

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 EnagageNY.org.



The Core Knowledge Language Arts Program

Listening & Learning Strand



Tell It Again! Read-Aloud Anthology

Kings and Queens

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TABLE OF CONTENTS

The Core Knowledge Language Arts Program

Kings and Queens

Introduction to Kings and Queens	iv
Lesson 1 What Are Kings and Queens?	1
Lesson 2 The Royal Family	11
Lesson 3 Jonathan Bing	21
Lesson 4 King Midas and the Golden Touch	30
Lesson 5 Old King Cole	43
Lesson 6 Sing a Song of Sixpence	50
Pausing Point 1.	58
Lesson 7 Cinderella, Part I	61
Lesson 8 Cinderella, Part II	71
Lesson 9 Snow White and the Seven Dwarfs, Part I.	81
Lesson 10 Snow White and the Seven Dwarfs, Part II	92
Pausing Point 2.	104
Domain Assessment	109
Appendix	111

Introduction to Kings and Queens



This introduction includes the necessary background information to be used in teaching the Kings and Queens domain. The *Tell It Again! Read-Aloud Anthology* for Kings and Queens contains ten daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of fifty minutes.

We have included two Pausing Points in this domain: one after Lesson 6, and another after Lesson 10. 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 fourteen 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 Kings and Queens
- *Tell It Again! Image Cards* for Kings and Queens
- *Tell It Again! Workbook* for Kings and Queens

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 Kings and Queens Are Important

In the Kings and Queens domain, students will listen to read-alouds about kings and queens and royal families. Both the fiction and nonfiction selections will build the students' understanding of the responsibilities, lifestyle, and customs associated with royalty throughout history. Many of the fictional rhymes, poems, and stories in this domain are classic, well-loved tales, including “King Midas and the Golden Touch,” “Cinderella,” and “Snow White and the Seven Dwarfs.”

In addition to the selections in this particular domain, your students will also meet various kings and queens in the context of other read-alouds in the Core Knowledge Language Arts Kindergarten materials. When possible, we recommend that your students hear the read-alouds about kings and queens first, followed by those about Columbus and the Pilgrims. This will provide them a rich contextual background for even greater understanding of the read-alouds in the *Colonial Towns and Townspeople* domain, which describe life in colonial America. Over the course of these domains, students will begin to acquire a critical foundation for understanding different forms of government and specific historical events, such as the American Revolution, which they will encounter in later grades.

Instructional Objectives for Kings and Queens

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

Kings and Queens Overview

Objectives	Lessons									
	1	2	3	4	5	6	7	8	9	10
Core Content										
Describe what a king or queen does	✓									
Identify and describe royal objects associated with a king or queen	✓									
Explain that kings and queens still exist today, but that there were many more kings and queens long ago	✓									
Describe a royal family		✓								
Identify important factors (children, partnerships, arranged marriages) that ensured a royal family's success		✓								
Describe appropriate dress and manners used in meeting and/or talking with kings and queens			✓							
Explain that proper dress and manners in the presence of a member of the royal family is a sign of respect for the importance of that person			✓							
Demonstrate familiarity with the poem "Happy Thought"			✓							
Describe kings as usually possessing gold and other treasures				✓		✓				
Discuss the difference between valuing relationships with people and valuing wealth				✓						
Describe contemporary references to someone having <i>the Golden Touch</i> or <i>the Midas Touch</i>				✓						
Describe the behaviors that reinforce that kings and queens are royal					✓	✓				
Recite "Old King Cole"					✓					
Recite "Sing a Song of Sixpence"						✓				
Describe the characters, settings, and plots in the stories							✓	✓	✓	✓
Discuss the lessons in "Cinderella" and in "Snow White and the Seven Dwarfs" that show goodness prevails and is rewarded							✓	✓	✓	✓
Language Arts										
Use agreed-upon rules for group discussions . . . (L.K.1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Carry on and participate in a conversation . . . (L.K.3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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)			✓					✓		✓

Objectives	Lessons									
	1	2	3	4	5	6	7	8	9	10
Language Arts										
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, 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 . . . (L.K.17)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make personal connections . . . (L.K.19)		✓	✓				✓			
Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)		✓								
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)				✓				✓		✓
Retell important facts and information from a read-aloud (L.K.30)		✓								
With assistance, categorize, and organize facts and information . . . (L.K.32)	✓	✓				✓				

Core Vocabulary for Kings and Queens

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

Lesson 1	Lesson 4	Lesson 8
kingdom	fond	glittering
royal	gazed	jealous
rules	satisfied	maiden
servants	spoiled	stumbled
Lesson 2	treasures	tattered
advantages	Lesson 5	Lesson 9
crown prince	bowl	dwarfs
disadvantages	fiddlers	envy
prosperity	merry	fairest
reign	soul	peddler
Lesson 3	Lesson 6	pity
addressed	dainty	Lesson 10
archbishop	maid	destroy
carriage	pecked	rage
tea	Lesson 7	stomped
	ball	wicked
	cinders	
	hearth	
	merriment	
	primped	

Student Choice and Domain-Related Trade Book Extensions

In the *Tell It Again! Read-Aloud Anthology* for Kings and Queens, Student Choice activities are suggested in both Pausing Points and in Lesson 5B. Domain-Related Trade Book activities are suggested in both Pausing Points and in Lesson 5B. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

Kings and Queens Image Cards

There are twenty-five Image Cards for Kings and Queens. The Image Cards include illustrations that may be used to sequence and retell the read-alouds. In the *Tell It Again! Read-Aloud Anthology* for Kings and Queens, Image Cards are referenced in both Pausing Points and in Lessons 4, 7, 8, 9, and 10.

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 Kings and Queens, Instructional Masters are referenced in the Domain Assessment and in Lessons 4B, 8B, and 10B. The Parent Letters are referenced in Lessons 4B and 10B.

Assessments

In the *Tell It Again! Read-Aloud Anthology* for Kings and Queens, Instructional Masters 4B-1, 8B-1, 10B-1 and DA-1 are used for the purpose of assessment. Use the following *Tens Conversion Chart* to convert a raw score 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	5	6	6	7	7	8	8	9	9	10	10									
	23	0	0	1	1	2	2	3	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10									
	24	0	0	1	1	2	2	3	3	3	4	4	5	5	5	6	6	7	7	8	8	8	9	9	10	10							
	25	0	0	1	1	2	2	2	3	3	4	4	4	5	5	6	6	6	7	7	8	8	8	9	9	10	10						
	26	0	0	1	1	2	2	2	3	3	3	4	4	5	5	5	6	6	7	7	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	9	10	10				
	28	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	8	8	8	9	9	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	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	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 Books for Kings and Queens

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.

1. *Bigfoot Cinderrrrrella*, by Tony Johnstone (Putnam Juvenile, 2000) ISBN 0698118713
2. *Cinder-Edna*, by Ellen Jackson (Harper Trophy, 1998) ISBN 0688162955
3. *Cinderella*, by Amy Ehrlich and illustrated by Susan Jeffers (Penguin Group, 2004) ISBN 0525473459
4. *Cinderella*, by Charles Perrault (North-South Books, 2002) ISBN 0735814868
5. *Good King Wenceslas*, by John Neale (Eerdman's Books for Young Readers, 2005) ISBN 0802852090
6. *Kermit the Hermit*, by Bill Peet (Houghton-Mifflin, 1980) ISBN 0395296073
7. *King Bidgoods in the Bathtub*, by Audrey and Don Wood (Harcourt Children's Books, 2005) ISBN 0152055783
8. *King Midas and the Golden Touch*, retold by Charlotte Craft and illustrated by Kinuko Y. Kraft (Harper Trophy, 2003) ISBN 0060540630
9. *The King Who Rained*, by Fred Gwynne (Aladdin Paperbacks, 2006) ISBN 1416918585
10. *The King's Stilts*, by Dr. Seuss (Random House Books for Young Readers, 1939) ISBN 0394800820
11. *Lady Lupin's Book of Etiquette*, by Babette Cole (Peachtree Publishers, 2002) ISBN 1561452572
12. *Max and Ruby's Midas*, by Rosemary Wells (Puffin, 2003) ISBN 0142500668
13. *May I Bring a Friend?*, by Beatrice Schenk de Regniers (Aladdin Paperbacks, 1989) ISBN 0689713538
14. *Midnight: A Cinderella Alphabet*, by Stephanie Perkal (Shen's Books, 1997) ISBN 1885008053

15. *Mother Goose Remembers*, by Claire Beaton (Barefoot Books, 2006) ISBN 1846860034
16. *Prince Cinders*, by Babette Cole (Putnam Juvenile, 1997) ISBN 0698115545
17. *The Queen's Knickers*, by Nicholas Allan (Transworld Publishers, 2001) ISBN 0099413141
18. *The Rough-Face Girl*, by Rafe Martin (Putnam Juvenile, 1998) ISBN 0698116269
19. *Snow White and the Seven Dwarfs*, by Jacob Grimm (Farrar, Straus, and Giroux, 1987) ISBN 0374468682
20. *Snow White in New York*, by Fiona French (Oxford Press, 1990) ISBN 1927221075
21. *What Do You Do, Dear? Proper Conduct for all Occasions*, by Sesyle Joslin (Harper Trophy, 1989) ISBN 0064431132
22. *What Do You Say, Dear? A Book of Manners for all Occasions*, by Sesyle Joslin (Harper Trophy, 1986) ISBN 0064431125

1

What Are Kings and Queens?



Lesson Objectives

Core Content Objectives

Students will:

- Describe what a king or queen does
- Identify and describe royal objects associated with a king or queen
- Explain that kings and queens still exist today, but that there were many more kings and queens long ago

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 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, 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)
- Answer questions that require making interpretations, judgments, or giving an opinion 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)
- With assistance, categorize and organize facts and information within a given domain (L.K.32)

Core Vocabulary

kingdom, n. A place ruled or governed by a king or queen

Example: King Charles ruled his kingdom with kindness and fairness.

Variation(s): kingdoms

royal, adj. Anything belonging to a king or queen or other members of their family, such as a prince or princess

Example: The throne is a royal throne because it belongs to the queen.

Variation(s): none

rules, v. Controls and makes decisions


Example: King Charles easily rules his kingdom.

Variation(s): rule, ruled, ruling

servants, n. Men or women, such as butlers or maids, who are hired and paid to do things that the master of a home or a king or queen do not want to do

Example: King Charles had many servants who did all of his unpleasant chores for him.

Variation(s): servant

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Domain Introduction		10
	Know-Wonder-Learn Chart	chart paper	
	Purpose for Listening	world map	
<i>Presenting the Read-Aloud</i>	What Are Kings and Queens?	world map	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Royal		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Know-Wonder-Learn Chart	KWL Chart	15
	Drawing the Read-Aloud	drawing paper, drawing tools	

1A

What Are Kings and Queens?



Introducing the Read-Aloud

10 minutes

Domain Introduction

Tell students that for the next few weeks, they will learn about kings and queens and royal families. Share with students that many different countries in the world have been ruled by kings and queens. Tell students that in this domain they will get to hear about the responsibilities, lifestyle, and customs of kings and queens. Share with students that they will also get to listen to various stories and poems about royalty.

Show students a world map or globe and point out the continent of Europe, specifically the countries of France and England. Tell students to listen carefully to learn more about several kings and queens from Europe.

Know-Wonder-Learn Chart

Make a KWL (What I **K**now, **W**onder, and **L**earn) chart to introduce the new domain, Kings and Queens. Complete the chart on large chart paper so that you can add to the chart as students listen to multiple read-alouds. Tell students that, in the next several read-alouds, they will be learning about kings and queens. Make three columns labeled 'K,' 'W,' and 'L.' This chart will be used throughout this domain to determine what your students may already know (K), what they wonder (W), and what they have learned (L) about kings and queens.

To begin using the KWL chart, ask your students to brainstorm things they already know about kings and queens. Prior to recording the students' responses, point out that you are going to write down what they say, but that they are not expected to read what you write because they are still learning the rules for decoding words. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the chart to them.

Give students the opportunity to share anything they already know about kings and queens. As students respond, repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary. Record students' responses under the 'K' (What I Know) portion of the KWL chart. If a student's response includes inaccurate information, record it nonetheless and acknowledge the response by saying something like, "So you think that it was always pleasant and easy to be a king or a queen? We'll have to listen very carefully to our read-aloud and find out if that's true!"

Then ask, "What do you want to know about kings and queens?" You might need to prompt them by asking questions about the homes, families, etc. of kings and queens. Record these responses under the 'W' of the KWL chart. Tell your students that after they have listened to some of the read-alouds in this domain, they will have time to share what they have learned. These answers will be listed under the 'L' (What I Learn) portion of the chart. As students listen to the upcoming read-alouds, remind them occasionally of the 'W' (What I Wonder) questions to see if they can find answers to some of their questions as the read-alouds are shared.

Purpose for Listening

Tell students that they are going to hear a read-aloud today about different European kings and queens from long, long ago, about the places they lived, and all the different royal things that belonged to them.



What Are Kings and Queens?

← Show image 1A-1: Palace

- 1 What do you think a building like this might be used for?
- 2 (Point to the country of France on a map.)
- 3 So, a king or queen controls and makes decisions about a particular area of land and the people who live there.

Look at this fancy building.¹ Can you believe that this was actually someone’s house? Well, it’s not just any house. It’s a palace. This palace used to belong to a queen of France.² What do you think it’s like inside? It must be nice if it was built for a queen. A king or queen is a man or woman who **rules** a particular area of land and the people who live there.³ This area of land is called a **kingdom**. There used to be many, many kingdoms in the world. Today, however, there aren’t as many kingdoms or kings and queens as there used to be.



← Show image 1A-2: King Charles II⁴

- 4 Tell me about this picture. Who do you think this person might be?
- 5 (Point to the country of England on a map.)
- 6 Servants are the men or women who take care of the things the king does not want to do.
- 7 If something is royal, it belongs to a king or queen.

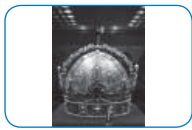
“It’s good to be king.” That’s an old saying, and if you look at this king—whose name was King Charles II of England—you begin to get the idea of why this saying holds true.⁵ If you walked into a palace in England three hundred years ago and saw this person, you wouldn’t have any trouble guessing he was king.

For starters, take a look at his feet! They’re resting on a pillow. And you can bet that one of his **servants** put that pillow there for him so he would be as comfortable as possible.⁶ As the most important and powerful people in their kingdoms, kings and queens always got the best of everything: the best houses, the best clothing, and the best food. Kings did not have to say, “please” and “thank you.” They didn’t even have to dress themselves—they had servants to do that for them. Pretty much everything a king or queen used, touched, or owned was called **royal**.⁷ The soft, fluffy robes King Charles wore were the royal robes. The cup he drank from was called the royal cup. Even the pillow under his feet was called the royal foot pillow! And if it was royal, that meant that only the king, queen, or someone in the royal family—such as his daughter (the princess) or his son (the prince)—was allowed to touch it.

8 (Point to the scepter and orb in the illustration.)

King Charles is holding two things in this picture. In one hand he is holding the royal scepter and in the other he is holding the royal orb.⁸ These were not tools or weapons or anything like that. They were ceremonial objects, or things that the king wore or held just to remind people who was in charge.

That hat he's wearing is called a crown, which is no ordinary hat. Crowns were usually made out of some kind of precious metal, like gold or silver, and decorated with fancy jewels, like rubies and emeralds and sapphires. These jewels were called the crown jewels. Like the scepter and the orb, the crown was an important symbol of the king's power.



← **Show image 1A-3: Crown**

Here's a close-up picture of a crown. It's made of gold and loaded with fancy pearls and other jewels. A hat like this would not be good for keeping the sun out of your eyes, and it wouldn't be very good at keeping your head warm, but if you were wearing it, it meant that you were the king or queen, the ruler of a kingdom.



← **Show image 1A-4: Charlemagne**

A few hundred years ago, it would have been nice to be a king or queen ruling your very own kingdom, making all the rules and laws that people had to follow, but it would have also been very difficult. Kings and queens had big responsibilities. Every day, people came to them to ask for money or advice, and every day they had to make important decisions about things that were happening in the kingdom.

This picture shows a famous king named Charlemagne (SHAR-la-main) who ruled several kingdoms in Europe. Look at his fancy chair. The king's chair was called a throne and, as you might imagine, only the king was allowed to sit there. Also, notice that his throne was raised up on a platform;⁹ that was so he would appear tall and important, even when he was sitting down.

9 (Point to the platform in the illustration.)

What's that in his hand? Charlemagne is holding a scepter, and there's an orb next to his throne. Over the next couple of weeks, you will learn more about kingdoms, kings, queens, and everything having to do with royalty.

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 responses, acknowledge correct responses by expanding the students' responses, using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. What is a king? (male ruler of a kingdom)
2. What is a queen? (female ruler of a kingdom or wife of a king)
3. What is a kingdom? (the place and people ruled by a king or queen)
4. What is a palace? (a castle, the home of a king or queen and their family)



← Show image 1A-4: Charlemagne

5. Tell me about what you see in this picture. [If they are not able to name and talk about the throne, crown, orb, and scepter, you might name each item and then ask a student to come point to the correct object.]
6. Are there still kings and queens today? (Yes, but not as many as long ago.)

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:* What do you think you would like about being a king or queen? What do you think you would dislike? (Answers may vary.)

Word Work: Royal

(5 minutes)

1. In the read-aloud today, we heard that everything a king or queen owns is called *royal*.
2. Say the word *royal* with me.
3. *Royal* describes anything that is owned by a king, queen, or royal family member.
4. The queen's jewels are her royal jewels because the queen owns them.
5. Tell about something else that might be royal. Try to use the word *royal* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "The king's ____ are his royal ____.")
6. What's the word we have been talking about?

Use a *Making Choices* exercise for follow-up. Directions: I am going to name some things belonging to a certain person. If the thing belongs to a king or queen or their family, say, "That's royal." If not, say, "That's not royal."

1. the king's throne (That's royal.)
2. [Insert a student's name]'s coat (That's not royal.)
3. the queen's crown (That's royal.)
4. the prince's dog (That's royal.)
5. [Insert a student's name]'s necklace (That's not royal.)



Complete Remainder of the Lesson Later in the Day

1B

What Are Kings and Queens?



Extensions

15 minutes

KWL Chart

Review the information about kings and queens from the KWL Chart that students shared before the read-aloud (the 'K' and 'W' columns). Ask if there is any information that should be revised based on what they heard in the read-aloud. Ask what else they learned from the read-aloud, and record these responses in the 'L' column. Ask if they discovered the answers to any of their questions. If so, record relevant answers in the 'L' column next to the applicable questions in the 'W' column.

Drawing the Read-Aloud

Have the students draw a picture of a queen or king, decorating their clothing so you can tell it is a king or queen. Encourage them to add as many royal things in the picture as they can think of. Ask students to discuss their illustrations, remembering to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

2

The Royal Family



Lesson Objectives

Core Content Objectives

Students will:

- Describe a royal family
- Identify important factors (children, partnerships, arranged marriages) that ensured a royal family's success

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 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)
- 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)

- Answer questions that require making interpretations, judgments, or giving an opinion 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)
- Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell important facts and information from a read-aloud (L.K.30)
- With assistance, categorize and organize facts and information within a given domain (L.K.32)

Core Vocabulary

advantages, n. Things that are good about a situation or circumstance; benefits

Example: There are advantages to having brothers and sisters.

Variation(s): advantage

crown prince, n. A king’s oldest son who is next in line to be king

Example: Moulay Hassan is a crown prince in the African country of Morocco.

Variation(s): crown princes

disadvantages, n. Things that are not good about a situation or circumstance

Example: There are disadvantages to being a big brother.

Variation(s): disadvantage

prosperity, n. Having a lot of money, success, or good luck


Example: One could tell that the royal family had enjoyed long periods of prosperity because their palace was so large and luxurious.

Variation(s): none

reign, n. The period of time during which a king rules a kingdom

Example: King Charles’s reign was long!

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	KWL Chart	10
	Essential Background Information or Terms		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Royal Family	world map	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Advantages / Disadvantages		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Know-Wonder-Learn Chart	KWL Chart	15
	Two-Column Chart	chart paper, drawing paper, drawing tools	

2A

The Royal Family



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review the KWL chart the students created yesterday while listening to “What Are Kings and Queens?” Explain to students that you are going to share a new read-aloud today called “The Royal Family.” Ask the students to think back to yesterday’s read-aloud and try to remember what the word *royal* means. Then, have several students share examples and an explanation of the word *royal*. (anything belonging to a king, queen, or other members of their family, such as a prince or princess)

Essential Background Information or Terms

Tell the students that they are going to hear about a *crown prince*. A *crown prince* is a king’s oldest son who is next in line to be king, after the present king dies or decides he no longer wants to be king. So, the crown prince is the oldest son who will become the next king.

Purpose for Listening

Ask the students to discuss briefly whether they think that life in a royal family (a king, a queen, a prince, and a princess) might be similar to life in their own family and/or whether it might be different. Then, tell the students to listen carefully to the read-aloud about the royal family so that they can find out how a royal family might be the same or different from their own family.



The Royal Family

← Show image 2A-1: Queen Victoria

- 1 There were some things that were good and some things that were not so good about being in a royal family.
- 2 (Point to the picture of Queen Victoria.)
- 3 Children were important to the wealth and good fortune of a kingdom.
- 4 Do you have any ideas why children might have been important to the success of the kingdom?
- 5 The same is true for a queen who sits on the throne. So, what's a king's or queen's reign? Is this the kind of reign we are talking about when we say, "It's raining outside"?

Most kings and queens wanted to make sure that they had lots of children, and they made sure that those children understood what it meant to be part of the royal family. In this read-aloud, you will learn that being a prince or princess had both **advantages** and **disadvantages**.¹

This picture shows Queen Victoria of England surrounded by five of her nine children.² As you can see, children in the royal family got to wear fancy clothing. They lived with their parents in the palace, which gave them plenty of space to run and play. Fine furniture and other beautiful things always surrounded them.

For many kings and queens, having children was not just a matter of wanting to raise a family. In fact, children were the key to the future **prosperity** and success of the kingdom.³ But why were children so important?⁴

Once a person became king, he remained king for the rest of his life. The period of time during which he ruled was called a king's **reign**.⁵ And when that king died, his reign ended, and one of the children from the royal family became the new ruler.



← Show image 2A-2: Crown prince

When you inherit something it means that someone else, usually a relative, gives you something that once belonged to them. Often, when a person dies, their property—the things they own, including their belongings and money—are passed on to family members, who then inherit these things. This is what happened in kingdoms when the ruling king or queen died: their power—the right to sit on the throne and wear the crown—was passed on to someone else in the family.

Someone who inherits something is called an heir. In a kingdom, princes and princesses were heirs to the throne,

6 When we are talking about the crown prince as the heir to the throne, are we talking about someone who becomes the king, or are we talking about the air we breathe?

7 (Point to the picture of the crown prince.)



← **Show image 2A-3: Palace in Morocco**

8 (Point to Morocco on a map. Then point to Africa.) Can anyone tell me the name of this big continent that Morocco is on?

9 What is he called if he is the oldest son and next in line to be king?



← **Show image 2A-4: Royal wedding**¹⁰

10 What do you see happening in this picture?

because they were to inherit the throne. The oldest son, the one most likely to be heir to the throne, is called the **crown prince**.⁶ If there is no son, the oldest daughter is called the crown princess.

This painting shows a young crown prince traveling with his mother, the queen.⁷ The adults treat him with great respect, even though he is only five or six years old. Other people hold doors for him and help him down the stairs. He will grow up having people serve him and tell him that he is very important.

This is a picture of a palace in a country called Morocco.⁸ Inside this big, beautiful palace lives a young boy named Moulay (moe-lay) Hassan. He lives with his father, mother, and little sister. His father is the king of Morocco. Moulay turned six years old in 2009 and is the oldest son of the king.⁹

So, the crown prince or princess is a very important member of the royal family, and he or she receives special education and extra special care in order to someday rule the kingdom. But what happens to the other princes and princesses, those who are not the oldest and heirs to the throne?

Kings and queens often arranged marriages for their children. This meant that princes and princesses usually did not get to choose whom they were going to marry; their parents decided for them! This was because marriage was used as a way to form a partnership between two kingdoms, or a way for two kingdoms to rule together as a team.

When a prince or princess married someone from another kingdom—as in this picture of a wedding between a princess from Germany and a prince from Russia—it was an important event. All the most important people from those two kingdoms were invited because it meant that those kingdoms were going to be friends in the future.¹¹

11 (Show the location of Germany and Russia on a map.)

12 Do you remember what advantages are?

There were definitely advantages to being a member of the royal family, especially for those who liked living in palaces and wearing nice clothes.¹² But being a prince or princess wasn't all fun and games, and they didn't always get to do whatever they wanted.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

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

1. Why was it very important for a king or queen to have a child? (to become the next king or queen, heir to the throne)
2. What does it mean to be "heir to the throne"? (next ruler or king or queen)
3. What is a crown prince? (the oldest prince, likely to be heir to the throne)
4. In the read-aloud today, we heard that sometimes kingdoms formed partnerships by making a connection or becoming friends with another kingdom. Do you remember how partnerships were made between kingdoms? (The parents, the kings and queens, arranged marriages between their children. They picked whom their child was going to marry.)

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.

5. *Think Pair Share:* What do you think were some advantages, or good things, about being part of a royal family? (Answers may vary, but may include discussion about clothing, palaces, and heirs to the throne.) What do you think were some of the

disadvantages, or not-so-good things, about being part of a royal family? (Answers may vary, but may include having to wear fancy clothing, arranged marriages, etc.)

Word Work: Advantages

(5 minutes)

1. In the read-aloud today, we heard that there are *advantages* to being a prince or a princess.
2. Say the word *advantages* with me.
3. *Advantages* refers to good things about a situation.
4. Some advantages to being an older brother or sister may be doing things that the younger one cannot do yet, like staying up late sometimes.
5. Tell me about some other things that might be advantages. Try to use the word *advantages* when you tell about them. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I think some advantages are . . .")
6. What is the word we have been talking about?

Use a *Synonyms and Antonyms* exercise for follow-up. Directions: The opposite of the word *advantages* is the word *disadvantages*. If something has disadvantages that means there are things that are not good about it. For example, one of the disadvantages to being a big brother or sister is that parents expect the oldest to show good behavior for younger brothers and/or sisters.

I am going to name a few things that may be advantages, or good things, about being in kindergarten and some things that may be disadvantages, or bad things, about being in kindergarten. If what I say is a good thing, say, "advantages" and tell me why. If what I say is a bad thing, say, "disadvantages" and tell me why.

1. being the youngest in the school (Answers may vary.)
2. being the oldest in your family (Answers may vary.)
3. learning how to read (Answers may vary.)
4. riding the school bus (Answers may vary.)



Complete Remainder of the Lesson Later in the Day

2B

The Royal Family



Extensions

15 minutes

Know-Wonder-Learn Chart

Review the information that the students shared before the first read-aloud about kings and queens (the ‘K’ and ‘W’ columns). Ask if there is any information that should be revised based on what they heard in the read-aloud on the royal family. Ask what else they learned from the read-aloud today, and record these responses in the ‘L’ column. Ask if they discovered the answers to any of their questions. If so, record the answers next to the specific questions.

Two-Column Chart

Remind the students that they learned about royal families today when they listened to “The Royal Family.” Ask students to describe details about how royal families lived—where they lived, how they dressed, what they did, etc. Then, encourage them to think for a moment about their own families.

Create a two-column chart on chart paper. Explain that you are going to write down what they say, but they are not expected to be able to read what you have written 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 tell them that you will read the words to them.

Label the first column *Royal Family*, and label the second column *My Family*. With the students’ help, list the characteristics specific to a royal family in the first column—king, queen, prince, princess, palace, fancy clothes, servants, royal objects, arranged marriage, etc. Reread parts of the read-aloud and study the illustrations with the students, as necessary. In the second column, list the characteristics specific to their own families—number of brothers and sisters, pets, etc. Talk about the similarities and differences.

Then, ask the students to draw a picture of their own family and include important details about the members of their family. Allow students to talk about what they are drawing and why. As they share, focus on using richer and more complex language, including, if possible, any read-aloud vocabulary.

3

Jonathan Bing



Lesson Objectives

Core Content Objectives

Students will:

- Describe appropriate dress and manners used in meeting and/or talking with kings and queens
- Explain that proper dress and manners in the presence of a member of the royal family is a sign of respect for the importance of that person
- Demonstrate familiarity with the poem “Happy Thought”

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 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, 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 an opinion 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)

Core Vocabulary

addressed, v. Said or wrote something to somebody

Example: I addressed my teacher and told her what I wanted for lunch.

Variation(s): address, addresses, addressing

archbishop, n. Someone who has an important role in leading and directing a church

Example: The archbishop was in charge of all of the church’s activities.

Variation(s): archbishops

carriage, n. A vehicle drawn by horses that transports or carries people


Example: The king rode in the golden carriage.

Variation(s): carriages

tea, n. An afternoon gathering where tea is served, often in addition to cookies or cakes

Example: When I went to tea at the hotel, not only did I have a cup of tea, but I also ate some cookies.

Variation(s): teas

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Essential Background Information or Terms		10
	Making Predictions about the Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Jonathan Bing		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Tea		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Poetry Reading		15

3A

Jonathan Bing



Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

Tell students that they are going to hear a silly poem about a man named Jonathan Bing who goes to visit a king. Ask them what they remember from the read-alouds about kings and royalty. Remind them that it is important to have proper manners when they go to visit someone—especially someone as important as a king! Briefly discuss what it means to demonstrate proper manners, emphasizing that when one uses proper manners, it is a sign of respect. You might discuss proper manners in connection with expectations for conduct at school, mentioning dress, the manner in which one speaks, etc.

Making Predictions About the Read-Aloud

Ask students what they think someone should wear if they are going to visit a king. Encourage them to predict what Jonathan Bing might wear when he visits the king.

Purpose for Listening

Tell students they are going to hear a read-aloud about Jonathan Bing and his visit to the king. Ask them to listen carefully to find out if their predictions were correct.

Jonathan Bing

by Beatrice Curtis Brown



← Show image 3A-1: Jonathan Bing getting in his carriage

Poor old Jonathan Bing
Went out in his **carriage** to visit the King,
But everyone pointed and said, “Look at that!
Jonathan Bing has forgotten his hat!”
(He’d forgotten his hat!)

Poor old Jonathan Bing
Went home and put on a new hat for the King,
But by the palace the soldier said, “Hi!
You can’t see the King; you’ve forgotten your tie!”
(He’d forgotten his tie!)



← Show image 3A-2: Jonathan Bing in pajamas

Poor old Jonathan Bing,
He put on a beautiful tie for the King,
But when he arrived, an **Archbishop** said, “Ho!
You can’t come to court in pajamas, you know!”

Poor old Jonathan Bing
Went home and **addressed** a short note to the King:
“If you please will excuse me, I won’t come to **tea**;
For home’s the best place for all people like me!”

Read It Again

Reread the poem with the Guided Listening Support.



← Show image 3A-1: Jonathan Bing getting in his carriage

- 1 A carriage is a vehicle pulled by horses and transports or carries people from place to place. (Point to the illustration.)

Poor old Jonathan Bing
Went out in his **carriage** to visit the King,¹
But everyone pointed and said, “Look at that!
Jonathan Bing has forgotten his hat!”
(He’d forgotten his hat!)

- 2 Who remembers what a palace is?
Who lives there?

Poor old Jonathan Bing
Went home and put on a new hat for the King,
But by the palace the soldier said, “Hi!
You can’t see the King; you’ve forgotten your tie!”
(He’d forgotten his tie!)²



← Show image 3A-2: Jonathan Bing in pajamas³

- 3 What do you notice about Jonathan Bing now?

Poor old Jonathan Bing,
He put on a beautiful tie for the King,
But when he arrived, an **Archbishop** said, “Ho!
You can’t come to court in pajamas, you know!”⁴

- 4 An archbishop is an important leader in the Christian church.

Poor old Jonathan Bing
Went home and **addressed** a short note to the King:⁵
“If you please will excuse me, I won’t come to **tea**;⁶
For home’s the best place for all people like me!”⁷

- 5 He went home and wrote a short note to the king.

- 6 Tea is an afternoon gathering where tea is served.

- 7 What did you predict Jonathan Bing might wear to visit the king?
Were you right?

Comprehension Questions

(10 minutes)

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

1. Were your predictions correct? (Answers may vary.)
2. What were some of the items of clothing that Jonathan Bing forgot? (nice clothes, hat, tie)
3. What was he wearing instead? (his pajamas)
4. Why did Jonathan Bing decide it was better just to stay at home? (He was having such a hard time getting dressed properly to see the king.)

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.

5. *Think Pair Share:* What are some places you have visited where it was necessary for you to dress up? What did you wear? Why did you have to dress up when you went to this place? (Answers may vary.)

Word Work: Tea

(5 minutes)

1. In the read-aloud today, we heard that *tea* is an afternoon party where the drink tea is served.
2. Say the word *tea* with me.
3. *Tea* describes a party or gathering held in the afternoon where tea, sandwiches, and little desserts are often served.
4. I will meet you at tea, and we can have a little snack to sustain us until dinner.
5. Tell me something that might be found at tea. Try to use the word *tea* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "At tea this afternoon, we will . . .")
6. What's the word we have been talking about?

Use a *Making Choices* exercise for follow-up. Directions: I am going to name some things that might be associated with tea time. If the description is accurate, say, "tea." If not, say, "not tea time."

1. fancy sandwiches (tea)
2. evening dinner (not tea time)
3. tea with honey (tea)
4. hiking through the forest (not tea time)
5. fancy clothes (tea)



Complete Remainder of the Lesson Later in the Day

3B

Jonathan Bing



Extensions

15 minutes



Poetry Reading

← Show image 3B-1: Happy boy

Tell students that you are going to read a poem titled “Happy Thought,” by Robert Louis Stevenson. Ask: “What do you think this poem is about? Do you think this is going to be a happy poem or a sad poem? Why?” Tell students to listen to see if their predictions are correct.

Happy Thought

by Robert Louis Stevenson

The world is so full

of a number of things,

I’m sure we should all

be as happy as kings.

Read the poem again. Ask students if their predictions were correct. Have students identify the words that rhyme in the poem. Ask them to share the kinds of things that make them as “happy as kings.”

4

King Midas and the Golden Touch



Lesson Objectives

Core Content Objectives

Students will:

- Describe kings as usually possessing gold and other treasures
- Discuss the difference between valuing relationships with people and valuing wealth
- Describe contemporary references to someone having *the Golden Touch* or *the Midas Touch*

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 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, 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 an opinion 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)
- Sequence four to six pictures illustrating events in a story (L.K.26)

Core Vocabulary

fond, *adj.* Having a strong liking

Example: I am very fond of my best friend.

Variation(s): fonder, fondest

gazed, *v.* Looked at something for a period of time

Example: The family stopped at the side of the road and gazed at the mountains around them.

Variation(s): gaze, gazes, gazing

satisfied, *adj.* Happy, pleased, or content

Example: Pablo put the final touches on his watercolor painting and felt very satisfied.

Variation(s): none

spoiled, *adj.* Ruined


Example: After looking at the mud all over her dress, Talia cried, “Look at my spoiled dress!”

Variation(s): none

treasures, *n.* Things that are valuable because they cost a lot, like gold, or that are valuable because they have a special meaning for someone, like a special toy

Example: The old pirate spent his last days counting his treasures.

Variation(s): treasure

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Where Are We?	world map	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	King Midas and the Golden Touch		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Treasures		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sequencing Story Events	Image Cards 1–6 Instructional Master 4B-1 blank paper, scissors, glue	15
<i>Take-Home Material</i>	Parent Letter	Instructional Master 4B-2	

4A

King Midas and the Golden Touch



Introducing the Read-Aloud

10 minutes

Where Are We?

Show students a map of the world. Ask them to locate the country of Greece. Point to and explain that Greece is a country on the north coast of the Mediterranean Sea just west of Turkey. Ask students if they have ever heard of Greece. Have students share any knowledge they have of the area. Tell the students that the story they are going to listen to today was told a very long time ago in Greece. Many, many years ago people did not have books, so they told stories out loud to one another. People often made up stories to teach lessons.

Purpose for Listening

Remind students that previously they listened to a poem about a foolish man who went to visit a king. Tell them that today they will hear a read-aloud about a rich king who does something very foolish and learns a lesson from his foolish act. Tell them to listen to find out what lesson he learns.



King Midas and the Golden Touch

← Show image 4A-1: King Midas and Marygold looking at the sunset ¹

1 Tell about what you see in the picture.

Once upon a time there lived a very rich king whose name was Midas. Although King Midas lived long ago, he was very much like some people today: he was **fond** of gold. He loved gold more than anything in the world. When he **gazed** at the gold-colored clouds of a beautiful sunset, he would wish that the clouds were real gold. ²

2 So, he gazed or looked at the clouds for a period of time, wishing they were real gold.

If King Midas loved anything as much or more than he loved gold, it was his little daughter, who was named Marygold. When Marygold would run to meet him with a bunch of buttercups, King Midas would say, “Dear child, if these flowers were as golden as they look, then they would be worth picking.”



← Show image 4A-2: King Midas

3 Treasures are all of King Midas’s valuable possessions, especially his gold.

Every day King Midas spent many hours locked away in a dark room in the basement of the palace. In this room he stored his **treasures**. ³ He would go there and carefully lock the door behind him. Then he would take out bags of gold coins, and pour the coins in piles, and run his hands through them. As he did this, he would whisper to himself, “Oh, rich King Midas, what a happy man you are!” But even as he said this, he felt that he was not quite as happy as he might be. For no matter how much he had, he always wanted more.



← Show image 4A-3: King Midas and stranger

One day, as Midas was enjoying himself in his treasure room, he looked up and saw a strange young man, who shone with a golden glow. King Midas knew that he had locked the door so that no one could get into the room, yet here stood this man. And so, King Midas thought, the stranger must have some magic power. But the stranger had a kind smile, so King Midas felt no fear.

Then the stranger spoke to King Midas: “You are a rich man, Midas,” he said.

4 You are not happy or content?

“Yes, I have some gold,” answered Midas, “but it is not enough.”

“What!” cried the stranger. “You are not **satisfied?**”⁴

Midas shook his head.

“What would satisfy you?” asked the stranger.

King Midas imagined one gold mountain heaped on top of another, and another, yet still it seemed not enough. But then a bright idea occurred to him, and he said to the shining stranger, “I wish that everything that I touch may turn to gold.”

The stranger smiled and said, “A golden touch! Are you quite sure you would be satisfied then?”

“Yes, I would be perfectly happy, and ask for nothing more,” answered Midas.

“Then it shall be as you wish,” said the stranger. “Tomorrow, at sunrise, you shall find yourself gifted with the Golden Touch.” Then suddenly a great brightness filled the room, causing Midas to squeeze his eyes shut. And when he opened them, the stranger was gone!



← **Show image 4A-4: King Midas touching his shoes**

The next morning, when the sun had hardly peeped into his room, King Midas jumped out of bed.

He touched a chair. It turned to gold.

He touched the bed and a table, and they were changed to solid gold.

He rushed to put on his shoes, and they turned to gold in his hands.⁵

5 How do you think King Midas feels about having the Golden Touch?



← **Show image 4A-5: Golden roses**

In great excitement, he opened the door and ran outside to the garden. He saw many roses in full bloom. He went from bush to bush and touched each one, until every flower, every leaf, and every bud was changed to gold.

Now King Midas was hungry, so he returned to the palace for his breakfast. He lifted his cup of coffee and sipped it, but the instant the liquid touched his lips it turned to gold. He tried to take a bite of a boiled egg, but it, too, turned to gold. “I don’t quite see how I am to get any breakfast!” said King Midas.⁶ Just then Midas heard someone crying. He turned to see Marygold enter the room, crying as if her heart would break. In her hand she held one of the roses that her father had changed to gold.

6 So what problem did King Midas have with breakfast? Can you think of any other problems he might have because of the Golden Touch?



← Show image 4A-6: King Midas and crying Marygold

“Why, my little lady!” said King Midas. “What is there in this beautiful golden rose to make you cry?”

“Dear father,” Marygold answered, “it is not beautiful! It is the ugliest flower that ever grew. As soon as I was dressed this morning, I ran to the garden to gather roses for you. But what do you think has happened? All the beautiful sweet-smelling roses have been **spoiled!**”⁷

7 Spoiled means ruined. Do you have any idea why Marygold thinks the rose is spoiled since it is now gold?



← Show image 4A-7: King Midas and golden Marygold

“My dear little girl,” said Midas, who hated to see his daughter sad, “please don’t cry.” Then he bent down and kissed his child. “My precious Marygold!” he said. But Marygold did not answer.⁸

8 Can you guess why Marygold didn’t answer her father?

Alas, what had he done? The moment King Midas’s lips touched Marygold’s head, her sweet, rosy face turned a glittering yellow color. Little Marygold was now a golden statue! King Midas cried out, wrung his hands, and wished that he were the poorest man in the world if only he could have his daughter back again.



← Show image 4A-8: King Midas, stranger, golden Marygold

Then he noticed someone standing in the doorway. It was the young stranger who had appeared the day before in Midas’s treasure room. The stranger still shone with a soft glow, and he smiled as he asked the king, “Well, Midas, how do you like your Golden Touch?”

“I am very unhappy,” said Midas.

“Unhappy?” asked the stranger. “But don’t you have everything your heart desired?”

“No,” said King Midas. “Gold is not everything. And I have lost all that my heart really cared for.”

Then the stranger asked Midas, “Which of these two things do you think is worth the most: the Golden Touch or your own little Marygold?”

“Oh, my child, my dear child!” cried poor Midas. “I would not give one hair of her head even for the power to change this whole big earth into a solid lump of gold!”⁹

“You are wiser than you were, King Midas,” said the stranger.¹⁰ “Go, and plunge into the river that runs by your garden. The water will take away the Golden Touch. And fill this pitcher with water, then sprinkle everything you have touched.” King Midas bowed low, and when he lifted his head, the shining stranger was gone. Then the king ran as fast as he could and jumped into the river. He filled the pitcher and ran back to the palace. The first thing he did was to sprinkle handfuls of water over the golden figure of little Marygold.

9 So does King Midas still feel the same way about the Golden Touch as he did when he first asked the stranger for this power, or has he changed his mind?

10 Why does the stranger think King Midas is now wiser than he once was?



← **Show image 4A-9: King Midas hugging Marygold**

The rosy color came back into her cheeks. She looked in surprise at her father, who was still throwing water on her!

“Father, please stop!” she cried. “See how you have soaked my dress!”

King Midas took Marygold in his arms and kissed her. “Now I am truly happy,” he said. “My dear child, you mean more to me than all the gold in the world!”

Comprehension Questions

(10 minutes)

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

1. Who were the three important characters or people in the story? (King Midas, Marygold, and the stranger)
2. What wish did the stranger grant King Midas? (the power of the Golden Touch)
3. Why did King Midas wish that everything he touched would turn to gold? (He loved gold and wanted more so he would be even more rich or wealthy than he already was.)
4. What were some of the things that King Midas turned to gold? (a chair, bed, table, shoes, roses, coffee, egg, his daughter)
5. At first, how did King Midas feel about the Golden Touch? (happy and excited because he thought he would be even richer than he already was) Did his feelings change? Why? (Yes, because he couldn't eat and his daughter became a golden statue.)
6. Do you think that King Midas made a wise or foolish choice in telling the stranger that he wanted the Golden Touch? Why? (foolish, because he lost someone he really loved)
7. Some parts of this story could really happen and other parts are pretend or fantasy. Tell me about some of the parts of the story that could be real. (Midas could be a king who lived in Greece, have a daughter, have a treasure of gold, etc.) Now, tell me what parts of the story are fantasy. (the magical appearance and disappearance of the stranger, the granting of the Golden Touch, turning something into gold just by touching it, etc.)

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

8. *Think Pair Share:* What lesson did King Midas learn in this story? [If students struggle with this question, probe with one of the following questions: When was King Midas happiest? What made King Midas happier, his daughter or his gold?] (Some things are more valuable than gold.)

Word Work: Treasures

(5 minutes)

1. In the read-aloud today, we heard that items that are very valuable are often called *treasures*.
2. Say the word *treasures* with me.
3. *Treasures* describes anything that is worth a lot of money or is very special or valuable for another reason, such as having a special meaning for a person.
4. The watch and ring that were my grandfather's when he was a little boy are treasures to me now.
5. Tell me about some things that might be treasures to you or someone you know. Try to use the word *treasures* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "Some things that my parents have that are treasures are . . .")
6. What's the word we have been talking about?

Use a *Making Choices* exercise for follow-up. Directions: I am going to name some things that are valuable and some things that are not. If the things are treasures, say, “Those are treasures.” If not, say, “Those are not treasures.”

1. the king’s silver and gold (Those are treasures.)
2. the leaves on the ground (Those are not treasures.)
3. the photo albums of all of the pictures of my sister and me when we were babies (Those are treasures.)
4. my little sister’s very special blanket and teddy bear that she must have to fall asleep (Those are treasures.)
5. the dirty garbage cans on the side of the road (Those are not treasures.)



Complete Remainder of the Lesson Later in the Day

4B

King Midas and the Golden Touch



Extensions

15 minutes



10 Sequencing Story Events (Instructional Master 4B-1)

Tell the students that all good stories have a beginning, a middle, and an end. Encourage them to think about the story they just heard, “King Midas and the Golden Touch.” What happened at the beginning of the story? The middle? The end? Ask, “What happened first in “King Midas and the Golden Touch?”” Use Image Cards 1–6 and hold them up in the correct order. As you show each card, encourage students to describe what is happening in the illustration, using vocabulary from the read-aloud. Then ask, “What happened next?”

Tell students that although the story of King Midas is a very old story, sometimes even today they may hear someone describe another person by saying that he has *the Midas Touch* or *the Golden Touch*. Explain that this description is generally used to describe someone who seems to easily succeed at whatever s/ he tries; in other words, his or her success seems as easy as just touching something to make it turn to gold. For example, someone who is a good salesman and who can sell just about anything to anyone might be described as having *the Midas Touch*. If time permits, provide other examples in which someone might be described as having *the Midas Touch*.

Provide each student with Instructional Master 4B-1, a blank piece of paper, scissors, and glue sticks. First have the students cut out the small pictures. Then tell the students to sequence the pictures in the order in which they happened in the story. Tell them to glue their pictures in order on a plain piece of paper once they have checked their choices.

Allow all students sufficient time to complete the assessment. If students finish early, discuss the assessment with them, asking them to explain their choices.

Parent Letter

Send home Instructional Master 4B-2.

5

Old King Cole



Lesson Objectives

Core Content Objectives

Students will:

- Describe the behaviors that reinforce that kings and queens are royal
- Recite “Old King Cole”

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 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, 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 an opinion 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)

Core Vocabulary

bowl, n. A large cup or goblet used for drinking

Example: Stuart drank his purple punch out of his bowl.

Variation(s): bowls

fiddlers, n. People who play stringed musical instruments like the violin

Example: The fiddlers on the sidewalk had their instrument cases open in front of them, asking for money.

Variation(s): fiddler

merry, adj. Happy


Example: Josie is a very merry and upbeat little girl.

Variation(s): merrier, merriest

soul, n. Person

Example: My mother is the only soul who always understands me.

Variation(s): souls

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?	KWL Chart	10
	Purpose for Listening		
Presenting the Read-Aloud	Old King Cole		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Merry		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Domain-Related Trade Book or Student Choice	<i>King Bidgood's in the Bathtub</i> , by Audrey and Don Wood	15

5A

Old King Cole



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Tell the students that they have listened to several read-alouds about kings and queens—some that provided factual information about kings and queens, and some that were fictional poems or stories about kings or queens. Briefly review the factual information included on the KWL chart to date. Remind students that since they last worked on the chart, they have heard two additional read-alouds, “Jonathan Bing” and “King Midas and the Golden Touch.” Ask them if they learned anything else about kings after hearing these read-alouds. If necessary, show an illustration or two from these read-alouds to prompt students’ memories. Record any additional information they share.

Explain that today, they are going to hear a nursery rhyme about a king named King Cole who lived a long time ago and died at a very old age. He lived for a long time so, in the rhyme, he is referred to as Old King Cole and the name of the rhyme is “Old King Cole.” (If you are familiar with the tune, you may wish to sing the rhyme for the students.)

Purpose for Listening

Tell the students to listen to see if they can figure out what kind of a king Old King Cole was.



Old King Cole

← Show image 5A-1: Old King Cole

Old King Cole was a **merry old soul**,
And a merry old soul was he;
He called for his pipe,
And he called for his **bowl**,
And he called for his **fiddlers** three.

Every fiddler had a very fine fiddle,
And a very fine fiddle had he.
Oh, there's none so rare as can compare
With King Cole and his fiddlers three.

Read It Again

Reread or sing the rhyme with the Guided Listening Supports.

← Show image 5A-1: Old King Cole ¹



- 1 Tell me about the picture.
- 2 He was a happy person.
- 3 A bowl is a large cup or goblet that you drink from.
- 4 Fiddlers are people who play a musical instrument that is similar to a violin.

Old King Cole was a **merry old soul**,²
And a merry old soul was he;
He called for his pipe,
And he called for his **bowl**,³
And he called for his **fiddlers** three.⁴

Every fiddler had a very fine fiddle,
And a very fine fiddle had he.
Oh, there's none so rare as can compare
With King Cole and his fiddlers three.

Echo Technique

Teach the students the echo technique. Tell the students that you are going to say or sing the first line of “Old King Cole.” Then you will stop and give them a chance to echo the words. They will say the exact words that you said. Continue doing this for each line of the rhyme.

If time permits, you may leave out key words such as *soul* and *he* for the students to fill in or you may have half of the class say one line and the other half say the next line. Playful repetition will help the students learn the rhyme.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

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

1. What was the nickname of the main character in the rhyme? (Old King Cole) Why was he called this? (He was very old.)
2. What three things did he ask for? (his pipe, bowl, and three fiddlers)
3. Why do you think Old King Cole wanted these things? (because he wanted to smoke his pipe, have a drink, and listen to some music)
4. How do you know the main character was a king? Are there hints in the rhyme? (His name is Old King Cole; he is dressed like a king in the illustrations; he called for his pipe, bowl, and fiddlers and was given all three immediately; etc.)
5. Would you describe Old King Cole as a happy king or a sad king? How do you know? (happy; he was described as merry.)

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:* Do you think the music the fiddlers played was particularly good or bad? Are there any clues in the rhyme as to whether their playing was good or bad? (Answers may vary.) [If necessary, reread or sing the last stanza of the poem aloud again.]

Word Work: Merry

(5 minutes)

1. In the read-aloud today, we heard that Old King Cole was *merry*.
2. Say the word *merry* with me.
3. *Merry* means happy. It can describe someone who is happy or a happy occasion.
4. Alex felt merry on the day of his birthday party.
5. Tell me about a time when you were merry. Try to use the word *merry* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I was merry when . . .")
6. What's the word we have been talking about?

Use a *Synonyms and Antonyms* exercise for follow-up. Explain that you are going to name some things that are merry and some things that are not merry. If the thing is merry, say, "merry." If not, say, "sad."

1. a birthday party (merry)
2. getting sick and missing a fun activity (sad)
3. winning an important soccer game (merry)
4. playing with two kittens (merry)
5. falling down and hurting your knee on the sidewalk (sad)



Complete Remainder of the Lesson Later in the Day

5B

Old King Cole



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 the teacher’s guide, and choose one to read aloud to the class. An excellent choice to follow “Old King Cole” is *King Bidgood’s in the Bathtub*, by Audrey and Don Wood. As you read, use the same strategies that you have been using when reading the read-aloud selections in this anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.

Student Choice

Ask the students which read-aloud(s) 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 and/or show key illustrations from several read-alouds. You may also want to choose one yourself.

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

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

6

Sing a Song of Sixpence



Lesson Objectives

Core Content Objectives

Students will:

- Describe kings as usually possessing gold and other treasures
- Describe the behaviors that reinforce that kings and queens are royal
- Recite “Sing a Song of Sixpence”

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 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)
- 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 an opinion 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)
- With assistance, categorize and organize facts and information within a given domain (L.K.32)

Core Vocabulary

dainty, *adj.* Delicious; delicate

Example: Look at those dainty cupcakes in the window of the bakery!

Variation(s): daintier, daintiest

maid, *n.* A person who cleans the inside of a house; a servant


Example: The mother said, “Children, I am not the maid, so please pick up your toys.”

Variation(s): maids

pecked, *v.* Bitten, struck, or poked by a bird’s beak

Example: The woodpecker pecked a hole in our apple tree.

Variation(s): peck, pecks, pecking

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Where Are We?	world map	10
	Essential Background Information or Terms		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Sing a Song of Sixpence		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Maid		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Know-Wonder-Learn Chart	KWL Chart	15

6A

Sing a Song of Sixpence



Introducing the Read-Aloud

10 minutes

Where Are We?

Show students a map of the world, and help them locate the country of England. Remind them that they talked about England in earlier read-alouds when they heard about some kings who ruled England long ago.

Explain that the read-aloud they are going to hear today is a nursery rhyme that was written a long time ago to describe a king and queen in England. Ask students if they remember another nursery rhyme about a king (“Old King Cole”), and prompt them as needed to recite it.

Essential Background Information or Terms

Explain that it may be difficult for them to understand parts of today’s nursery rhyme because it was written long ago using different words than we use today. Tell them that they will hear two new words at the beginning of today’s read-aloud: *sixpence* and *rye*. Tell them that *sixpence* means money. (*Pence* is the British word for a penny, so *sixpence* would be six pennies.) *Rye* is a kind of grain that is often ground into flour to make pies or bread. If you are familiar with the tune, you may wish to sing the rhyme for the students.

Purpose for Listening

Tell the students they are going to hear a nursery rhyme called “Sing a Song of Sixpence.” Tell them that they are going to hear about a very unusual or special pie in this read-aloud. Ask them to listen carefully to find out more about the special pie in the rhyme.



Sing a Song of Sixpence

← Show image 6A-1: Blackbirds

Sing a song of sixpence,
A pocket full of rye,
Four and twenty blackbirds
Baked in a pie.

When the pie was opened,
The birds began to sing;
Now wasn't that a **dainty** dish
To set before the king?



← Show image 6A-2: King counting and queen eating

The king was in his counting house
Counting out his money;
The queen was in the kitchen,
Eating bread and honey.



← Show image 6A-3: Maid

The **maid** was in the garden,
Hanging out the clothes,
When down came a blackbird
And **pecked** off her nose!

Read It Again

Reread or sing the rhyme with the Guided Listening Support.



← Show image 6A-1: Blackbirds

1 A long time ago, people sometimes put live birds on top of pies and covered them with a lid made of dough. When the lid was opened, the live birds would fly out. People thought this was a fancy way to celebrate a special occasion.

2 *Dainty* means that the pie was delicious.

Sing a song of sixpence,
A pocket full of rye,
Four and twenty blackbirds
Baked in a pie.

When the pie was opened,
The birds began to sing;¹
Now wasn't that a **dainty** dish
To set before the king?²



← Show image 6A-2: King counting and queen eating

The king was in his counting house
Counting out his money;
The queen was in the kitchen,
Eating bread and honey.



← Show image 6A-3: Maid

3 The maid or servant had just washed the clothes and was hanging them on a clothesline. Why was she hanging the clothes on a clothesline?

4 The blackbird bit her nose off with his beak! Could this really happen?

The **maid** was in the garden,
Hanging out the clothes,³
When down came a blackbird
And **pecked** off her nose!⁴

Echo Technique

Review the echo technique. Tell the students that you are going to say or sing the first line of “Sing a Song of Sixpence.” Then you will stop and give them a chance to echo the words. They will say the exact words that you said. Continue doing this for each line of the rhyme.

If time permits, you may leave out key words such as *sixpence* and *rye* for the students to fill in, or you may have half of the class say one line and the other half say the next line. Playful repetition will help the students learn the rhyme.

Discussing the Read Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Who are the three people or characters in this rhyme? (the king, the queen, and the maid)
2. What were the king, the queen, and the maid doing? (counting money, eating bread and honey, and hanging wet clothes on a clothesline)
3. Which of these activities were royal activities? (counting money and eating bread with honey) Which characters were doing the royal activities? (the king and queen)
4. What kind of special pie is described in the rhyme? (a pie with live blackbirds on top that flew out when the pie was opened)
5. Do you like the nursery rhyme “Sing a Song of Sixpence”? Why or why not? (Answers may vary.)



← Show image 6A-2: King counting and queen eating

6. *Think Pair Share:* [Ask students to study the image and determine if the event depicted happened at the beginning, the middle, or the end of the poem.] What is happening in the picture, and when did it take place in the rhyme? (The king is counting his money and the queen is eating her bread and honey; it took place in the middle.)

Word Work: Maid

(5 minutes)

1. In the read-aloud today, we heard that the *maid* was hanging wet clothes on a clothesline to dry.
2. Say the word *maid* with me.
3. A maid is someone who cleans and takes care of a house. Tell students that you could also call a maid a servant.
4. The maid brought the king his special slippers and a pillow for his feet.
5. Tell me about something else that a maid might do for a king or queen. Try to use the word *maid* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "The maid . . .")
6. What's the word we have been talking about?

Use a *Homonyms* exercise for follow-up. Explain that there is another word that sounds like *maid*, which you have been talking about. Explain that the other word sounds the same, but means something different. For example, I *made* a pie, which means to make or cook a pie. Tell the students that you are going to read them some sentences. If the *maid* you describe is the same as a servant, the students should say, "servant." If the *made* you describe means to make something, the students should say, "not a servant."

1. The maid cleaned my bedroom. (servant)
2. My dad made me a dollhouse. (not a servant)
3. The maid mopped the kitchen floor. (servant)
4. I made an apple pie for dessert. (not a servant)



Complete Remainder of the Lesson Later in the Day

6B

Sing a Song of Sixpence



Extensions

15 minutes

Know-Wonder-Learn Chart

Review all of the information on the KWL Chart that the students have already learned about kings and queens. Remind them about two additional read-alouds that they have listened to since the last time they worked on the chart, “Old King Cole” and “Sing a Song of Sixpence.” Review each read-aloud, looking at an illustration or two, and ask the students if they have learned anything else new about kings. Record their responses in the ‘L’ column. Now is also a good time to review the ‘K’ and ‘W’ columns to see if they need to modify any information or if they have discovered answers to any of their questions. If so, record the answers under the specific questions.

PP1

Pausing Point 1



Note to Teacher

This is the midpoint of the read-alouds about kings and queens. 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:

- Describe what a king or queen does
- Identify and describe royal objects associated with a king or queen
- Explain that kings and queens still exist today, but that there were many more kings and queens long ago
- Describe a royal family
- Identify important factors (children, partnerships, arranged marriages) that ensured a royal family's success
- Describe appropriate dress and manners used in meeting and/or talking with kings and queens
- Explain that proper dress and manners in the presence of a member of the royal family is a sign of respect for the importance of this person
- Demonstrate familiarity with the poem "Happy Thought"
- Describe kings as usually possessing gold and other treasures
- Discuss the difference between valuing relationships with people and valuing wealth

- Describe contemporary references to someone having *the Golden Touch* or *the Midas Touch*
- Describe the behaviors that reinforce that kings and queens are royal
- Recite “Old King Cole”
- Recite “Sing a Song of Sixpence”

Activities

Listen and Create

Materials: Music CDs, construction paper, art supplies

Have students listen to “Old King Cole,” “Sing a Song of Sixpence,” and other songs about kings and kingdoms while they create their own crowns. Have students wear their crowns and have a “royal parade” around the classroom or playground.

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. Tell the students that these images are all from the story of “King Midas and the Golden Touch.” The student must then perform an action or give a clue about the picture s/he is holding. For example, for King Midas and his gold slippers, a student may act happy as s/he touches his/her shoes. The rest of the class will guess what event is being described. Proceed to another card when the correct answer has been given.

Hands On

Materials: Various objects from each read-aloud

Place various objects on a table: teapot, crown, hat, gold coin, goblet, pie, etc. Allow students to touch the objects. Hold up each object and ask students if they remember hearing about these objects. Ask them to match the objects with the read-alouds.

Riddles for Core Content

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

- Everything we own and use is royal. Who are we? (king, queen, prince, princess)
- “The world is so full of a number of _____, I’m sure we should all be as happy as _____.” What are the missing words? (things, kings)
- I am the oldest son of a king and next in line to the throne. What am I? (a crown prince)
- Horses pull me, and together we carry people. What am I? (a carriage)
- I missed my tea with the king because I could not remember what to wear! Who am I? (Jonathan Bing)
- My father turned me into gold! Who am I? (Marygold)
- Old King Cole called for three of us to play for him. Who are we? (fiddlers)
- We were put on top of a pie and released in front of Old King Cole. What are we? (blackbirds)

King or Queen for the Day

Draw the names of a few students, and have them be kings or queens on different days of the week. Provide royal props as well, such as a toy crown, robe, scepter, etc. Give each student age-appropriate responsibilities, and have them lead the classroom as much as possible, providing help as their “royal advisor” as necessary. At the end of the day, ask students to identify some aspects about what he or she liked and disliked about ruling the “kingdom.”

Domain-Related Trade Book or Student Choice

Materials: Trade book

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

7

Cinderella, Part I



Lesson Objectives

Core Content Objectives

Students will:

- Describe the characters, settings, and plots in the stories
- Discuss the lesson in “Cinderella” that goodness prevails and is rewarded

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 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, 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 an opinion 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)
- Distinguish fantasy from realistic text (L.K.22)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

ball, n. A fancy party with dancing

Example: It will be hard to find a dress that is beautiful enough for the ball.

Variation(s): balls

cinders, n. Ashes from the fireplace

Example: Can you please sweep up the cinders that fell out of the fireplace?

Variation(s): cinder

hearth, n. The floor area in front of a fireplace

Example: A fiery log rolled out of the fireplace and onto the hearth.

Variation(s): none

merriment, n. Fun


Example: Her eyes sparkled with merriment as her friends sang “Happy Birthday.”

Variation(s): none

primped, v. Carefully dressed

Example: Paula primped for hours so she would look nice for the party.

Variation(s): primp, primps, primping

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Essential Background Information or Terms		10
	Personal Connections		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Cinderella, Part I		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Merriment		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Character, Setting, and Plot	Image Cards 7–11 chart paper, chalkboard, or whiteboard	15

7A

Cinderella, Part I



Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

Explain to the students that the read-aloud they are about to hear is a fairy tale written by someone who lived in France in 1697. That's a long time ago! Introduce the word *author* to the students, and tell them that the author's name was Charles Perrault.

Personal Connections

Tell the students they are going to hear a made-up story about a young girl named Cinderella who was treated unfairly. Ask, "Have you ever been treated unfairly before? What did you do? How did that make you feel?"

Purpose for Listening

Listen to find out who treated Cinderella unfairly and how.



Cinderella, Part I

← Show image 7A-1: Cinderella by her mother's bed

Once upon a time there was a little girl whose mother died. Before she died, she said to her daughter, “I will look down on you from heaven. Always be good.”

When winter came, snow covered the ground like a white blanket. When the sun came in the spring and melted it away, the little girl's father married a new wife. And so the little girl had a stepmother— and this was the beginning of a bad time for the little girl.



← Show image 7A-2: Cinderella scrubbing floor

For you see, the stepmother was the proudest, most disagreeable woman in the land. She had two daughters who were as proud and hateful as she. The stepmother could not bear the kind, sweet little girl, who was so unlike her own daughters. She forced her to do the hardest and dirtiest work in the house. The poor girl scoured the dishes, scrubbed the floors, and washed the clothes. When her work was finally done, she would sit, tired and alone, on the **hearth** by the fireplace, among the ashes and **cinders**.¹ And so she came to be called “Cinderella.”

Cinderella's stepsisters had fine rooms with soft beds and thick carpets and mirrors so large that they might see themselves at full length from head to foot. But poor Cinderella had only a small room in the attic with a straw bed. Yet she bore it all patiently, and did not complain to her father, for his new wife ruled him entirely.²

1 She would sit on the floor next to the fireplace among the ashes, or cinders, from the fire.

2 Her father did everything his new wife told him to do.



← Show image 7A-3: Cinderella listening to her stepsisters talking

Now it happened one day that the king's son, the prince, announced that he was going to hold a **ball**.³ When they heard the announcement, the stepsisters shrieked with excitement. All the young ladies in the kingdom were invited to the palace for a grand evening of dancing and **merriment**.⁴ For days the stepsisters

3 A ball is a fancy party with dancing.

4 or fun

5 *Primped* means that the stepsisters spent a lot of time on their appearance, carefully picking out their clothes for the ball, fixing their hair, etc.



← **Show image 7A-4: Stepsisters snapping at Cinderella**

primped in front of their mirrors and talked of nothing but what they would wear.⁵

“For my part,” said the older sister, “I shall wear my red velvet dress with lace trimming.”

“And I,” said the younger sister, “shall have a gold-flowered gown with a diamond belt, quite out of the ordinary!”

The stepsisters snapped at Cinderella, “You must help us get ready for the ball. Clean our shoes! Comb our hair! Hurry!”

Anyone but Cinderella would have tied the stepsisters’ hair in knots, but Cinderella helped her stepsisters without complaining. Silently, however, she longed to go to the ball and imagined herself dancing in the arms of the prince.

At last the day came. The stepsisters and their mother left for the palace. Cinderella watched them as long as she could. When she had lost sight of them, she began to cry; so miserable and alone did she feel.⁶

6 How does Cinderella feel? Why?



← **Show image 7A-5: Fairy godmother**

But Cinderella was not alone after all, for she heard a gentle voice ask, “What’s the matter, dear?”

She looked up and saw a woman with a kind face.

“I wish—I wish I could—” began Cinderella, but could not finish for all her tears and sobbing.

“You wish to go to the ball—is that it?” said the kind woman.

“Why, yes!” said Cinderella with surprise.

“Then it shall be so!” said the woman, for she was, you see, Cinderella’s fairy godmother.



← **Show image 7A-6: Cinderella in a pumpkin patch**

“Now run into the garden,” she said to Cinderella, “and bring me a pumpkin.” Cinderella went immediately to the garden, though she could not imagine what a pumpkin had to do with going to the

7 A rind is a tough outer skin.

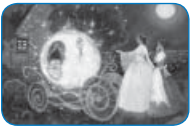
ball. She watched her fairy godmother scoop out the inside of the pumpkin, leaving only the rind.⁷

“Now, dear,” said the fairy godmother, “bring me the mouse trap from the house.” Cinderella brought the trap, which had six live mice in it. “Open the door of the trap, dear,” said the fairy godmother. Then, as each mouse scurried out, she gave them, and the pumpkin rind, a tap with her wand.



← **Show image 7A-7: Cinderella and the fairy godmother surrounded by white light**

Suddenly, Cinderella was surrounded by bright, white light as she watched the six mice turn into a fine set of six horses, all a beautiful mouse-colored gray.



← **Show image 7A-8: Coach**

8 (Point to the coach.) A coach is like a fancy carriage.

Then the pumpkin turned into a dazzling coach lined with satin!⁸ Next, with a touch of her wand, she turned a big rat into a fat, jolly coachman to drive the coach.

9 What do you think Cinderella said? (Tell the students that you have not finished reading the story. You are stopping in the middle and will read the second half of the story next time.)

“Well,” said the fairy godmother with a smile, “are you pleased? Are you ready to go to the ball?”⁹

Comprehension Questions

(10 minutes)

1. What characters do we learn about in this part of the story? (Cinderella's mother, Cinderella, her father, stepmother, stepsisters, and fairy godmother)
2. How did Cinderella get her name? (Cinders are ashes from the fire. Since she cleaned up the ashes, she was named Cinderella.)



← Show image 7A-2: Cinderella scrubbing floor

3. [Tell the students that a setting is the place where the action in a story takes place.] What is the setting in this image? (Cinderella's home)
4. How did Cinderella's stepmother and stepsisters treat her? (meanly, poorly, unfairly)
5. Why do you think the stepmother and stepsisters treated Cinderella this way? (They were mean people, etc.)
6. How did Cinderella treat her stepmother and stepsisters? (nicely, tried to show them kindness, even though they were mean)
7. Who suddenly appears to help Cinderella? (her fairy godmother)
8. What does the fairy godmother do to help Cinderella? (She helps her get ready to go to the ball by turning a pumpkin into a coach and mice into horses.)
9. *Think Pair Share:* Some things in the part of the story we have heard so far could really happen and some things could not really happen because they are magic or fantasy. Which things could really happen? (having a stepmother and stepsisters who are mean, etc.) Which things are magic or fantasy? (a fairy godmother who suddenly appears and changes a pumpkin into a carriage and mice into horses)

Word Work: Merriment

(5 minutes)

1. In the read-aloud today, we heard that there would be a lot of dancing and *merriment* at the ball.
2. Say the word *merriment* with me.
3. *Merriment* means fun.
4. Her eyes were full of merriment when she was playing with her puppy.
5. Tell me about a time when you did something that was full of merriment. Try to use the word *merriment* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I was full of merriment one time when I . . .")
6. What's the word we have been talking about?

Use a *Synonyms and Antonyms* exercise for follow-up. Directions: I am going to name some examples that might be times full of merriment. If the example I describe is a time full of merriment, say, "merriment." If not, say, "not merriment."

1. opening birthday presents (merriment)
2. crying after you fall down (not merriment)
3. going to a movie that you want to see (merriment)
4. laughing after someone tells you a really silly joke (merriment)
5. watching a television show that your older sister wants to see, but you do not (not merriment)



Complete Remainder of the Lesson Later in the Day

7B

Cinderella, Part I



Extensions

15 minutes

Character, Setting, and Plot

Use a three-circle map to introduce the story elements of character, setting, and plot. 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.” Draw an extra large circle for “Plot” to allow nine image cards to fit within it.

Tell students that characters are the people in the story, setting is where the story takes place, and plot is what happens in a story. Prompt the students to remember the characters that they have heard about thus far in “Cinderella” and draw simple figures to represent these characters in the first circle. Then, discuss with students the setting of the read-aloud they heard today, and draw a simple picture of Cinderella’s house in the second circle.

Finally, talk about the plot so far. Hold up Image Cards 7–11 in the correct order. Prompt students to describe what is happening in each illustration. After the cards are described, attach them in order inside the plot circle. Remind students that they have not heard the entire story, and that at the end of the story you will review all of the images together.

8

Cinderella, Part II



Lesson Objectives

Core Content Objectives

Students will:

- Describe the characters, settings, and plots in the stories
- Discuss the lesson in “Cinderella” that goodness prevails and is rewarded

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 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, 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 an opinion 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

glittering, *adj.* Sparkling

Example: The royal maid cleaned the chandelier in the ballroom and left it glittering.

Variation(s): none

jealous, *adj.* Desiring something someone else has

Example: Instead of being happy for her friend, Cate was jealous when her friend Molly got a new dress and she did not.

Variation(s): none

maiden, *n.* A young woman

Example: The maiden was rescued by a brave prince.

Variation(s): maidens

stumbled, *v.* Tripped


Example: Gwen’s foot caught on the sidewalk and she stumbled.

Variation(s): stumble, stumbles, stumbling

tattered, *adj.* Torn; worn out

Example: The old man on the sidewalk begging for money had tattered clothes.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Cinderella, Part II		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Tattered		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Characters, Setting, and Plot	Image Cards 12–15 Three-Circle Map from previous lesson	15
	Sequencing Story Events	Instructional Master 8B-1 blank paper, scissors, glue sticks	

8A

Cinderella, Part II



Introducing the Read-Aloud

10 *minutes*

What Have We Already Learned?

Remind students that yesterday they heard the first part of “Cinderella.” Tell them that they will hear the final part today. Have the students look at the illustrations from the first part of the story for review. Briefly discuss some of the events that took place in the first part of the story. Remember to expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary. If a student’s response includes inaccurate factual information, refer back to the original read-aloud text and/or illustrations to correct any misunderstandings.

Purpose for Listening

Tell students that in the last read-aloud they listened to the first half of the story “Cinderella.” Ask if they remember their predictions about what would happen next. Ask students to listen to find out what does happen to Cinderella and what lesson they can learn from this story.



Cinderella, Part II

← Show image 8A-1: Coach ¹

1 (Point to the illustration.) What happened last in the previous read-aloud?

“Well,” said the fairy godmother with a smile, “are you pleased? Are you ready to go to the ball?”

“Oh yes!” cried Cinderella. “But . . . must I go in these dirty rags?”



← Show image 8A-2: Cinderella in a glittering gown

2 Cinderella’s old clothes were torn, but her new gown was sparkling.

Her godmother laughed and, with a touch of her wand, changed Cinderella’s **tattered** clothes into a **glittering** gown of gold and silver. ² And on her feet appeared a pair of glass slippers, the prettiest in the world. Cinderella stepped into the coach. But before she left, her fairy godmother gave her this warning: “Do not stay at the ball after midnight, not even for a moment! When the clock strikes twelve, the coach will once again be a pumpkin; the horses, mice; the coachman, a rat; and your gown, the same old clothes you had on.” ³

3 So, what will happen after midnight?

Cinderella promised she would leave before midnight. Then, calling out her thanks, away she rode in the coach, feeling happier than she had ever felt before.

4 Who do think the princess is that the prince heard about?

At the palace, the prince heard that a great princess had arrived, but no one knew who she was. ⁴ So he went to meet her, and gave her his hand, and led her into the great ballroom filled with people. As they entered, a hush fell upon the room. The dancers stopped dancing; the musicians stopped playing. Everyone stood still just to look upon the beauty of the unknown newcomer.



← Show image 8A-3: Cinderella dancing with the prince

The prince asked Cinderella to dance with him. They danced together once, then twice, then again and again. Cinderella’s face shone with happiness. Everyone at the ball looked on in admiration

5 They were jealous of of the young woman because they wished the prince would dance with them instead.

6 How do you think Cinderella and the prince feel about each other?

7 What do you think is going to happen?



8 What's wrong? Why did Cinderella start running?

9 Cinderella tripped and lost one of her glass shoes. Can you see the slipper?



—everyone, that is, but the two **jealous** stepsisters, who glared at the lovely lady, though they had no idea they were glaring at Cinderella!⁵

Soon a fancy dinner was served, but the prince didn't eat a bit, for he was too busy gazing into Cinderella's eyes. For Cinderella, the music, the dancing, and the warm gaze of the prince—all seemed a wonderful dream.⁶

How quickly time slips away when the heart is happy! As Cinderella began to dance again with the prince, she heard the great bell of the palace clock begin to toll or ring: *one . . . two . . . three . . .*

“Oh!” she gasped. “The clock! What time is it?”

The prince answered, “Midnight.”⁷

← **Show image 8A-4: Cinderella running from the ball**

Midnight! Cinderella's cheeks grew pale. She turned and, fast as a deer, ran out of the ballroom, down a long hallway, then down a long staircase.⁸

At the foot of the staircase she **stumbled**; one of her glass slippers fell off!⁹ But Cinderella could not stop. Already the clock had sounded its eleventh stroke. As she leapt breathlessly out of the castle into the darkness, she heard the clock sound the last stroke of midnight, and felt her smooth gown turn into the rough cloth of her real clothes.

Her dazzling coach had turned back into a pumpkin, so she ran home alone. When she got there, she was out of breath, and climbed the stairs to her cold attic room. Then she noticed: she was still wearing one glass slipper!

← **Show image 8A-5: Prince holding slipper**

Now, when Cinderella had run from the palace, the prince had raced after her. And though he had not been able to catch her, he did find, at the bottom of the staircase, the glass slipper that had fallen off her foot.

And that is why, the very next morning, the sound of trumpets woke the kingdom, and the prince announced that he would marry the woman whose foot fit the glass slipper. The prince sent men to try the slipper on the foot of every lady in the land.

From house to house they went, trying the slipper on foot after foot. But on one foot the slipper was too long; on another, too short; on another, too wide; on another, too narrow.



← **Show image 8A-6: Stepsister trying on slipper**

10 What do you think will happen?

11 Why did the stepsisters keep trying to make the shoe fit?

And so it went until at last they came to the house of Cinderella and her stepsisters.¹⁰ One by one, the stepsisters squeezed, pinched, and pushed, but the slipper would not fit.¹¹

Then, from the shadows, Cinderella stepped forth and said, “Let me see if it will fit me.”

“You!” the stepsisters cried. “Go back to the cinders where you belong!”



← **Show image 8A-7: Cinderella trying on the glass slipper**

12 He said he had orders to let every young woman in the kingdom try on the slipper.

13 Why were the stepsisters surprised?

But one of the prince’s men said that he had orders to try the slipper on every **maiden** in the kingdom.¹² He placed the slipper on Cinderella’s foot—and it fit perfectly! The stepsisters’ mouths dropped open in astonishment. And they were even more shocked when, from her pocket, Cinderella drew forth the *other* glass slipper.¹³

And now the stepsisters recognized Cinderella as the beautiful lady they had seen at the ball. They threw themselves at her feet and begged her pardon for all of the ways they had treated her so badly. Cinderella was so kindhearted that she forgave them and embraced them.

14 Were your predictions right about what would happen to Cinderella?

Later, after Cinderella married the prince, she even invited her stepmother and stepsisters to live at the palace. And there, Cinderella and the prince lived happily ever after.¹⁴

Comprehension Questions

(10 minutes)

1. In the first half of the Cinderella story, we met the characters of Cinderella's mother, Cinderella, her stepmother and stepsisters, and her fairy godmother. In today's read-aloud an important new character is introduced. Who is it? (the prince)



← Show image 8A-3: Cinderella dancing with the prince



← Show image 8A-6: Stepsister trying on slipper

2. [Remind students that a setting is the place where the action in a story takes place.] What is the setting in each image? (8A-3: the palace or castle; 8A-6: Cinderella's and the stepsisters' home)
3. Why did Cinderella have to leave the ball at midnight? (The coach would turn into a pumpkin, the horses would turn back to mice, and her clothes would become tattered again.)
4. What did Cinderella lose as she ran out of the ball at midnight? (her glass slipper)
5. How did the prince decide to try to find Cinderella? (He sent his servants throughout the kingdom so that every maiden could try on the glass slipper to see if it fit.)
6. Why did the prince want to find Cinderella? (He wanted to marry her.)
7. What happened at the end of the story? (The prince and Cinderella got married and lived happily ever after. Cinderella, who was always kind, forgave the stepmother and stepsisters and invited them to live at the palace.)
8. *Think Pair Share:* What lesson can we learn from Cinderella? (goodness prevails) [If the students struggle with this question, probe with one of the following questions: How did Cinderella treat her stepsisters? How did they treat her? Who ended up with the prince? Focus on how Cinderella's goodness prevailed and was rewarded.]

Word Work: Tattered

(5 minutes)

1. In the read-aloud today, we heard that Cinderella's old clothes were *tattered*.
2. Say the word *tattered* with me.
3. *Tattered* describes any object that is torn or worn out, like a piece of fabric or clothing.
4. My old jeans are tattered with lots of holes.
5. Tell me about something you have or have seen that is tattered. Try to use the word *tattered* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "My _____ is tattered.")
6. What's the word we have been talking about?

Use a Making Choices exercise for follow-up. Directions: I am going to name several things. If the example I give is something torn or worn out, say, "tattered." If the example I give is something new or that is still in good condition, say, "not tattered."

1. an old blanket with holes (**tattered**)
2. a bright, new rug (**not tattered**)
3. a pair of pants without any tears in it (**not tattered**)
4. an old, ripped shirt (**tattered**)
5. a book that is falling apart and has missing pages (**tattered**)



Complete Remainder of the Lesson Later in the Day

8B

Cinderella, Part II



Extensions

15 minutes

Character, Setting, and Plot

Show the students the three-circle map they created in the previous lesson. Remind them that characters are the people in the story, setting is where the story takes place, and plot is what happens in a story. Ask the students if there are any additional characters in the story now. Add the character of the prince to the first circle. Then, discuss the settings—palace and home—that they heard about in this part of the story. Talk about the setting of the ball. Add a picture of the castle to the setting circle. Discuss the differences between the royal palace and Cinderella’s home. Finally, talk about the plot.

Hold up Image Cards 12–15 in the correct sequential order. Prompt students to describe what is happening in each illustration. After the cards are described, attach them in sequential order inside the plot circle. If time permits, ask different students to refer to the pictures in each circle as they talk about the characters, the settings, and the plot.



10 Sequencing Story Events (Instructional Master 8B-1)

Provide each student with Instructional Master 8B-1, a blank piece of paper, scissors, and glue sticks. First have students cut out the small pictures. Then tell students to sequence the pictures according to the story. Tell them to glue their pictures in order on the blank page once they have checked their choices.

Allow all students sufficient time to complete the assessment. If students finish early, discuss the assessment with them, asking them to explain their choices.

9

Snow White and the Seven Dwarfs, Part I



Lesson Objectives

Core Content Objectives

Students will:

- Describe the characters, settings, and plots in the stories
- Discuss the lesson in “Snow White and the Seven Dwarfs” that shows that goodness prevails and is rewarded

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 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, 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 an opinion 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

dwarfs, n. Persons of small stature or height

Example: The dwarfs were not tall enough to reach the counter.

Variation(s): dwarf, dwarves

envy, n. Jealousy

Example: I was filled with envy when I saw my best friend’s new handheld game.

Variation(s): none

fairest, adj. Most beautiful

Example: The kind and lovely princess was the fairest maiden in the land, because she was beautiful inside and out.

Variation(s): fair, fairer

peddler, n. A person who travels about selling goods


Example: The peddler went from house to house selling eggs.

Variation(s): peddlers

pity, n. Feeling sorry for someone

Example: Her voice was full of pity when she spoke to the hurt puppy.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Essential Background Information or Terms		10
	Personal Connections		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Snow White and the Seven Dwarfs, Part I		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Envy		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Character, Setting, and Plot	Image Cards 16–19 chart paper, or chalkboard, or whiteboard	15

9A

Snow White and the Seven Dwarfs, Part I



Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

Explain to students that they are about to hear a fairy tale that was a familiar story in many countries in Europe a long time ago. The version they are about hear is based on the tale as collected by two brothers, known as the Brothers Grimm. The Brothers Grimm, who lived in Germany in the 1800s, collected and published many fairy tales with which students may be familiar. In addition to “Snow White and the Seven Dwarfs,” they published the stories of “Cinderella,” “Sleeping Beauty,” and “Hansel and Gretel,” to name just a few.

Personal Connections

Tell students they are going to hear a made-up story about a young girl named Snow White and a queen who was very jealous of how beautiful Snow White was. Remind students that the word *jealous* means to be very angry and resentful about the way another person looks or about something that another person may have that you do not have. The queen was jealous and angry that Snow White was more beautiful than she was. Remind the students about the story “Cinderella” and the fact that several characters in that story were jealous of Cinderella. Ask students to identify these characters. Now ask, “Have you ever been jealous of someone else’s appearance or possessions—the way they looked or something they had? How did you act when you were jealous?”

Purpose for Listening

Tell students to listen to find out how the queen reacted because she was so jealous of Snow White.



Snow White and the Seven Dwarfs, Part I

← Show image 9A-1: Red drops on snow

It was the middle of winter, and snowflakes were falling like feathers from the sky. A queen sat sewing near a window. The window was framed with a fine black wood called ebony. As the queen sewed, she gazed out the window at the snow. She pricked her finger with the needle, and three drops of blood fell on the snow. And when she saw how bright and red it looked, she said, “Oh, I wish I had a child as white as snow, as red as blood, and as black as the ebony ’round my window.”¹

- 1 The queen’s wish may sound strange to you. Think about the colors—what part of a child’s face or body might be white? red? black?

It was not long before she had a daughter, with skin as white as snow, lips as red as blood, and hair as black as ebony. The child was named Snow White, and when she was born, her mother, the queen, died.



← Show image 9A-2: Queen and magic mirror

After a year had gone by, the king married again. The new queen, Snow White’s stepmother, was very beautiful, but she was terribly proud. She could not bear to think that anyone might be more beautiful than she.²

- 2 Do you remember Cinderella’s stepsisters? They were described as being proud and jealous. It sounds like Snow White’s new stepmother may be proud and jealous, too.
- 3 “Mirror, mirror on the wall, who is the most beautiful of us all?”

The new queen had a magic mirror, and she would look into it and say,

“Mirror, mirror on the wall,

*Who is **fairest** of us all?”*³

And the mirror would answer,

“You, Queen, are the fairest of us all.”

And she was satisfied, for she knew the mirror spoke the truth.



← Show image 9A-3: Snow White playing outside

Now, as Snow White grew up, she grew prettier and prettier, and when she was seven years old, she was more beautiful than the queen herself. So one day, when the queen went to her mirror and said,

*“Mirror, mirror on the wall,
Who is fairest of us all?”*

The mirror answered,

*“Though you are fair, O Queen, ‘tis true,
Snow White is fairer still than you.”⁴*

4 “Even though you are beautiful, O Queen, it’s true that Snow White is even more beautiful than you.”

5 or jealousy

6 So what did the queen decide to do since she was so jealous of Snow White’s beauty?

When the queen heard this, she turned green with jealousy, and from that moment her heart turned against Snow White. **Envy**⁵ and pride grew in her like weeds, until one day she called for a huntsman, and said, “Take the child into the woods and kill her so that I may set eyes on her no more.”⁶



← Show image 9A-4: Huntsman lets Snow White go

The huntsman took the child into the forest. But when he drew his sword, Snow White cried out, “Oh, dear huntsman, let me live. I will go away, far into the woods, and never come back again.”

7 The huntsman felt sorry for Snow White, so he let her live.



← Show image 9A-5: Dwarfs’ house

The huntsman took **pity** on her and said, “Go ahead then, poor child, run away.”⁷ But when the huntsman returned to the queen, he lied and told her that Snow White was dead.

When poor Snow White found herself alone in the woods, she felt afraid and did not know what to do. She ran as long as her feet would carry her, until at last, as evening fell, she came upon a little house deep in the woods.

8 So, how many people do you think might live at this house?

She went inside to rest. Inside the house everything was very small, but as neat and clean as possible. By the wall stood seven little beds, side by side, covered with clean, white quilts. Nearby stood a little table, covered with a white cloth and set with seven little plates, seven knives and forks, and seven little drinking cups.⁸ Snow White was very hungry, but she didn’t want to eat anyone’s whole meal, so she took a little porridge and bread from each plate, and a little sip from each cup. After that, she felt so tired that she lay down on one of the beds and fell asleep.



← **Show image 9A-6: Seven dwarfs walking down path**

9 Dwarfs are people who are very short.

When it was quite dark, the owners of the little house came home. They were seven **dwarfs**, who worked every day in the mountains, digging with their picks and shovels for gold.⁹ When they had lighted their seven candles, they saw that everything in the house was not the same as they had left it.

The first dwarf said, “Who has been sitting in my chair?”

The second said, “Who has been eating from my plate?”

The third said, “Who has taken a bit of my bread?”

The fourth said, “Who has been tasting my porridge?”

The fifth said, “Who has been using my fork?”

The sixth said, “Who has been cutting with my knife?”

And the seventh said, “Who has been drinking from my cup?”

Then the seventh looked around and saw Snow White lying asleep in his bed. He cried out to the others, and they all came running up with their candles, and said, “Oh, goodness gracious! What a beautiful maiden!” They were so full of joy to see her that they did not wake her.



← **Show image 9A-7: Snow White with the dwarfs**

10 Why do you think Snow White was frightened?

The next morning, Snow White woke and saw the seven dwarfs, and at first she was frightened.¹⁰ But they seemed quite friendly, and asked her what her name was, and she told them. And she told them how her stepmother had wished her to be put to death, and how the huntsman had spared her life, and how she had run the whole day long, until at last she had found their little house.¹¹

11 The huntsman spared, or saved, her life. He let her live.

Then the dwarfs said, “If you will keep house for us, and cook, and wash, and make the beds, and sew, and keep everything tidy, you may stay with us, and we will make sure that you have everything you need.”

“I’d be happy to,” said Snow White. And so she stayed.

Every morning, the dwarfs went to the mountain to dig for gold. When the dwarfs were away during the day, Snow White

12 Remember that Snow White's stepmother, the wicked queen, thinks that Snow White is dead. Why does she think that?



← Show image 9A-8: Queen and magic mirror

was alone in the house. The dwarfs warned her, saying, “Don’t let anyone in the house! Beware of your stepmother, for she may find out you are here.”¹²

And indeed, one day the queen went to her mirror and said,
*“Mirror, mirror on the wall,
Who is fairest of us all?”*

And the mirror answered:

*“O Queen, you are of beauty rare,
But Snow White living in the glen
With the seven little men
Is a thousand times more fair.”*¹³

13 So, who did the mirror say was the most beautiful? Do you think the queen expected this answer from the mirror or was she surprised?



← Show image 9A-9: Queen as a peddler

The queen gasped. She knew the mirror spoke the truth, and so she knew that the huntsman must have lied to her, and Snow White must be still living. It filled her with rage or anger to think that she was not herself the fairest in the land, so she thought of a plan to get rid of Snow White. She made herself look like an old **peddler** so that no one could tell she was the queen.¹⁴ Then she went across the seven mountains until she came to the house of the seven dwarfs. She knocked at the door and cried, “Pretty things for sale! Come see my fine silk laces!”

Snow White peeped out the window. “I don’t need to be afraid of letting in this good old woman,” she thought. So she opened the door and bought the pretty lace.¹⁵

“Come, child,” said the old woman, “and let me lace you up properly.”¹⁶ Snow White saw no reason not to trust the woman, so she let her tie the lace around her. But the old woman pulled the lace so tight that it took away Snow White’s breath, and she fell down as though she were dead.

14 A peddler is a person who travels from house to house, selling things.

15 So, did Snow White recognize that the peddler was really her wicked stepmother, the queen? Why not?

16 When this fairy tale was written, women wore dresses that needed to be laced up in the back to fit snugly.

17 (Tell the students that you have not finished reading the story. You are stopping in the middle and will read the second half of the story the next time. Then ask them what they think will happen next.)

“Now,” said the queen, “you are no longer the fairest in the land.” And she hurried off.¹⁷

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)



← Show image 9A-5: Dwarfs' house



← Show image 9A-8: Queen and magic mirror

1. [Remind the students that a setting is the place where the action in a story takes place.] What is the setting in each image? (9A-5: seven dwarfs' cottage in the woods; 9A-8: wicked queen's castle or palace)
2. Why is the queen jealous or envious of Snow White? (Snow White is more beautiful than she is.) Do you think that all stepmothers and stepsisters are evil? [Prompt the students to remember that this is a made-up story and that in real life, there are many nice stepmothers and stepsisters.]
3. What did the queen tell the huntsman to do to Snow White? Why? (The queen asked the huntsman to kill Snow White because the queen wanted to be the most beautiful.)
4. Did the huntsman really kill Snow White? (no) What did he do instead? (He let her go and lied to the queen.)
5. Where and with whom did Snow White go to live? (in the cottage where the seven dwarfs lived)
6. How does the queen learn that Snow White is still alive? (Her mirror told her.) How does this make her feel? (very angry)
7. At the end of this part of the story, what does the queen do to try to kill Snow White once and for all? (She disguises herself as a peddler so that Snow White will let her in the house where she lives with the seven dwarfs. Then, she makes Snow White's dress so tight that Snow White can't breathe.)

8. *Think Pair Share:* Some things in this read-aloud could be real, and some things are fantasy or make-believe. Which parts of the story could be real? (There could be a mean stepmother and she might be jealous of her stepdaughter; etc.) Which parts are fantasy? (Mirrors don't talk; etc.)

Word Work: Envy

(5 minutes)

1. In the read-aloud today, we heard that *envy* grew up in the queen like a weed.
2. Say the word *envy* with me.
3. Envy is jealousy of another person.
4. Christopher felt envy when he saw Omar's new toy.
5. Tell me about a time that you had feelings of envy for something that belonged to someone else. Try to use the word *envy* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I had feelings of envy one time when . . .")
6. What's the word we have been talking about?

Use a *Making Choices* exercise for follow-up. Directions: I am going to name some things that might make a person have feelings of envy and some things that might not. If the thing is something that would make you have feelings of envy, say, "envy." If not, say, "not envy."

1. if someone else won first place in a race (*envy*)
2. if someone else was being punished in "time-out" for throwing a toy (*not envy*)
3. if your neighbor gets a new bicycle (*envy*)
4. if the teacher chose another student and not you to get a classroom prize (*envy*)
5. if someone else is taking out the garbage (*not envy*)



Complete Remainder of the Lesson Later in the Day

9B

Snow White and the Seven Dwarfs, Part I



Extensions

15 minutes

Character, Setting, and Plot

Use a three-circle map to review the story elements of character, setting, and plot. 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.” Draw an extra large circle for “Plot” to allow for nine image cards to fit within it.

Remind students that characters are the people in the story, setting is where the story takes place, and plot is what happens in a story. Prompt students to remember the characters they have heard about thus far in “Snow White and the Seven Dwarfs” and draw simple figures to represent these characters in the first circle. Then, discuss with the students the setting of the read-aloud they heard today, and draw simple pictures of the settings—the wicked queen’s castle and the seven dwarfs’ cottage—in the second circle.

Finally, talk about the plot so far. Hold up Image Cards 16–19 in the correct order. Prompt students to describe what is happening in each illustration. After the cards are described, attach them in order inside the plot circle. Remind students that they have not heard the entire story and that at the end of the story you will review all of the images together.

10

Snow White and the Seven Dwarfs, Part II



Lesson Objectives

Core Content Objectives

Students will:

- Describe the characters, settings, and plots in the stories
- Discuss the lesson in “Snow White and the Seven Dwarfs” that shows that goodness prevails and is rewarded

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 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, 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 an opinion 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

destroy, v. To hurt, ruin, or spoil something, sometimes intentionally

Example: When someone is nice enough to lend you something, you should take good care not to destroy it.

Variation(s): destroys, destroyed, destroying

rage, n. Anger

Example: When Trudy’s mom put her in time-out, Trudy was so full of rage her body shook!

Variation(s): none

stomped, v. Walked heavily


Example: Hugh stomped his feet as he went up the stairs to his room.

Variation(s): stomp, stomps, stomping

wicked, adj. Evil

Example: That wicked girl would not stop teasing me at the park.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Snow White and the Seven Dwarfs, Part II		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Stomped		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Character, Setting, and Plot	Image Cards 20–25 Three-Circle Map from previous lesson	15
	Sequencing Story Events	Instructional Master 10B-1 blank paper, scissors, glue sticks	
<i>Take-Home Material</i>	Parent Letter	Instructional Master 10B-2	

10A

Snow White and the Seven Dwarfs, Part II



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that yesterday they heard the first part of “Snow White and the Seven Dwarfs.” Tell them that they will hear the second part of the story today. Encourage students to discuss some of the events that took place in the first part of the story as you review several images. Remember to expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary. If a student’s response includes inaccurate factual information, refer back to the original read-aloud text and/or illustrations to correct any misunderstandings.

Purpose for Listening

Tell the students that in the last read-aloud, they listened to the first half of the story, *Snow White and the Seven Dwarfs*. At the end of the read-aloud, they heard that the queen, disguised as a peddler, had made Snow White’s dress so tight that she seemed to stop breathing and fell to the ground as if she were dead. They made some predictions about what would happen next. Ask if they remember their predictions. Ask the students to listen to find out what happens to Snow White and what lesson they can learn from this story.



Snow White and the Seven Dwarfs, Part II

← Show image 10A-1: Queen as peddler

The old woman had pulled the lace so tight that it took away Snow White’s breath, and she fell down as though she were dead.

“Now,” said the queen, “you are no longer the fairest in the land.” And she hurried off.

Soon the seven dwarfs came home. They were horrified to see Snow White on the ground lying so still; they thought she must be dead. Then they saw the tight lace around her, and they cut it. She began to breathe again, and little by little she came to life. When she told the dwarfs what had happened, they said, “That peddler woman was the **wicked** queen! ¹ Don’t let anyone in when we are away!”

1 *Wicked means evil.*



← Show image 10A-2: Queen and magic mirror

By this time the queen had returned home. She went straight to her mirror and said,

“Mirror, mirror on the wall,

Who is fairest of us all?”

And the mirror answered,

“O Queen, you are of beauty rare,

But Snow White living in the glen

With the seven little men

Is a thousand times more fair.”

← Show image 10A-3: Queen with comb

“Still alive!” cried the queen. “Then I will think of something else to **destroy** her for sure!” ² And she used a magic spell to make a poison comb. Then she made herself look like a different old woman, and away she went, across the seven mountains, to the home of the seven dwarfs. She knocked at the door and cried, “Pretty things for sale!”

2 *The queen really wanted Snow White to die!*



But Snow White said, “Go away. I must not let anyone in.”

“Oh,” said the old woman, “but surely it’s all right for you just to take a look?” And she held up the pretty, poisoned comb. And the young maiden liked it so well that without thinking she opened the door.



← **Show image 10A-4: Queen combing Snow White’s hair**

“Now I shall comb your hair as it *should* be done,” said the old woman. As soon as she ran the comb through Snow White’s hair, the poison began to work, and the child fell down as though she were dead.

“So, my little beauty, that’s the end of you,” said the wicked queen as she hurried away.

It was good luck that the seven dwarfs came home soon. They saw the poisoned comb still in her hair, and as soon as they pulled it out, Snow White woke up and told them what had happened. Then they warned her, once again, never to let anyone in the door.



← **Show image 10A-5: Queen and magic mirror**

When the queen got home, she went straight to her mirror and said,

“Mirror, mirror on the wall,

Who is fairest of us all?”

And the mirror answered,

“O Queen, you are of beauty rare,

But Snow White living in the glen

With the seven little men

Is a thousand times more fair.”



← **Show image 10A-6: Queen with apple**

The queen shook with anger. “Snow White shall die,” she cried, “even if it costs me my own life!” Then she went to a dark and secret room, and there she made a poisonous apple. It was so big, beautiful, and red that anyone who saw it would long for it, but

whoever ate even a piece of it would die. Then the queen made herself look like a poor, old woman, and went across the seven mountains to the home of the seven dwarfs. When she knocked at the door, Snow White put her head out the window and said, “I dare not let anyone in. The seven dwarfs told me not to.”

“All right, I’ll go,” said the old woman. “But here, let me give you one of my apples.”

“No,” said Snow White, “I’m not supposed to take anything.”



← **Show image 10A-7: Queen taking a bite of apple**

“Goodness, child, you act like the apples are poisoned!” said the old woman. “Look here, I’ll take a bite of this apple myself, all right?”

But the wicked queen had thought of everything: When she made the poisonous apple, she put the poison only in one side—the side that she now held out facing toward Snow White. Snow White looked at the lovely apple and wanted it so much that when she saw the old woman take a bite of the other side—the side without the poison—Snow White could not resist. She stepped outside, took the apple, bit the poisonous part of the apple, and fell down dead.

The queen laughed aloud and said, “White as snow, red as blood, black as ebony you may be, but the dwarfs will not be able to help you this time!”³

3 What do you think is going to happen this time? Do you think the wicked queen finally succeeded in killing Snow White?



← **Show image 10A-8: Queen and magic mirror**

When the queen went home, she rushed to her mirror and asked,

“Mirror, mirror on the wall,

Who is fairest of us all?”

And the mirror answered,

*“You are now the fairest of all.”*⁴

4 So, what does that mean—is Snow White still alive, or is she dead?



← **Show image 10A-9: Weeping dwarfs**

The dwarfs came home and found Snow White dead. They lifted her up and looked for a lace to cut or a comb to take out, but they found nothing, and nothing they did helped the child. She was dead. And they sat around her, all seven of them, and wept. For many years Snow White lay in the dwarfs' home, and all the while she never changed, but looked as if she were asleep, with skin as white as snow, lips as red as blood, and hair as black as ebony.



← **Show image 10A-10: Prince at dwarfs' cottage**

Then one day a prince was riding through the woods. He stopped at the dwarfs' cottage. From there he could see the beautiful Snow White. And he said to the dwarfs, "Let me have her, and I will pay you whatever you ask."

But the dwarfs told him they could not part with her, not even for all the gold in the world. Then the prince said, "I beg you to give her to me, for I cannot live without looking upon Snow White."⁵ The good dwarfs felt sorry for him and gave him Snow White. The prince called his servants and told them to carry Snow White down from the mountain. As they were carrying her, they stumbled, which gave Snow White a hard shake—and when this happened, a piece of poison apple came out of Snow White's throat!

5 How does the prince feel about Snow White?

Snow White sat up and cried, "Oh! Where am I?"⁶

The prince, full of joy, said, "You are near me, and I love you more than anything in the world. Come with me to my father's castle and be my bride."

6 So, was Snow White really dead? What happened so that she was able to wake up?



← **Show image 10A-11: Wedding**

A splendid wedding was held for the prince and Snow White. Snow White's wicked stepmother, the queen, was invited to the wedding. When she had dressed herself in beautiful clothes, she went to her mirror and asked,⁷

7 What do you think is going to happen now? When the queen asks the mirror who is the most beautiful, what do you think the mirror will say?

“Mirror, mirror on the wall,
Who is fairest of us all?”
And the mirror answered,
“Though you are fair, O Queen, ’tis true,
The new bride is fairer still than you.”

And the queen screamed with anger. First she thought she would not go to the wedding. Then she thought she had to go and see the new bride. And when she saw the new bride, she recognized her as Snow White, and she was filled with a terrible **rage**.⁸ In a wild fury, she screamed and **stomped** her feet⁹ and jumped up and down, as though she were wearing red-hot shoes, and ran away and never came back. She never caused Snow White trouble again. Snow White and the prince lived happily ever after.

8 *Rage* means anger.

9 (Demonstrate stomping as you read.)

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)



← Show image 10A-2: Queen and magic mirror



← Show image 10A-4: Queen combing Snow White's hair



← Show image 10A-10: Prince at dwarf's cottage

1. [Remind students that a setting is the place where the action in a story takes place.] What is the setting in each image? (10A-2: wicked queen's castle; 10A-4: the seven dwarfs' cottage in the woods; 10A-10: the seven dwarfs' cottage in the woods)
2. Why did the evil queen want to kill Snow White? (because she was jealous of how beautiful Snow White was)

3. What are some of the different ways the queen tried to kill Snow White? (laced Snow White's dress too tightly, combed her hair with a poisoned comb, and gave Snow White a poisoned apple to eat)
4. The seven dwarfs were able to save Snow White so she did not die when the queen tied Snow White's dress too tightly. What did the seven dwarfs do to rescue her? (cut the lace of her dress) They also saved Snow White after she used the poisoned comb. What did they do? (took the poisoned comb out of her hair)
5. Were the dwarfs able to save Snow White when they found her after she had eaten the poisoned apple? (no) How did the dwarfs feel and why? (sad because they thought she was dead)
6. What happened to Snow White at the end of the story? (The prince fell in love with her and had his servants carry her down the mountain. The piece of poisoned apple popped out of Snow White's throat, and she woke up and married the prince.)
7. What happened to the queen at the end of the story? (She ran away and never came back.)
8. *Think Pair Share:* Some parts of this story could be real, and other parts are pretend or fantasy. Tell about some of the parts of the story that could be real. (Snow White could really live in the cottage with the seven dwarfs; she and the prince could get married; etc.) Tell about what parts of the story are fantasy or make-believe. (The mirror couldn't talk; the queen couldn't really make a poisoned comb or apple by magic; etc.)

Word Work: Stomped

(5 minutes)

1. In the read-aloud today, we heard that that the queen was so mad that she *stomped* her feet when she realized that Snow White was still alive.
2. Say the word *stomped* with me.
3. If the queen stomped, she lifted her foot up high with each step and then smacked it back down hard on the ground.
4. Bob was feeling impatient at having to wait for his Dad to get off the phone, so he *stomped* around the dining room table.
5. Tell me about a time that you stomped around. Try to use the word *stomped* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I stomped around when . . .")
6. What's the word we have been talking about?

Use a *Making Choices* exercise for follow-up. Directions: I am going to say several sentences. If the person in the sentence has stomped, say, "S/he has stomped." If the person in the sentence has not stomped, say, "S/he has not stomped."

1. Nadia moved her feet to the beat of the music. (She has stomped.)
2. Alice, in a huff, walked forcefully down the hall to her room. (She has stomped.)
3. Leila jumped on her trampoline. (She has not stomped.)
4. Nathan put his foot down heavily when his mother said he could not have any candy. (He has stomped.)
5. I tiptoed down the hall so as not to wake the baby. (I have not stomped.)
6. Reggie crawled around on the floor like a lion. (He has not stomped.)



Complete Remainder of the Lesson Later in the Day

10B

Snow White and the Seven Dwarfs, Part II



Extensions

15 minutes

Character, Setting, and Plot

Show students the three-circle map you created yesterday. Remind them that characters are the people in the story, settings are where the story takes place, and plot is what happens in a story. Ask the students if there are any additional characters in the story now. Add the character of the prince to the first circle. Ask them to describe the settings in today's read-aloud (the cottage of the seven dwarfs, the wicked queen's palace, and the prince's castle); add the prince's castle. Finally, discuss the plot. Hold up Image Cards 20–25 in the correct order. Prompt students to describe what is happening in each illustration. After the cards are described, attach them in order inside the plot circle. If time permits, ask different students to refer to the pictures in each circle as they talk about the characters, the settings, and the plot.



Sequencing Story Events (Instructional Master 10B-1)

Provide each student with Instructional Master 10B-1, a blank piece of paper, scissors, and glue sticks. First have the students cut out the small pictures. Then tell the students to sequence the pictures according to the story. Tell them to glue their pictures in order on the blank page once they have checked their choices.

Allow all students sufficient time to complete the assessment. If students finish early, discuss the assessment with them, asking them to explain their choices.

Parent Letter

Send home Instructional Master 10B-2.

PP2

Pausing Point 2



Note to Teacher

This is the end of the read-alouds about kings and queens. 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:

- Describe the behaviors that reinforce that kings and queens are royal
- Describe the characters, settings, and plots in the stories
- Discuss the lessons in “Cinderella” and in “Snow White and the Seven Dwarfs” that show that goodness prevails and is rewarded

Activities

On the Map

Materials: Carpet map or chalk to draw a map on the classroom floor/playground

Read “If I Were King” to the students. As you read, point to the different locations on the map that are mentioned in the poem. Ask six students to stand on the six locations and be kings, acting out their parts while you read the poem again. Remind them not to fall into the Atlantic or Pacific Oceans!

Image Card Review for *Cinderella*

Materials: Image Cards 7–15

In your hand, hold Image Cards 7–15 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. Tell the students that these images all have to do with the story of “Cinderella.” The student must then perform an action or give a clue about the picture s/he is holding. For example, for the image of the queen in the mirror, a student may pretend to hold a mirror up and talk to it. The rest of the class will guess what event is being described. Proceed to another card when the correct answer has been given.

Image Card Review for *Snow White and the Seven Dwarfs*

Materials: Image Cards 16–25

In your hand, hold Image Cards 16–25 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. Tell the students that these images all have to do with the story of “Snow White and the Seven Dwarfs.” The student must then perform an action or give a clue about the picture s/he is holding. For example, for the image of Snow White and the huntsman, a student may pretend to look afraid as s/he runs off into the forest. The rest of the class will guess what event is being described. Proceed to another card when the correct answer has been given.

Listen and Create

Materials: Audio recordings, drawing paper, art supplies

Read excerpts from “Cinderella” and/or “Snow White and the Seven Dwarfs,” or have students listen to an audio recording. While listening, have them draw their favorite scenes. After the story, talk about how fairy tales are different from real life and how they may be the same. Ask students if they think good always wins and bad is always punished.

From Kings to Presidents

Materials: Picture of George Washington, a dollar bill, a quarter

Tell students that when people came to America, they wanted a new way of life. Tell them that people decided that instead of a king, they wanted a president. Explain the difference between a king, a person who is born into royalty and rules *over* people, and a president, a person who is elected, or chosen, by people and works together with different parts of the government *for* people. Show students a picture of George Washington. Ask them if they know who he is or if they have seen him before. Tell students that George Washington was America's first president. Ask them to imagine what it must have been like to be the very first president of a new country. Show students a dollar bill and a quarter, and explain that these symbols help us to remember our first president. Tell students that they are going to learn more about George Washington and other presidents later in the year.

Compare/Contrast

Materials: Chart paper, chalkboard, or whiteboard

Tell the students that together you are going to compare and contrast the stories of "Cinderella" and "Snow White and the Seven Dwarfs." Explain to them that this means you will write down how the stories are the same and how they are different. On chart paper, a chalkboard, or whiteboard, draw either two columns or a Venn diagram, depending on the level of understanding in your class. Ask students how the stories are similar (They both have princesses as main characters, princes, queens who die, evil stepmothers who become the new queens, magic, happy endings, etc.) and how they are different (Cinderella has sisters, a fairy godmother and a magic pumpkin; Snow White has dwarfs, a huntsman, and a magic mirror.) Write down what the students say while reinforcing with rich vocabulary.

Domain-Related Trade Book or Student Choice

Materials: Trade book

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

Hands On

Materials: Various objects from each read-aloud

Place various objects on a table (apple, hat, pumpkin, comb, gloves, slipper, mirror, etc.) and allow students to look at them and touch them. Ask them if they remember hearing about these objects. Ask them to match the object with each read-aloud they have heard.

Riddles for Core Content

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

- I sit by the fireplace and sometimes get cinders on me. Who am I? (Cinderella)
- I held a ball to meet all the young ladies in the kingdom. Who am I? (the prince)
- The fairy godmother turned me into a carriage! What am I? (a pumpkin)
- We tried to fit our feet into the glass slipper, but it would not fit! Who are we? (the stepsisters)
- The queen looks into me all the time and asks me who is the fairest, or most beautiful. What am I? (a magic mirror)
- I made the queen very angry because the mirror said I was more beautiful. Who am I? (Snow White)
- We are very short and work in the mountains. Who are we? (the seven dwarfs)

Poetry Reading

Read to the students the following poem, “If I Were King,” by A. A. Milne. After reading, discuss with students words they may not know, such as aunts, mantelpiece, Norway, button gloves, and Timbuctoo. Ask students why the boy in the poem says he wishes he were king. Ask them if they think a king can really do anything he or she wants to do. Why or why not? Finally, ask them what they would do or not do if they were a king or queen.

If I Were King

by A. A. Milne

*I often wish I were a King,
And then I could do anything.*

*If only I were King of Spain,
I'd take my hat off in the rain.*

*If only I were King of France,
I wouldn't brush my hair for aunts.*

*I think, if I were King of Greece,
I'd push things off the mantelpiece.*

*If I were King of Norway,
I'd ask an elephant to stay.*

*If I were King of Babylon,
I'd leave my button gloves undone.*

*If I were King of Timbuctoo,
I'd think of lovely things to do.*

*If I were King of anything,
I'd tell the soldiers, "I'm the King!"*



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



10 Domain Assessment (Instructional Master DA-1)

Directions: Listen to the statements I say about kings and queens. If the statement is true, circle the letter 'T.' If the statement I say is false, or not true, circle the letter 'F.'

1. A kingdom is a place ruled by a king or a queen. (T)
2. If something is royal, it belongs to the maids or servants. (F)
3. A crown prince is the oldest prince and next in line to be the king. (T)
4. There are *no* kings, queens, or crown princes today. (F)
5. Jonathan Bing had royal manners and wore a fancy suit to visit the king. (F)
6. If someone says you have the Midas Touch or the Golden Touch, that means that everything you try to do turns out well. (T)
7. Old King Cole was a very unhappy king. (F)
8. A palace is the home of the king or queen and their family. (T)
9. A carriage or coach carries people and is pulled by horses. (T)
10. In both "Cinderella" and "Snow White and the Seven Dwarfs," the characters who are good are rewarded, or given good things, in the end. (T)

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



Directions: These six pictures show events from "King Midas and the Golden Touch." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue them in the correct order onto a piece of paper.





Directions: These six pictures show events from "King Midas and the Golden Touch." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue them in the correct order onto a piece of paper.



1



2



3



4



5



6



Dear Parent or Guardian,

Your child is listening to read-alouds about kings and queens at school this week. Some of the read-alouds are nonfiction and provide information about the lives of royalty and their court. Some are stories or rhymes written about kings and queens and the lessons they learn. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about kings and queens.

1. Royal Words

Review with your child some of the terms we have learned about kings and queens. Simply use some of the terms in conversation when you discuss what they have been learning in school. The following are some words they have heard in the read-alouds about kings and queens thus far: kingdom, royal, rules, servants, alliance, advantages, disadvantages, reign, and prosperity.

2. What to Wear?

Your child heard a silly poem about a man named Jonathan Bing, who wasn't able to dress himself appropriately for his visit to the king. We discussed the difference between royal manners and friendly manners. Spend some more time at home talking about the types of clothes that are appropriate for different types of events you and your child attend.

3. The Midas Touch (also called the Golden Touch)

We explored the story of King Midas, who loved gold so much that he wished that everything he touched would turn to gold, and his wish came true! King Midas's beloved daughter Marigold turned to gold as well. At the end of the story, King Midas realizes that his love for his daughter is more valuable than any amount of gold. Discuss the importance of relationships and caring for others with your child. Afterward, review that having *the Midas Touch* or *the Golden Touch* is sometimes used to describe someone who succeeds at whatever s/he does, someone who makes success seem just as easy as touching something to make it turn into gold!

4. Borrow a Book

Reading to your child is the single most important thing you can do to encourage his or her literacy development. The local library has a variety of books about kings and queens. Check one out and read it with your child. Encourage your child to share the information s/he has learned in school.

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

Directions: These six pictures show events from "Cinderella." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue them in the correct order on a piece of paper.





Directions: These six pictures show events from "Cinderella." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue them in the correct order on a piece of paper.



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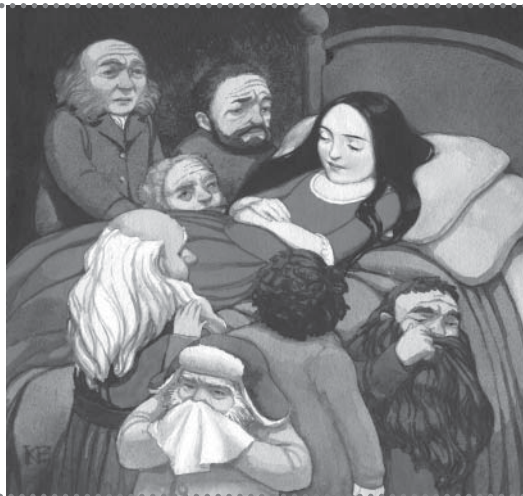


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Directions: These six pictures show events from "Snow White and the Seven Dwarfs." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue them in the correct order on a piece of paper.





Directions: These six pictures show events from "Snow White and the Seven Dwarfs." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue them in the correct order on a piece of paper.



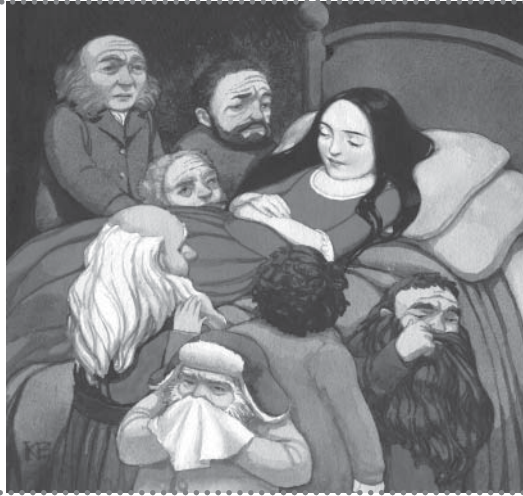
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Dear Parent or Guardian,

Your child has been listening to read-alouds about kings and queens at school this week. Some of the read-alouds are familiar stories written about kings and queens and others are nursery rhymes and poems. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about kings and queens.

1. Rhyme and Repetition

Your child has heard several rhymes about kings and queens. One of them is the nursery rhyme “Old King Cole.” Repeat or sing the following rhyme with your child:

*Old King Cole was a merry old soul,
And a merry old soul was he;
He called for his pipe,
And he called for his bowl,
And he called for his fiddlers three.*

*Every fiddler had a very fine fiddle,
And a very fine fiddle had he.
Oh, there’s none so rare as can compare
With King Cole and his fiddlers three.*

2. What Is the Lesson Learned?

Two of the tales your child has heard are “Cinderella” and “Snow White and the Seven Dwarfs.” Discuss the two well-known stories with your child, and encourage them to tell you about the beginning, the middle, and the end of each story. Focus on reviewing the lesson learned in both stories: that goodness prevails and is rewarded.

3. If I Were King or Queen

What would you do if you were king or queen? Your child has already explored this question. Ask what s/he would do, and share your response to this question as well. Encourage them to discuss the advantages and disadvantages of the life of a king or queen.

4. Borrow a Book

Reading to your child is the single most important thing you can do to encourage his or her literacy development. The local library has a variety of books about kings and queens. Check one out and read it with your child. Encourage your child to share the information s/he has learned in school.

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

Directions: Listen to the statements I say about kings and queens. If the statement I say is true, circle the 'T.' If the statement I say is false, or not true, circle the 'F.'

1. T F

2. T F

3. T F

4. T F

5. T F

6. T F

7. T F

8. T F

9. T F

10. T F

Directions: Listen to the statements I say about kings and queens. If the statement I say is true, circle the 'T.' If the statement I say is false, or not true, circle the 'F.'

1.

 T

F

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6. T F

7. T F

8. T F

9. T F

10. T F

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