

DRAFT

For Review Purposes Only

These draft materials are intended to provide teachers with insight into the content and structure of the Listening & Learning strand of Core Knowledge Language Arts materials.

Revised materials produced specifically for NYSED, including materials from the Skills Strand, will be posted on this site in 2013. These new materials will include explicit alignment with Common Core State Standards, additional support for English Language Learners, and images and texts compliant with Creative Commons Licensing.

For more information on how to explore these materials, please see the Getting Started resources posted alongside these files on EngageNY.org.



The Core Knowledge Language Arts Program

Listening & Learning Strand



Tell It Again! Read-Aloud Anthology

Fairy Tales



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The Core Knowledge Language Arts Program

Fairy Tales

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Introduction to Fairy Tales



This introduction includes the necessary background information to be used in teaching the Fairy Tales domain. The *Tell It Again! Read-Aloud Anthology* for Fairy Tales contains 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. The entire lesson will require a total of sixty minutes.

We have included two Pausing Points in this domain, one after Lesson 6 and another after Lesson 12. You may wish to pause and spend one to two days reviewing, reinforcing, or extending the material taught prior to the Pausing Point. You should spend no more than sixteen days total on this domain.

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for Fairy Tales
- *Tell It Again! Image Cards* for Fairy Tales
- *Tell It Again! Workbook* for Fairy Tales

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Student Choice/Domain-Related Trade Book Extensions, Image Cards, Parent Letters, Instructional Masters, and Assessments are also listed in the information below.

Why Fairy Tales Are Important

This domain will introduce your students to fairy tales that have been favorites with children for generations. Your students will learn about the elements of fairy tales that distinguish them from other types of fiction. They will also learn that fairy tales have the elements of character, plot, and setting that are found in other types of fiction. By becoming familiar with particular fairy tales,

students will be able to add these tales to their repertoire of stories that they are able to orally retell.

Reading these fairy tales will help first-grade students develop a strong foundation for the understanding of other fictional stories in later grades.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten

The following kindergarten domains are particularly relevant to the read-alouds your students will hear in Fairy Tales:

- Nursery Rhymes and Fables
- Stories
- Kings and Queens

Listed below are the specific kindergarten content objectives that your students targeted in these domains. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy.

Students will:

- Demonstrate familiarity with nursery rhymes and fables
- Describe the characters and events in nursery rhymes and fables
- Understand that fiction can be in many different forms, including folktales, trickster tales, and tall tales
- Identify the setting of a given story
- Identify the characters of a given story
- Identify the plot of a given story
- Describe a royal family
- Discuss the lessons in *Cinderella* and in *Snow White and the Seven Dwarfs* that show goodness prevails and is rewarded

Instructional Objectives for Fairy Tales

The following chart contains all of the Core Content Objectives and Language Arts Objectives for this domain, broken down by lesson.

| Fairy Tales Overview | | | | | | | | | | | | |
|---|---------|---|---|---|---|---|---|---|---|----|----|----|
| Objectives | Lessons | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Core Content | | | | | | | | | | | | |
| Identify fairy tales as a type of fiction | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Demonstrate familiarity with the fairy tale <i>Sleeping Beauty</i> | ✓ | | | | | | | | | | | |
| Identify the fairy tale elements of <i>Sleeping Beauty</i> | ✓ | | | | | | | | | | | |
| Demonstrate familiarity with the fairy tale <i>Rumpelstiltskin</i> | | ✓ | | | | | | | | | | |
| Identify the fairy tale elements of <i>Rumpelstiltskin</i> | | ✓ | | | | | | | | | | |
| Demonstrate familiarity with the fairy tale <i>Rapunzel</i> | | | ✓ | | | | | | | | | |
| Identify the fairy tale elements of <i>Rapunzel</i> | | | ✓ | | | | | | | | | |
| Demonstrate familiarity with the fairy tale <i>The Princess and the Pea</i> | | | | ✓ | | | | | | | | |
| Identify the fairy tale elements of <i>The Princess and the Pea</i> | | | | ✓ | | | | | | | | |
| Compare and contrast different adaptations of fairy tales | | | | ✓ | | | | | | | | |
| Demonstrate familiarity with the fairy tale <i>The Frog Prince</i> | | | | | ✓ | ✓ | | | | | | |
| Identify the fairy tale elements of <i>The Frog Prince</i> | | | | | ✓ | ✓ | | | | | | |
| Demonstrate familiarity with the fairy tale <i>Puss-in-Boots</i> | | | | | | ✓ | ✓ | | | | | |
| Identify the fairy tale elements of <i>Puss-in-Boots</i> | | | | | | ✓ | ✓ | | | | | |
| Demonstrate familiarity with the fairy tale <i>Hansel and Gretel</i> | | | | | | | ✓ | ✓ | | | | |
| Identify the fairy tale elements of <i>Hansel and Gretel</i> | | | | | | | ✓ | ✓ | | | | |
| Demonstrate familiarity with the fairy tale <i>Jack and the Beanstalk</i> | | | | | | | | | ✓ | ✓ | | |
| Identify the fairy tale elements of <i>Jack and the Beanstalk</i> | | | | | | | | | ✓ | ✓ | | |

| Objectives | Lessons | | | | | | | | | | | |
|---|---------|---|---|---|---|---|---|---|---|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Language Arts | | | | | | | | | | | | |
| Use agreed-upon rules for group discussions . . . (L.1.1) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Carry on and participate in a conversation . . . (L.1.3) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identify and express physical sensations . . . (L.1.4) | | | | | ✓ | ✓ | | ✓ | | | | |
| Learn common sayings and phrases such as “Land of Nod” (L.1.9) | ✓ | | | | | | | | | | | |
| Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related . . . (L.1.10) | ✓ | ✓ | | | ✓ | | ✓ | ✓ | | ✓ | | ✓ |
| Listen to and understand a variety of texts . . . (L.1.11) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Make predictions (orally or in writing) prior to and during a read-aloud . . . (L.1.12) | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Describe illustrations (orally or in writing) (L.1.13) | | | | ✓ | | | | | | | | ✓ |
| Use pictures accompanying the read-aloud to check and support understanding . . . (L.1.14) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Learn new words from read-alouds and discussions (L.1.15) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Learn synonyms and antonyms (L.1.16) | | | | | | | | ✓ | | ✓ | | ✓ |
| Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud . . . (L.1.17) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Ask questions to clarify information or the topic in a read-aloud (L.1.18) | | | ✓ | | | ✓ | | ✓ | | | | |
| Use narrative language to describe (orally or in writing) characters, a setting, facts, or events in a read-aloud (L.1.19) | ✓ | ✓ | ✓ | ✓ | | | | | | ✓ | | ✓ |
| Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions . . . (L.1.20) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Compare and contrast (orally or in writing) similarities and differences . . . (L.1.21) | | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | | |
| Make personal connections (orally or in writing) . . . (L.1.22) | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | ✓ | |
| Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.1.24) | | ✓ | | | | | | | | | | |
| Distinguish fantasy from realistic text (L.1.25) | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | |
| Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.1.27) | | | | | | | ✓ | | ✓ | | | |
| Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation (L.1.28) | | | | | ✓ | | | | | ✓ | | |

| Objectives | Lessons | | | | | | | | | | | |
|--|---------|---|---|---|---|---|---|---|---|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Language Arts | | | | | | | | | | | | |
| Share writing with others (L.1.29) | | ✓ | | | | | | | | | | ✓ |
| Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.1.30) | | | | | ✓ | | | ✓ | | ✓ | | |
| Sequence four to six pictures illustrating events in a story (L.1.31) | | | | ✓ | | | | ✓ | | | | |
| Change some story events and provide a different story ending (orally or in writing) (L.1.33) | | | | | ✓ | | | | | | | |
| Create, tell, and/or draw and write an original story with characters . . . (L.1.34) | | | | | | | | | | ✓ | ✓ | |

Core Vocabulary for Fairy Tales

The following list contains all of the boldfaced words in *Fairy Tales* in the forms in which they appear in the text. The inclusion of the words on this list *does not* mean that students are expected to immediately 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 | Lesson 5 | Lesson 9 |
|-----------------|-----------------|------------------|
| enchanted | court | coldhearted |
| prick | glee | comforted |
| spell | retrieved | daybreak |
| virtue | wailed | glittered |
| wisdom | well | shocked |
| Lesson 2 | Lesson 6 | Lesson 10 |
| boasting | contented | cackled |
| claim | disgusting | creep |
| clever | enchantment | heaving |
| pity | glared | perched |
| succeed | scold | wicked |
| Lesson 3 | Lesson 7 | Lesson 11 |
| delight | admit | attic |
| dusk | coach | fierce |
| longed | fortune | precious |
| merciful | generous | tremble |
| rage | plump | wringing |
| Lesson 4 | Lesson 8 | Lesson 12 |
| delicate | approaches | barked |
| graceful | command | bellowing |
| howled | cruel | bounding |
| kingdom | glances | gulped |
| | ogre | rudely |

Student Choice and Domain-Related Trade Book Extensions

In the *Tell It Again! Read-Aloud Anthology* for Fairy Tales, Student Choice activities are suggested in both Pausing Points and in Lessons 6B and 9B. Domain-Related Trade Book activities are also suggested in both Pausing Points and in Lessons 6B and 9B. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

Fairy Tales Image Cards

There are twenty-one Image Cards for Fairy Tales. The Image Cards provide a visual for essential background information. They are also used to review the characters, settings, and events of particular fairy tales and the elements of fairy tales in general. In the *Tell It Again! Read-Aloud Anthology* for Fairy Tales, Image Cards are referenced in both Pausing Points, in Lessons 1–5, and in Lesson 8.

Instructional Masters and Parent Take-Home Letters

Blackline Instructional Masters and Parent Take-Home Letters are included in the *Tell It Again! Workbook*.

In the *Tell It Again! Read-Aloud Anthology* for Fairy Tales, Instructional Masters are referenced in the Domain Assessment and in Lessons 1B–12B. The Parent Letters are referenced in Lessons 1B and 6B.

Assessments

In the *Tell It Again! Read-Aloud Anthology* for Fairy Tales, Instructional Masters DA-1 and DA-2 are used for this purpose. Use the following *Tens Conversion Chart* to convert a raw score on each assessment into a Tens score.

Tens Conversion Chart

| | Number Correct | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------|----------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Number of Questions | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | |
| 1 | 0 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 0 | 5 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 0 | 3 | 7 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 0 | 3 | 5 | 8 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 0 | 2 | 4 | 6 | 8 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 0 | 2 | 3 | 5 | 7 | 8 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 0 | 1 | 3 | 4 | 6 | 7 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 0 | 1 | 3 | 4 | 5 | 6 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 0 | 1 | 2 | 3 | 4 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | |
| 11 | 0 | 1 | 2 | 3 | 4 | 5 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | |
| 12 | 0 | 1 | 2 | 3 | 3 | 4 | 5 | 6 | 7 | 8 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | |
| 13 | 0 | 1 | 2 | 2 | 3 | 4 | 5 | 5 | 6 | 7 | 8 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | |
| 14 | 0 | 1 | 1 | 2 | 3 | 4 | 4 | 5 | 6 | 6 | 7 | 8 | 9 | 9 | 10 | | | | | | | | | | | | | | | | | |
| 15 | 0 | 1 | 1 | 2 | 3 | 3 | 4 | 5 | 5 | 6 | 7 | 7 | 8 | 9 | 9 | 10 | | | | | | | | | | | | | | | | |
| 16 | 0 | 1 | 1 | 2 | 3 | 3 | 4 | 4 | 5 | 6 | 6 | 7 | 8 | 8 | 9 | 9 | 10 | | | | | | | | | | | | | | | |
| 17 | 0 | 1 | 1 | 2 | 2 | 3 | 4 | 4 | 5 | 5 | 6 | 6 | 7 | 8 | 8 | 9 | 9 | 10 | | | | | | | | | | | | | | |
| 18 | 0 | 1 | 1 | 2 | 2 | 3 | 3 | 4 | 4 | 5 | 6 | 6 | 7 | 7 | 8 | 8 | 9 | 9 | 10 | | | | | | | | | | | | | |
| 19 | 0 | 1 | 1 | 2 | 2 | 3 | 3 | 4 | 4 | 5 | 5 | 6 | 6 | 7 | 7 | 8 | 8 | 9 | 9 | 10 | | | | | | | | | | | | |
| 20 | 0 | 1 | 1 | 2 | 2 | 3 | 3 | 4 | 4 | 5 | 5 | 6 | 6 | 7 | 7 | 8 | 8 | 9 | 9 | 10 | 10 | | | | | | | | | | | |
| 21 | 0 | 0 | 1 | 1 | 2 | 2 | 3 | 3 | 4 | 4 | 5 | 5 | 6 | 6 | 7 | 7 | 8 | 8 | 9 | 9 | 10 | 10 | | | | | | | | | | |
| 22 | 0 | 0 | 1 | 1 | 2 | 2 | 3 | 3 | 4 | 4 | 5 | 5 | 5 | 6 | 6 | 7 | 7 | 8 | 8 | 9 | 9 | 10 | 10 | | | | | | | | | |
| 23 | 0 | 0 | 1 | 1 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 5 | 5 | 6 | 6 | 7 | 7 | 8 | 8 | 9 | 9 | 10 | 10 | | | | | | | | | |
| 24 | 0 | 0 | 1 | 1 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 5 | 5 | 5 | 6 | 6 | 7 | 7 | 8 | 8 | 8 | 9 | 9 | 10 | 10 | | | | | | | |
| 25 | 0 | 0 | 1 | 1 | 2 | 2 | 2 | 3 | 3 | 4 | 4 | 4 | 5 | 5 | 6 | 6 | 6 | 7 | 7 | 8 | 8 | 8 | 9 | 9 | 10 | 10 | | | | | | |
| 26 | 0 | 0 | 1 | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 5 | 5 | 5 | 6 | 6 | 7 | 7 | 8 | 8 | 8 | 9 | 9 | 10 | 10 | | | | | | |
| 27 | 0 | 0 | 1 | 1 | 1 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 4 | 5 | 5 | 6 | 6 | 6 | 7 | 7 | 8 | 8 | 9 | 9 | 10 | 10 | | | | | | |
| 28 | 0 | 0 | 1 | 1 | 1 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 6 | 6 | 6 | 7 | 7 | 8 | 8 | 8 | 9 | 9 | 10 | 10 | | | |
| 29 | 0 | 0 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 6 | 6 | 6 | 7 | 7 | 8 | 8 | 8 | 9 | 9 | 10 | 10 | |
| 30 | 0 | 0 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 6 | 6 | 6 | 7 | 7 | 7 | 8 | 8 | 8 | 9 | 9 | 10 | 10 |

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the *Tens Conversion Chart*, you can easily convert any raw score, from 0 to 30, into a Tens score. You may choose to use the Tens Recording Chart which is at the end of the appendix.

Recommended Trade Books for Fairy Tales

If you recommend that parents read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts.

Classic Adaptations

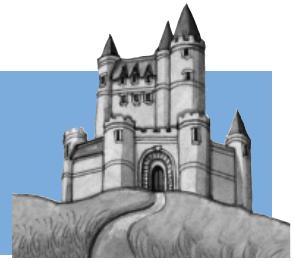
1. *The Frog Prince*, by Kathy-Jo Wargin and illustrated by Anne Yvonne Gilbert (Ann Arbor Media, 2007) ISBN 1587262797
2. *Hansel and Gretel*, by Cynthia Rylant and pictures by Jen Corace (Hyperion Books for Children, 2008) ISBN 1423111863
3. *Jack and the Beanstalk*, retold by Carol Ottolenghi and illustrated by Guy Porfiro (School Specialty, 2003) ISBN 0769638163
4. *Puss in Boots*, retold and illustrated by Gail E. Haley (Dutton Children's Books, 1991) ISBN 0525447407
5. *Rumpelstiltskin*, by the Brothers Grimm and illustrated by Paul O. Zelinsky (Puffin, 1996) ISBN 0140558640
6. *Sleeping Beauty*, retold and illustrated by Margaret Early (Harry N. Abram, Inc., 1993) ISBN 0810938359

Modern, Non-traditional Adaptations

7. *Claire and the Unicorn Happy Ever After*, by B.G. Hennessy and illustrated by Susan Mitchell (Simon & Schuster Books for Young Readers, 2006) ISBN 1416908159
8. *The Frog Prince, Continued*, by Jon Scieszka (Puffin, 1994) ISBN 014054285X
9. *Jack and the Beanstalk*, retold by John Cech and illustrated by Robert Mackenzie (Sterling Publishing Co., Inc., 2008) ISBN 1402730641
10. *Kate and the Beanstalk*, by Mary Pope Osborne and illustrated by Giselle Potter (Atheneum Books for Young Readers, 2000) ISBN 0689825507
11. *The Princess and the Pea in Miniature*, by Lauren Child and captured by Polly Borland (Hyperion Books for Children, 2006) ISBN 0786838868

1

Sleeping Beauty



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate familiarity with the fairy tale *Sleeping Beauty*
- Identify the fairy tale elements of *Sleeping Beauty*
- Identify fairy tales as a type of fiction
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Learn common sayings and phrases such as “Land of Nod” (L.1.9)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.1.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or events in a read-aloud (L.1.19)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Distinguish fantasy from realistic text (L.1.25)

Core Vocabulary

enchanted, adj. Under a magic spell

Example: Kate and Jack knew they were in an enchanted forest because there were jewels on the trees instead of leaves.

Variation(s): none

prick, v. To make a small hole or cut with something pointed or sharp

Example: After sharpening his pencils, Bryce was careful not to prick himself on the sharp ends.

Variation(s): pricks, pricked, pricking

spell, n. A word or group of words believed to have magic powers

Example: Addison pretended to cast a spell on her room so it would clean itself every day.

Variation(s): spells

virtue, n. Goodness

Example: The people in the land tell many stories of the virtue and kindness of the queen.

Variation(s): virtues

wisdom, n. Knowledge, common sense, and the power to make good choices

Example: My grandmother is known for her wisdom and good advice.

Variation(s): none

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

1A

Sleeping Beauty



Introducing the Read-Aloud

10 minutes

Domain Introduction

Tell students that over the next couple of weeks they will be listening to stories called fairy tales. Explain that *tale* is another word for *story*, and that many fairy tales, including the one they'll hear today, were collected long ago by two brothers named Jacob and Wilhelm Grimm. They are often called the Brothers Grimm.

As you point to Germany on a world map, tell students that the brothers lived in a country called Germany, and many of the stories that we now know as fairy tales had been told orally for many years in their country and in other countries, too. The brothers decided to write the stories down and make a book out of them. You may wish to show students a copy of a complete anthology of the fairy tales collected by the Brothers Grimm so they can get a sense of the size of the work. The brothers thought the book would be interesting because the stories are about things that make people happy, sad, and sometimes afraid.

Explain to students that now, about two hundred years later, people all over the world are still reading the fairy tales that the brothers collected for their book. Tell students that their parents and grandparents probably heard some of these stories when they were young. Tell students they may have heard some of these fairy tales before and some may be completely new to them.

Tell students that they will be learning what makes fairy tales different from other kinds of stories. They will hear tales about characters including princesses, princes, giants, witches, and even animals that can talk. Explain that while some of the things that happen in fairy tales could happen in their own lives, many of the things that happen in these stories are fantasy, or a special kind of make-believe that can't really happen. Tell students they will learn how characters' problems are often solved in fairy tales and that

they will have a chance to compare fairy tales to see how they are alike and different.

What Do We Know?

Ask the students what they already know about fairy tales. You may prompt discussion with the following questions:

- What is a fairy tale?
- What fairy tales have you heard before?
- What kinds of characters might be in a fairy tale?
- What kinds of unusual things happen in fairy tales?
- Do fairy tales usually have a happy or sad ending?

Remember to repeat and expand upon students' responses using richer and more complex language, including, if possible, some read-aloud vocabulary. If a student's response includes inaccurate factual information, acknowledge the response by saying something like, "So you think that all fairy tales have a fairy as a character? We'll have to listen very carefully to our read-alouds and find out if that's true!"

Essential Background Information or Terms

Tell students that in today's fairy tale, and in another fairy tale they will be listening to later, they will hear about spinning and spinning wheels. Students who used the Core Knowledge Language Arts program in kindergarten may be familiar with spinning from their studies of *Native Americans*, *Colonial Towns and Townspeople*, and *Farms*. Show students Image Card 1 (spinning wheel) and tell them that spinning wheels are tools used to spin thread and yarn. Point out the spindle, the stick-like tool on the spinning wheel where the thread or yarn goes after it is spun.

Explain that people use parts of certain plants, such as cotton and flax, wool from animals like sheep and alpacas, and even hair from certain goats and rabbits to make thread or yarn. Show students pieces of thread and yarn, and explain that these are made by spinning—or tightly twisting—the plant fibers, wool, or hair around and around until they form a long piece. You may wish to unravel

the piece of yarn to show that there are thinner pieces twisted together. Explain that many even smaller pieces are spun together to make each of these sections of yarn.

Tell students that most thread and yarn is made by machines in factories today, but some people still use spinning wheels to make their own thread or yarn.

Purpose for Listening

Tell students to listen carefully to the fairy tale so they can find out about a problem caused by a spindle. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different than the one they know.)

Presenting the Read-Aloud

15 minutes



Sleeping Beauty

Show image 1A-1: King with list

- 1 A *feast* is a large, fancy meal. People sometimes have feasts as a party, or celebration, when something special happens. What do you think is on the list the king is carrying?

Once upon a time there lived a king and queen who for many years were very sad because they had no child. At last a little daughter was born to them, and the king was so happy that he planned a great feast in the palace, to which he would invite all his friends and relatives.¹

- 2 How do you think the thirteenth fairy will feel about not being invited to the feast?



Show image 1A-2: Feast³

- 3 Let's count the number of fairies we see at the feast.

- 4 *Virtue* is another word for goodness, and *wisdom* is the ability to know what is right and to make good choices.



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

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

The feast was held, and what a wonderful celebration it was. And as it drew to an end, the fairies came forth to give the child their special gifts. One said to the child, "I give you the gift of **virtue**, so that you may be good." Another said, "I give you the gift of **wisdom**, so that you may be wise."⁴ A third fairy gave the child the gift of beauty. A fourth gave her riches. And on it went, with each fairy giving everything in the world that one could wish for.

Show image 1A-3: Evil fairy

Eleven of the fairies had given their gifts, and the twelfth was just about to speak when suddenly, in came the thirteenth fairy—the one who had been left out. She was very angry, and she cried out in a loud voice, "When the princess is fifteen years of age, she shall **prick** herself with a spindle and fall down dead!"⁵

Show image 1A-4: Good fairy softening curse

Without another word, the angry fairy left the hall. Everyone was terrified at what she had said. Then the twelfth fairy came forward

6 A **spell** is a group of words believed to have magical powers.

7 So how did the twelfth fairy soften the spell?

8 Why does the king want all of the spindles in the kingdom burned?



◀ Show image 1A-5: Princess explores castle

The princess grew up, and all the fairies' gifts to the child were plain to see: she was good, wise, kind, and beautiful. Everyone who saw her loved her.

On the day that she turned fifteen, the king and queen happened to be away from the palace. The princess was left on her own, and she wandered about the palace, looking into all sorts of places, and peeking into rooms that she had never explored before. She climbed a narrow winding stair that led to a little door with a rusty key sticking out of the lock. She turned the key, and the door opened, and there in a little room sat an old woman with a spinning wheel, busily spinning away.⁹

◀ Show image 1A-6: Princess meets an old woman spinning

"Good day," said the princess, entering the room. "What are you doing?" she asked, for she had never seen a spinning wheel before.¹⁰

"I am spinning," said the old woman.

The princess stretched forth her hand and asked, "What is this thing that spins around so merrily?" But hardly had she spoken when she pricked her finger on the spinning wheel's spindle, and in that very moment she fell into a deep sleep.¹¹

◀ Show image 1A-7: Thorns growing up around the sleeping castle

And this sleep fell upon everyone in the palace. The king and queen, who had just come home and were in the great hall, fell fast asleep. The horses in their stalls, the dogs in the yard, the

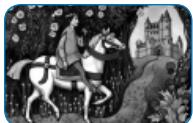
11 Why has the princess fallen asleep?



12 A *hearth* is the bottom of a fireplace, where the wood is placed.



13 When something is *enchanted*, it is under a magical spell. When is the princess's enchantment supposed to be over?



pigeons on the roof, and the flies on the wall—all fell asleep. Even the fire on the hearth went out,¹² and the wind stopped, and not a leaf fell from the trees.

Then around the castle there began to grow a hedge of thorns, which grew thicker and higher every year, until at last nothing could be seen of the castle, not even the flags on the highest towers.

◀ **Show image 1A-8: Sleeping Beauty sleeping**

As the years passed stories spread throughout the land of a beautiful princess sleeping behind a wall of thorns. Many a young prince came but none could break through the thorns. But at long last, after many, many years, there came into the country a king's son who heard an old man tell that there was a castle standing behind the hedge of thorns, and that there a beautiful **enchanted** princess lay sleeping.¹³ The prince said, "I shall make my way through and see the lovely princess." The old man warned him that many had tried and failed, but the prince would not listen.

◀ **Show image 1A-9: Prince approaches the castle**

For now the hundred years were at an end, and the day had come for the sleeping princess to be awakened. When the prince drew near the hedge of thorns, it changed into a hedge of beautiful flowers, which bent aside to let him pass. When he reached the castle yard he saw the horses and dogs lying asleep, and on the roof the pigeons were sitting with their heads under their wings. And as he entered the castle and climbed the steps, he saw everyone still asleep—the king, the queen, the cook, the maids, everyone. All was so quiet that he could hear his own breathing.

◀ **Show image 1A-10: Prince awakens the princess**

At last the prince went up the narrow winding stair and came to the room where the princess was sleeping. When he saw her looking so lovely in her sleep, he could not turn away his eyes. He bent down and kissed her, and she opened her eyes and smiled at him. Together they went down the stairs, and they saw the king

and queen waking up, and all the people in the castle waking up and looking at each other in great surprise. And the horses in the yard got up and shook themselves. The dogs sprang up and wagged their tails. The pigeons on the roof flew into the fields. The flies on the wall buzzed and crept a little farther. The kitchen fire leapt up and blazed.

Then the wedding of the prince and princess was held with great feasting and rejoicing,¹⁴ and they lived happily together for the rest of their days.

¹⁴ *Rejoicing* is a time of happiness and celebration.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

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

1. At the beginning of the fairy tale, why do the king and queen have a feast? (*to celebrate the birth of their daughter*)
2. Who is invited to the feast? (*friends, relatives, and twelve of the thirteen fairies in the country*)
3. What are some of the gifts given to the child by the fairies? (*the gifts of virtue, wisdom, beauty, and riches*) What does it mean to give the gift of virtue? (*the gift of being good or goodness*)
4. Do you think the king makes a good decision not to invite the thirteenth fairy? (*Answers may vary.*)
5. Why is the thirteenth fairy angry? (*The fairy is angry because she was not invited to the feast.*) What does she do? (*She casts a spell on the princess, saying that she will die on her fifteenth birthday when she pricks her finger on a spindle.*)

6. How do the twelfth fairy, who had not yet given her gift, and then the king try to solve, or fix, the problem of the evil spell? *(The twelfth fairy changes the spell so that the princess will fall into a deep sleep for one hundred years instead of dying. The king orders that all spindles in the kingdom should be burned.)*
7. What happens on the princess's fifteenth birthday when she finds a spindle? *(The princess pricks her finger on the spindle and falls asleep.)* Why do you think there is still a spindle in the castle after the king said that all of them should be burned? *(Answers may vary.)*
8. How does this fairy tale end? *(The prince kisses the enchanted princess on the day the evil spell ends, and the princess wakes up.)* Is it a happy ending? *(Yes, because they get married and live happily ever after.)*
9. Why do you think this fairy tale is called *Sleeping Beauty*? *(because the beautiful princess sleeps for one hundred years)*

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

10. *Think Pair Share:* What elements of this fairy tale could *not* happen in real life? *(the existence of the fairies, the magic spell, sleeping for one hundred years, etc.)*

Word Work: Wisdom

(5 minutes)

1. The read-aloud said, “Another [fairy] said, ‘I give you the gift of *wisdom*, so that you may be wise.’”
2. Say the word *wisdom* with me.
3. If someone has *wisdom*, s/he has knowledge and the power to make good choices.
4. Sasha shows *wisdom* when she stops to look both ways before crossing the street.
5. Have you ever had *wisdom* or known someone who has had *wisdom*? Try to use the word *wisdom* when you tell about it. (Ask two or three students. If necessary, guide and/or

rephrase the students' responses: "She had wisdom when she . . .")

6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will describe a person's actions. If it is an example of a person using wisdom you will say, "_____ has wisdom." If I describe someone not using wisdom, you will say, "_____ does not have wisdom."

1. Tyra wears her hat, gloves, and heavy coat on the coldest winter days. ([Tyra has wisdom.](#))
2. Sam does not talk to strangers. ([Sam has wisdom.](#))
3. Madison ran into the street to catch her ball. ([Madison does not have wisdom.](#))
4. Gwen carefully tied her shoelaces before she ran in the race. ([Gwen has wisdom.](#))
5. Jayce chose not do any of his homework. ([Jayce does not have wisdom.](#))



Complete Remainder of the Lesson Later in the Day

1B

Sleeping Beauty



Extensions

20 minutes

Elements of Fairy Tales Chart

(Instructional Master 1B-1, optional)

(15 minutes)

On a piece of chart paper, draw the following chart. As students discuss each fairy tale element, record a brief description in each section of the chart. Note: You will be creating one of these charts for each fairy tale in the domain. You may wish to display them in your classroom throughout your study of fairy tales.

Tell the students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them. You may also wish to provide students with copies of Instructional Master 1B-1 if they are able to fill in the chart on their own. Multiple copies of this instructional master have been included in the student workbook since this activity is repeated throughout the domain.

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

Remind students that the setting of a story is the time and place a story takes place. Tell students that many fairy tales begin in a special way that gives us a clue about when the story takes place. Ask students to listen carefully while you reread the first sentence of *Sleeping Beauty*, "Once upon a time there lived a king and queen who for many years were very sad because they had no child." Ask students if any of the words in the sentence give

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

Next, use the Flip Book or Media Disk to review the characters that the students identified in the fairy tale and record the characters on the “Fairy tale characters” row of the chart. Explain that fairy tales are often about princesses, princes, queens, or kings. Tell students that people with these titles are called royalty, and remind them of kings and queens they may have studied in other domains. Remind students that while all characters in fictional stories, such as fairy tales, are make-believe, most of the characters in *Sleeping Beauty* are based on real kinds of people. For example, there really are kings, queens, princesses and princes in our world. However, some characters in fairy tales, like the fairies in *Sleeping Beauty*, are magical characters who could not be real people. Explain that fairy tales usually have one or more magical characters. Tell students that they will learn about additional fairy tale characters in other tales they’ll hear.

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

Ask students to describe the problem the royal family faces in *Sleeping Beauty* (*the thirteenth fairy’s evil spell*) and how the problem is solved (*the twelfth fairy softens the curse; the king orders that all spindles should be burned; the prince kisses the princess and she awakens*). Record this information on the “Problem(s)” and “Solution(s)” rows of the chart. Tell students that characters in fairy tales always have a problem that must be solved.

Finally, remind students of their discussion of the ending of *Sleeping Beauty*. Reread the last sentence of the fairy tale: “Then

the wedding of the prince and princess was held with great feasting and rejoicing, and they lived happily together for the rest of their days.” Describe the conclusion of the fairy tale on the “Ending” row of the chart. Explain to students that characters in fairy tales almost always live “happily ever after,” and tell students that the fact that most fairy tales have happy endings is another thing that makes fairy tales different from other kinds of stories. Tell students that people often refer to happy endings for other things, such as movies, contests, and sports games, as “fairy-tale endings.”

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

Sayings and Phrases: Land of Nod

(5 minutes)

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. While some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard the saying, “Land of Nod.” Explain that when someone is in the “land of Nod,” it is a way of saying that they are asleep. Ask students if they’ve ever gotten so tired that they start to fall asleep while sitting up, and their head bends or dips down for a moment. Explain that when your head dips down while falling asleep, it is called a nod. You may wish to demonstrate what it looks like when someone nods off to sleep or have students pretend to nod off to sleep at their desks.

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

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

Parent Letter

Send home Instructional Master 1B-2.

2

Rumpelstiltskin



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate familiarity with the fairy tale *Rumpelstiltskin*
- Identify the fairy tale elements of *Rumpelstiltskin*
- Identify fairy tales as a type of fiction
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.1.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)

- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or events in a read-aloud (L.1.19)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.1.21)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.1.22)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.1.24)
- Distinguish fantasy from realistic text (L.1.25)
- Share writing with others (L.1.29)

Core Vocabulary

boasting, v. Bragging, or telling people about something in a proud way

Example: Isaiah would not stop boasting about his first place ribbon from the talent show.

Variation(s): boast, boasts, boasted

claim, n. A demand for something that someone thinks should be his or her own

Example: The boy made a claim that the skateboard found behind the school belonged to him.

Variation(s): claims

clever, adj. Able to think and figure things out quickly

Example: The clever girl would always be the first to solve the math problems.

Variation(s): cleverer, cleverest

pity, *n.* A feeling of sympathy or sadness for someone who is unhappy

Example: Mary felt pity for the new student who did not have any friends.

Variation(s): none

succeed, *v.* To reach a goal or to have something turn out the way you wanted it to

Example: Chef Jim hoped to succeed in winning the prize for best dessert.

Variation(s): succeeds, succeeded, succeeding

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

2A

Rumpelstiltskin



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students of your discussion about characteristics of fairy tales. Tell them that you are going to show them three different image cards, and that you want them to tell you if what they see could happen in real life. Show them Image Card 2 (royal family), Image Card 3 (fairy), and Image Card 4 (enchanted princess).

Students should be able to recognize that a royal family can exist, but that both elements, the existence of fairies and the spell to make the enchanted princess sleep for one hundred years, are fantasy.

Now refer to and review the Elements of Fairy Tales Chart for *Sleeping Beauty*. Ask students if they remember the special way that many fairy tales begin and end. Tell students they will be reading another fairy tale today, and they will compare these two fairy tales to see how they are alike and how they are different.

Personal Connections

Ask students to think of any talents they have, such as skateboarding, playing a musical instrument, creating art, playing a sport, etc. Ask students if they have ever wished that they had a talent or ability to do something that they don't know how to do.

Purpose for Listening

Tell students to listen carefully for a talent that a father claims his daughter has and the problem that this causes for her. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different than the one they know.)

Presenting the Read-Aloud

15 minutes



Rumpelstiltskin

- ◀ Show image 2A-1: Miller before the King

Once upon a time there was a poor miller who had a beautiful daughter. She was so beautiful and **clever** that he could not help **boasting** about her.¹

One day, the miller happened to come before the king, and to impress the king, he began boasting about his daughter. And before he knew it, he found himself saying that his daughter was so amazing and so wonderful, why, she could even spin gold out of straw!

“That,” said the king, “is a talent worth having. Bring your daughter to me, and let us see what she can do.”²

- 1 A *miller* is a person who grinds grain to make flour. He boasts, or speaks very proudly, about his daughter, saying she's clever. This means she is smart and able to figure things out quickly.
- 2 Remember, thread and yarn are made by spinning plant parts or animals' wool. Do you think the daughter can really spin gold out of straw?



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

When the girl was brought to the palace, the king led her to a room that was almost full of straw. He pointed to a spinning wheel and said, “Get to work, and if by early morning you have not spun this straw into gold, you shall die.”

- 3 What do you think she should do?



- ◀ Show image 2A-3: Rumpelstiltskin appears

And that's when, all at once, *ka-lick* the door opened, and in walked a little man. “Good evening, miller's daughter,” he said. “Why are you crying?”

“Because,” she answered, “I must spin all this straw into gold before morning, and I don't know how.”

Then the little man came close to her and whispered, “What will you give me if I spin it for you?”

“Why, I, I'll give you my necklace,” she stammered.



◀ **Show image 2A-4: Rumpelstiltskin spinning**

The little man took the necklace, stood at the spinning wheel, and *whirr, whirr, whirr*, he spun and he spun, and by sunup all the straw had been spun into gold. And when the king arrived at sunrise, he was amazed. But the sight of all that gold made the greed for more grow in him.⁴

- 4 What does it mean for someone to feel greed?

So the king took the miller's daughter to a larger room, filled with yet more straw, and told her that if she valued her life, she must spin all this into gold in one night. Again the girl did not know what to do and sat down to cry, when, *ka-lick* the door opened and in walked the little man.



◀ **Show image 2A-5: Girl giving up her ring**

"Crying again, I see," he said. "So, I suppose you have to spin all this into gold, too. What will you give me if I do it for you?"

"The ring from my finger," answered the girl.

So the little man took the ring, stood at the spinning wheel, and *whirr, whirr, whirr*, he spun and he spun, and by sunup all the straw had been spun into gold. When the king arrived, he was overjoyed at the sight, but hungry for still more gold. So he took the miller's daughter to an even larger room filled with straw and said, "Spin all this in one night, and if you **succeed**—well then, you shall be my wife."⁵

- 5 To **succeed** is to have something turn out the way you want it to. Do you think the daughter will succeed in meeting the king's demand?



◀ **Show image 2A-6: Rumpelstiltskin demands the girl's first-born child**

The king had hardly left the room when, *ka-lick* the door opened and in came the little man asking, "What will you give me if I spin all this straw for you one more time?"

"I have nothing left to give," the girl answered sadly.

"Then promise me this," said the little man. "Promise me that when you are queen, you will give me your first child."

- 6 Do you think the daughter's promise will cause any problems for her later?

The miller's daughter thought there was really very little chance that she would ever be queen, and so she promised, and the little man set to work at once.⁶ By morning the gold was piled so high

that it reached the ceiling. When the king arrived, he was pleased to see all the gold he wanted. He married the miller's daughter and made her queen.



◀ **Show image 2A-7: Rumpelstiltskin comes to claim the queen's baby**

In a year's time she brought a fine little baby into the world. She thought no more about the little man or her promise to him. Then one day, as she sat alone in her room rocking her baby, *ka-lick*, the door opened, and in walked the little man who said, "Now give me what you promised me."

The queen, filled with fear, held her baby tightly. "Please," she said, "I will give you all the riches of the kingdom, only leave me my child." But the little man said, "No, I would rather have a living thing than all the treasures in the world." Then the queen began to weep and wail, and the little man felt **pity** for her.⁷ "I will give you this chance," he said. "In three days, if you can guess my name, then you may keep your child." Then he was gone as quickly as he had come.

7 *Pity* is a feeling of sadness for someone who is unhappy.



◀ **Show image 2A-8: Queen thinking and sending out messengers**

The queen lay awake all night thinking of all the names she had ever heard. She sent a messenger to ride through the land and collect all the names that could be found. And when the little man came the next day, she tried all that she had been able to think of: Alexander, Balthazar, Casper, Doolittle, Eggleston, Ferdinand, and many more. But after each, the little man only said, "That is not my name."



◀ **Show image 2A-9: Queen guessing**

The next day the queen sent servants all around the kingdom to find the most unusual names, and when the little man came, she tried them. "Are you called Sheepshanks? Roast-Ribs? Snickerdoodle? Groucho? Winklehopper?" But after each, the little man only said, "That is not my name."⁸

8 What do you think the man's name might be?



◀ Show image 2A-10: Rumpelstiltskin by the fire

On the third and last day, the queen was worried sick. She held her child tight and wondered what to do, when *ka-lick* the door opened and in walked—no, not the little man, but the messenger the queen had sent in search of names. He bowed to the queen and said, “My lady, as I passed through the woods last night, I came to a high hill, and near it was a little house, and outside the house a fire was burning, and around the fire danced a funny little man, and as he hopped up and down he sang,

“Today I brew, tomorrow I bake,
And then the fair queen’s child I’ll take.
And no one can deny my **claim**,
For Rumpelstiltskin is my name.”⁹

- 9 To make a *claim* is to say that something is right or that it is yours. What is the man’s claim?



◀ Show image 2A-11: Queen guessing successfully

The messenger left, and almost as soon as he had gone the little man arrived. The queen greeted him by asking, “Is your name Jack?”

“That is not my name.”
“Then are you called Harry?”
“That is not my name.”
“Then perhaps,” said the queen, “your name is—*Rumpelstiltskin!*”

“The devil told you that! The devil told you that!” cried the little man. And in his anger, he stamped with his right foot so hard that it went into the ground up to his waist. Then he grabbed his other foot and pulled in such a fury that he split in two. And the queen and her child never feared him again.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

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

1. How does this fairy tale begin? (The fairy tale begins with the words “once upon a time.” A miller is boasting about his daughter to the king.)
2. What talent does the father boast that his clever daughter has? (the ability to spin gold from straw)
3. What problem does the miller’s boasting make for his daughter? (The king says she has to spin gold for him or she will die.)
4. When the daughter is crying because she cannot spin gold from straw, who comes into the room? (a little man)
5. What does the daughter promise the little man each night he spins gold for her? (her necklace, her ring, and her first child)
6. Do you think the daughter made a good decision to promise her first child to the little man? (Answers may vary.)
7. When the little man goes to see the queen to make his claim for the child, the queen starts to cry and he feels pity for her. He then gives her a chance to get out of her promise. What does the queen have to do in order to keep her child? (guess the little man’s name in three days)
8. How does this fairy tale end? (The queen guesses Rumpelstiltskin’s name and he is so angry that he splits in two.) Is it a happy ending for the queen? (yes)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and

discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Think Pair Share:* What lessons or morals can we learn from this fairy tale? (Answers may vary. Students may say that it isn't a good idea to boast about a talent that someone doesn't have; a person should be very careful about the promises they make.)

Word Work: Succeed

(5 minutes)

1. The read-aloud said, “So he took the miller’s daughter to an even larger room filled with straw and said, ‘Spin all this in one night, and if you succeed—well then, you shall be my wife.’”
2. Say the word *succeed* with me.
3. *Succeed* means to do well and reach a goal or to have something turn out the way you wanted it to.
4. I knew Rory would succeed at earning a black belt in karate because she worked so hard.
5. What kinds of things help someone succeed? Try to use the word *succeed* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I succeed when . . .”)
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will name two choices. You will decide which choice will help someone be more likely to succeed. Be sure to use the word *succeed* in your answer.

1. listening carefully to the teacher or not paying attention in class
2. going to swim practice every day or deciding not to practice at all
3. finishing your homework on the bus or working on it carefully at home
4. cleaning up your toys as you play or waiting until the end of the day to put everything away

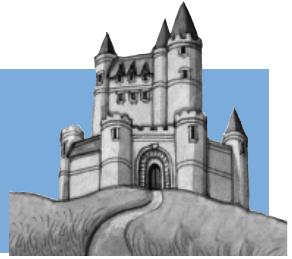
5. practicing free throws or hoping that you'll make a basket at the basketball game



Complete Remainder of the Lesson Later in the Day

2B

Rumpelstiltskin



Extensions

20 minutes

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

Create a chart (on chart paper) for the elements of *Rumpelstiltskin*. As students discuss each fairy tale element, record a brief description in each section of the chart. Tell the students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them. You may also wish to provide students with copies of Instructional Master 1B-1 if they are able to fill in the chart on their own.

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

Remind students that the setting of a story is the time and place a story takes place and that many fairy tales begin in a special way that gives us a clue about when the story takes place. Ask students to listen carefully while you reread the first sentence of *Rumpelstiltskin*: “Once upon a time there was a poor miller who had a beautiful daughter.” Ask students to identify the phrase that begins many fairy tales. (*Once upon a time . . .*) Ask students to recall what this phrase tells them about when the story takes place. (*long ago*) Ask students to identify where the story takes place. (*king’s castle*) Record this information on the chart in the row marked “Setting(s).”

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

Remind students of the elements of fantasy in *Sleeping Beauty*, and ask students to identify magical events in this fairy tale.

([Rumpelstiltskin spinning gold from straw and splitting himself in half at the end](#)) Record their responses on the chart.

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

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

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

Fairy Tale Character Illustration

Use the Flip Book or Media Disk to show images of characters from the first two fairy tales. As you show each image, ask students to share what they remember about each character. You may wish to ask the following questions:

- How is the character dressed?
- Is the character royalty?
- Is this a magical character?
- Would you expect to find this character in a story other than a fairy tale?

- In what setting might you find this character?

As students share, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Ask students to choose one fairy tale character to illustrate. The picture should include an appropriate setting for the character. Have students dictate or write a few sentences describing their character. If time permits, have students share their illustrations and descriptions with a partner or with the class.

3

Rapunzel



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate familiarity with the fairy tale *Rapunzel*
- Identify the fairy tale elements of *Rapunzel*
- Identify fairy tales as a type of fiction
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)

- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Ask questions to clarify information or the topic in a read-aloud (L.1.18)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or events in a read-aloud (L.1.19)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.1.21)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.1.22)
- Distinguish fantasy from realistic text (L.1.25)

Core Vocabulary

delight, *n.* Joy or great pleasure

Example: The puppy played in the park with delight.

Variation(s): delights

dusk, *n.* The time of day when it begins to get dark

Example: John’s mother always made him come home from the playground at dusk.

Variation(s): none

longed, *v.* Wanted something very badly

Example: The children longed for a snow day.

Variation(s): long, longs, longing

merciful, *adj.* Able to forgive or be kind to someone

Example: Amelia was merciful and stopped teasing her little brother when she saw that he was becoming sad.

Variation(s): none

rage, n. Strong anger

Example: The pirate was in a rage when he realized he had lost his treasure.

Variation(s): rages

| At a Glance | Exercise | Materials | Minutes |
|--|--------------------------------------|--|----------------|
| Introducing the Read-Aloud | What Have We Already Learned? | | 10 |
| | Personal Connections | | |
| | Purpose for Listening | | |
| Presenting the Read-Aloud | Rapunzel | | 15 |
| Discussing the Read-Aloud | Comprehension Questions | Image Card 6 | 10 |
| | Word Work: Delight | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| Extensions | Elements of Fairy Tales Chart | Instructional Master 1B-1 (optional) chart paper | 20 |
| | Comparison of Fairy Tales | Elements of Fairy Tales Charts from Lessons 1–3 | |

3A *Rapunzel*



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Ask students to explain why *Sleeping Beauty* and *Rumpelstiltskin* are considered fairy tales. Ask students if these tales are fiction or nonfiction.

Personal Connections

Remind students that in the last fairy tale they heard, the queen has to discover Rumpelstiltskin's name in order to keep her baby. Ask students how Rumpelstiltskin may have gotten that name and if they have ever met anyone named Rumpelstiltskin.

Ask students if they know how their parents chose their name or the name of a sibling. Have students share any stories they may have about the significance of names in their families.

Purpose for Listening

Tell students to listen carefully to learn how a child in the fairy tale they are about to hear gets her name. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different than the one they know.)

Presenting the Read-Aloud

15 minutes



Rapunzel

- ← Show image 3A-1: Man and wife, wife looking out at rapunzel

There once lived a man and his wife who, more than anything in the world, wished to have a baby. But so far, their wish had not come true.

Now, at the top of their house, in the very back, there was a little window. And from this window you could see a garden full of beautiful flowers and fresh vegetables. But around the garden was a high wall. And no one dared to enter the garden, because it belonged to a mean and powerful witch.

One day the wife stood at the little window and looked down into the witch's garden. There she saw fine-looking leaves of rapunzel, which is a kind of lettuce. And it looked so fresh and green that she felt that she simply must have some. Day after day she **longed** for it,¹ and the more she wanted it, the more she became pale and sad.

Her husband saw her looking so sad and became worried. "Dear wife, what is the matter?" he asked.

"Oh," she answered, "I fear that I shall die unless I get some rapunzel to eat from the garden behind our house." Her husband loved her very much, and he thought, "I cannot let my wife die. I will get some of that rapunzel, no matter what."²

- ← Show image 3A-2: Man stealing rapunzel



- 3 *Delight* means great joy or pleasure.

That night he climbed over the wall into the witch's garden. He quickly picked a handful of rapunzel and brought it back to his wife. At once she ate it with **delight**.³ But she liked it so much and it tasted so good that the next day she longed for it twice as much as she had before. So, that night, the husband climbed the wall again and picked a handful of rapunzel. He turned around to go back when he saw before him the blazing eyes of the angry witch.



◀ **Show image 3A-3: Man and witch**

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

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

"Oh please," said the terrified man, "be **merciful**.⁴ I only did this because I had to. My wife, you see, was looking out the window and saw your rapunzel, and she would have died unless I got her some."

- 5 Do you think the man should say that he will give his child to the witch?

"Well then," the witch said, "you may have as much rapunzel as you want—*on one condition*. When your wife has a child, you must give it to me. I will take care of the child, like its very own mother."⁵

The man was so scared that he said "yes," and then tried to think nothing more of it. But later, at the very moment when his wife gave birth to a lovely baby girl, the witch appeared and took the child away.



◀ **Show image 3A-4: Rapunzel is taken to a tower**

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

She named the child Rapunzel, and she grew up to be a beautiful girl. When Rapunzel was twelve years old, the witch took her deep into a forest. There the witch locked her in a tower with no steps and no door, only a small window near the top.⁶ When the witch wanted to be let in, she would cry, "Rapunzel! Rapunzel! Let down your hair!"



◀ **Show image 3A-5: Rapunzel's long hair**

Rapunzel had beautiful long hair that shone like gold. When she heard the voice of the witch, she would open the window and let her hair fall down, down, down to the ground far below. Then the witch would hold onto the hair and climb up to the tower window.



◀ **Show image 3A-6: Prince spies tower**

A few years passed like this when one day the king's son was riding through the forest, and he came upon the tower. As he came near he heard a voice singing so sweetly that he stood still and listened. It was Rapunzel in her loneliness trying to pass away

the time with sweet songs. The prince wanted to go in to her, and he looked for a door in the tower but there was none. So he rode home, but the song had entered into his heart, and every day he went into the forest and listened to it.



◀ **Show image 3A-7: Prince sees witch climbing Rapunzel's hair**

Once, as he was standing nearby behind some trees, who should come up to the tower but the witch. The prince watched, amazed, as the witch called out, "Rapunzel! Rapunzel! Let down your hair!" Then he saw how Rapunzel let down her long hair, and how the witch climbed up by it and went into the tower. And he thought, "So that is the ladder. Well, then, I too will climb it." And the next day, as **dusk** fell,⁷ he came to the tower and cried, "Rapunzel! Rapunzel! Let down your hair!" And she let down her hair, and the prince climbed up by it.⁸

7 *Dusk* is the time of day when it starts to get dark.

8 What do you think Rapunzel will think when she sees it is the prince and not the witch who has climbed up her hair?



◀ **Show image 3A-8: Rapunzel and prince**

Rapunzel was greatly frightened when she saw the prince for she had never seen a man before. But he spoke kindly to her, and told how her singing had entered his heart, and how he felt he could have no peace until he had seen her. Then Rapunzel forgot her fear, and when he asked her to be his wife, she put her hand in his hand and said, "I would gladly go with you, but I have no way to get out. Do this for me: every time you come, bring a bundle of silk, and I will make a ladder of it. When it is finished, I will use it to climb down from this tower, and then you will carry me away from here on your horse." They agreed that he would come to her every evening, since the witch only came in the daytime.



◀ **Show image 3A-9: Witch cutting Rapunzel's hair**

So things went on this way until one day Rapunzel without thinking said to the witch, "Why do you climb up so slowly, while the king's son takes only a moment?"

"Oh, you wicked child!" screamed the witch. "I thought I had you hidden here from all the world. But you have betrayed me!" In a **rage**, the witch grabbed a pair of sharp scissors and cut off poor

9 *Rage is very strong anger. Why is the witch in a rage?*



Rapunzel's hair.⁹ Then the witch took Rapunzel from the tower and left her to wander alone, poor and miserable.

◀ **Show image 3A-10: Witch and prince**

Later that day, when evening fell, the prince came and called out, "Rapunzel! Rapunzel! Let down your hair!" The witch lowered the cut-off hair, and the prince climbed up. But instead of seeing his dear Rapunzel, he saw the glittering eyes of the witch. "Aha!" she cried, and laughed at him. "You came for your darling, but the sweet bird is no longer in its nest and sings no more. Rapunzel is lost forever. You will see her no more!" Filled with horror and grief, the prince fell from the tower. The fall did not kill him, but the thorns on which he fell cut his eyes and blinded him.

◀ **Show image 3A-11: Blind prince wandering in forest**



So, blind and alone, he wandered for several years, eating only roots and berries, and weeping over the loss of his dear Rapunzel. At last he came to a place where Rapunzel herself was wandering. He could not see her but he heard a voice that he thought he knew, and when he went toward it Rapunzel saw him, and knew him, and fell on his neck and wept. And when her tears touched his eyes, he could see again as well as ever.

◀ **Show image 3A-12: Prince takes Rapunzel to his kingdom**



And so he took her to his kingdom to be his bride, where she was welcomed with great joy, and where they lived happily ever after.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

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

1. In the beginning of the fairy tale, what does the woman long for from the witch's garden? (**rapunzel**) What does she say will happen if she doesn't get some? (**She'll die.**)
2. What does her husband do? (**He steals rapunzel from the garden.**) Do you think there is any other way he could have solved this problem? (**Answers may vary.**)
3. When the witch catches the husband in the garden, he asks her to be merciful. What does the witch then say the husband must do if he wants rapunzel from the garden? (**He must give his child to the witch when the baby is born.**) Do you think he makes a good decision to agree to the witch's demand? (**Answers may vary.**)
4. What does the witch name the baby? (**Rapunzel**) Why do you think she names her Rapunzel? (**She's named after the rapunzel her father stole from the garden.**)
5. What happens when Rapunzel is twelve years old? (**The witch locks her in a tower that has no doors and only one window near the top.**) How does the witch visit Rapunzel now? (**She climbs Rapunzel's hair.**)
6. [Show Image Card 6 (tower).] How does the prince discover that Rapunzel exists? (**One day when he is riding through the forest, the prince hears Rapunzel's voice singing sweetly.**)
7. What happens when the witch finds out that the prince has been visiting Rapunzel at dusk when she isn't there? (**The**

witch becomes full of rage, cuts off Rapunzel’s hair, and takes her from the tower to live alone. The prince is then tricked into climbing Rapunzel’s hair and is blinded when he falls from the tower in sadness.)

8. Does the fairy tale later have a happy ending? Why or why not? (Yes, the Prince finds Rapunzel and her tears allow him to see again. They get married and live happily ever after.)
9. What happens in this fairy tale that is fantasy? (the witch being able to climb Rapunzel’s hair and Rapunzel’s tears allowing the prince to see again)
10. *Where? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *where*. For example, you could ask, “Where does the fairy tale *Rapunzel* take place?” Turn to your neighbor and ask your “where” question. Listen to your neighbor’s response. Then your neighbor will ask a new “where” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

Word Work: Delight

(5 minutes)

1. The read-aloud said, “He quickly picked a handful of rapunzel and brought it back to his wife. At once she ate it with *delight*.”
2. Say the word *delight* with me.
3. *Delight* means great pleasure or joy.
4. I look forward to the warm weather and flowers of spring with delight each year.
5. Tell me about some times that fairy tale characters in the tales we’ve read so far feel delight. Try to use the word *delight* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “The queen feels delight when . . .”)
6. What’s the word we’ve been talking about?

For follow-up, ask students to make a list of several things that give them delight. Have students share their list with a partner or a small group to see if they have anything in common on their lists. Encourage students to use the word *delight* when they are comparing their lists.



Complete Remainder of the Lesson Later in the Day

3B

Rapunzel



Extensions

20 minutes

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

Create a chart (on chart paper) for the elements of *Rapunzel*. As students discuss each fairy tale element, record a brief description in each section of the chart. Tell the students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them. You may also wish to provide students with copies of Instructional Master 1B-1 if they are able to fill in the chart on their own.

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

Remind students that the setting of a story is the time and place a story takes place and that many fairy tales begin in a special way that gives us a clue about when the story takes place. Ask students to listen carefully while you reread the first sentence of *Rapunzel*: “There once lived a man and his wife who, more than anything in the world, wished to have a baby.” Tell students that although this fairy tale doesn’t start with the words “once upon a time,” the word *once* tells us that this story also took place long ago. Ask students to identify where the story takes place. ([witch’s garden and Rapunzel’s tower](#)) Record this information on the chart in the row marked “Setting(s).”

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

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

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

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

Comparison of Fairy Tales

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

Remind students that the Brothers Grimm thought these stories would be interesting because the stories are about things that make people happy, sad, and sometimes afraid. Ask students to identify and discuss parts of the fairy tales that make them feel happy, sad, or afraid. Ask students if they think these stories are important for children to read.

4

The Princess and the Pea



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate familiarity with the fairy tale *The Princess and the Pea*
- Identify the fairy tale elements of *The Princess and the Pea*
- Identify fairy tales as a type of fiction
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings
- Compare and contrast different adaptations of fairy tales

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)

- Describe illustrations (orally or in writing) (L.1.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or events in a read-aloud (L.1.19)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.1.21)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.1.22)
- Distinguish fantasy from realistic text (L.1.25)
- Change some story events and provide a different story ending (orally or in writing) (L.1.33)

Core Vocabulary

delicate, adj. Fragile and easily broken

Example: Abby’s mother let her carefully hold the delicate china dolls.

Variation(s): none

graceful, adj. Moving, speaking, or acting in a beautiful way

Example: Even when they are not dancing, ballerinas have a graceful way of walking.

Variation(s): none

howled, v. Made a long, loud, and sad sound

Example: Tony howled when he hit his elbow against the sharp corner of his desk.

Variation(s): howl, howls, howling

kingdom, *n.* A country ruled by a king or queen

Example: King Stephen's large kingdom stretched across the land from one ocean to another.

Variation(s): kingdoms

| At a Glance | Exercise | Materials | Minutes |
|--|--|--|----------------|
| Introducing the Read-Aloud | What Have We Already Learned? | Image Cards 3, 5, and 7 | 10 |
| | Personal Connections | peas | |
| | Making Predictions About the Read-Aloud | | |
| | Purpose for Listening | | |
| Presenting the Read-Aloud | The Princess and the Pea | | 15 |
| Discussing the Read-Aloud | Comprehension Questions | | 10 |
| | Word Work: Graceful | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| Extensions | Elements of Fairy Tales Chart | Instructional Master 1B-1 (optional) chart paper | 20 |
| | Domain-Related Trade Book | trade book | |

4A

The Princess and the Pea



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Begin with a review of the three fairy tales students have heard thus far—*Sleeping Beauty*, *Rumpelstiltskin*, and *Rapunzel*—with an emphasis on the different types of characters found in fairy tales.

Tell students you are going to show them three image cards with three characters, one from each of these fairy tales. Show students Image Card 3 (fairy), Image Card 5 (Rumpelstiltskin), and Image Card 7 (witch). Ask students what the fairy and Rumpelstiltskin have in common (both make something magical happen); then ask students what Rumpelstiltskin and the witch have in common (they both bargain to take away the queen's first child). Remind students that fairy tales often have magical characters with special powers.

Now remind students that fairy tales also often have royal characters. Ask the students to recall royal characters from the three fairy tales they already heard. Tell students that the fairy tale they will be hearing today is called *The Princess and the Pea*. Ask the students what royal character is mentioned in the title.

Personal Connections

Ask students if they have ever eaten peas. If so, ask them to describe what peas look and feel like. If possible, show students a pea and let them all have a chance to feel one.

Making Predictions About the Read-Aloud

Ask students to predict why this fairy tale might be called *The Princess and the Pea*. (If some students are already familiar with this fairy tale, make sure to ask them not to give away the reason.)

Purpose for Listening

Tell the students to listen carefully to find out whether or not their predictions are correct. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different than the one they know.)

Presenting the Read-Aloud

15 minutes



The Princess and the Pea

- ← Show image 4A-1: Prince searching for a real princess

Once upon a time there was a prince, and he wanted to marry a princess—but not just any princess. He wanted to marry a *real* princess. So he traveled all over the world looking for a real princess.¹

- 1 How do you think the prince will know if he has met a real princess?
- 2 A *kingdom* is a country ruled by a king or queen.
- 3 *Graceful* means moving, speaking, or acting in a beautiful way.



- ← Show image 4A-2: Prince returns home disappointed

Back at the castle, his mother, the queen, asked him, “Did you find a princess?”

“Oh, I found plenty of princesses,” the prince replied, “but I never felt sure that I’d found a *real* princess.”

- ← Show image 4A-3: Princess at the door in a terrible storm

That night there was a terrible storm. Lightning flashed, thunder crashed, the wind **howled**,⁴ and the rain pounded down. In the middle of the storm, there was a knock at the palace door. The king opened the door and there, standing in the rain, was a princess. And oh my, she was a mess! Her hair was dripping, her clothes were torn and muddy, and water poured out of her shoes.

- 4 The wind made a long, loud, and sad sound.



- 5 Does she look like a real princess to you?



- 6 (Point to the queen putting the pea on the bed and to the pile of mattresses as you read the next sentence.)

“Who are you?” asked the queen.

“I am a princess,” she said. “Really. A real princess.”⁵

- ← Show image 4A-4: Queen prepares room

“Humph!” said the queen, and she thought to herself, “We’ll soon see about that!” The queen went into a bedroom and took all the sheets and blankets off the bed.⁶ Then she put one tiny pea on the bed, and on top of that she piled twenty mattresses, and

- 7 Why do you think the queen put a pea under the soft mattresses and pads? Does this look like a comfortable bed to sleep in?



on top of those, twenty feather-filled pads. "Here is where you will sleep tonight," she said to the princess.⁷

◀ Show image 4A-5: Princess describes her night

The next morning at the breakfast table, the queen asked the princess, "Did you have a good night's sleep?"

"No, not at all," said the princess. "I tossed and turned all night. Something in the bed was so hard and lumpy—why, I'm bruised black and blue all over."

So, she had felt the pea through the twenty mattresses and twenty feather-filled pads. The queen and her son smiled at each other. Surely, only a *real* princess could be so **delicate** and sensitive!⁸

- 8 *Delicate* means fragile and easily broken or hurt.



◀ Show image 4A-6: Happily ever after

So the prince married her and felt happy that he had at last found a real princess. And as for the pea, it was placed in a museum, where it may still be seen, if nobody has taken it.

And that, children, is a *real* story!

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

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

1. Were your predictions correct? Why or why not? ([Answers may vary.](#))
2. In the beginning of the fairy tale, what trouble does the prince have finding a princess in his travels from one kingdom to another? ([He cannot find a *real* princess.](#))
3. Describe the evening the princess arrives at the prince's castle and how she looks. ([The princess arrives at the castle one night during a terrible storm, with lightning flashing, thunder crashing, and wind howling. Her hair is dripping wet, her clothes are torn and muddy, and she has water pouring from her shoes.](#))
4. What test does the queen use to see if this is a real princess? ([She puts a pea under the soft mattresses and pads the princess will be sleeping on.](#))
5. Does the princess sleep well? Why or why not? ([She doesn't sleep well because the pea feels hard and lumpy, even under the mattresses. The delicate princess is bruised by the pea.](#))
6. Do you think it is polite for the princess to tell the queen that she has not slept well? ([Answers may vary.](#))
7. The last line of the tale says this is a "real story." Which parts of this story could actually happen? ([A prince could have a difficult time finding a princess he'd like to marry. A queen might try to help her son find a princess.](#)) Which parts of this story are fantasy? ([The princess would not be able to feel a](#)

small pea under that many mattresses and pads, and she'd probably have a difficult time sleeping in a bed that high!)

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

8. *Think Pair Share:* What are some other ways the prince and queen could prove that someone is a real princess? ([Answers may vary.](#)) What would the fairy tale be named if your test was used instead of the pea test? ([Answers may vary.](#))

Word Work: Graceful

(5 minutes)

1. The read-aloud said, “Of course, [the princesses] were all beautiful, talented, *graceful*, and kind.”
2. Say the word *graceful* with me.
3. If something is graceful, it moves, speaks or acts in a beautiful way.
4. The bride looked very graceful as she danced at her wedding.
5. Have you ever seen anyone who seemed graceful? Try to use the word *graceful* when you tell about it. You may wish to model a graceful movement and a jerky, awkward, or graceless movement in order to contrast the actions. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “The girl was graceful when . . .”)
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will describe a situation. If it is an example of something graceful, say, “That is graceful.” If I give an example of something that is not graceful, say, “That is not graceful.”

1. The first time Stella tried to play the violin, it made a loud, screechy sound. ([That is not graceful.](#))
2. The winner of the school talent show danced beautifully on the stage. ([That is graceful.](#))

3. Ling tripped and fell as she walked across the room. **(That is not graceful.)**
4. At the swimming pool, Waleed did a perfect back dive into the pool. **(That is graceful.)**
5. The princess sang sweetly as she walked softly through the forest. **(That is graceful.)**



Complete Remainder of the Lesson Later in the Day

4B

The Princess and the Pea



Extensions

20 minutes

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

Create a chart (on chart paper) for the elements of *The Princess and the Pea*. As students discuss each fairy tale element, record a brief description in each section of the chart. Tell the students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them. You may also wish to provide students with copies of Instructional Master 1B-1 if they are able to fill in the chart on their own.

| The Princess and the Pea | |
|--------------------------|--|
| Setting(s) | |
| Fairy Tale Characters | |
| Fantasy/Magic | |
| Problem(s) | |
| Solution(s) | |
| Ending | |

Remind students that the setting of a story is the time and place a story takes place and that many fairy tales begin in a special way that gives us a clue about when the story takes place. Ask students to listen carefully while you reread the first sentence of *The Princess and the Pea*: “Once upon a time there was a prince, and he wanted to marry a princess.” Ask students to identify the phrase that begins many fairy tales. (*Once upon a time . . .*) Ask students to recall what this phrase tells them about when the story takes place. (*long ago*) Ask students to identify where the story takes place. (*mostly the prince’s castle*) Record this information on the chart in the row marked “Setting(s).”

Ask students to identify the characters in this fairy tale and then ask them to identify which of the characters are royalty. ([prince](#), [queen](#), [king](#), [princess](#)) Point out that unlike the previous fairy tales they've heard, there are no outright magical characters in *The Princess and the Pea*. However, perhaps the "real" princess is also a magical character, because she can sense the pea under all the mattresses.

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

Ask students to describe the prince's problem and how his problem is solved. ([He can't find a real princess; the princess feels the pea under the mattresses, proving that she's a real princess.](#)) Record the students' responses on the "Problem(s)" and "Solution(s)" rows of the chart.

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

Domain-Related Trade Book

Read *The Princess and the Pea in Miniature* aloud to the class. (See the trade book list in the Introduction.) Before reading, ask students to recall who wrote down the first three fairy tales they heard. ([the Brothers Grimm](#)) Tell students that the author of *The Princess and the Pea* is Hans Christian Andersen. Over one hundred years ago, Andersen wrote and collected many fairy tales that are still read today.

Explain that modern authors sometimes take old fairy tales from Andersen or the Brothers Grimm and change the way the story is told or add new details. Tell students that these new ways of telling old stories are called "retellings" or "adaptations." As you share trade books with students throughout the domain, you may wish to point out when fairy tales have been "retold" or "adapted" by modern authors. Explain to students that illustrators sometimes update old fairy tales too by creating illustrations that use a different style or that show other ways of thinking about the tales. Tell students that today they will get to hear one author's retelling of *The Princess and the Pea* and see a different style of illustrations.

As you read *The Princess and the Pea in Miniature*, use the same strategies that you have been using when reading the read-aloud selections in this anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book aloud, lead students in a discussion as to how this tale is the same as *The Princess and the Pea* and how it is different. You may wish to show illustrations side-by-side and ask students to compare and describe the styles. Also discuss whether or not this adaptation has the various elements of a fairy tale.

If this trade book is not available, choose another book from the trade book list.

5

The Frog Prince, Part I



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate familiarity with the fairy tale *The Frog Prince*
- Identify the fairy tale elements of *The Frog Prince*
- Identify fairy tales as a type of fiction
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.1.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.1.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)

- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.1.22)
- Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation (L.1.28)

Core Vocabulary

court, *n.* The people who help and work with a royal leader

Example: King John’s royal family and his other helpers are all part of his court.

Variation(s): courts

glee, *adj.* Great joy

Example: John opened his birthday presents with glee.

Variation(s): none

retrieved, *v.* Found and brought something back

Example: The divers retrieved the buried treasure from the bottom of the sea.

Variation(s): retrieve, retrieves, retrieving

wailed, *v.* Cried loudly

Example: Sarah wailed in pain when she broke her arm.

Variation(s): wail, wails, wailing

well, *n.* A deep hole made in the ground in order to get water
Example: Kim's family gets all of their drinking water from a well near the house.
Variation(s): wells

| At a Glance | Exercise | Materials | Minutes |
|--|--|--|----------------|
| Introducing the Read-Aloud | What Have We Already Learned? | Image Card 8 | 10 |
| | Making Predictions About the Read-Aloud | | |
| | Purpose for Listening | | |
| Presenting the Read-Aloud | The Frog Prince, Part I | | 15 |
| Discussing the Read-Aloud | Comprehension Questions | | 10 |
| | Word Work: Retrieved | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| Extensions | Elements of Fairy Tales Chart | Instructional Master 1B-1 (optional) chart paper | 20 |
| | On Stage | | |

5A

The Frog Prince, Part I



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Begin with a review of the last fairy tale students heard, *The Princess and the Pea*. Show students Image Card 8 (princess's bed). Remind them that many of the things that happen in fairy tales are fantasy, or a special kind of make-believe that can't really happen. Ask if they remember what about the story was fantasy? (The princess would not be able to feel a small pea under that many mattresses and pads, and she'd probably have a difficult time sleeping in a bed that high.)

Now, remind the students that princes are often characters in fairy tales. Ask the students if they recall any princes from any of the fairy tales they have heard thus far.

You may show image 4A-1 to remind students of the prince in *The Princess and the Pea*. Have the students share the significance of the prince in this fairy tale.

You may show image 3A-8 to remind students of the prince in *Rapunzel*. Have the students share the significance of the prince in this fairy tale.

You may show image 1A-10 to remind them of the prince in *Sleeping Beauty*. Have the students share the significance of the prince in this fairy tale.

Ask the students if these three princes are alike in any ways. (All are sons of a king; all live happily with their bride; etc.)

Making Predictions About the Read-Aloud

Tell the students that the fairy tale they are about to hear also has a character who is a prince. As a matter of fact, the title of the fairy tale is *The Frog Prince*. Ask the students what a frog prince might look like and what he might do. Ask the students to predict

whether the frog prince is more like a frog or more like the princes they have heard about in other fairy tales.

Purpose for Listening

Tell the students to listen carefully to find out whether or not their predictions are correct. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different than the one they know.)

Presenting the Read-Aloud

15 minutes



The Frog Prince, Part I

- ← Show image 5A-1: Happy princess with golden ball¹

1 (Have students talk about what is happening in the picture.)

Once upon a time, a mighty king lived in a palace in the shadow of a dark, mysterious forest. He had only one child, a beautiful little girl with long, golden hair, and her favorite plaything was a bright golden ball that looked just like the sun in the sky. Day after day, she would run and skip under the shadow of the huge forest trees, tossing and bouncing her ball to amuse herself. She liked to pretend that her ball was indeed the sun and that the whole wide world was hers to play with.

- 2 A **well** is a deep hole that has been dug in order to get water.
3 How do you think the princess feels?



- ← Show image 5A-2: Princess talking to frog about her lost ball

She began to cry loudly, because she was not used to disappointment, when she suddenly heard a timid, scratchy voice behind her say, “What is the matter, princess?”

- 4 *Wailed* is another way of saying “cried loudly.”

Spinning around, she realized that the speaker was the ugliest, wartiest frog she had ever seen. “I have dropped my ball into the well, and it is lost forever!” she **wailed**.⁴

The frog looked at her and blinked. “I could get it for you, if . . .”

“Oh, froggy! I’d give you anything you want if you could get my lovely ball back! You could have my crown!”

“I do not want a crown,” the frog said.

“Or all my jewels!” she offered.

“What would a frog do with jewels?” he wondered.

“I do not care!” the princess snapped. “Just get my ball!”

“Well,” the frog said, “I do not want jewels, but I do want a

- 5 Do you think the princess will agree?



- 6 Why do you think the princess wasn't listening?



- 7 Do you think the matter is settled? Why or why not?



- 8 The court includes the royal family and the people who help them.

- 9 Who do you think is at the door?

- 10 or how the frog had gotten her ball from the well

friend. It is a lonely life being an ugly frog. If I fetch your ball from the dark, chilly well for you, will you agree to be my friend forever afterward, and love me, and share everything that you have with me?"⁵

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

◀ Show image 5A-3: Frog retrieving ball

The frog did not know her thoughts, however, and he dived eagerly down into the well. A few seconds later, he emerged from the water holding the precious golden ball between two slimy webbed hands. "It was very cold down there," the frog remarked, but the princess was not listening.⁶

◀ Show image 5A-4: Princess running away

"Hurray!" she cried, and seizing the ball, she immediately ran back to the palace. The frog croaked after her, "Wait! I cannot run as fast as you!" She ignored him, however, and considered the matter settled.⁷

◀ Show image 5A-5: Princess at dinner

That night, however, while the **court** feasted,⁸ a loud knock sounded on the door.⁹ The princess loved visitors, so she ran to open the door, but who should stand on the palace stairs but the ugly, warty frog! She slammed the door in his face and ran back to her delicious dinner on her golden plate. Behind the heavy wood door, though, she could hear him croaking: "O careful, careful, princess fair! Promises are more than air!"

"Who was at the door, my daughter?" asked the king.

"Nobody! Just an old frog," she said, and she told him how the frog had **retrieved** her ball from the well¹⁰ on the condition that she would be its friend and share everything she had with it forever afterward. She thought her father would be pleased with how she had escaped the frog's demands, but to her surprise he frowned.

“Daughter, we must keep the promises we make. What kind of kingdom would we have if we all treated each other the way you have treated this poor frog? The frog kept his promise to you, and he helped you; now, you must keep your promise to him. Go and let him in.”

The princess was shocked and wanted to refuse, but she could see from her father’s stern looks that she had to obey. Unwillingly, she got up and opened the door. The frog was still sitting patiently on the steps of the palace. When he saw the princess, he smiled happily—a smiling frog is quite a sight to behold—and bounced up and down with froggy **glee**.¹¹

11 The frog bounced up and down with happiness. What do you think is going to happen next? (Tell students they will hear the rest of the fairy tale later.)

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

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

1. Were your predictions correct? Why or why not? ([Answers may vary.](#))
2. At the beginning of the fairy tale, what happens to the princess’s golden ball? ([It falls into a deep well.](#)) How does the princess feel about this? ([so sad that she wails](#)) Why? ([It is her favorite plaything.](#))
3. Who offers to help the princess? ([a frog](#)) How do you think the princess feels when she turns around and sees the frog? ([surprised, shocked, etc.](#))
4. What does the princess have to promise in order to get the frog to retrieve the ball? ([to be a friend, to love the frog, and to share everything with the frog](#)) Do you think the princess

- intends to keep her promise? (Answers may vary.)
5. What does the princess do when the frog shows up at the palace? (She slams the door.)
 6. What does the king say when he hears what has happened? (“Daughter, we must keep the promises we make.”)
 7. How do you think the frog feels when the princess lets him in the palace? (happy, filled with glee)
 8. How do you think the rest of the court feels about a frog being invited into the palace? (Answers may vary.)

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

9. *Think Pair Share:* Do you agree with the king that the princess should keep her promise? Why or why not? (Answers may vary.)

Word Work: Retrieved

(5 minutes)

1. The read-aloud said, “[The princess] told [her father] how the frog had *retrieved* her ball from the well on the condition that she would be its friend and share everything she had with it forever afterward.”
2. Say the word *retrieved* with me.
3. If you retrieved something, you got it back.
4. I retrieved my shoe from my dog.
5. Have you ever retrieved an object that you had dropped or lost? Try to use the word *retrieved* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I retrieved my . . .”)
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will ask a question. Think about what you might have retrieved from that place. Be sure to use the word *retrieved* in your answer. (Answers may vary for all.)

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



Complete Remainder of the Lesson Later in the Day

5B

The Frog Prince, Part I



Extensions

20 minutes

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

Create a chart (on chart paper) for the elements of *The Frog Prince*. As students discuss each fairy tale element, record a brief description in each section of the chart. Tell the students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them. You may also wish to provide students with copies of Instructional Master 1B-1 if they are able to fill in the chart on their own.

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

Remind students that the setting of a story is the time and place a story takes place. Ask students to listen carefully while you reread the first sentence of *The Frog Prince*. “Once upon a time, a mighty king lived in a palace in the shadow of a dark, mysterious forest.” Ask students if they heard any words that are often used at the beginning of fairy tales. Write the words “once upon a time” on the chart in the row marked “Setting(s).” Ask students where the story takes place, and record that information on the chart as well.

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

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

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

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

On Stage

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

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

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

6

The Frog Prince, Part II



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate familiarity with the fairy tale *The Frog Prince*
- Identify the fairy tale elements of *The Frog Prince*
- Identify fairy tales as a type of fiction
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.1.4)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Ask questions to clarify information or the topic in a read-aloud (L.1.18)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Distinguish fantasy from realistic text (L.1.25)
- Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.1.27)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.1.30)

Core Vocabulary

contented, adj. Happy and satisfied

Example: The baby gave a contented sigh as she fell asleep on her mother’s shoulder.

Variation(s): none

disgusting, adj. Unpleasant; gross

Example: Chris had not cleaned his room for days and it was very disgusting.

Variation(s): none

enchantment, n. The state of being enchanted or under a spell

Example: In *Sleeping Beauty*, the entire castle was under an enchantment.

Variation(s): enchantments

glared, v. Stared at something or someone angrily

Example: Ashley glared at her brother when he entered her room without knocking.

Variation(s): glare, glares, glaring

scold, v. To correct someone angrily because they did something wrong

Example: Whenever the children ran in the house with muddy shoes, their father would scold them.

Variation(s): scolds, scolded, scolding

| At a Glance | Exercise | Materials | Minutes |
|---|---|--|----------------|
| Introducing the Read-Aloud | Image Review | | 10 |
| | Making Predictions About the Read-Aloud | | |
| | Purpose for Listening | | |
| Presenting the Read-Aloud | The Frog Prince, Part II | | 15 |
| Discussing the Read-Aloud | Comprehension Questions | | 10 |
| | Word Work: Contented | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| Extensions | Elements of Fairy Tales Chart | Instructional Master 1B-1 (optional) chart created in Lesson 5 | 20 |
| | Domain-Related Trade Book or Student Choice | trade book | |
| Take-Home Material | Parent Letter | Instructional Master 6B-1 | |

6A

The Frog Prince, Part II



Introducing the Read-Aloud

10 minutes

Image Review

One by one, show images 5A-1 through 5A-5. Ask students to retell the first part of the fairy tale. Help them to create a continuous narrative of the beginning of the fairy tale and the important events. As the students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Making Predictions About the Read-Aloud

Ask the students to think about what has happened so far and to predict what might happen in the next part of the fairy tale. (If some students are already familiar with this fairy tale, make sure to ask them not to give away the answer.)

Purpose for Listening

Tell the students to listen carefully to find out whether or not their predictions are correct. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different than the one they know.)

Presenting the Read-Aloud

15 minutes



The Frog Prince, Part II

- ← Show image 6A-1: Frog and princess going to the table

Unwillingly, the princess allowed the frog into the magnificent palace. He bounced up and down, as frogs will when they are very happy, but she only **glared** at him dreadfully.¹ She thought to herself, *Why should I have to keep my promise to this old croaker just because he fetched my ball from the well?* Her father insisted, however, that she should be his friend just as she said she would.

The frog hopped after her into the great dining hall—boing! boing!—and immediately jumped onto the table.



- ← Show image 6A-2: Frog on table

“So, princess,” he said, “we shall be the best of friends now.” With a **contented** croak,² he began to eat from her shining gold plate and sparkling silver bowl. Frogs do not eat very neatly, I’m afraid, and the princess, noticing how he smeared the food all over his face, turned away in disgust. She refused to look at the frog or speak to him, but she still felt sick just thinking of such an ugly creature eating with her.³

“What a lovely golden plate,” the frog remarked. “It reminds me of your ball. You have such beautiful possessions, princess. It must be nice to be a princess and have everything you want.”

“If I had everything I wanted,” the princess retorted, “You would not be eating with me, you vile thing.”⁴

The frog ignored her rudeness. “May I have a drink from your cup?” he asked politely. The princess was about to refuse, but her father caught her eye, and so she nodded.⁵ The frog drank thirstily. Perhaps it was because of that long hop from the well to the palace doors! “Would you like to drink now, princess?” he asked, nudging the cup back in her direction.

- 1 The princess gave the frog an angry look. Why do you think she glared at the frog?

- 2 or with a happy and satisfied croak

- 3 How would you feel about a frog eating with you?

- 4 or you awful or gross thing

- 5 Show me how the princess nodded.

- 6 Do you think the princess will agree to take the frog to her bedroom? Why or why not?



- 7 What do you think the frog means when he says "Promises are more than air"?



- 8 Do you think the princess will let the frog sleep on her pillow? Why or why not?

- 9 Disgusting means awful or gross.

"You must be joking!" she snapped. "Princesses do not drink after warty frogs."

The frog sighed and continued eating, but soon he began to look sleepy. "I'm tired, princess," he said. "Will you take me up to bed?"⁶

"I could never have such a slimy frog in my bed!" the princess burst out.

Her father was about to **scold** her, but the frog beat him to it: "O careful, careful, princess fair! Promises are more than air."⁷

What could the princess do? She had promised. So she ran up the stairs to her bedroom, and all the way up she could hear the frog hopping behind her—boing! boing!—and leaving little muddy footprints—splish! splash!—on the castle floor.

◀ Show image 6A-3: Princess opening door to bedroom

She opened the door to her bedroom. The beautiful princess and the ugly frog stood in the doorway looking at the princess's lovely room, hung with silk curtains, beautiful paintings, and jeweled lamps. A thick, soft goosefeather quilt lay across her cozy bed, and a full, plump pillow waited to support the princess's pretty head.

◀ Show image 6A-4: Princess in bed

The princess left the frog at the door and climbed into her beautiful bed. She wished the frog would go away, but he sat on the floor looking up at her.

"I want to sleep on your pillow," the frog said decidedly.⁸

The princess shook her head. "No! Please! You can sleep anywhere you want, just not on my bed. Please! You are just too **disgusting**, and you will leave slime on the pillow."⁹

"I want the pillow," the frog insisted. "You promised you would share everything with me!"

The princess pleaded and cried, but nothing could change the frog's mind.



"You promised," he said, "and promises are more than air."

Finally, she had to give in. Frustrated, she climbed down and tossed the frog roughly onto the pillow, and then climbed back into bed herself.

◀ **Show image 6A-5: Frog on pillow next to the unhappy princess**

She tried to keep as far away from her new friend as possible. "I hate you," she hissed into the darkness.

The frog was silent for a long minute, and then he whispered, "Princess? There's one more thing."

The princess groaned.

"Could I have a good-night kiss? I have been a very lonely frog. And you did promise you would love me."¹⁰

The princess was so exhausted that she did not even bother to argue. In the dark, she rolled over and planted one kiss on the frog's cold, wet cheek. "Now, please go to sleep," she begged.

"Good night," croaked the frog.

The next morning, the princess woke to find the frog still snoring on the pillow. The princess watched him sleeping for some time. She began to feel impatient for him to wake up, for she found that she preferred arguing with the frog to playing by herself. It was so quiet without him croaking away. Finally, she poked him hard with her finger. "Get up, you lazy thing!" she said.

The frog did not stir, so with the palm of her hand, she gave him a rough shove that sent him sliding off the pillow and onto the hard, stone floor of her bedroom. The moment his little webbed feet touched the ground, however, the warty frog disappeared, and in his place sat a little prince, rubbing his eyes sleepily and smiling up at the princess.¹¹

◀ **Show image 6A-6: Frog transforming into a cheerful little boy**



"Hello, princess! Thank you so much for keeping your promise."

"Who are you?" she asked, very much surprised.

"Why, I'm the frog," he responded. "A wicked witch living in

10 Do you think the princess will agree to kiss the frog? Why or why not?

11 How do you think the princess felt when she saw the prince?

12 What do you think the prince meant when he said that the princess's heart was as golden as her plate?



13 or during his long time of being under the witch's spell

the dark forest turned me into an ugly frog, and only you could save me. She said you were so spoiled that you would never make friends with a frog, but I knew she was wrong. I knew that your heart was just as golden as your plate and ball—and I was right.¹² Now I am free of her spell!" He looked at her. "Thank you, princess. Now I can leave you alone and go back to my home on the other side of the forest."

"Wait," said the princess. "I thought we were supposed to be friends forever afterward. And promises are more than air, you know."

The prince laughed. "So they are. Shall we go play with your ball?"

◀ **Show image 6A-7: Prince and princess are married**

And together they ran down the stairs and out into the bright golden sunshine. They were friends forever afterward, and when they were quite grown up, they were married with great celebration and joy. They invited the entire kingdom to their wedding, not to mention a number of frogs that the prince had met during his long **enchantment**.¹³

They lived happily ever after, of course, and the princess was always glad that she had kept her promise.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? ([Answers may vary.](#))
2. When the princess is being mean to the frog by glaring at him and saying awful things, the frog says, “O careful, careful, princess fair! Promises are more than air.” What does the frog mean? ([A promise is a promise, meaning it’s important to be true to one’s word.](#)) Do you think the princess’s father would agree with this saying? ([yes](#)) Why or why not? ([He insists that the princess be the frog’s friend as she promised; he also almost scolds his daughter when he hears her being mean.](#))
3. What is the first thing the frog wants to do when he comes into the palace? ([eat at the table](#)) How does that go? ([The frog is content; the princess is disgusted.](#))
4. What is the next thing the frog wants to do? ([sleep in the princess’s bed](#)) How does that go? ([The princess doesn’t want the frog in her bed, but the frog insists, and she finally agrees.](#))
5. What is the final thing that the frog wants before going to sleep? ([a goodnight kiss](#)) How does that go? ([The princess agrees.](#)) Why does the princess agree to the frog’s requests? ([She is keeping her promise.](#))
6. What happens when the frog slides from the pillow onto the floor? ([He turns into a prince, and he is no longer under the enchantment of the witch.](#))
7. Did this fairy tale have a “happy ever after” ending? ([yes](#)) How do you know? ([because the prince and princess are friends and eventually marry](#))
8. What parts of the fairy tale could really happen? ([The ball could fall in a well; the king and princess could live in a palace with nice possessions; etc.](#)) What parts are fantasy? ([a talking frog, the frog turning into a prince, etc.](#))
9. Do you think it is important to always keep your promises? Why or why not? ([Answers may vary.](#))

10. *Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who were the characters in *The Frog Prince*?” Turn to your neighbor and ask your “who” question. Listen to your neighbor’s response. Then your neighbor will ask a new “who” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

Word Work: Contented

(5 minutes)

1. The read-aloud said, “With a *contented* croak, he began to eat from her shining gold plate.”
2. Say the word *contented* with me.
3. *Contented* means happy and satisfied.
4. I could tell by the contented look on her face that she was enjoying listening to the story.
5. What kinds of things make you feel contented? Try to use the word *contented* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I am contented when . . .”)
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will name two activities. You will decide which makes you feel more contented. Be sure to use the word *contented* in your answer.

(Answers may vary for all.)

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



Complete Remainder of the Lesson Later in the Day

6B

The Frog Prince, Part II



Extensions

20 minutes

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

Use the chart started in Lesson 5 to discuss the elements of *The Frog Prince*. Review the elements discussed in the last lesson (setting, fairy tale characters, and fantasy/magic). As students discuss each fairy tale element, record a brief description in each section of the chart. Tell the students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them. If students are filling in the chart on their own, be sure they have their copy of Instructional Master 1B-1 started in Lesson 5.

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

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

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

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

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

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

Domain-Related Trade Book or Student Choice

Domain-Related Trade Book

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

You may also ask students to write a sentence explaining how they know that the trade book is a fairy tale. Some students may need to dictate the sentence to an adult, while others may write their sentences on their own.

Student Choice

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

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

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

Parent Letter

Send home Instructional Master 6B-1.

PP1 *Pausing Point 1*



Note to Teacher

Your students have now listened to and discussed several fairy tales. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- Demonstrate familiarity with specific fairy tales: *Sleeping Beauty*, *Rumpelstiltskin*, *Rapunzel*, *The Princess and the Pea*, *The Frog Prince*
- Identify the fairy tale elements of specific fairy tales
- Identify fairy tales as a type of fiction
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

Activities

Image Review

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

Image Card Review

Materials: Image Cards 1–10

In your hand, hold Image Cards 1–10 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for Rapunzel’s tower, a student may say, “This is the tall home of a lonely princess.” The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.

Riddles for Core Content

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

- I was put under a spell that caused me to sleep for one hundred years. Who am I? ([Sleeping Beauty](#))
- I am a little man who was able to spin straw into gold. Who am I? ([Rumpelstiltskin](#))
- I have long, beautiful hair that people climbed to get into the tower. Who am I? ([Rapunzel](#))
- I was placed under the mattresses as a test for the princess. What am I? ([a pea](#))
- I retrieved the princess’s golden ball, ate from her plate, and slept on her pillow. What am I? ([the frog who was also a prince](#))

On Stage

Reread a fairy tale and have the students act it out.

Retelling a Fairy Tale with Puppets

Have the students make simple puppets of the characters from a particular fairy tale and then use them to retell the fairy tale.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to present another version of a particular fairy tale; refer to the books listed in the domain introduction. Compare this version to the others heard. You may also choose to have the students select a read-aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper

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

Class Book: Fairy Tales

Materials: Drawing paper and drawing tools for each student

Tell the class or a group of students that they are going to make a class book to help them remember the elements of fairy tales. Have the students brainstorm important information about characters, settings, magic, problems/solutions, and happy endings. Have each student choose one idea to draw a picture of, and then ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

Student-Created Books

Materials: Booklet and drawing tools for each student

Have each student make his/her own book that is a retelling of one of the fairy tales that has been shared. As a class or with a partner, brainstorm the sequence of events: beginning, middle, and ending. Also, talk about the various fairy tale elements. Students will draw a picture on each page to show the beginning, important middle events, and ending of the fairy tale. S/he will also write a sentence

to go with each picture. Some students may need to dictate their sentences to an adult, while others will be able to write the sentences on their own. Have students share their fairy tales with a partner or the class.

Venn Diagram

Use a Venn diagram to compare two characters from different fairy tales, such as the princesses in *The Frog Prince* and *Sleeping Beauty*. You may use images from the read-alouds as visual reminders.

Letters to Fairy Tale Characters

Have the students choose a favorite character from the fairy tales they have heard in this domain. Have the students brainstorm what they might like to say to the character. For example, a student may want to tell Rapunzel that her long hair is beautiful. The students may also have questions to ask the character. For example, a student may ask Sleeping Beauty if she will ever go near a spinning wheel again. Have the students write letters to the fairy tale characters. You may ask a class of older students in the school to pretend to be the fairy tale characters and write letters in response that you will then read to the class. Be sure to let your students know that the return letters they receive are not from the actual characters in the fairy tales. This may also be a good opportunity to review the differences between a fictional story and a true story.

7

Puss-in-Boots, Part I



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate familiarity with the fairy tale *Puss-in-Boots*
- Identify the fairy tale elements of *Puss-in-Boots*
- Identify fairy tales as a type of fiction
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.1.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.1.22)

Core Vocabulary

admit, v. To say that something is real or true

Example: Sally had to admit she had broken the vase when her mother asked what had happened.

Variation(s): admits, admitted, admitting

coach, n. A carriage that has closed sides and four wheels and is pulled by horses

Example: In the fairy tale *Cinderella*, the fairy godmother magically turned a pumpkin into a coach.

Variation(s): coaches

fortune, n. A large amount of money

Example: He made his fortune by writing books that everyone wanted to read.

Variation(s): fortunes

generous, adj. Kind and willing to give or share

Example: Jaiden and Josh were very generous and always let others play with their toys.

Variation(s): none

plump, adj. Full in form, with lots of flesh, or chubby

Example: The chickens were very plump because of all they had eaten.

Variation(s): plumper, plumpest

| At a Glance | Exercise | Materials | Minutes |
|--|--------------------------------------|---|----------------|
| Introducing the Read-Aloud | What Have We Already Learned? | | 10 |
| | Personal Connections | | |
| | Purpose for Listening | | |
| Presenting the Read-Aloud | Puss-in-Boots, Part I | | 15 |
| Discussing the Read-Aloud | Comprehension Questions | | 10 |
| | Word Work: Generous | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| Extensions | Elements of Fairy Tales Chart | Instructional Master 1B-1 (optional) | 20 |
| | Personification | chart paper | |

7A

Puss-in-Boots, Part I



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that fairy tales often have magical characters or events. Ask students to recall this element in *Sleeping Beauty*, *Rumpelstiltskin*, *Rapunzel*, and *The Frog Prince*.

Personal Connections

Ask the students if any of them have cats as pets. Ask the students to share what they think is the most clever thing that their cats can do. Tell the students that the next fairy tale is about a very clever cat. Tell the students that the title of the fairy tale is *Puss-in-Boots*. Explain that *puss* is another word for *cat*; so, the fairy tale could have been titled *Cat-in-Boots*.

Purpose for Listening

Ask the students to listen carefully to find out what kinds of clever things the cat or puss does in this fairy tale. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different than the one they know.)

Presenting the Read-Aloud

15 minutes



Puss-in-Boots, Part I

Show image 7A-1: Sons with their inheritance¹

- 1 (Point to the mill, the mule, and the cat in the image as you read about each.)
- 2 Remember, a *miller* is a person who grinds grain to make flour.
- 3 The mill is the place where the grain is ground into flour.
- 4 The youngest son is worried about how he will earn money if he only has a cat.

Once upon a time there was an old miller, and when he died he left his three sons all that he owned—which was not much.² To the oldest son, he left his mill.³ To the middle son, he left his mule. And to the youngest son, he left only his cat.

With a sad sigh, the youngest son looked at the cat and said, “What can I do? My brothers can take care of themselves, but what can I do with only a cat? I suppose I could eat you and sell your skin, but then what?”⁴



Show image 7A-2: Man and Puss talking

- 5 How do you think a cat can fix everything with a big bag and a pair of boots?

Now the cat heard all this, though of course, like all cats, he pretended to be paying no attention at all. And when the young man had finished speaking, the cat spoke up and said, “My good master, there’s no need to worry. Just bring me a big bag and a pair of boots and I’ll fix everything. You’ll see.”⁵

“What can a cat do?” said the young man. But then he thought, “What have I got to lose?” After all, he had seen this cat play many clever tricks in order to catch mice. So he got the cat a bag and a pair of boots.



Show image 7A-3: Puss waiting for a rabbit

- 6 He had to say that it was true that he did look rather handsome.

Puss pulled on the boots, and, looking down at his booted paws, he had to **admit** that he did look rather handsome in them.⁶ Then he put some grain into the bag. He held the bag in his two front paws and went to a place where he knew there were many rabbits. He put the bag on the ground and left it wide open with a little grain showing. Then he stretched himself out nearby and lay very still, as though he were dead. Soon a **plump** rabbit smelled the grain and hopped right into the bag.⁷ Quick as a wink, Puss jumped up and caught the rabbit.

7 *Plump* means fat.



◀ **Show image 7A-4: Puss talking to king**

Now Puss, bag in paws, went to the palace and asked to speak to his majesty, the king. He was brought before the king, where he made a low bow and said, “Sire, I have brought you a fine plump rabbit, a gift from my noble master, the Marquis of Carabas.” Puss purred with satisfaction at the fancy-sounding title that he had made up on the spot for his master.⁸

- 8 Why didn't Puss just tell the king that he had brought a rabbit from the poor miller's son?

“Tell your master,” said the king, “that I accept his gift and am well pleased with it.”

“Yes, your majesty,” said Puss, and after bowing low again, he walked out in his boots.



◀ **Show image 7A-5: Puss gives more gifts to the king**

A few days later, Puss used his same trick to catch some partridges, and he brought the bag of birds to the king, who was again well pleased.⁹ And so things went on for some time. Every few days Puss brought something he had caught to the king, and each time Puss offered it as a gift from the grand and noble Marquis of Carabas. The king began to think of this Marquis as a famous hunter and a **generous** man, though he was, as you and I know, only the poor miller's youngest son!¹⁰

- 9 So what are partridges?

- 10 *Generous* means willing to share or give to others.



◀ **Show image 7A-6: Puss instructing young man**

Now it happened one day that Puss heard about the king's plans to go for a ride in his **coach** along the river bank.¹¹ And with the king would be his daughter, who was, of course, the most beautiful princess in the land. When Puss heard this, he went to his master and said, “Master, if you will do just as I tell you, your **fortune** is made.¹² All you must do is go and wash yourself in the river, in a spot that I shall show you, and leave the rest to me.”¹³

- 11 A **coach** is a horse-drawn, four-wheeled carriage.

- 12 A **fortune** is a great deal of money or wealth.

- 13 Why do you think Puss tells his master to go and wash himself in the river? What do you think will happen next? (Tell students they will hear the rest of the fairy tale later.)

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. How does the miller's son get Puss? ([His father leaves Puss to him.](#)) How does the young man feel about getting a cat? ([sad](#)) Why? ([because he won't be able to earn any money](#))
2. The cat tells the miller's son to not worry and asks him to bring him what things? ([a big bag and a pair of boots](#))
3. Why does the cat want these two things? ([He wants the boots to disguise himself and the bag to catch animals.](#))
4. What clever things does Puss do? ([He disguises himself; he catches a plump rabbit and then some partridges; he takes them to the king in order to get the king to think that the poor miller's son is a very special person.](#))
5. Does Puss's clever plan work? ([Yes, the king thinks that the poor miller's son is a famous hunter and a generous man.](#))
6. When Puss hears that the king plans to go for a ride in his coach along the river with his daughter, the most beautiful princess in the land, Puss goes to his master and says, "Master, if you will do just as I tell you, your fortune is made." What does Puss tell his master he has to do to get his fortune? ([He must go and wash himself in the river.](#))
7. How would things be different if the miller's son had not given Puss the bag and a pair of boots? ([Answers may vary.](#))

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

8. *Think Pair Share:* Why do you think Puss is spending so much time helping the poor miller's son? ([Answers may vary.](#))

Word Work: Generous

(5 minutes)

1. The read-aloud said, “The king began to think of this Marquis as a famous hunter and a *generous* man, though he was, as you and I know, only the poor miller’s youngest son!”
2. Say the word *generous* with me.
3. If someone is generous, s/he willingly shares or gives to others.
4. It was very generous of the principal to give a book to every student in the school.
5. Have you ever been generous, or do you know someone who has been generous? Try to use the word *generous* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I was generous when I . . .”)
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will describe a person’s actions. If it is an example of a person being generous you will say, “_____ is generous.” If I describe someone not being generous, you will say, “_____ is not generous.”

1. The first graders collected supplies to give to the animal shelter. ([The first graders are generous.](#))
2. Sarah would not give any of her cookies to her brother. ([Sarah is not generous.](#))
3. Lee refused to give away any of his extra toys. ([Lee is not generous.](#))
4. Emmanuel gave all his allowance to help the victims of the flood. ([Emmanuel is generous.](#))
5. A parent gave the school money to buy many books for the library. ([The parent is generous.](#))



Complete Remainder of the Lesson Later in the Day

**Extensions****20** minutes**Elements of Fairy Tales Chart
(Instructional Master 1B-1, optional)**

Create a chart (on chart paper) for the elements of *Puss-in-Boots*. As students discuss each fairy tale element, record a brief description in each section of the chart. Tell the students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them. You may also wish to provide students with copies of Instructional Master 1B-1 if they are able to fill in the chart on their own.

| Puss-in-Boots | |
|------------------------------|--|
| Setting(s) | |
| Fairy Tale Characters | |
| Fantasy/Magic | |
| Problem(s) | |
| Solution(s) | |
| Ending | |

Remind students that many fairy tales begin in a special way. Ask students to listen carefully while you reread the first sentence of *Puss-in-Boots*. “Once upon a time there was an old miller, and when he died he left his three sons all that he owned—which was not much.” Ask students if they heard any words that are often used at the beginning of fairy tales. Write the words “once upon a time” on the chart in the row marked “Setting(s).” Remind the students that these words tell us that the story takes place long ago and that when a story begins with those words, it is often a fairy tale. Ask students where most of the fairy tale has taken

place so far. ([outside near the young man's home and in the king's castle](#)) Tell students they should listen carefully when they hear the rest of the fairy tale to find out if the fairy tale takes place in any other locations as well.

Next, ask students to identify characters in the fairy tale and write them down on the “Fairy tale characters” line. Ask the students which of the characters are royalty. ([king](#)) Remind the students that many fairy tales have royal characters.

Remind students that many fairy tales also have some kind of magic or fantasy, and ask students to describe the fantasy that occurred in the first part of this fairy tale. ([cat that acts like a person](#)) Remind the students that magical events make fairy tales different from other kinds of stories. Record this information on the “Fantasy/magic” row of the chart.

Ask students to describe the problem the poor miller’s son faces in *Puss-in-Boots*. ([He has no way of earning money](#).) Remind students that characters in fairy tales always have a problem that must be solved. Record this information on the “Problem(s)” row of the chart.

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

Personification

Remind the students that they talked about Puss acting like a person being fantasy. Explain that Puss is an example of personification because a character that is not a person is acting like a person. Have the students repeat the word *personification*. Have the students think of all of the ways that Puss acted like a person in the tale. ([talked, wore boots, caught animals in a bag, bowed to the king, etc.](#)) Record the students’ responses on a piece of chart paper. Tell the students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget. Tell them that you will read the words to them.

8

Puss-in-Boots, Part II



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate familiarity with the fairy tale *Puss-in-Boots*
- Identify the fairy tale elements of *Puss-in-Boots*
- Identify fairy tales as a type of fiction
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.1.4)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Learn synonyms and antonyms (L.1.16)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Ask questions to clarify information or the topic in a read-aloud (L.1.18)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.1.30)
- Sequence four to six pictures illustrating events in a story (L.1.31)

Core Vocabulary

approaches, v. Comes near

Example: I get very excited when the school bus approaches my house.

Variation(s): approach, approached, approaching

command, n. An order telling someone what to do

Example: The pharaoh gave the command that a pyramid would be built.

Variation(s): commands

cruel, adj. Unkind and hurtful

Example: Peter did not have many friends because of his cruel behavior.

Variation(s): crueler, cruelest

glances, n. Quick, short looks

Example: The principal walked down the hall taking quick glances into every classroom.

Variation(s): glance

ogre, n. A monster or giant in legends or fairy tales

Example: Jada was glad the ogre was a part of the story and not a part of real life.

Variation(s): ogres

| At a Glance | Exercise | Materials | Minutes |
|---|--|--|----------------|
| Introducing the Read-Aloud | Image Review | | 10 |
| | Making Predictions About the Read-Aloud | Image Card 11 | |
| | Purpose for Listening | | |
| Presenting the Read-Aloud | Puss-in-Boots, Part II | | 15 |
| Discussing the Read-Aloud | Comprehension Questions | | 10 |
| | Word Work: Cruel | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| Extensions | Elements of Fairy Tales Chart | Instructional Master 1B-1 (optional) chart created in Lesson 7 | 20 |
| | Retelling a Read-Aloud or Sequence of Events | Instructional Master 8B-1 | |

8A

Puss-in-Boots, Part II



Introducing the Read-Aloud

10 minutes

Image Review

One by one, show images 7A-1 through 7A-6. Ask students to retell the first part of *Puss-in-Boots*. Help them to create a continuous narrative of the beginning of the fairy tale and the important events. As the students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Making Predictions About the Read-Aloud

Show Image Card 11 (Puss talking to the king). Remind students that Puss has tricked the king into thinking that the poor miller's son was a famous hunter and a generous man. Now show the first image of today's read-aloud. Ask students what they think Puss has planned this time and what the king will think when he sees the young man washing in the water. Ask the students to think about what has happened so far to predict what might happen in the next part of the fairy tale. (If some students are already familiar with this fairy tale, make sure to ask them not to give away the ending.)

Purpose for Listening

Tell the students to listen carefully to find out whether or not their predictions are correct. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different than the one they know.)

Presenting the Read-Aloud

15 minutes



Puss-in-Boots, Part II

- ← Show image 8A-1: Young man in water, King's carriage passing by

- 1 Remember, Puss had asked the young man to go and wash himself in the river.

"Well, it seems strange, but all right," said the young man.¹ He did as the cat told him, though he did not know why. While he was washing in the river, the king's coach passed by. And just at that moment Puss cried out, "Help! Help! My master, the Marquis of Carabas, is drowning! Save him, save him!"

The king heard the cries and looked out the window. When he saw it was the cat who had brought him so many gifts, he ordered his guards to run and help the Marquis of Carabas. While the guards pulled the young man out of the river, Puss ran up to the king's coach, his fur all puffed out. "Your majesty!" he said, in a breathless voice. "Thieves! Thieves! They robbed my master, stole his clothes, and threw him into the deepest part of the river! He would have drowned if you had not come by with your men, just in time!"²



- ← Show image 8A-2: Young man in new clothes meeting princess

- 2 Did thieves really steal the man's clothes? Why do you think Puss made up this story?

The king told one of his guards to ride back to the palace and bring a fine suit of clothes for the Marquis of Carabas. When the young man had put on the clothes, he was dressed more finely than he had ever been in his life, and he really did appear to be a handsome fellow. So the king invited him into his coach, where who should be waiting but the princess. The young man and the princess exchanged a few silent **glances**,³ and, as Puss had planned, this was all it took for them to fall in love.



- ← Show image 8A-3: Puss threatening peasants

- 3 *Glances* are quick looks.

Meanwhile Puss hurried on ahead of the coach. He came to a field where some people were picking corn, and he spoke to them. "Good people," said Puss, "the King **approaches**.⁴ You will tell him that this field belongs to my master, the Marquis of Carabas. For if you do not," Puss hissed, "you'll be chopped up

- 4 The king is coming.

- 5 Commands are orders. Why is Puss giving these commands or orders?



like vegetables for a pot of soup!” Then the cat ran on to an even larger field where people were cutting grain, and again ordered them to tell the king that the field belonged to the Marquis of Carabas, and again he hissed, “Or else you’ll be chopped up like vegetables for a pot of soup!” And on and on Puss went, stopping at each field to give the same **command** and make the same warning.⁵

◀ **Show image 8A-4: King talking to peasants**

As the king passed by the fields, he leaned out of his coach and said, “These are fine fields. Who owns them?” And the people, who had been greatly frightened by Puss, said, “The Marquis of Carabas.” The king was amazed and said to the Marquis, “You own a great deal of very fine land!” And the Marquis replied, in a somewhat sleepy voice, as though he had heard such comments all his life, “Yes, sire, it is a lot, isn’t it?” And the Princess began to think even more of the handsome fellow.

◀ **Show image 8A-5: Puss at castle**

- 6 An *ogre* is a make-believe character in many stories. Ogres are usually mean and ugly.



Meanwhile Puss had run ahead until he came to a grand castle. In this castle lived the real owner of all the fields. He was a mean, **cruel ogre**,⁶ and he had a most amazing power: he could change himself into any animal he wanted to be. Puss had learned of this power from some of the workers in the fields, who were scared of their cruel master. At the castle Puss said, “I have come to pay my respects to the owner of this great castle and all these lands, for I have heard that he is a man of great talents.”

◀ **Show image 8A-6: Puss before ogre**

The ogre allowed Puss to come in. Puss bowed low before him and said, “I have been told that you have the power to change yourself into any kind of animal—even, they say, a lion or an elephant.”

“That is true,” the ogre grunted.

“Oh, is it?” said Puss.

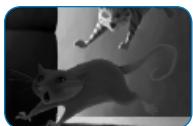




◀ **Show image 8A-7: Ogre as a lion**

- 7 How do you think Puss feels when he sees the lion?

“What? Do you not believe me?” the ogre roared. “Watch this!” And suddenly Puss saw before him a fierce lion.⁷ Filled with fear, Puss gave a loud “MEE-YOWL!” He leaped away and hid. When the lion changed back into an ogre, Puss came out of his hiding place and said, “That was most frightening. Truly your powers are amazing! But I have heard that you can do something even more amazing. People say that you can turn yourself into a creature as small as a mouse. But surely that is impossible.”



◀ **Show image 8A-8: Puss pouncing on mouse**

- 8 What do you think is going to happen now that the ogre is a mouse?

“Impossible!” cried the ogre. “Just you watch!” And with that he changed himself into a mouse and began to skitter around on the floor.⁸ Quicker than you can say, “cheese,” Puss jumped on the mouse and made a meal of him—and that was that!



◀ **Show image 8A-9: Carriage arrives at castle**

- 9 Why do you think Puss is dancing along with his tail twitching?

By this time the king’s coach had come to the gates of the castle. Puss scampered down, and as he opened the great doors, he announced, “Your majesty is welcome to this castle, the home of my master, the Marquis of Carabas.”

“What!” exclaimed the king. “Does this castle belong to you, too? I never saw anything so fine. I should really like to enter.”

“You majesty is most welcome!” said the young man, bowing low. Then he gave his hand to the princess and they went up the steps, all following Puss, who danced along in his boots, with his tail twitching.⁹

It will not surprise you, I am sure, if I tell you that the Marquis of Carabas married the princess, and that they were very happy together, and that Puss, the clever cat, lived in great comfort, and never had to chase mice again—except, of course, when he wanted to.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? ([Answers may vary.](#))
2. What happens when Puss tells the king and his guards that the Marquis of Carabas is drowning? ([The guards pull him out of the water.](#))
3. What happens when Puss tells the king that thieves stole his master's clothes? ([The king has his guards bring the Marquis a fine suit of clothes and invites him into the coach.](#)) Why would Puss tell this story? ([to get his master some fine clothes](#))
4. Who does the Marquis exchange glances with inside the coach? ([the princess](#))
5. What does Puss do while the Marquis is riding in the coach? ([He runs ahead and commands workers in the fields to tell the king, who is approaching, that the fields belong to the Marquis.](#)) Why does Puss do this? ([to impress the king and princess](#)) Does Puss's plan work? ([yes](#))
6. What happens when Puss comes to the castle and meets the cruel ogre? ([The ogre turns himself into a lion, then a mouse, and then Puss eats him.](#)) Why does Puss do this? ([to get the castle for the Marquis](#))
7. What happens when the king, the princess, and the Marquis arrive at the castle? ([Puss welcomes them to the Marquis's castle; the king is quite impressed; eventually, the princess and the Marquis are married.](#))
8. How do you think the Marquis feels about being given a cat by the end of the story? ([Answers may vary, but will probably indicate that he feels differently now and is happy to have the cat.](#))
9. *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask about the plot, “What events do you remember from today’s fairy tale?” Turn to your neighbor and ask your “what” question.

Listen to your neighbor's response. Then your neighbor will ask a new "what" question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

Word Work: Cruel

(5 minutes)

1. The read-aloud said, "He was a mean, *cruel* ogre, and he had a most amazing power: he could change himself into any animal he wanted to be."
2. Say the word *cruel* with me.
3. If someone is cruel, that person is mean or unkind.
4. The witch was cruel when she locked Rapunzel in the tower.
5. Have you ever noticed someone being cruel or have you read stories with characters who were cruel? Try to use the word *cruel* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: That person was cruel when s/he . . .")
6. What's the word we've been talking about?

Use a *Synonyms and Antonyms* activity for follow-up. Directions: *Cruel* means mean or unkind. The opposite of *cruel* is *kind*. We can also say that the antonym of *cruel* is *kind*. I will describe a situation. If it is an example of someone being cruel, you will say that the person is being cruel. If I give an example of someone being kind, you will say that the person is being kind.

1. Anna gave an apple to her teacher. ([Anna is being kind.](#))
2. Marcus tried to trip anyone who walked by his desk. ([Marcus is being cruel.](#))
3. Becca scribbled all over her classmate's drawing. ([Becca is being cruel.](#))
4. LeShawn helped Nick pick up the crayons he had dropped. ([LeShawn is being kind.](#))
5. Carlee made fun of the way her classmates dressed. ([Carlee is being cruel.](#))



Complete Remainder of the Lesson Later in the Day

**Extensions****20** minutes**Elements of Fairy Tales Chart
(Instructional Master 1B-1, optional)**

Use the chart started in Lesson 7 to discuss the elements of *Puss-in-Boots*. Review the elements discussed in the last lesson (setting, fairy tale characters, fantasy/magic, and problem). As students discuss each fairy tale element, record a brief description in each section of the chart. Tell the students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them. If students are filling in the chart on their own, be sure they have their copy of Instructional Master 1B-1 started in Lesson 7.

| Puss-in-Boots | |
|------------------------------|--|
| Setting(s) | |
| Fairy Tale Characters | |
| Fantasy/Magic | |
| Problem(s) | |
| Solution(s) | |
| Ending | |

Ask the students if additional characters should be added to the chart. ([princess](#), [ogre](#)) Ask the students if either of these characters is royalty. Remind the students that many fairy tales have royal characters like princesses.

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

Review the problem in the fairy tale and then ask the students to describe the solution to the problem. (The young man doesn't know how he will earn money with only a cat. However, because of the cat's clever plans, the young man becomes the owner of a castle and many fields, and marries the king's daughter.) Record their descriptions on the "Solution(s)" row of the chart.

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



Retelling a Read-Aloud or Sequence of Events (Instructional Master 8B-1)

Give each student a copy of Instructional Master 8B-1.

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

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

You may also want to have students write or dictate words or sentences that describe the pictures and retell the fairy tale.



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate familiarity with the fairy tale *Hansel and Gretel*
- Identify the fairy tale elements of *Hansel and Gretel*
- Identify fairy tales as a type of fiction
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.1.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.1.27)

Core Vocabulary

coldhearted, *adj.* Unkind, without sympathy

Example: Mia thought that it was coldhearted of Antoine to laugh when she fell down and skinned her knee.

Variation(s): none

comforted, *v.* Tried to make someone feel better; soothed

Example: Alex comforted his sister when she fell off the bike.

Variation(s): comfort, comforts, comforting

daybreak, *n.* The moment when it first becomes light outside

Example: Justin’s dog always wanted to go for a walk at daybreak.

Variation(s): none

glittered, *v.* Sparkled

Example: Her mother’s dress glittered in the light.

Variation(s): glitter, glitters, glittering

shocked, *v.* Unpleasantly surprised

Example: The teacher was shocked at the mess in the classroom at the end of snack time.

Variation(s): shock, shocks, shocking

| At a Glance | Exercise | Materials | Minutes |
|--|--|--|----------------|
| Introducing the Read-Aloud | What Have We Already Learned? | | 10 |
| | Making Predictions About the Read-Aloud | | |
| | Purpose for Listening | | |
| Presenting the Read-Aloud | Hansel and Gretel, Part I | | 15 |
| Discussing the Read-Aloud | Comprehension Questions | | 10 |
| | Word Work: Comforted | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| Extensions | Elements of Fairy Tales Chart | Instructional Master 1B-1 (optional) chart paper | 20 |
| | Domain-Related Trade Book or Student Choice | trade book | |

9A

Hansel and Gretel, Part I



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that fairy tales often have a problem that must be solved. Ask the students to share some of the problems/solutions from the fairy tales heard thus far. Tell the students that the next fairy tale, *Hansel and Gretel*, is about a brother and sister who have a problem that must be solved.

Making Predictions About the Read-Aloud

Ask the students to predict what kind of problem Hansel and Gretel might have and how they might try to solve the problem. (If some students are already familiar with this fairy tale, make sure to ask them not to give away the story.)

Purpose for Listening

Tell the students to listen carefully to find out whether or not their predictions are correct. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different than the one they know.)

Presenting the Read-Aloud

15 minutes



Hansel and Gretel, Part I

- ← Show image 9A-1: Woodsman and wife talking ¹

1 (Point to the characters as you read.)

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

3 or unkind

Once upon a time, near a deep, dark forest, there lived a poor woodcutter with his wife and two children. The boy was named Hansel, and the girl was named Gretel. The family never had very much to eat, and now, when times were hard, and people around the land were starving, the poor woodcutter could not get enough food to feed even his family. As he lay in bed one night, tossing and turning with worry, he turned to his wife and said, “What is going to happen to us? How can we feed our poor children when we haven’t got enough for ourselves?”²

“Listen to me,” said his wife, who was not the children’s real mother. She was their stepmother, and she did not care for the children. “Early tomorrow morning,” the **coldhearted**³ woman said, “we’ll take the children deep into the woods. We’ll make a fire, and give each of them a piece of bread. Then we’ll leave them and go about our work. They will never find the way home, and we will be rid of them.”

“No!” said the man. “I cannot do that. I cannot leave my children alone in the woods, where the wild animals would swallow them up.”

“Then you are a fool,” snapped the woman. “You might as well get four coffins ready, for we shall all starve.” Then she nagged the poor man, and scolded him, and kept at him until at last, he agreed. “But I feel so sorry for the poor children,” he said quietly.

- ← Show image 9A-2: Hansel gathering pebbles



The two children were so hungry that they had not been able to sleep, and so they heard everything their stepmother said to their father. Gretel cried, but Hansel whispered, “Don’t worry, I will think of something.” And when the parents had gone to sleep, Hansel got up, put on his little coat, and sneaked outside. The moon

- 4 The pebbles sparkled.
5 Why do you think Hansel gathered pebbles?



- 6 Daybreak is when it first becomes light in the morning.

← Show image 9A-3: Hansel dropping pebbles

was shining brightly, and the white pebbles that lay in front of the house **glittered** like silver coins.⁴ Hansel stooped and filled the pocket of his coat with as many pebbles as it would hold. Then he tiptoed back to bed and said to Gretel, “Go to sleep, little sister.”⁵

At **daybreak** the woman came and woke the two children.⁶

“Get up, you lazy bones! We’re going to the forest to get some wood.” She gave them each a piece of bread and said, “That’s for dinner, and you must not eat it before then, because it’s all you’re going to get.”

Gretel carried both pieces of bread in her apron, for Hansel’s pockets were full of pebbles. They all started out on their way to the forest. As they walked, Hansel kept turning and looking back at the house, again and again. His father said, “Hansel, what are you looking at? You must watch where you’re going.”

“Oh,” said Hansel, “I’m just looking at my little white kitten, who is sitting on the roof of the house to say good-bye.”⁷

The wife said, “You little fool, that’s not your kitten. That’s just the sun shining on the chimney. Now, come along!”

But Hansel stayed a few steps behind, and kept turning, and each time he turned he dropped a pebble from his pocket to mark the way.

← Show image 9A-4: Hansel and Gretel by the fire



When they were deep in the forest, the father said, “Gather some firewood, children. I’ll start a fire so you won’t get cold.” Hansel and Gretel gathered a little mountain of twigs and sticks, and when the fire was burning, the wife said, “Stay by the fire, you two. We have to go and cut wood. When we’re finished, we’ll come back to get you.”

So Hansel and Gretel sat by the fire. After a time, they ate their bread. And after a longer time, they got so tired that they closed their eyes and fell asleep. When they woke, it was dark, and they

- 8 Hansel tried to make her feel better.



- 9 What does a full moon look like?
The light from the full moon caused the pebbles to glitter.

- 10 She was very surprised to see Hansel and Gretel.

- 11 Why do you think she would say this?



- 12 What do you think Hansel's plan will be?



were all alone. Gretel began to cry, but Hansel **comforted** her.⁸ “Wait a little until the moon rises,” he said.

◀ **Show image 9A-5: Hansel and Gretel following the pebbles home**

And when the full moon had risen, Hansel took his little sister by the hand and followed the pebbles, which glittered like silver coins and showed them the way.⁹ They walked on through the night, and at last, at the break of day, they came to their father’s house. They knocked on the door, and when the woman opened it she was **shocked**.¹⁰ But she only said, “You naughty children, why did you stay so long in the forest? We thought you were never coming home again.”¹¹ But their father was glad, for it had broken his heart to leave them alone.

◀ **Show image 9A-6: Woodcutter and wife arguing**

Not very long afterward, times were again hard, and there was little food to be eaten. Again the children heard their stepmother say to their father one night, “There’s nothing left but half a loaf of bread. After that, we’re done for! We must get rid of the children. This time we’ll take them so deep in the forest that they’ll never find their way back.”

“But, wife,” said the man, with a heavy heart, “it would be better to share our last bite of food with the children.” But the wife would not listen to him. And, after all, once you’ve said yes, it’s hard to say no. So, she kept at him until once again, he gave in to her and agreed with her plan.

◀ **Show image 9A-7: Hansel locked in house**

Much later, when the parents were asleep, Hansel got up to collect pebbles. But he couldn’t get out—the woman had locked the door! He got back in bed and tried to think of a different plan.¹²

◀ **Show image 9A-8: Hansel dropping bread crumbs**

Early the next morning the woman pulled the children out of bed. She gave them a piece of bread, even smaller than before.

- 13 Do you think Hansel is really looking at the little pigeon? Why is he saying this?



- 14 What do you think is going to happen next? (Tell students they will hear the rest of *Hansel and Gretel* another time.)

As they walked into the woods, Hansel broke up the bread in his pocket, and often stopped to throw a crumb on the ground.

"Hansel," said his father, "what do you keep stopping and looking back for?"

"I'm looking at my little pigeon that's sitting on the roof and wants to say goodbye to me," answered Hansel.¹³

"Little fool," said the wife, "that's no pigeon. It's only the sun shining on the chimney." So they walked on, and Hansel dropped bread crumbs all along the way.

The woman led the children deep into the forest where they had never been before in all their lives. Again, they gathered sticks for a fire, and the woman said, "Sit there, children, and when you are tired, go to sleep. We're going to cut wood, and when we're finished we'll come get you."

◀ Show image 9A-9: **Hansel and Gretel can't find bread crumbs**

Later, when it was noon, Gretel shared her small piece of bread with Hansel, since he had left his in crumbs along the road. Then they fell asleep, and as evening came, no one came to get them. When they woke it was dark, and they were alone. When the moon rose, they started for home, but they could not find the bread crumbs, for the birds had eaten them up. "Come, Gretel," said Hansel, "I know we can find our way." But they didn't find it. They went on all night, and the next day from morning until evening, but they could not find their way out of the forest. They were terribly hungry, for they had nothing to eat but a few berries. And when they were so tired that they could drag themselves no farther, they lay down under a tree and fell asleep.¹⁴

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? ([Answers may vary.](#))
2. Why do the woodcutter and his coldhearted wife plan to leave Hansel and Gretel in the woods? ([They don't have enough food for all four of them; they are afraid and selfish.](#))
3. What does Hansel do when he hears the plan to leave him and Gretel in the woods? ([He gathers pebbles and then drops them to mark the way back home.](#))
4. Does his plan for solving the problem of being left in the woods work? ([yes](#)) Why or why not? ([The children are able to follow the pebbles that glitter in the moonlight all the way home.](#))
5. How does the stepmother feel when she sees Hansel and Gretel return? ([She is surprised and shocked to see them.](#)) What does she do the next time she plans to leave them in the woods? ([She locks the door that night so Hansel can't collect pebbles again.](#))
6. What is Hansel's plan the next time he hears that he and Gretel will be taken deep into the woods? ([He drops crumbs of bread to mark the way home.](#))
7. Does his plan for solving the problem of being left in the woods work this time? ([no](#)) Why or why not? ([because birds ate the bread crumbs](#))
8. How would you describe Hansel? ([clever, brave, etc.](#))
I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.
9. *Think Pair Share:* Do you think the woodcutter should have gone along with the stepmother's plan for getting rid of Hansel and Gretel when he knew it was wrong? ([Answers may vary.](#))

Word Work: Comforted

(5 minutes)

1. The read-aloud said, “Gretel began to cry, but Hansel *comforted* her.”
2. Say the word *comforted* with me.
3. If you have been comforted, someone has tried to make you feel better when you were sad or upset.
4. My mother comforted me when my best friend moved away.
5. Have you ever been comforted by someone? Have you ever comforted another person? Try to use the word *comforted* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I comforted my friend when . . .”)
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will ask a question. Think about how you will answer the question. Be sure to use the word *comforted* in your response. ([Answers may vary for all.](#))

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



Complete Remainder of the Lesson Later in the Day

***Extensions*****20** minutes
**Elements of Fairy Tales Chart
(Instructional Master 1B-1, optional)**

Create a chart (on chart paper) for the elements of *Hansel and Gretel*. As students discuss each fairy tale element, record a brief description in each section of the chart. Tell the students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them. You may also wish to provide students with copies of Instructional Master 1B-1 if they are able to fill in the chart on their own.

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

Remind students that the setting of a story is the time and place a story takes place. Remind students that many fairy tales begin in a special way that gives a clue about when the fairy tale takes place. Ask students to listen carefully while you reread the first sentence of *Hansel and Gretel*. “Once upon a time, near a deep, dark forest, there lived a poor woodcutter with his wife and two children.” Ask students if they heard any words that are often used at the beginning of fairy tales. Write the words “once upon a time” on the chart in the row marked “Setting(s).” Remind students that the words tell us that the story takes place long ago and that when a

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

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

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

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

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

Domain-Related Trade Book or Student Choice

Domain-Related Trade Book

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

You may also ask students to write a sentence explaining how they know that the trade book is fiction. Some students may need to dictate the sentence to an adult, while others may write their sentences on their own.

Student Choice

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

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

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



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate familiarity with the fairy tale *Hansel and Gretel*
- Identify the fairy tale elements of *Hansel and Gretel*
- Identify fairy tales as a type of fiction
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)

- Learn new words from read-alouds and discussions (L.1.15)
- Learn synonyms and antonyms (L.1.16)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or events in a read-aloud (L.1.19)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.1.21)
- Distinguish fantasy from realistic text (L.1.25)
- Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation (L.1.28)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.1.30)

Core Vocabulary

cackled, v. Laughed in a sharp, loud way

Example: The old man cackled at every joke, no matter how bad.

Variation(s): cackle, cackles, cackling

creep, v. To move forward silently and slowly

Example: In order to scare her little brother, Liza had to creep up behind him.

Variation(s): creeps, crept, creeping

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

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

Variation(s): heave, heaves, heaved

perched, v. Sat or stood on a high spot

Example: Liam perched at the top of the tall slide and waited for his turn to go down.

Variation(s): perch, perches, perching

wicked, adj. Very bad or mean

Example: The wicked fairy put a spell on Sleeping Beauty.

Variation(s): none

| At a Glance | Exercise | Materials | Minutes |
|--|--|--|----------------|
| Introducing the Read-Aloud | Image Review | | 10 |
| | Essential Background Information or Terms | | |
| | Purpose for Listening | | |
| Presenting the Read-Aloud | Hansel and Gretel, Part II | | 15 |
| Discussing the Read-Aloud | Comprehension Questions | | 10 |
| | Word Work: Wicked | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| Extensions | Elements of Fairy Tales Chart | Instructional Master 1B-1 (optional) chart created in Lesson 9 | 20 |
| | On Stage | | |

10A

Hansel and Gretel, Part II



Introducing the Read-Aloud

10 minutes

Image Review

One by one, show images 9A-1 through 9A-9. Ask students to retell the first part of the fairy tale. Help them to create a continuous narrative of the beginning of the fairy tale and the important events. As the students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Essential Background Information or Terms

Ask the students if they know what it means to be a hero. Explain that a *hero* is a brave and good boy or man and a *heroine* is a brave and good girl or woman. Tell students that someone who is *heroic* is very brave or daring. Ask students if they can think of anyone who is a hero or heroine and to describe what makes them heroic.

Purpose for Listening

Tell the students to listen carefully to decide if any of the characters in *Hansel and Gretel* are heroic. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different than the one they know.)

Presenting the Read-Aloud

15 minutes



Hansel and Gretel, Part II

- ◀ Show image 10A-1: Children following white bird

It was now the third morning since they had left their father's house. They started on again, always looking for the way home, but instead only getting deeper into the forest. Unless help came soon, they would surely die of hunger.

About noon they saw a pretty snow-white bird sitting on a branch and singing so beautifully that they stopped to listen. Then the bird spread its wings and flew before them, as though to say, "Follow me!" And so the children followed the bird until they came to a little house. The bird flew up and **perched** on the roof.¹ And then the children saw that the walls of the house were made of gingerbread, and the roof was made of cake, and the windows were made of clear sugar candy.²

- 1 To *perch* is to sit or stand on a high spot.
- 2 What do you think Hansel and Gretel will do next?



- ◀ Show image 10A-2: Hansel and Gretel eating house

"Let's eat!" cried Hansel. Hansel reached up and broke off a piece of candy, while Gretel chewed on a wall.

Suddenly they heard a thin, screechy voice call out from inside the house:

*"Nibble, nibble, like a mouse,
Who is nibbling at my house?"
The children answered,
It's only the air **heaving** a sigh.
It's only the wind passing by.³*

- 3 Hansel and Gretel are saying that the old woman only hears the wind or air making a sound like a sigh.



- ◀ Show image 10A-3: Old woman

And they were so hungry, they went on eating. But then the door opened, and a very old woman came out, leaning on a crutch. Hansel and Gretel were so frightened that they dropped the food from their hands. But the old woman just nodded her head and said, "My dear little children, what has brought you here? Come inside and stay with me. I'll take good care of you."⁴

- 4 Do you think Hansel and Gretel should go inside?



◀ Show image 10A-4: Inside the woman's house

So she took them by the hand and led them into her little house. There they found a wonderful meal of hot pancakes, with honey, nuts, apples, and cold milk. After that the old woman showed them two little white beds, and Hansel and Gretel lay down and wondered if they were in heaven.

5 *Wicked* means very bad or mean.

Now, the old woman seemed kind, but in fact she was a **wicked** witch.⁵ She had built her house just to trap little children, and once she had them, she would cook them and eat them! She had bad eyes and could not see well, but she could smell as well as an animal, and earlier in the day, she had sniffed Hansel and Gretel coming near.



◀ Show image 10A-5: Witch locks Hansel in cage

6 To *cackle* means to laugh in a sharp, loud way. (You may wish to demonstrate what a cackle sounds like.)

7 Who else did we hear about earlier in the first part of the fairy tale who used to also call Hansel and Gretel "lazy bones"?

The next morning, before the children were awake, the witch got up and looked at their rosy cheeks. "Mmm, what a fine meal I will have," she **cackled**.⁶ She dragged Hansel out of bed and locked him in a cage. Then she went back and shook Gretel awake and shouted, "Get up, lazy bones! Fetch water, and cook something nice for your brother. Feed him well, for once he's nice and fat, I will eat him!"⁷



◀ Show image 10A-6: Gretel cooking and Hansel offering bone

8 *Creep* means to move forward silently and slowly. (You may wish to demonstrate what it looks like to creep.)

9 How has clever Hansel tricked the witch?

Gretel screamed and cried, but it was no use. She had to do what the wicked witch said. Day after day, she cooked pots full of rich food for Hansel, while she herself ate nothing but crumbs. Every morning the wicked witch would **creep** to the cage and say, "Hansel, stick out your finger so I can tell if you are fat enough to cook."⁸ But clever Hansel held out a little bone, and the old woman, who had bad eyes, couldn't tell that it wasn't Hansel's finger. She wondered why he wasn't getting any fatter.⁹ And when four weeks had passed, and Hansel seemed as thin as ever, she lost patience. "Hurry up and get some water," she snarled at Gretel. "Be he fat or thin, I'm going to cook him and eat him."



◀ **Show image 10A-7: Gretel and witch in front of the oven**

The tears ran down poor Gretel's cheeks. She filled the kettle with water and lit the fire. "First we will bake," said the old woman. "I've heated the oven, and the dough is ready." Then she pushed poor Gretel toward the oven, where the flames were burning brightly. "Stick your head in," the witch said to Gretel, "and tell me if it's hot enough for us to bake the bread." But Gretel knew what the witch had in mind; she knew that the witch meant to shut her in the oven, bake her, and eat her! So Gretel said, "I don't know how to do it. Where do I look in? Could you show me how?"

"You silly child!" cried the old woman. "There's a big opening, don't you see? Why, I could fit in myself!" And she stuck her head in the oven. Then Gretel rushed up and, with all her might, pushed the witch into the oven. She shut the iron door and locked it tight. Gretel ran right to Hansel and let him out of the cage.



◀ **Show image 10A-8: Gretel frees Hansel**

"Come, Hansel, we are free!" she cried. "The old witch is dead!" Hansel sprang out and hugged Gretel, and the children danced for joy and then ran out of the house. Then, since they had nothing to fear, they went back into the witch's house. There they found chests full of pearls and precious jewels. "These are better than pebbles!" laughed Hansel as he filled his pockets, while Gretel filled her apron.

10 Where do you think Hansel and Gretel are going?



"Now, away we go," said Hansel. Then he said quietly, "If only we can find our way out of the witch's wood." ¹⁰

◀ **Show image 10A-9: Hansel and Gretel at edge of lake**

When they had walked a few hours they came to a wide lake. "There's no bridge, and no stepping stones," said Hansel. "We can't get across."

"And there's no boat either," said Gretel. "But look," she said. "Here comes a duck. I will ask her for help." So she called out, "Duck, duck, here we stand,

- 11 Why would it be too hard for the duck to take both children across at the same time? Do you think a duck could really take a child across a lake?



- 12 Do you think their father will be happy to see them?



Hansel and Gretel on the land.

*Stepping stones and bridge we lack,
Carry us over on your nice soft back.”*

And, lo and behold, the duck came over. Hansel got on her back and told Gretel to sit behind him. “No,” said Gretel, “that would be too hard on the duck. Let us go across one at a time.”¹¹

◀ **Show image 10A-10: Hansel and Gretel emerge from the woods**

And so, that is how they did it. When they were on the other side of the lake, they walked on for a little while and soon found a path. The forest began to look more and more familiar. At last, in the distance, they saw their father’s house. They began to run as fast as they could. They burst through the door and cried out, “Father! We’re home!” then threw themselves upon him.¹²

◀ **Show image 10A-11: Reunion with father**

Since he had left the children in the wood, the man had been worried sick. And as for his mean wife—well, she had died. Now, he hugged his children as though he would never let them go. As he squeezed Gretel to him, the pearls and jewels fell from Gretel’s apron. Then Hansel reached into his pockets and pulled out handful after handful of treasure.

They were together again, their troubles were over, and they lived in perfect happiness for a long, long time.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Do you think any of the characters in *Hansel and Gretel* are heroic? If so, identify the character and describe what makes him or her heroic. (*Answers may vary.*)
2. In the beginning of Part II, Hansel and Gretel are lost in the woods. How do they end up finding the old woman's house? (*They follow a snow-white bird they had stopped to hear singing. The bird perches on top of the old woman's roof.*)
3. Describe the outside of the old woman's house. (*The walls of the house are made of gingerbread, the roof is made of cake, and the windows are made of clear sugar candy.*) Why is her house made of these things? (*The woman is a wicked witch who tries to trick children into coming to her house so she can eat them.*)
4. What new problem do Hansel and Gretel have after arriving at the woman's house? (*She tells them she plans to eat them.*)
5. Hansel holds out a bone to trick the witch into thinking he is too skinny to eat. Does his plan work? (*no*) Why or why not? (*His plan works at first, but then the witch decides to eat him anyway.*)
6. What does Gretel do to trick the wicked witch once Gretel realizes the witch is planning to cook her? (*Gretel tricks the witch into putting her own head in the oven, and then Gretel pushes the witch into the oven.*)
7. What do the children do once the wicked witch is dead? (*They take pearls and precious jewels they find in the witch's house. With the help of a duck, they are able to cross a lake, and then they find their way home.*)
8. Do you think what happens in this fairy tale could really happen, or is it mostly pretend or fantasy? How do you know? (*Answers may vary.*)

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

9. *Think Pair Share:* Which character do you think is the cleverest: Hansel, Gretel, or the wicked witch? Why? ([Answers may vary.](#))

Word Work: Wicked

(5 minutes)

1. The read-aloud said, “Now, the old woman seemed kind, but in fact she was a *wicked* witch.”
2. Say the word *wicked* with me.
3. *Wicked* means very bad or mean.
4. The wicked witch turned the prince into a frog.
5. What are some of the wicked things that characters have done in the fairy tales we’ve read thus far? Try to use the word *wicked* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “The witch was wicked when . . .”)
6. What’s the word we’ve been talking about?

Use a *Synonyms and Antonyms* activity for follow-up. Directions: *Wicked* means very bad or mean. The opposite of *wicked* is *good*. We can also say that the antonym of *wicked* is *good*. I will describe a situation. If it is an example of someone being wicked, you will say that the person is being wicked. If I give an example of someone being good, you will say that the person is being good.

1. Minh ate the cookies that were supposed to be for her sister. ([Minh is being wicked.](#))
2. Angela helped her mom carry the groceries inside the house. ([Angela is being good.](#))
3. Liz made fun of another girl at school. ([Liz is being wicked.](#))
4. Carlos knocked over the tower of blocks that his cousin spent a long time building. ([Carlos is being wicked.](#))
5. Murray helped his brother cross the street safely. ([Murray is being good.](#))



Complete Remainder of the Lesson Later in the Day

10B

Hansel and Gretel, Part II



Extensions

20 minutes

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

Use the chart started in Lesson 9 to discuss the elements of *Hansel and Gretel*. Review the elements discussed in the last lesson (setting, fairy tale characters, and problems and solutions). Tell the students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them. If students are filling in the chart on their own, make sure they have their copies of Instructional Master 1B-1.

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

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

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

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

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

On Stage

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

Tell the students that they are going to pretend to be one of the characters. Students should think of an action that they can do and what they can say to give the rest of the class a clue as to which character is being portrayed. For example, as the witch, a student may pretend to creep toward a cage and say, “Hansel, stick out your finger so I can tell if you are fat enough to cook.” As Gretel, a student may say, “I don’t know how to do it. Where do I look in? Could you show me how?” and pretend to push the witch into the hot oven with all of his or her might. As Hansel, a student may pretend to stuff his or her pockets with pearls and jewels and say, “These are better than pebbles!”

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

11

Jack and the Beanstalk, Part I



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate familiarity with the fairy tale *Jack and the Beanstalk*
- Identify the fairy tale elements of *Jack and the Beanstalk*
- Identify fairy tales as a type of fiction
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.1.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.1.22)
- Distinguish fantasy from realistic text (L.1.25)
- Create, tell, and/or draw and write an original story with characters, a beginning, middle, and an end (L.1.34)

Core Vocabulary

attic, *n.* A room at the top of a house in the space under the roof

Example: The attic was filled with old photo albums and dusty boxes.

Variation(s): attics

fierce, *adj.* Very strong; dangerous

Example: A fierce wind blew the roof off the tree house.

Variation(s): fiercer, fiercest

precious, *adj.* Valuable or very special

Example: Kelly’s teddy bear wasn’t very expensive, but it was precious to her because she had had it since she was a baby.

Variation(s): none

tremble, *v.* To shake from cold or fear

Example: The scary story made Juan tremble.

Variation(s): trembles, trembled, trembling

wringing, *v.* Twisting something hard with both hands; twisting one’s hands in pain or nervousness

Example: After a fun day at the beach, the children sat wringing the water out of their bathing suits.

Variation(s): wring, wrings, wrung

| At a Glance | Exercise | Materials | Minutes |
|--|---------------------------------------|--|----------------|
| Introducing the Read-Aloud | What Have We Already Learned? | | 10 |
| | Personal Connections | | |
| | Purpose for Listening | | |
| Presenting the Read-Aloud | Jack and the Beanstalk, Part I | | 15 |
| Discussing the Read-Aloud | Comprehension Questions | | 10 |
| | Word Work: Precious | drawing paper, drawing tools | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| Extensions | Elements of Fairy Tales Chart | Instructional Master 1B-1 (optional) chart paper | 20 |
| | Write Your Own Fairy Tale | Instructional Master 11B-1 Instructional Master 11B-2 (optional) | |

11A *Jack and the Beanstalk, Part I*



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind the students that some plants or parts of plants have been very important in the various fairy tales they have heard thus far. Ask students to talk about the importance of straw, a pea, and rapunzel, and to identify the fairy tale that each plant is from. Explain that another plant will be very important in the fairy tale they are about to hear.

Personal Connections

Ask students if they have ever traded something they had for something else they wanted. Ask students what they traded and if both the student and the person they traded with thought it was a good, or fair, trade.

Purpose for Listening

Tell students to listen carefully to learn what is traded in this fairy tale and to decide if they think it is a good trade. Have students also listen to find out how a plant is important in this fairy tale. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different than the one they know.)

Presenting the Read-Aloud

15 minutes



Jack and the Beanstalk, Part I

- ← Show image 11A-1: Jack, mom, and Milky-white

1 or a woman whose husband had died

Once upon a time there was a poor widow¹ who had an only son named Jack and a cow named Milky-white. All they had to live on was the milk the cow gave every morning, which they carried to the market and sold. But one morning, Milky-white gave no milk.

2 (Demonstrate what wringing your hands looks like and explain that someone might do this when they are nervous or upset.)



- ← Show image 11A-2: Jack making trade

So Jack took the cow and started down the road. He had not gone far when he met a strange-looking old man. The old man said, "Good morning, Jack."

"Good morning to you," said Jack, and he wondered how the old man knew his name.

"Well, Jack, where are you off to?" said the man.

"I'm going to the market to sell our cow here."

"Oh, yes, you look like just the sort of fellow to sell a cow," said the man. "Now, I wonder," he asked Jack. "Do you know how many beans make five?"

Jack thought this was a strange question, but he answered anyway. "Two beans in each hand, and one bean in your mouth—that makes five."

"Right you are!" said the old man. And then, pulling something out of his pocket, he said, "And here they are." He held out five very strange-looking beans. "Now, because you're such a smart fellow," he said to Jack, "I will trade you these beans for your cow."

"Well, now," said Jack, "that would be a nice trade for you!"

"Ah, but you don't know what kind of beans these are," said the man. "If you plant them tonight, then by morning they will grow right up to the sky."

"Really?" said Jack, who was beginning to get interested.

"Yes," said the man. "And if it doesn't turn out to be true, then you can have your cow back."

"All right, then," said Jack. He gave the man the cow, took the beans, and went home.³



◀ Show image 11A-3: Jack is sent to bed

"Jack, are you back already?" said his mother. "I see you've sold Milky-white. How much did you get for her?"

"Mother, you'll never guess," said Jack.

"Oh, you good boy!" said his mother. "Did you get five? Or ten? Maybe even—no, it can't be—twenty?"

"I told you that you couldn't guess!" said Jack. Then, reaching into his pocket, he said, "See here, Mother. I got five . . . beans. You plant them, and then overnight they . . ."

"What!" cried his mother. "Beans! You gave away my Milky-white for beans? How could you be such a fool? Off to bed with you, and no supper. And as for your **precious** beans, here they go, out the window!"⁴

So Jack went to his little **attic** room, where he flopped down and finally fell asleep.⁵

4 *Precious* means valuable or very special. Do you think Jack's mother believes that the beans are precious? Why does she say this?

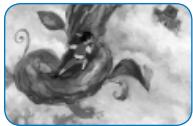
5 An *attic* is a room at the top of a house in the space under the roof.



◀ Show image 11A-4: Jack looking at giant beanstalk

When he woke up, the room looked funny. The sun was shining into part of it, but all the rest was dark and shady. He jumped up and went to the window. And what do you think he saw?⁶ Why, the beans his mother had thrown out the window had landed in the garden, and overnight they had sprung up into a big beanstalk, which went up and up and up till it reached the sky. So the old man had been telling the truth!

6 What do you think Jack saw?



◀ Show image 11A-5: Jack climbing beanstalk

The beanstalk grew up close to Jack's window. All he had to do was step out onto it and then start climbing it, like a ladder. So Jack climbed, and he climbed, and he climbed, until at last he reached the sky. And when he got there, he saw a long straight road. He followed the road until he came to a great, big, tall house, and on the doorstep there was a great, big, tall woman.



◀ Show image 11A-6: Jack meets giantess ⁷

"Good morning, ma'am," said Jack, quite politely. "Could you be so kind as to give me some breakfast?"

"Oh, so you want breakfast?" said the great, big, tall woman. "Well, you'll be breakfast if you don't get out of here. My husband is a **fierce** giant, and there's nothing he likes better than a nice cooked boy on buttered toast.⁸ You'd better get going, for he'll be coming soon."

"Oh, please, ma'am," said Jack, "I haven't eaten since yesterday, really and truly."



◀ Show image 11A-7: Jack eating breakfast

Well, the giant's wife wasn't so bad after all. She took Jack into the kitchen and gave him a chunk of bread and cheese and a jug of milk. But Jack hadn't half finished these when—*thump! thump! thump!*—the whole house began to **tremble** with the noise of someone coming—someone big!⁹

- 7 What do you notice about the woman in the picture? (Explain that giants and giantesses are very strong and large characters sometimes found in fairy tales.)
- 8 If someone is *fierce*, he or she is very strong and dangerous. Does this sound like a good place for Jack to be?
- 9 To *tremble* means to shake. Who do you think is coming, and what do you predict will happen next? (Tell the students that they will hear the rest of the fairy tale another time.)

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Do you think Jack made a good trade when he traded the cow for the beans? Why or why not? (Answers may vary.)
2. Why is Jack's mother wringing her hands in the beginning of the fairy tale? (She is worried because their cow, Milky-white, stopped making milk and they have no other way to earn money or eat.)
3. Why do you think the man traded the beans for the cow? (Answers may vary.)
4. What does Jack's mother do when she hears about the trade? (She throws the beans out the window and sends Jack to his attic room without supper.) Does she think the beans are precious? (no)
5. What does Jack discover when he wakes up the next morning? (In the spot where his mother threw the beans, a large beanstalk has grown into the sky.)
6. Would a plant really grow this fast or is this fantasy? (This is fantasy.) Could a person really climb a beanstalk? (No, this is also fantasy.)
7. Who does Jack meet after he climbs the beanstalk? (He meets a very tall woman who is married to a fierce giant.)
8. How does this part of the fairy tale end? (The woman gives Jack breakfast, and the house begins to tremble with the noise of someone very big coming to the house.)
9. *Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, "Who were the characters in *Jack and the Beanstalk*?" Turn to your neighbor and ask your "who" question. Listen to your neighbor's response. Then your neighbor will ask a new "who" question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

Word Work: Precious

(5 minutes)

1. The read-aloud said, “And as for your *precious* beans, here they go, out the window!”
2. Say the word *precious* with me.
3. If something is precious, it is very valuable and special.
4. My grandmother’s necklace is very precious to me.
5. In many of the fairy tales we’ve read, characters have items that are precious to them. Describe some of those items, and try to use the word *precious* when you tell about them. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “The princess’s most precious toy is . . .”)
6. What’s the word we’ve been talking about?

For follow-up, ask the students to think of the three things that are most precious to them. Ask students to draw a picture and write or dictate sentences describing the items and why they are precious.



Complete Remainder of the Lesson Later in the Day

11B

Jack and the Beanstalk, Part I



Extensions

20 minutes

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

Create a chart (on chart paper) for the elements of *Jack and the Beanstalk*. As students discuss each fairy tale element, record a brief description on the chart. Tell the students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them. You may also wish to provide students with copies of Instructional Master 1B-1 if they are able to fill in the chart on their own.

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

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

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

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

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

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

Write Your Own Fairy Tale **(Instructional Master 11B-1; Instructional Master 11B-2, optional)**

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

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

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

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

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

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

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

Create a Write Your Own Fairy Tale Organizer on chart paper (similar to the Fairy Tale Elements chart) and model how to plan a fairy tale by having the class work together to fill in the organizer. Tell the students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them.

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

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

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

Students should use the same process to complete their own organizer (Instructional Master 11B-1) and then begin to write their own fairy tale. Students who need additional support may dictate their fairy tale or use Instructional Master 11B-2 to guide their writing. Students may also include an illustration for their fairy tale. Students may finish their fairy tale in the next lesson.

12

Jack and the Beanstalk, Part II



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate familiarity with the fairy tale *Jack and the Beanstalk*
- Identify the fairy tale elements of *Jack and the Beanstalk*
- Identify fairy tales as a type of fiction
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)
- Describe illustrations (orally or in writing) (L.1.13)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Learn synonyms and antonyms (L.1.16)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or events in a read-aloud (L.1.19)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Share writing with others (L.1.29)
- Create, tell, and/or draw and write an original story with characters, a beginning, middle, and an end (L.1.34)

Core Vocabulary

barked, v. Made a loud noise like a dog

Example: The girl barked orders at her little brother.

Variation(s): bark, barks, barking

bellowing, v. Shouting in a loud, powerful voice

Example: We could hear my brother bellowing the lines of his play as he practiced in his room.

Variation(s): bellow, bellows, bellowed

bounding, v. Leaping forward or upward

Example: Whistling always brought their dog bounding toward them.

Variation(s): bound, bounds, bounded

gulped, v. Swallowed something quickly or in large amounts

Example: The soccer players were so thirsty that they gulped down their water.

Variation(s): gulp, gulps, gulping

rudely, adv. In a way that is not polite; without respect

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

Variation(s): none

| At a Glance | Exercise | Materials | Minutes |
|---|---|--|----------------|
| Introducing the Read-Aloud | Image Review | | 10 |
| | Making Predictions About the Read-Aloud | | |
| | Purpose for Listening | | |
| Presenting the Read-Aloud | Jack and the Beanstalk, Part II | | 15 |
| Discussing the Read-Aloud | Comprehension Questions | | 10 |
| | Word Work: Rudely | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| Extensions | Elements of Fairy Tales Chart | Instructional Master 1B-1 (optional) chart created in Lesson 11 | 20 |
| | Write Your Own Fairy Tale | Instructional Master 11B-1 Instructional Master 11B-2 (optional) | |

12A

Jack and the Beanstalk, Part II



Introducing the Read-Aloud

10 minutes

Image Review

One by one, show images 11A-1 through 11A-7. Ask students to retell the first part of the fairy tale. Help them to create a continuous narrative of the beginning of the fairy tale and the important events. As the students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Making Predictions About the Read-Aloud

Ask the students to think about what has happened so far to predict what might happen in the next part of the fairy tale. (If some students are already familiar with this fairy tale, make sure to ask them not to give away the ending.)

Purpose for Listening

Tell the students to listen carefully to find out whether or not their predictions are correct. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different than the one they know.)

Presenting the Read-Aloud

15 minutes



Jack and the Beanstalk, Part II

- ◀ Show image 12A-1: Jack hides from giant

“Goodness gracious, it’s my old man!” said the giant’s wife.

“What on earth shall I do? Quick, jump in here!” And Jack jumped into the oven just as the giant came in.

He was a big one, to be sure. He had three cows tied to his belt. He threw them down on the table and said **rudely** to his wife,¹ “Here, woman, cook me a couple of these for breakfast. But wait—what’s this I smell?

“Fee-fi-fo-fum,

I smell the blood of an Englishman.

Be he alive or be he dead,

I’ll grind his bones to make my bread!”

“Now, dear,” said his wife, “it’s nothing but the leftover smell of that little boy you had for dinner yesterday. Run along and wash up, and by the time you come back, I’ll have breakfast ready.”

So the giant went off, and Jack was about to jump out of the oven when the woman whispered, “Wait till he’s asleep. He always has a nap after breakfast.”

- ◀ Show image 12A-2: Giant counting gold



- 2 He swallowed his breakfast quickly, in big bites.

The giant **gulped** down his breakfast.² Then he went to a big chest and took out two big bags. He sat down, and from the bags he took out piles of gold coins. He began counting them, very slowly—“One . . . two . . . uh, three . . . um, ah, four . . .”—then his head began to nod, and then he began to snore, so that the whole house shook.

- ◀ Show image 12A-3: Jack climbs down with the gold



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

Jack crept out of the oven, tiptoed past the giant, grabbed one of the bags of gold (which he could barely lift), and ran lickety-split back to the beanstalk.³ He threw down the bag of gold, which



fell—*plump!*—into his mother’s garden, then climbed down till at last he reached the ground.

◀ **Show image 12A-4: Jack back home**

- 4 How do you think Jack’s mother responded to Jack?

“Well, Mother?” he said. “Wasn’t I right about the beans? They really are magic!”⁴

For a while Jack and his mother bought what they needed, and a little more, with the bag of gold. But at last the bag was empty, so Jack made up his mind to try his luck again at the top of the beanstalk. He climbed and he climbed and he climbed, and once again, sure enough, there was the great big tall woman standing on the doorstep of her house. And once again he asked for something to eat.



◀ **Show image 12A-5: Jack with giantess**

“Go away, boy,” said the woman, “or else my man will eat you up for breakfast. But, say—aren’t you the youngster who came here once before? Do you know, on that very day my man lost one of his bags of gold?”

“Did he, now?” said Jack. “How very strange! Maybe I could help you find it, but I’m so hungry that first I must have something to eat.”

So the great big tall woman gave him something to eat. But he had hardly taken a bite when—*thump! thump! thump!*—they heard the giant’s footsteps. Once again the wife hid Jack in the oven.

- 5 or shouting in a loud, powerful voice

And all happened as it had before. In came the giant, **bellowing**⁵ “Fee-fie-fo-fum!” Then, after gulping down three broiled oxen for breakfast, the giant said, “Wife, bring me my hen and my golden harp!”



◀ **Show image 12A-6: Giant with hen and harp**

- 6 or said loudly

The wife brought them. The giant looked at the hen and **barked**,⁶ “Lay!” And the hen laid an egg, all of gold. Then the giant looked at the golden harp and said, “Sing!” And the golden harp sang beautifully. And it went on singing until the giant fell asleep and started snoring like thunder.



◀ **Show image 12A-7: Jack running away with hen and harp**

Jack sneaked out of the oven and crept like a mouse on his hands and knees. Then he crawled up the table, grabbed the hen and golden harp, and dashed toward the door. But the hen began to cluck, and the harp called out, “Master! Master!” The giant woke up just in time to see Jack running away with his treasures.

7 or leaping forward

Jack ran as fast as he could, and the giant came **bounding** after him⁷ and would have caught him, only Jack had a head start. When Jack got to the beanstalk, he climbed down as fast as he could. The giant reached the beanstalk and stopped short—he didn’t like the idea of climbing down such a ladder. But, like it or not, the giant swung himself down on the beanstalk, which shook with his weight.



◀ **Show image 12A-8: Jack calling to his mother**

By this time, Jack had climbed down and reached his home. “Mother!” he cried. “Give me an axe, and hurry!” His mother came rushing out with an axe in her hand. She ran with Jack to the beanstalk, and then she screamed with fright as she saw the giant’s legs poking down through the clouds.



◀ **Show image 12A-9: Jack chopping down beanstalk**

Jack swung the axe and gave a chop at the beanstalk. The giant felt the beanstalk shake, and he stopped to see what was the matter. Jack gave another chop, and another, and another, and the beanstalk began to topple over. Then the giant fell down and broke his crown, and the beanstalk came tumbling after.⁸

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



◀ **Show image 12A-10: Happily ever after**

From then on, Jack and his mother had all the money and music they wanted, for the hen gave them golden eggs, and the harp sang for them all day long. And so they lived happily ever after.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? ([Answers may vary.](#))
2. What does the giant's wife tell Jack to do in the beginning of this part of the fairy tale when the rude giant comes into the house to gulp down his breakfast? ([She says he should hide in the oven.](#)) Why? ([The giant likes to eat boys.](#))
3. What is the first treasure Jack takes from the giant? ([a bag of gold coins](#))
4. Why does Jack go back up the beanstalk a second time even after hearing the giant's bellowing voice? ([He and his mother spent all of the gold coins.](#))
5. How does the giant's wife treat Jack the second time? ([Even though she wonders if Jack may have been the boy who took the giant's bag of gold coins, she gives Jack breakfast and helps him hide again when the giant comes home.](#))
6. What treasures does Jack take from the giant this time? ([a hen that lays eggs of gold and a harp that sings](#))
7. What happens when Jack tries to escape with the hen and harp? ([The giant wakes up and comes bounding after Jack down the beanstalk. Jack chops down the beanstalk with an axe and the giant falls down and breaks his crown.](#))
8. What parts of this fairy tale are fantasy? ([climbing a beanstalk, a hen laying golden eggs, a singing harp, the giant and giantess, etc.](#))

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

9. *Think Pair Share:* Do you think it is right for Jack to take the coins, hen, and harp from the giant? Why or why not? ([Answers may vary.](#))

Word Work: Rudely

(5 minutes)

1. The read-aloud said, “He threw them down on the table and said *rudely* to his wife, “Here, woman, cook me a couple of these for breakfast.”
2. Say the word *rudely* with me.
3. *Rudely* means without politeness or respect.
4. The boy rudely slammed his door shut when he was arguing with his sister.
5. What does the giant do rudely in this fairy tale? Try to use the word *rudely* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “The giant rudely . . .”)
6. What’s the word we’ve been talking about?

Use a *Synonyms and Antonyms* activity for follow-up. Directions: *Rudely* means without politeness or respect. The opposite of *rudely* is *politely*. We can also say that the antonym of *rudely* is *politely*. I will describe a situation. If it is an example of someone acting rudely, you will say that the person is acting rudely. If I give an example of someone acting politely, you will say that the person is acting politely.

1. Max helped his mother pick up the apples that fell out of the bag. ([Max is acting politely.](#))
2. Kelly yelled at her sister for spilling her milk. ([Kelly is acting rudely.](#))
3. Ryan cut in front of his friend in the lunch line. ([Ryan is acting rudely.](#))
4. Clara threw her dirty clothes on the floor and left them there. ([Clara is acting rudely.](#))
5. Sheila always says “please” and “thank you.” ([Sheila is acting politely.](#))



Complete Remainder of the Lesson Later in the Day

12B

Jack and the Beanstalk, Part II



Extensions

20 minutes

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

Use the chart started in Lesson 11 to discuss the elements of *Jack and the Beanstalk*. Review the elements discussed in the last lesson (setting, fairy tale characters, fantasy/magic, and problems). As students discuss each fairy tale element, record a brief description in each section of the chart. Tell the students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them. If students are filling in the chart on their own, make sure they have their copies of Instructional Master 1B-1 from Lesson 11.

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

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

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

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

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

Write Your Own Fairy Tale

(Instructional Master 11B-1; Instructional Master 11B-2, optional)

Have students complete their fairy tale using Instructional Masters 11B-1 or 11B-2, if necessary. Ask students to share their fairy tales and illustrations with a partner or with the class.

PP2 *Pausing Point 2*



Note to Teacher

Your students have now listened to and discussed several additional fairy tales. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- Demonstrate familiarity with specific fairy tales: *Puss-in-Boots*, *Hansel and Gretel*, *Jack and the Beanstalk*
- Identify the fairy tale elements of specific fairy tales
- Identify fairy tales as a type of fiction
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

Activities

Image Review

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

Image Card Review

Materials: Image Cards 11–21

In your hand, hold Image Cards 11–21 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for the ogre being transformed into a mouse, a student may say, “I was gobbled up by Puss when I changed from a lion. What am I?” The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.

Riddles for Core Content

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

- I came up with a plan to drop pebbles to find my way back home. Who am I? ([Hansel](#))
- I magically changed from a lion to a mouse and was then eaten by Puss. Who am I? ([the ogre](#))
- I came up with a plan to make the Marquis of Carabas a rich man. Who am I? ([Puss](#))
- I chased Jack down the beanstalk because he had stolen my hen and harp. Who am I? ([giant](#))
- I tricked Hansel and Gretel to come inside my gingerbread house. Who am I? ([the wicked witch](#))

On Stage

Reread a fairy tale and have the students act it out.

Retelling a Fairy Tale with Puppets

Have the students make simple puppets of the characters from a particular fairy tale and then use them to retell the fairy tale.

Favorite Fairy Tale

Have students ask their parents/guardians what their favorite fairy tale is and why. Have students report to the class on their findings.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to present another version of a particular fairy tale; refer to the books listed in the domain introduction. Compare this version to the others heard. You may also choose to have the students select a read-aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper

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

Class Book: Fairy Tales

Materials: Drawing paper and drawing tools for each student

Tell the class or a group of students that they are going to make a class book to help them remember the elements of fairy tales. Have the students brainstorm important information about characters, settings, magic, problems/solutions, and happy endings. Have each student choose one idea to draw a picture of and then ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

Student-Created Books

Materials: Booklet and drawing tools for each student

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

their sentences to an adult, while others will be able to write the sentences on their own.

Fairy Tale Endings

Materials: Elements of Fairy Tales Charts, *Claire and the Unicorn Happy Ever After*, drawing paper and drawing tools for each student

Using the Elements of Fairy Tales Charts and images from the Flip Book or Media Disk, review the endings of each of the fairy tales. Read the trade book *Claire and the Unicorn Happy Ever After* to the students. Ask students to describe the different versions of “happy ever after” presented in the book and to identify which fairy tales are represented.

Ask students to think about and share what “happy ever after” might mean for them. Have students draw a picture showing their own idea of “happy ever after.” Students may also dictate or write several sentences describing their picture. Ask students to share their illustrations and sentences with the class or with a partner.

Modern Fairy Tale Adaptation

Read *The Frog Prince, Continued* aloud to the class. (See the trade book list in the Introduction.) Before reading, have students use images from the Flip Book or Media Disk to retell what happened in *The Frog Prince* and predict what might happen if *The Frog Prince* is continued. Ask students to listen carefully for parts of the story that remind them of other fairy tales, too. (The story references plot points from *Sleeping Beauty*, *Snow White*, *Hansel and Gretel*, and *Cinderella*.) After you finish reading the trade book aloud, lead students in a discussion as to how this tale is the same as *The Frog Prince* and how it is different. Ask students to identify the other fairy tales they recognize from the story. Also discuss whether or not this story has the various elements of a fairy tale.

You will also want to explain that while *The Frog Prince* is a very old tale that has been told for many, many years, *The Frog Prince, Continued* is a modern tale that was written recently. Thus, while their parents and grandparents may be familiar with *The Frog Prince*, they may not be familiar with *The Frog Prince, Continued*.

Venn Diagram

Use a Venn diagram to compare two characters from different fairy tales, such as the witches in *Rapunzel* and *Hansel and Gretel*. You may use images from the read-alouds as visual reminders.

Heroic and Evil Character Comparison

Materials: Chart paper

Remind students that a heroic character is brave, daring, and good, and that an evil character is cruel and wicked. Tell students that you are going to compare heroic and evil characters in the fairy tales you've read thus far. Remind students of their discussion of the heroic acts of Hansel and Gretel. Ask students to think about the other fairy tales they've read and to identify any other heroic characters. Be sure to have the students explain how the character was heroic. Record their descriptions on chart paper. Tell the students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them.

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

Letters to Fairy Tale Characters

Have the students choose a favorite character from the fairy tales they have heard in this domain. Have the students brainstorm what they might like to say to the character. For example, a student may want to tell Hansel how brave he was. The students may also have questions to ask the character. For example, a student may ask Puss how he spends his days now that he lives in the castle. Have the students write letters to the fairy tale characters. You may ask a class of older students in the school to pretend to be the fairy tale characters and write letters in response that you will then read to the class. Be sure to let your student know that the return letters they receive are not from the actual characters in the fairy tales.

This may also be a good opportunity to review the differences between fiction and a true story.

Fairy Tales and Music

Materials: Musical recordings of Tchaikovsky's *Sleeping Beauty* and/or Humperdinck's *Hansel and Gretel*

Tell students that one way to hear a fairy tale is to listen to the story read aloud. Music can also tell stories, and many fairy tales have been told in performances featuring music such as dance and opera. Explain to students that dancing, along with costumes, gestures, and sometimes sets, can be used to tell stories without using words. Tell students that there are many dance performances that are based on fairy tales, including a famous ballet dance of *Sleeping Beauty* with music written by Peter Tchaikovsky.

Fairy tales can also be told through another type of musical performance called opera. Explain that opera is a way of telling stories with music, singing, and acting. Performers sing the words of the story along to music, wear costumes, and act out the movements of the characters. Tell students that Engelbert Humperdinck wrote an opera of *Hansel and Gretel*.

Play an excerpt of music from each performance. Ask students to listen carefully to the music and imagine what might be happening in the story. Does the music sound fast, slow, scary, happy, peaceful, etc.? Ask students to draw a picture of what they imagine might be happening in the fairy tale at that point in the music. Students may also write or dictate sentences describing their illustration.

You may also wish to find a video or DVD recording of a fairy tale dance or opera to share with the class. As you play the recordings, point out the costumes, scenery, and other details of the performances. Ask students to compare and contrast the different methods of storytelling.



This domain assessment evaluates each student's retention of the core content targeted in *Fairy Tales*.



Domain Assessment

Note: There are two parts to the assessment—a fairy tale description section and a true/false section. You may choose to do the two parts in two sittings if you feel this is more appropriate for your students. Students may wish to place both sheets from Part I side-by-side so that they can see all of the fairy tale illustrations at once. It may be beneficial for some students to put a marker under the row that is being answered on Part II.

Part I (Instructional Master DA-1)

I will read descriptions of fairy tales. Listen to the description. Look at the illustrations, and find the illustration for the fairy tale being described. Write the number of the description in one of the boxes below the matching fairy tale picture. For example, when I read the first description, you will write the number 1 in a box below the fairy tale picture that matches the description. Each picture will have two matching descriptions. (Note to Teacher: Make sure to say the number of the description both before and after reading it.)

1. A clever cat tricks a king and an ogre in this fairy tale.
[\(Picture 6\)](#)
2. In this fairy tale, a little man spins straw into gold. [\(Picture 2\)](#)
3. A princess learns that promises must be kept in this fairy tale.
[\(Picture 5\)](#)
4. A clever brother and sister take care of each other in this fairy tale. [\(Picture 7\)](#)
5. In this fairy tale, a giant owns a magical hen and harp.
[\(Picture 8\)](#)

6. A princess falls into a deep sleep for a hundred years in this fairy tale. ([Picture 1](#))
7. In this fairy tale, a girl is locked in a tall tower deep in a forest. ([Picture 3](#))
8. This fairy tale ends happily when a princess becomes friends with someone who has been under a witch's spell. ([Picture 5](#))
9. A delicate princess is bruised by a pea in this fairy tale. ([Picture 4](#))
10. In this fairy tale, a fairy is angry that she was not invited to a celebration for the birth of a princess. ([Picture 1](#))
11. A queen must guess the name of a man in this fairy tale. ([Picture 2](#))
12. In this fairy tale, a man pretends to be the Marquis of Carabas. ([Picture 6](#))
13. A boy and a girl are lost in the forest in this fairy tale. ([Picture 7](#))
14. A boy trades a cow for magical beans in this fairy tale. ([Picture 8](#))
15. In this fairy tale, a prince has a problem finding a real princess. ([Picture 4](#))
16. In this fairy tale, a prince and a girl find each other and get married after wandering alone for many years. ([Picture 3](#))

Part II (Instructional Master DA-2)

I will read a sentence about the elements of fairy tales. If what I say is true, you will circle the letter 'T.' If what I say is not true, or false, you will circle the letter 'F.'

1. Fairy tales usually begin with the words, "Let me tell you a story." ([F](#))
2. Some fairy tales have a castle as a setting. ([T](#))
3. All of the fairy tales we heard take place a long time ago. ([T](#))
4. There are no royal characters in fairy tales. ([F](#))
5. Some fairy tales have a talking animal as a character. ([T](#))

6. In many fairy tales, something magical happens. (T)
7. None of the characters in fairy tales have problems. (F)
8. Most fairy tales have a “happy ever after” ending. (T)

You may also ask students to use the back of the paper to draw a picture of and write about their favorite fairy tale from this domain.

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



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

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



Dear Parent or Guardian,

During the next several days, your child will be learning about fairy tales. S/he will hear classic versions of *Sleeping Beauty*, *Rumpelstiltskin*, *Rapunzel*, *The Princess and the Pea*, and *The Frog Prince*. S/he will also learn about things that fairy tales have in common, such as “once upon a time” beginnings, typical characters and settings, elements of fantasy, unique solutions to problems, and happy endings. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about fairy tales.

1. Favorite Fairy Tales

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

2. Draw and Write

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

3. If You Were a Character

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

4. Borrow a Book

Reading to your child is the single most important thing that you can do to encourage his/her literacy development. The local library has a variety of classic and modern fairy tales. Check one out and read it with your child.

Be sure to praise your child whenever s/he shares what has been learned at school.



Dear Parent or Guardian,

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

1. Character Illustration

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

2. Fairy Tales Around the World

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

3. Theater at Home

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

4. Read Aloud Each Day

It is very important that you read to your child every day. The local library has many classic and modern fairy tales and other stories that you can share with your child.

Be sure to praise your child whenever s/he shares what has been learned at school.

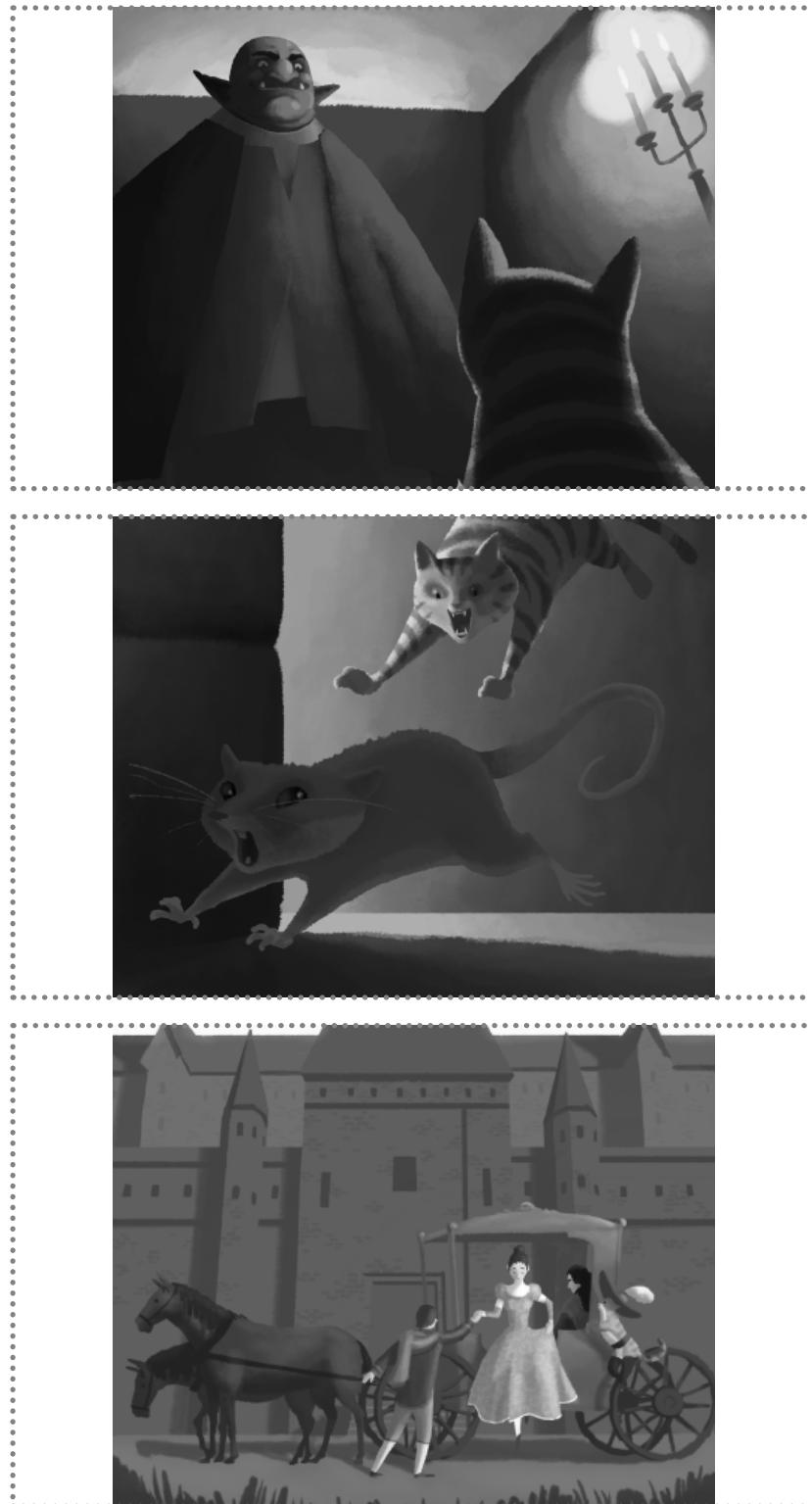
Directions: These six pictures show events from "Puss-in-Boots." Cut out the six pictures. Think about what is happening in each one. Put the pictures in order to show the sequence of events in the fairy tale. Then, glue them in the correct order on a piece of paper.





Directions: These six pictures show events from "Puss-in-Boots." Cut out the six pictures. Think about what is happening in each one. Put the pictures in order to show the sequence of events in the fairy tale. Then, glue them in the correct order on a piece of paper.





Write Your Own Fairy Tale Organizer

Directions: Use this chart to help you plan the fairy tale you will write. Think about the fairy tale elements you would like to use in your fairy tale, and write them down on the chart.

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

Directions: Use this worksheet to write your fairy tale. Fill in the blanks with the information you have chosen to include in your fairy tale. On the back of this paper, draw a picture of a scene from your fairy tale.

Fairy Tale Title

Written and illustrated by _____

Once upon a time there was a _____
_____ who lived _____

_____. He/she had a
problem: _____

_____. Then something
magical happened: _____

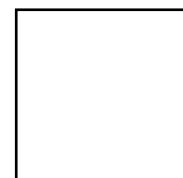
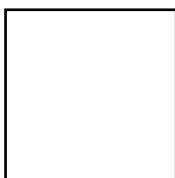
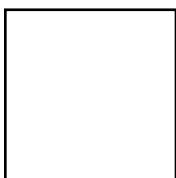
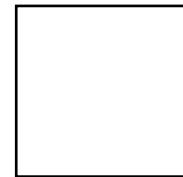
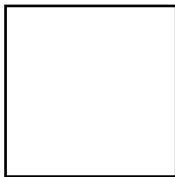
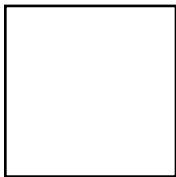
His/her problem was solved when: _____

And _____

_____ lived happily ever after _____

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





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



6



2



7



9



10



11



16



15



3

8

1

12



4

13

5

14

1.

T

F

2.

T

F

3.

T

F

4.

T

F

5.

T

F

6.

T

F

7.

T

F

8.

T

F

Directions for Part II: Listen to the sentence read by the teacher. Circle the 'T' if the sentence is true. Circle the 'F' if the sentence is false, or not true.

Directions for Part II: Listen to the sentence read by the teacher. Circle the 'T' if the sentence is true. Circle the 'F' if the sentence is false, or not true.

| | | |
|----|-------------------------|-------------------------|
| 1. | T | <input type="radio"/> F |
| 2. | <input type="radio"/> T | F |
| 3. | <input type="radio"/> T | F |
| 4. | T | <input type="radio"/> F |
| 5. | <input type="radio"/> T | F |
| 6. | <input type="radio"/> T | F |
| 7. | T | <input type="radio"/> F |
| 8. | <input type="radio"/> T | F |

Tens Recording Chart

Use the following grid to record your Tens scores. Refer to page xi for the Tens Conversion Chart.

Lesson Number

A blank 10x10 grid for drawing a sun.

A large grid of blue squares arranged in a 10x10 pattern, representing a multiplication table. The grid consists of 100 individual squares, each filled with a solid blue color. The squares are separated by thin black lines, creating a clear 10x10 grid structure.

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