

DRAFT

For Review Purposes Only

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

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

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



The Core Knowledge Language Arts Program

Listening & Learning Strand



Tell It Again! Read-Aloud Anthology Stories

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The Core Knowledge Language Arts Program

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Introduction to Stories



This introduction includes the necessary background information to be used in teaching the Stories domain. The *Tell It Again! Read-Aloud Anthology* for Stories contains eleven 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 fifty minutes.

In this domain, we have used an actual trade book as the read-aloud in Lessons 7–8. We have included page references as the cue for when to use the Guided Listening Support prompts. In these cases, we 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 8, and another after Lesson 11. You may wish to pause and spend one to two days reviewing, reinforcing, or extending the material taught prior to each of the two Pausing Points. You should spend no more than fifteen days total on this domain.

Along with this anthology, you will need:

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

The following trade book is used for two read-alouds:

- *The Story of Jumping Mouse: A Native American Legend*, retold by John Steptoe (HarperTrophy, 1989) ISBN 068808740X (Lessons 7 and 8)

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 Stories Are Important

This domain will introduce your students to classic stories that have been favorites with children for generations. Your students will become familiar with stories like *The Three Little Pigs*, *Chicken Little*, and *The Bremen Town Musicians*. They will meet memorable characters like Goldilocks and Henny Penny. Students will also learn about trickster tales and how tall tales stretch the truth about real people's lives. In addition, two classic stories, *Momotaro: Peach Boy* (a Japanese folktale) and *The Story of Jumping Mouse* (a Native American legend) will help students develop an appreciation for fiction from other cultures.

By listening carefully to and discussing the stories, students will acquire an understanding of the elements of a story including characters, plot, and setting. This domain will help students develop an awareness of language to help them become both better writers and readers. Kindergarten students will really connect with these stories, not only because the stories are fun, but also because they involve timeless lessons and values.

Instructional Objectives for Stories

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

Stories Overview											
Objectives	Lessons										
	1	2	3	4	5	6	7	8	9	10	11
Core Content											
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	✓		✓						✓		
Language Arts											
Use agreed-upon rules for group discussions . . . (L.K.1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Carry on and participate in a conversation . . . (L.K.3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn and use appropriately the common saying, “Do unto others as you would have them do to you” (L.K.7)									✓		
Understand print and identify parts of a book/read-aloud (L.K.9)				✓			✓	✓			✓
Prior to listening to a read-aloud, identify what they know and have learned that may be related . . . (L.K.10)					✓	✓			✓	✓	✓
Listen to and understand a variety of texts . . . (L.K.11)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make predictions prior to and during a read-aloud . . . (L.K.12)		✓				✓	✓				
Describe illustrations (L.K.13)							✓	✓			
Use pictures accompanying the read-aloud to check and support understanding . . . (L.K.14)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud . . . (L.K.15)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use narrative language to describe people, places . . . (L.K.16)	✓			✓			✓	✓	✓		
Answer questions that require making interpretations, judgments, or giving opinions . . . (L.K.17)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Objectives	Lessons										
	1	2	3	4	5	6	7	8	9	10	11
Core Content											
Compare and contrast similarities and differences . . . (L.K.18)							✓				
Make personal connections . . . (L.K.19)			✓								
Distinguish fantasy from realistic text (L.K.22)				✓	✓	✓			✓		
Evaluate and select read-alouds, books, or poems, on the basis of personal choice for rereading (L.K.23)				✓				✓			✓
Learn new words from read-alouds and discussions (L.K.24)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Retell or dramatize a read-aloud . . . (L.K.25)	✓		✓								
Sequence four to six pictures illustrating events in a story (L.K.26)		✓		✓							
Demonstrate understanding of literary language . . . (L.K.27)			✓	✓	✓			✓	✓	✓	✓
Change some story events and provide a different story ending (L.K.28)									✓		

Core Vocabulary for Stories

The following list contains all of the boldfaced words in Stories in the forms in which they appear in the text. The inclusion of the words on this list *does not* mean that students are expected to immediately be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

acorn
den
sly

Lesson 2

blazing
chimney
huff
puff

Lesson 3

creaked
gobble
longed
scarcely
troll

Lesson 4

bleated
disguises
kids
miller
terrified

Lesson 5

musician
panting
perched

Lesson 6

island
millet cakes
pheasant
prisoner
swooped

Lesson 7

brush
journey
perilous
scornfully
swayed

Lesson 8

compassion
enormous
fragrances
misused

Lesson 9

peeped
porridge
wee

Lesson 10

boast
bold
foolishness
might

Lesson 11

engagement
rapture
superb
vain

Student Choice and Domain-Related Trade Book Extensions

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

Stories Image Cards

There are nine Image Cards for Stories. The Image Cards include illustrations from the read-alouds that may be utilized as visuals to help students identify and discuss the characters, plot, and setting of each story. In the *Tell It Again! Read-Aloud Anthology* for Stories, Image Cards are referenced in both Pausing Points and in Lessons 5 and 9.

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 Stories, Instructional Masters are referenced in the Domain Assessment and in Lessons 2B, 4B, and 11B. The Parent Letters are referenced in Lessons 6B and 10B.

Assessments

In the *Tell It Again! Read-Aloud Anthology* for Stories, Instructional Masters 4B-1, 11B-1, and DA-1 are used for this purpose. Use the following *Tens Conversion Chart* to convert a raw score on each assessment into a Tens score.

Tens Conversion Chart

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

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

Recommended Trade Book for Stories

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

Used as a Domain Read-Aloud

1. *The Story of Jumping Mouse: A Native American Legend*, retold by John Steptoe (HarperTrophy, 1989) ISBN 068808740X

Other Versions of Stories in the Domain

2. *The Adventure of Momotaro, the Peach Boy*, (Kodansha Bilingual Children's Classics), by Ralph F. McCarthy and Ioe Saito (Kodansha International, 2000) ISBN 4770020988
3. *The Bremen Town Musicians*, by Ilse Plume (Dragonfly Books, 1998) ISBN 0440414563
4. *Goldilocks and the Three Bears*, by James Marshall (Puffin, 1998) ISBN 0140563660
5. *The Three Billy Goats Gruff*, by Paul Galdone (Clarion Books, 1981) ISBN 0899190359

Supplementary Stories

6. *Casey Jones*, by Allan Drummond (Farrar Straus and Giroux, 2001) ISBN 0374311757
7. *Cinderella*, by Marcia Brown (Atheneum, 1971) ISBN 0684126761
8. *The Complete Tales and Poems of Winnie-the-Pooh*, by A. A. Milne and Ernest Shepard (Dutton Juvenile, 2001) ISBN 0525467262
9. *Henny Penny*, by Paul Galdone (Clarion Books, 1984) ISBN 0899192254
10. *Johnny Appleseed (Rookie Biographies)*, by Christin Ditchfield (Children's Press, 2003) ISBN 0516278169

11. *Johnny Appleseed*, by Reeve Lindbergh and Kathy Jakobsen Hallquist (Little, Brown Young Readers, 1993) ISBN 0316526347
12. *King Midas and the Golden Touch*, by Charlotte Craft and Kinuko Y. Craft (HarperTrophy, 2003) ISBN 006054063X
13. *The Little Red Hen Big Book*, by Paul Galdone (Clarion Books, 1985) ISBN 0899193498
14. *The Little Red Hen: An Old Story*, by Margot Zemach (Farrar, Straus, and Giroux, 1993) ISBN 0374445117
15. *Little Red Riding Hood*, by Trina Schart Hyman (Holiday House, 1987) ISBN 0823406539
16. *Snow White and the Seven Dwarfs*, by Nancy Ekholm Burkert (Farrar, Straus, and Giroux, 1987) ISBN 0374468680
17. *Three Tuneful Tales (Once Upon a Time)*, by Marilyn Helmer and illustrated by Kasia Charko (Kids Can Press, 2003) ISBN 1550749412
18. *The Ugly Duckling*, by Jerry Pinkney (HarperCollins, 1999) ISBN 068815932X
19. *The Velveteen Rabbit*, by Margery Williams and William Nicholson (HarperTrophy, 1999) ISBN 0380002558

1

Chicken Little



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate familiarity with the story “Chicken Little”
- Understand that stories can be a kind of fiction, or a narrative that comes from a writer’s imagination
- Identify the beginning, middle, and end of the story “Chicken Little”

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.K.1)
- Carry on and participate in a conversation over four to five turns, staying on a topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age. (L.K.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell or dramatize a read-aloud, including characters, and beginning, middle, and end events of the story in proper sequence (L.K.25)

Core Vocabulary

acorn, n. The seed of an oak tree

Example: An acorn fell from the tree.

Variation(s): acorns

den, n. A cave-like shelter for wild animals

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

Variation(s): dens

sly, adj. Sneaky and secretive

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

Variation(s): slyer, slyest

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Domain Introduction		10
	Essential Background Information or Terms		
	Purpose for Listening		
Presenting the Read-Aloud	Chicken Little		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Sly		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Beginning, Middle, and End		15

1A

Chicken Little



Introducing the Read-Aloud

10 minutes

Domain Introduction

Ask students to talk about some of their favorite stories. Discuss the fact that stories are often created from peoples' imaginations. Remind students that the person who writes a story is called the *author*, and the person who draws the pictures for a story is called the *illustrator*.

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

Essential Background Information or Terms

Tell students that you are going to ask them a question: "What do you see when you are outside and look up? Here's a hint: Most of the time it is blue, but sometimes it may be gray and cloudy."

Ask students if they have ever seen anything fall from the sky. Prompt answers to include mention of rain and snow. Then ask: "Have you ever seen a piece of the sky fall? Do you think a piece of the sky could fall?"

Purpose for Listening

Tell students that they are going to listen to a story called "Chicken Little," in which the main character, Chicken Little, becomes very frightened. Ask them to listen carefully to the story to find out what Chicken Little is afraid of and why.



1 Why do you suppose Chicken Little thinks she should tell the king? Did the sky actually fall on Chicken Little's head? (Point to the acorn in the illustration.) An acorn is the seed of an oak tree.

Chicken Little

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

One fine morning, Chicken Little went out to the woods. As she walked along, an **acorn** fell on her head.

“Oh dear me!” she cried. “The sky is falling. I must go and tell the king!”¹



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

On the way she met Henny Penny. “Henny Penny, the sky is falling!” said Chicken Little.

“How do you know?” asked Henny Penny.

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

“Then let us go and tell the king!” said Henny Penny.

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

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

“How do you know?” said Goosey Loosey.

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

“Then let us go and tell the king!” said Goosey Loosey.



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

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

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

“How do you know?” said Ducky Lucky.

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

“Then let us go and tell the king!” said Ducky Lucky.

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

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

“How do you know?” said Turkey Lurkey.

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

“Then let us go and tell the king!” said Turkey Lurkey.

So they went along until they met Foxy Loxy.



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

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

“Oh, is that so?” said **sly** Foxy Loxy.² “If the sky is falling, you’d better keep safe in my **den**,³ and I will go and tell the king.”⁴ So Chicken Little, Henny Penny, Goosey Loosey, Ducky Lucky, and Turkey Lurkey followed Foxy Loxy into his den—and they never came back out again!

2 *Sly* means being sneaky in a secretive and clever way.

3 The den is the fox’s home.

4 Do you think they should go into the fox’s den?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, 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. Did a piece of the sky really fall on Chicken Little’s head? (no) What did? (an acorn, or the see of an oak tree)
2. Who in the story actually believes Chicken Little when she says the sky is falling? (Henny Penny, Goosey Loosey, Ducky Lucky, and Turkey Lurkey)
3. What kind of animal is Foxy Loxy? (a fox) Does Foxy Loxy believe the sky is falling? (no)

4. What does Foxy Loxy tell the other animals to do after they tell him that the sky is falling? (He tells them to go into his den.) Why do they follow his directions? (They are afraid that the sky will fall and hit them, and they think they will be safe in Foxy Loxy's den.)
5. Why don't the animals come back out of Foxy Loxy's den? (Foxy Loxy eats them.)
6. What moral or lesson can we learn from this story? (Don't believe everything you hear.)

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

7. *Think Pair Share:* How would you describe the character Chicken Little—wise, foolish, or brave? If you were Chicken Little, what would you have done? (Answers may vary.)

Word Work: Sly

(5 minutes)

1. In the read-aloud today, we heard that Foxy Loxy was *sly* because he tricked the animals into going into his den.
2. Say the word *sly* with me.
3. When someone is sly, they are sneaky in a smart way.
4. The sly cat waited patiently by the mouse hole.
5. Have you ever heard a story about a sly character? Tell me why you thought this character was sly. Try to use the word *sly* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "A sly character I heard of was _____. S/he was sly because . . .")
6. What's the word we've been talking about?

As a follow-up, ask students to talk about other stories in which someone or something was sly.



Complete Remainder of the Lesson Later in the Day

1B

Chicken Little



Extensions

15 minutes

Beginning, Middle, and End

Tell students that all good stories have a beginning, a middle, and an end. Divide the class into groups of three, and ask each group to number off: 1, 2, 3. Tell them that each student in the group is responsible for telling the others in his/her group one part of Chicken Little's story. Student number one will tell the beginning; student number two will tell the middle; and student number three will tell the end.

Once students have had a chance to share a retelling of the story in small groups, gather them back together as a class. Have one group share with the class the beginning, the middle, and the end of the story "Chicken Little."

2

The Three Little Pigs



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate familiarity with the story “The Three Little Pigs”
- Identify the characters in the story “The Three Little Pigs”

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.K.1)
- Carry on and participate in a conversation over four to five turns, staying on a topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age. (L.K.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Make predictions 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.K.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-

aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)

- Learn new words from read-alouds and discussions (L.K.24)
- Sequence four to six pictures illustrating events in a story (L.K.26)

Core Vocabulary

blazing, *adj.* Hot and shining brightly

Example: Don’t stare directly at the blazing sun because it can hurt your eyes!

Variation(s): none

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

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

Variation(s): chimneys

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

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

Variation(s): huffs, huffed, huffing

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

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

Variation(s): puffs, puffed, puffing

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

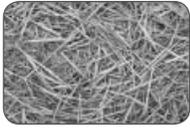
2A

The Three Little Pigs



Introducing the Read-Aloud

10 minutes



What Do We Know?

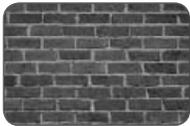
← **Show image 2A-1: Straw**

Ask students if any of them know what is shown in this image. Tell them it is straw, dried grass that is sometimes used as animal feed or bedding.



← **Show image 2A-2: Sticks**

Ask students if any of them know what is shown in this image. Where do sticks come from and what could they be used for?



← **Show image 2A-3: Bricks**

Ask students if they can identify this image. Tell students that this is a picture of bricks. Bricks are made from clay. When the clay dries, the bricks become very hard. What could bricks be used for?

Tell students that they are going to hear a story about three pigs who are planning to build three separate houses for themselves. Ask if anyone can guess the name of today's read-aloud. Explain that there are many versions of the story "The Three Little Pigs" and that this one might be a little different from others they have heard. Each pig may choose to build his house out of straw, sticks, or bricks. Now ask students to pretend that they are going to build their own houses. Would they rather build their houses out of straw, sticks, or bricks? Have them explain their answers.

Purpose for Listening

Tell students that each pig chose a different building material. Ask them to listen carefully to find out which pig made the best choice.

The Three Little Pigs



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

Once upon a time, there were three little pigs who lived with their mother. One day the mother pig said to the three little pigs, “You are all grown up now. It’s time for you to go out into the world and live on your own.” So the three little pigs gave their mother a big hug and kiss and set out to find their own places to live.



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

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



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

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



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

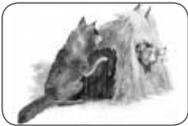
The third little pig continued on his way. In a little while, he passed a man with a wheelbarrow full of bricks. “Aha, I could build a house of bricks,” thought the third little pig. “It’s true that it will take more work than the houses of my brothers, but it will be well worth it.”

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



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

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



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

Now the big, bad wolf knocked at the door and said, “Little pig, little pig, let me come in.”¹

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

“Then I’ll **huff** and I’ll **puff** and I’ll blow your house down,” said the wolf.² And he huffed and he puffed, and he blew the house down. As the straw blew everywhere, the first little pig ran away.

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

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

“Then I’ll huff and I’ll puff and I’ll blow your house down,” said the big, bad wolf.³

1 Do you think the pig should let the wolf in?

2 (Demonstrate huffing and puffing while reading the story.)

3 Do you think the wolf will be able to blow the stick house down?



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

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

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

Soon the wolf came upon the third little pig, who had just finished building his brick house. The little pig looked up. There were his two brother pigs, running toward him, and right behind them was the big bad wolf! All three pigs hurried into the house of bricks and locked the door behind them.



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

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

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

"Then I'll huff and I'll puff and I'll blow your house down," said the big, bad wolf.⁴ Well, the wolf huffed and he puffed, and he huffed and he puffed, and then he puffed and he huffed and he puffed some more, but he could not blow down that house of bricks.

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

"Ha!" said the wolf. "I'm stronger and smarter than you. I'm on my way up the roof, and I'll come down the **chimney**⁵ to get you."

Now the third little pig was no fool. He had already guessed that the wolf might try to come down the chimney, so he already had a **blazing** fire in the fireplace and a big kettle of boiling water heating over the fire.⁶

4 Do you think the wolf will be able to blow the brick house down?

5 (Point to the chimney in the picture.)

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



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

Thinking that he was as clever as could be, the wolf jumped down the chimney and—splash!—he fell right into that boiling hot water. That was the end of that big, bad wolf! And the three little pigs lived happily ever after.

Comprehension Questions

(10 minutes)

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, acknowledge correct responses by expanding 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. Was it a good idea for the first pig to build his house out of straw? Why or why not? (It was a bad idea, because straw is light, and the wolf blew it away easily.)
2. Was it a good idea for the second little pig to build his house out of sticks? Why or why not? (No, because although sticks may be better than straw, the wolf was still able to blow the house down.)
3. Was it a good idea for the third pig to build his house out of bricks? Why or why not? (Yes, because the wolf couldn't blow down the brick house.)
4. Which one of the three pigs do you think was the smartest? Why? (The third pig was wise to choose to build his house with bricks. Bricks are heavier and harder to lift, so it took longer to build the house, but it was the strongest house.)
5. How does the story end? Was it a happy ending? Why or why not? What was the lesson learned? (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.

6. *Think Pair Share:* If you could make up a new ending for the story, what would you change? Share your new ending with your partner. (Answers may vary.)

Word Work: Blazing

(5 minutes)

1. In the read-aloud today, we heard that the pig made a *blazing* fire, and put a big pot full of water over it.
2. Say the word *blazing* with me.
3. When something is blazing, it means it is hot and shining brightly.
4. The blazing fire was very, very hot.
5. What kinds of things do you think could be blazing? Try to use the word *blazing* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I think a _____ could be blazing.")
6. What's the word we've been talking about?

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

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



Complete Remainder of the Lesson Later in the Day

2B

The Three Little Pigs



Extensions

15 minutes

Sequencing the Story (Instructional Master 2B-1)

You may choose to have students complete this activity individually or to use it as a small group activity. Review the story events pictured in each of the four images on the page. Ask students to cut them out and arrange them in order to show the proper sequence of events. Check to see if the students are able to correctly sequence the pictures. You may want to have students glue the pictures on paper once they have been sequenced.

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

3

The Three Billy Goats Gruff



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

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.K.1)
- Carry on and participate in a conversation over four to five turns, staying on a topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age. (L.K.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)

- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell or dramatize a read-aloud, including characters, and beginning, middle, and end events of the story in proper sequence (L.K.25)
- Demonstrate understanding of literary language; e.g., author, illustrator, characters, setting, plot, and personification by using this language in retelling stories or creating their own stories (L.K.27)

Core Vocabulary

creaked, v. Made a low, squeaking sound

Example: The door creaked open.

Variation(s): creak, creaks, creaking

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

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

Variation(s): gobbles, gobbled, gobbling

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

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

Variation(s): long, longs, longing

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

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

Variation(s): none

troll, n. A small, often mischievous creature featured in some make-believe stories

Example: They had to give the troll some gold coins to cross the bridge.

Variation(s): trolls

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Personal Connections		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Three Billy Goats Gruff		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Longed		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Character, Plot, and Setting		15

3A

The Three Billy Goats Gruff



Introducing the Read-Aloud

10 minutes

Personal Connections

Ask students if any of them have ever wanted something very badly. Have them explain what it was that they really wanted. Ask students if they had any problems getting what they wanted. What kind of problems? Were they able to get it? How did they get it?

Tell students that they are going to hear a story in which three goats want something very badly, but run into a problem trying to get what they want.

Purpose for Listening

Tell students to listen carefully to find out what the goats want, what problem they encounter, and how they solve the problem.



The Three Billy Goats Gruff

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

1 A billy goat is a male or “boy” goat.

Once upon a time there were three billy goats who were all named “Gruff.”¹

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

The three Billy Goats Gruff **longed** to go up a hillside covered with thick green grass.²

3 (Point to the brook in the picture.)

They wanted to eat that grass so they could grow nice and fat.

4 (Point to the troll in the picture.)

To get to the hillside they had to cross a brook.³ Over the brook was a bridge. And under the bridge lived a mean, ugly **troll**.⁴

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



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

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

“WHO’S THAT TRIP-TRAPPING OVER MY BRIDGE?” roared the troll.

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

5 Oh-ho! I’m going to come eat you up!

“Oh-ho!” said the troll. “I am coming to **gobble** you up.”⁵

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

“Well, be off with you!” said the troll.



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

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

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

“WHO’S THAT TRIP-TRAPPING OVER MY BRIDGE?” roared the troll, jumping up onto the bridge.

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

“Oh-ho!” said the troll, “I am coming to gobble you up.”

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

“Very well; be off with you!” said the troll.



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

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

“TRIP-TRAP! TRIP-TRAP! TRIP-TRAP!” went the bridge, for the Big Billy Goat Gruff was so heavy that the bridge **creaked** and groaned under him.⁶

6 That means the bridge moved and made a squeaking sound.

“WHO’S THAT TRIP-TRAPPING OVER MY BRIDGE?” roared the troll.

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

“Oh-ho!” said the troll, “I am coming to gobble you up.”

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

So the troll climbed up on the bridge.⁷

7 What do you think will happen now?



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

And the Big Billy Goat Gruff rushed at that troll, and he bumped him and thumped him, and he danced and pranced all over him, till the troll rolled off the bridge into the water, never to be seen again.



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

After that, the Big Billy Goat Gruff went to the hillside, where he joined his brothers. And they all three got so fat that they were **scarcely** able to walk home again.⁸

8 That means that the Billy Goats Gruff could hardly walk home.

Snip, snap, snout,

This tale’s told out.

Comprehension Questions

(10 minutes)

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, acknowledge correct responses by expanding 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 do the Billy Goats Gruff want to cross the bridge? (to eat the green grass and grow nice and fat)
2. Who is the first billy goat to cross the bridge? (Little Billy Goat Gruff)
3. What problem does Little Billy Goat Gruff encounter when he tries to cross the bridge? (The troll who lives under the bridge yells and says he is going to eat Little Billy Goat Gruff.)
4. Why doesn't the troll eat him? (Little Billy Goat Gruff says that his brother, who is bigger, is coming next; the troll decides he'll wait so he has more to eat.)
5. Who crosses the bridge next? (Middle Billy Goat Gruff) What happens when he tries to cross the bridge? (The troll threatens to eat him, but Middle Billy Goat Gruff says his bigger brother is coming, so the troll waits.)
6. Who crosses the bridge next? (Big Billy Goat Gruff) What happens? (The troll threatens to eat him.) What does the third billy goat do to the troll and why? (He knocks the troll into the water. The troll was going to eat him.)
7. How does the story end? (The Billy Goats Gruff get so fat from eating grass that they almost can't walk back across the bridge.)

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

8. *Think Pair Share:* Does the story end the way you expected? Why or why not? (Answers may vary.)

Word Work: Longed

(5 minutes)

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

As a follow-up, ask students the following questions about what they have longed for in different situations. Tell them to begin their answers with "I have longed for . . ." Invite several responses for each question. (Answers may vary for all.)

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



Complete Remainder of the Lesson Later in the Day

3B

The Three Billy Goats Gruff



Extensions

15 minutes

Character, Plot, and Setting



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

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



← **Show image 3A-2: The smallest Billy Goat Gruff crossing the bridge**

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

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

4

The Wolf and the Seven Little Kids



Lesson Objectives

Core Content Objectives

Students will:

- Understand that fiction can be in many different forms, including folktales
- Demonstrate familiarity with “The Wolf and the Seven Little Kids”

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.K.1)
- Carry on and participate in a conversation over four to five turns, staying on a topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age. (L.K.3)
- Understand print and identify parts of a book/read-aloud, i.e., left-to-right top-to-bottom sweeping, title/title page, author, illustrator, cover (L.K.9)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Distinguish fantasy from realistic text (L.K.22)
- Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.K.23)
- Learn new words from read-alouds and discussions (L.K.24)
- Sequence four to six pictures illustrating events in a story (L.K.26)
- Demonstrate understanding of literary language; e.g., author, illustrator, characters, setting, plot, and personification by using this language in retelling stories or creating their own stories (L.K.27)

Core Vocabulary

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

Example: The goat bleated when it was frightened.

Variation(s): bleat, bleats, bleating

disguises, v. Makes oneself look like someone or something else

Example: Billy often disguises himself as a cat.

Variation(s): disguise, disguised, disguising

kids, n. Young goats

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

Variation(s): kid

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

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

Variation(s): millers

terrified, adj. Deeply afraid

Example: The terrified mouse ran away from the cat.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Essential Background Information or Terms		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Wolf and the Seven Little Kids		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Terrified		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Domain-Related Trade Book or Student Choice	trade book	15
	Sequencing of Events	Instructional Master 4B-1 paper	

4A

The Wolf and the Seven Little Kids



Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

Ask if any of the students have ever had someone *tell* them a story—not reading a book or story aloud, but simply telling the story from memory.

Explain to students that the next story they will hear is a folktale. A folktale is different from the kinds of stories found in a lot of children’s books. Folktales are stories that are passed from person to person orally, or by word of mouth, instead of being written down. For example, a grandmother might tell the story to her grandchildren, and later, those children will tell the story to their children, who in turn will pass it on to others. In this way, folktales are passed down from generation to generation. Every culture in the world—no matter what country or which people—has its own folktales. It wasn’t until very recently that some of these stories were actually written down. Be sure to emphasize that folktales are made-up stories.

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

Purpose for Listening

Tell students that the first folktale they will hear is about a wolf who plays a trick on a family of goats. Ask them to listen carefully to find out how he tricks them and whether or not he gets away with it.



The Wolf and the Seven Little Kids

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

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

One day she gathered her seven kids around her and said, “Dear children, I must go into the forest to get food for us to eat. While I am away, be on your guard against the wolf.² For if he gets inside, he will eat you up, bones and all! The wicked creature often **disguises** himself.³ But you can always know him by his rough voice, and by the black fur on his paws.”

“Don’t worry, mother,” said the kids, “we will take good care of ourselves.” So the mother goat **bleated** goodbye, and went on her way with a calm mind.⁴

1 Kids is a word for baby goats.

2 That means the kids need to look out for the wolf.

3 That means the wolf changes how he looks or sounds.

4 Bleated means cried out. (Demonstrate bleating noise.)



← Show image 4A-2: Wolf at the door⁵

Soon there came a knock⁶ at the door, and a voice called out, “Open the door, my dear children. Your mother is back and has brought you each something.” But oh, what a rough voice!⁷

“No, we won’t open the door!” cried the kids. “Our mother has a sweet, gentle voice, and your voice is rough. You must be the wolf!”

The wolf ran off to a store, where he bought a big lump of a special kind of chalk, which he ate to make his voice soft. Then he came back, and knocked at the door,⁸ and called out in a gentle voice, “Open the door, my dear children. Your mother is back and has brought you each something.”

5 What do you see in this picture?

6 (Knock on something.)

7 Do you think the kids should open the door?

8 (Knock on something.)



← Show image 4A-3: Wolf’s paws at the door⁹

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

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

“No, we won’t open the door!” cried the kids. “Our mother’s feet do not have black fur. You must be the wolf!”

So the wolf ran to a baker. “Baker,” he said, “I have hurt my foot. Spread some dough over it.”

10 A miller is a person who runs a mill that grinds grain into flour.



And when the baker had coated his paw with dough, the wolf went to the **miller**.¹⁰

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

“Miller,” he said, “sprinkle some white flour over my paws.” The miller said no, for he thought that the wolf must be planning to trick someone. But then the wolf cried, “If you won’t do it, I’ll eat you up!”¹¹

11 What would you do?

The miller was scared and did as the wolf demanded.

12 (Knock on something.)

For a third time, the wolf went to the door, knocked,¹² and said in a gentle voice, “Open the door, my dear children. Your mother is back and has brought you each something.”



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

“First show us your paws,” said the kids. And the wolf put his white, flour-covered paws against the window. “Yes, this must be our dear mother,” said the kids, and they opened the door.¹³

13 Why do the kids think it is their mother?

In pounced the wolf! The **terrified** kids tried to hide.¹⁴ The first ran under the table. The second crawled under the bed. The third hid under the rug. The fourth ran into the kitchen. The fifth jumped into the cupboard. The sixth ran under a tub. And the seventh climbed inside a big grandfather clock.

14 *Terrified* means really scared.

But the wolf found them all and gobbled them up—all, that is, except the youngest, who was hiding in the grandfather clock.

The wolf, feeling fat and happy, strolled into the forest, lay down under a tree, and fell into a deep sleep.

A short while later the mother goat came home from the woods, and what a sad sight met her eyes. The door stood wide open. Tables and chairs were thrown all about; dishes were broken; quilts and pillows were torn off the bed. She called out for her children, but

they were nowhere to be found. She called each one again by name, but no one answered, until she called the name of the youngest kid.



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

“Here I am, mother,” a frightened little voice cried, “here inside the big grandfather clock.”

And so she helped him out, and heard how the wolf had come and eaten all the other kids. How she cried and cried for her poor children.

Still crying, she wandered outside with her youngest kid, and soon they came to the forest.



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

There they saw the wolf, fast asleep under a tree, snoring so hard that he shook the branches. Then the mother goat saw something moving inside the wolf’s body!¹⁵

“Dear me!” she thought. “Could my poor kids still be alive?” And she sent her youngest kid home to get scissors, needle, and thread. He hurried back, and then the mother goat cut open the wolf. No sooner had she made one snip, then out came the head of one of the kids, and then another snip, and another, and one after the other, all six of the kids jumped out alive and well—for in his greediness, the wolf had swallowed them whole.

15 What do you think the mother goat saw moving inside the wolf?



← **Show image 4A-8: Celebration**

“Now,” said the mother to her kids, “fetch some good hard stones, and we will fill his body with them while he’s still asleep.”

The kids quickly picked up some stones, and they packed them inside the wolf. Then the mother used her needle and thread to sew him up, while he slept and snored all the while.

When the wolf at last awoke, he felt very thirsty. As he walked to the brook, the stones rattled inside him, and he said:

“What is this knocking against my bones?

I thought it was kids, but it feels like stones!”

He came to the brook, and he bent over to take a drink. The weight of the stones made him feel full and the wolf was never hungry again.

“Hooray, hooray, the wolf is gone!” cried the kids, and they danced around their mother with joy.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

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

1. How does the mother tell her kids they will be able identify the wolf? (rough voice, black fur on paws)
2. How does the wolf disguise himself to trick the kids? (He disguises himself by using chalk to soften his voice, and gets help to put dough and flour on his paws to make them look white.)
3. What happens when the wolf gets in? (He eats all the kids except one.)
4. How does the mother goat rescue her kids? (She cuts them out of the wolf’s belly.)
5. Why do you think the mother goat put stones in the wolf’s belly? (so he would not feel hungry and eat more kids)
6. Do you think the mother goat would have really knocked and asked to come into her own house when she returned from shopping? (Answers may vary. Emphasize that the story is made up.)

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

7. *Think Pair Share:* Is there a lesson in this story? What should you do if someone you don't know knocks on the door?
(Answers may vary.)

Word Work: Terrified

(5 minutes)

1. In the read-aloud today, we heard that the *terrified* kids tried to hide.
2. Say the word *terrified* with me.
3. When someone is terrified, s/he is very scared.
4. Mia was terrified of thunderstorms.
5. Have you ever been terrified of something or heard a story about someone who was terrified? Try to use the word *terrified* when you tell about it. [Note: As a teacher you may want to talk about a time that you were terrified and how the situation was resolved.] (Ask two or three students. If necessary, guide and/or rephrase students' responses: "I was terrified when . . ." or "I heard about a time when _____ was terrified.")
6. What's the word we've been talking about?

Use a *Making Choices* activity as a follow-up. Directions: I will name some things. If you think you would be terrified by the thing I name, say, "terrified." If you do not think you would be terrified, say, "not terrified." Explain that answers may vary depending on the student.

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



Complete Remainder of the Lesson Later in the Day

4B

The Wolf and the Seven Little Kids



Extensions

15 minutes

Domain-Related Trade Book or Student Choice

Domain-Related Trade Book

Refer to the list of recommended trade books in the domain introduction at the front of this teacher’s guide, and choose one to read aloud to the class. As you read, use the same strategies that you have been using when reading the read-aloud selections in this anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.

Explain to students that the person who wrote the book is called the author. Tell the students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator.

Student Choice

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

Reread the selected text. 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 liked this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

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 that they have heard in this domain.



Sequencing of Events (Instructional Master 4B-1)

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

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

As students complete this activity, have them work with a partner to retell the folktale referring to the sequenced pictures. You may also want to have students dictate words or sentences that describe the pictures and retell the story.

5

The Bremen Town Musicians



Lesson Objectives

Core Content Objectives

Students will:

- Understand that fiction can be in many different forms, including folktales
- Identify the characters in “The Bremen Town Musicians”
- Demonstrate familiarity with the story “The Bremen Town Musicians”

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.K.1)
- Carry on and participate in a conversation over four to five turns, staying on a topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age. (L.K.3)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)

- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Distinguish fantasy from realistic text (L.K.22)
- Learn new words from read-alouds and discussions (L.K.24)
- Demonstrate understanding of literary language; e.g., author, illustrator, characters, setting, plot, and personification by using this language in retelling stories or creating their own stories (L.K.27)

Core Vocabulary

musician, n. Someone who plays an instrument or sings

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

Variation(s): musicians

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

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

Variation(s): pant, pants, panted

perched, v. Sat or rested on something

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

Variation(s): perch, perches, perching

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

5A

The Bremen Town Musicians



Introducing the Read-Aloud

10 minutes

What Do We Know?

Tell students that the story they will hear today is a folktale, like “The Wolf and the Seven Little Kids.” Ask students if anyone remembers what a folktale is. If students have trouble remembering, remind them that a folktale is a story that is passed down orally from person to person.

Tell students that in the folktale today there is a donkey, a cat, a dog, and a rooster. Ask students if they know what sound a donkey makes. Then ask them if they know what sounds a cat, dog, and rooster make.

Purpose for Listening

Tell students to listen carefully to find out how the animals use the sounds they make to fool some other characters in the story.



The Bremen Town Musicians

← Show image 5A-1: The donkey

Once upon a time there was a donkey who for many years had worked for a farmer. But at last he grew so old that he could no longer do any work. So, the farmer tried to think how he could get rid of his old servant, the donkey, so that he might not have to feed him. The donkey feared what was in the farmer's mind, so he ran away.

- 1 Do you think a donkey can really be part of a band? A musician is someone who plays an instrument or sings.



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

Soon he came upon an old dog **panting** for breath, as if he had been running a long way.²

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

“Ah,” answered the dog, “now that I am old and growing weaker every day, I can no longer go to the hunt. My master speaks of getting rid of me, so I have run away.”

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

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

- 2 This means that the dog was having a hard time breathing.



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

Soon they saw a cat sitting in the road with a face as long as three days of rainy weather.³

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

“You would be sad,” said the cat, “if you were in my place; for now that I am getting old, and my teeth are gone, I cannot catch mice, and I like to lie behind the stove and purr. They have thrown me out, and, alas, what am I to do?”

- 3 What do you think it means to say that the cat's face was “as long as three days of rainy weather”? Do you think the cat feels happy or sad?

“Come with us to Bremen,” said the donkey. “I know that you sing well at night, so you can easily be a street musician in the town.”

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



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

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

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

“Ah,” said the rooster, “I heard the cook say that I am to be baked for Sunday dinner. And so I am crowing as hard as I can while my head is still on!”

“Come with us, old Red Comb,” said the donkey.⁴ “We are going to Bremen to be street musicians. You have a fine voice, and the rest of us are all musical, too.”

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

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



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

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

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

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

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

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

“Or some corn!” said the rooster.

So they set out at once and soon reached the house.⁵ The donkey, who was the tallest, looked in the window.

4 Who is being called “old Red Comb” and why?

5 Why are the animals going to the house?

6 Robbers are thieves who steal things that aren't their own. Who is in the house?



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

8 How do you think the robbers felt? What was the noise really coming from?



9 What do you notice about the room? (Point out how dark it is.)

10 What did the cat do?

11 What did the dog do?

“What do you see, old Long Ears?” asked the rooster.

The donkey answered, “I see a table spread with plenty to eat and drink. And robbers are sitting before it having their supper.”⁶

“Come down,” said the dog, “and we shall think of a way to make the robbers’ supper our own.”

The four friends talked over what they could do to drive the robbers away. At last they hit upon a plan. This is what they did.

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

The donkey stood on his hind legs and placed his front feet on the windowsill. The dog stood on the donkey’s back. The cat climbed up and stood on the dog’s back. And the rooster **perched** on the cat’s head.⁷

Then the donkey gave a signal, and they all began to make their loudest music. The donkey brayed, the dog barked, the cat meowed, and the rooster crowed.

The robbers had never before heard such a noise, and thought it must be coming from witches, or giants, or monsters.⁸ They ran as fast as they could to the woods behind the house. Then our four friends rushed in and ate what the robbers had left on the table.

← **Show image 5A-7: Robber breaking in while the animals are sleeping**⁹

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

When all was still and dark, the robber chief sent one of his bravest men back to the house. The man found everything quiet and still, so he went inside. He did not see the cat, and he stepped on her tail. The angry puss flew up, spit at the man, and scratched his face with her sharp claws.¹⁰ It gave the robber so great a fright that he ran for the door, but the dog sprang up and bit him in the leg as he went by.¹¹

12 What did the donkey do?



13 Which animal does the robber think was a witch that scratched his face?

14 Which animal does the robber think was a man who cut him?

15 Which animal does the robber think was a giant?

16 Which animal did the robber really hear?

In the yard the robber ran into the donkey, who gave him a great kick with his hind foot.¹² All this woke the rooster, who cried with all his might, “Cock-a-doodle-doo! Cock-a-doodle-doo!”

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

The robber ran as fast as his legs could carry him back to his friends.

Gasping for breath, he said, “In that house is a wicked witch, who scratched my face with her long nails.¹³ Then by the door stood a man with a knife, who cut me in the leg.¹⁴ Out in the yard was a great giant, who struck me with a huge club.¹⁵ And all the while someone cried out, ‘Kill the robber, do! Kill the robber, do!’”¹⁶

The robbers were filled with fear and ran away as fast as they could. But our four friends liked the little house so well that they stayed there, and as far as I know, they are there to this day.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, 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 does the donkey leave his home? (The farmer is trying to find a way to get rid of him because the donkey is old and can no longer work.)
2. What other animals join the donkey? (dog, cat, and rooster)
3. What are the animals planning to do? (be musicians and play in a band together) Can animals really play in a band? (no)
4. Where are the robbers when the animals first see them? (in a house)

5. Why do the animals want to scare the robbers away from the house? (so they can eat their supper)
6. How do the animals scare away the robbers? (They stand on top of one another, and they all make noise.)
7. After the animals settle down for the night, what happens in the story? (The robbers return to the house, and one of them is sent in to see if everything is okay.)
8. Why does the robber think that there was a witch, a man with a knife, and a giant in and around the house? (It is dark, and he can't see. He felt the animals and assumed they were something else.)

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

9. *Think Pair Share:* What do you think the animals did after the robbers ran away? Do you think they became musicians as they planned? (Answers may vary.)

Word Work: Musician

(5 minutes)

1. In the read-aloud today, we heard that the donkey wanted to be a street *musician*.
2. Say the word *musician*.
3. A musician is someone who plays an instrument or sings.
4. The musician played a beautiful song at the wedding.
5. Have you ever seen or heard a musician? What did he or she play? Try to use the word *musician* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I've seen a musician play a ____.")
6. What's the word we've been talking about?

As a follow-up, have students discuss musicians they have seen or heard. Encourage them to use the word *musician*.



Complete Remainder of the Lesson Later in the Day

5B

The Bremen Town Musicians



Extensions

15 minutes

Two-Column Chart

Show Image Card 5. Review the characters from today's read-aloud. Remind students that those animals and people are called characters. Have them say the word *character* with you.

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

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

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

6

Momotaro: Peach Boy



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

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.K.1)
- Carry on and participate in a conversation over four to five turns, staying on a topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age. (L.K.3)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Make predictions 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.K.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)

- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Distinguish fantasy from realistic text (L.K.22)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

island, n. A piece of land completely surrounded by water

Example: We had to take the boat to get out to the island.

Variation(s): islands

millet cakes, n. Cakes made of millet seed

Example: Susan prepared millet cakes for the long journey.

Variation(s): millet cake

pheasant, n. A type of bird that normally has a long tail

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

Variation(s): pheasants

prisoner, n. Someone who is kept in a place where s/he can’t get out

Example: They kept the prisoner in the jail cell.

Variation(s): prisoners

swooped, v. Moved downward quickly through the air in a curving movement

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

Variation(s): swoop, swoops, swooping

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

6A

Momotaro: Peach Boy



Introducing the Read-Aloud

10 minutes



What Do We Know?

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

Tell students that today they are going to hear another folktale that involves a hero. Explain that this story comes from the country of Japan. Point out Japan on the map and explain that Japan is an island country that is part of Asia.

Ask the following questions:

- Have you heard of Japan?
- What do you know about Japan?
- Have you ever tried Japanese food?

Purpose for Listening

Tell students that the Japanese folktale that they will hear today is called “Momotaro: Peach Boy.” The main character in the story, Momotaro, is very brave. Tell students to listen carefully to find out how Momotaro helps his town.



Momotaro: Peach Boy

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

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

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

1 (Point to the peach floating down the river.) Have you ever seen a peach that big?

2 Do you think something is inside the peach? What do you think it could be?

The old man soon came down from the hills, and the good wife set the peach before him. She lifted a knife and brought it close to the big peach when suddenly a little voiced cried out, “Stop! Don’t hurt me.”² And, as the old man and woman looked on in amazement, the peach split apart, and out came a baby boy.



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

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

Momotaro grew up to be strong and brave—which was a good thing for the village, because for many years the villagers had been attacked and robbed by the *oni*, who were mean and greedy monsters.³ Everyone in the village was afraid of the *oni*.

3 Are monsters real?

One day, when Momotaro had grown to be a young man, he said to his parents, “I am going to the **island** of the *oni* monsters who steal from our village. I will bring back what they have stolen, and stop them from harming us ever again.⁴ Please make some **millet cakes** for me to take along on my journey.”⁵

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

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



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

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

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

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

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

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



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

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

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

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

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

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



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

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

Momotaro looked around to see who was calling. A big **pheasant** flew out of a field and landed at his feet.⁶ Momotaro told him that he and his new friends were going to the island of the *oni* monsters. “Then I will come with you and help you,” said the pheasant. Momotaro thanked him and gave him a millet cake.

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

6 (Point to the pheasant in the image.)



7 or flew

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

They soon came to the island of the *oni* monsters. The monsters lived in a big stone castle. The pheasant flew over the high castle walls. He **swooped**⁷ down and used his sharp beak to peck, peck, peck at the *oni* monsters. The monsters shouted and screamed and ran about in confusion.

Just then Momotaro, with the help of the dog and monkey, broke through the gate of the castle. Oh, what a battle! The dog and monkey scratched and bit the monsters' legs. Momotaro slashed left and right with his staff. Many of the monsters ran away, and soon Momotaro captured their king. When they saw their king held **prisoner**, the other *oni* monsters bowed down before Momotaro.⁸

8 This means that Momotaro was holding the king so well that the king couldn't get away.



← **Show image 6A-8: *Oni* bowing to Momotaro and bringing him treasure**

Momotaro ordered the monsters to collect all the treasure they had stolen. They brought out beautiful gowns and jewels and gold and silver and much more besides.

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

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Who are all of the characters in this story? (old man, old woman, Momotaro, pheasant, monkey, dog, *oni* monsters, etc.)
2. What does the name Momotaro mean? (peach boy) Why is Momotaro a good name for this character? (He was born or came out of a peach.)
3. Who are the *oni* monsters, and why are the townspeople afraid of them? (monsters that live on an island not far from Momotaro's village; they steal things from the village.) Are they real or make-believe? (make-believe)
4. How do the pheasant, the dog, and the monkey act like humans? (talk, eat people food, etc.) How does the pheasant act like a real bird? (flies, pecks, etc.)
5. What does Momotaro give to each of these animal characters in return for their help? (a millet cake)
6. If Momotaro hadn't given the animals the millet cakes, do you think the animals would have agreed to help him? Why or why not? (Answers may vary.)
7. How does Momotaro help the people in his village? (He defeats the *oni* monsters and returns all of the things they stole from the village.)
8. *Think Pair Share:* Do you think Momotaro would have been able to defeat the *oni* monsters without the animals' help? Why or why not? (Answers may vary.)

Word Work: Swooped

(5 minutes)

1. In the read-aloud today, we heard that the pheasant *swooped* down and used his sharp beak to peck, peck, peck at the *oni* monsters.
2. Say the word *swooped* with me.
3. The word *swooped* means something moved downward quickly in a curving movement. (Demonstrate this motion for students as you explain it.)

4. The seagull swooped down to the ocean to grab a fish.
5. Have you ever seen something that has swooped? Try to use the word *swooped* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I've seen a _____ that swooped down to get a . . .")
6. What's the word we've been talking about?

Use a *Making Choices* activity as a follow-up. Directions: I am going to read several statements. If the statement describes *swooped* correctly, say, "swooped." If the statement does not describe *swooped*, say, "not swooped."

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

Ask students if they think a person has ever swooped. Have them explain why or why not.



Complete Remainder of the Lesson Later in the Day

6B

Momotaro: Peach Boy



Extensions

15 minutes

Personal Stories

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

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

Parent Letter

Send home Instructional Master 6B-1.

7

The Story of Jumping Mouse, Part I



Lesson Objectives

Core Content Objectives

Students will:

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

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.K.1)
- Carry on and participate in a conversation over four to five turns, staying on a topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age. (L.K.3)
- Understand print and identify parts of a book/read-aloud, i.e., left-to-right, top-to-bottom sweeping, title/title page, author, illustrator, cover (L.K.9)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Make predictions 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.K.12)
- Describe illustrations (L.K.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)

- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds (L.K.18)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

The Story of Jumping Mouse, retold by John Steptoe 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.

brush, n. (p. 1) A bunch of bushes, shrubs, and other plants growing close together

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

Variation(s): none

journey, n. (p. 3) A long trip or voyage from one place to another

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

Variation(s): journeys

perilous, adj. (p. 3) Dangerous

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

Variation(s): none

scornfully, adv. (p. 10) Showing by words or expression that you do not think much of something or someone

Example: Jim scornfully glared at his dog because it chewed his shoes.

Variation(s): none

swayed, v. (p. 3) Changed an idea or an opinion

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

Variation(s): sway, sways, swaying

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Sharing the Trade Book Cover		10
	Personal Connections		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Story of Jumping Mouse, Part I	<i>The Story of Jumping Mouse: A Native American Legend</i> , retold by John Steptoe, pp. 1-13 chart paper	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Perilous		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	The Giving Chart	chart paper, chalkboard, or whiteboard	15

7A

The Story of Jumping Mouse, Part I



Introducing the Read-Aloud

10 minutes

Sharing the Trade Book Cover

Read the title and author information of the book. Point out the Caldecott award and explain that this book received an award for being an outstanding picture book.

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

Personal Connections

Tell students that the main character in today's story, Jumping Mouse, has someplace he really wants to go that he has never been to before. Ask students if there is a place they would like to go where they have never been before—maybe someplace they have heard grown-ups talking about. Have students talk about where they might want to go and why they want to go there.

Purpose for Listening

Tell students to listen carefully to find out where Jumping Mouse wants to go and why.

Presenting the Read-Aloud

10 minutes

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 starting with the illustration as page 1. It is strongly recommended that you pencil the page numbers (1–13) into the book before sharing the read-aloud. The prompts below are listed by page number. Make sure to discuss what students see in each picture as you read each page. Today's read-aloud will end on page 13.

Page 1

- **. . . ones tell stories.** The old ones were the older mice who told stories. What was the young mouse's favorite story? (Ask students what the dangerous shadows in the sky might be. You may need to explain that they are birds that might want to eat mice.)

Page 3

- **. . . be long and perilous . . .** or the trip would be long and dangerous
- **. . . not be swayed.** The word *swayed* means changed an idea or opinion. So the old ones warned the young mouse but he still wanted to go to the far-off land. Did the young mouse change his idea?

Page 4

- **. . . edge of the brush.** A brush is a bunch of bushes and other plants growing close together.
- **. . . said in dismay.** How do you think he will get across?

Page 6

- **. . . the young mouse.** Remember, the old ones told stories about the far-off land. How would you have explained swimming to the mouse? How do you think Magic Frog will help the mouse?

Page 7

- . . . **powerful new legs.** What name did Magic Frog give the young mouse? What gift did Magic Frog give Jumping Mouse?
- . . . **but don't despair.** Hardships are challenges. What kind of hardships do you think Jumping Mouse will come upon?

Page 8

- . . . **fat old mouse.** What hardships or challenges has Jumping Mouse met? Do you think he will give up?

Page 10

- . . . **is right here?"** Does the fat old mouse have dreams like Jumping Mouse? When the fat mouse **scornfully** spoke to Jumping Mouse, that means he did not think much about Jumping Mouse's dreams.
- . . . **cross the stream."** Now that he knows the snake is on the other side of the stream, what do you think Jumping Mouse will do? Will he stay with the fat mouse or continue to the far-off land?

Page 12

- . . . **a berry bush."** Did Jumping Mouse want to become like the fat old mouse? What is Jumping Mouse's dream?

Page 13

- . . . **life is over."** What happened to the fat mouse? (Tell students you have only read the first part of the story and will continue reading the next time you meet. Ask if they think Jumping Mouse will make it to the far-off land. Record the students' answers on chart paper and save them for the next lesson.)

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Who are the characters in the story so far? (Jumping Mouse, Magic Frog, the fat mouse, the snake)
2. Why does the mouse decide to leave his home and travel across the desert? (He wants to see the far-off land.)
3. What gift does Magic Frog give to Jumping Mouse? (powerful hind legs)
4. How does this gift help Jumping Mouse get across the desert? (He can jump higher and farther, so the powerful hind legs help him make it across the desert faster.)
5. Magic Frog tells Jumping Mouse that he may encounter hardships during his trip, but that he must “keep hope alive.” What do you think Magic Frog means? (Jumping Mouse should not give up.)
6. Who does Jumping Mouse meet after Magic Frog? (fat mouse) What warning does he give Jumping Mouse? (to stay on his side of the river because there is a snake on the other side) What happens to fat mouse? (The snake eats him.)
7. *Think Pair Share:* Do you think that Jumping Mouse will make it to the far-off land? Why or why not? (Answers may vary.)

Word Work: Perilous

(5 minutes)

1. In the read-aloud today, we heard that the old ones warned that the journey would be long and *perilous*, but Jumping Mouse still wanted to go to the far-off land.
2. Say the word *perilous* with me.
3. *Perilous* means very dangerous.
4. Walking along the edge of the busy road seemed perilous.
5. What kinds of things do you think would be perilous? Try to use the word *perilous* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: “. . . would be perilous.”)

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

For follow-up, use a *Making Choices* activity. Directions: I am going to read some statements. If what I read describes something that is dangerous, say, "perilous." If what I describe is not dangerous, say, "not perilous."

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



Complete Remainder of the Lesson Later in the Day

7B

The Story of Jumping Mouse, Part I



Extensions

15 minutes

The Giving Chart

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

Gift	Giver	Receiver

Explain to the students that in the read-aloud today, Jumping Mouse was given a great gift. Ask students what gift Jumping Mouse was given. Draw a simple picture of Jumping Mouse's strong hind legs on the chart under "Gift." Ask students who gave the gift to Jumping Mouse. Draw a simple image of Magic Frog under "Giver." Remind students that Magic Frog gave Jumping Mouse his new name and powerful hind legs. Draw a simple image of Jumping Mouse under "Receiver."

Read the chart to students. The gift was powerful hind legs; the giver was Magic Frog; and the receiver was Jumping Mouse. Ask students how the powerful hind legs helped Jumping Mouse on his journey.

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

8

The Story of Jumping Mouse, Part II



Lesson Objectives

Core Content Objectives

Students will:

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

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.K.1)
- Carry on and participate in a conversation over four to five turns, staying on a topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age. (L.K.3)
- Understand print and identify parts of a book/read-aloud, i.e., left-to-right top-to-bottom sweeping, title/title page, author, illustrator, cover (L.K.9)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Describe illustrations (L.K.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.K.23)
- Learn new words from read-alouds and discussions (L.K.24)
- Demonstrate understanding of literary language; e.g., author, illustrator, characters, setting, plot, and personification by using this language in retelling stories or creating their own stories (L.K.27)

Core Vocabulary

The Story of Jumping Mouse, retold by John Steptoe 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.

compassion, n. (p. 27) Deep awareness of the suffering of another as well as a desire to stop it

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

Variation(s): none

enormous, adj. (p. 14) Very large

Example: The trucks driving down the highway are enormous.

Variation(s): none

fragrances, n. (p. 22) Sweet or pleasant odors

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

Variation(s): fragrance

misused, v. (p. 20) Used incorrectly

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

Variation(s): misuse, misuses, misusing

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Trade Book Review		10
	Review Predictions		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Story of Jumping Mouse, Part II	<i>The Story of Jumping Mouse: A Native American Legend</i> , retold by John Steptoe, pp. 14-36 The Giving Chart from previous lesson	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Misused		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Student Choice		15
	Character Assessment	drawing paper, drawing tools	

8A

The Story of Jumping Mouse, Part II



Introducing the Read-Aloud

10 minutes

Trade Book Review

Use the trade book to review the previous read-aloud. You may wish to flip through the trade book and show students the images to help them review the story thus far.

Review Predictions

Remind students that they made predictions about what other characters Jumping Mouse would meet and what kinds of gifts he would give them. Share these predictions once more.

Purpose for Listening

Tell students to listen carefully to the second half of the story about Jumping Mouse to see if their predictions are correct.

Presenting the Read-Aloud

10 minutes

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 starting with the illustration as page 1. It is strongly recommended that you pencil the page numbers (14–36) into the book before sharing the read-aloud. The prompts below are listed by page number. Make sure to discuss what students see in each picture as you read each page. Today’s read-aloud will begin on page 14.

Page 14

- **... lying in the grass.** As Jumping Mouse continued his journey, he thought he saw an enormous boulder. What did he really see?
- **“I’ll surely die.”** The bison is blind. Do you think Jumping Mouse can help him?

Page 17

- **... his own sight.** Magic Frog gave Jumping Mouse the gift of strong legs and a new name. (Note: Fill in the Giving Chart as you ask the following questions.) What gift did Jumping Mouse give the bison? What new name did Jumping Mouse give the bison? So, who was the gift giver? (Draw a simple picture of Jumping Mouse on the chart.) What gift did he give? (Draw a simple picture of eyes on the chart.) Who was the receiver? (Draw a simple picture of Bison on the chart.)

Page 18

- **... you to the mountains.”** (Remind students that the shadows of the sky are birds that may want to eat Jumping Mouse.)
- **... foot of the mountains.** Jumping Mouse helped Eyes-of-a-Mouse. How did Eyes-of-a-Mouse help Jumping Mouse?

Page 19

- **... went to sleep.** Do you think Jumping Mouse will continue to the far-off land now that he has given up his sight?

Page 20

- “. . . I lost it.” If the wolf **misused** his gift of smell, this means he used it incorrectly.
- “. . . **Nose-of-a-Mouse.**” (Note: Fill in the Giving Chart as you ask the following questions.) What new name did Jumping Mouse give the wolf? What gift did Jumping Mouse give to the wolf, now called “Nose-of-a-Mouse? So, who was the gift giver? (Draw a simple image of Jumping Mouse on the chart.) What gift did he give? (Draw a simple picture of a nose on the chart.) Who was the receiver? (Draw a simple image of Wolf on the chart.)

Page 22

- “. . . **the mountain in fragrances.** Sweet or pleasant smells are **fragrances.**
- “. . . **far-off land.**” How does the wolf feel after receiving his new gift?

Page 23

- “. . . **went to sleep.** Jumping Mouse helped Nose-of-a-Mouse. How did Nose-of-a-Mouse help Jumping Mouse? How did Eyes-of-a-Mouse (the bison) help Jumping Mouse? (Explain to students that because Jumping Mouse helped the other animals in need, they helped him in return.)

Page 24

- “. . . **began to cry.** How do you think Jumping Mouse feels?
- “. . . **swallowing his tears.** Is that Magic Frog’s voice?

Page 27

- “. . . **far-off land.**” Magic Frog said that Jumping Mouse displayed **compassion**, which means he understood how much the other animals were hurting. He was not selfish and did not think about himself. Instead he helped the other animals.

Page 28

- “. . . **fear, Jumping Mouse.**” What do you think Magic Frog means?

Page 30

- . . . **commanded Magic Frog.** Why do you think Magic Frog wants him to jump high? What do you think will happen next?

Page 32

- . . . **a new name.”** What do you think Jumping Mouse’s new name will be?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. What new characters appear in the second half of the read-aloud? (bison, wolf)
2. Do you think the bison thinks Jumping Mouse will be able to help him? Why or why not? (He is surprised that something as small as a mouse could help him.) What gift does Jumping Mouse give to the bison? (his sense of sight) What does he name the bison? (Eyes-of-a-Mouse)
3. Does Jumping Mouse have to help the bison or could he simply ignore him and continue his journey? Why do you think he helps the bison? (Answers may vary.)
4. What does Jumping Mouse give the wolf? (his sense of smell) What does he name the wolf? (Nose-of-a-Mouse)
5. What do these gifts tell you about Jumping Mouse? Is he kind, or is he mean? (kind) Does he care about others? (yes) How can you tell? (He gave up his sight and sense of smell to help the other animals. He was compassionate and generous.)
6. What does Magic Frog turn Jumping Mouse into at the end of the story? (an eagle)
7. *Think Pair Share:* Jumping Mouse does very nice things for the bison and the wolf, and as a result he has to give up very important things: his own senses of sight and smell. However, in the end, he is rewarded by Magic Frog. He is turned into an eagle and can live in the far-off land forever. So, what lesson can we learn from this story? (It’s nice to do good deeds, such as helping others. Good deeds often bring unexpected rewards.)

Word Work: Misused

(5 minutes)

1. In the read-aloud today, we heard that the wolf *misused* the gift of smell.
2. Say the word *misused* with me.
3. When you misuse something, you use it in the wrong way.
4. Larry misused his desk by sleeping on it.
5. Have you ever seen or heard of someone who misused something? Try to use the word *misused* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I saw someone who misused . . .")
6. What's the word we've been talking about?

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

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



Complete Remainder of the Lesson Later in the Day

8B

The Story of Jumping Mouse, Part II



Extensions

15 minutes

Student Choice

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

Reread the selected text. 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.

Character Assessment

Briefly review all of the stories students have heard thus far. Ask them to choose one favorite character from the stories and draw a picture of that character. When they have completed their drawings, ask students to explain their reasons for choosing their particular characters. Prompt discussion with questions such as, "What attributes does that character have? What kinds of things did the character do?"

PP1

Pausing Point 1



Note to Teacher

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:

- 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

Activities

Image Review

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

Image Card Review

Materials: Image Cards 1–6

In your hand, hold Image Cards 1–6 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give

a clue about the picture s/he is holding. For example, for *Chicken Little*, the student might say, “The sky is falling!” The rest of the class will guess what story is being described. Proceed to another card when the correct answer has been given.

Domain-Related Trade Book or Student Choice

Materials: Trade book

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

Key Vocabulary Brainstorming

Materials: Chart paper

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

Riddles for Review

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

- I thought the sky was falling. Who am I? (Chicken Little)
- I tried to blow the three little pigs’ houses down. Who am I? (wolf)
- We wanted to cross the bridge to eat the grass on the hillside. Who are we? (three Billy Goats Gruff)
- I longed to go to the far-off land. Who am I? (Jumping Mouse)
- I defeated the *oni* monsters for my town. Who am I? (Momotaro)

Class Book: Stories

Materials: Drawing paper, drawing tools

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

a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

On Stage

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

Bremen Town “Musicians”

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

donkey: hee-ha

dog: ruff

cat: meow

rooster: cock-a-doodle-doo

Remind students that in order to scare the robbers from the house, the animals all stood at the window and “made their loudest music.” If necessary, remind students why the animals wanted to go into the house. (for a place to rest and eat) You may wish to show image 5A-6 to help students remember.

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

Ask students if they think they sound like a band. Why or why not? Do they like the “music” they are making? If they were the robbers in the house when the animals made their “music” would they be scared?

9

Goldilocks and the Three Bears



Lesson Objectives

Core Content Objectives

Students will:

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

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.K.1)
- Carry on and participate in a conversation over four to five turns, staying on a topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age. (L.K.3)
- Learn and use appropriately common sayings and phrases such as “Do unto others as you would have them do unto you.” (L.K.7)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Describe illustrations (L.K.13)
- Use picture accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)

- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Distinguish fantasy from realistic text (L.K.22)
- Learn new words from read-alouds and discussions (L.K.24)
- Demonstrate understanding of literary language; e.g., author, illustrator, characters, setting, plot, and personification by using this language in retelling stories or creating their own stories (L.K.27)
- Change some story events and provide a different story ending (L.K.28)

Core Vocabulary

peeped, v. Looked quickly and secretly at something or someone

Example: Bill peeped around the corner to see if he was being followed.

Variation(s): peep, peeps, peeping

porridge, n. A food that is similar to oatmeal

Example: I have porridge for breakfast everyday.

Variation(s): none

wee, adj. Very small

Example: Carl found a wee beetle under a rock.

Variation(s): weer, weest

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Do We Know?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Goldilocks and the Three Bears		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Wee		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Character, Setting, Plot	Image Cards 1–7 chart paper, chalkboard, or whiteboard	15
	Sayings and Phrases: Do Unto Others as You Would Have Them Do Unto You		

9A

Goldilocks and the Three Bears



Introducing the Read-Aloud

10 minutes



What Do We Know?

← Show image 9A-1: Bear

Ask students to name the animal in the image. Tell them it is a bear. Ask:

- What do bears eat?
- Where do bears live?
- Where do bears sleep?

Purpose for Listening

Tell students they are going to hear a story about bears. Ask them to listen carefully to find out where the bears in the story live, what they eat, and where they sleep.



Goldilocks and the Three Bears

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

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

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

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

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

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

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

First she looked in at the window. Then she **peeped** in at the door.³ Then she knocked, but no one answered.

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

Goldilocks walked right into the house!⁴

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

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

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

Then she tasted the porridge in the wee little bowl, and it was just right. She liked it so much that she ate it all up!⁵

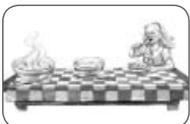
1 Wee means very small.

2 Porridge is like oatmeal.



3 Peeped means Goldilocks looked in through a hole or window in the door.

4 Do you think Goldilocks should go into the bears' house?



5 Is it polite to eat someone's food without asking?



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

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

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

Then she sat in Baby Bear’s wee little chair, and it was just right. She sat and sat till suddenly—crack!—the chair broke.⁶

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

6 How would you feel if someone broke something that belonged to you?



← **Show image 9A-6: The three beds**

First she lay down on Papa Bear’s great big bed, but it was too high.

Then she lay down on Mama Bear’s middle-sized bed, but it was too low.

So she lay down on Baby Bear’s wee little bed, and it was just right.

She covered herself up, and then fell fast asleep.

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

About this time the three bears came back from their walk. They went straight to the table, and suddenly Papa Bear cried out in his great big voice, “Someone has been eating my porridge!”⁷

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

Then Baby Bear looked at his dish, and he said in his wee little voice, “Someone has been eating my porridge, and has eaten it all up!”⁸

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

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

7 How did Papa Bear know someone had been eating his porridge?

8 Who has been eating the bears’ porridge?



9 Who was sitting in the bears' chairs?

10 What do you think will happen next?



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

Then Baby Bear said in his wee little voice, “Someone has been sitting in my chair and has broken the bottom out of it!”⁹

The three bears ran upstairs to their bedroom.¹⁰

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

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

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

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



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

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

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Who are the characters in this story? (Papa Bear, Mama Bear, Baby Bear, Goldilocks)
2. Where do the bears live? (in a house) What do the bears eat? (porridge) Where do the bears sleep? (in beds)
3. How do the bears act like people? (They talk, live in a house, make and eat the kind of food that people do, etc.)
4. What does Goldilocks do when she finds out that the bears aren't home? (She goes into their house without being invited, eats their porridge, sits in their chairs, and sleeps in their beds.)
5. What happens when the bears get home? (They find that someone has been eating their porridge and Baby Bear's porridge)

has been eaten up. Then, they find out that someone has been sitting in their chairs—and Baby Bear’s chair is broken. Last, they find Goldilocks in Baby Bear’s bed. Goldilocks runs home.)

6. Should you ever go into someone else’s house without his or her permission? Why or why not? (No, it is not nice and may be unsafe to go into someone else’s house without his or her permission.)
7. *Think Pair Share:* Make-believe that you are Goldilocks. What would you have done differently? How would the story have ended differently? (Answers may vary.)

Word Work: Wee

(5 minutes)

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

Use a *Making Choices* activity as a follow-up. Directions: I am going to name some objects. Decide whether the object is *wee* or not. If the object is *wee*, say, “That’s a *wee* _____.” If the object is not *wee*, say, “That’s not *wee*.”

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



Complete Remainder of the Lesson Later in the Day

9B

Goldilocks and the Three Bears



Extensions

15 minutes

Character, Setting, Plot

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

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

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

You may also wish to review and/or discuss characters, plot, and setting utilizing Image Cards 1–7.

Sayings and Phrases:

Do Unto Others as You Would Have Them Do Unto You (5 minutes)

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

Have the students think about the read-aloud they heard earlier.

Ask:

- If you were one of the three bears, would you want someone coming into your house while you weren’t there?

- Do you think that Goldilocks thought about the phrase “Do unto others as you would have them do unto you” before she went into the bears’ house?
- What do you think Goldilocks should have done?

10

Tug-of-War



Lesson Objectives

Core Content Objectives

Students will:

- Understand that fiction can be in many different forms, including trickster tales
- Identify the setting of “Tug-of-War”
- Describe and give an example of a “trickster tale”

Language Arts Objectives

- 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.K.1)
- Carry on and participate in a conversation over four to five turns, staying on a topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age. (L.K.3)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Learn new words from read-alouds and discussions (L.K.24)
- Demonstrate understanding of literary language; e.g., author, illustrator, characters, setting, plot, and personification by using this language in retelling stories or creating their own stories (L.K.27)

Core Vocabulary

boast, v. To tell someone about something in a proud way
Example: Darian loved to boast about how good he was at skating.
Variation(s): boasts, boasted, boasting

bold, adj. Brave and fearless
Example: The warrior was bold and strong.
Variation(s): bolder, boldest

foolishness, n. A lack of good sense or judgment
Example: My mother does not allow foolishness, such as dancing on chairs in the house.
Variation(s): none

might, n. Physical strength
Example: I tried to open the bottle using all of my might, and I still couldn’t get it open!
Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Essential Background Information or Terms		10
	Purpose for Listening		
Presenting the Read-Aloud	Tug-of-War		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Foolishness		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Character Comparison	chart paper, chalkboard, or whiteboard	15
Take-Home Material	Parent Letter	Instructional Master 10B-1	

10A

Tug-of-War



Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

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

Purpose for Listening

Tell students to listen carefully to find out how a character in the story, Turtle, uses the game tug-of-war to make friends.



Tug-of-War

← Show image 10A-1: Turtle bragging

- 1 That means Turtle said things in a proud and annoying way.
- 2 (Point to the elephant and the hippo in the image.)

Turtle was small, but he talked big. He loved to **boast** and brag and say things like, “I’m as powerful as the biggest animals around here, indeed I am.”¹ And that includes Elephant and Hippopotamus.² That’s right: Elephant and Hippopotamus call me ‘friend,’ because I’m as powerful as they are.”

One day, Elephant and Hippopotamus happened to hear from some of the other animals what Turtle was going around saying. Elephant and Hippopotamus laughed. “So,” they said, “Turtle says we call him ‘friend’? That’s the silliest thing we’ve ever heard. We don’t call him ‘friend.’ He’s so little we don’t think of him at all.”

And when the animals told Turtle what Elephant and Hippopotamus said, Turtle got mad, very mad. “So, they do not think of me because I’m so small? They do not call me ‘friend’? Well, I’ll show them who is really powerful. And they will call me ‘friend,’ just you wait and see!” Then Turtle set off to find Elephant and Hippopotamus.



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

- 3 or brave

He found Elephant lying down in the forest. Elephant was big as a mountain; his trunk was long as a river. But Turtle was **bold**.³ He walked right up and shouted, “Hey, friend, get up and say hello to your friend.”

Elephant looked all around to see where the voice could be coming from. Finally, he looked down—way down—and spotted Turtle. “Oh, it’s you, is it?” said Elephant. “Go away, you small animal of no importance. And watch out who you call ‘friend.’”

“I call you ‘friend’ because that’s what you are—right, Elephant?”

“Wrong!” rumbled Elephant. “And what is this **foolishness** I hear, that you claim to be as powerful as I am?”⁴ Do you dare to think of yourself as equal to me? Don’t be stupid, little creature.”

- 4 Foolishness means not having good sense or judgement.

“Now, Elephant,” said Turtle, “just listen. Yes, I call you ‘friend,’ and yes, I say we are equal. You think that because you’re so much bigger than me, that makes you better. Well, let’s have a tug-of-war to find out.”

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



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

“Maybe not, maybe so,” said Turtle. “But if you’re so sure, what have you got to lose?” Then Turtle cut a very long vine and gave one end to Elephant. “Here,” said Turtle. “Now, if I pull you down, I am greater. If you pull me down, you are greater. We won’t stop tugging until one of us pulls the other over, or the vine breaks. And if the vine breaks, we are equal, and will call each other friend.”⁵

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

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

“Oh, friend, I’m here!” shouted Turtle. “Come out of the water and give your friend a proper greeting, why don’t you?”



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

Hippopotamus could hardly believe his ears. “Don’t call me ‘friend,’ you little good-for-nothing,” he bellowed.

“Now hold on, friend Hippo,” said Turtle. “You think that because you’re so much bigger than me, that makes you better. Well, let’s have a tug-of-war to find out. Whoever pulls the other down is greater. We will keep pulling until one of us wins or the vine breaks. And if the vine breaks, we are equal, and will call each other ‘friend.’”⁶

“You silly turtle, you must have no brain in that little head,” said Hippopotamus. “I’ll pull you down before you can blink.”

“Well, let us see,” said Turtle, and he gave Hippopotamus an

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

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

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

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



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

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

Elephant and Hippopotamus both tugged so mightily that the vine stretched tight.⁷ Turtle settled into a comfortable spot and watched for a while as the vine moved just a little bit one way, then just a little the other way. He took out his lunch and munched on his food very slowly, enjoying every bite. Then he yawned and fell asleep.

He woke a couple of hours later, feeling very refreshed from his nap. He looked up to see the vine still stretched tight, and he smiled. Yes, Elephant and Hippopotamus were still pulling with all their **might**.⁸ Neither one could pull the other over.

- 8 This means they were pulling as hard as they could.



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

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

Turtle went to see Elephant, and found him sprawled on the ground, rubbing his head. “Turtle,” said Elephant, “you are powerful. You were right, we are equal. I guess that bigger doesn’t mean better after all, my, uh, my—friend.”

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



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

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

They are friends, yes—but tell me, do you think they are equal?⁹

- 9 (Give the students an opportunity to share their opinions about this last question.)

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Who are the characters in the story? (Hippopotamus, Elephant, Turtle)
2. What is the setting of the story? (jungle/river)
3. Do Hippopotamus and Elephant think Turtle can be friends with them? Why not? (No, Turtle is much too small to be friends with them.)
4. Do you think it is fair for Elephant and Hippopotamus to say that they are not friends with Turtle just because he is smaller and weaker? (Answers may vary.)
5. When does Turtle tell Hippopotamus and Elephant to start tugging on the vine? (when they feel a tug on the vine)
6. Where is Turtle during the tug-of-war? (in the middle, where Hippopotamus and Elephant can't see him)
7. Why do Hippopotamus and Elephant finally agree to be friends with Turtle? (They think he has won the tug-of-war and that he is just as powerful as they are.)
8. *Think Pair Share:* Do you think that Elephant, Hippopotamus, and Turtle are really friends? (Answers may vary.)

Word Work: Foolishness

(5 minutes)

1. In the read-aloud today, we heard Elephant say to Turtle "What is this *foolishness* I hear, that you claim to be as powerful as I am?"
2. Say the word *foolishness* with me.
3. Foolishness is silly or senseless things you do or say. If you take part in foolishness, you don't think too much about what you're doing before you do it.
4. Ian took part in foolishness when he jumped on the bunk bed and hit his head on the ceiling.
5. Have you ever seen or heard someone taking part in foolishness? Try to use the word *foolishness* when you tell

about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ took part in foolishness when . . .")

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

Use a *Making Choices* activity as a follow-up. Directions: I will read the following sentences aloud. Listen and respond by saying, "That is foolishness." or "That is not foolishness."

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



Complete Remainder of the Lesson Later in the Day

10B

Tug-of-War



Extensions

15 minutes

Character Comparison

Before beginning this exercise, share some important information with students. Explain that this story is known as a *trickster tale*. A trickster tale is a story about a character who outsmarts larger, stronger characters. Ask:

- Who are the stronger characters in this story?
- Which character outsmarts Elephant and Hippopotamus?
- How does Turtle outsmart Elephant and Hippopotamus?

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

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

One similarity is that Turtle and Elephant are both animals that live in the forest. One difference is that Elephant is a large animal while Turtle is a small animal.

Parent Letter

Send home Instructional Master 10B-1.

11

How Many Spots Does a Leopard Have?



Lesson Objectives

Core Content Objectives

Students will:

- Understand that fiction can be in many different forms, including trickster tales
- Identify the setting of “How Many Spots Does a Leopard Have?”

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.K.1)
- Carry on and participate in a conversation over four to five turns, staying on a topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age. (L.K.3)
- Understand print and identify parts of a book/read-aloud, i.e., left-to-right top-to-bottom sweeping, title/title page, author, illustrator, cover (L.K.9)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)

- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.K.23)
- Learn new words from read-alouds and discussions (L.K.24)
- Demonstrate understanding of literary language; e.g., author, illustrator, characters, setting, plot, and personification by using this language in retelling stories or creating their own stories (L.K.27)

Core Vocabulary

engagement, n. A promise or agreement to be at a particular place at a particular time

Example: Sharon had another engagement that day, so she left the basketball game early for her friend’s party.

Variation(s): engagements

rapture, n. A state of being carried away by an overwhelming emotion

Example: Rapture overtook me as I looked down into the Grand Canyon.

Variation(s): none

superb, adj. Extremely good

Example: Your mother’s cooking is superb.

Variation(s): none

vain, adj. Too proud of what you can do, what you look like, or what you own; wrapped up in oneself

Example: The wealth her family possesses has made her a vain person.

Variation(s): vainer, vainest

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Essential Background Information or Terms		10
	Review “Trickster Tale”		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	How Many Spots Does a Leopard Have?		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Superb		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Setting Review		15
	Setting	Instructional Master 11B-1	

11A

How Many Spots Does a Leopard Have?



Introducing the Read-Aloud

10 minutes



Essential Background Information or Terms

← Show image 11A-1: Leopard

Tell students that the animal in the picture is a leopard. Explain that a leopard is a large member of the cat family, just like tigers and lions. Leopards are excellent hunters who prefer to sleep during the day and hunt at night. They are also great tree-climbers. Leopards are known for their spotted coats and are sometimes confused with cheetahs, thinner and much faster animals. Tell students that today's read-aloud is about a leopard.

Review "Trickster Tale"

Ask students if they remember what a trickster tale is. Tell them that, like the story "Tug-of-War," today's read-aloud also has a trickster animal in it.

Purpose for Listening

Tell students to listen carefully to find out who the trickster is in this story.

How Many Spots Does a Leopard Have?

retold by Julius Lester



← Show image 11A-2: Leopard and Crocodile

One morning Leopard was doing what he enjoyed doing most. He was looking at his reflection in the lake. How handsome he was! How magnificent was his coat! And, ah! The spots on his coat! Was there anything in creation more **superb**?¹

Leopard's **rapture** was broken when the water in the lake began moving.² Suddenly Crocodile's ugly head appeared above the surface.

Leopard jumped back. Not that he was afraid. Crocodile would not bother him. But then again, one could never be too sure about Crocodile.

"Good morning, Leopard," Crocodile said. "Looking at yourself again, I see. You are the most **vain** creature in all of creation."³

Leopard was not embarrassed. "If you were as handsome as I am, if you had such beautiful spots, you, too, would be vain."

"Spots! Who needs spots? You're probably so in love with your spots that you spend all your time counting them."

Now there was an idea that had not occurred to Leopard. "What a wonderful idea!" he exclaimed. "I would very much like to know how many spots I have." He stopped. "But there are far too many for me to count myself."

The truth was that Leopard didn't know how to count. "Perhaps you will count them for me, Crocodile?"

"Not on your life!" answered Crocodile. "I have better things to do than count spots." He slapped his tail angrily and dove beneath the water.

Leopard chuckled. "Crocodile doesn't know how to count, either."

1 *Superb* means excellent. Leopard thinks his coat and spots are excellent.

2 This means Leopard was feeling really good about himself until the water in the lake moved.

3 This means that Leopard thinks he is very good-looking and can't stop admiring himself.



← **Show image 11A-3: Leopard and Weasel**

Leopard walked along the lakeshore until he met Weasel. “Good morning, Weasel. Would you count my spots for me?”

“Who? Me? Count? Sure. One-two-three-four.”

“Great!” exclaimed Leopard. “You can count.” Weasel shook his head. “But I can’t. What made you think that I could?”

“But you just did. You said, ‘One-two-three-four.’ That’s counting.”

Weasel shook his head again. “Counting is much more difficult than that. There is something that comes after four, but I don’t know what it is.”

“Oh,” said Leopard. “I wonder who knows what comes after four.”

“Well, if you ask at the lake when all the animals come to drink, you will find someone who can count.”

“You are right, Weasel! And I will give a grand prize to the one who tells me how many spots I have.”

“What a great idea!” Weasel agreed.



← **Show image 11A-4: Animals gathering at the lake**

That afternoon all the animals were gathered at the lake to drink. Leopard announced that he would give a magnificent prize to the one who could count his spots. Elephant said he should be first since he was the biggest and the oldest. “One-two-three-four-five-six-seven-eight-nine-ten,” Elephant said very loudly and with great speed. He took a deep breath and began again. “One-two-three-four-five-si—”

“No! No! No!” the other animals interrupted. “You’ve already counted to ten once.”

Elephant looked down his long trunk at the other animals. “I beg your pardon. I would appreciate it if you would not interrupt me when I am counting. You made me forget where I was. Now, where was I? I know I was somewhere in the second ten.”

“The second ten?” asked Antelope. “What’s that?”

“The numbers that come after the first ten, of course. I don’t much care for those ‘teen’ things, thirteen, fourteen, and what have you. It is far more sensible to count ten twice and that makes twenty. That is multiplication.”

None of the other animals knew what Elephant was talking about.

“Why don’t you start over again?” suggested Cow.

Elephant began again and he counted ten twice and stopped. He frowned and looked very confused. Finally he said, “Leopard has more than twenty spots.”

“How many more than twenty?” Leopard wanted to know.

Elephant frowned more. “A lot.” Then he brightened. “In fact, you have so many more spots than twenty that I simply don’t have time to count them now. I have an important **engagement** I mustn’t be late for.” Elephant started to walk away.⁴

4 An engagement is like a meeting.



← **Show image 11A-5: Elephant walking away**

“Ha! Ha! Ha!” laughed Mule. “I bet Elephant doesn’t know how to count higher than twenty.”

Mule was right.

“Can you count above twenty?” Leopard asked Mule.

“Who? Me? I can only count to four because that’s how many legs I have.”

Leopard sighed. “Can anyone count above twenty?” he asked sadly.

Bear said, “Well, once I counted up to fifty. Is that high enough?”

Leopard shrugged. “I don’t know. It might be. Why don’t you try and we will see.”



← **Show image 11A-6: Bear counting**

Bear agreed. “I’ll start at your tail. One-two-three-four-five-six . . . Hm. Is that one spot or two spots?”

All the animals crowded around to get a close look. They argued for some time and finally agreed that it should only count as one.

“So, where was I?” asked Bear.

“Five,” answered Turkey.

“It was six, you turkey,” said Chicken.

“Better start again,” suggested Crow.

Bear started again and got as far as eleven. “Eleven. That’s a beautiful spot right there, Leopard.”

“Which one?” Leopard wanted to know.

“Right there. Oh, dear. Or was it that spot there? They’re both exquisite. My, my. I don’t know where I left off counting. I must start again.”

Bear counted as far as twenty-nine this time and then stopped suddenly. “Now, what comes after twenty-nine?”

“I believe thirty does,” offered Turtle.

“That’s right!” exclaimed Bear. “Now, where did I leave off?”

“You were still on the tail,” offered Lion.

“Yes, but was that the twenty-ninth spot, or was it this one here?”

The animals started arguing again.

“You’d better start again,” suggested Cow.

“Start what again?” asked Rabbit who had just arrived.



← **Show image 11A-7: Rabbit pointing out the difference between the Leopard’s dark and light spots**

The animals explained to Rabbit about the difficulty they were having in counting Leopard’s spots.

“Is that all?” Rabbit said. “I know the answer to that.”

“You do?” all the animals, including Leopard, exclaimed at once.

“Certainly. It’s really quite simple.” Rabbit pointed to one of Leopard’s spots. “This one is dark.” He pointed to another. “This one is light. Dark, light, dark, light, dark, light.” Rabbit continued in this way until he had touched all of Leopard’s spots.

“It’s simple,” he concluded. “Leopard has only two spots—dark ones and light ones.”

All the animals remarked on how smart Rabbit was, all of them, that is, except Leopard. He knew something was wrong with how Rabbit counted, but unless he learned to count for himself, he would never know what it was.⁵

5 What is wrong with Rabbit’s answer?



← Show image 11A-8: Rabbit receiving his prize

What was it?

What else except a picture of Leopard himself!

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Who is the trickster in this story? How do you know? (Rabbit; He outsmarts all of the animals. He says that there are only two spots on Leopard, when there are many more.)
2. What is the setting of this story? (the lakeshore)
3. Who are some of the characters in this story? (Leopard, Crocodile, Rabbit, Bear, Turkey, etc.)
4. How many spots does Leopard have? Do we ever find out? (no)
5. Which of the animals received the prize from Leopard? (Rabbit) What was the prize? (a picture of Leopard)
6. How many spots does Rabbit say Leopard has? (two) Is that correct? Why or why not? (No, Leopard has more than two spots; he has two *types* of spots, dark ones and light ones.)
7. Why can’t Leopard tell how many spots he has? (He can’t count.)
8. *Think Pair Share:* Does Rabbit deserve the prize? Why or why not? (Answers may vary.)

Word Work: Superb

(5 minutes)

1. In the read-aloud today, we heard that Leopard thought his spots were *superb*.
2. Say the word *superb* with me.
3. The word *superb* means very, very good.
4. The rabbit thinks carrots are superb.
5. What are some things that you think are superb? Try to use the word *superb* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I think ___ is/are superb.")
6. What's the word we've been talking about?

As a follow-up, ask students to describe things that they think are superb, citing reasons why they are superb. Make sure they use the word *superb* in their answers.



Complete Remainder of the Lesson Later in the Day

11B

How Many Spots Does a Leopard Have?



Extensions

15 minutes

Setting Review

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



Setting (Instructional Master 11B-1)

Have students match the settings to the characters.

PP2

Pausing Point 2



Note to Teacher

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:

- Listen to and 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

Activities

Image Review

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

Image Card Review

Materials: Image Cards 1–9

In your hand, hold Image Cards 1–9 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in

the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for “Goldilocks and the Three Bears,” the student might say, “This bed is too soft.” The rest of the class will guess what story is being described. Proceed to another card when the correct answer has been given.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to review a particular story; refer to the books listed in the 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 the students a key domain concept or vocabulary word such as *trickster tale*. Have them brainstorm everything that comes to mind when they hear the word. Record their responses on a piece of chart paper for reference.

Riddles for Review

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

- I snuck into the three bears’ house while they were gone. Who am I? (Goldilocks)
- I wanted someone to count my spots. Who am I? (Leopard)
- I tricked Elephant and Hippopotamus into being my friend. Who am I? (Turtle)
- Magic Frog gave me the gift of hind legs to jump; in return, I was kind and gave many gifts to other animals I met on my journey. Who am I? (Jumping Mouse)

Class Book: Stories

Materials: Drawing paper, drawing tools

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

On Stage

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



This domain assessment evaluates each student's retention of the core content targeted in *Stories*.



Domain Assessment (Instructional Master DA-1)

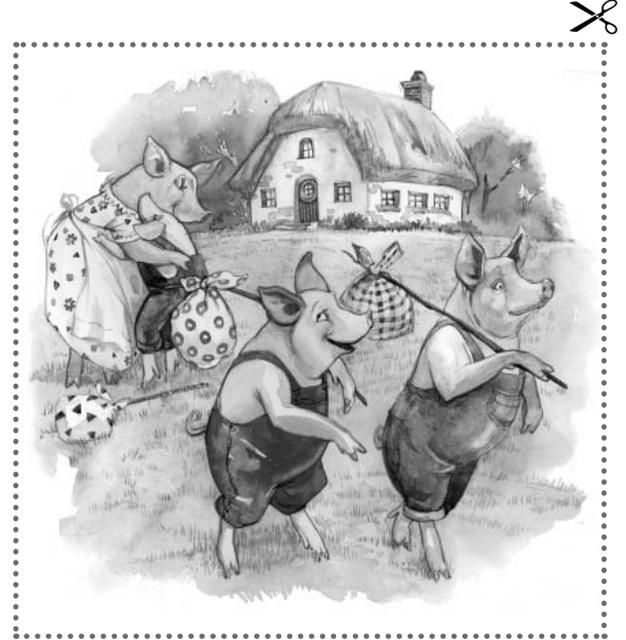
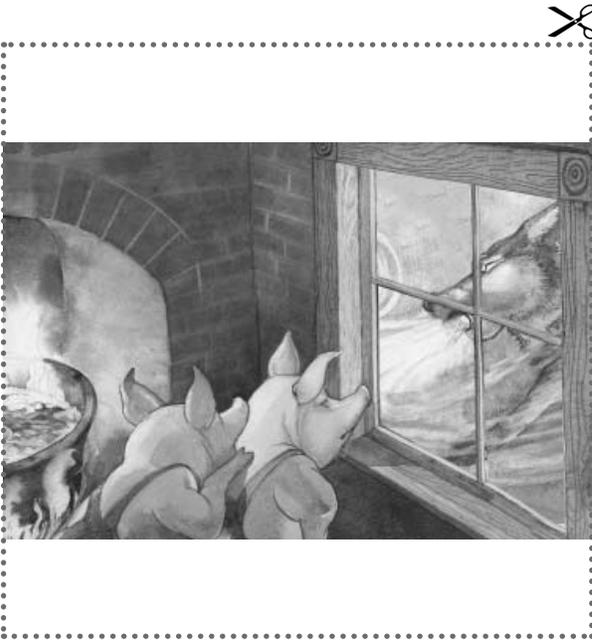
Directions: I am going to read a question about one of the stories that you have heard. First, you will listen to the sentence that I read. Next, you will look at the three pictures in the correct, numbered row and find the picture that answers the question. Finally, you will circle the correct picture.

1. What does Chicken Little think is falling? (sky)
2. In "The Three Little Pigs," which house is the wolf unable to blow down? (brick house)
3. In "The Three Billy Goats Gruff," who do the three goats have to get by? (troll)
4. Which character is scared by the animals in "The Bremen Town Musicians"? (robber)
5. What does Jumping Mouse turn into at the end of the story? (an eagle)
6. In "Momotaro: Peach Boy," which characters help Momotaro defeat the *oni* monsters? (pheasant, monkey, dog)
7. What is the setting for "Goldilocks and the Three Bears"? (house)
8. Who is the trickster that fools Hippopotamus and Elephant in "Tug-of-War"? (Turtle)
9. In "How Many Spots Does a Leopard Have?" which character wins the prize? (Rabbit)

For Teacher Reference Only:
Copies of *Tell It Again! Workbook*



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



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

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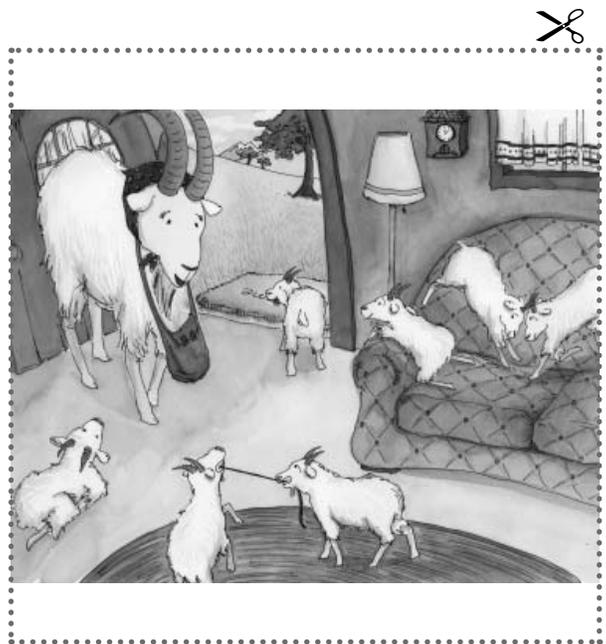
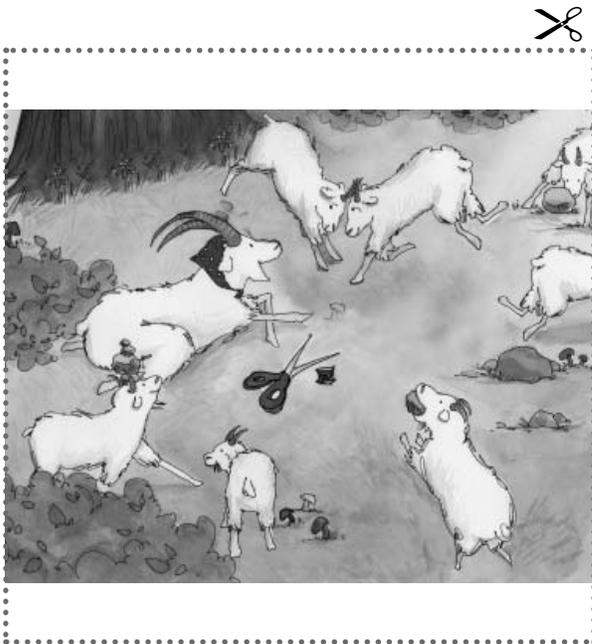
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Directions: Cut out the four pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced, glue the pictures onto a piece of paper.



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

1



2



3



4





Dear Parent or Guardian,

Over the past several days, your child has been enjoying classic stories including:

- Chicken Little
- The Three Little Pigs
- The Three Billy Goats Gruff
- The Bremen Town Musicians

Your child has also learned the terms *plot* and *characters* and has been using them to talk about the stories s/he has heard. Below are some suggestions for activities that you may do at home to continue to enjoy stories with your child.

1. Words to Use

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

- *sly*—The sly cat waited for the mouse to look for the cheese.
- *blazing*—Don't look at the blazing hot sun; it will burn your eyes.
- *perched*—Look at that bird perched on the edge of the branch.
- *swooped*—The plane swooped down and then back up.

2. Character Illustration

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

3. Theater at Home

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

4. Read Aloud Each Day

It is very important that you read to your child every day. The local library has many story collections for you to share with your child.

Be sure to praise your child whenever s/he shares what has been learned at school.



Dear Parent or Guardian,

Over the past several days, your child has been enjoying classic stories including:

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

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

1. Words to Use

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

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

2. Setting, Characters, Plot Illustration

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

3. Theater at Home

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

4. Tug-of-War

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

5. Read Aloud Each Day

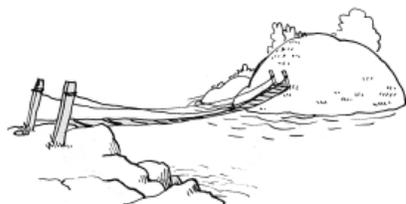
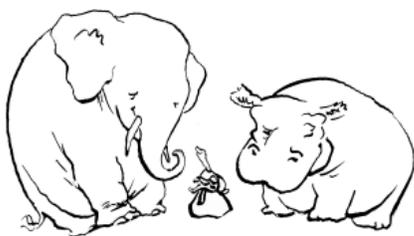
It is very important that you read to your child every day. The local library has many story collections for you to share with your child.

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

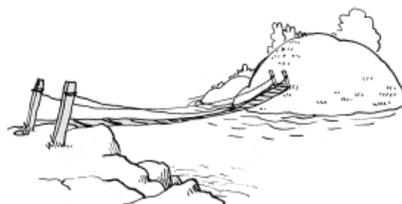
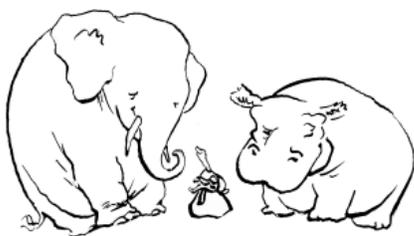
Your child has also learned the well-known saying, “Do unto others as you would have them do unto you.” See if you can find times throughout the day to have your child reflect on this saying.

Be sure to praise your child whenever s/he shares what has been learned at school.

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



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



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

1.



2.



3.



4.



5.



6.



7.



8.



9.



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

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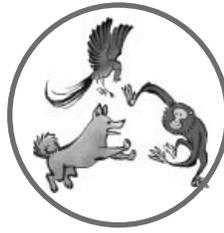
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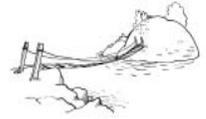
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