

Unit 8

Crafting Stories:  
**A World of Tales**



Grade 4

Unit 8

# Crafting Stories: A World of Tales

**Visual Supports for Teaching**

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# Blank World Map



# Oral Storytelling Checklist

The storyteller

- ☐ told the story in an organized way,
- ☐ spoke clearly,
- ☐ was expressive (e.g., varied character voices, conveyed emotion through voice, used body language, used sound effects),
- ☐ connected with the audience (e.g., made eye contact effectively, invited participation).

# Observe a Storyteller: “The Three Little Pigs”

Once upon a time, three little pigs set out into the world to seek their fortune. The first little pig encountered a man with straw. The little pig said, *(change to a higher voice)* “Please sir, I’d like to buy some straw to build a house.”

On the third day, when the house was complete, the big bad wolf appeared, knocked *(knock on a surface three times)* on the little pig’s door, and said, *(change to a low, gravelly voice for the wolf)* “Little pig, little pig, let me come in.”

“No, no, not by the hair of my chinny chin chin!” squeaked the little pig.

*(In a booming voice and with expression)* “Then I’ll huff, and I’ll puff, and I’ll blow your house in!” So the wolf huffed, and he puffed, and he blew his house in, and *(gulp sound, rub stomach)* he swallowed up the poor little pig.

The second little pig met a man with sticks and built a house. The wolf arrived, knocked *(invite the audience to knock with you, three times)* on the little pig’s door, and said, *(in a deep voice)* “Little Pig, Little Pig, let me come in.”

“No, no, *(encourage the audience to join in)* not by the hair of my chinny chin chin,” squealed the little pig.

*(In a booming voice, louder than last time)* “Then I’ll huff, and I’ll puff, and I’ll blow your house in!” The wolf blew the house down, and *(gulp sound, rub stomach)* he swallowed up the second little pig.

The third little pig met a man with bricks and built a house. Once again, the wolf arrived, knocked *(invite the audience to knock with you, three times)* on the little pig’s door, and said, *(invite the audience to join)* “Little pig, little pig, let me come in.”

“No, no, *(encourage the audience to join in)* not by the hair of my chinny chin chin,” squealed the little pig.

*(In a booming voice, louder than last time)* “Then I’ll huff, and I’ll puff, and I’ll blow your house in!” But the wolf huffed, and he puffed, and he huffed, and he puffed, and *(dramatic pause, exhausted)* well, he couldn’t blow the house in.

*(Still exhausted, deep voice, almost a whisper)* “Well, then,” said the wolf. “There must be another way to get that pig . . . *(suddenly loud)* Aha! *(put a finger in the air)* I have it! I’ll climb down the chimney, and that pig will be lunch!”

Climbing with all his might *(mime climbing with exaggerated effort, straining voice)*, he squeezed himself into the tiny chimney. But the clever little pig, ever the master strategist *(tap your head and wink at the audience)*, had positioned a pot of bubbling, boiling water, right under the chimney. The little pig waited for the perfect moment; then, whoosh! She whisked off the lid. A cloud of sizzling steam *(with emphasis)* **blasted** upwards, and the wolf shot out of the chimney like a rocket *(use arms to illustrate the upward movement)*. The wolf went soaring, high above the treetops, his howl echoing through the quiet forest. From that day forward, the wolf never bothered the clever little pig again, and she lived happily *(encourage audience to join)* ever after.



# World Map with Cape Verde labeled

## Africa and Cape Verde



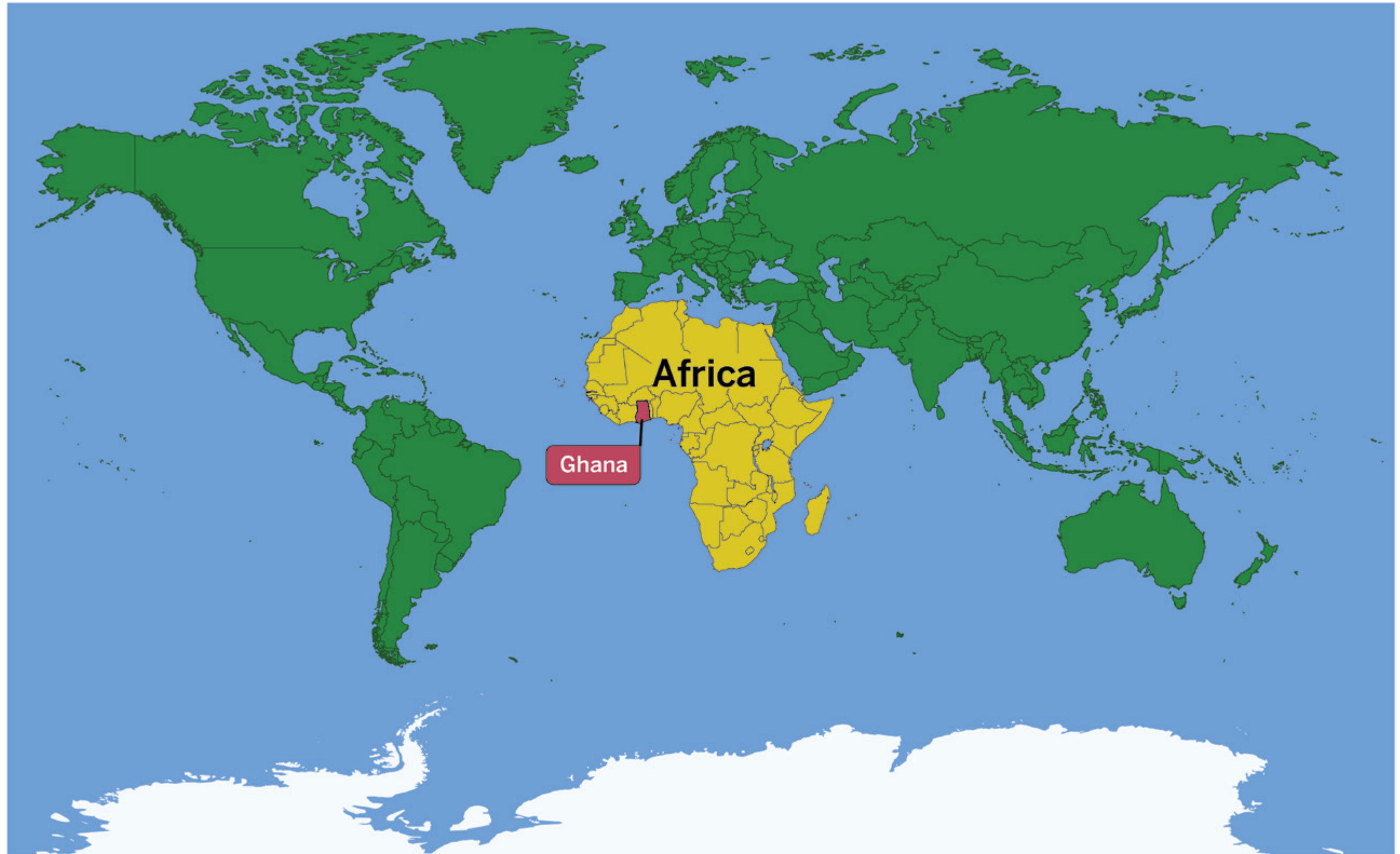


# Somebody Wanted But So Then Chart for “The Wolf and the Three Kids”

Somebody	
Wanted	
But	
So	
Then	

# World Map with Ghana Labeled

## Ghana





# Coordinating Conjunctions Poster

Coordinating Conjunctions	
A <b>coordinating conjunction</b> is a word that joins words, phrases, or clauses of equal importance.	
and	so
but	yet

## **Sentences with the Root *Bene***

1. Wisdom swiftly spread across the world, to the benefit of all humankind.
2. Reading everyday can benefit your vocabulary.
3. Careful planning is beneficial for writing an organized story.
4. In “The Wolf and the Three Kids,” Ant is a benevolent character because she is kind to Mrs. Goat and helps save her kids.

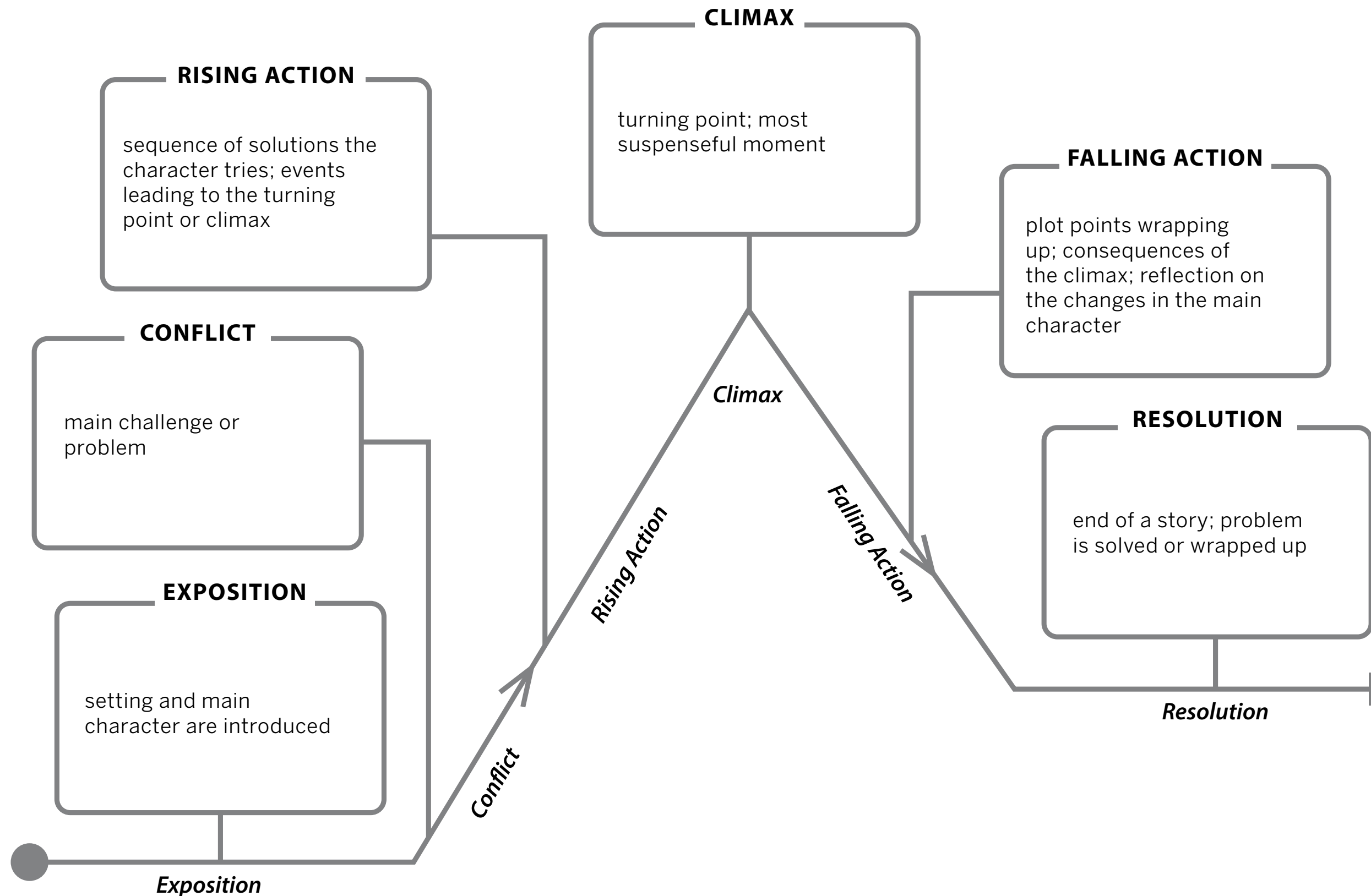


# World Map with Brazil Labeled

## Brazil and South America

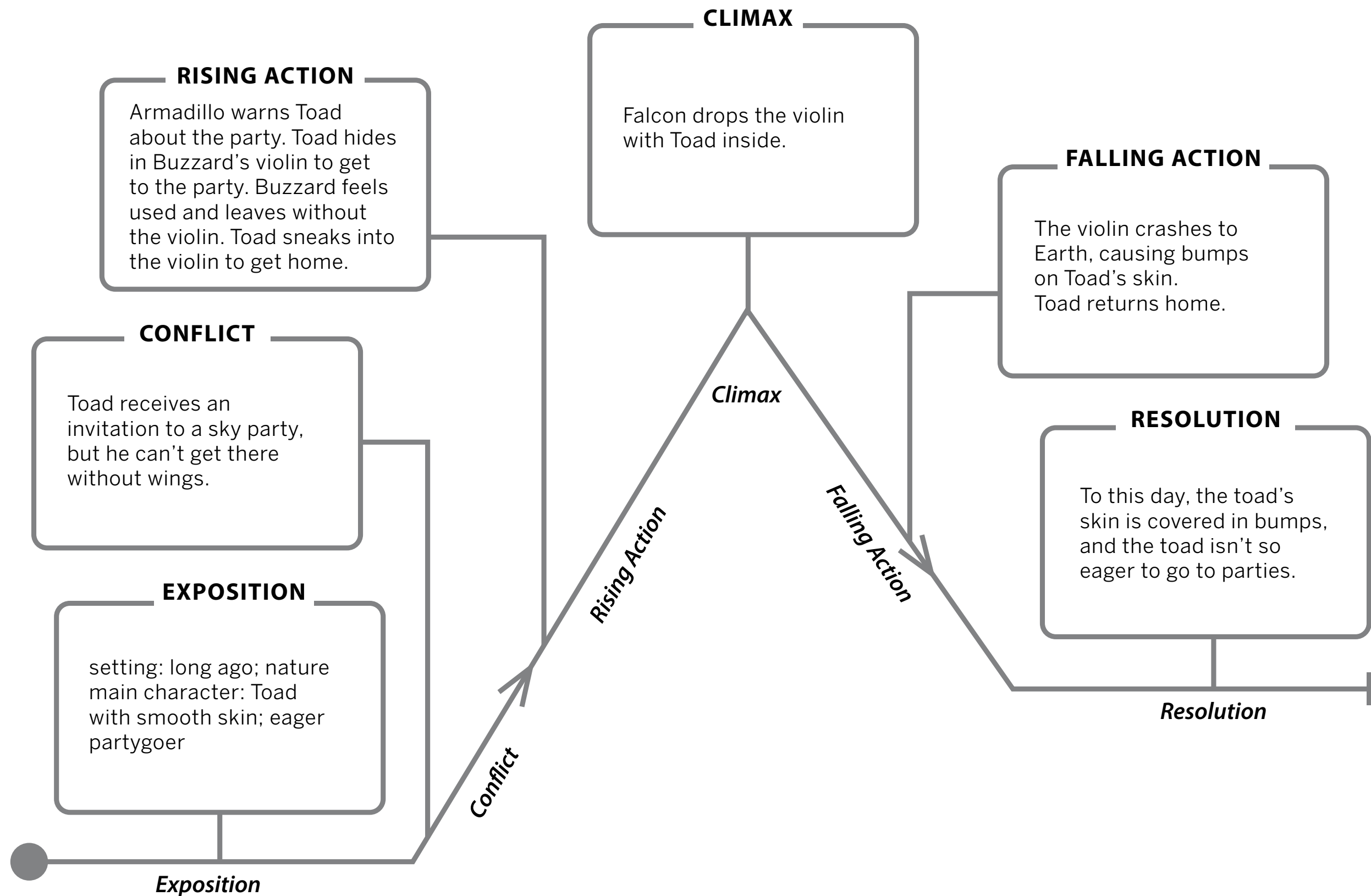


# Plot Map Definitions





# Plot Map for “Why the Toad Has Bumpy Skin”



# World Map with Argentina Labeled

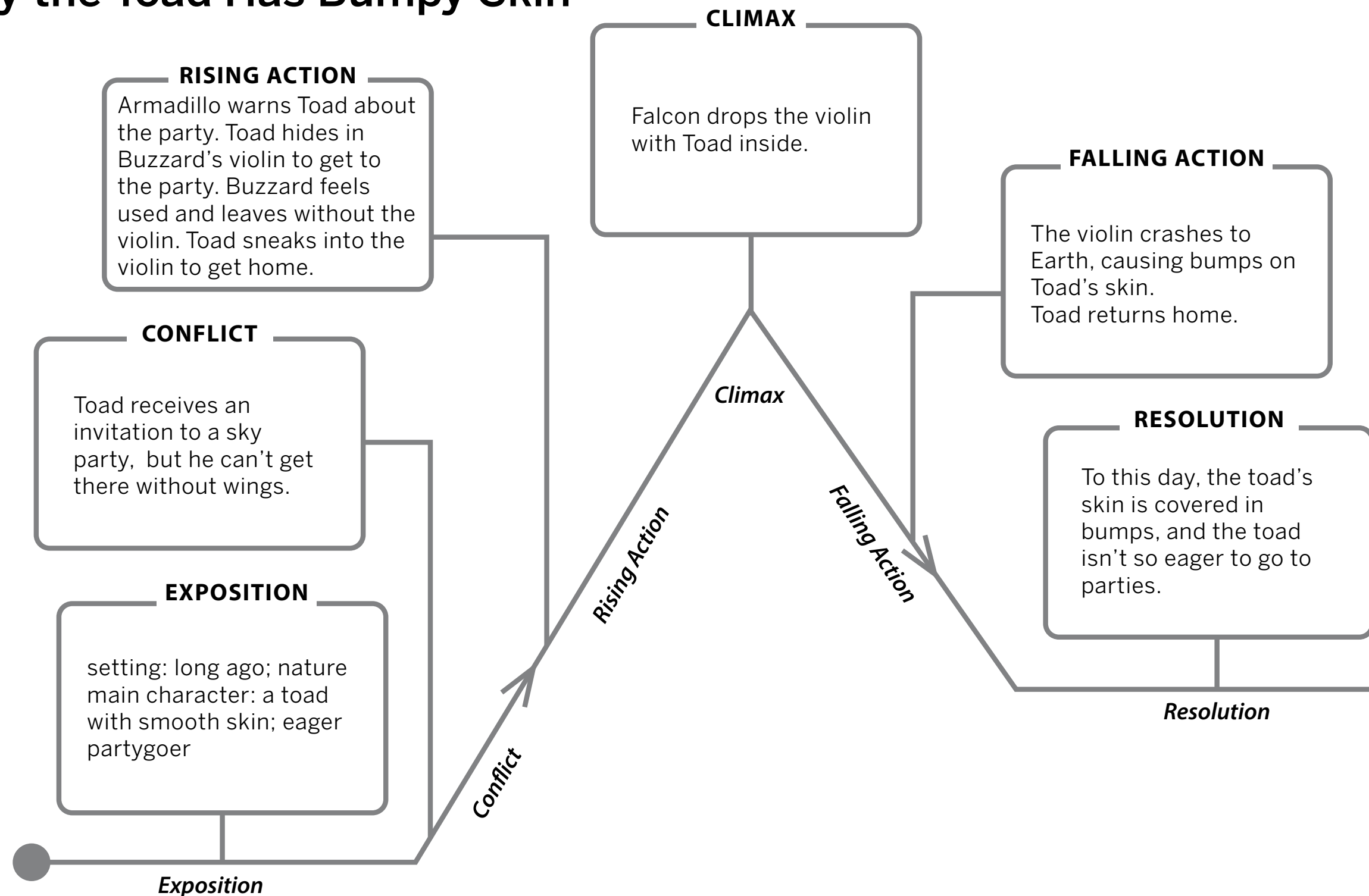
## Argentina and Uruguay





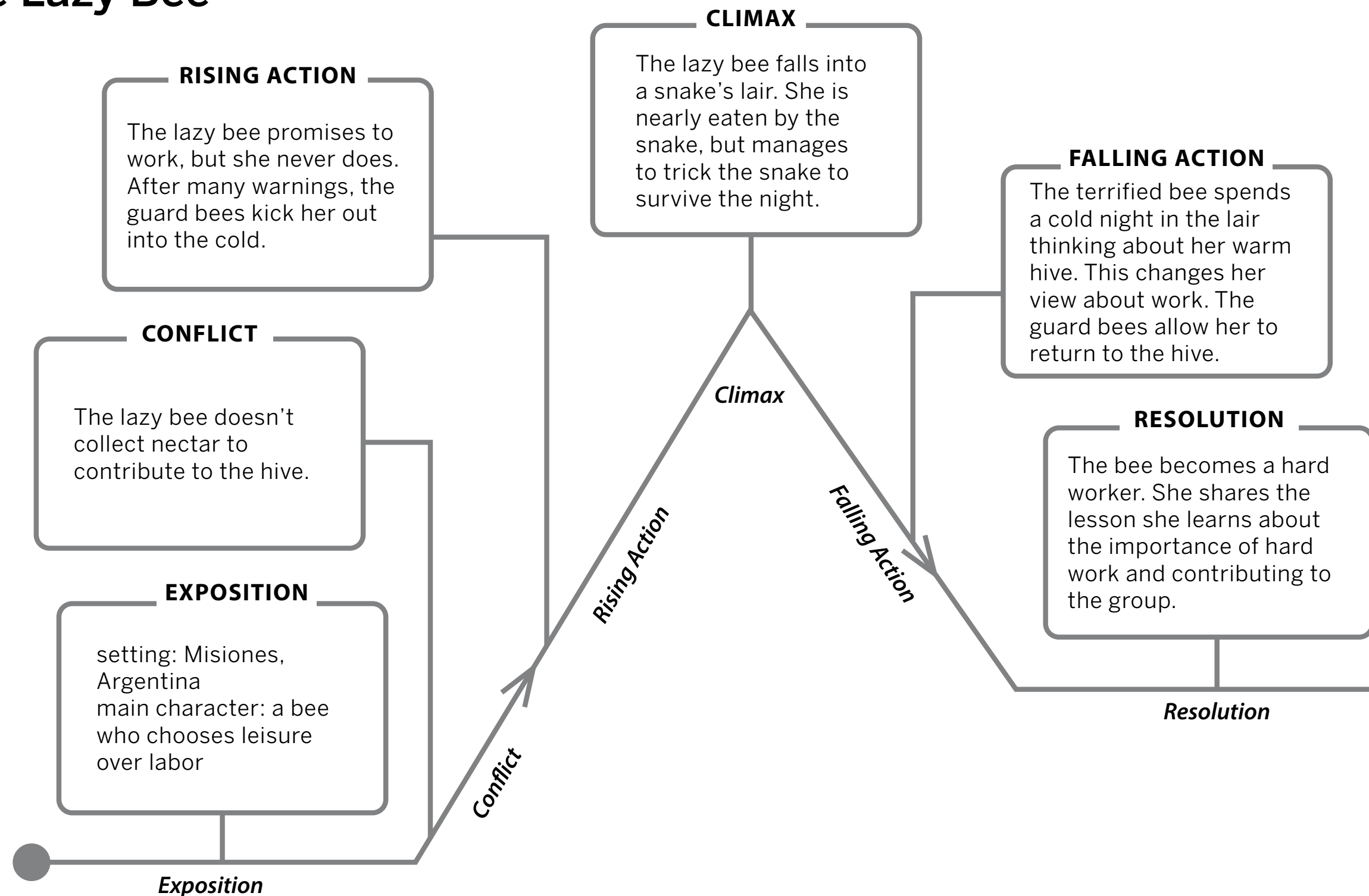
# Plot Maps for “Why the Toad Has Bumpy Skin” and “The Lazy Bee”

## “Why the Toad Has Bumpy Skin”



# Plot Maps for “Why the Toad Has Bumpy Skin” and “The Lazy Bee”

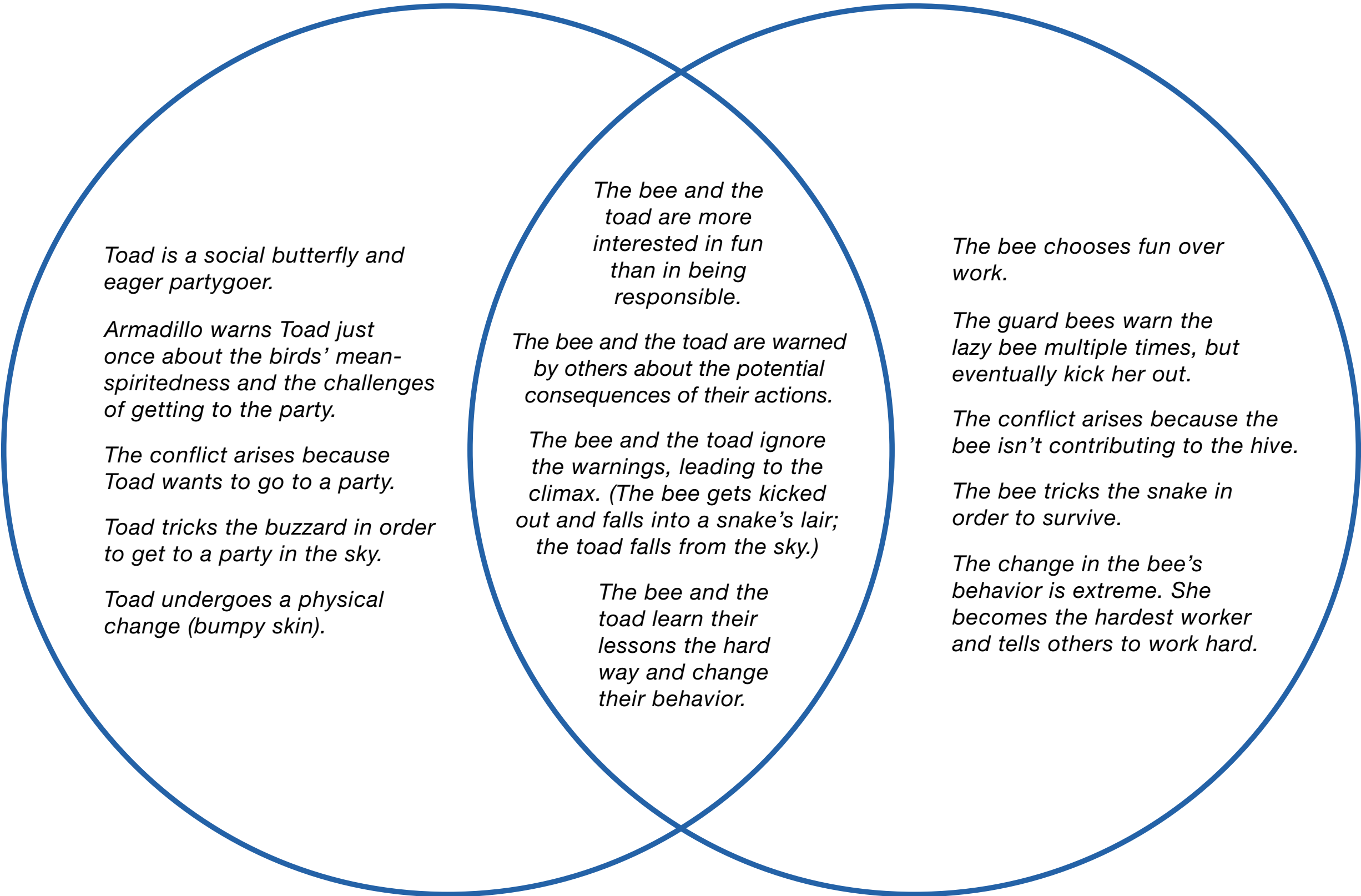
## “The Lazy Bee”



# Completed Venn Diagram

“Why the Toad Has Bumpy Skin”

“The Lazy Bee”





# Subordinating Conjunctions Poster

Subordinating Conjunctions	
A <b>subordinating conjunction</b> is a word that connects a dependent clause to an independent clause.	
while	although
when	because
before	after

# Grade 4 Writing Rubric: Narrative Writing

**Writing Prompt:** Choose a traditional story and reimagine it in the context of your own community. How would the characters, settings, and plot elements transform to reflect the modern world and the unique characteristics of your community? Write a narrative that presents original ideas, demonstrates organization, and adheres to grade-level conventions.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

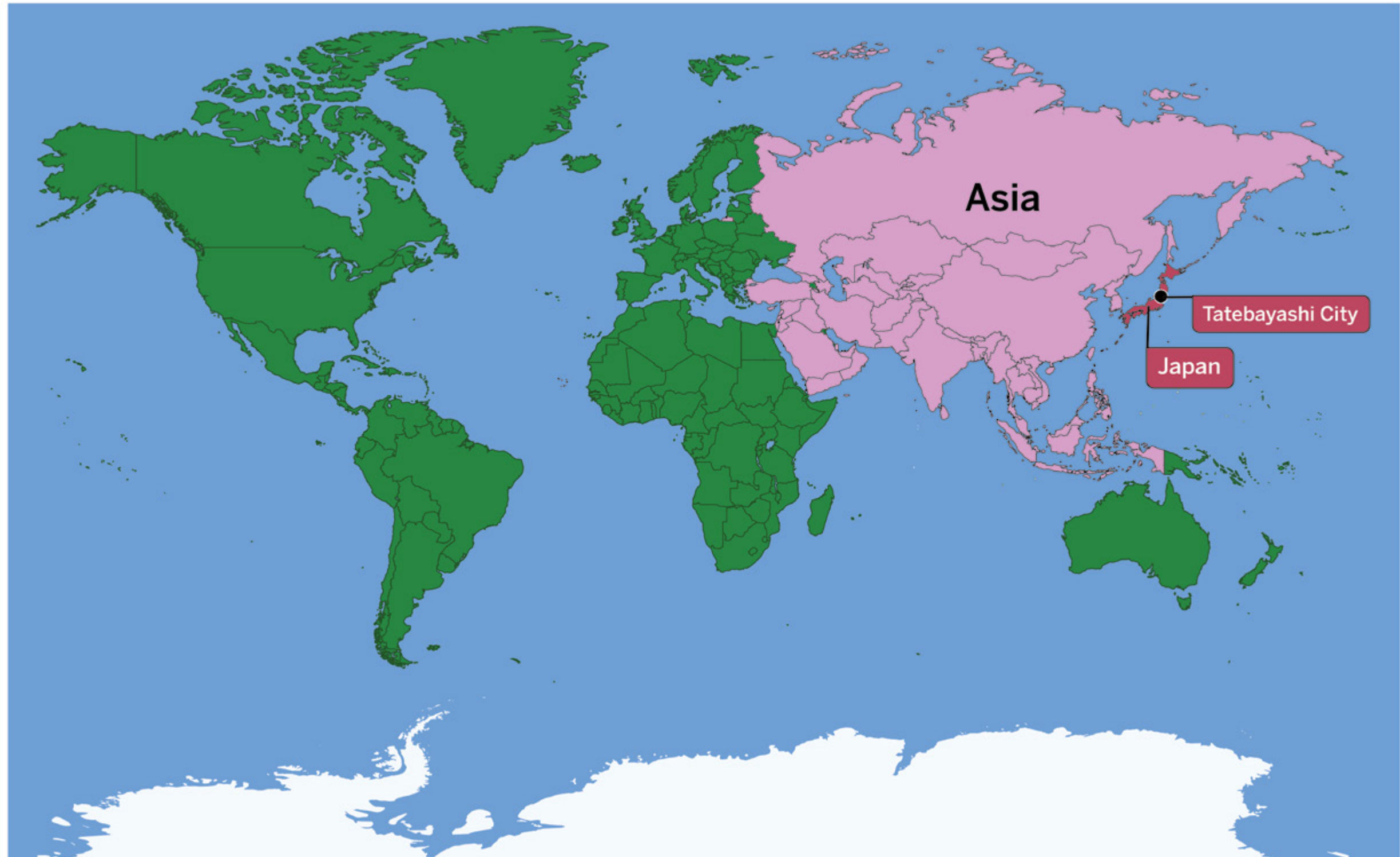
# Grade 4 Writing Rubric: Narrative Writing

	Advanced	Proficient	Basic
Ideas	<div>The writing<ul style="list-style-type: none"><li>has a clear exposition and introduces a problem</li><li>introduces the narrator and other characters</li><li>demonstrates understanding of prompt and audience</li></ul></div>	<div>The writing<ul style="list-style-type: none"><li>has a clear exposition and introduces a problem</li><li>introduces the narrator and other characters</li></ul></div>	<div>The writing does not do one or more of the following:<ul style="list-style-type: none"><li>has a clear exposition and introduces a problem</li><li>introduces the narrator and other characters</li></ul></div>
Organization	<div>The writing<ul style="list-style-type: none"><li>includes events in order</li><li>uses dialogue and description to develop experiences and events</li><li>has an ending that answers all questions</li></ul></div>	<div>The writing<ul style="list-style-type: none"><li>includes some events in order</li><li>uses dialogue and description</li><li>has an ending that answers most questions</li></ul></div>	<div>The writing does not do one or more of the following:<ul style="list-style-type: none"><li>includes some events in order</li><li>uses dialogue and description</li><li>has an ending that answers most questions</li></ul></div>
Conventions	<div>The writing<ul style="list-style-type: none"><li>uses a variety of transition words to show the order of events</li><li>uses language to convey experiences accurately</li><li>uses language such as metaphors and similes</li></ul></div>	<div>The writing<ul style="list-style-type: none"><li>uses transition words to show the order of events</li><li>uses language to convey experiences accurately</li></ul></div>	<div>The writing does not do one or more of the following:<ul style="list-style-type: none"><li>uses transition words to show the order of events</li><li>uses language to convey experiences accurately</li></ul></div>



# World Map with Japan Labeled

## Japan, Tatebayashi City, and Asia



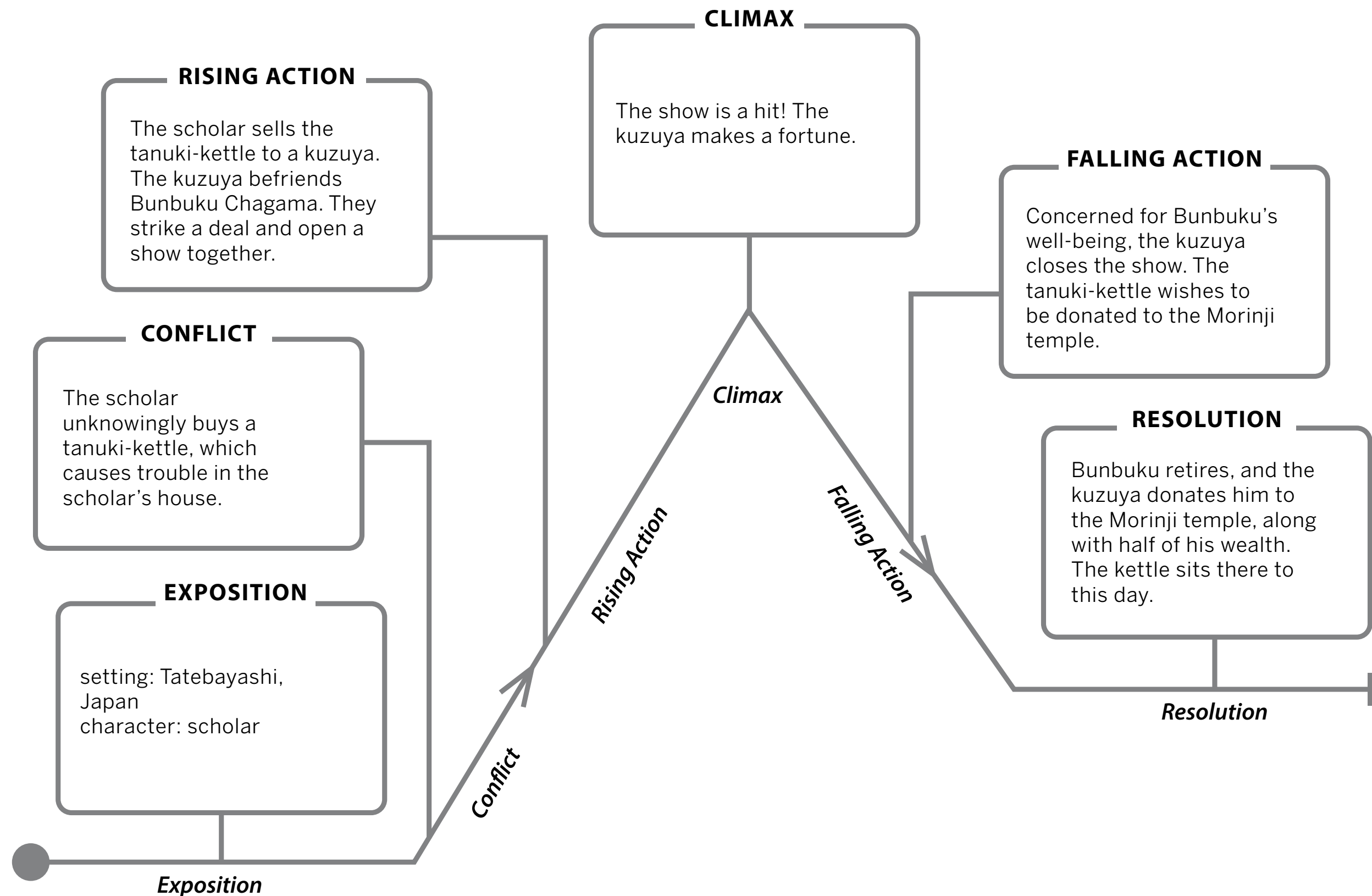


# Tanuki





# Completed Plot Map for “The Kettle of Good Fortune”





# Combining Sentences

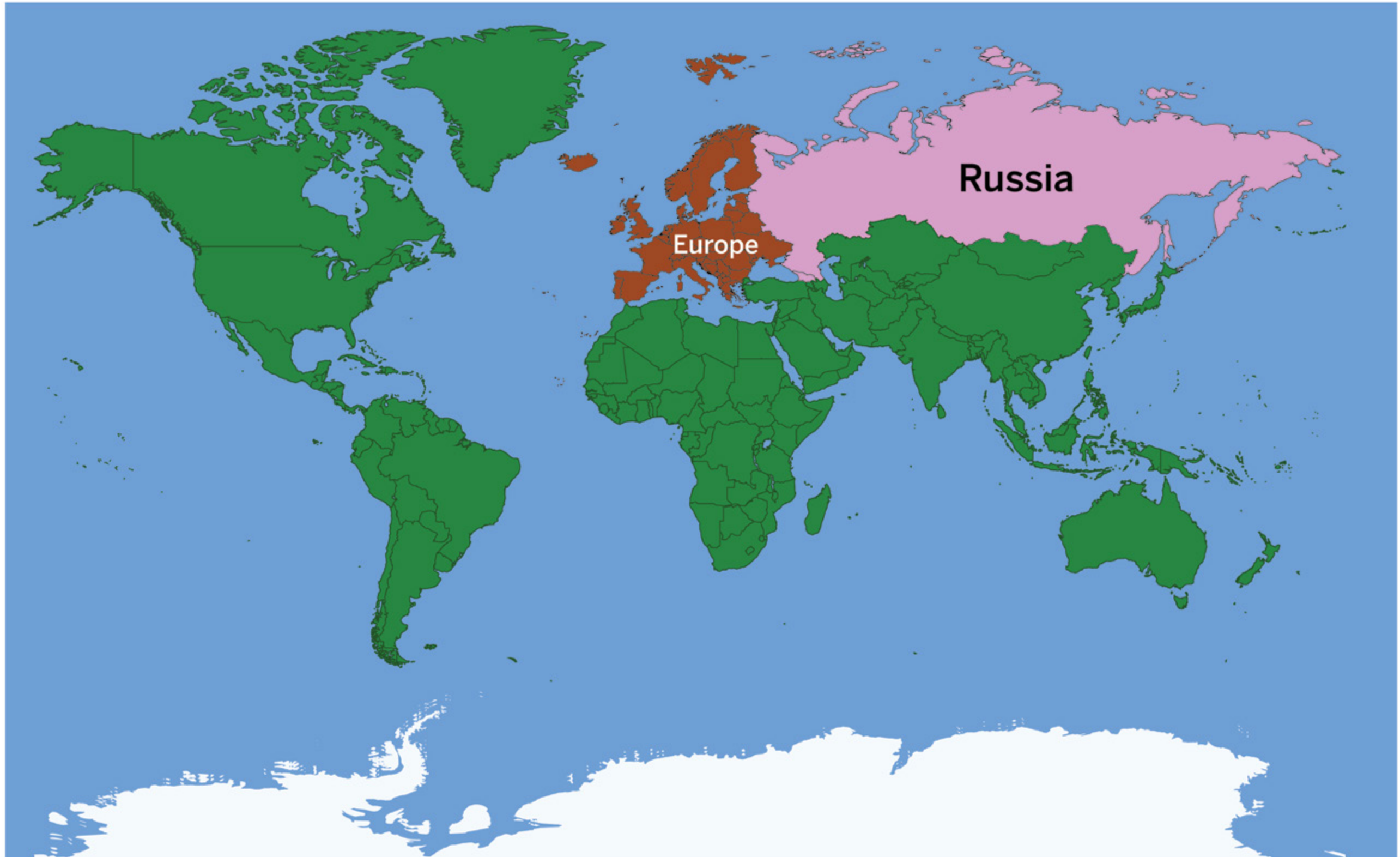
- The scholar bought a magical kettle.
- The kettle turned into a tanuki.
- The scholar sold the kettle to a kuzuya.

# Descriptive Sentences

- “His head bobbed and nodded until he was fast asleep.”
- “The kettle, which had sat on the box until now, suddenly began to move. It shook, then sprouted a furry head, four feet, and a bushy tail!”
- “The young men knocked the kettle with their knuckles, but the only reply was ‘kan, kan,’ the sound of metal.”

# World Map with Russia Labeled

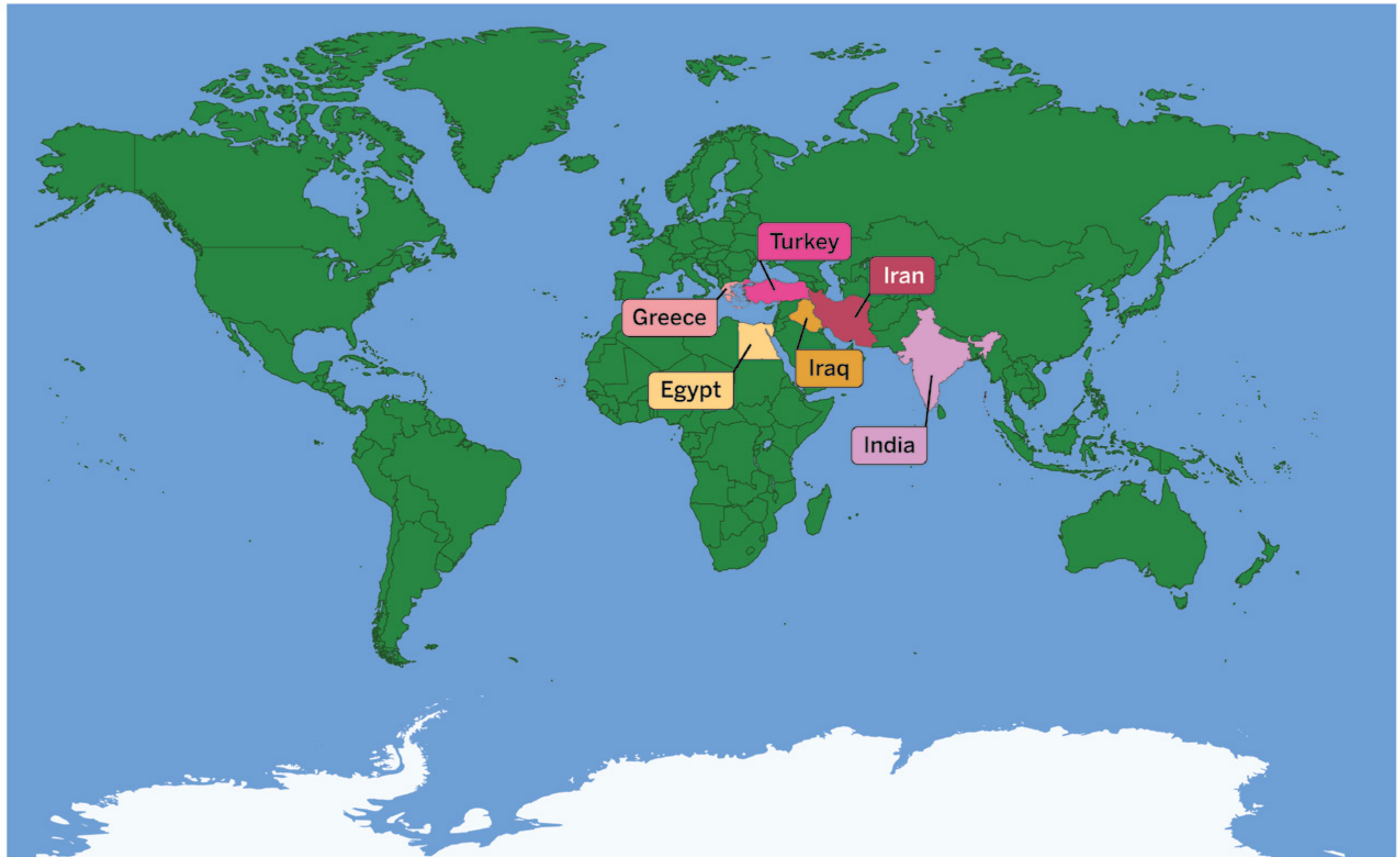
## Russia and Europe





# World Map with Egypt Labeled

## Egypt, India, Iran, Iraq, Greece, and Turkey



# Stories Within Stories

*The book of the Thousand Nights and a night*

Outer Story: Shahrázád/Scheherazade

“The Fisherman and the Jinni”

“The Tale of the Wazir and the Sage Duban”

“King Sindibad and his Falcon”

# Similes and Metaphors

Simile	Metaphor
<p>Compares two different things, usually using <i>like</i> or <i>as</i>.</p> <p><i>His eyes twinkled <u>like</u> stars.</i></p> <p><i>The cake was <u>as</u> fluffy <u>as</u> a cloud.</i></p> <p><i>Their friendship is <u>as</u> solid <u>as</u> a rock.</i></p>	<p>Asserts that one thing <i>is</i> another thing, not just that one is like another.</p> <p><i>Molly <u>is</u> a walking encyclopedia.</i></p> <p><i>His hands <u>are</u> rough leather.</i></p> <p><i>The classroom <u>was</u> a zoo.</i></p>



# Transitional Words and Phrases

Transitional words and phrases related to time		
first/at first/in the first place	eventually	in the end
to begin with	next	at last
secondly, thirdly	then	earlier, later
before, after	finally	
Transitional words and phrases not related to time		
and	but	as long as
such as	however	so
for example	since	therefore

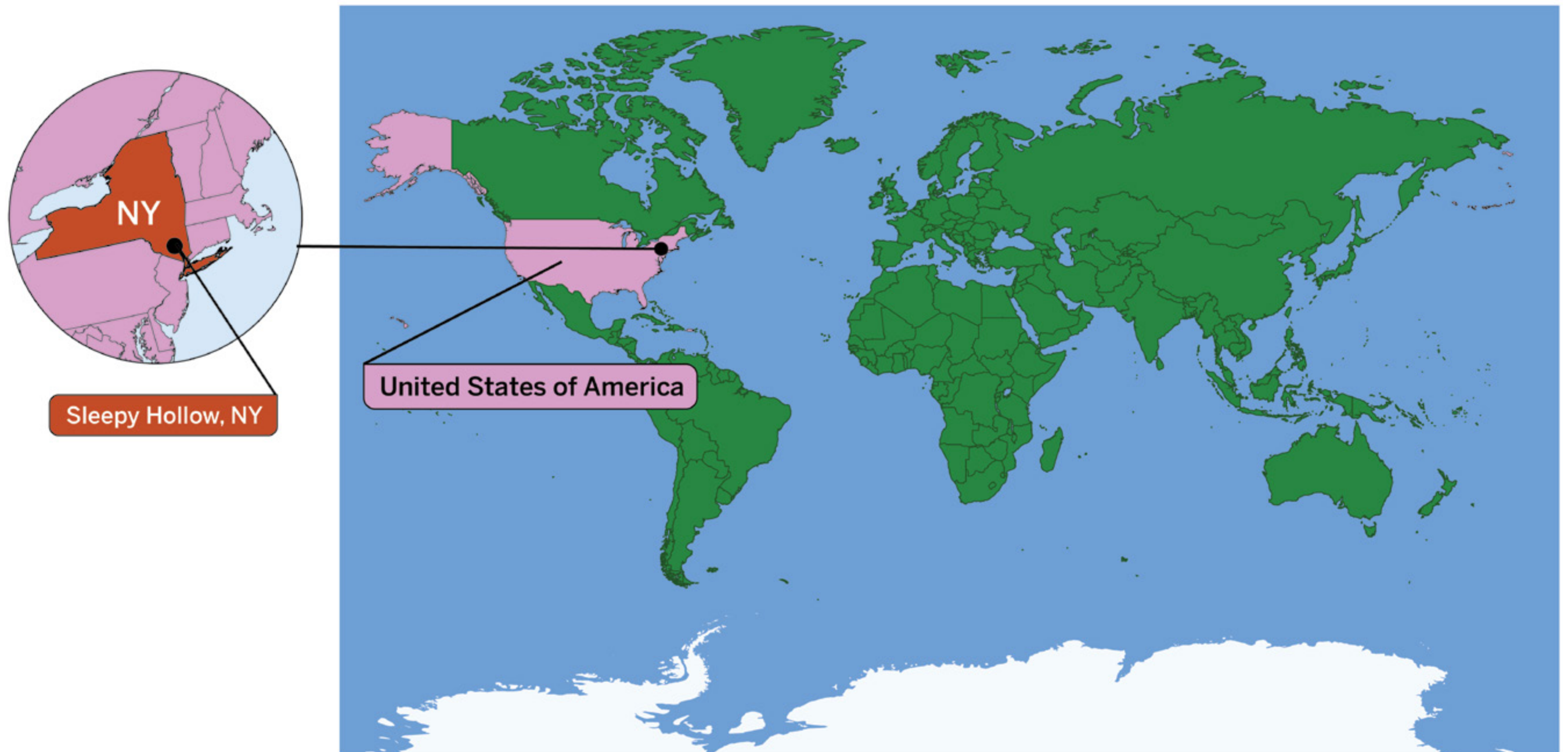
# Themes Chart

	Story	Country of origin	Themes
1	“The Wolf and the Three Kids”	Cape Verde	
2	“Anansi and the Pot of Wisdom”	Ghana	
3	“Why the Toad Has Bumpy Skin”	Brazil	
4	“The Lazy Bee”	Argentina	
5	“The Kettle of Good Fortune”	Japan	
6	“Baba Yaga and the Little Girl with the Kind Heart”	Russia	
7	“The Fisherman and the Jinni”	Egypt*	

\*Note: Although the origin of “The Fisherman and the Jinni” is unknown, this translation and retelling was based on an Egyptian version from 1835.

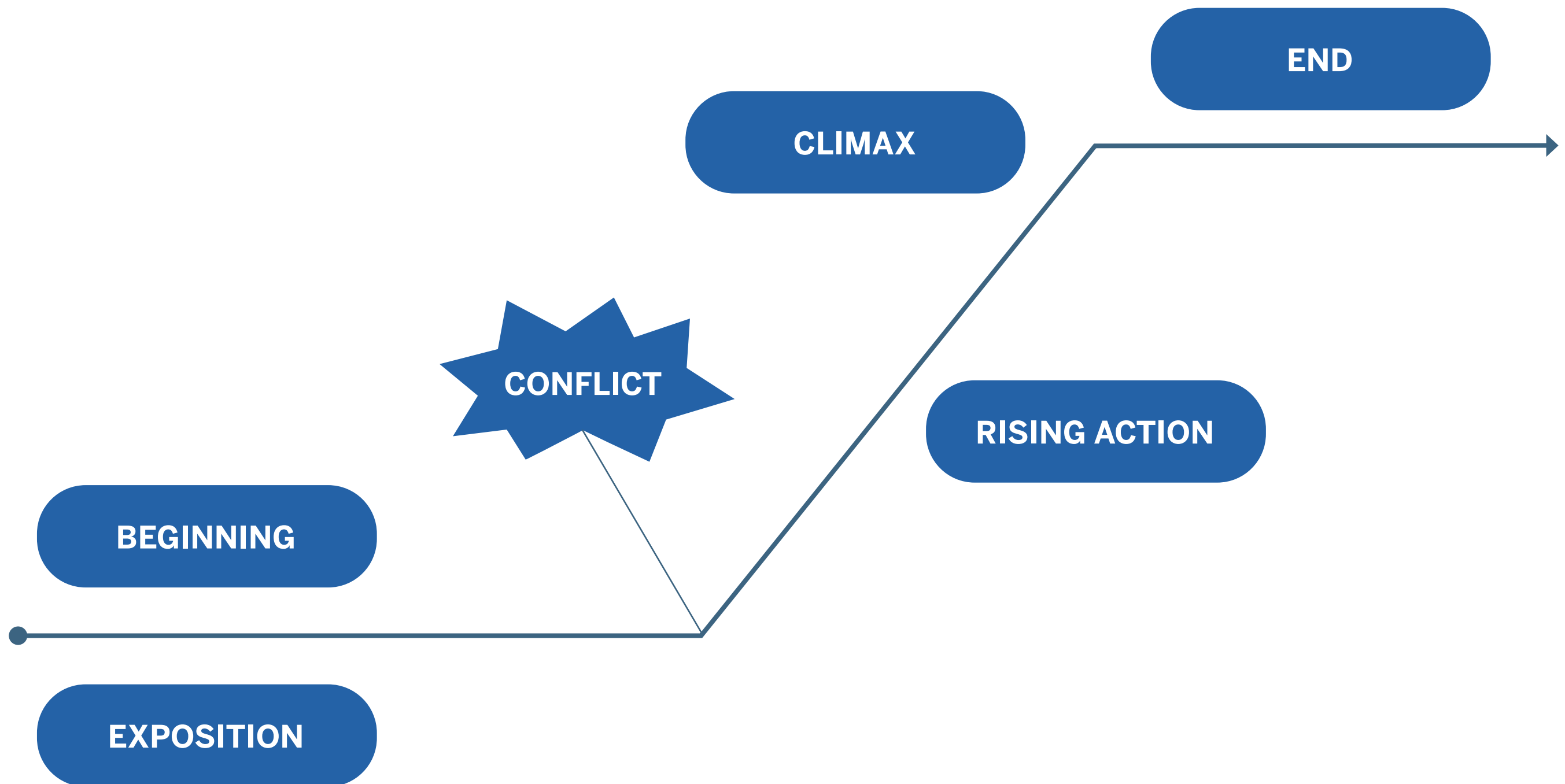
# World Map with New York Labeled

**United States, Sleepy Hollow, NY, and NY state.**





# Plot Map for an Ambiguous Ending



# Combining Sentences

## Set 1:

- “The Legend of Sleepy Hollow” is a story set shortly after the American Revolution.
- “The Legend of Sleepy Hollow” was written by Washington Irving.

## Set 2:

- Ichabod Crane was a teacher who lived in Sleepy Hollow.
- Ichabod Crane disappeared after a mysterious encounter with a headless horseman.

# Figurative Language

Simile	Metaphor
<p>Compares two different things, usually using <i>like</i> or <i>as</i>.</p> <p><i>His eyes twinkled <u>like</u> stars.</i></p> <p><i>The cake was <u>as</u> fluffy <u>as</u> a cloud.</i></p> <p><i>Their friendship is <u>as</u> solid <u>as</u> a rock.</i></p>	<p>Asserts that one thing <i>is</i> another thing, not just that one is like another.</p> <p><i>Molly <u>is</u> a walking encyclopedia.</i></p> <p><i>His hands <u>are</u> rough leather.</i></p> <p><i>The classroom <u>was</u> a zoo.</i></p>
Hyperbole	Personification
<p>An exaggerated statement not meant to be taken literally.</p> <p><i>I've been waiting <u>forever</u>.</i></p> <p><i>This book weighs <u>a ton</u>.</i></p> <p><i>I've told you <u>a million times</u> to clean your room.</i></p>	<p>Descriptive language that assigns human characteristics to nonhuman things.</p> <p><i>The fire <u>danced</u> in the fireplace.</i></p> <p><i>The <u>angry</u> clouds <u>threatened</u> rain.</i></p> <p><i>The old sneakers <u>whispered</u> stories of past journeys.</i></p>

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