

ENGLISH

FAIRY TALES



GRADE 1 UNIT 7 | TEACHER GUIDE

EDITION 1

Grade 1

Unit 7

Fairy Tales

Teacher Guide

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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Introduction

This introduction includes the necessary background information to be used in teaching the *Fairy Tales* unit. The Teacher Guide for *Fairy Tales* contains eleven daily lessons in addition to nine days for Pausing Points (five days), Unit Review, Unit Assessment, and Culminating Activities (four days) in the order presented in this Teacher Guide. You should spend no more than twenty days total on this unit.

UNIT COMPONENTS

Along with this Teacher Guide, you will need:

- Flip Book for *Fairy Tales*, which can also be found on the program's online materials
- Image Cards for *Fairy Tales*
- Activity Book for *Fairy Tales*
- Digital Components for *Fairy Tales*

All unit components' materials can also be found in the digital version provided with the online materials.

WHY FAIRY TALES ARE IMPORTANT

This unit will introduce students to fairy tales that have been favorites with children for generations. Students will learn about the elements of fairy tales that distinguish them as a unique type of fiction that still has the elements of character, plot, and setting that are found in other types of fiction. Reading these fairy tales will help first-grade students develop a strong foundation for the understanding of other fictional stories in later grades.

This unit also provides opportunities for students to build content knowledge and draw connections to the social studies subject area. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strands of Culture and Geography from the Social Studies TEKS. This content is not a replacement for grade level social studies instruction.

Note: These fictional stories have been adapted from the originals and were written more than 200 years ago. Remind students of this context periodically.

WHAT STUDENTS HAVE ALREADY LEARNED

The following units, and the specific core content that was targeted in those units, are particularly relevant to the Read-Alouds students will hear in *Fairy Tales*. This background knowledge will greatly enhance your students' understanding of the Read-Alouds they are about to enjoy:

Nursery Rhymes and Fables (Kindergarten)

Fairy Tales and Folktales (Kindergarten)

Kings and Queens (Kindergarten)

Sharing Stories (Grade 1)

CORE VOCABULARY FOR FAIRY TALES

The following list contains all of the core vocabulary words in *Fairy Tales* in the forms in which they appear in the Read-Alouds. Boldfaced words in the list have an associated Word Work activity. 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 encharnted prick spell virtue wisdom	Lesson 6 comforted glittered shocked	Lesson 11 mangoes pride rumors suspicious woodcutter
Lesson 2 boasting claim clever pity succeed	Lesson 7 cackled creep heaving perched wicked	
Lesson 3 delight longed merciful rage	Lesson 8 attic fierce precious tremble wringing	
Lesson 4 court glee retrieved wailed well	Lesson 9 barked bellowing bounding gulped rudely	
Lesson 5 contented disgusting glared scold	Lesson 10 canoe fisherman fufu puzzled stakes stewing	

WRITING


In this unit, students will explore the genre of narrative writing. They will learn to identify important elements of fairy tales before, during, and after Read-Alouds. They will practice planning for narrative writing by note-taking as a group with Elements of Fairy Tales charts, a Venn diagram, and other organizers. After you model narrative writing, students will independently plan, write, and edit a narrative retelling of their favorite fairy tale. The following activities may be added to students' writing portfolios to showcase student writing within and across units:

- Elements of Fairy Tales charts (all lessons)
- Venn diagram (Lesson 3)
- narrative retelling of their favorite fairy tale (Lessons 8–9)
- Character Maps (Lesson 10)
- Friendly Letter (Lesson 11)
- any additional writing completed during the Pausing Point, Unit Review, or Culminating Activities

FOUNDATIONAL ORAL LANGUAGE

The Think-Pair-Share and Turn-and-Talk prompts throughout the unit provide opportunities to teach and reinforce how to communicate by using conventions of language, speaking when recognized, and making appropriate contributions to discussion.

- You can also reinforce these ideas by modeling using an appropriate pace, recognizing students' individual contributions to group discussions, and pointing out conventions of language.
- Explain to students that when working in whole/small groups, group members share responsibility for the work they do together. To work effectively and respectfully, everyone should recognize the contributions made by each group member. For example, as group members discuss a text, each group member can share thoughts and reactions. If preparing to return to a whole-group discussion, group members can summarize the group's ideas by including contributions from everyone in the group.
- Consider using a discussion checklist that tracks student participation, as well as introducing discussion techniques that enhance participation. **TEKS 1.1.C; TEKS 1.1.D**

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
TEKS 1.1.D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

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FAIRY TALES

Sleeping Beauty

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss and describe plot elements, including setting, in texts read aloud. **TEKS 1.1.A; TEKS 1.8.C; TEKS 1.8.D**

Students will demonstrate knowledge of the characteristics of well-known children's literature. **TEKS 1.9.A**

Reading

Students will identify characters and events in a fairy tale.

TEKS 1.6.G; TEKS 1.8.C

Language

Students will demonstrate an understanding of the Tier 2 word *wisdom*.

TEKS 1.1.E; TEKS 1.3.B

Language

Students will demonstrate an understanding of the phrase *the land of Nod*.

TEKS 1.3.B

Reading

Using a graphic organizer, students will describe plot elements, including setting, in a fairy tale read aloud.

TEKS 1.7.B; TEKS 1.8.C; TEKS 1.8.D; TEKS 1.9.A

FORMATIVE ASSESSMENT

Exit Pass

Element of the Story Students will write a sentence about one element of "Sleeping Beauty."

TEKS 1.7.B

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.1.E** Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.B** Write brief comments on literary or informational texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (15 min.)			
Core Connections	Whole Group	15 min.	<div><input type="checkbox"/> Elements of Fairy Tales Chart for “Cinderella” (Digital Components)</div> <div><input type="checkbox"/> story maps, organizers from Units 1 and 3 (optional)</div> <div><input type="checkbox"/> world map</div> <div><input type="checkbox"/> Image Card 1</div> <div><input type="checkbox"/> pieces of thread and/or yarn</div> <div><input type="checkbox"/> image of the Brothers Grimm (optional)</div> <div><input type="checkbox"/> complete anthology of the Brothers Grimm (optional)</div>
Unit Introduction			
Essential Background Information or Terms			
Read-Aloud (25 min.)			
Purpose for Listening	Whole Group	25 min.	<div><input type="checkbox"/> Flip Book: 1A-1–1A-10</div> <div><input type="checkbox"/> Poster 1M: Spell (Flip Book)</div>
“Sleeping Beauty”			
Comprehension Questions			
Word Work: <i>Wisdom</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Sayings and Phrases: The Land of Nod	Whole Group	20 min.	<div><input type="checkbox"/> Elements of Fairy Tales Chart for “Sleeping Beauty” (Digital Components)</div> <div><input type="checkbox"/> Activity Page 1.1 (optional)</div> <div><input type="checkbox"/> paper and writing tools</div>
Elements of Fairy Tales Chart			
Take-Home Material			
Family Letter			<div><input type="checkbox"/> Activity Page 1.2</div>

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare and display an Elements of Fairy Tales chart for “Cinderella” as below. Alternatively, you may access a digital version of this chart in the online materials. A completed version of this can be found in Teacher Resources in this Teacher Guide. You will be creating one of these charts for each fairy tale in the unit. You may wish to display them in your classroom throughout your study of fairy tales.

Elements of Fairy Tales		
Cinderella		
Setting(s)	Where	When
Characters	Real	Magical
Fantasy (events)		
Problems		Solutions
Ending		

- Display a world map and be prepared to point out Germany.
- Gather pieces of thread and/or yarn to show students.

Application

- Prepare and display a blank Elements of Fairy Tales chart for “Sleeping Beauty” as below. Alternatively, you may access a digital version of this chart in the online materials for this unit.

Elements of Fairy Tales		
Sleeping Beauty		
Setting(s)	Where	When
Characters	Real	Magical
Fantasy (events)		
Problems		Solutions
Ending		

Note to Teacher

You may want to remind students periodically that, more than two hundred years ago, the Brothers Grimm thought these stories would be interesting for people to hear because they are about things that make people happy, sad, and sometimes afraid. It is also important to remind students that the stories themselves are fiction.

Please preview all Read-Alouds and lessons in this unit before presenting them to students.

In this lesson, students will learn the saying “the land of Nod.” This is a short, traditional saying that has been passed along orally from generation to generation. Although some sayings and proverbs do have literal meanings—that is, they mean exactly what they say—many have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Universal Access

- Gather a sketch of the Brothers Grimm and a complete anthology of the Brothers Grimm.
- Gather Story Maps and other organizers, including the Somebody Wanted But So Then chart for “Cinderella” that was created in Unit 3, to remind students of the elements of stories they have heard already this year.
- Students who participated in the program in Kindergarten may be familiar with the process of spinning from their studies of *Colonial Towns and Townspeople*. You may wish to use the Kindergarten Unit 10 Teacher Guide, Image Cards, and/or Flip Book review information with students.

CORE VOCABULARY

enchanted, adj. under a magic spell

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

Variation(s): none

prick, v. to pierce; to make a small hole or cut with something pointed or sharp

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

Variation(s): pricks, pricked, pricking

spell, n. word(s) believed to make magic happen

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

Variation(s): spells

virtue, n. goodness

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

Variation(s): virtues

wisdom, n. good judgment; understanding what is right and wrong

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

Variation(s): none

Vocabulary Chart for “Sleeping Beauty”

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		prick virtue (<i>virtud</i>) wisdom enchanted (<i>encantado/a</i>)	
Multiple-Meaning		spell	
Sayings and Phrases			

Lesson 1: Sleeping Beauty

Introducing the Read-Aloud

Speaking and Listening: Students will discuss and describe plot elements, including setting, in texts read aloud. **TEKS 1.1.A; TEKS 1.8.C; TEKS 1.8.D**

Students will demonstrate knowledge of the characteristics of well-known children's literature. **TEKS 1.9.A**

CORE CONNECTIONS (5 MIN.)

- Remind students that during previous units they have heard fiction and nonfiction Read-Alouds.
- Ask students what the differences are between fiction and nonfiction. (*Answers may vary.*)

Support

If students have trouble answering these questions about stories, you may encourage them to look back at the story maps and other organizers you created in Units 1 and 3.

Support

Peruse the Flip Book images with students to look for common fairy tale characters: princesses, princes, giants, witches, and animals that can talk.



Check for Understanding

Think and Talk: What is a story? In other words, what was the same across all the different tales you've heard this year? (*fiction; has characters, a setting, plot, and sometimes a moral or lesson*)

- Tell students that in this unit they will learn more about a special kind of fiction story called a fairy tale. Ask students if they have heard of fairy tales before. If they have, encourage them to share any characteristics they may know of.
- Show students the blank Elements of Fairy Tales chart you prepared in advance.
- Tell students that each of the things they see on the chart is a characteristic of fairy tales. Explain each of the characteristics. **TEKS 1.8.C; TEKS 1.8.D; TEKS 1.9.A**
 - **Setting:** The setting of the story is the place and time in which the story takes place.
 - **Characters:** In fairy tales, the characters—or people and animals who are featured in the story—can be both real and magical. Tell students that

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.

in this unit, they will hear tales about characters including princesses, princes, giants, witches, and even animals that can talk. Explain that although some of the things that happen in fairy tales could happen in their own lives, many of the things that happen in these stories are fantasy, or a kind of make-believe that can't really happen.

- **Fantasy:** All tales have a plot, but fairy tales often have imaginary or magical events, also known as elements of fantasy—things that couldn't happen in real life.
- **Problems and Solutions:** In fairy tales, the characters often face some sort of problem, which is solved by the end of the story. Tell students they will learn how characters' problems are often solved in fairy tales and that they will have a chance to compare fairy tales to see how they are alike and different.
- **Ending:** Fairy tales always end happily.
- Ask students if they have any questions about the elements of fairy tales.
- Tell students that they have already heard a fairy tale this year: "Cinderella."
- Ask students to recall this story from Unit 3. You may use the Somebody Wanted But So Then chart the class created about that story to help students recall important parts.
- Using the Elements of Fairy Tales chart, show students how each of the elements of fairy tales was fulfilled in "Cinderella."

UNIT INTRODUCTION (5 MIN.)

- Tell students they will hear more fairy tales in this unit.
- Explain that many fairy tales, including the one they'll hear today, were collected long ago by two brothers named Jacob and Wilhelm Grimm. They are often called the Brothers Grimm.
- Point to Germany on a world map, and tell students that the brothers lived in a place now called Germany, and many of the stories that we now know as fairy tales had been told orally for many years in their country and in other countries, too. The brothers decided to write the stories down and make a book out of them.
- Tell students they may have heard some of these fairy tales before, but some may be completely new to them.



**EMERGENT
BILINGUAL
STUDENTS**

Speaking and Listening

Interacting via Written English

Beginning

Have students respond to targeted yes/no questions to fill in the chart (e.g., "Was Cinderella a character in the fairy tale 'Cinderella'?")

Intermediate

Provide students with specific sentence frames to fill in the chart (e.g., "The characters in 'Cinderella' were . . .").

Advanced/Advanced High

Have students volunteer information regarding each of the elements of fairy tales as they were demonstrated in "Cinderella."

ELPS 1.E; ELPS 3.E

Support

Show students a sketch of the Brothers Grimm. You may also show students a copy of a complete anthology of the fairy tales collected by the Brothers Grimm so they can get a sense of the size of the work.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

Image Card 1



- Tell students that in today's fairy tale, and in another fairy tale they will hear later, they will hear about spinning wheels.
- Show students Image Card 1 (Spinning Wheel), and tell them that spinning wheels are tools used to spin thread and yarn. Point out the spindle, the stick-like tool on the spinning wheel where the thread or yarn goes after it is spun.
- Explain that people use parts of certain plants, such as cotton and flax, wool from animals like sheep and alpacas, and even hair from certain goats and rabbits to make thread or yarn.
- Show students pieces of thread and yarn, and explain that these are made by spinning—or tightly twisting—the plant fibers, wool, or hair around and around until they form a long piece. You may wish to unravel the piece of yarn to show that there are thinner pieces twisted together. Explain that many even smaller pieces are spun together to make each of these sections of yarn.
- Tell students that most thread and yarn is made by machines in factories today, but some people still use spinning wheels to make their own thread or yarn.

Lesson 1: Sleeping Beauty

Read-Aloud



Reading: Students will identify characters and events in a fairy tale.

✚ **TEKS 1.6.G; TEKS 1.8.C**

Language: Students will demonstrate understanding of the Tier 2 word *wisdom*.

✚ **TEKS 1.1.E; TEKS 1.3.B**

PURPOSE FOR LISTENING

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

“SLEEPING BEAUTY” (15 MIN.)



Show image 1A-1: King with list

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

A feast is a big, fancy meal. People sometimes have feasts at a party, or celebration, when something special happens. What do you think is on the list the king is carrying in this image?

Now in his country there were thirteen fairies. Of course the king wished to invite all of the fairies to the feast too, so that each might look kindly upon his child, and perhaps give the baby a special fairy gift. But as the king had only twelve gold plates for the fairies to eat from, it was decided that one fairy had to be left out. *How do you think the thirteenth fairy will feel about not being invited to the feast?*

✚ **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.1.E** Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show image 1A-2: Feast *Let's count the number of fairies we see at the feast. (12)*

The feast was held, and what a wonderful celebration it was. As it drew to an end, the fairies came forward to give the child their special gifts. One said to the child, "I give you the gift of **virtue**, so that you may be good."

Another said, "I give you the gift of **wisdom**, so that you may be wise." *Virtue is another word for goodness, and wisdom is the ability to know what is right and to make good choices.*

A third fairy gave the child the gift of beauty. A fourth gave her riches. And on it went, with each fairy giving everything in the world that one could wish for.



Show image 1A-3: Evil fairy

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

make a small hole or cut with something pointed or sharp, like the spindle on a spinning wheel.



Show image 1A-4: Good fairy softening curse

Without another word, the angry fairy left the hall. Everyone was terrified at what she had said. Then the twelfth fairy came forward and said, "I cannot undo the evil **spell**, but I can soften it. Here, then, is my gift to the child. The princess shall not die, but she will fall into a deep sleep for a hundred years." *So how did the twelfth fairy soften the spell?*

The king was determined to protect his child. "Surely," he said, "my daughter cannot prick herself with a spindle if she never sees one." So he gave an order that every spindle in the kingdom should be burned. *Why does the king want all of the spindles in the kingdom burned?*

Support

A spell is a group of words believed to have magical powers. *Spell* also means to write or say the letters to a word. Have students reference Poster 1M.



Show image 1A-5: Princess explores castle

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

On the day that she turned fifteen, the king and queen were away from the palace.

The princess was left on her own, and she wandered about the palace, looking into all sorts of places, and peeking into rooms that she had never explored before. She climbed a narrow winding stair that led to a little door with a rusty key sticking out of the lock. She turned the key, and the door opened, and there in a little room sat an old woman with a spinning wheel, busily spinning away. *What do you think is going to happen?*



**EMERGENT
BILINGUAL
STUDENTS**

Speaking and Listening

Supporting Opinions

Beginning

Have students offer opinions and provide good reasons (e.g., "I think that . . . will happen next because . . .")

Intermediate

Have students offer opinions, providing good reasons and some textual evidence (e.g., "I think that . . . will happen next because earlier in the story . . .")

Advanced/Advanced High

Have students offer opinions, providing good, detailed reasons and textual evidence.

**ELPS 1.E; ELPS 3.G;
ELPS 4.J**



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

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



Check for Understanding

Think-Pair-Share: Why has the princess never seen a spinning wheel before? (*The spell warned she would be pricked by one, so her father had them all burned in an attempt to protect her.*)

"I am spinning," said the old woman.

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



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

At the same time, sleep fell upon everyone in the palace. *[Point to the milkmaid in the picture.] There is a milkmaid. Do you remember (from Fables and Stories) what a milkmaid does?* The king and queen, who had just come home and were in the great hall, fell

fast asleep. The horses in their stalls, the dogs in the yard, the pigeons on the roof, and the flies on the wall—all fell asleep. Even the fire on the hearth went out, the wind stopped, and not a leaf fell from the trees. *A hearth is the bottom of fireplace, where the wood is put.*

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



Show image 1A-8: Sleeping Beauty sleeping

As the years passed, stories spread throughout the land of a beautiful princess sleeping behind a wall of thorns. Many a young prince came, but none could break through the thorns. But at long last, after many, many years, there came into the country a king's son who heard an old man tell that there was

a castle standing behind the hedge of thorns, and that there a beautiful **enchanted** princess lay sleeping. *When something is enchanted, it is under a magic spell. When is the princess's enchantment supposed to end?* The prince said, "I shall make my way through and see the lovely princess." The old man warned him that many had tried and failed, but the prince would not listen.



Show image 1A-9: Prince approaches the castle

Now the hundred years were at an end, and the day had come for the sleeping princess to be awakened. When the prince drew near the hedge of thorns, it changed into a hedge of beautiful flowers, which bent aside to let him pass. When he reached the castle yard, he saw

the horses and dogs lying asleep, and on the roof the pigeons were sitting with their heads under their wings. As he entered the castle and climbed the steps, the prince saw everyone still asleep—the king, the queen, the cook, the maids, everyone. All was so quiet that he could hear his own breathing.



Show image 1A-10: Prince awakens the princess

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

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

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

Rejoicing is a time of happiness and celebration.

COMPREHENSION QUESTIONS (5 MIN.)

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

- **Literal.** How do the twelfth fairy, who had not yet given her gift, and then the king try to solve, or fix, the problem of the evil spell? (*The twelfth fairy changes the spell so that the princess will fall into a deep sleep for one hundred years instead of dying. The king orders that all spindles in the kingdom should be burned.*)
 - **Evaluative.** What happens on the princess's fifteenth birthday when she finds a spindle? (*The princess pricks her finger on the spindle and falls asleep.*) Why do you think there is still a spindle in the castle after the king said that all of them should be burned? (*Answers may vary.*)
3. **Evaluative.** How does this fairy tale end? (*The prince kisses the enchanted princess on the day the evil spell ends, and the princess wakes up.*) Is it a happy ending? (*Yes, because they get married and live happily ever after.*)
 4. **Evaluative.** *Think-Pair-Share:* What elements of this fairy tale could not happen in real life? (*the existence of the fairies, the magic spell, sleeping for one hundred years, etc.*)

WORD WORK: WISDOM (5 MIN.)

1. In the Read-Aloud you heard, "Another [fairy] said, 'I give you the gift of wisdom, so that you may be wise.'"
2. Say the word *wisdom* with me.
3. If someone has wisdom, they have good judgment or understanding of what is right and wrong.
4. Owls are often story characters who have great wisdom.
5. Have you ever known someone who has shown great wisdom? Try to use the word *wisdom* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "My grandfather has wisdom about . . ."]
6. What's the word we've been talking about?

Use a Sharing activity for follow-up. Share with a partner a time when you showed great wisdom. Explain what happened and how you showed wisdom. Remember to answer in complete sentences and use the word *wisdom* when you answer.

Lesson 1: Sleeping Beauty

Application



Language: Students will demonstrate understanding of the phrase *the land of Nod*.

TEKS 1.3.B

Reading: Using a graphic organizer, students will describe plot elements, including setting, in a fairy tale read aloud. **TEKS 1.7.B; TEKS 1.8.C; TEKS 1.8.D; TEKS 1.9.A**

SAYINGS AND PHRASES (5 MIN.)

The Land of Nod

Show image 1A-8: Sleeping Beauty sleeping

- Ask students if they have ever heard the saying “the land of Nod.” Explain that when someone is in “the land of Nod,” it is a way of saying that they are asleep.
- Ask students if they’ve ever gotten so tired that they start to fall asleep while sitting up, and their head bends or dips down for a moment. Explain that when your head dips down while falling asleep, it is called a nod. You may wish to demonstrate what it looks like when someone nods off to sleep or have students pretend to nod off to sleep at their desks.
- Ask students how long the princess in “Sleeping Beauty” was in “the land of Nod” and what they think she might have been most excited to see when she finally woke up and returned from “the land of Nod.”
- Tell students they might say that they are entering “the land of Nod” just as they are falling asleep at night. Ask students if they can think of other times they might use this saying.

Flip Book 1A-8



Check for Understanding

Stand Up/Sit Down: Are the following good examples of “the land of Nod”?

- After a long day at school, my sister entered “the land of Nod” for an hour when she got home. (*stand up/yes*)
- My uncle took a trip to the land of Nod to find his missing socks. (*sit down/no*)

TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes.

Challenge

Encourage students to record the answers on their own charts as well, using Activity Page 1.1.

**EMERGENT
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STUDENTS**



Reading

Reading/Viewing Closely

Beginning

Have students respond to yes/no questions to describe important text elements (e.g., “Did the story take place in the present day?”).

Intermediate

Have students respond using sentence prompts to describe important text elements (e.g., “The story takes place in...”).

Advanced/Advanced High

Provide minimal support in eliciting key details relating to important text elements.

**ELPS 1.E; ELPS 4.G;
ELPS 4.I**

ELEMENTS OF FAIRY TALES CHART (15 MIN.)

- Display the blank Elements of Fairy Tales chart for “Sleeping Beauty.” Tell students that just as they worked together to fill out a chart like this for “Cinderella,” they will fill one out for “Sleeping Beauty” to see why it is considered a fairy tale. **TEKS 1.8.C; TEKS 1.8.D; TEKS 1.9.A**

Setting

- Remind students that the setting of a story is the time and place a story takes place. Ask students where the story takes place (*king’s castle*), and record that information on the chart.
- Tell students that many fairy tales begin in a special way that gives us a clue about when the story takes place. Ask students to listen carefully while you reread the first sentence of “Sleeping Beauty.” Ask students if any of the words in the sentence give them a clue about when the story takes place. Tell students that the phrase *once upon a time* often begins fairy tales, and ask them when they think a tale takes place if it starts with “once upon a time.” (*a long time ago*) Write the phrase on the chart as well.

Characters

- Next, explain that fairy tales are often about princesses, princes, queens, or kings. Tell students that people with these titles are called royalty, and remind them of kings and queens they may have studied in other units. Remind students that although all characters in fictional stories, such as fairy tales, are make-believe, most of the characters in “Sleeping Beauty” are based on real kinds of people. For example, there really are kings, queens, princesses and princes in our world.
- Tell students that some characters in fairy tales, such as the fairies in “Sleeping Beauty,” are magical characters who could not be real people. Explain that fairy tales usually have one or more magical characters. Tell students that they will learn about additional fairy tale characters in other tales they’ll hear.

Fantasy (Events)

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



TEKS 1.8.C Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes.

Problems and Solutions

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

Ending

- Finally, remind students of their discussion of the ending of “Sleeping Beauty.” Reread the last sentence of the fairy tale: “At last the wedding of the prince and princess was held with great feasting and rejoicing, and they lived happily together for the rest of their days.” Explain to students that characters in fairy tales almost always live “happily ever after,” and tell students that the fact that most fairy tales have happy endings is another thing that makes fairy tales unique.
- Tell students that they will get a chance to read many more fairy tales and that they will look at similarities and differences among fairy tales.



Exit Pass

On a piece of paper, have students write a sentence about the setting of “Sleeping Beauty.”

End Lesson

Challenge

Tell students that people often refer to happy endings for other things—such as movies, contests, and sports games—as “fairy-tale endings.” Ask students to describe a “fairy-tale ending” in a movie, contest, or game they have seen.

Lesson 1: Sleeping Beauty

Take-Home Material

FAMILY LETTER

- Send home Activity Page 1.2.

Activity Page 1.2



2

FAIRY TALES

Rumpelstiltskin

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review the elements of fairy tales.

 **TEKS 1.9.A**

Reading

Students will describe the problem and solution in the plot of a fairy tale.

 **TEKS 1.6.G; TEKS 1.8.B; TEKS 1.8.C**


Language

Students will demonstrate understanding of the Tier 2 word *succeed*.

 **TEKS 1.3.B**

Speaking and Listening

Students will act out scenes from a fairy tale.

 **TEKS 1.1.C; TEKS 1.9.C**

Reading


Students will use graphic organizers to identify and compare elements of fairy tales.


 **TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D**

FORMATIVE ASSESSMENT

Exit Pass

Comparing Fairy Tales Students will use a graphic organizer to compare elements of two fairy tales.

 **TEKS 1.8.B; TEKS 1.8.C**

 **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.9.C** Discuss elements of drama such as characters and setting; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Elements of Fairy Tales Chart for “Sleeping Beauty” (Digital Components) <input type="checkbox"/> Image Cards 2–4 <input type="checkbox"/> Fantasy vs. Reality Chart (Digital Components) <input type="checkbox"/> image of a contemporary royal family (optional)
Fantasy vs. Reality Chart			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 2A-1–2A-11 <input type="checkbox"/> Image Card 1 <input type="checkbox"/> images of a violin and free throw shot (optional)
“Rumpelstiltskin”			
Comprehension Questions			
Word Work: <i>Succeed</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
On Stage	Whole Group Independent	20 min.	<input type="checkbox"/> character cards <input type="checkbox"/> Elements of Fairy Tales Chart for “Rumpelstiltskin” (Digital Components) <input type="checkbox"/> Activity Page 2.1 (optional)
Elements of Fairy Tales Chart			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Display the Elements of Fairy Tales chart you created for “Sleeping Beauty” in Lesson 1.
- Prepare and display an enlarged version of the following Fantasy vs. Reality chart. Alternatively, you may access a digital version in the online materials for this unit. Leave enough space to add image cards to each column throughout the unit.

Fantasy	Reality

Application

- Be prepared to divide students into groups of five for the On Stage activity. Create one set of index cards for each group with the name and/or images of the following characters from today's Read-Aloud: miller, miller's daughter/queen, king, Rumpelstiltskin, messenger.
- Prepare and display an enlarged version of the following Elements of Fairy Tales chart for "Rumpelstiltskin." Alternatively, you may access a digital version of this chart in the online materials for this unit.

Elements of Fairy Tales		
Rumpelstiltskin		
Setting(s)	Where	When
Characters	Real	Magical
Fantasy (events)		
Problems		Solutions
Ending		

- A completed version of this chart can be found in the Teacher Resources section of this Teacher Guide.

Universal Access

- Gather an image of a contemporary royal family to demonstrate that royalty could be considered “real life.”
- Gather images of a violin and free throw shot to help students during the Word Work activity.

CORE VOCABULARY

boasting, v. bragging; proudly telling about something

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

Variation(s): boast, boasts, boasted

claim, n. a statement that something is yours

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

Variation(s): claims

clever, adj. smart; able to think and figure things out quickly

Example: The clever girl was often the first to solve the math problems.

Variation(s): cleverer, cleverest

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

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

Variation(s): none

succeed, v. to reach a goal; to do well

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

Variation(s): succeeds, succeeded, succeeding

Vocabulary Chart for “Rumpelstiltskin”			
Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		boasting clever pity succeed	
Multiple-Meaning		claim	
Sayings and Phrases	hungry for still more		

Lesson 2: Rumpelstiltskin

Introducing the Read-Aloud


**EMERGENT
BILINGUAL
STUDENTS**

Speaking and Listening

Speaking and Listening: Students will review the elements of fairy tales.

TEKS 1.9.A

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Ask students to recall the name of the fairy tale they heard yesterday. (“*Sleeping Beauty*”)
- Remind students of your discussion about the characteristics of fairy tales.



Check for Understanding

Thumbs-Up/Thumbs-Down: Are the following elements of fairy tales?

- “once upon a time” setting (*thumbs-up/yes*)
- magical characters like fairies (*thumbs-up/yes*)
- nonfiction (*thumbs-down/no*)
- fantasy (*thumbs-up/yes*)
- Greek gods (*thumbs-down/no*)
- problems and solutions (*thumbs-up/yes*)
- ending “happily ever after” (*thumbs-up/yes*)

- Refer to and review the Elements of Fairy Tales chart for “*Sleeping Beauty*.” Tell students they will be reading another fairy tale today, and they will compare these two fairy tales to see how they are alike and how they are different.

TEKS 1.9.A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes.

Exchanging Information and Ideas

Beginning

Have students respond to yes/no questions to describe important text elements (e.g., “Did *Sleeping Beauty* prick her finger on a spinning wheel?”).

Intermediate

Have students respond using sentence prompts to describe important text elements (e.g. “*Sleeping Beauty* pricked her finger on a . . .”).

Advanced/Advanced High

Provide minimal support in eliciting key details relating to important text elements.

**ELPS 1.E; ELPS 3.H;
ELPS 4.I**

Challenge

Ask students if a lesson or moral is a key element in fairy tales. (*no*) Explain that though in some stories, a character learns a lesson, the purpose of the story is not to teach a lesson, so this wouldn’t be considered a key element.

Support

If students have trouble recognizing royalty as real life, show them an image of a contemporary royal family.

Image Cards 2–4



FANTASY VS. REALITY CHART (5 MIN.)

- Referencing the Elements of Fairy Tales chart for “Sleeping Beauty,” ask students to recall what fantasy is. (*something imagined, such as magical events*)

Show Image Cards 2–4

- One at a time, ask students the following questions as you display Image Cards 2–4:
 - What do you see in this image?
 - Does this image show something that could happen in real life?
 - Is there anything in this image that is imaginary, or that could not happen in real life?
- As students answer, tell them you will add the Image Cards to the Fantasy vs. Reality chart you prepared in advance in the columns they identify.

Fantasy	Reality
Image Card 3 (Good Fairy) Image Card 4 (Enchanted Princess)	Image Card 2 (Royal Family)

- Tell students they will continue adding to this chart as they hear more fairy tales.

Lesson 2: Rumpelstiltskin

Read-Aloud



Reading: Students will describe the problem and solution in the plot of a fairy tale.

✚ **TEKS 1.6.G; TEKS 1.8.B; TEKS 1.8.C**

Language: Students will demonstrate understanding of the Tier 2 word *succeed*.

✚ **TEKS 1.3.B**

PURPOSE FOR LISTENING

- Ask students what object Sleeping Beauty pricked her finger on in the last Read-Aloud. (*spinning wheel's spindle*)

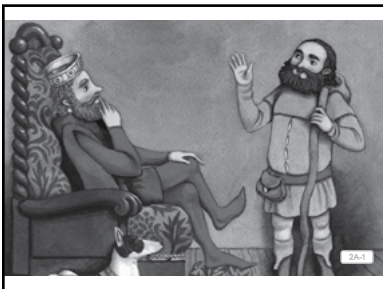
Show Image Card 1 (Spinning Wheel)

- Remind students that spinning wheels are tools used to spin thread and yarn.
- Tell students that in today's Read-Aloud a spinning wheel is again part of a problem for the main character, but in a different way. Tell students to listen carefully for what a spinning wheel has to do with a character's problem, and what the solution is. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.)

Image Card 1



"RUMPELSTILTSKIN" (15 MIN.)



Show Image 2A-1: Miller before the king

Once upon a time, there was a poor miller who had a beautiful daughter. She was so beautiful and **clever** that he could not help **boasting** about her. *A miller is a person who grinds grain to make flour. This miller boasts, or speaks very proudly, about his daughter, saying she's clever. This means she is smart and able to figure things out quickly.*

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

✚ **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

"That," said the king, "is a talent worth having. Bring your daughter to me, and let us see what she can do." *Remember, thread and yarn are made by spinning plant parts or animals' wool. Do you think the daughter can really spin gold out of straw?*



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

When the girl was brought to the palace, the king led her to a room that was almost full of straw. He pointed to a spinning wheel and said, "Get to work. You must spin this straw into gold by early morning . . . or else!"

The poor miller's daughter. Of course she could not spin straw into gold! What could she do? She could think of nothing, and in the end she sat down and began to cry. *What do you think she should do?*



Show Image 2A-3: Rumpelstiltskin appears

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

"Because," she answered, "I must spin all this straw into gold before morning, and I don't know how." *Do you think she found it strange to see this little man in the castle? Where did he come from?*

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

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



Show Image 2A-4: Rumpelstiltskin spinning

The little man took the necklace, stood at the spinning wheel, and *whirr, whirr, whirr*, he spun and he spun, and by sunup all the straw had been spun into gold. When the king arrived at sunrise, he was amazed. But the sight of all that gold made the greed for more grow in him. *What does it mean for someone to feel greed?*

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



Show Image 2A-5: Girl giving up her ring

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

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

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



Show Image 2A-6: Rumpelstiltskin demands the girl's first-born child

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



Speaking and Listening

Supporting Opinions

Beginning

Have students offer opinions (e.g., “I think the daughter’s promise will/will not cause problems.”).

Intermediate

Have students offer opinions, providing good reasons and some textual evidence (e.g., “I think the daughter’s promise will/will not cause problems. I think this because . . .”).

Advanced/Advanced High

Have students offer opinions, providing good, detailed reasons and textual evidence.

**ELPS 1.E; ELPS 3.G;
ELPS 4.J**

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

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

The miller’s daughter thought there was really very little chance that she would ever be queen, and so she promised, and the little man set to work at once. *Do you think the daughter’s promise will cause any problems for her later?* By morning the gold was piled so high that it reached the ceiling. When the king arrived, he was pleased to see all the gold he wanted. He married the miller’s daughter and made her queen.



Show Image 2A-7: Rumpelstiltskin comes to claim the queen’s baby

In a year’s time the king and queen had a fine little baby. She thought no more about the little man or her promise to him. Then one day, as she sat alone in her room rocking her baby, *ka-lick*, the door opened, and in walked the little man who said, “Now it is time for you to give me what you promised me.”

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



Show Image 2A-8: Queen thinking and sending out messengers

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



Show Image 2A-9: Queen guessing

The next day the queen sent servants all around the kingdom to find the most unusual names, and when the little man came, she tried them. “Are you called Sheepshanks? Roast-Ribs? Snickerdoodle? Groucho? Winklehopper?” But after each, the little man only said, “That is not my name.” *What do you think the man’s name might be?*



Show Image 2A-10: Rumpelstiltskin by the fire

On the third and last day, the queen was worried sick. She held her child tight and wondered what to do, when *ka-lick*, the door opened and in walked—no, not the little man, but the messenger the queen had sent in search of names. He bowed to the queen and said, “My

lady, as I passed through the woods last night, I came to a high hill, and near it was a little house, and outside the house a fire was burning, and around the fire danced a funny little man, and as he hopped up and down he sang:

*“Today I brew, tomorrow I bake,
And then the fair queen’s child I’ll take.
And no one can deny my **claim**,
For Rumpelstiltskin is my name.”* A claim is a statement that something is yours. *What is the man’s claim?*



Show Image 2A-11: Queen guessing successfully

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

“That is not my name.”

“Then are you called Harry?”

"That is not my name."

"Then perhaps," said the queen, "your name is—Rumpelstiltskin!"

"No! No! Who told you that?" cried the little man. And in his anger, he stamped with his right foot so hard that it went into the ground right up to his waist. Then he stamped his other foot, and he went deep into the ground way over his head. And the queen and her child never feared him again.

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What talent does the father boast that his clever daughter has at the beginning of this fairy tale? (*the ability to spin gold from straw*)
 - **Literal.** What problem does the miller's boasting make for his daughter? (*The king says she has to spin gold for him "or else."*)
 - **Literal.** What does the daughter promise the little man each night he spins gold for her? (*her necklace, her ring, and her first child*)
 - **Evaluative.** Do you think the daughter made a good decision to promise her first child to the little man? (*Answers may vary.*)
2. **Literal.** When the little man goes to see the queen to make his claim for the child, the queen starts to cry and he feels pity for her. He then gives her a chance to get out of her promise. What does the queen have to do in order to keep her child? (*guess the little man's name in three days*)
 - **Evaluative.** How does this fairy tale end? (*The queen guesses Rumpelstiltskin's name, and he is so angry that he stomps himself into the ground.*) Is it a happy ending for the queen? (*yes*)
3. **Evaluative.** *Think-Pair-Share:* What lessons or morals can we learn from this fairy tale? (*Answers may vary. Students may say that it isn't a good idea to boast about a talent that someone doesn't have; a person should be very careful about the promises they make.*)
4. **Evaluative.** *Think-Pair-Share:* [Show students Flip Book images of the characters in this Read-Aloud.] Think about the characters you heard about in the Read-Aloud today. Pick one character to focus on. Your partner will pick a different character. Describe your character to your partner. [If students have trouble describing their character, use the following questions to prompt them: How is the character dressed? Is the character royalty? Is this a magical character? Would you expect to find this character in a story other than a fairy tale? In what setting might you find this character?]



Check for Understanding

Turn and Talk: What problem did a character in “Rumpelstiltskin” face because of a spinning wheel? (*The king said the miller’s daughter had to spin gold from straw multiple times.*) How was this problem solved? (*Rumpelstiltskin spun gold for her.*)

WORD WORK: SUCCEED (5 MIN.)

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

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

- listening carefully to the teacher or not paying attention in class (*Listening carefully to the teacher will help you succeed.*)
- practicing your violin every day or deciding not to practice at all (*Practicing your violin every day will help you succeed.*)
- finishing your homework in front of the television or working on it carefully at home (*Working carefully on your homework will help you succeed.*)
- practicing free throws or hoping that you’ll make a basket at the basketball game (*Practicing free throws will help you succeed.*)

Challenge

How was Sleeping Beauty’s problem with a spinning wheel different from the miller’s daughter’s problem with a spinning wheel? (*Sleeping Beauty was cursed to fall asleep for a hundred years if she pricked her finger on a spinning wheel; the miller’s daughter had to spin gold from straw using a spinning wheel, which seemed to be impossible.*)

Support

Show students images of a violin and free throw shot.

Lesson 2: Rumpelstiltskin

Application

20M

Speaking and Listening: Students will act out scenes from a fairy tale.

✚ **TEKS 1.1.C; TEKS 1.9.C**

Reading: Students will use a graphic organizer to identify and compare elements of fairy tales.

✚ **TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D**

ON STAGE (10 MIN.)



Check for Understanding

Brainstorm: Think about the characters in “Rumpelstiltskin” and brainstorm what each of the characters does in the fairy tale.

(The miller boasts to the king about his daughter; the king asks the miller’s daughter to spin straw into gold; the miller’s daughter seeks help from Rumpelstiltskin; Rumpelstiltskin demands the (now) queen’s baby unless she solves a riddle; the messenger discovers Rumpelstiltskin’s name.)

- Place students in groups of five as you prepared in advance. Give each group a set of cards with the characters on them. You may have students blindly choose a card from the deck or you may choose to give each student in the group a specific card.
- Tell students that they will each pretend to be one of the characters. Students should think of an action that they can do and what they can say to give the rest of the students in their group a clue as to which character is being portrayed. For example, as Rumpelstiltskin, a student may pretend to be spinning and say, “What is my name?” As the king, a student may wave a finger, or put their hands on their hips, and say, “Get to work . . . or else!” As the miller’s daughter/queen, a student may pretend to cry and say, “I must learn his name!”

✚ **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.9.C** Discuss elements of drama such as characters and setting; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting.

- Have the rest of the students in each group identify which character is being portrayed.
- Then, ask several students from different groups to share their characters, so the whole class can identify which character is being portrayed.

ELEMENTS OF FAIRY TALES CHART (10 MIN.)

- Display the Elements of Fairy Tales chart for “Rumpelstiltskin” you prepared in advance. As students discuss each fairy tale element, record a brief description in each section of the chart.

Setting

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

Characters

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

Fantasy (Events)

- Remind students of the elements of fantasy in “Sleeping Beauty,” and ask students to identify magical events in this fairy tale. (*Rumpelstiltskin spinning gold from straw and stomping himself into the ground at the end*)

Problems and Solutions

- Ask students to describe the problems faced by the daughter/queen. (*The king said she had to spin gold from straw, and later she needed to find out Rumpelstiltskin’s name so he wouldn’t take her child.*)
- Ask students how the problems were solved. (*Rumpelstiltskin spun gold for her, and one of her messengers discovered his name.*)

Challenge

Encourage students to record the answers on their own charts as well, using Activity Page 2.1.

Support

You may also mix in characters from the previous Read-Aloud, “Sleeping Beauty.” Ask students to identify both the character and the story being portrayed.



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Reading

Reading/Viewing Closely

Beginning

Have students respond to yes/no questions to describe important text elements (e.g., “Did the story take place in the present day?”).

Intermediate

Have students respond using sentence prompts to describe important text elements (e.g., “The story takes place in . . .”).

Advanced/Advanced High

Provide minimal support in eliciting key details relating to important text elements.

**ELPS 1.E; ELPS 4.G;
ELPS 4.I**

Ending

- Finally, remind students of their discussion of the ending of “Rumpelstiltskin,” and record their responses on the chart.
- Once the chart is filled out, have students compare this fairy tale to the fairy tale they have already heard. Place the Elements of Fairy Tales charts you have filled out thus far side-by-side to aid students in discussing the similarities and differences.



Exit Pass

On a piece of paper, have students answer the following questions:

- What words are used to describe the setting in the beginning of both these stories? (*“Once upon a time”*)
- What kinds of characters are the same in these two stories? (*royalty, magical characters*)
- Were the endings of these two stories similar? In what way? (*Both stories have a “happily ever after” ending.*)

End Lesson

FAIRY TALES

Rapunzel

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review the elements of fairy tales.

TEKS 1.9.A

Reading

Students will identify the problem and solution in the plot of a fairy tale.

TEKS 1.6.G; TEKS 1.8.B; TEKS 1.8.C

Students will generate questions during reading to deepen their understanding and gain information.

TEKS 1.6.B

Language

Students will demonstrate understanding of the Tier 2 word *delight*.

TEKS 1.1.E; TEKS 1.3.B

Reading

Students will use graphic organizers to identify and compare elements of fairy tales.

TEKS 1.6.H; TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D

FORMATIVE ASSESSMENT

Activity Page 3.2

Venn Diagram Students will use a graphic organizer to compare and contrast elements of three fairy tales.

TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D

TEKS 1.9.A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; TEKS 1.8.B Describe the main character(s) and the reason(s) for their actions; TEKS 1.8.C Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; TEKS 1.6.B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; TEKS 1.1.E Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings; TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; TEKS 1.6.H Synthesize information to create new understanding with adult assistance; TEKS 1.8.D Describe the setting.

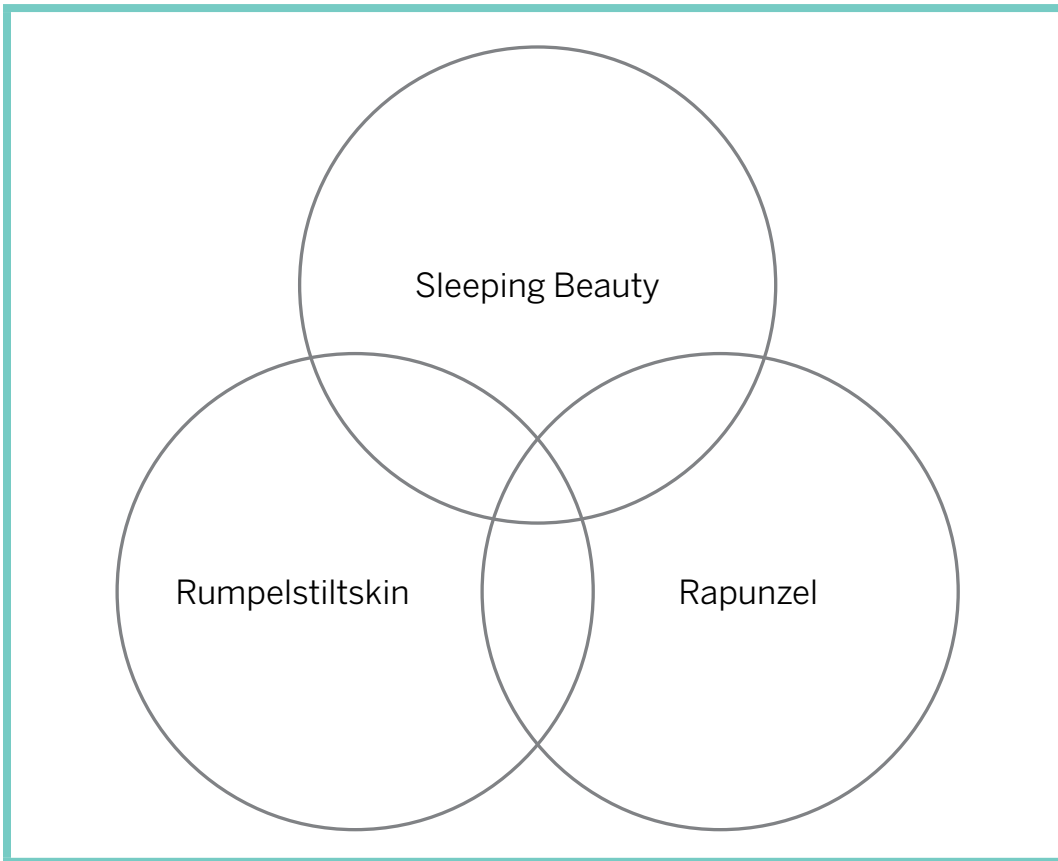
LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Elements of Fairy Tales Charts for “Sleeping Beauty” and “Rumpelstiltskin” (Digital Components) <input type="checkbox"/> Venn Diagram (Digital Components) <input type="checkbox"/> Fantasy vs. Reality Chart (Digital Components) <input type="checkbox"/> Image Card 5
Fantasy vs. Reality Chart			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 3A-1–3A-13 <input type="checkbox"/> Image Card 6 <input type="checkbox"/> Poster 2M: Top (Flip Book)
“Rapunzel”			
Comprehension Questions			
Word Work: <i>Delight</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Elements of Fairy Tales Chart	Independent	20 min.	<input type="checkbox"/> Elements of Fairy Tales Chart for “Rapunzel” (Digital Components) <input type="checkbox"/> Activity Pages 3.1 (optional), 3.2 <input type="checkbox"/> Venn Diagram (Digital Components)
Comparison of Fairy Tales			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Display the Elements of Fairy Tales charts you created for “Sleeping Beauty” and “Rumpelstiltskin” in previous lessons.
- Prepare and display a 3-circle Venn diagram as below. Label the three circles “Sleeping Beauty,” “Rumpelstiltskin,” and “Rapunzel.” Alternatively, you may access a digital version in the online materials for this unit. A sample completed version of this diagram is available in the Teacher Resources section of this Teacher Guide.



- Prepare to add Image Card 5 to the Fantasy vs. Reality T-chart you created in Lesson 2.

Application

- Prepare and display a blank Elements of Fairy Tales chart for “Rapunzel.” Alternatively, you may access a digital version of this chart in the online materials for this unit. A completed version of this chart can be found in the Teacher Resources section of this Teacher Guide.

Elements of Fairy Tales		
Rapunzel		
Setting(s)	Where	When
Characters	Real	Magical
Fantasy (events)		
Problems		Solutions
Ending		

Universal Access

- When narrating the Read-Aloud that accompanies images 3A-5, 3A-8, and 3A-11 during the Read-Aloud, encourage students to chant “Rapunzel! Rapunzel! Let down your hair!” each time the line appears in the text.

CORE VOCABULARY

delight, n. joy; great pleasure

Example: The puppy played in the park with delight.

Variation(s): delights

longed, v. wanted something a lot

Example: The children longed for a snow day.

Variation(s): long, longs, longing

merciful, adj. able to forgive someone

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

Variation(s): none

rage, n. strong anger

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

Variation(s): rages

Vocabulary Chart for “Rapunzel”

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		delight (<i>deleite</i>) longed merciful rage (<i>rabia</i>)	
Multiple-Meaning			
Sayings and Phrases	entered into his heart how dare you on one condition		

Lesson 3: Rapunzel

Introducing the Read-Aloud

Speaking and Listening: Students will review the elements of fairy tales.



TEKS 1.9.A

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Speaking and Listening

Exchanging Information and Ideas

Beginning

Have students respond to yes/no questions to describe important text elements (e.g., “Are fairy tales fiction stories?”).

Intermediate

Have students respond using sentence prompts to describe important text elements (e.g., “Fairy tales are fiction/nonfiction.”).

Advanced/Advanced High

Provide minimal support in eliciting key details relating to important text elements.

ELPS 1.E; ELPS 3.F;

ELPS 4.I

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Referencing the Elements of Fairy Tales charts for “Sleeping Beauty” and “Rumpelstiltskin,” review the elements of fairy tales with students. Ask them the following questions:
 - Are these tales fiction or nonfiction and explain why. (*fiction; explanations may vary*)



Check for Understanding

Recall: What are the elements of fairy tales? (“*once upon a time*” settings, both real and magical characters, fantasy, problems and solutions, and happy endings)

- What magical characters appear in these stories? (*fairies, Rumpelstiltskin*)
- What problems did the characters face? (*Answers may vary, but may include that Sleeping Beauty is cursed by a fairy and falls asleep for 100 years; the queen must learn Rumpelstiltskin's name or she will lose her baby.*)
- How did these stories end? (*Things turn out well for the main characters—“happily ever after.”*)
- Ask students to explain why “Sleeping Beauty” and “Rumpelstiltskin” are considered fairy tales. (*Answers may vary, but should include that they have all the elements of fairy tales.*)
- Display the Venn diagram you prepared in advance. Remind students that Venn diagrams help organize similarities and differences between or among things. Tell students that each circle on this Venn diagram represents a fairy tale.



TEKS 1.9.A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.

- Point to the place in the center of the Venn diagram where all three circles overlap. Ask what kind of information students would write here. (*similarities among all three things*)
- Point to the places where only two circles overlap at a time. Ask what kind of information students would write here. (*similarities between those two things*)
- Point to the places where each circle does not overlap with any other circle. Ask what kind of information students would write here. (*things that are unique to only that fairy tale; where differences are found*)
- Tell students they will use a Venn diagram to compare three fairy tales: “Sleeping Beauty,” “Rumpelstiltskin,” and the fairy tale they will hear today, “Rapunzel.”

FANTASY VS. REALITY CHART (5 MIN.)

Show Image Card 5: Rumpelstiltskin

- Ask students the following questions as you display Image Card 5:
 - What do you see in this image?
 - Does this image show something that could happen in real life?
 - Is there anything in this image that could not happen in real life?
 - Which column does this Image Card belong to?
- Add the Image Card to the Fantasy vs. Reality chart you prepared in advance in the column students identify. (*fantasy*)

Fantasy	Reality
Image Card 3 (Good Fairy) Image Card 4 (Enchanted Princess) <i>Image Card 5 (Rumpelstiltskin)</i>	Image Card 2 (Royal Family)

- Tell students they will continue adding to this chart as they hear more fairy tales.

Image Card 5



Lesson 3: Rapunzel

Read-Aloud

30M

Reading: Students will identify the problem and solution in the plot of a fairy tale.

✚ **TEKS 1.6.G; TEKS 1.8.B; TEKS 1.8.C**

Students will generate questions during reading to deepen their understanding

✚ and gain information. **TEKS 1.6.B**

Language: Students will demonstrate understanding of the Tier 2 word *delight*.

✚ **TEKS 1.1.E; TEKS 1.3.B**

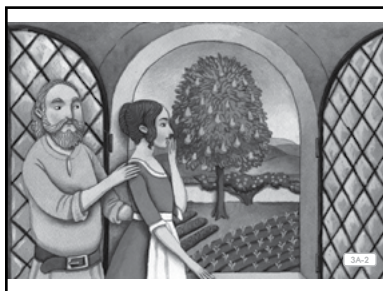
PURPOSE FOR LISTENING

Show Image 3A-1: Photograph of rapunzel

- Ask students to identify the image. If they say that it is lettuce or salad, tell them that this is a special kind of lettuce that is called rapunzel.
- Explain that in today's story, the characters experience a problem because of rapunzel.
- Tell students to listen carefully to learn how rapunzel causes a problem for the characters in this story. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.) Tell students to ask questions as they read.

✚ "RAPUNZEL" (15 MIN.)

TEKS 1.6.B



Show Image 3A-2: Man and wife, wife looking out at rapunzel

There once lived a man and his wife who, more than anything in the world, wished to have a baby. Finally, one day they learned that their wish would come true.

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

✚ **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS 1.1.E** Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Flip Book 3A-1



Support

Top means the highest part of something. A top is also a child's toy. Refer to Poster 2M in the Flip Book for additional support on the multiple meanings of *top*.

One day the wife stood at the little window and looked down into the witch's garden. There she saw fine-looking leaves of rapunzel, which is a kind of lettuce. And it looked so fresh and green that she felt that she simply must have some. Day after day she **longed** for it. *Ask students what the root word of longed is. (long) To long for something means to want it very badly. [Point out the rapunzel growing in the garden, and explain that the woman longs to eat some of it.]* The more she wanted it, the more she became pale and sad when she could not have some.

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

"Oh," she answered, "I feel that I must eat some of that rapunzel from the garden behind our house." Her husband loved her very much, and he thought, "I must get my wife what she desires. I will get some of that rapunzel, no matter what." *What questions do you have so far?*



Show Image 3A-3: Man stealing rapunzel

That night he climbed over the wall into the witch's garden. He quickly filled a sack with rapunzel and brought it back to his wife. At once she ate it with **delight**. *Delight means joy or great pleasure.* But she liked it so much and it tasted so good that the next day she longed for it twice as much as she had before. So,

that night, the husband climbed the wall again and picked more rapunzel. He turned around to go back, when he saw before him the angry eyes of the witch.



Show Image 3A-4: Man and witch

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

"Oh please," said the terrified man, "be **merciful**. *The man is asking the witch to forgive him and be kind even though he stole the rapunzel.* I only did this because I had to.

My wife, you see, is having a baby, and she was looking out the window and saw your rapunzel, and she needed some more than anything else in the world."

“Well then,” the witch said, “you may have as much rapunzel as you want—on one condition. When your wife has the child, you must give it to me. I will take care of the child, like it’s my very own.” *Do you think the man should agree to give his child to the witch?*

The man was so flustered that he said “yes,” and then tried not to think any more of it. But later, at the very moment when his wife gave birth to a lovely baby girl, the witch appeared and reminded him of his promise. She brought the child to live with her.



Show Image 3A-5: Rapunzel is taken to a tower

The witch named the baby Rapunzel, *Why do you think the witch named her Rapunzel?* and she grew up to be a beautiful girl. When Rapunzel was twelve years old, the witch took her deep into the forest. There she locked her in a tower with no steps and no door, only a

small window near the top. *Why do you think the witch locked Rapunzel in a tower?* Whenever the witch wanted to be let into the tower, she would cry from the ground below, “Rapunzel! Rapunzel! Let down your hair!”



Show Image 3A-6: Rapunzel’s long hair

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



Show Image 3A-7: Prince spies tower

A few years passed like this when, one day, the king’s son *The king’s son is the _____. (prince)* was riding through the forest, and he came upon the tower. As he came near, he heard a voice singing so sweetly that he stood still and listened. It was Rapunzel in her loneliness trying to pass away the time with sweet songs.

The prince wanted to go inside to see her, so he looked for a door in the tower, but there was none. He rode home, but the song had entered into his

heart, and every day he went into the forest and listened to it. *"The song had entered into his heart" means the prince fell in love with Rapunzel's song.*



Show Image 3A-8: Prince sees witch climbing Rapunzel's hair

Once, as he was standing nearby behind some trees, who should come up to the tower but the witch. The prince watched, amazed, as the witch called out, "Rapunzel! Rapunzel! Let down your hair!" Then he saw how Rapunzel let down her long hair, and how the witch climbed

up it and went into the tower. He thought, "So that is the ladder. Well, then, I too will climb it." The next day, as dusk fell, *Dusk is the time of day when it starts to get dark.* he came to the tower and cried, "Rapunzel! Rapunzel! Let down your hair!" And she let down her hair, and the prince climbed up.



Show Image 3A-9: Rapunzel and prince

Rapunzel was greatly frightened when she saw the prince, for she had never seen a man before. But he spoke kindly to her, and told how her singing had entered his heart, and how he felt he could have no peace until he had seen her. Then Rapunzel forgot her fear, and when he asked her to be his wife, she

put her hand in his hand and said, "I would gladly go with you, but I have no way to get out. Do this for me: the next time you come, bring a bundle of silk. Then bring some more each time you come, and I will make a ladder of it. When it is finished, I will use it to climb down from this tower, and then you will carry me away from here on your horse." They agreed that he would come to her every evening since the witch only came in the daytime.



Show Image 3A-10: Witch cutting Rapunzel's hair

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

"Oh, you wicked child!" screamed the witch. "I thought I had you hidden here from all

the world. But you have betrayed me!" In a **rage**, the witch grabbed a pair of sharp scissors and cut off poor Rapunzel's hair. *Rage is another word for anger. Why is the witch in a rage, or acting angry?* Then the witch took Rapunzel from the tower and brought her to live even deeper in the forest.



Show Image 3A-11: Witch and prince

Later that day, when evening fell, the prince came and called out, "Rapunzel! Rapunzel! Let down your hair!" *Now what questions do you have?* The witch lowered the cut-off hair, and the prince climbed up. But instead of seeing his dear Rapunzel at the top, he saw the gleaming eyes of the witch. "Aha!" she

cried, and laughed at him. "You came for your darling, but the sweet bird is no longer in its nest and sings no more. You will see her no more!" Filled with horror and sadness, *Horror is a strong feeling of fear or shock.* the prince fell from the tower. The fall did not hurt him badly, but the thorns on which he fell cut his eyes and blinded him. *Blinded means he can't see anymore.*



Show Image 3A-12: Blind prince wandering in forest

So, blind and alone, he wandered in the forest for several years, eating only roots and berries, and weeping over the loss of his dear Rapunzel. At last he came to a place in the forest where Rapunzel herself was wandering. He heard a sweet voice that he thought he

had heard somewhere before. When he went toward the sound, Rapunzel saw him, wrapped her arms around his neck and wept. When Rapunzel's tears touched the prince's eyes, he could see again. He was both happy and amazed because he'd thought he'd never see her again.



Show Image 3A-13: Prince takes Rapunzel to his kingdom

And so the prince took Rapunzel to his kingdom to be his bride, where she was welcomed with great joy. They were soon married, and they lived happily ever after.

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** In the beginning of the fairy tale, what does the woman long for from the witch's garden? (*rapunzel*) What happened to her before she gets some? (*She was pale and sad.*)
 - **Evaluative.** What does her husband do? (*He steals rapunzel from the garden.*) Do you think there is any other way he could have solved this problem? (*Answers may vary.*)
 - **Evaluative.** When the witch catches the husband in the garden, he asks her to be merciful. What does the witch then say the husband must do if he wants rapunzel from the garden? (*He must give his child to the witch when the baby is born.*) Do you think he makes a good decision to agree to the witch's demand? (*Answers may vary.*)
2. **Inferential.** What does the witch name the baby? (*Rapunzel*) Why do you think she names her Rapunzel? (*She's named after the rapunzel her father stole from the garden/that her mother ate.*)
 - **Literal.** What happens when Rapunzel is twelve years old? (*The witch locks her in a tower that has no doors and only one window near the top.*) How does the witch visit Rapunzel now? (*She climbs Rapunzel's hair.*)

Show Image Card 6 (Tower)

- **Literal.** How does the prince discover that Rapunzel exists? (*One day when he is riding through the forest, the prince hears Rapunzel singing sweetly.*)
3. **Inferential.** What happens when the witch finds out that the prince has been visiting Rapunzel? (*The witch becomes angry, cuts off Rapunzel's hair, and takes her from the tower to live alone in the forest. Then she tricks the prince into climbing Rapunzel's hair, and he falls from the tower.*)
 4. **Evaluative.** Does the fairy tale have a happy ending? Why or why not? (*Yes, the Prince finds Rapunzel, and her tears allow him to see again. They get married and live happily ever after.*)



Check for Understanding

Think-Pair-Share: What happens in this fairy tale that is fantasy? (*Rapunzel's tears allowing the prince to see again*)



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Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., "Could her husband have found another way to solve the problem?").

Intermediate

Provide students with a specific sentence frame (e.g., "I think he could/could not have found another way to solve the problem. He could have . . .").

Advanced/Advanced High

Have students contribute a complete sentence using key details from the Read-Aloud.

ELPS 1.E; ELPS 2.I;

ELPS 4.I

Image Card 6



WORD WORK: DELIGHT (5 MIN.)

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

Use a Sharing Activity for follow-up. Think of two or three things that give you delight. Talk with a partner about what gives you delight. See if some of the same things give you both delight. Try to answer in complete sentences and use the word *delight* when you are talking about it.

Lesson 3: Rapunzel

Application



Reading: Students will use graphic organizers to identify and compare elements of fairy tales. **TEKS 1.6.H; TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D**

ELEMENTS OF FAIRY TALES CHART (10 MIN.)

- Display the Elements of Fairy Tales chart for “Rapunzel” you prepared in advance. As students discuss each fairy tale element, record a brief description in each section of the chart.

Setting(s)

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

Characters

- Ask students to identify the characters in “Rapunzel,” and then ask students to identify which characters are royal. (*prince*) Ask students to identify which characters in this fairy tale are magical. (*witch, Rapunzel*)

Fantasy (Events)

- Remind students of the elements of fantasy they identified after the Read-Aloud, and record their descriptions on the chart. (*Rapunzel’s tears allow the prince to see again*)

Problems and Solutions

- Ask students to describe the problems faced by the characters in this fairy tale. (*The woman wants rapunzel from the witch’s garden; Rapunzel is locked in the tower by the witch and later is left in the woods alone after the witch takes her from the tower; the prince is blind and alone in the woods, too.*)
- Ask students how these problems are solved. (*The woman’s husband agrees to give the witch their baby in exchange for Rapunzel; the prince finds Rapunzel; Rapunzel’s tears allow the prince to see again.*)

Challenge

Encourage students to record the answers on their own charts as well, using Activity Page 3.1.



**EMERGENT
BILINGUAL
STUDENTS**

Reading

Reading/Viewing Closely

Beginning

Have students respond to yes/no questions to describe important text elements (e.g., “Did the story take place in the present day?”).

Intermediate

Have students respond using sentence prompts to describe important text elements (e.g. “The story takes place in ...”).

Advanced/Advanced High

Provide minimal support in eliciting key details relating to important text elements.

**ELPS 1.E; ELPS 4.G;
ELPS 4.I**

TEKS 1.6.H Synthesize information to create new understanding with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting.

Ending

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



Check for Understanding

Sit Down/Stand Up: Have these elements appeared in all the fairy tales you have heard so far? [Emphasize that while some have appeared once or more, you want to know which have appeared in all the fairy tales they have read.]

- “Once...” setting (*stand up/yes*)
- “Happily ever after” endings (*stand up/yes*)
- Witches perform magic spells (*sit down/no*)
- Straw is woven into gold (*sit down/no*)
- Some fantasy event takes place (*stand up/yes*)

COMPARISON OF FAIRY TALES (10 MIN.)

Activity Page 3.2



- Display the Venn diagram you prepared in advance, and have students turn to Activity Page 3.2.
- Remind students that Venn diagrams help organize similarities and differences between or among things.
- Use the Elements of Fairy Tales charts and images from the Flip Book to help students reflect on the similarities and differences among the fairy tales they’ve heard thus far.
 - Identify the settings of the fairy tales heard and describe how they are similar and different.
 - Think about the characters in the fairy tales heard. What do these characters have in common? How are they different?
 - What kinds of problems do the main characters have to solve? What kinds of solutions appear in these fairy tales?
 - How has each fairy tale ended?
- Have students write words or phrases in their Venn diagrams to show these similarities and differences.

FAIRY TALES

The Frog Prince, Part I

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review the elements of fairy tales.

✚ TEKS 1.6.E; TEKS 1.9.A

Reading

Students will identify characters, settings, and events in a fairy tale.

✚ TEKS 1.6.B; TEKS 1.6.C; TEKS 1.6.G; TEKS 1.8.B; TEKS 1.8.C

Language

Students will demonstrate understanding of the Tier 2 word *retrieved*.

✚ TEKS 1.3.B

Language

Students will practice using the conjunction *so*.

✚ TEKS 1.3.B

Writing

Students will use a graphic organizer to retell and identify elements of a fairy tale.

✚ TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D

FORMATIVE ASSESSMENT

Activity Page 4.1

Elements of Fairy Tales Students will use a graphic organizer to retell and identify elements of a fairy tale.

✚ TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D

✚ **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.8.D** Describe the setting.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Elements of Fairy Tales Charts, Venn Diagram for all Read-Alouds (Digital Components) <input type="checkbox"/> Image Cards 3, 5, 7 (optional) <input type="checkbox"/> Flip Book: 4A-1
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 4A-2–4A-6 <input type="checkbox"/> board/chart paper and writing tools
“The Frog Prince, Part I”			
Comprehension Questions			
Word Work: <i>Retrieved</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Syntactic Awareness Activity	Independent	20 min.	<input type="checkbox"/> Elements of Fairy Tales Chart for “The Frog Prince” (Digital Components) <input type="checkbox"/> Activity Page 4.1
Elements of Fairy Tales Chart			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Display the Elements of Fairy Tales charts and Venn diagram you created for "Sleeping Beauty," "Rumpelstiltskin," and "Rapunzel" in previous lessons.

Read-Aloud

- Be prepared to record student predictions about what will happen in the second half of “The Frog Prince” on the board or a piece of chart paper.

Application

- Prepare and display a blank Elements of Fairy Tales chart for “The Frog Prince” as below. Alternatively, you may access a digital version of this chart in the online materials for this unit.

Elements of Fairy Tales		
The Frog Prince		
Setting(s)	Where	When
Characters	Real	Magical
Fantasy (events)		
Problems		Solutions
Ending		

Note to Teacher

The purpose of syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the Read-Alouds.

Universal Access

- Use Image Cards 3, 5, and 7 to help students make connections with the characters as they consider commonalities across different characters.

CORE VOCABULARY

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

Example: King Moulay Hassan's royal family and his other helpers are all part of his court.

Variation(s): courts

glee, n. joy; delight

Example: Arnav opened his birthday presents with glee.

Variation(s): none

retrieved, v. found and brought something back

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

Variation(s): retrieve, retrieves, retrieving

ailed, v. cried loudly

Example: Daniella ailed in pain when she broke her arm.

Variation(s): wail, wails, wailing

well, n. a deep hole made in the ground to get water

Example: Kim's family gets all of their drinking water from a well near the house.

Variation(s): wells

Vocabulary Chart for "The Frog Prince, Part I"


Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		glee retrieved ailed	
Multiple-Meaning	court (<i>corte</i>)	well	
Sayings and Phrases	a sight to behold		

Lesson 4: The Frog Prince, Part I

Introducing the Read-Aloud



Speaking and Listening: Students will review the elements of fairy tales.

 **TEKS 1.6.E; TEKS 1.9.A**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Referring to the Elements of Fairy Tales charts and Venn diagram for the stories heard thus far, review the fairy tales “Sleeping Beauty,” “Rumpelstiltskin,” and “Rapunzel.”



Check for Understanding

Think of a Word: Think of the characters, setting, and plot of three stories you have heard already. [Pause.] Think of one word that describes how these stories are similar. [Ask several students to share.] (*Answers may vary, but may include any of the common elements of fairy tales: magical characters, magical events, problems and solutions, “once upon a time” settings, or “happily ever after” endings.*) Think of a word that describes how these stories are different. [Ask several students to share.] (*Answers may vary, but may include different details pertaining to the characters, settings, and plots of the stories.*)

Show Image Cards 3, 5, and 7


- Ask students what the fairy from “Sleeping Beauty” and Rumpelstiltskin have in common. (*both make something magical happen*)
- Ask students what Rumpelstiltskin and the witch have in common. (*both bargain to take away someone’s first child*)
- Remind students that fairy tales often have magical characters with special powers. Then remind students that fairy tales also often have royal characters.

Support

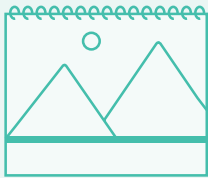
Use Image Cards 3, 5, and 7 to help students make connections with the characters as they consider commonalities across different characters.

Image Cards 3, 5, and 7



 **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes.

Flip Book 1A-10, 3A-8



Challenge

What is the word that is used to describe creatures that are able to live both on land and in water?
(*amphibious*)

**EMERGENT
BILINGUAL
STUDENTS**



Speaking and Listening

Presenting

Beginning

Have students answer simple yes/no questions about a time they saw a frog (e.g., “Did the frog look like it was wet?”).

Intermediate

Encourage students to briefly recount a time they saw a frog.

Advanced/Advanced High

Encourage students to use key details and unit-related vocabulary as they recount an experience with a frog.

ELPS 1.A; ELPS 1.E

- Ask students to recall royal characters from the three fairy tales they have already heard. (*king, queen, princess, and prince in “Sleeping Beauty”; king and queen in “Rumpelstiltskin”; prince in “Rapunzel”*)
- Tell students the fairy tale they will hear today is called “The Frog Prince.” Ask students what royal character is mentioned in the title.
- Ask students if they know what makes someone a prince. (*A prince is the son of a king and queen.*)

Show Images 1A-10 and 3A-8

- Have students describe and explain the role of the prince in “Sleeping Beauty.” (*brave; awakens Sleeping Beauty with a kiss*)
- Have students describe and explain the role of the prince in “Rapunzel.” (*falls in love with Rapunzel; is tricked by the witch; Rapunzel cures his blindness*)
- Ask students how these princes are alike. (*Both are sons of a king; both live happily with their princess; etc.*)

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

Show Image 4A-1: Photograph of green frog

- Ask students to describe what they see in this image. Tell students that this is a picture of a green frog.
- Ask students to recall what they learned about frogs in Unit 7, *Animals and Habitats*. You may prompt discussion with the following questions:
 - What sound does a frog make? (*depends on the type; ribbit, cow-like sound*)
 - What do frogs eat? (*insects*)
 - Where do frogs live? (*both in the water and on land*)
- Ask students if they have ever seen a frog in real life. If so, ask them to describe what it looked and felt like.

Lesson 4: The Frog Prince, Part I

Read-Aloud



Reading: Students will identify characters, settings, and events in a fairy tale.

✚ **TEKS 1.6.B; TEKS 1.6.C; TEKS 1.6.G; TEKS 1.8.B; TEKS 1.8.C**

Language: Students will demonstrate understanding of the Tier 2 word *retrieved*.

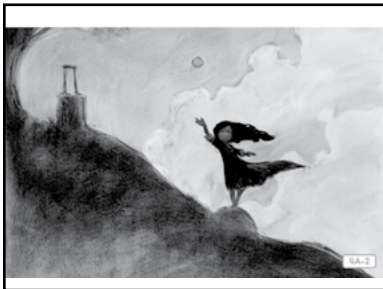
✚ **TEKS 1.3.B**

PURPOSE FOR LISTENING

- Tell students to listen carefully to hear a story about a magical frog and how he overcomes a problem. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.) Tell students to ask questions while they read.

✚ "THE FROG PRINCE, PART I" (15 MIN.)

TEKS 1.6.B



Show Image 4A-2: Happy princess with golden ball [*Have students talk about what is happening in the picture. Be sure to point out the golden ball in the foreground.*]

Once upon a time, a mighty king lived in a palace in the shadow of a dark, mysterious forest. He had only one child, a beautiful little girl with long, flowing hair, and her favorite plaything was a bright golden ball that looked

just like the sun in the sky. Day after day, she would run and skip under the shadow of the huge forest trees, tossing and bouncing her ball to amuse herself. She liked to pretend that her ball was indeed the sun and that the whole wide world was hers to play with.

One day, however, as she spun the ball in her little hands, it slipped from her fingers, rolled over the leafy ground, and fell—splash!—into a deep **well**. She ran quickly to the edge of the well and peered in, but her beautiful golden toy had vanished into darkness. *How do you think the princess feels? Have you ever lost a favorite toy?*

✚ **TEKS 1.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Support

Here, a well is a deep hole that has been dug to get water. *Well* can also be used to describe something that has been done in a good way.



Speaking and Listening

Supporting Opinions

Beginning

Have students offer opinions (e.g., “I think the princess will/will not agree.”).

Intermediate

Have students offer opinions, providing good reasons and some textual evidence (e.g., “I think the princess will/will not agree because . . .”).

Advanced/Advanced High

Have students offer opinions, providing good, detailed reasons and textual evidence.

ELPS 1.E; ELPS 3.G;
ELPS 4.J



Show Image 4A-3: Princess talking to frog about her lost ball

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

Spinning around, she realized that the speaker was the ickiest frog she had ever seen. “I have dropped my ball into the well, and it is lost forever!” she **wailed**. *Wailed is another way of saying “cried loudly.”*

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

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

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

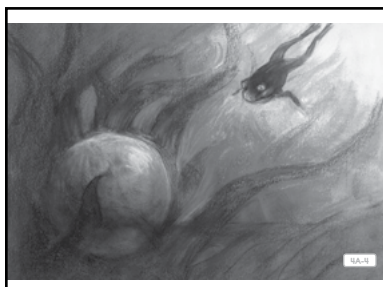
“Or all my jewels!” she offered.

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

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

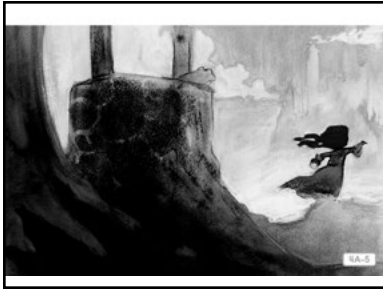
“Well,” the frog said, “I do not want jewels, but I do want a friend. It is a lonely life being an icky frog. If I fetch your ball from the dark, chilly well for you, will you agree to be my friend forever afterward, and love me, and share everything that you have with me?” *Do you think the princess will agree?*

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



Show Image 4A-4: Frog retrieving ball

The frog did not know her thoughts, however, and he dived eagerly down into the well. A few seconds later, he emerged from the water holding the precious golden ball between two slimy webbed hands. “It was very cold down there,” the frog remarked, but the princess was not listening. *Why do you think the princess wasn’t listening?*



Show Image 4A-5: Princess running away

“Hurray!” she cried, and seizing the ball, she immediately ran back to the palace. The frog croaked after her, “Wait! I cannot run as fast as you!” She ignored him, however, and considered the matter settled. *Do you think the matter is settled? Why or why not?*



Show Image 4A-6: Princess at dinner

That night, however, while the **court** feasted, a loud knock sounded on the door. *Who do you think is at the door?* The princess loved visitors, so she ran to open the door, but who should stand on the palace stairs but the icky, warty frog! She slammed the door in his face and ran back to her delicious dinner on

her golden plate. Behind the heavy wood door, though, she could hear him croaking: “O careful, careful, princess fair! Promises are more than air!” *Fair means to be charming or otherwise pleasing.*

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

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

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

The princess was shocked and wanted to refuse, but she could see from her father’s stern look that she had to obey. Unwillingly, she got up and opened the door. The frog was still sitting patiently on the steps of the palace. When he saw the princess, he smiled happily—a smiling frog is quite a sight to behold—and bounced up and down with froggy **glee**. *The frog bounced up and down with joy, or happiness. What do you think is going to happen? [Record student predictions on the board/chart paper. Tell students they will hear the rest of the fairy tale later.]*

Support

Here, the court includes the royal family and the people who help them. *Court* can also mean a place where legal matters are heard or an area where people play games or sports.

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** At the beginning of the fairy tale, what happens to the princess's golden ball? (*It falls into a deep well.*)
 - **Literal.** How does the princess feel about this? (*so sad that she wails, or cries*) Why? (*It is her favorite plaything.*)
 - **Evaluative.** Who offers to help the princess? (*a frog*) How do you think the princess feels when she turns around and sees the frog? (*surprised, shocked, etc.*)
 - **Literal.** What does the princess have to promise in order to get the frog to retrieve the ball? (*to be a friend, to love the frog, and to share everything with the frog*)
2. **Inferential.** Do you think the princess intends to keep her promise, and what are some clues that tell us how she feels about her promise and the frog? (*The princess does not intend to keep her promise; she slams the door in the icky frog's face; the Read-Aloud says she had thought her father would be pleased she escaped the frog's demands.*)
3. **Literal.** What does the king say when he hears what has happened? (*He tells her she needs to keep her promises; "Daughter, we must keep the promises we make."*)
4. **Inferential.** The princess is shocked and wants to refuse, but doesn't. What is another clue that tells why she obeys, and lets the frog in after all? (*The king's "stern look," or serious expression, tells the princess she must obey, keep her promise, and let the frog in no matter how she feels.*)
5. **Evaluative.** How do you think the frog feels when the princess lets him in the palace? (*happy, filled with glee*) How do you think the rest of the court feels about a frog being invited into the palace? (*Answers may vary.*)
6. **Evaluative.** *Think-Pair-Share:* Do you agree with the king that the princess should keep her promise? Why or why not? (*Answers may vary.*)

WORD WORK: RETRIEVED (5 MIN.)

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

Challenge

Have students list synonyms of *retrieve* (*fetch, get, etc.*) and antonyms of *retrieve* (*leave, lose, etc.*)



Check for Understanding

Making Choices: I will ask a question. Think about what you might have retrieved from that place. Remember to answer in complete sentences and use the word *retrieved* in your answer. [If necessary, guide and/or rephrase students’ responses: “I retrieved my _____ from . . .”] (*Answers may vary for all.*)

- Have you ever retrieved something from under your bed?
- Have you ever retrieved something from a friend?
- Have you ever retrieved something from your backpack?
- Have you ever retrieved something from a pet?
- Have you ever retrieved something from the floor?

Lesson 4: The Frog Prince, Part I

Application

20M

Language: Students will practice using the conjunction so.

 **TEKS 1.3.B**

Writing: Students will use a graphic organizer to retell and identify elements of a fairy tale.

 **TEKS 1.8.B; TEKS 1.8.C; TEKS 1.8.D**

SYNTACTIC AWARENESS ACTIVITY (10 MIN.)

- Tell students conjunctions are a kind of word we use to connect words and phrases. We use the conjunction so to join phrases that tell us what will happen.
- Read the following selection about the princess from the Read-Aloud, emphasizing the word so as you read.

“The princess loved visitors, so she ran to the open door...”


- Tell students the word so tells what happened, or the effect. Point out that in this sentence, the word so tells what happened because the princess loved visitors. Read another example:

It started raining, so we took out our umbrella.

- Ask students what the word so tells happened in this sentence. (*what happened after it started raining, or the effect of it raining*)
- Read another example to students:

We were hungry, so we ate a snack.

- Ask students what the word so tells happened in this sentence. (*what happened when we were hungry, or the effect our hunger had on us*)

 **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.D** Describe the setting.



Check for Understanding

Sequencing: Listen to the following sentences that tell about situations. Tell what happens after using the word so. Use complete sentences.

- We have no homework today, so we . . .
- There is no school during the summer, so I . . .
- The sun was shining outside, so we . . .

ELEMENTS OF FAIRY TALES CHART (10 MIN.)

- Display the Elements of Fairy Tales chart for “The Frog Prince” you prepared in advance, and have students turn to Activity Page 4.1. As students discuss each fairy tale element, record a brief description in each section of the chart. Tell students that they will record this information on their activity page as well.

Setting(s)

- Remind students that the setting of a story is the time and place a story takes place. Ask students to listen carefully while you reread the first sentence of “The Frog Prince”: “Once upon a time, a mighty king lived in a palace in the shadow of a dark, mysterious forest.” Ask students where the story takes place.
- Ask students if they heard any words that are often used at the beginning of fairy tales.

Characters

- Review the main characters in the fairy tale. Ask students which of the characters are royalty. (*princess, king*) Remind students that many fairy tales have royal characters. Ask students if any of the characters are magical characters. (*talking frog*)

Fantasy (Events)

- Tell students that many fairy tales also have some kind of magic or fantasy, and ask students to describe the fantasy events that occurred in the first part of this fairy tale. (*the frog talks*) Remind students that magical events make fairy tales different from other kinds of stories.

Activity Page 4.1



**EMERGENT
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STUDENTS**

Reading

Reading/Viewing Closely

Beginning

Have students respond to yes/no questions to describe important text elements (e.g., “Did the story take place in the present day?”).

Intermediate

Have students respond using sentence prompts to describe important text elements (e.g. “The story takes place in . . .”).

Advanced/Advanced High

Provide minimal support in eliciting key details relating to important text elements.

ELPS 1.E; ELPS 4.G;

ELPS 4.I

Elements of Fairy Tales		
The Frog Prince		
Setting(s)	Where <i>palace forest</i>	When <i>"once upon a time"/long ago</i>
Characters	Real <i>king princess</i>	Magical <i>talking frog</i>
Fantasy (events) <i>frog talks</i>		
Problems		Solutions
Ending		

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

End Lesson

FAIRY TALES

The Frog Prince, Part II

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will review the elements of fairy tales.

✚ **TEKS 1.7.D; TEKS 1.9.A**

Reading

Students will identify elements in a fairy tale to determine if their predictions were correct.

✚ **TEKS 1.6.C; TEKS 1.6.F**

Language

Students will demonstrate understanding of the Tier 2 word *contented*.

✚ **TEKS 1.3.B**

Language

Students will demonstrate understanding of the multiple-meaning word *bowl*.

✚ **TEKS 1.3.B; TEKS 1.7.E**

Reading

Students will use a graphic organizer to retell and identify elements of a fairy tale.

✚ **TEKS 1.9.A**

FORMATIVE ASSESSMENT**Activity Page 4.1**

Elements of Fairy Tales Students will use a graphic organizer to retell and identify elements of a fairy tale.

✚ **TEKS 1.9.A**

✚ **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Fantasy vs. Reality Chart	Whole Group	10 min.	<ul style="list-style-type: none">❑ Elements of Fairy Tales Chart for “The Frog Prince” (Digital Components)❑ Fantasy vs. Reality Chart (Digital Components)❑ Image Card 8❑ Flip Book: 4A-1–4A-6
Image Review			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<ul style="list-style-type: none">❑ Flip Book: 5A-1–5A-7❑ predictions list
“The Frog Prince, Part II”			
Comprehension Questions			
Word Work: <i>Contented</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Multiple-Meaning Word Activity	Whole Group/Independent	20 min.	<ul style="list-style-type: none">❑ Poster 3M: Bowl (Flip Book)❑ paper and drawing tools❑ Elements of Fairy Tales Chart for “The Frog Prince” (Digital Components)❑ Activity Page 4.1
Elements of Fairy Tales Chart			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare and display the Elements of Fairy Tales chart for “The Frog Prince” you began in Lesson 4. Alternatively, you may access a digital version of this chart in the online materials for this unit.
- Prepare to add Image Card 8 to the Fantasy vs. Reality T-chart you created in Lesson 2.

Read-Aloud

- Display the list of predictions you created on the board/chart paper in Lesson 4.

Note to Teacher

The purpose of the syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the Read-Alouds.

CORE VOCABULARY

contented, adj. happy; satisfied

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

Variation(s): none

disgusting, adj. unpleasant; gross

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

Variation(s): none

glared, v. stared at something or someone angrily

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

Variation(s): glare, glares, glaring

scold, v. to correct someone angrily

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

Variation(s): scolds, scolded, scolding

Vocabulary Chart for “The Frog Prince, Part II”			
Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		contented (<i>contento/a</i>) disgusting glared scold	
Multiple-Meaning			
Sayings and Phrases	caught her eye beat him to it boing! boing! splish! splash!		

Lesson 5: The Frog Prince, Part II

Introducing the
Read-Aloud

10M

Speaking and Listening: Students will review the elements of fairy tales.

TEKS 1.7.D; TEKS 1.9.A

FANTASY VS. REALITY CHART (5 MIN.)



Check for Understanding

One-Word Answer: Name one of the elements of fairy tales. [Ask several students to share until all elements have been named.] (*“once upon a time” settings, royalty and magical characters, fantasy, problems and solutions, or “happily ever after” endings*)

Image Card 8



Show Image Card 8: Talking frog

- Ask students the following questions as you display Image Card 8:
 - What do you see in this image?
 - Does this image show something that could happen in real life?
 - Is there anything in this image that could not happen in real life?
- Add the Image Card to the Fantasy vs. Reality chart you prepared in advance in the column students identify. (*fantasy*)

Fantasy	Reality
Image Card 3 (Good Fairy)	Image Card 2 (Royal Family)
Image Card 4 (Enchanted Princess)	
Image Card 5 (Rumpelstiltskin)	
Image Card 8 (Talking Frog)	

- Tell students they will continue adding to this chart as they hear more fairy tales.

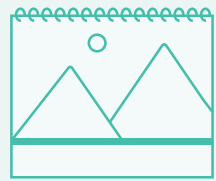
TEKS 1.7.D Retell texts in ways that maintain meaning; TEKS 1.9.A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.

IMAGE REVIEW (5 MIN.)

Show Images 4A-1 through 4A-6

- Ask students to retell each part of the fairy tale as you show the images.
- Help them create a continuous narrative of the beginning of the fairy tale and the important events.
- As students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including any Read-Aloud vocabulary.

Flip Book 4A-1–4A-6



**EMERGENT
BILINGUAL
STUDENTS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Have students respond to yes/no questions to describe important story features (e.g., “Does the frog help the princess get her ball back?”).

Intermediate

Have students respond using sentence prompts to describe important story features (e.g., “First, . . . happened. Then, . . .”)

Advanced/Advanced High

Provide minimal support in eliciting key details relating to important story features.

**ELPS 1.E; ELPS 3.H;
ELPS 4.I**

Lesson 5: The Frog Prince, Part II

Read-Aloud

30M

Reading: Students will identify elements in a fairy tale to determine if their predictions were correct.

TEKS 1.6.C; TEKS 1.6.F

Language: Students will demonstrate understanding of the Tier 2 word *contented*.

TEKS 1.3.B

PURPOSE FOR LISTENING

- Remind students that in the previous lesson, they made predictions about what would happen next. Tell students to listen carefully to find out whether or not their predictions are correct. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.)

“THE FROG PRINCE, PART II” (15 MIN.)



Show Image 5A-1: Frog and princess going to the table

Unwillingly, the princess allowed the frog into the magnificent palace. He bounced up and down, as frogs will when they are very happy, but she only **glared** at him dreadfully. *The princess gave the frog an angry look. Why do you think she glared at the frog?* She thought

to herself, “Why should I have to keep my promise to this old croaker just because he fetched my ball from the well?” Her father insisted, however, that she should be his friend just as she said she would.

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

TEKS 1.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; TEKS 1.6.F Make inferences and use evidence to support understanding with adult assistance; TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show Image 5A-2: Frog on table

“So, princess,” he said, “we shall be the best of friends now.” With a **contented** croak, *or with a happy and satisfied croak* he began to eat from her shining gold plate and sparkling silver bowl. Frogs do not eat very neatly, I’m afraid, and the princess, noticing how he smeared the food all over his face, turned away in disgust. She

refused to look at the frog or speak to him, but she still felt sick just thinking of such an ugly creature eating with her. *How would you feel about a frog eating with you?*

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

“If I had everything I wanted,” the princess retorted, “you would not be eating with me.” Retorted *means to give a sharp response. So the princess snapped at him. Is she being very nice?*

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

“You must be joking!” she snapped. “Princesses do not drink after yucky frogs.”

The frog sighed and continued eating, but soon he began to look sleepy. “I’m tired, princess,” he said. “Will you take me up to bed?” *Do you think the princess will agree to take the frog to her bedroom? Why or why not?*

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

Her father was about to **scold** her, but the frog beat him to it: “O careful, careful, princess fair! Promises are more than air.” *What do you think the frog means when he says, “Promises are more than air”?*

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

Support

Here, a bowl is a dish for eating. *Bowl* can also mean to roll a ball.

Support

Have students wag their fingers and repeat the frog’s statement, “O, careful, careful, princess fair! Promises are more than air,” each time he says this.



Show Image 5A-3: Princess opening door to bedroom

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



Show Image 5A-4: Princess in bed

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

"I want to sleep on your pillow," the frog said decidedly. *Do you think the princess will let the frog sleep on her pillow? Why or why not?*

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

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

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

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

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



Show Image 5A-5: Frog on pillow next to the unhappy princess

She tried to keep as far away from her new friend as possible. “I wish you’d just go away,” she hissed into the darkness.

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

The princess groaned.

“Could I have a good-night kiss? I have been a very lonely frog. And you did promise you would love me.” *Do you think the princess will agree to kiss the frog? Why or why not?*

The princess was so exhausted that she did not even bother to argue. In the dark, she rolled over and planted one kiss on the top of the frog’s cold, wet head. “Now, please go to sleep,” she begged.

“Good night,” croaked the frog.

The next morning, the princess woke to find the frog still snoring on the pillow. The princess watched him sleeping for some time. She began to feel impatient for him to wake up. *Impatient means not wanting to wait.* for she found that, gross as he was, she preferred arguing with the frog to playing by herself. It was so quiet without him croaking away. Finally, she poked him hard with her finger. “Get up, you lazy toad!” she said. *Is she changing how she feels about the frog?*

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



Show Image 5A-6: Frog transforming into a cheerful little boy

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

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

"Why, I'm the frog," he responded. "A wicked witch living in the forest turned me into an ugly

frog, and only you could save me. I knew that your heart was just as golden as your plate and your ball—and I was right! *What do you think the prince meant when he said that the princess's heart was as golden as her plate?* Now I am free of her spell!" He looked at her. "Thank you, princess. Now I will leave you alone and go back to my home on the other side of the forest."

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

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



Show Image 5A-7: Prince and princess are married

And together they ran down the stairs and out into the bright golden sunshine. They were friends forever afterward, and when they were quite grown up, they were married with great celebration and joy. They invited the entire kingdom to their wedding, not to mention a

number of frogs that the prince had met during his long enchantment. *We already learned the word enchanted. So enchantment would be his time under the witch's spell.*

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



Check for Understanding

Thumbs-Up/Thumbs-Down: In the previous Read-Aloud, you predicted what would happen in the second half of this story. [Read each of the items you recorded in Lesson 4.] Give me a thumbs-up if your predictions were correct, and a thumbs-down if not. How was your prediction different from what really happened? (*Answers will vary.*)

COMPREHENSION QUESTIONS (10 MIN.)

- Literal.** What is the first thing the frog wants to do when he comes into the palace? (*eat at the table*) How does that go? (*The frog is content; the princess is disgusted.*)
 - Literal.** What is the next thing the frog wants to do? (*sleep in the princess's bed*) How does that go? (*The princess doesn't want the frog in her bed, but the frog insists, and she finally agrees.*)
 - Inferential.** What is the final thing that the frog wants before going to sleep? (*a kiss*) How does that go? (*The princess agrees.*) Why does the princess agree to the frog's requests? (*She is tired of arguing with him; she is keeping her promise.*)
 - Literal.** What happens when the frog slides from the pillow onto the floor? (*He turns into a prince, and he is no longer under the witch's spell, or enchantment.*)
- Evaluative.** When the princess is being mean to the frog by glaring at him and saying awful things, the frog says, "O careful, careful, princess fair! Promises are more than air." What does the frog mean? (*A promise is a promise; it's important to be true to your word.*) Do you think the princess's father would agree with this saying? (*yes*) Why or why not? (*He insists that the princess be the frog's friend like she promised.*)
- Literal.** What parts of the fairy tale could really happen? (*The ball could fall in a well; the king and princess could live in a palace with nice possessions; etc.*) What parts are fantasy? (*a talking frog, the frog turning into a prince, etc.*)



EMERGENT BILINGUAL STUDENTS

Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., "Does the frog want to eat with the royal family?").

Intermediate

Provide students with a specific sentence frame (e.g., "When the frog comes into the palace, he wants to . . .").

Advanced/Advanced High

Have students contribute a complete sentence using key details from the Read-Aloud.

**ELPS 1.E; ELPS 2.I;
ELPS 4.I**

Challenge

Do you think the frog is taking advantage of the princess's promise, and her father's rule, just to get what he wants? (*Answers may vary.*)

4. **Evaluative.** Compare how the princess feels about keeping promises in the beginning of the story from how she feels at the end of the story. (*In the beginning of the story, the princess feels it's acceptable to break her promises. In the end, she understands the importance of keeping her promises, and wants the prince to keep his, too!*) What clues tell you the princess has changed how she feels about promises? (*When the prince says he's going back home, she says, "I thought we were supposed to be friends forever after. And promises are more than air, you know." And, the story ends with "the princess was always glad that she had kept her promise."*)
- **Evaluative.** Do you think it is important to always keep your promises? Why or why not? (*Answers may vary.*) What other lessons or morals can we learn from this fairy tale? (*Answers may vary, but might include: tell the truth; be nice to others; don't judge someone by their looks; it's what's on the inside that counts; etc.*)

WORD WORK: CONTENTED (5 MIN.)

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

Use a Making Choices activity for follow-up. I will name two activities. You will decide which makes you feel more contented. Remember to answer in complete sentences and use the word *contented* in your answer. [If necessary, guide and/or rephrase students' responses: "_____ makes me feel more contented."] (*Answers may vary for all.*)

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

Lesson 5: The Frog Prince, Part II

Application



Language: Students will demonstrate an understanding of the multiple-meaning word *bowl*.

TEKS 1.3.B; TEKS 1.7.E

Reading: Students will use a graphic organizer to retell and identify elements of a fairy tale.

TEKS 1.9.A

MULTIPLE-MEANING WORD ACTIVITY (10 MIN.)

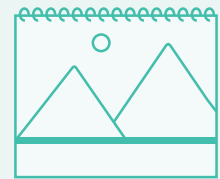
Definition Detective: Bowl

- Remind students that in the Read-Aloud they heard, “With a contented croak, [the frog] began to eat from [the princess’s] shining gold plate and sparkling silver bowl.”
- Have students turn to a partner and think of as many meanings for *bowl* as they can, or discuss ways they can use the word *bowl*.

Show Poster 3M (Bowl)

- Tell students a bowl is a round dish used to serve or hold food. Ask students which picture on the poster shows this kind of bowl. You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described. (1)
- Tell students that *bowl* can also mean to roll a ball in a game called bowling. Ask students which picture on the poster shows this kind of bowl. (2)
- Ask students if either they or their partner thought of both these definitions.

Poster 3M



Check for Understanding

Think-Pair-Share: Think of examples of how you might use the word *bowl* for each of the definitions. (*Answers will vary.*)

TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes.

Activity Page 4.1



**EMERGENT
BILINGUAL
STUDENTS**



Reading

Reading/Viewing Closely

Beginning

Have students respond to yes/no questions to describe important text elements (e.g., “Did the story take place in the present day?”).

Intermediate

Have students respond using sentence prompts to describe important text elements (e.g., “The story takes place in . . .”).

Advanced/Advanced High

Provide minimal support in eliciting key details relating to important text elements.

ELPS 1.E; ELPS 4.G;

ELPS 4.I

- On a piece of paper, have students draw a picture of a bowl and bowling, referencing Poster 3M but encouraging them to use their own imaginations with details.
- Have students exchange their images with a partner. Tell students to identify their partners’ images by writing “1” and “2” near the images to correspond with the definitions on Poster 3M.

ELEMENTS OF FAIRY TALES CHART (10 MIN.)

- Display the Elements of Fairy Tales chart for “The Frog Prince” you prepared in Lesson 4, and have students turn to Activity Page 4.1. As students discuss each fairy tale element, record a brief description in each section of the chart. Tell students that they will record this information on their activity page as well.

Setting(s)

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

Characters

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

Fantasy (Events)

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

Problems and Solutions

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

Ending

- Ask students to determine if this fairy tale ends “happily ever after.” Have them justify their responses. (*Yes; because the prince and princess are friends and eventually get married.*)

Elements of Fairy Tales		
The Frog Prince		
Setting(s)	Where palace forest	When "once upon a time"/long ago
Characters	Real king princess <i>prince</i>	Magical talking frog
Fantasy (events) The frog talks. <i>The frog turns into a prince.</i>		
Problems <i>The princess lost her golden ball.</i> <i>The prince had been changed into a frog.</i>		Solutions <i>The frog retrieved it.</i> <i>The princess broke the spell.</i>
Ending <i>"happily ever after"</i>		

End Lesson

Pausing Point

NOTE TO TEACHER

You should pause here and spend two days reviewing, reinforcing, and/or extending the material taught thus far.

It is highly recommended you use the Mid-Unit Assessment to assess students' knowledge of fairy tales. You may also choose to do any combination of the following activities in any order, or create other activities that will help review, reinforce, and/or extend the material taught thus far.

MID-UNIT ASSESSMENT

Elements of Fairy Tales

- Use an Elements of Fairy Tales chart (optional) to review what students have learned about fairy tales. Explain that the stories they heard are considered fairy tales because they have certain common elements.

Directions: I will read a question about the elements of fairy tales. If the answer is yes, you will circle the thumbs-up. If the answer is no, or not true, you will circle the thumbs-down.

Note: For students who will be using the Editable PDF Activity Page, please have them answer by typing “yes” if the sentence is correct, and “no” if the sentence is incorrect.

1. Do fairy tales usually begin with the words, “Let me tell you a story”?
(thumbs-down)
2. Do some fairy tales have a castle as a setting? (thumbs-up)
3. Did all of the fairy tales we heard take place a long time ago? (thumbs-up)
4. Are there royal characters in fairy tales? (thumbs-up)
5. Do all fairy tales have a talking animal as a character? (thumbs-down)
6. In many fairy tales, does something magical happen? (thumbs-up)
7. Do any of the characters in fairy tales have problems? (thumbs-up)
8. Do most fairy tales have a “happily ever after” ending? (thumbs-up)

Note: You may also ask students to use the back of the paper to draw a picture of and/or write about their favorite fairy tale from this unit.

Activity Page PP.1



ACTIVITIES

Image Review

- Show the Flip Book images from any Read-Aloud again, and have students retell the fairy tale using the images.

Image Card Review

Materials: Image Cards 1–8

- In your hand, hold Image Cards 1–8 fanned out like a deck of cards.
- Ask a student to choose a card but not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for Rapunzel's tower, a student may say, "This is the tall home of a lonely princess."
- Have the rest of the class guess what is being described.
- Proceed to another card when the correct answer has been given.

Image Cards 1–8



Riddles for Core Content

- Ask students riddles such as the following to review core content:
 - I was put under a spell that caused me to sleep for one hundred years. Who am I? (*Sleeping Beauty*)
 - I am a little man who was able to spin straw into gold. Who am I? (*Rumpelstiltskin*)
 - I have long, beautiful hair that people climbed to get into the tower. Who am I? (*Rapunzel*)
 - I retrieved the princess's golden ball, ate from her plate, and slept on her pillow. What am I? (*the frog who was also a prince*)

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

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

Retelling a Fairy Tale with Puppets

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

Support

You may use images from the Read-Alouds as visual reminders.

Venn Diagram

- Use a Venn diagram to compare two characters from different fairy tales, such as the princesses in “The Frog Prince” and “Sleeping Beauty.”

On Stage **TEKS 1.9.C**

- Have students think about the various characters in a fairy tale and brainstorm what each of the characters did in the fairy tale.
- Tell students that they will pretend to be one of the characters. Students should think of an action that they can do and what they can say to give the rest of the class a clue as to which character is being portrayed. For example, as the princess in “The Frog Prince,” a student may pretend to be wailing and say, “I’ve lost my golden ball.” As the king, a student may wave a finger, or put their hands on their hips, and say, “Daughter, we must keep the promises we make.” As the frog, a student may hop across the floor and say, “If I retrieve your ball, will you agree to be my friend?”
- Have the rest of the class guess which character is being portrayed and the fairy tale to which that character belongs.
- Invite volunteers to discuss what clues or details helped them guess the character and the fairy tale.


Letters to Fairy Tale Characters **TEKS 1.12.C**

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

Fairy Tales and Music **TEKS 1.9.F**

Materials: Musical recordings of Tchaikovsky’s *The Sleeping Beauty*

- Tell students that one way to listen to a fairy tale is to hear the story read aloud. Music can also tell stories, and many fairy tales have been told in musical performances, such as dance and opera.

 **TEKS 1.9.C** Discuss elements of drama such as characters and setting; **TEKS 1.12.C** Dictate or compose correspondence such as thank you notes or letters; **TEKS 1.9.F** Recognize characteristics of multimodal and digital texts.

- Explain to students that dancing, along with costumes, gestures, and sometimes sets, can be used to tell stories without using words. Tell students that there are many dance performances that are based on fairy tales, including a famous ballet dance of Sleeping Beauty with music written by Peter Tchaikovsky.
- Ask students to listen carefully to the music and imagine what might be happening in the story. Does the music sound fast, slow, scary, happy, peaceful, etc.?
- Ask students to draw a picture of what they imagine might be happening in the fairy tale at that point in the music. Students may also write sentences describing their illustration.
- You may also wish to find a video or DVD recording of a fairy tale, dance, or opera to share with the class. As you play the recordings, point out the costumes, scenery, and other details of the performances.
- Ask students to compare and contrast the different methods of storytelling.
- Before reading, ask students to recall who wrote down the original versions of the fairy tales more than two hundred years ago. (*the Brothers Grimm*) Explain that modern authors sometimes take old fairy tales from the Brothers Grimm (or other authors, such as Hans Christian Andersen) and change the way the story is told or add new details. Tell students that these new ways of telling old stories are called “retellings” or “adaptations.”

Student Choice

- Ask students which Read-Aloud they have heard recently that they would like to hear again. If necessary, reread the titles of recent Read-Alouds to refresh students’ memories. You may also want to choose one yourself.
- Reread the text that is selected. Feel free to pause at different places in the Read-Aloud this time and talk about vocabulary and information that you did not discuss previously during the Read-Aloud.
- After the Read-Aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this Read-Aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any Read-Aloud vocabulary.

Proper Nouns and Common Nouns Activity

Materials: Chart paper, chalkboard, or whiteboard

- Remind students that in the fairy tale, “Rapunzel,” they heard the word *R/rapunzel* used two different ways. Ask students if they can remember the

two different R/rapunzels from the fairy tale. Pause for student responses. If students do not remember, prompt them. (*Rapunzel is the princess with the long, long hair in the fairy tale; rapunzel is the lettuce-like vegetable the man stole for his wife from the witch's garden in the fairy tale "Rapunzel."*)

- Ask students whether people's names are capitalized or not. (*capitalized*) Tell students that when *Rapunzel* is used as the name of a specific person, like the princess, it is called a proper noun. Tell students proper nouns start with a capital letter. When *rapunzel* is used to refer to a type of plant, because it refers to many, many rapunzel plants everywhere, the word *rapunzel* is considered a common noun. Explain that common nouns are not capitalized, unless they begin a sentence.
- Have students brainstorm examples of nouns that can be used as either proper or common nouns. Write students' ideas on chart paper, a chalkboard, or a whiteboard under the headings of Proper Noun or Common Noun. Write nouns with a capital letter under the Proper Noun heading, and again under the Common Noun heading with lowercase letters. Continue to reinforce the idea that proper nouns are capitalized, and common nouns are not, unless the word is the first word in a sentence.

Proper Noun	Common Noun
Violet, a girl or woman's name	violet, a flower
Rose, a girl or woman's name	rose, a flower
Walker, a person's name	walker, a person walking
Robin, a person's name	robin, a type of bird
Cat, a girl's or woman's name	cat, a kind of pet

Fairy Tale Character Illustration

- Use the Flip Book to show images of characters from two different fairy tales. As you show each image, ask students to share what they remember about each character. You may wish to ask the following questions:
 - How is the character dressed?
 - Is the character royalty?
 - Is this a magical character?

- Would you expect to find this character in a story other than a fairy tale?
- In what setting might you find this character?
- As students share, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any Read-Aloud vocabulary.
- Ask students to choose their favorite fairy tale character to illustrate. The picture should include an appropriate setting for the character. Have students write a few sentences describing the character and explaining why it is their favorite.
- Have students share their illustrations and descriptions with a partner or with the class.

Vocabulary Instructional Activity

Word Work: Deny or Admit

- Remind students that in “Rumpelstiltskin,” they heard:

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

- Ask students to repeat the word *deny*.
- Tell students *deny* means to refuse to accept or admit something. For example, I would deny that I ate the last cookie if I did not eat it.
- Ask students to tell about something that you would deny (or maybe something they would not deny!), using the word *deny* when they tell about it. Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I would deny that . . .”
- Tell students the opposite of *deny* is *admit*, which means you accept or agree with something. Tell students you will describe a few situations. If what you say is something that they would deny, have them say, “I would deny that.” If what you say is something that they would admit, or not deny, have them say, “I would admit that.” (*Answers may vary for all.*)
 - I like cheese pizza better than pepperoni.
 - I like pepperoni pizza better than cheese.
 - I like to sleep late on the weekend.
 - I like getting up early for school.

- I like dogs better than cats.
- I like cats better than dogs.
- Monday is my favorite day of the week.
- Saturday is my favorite day of the week.
- I like math better than reading.
- I like reading better than math.
- Summer is my favorite season.
- Winter is my favorite season.

FAIRY TALES

Hansel and Gretel, Part I

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will review the elements of fairy tales.

✚ **TEKS 1.1.A; TEKS 1.9.A**

Reading

Students will retell and identify elements of a fairy tale.

✚ **TEKS 1.6.C; TEKS 1.6.G**

Language

Students will demonstrate understanding of the Tier 2 word *comforted*.

✚ **TEKS 1.3.B**

Writing

Students will use a graphic organizer to compare characters in several fairy tales.

✚ **TEKS 1.6.H; TEKS 1.7.B; TEKS 1.7.C; TEKS 1.9.A**

FORMATIVE ASSESSMENT**Exit Pass**

Heroic Character Identification Students will identify and describe a heroic character from a fairy tale.

✚ **TEKS 1.7.B; TEKS 1.7.C**

✚ **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Fantasy vs. Reality T-chart (Digital Components) <input type="checkbox"/> Image Card 9 <input type="checkbox"/> Elements of Fairy Tales Charts for all Read-Alouds and Venn Diagram from Lesson 3. (Digital Components)
Fantasy vs. Reality Chart			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 6A-1–6A-9 <input type="checkbox"/> board/chart paper, writing tools <input type="checkbox"/> Elements of Fairy Tales Chart for “Hansel and Gretel” (Digital Components) <input type="checkbox"/> Activity Page 6.1 (optional)
“Hansel and Gretel, Part I”			
Comprehension Questions			
Word Work: <i>Comforted</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Narrative Writing Review	Independent	20 min.	<input type="checkbox"/> The Writing Process poster (Digital Components) <input type="checkbox"/> Model Narrative (Digital Components) <input type="checkbox"/> Heroic and Evil Character Comparison Chart (Digital Components) <input type="checkbox"/> paper and writing tools
Heroic and Evil Character Comparison			
Take Home Materials			
Family Letter			<input type="checkbox"/> Activity Page 6.2

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to add Image Card 9 to the Fantasy vs. Reality T-chart you created in Lesson 2.
- Display the Elements of Fairy Tales charts for all Read-Alouds and the Venn Diagram created in Lesson 3.

Read-Aloud

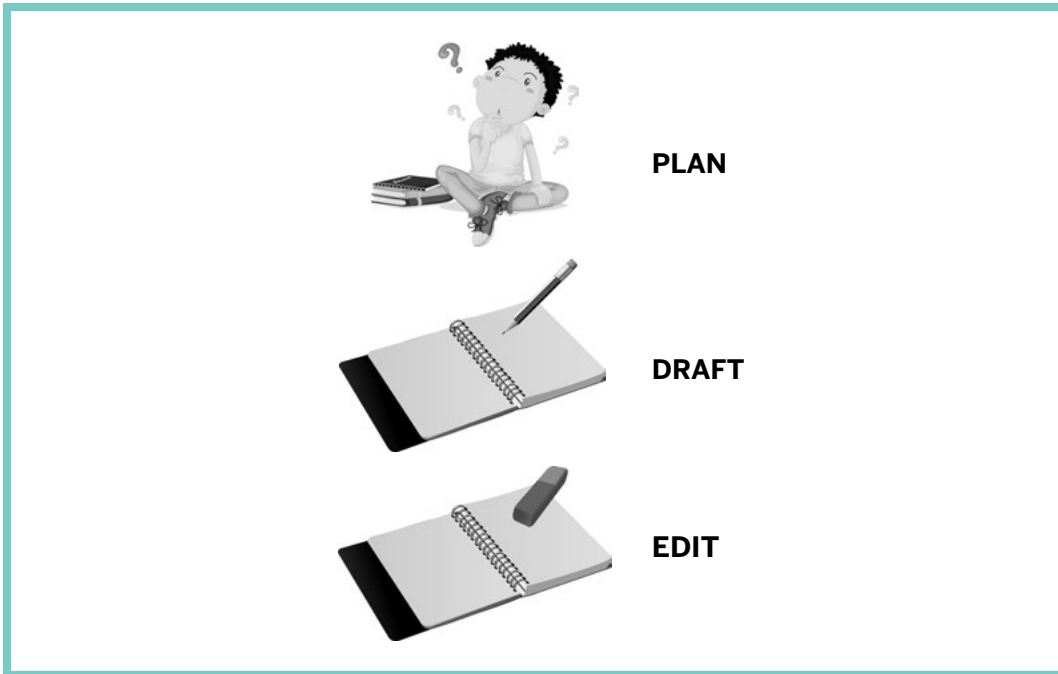
- Be prepared to record student predictions about what will happen in the second half of “Hansel and Gretel” on the board or a piece of chart paper.
- Prepare and display a blank Elements of Fairy Tales chart for “Hansel and Gretel” as below. Alternatively, you may access a digital version of this chart in the online materials for this unit. Though in previous Read-Alouds this was completed as an Application activity, note that beginning in this lesson, the class will complete the chart together during the Comprehension Questions section of the Read-Aloud. Be sure to encourage students who are able to continue to complete this chart independently at this time, but make sure they also participate in the class discussion. A sample completed version of this chart is available in the Teacher Resources section of this Teacher Guide.

Elements of Fairy Tales		
Hansel and Gretel		
Setting(s)	Where	When
Characters	Real	Magical
Fantasy (events)		
Problems		Solutions
Ending		

Notes to Teacher: Be aware that some parts of the fairy tale, such as abandonment and food insecurity, may be a sensitive topic for some students. Please use your school's best practices when instructing Part I and Part II of "Hansel and Gretel."

Application

- Prepare and display The Writing Process poster during the Narrative Writing Review. Alternatively, you may access a digital version in the online materials for this unit.



- Prepare and display a Model Narrative to share with students during the Narrative Writing Review. Alternatively, you may access a digital version in the online materials for this unit.

Model Narrative	
Introductory statement	Cinderella Once upon a time, Cinderella wanted to go to a ball at the castle, but she was not allowed to, had no way of getting there, and had nothing to wear.
Body	Then, her fairy godmother appeared and helped Cinderella get ready for the ball. Cinderella went to the ball and met the prince. When she left, she lost her shoe but the prince used it to find her.
Concluding statement	The prince and Cinderella married and lived happily ever after.

- Prepare and display a blank Heroic and Evil Character Comparison chart as below. Alternatively, you may access a digital version in the online materials for this unit. A sample completed version of this chart is available in the Teacher Resources section of this Teacher Guide.

Heroic and Evil Character Comparison			
	Story	Character	Reason
Heroic			
Evil			

Universal Access

- Prepare to create a trail of dots on the board/chart paper during the Read-Aloud to demonstrate Hansel dropping pebbles to find the way home.

CORE VOCABULARY

comforted, v. soothed; tried to make someone feel better

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

Variation(s): comfort, comforts, comforting

glittered, v. sparkled

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

Variation(s): glitter, glitters, glittering

shocked, v. surprised

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

Variation(s): shock, shocks, shocking

Vocabulary Chart for "Hansel and Gretel, Part I"

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		comforted glittered	
Multiple-Meaning		shocked	
Sayings and Phrases	times were hard kept at him		

Lesson 6: Hansel and Gretel, Part I

Introducing the Read-Aloud

10M

Speaking and Listening: Students will review the elements of fairy tales.



TEKS 1.1.A; TEKS 1.9.A

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)



Check for Understanding

Recall: What is a fairy tale? (*Answers may vary, but should point out that a fairy tale is a fiction story that has special characteristics.*)

- Remind students that fairy tales have several common elements. Ask students to name these. As students name an element, ask students to compare some of the examples of this from the fairy tales heard thus far.
- For example, if a student mentions that fairy tales often have a problem that must be solved, ask students to share some of the problems/solutions from the fairy tales heard thus far. Have students refer to the Elements of Fairy Tales charts from previous Read-Alouds to help them share and compare.
- Tell students that the next fairy tale, “Hansel and Gretel,” is about a brother and sister who have a problem that must be solved.



TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
TEKS 1.9.A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.

FANTASY VS. REALITY CHART (5 MIN.)

Show Image Card 9: Royal Family

- Ask students the following questions as you display Image Card 9:
 - What do you see in this image?
 - Does this image show something that could happen in real life?
 - Is there anything in this image that could not happen in real life?
- Add the Image Card to the Fantasy vs. Reality chart you prepared in advance in the column students identify. (*reality*)

Fantasy	Reality
Image Card 3 (Good Fairy)	Image Card 2 (Royal Family)
Image Card 4 (Enchanted Princess)	<i>Image Card 9 (Royal Family)</i>
Image Card 5 (Rumpelstiltskin)	
Image Card 8 (Talking Frog)	

- Tell students they will continue adding to this chart as they hear more fairy tales.

Image Card 9



**EMERGENT
BILINGUAL
STUDENTS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Have students respond to yes/no questions to describe important text elements (e.g., “Can a royal family exist in real life?”).

Intermediate

Have students respond using sentence prompts to describe important text elements (e.g. “A royal family could/could not exist in real life.”).

Advanced/Advanced High

Provide minimal support in eliciting key details relating to a Read-Aloud.

**ELPS 1.E; ELPS 3.F;
ELPS 4.I**

Lesson 6: Hansel and Gretel, Part I

Read-Aloud

30M

Reading: Students retell and identify elements of a fairy tale.

✚ **TEKS 1.6.C; TEKS 1.6.G**

Language: Students will demonstrate understanding of the Tier 2 word *comforted*.

✚ **TEKS 1.3.B**

PURPOSE FOR LISTENING

- Tell students to listen carefully to find out what problem Hansel and Gretel have and how they try to solve the problem. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.)

“HANSEL AND GRETTEL, PART I” (15 MIN.)



Show Image 6A-1: Woodsman and wife

talking [Point to the characters as you read.]

Once upon a time, near a deep, dark forest, there lived a poor woodcutter with his wife and two children. The boy was named Hansel, and the girl was named Gretel. The family never had very much to eat, and now, when times were hard, people around the land were starving, and

the poor woodcutter could not get enough food to feed his family. As he lay in bed one night, tossing and turning with worry, he turned to his wife and said, “What is going to happen to us? How can we feed our poor children when we haven’t got enough for ourselves?” *How do you think the woodsman and his wife will solve the problem of not having enough food to eat?*

“Listen to me,” said his wife. “Early tomorrow morning,” the coldhearted or unkind woman said, “we’ll take the children deep into the woods. We’ll give each of them a piece of bread, and make a fire. Then we’ll leave them and go about our work. They won’t find the way home in time for dinner, and we will eat their share.”

Challenge

If *coldhearted* means unkind, what do you think *warmhearted* means? (*kind, welcoming, loving*)

✚ **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

"No!" said the man. "I cannot do that. I cannot leave my children alone in the woods, where there are wild animals. It will get dark and cold as the sun sets."

"Then you are a fool," snapped the woman. "You might as well accept it that we will all starve." Then she kept at the poor man until at last, he agreed. "But I feel sorry for my poor children," he said quietly.



Show Image 6A-2: Hansel gathering pebbles

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

the white pebbles that lay in front of the house **glittered** like silver coins. *The pebbles sparkled.* Hansel stooped and filled the pocket of his coat with as many pebbles as it would hold. Then he tiptoed back to bed and said to Gretel, "Go to sleep, little sister." *Why do you think Hansel gathered pebbles?*



Show Image 6A-3: Hansel dropping pebbles

At daybreak the woman came and woke the two children. *Daybreak is when it first becomes light in the morning.* "Get up, you lazybones! We're going to the forest to get some wood." She gave them each a piece of bread and said, "That's your food for the day. Don't eat it all at once, because it is all you are going to get. We will have supper after we return from the

woods. That is, if you are home in time." *Do you think they will be home for supper, or dinner?*

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

"Oh," said Hansel, "I'm just looking at my little white kitten, sitting on the roof of the house to say good-bye." *Do you think Hansel was really looking at his kitten? Why did he say this?*



Speaking and Listening

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., “I think she said this because ...”).

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “I think the stepmother said she thought they were never coming home again because ...”).

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 1.E; ELPS 3.G

Support

Draw a trail on the board/chart paper by drawing dots to show the pebbles Hansel dropped as they walked. Explain to students that this is how they found their way home.

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

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

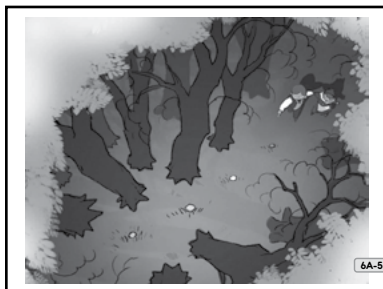


Show Image 6A-4: Hansel and Gretel by the fire

When they were deep in the forest, the father said, “Gather some firewood, children. I’ll start a fire, so you won’t get cold while we work.” Hansel and Gretel gathered a little mountain of twigs and sticks, and when the fire was burning, the wife said, “Stay by the fire, you

two. We have to go and cut wood. When we’re finished, we’ll come back to get you.” *Are they coming back?*

So Hansel and Gretel sat by the fire. After a time, they ate their bread. And after a longer time, they got so tired that they closed their eyes and fell asleep. When they woke, it was dark, and they were all alone. Gretel began to cry, but Hansel **comforted** her. *Hansel tried to make her feel better.* “Wait a little until the moon rises,” he said.



Show Image 6A-5: Hansel and Gretel following the pebbles home

When the full moon had risen, Hansel took his little sister by the hand and followed the pebbles, which glittered like silver coins and showed them the way. *What does a full moon look like? The light from the full moon caused the pebbles to glitter.* They walked on through the night, and at

last, at the break of day, they came to their father’s house. They knocked on the door, and when the woman opened it she was **shocked**. *She was very surprised to see Hansel and Gretel.* But all she said was, “Why, there you are! Why did you stay so long in the forest? We thought you were never coming home again.” *Why do you think she would say this?* Of course their father was glad to see them, for it had broken his heart to leave them alone.



Show Image 6A-6: Woodcutter and wife arguing

Not very long afterward, times were hard again, and there was little food to eat. Again the children heard their stepmother say to their father one night, “There’s nothing left but a half loaf of bread. After that, we’re done! We don’t have enough food for ourselves and the

children. This time we’ll take them so deep in the forest that they won’t find their way back for a week!”

“But, wife,” said the man, with a heavy heart, “it would be better to share our last bite of food with the children.” But the wife would not listen to him. And, she knew if she kept at him, she could get him to give in and agree with her plan as he did before.



Show Image 6A-7: Hansel locked in house

Much later, when their parents were asleep, Hansel got up to collect pebbles just as he did before. But he couldn’t get out—his stepmother had figured out how they found their way home last time and had locked the door! So Hansel got back in bed and tried to think of a different plan. *What do you think Hansel’s plan will be?*



Show Image 6A-8: Hansel dropping bread crumbs

Early the next morning the woman roused the children out of bed. She gave them a piece of bread, even smaller than before. As they walked into the woods, Hansel broke up the bread in his pocket, and every once in a while he stopped to throw a crumb on the ground.

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

“I’m looking at a little pigeon that’s sitting on the roof and wants to say goodbye to me,” answered Hansel. *Do you think Hansel is really looking at the pigeon? Why is he saying this?*

"Little fool," said the wife, "that's not a pigeon. It's only the sun shining on the chimney." So they walked on, and Hansel dropped bread crumbs all along the way.

The woman led the children deeper into the forest than they had ever been in all their lives. Again, they gathered sticks for a fire, and the woman said, "Sit there, children, and when you are tired, go to sleep. We're going to cut wood, and when we're finished we'll come get you."



Show Image 6A-9: Hansel and Gretel can't find bread crumbs

Later, when it was lunchtime, Gretel shared her small piece of bread with Hansel, because he had left his in crumbs along the path. Then they fell asleep. As evening came, no one came to get them. When they woke it was dark, and they were alone. When the moon rose, they

started for home, but they could not find the bread crumbs. The birds had eaten them up. "Come, Gretel," said Hansel, "I know we can find our way." But they couldn't find it. They went on all night, and the next day from morning until evening, but they could not find their way out of the forest. They were terribly hungry, for they had nothing to eat but a few berries. When they were so tired that they could drag themselves no farther, they lay down under a tree and fell asleep. *What do you think is going to happen next? [Record student predictions on the board/chart paper. Tell students they will hear the rest of the fairy tale later.]*

COMPREHENSION QUESTIONS (10 MIN.)

- As students answer the following questions, record relevant information in the Elements of Fairy Tales chart for "Hansel and Gretel" you prepared in advance.

Challenge

Encourage students who are able to complete Activity Page 6.1 independently.



Check for Understanding

Recall: What is the setting of this story? ("once upon a time," near/in a forest)

1. **Literal.** What characters appear in this story? Are they real or magical? (*Hansel, Gretel, the woodcutter, and his wife are all real.*)
 - **Evaluative.** How would you describe Hansel? (*clever, brave, etc.*)
2. **Literal.** What problems do Hansel and Gretel have in the story? (*Their father and stepmother leave them in the woods; they have no food to eat; they get lost.*)
 - **Literal.** Why do the woodcutter and his wife plan to leave Hansel and Gretel in the woods? (*They don't have enough food for all four of them; they are afraid and selfish.*)
 - **Literal.** What does Hansel do when he hears the plan to leave him and Gretel in the woods? (*He gathers pebbles and then drops them to mark the way back home.*)
 - **Inferential.** At first, does Hansel's plan for solving the problem of being left in the woods work? (*yes*) Why or why not? (*The children are able to follow the pebbles that glitter in the moonlight all the way home.*)
3. **Inferential.** How does the stepmother feel when she sees Hansel and Gretel return? (*She is surprised and shocked to see them.*) What does she do the next time she plans to leave them in the woods? (*She locks the door that night so Hansel can't collect pebbles again.*)
 - **Literal.** What is Hansel's plan the next time he hears that he and Gretel will be left deep into the woods? (*He drops crumbs of bread to mark the way home.*)
 - **Inferential.** Does his plan for solving the problem of being left in the woods work this time? (*no*) Why or why not? (*because birds ate the bread crumbs*)
4. **Evaluative.** *Think-Pair-Share:* Do you think the woodcutter should have gone along with the stepmother's plan for leaving Hansel and Gretel in the woods when he knew it was wrong? (*Answers may vary.*)

WORD WORK: COMFORTED (5 MIN.)

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

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


- Have you ever been comforted by a friend?
- Have you ever comforted a friend?
- Have you ever been comforted by someone in your family?
- Have you ever comforted someone in your family?
- Have you ever been comforted by a teacher?

Lesson 6: Hansel and Gretel, Part I

Application




Writing: Students will use graphic organizers to compare characters in several fairy tales.

 **TEKS 1.6.H; TEKS 1.7.B; TEKS 1.7.C; TEKS 1.9.A**

NARRATIVE WRITING REVIEW (10 MIN.)

- Referencing The Writing Process poster, ask students to recall the steps of narrative writing. (*plan, draft, edit*)
- Tell students that over the next several lessons, they will plan, draft, and edit their own retelling of their favorite fairy tale heard thus far.
- Tell students that they have been using graphic organizers to plan for this already. Ask students what they have written that might be helpful as they retell a fairy tale. (*Elements of Fairy Tales charts, Venn Diagram*)
- Explain to students that you will show them an example of a written retelling of a fairy tale first. They will be able to use this later to help them as they write their own fairy tale retellings.
- Show students the Model Narrative you prepared in advance for “Cinderella.” Remind students that they read “Cinderella” during the *Different Lands, Similar Stories* unit.
- Read the Model Narrative aloud. Tell students that, just like all paragraphs, this one has an introductory statement, a body, and a concluding statement. Reread the paragraph, pointing out each of these parts and asking students to explain how they are unique in a fairy tale:
 - Introductory statement: How do many fairy tales begin? (*“once upon a time”*)
 - Body: What do we call the sequence of events in a story? (plot) What is special about the events in a fairy tale? (*There is often fantasy, or something magical that happens; there is a problem and solution*).
 - Concluding statement: How do most fairy tales end? (*“happily ever after”*)
- Ask students what other elements of fairy tales they should include in their retelling. (*magical characters, royalty*) Ask students to point these out in the Model Narrative.

 **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes.



Writing

Interacting via Written English

Beginning

As a class, collaborate to contrast characters by answering simple yes/no questions (e.g., “Did the prince in ‘Sleeping Beauty’ do anything heroic?”).

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “I think _____ is heroic/evil because . . .”).

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 2.1

- Remind students that in the following lessons, they will plan, draft, and edit their own retelling. Ask students to think about their favorite fairy tale thus far (“Sleeping Beauty,” “Rumpelstiltskin,” “Rapunzel,” or “The Frog Prince”). Have students share with a partner the story they will rewrite in the coming lessons.

HEROIC AND EVIL CHARACTER COMPARISON (10 MIN.)

- Ask students if they know what it means to be a hero.
- Explain that a hero is a brave and good man or boy, and a heroine is a brave and good woman or girl. Tell students that someone who is heroic is very brave, or daring, and good.
- Write the words *hero*, *heroine*, and *heroic* on chart paper, a chalkboard, or a whiteboard. Ask students to look at the words and to see if they can tell what all three words have in common. (*All three words contain the base word hero, and all three words refer to people or actions that are brave, daring, and good.*)
- Explain that someone who is evil is very bad or wicked. Evil is the opposite of heroic.
- Tell students that you are going to compare heroic and evil characters in the fairy tales you’ve read thus far.



Check for Understanding

Brainstorm: Think about the fairy tales you’ve heard. Were there any characters who did something brave, daring, and good? (*Answers will vary, but may include the prince in “Sleeping Beauty” and Rapunzel and the prince in “Rapunzel”.*) What category would we place these characters in: heroic or evil? (*heroic*)

- Record students’ list of characters on the Heroic and Evil Characters chart. Be sure to have students explain how the character was heroic. Record these descriptions on the chart as well.
- Have students identify evil characters from the various fairy tales and explain why they might be considered evil characters. Record their descriptions on the chart.
- Tell students that in the next Read-Aloud, Hansel and Gretel will encounter an evil character.



Exit Pass

Write about who the best hero is from the stories we have heard so far. Make sure that you support your opinion with evidence.
(Answers may vary.)

End Lesson

Lesson 6: Hansel and Gretel, Part I

Take-Home Material

FAMILY LETTER

- Send home Activity Page 6.2.

Activity Page 6.2



7


FAIRY TALES

Hansel and Gretel,
Part II

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review the elements of fairy tales.

 **TEKS 1.1.A; TEKS 1.7.D**

Reading

Students will identify elements in a fairy tale to determine if their predictions were correct.

 **TEKS 1.6.C; TEKS 1.8.B; TEKS 1.8.C**

Language

Students will demonstrate understanding of the Tier 2 word *creep*.

 **TEKS 1.3.B**

Reading

Students will sequence the events of a fairy tale.

 **TEKS 1.7.D**

Writing

Students will use a graphic organizer to plan a narrative retelling of a fairy tale.


 **TEKS 1.6.H; TEKS 1.11.A**

FORMATIVE ASSESSMENT

Activity Page 7.2

Planning a Narrative Retelling Students will use a graphic organizer to plan a narrative retelling of a fairy tale.

 **TEKS 1.11.A**

 **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Image Review	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 6A-1–6A-9 <input type="checkbox"/> Fantasy vs. Reality Chart (Digital Components) <input type="checkbox"/> Image Card 10
Fantasy vs. Reality Chart			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 7A-1–7A-11 <input type="checkbox"/> predictions list <input type="checkbox"/> image/sample of a gingerbread house (optional) <input type="checkbox"/> Elements of Fairy Tales Chart for “Hansel and Gretel” (Digital Components) <input type="checkbox"/> Activity Page 6.1 (optional) <input type="checkbox"/> Poster 4M: Rich (Flip Book)
“Hansel and Gretel, Part II”			
Comprehension Questions			
Word Work: Creep			
This is a good opportunity to take a break.			
Application (20 min.)			
Retell the Read-Aloud	Independent	20 min.	<input type="checkbox"/> Activity Pages 7.1, 7.2 <input type="checkbox"/> scissors, tape <input type="checkbox"/> Elements of Fairy Tales Charts for all Read-Alouds (Digital Components) <input type="checkbox"/> The Writing Process Poster (Digital Components)
Plan a Narrative Retelling			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to add Image Card 10 to the Fantasy vs. Reality T-chart you created in Lesson 2.

Read-Aloud

- Display the list of predictions you created on the board/chart paper in Lesson 6.

- Display the Elements of Fairy Tales chart for “Hansel and Gretel” you prepared in Lesson 6. Alternatively, a digital version of this chart may be accessed in the online materials for this unit.

Application

- Display the completed Elements of Fairy Tales charts for all previous Read-Alouds.
- Prepare and display The Writing Process poster. Alternatively, you may access a digital version in the online materials for this unit.

Notes to Teacher

During this fairy tale, two children, Hansel and Gretel, fall into unfortunate events after they meet a stranger who turns out to not be as nice as she seems at first. You may want to take this opportunity to discuss why it's important not to talk to strangers.

A reminder to use your school's best practices when instructing Part II of “Hansel and Gretel.” Some events in the fairy tale may be a sensitive topic for some of your students.

Universal Access

- Prepare an image/sample of a gingerbread house.

CORE VOCABULARY

cackled, v. laughed in a sharp, loud way

Example: The man cackled at every joke, even if it wasn't funny.

Variation(s): cackle, cackles, cackling

creep, v. to move forward slowly and quietly

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

Variation(s): creeps, crept, creeping

heaving, v. with a lot of work, letting out a deep breath

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

Variation(s): heave, heaves, heaved

perched, v. rested on a high spot

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

Variation(s): perch, perches, perching

wicked, adj. evil; very bad

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

Variation(s): none

Vocabulary Chart for “Hansel and Gretel, Part II”

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		cackled perched wicked	
Multiple-Meaning		creep heaving	
Sayings and Phrases	worried sick had in mind		



Image Card 10



**EMERGENT
BILINGUAL
STUDENTS**



Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask yes/no questions to prompt students to describe important text elements (e.g. “Can you go for a walk in the woods in real life?” “Can you drop pebbles in your path?”).

Intermediate

Provide sentence frames to prompt students to describe important text elements (e.g. “Hansel is walking in the ___ dropping ___.” “Hansel drops pebbles so . . .”).

Advanced/Advanced High

Provide minimal support in eliciting key details relating to a Read-Aloud.

**ELPS 1.E; ELPS 3.F;
ELPS 4.I**

Lesson 7: Hansel and Gretel, Part II

Introducing the Read-Aloud

10M

Speaking and Listening: Students will review the elements of fairy tales.

TEKS 1.1.A; TEKS 1.7.D

IMAGE REVIEW (5 MIN.)

Show Images 6A-1 through 6A-9

- Ask students to retell each part of the fairy tale as you show the images.
- Help them create a continuous narrative of the beginning of the fairy tale and the important events.
- As students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any Read-Aloud vocabulary.
- Encourage students to ask questions that they may have to clarify their understanding about fairy tales.

FANTASY VS. REALITY CHART (5 MIN.)

Show Image Card 10: Hansel dropping pebbles



Check for Understanding

Think About It: [Display Image Card 10.] What do you see in this image? (*Hansel is walking in the woods dropping pebbles.*) Does this image show something that could happen in real life? (yes) Is there anything in this image that could not happen in real life? (*no*)

- Add the Image Card to the Fantasy vs. Reality chart you prepared in advance in the column students identify. (*reality*)

Fantasy	Reality
Image Card 3 (Good Fairy)	Image Card 2 (Royal Family)
Image Card 4 (Enchanted Princess)	Image Card 9 (Royal Family)
Image Card 5 (Rumpelstiltskin)	<i>Image Card 10 (Hansel)</i>
Image Card 8 (Talking Frog)	

- Tell students they will continue adding to this chart as they hear more fairy tales.

Lesson 7: Hansel and Gretel, Part II

Read-Aloud

30M

Reading: Students will identify elements in a fairy tale to determine if their predictions were correct.

TEKS 1.6.C; TEKS 1.8.B; TEKS 1.8.C

Language: Students will demonstrate understanding of the Tier 2 word *creep*.

TEKS 1.3.B

PURPOSE FOR LISTENING

- Remind students that in the previous lesson, they made predictions about what would happen next. Tell students to listen carefully to find out whether or not their predictions are correct. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.)

“HANSEL AND GRETEL, PART II” (15 MIN.)



Show Image 7A-1: Children following white bird Ask students what is happening in this picture.

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

At about noon they saw a pretty snow-white bird sitting on a branch and singing so beautifully that they stopped to listen. Then the bird spread its wings and flew before them, as though to say, “Follow me!” And so the children followed the bird until they came to a little house. The bird flew up and **perched** on the roof. Ask students what the root word of perched is. (perch) To perch is to sit or stand on a high spot. And then the children saw that the walls of the house were made of gingerbread, and the roof was made of cake, and the windows were made of clear sugar candy. What do you think Hansel and Gretel will do next?

TEKS 1.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; TEKS 1.8.B Describe the main character(s) and the reason(s) for their actions; TEKS 1.8.C Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show Image 7A-2: Hansel and Gretel eating house

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

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

"Nibble, nibble, like a mouse,

Who is nibbling at my house?"

The children answered:

*"It's only the air **heaving** a sigh.*

It's only the wind passing by." Hansel and Gretel are trying to convince the woman she only hears the wind making a sound.

Support

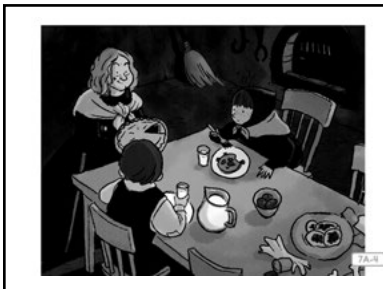
A thin voice is weak, or not very loud.



Show Image 7A-3: Old woman

The children were so hungry, they went on eating. But then the door opened, and a very old woman came out, leaning on a cane. Hansel and Gretel were so frightened that they dropped the food from their hands. But the old woman just nodded her head and said, "My dear little children, what has brought you

here? Come inside and stay with me. I'll take good care of you." *Do you think Hansel and Gretel should go inside?*



Show Image 7A-4: Inside the woman's house

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

Challenge

In a previous unit, you learned a saying that is used to refer to someone who is not as they first appear. How might the saying, “a wolf in sheep’s clothing” apply to this situation? (*The old woman turns out to be wicked, despite how nice she seemed at first*).

Support

Here, rich foods are heavy and full of fat to fill up Hansel. *Rich* also means to have a lot of money. Refer students to Poster 4M.

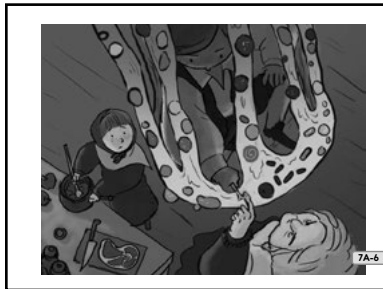
Now, the old woman seemed kind, but in fact she was a **wicked** witch. *Wicked means very bad or mean.* The story goes that she built her house just to trap little children, and once she had them, she would cook them and eat them! *Do you think this is an example of fantasy? Yes, there aren’t really witches who eat children.* She could not see well, but she had an excellent sense of smell. Earlier in the day, she had sniffed Hansel and Gretel coming near.



Show Image 7A-5: Witch locks Hansel in cage

The next morning, before the children were awake, the witch got up and looked at their rosy cheeks. “Mmm, what a fine meal I will have,” she **cackled**. *Ask students what the root word of cackled is. (cackle) To cackle means to laugh in a loud way. [You may wish to demonstrate what a cackle sounds like.]* She

got Hansel out of bed and put him in a cage. Then she went back and woke up Gretel and shouted, “Get up, you lazybones! *Who else called the children “lazybones”?* Fetch water, and cook something nice for your brother. Feed him well, for once he’s nice and fat, I will eat him!”



Show Image 7A-6: Gretel cooking and Hansel offering bone

Gretel screamed and cried, but it was no use. She had to do what the wicked witch said. Day after day, she cooked pots full of rich food for Hansel, while she herself ate nothing but crumbs. Every morning the wicked witch would **creep** to the cage and say, “Hansel,

stick out your finger so I can tell if you are plump enough to cook.” *Creep means to move forward silently and slowly. [You may wish to ask a student to demonstrate what it looks like to creep.]* But clever Hansel held out a little bone that Gretel had given him, and the old woman, who could not see very well, couldn’t tell that it wasn’t Hansel’s finger. She wondered why he wasn’t getting any plumper. *How did clever Hansel trick the witch?* When four weeks passed, and Hansel seemed as thin as ever, the witch grew impatient. *What does impatient mean again? The witch got tired of waiting.* “Hurry up and get a pot of water,” she snarled. “Be he fat or thin, I’m going to cook him and eat him.” *Oh no! What do you think will happen?*



Show Image 7A-7: Gretel and witch in front of the oven

As she filled the kettle with water and lit the fire, tears ran down Gretel's cheeks. "First we will bake," said the old woman. "I've heated the oven, and the dough is ready." Then she pushed Gretel toward the oven, where the flames were burning brightly. "Stick your head

in," the witch said to Gretel, "and tell me if it's hot enough for us to bake the bread." But Gretel knew what the witch had in mind; *What do you think the witch had in mind?* she knew that the witch meant to shut her in the oven, bake her, and eat her! So Gretel said, "I don't know how to do it. Where do I look? Could you show me how?"

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



Show Image 7A-8: Gretel frees Hansel

"Come, Hansel, we are free!" she cried. "The old witch is gone!" Hansel sprang out and hugged Gretel, and the children danced for joy and then ran out of the house. Then, because they had nothing to fear, they went back into the witch's house. There they found chests full of pearls and precious jewels. "These are

better than pebbles!" laughed Hansel as he filled his pockets, while Gretel filled her apron.

"Now, away we go," said Hansel. Then he said quietly, "If only we can find our way out of the forest." *Where do you think Hansel and Gretel are going?*



Show Image 7A-9: Hansel and Gretel at edge of lake

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

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

"Duck, duck, here we stand,

Hansel and Gretel on the land.

Stepping stones and a bridge we lack,

Carry us over on your nice, soft back."

And, lo and behold, the duck came over. Hansel got on her back and told Gretel to sit behind him. *Do you think a duck could really take a child (or two!) across a lake?*



Show Image 7A-10: Hansel and Gretel emerge from the woods

When they were on the other side of the lake, they walked on for a little while and soon found a path. The forest began to look more and more familiar. At last, in the distance, they saw their father's house. They began to run as fast as they could. They burst through the door and

cried out, "Father! We're home!" Then threw themselves into his arms. *Do you think their father will be happy to see them?*



Show Image 7A-11: Reunion with father

Ever since he had left the children in the forest, the man had been worried sick. As for his mean wife—he told the children she was gone. Now, he hugged his children as though he would never let them go. As he squeezed Gretel to him, the pearls and jewels fell from Gretel's apron. Then Hansel reached into his

pockets and pulled out handful after handful of treasure.

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



Check for Understanding

Thumbs-Up/Thumbs-Down: In the previous Read-Aloud, you predicted what would happen in the second half of this story. [Read each of the items you recorded in Lesson 6.] Give me a thumbs-up if your predictions were correct, and a thumbs-down if not. How was your prediction different from what really happened? (*Answers will vary.*)

COMPREHENSION QUESTIONS (10 MIN.)

As students answer the following questions, record relevant information in the Elements of Fairy Tales chart for “Hansel and Gretel” you prepared in advance.

- 1. Literal.** In the beginning of Part II, Hansel and Gretel are lost in the woods. How do they end up finding the old woman’s house? (*They follow a white bird they had stopped to hear singing. The bird has perched on top of the old woman’s roof.*)
 - **Literal.** Describe the outside of the old woman’s house. (*The walls of the house are made of gingerbread, the roof is made of cake, and the windows are made of clear sugar candy.*) Why is her house made of these things? (*The woman is a wicked witch who tries to trick children into coming to her house so she can eat them.*)
- 2. Literal.** What new problem do Hansel and Gretel have after arriving at the woman’s house? (*She tells them she plans to eat them.*)
 - **Inferential.** Hansel holds out a bone to trick the witch into thinking he is too skinny to eat. Does his plan work? Why or why not? (*His plan works at first, but then the witch wants to eat him anyway.*)
 - **Literal.** What does Gretel do to trick the wicked witch once she realizes the witch is planning to cook her? (*Gretel tricks the witch into putting her own head in the oven, and then Gretel pushes the witch into the oven.*)
 - **Literal.** What do the children do once the wicked witch is gone? (*They take pearls and precious jewels they find in the witch’s house. With the help of a duck, they cross a lake, and then they find their way home.*)
 - **Inferential.** Does this tale end happily? Justify your answer. (*Yes; the children escape the witch and find their way home, the woodcutter’s mean wife is gone, and the jewels from the witch’s house keep them from going hungry.*)

Challenge

Encourage students who are able to continue completing Activity Page 6.1 independently.



**EMERGENT
BILINGUAL
STUDENTS**

Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Is the old woman’s house a normal house?”).

Intermediate

Provide students with a specific sentence frame (e.g., “The outside of the old woman’s house is . . .”).

Advanced/Advanced High

Have students contribute a complete sentence using key details from the Read-Aloud.

ELPS 1.E; ELPS 2.I;

ELPS 4.I

3. **Evaluative.** Do you think what happens in this fairy tale could really happen, or is it mostly make-believe, or fantasy? How do you know? (*Answers may vary, but be sure to remind children that most of the story is fantasy and highlight the various elements of fantasy, e.g., wicked witches, people don't eat children, children can't ride on a duck's back, etc.*)
4. **Literal.** Are there any new characters in Part II of this tale? If so, whom? (yes, the witch)
 - **Evaluative.** Do you think any of the characters in "Hansel and Gretel" are heroic? If so, identify the character and describe what makes them heroic. [You may also want to discuss the evil character, the witch.] (*Answers may vary.*)
5. **Evaluative.** *Think-Pair-Share:* Which character do you think is the most clever: Hansel, Gretel, or the wicked witch? Why? (*Answers may vary.*)

WORD WORK: CREEP (5 MIN.)

1. In the Read-Aloud you heard, "Every morning the wicked witch would creep to [Hansel's] cage."
2. Say the word *creep* with me.
3. *Creep* means to move slowly and quietly.
4. When my cat comes in late at night, she will creep into a corner so we don't notice her.
5. Usually when someone creeps, they are moving close to the ground with the idea of not being noticed. Can you give me an example when you or someone you know (such as an animal) might creep and why? Try to use the word *creep* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "The cat had to creep inside . . ."]
6. What's the word we've been talking about?

Challenge

Do the same Word Work activity for the word *cackled*. *Cackled* means laughed in a sharp, loud way. Examples of words that mean the same, or almost the same, as *cackled* are *laughed*, *crowed*, *hooted*, *giggled*, *snickered*, and *chuckled*.

Use a Movement activity for follow-up. *Creep* means to move slowly or quietly (usually close to the ground and often with the intent of not being noticed). Some other words that mean the same thing, or almost the same thing, as *creep* are *crawl*, *sneak*, *slither*, *scramble*, and *tiptoe*. [Have students stand up and spread out or ask for volunteers to demonstrate what it might look like to creep, crawl, sneak, slither, scramble, and tiptoe.]

Lesson 7: Hansel and Gretel, Part II

Application



Reading: Students will sequence the events of a fairy tale.

TEKS 1.7.D

Writing: Students will use a graphic organizer to plan a narrative retelling of a fairy tale.

TEKS 1.6.H; TEKS 1.11.A

RETELL THE READ-ALOUD (5 MIN.)

- Have students turn to Activity Page 7.1.
- Explain to students that this activity page has images of events from “Hansel and Gretel.” Help students recall what is happening in each image.
- Have students number the six pictures (1–6) to show the proper sequence of events.
- Check to see if students are able to correctly sequence the pictures.
- As students complete this activity, have them work with a partner to retell the fairy tale referring to their sequenced pictures. You may also wish to have students write or dictate words or sentences that describe the pictures and retell the fairy tale.

PLAN A NARRATIVE RETELLING (15 MIN.)



Check for Understanding

Recall: What are the steps in the narrative writing process? (*plan, draft, edit*)

- Tell students that today they will plan their narrative paragraph. Have students turn to Activity Page 7.2.

TEKS 1.7.D Retell texts in ways that maintain meaning; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming.

Activity Page 7.1



Activity Page 7.2



Support

Show students the Flip Book images that correspond with their chosen fairy tale to help them recall key details.



Writing

Beginning

Using the graphic organizer, have students plan a paragraph by writing a word or phrase in each section.

Intermediate

Using the graphic organizer, provide students with short sentence starters in each section.

Advanced/Advanced High

Using the graphic organizer, have students write complete sentences using key details in each section.

ELPS 5.F

- Remind students that they have already completed graphic organizers detailing important information from each of the fairy tales they have heard thus far. They have also used story maps like this one in previous units.
- Ask students to recall in the previous lesson which fairy tale they decided to retell. Have students write down the name of this fairy tale at the top of Activity Page 7.2.
- Help students synthesize the information from these graphic organizers to plan their narrative paragraphs using their activity pages.
 - Begin by asking students to recall the most important character(s) and setting(s) in their fairy tales.
 - Ask students how fairy tales often begin. (*“once upon a time”*) Tell students this is a good way to begin their retelling.
 - Then, ask students what problems, solutions, and magical events happened in their story. Guide students to synthesize these into the big parts of the story sequence. For example, in “Cinderella,” Cinderella wanted to go to the ball but wasn’t able to. Her fairy godmother solved that problem. Likewise, Cinderella had to leave the ball at midnight, but the prince used a shoe she left behind to find her.
 - Finally, ask students how fairy tales often end. (*“happily ever after”*) Encourage students to end their fairy tales this way.
- As students complete Activity Page 7.2, circulate and check in with them to make sure they are able to sequence the main events in their chosen fairy tale properly.
- Collect students’ work to check their understanding and provide feedback for their drafts in Lesson 8.

End Lesson

FAIRY TALES

Jack and the Beanstalk, Part I

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review the elements of fairy tales.

✚ **TEKS 1.1.A; TEKS 1.9.A**

Reading

Students will retell and identify elements of a fairy tale.

✚ **TEKS 1.6.C; TEKS 1.8.B; TEKS 1.8.D**

Language

Students will demonstrate understanding of the Tier 2 word *precious*.

✚ **TEKS 1.1.E; TEKS 1.3.B**

Language

Students will identify and use words that name sequences.

✚ **TEKS 1.3.D**

Writing

Students will draft a narrative retelling of a fairy tale.

✚ **TEKS 1.11.B.i; TEKS 1.11.B.ii**

FORMATIVE ASSESSMENT

Activity Page 8.2

Drafting a Narrative Retelling Students will draft a narrative retelling of a fairy tale.

✚ **TEKS 1.11.B.i; TEKS 1.11.B.ii**

✚ **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.D** Describe the setting; **TEKS 1.1.E** Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings; **TEKS 1.3.B** use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.11.B** Develop drafts in oral, pictorial, or written form by (i) organizing with structure; (ii) developing an idea with specific and relevant details.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Elements of Fairy Tales Charts for all previous Read-Alouds (Digital Components) <input type="checkbox"/> Fantasy vs. Reality Chart (Digital Components) <input type="checkbox"/> Image Cards 11–13
Fantasy vs. Reality Chart			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 8A-1–8A-7 <input type="checkbox"/> board/chart paper, writing tools <input type="checkbox"/> diagram of a house, image of a real beanstalk <input type="checkbox"/> Elements of Fairy Tales Chart for “Jack and the Beanstalk” (Digital Components) <input type="checkbox"/> Activity Page 8.1 (optional)
“Jack and the Beanstalk, Part I”			
Comprehension Questions			
Word Work: <i>Precious</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Draft a Narrative Retelling	Independent	20 min.	<input type="checkbox"/> The Writing Process Poster (Digital Components) <input type="checkbox"/> Model Narrative (Digital Components) <input type="checkbox"/> Activity Pages 7.2, 8.2 , 8.3 (optional)

ADVANCE PREPARATION

Introducing the Read-Aloud

- Display the Elements of Fairy Tales charts and Venn diagram you created for “Sleeping Beauty,” “Rumpelstiltskin,” “Rapunzel,” “The Frog Prince,” and “Hansel and Gretel” in previous lessons.
- Prepare to add Image Cards 11–13 to the Fantasy vs. Reality chart you created in Lesson 2.

Read-Aloud

- Be prepared to record student predictions about what will happen in the second half of “Jack and the Beanstalk” on the board or a piece of chart paper.
- Prepare and display a blank Elements of Fairy Tales chart for “Jack and the Beanstalk” as below. Alternatively, you may access a digital version of this chart in the online material for this unit. Be sure to encourage students who are able to continue to complete this chart independently at this time, but make sure they also participate in the class discussion. A sample completed version of this chart is available in the Teacher Resources section of this Teacher Guide.

Elements of Fairy Tales		
Jack and the Beanstalk		
Setting(s)	Where	When
Characters	Real	Magical
Fantasy (events)		
Problems		Solutions
Ending		

Application

- Prepare and display The Writing Process poster. Alternatively, you may access a digital version in the online material for this unit.

- Display the Model Narrative you prepared in Lesson 6. Alternatively, you may access a digital version in the online material for this unit.

Universal Access

- Prepare a diagram of a house showing an attic and an image of a real beanstalk.

CORE VOCABULARY

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

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

Variation(s): attics

fierce, adj. very strong; dangerous

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

Variation(s): fiercer, fiercest

precious, adj. valuable or very special

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

Variation(s): none

tremble, v. to shake from cold or fear

Example: The scary story made Juan tremble.

Variation(s): trembles, trembled, trembling

wringing, v. twisting something

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

Variation(s): wring, wrings, wrung

Vocabulary Chart for “Jack and the Beanstalk, Part I”

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		fierce precious (<i>precioso/a</i>) tremble (<i>temblar</i>) wringing	attic
Multiple-Meaning			
Sayings and Phrases			

Lesson 8: Jack and the Beanstalk, Part I



Introducing the Read-Aloud

Speaking and Listening: Students will review the elements of fairy tales.

 **TEKS 1.1.A; TEKS 1.9.A**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Using the Elements of Fairy Tales charts from the previous Read-Alouds, review the characteristics of fairy tales with students. Ask students the following questions:
 - When were these stories set? (*“once upon a time”*)
 - What magical characters have appeared in the fairy tales we have heard? (*fairies; enchanted people, Rumpelstiltskin and Rapunzel; witches; talking frogs*)
 - Do royal characters always appear in fairy tales? (*they appear often but not always*) What fairy tale did you hear that didn’t have any royal characters? (*“Hansel and Gretel”*)
 - How do these stories end? (*“happily ever after”*)



Check for Understanding

Stand Up/Sit Down: [Have students stand in a circle.] We will go around the circle, and you will each say one thing that is a characteristic of a fairy tale, followed by one thing that is not. For example, I will start by saying “magical characters,” which is a characteristic of fairy tales. Then I will say “loyal puppies,” which is not a characteristic of fairy tales. [Have each student share, allowing students to repeat characteristics when they have all been said, or encouraging them to use examples instead of general characteristics.]


 **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
TEKS 1.9.A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes.

Image Cards 11–13



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Speaking and Listening

Reading/Viewing Closely

Beginning

Have students respond to yes/no questions to describe important text elements (e.g., “Is the house made of candy?”).

Intermediate

Have students respond using sentence prompts to describe important text elements (e.g., “A candy house is not something that exists in real life.”).

Advanced/Advanced High

Provide minimal support in eliciting key details relating to a Read-Aloud.

ELPS 1.E; ELPS 3.F

FANTASY VS. REALITY CHART (5 MIN.)

Show Image Cards 11–13

- Ask students the following questions as you display Image Cards 11–13:
 - What do you see in this image?
 - Does this image show something that could happen in real life?
 - Is there anything in this image that could not happen in real life?
 - What questions or thoughts do you have about the images we have discussed so far?
- Add the Image Cards to the Fantasy vs. Reality chart you prepared in advance in the columns students identify.

Fantasy	Reality
Image Card 3 (Good Fairy)	Image Card 2 (Royal Family)
Image Card 4 (Enchanted Princess)	Image Card 9 (Royal Family)
Image Card 5 (Rumpelstiltskin)	Image Card 10 (Hansel)
Image Card 8 (Talking Frog)	<i>Image Card 13 (Reunion)</i>
<i>Image Card 11 (House)</i>	
<i>Image Card 12 (Witch)</i>	

- Tell students they will continue adding to this chart as they hear “Jack and the Beanstalk.”

Lesson 8: Jack and the Beanstalk, Part I

Read-Aloud



Reading: Students will retell and identify elements of a fairy tale.

✚ **TEKS 1.6.C; TEKS 1.8.B; TEKS 1.8.D**

Language: Students will demonstrate understanding of the Tier 2 word *precious*.

✚ **TEKS 1.1.E; TEKS 1.3.B**

PURPOSE FOR LISTENING

- Ask students if they have ever traded something they had for something else they wanted. Ask students what they traded and if both student and the person they traded with thought it was a good, or fair, trade.
- Tell students to listen carefully to learn what is traded in this fairy tale and to decide if they think it is a good trade. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.)

“JACK AND THE BEANSTALK, PART I” (15 MIN.)



Show Image 8A-1: Jack, Jack's mother, and Milky White

Once upon a time there was a poor widow *or a woman whose husband had died* who had an only son named Jack and a cow named Milky White. All they had to live on was the milk the cow gave every morning, which they carried to the market and sold. But one morning, Milky White gave no milk.

“Oh, Jack,” said the poor widow, **wringing** her hands, “we have nothing to eat and no money. We must sell poor Milky White.” *[Demonstrate wringing your hands, and explain that someone might do this when they are nervous or upset.]*

“Cheer up, Mother,” said Jack. “It’s market day today. I’ll sell Milky White, then we’ll be better off, you’ll see.”

✚ **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.D** Describe the setting; **TEKS 1.1.E** Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Speaking and Listening

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., “I think Jack’s mother is going to be glad/upset.”).

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “Since Jack traded his cow for a handful of beans, I think his mother will feel . . .”).

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 1.E; ELPS 3.G



Show Image 8A-2: Jack making trade

So Jack took the cow and started down the road. He had not gone far when he met an unfamiliar old man. The old man said, “Good morning, Jack.”

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

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

“I’m going to the market to sell our cow there.”

“Oh, yes, you look like just the sort of fellow to sell a cow,” said the man.

“Now, I wonder,” he asked Jack. “do you know how many beans make five?”

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

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

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

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

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

“Yes,” said the man, “and if it doesn’t turn out to be true, then you can have your cow back.”

“All right, then,” said Jack. He gave the man the cow, took the beans, and went home. *Do you think Jack should have made this trade? What do you think Jack’s mother is going to think about his trade?*



Show Image 8A-3: Jack is sent to bed

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

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

"Oh, you good boy!" said his mother. "Did you get five? Or ten? Maybe even—no, it can't be—twenty?" *What do you think his mom is referring to? (money)*

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

"What!" cried his mother. "Beans! You gave away my Milky White for beans? How could you be such a fool? Off to bed with you, and no supper. And as for your **precious** beans, here they go, out the window!" *Precious means valuable or very special. Do you think Jack's mother believes that the beans are precious? Why does she say this?*

So Jack went to his little **attic** room, without dinner, where he flopped down and finally fell asleep. *An attic is a room at the top of a house in the space under the roof.*

Support

Show students a diagram of a house and point out the attic space.



Show Image 8A-4: Jack looking at giant beanstalk

When he woke up, the room looked funny. The sun was shining into part of it, but all the rest was dark and shady. He jumped up and went to the window. And what do you think he saw? *What do you think Jack saw? Why, the beans his mother had thrown out the window had*

landed in the garden, and overnight they had sprung up into an enormous beanstalk, which went up and up and up till it reached the sky. So the old man had been telling the truth!

Support

Show students an image of a real beanstalk to compare to Jack's beanstalk.



Show Image 8A-5: Jack climbing beanstalk

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



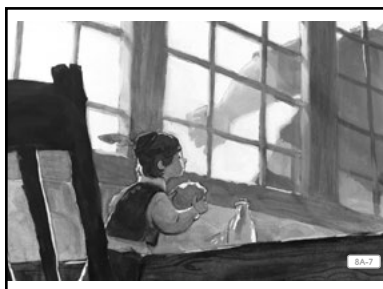
Show Image 8A-6: Jack meets giant's wife

What do you notice about the woman in the picture? [Explain that giants are very strong and large characters sometimes found in fairy tales.]

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

"Oh, so you want breakfast?" said the great, big, tall woman. "Well, you'll be breakfast if you don't get out of here. My husband is a **fierce** giant, and there's nothing he likes better than a nice cooked boy on buttered toast. *If someone is fierce, they are very strong and dangerous. Does this sound like something that could really happen or is it fantasy?* You'd better get going, for he'll be coming soon."

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



Show Image 8A-7: Jack eating breakfast

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

shake. Who do you think is coming, and what do you predict will happen next? [Tell students that they will hear the rest of the fairy tale another time.]

COMPREHENSION QUESTIONS (10 MIN.)

As students answer the following questions, record relevant information in the Elements of Fairy Tales chart for “Jack and the Beanstalk” you prepared in advance.

1. **Literal.** What characters appear in this story? Are they real or magical? (*Jack, his mother, and the old man all could be real. The giant and his wife are both magical.*)



Check for Understanding

Turn and Talk: What words would you use to describe Jack?
(*Answers may vary, but may include foolish, brave, worried, etc.*)

2. **Literal.** What is the setting of this story? (*“once upon a time,” Jack’s house and the giant’s house*)
3. **Inferential.** Why is Jack’s mother wringing her hands in the beginning of the fairy tale? (*She is worried because their cow, Milky White, stopped giving milk, and they have no other way to earn money or eat.*)
4. **Evaluative.** Why do you think the man traded the beans for the cow?
(*Answers may vary.*)
5. **Literal.** What does Jack’s mother do when she hears about the trade? (*She throws the beans out the window and sends Jack to his attic room without supper.*) Does she think the beans are precious? (*no*)
 - **Literal.** What does Jack discover when he wakes up the next morning? (*In the spot where his mother threw the beans, a large beanstalk has grown into the sky.*)
 - **Literal.** Who does Jack meet after he climbs the beanstalk? (*He meets a very tall woman who is married to a fierce giant.*)
 - **Literal.** How does this part of the fairy tale end? (*The woman gives Jack breakfast, and the house begins to tremble with the noise of someone very big coming to the house.*)
6. **Evaluative.** Would a plant really grow this fast, or is this fantasy? (*This is fantasy.*) Could a person really climb a beanstalk? (*No, this is also fantasy.*)
7. **Evaluative.** Do you think Jack made a good trade when he traded the cow for the beans? Why or why not? (*Answers may vary.*)

Challenge

Encourage students who are able to complete Activity Page 8.1 independently.

WORD WORK: PRECIOUS (5 MIN.)

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

Use a Sharing activity for follow-up. Think of something that is precious to you. With a partner, share what that item is and what makes it precious to you. Remember to answer in complete sentences and use the word *precious* in your answer. [If necessary, guide and/or rephrase students’ responses: “My _____ is precious to me because . . .”]

Lesson 8: Jack and the Beanstalk, Part I

Application



Language: Students will identify and use words that name sequences.

✚ **TEKS 1.3.D**

Writing: Students will draft a narrative retelling of a fairy tale.

✚ **TEKS 1.11.B.i; TEKS 1.11.B.ii**

DRAFT A NARRATIVE RETELLING (20 MIN.)

- Referring to The Writing Process poster, ask students to recall the steps in the writing process. (*plan, draft, edit*)
- Remind students that they have already planned their narrative retelling of a fairy tale using Activity Page 7.2.
- Tell students that today they will draft their narrative paragraph. Have students turn to Activity Page 8.2. Tell students that their drafts will contain the information from their planning chart, but they will now write in full sentences in paragraph form. Encourage students to add details that may or may not have been included in their plan as they think of them.
- Referring to the Model Narrative, tell students they should refer to this to help guide their own narrative paragraphs of their chosen fairy tales.
- First, have students write the title of the fairy tale they are retelling on Activity Page 8.2.
- Ask students to recall the words that begin most fairy tales (“*once upon a time*”) and what those words tell us about when a fairy tale takes place.
- Have students turn to a partner and share their sequence of events in their chosen fairy tale, using Activity Page 7.2 as a guide. **TEKS 1.3.D**
- Then, ask students the way most fairy tales end. (“*happily ever after*”)
- Beginning with “once upon a time,” have students write their own narrative retellings. As they work, circulate and check in to make sure students understand the form of the paragraph and are sequencing events properly.
- Tell students they will complete the editing step of the writing process in the next lesson.

✚ **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations;
TEKS 1.11.B Develop drafts in oral, pictorial, or written form by (i) organizing with structure; (ii) developing an idea with specific and relevant details.

Activity Page 8.2



Support

Have students use Activity Page 8.3 to help them structure and write their fairy tales.



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Writing

Writing

Beginning

Have students dictate a narrative to a teacher to be recorded.

Intermediate

Have students dictate a narrative to a peer to be recorded, writing their own phrases and sentences as possible.

Advanced/Advanced High

Have students write their narratives independently.

ELPS 5.G

Challenge

If students finish, they may also include an illustration for their fairy tale retelling.

- Collect students' work to check their understanding and provide feedback for edits in Lesson 9.



Check for Understanding

Share It: Ask a few students to share their retellings with the class.

End Lesson

FAIRY TALES

Jack and the Beanstalk, Part II

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will review the elements of fairy tales.

✚ **TEKS 1.1.A; TEKS 1.7.D**

Reading

Students will identify elements in a fairy tale to determine if their predictions were correct.

✚ **TEKS 1.6.C**

Language

Students will demonstrate understanding of the Tier 2 words *rudely* and *politely*.

✚ **TEKS 1.3.B**

Writing

Students will edit a draft of their narrative retelling of a fairy tale.

✚ **TEKS 1.11.C**

FORMATIVE ASSESSMENT**Activity Page 9.1**

Edit a Narrative Retelling Students will edit a draft of their narrative retelling of a fairy tale.

✚ **TEKS 1.11.C**

✚ **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.11.C** Revise drafts by adding details in pictures or words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Image Review	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 8A-1–8A-7 <input type="checkbox"/> Fantasy vs. Reality Chart (Digital Components) <input type="checkbox"/> Image Cards 14, 15
Fantasy vs. Reality Chart			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 9A-1–9A-10 <input type="checkbox"/> predictions list <input type="checkbox"/> Elements of Fairy Tales Chart for “Jack and the Beanstalk” (Digital Components) <input type="checkbox"/> Activity Page 8.1 (optional)
“Jack and the Beanstalk, Part II”			
Comprehension Questions			
Word Work: <i>Rudely</i> and <i>Politely</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Edit a Narrative Retelling	Independent	20 min.	<input type="checkbox"/> The Writing Process Poster (Digital Components) <input type="checkbox"/> Activity Pages 7.2, 8.2, 9.1

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to add Image Cards 14 and 15 to the Fantasy vs. Reality T-chart you created in Lesson 2.

Read-Aloud

- Display the list of predictions you created on the board/chart paper in Lesson 8.
- Display the Elements of Fairy Tales chart for “Jack and the Beanstalk” you prepared in Lesson 8. Alternatively, a digital version of this chart may be accessed in the online materials for this unit.

Application

- Prepare and display The Writing Process poster. Alternatively, you may access a digital version in the online materials for this unit.

Universal Access

- Create an example of an edited narrative retelling by writing a narrative and marking it with edits according to the editing checklist on Activity Page 9.1.

CORE VOCABULARY

barked, v. made a loud noise like a dog

Example: The girl barked orders at her little brother.

Variation(s): bark, barks, barking

bellowing, v. shouting loudly

Example: We could hear my brother bellowing the lines of his play as he practiced in his room.

Variation(s): bellow, bellows, bellowed

bounding, v. leaping

Example: Whistling always brought their dog bounding toward them.

Variation(s): bound, bounds, bounded

gulped, v. swallowed something quickly or in large amounts

Example: The soccer players were so thirsty that they gulped down their water.

Variation(s): gulp, gulps, gulping

rudely, adv. in a way that hurts others or is not polite

Example: He rudely interrupted the teacher while she was speaking.

Variation(s): none

Vocabulary Chart for “Jack and the Beanstalk, Part II”

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		bellowing bounding gulped rudely (<i>rudamente</i>)	barked
Multiple-Meaning			
Sayings and Phrases	goodness gracious try his luck		

Lesson 9: Jack and the Beanstalk, Part II

Introducing the Read-Aloud

Speaking and Listening: Students will review the elements of fairy tales.

✚ **TEKS 1.1.A; TEKS 1.7.D**

Flip Book 8A-1–8A-7



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Speaking and Listening

**Exchanging Information
and Ideas**

Beginning

Have students respond to yes/no questions to describe important story features (e.g., “Does Jack sell his cow?”).

Intermediate

Have students respond using sentence prompts to describe important story features (e.g. “First, . . . happened. Then, . . .”).

Advanced/Advanced High

Provide minimal support in eliciting key details relating to important story features.

**ELPS 1.E; ELPS 3.F;
ELPS 4.I**

✚ **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
TEKS 1.7.D Retell texts in ways that maintain meaning.

IMAGE REVIEW (5 MIN.)

Show images 8A-1 through 8A-7

- Ask students to retell the first part of the fairy tale as you show the images.
- Help them create a continuous narrative of the beginning of the fairy tale and the important events.
- As students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any Read-Aloud vocabulary.

FANTASY VS. REALITY CHART (5 MIN.)



Check for Understanding

Think of a Word: Think about fantasy, one of the elements of fairy tales. [Pause.] Think of one word or phrase that is an example of fantasy in fairy tales. (*Answers may vary, but may include generic terms like magic, magical events, or magical characters, or may include specific examples like witches, Rumpelstiltskin spinning gold, giants who want to eat men, etc.*)

Show Image Cards 14–15

- Ask students the following questions as you display Image Cards 14 and 15:
 - What do you see in this image?
 - Does this image show something that could happen in real life?
 - Is there anything in this image that could not happen in real life?
- Add the Image Cards to the Fantasy vs. Reality chart you prepared in advance in the column students identify.

Image Cards 14, 15



Fantasy	Reality
Image Card 3 (Good Fairy)	Image Card 2 (Royal Family)
Image Card 4 (Enchanted Princess)	Image Card 9 (Royal Family)
Image Card 5 (Rumpelstiltskin)	Image Card 10 (Hansel)
Image Card 8 (Talking Frog)	Image Card 13 (Reunion)
Image Card 11 (House)	
Image Card 12 (Witch)	
Image Card 14 (Trade)	
Image Card 15 (Beanstalk)	

Lesson 9: Jack and the Beanstalk, Part II

Read-Aloud

30M

Reading: Students will identify elements in a fairy tale to determine if their predictions were correct.

TEKS 1.6.C

Language: Students will demonstrate understanding of the Tier 2 words *rudely* and *politely*.

TEKS 1.3.B

PURPOSE FOR LISTENING

- Remind students that in the previous lesson, they made predictions about what would happen next. Tell students to listen carefully to find out whether or not their predictions are correct. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.)

Support

Display the Elements of Fairy Tales chart for “Jack and the Beanstalk” for students to reference as they hear the second half of the story.

“JACK AND THE BEANSTALK, PART II” (15 MIN.)



Show Image 9A-1: Jack hides from giant

“Goodness gracious, it’s my husband!” said the giant’s wife. “What on earth shall I do? Quick, jump in here!” And Jack jumped into the oven just as the giant came in.

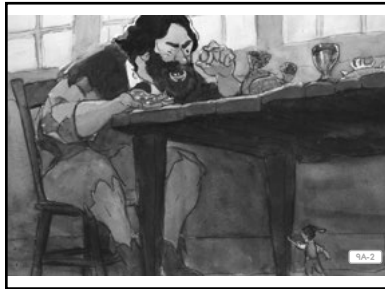
He was a big one, to be sure. He had three cows tied to his belt. He threw them down on the table and said **rudely** to his wife, *or he said without politeness or respect* “Here, wife, cook me a couple of these for breakfast. But wait—what’s this I smell?”

*“Fee-fi-fo-fum,
I smell the blood of an Englishman.”*

“Now, dear,” said his wife, “it’s nothing but the leftover smell of that little boy you had for dinner yesterday. Go along and wash up, and by the time you come back, I’ll have breakfast ready.”

TEKS 1.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

So the giant went off, and Jack was about to jump out of the oven when the woman whispered, “Wait till he’s asleep. He always has a nap after breakfast.”



Show Image 9A-2: Giant counting gold

The giant **gulped** down his breakfast. *He swallowed his breakfast quickly, in big bites.* Then he went to a giant chest and took out two big bags. He sat down, and from the bags he took out piles of gold coins. He began counting them, very slowly: “One . . . two . . . uh, three . . . um, ah, four . . .” then his head began to nod, and soon he began to snore, so that the whole house shook.



Show Image 9A-3: Jack climbs down with the gold

Jack crept out of the oven, tiptoed past the giant, grabbed one of the bags of gold (which he could barely lift), and ran lickety-split back to the beanstalk. *Do you think lickety-split means very quickly or very slowly?* He threw down the bag of gold, which fell—*kerplunk!*—

into his mother’s garden, then climbed down until at last he reached the ground.



Show Image 9A-4: Jack back home

“Well, Mother?” he said. “Wasn’t I right about the beans? They really are magic!” *How do you think Jack’s mother responded to Jack?*

For a while Jack and his mother bought what they needed, and a little more, with the bag of gold. But at last the bag was empty, so Jack

made up his mind to try his luck again at the top of the beanstalk. He climbed and he climbed and he climbed, and once again, sure enough, there was the great, tall woman standing on the doorstep of her house. And once again he asked for something to eat.

Support

Demonstrate and allow students to pretend to gulp.



Show Image 9A-5: Jack with giant's wife

"Go away, boy," said the woman, "or else my husband will eat you up for breakfast. But, say—aren't you the youngster who came here once before? Do you know, on that very day my husband lost one of his bags of gold?"

"Did he, now?" said Jack. "How very strange! Maybe I could help you find it, but I'm so hungry that first I must have something to eat."

So the great, tall woman gave him something to eat. But he had hardly taken a bite when—*thump! thump! thump!*—they heard the giant's footsteps. Once again the wife hid Jack in the oven.

It all happened as it had before. In came the giant, **bellowing or shouting in a loud, powerful voice** "Fee-fi-fo-fum!" Then, after gulping down three broiled oxen for breakfast, the giant said, "Wife, bring me my hen and my golden harp!"

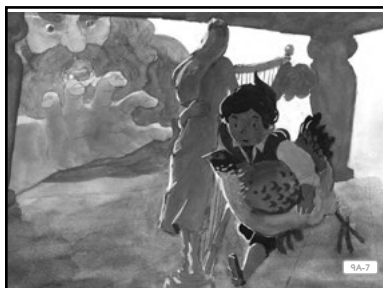


Show Image 9A-6: Giant with hen and harp

The wife brought them. The giant looked at the hen and **barked, or said loudly** "Lay!" And the hen laid an egg, all of gold. Then the giant looked at the golden harp and said, "Sing!" And the golden harp sang beautifully. And it went on singing until the giant fell asleep and started snoring like thunder.

Support

Have students practice sneaking, creeping, and crawling as you read this part.



Show Image 9A-7: Jack running away with hen and harp

Jack sneaked out of the oven and crept like a mouse on his hands and knees. Then he crawled up the table, grabbed the hen and golden harp, and dashed toward the door. **He sneaked, crept, and crawled! Remember these words from Lesson 7?** But the hen began to cluck, and the harp called out, "Master! Master!" The giant woke up just in time to see Jack running away with his treasures.

Jack ran as fast as he could, and the giant came **bounding** after him or *leaping forward* and would have caught him, only Jack had a head start. When Jack got to the beanstalk, he climbed down as fast as he could. The giant reached the beanstalk and stopped short—he didn't like the idea of climbing down such a ladder. But, like it or not, the giant swung himself down onto the beanstalk, which shook with his weight.



Show Image 9A-8: Jack calling to his mother

By this time, Jack had climbed down and reached home. “Mother!” he cried. “Give me an axe, and hurry!” His mother came rushing out with an axe in her hand. She ran with Jack to the beanstalk, and then she screamed with fright as she saw the giant making his way down.



Show Image 9A-9: Jack chopping down beanstalk

Jack swung the axe and gave a chop at the beanstalk. The giant felt the beanstalk shake, and he stopped to see what was the matter. Jack gave another chop, and another, and another, and the beanstalk began to topple over. Then the giant fell down and broke his

crown, and the beanstalk came tumbling after. *Does this line remind you of a nursery rhyme where someone fell down and broke his crown and someone else came tumbling after?*



Show Image 9A-10: Happily ever after

From then on, Jack and his mother had all the money and music they wanted, for the hen gave them golden eggs, and the harp sang for them all day long. And they lived happily ever after.



Check for Understanding

Thumbs-Up/Thumbs-Down: In the previous Read-Aloud, you predicted what would happen in the second half of this story. [Read each of the items you recorded in Lesson 8.] Give me a thumbs-up if your predictions were correct, and a thumbs-down if not. How was your prediction different from what really happened? (*Answers will vary.*)

Challenge

Encourage students who are able to continue completing Activity Page 8.1 independently.

COMPREHENSION QUESTIONS (10 MIN.)

As students answer the following questions, record relevant information in the Elements of Fairy Tales chart for “Jack and the Beanstalk” you prepared in advance.

1. **Literal.** What does the giant's wife tell Jack to do in the beginning of this part of the fairy tale when the rude giant comes into the house to gulp down his breakfast? (*She says he should hide in the oven.*) Why? (*The giant likes to eat boys.*)
 - **Literal.** What is the first treasure Jack takes from the giant? (*a bag of gold coins*)
 - **Inferential.** Why does Jack go back up the beanstalk a second time even after hearing the giant's bellowing voice? (*He and his mother had spent all of the gold coins.*)
 - **Literal.** How does the giant's wife treat Jack the second time? (*She gives Jack breakfast and helps him hide again when the giant comes home.*) Does she recognize Jack from before? (*yes*)
 - **Literal.** What treasures does Jack take from the giant this time? (*a hen that lays golden eggs and a harp that sings*)
 - **Literal.** What happens when Jack tries to escape with the hen and the harp? (*The giant wakes up and comes bounding down the beanstalk after Jack; Jack chops down the beanstalk with an axe; and the giant falls down and breaks his crown.*)

2. **Inferential.** In the first half of the fairy tale, Jack and his mother have a problem when their cow stops giving milk and they have no other way to eat. How is this problem solved? (*Jack steals a bag of gold from the giant.*) What new problems does Jack encounter in this second half of the fairy tale? (*Jack and his mother run out of gold coins; Jack is chased by the giant after he steals the hen and harp.*) How are these problems solved? (*Jack steals the giant's hen and harp; Jack chops down the beanstalk, and the giant falls to the ground.*)
3. **Evaluative.** What parts of this fairy tale are fantasy? (*climbing a beanstalk, a hen laying golden eggs, a singing harp, the giant, etc.*)
4. **Evaluative.** *Think-Pair-Share:* Do you think it is right for Jack to take the coins, hen, and harp from the giant? Why or why not? (*Answers may vary.*)

WORD WORK: RUDELY AND POLITELY (5 MIN.)

1. In the Read-Aloud you heard, "He threw them down on the table and said rudely to his wife, "Here, wife, cook me a couple of these for breakfast."
2. Say the word *rudely* with me.
3. To act rudely means you are doing something in a way that hurts others or is not polite.
4. The boys rudely cut to the front of the lunch line.
5. What else does the giant do rudely in this fairy tale? Try to use the word *rudely* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "The giant rudely . . ."]
6. What's the word we've been talking about?

Use an Antonyms activity for follow up. The opposite of *rudely* is *politely*, which means with good manners and respect. In the previous Read-Aloud you heard, "'Good morning, ma'am,' said Jack, quite politely." I am going to describe a few situations. If what I say is an example of someone acting rudely, say "They are (or s/he is) acting rudely." If I give an example of someone acting politely, say "They are (or s/he is) acting politely."

- The boys are helping pick up apples that fell out of the bag. (*They are acting politely.*)
- The girl was yelling at her brother for spilling his milk. (*She is acting rudely.*)
- The boy slammed his door shut before his little sister could come into his room. (*He is acting rudely.*)

Challenge

Think of other examples of acting rudely or politely.

- The man started talking when someone else was already talking. (*He is acting rudely.*)
- The children remembered to say “please” and “thank you.” (*They are acting politely.*)

Lesson 9: Jack and the Beanstalk, Part II

Application



Writing: Students will edit a draft of their narrative retelling of a fairy tale.

TEKS 1.11.C

EDIT A NARRATIVE RETELLING (20 MIN.)

- Referring to The Writing Process poster, ask students to recall the steps in the writing process. (*plan, draft, edit*)
- Remind students that they have already planned and drafted their narrative retelling of a fairy tale.
- Tell students that today they will edit their narrative paragraphs.
- Explain to students that editing means they will read the story they retold using Activity Pages 7.2 and 8.2 to check for any mistakes, and to make sure they have said everything they wanted or needed to say.
- Have students turn to Activity Page 9.1 to use as a checklist to edit their narrative retellings. Review what each item on the checklist represents.

Activity Pages
7.2, 8.2, 9.1



Support

Show students the sample of an edited narrative retelling you prepared in advance.



**EMERGENT
BILINGUAL
STUDENTS**

Writing

Writing

Beginning

Have students dictate their edits to a teacher to be recorded.

Intermediate

Have students dictate their edits to a peer to be recorded, writing their own phrases and sentences as possible.

Advanced/Advanced High

Have students make their edits independently.

**ELPS 5.D; ELPS 5.E.i;
ELPS 5.E.iii**

Item from Student Checklist	What It Means
	"once upon a time" beginning
1, 2, 3	correct sequence of events
	"happily ever after" ending
[teacher's choice]	[teacher's choice]
[teacher's choice]	[teacher's choice]

TEKS 1.11.C Revise drafts by adding details in pictures or words.

- Explain to students that they should be looking to make sure their stories have “once upon a time” beginnings, a correct sequence of events, and a “happily ever after” ending.
- The checklist includes additional lines on which you may also include specific writing concepts students are currently learning such as punctuation, capitalization, character names, or writing a title.



Check for Understanding

Recall: According to the editing checklist, what are you going to look for in your stories? (*“once upon a time” beginning, a correct sequence of events, “happily ever after” ending*)

- Tell students to read their stories, checking for each item on the list. If students find something they want to add or edit in their stories, have them mark it in a different color/type of writing utensil in their stories. Remind students they can reference Activity Page 7.2 with their original plans to help them add to and edit their stories.
- If students have time after editing, have them publish, or rewrite, their stories on a new sheet of paper.

End Lesson

Pausing Point

NOTE TO TEACHER

You should pause here and spend three days reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below and they may be done in any order. 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.

ACTIVITIES

Image Review

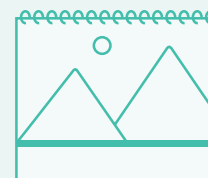
Materials: Flip Book Images for Lessons 7-9

- Show the Flip Book illustrations from any Read-Aloud and have students retell the fairy tale using the illustrations.

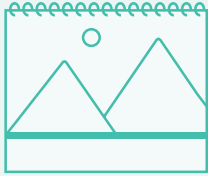
On Stage

- Have students think about the various characters in a fairy tale and brainstorm what each of the characters did in the fairy tale.
- Tell students that they will pretend to be one of the characters. Students should think of an action that they can do and what they can say to give the rest of the class a clue as to which character is being portrayed. For example, as the princess in *The Frog Prince, Part 1*, a student may pretend to drop her golden ball down the well and cry out loudly. Next, as the frog, a student may say in a timid, scratchy voice, “What is the matter, princess?”. The student pretending to be the princess can spin around with an icky look on their face and say in a wail, “I have dropped my ball into the well, and it is lost forever!”. The student pretending to be the frog would look at the princess, blink, and say “I could get it for you, if . . .”. Then, the student pretending to be the princess would sweetly say, “Oh, froggy! I’d give you anything you want if you could get my lovely ball back! You could have my crown!”.
- Have the rest of the class guess which character is being portrayed and the fairy tale to which that character belongs.
- Invite volunteers to discuss what clues or details helped them guess the character and the fairy tale.

Flip Book



Flip Book



Character Class Book

Materials: Flip Book Images for Lessons 1-9, paper

- Assign or have students choose their favorite character from a fairy tale in Lessons 1-9.
- Have students draw their favorite character including details such as; what they wear, any relevant props they hold during the story, and the setting where they would find the character in the fairy tale.
- Give students the sentence starter, *My favorite character is...because....*, students will finish the sentence and add it to the page with their drawing.
- Staple or bind the pages together to make a class book and add it to your class library.

Write a New Ending

Materials: Elements of a Fairy Tale Activity Pages

- Choose a fairy tale from Lessons 1-9, model using the Elements of a Fairy Tale chart and rewrite the ending. For example in *Rapunzel*, change the ending so that the prince takes Rapunzel back to his castle for a delicious lunch and to receive an award because she helped the prince regain his sight. Rapunzel then becomes a well-known healer in the kingdom.
- Have students, individually or in a small group, choose a fairy tale to write a new ending for. They can use previous Elements of a Fairy Tale Activity Pages to rewrite the ending of the fairy tale.
- Invite students to share their writing with the class.

Character Forehead Game

Materials: Note cards

- Write the names of the fairy tale characters from Lessons 1-9 on note cards.
- Have a student choose a note card and without looking at the character name, they place the note card with the character name facing the other students.
- Ask students to take turns giving one clue about the character (what they wear, their actions, what they might say, where they live) to the student with the note card on their forehead. If necessary, guide students to formulate clues that would help the student to guess the character.
- Tell the student with the character note card on their forehead to try and guess the name of the character.
- Have students take turns choosing character note cards and guessing the character.

Sensing the Setting

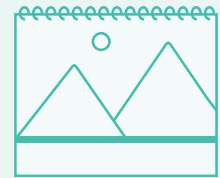
Materials: Chart paper, chalkboard, or whiteboard, Flip Book images

- Create a chart on chart paper, chalkboard, or whiteboard with the five senses; see, feel, smell, taste, hear.
- Show students Flip Book images from various fairy tales and have them identify the five senses in the image. For example, in Flip Book image 7A-4 from Hansel and Gretel; **see** - Gretel, Hansel, old woman, dinner table, food, etc.; **feel** - fork, table, heat from the oven, cold glass of milk; **smell** - fire in oven, pie, pancakes; **taste** - milk, pie, pancakes; **hear** - fire crackling, old woman talking, dishes clanking.
- Continue to choose images to review with students.
- Ask students to help identify the five senses in each image. Please note that some images will not elicit all five senses.

Poetry

Additional resources to support with the study of the poem *Daffodowndilly* by A.A. Milne can be found in the Digital Components for this unit, and in the Teacher Resources section of this Teacher Guide.

Flip Book



10

FAIRY TALES

The Secret of the Fishing Baskets

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will discuss the characteristics of stories and fairy tales.

 **TEKS 1.9.A****Reading**


Students will describe a character and will predict and describe the reason for a character's actions from the Read-Aloud.

 **TEKS 1.6.C; TEKS 1.7.C; TEKS 1.8.B****Language**


Students will demonstrate an understanding of the Tier 2 word *puzzled*.

 **TEKS 1.3.B****Reading**

Using a Character Map, students will discuss and describe a character and the reason for their actions.

 **TEKS 1.6.H; TEKS 1.8.B****FORMATIVE ASSESSMENT****Exit Pass**

Students will write a sentence that describes a character or reasons for their actions from the

 Read-Aloud. **TEKS 1.6.H; TEKS 1.8.B** **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> board or chart paper <input type="checkbox"/> world map or globe
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 10A-1–10A-3
“The Secret of the Fishing Baskets”			
Comprehension Questions			
Word Work: <i>Puzzled</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Character Map	Whole Group	20 min.	<input type="checkbox"/> Character Map (Digital Components) <input type="checkbox"/> Activity Page 10.1 <input type="checkbox"/> Activity Page 10.2
Family Letter			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare a world map or globe to use in this lesson and in subsequent lessons in the unit. Create a label with the name of the Read-Aloud, "The Secret of the Fishing Baskets," to mark the origin of the story on the map or globe.
- Prepare a blank board or chart paper to record fairy tale elements.

Application

- Prepare and display a blank Character Map for “The Secret of the Fishing Baskets” as below. Alternatively, you may access a digital version of this chart in the online materials for this unit.

Character Map	
The Fisherman	Describe the Character
	Feelings
	Action
	Reason for Action

Note to Teacher

- Please note that in this fairy tale, the fisherman is hungry, this may be a sensitive topic for some students dealing with food insecurity.

Universal Access

- You may wish to gather pictures of the Yoruba people, fish baskets, a canoe, fufu, fish stew, and yams to help students compare the real images to those in the Read-Aloud.

CORE VOCABULARY

canoe, n. a long, narrow boat with pointed ends, propelled by paddles

Example: We explored the lake in a canoe.

Variation(s): none

fisherman, n. a person who catches fish for a living or for sport

Example: The fisherman used a net to catch the fish.

Variation(s): fishermen

fufu, n. a popular African food that consists of dough made from boiled ground plantains or yams

Example: When I come home to visit, my mom always makes my favorite food, fufu.

Variation(s): none

puzzled, adj. unable to understand

Example: The boy was puzzled while building his new model car.

Variation(s): puzzle, puzzling

stakes, n. a strong wooden or metal post with a point at one end, driven into the ground

Example: Wooden stakes were used to hold up the fence.

Variation(s): stake

stewing, v. to boil slowly or with simmering heat

Example: The soup stewing on the stove smells delicious.

Variation(s): stew, stewed

Vocabulary Chart for “The Secret of the Fishing Baskets”

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		canoe fisherman fufu puzzled stakes stewing	
Multiple-Meaning			
Sayings and Phrases	sparkle in the sun		

Lesson 10: The Secret of the Fishing Baskets

10M

Introducing the Read-Aloud

Speaking and Listening: Students will discuss the characteristics of stories and fairy tales. **TEKS 1.9.A**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that people around the world enjoy listening to and telling stories.
- Ask students to name some of the fairy tales that they have heard in this unit and which ones they enjoyed listening to and reading. (*Answers may vary, but may include “Hansel and Gretel”, “Sleeping Beauty”, “Rumpelstiltskin”, “Jack and the Beanstalk”, etc.*)
- Have students discuss the elements of a fairy tale with a partner and then share with the class. Have students refer to the Elements of Fairy Tales chart from previous Read-Alouds, if needed, to support their discussion.
- Remind students that the last fairy tale they listened to was “Jack and the Beanstalk.” Have students discuss the elements of the fairy tale. Encourage students to think about how the fairy tale is set and how it ends and the fantasy event. Record their responses on the board/chart paper. (*title: “Jack and the Beanstalk”; characters: Jack, Jack’s mother, old man, giant, giant’s wife; setting: Jack’s home and the giant’s home; fantasy: Beans grow into a beanstalk that reaches to the sky; problem: Jack needs to find food for his family and not be caught by the giant, solution: Jack took the giant’s hen and harp and chopped down the beanstalk.; and ending: Jack and his mother live happily ever after.*)

TEKS 1.9.A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes.



Check for Understanding

Recall: Listen to the following questions and recall the elements of some of the fairy tales that you have already heard in this unit.

- Who were the characters in *Hansel and Gretel*?
- What was the setting in *The Frog Prince*?
- What was the problem in *Sleeping Beauty*?
- What was the solution in *Rumpelstiltskin*?
- What fantasy happens in *Rapunzel*?

WHERE ARE WE? (5 MIN.)

- Tell students that today's Read-Aloud will be a new fairy tale called, "The Secret of the Fishing Baskets".
- Tell students that the story in today's Read-Aloud originated in a great city in West Africa in the land of the Yoruba people. The Yoruba people are one of the largest tribes, or group of people, that live on the west coast of Africa mostly in the countries, Nigeria, Benin, and Ghana.
- Help students locate the countries Nigeria, Benin, and Ghana on the continent of Africa on a world map or globe. You may wish to add the label for West Africa and the story title "The Secret of the Fishing Baskets," and/or the story image, to the map/globe.



EMERGENT BILINGUAL STUDENTS

Speaking and Listening

Listening Actively

Beginning

Ask simple yes/no questions (e.g., "Are the woodcutter and his wife, Hansel, Gretel, and the witch characters in 'Hansel and Gretel'?").

Intermediate

Have students use sentence frames (e.g., "____ are characters in 'Hansel and Gretel'").

Advanced/Advanced High

Have students use sentence starters (e.g., "The characters in 'Hansel and Gretel' are . . .").

ELPS 4.G

Challenge

Ask students to work with a partner to compare and contrast elements of two fairy tales using a Venn diagram.

Lesson 10: The Secret of the Fishing Baskets

Read-Aloud

30M

Reading: Students will describe a character and will predict and describe the reason for a character's actions from the Read-Aloud.

✚ **TEKS 1.6.C; TEKS 1.7.C; TEKS 1.8.B**

Language: Students will demonstrate an understanding of the Tier 2 word *puzzled*.

✚ **TEKS 1.3.B**

PURPOSE FOR LISTENING

- Ask students to listen carefully to the fairy tale and how the characters in the story are described, such as, what they look like (or physical description), their feelings, actions, and reason for actions.
- Tell students that they will make predictions about characters' feelings and actions throughout the Read-Aloud.

“THE SECRET OF THE FISHING BASKETS” (15 MIN.)



Show Image 10A-1: Fisherman in canoe checking fishing baskets in the river

Once, long ago in a great city in West Africa, in the land of the Yoruba people, there lived a **fisherman** whose luck had been bad for a very long time. This fisherman liked to catch fish by placing a line of baskets on **stakes**, or tall sharp poles, which he put in the middle of

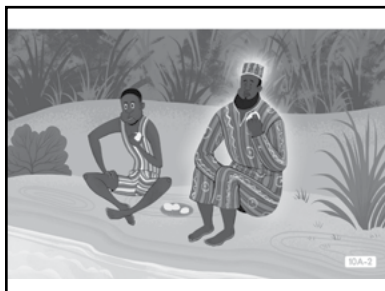
the river. The fish would move along under the river and become caught in the baskets. *This fisherman uses fish baskets to catch fish. What else might people use to catch fish?*

Every morning he went out in his **canoe** to set his baskets on the stakes. And every afternoon he went out again in his canoe to see what he had caught. When the fisherman's luck was good, the baskets would be heavy with fish. But when the fisherman's luck was bad, he would find his baskets just as

✚ **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

empty as they had been in the morning. *How do you think the fisherman felt when the fishing baskets were empty? (frustrated, hungry) How do you think he would feel when they were full? (relieved, excited)*

“Bad luck again,” he always thought. Then he landed his canoe on the river bank and prepared his dinner of cold yam **fufu**, which was all the food he had. Many people love it. In fact, at one time it had been the fisherman’s favorite food. But it’s hard to love a food you eat every single day, breakfast, lunch, dinner, and snack. *Are there any foods that you eat every single day? Is any one of those foods your favorite?* He still thought fufu was delicious when you ate it with a fresh fish stew, cooked with onions and peppers. But there had been no fish stew for a long time. *A stew is like a soup that is made with meat and vegetables and is cooked slowly.*



Show Image 10A-2: The fisherman dines with the stranger

One day, after he had again pulled up his empty baskets, he noticed something unusual. A stranger was sleeping beside the riverbank. The stranger was dressed in beautiful clothes that seemed to sparkle in the sun, blue and gold, just like the scales of a fish. *Who do you*

predict the stranger is? Why do you think a stranger is sleeping on a riverbank?

“I’ve never seen that man before,” the fisherman said to himself. “Is he a traveler?” Just at that moment, his stomach rumbled. After landing his canoe on the riverbank, he went to the stranger and woke him up.

“You fell asleep,” he said. “I wanted to make sure you were safe.”

The stranger smiled, but said nothing at all. Just then, the stranger rubbed his stomach. He looked at the fisherman, as if asking a question. The fisherman’s own stomach rumbled yet again. But he made himself smile. *Why do you think the fisherman made himself smile? (he was hungry too, but wanted to be kind to the stranger)*

“Would you like to share my supper with me,” he said. *Supper is another word for dinner.* “I don’t have much, only fufu. But half of it is yours.” He took his supper from his bag, and the stranger smiled and nodded. So the two ate fufu together by the riverbank as the sun went down. Not a word passed between them the whole time, but having company made the yams taste a little better, he thought. *Think about a time you shared something with someone. How did it make you feel?*



**EMERGENT
BILINGUAL
STUDENTS**

Speaking and Listening

Listening Actively

Beginning

Ask simple yes/no questions (e.g., “Does the fisherman feel frustrated and hungry that his fishing baskets are empty?”).

Intermediate

Have students use sentence frames (e.g., “The fisherman feels ____ because his fishing baskets are empty.”).

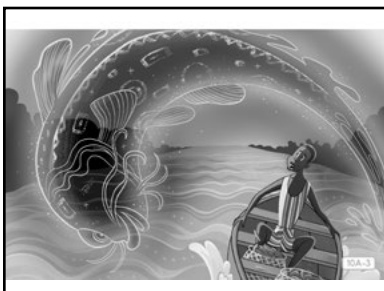
Advanced/Advanced High

Have students use sentence starters (e.g., “The fisherman feels . . .”).

ELPS 4.G

Night fell, and the fisherman was sleepy. He closed his eyes and yawned. There was a powerful splash. When he opened his eyes, the stranger was gone! Jumping to his feet, the fisherman searched up and down the riverbank and even looked into the water. There was no sign of his dinner guest. Had the stranger gone for a swim? Had the whole thing been a dream? But here was the stranger's empty dinner plate, as real as the fisherman's own. **Puzzled**, the fisherman finally returned home and fell asleep. *Where do you predict the stranger went? Why?*

The next morning, when he went out in his canoe to set his fishing baskets, he looked in the water to see any sign of the stranger, but there was nothing. He had almost forgotten the whole strange story by the afternoon, when he went to check his baskets. Usually, the empty baskets were so light that he had no trouble pulling them up. But now the basket took all his strength! When he hauled up the basket, it was full of fish! Salmon, perch, carp, snapper—the fisherman's mouth watered just to look at them all. Already he could smell the onions and peppers **stewing**. *Why do you think his fish basket was so full of fish this time?*



Show Image 10A-3: The fisherman and the King of the Fishes meet

Each basket was just as full, and he hauled them all in one by one, until he reached the final basket in the line. The last basket had only one fish in it, but what a fish! As big as a person, and brilliantly colored, his scales blue and gold in the sun. The fish turned his

face to the fisherman, his gills opening and closing against the afternoon air. He blinked a single giant eye.

Then the fisherman nearly fell out of his canoe, because the fish spoke.

"Do you know who I am," the fish asked, in a voice that sounded rich and jolly. "I...I do not, Mister Fish," said the fisherman, deciding it was better to be polite.

"We dined together last night," said the fish. "You did not know it, but you shared your food with the King of the Fishes. *Discuss students' predictions about the stranger and if their predictions were correct.* That was a kind thing to do, for I know you didn't have very much. I intend to reward you for that kindness." With that, the gigantic fish leapt out of the basket and into the water, making a splash.

The fisherman never saw the King of the Fishes again. But every day from then on, his fishing baskets were overflowing with fish. He sold the fish, and soon he had become a very rich man. He was generous, too, and he held many banquets for the people of his city. *A banquet is a special meal for many people.* There was one strange thing about his banquets, though, that the people who came to eat with him always noticed. Yam fufu was never on the menu—not even once.



Check for Understanding

Turn and Talk: How was the fisherman rewarded for his kindness?

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** Who are the two main characters in this story? (*the fisherman and the stranger, or King of Fishes*)
2. **Literal.** What type of boat did the fisherman use? (*a canoe*)
3. **Literal.** What did the fisherman see on the riverbank that was unusual? (*a stranger sleeping along the riverbank*)
4. **Literal.** What did the stranger look like? (*The stranger was dressed in blue and gold clothes that sparkled in the sun, just like the scales of a fish.*)
5. **Literal.** What action does the stranger do that lets the fisherman know that he is hungry? (*rubs his stomach*)
6. **Evaluative.** *Think-Pair-Share:* Do you think it was kind that the fisherman shared his supper of fufu with the hungry stranger? Why or why not? (*Answers may vary but should include evidence from the text.*)
7. **Evaluative.** How do both characters feel in the end? How do you know? (*Both characters feel happy at the end of the story. The King of Fishes was happy to help the fisherman and the fisherman became a successful fisherman.*)

Support

Offer sentence starters for how the fisherman was rewarded for his kindness (e.g., “The fisherman was rewarded for his kindness because....”).

Challenge

Students write about a character they learned about from a different fairy tale from this unit that demonstrated kindness.

WORD WORK: PUZZLED (5 MIN.)

1. In the Read-Aloud, you heard the words, “There was no sign of his dinner guest. Had the stranger gone for a swim? Had the whole thing been a dream? But here was the stranger’s empty dinner plate, as real as the fisherman’s own. Puzzled, the fisherman finally returned home and fell asleep.”
2. Say the word puzzled with me.
3. Puzzled means to not understand something.
4. The boy was puzzled during his math test because he had never seen that problem before.
5. What is a situation where you might feel puzzled? Try to use the word puzzled when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I was puzzled when . . .”]
6. What is the word we have been talking about?

Use a Sharing Activity for follow-up. Think of something that makes you puzzled. Talk with a partner about what makes you *puzzled*. Answer in complete sentences and use the word puzzled in your answer. If needed, guide and/or rephrase students’ responses: “I am puzzled when . . .”]

Lesson 10: The Secret of the Fishing Baskets

Application



Reading: Using a Character Map, students will discuss and describe a character and the reason for their actions. **TEKS 1.6.H; TEKS 1.8.B**

CHARACTER MAP (20 MIN.)

- Display the Character Map for “The Secret of the Fishing Baskets” you prepared in advance.
- Tell students that in the next several lessons, they are going to learn more about how to describe a character and identify their feelings, actions, and reasons for their actions.
- As students discuss and describe the character, record a brief description in the corresponding section of the Character Map.

Physical Description

- Remind students that a character is a person in a story. Ask students who are the characters in “The Secret of the Fishing Baskets.”
- Ask students if they know what it means to describe a character. (*what a character looks like/what makes them stand out; some examples are, their hair color, eye color, how tall they are, the clothes they wear*)

Show Image 10A-1

- Ask students what are some ways to describe the fisherman (dark skin, black hair, striped shirt and shorts, bare feet). Record students’ answers in brief descriptions to the Character Map under *Describe the Character*.
- Have students fill in their Character Map along with you.
- Ask students to give you the steps that will help you draw the fisherman to match the character’s description in the *Character* section on the Character Map. Have students draw the fishermen in their Character Map.

Feelings

- Ask students if they know what a character’s feelings means. (*the way a character feels; happy, sad, kind, helpful, mean, etc.*)

Activity Page 10.1



Flip Book 10A-1



TEKS 1.6.H Synthesize information to create new understanding with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions.

Support

Students can draw pictures to record the character description, feelings, action, and reason for action to fill in the Character Map.

Challenge

Encourage students to record the answers independently on their own Character Map using Activity Page 10.1.

EMERGENT BILINGUAL STUDENTS



Reading

Reading/Viewing Closely

Beginning

Ask simple yes/no questions (e.g., “Is an important action of the fisherman to share his supper with the stranger?”).

Intermediate

Have students use sentence frames (e.g., “The fisherman’s most important action is he shares his supper with the ____.”).

Advanced/Advanced High

Have students use sentence starters (e.g., “The fisherman’s most important action is. . .”).

ELPS 1.E; ELPS 4.G;
ELPS 4.I

- Ask students what are some feelings of the fisherman. (*hungry, frustrated, happy*). Record students’ answers in brief descriptions to the Character Map under Feelings.
- Have students fill in their Character Map along with you.

Actions

- Ask students if they know what a character’s actions means. (*what a character does; fairies give a gift, giant cuts down the beanstalk, Jack buys the magic beans, etc.*)
- Ask students what was the fisherman’s most important action in the story. (*shares his supper with the stranger*). Record students’ answers in brief descriptions to the Character Map under Action.
- Have students fill in their Character Map along with you.

Reason for Actions

- Ask students if they know what a character’s reasons for actions means. (*why a character does an action/something*)
- Ask students what is the reason *for the fisherman’s action* in the story. (*to be kind*). Record students’ answers in brief descriptions to the Character Map under *Reason for Action*
- Have students fill in their Character Map along with you.



Check for Understanding

Sit Down/Stand Up: Ask students to listen to the examples of a character’s physical description, feelings, or action.

- Black hair is a character’s action (sit down/no)
- Excited is a character’s feeling (stand up/yes)
- Blue and gold clothes is a character’s physical description (stand up/yes)
- Floppy hat is a character’s feeling (stand down/no)
- Fills the fish basket with fish is a character’s action (stand up/yes)



Exit Pass

- Have students choose one of the following to write a sentence about the character, the stranger or King of the Fishes, from “The Secret of the Fishing Baskets”. Provide sentence frames for students (The stranger had..., The stranger feels..., The King of the Fishes...,).
- The character’s physical description (beautiful blue and gold scales/clothes, one giant eye)
- The character’s feelings (hungry, thankful)
- The character’s actions and reasons for their actions (filled the fisherman’s fish baskets with fish to reward him)

End of Lesson

Take-Home Material

FAMILY LETTER

- Send home Family Letter 10.2.

Activity Page 10.2



11

FAIRY TALES

The Magic Pitcher

PRIMARY FOCUS OF LESSON

Speaking and Listening

- Students will review the elements of fairy tales. **TEKS 1.9.A**

Reading

Students will describe characters and the reason for their actions.

- TEKS 1.6.F; TEKS 1.8.B**

Language

Students will demonstrate an understanding of the Tier 2 word *pride*.

- TEKS 1.3.B**

Language

Students will demonstrate an understanding of the Tier 2 word *decision*.

- TEKS 1.3.B TEKS 1.6.E**

Writing

With assistance, students will write a letter to a character from the Read-Aloud.

- TEKS 1.12.C**

FORMATIVE ASSESSMENT

Friendly Letter

- Students will write a letter to the main character from the Read-Aloud. **TEKS 1.12.C**

- TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.12.C** Dictate or compose correspondence such as thank you notes or letters.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Fantasy vs. Reality Chart	Whole Group	10 min.	<input type="checkbox"/> Fantasy vs. Reality Chart (Digital Components) <input type="checkbox"/> Image Card 18 <input type="checkbox"/> world map or globe
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 11A-1–11A-3
“The Magic Pitcher”			
Comprehension Questions			
Word Work: <i>Pride</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Vocabulary Instructional Activity	Whole Group/ Partner	20 min.	<input type="checkbox"/> board or chart paper <input type="checkbox"/> Letter Format Poster from the unit, <i>The History of the Earth</i> (Digital Components)
Friendly Letter			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to add Image Card 18 to the Fantasy vs. Reality T-chart you created in Lesson 2.
- Use the world map or globe that you prepared from Lesson 10. Create a label for today's Read-Aloud, "The Magic Pitcher", to add to the map or globe.

Application

- Prepare and display the Letter Format Poster you used in the unit, *The History of the Earth*. Alternatively, you can access a digital version in the online materials for the unit.

Universal Access

- Prepare real images of an apsara, chutney, samosas, curry, and mangoes. You may wish to bring in a real pitcher for students to see.

CORE VOCABULARY

mangoes, n. a tropical fruit originally from India

Example: We picked fresh mangoes from my grandpa's mango tree.

Variation(s): mango

pride, v. a feeling of satisfaction from an achievement

Example: I felt a lot of pride when I did well on my math test.

Variation(s): proud

rumors, n. a story that goes from person to person without knowing if it is true

Example: I heard a rumor that there was a spider in the girls' bathroom.

Variation(s): rumor

suspicious, adj. showing that you do not trust someone or something

Example: There was a suspicious bag left in the parking lot.

Variation(s): none

woodcutter, n. a person who cuts down trees in the forest in order to sell the wood

Example: The woodcutter might use an axe to cut down trees.

Variation(s): woodcutters

Vocabulary Chart for “The Magic Pitcher”

Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		mangoes pride rumors suspicious woodcutter	
Multiple-Meaning			
Sayings and Phrases			



Speaking and Listening

Exchanging Information
and Ideas

Beginning

Have students respond to yes/no questions to describe important text elements (e.g., “Can a rainforest exist in real life?”).

Intermediate

Have students respond using sentence prompts to describe important text elements (e.g., “A rainforest could/could not exist in real life.”).

Advanced/Advanced High

Provide minimal support in eliciting key details relating to the Read-Aloud.

ELPS 1.E; ELPS 3.F;
ELPS 4.I

Image Card 18



Challenge

If students have trouble recognizing a rainforest as real life, show them an actual image of a rainforest.

Lesson 11: The Magic Pitcher

Introducing the
Read-Aloud

10M

Speaking and Listening: Students will review the elements of fairy tales.

TEKS 1.9.A

FANTASY VS. REALITY CHART (5 MIN.)



Check for Understanding

Recall: What is fantasy? (*Answers may vary, but should point out that it is something imagined, such as magical events*)

What is reality? (*Answers may vary, but should point out that it is something that could happen in real life*)

Show Image Card 18

- Ask students the following questions as you display Image Card 18:
 - What do you see in this image?
 - Does this image show something that could happen in real life?
 - Is there anything in this image that could not happen in real life?

Fantasy	Reality
Image Card 3 (Good Fairy)	Image Card 2 (Royal Family)
Image Card 4 (Enchanted Princess)	Image Card 9 (Royal Family)
Image Card 5 (Rumpelstiltskin)	Image Card 10 (Hansel)
Image Card 8 (Talking Frog)	Image Card 13 (Reunion)
Image Card 11 (House)	<i>Image Card 18 (Rainforest)</i>
Image Card 12 (Witch)	
Image Card 14 (Trade)	
Image Card 15 (Beanstalk)	

- Add the Image Card 18 to the Fantasy vs. Reality chart you prepared in advance in the column students identify. (reality)

TEKS 1.9.A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.

WHERE ARE WE? (5 MIN.)

- Tell students that the story in today's Read-Aloud originated from the country, India, on the continent of Asia.
- Help students locate the country, India, on the continent of Asia on a world map or globe. You may wish to add the label for India and the story title, "The Magic Pitcher," and/or the story image, to the map/globe.

Lesson 11: The Magic Pitcher

Read-Aloud

30M

Reading: Students will describe characters and the reason for their actions.

TEKS 1.6.F; TEKS 1.8.B

Language: Students will demonstrate an understanding of the Tier 2 word *pride*.

TEKS 1.3.B

PURPOSE FOR LISTENING

- Ask students to listen carefully to this fairy tale from India and for characters' actions and the reason for their actions.

"THE MAGIC PITCHER" (15 MIN.)



Show Image 11A-1: The woodcutter meets the apsaras

Once, long ago in India, there lived a woodcutter and his family. The forest the **woodcutter** lived near was so wide and deep that the woodcutter had never been to the heart of it, or the part most at the center. No one ever had.

He told his family he was going on a trip and wouldn't return for a few days. Then he walked far into the forest. After many hours, he came to a huge almond tree. Excited, he took out his axe and began to chop at its trunk.

Then he began to notice a sound like bare feet on leaves, and a sound like laughter. Confused, he turned to see four young women dancing in a circle. The women seemed to glow, and he knew they must be apsaras, or spirits who love to dance. He was afraid, but before he could run back to his family, the four apsaras noticed him. *Do apsaras remind you of any other magical characters that we read about earlier in a fairy tale? Which one? (The fairies in "Sleeping Beauty".)*

TEKS 1.6.F Make inferences and use evidence to support understanding with adult assistance; TEKS 1.8.B Describe the main character(s) and the reason(s) for their actions; TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

"A human," they said. "But you've come so far into the forest! Why?"

"I'm a woodcutter," he said. "I've come looking for trees to cut down, so I can sell the wood."

The apsaras frowned. "You shouldn't cut down trees," they said. *Why do the apsaras not want the woodcutter to cut down trees? (the apsaras live in the forest)* "We can give you a better job. In return, you'll have to do whatever we say, for as long as we say. But at the end, we'll give you any payment you want. Do you accept our deal?"

Any payment he wanted! Excited, the woodcutter nodded his head.

"Excellent," the apsaras said. "Start by sweeping the floor for our dinner, and then serve us food from our pitcher!"

The woodcutter swept the forest floor clean of leaves, hoping he hadn't made a bad decision. *Why would the woodcutter think he had made a bad decision?*

After sweeping the floor, the apsaras showed the woodcutter their pitcher. It was a huge jar made of clay with a wide opening.

"Let's order supper," one of the apsaras said. "I'd like fresh tomato chutney."

"I'd like sweet rice pudding," said another.

"And my friend and I will have stewed fish," said a third. "Please serve it all from the pitcher."

The woodcutter was confused. *Why was the woodcutter confused?* He stared into the opening of the pitcher, but couldn't see to the bottom. But when he reached into the pitcher, he found plates of fresh tomato chutney, rice pudding, and stewed fish, just as the apsaras had asked for.

He realized that the pitcher must be magical. All you had to do was ask it for a type of food, and the pitcher would create it.

He remembered that his family was waiting for him to come home. If he stayed and worked for the apsaras, they would give him a fantastic reward. In the end, his family would forgive him for the worry he caused them by staying away. And in the meantime, the pitcher would give him many delicious meals to eat. *[Pause here and ask the following question to check student comprehension.] What do the apsaras want the woodcutter to do for them?*



**EMERGENT
BILINGUAL
STUDENTS**

Reading/Viewing Closely

Interacting via Written English

Beginning

Prompt students to recall words and phrases related to what the apsaras wanted the woodcutter to do for them.

Intermediate

Provide moderate support in eliciting phrases and ideas related to what the apsaras wanted the woodcutter to do for them.

Advanced/Advanced High

Provide minimal support in eliciting key details related to what the apsaras wanted the woodcutter to do for them.

ELPS 4.G; ELPS 4.I



Show Image 11A-2: The woodcutter feasts

For many days the woodcutter worked. He cleaned the grove while the apsaras danced and served them delicious meals from the pitcher. He ate well, too, every delicacy he could think of and much, much more.

Finally, one day, he could no longer stand it. It had been weeks since he'd seen his family. They must be worrying so much, while every day he ate delicious magic food from the pitcher. He felt terrible and selfish. Ashamed, he began to cry so loudly that it woke up the apsaras. *Ashamed means to feel bad about your actions.*

"Stop crying," they said. "We can't dance when you cry."

"I'm sad because I miss my family," the woodcutter said.

"We don't want sad people working for us," said the apsaras. "Go home. Our deal is complete, and you may have any payment you want."

The woodcutter didn't even have to think about it. "I want the pitcher," he said.

The apsaras were upset. "Please choose something else," they said. "We love our magic pitcher. Please don't take it from us." *Why do the apsaras not want to give up their magic pitcher?*

The woodcutter felt bad for them for a moment. But then he imagined himself and his family eating all the delicious food the pitcher could give them. "We had a deal," he said. "The pitcher is the only payment I want."

Furious, the apsaras handed him the pitcher. "Here's your payment," they said. "Our deal is done. Now go away, and never come back!" *Why do you think the apsaras are so upset?*

Happily, the woodcutter took the pitcher and walked out of the forest. His family was excited to see him when he returned home, and they were even more excited to learn about the magic pitcher. Every day, his wife and all his children asked for wonderful food, and the pitcher gave them everything they asked for. Soon, they realized they could ask the pitcher for things other than food—treasures, gems, and gold. *[Pause here and ask the following question to check student comprehension.] Why did the woodcutter decide to leave the apsaras?*

The woodcutter warned his family never to tell anyone about the pitcher. “If people in this village knew about the pitcher, they would steal it. So if anyone asks you where our good fortune comes from, just tell them we find all the food we sell in the forest.” *Why does the woodcutter think people in the village would want the pitcher? What evidence helps you to know?*



Show Image 11A-3: The woodcutter breaks the magic pitcher

Over time, the people of the village grew **suspicious**, believing that there was something wrong with the woodcutter’s story. Slowly, **rumors** began to spread about the woodcutter. And in the end, a group of angry villagers came to his door.

“We don’t believe you can find all the wonderful things you’ve found in the forest,” they said. “We think you must have stolen it all. None of us want a thief living in our village!”

The woodcutter flushed red with shame and anger. Immediately, he ran into the house and returned with the magic pitcher. *Was your prediction about the people in the village wanting the pitcher correct?*

“Call me a thief, will you?” he asked. He reached into the pitcher and pulled out ten **mangoes**. “Look, look at my magic pitcher! I’m no thief! I worked hard for my reward!” *Was this the truth? Did the woodcutter work hard for his reward?*

In triumph, he held up the pitcher. But his hands were still shaking with anger, and the pitcher slipped from his fingers. The magic pitcher smashed on the floor of his house. *How do you think the woodcutter feels after the magic pitcher smashed on the floor? How do you know? Should he have been that angry?*

Immediately, the four apsaras appeared, dancing and laughing around the broken pieces of clay.

“It’s ours again,” they cried.

And soon the apsaras had vanished, taking the broken pitcher with them.

So life returned to normal for the woodcutter and his family. Every day the woodcutter went to the woods to cut down trees to sell. He kept his ears open for the sound of laughter, but he never saw the apsaras or their magic pitcher again. All he had left was his **pride**. It would have to be enough, he thought.

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Why did the woodcutter go so far into the forest? *(he was looking for trees to cut down, so he could sell the wood.)*
2. **Inferential.** What magic is in this story? *(the apsaras and the magic pitcher)*
3. **Literal.** How would you describe the apsaras? *(Women spirits who seem to glow and love to dance.)*
4. **Literal.** What deal did the apsaras make with the woodcutter? *(If he does whatever they say, they will give the woodcutter any payment he wants.)*
5. **Inferential.** Who is the main character in this story? *(the woodcutter)*
6. **Inferential.** What feelings does the woodcutter have throughout the story? What evidence in the text helps you to know? *(selfish-The text says "He feels terrible and selfish"; angry-He was yelling and his hands were shaking angrily; proud-He said that all he had left was his pride.)*
7. **Inferential.** Why does the woodcutter think the villagers would steal the magic pitcher from him? *(to get riches and free food)*
8. **Evaluative.** *Think-Pair-Share:* Why do you think the woodcutter never saw the apsaras and the magic pitcher ever again? *(Answers may vary.)*
9. **Evaluative.** If you had a magic pitcher, what type of food would you serve your family? *(Answers may vary.)*



Check for Understanding

Share It: Why did the woodcutter take the magic pitcher from the apsaras? Was it the right thing to do? Why or why not?

WORD WORK: PRIDE (5 MIN.)

1. In the Read-Aloud, you heard, “All he had left was his pride. It would have to be enough, he thought.”
2. Say the word *pride* with me.
3. *Pride*, or feeling proud, means to feel good about something you have done all by yourself.
4. She felt a great sense of pride when she finished building the robot.
5. In many of the fairy tales we have read, the characters feel pride for something they have done. Share some examples of a character having pride. Try to use the word *pride* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “The queen feels pride when she . . .”]
6. What is the word we have been talking about?

Use a Sharing activity for follow-up. Think of a time when you felt pride. With a partner, share what made you proud and why. Remember to answer in complete sentences and use the word *pride* in your answer. [If necessary, guide and/or rephrase students’ responses: “I felt pride when I . . .”]

Lesson 11: The Magic Pitcher

Application

20M

Language: Students will demonstrate an understanding of the Tier 2 word *decision*. **TEKS 1.3.B** **TEKS 1.6.E**

Writing: With assistance, students will write a letter to a character from the Read-Aloud. **TEKS 1.12.C**

VOCABULARY INSTRUCTIONAL ACTIVITY(5 MIN.)

Decision

- Tell students in the Read-Aloud they heard, “The woodcutter swept the forest floor clean of leaves, hoping he hadn’t made a bad decision.”
- Have students say the word decision with you.
- Tell them a decision is when you find a solution for a problem or make a choice.
- Share the following example sentence using the word decision:
 - I had to make a decision about which books to check out from the library.
- Have students think about other times that people need to make decisions. Call on students to share examples.
- Give students the following situations and have them share their decision with a partner:
 - Would you rather explore space or the ocean?
 - Would you rather be a bird or a dolphin?
 - Would you rather play at the beach or in the snow?

TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.12.C** Dictate or compose correspondence such as thank you notes or letters.

FRIENDLY LETTER (15 MIN.)

- Remind students that they wrote a friendly letter in an earlier unit. Ask students to recall who the letters were written to (*Gerry the Geologist, Pam the Paleontologist, and to tell someone what they learned about dinosaurs*).
- Explain to students that as a class, they will write a friendly letter to the character, the woodcutter, from today's Read-Aloud.
- Review the parts of a letter using the Letter Format Poster on display, pointing to the appropriate part on the poster. Explain that students are not expected to be able to read the poster because they are still learning all the rules for decoding. Emphasize that you will read the information to them.
 - greeting: the opening words and often the name of the person or people the letter is to
 - body: all the writer's thoughts
 - closing: the words used to finish the letter
 - signature: the writer's name

Greeting

- Explain that because you are writing a letter to the woodcutter, the greeting is Dear Woodcutter,. Write the greeting on the board or chart paper, reminding students to use a capital letter for Dear and Woodcutter and a comma after Woodcutter.

Body

- Remind students to start their letter with an opening sentence, which should be to tell the woodcutter that they read a fairy tale about him and include the name of the fairy tale. Discuss possible opening sentences. You may wish to record students' ideas on the board or chart paper.
- Record the opening sentence under the greeting.
- Tell students the next sentence is to give the woodcutter advice, or help, about a different payment he should take from the apsaras.
- Ask students what payment the woodcutter should have taken from the apsaras instead of the magic pitcher.
- Record this sentence under the opening sentence (e.g., "A better payment to take from the apsaras would have been...because....").



Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students simple yes/no questions (e.g., “Should the woodcutter have taken a different payment from the apsaras than the magic pitcher?”).

Intermediate

Provide students with a specific sentence frame (e.g., “The woodcutter should have taken ___ as a payment from the apsaras.”).

Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., “The woodcutter should have taken...as payment from the apsaras because...”).

ELPS 2.G; ELPS 3.C

- Ask students if there is anything else they would like to tell the woodcutter or if they have a question they would like to ask him.
- Record this as the final sentence in the body of the letter.

Closing

- Ask students what would be a good closing for this letter (e.g. From, Sincerely, etc.).
- Record the closing word and remind students to include a capital letter and comma.

Signature

- Ask students what will be the signature for their letter; your name.
- Record this under the closing.
- Read the sample letter to students.
- Tell students that in the next lesson they will write a letter to a character from the Read-Aloud.

End of Lesson

Unit Review

NOTE TO TEACHER

You should spend one day reviewing and reinforcing the material in this unit. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

REVIEW ACTIVITIES

Image Review

- Show the Flip Book images from any Read-Aloud again, and have students retell the fairy tale using the images.

Image Card Review

Materials: Image Cards 1–18

- In your hand, hold Image Cards 1–18 fanned out like a deck of cards.
- Ask a student to choose a card but not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for the giant, a student may say, “I lived in a castle at the top of a beanstalk. Who am I?”
- Have the rest of the class guess what is being described.
- Proceed to another card when the correct answer has been given.

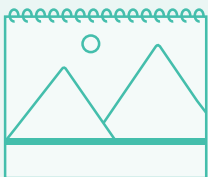
Riddles for Core Content

- Ask students riddles such as the following to review core content:
 - I came up with a plan to drop pebbles to find my way back home.
Who am I? (*Hansel*)
 - I chased Jack down the beanstalk because he had stolen my hen and harp.
Who am I? (*giant*)
 - I tricked Hansel and Gretel to come inside my gingerbread house.
Who am I? (*the wicked witch*)

Support

You may use images from the Read-Alouds as visual reminders.

Flip Book Poster 4M



Key Vocabulary Brainstorming

Materials: Chart paper, a chalkboard, or a whiteboard

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

On Stage

- Have students think again about the various problems and solutions in a fairy tale. In addition, consider heroic and clever actions in the fairy tale.
- Tell students that they are going to pretend to be one of the characters. Students should think of an action that they can do and something they can say to give the rest of the class a clue as to which character is being portrayed. For example, as the witch in “Hansel and Gretel,” a student may pretend to creep toward a cage and say, “Hansel, stick out your finger so I can tell if you are fat enough to cook.” As Gretel, a student may say, “Come Hansel! Now we are free!” and pretend to unlock the cage. As Hansel, a student may pretend to stuff their pockets with pearls and jewels and say, “These are better than pebbles!”
- Have the rest of the class guess which character is being portrayed and explain how they knew.

Venn Diagram

- Use a Venn diagram to compare two characters from different fairy tales, such as the witch in “Rapunzel” and the witch in “Hansel and Gretel.”

Multiple-Meaning Word Activity

Definition Detective: Rich

- Remind students that in the Read-Aloud “Hansel and Gretel,” they heard, “Day after day, [Gretel] cooked pots full of rich food for Hansel, while she herself ate nothing but crumbs.”
- With your neighbor, have students think of as many meanings for *rich* as they can or discuss ways they can use the word *rich*.

Show Poster 4M (Rich)

- Tell students the word *rich* in the story means food containing a lot of butter, fat, or oil. Have students hold up one or two fingers to show the correct picture for this sense of the word. (2)

- Tell students the word *rich* can also mean other things. *Rich* can mean having a lot of money, or wealth. Have students hold up one or two fingers to show the correct picture for this sense of the word. (1)
- Ask students if they or their neighbor thought of both of these definitions, or any others. (*Answers will vary.*)

Unit Assessment

This unit assessment evaluates each student's retention of unit and academic vocabulary words and the core content targeted in *Fairy Tales*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Vocabulary assessment is divided into two sections: the first (Part I) assesses unit-related vocabulary and the second (Part III) assesses academic vocabulary.



PART I

TEKS 1.7.F

Activity Page UA.1



Directions: I am going to ask a question using a word you have heard in the Read-Alouds. If the answer to the question is “yes,” circle the thumbs-up. If the answer to the question is “no,” circle the thumbs-down. I will ask each question two times. Let’s do the first question together.

Note: For students who will be using the Editable PDF Activity Page, please have them answer by typing “yes” if the sentence is correct, and “no” if the sentence is incorrect.

1. **Fantasy:** Could fantasy events happen in real life? (*thumbs-down*)
2. **Fairy tale:** Is a fairy tale a true story that rhymes? (*thumbs-down*)
3. **Enchanted:** Could stuffed animals that talk be considered enchanted? (*thumbs-up*)
4. **Problem:** Is the problem in a story when something goes right for the characters? (*thumbs-down*)
5. **Solution:** Is a solution the way a problem is fixed? (*thumbs-up*)

Directions: I am going to ask more questions using other words you have heard and practiced. If the answer to the question is “yes,” circle the thumbs-up on your paper. If the answer to the question is “no,” circle the thumbs-down. I will read each question two times.

6. **Deny:** If you deny something, are you admitting it is true? (*thumbs-down*)
7. **Wisdom:** Does having wisdom mean you make good choices and do what is right? (*thumbs-up*)
8. **Succeed:** When you succeed, do you do well? (*thumbs-up*)

9. Delight: Would something that makes you happy give you delight? (*thumbs-up*)

10.Retrieved: Could a dog retrieve a ball from the yard? (*thumbs-up*)

11. Contented: When you are feeling sad, are you contented? (*thumbs-down*)

12.Precious: If a kitten was precious to you, would you give it away easily?
(*thumbs-down*)

13.Rudely: Is being polite the same as acting rudely? (*thumbs-down*)

14.Trembled: If someone trembled on a snowy day, could we assume they felt cold? (*thumbs-up*)



PART II

TEKS 1.6.G

Directions: I will read descriptions of fairy tales. Listen to the description. Look at the illustrations, and find the illustration for the fairy tale being described. Write the number of the description in one of the boxes below the matching fairy tale picture. For example, when I read the first description, you will write the number 1 in a box below the fairy tale picture that matches the description. Each picture will have two matching descriptions. [Be sure to say the number of the description both before and after reading it.]

1. In this fairy tale, a little man spins straw into gold. (*Picture 2*)
2. A princess learns that promises must be kept in this fairy tale. (*Picture 4*)
3. A clever brother and sister take care of each other in this fairy tale. (*Picture 5*)
4. In this fairy tale, a giant owns a magical hen and harp. (*Picture 6*)
5. A princess falls into a deep sleep for a hundred years in this fairy tale. (*Picture 1*)
6. The magic pitcher shatters and life returns to the way it was before. (*Picture 7*)
7. This fairy tale ends happily when a princess becomes friends with someone who has been under a witch's spell. (*Picture 4*)
8. In this fairy tale, a fairy is angry that she was not invited to a celebration for the birth of a princess. (*Picture 1*)
9. A queen must guess the name of a man in this fairy tale. (*Picture 2*)
10. A boy and a girl are lost in the forest in this fairy tale. (*Picture 5*)
11. A boy trades a cow for magical beans in this fairy tale. (*Picture 6*)
12. In this fairy tale, a prince and a girl find each other and get married after wandering alone for many years. (*Picture 3*)

Activity Page UA.2



13. This fairy tale is about a woodcutter and a magic pitcher. (*Picture 7*)

14. In this fairy tale, a girl is locked in a tall tower deep in a forest. (*Picture 3*)



PART III

TEKS 1.6.G; TEKS 1.9.A

Activity Page UA.3



Directions: I will read questions about the elements of fairy tales. Listen to each question. If the answer to the question is “yes,” circle the thumbs-up. If the answer to the question is “no,” circle the thumbs-down.

Note: For students who will be using the Editable PDF Activity Page, please have them answer by typing “yes” if the sentence is correct, and “no” if the sentence is incorrect.

1. In fairy tales, is the “when” of the setting often “once upon a time”?
(*thumbs-up*)
2. Do many fairy tales have magical and/or royal characters? (*thumbs-up*)
3. Does the plot of a fairy tale only include events that could happen in real life?
(*thumbs-down*)
4. In fairy tales, are there ever solutions to the characters’ problems?
(*thumbs-up*)
5. If nothing turned out okay in the end of a fairy tale, would we say it ended “happily ever after”? (*thumbs-down*)
6. Is a fairy tale a nonfiction text? (*thumbs-down*)

Culminating Activities

NOTE TO TEACHER

Please use these final two days to address class results of the Unit Assessment. Based on the results of the Unit Assessment, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with unit knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with unit concepts.

REMEDIATION

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Applications
- rereading and discussing select Read-Alouds
- reading the corresponding lesson in the Language Studio

ENRICHMENT

Student Choice

- Ask students which Read-Aloud they have heard recently that they would like to hear again. If necessary, reread the titles of recent Read-Alouds to refresh students' memories. You may also want to choose one yourself.
- Reread the text that is selected. Feel free to pause at different places in the Read-Aloud this time and talk about vocabulary and information that you did not discuss previously during the Read-Aloud.
- After the Read-Aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this Read-Aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any Read-Aloud vocabulary.

Image Cards 1-18



Retelling a Fairy Tale with Puppets

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

Favorite Fairy Tale

- Have students ask family members what their favorite fairy tale is and why. Have students report to the class on their findings.

Note: The Family Letter (Activity Page 6.2) sent home after Lesson 6 asks family members to tell students what their favorite fairy tale is and why.

Mixed-Up Fairy Tales

Materials: Image Cards 1–18

- Divide the class into three groups. Mix up the Image Cards, and give each group five or six cards. Tell students that they will make up a new fairy tale using the images on the cards as prompts. Ask students in each group to sit in a circle and then explain that they will take turns adding to the story as they draw a card from the pile.
- Start each group off with the words, “Once upon a time . . .” Then have students take turns choosing a card and adding to the story to create a continuous narrative, using the picture as a prompt. You may want students to lay the cards out in order so that they can retell their mixed-up fairy tale again. After the last card is played, say together, “and they lived happily ever after.”
- After the groups have made up their stories, have the groups come back together and share with the class. You may also do this in a large group with all seventeen cards for a really mixed-up fairy tale!

Letters to Fairy Tale Characters

Materials: Writing materials, writing tools

- Have students choose a favorite character from the fairy tales they have heard in this unit.
- Have students brainstorm what they might like to say to the character. For example, a student may want to tell Hansel how brave he was. Students may also have questions to ask the character. For example, a student may ask Rapunzel how she spends her days now that she lives in the castle.
- Have students write letters to the fairy tale characters. You may ask a class of older students in the school to pretend to be the fairy tale characters and write letters in response that you will then read to the class. Be sure to let students know that the return letters they receive are not from the actual characters in the fairy tales. This may also be a good opportunity to review the differences between fiction and a true story.

Fairy Tales and Music

Materials: Musical recordings of Tchaikovsky's *The Sleeping Beauty* and/or Humperdinck's *Hansel and Gretel*

- Tell students that one way to listen to a fairy tale is to hear the story read aloud. Music can also tell stories, and many fairy tales have been told in musical performances, such as dance and opera.
- Explain to students that dancing, along with costumes, gestures, and sometimes sets, can be used to tell stories without using words. Tell students that there are many dance performances that are based on fairy tales, including a famous ballet dance of *Sleeping Beauty* with music written by Peter Tchaikovsky.
- Tell students fairy tales can also be told through another type of musical performance called opera. Explain that opera is a way of telling stories with music, singing, and acting. Performers sing the words of the story to music, wear costumes, and act out the movements of the characters. (Engelbert Humperdinck's opera *Hansel and Gretel* is one example.)
- Ask students to listen carefully to the music and imagine what might be happening in the story. Does the music sound fast, slow, scary, happy, peaceful, etc.?
- Ask students to draw a picture of what they imagine might be happening in the fairy tale at that point in the music. Students may also write or dictate sentences describing their illustration.
- You may also wish to find a video or DVD recording of a fairy tale, dance, or opera to share with the class. As you play the recordings, point out the costumes, scenery, and other details of the performances. Ask students to compare and contrast the different methods of storytelling.

Home Sweet Home

Materials: School lunch-sized milk cartons; graham crackers and white frosting (canned is fine); plastic knives and paper plates; assorted snacks and candy for decoration

- Show Image Card 11 (Candy House), and ask students to describe what they see in the picture. Tell students that where the story takes place is called the setting. Tell students that they are going to make their own witch's house (the setting of the fairy tale).
- Rinse milk cartons and allow them to dry. Tape the top of each carton so that it forms a peak. Place a milk carton on a paper plate for each student. Break the graham crackers in half.

- Have students frost one side of each graham cracker, then place each graham cracker on each side of the milk carton and press firmly to attach. Do the same for the roof.
- Using the frosting as glue to attach, decorate the gingerbread house with assorted gumdrops, peppermints, candy canes, red hots, sprinkles, bite-size cookies, pretzels, mini-marshmallows, and other candies. If you use homemade icing, be sure to keep it covered.

Note: Be sure to follow your school's policy regarding food distribution and allergies.

Grow Your Own Beanstalk

Materials: Paper towel; bean seeds; paper cups; soil; water

- Show Image Card 15 (Beanstalk), and ask students to describe what they see in the picture.
- Tell students that they are going to grow their own real beanstalk. (The giant beanstalk is a fantasy element of the fairy tale.)
- Germinate seeds in a wet paper towel. Fill paper cups with dirt, and plant the seeds about one inch deep. Water until moist (not wet). Keep plants by a sunny window in the classroom and water as needed to keep the soil moist.
- You may want to have students observe, measure, and record growth on a regular basis.

Teacher Resources

Grade 1	Unit 7
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Teacher Guide

Teacher Resources

In this section you will find:

- Sample Completed Charts
 - Elements of Fairy Tales for “Sleeping Beauty”
 - Elements of Fairy Tales for “Rumpelstiltskin”
 - Venn Diagram
 - Elements of Fairy Tales for “Rapunzel”
 - Elements of Fairy Tales for “The Frog Prince”
 - Elements of Fairy Tales for “Hansel and Gretel”
 - Heroic and Evil Character Comparison Chart
 - Elements of Fairy Tales for “Jack and the Beanstalk”
 - Character Map for “The Secret of the Fishing Baskets”
- *Daffodowndilly* by A.A. Milne
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

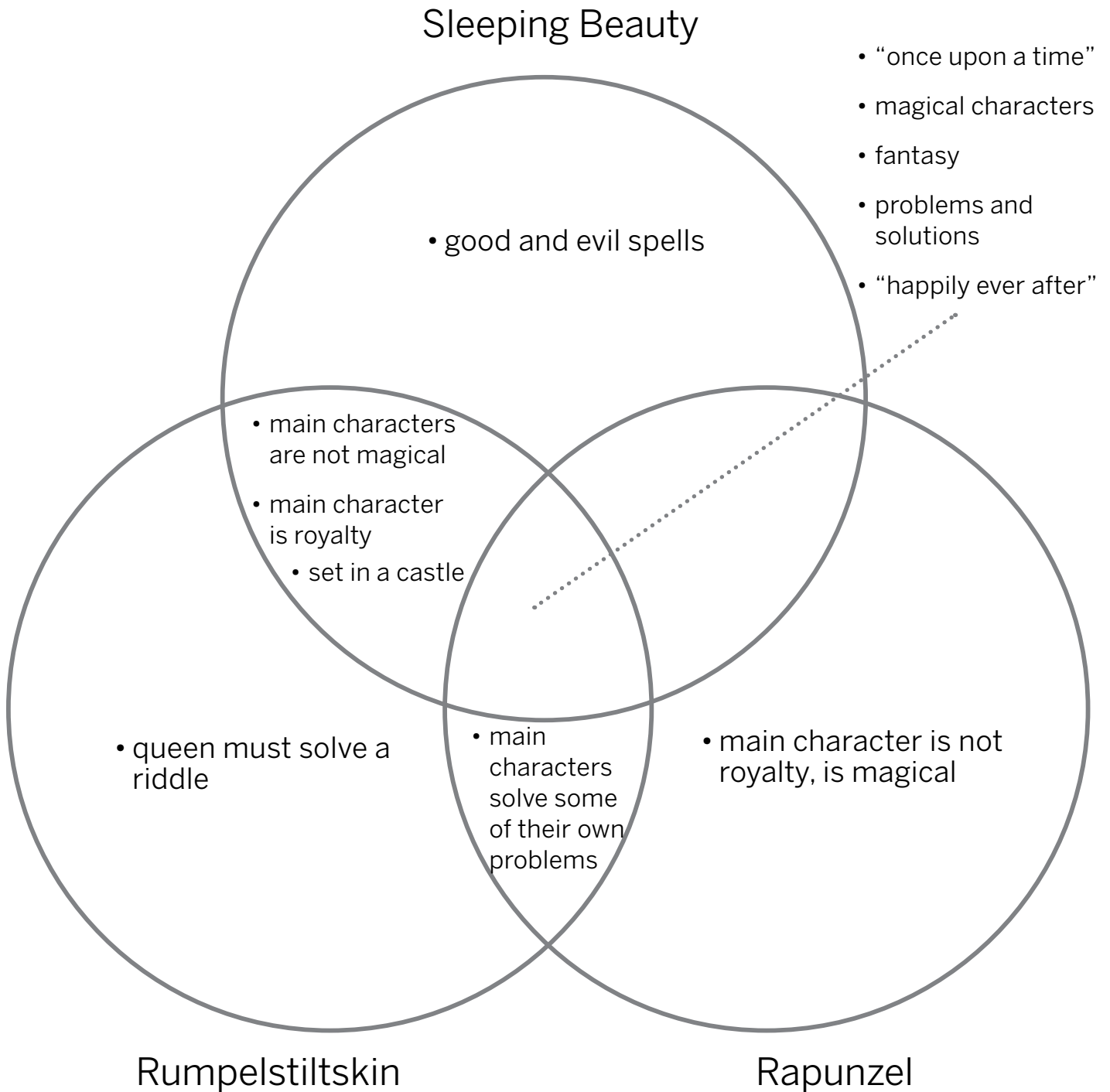
ELEMENTS OF FAIRY TALES FOR “SLEEPING BEAUTY”

Elements of Fairy Tales		
Sleeping Beauty		
Setting(s)	Where king's castle	When “once upon a time”/a long time ago
Characters	Real king queen princess prince	Magical fairies
Fantasy (events) <ul style="list-style-type: none"> the fairies' gifts to the young princess the evil and good spells the sleeping enchantment 		
Problems <ul style="list-style-type: none"> the thirteenth fairy's evil spell The princess pricks her finger on a spinning wheel and falls asleep for 100 years. 		Solutions <ul style="list-style-type: none"> The twelfth fairy softens the curse; the king orders that all spindles should be burned. The prince kisses the princess and she wakes up.
Ending “happily ever after”		

ELEMENTS OF FAIRY TALES FOR “RUMPELSTILTSKIN”

Elements of Fairy Tales		
Rumpelstiltskin		
Setting(s)	Where king's castle	When “once upon a time”/a long time ago
Characters	Real miller miller's daughter/queen king messenger	Magical Rumpelstiltskin
Fantasy (events) <ul style="list-style-type: none"> • Rumpelstiltskin spinning gold from straw • Rumpelstiltskin stomping himself into the ground at the end 		
Problems <ul style="list-style-type: none"> • needed to spin straw from gold • needed to learn Rumpelstiltskin's name 		Solutions <ul style="list-style-type: none"> • Rumpelstiltskin spun gold. • One of the messengers discovered his name.
Ending happy ending for the queen		

VENN DIAGRAM



ELEMENTS OF FAIRY TALES FOR “RAPUNZEL”

Elements of Fairy Tales		
Rapunzel		
Setting(s)	Where witch's garden Rapunzel's tower	When “once”/a long time ago
Characters	Real man wife prince	Magical witch Rapunzel
Fantasy (events) <ul style="list-style-type: none"> Rapunzel's tears allow the prince to see again. 		
Problems <ul style="list-style-type: none"> The woman wants rapunzel from the witch's garden. Rapunzel is locked in the tower and then left in the woods by the witch. The prince is blind and alone in the woods. 		Solutions <ul style="list-style-type: none"> The woman's husband agrees to give the witch their baby in exchange for rapunzel. The prince finds Rapunzel. Rapunzel's tears allow the prince to see again.
Ending “happily ever after”		

ELEMENTS OF FAIRY TALES FOR “THE FROG PRINCE”

Elements of Fairy Tales		
The Frog Prince		
Setting(s)	Where palace forest	When “once upon a time”/a long time ago
Characters	Real king princess prince	Magical talking frog
Fantasy (events) <ul style="list-style-type: none"> • The frog talks. • The frog turns into a prince. 		
Problems <ul style="list-style-type: none"> • Princess lost her golden ball. • The prince had been changed into a frog. 		Solutions <ul style="list-style-type: none"> • The frog retrieved it. • The princess broke the spell.
Ending “happily ever after”		

ELEMENTS OF FAIRY TALES FOR “HANSEL AND GRETEL”

Elements of Fairy Tales		
Hansel and Gretel		
Setting(s)	Where in/near the woods	When “once upon a time”/a long time ago
Characters	Real Hansel Gretel woodcutter wife	Magical witch
Fantasy (events) <ul style="list-style-type: none"> • The witch’s house is made of candy. • The duck carried Hansel and Gretel on its back. 		
Problems <ul style="list-style-type: none"> • The woodcutter and his wife leave Hansel and Gretel in the woods; they have no food to eat and they get lost. • Hansel’s second attempt to save them is not successful. • The witch who lives in the house wants to eat the children. • The children get lost in the woods. 		Solutions <ul style="list-style-type: none"> • Hansel drops pebbles to mark the way home. • They find a house made of sweets. • They trick the witch and escape her house. • A duck helps them find their way home.
Ending “happily ever after”		

HEROIC AND EVIL CHARACTER COMPARISON CHART

Heroic and Evil Character Comparison			
	Story	Character	Reason
Heroic	Sleeping Beauty	prince	does not give up on finding the princess
	Hansel and Gretel	Hansel	drops pebbles so he and Gretel can find their way home
	[teacher/student choice]	[teacher/student choice]	[teacher/student choice]
Evil	Sleeping Beauty	thirteenth fairy	puts a spell on the princess
	Rumpelstiltskin	Rumpelstiltskin	tries to take the queen's baby
	Rapunzel	witch	takes the baby from the couple
	The Frog Prince	witch	puts a spell on the prince
	[teacher/student choice]	[teacher/student choice]	[teacher/student choice]

ELEMENTS OF FAIRY TALES FOR “JACK AND THE BEANSTALK”

Elements of Fairy Tales		
Jack and the Beanstalk		
Setting(s)	Where Jack's house giants' house	When “once upon a time”/a long time ago
Characters	Real Jack mom Milky White old man giant's wife	Magical giant's wife giant
Fantasy (events) <ul style="list-style-type: none"> magical beans that make a giant beanstalk grow overnight climbing a beanstalk a hen laying golden eggs a singing harp 		
Problems <ul style="list-style-type: none"> Jack's cow stops giving milk, and they have no means to eat now. Jack and his mother run out of gold coins. Jack is chased by the giant. 		Solutions <ul style="list-style-type: none"> Jack steals a bag of gold from the giant. Jack steals the giant's hen and harp. Jack chops down the beanstalk, and the giant falls to the ground.
Ending “happily ever after”		

CHARACTER MAP

Character Map	
The Fisherman	Describe the Character dark skin black hair striped shirt and shorts bare feet
(draw fisherman here)	Feelings hungry frustrated kind
	Action He shares his supper with the stranger.
	Reason for Action to be kind

Daffodowndilly

A.A. Milne

She wore her yellow sun-bonnet,
 She wore her greenest gown;
She turned to the south wind
 And curtsied up and down.
She turned to the sunlight
 And shook her yellow head,
And whispered to her neighbour:
 “Winter is dead.”



ACTIVITY BOOK ANSWER KEY

NAME: _____
DATE: _____

1.1 Activity Page

Elements of Fairy Tales		
Title: <u>Sleeping Beauty</u>		
Settings(s)	Where king's castle	When "once upon a time"/a long time ago
Characters	Real king queen princess prince	Magical fairies
Fantasy (events) <ul style="list-style-type: none"> the fairies' gifts to the young princess the evil and good spells the sleeping enchantment 		
Problems <ul style="list-style-type: none"> the thirteenth fairy's evil spell The princess pricks her finger on a spinning wheel and falls asleep for 100 years. 		Solutions <ul style="list-style-type: none"> The twelfth fairy softens the curse; the king orders that all spindles should be burned. The prince kisses the princess and she wakes up.
Ending "happily ever after"		

Directions: Draw or write the elements of the fairy tale in the chart.

Knowledge 8 Fairy Tales

1

NAME: _____
DATE: _____

2.1 Activity Page

Elements of Fairy Tales		
Title: <u>Rumpelstiltskin</u>		
Settings(s)	Where king's castle	When "once upon a time"/a long time ago
Characters	Real miller miller's daughter/ queen king messenger	Magical Rumpelstiltskin
Fantasy (events) <ul style="list-style-type: none"> Rumpelstiltskin spinning gold from straw Rumpelstiltskin stomping himself into the ground at the end 		
Problems <ul style="list-style-type: none"> needed to spin straw from gold needed to learn Rumpelstiltskin's name 		Solutions <ul style="list-style-type: none"> Rumpelstiltskin spun gold. One of the messengers discovered his name.
Ending happy ending for the queen		

Directions: Draw or write the elements of the fairy tale in the chart.

Knowledge 8 Fairy Tales

5

NAME: _____
DATE: _____

3.1 Activity Page

Elements of Fairy Tales		
Title: <u>Rapunzel</u>		
Settings(s)	Where witch's garden Rapunzel's tower	When "once"/a long time ago
Characters	Real man wife prince	Magical witch Rapunzel
Fantasy (events) Rapunzel's tears allow the prince to see again.		
Problems <ul style="list-style-type: none"> The woman wants rapunzel from the witch's garden. Rapunzel is locked in the tower and then left in the woods by the witch. The prince is blind and alone in the woods. 		Solutions <ul style="list-style-type: none"> The woman's husband agrees to give the witch their baby in exchange for rapunzel. The prince finds Rapunzel. Rapunzel's tears allow the prince to see again.
Ending "happily ever after"		

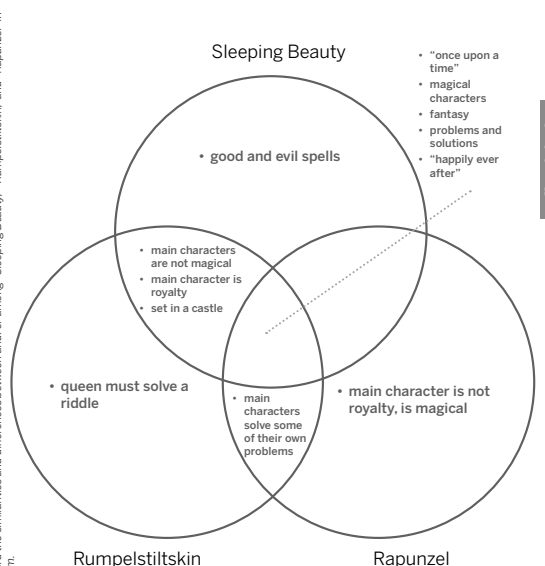
Directions: Draw or write the elements of the fairy tale in the chart.

Knowledge 8 Fairy Tales

7

NAME: _____
DATE: _____

3.2 Activity Page



Directions: Record the similarities and differences between and/or among "Sleeping Beauty," "Rumpelstiltskin," and "Rapunzel" in the Venn diagram.

Knowledge 8 Fairy Tales

9

NAME: _____
DATE: _____

4.1
Activity Page

Elements of Fairy Tales

Title: The Frog Prince

Settings(s)	Where palace forest	When "once upon a time" / a long time ago
Characters	Real king princess prince	Magical talking frog

Fantasy (events)

- The frog talks.
- The frog turns into a prince.

Problems	Solutions
<ul style="list-style-type: none"> • The princess lost her golden ball. • The prince had been changed into a frog. 	<ul style="list-style-type: none"> • The frog retrieved it. • The princess broke the spell.

Ending

"happily ever after"

Knowledge 8

Directions: Draw or write the elements of the fairy tale in the chart.

Knowledge 8 Fairy Tales

11

NAME: _____
DATE: _____

PP.1
Assessment

1.

2.

3.

4.

5.

6.

7.

8.

Knowledge 8

Directions: Listen to your teacher's instructions.

Knowledge 8 Fairy Tales

13

NAME: _____
DATE: _____

6.1
Activity Page

Elements of Fairy Tales

Title: Hansel and Gretel

Settings(s)	Where in/near the woods	When "once upon a time" / a long time ago
Characters	Real Hansel Gretel woodcutter wife	Magical witch

Fantasy (events)

- The witch's house is made of candy.
- The duck carried Hansel and Gretel on its back.

Problems	Solutions
<ul style="list-style-type: none"> • The woodcutter and his wife leave Hansel and Gretel in the woods; they have no food to eat and they get lost. • Hansel's second attempt to save them is not successful. • The witch who lives in the house wants to eat the children. The children get lost in the woods. 	<ul style="list-style-type: none"> • Hansel drops pebbles to mark the way home. • They find a house made of sweets. • They trick the witch and escape her house • A duck helps them find their way home.

Ending

"happily ever after"

Unit 7

Directions: Draw or write the elements of the fairy tale in the chart.

Knowledge 8 Fairy Tales

15

NAME: _____
DATE: _____

7.1
Activity Page

3

4

6

2

1

5

Unit 7

Directions: These six pictures show events from "Hansel and Gretel." Think about what is happening in each one. Number the pictures in order to show the sequence of events in the fairy tale.

Unit 7 Fairy Tales

19

NAME: _____
DATE: _____

7.2

Activity Page

Title _____

Character(s)



Setting(s)



Beginning

Answers will vary for all.

Plot

Middle

End

Directions: Use this story map to describe the characters, settings, and plot of the story.

Knowledge 8 Fairy Tales

21

NAME: _____
DATE: _____

8.1

Activity Page

Elements of Fairy Tales

Title: Jack and the Beanstalk

Settings(s)

Where
Jack's house
giants' house

When
"once upon a time" /a
long time ago

Characters

Real
Jack
mom
Milky White
old man

Magical
giant's wife
giant

Fantasy (events)

- magical beans that make a giant beanstalk grow overnight
- climbing a beanstalk
- a hen laying golden eggs
- a singing harp

Problems

- Jack's cow stops giving milk, and they have no means to eat now.
- Jack and his mother run out of gold coins.
- Jack is chased by the giant.

Solutions

- Jack steals a bag of gold from the giant.
- Jack steals the giant's hen and harp.
- Jack chops down the beanstalk, and the giant falls to the ground.

Ending

"happily ever after"

Directions: Draw or write the elements of the fairy tale in the chart.

Knowledge 8 Fairy Tales

23

NAME: _____
DATE: _____

9.1

Activity Page



1, 2, 3



Directions: Listen to your teacher's instructions.

Knowledge 8 Fairy Tales

29

NAME: _____
DATE: _____

10.1

Activity Page

Character Map

The Fisherman

Describe the Character

dark skin
black hair
striped shirt and shorts
bare feet

Feelings

hungry
frustrated
kind

Action

He shares his supper with the stranger.

Reason for Action

to be kind

(draw fisherman here)

Directions: Draw or write the descriptions of the character in the Character Map.





















Knowledge 8 Fairy Tales

31









ACTIVITY BOOK ANSWER KEY

NAME: _____ UA.1 Assessment
DATE: _____

Directions: Listen to your teacher's instructions.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



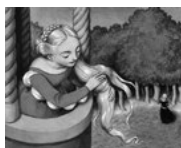

Knowledge 8 Fairy Tales 35

11.		
12.		
13.		
14.		




Knowledge 8 Fairy Tales 36

NAME: _____ UA.2 Assessment
DATE: _____

Directions: Listen to your teacher's instructions.

1  <input type="checkbox"/> <input type="checkbox"/>	2  <input type="checkbox"/> <input type="checkbox"/>
3  <input type="checkbox"/> <input type="checkbox"/>	4  <input type="checkbox"/> <input type="checkbox"/>

Knowledge 8 Fairy Tales 37



5  <input type="checkbox"/> <input type="checkbox"/>	6  <input type="checkbox"/> <input type="checkbox"/>
7  <input type="checkbox"/> <input type="checkbox"/>	



Knowledge 8 Fairy Tales 38



ACTIVITY BOOK ANSWER KEY



NAME: _____ UA.3 **Assessment**



DATE: _____



1.  

2.  

3.  

4.  

5.  

6.  

Directions: Listen to your teacher's instructions.

Knowledge 8

Knowledge 8 Fairy Tales

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Unit 7

Correlation—Teacher's Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS 1.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	p. 6; p. 12; p. 93; p. 100; p. 112; p. 116; p. 127; p. 131; p. 141; p. 144
TEKS 1.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	
TEKS 1.1.C	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	p. 5; p. 24; p. 38
TEKS 1.1.D	work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	p. 5
TEKS 1.1.E	develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings	p. 6; p. 15; p. 41; p. 48; p. 127; p. 133
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
(A) demonstrate phonological awareness by:		
TEKS 1.2.A.i	producing a series of rhyming words	
TEKS 1.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	
TEKS 1.2.A.iii	distinguishing between long and short vowel sounds in one-syllable words	
TEKS 1.2.A.iv	recognizing the change in spoken word when a specified phoneme is added, changed, or removed	
TEKS 1.2.A.v	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends	
TEKS 1.2.A.vi	manipulating phonemes within base words	
TEKS 1.2.A.vii	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	
(B) demonstrate and apply phonetic knowledge by:		
TEKS 1.2.B.i	decoding words in isolation and in context by applying common letter-sound correspondences	
TEKS 1.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs	
TEKS 1.2.B.iii	decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	
TEKS 1.2.B.iv	using knowledge of base words to decode common compound words and contractions	
TEKS 1.2.B.v	decoding words with inflectional endings including -ed, -s, and -es	
TEKS 1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Unit 7

Correlation—Teacher's Guide

(C) demonstrate and apply spelling knowledge by:		
TEKS 1.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	
TEKS 1.2.C.ii	spelling words with initial consonant digraphs	
TEKS 1.2.C.iii	spelling words using sound-spelling patterns	
TEKS 1.2.C.iv	spelling high-frequency words from a research-based list	
TEKS 1.2.D	demonstrate print awareness by identifying the information that different parts of a book provide	
TEKS 1.2.E	alphabetize a series of words to the first or second letter and use a dictionary to find words	
TEKS 1.2.F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 1.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS 1.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	p. 6; p. 15; p. 21; p. 24; p. 31; p. 41; p. 48; p. 57; p. 63; p. 68; p. 71; p. 76; p. 83; p. 93; p. 102; p. 112; p. 118; p. 127; p. 133; p. 141; p. 146; p. 158; p. 164; p. 172; p. 178; p. 184
TEKS 1.3.C	identify the meaning of words with the affixes -s, -ed, and -ing	
TEKS 1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations	p. 127; p. 139
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 1.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS 1.5	self-select text and interact independently with text for increasing periods of time	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 1.6.A	establish purpose for reading assigned and self-selected texts with adult assistance	
TEKS 1.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	p. 41; p. 48; p. 57; p. 63

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

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TEKS 1.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	p. 57; p. 63; p. 71; p. 76; p. 93; p. 102; p. 112; p. 118; p. 127; p. 133; p. 141; p. 146; p. 158; p. 164
TEKS 1.6.D	create mental images to deepen understanding with adult assistance	
TEKS 1.6.E	make connections to personal experiences, ideas in other texts, and society with adult assistance	p. 57; p. 61; p. 172; p. 184
TEKS 1.6.F	make inferences and use evidence to support understanding with adult assistance	p. 71; p. 76; p. 172; p. 178
TEKS 1.6.G	evaluate details to determine what is most important with adult assistance	p. 6; p. 15; p. 24; p. 31; p. 41; p. 48; p. 57; p. 63; p. 93; p. 102
TEKS 1.6.H	synthesize information to create new understanding with adult assistance	p. 41; p. 55; p. 93; p. 109; p. 112; p. 125; p. 158; p. 169
TEKS 1.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 1.7.A	describe personal connections to a variety of sources	
TEKS 1.7.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	p. 6; p. 21; p. 93; p. 109
TEKS 1.7.C	use text evidence to support an appropriate response	p. 93; p. 109; p. 158; p. 164
TEKS 1.7.D	retell texts in ways that maintain meaning	p. 71; p. 74; p. 112; p. 116; p. 125; p. 141; p. 144
TEKS 1.7.E	interact with sources in meaningful ways such as illustrating or writing	p. 71; p. 83
TEKS 1.7.F	respond using newly acquired vocabulary as appropriate	
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS 1.8.A	discuss topics and determine theme using text evidence with adult assistance	
TEKS 1.8.B	describe the main character(s) and the reason(s) for their actions	p. 24; p. 31; p. 38; p. 41; p. 48; p. 55; p. 57; p. 63; p. 68; p. 112; p. 118; p. 127; p. 133; p. 158; p. 164; p. 169; p. 172; p. 178
TEKS 1.8.C	describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently	p. 6; p. 12; p. 15; p. 21; p. 22; p. 24; p. 31; p. 38; p. 41; p. 48; p. 55; p. 57; p. 63; p. 68; p. 112; p. 118
TEKS 1.8.D	describe the setting	p. 6; p. 12; p. 21; p. 22; p. 24; p. 38; p. 41; p. 55; p. 57; p. 68; p. 127; p. 133

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

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(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS 1.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	p. 6; p. 12; p. 21; p. 22; p. 24; p. 29; p. 41; p. 46; p. 57; p. 61; p. 71; p. 74; p. 83; p. 93; p. 100; p. 109; p. 127; p. 131; p. 158; p. 162; p. 172; p. 176; p. 192
TEKS 1.9.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	
TEKS 1.9.C	discuss elements of drama such as characters and setting	p. 24; p. 38; p. 88

(D) recognize characteristics and structures of informational text, including:

TEKS 1.9.D.i	the central idea and supporting evidence with adult assistance	
TEKS 1.9.D.ii	features and simple graphics to locate or gain information	
TEKS 1.9.D.iii	organizational patterns such as chronological order and description with adult assistance	
TEKS 1.9.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS 1.9.F	recognize characteristics of multimodal and digital texts	p. 88

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS 1.10.A	discuss the author's purpose for writing text	
TEKS 1.10.B	discuss how the use of text structure contributes to the author's purpose	
TEKS 1.10.C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	
TEKS 1.10.D	discuss how the author uses words that help the reader visualize	
TEKS 1.10.E	listen to and experience first- and third-person texts	

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS 1.11.A	plan a first draft by generating ideas for writing such as by drawing and brainstorming	p. 112; p. 125
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(B) develop drafts in oral, pictorial, or written form by:

TEKS 1.11.B.i	organizing with structure	p. 127; p. 139
TEKS 1.11.B.ii	developing an idea with specific and relevant details	p. 127; p. 139
TEKS 1.11.C	Revise drafts by adding details in pictures or words.	p. 141; p. 153

(D) edit drafts using standard English conventions, including:

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

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Correlation—Teacher's Guide

TEKS 1.11.D	edit drafts using standard English conventions	
TEKS 1.11.D.i	complete sentences with subject-verb agreement	
TEKS 1.11.D.ii	past and present verb tense	
TEKS 1.11.D.iii	singular, plural, common, and proper nouns	
TEKS 1.11.D.iv	adjectives, including articles	
TEKS 1.11.D.v	adverbs that convey time	
TEKS 1.11.D.vi	prepositions	
TEKS 1.11.D.vii	pronouns, including subjective, objective, and possessive cases	
TEKS 1.11.D.viii	capitalization for the beginning of sentences and the pronoun "I"	
TEKS 1.11.D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences	
TEKS 1.11.D.x	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	
TEKS 1.11.E	publish and share writing	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 1.12.A	dictate or compose literary texts, including personal narratives and poetry	
TEKS 1.12.B	dictate or compose informational texts, including procedural texts	
TEKS 1.12.C	dictate or compose correspondence such as thank you notes or letters	p. 88; p. 172; p. 184
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 1.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 1.13.B	develop and follow a research plan with adult assistance	
TEKS 1.13.C	identify and gather relevant sources and information to answer the questions with adult assistance	
TEKS 1.13.D	demonstrate understanding of information gathered with adult assistance	
TEKS 1.13.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Unit 7

Correlation—Teacher's Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 1.A	use prior knowledge and experiences to understand meanings in English	p. 62
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing nonverbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	p. 13; p. 17; p. 22; p. 29; p. 34; p. 39; p. 46; p. 53; p. 55; p. 62; p. 64; p. 69; p. 75; p. 81; p. 84; p. 101; p. 104; p. 116; p. 123; p. 132; p. 134; p. 144; p. 170; p. 176
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Unit 7

Correlation—Teacher's Guide

ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main point, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	p. 186
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	p. 53; p. 81; p. 110; p. 123
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	p. 186
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	p. 13
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	p. 46; p. 101; p. 116; p. 132; p. 144; p. 176

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Unit 7

Correlation—Teacher's Guide

ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade appropriate academic topics	p. 17; p. 34; p. 64; p. 104; p. 134
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	p. 29; p. 75
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	p. 22; p. 39; p. 55; p. 69; p. 84; p. 163; p. 165; p. 170; p. 179
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Unit 7

Correlation—Teacher's Guide

ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	p. 22; p. 29; p. 39; p. 46; p. 53; p. 55; p. 69; p. 75; p. 81; p. 84; p. 101; p. 116; p. 123; p. 144; p. 170; p. 176; p. 179
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	p. 17; p. 34; p. 64
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	p. 153
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	p. 153
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	p. 126
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	p. 139

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