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 EnagageNY.org.
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The Core Knowledge Language Arts Program

Fairy Tales and Tall Tales  
Version 2.0

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Important Note: It is highly recommended that you teach the two halves of this domain at separate times during the school year. The fairy tales should be taught at the beginning of the school year followed by Pausing Point 1 and Domain Assessment 1. The tall tales portion of this domain, including Pausing Point 2 and Domain Assessment 2, should be taught after the Insects domain and before the Westward Expansion domain.

This introduction includes the necessary background information to be used in teaching the Fairy Tales and Tall Tales domain. The Tell It Again! Read-Aloud Anthology for Fairy Tales and Tall Tales contains eight 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.

In this domain, we have used an actual trade book as the read-aloud in Lessons 1–8. We have included page references as well as the end of the applicable sentence from the trade book in bold as the cue for when to use the Guided Listening Support prompts. In these cases, we especially recommend that you take a few minutes to see how the material is organized prior to your presentation of the read-aloud.

We have included two Pausing Points in this domain, one after Lesson 4 and another after Lesson 8. 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 twelve days total on this domain.

Along with this anthology, you will need:

- Tell It Again! Image Cards for Fairy Tales and Tall Tales
- Tell It Again! Workbook for Fairy Tales and Tall Tales
The following trade books are used as read-alouds:

**Fairy Tales**


**Tall 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 and Tall Tales Are Important**

This domain will introduce your students to classic fairy tales and tall tales and the well-known lessons they teach. This domain will also lay the foundation for understanding stories in future grades. The Fairy Tales and Tall Tales domain is split into two parts. The first half focuses on fairy tales. These fairy tales will remind students of the elements of fiction they have heard about in previous grades and will be a good reintroduction to the process
of listening and learning. Students who have used the Core Knowledge Language Arts program in Kindergarten and Grade 1 will be familiar with fairy tales and the elements of the fairy tale genre from the Kings and Queens domain (Kindergarten) and from the Fairy Tales domain (Grade 1). In this domain, students will be reminded of these elements and hear the fairy tales of The Fisherman and His Wife, The Emperor’s New Clothes, and Beauty and the Beast. Students will be able to relate to the problems faced by characters in each of these memorable tales as well as learn from the lessons in each story.

The second half of the domain focuses on tall tales and the elements of that genre. Learning about tall tales will introduce students to the setting of the American frontier and some of the occupations settlers had there. For those students who used the Core Knowledge Language Arts program in Grade 1, it will reinforce what they have already learned about the American frontier in the Frontier Explorers domain (Grade 1) and prepare them for the Westward Expansion domain. The tall tales in this domain will also introduce students to the literary concept of exaggeration.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten and Grade 1

The following Kindergarten and Grade 1 domains are particularly relevant to the read-alouds your students will hear in Fairy Tales and Tall Tales:

- Nursery Rhymes and Fables (Kindergarten)
- Stories (Kindergarten)
- Plants (Kindergarten)
- Native Americans (Kindergarten)
- Kings and Queens (Kindergarten)
- Columbus and the Pilgrims (Kindergarten)
- Presidents and American Symbols (Kindergarten)
- Fables and Stories (Grade 1)
Fairy Tales (Grade 1)

The Birth of Our Nation (Grade 1)

Frontier Explorers (Grade 1)

Listed below are the specific content objectives 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:

• Describe the characters and events in nursery rhymes and fables
• Listen to and then demonstrate familiarity with stories, including the ideas they express
• 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
• Demonstrate familiarity with the tall tale “Johnny Appleseed”
• Understand that Native Americans were the first inhabitants of North America
• Describe what a king or queen does
• Identify and describe royal objects associated with a king or queen
• Describe a royal family
• Discuss the lessons in Cinderella and in Snow White and the Seven Dwarfs that show goodness prevails and is rewarded
• Recall the year of Columbus's first voyage to America: 1492
• Describe the accomplishments of Christopher Columbus
• Describe the Pilgrims' voyage on the Mayflower
• Explain the significance of Plymouth Rock
• Recognize Thomas Jefferson as the third president of the United States
• Demonstrate familiarity with particular fables and stories
• Identify character, plot, and setting as basic story elements
• Describe the characters, plot, and setting of a given fable or story
• Understand that fables and folktales are two types of fiction
• 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
• Identify the early English settlements on Roanoke Island and at Jamestown as colonies that were established before the Pilgrims landed at Plymouth Rock
• Locate the thirteen original colonies
• Describe how the thirteen English colonies in America evolved from dependence on Great Britain to independence as a nation
• Describe the contributions of Thomas Jefferson as Patriot, inventor, writer, the author of the Declaration of Independence, and the third president of the U.S.
• Locate the Appalachian Mountains on a map
• Recall basic facts about Daniel Boone
• Understand that Daniel Boone was a trailblazer
• Locate the Mississippi River on a map
• Locate the Rocky Mountains on a map
• Understand why Thomas Jefferson wanted to purchase New Orleans
• Identify and locate the Louisiana Territory on a map
• Understand the significance of the Louisiana Territory and Purchase
• Explain the reasons that Lewis and Clark went on their expedition
• Understand that there were many, many Native American tribes living in the Louisiana Territory before the Lewis and Clark expedition
• Recall basic facts about Lewis and Clark’s encounters with Native Americans
• Explain why and how Sacagawea helped Lewis and Clark

**Instructional Objectives for Fairy Tales and Tall Tales**

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

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<td>Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud . . . (L.2.18)</td>
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<td>Use narrative language to describe (orally or in writing) characters, a setting, facts, or events in a read-aloud (L.2.21)</td>
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<td>Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions . . . (L.2.22)</td>
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<td>Compare and contrast (orally or in writing) similarities and differences . . (L.2.23)</td>
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<td>Make personal connections (orally or in writing) . . . (L.2.24)</td>
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Core Vocabulary for Fairy Tales and Tall Tales

The following list contains all of the boldfaced words in Fairy Tales and Tall Tales in the forms in which they appear in the read-alouds. The inclusion of a word 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.

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Student Choice and Domain-Related Trade Book Extensions

In the Tell It Again! Read-Aloud Anthology for Fairy Tales and Tall Tales, Student Choice activities are suggested in both Pausing Points and in Lesson 8B. Domain-Related Trade Book activities are suggested in both Pausing Points and in Lessons 4B and 8B. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

Fairy Tales and Tall Tales Image Cards

There are fifteen Image Cards for Fairy Tales and Tall Tales. The Image Cards include photographs of settings in the American West as well as illustrations of historical figures who charted the West such as Daniel Boone, Meriwether Lewis, and William Clark. These are used to reinforce essential background information as well as show students accurate images of places mentioned in the trade books. There are also Image Cards to retell the tall tale of Johnny Appleseed covered in the Core Knowledge Language Arts program in Kindergarten. In the Tell It Again! Read-Aloud Anthology for Fairy Tales and Tall Tales, Image Cards are referenced in Lessons 5–8.

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 and Tall Tales, Instructional Masters are referenced in the Domain Assessments and in Lessons 1B, 3B, 5B, 6B, 7B, and 8B. The Parent Letters are referenced in Lessons 1B and 5B.

Assessments

In the Tell It Again! Read-Aloud Anthology for Fairy Tales and Tall Tales, Instructional Masters 7B-1, DA1-1, DA1-2, DA2-1, and DA2-2 are used for this purpose. Use the following Tens Conversion Chart to convert a raw score on each assessment into a Tens score.
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 at the end of the appendix.
Recommended Trade Books for Fairy Tales and Tall Tales

If you recommend that your students read each night for homework, you may suggest that they choose titles from this trade book list.

Used as a Domain Read-Aloud


Additional Fairy Tales and Tall Tales


*Some of these titles may be put into the classroom book tub for various reading levels.*
Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate familiarity with the fairy tale *The Fisherman and His Wife*
- Describe the characters, plot, and setting of *The Fisherman and His Wife*
- Identify common characteristics of fairy tales such as “once upon a time” beginnings, royal characters, magical characters or events, and happy endings
- Identify the fairy tale elements of *The Fisherman and His Wife*
- Identify fairy tales as a type of fiction

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.2.1)
- 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.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Follow multi-step, oral directions (L.2.5)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.2.11)
- 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.2.12)
- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Use word parts to determine meanings (L.2.16)
- 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.2.18)
- Summarize (orally or in writing) text content and/or oral information presented by others (L.2.20)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or plot in a read-aloud (L.2.21)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Distinguish fantasy from realistic text (L.2.30)
- Share writing with others (L.2.34)
- Demonstrate understanding (orally or in writing) of literary language, e.g., author, illustrator, characters, setting, plot, dialogue, and personification, by using this language in retelling stories or creating their own stories (L.2.37)
- Create, tell, and/or draw and write an original story with characters, a beginning, middle, and an end (L.2.39)
Core Vocabulary

*The Fisherman and His Wife*, retold by Rachel Isadora, is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story after the dedication spread as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**enchanted, adj.** (p. 3) As if 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

**frothy, adj.** (p. 15) Stirred up; filled with bubbles

*Example:* The tide coming in and out made frothy whitecaps on top of the waves.

*Variation(s):* frothier, frothiest

**murky, adj.** (p. 11) Hard to see; dark; gloomy

*Example:* The pond water was murky with dirt.

*Variation(s):* murkier, murkiest

**pigsty, n.** (p. 3) A very messy place

*Example:* My father called my room a pigsty because there were clothes and toys all over the floor.

*Variation(s):* pigsties

**rage, n.** (p. 24) Extreme anger; an outburst of extreme anger

*Example:* Jeremy flew into a rage when he saw that someone had ripped up his favorite coloring book.

*Variation(s):* rages
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Introducing the Read-Aloud  

10 minutes

Domain Introduction

Tell students that over the next several days they will hear three fairy tales. Some students will have prior knowledge of fairy tales from Core Knowledge Language Arts in Grade 1. Ask students if they enjoy listening to fairy tales and, if they do, why. Ask students to name any fairy tales they have heard and to then talk about how these fairy tales are similar to each other. You may prompt responses with the following questions:

- What are the characteristics of fairy tales?
- Can you name any fairy tales that began with “Once upon a time”?
- What kind of endings do fairy tales usually have, happy or sad?
- Can you name any fairy tales with royal characters?
- Do you know of any fairy tales that have characters with magical powers?

Remind students that fairy tales are stories which feature members of a royal family such as princes, princesses, kings, and queens, characters with special powers or magic, and/or magical transformations. Explain that many things that happen in fairy tales are fantasy and they cannot happen in real life; fairy tales are fiction.

Essential Background Information or Terms

Tell students that they are going to hear a fairy tale called The Fisherman and His Wife. Explain to students that this story was originally collected by two brothers in Germany called the Brothers Grimm, and that this version is a retelling of it that takes place in Africa. Ask students to point to Africa on a world map or globe.
Sharing the Title and Trade Book Cover

Share the title and author/illustrator information. Ask students what they see in the illustration. Explain that the man in the illustration is the fisherman, the woman is his wife, and the creature in the corner is a fish. Tell them that this particular fish is called a flounder, a type of flat fish that hides itself partially under the surface of the sand and waits for its prey, or the creatures that it eats. Remind students that fairy tales feature a character with supernatural or magical powers. Ask students to predict which character will have magical powers.

Purpose for Listening

Tell students to listen to see if their predictions are correct.
Presenting the Read-Aloud

The Fisherman and His Wife

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story after the dedication spread as page 1. The prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read each page.

Page 3

• . . . by the sea. A pigsty is a very messy place. What two words do you hear in the word pigsty? Pigs are often thought of as dirty animals, and a sty is a place where pigs are kept.

• . . . flounder begged. The flounder says that he is actually an enchanted prince, or a prince put under a magic spell. Do you think the flounder is really an enchanted prince?

• . . . let him go. Would you have been surprised? Would you have let the fish go?

Page 5

• . . . about the flounder. What would the fisherman have told her?

• . . . the wife insisted. Why does the wife wish for a hut or small house? What would you wish for?

Page 6

• . . . the fisherman returned. (Point to the sea.)

• . . . already,” the flounder said. Do you think the wife will really have a hut? Do you think the flounder minds granting the wish?
Page 8

- **. . . this much better?** (Point to the hut, and then turn to page 3 and point to the pigsty.) Do you think the hut is much better?
- **. . . so he went.** Why does the fisherman think his wife’s new wish is not right?

Page 11

- **. . . had another wish.** (Point to the sea.) *Murky* means hard to see, dark, or gloomy.
- **. . . the flounder said.** How do you think the flounder feels about granting this wish?

Page 13

- **. . . let us be content.**” Would you be content or happy with the stone castle? Do you think the fisherman’s wife will be content?
- **. . . a heavy heart.** Does the fisherman want to ask the flounder for another wish?

Page 15

- **. . . had another wish.** (Point to the sea.) If the sea was *frothy*, then it was stirred up and filled with bubbles.

Page 16

- **. . . to wish for.”** Do you think the wife agrees that there is nothing more to wish for?

Page 17

- **. . . the wife ordered.** What do you think about the wife’s latest wish? Would you grant it?

Page 18

- **. . . the flounder called back.** How does the water look now? How do you think the flounder feels about this latest wish?

Page 20

- **. . . the fisherman asked.** Do you think the wife is satisfied now that she is an emperor?
Page 21

• . . . tell the flounder.” The pope is the leader of the Catholic Church. Do you think the flounder will grant this wish?

Page 22

• . . . the flounder shouted. (Point to the sea.) If you were the fisherman, would you want to make another visit to this sea?

Page 24

• . . . well enough alone.” Do you think the wife will let well enough alone?

• . . . the fisherman left. The wife is extremely angry. Where do you think the fisherman will go?

Page 26

• . . . the flounder called. Do you think the flounder has granted the woman’s wish?

Page 28

• . . . was his wife! What did the flounder do? (Refer to page 4 of the trade book to compare illustrations.) How do you think the fisherman’s wife feels now? How do you think the fisherman feels now?
Discussing the Read-Aloud  

Comprehension Questions  

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. Where did the fisherman and his wife live at the beginning of the story? (in a pigsty by the sea)

2. The fisherman caught a flounder, but then let him go. Who did the flounder say he was? (an enchanted prince, meaning a prince under a magical spell)

3. What things does the wife tell the fisherman to ask the flounder for? [You may want to show the illustrations for reminders.] (a hut, a stone castle, to be king, to be emperor, to be pope, to be God)

4. How did the husband feel about asking the flounder for things over and over again? (embarrassed, afraid, horrified)

5. How did the sea change each time the fisherman asked the flounder for another wish? (It became murky, frothy, darker, and more stirred up.) [You may wish to show students examples from the read-aloud of how the sea changed.] How do you think the flounder’s feelings changed each time he granted a wish? (It appeared that he became angrier each time.) So as the flounder became angrier, the sea became more violent.

6. What happened when the wife asked to be God? (The flounder took away everything he had given her and left her with the pigsty.)

7. How do you know that this story is a fairy tale? (It begins with the words long ago; there is a magical character; it is fiction; etc.)
I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. **Think Pair Share**: Why do you think the wife kept asking for more and more things? Do you think she would have ever been content? Why or why not? (Answers may vary.)

**Word Work: Pigsty**

(5 minutes)

1. The read-aloud says, “Long ago there was a fisherman who lived with his wife in a **pigsty** by the sea.”

2. Say the word **pigsty** with me.

3. A pigsty is a very messy place.

4. The garage was an absolute pigsty with tools, boxes, and empty cans spread all over the place.

5. Tell me about a place you would call a pigsty. Try to use the word **pigsty** when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I would call ______ a pigsty.”)

6. What’s the word we’ve been talking about? What part of speech is the word **pigsty**?

Use a **Discussion** activity for follow-up. Directions: A pigsty is a very messy place. Let’s discuss ways we can keep the classroom from becoming a pigsty.

**Complete Remainder of the Lesson Later in the Day**
Rewriting the Read-Aloud (Instructional Master 1B-1)

Tell students that they will create their own version of this classic fairy tale. First, students will create a story map of *The Fisherman and His Wife*. Recreate Instructional Master 1B-1 on a piece of chart paper, chalkboard, or whiteboard. Then, as a class, identify the characters, setting, and plot (the wishes) of *The Fisherman and His Wife*, recalling what happened in the beginning, middle, and end.

Tell students that now that they understand the structure of the story, they can create their own versions. Explain to students that they can change the occupation of the fisherman, the setting, and his wife’s wishes. They can also change the flounder (enchanted prince) into any kind of creature they wish. Students may brainstorm ideas for this new version together or individually. Tell students that in this new version, the wife will only make *three* wishes. Using Instructional Master 1B-1, have students rewrite the fairy tale filling in the appropriate boxes with new characters, settings, and wishes. Ask them to come up with their own title for the new version.

Some students may need to work with the teacher and complete this activity on chart paper as a group. Depending on your class, however, you may choose to do this extension in small groups with one person writing, or individually with students rewriting their own versions. If you decide to make this a small group or individual extension, allow time for students to share their versions with the class.

**Parent Letter**

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

Core Content Objectives

Students will:

• Demonstrate familiarity with the fairy tale *The Emperor’s New Clothes: A Tale Set in China*

• Describe the characters, plot, and setting of *The Emperor’s New Clothes: A Tale Set in China*

• Identify common characteristics of fairy tales such as “once upon a time” beginnings, royal characters, magical characters or events, and happy endings

• Identify the fairy tale elements of *The Emperor’s New Clothes: A Tale Set in China*

• Identify fairy tales as a type of fiction

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.2.1)

• 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.2.3)

• Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)

• Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.2.11)
• 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.2.12)

• Describe illustrations (orally or in writing) (L.2.13)

• Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)

• Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)

• 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.2.18)

• Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)

• Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)

• Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation (L.2.33)

Core Vocabulary

The Emperor’s New Clothes: A Tale Set in China, told by Demi, is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story after the title page as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

accompany, v. (p. 18) To join someone in action; to go along with

Example: I always accompany my mother when she takes the dog for his evening walk.

Variation(s): accompanies, accompanied, accompanying
admired, v. (p. 5) Looked at with pleasure and approval
Example: Judy admired the summer dress in the shop window.
Variation(s): admire, admires, admiring

disturbed, v. (p. 9) Bothered or interrupted
Example: Bill’s father did not like to be disturbed when he worked in his office.
Variation(s): disturb, disturbs, disturbing

intrigued, v. (p. 7) Made curious by something new and/or unusual
Example: Katy was intrigued by her new baby brother.
Variation(s): intrigue, intrigues, intriguing

pleasure, n. (p. 2) Joy
Example: Helping others gave Peter great pleasure.
Variation(s): pleasures

At a Glance

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Complete Remainder of the Lesson Later in the Day

Extensions

On Stage 20
Introducing the Read-Aloud

Sharing the Title and Trade Book Cover

Tell students that they are going to hear a fairy tale called *The Emperor’s New Clothes: A Tale Set in China*. Tell students that this story was first written down by a Danish man named Hans Christian Andersen, but that this retelling is set in China. Show students the location of Denmark on a world map or globe. Then have students locate China on a world map or globe. If students are unable to locate China on their own, point the country out to them. Ask students if they have ever heard the word *emperor* before. Tell students that an emperor is the male ruler of an empire, many nations ruled by one person. Tell students that this story is also about some of the people who work for the emperor. An emperor would have many people serving him, including those who would make his clothes. Show students the trade book cover. Have students describe the cover illustration. Ask students to predict why the emperor might be dressed this way.

Personal Connections

Ask students if they have ever pretended to know something. Ask students to share the reasons why someone might pretend to know something they don’t actually know.

Purpose for Listening

Tell students to listen carefully to find out what the characters in this story pretend to know, and why the emperor is dressed in just his underwear.
The Emperor’s New Clothes: A Tale Set in China

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story after the title page as page 1. There are also foldout pages in this trade book. Those pages are designated as A, B, and C, with C being the last foldout section. The prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read each page.

Page 2

• . . . in new clothes. The word *province* describes a certain part of China, just like the word *state* describes a certain part of the United States of America. What is the setting of this story? How many of you also find *pleasure*, or joy, in dressing in new clothes?

Page 3

• (Point to the illustrations and ask the following questions before reading the text.) Who do you think these people are? What are they doing?

Page 4

• . . . trousers and scarves. (Have students fill in the blanks in the following sentence.) First, the spinners _____; then, the weavers _____; finally, the tailors _____.

Page 5

• . . . and be admired. What do you think the word *admired* means? If you were an emperor, would you want to be admired?
Page 7

• . . . was intrigued. or became curious

• . . . these be?” he asked. What kind of clothes do you think these could be?

Page 8

• . . . replied the man. Do you think clothes like this really exist?

Page 9

• . . . to be disturbed. or bothered

Page 11

• (Point to the illustration on this page and page 12A, and ask the following questions before reading the text.) Describe what you see in this illustration. Does this look like the illustration of spinners, weavers, and tailors we first saw? Which character, the woman or the man, is pretending to be the weaver? What about the tailor?

• . . . and the tailor. The Imperial Minister is a very important advisor to the emperor. He is supposed to be very clever. What do you think he will see?

Page 12B

• . . . asked the man. Do you see a delicate brocade, or fabric with an amazing design?

• . . . nothing at all! Why does the Imperial Minister see nothing at all?

Page 12C

• . . . plumage of a bird. or the feathers of a bird. Does the Imperial Minister tell the truth? Why is he pretending that he sees the magical cloth?
Page 14A

- ... and the tailor. The High Chancellor is another important person the emperor trusts. What do you think he will find?

- ... needle nor thread. If the weaver is struggling to carry a load of air, is there anything in her hands?

Page 14B

- ... of the rainbow. Why does the High Chancellor pretend the clothing is more magical than a rainbow?

Page 16A

- The weaver curtsied ... (Demonstrate curtsying.)

- ... exclaimed the High Chancellor. What do you think of the emperor’s magical clothes? Look at the emperor’s face in this picture. What do you think he is thinking?

Page 16C

- ... sky!” he said. Why does the emperor lie?

Page 18

- ... and be admired. Do you think the emperor will be admired?

- ... on his walk. or join him on his walk. Why don’t the Imperial Minister and High Chancellor tell the emperor that he is going for a walk in his underwear?

Page 19B

- ... like a star?” Why don’t the people say something about the emperor being in his underwear?

Page 21

- ... has no clothes!” Is the child telling the truth?

Page 22

- ... heard the child. The emperor understood the child.

Page 23

- ... in his province. Who are the fools in the emperor’s province?
• . . . among his people. Why do you think the emperor continues to walk among his people? Would you have handled this situation in the same way?

**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. What do the characters in this story pretend to know or see?  
   (They pretend to see the emperor’s new clothes.) Why? (They do not want to seem like fools.)

2. The emperor finds great pleasure in wearing new clothes. Who makes the emperor’s new, magical clothes? (a tailor and a weaver)

3. What do they promise the emperor about these clothes that intrigues him? (They say the clothes are special; they are tailored with magic, and only clever people can see them.)

4. Are people able to see the clothes? (no) Why not? (There are no clothes to see; the tailor and the weaver trick everyone.)

5. Who realizes that there are no clothes to see and that the emperor has been tricked? (a small child)

6. Do you think the emperor will continue to find great pleasure in wearing new clothes and will want to be admired? Why or why not? (Answers may vary.)
7. How do you know that this story is a fairy tale? (It begins with the words long ago; there is a royal character; it is fiction; etc.)

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

8. Think Pair Share: Do you think there is a lesson to be learned from this story? If so, what is it? (Answers may vary.)

**Word Work: Intrigued**

1. The read-aloud says, “The Emperor was *intrigued*. ‘What kind of clothes can these be?’ he asked.”

2. Say the word *intrigued* with me.

3. If you are intrigued by something, you have been made curious by it because it is something new or unusual to you.

4. Jim was intrigued by the birds in his front yard. He had never seen them before.

5. Tell me about something that intrigued you and why. Try to use the word *intrigued* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “One thing that intrigued me was . . .”)

6. What’s the word we’ve been talking about? What part of speech is the word *intrigued*?

Use a *Sharing* activity for follow-up. Have students tell about something that intrigued them and why. Try to use the word *intrigued* when you respond.

 рукопись  

**Complete Remainder of the Lesson Later in the Day**
Tell students that you are going to read some parts of *The Emperor’s New Clothes: A Tale Set in China* again, and this time students will act out the fairy tale. Ask students what characters will be needed. (the emperor, the Imperial Minster, the High Chancellor, the tailor, the weaver, the emperor’s people, the young child) Then designate students to be various characters. You may have several students act as the emperor, tailor, or weaver to increase active participation. Ask students what settings will be needed, and designate locations in the classroom for various settings.

As you read, encourage the “characters” to listen carefully to know what actions to use, such as the weaver and tailor working on the emperor’s magical clothes, the Imperial Minister seeing the clothes for the first time, etc. Also, talk about using facial expressions to show how the characters are feeling. You may also have students create some of their own dialogue to go along with the story. Encourage students to use the vocabulary learned in this lesson in their dialogue whenever possible.
Lesson Objectives

Core Content Objectives
Students will:

• Demonstrate familiarity with the fairy tale Beauty and the Beast
• Describe the characters, plot, and setting of Beauty and the Beast
• Identify common characteristics of fairy tales such as “once upon a time” beginnings, royal characters, magical characters or events, and happy endings
• Identify the fairy tale elements of Beauty and the Beast
• Identify fairy tales as a type of fiction

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.2.1)
• 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.2.3)
• Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
• 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.2.10)
• Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.2.11)

• 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.2.12)

• Describe illustrations (orally or in writing) (L.2.13)

• Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)

• Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)

• 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.2.18)

• Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)

• Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)

• Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)

• Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)

• Sequence four to six pictures illustrating events in a story (L.2.36)
Core Vocabulary

*Beauty and the Beast*, retold by Jan Brett, is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**fearsome, adj. (p. 10)** Frightening or terrifying
Example: The tiger at the zoo let out a fearsome roar.
Variation(s): none

**fortune, n. (p. 6)** Great wealth or riches
Example: Part of the king's fortune included castles, jewels, and very fine horses.
Variation(s): fortunes

**reassured, v. (p. 17)** Comforted and/or made less worried
Example: Jose's mother reassured him that he would enjoy the first day of school.
Variation(s): reassure, reassures, reassuring

**restore, v. (p. 6)** To return to an earlier condition or form
Example: Simone's mother worked at an art history museum and helped to restore very old paintings so that they looked like new.
Variation(s): restores, restored, restoring

**threatening, adj. (p. 8)** Alarming; dangerous
Example: Selena's dog was not a very threatening animal because it was very, very small.
Variation(s): none

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What Have We Already Learned?

Remind students that they have now heard two fairy tales. Ask students to share the title of these two fairy tales. Then ask students the following questions that compare and contrast the two fairy tales.

1. Fairy tales have “once upon a time” beginnings. Do these two stories have “once upon a time” beginnings? (yes)

2. Fairy tales have royal characters. Who is the royal character in *The Emperor’s New Clothes*? (the emperor) In *The Fisherman and His Wife*? (the magic fish)

3. Fairy tales have magical characters or magic events. Is there a magical character or event in *The Fisherman and His Wife*? (yes) What are they? (The fish was magical; the fish turned the pigsty into a hut, turned the hut into a castle, etc.) Is there a magical character or event in *The Emperor’s New Clothes*? (no) Why not? (The magic the weaver and tailor promised the emperor was fake.)

4. Do either of these fairy tales have happy endings? (no)

Sharing the Title and Trade Book Cover

Share the title of today’s read-aloud. Tell students that this read-aloud is a classic fairy tale and has all of the fairy tale characteristics just discussed: a “once upon a time” beginning, a happy ending, a magical character and/or event, and a royal character. Show students the trade book cover, pointing first to the woman, sharing that her name is Beauty, and then to the boar in the lower right-hand corner, sharing that this is the Beast. Then, ask students to predict which one is the royal character in this fairy tale.

Purpose for Listening

Tell students to listen to see if their predictions are correct.
Presenting the Read-Aloud

Beauty and the Beast, Part I

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

Pages 5–17 are used in this lesson. The prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read each page.

Page 5

• . . . called her Beauty. A merchant is a person who buys and sells goods to make money.

Page 6

• . . . and without worry. If they lived in wealth did they have a great deal of money or very little money?

• . . . work of peasants. or the work of country farm laborers. Do you think it would be difficult to leave a life of wealth and comfort and live a life of hard work?

• . . . meet the ship. The merchant was hoping to bring back or restore his wealth or fortune. Do you think he will succeed?

• . . . present for each. What do you think the daughters miss?

Page 8

• . . . spoiled and worthless. Do you think the merchant was disappointed that his cargo was spoiled?

• . . . through threatening weather. or dangerous weather that might cause harm

• . . . a grand palace. Do you think it strange that the orange trees and palace are untouched by snow, or do you think this is something that normally happens? What do you think will happen next?
Page 9

- . . . sumptuous meal waiting. (Point to the illustration.) What do you think the word sumptuous means? Would a sumptuous meal be a simple meal or a meal with many fine foods?

- . . . in his chair. What new characters do you see in this illustration?

- . . . waiting for him. What kind of person do you think would show this much kindness to a stranger?

Page 10

- . . . to pluck one. Just before he got on his horse, the merchant saw these roses and went to pick or pluck one. (Point to the illustration.)

- . . . coming toward him. (Point to the Beast.) What do you think the word fearsome means?

- . . . with your life!” The Beast thought the merchant ungrateful to pluck the rose after he had provided the merchant with a sumptuous meal, clean clothes, and a fresh horse. How would you feel if you had done the same?

Page 11

- . . . stopped to reconsider. or rethink his decision. Do you think the Beast will change his decision?

- . . . in your stead.” or place. Do you think any of the merchant’s daughters would return in his place or stead?

Page 12

- . . . not dissuade her. Beauty’s decision and determination, or resolve, to go in her father’s place were so strong that her father could not change her mind, or dissuade her from going. What do you think will happen to Beauty at the palace?
Page 13

- **... call me so.** Do you think the Beast sounds happy to be a beast?
- **... do, Beauty nodded.** How would you have replied?
- **... Beauty quite alone.** How do you think Beauty feels after her father says goodbye and she is left alone with the Beast?

Page 14

- **... way she wished.** or that she could entertain herself in any way she wished
- **... were already known.** How is it possible that Beauty’s likes were already known? How do you think Beauty feels now?

Page 15

- **... as her page.** A page is a boy servant.
- **... was thoroughly comfortable.** or extremely comfortable. (Point to the tapestry in the background.) Do you think these animals have always been animals or has something magical happened?

Page 16

- **... disarmed her fears.** Despite his appearance, Beauty found the Beast polite, and his elegant manners put her fears to rest. (Again, point out the tapestry in the background.)

Page 17

- **... it grew late.** If the Beast **reassured** Beauty, that means he comforted and convinced her that he was not as frightening as he seemed.
- **... ask me that.** Why do you think Beauty says, “Pray [or please], don’t ask me [to marry you]”? 
Discussing the Read-Aloud

Comprehension Questions

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. How do you know that this story is a fairy tale? (It begins with the words once upon a time; there is magic; it is fiction; etc.) Who is the royal character in this fairy tale? (Answers may vary because it has not yet been revealed.)

3. What happens to the merchant’s fortune? (He loses it all.) What happens to the merchant’s family when he loses his fortune? (They become poor and find themselves in the country as peasants.)

4. Does the merchant have any chances to restore his fortune? (yes) Is he able to restore his fortune then? (No, because the cargo on the ship is spoiled.)

5. How does Beauty come to live at the Beast’s palace? (She goes in order to save her father’s life after he plucks a rose for her.)

6. What is unusual about the Beast’s palace? (It is untouched by the snow and threatening weather; the doors open on their own; the servants are all animals; etc.)

7. Why is the Beast described as fearsome? (because he has the head of an animal, and yells or bellows in anger at the merchant) What other adjectives might you use to describe the Beast? (scary, sad, generous, polite, etc.)
8. How does the Beast reassure Beauty that he is not as fearsome as she thinks? (He has courtly or polite manners and is able to keep up a pleasant conversation.)

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

9. **Think Pair Share:** At the end of today’s selection, the Beast asks Beauty to marry him, but she begs him not to ask her that. Do you think the Beast will ask her again? What do you think Beauty will say next time? (Answers may vary.)

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**Word Work: Reassured**

(5 minutes)

1. The read-aloud said, “After dinner the Beast reassured Beauty with charming conversation until it grew late.”

2. Say the word reassured with me.

3. The word reassured means comforted someone or made them feel less worried about something.

4. Howard reassured his little sister that even though she lost a tooth, a new one would soon grow in its place.

5. Have you ever reassured someone who was nervous, scared, or worried about something? Try to use the word reassured when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I reassured ________ when . . .”)

6. What’s the word we’ve been talking about? What part of speech is the word reassured?

Use a Discussion activity for follow-up. Directions: How would you reassure someone who might be worried, nervous, or scared about joining a new class or starting a new school year? I will call on several of you to share your answers. Try to use the word reassure/reassured when you respond.

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Complete Remainder of the Lesson Later in the Day
Which Happened First? (Instructional Master 3B-1, optional)

Tell students you are going to play a game called “First and Then.” You will read a pair of sentences that you have written on chart paper or sentence strips. Each sentence begins with a blank. One volunteer will choose which sentence happened first in the story and write the word First on the blank before that sentence. Then another volunteer will write the word Then on the blank before the sentence that happens second in the story. Remind students that they have only heard half of the fairy tale Beauty and the Beast. You may wish to do this extension as an assessment, and have students use Instructional Master 3B-1 to write “First” and “Then” on the corresponding lines.

1. _____, the merchant went to see the cargo ship, hoping to restore his fortune. (Then)
   _____, the merchant lost his fortune, and he and his family became penniless. (First)

2. _____, the merchant plucked a rose for Beauty. (Then)
   _____, the merchant found himself in a magical palace. (First)

3. _____, Beauty traveled to the Beast’s palace in her father’s place. (First)
   _____, the Beast asked Beauty to marry him. (Then)

Drawing the Read-Aloud

Ask students to think about the read-aloud that they listened to earlier in the day. Give each student a piece of paper and ask each to draw a picture of one part of the read-aloud s/he remembers. It might be a favorite part, or a part in which something important happens. Direct each student to write a sentence or two to describe the action or scene in their drawing. As you circulate,
be sure each student is representing an idea from the day’s read-aloud.

When the students have completed their drawings and sentences, tell the students that they are going to put their drawings in the correct narrative sequence—in the order that they heard the ideas in the read-aloud. Ask students in what direction they read (left to right). Then tell students that they will stand from left to right to retell the read-aloud with their pictures. Have one student come up to the front of the room and read his or her sentences aloud. Then have another student come up, read his or her sentences, decide if their drawing occurred before or after the first student’s drawing, and reflect that sequence by standing either to the left of or to the right of the first student. Repeat this procedure until all the students are standing at the front of the room, holding pictures of events in sequence. As the students read their sentences aloud, be sure to expand upon their ideas, encouraging the use of increasingly complex sentences and domain-related vocabulary. Remind students that they will hear the rest of the story the following day.

(Note: If time allows, you may wish to continue this activity following the next lesson when students have heard part II of the read-aloud.)
Lesson Objectives

Core Content Objectives

Students will:

• Demonstrate familiarity with the fairy tale *Beauty and the Beast*

• Describe the characters, plot, and setting of *Beauty and the Beast*

• Identify common characteristics of fairy tales such as “once upon a time” beginnings, royal characters, magical characters or events, and happy endings

• Identify the fairy tale elements of *Beauty and the Beast*

• Identify fairy tales as a type of fiction

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.2.1)

• 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.2.3)

• Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)

• Learn common sayings and phrases such as “Better late than never” (L.2.9)
• Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.2.11)

• 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.2.12)

• Describe illustrations (orally or in writing) (L.2.13)

• Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)

• Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)

• 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.2.18)

• Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)

• Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
Core Vocabulary

*Beauty and the Beast*, retold by Jan Brett, is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**curious, adj. (p. 30)** Strange and unusual
*Example:* Rose found a curious plant in her garden near her lettuce heads.
*Variation(s):* none

**dreaded, v. (p. 18)** Did not look forward to; was very afraid of
*Example:* Natasha dreaded the winter season because of the very cold weather that came with it.
*Variation(s):* dreaded, dreads, dreading

**grant, v. (p. 21)** Give or present someone with something they have asked or wished for
*Example:* Every time the fisherman returned to the sea with a wish, the magic fish would grant it for him.
*Variation(s):* grants, granted, granting

**meddlesome, adj. (p. 30)** Nosy and interfering in the business of others
*Example:* Bukky’s younger brother was extremely meddlesome and was always giving advice when no one wanted it.
*Variation(s):* none

**mournful, adj. (p. 22)** Extremely sad
*Example:* Akeelah let loose a mournful sigh when she saw that her baby sister had broken all of her new crayons.
*Variation(s):* none

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**Complete Remainder of the Lesson Later in the Day**

**Extensions**

| | Sayings and Phrases: Better Late Than Never | 20 |
| | Domain-Related Trade Book | trade book |
Introducing the Read-Aloud

What Have We Already Learned?

Show students the illustrations on pages 5–17 of the trade book *Beauty and the Beast*, retold by Jan Brett. As you show students the illustrations, ask them to retell the part of the fairy tale they have heard thus far. Remind students that at the end of the previous read-aloud, the Beast had just asked Beauty to marry him, to which Beauty replied, “Pray, don’t ask me that.” Ask students to predict if the Beast will ask Beauty to marry him again and what might her answer be. Ask students to predict if Beauty’s feelings will ever change and if she might one day decide to marry the Beast.

Purpose for Listening

Tell students to listen to see if their predictions are correct.
Presenting the Read-Aloud

Beauty and the Beast, Part II

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

Pages 18–32 are used in this lesson. The prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read each page.

Page 18

• . . . with the Beast. Are Beauty’s feelings toward the Beast changing? Who do we see in this tapestry or woven scene in the background?

Page 19

• . . . you marry me? If Beauty dreaded this moment, did she look forward to it or did she not want it to come?

• . . . don’t ask me.” Why do you think it became more and more painful for Beauty to tell the Beast, “[Please] don’t ask me”? (Again, point out the tapestry in the background.)

Page 20

• . . . played more sweetly.” Do you think Beauty might change her mind about the Beast now that she is extremely happy?

Page 21

• . . . me one request. If Beauty is staying of her own accord, that means she is making the choice to stay. What one request do you think Beauty will ask the Beast to grant or allow her?

Page 22

• . . . came over him. Why do you think the Beast might have a mournful, or sad, expression?
• . . . poor Beast's heart.” (Point to the crescent moon in the picture.) If Beauty is leaving the Beast under a crescent moon and must return when the moon is full, do you think Beauty will be gone for a few days or a few weeks? Do you think Beauty will return to the palace?

Page 23

• . . . in former times. Is Beauty’s family still penniless if she finds herself back in her childhood home, her father is bartering or trading goods, and things are as they were in the past?

• . . . did not understand. Her family could not understand why she would have deep respect for the Beast and choose to live in his palace. Would you respect the Beast?

Page 24

• . . . with fancy balls. Do you think Beauty is thinking of the Beast when she has many events or engagements to attend, as people are coaxing or persuading her to go out, or when her father is accompanying her to the opera?

Page 25

• . . . Beauty was exhausted. If there was much gaiety, that means there was a great deal of joy.

• . . . her own heart. What do you suppose Beauty is feeling in her heart after her dream?

• . . . of the Beast!” In what condition do you think Beauty will find the Beast? Will it be just like her dream?

Page 27

• . . . look at her. Beauty’s tears brought the Beast back to life. How do you think Beauty feels now?

• . . . she implored him . . . or begged him

Page 29

• . . . a fantastic spell. How do you think Beauty feels now that she is seeing a prince rather than a beast? Who do you think put this spell on the Beast and the palace?
Page 30

• . . . events to her. Here is the prince’s explanation of these strange or curious events.

• . . . everyone in it. (Point to the fairy with the wings like peacock feathers.) If the fairy was meddlesome, was she mischievous and nosy, or did she mind her own business and leave others alone?

Page 31

• . . . in the forest. That is why all of the animals looked like people in the tapestries.

• . . . Beauty had done. When Beauty gave up or forsook the family she loved, and promised or pledged to marry the Beast, the spell was lifted.

Page 32

• . . . happily ever after. Does this fairy tale have a happy ending?

**Discussing the Read-Aloud**

**Comprehension Questions**

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? (Answers may vary.) Did the Beast again ask Beauty to marry him? (yes) What was her final decision? (She finally decides to marry him.)

2. Who is the royal character in this fairy tale? (the Beast)

3. Why does Beauty dread her nightly talks with the Beast even though she is happy at the palace and the Beast begins to win her trust? (She dreads the end of their nightly talks because the Beast always asks Beauty to marry him.)
4. What request does the Beast grant or give Beauty when she decides to stay with him at his palace? (to go home and say goodbye to her father since she will be staying with the Beast for the rest of her life) Why does this request make a mournful look come over the Beast’s face? (He doesn’t think Beauty will come back, or thinks that she will forget about him.)

5. What causes Beauty to forget her promise to the Beast when she returns to say goodbye to her family? (They have returned to their old lives, and she has many engagements to attend.) What causes Beauty to decide to return to the Beast? (None of the good times she had or none of the young men she had met meant as much to her as her time with the Beast.)

6. How do Beauty’s tears help the Beast? (They revive him.) How does Beauty’s confession that she loves the Beast help him? (It breaks a spell and turns him back into the prince he once was.)

7. How does Beauty help to break the spell on the Beast and the palace? (She forsakes or gives up her life to be with and love the Beast/prince despite the way he looks.)

8. Who put this curious spell on the Beast and the palace? (a meddlesome fairy) Why? (She thought people trusted too much in appearances or the way people look.)

9. How do you know that *Beauty and the Beast* is a fairy tale? (It is fiction; it has a “once upon a time” beginning, a happy ending, a royal character, and magical characters and events.)

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

10. *Think Pair Share:* What do you think matters most: how someone looks or how someone acts toward others? (Answers may vary.)
Word Work: Curious

1. The read-aloud said, “Taking Beauty’s hand, the young prince explained all of the curious events to her.”

2. Say the word curious with me.

3. Curious means strange or unusual.

4. Reed noticed a very curious bug on his front door when leaving for school; it had a purple body and bright orange legs.

5. Have you ever seen a curious animal or plant? Try to use the word curious when you describe it and tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I once saw a curious . . .”)

6. What’s the word we’ve been talking about? What part of speech is the word curious?

Use an Examples From the Read-Aloud activity for follow-up. Directions: I am going to read several examples from the fairy tales you have heard. If the example I read is of something curious, say, “curious.” If the example I read is not of something curious, say, “not curious.”

1. a fish that talks (curious)
2. weaving with real thread (not curious)
3. fabric you can’t see (curious)
4. a snowless palace in the middle of winter (curious)
5. a merchant losing his fortune (not curious)

Complete Remainder of the Lesson Later in the Day
Sayings and Phrases: Better Late Than Never

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. 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 anyone say, "better late than never." Have students repeat the saying. Explain that this saying means it is better to be late in doing something than to never do it at all. Remind students that in today’s read-aloud, Beauty left the palace of the Beast and returned home to her father and sisters in order to say goodbye to them and the life she had known. The Beast told her to come back when the moon was full, but Beauty was so busy that she nearly forgot about the Beast. It wasn’t until Beauty had a terrible dream about the Beast that she did return to his palace. When Beauty found the Beast, she was almost too late, but she had gotten there just in time to revive him with her tears. One could use the phrase “better late than never” to describe Beauty’s timely arrival at the Beast’s palace.

Ask students if they have ever been late in doing something, but realized that it was better to be late than to not do it at all. Give students the opportunity to share their experiences, and encourage them to use the saying.
Domain-Related Trade Book

You may wish to read another version of one of the fairy tales the students have heard thus far in this domain. 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 whether or not the story had any of the fairy tale characteristics they have learned about: a “once upon a time” beginning, a happy ending, a magical character and/or event, and a royal character.
Note to Teacher

This is the end of the read-alouds about 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 particular fairy tales
- Describe the characters, plot, and setting of particular fairy tales
- Identify common characteristics of fairy tales such as “once upon a time” beginnings, royal characters, magical characters or events, and happy endings
- Identify the fairy tale elements of particular fairy tales
- Identify fairy tales as a type of fiction

Activities

Image Review

Show the images from any read-aloud again, and have students retell the read-aloud using the images.
Domain-Related Trade Book or Student Choice

Materials: Trade book

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

Key Vocabulary Brainstorming

Materials: Chart paper

Give students a key domain concept or vocabulary word such as fairy tale. Have them brainstorm everything that comes to mind when they hear the word, such as “royalty, magic,” etc. Record their responses on a piece of chart paper for reference.

Riddles for Core Content

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

- I am type of fiction with magical characters or magic, royalty, and happy endings. I often begin with the phrase Once upon a time. What kind of story am I? (fairy tale)
- I asked too many wishes, and the flounder did not grant my wish and left me with a pigsty. Who am I? (the fisherman’s wife)
- I find great pleasure from wearing brand new clothes specially made for me. Who am I? (the emperor)
- I took my father’s place and went to live with the Beast instead. Who am I? (Beauty)
- I caught a fish that said it was actually an enchanted prince. Who am I? (the fisherman)
- A fairy put me under a magic spell, changing my appearance to teach people not to trust so easily in appearances. Who am I? (the Beast)
- We told the emperor we could make magic clothes that only clever people could see. Who are we? (the weaver and the tailor)
• I told the emperor he wasn’t wearing any clothes at all. Who am I? (the child)

**Student-Created Books**

**Materials: Booklet**

Have each student make his/her own book that is a retelling of one of the three fairy tales from this domain. Have students brainstorm the sequence of events either as a class or with a partner—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. Students should also write a sentence to go with each picture. Have students share their retellings with a partner or the class.

**Retelling a Story with Puppets**

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

**On Stage: The Fisherman and His Wife; The Emperor’s New Clothes; Beauty and the Beast**

Have a group of students plan and then act out any one of the fairy tales covered in the domain thus far. Encourage students to use domain vocabulary in their dialogue.

**Characters, Setting, Plot**

**Materials: Drawing paper, drawing tools**

Divide the students into groups of three. Tell them that you are going to name a character and that one person in each group should draw or write the name of another character from the same fairy tale and pass the paper and pen to the second student. The second student should draw or write the name of a setting from that fairy tale and pass the paper and pen to the third student. The third student should write one sentence or key phrase about the plot of the fairy tale and raise their hand once they are finished.
**Sayings and Phrases: Don’t Judge a Book by Its Cover**

Tell students that although they have learned the saying, “better late than never” in conjunction with *Beauty and the Beast*, there is another saying that summarizes the lesson in that fairy tale. Share with students the saying “Don’t judge a book by its cover.” Tell students to think about the fairy tale of *Beauty and the Beast* and then to think about the saying. Ask students what they think the phrase means, how it relates to *Beauty and the Beast*, and in what other situations it may apply.

**Writing Prompts**

**Materials: Writing paper**

Students may be given an additional writing prompt such as:

- If a magic fish could grant me a wish, I would wish for . . .
- When the emperor realized he could not see the magic clothes he should have . . .
- An important lesson to be learned from *Beauty and the Beast* is . . .
This domain assessment evaluates each student’s retention of the core content targeted in the fairy tales portion of the domain *Fairy Tales and Tall Tales*.

**Domain Assessment 1**

**Part I (Instructional Master DA1-1)**

Directions: I am going to read several sentences about the fairy tales you have recently heard. If what I describe in the sentence is true, circle the letter ‘T.’ If what I describe in the sentence is false, circle the letter ‘F.’

1. Fairy tales are true stories. (F)
2. All fairy tale settings are the same. (F)
3. Fairy tales have royalty, magic or magical characters, often begin with the phrase *once upon a time*, and usually have happy endings. (T)
4. In the fairy tale *The Fisherman and His Wife*, the fisherman catches a regular fish and takes it home for dinner. (F)
5. The fisherman does not like asking the magic fish for many wishes. (T)
6. The emperor in *The Emperor’s New Clothes* pretends to see his new clothes in order to appear clever. (T)
7. Not a single person tells the emperor he is wearing only his underwear. (F)
8. In *Beauty and the Beast*, Beauty’s family loses its fortune and they become penniless peasants. (T)
9. The Beast’s behavior is just as fearsome as his appearance. (F)
Part II (Instructional Master DA1-2)

Directions: Write a complete sentence to answer each question.

Note: You may need to have some students respond orally if they are not able to respond in writing.

1. Did you think the fairy was trying to teach the Beast a good lesson when she changed his appearance?

2. If you were writing a fairy tale, what kinds of characters, setting, and ending might you need?

3. Who was your favorite fairy tale character? Be sure to explain why.

4. What was your favorite fairy tale setting? Be sure to explain why.
Complete Remainder of the Domain Later in the Year

Important Note: It is *highly* recommended that you teach the two halves of this domain at separate times during the school year. The fairy tales should be taught at the beginning of the school year followed by Pausing Point 1 and Domain Assessment 1. The tall tales portion of this domain, including Pausing Point 2 and Domain Assessment 2, should be taught after the *Insects* domain and before the *Westward Expansion* domain.
Lesson Objectives

Core Content Objectives

Students will:

- Identify tall tales as a type of fiction
- Demonstrate familiarity with the tall tale *Paul Bunyan*
- Identify the characters, plot, and setting of *Paul Bunyan*
- Identify exaggeration and larger-than-life characters as characteristics of tall tales
- Identify the exaggerations in *Paul Bunyan*

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.2.1)
- 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.2.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.2.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
• 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.2.18)

• Interpret information (orally or in writing) presented, and then ask questions to clarify information or the topic in a read-aloud (L.2.19)

• Summarize (orally or in writing) text content and/or oral information presented by others (L.2.20)

• Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)

• Distinguish fantasy from realistic text (L.2.30)

**Core Vocabulary**

*Paul Bunyan*, retold by Steven Kellogg, is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story after the dedication page as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**astonishing, adj. (p. 9)** Causing surprise or amazement  
*Example:* Trent’s baseball team won an astonishing victory.  
*Variation(s):* none

**colossal, adj. (p. 19)** Unbelievably large or great  
*Example:* On Jim’s family trip across the United States, they stopped to see a colossal ball of yarn.  
*Variation(s):* none

**damage, n. (p. 5)** Harm or injury to a person or property  
*Example:* The storm caused a great deal of damage to Kate’s garden, and she wasn’t able to save any of her vegetables.  
*Variation(s):* damages

**interest, n. (p. 2)** The desire to know, learn, or take part in something  
*Example:* Latoya had a strong interest in the game of chess and asked her father to teach her how to play.  
*Variation(s):* interests
legendary, adj. (p. 12) Well-known; famous; like or having to do with a
legend
Example: Lewis and Clark blazed a legendary trail across the Louisiana
Territory.
Variation(s): none

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 développer le reste de la leçon plus tard dans la journée.

| Extensions       | Tall Tale Characteristics Chart | Instructional Master 5B-1 (optional) | 20      |
|                 | chart paper, chalkboard, or whiteboard |

| Take-Home Material | Parent Letter | Instructional Masters 5B-2 and 5B-3 |
Introducing the Read-Aloud 10 minutes

Essential Background Information or Terms

Tell students that the next several read-alouds they will hear are tall tales. Explain to students that tall tales are a type of folktale. Share that tall tales, like other folktales, were first told orally many, many years ago and were later written down. Tell students that tall tales are humorous stories often about real-life heroes of the American frontier during the 1800s. Students who used the Core Knowledge Language Arts program in Grade 1 will remember the American frontier and the unexplored area of the American West from the Frontier Explorers domain. Explain that the word frontier has two different meanings. Tell students that a frontier can be a boundary, or the edge, of a country or land. Share with students that the word frontier can also describe the unexplored areas of a country or place. Share with students that the first European settlers lived on the east coast of the United States. Have a student point to the east coast of the United States on a U.S. map; if s/he cannot locate the east coast, locate it for the class.

Optional Review: You may wish to pause here to review information students have learned earlier in the Core Knowledge Language Arts program. This review is optional and may very well extend the time allotted for this introduction; however, it will be worthwhile especially for students who have not been in CKLA. This knowledge provides the foundation for understanding the historical context of tall tales and is a good preparation for the next domain, Westward Expansion. You may use the following questions to guide discussion:

- Who were the very first people who lived in North America? (the Native Americans)
- Who was the European explorer who traveled by ship to the continent of North America in 1492? (Christopher Columbus)
[Remind students that he came to North America after the Native Americans had been living there for many, many years.]

- After Columbus’s voyages, more and more groups of people from various countries in Europe decided to make the trip across the Atlantic Ocean to settle in North America. Who landed at Plymouth Rock along the east coast? (the Pilgrims)

- More and more people came over from Europe after Columbus. They lived in colonies that were ruled by the English king and government. How many colonies were there? (thirteen) [Point out the location of the thirteen colonies along the east coast on the U.S. map.]

- Who found a way to cross the Appalachian Mountains into Kentucky through the Cumberland Gap, a Native American trail? (Daniel Boone) [Show Image Card 1: map of early America, pointing out the Appalachian Mountains, and then show Image Card 2: Daniel Boone. Remind students that Daniel Boone’s Wilderness Road allowed people to later expand farther west past the Appalachians.]

- Once the thirteen colonies decided they wanted to declare themselves as a free and independent nation, who wrote the Declaration of Independence that declared them as the free and independent nation of the United States? (Thomas Jefferson) [Show Image Card 3: Thomas Jefferson.]

- The United States had expanded to the Mississippi River when the third president of the United States, Thomas Jefferson, arranged for the purchase of what land that would double the size of the United States at the time? (the Louisiana Territory) [You may need to explain that the Louisiana Purchase described Jefferson’s purchase of the Louisiana Territory, the area between the Mississippi River and Rocky Mountains, from the French. Show Image Card 3 of Thomas Jefferson and Image Card 1 again, this time pointing out the region in green as the Louisiana Territory.]

- Who did Jefferson hire to lead the Corps of Discovery in the exploration of the Louisiana Territory and to find an all-water route to the Pacific Ocean? Hint: These two men traveled by water across the Louisiana Territory and on foot through the Rocky Mountains because there wasn’t an all-water route to the Pacific Ocean. (Lewis and Clark) [Show Image Card 4 of Lewis
and Clark and Image Card 1 again, this time pointing out Lewis and Clark’s path on the Missouri River and then through Rocky Mountains.]

- Who was the Native American woman who guided Lewis and Clark on their expedition of the American West? (Sacagawea)

Tell students that as more settlers arrived in the United States, the east coast became very crowded (show Image Card 5), and many settlers began to move to the wild lands of the American frontier (show Image Card 6).

Share with students that the tall tales they are about to hear are often about the men and women who moved to the American West and helped to tame the land or make it more livable for others. Tell students that logging was one way real men and women thought they could make the land in the American frontier more livable. These loggers cut down trees as lumber or logs that are made into boards used for building.

**Sharing the Title and Trade Book Cover**

Share that the main character in today’s tall tale, *Paul Bunyan*, retold by Steven Kellogg, was a famous lumberjack, or logger. Ask the students what they see in the cover illustration.

Tell students that Paul Bunyan is a fictional character and that much of what they hear about him in today’s read-aloud will be exaggeration. Share with students that an important characteristic of all tall tales is exaggeration of details. Ask students to say the word *exaggeration* with you. Explain that an exaggeration is an overstatement of the truth. Share that exaggeration in a tall tale makes the main character seem larger than life; he or she is always bigger, stronger, smarter, and faster than real people. Share with students some examples of exaggeration, i.e., someone catching a small fish and each time they tell about it the fish gets bigger and bigger in the story; etc.

**Purpose for Listening**

Tell students to listen carefully for examples of exaggeration in this tall tale about Paul Bunyan, who moved to the American West.
Presenting the Read-Aloud

Paul Bunyan

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story after the dedication page as page 1. The prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read each page.

Page 1

• . . . state of Maine. (Point to Maine on a U.S. map.) Maine is a state on the east coast of the United States.

Page 2

• . . . family logging business. Paul wants to know and learn about the family business.

• . . . neighborhood collecting trees. Could Paul really pick up cows and trees when just a baby? Are those exaggerations?

Page 4

• . . . in the harbor. Would parents really put their baby and cradle out in the harbor? Is this an exaggeration?

Page 5

• . . . be more peaceful. (Point to the illustration.) Paul is the source of all this damage or harm done to the town. So his parents decide to move to an unsettled wooded area or backwoods.

Page 7

• . . . with the grizzlies. Do you think a child can actually do these things? These examples are exaggerations that make Paul Bunyan seem larger-than-life.
Page 9

- **an astonishing rate** or at a surprising speed

Page 10

- **the family business.** Does it look like Babe is helping?

Page 11

- **of a pine tree.** Could a man really comb his beard with the top of a pine tree? Is this an exaggeration?

- **and headed west.** Why does Paul want to head west? (Point out the wagons in the picture.)

Page 12

- **seven Hackett brothers.** (Point to the brothers in the illustration.) If these lumbermen are **legendary** that means they are well-known and famous.

Page 13

- **farms and villages.** Remember that in order for settlers to farm new land they sometimes had to prepare it for growing crops and building homes. They often did this by clearing the trees away from the land.

Page 14

- **out of them.** (Help students locate Maine and the Appalachian Mountains on a map to see how Paul is moving westward.)

Page 15

- **inside the den.** A rumpus is a commotion. Are there really underground ogres called Gumberoos? Is this another exaggeration?

Page 17

- **heard from since.** So after that historic fight the Gumberoos were never seen or heard of again.
• . . . in the morning. Do you think the woodsmen actually sail up to their beds in balloons and parachute down each morning, or is this an exaggeration?

• . . . all the newcomers. Does anyone know what flapjacks are?

• . . . colossal flapjack griddle. or an unbelievably large pan for making pancakes

• . . . to their feet. (Point to the kitchen helpers and the slabs of bacon on their feet.) Greasing the colossal griddle with bacon on their feet sounds like another ______. (Give students the opportunity to fill in the word exaggeration.)

• . . . a bit off target. Flapjacks blasting high above the clouds and landing on the tops of buildings sound like more examples of _____.

• . . . brought to camp. Did Paul Bunyan actually create the Great Lakes? (Show Image Card 7 [Great Lakes]. Locate the Great Lakes on the map.) This is definitely another ______.

• . . . the Rocky Mountains. The Great Plains is the name of the large area of flat land all across the Midwest. Did Paul’s lumberjacks actually make the Great Plains flat and shave the slopes of the Rocky Mountains, or are these examples of exaggerations? (Locate the Great Plains and the Rocky Mountains on a map, and discuss Paul’s westward movement.)

• . . . bunkhouses and hibernated. Could a blizzard really last for several years? Some animals hibernate but can people hibernate for several years? These are more examples of ______.
Page 26

- . . . the treetops reappeared. Babe begins eating the snow with such delight that the men can see the trees again. Could Babe really eat this much snow? Is this another exaggeration?

Page 28

- . . . had been missed. What holidays do you think they are celebrating?

Page 29

- . . . they had expected. Varmint is another word for vermin, or obnoxious and disgusting animals. (Locate Texas on the map, and talk about Paul’s southwestern movement.)

Page 31

- . . . weak and discouraged. If they became discouraged, that means they lost hope. (Locate Arizona on the map to show where Paul is now.)

Page 32

- . . . as the Grand Canyon. Have any of you visited the Grand Canyon? It’s in Arizona. (Show Image Card 8 [Grand Canyon].) Did Paul really make the Grand Canyon? This is another _____.

Page 33

- . . . a desperate plan. or one last final plan
- . . . with popcorn balls. Would the sun cause popcorn to pop? Would popcorn cause a barn to explode? These are more _____.

Page 35

- . . . the Pacific Ocean. (Locate California and the Pacific Ocean on the map and talk about Paul traveling from the east coast to the west coast of the country.)

Page 37

- . . . an extraordinary longevity. or an extraordinarily long life
- . . . Babe still roam. Do you think Paul Bunyan and Babe still roam the country, or is this an exaggeration?


**Discussing the Read-Aloud**  

**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. What things happen in this tall tale that can be called **exaggerations**? (Paul and his men clearing the heavily forested Midwest; Paul building a colossal flapjack griddle; Paul and his men shaving the slopes of the Rocky Mountains; etc.)

2. Who is the legendary character of this tall tale? (Paul Bunyan)

3. What are some astonishing characteristics or things Paul Bunyan does that make him a larger-than-life character? (He is the largest, strongest, and smartest baby born in the state of Maine; he can collect trees for lumber before he can even talk; he wrestles with grizzlies; he is a colossal size; etc.)

4. What are some things in nature that Paul Bunyan supposedly **created**? (the Grand Canyon; the Great Plains; the Rocky Mountains; the Great Lakes; etc.) **Did Paul actually create any of these things?** (no)

5. What are some things in this story that probably could happen in **real life**? (A boy can take care of an ox calf; a person can cross the country; etc.)

6. What are things in this story that probably could not happen in **real life**? (An ox cannot be blue; a man cannot comb his beard with a pine tree; Gemberos cannot snatch a group of people because Gumberos do not exist; etc.)

7. **Is this tall tale fiction or nonfiction?** (fiction)
8. Why do you think people took an interest in the Paul Bunyan tall tale or liked to tell stories about Paul Bunyan? (Answers may vary.)

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, “What does Paul find in the snow one winter?” 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: Legendary**

1. The trade book said that Paul signed up *legendary* lumberman to join his crew.

2. Say the word *legendary* with me.

3. *Legendary* means famous or well-known, or describes something or someone that is like a legend.

4. Troy’s teacher told them the legendary story of Johnny Appleseed.

5. Do you know of any legendary people, places, or things? Try to use the word *legendary* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “One person/place/thing that is legendary is . . .”)

6. What’s the word we’ve been talking about? What part of speech is the word *legendary*?
Use a Making Choices activity for follow-up. Directions: I am going to read several examples. If the person, place, or thing I describe is legendary, say, “legendary.” If the person, place, or thing I describe is not legendary, say, “not legendary.”

1. man walking on the moon (legendary)
2. going to the swimming pool (not legendary)
3. Lewis and Clark’s expedition (legendary)
4. discovering Machu Picchu (legendary)
5. tying your shoes (not legendary)
6. brushing your teeth every morning (not legendary)

👋 Complete Remainder of the Lesson Later in the Day
Tell students that over the next several days they will hear three more tall tales. Tell students that you are going to make a chart with the characteristics of a tall tale; for each tale they hear they will add examples to the chart. Share with students the following chart on a piece of chart paper, chalkboard, or whiteboard.

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<th>Creations/Inventions</th>
<th>Amazing Adventures</th>
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Read the first column of the chart out loud to students. Then solicit examples from students to fill in each row in the Paul Bunyan column. For example, in the “Amazing Childhood” row, you might suggest the statement at the very beginning of the story that Paul was the largest, strongest, and smartest baby ever born in the state of Maine. In the “Creations/Inventions” row, you might suggest Paul creating the Grand Canyon with his axe; in the “Amazing Adventures” row, you might suggest Paul wrestling with the grizzlies. In the “Humor” row, you might suggest the giant flapjacks; and in the “Exaggerations” row, you might point to any illustration and show how much bigger and stronger Paul was than the other lumberjacks or people. Save this chart to use in later lessons. You may also wish to have students use Instructional Master 5B-1 to fill in the chart individually.

**Parent Letter**

Send home Instructional Masters 5B-2 and 5B-3.
Lesson Objectives

Core Content Objectives

Students will:

- Identify tall tales as a type of fiction
- Demonstrate familiarity with the tall tale Sally Ann Thunder Ann Whirlwind Crockett
- Identify the characters, plot, and setting of Sally Ann Thunder Ann Whirlwind Crockett
- Identify exaggeration and larger-than-life characters as characteristics of tall tales
- Identify the exaggerations in Sally Ann Thunder Ann Whirlwind Crockett

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.2.1)
- 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.2.3)
- 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.2.10)
• Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.2.11)

• 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.2.12)

• Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)

• Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)

• 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.2.18)

• Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)

• Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)

Core Vocabulary

Sally Ann Thunder Ann Whirlwind Crockett, retold by Steven Kellogg, is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story after the dedication page as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

feat, n. (p. 33) An achievement or deed that requires courage or strength
Example: The acrobat landed gracefully on the mat after her last amazing feat.
Variation(s): feats
**frontier, n. (p. 11)** The unsettled part of the American West
*Example:* Lewis and Clark explored the frontier with a skilled group of woodsmen.
*Variation(s):* frontiers

**predicament, n. (p. 18)** A difficult or embarrassing situation
*Example:* Lucy’s little brother found himself in a predicament when he locked himself in the bathroom on accident.
*Variation(s):* predicaments

**scoffed, v. (p. 3)** Made fun of someone in a mean way
*Example:* Kim scoffed at Amy when she tripped over her shoelaces.
*Variation(s):* scoff, scoffs, scoffing

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**At a Glance**

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Introducing the Read-Aloud

What Have We Already Learned?

Using the Tall Tales Characteristics Chart or students’ individual Instructional Masters 5B-1, review what students have already learned about tall tales, specifically the tall tale Paul Bunyan. Review with students the characteristics of tall tales: They are set on the American frontier; the main character usually has an amazing or unbelievable childhood; this person usually goes on to have more humorous adventures in life; tall tale characters perform amazing deeds; tall tales have a great deal of exaggeration, which is part of what makes them humorous; and the characters in a tall tale are always larger-than-life. As you review these characteristics with students, make sure students offer examples from the Paul Bunyan tall tale.

Remind students that Paul Bunyan traveled from the east coast of the United States, where most early settlers lived, crossed the Appalachian Mountains, and traveled farther west. Show students Image Cards 5 (crowded eastern seaboard) and 6 (American frontier). Trace the route Paul traveled using either a U.S. map or the stylized map at the back of the Paul Bunyan trade book.

Sharing the Title and Trade Book Cover

Remind students that tall tales are often set on the American frontier, the formerly unsettled area in the western United States. Share with students that the main characters in these tall tales can be frontiersmen or frontier women. Share with students the title of today’s tall tale, Sally Ann Thunder Ann Whirlwind Crockett. Tell students that Sally Ann and her family lived in the frontier state of Kentucky. Locate the state of Kentucky on a map. Students who studied CKLA in Grade 1 may remember the frontier state of Kentucky, which was first explored by the woodsman Daniel
Boone. Share this information with all of the students in your class, showing them Image Card 2 (Daniel Boone).

Show students the trade book cover, and ask if they know anything about bald eagles, the birds shown on the cover. Then ask students about the exaggerations shown on the cover. You may wish to ask students the following questions: What is Sally doing in this illustration? Can she really fly with the eagles?

**Purpose for Listening**

Tell students to listen carefully to discover why this story is considered a tall tale.
Presenting the Read-Aloud

Sally Ann Thunder Ann Whirlwind Crockett

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story after the dedication page as page 1. The prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read each page.

Page 2

• . . . exclaimed her parents. Do you agree with Sally Ann’s parents? Is she amazing or remarkable? Do you think she can really do these things as a baby, or is this an exaggeration? (Locate Kentucky on a U.S. map. Remind students that Daniel Boone also settled in Kentucky as the frontier moved westward.)

Page 3

• . . . run,” scoffed another. If her brother scoffed at her, he made fun of Sally Ann in a mean way.

• . . . sneered the youngest. Why are Sally’s brothers saying these mean things about her?

Page 4

• . . . like a cheetah. Who do you think will win the race?

Page 6

• . . . line!” she called. Who’s winning this race? Was Sally Ann telling the truth?
• . . . quit!” they cried. What do you think the word exhausted means if her exhausted brothers said they quit?

• . . . drowned? they wondered. Can a person really stay underwater for an hour, or is this an exaggeration?

• . . . they agreed. What do you think finally convinced the brothers that Sally was amazing?

• . . . tug-of-war team. These are some of Sally Ann’s amazing childhood adventures, but do you think a small child could really do these things, or are they exaggerations?

• . . . frontier!” she announced. or the unsettled area of the American West

• . . . learned their habits. With which animals is Sally Ann living?

• . . . large warm grizzly. (Point to each as you talk about them.) Stalactites are rocks that hang from cave roofs, while stalagmites rise from cave floors. Do you think Sally Ann really snuggled close to a grizzly? This is an _____.

• . . . than a roommate. What do you think is going to happen?

• . . . of new adventures. Were your predictions correct? Would stalactites and stalagmites really skin a bear? This is another _____.

• . . . of living alone. Would you get tired of living alone in the wilderness?
Page 18

- **you a hand.** A **predicament** is a difficult or embarrassing situation. What is this fellow’s predicament?

Page 19

- **invented bald eagles!** What creatures does Sally Ann invent? Could she really blast the color off their heads? This is another _____.

Page 20

- **back to health.** If Sally Ann is going to freshen up, she is going to clean herself up.

Page 21

- **a passing skunk.** Is this how you might freshen up?

Page 22

- **me!** **he exclaimed.** Do you recognize the name Davy Crockett?

- **woodsman in America.** Although this is a fictional tall tale, Davy Crockett was actually a real person who lived in the days of the frontier.

Page 23

- **the Mississippi River.** (Locate the Mississippi River on the map. Tell students that the Mississippi River was a very important means of transportation in frontier days and still is today.)

Page 25

- **run in November.** A city slicker is the opposite of a frontiersman. A city slicker is from the city and wouldn’t know how to survive in the wilderness. What do you think this man wants Davy to run for?

- **he’d been elected!** So Davy had been elected to help make the laws for the country. That really happened!
Page 27

- . . . the Crockett's farmhouse. What do you think will happen next?

Page 29

- . . . King of the Mountain. a game where you try to be the last person—or alligator—standing

Page 32

- . . . to New Orleans. That means it rained alligators from the northern part of the United States all the way to a city in the southern part. Do you think this could really happen? This must be an _____.

Page 33

- . . . couldn't stop bragging. Davy was so proud of Sally Ann's heroic achievement that he told everyone.

- . . . critters at once. or solidly defeated a whole group of them at once

Page 34

- . . . a bald-face lie. What happened the last time someone thought Sally Ann was a liar?

Page 36

- . . . was propelled skyward. or thrown skyward

Page 37

- . . . Whirlwind Crockett. Do you think this really happened? This is another exaggeration.
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. Why is Sally Ann Thunder Ann Whirlwind Crockett considered a remarkable child? (She can speak from birth; as a baby can outrun anyone; can flip the strongest arm wrestlers; etc.)

2. What remarkable adventures does Sally Ann have after leaving home for the frontier? (She scares a grizzly out of its fur; invents bald eagles; defeats a pack of alligators; etc.)

3. Why do people sometimes scoff at Sally Ann? (She says she can do things that people don’t believe she can do.)

4. What predicaments does Sally Ann face in this tall tale, and how does she get herself out of them? (A gang of alligators plays King of the Mountain on her house; she whips them into a tornado and throws them skyward; etc.)

5. What parts of this story could really happen? (Two people can settle down; a person can run for and be elected to Congress; etc.)

6. What parts of this story could not really happen? (You can’t scare a grizzly with a smile; a person can’t create a tornado of alligators; babies can’t run up mountains; etc.)

7. How do we know this story is a tall tale? (There’s humor, exaggeration, larger-than-life character, etc.) [Have students give examples of each of these characteristics.]
I am going to ask a couple of questions. I will give you a minute to think about the questions, and then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

8. **Think Pair Share:** Which tall tale that you have heard so far is your favorite? Why? (Answers may vary.)

**Word Work: Feat**

1. The trade book says, “When Davy Crockett returned from Congress, he was so proud of Sally Ann’s heroic **feat** that he couldn’t stop bragging.”
2. Say the word **feat** with me.
3. A **feat** is an achievement that requires courage or strength.
4. Painting all the outside of their house was quite a **feat**, but somehow they managed to accomplish it.
5. Have you ever completed or accomplished a **feat**? Try to use the word **feat** when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “One **feat** I completed . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word **feat**?

Use a *Sharing* activity for follow-up. Directions: Share with a partner a **feat** that either Paul Bunyan or Sally Ann completed. I will call on several of you to share your examples with the class.

**Complete Remainder of the Lesson Later in the Day**
Tell students that they have heard their second tall tale. Tell students that they are going to fill in their Tall Tales Characteristics Chart with information from today's trade book. Read the first column of the chart out loud to students. Then solicit examples from students to fill in each row in the Sally Ann column. For example, in the “Amazing Childhood” row, you might suggest Sally Ann catching and juggling fourteen trout; in the “Creations/Inventions” row, you might suggest Sally Ann inventing the bald eagle. In the “Amazing Adventures” row, you might suggest Sally Ann living with various animals; in the “Humour” row, have students share anything they found humorous about the tall tale; in the “Exaggerations” row, you might suggest Sally Ann becoming Queen of the Mountain. Save this chart to use in later lessons. You may also wish to have students use Instructional Master 5B-1 to fill in individually.

Then ask students: “How is the tall tale of Sally Ann similar to the tall tale of Paul Bunyan? How is it different?” Share with students that one similarity between the two is the appearance of wild animals. Tell students that real frontiersmen and frontier women probably saw many wild animals in the American West. Then ask students to share other similarities and differences.

**Drawing an Exaggeration**

Have students think about all of the exaggerations they heard and saw in today’s read-aloud. You may wish to have students share these out loud with the class as you note the examples on the board or on a piece of chart paper. Then ask students to choose one of these exaggerations to illustrate and write a sentence about. If time allows, have students share their picture and sentence with a partner or the class.
7

Pecos Bill

Lesson Objectives

Core Content Objectives

Students will:

- Identify tall tales as a type of fiction
- Demonstrate familiarity with the tall tale Pecos Bill
- Identify the characters, plot, and setting of Pecos Bill
- Identify exaggeration and larger-than-life characters as characteristics of tall tales
- Identify the exaggerations in Pecos Bill

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.2.1)
- 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.2.3)
- 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.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.2.11)
• 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.2.12)

• Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)

• Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)

• 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.2.18)

• Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)

• Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)

• Distinguish fantasy from realistic text (L.2.30)

Core Vocabulary

Pecos Bill, retold by Steven Kellogg, is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story after the dedication page as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

admiration, n. (p. 23) A feeling of deep respect and liking
   Example: Liz had a great deal of admiration for her younger sister, who always tried her best.
   Variation(s): none

ambushed, v. (p. 10) Hid and waited for someone or something and then attacked it
   Example: The lioness ambushed the antelope.
   Variation(s): ambush, ambushes, ambushing
**peppered, v. (p. 8)** Sprinkled or seasoned something with; attacked somebody or something with
Example: Polly peppered her stories with many funny faces.
Variation(s): pepper, peppers, peppering

**respectable, adj. (p. 13)** Displaying good manners; being thought well of in one’s community
Example: Gertrude thought her grandson was a respectable young man who was always polite.
Variation(s): none

**thunderstruck, adj. (p. 13)** Amazed
Example: Billy was thunderstruck by the amount of vegetables he and his mother picked from their garden.
Variation(s): none

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**Extensions**

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Introducing the Read-Aloud

What Have We Already Learned?

Using the Tall Tales Characteristics Chart or students’ individual Instructional Masters 5B-1, review what students have already learned about tall tales. Review with students the characteristics of tall tales: the main character usually has an amazing or unbelievable childhood; he or she often creates or invents something in nature; tall tale characters have amazing adventures; tall tales have a great deal of exaggeration, which is part of what makes them humorous; and the characters in a tall tale are always larger-than-life. As you review these characteristics with students, make sure students offer examples from the tall tales discussed thus far (Paul Bunyan and Sally Ann Thunder Ann Whirlwind Crockett).

Sharing the Title and Trade Book Cover

Tell students that today’s tall tale is retold by Steven Kellogg and is the tale of Pecos Bill. Tell students that the character Pecos Bill is a cowboy. Share with students that cowboys are men who work on a ranch—or an area where cattle graze—and take care of the cattle. Ask students what they think girls who do this type of work are called. Cowboys and cowgirls were common on the frontier since many people raised cattle for food, sold their milk, or sold the cattle themselves as a way to make money. Show students the trade book cover. Ask students to describe what they see in the picture. Remind students that tall tale characters have amazing adventures and that this trade book cover hints at some of the adventures the cowboy Pecos Bill has.

Purpose for Listening

Tell students to listen carefully to find out what amazing adventures Pecos Bill has in today’s tall tale on the American frontier.
Presenting the Read-Aloud

Pecos Bill

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story after the dedication page as page 1. The prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read each page.

Page 2

• . . . and headed west. Why was the west less crowded?

• . . . “Let’s push on.” That would be like seeing no other buildings from here to _____.

Page 3

• . . . was yanked overboard. (Point to the wagon in the illustration.) The Pecos River is a real river in Texas. (Show Image Card 9 [Pecos River].) Do you think Pecos Bill was named after the river? Do you think anyone noticed Bill was gone?

Page 4

• . . . towed far downstream . . . or pulled far downstream

• . . . of wild creatures. Do you think these things really happened, or are they exaggerations?

Page 5

• . . . of the pack. Do you think a young boy can really become a member of a coyote pack, or is this an exaggeration? This humorous detail makes Bill seem larger than life.

Page 6

• . . . the bighorn sheep. Do you think Pecos Bill really did this? This is another _____.

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• . . . was a coyote. Why does Bill think he is a coyote? (Point to Chuck in the illustration.) Do you think Chuck believes him?

• . . . him with questions. If Bill peppered Chuck with questions he asked Chuck many questions, rapidly. What kinds of questions do you think he asked?

(Note to Teacher: You may wish to only say, “Gulch Gang” instead of “Hell’s Gulch Gang” as you read on.)

• . . . the Hell’s Gulch Gang.” Bill wants to recruit the Gulch Gang or get them to join him in ranching. Why is Bill trying to recruit these outlaws or people who have broken the law? (Point to the illustration on the next page.) Do you think it will be easy for Bill to even get to the Gulch Gang?

• . . . a giant rattlesnake. What do you think it means if Bill was ambushed? What do you think will happen next?

• . . . as a goldfish. Would you call this an amazing feat? Do you think Bill really squeezed all of the poison out of the snake, or is this an exaggeration?

• . . . had to quit. So who was victorious in this wrestling match? Could any of this really happen? It’s more _____.

• . . . they were thunderstruck. or extremely surprised

• . . . outfit?” Bill asked. An outfit is a group.

• . . . respectable ranch hands. Bill wants the members of the Gulch Gang to display good manners and for others to think of them as good and respectable people.
• . . . **much too ornery** . . . or too stubborn, bad-tempered, and hard to handle

Page 14

• . . . **just been invented!**” Bill just invented catching cattle with ropes! Do cowboys really rope cattle with rattlesnakes? This is another _____.

Page 15

• . . . **use as lassos.** What are the men doing in this illustration with the lassos?

Page 17

• . . . **western rodeo.** According to this tall tale, Pecos Bill invented the rodeo or competition of roping cattle.

Page 18

• . . . **every steer in Texas.** Did they really round up every steer in Texas, or is this an ______?

Page 19

• . . . **in the world.”** Lightning is a very wild horse who had never been tamed. Do you think Bill will be able to ride Lightning?

Page 21

• . . . **the Grand Canyon.** Did Bill really chase Lightning that far north and south, or might these be ________? (You may wish to ask if students remember which other tall tale hero supposedly created the Grand Canyon.)

Page 23

• . . . **partnership and devotion.** Bill sang of the deep respect and liking he had for Lightning. How do you think Lightning will respond?

Page 25

• . . . **and winter ranges.** or the large, open areas of land used in the summer and winter seasons where the steers could graze
Page 27

• . . . the seasons unattended. Can prairie dogs really help build fences? This is another _____.

Page 28

• . . . short-legged sides uphill. Could Bill really invent an animal like this?

Page 29

• . . . world's greatest cowboy. What are the cowboys doing in their free time?

Page 30

• . . . to the ceremony. Remember how much work it took for Bill to be able to ride Lightning? Do you think Slewfoot Sue will be able to ride this horse?

Page 32

• . . . was blasted skyward. Even though Sue was an excellent rider, Lightning was too much for her. Did Lightning really blast her skyward, or is this an _______? What do you think will happen next?

Page 34

• . . . toward the stars. Will Sue ever stop bouncing? Could this really happen? This is more _____.

Page 36

• . . . out over California. The word careening means moving fast and unsteadily. Tornados are real storms, but do you think someone can actually lasso one and use it to travel?

Page 37

• . . . happily herding cattle. Do you think their descendents—or children, grandchildren, and great-grandchildren—are having the same kinds of adventures that Pecos Bill had?
Discussing the Read-Aloud

Comprehension Questions

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. What amazing adventures does Pecos Bill have? (gets yanked overboard by a trout; defeats a giant rattlesnake; tames Lightning; etc.)

2. Where do most of Bill’s adventures take place, i.e., what is the setting of this tall tale? (Texas) Why do you think this tall tale takes place in Texas? (Answers may vary, but should include that Texas was part of the American frontier and many tall tales are set in the frontier.)

3. What are some things in this story that can happen in real life? (A family can travel west looking for a new home; people can raise cattle; you can pepper someone with questions; etc.)

4. What are some things in this story that probably cannot happen in real life or are examples of exaggeration? (A boy cannot be raised by a coyote pack; giant rattlesnakes do not exist and cannot ambush cowboys; critters that are part grizzly, puma, and tarantula do not exist; etc.) Are tall tales fiction or nonfiction? (fiction)

5. How do we know this is a tall tale? (Answers may vary, but may include that there is exaggeration and a main character that seems larger than life and has amazing adventures.)

6. Which frontiersmen and women probably had a great deal of admiration for Pecos Bill? (cowboys and cowgirls)

7. Were you thunderstruck by anything that you heard in this tall tale? (Answers may vary.)
I am going to ask a couple of questions. I will give you a minute to think about the questions, and then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

8. _Think Pair Share_: Would you describe Bill as a respectable individual? Why or why not? (Answers may vary.)

**Word Work: Admiration**

1. The trade book says, “[Bill] sang of his _admiration_ for the stallion’s strength . . .”
2. Say the word _admiration_ with me.
3. If you have admiration for someone or something, that means you have a feeling of deep respect and liking or wonder for someone or something.
4. The American people have a great deal of admiration for the first astronauts who walked on the moon.
5. Do you have admiration for anyone? Try to use the word _admiration_ when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “One person I have admiration for is . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word _admiration_?

Use a _Making Choices_ activity for follow-up. Directions: I am going to read several examples. If you would feel admiration for the person I describe, say, “admiration.” If you would not feel admiration for the person I describe, say nothing. Not everyone admires the same kind of person, so your answers may vary from your peers.

1. someone who runs a marathon, a race that is 26 miles long
2. someone who lies in bed all day
3. someone who invents a machine
4. someone who helps others
5. someone who recycles
Tell students that they have heard their third tall tale. Tell students that they are going to fill in their Tall Tales Characteristics Chart with information from today’s trade book. Read the first column of the chart aloud to students. Then solicit examples from students to fill in each row in the Pecos Bill column. For example, in the “Amazing Childhood” row, you might suggest Bill growing up with a coyote pack; in the “Creations/Inventions” row, you might suggest Bill inventing cattle roping; in the “Amazing Adventures” row, you might suggest Bill squeezing the poison out of a rattlesnake; in the “Humor” row, have students share anything they found humorous about the tall tale; and in the “Exaggerations” row, you might suggest Pecos Bill chasing the horse Lightning. You may also wish to have students use Instructional Master 5B-1 to fill in individually. Then ask students: “How is this tall tale similar to the tall tales we have already heard? How is it different?” As students share other similarities and differences, expand on their responses with richer and more complex vocabulary.

Fact or Exaggeration (Instructional Master 7B-1)

Using Instructional Master 7B-1, have students distinguish what could be real and what is purely fiction in the Pecos Bill tall tale. Tell students that there are seven statements on their Instructional Master. Explain to students that if the statement is something that could really happen or is a fact, they should write “real”; if the statement is something that could not really happen and is just part of a tall tale, they should write “tall tale.” Tell students you will read all of the statements aloud to them before they have to answer them, and that they will read and answer the first one together.
1. The Pecos River is in Texas. (real)
2. The coyote took Bill home to her den. (tall tale)
3. Bill lassoed a tornado. (tall tale)
4. Tornados are real storms with very strong winds. (real)
5. Cowboys take care of cattle. (real)
6. A rattlesnake can be used as a lasso. (tall tale)
7. A coyote looks like a small wolf. (real)
Lesson Objectives

Core Content Objectives

Students will:

- Identify tall tales as a type of fiction
- Demonstrate familiarity with the tall tale *John Henry*
- Identify the characters, plot, and setting of *John Henry*
- Identify exaggeration and larger-than-life characters as characteristics of tall tales
- Identify the exaggerations in *John Henry*

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.2.1)
- 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.2.3)
- 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.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.2.11)
• 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.2.12)

• Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)

• Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)

• 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.2.18)

• Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)

• Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)

• Distinguish fantasy from realistic text (L.2.30)

• Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.2.32)

Core Vocabulary

John Henry, by Ezra Jack Keats, is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story after the title page as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

doused, v. (p. 21) Threw or splashed water or another liquid on something or someone
   Example: The children doused their coach with cold water at the end of the game.
   Variation(s): douse, douses, dousing

hush, n. (p. 2) A calm or silence after noise
   Example: A hush came over the house after everyone went to sleep.
   Variation(s): none
rascal, n. (p. 4) A mischievous person
  Example: Rhett was a little rascal and was constantly getting himself into trouble.
  Variation(s): rascals

tame, adj. (p. 5) Unexciting; dull
  Example: Olivia spent a tame evening at home with her mother while her older sister went to a sleepover at her friend’s house.
  Variation(s): tamer, tamest

task, n. (p. 27) A job or duty
  Example: Rebecca’s favorite task at the end of the school day was to put away and organize all of her crayons.
  Variation(s): tasks

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What Have We Already Learned?

Review with students what they have already learned about tall tales. You may use the Tall Tales Characteristics Chart or the following word association game. Tell students that you are first going to list a characteristic of tall tales—for example, exaggeration. Then tell students that they should raise their hands and wait to be called on so that they may give an example of exaggeration from any of the tall tales they have heard. You may also perform this review by calling out the names of tall tales characters and having students raise their hands and give an example of a humorous exaggerated adventure this character had.

Essential Background Information or Terms

Tell students that today’s tall tale is *John Henry*, retold by Jack Ezra Keats. Remind students that tall tales, like other folktale, were first told orally, or shared by word of mouth. That means that these tales weren’t written down for a long time and that everyone tells the story a little bit differently. Explain that the tall tales probably became more exaggerated with each telling. Share with students that this particular tall tale is interesting in that no one really knows if the character of John Henry was a real person or not. Tell students that some people believe he was, that he really did lay railroad tracks, and that the main event in this story actually happened; tell students that others, however, believe John Henry was more of a symbol and a fictional hero for those working on laying railroad tracks.

Share with students that as people continued to move westward, transportation systems moved with them. Explain that people were continually inventing new transportation systems and making older systems faster and cheaper. Tell students that one form of
transportation that made traveling much easier was the railroad and trains. Show students Image Card 10 (train and railroad); point out the railroad tracks in the foreground. Show students Image Card 11 and share that there were many railroad lines moving to the west and their tracks were laid by hand by men; even tunnels were dug right through mountains by hand. Ask students if they think this would be easy or difficult work. Tell students that soon, however, machines were invented that could do what people were doing, but the machines could do the work easier and faster. Share with students that the main action in this story centers on John Henry’s competition with a machine. Ask students to predict who wins this competition: John Henry or the machine.

**Purpose for Listening**

Tell students to listen carefully to find out if their predictions are correct.
John Henry

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story after the title page as page 1. The prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read each page.

Page 2

- **. . . over the hills.** That means all was silent. What time of day do you think it is if a hush has settled over the place?
- **. . . through the hills.** What or who do you think the hills and animals are welcoming?

Page 4

- **. . . in his hand!** All of nature was welcoming little John Henry! Do you think he was really born with a hammer in his hand, or is this an exaggeration?
- **. . . his mother chuckled.** A rascal is a mischievous person. Have any of you ever been called a rascal?

Page 5

- **. . . with his father.** That means that even as a boy, John Henry could do the work of older men. Do you think he really could, or is this an exaggeration?
- **. . . was too tame.** or too dull and unexciting
- **. . . on a riverboat.** Why might a job on a riverboat be more exciting?
Page 7

- . . . before we sink!” Water was filling the ship because of the hole in the bottom.
- . . . paddle-wheel crank. (Point to John Henry in the illustration.) Could a person really do this, or is this an ________?

Page 8

- . . . for John Henry! John Henry received a very loud cheer, one as loud as thunder.

Page 9

- . . . to the Pacific. railroads that would cross the whole country of the United States
- . . . and bad lands.” Do you think a job laying railroad tracks among the sudden running of buffalo would be exciting? John Henry did.

Page 10

- . . . of his hammer! Spikes are long, thick nails used to tie together railroad tracks.
- . . . moved steadily westward. The word gang refers to a group of people who do things together. Why were the train tracks being built westward?

Page 11

- . . . sprawling mountain range. or a mountain range that spread over a great distance
- . . . someone put in. Cave-ins are moments when pieces of rock fall down into a tunnel.

Page 12

- . . . into the rock. The men would create a hole in the rock by hand, without the help of complex machines.
- . . . and explode it. Dynamite is a substance that explodes when it burns. Why are these men willing to do this dangerous work?
- . . . blast away!” What is a locomotive?
Page 13

• . . . and lit it. A fuse is the cord used to set off an explosion.

Page 15

• . . . in his hand! What do you think will happen next?

Page 17

• . . . can beat that?” This machine was going to do the same job as John Henry and his gang—but faster.

Page 18

• . . . their work places. Who do you think will win: John Henry and L’il Bill, or the steam drill?

Page 20

• . . . the steaming boiler. Very hot water changes to steam, which is what powers a steam drill.

Page 21

• . . . keep them going. They threw a lot of water on them to cool them off to keep them going.

Page 24

• (Point to the hammers in the illustration.)
• “Until we win!” Do you think John Henry will win by using two sledge hammers?

Page 26

• . . . and steady beat. Who do you think will win now that the steam drill has broken?

Page 27

• . . . his last task. or of this last duty
• Listen! Do you think the locomotives really sing about John Henry, or is this an _____?
Discussing the Read-Aloud

Comprehension Questions

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. Who wins the competition in this story: John Henry or the steam drill? (John Henry) A steam drill is a machine that makes tunnels by drilling holes in mountain sides. Why did people start using steam drills rather than relying on people to cut through rocks and mountains? (It was difficult work for people; the drills were faster than most people.)

2. What is special about John Henry’s birth? (A hush settles over the hills and animals, who later welcome John; John Henry is born with a hammer in his hand.)

3. What amazing feats does John Henry perform? (He powers a riverboat by himself; he puts out a fuse in a cave-in; he can work longer and faster than a steam drill.)

4. What exaggerations make John Henry a larger-than-life character? (He is born with a hammer in his hand; he can do the work of men as a boy; he can power a riverboat; etc.)

5. What parts of this story can really happen? (A boy can really be born; people really did lay railroad tracks; etc.) What parts of this story are exaggerations? (A person cannot paddle a riverboat all by themselves.) Is this tall tale fiction or nonfiction? (fiction)

6. Why do you think people like to tell and hear the tall tale about John Henry? (Answers may vary.)

7. Do you think John Henry’s life was tame? (Answers may vary.) Which of his tasks was the most exciting? (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.

1. **Think Pair Share**: How is the John Henry tall tale different from the other tall tales you have heard? (Answers may vary, but may include that the story did not have as many adventures; John Henry did not create/invent anything in nature; fewer exaggerations; etc.)

### Word Work: Task (5 minutes)

1. The trade book says, “Even the great heart of John Henry could not bear the strain of his last task.”

2. Say the word *task* with me.

3. A task is a duty, chore, or job.

4. Veronica’s mother gave her the task of sweeping the kitchen floor at night.

5. Do you have any tasks that you are supposed to complete at home or at school? Are they daily or weekly tasks? Try to use the word *task* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “One task I have is . . .”)

6. What’s the word we’ve been talking about? What part of speech is the word *task*?

   Use a *Sharing* activity for follow-up. Have students share what tasks Paul Bunyan, Sally Ann, Pecos Bill, and John Henry completed.

---

**Complete Remainder of the Lesson Later in the Day**
Extensions

Tall Tales Characteristics Chart
(Instructional Master 5B-1, optional)

Tell students that they have heard their fourth tall tale. Tell students that they are going to fill in their Tall Tales Characteristics Chart with information from today’s trade book. Read the first column of the chart aloud to students. Then solicit examples from students to fill in each row in the John Henry column. For example, in the “Amazing Childhood” row, you might suggest John being born with a hammer in his hand; the “Creations/Inventions” row will be left blank for this lesson. In the “Amazing Adventures” row, you might suggest John paddling the riverboat all through the night; in the “Humor” row, have students share anything they found humorous about the tall tale; and in the “Larger-Than-Life” row, you might suggest John Henry defeating the steam drill. You may also wish to have students use Instructional Master 5B-1 to fill in individually. Then ask students: “How is this tall tale similar to the tall tales we have already heard? How is it different?” As students share other similarities and differences, expand on their responses with richer and more complex vocabulary.

Tall Tales Heroes Venn Diagram

Ask students if they have ever heard of Johnny Appleseed. Share with students that Johnny Appleseed was a famous man who lived and traveled on the American frontier. Tell students that some stories they may have heard about Johnny Appleseed are tall tales. Show students Image Cards 12–15 to review the tall tales about Johnny Appleseed. (Image Card 12: baby Johnny under an apple tree, because apple blossoms would always calm him down; Image Card 13: Johnny and his mother looking at a bird, because Johnny loved wild animals and was skilled with them; Image Card 14: Johnny’s idea that there should be more apple trees,
went to cider mills and took the discarded seeds to plant across the country; Image Card 15: traveled west and planted seeds wherever he went and gave seeds to whomever he met.)

Tell students that they are going to compare the tall tale characters Johnny Appleseed and John Henry. On a piece of chart paper, chalkboard, or whiteboard draw a two-circle Venn diagram. Above the left circle write Johnny Appleseed. Above the right circle write John Henry. As students compare and contrast Johnny Appleseed and John Henry, write any similarities in the middle overlapping circle and note any differences in each character’s individual circles. As students share similarities and differences, make sure they use any learned domain vocabulary.

Domain-Related Trade Book or Student Choice

**Domain-Related Trade Book**

Refer to the list of recommended tall tale 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 you have been using when reading the read-aloud selections from the 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. Discuss whether there are exaggerations in the trade book and, if so, what they are. Also discuss with the class the location of the main characters’ homes; the places they traveled to on the frontier; any amazing adventures they had; similarities to other tall tales they have heard; etc.

You may also ask students to write about their favorite exaggeration from the tall tale trade book or their favorite adventure. You may suggest how to begin the sentence by writing on the board: “My favorite exaggeration from the trade book was . . .”
**Student Choice**

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

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

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

This is the end of the read-alouds about tall 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:

- Identify tall tales as a type of fiction
- Demonstrate familiarity with particular tall tales
- Identify the characters, plot, and setting of particular tall tales
- Identify exaggeration and larger-than-life characters as characteristics of tall tales
- Identify the exaggerations in particular tall tales

Activities

Image Review

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

Retelling a Story with Puppets

Have students make simple puppets of the characters from a particular tall tale and then use them to retell the story.
Domain-Related Trade Book or Student Choice

**Materials: Trade book**

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

Key Vocabulary Brainstorming

**Materials: Chart paper**

Give students a key domain concept or vocabulary word such as *tall tale*. Have them brainstorm everything that comes to mind when they hear the word, such as “exaggeration,” “humor,” etc. Record their responses on a piece of chart paper for reference.

Characters, Setting, Plot

**Materials: Drawing paper, drawing tools**

Divide the students into groups of three. Tell them that you are going to name a character and that one person in each group should draw or write the name of another character from the same tall tale and pass the paper and pen to the second student. The second student should draw or write the name of a setting from that tall tale and pass the paper and pen to the third student. The third students should write one sentence or key phrase about an exaggeration from that tall tale and raise their hand once they are finished.

Where in the West?

**Materials: Image Cards 1–15**

Using Image Cards 1–15, review with students some of the historical figures, landmarks, and geographical locations of the American frontier, some which were used in the tall tales. First show students the image cards, and as a class, review the names of each place or historical figure. Then shuffle the cards and show them in random order either to individual students, groups of students, or the entire class. Have students call out or raise their hand to share the name of the place or historical figure.
Riddles for Core Content

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

- Using only two hammers, I beat a steam drill in a competition to see who could cut through a mountain the fastest. Who am I? (John Henry)
- I am a famous logger from the frontier who, as a child, found a blue ox in the woods and called him Babe. Who am I? (Paul Bunyan)
- I helped Davy Crockett out of a predicament and in the process invented bald eagles. Who am I? (Sally Ann Thunder Ann Whirlwind Crockett)
- I was the cowboy who invented cattle roping and the rodeo. Who am I? (Pecos Bill)
- As a baby, I beat all of my brothers in a race, and later I traveled to the frontier, lived with many different animals, and learned their habits. Who am I? (Sally Ann Thunder Ann Whirlwind Crockett)
- Legend says that my famous lumbermen and I helped clear the Great Plains and that the blade of my mighty axe created the Grand Canyon. Who am I? (Paul Bunyan)
- As a young boy I lived with a pack of coyotes that raised me as their own. Who am I? (Pecos Bill)
- I was born with a hammer in my hand. Who am I? (John Henry)

Songs: The Ballad of John Henry

Find a version of the ballad of John Henry, and share it with students. Tell students that the story of John Henry was not just told as a tall tale, but that people also sang a ballad about John Henry. Share with students that a ballad is a song that tells a story. Explain that the ballad of John Henry tells of John Henry’s life, and just like the tall tale, the ballad tells of how John Henry and his hammers are more powerful than the steam drill, an invention created to do the jobs of railroad workers like John Henry.
Student-Created Books

Materials: Booklet

Have each student make his/her own book that is a retelling of one of the four tall tales from this domain. Have students brainstorm the sequence of events either as a class or with a partner—beginning, middle, and ending. Also, talk about the various tall tale elements. Students will draw a picture on each page to show the beginning, important middle events, and ending of the tall tale. Students should also write a sentence to go with each picture. Have students share their retellings with a partner or the class.

Class Book: Our Own Tall Tale

Have students create their own tall tale as a class. The tall tale may feature the entire class as characters, or for ease of creation, may feature you, the teacher, as the main character. Make sure the tall tale features the elements of humor and exaggeration, and that the main character is larger-than-life. Also be sure to create an amazing childhood, amazing adventures or feats, and a creation or invention. It is highly recommended that you set your tall tale in the American frontier to reinforce what students have learned in this domain about the American frontier and to prepare them for what they will learn in the Westward Expansion domain.

On Stage: Paul Bunyan, Pecos Bill, John Henry, Sally Ann Thunder Ann Whirlwind Crockett

Have a group of students plan and then act out any one of the tall tales covered in the domain thus far. Encourage students to use domain vocabulary introduced in their dialogue.

Writing Prompts: Exaggerations

Materials: Writing paper

Students may be given one of the following situations to expand into an exaggeration.

- I caught a fish at the pond today.
- I helped a cat down from a tree.
- I found a small spider in the corner of my room.
This domain assessment evaluates each student’s retention of the core content targeted in the tall tales portion of the domain *Fairy Tales and Tall Tales*.

## Domain Assessment 2

**Part I (Instructional Master DA2-1)**

Directions: I am going to read several sentences about the tall tales you have recently heard. If what I describe in the sentence is true of the tall tales, circle the letter ‘T.’ If what I describe in the sentence is false, circle the letter ‘F.’

1. Tall tales are fictional stories. (T)
2. Tall tale characters are just like you or me. (F)
3. An important part of tall tales is exaggeration. (T)
4. *Exaggeration* means describing the truth exactly as it is without overstating it. (F)
5. The settings of tall tales are usually places on the American frontier. (T)
6. The tall tale character Paul Bunyan was a famous logger who cleared land in the frontier with his blue ox, Babe. (T)
7. The tall tale about Sally Ann Thunder Ann Whirlwind Crockett said that she invented bald eagles. (T)
8. The tall tale character Pecos Bill was also a logger like Paul Bunyan. (F)
9. The tall tale about John Henry said that he was born with a hammer in his hand. (T)
Part II (Instructional Master DA2-2)

Directions: Write a complete sentence to answer each question.

Note: You may need to have some students respond orally if they are not able to respond in writing.

1. What was your favorite tall tale setting? Be sure to explain why.

2. Describe one of the larger-than-life characters you heard about. What makes this character larger-than-life?

3. Identify two exaggerations from any of the tall tales you heard. Be sure to also correctly identify the characters in this exaggeration.
For Teacher Reference Only:

Copies of *Tell It Again! Workbook*
Directions: Use this story map to write your own version of the fairy tale The Fisherman and His Wife.
Dear Parent or Guardian,

Today, your child heard the fairy tale *The Fisherman and His Wife*, a story about a man who catches a magic fish that then grants the fisherman’s wife several wishes. In the coming days your child will hear two more fairy tales, *The Emperor’s New Clothes* and *Beauty and the Beast*. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about fairy tales.

1. **The Fisherman and His Wife**

   Have your child share what s/he remembers about the fairy tale *The Fisherman and His Wife*. (A fisherman catches a flounder in the sea; the flounder tells the man he is actually an enchanted prince who has been turned into a flounder; the fisherman throws the flounder back; the fisherman’s wife asks why he didn’t first ask the flounder for a wish and sends him back to ask for several wishes; finally the wife asks for too many things and the fish leaves them with nothing.) As your child shares what s/he remembers, fill in any gaps in the plot and ask your child if s/he thinks there is a lesson to be learned from this fairy tale.

2. **Draw and Write**

   Have your child draw and write a scene from any of the fairy tales s/he has heard (*The Fisherman and His Wife*, *The Emperor’s New Clothes*, and *Beauty and the Beast*) and then share the drawing and writing with you. Ask questions to keep your child using the vocabulary learned at school.

3. **The Emperor’s New Clothes**

   Ask your child to retell the fairy tale *The Emperor’s New Clothes*. (An emperor finds great pleasure in dressing in different outfits; a strange weaver and tailor arrive and tell him they can make magical clothes, clothes only clever people can see; the emperor believes and hires them; everyone lies and says they can see the clothes; a child finally states the truth.) Ask your child what they liked most about this fairy tale and if they think there is a lesson to be learned from this story.

4. **Sayings and Phrases: Better Late Than Never**

   Your child will learn the saying “Better late than never” in relation to the fairy tale *Beauty and the Beast*. Ask your child how this saying relates to the fairy tale. (When Beauty decides to stay in the palace of the Beast, she asks the Beast to grant her one
request: to say goodbye to her family. The Beast grants her this request but makes her promise to return before the full moon. Beauty doesn’t return when promised but does return to the palace just in time to save the Beast’s life.) Talk with your child about other situations where one might use the saying, “Better late than never.”

5. Words to Use

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

- enchanted—The fisherman caught an enchanted fish.
- admired—The emperor admired himself in the mirror as he tried on his new clothes.
- fearsome—Beauty was terrified when she first laid eyes on the fearsome Beast.
- curious—The Beast told Beauty of all the curious events in the palace and how he was changed from a prince to a beast.

6. Read Aloud Each Day

It is very important that you read with your child every day. There should be time to read to your child and also time to listen to your child read to you. I have attached a list of recommended trade books related to fairy tales that may be found at the library.

Be sure to praise your child whenever s/he shares what has been learned at school.
Recommended Trade Books for Fairy Tales

Used as a Domain Read-Aloud


Additional Fairy Tales

Directions: Listen to each pair of sentences. Write “First” on the blank before the sentence that happened first in the story, and write “Then” on the blank before the sentence that happens second in the story.

1. ________, the merchant went to see the cargo ship, hoping to restore his fortune.

________, the merchant lost his fortune, and he his family became, penniless.

2. ________, the merchant plucked a rose for Beauty.

________, the merchant found himself in a magical palace.

3. ________, Beauty traveled to the Beast’s palace in her father’s place.

________, the Beast asked Beauty to marry him.
Directions: Listen to each pair of sentences. Write "First" on the blank before the sentence that happened first in the story, and write "Then" on the blank before the sentence that happens second in the story.

1. Then, the merchant went to see the cargo ship, hoping to restore his fortune.
   First, the merchant lost his fortune, and he and his family became penniless.

2. Then, the merchant plucked a rose for Beauty.
   First, the merchant found himself in a magical palace.

3. First, Beauty traveled to the Beast’s palace in her father’s place.
   Then, the Beast asked Beauty to marry him.
Directions: Listen to each sentence read by the teacher. If the sentence is true, circle the letter ‘T.’ If the sentence is false, circle the letter ‘F.’

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6. T F
7. T F
8. T F
9. T F
1. Did you think the fairy was trying to teach the Beast a good lesson when she changed his appearance?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. If you were writing a fairy tale, what kinds of characters, setting, and ending might you need?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Who was your favorite fairy tale character? Be sure to explain why.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. What was your favorite fairy tale setting? Be sure to explain why.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Directions: Fill in the chart with examples from each tall tale.

<table>
<thead>
<tr>
<th>Pecos Bill</th>
<th>John Henry</th>
<th>Sally Crockett</th>
<th>Paul Bunyan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amazing Childhood</td>
<td>Creations/Inventions</td>
<td>Amazing Adventures</td>
<td>Humor</td>
</tr>
</tbody>
</table>

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Dear Parent or Guardian,

Today, your child heard the tall tale Paul Bunyan, a story about a fictional logger on the American frontier. Over the next few days, your child will heard three more tall tales—Sally Ann Thunder Ann Whirlwind Crockett, Pecos Bill, and John Henry—about other larger-than-life characters on the American frontier. Each tall tale will expose your child to the use of exaggeration. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about tall tales.

1. **Telling a Tall Tale**

   Ask your child what makes a tall tale a tall tale. (larger-than-life characters; exaggerations; amazing childhoods; unbelievable adventures; inventions of things in nature; humor) You may also wish for your child to retell a tall tale. Then create your own tall tale with your child asking him/her what kinds of characters and settings you will need and asking him/her to provide ideas for your tall tale character’s adventures.

2. **Exaggerations**

   Have your child share some of the exaggerations s/he has heard from the tall tales. (Paul Bunyan combed his beard with the top of a pine tree; his axe blade made the Grand Canyon; Sally Ann invented bald eagles; Pecos Bill invented cattle roping and squeezed all the poison out of a rattle snake; John Henry was born with a hammer in his hand and turned the paddles of a river boat all by himself.) Share with your child any literary exaggerations you know of.

3. **Draw and Write**

   Have your child draw and write about what s/he has learned about any of the tall tale characters—Paul Bunyan, Sally Ann, Pecos Bill, or John Henry—and then share the drawing and writing with you. Ask questions to keep your child using the vocabulary learned at school.

4. **Song: “The Ballad of John Henry”**

   Find a recording of “The Ballad of John Henry” from the public library or on the internet, and listen to it with your child. As you listen, have your child explain the story in his or her own words.
5. Words to Use

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

- **legendary**—Paul Bunyan was a legendary figure among real lumbermen on the frontier.
- **feat**—Tall tale characters always have adventures where they accomplish one amazing feat after another.
- **admiration**—Pecos Bill had a great deal of admiration for his horse, Lightning.
- **tame**—Tall tale characters rarely lead tame and unexciting lives.

6. Read Aloud Each Day

It is very important that you read with your child every day. There should be time to read to your child and also time to listen to your child read to you. I have attached a list of recommended trade books related to tall tales that may be found at the library.

Be sure to praise your child whenever s/he shares what has been learned at school.
Recommended Trade Books for Tall Tales

Used as a Domain Read-Aloud


Additional Tall Tales


<table>
<thead>
<tr>
<th></th>
<th><strong>Directions:</strong> Read each sentence. Write “real” if the sentence states a fact. Write “tall tale” if the sentence is about something that could only happen in a tall tale.</th>
</tr>
</thead>
</table>
| 1. | **real**  
|    | The Pecos River is in Texas. |
| 2. | **real**  
|    | The coyote took Bill home to her den. |
| 3. | **tall tale**  
|    | Bill lassoed a tornado. |
| 4. | **real**  
|    | Tornados are real storms with very strong winds. |
| 5. | **real**  
|    | Cowboys take care of cattle. |
| 6. | **tall tale**  
|    | A rattlesnake can be used as a lasso. |
| 7. | **tall tale**  
<p>|    | A coyote looks like a small wolf. |</p>
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<tr>
<td>6.</td>
<td><strong>Tall Tale</strong></td>
<td>A rattlesnake can be used as a lasso.</td>
</tr>
<tr>
<td>7.</td>
<td><strong>Real</strong></td>
<td>A coyote looks like a small wolf.</td>
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</tr>
<tr>
<td>1.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>2.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>3.</td>
<td>T</td>
<td>F</td>
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<tr>
<td>4.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>5.</td>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>

Directions: Listen to each sentence read by the teacher. If the sentence is true, circle the letter 'T.' If the sentence is false, circle the letter 'F.'
<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>F</th>
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<tbody>
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<td>6.</td>
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<tr>
<td>7.</td>
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<td>8.</td>
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<tr>
<td>9.</td>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>
Directions: Listen to each sentence read by the teacher. If the sentence is true, circle the letter ‘T.’ If the sentence is false, circle the letter ‘F.’

1. T

2. T

3. T

4. T

5. T
6. T  
7. T  
8. T  
9. T  

F  
F  
F  
F
1. What was your favorite tall tale setting? Be sure to explain why.

___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________

2. Describe one of the larger-than-life characters you heard about. What makes this character larger-than-life?

___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________

3. Identify two exaggerations from any of the tall tales you heard. Be sure to also correctly identify the characters in this exaggeration.

___________________________________________________
___________________________________________________
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<table>
<thead>
<tr>
<th>Lesson Number</th>
<th>Tens Recording Chart</th>
<th>Student Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use the following grid to record your Tens scores. Refer to page xiv for the Tens Conversion Chart.</td>
<td></td>
</tr>
</tbody>
</table>
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