, please don’t eat me,” said the Little Billy Goat Gruff. “I’m too little, yes I am. Wait a bit until my brother comes. He’s much bigger.”

“Well, be off with you!” said the troll, who was usually much more polite when his tummy was full and he had had a decent nap. He settled back down under the bridge, determined to fall back asleep.

- 5 To gobble something means to eat it quickly.



← **Show image 3A-3: Middle Billy Goat Gruff crossing the bridge**

Soon the Middle Billy Goat Gruff came to cross the bridge.

“Trip-trap! Trip-trap! Trip-trap!” went the bridge.

“WHO’S THAT TRIP-TRAPPING OVER MY BRIDGE?” roared the troll, jumping up onto the bridge. Now the troll was becoming very grumpy. How was he to get any sleep with all of this noise moving over his bridge?

And the goat said, in a not-so-small voice, “It is only I, Middle Billy Goat Gruff, and I’m going to the hillside to eat the delicious grass.”

“Oh-ho!” said the troll, who was feeling even grumpier and hungrier. “I am coming to gobble you up.”

“Oh no, don’t eat me. Wait till my brother comes along. He’s much bigger.”

“Very well; be off with you!” said the troll, who could not believe he had been disturbed twice in one day. He jumped back down to try once more to take a nap in his home under the bridge.⁶

6 The troll cannot sleep because the goats are walking noisily on his house.



← **Show image 3A-4: Big Billy Goat Gruff on the bridge**

And just then up came the great Big Billy Goat Gruff.

“TRIP-TRAP! TRIP-TRAP! TRIP-TRAP!” went the bridge, for the Big Billy Goat Gruff was so heavy that the bridge **creaked** and groaned under him.⁷

“WHO’S THAT TRIP-TRAPPING OVER MY BRIDGE?” roared the troll, for this was really getting quite ridiculous!

And a deep, loud voice boomed, “IT IS I, BIG BILLY GOAT GRUFF.”

“Oh-ho!” said the troll, who was thinking now that he was feeling the grumpiest and hungriest he had ever felt. “I am coming to gobble you up.”

“Well, then, come and try it!” said the Big Billy Goat Gruff.

The troll climbed up on the bridge, but he was not prepared for what happened next.⁸

7 That means the bridge moved and made a squeaking sound because Big Billy Goat Gruff was so big.

8 What do you think will happen now between the troll and the Big Billy Goat Gruff?



- ← **Show image 3A-5: The Big Billy Goat Gruff, and the troll falling off the bridge**

The Big Billy Goat Gruff rushed at the troll, without saying a word. He danced and pranced all over, until the bridge shook so much that the poor troll rolled off the bridge into the water.



- ← **Show image 3A-6: Happy Billy Goats Gruff**

Then the Big Billy Goat Gruff went to the hillside, where he joined his brothers. And they all three ate so much delicious grass that they were **scarcely** able to walk home again.⁹

Snip, snap, snout,

This tale's told out.

9 That means that the Billy Goats Gruff had a hard time walking home.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* How many Billy Goats Gruff are there? (There are three Billy Goats Gruff.) What are their names? (Their names are Little Billy Goat Gruff, Middle Billy Goat Gruff, and Big Billy Goat Gruff.)
2. *Literal* What is setting? (The setting is the place where a story happens.) What is the setting of this story? (The setting of this story is a bridge near a grassy hill.)
3. *Literal* Who lives under the bridge? (The troll lives under the bridge.)
4. *Literal* What is the troll trying to do when Little Billy Goat Gruff crosses the bridge? (The troll is trying to take a nap.)
5. *Literal* What problem does Little Billy Goat Gruff encounter when he wakes up the troll? (The troll yells and says he is going to gobble up Little Billy Goat Gruff.)

6. *Inferential* Why doesn't the troll gobble him up? (Little Billy Goat Gruff says that his brother, who is bigger, is coming next, so the troll decides to wait.)
7. *Inferential* Who crosses the bridge next? (Middle Billy Goat Gruff crosses the bridge next.) Why doesn't the troll try to gobble up Middle Billy Goat Gruff? (The troll doesn't try to gobble him up because Middle Billy Goat Gruff says his bigger brother is coming.)
8. *Literal* Who crosses the bridge last? (Big Billy Goat Gruff crosses the bridge last.) What happens? (The troll says that he will gobble him up.) What does Big Billy Goat Gruff do to the troll? (He knocks the troll into the water.)

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

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

9. *Evaluative Think Pair Share*: Does the story end the way you expected? Why or why not? How might the troll feel at the end? (Answers may vary.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Longed

5 minutes

1. In the read-aloud you heard, “The three Billy Goats Gruff *longed* to go up a hillside covered with thick, green grass.”
2. Say the word *longed* with me.
3. When you have longed for something or longed to do something, it means you have really, really wanted something or you have really, really wanted to do something.
4. Rania longed to swim in the pool to find relief from the hot sun.
5. What is something you have longed for? Try to use the word *longed* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I have longed for _____ because . . .”]
6. What’s the word we’ve been talking about?

Use a *Sharing* activity for follow-up. Directions: I am going to ask you some questions about what you might long for in different situations. Be sure to begin your responses with “I have longed for . . .”
(Answers may vary.)

1. What have you longed for on a hot summer day?
2. What have you longed for on a really cold day?
3. What have you longed for when it started raining really hard?
4. What have you longed for when you were really tired?



Complete Remainder of the Lesson Later in the Day



The Three Billy Goats Gruff

3_B

Extensions

15 minutes



Character, Setting, and Plot

← Show image 3A-1: The three Billy Goats Gruff

Tell students that this illustration shows the characters in the story. The characters are who the story is about. Characters can be people or animals in a story. Ask students to identify the characters in the illustration. Then say, “There is one more character in this story that is hiding under the far end of the bridge. Do you remember who it is?”



← Show image 3A-2: Little Billy Goat Gruff crossing the bridge

Tell students that this illustration shows the setting of the story, or where the story takes place. Guide students in identifying the setting for most of “The Three Billy Goats Gruff” as the bridge next to the grassy hillside.

Now, use images 3A-1 through 3A-6 to guide a retelling of the story. Have students look at each of the images and talk about what is happening in each one. Encourage them to use words like *first*, *next*, *then*, and *last* to describe the order, or sequence, of the events. Remind students that when they talk about what happens, or the events in the story, they are talking about the plot of the story.

Multiple Meaning Word Activity

Associated Phrase: Cross

1. [Show Poster 2M: Cross.] In the read-aloud you heard, “To get to the hillside they had to *cross* a brook.” Here *cross* means to go over something. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
2. *Cross* also means other things. *Cross* also means annoyed and irritable. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]

3. [Point to the billy goat crossing the bridge.] With your neighbor, talk about what you think of when you see this kind of cross. I will call on a few students to share what they discussed. Remember to answer in complete sentences. (When I think of *cross*, I think of walking across the street, etc.)
4. [Point to the annoyed and irritable child.] Now with your neighbor, talk about what you think of when you see this kind of cross. I will call on a few students to share what they discussed. Remember to answer in complete sentences. (This picture of *cross* makes me think of being upset, angry, etc.)



The Wolf and the Seven Little Kids

4

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “The Wolf and the Seven Little Kids”
- ✓ Identify the sequence of events in “The Wolf and the Seven Little Kids”
- ✓ Identify the characteristics of subgenres of fiction, including folktales

Language Arts Objectives

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

Students will:

- ✓ Retell “The Wolf and the Seven Little Kids” by sequencing four to six pictures illustrating events of the story in proper sequence (RL.K.2)
- ✓ Describe the role of an author and illustrator in a fiction text (RL.K.6)
- ✓ Describe an illustration of the wolf at the door in “The Wolf and the Seven Little Kids,” using the illustration to check and support comprehension of the read-aloud (RL.K.7)
- ✓ Explain that “The Wolf and the Seven Little Kids” is fantasy because animals cannot talk and do not live in houses

Core Vocabulary

bleated, v. Made the sound or cry of a goat or sheep

Example: The goat bleated when it was frightened.

Variation(s): bleat, bleats, bleating

disguise, v. Make oneself look like someone or something else

Example: Billy would often disguise himself with a hat and glasses when he tried to play a trick on his sister.

Variation(s): disguises, disguised, disguising

kids, n. Young goats

Example: The kids ate grass in the field with their mama goat.

Variation(s): kid

mill, n. One who works in, operates, or owns a mill—a building where grain is ground into flour

Example: The miller was covered in flour by the end of the day.

Variation(s): millers

terrified, adj. Deeply afraid

Example: The terrified mouse ran away from the cat.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Do We Know?		10
	Purpose for Listening		
Presenting the Read-Aloud	The Wolf and the Seven Little Kids		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Terrified		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Sequencing Events in the Story	Instructional Master 4B-1; paper	15
	Domain-Related Trade Book		



The Wolf and the Seven Little Kids

4_A

Introducing the Read-Aloud

10 minutes

What Do We Know?

Remind students that stories are often created from people's imaginations; they are not real. Ask if students have ever had someone *tell* them a story—not reading a book or story aloud, but simply telling the story from memory.

Explain to students that the next story they will hear is a folktale. A folktale is different from the kinds of stories found in many children's books. Folktales are stories that are passed from person to person orally, or by word of mouth, instead of being written down. For example, a grandmother might tell a story to her grandchildren, and later, those children will tell that story to their children, who in turn will pass it on to others. In this way, folktales are passed down from generation to generation. Every culture in the world—every nation and group of people—has its own folktales. It wasn't until very recently that some of these stories were actually written down. Be sure to emphasize that folktales are made-up stories. Remind students that stories that are made-up or created from someone's imagination are known as fiction. Folktales are one type of fiction.

Explain to students that over the next several days they will hear several folktales.

Purpose for Listening

Tell students that the first folktale they will hear is about a wolf who tries to become friends with a family of goats. Ask them to listen carefully to find out how the wolf and baby goats, or kids, become friends. (If some students are already familiar with this folktale, tell them to listen to see how this version might be different from the one they know.)



The Wolf and the Seven Little Kids

← Show image 4A-1: Mother talking with the seven kids gathered around

There was once a mother goat who had seven little **kids**, and she loved them as well as any mother has ever loved her children.¹

One day she gathered her seven kids around her and said, “Dear children, I must go into the forest to get food for us to eat. While I am away, do not open the door for anyone, especially the wolf. You will always know him by his rough voice, and by the dark grey fur on his paws.”

“Don’t worry, mother,” said the kids, “we will take good care of ourselves.” So the mother goat **bleated** goodbye, and went on her way with a calm mind.²

Meanwhile, the wolf was all alone in the forest. He never had anyone to play with, as the other animals were scared of him. This made him quite sad, but he thought maybe if the seven kids just got to know him they would want to play with him. The wolf decided he would **disguise** himself in order to get the kids to give him a chance.³

1 Kids is a word for baby goats.

2 Bleated means cried out.
[Demonstrate bleating noise.]

3 That means the wolf will change how he looks or sounds.



← Show image 4A-2: Wolf at the door⁴

Soon there came a knock⁵ at the door, and a voice called out, “Open the door, my dear children. Your mother is back and has brought you each something.” But oh, what a rough voice!⁶

The kids thought it surely must be too soon for their mother to be back. “No, we won’t open the door!” cried the kids. “Our mother has a sweet, gentle voice, and your voice is rough. You must be the wolf!” And so the kids went on playing, feeling very proud of themselves.

The wolf felt very sad, for he could not help that his voice was rough. He ran off to a store, where he bought a big lump of a

4 What do you see in this picture?

5 [Knock on something.]

6 Do you think the kids should open the door?

7 [Knock on something.]

special kind of chalk, which he ate to make his voice soft. Then he came back, and knocked at the door,⁷ and called out in a gentle voice, “Open the door, my dear children. Your mother is back and has brought you each something.” The wolf felt for sure that this time the kids would open the door and he could prove to them that he was actually a very nice wolf.



← **Show image 4A-3: Wolf’s paws at the door**⁸

8 What do you see in this picture? Who is at the door? How can you tell?

But the poor wolf had put his paws against the window, and the kids could see his dark grey fur.

“No, we won’t open the door!” cried the kids. “Our mother’s feet do not have dark grey fur. You must be the wolf!” Again, the kids went on playing, feeling even prouder that they had identified the wolf by his paws.

9 A baker is a person who makes and sells bread and cakes.

Again, the poor wolf felt sad, for he could not help that his fur was dark grey. And so, he ran to a baker.⁹ “Baker,” he said, “Please, spread some dough over my paws.”



← **Show image 4A-4: The wolf with the miller**

10 A miller is a person who works at a mill and makes flour.

And when the baker had coated his paws with dough, the wolf went to the **miller**.¹⁰ “Miller,” he said, “please sprinkle some white flour over my paws.” Now the wolf’s feet looked just like the mother goat’s!

11 [Knock on something.]

The wolf thought for sure this time the kids would open the door so he could show them what a nice and fun wolf he was. For a third time, the wolf went to the door, knocked,¹¹ and said in a gentle voice, “Open the door, my dear children. Your mother is back and has brought you each something.” The wolf was almost smiling, he was so excited to play with the kids.



← **Show image 4A-5: Wolf with flour on paws**

12 Why do the kids think it is their mother?

“First show us your feet,” said the kids. And the wolf put his white, flour-covered paws against the window. “Yes, this must be our dear mother,” said the kids, and they opened the door.¹²

13 *Terrified* means really scared.

In pounced the wolf, ready to play! The **terrified** kids tried to hide, because they did not know that the wolf was actually nice.¹³ The first ran under the table. The second crawled under the bed. The third hid under the rug. The fourth ran into the kitchen. The fifth jumped into the cupboard. The sixth ran under a tub. And the seventh climbed inside a big grandfather clock.

14 The kids are afraid of the wolf because they do not know that he is actually a nice wolf who just wants to play.

The wolf thought the kids must be playing a great game of hide and seek. He thought if he found them all, the kids would finally want to play with him. So the wolf found them all—all, that is, except the youngest, who was hiding in the grandfather clock. The other kids were so scared that when the wolf found them, they passed out asleep.¹⁴ The wolf was so scared that the other animals would blame him, so he took the kids into the forest to wait for them to wake up.

The wolf, tired from all of the excitement, strolled into the forest, lay down under a tree, and fell into a deep sleep next to the six sleeping kids.

A short while later the mother goat came home, and quite a sight met her eyes. The door stood wide open. Tables and chairs were thrown all about; dishes were broken; quilts and pillows were torn off the bed. She called out for her children, but they were nowhere to be found. She called each one again by name, but no one answered, until she called the name of the youngest kid.



← **Show image 4A-6: The mother goat finding the youngest kid**

15 If you are sensitive, you understand the feelings of other people.

“Here I am, mother,” a little voice cried, “here inside the big grandfather clock.” The mother goat helped her youngest child out of the clock. Now, the youngest kid was quite sensitive and had realized that the wolf thought the kids were playing a game of hide and seek.¹⁵ He told his mother so, and they went off into the forest to find the other kids and the wolf and explain the misunderstanding.



← **Show image 4A-7: The mother goat and kid finding the wolf in the forest**

There they saw the wolf, fast asleep under a tree, snoring so hard that he shook the branches. Then the mother goat saw the rest of her kids sleeping there, hidden behind the big wolf.

“Dear me!” she thought. “How peaceful they are sleeping!” No sooner had she had the thought, then one by one her little kids—and finally the wolf—woke up.



← **Show image 4A-8: Celebration**

When the kids woke up, they saw their dear mother and youngest brother smiling at them and they instantly felt happy. Their mother told them that the poor wolf was actually a kind animal who had just wanted to play, and they all danced around, celebrating their newfound friendship with the wolf.¹⁶

16 Now that they understand each other, the kids and the wolf can be great friends!

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who does the mother goat warn her kids about? (The mother goat warns her kids about the wolf.)
2. *Inferential* Why does the mother goat tell her kids that the wolf has a rough voice and dark grey fur on his paws? (The mother goat wants the kids to know what the wolf looks and sounds like so they will know not to let him into the house.)
3. *Literal* Where do the kids stay while the mother goat goes into the forest? (The kids stay at home while the mother goat goes into the forest.)

4. *Literal* Who knocks on the door and pretends to be the mother goat? (The wolf knocks on the door and pretends to be the mother goat.)
5. *Inferential* Why does the wolf eat chalk and put dough and flour on his paws? (The wolf wants to disguise himself so the kids will let him into the house. The chalk makes the wolf's voice sound softer, like the mother goat's voice. The dough and flour makes the wolf's paws look just like the mother goat's feet.)
6. *Inferential* What happens when the wolf gets in? (The wolf thinks they are playing a game of hide and seek, and accidentally scares the kids.)
7. *Literal* What does the wolf really want with the kids? (The wolf just wants to make friends and play with the kids.)
8. *Evaluative* Remember that "The Wolf and the Seven Little Kids" is a special kind of fiction story. Which part of the story tells you that "The Wolf and the Seven Little Kids" is fiction, or a made-up story? (Animals cannot actually talk.) What kind of fiction is this story? (This story is a type of fiction called a folktale.) What is a folktale? (A folktale is a story that is passed down orally from person to person.)

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

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

9. *Evaluative Think Pair Share:* How do we make new friends? What else could the wolf have done to become friends with the kids? (Answers may vary.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Terrified

5 minutes

1. In the read-aloud you heard, “The *terrified* kids tried to hide, because they did not know the wolf was actually nice.”
2. Say the word *terrified* with me.
3. When someone is terrified, s/he is very scared.
4. Mia is terrified of thunderstorms because she doesn’t like loud noises.
5. Have you ever been terrified of something or heard a story about someone who was terrified? Try to use the word *terrified* when you tell about it. [Note: As a teacher you may want to talk about a time when you were terrified and how the situation was resolved. Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I was terrified when . . .” or “I heard about a time when _____ was terrified.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will name some things. If you think you would be terrified by the thing I name, say, “I would be terrified.” If you do not think you would be terrified, say, “I would not be terrified.” Remember to answer in complete sentences. (Answers may vary.)

1. a puppy
2. a thunderstorm
3. a rainbow
4. a tree
5. a wolf
6. a spider



Complete Remainder of the Lesson Later in the Day



The Wolf and the Seven Little Kids

4B

Extensions

15 minutes

10 Sequencing Events in the Story (Instructional Master 4B-1)

Give each student a copy of Instructional Master 4B-1.

Explain to students that this worksheet has pictures of events from “The Wolf and the Seven Little Kids.” Have students cut out the four pictures. Next, have them think about what is happening in each picture. Students should then arrange the pictures in their correct order to show the proper sequence of events. Have students glue the pictures on paper once they have been sequenced.

As students complete this activity, have them work with a partner to retell the folktale referring to the sequenced pictures.

Domain-Related Trade Book

Refer to the list of recommended trade books in the Introduction at the front of this Anthology, and choose one to read aloud to the class. As you read, use the same strategies that you have been using when reading the read-aloud selections in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.

Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where you can find this information on the cover of the book or the title page.



The Bremen Town Musicians

5

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the story “The Bremen Town Musicians”
- ✓ Identify the characters in “The Bremen Town Musicians”
- ✓ Identify the characteristics of subgenres of fiction, including folktales

Language Arts Objectives

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

Students will:

- ✓ Identify new meanings for familiar words, such as *play*, and apply them accurately (L.K.4a)
- ✓ Explain that “The Bremen Town Musicians” is fantasy because animals do not play in bands
- ✓ Prior to listening to “The Bremen Town Musicians,” identify orally what they know and have learned about folktales, and animal sounds (donkey, cat, dog, and rooster)
- ✓ Create a two-columned chart illustrating things animals do in real life and things animals cannot do in real life

Core Vocabulary

musician, n. Someone who plays a musical instrument or sings

Example: Emily is a musician; she plays the clarinet.

Variation(s): musicians

panting, v. Breathing quickly through your mouth because you are hot or out of breath

Example: Paul's dog is panting after a long game of fetch.

Variation(s): pant, pants, panted

perched, v. Sat or rested on something

Example: A singing cardinal perched on the roof of my house.

Variation(s): perch, perches, perching

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Do We Already Know?		10
	Interactive Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Bremen Town Musicians		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Musician		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Two-Column Chart	Image Cards 1–7; chart paper, chalkboard, or whiteboard	15
	Multiple Meaning Word Activity: Play	Poster 3M: Play	



The Bremen Town Musicians

5_A

Introducing the Read-Aloud

10 minutes

What Do We Already Know?

Tell students that the story they will hear today is also a folktale, like “The Wolf and the Seven Little Kids.” Review with students that a folktale is a story that is passed down orally from person to person. Remind students that folktales are one type of fiction. Review with students that stories that are made-up or created from someone’s imagination are known as fiction.

Interactive Read-Aloud

Tell students that in the folktale today there is a donkey, a cat, a dog, and a rooster. Have students show you the sound a dog makes. Then, assist students in making the sounds that a cat, a donkey, and a rooster make. Ask students how these sounds are different from the way people talk.

Tell students that you will need their help during the read-aloud. You may wish to divide the class into four groups, and have each group make one animal sound when the time comes for the animals to sing in the read-aloud. Review the sounds that the dog, cat, donkey, and rooster make and have students repeat the sounds after you:

- Dog: ruff-ruff
- Cat: meow
- Donkey: hee-haw
- Rooster: cock-a-doodle-doo

Purpose for Listening

Tell students to listen carefully to find out how the differences in the ways animals and people communicate cause some confusion in the story. (If some students are already familiar with this folktale, tell them to listen to see how this version might be different from the one they know.)



The Bremen Town Musicians

← Show image 5A-1: The donkey

- 1 Here, the word *play* means to make music. The word *play* can also have other meanings. The word *play* also means something performed on stage.
- 2 A musician is someone who plays an instrument or sings. Do you think a donkey can really be part of a band, or a group of musicians?

Once upon a time there was a donkey who for many years had worked for a farmer. The donkey had worked on the same farm day in and day out, and longed to leave the farm and see the world. The farmer was not happy that the donkey wanted to leave, but when he saw how sad the donkey was, he told him that he must go.

The donkey left and took the road to a town called Bremen, where he had heard a street band play sweet music.¹ He thought he could be a fine **musician**, too.²



← Show image 5A-2: The donkey and the dog

- 3 This means that the dog was having a hard time breathing. [Demonstrate panting for students.]
- 4 To be willing means that you will do what another person says or go where another person goes.

Soon he came upon an old dog **panting** for breath, as if the dog had been running a long way.³

“What are you panting for, my friend?” asked the donkey.

“Ah,” answered the dog, “now that I am old I have decided to leave my home and see the world. There is so much of the world to see that I have been running in order to get it all in!”

“Well,” said the donkey, “come with me. I am going to be a street musician in Bremen. I can play the flute, and you can play the drum.”

The dog was quite willing, and so they both walked on.⁴



← Show image 5A-3: The donkey and the dog meeting the cat

- 5 What do you think it means to say that the cat’s face was “as long as three days of rainy weather”? Do you think the cat feels happy or sad? [Have students show you a face as long as three days of rainy weather.]

Soon the dog and the donkey saw a cat sitting in the road with a face as long as three days of rainy weather.⁵

“Now, what’s the matter with you, old kitty?” asked the donkey.

“You would be sad,” said the cat, “if you were in my place; for now I am getting old, and I haven’t seen any of the world beyond the barn I live in. Alas, I want to go and see the world, but I do not know where to begin!”

“Then come with us to Bremen,” said the donkey. “I know that you sing well at night, so you can easily be a street musician in the town. Bremen will be a great place to start your adventures.”

“That is just what I should like to do,” said the cat, so she joined the donkey and the dog, and they all walked on together.



← **Show image 5A-4: The donkey, dog, and cat meeting the rooster**

By and by, the three musicians came to a farmyard. On the gate stood a rooster, crying “Cock-a-doodle-doo!” with all his might.

“What are you making so much noise for?” asked the donkey.

“Ah,” said the rooster, “I am trying to get the other animals’ attention. I am leaving to see the world, and this is how roosters say goodbye.”

“Come with us, old Red Comb,” said the donkey.⁶ “We are going to Bremen to be street musicians. You have a fine voice, and the rest of us are all musical, too.”

“I will join you!” said the rooster. And they all four went on together.

They could not reach the town in one day, and as evening came on, they began to look for a place to spend the night.

6 “Old Red Comb” refers to the rooster because of the red comb on his head.



← **Show image 5A-5: The donkey, dog, cat, and rooster around the tree**

The donkey and the dog lay down under a large tree. The cat climbed up on one of the branches. The rooster flew to the top of the tree, where he could look all around.

“I see a light from a window,” the rooster called to his friends.

“That means there is a house nearby,” said the donkey. “Let us ask the people for supper.”⁷

“How good a bone would taste!” said the dog.

“Or a nice piece of fish!” said the cat.

“Or some corn!” said the rooster.

So they set out at once and soon reached the house. The donkey, who was the tallest, looked in the window.

7 Supper means dinner.

8 "Old Long Ears" refers to the donkey because he has long ears.

9 Do people usually share their dinner with animals?



10 When you perch on something you sit or stand on it like a bird.

11 [Have students or different groups say, "hee-haw," "ruff," "meow," and "cock-a-doodle-doo" all at once.]

12 What was the noise really coming from?

"What do you see, old Long Ears?" asked the rooster.⁸

The donkey answered, "I see a table spread with plenty to eat and drink. And a family is sitting before it having their supper."⁹

"Come down," said the dog, "and we shall think of a way to impress this family so that they will share their supper with us."

The four friends talked over what they could do to show the family that they were not just ordinary barnyard animals. At last they had an idea!

← **Show image 5A-6: The four animals serenading in the window**

The donkey stood on his hind legs and placed his front feet on the windowsill. The dog stood on the donkey's back. The cat climbed up and stood on the dog's back. And the rooster **perched** on the cat's head.¹⁰

Then the donkey gave a signal, and they all began to make their loudest music. The donkey brayed, the dog barked, the cat meowed, and the rooster crowed. The animals thought for sure that this sweet music would charm the family.¹¹

The family had never before heard such a noise, and they were frightened and had no idea what could be making such a terrible sound.¹² They ran as fast as they could through the woods to their neighbor's house. Our four friends were dismayed that their beautiful song had frightened the family so. Still, they were very hungry from their journey and decided to eat what remained of the family's supper.

When the four musicians had eaten as much as they could, they were full and ready to sleep. The donkey lay down in the yard, the dog lay behind the door, the cat curled up in front of the fireplace, and the rooster flew up to a high shelf. They were all so tired that they soon fell fast asleep.



← **Show image 5A-7: The uncle sneaking in while the animals are sleeping**

Later that night, the uncle decided to go back to check on the house. He found everything quiet and still, so he went inside. He did not see the cat, and he stepped on her tail. The poor kitty was caught by surprise and jumped up, landing on the uncle's face by accident. It gave the uncle such a fright that he ran for the door, which in turn scared the dog who grabbed the uncle's leg as he went by.

In the dark yard the uncle could not see the donkey and ran into him by accident. This scared the donkey, who gave him a great kick with his hind foot. All this woke the rooster, who cried with all his might, "Cock-a-doodle-doo! Cock-a-doodle-doo!"



← **Show image 5A-8: The uncle running away from the house**

The uncle ran as fast as his legs could carry him back to his neighbor's house, where his family was waiting for him.

Gasping for breath, he said, "I have no idea what is going on in that house, but I am never going back! First, something tried to cover my eyes.¹³ Then something tried to stop me from leaving, by grabbing my leg.¹⁴ Then out in the yard something pushed me from behind.¹⁵ And all the while I heard an awful noise asking, 'Who are you? Who are you?'"¹⁶

The family was filled with fear and ran away as fast as they could.¹⁷ Meanwhile, the animals had finally settled down after being woken up from their slumber. They decided that it was all just a bad dream and went back to sleep in the cozy little house. They liked the little house so much that they stayed there, waiting for the family to come back, and as far as I know, they are there to this day.

13 Which animal did this? [The cat jumped on the uncle's face by accident.]

14 Which animal did this? [The dog grabbed the uncle's leg.]

15 Which animal did this? [The donkey kicked the man from behind because he was scared.]

16 Which animal did this? [The rooster cried, "Cock-a-doodle-doo!"]

17 Should the family really be afraid of a donkey, dog, cat, and rooster?

Comprehension Questions

10 minutes

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who wants to move to Bremen to become a musician? (The donkey wants to move to Bremen to become a musician.)
2. *Literal* What other animals join the donkey? (The dog, the cat, and the rooster join the donkey.)
3. *Inferential* What are the animals planning to do? (The animals are planning to be musicians and play in a band together.) Can animals really play in a band? (No, animals cannot really play in a band.)
4. *Literal* Who do the animals see in the house? (The animals see a family sitting down to eat dinner in the house.)
5. *Inferential* Why do the animals stand on one another and make noise? (The animals want to charm the family into sharing their dinner with them.) Why does the noise scare the family? (The noise scares the family because they have no idea what could be making such a terrible sound.)
6. *Inferential* Why does the uncle get scared when he returns to the house to see if everything is okay? (It is dark, and he can't see. He runs into the animals and thinks they are something else.)
7. *Evaluative* Remember that "The Bremen Town Musicians" is a special kind of fiction story. Which part of the story tells you that "The Bremen Town Musicians" is fiction, or a made-up story? (Animals cannot actually talk.) What kind of fiction is this story? (This story is a kind of fiction called a folktale.) What is a folktale? (A folktale is a story that is passed down orally from person to person.)

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

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

8. *Evaluative Think Pair Share:* Do you think the animals ever became musicians as they had planned? (Answers may vary.)
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Musician

5 minutes

1. In the read-aloud you heard, “The donkey left and took the road to a town called Bremen, where he had heard a street band play sweet music. He thought he could be a fine *musician*, too.”
2. Say the word *musician*.
3. A musician is someone who plays a musical instrument or sings.
4. The musician played a beautiful song at the wedding.
5. Have you ever seen or heard a musician? Describe the experience. Try to use the word *musician* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “When I saw a musician play, it was . . .”]
6. What’s the word we’ve been talking about?

Use a *Sharing* activity for follow-up. Directions: What musicians have you seen or heard? Be sure to begin your responses with “A musician I have seen/heard is . . .”



Complete Remainder of the Lesson Later in the Day



The Bremen Town Musicians

5_B

Extensions

15 minutes

Two-Column Chart

Show Image Card 7. Review the characters from today’s read-aloud. Remind students that the animals and people in the story are called characters. Have them say the word *character* with you.

Tell students that you are going to make a chart to help them understand the difference between real and make-believe, or fantasy, in today’s read-aloud. Make a T-Chart on chart paper, a chalkboard, or a whiteboard. Label the left-hand column “Things That Animals Really Do” and the right-hand column “Things That Animals Can’t Really Do.” Have students generate lists for both columns, recording their suggestions in the appropriate columns.

Explain that you are going to talk about the read-aloud and that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and then tell them that you will read the words to them.

If time permits, use Image Cards 1–6 to review the characters in Lessons 1–4.

↔ Multiple Meaning Word Activity

Multiple Choice: Play

1. [Show Poster 3M: Play.] In the read-aloud you heard, “The donkey left and took the road to a town called Bremen, where he had heard a street band *play* sweet music. He thought he could be a fine musician, too.” Which picture shows playing music? [Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning.]

2. *Play* can also mean several other things. *Play* also means a drama that is usually performed on stage. Which picture shows something performed on stage? [Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning.]
3. *Play* also describes what children do for fun. Which picture shows children playing? [Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning.]
4. *Play* can also be used to talk about sports. Which picture shows someone playing soccer? [Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning.]
5. Now that we have gone over the different meanings for the word *play*, quiz your neighbor on these different meanings. Remember to use complete sentences. For example, you could say, “Sara pretended to be a queen in the class play.” Your neighbor should then respond, “That’s number 4, for acting in a play.”



Pausing Point

PP

Note to Teacher

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

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

Core Content Objectives Up to This Pausing Point

Students will:

- Listen to and then demonstrate familiarity with stories, including the ideas they express
- Explain that stories that are made-up and come from a writer's imagination are called fiction
- Identify the characteristics of subgenres of fiction, including folktales
- Identify the beginning, middle, and end of a given story
- Identify the sequence of events in a given story
- Identify the setting of a given story
- Identify the characters of a given story
- Identify the plot of a given story

Student Performance Task Assessment

10 Riddles for Core Content

Materials: Instructional Master PP-1

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

Directions: I am going to read a riddle about one of the stories you have heard. First, you will listen to the riddle that I read. Next, you will look at the two pictures in the correct, numbered row as I name them. Then, find the picture that answers the riddle. Finally, you will circle the correct picture.

1. **Billy Goats Gruff/Chicken Little:** I thought the sky was falling. Who am I? (Chicken Little)
2. **Donkey/Wolf:** I tried to blow the three little pigs' houses down. Who am I? (wolf)
3. **Billy Goats Gruff/Donkey:** We wanted to cross the bridge to eat the grass on the hillside. Who are we? (three Billy Goats Gruff)
4. **Chicken Little/Wolf:** I disguised myself by eating chalk to change my voice and putting flour on my paws to make them white. Who am I? (wolf)
5. **Donkey/Billy Goats Gruff:** I left the farmer to become a musician. Who am I? (donkey)

Activities

Image Review

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

Image Card Review

Materials: Image Cards 1–7

In your hand, hold Image Cards 1–7 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for “Chicken Little,” the student might say, “The sky is falling!” The rest of the class will guess what story is being described. Proceed to another card when the correct answer has been given.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *longed*. Have them brainstorm everything that comes to mind when they hear the word. Record their responses on chart paper, a chalkboard, or a whiteboard for reference. Review the definition and context of the word from the read-aloud.

Class Book: Stories

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have each student choose one story to illustrate and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read a trade book similar to the ones in this domain to review a particular story; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

Above and Beyond: On Stage

Have a group of students plan and act out one of the stories they have heard thus far.

Folktales from Around the World

Materials: Various folktales from students' home cultures

Read a folktale from one of your students' home cultures. If students are familiar with the story, they can choose to tell the story with you.

After reading the story, talk about its characters, settings, and plot.

Exploring Student Resources

Materials: Domain-related student websites

Pick appropriate websites from the web for further exploration of stories.

Videos of Stories

Materials: Videos of stories

Carefully peruse the web for short (five-minute) videos related to stories already covered in the domain. Prepare some questions related to the videos. Discuss how watching a video is the same as and different from listening to a storybook.

Bremen Town "Musicians"

Remind students that in the story "The Bremen Town Musicians," there were four animals who wanted to become musicians. Ask students if they remember what a musician is. Tell students that each of these animals makes a very different noise. Have students repeat each of the noises the animals make after you:

- Dog: ruff-ruff
- Cat: meow
- Donkey: hee-haw
- Rooster: cock-a-doodle-doo

Remind students that the animals all stood at the window and “made their loudest music.” Remind students why the animals wanted to go into the house. You may wish to show image 5A-6 to help students remember this scene from the read-aloud.

Tell students that you are going to recreate the “music” the animals made. Divide the class into four groups, or ask for four student volunteers. One group or student should be the donkey, another group or student should be the dog, another group or student should be the cat, and the last group or student should be the rooster. Have each group or student practice making the noise that the animal would make. Then have all of the “animals” make their noises all at once, like the animals in the story.

Ask students if they think they sound like a band. Why or why not? Do they like the “music” they are making?



Momotaro, Peach Boy

6

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the story “Momotaro, Peach Boy”
- ✓ Identify the characters and setting in “Momotaro, Peach Boy”

Language Arts Objectives

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

Students will:

- ✓ Create a drawing to present information on a personal hero, by identifying the hero and supplying details (W.K.2)
- ✓ Describe familiar people, such as heroes, in detail and with prompting and support, provide additional detail (SL.K.4)
- ✓ While listening to “Momotaro, Peach Boy,” orally predict what will happen in the read-aloud based on pictures and text heard thus far
- ✓ Explain that “Momotaro, Peach Boy” is fantasy because monsters are make-believe
- ✓ Prior to listening to “Momotaro, Peach Boy,” identify orally what they know and have learned about Japan

Core Vocabulary

island, n. A piece of land completely surrounded by water
Example: We had to take the boat to get out to the island.
Variation(s): islands

pheasant, n. A type of bird that normally has a long tail
Example: James spotted a colorful pheasant on a high branch of a tree.
Variation(s): pheasants

swooped, v. Moved downward quickly through the air in a curving movement
Example: The stunt plane swooped down out of the sky.
Variation(s): swoop, swoops, swooping

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Where Are We?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Momotaro, Peach Boy	a peach	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Swooped		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Personal Stories	drawing paper, drawing tools	15
	Syntactic Awareness Activity: Expanding Sentences		
<i>Take-Home Material</i>	Family Letter	Instructional Master 6B-1	*

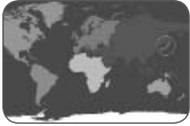


Momotaro, Peach Boy

6_A

Introducing the Read-Aloud

10 minutes



Where Are We?

← **Show image 6A-1: World map with Japan highlighted**

Tell students that today they are going to hear a folktale that involves a hero. Remind them that folktales are a kind of fiction. Ask students what the word *fiction* means. Guide the discussion until the students recall that the word *fiction* refers to stories that are created from someone’s imagination. Explain that the story they will hear today comes from the country of Japan. Point out Japan on the map and explain that Japan is a country that is part of Asia.

Purpose for Listening

Tell students that the Japanese folktale that they will hear today is called “Momotaro, Peach Boy.” The main character in the story, Momotaro, is very brave. Tell students to listen carefully to find out how Momotaro helps his village. (If some students are already familiar with this story, tell them to listen to see how this version might be different from the one they know.)



Momotaro, Peach Boy

← Show image 6A-2: The old man and his wife

Once upon a time, in a small village in the country of Japan, there lived a kind old man and his good, honest wife.

One fine morning, the old man went to the hills to cut firewood, while his wife went down to the river to wash clothes. The old woman was scrub, scrub, scrubbing the clothes on a stone, when something strange came floating down the river. It was a peach—a very big, round peach!¹ She picked it up—oof!—and carried it home with her, thinking that she and her husband could eat it when he returned.

The old man soon came down from the hills, and the old woman set the peach before him. The peach began to shake and wobble the table. As the old man and woman looked on in amazement, the peach split apart, and out came a baby boy.

← Show image 6A-3: Momotaro breaking out of the peach

The old man and woman took care of the baby. They were kind to him and raised him as their own son. They called him Momotaro, a fine name, as it means “Peach Boy.”

Momotaro grew up to be strong and brave—which was a good thing for the village, because for many years the villagers had been bothered by the *oni*, who were greedy monsters who stole things from the villagers.² Everyone in the village wished that the *oni* would stop bothering the village.

One day, when Momotaro had grown to be a young man, he said to his parents, “I am going to the **island** of the *oni* who steal from our village.³ I will bring back what they have stolen, and stop them from harming us ever again. Please make some millet cakes for me to take along on my journey.”⁴

1 [Pass around a peach to students.]



2 Remember, monsters are made up and are not real. This story is just pretend.

3 An island is a piece of land completely surrounded by water.

4 Millet cakes are cakes made from a type of seed called *millet*.



← **Show image 6A-4: Momotaro waving goodbye to his parents**

The old man and woman were worried, but they made the millet cakes for Momotaro. And so he started on his way.

He had not gone far when he met a dog. “Where are you going, Momotaro?” asked the dog.

“I am going to the island of the *oni* to bring back what they have stolen from my village,” said Momotaro.

“And what are you carrying in that sack?” asked the dog.

“I’m carrying the best millet cakes in all Japan,” said Momotaro. “Would you like one?”



← **Show image 6A-5: Momotaro and the dog**

“Mmm, yes!” said the dog. “And I will come with you to the island of the *oni*. I will help you.”

The dog ate the millet cake, then he and Momotaro walked on. They soon met a monkey.

“Where are you going, Momotaro?” asked the monkey.

“I am going to the island of the *oni* to bring back what they have stolen from my village,” said Momotaro.

“I will come with you,” said the monkey. And Momotaro thanked him and gave him a millet cake.



← **Show image 6A-6: Momotaro, the dog, and the monkey talking to the pheasant**

Now the three of them walked along, when soon they heard a call: “Momotaro, Momotaro! Where are you going?”

Momotaro looked around to see who was calling. A big **pheasant** flew out of a field and landed at his feet.⁵ Momotaro told him that he and his new friends were going to the island of the *oni*. “Then I will come with you and help you,” said the pheasant. Momotaro thanked him and gave him a millet cake.

So Momotaro went on his way, with the dog, the monkey, and the pheasant following close behind.

5 [Point to the pheasant in the image.] A pheasant is a bird with a long, colorful tail.



← **Show image 6A-7: Momotaro and friends all fighting an oni**

They soon came to the island of the *oni*. The *oni* lived in a big stone castle. The pheasant flew over the high castle walls. He **swooped** down and flew back and forth so fast that it scared the *oni*.⁶ The *oni* shouted and screamed and ran about in confusion.

Just then Momotaro, with the help of the dog and monkey, broke through the gate of the castle. Oh, what a scene! The dog and monkey ran about the legs of the *oni*, which tripped them up so much they had trouble standing. Momotaro ran left and right, waving his staff, or walking stick. Many of the *oni* ran away, and soon it was just Momotaro and the *oni* king.

6 The pheasant flew down quickly in a spiraling motion. [Demonstrate a swooping motion with your hands.]



← **Show image 6A-8: Oni bringing Momotaro treasure**

Momotaro ordered the *oni* king to collect all the treasure the *oni* had stolen. Momotaro and his friends gazed in amazement at the beautiful gowns and jewels and gold and silver that had been stolen from the village over the years.

And so Momotaro took all the riches back to the village. The village was never again bothered by the *oni*. And Momotaro and the old man and the old woman lived in peace and plenty for the rest of their lives.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* Who are the characters in this story? (The characters in this story are the old man, the old woman, Momotaro, the pheasant, the monkey, the dog, and the *oni*.)
2. *Inferential* Who are the *oni*, and what do they do to bother the townspeople? (The *oni* are monsters who live on an island not far from Momotaro's village. They steal things from the village.) Are the *oni* real or make-believe? (The *oni* are make-believe because monsters do not exist in real life.)

3. *Literal* What does Momotaro set out to do on his journey? (Momotaro sets out to stop the *oni* from harming the village.) Who helps him? (The dog, the monkey, and the pheasant help Momotaro.)
4. *Literal* What does Momotaro give to each of these animal characters in return for their help? (Momotaro gives each of these animals a millet cake in return for their help.)
5. *Inferential* How do the pheasant, the dog, and the monkey act like humans? (The pheasant, the dog, and the monkey act like humans by talking and eating people food.) How does the pheasant act like a real bird? (The pheasant acts like a real bird because he flies and swoops.)
6. *Inferential* How does Momotaro help the people in his village? (He defeats the *oni* and returns all of the things they stole from the village.)
7. *Evaluative* Do you think Momotaro would have been able to defeat the *oni* without the animals' help? Why or why not? (Answers may vary.)

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

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

8. *Evaluative Think Pair Share:* A hero is someone who does something brave or generous for others. Heroes may include firefighters, doctors, teachers, or family members. How is Momotaro a hero for his village? Who is your hero? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Swooped

5 minutes

1. In the read-aloud you heard, “[The pheasant] *swooped* down and flew back and forth so fast that it scared the *oni*.”
2. Say the word *swooped* with me.
3. *Swooped* means something moved downward quickly in a curving movement. [Demonstrate this motion for students as you explain it.]
4. The seagull swooped down to the ocean to grab a fish.
5. Have you ever seen something that swooped? Try to use the word *swooped* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “A _____ swooped down to get a . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several statements. If the statement describes *swooped* correctly, say, “That describes ‘swooped,’” and make a swooping motion with your hand. If the statement does not describe *swooped*, say, “That does not describe ‘swooped.’”

1. The bird dove to get a worm. (That describes “swooped.”)
2. The student ran through the door into the classroom. (That does not describe “swooped.”)
3. The plane flew down and then back up. (That describes “swooped.”)
4. The butterfly fluttered slowly through the field. (That does not describe “swooped.”)



Complete Remainder of the Lesson Later in the Day



Momotaro, Peach Boy

6_B

Extensions

15 minutes

Personal Stories

Ask students if they know what a hero is. Explain that a hero is someone who does something brave or generous for others. Heroes may include firefighters, doctors, teachers, soldiers, or parents. Anyone whom they admire and respect for his or her courage, kindness, or leadership may be a hero. Ask students if anyone in today's read-aloud might be considered a hero. Discuss the reasons why Momotaro was a hero for the village.

Ask students to turn to the person sitting next to them and share stories of their own personal heroes. Emphasize that a hero does not have to be a famous person; it may be anyone whom they admire and respect. Next, have students draw pictures of their own personal heroes. When they are finished, select students to share their pictures and explain to the class why the person in the picture is their hero.

↔ Syntactic Awareness Activity

Expanding Sentences

Directions: I will show you a picture you saw from the read-aloud. Then I will ask you one question at a time. Each time a question is answered, we will add it to our sentence to make our sentence expand, or become longer.

[Note that there will be variations in the sentence created by your class. Allow for these variations and restate students' sentences so that they are grammatical. Repeat each sentence for students and ask them to repeat your sentence.]



← **Show image 6A-3: Momotaro breaking out of the peach**

1. Who is this? (a boy)

A boy.

2. What is his name? (Momotaro)

A boy named Momotaro.

Momotaro is a boy.

3. Where did he come out from? (a peach)

A boy named Momotaro came out of a peach.

Momotaro came out of a peach.

Momotaro is a boy, and he came out of a peach.

4. Look at the face of the old man and woman. How do they feel? (shocked or surprised)

A boy named Momotaro came out of a peach, and the old man and woman were shocked.

The old man and woman were shocked to see Momotaro coming out of a peach.

The old man and woman were shocked because Momotaro came out of a peach.

Extension: You can continue this activity by asking other questions like: Where are they? How does Momotaro feel? What will happen to Momotaro later in the story?

- ↗ Above and Beyond: Have students ask questions about the image to the class or have students work with their neighbors to ask questions and expand their own sentences.

Take-Home Material

Family Letter

Send home Instructional Master 6B-1.



The Story of Jumping Mouse, Part I

7

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the story “The Story of Jumping Mouse, Part I”
- ✓ Identify the characters in “The Story of Jumping Mouse, Part I”

Language Arts Objectives

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

Students will:

- ✓ With prompting and support, compare and contrast what characters in different read-alouds want (RL.K.9)
- ✓ While listening to “The Story of Jumping Mouse, Part I,” orally predict what will happen in the read-aloud based on the text heard thus far

Core Vocabulary

brush, n. A bunch of bushes, shrubs, and other plants growing close together

Example: Micah had a hard time making his way through the brush to get to the campsite.

Variation(s): none

journey, n. A long trip or voyage from one place to another

Example: Rebecca made the journey home after her vacation ended.

Variation(s): journeys

perilous, adj. Dangerous

Example: It would be perilous to cross the rickety bridge.

Variation(s): none

swayed, v. Changed an idea or an opinion

Example: John swayed his older brother to share his favorite toy.

Variation(s): sway, sways, swaying

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Story of Jumping Mouse, Part I		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Perilous		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	The Giving Chart	chart paper, chalkboard, or whiteboard	15



The Story of Jumping Mouse, Part I

7A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Tell students that today's read-aloud is also a folktale. Ask if anyone remembers what a folktale is. If students have trouble remembering, remind them that a folktale is a story passed down orally from person to person. Tell students that this folktale was passed down orally by Native Americans, the first known people to live in what is now called the United States of America.

Tell students that characters in many stories often want something. Ask students to recall what the characters in previous read-alouds have wanted. (Momotaro wanted to defeat the *oni*; the Bremen animals wanted to play in a band; the three Billy Goats Gruff wanted to cross the bridge to eat grass on the hillside.) What do these characters do to get what they want? How were these characters similar in getting what they wanted?

Purpose for Listening

Tell students to listen carefully to find out what Jumping Mouse wants and why. How does Jumping Mouse get what he wants? How is he similar to characters in other read-alouds in getting what he wants? (If some students are already familiar with this folktale, tell them to listen to see how this version might be different from the one they know.)



The Story of Jumping Mouse, Part I

← Show image 7A-1: Jumping Mouse and the far-off land

Once there was a small mouse with a big dream. The small mouse had grown up listening to the elders tell wonderful stories about the far-off land. Now the small mouse lived in the **brush** near the sparkling river.¹ On the other side of the sparkling river was the dry desert. The small mouse had been told that the far-off land was on the other side of the dry desert.

Although the mouse was small, he was brave. He intended to go to the far-off land.² One day he said goodbye to his family and friends and set off.

His first challenge was to find a way to cross the beautiful sparkling river.³ As he stared at the lapping water, a frog appeared beside him.

1 Brush is a group of bushes and other plants growing close together.

2 The word *intended* means the mouse planned and wanted to go to the far-off land.

3 A challenge is something that is hard to do.



← Show image 7A-2: Jumping Mouse and the frog

“You’ll have to swim,” said the frog.

“I don’t know what you mean,” replied the small mouse, for he had never swum before.

“Watch me,” said the frog. And with that the frog jumped into the sparkling river and began to swim.⁴

The small mouse watched the frog for several seconds before announcing, “I am afraid I cannot do that. I will have to find another way to cross the sparkling river.”

The frog returned to the edge of the river.

“Why are you so determined to cross the sparkling river? Where are you going?” asked the frog.

“I am going to the far-off land,” replied the small mouse.

“If you don’t mind my saying, you are a very small mouse to cross such a big river and travel such a long distance to the far-off land.” The frog stared at the small mouse for a short time,

4 [Demonstrate a swimming motion to students and have them repeat the motion after you.]

5 This means the mouse would not change his plan, no matter what the frog said.

6 How will the gift of jumping help Jumping Mouse cross the river?



← **Show image 7A-3: Jumping Mouse and the frog leaping across the river**

and seeing that he could not be **swayed** from following his plan, decided to help the small mouse.⁵

“This is your lucky day,” exclaimed the frog. “I am a magic frog and I will help you. I name you Jumping Mouse. You will soon discover that you can jump higher than you have ever jumped before. Follow me, Jumping Mouse, and I will take you across the sparkling river.”⁶

With that said, the frog and Jumping Mouse jumped very high and landed on a leaf in the middle of the sparkling river. They floated on the leaf to the other side of the sparkling river.

“Goodbye my friend,” said the frog. “Be brave and hopeful and you will surely reach the far-off land.”

“Thank you,” replied Jumping Mouse. “I will never forget your kindness.”

Jumping Mouse set off across the dry desert. He jumped across stones and twigs on his strong legs. As the frog had promised, Jumping Mouse jumped higher than ever before. He traveled by day and by night, stopping only to eat berries wherever he found them.



← **Show image 7A-4: Jumping Mouse jumping high across the landscape**

Eventually Jumping Mouse came to a stream. The stream gave life to this part of the dry desert. Beside the stream grew many bushes. Underneath one of the bushes there lived a very fat mouse.

“Good day to you,” the fat mouse said to Jumping Mouse.

← **Show image 7A-5: Jumping Mouse and the fat mouse**

“Good day,” replied Jumping Mouse.

“Where are you going?” asked the fat mouse.

“To the far-off land,” explained Jumping Mouse. “However, I would like to rest a while and eat some of the juicy berries that grow on the bushes beside the stream.”⁷



7 Here, the word *stream* means a small body of water, similar to a river. The word *stream* can have other meanings. The word *stream* also means flow freely, such as when tears stream down your face when you are crying.

“Be my guest,” said the fat mouse.

Jumping Mouse stayed with the fat mouse for several days. He ate berries and drank from the cool stream. Before long, he felt rested and ready to continue his journey.

“It is time for me to continue my **journey**,” said Jumping Mouse one day.⁸

8 The word *journey* means travels.

“Why would you want to travel to a place you are not sure even exists? Stay here with me, where you can eat berries and drink from the stream to your heart’s content! But, if you must go, be very careful for the journey will be **perilous** indeed for such a small mouse,” warned the fat mouse.⁹

9 Does the fat mouse think it is a good idea for Jumping Mouse to leave? The word *perilous* means dangerous.

“I will be careful. And I will find a way to pay forward the kindness you and the frog have shown me. Thank you for your generosity,” replied Jumping Mouse, as his powerful legs carried him away.

With hope in his heart, Jumping Mouse continued on his way.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* Who are the characters in the story so far? (The characters in the story so far are Jumping Mouse, the magic frog, and the fat mouse.)
2. *Inferential* Why does Jumping Mouse decide to leave his home and travel across the desert? (Jumping Mouse decides to leave his home because he wants to see the far-off land.)
3. *Inferential* What gift does the magic frog give to Jumping Mouse? (The magic frog gives Jumping Mouse the ability to jump extremely high.) How does this gift help Jumping Mouse get across the river? (This gift helps Jumping Mouse to jump higher and farther, so he can cross the river even though he does not know how to swim.)

4. *Literal* Who does Jumping Mouse meet after the magic frog? (Jumping Mouse meets the fat mouse.) What does Jumping Mouse promise the fat mouse? (Jumping Mouse promises the fat mouse that he will pay forward the kindness he has been shown.)

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

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

5. *Evaluative Think Pair Share:* Have you ever wanted to know what it is like outside of your city or community? If you could take a journey, where would you want to go? (Answers may vary.)
6. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Perilous

5 minutes

1. In the read-aloud you heard the fat mouse say to Jumping Mouse, “But, if you must go, be careful for the journey may be *perilous*.”
2. Say the word *perilous* with me.
3. *Perilous* means very dangerous.
4. Walking along the edge of the busy road seemed perilous.
5. What kinds of things do you think would be perilous? Try to use the word *perilous* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ would be perilous.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe several situations. If what I read describes something that is dangerous, say, "That is perilous." If what I describe is not dangerous, say, "That is not perilous." Remember to answer in complete sentences.

1. Chris felt a raindrop land on his head. (That is not perilous.)
2. A boy played in his sandbox. (That is not perilous.)
3. A baby bird fell out of its nest. (That is perilous.)
4. The rock climber's hand slipped, and it was only then that he realized that his safety rope was not attached to anything. (That is perilous.)
5. Maria looked both ways before she crossed the street and saw that no cars were coming from either direction. (That is not perilous.)



Complete Remainder of the Lesson Later in the Day



The Story of Jumping Mouse, Part I

7
B

Extensions

15 minutes

The Giving Chart

Recreate the following chart on chart paper, a chalkboard, or a whiteboard.

Gift	Giver	Receiver

Explain to students that in the read-aloud today, Jumping Mouse was given a great gift. Ask students what gift Jumping Mouse was given. Draw a simple picture of Jumping Mouse jumping extremely high on the chart under “Gift.” Ask students who gave the gift to Jumping Mouse. Draw a simple image of the magic frog under “Giver.” Remind students that the magic frog gave Jumping Mouse his new name and the ability to jump extremely high. Draw a simple image of Jumping Mouse under “Receiver.”

Read the chart to students. The gift was the ability to jump extremely high; the giver was the magic frog; the receiver was Jumping Mouse. Ask students how the ability to jump extremely high helped Jumping Mouse on his journey.

Explain to students that in the second half of the story, because the magic frog was kind to Jumping Mouse and gave him a gift, Jumping Mouse will give gifts to new characters he meets. Ask students whom they think Jumping Mouse will meet next and what kinds of gifts he will give.



The Story of Jumping Mouse, Part II

8

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the story “The Story of Jumping Mouse, Part II”
- ✓ Identify the characters in “The Story of Jumping Mouse, Part II”

Language Arts Objectives

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

Students will:

- ✓ Create a drawing to present an opinion on a favorite character, by identifying the favorite character and including details to support the choice of character (W.K.1)
- ✓ Create a drawing with sufficient detail to support the choice of a favorite character from a read-aloud (SL.K.5)
- ✓ Evaluate and select stories on the basis of personal choice for rereading

Core Vocabulary

compassion, *n.* Deep awareness of the suffering of another, as well as a desire to stop it

Example: Greg felt compassion for his friend, who fell off her bike.

Variation(s): none

enormous, *adj.* Very large

Example: The trucks driving down the highway are enormous.

Variation(s): none

fragrances, n. Sweet or pleasant odors

Example: My mother's garden is full of flowers with different fragrances.

Variation(s): fragrance

misused, v. Used incorrectly

Example: Liliana misused her pencil by digging a hole in the ground with it.

Variation(s): misuse, misuses, misusing

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Story of Jumping Mouse, Part II		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Misused		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Character Assessment	drawing paper, drawing tools	15
	Student Choice		



The Story of Jumping Mouse, Part II

8A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that “The Story of Jumping Mouse” is a Native American folktale. Review with students that folktales were told orally and passed down from person to person. A folktale is one type of fiction.

Remind students of the definitions of character, setting, and plot. A character is who the story is about. The setting is where the story takes place. The plot is what happens in the story.

Use images 7A-1 through 7A-5 to review what was learned about Jumping Mouse in the previous read-aloud, using the terms character, setting, and plot.

Purpose for Listening

Have students share the predictions they made about the other characters Jumping Mouse would meet and the kinds of gifts he would give them. Tell students to listen carefully to the second half of the story about Jumping Mouse to see if their predictions are correct. (If some students are already familiar with this folktale, tell them to listen to see how this version might be different from the one they know.)

The Story of Jumping Mouse, Part II

1 or sadly



Some time later, Jumping Mouse arrived at the great grassy plain. There he found a bison lying forlornly¹ in the grass.

“Hello bison,” said Jumping Mouse. “I am Jumping Mouse.”

← Show image 8A-1: Jumping Mouse and the bison

“Hello Jumping Mouse. Please tell me how beautiful the sky looks today,” said the bison sadly.

“Have you lost your sight?” asked Jumping Mouse with **compassion**.²

2 When you have compassion, you want to help others when they are having a hard time.

“Yes! I am blind now,” replied the bison. “I do not know what I will do now that I cannot see.”

“I am just an ordinary mouse,” replied Jumping Mouse, “but before I reached the great grassy plain, a magic frog gave me a new name. The frog named me Jumping Mouse. The name gave me extra strength in my legs. I will name you ‘Eyes-of-a-Mouse’ in the hope that your eyes will regain their strength.”³

3 Jumping Mouse hopes that the bison will be able to see again.

No sooner had Jumping Mouse finished speaking, when the bison exclaimed, “I can see!”



← Show image 8A-2: The bison seeing

At that very moment Jumping Mouse realized that he could no longer see.

4 Why can't Jumping Mouse see?

“And I cannot see!” said Jumping Mouse.⁴

“Dear Jumping Mouse,” said the bison. “You have given me your eyes. I am so thankful! Let me do something for you.”

“I am on my way to the far-off land,” explained Jumping Mouse. “Though, how I will get there now, I do not know.”

5 Enormous means very big. [Show students how big enormous is with your arms. Have them do the same with their arms and repeat the word after you.]

“Come, jump beneath my **enormous** hooves, and I will guide you across the grassy plain to the high mountain,” said the bison gently.⁵ And with that they set off.



← **Show image 8A-3: The bison leading Jumping Mouse**

When they reached the high mountain, the bison bid farewell to Jumping Mouse. Jumping Mouse rested for a while and then began to climb the mountain. It was difficult, as Jumping Mouse could not easily tell which way to go. He sniffed the air and followed the scent of pine.⁶

6 How might Jumping Mouse feel at this point?

Jumping Mouse trod along on grass and rocks. But then he trod on something that felt alarmingly like fur. Jumping Mouse sniffed the air again.

“Wolf!” he said in a frightened voice.

“Do not fear me,” replied the wolf, “for I am a very sad wolf. I have lost my sense of smell. I do not know how I will find food without it.”



← **Show image 8A-4: Jumping Mouse and the wolf**

“My dear wolf,” said Jumping Mouse, “it may seem strange, but I gave the bison my sight. I will call you ‘Nose-of-a-Mouse’ and we shall see what will happen.”⁷

7 What do you think will happen?

No sooner had Jumping Mouse spoken these words than the wolf sniffed the air and cried, “I can smell you Jumping Mouse, and other wonderful **fragrances**⁸ as well. Thank you! I am so grateful. How can I repay you?”

8 or scents or smells

“I am on my way to the far-off land. I am brave and I still have hope that I will get there even though I can no longer see nor smell. Perhaps you can help me.”

“I will help you Jumping Mouse. Walk beneath my body and I will lead you onward,” said the wolf.



← **Show image 8A-5: The wolf guiding Jumping Mouse to the mountain**

Onward they went until at last the wolf exclaimed, “I can go no farther. We are on the top of the high mountain. I must bid you goodbye, my friend.” And with that, the wolf retreated back down the mountainside.

For the first time, Jumping Mouse felt fear. How would he ever get to the far-off land now that he could no longer see nor smell? A tiny tear drop fell to the ground. At that very moment, Jumping Mouse heard a familiar voice.



9 The word *misused* means to be used incorrectly. Jumping Mouse could have used all of the magic for himself, but instead he shared it with others.

← **Show image 8A-6: Jumping Mouse at the top of the mountain**

“Do not be fearful,” said the magic frog, for it was he. “You could have **misused** my gift, but you did not.⁹ Instead, you showed kindness and helped others on your journey. Jump high into the sky, my friend.”

Jumping Mouse hesitated for just a second, and then he jumped high into the sky. Immediately he felt the air lift him up into the clouds. He felt the warmth of the sun on his back. He looked down and saw the beauty of the land beneath him.



← **Show image 8A-7: Jumping Mouse as Eagle soaring through the air**

“Jumping Mouse,” said the magic frog, “I am giving you a new name. It is Eagle. Fly away, my friend, and soar on to your new home in the far-off land.” And that is exactly what Jumping Mouse did.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions about the characters Jumping Mouse would meet and the gifts he would give them correct? (Answers may vary.) What new characters appear in the second half of the read-aloud? (The bison and the wolf are new characters in this read-aloud.)
2. *Literal* What gift does Jumping Mouse give to the bison? (Jumping Mouse gives the bison his sense of sight.) What does he name the bison? (Jumping Mouse names the bison “Eyes-of-a-Mouse.”)
3. *Literal* What gift does Jumping Mouse give to the wolf? (Jumping Mouse gives the wolf his sense of smell.) What does he name the wolf? (Jumping Mouse names the wolf “Nose-of-a-Mouse.”)

4. *Evaluative* What do these gifts tell you about Jumping Mouse? Is he kind, or is he mean? (Jumping Mouse is very kind to give away his senses of sight and smell as gifts.) Does Jumping Mouse care about others? (Yes, Jumping Mouse cares about others.) How can you tell? (He gave up his sight and sense of smell to help the other animals. He was compassionate and generous.)
5. *Inferential* What does the magic frog turn Jumping Mouse into at the end of the story? (The magic frog turns Jumping Mouse into an eagle at the end of the story.) How does this help Jumping Mouse? (He can now fly to the far-off land.)

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

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

6. *Evaluative Think Pair Share:* Jumping Mouse does very nice things for the bison and the wolf when he gives them his own senses of sight and smell. In the end, he is rewarded by the magic frog. He is turned into an eagle and can live in the far-off land forever. What lesson can we learn from this story? (It's nice to do good deeds, such as helping others. Good deeds often bring unexpected rewards.)
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Misused

5 minutes

1. In the read-aloud you heard, ““You could have *misused* my gift, but you did not.””
2. Say the word *misused* with me.
3. When you misuse something, you use it in the wrong way.
4. Larry misused his desk by writing on it.
5. Have you ever seen or heard of someone who misused something? Try to use the word *misused* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I saw someone who misused _____ by . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read a few sentences about a boy named Billy. If Billy used the item correctly, say, “That’s right, Billy.” If he misused the item, say, “You misused that, Billy.” Remember to answer in complete sentences.

1. Billy used his toothbrush to comb his hair. (You misused that, Billy.)
2. Billy used his pencil to write his name on the paper. (That’s right, Billy.)
3. Billy used a hat as a bowl for his cereal. (You misused that, Billy.)
4. Billy used scissors to cut the paper. (That’s right, Billy.)
5. Billy used scissors to cut open his apple. (You misused that, Billy.)



Complete Remainder of the Lesson Later in the Day



The Story of Jumping Mouse, Part II

8_B

Extensions

15 minutes

Character Assessment

Briefly review all of the stories students have heard thus far. Ask them to choose one favorite character from the stories and draw a picture of that character. When they have completed their drawings, ask students to explain their reasons for choosing their particular characters. Prompt discussion with questions such as, “How would you describe the character? What did the character want? What kinds of things did the character do to get what s/he wanted?”

Student Choice

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

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

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



Goldilocks and the Three Bears

9

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the story “Goldilocks and the Three Bears”
- ✓ Identify the characters, plot, and setting of “Goldilocks and the Three Bears”

Language Arts Objectives

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

Students will:

- ✓ Describe familiar things, such as bears and their habits, and with prompting and support, provide additional detail (SL.K.4)
- ✓ Explain the meaning of “Do unto others as you would have them do unto you” (L.K.6)
- ✓ Explain that “Goldilocks and the Three Bears” is fantasy because bears do not live in houses, sleep in beds, or eat food that people eat
- ✓ Prior to listening to “Goldilocks and the Three Bears,” identify orally what they know and have learned about bears, such as what they eat, where they live, and where they sleep
- ✓ Orally share a different ending to the story “Goldilocks and the Three Bears”

Core Vocabulary

peep, n. A quick and secret look at something or someone

Example: Bill took a peep around the corner to see if he was being followed.

Variation(s): peeps

startled, v. Surprised because of an unexpected event

Example: I got startled when I turned the corner and heard the barking dog.

Variation(s): startle, startles, startling

suddenly, adv. Very quickly and unexpectedly

Example: We were playing outside when it suddenly started raining.

Variation(s): none

wee, adj. Very small

Example: Carl found a wee beetle under a rock.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Do We Know?		10
	Interactive Read-Aloud		
	Purpose for Listening		
Presenting the Read-Aloud	Goldilocks and the Three Bears		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Wee		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Character, Setting, and Plot	Image Cards 1–10; chart paper, chalkboard, or whiteboard	15
	Sayings and Phrases: Do Unto Others as You Would Have Them Do Unto You		



Goldilocks and the Three Bears

9_A

Introducing the Read-Aloud

10 minutes



What Do We Know?

← Show image 9A-1: Bear

Tell students that the animal in the image is called a bear. Tell them facts about real bears who live in the wild:

- Bears eat berries, plants, honey, and fish.
- Bears live in the forest.
- Bears sleep in caves.

Interactive Read-Aloud

Tell students that you will need their help during the read-aloud. Preview refrains and actions that you would like them to repeat during the read-aloud:

- When tasting soup, “Too hot!” “Too cold!” “Just right!”
- When sitting in chairs, “Too hard!” “Too soft!” “Just right!”
- When sleeping in beds, “Too rough!” “Too silky!” “Just right!”

Tell students that you will be reading some parts of the story using different types of voices. Have students help you practice using a great big voice, a middle-sized voice, and a wee little voice.

Purpose for Listening

Tell students they are going to hear a story about a pretend family of bears. Tell students that the family of bears in this story does not act like real bears in the wild do. Ask them to listen carefully to find out where the bears in the story live, what they eat, and where they sleep. (If some students are already familiar with this story, tell them to listen to see how this version might be different from the one they know.)



Goldilocks and the Three Bears

← Show image 9A-2: The three bears at the table

Once upon a time, there were three bears who lived in a house in the woods.

Papa Bear was a great big bear. Mama Bear was a middle-sized bear. And Baby Bear was a **wee** little bear.¹

Each bear had a bowl for his porridge.² Papa Bear had a great big bowl. Mama Bear had a middle-sized bowl. And Baby Bear had a wee little bowl.

One morning Mama Bear made some nice porridge. She put it into the bowls and set them on the table. But the porridge was too hot to eat. So, to give the porridge time to cool, the bears all went out for a walk.

← Show image 9A-3: Goldilocks approaching the house

While they were gone, a little girl named Goldilocks came to the house.

First she looked in at the window. After a quick **peep** in at the door, she knocked, but no one answered.³

Now, you might think that she should turn right around and go home. But no—

Goldilocks walked right into the house!⁴

← Show image 9A-4: Goldilocks trying the porridge

She was very glad when she saw the three bowls of porridge. First she tasted the porridge in the great big bowl, but it was too hot.⁵

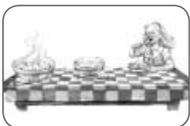
Then she tasted the porridge in the middle-sized bowl, but it was too cold.⁶

Then she tasted the porridge in the wee little bowl, and it was just right.⁷ She liked it so much that she ate it all up!

- 1 Wee means very small.
- 2 Porridge is like oatmeal.



- 3 Peep means Goldilocks took at quick look in through a hole or window in the door. The word *peep* can have other meanings. The word *peep* also means the sound young birds make.
- 4 Do you think Goldilocks should go into the bears' house?



- 5 [Have students repeat, "Too hot!"]
- 6 [Have students repeat, "Too cold!"]
- 7 [Have students make a satisfied expression and say, "Just right!"]



← **Show image 9A-5: Goldilocks and the chairs**

8 [Have students repeat, “Too hard!”]

9 [Have students repeat, “Too soft!”]

10 [Have students make a satisfied expression and say, “Just right!”]

Then Goldilocks saw three chairs and decided to sit down to rest. First she sat in Papa Bear’s great big chair, but it was too hard.⁸

Then she sat in Mama Bear’s middle-sized chair, but it was too soft.⁹

Then she sat in Baby Bear’s wee little chair, and it was just right.¹⁰

She sat and sat till suddenly—crack!—the chair broke.

Goldilocks picked herself up and looked for another place to rest. She went upstairs and found three beds.



← **Show image 9A-6: The three beds**

11 [Have students repeat, “Too rough!”]

12 [Have students repeat, “Too silky!”]

13 [Have students make a satisfied expression and say, “Just right!”]

First she lay down on Papa Bear’s great big bed, but the blankets were too rough.¹¹

Then she lay down on Mama Bear’s middle-sized bed, but the blankets were too silky.¹²

So she lay down on Baby Bear’s wee little bed, and the blankets were just right.¹³

She covered herself up, and then fell fast asleep.



← **Show image 9A-7: The bears return**

14 or quickly and unexpectedly

15 [Say Papa Bear’s lines in a great big voice.]

16 [Say Mama Bear’s lines in a middle-sized voice.]

17 [Say Baby Bear’s lines in a wee little voice.]

About this time the three bears came back from their walk. They went straight to the table, and **suddenly**¹⁴ Papa Bear cried out in his great big voice, “Someone has been eating my porridge!”¹⁵

Then Mama Bear looked at her dish, and she said in her middle-sized voice, “Someone has been eating my porridge!”¹⁶

Then Baby Bear looked at his dish, and he said in his wee little voice, “Someone has been eating my porridge, and has eaten it all up!”¹⁷

Then the three bears began to look all around them. Papa Bear said in his great big voice, “Someone has been sitting in my chair!”

Then Mama Bear said in her middle-sized voice, “Someone has been sitting in my chair!”

Then Baby Bear said in his wee little voice, “Someone has been sitting in my chair and has broken the bottom out of it!”

The three bears ran upstairs to their bedroom.



← **Show image 9A-8: The three bears finding Goldilocks**

Papa Bear said in his great big voice, “Someone has been sleeping in my bed!”

Then Mama Bear said in her middle-sized voice, “Someone has been sleeping in my bed!”

Then Baby Bear looked at his bed, and he cried out in his wee little voice, “Someone has been sleeping in my bed—and here she is!”

Baby Bear’s squeaky little voice **startled**¹⁸ Goldilocks, and she sat up wide awake.



← **Show image 9A-9: Goldilocks running from the house**

When she saw the three bears, she gave a cry, jumped up, and ran away as fast as she could. And to this day, the three bears have never seen her again.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* Who are the characters in this story? (The characters in this story are Papa Bear, Mama Bear, Baby Bear, and Goldilocks.)
2. *Literal* Where do the bears in this story live? (The bears in this story live in a house.) What do the bears in this story eat? (The bears in this story eat porridge.) Where do the bears sleep? (The bears in this story sleep in beds.)
3. *Inferential* How do the bears in this story act like people? (The bears in this story act like people by talking, eating people food, sitting in chairs, and sleeping in beds.)
4. *Literal* What does Goldilocks do when she arrives at the bears’ house? (Goldilocks goes into their house without being invited, eats their porridge, sits in their chairs, and sleeps in their beds.)
5. *Inferential* How does Goldilocks decide which porridge, chair, and bed she likes best? (She tries each porridge, chair, and bed before deciding she likes Baby Bear’s things the best.)

6. *Literal* What happens when the bears get home? (They find that someone has been eating their porridge, and Baby Bear’s porridge has been eaten up. Then, they find that someone has been sitting in their chairs, and Baby Bear’s chair is broken. Last, they find Goldilocks in Baby Bear’s bed. Goldilocks runs home.)

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

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

7. *Evaluative Think Pair Share:* Pretend that you are Goldilocks. What would you have done differently? How might the story have ended differently? (Answers may vary.)
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Wee

5 minutes

1. In the read-aloud you heard, “And Baby Bear was a wee little bear.”
2. Say the word *wee* with me.
3. *Wee* means very, very small.
4. The wee glass was too small to use for juice.
5. What kinds of things are wee? Try to use the word *wee* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ is/are wee because it is/they are very small.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name some objects. Decide whether the object is wee or not. If the object is wee, say, "That's a wee ____." If the object is not wee, say, "That's not wee." Remember to answer in complete sentences.

1. a seed (That's a wee seed.)
2. a house (That's not wee.)
3. a pebble (That's a wee pebble.)
4. a truck (That's not wee.)
5. a bear (That's not wee.)
6. a crumb (That's a wee crumb.)



Complete Remainder of the Lesson Later in the Day



Goldilocks and the Three Bears

9_B

Extensions

15 minutes

Character, Setting, and Plot

Use a three-circle map to review the story elements of character, setting, and plot. Draw three circles on chart paper, a chalkboard, or a whiteboard, labeling the first circle “Characters,” the next circle “Setting,” and the last circle “Plot.”

Explain that you are going to talk about the read-aloud and that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and then tell them that you will read the words to them.

Ask students who the characters in the story are, then draw a simple picture of each in the “Characters” circle. Repeat this with “Setting” and “Plot” in the two remaining circles.

You may also wish to review and/or discuss characters, plot, and setting in this and previous read-alouds utilizing Image Cards 1–10.

Sayings and Phrases:

Do Unto Others as You Would Have Them Do Unto You

Explain to students that the saying, “do unto others as you would have them do unto you” means you should treat other people with the same kindness, respect, and consideration with which you would like to have them treat you. That means if you like people sharing with you and treating you nicely, then you should share with other people and be kind to others.

Have students think about the read-aloud they heard earlier by asking the following questions:

- If you were one of the three bears, would you want someone coming into your house while you weren't there?
- Do you think that Goldilocks thought about the phrase, "do unto others as you would have them do unto you" before she went into the bears' house?
- What do you think Goldilocks should have done?



Tug-of-War

10

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the story “Tug-of-War”
- ✓ Identify the setting of “Tug-of-War”
- ✓ Identify the characteristics of subgenres of fiction, including trickster tales

Language Arts Objectives

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

- ✓ Prior to listening to “Tug-of-War,” identify orally how to play the game tug-of-war
- ✓ Compare and contrast characters in “Tug-of-War” using a Venn diagram

Core Vocabulary

boast, v. To tell someone about something in a proud way

Example: Darian loved to boast about how good he was at skating.

Variation(s): boasts, boasted, boasting

bold, adj. Brave and fearless

Example: The warrior was bold and strong.

Variation(s): bolder, boldest

foolishness, n. A lack of good sense or judgment

Example: My mother does not allow foolishness, such as dancing on chairs, in the house.

Variation(s): none

might, n. Physical strength

Example: I tried to open the bottle using all of my might, and I still couldn't get it open!

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Do We Know?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Tug-of-War		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Foolishness		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Character Comparison	chart paper, chalkboard, or whiteboard	15
	Vocabulary Instructional Activity: Finally		



Tug-of-War

10_A

Introducing the Read-Aloud

10 minutes

What Do We Know?

Tell students that today's read-aloud is a type of story known as a trickster tale. A trickster tale is a story about a character who outsmarts larger, stronger characters. Tell students that trickster tales are another type of fiction—or a story created from someone's imagination.

Ask students if any of them have ever played a game called tug-of-war. Invite volunteers to explain how the game is played and won. If none of the students have played tug-of-war, quickly explain how the game is played, either through demonstration or by drawing on the board.

Purpose for Listening

Tell students to listen carefully to find out how a character in the story, Turtle, uses the game tug-of-war to make friends. (If some students are already familiar with this trickster tale, tell them to listen to see how this version might be different from the one they know.)



1 That means Turtle said things in a proud and annoying way.

Tug-of-War

← Show image 10A-1: Turtle bragging

Turtle was small, but he talked big. He loved to **boast** that he was friends with the biggest animals in the jungle.¹ He would say things like, “I’m just as strong as the biggest animals around here, including Elephant and Hippopotamus. That’s right: Elephant and Hippopotamus and I are friends, because I’m just as strong as they are.”

One day, Elephant and Hippopotamus happened to hear from some of the other animals what Turtle was going around saying. Elephant and Hippopotamus laughed. “So,” they said, “Turtle thinks he is as strong as we are? That’s the silliest thing we’ve ever heard. He’s so tiny compared to us!”

And when the animals told Turtle what Elephant and Hippopotamus said, Turtle became very mad. “So, they do not think that I am as strong as they are? Once they see that I am just as strong as they are, we will definitely be friends. Just wait and see!” Then Turtle set off to find Elephant and Hippopotamus.



← Show image 10A-2: Turtle talking to Elephant

He found Elephant lying down in the jungle. Elephant was as big as a mountain; his trunk was as long as a river. But Turtle was **bold**.² He walked right up and said in his loudest voice, “Hey, Elephant, my dear friend!”

Elephant looked all around to see where the voice could be coming from. Finally, he looked down—way down—and spotted Turtle. “Oh, it’s you, is it?” said Elephant. “What is this **foolishness** I hear, that you claim to be as strong as I am?³ How silly! I am much larger than you, and thus much stronger than you! Big animals and little animals cannot be friends.”

“Now, Elephant,” said Turtle, “just listen. You think that because you’re so much bigger than me, that makes you better. Well, let’s

2 or brave

3 Foolishness means silly or ridiculous. People usually laugh at foolishness.

have a tug-of-war to find out.”

“A tug-of-war?” said Elephant. He laughed so hard the earth shook for miles around. “Why,” he said to Turtle, “you haven’t got a chance.”



← **Show image 10A-3: Turtle giving Elephant one end of a vine**

“Maybe so,” said Turtle. “But if you’re so sure, what have you got to lose?” Then Turtle cut a very long vine and gave one end to Elephant. “Here,” said Turtle. “Now, if I pull you down, I am stronger. If you pull me down, you are stronger. We won’t stop tugging until one of us pulls the other over, or the vine breaks. And if the vine breaks, we are equal, and will call each other friend.”⁴

“Now I’ll go pick up my end,” said Turtle, “and when you feel me start tugging, you tug back.”

And Turtle walked off with the other end of the long, long vine until, some time later, he found Hippopotamus bathing in the river.

“Oh, friend, I’m here!” shouted Turtle. “Come out of the water and say hi!”

4 [Point to the image and the difference in size between Turtle and Elephant.] Who do you think would win if Turtle and Elephant played tug-of-war?



← **Show image 10A-4: Turtle talking to Hippopotamus**

Hippopotamus could hardly believe his ears. “How could we be friends? You are so much smaller than me,” he said quizzically.

“Now hold on, friend Hippo,” said Turtle. “You think that because you’re so much bigger than me, that makes you better. Well, let’s have a tug-of-war to find out. Whoever pulls the other down is stronger. We will keep pulling until one of us wins or the vine breaks. And if the vine breaks, we are equal, and we will finally be friends.”⁵

“But Turtle, how could you win? You are so much smaller than me, and everyone knows that big animals are stronger than little animals,” said Hippopotamus.

“Well, let us see,” said Turtle, and he gave Hippopotamus an end of the long, long vine. “Now I’ll go pick up my end,” said Turtle, “and when you feel me start tugging, you tug back.”

5 Who do you think would win if Turtle and Hippopotamus played tug-of-war?

Turtle walked into the jungle and picked up the middle of the vine. He gave it a good hard shake. When Hippopotamus felt this, he started to tug. When Elephant felt the tug, he tugged back.



6 Do Hippopotamus and Elephant know that they are playing tug-of-war against each other? Who do they think they are playing tug-of-war against?

← **Show image 10A-5: Elephant and Hippopotamus tugging**

Elephant and Hippopotamus both tugged so mightily that the vine stretched tight.⁶ Turtle settled into a comfortable spot and watched for a while as the vine moved just a little bit one way, then just a little the other way. He took out his lunch and munched on his food very slowly, enjoying every bite. Then he yawned and fell asleep.

He woke a couple of hours later, feeling very refreshed from his nap. He looked up to see the vine still stretched tight, and he smiled. Yes, Elephant and Hippopotamus were still pulling with all their **might**.⁷ Neither one could pull the other over.

“I suppose it’s about time,” said Turtle, and he cut the vine.

7 This means they were pulling as hard as they could.



← **Show image 10A-6: Elephant and Hippopotamus tumbling down**

When the vine broke, both Elephant and Hippopotamus tumbled down, WHUMP BUMPITY—BUMP BAM BOOM!

Turtle went to see Elephant, and found him sprawled on the ground, rubbing his head. “Turtle,” said Elephant, “you are very strong and quite powerful! You were right; we are equal. I guess that bigger doesn’t mean better after all, and that big animals and little animals can indeed be friends.”

Then Turtle went to see Hippopotamus, who was also sprawled on the ground, rubbing his head. “So, Turtle,” said Hippopotamus, “we are equal after all. You were right, my friend.”



← **Show image 10A-7: Elephant, Hippopotamus, and Turtle together**

From then on, whenever the animals held a meeting, there at the front sat Elephant, Hippopotamus, and Turtle. And they always called each other friends.

Comprehension Questions

10 minutes

1. *Literal* Who are the characters in the story? (The characters in this story are Hippopotamus, Elephant, and Turtle.)
2. *Literal* What is the setting of the story? (The setting of this story is the jungle.)
3. *Inferential* Do Hippopotamus and Elephant think Turtle can be friends with them? Why not? (No, they think that Turtle is much too small to be friends with them.)
4. *Literal* When does Turtle tell Hippopotamus and Elephant to start tugging on the vine? (Turtle tells Hippopotamus and Elephant to start tugging on the vine when they feel a tug on the other end of the vine.)
5. *Literal* Where is Turtle during the tug-of-war? (During the tug-of-war, Turtle is in the middle, where Hippopotamus and Elephant can't see him.)
6. *Inferential* Why do Hippopotamus and Elephant finally agree to be friends with Turtle? (Hippopotamus and Elephant finally agree to be friends with Turtle because they think he beat them at tug-of-war and is just as strong as they are.)
7. *Evaluative* Remember that “Tug-of-War” is a special kind of fiction story. Which part of the story tells you that “Tug-of-War” is fiction, or a made-up story? (Animals cannot actually talk.) What kind of fiction is this story? (This story is a type of fiction known as a trickster tale.) Which part of the story tells you that “Tug-of-War” is a trickster tale? (Turtle tricks the bigger animals into thinking that he is stronger than he actually is.)

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

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

8. *Evaluative Think Pair Share:* What else could Turtle have done to become friends with Hippopotamus and Elephant? (Answers may vary.)
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, and/or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Foolishness

5 minutes

1. In the read-aloud you heard Elephant say to Turtle, “What is this *foolishness* I hear, that you claim to be as strong as I am?”
2. Say the word *foolishness* with me.
3. *Foolishness* means the silly things you do or say.
4. Ian took part in foolishness when he jumped on the bunk bed and hit his head on the ceiling.
5. Have you ever seen or heard someone taking part in foolishness? Try to use the word *foolishness* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ took part in foolishness when . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will read the following sentences aloud. Listen and respond by saying, “That is foolishness,” or “That is not foolishness.” Remember to answer in complete sentences.

1. Billy ran across the street without looking both ways. (That is foolishness.)
2. Anne listened to her teacher and raised her hand when she had a question. (That is not foolishness.)
3. Jerome ate all of his dinner, including his broccoli and carrots. (That is not foolishness.)
4. Cindy went out to play in the snow without her coat. (That is foolishness.)
5. Tamika put on sunscreen before she went to the beach. (That is not foolishness.)



Complete Remainder of the Lesson Later in the Day



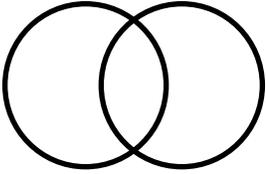
Tug-of-War

10_B

Extensions

15 minutes

Character Comparison



Before beginning this exercise, review that “Tug-of-War” is known as a *trickster tale*. A trickster tale is a story about a character who outsmarts larger, stronger characters. Ask the following questions:

- Who are the big characters in this story? (Elephant and Hippopotamus are big animals who are characters in this story.)
- Who is the little character in this story? (Turtle is a little animal who is a character in this story.)
- Which character outsmarts Elephant and Hippopotamus? (Turtle outsmarts Elephant and Hippopotamus.)
- How does Turtle outsmart Elephant and Hippopotamus? (He sets up a tug-of-war between Elephant and Hippopotamus and tricks each of them into believing he is on the opposite end of the rope.)

Explain to students that you are going to talk more about the read-aloud and that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and then tell them that that you will read the words to them.

Create a Venn diagram on chart paper, a chalkboard, or a whiteboard. Write “Turtle” on one side and “Elephant” on the other side. Ask students how Turtle and Elephant are the same. Record their answers in the intersecting part of the circles. Then ask students how they are different. Record their answers in the outside circles.

One similarity is that Turtle and Elephant are both animals that live in the jungle. One difference is that Elephant is a large animal, whereas Turtle is a small animal.

- Above and Beyond: For any students who are able to do so, have them complete the Venn diagram on their own or with a partner.

↔ Vocabulary Instructional Activity

Word Work: Finally

1. In the read-aloud you heard, “Elephant looked all around to see where the voice could be coming from. *Finally*, he looked down—way down—and spotted Turtle.”
2. Say the word *finally* with me.
3. *Finally* is a word you use to mean “at last,” or “at the end.”
4. After many adventures, Jumping Mouse *finally* turned into an eagle and flew off to a far-away land.
5. People often use the word *finally* to describe what happens at the end. Tell your partner about something that happened to you or someone you know. Use *finally* to tell what happened at the end. [Ask two or three students. If necessary, guide and/or rephrase students’ responses for complete sentences using the word *finally*.]
6. What’s the word we’ve been talking about?

Use a *Sharing* activity for follow-up. Directions: Think of a story, folktale, or trickster tale you know well. Tell your partner the story. Be sure to use words like *first*, *next*, *then*, etc., when you tell it. Use the word *finally* to describe what happens last.



Domain Review

DR

Note to Teacher

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

Core Content Objectives Addressed in This Domain

Students will:

- Listen to and demonstrate familiarity with stories, including the ideas they express
- Explain that stories that are made-up and come from a writer's imagination are called fiction
- Identify the characteristics of subgenres of fiction, including folktales and trickster tales
- Identify the beginning, middle, and end of a given story
- Identify the setting of a given story
- Identify the characters of a given story
- Identify the sequence of events in a given story
- Identify the plot of a given story

Review Activities

Image Review

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

Image Card Review

Materials: Image Cards 1–11

In your hand, hold Image Cards 1–11 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for “Goldilocks and the Three Bears,” the student might say, “This chair is too soft.” The rest of the class will guess what story is being described. Proceed to another card when the correct answer has been given.

Setting Review

Ask students what settings they remember from the read-alouds they have heard. Use images 3A-2, 9A-3, and 10A-5 to review and/or discuss the settings of the stories.

On Stage

Have a group of students plan and act out one of the stories they have heard thus far.

Riddles for Core Content

Ask students riddles such as the following to review characters from the stories:

- I snuck into the three bears’ house while they were gone. Who am I? (Goldilocks)
- I tricked Elephant and Hippopotamus into being my friend. Who am I? (Turtle)
- A magic frog gave me the gift of jumping high; in return, I was kind and gave gifts to other animals I met on my journey. Who am I? (Jumping Mouse)
- I defeated the *oni* monsters so they would stop harming my village. Who am I? (Momotaro)

Teacher Choice

Reread a particular read-aloud to students in order to review important domain concepts, such as *fiction*, *character*, *setting*, and *plot*.



Domain Assessment

DA

This domain assessment evaluates each student’s retention of domain and academic vocabulary words and the core content targeted in *Stories*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Stories*.

Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in this domain. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let’s do number one together.

1. **Fiction:** Fiction stories are imaginary, which means that they might have talking animals. (smiling face)
2. **Character:** The main character in “The Three Little Pigs” is the house made of bricks. (frowning face)
3. **Setting:** The setting of “Tug-of-War” is the jungle where the story takes place. (smiling face)
4. **Plot:** The plot of “The Story of Jumping Mouse” is all of the adventures Jumping Mouse has on his way to the far-off land. (smiling face)

Directions: I am going to read more sentences using other words you have heard and practiced. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

5. **Sly:** A sly person plays tricks on other people. (smiling face)
6. **Cross:** Someone who is nice could also be called cross. (frowning face)
7. **Misused:** A student misused his pencil when he used it to eat cereal. (smiling face)
8. **Foolishness:** Foolishness around the house could be dancing on chairs and jumping off of beds. (smiling face)
9. **Perilous:** It would be perilous to run into a busy street. (smiling face)
10. **Musician:** A good musician is someone who is really great at playing sports. (frowning face)
11. **Play:** A school play is a show where students act out stories. (smiling face)
12. **Longed:** The children longed for hot cocoa in the summer heat to cool themselves down. (frowning face)

Part II (Instructional Master DA-2)

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

Directions: I am going to read a question about one of the stories that you have heard. First, you will listen to the sentence that I read. Next, you will look at the three pictures in the correct, numbered row as I name them. Then, find the picture that answers the question. Finally, you will circle the correct picture.

1. **Acorn/Sky/Rock:** What does Chicken Little think is falling? (sky)
2. **Straw/Sticks/Brick:** In “The Three Little Pigs,” which house is the wolf unable to blow down? (brick house)
3. **Wolf/Troll/Uncle:** In “The Three Billy Goats Gruff,” who do the three goats have to get by? (troll)
4. **Uncle/Oni/Troll:** Which character is scared by the animals in “The Bremen Town Musicians”? (uncle)
5. **Eagle/Frog/Wolf:** In “The Story of Jumping Mouse,” what does Jumping Mouse turn into at the end of the story? (eagle)

6. **Old Man and Old Woman/Pheasant, Monkey, and Dog/Oni:** In “Momotaro, Peach Boy,” which characters help Momotaro defeat the *oni*? (pheasant, monkey, and dog)
7. **House/Jungle/Bridge:** What is the setting for “Goldilocks and the Three Bears”? (house)
8. **Turtle/Rabbit/Wolf:** Who is the trickster who convinces Hippopotamus and Elephant that he is just as strong as them in “Tug-of-War”? (Turtle)

Part III (Instructional Master DA-3)

Have students match the settings to the characters.



Culminating Activities

CA

Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds
- reading the corresponding lesson in the *Supplemental Guide*, if available

Enrichment

Class Book: Stories

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have each student choose one story to illustrate and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

On Stage

Have a group of students plan and act out one of the stories they have heard thus far.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to review a particular story; refer to the books listed in the Introduction. You may also choose to have the students select a read-aloud to be heard again.

Stories from Around the World

Materials: Various stories from students' home cultures

Read a story from one of your students' home cultures. If students are familiar with the story, they can choose to tell the story with you. After reading the story, talk about its characters, settings, and plot.

Exploring Web Resources

Materials: Domain-related student websites

Pick appropriate websites from the web for further exploration of stories.

Videos of Stories

Materials: Videos of stories

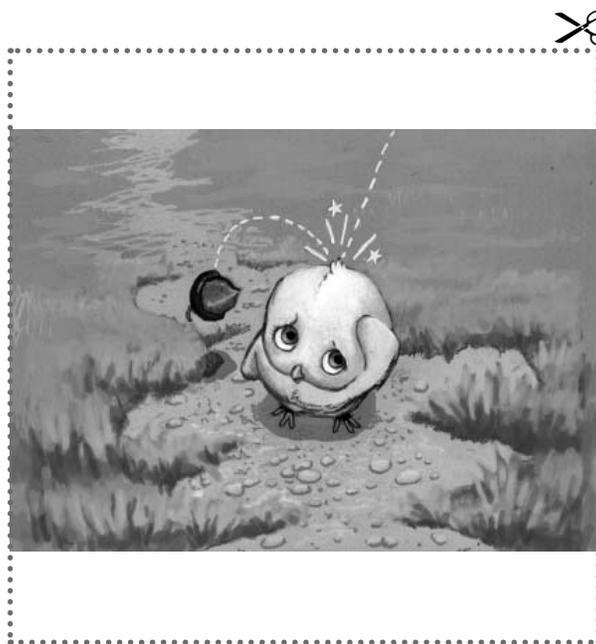
Carefully peruse the web for short (five-minute) videos related to stories covered in the domain. Prepare some questions related to the videos. Discuss how watching a video is the same as and different from listening to a story book.

For Teacher Reference Only:

Copies of *Tell It Again! Workbook*

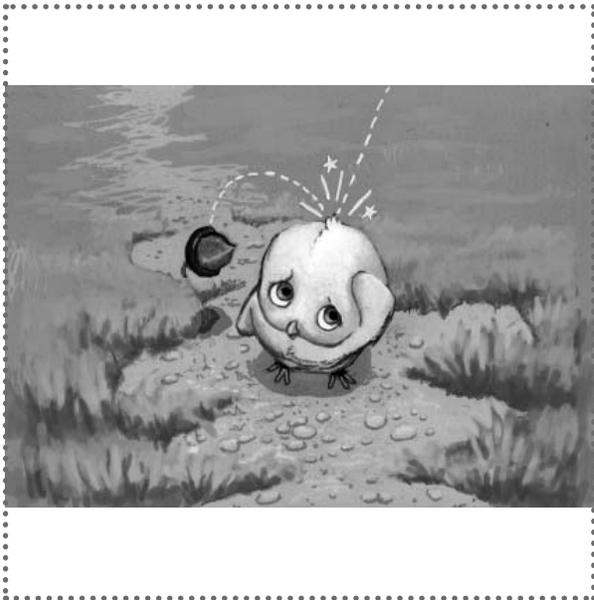


Directions: Cut out the three pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue the pictures onto a piece of paper.



Directions: Cut out the three pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue the pictures onto a piece of paper.

1



2



3





Dear Family Member,

Over the next several days, your child will be learning about classic stories including:

- “Chicken Little”
- “The Three Little Pigs”
- “The Three Billy Goats Gruff”
- “The Wolf and the Seven Little Kids”
- “The Bremen Town Musicians”

Your child will also learn the terms *setting*, *plot*, and *character* and will use them to talk about the stories s/he will hear. Below are some suggestions for activities that you may do at home to continue to enjoy stories with your child.

1. Words to Use

Below is a list of some of the words that your child will use and learn about from the stories. Try to use these words as they come up in everyday speech with your child.

- *sly*—The sly cat waited for the mouse to look for the cheese.
- *blazing*—Don’t look at the blazing hot sun; it will burn your eyes.
- *perched*—Look at that bird perched on the edge of the branch.

2. Character Illustration

Have your child draw a picture of his/her favorite character from a book or story s/he has heard recently. Then have your child explain to you why this character is his or her favorite character.

3. Theater at Home

Encourage your child to retell stories from school. Then, have family members help perform the stories.

4. Read Aloud Each Day

Set aside time to read to your child every day. The local library has many story collections for you to share with your child and a list of books relevant to this topic is attached to this letter.

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



Recommended Resources for Stories

Trade Book List

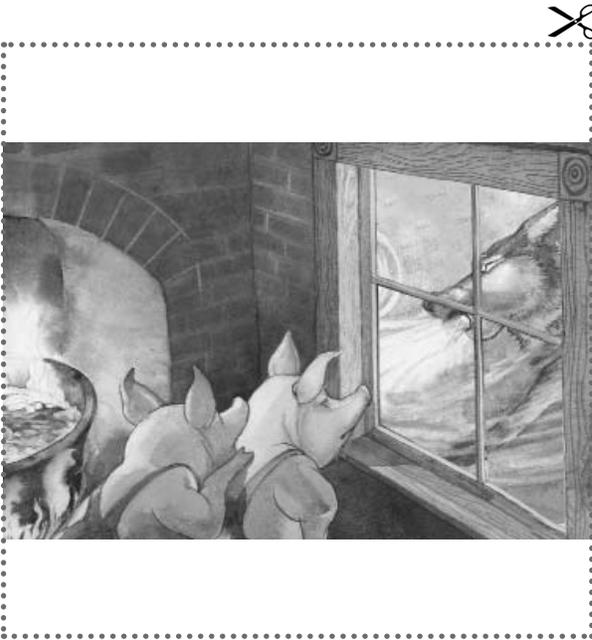
1. *The Amazing Bone*, by William Steig (Square Fish, 2011) ISBN 978-0312564216
2. *Brave Wolf and the Thunderbird: Tales of the People*, by Joseph Medicine Crow and illustrated by Linda R. Martin (Abbeville Kids, 1998) ISBN 978-0789201607
3. *Casey Jones*, by Allan Drummond (Farrar Straus and Giroux, 2001) ISBN 978-0374311759
4. *The Fisherman and His Wife*, by Rachel Isadora (Putnam Juvenile, 2008) ISBN 978-0399247712
5. *Hansel and Gretel*, by Rachel Isadora (Putnam Juvenile, 2009) ISBN 978-0399250286
6. *How Chipmunk Got His Stripes*, by Joseph Bruchac and James Bruchac and illustrated by José Aruego and Ariane Dewey (Puffin, 2003) ISBN 978-0142500217
7. *How Many Spots Does a Leopard Have? And Other Tales*, by Julius Lester and illustrated by David Shannon (Scholastic, 1994) ISBN 978-0590419727
8. *The Little Red Hen: An Old Story*, by Margot Zemach (Farrar, Straus, and Giroux, 1993) ISBN 978-0374445119
9. *The Little Red Hen*, by Paul Galdone (Clarion Books, 1985) ISBN 978-0618836840
10. *Little Red Riding Hood*, by Trina Schart Hyman (Holiday House, 1987) ISBN 978-0823406531
11. *Snow White and the Seven Dwarfs: A Tale from the Brothers Grimm*, translated by Randall Jarrell and pictures by Nancy Ekholm Burkert (Farrar, Straus, and Giroux, 1987) ISBN 978-0374468682
12. *The Three Little Javelinas*, by Susan Lowell and illustrated by Jim Harris (Cooper Square, 2009) ISBN 978-0873589550

13. *Three Tuneful Tales (Once-Upon-A-Time)*, retold by Marilyn Helmer and illustrated by Kasia Charko (Kids Can Press, 2003) ISBN 978-1550749410
14. *Tikki Tikki Tembo*, by Arlene Mosel and illustrated by Blair Lent (MacMillan, 1998) ISBN 978-0312367480
15. *The Ugly Duckling*, adapted and illustrated by Jerry Pinkney (HarperCollins, 1999) ISBN 978-0688159320
16. *The Velveteen Rabbit (Dover Children's Classics)*, by Margery Williams and William Nicholson (Dover Publications, 2011) ISBN 978-0486486062
17. *Why Mosquitoes Buzz in People's Ears: A West African Tale*, by Verna Aardema and pictures by Leo and Diane Dillon (Puffin, 1992) ISBN 978-0140549058

Other Versions of Stories in the Domain

18. *Henny Penny*, by Paul Galdone (Clarion Books, 1984) ISBN 978-0899192253
19. *The Story of Jumping Mouse: A Native American Legend*, retold and illustrated by John Steptoe (HarperTrophy, 1989) ISBN 978-0688087401
20. *The Adventure of Momotaro, the Peach Boy (Kodansha Children's Bilingual Classics)*, by Ralph F. McCarthy and illustrated by Ioe Saito (Kodansha International, 2000) ISBN 978-4770020987
21. *The Bremen-Town Musicians*, by Ilse Plume (Dragonfly Books, 1998) ISBN 978-0440414568
22. *Goldilocks and the Three Bears*, by James Marshall (Puffin, 1998) ISBN 978-0140563660
23. *The Three Billy Goats Gruff*, by Paul Galdone (Clarion Books, 1981) ISBN 978-0899190358

Directions: Cut out the four pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue the pictures onto a piece of paper.



Directions: Cut out the four pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue the pictures onto a piece of paper.

1



2



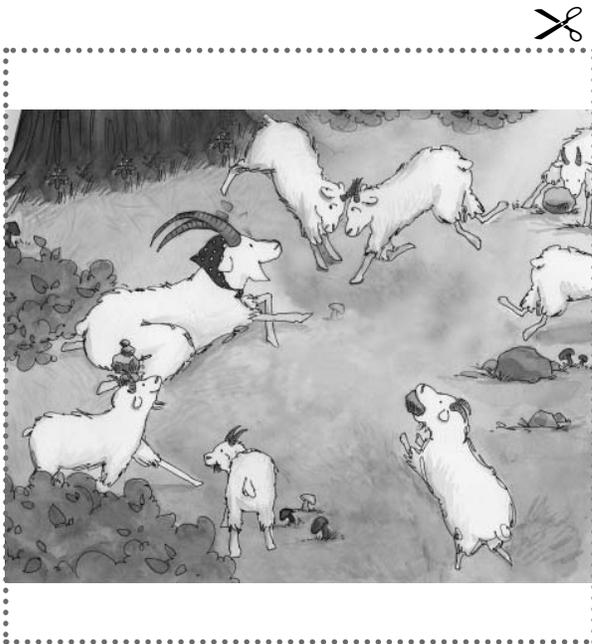
3



4



Directions: Cut out the four pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue the pictures onto a piece of paper.



Directions: Cut out the four pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue the pictures onto a piece of paper.

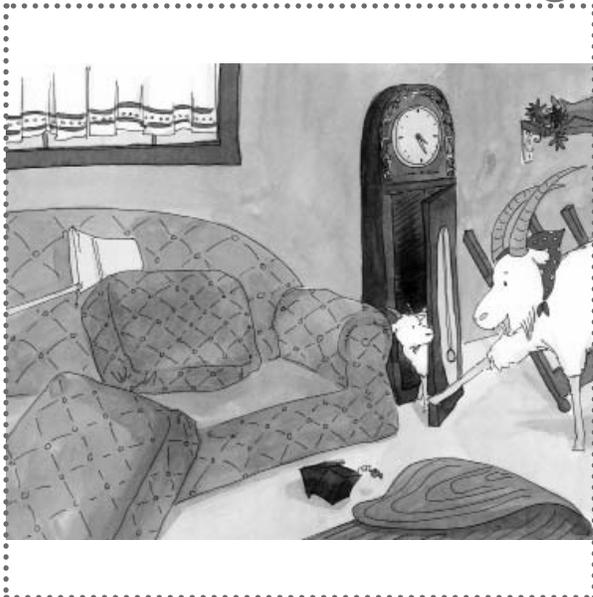
1



2



3

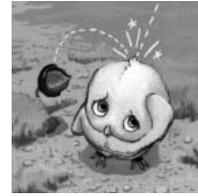


4



Directions: Listen to the teacher's instructions. Next, look at the three pictures in the row and find the one that answers the question. Circle the correct picture.

1.



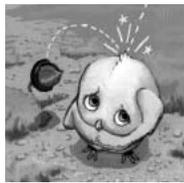
2.



3.



4.

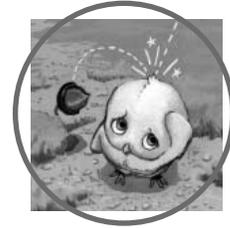


5.



Directions: Listen to the teacher's instructions. Next, look at the three pictures in the row and find the one that answers the question. Circle the correct picture.

1.



2.



3.



4.



5.





Dear Family Member,

Over the next several days, your child will enjoy more classic stories including:

- “Momotaro, Peach Boy”
- “The Story of Jumping Mouse”
- “Goldilocks and the Three Bears”
- “Tug-of-War”

Next, your child will review the terms *setting*, *plot*, and *character* which s/he has been using to talk about the stories s/he has heard. Below are some suggestions for activities that you may do at home to continue to enjoy stories with your child.

1. Words to Use

Below is a list of some of the words that your child will be using and learning about from the stories. Try to use these words as they come up in everyday speech with your child.

- *perilous*—That path looks perilous; let’s take a different one.
- *misused*—This hairbrush was misused when someone tried to clean the carpet with it.
- *wee*—That’s a wee pebble; you can barely see it.
- *foolishness*—It was pure foolishness to go outside in the cold without a coat.

2. Setting, Characters, Plot Illustration

Have your child draw a picture of the setting of his/her favorite story s/he heard recently. Then have your child draw the characters from the story on the same page. Last, have your child describe the plot or events in the story.

3. Theater at Home

Encourage your child to retell stories from school. Then, have family members help perform the stories.

4. Tug-of-War

Play a game of tug-of-war with your child. Be sure to explain to him or her how the game is won. Relate the game to the story “Tug-of-War” that your child heard in school. Ask your child to describe the plot of the story and who won the tug-of-war in the story.

5. Read Aloud Each Day

It is very important that you read to your child every day. The local library has many story collections for you to share with your child. Please refer to the list of books and other resources sent home with the previous family letter, recommending resources related to these stories.

6. Sayings and Phrases: Do Unto Others As You Would Have Them Do Unto You

Your child will also learn the well-known saying, “do unto others as you would have them do unto you.” See if you can find times throughout the day to have your child reflect on this saying.

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

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

Directions: Listen to your teacher's instructions.



1.	<input checked="" type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input checked="" type="radio"/>
3.	<input checked="" type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>
5.	<input checked="" type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input checked="" type="radio"/>
7.	<input checked="" type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>
9.	<input checked="" type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input checked="" type="radio"/>

Directions: Listen to your teacher's instructions.

11.  

12.  

Directions: Listen to the teacher's instructions. Next, look at the three pictures in the row and find the one that answers the question. Circle the correct picture.

1.



2.



3.



4.



5.



6.



7.



8.



Directions: Listen to the teacher's instructions. Next, look at the three pictures in the row and find the one that answers the question. Circle the correct picture.

1.



2.



3.



4.



5.



6.



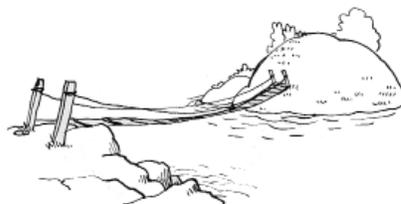
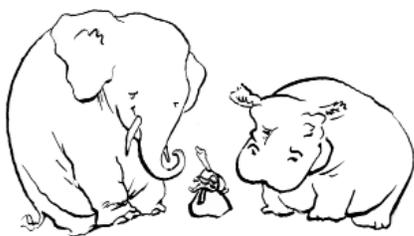
7.



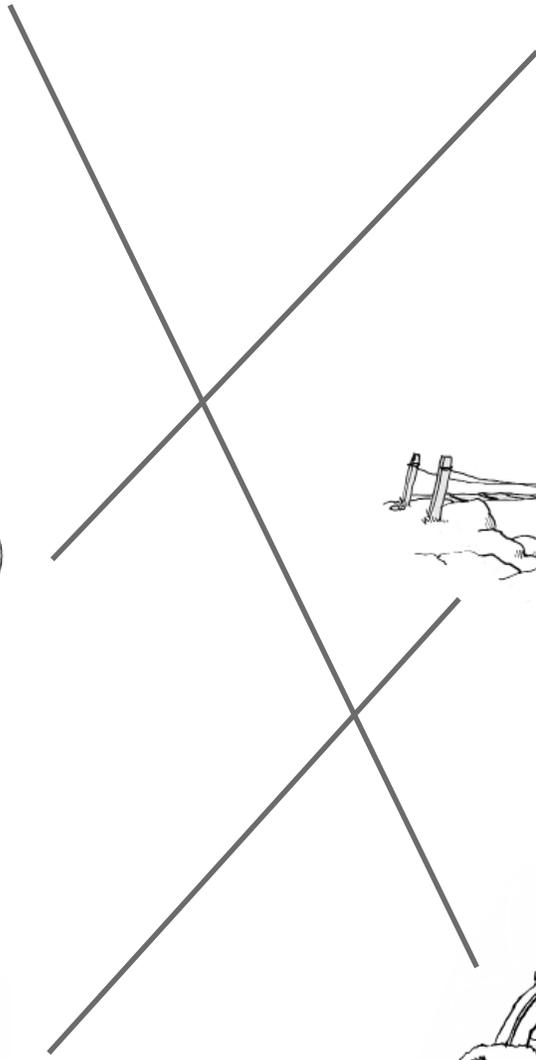
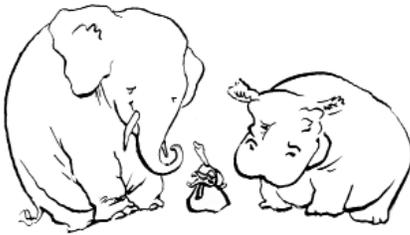
8.



Directions: Draw a line from the characters on the left to their story settings on the right.



Directions: Draw a line from the characters on the left to their story settings on the right.



Tens Recording Chart

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

Name							

Tens Conversion Chart

		Number Correct																					
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Number of Questions	1	0	10																				
	2	0	5	10																			
	3	0	3	7	10																		
	4	0	3	5	8	10																	
	5	0	2	4	6	8	10																
	6	0	2	3	5	7	8	10															
	7	0	1	3	4	6	7	9	10														
	8	0	1	3	4	5	6	8	9	10													
	9	0	1	2	3	4	6	7	8	9	10												
	10	0	1	2	3	4	5	6	7	8	9	10											
	11	0	1	2	3	4	5	5	6	7	8	9	10										
	12	0	1	2	3	3	4	5	6	7	8	8	9	10									
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10								
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10							
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10						
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10					
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10				
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10			
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10		
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10	

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

CORE KNOWLEDGE LANGUAGE ARTS

SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

PRESIDENT

Linda Bevilacqua

EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool
Khara Turnbull, Materials Development Manager
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson
Robin Blackshire
Maggie Buchanan
Paula Coyner
Sue Fulton
Sara Hunt
Erin Kist
Robin Luecke
Rosie McCormick
Cynthia Peng
Liz Pettit
Ellen Sadler
Deborah Samley
Diane Auger Smith
Sarah Zelinke

DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall
Michael Donegan
Liza Greene
Matt Leech
Bridget Moriarty
Lauren Pack

CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

ADDITIONAL CONSULTING SERVICES

Ang Blanchette
Dorrit Green
Carolyn Pinkerton

ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



CREDITS

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

The Word Work exercises are based on the work of Beck, McKeown, and Kucan in *Bringing Words to Life* (The Guilford Press, 2002).

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

WRITERS

Rosie McCormick

ILLUSTRATORS AND IMAGE SOURCES

Cover: Steve Morrison; Title Page: Steve Morrison; Domain Icon: Steve Morrison; Take-Home Icon: Core Knowledge Staff; 1A-1: Jennifer Eichelberger; 1A-2: Jennifer Eichelberger; 1A-3: Jennifer Eichelberger; 1A-4: Jennifer Eichelberger; 2A-1: Shutterstock; 2A-2: Shutterstock; 2A-3: Shutterstock; 2A-4: Gail McIntosh; 2A-5: Gail McIntosh; 2A-6: Gail McIntosh; 2A-7: Gail McIntosh; 2A-8: Gail McIntosh; 2A-9: Gail McIntosh; 2A-10: Gail McIntosh; 2A-11: Gail McIntosh; 2A-12: Gail McIntosh; 3A-1: Mary Parker; 3A-2: Mary Parker; 3A-3: Mary Parker; 3A-4: Mary Parker; 3A-5: Mary Parker; 3A-6: Mary Parker; 4A-1: Rebecca Miller; 4A-2: Rebecca Miller; 4A-3: Rebecca Miller; 4A-4: Rebecca Miller; 4A-5: Rebecca Miller; 4A-6: Rebecca Miller; 4A-7: Rebecca Miller; 4A-8: Rebecca Miller; 5A-1: Michael Parker; 5A-2: Michael Parker; 5A-3: Michael Parker; 5A-4: Michael Parker; 5A-5: Michael Parker; 5A-6: Michael Parker; 5A-7: Michael Parker; 5A-8: Michael Parker; 6A-1: Core Knowledge Staff; 6A-2: Jed Henry; 6A-3: Jed Henry; 6A-4: Jed Henry; 6A-5: Jed Henry; 6A-6: Jed Henry; 6A-7: Jed Henry; 6A-8: Jed Henry; 7A-1: Michael Parker; 7A-2: Michael Parker; 7A-3: Michael Parker; 7A-4: Michael Parker; 7A-5: Michael Parker; 8A-1: Michael Parker; 8A-2: Michael Parker; 8A-3: Michael Parker; 8A-4: Michael Parker; 8A-5: Michael Parker; 8A-6: Michael Parker; 8A-7: Michael Parker; 9A-1: Shutterstock; 9A-2: Gail McIntosh; 9A-3: Gail McIntosh; 9A-4: Gail McIntosh; 9A-5: Gail McIntosh; 9A-6: Gail McIntosh; 9A-7: Gail McIntosh; 9A-8: Gail McIntosh; 9A-9: Gail McIntosh; 10A-1: Steve Morrison; 10A-2: Steve Morrison; 10A-3: Steve Morrison; 10A-4: Steve Morrison; 10A-5: Steve Morrison; 10A-6: Steve Morrison; 10A-7: Steve Morrison; 111: Core Knowledge Staff; 1B-1: Jennifer Eichelberger; 1B-1 Answer Key: Jennifer Eichelberger; 2B-1: Gail McIntosh; 2B-1 Answer Key: Gail McIntosh; 4B-1: Rebecca Miller; 4B-1 Answer Key: Rebecca Miller; PP1 (goats): Mary Parker; PP1 (chicken little): Jennifer Eichelberger; PP1 (mule & farmer): Michael Parker; PP1 (wolf): Core Knowledge Staff; PP1 (wolf at door): Rebecca Miller; PP1 Answer Key (goats): Mary Parker; PP1 Answer Key (chicken little): Jennifer Eichelberger; PP1 Answer Key (mule & farmer): Michael Parker; PP1 Answer Key (wolf): Core Knowledge Staff; PP1 Answer Key (wolf at door): Rebecca Miller; DA-2 (1a): Core Knowledge Staff; DA-2 (1b): Core Knowledge Staff; DA-2 (1c): Core Knowledge Staff; DA-2 (2a): Core Knowledge Staff; DA-2 (2b): Core Knowledge Staff; DA-2 (2c): Shutterstock; DA-2 (3a): Core Knowledge Staff; DA-2 (3b): Core Knowledge Staff; DA-2 (3c): Core Knowledge Staff; DA-2 (4a): Core Knowledge Staff; DA-2 (4b): Jed Henry; DA-2 (4c): Core Knowledge Staff; DA-2 (5a): Shutterstock; DA-2 (5b): Core Knowledge Staff; DA-2 (5c): Core Knowledge Staff; DA-2 (6a): Jed Henry; DA-2 (6b): Jed Henry; DA-2 (6c): Jed Henry; DA-2 (7a): Core Knowledge Staff; DA-2 (7b): Core Knowledge Staff; DA-2 (7c): Core Knowledge Staff; DA-2 (8a): Core Knowledge Staff; DA-2 (8b): Core Knowledge Staff; DA-2 (8c): Core Knowledge Staff; DA-2 Answer Key (1a): Core Knowledge Staff; DA-2 Answer Key (1b): Core Knowledge Staff; DA-2 Answer Key (1c): Core Knowledge Staff; DA-2 Answer Key (2a): Core Knowledge Staff; DA-2 Answer Key (2b): Core Knowledge Staff; DA-2 Answer Key (2c): Shutterstock; DA-2 Answer Key (3a): Core Knowledge Staff; DA-2 Answer Key (3b): Core Knowledge Staff; DA-2 Answer Key (3c): Core Knowledge Staff; DA-2 Answer Key (4a): Core Knowledge Staff; DA-2 Answer Key (4b): Jed Henry; DA-2 Answer Key (4c): Core Knowledge Staff; DA-2 Answer Key (5a): Shutterstock; DA-2 Answer Key (5b): Core Knowledge Staff; DA-2 Answer Key (5c): Core Knowledge Staff; DA-2 Answer Key (6a): Jed Henry; DA-2 Answer Key (6b): Jed Henry; DA-2 Answer Key (6c): Jed Henry; DA-2 Answer Key (7a): Core Knowledge Staff; DA-2 Answer Key (7b): Core Knowledge Staff; DA-2 Answer Key (7c): Core Knowledge Staff; DA-2 Answer Key (8a): Core Knowledge Staff; DA-2 Answer Key (8b): Core Knowledge Staff; DA-2 Answer Key (8c): Core Knowledge Staff; DA-3 (top left): Core Knowledge Staff; DA-3 (top right): Core Knowledge Staff; DA-3 (middle left): Core Knowledge Staff; DA-3 (middle right): Core Knowledge Staff; DA-3 (bottom left): Core Knowledge Staff; DA-3 (bottom right): Core Knowledge Staff

Regarding the Shutterstock items listed above, please note: No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content.



Stories

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
KINDERGARTEN

The Core Knowledge Foundation
www.coreknowledge.org