

AmplifyCKLA

GRADE
K

— Knowledge 3 —

Underdogs
and Heroes:
Stories

Teacher Guide

Kindergarten

Knowledge 3

Underdogs and Heroes: Stories

Teacher Guide

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Welcome to Amplify CKLA

Dear Educator,

I am thrilled to welcome you to your Amplify CKLA 3rd Edition Teacher Guide.

At Amplify, we are dedicated to collaborating with educators like you to create learning experiences that are rigorous and riveting for all students. Amplify CKLA was designed to help you bring effective Science of Reading practices to life in your classroom, and we have been thrilled to see the impact it has had on students across the country.

The 3rd Edition builds on the robust principles and instruction of previous editions of Amplify CKLA to provide better-than-ever support for teaching and learning.

We've made significant improvements to Amplify CKLA in the areas you told us mattered most. In 3rd Edition, you will find more opportunities for differentiation to meet the needs of all learners—including multilingual/English learners—streamlined pacing, and bolstered writing instruction based on the science of reading and writing.

In Grades K–2, the program features two strands with distinct purposes: the Skills Strand to build foundational skills and the Knowledge Strand to develop background knowledge, oral comprehension, and academic vocabulary in a wide array of topics across social studies, science, literature, and the arts.

I know how overwhelming it can feel to start a new curriculum, but you are not alone! As you embark on this literacy journey with Amplify CKLA, we are here to support. We offer comprehensive professional development resources, including videos, podcasts, webinars, and virtual and in-person training, to help you make the shift to the Science of Reading.

We share the common belief that every child deserves to become a proficient, enthusiastic reader, and I am confident that we can realize this goal together. Thank you for your unwavering commitment to your students' success and for your role in shaping the future of literacy instruction.

Sincerely,

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AmplifyCKLA

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The Core Knowledge Foundation, which developed the first edition of CKLA over many years. This includes Core Knowledge Foundation staff as well as countless contributors, educators, and students who field-tested CKLA and provided invaluable feedback in its development.



Educators across the country who have provided essential feedback on previous editions of CKLA, helping us to make the program better for teachers and students.

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Introduction

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

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

TEACHER COMPONENTS

- Teacher Guide
- Image Cards

DIGITAL TEACHER COMPONENTS

The following resources can be found at learning.amplify.com:

- Teacher Presentation Screens
- Flip Book (includes Posters)
- Visual Supports for Teaching
- General English Learners
- Assessment Guide: Domain Assessment
- Take-Home Pages
- Pausing Point Pages
- Caregiver Letter

STUDENT COMPONENTS

- Activity Book

WHY THIS DOMAIN IS 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, four of the Read-Alouds—“Momotaro, Peach Boy” (a Japanese folktale), “The Boy and the Violin” (a Brazilian folktale), “The Quarrel of the Quails” (an Indian folktale), and “The Story of Jumping Mouse” (a Native American folktale)—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 remind students that the stories in these Read-Alouds 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 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 Teacher Guide—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the Read-Aloud; etc. After you finish reading the trade book, lead students in a discussion as to how the story or information in the book relates to the Read-Alouds in this domain.

WHAT STUDENTS HAVE ALREADY LEARNED

The following domains, and the specific core content that was targeted in them, are particularly relevant to the stories and folktales.

- Kindergarten, *Star Light, Star Bright: Nursery Rhymes and Fables*

CORE VOCABULARY FOR UNDERDOGS AND HEROES: STORIES

The following list contains all of the core vocabulary words in *Underdogs and Heroes: 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 sly den	Lesson 2 huff puff chimney blazing	Lesson 3 longed gobble creaked scarcely
Lesson 4 kids bleated disguise miller terrified	Lesson 5 musician panting perched	Lesson 6 guarding discovered despair immediately jolly enormous expression
Lesson 7 pheasant swooped	Lesson 8 brush swayed journey perilous	Lesson 9 compassion fragrances misused
Lesson 10 quails wisest fowler quarrel trod	Lesson 11 suddenly startled	Lesson 12 boast bold foolishness might

WRITING

In this domain, students will focus on the literary genre through the retelling of stories. They will identify story elements, including characters, setting, and plot. They will practice sequencing events for the beginning, middle, and end of stories. They will compare and contrast characters to identify similarities and differences between characters from different stories.

The following activities may be added to students' writing portfolios to showcase student writing within and across domains:

- Sequencing Events in the Story (Lessons 1, 2, 3, 4)
- Drawing Character, Setting, and/or Plot (Lessons 5, 6, 7, 8, 9, 10)
- any additional writing completed during the Pausing Point, Domain Review, or Culminating Activities

DOMAIN ASSESSMENT

Print

The Domain Assessment evaluates each student's learning of content, reading skills, and language skills taught throughout the domain. This assessment can be found in the Teacher Guide. The student pages are in the Assessment Guide: Domain Assessment booklet to print or make copies for each student.

UNDERDOGS AND HEROES: STORIES

Chicken Little

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will follow agreed-up rules for discussion to share their favorite stories as a class.

[SL.K.1a]

Reading

Students will identify the author, illustrator, character, plot, and setting in familiar stories.

[RL.K.3, RL.K.6]

Students will describe the actions of the main character in a literary text.

[RL.K.3, L.K.6]

Students will ask and answer questions about unknown words in a text.

[RL.K.4]

Language

Students will demonstrate an understanding of the Tier 2 word *sly*.

[L.K.5c]

Writing

Students will produce complete sentences to describe images from a literary text and sequence the beginning, middle and end.

[L.K.1.F, W.K.3]

FORMATIVE ASSESSMENT**Activity Page 1.1****Sequencing Beginning, Middle, and End**

Students will sequence images illustrating the beginning, middle, and end of “Chicken Little” in order to retell the plot of the story.

[W.K.3]



LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
Domain Introduction	Whole Group	10 min.	<input type="checkbox"/> various storybooks <input type="checkbox"/> chart paper: Discussion Guidelines poster
Core Connections			
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	
“Chicken Little”			
Comprehension Questions			
Word Work: <i>Sly</i>			
This is a good opportunity to take a break.			
Application			
Writing: Sequencing Beginning, Middle, and End Using the Prepositions <i>On</i> and <i>Off</i>	Independent	20 min.	<input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Image Cards <input type="checkbox"/> scissors <input type="checkbox"/> glue <input type="checkbox"/> paper
Using the Prepositions <i>On</i> and <i>Off</i>			
Take-Home Material			
Take-Home Letter			<input type="checkbox"/> Take-Home Page 1.2 <input type="checkbox"/> Caregiver Letter

ADVANCE PREPARATION

Introducing the Read-Aloud

- Gather different storybooks together to pass around the class. The school or local library may be a good resource.
- Prepare a list in advance on chart paper titled “Discussion Guidelines” of agreed-upon rules for discussion that you can refer to during the lesson. Save this for a reference in subsequent lessons. See below for a list of discussion guidelines, but you may choose to add your own and/or have students add to this list during the lesson.
 - When another person is speaking, I show them respect and pay attention to what they are saying.
 - I quietly listen when someone else is speaking and do not interrupt them.
 - When the person speaking is finished, I can repeat their idea, ask questions, or make comments about what they said to show that I was listening.
 - Then, I can share my own ideas that may be the same or different.

Universal Access

- Have students bring in their favorite storybook, including storybooks in their home language, or relevant to their identity and display their favorite stories in the classroom throughout this domain. If students do not own a copy of their favorite story, help them locate a copy from the school or local library. Each day, you may wish to have one or two students retell their favorite story so that, by the end of this domain, every student will have shared their favorite story with the class.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

CORE VOCABULARY

acorn, n. the seed of an oak tree

Example: An acorn fell from the tree.

Variation(s): acorns

sly, adj. sneaky, secretive, and clever

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

Variation(s): slyer, slyest

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

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

Variation(s): dens

Vocabulary Chart for “Chicken Little”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		acorn sly den	
Multiple-Meaning			
Sayings and Phrases	the sky is falling		

Lesson 1: Chicken Little

Introducing the Read-Aloud



Speaking and Listening: Students will follow agreed-up rules for discussion to share their favorite stories as a class.

[SL.K.1a]

Reading: Students will identify the author, illustrator, character, plot, and setting in familiar stories.

[RL.K.3, RL.K.6]

DOMAIN INTRODUCTION (5 MIN.)

- 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.
- Show students the different storybooks you have gathered and pass them around the room.
- As books are passed around, have students identify the author, illustrator, and title page of the book. Discuss the role of an author and illustrator. Refer back to those terms frequently throughout the domain.
- Tell students they will discuss some of their favorite stories as a class. Explain that when they are having a discussion with the class, in a small group or with partners, they should follow these guidelines:
 - When another person is speaking, I show them respect and pay attention to what they are saying.
 - I quietly listen when someone else is speaking and do not interrupt them.
 - When the person speaking is finished, I can repeat their idea, ask questions, or make comments about what they said to show that I was listening.
 - Then, I can share my own ideas that may be the same or different.
- Ask if students have anything they would like to add to this list.
- Have students talk about some of their favorite stories, recounting the events of these stories and describing major characters.

CORE CONNECTIONS (5 MIN.)

- Tell students you will define and describe words that are commonly used when talking about stories.
- Explain that stories are often created from people's imaginations. Such made-up stories are called fiction.
 - Discuss stories that students are familiar with in terms of whether or not they are examples of fiction.
- Explain that 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 animals that can talk.
 - Discuss stories that students are familiar with in terms of main characters.
- Explain that the plot of a story is what happens in the beginning, middle, and end of a story. A plot includes the major events of a story.
- Explain that the setting of a story is where a story takes place. For example, the setting of a story about students might be a school.
 - Discuss stories that students are familiar with in terms of their setting.



MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging	Ask students yes/no questions about the terms <i>fiction</i> , <i>character</i> , <i>plot</i> , and <i>setting</i> , and encourage them to ask their own questions about these terms.
Transitioning/Expanding	Provide students with a specific sentence frame (e.g., "A character is . . .").
Bridging	Encourage students to use content-related words in complete sentences (e.g., "A character in a story is who the story is about.").

Lesson 1: Chicken Little

Read-Aloud



Reading

Students will describe the actions of the main character in a literary text.

[RL.K.3, L.K.6]

Students will ask and answer questions about unknown words in a text.

[RL.K.4]

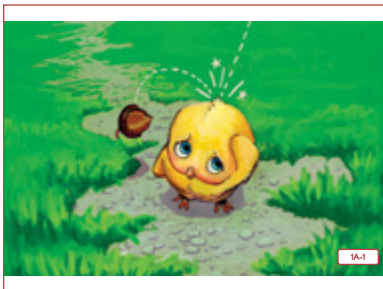
Language: Students will demonstrate an understanding of the Tier 2 word *sly*.

[L.K.5c]

PURPOSE FOR LISTENING

- Tell students 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 students to listen carefully to the story to find out what silly mistake Chicken Little makes and why it makes her scared.
- Remind students that this story is fiction, meaning it is 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” (15 MIN.)



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!” *Do you have questions about the meaning of any words that you heard in this part of the text? Start your question with a question word such as what, why, or when. For example: “What does the word ____ mean?”, “When the text says ____, what does that mean?”, “Why does the author say ____?” [Pause for*

student questions and provide responses.] What do you think it means that Chicken Little worked herself into a tizzy? 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. *Do you have questions about the meaning of any words that you heard in this part of the text? Remember to start your question with a question word such as what, why, or when. [Pause for student questions and provide responses. If needed, provide sample sentence starters such as, “What does the author mean by ____?”] The word piece means a small part of something.*

“Then let us go and tell the king!” said Henny Penny, who now felt quite worried as well. *Is the sky really falling? Why does Henny Penny think it is?*

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.



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.

D Differentiation

Support

The word *piece* can have other meanings. The word *piece* also means a work of art or music.

D Differentiation

Support

Is the sky really falling? Why does Goosey Loosey think it is?

“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.

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.

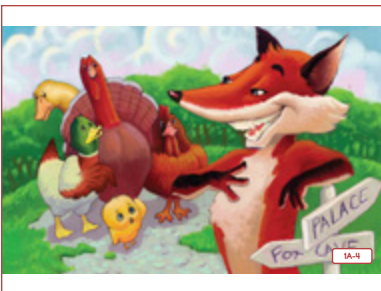
“Turkey Lurkey, the sky is falling!” cried Ducky Lucky.

“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?

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. *The word sly means being sneaky in a secretive and clever way.* “If the sky is falling, you’d better keep safe in my **den**, and I will go and tell the king for you.” *The den is the fox’s home. Do you think they should go into the fox’s den?* So Chicken Little, Henny Penny, Goosey Loosey, Ducky Lucky, and Turkey Lurkey followed Foxy Loxy into his den. **Turn and Talk:** *Turn and ask your partner, “Why do you think the author describes the fox as sly?” [Remind students to signal when both partners have contributed to the conversation.]* The dust in the den made Chicken Little sneeze. *Achoo!* The force of the sneeze made Chicken Little

D Differentiation

Support

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

D Differentiation

Support

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

come back to her senses. *This means that Chicken Little stopped being silly and thought carefully about where she was and what she was doing.*

"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.

D Differentiation

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



Check for Understanding

Think-Pair-Share: What fell on Chicken Little's head? Was it a piece of sky or something else? (*an acorn*)

After students think about and share their response with a partner, remind students to signal when both partners have contributed to the conversation. Then, have a few students share their partner's response aloud with the class.

COMPREHENSION QUESTIONS (10 MIN.)

- Literal.** Who is the main character in this story? (*Chicken Little is the main character in this story.*)
 - What is a character? (*A character is a person or talking animal in a story.*)
- Literal.** What happens in this story? (*Answers may vary, but should include the main plot points: an acorn falls on Chicken Little's head; Chicken Little thinks the acorn is a piece of the sky falling; Chicken Little tells others that the sky is falling; Foxy Loxy tries to trick the animals that believe the sky is falling; the animals get away from Foxy Loxy.*)
- Literal.** 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.*)
 - What kind of animal is Foxy Loxy? (*Foxy Loxy is a sly fox.*)
 - 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. **Evaluative.** Remember that “Chicken Little” is made-up and created from a writer’s imagination. 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.*)
5. **Evaluative.** 🧑🧑 *Think-Pair-Share:* How would you describe the character Chicken Little—wise, foolish, or brave? Why? Remind students to signal when both partners have contributed to the conversation. (*Answers may vary, but may include that Chicken Little is foolish because she thinks the sky is falling when an acorn falls on her head.*)



MULTILINGUAL/ENGLISH LEARNERS
Speaking and Listening
 Listening Actively

Entering/Emerging	Ask students simple questions (e.g., “Is ‘Chicken Little’ fiction, or did it happen in real life?”).
Transitioning/Expanding	Provide students with a specific sentence frame (e.g., “A part of the story that tells me that ‘Chicken Little’ is fiction is . . .”).
Bridging	Encourage students to use content-related words in complete sentences (e.g., “‘Chicken Little’ is fiction because its plot includes made-up events.”).

WORD WORK: SLY (5 MIN.)

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 for you.’”
2. Say the word *sly* with me.
3. When someone is sly, they are sneaky, secretive, and clever.
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 _____. They were sly because . . .”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. 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.

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

Lesson 1: Chicken Little

Application



Writing: Students will produce complete sentences to describe images from a literary text and sequence the beginning, middle and end. **[L.K.1.F, W.K.3]**

WRITING: SEQUENCING BEGINNING, MIDDLE, AND END (15 MIN.)

- Have students turn to Activity Page 1.1, and call students' attention to the three images.
- Explain that each of the three images shows a different point in the plot of "Chicken Little." One shows an event that happens in the beginning, one shows an event from the middle, and another shows an event from the end.



Check for Understanding

Making Choices: Is the plot of a story what happens in the story or is it where a story takes place? (*what happens in the story*)

Activity Page 1.1



D Differentiation

Support

Show Image Cards 1–3, out of order, and reread passages of the story as needed.

Challenge

Have students label their images with *beginning*, *middle*, and *end*.

- Show students the first image on Activity Page 1.1. Tell students they will come up with a sentence that describes the image, to help them put the images in order. Remind students that the word *describe* means to tell about something.
- Remind students that a sentence has two parts.
 - Ask: What are the two parts that a complete sentence needs to have? (*The "who" or "what" and "what is happening" or "how someone/something is"*)

- Ask: Who or what is in the first image? Encourage students to use characters' names from the reading. If they have trouble remembering the characters' names, reread parts of the text that provide names of the characters. *(Answers may vary, but may include Goosey Loosey, Henny Penny, Ducky Lucky, Turkey Lurkey, Chicken Little, Foxy Loxy.)*
- Explain that now that we know who is in the image, we need to figure out what is happening or how someone/something is, to create our second part of the sentence.
 - Ask: What is happening? What are the characters doing? Encourage students to describe what they see in the picture using what they know from the story. If students explain a different part of the story, such as "are going to see the king," encourage them to use the image to determine which part of the story they are describing. Reread the text from the story that goes along with this image if students have difficulty remembering. *(Answers may vary, but may include that the animals are meeting Foxy Loxy; that Foxy Loxy tells the animals to go into his den; that the animals are talking to Foxy Loxy; that Foxy Loxy tricks the animals.)*
- Tell students that they will now put the "who/what" and "what is happening" parts together to make a complete sentence that describes the image. Explain that the "who or what" and the "what is happening" have to make sense together.
 - Provide students with the following sentence: *Foxy Loxy is talking to Foxy Loxy.*
 - Ask: Does this make sense? *(No)*
 - Ask: Why not? *(because Foxy Loxy isn't talking to himself)*
- Tell students you are going to use Foxy Loxy for the "who" in your sentence.
 - Ask: How can we complete the sentence to describe what Foxy Loxy is doing in the image? Elicit students' responses, then model putting both parts together to make a sentence. Explain that your complete sentence describes the "who" and the "what." *(Answers may vary, but may include that Foxy Loxy tells the other animals to come to his den or that Foxy Loxy tries to trick the other animals.)*
- Show students the second image on Activity Page 1.1.
 - Ask: Who is in the image? *(Answers may vary, but may include Goosey Loosey, Henny Penny, Chicken Little, Ducky Lucky.)*
 - Ask: What is happening? What are the characters doing? *(Answers may vary, but may include talking, meeting Ducky Lucky, saying the sky is falling, saying a part of the sky fell on her head.)*

- Tell students that now they will put the “who” and the “what is happening” together to make a sentence that describes the image. Tell students they will make a sentence starting with “Chicken Little” as the “who.”
 - Ask: What is Chicken Little doing in the image? (*Answers may vary, but may include that Chicken Little is telling Ducky Lucky part of the sky fell on her head.*)
 - Have one or two students share a complete sentence with the class. If a student’s responses don’t match the picture or make sense with Chicken Little, provide feedback by explaining why.
- Show students the third image on Activity Page 1.1.
 - Tell students they will work with a partner to say a sentence that tells who/what and what is happening in the image.
 - Ask: Who or what is in the image? (*Chicken Little, an acorn*)
 - Tell students that this time, they will start their sentences with the “what”: an acorn.
 - **Turn and Talk:** Finish the sentence by telling your partner what is happening to the acorn in the image. Remind students to signal when both partners have contributed to the conversation. Have two or three students share their partner’s sentence aloud. (*Answers may vary, but may include that an acorn falls on Henny Penny’s head.*)
- Explain that now students understand what is happening in each image, they can put them in order of what happened.
- 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.
- Have students cut out the images and put them in order to show the beginning, middle, and end of the story. Circulate around the room as students order the three images and have them retell you the story using the images. Provide students feedback as needed.
- Once students are sure they have sequenced the images correctly, have them glue the images in order onto a piece of paper.



MULTILINGUAL/ENGLISH LEARNERS

Writing

Composing/Writing

Entering/Emerging	Provide students with additional language to describe “beginning, middle, and end” (e.g. first, next, last). Prompt students with simple questions (e.g., “Does this picture show what happened first in the beginning of the story?”)
Transitioning/Expanding	Prompt students with statements (e.g., “Point to the picture that shows the beginning of the story.”)
Bridging	Encourage students to use content-related words in complete sentences, that reveal the order of the story (e.g., “This image shows the beginning of the story” or “In the beginning of the story. . .”)

USING THE PREPOSITIONS ON AND OFF (5 MIN.)

- Have students look at the first picture on completed Activity Page 1.1.
- Have students choose a word to orally fill in the blank in this sentence, “The acorn fell _____ Chicken Little’s head.” (*on*)
- Ask students what the word *on* means in this sentence. (*It tells where something is.*)
- Have students work in pairs to orally create a sentence that uses the preposition *on*. Have one or two pairs share their sentences with the whole class. Provide support to students who have difficulty creating a complete sentence.
- Ask students what the opposite of *on* is. (*off*)
- Have students work in pairs to orally create a sentence that uses the preposition *off*. Have one or two pairs share their sentences with the whole class. Provide support to students who have difficulty creating a complete sentence.

End Lesson

Take-Home Material

CAREGIVER LETTER

- Send home Take-Home Page 1.2.
- Caregiver Letter: this overview can be found in the program’s online resources.

Take-Home Page 1.2



UNDERDOGS AND HEROES: STORIES

The Three Little Pigs

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will recall the meaning of *character* and *plot* and will identify straw, sticks, and bricks.

[SL.K.1]

Reading

Students will describe the plot of a literary text.

[RL.K.3, L.K.6]

Language

Students will demonstrate an understanding of the Tier 2 word *blazing*.

[L.K.5c]

Writing

Students will produce complete sentences to describe images from a literary text and sequence main events in the plot.

[L.K.1.F, W.K.3]

FORMATIVE ASSESSMENT**Activity Page 2.1**

Sequencing Events in the Story Students will sequence images illustrating the plot of “The Three Little Pigs.”

[W.K.3]



LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> pieces of straw <input type="checkbox"/> sticks <input type="checkbox"/> pieces of brick <input type="checkbox"/> Image Cards
Essential Background Information or Terms			
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	
Interactive Read-Aloud			
“The Three Little Pigs”			
Comprehension Questions			
Word Work: <i>Blazing</i>			
This is a good opportunity to take a break.			
Application			
Writing: Sequencing Events in the Story	Independent	20 min.	<input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> scissors <input type="checkbox"/> glue <input type="checkbox"/> paper

ADVANCE PREPARATION

Introducing the Read-Aloud

- Bring in pieces of straw, sticks, and pieces of brick to pass around and show students.

CORE VOCABULARY

huff, v. to blow air out or breathe out heavily

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

Variation(s): huffs, huffed, huffing

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

chimney, n. a hollow passage that allows smoke to escape from a building

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

Variation(s): chimneys

blazing, adj. hot and bright

Example: We settled down to read a book by the blazing fire.

Variation(s): none

Vocabulary Chart for “The Three Little Pigs”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		huff chimney blazing	
Spanish Cognates		<i>chimenea</i>	
Multiple- Meaning		puff	
Sayings and Phrases	big, bad wolf in the nick of time		

Lesson 2: The Three Little Pigs

Introducing the Read-Aloud



Speaking and Listening: Students will recall the meaning of *character* and *plot* and will identify straw, sticks, and bricks. [SL.K.1]

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Tell students that, like “Chicken Little,” today’s story also has talking animals as the main characters.
- Review with students what *character* means. (*A character is a person or animal that a story is about.*)
- Remind students that the plot is what happens, or the events, in a story.
 - Explain that 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.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)**Show image 2A-1: Straw**

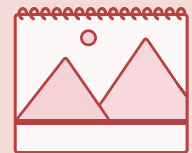
- Pass around pieces of straw. Help students identify the image and material as straw.
 - Explain that straw is dried grass that is sometimes used as animal bedding.

Show image 2A-2: Sticks

- Pass around sticks. Help students identify the image and material as sticks.
 - Discuss with students where sticks come from.

Show image 2A-3: Bricks

- Pass around pieces of brick. Help students identify the image and material as brick.
 - Explain that bricks are made from clay. When the clay dries, the bricks become very hard. Discuss with students the uses of bricks.

Flip Book 2A-1– 2A-3



MULTILINGUAL/ENGLISH LEARNERS

Reading

Exchanging Information and Ideas

Entering/Emerging

Ask students yes/no questions about plot and encourage them to ask their own questions about plot.

Transitioning/ Expanding

Encourage students to build on what the previous student has said about plot.

Bridging

Challenge students to say something more about plot than what the previous student has said.



Check for Understanding

Point and Say It: Have students point to straw, sticks, and brick and say the name of each.

Lesson 2: The Three Little Pigs

Read-Aloud



Reading: Students will describe the plot of a literary text. [RL.K.3, L.K.6]

Language: Students will demonstrate an understanding of the Tier 2 word *blazing*. [L.K.5c]

PURPOSE FOR LISTENING

- Tell students 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 chooses a different building material.
- Ask them to listen carefully to the plot, or the events of the story, to find out which pig makes 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.

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.”

“THE THREE LITTLE PIGS” (15 MIN.)



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.



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. “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.

D Differentiation

Support

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

D Differentiation

Support

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. "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.

D Differentiation

Support

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. "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." *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." *Do you think the little pig should let the wolf in?*

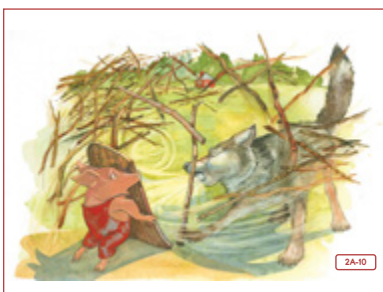
"Not by the hair of my chinny chin chin," answered the first little pig. *[Encourage students to repeat the refrain, "Not by the hair of my chinny chin chin."]*

"Then I'll **huff** and I'll **puff** and I'll blow your house down," said the wolf. *[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."]* 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." *Do you think the second little pig should let the wolf in?*

"Not by the hair of my chinny chin chin," answered the second little pig. *[Encourage students to repeat the refrain.]*

"Then I'll huff and I'll puff and I'll blow your house down," said the big, bad wolf. *[Encourage students to repeat the refrain.]*

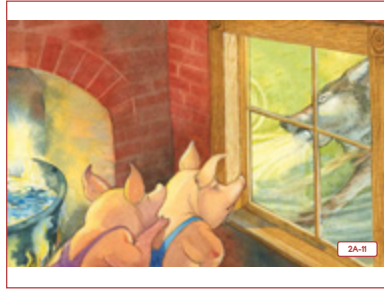


Show image 2A-10:
Wolf and the stick house

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." *Do you think the third little pig should let the wolf in?*

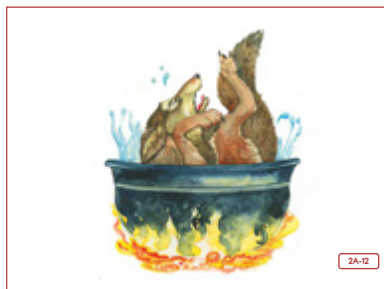
"Not by the hair of my chinny chin chin," answered the third little pig. *[Encourage students to repeat the refrain.]*

"Then I'll huff and I'll puff and I'll blow your house down," said the big, bad wolf. *[Encourage students to repeat the refrain.]* 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." *A chimney is the structure that allows the smoke from a fire to go out of the house.*

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. *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.



Check for Understanding

Recall. 👤👤 *Think-Pair-Share:* What did the three little pigs use to build their houses? (*straw, sticks, and bricks*) Which was the strongest? (*the brick*). Remind students to signal when both partners have contributed to the conversation. Then, have a few students share their partner's response aloud with the class.

D Differentiation

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

COMPREHENSION QUESTIONS (10 MIN.)

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. **Inferential.** 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.*)
 - **Inferential.** What is plot? (*Plot is what happens or the events in a story.*)
 - **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.*)
 - **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.*)
3. **Evaluative.** 👤👤 *Think-Pair-Share:* Which one of the three pigs do you think is the smartest? Why? Remind students to signal when both partners have contributed to the conversation. (*The third pig is wise to choose to build his house with bricks. Bricks are heavier and harder to lift than straw or sticks, so it takes longer to build the house, but it is the strongest house.*)



MULTILINGUAL/ENGLISH LEARNERS
Speaking and Listening
Offering Opinions

Entering/Emerging	Show images in the text that will help students answer simple questions (e.g. “This is the third pig. Is this pig the smartest one? Why?”)
Transitioning/ Expanding	Provide students with a specific sentence frame (e.g., “The smartest pig is _____ because . . .”)
Bridging	Encourage students to use content-related words in complete sentences (e.g., “The smartest character is the third pig because he builds his house out of strong brick.”)

WORD WORK: BLAZING (5 MIN.)

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 bright.
4. I stayed away from the blazing fire in the fireplace because it was so 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. 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.”

- the sun (*That’s blazing!*)
- the ocean (*That’s not blazing.*)
- a fire (*That’s blazing!*)
- ice (*That’s not blazing.*)

Lesson 2: The Three Little Pigs

Application



Writing: Students will produce complete sentences to describe images from a literary text and sequence main events in the plot. [L.K.1.F, W.K.3]

WRITING: SEQUENCING EVENTS IN THE STORY (15 MIN.)

- Have students turn to Activity Page 2.1, and call students' attention to the four pictures.
- Explain that each of the four pictures shows a different point in the plot of "The Three Little Pigs."



Check for Understanding

Turn and Talk: What are the events in a story called, and what are some main events that occurred in "The Three Little Pigs"? Remind students to signal when both partners have contributed to the conversation. After students have shared their responses with a partner, call on a few students to share their partner's response. *(Plot. Answers may vary, but may include the pigs building houses made of three different materials; the wolf trying to blow down the pigs' houses; the wolf jumping down the chimney and landing in boiling water.)*

- Have students look at the first image on Activity Page 2.1. Tell students they will come up with one sentence that describes, or tells about, the picture.
- Remind students that a complete sentence has two parts: it tells "who/what" and "what is happening."
- Ask: Who do you see in this image? *(the three little pigs and the wolf)*
- Provide students with the following sentence stem: The wolf ____.
 - Ask: Is this a complete sentence? *(no)*
 - Ask: What part of the sentence does this tell us and what is missing? *(It tells the "who"; it is missing the "what is happening.")*

Activity Page 2.1



D Differentiation

Support

You may choose to have students complete this activity in pairs, or use it as a small-group activity.

Support

Reread passages of the story as needed.

- Have students help you complete the sentence, describing what is happening, or what the wolf is doing, in the image. Encourage students to use details from the story to tell what is happening.
 - Ask: What is the wolf doing in the image? (*trying to blow the little pigs' brick house down, blowing on the little pigs' brick house*)
 - If students leave out the detail of brick, remind students that there are different houses in the story. Ask: "What material is the house in this image made of?" (*brick*)
 - Model combining both parts of the sentence for students: *The wolf is trying to blow the little pigs' brick house down.*
- Have students look at the second image on Activity Page 2.1
- Provide students with the following sentence stem: The three little pigs____.
 - Ask: Is this a complete sentence? (*no*)
 - Ask: What part of a sentence does this tell us, and what part is missing? (*It tells us "who"; it is missing "what is happening."*)
 - Have students turn to a partner, and complete the sentence by describing what is happening. Remind students to start their sentences with "The three little pigs" (*Answers may vary, but may include that the three little pigs are leaving their home or that the three little pigs are saying goodbye to their mother.*)
 - Call on a few students to share their partner's sentence with the class.
- Have students look at the third image on Activity Page 2.1 (the wolf blowing on the stick house).
- Provide students with the following language: *blows on the stick house.*
 - Ask: Is this a complete sentence? (*no*)
 - Ask: What part of a sentence does this tell us, and what part is missing? (*It tells "what is happening"; it is missing "who/what."*)
 - Have students complete the sentence, by naming *who*. Have a few students share their responses aloud.
 - Share the following sentence with students: *blows on the stick house the wolf.*
 - Ask: Does this order make sense or sound right? Why or why not? (*No, because if the sentence is told in this way, we don't know who is blowing on the stick house.*)
 - Ask: How would you fix this sentence? (*Move "who," the wolf, to the beginning of the sentence: The wolf blows on the stick house.*)

- Have students look at the fourth image on Activity Page 2.1 (image of the wolf in the boiling hot water).
- Have student partners come up with a sentence that describes what is happening in this image. Tell students their sentences should include “who/what” and “what is happening.” (*Answers may vary, but may include that the wolf falls into the boiling water.*)
- Explain that students will put these images in order now that they understand what is happening in each image.
- Have students cut out the images, and put them in order to show the beginning, middle, and end of the story.
- Remind 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.
- Circulate around the room as students order the four images. As they complete this step, have them retell you the story using the images.
- Once students are sure they have sequenced the images correctly, have them glue the images in order onto a piece of paper.



MULTILINGUAL/ENGLISH LEARNERS

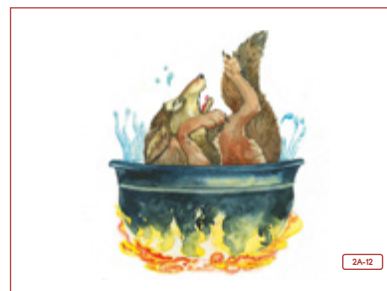
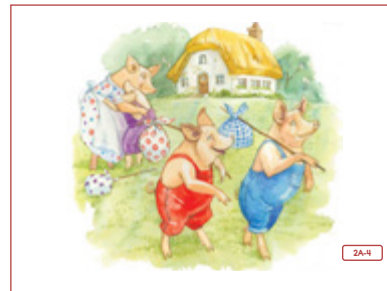
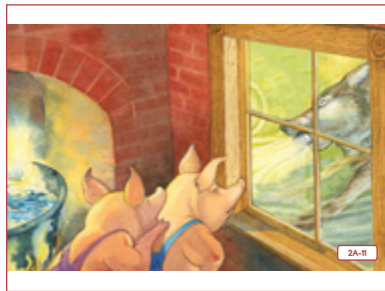
Writing

Composing/Writing

Entering/Emerging	Prompt students with simple questions (e.g., “Which picture shows the end of the story?”)
Transitioning/ Expanding	Provide students with content vocabulary such as “beginning, middle and end”. Ask students simple questions and prompt them to use content vocabulary in their responses (e.g., “Does this picture show the beginning or middle of the story?”)
Bridging	Provide students with sentence stems to describe the order of the pictures (e.g., “This pictures shows the ____, because in the picture ____.”)

USING THE PREPOSITIONS *IN* AND *OUT* (5 MIN.)

- Have students look at the third image in the sequence they created (the image of the wolf blowing on the brick house).
- Tell students they will come up with a sentence that describes where the characters are in the image.
- Have students choose a word to orally fill in the blank in this sentence, “The Three Little Pigs are _____ the house.” (*in*)
- Still looking at the third picture in the sequence, have students choose a word to orally fill in the blank in this sentence, “The wolf is _____ of the house.” (*out*)
 - Students may say *outside*, which is also correct, but emphasize *in* vs. *out*.
- Ask students what the words *in* and *out* describe in the sentences. (*They tell where something is.*)
- Have students work in pairs to orally create one sentence that uses the preposition *in*, and another sentence that uses the preposition *out*, to describe other images on Activity Page 2.1. (*Answers may vary, but sample sentences could include the following: The soup is in the bowl; The dog is out of the house.*) Have a few pairs share out their sentence with the whole class. Provide support to students who have difficulty creating a complete sentence.



End Lesson

UNDERDOGS AND HEROES: STORIES

The Three Billy Goats Gruff

PRIMARY FOCUS OF LESSON**Reading**

Students will recall examples of character and plot and will identify the meaning of setting.

[RL.K.3, L.K.6]

Students will identify the problem in a literary text.

[RL.K.3]

Language

Students will demonstrate an understanding of the Tier 2 word *longed*.

[L.K.4b, L.K.5c]

Writing

With assistance, students will participate in a shared writing activity using technology to narrate events in a literary text.

[W.K.3; W.K.6]

FORMATIVE ASSESSMENT**Exit Pass**

Drawing Students will draw two events from “The Three Billy Goats Gruff.”

[RL.K.3]



LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min..	
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	
“The Three Billy Goats Gruff”			
Comprehension Questions			
Word Work: <i>Longed</i>			
This is a good opportunity to take a break.			
Application			
Writing: Retelling the Story	Whole Group	20 min.	<input type="checkbox"/> Computer connected to a projector <input type="checkbox"/> Digital presentation program <input type="checkbox"/> Access to Teacher Resource site for digital Flip Book

ADVANCE PREPARATION

- This technology-based lesson requires use of a presentation program of your choice, access to the online Flip Book images on the Teacher Resource site, and a projector to show the slides as they are created as well as the online images. Set up in advance of the lesson. Alternately, the lesson can be done on chart paper.

Universal Access

- Create a Character, Setting, Plot Map (a three-circle chart) to help students organize information about “The Three Billy Goats Gruff.” Students may refer to the Character, Setting, Plot Map during class discussions and while they retell the story. You may wish to make the Character, Setting, Plot Map on large paper so that students will have more space to work. Alternatively, you may wish to make a very large version for the class to fill in together.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

CORE VOCABULARY

longed, v. really wanted something that is often hard to get

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

Variation(s): long, longs, longing

gobble, v. to eat something quickly

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

Variation(s): gobbles, gobbled, gobbling

creaked, v. made a low, squeaking sound when it moved

Example: The door creaked open.

Variation(s): creak, creaks, creaking

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

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

Variation(s): none

Vocabulary Chart for "The Three Billy Goats Gruff"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		longed gobble creaked scarcely	
Multiple-Meaning			
Sayings and Phrases	billy goat too little much bigger rolled off		

Lesson 3: The Three Billy Goats Gruff

Introducing the Read-Aloud



Reading: Students will recall examples of character and plot and will identify the meaning of setting.

[RL.K.3, L.K.6]

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.
 - Have students demonstrate their understanding of character by providing examples of characters from “Chicken Little” and “The Three Little Pigs.”
- Remind students that the plot of a story is what happens, or the events in a story.
 - Have students demonstrate their understanding of plot by providing examples of important plot points in “Chicken Little” and “The Three Little Pigs.”
- Remind students that the setting of a story is the place where the story happens.
 - Explain that 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.
 - Discuss setting by offering examples of setting in familiar stories, and encourage students to offer examples of setting.



MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Ask students questions with options to identify the setting and main events in stories they have read (e.g., Did “The Three Little Pigs” take place in their houses, or in the ocean? In “Chicken Little,” is it an important plot point that an acorn fell on her head, or that she was trying to blow a house down?)

Transitioning/ Expanding

Provide students with sentence stems that include familiar places and stories, to help them understand concepts such as setting and plot (e.g., A teacher teaches her class in _____. The three little pigs lived in _____. At the beginning of “Chicken Little” _____.)

Bridging

Encourage students to use content-related words in complete sentences (e.g., “The setting of ‘The Three Little Pigs’ could be each pig’s house.”)

Lesson 3: The Three Billy Goats Gruff

Read-Aloud



Reading: Students will identify the problem in a literary text. [RL.K.3]

Language: Students will demonstrate an understanding of the Tier 2 word *longed*. [L.K.4b, L.K.5c]

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 they 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” (15 MIN.)



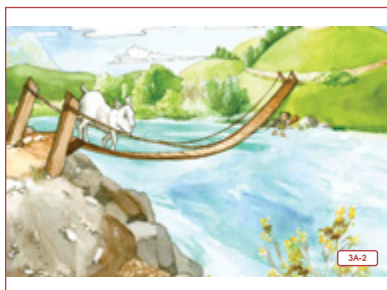
Show image 3A-1: The three Billy Goats Gruff

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. *They really, really wanted to go up the hillside covered with thick, green grass.* They wanted

to eat that grass because they knew it would be delicious.

To get to the hillside they had to cross a brook. *[Point to the brook in the picture.] A brook is a small river or stream of water.* Over the brook was a bridge. And under the bridge lived a troll. *[Point to the troll in the picture.]*

Now, the first to cross the bridge was the Little Billy Goat Gruff. *The word cross means to go from one side of the bridge to the other.*



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.” *To gobble something means to eat it quickly.*

“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.”

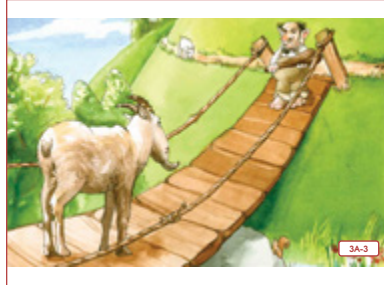
“Well, be off with you!” said the troll, who was usually much more polite when his tummy was full and he had had a decent nap. He settled back down under the bridge, determined to fall back asleep.

D Differentiation

Support

The word *cross* can have other meanings. The word *cross* also means to be annoyed or angry.

Think-Pair-Share: Why do you think the troll wants to wait until a bigger billy goat comes along? [Remind students to signal when both partners have contributed to the conversation. Then, have a few students share their partner's response with the class.] (Answers may vary, but may include that the troll is hungry and a bigger billy goat will fill him up more.)



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.

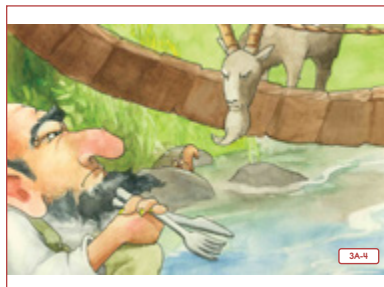
“WHO’S THAT TRIP-TRAPPING OVER MY BRIDGE?” roared the troll, jumping up onto the bridge. Now the troll was becoming very grumpy. How was he to get any sleep with all of this noise moving over his bridge?

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

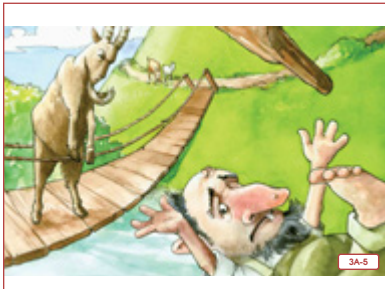
“WHO’S THAT TRIP-TRAPPING OVER MY BRIDGE?” roared the troll, for this was really getting quite ridiculous!

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.”

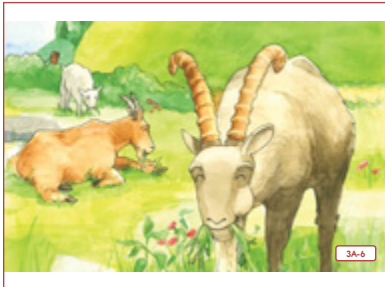
“Well, then, come and try it!” said the Big Billy Goat Gruff.

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



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

Snip, snap, snout, this tale’s told out.


D Differentiation

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



Check for Understanding

Recall.  *Think-Pair-Share:* What is setting? Remind students to signal when both partners have contributed to the conversation. (*the place where a story happens*) What is the setting of this story? (*a bridge near a grassy hill*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Which characters try to cross the bridge? (*The three Billy Goats Gruff: Little Billy Goat Gruff, Middle Billy Goat Gruff, and Big Billy Goat Gruff.*)
 - **Literal.** How many Billy Goats Gruff are there? (*There are three Billy Goats Gruff.*)
 - **Literal.** What are their names? (*Their names are Little Billy Goat Gruff, Middle Billy Goat Gruff, and Big Billy Goat Gruff.*)
2. **Literal.** What happens after Little Billy Goat Gruff crosses the bridge? (*Little Billy Goat Gruff wakes up the troll, and the troll yells and says he is going to gobble up Little Billy Goat Gruff. Little Billy Goat Gruff says that his brother, who is bigger, is coming next, so the troll does not gobble him up.*)
 - **Literal.** Who lives under the bridge? (*The troll lives under the bridge.*)
 - **Literal.** What is the troll trying to do when Little Billy Goat Gruff crosses the bridge? (*The troll is trying to take a nap.*)
 - **Literal.** Why doesn't the troll gobble up Little Billy Goat Gruff? (*Little Billy Goat Gruff says that his brother, who is bigger, is coming next, so the troll decides to wait.*)
3. **Literal.** 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.*)
4. **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.*)

5. **Evaluative.** 🧑🧑 *Think-Pair-Share:* What did the three Billy Goats Gruff long for, and what problem is in the way? Do they get what they want, and is it worth the trouble they face? Why or why not? How are these three characters alike and how are they different? Remind students to signal when both partners have contributed to the conversation. (*Answers may vary, but may include that they long to eat the grass on the hillside; that the troll won't let them cross the bridge; that they are alike because they all tricked the troll in some way and all want the same thing; that they are different because they are different sizes. Responses may vary about the trouble being worth what they face.*)



MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

Offering Opinions

Entering/Emerging	Prompt students with additional questions to help elicit their opinion. (Did the Billy Goats face trouble? Did the Billy Goats get what they wanted in the end? Was it good for the Billy Goats even though it was hard?)
Transitioning/Expanding	Provide students sentence frames to state their opinion (e.g., I think the trouble the Billy Goats Gruff faced is worth it because___.)
Bridging	Provide students with a bank of learned phrases they can use in their open responses (e.g., “trouble they face,” “longed for”).

WORD WORK: LONGED (5 MIN.)

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 *long* for something or long to do something, it means you really, really want something that is often hard to get or hard to do. The suffix *-ed* is added the end of an action word when it happened in the past. Therefore if you *longed* for something, it means you really wanted it, or wanted to do it, in the past.
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?

D Differentiation

Challenge

Have students come up with their own verbs using the suffix *-ed*.

Use a Word Parts activity for follow-up.

- Explain to students that the root word, or base word, in the word *longed* is *long*.
- Remind students that when the suffix *-ed* is added to the end of an action word, it means it happened in the past, or already happened.
- Provide students with the following verb: *jump*. Ask students what we can add to the action word *jump* to show that it happened in the past. Ask students how we would say this new word (*-ed, jumped*).
- Have students use a sentence with the word *jumped*. Provide a sample sentence as needed, such as “I jumped over the river.”
- Provide students with the following past tense verbs. Ask them to identify the root, or base word, and the suffix *-ed*, to help them identify the meaning of the word.
 - splashed
 - skipped
 - smiled

Lesson 3: The Three Billy Goats Gruff

Application

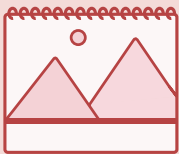


Writing: With assistance, students will participate in a shared writing activity using technology to narrate events in a literary text. **[W.K.3; W.K.6]**

WRITING: RETELLING THE STORY

- See Advanced Preparation section of the lesson for details. This technology-based lesson requires use of a presentation program of your choice, access to the online images on the Teacher Resource site, and a projector to show the slides as they are created and the online images.
- Students will help to choose the words and images to go on the slides. You will need to use the copy-and-paste method or screen grab method available on your computer to capture the image to paste onto the slide.
- Tell students that you will be recreating the story of “The Three Billy Goats Gruff” using images from the story and slides.
- Project a digital presentation program of your choice and tell students that

Flip Book 3A-1– 3A-6



they will all be helping to write the story. Explain that you will be typing the words for them. (It would be helpful to have a title page slide already created.)

- Discuss that first they'll need to introduce the characters and setting.
- Tell students that you will ask them questions to help them come up with a sentence or two to put on the slide.
 - Ask: Who are the characters in the story? (*Little Billy Goat Gruff, Middle Billy Goat Gruff, Big Billy Goat Gruff and the troll.*)
 - Ask: What do the Billy Goats Gruff want in the beginning of the story? (*They want to cross to eat the green grass.*)
 - Ask: Where is the green grass? (*Up on the hillside on the other side of the bridge or brook.*)
- Have students share a complete sentence that includes: who, where, and what is happening in the beginning of the story. (*Answers may vary, but may include that the three billy goats want to eat the grass on the hillside on the other side of the bridge.*)
- Record a few examples of sentences on the slide. Leave room on the slide to add an image later.
- Next, discuss with students what event should go on the next slide. Have students come up with a sentence that describes what happens next in the story. Prompt students with the following questions and reread portions of the Read-Aloud if students need assistance in remembering the order of events:
 - Ask: Who is in the next event in the story: Little Billy Goat, Middle Billy Goat, or Big Billy Goat? (*Little Billy Goat*)
 - Ask: What does Little Billy Goat do in this part of the story? What is happening? (*Little Billy Goat tries to cross the bridge and wakes the grumpy troll.*)
- Have students dictate a complete sentence that describes the event, incorporating the “who/what” and “what is happening” at this part in the story.
 - Depending on student responses, ask what other details from the story they can add to their sentence to elaborate, or tell more about, what is happening. You may prompt students with questions such as: Who does Little Billy Goat meet? Where is Little Billy Goat? How does the troll act? Record a few student sentences by typing them into the slide.

- Continue through the sequence of the story, using sequencing words like *then*, *next*, *finally*, etc.. (Middle Billy Goat and the troll; Big Billy Goat and the troll; troll falling off the bridge.) You should have a total of six slides, with title page.
- Next, project the Flip Book images from the Teacher Resource site that accompanied the story. Ask students which images should go on each slide. Use your copy-and-paste or screen grab method to add those images to each of the slides.
- When complete, read the digital presentation to the students as you go through the slides.

Note: If you do not have access to technology for this lesson, modify it so that you are using chart paper to capture the words and use the Flip Book to discuss what image should be chosen to go with the retelling.



MULTILINGUAL/ENGLISH LEARNERS

Writing

Exchanging Information and Ideas

Entering/Emerging

Reframe questions to include more prompting and options (e.g., How many characters are in the beginning: one, two, or three?)

Transitioning/ Expanding

Provide students with a specific sentence frame (e.g., "The first thing that happens in the story is . . .")

Bridging

Encourage students to use key details in complete sentences (e.g., "The story begins with the three Billy Goats Gruff that long to get to a green hillside.")



Exit Pass

Ask students to draw a villain from the story in Lesson 2 or Lesson 3. Have them draw and explain the problem that the villain poses.

End Lesson

UNDERDOGS AND HEROES: STORIES

The Wolf and the Seven Little Kids

PRIMARY FOCUS OF LESSON**Reading**

Students will recall the meaning of *fiction*, identify the folktale as a type of fiction, and discuss familiar folktales.

[RL.K.5, SL.K.1a]

Students will identify elements of a folktale.

[RL.K.5, SL.K.1a]

Language

Students will demonstrate an understanding of the Tier 2 word *terrified*.

[L.K.5c]

Writing

Students will sequence the events of a folktale.

[W.K.3]

Reading

Students will define the role of an author and illustrator of a text.

[RL.K.6]

FORMATIVE ASSESSMENT**Activity Page 4.1**

Sequencing Events in the Story Students will sequence images illustrating the plot of “The Wolf and the Seven Little Kids.”

[RL.K.5]



LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
Essential Background Information or Terms	Whole Group	10 min.	❑ Discussion Guidelines poster
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	
“The Wolf and the Seven Little Kids”			
Comprehension Questions			
Word Work: <i>Terrified</i>			
This is a good opportunity to take a break.			
Application			
Writing: Sequencing Events in the Story	Independent Whole Group	20 min.	❑ Activity Page 4.1 ❑ scissors ❑ glue ❑ trade book of your choice
Domain-Related Trade Book			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to reference the Discussion Guidelines poster you created in Lesson 1.

Application

- Select a trade book that tells a folktale to read aloud to the class.

Universal Access

- Create a Character, Setting, Plot Map (a three-circle chart) to help students organize information about “The Wolf and the Seven Little Kids.” Students may refer to the Character, Setting, Plot Map during class discussions and while they retell the story. You may wish to make the Character, Setting, Plot Map on large paper so that students will have more space to work. Alternatively, you may wish to make a very large version for the class to fill in together.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

CORE VOCABULARY

kids, n. young goats

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

Variation(s): kid

bleated, v. cried out; made the sound of a goat or sheep

Example: The goat bleated when it was frightened.

Variation(s): bleat, bleats, bleating

disguise, v. to 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

mill, n. a person who works in a mill and makes flour

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

Variation(s): millers

terrified, adj. very scared

Example: The terrified mouse ran away from the cat.

Variation(s): none

Vocabulary Chart for “The Wolf and the Seven Little Kids”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	bleated miller	disguise terrified	
Multiple-Meaning	kids		
Sayings and Phrases	came back grandfather clock		

Lesson 4: The Wolf and the Seven Little Kids

Introducing the Read-Aloud



Reading: Students will recall the meaning of *fiction*, identify the folktale as a type of fiction, and discuss familiar folktales. [RL.K.5, SL.K.1a]

ESSENTIAL BACKGROUND INFORMATION OR TERMS

- 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.
- Explain that 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.
- Explain that 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.
- Ask students to share any folktales they have heard. This may include from books, from their families, or elsewhere. Remind students that when they are engaging in a discussion with the class, in small groups or with partners, they should listen respectfully and follow their agreed-upon discussion rules. Reference the Discussion Guidelines poster you created in Lesson 1.



Check for Understanding

Thumbs-Up/Thumbs-Down: A folktale is a type of fiction. (*thumbs-up*)

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

Lesson 4: The Wolf and the Seven Little Kids

Read-Aloud



Reading: Students will identify elements of a folktale. [RL.K.5]

Language: Students will demonstrate an understanding of the Tier 2 word *terrified*. [L.K.5c]

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 identify what makes it a folktale and 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” (15 MIN.)



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.

Kids is a word for baby goats.

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

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



Show image 4A-2:
Wolf at the door

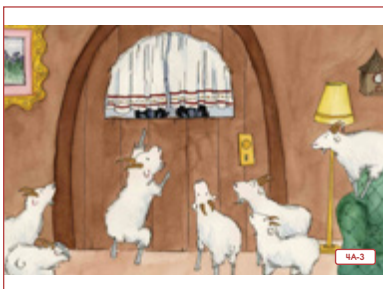
What do you see in this picture? [Tell students to respond using a complete sentence that includes “who/what” and “what is happening” in the image. If students need additional prompting, ask, “Who do you see in the image? What is happening?” Then, support

students with putting both parts of the sentence together.] (Answers may vary, but may include that the wolf is knocking on the door or comes to the house.)

Soon there came a knock [*Knock on something.*] 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!

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 special kind of chalk, which he ate to make his voice soft. Then he came back, and knocked at the door, [*Knock on something.*] 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

Turn and Talk: *What do you see in this picture? Who is at the door? How can you tell? [Tell students to respond using a complete sentence that tells the “who/what” and “what is happening.” Remind students to*

signal when both partners have contributed to the conversation.] (Answers may vary, but may include that they are looking at the wolf through the door.)

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.

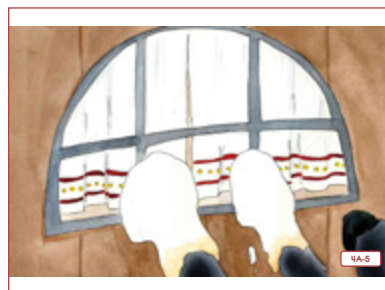
Again, the poor wolf felt sad, for he could not help that his fur was dark grey. And so, he ran to a baker. A baker is a person who makes and sells bread and cakes. "Baker," he said, "Please, spread some dough over my paws."



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

And when the baker had coated his paws with dough, the wolf went to the **miller**. A miller is a person who works at a mill and makes flour. "Miller," he said, "please sprinkle some white flour over my paws." Now the wolf's feet looked just like the mother goat's!

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, [Knock on something.] 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

"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. Why do the kids think it is their mother? (Answers may vary, but they could

include that their mother has white paws.)

In pounced the wolf, ready to play! The **terrified** kids tried to hide, because they did not know that the wolf was actually nice. Terrified means very scared. 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.

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. *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 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

"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. *If you are sensitive, you understand the feelings of other people.* 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. *Now that they understand each other, the kids and the wolf can be great friends!*



Check for Understanding

Sentence Elaboration Show students image 4A-4. Remind students they created sentences about this image during the Read-Aloud.

Provide students with the following sentence: *The wolf knocks.*

Tell students they will add more details to the sentence to tell more about what is happening.

- Ask: When does the wolf knock? Remind students that *when* describes a time, a moment, or a part of the day. (*after the mother goat leaves for the forest*)
 - If students need more support, ask: Does the wolf knock before or after the mother goat leaves for the forest?
 - Tell students to add the details that describe when the wolf knocks to the beginning of the sentence. (*when the wolf knocks*)
 - Have students practice saying this complete sentence aloud: *After the mother goat leaves for the forest, the wolf knocks.*
- Ask: Where does the wolf knock? Remind students that *where* tells about a place. (*on the door of the goat's house*)
 - If students say “on the door,” ask: Where is the door?
 - Tell students to add *where the wolf knocks* to the end of the sentence, to tell more about what is happening.
 - Have students practice adding both *where* and *when* to the sentence aloud: *After the mother goat leaves for the forest, the wolf knocks on the door of the goat's house.*

- Ask: Why does the wolf knock? Tell students that *why* tells the reason that something happens, or the reason that someone does something. (*He wants to play with the kids.*)
 - If students have difficulty answering this question, reread the last paragraph under image 4A-1, starting with “meanwhile.”
 - Tell students to add *why* to the end of the sentence, to tell more about what is happening. Explain that students can add the word *because* before they tell the reason.
 - Have the students practice saying the sentence with the added details that describe where, when, and why: *After the mother goat leaves for the forest, the wolf knocks on the door of the goat’s house because he wants to play with the kids.*

COMPREHENSION QUESTIONS (10 MIN.)

1. **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.*)
2. **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.*)
3. **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.*)
4. **Literal.** What does the wolf really want with the kids? (*The wolf just wants to make friends and play with the kids.*)
5. **Evaluative.** *Turn and Talk:* Remember that “The Wolf and the Seven Little Kids” is a special kind of fiction story. What happens in the story that shows it is fiction? Remind students to signal when both partners have contributed to the conversation. (*It is fiction because animals cannot actually talk.*) What special kind of fiction is this story and how do you know? (*This is a folktale because it is a made-up story that has been passed from generation to generation.*)
 - Have a few students share their partner’s response aloud with the class.

D Differentiation

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

Listening Actively

Entering/Emerging	Provide students with sentence frames and provide options for responses (e.g., The wolf wants to: play with the kids/hurt the kids/eat the kids.)
Transitioning/ Expanding	Provide students with a specific sentence frame (e.g., "The wolf really wants to _____ with the kids.")
Bridging	Encourage students to use content-related words in complete sentences (e.g., "In the plot of the folktale, the wolf character wants to make friends with the kids.")

WORD WORK: TERRIFIED (5 MIN.)

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, they are 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. 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.

- a puppy (*I would not be terrified.*)
- a lightning bolt (*I would be terrified.*)
- a rainbow (*I would not be terrified.*)
- a tree (*I would not be terrified.*)
- a wolf (*I would be terrified.*)
- a star (*I would not be terrified.*)

Lesson 4: The Wolf and the Seven Little Kids

Application



Writing: Students will sequence the events of a folktale. [W.K.3]

Reading: Students will define the role of an author and illustrator of a text. [RL.K.6]

WRITING: SEQUENCING EVENTS IN THE STORY (10 MIN.)

- Have students turn to Activity Page 4.1. Explain to students that this activity page 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.
- Encourage students to use complete sentences when retelling each part of the story, including a “who/what” and “what is happening” in each sentence.
- Have students provide specific feedback on their partner’s use of complete sentences. Model giving specific feedback using the following sentence stems:
 - You included both parts of a complete sentence because ____.
 - You included the “who/what” when you said ____.
 - You included the “what is happening” when you said ____.

DOMAIN-RELATED TRADE BOOK (10 MIN.)

- Read the trade book you selected in advance.
 - As you read, use the same strategies that you have been using when reading the Read-Aloud selections in this Teacher Guide—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the Read-Aloud; etc. Have students use complete sentences to describe images in the book, including “who/what” and “what is happening.”

Activity Page 4.1



- 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.



MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Have students listen actively to the class discussion and use visual cues to ask/answer simple questions, such as pointing to images in the trade book and other stories. Provide question words, “who, what, where, when, why and how,” to support students when asking questions.

Transitioning/ Expanding

Encourage students to contribute a new idea or clarifying question to the discussion. Provide sentence stems, such as I think that____. Or, I wonder why____.

Bridging

Challenge students to extend the conversation by saying something more or asking a clarifying question about what the previous student has said about the trade book.



Check for Understanding

Turn and Talk: What is the role of an illustrator in a book? What is the role of an author in a book? Remind students to signal when both partners have contributed to the conversation. (*An author is the person that wrote the book; an illustrator is the person that makes the pictures for the book.*)

End Lesson

UNDERDOGS AND HEROES: STORIES

The Bremen Town Musicians

PRIMARY FOCUS OF LESSON**Reading**

Students will recall and discuss elements of a folktale in partners.

[RL.K.5, SL.K.1a, L.K.6]

With assistance, students will examine the interactions between characters in a folktale. [RL.K.3]

Language

Students will demonstrate an understanding of the Tier 2 word *musician*.

[L.K.5c]

Writing

With assistance, students will use a graphic organizer to analyze and produce complete sentences about the actions of characters from a folktale.

[W.K.8, L.K.1f]

Language Students will ask and answer questions about the multiple-meaning word *play*. [L.K.4a, RL.K.4]

FORMATIVE ASSESSMENT**Exit Pass**

Drawing Students will draw and label a picture of a main character from the folktale.

[RL.K.5]



LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Discussion Guidelines poster
Essential Background Information or Terms			
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	
Interactive Read-Aloud			
“The Bremen Town Musicians”			
Comprehension Questions			
Word Work: <i>Musician</i>			
This is a good opportunity to take a break.			
Application			
Writing: Two-Column Chart	Whole Group	20 min.	<input type="checkbox"/> Image Card 7 <input type="checkbox"/> paper <input type="checkbox"/> drawing tools <input type="checkbox"/> Poster 1M: Play
Multiple-Meaning Word Activity			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to reference the Discussion Guidelines poster you created in Lesson 1.

Application

- Make a T-Chart on the board/chart paper. Label the left-hand column “Things That Animals Really Do” and the right-hand column “Things That Animals Can’t Really Do.”

Universal Access

- Create a Character, Setting, Plot Map (a three-circle chart) to help students organize information about “The Bremen Town Musicians.” Students may refer to the Character, Setting, Plot Map during class discussions and while they retell the story. You may wish to make the Character, Setting, Plot Map on large paper so that students will have more space to work. Alternatively, you may wish to make a very large version for the class to fill in together.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

CORE VOCABULARY

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

Example: Selma 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: Nikau'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

Vocabulary Chart for "The Bremen Town Musicians"


Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		panting perched musician	
Spanish Cognates		músico/a	
Multiple- Meaning			
Sayings and Phrases	street band play sweet music behind/in front of		

Lesson 5: The Bremen Town Musicians

Introducing the
Read-Aloud

Reading: Students will recall and discuss elements of a folktale in partners.
[RL.K.5, SL.K.1a, L.K.6]

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Tell students that the story they will hear today is a folktale, like “The Wolf and the Seven Little Kids.”
- Tell students they will discuss what they remember about folktales with a partner. Remind students to use the discussion guidelines you have agreed upon as a class, in order to have a respectful discussion. Reference the Discussion Guidelines poster. Ask students if there are any additional guidelines they want to add to the poster.
-  **Think-Pair-Share** Have students recall elements of a folktale. Remind students to signal when both partners have contributed to the conversation. See sample responses below.
 - A folktale is a story that is passed down orally from person to person.
 - A folktale is one type of fiction. Review with students that stories that are made-up or created from someone’s imagination are known as fiction.
- Once students have discussed with their partners, have a few students share their partner’s idea.


Differentiation
Support

Remind students that stories that are made up or created from someone’s imagination are known as fiction.

**Check for Understanding****Thumbs-Up/Thumbs-Down:**

Folktales are fiction. (*thumbs-up*)

Folktales are true stories. (*thumbs-down*)

Folktales passed down from person to person. (*thumbs-up*)

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that in the folktale today there is a donkey, a cat, a dog, and a rooster.
- Have students make 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.

Lesson 5: The Bremen Town Musicians

Read-Aloud



Reading: With assistance, students will examine the interactions between characters in a folktale. **[RL.K.3]**

Language: Students will demonstrate an understanding of the Tier 2 word *musician*. **[L.K.5c]**

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.

INTERACTIVE READ-ALoud

- 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

“THE BREMEN TOWN MUSICIANS” (15 MIN.)



Show image 5A-1: The donkey

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. *The word play means to make music.* He thought he could be a fine **musician**, too. *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?*



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

Soon he came upon an old dog **panting** for breath, as if the dog had been running a long way. *This means that the dog was having a hard time breathing. [Demonstrate panting for students.]* “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!”

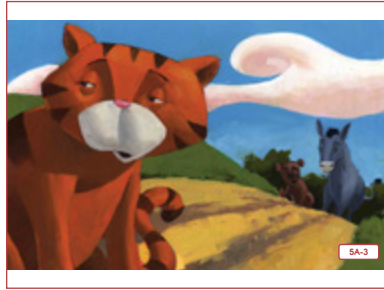
“Well,” said the donkey, “come with me. I am going to be a street musician in Bremen. I can play the flute, and you can play the drum.”

The dog was quite willing, and so they both walked on. *To be willing means that you will do what another person says or go where another person goes.*

D Differentiation

Support

The word *play* can also have other meanings. The word *play* also means something performed on stage.



Show image 5A-3:

The donkey and the dog meeting the cat

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

"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.

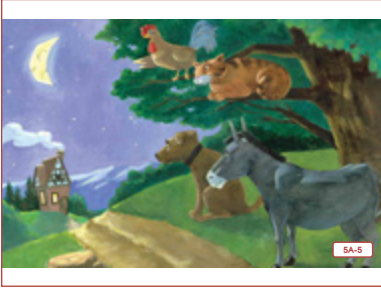
"What are you making so much noise for?" asked the donkey.

"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. *"Old Red Comb" refers to the rooster because of the red comb on his head.* "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.



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.” *Supper means dinner.* “How good a bone would taste!” said the dog.

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

“Or some corn!” said the rooster.

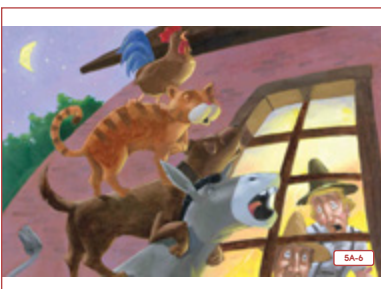
So they set out at once and soon reached the house. The donkey, who was the tallest, looked in the window.

“What do you see, old Long Ears?” asked the rooster. *“Old Long Ears” refers to the donkey because he has long ears.*

The donkey answered, “I see a table spread with plenty to eat and drink. And a family is sitting before it having their supper.” *Do people usually share their dinner with animals?*

“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:

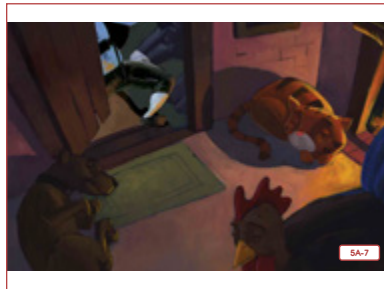
The four animals serenading in the window

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

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

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. *What was the noise really coming from? (Answers may vary, but they could include the animals trying to sing.)* 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.

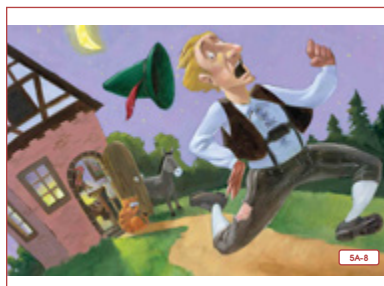
When the four musicians had eaten as much as they could, they were full and ready to sleep. The donkey lay down in the yard, the dog lay behind the door, the cat curled up in front of the fireplace, and the rooster flew up to a high shelf. They were all so tired that they soon fell fast asleep.



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. *Which animal did this?* (The cat jumped on the uncle’s face by accident.) Then something tried to stop me from leaving, by grabbing my leg. *Which animal did this?* (The dog grabbed the uncle’s leg.) Then out in the yard something pushed me from behind. *Which animal did this?* (The donkey kicked the man from behind because he was scared.) And all the while I heard an awful noise asking, ‘Who are you? Who are you?’” *Which animal did this?* (The rooster cried, “Cock-a-doodle-do!”)

The family was filled with fear and ran away as fast as they could.  **Think-Pair-Share:** *Should the family really be afraid of a donkey, dog, cat, and rooster? [Remind students to signal when both partners have contributed to the conversation. Then, have a few students share their partner’s idea aloud with the class.] (Answers may vary, but they could include no, because the animals are friendly, kind and don’t mean any harm.)* 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.



Check for Understanding

Sentence Completion Ask: What two parts does a complete sentence need to have? (“Who or what” and “what’s happening”)

Read the following line to students: *wants to move to Bremen to become a musician.*

Ask: Is this a complete sentence? (No)? What part is missing? (who)

Have students create a complete sentence by adding the “who” in the beginning of the sentence. Have students practice saying the complete sentence to a partner (*The donkey wants to move to Bremen to become a musician.*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** What are the animals planning to do? (*The animals are planning to be musicians and play in a band together.*)
2. **Literal.** Who do the animals see in the house? (*The animals see a family sitting down to eat dinner in the house.*)

Differentiation

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

3. **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.*)
4. **Inferential.** Why is the family scared? (*The family is scared when the animals make noise because they have no idea what could be making such a terrible sound. The uncle is scared because he can't see and he runs into the animals.*)
 - 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.*)
 - 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.*)
5. **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 and cannot play in a band.*) What kind of fiction is this story? (*This story is a kind of fiction called a folktale, which is a story that is passed down orally from person to person.*)



MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

Listening Actively

Entering/Emerging	Ask students simple either/or questions (e.g., "Is the family scared because they see something scary looking or because of the noise the animals make?")
Transitioning/Expanding	Provide students with a specific sentence frame (e.g., "The family is scared because . . .")
Bridging	Encourage students to use content-related words in complete sentences (e.g., "The family in the folktale is scared because of the animal characters that are making lots of noise.")

WORD WORK: MUSICIAN (5 MIN.)

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. What musicians have you seen or heard? Is there a musician that you would like to see or hear in the future? Be sure to begin your responses with "A musician I have seen/heard is . . ." or "A musician I would like to see/hear is . . ."

Lesson 5: The Bremen Town Musicians

Application



Writing: With assistance, students will use a graphic organizer to analyze and produce complete sentences about the actions of characters from a folktale.

[W.K.8, L.K.1f]

Language: Students will ask and answer questions about the multiple-meaning word *play*.

[L.K.4a, RL.K.4]

WRITING: TWO-COLUMN CHART (10 MIN.)

Show Image Card 7

- Review the characters from today's Read-Aloud.
- Refer to the T-Chart you created in advance and read the labels of the two columns aloud to students. Have students generate lists for both columns. Record 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.
- Have students think about the different actions of the animal characters in the Read-Aloud. Have them generate lists for both columns of the T-Chart based on events in "The Bremen Town Musicians."
- Tell students they will create two complete sentences, one that tells something animals can really do, and another that tells something from the story that animals can't really do.

Image Card 7



D Differentiation

Support

Remind students that the animals and people in the story are called characters.

- Ask students to name the two parts that make up a complete sentence. (“who/what”; “what is happening”)
- Tell students they will say a complete sentence about something animals can really do, using details from the story.
- Provide students with the following sentence fragment: *can bark*.
 - Ask: Is this a complete sentence? Why or why not? (*No, it is missing the “who/what”*)
 - Tell students that this is called a fragment. A fragment is not a complete sentence.
- Ask: Who/what can we add before “can bark” to make this a complete sentence? (*animals, the dog*)
- Explain that students will finish the sentence by telling what is happening. Provide students with the following sentence stem: Animals can _____. Remind students they can use actions from the story you just spoke about as a class.
- Have students turn to a partner and say the complete sentence aloud. Then, have a few students share their partner’s sentence aloud with the class. Discuss why this is a complete sentence, identifying the part that names “who/what” and the part that describes “what’s happening or how someone/ something is.” Model providing specific feedback using the following sentence stems:
 - This is a complete sentence because ____.
 - This sentence included “who/what” by ____.
 - This sentence included “what is happening” by ____.
- Repeat the same process with students with the following sentence stem: Animals cannot really _____. (*Answers may vary, but may include that animals cannot really talk.*)
- If time permits, use Image Cards 1–6 to review the characters in Lessons 1–4.



Exit Pass

Have students draw a picture of a main character from the folktale and label it.

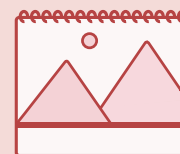
MULTIPLE-MEANING WORD ACTIVITY (10 MIN.)

Multiple Choice: Play

Show Poster 1M: Play

- Remind students that in the Read-Aloud, they 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.”
- Ask students if they have any questions about what the word *play* means in this sentence. Remind students that questions start with question words such as *who*, *what*, *where*, *when*, *why* and *how*. Provide students with an example of a question about the word *play*, such as “When someone says they will play a princess in a show, what does this mean?”
- Ask students to describe in their own words what the donkey heard.
- Ask students 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.
- Explain to students that *play* can also mean several other things. *Play* also means a drama that is usually performed on stage.
- Ask students 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.
- Explain that *play* also describes what children do for fun.
- Ask students 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.
- Explain that *play* can also be used to talk about sports.
- Ask students which picture shows someone playing a sport. Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning.
- Once you have gone over the different meanings for the word *play*, have students quiz their neighbor on these different meanings.
 - Remind students to use complete sentences that include “who/what” and “what is happening” in the picture. For example, one student could say, “Sara pretended to be a queen in the class play.” Their neighbor should then respond, “That’s number 4, for acting in a play.”

Flip Book Poster 1M





MULTILINGUAL/ENGLISH LEARNERS

Language

Analyzing Language

Entering/Emerging

Ask questions that students can answer by pointing to the correct image on Poster 1M (e.g., “Which image shows someone playing sports?”).

**Transitioning/
Expanding**

Provide sentence stems for students to use the targeted word to describe the image (e.g., This image shows kids ____ on a playground. This images shows kids acting in a ____.)

Bridging

Encourage students to use a complete sentence to use each meaning correctly in context.

~~~~~ End Lesson ~~~~~

# Pausing Point

## 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 Assessment to assess students' knowledge of *Underdogs and Heroes: 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.

## MID-DOMAIN ASSESSMENT

### Riddles for Core Content (Pausing Point Page 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*)

Pausing Point  
Page PP.1



## 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 they are 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 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, such as a new folktale or a different version of a story told in this unit. You may also choose to have students select a Read-Aloud to be heard again.

### Challenge: 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 Internet 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.

### Flip Book 5A-6



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

### **My idea, Your idea**

- Provide students with the following prompt: *What is your favorite story we have read as a class in this unit?*
- Have students draw a picture to show their response and support students in labeling the title and characters in their picture.
- Then, have students share their writing with a partner. After both students have shared, have students restate their partner’s favorite story.
  - Provide the following sentence stem: My partner’s favorite story is \_\_\_\_\_.

### **Sentence Generation**

- Provide students with a list of two or three characters and two or three actions from a story they have read. For example:
  - Story: “Chicken Little”
  - Characters: Chicken Little, Foxy Loxy, Ducky Lucky
  - Actions (“what is happening”): tells the animals to go into his den, gets hit on the head by an acorn, believes the sky is falling
- Read the characters and actions aloud to students. Tell students they will match the character to the action, to create complete sentences. See correct sentences below:
  - *Chicken Little gets hit on the head by an acorn.*
  - *Foxy Loxy tells the animals to go into his den.*
  - *Ducky Lucky believes the sky is falling.*
  - *Chicken Little believes the sky is falling.*
- Have students work with a partner to tell complete sentences, including “who” and “what is happening” or “state of being” from the list provided. You may show students images from the story as support.
- If students create sentences with the actions first, read one aloud to the class, such as: *tells the animals to go into his den Foxy Loxy*. Explain that when they say this sentence aloud, it isn’t clear who tells the animals to go into the den. It is important to say “who” or “what” in the beginning of the sentence, so that they can understand who the sentence is about.

- Have a few pairs share their sentences aloud with the class. Then have one or two students provide feedback on their use of complete sentences. Model giving specific feedback with the following sentence stems:
  - You included both parts of a complete sentence because \_\_\_\_.
  - You included the who/what when you said \_\_\_\_.
  - You included the “what is happening” or “state of being” when you said \_\_\_\_.
  - The two parts of your sentence make sense together because \_\_\_\_.

## 6

## UNDERDOGS AND HEROES: STORIES

# The Boy and the Violin

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will follow agreed upon rules for discussion to discuss elements of a folktale in partners and will locate Brazil on a map.

[SL.K.1a, SL.1.b, RL.K.5]

**Reading**

Students will ask and answer questions about unknown words and use new vocabulary to describe characters in a text.

[RL.K.3, L.K.6]

**Language**

Students will demonstrate an understanding of the Tier 2 word *expression*.

[L.K.5c]

**Writing**

With assistance, students will compare and contrast events in different folktales using a graphic organizer.

[RL.K.9, W.K.3]

**FORMATIVE ASSESSMENT****Activity Page 6.1**

**Comparing and Contrasting** Students will draw pictures in a Venn diagram to describe a similarity and difference between events in “The Bremen Town Musicians” and “The Boy and the Violin.”

[RL.K.9]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                             | Grouping Recommendations   | Time    | Materials                                                                                |
|---------------------------------------------|----------------------------|---------|------------------------------------------------------------------------------------------|
| Introducing the Read-Aloud                  |                            |         |                                                                                          |
| What Have We Already Learned?               | Whole Group                | 10 min. | ❑ Discussion Guidelines poster                                                           |
| Essential Background Information or Terms   |                            |         |                                                                                          |
| Read-Aloud                                  |                            |         |                                                                                          |
| Purpose for Listening                       | Whole Group                | 30 min. |                                                                                          |
| “Boy and the Violin”                        |                            |         |                                                                                          |
| Comprehension Questions                     |                            |         |                                                                                          |
| Word Work: <i>Expression</i>                |                            |         |                                                                                          |
| This is a good opportunity to take a break. |                            |         |                                                                                          |
| Application                                 |                            |         |                                                                                          |
| Writing: Compare and Contrast               | Whole Group<br>Independent | 20 min. | ❑ board or chart paper<br>❑ Visual Support 6.1<br>❑ Activity Page 6.1<br>❑ drawing tools |

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Prepare to reference the Discussion Guidelines poster you created in Lesson 1.

### Application

#### ➤ Visual Support 6.1

- Prepare to project Visual Support 6.1: Venn Diagram, or prepare a Venn diagram on the board/chart paper in advance. The first circle should be titled “The Bremen Town Musicians” with an image from the story. The middle of the Venn diagram should be titled “Both”, and the second circle should be titled “The Boy and the Violin” with an image from the story. Prepare to add words and pictures to the Venn diagram with students during the Application portion of the lesson.

### Universal Access

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal, such as folding their hands or raising a hand, to indicate when both partners have added to the conversation.
- Prepare an image of a tapir to show students.
- You may choose to draw pictures or provide visual examples on the board/chart paper to remind students of the rules of discussion that you present in the lesson. See below for the rules and ideas of images.
  - When another person is speaking, I show them respect and pay attention to what they are saying. (Show image of an ear and eyes.)
  - I quietly listen when someone else is speaking and do not interrupt them. (Show image of a finger to lip.)
  - When the person speaking is finished, I can repeat their idea, ask questions, or make comments about what they said to show that I was listening. (Show image of a thought bubble with a question mark or exclamation point next to the words “your idea.”)
  - Then, I can share my own ideas that may be the same or different. (Show image of a speech bubble with the words “my idea.”)

## CORE VOCABULARY

**guarding, v.** keeping from danger; protecting

Example: I am guarding my treasure so no one takes it.

Variation(s): guard, guarded

**discovered, v.** found out

Example: I discovered that my mittens were missing.

Variation(s): discover

**despair, n.** sadness; hopelessness

Example: I was in despair when I found out my best friend was moving away.

Variation(s): none

**immediately, adv.** right away

Example: I called my mom immediately when I passed the test.

Variation(s): none

**jolly, adj.** happy

Example: The jolly man laughed all the time.

Variation(s): none

**enormous, adj.** very big

Example: The trucks driving down the highway are enormous.

Variation(s): none

**expression, n.** the look on someone's face that shows how they are feeling

Example: Her expression showed how excited she was to go on the roller coaster.

Variation(s): expressions

**Vocabulary Chart for "The Boy and the Violin"**

| Type                   | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                                                    | Tier 1<br>Everyday Speech Words |
|------------------------|---------------------------------|-------------------------------------------------------------------------------------|---------------------------------|
| Vocabulary             |                                 | guarding<br>discovered<br>despair<br>immediately<br>jolly<br>enormous<br>expression |                                 |
| Spanish<br>Cognates    |                                 | descubierto<br>desesperación<br>inmediatamente<br>enorme<br>expresión               |                                 |
| Multiple-<br>Meaning   |                                 |                                                                                     |                                 |
| Sayings and<br>Phrases |                                 |                                                                                     |                                 |


## Lesson 6: The Boy and the Violin



# Introducing the Read-aloud

**Speaking and Listening:** Students will discuss elements of a folktale in partners and will locate Brazil on a map. [SL.K.1a, SL.1b, RL.K.5]


## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Tell students they will hear another folktale, like “The Bremen Town Musicians.”
- Have students recall the elements of a folktale:
  - A folktale is a story that is passed down orally from person to person.
  - A folktale is a type of fictional story.
  - Folktales are stories that are made-up or created from someone’s imagination.
- Have students recall the definition of a *plot* of a story. (*A plot of a story is what happens, or the events in a story.*)
- Tell students they are about to engage in a discussion with partners. Display and reference the Discussion Guidelines poster you created in Lesson 1. Remind students that they should follow these guidelines when discussing with a partner or group:
  - When another person is speaking, I show them respect and pay attention to what they are saying.
  - I quietly listen when someone else is speaking and do not interrupt them.
  - When the person speaking is finished, I can repeat their idea, ask questions, or make comments about what they said to show that I was listening.
  - Then, I can share my own ideas that may be the same or different.
- Ask if students have anything else they would like to add to this list.
-  **Think-Pair-Share:** Ask, “What elements of fiction do you recall from the plot of ‘The Bremen Town Musicians’? How do you know the folktale was a made-up story?” Remind students to signal when both partners have contributed to the conversation.

- Encourage students to use complete sentences by providing sentence stems, such as:
  - “I know ‘The Bremen Town Musicians’ is a fiction story because \_\_\_\_.”
  - “In ‘The Bremen Town Musicians’, \_\_\_\_, which doesn’t happen in real life.”
  - “In real life \_\_\_\_, but in the ‘Bremen Town Musicians’ \_\_\_\_.”
- When both students have shared, ask two or three students to share their partner’s ideas. *(Responses may vary, but should include the idea that animals cannot really speak or make music.)*
- Tell students to keep the characters and plot of the “Bremen Town Musicians” in mind as they listen to the next folktale, to think about what may be similar and different.



### Check for Understanding

**Recall.**  *Think-Pair-Share:* What do the animals do in “The Bremen Town Musicians” that shows the story is fiction? Remind students to signal when both participants have contributed to the conversation. *(Answers may vary, but they could include that the animals want to be musicians or the animals talk, which animals cannot do in real life.)*



### Differentiation

#### Support

If students have difficulty recalling information, show images from “The Bremen Town Musicians” and ask the following questions:

- “What are the animals doing in this image?”
- “Can animals do that in real life?”
- “How does this show that this story is fiction?”



#### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

#### Exchanging Information and Ideas

|                                     |                                                                                                                                                                                                      |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Have students listen to their partner’s ideas and repeat what they said in their own words.                                                                                                          |
| <b>Transitioning/<br/>Expanding</b> | Encourage students to come up with a new idea after listening to their partner.                                                                                                                      |
| <b>Bridging</b>                     | Encourage students to connect their own ideas to their partner’s by explaining how they agree or disagree. Provide students with sentence stems (e.g., We because _____. We disagree because _____.) |

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that the story in today's Read-Aloud originated from the country, Brazil, on the continent of South America.
- Show students Image **6A-1: World map with Brazil highlighted**. Help students locate the country, Brazil, on the continent of South America on the world map.
- Show students Image **6A-2: Violin**. Ask if students know the object in the picture. Then, tell students this is an image of a violin. Explain that a violin is a musical instrument made of wood with four strings. Explain that it is usually played by holding it under your chin and using a bow across it (point to the bow in the image and demonstrate the motion of playing a violin with your arms).
- Tell students that some of the characters in the folktale they will listen to today are giants.
- **Turn and Talk:** Ask students if they know what giants are, or if they have heard other stories about giants. Explain that students should first take turns discussing what they know about giants, and then discuss stories they've heard about them. Remind students that they should take turns speaking, and listen when their partner is talking. Tell students that each partner should speak at least twice during their conversation. Remind students to signal when both partners have contributed to the conversation. (*Answers may vary, but may include that giants are really big people; "Jack and The Beanstalk."*)
  - After both partners have shared, have a few students share their ideas with the class.
  - Ask: Are giants real or fictional characters, and how do you know? (*fictional because they don't exist in real life*)

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### Lesson 6: The Boy and the Violin

# Read-Aloud



#### Reading:

Students will ask and answer questions about unknown words and use new vocabulary to describe characters in a text.

**[RL.K.3, RL.K.9, L.K.6]**

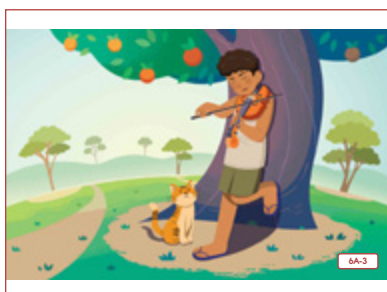
Students will demonstrate an understanding of the Tier 2 word *expression*.

**[L.K.5c]**

## PURPOSE FOR LISTENING

- Ask students to listen carefully to this folktale from Brazil, and to think about the elements of fiction that may be similar or different from other stories they have heard.
- If some students are already familiar with this folktale, tell them to listen to how this version might be different from the one they know.
- Tell students they may hear words they are unfamiliar with, or do not know, in today's folktale. Explain that they will ask and answer questions about words they don't know, to help them understand their meaning. Provide students with a physical signal, such as a thumbs-down or raised hand, when they hear a word they don't know. Explain that this will help students keep track of new words they hear.

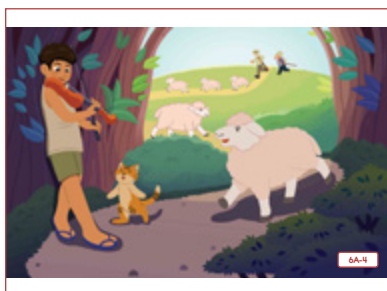
## "THE BOY AND THE VIOLIN" (15 MIN.)



### Show image 6A-3: The boy plays the violin

Once upon a time there was a boy who didn't own very much—just a cat, a small piece of land, and a few orange trees. The boy sold the land and orange trees, and he used all of the money he earned to buy a violin. He had longed for a violin all his life, and now he

had one. Except for the cat, he had no one to speak to besides the violin. The cat did not reply to him, but the violin spoke back to him by making the very sweetest music in the world. *[Pause to ask students to share any words they heard that they do not know. Encourage students to ask a question about the word by using a complete sentence such as, What does \_\_\_\_ mean?] What do you think it means that the boy had longed for a violin? (Answers may vary, but may include that he wanted or wished for a violin.)*



### Show Image 6A-4: The sheep following the music into the forest

The boy took his violin and his cat, and set out to look for a job as a shepherd to care for the king's sheep. *[Remind students that they*

## D Differentiation

### Support

Define words from the Read-Aloud that students don't know.

D

Differentiation

Challenge

Have students use the word despair in a sentence of their own.

learned what a shepherd does in “Little Bo Peep.”] *What does a shepherd do? (A shepherd takes care of sheep.)* But the king already had enough shepherds and didn’t need another. The boy took his violin and hid in the deep forest. There, he made sweet music with the violin. The shepherds, who were **guarding** the king’s sheep nearby, *or keeping them from danger*, heard the sweet songs, but could not find where they came from. The sheep, too, heard the music. Some of them left the flock and followed the sound of the music into the forest until they reached the boy, the cat, and the violin.

The shepherds were greatly disturbed when they **discovered**, *or found out*, that their sheep were going into the forest. They tried to follow the sheep to bring them back, but they couldn’t find them anywhere. When they heard the music, the shepherds hurried in the direction they thought they heard the music. But when they arrived, they would hear the music coming from someplace else, someplace far away. Afraid of getting lost, they gave up in **despair**. *[Point to the shepherd’s expressions in Image 6A-4.]*

**💬 Think-Pair-Share:** *The text says the shepherds gave up in despair. Looking at the image, how do you think the shepherds are feeling and why? [Remind students to signal when both partners have contributed to the conversation. When both students have shared with their partners, have two or three students share their responses with the class.] (Answers may vary, but may include that the shepherds are feeling upset/mad because they cannot find their sheep.) What do you think despair means? [Encourage students to use the word despair in their responses. Provide the sentence stem: I think despair means\_\_\_\_.] (Answers may vary, but may include sadness or hopelessness.)*

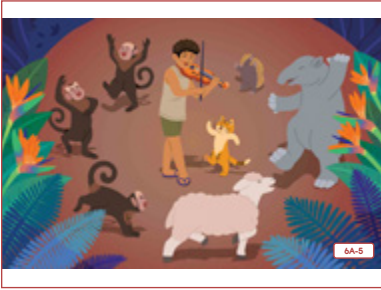


MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

Exchanging Information and Ideas

|                         |                                                                                                                                                            |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Entering/Emerging       | Provide students with a bank of words to choose when responding to questions about vocabulary (e.g., sad, mad, upset)                                      |
| Transitioning/Expanding | Provide students with sentence stems to respond to questions in complete sentences (e.g., The shepherds are feeling ____.)                                 |
| Bridging                | Encourage students to use new learned vocabulary in their responses (e.g., <i>shepherd, despair</i> ) and include a reason using the word <i>because</i> . |



**Show Image 6A-5:**  
**Animals dancing to the boy's music**

When the boy saw how the sheep came closer to hear his music, he was very happy. His music was no longer the sad, sweet sound it had been when he was lonely. His music became happier and happier. After a while, it became so happy that the cat began to dance. When the

sheep saw the cat dancing, they began to dance too. **Turn and Talk:** *Why does the cat begin to dance? Answer in a complete sentence by including both parts of a sentence. [Remind students to signal when both partners have contributed to the conversation.]* (The cat begins to dance because the music was happy.) *Why do the sheep begin to dance?* (The sheep begin to dance because they see the cat dancing).

Soon a company of monkeys passed by and heard the sound of the music. They began dancing **immediately**, *or right away*. After a while a tapir heard the **jolly** sound, and his three-toed hind feet and four-toed front feet began to dance. *[Explain that a tapir is a big, hairy animal that looks similar to a pig but has a longer snout, or nose.]*

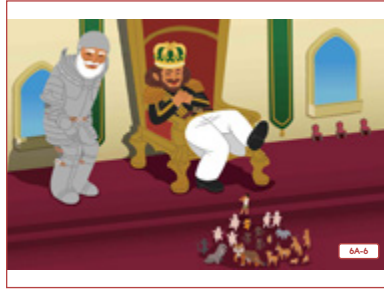
He just couldn't keep them from dancing, so he too, joined the dancing boy, cat, sheep, and monkeys. Next the armadillo heard the music. Even though he was wearing heavy armor, he had to dance too. *[Pause to ask students to share any words they heard they do not know. Encourage students to ask a question about the word, by using a complete sentence such as: What does \_\_\_\_ mean?]*

*[Point to the animals' expressions in Image 6A-5] In the text, it says that a tapir heard a jolly sound. Do you think this means that the sound coming from the boy's violin was happy or sad? And why do you think that? [Encourage students to respond using the word jolly; e.g., I think the jolly sound coming from the violin was (happy/sad) because \_\_\_\_.] (Answers may vary, but may include that they're happy because the animals started to dance when they heard the music, or because the animals faces are happy when they hear the music in the picture.)*

**D** Differentiation

**Support**

Show students a picture of a tapir that you have prepared in advance.



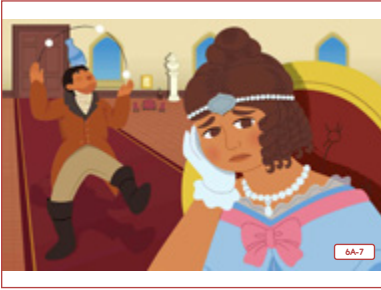
### Show Image 6A-6:

#### The King of the Giants laughs at the dancing animals

Then, a herd of small deer joined the company. Then the anteater danced along with them. The wild cat and the tiger came, too. The sheep and the deer were terribly frightened, but they kept on dancing just the

same. The big snakes curled their huge bodies around the tree trunks and wished that they, too, had feet to dance. Even the birds tried to dance. Every animal in the forests and jungles who had feet they could use to dance, came and joined in.

The jolly group danced on and on until, finally, they came to the high wall surrounding the land of the giants. The **enormous** giant guarding the land laughed so hard that he almost fell off the wall. *The word enormous describes the size of something or someone. Think about what you know about giants. What do you know about how big they are? Do you think the word enormous means very big or small? (very big).* **Turn and Talk:** *What is something else that is enormous? Use the word enormous in your response. [Remind students to signal when both partners have contributed to the conversation. Provide the following sentence stem as needed: \_\_\_\_\_ is/are enormous.]* He took them to his king at once. The King of the Giants laughed so hard that he almost fell off his throne. His laugh shook the earth. The earth had never before been shaken at the laugh of the King of the Giants, though it had often heard his angry voice in the thunder. The people did not know what to think about his laughter. If the giant king knew how to dance, he would have danced himself instead of laughing. But it is a good thing he didn't, because his laughter alone shook the whole earth. *Wow! His laughter must have been very strong to shake the whole earth!* If he had danced, there is no knowing what might have happened to the earth. *What do you think could have happened to the earth if the king of the giants danced? (Answers may vary, but may include that the earth might have been shaken even harder or been destroyed.)*

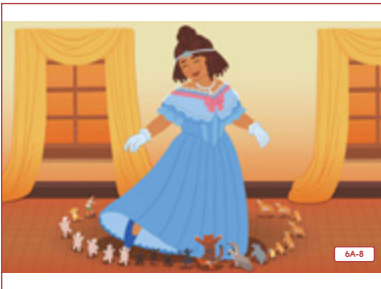


### Show Image 6A-7:

#### The daughter of the King of the Giants is sad

Now, it just so happened that the king of the land of giants had a daughter who never laughed. She was sad all the time. The king had offered half his kingdom to someone who could make her laugh. All the giants had done their very funniest tricks for her, but

none brought even a tiny little smile to her face. When the king saw the cat, the sheep, the monkeys, and all the other animals dancing behind the jolly little boy playing the violin, he said “If my daughter can keep from laughing when she sees this funny sight, I’ll give up in despair and eat my hat.” *That’s such a silly thing to say—he will eat his hat! Why do you think the king says this? Does he think his daughter will laugh when he sees the animals dancing behind the boy playing the violin? [You may choose to have students show thumbs-up/thumbs-down, or respond in complete sentences.]*

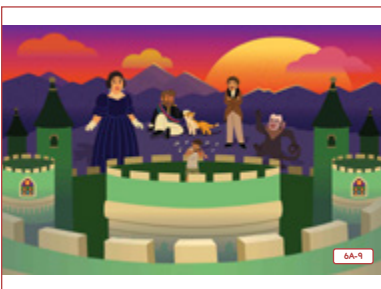


### Show Image 6A-8:

#### The daughter of the King of the Giants laughs

The king took the little band into his daughter’s palace. Her lovely face was as sad as sad could be. When she saw the funny sight her **expression** changed. Expression means the look on someone’s face that

*shows how they are feeling.* Her lips, which were used to frowning, formed into the happy smile that the king had always wanted to see. She laughed a jolly laugh the first time in her life. The king of the land of giants was so happy, that he grew even nicer. “You shall have half my kingdom,” he said to the boy, “just as I promised to anyone who could make my daughter laugh.” *Even the daughter who had never laughed in her life, laughed at seeing the animals dance to the boy’s jolly music!*



### Show Image 6A-9:

#### The boy looking out over the land of giants

From that time on, the boy became the prince of the land and ruled over half of the kingdom of giants. He never needed to

worry about the giants, for as soon as he played his violin, they would listen immediately. The animals stayed in the land of the giants for so long that they grew into giant animals. But the boy and his violin always stayed just the same, and they kept playing music and bringing happiness to others throughout the land. *[Pause to ask students to share any words they heard that they do not know. Encourage students to ask a question about the word, by using a complete sentence, such as: What does \_\_\_\_ mean?]*



### Check for Understanding

**Using New Vocabulary.** 👤👤 *Think-Pair-Share:* Say a complete sentence telling *who* or *what* is jolly in the story. Use the word *jolly* in your complete sentence. Remind students to signal when both partners have contributed to the conversation (*Answers may vary, but may include that the animals are jolly; the king is jolly; the daughter of the king is jolly when she hears the music; the boy's music is jolly.*)

- After both partners have shared, have two or three students share their partner's sentences aloud with the class. Have one or two students provide feedback on the use of *jolly* in a complete sentence. Model giving feedback using the following sentence starters:
  - You used the word *jolly* correctly when you said \_\_\_\_.
  - You said a complete sentence, because you included \_\_\_\_ and \_\_\_\_.
  - You could use the word *jolly* correctly by saying \_\_\_\_.

### COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** How does the boy get the violin? (*The boy sold the land and orange trees, and he used all of the money he earned to buy a violin.*)
2. **Literal.** What do the animals do when they hear the boy's violin music? (*They dance immediately.*)
3. **Show students Image 6A-7.** Tell students they will describe the image using a complete sentence.
  - Ask: What is the first part of a complete sentence?" (*who or what*)
    - Explain that students have learned the second part of a complete sentence describes "what is happening," but it can also describe "how something or someone is" instead. This is also called a *state of being*.

## D Differentiation

### Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

- Provide the following example: I am excited.
- Explain that this is a complete sentence because the first part describes “who” (I or me) and the second part explains “how something or someone is” (am excited).
- Explain that “am excited” describes my state of being.
- **Inferential.** Describe the character in the image using a complete sentence. Be sure to describe “who” (the character in the image) and their “state of being” (in this case, how they are feeling). *(Answers may vary, but may include that the daughter of the king is sad or upset.)*
- **Show students Image 6A-8.** Tell students that they will now describe how the king’s daughter is feeling in this image.
  - Ask: To describe how this character is feeling, what two parts should your complete sentence include? (“who” and their “state of being”)
  - **Inferential.** Describe how the king’s daughter’s feelings change in the story and why. Answer using a complete sentence. *(Answers may vary, but may include that the king’s daughter was sad, but became happy because the dancing animals made her laugh.)*
    - If students need additional support with describing how her feelings changed, ask:
      - How was she feeling in the first image we looked at? *(sad, upset)*
      - How was she feeling in the second image? *(happy, jolly)*
      - Is she feeling the same or different? *(different)* How did her feelings change? *(They changed from sad to happy.)*
      - Why did they change from upset to jolly? *(The dancing animals make her laugh.)*
- 4. **Inferential.** Why does the king give the boy half the land of giants? *(Answers may vary, but may include because he promised to give half his land to someone that could make his daughter laugh, and the boy made his daughter laugh by playing his violin and making the animals dance.)*
- 5. **Evaluative.** 🧑🧑 *Think-Pair-Share:* How do you know this story is fiction? Remind students to signal when both partners have contributed to the conversation *(Answers may vary, but may include that the animals dance in the story; that the story includes giants.)*



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Listening Actively

|                                     |                                                                                                                                                                            |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Provide students with options to choose from when answering questions and point to relevant images for support. (e.g., is the king's daughter happy or sad in this image?) |
| <b>Transitioning/<br/>Expanding</b> | Provide sentence stems to support students in answering questions (e.g., The king's daughter is feeling ____.)                                                             |
| <b>Bridging</b>                     | Encourage students to respond to questions with minimal adult support.                                                                                                     |



### Check for Understanding

**Sentence Elaboration:** Provide students with the following sentence: *The king's daughter laughed.* Explain that you will ask students one question at a time to help them add more information to the sentence. Each time a question is answered, you will add it to the sentence to make the sentence expand, or become longer. Ask students the following questions:

- Ask: "When does the king's daughter laugh?" (*Answers may vary but may include it was when she saw the animals dance.*)
  - Explain that you will add *when* to the beginning of the sentence. (*When she saw the animals dance, the king's daughter laughed.*) Have students practice saying this sentence aloud.
- Ask: "Where does the king's daughter see the animals dance?" (*in her palace*).
  - Explain that you will add *where* after *when* in the sentence. (*When she saw the animals dance at her palace, the king's daughter laughed.*) Have students practice saying this sentence aloud.
- Ask: "Why does the king's daughter laugh?" (*Answers may vary, but may include that she thought it was a funny sight.*)
  - Explain that you will add *why*, or the reason, to the end of the sentence after the word *because*. (*When she saw the animals dance at her palace, the king's daughter laughed because she thought it was a funny sight.*)
  - Have students practice saying this sentence aloud.

## D Differentiation

### Support

Reread parts of the text aloud and display images that help students respond to the question.

You may also prompt students with follow-up questions such as: What happens right before the king gives half his land to the boy? What does the king say to the boy that tells you why he gives him half his land?

## WORD WORK: EXPRESSION (5 MIN.)

1. In the Read-Aloud, you heard, “Her lovely face was as sad as sad could be. When she saw the funny sight her *expression* changed.”
2. Say the word *expression* with me.
3. *Expression* means the look on someone’s face that shows how they are feeling.
4. We could tell by his *expression* that he was sad summer was over.
5. What are some examples of feelings that a person’s *expression* can show? Use the word *expression* in your response.
  - If needed, give students the following sentence stem: Your face can show a \_\_\_\_ expression.
6. What is the word we have been talking about?

**Use a Making Choices Activity for Follow-Up.** I am going to read sentences aloud that describe what is happening. If you think this person’s face would show a sad expression, say “They would have a sad expression”, if you think this person’s face would show a happy expression, say “They would have a happy expression.”

- Someone fell off their bike and got hurt.
  - » They would have a sad expression.
- A girl had to move far away from her best friend.
  - » They would have a sad expression.
- The boy found his missing dog.
  - » They would have a happy expression.
- Someone took a kid’s toy away while they were playing.
  - » They would have a sad expression
- The girl got the ice skates she’s always wanted for her birthday.
  - » They would have a happy expression.

## D Differentiation

### Challenge

Have students come up with another feeling that the expression may convey (e.g., excited or disappointed).

## Lesson 6: The Boy and the Violin

# Application



**Writing:** Using a graphic organizer, students will compare and contrast events from different folktales. [RL.K.9, W.K.3]

### WRITING: COMPARE AND CONTRAST (20 MIN.)

- Tell students that they will think about what is the same and what is different in “The Boy and the Violin” and “The Bremen Town Musicians,” the folktale they heard in the previous lesson.
- **Turn and Talk:** What do you remember about the characters and plot in “The Bremen Town Musicians”? Remind students to signal when both partners have contributed to the conversation.

#### ➤ Visual Support 6.1

- Display Visual Support 6.1 or the Venn diagram you prepared in advance with images from “The Bremen Town Musicians” and “The Boy and the Violin” at the top of each circle. Tell students that they will use a graphic organizer called a Venn diagram, to help them record what is similar and different between the two folktales. Explain that another way to say finding what is similar and different, is “comparing and contrasting”. Explain that a Venn diagram can be used to compare and contrast any two things. If students used a Venn diagram in their *Star Light, Star Bright: Nursery Rhymes and Fables* domain, remind them that they have seen this type of organizer before.
- Point to the left part of the Venn diagram. Explain that here you will write things about the characters and plot that are just in “The Bremen Town Musicians.”
- Point to the right part of the Venn diagram. Explain that here you will write things about the characters and plot that are only in “The Boy and the Violin.”
- Point to the middle part of the Venn diagram. Explain that you will write things that are the same, and that are in both folktales here, where the two circles overlap.
- Ask: Who are the main characters in “The Bremen Town Musicians”?  
(Answers may vary, but may include the animals and the family.)
- Ask: Who are the main characters in “The Boy and the Violin”?  
(Answers may vary, but may include the boy, the animals, the King of the Giants, and his daughter.)

- Ask: Is there anything the same, or similar, about the characters in both folktales? (*Answers may vary, but may include that both have animals, and both have characters that are people or human.*)
  - Prompt students with the following questions for additional support:
    - Are there animals in both stories? (*yes*)
    - Are there people in both stories? (*yes*)
- Record student responses in the middle of the Venn diagram. Tell students that you are recording what they say, but they aren't expected to be able to read it yet. You may also choose to draw pictures in the Venn diagram to aid student understanding.
- Ask: What do the animals do in “The Bremen Town Musicians”? (*Answers may vary, but may include that they try to make music.*)
- Ask: Do the animals do the same thing, or something different in “The Boy and the Violin”? (*They do something different.*)
  - Explain that you will write “animals make music” in the circle that says “The Bremen Town Musicians,” because this only happens in that story. You may wish to draw a picture to go along with this.
- Ask: Does anyone make music in “The Boy and the Violin”? (*yes*)
  - Explain that you will write “music” in the middle of the Venn diagram, because there is music in both stories.
- Ask: Who makes music in “The Boy and the Violin”? (*the boy*)
  - Explain that you will write “the boy makes music” in the circle that says ““The Boy and the Violin.” because this only happens in that story. You may wish to draw a picture to go along with this.
- Ask: We know there are animals in both stories, but they only make music in “The Bremen Town Musicians.” So what do the animals do in “The Boy and the Violin”? (*The animals dance.*)
  - Explain that you will write “animals dance” in the circle that says “The Boy and the Violin,” because this only happens in that story. You may wish to draw a picture to go along with this.
- Ask: In one folktale the animals sing, and in another one they dance. Can either of these happen in real life? (*no*)
  - Ask: Is that the same or different? (*the same*)
  - Ask: What is the name of the kind of story we can use to describe both of them? (*fiction or folktale*)
  - Write “fiction” and “folktale” in the middle of the Venn diagram.

- Tell students that they are now going to think about an event that happened, or how the other characters reacted, when they heard music in the two folktales.
  - Ask: What did the family do when they heard the animals' music in "The Bremen Town Musicians"? (*They ran away.*)
  - Ask: Why did they run away? (*Answers may vary, but may include because they were scared.*)
  - Ask: Did this same thing happen when characters heard the boy's music in "The Boy and the Violin"? (*no*)
    - Explain that since this is not the same in both stories, you will write this in the circle just for "The Bremen Town Musicians." You may wish to draw a scared face next to your writing to support student understanding.
  - Ask: How did the characters react, or what did they do, when the boy played music with his violin in "The Boy with the Violin"? (*Answers may vary, but may include that the animals danced and the giants laughed.*)
  - Ask: Why did the animals dance when they heard the music? (*Answers may vary, but may include that it made them jolly or happy.*)
  - Ask: Why did the giants laugh when they heard the music? (*Answers may vary, but may include that they thought it was funny to see animals dancing.*)
  - Ask: Is this the same way the characters reacted in "The Bremen Town Musicians"? (*no*)
    - Explain that since this is not the same in both stories, you will write this in the circle just for "The Boy and the Violin." You may wish to draw a happy face next to your writing to support student understanding.

## Activity Page 6.1



## D Differentiation

### Support

Show students images from each folktale to help them remember events to draw.

- Ask students if they can think of other similarities (things that are the same) or differences (things that are different) between the events in the two folktales. Continue to record student responses in the Venn diagram displayed.
- Have students turn to Activity Page 6.1.
- Explain that students will see a Venn diagram on this page, just like the one you worked on together as a class.
- Tell students that they will have a chance to draw on their own Venn diagram.
- Explain that students will draw an event from the "The Bremen Town Musicians" in the first circle, where they see an image from the folktale on top. Then, they will draw an event from "The Boy and the Violin" in the second circle, where they see an image from the folktale on top.

- Tell students to use the events you discussed as a class. They can also use your Venn diagram that is posted for support.
- Students may also add labels based on their phonetic knowledge.
- Circulate as students draw their pictures and support them with remembering an event from each story as needed.
- **Turn and Talk:** After students have finished drawing one event from each folktale, have them turn to a partner and describe each event. Remind students to signal when both partners have contributed to the conversation. Then, have students answer the following questions:
  - Is there anything that is the same, or similar, in the event that you drew?
  - What is different about the events in each folktale?
    - You may provide the following sentence stems:
      - One similarity is \_\_\_\_.
      - One difference is \_\_\_\_.



#### MULTILINGUAL/ENGLISH LEARNERS

##### Writing Writing

##### Entering/Emerging

Provide students with events to draw about in their Venn diagrams. Provide students with images from the stories for support.

##### Transitioning/ Expanding

Provide students with a bank of events to choose from for their drawings, that you already discussed as a class.

##### Bridging

Allow students to complete their Venn diagrams in partners.



#### Check for Understanding

**Turn and Talk:** What is one similarity in “The Bremen Town Musicians” and “The Boy and the Violin” and one difference between them. Remind students to signal when both partners have contributed to the conversation. (*Answers may vary, but they could include that both stories tell of animals and music; in “The Bremen Town Musicians,” the animals make music, but in the “The Boy and the Violin,” the animals dance to music that the boy makes.*)

End Lesson



#### Differentiation

##### Challenge

Encourage students to write words, phrases, or sentences to accompany their drawings.

## UNDERDOGS AND HEROES: STORIES

# Momotaro, Peach Boy

**PRIMARY FOCUS OF LESSON****Reading**

Students will recall elements of a folktale, will discuss with partners what it means to be a hero, and will locate Japan on a map.

[RL.K.5, SL.K.1a, SL.K.1b]

Students will evaluate the actions of the main character from a folktale.

[RL.K.3]

**Language**

Students will demonstrate an understanding of the Tier 2 word *swooped*.

[L.K.5c]

**Writing**

With assistance, students will use a combination of drawing, dictating, and writing to describe a hero.

[W.K.3, L.K.6]

**FORMATIVE ASSESSMENT**

**Exit Pass**

**Drawing** Students will draw a hero.

[W.K.3]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                             | Grouping Recommendations   | Time    | Materials                                                  |
|---------------------------------------------|----------------------------|---------|------------------------------------------------------------|
| Introducing the Read-Aloud                  |                            |         |                                                            |
| Essential Background Information or Terms   | Whole Group                | 10 min. | ❑ Discussion Guidelines poster                             |
| Read-Aloud                                  |                            |         |                                                            |
| Purpose for Listening                       | Whole Group                | 30 min. | ❑ peach                                                    |
| “Momotaro, Peach Boy”                       |                            |         |                                                            |
| Comprehension Questions                     |                            |         |                                                            |
| Word Work: <i>Swooped</i>                   |                            |         |                                                            |
| This is a good opportunity to take a break. |                            |         |                                                            |
| Application                                 |                            |         |                                                            |
| Writing: A Heroic Event Who is a Hero?      | Whole Group<br>Independent | 20 min. | ❑ paper<br>❑ drawing tools<br>❑ white board or chart paper |
| Syntactic Awareness Activity                |                            |         |                                                            |
| Take-Home Material                          |                            |         |                                                            |
| Take-Home Letter                            |                            |         | ❑ Take-Home Page 7.1                                       |

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Prepare to reference the Discussion Guidelines poster you created in Lesson 1.

### Read-Aloud

- Bring in one or more peaches to pass around to students.

**Note:** *Be sure to check your school's policy regarding food distribution and allergies.*

### Note to Teacher

- During the Application activity, allow students to spell using their knowledge of phonetic spelling.

### Universal Access

- Select three images from “Momotaro, Peach Boy” that represent the beginning, middle, and end of the story for students to sequence. Students can use these illustrations to help them remember what happened in the story and sequence events from the story. Students may also refer to them while they retell the story.
- Create a Character, Setting, Plot Map (a three-circle chart) to help students organize information about “Momotaro, Peach Boy.” Students may refer to the Character, Setting, Plot Map during class discussions and while they retell the story. You may wish to make the Character, Setting, Plot Map on large paper so that students will have more space to work. Alternatively, you may wish to make a very large version for the class to fill in together.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## CORE VOCABULARY

**pheasant, n.** a type of bird with a long, colorful tail

Example: Youssef spotted a colorful pheasant on a high branch of a tree.

Variation(s): pheasants

**swooped, v.** flew down quickly in a curving motion

Example: The stunt plane swooped down out of the sky.

Variation(s): swoop, swoops, swooping

**Vocabulary Chart for “Momotaro, Peach Boy”**

| Type                   | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|------------------------|---------------------------------|----------------------------------|---------------------------------|
| Vocabulary             | pheasant                        | swooped                          |                                 |
| Spanish<br>Cognates    | faisán                          |                                  |                                 |
| Multiple-<br>Meaning   |                                 |                                  |                                 |
| Sayings<br>and Phrases | millet cake<br>oni monster      |                                  |                                 |

## Lesson 7: Momotaro, Peach Boy




# Introducing the Read-Aloud

**Reading:** Students will recall elements of a folktale, will discuss with partners what it means to be a hero, and will locate Japan on a map.

[RL.K.5, SL.K.1a, SL.K.1b]

## ESSENTIAL BACKGROUND INFORMATION OR TERMS

- Have students recall an element of folktales. (*Answers may vary, but may include that folktales are generally oral stories; they are often passed from generation to generation; they are fiction.*)
- Have students recall what the word *fiction* means. (*It refers to stories that are created from someone's imagination.*)
- Tell students that today they are going to hear a folktale that involves a hero.
- Explain that a hero can be the main character in a story. A hero can also be someone in real life. A hero is someone who does something brave or generous for others. In real life, heroes may include firefighters, doctors, teachers, or family members.
- Explain that students will discuss what makes a hero, and the people they know or have heard about that they consider to be heroes. Tell students that they should take turns listening to their partner, and then respond to what their partner said before sharing their own ideas. Refer to the agreed-upon discussion guidelines you created as a class in Lesson 1. Explain that they should each speak at least twice during their conversation.
-  **Think-Pair-Share:** What makes a person a hero? What heroes can you think of in your life, that you have read about or watched in a movie or show? Remind students to signal when both partner's have contributed to the conversation. Then, have a few students share their partner's ideas with the class.

## Show image 7A-1: World map with Japan highlighted

- Explain that the folktale 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.

## D Differentiation

### Support

Remind students that folktales are a kind of fiction.

Flip Book 7A-1





## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Offering Opinions

|                                     |                                                                                                                                       |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>All</b>                          | Give students the sentence frame for offering their opinion: "I think _____ makes a person a hero because . . ."                      |
| <b>Entering/Emerging</b>            | Help students complete the sentence frame.                                                                                            |
| <b>Transitioning/<br/>Expanding</b> | Encourage students to respond to the opinion of their peers by using phrases (e.g., "I agree/I disagree"; "I also think that . . ."). |
| <b>Bridging</b>                     | Challenge students to respond to the opinion of their peers before they offer their own opinion.                                      |



#### Check for Understanding

**One-Word Answer:** What is the setting of today's folktale, or the location where the story takes place? (*Japan*)

## Lesson 7: Momotaro, Peach Boy

# Read-Aloud



**Reading:** Students will evaluate the actions of the main character from a folktale.

[RL.K.3]

**Language:** Students will demonstrate an understanding of the Tier 2 word *swooped*.

[L.K.5c]

### PURPOSE FOR LISTENING

- Tell students the Japanese folktale that they will hear today is called "Momotaro, Peach Boy."
- Show students **Image 7A-7**. Ask students the following questions one at a time, and have students share their response with a partner after each question:
  - What do you see?
  - What do you think about it?
  - What does it make you wonder about the story?

#### Flip Book 7A-7



- Tell students that the main character in the story, Momotaro, is very brave.
- Tell students to listen carefully to find out how Momotaro is a hero.
- 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” (15 MIN.)**



#### **Show image 7A-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! *[Pass around a peach to students.]* 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 7A-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. *Remember, monsters are made up and are not real. This story is just pretend.* Everyone in the village wished that the oni would stop bothering the village.

#### **Note**

Be sure to check your school's policy regarding food distribution and allergies.

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. *An island is a piece of land completely surrounded by water.* 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." *Millet cakes are cakes made from a type of seed called millet.* **Turn and Talk:** What does Momotaro plan to do and what does this show about him? [Remind students to signal when both partners have contributed to the conversation.] (Answers may vary, but may include that he is planning to go to the island of the oni to take back what they have stolen; this shows he is brave, courageous, helpful.)



**Show image 7A-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 7A-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 7A-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. *[Point to the pheasant in the image.] A pheasant is a bird with a long, colorful tail.* 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.



**Show image 7A-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. *The pheasant flew down quickly in a curving motion. [Demonstrate a swooping motion with your hands.]*

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. **Turn and Talk:** *Now that we have read this part of the story, describe what is shown in this image [7A-7]. [Remind students to signal when both partners have contributed to the conversation.]*

**D** Differentiation

**Challenge**

Ask students if they know the meaning of the word *fair*. Allow them to share their thoughts on the meaning of this word. Ask students if they think it was fair that Momotaro ordered the oni king to collect all of the treasure the oni had stolen. Encourage students to use the words *fair* and/or *unfair* in their discussion, and to provide reasons for their thinking.



**Show image 7A-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.



**Check for Understanding**

**Recall:** 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.*)

Ask, “What part of the sentence does the character’s name tell?” (*who*)

**Think-Pair-Share:** Have students choose one character from the story, and create a complete a sentence describing one thing the character does in the story.

- You may choose to provide students with sentence stems such as the following:  
 The old woman \_\_\_\_\_. The old man \_\_\_\_\_. Momotaro \_\_\_\_\_. (*Examples may include that the old woman found a peach floating down the river; that Momotaro came out of the peach.*)

- Remind students to signal when both partners have contributed to the conversation.
- After students have shared their sentences with a partner, have one or two students share their partner’s sentence aloud with the class.

## D Differentiation

### Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

## D Differentiation

### Support

Explain that a hero is someone who does something brave or generous for others. Heroes may include firefighters, doctors, teachers, or family members.

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What does Momotaro set out to do on his journey? (*Momotaro sets out to stop the oni from harming the village.*)
  - **Literal.** 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.*)
2. **Literal.** Who helps Momotaro on his journey? What does Momotaro give to each of these characters in return for their help? (*The dog, the monkey, and the pheasant help Momotaro. Momotaro gives each of these animals a millet cake in return for their help.*)
3. **Inferential.** How do you know this folktale is fiction, or make-believe? (*Answers may vary, but may include that Momotaro is born from a large peach, which could not happen in real life; oni are make-believe because monsters do not exist in real life; the pheasant, the dog, and the monkey talk, which animals cannot do.*)
  - **Inferential.** Are the oni real or make-believe? (*The oni are make-believe because monsters do not exist in real life.*)
  - **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.*)
4. **Evaluative.** 🧑🧑 **Think-Pair-Share:** Provide students with the following sentence: *Momotaro is a hero.* Tell students they will add details to this sentence, to tell more about why Momotaro is a hero. Tell students they can explain *why* by adding the word *because* to the end of this sentence, followed by the reason.
  - Ask: How is Momotaro a hero for his village? Provide students with the following sentence stem: *Momotaro is a hero because\_\_\_\_\_.* Remind students to signal when both partners have contributed to the conversation. (*Answers may vary, but may include that Momotaro is a hero because he is brave, and he helps the people in his village by defeating the oni and returning all of the things they stole from the village.*)



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Listening Actively

|                                     |                                                                                                                                                                             |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Have students point to images in the story to help them answer questions (e.g., Point to the images that show why Momotaro is a hero in the story.)                         |
| <b>Transitioning/<br/>Expanding</b> | Provide students with a specific sentence frame (e.g., "Momotaro is a hero for his village because . . .").                                                                 |
| <b>Bridging</b>                     | Encourage students to use content-related words in complete sentences, (e.g., "The character Momotaro is a hero for his village because he is brave and defeats the oni."). |

### WORD WORK: SWOOPED (5 MIN.)

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 flew down quickly in a curving motion. [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.** 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*."

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

## Lesson 7: Momotaro, Peach Boy

# Application



**Writing:** With assistance, students will use a combination of drawing, dictating, and writing to describe a hero.

[W.K.3, L.K.6]

### WRITING: A HEROIC EVENT (15 MIN.)

- Have students recall what a hero is. (*A hero is someone who does something brave or generous for others.*)
- Explain that heroes commit heroic acts, which means they do something to show that they are brave or generous towards others.

## D Differentiation

### Support

As necessary, show students pictures from the Read-Aloud for inspiration.

### Challenge

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.



### Check for Understanding

**Turn and Talk:** What did Momotaro do to show that he was a hero for the people his village? Remind students to signal when both partners have contributed to the conversation. (*Answers may vary, but may include that Momotaro got back what the oni had stolen from his village.*)

- Remind students that heroes can exist in fiction stories and can also exist in real life. Heroes may include firefighters, doctors, teachers, soldiers, or parents.
- Explain to students that anyone whom they admire and respect for their courage, kindness, or leadership may be a hero.
  - Emphasize that a hero does not have to be a famous person; it may be anyone they admire and respect who does things to show they are brave and generous.
- Tell students that they will be writing about a heroic event, or about a time that someone does something heroic.
- Give students the example from the Read-Aloud: Momotaro is a hero to the people of his village when he gets the stolen treasure back from the oni.
- Make sure students have paper and pencil.

- **Think-Share-Write:** Tell students to think of a time someone they know, or have heard of, did something heroic, or helped others. Then, have students share with a partner. Remind students to signal when both partners have contributed to the conversation. Tell students they will now draw a picture about the heroic event. Encourage students to incorporate details about what the hero is doing in their drawing.
- After students have finished their drawings, have students dictate or write a sentence about the heroic event they drew.
- Circulate to make sure students understand the task. The students will be spelling based on their own knowledge of phonetics. You may also have students dictate their sentence aloud. Encourage students to incorporate both parts of a sentence: “who” and “what is happening.” (*Sample sentences include: The firefighter saved the cat from the tree. My friend helped me find my way home when I was lost. My teacher helped me learn my letters by staying with me after school.*)
- If time permits, have students share their drawings and sentences with a partner.



#### MULTILINGUAL/ENGLISH LEARNERS

##### Writing Writing

|                                     |                                                                                                                                     |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Have students dictate the sentence to a teacher and draw an image to match.                                                         |
| <b>Transitioning/<br/>Expanding</b> | Provide a list of words or phrases for students to choose from when completing the sentence frames and have students work in pairs. |
| <b>Bridging</b>                     | Provide a list of words or phrases for students to choose from when completing the sentence frames.                                 |



#### Exit Pass

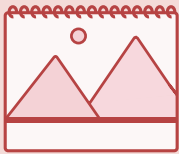
Collect the sentences the students created about heroes.

## SYNTACTIC AWARENESS ACTIVITY (5 MIN.)

### Expanding Sentences

- Explain to students that you will show them a picture from the Read-Aloud, and then you will ask them one question at a time.
- Explain that each time a question is answered, you will add it to the sentence to make the sentence expand, or become longer.

Flip Book 7A-3



### Show image 7A-3: Momotaro breaking out of the peach

- Ask students the following questions.
  - As students respond, repeat each sentence, restating it to be grammatically correct as needed. Then, have students orally repeat the sentence.
- Who is this? (*a boy*)
  - This is a boy.
- What is his name? (*Momotaro*)
  - This is a boy named Momotaro.
  - Momotaro is a boy.
- 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.
- 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.



### Check for Understanding

**Show image 7A-8:** Oni bringing Momotaro treasure

**Turn and Talk:** Have students share their sentences and try to combine them into one sentence. (*Answers may vary.*)

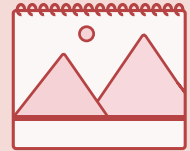
End Lesson

# Take-Home Material

## TAKE-HOME LETTER

- Send home Take-Home Page 7.1.

### Flip Book 7A-8



### Take-Home Page 7.1



## 8

## UNDERDOGS AND HEROES: STORIES

# The Story of Jumping Mouse, Part I

**PRIMARY FOCUS OF LESSON****Reading**

Students will compare and contrast characters from different stories and folktales.

[RL.K.9]

Students will compare actions of characters from two different folktales.

[RL.K.9]

Students will ask and answer questions about unknown words in a text.

[RL.K.4]

**Language**

Students will demonstrate an understanding of the Tier 2 word *perilous*.

[L.K.5c]

**Writing**

With assistance, students will use a graphic organizer to analyze and expand complete sentences about the actions of characters in a folktale.

[W.K.8, L.K.1f]

**FORMATIVE ASSESSMENT****Exit Pass**

**Drawing** Students will draw pictures illustrating the similarities and differences of two characters from different stories.

[RL.K.9]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                             | Grouping Recommendations | Time    | Materials                                                                                                               |
|---------------------------------------------|--------------------------|---------|-------------------------------------------------------------------------------------------------------------------------|
| Introducing the Read-Aloud                  |                          |         |                                                                                                                         |
| What Have We Already Learned?               | Whole Group              | 10 min. |                                                                                                                         |
| Read-Aloud                                  |                          |         |                                                                                                                         |
| Purpose for Listening                       | Whole Group              | 30 min. |                                                                                                                         |
| “The Story of Jumping Mouse,” Part I        |                          |         |                                                                                                                         |
| Comprehension Questions                     |                          |         |                                                                                                                         |
| Word Work: <i>Perilous</i>                  |                          |         |                                                                                                                         |
| This is a good opportunity to take a break. |                          |         |                                                                                                                         |
| Application                                 |                          |         |                                                                                                                         |
| Writing: The Giving Chart                   | Whole Group              | 20 min. | <input type="checkbox"/> Visual Support 8.1<br><input type="checkbox"/> paper<br><input type="checkbox"/> drawing tools |

## ADVANCE PREPARATION

### Application

#### > Visual Support 8.1

- Create the following chart on the board/chart paper. Alternatively, you may access a digital version in the Visual Supports for Teaching for this domain.

| Gift | Giver | Receiver |
|------|-------|----------|
|      |       |          |

### Universal Access

- Create a Character, Setting, Plot Map (a three-circle chart) to help students organize information about “The Story of Jumping Mouse,” Part I. Students may refer to the Character, Setting, Plot Map during class discussions and while they retell the story. You may wish to make the Character, Setting, Plot Map on large paper so that students will have more space to work. Alternatively, you may wish to make a very large version for the class to fill in together.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## CORE VOCABULARY

**brush, n.** a bunch of bushes 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

**swayed, v.** changed an idea or an opinion

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

Variation(s): sway, sways, swaying

**journey, n.** a long trip

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

Variation(s): journeys

**perilous, adj.** dangerous

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

Variation(s): none

### Vocabulary Chart for “The Story of Jumping Mouse,” Part I

| Type                   | Tier 3<br>Domain-Specific Words                                                   | Tier 2<br>General Academic Words       | Tier 1<br>Everyday Speech Words |
|------------------------|-----------------------------------------------------------------------------------|----------------------------------------|---------------------------------|
| Vocabulary             |                                                                                   | brush<br>swayed<br>journey<br>perilous |                                 |
| Spanish<br>Cognates    |                                                                                   | <i>peligroso/a</i>                     |                                 |
| Multiple-<br>Meaning   |                                                                                   |                                        |                                 |
| Sayings<br>and Phrases | far-off land<br>sparkling river<br>could not be swayed<br>good day<br>jump higher |                                        |                                 |

## Lesson 8: The Story of Jumping Mouse, Part I



# Introducing the Read-Aloud

**Reading:** Students will compare and contrast characters from different stories and folktales. [RL.K.9]

## WHAT HAVE WE ALREADY LEARNED?

- Tell students that today's Read-Aloud is a folktale. Have students recall what a folktale is.



## Check for Understanding

**Stand Up/Sit Down** Stand up if a folktale is a fiction story. (*stand up*)

Stand up if a folktale is based on true events. (*sit down*)

Stand up if a folktale is passed down orally from person to person. (*stand up*)

- 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. Have students recall what the characters in previous Read-Alouds want. (*Answers may vary, but may include that 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.*)
- Lead a discussion with students by asking the following questions:
  - What do these characters do to get what they want?
  - How are these characters similar in getting what they want?



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Offering Opinions

|                                |                                                                                                                                                                    |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Provide students sentence frames using a small set of learned phrases (e.g., "I think these characters are similar because . . .").                                |
| <b>Transitioning/Expanding</b> | Provide students sentence frames using an expanded set of learned phrases (e.g., "I think these characters are similar because they get what they want by . . ."). |
| <b>Bridging</b>                | Provide minimal support and guidance for open responses.                                                                                                           |

## Lesson 8: The Story of Jumping Mouse, Part I

# Read-Aloud



### Reading

Students will compare actions of characters from two different folktales.

[RL.K.9]

Students will ask and answer questions about unknown words in a text.

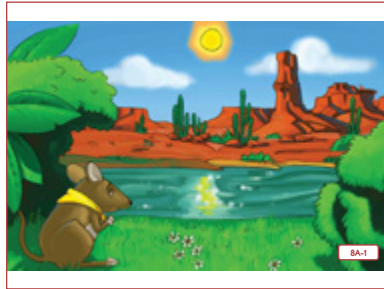
[RL.K.4]

**Language:** Students will demonstrate an understanding of the Tier 2 word *perilous*. [L.K.5c]

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out how Jumping Mouse gets what he wants, and how he is 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.
- Explain that students should also pay any attention to any unfamiliar words they hear in the story so they can ask questions about their meaning.

## "THE STORY OF JUMPING MOUSE," PART I (15 MIN.)



### Show image 8A-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. *Brush is a group of bushes and other*

*plants growing close together.* 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. *The word intended means the mouse planned and wanted to go to the far-off land.* 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. *A challenge is something that is hard to do.* As he stared at the lapping water, a frog appeared beside him.



### Show image 8A-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. *[Demonstrate a swimming motion to students and have them repeat the motion after you.]*

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.

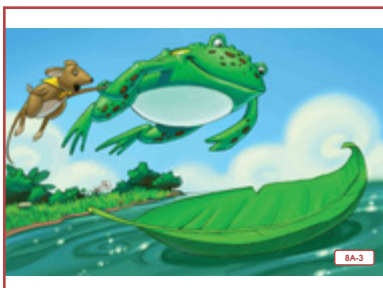
“I am going to the far-off land,” replied the small mouse.

“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, and seeing that he could not be **swayed** from following his plan, decided to help the small mouse. *This means the mouse would not change his plan, no matter what the frog said.*

**Turn and Talk:** Ask your partner a question using the word **swayed**. For example: “When were you swayed to do something you didn’t plan to do?” [Then ask students the following:] Did you hear any other unfamiliar words, or words you do not know, in this part of the story? Do you have any questions about the words you heard? Remember to start your question with a question word such as what, why, where, when or how. [If needed, provide a sentence starter such as: “What does the word \_\_\_\_ mean?”, “When the text says \_\_\_\_, what does that mean?”, “Why does the author say \_\_\_\_?” Pause for student questions and provide responses.]

“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.” 🐸 **Think-Pair-Share:** How will the gift of jumping help Jumping Mouse cross the river? [Remind students to signal when both partners have contributed to the conversation. After students have discussed in pairs, have two or three students share their partner’s idea.] (Answers may vary, but may include that Jumping Mouse will be able to jump over the river, or jump onto something that will help him cross the river.)

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.

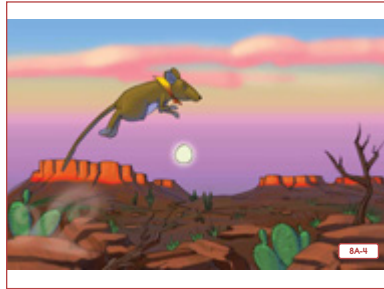


**Show image 8A-3:**  
**Jumping Mouse and the  
frog leaping across the river**

“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.

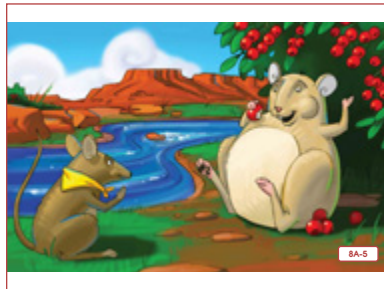


**Show image 8A-4:**

**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 large mouse.

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



**Show image 8A-5:**

**Jumping Mouse and the large mouse**

“Good day,” replied Jumping Mouse.

“Where are you going?” asked the large 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.” *The word stream means a small body of water, similar to a river.*

“Be my guest,” said the large mouse.

Jumping Mouse stayed with the large 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. *The word journey means a long trip.*

“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

**D** Differentiation

**Support**

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.

**perilous** indeed for such a small mouse," warned the large mouse. *Does the large mouse think it is a good idea for Jumping Mouse to leave? The word perilous means dangerous.* **Turn and Talk:** Ask your partner a question with the word perilous in it. For example: *Do you think mountain biking is safe or perilous? [Remind students to signal when both partners have contributed to the conversation.]*

"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.



### Check for Understanding

**Recall:** Who are the characters in the story so far? (*The characters in the story so far are Jumping Mouse, the magic frog, and the large mouse.*)

Have students create a complete sentence about one of the characters they identified. Ask, "What part of the sentence does the character's name tell, the who/what or what happened?" (*who*) Have students share a complete sentence naming one thing the character does in the story. (*Answers may vary, but may include that the jumping mouse left his home to go the far-off land, or that the magic frog helped the mouse cross the river.*)

- You may choose to provide students with sentence stems such as the following:
  - The jumping mouse \_\_\_\_.
  - The magic frog \_\_\_\_.
  - The large mouse \_\_\_\_.

### COMPREHENSION QUESTIONS (10 MIN.)

1. **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.*)
2. **Inferential.** How does the gift that the magic frog gives Jumping Mouse 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.*)



### Differentiation

#### Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

3. **Literal.** 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.*)
  - **Literal.** Who does Jumping Mouse meet after the magic frog? (*Jumping Mouse meets the large mouse.*)
4. **Evaluative.** 🧑🧑 *Think-Pair-Share:* How is Jumping Mouse's journey different from Momotaro's in "Momotaro, Peach Boy"? How are these two characters alike and how are they different? Remind students to signal when both partners have contributed to the conversation. (*Answers may vary, but may include that both characters are brave, and both receive help from other characters on their journey; Jumping Mouse wants to go to the far-off land because he has not been there, while Momotaro wants to defeat the oni to help his village.*)



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Offering Opinions

|                                |                                                                                                                                                                                                                                  |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Provide students with a bank of phrases to select from, to share how Jumping Mouse and Momotaro are alike (e.g., they are both heroes; they both receive help from animals; they both travel; they want to go to the same place) |
| <b>Transitioning/Expanding</b> | Provide students sentence frames using a set of learned phrases (e.g., "Jumping Mouse and Momotaro are alike because they both . . .")                                                                                           |
| <b>Bridging</b>                | Encourage students to respond using an expanded set of learned phrases and content vocabulary (e.g., Jumping Mouse and Momotaro are similar characters because they both____.)                                                   |



### Check for Understanding

**Turn and Talk:** Are Jumping Mouse and Momotaro both heroes? Why or why not? Remind students to signal when both partners have contributed to the conversation. (*Answers may vary, but may include that they are both heroes because they help other people.*)

## WORD WORK: PERILOUS (5 MIN.)

1. In the Read-Aloud you heard the large mouse say to Jumping Mouse, ““But, if you must go, be very careful for the journey will be perilous. . .””
2. Say the word *perilous* with me.
3. Perilous means 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.** 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.

- Chris felt a raindrop land on his head. (*That is not perilous.*)
- A boy played in his sandbox. (*That is not perilous.*)
- A baby bird fell out of its nest. (*That is perilous.*)
- 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.*)
- Maria looked both ways before she crossed the street and saw that no cars were coming from either direction. (*That is not perilous.*)



### Check for Understanding

**One-Word Answer:** What is another word for perilous? (*dangerous*)

## Lesson 8: The Story of Jumping Mouse, Part I

# Application



**Writing:** With assistance, students will use a graphic organizer to analyze and expand complete sentences about the actions of characters in a folktale.

[W.K.8, L.K.1f]

### WRITING: THE GIVING CHART

#### ➤ Visual Support 8.1

- Show students the chart you have prepared in advance, or display Visual Support 8.1.
- Remind students that in the Read-Aloud today, Jumping Mouse is given a great gift. Ask students what gift Jumping Mouse is given. (*Jumping Mouse is given the gift of the ability to jump extremely high.*)
- Draw a simple picture of Jumping Mouse jumping extremely high on the chart under “Gift.”
- Ask students who gives the gift to Jumping Mouse. (*The magic frog gives Jumping Mouse the gift.*)
- Draw a simple image of the magic frog under “Giver.”
- Remind students that the magic frog gives 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 is the ability to jump extremely high; the giver is the magic frog; the receiver is Jumping Mouse.
- Explain that students will create one complete sentence to describe the gift, starting with giver, for the “who.”
  - Ask: Who is the giver? (*The magic frog*)
  - Ask: What does the frog do? (*gives the gift of jumping high to Jumping Mouse*).
  - If students are missing part of this response, prompt them for the part they are missing. For example, *who gets the gift from the magic frog? What is the gift?*

- Model how to put this information together to make a complete sentence. (The magic frog gives Jumping Mouse the gift of jumping high, or the magic frog gives the gift of jumping high to Jumping Mouse.)
- Explain that you will ask students one question at a time to help them add more information to the sentence. Each time a question is answered, you will add it to the sentence to make the sentence expand, or become longer.
- Ask students the following questions. As students respond, repeat each sentence, restating it to be grammatically correct as needed. Then, have students orally repeat the sentence.
  - Ask: When does the magic frog give Jumping Mouse the gift of jumping high? (*when Jumping Mouse gets to the river*)
    - Explain that this detail also describes *where* the magic frog gives the gift.
    - Explain that you will add these details that describe *when* and *where* to the beginning of the sentence. Have students try to say the sentence aloud with this detail added to the beginning. Model how to do so as needed. (When Jumping Mouse gets to the river, the magic frog gives him the gift of jumping high.)
    - Explain to students that you used the pronoun *him*, instead of using Jumping Mouse's name for a second time in the sentence.
  - Ask: Why does the magic frog give Jumping Mouse the gift of jumping high? (*Answers may vary, but may include so that Jumping Mouse can cross the river and travel to the far-off land; because he wants to help Jumping Mouse cross the river to get to the far-off land.*)
    - Explain that you will add *why*, or *the reason*, to the end of the sentence. Have students try to say the sentence aloud with the reason added to the end of the sentence. Model how to do so as needed. (When Jumping Mouse gets to the river, the magic frog gives him the gift of jumping high so that he can cross the river and travel to the far-off land.)
    - Explain that you used the pronoun *he* to describe Jumping Mouse, because you have already stated his name in the sentence.
- Explain to students that in the second half of the story, because the magic frog is kind to Jumping Mouse and gives him a gift, Jumping Mouse will give gifts to new characters he meets.



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

|                                     |                                                                                                                                                                                                     |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Reframe questions as simple yes/no questions (e.g., “Does the ability to jump extremely high help Jumping Mouse on his journey?”).                                                                  |
| <b>Transitioning/<br/>Expanding</b> | Provide students with a specific sentence frame (e.g., “The ability to jump extremely high helps Jumping Mouse by . . .”).                                                                          |
| <b>Bridging</b>                     | Encourage students to use key details in complete sentences (e.g., “The ability to jump extremely high helps Jumping Mouse get across the sparkling river and move farther along on his journey.”). |



#### Exit Pass

**Think-Write-Share:** On one side of a piece of paper, have students draw a picture of Momotaro. On the other side of the paper, have students draw a picture of Jumping Mouse. Make sure students emphasize the similarities and differences between the two characters in each of their drawings. When students have finished, have them share their drawing with a partner and describe how they are similar and different. Remind students to signal when both partners have contributed to the conversation.

#### End Lesson

## UNDERDOGS AND HEROES: STORIES

# The Story of Jumping Mouse, Part II

**PRIMARY FOCUS OF LESSON****Reading**

Students will review and discuss the characters, setting, and plot of a folktale with a partner.

[RL.K.5, SL.K.1b]

Students will describe the main character of a folktale, and will identify and explain the lesson of a folktale.

[RL.K.3]

**Language**

Students will demonstrate an understanding of the Tier 2 word *misused*.

[L.K.4b]

**Writing**

Students will use a combination of drawing, dictating, and writing to describe two events from a literary text.

[W.K.3]

**FORMATIVE ASSESSMENT****Exit Pass**

**Drawing** Students will draw two events from “The Story of Jumping Mouse.”

[W.K.3]



## LESSON AT A GLANCE

|                                             | Grouping Recommendations | Time    | Materials                                                                                                                       |
|---------------------------------------------|--------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------|
| Introducing the Read-Aloud                  |                          |         |                                                                                                                                 |
| What Have We Already Learned?               | Whole Group              | 10 min. |                                                                                                                                 |
| Read-Aloud                                  |                          |         |                                                                                                                                 |
| Purpose for Listening                       | Whole Group              | 30 min. |                                                                                                                                 |
| “The Story of Jumping Mouse,” Part II       |                          |         |                                                                                                                                 |
| Comprehension Questions                     |                          |         |                                                                                                                                 |
| Word Work: <i>Misused</i>                   |                          |         |                                                                                                                                 |
| This is a good opportunity to take a break. |                          |         |                                                                                                                                 |
| Application                                 |                          |         |                                                                                                                                 |
| Writing: Describing Events                  | Independent              | 20 min. | <input type="checkbox"/> paper<br><input type="checkbox"/> drawing tools<br><input type="checkbox"/> white board or chart paper |

## ADVANCE PREPARATION

### Note to Teacher

- This lesson requires review of previous Read-Alouds in this domain. As needed, review the main characters, setting, and plot of the stories and folktales already covered in this domain in order to discuss them during the lesson.
- Write the following sentence stems on the board/chart paper:
  - Jumping Mouse helps \_\_\_\_\_ by \_\_\_\_\_.
  - The magic frog helps \_\_\_\_\_ by \_\_\_\_\_.

### Universal Access

- Select three images from “The Story of Jumping Mouse, Part I” and “The Story of Jumping Mouse, Part II” that represent the beginning, middle, and end of the entire story for students to sequence. Students can use these illustrations to help them remember what happened in the story and sequence events from the story. Students may also refer to them while they retell the story.
- Create a Character, Setting, Plot Map (a three-circle chart) to help students organize information about “The Story of Jumping Mouse, Part I” and “The Story of Jumping Mouse, Part II.” Students may refer to the Character, Setting, Plot Map during class discussions and while they retell the story. You may wish to make the Character, Setting, Plot Map on large paper so that students will have more space to work. Alternatively, you may wish to make a very large version for the class to fill in together. If you made a version for “The Story of Jumping Mouse, Part I,” then you may want to add to that Character, Setting, Plot Map for “The Story of Jumping Mouse, Part II.”
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## CORE VOCABULARY

**compassion, n.** the desire to help others when they are having a hard time

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

Variation(s): none

**fragrances, n.** sweet or pleasant smells

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

### Vocabulary Chart for "The Story of Jumping Mouse," Part II

| Type                   | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words      | Tier 1<br>Everyday Speech Words |
|------------------------|---------------------------------|---------------------------------------|---------------------------------|
| Vocabulary             |                                 | compassion<br>fragrances<br>misused   |                                 |
| Spanish<br>Cognates    |                                 | <i>compasión</i><br><i>fragancias</i> |                                 |
| Multiple-<br>Meaning   |                                 |                                       |                                 |
| Sayings<br>and Phrases | grassy plain                    |                                       |                                 |

## Lesson 9: The Story of Jumping Mouse, Part II

# Introducing the Read-Aloud



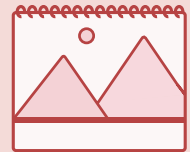
**Reading:** Students will review and discuss the characters, setting, and plot of a folktale with a partner.

[RL.K.5, SL.K.1b]

## 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.
- Have students recall 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 8A-1 through 8A-5** to review what was learned about Jumping Mouse in the previous Read-Aloud, using the terms *character*, *setting*, and *plot*.
- **Turn and Talk:** Have students turn to a partner and retell what happened in the first part of “The Story of Jumping Mouse.” Explain that students should take turns adding on to what their partner said. For example, if one partner shares the first event that happened to the main character, the second partner can share the next event that happened to the main character. Explain that each partner should speak at least two times during their conversation. Remind students to signal when both partners have contributed to the conversation.

## Flip Book 8A-1–8A-5





## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Selecting Language Resources

|                                |                                                                                                                                                                                                                         |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Provide students with potential responses to answer open-ended questions (e.g., Who is the main character? Jumping Mouse or Large Mouse?) and have students point to the character in the image to answer the question. |
| <b>Transitioning/Expanding</b> | Provide students with a specific sentence frame (e.g., "The main character in the Read-Aloud is . . .").                                                                                                                |
| <b>Bridging</b>                | Encourage students to use key details in complete sentences (e.g., "The main character in the Read-Aloud is Jumping Mouse, and the plot begins with him going on a journey to the far-off land.").                      |



#### Check for Understanding

**Recall:** Who is the main character in "The Story of Jumping Mouse"? (*Jumping Mouse*)

What is the setting at the beginning of the story? (*the brush near the sparkling river*)

Tell one sentence that describes the plot of the story, including the "who" (main character), and "what is happening." (*Answers may vary, but may include that Jumping Mouse goes on a journey to the far-off land.*)

## Lesson 9: The Story of Jumping Mouse, Part II

# Read-Aloud



**Reading:** Students will describe the main character of a folktale, and will identify and explain the lesson of a folktale. **[RL.K.3]**

**Language:** Students will demonstrate an understanding of the Tier 2 word *misused*. **[L.K.4b]**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to the second half of the story about Jumping Mouse to find out how Jumping Mouse helps others and what lesson can be learned from the folktale.
- 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 (15 MIN.)

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

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



### Show image 9A-1: Jumping Mouse and the bison

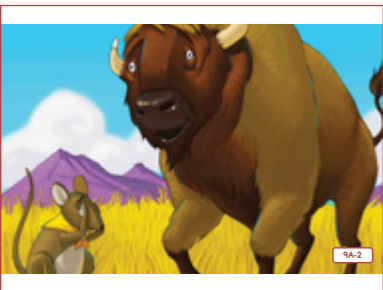
“Hello, Jumping Mouse. Please tell me how beautiful the sky looks today,” said the bison sadly.

“Have you lost your sight?” asked Jumping Mouse with **compassion**. *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.” *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 9A-2: The bison seeing

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

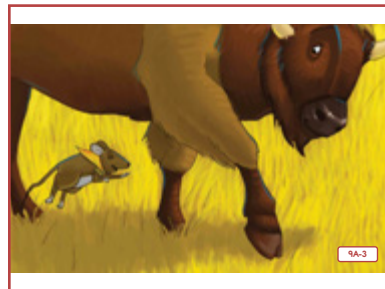
“And I cannot see!” said Jumping Mouse.

**💬 Think-Pair-Share:** *Why can't Jumping Mouse see? [Remind students to signal when both partners have contributed to the conversation. (He gave his sight to the bison.) Have two or three students share their partner's idea aloud with the class.]*

“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.”

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



**Show image 9A-3:**

**The bison leading Jumping Mouse**

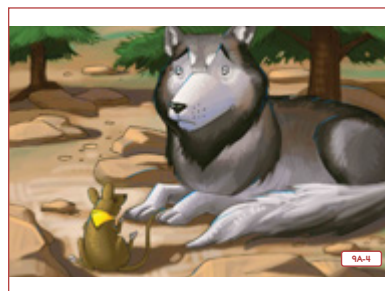
When they reached the high mountain, the bison bid farewell to Jumping Mouse. Jumping Mouse rested for a while and then began to climb the mountain. It was difficult, as Jumping Mouse could not easily tell which way to go. He sniffed the air and followed

the scent of pine. *How might Jumping Mouse feel at this point? (Answers may vary, but they could include nervous, determined, or confused.)*

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 9A-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.” **Turn and Talk:** *What do you think will happen to Jumping Mouse when he calls the wolf “Nose of a Mouse”?*

*[Remind students to signal when both partners have contributed to the conversation.] (Answers may vary, but may include that Jumping Mouse will lose his sense of smell.)*

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** or scents or smells as well. Thank you! I am so grateful. How can I repay you?”

“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.

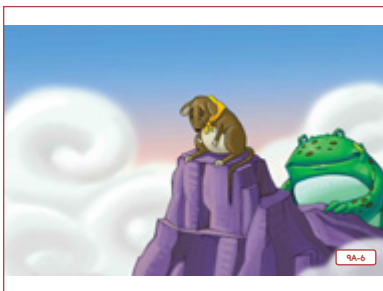


**Show image 9A-5:**

**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 teardrop fell to the ground. At that very moment, Jumping Mouse heard a familiar voice.



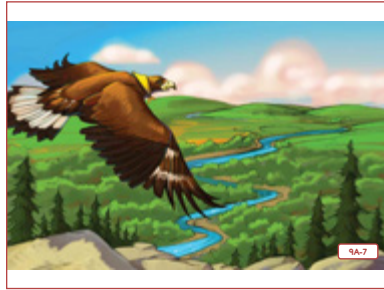
**Show image 9A-6:**

**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. *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.* 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 9A-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.



**Check for Understanding**

**Think-Pair-Share:** What happened to Jumping Mouse at the end of the story? Remind students to signal when both partners have contributed to the conversation. (Answers may vary, but may include that Jumping Mouse turned into an eagle and could fly and see again.)

**COMPREHENSION QUESTIONS (10 MIN.)**

1. **Literal.** What gift does Jumping Mouse give to the bison? (*Jumping Mouse gives the bison his sense of sight.*)
  - **Literal.** What does he name the bison? (*Jumping Mouse names the bison “Eyes-of-a-Mouse.”*)
2. **Literal.** What gift does Jumping Mouse give to the wolf? (*Jumping Mouse gives the wolf his sense of smell.*)
  - **Literal.** What does he name the wolf? (*Jumping Mouse names the wolf “Nose-of-a-Mouse.”*)
3. **Evaluative.** What do these gifts tell you about Jumping Mouse? Is he kind, or is he mean? (*Answers may vary, but may include that Jumping Mouse is very kind to give away his senses of sight and smell as gifts.*)
  - **Evaluative.** 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.*)

**D** Differentiation

**Support**

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

4. **Inferential.** Explain that students will answer questions to add information to the sentence, *The magic frog helps Jumping Mouse*, to explain what happens at the end of the story. Each time a question is answered, you will add it to the sentence to make the sentence expand, or become longer. Have students practice saying the sentence to a partner after your model.
- Ask: When does the magic frog help Jumping Mouse? Tell students that *when*, can refer to a point in the story. Provide students with the following examples: at the beginning of the story, after he met the magic frog, or at the end of the story. Remind students they are discussing the part of the story they listened to today. (*at the end of the story*)
    - Explain that you will add the “when” to the beginning of the sentence: At the end of the story, the magic frog helps Jumping Mouse.
  - Ask: How did the magic frog help Jumping Mouse? (*by turning him into an eagle*)
    - Explain that you will add the details that describe the “how” to the end of the sentence: The magic frog helps Jumping Mouse by turning him into an eagle.
  - Ask: Why does the magic frog turn Jumping Mouse into an eagle? (*so he can fly*)
    - Explain that you will add the details that describe the “why” to the end of the sentence: The magic frog helps Jumping Mouse by turning him into an eagle, so that he can fly.
  - Ask: Where does Jumping Mouse want to fly? (*to a far-off land*)
    - Explain that you will add the details that describe the “where” to the end of the sentence: The magic frog helps Jumping Mouse by turning him into an eagle, so that he can fly to a far-off land.
5. **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? Remind students to signal when both partners have contributed to the conversation. (*Answers may vary, but may include that it's nice to do good deeds, such as helping others. Good deeds often bring unexpected rewards.*)



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Listening Actively

|                                |                                                                                                                                                                                                                                                         |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Provide students with potential responses to answer open-ended questions (e.g., Who helps Jumping Mouse at the end of the story: the bison, the wolf, or the magic frog?) and have students point to the character in the image to answer the question. |
| <b>Transitioning/Expanding</b> | Provide students with a specific sentence frame (e.g., "The magic frog helps Jumping Mouse at the end of the story by . . .").                                                                                                                          |
| <b>Bridging</b>                | Encourage students to use content-related words in complete sentences (e.g., "The magic frog helps Jumping Mouse at the end of the story by turning him into an eagle so that he can fly to the far-off land.").                                        |

### WORD WORK: MISUSED (5 MIN.)

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 the wrong way.
4. Larry misused his desk by writing on it.
5. The word *misused* has three parts. The prefix or beginning of the word changes the meaning of the rest of the word. *Misused* has the prefix *mis-* in front of the word *use*. What does it mean to use something? (Answers vary, but could include to do something with, like to accomplish a task.)
6. The prefix *mis-* means wrongly, or not correctly. We studied the prefix *in-* in a previous lesson. Do you remember what it means? (It means the opposite of.) So we could also say that *mis-* means incorrectly.
7. Putting the prefix *mis-* in front of the word *use* gives us the word *misuse*. What does the word *misuse* mean? (To do something or use something incorrectly, or wrongly.)
8. Here are some more words that use the prefix *mis-*. Listen to the rest of the word to figure out what the whole word means. [Read each word aloud and explain the meaning of the word without the prefix. Then ask what the word means with the prefix]
  - *Misunderstand*. The word *understand* means to know the meaning of something, like words someone is saying or what the words mean when you are reading. Remember that *mis-* means wrongly or incorrectly. What

would the word *misunderstand* mean? (Answers vary, including not getting the meaning of something or understanding it incorrectly)

- *Misspell*. The word spell means to put together the right letters in the right order that make up the sounds in a word. For example, to spell *cat*, we would put together the letters “c,” “a,” and “t” in that order to spell *cat* correctly. What is the meaning of *misspell*? (Answers vary, including to not spell a word correctly.)

9. The first two parts of the word *misused* are *mis-* and *use*. The last part of the word *misused* is *-ed*. This is a word ending for words that are verbs, or action words, to show when something happened. When we add the ending *-ed* to a word, it means that it already happened or happened in the past. An example of this is the word *jump*. When I say “I jump” it means that I’m doing it now. When I say “I jumped” it means that I already did it.

10. What are some other words that show that something has happened in the past? (Answers will vary.)

## Lesson 9: The Story of Jumping Mouse, Part II

# Application



**Writing:** Students will use a combination of drawing, dictating, and writing to describe two events from a literary text. **[W.K.3]**

### WRITING: DESCRIBING EVENTS

- Remind students that they discussed a lesson they could learn from the story “Jumping Mouse.” Have a few students share the lessons they identified. (*Answers may vary, but may include that if we help others, others will help us; good deeds often bring unexpected rewards, so it’s nice to do good deeds.*)
- Explain that students will be drawing and writing about events in the story where one character helped another.
- Show students the sentence stems that you have written in advance on the board and read them aloud. Tell students they can use these sentences to practice their writing today, but they are not expected to be able to read them on their own.
  - Jumping Mouse helps \_\_\_\_\_ by \_\_\_\_\_.
  - The magic frog helps \_\_\_\_\_ by \_\_\_\_\_.

## D Differentiation

### Support

If students struggle to come up with events on their own, show them Image 9A-7 and ask, “How does the magic frog help Jumping Mouse at the end of the story?” Then, have students draw a picture describing this event.

### Challenge

Have students write their own sentence describing the events they drew using their phonetic knowledge.

- Have students name some events from “Jumping Mouse” in which one character helps another character. If students need support, show images from the story to help them answer the question. (*Answers may vary, but may include that the magic frog helps Jumping Mouse turn into an eagle to fly to a far-off land; that Jumping Mouse helps the wolf by giving him his sense of smell; that Jumping Mouse helps the bison by giving him his eyesight.*) Prompt students to use the sentence stems as needed.
- Tell students that they will draw two pictures, one that shows how Jumping Mouse helps another character, and another picture that shows how the magic frog helps another character.
- **Think-Pair-Write:** Have students turn to a partner and share the events they plan to draw from the story. Tell students to think about whether their partner’s events show ways that the characters help each other. Tell students to provide feedback on their partner’s ideas. Model providing feedback using the following statements.
  - Your first event shows how Jumping Mouse helps another character.
  - Your first event does not show how Jumping Mouse helps another character.
  - Your second event shows how the magic frog helps another character.
  - Your second event does not show how the magic frog helps another character.
- Explain that students should think of a new event if their event does not show how the magic frog or Jumping Mouse helps another character.
- Provide students time to draw their first picture. Remind students that this picture should show an event in which Jumping Mouse helps another character in the story.
- Once students have finished drawing, they may copy the first sentence stem from the board/chart paper, and fill in the blanks by writing based on their phonetic knowledge, or dictating to a teacher. Tell students they may also use labels to describe the characters and events in their drawing.
- Have students do the same for the second event. Remind students that this event should show the magic frog helping another character (likely Jumping Mouse).
- Once students have finished drawing, they may copy the second sentence stem from the board/chart paper and fill in the blanks by writing based on their phonetic knowledge, or by dictating to a teacher. Tell students they may also use labels to describe the characters and events in their drawing.

- **Think-Pair-Share:** Share your events with a partner. Discuss the order in which your events occur and how they connect to one another. Remind students to signal when both partners have contributed to the conversation. *(Answers may vary, but may include that Jumping Mouse helps another character and then, in the end, the magic frog helps Jumping Mouse fly to a far-off land because he Jumping Mouse is nice to others.)* You may ask the following prompts to support students:
  - Which event happens first?
  - Which event happens second?
  - Why does the second event happen?
  - How does the first event help the second event to happen?
- Select a few students' drawings/sentences to answer the questions above as a class.



#### MULTILINGUAL/ENGLISH LEARNERS

##### Writing

##### Composing/Writing

|                                |                                                                                                                                                                                                                                                       |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Provide students with images that show how one character helps another in the story. Describe the events for students, then have them draw about the events you chose.                                                                                |
| <b>Transitioning/Expanding</b> | Show students images from the story that show where one character helps another. Have students orally describe the events, then draw about them.                                                                                                      |
| <b>Bridging</b>                | Have students dictate a sentence about how Jumping Mouse helps another character in the story, using the sentence stem: Jumping Mouse helps ____ by _____. Then have them draw a picture showing the event. Then, do the same with another character. |



#### Exit Pass

How do the characters help each other in "The Story of Jumping Mouse"?

End Lesson

## UNDERDOGS AND HEROES: STORIES

# The Quarrel of the Quails

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will use question words to discuss quails in a conversation with their peers, and will locate India on a map.

[SL.K.1, SL.K.3, L.K.1d]

**Reading**

Students will describe the problem in a folktale, and will identify and explain the lesson of a folktale.

[RL.K.3]

**Language**

Students will demonstrate an understanding of the Tier 2 word *wisest*.

[L.K.4b, L.K.5c]

**Writing**

Students will draw and write a description of an event in a folktale.

[W.K.3, SL.K.5]

**FORMATIVE ASSESSMENT****Exit Pass**

**Describing an Event** Students will draw pictures that describe an event from “The Quarrel of the Quails.”

[W.K.3]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                             | Grouping Recommendations   | Time    | Materials                                                                      |
|---------------------------------------------|----------------------------|---------|--------------------------------------------------------------------------------|
| Introducing the Read-Aloud                  |                            |         |                                                                                |
| Essential Background Information or Terms   | Whole Group                | 10 min. |                                                                                |
| Read-Aloud                                  |                            |         |                                                                                |
| Purpose for Listening                       | Whole Group                | 30 min. |                                                                                |
| “The Quarrel of the Quails”                 |                            |         |                                                                                |
| Comprehension Questions                     |                            |         |                                                                                |
| Word Work: <i>wisest</i>                    |                            |         |                                                                                |
| This is a good opportunity to take a break. |                            |         |                                                                                |
| Application                                 |                            |         |                                                                                |
| Writing: Describing an Event                | Whole Group<br>Independent | 20 min. | <input type="checkbox"/> blank paper<br><input type="checkbox"/> drawing tools |

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Prepare a chart with three columns on the board/chart paper. The first column should be titled “See,” the second column titled “Think,” and the third column should be titled “Wonder.” Be prepared to complete this chart with students during the lesson.

### Read-Aloud

- Prepare students to have a blank piece of paper for this portion of the lesson.

### Universal Access

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## CORE VOCABULARY

**quails, n.** brown, small to medium sized wild birds

Example: The quails flew into the nest.

Variation(s): quail

**wisest, adj.** smartest

Example: The grandmother was the wisest of the family.

Variation(s): wise, wiser

**fowler, n.** a person who hunts wild birds

Example: The fowler waited for the birds to fly out of the nest.

Variation(s): fowlers

**quarrel, v.** to disagree or argue

Example: The two brothers began to quarrel over who was the fastest runner.

Variation(s): quarreled, quarreling

**trod, v.** stepped on or over

Example: The horse trod on the flowers as he ran through the garden.

Variation(s): tread

**Vocabulary Chart for “The Quarrel of the Quails”**

| Type                   | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words    | Tier 1<br>Everyday Speech Words |
|------------------------|---------------------------------|-------------------------------------|---------------------------------|
| Vocabulary             | fowler                          | quails<br>wisest<br>quarrel<br>trod |                                 |
| Spanish<br>Cognates    |                                 |                                     |                                 |
| Multiple-<br>Meaning   |                                 |                                     |                                 |
| Sayings<br>and Phrases | empty-handed<br>nonetheless     |                                     |                                 |

## Lesson 10: “The Quarrel of the Quails”




# Introducing the Read-Aloud

**Speaking and Listening:** Students will use question words to ask questions about quails in a conversation with their peers, and will locate India on a map.

[SL.K.1, SL.K.3, L.K.1d]

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (10 MIN.)

- Tell students that the story in today’s Read-Aloud originated from the country India, on the continent of Asia.
- Show students Image **10A-1: World map with India highlighted**. Help students locate the country, India, on the continent of Asia on the world map.
- Show students Image **10A-2: Quail**. Tell students that this is an image of a type of bird called a quail. Explain that students will create sentences to talk about this image.
- Explain that there are different types of sentences. Students have already learned one type: a statement is a sentence that tells us something.
  - Remind students that a statement has two parts: A part that names the “who” or “what” and a part that describes “what’s happening or how someone, or something, is.”
- **Turn and Talk.** Tell your partner a statement about this image by answering the following question: What do you see in this image? Remind students to signal when both partners have contributed to the conversation. (*Answers may vary, but may describe what can be seen in the image of the quail.*)
  - Have a few students share their statements and record their responses in the See column of the chart you have prepared in advance.
- Ask: What do you think about this image? You may provide students with the sentence starter: I think \_\_\_\_\_.
  - Have a few students share statements and record their responses in the *Think* column of the chart you have prepared in advance.
- Explain that another type of sentence is called a question. A question is a sentence, but instead of telling something, like a statement does, a question asks something.

- Provide the example: *What is your favorite color?*
- Explain that this is a question, not a statement, because it's asking something. The sentence *My favorite color is orange* is a statement because it's telling something.
- Explain that both statements and questions are sentences. A statement is a sentence that tells something, and a question is a sentence that asks something.
- Tell students to think about something they wonder, or a question they have about the animal in this image.
  - Explain that if you want to ask about a person or people, then the first word of your question should be "who."
    - Provide an example question such as, *Who lives near this animal?*
  - Explain that if you want to ask about a place, the first word of your question should be "where."
    - Provide an example question such as, *Where does this animal live?*
  - Explain that if you want to ask about a thing in the picture or about something that happened, the first word of your question should be "what."
    - Provide an example question such as, *What is the name of this animal?*
  - Ask: If you want to ask about when something happened, what do you think the first word of your question should be? ("*when*")
    - Provide an example question such as, *When does this animal learn to fly?*
  - Ask: If you want to ask about why someone did something or why something happens, what do you think the first word of your question should be? ("*why*")
    - Provide an example question such as, *Why does this animal have wings?*
    - Ask: If you want to ask how someone did something or how something happens, what do you think the first word of your question should be? ("*how*")
- Provide students with an example of a question they can ask about the image: *What is this animal called?*
-  **Think-Pair-Share:** Think of a question you have about this image. Your question should start with one of the following question words: "who," "where," "when," "what," "why," or "how." Tell your partner your question. Remind students to signal when both partners have contributed to the conversation.

## D Differentiation

### Challenge

Encourage students to come up with more than one question about the image, using different question words.

- Once both partners have shared, have two or three students share their partner's question aloud with the class.
- Have a few students share feedback on the questions. Model providing feedback using the following sentence starters:
  - You asked a question correctly because you started with the question word \_\_\_\_.
  - You asked a question about the image, when you said \_\_\_\_.
  - You can improve your question by starting with a question word such as \_\_\_\_.
- Record students' questions on the board with a question mark at the end.
  - Explain that once you've written a sentence, it's always important to add final punctuation. When we write a statement, we use a period. This lets the reader know that the sentence is telling something. But when we write a question, we write a question mark at the end of the sentence. The question mark lets the reader know that the sentence is asking something.



#### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

##### Asking questions

|                                |                                                                                                                                            |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Have students repeat a question the teacher or a student partner asked.                                                                    |
| <b>Transitioning/Expanding</b> | Provide students with a specific question stem to ask a question about the image (e.g., Where does the quail____? How does the quail____?) |
| <b>Bridging</b>                | Provide students with a bank of question words to choose from for their sentences (e.g., "who," "where," "when," "what," "why," "how")     |



### Check for Understanding

**Thumbs-up/Thumbs-down:** Is a statement a type of sentence? (*thumbs-up*) Is a question a type of sentence? (*thumbs-up*)

## Lesson 10: The Quarrel of the Quails

# Read-Aloud



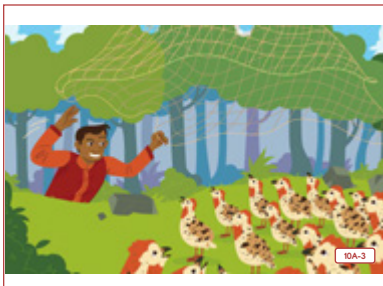
**Reading:** Students will describe the problem in a folktale, and will identify and explain the lesson of a folktale. [RL.K.3]

**Language:** Students will demonstrate an understanding of the Tier 2 word *wisest*. [L.K.4b, L.K.5c]

### PURPOSE FOR LISTENING

- Remind students that a problem is something that goes wrong. Ask students to share a problem in a story they have heard previously. You may prompt students with the specific questions below as needed.
  - What is the problem in “The Three Little Pigs”? (*Answers may vary, but may include that the wolf is trying to blow the pigs’ houses down.*)
  - What is the problem in “The Three Billy Goats Gruff”? (*Answers may vary, but may include that the troll won’t let the billy goats cross its bridge.*)
  - What is the problem in “Momotaro, Peach Boy”? (*Answers may vary, but may include that the oni are stealing from the village.*)
- Explain that students will listen carefully to find out the quails’ problem in the story. After they listen, they will think about the lesson they can learn from 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 QUARREL OF THE QUAILS” (15 MIN.)



#### Show Image 10A-3: Fowler catching quails

Once upon a time, many **quails** lived together in a forest. They had some disagreements, but they listened to their leader, who was the **wisest** of them all. *Wisest means the smartest.*

### D Differentiation

#### Support

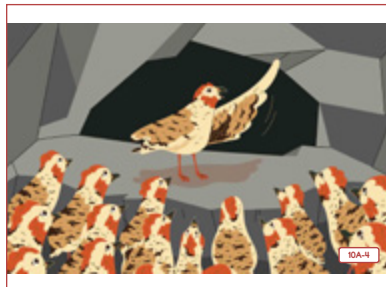
Show students images from previous stories in the domain that show the problem.

#### Challenge

Have students explain how the problem was fixed or solved by the characters in the story.

A man who lived near the forest was a **fowler** who earned his living by catching quails and selling them. Day after day, he listened to the sound of the quail leader calling the other quails. Eventually, he was able to make the quails' sound himself. Hearing the fowler's sound, the quails thought it was their leader calling them. *The fowler sounded so much like the quails, that the birds didn't know it was him! He must have listened very carefully and practiced a lot to imitate them so well.*

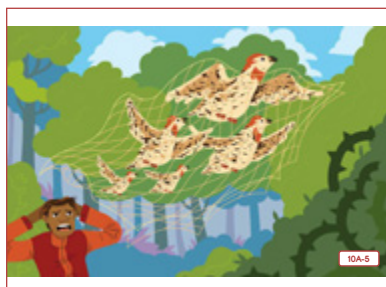
When a group of quails were crowded together, the fowler threw his net over them. Off he went into the town, where he sold all the quails that he had caught. 🧑🧑 **Think-Pair-Share:** *What happened to the quails? [Remind students to signal when both partners have contributed to the conversation. When both students have shared with their partners, have two or three students share their partner's idea with the class.] (Answers may vary, but may include that the fowler captured the quails by imitating their sound, then throwing a net over them when a group of them gathered together.) [As needed, prompt students with a follow-up question; e.g., How did the fowler capture the quails?]*



**Show Image 10A-4:**  
**The quail leader makes a plan.**

The wise leader saw the fowler's plan for catching quails, so he called the birds together. He said, "This fowler is carrying away so many of us, we must put a stop to it. I have thought of a plan. The next time the fowler throws a net over you, each of

you must put your head through one of the little holes in the net. Then all of you must work together to fly away to the nearest thorn-bush. You can leave the net on the thorn-bush and free yourselves." The quails liked the plan and agreed to try it the next time the fowler threw the net over them. *The wise quail leader came up with a plan. To follow this plan, the quails will have to work together.*



**Show Image 10A-5:**  
**The quails flap their wings together to escape the net.**

The very next day the fowler came and used his tricks to call the quails together. When he threw the net over them, the quails all

flapped their wings. They lifted the net and flew away with it to the nearest thorn-bush, where they left it. They flew back to their leader to tell him how well his plan had worked. **Turn and Talk:** *How do the quails escape, or get out of the net? [Remind students to signal when both partners have contributed to the conversation.] (Answers may vary, but may include that the quails flap their wings at the same time, then lift to the net to nearest thorn-bush where they left the net.)*

The fowler was busy until evening getting his net off the thorns and he went home empty-handed. *This means that he went home with nothing.* The next day the same thing happened, and again the next. The fowler's wife was angry because he did not bring home any money. The fowler said, "Those quails are working together now. The moment my net is over them, off they fly with it, leaving it on a thorn-bush. As soon as the quails begin to **quarrel** I shall be able to catch them." *To quarrel means to disagree or argue. The quails are working together now, but the fowler thinks that when the quails start to quarrel, he will be able to catch them again.*



**Show Image 10A-6:**  
**The quails begin to quarrel**

Not long after this, one quail accidentally stepped on another's head while they were eating. "Who **trod** on my head?" angrily cried the second. *Trod means stepped on or over.* "I did, but I didn't mean to, so please don't be angry," said the first quail. But the second

quail was angry nonetheless. *This means that even though the first quail asked the second quail not to be angry, she was angry with him anyway. Why was the second quail angry? (Because the first quail stepped, or trod, on her head.)*

Soon all the quails had taken sides in this quarrel. When the fowler came that day he flung his net over them. This time, instead of flying off with it together, one side said, "Now, you lift the net," and the other side said, "Lift it yourself."

"You try to make us lift it all," said the quails on one side. "No, we don't!" said the others. "If you begin, then we will help." But neither side began to fly. *Oh no! The quails are quarreling just like the fowler predicted, or guessed, would happen.*



### Show Image 10A-7:

#### The fowler takes the quails into town to sell.

So the quails quarreled, and while they were quarreling the fowler caught them all in his net. Suddenly the quails had a bigger problem, because the fowler took them to town and sold them for a good price. The fowler and his wife were happy, but the

quails were not, because they had forgotten their leader's important lesson about working together. *When the quails stopped working together, the fowler was able to catch them all in his net and sell them in town.*




### Check for Understanding

**Thumbs-up/Thumbs-down:** Is the fowler happy in the end? (*thumbs-up*) Are the quails happy in the end? (*thumbs-down*)

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Who was the wisest of all of the quails? (*the leader*)
2. **Inferential.** 🧑🧑 *Think-Pair-Share:* What is the quails' problem in the beginning of the story? Remind students to signal when both partners have contributed to the conversation. When both students have shared with their partners, have two or three students share their partner's idea with the class. (*Answers may vary, but may include that the fowler captured the quails by tricking them.*)
  - **Literal.** How does the fowler capture the quails in the beginning of the story? (*Answers may vary, but may include that he imitated their call to gather them together and then threw a net over them to catch them.*)
3. **Literal.** What is the quail leader's plan to escape the fowler? (*The next time the fowler throws a net over the quails, they must put their head through one of the little holes in the net and work together to fly away to the nearest thorn-bush. Then, they will leave the net on the thorn-bush and be free.*)
  - **Literal.** Does this plan work at first? (*yes*)
  - **Inferential.** Why does the plan work? (*because the quails were working together*)

4. **Inferential.** What happened to the quails at the end of the story and why? *(Answers may vary, but may include that the quails started quarreling when one trod on another's head by accident and stopped working together to fly at the same time; that the fowler was able to capture the quails while they were quarreling and sold them.)*
- **Literal.** Why did the quails start to quarrel? *(One trod on another's head.)*
  - **Literal.** What happened to the quails when they were quarreling? *(The fowler threw his net over them to catch them.)*
  - **Literal.** Were the quails able to escape this time? Why not? *(No, because they didn't fly at the same time and the fowler sold them in town.)*
5. **Evaluative.**  *Think-Pair-Share:* When the quails followed their wise leader's plan, they were able to escape the fowler and be free. However, in the end, the fowler was able to capture and sell them. Explain that when we think about a lesson, we think about a moral we can learn from a story that we can follow or apply to many situations in our own lives. Remind students that they learned about a moral in the *Star Light, Star Bright: Nursery Rhymes and Fables* domain. Explain that there is often more than one lesson we can learn from a story. There is not only one right answer. Ask: What lesson do you think we can learn from this story that we can apply to our own lives? Remind students to signal when both partners have contributed to the conversation. *(Answers may vary, but may include that working together can be more helpful than arguing; that when we work together we can solve problems; that quarreling can do more harm than good.)*
- You may prompt students with any of the follow-up questions below to support their understanding of a lesson.
    - What did the wise quail leader tell the quails to do to solve their problem? *(Work together by flying at the same time.)*
    - How were the quails able to escape the fowler's net when they followed their leader's plan? *(Answers may vary, but may include that they worked together to fly at the same time.)*
    - Why couldn't the quails escape the fowler's net at the end? What did they do differently? *(Answers may vary, but may include that the quails argued and were angry at each other, that they didn't work together to fly at the same time.)*
    - What lesson does this teach you about quarreling or working together? *(Answers may vary, but may include that it is more helpful to work together than to quarrel or argue.)*
    - How could you apply this lesson to your own life? *(Answers may vary, but may include that when they are trying to solve a problem, it can be helpful to work with others.)*

## D Differentiation

### Support

Review lessons from a previous story they heard, "The Story of Jumping Mouse," such as, *if we practice, we can achieve things that are hard at first* or *If we are kind to others, people will be kind to us*.

### Challenge

Have students explain how their lesson relates to the events in the story and explain how they could apply the lesson to their own lives.

- As students share their lessons, have a few students provide feedback on their lessons. Model providing feedback on their lessons using the following sentence starters:
  - You can apply your lesson to your own life because \_\_\_\_.
  - Your lesson relates to what happens in the story because \_\_\_\_.



### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

##### Listening Actively

|                                |                                                                                                                                                                                                   |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Provide students with options to choose from when answering questions and point to relevant images for support. (e.g., Do the quails free themselves or stay captured in this part of the story?) |
| <b>Transitioning/Expanding</b> | Provide sentence stems to support students in answering questions (e.g., In the end of the story, the quails ____.)                                                                               |
| <b>Bridging</b>                | Encourage students to respond to questions with minimal adult support.                                                                                                                            |



### Check for Understanding

**Identifying the Problem.** *Think-Pair-Write:* Have students think about the problem the quails encountered in the story. Have students turn to a partner and share the problem they identified. Then, have students draw a picture of the problem.

### WORD WORK: WISEST (5 MIN.)

1. In the Read-Aloud you heard, "They had some disagreements, but they listened to their leader, who was the *wisest* of them all."
2. Say the word *wisest* with me.
3. *Wisest* means "smartest." Explain that *wise* means smart. The suffix *-est* is added to the end of an adjective to mean it is the most. Therefore *wisest* means the most wise, or smarter than the others.
4. The king always always asked his *wisest* friends what he should do.
5. Do you know anyone that is *wise*? Who is the *wisest* person you know and why? Try to use the word *wise* or *wisest* in your response.

- If needed, provide the following sentence stem:
  - \_\_\_\_ is the *wisest* person I know because \_\_\_\_.

6. What is the word we have been talking about?

### Use a Word Parts activity for follow-up.

- Explain to students that the root word, or base word, in the word *wisest* is *wise*.
- Remind students that when the suffix *-est* is added to the end of an adjective, it means the most.
- Provide students with the following adjective: *kind*. Ask students what we can add to the adjective *kind* to change it to mean the most kind. Ask students how we would say this new word (*-est, kindest*).
- Have students use a sentence with the word *kindest*. Provide a sample sentence as needed, such as: "I am the kindest of my siblings."
- Provide students with the following adjectives. Ask them to identify the root, or base word, and the suffix *-est*, to help them identify the meaning of the word.
  - *happiest (the most happy)*
  - *funniest (the most funny)*
  - *saltiest (the most salty)*

## D Differentiation

### Challenge

Have students come up with their own adjectives using the suffix *-est*.

## Lesson 10: The Quarrel of the Quails

# Application



**Writing:** Students will draw and write a description of an event in a folktale.

[W.K.3, SL.K.5]

### WRITING: DESCRIBING AN EVENT (20 MIN.)

- Explain that students will draw a picture of an event or events in "The Quarrel of the Quails." Tell students that they may also write labels or a sentence to go along with their picture. Student's writing will be based on their phonetic knowledge.
- Have students turn to a partner and brainstorm some key events they could draw/write about from the story. (*Answers may vary, but may include that the quails get captured by the fowler; the quails quarrel about one stepping on another's head; the quail leader comes up with a plan; the quails fly at the same time to escape the net.*)

## D Differentiation

### Support

Provide students with a more specific prompt to help them select an event to describe (e.g., What happened to the quails at the end of the story?)

### Challenge

Have students explain how their event relates to the lesson they identified in "The Quarrel of the Quails."

- Have students draw their event on a piece of paper, and label it with words or a sentence to describe the event. If students finish early, have them draw another key event from the story.
- After students have drawn their pictures, have them exchange their drawings with a partner and describe the event they drew. Remind students to signal when both partners have contributed to the conversation.
- Once both partners have shared, have students find another partner, and share their event. Remind students again to signal when both partners have contributed to the conversation. Repeat this as many times as time allows.
- Have students return to their seats and add any new ideas to their drawing that they heard from their peers.



### Exit Pass

**Drawing an Event:** Have students draw a picture of an event, or series events, from "The Quarrel of the Quails."



## MULTILINGUAL/ENGLISH LEARNERS

### Writing Writing

#### Entering/Emerging

Provide students with options of events they can choose from. (e.g., the quails get captured by the fowler; the quails quarrel about one stepping on another's head; the quail leader comes up with a plan; the quails fly at the same time to escape the net.)

#### Transitioning/ Expanding

Provide students with specific sentence stems for students to fill in to describe an event (e.g., The fowler \_\_\_\_ to capture the quails. To escape the fowler's net, the quails \_\_\_\_ at the same time. The quails \_\_\_\_ when one stepped on another's head. In the end, the fowler \_\_\_\_ because the quails \_\_\_\_.)

#### Bridging

Provide students with general sentence stems to help them describe key events (e.g., In the beginning of the story \_\_\_\_\_. To solve their problem, the quails \_\_\_\_\_. At the end of the story, the quails \_\_\_\_\_.)

### End Lesson

## UNDERDOGS AND HEROES: STORIES

# Goldilocks and the Three Bears

**PRIMARY FOCUS OF LESSON****Reading**

Students will identify a story as fiction and bears as characters in a story.

[RL.K.3]

Students will describe the main events in a literary text.

[RL.K.3]

**Language**

Students will demonstrate an understanding of the Tier 2 word *suddenly*.

[L.K.5c]

**Writing**

With assistance, students will use a graphic organizer to identify the characters, setting, and plot of a literary text.

[W.K.8]

**FORMATIVE ASSESSMENT****Activity Page 11.1**

**Character, Setting, and Plot** Students will draw pictures to represent the characters, setting, and plot of “Goldilocks and the Three Bears.”

[RL.K.3]



## LESSON AT A GLANCE

|                                             | Grouping Recommendations | Time    | Materials                                                                                                                             |
|---------------------------------------------|--------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------|
| Introducing the Read-Aloud                  |                          |         |                                                                                                                                       |
| Essential Background Information or Terms   | Whole Group              | 10 min. |                                                                                                                                       |
| Read-Aloud                                  |                          |         |                                                                                                                                       |
| Purpose for Listening                       | Whole Group              | 30 min. |                                                                                                                                       |
| Interactive Read-Aloud                      |                          |         |                                                                                                                                       |
| “Goldilocks and the Three Bears”            |                          |         |                                                                                                                                       |
| Comprehension Questions                     |                          |         |                                                                                                                                       |
| Word Work: <i>Suddenly</i>                  |                          |         |                                                                                                                                       |
| This is a good opportunity to take a break. |                          |         |                                                                                                                                       |
| Application                                 |                          |         |                                                                                                                                       |
| Writing: Character, Setting, and Plot       | Whole Group              | 20 min. | <input type="checkbox"/> Visual Support 11.1<br><input type="checkbox"/> Activity Page 11.1<br><input type="checkbox"/> drawing tools |
| Sayings and Phrases                         |                          |         |                                                                                                                                       |

## ADVANCE PREPARATION

### Application

#### > Visual Support 11.1

- Create a three-circle map to review the story elements of character, setting, and plot. Draw three circles on the board/chart paper, labeling the first circle “Characters,” the next circle “Setting,” and the last circle “Plot.” Alternatively, you may access a digital version in the Visual Supports for Teaching for this domain.

### Universal Access

- Select three images from “Goldilocks and the Three Bears” that represent the beginning, middle, and end of the story for students to sequence. Students can use these illustrations to help them remember what happened in the story and sequence events from the story. Students may also refer to them while they retell the story.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## CORE VOCABULARY

**suddenly, adv.** very quickly and unexpectedly

Example: Portia was playing outside when it suddenly started raining.

Variation(s): none

**startled, v.** surprised because of an unexpected event

Example: The dog startled me when it barked and ran right past me.

Variation(s): startle, startles, startling

### Vocabulary Chart for “Goldilocks and the Three Bears”

| Type                   | Tier 3<br>Domain-Specific Words                                            | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|------------------------|----------------------------------------------------------------------------|----------------------------------|---------------------------------|
| Vocabulary             |                                                                            | startled<br>suddenly             |                                 |
| Multiple-Meaning       |                                                                            |                                  |                                 |
| Sayings<br>and Phrases | too hot/too cold<br>too hard/too soft<br>too rough/too silky<br>just right |                                  |                                 |

## Lesson 11: Goldilocks and the Three Bears

## Introducing the Read-Aloud



**Reading:** Students will identify a story as fiction and bears as characters in a story. [RL.K.3]

### ESSENTIAL BACKGROUND INFORMATION OR TERMS

- Tell students that today's story is called "Goldilocks and the Three Bears."
- Explain that this story is fiction and that some of its characters are bears. Ask students if they know what a bear is.

### Show image 11A-1: Bear

- Explain that the animal in the image is 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.
- Ask students if they know anything else about bears. Tell students to respond in a complete sentence starting with *Bears* as the "who/what" in their sentence.



### Check for Understanding

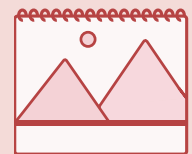
**One-Word Answer:** What are some of the characters in this fiction story? (*bears*)

## D Differentiation

### Support

Remind students of the meaning of *fiction* and *character*.

### Flip Book 11A-1



## Lesson 11: Goldilocks and the Three Bears

# Read-Aloud



**Reading:** Students will describe the main events in a literary text. [RL.K.3]

**Language:** Students will demonstrate an understanding of the Tier 2 word *suddenly*. [L.K.5c]

### PURPOSE FOR LISTENING

- Tell students they are going to hear a story about a pretend family of bears that do not act like real bears in the wild do.
- Ask students to listen carefully to find out what the plot is, or what happens in the story with the pretend family of bears.
- 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.

### 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.

### “GOLDILOCKS AND THE THREE BEARS” (15 MIN.)



#### Show image 11A-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. *Wee means very small.*

Each bear had a bowl for his porridge. *Porridge is like oatmeal.* 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 11A-3:

#### Goldilocks approaching the house

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

First she looked in the window. After a quick peep in the door, she knocked, but no one answered. *Peep means Goldilocks took a quick look in through a hole or window in the door.*

Now, you might think that she should turn right around and go home. But no—Goldilocks walked right into the house! 🧑🧑 **Think-Pair-Share:** *Do you think Goldilocks should go into the bears' house? [Remind students to signal when both partners have contributed to the conversation. When both partners have shared their answer, have one or two students share their partner's idea aloud with the class.]*



### Show image 11A-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. *[Have students repeat, "Too hot!"]*

Then she tasted the porridge in the middle-sized bowl, but it was too cold. *[Have students repeat, "Too cold!"]*

Then she tasted the porridge in the wee little bowl, and it was just right. *[Have students make a satisfied expression and say, "Just right!"]* She liked it so much that she ate it all up!

## D Differentiation

### Support

The word *peep* can have other meanings. The word *peep* also means the sound young birds make.



**Show image 11A-5:**  
**Goldilocks and the chairs**

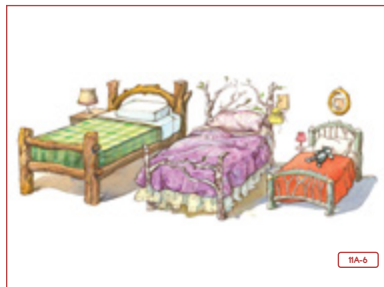
Then Goldilocks saw three chairs and decided to sit down to rest. First she sat in Papa Bear's great big chair, but it was too hard. *[Have students repeat, "Too hard!"]*

Then she sat in Mama Bear's middle-sized chair, but it was too soft. *[Have students repeat, "Too soft!"]*

Then she sat in Baby Bear's wee little chair, and it was just right. *[Have students make a satisfied expression and say, "Just right!"]*

She sat and sat till **suddenly** or *very quickly and unexpectedly*—crack!—the chair broke.

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



**Show image 11A-6:**  
**The three beds**

First she lay down on Papa Bear's great big bed, but the blankets were too rough. *[Have students repeat, "Too rough!"]*

Then she lay down on Mama Bear's middle-sized bed, but the blankets were too silky. *[Have students repeat, "Too silky!"]*

So she lay down on Baby Bear's wee little bed, and the blankets were just right. *[Have students make a satisfied expression and say, "Just right!"]*

She covered herself up, and then fell fast asleep.



### Show image 11A-7:

#### The bears return

About this time the three bears came back from their walk. They went straight to the table, and suddenly Papa Bear cried out in his great big voice, *[Say Papa Bear's lines in a great big voice.]* "Someone has been eating my porridge!"

Then Mama Bear looked at her dish, and she said in her middle-sized voice, *[Say Mama Bear's lines in a middle-sized voice.]* "Someone has been eating my porridge!"

Then Baby Bear looked at his dish, and he said in his wee little voice, *[Say Baby Bear's lines in a wee little voice.]* "Someone has been eating my porridge, and has eaten it all up!"

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 11A-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** or *surprised* Goldilocks, and she sat up wide awake.



### Show image 11A-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.



### Check for Understanding

**Turn and Talk:** Who are the characters in this story? Remind students to signal when both partners have contributed to the conversation. (*The characters in this story are Papa Bear, Mama Bear, Baby Bear, and Goldilocks.*)

## D Differentiation

### Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

### COMPREHENSION QUESTIONS (10 MIN.)

- Inferential.** What is the setting of this story? (*The setting is the house in the woods where the family of bears live.*)
- Inferential.** How do you know this story is fiction, or make-believe? (*The story is fiction because the bears in this story act like people.*)
  - Inferential.** How do the bears in this story act like people instead of real bears? (*The bears in this story act like people by talking, eating people food, sitting in chairs, and sleeping in beds, and living in a house.*)
- 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.*)
- 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.*)
- Literal.** Show students Image 11A-8. Tell students they will say a sentence to describe what happens in this image.

### Flip Book 11A-8



- Tell students they should use details from the story in their sentence. They should try to include as much as possible of the following information in their sentence: who, what is happening, when, where, why, and how. Explain that you will ask questions to help add details to the sentence.
  - You may have students first provide their own sentences, then use the following prompts to fill in missing details. Alternatively, you can start by asking students the following questions, and have them build on a sentence after each one.
- Provide students with the following sentence: *The bears are startled.* Ask the following questions and have students use the answer to expand the sentence after each one. Model adding additional details to expand the sentence using the sample responses below.
  - Ask: When are the bears startled? (*when the three bears return home from their walk*)
    - Explain that this can also explain *where* the bears are startled.
    - Have students add the detail that describes *when* to the beginning of the sentence. (*When the three bears return home from their walk, they are startled.*)
    - Explain that you used the pronoun “they” to describe the three bears, because you already stated “the three bears” earlier in the sentence, and you are still talking about them.
  - Ask: Why are the three bears startled? (*Answers may vary, but may include that they are startled to find Goldilocks sleeping.*)
    - Have students add the detail that describes *why* to the end of the sentence. (*When the three bears return home from their walk, they are startled to find Goldilocks sleeping.*)
  - Ask: Where is Goldilocks sleeping? (*in Baby Bear’s bed*)
    - Have students add the detail that describes *where* to the end of the sentence. (*When the three bears return home from their walk, they are startled to find Goldilocks sleeping in Baby Bear’s bed.*)



**MULTILINGUAL/ENGLISH LEARNERS**  
**Speaking and Listening**  
Listening Actively

|                                |                                                                                                                                                                                                                                                                                                                  |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Provide students with potential responses to answer open-ended questions (e.g., Does Goldilocks decide which porridge, chair, and bed she likes best by trying all of them, trying two of them, or just picking the best right away?) and have students point the part of the image(s) that answer the question. |
| <b>Transitioning/Expanding</b> | Provide students with a specific sentence frame (e.g., "Goldilocks decides which porridge, chair, and bed she likes best by ...").                                                                                                                                                                               |
| <b>Bridging</b>                | Encourage students to use content-related words in complete sentences (e.g., "Goldilocks decides which porridge, chair, and bed she likes best by trying each one out first.").                                                                                                                                  |

**WORD WORK: SUDDENLY (5 MIN.)**

1. In the Read-Aloud you heard, "They went straight to the table, and suddenly Papa Bear cried out in his great big voice, 'Someone has been eating my porridge!'"
2. Say the word *suddenly* with me.
3. *Suddenly* means very quickly and unexpectedly.
4. The wind suddenly blew the hat off of my head.
5. What might happen suddenly? Try to use the word *suddenly* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "\_\_\_\_\_ might happen suddenly."]
6. What's the word we've been talking about?

**Use a Making Choices activity for follow-up.** I am going to read some sentences. If the sentence describes something that happens suddenly, say, "That happened suddenly." If the sentence does not describe something that happens suddenly, say, "That did not happen suddenly." Remember to answer in complete sentences.

- The wave came up quickly, rocking the boat. (*That happened suddenly.*)
- Tonya stayed in bed for two hours after she woke up. (*That did not happen suddenly.*)
- When Quentin bounced the ball, it quickly rolled down the hill before he could catch it. (*That happened suddenly.*)

- She saved up her money for weeks to buy a new jump rope. (*That did not happen suddenly.*)
- The loud noise surprised him, so he jumped up quickly from his seat. (*That happened suddenly.*)
- The rain storm came without warning and passed quickly. (*That happened suddenly.*)

## Lesson 11: Goldilocks and the Three Bears

# Application



**Writing:** With assistance, students will use a graphic organizer to identify the characters, setting, and plot of a literary text. **[W.K.8]**

### WRITING: CHARACTER, SETTING, AND PLOT (15 MIN.)

#### > Visual Support 11.1

- Refer to the Character, Setting, Plot Map you prepared in advance or display Visual Support 11.1.
- Have students turn to Activity Page 11.1.
- Explain that you are going to talk about the Read-Aloud.
- Ask students who the characters in the story are, then draw a simple picture of each in the “Characters” circle.
- At the same time, have students draw a picture of their own in the “Characters” circle on Activity Page 11.1.
- Repeat this with “Setting” and “Plot” in the two remaining circles.
- Have students draw pictures of their own for “Setting” and “Plot” on Activity Page 11.1.
- After students have completed their drawings, have them share their drawings with a partner. Remind students to signal when both partners have contributed to the conversation.
- Have two or three students share their drawings with the class. Then, have a few students provide specific feedback about characters, setting, and plot. Model giving feedback using the following sentence starters:
  - You showed a character by \_\_\_\_\_.

#### Activity Page 11.1



- You showed a setting by \_\_\_\_\_.
- You showed what happened in the plot by \_\_\_\_\_.

### SAYINGS AND PHRASES (5 MIN.)

#### Do Unto Others as You Would Have Them Do Unto You

- Say the phrase *do unto others as you would have them do unto you*, and have students repeat it.
- 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.
- Provide the example that this 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?
- Ask students how this might relate to any of the stories or folktales they've heard so far in this domain.

### D Differentiation

#### Challenge

Have students provide other examples of when you might use this saying.



#### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

##### Offering Opinions

|                                |                                                                                                                                                                                                                                       |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Provide students with the sentence stem, I think Goldilocks should have____, and a bank of phrases to help them finish the sentence (e.g., asked the bears first, not gone into the bears' house, waited for the bears to come home.) |
| <b>Transitioning/Expanding</b> | Provide students sentence frames using an expanded set of learned phrases (e.g., "Instead of going into the three bears' house, I think Goldilocks should have . . .").                                                               |
| <b>Bridging</b>                | Provide minimal support and guidance for open responses.                                                                                                                                                                              |

End Lesson

## UNDERDOGS AND HEROES: STORIES

# Tug-of-War

**PRIMARY FOCUS OF LESSON****Reading**

Students will identify a trickster tale as a type of fiction.

[RL.K.5]

Students will explain the actions of the main character in a trickster tale.

[RL.K.3]

**Language**

Students will demonstrate an understanding of the Tier 2 word *foolishness*.

[L.K.5c]

**Writing**

With assistance, students will use a graphic organizer to compare and contrast characters in a trickster tale.

[W.K.8]

**FORMATIVE ASSESSMENT****Exit Pass**

**Drawing** Students will draw a picture illustrating how two characters are different from one another.

[W.K.8]



**LESSON AT A GLANCE**

|                                             | Grouping Recommendations | Time    | Materials                                                                                                                |
|---------------------------------------------|--------------------------|---------|--------------------------------------------------------------------------------------------------------------------------|
| Introducing the Read-Aloud                  |                          |         |                                                                                                                          |
| Essential Background Information or Terms   | Whole Group              | 10 min. |                                                                                                                          |
| Read-Aloud                                  |                          |         |                                                                                                                          |
| Purpose for Listening                       | Whole Group              | 30 min. |                                                                                                                          |
| “Tug-of-War”                                |                          |         |                                                                                                                          |
| Comprehension Questions                     |                          |         |                                                                                                                          |
| Word Work: Foolishness                      |                          |         |                                                                                                                          |
| This is a good opportunity to take a break. |                          |         |                                                                                                                          |
| Application                                 |                          |         |                                                                                                                          |
| Writing: Character Comparison               | Independent Whole Group  | 20 min. | <input type="checkbox"/> Visual Support 12.1<br><input type="checkbox"/> paper<br><input type="checkbox"/> drawing tools |
| Vocabulary Instructional Activity: Finally  |                          |         |                                                                                                                          |

## ADVANCE PREPARATION

### Application

#### ➤ Visual Support 12.1

- Create a Venn diagram on the board/chart paper. Write “Turtle” on one side and “Elephant” on the other side. Alternatively, you may access a digital version in the Visual Supports for Teaching for this domain.

### Universal Access

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## 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): none

**foolishness, n.** silly or ridiculous things that people do or say

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

### Vocabulary Chart for "Tug-of-War"

| Type                | Tier 3<br>Domain-Specific Words                                                               | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------|-----------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| Vocabulary          |                                                                                               | boast<br>bold<br>foolishness     |                                 |
| Multiple-Meaning    |                                                                                               | might                            |                                 |
| Sayings and Phrases | tug-of-war<br>wait and see<br>haven't got a chance<br>what have you got to lose?<br>after all |                                  |                                 |

## Lesson 12: Tug-of-War

## Introducing the Read-Aloud

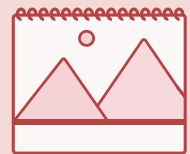


**Reading:** Students will identify a trickster tale as a type of fiction. [RL.K.5]

### ESSENTIAL BACKGROUND INFORMATION OR TERMS

- Tell students that today's Read-Aloud is a type of story known as a trickster tale.
- Explain that 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.
- Show students **Image 12A-5**. Ask students the following questions:
  - What do you see?
  - What do you think about it?
  - What does it make you wonder about the story?
- Tell students they will see this image in the story, and learn more about it as they read.
- 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.

### Flip Book 12A-5



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Is a trickster tale a type of fiction? (*thumbs-up*)

## Lesson 12: Tug-of-War

# Read-Aloud



**Reading:** Students will explain the actions of the main character in a trickster tale.  
[RL.K.3]

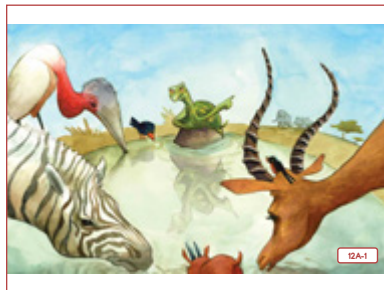
**Language:** Students will demonstrate an understanding of the Tier 2 word *foolishness*.

[L.K.5c]

### 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.

### “TUG-OF-WAR” (15 MIN.)



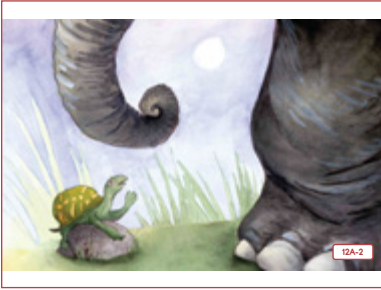
#### Show image 12A-1: Turtle bragging

Turtle was small, but he talked big. He loved to **boast** that he was friends with the biggest animals in the jungle. *That means Turtle said things in a proud and annoying way.* 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.



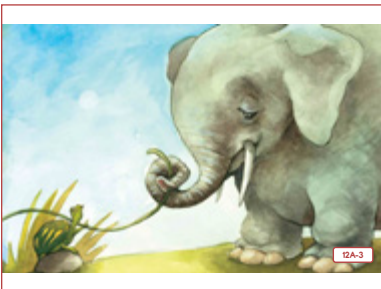
**Show image 12A-2:**  
**Turtle talking to Elephant**

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 or brave**. 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? Foolishness means silly or ridiculous things that people do or say. People usually laugh at foolishness. 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 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 12A-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.”

“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!”

**D** Differentiation

**Support**

Point to the image and the difference in size between Turtle and Elephant. Ask students, “Who do you think would win if Turtle and Elephant played tug-of-war?”

## D Differentiation

### Support

Ask students, "Who do you think would win if Turtle and Hippopotamus played tug-of-war?"

## D Differentiation

### Support

Ask students, "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 12A-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.

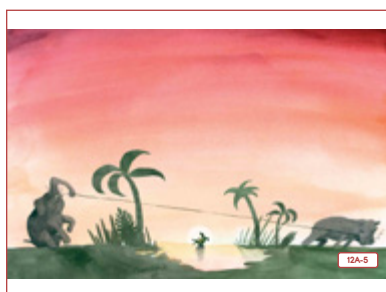
"Now hold on, friend Hippo," said Turtle. "You think that because you're so much bigger

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."

"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."

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.



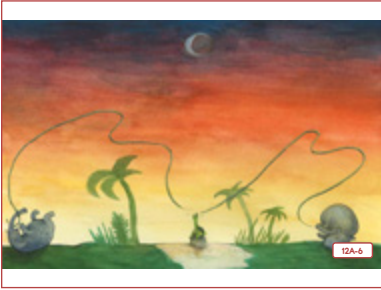
### Show image 12A-5: Elephant and Hippopotamus tugging

Elephant and Hippopotamus both tugged so mightily that the vine stretched tight. 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**. *This means they were pulling as hard as they could.* Neither one could pull the other over.

"I suppose it's about time," said Turtle, and he cut the vine.



**Show image 12A-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 12A-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.



**Check for Understanding**

**Recall:** Who are the characters in the story? (*The characters in this story are Hippopotamus, Elephant, and Turtle.*)

What is the setting of the story? (*The setting of this story is the jungle.*)

## D Differentiation

### Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

## COMPREHENSION QUESTIONS (10 MIN.)

1. **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.*)
2. **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.*)
3. **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 proved that he is just as strong as they are.*)
4. **Evaluative.** 🧑🧑 *Think-Pair-Share:* Remember that “Tug-of-War” is a special kind of fiction story called a trickster tale. Who is the trickster in “Tug-of-War” and why do you think so? Remind students to signal when both partners have contributed to the conversation. (*Turtle is the trickster in “Tug-of-War” because he tricks Hippopotamus and Elephant into thinking that he is stronger than he actually is so that they will be friends with him.*)



### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

##### Offering Opinions

#### Entering/Emerging

Have students point to the characters in images to answer open-ended questions such as “Who is the trickster?”, and provide students with potential responses (e.g.: “The turtle, the elephant or the hippopotamus?”)

#### Transitioning/ Expanding

Provide students sentence frames using an expanded set of learned phrases (e.g., “\_\_\_ is the trickster in ‘Tug-of-War’ because . . .”)

#### Bridging

Provide minimal support and guidance for open responses.



### Check for Understanding

**Turn and Talk:** Why does Turtle trick Hippopotamus and Elephant? Is Turtle good or bad? Remind students to signal when both partners have contributed to the conversation. (*Answers may vary, but may include that turtle wants them to think he is as strong as them and be his friend.*)

## WORD WORK: FOOLISHNESS (5 MIN.)

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 silly or ridiculous things that people 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.** 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.

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

## D Differentiation

### Challenge

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

## Lesson 12: Tug-of-War

# Application



**Writing:** With assistance, students will use a graphic organizer to compare and contrast characters in a trickster tale. **[W.K.8]**

### WRITING: CHARACTER COMPARISON (15 MIN.)

- Review that “Tug-of-War” is known as a trickster tale.
- Remind students that 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 you will read the words to them.

### > Visual Support 12.1

- Refer to the Venn diagram you prepared in advance or display Visual Support 12.1.
- Ask students how Turtle and Elephant are the same. Record their answers in the intersecting part of the circles. (*One similarity is that Turtle and Elephant are both animals that live in the jungle.*)
- Then ask students how they are different. Record their answers in the outside circles. (*One difference is that Elephant is a large animal, whereas Turtle is a small animal.*)



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

|                                     |                                                                                                                                                                                                                                           |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Ask students either/or questions that require one-word responses to help them compare and contrast (e.g., Who is big? The turtle? The elephant? Both?)                                                                                    |
| <b>Transitioning/<br/>Expanding</b> | Provide students with sentence stems to help them compare and contrast (e.g., The turtle and the elephant are similar because they both _____. The turtle and the elephant are different because the turtle____, but the elephant _____.) |
| <b>Bridging</b>                     | Encourage students to build on what the previous student has said about how these characters are similar or different.                                                                                                                    |



### Exit Pass

**Think-Write-Share:** Have students draw a picture illustrating how Turtle and Elephant. Then have students explain their drawing to a partner. Remind students to signal when both partners have contributed to the conversation are different.

## VOCABULARY INSTRUCTIONAL ACTIVITY (5 MIN.)

### Finally

- Remind students that in the Read-Aloud they heard, “Elephant looked all around to see where the voice could be coming from. Finally, he looked down—way down—and spotted Turtle.”
- Ask: Which part of the last sentence tells “who” or “what”? (*he*)
  - Repeat the sentence if needed.
- Ask: Which part of the last sentence tells “what is happening” or “how something or someone is?” (*looked down—way down—and spotted Turtle.*)
- Have students say the word *finally* aloud.
- Explain that *finally* is a word you use to mean at last or at the end.
- Ask: What part of the sentence describes “when”? (*finally*)
- Use *finally* in an example sentence:
  - After many adventures, Jumping Mouse finally turned into an eagle and flew off to a far-away land.

- Explain that people often use the word *finally* to describe what happens at the end.
- Have students turn to their neighbor and tell them about something that happened to them or someone they know. Tell students that their sentences should tell “who or what,” “what happens/how something or someone is,” and “when” using the word *finally*. Tell them to use *finally* to tell what happened at the end.
- Have some students share their statements aloud. If necessary, guide and/or rephrase students' responses for complete sentences using the word *finally*. Have two or three students provide specific feedback about the correct use of the word *finally*. Model giving feedback using the following sentence starters:
  - You used the word *finally* to show what happened at the end when you said \_\_\_\_\_.
  - You used the word *finally* correctly because \_\_\_\_\_.
  - You can add the word *finally* to your sentence to show when it happened by \_\_\_\_\_.
- Have students think of a story, folktale, or trickster tale they've heard Read-Aloud during this domain. Have them turn to their neighbor and recall the basic plot, using words like *first*, *next*, *then*, etc. Emphasize that they should use the word *finally* to describe what happens last.



### Check for Understanding

**Recall:** When would you use the word *finally* when telling a story? (*When telling a story, you would use the word finally at the end.*)

End Lesson

# Domain Review

## NOTE TO TEACHER

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

## 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 1–13

- In your hand, hold Image Cards 1–13 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 they are 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

#### Materials: Flip Book Images 3A-2, 11A-3, and 12A-5

- Ask students what settings they remember from the Read-Alouds they have heard. Use images 3A-2, 11A-3, and 12A-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*)

## Image Cards 1– 13



## Flip Book 3A-2 11A-3, 12A-5



- 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 king of the oni monsters so they would stop harming my village. Who am I? (*Momotaro*)
- I came up with a plan to try to stop my friends and family from being captured, by working together. (*The wise quail leader*)

### Teacher Choice

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

### Off, In, and Out Review

#### Materials: Image Cards 1-13

- Choose image cards for practice of prepositions *on*, *off*, *in*, and *out*.
- Either pair students together and give each pair an image card, or show each card to all the students.
- Have students orally generate complete sentences based on the images using each of the prepositions correctly. Provide additional support for students who are having difficulty creating complete sentences.

#### Image Cards 1–13



# Domain Assessment

## NOTE TO TEACHER

- This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Underdogs and Heroes: 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 *Underdogs and Heroes: Stories*.

## PART I (STUDENT ASSESSMENT DA.1)

**Directions:** I am going to ask a question using a word you have heard in the Read-Alouds. If the answer to the question is yes, circle thumbs-up. If the answer is no, circle thumbs-down. I will ask each question two times. Let's do number one together.

1. **Fiction:** Is a fiction story an imaginary story that might have talking animals? (*thumbs-up*)
2. **Character:** Is the main character in "The Three Little Pigs" the house made of bricks? (*thumbs-down*)
3. **Setting:** Is the setting of "Tug-of-War" the jungle where the story takes place? (*thumbs-up*)
4. **Plot:** Is the plot of "The Story of Jumping Mouse" all of the adventures Jumping Mouse has on his way to the far-off land? (*thumbs-up*)

**Directions:** I am going to ask more questions using other words you have heard in the Read-Alouds. If the answer is yes, circle thumbs-up. If the answer is no, circle thumbs-down. I will ask each question two times.

5. **Sly:** Is a sly person one who plays tricks on other people? (*thumbs-up*)
6. **Blazing:** When something is cold, is that mean that it is blazing? (*thumbs-down*)
7. **Misused:** Was the pencil misused when the student used it to eat cereal? (*thumbs-up*)

## Student Assessment DA.1





8. **Foolishness:** Were we taking part in foolishness around the house when we were dancing on chairs and jumping off beds? (*thumbs-up*)
9. **Perilous:** Would it be perilous to run into a busy street? (*thumbs-up*)
10. **Musician:** Is a good musician someone who is really great at playing sports? (*thumbs-down*)
11. **Suddenly:** If something happens suddenly, then does it happen very quickly and unexpectedly? (*thumbs-up*)
12. **Longed:** Would children have longed for hot cocoa in the summer heat to cool themselves down? (*thumbs-down*)
13. **Wiseest:** Would the wisest person not know anything? (*thumbs-down*)
14. **Expression:** Would you be able to tell someone's expression by looking at their face? (*thumbs-up*)

## PART II (STUDENT ASSESSMENT DA.2)

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

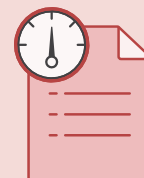
1. **Acorn/Sky/Rock:** What does Chicken Little think is falling? (*sky*)
2. **Straw/Sticks/Brick:** In "The Three Little Pigs," which house is the wolf unable to blow down? (*brick house*)
3. **Wolf/Troll/Uncle:** In "The Three Billy Goats Gruff," who do the three goats have to get by? (*troll*)
4. **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 they are in “Tug-of-War”? (*Turtle*)

### PART III (STUDENT ASSESSMENT DA.3)

Have students match the settings to the characters.

### Student Assessment DA.3



# Culminating Activities

## NOTE TO TEACHER

- Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.
- Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

## REMEDIATION

- You may choose to regroup students according to particular areas of weakness, as indicated by Formative and Domain Assessment results.
- Remediation opportunities include:
  - targeting Review Activities
  - revisiting lesson Applications
  - rereading and discussing select Read-Alouds

## ENRICHMENT

### Class Book: Stories

#### Materials: Drawing paper, drawing tools

- Tell the class or a group of students 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; 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 online resources for further exploration of stories.

## **Videos of Stories**

### **Materials: Videos of stories**

- Carefully peruse the Internet 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.

## **Sentence Expansion**

- Have students work in small groups to form a simple sentence about the plot in one of the stories they have read in the unit. Tell students to come up with a sentence that describes what the main character does or how they are in the story (e.g., Jumping Mouse helps other animals). Then, have students expand the sentence by adding more details about the story. Provide students with the question words, “who,” “what,” “where,” “when,” “how,” and “why,” to help them think about details they can add. Support students in adding details such as where, when, and why in the correct places in the sentence so that it makes sense. Have student groups share their sentences aloud with the class. Have two or three students provide feedback on the expanded sentences. Model providing specific feedback using the following sentence stems:
  - You added “when” to your sentence by \_\_\_\_.
  - You added “where” to your sentence by \_\_\_\_.
  - You added “how” to your sentence by \_\_\_\_.

## My Plot, Your Plot

### Materials: Paper, pencil, storyboard graphic organizer

- Provide students with a story board graphic organizer with three large blank boxes for pictures. Have students work to select a story to read in class with a partner. Then, have each partner separately draw three main events from the story that shows the plot (e.g., picture 1, the wolf blowing down the pig's stick house; picture 2, the wolf blowing down the pig's wood house; picture 3, the wolf falling down the brick house chimney). After students have drawn their own three pictures, have them share their drawings with their partner. Remind students to signal when both partners have contributed to the conversation. Have students discuss similarities and differences between their pictures. Then, have students return to their own pictures and add any important details or main events they may have missed that they learned from their partner.

# Teacher Resources

|              |             |
|--------------|-------------|
| Kindergarten | Knowledge 3 |
|--------------|-------------|

## Teacher Guide

# Teacher Resources

In this section you will find:

- Activity Book Answer Key

## ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.1 Activity Page

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.



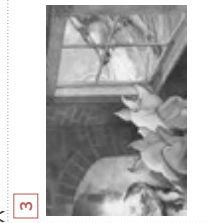
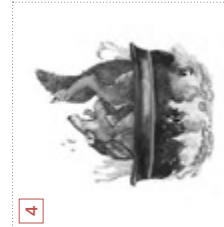
Knowledge 3 Underdogs and Heroes: Stories

5

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

2.1 Activity Page

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.



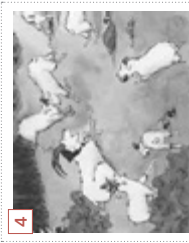
Knowledge 3 Underdogs and Heroes: Stories

7

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

4.1 Activity Page

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.



Knowledge 3 Underdogs and Heroes: Stories

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