

Different Lands, Similar Stories

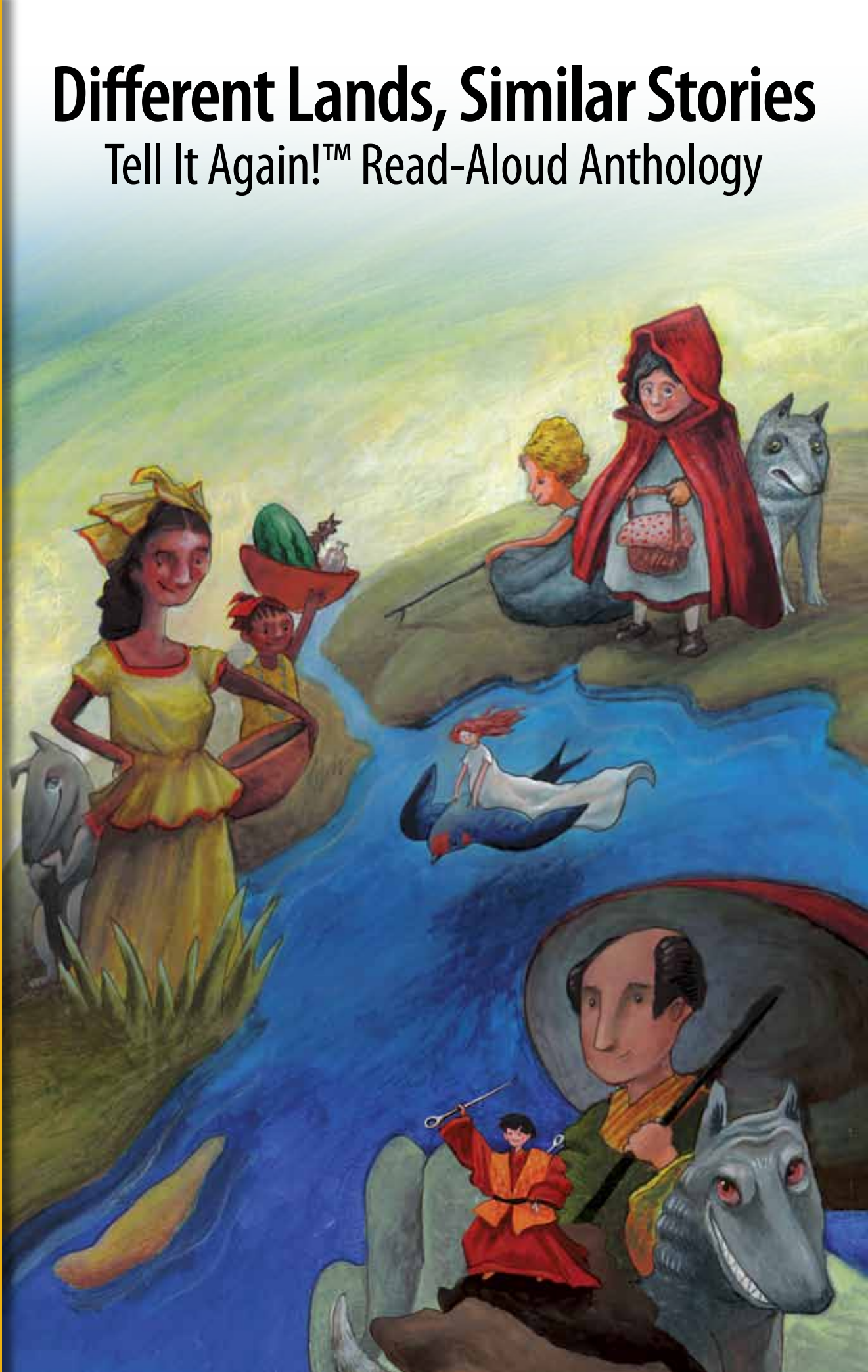
Tell It Again!™ Read-Aloud Anthology

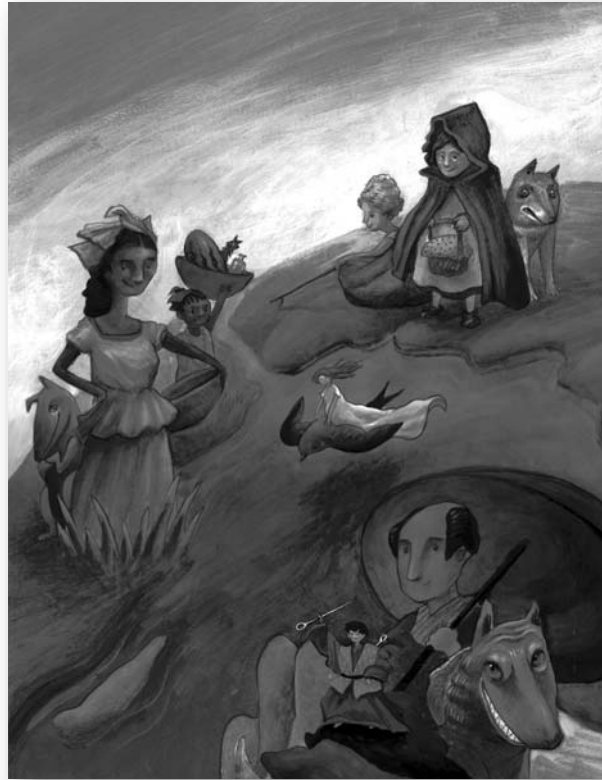
Core Knowledge Language Arts® • Listening & Learning™ Strand



Core Knowledge®

GRADE 1





Different Lands, Similar Stories

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

GRADE 1

Core Knowledge Language Arts®



Core Knowledge®

Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

- to Share** — to copy, distribute and transmit the work
- to Remix** — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Table of Contents

Different Lands, Similar Stories

Tell It Again!™ Read-Aloud Anthology

Alignment Chart for <i>Different Lands, Similar Stories</i>	v
Introduction to <i>Different Lands, Similar Stories</i>	1
Lesson 1: Cinderella	10
Lesson 2: The Girl with the Red Slippers	23
Lesson 3: Billy Beg	37
Lesson 4: Tom Thumb	50
Lesson 5: Thumbelina	62
Lesson 6: Issun Boshi: One-Inch Boy	79
Pausing Point	90
Lesson 7: Little Red Riding Hood	93
Lesson 8: Hu Gu Po.	104
Lesson 9: Tselane.	116
Domain Review	130
Domain Assessment	132
Culminating Activities	135
Appendix	139

Alignment Chart for *Different Lands, Similar Stories*

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for *Different Lands, Similar Stories*

Lesson

	1	2	3	4	5	6	7	8	9
Core Content Objectives									
Explain that fictional stories come from the author’s imagination					✓				
Identify folktales as a type of fiction					✓				
Explain that stories have a beginning, middle, and end					✓				
Describe the characters, plot, and setting of a given story					✓				
Explain that people from different lands and cultures tell similar stories					✓				
Reading Standards for Literature: Grade 1									
Key Ideas and Details									
STD RL.1.1	Ask and answer questions about key details in a text.								
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction read-aloud					✓			
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships					✓			

**Alignment Chart for
Different Lands, Similar Stories**

Lesson

		1	2	3	4	5	6	7	8	9
STD RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.									
CKLA Goal(s)	Retell fiction read-alouds including key details, and demonstrate understanding of their central message or lesson				✓	✓	✓	✓	✓	✓
	Recount fiction read-alouds, including fables and folktales from diverse cultures, identifying the lesson or moral				✓	✓	✓	✓	✓	✓
STD RL.1.3	Describe characters, settings, and major events in a story, using key details.									
CKLA Goal(s)	Use narrative language to describe (orally or in writing) characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud					✓				
Craft and Structure										
STD RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.									
CKLA Goal(s)	Identify words and phrases that suggest feelings or appeal to the senses	✓				✓				
STD RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.									
CKLA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems, describing the differences between books that tell stories and books that give information					✓				
	Distinguish fantasy from informational or realistic text					✓				




**Alignment Chart for
Different Lands, Similar Stories**

Lesson

		1	2	3	4	5	6	7	8	9
Integration of Knowledge and Ideas										
STD RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.									
CKLA Goal(s)	Talk about the illustrations and details from a fiction read-aloud to describe its characters, setting, or events					✓		✓		
	Sequence four to six pictures illustrating events from a fiction read-aloud		✓					✓		
STD RL.1.9	Compare and contrast the adventures and experiences of characters in stories.									
CKLA Goal(s)	Compare and contrast two or more versions of the same story read aloud (e.g., Cinderella stories) by different authors or from different cultures		✓	✓		✓	✓		✓	✓
Writing Standards: Grade 1										
Text Types and Purposes										
STD W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.									
CKLA Goal(s)	Plan and/or draft and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that includes mention of a topic, some facts about the topic, and some sense of closure		✓				✓	✓		
Speaking and Listening Standards: Grade 1										
Comprehension and Collaboration										
STD SL.1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups.									
STD SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).									
CKLA Goal(s)	Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.									✓

**Alignment Chart for
Different Lands, Similar Stories**

Lesson

		1	2	3	4	5	6	7	8	9
STD SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.									
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age									
STD SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.									
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud									
STD SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.									
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud		✓			✓				
Presentation of Knowledge and Ideas										
STD SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.									
CKLA Goal(s)	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	✓	✓		✓		✓	✓		
STD SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.									
CKLA Goal(s)	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings		✓				✓	✓		
STD SL.1.6	Produce complete sentences when appropriate to task and situation.									
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation									

**Alignment Chart for
Different Lands, Similar Stories**

Lesson

		1	2	3	4	5	6	7	8	9
Language Standards: Grade 1										
Vocabulary Acquisition and Use										
STD L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.									
STD L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).									
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>)					<input checked="" type="checkbox"/>				
STD L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).									
CKLA Goal(s)	Learn the meaning of common sayings and phrases				<input checked="" type="checkbox"/>					
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)					<input checked="" type="checkbox"/>				
Additional CKLA Goals										
	Discuss personal responses to events in a given read-aloud	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
	Prior to listening to a given read-aloud, identify orally what they know and have learned about folktales and recently heard stories	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Identify multiple meanings of words and use them in appropriate contexts		<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>		
	Perform a given read-aloud for an audience using eye contact, appropriate volume, and clear enunciation				<input checked="" type="checkbox"/>					
	Create a variation of a given read-aloud with characters, different settings, new plot events, and a new ending					<input checked="" type="checkbox"/>				
	Use determiners orally, such as the demonstratives <i>this</i> , <i>that</i> , <i>these</i> , and <i>those</i>									<input checked="" type="checkbox"/>



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Different Lands, Similar Stories

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

This domain includes a Pausing Point, following Lesson 6. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than thirteen days total on this domain.**

Week One				
Day 1	Day 2	Day 3	Day 4	Day 5
Lesson 1A: "Cinderella" (40 min.)	Lesson 2A: "The Girl with the Red Slippers" (40 min.)	Lesson 3A: "Billy Beg" (40 min.)	Lesson 4A: "Tom Thumb" (40 min.)	Lesson 5A: "Thumbelina" (40 min.)
Lesson 1B: Extensions (20 min.)	Lesson 2B: Extensions (20 min.)	Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two						
Day 6	#	Day 7	Day 8	Day 9	Day 10	#
Lesson 6A: "Issun Boshi: One-Inch Boy" (40 min.)		Pausing Point (40 min.)	Lesson 7A: "Little Red Riding Hood" (40 min.)	Lesson 8A: "Hu Gu Po" (40 min.)	Lesson 9A: "Tselane" (40 min.)	
Lesson 6B: Extensions (20 min.)		Pausing Point (20 min.)	Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)	
60 min.		60 min.	60 min.	60 min.	60 min.	

Week Three		
Day 11	Day 12	Day 13
Domain Review (40 min.)	Domain Assessment (40 min.)	Culminating Activities (40 min.)
Domain Review (20 min.)	Domain Assessment (20 min.)	Culminating Activities (20 min.)
60 min.	60 min.	60 min.

⑩ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for *Different Lands, Similar Stories*
- *Tell It Again! Image Cards* for *Different Lands, Similar Stories*
- *Tell It Again! Supplemental Guide* for *Different Lands, Similar Stories*
- *Tell It Again! Multiple Meaning Word Posters* for *Different Lands, Similar Stories*

Recommended Resource:

- *Core Knowledge Grade 1 Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517700

Why Different Lands, Similar Stories Are Important

This domain will introduce your students to three themes in folktales that have been told to children for generations, using variations from different lands or countries. By listening to these stories, students will increase their vocabulary and reading comprehension skills, be exposed to different places and cultures from around the world, and learn valuable universal lessons.

It is important to note that the content of some of these read-alouds might unsettle some children. For example, the last three folktales depict cunning animals who try to trick children. Although these folktales address the importance of following the directions of a trusted adult family member (e.g., by not talking to strangers; by not opening the front door without a trusted adult family member's help), it is important to remind students that the stories themselves are fiction.

Please preview all read-alouds and lessons in this domain before presenting them to students. This domain provides an opportunity to connect to different cultures and in some cases explore folktales from students' own cultures. When teachers pre-read, however, it's important to be mindful of and sensitive to the heritage, situations, and developmental stages of the students they teach, as issues concerning students' height and size, race, or complex familial

relationships can surface with some of the texts in the read alouds. Please substitute a trade book from the list of recommended trade books if you feel doing so would be more appropriate for your students.

As you read, use the same strategies that you have been using when reading the read-aloud selections in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book, lead students in a discussion as to how the story or information in the book relates to the read-alouds in this domain.

This domain is best understood in thirds. The first three read-alouds are all stories about good people who are treated unfairly and ultimately find happiness, with variations set in France, Egypt, and Ireland. The next three read-alouds are folktales about supernaturally small characters. These include variations set in England, Denmark, and Japan. The last three read-alouds are all folktales about cunning animals who try to trick children, with variations set in Germany, China, and Botswana. Reading these folktales and fairy tales will help students develop a strong foundation for their understanding and enjoyment of similar stories from different lands.

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

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Different Lands*, *Similar Stories*. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy:

Stories (Kindergarten)

- Listen to and demonstrate familiarity with stories, including the ideas they express
- Explain that stories that are made-up and come from a writer's imagination are called fiction
- Identify the characteristics of subgenres of fiction, including folktales

- Identify the setting of a given story
- Identify the characters of a given story
- Identify the plot of a given story

Kings and Queens (Kindergarten)

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

Core Vocabulary for Different Lands, Similar Stories

The following list contains all of the core vocabulary words in *Different Lands, Similar Stories* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. 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

characters
embraced
splendor
warning
worthy

Lesson 2

cautiously
preferred
revived
scoured
setting

Lesson 3

concerned
demanded
monstrous
plot

Lesson 4

avoid
clever
commotion
folktale
scampered

Lesson 5

dwelling
extravagance
foreign
fragrant
scarcely

Lesson 6

astonished
crammed
deeds
dodging
permission

Lesson 7

cherished
disguise
grateful
sly


Lesson 8

alarmed
cunning
latch
perplexed
strict


Lesson 9

curious
darted
fright
intended
roam

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology for Different Lands, Similar Stories*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology for Different Lands, Similar Stories*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: .

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell-It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell-It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon ↔.

Recommended Resources for Different Lands, Similar Stories

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the Domain Review for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

Rags-to-Riches Folktales

1. *Cendrillon: A Caribbean Cinderella*, by Robert D. San Souci and illustrated by Brian Pinkney (Aladdin, 2002) ISBN 978-0689848889
2. *Domitilla: A Cinderella Tale from the Mexican Tradition*, adapted by Jewell Reinhart Coburn and illustrated by Connie McLennan (Shen's Books, 2000) ISBN 978-1885008138

3. *The Gift of the Crocodile: A Cinderella Story*, by Judy Sierra and illustrated by Reynold Ruffins (Simon & Schuster Books for Young Readers) ISBN 978-0689821882
4. *The Golden Sandal: A Middle Eastern Cinderella Story*, by Rebecca Hickox and illustrated by Will Hillenbrand (Holiday House, 1999) ISBN 978-0823415137
5. *The Irish Cinderlad*, by Shirley Climo and illustrated by Loretta Krupinski (Turtleback, 2000) ISBN 978-0613285407
6. *The Korean Cinderella*, by Shirley Climo and illustrated by Ruth Heller (HarperCollins, 1996) ISBN 978-0064433976
7. *Little Gold Star: A Spanish American Cinderella Tale*, by Robert D. San Souci and illustrated by Sergio Martinez (HarperCollins, 2000) ISBN 978-0688147808
8. *Mufaro's Beautiful Daughters*, by John Steptoe (Lothrop, Lee and Shepard Books, 1987) ISBN 978-0688040451
9. *Princess Furball*, by Charlotte Huck and Anita Lobel (Greenwillow Books, 1994) ISBN 978-0688131074
10. *Yeh-Shen: A Cinderella Story from China*, retold by Ai-Ling Louie and illustrated by Ed Young (Puffin, 1996) ISBN 978-0698113886

Thumb-Sized People Folktales

11. *Issun Boshi: One-Inch Boy: A Japanese Folktale (Folktales from Around the World)*, retold by Nadia Higgins and illustrated by J.T. Morrow (Child's World, 2011) ISBN 978-1609731397
12. *Thumbelina*, by Brad Sneed (Dial, 2004) ISBN 978-0803728127
13. *Tom Thumb*, illustrated by Claudia Venturini (Child's Play International, 2008) ISBN 978-1846431166

Cunning Animal Folktales

14. *Little Red Riding Hood*, by Jerry Pinkney (Little, Brown Books for Young Readers, 2007) ISBN 978-0316013550
15. *Lon Po Po: A Red-Riding Hood Story from China*, by Ed Young (Puffin, 1996) ISBN 978-0698113824

16. *Pretty Salma: A Little Red Riding Hood Story from Africa*, by Niki Daly (Clarion Books, 2007) ISBN 978-0618723454
17. *Red Riding Hood*, retold and illustrated by James Marshall (Picture Puffins, 1993) ISBN 978-0140546934

Different Lands Nonfiction

18. *Botswana in Pictures (Visual Geography)*, by Alison Behnke (Twentyfirst Century Books, 2009) ISBN 978-1575059532
19. *China (Countries of the World)*, by Michael Dahl (Capstone, 1999) ISBN 978-0736880596
20. *Denmark (Countries of the World)*, by Patricia J. Murphy (Capstone, 2002) ISBN 978-0736813716
21. *England (Countries of the World)*, by Kathleen W. Deady (Capstone, 2006) ISBN 978-0736847346
22. *Getting to Know France and French*, by Nicola Wright and illustrated by Kim Wooley (Barron's Educational Series, 1993) ISBN 978-0812015324
23. *Ireland (A to Z)*, by Justine Fontes and Ron Fontes (Children's Press, 2004) ISBN 978-0516268101
24. *Japan (Countries of the World)*, by Michael Dahl (Capstone, 1999) ISBN 978-0736880589
25. *Look What Came from Egypt*, by Miles Harvey (Children's Press, 1999) ISBN 978-0531159378
26. *Look What Came from Germany*, by Kevin Davis (Franklin Watts, 2000) ISBN 978-0531164358

Websites and Other Resources

Student Resources

1. Cinderella Read-Aloud
<http://www.learner.org/interactives/story/Cinderella.html>
2. Elements of Stories
<http://www.flocabulary.com/fivethings>



Cinderella

1

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain that fictional stories come from the author’s imagination
- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of “Cinderella”
- ✓ Explain that people from different lands tell similar stories

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify how Cinderella feels when she is not allowed to go to the ball in “Cinderella” (RL.1.4)
- ✓ Describe characters, settings, and events in a reenactment of “Cinderella” (SL.1.4)
- ✓ Discuss personal responses to events in “Cinderella”
- ✓ Prior to listening to “Cinderella,” identify orally what they know and have learned about other folktales

Core Vocabulary

characters, n. The persons or animals in a story

Example: The characters in “Cinderella” are Cinderella, her stepsisters, her fairy godmother, and the prince.

Variation(s): character

embraced, v. Held someone in your arms as a way of expressing love

Example: Ashley and her mom always embraced when she arrived home from school.

Variation(s): embrace, embraces, embracing

splendor, n. Great and impressive beauty

Example: The mayor’s house was the definition of splendor: it had the most exquisite, hand-carved furniture and gorgeous paintings.

Variation(s): splendors

warning, n. A statement telling someone about possible trouble


Example: The weatherperson issued a tornado warning for our town so we knew to prepare accordingly.

Variation(s): warnings

worthy, adj. Deserving respect, praise, or attention

Example: Scott’s good deeds made him worthy of becoming line leader.

Variation(s): worthier, worthiest

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Domain Introduction		10
	Elements of Stories		
	Where Are We?	world map or globe	
	Mid-Story Check-In and Interactive Opportunities		
	Purpose for Listening		
Presenting the Read-Aloud	Cinderella		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Worthy		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Vocabulary Instructional Activity: Instructions		20
	Somebody Wanted But So Then	Chart paper, chalkboard or whiteboard; Instructional Master 1B-1 (optional)	
Take-Home Material	Family Letter	Instructional Masters 1B-2 and 1B-3	*



Cinderella

1
A

Introducing the Read-Aloud

10 minutes

Domain Introduction

Discuss with students what they like best about listening to stories. Have students discuss whether they also enjoy telling stories to their families and friends.

Tell students that people all around the world love listening to and telling stories, too! In fact, some of the stories told around the world are quite similar to each other. This means that parts of the stories are the same, even though the stories are from different places around the world. Stories that are similar with some differences are called versions or variations of one another. In this domain, students will listen to three sets of similar stories that originated many, many years ago in different places around the world. Although the variations come from different countries, or lands, the **characters**, or people and talking animals in the story, have many similar adventures. Tell students they will need to listen carefully to each set of stories to figure out how they are similar to and different from each other. In particular, students should listen to how differences between the stories may be impacted by the country where each story originated.

Elements of Stories

Review with students the basic elements of stories. The elements of stories are things that are found in every story, such as characters, setting, and plot. Remind students that the characters in a story are the people or animals that the story is about. The setting is where and when the story takes place. The plot is what happens in the story, or the events of the story in the order in which they happen. Students should listen for how the characters, settings, and plots are similar and different in the stories in this domain.

Another important element of stories is called conflict. The conflict in a story is the problem the characters face. Characters in different stories from around the world might have similar conflicts, or problems, that they must deal with.

Where Are We?

Tell students that the story in today’s read-aloud originated in a country called France many, many years ago. Help students locate the country of France on the continent of Europe on a world map or globe. You may wish to label each featured country on the map so that students can better keep track of and recall all of the different lands they learn about in this domain.

Mid-Story Check-In and Interactive Opportunities

In this domain, opportunities are provided to specifically pause within the read-aloud and allow student pairs to summarize the story information provided thus far. You are encouraged to assign partner pairs for the duration of the domain in order to promote a social environment where all students engage in collaborative talk and learn from one another. The Mid-Story Check-In and Interactive Opportunities within the Guided Listening Support structure allow you to check for student understanding prior to the comprehension questions.

Purpose for Listening

Tell students that “Cinderella” is a fairy tale. Fairy tales feature members of a royal family, characters with special powers, and/or magical transformations or changes. Tell students that some things that happen in fairy tales are fantasy, or cannot happen in real life. Tell students to listen carefully to identify which parts of the story could be real or fantasy. Students should also listen to identify as many elements of the story as they can: characters, setting, plot, and conflict.



Cinderella

← Show image 1A-1: Cinderella scrubbing the floor

1 Cinderella, her stepmother, and two stepsisters are some of the characters in this story.

Once there was a poor girl who was called Cinderella. Cinderella lived with her stepmother and two stepsisters.¹

Her stepmother was mean to Cinderella and forced her to do the hardest and dirtiest work in the house. The poor girl had to scour the dishes, scrub the floors, and wash the clothes, all by herself. When her work was finally done, Cinderella would sit, tired and alone, by the fireplace, among the ashes and cinders. That was why they called her “Cinderella.”

2 or had the best of everything

Cinderella’s stepsisters lived in **splendor**.² They had soft beds, thick carpets, and silver-edged mirrors. Poor Cinderella had to sleep on the floor next to the fire.³

3 [Have students discuss the following question briefly with their partners] How is Cinderella’s life different than the lives of her stepsisters?

One day, the king’s son, the prince, announced that he was going to hold a royal ball at the royal palace. It would be a grand evening of dancing. And all the young ladies in the kingdom were invited!



← Show image 1A-2: Cinderella longs to go to the ball

4 Cinderella’s stepsisters kept her so busy helping them that she had no time to rest.

When they heard the announcement, Cinderella’s stepsisters shrieked with excitement. For days they primped in front of their mirrors and talked of nothing but the ball. They shouted orders at Cinderella and ran her ragged while they got ready for the ball.⁴

“Cinderella!” shouted the older stepsister. “Shine my shoes!”

“Cinderella!” called the younger. “Iron out this wrinkle in my dress!”

5 [Pause here and ask the following questions to check student comprehension.]

1. What characters have you met so far?
2. What does Cinderella want to do?
3. Why can’t Cinderella do this?

Cinderella helped her stepsisters get ready without complaining. Silently, however, she was longing to go to the ball. She imagined herself dancing in the arms of the prince. How wonderful it would be! And yet she knew her stepmother would never allow her to go.

At last the time came. The stepsisters and their mother left for the palace. Cinderella watched them drive away. When she lost sight of them, she began to cry. She felt so miserable and alone.⁵



← **Show image 1A-3: Fairy godmother**

But Cinderella was not alone after all. She heard a gentle voice ask, “What’s the matter, dear?” She looked up and saw a woman with a kind face.

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

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

“Why, yes!” said Cinderella with surprise.

“Then it shall be so! Cinderella, you are a kind girl, **worthy** of going to the ball,” said the woman.⁶ For, you see, the woman was Cinderella’s fairy godmother. “Now run into the garden,” she said to Cinderella, “and bring me a pumpkin.”

6 Cinderella deserves to go to the ball because she is kind and good.



← **Show image 1A-4: The dazzling coach**

Cinderella went to the garden, puzzled. She picked a large pumpkin and set it on the ground before the kind woman. The fairy godmother tapped it with her magic wand and it turned into a dazzling coach lined with satin.

“Now, dear,” said the fairy godmother, “bring me the mousetrap from the house.” Cinderella brought the trap, which had six live mice in it. The fairy godmother released the mice and waved her wand over them, turning them into a fine set of six gray horses. Then, with a touch of her wand, she turned a big rat into a fat, jolly coachman with long fancy whiskers.

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

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



← **Show image 1A-5: Cinderella in her new gown**

Her godmother laughed. Then, with a touch of her wand, she changed Cinderella’s tattered clothes into a glittering gown of gold. And on her feet appeared a pair of glass slippers, the prettiest in the world.⁷

7 [Prompt students to twirl around to mimic the transformation of her clothes, just as Cinderella is doing in the image.]

- 8 A stern warning is a serious set of directions that you should follow. What warning does the fairy godmother give Cinderella?



Cinderella stepped into the coach. But before she left, her fairy godmother gave her a stern **warning**: “Do not stay at the ball after midnight, not even a moment. When the clock strikes twelve, the coach will once again be a pumpkin; the horses, mice; the coachman, a rat; and your gown, the same clothes you had on.”⁸

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

← **Show image 1A-6: Prince and Cinderella dance**

When Cinderella arrived at the ball, everyone admired her beauty. The prince asked Cinderella to dance with him. They danced together once, then twice, then again and again. Cinderella’s face shone with happiness. Everyone at the ball looked on in admiration—everyone, that is, but the two stepsisters. They glared jealously at the lovely lady, though they had no idea that they were glaring at Cinderella because they didn’t recognize her in her beautiful gown.

For Cinderella, the music, the dancing, the warm gaze of the prince, all seemed a wonderful dream. How quickly time slips away when the heart is happy! As Cinderella began to dance again with the prince, she heard the palace clock begin to toll.

“Oh, my!” she gasped. “What time is it?”

“Midnight,” said the prince.⁹

← **Show image 1A-7: Cinderella runs down the stairs**

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

At the foot of the stairs she stumbled. One of her slippers fell off! But Cinderella could not stop. As she ran breathlessly out of the castle into the darkness, she heard the clock strike midnight—and felt her smooth gown turn into the rough cloth of her everyday clothes.

- 9 [Have students briefly discuss the following question with their partners] What is supposed to happen at midnight?



Her dazzling coach had turned back into a pumpkin, so she ran home alone. When she got there, she realized that she was still wearing one glass slipper!



← **Show image 1A-8: The prince finds the slipper**

When Cinderella had run away, the prince had raced after her. Although he did not catch her, he did find, part way down the staircase, the glass slipper that had fallen off her foot.

And that is why, the very next morning, the sound of trumpets woke the kingdom. The prince announced that he would marry the woman whose foot fit the glass slipper. He sent his men out on a mission: they were to try the slipper on the foot of every maiden in the land.¹⁰

10 Why did the prince want his men to find the woman whose foot fit the glass slipper?



← **Show image 1A-9: The stepsister tries on the slipper**

From house to house they went, trying the slipper on foot after foot. On one foot the slipper was too long; on another, too short. And so it went until they came to the house of Cinderella and her stepsisters. Cinderella's stepsisters tried to fit their feet into the slipper. They squeezed, pinched, and pushed, but the slipper would not fit.

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

"You?" the stepsisters cried. "That's ridiculous!"¹¹

"Every young woman in the kingdom is supposed to try on the slipper. That includes me," stated Cinderella.

11 Remember, the stepsisters did not recognize Cinderella at the ball and thus did not know that she was there.



← **Show image 1A-10: Cinderella tries on the slipper**

The prince's men agreed, as the prince had given strict instructions that every maiden in the kingdom was to try on the slipper. One of the men placed the slipper on Cinderella's foot—and it fit perfectly! The stepsisters' mouths dropped open in astonishment. They were even more shocked when, from her pocket, Cinderella drew forth the other glass slipper.

Only then did the stepsisters understand: the beautiful lady they had seen at the ball was Cinderella. They threw themselves at her feet and begged for forgiveness. Cinderella was so kindhearted that she forgave them and **embraced**, or hugged, them.

Cinderella married the prince. Her stepmother and stepsisters were invited to live in the palace with her. And she and the prince lived happily ever after.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

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

1. *Inferential* Who is the main character in this story? (Cinderella is the main character in this story.) How did she get her name? (Cinderella got her name because she would sit by the cinders and ashes of the fire after a hard day's work.)
2. *Evaluative* How is Cinderella treated by her stepmother and stepsisters? (Cinderella is treated unfairly.) How would you feel if you were Cinderella? (Answers may vary.)
3. *Literal* For what event does Cinderella help her stepsisters get ready? (Cinderella helps her stepsisters get ready for a royal ball.)
4. *Literal* Who appears to help Cinderella go to the ball? (Cinderella's fairy godmother appears to help her.) What does the fairy godmother do with the pumpkin, mice, and rats? (The fairy godmother turns the pumpkin, mice, and rats into a coach, horses, and coachman.)
5. *Literal* What warning does her fairy godmother give to Cinderella? (Her fairy godmother warns Cinderella to leave the ball before the stroke of midnight, as everything will change to be as it was before.)

6. *Literal* Who does Cinderella meet at the dance? (Cinderella meets the prince and dances with him all night long.)
7. *Literal* What happens at the stroke of midnight? (Cinderella runs out of the castle, as her gown transforms back into rags and the coach becomes a pumpkin once more.) What does Cinderella lose as she is running out of the castle? (Cinderella loses her glass slipper.)
8. *Inferential* How does the prince find Cinderella? (The prince sends his men to have every woman in the land try on the glass slipper. Cinderella tries on the glass slipper and it fits perfectly.) How do the stepsisters act when they find out Cinderella will marry the prince? (The stepsisters beg for forgiveness.)
9. *Evaluative* What parts of this folktale could never really happen? (A pumpkin cannot be turned into a coach, and animals cannot be turned into people.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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

10. *Evaluative Think Pair Share:* If you had a fairy godmother, what would she help you to do?
11. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Worthy

5 minutes

1. In the read-aloud you heard the fairy godmother say to Cinderella, “Then it shall be so! Cinderella, you are a kind girl, *worthy* of going to the ball.”
2. Say the word *worthy* with me.
3. *Worthy* means that a person or object deserves someone or something.
4. The two sisters were very talented and worthy of the awards they received.
5. What is something nice that you have done for someone else? When we do nice things for other people, we are worthy of love and respect. Try to use the word *worthy* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I show my parents I am worthy of getting special privileges when I help out without being asked.”]
6. What’s the word we’ve been talking about?

Use a *Discussion* activity for follow-up. Directions: Discuss what you think makes a student worthy of being chosen as line leader. Remember that students can be worthy of praise and special privileges when they do good deeds for others. Be sure to explain your answer in complete sentences.



Complete Remainder of the Lesson Later in the Day



Cinderella

1
B

Extensions

20 minutes

↔ Vocabulary Instructional Activity: Instructions

1. In the read-aloud you heard, “The prince certainly had given strict *instructions* that every maiden in the kingdom was to try on the slipper.”
2. Say the word *instructions* with me.
3. *Instructions* are directions that tell you how to do something.
4. We carefully followed the instructions to put together our baby cousin’s toy.
5. What are some other times that people follow instructions? Try to use the word *instructions* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “People follow instructions to know how to . . .”]
6. What’s the word we’ve been talking about?

Use a *Sequencing* activity for follow-up. [Note: Please ask students to give instructions on a topic that is familiar to them, which may vary according to region and student population.]
Directions: Give your neighbor instructions on how to do something that you do every day. Make sure to give the instructions in order of what happens first to what happens last. Use words like *first*, *next*, *then*, and *last* when you tell about it. Remember to use complete sentences.

Somebody Wanted But So Then (Instructional Master 1B-1, optional)

Using the following blank summary chart, create a chart on chart paper, a chalkboard, or a whiteboard.

Somebody	
Wanted	
But	
So	
Then	

Explain to students that together, you are going to retell today’s read-aloud, “Cinderella,” in writing. Tell them that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read the words to them.

Somebody	Cinderella
Wanted	Wanted to go to the ball
But	But she was not allowed; she had no way of getting there, and had nothing to wear.
So	So, her fairy godmother helped her and she met the prince.
Then	Then, she lost her shoe at the ball; the prince used it to find her, and then he married her.

As you record students’ responses on the charts, be sure to use complete sentences and domain-related vocabulary to expand upon their responses. As students retell the fairy tale, ask questions to elicit oral elaboration on what they have written. After you have retold the fairy tale, ask students which elements of the story are elements of fairy tales.

- Above and Beyond: An optional instructional master has been included if you have students who are ready to fill in the charts on their own.

Take-Home Material

Family Letter

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



The Girl with the Red Slippers

2

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Explain that fictional stories come from the author’s imagination
- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of “The Girl with the Red Slippers”
- ✓ Explain that people from different lands tell similar stories

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Sequence pictures illustrating events in “The Girl with the Red Slippers” (RL.1.7)
- ✓ Orally compare and contrast similar stories from different cultures, such as “Cinderella” and “The Girl with the Red Slippers” (RL.1.9)
- ✓ Draw and describe one of the scenes from “The Girl with the Red Slippers” (W.1.2)
- ✓ Ask and answer *who* questions orally, requiring literal recall and understanding of the details of “The Girl with the Red Slippers” (SL.1.2)

- ✓ Describe characters, settings, and events as depicted in drawings of one of the scenes from “The Girl with the Red Slippers” (SL.1.4)
- ✓ Add sufficient detail to a drawing of a scene from “The Girl with the Red Slippers” (SL.1.5)
- ✓ Prior to listening to “The Girl with the Red Slippers,” identify orally what they know and have learned about “Cinderella”
- ✓ Identify multiple meanings of *duck* and use them in appropriate contexts

Core Vocabulary

cautiously, adv. Carefully avoiding danger or risk

Example: Mike cautiously carried the bucket of water so he wouldn't spill it.

Variation(s): none

preferred, v. Liked something better than something else

Example: Cara preferred to walk to school rather than take the bus; she loved being out in the fresh air and the sunshine every morning.

Variation(s): none

revived, v. Became strong, healthy, or active again

Example: Bart felt revived when he drank a big glass of water after playing in the hot sun.

Variation(s): revive, revives, reviving

scoured, v. Searched carefully and thoroughly


Example: We scoured our room for the missing earring, turning over chairs and tables in the search.

Variation(s): scour, scours, scouring

setting, n. Where a story takes place

Example: The setting of a story about students might be in a school.

Variation(s): settings

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Similar Stories from Different Lands		10
	What Have We Already Learned?	world map or globe	
	Where Are We?	world map or globe	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Girl with the Red Slippers	world map or globe	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Cautiously		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Duck	Poster 2M: Duck	20
	Drawing the Read-Aloud	drawing paper, drawing tools	



The Girl with the Red Slippers

2_A

Introducing the Read-Aloud

10 minutes

Similar Stories from Different Lands

Review with students that people around the world love listening to and telling stories. Remind students that some of the stories told around the world are quite similar to each other, even though the stories originated in different places around the world. Although the variations come from different countries, or lands, the characters have similar adventures and face similar conflicts, or problems.

What Have We Already Learned?

Begin with a review of the previous read-aloud by asking students the following questions:

- What was the name of the fairy tale you listened to in the previous read-aloud? (The name of the fairy tale we listened to in the previous read-aloud was “Cinderella.”)
- In which country, or land, did the story of “Cinderella” originate? (The story of “Cinderella” originated in France.) [Have students locate France on a world map or globe.]
- Who are the main characters in the previous read-aloud? (The main characters in the previous read-aloud were Cinderella, her stepmother and stepsisters, her fairy godmother, and the prince.)
- What is the setting of “Cinderella”? Remember, that the **setting** of a story is where and when a story takes place. (The setting of “Cinderella” is Cinderella’s home and the royal palace. This story takes place long, long ago.)
- What happened to Cinderella at the end of the tale? (Cinderella married the prince.)

- Is “Cinderella” nonfiction, which means true, or fiction? How do you know? (“Cinderella” is fiction because pumpkins cannot really be turned into coaches.)

Tell students to think about the “Cinderella” story they heard in the previous lesson. Remind students that Cinderella was not treated very nicely by her family. Today students will hear a story that originated in another country, but whose main character faces a conflict, or problem, that is similar to Cinderella’s conflict, or problem.

Where Are We?

Tell students that the story in today’s read-aloud originated in a country called Egypt many, many years ago. Help students locate the country of Egypt on the continent of Africa on a world map or globe. You may wish to label each featured country on the map so that students can better keep track of and recall all of the different lands they learn about in this domain.

Purpose for Listening

Tell students to listen carefully to “The Girl with the Red Slippers” to see how today’s story is similar and different to the story they heard in the previous lesson.



The Girl with the Red Slippers

← Show image 2A-1: Rhodopis and the other servants

- 1 Rhodopis was forced to work without pay and could not do what she liked.
- 2 [Point to Greece and then Egypt on a map.]

A long time ago, in Ancient Egypt, there lived a beautiful young girl called Rhodopis. Rhodopis was a slave.¹ She had been born in Greece but had been kidnapped by pirates. The pirates had sold the young girl to a rich Egyptian merchant.² Rhodopis now worked as a servant in his house. Because Rhodopis was from another land, she did not look like the other servants, or her master. Whereas they had dark hair and dark eyes, she had golden curls and green eyes. No amount of brushing would straighten those curls. The other servants teased Rhodopis. They also made her work even harder than they did. She had to get up before the sun rose, and she had to work while the stars twinkled in the night sky. She cleaned her master's house, she baked bread, she washed her master's clothes, she sewed, and she even tended to the garden.

- 3 [Point to the image.] Which person do you think is Rhodopis based on the way she is described in the story? Which details, or information in the story, helped you? (She is standing alone and apart from the other servants; she has curly hair; she is surrounded by birds; etc.)
- 4 A hippopotamus is a large animal with an extremely large head and mouth that spends most of its time in water. They are often known as "hippos."

Rhodopis lived a lonely life. The other servants wanted nothing to do with her. And her master, though kind, spent his time either sleeping in the warm sunshine, or conducting business. Over time, the animals became her friends. Rhodopis chatted with the birds that nested in the lemon and lime trees that she tended. She told her troubles to the great white egrets, and she teased the red-tailed dragonflies.³

However, her best friend in the whole world was a hippopotamus.⁴



← Show image 2A-2: Rhodopis playing with the hippo by the river

Whenever she went to the Nile River to wash her master's clothes, one particular hippo would come to the edge of the river. It would wallow in the water near her and keep her company while she worked. The hippo would look at her with its big round eyes. Its ears would flicker whenever she spoke. Sometimes they would play together. Rhodopis would splash water in the hippo's direction. The hippo would sink down under the water and then reappear close by.

One day, while picking lemons from the lemon trees in the garden, Rhodopis heard music coming from her master's house. She placed her basket on the ground and began to dance to the music. She moved gracefully like a ballerina.



← **Show image 2A-3: Rhodopis dancing in the sunshine**

Rhodopis danced in the warm sunshine. As she danced, her master woke up from a long nap. As he stretched and yawned he looked around the garden. He spotted Rhodopis dancing to the music. Rhodopis moved so elegantly that her master watched her for quite some time. After a while, he thought to himself that this beautiful young girl who danced like a butterfly deserved some elegant shoes to adorn her bare feet.⁵

- 5 [Have students to show you how they think a butterfly might dance.]

The next day he went to his own shoemaker and asked him to make a pair of red silk dancing slippers. The soles of the slippers were to be made of the very finest leather.

Several days later the shoes arrived and Rhodopis's master presented them to her as a gift. Rhodopis was speechless.



← **Show image 2A-4: The gift of red slippers**

Rhodopis loved her slippers. The other servants were jealous that she had been given such an exquisite gift. They treated her even more horribly than before. This made Rhodopis very sad. Whenever she could she would **cautiously** sneak off into the garden, put on her red slippers, and dance.⁶ Quite often she danced at night beneath the sparkling stars, when everyone else was asleep.⁷

- 6 *Cautiously* means carefully avoiding danger or risk. Why did Rhodopis have to *cautiously* sneak off to dance?

- 7 [Pause here and ask the following questions to check student comprehension.]
1. Which characters have you met so far?
 2. What gift does Rhodopis receive?
 3. How do the other servants treat Rhodopis after she receives the gift?

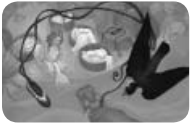
- 8 The pharaoh was the leader of ancient Egypt, similar to a king. The pharaoh had servants to do things for him, just like a king. A banquet is a party with a fancy dinner.

- 9 They did not plan on letting Rhodopis go to the banquet.

One day, Rhodopis's master was informed that the pharaoh, Amasis, had decided to hold a grand banquet at his royal palace in Memphis. All of his subjects were invited, even the servants.⁸ Rhodopis was so excited; however, she quickly learned that the other servants had no intention of letting her go.⁹ Instead they gave her piles of laundry to do, and warned her that it better all be done by the time they returned. As the servants prepared to depart, Rhodopis carried the huge pile of laundry down to the river.

10 The word *revived* means refreshed. Rhodopis felt much better.

11 Here, the word *duck* means that Rhodopis lowered her head quickly to avoid being splashed. The word *duck* also has other meanings. The word *duck* can also mean a bird that swims and quacks.



Rhodopis worked for several hours, washing and scrubbing the clothes. Her faithful friend the hippo kept her company. The hippo always cheered up Rhodopis. And so, after a while, Rhodopis's spirits were **revived** and she began to play with the hippo.¹⁰ As Rhodopis cheerfully splashed the hippo, it suddenly moved to duck down beneath the water.¹¹ Then it reappeared quite suddenly right beside Rhodopis. As the hippo lifted its large head, it created a wave of water that cascaded down upon Rhodopis. She was drenched. So too were her beautiful slippers.

← **Show image 2A-5: The falcon flying off with one of the slippers**

Rhodopis sighed and scratched the hippo's head. Then she took off her slippers and placed them on a rock to dry. After that she continued with her work. She did not even stop to eat. After a long while, Rhodopis finished washing all the clothes. By now her back and arms were aching but she was happy to be done. Just as she was about to put on her red slippers, she heard the flapping of wings. In an instant, one of her slippers was gone. From out of the darkening sky, a falcon had swooped down and stolen it.¹² Rhodopis gasped out loud. She was certain that the falcon was actually the god Horus.¹³ It was a sign of something, but of what she did not know. There was nothing Rhodopis could do. She put her one remaining slipper in her pocket and returned to her master's house in her bare feet.

12 A falcon is a type of bird that can fly very fast.

13 Horus is the sky god in the ancient Egyptian religion.

Meanwhile, at the royal palace, an enormous crowd had gathered. The crowd was enjoying the festivities.

← **Show image 2A-6: The pharaoh's banquet**

Pharaoh Amasis, looked on from his raised throne in the banquet hall. Although he was happy to see his subjects enjoying themselves, he **preferred** to go hunting.¹⁴ As Amasis did not have a wife or children, he spent most of his spare time hunting with his friends.



14 Amasis liked hunting more than he liked parties.

15 [Demonstrate a swooping motion for students. Have students repeat the motion with their hands.]

As the day wore on, Amasis grew restless. He was just about to sneak away from the banquet when a great falcon swooped¹⁵ down and dropped a small red slipper at his feet. Amasis picked up the small slipper and stared at it. He was certain that the god Horus had sent him a message. Amasis thought for a while. Then he summoned his advisors. He had decided that the god Horus was telling him that the owner of the red slipper would be his wife. The banquet was halted, and an announcement was made that the pharaoh himself would search the land for the owner of the red slipper. The guests slowly began to leave.¹⁶

16 [Have students briefly discuss the following question with their partners] What part of “Cinderella” does this remind you of?

Now Rhodopis’s master had already left the palace. He had gone off to take care of some business, and so he had not heard the announcement. His servants, however, had. Together they decided that they would not breathe a word to Rhodopis.

As the weeks went by, the pharaoh scoured the land for his future wife. He searched by land and by water, but he was unsuccessful. At last his search brought him by royal barge to a region in the northern part of his kingdom. Rhodopis was washing clothes in the river as the royal barge appeared in the distance. The other servants saw it, too, and knew immediately what it meant. As the barge neared the bank of the river, the royal trumpeters sounded the pharaoh’s arrival. Immediately, the servants ordered Rhodopis to hide herself in the reeds as she was, they told her, too lowly a servant to be in the presence of the pharaoh.¹⁷

17 The other servants tell Rhodopis that she is not important enough to meet the pharaoh.



← **Show image 2A-7: The pharaoh talks to Rhodopis**

With the red slipper in one hand, Amasis stepped off the royal barge. Upon seeing the slipper, the female servants elbowed each other out of the way, all wanting to be the first to try it on. As this was happening, Rhodopis peeked out from the reeds. She wanted to see the pharaoh’s face. As she peeked out, Amasis spotted her. He stared at the beautiful girl for several moments and Rhodopis’s heart skipped a beat. Amasis asked Rhodopis to step forward and

then he placed her tiny foot inside the red slipper. As he did so, it was clear to all that she was the owner of the slipper. The other servants were horrified that she would be the pharaoh's queen, but the master gave his blessing.



← **Show image 2A-8: Rhodopis and the pharaoh sail away**

Together Amasis and Rhodopis sailed away on the royal barge with its purple sails fluttering in the gentle breeze that blew across the Nile River. Behind the barge swam Rhodopis's best friend and honored wedding guest.¹⁸

18 Who would that be?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

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

1. *Evaluative* How is Rhodopis treated by the other servants? (Rhodopis is treated poorly by the other servants. They make fun of her and make her do more than her share of work.) How is the way Rhodopis is treated by the other servants similar to the way Cinderella is treated by her stepsisters? (Both Cinderella and Rhodopis are treated unfairly and made to do more than their share of work.)
2. *Literal* What gift does the master give Rhodopis? (The master gives Rhodopis red dancing slippers.)
3. *Literal* What must Rhodopis do while the others attend the pharaoh's banquet? (The other servants make Rhodopis do piles of laundry so she cannot go to the banquet.)
4. *Literal* What animal takes Rhodopis's slipper? (A falcon takes Rhodopis's slipper.) Where does the animal take the slipper? (The falcon takes the slipper to the pharaoh's banquet.)

5. *Inferential* How does the pharaoh realize that Rhodopis is the owner of the red slipper? (The pharaoh searches the land and has every woman try on the slipper. At last, Rhodopis tries on the slipper and it fits.)
6. *Evaluative* What are some similarities between “Cinderella” and “The Girl with the Red Slippers”? (In both stories, the main characters are kind and good, but treated poorly by the people around them. In both stories, there are fancy parties from which the main characters are excluded. Both characters are identified by slippers that fit their feet.) **What are some differences between the two stories?** (Cinderella is treated poorly by her stepmother and stepsisters, whereas Rhodopis is treated unfairly by the other servants. Cinderella marries a prince, while Rhodopis marries a pharaoh. Cinderella had a glass slipper, while Rhodopis had red silk slippers with leather soles. The differences stem from the two different countries in which the stories originated.)

[Please continue to model the *Question Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

7. *Evaluative* *Who? Pair Share*: Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who are the characters in today’s story?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Cautiously

5 minutes

1. In the read-aloud you heard, “Whenever she could, [Rhodopis] would *cautiously* sneak off into the garden, put on her red slippers, and dance.”
2. Say the word *cautiously* with me.
3. *Cautiously* means that you do something with care or caution because it may be dangerous.
4. Harry and his sister cautiously crossed the street, carefully looking both ways for oncoming traffic.
5. Can you remember a time when you did something cautiously? Try to use the word *cautiously* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I cautiously . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If you think any of these things should be done cautiously, say, “You should do that cautiously.” If you don’t think any of these things should be done cautiously, say, “You don’t need to do that cautiously.”

1. pouring milk from a full carton into a glass (You should do that cautiously.)
2. tying your shoe (You don’t need to do that cautiously.)
3. crossing the street (You should do that cautiously.)
4. walking by a pool (You should do that cautiously.)
5. reading your book (You don’t need to do that cautiously.)



Complete Remainder of the Lesson Later in the Day



The Girl with the Red Slippers

2_B

Extensions

20 minutes

Multiple Meaning Word Activity: Duck

Sentence in Context

1. [Show Poster 2M: Duck.] In the read-aloud you heard, “As Rhodopis cheerfully splashed the hippo, it suddenly moved to *duck* down beneath the water.” Here, *duck* means to lower your head or body to avoid something. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
2. *Duck* can also mean a bird that quacks, swims, and has webbed feet. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
3. Now with your neighbor, make a sentence for each meaning of *duck*. Remember to use complete sentences. I will call on some of you to share your sentences. [Call on a few students to share their sentences.]

Drawing the Read-Aloud

Ask students to think about the read-aloud that they listened to earlier in the day. Give each student a piece of paper, and ask each to draw a picture of one part of the story he or she remembers. Have students write a sentence about their drawings using the sound-spelling correspondences taught thus far. It might be a favorite part, or a part with an interesting character, or a part in which something important happens. As you circulate, make sure that each student is representing an idea from the day’s read-aloud.

When students have completed their drawings, tell students that they are going to put their drawings in the correct sequence—in the order that they heard from the day’s story. Explain to students

that we read text from left to right, so the students will stand from left to right to retell the read-aloud with their pictures. Have one student come up to the front of the room and describe his or her drawing. Then have another student come up, describe his or her drawing, decide if his or her drawing occurred before or after the first student's drawing, and reflect that sequence by standing either to the left or to the right of the first student. Repeat this procedure until all the students are standing at the front of the room, holding pictures of events in sequence. As the students describe their drawings, be sure to expand upon their ideas, encouraging the use of increasingly complex sentences and domain-related vocabulary.



Billy Beg

3

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain that fictional stories come from the author’s imagination
- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of “Billy Beg”
- ✓ Explain that people from different lands tell similar stories

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Orally compare and contrast similar stories from different cultures, such as “Cinderella,” “The Girl with the Red Slippers,” and “Billy Beg” (RL.1.9)
- ✓ Prior to listening to “Billy Beg,” orally predict what will happen in the read-aloud based on a picture and previous stories and then compare the actual outcome to the prediction

Core Vocabulary

concerned, *adj.* Worried

Example: Joanna was concerned that the school trip might be cancelled because of the rain.

Variation(s): none

demanded, *v.* Said or asked for in a very forceful way

Example: The principal demanded that all students sit down for the assembly.

Variation(s): demand, demands, demanding

monstrous, *adj.* Very frightful and/or large


Example: In her dream, Yasmin battled against a monstrous dragon.

Variation(s): none

plot, *n.* The events of a story

Example: The plot of a story is what happens in the beginning, middle, and end of a story.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Similar Stories from Different Lands	chart paper, chalkboard, or whiteboard	10
	What Have We Already Learned?	world map or globe	
	Where Are We?		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Billy Beg		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Monstrous		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Which Fairy Tale? Venn Diagram	chart paper, chalkboard, or whiteboard	20



Billy Beg

3_A

Introducing the Read-Aloud

10 minutes

Similar Stories from Different Lands

Review with students that people around the world love listening to and telling stories. Remind students that some of the stories told around the world are quite similar to each other, even though the stories originated in different places around the world. Although the variations come from different countries, or lands, the characters have similar adventures and face similar conflicts, or problems.

Explain to students that Venn diagrams help us to organize the similarities and differences among the read-alouds. Draw a three-circle Venn diagram on chart paper, a chalkboard, or a whiteboard. Label the topmost circle “Cinderella,” label the circle on the left “The Girl with the Red Slippers,” and label the circle on the right “Billy Beg.” Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read the words to them. As you review the similarities and differences between “Cinderella” and the “Girl with the Red Slippers,” write them down in the appropriate spaces on the Venn diagram. Tell students that you will finish the Venn diagram during the Extension.

What Have We Already Learned?

Begin with a review of the read-aloud heard in the previous lesson by asking students the following questions:

- Who remembers the name, or title, of the story we listened to in the previous read-aloud? (The title of the story we listened to in the previous read-aloud was “The Girl with the Red Slippers.”)
- In which country, or land, did the story of “The Girl with the Red Slippers” originate? (The story of “The Girl with the Red

Slippers” originated in Egypt.) [Have students locate Egypt on a world map or globe.]

- Who are the characters in “The Girl with the Red Slippers”? (Rhodopis, the hippo, the servants, the master, and the pharaoh are all characters in the story.)
- What is the setting of this story? (This story takes place long, long ago near the master’s house, near the river, and the pharaoh’s palace.)
- How is Rhodopis treated in the story? (The other servants make Rhodopis do all of the work.) How is this similar to the way Cinderella was treated? (Both women were treated unfairly by those around them.)
- What happens at the end of “The Girl with the Red Slippers”? (A falcon steals Rhodopis’s slipper and brings it to the pharaoh. The Pharaoh searches the land for the owner of the red slipper. He marries Rhodopis when he realizes she is the owner of the red slipper.) How is this similar to the end of “Cinderella”? (The prince searches the land for the owner of the glass slipper, and marries Cinderella when the glass slipper fits her perfectly.)

Tell students to think about the **plot**, or what happened, in “Cinderella” and “The Girl with the Red Slippers.” Today students will hear a story that originated in another country, but has a plot with many similarities to the previous read-alouds.

Where Are We?

Tell students that the story in today’s read-aloud originated in a country called Ireland many, many years ago. Help students locate the country of Ireland, which is part of the continent of Europe, on a world map or globe. You may wish to label each featured country on the map so that students can better keep track of and recall all of the different lands they learn about in this domain.

Purpose for Listening

Ask students to listen carefully to this story about an Irish teenager to hear the similarities in this story to “Cinderella” and “The Girl with the Red Slippers.”



Billy Beg

← Show image 3A-1: Billy and the bull

Once upon a time there was an Irish prince whose name was Billy Beg. Though born the son of a king, Billy didn't live the usual life of a prince. Billy worked in the fields herding cattle every day from sunup until sundown.¹ Billy spent so much time with the cattle that his best friend was the oldest bull in the herd, one with a speckled hide and a white face.² Billy was very fond of the bull, and the bull was just as fond of him.

One day, the old bull was sent to the market in town to be sold.³

When Billy heard this, he was very sad. But the bull said, "Don't worry, Billy my boy! You will be all right without me. In the grove behind the barn, there are three gifts for you: a magic tablecloth, a stick, and a belt made from the hide of my grandfather. If you unfold the tablecloth you will never be hungry. If you wave the stick three times around your head, you will have the strength of a thousand men. And if you wrap the belt around your waist, no enemy will be able to defeat you."

With that, the bull left bravely for the market.

← Show image 3A-2: Billy upset at the bull leaving

At first, Billy Beg was too upset to do anything without his friend. He cried for three days and three nights. Then Billy remembered what the bull had said.

When the sun rose the next morning, he went to the grove behind the barn and pulled out the tablecloth from beneath a tree. When he unfolded it, he found it was covered with delicious food and drink. Billy ate and drank until his stomach was full.

Next, he grabbed the stick and the belt the bull had left for him. Then he set off to make his way in the world.⁴

- 1 Billy worked very hard all day long.
- 2 Here, the word *face* means the front part of the head that has the eyes, nose, and mouth on it. The word *face* also has other meanings. The word *face* can also mean the front or outer surface of something.
- 3 [Prompt students to make a face that shows how Billy might feel to see his best friend leave.]



- 4 Billy set off to find a new job and a new place to live.



← **Show image 3A-3: Billy at the door of the gentleman's house**

He walked on until he came to a fine old house. He knocked and an old gentleman came to the door.

“Excuse me,” said Billy. “I was wondering if you have any work.”

“As a matter of fact,” said the old gentleman, “I do need someone to watch over my cows, pigs, donkeys, and goats, but . . .”

“I am the best shepherd that you will ever see,” Billy interrupted.

“Well,” said the old gentleman. “That may be, but a giant has moved into the forest next to my pasture. That beast has scared off the last three boys I hired.”

“I am not afraid of him,” said Billy. “If you will have me, I will take the job.”

So the old gentleman hired Billy to watch his cows, pigs, donkeys, and goats. The next day, Billy led the animals out to pasture and sat down on a rock. Later that day, a horrible one-eyed giant suddenly appeared from the rocks.



← **Show image 3A-4: Billy and the giant**

“Oh!” said the giant, licking his lips. “Here is a tasty little treat. You are too big for one bite, but not big enough for two! What should I do with a tiny morsel⁵ like you?”

Billy fastened on his belt and grabbed his stick. He swung the stick above his head three times to give himself the strength of a thousand men. It was a terrible fight, but finally Billy swung the stick and—thwack!—sent the **monstrous** giant flying off the cliff and into the sea.⁶

When the old gentleman heard that Billy had driven away the giant, he patted him on the back and told him, “You’re a fine boy! I’ll double your wages.”

5 or small bite to eat

6 Billy defeated the frightfully large giant.

So Billy became a herdsman. He kept watch over the old gentleman's animals and served him well. Then one day the old gentleman came out of the house and yelled to his coachman, "Get the carriage! Saddle up the horses! I am going to town!"



← **Show image 3A-5: Billy talking with the old man**

"What is the occasion?" said Billy.

"Haven't you heard?" the old gentleman asked.

Billy shook his head.

"A terrible dragon is in the village," explained the old gentleman. "The dragon has **demanded** the king's own daughter, the princess, as his prisoner.⁷ Unless the king's champion fighter can defeat the dragon, the poor girl is as good as gone!"

"Oh," said Billy, **concerned**.⁸ "That poor princess!"

The old gentleman got into his carriage and sped off to the city.

Lots of other people came on horseback, in carriages, and wheelbarrows.

Billy decided that he would go and fight the terrible dragon, if he had to.⁹

← **Show image 3A-6: Billy riding to slay the dragon**

Billy dressed himself in an old suit of armor that belonged to his master, and then buckled his special belt securely around his middle. When he was dressed, Billy slipped on his boots, grabbed his magic stick, went to the stable where he mounted the brown mare, and rode bravely into town.

Thousands of people had come to see the king's champion face the dragon. Billy saw the champion in the center of the crowd, pacing up and down, back and forth, dragging his heavy sword behind him. Next, he caught a glimpse of the princess, gathered with her maidens at the front of the crowd. She was certainly beautiful, but looking just a little bit nervous.

Just then there was a fearsome roar. The dragon rose up out of the sea. He had fiery eyes, with smoke billowing out of his nostrils and giant flames pouring out of his mouth.

7 The dragon said it forcefully.

8 or worried

9 [Pause here and ask the following questions to check student comprehension.]

1. What characters have you met so far?

2. What gifts does Billy receive from the bull?

3. How does Billy use these gifts to defeat the giant?

4. What does Billy decide to do when he hears about the terrible dragon?



The king's champion turned white with fear. He dropped his sword and ran away.

When the princess saw that the champion had fled, she began wringing her hands, and crying.¹⁰ "Oh, please," she called out. "Won't someone save me?"

At first, no one made a sound. Then Billy Beg stepped out of the crowd. He wore his borrowed suit of armor. The helmet and visor were just big enough to completely cover his face, so nobody knew who he was, not even the old gentleman.

"I will fight the dragon!" Billy said.

← **Show image 3A-7: Billy flattening the dragon**

The princess and all the people stared with wide eyes.

The dragon charged at Billy, shooting fire from his mouth. Billy dodged the flames. Then he swung his stick three times round his head. It was a terrible fight, but in the end Billy Beg defeated the dragon.

There was great shouting and applause. The princess ran up to thank the mysterious knight, but Billy Beg mounted his horse to ride away. The princess reached out to stop him, but as his horse galloped away, she could only grab hold of one of his boots, which slipped right off his foot.¹¹

Billy Beg rode back to the old gentleman's farm. He took off the suit of armor, put the mare back in the stable, and tossed his other boot into the haystack in the barn.

When his master came back the next day, he told Billy everything that had happened.

"Isn't that amazing?" said the old gentleman.

"I should say so," said Billy.

The next day, the king ordered his men to find the brave knight who had saved his daughter's life. The king's men went from house to house, trying to find the man whose foot fit the boot the princess was left holding. It took several weeks for them to make their way out to the old gentleman's farm.

10 [Demonstrate wringing your hands for students. Have students repeat the motion after you.]



11 [Have students briefly discuss the following question with their partners] What parts of the other stories does this remind you of?



← **Show image 3A-8: Billy and the boot**

The king's men had all the servants try on the boot. The coachman stuffed his big foot into the boot scrunching up his toes to make it fit, and the cook put on his heaviest wool socks to try to fill the boot. No one thought much of Billy Beg. But when he slipped his foot into the boot, they all saw that it fit him as well as his own skin.

“What’s this?” asked one of the men. “Is this your boot?”

“It is,” said Billy. “I have the other one just like it out in the barn.”



← **Show image 3A-9: Billy and the princess**

Then the men knew that Billy was the one who had slayed the dragon.¹² They put a velvet suit on him and hung a gold chain round his neck. Then they took him to the village, where he married the princess and became the prince of that place.

12 Billy was identified as the person who had saved the princess because the boot fit him perfectly.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

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

1. *Inferential* What happens to Billy's friend, the bull with the white face? (The bull with the white face was sent to the market in town.)
2. *Literal* What gifts does Billy receive from the bull? (Billy receives a magic tablecloth, a powerful stick, and a protective belt from the bull.)
3. *Inferential* How does Billy defeat the one-eyed giant? (Billy defeats the one-eyed giant by using the stick that gives him the strength of one thousand men.)

4. *Literal* What does the dragon want? (The dragon wants to take the princess as his prisoner.) What does Billy use to defeat the dragon? (Billy uses the powerful stick to defeat the dragon.)
5. *Inferential* How does the princess figure out who saved her? (The princess has all of the men in the land try on the boot. The boot fits Billy perfectly, and so the princess knows that Billy was the person who saved her from the dragon.) In what other story or stories does this happen? (In “Cinderella” and “The Girl with the Red Slippers,” characters are identified by trying on shoes that fit them perfectly.)
6. *Inferential* At the end of the “Cinderella” tale, Cinderella becomes a princess, as does Rhodopis at the end of “The Girl with the Red Slippers.” Is the ending in this story similar to or different from those endings? (The ending in “Billy Beg” is similar to the endings of the other stories because Billy marries a princess.)
7. *Inferential* How would you describe Billy? (Billy is brave, courageous, and kind because he helps and cares for others.)
8. *Evaluative* Could this story really happen, or is it fiction? (This story is fiction because it could not really happen.) How do you know? (This story is fiction because one-eyed giants and dragons do not actually exist.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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

9. *Evaluative Think Pair Share:* At the end of “Cinderella,” “The Girl with the Red Slippers,” and “Billy Beg,” the main characters become royalty. What do you think happens to them after that? (Answers may vary.)
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Monstrous

5 minutes

1. In the read-aloud you heard, “It was a terrible fight, but finally Billy swung the stick and—thwack!—sent the *monstrous* giant flying off the cliff and into the sea.”
2. Say the word *monstrous* with me.
3. *Monstrous* means shockingly large or frightful.
4. Hunter did not want to wash the monstrous pile of dishes in the sink.
5. Have you ever seen anything monstrous? Try to use the word *monstrous* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I saw a monstrous . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will read several sentences. If what I say is monstrous, say, “_____ is monstrous.” If you think what I say is not monstrous, say, “_____ is not monstrous.”

1. a baby chick (A baby chick is not monstrous.)
2. a tornado (A tornado is monstrous.)
3. a great white shark (A great white shark is monstrous.)
4. six book reports for homework (Six book reports for homework is monstrous.)
5. one math worksheet (One math worksheet is not monstrous.)



Complete Remainder of the Lesson Later in the Day



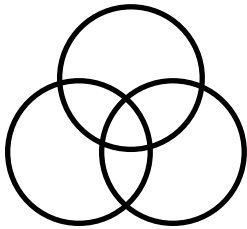
Billy Beg

3_B

Extensions

20 minutes

Which Fairy Tale? Venn Diagram



Note: Save the Venn diagram for use in future lessons.

Tell students you will complete the three-circle Venn diagram you started earlier in the lesson. Have students compare “Billy Beg,” “The Girl with the Red Slippers,” and “Cinderella.” Tell students that there are some similarities in these stories, but there are also some differences in these stories. Explain to students that first they will review what happened in each of these stories.

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

Ask students how “Billy Beg” and “The Girl with the Red Slippers” are the same. (Both Billy and Rhodopis are treated poorly by other people and must work hard to make a living. Both characters also are identified by the size of their feet.) Write their responses where the two circles intersect. Ask students how these two stories are different. (A falcon brings Rhodopis’s slipper to the pharaoh, while Billy defeats the dragon and leaves his boot behind with the princess.) Record that information in the appropriate area on the Venn diagram. Repeat this process for “Cinderella” and “Billy Beg” and then again for “Cinderella” and “The Girl with the Red Slippers,” asking questions such as: Are the settings in these two stories similar? How are the characters in these two stories similar? How are the characters different?

Then, ask how all three of the fairy tales are the same. (None of the main characters’ mothers are present; the main characters become royalty at the end of the story because they are considerate; all of the characters are treated poorly by those around them; etc.)

✈ Above and Beyond: Instructional Master 3B-1 has been included if you have students who are ready to create the Venn diagram on their own, using the sound-spelling correspondences taught thus far.



Tom Thumb

4

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain that fictional stories come from the author’s imagination
- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of “Tom Thumb”
- ✓ Explain that people from different lands tell similar stories

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Demonstrate understanding of the central message or lesson in “Tom Thumb” (RL.1.2)
- ✓ Recount and identify the lesson in folktales from diverse cultures, such as “Tom Thumb” (RL.1.2)
- ✓ Describe characters, settings, and events in a reenactment of “Tom Thumb” (SL.1.4)
- ✓ Explain the meaning of “there’s no place like home” and use in appropriate contexts (L.1.6)
- ✓ Discuss personal responses to how they would feel if they were so small they could fit into the palm of someone’s hand
- ✓ Perform “Tom Thumb” for an audience using eye contact, appropriate volume, and clear enunciation

Core Vocabulary

avoid, v. To prevent something from happening

Example: I always try to avoid missing the bus by waking up half an hour earlier than I need to.

Variation(s): avoids, avoided, avoiding

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

Example: Kim was a clever student who could solve any math problem easily.

Variation(s): cleverer, cleverest

commotion, n. Noisy confusion

Example: The unexpected fire drill caused quite a commotion.

Variation(s): none

folktale, n. A traditional story, told orally for generations, that tries to explain or understand the world


Example: A folktale is a story that has been told over and over again, and only recently was actually written down.

Variation(s): folktales

scampered, v. Ran or moved quickly

Example: The raccoon scampered away from the trash can when we noisily turned the corner.

Variation(s): scamper, scampers, scampering

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Similar Stories from Different Lands: Venn Diagram Review	world map or globe	10
	Where Are We?	world map or globe	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Tom Thumb		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Commotion		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: There's No Place Like Home		20
	On Stage		



Tom Thumb

4_A

Introducing the Read-Aloud

10 minutes

Similar Stories from Different Lands: Venn Diagram Review

Note: Use the Venn diagram from the previous Extension to review the similarities and differences of the previous three read-alouds.

Have students tell you the names of the three stories they have heard recently, and the countries in which the stories originated. Help students locate these countries on a world map or globe. (“Cinderella” comes from France, “The Girl with the Red Slippers” comes from Egypt, and “Billy Beg” comes from Ireland.) Remind students that although these stories have come from different countries, or lands, these stories are also similar in many ways. Tell students that folktales and fairy tales sometimes teach lessons through the events in the plot. A lesson is something valuable learned through a character’s experiences in a story. Tell students that we can learn from the experiences characters have in stories.

Tell students that the next set of stories they will hear are all folktales with main characters no bigger than the size of a thumb. Remind students that a **folktale** is a story that has been told over and over again.

Where Are We?

Tell students that the first folktale they will hear originated in a country called England many, many years ago. Help students locate the country of England, which is part of the continent of Europe, on a world map or globe. You may wish to label each featured country on the map so that students can better keep track of and recall all of the different lands they learn about in this domain.

Purpose for Listening

Ask students how being as small as a thumb could be useful or helpful. Ask students if they think being as small as a thumb could cause problems. Ask them to listen carefully to the kinds of adventures Tom Thumb has.



Tom Thumb

← Show image 4A-1: Baby Tom in a teacup

Once there was a farmer who used to sit and poke at the fire in the evening while his wife sat at her spinning wheel. The farmer would sigh and say, “How sad it is that we have no children. Our house is so quiet, while other people’s houses are so noisy and cheerful.”

“Yes,” said the wife. “If only we had a child.”

A year later, the woman gave birth to a little boy. He was strong and healthy, but he was no bigger than a thumb.¹ His parents named him Tom Thumb.

As Tom grew up, he proved to be a very **clever** and intelligent lad. One day when his father was going out to cut wood, he said, “I wish there was someone who could bring the cart out later.”

“I’ll do it!” said Tom.

“But, Tom,” said his father, “How can you? You’re too small to hold the reins.”

← Show image 4A-2: Tom sitting in the horse’s ear

“Never mind,” said Tom. “Have Mother harness the horse. Then I’ll sit in the horse’s ear and tell him which way to go.” And so Tom’s mother harnessed the horse and put Tom in the horse’s ear. Tom called out, “Giddy up!” and the horse started walking.

Now it happened that as the horse and cart turned a corner, a strange man was walking by, and heard Tom calling out directions to the horse. “Look!” he said to himself. “There goes a wagon, and the driver is calling to his horse, but the driver is nowhere to be seen!”²

So the man followed the horse and wagon to the place where Tom’s father was chopping wood. When Tom spotted his father, he cried out, “Whoa, boy!”

Then he said, “Look, Father! Here I am!”

1 [Show students your thumb and have them show you their thumbs.]



2 What might the stranger think is going on?



← **Show image 4A-3: Tom, his father, and the stranger**

Tom's father lifted his son down from the horse and set him on a stump. When the stranger saw this, he thought, "Look here. That little fellow could be useful! I should take him to town and have him do little jobs for me." He went up to Tom's father and said, "See here, old man. How about letting the little man go to town with me? I'll take good care of him, and even give you this money for your trouble."

"No!" Tom's father said. "He is the apple of my eye, and I would be too sad to see him go."³

Tom crept up onto his father's shoulder and whispered, "Go ahead, Father. Let me go, and I'll be back in no time."

"But, Tom," his father began.

"Trust me," Tom broke in. "I'll take care of everything."

So Tom's father let him go with the man.

← **Show image 4A-4: Tom riding on the brim of the man's hat**

Off went Tom, riding on the brim of the man's hat. That night, after traveling for several hours, the man came to a barn that was located next to a quiet house. He decided that the barn would be a good place to sleep and rest up for travels the next day.

When he was all settled in for the night, the man took off his hat. At that moment, Tom **scampered**⁴ away and slipped into a mouse hole, crying out, "So long, my good fellow! Have a good trip without me!" The man got down on his hands and knees and poked sticks into holes, but he could not find Tom. Eventually, he gave up.

When the man left, Tom came out of his hole. He found an empty snail shell and said, "This looks like a safe place to spend the night." But just as he lay down, he heard the voices of two robbers whispering.

"Yes," said one of the robbers. "This is the house. The mayor won't be back until tomorrow, so now is the time to rob his house."⁵ But how can we do it? Although the mayor is away, the cook and maid are still there, so we will have to be quiet to **avoid**⁶ waking them."

3 [Have students briefly discuss the following question with their partners] The phrase, "apple of my eye," means someone that you love and appreciate above all others. Who is the apple of your eye?



4 or ran quickly

5 A mayor is the leader of a town and the surrounding land.

6 to prevent something from happening



← **Show image 4A-5: Tom in the barn with the robbers**

Tom knew he had to do something to stop the robbers, so he sprang out of his shell and shouted, “I have an idea!”

“Who was that?” asked one of the frightened robbers.

“Take me with you and I’ll help you,” said Tom.

“Who’s talking? Where are you?” asked the robbers.

“Down here!” cried Tom.

The robbers looked down, and there they saw Tom, waving to them. One robber lifted him up and said, “What’s this, little one? How are you going to help us rob the mayor?”

“It will be easy,” said Tom. “The mayor keeps his money behind iron bars, right? I can slip between the bars and hand the money out to you.”

“Hee-hee! That’s a fine idea, little one,” said the robbers, and they **snickered**⁷ all the way to the mayor’s house. Then they fell quiet and whispered to Tom, “Speak softly, you hear? We don’t want to get caught!”

“Of course!” said Tom.⁸

← **Show image 4A-6: Tom shouting at the robbers**

He sneaked into the mayor’s house and slipped between the bars where the money was kept. Then he called out to the robbers, in his loudest voice, “HOW MUCH DO YOU WANT? DO YOU WANT IT ALL?”⁹

“Shh!” hissed the robbers. “Be quiet! You’ll wake the cook and the maid. We can hear you fine. Just start handing out the money.”

But Tom pretended not to hear them, and once again he shouted, “WHAT’S THAT YOU SAY? YOU WANT TO TAKE ALL THE MONEY? I’LL GIVE YOU EVERYTHING. JUST HOLD OUT YOUR HANDS.”

All of the **commotion**¹⁰ woke the cook and the maid and they came running to see what all the noise was about. When they burst in, the robbers ran away.

7 laughed disrespectfully

8 [Pause here and ask the following questions to check student comprehension.]

1. What characters have you met so far?
2. How would you describe Tom?
3. What might Tom do to stop the robbers?



9 Why is Tom shouting?

10 loud noise

Tom slipped away to the barn. All of the excitement had made him sleepy, so he went to sleep on a big pile of hay. The next morning the maid came to the barn and pitched a large bundle of hay—with Tom still sleeping in it!

The cow ate up the hay—and poor Tom slid down into the cow’s stomach.¹¹

11 The stomach is the part of the body where food goes to be digested after you swallow it.

“Goodness me,” Tom said, sleepily. “Somebody forgot to put windows in this house!” Suddenly, splish! Something wet and heavy fell on Tom’s head. It was a mouthful of hay! The cow was eating again, and more wet, sticky hay fell on Tom. He called out, “That’s enough! No more hay! I’m quite full, thank you!”



← **Show image 4A-7: Tom surprising the milkmaid**

The milkmaid was milking the cow, and when she heard the voice come out of the cow, she fell off her milking stool. When the milkmaid fell off her milking stool, she startled the cow, who then sneezed a big sneeze. *Achoo!* The sneeze caused Tom to come flying out!

Yuck! Tom landed onto a garbage heap, where the milkmaid’s family had thrown the remains of their dinner!

Tom struggled to get up, surrounded by pieces of meat and vegetables. He had just managed to start to stand up when—zing!—a hungry wolf snapped up the piece of meat Tom was caught on and ran off with it.



← **Show image 4A-8: Tom in the wolf’s mouth**

As the wolf ran, Tom bounced along and thought, “Well, this is an odd place to be!” Then he said to the wolf, “Mr. Wolf, wouldn’t you rather eat some delicious treats instead of this old piece of meat? I can show you where to find such treats.”

“And where might that be?” growled the wolf.

“In a house I know,” said Tom. “It’s full of lots of delicious, fresh food.”

Tom led the wolf back to his mother’s and father’s house. When they got there, the wolf ate until he was stuffed. Then Tom called out, “Help! Help! There’s a wolf in the house!”

Tom’s father came running with a big stick. He chased the wolf with the stick and sent him howling into the woods.



← **Show image 4A-9: Tom and his father, reunited**

“Good work, Father!” said Tom.

His father looked down and cried out, “Tom, where have you been? We’ve been so worried about you!”

“Well, Father,” said Tom, “I’ve been in too many places to count! And I think that from now on I would rather stay with you.”¹²

“Oh, my dear boy,” said his father, “I never should have let you go—and I never will again!”

12 Why do you think Tom would rather stay with his father from now on?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

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

1. *Inferential* Why do the farmer and his wife name their baby boy Tom Thumb? (The farmer and his wife name their baby boy Tom Thumb because he is so tiny and only as long as a thumb.)
2. *Inferential* Why does the stranger want Tom to go to town with him? (The stranger wants to have Tom do little jobs for him.)
3. *Literal* How does Tom surprise the milkmaid? (Tom surprises the milkmaid by speaking from inside the cow’s stomach.)
4. *Literal* How does Tom make it back home? (He convinces the wolf that he knows a place with better food than the scraps.)

5. *Inferential* How did Tom's father feel about his return? (Tom's father feels happy and relieved.)
6. *Inferential* What kind of person is Tom? How do you know? (Tom is clever and helpful because he always volunteers to help others and outsmarts the stranger, the robbers, and the wolf.)
7. *Evaluative* Could this story really happen, or is it fiction? (This story is fiction because it could not really happen.) How do you know? (People cannot really be the size of thumbs and animals cannot really talk.)
8. *Evaluative* Folktales sometimes teach lessons just like fables do. Is there a lesson, or something we can learn and use in our own lives, in this folktale? (Even a little person can do great and wonderful things.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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

9. *Evaluative Think Pair Share:* Hold up your thumb and look at it. What do you think it would be like to be as small as a thumb? (Answers may vary.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Commotion

5 minutes

1. In the read-aloud you heard, “All the *commotion* woke the cook and maid and they came running to see what all the noise was about.”
2. Say the word *commotion* with me.
3. *Commotion* means noisy excitement or confusion.
4. Whenever there was a loud commotion on the playground, it usually meant that the students were excited about something.
5. Have you ever heard or seen a commotion? Let’s make one with our voices right now. Try to use the word *commotion* when you tell about any other commotions you have experienced. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Over the weekend there was a loud commotion when . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If the sentence I read describes a commotion, say, “What a commotion!” If the sentence I read does not describe a commotion, say, “That’s not a commotion.” Be sure to answer in complete sentences.

1. a big and noisy school assembly (What a commotion!)
2. a quiet dinner (That’s not a commotion.)
3. students excitedly playing at recess (What a commotion!)
4. a busy cafeteria where students are having food fights (What a commotion!)
5. an empty, peaceful beach (That’s not a commotion.)
6. a classroom with students running around everywhere shouting (What a commotion!)
7. a crowded supermarket with too many people hurrying up and down the aisles (What a commotion!)



Complete Remainder of the Lesson Later in the Day



Tom Thumb

4_B

Extensions

20 minutes

Sayings and Phrases: There's No Place Like Home

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While many proverbs have a richer meaning beyond the literal level, other proverbs, like the one your students will learn today, have very concrete, literal meanings.

Show students the image from today's read-aloud. Remind students that at the end of today's folktale, Tom's father asks about his adventures. Tom replies that they were exciting, but that he would rather stay at home. Tell students that Tom could have said, "It was exciting, but there's no place like home!" Ask students if they have ever heard anyone say, "There's no place like home." Have students repeat the saying. Explain that this proverb is another way of saying that traveling to other places and having adventures might be fun and exciting, but home is the best place of all.

Tell students that when they're excited to return home after a trip or after they've had a long day, they could say, "There's no place like home." Ask students if they can think of any examples of when they were happy to return home. Discuss the emotions or situations that might prompt them to use this phrase. Expand upon their responses with more complex vocabulary.

On Stage

Tell students that you are going to read "Tom Thumb" again, and this time students will act out the folktale. Ask students what characters will be needed. (Tom Thumb, the farmer and his wife, the stranger, the robbers, the milkmaid, the cow, the wolf) Then, designate students to be the various characters. You may include

additional robbers and animals as characters, or have several students act as Tom Thumb to increase active participation.

Ask students what settings will be needed. (Tom Thumb's home, the barn, the mayor's house, etc.) Designate locations in the classroom for the various settings.

Encourage the "characters" to listen carefully to know what actions to use, such as Tom pretending to hand money to the robbers. Also, talk about using facial expressions to show how the characters are feeling, such as the farmer happy to see Tom return home, or the milkmaid shocked to hear a voice from inside the cow.

You may also have the characters create some of their own dialogue that goes along with the story. Encourage students to use the vocabulary learned in this lesson in their dialogue whenever possible. Students can also brainstorm a different ending to "Tom Thumb" and explain their reasons for creating the new ending.



Thumbelina

5

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Explain that fictional stories come from the author’s imagination
- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of “Thumbelina”
- ✓ Explain that people from different lands tell similar stories

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Demonstrate understanding of the central message or lesson in “Thumbelina” (RL.1.2)
- ✓ Recount and identify the lesson in folktales from diverse cultures, such as “Thumbelina” (RL.1.2)
- ✓ Identify how the mole’s treatment of Thumbelina might make her feel (RL.1.4)
- ✓ Describe illustrations of a lily pad and a mole in “Thumbelina,” using the illustrations to check and support comprehension of the read-aloud (RL.1.7)
- ✓ Orally compare and contrast similar stories from different cultures, such as “Tom Thumb” and “Thumbelina” (RL.1.9)

- ✓ Ask and answer *who* questions orally, requiring literal recall and understanding of the details of “Thumbelina” (SL.1.2)
- ✓ Discuss personal responses to having a toad for a spouse
- ✓ Prior to listening to “Thumbelina,” identify orally what they know and have learned about folktales and “Tom Thumb”
- ✓ Create a variation of a “little people” story with characters, different settings, new plot events, and a new ending

Core Vocabulary

dwelling, n. A place such as a structure or den, for example, in which people or animals live.

Example: Peter Rabbit left his dwelling to sneak into the farmer’s vegetable patch.

Variation(s): dwellings

extravagance, n. luxury

Example: The king’s daughter had every extravagance: she was given everything she could ever want.

Variation(s): extravagances

foreign, adj. Unfamiliar

Example: Johnny’s new bed made his bedroom feel like a foreign place.

Variation(s): none

fragrant, adj. Having a sweet or pleasant smell


Example: In the spring, fragrant flowers bloomed at the side of Penny’s house.

Variation(s): none

scarcely, adv. Barely; almost not

Example: The lemons were so sour that Truman was scarcely able to eat them.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Similar Stories from Different Lands: Story Element Review		10
	What Have We Already Learned?	world map or globe	
	Where Are We?		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Thumbelina		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Scarcely	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	T-Chart Comparisons	chart paper, chalkboard, or whiteboard	20
	Creating a Variation	chart paper, chalkboard, or whiteboard	



Thumbelina

5_A

Introducing the Read-Aloud

10 minutes

Similar Stories from Different Lands: Story Element Review

Review with students that people around the world love listening to and telling stories. Remind students that some of the stories told around the world are quite similar to each other, even though the stories originated in different places around the world.

Review with students the basic elements of stories. The elements of stories are things that are found in every story, such as characters, setting, and plot. Remind students that the characters in a story are the people or animals that the story is about. The setting is where and when the story takes place. The plot is what happens in the story, or the events of the story in the order in which they happen. The conflict in a story is the problem the characters face. Characters in different stories from around the world might have similar conflicts, or problems, that they must deal with. Students should listen for how the characters, settings, plots, and conflicts are similar and different in these stories.

What Have We Already Learned?

Begin with a review of “Tom Thumb” by asking students the following questions:

- Who can tell me what a folktale is? (A folktale is a story that someone made up long ago and that has been told again and again.)
- Is a folktale true or make-believe? (A folktale is fiction or make-believe.)
- How do you know that “Tom Thumb” is fictional? (People are not as small as thumbs.)
- In which country, or land, did the story of “Tom Thumb” originate? (The story of “Tom Thumb” originated in England.) [Have students locate England on a world map or globe.]

- Who are the characters in “Tom Thumb”? (The characters in “Tom Thumb” are Tom Thumb, his parents, the strange man, the robbers, the milkmaid, and the wolf.)
- What adventures did Tom Thumb have? (He stopped two robbers and outsmarted a wolf, among others.)
- How was Tom able to help other people? (Tom helped to save the cook and maid from robbers.)

Tell students to think about the “Tom Thumb” story they heard in the previous lesson. Remind students that Tom Thumb was able to do many great things even though he was no bigger than the size of a thumb. Today students will hear a story that comes from a different land, but whose main character is also tiny, just like Tom Thumb.



Where Are We?

← Show image 5A-2: Thumbelina among the open petals

Share the title of the read-aloud. Tell students that today’s folktale was first written down in Denmark long, long ago by a man named Hans Christian Andersen. Help students locate the country of Denmark, which is part of the continent of Europe, on a world map or globe. You may wish to label each featured country on the map so that students can better keep track of and recall all of the different lands they learn about in this domain. Ask students to describe what they see in the illustration. Ask if anyone can name another folktale that features a main character the size of a thumb. Ask students to think about how this small girl’s life might be similar to or different from Tom Thumb’s life.

Purpose for Listening

Tell students to listen carefully to hear how the folktales of “Thumbelina” and “Tom Thumb” are similar and how they are different.



Thumbelina

← Show image 5A-1: Woman looking at magical flower

1 Why did the woman go to see the wise old woman?

Once there was a woman who wanted a child more than anything in the world. At last, in loneliness and sorrow, she went to a wise old woman and spoke of her desire.¹

“That’s as easy as winking!” said the wise old woman. “Take this seed and plant it in a flowerpot filled with good, rich earth. Water it carefully and guard it very well.”

The woman did as the wise old woman had said. The first time she watered the seed, a large and brilliant flower sprang up. It was still a bud, its petals tightly closed.

The woman bent to kiss the flower. But the moment her lips touched the silky petals, they began to open.



← Show image 5A-2: Thumbelina among the open petals

2 *Scarcely* means barely or hardly. The girl was barely as tall as the woman’s thumb.

The woman could not believe her eyes. There inside sat a tiny little girl. She was perfectly formed, as graceful as the flower from which she’d come. When the woman held her, she discovered that the tiny girl was **scarcely** the size of her thumb.²



← Show image 5A-3: Thumbelina sleeping in a walnut shell

3 If Thumbelina was treated with great extravagance, it means that she lived a life of luxury and had everything she could ever want or need.

Though she was a wonderful child in every way, she never grew at all. She was called Thumbelina and was treated with great **extravagance** and care.³ Her cradle was a polished walnut shell; each night she slept between fresh flower petals. In the daytime she liked to sit on a table and sing in the sunlight. Her voice was very beautiful—high and haunting and silvery.

One night as she lay sleeping, a toad hopped in at the window. “What a lovely wife for my son!” she said. Without even looking around her, she took up the walnut shell and hopped off with it to the garden.⁴

4 How would you like to have a toad for a husband or wife?



← **Show image 5A-4: Thumbelina kidnapped by the mother toad**

“Here, look what I brought you,” said the toad proudly to her son. But the only sound he could utter was “*Croak, croak, croak.*”

“Don’t talk so loud, or you will wake her!” complained the mother toad. “She might still run away from us.”

So the mother toad and her son went back to their home near the stream’s edge. They placed Thumbelina on a lily pad in the middle of the water so that she could not escape.



← **Show image 5A-5: Mother toad speaking to her son**

In the morning Thumbelina woke up and looked all around her at the great arching sky. She felt her lily pad rock with the motion of the stream and cried out in terror.⁵ The mother toad and her son heard Thumbelina crying and went to see what was the matter. Thinking that Thumbelina was just crying out of loneliness, they ignored her and returned to making wedding plans.

5 Why might Thumbelina be frightened?



← **Show image 5A-6: Thumbelina with the fish and butterfly**

Upon hearing her sobs, a fish swimming in the water below came to the surface and looked curiously at Thumbelina. A butterfly also heard the cries and flew over to see what was wrong. “Oh, please help me,” she said. “I must get away from here.”

And so the fish began to gnaw at the lily stalk with his sharp little teeth.⁶

At last, the leaf broke free and floated down the stream. Away went Thumbelina, gently spinning with the current. Gradually her fear left her, and she began to enjoy the journey. Never before had she been outside.

Thumbelina floated down the river, far, far away from the mother toad and her son. It was summertime and she spent the next several months drifting peacefully from place to place along the shore. When it rained, she slept under a large, spreading leaf to shelter herself from the rain. For food, she sipped nectar from the flowers, ate wild berries, and drank the dew that lay on the leaves

6 [Tell students that a lily stalk is under the water in the illustration. Explain that the stalk was holding the lily pad in place until the fish came along.]

7 Dew is drops of water that form on cool surfaces at night.



8 *Foreign* means unfamiliar. What do you think will happen to Thumbelina now?

9 What season is it now if summer has ended and autumn has passed? Do you think Thumbelina is as happy in the winter as she was in summer and autumn?

10 Kindling is dry sticks and twigs that are used to start fires.

11 Thumbelina was in the field mouse's home.



12 [Pause here and ask the following questions to check student comprehension.]

1. What characters have you met?
2. Why did the mother toad take Thumbelina?
3. How does the field mouse treat Thumbelina?

at dawn.⁷ All the while, she listened to the birds chirping in the trees above her, and made friends with butterflies that floated on the breeze nearby.

← **Show image 5A-7: Thumbelina, cold, in the snow**

Before long, though, summer came to an end and autumn quickly passed. The cold chill of winter soon filled the air. There were no more berries for food. All the birds and butterflies had disappeared. Thumbelina was cold and hungry. Now she was truly alone, and the place was a **foreign** land to her.⁸

And then it started to snow. The snow came at her in white swirling clouds, and she quickly wrapped herself up in a leaf, curled up under a mushroom, and tried to keep herself dry. Still, she shivered with cold.⁹

Not far away, a field mouse was gathering some last bits of kindling to burn in her fireplace during the winter.¹⁰ When she saw Thumbelina, she said, “My poor dear, you are nearly frozen with cold. You must come home and spend the winter with me. I have plenty to eat, and my home is warm and dry.” Thumbelina gracefully accepted the invitation and followed the field mouse to a small hole in the ground.

As they descended into the tunnel, Thumbelina realized that she was in the snug, small **dwelling** of the field mouse.¹¹ Corn was piled up all around her, and its smell was in the air.

← **Show image 5A-8: Thumbelina in the home of the field mouse**

“Please,” said Thumbelina, “could I have a bit of corn to eat?”

“You poor, dear thing!” the field mouse answered kindly. “You had better come into my room and have dinner with me.”

The two got on well together, and after some days the field mouse invited Thumbelina to work for her and stay the winter. Every day, Thumbelina helped the field mouse with her housework, and they would spend the rest of the day enjoying a cup of tea and chatting before the fire. Thumbelina soon grew very fond of the field mouse. She was happy to have found such a good and kind friend.¹²

Late one evening, the field mouse said to dust the floor and polish everything in the room until it shone. An important visitor was coming to call.



← **Show image 5A-9: Thumbelina singing for the field mouse and the mole**

This was a mole who was very rich and wore a sleek velvet coat. But he had very poor eyesight, and even with his glasses, he could barely see. He hated the sun and mocked all the creatures that lived outdoors.¹³ The field mouse, however, was impressed by the mole's riches. She told Thumbelina to sing for him and tell stories of her travels. As he listened to Thumbelina's beautiful voice, the mole fell in love with her.

13 Here, the word *glasses* means a pair of lenses worn over the eyes to help someone see. It also has other meanings. The word *glasses* can also mean containers for drinking water. Show me the mole in the picture. *Mocked* means the mole made fun of the animals that lived outdoors.

The next time he came to visit, he said he would show them his rooms underground. By the pale light of a piece of torchwood, he led them through a long, twisting passage.



← **Show image 5A-10: Thumbelina with the swallow**

Suddenly they came upon a swallow lying sprawled in the passageway. Thumbelina felt very sorry for the swallow, but the mole kicked at him with his stumpy legs. "What a pitiful life to be a bird," he said. "A creature who does nothing all day but fly from branch to branch is not prepared for winter."¹⁴

14 [Have students briefly discuss the following questions with their partners] What do you think of the mole's actions? Is that a nice way to treat or talk about another living thing?

Thumbelina said nothing, and let the mole and the field mouse walk on ahead.

"Goodbye, swallow," she said. "It might have been you who sang to me this summer when all the trees were green." She laid her head on his soft feathers for a moment, then darted back in fright. Something moved inside him with the slow, steady rhythm of a heartbeat. The bird was not dead; he was merely numbed with cold. The warmth of Thumbelina's body had stirred him back to life.

Each night after that, she crept out of bed to tend the swallow. As he grew stronger, he told her how he had torn his wing on a thorn bush. The other swallows had flown away to the warm countries, but he had not been able to keep up with them. At last he could go no farther and had plummeted to the ground.

15 Why do you think Thumbelina kept the swallow a secret?

Thumbelina kept the swallow a secret from the field mouse and the mole.¹⁵

When spring warmed the earth once more, Thumbelina knew it was time for the swallow to go. His wing had healed now. Each night he fluttered it over and over again, strengthening it for flying. “Won’t you come with me?” he asked her. “You can easily sit upon my back, and I will carry you away into the leafy woods.”

16 To abandon someone means to leave someone and never return to him or her.

But Thumbelina could not bring herself to abandon the field mouse who had kept her from starving.¹⁶ She made a hole in the roof of the passageway and watched longingly as the swallow flew out into the sunshine. She felt that all the pleasure in her life was going with him.



← **Show image 5A-11: The mole proposing to Thumbelina**

17 The mole made her sing so much that her voice became weak and scratchy.

Every evening now, the mole came to call on Thumbelina. He made her sing until her voice grew hoarse.¹⁷ Whenever she stopped, he prodded her to continue. This was the way he loved her.¹⁸ Without ever once asking Thumbelina, the mole and the field mouse agreed that she would be married to him in autumn.

18 How do you think the mole made Thumbelina feel? Why doesn't Thumbelina stick up for herself?

But Thumbelina did not want to marry the mole, and she wept bitterly whenever she thought of their wedding day. Every morning when the sun rose and every evening when it set, she was allowed to go to the doorsill and stand outside. In the heat of August, the corn had grown as high as a forest. When the wind blew the stalks apart, she could see bright pieces of sky. How beautiful it was! She did not know how she would live deep inside the earth with the mole, whom she now despised more than ever.¹⁹

19 or disliked more than ever

As the time of her wedding drew closer, she sobbed out her fears to the field mouse. “Nonsense,” the field mouse said. “Don’t be stubborn. His velvet coat is handsome, and the food in his pantry is fit for a queen.”

20 How does Thumbelina feel? What sentence or words tell you that?

Thumbelina understood then that she was trapped as surely as if she were in a cage. Summer was ending, and she knew she would never be able to survive outside through the harsh, cold months of winter.²⁰

But now, the wedding day had come. For the last time, she crept to the doorsill to stand in the sunshine. She knew the mole would never permit her to leave his side. She wept as she felt the warmth upon her face and made ready to go back into the earth. Then suddenly above her, she heard a shower of notes, a glorious morning song.



← **Show image 5A-12: Thumbelina flying away with the swallow**

She looked up, and there was the swallow.

“The cold winter is coming again,” he said, flying down to her. “I’ve looked for you many times, and now I must fly away to the warm countries. Won’t you come with me? I’ll take you to where it is always summer.”

This time Thumbelina did not hesitate. She climbed upon the swallow’s back. Then he rose up into the sky.

They flew over forests and fields, high above mountains with snow-capped peaks. When Thumbelina felt cold in the bleak air, she crept in under the swallow’s feathers. It was so secure and close, a coverlet of softest down.

At last, they arrived in the warm countries. The sun beat down upon the earth, and the light was clear as crystal. Lemons and oranges hung on the trees, and the air was **fragrant** with the smell of spices.²¹

21 *Fragrant* means the air had a pleasant smell.

The swallow flew on until they came to a dazzling white palace. In the pillars were many nests, and one of these was the swallow’s home.

“I dearly love you and yearn to keep you with me,” said the swallow sadly. “But I do not think you could live up high as I do, for when the wind comes, you might fall. Why don’t you take one of the flowers that grow below for your home? At least we shall be neighbors.”

Thumbelina did not remember that she had lived before in a flower, but the idea seemed to her a good one. The swallow set her gently on the petals of a brilliantly colored flower; then, she slid inside.

22 Who might already be living in the flower?



But this could not be, she thought. The home was already taken!²²

← **Show image 5A-13: Thumbelina meeting the little king**

A young man was standing there, shining as if he had been made of glass. A silver crown was on his head and gauzy wings grew from his back.

“Isn’t he wonderful?” Thumbelina thought. Never before had she seen a person just her size.

The young man explained to Thumbelina that a small person lived in each of these flowers; he was their king. Then he took off his crown and placed it upon Thumbelina’s head. “You are so lovely,” he said. “Won’t you be my queen?”

Thumbelina never thought to refuse. She could tell he was kind by the sound of his voice and the curve of his mouth. She felt that at last she had come home.



← **Show image 5A-14: Thumbelina dancing with the fairy people**

Then, the king declared that there was to be a welcoming party more joyful than any seen before in the land. From all the flowers men and women came, bringing gifts for Thumbelina. But the most wonderful was a pair of tiny wings that could be fastened to her back so she, too, could dart among the flowers. Everyone danced all night, and above them in his nest was the swallow, singing for them his most heartwarming tune.

Comprehension Questions

10 minutes

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

1. *Literal* Who gives the magic seed to the woman in the beginning of the story? (A wise old woman gives the magic seed to the woman.) What happens when the woman plants the seed? (The seed grows into a flower with Thumbelina inside of it.)
2. *Literal* This story has many settings because it takes place in different places. What are some of the settings in this story? (Thumbelina lives with the woman on a bed of petals in a walnut shell, with the toad on a lily pad, along the shore, with the field mouse, and with the swallow.)
3. *Inferential* How does the swallow help Thumbelina escape the mole at the end of the story? (The swallow rescues her from marrying the mole and takes her to a wonderful enchanted land where she meets other tiny people.)
4. *Evaluative* Could this story really happen, or is it fiction? (This story is fiction.) How do you know? (This story is fiction because Thumbelina is the size of a thumb and the animals can talk. These things do not happen in real life.)
5. *Evaluative* Folktales sometimes teach lessons just like fables do. Is there a lesson, or something we can learn and use in our own lives, in this folktale? (Even a little person can do great and wonderful things.)

[Please continue to model the *Question Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

6. *Evaluative Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who are the characters in today’s story?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
7. After hearing the read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Scarcely

5 minutes

1. In the read-aloud you heard, “When the woman held her, she discovered that the tiny girl was *scarcely* the size of her thumb.”
2. Say the word *scarcely* with me.
3. *Scarcely* means barely or almost not. Thumbelina was barely the size of the old woman’s thumb. It could also mean that you almost weren’t able to do something, like finishing a big dinner.
4. Ted scarcely made it to school on time because the bus was late.
5. Tell me about a time when you were scarcely or barely able to do something. Try to use the word *scarcely* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I was scarcely able to . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing/Writing* activity for follow-up. Directions: Talk about a time when you were scarcely able to do something. Draw a picture about something that was difficult to do and write a word or sentence that describes when you were scarcely able to do something. Be sure to respond in complete sentences.



Complete Remainder of the Lesson Later in the Day



Thumbelina

5_B

Extensions

20 minutes

T-Chart Comparisons

Remind students that “Thumbelina” and “Tom Thumb” both contain people who are smaller than the size of a thumb. Point out that today’s story also features a little person who experiences many adventures and challenges. Although the stories are similar, there are differences between the two. Tell students that you are going to make a T-chart comparison of the characters, setting, plot, and conflict in each story. Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and tell them that that you will read the words to them.

You may wish to use the following prompts to guide the discussion:

- Have students think about the main character from each story. Make a T-chart on chart paper, a chalkboard, or whiteboard to compare them. Write “Tom Thumb” on the left and “Thumbelina” on the right. Have students describe characteristics of each one, and write down what they say. (Tom Thumb is little, helpful, clever, and kind. Thumbelina is little, helpful, clever, and kind.) Then ask students some ways that the characters Tom Thumb and Thumbelina are similar and some ways that they are different. (Answers may vary.)
- Have students think about the settings in each story. Make a T-chart on chart paper, a chalkboard, or whiteboard to compare them. Write “Tom Thumb” on the left and “Thumbelina” on the right. Have students describe the various settings in each story and write down what they say. (“Tom Thumb” takes place in his parents’ house, a field where he works with his father, a mouse hole, a snail’s shell, a barn, a stomach of a cow, and a wolf’s mouth. “Thumbelina” takes place on a bed of petals in a

walnut shell, with the toad on a lily pad, along the shore, with the field mouse in her mouse hole, and with the swallow in the warm countries.) Then ask students some ways the settings are similar and some ways they are different in “Tom Thumb” and “Thumbelina.” (Answers may vary.)

- Have students think about the plot in each story. Make a T-chart on chart paper, a chalkboard, or whiteboard to compare them. Write “Tom Thumb” on the left and “Thumbelina” on the right. Have students describe the various adventures of each and write down what they say. (Tom Thumb hides in a mouse hole, tricks a robber band, sleeps in a hayloft, is swallowed by a cow, and is trapped in a wolf’s mouth. Thumbelina gets kidnapped by a toad who wants her to marry her son, lives on her own along the shore, finds shelter in the winter with the field mouse who wants her to marry a mole, nurses a swallow back to health, and goes to the warm countries with the swallow.) Then ask students some ways the plots are similar and some ways they are different in “Tom Thumb” and “Thumbelina.” (Answers may vary.)
- Have students think about the conflict in each story. Make a T-chart on chart paper, a chalkboard, or whiteboard to compare them. Write “Tom Thumb” on the left and “Thumbelina” on the right. Have students describe the problem each character faces and write down what they say. (Tom Thumb tries to get back home to his father. Thumbelina must escape from marriages she does not want.) Then ask students some ways the conflicts are similar and some ways they are different in “Tom Thumb” and “Thumbelina.” (Answers may vary.)

Creating a Variation

Tell students that now that you have compared the two stories, you are going to come up with your own “little people” story variation as a class. Elicit the students’ input to include naming and describing a little main character, different settings, different plot events, and a new ending. Tell students that this will be a local variation and they should make the settings places with which they are familiar. You may wish to record the responses by adding a third column to the T-charts you created previously.

Tell students that you are going to guide a telling of the story, and each person will take a turn to add a sentence with details about what happens next. Remind students that their sentences need to include details about the event you name. Begin the story and go around the room until every student has had a turn. Continue building the story orally until you have a telling of the plot in a logical sequence on the chart. Tell students that the class has just created a variation of a little people story, and ask how they liked it.



Issun Boshi: One-Inch Boy

6

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain that fictional stories come from the author’s imagination
- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of “Issun Boshi: One-Inch Boy”
- ✓ Explain that people from different lands tell similar stories

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Demonstrate understanding of the central message or lesson in “Issun Boshi: One-Inch Boy” (RL.1.2)
- ✓ Recount and identify the lesson in folktales from diverse cultures, such as “Issun Boshi: One-Inch Boy” (RL.1.2)
- ✓ Orally compare and contrast similar stories from different cultures, such as “Tom Thumb,” “Thumbelina,” and “Issun Boshi: One-Inch Boy” (RL.1.9)
- ✓ Draw and describe one of the scenes from “Issun Boshi: One-Inch Boy” (W.1.2)
- ✓ Describe characters, settings, and events as depicted in drawings of one of the scenes from “Issun Boshi: One-Inch Boy” (SL.1.4)

- ✓ Add sufficient detail to a drawing of a scene from “Issun Boshi: One-Inch Boy” (SL.1.5)
- ✓ Prior to listening to “Issun Boshi: One-Inch Boy,” identify orally what they know and have learned about folktales, “Tom Thumb” and “Thumbelina”

Core Vocabulary

astonished, *adj.* Feeling or showing great surprise or wonder

Example: Yisbel was astonished to find a pony standing outside her apartment building; that does not happen very often in New York City!

Variation(s): none

crammed, *v.* Filled something with more than it could easily hold

Example: Marta crammed so many blocks into the container that the lid would not close.

Variation(s): cram, crams, cramming

deeds, *n.* Acts or actions

Example: Simple deeds, such as holding the door for others and saying “excuse me,” can make someone else’s day much better.

Variation(s): deed

dodging, *v.* Avoiding by moving quickly aside


Example: Chris was excellent at dodge ball, dodging every throw that came his way.

Variation(s): dodge, dodges, dodged

permission, *n.* Approval to do something

Example: The students asked their teacher for permission to throw an end-of-the-year party.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Similar Stories from Different Lands: Story Element Review		10
	What Have We Already Learned?		
	Where Are We?	world map or globe	
	Purpose for Listening		
Presenting the Read-Aloud	Issun Boshi: One-Inch Boy	(optional) rice bowl, chopsticks, sewing needle	15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Deeds	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Drawing the Read-Alouds	drawing tools, chart paper	20



Issun Boshi: One-Inch Boy

6A

Introducing the Read-Aloud

10 minutes

Similar Stories from Different Lands: Story Element Review

Review with students that people around the world love listening to and telling stories. Remind students that some of the stories told around the world are quite similar to each other, even though the stories originated in different places.

Review with students the basic elements of stories. The elements of stories are things that are found in every story, such as characters, setting, and plot. Remind students that the characters in a story are the people or animals that the story is about. The setting is where and when the story takes place. The plot is what happens in the story, or the events of the story in the order in which they happen. The conflict in a story is the problem the characters face. Characters in different stories from around the world might have similar conflicts, or problems, that they must deal with. Students should listen for how the characters, settings, plots, and conflicts are similar and different in these stories.

What Have We Already Learned?

Begin with a review of “Thumbelina” by asking students the following questions:

- Who can tell me what a folktale is? (A folktale is a story that someone made up long ago and that has been told again and again.)
- Who remembers the name of the folktale we listened to the previous lesson? (The name of the folktale we listened to in the previous lesson is “Thumbelina.”)
- In which country, or land, did the story of “Thumbelina” originate? (The story of “Thumbelina” originated in Denmark.)
[Have students locate Denmark on a world map or globe.]

- Who are the characters in “Thumbelina”? (The characters in “Thumbelina” are Thumbelina, the toad, the field mouse, the mole, the sparrow, and the little king.)
- How big is Thumbelina? (Thumbelina is scarcely as tall as a thumb.)
- What adventures does Thumbelina have? (Thumbelina travels down river on a lily pad, lives with a mouse in her home, and flies away to the warm countries on the back of a swallow.)
- What happens to Thumbelina at the end of the story? (She marries the little king.)
- Even though Tom Thumb was very small, he was still helpful to others. How was Thumbelina helpful to others? (Thumbelina saved the swallow’s life by secretly taking care of it each night. This shows us that even a little person can do great and wonderful things.)

Where Are We?

Tell students that today’s folktale originated in a country called Japan many, many years ago. Help students locate the country of Japan, which is part of the continent of Asia, on a world map or globe. You may wish to label each featured country on the map so that students can better keep track of and recall all of the different lands they learn about in this domain. Explain that Japan is made up of four major islands. Today’s story took place long ago on the biggest of these four major islands, Honshu. Tell students that today’s folktale is called “Issun Boshi,” which means “One-Inch Boy” in Japanese; it is also the name of the main character in this story. This folktale, like the previous two, also features a main character who is no bigger than a thumb.

Purpose for Listening

Ask students to listen carefully to find out how “Issun Boshi: One-Inch Boy” is similar to and different than “Tom Thumb” and “Thumbelina.”



Issun Boshi: One-Inch Boy

← Show image 6A-1: Pagoda and Mt. Fuji in the distance

Long ago in a village in Japan, there lived an old man and his wife who more than anything wanted a child. They hoped and they wished. They went to the temple and prayed to the gods. “May we be blessed with a child,” they said, “even if he is no larger than our thumbs.”



← Show image 6A-2: The old man and the old woman with Issun Boshi

And then, their prayers were answered. In nine months’ time, a fine baby boy was born to the old couple. The child was lovely and very small. They called him Issun Boshi, which means “One-Inch Boy,” for he was no taller than his father’s thumb.¹

1 What other character names have “thumb” in them?

Issun Boshi grew up strong, smart, and helpful, though he grew no bigger. When twelve years had passed, Issun Boshi came to his parents and said, “Father and Mother, please give me your **permission** to go to the capital city, for I wish to see the world, learn many things, and make a name for myself.”²

2 Issun Boshi asked for his parents’ permission to go to the capital city. When you ask for someone’s permission, you ask them to let you to do something.

His parents were very worried, scared to think of all the bad things that could happen to Issun Boshi in such a large city, but they knew their boy was smart and strong, so they agreed to let him go. They made for him a tiny sword out of a sewing needle. They also gave him a rice bowl for a boat and some chopsticks for oars.³

3 People in Japan use chopsticks to eat food instead of forks.



← Show image 6A-3: Issun Boshi in a rice bowl boat⁴

In the rice bowl he floated down the river, using the chopsticks as paddles when the water became rough, and using his sword to catch fish. In a few days he arrived at the city of Kyoto.⁵ “My, what a busy city this is!” he thought. “So many people **crammed in**⁶ one space!” He walked carefully through the streets, **dodging**

4 [If you brought in a rice bowl, chopsticks, and/or a sewing needle, show each to the class as you read about them.]

5 Long ago, Kyoto was the capital or government center for Japan. Today, the capital is Tokyo.

6 or packed into

7 Issun Boshi moved carefully through the streets, *dodging*, or avoiding, feet and cart wheels.



← **Show image 6A-4: Issun Boshi and the noble lord**

feet and cart wheels.⁷ He kept walking until he came to a beautiful house, the largest in the city. At the foot of the steps sat a pair of shiny black *geta*, or wooden shoes. They belonged to the owner of the house, who was the wealthiest lord in the city.

The door of the great house opened. Out walked a man who put on the shiny black shoes. Issun Boshi called out, “Hello! Hello there!” The man looked around and, seeing no one, began to go back in. But Issun Boshi called out, “Down here! I’m down here, near your shoes! Please be careful you don’t step on me.”

The man, who was the lord of the house, leaned down and was **astonished**⁸ when he saw Issun Boshi. Issun Boshi bowed and politely introduced himself. “My name,” he said, “is Issun Boshi. I have just arrived in the city, and I would like to work for you.”

The lord picked up Issun Boshi in the palm of his hand. In a friendly voice he asked, “But what can a little fellow like you do?”

8 The lord was surprised to see someone as small as Issun Boshi.



← **Show Image 6A-5: Fly and sewing-needle sword**

A fly was buzzing around and bothering the lord, so Issun Boshi drew out his sewing-needle sword. With a quick swit-swat, away went the fly.⁹

“You are quite an amazing little fellow,” laughed the lord. “Come, you may work for me and live in my house.”

9 How does Issun Boshi help the lord? [You may wish to point out that it is not nice to harm living things, even little insects like flies.]



← **Show image 6A-6: Issun Boshi and the princess**

And so, tiny Issun Boshi went to live in the big, beautiful house, serving the noble lord. He made friends with everyone there, especially the princess, the lord’s lovely daughter. It seemed that he was always at her side, helping her in whatever way he could, whether by holding down the paper when she wrote a letter, or simply by riding on her shoulder and keeping her company while she walked through the beautiful gardens around the house. In time, the princess came to feel a strong affection for her little helper.¹⁰

10 [Pause here and ask the following questions to check student comprehension.]

1. What characters have you met?
2. Describe Issun Boshi’s journey to Kyoto.
3. How does Issun Boshi help the princess?

In the spring, Issun Boshi traveled with the princess and her companions to the cherry blossom festival. On their way home, they began to hear strange noises behind them on the narrow road. They could see nothing in the shadows, when suddenly a huge monster leaped into their path.



← **Show image 6A-7: The *oni***

Everyone screamed and ran—everyone except Issun Boshi and the princess.

“Who are you, and what do you want?” cried Issun Boshi.

“I am an *oni* [OH-nee],” growled the monster. An *oni*! The *oni*, were terrible creatures, who bothered the townspeople.

But Issun Boshi stepped forward and shouted, “Get out of the way, you demon! I am here to guard the princess. Step back!”¹¹

← **Show image 6A-8: Issun Boshi in the *oni*'s stomach**

“Ha! We’ll see about that!” growled the *oni*. Then he snatched up Issun Boshi, popped him into his mouth, and—gulp—swallowed him whole. Down, down Issun Boshi slid until he landed—plop—in the *oni*'s stomach.

“This *oni* should be more careful about what he eats,” said Issun Boshi. He pulled out his sewing-needle sword and began to tickle the *oni*'s stomach.

“Ow! Ooh! Agh!” shouted the *oni*. Then he gave a loud burp, and out popped Issun Boshi! The *oni* ran away, burping the whole way.¹²

← **Show image 6A-9: Issun Boshi, the princess, and the magic hammer**

Issun Boshi ran over to the princess. She was bending down and picking something up from the ground. With great excitement she said, “Look, Issun Boshi, the *oni* was so scared he dropped this magic hammer. If you make a wish on it, it will come true.”

Issun Boshi bowed to the princess and said, “My lady, I would ask that you make a wish.”

11 [Have students briefly discuss the following question with their partners] Even though Issun Boshi is a small person, he stands up to the *oni*. What would you do if you were Issun Boshi?



12 How does Issun Boshi defeat the *oni*?



13 What do you think Issun Boshi will wish for?

“No, Issun Boshi,” said the princess. “You won this because of your bravery. You should be the first one to wish on it.”¹³

So Issun Boshi took the hammer and said, “I already have my greatest wish, which is to serve you. But if I could have another wish, I would wish to be as tall as other people.”

14 What do you think the princess wished for?

Then he gave the hammer to the princess, who made a silent wish on it herself.¹⁴ Then and there, Issun Boshi began to grow taller . . . until beside the princess stood a handsome young man.



← **Show image 6A-10: Issun Boshi with the princess and his parents**

That night, when the princess told her father how brave Issun Boshi had been, and how he had risked his life to save her, the lord was so happy that he gave Issun Boshi permission to marry the princess. And so, you see, the princess’s wish came true, too.

15 or actions

Issun Boshi’s brave **deeds**¹⁵ were celebrated throughout the land. He and the princess lived happily together, along with Issun Boshi’s proud and happy parents, whom Issun Boshi had brought to the lord’s house to be part of his new family.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* What did the old man and the old woman wish for in the beginning of this folktale? (They wished for a child.) In which other folktales did people wish for children? (People also wished for children in “Tom Thumb” and “Thumbelina.”)
2. *Literal* What is the setting of this story? (The setting of this story is in the village, at the big house, and at the cherry blossom festival.) For whom did Issun Boshi work when he arrived in Kyoto? (When Issun Boshi arrived in Kyoto, he worked for the wealthiest lord in the city.)
3. *Literal* What brave deed does Issun Boshi do? (Issun Boshi’s brave deed is to chase away the *oni*.)
4. *Evaluative* What does Issun Boshi wish for on the *oni*’s hammer? (Issun Boshi wishes to be as tall as other people.) What would you have wished for? (Answers may vary.)

5. *Literal* What happened to Issun Boshi at the end of this folktale? (He grew taller and married the princess.)
6. *Evaluative* Could this story really happen or is it fiction? (This story is fiction.) How do you know? (One-inch boys do not exist; there are no *oni*; magic hammers cannot make people taller; etc.)
7. *Evaluative* What lesson can we learn and use in our own lives from this folktale? (Little people can do great and wonderful things.)
8. *Evaluative* How were Issun Boshi's adventures similar to Tom Thumb and Thumbelina's adventures? (All three characters helped other people and did great and wonderful things for others in their adventures.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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

9. *Evaluative Think Pair Share:* Pretend that you are only one inch tall like Issun Boshi. How could you be helpful to others? (Answers may vary.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Deeds

5 minutes

1. In the read-aloud you heard, “Issun Boshi’s brave *deeds* were celebrated throughout the land.”
2. Say the word *deeds* with me.
3. Deeds are acts that can be good or brave, as in today’s read-aloud.
4. Michelle’s New Year’s resolution was to do several good deeds for others.
5. Have you ever done good deeds for others? Try to use the word *deeds* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I did good deeds when . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing and Discussion* activity for follow-up. Directions: Talk about good deeds you have seen your classmates or family members do. Explain what made these deeds good. Create an awards certificate recognizing a classmate for a good deed they have done. Present the certificate to your classmate, explaining why you have chosen to honor them for their good deeds. Be sure to begin your responses with “I saw _____ do good deeds when they . . .”



Complete Remainder of the Lesson Later in the Day



Issun Boshi: One-Inch Boy

6_B

Extensions

20 minutes

Drawing the Read-Alouds

Tell students that by now they have heard three folktales that feature main characters no bigger than a thumb. Explain to students that this is an important similarity in these folktales, but that there are other similarities, as well as differences. Tell students that to discover the differences and other similarities, they are going to draw the characters, setting, and a scene from the middle of each read-aloud. Explain to students that although several events occurred in the middle of each read-aloud, they are to pick just one to draw and discuss.

Divide the class into thirds. On a large piece of chart paper, have one-third of the class draw the characters, setting, and one scene from “Tom Thumb.” Have the other two groups do the same for “Thumbelina” and “Issun Boshi: One-Inch Boy.” As students draw, circulate around the classroom and help any group or student who has trouble remembering the characters, settings, or events from the read-alouds. Students should write sentences describing their drawings using the sound-spelling correspondences taught thus far.

After students have finished drawing, have each group present their pictures and sentences to the class. As students present, ask them to name the characters they have drawn, describe the setting, and explain the scene from the folktale. Also, have students explain what occurs before and after the scene they have chosen. As the second and third groups present, prompt students to point out any similarities or differences they notice. Remember to repeat and expand upon students’ vocabulary, using richer and more complex language, including vocabulary from the read-alouds. At the end of the exercise, display the students’ posters around the classroom.



Pausing Point

PP

Note to Teacher

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of similar folktales from different lands. The other activities 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.

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Explain that fictional stories come from the author's imagination
- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of a given story
- ✓ Explain that people from different lands tell similar stories

Student Performance Task Assessment

10 Riddles for Core Content (Instructional Master PP-1)

Note: Name the pictures in each row as you read each riddle to students.

Directions: I am going to read a riddle about one of the stories you have heard. First, you will listen to the riddle that I read. Next, you will look at the two pictures in the corresponding numbered row as I name them. Then, find the picture that answers the riddle. Finally, you will circle the correct picture.

1. **Billy Beg/Tom Thumb:** I use a magic belt and stick to defeat a one-eyed giant and a dragon. Who am I? (Billy Beg)
2. **Rhodopis/Thumbelina:** I'm scarcely as tall as a thumb. I saved the life of a hurt swallow. Who am I? (Thumbelina)
3. **Tom Thumb/Rhodopis:** Two robbers laugh at me and call me an elf when I say I can help them. Who am I? (Tom Thumb)
4. **Cinderella/Billy Beg:** My stepsisters treat me horribly and I receive help from a fairy godmother. Who am I? (Cinderella)
5. **Issun Boshi/Cinderella:** I am clever and perform good deeds despite my small size. I also rescue a princess from an *oni* monster. Who am I? (Issun Boshi)
6. **Billy Beg/Rhodopis:** A falcon swoops down and takes one of my slippers to the pharaoh. Who am I? (Rhodopis)

Activities

Different Lands

Materials: World map

Help students locate and identify on a map the different lands discussed in this domain. Name each country, noting the continent on which it is found, and ask students if they remember any folktales that come from that country. You may prompt discussion by asking questions such as, “Where does “Issun Boshi: One-Inch Boy” take place?” (Japan) or “Where does Billy Beg live?” (Ireland)

Picture Review

Show the Flip Book illustrations from any read-aloud again, and have students retell the folktale using the illustrations.

You may also show various illustrations from the folktales that have been read so far. Focus on illustrations that show events that are similar to reinforce the Core Content Objectives of similar stories from different lands.

Sequencing Events with Image Cards

Materials: Image Cards 1–10; Instructional Master PP-2,

Use Image Cards 1–10 to sequence and retell “Cinderella” and “Issun Boshi: One-Inch Boy.” Talk about the beginning, middle, and end of the plot of each story. These image cards may also be used as a center activity.

An instructional master has also been provided for “Issun Boshi: One-Inch Boy” if you would like for students to sequence the events of the story individually.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read a trade book to review a particular folktale or variation; refer to the trade books listed in the domain Introduction. You may also choose to have students select a read-aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *clever*, *deeds*, or *worthy*. Have them brainstorm everything that comes to mind when they hear these words. Record their responses on a piece of chart paper, a chalkboard, or a whiteboard for reference.



Little Red Riding Hood

7

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain that fictional stories come from the author’s imagination
- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of “Little Red Riding Hood”
- ✓ Explain that people from different lands tell similar stories

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Demonstrate understanding of the central message or lesson in “Little Red Riding Hood” (RL.1.2)
- ✓ Recount and identify the lesson in folktales from diverse cultures, such as “Little Red Riding Hood” (RL.1.2)
- ✓ Describe an illustration of the wolf disguising himself as the grandmother in “Little Red Riding Hood,” using the illustration to check and support comprehension of the read-aloud (RL.1.7)
- ✓ Sequence pictures illustrating events in “Little Red Riding Hood” (RL.1.7)
- ✓ Draw and describe one of the scenes from “Little Red Riding Hood” (W.K.2)

- ✓ Describe characters, settings, and events as depicted in drawings of one of the scenes from “Little Red Riding Hood” (SL.1.4)
- ✓ Add sufficient detail to a drawing of a scene from “Little Red Riding Hood” (SL.1.5)
- ✓ Identify multiple meanings of *left* and use them in appropriate contexts

Core Vocabulary

cherished, v. Cared about something dearly; valued something

Example: The farmer cherished the goose’s golden eggs.

Variation(s): cherish, cherishes, cherishing

disguise, n. Clothes or other things that you wear so that people will not recognize you

Example: Rafael put on a hat and glasses as a disguise, because he did not want Dayanara to recognize him.

Variation(s): disguises

grateful, adj. Feeling or showing thanks


Example: Brenalis was so grateful when a kind stranger found her puppy.

Variation(s): none

sly, adj. Sneaky and secretive

Example: The sly fox tried to trick the hens.

Variation(s): slier, sliest

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Similar Stories from Different Lands: Map Review	world map or globe	10
	Where Are We?	world map or globe	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Little Red Riding Hood		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Cherished	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Left	Poster 4M: Left	20
	Drawing the Read-Aloud	drawing paper, drawing tools	
<i>Take-Home Material</i>	Family Letter	Instructional Master 7B-1	*



Little Red Riding Hood

7_A

Introducing the Read-Aloud

10 minutes

Similar Stories from Different Lands: Map Review

Review with students that people around the world love listening to and telling stories. Remind students that some of the stories told around the world are quite similar to each other, even though the stories originated in different places around the world.

Tell students that so far they have studied two sets of similar stories from different lands. Use a world map or globe to locate the countries where each story originated. The first set of stories had main characters who were treated poorly at first, but were ultimately rewarded for their goodness. The first story, “Cinderella,” originated in France. Ask students to recall the titles of the other read-alouds and the countries in which they originated. (“The Girl with the Red Slippers” originated in Egypt and “Billy Beg” originated in Ireland.) The second set of folktales all had main characters who were thumb-sized. The first story, “Tom Thumb,” originated in England. Ask students to recall the titles of the other read-alouds and the countries in which they originated. (“Thumbelina” originated in Denmark and “Issun Boshi” originated in Japan.)

Where Are We?

Tell students that the folktale they will hear today, “Little Red Riding Hood,” has been told orally all around the world for hundreds of years. Tell them that the story was published long, long ago by two German brothers, Jacob and Wilhelm Grimm. Help students locate Germany, which is a country on the continent of Europe, on a world map or globe. You may wish to label each featured country on the map so that students can better keep track of and recall all of the different lands they learn about in this domain.

Purpose for Listening

Tell students to listen carefully to the folktale to find out what directions the little girl receives from her mother and what happens to the little girl when she does not follow them.



Little Red Riding Hood

← Show image 7A-1: Little Red Riding Hood

1 She loved and valued the cloak.

Once there was a sweet little girl who was loved by all who knew her, but most of all by her grandmother, who could not do enough for her. Once the grandmother sent the girl a cloak with a red velvet hood. The little girl was so pleased with the cloak that she **cherished** it and wore it every day.¹ So she came to be known as Little Red Riding Hood.

2 What are her mother's directions?

One day her mother said to her, "Little Red Riding Hood, your grandmother is feeling sick. I would like you to go and visit her. Take her some of the cakes we baked yesterday; they will do her good. Go quickly, before it gets too warm. But remember to stay on the path, and do not stop along the way."²

"I will do just as you say, mother," promised Little Red Riding Hood.

Little Red Riding Hood started on her way. Her grandmother lived in a house in the woods, a half hour's walk from the village.

3 The wolf has bad intentions, but Little Red Riding Hood does not know that.

Little Red Riding Hood had only just entered the wood when she came upon a wolf. The wolf longed to eat Little Red Riding Hood for lunch. But Little Red Riding Hood did not know what a wicked animal he was, so she was not afraid of him.³



← Show image 7A-2: Little Red Riding Hood speaking to the wolf

"Good morning, Little Red Riding Hood," said the wolf.

"Good morning, wolf," she answered kindly.

"And where are you going so early?" he asked.

"To my granny's house."

"And what's that in your basket?"

"Some cakes we baked yesterday. Grandmother is sick, and the cakes will make her feel better."

4 Why might the wolf be asking Little Red Riding Hood so many questions?

"And where does your grandmother live?"⁴

“In the woods, a short distance from here, in a cottage under three big oak trees,” said Little Red Riding Hood.

“Mmmm,” said the wolf, as he thought to himself, “What a tasty morsel this little girl would be. But she’s not big enough for a meal. I must find a way to eat her and her grandmother too.”⁵

The wolf walked along beside Little Red Riding Hood for a while. Then he said, “Why, look at all the pretty flowers. Why don’t you stop to rest and pick some of them? You’re hurrying along as if you were late for school, yet the birds are singing, and everything is so pleasant here in the woods.”

Little Red Riding Hood looked up and saw the sunlight dancing in the leaves of the trees. She saw the lovely flowers around her, and she thought, “I am sure Grandmother would be pleased if I took her a bunch of fresh flowers.” Forgetting what she promised her mother, she left the path and went out of her way into the woods to pick some flowers.⁶ Each time she picked one, she saw others even prettier farther on, and so she **strayed** deeper and deeper into the woods.⁷

5 [Pause here and ask the following questions to check student comprehension.]

1. What characters have you met so far?
2. Where is Little Red Riding Hood going and why?
3. What does the wolf want to do?

6 Here, the word *left* means exited a place. It also has other meanings. The word *left* can also mean the same side of your body as your heart. [Show students how to make an L with their fingers in order to identify their left hands.] What had Little Red Riding Hood promised her mother?

7 The word *strayed* means to go in a direction that is away from the place where you should be.



← **Show image 7A-3: The wolf knocking on the cottage door**

As for the wolf, he hurried straight to Grandmother’s cottage and knocked on the door.

“Who’s there?” said a little voice.

“It is I, Little Red Riding Hood,” said the wolf, trying to sound like the little girl.

“Oh, lift the latch and let yourself in, dear,” said the old woman. “I am too weak to get out of bed.”

The wolf lifted the latch and swung open the door. Before Grandmother could realize what was happening, the wolf gobbled her up in one mouthful!



← **Show image 7A-4: The wolf disguising himself as Grandmother**

Then the **sly** wolf dressed himself in her nightgown and nightcap. With a wicked grin, he got into the bed, and pulled up the covers. It was quite the **disguise**.⁸

Meanwhile, Little Red Riding Hood had picked all the flowers she could carry and found her way back to the path. She walked on quickly until she came to Grandmother's house. She was surprised to find the door open, and as she stepped inside, she felt very strange.

"Oh dear," she said to herself, "this morning I was so glad to be going to see my grandmother. Why do I feel so frightened now?"⁹

She took a deep breath and called out, "Good morning, Grandmother." But there was no answer. She went up to the bed.

← **Show image 7A-5: Little Red Riding Hood approaching the bed**

There she saw her grandmother. Or so she thought. The wolf had pulled the covers up under his chin and pulled the nightcap down to his eyes. Little Red Riding Hood thought her grandmother looked very strange indeed.

"Oh, Granny," she said, "what big ears you have!"

"The better to hear you with, my dear," said the wolf.

"Hmmm," said Little Red Riding Hood. "Granny must be very sick indeed, for her voice is much deeper than it used to be."

"And Granny, what big eyes you have!"

"The better to see you with, my dear."

"And Grandmother, what big teeth you have!"

"The better to eat you!" cried the wolf as he sprang out of bed and swallowed Little Red Riding Hood in one big gulp.

After his meal, the wolf was feeling stuffed. He lay down on the bed and went to sleep, and began to snore very loudly. A hunter who was passing by the cottage heard the snoring. "My," he thought, "the old woman sounds terrible! I'd better look inside and check on her."

8 [Have students briefly discuss the following questions with their partners] Why might the wolf be dressing like the grandmother? Why is the wolf described as *sly* for doing this?

9 Have you ever suddenly felt strange? What do you think your body is telling you when you get a feeling like that?





10 or thankful

The hunter walked inside and saw the wolf. He instantly noticed the wolf's big belly and realized that the wolf had eaten the old woman. He knew he had to set her free.

← **Show image 7A-6: The hunter helping them out of the wolf's belly**

The hunter set them free, and out jumped Little Red Riding Hood and Granny.

“Oh, I'm so **grateful**¹⁰ you saved us!” said Little Red Riding Hood.

Granny, too, thanked the hunter for his kindness. When the wolf woke up, he was so shocked¹¹ to see all of the people standing before him that he ran away, never to be seen again.

11 or surprised and upset



← **Show image 7A-7: The three sharing a meal**

Little Red Riding Hood sat down with her grandmother and the hunter, and together they ate the cakes Little Red Riding Hood had brought. And Little Red Riding Hood said to herself, “After this I shall always do as my mother tells me, and I shall never leave the path again, not even to pick pretty flowers.”¹²

12 What lesson did Little Red Riding Hood learn?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Inferential* Why is the main character called “Little Red Riding Hood”? (The main character is called “Little Red Riding Hood” because she always wears a cloak with a red velvet hood that her grandmother made for her.)
2. *Literal* What instructions does Mother give Little Red Riding Hood? (Mother's instructions are to stay on the path and not stop along the way.) Does she follow Mother's instructions? (No, she does not follow Mother's instructions.) What does she do instead? (Instead of following Mother's instructions, she stops to talk to the wolf and pick flowers.)

3. *Inferential* Why does the wolf tell Little Red Riding Hood to pick flowers? (The wolf tells Little Red Riding Hood to pick flowers and enjoy the beautiful day so that he can run ahead to the grandmother's house and eat her before Little Red Riding Hood gets there.)
4. *Evaluative* What is the wolf's disguise? (The wolf's disguise is to wear one of Grandmother's nightgowns, her night cap, and glasses.) Would you have been fooled by this disguise? (Answers may vary.)
5. *Literal* What does the wolf do to Grandmother and later Little Red Riding Hood? (The wolf eats them.)
6. *Inferential* How does the hunter, who saves the grandmother and Little Red Riding Hood, discover the wolf in the first place? (He hears the wolf snoring and goes to check on the grandmother.)
7. *Evaluative* Could this story really happen, or is it fiction? (This story is fiction because it could not really happen.) How do you know? (This story is fiction because wolves cannot actually talk.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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

8. *Evaluative Think Pair Share:* Folktales sometimes teach lessons just like fables do. Is there a lesson, or something we can learn and use in our own lives, in this folktale? (Don't talk to strangers; follow your parents' instructions.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Cherished

5 minutes

1. In the read-aloud you heard, “The little girl was so pleased with the cloak that she *cherished* it and wore it every day.”
2. Say the word *cherished* with me.
3. *Cherished* means really appreciated or cared deeply about something or someone.
4. Little Red Riding Hood cherished her grandmother and went to visit her while she was sick.
5. Have you ever cherished something or someone? Try to use the word *cherished* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I cherished . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a picture of something you have cherished in the past or currently cherish. After you finish your drawing, share and describe your drawing to a partner. Be sure to begin your descriptions with “_____ is something I have cherished because. . .”



Complete Remainder of the Lesson Later in the Day



Little Red Riding Hood

7_B

Extensions

20 minutes

Multiple Meaning Word Activity: Left

Sentence in Context

1. [Show Poster 4M: Left.] In the read-aloud you heard, “Forgetting what she promised her mother, she *left* the path and went out of her way into the woods to pick some flowers.” Here, *left* means went away from a place. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
2. *Left* can also mean the same side of your body as your heart. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
3. Now with your neighbor, make a sentence for each meaning of *left*. Remember to use complete sentences. I will call on some of you to share your sentences. [Call on a few students to share their sentences.]

Drawing the Read-Aloud

Ask students to think about the read-aloud they listened to earlier in the day. Give each student a piece of paper. Tell students that they are going to draw one scene from the read-aloud. It might be a favorite scene, a scene with an interesting fact, or a scene in which something important happens. Students should write sentences about their drawings using the sound-spelling correspondences taught thus far. Have students describe their drawings to their neighbors. As the students describe their drawings, be sure to expand upon their ideas, encouraging the use of increasingly complex sentences and domain-related vocabulary.

Take-Home Material

Family Letter

Send home Instructional Master 7B-1.



✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain that fictional stories come from the author’s imagination
- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of “Hu Gu Po”
- ✓ Explain that people from different lands tell similar stories

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Demonstrate understanding of the central message or lesson in “Hu Gu Po” (RL.1.2)
- ✓ Recount and identify the lesson in folktales from diverse cultures, such as “Hu Gu Po” (RL.1.2)
- ✓ Orally compare and contrast similar stories from different cultures, such as “Little Red Riding Hood” and “Hu Gu Po” (RL.1.9)
- ✓ Prior to listening to “Hu Gu Po,” identify orally what they know and have learned about folktales and “Little Red Riding Hood”

Core Vocabulary

alarmed, *adj.* Feeling a sense of danger; worried or frightened

Example: My dog was alarmed and began to bark when the postman approached the door.

Variation(s): alarming

cunning, *adj.* Sly or able to trick others

Example: The cunning wolf disguised himself in the skin of a sheep.

Variation(s): none

latch, *v.* Lock

Example: Leah would sometimes forget to latch the backyard gate.

Variation(s): latches, latched, latching

perplexed, *adj.* Confused; unable to understand something clearly


Example: Anayi, perplexed, stared at the puzzle until the answer suddenly came to her.

Variation(s): none

strict, *adj.* Demanding that people obey rules or behave in a certain way

Example: My school has strict rules for behavior on fieldtrips: we must stay with our chaperone at all times.

Variation(s): stricter, strictest

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Similar Stories from Different Lands: Story Element Review		10
	What Have We Already Learned?		
	Where Are We?	world map or globe	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Hu Gu Po		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Cunning		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Venn Diagram	chart paper, chalkboard, or whiteboard; world map or globe	20



Introducing the Read-Aloud

10 minutes

Similar Stories from Different Lands: Story Element Review

Review with students that people around the world love listening to and telling stories. Remind students that some of the stories told around the world are quite similar to each other, even though the stories originated in different places around the world.

Review with students the basic elements of stories. The elements of stories are things that are found in every story, such as characters, setting, plot, and conflict. Remind students that the characters in a story are the people or animals that the story is about. The setting is where and when the story takes place. The plot is what happens in the story, or the events of the story in the order in which they happen. The conflict in a story is the problem the characters face. Characters in different stories from around the world might have similar conflicts, or problems, that they must deal with. Students should listen for how the characters, settings, plots, and conflicts are similar and different in these stories.

What Have We Already Learned?

Review “Little Red Riding Hood” by asking students the following questions:

- Who can tell me what a folktale is? (A folktale is a story that someone made up long, long ago and has been told again and again.)
- Is a folktale true or make-believe? (A folktale is fiction or make-believe.)
- Who remembers the name of the folktale we heard in the previous lesson? (The name of the folktale we heard in the previous lesson was “Little Red Riding Hood.”)
- In which country, or land, did the story of “Little Red Riding Hood” originate? (The story of “Little Red Riding Hood” originated in Germany.)

- What did Little Red Riding Hood’s mother tell her in the beginning of the previous read-aloud? (Little Red Riding Hood’s mother told her to stay on the path and not stop along the way.)
- Who did Little Red Riding Hood meet in the woods? (Little Red Riding Hood met the wolf in the woods.)
- What did the wolf do after he met Little Red Riding Hood in the woods? (He went to Grandmother’s house and ate her whole, and then he disguised himself as Grandmother to trick Little Red Riding Hood.)
- Who rescued Little Red Riding Hood and Grandmother? (The hunter rescued Little Red Riding Hood and Grandmother.)

Tell students to think about the “Little Red Riding Hood” story they heard in the previous lesson. Remind students that Little Red Riding Hood did not follow her mother’s instructions and was tricked by a wolf. Today students will hear a story that originated in a different land, but whose main characters face a similar conflict as in “Little Red Riding Hood.”

Where Are We?

Tell students that the folktale they will hear originated in a country called China many, many years ago. Help students locate the country of China, which is part of the continent of Asia, on a world map or globe. You may wish to label each featured country on the map so that students can better keep track of and recall all of the different lands they learn about in this domain.

Purpose for Listening

Tell students that this story from China is similar to “Little Red Riding Hood,” which they heard previously. Explain that although there are similarities, some things in the story will be different. Have students recall the wolf’s actions in “Little Red Riding Hood.” Then ask students to listen to find out which sorts of similar things will happen in today’s read-aloud.



Hu Gu Po

← Show image 8A-1: Mother saying goodbye

A long time ago in rural southern China, there lived a mother and her two young daughters. A Xin [*ah shing*] was the eldest daughter and Li Hua [*lee hwa*] was the youngest. A Xin, Li Hua, and their mother raised silkworms and sold their silk at the local market.¹

1 Silkworms produce silk thread that can be used to make cloth for dresses and clothing.

One sunny fall morning, the girls' mother set off to the local market to sell the silk thread they had spun. However, on this particular occasion, she had decided to leave some silk thread behind so that she could make two new silk dresses for her daughters. Before the girls' mother left, she gave them **strict**² instructions to stay inside the house.

2 or serious

"Do not go outside," the mother said to the girls. "I have heard rumors that Hu Gu Po has come down into the foothills. She is a tiger that disguises herself as an old woman and tries to trick people. Please **latch** the door as soon as I leave."³

3 *Latch* means to lock the door. What are their mother's instructions?

"We will not go outside," promised A Xin. "I will lock the door, and we will spend our time cleaning the house."

"We will be right here waiting for you," promised Li Hua.

And so the mother kissed her daughters and disappeared into the early morning mist that was rising up from the warm earth.

Immediately, the two girls set to work. They scrubbed the floor and dusted all the nooks and crannies of their small farmhouse. It was almost midday by the time they were finished. The sun was shining brightly and the birds were chirping loudly when the girls heard a knock on the door.⁴

4 [Knock loudly.]



← Show image 8A-2: A knock at the door

"Do not answer the door," said A Xin to her younger sister. "I will find out who it is."

A Xin stood in front of the locked door and asked, "Who is there?"

“Hello, my dear,” said a voice that sounded as ancient as the hills. “I have been walking for many miles. I wonder, could you spare a cup of water?”

5 or confused

A Xin was **perplexed**.⁵ She knew that she should not open the door, but somehow she felt that this old woman, for old woman it appeared to be, was in need of help.⁶

6 [Have students briefly discuss the following questions with their partners] What were her mother’s instructions? What do you think A Xin will do?

“I cannot open the door,” explained A Xin, “but I can pass a cup of water through the open window.”

“Thank you my dear,” replied the somewhat croaky voice. “You are very kind.”

A Xin filled a cup of water from the bucket that contained drinking water from their well.



← **Show image 8A-3: The old woman asking for water**

“Here you are,” she said as she passed the cup through the open window. The old woman now stood before the window. She took the cup in her old wrinkly hand and drank from it. When she was done, she handed the cup back to A Xin.

“How sweet your well water is,” said the old woman.

“Thank you,” said A Xin. As she spoke, A Xin looked more closely at the old woman. Just like her hands, her face was old and wrinkly. However, the woman had the most peculiar golden-amber eyes that A Xin had ever seen.

“I don’t suppose you have a little rice to spare?” asked the old woman.

As it happened, Li Hua had just cooked rice for lunch.

“Yes, we have some rice we can give you,” shouted Li Hua as she eagerly placed some in a small porcelain bowl. Then she rushed to the window and handed the old woman the bowl and some chop sticks.

The old woman looked at Li Hua and licked her lips.

“Why, thank you, my dear,” said the old woman all the while staring intently at Li Hua.

“I don’t suppose you would let me sit for a minute or two while I eat this delicious rice?” asked the old woman.

“Of course you can,” exclaimed Li Hua. And before A Xin could stop her, Li Hua ran to the door, unlocked it, and opened it.



← **Show image 8A-4: The old woman eating rice**

In the blink of an eye, the old woman was in the house and sitting at the kitchen table. It was as if she had appeared by magic. A Xin began to feel **alarmed**.⁷

“Are you here all alone?” asked the old woman.

“Yes,” replied Li Hua. “Our mother has gone to sell the silk thread our silkworms produce. She told us to stay inside for safety, and that is what we have done,” continued Li Hua proudly.

“I see,” replied the old woman. “You are very wise girls. There are all kinds of dangers in the outside world.”

“Well, as soon as you have finished your rice,” interrupted A Xin, “I am sure you will want to be on your way.”

“I am almost finished,” replied the old woman, who despite her words of praise, did not seem to like eating rice. “There are only two more things that I need.”

“Oh, what are they?” asked Li Hua.

A Xin guessed the answer just as the **cunning**⁸ old woman uttered the words:

“Two young girls!” exclaimed the old woman.

← **Show image 8A-5: The old woman with the sack**

Once again, as if by magic, the old woman’s movements were quick and sudden. She produced a sack, and before A Xin could stop her, she snatched Li Hua and placed her inside it.⁹

“You are older,” announced the old woman, “and probably not very tasty. I am not sure that I want the trouble of carrying you into the mountains.”

7 Why might A Xin feel alarmed or worried?

8 or clever in a trickster way



9 [Pause here and ask the following questions to check student comprehension.]

1. What characters have you met so far?
2. Who knocks at the door?
3. What did the old woman do to Li Hua?

10 Why might A Xin have reached for the silk thread?

As the old woman was speaking, A Xin reached for some of the spun silk thread that her mother had left behind. It had been spun and wound around the small branch of a mulberry bush. A Xin secretly placed it inside the pocket of her dress. A Xin had also decided that she would not let the old woman leave without her.¹⁰

“I want to be with my sister,” replied A Xin.

“Very well!” said the old woman. “Into the sack you go.” And in an instant A Xin found herself stuffed inside the sack beside her sister.

It was clear to A Xin that the old woman had remarkable strength. She carried them with relative ease.



← **Show image 8A-6: The tiger drinking water**

After a while, the old woman stopped and placed the sack containing the two girls on the ground. Moments later the sisters could hear someone, or something, noisily drinking water. As this was happening, A Xin whispered to her sister to be quiet. Then she used the mulberry branch that held the silk thread to poke a hole in the sack. What she saw scared her half to death. Instead of an old woman, there was a tiger sitting on the edge of a large glistening lake. The old woman was really Hu Gu Po!¹¹

11 The tiger pretended to be an old woman in order to trick the girls.

Incredibly, instead of continuing onward, the tiger lay down in the afternoon sunshine and went to sleep. While the tiger slept, A Xin slowly pulled at the hole in the sack until it was wide enough for her to crawl through. She motioned to her sister to quietly follow her.



← **Show image 8A-7: The tiger roaring ferociously as the girls run away**

The girls crept toward the sleeping tiger. A Xin reached for the silk thread inside her pocket. Then, using the thread, the girls tied together the tiger’s front and back legs. Just as they were finished, the tiger woke up and roared loudly. The tiger tried to free itself but the yards of silk thread that had been wound around its legs held it fast.

The girls ran like the wind back to their small farmhouse in the foothills. They hurried into their house and slammed the door and locked it. When their mother finally returned home, she hugged her daughters tightly.

12 What lesson might the girls have learned from this adventure?

“We told you that we would be here waiting for you,” said A Xin and Li Hua together.¹²

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Inferential* Why does the mother leave her children alone at the beginning of the story? (The mother leaves her children alone because she needs to sell silk thread at the market.)
2. *Literal* What are the girls’ mother’s instructions? (The girls’ mother’s instructions are to stay inside and latch the door.)
3. *Literal* Who knocks at the door? (An old woman knocks at the door.)
4. *Literal* What does the old woman say she wants from the children? (The old woman says she wants a cup of water and a bowl of rice from the children.)
5. *Inferential* How does the old woman trick the girls into letting her inside the house? (The old woman tricks the girls into letting her inside the house by asking to sit down to eat the rice.)
6. *Inferential* What has the old woman transformed into? (The old woman has transformed into a tiger because she is really Hu Gu Po.)
7. *Inferential* How do the sisters escape? (The sisters escape by poking a hole in the sack with the mulberry stick and using the silk thread to tie up the sleeping tiger.)
8. *Evaluative* Could this story really happen, or is it fiction? (This story is fiction.) How do you know? (Animals do not really talk and act like people.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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

9. *Evaluative Think Pair Share:* What lesson did the girls learn in this folktale? (The girls learned to always follow their mother’s directions, and to never let strangers inside the house.)
What lesson can we learn and use in our own lives from this folktale? (Answers may vary.)
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Cunning

5 minutes

1. In the read-aloud you heard, “A Xin guessed the answer just as the *cunning* old woman uttered the words.”
2. Say the word *cunning* with me.
3. *Cunning* means cleverly or slyly tricking others.
4. In “Little Red Riding Hood,” the wolf was a cunning character who tried to trick Little Red Riding Hood.
5. Have you heard or read any stories where the main character was cunning? (Examples include the wolf in “Little Red Riding Hood” and Brer Rabbit.) Try to use the word *cunning* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “One story I have heard that had a cunning character was . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say several situations. If the person in the situation is doing something cunning, say, “That is cunning.” If the person in the situation is not doing something cunning, say, “That is not cunning.”

1. One sunny fall morning, the girls’ mother set off to the local market to sell the silk thread they had spun. (That is not cunning.)
2. The tiger known as Hu Gu Po pretended to be an old woman so that it could get inside the house and capture the girls. (That is cunning.)
3. My cousin pretended that he didn’t know how to wash dishes so that my brother would do it for him. (That is cunning.)
4. My aunt brought me soup when I was not feeling well. (That is not cunning.)



Complete Remainder of the Lesson Later in the Day



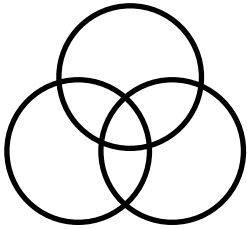
Hu Gu Po

8_B

Extensions

20 minutes

Venn Diagram



Note: Save the Venn diagram for use in future lessons.

On chart paper, a chalkboard, or a whiteboard, draw a three-circle Venn diagram. Have students compare and contrast “Little Red Riding Hood” and “Hu Gu Po.” In the topmost circle write “Little Red Riding Hood” and in the circle to the left write “Hu Gu Po.” Tell students that you will fill in the third circle when you read the next read-aloud in the next lesson. You may want to begin the Venn diagram with a review of the different lands in each folktale. Then ask students how “Little Red Riding Hood” and “Hu Gu Po” are the same. Write their responses where the top circle and the left circle intersect.

Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read the words to them. Ask students how the stories are different. Record that information in the appropriate area on the Venn diagram. Additionally, take time to return to the world map or globe, and remind students where these stories originally come from.

- ✈ Above and Beyond: Instructional Master 8B-1 has been included if you have students who are ready to create the Venn diagram on their own, using the sound-spellings correspondences that have been taught thus far.



✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain that fictional stories come from the author’s imagination
- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of “Tselane”
- ✓ Explain that people from different lands tell similar stories

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Demonstrate understanding of the central message or lesson in “Tselane” (RL.1.2)
- ✓ Recount and identify the lesson in folktales from diverse cultures, such as “Tselane” (RL.1.2)
- ✓ Orally compare and contrast similar stories from different cultures, such as “Little Red Riding Hood,” “Hu Gu Po,” and “Tselane” (RL.1.9)
- ✓ Prior to listening to “Tselane,” identify orally what they know and have learned about “Little Red Riding Hood” and “Hu Gu Po”
- ✓ Use determiners orally, such as the demonstratives *this*, *that*, *these*, and *those*

Core Vocabulary

curious, *adj.* Having a desire to learn or know more about something or someone

Example: Alejandro was a curious child and asked questions about every new thing he came across.

Variation(s): none

darted, *v.* Ran or moved quickly or suddenly in a particular direction or to a particular place

Example: As soon as we let her off the leash, our dog darted across the yard after the squirrel.

Variation(s): dart, darts, darting

fright, *n.* A feeling of sudden fear; a scare

Example: The wolf gave Little Red Riding Hood's grandmother quite a fright.

Variation(s): none

intended, *v.* Planned or wanted to do something


Example: We intended to finish our homework before dinner, but ran out of time and had to finish it after dessert.

Variation(s): intend, intends, intending

roam, *v.* Travel to different places without a purpose or plan

Example: We put my dog on a long leash, so he can roam around the backyard whenever he pleases.

Variation(s): roams, roaming, roamed

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Similar Stories from Different Lands: Story Element Review		10
	What Have We Already Learned?		
	Where Are We?	world map or globe	
	Purpose for Listening		
Presenting the Read-Aloud	Tselane		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Fright		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Syntactic Awareness Activity: Demonstratives <i>this, that, these, those</i>	common classroom objects [This exercise requires advance preparation.]	20
	Venn Diagram	Venn diagram from Lesson 8; world map or globe	



Introducing the Read-Aloud

10 minutes

Similar Stories from Different Lands: Story Element Review

Review with students that people around the world love listening to and telling stories. Remind students that some of the stories told around the world are quite similar to each other, even though the stories originated in different places around the world.

Review with students the basic elements of stories. The elements of stories are things that are found in every story, such as characters, setting, and plot. Remind students that the characters in a story are the people or animals that the story is about. The setting is where and when the story takes place. The plot is what happens in the story, or the events of the story in the order in which they happen. The conflict in a story is the problem the characters face. Characters in different stories from around the world might have similar conflicts, or problems, that they must deal with. Students should listen for how the characters, settings, plots, and conflicts are similar and different in these stories.

What Have We Already Learned?

Begin with a review of the previous stories read thus far by asking students the following questions:

- What was the name of the story we listened to in the previous lesson? (“Hu Gu Po” was the name of the story we listened to in the previous lesson.)
- In which country, or land, did the story of “Hu Gu Po” originate? (The story of “Hu Gu Po” originated in the country of China.)
- Who were the characters in the story of “Hu Gu Po”? (The characters in the last lesson were the two sisters, the tiger, and their mother.)

- How do the sisters escape the tiger? (When the tiger fell asleep, the sisters poked a hole in the sack with a mulberry branch, tied up the tiger’s paws, and ran away.)
- Is “Hu Gu Po” true or fictional? How do you know? (“Hu Gu Po” is fictional because people cannot really transform into animals.)
- “Hu Gu Po” is similar to what story you already heard? (“Hu Gu Po” is similar to “Little Red Riding Hood.”) How? (These stories are similar because they both feature cunning animals that try to trick people.)

Where Are We?

Tell students that the folktale they will hear originated in a country called Botswana many, many years ago. Help students locate the country of Botswana, which is on the continent of Africa, on a world map or globe. You may wish to label each featured country on the map so that students can better keep track of and recall all of the different lands they learn about in this domain.

Purpose for Listening

Tell students that this story from Botswana is similar to “Little Red Riding Hood” and “Hu Gu Po.” Explain that although there are similarities, some things in the story will be different. Ask students to think about the stories they have already heard. Ask students to predict who the girl will meet in today’s story. Tell students to listen carefully to the folktale to find out if their predictions are correct.



Tselane

← Show image 9A-1: Tselane and her parents

Once upon a time, in the southern region of Africa, where the Bantu language is spoken, there lived a girl named Tselane [tsay-LAH-nay]. She lived with her mother and father. The family lived in a little round house with a thatched roof.

One day Tselane's mother said, "I must go to the village for some things we need. You may stay here. But be sure to keep the door locked. Watch out for the hungry leopards who **roam** the land."¹

1 What are her mother's instructions?

Tselane's mother set out for the village. Tselane stayed at home, by herself.

Tselane had stayed home by herself before. Each time, her mother would return and call out in her sweet, high voice that sounded like the song of the ataga bird.



← Show image 9A-2: Tselane and her mother

"Tselane, my child!" her mother would call from outside the door. "I have brought you some food. Open the door!"

"That is my mother's voice!" Tselane would say. "Her voice is high and sweet, like the song of the ataga bird."²

2 How does Tselane describe her mother's voice?

Each time, Tselane would open the door and see her mother standing there. Her mother would always bring Tselane some bread and porridge. Tselane would then sit down and eat with her mother.

One day, when Tselane's mother had gone to the village, Tselane heard a knock on the door. "Tselane, my child!" said a low, gruff voice. "It's your mother! I have brought you some food. Open the door!"³

3 Does this voice sound like the earlier description of Tselane's mother's voice?



← **Show image 9A-3: The leopard knocking at the door**

“That is not my mother’s voice!” said Tselane. “My mother’s voice is high and sweet, like the song of the ataga bird. Go away, you wicked leopard!”⁴

The leopard went away, but he came back soon after and tried to make his voice sound like a woman’s voice.

“Tselane, my child!” said the leopard, “It’s your mother. I have brought you some food. Open the door!”

“That is not my mother’s voice!” said Tselane. “My mother’s voice is high and sweet, like the song of the ataga bird. Go away, you wicked leopard!”

The leopard went away. He came back, but this time he drank a special drink that made his voice higher, to sound like Tselane’s mother’s voice.

“Tselane, my child!” said the leopard, in a high, womanly voice. “It’s your mother. I have brought you some food. Open the door!”

“That is my mother’s voice!” said Tselane. “High and sweet, like the song of the ataga bird.”

Tselane opened the door and saw the leopard. With a **fright**,⁵ she tried to slam the door shut again, but it was too late.

← **Show image 9A-4: The leopard with Tselane in the sack**

The leopard stuffed Tselane into a sack and carried her away, intending to take her back to his habitat on the savanna.

After carrying the heavy bag for a while, the leopard stopped by a small stream. After traveling so far in the heat, and carrying the heavy bag, he needed a cool drink. Rather than carry the heavy bag down to the stream, the leopard left the bag on the side of the road, as he **intended**⁶ to be away from it only a short moment. The leopard climbed down the hill to the stream to get a drink.

4 [Pause here and ask the following questions to check student comprehension.]

1. What characters have you met so far?
2. Describe Tselane’s mother’s voice.
3. How does Tselane know it is actually a leopard at the door?

5 or sudden fear



6 or planned



7 The little girl wanted to know what was inside the bag.

8 or covered so that it is hard to breathe

← **Show image 9A-5: Tselane and the little girl peering at the leopard**

As soon as he was gone, a little girl came walking down the road. Seeing the bag along side the road, the little girl became **curious**, so she peeped into the bag.⁷ She saw some fingers sticking up and quickly closed the bag.

“Whose fingers were those?” she asked.

“Mine!” said a voice. “My name is Tselane. Please let me out. I am smothered here in this small, hot space!”⁸

“Tselane?” said the girl. “Why, your mother is my aunt! She has been visiting here in the village.”

The little girl let Tselane out of the bag. Then she and Tselane ran to get Tselane’s mother. When she heard what had happened, Tselane’s mother filled the leopard’s bag with scorpions and snakes.

When he had finished getting his cool drink, the leopard came back to the road and grabbed the sack. Then he set off for his home. When the leopard arrived back at the savanna, he opened the bag, intending to start eating his tasty feast.



← **Show image 9A-6: The leopard running from the scorpions and snakes**

Instead, angry snakes slithered out. Dozens of scorpions poured out of the bag, shaking their poisonous tails. The leopard put his great speed to work and **darted**, or ran quickly, across the savanna, never to bother Tselane or her family again.

As for Tselane, she decided to always accompany her mother to the village and follow her mother’s instructions, and they all lived happily ever after.⁹

9 [Have students briefly discuss the following question with their partners] What lesson does Tselane learn?

Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions correct? Why or why not? (Answers may vary.)
2. *Literal* Where does Tselane's mother go? (Tselane's mother goes to the village.)
3. *Literal* Who does Tselane's mother warn her about? (Tselane's mother warns her about the leopards that roam the land.)
4. *Inferential* Who knocks on the door and pretends to be Tselane's mother? (The leopard knocks on the door and pretends to be Tselane's mother.) How does Tselane know that it is not really her mother at the door? (The leopard's voice is low and gruff, while Tselane's mother's voice is high and sweet.)
5. *Literal* What does the leopard do to make his voice sound higher? (The leopard drinks a special drink.) What does the leopard do once Tselane opens the door? (He puts her in a sack and carries her away.)
6. *Literal* Who helps Tselane get out of the sack? (A little girl walking down the road helps Tselane get out of the sack.)
7. *Inferential* How does Tselane's mother trick the leopard? (Tselane's mother fills the sack with snakes and scorpions. The leopard is surprised, and runs off.)
8. *Evaluative* Which parts of this folktale could really happen? (A girl named Tselane could really be home alone.) Which ones could not? (Leopards cannot talk.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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

9. *Evaluative Think Pair Share:* What lesson did Tselane learn in this folktale? (Tselane learned to always follow her parents' directions.) What lesson can we learn and use in our own lives from this folktale? (Answers may vary.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Fright

5 minutes

1. In the read-aloud you heard, "With a *fright*, [Tselane] tried to slam the door shut again, but it was too late."
2. Say the word *fright* with me.
3. *Fright* means a sudden feeling of fear.
4. Trey's house always made sounds at night that would give him such a fright.
5. Has something or someone ever given you a terrible fright? Try to use the word *fright* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ gave me a terrible fright."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read you some sentences. If I describe a situation that would give you a fright, say, “That would give me a fright.” If I describe a situation that would not give you a fright, say, “That would not give me a fright.” Remember to answer in complete sentences.

Explain that different things scare different people (give different people a fright), but students should be able to give reasons for their opinions. (Answers may vary for all.)

1. A spider falls on your desk.
2. A dog barks at you.
3. Your friend gives you a hug.
4. All of the lights suddenly go out.
5. A friend calls you to play outside.
6. A friend comes up behind you and yells, “Boo!”



Complete Remainder of the Lesson Later in the Day



Extensions

20 minutes

Syntactic Awareness Activity: Demonstratives *this, that, those, these*

The purpose of these 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.

1. *This, that, those, and these* help us identify objects according to how near or far they are from the person who is speaking.

THIS: Example 1



← Show image 7A-2.

“‘Mmmm,’ said the wolf, as he thought to himself, ‘What a tasty morsel **this** little girl would be. But she’s not big enough for a meal. I must find a way to eat her and her grandmother, too.’”

- Notice that the wolf is standing right next to Little Red Riding Hood in the image, so he uses *this* to communicate that he is talking about the one little girl who is near him, and not some other little girl.

THIS: Example 2



← Show image 8A-4.

“‘I don’t suppose you would let me sit for a minute or two while I eat **this** delicious rice?’ asked the old woman.

‘Of course you can,’ exclaimed Li Hua.”

- Notice that in the image the old woman is holding the one bowl of rice in her hand. She uses the word *this* to talk about the rice because it is in her hand and very near to her.



THESE: Example 1

← **Show image 5A-13.**

*“The young man explained to Thumbelina that a small person lived in each of **these** flowers; he was their king.”*

- Notice that in the image the young man is sitting near many flowers. He uses the word *these* to talk about the many flowers that are near him because there is more than one flower and because the flowers are very, very close to him. He is even sitting on one of them!



THESE: Example 2

← **Show image 1A-4.**

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

- Notice that Cinderella is talking about the clothes she is wearing in the image. She uses *these* because she is wearing more than one piece of clothing and the clothes are very near to her (she is wearing them!).



THAT: Example 1

← **Show image 4A-3.**

*“Tom’s father lifted his son down from the horse and set him on a stump. When the stranger saw this, he thought, ‘Look here. **That** little fellow could be useful! I should take him to town and have him do little jobs for me.’”*

- Notice that in this image the stranger is talking about Tom as “that little fellow.” Tom is far from the stranger, so the stranger uses *that* to talk about Tom. There is only one little fellow and he is far away from the stranger.

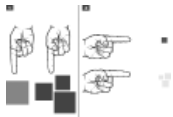


THOSE: Example 1

← **Show image 2A-1.**

*“Because Rhodopis was from another land, she did not look like the other servants, or her master. While they had dark hair and dark eyes, she had golden curls and green eyes. No amount of brushing would straighten **those** curls.”*

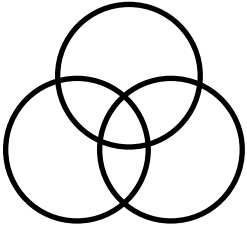
- Notice that in this image Rhodopis has more than one hair and she is far away from the speaker. We use *those* to describe multiple things that are far away from the speaker.



← **Show image 9B-1.**

2. In this image, you see hands pointing to a single green box that is close to the hands. We use *this* to describe this green box because it is just one box and it is close to the hands. You also see hands pointing to many blue boxes that are close to the hands. We use *these* to describe these blue boxes because there are more than one and they are close to the hands.
3. We also see hands that are pointing to objects that are far away from them. We use *that* to describe that red box because it is just one box and it is far from the hands. We use *those* to describe those yellow boxes because there is more than one yellow box and they are far from the hands.
4. [Note: There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical.] Work with your neighbor to ask and answer questions about things that are near and far from you. Use *this* and *these* to talk about objects that are close to you. Use *that* and *those* to talk about objects that are far from you. [Note: You may wish to provide students with classroom objects to spark questioning, such as pencils, crayons, erasers, etc.]

Venn Diagram



Direct students to the three-circle Venn diagram from the previous lesson. Tell students that they will continue to compare and contrast “Little Red Riding Hood,” “Hu Gu Po,” and “Tselane.” In the circle to the right, write “Tselane.” Review the different lands in each folktale.

Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read the words to them. Record that information in the appropriate area on the Venn diagram. Ask students how the stories are similar and how they are different for “Hu Gu Po” and “Tselane” and then again for “Little Red Riding Hood” and “Tselane.” Then ask how all three of the characters are the same. Additionally, take time to return to the world map or globe, and remind students where these three stories took place.

✈ Above and Beyond: Instructional Master 8B-1 has been included if you have students who are ready to create the Venn diagram on their own, using the sound-spelling correspondences taught thus far.



Domain Review

DR

Note to Teacher

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

Core Content Objectives Addressed in This Domain

Students will:

- ✓ Explain that fictional stories come from the author’s imagination
- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of a given story
- ✓ Explain that people from different lands tell similar stories

Activities

Different Lands

Materials: World map

Help students locate and identify on a map the different lands discussed in this domain. Name each country, noting the continent on which it is found, and ask students if they remember any folktales that come from that country. You may prompt discussion by asking questions such as, “Where does “Hu Gu Po” take place?” (China) or “Where does Billy Beg live?” (Ireland)

Image Review

Show the Flip Book illustrations from any read-aloud again, and have students retell the folktale using the illustrations.

You may also show various illustrations from similar tales. Focus on illustrations that show events that are similar in two or all three

of the folktales to reinforce the Core Content Objective of similar stories from different lands.

Sequencing Events with Image Cards

Materials: Image Cards 1–10; Instructional Master PP-2

Use Image Cards 1–10 to sequence and retell “Cinderella” and “Issun Boshi: One-Inch Boy.” Talk about the beginning, middle, and end of the plot of each story. These Image Cards may also be used as a center activity.

An Instructional Master has also been provided for “Issun Boshi: One-Inch Boy” if you would like for students to sequence the events of the story individually.

Domain-Related Trade Book or Teacher Choice

Materials: Trade book

Read a trade book to review a particular folktale or variation; refer to the trade books listed in the domain Introduction. You may also choose to have students select a read-aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *cunning*, *clever*, or *worthy*. Have them brainstorm everything that comes to mind when they hear these words, such as, “wolf, tricks others; Tom Thumb, Issun Boshi; Cinderella, deserving;” etc. Record their responses on a piece of chart paper, a chalkboard, or a whiteboard for reference.



Domain Assessment

DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Different Lands, Similar Stories*. The results should guide review and remediation the following day.

There are two 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. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Part II of the assessment addresses the core content targeted in *Different Lands, Similar Stories*.

10 Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. First I will say the word, then I will say each sentence two times. Let's do number one together.

1. **Characters:** Characters might include people and talking animals in a story. (smiling face)
2. **Setting:** The setting of a story is what happens in the story. (frowning face)
3. **Plot:** The plot of a story is where the story takes place. (frowning face)
4. **Lesson:** A lesson is something valuable learned through a character's experiences in a story. (smiling face)
5. **Folktale:** A folktale is a story that people have told to each other over and over again for a long time. (smiling face)

Directions: Now I am going to read more sentences using other words you have heard and practiced. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. First I will say the word, then I will say each sentence two times.

6. **Cherished:** You could tell Little Red Riding Hood cherished the gift from her grandmother because she wore it every day and took it everywhere with her. (smiling face)
7. **Cautiously:** You should always cross the street cautiously because there might be cars or buses driving fast. (smiling face)
8. **Fright:** Flowers and rainbows give my mom a fright. (frowning face)
9. **Instructions:** Instructions tell us what the weather is like outside. (frowning face)
10. **Worthy:** Ben is worthy of a hug for being so nice to his brother today. (smiling face)
11. **Monstrous:** The sweet, furry kitten was monstrous, and licked my hand when I held it in my arms. (frowning face)
12. **Deeds:** We feel good about ourselves when we do good deeds for others, like helping them clean up toys. (smiling face)
13. **Commotion:** A commotion is when people are very, very quiet and talk in whispers. (frowning face)
14. **Cunning:** The wolf was quite cunning, especially when he tricked Little Red Riding Hood into thinking he was her grandmother. (smiling face)
15. **Scarcely:** Scarcely means to be much bigger than usual. (frowning face)

10 Part II (Instructional Master DA-2)

Directions: I will read a sentence about one of the folktales you have heard. If the sentence is correct and really did happen in the story, you will circle the smiling face. If the sentence is not correct and did not happen in the story, you will circle the frowning face.

1. A rabbit tricks Little Red Riding Hood and her grandmother. (frowning face)
2. In “Hu Gu Po,” a folktale from China, a tiger disguised as an old woman tries to trick two sisters. (smiling face)
3. Little Red Riding Hood leaves her house to visit her grandmother. (smiling face)
4. Tom Thumb is as tall as this building. (frowning face)
5. Tom Thumb, Thumbelina, and Issun Boshi all perform helpful deeds even though they are all little people. (smiling face)
6. In “Cinderella,” Cinderella marries the prince. In “The Girl with the Red Slippers,” Rhodopis marries the pharaoh. In “Billy Beg,” Billy marries a princess. (smiling face)
7. “Issun Boshi” is set in the United States and “Thumbelina” is set in Mexico. (frowning face)
8. Cinderella leaves her glass slipper behind with the prince, and in “Billy Beg,” a folktale set in Ireland, Billy leaves his boot behind with the princess. (smiling face)
9. Thumbelina saves a swallow’s life by nursing him back to health. (smiling face)
10. A folktale is a story from long ago that has been told over and over again. (smiling face)



Culminating Activities

CA

Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, 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 domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting review activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds
- reading the corresponding lesson in the *Supplemental Guide*, if available

Enrichment

Different Lands

Materials: World map

Help students locate and identify on a map the different lands discussed in this domain. Name each country, noting the continent on which it is found, and ask students if they remember any folktales that come from that country.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read a trade book to review a particular folktale or variation; refer to the trade books listed in the domain Introduction. You may also choose to have students select a read-aloud to be heard again.

Student-Created Books

Materials: Drawing paper, drawing tools

Have each student make his/her own book that is a retelling of one of the folktales that has been shared. As a class, with a partner, or as a small group, have students brainstorm the sequence of events: beginning, middle, and end. Also discuss any similarities to other folktales. Students will draw a picture on each page to show the beginning, important middle events, and end of the folktale. Have students write sentences describing their drawings, using the sound/spelling correspondences taught thus far. Have students share their folktales with a partner or with the class.

On Stage

Note: This activity may require additional instruction on topics such as timing and voice.

You may choose to reread and have the students act out any of the folktales. Encourage the students to portray actions and feelings and to use some of their own dialogue.

Another option is to create a skit to demonstrate the one saying and phrase they learned. Have them end the skit by saying, “There’s no place like home!”

Folktale Talk Show

Note: This activity may require additional instruction on topics such as point of view and audience.

Tell students that they are going to be part of a folktale talk show. You will need one student for the host and two to three students to portray the main characters from any of the read-alouds in this domain. Have the rest of the class be the audience. The students who portray the folktale characters should introduce their characters' names, their folktales, and one important fact about themselves from the folktale. Have the audience ask the characters questions about their folktales and how each folktale is similar to or different from the other two or three being portrayed.

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



Directions: Think about what you heard in the read-aloud, and then fill in the chart using words or sentences.

Somebody	
Wanted	
But	
So	
Then	



Dear Family Member,

Today your child listened to “Cinderella,” a fairy tale that originated in France. Over the next few days, your child will hear fairy tales with similar themes that originated in Egypt and Ireland. Similarly, your child will hear folktales from around the world that feature people who are no bigger than the size of a thumb: “Tom Thumb,” from England; “Thumbelina,” from Denmark; and “Issun Boshi,” from Japan.

Below are some suggestions for activities that you may do at home to continue enjoying the folktales heard at school and to reinforce the idea that different countries or lands tell similar stories.

1. “Cinderella”

Reread “Cinderella” with your child to increase your child’s awareness of the similarities and differences between this fairy tale and the stories that originated in Egypt and Ireland. Although your child will hear several fairy tales that share themes with “Cinderella,” there are many other variations in print. Tell or read to your child different versions of the folktale. Talk about how the different versions are the same and how they are different.

2. Character, Setting, Plot, Conflict

Talk with your child about the characters, setting, plot, and conflict (or problem) of the folktales and fairy tales. Ask questions about the tales such as, “Who became royalty in the end?”

3. Storytelling Time

Have your child orally retell the story that s/he heard at school each day, pointing out on a world map or globe where the folktale originated. Today’s fairy tale originated in France. The fairy tales in the next lessons originated in Egypt and Ireland.

4. Sayings and Phrases: There’s No Place Like Home

Your child will talk about this saying and its meaning at school in relation to “Tom Thumb.” Talk with your child again about the meaning and situations in which you can use this saying and how this saying relates to the folktale “Tom Thumb.”

5. Read Aloud Each Day

Set aside time to read to your child every day. Please refer to the list of books and other resources sent home with this family letter, recommending resources related to this domain. Be sure to talk about the characters, setting, and plot of these stories. You may also want to reread one that has been read at school.

Be sure to let your child know how much you enjoy hearing about what s/he has been learning at school.

Recommended Resources for Different Lands, Similar Stories

Trade Book List

Rags-to-Riches Folktales

1. *Cendrillon: A Caribbean Cinderella*, by Robert D. San Souci and illustrated by Brian Pinkney (Aladdin, 2002) ISBN 978-0689848889
2. *Domitilla: A Cinderella Tale from the Mexican Tradition*, adapted by Jewell Reinhart Coburn and illustrated by Connie McLennan (Shen's Books, 2000) ISBN 978-1885008138
3. *The Egyptian Cinderella*, by Shirley Climo and illustrated by Ruth Heller (HarperCollins, 1992) ISBN 978-0064432795
4. *The Gift of the Crocodile: A Cinderella Story*, by Judy Sierra and illustrated by Reynold Ruffins (Simon & Schuster Books for Young Readers) ISBN 978-0689821882
5. *The Golden Sandal: A Middle Eastern Cinderella Story*, by Rebecca Hickox and illustrated by Will Hillenbrand (Holiday House, 1999) ISBN 978-0823415137
6. *The Irish Cinderlad*, by Shirley Climo and illustrated by Loretta Krupinski (Turtleback, 2000) ISBN 978-0613285407
7. *The Korean Cinderella*, by Shirley Climo and illustrated by Ruth Heller (HarperCollins, 1996) ISBN 978-0064433976
8. *Little Gold Star: A Spanish American Cinderella Tale*, by Robert D. San Souci and illustrated by Sergio Martinez (HarperCollins, 2000) ISBN 978-0688147808
9. *Mufaro's Beautiful Daughters*, by John Steptoe (Lothrop, Lee and Shepard Books, 1987) ISBN 978-0688040451
10. *Princess Furball*, by Charlotte Huck and Anita Lobel (Greenwillow Books, 1994) ISBN 978-0688131074
11. *Yeh-Shen: A Cinderella Story from China*, retold by Ai-Ling Louie and illustrated by Ed Young (Puffin, 1996) ISBN 978-0698113886

Thumb-Sized People Folktales

12. *Issun Boshi: One-Inch Boy: A Japanese Folktale (Folktales from Around the World)*, retold by Nadia Higgins and illustrated by J.T. Morrow (Child's World, 2011) ISBN 978-1609731397
13. *Thumbelina*, by Brad Sneed (Dial, 2004) ISBN 978-0803728127
14. *Tom Thumb*, illustrated by Claudia Venturini (Child's Play International, 2008) ISBN 978-1846431166

Cunning Animal Folktales

15. *Little Red Riding Hood*, by Jerry Pinkney (Little, Brown Books for Young Readers, 2007) ISBN 978-0316013550
16. *Lon Po Po: A Red-Riding Hood Story from China*, by Ed Young (Puffin, 1996) ISBN 978-0698113824
17. *Pretty Salma: A Little Red Riding Hood Story from Africa*, by Niki Daly (Clarion Books, 2007) ISBN 978-0618723454
18. *Red Riding Hood*, retold and illustrated by James Marshall (Picture Puffins, 1993) ISBN 978-0140546934

Different Lands Nonfiction

19. *Botswana in Pictures (Visual Geography)*, by Alison Behnke (Twentyfirst Century Books, 2009) ISBN 978-1575059532
20. *China (Countries of the World)*, by Michael Dahl (Capstone, 1999) ISBN 978-0736880596
21. *Denmark (Countries of the World)*, by Patricia J. Murphy (Capstone, 2002) ISBN 978-0736813716
22. *England (Countries of the World)*, by Kathleen W. Deady (Capstone, 2006) ISBN 978-0736847346
23. *Getting to Know France and French*, by Nicola Wright and illustrated by Kim Wooley (Barron's Educational Series, 1993) ISBN 978-0812015324
24. *Ireland (A to Z)*, by Justine Fontes and Ron Fontes (Children's Press, 2004) ISBN 978-0516268101

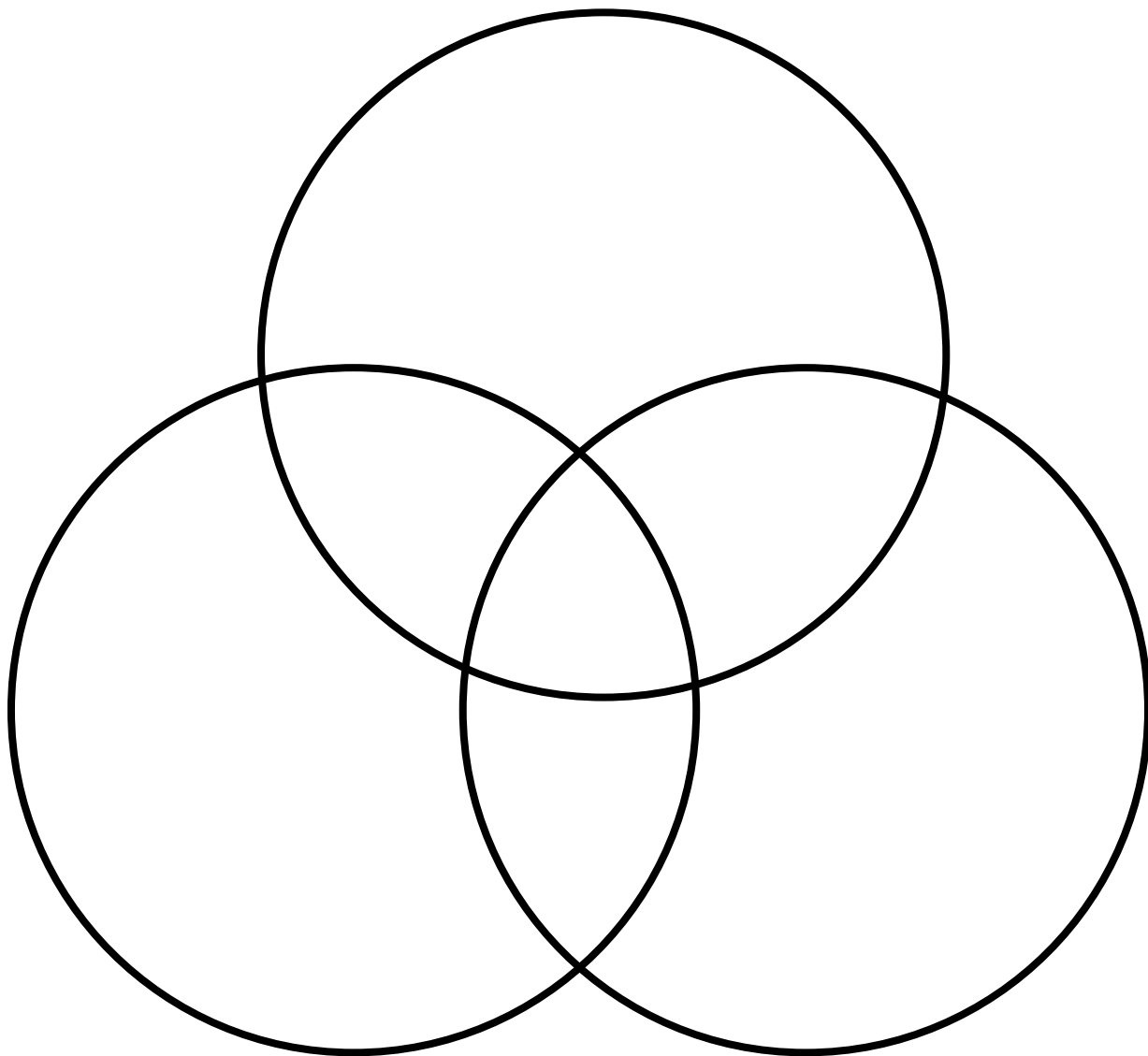
25. *Japan (Countries of the World)*, by Michael Dahl (Capstone, 1999) ISBN 978-0736880589
26. *Look What Came from Egypt*, by Miles Harvey (Children's Press, 1999) ISBN 978-0531159378
27. *Look What Came from Germany*, by Kevin Davis (Franklin Watts, 2000) ISBN 978-0531164358

Websites and Other Resources

Student Resources

1. **Cinderella Read-Aloud**
<http://www.learner.org/interactives/story/Cinderella.html>
2. **Elements of Stories**
<http://www.flocabulary.com/fivethings>

Directions: Think about how "Cinderella," "The Girl with the Red Slippers," and "Billy Beg" are similar and how they are different. Label each circle for each story. Draw or write how they are alike in the overlapping part of the circles. Draw or write how the stories are different in the parts of the circles that do not overlap.



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

1.



2.



3.



4.



5.



6.



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

1.



2.



3.



4.



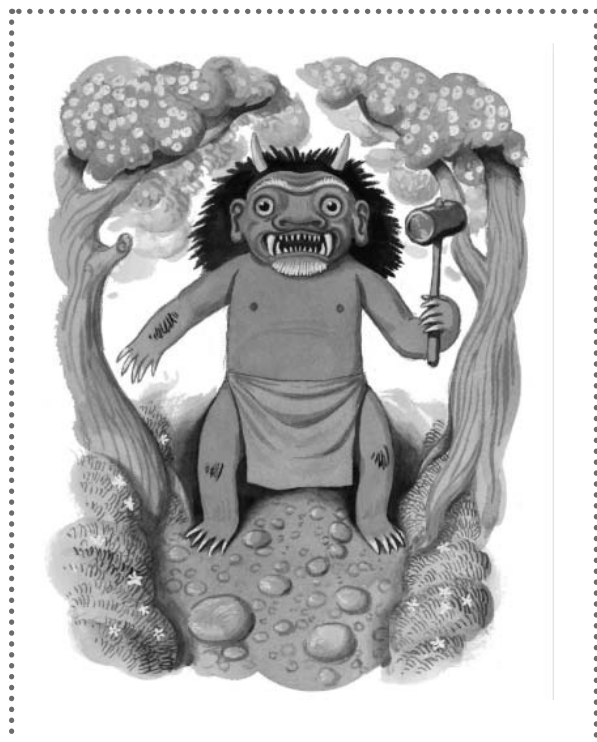
5.



6.



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



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



1



2



3



4



Dear Family Member,

Today your child listened to the folktale “Little Red Riding Hood,” which originated in Germany. Over the next several days, your child will hear two more folktales that are similar to “Little Red Riding Hood”: “Hu Gu Po” from China, and “Tselane” from Botswana.

Below are some suggestions for activities that you may do at home to continue enjoying the folktales heard at school, and to reinforce the idea that different countries or lands tell similar stories.

1. Character, Setting, Plot, Conflict

Talk with your child about the characters, setting, plot, and conflict (or problem) of the folktales. Ask questions about the tales such as, “Why did Little Red Riding Hood have to walk through the woods? Where was she going?” Also, make personal connections to the folktales such as, “What should you do if you’re approached by a stranger?”

2. Different Versions of Folktales

Although your child will hear a few folktales whose characters have similar adventures, there are many other variations in print. Tell or read to your child different versions of these folktales and talk about how the different versions are the same or different.

3. Storytelling Time

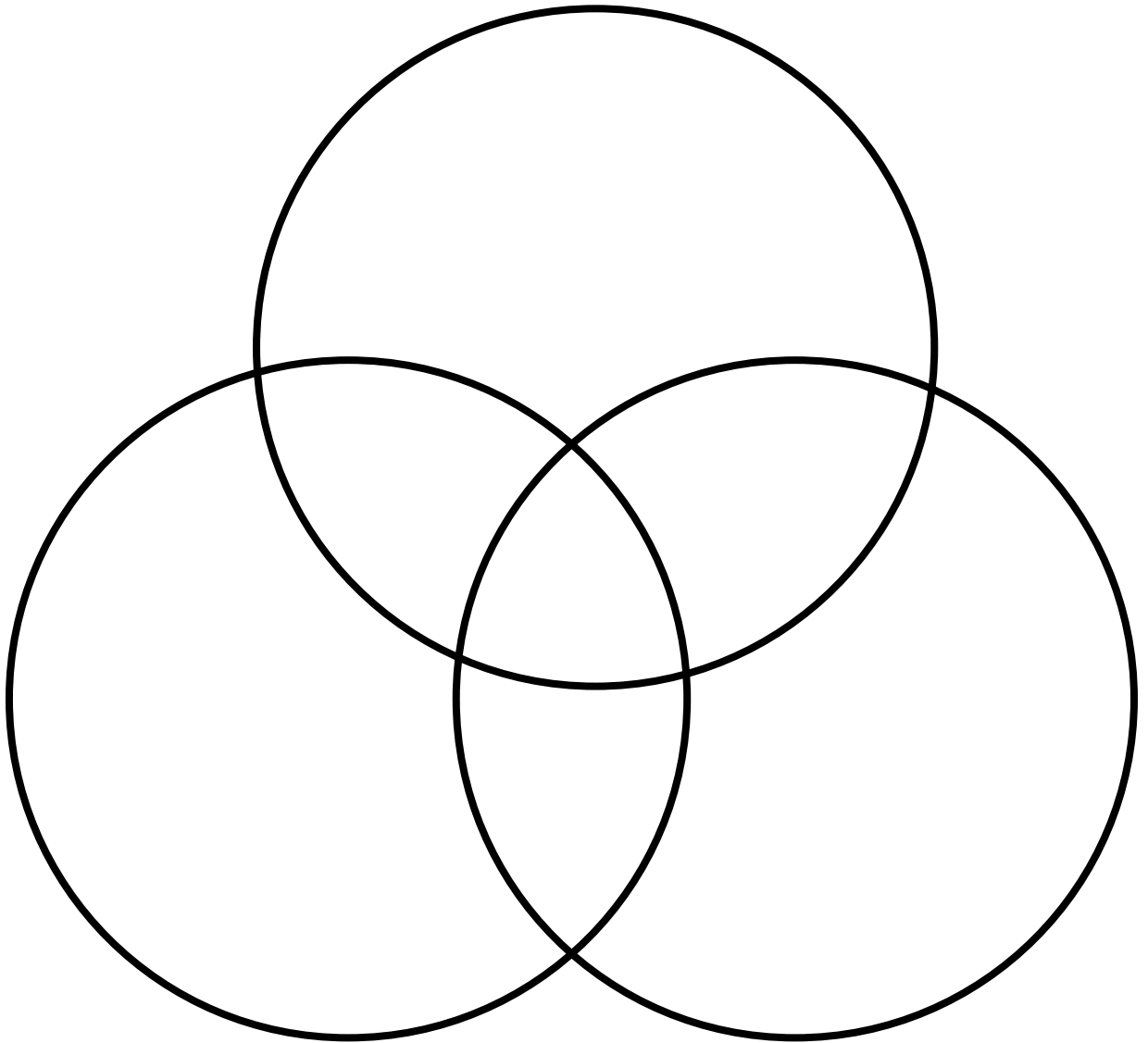
Have your child orally retell the story that s/he hears at school each day, pointing out on a world map or globe where the folktale originated. Countries will be introduced in the following order: Germany, China, and Botswana.

4. Read Aloud Each Day





















Set aside time to read to your child every day. Please refer to the list of books and other resources sent home with the previous family letter, recommending resources related to this domain. Be sure to talk about the characters, setting, and plot of these stories. You may also want to reread one that has been read at school.

Be sure to let your child know how much you enjoy hearing about what s/he has been learning at school.

Directions: Think about how "Little Red Riding Hood," "Hu Gu Po," and "Tselane" are similar and how they are different. Label each circle for each story. Draw or write how they are alike in the overlapping part of the circles. Draw or write how the stories are different in the parts of the circles that do not overlap.



Directions: Listen carefully to the words and sentences read by your teacher. If the sentence uses the word correctly, circle the smiling face. If the sentence does not use the word correctly, circle the frowning face.

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  

11. 



12. 



13. 



14. 



15. 



Directions: Listen carefully to the words and sentences read by your teacher. If the sentence uses the word correctly, circle the smiling face. If the sentence does not use the word correctly, circle the frowning face.

- | | | |
|-----|----------------------------------|----------------------------------|
| 1. | <input checked="" type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input checked="" type="radio"/> |
| 3. | <input type="radio"/> | <input checked="" type="radio"/> |
| 4. | <input checked="" type="radio"/> | <input type="radio"/> |
| 5. | <input checked="" type="radio"/> | <input type="radio"/> |
| 6. | <input checked="" type="radio"/> | <input type="radio"/> |
| 7. | <input checked="" type="radio"/> | <input type="radio"/> |
| 8. | <input type="radio"/> | <input checked="" type="radio"/> |
| 9. | <input type="radio"/> | <input checked="" type="radio"/> |
| 10. | <input checked="" type="radio"/> | <input type="radio"/> |

11. 



12. 



13. 



14. 



15. 



Directions: Listen to the sentence read by the teacher about folktales. Circle the smiling face if the sentence is correct. Circle the frowning face if the sentence is not correct.

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to the sentence read by the teacher about folktales. Circle the smiling face if the sentence is correct. Circle the frowning face if the sentence is not correct.

1.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

Tens Conversion Chart

		Number Correct																				
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Number of Questions	1	0	10																			
	2	0	5	10																		
	3	0	3	7	10																	
	4	0	3	5	8	10																
	5	0	2	4	6	8	10															
	6	0	2	3	5	7	8	10														
	7	0	1	3	4	6	7	9	10													
	8	0	1	3	4	5	6	8	9	10												
	9	0	1	2	3	4	6	7	8	9	10											
	10	0	1	2	3	4	5	6	7	8	9	10										
	11	0	1	2	3	4	5	5	6	7	8	9	10									
	12	0	1	2	3	3	4	5	6	7	8	8	9	10								
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

CORE KNOWLEDGE LANGUAGE ARTS

SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

PRESIDENT

Linda Bevilacqua

EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool
Khara Turnbull, Materials Development Manager
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson
Robin Blackshire
Maggie Buchanan
Paula Coyner
Sue Fulton
Sara Hunt
Erin Kist
Robin Luecke
Rosie McCormick
Cynthia Peng
Liz Pettit
Ellen Sadler
Deborah Samley
Diane Auger Smith
Sarah Zelinke

DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall
Michael Donegan
Liza Greene
Matt Leech
Bridget Moriarty
Lauren Pack

CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

ADDITIONAL CONSULTING SERVICES

Ang Blanchette
Dorrit Green
Carolyn Pinkerton

ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



CREDITS

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

The Word Work exercises are based on the work of Beck, McKeown, and Kucan in *Bringing Words to Life* (The Guilford Press, 2002).

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

WRITERS

Matt Davis, Rosie McCormick

ILLUSTRATORS AND IMAGE SOURCES

Cover: Steve Morrison; Title Page: Steve Morrison; Domain Icon: Shutterstock; Take Home Icon: Core Knowledge Staff; 1A-1: Shari Griffiths; 1A-2: Shari Griffiths; 1A-3: Shari Griffiths; 1A-4: Shari Griffiths; 1A-5: Shari Griffiths; 1A-6: Shari Griffiths; 1A-7: Shari Griffiths; 1A-8: Shari Griffiths; 1A-9: Shari Griffiths; 1A-10: Shari Griffiths; 2A-1: Kimberli Johnson; 2A-2: Kimberli Johnson; 2A-3: Kimberli Johnson; 2A-4: Kimberli Johnson; 2A-5: Kimberli Johnson; 2A-6: Kimberli Johnson; 2A-7: Kimberli Johnson; 2A-8: Kimberli Johnson; 3A-1: Gideon Kendall; 3A-2: Gideon Kendall; 3A-3: Gideon Kendall; 3A-4: Gideon Kendall; 3A-5: Gideon Kendall; 3A-6: Gideon Kendall; 3A-7: Gideon Kendall; 3A-8: Gideon Kendall; 3A-9: Gideon Kendall; 4A-1: Barry Gott; 4A-2: Barry Gott; 4A-3: Barry Gott; 4A-4: Barry Gott; 4A-5: Barry Gott; 4A-6: Barry Gott; 4A-7: Barry Gott; 4A-8: Barry Gott; 4A-9: Barry Gott; 5A-1: Gail McIntosh; 5A-2: Gail McIntosh; 5A-3: Gail McIntosh; 5A-4: Gail McIntosh; 5A-5: Gail McIntosh; 5A-6: Gail McIntosh; 5A-7: Gail McIntosh; 5A-8: Gail McIntosh; 5A-9: Gail McIntosh; 5A-10: Gail McIntosh; 5A-11: Gail McIntosh; 5A-12: Gail McIntosh; 5A-13: Gail McIntosh; 5A-14: Gail McIntosh; 6A-1: Kristin Kwan; 6A-2: Kristin Kwan; 6A-3: Kristin Kwan; 6A-4: Kristin Kwan; 6A-5: Kristin Kwan; 6A-6: Kristin Kwan; 6A-7: Kristin Kwan; 6A-8: Kristin Kwan; 6A-9: Kristin Kwan; 6A-10: Kristin Kwan; 7A-1: Michael Parker; 7A-2: Michael Parker; 7A-3: Michael Parker; 7A-4: Michael Parker; 7A-5: Michael Parker; 7A-6: Michael Parker; 7A-7: Michael Parker; 8A-1: Brittany Tingey; 8A-2: Brittany Tingey; 8A-3: Brittany Tingey; 8A-4: Brittany Tingey; 8A-5: Brittany Tingey; 8A-6: Brittany Tingey; 8A-7: Brittany Tingey; 9A-1: Marti Major; 9A-2: Marti Major; 9A-3: Marti Major; 9A-4: Marti Major; 9A-5: Marti Major; 9A-6: Marti Major; 9B-1: Core Knowledge Staff; PP-1 (1a, 4b, 6a): Gideon Kendall; PP-1 (1b, 3a): Barry Gott; PP-1 (2a, 3b, 6b): Kimberli Johnson; PP-1 (2b): Gail McIntosh; PP-1 (4a, 5b): Shari Griffiths; PP-1 (5a): Kristin Kwan; PP-1 Answer Key (1a, 4b, 6a): Gideon Kendall; PP-1 Answer Key (1b, 3a): Barry Gott; PP-1 Answer Key (2a, 3b, 6b): Kimberli Johnson; PP-1 Answer Key (2b): Gail McIntosh; PP-1 Answer Key (4a, 5b): Shari Griffiths; PP-1 Answer Key (5a): Kristin Kwan; PP-2: Kristin Kwan; PP-2 Answer Key: Kristin Kwan

Regarding the Shutterstock items listed above, please note: No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content.



Different Lands, Similar Stories

Tell It Again![™] Read-Aloud Anthology

Listening & Learning[™] Strand
GRADE 1

The Core Knowledge Foundation
www.coreknowledge.org