

# Fairy Tales and Tall Tales

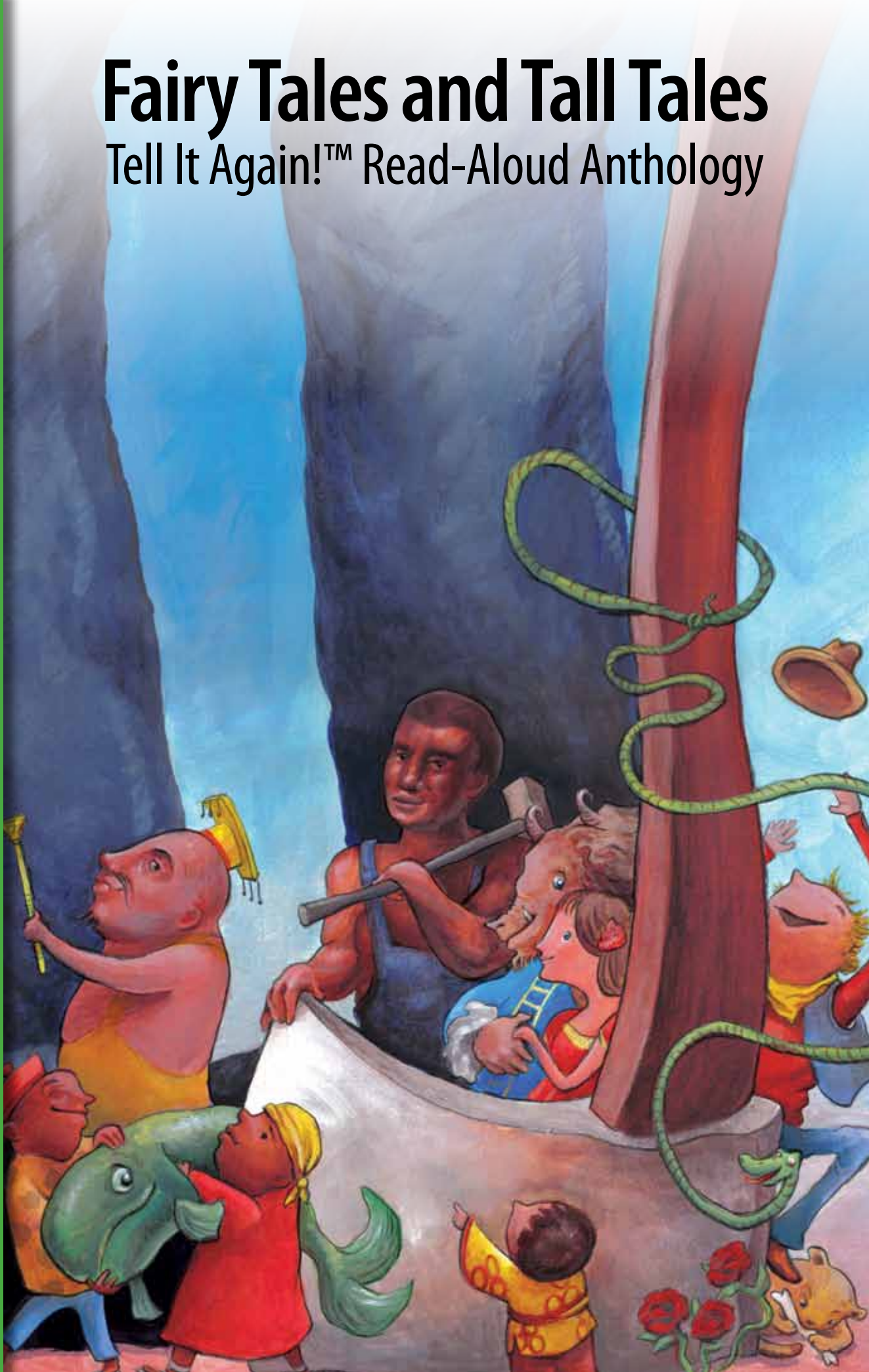
Tell It Again!™ Read-Aloud Anthology

Core Knowledge Language Arts® • Listening & Learning™ Strand

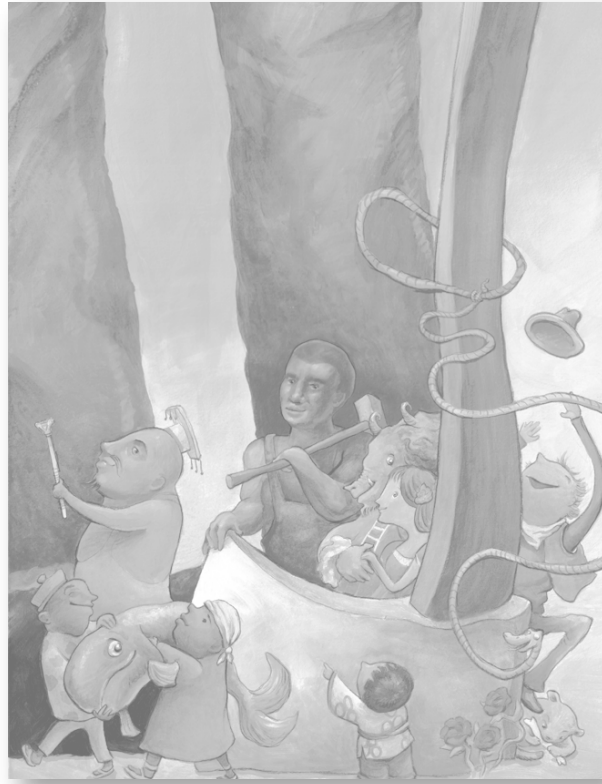


Core Knowledge®

GRADE 2







# Fairy Tales and Tall Tales

## Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

GRADE 2

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](http://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

# Fairy Tales and Tall Tales

Tell It Again!™ Read-Aloud Anthology

<b>Alignment Chart</b> for <i>Fairy Tales and Tall Tales</i> . . . . .	v
<b>Introduction</b> to <i>Fairy Tales and Tall Tales</i> . . . . .	1
<b>Lesson 1:</b> The Fisherman and His Wife . . . . .	12
<b>Lesson 2:</b> The Emperor’s New Clothes . . . . .	26
<b>Lesson 3:</b> Beauty and the Beast, Part I . . . . .	37
<b>Lesson 4:</b> Beauty and the Beast, Part II. . . . .	50
<b>Pausing Point</b> . . . . .	63
<b>Lesson 5:</b> Paul Bunyan . . . . .	68
<b>Lesson 6:</b> Pecos Bill . . . . .	81
<b>Lesson 7:</b> John Henry . . . . .	94
<b>Lesson 8:</b> Casey Jones . . . . .	107
<b>Domain Review</b> . . . . .	120
<b>Domain Assessment</b> . . . . .	123
<b>Culminating Activities</b> . . . . .	126
<b>Appendix</b> . . . . .	131



# Alignment Chart for Fairy Tales and Tall Tales

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 Fairy Tales and Tall Tales

		Lesson							
		1	2	3	4	5	6	7	8
<b>Core Content Objectives</b>									
Demonstrate familiarity with specific fairy tales		✓	✓	✓	✓				
Describe the characters, plot, and setting of specific fairy tales		✓	✓	✓	✓				
Identify common characteristics of fairy tales such as “once upon a time” beginnings, royal characters, magical characters or events, and happy endings		✓	✓	✓	✓				
Identify the fairy tale elements of specific fairy tales		✓	✓	✓	✓				
Identify fairy tales as a type of fiction		✓	✓	✓	✓				
Demonstrate familiarity with specific tall tales						✓	✓	✓	✓
Identify the characters, plot, and setting of specific tall tales						✓	✓	✓	✓
Identify common characteristics of tall tales such as exaggeration and larger-than-life characters						✓	✓	✓	✓
Identify the exaggeration in specific tall tales						✓	✓	✓	✓
Identify tall tales as a type of fiction						✓	✓	✓	✓
<b>Reading Standards for Literature: Grade 2</b>									
<b>Key Ideas and Details</b>									
<b>STD RL.2.1</b>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.								
<b>CKLA Goal(s)</b>	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</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  
Fairy Tales and Tall Tales**

**Lesson**

		1	2	3	4	5	6	7	8
<b>STD RL.2.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.								
<b>CKLA Goal(s)</b>	Recount fiction read-alouds, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral	✓	✓		✓				
<b>STD RL.2.3</b>	Describe how characters in a story respond to major events and challenges..								
<b>CKLA Goal(s)</b>	Describe how characters in a fiction read-aloud respond to major events and challenges	✓	✓	✓	✓				
<b>Craft and Structure</b>									
<b>STD RL.2.4</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.								
<b>CKLA Goal(s)</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song							✓	✓
<b>STD RL.2.5</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.								
<b>CKLA Goal(s)</b>	Describe the following story elements: characters, setting, and plot, including how the beginning introduces the story and the ending concludes the action	✓		✓					
<b>Integration of Knowledge and Ideas</b>									
<b>STD RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.								
<b>CKLA Goal(s)</b>	Use information gained from the illustrations and words in a read-aloud to demonstrate understanding of its characters, setting, or plot	✓	✓	✓	✓				
<b>STD RL.2.9</b>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.								
<b>CKLA Goal(s)</b>	Compare and contrast (orally or in writing) similarities and differences within a single fiction read-aloud or between two or more read-alouds			✓			✓	✓	✓



**Alignment Chart for  
Fairy Tales and Tall Tales**

**Lesson**

		1	2	3	4	5	6	7	8
<b>Writing Standards: Grade 2</b>									
<b>Text Types and Purposes</b>									
<b>STD W.2.1</b>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.								
<b>CKLA Goal(s)</b>	Plan, draft, and edit opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section			✓					
<b>STD W.2.3</b>	Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.								
<b>CKLA Goal(s)</b>	Plan, draft, and edit a narrative retelling of a fiction read-aloud, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure	✓		✓					
<b>Research to Build and Present Knowledge</b>									
<b>STD W.2.7</b>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).								
<b>CKLA Goal(s)</b>	Participate in shared research and writing projects (e.g., after listening to several read-alouds, produce a report on a single topic)			✓					
<b>Production and Distribution of Writing</b>									
<b>STD W.2.8</b>	Recall information from experiences or gather information from provided sources to answer a question.								
<b>CKLA Goal(s)</b>	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds		✓	✓	✓				
	With assistance, categorize and organize facts and information within a given domain to answer questions					✓	✓	✓	✓
	Generate questions and gather information from multiple sources to answer questions								✓



**Alignment Chart for  
Fairy Tales and Tall Tales**

**Lesson**

1	2	3	4	5	6	7	8
---	---	---	---	---	---	---	---



**Speaking and Listening Standards: Grade 2**

**Comprehension, and Collaboration**

<b>STD SL.2.1</b>	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups								
<b>STD SL.2.1a</b>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).								
<b>CKLA Goal(s)</b>	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.								
<b>STD SL.2.1b</b>	Build on others’ talk in conversations by linking their comments to the remarks of others.								
<b>CKLA Goal(s)</b>	Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age								
<b>STD SL.2.1c</b>	Ask for clarification and further explanation as needed about the topics and texts under discussion.								
<b>CKLA Goal(s)</b>	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud					✓			
<b>STD SL.2.2</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.								
<b>CKLA Goal(s)</b>	Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud	✓		✓		✓			
	Summarize (orally or in writing) text content and/or oral information presented by others	✓							
<b>STD SL.2.3</b>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.								
<b>CKLA Goal(s)</b>	Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue	✓							


**Alignment Chart for  
Fairy Tales and Tall Tales**


**Lesson**

		1	2	3	4	5	6	7	8
<b>Presentation of Knowledge and Ideas</b>									
<b>STD SL.2.5</b>	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.								
<b>CKLA Goal(s)</b>	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings	✓		✓			✓		
<b>STD SL.2.6</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language)								
<b>CKLA Goal(s)</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification								
<b>Language Standards: Grade 2</b>									
<b>Vocabulary Acquisition and Use</b>									
<b>STD L.2.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.								
<b>STD L.2.4b</b>	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ).								
<b>CKLA Goal(s)</b>	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions	✓		✓					
<b>STD L.2.4c</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ).								
<b>CKLA Goal(s)</b>	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions				✓				✓
<b>STD L.2.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.								
<b>STD L.2.5a</b>	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).								
<b>CKLA Goal(s)</b>	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> )								
	Provide synonyms and antonyms of selected core vocabulary words	✓		✓					
	Determine the meaning of unknown and multiple-meaning words and phrases in fiction or nonfiction/informational read-alouds and discussions				✓			✓	

**Alignment Chart for  
Fairy Tales and Tall Tales**

**Lesson**

		1	2	3	4	5	6	7	8
<b>STD L.2.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).				✓				
<b>CKLA Goal(s)</b>	Learn the meaning of common sayings and phrases				✓				
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> )								
<b>Additional CKLA Goals</b>									
	Distinguish fantasy from realistic text	✓				✓	✓	✓	
	Prior to listening to a read-aloud, orally predict what happens and compare the actual outcome to the prediction	✓	✓	✓	✓		✓	✓	
	Prior to listening to a read-aloud, identify orally what they know or have learned about a given topic	✓		✓			✓	✓	✓
	Rehearse and perform a read-aloud for an audience using eye contact, appropriate volume, and clear enunciation		✓						

 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 Fairy Tales and Tall Tales

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

This domain includes a Pausing Point following Lesson 4, at the end of the fairy tales section. 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 twelve days total on this domain.**

Week One				
Day 1	Day 2	Day 3 <sup>ⓐ</sup> #	Day 4	Day 5 <sup>ⓐ</sup> #
Lesson 1A: “The Fisherman and His Wife” (40 min.)	Lesson 2A: “The Emperor’s New Clothes” (40 min.)	Lesson 3A: “Beauty and the Beast, Part I” (40 min.)	Lesson 4A: “Beauty and the Beast, Part II” (40 min.)	Pausing Point (40 min.)
Lesson 1B: Extensions (20 min.)	Lesson 2B: Extensions (20 min.)	Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	Pausing Point (20 min.)
(60 min.)	(60 min.)	(60 min.)	(60 min.)	(60 min.)

Week Two				
Day 6 <sup>ⓐ</sup> #	Day 7 <sup>ⓐ</sup>	Day 8	Day 9	Day 10
Lesson 5A: “Paul Bunyan” (40 min.)	Lesson 6A: “Pecos Bill” (40 min.)	Lesson 7A: “John Henry” (40 min.)	Lesson 8A: “Casey Jones” (40 min.)	Domain Review (40 min.)
Lesson 5B: Extensions (20 min.)	Lesson 6B: Extensions (20 min.)	Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	Domain Review (20 min.)
(60 min.)	(60 min.)	(60 min.)	(60 min.)	(60 min.)

Week Three	
Day 11 <sup>ⓐ</sup>	Day 12
Domain Assessment (40 min.)	Culminating Activities (40 min.)
Domain Assessment (20 min.)	Culminating Activities (20 min.)
(60 min.)	(60 min.)

<sup>ⓐ</sup> 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 Fairy Tales and Tall Tales*
- *Tell It Again! Image Cards for Fairy Tales and Tall Tales*
- *Tell It Again! Supplemental Guide for Fairy Tales and Tall Tales*
- *Tell It Again! Multiple Meaning Word Posters for Fairy Tales and Tall Tales*

Recommended Resource:

- *Core Knowledge Teacher Handbook (Grade 2)*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517700

## Why Fairy Tales and Tall Tales Are Important

---

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

The second half of the domain focuses on tall tales and the elements of that genre. Students will be introduced to the tall tales of “Paul Bunyan,” “Pecos Bill,” “John Henry,” and “Casey Jones.” Learning about tall tales will introduce students to the setting of the American frontier and some of the occupations settlers had

there. For students who used the Core Knowledge Language Arts program in Grade 1, it will reinforce what they have already learned about the American frontier in the *Frontier Explorers* domain (Grade 1) and prepare them for the *Westward Expansion* domain, because many of the tall tale characters head west on their adventures. The tall tales in this domain will also introduce students to the literary concept of exaggeration.

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

---

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

### ***Nursery Rhymes and Fables (Kindergarten)***

- Describe the characters and events in nursery rhymes and fables

### ***Stories (Kindergarten)***

- Listen to and then demonstrate familiarity with stories, including the ideas they express
- Explain that fiction can be in many different forms, including folktales, trickster tales, and tall tales
- Identify the setting of a given story
- Identify the characters of a given story
- Identify the plot of a given story

### ***Kings and Queens (Kindergarten)***

- Describe what a king or queen does
- Identify and describe royal objects associated with a king or queen
- Describe a royal family
- Discuss the lessons in “Cinderella” and in “Snow White and the Seven Dwarfs” that show goodness prevails and is rewarded

### ***Fables and Stories (Grade 1)***

- Demonstrate familiarity with particular fables and stories
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of a given fable or story
- Identify fables and folktales as two types of fiction

### ***Fairy Tales (Grade 1)***

- Identify fairy tales as a type of fiction
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

### ***Frontier Explorers (Grade 1)***

- Locate the Appalachian Mountains on a map
- Locate the Mississippi River on a map
- Locate the Rocky Mountains on a map



## Core Vocabulary for Fairy Tales and Tall Tales

---

The following list contains all of the core vocabulary words in *Fairy Tales and Tall Tales* 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

charming  
**displeases**  
enchanted  
hesitated  
might

### Lesson 2

**curious**  
ignorant  
inspect  
intelligent

### Lesson 3

astonished  
fearsome  
**fortune**  
merchant

### Lesson 4

**constant**  
despite  
determined  
sorrowful

### Lesson 5

**admiration**  
colossal  
frontier  
inseparable

### Lesson 6

energy  
persuaded  
relaxed  
**tame**

### Lesson 7

challenge  
compete  
**feats**  
solution  
steam

### Lesson 8

mounted  
**legendary**  
passengers  
pride

## Comprehension Questions

---

In the *Tell It Again! Read-Aloud Anthology for Fairy Tales and Tall Tales*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.2.1), and Reading Standards for Informational Text 1 (RI.2.1).


*Inferential* questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–5 (RL.2.2–RL.2.5), and Reading Standards for Informational Text 2–4 and 6 (RI.2.2–RI.2.4; RI.2.6).

*Evaluative* questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.2.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.2.9) and Reading Standards for Informational Text 9 (RI.2.9).

The *Tell It Again! Read-Aloud Anthologies* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.2.7) and Reading Standards for Informational Text 7 (RI.2.7) are addressed as well.


## ***Student Performance Task Assessments***

---

In the *Tell It Again! Read-Aloud Anthology for Fairy Tales and Tall Tales*, 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 Fairy Tales and Tall Tales*, there are numerous opportunities in the lessons and in 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 they 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 Fairy Tales and Tall Tales***

---

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.

### **Trade Book List**

---

#### ***Original Anthologies***

**Note:** These are large anthologies of the original fairy tales to show students the volume of the work of the Brothers Grimm.

1. *The Annotated Brothers Grimm (Bicentennial Edition)*, by Jacob Grimm and Wilhelm Grimm (W.W. Norton and Co., 2012) ISBN 978-3836526722
2. *The Fairy Tales of the Brothers Grimm*, by Jacob Grimm and Wilhelm Grimm (Taschen, 2011) ISBN 978-3836526722
3. *Grimm's Fairy Tales*, by Jacob Grimm and Wilhelm Grimm (CreateSpace Independent Publishing, 2012) ISBN 978-1480270251

### ***Fairy Tales***

4. *Beauty and the Beast*, retold and illustrated by Jan Brett (Sandpiper, 1990) ISBN 978-0395557020
5. *Beauty and the Beast*, by Max Eilenberg and illustrated by Angela Barrett (Candlewick, 2006) ISBN 978-0763631604
6. *Beauty and the Beast*, illustrated by Jess Stockham (Child's Play International, Ltd., 2008) ISBN 978-1846431142
7. *Beauty and the Beast*, retold by Louie Stowell and illustrated by Victor Tavares (Usborne Publishing Ltd., 2007) ISBN 978-0794518554
8. *The Emperor's New Clothes: A Tale Set in China*, by Demi (Margaret K. McElderry Books, 2000) ISBN 978-0689830686
9. *The Emperor's New Clothes*, by Hans Christian Andersen and illustrated by Virginia Lee Burton (Sandpiper, 2004) ISBN 978-0618344208
10. *The Emperor's New Clothes*, by Alison Edgson (Childs Play, 2007) ISBN 978-1846430206
11. *The Fisherman and His Wife*, by the Brothers Grimm and illustrated by John Howe (Creative Editions, 2001) ISBN 978-1568461403
12. *The Fisherman and His Wife*, retold and illustrated by Rachel Isadora (Putnam, 2008) ISBN 978-0399247712
13. *Liang and the Magic Paintbrush*, by Demi (Henry Holt and Co., 1988) ISBN 978-0805008012
14. *The Magic Fish*, by Freya Littledale and illustrated by Winslow Pinney Pels (Scholastic Inc., 1992) ISBN 978-0590411004
15. *A Tale of Two Parrots*, by Rashin Kheiriyeh (Enchanted Lion Books, 2013) ISBN 978-1592701308

### ***Tall Tales***

16. *Ain't Nothing But a Man: My Quest to Find John Henry*, by Scott Reynolds Nelson (National Geographic Children's Books, 2007) ISBN 978-1426300004
17. *American Tall Tales*, by Mary Pope Osborne and illustrated by Michael McCurdy (Knopf Books for Young Readers, 1991) ISBN 978-0679800897

18. *The Blind Men and the Elephant*, retold by Karen Backstein and illustrated by Annie Mitra (Scholastic Inc., 1992) ISBN 978-0590907392
19. *The Bunyans*, by Audrey Wood and illustrated by David Shannon (Scholastic Inc., 2006) ISBN 978-0439812146
20. *Casey Jones*, adapted by Stephen Krensky and illustrated by Mark Schroder (First Avenue Editions, 2007) ISBN 978-0822564768
21. *Calamity Jane*, adapted by Stephen Krensky and illustrated by Lisa Carlson (First Avenue Editions, 2007) ISBN 978-0822564805
22. *The Cu Bird*, by Marjorie Herrmann (McGraw-Hill, 1997) ISBN 978-0844271637
23. *The Enchanted Moccasins and Other Native American Legends*, by Henry R. Schoolcraft (Dover Publications, Inc., 2007) ISBN 978-0486460147
24. *John Henry: An American Legend*, by Ezra Jack Keats (Dragonfly Books, 1987) ISBN 978-0394890524
25. *John Henry*, by Julius Lester and illustrated by Jerry Pinkney (Puffin Books, 1999) ISBN 978-0140566222
26. *John Henry*, by Stephen Krensky and illustrated by Mark Oldroyd (Lerner, 2007) ISBN 978-0822564775
27. *Luba and the Wren*, by Patricia Polacco (Puffin Books, 2002) ISBN 978-0698119222
28. *Mike Fink*, adapted by Stephen Krensky and illustrated by Jeni Reeves (First Avenue Editions, 2007) ISBN 978-0822564782
29. *Mike Fink*, retold and illustrated by Steven Kellogg (HarperCollins, 1998) ISBN 978-0688135775
30. *Paul Bunyan*, retold and illustrated by Steven Kellogg (HarperCollins, 1985) ISBN 978-0688058005
31. *Paul Bunyan vs. Hals Halson: The Giant Lumberjack Challenge*, by Teresa Bateman and illustrated by C.B. Canga (Albert Whitman & Company, 2011) ISBN 978-0807563670
32. *Pecos Bill*, by Eric Blair and illustrated by Micah Chambers-Goldberg (Picture Window Books, 2013) ISBN 978-1479518609

33. *Pecos Bill*, retold and illustrated by Steven Kellogg (HarperCollins, 1992) ISBN 978-0688099244
34. *Sally Ann Thunder Ann Whirlwind Crockett*, retold and illustrated by Steven Kellogg (HarperCollins, 1995) ISBN 978-0688140427
35. *Swamp Angel*, by Anne Isaacs and illustrated by Paul O. Zelinsky (Puffin, 2000) ISBN 978-0140559088
36. *Totem Tale*, by Deb Vanasse and illustrated by Erik Brooks (Sasquatch Books, 2006) ISBN 978-1570614392

## Websites

---

### ***Student Resource***

1. “Make a Story” Game  
<http://pbskids.org/electriccompany/#/Games/Whats>

### ***Teacher Resources***

2. John Henry: The Steel Driving Man  
[http://www.ibiblio.org/john\\_henry/index.html](http://www.ibiblio.org/john_henry/index.html)
3. Present at the Creation: John Henry  
<http://www.npr.org/programs/morning/features/patc/johnhenry>
4. The Elements of a Fairy Tale  
<http://www.surfturk.com/mythology/fairytaleelements.html>
5. Origins of Paul Bunyan Story  
<http://www.wisconsinhistory.org/topics/bunyan>
6. The True Story of John Henry  
<http://www.wvculture.org/history/africanamericans/henryjohn02.htm>

### ***Audio with video***

7. “The Ballad of John Henry,” by Harry Belafonte  
<http://youtu.be/g6vcvYJCKic>
8. “Casey Jones,” by Johnny Cash  
<http://youtu.be/mJCiPI-V6h8>



# The Fisherman and His Wife

# 1

## ☑ **Lesson Objectives**

---

### **Core Content Objectives**

---

Students will:

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

### **Language Arts Objectives**

---

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:

- ✓ Recount “The Fisherman and His Wife,” and determine the central message, lesson, or moral (RL.2.2)
- ✓ Describe how the fisherman feels about asking for more wishes and how the flounder feels about granting each wish in “The Fisherman and His Wife” (RL.2.3)
- ✓ Identify the characteristics of fairy tales using literary language, and explain the characteristics as they apply to the fairy tale “The Fisherman and His Wife” (RL.2.5)



- ✓ Describe illustrations of the sea in “The Fisherman and His Wife” (RL.2.7)
- ✓ Rewrite and illustrate the fairy tale “The Fisherman and His Wife” using new characters, a different setting, and different wishes and discuss with one or more peers (share writing with others) (W.2.3)
- ✓ Summarize orally or in writing content and/or oral information presented by others by using the main events in “The Fisherman and His Wife” (SL.2.2)
- ✓ Describe the actions of the characters in “The Fisherman and His Wife” (SL.2.2)
- ✓ Ask questions to clarify directions for rewriting the beginning, middle, and end of “The Fisherman and His Wife” (SL.2.3)
- ✓ Create an original version of the fairy tale “The Fisherman and His Wife” using new characters and a beginning, middle, and end (original story) (SL.2.5)
- ✓ Determine the meanings of words, such as *displeases*, by using the prefix *dis-* (L.2.4b)
- ✓ Identify the correct usages of *displeases* and *pleases* and explain that they are antonyms (L.2.5a)
- ✓ Distinguish fantasy from realistic text by explaining that fish cannot speak
- ✓ Prior to listening to “The Fisherman and His Wife,” orally predict which character has magical powers and then compare the actual outcome to the prediction

## Core Vocabulary

**charming, *adj.*** Very pleasing or appealing

*Example:* The ladies had lunch at the most charming little cafe.

*Variation(s):* none

**displeases, *adj.*** Feeling unhappy or bothered about something

*Example:* It displeases the baseball players when their game is cancelled due to rain.

*Variation(s):* none

**enchanted, *adj.*** As if under a magic spell

*Example:* Kate and Jack knew they were in an enchanted forest because there were jewels growing on the trees.

*Variation(s):* none

**hesitated, *adj.*** Stopped briefly before doing something


*Example:* The dog hesitated before going outside in the rain.

*Variation(s):* hesitate

**might, *n.*** Power to do something; force or strength

*Example:* The boy tried to open the door with all his might, but it would not open.

*Variation(s):* none

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>Domain Introduction</b>		10
	<b>Background Information and Essential Terms</b>	world map or globe	
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>The Fisherman and His Wife</b>		15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: displeases</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Rewriting the Read-Aloud</b>	Instructional Master 1B-1; chart paper, chalkboard, or whiteboard	20
<i><b>Take-Home Material</b></i>	<b>Family Letter</b>	Instructional Masters 1B-2, 1B-3	*



# The Fisherman and His Wife

1A

## ***Introducing the Read-Aloud***

**10** minutes

### **Domain Introduction**

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

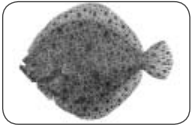
- What are the characteristics of fairy tales?
- Can you name any fairy tales that begin with “once upon a time”?
- What kind of endings do fairy tales usually have: happy or sad?
- Can you name any fairy tales with royal characters?
- Do you know of any fairy tales that have characters with magical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

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

### **Background Information and Essential Terms**

Tell students that today they are going to hear a fairy tale called “The Fisherman and His Wife.” Explain to students that this story was originally retold by two brothers in Germany known as the Brothers Grimm.

Show students the location of Germany on a world map or globe.



← **Show image 1A-1: Picture of a flounder**

Ask students what they see in the picture. If they say “a fish,” tell them that this particular fish is called a flounder, a type of flat fish that hides itself under the surface of the sand and waits for its prey, or the animals that it eats.

**Purpose for Listening**

---

Remind students that fairy tales often feature a royal character and/or one with supernatural or magical powers. Ask students to predict what type of magical powers the character in this story will have, and whether there will be a royal character. Tell students to listen to see if their predictions are correct.



## The Fisherman and His Wife

### ← Show image 1A-2: Fisherman with a fish on the line

1 [Point to the hut on the hill.]

Once there was a fisherman who lived with his wife in a little, old, run-down hut by the sea. <sup>1</sup> Every day the fisherman went down to the sea to fish.

2 or strength

One day, as the fisherman sat looking into the clear, shining water, he felt a strong tug on his line. He pulled and pulled with all his **might**, <sup>2</sup> until, at last, out flopped a large golden flounder. Then, all of a sudden, the fish spoke.

3 The fish says he is actually a prince under a magic spell. Do you think the fish is really an enchanted prince?

“Please let me go,” said the fish. “I am not an ordinary fish. I am an **enchanted** prince. Put me back in the water and let me live!” <sup>3</sup>

4 Would you have been surprised to see a talking fish?

“Swim away!” said the fisherman. <sup>4</sup> “I would not eat a fish that can talk!” <sup>5</sup>

5 Would you have let the fish go?

At the end of the day, the fisherman went back to his wife in the little, old, run-down hut.



### ← Show image 1A-3: The fisherman arriving home

“Didn’t you catch anything today?” she asked.

“No,” said the fisherman. “I did catch one fish, but he told me he was an enchanted prince and asked me to throw him back, so I did.”

“You fool!” said the wife. “That was a magic fish! You should have asked him for something.”

“Like what?” said the fisherman.

“Go back and ask him to change this dinky hut into a **charming** cottage.” <sup>6</sup>

6 *Charming* means very pleasing. Why does the wife wish for a charming cottage?

The fisherman did not want to go, but he did not want to argue with his wife, either. So he made his way back to the sea.

When he arrived, the water was no longer clear and shining. It was dull and greenish.



← **Show image 1A-4: The fisherman and the cottage**

The fisherman called:

“Hear me, please, oh magic fish.

My wife has sent me with a wish.”

The fish swam up to the surface and asked, “What does she want?”

“She says she wants to live in a charming cottage,” said the fisherman.

“Go home,” said the fish. “She has her cottage.”<sup>7</sup>

The fisherman went home. Sure enough, there was his wife, standing in the doorway of a charming cottage. The cottage had a little front yard, with a garden and some chickens and a goose pecking at the ground. Inside there was a living room, a kitchen, a dining room, and a bedroom.<sup>8</sup>

“Wonderful!” said the fisherman. “This is sure to make you very happy!”

The fisherman’s wife was happy—for about a week.

7 Do you think the wife will really have a charming cottage? Do you think the flounder minds granting the wish?

8 [Point to the charming cottage, and then show image 1A-2 and point to the hut.] Do you think the cottage is much better?



← **Show image 1A-5: The fisherman's wife**

Then she said, “Husband, I am tired of this tiny little cottage. I want to live in a big stone castle. Go and ask the fish to give us a castle.”

“But, wife,” said the fisherman. “He has just given us this cottage. If I go back again so soon, he may be angry with me.”

“Go and ask!” said the wife.

The fisherman shook his head and mumbled to himself, “It’s not right.” But he did as he was told.<sup>9</sup>

9 Why does the fisherman think his wife’s new wish is not right?



← **Show image 1A-6: The fisherman on the dock**

When he reached the sea, the water had turned from dull green to dark purple and gray.<sup>10</sup> The fisherman called:

“Hear me, please, oh magic fish.

My wife has sent me with a wish.”

10 [Point to the sea.]

11 How do you think the flounder feels about granting this wish?



When the fish swam up, the fisherman said, “My wife wishes to live in a big stone castle.”

“Go home,” said the fish. “You will find her in a castle.”<sup>11</sup>

← **Show image 1A-7: The fisherman’s stone castle**

When the fisherman got back, he could hardly believe his eyes. The charming cottage had been replaced by a large stone castle. A servant unrolled a drawbridge for him. The fisherman went across the bridge and into the castle, where he found two servants sweeping a smooth marble floor. The walls were covered with beautiful tapestries. Crystal chandeliers hung from the ceilings. His wife stood in the center of the room, next to a table piled high with delicious foods.

“Now, indeed, you will be content,” said the fisherman to his wife.<sup>12</sup>

And she was—until the next morning.

As the sun rose, the fisherman’s wife poked her husband in the side and said, “Husband, get up. Go to the fish at once and tell him that I wish to be queen of all the land.”

“Heavens!” cried the fisherman. “I can’t ask for that!”<sup>13</sup>

“Go and ask him!” said his wife.

← **Show image 1A-8: The fisherman and the fish**

12 Would you be happy, or content, with the stone castle? Do you think the fisherman’s wife will be content?

13 Does the fisherman want to ask the fish for another wish?



14 *Dejected* means sad. Why do you think the fisherman is sad?

15 [Point to the sea.] If the sea was foul-smelling, did it smell good?

16 or waited

The dejected fisherman walked to the sea.<sup>14</sup> The water was black. It bubbled and gave off a foul smell.<sup>15</sup>

The fisherman **hesitated**,<sup>16</sup> and then called:

“Hear me, please, oh magic fish.

My wife has sent me with a wish.”

The fish swam up and asked, “Now what does she want?”

With his head hung low, the fisherman said, “My wife wishes to be queen of all the land.”

“Go home,” said the fish. “She is already queen.”

17 Do you think the wife will be satisfied now that she is a queen?



← **Show image 1A-9: The fisherman's wife on a throne**

The fisherman went home and found that the castle had grown even larger. It had tall stone turrets on each corner and a crimson flag flapping in the wind. Two sentries in suits of armor stood at the door.<sup>17</sup>

They escorted the fisherman inside, where he found his wife sitting on a high throne studded with diamonds. She wore a long silk dress and a golden crown. In her hand she held a scepter studded with rubies. On one side of her stood barons, dukes, and duchesses. On the other side stood a line of ladies-in-waiting, each one shorter than the one before.

“So,” said the fisherman, “now you are queen.”

“Indeed,” said his wife haughtily.<sup>18</sup>

“Well, then,” said the fisherman. “I suppose there is nothing more to wish for.”<sup>19</sup>

But that very evening, as the sun went down and the moon began to rise in the sky, the fisherman's wife sent for her husband.<sup>20</sup>

18 *Haughtily* means rudely and proudly.

19 Do you think the wife will agree that there is nothing more to wish for?

20 What do you think the wife will ask for? Would you grant her another wish if you were the fish?



← **Show image 1A-10: The queen makes another wish**

“Husband!” she bellowed, “it **displeases**<sup>21</sup> me that the sun and moon will not rise and set at my command. Go to the fish and tell him I must have the power to make the sun and the moon rise and set whenever I choose. See that it is done immediately!”

The fisherman walked back to the sea.<sup>22</sup> He felt sick all over, and his knees knocked together nervously. At the seaside, thunder roared and lightning flashed. Huge dark waves crashed on the shore.<sup>23</sup> The fisherman had to shout:

“Hear me, please, oh magic fish.

My wife has sent me with a wish.”

The fish swam up and asked, “What does she want?”

The fisherman replied, “My wife wants the power to make the sun and the moon rise and set whenever she chooses.”<sup>24</sup>

21 If something pleases you, it makes you happy. So, what does *displeases* mean?

22 If you were the fisherman, would you want to make another visit to the sea?

23 [Point to the sea.] How does the water look now? How do you think the flounder feels about this latest wish?

24 Do you think the fish will grant this wish?





25 Do you think the fish has granted the woman's wish?

← **Show image 1A-11: The wife back in the hut**

The fish only said, "Go home." And so he did.<sup>25</sup> There, he found his wife sitting in the old, run-down hut. And there they live to this very day.

## **Discussing the Read-Aloud**

**15** minutes

### **Comprehension Questions**

**10** minutes

If students have difficulty responding to questions, reread pertinent lines 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* Were your predictions about the character's magic powers correct? (Answers may vary.)
2. *Literal* Where did the fisherman and his wife live at the beginning of the story? (in a hut by the sea)
3. *Literal* The fisherman caught a flounder, but then let him go. Who did the flounder say he was? (an enchanted prince, or a prince under a magical spell)
4. *Inferential* What things does the wife tell the fisherman to ask the flounder for? [You may want to show the images for reminders.] (a charming cottage, a stone castle, to be queen, to make the sun rise and set on command)
5. *Evaluative* How did the husband feel about asking the flounder for things over and over again? (embarrassed, uncomfortable, bad)
6. *Literal* How did the sea change each time the fisherman asked the flounder for another wish? (It became darker and more stirred up.) [You may wish to review images from the read-aloud that illustrate how the sea changed.]

7. *Evaluative* How do you think the flounder’s feelings changed each time he granted a wish? (It appeared that he became angrier, or more impatient, each time.) [Explain that it seems that, as the flounder became angrier, the sea became more violent.]
8. *Literal* What happened when the wife asked to command the sun to rise and set? (The flounder took away everything he had given her and left her with the run-down hut.)
9. *Evaluative* How do you know that this story is a fairy tale? (It begins with the words *Once/One day*; there is a magical character; it is fiction; etc.)
10. *Evaluative Think Pair Share*: Do you think there is a lesson to be learned from this story? If so, what is it? (Answers may vary, but should include reference to being happy, or content, with what you have.)

[*Think Pair Share* activities encourage students’ active involvement in class discussions by having them think through their answers to questions, rehearse their responses silently and through discussion with a peer, and share their responses aloud with the class. It is recommended that you model the *Think Pair Share* process with another adult (or a student with strong language skills) the first time you use it, and continue to scaffold students to use the process successfully throughout the year.

In *Think Pair Share* activities, you will begin by asking students to **listen** to the question you pose. You will then allow students some time to **think** about the question and their response to the question. Next, you will prompt students to discuss their response in **pairs**. Finally, you will select several students to **share** their responses with the class. Directions to students are as follows:]  
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.

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

12. 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: Displeases

5 minutes

1. In the read-aloud you heard the fisherman’s wife say, “It *displeases* me that the sun and moon will not rise and set at my command.”
2. Say the word *displeases* with me.
3. *Displeases* means to be unhappy or bothered about something.
4. It displeases the baseball players when their game is cancelled because of rain.
5. Tell me about something that displeases you. Try to use the word *displeases* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “It displeases me when . . . ”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: The prefix *dis-* often makes a word have the opposite meaning. *Displeases* is the antonym, or opposite, of the word *pleases*. I am going to read several examples. If the event or activity I describe makes you unhappy, say, “That displeases me.” If the event or activity I describe makes you happy, say, “That pleases me.” (Answers may vary for all.)

1. You wake up and see that it snowed over night.
2. Your best friend invites you to play.
3. It starts raining on a Saturday afternoon.
4. You miss the bus to school.
5. Your family is having meatloaf for dinner.



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



# The Fisherman and His Wife

1B

## Extensions

20 minutes

### Rewriting the Read-Aloud (Instructional Master 1B-1)

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

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

Say, “Asking questions is one way to make sure that everyone knows what to do. Think of a question you can ask your neighbor about the directions I gave you. For example, you could ask, “What should we do next?” Turn to your neighbor, and ask your own question now. I will call on several of you to share your questions with the class.”

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

## ***Take-Home Material***

---

### **Family Letter**

---

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



# The Emperor's New Clothes

## 2

### ☑ **Lesson Objectives**

---

#### **Core Content Objectives**

---

Students will:

- ✓ Demonstrate familiarity with the fairy tale “The Emperor’s New Clothes”
- ✓ Describe the characters, plot, and setting of “The Emperor’s New Clothes”
- ✓ Identify common characteristics of fairy tales such as “once upon a time” beginnings, royal characters, magical characters or events, and happy endings
- ✓ Identify the fairy tale elements of “The Emperor’s New Clothes”
- ✓ Identify fairy tales as a type of fiction

#### **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:

- ✓ Recount “The Emperor’s New Clothes,” and determine the central message, lesson, or moral (RL.2.2)
- ✓ Describe how the people feel upon seeing the Emperor in his underwear in “The Emperor’s New Clothes” (RL.2.3)
- ✓ Describe the illustration of the spinners, weavers, and tailors in “The Emperor’s New Clothes” (RL.2.7)

- ✓ Discuss personal responses to pretending to know something and connect those to the way in which the characters in the fairy tale “The Emperor’s New Clothes” pretend to know something they do not (W.2.8)
- ✓ Prior to listening to “The Emperor’s New Clothes,” orally predict from the illustration why the emperor might be dressed as he is
- ✓ Rehearse and perform “The Emperor’s New Clothes” for an audience using eye contact, appropriate volume, and clear enunciation


### Core Vocabulary

**curious, *adj.*** Having a desire to learn more about something  
*Example:* The puppy was curious about the new fallen snow.  
*Variation(s):* none

**ignorant, *adj.*** Lacking knowledge or information  
*Example:* The visitors were ignorant of the local customs.  
*Variation(s):* none

**inspect, *v.*** To look carefully at something  
*Example:* Sam’s uncle asked the mechanic to inspect his car for problems before his long trip.  
*Variation(s):* inspected, inspects

**intelligent, *adj.*** Able to easily learn or understand things  
*Example:* Dolphins are one of the most intelligent animals.  
*Variation(s):* none

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>Background Information and Essential Terms</b>	world map or globe	10
	<b>Personal Connections</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>The Emperor’s New Clothes</b>		15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Curious</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>On Stage</b>		20



# The Emperor's New Clothes

2A

## Introducing the Read-Aloud

10 minutes

### Background Information and Essential Terms

Tell students that they are going to hear a fairy tale called “The Emperor’s New Clothes.” Tell students that this story was first written down by a Danish man named Hans Christian Andersen. Show students the location of Denmark on a world map or globe. Ask students if they have ever heard the word *emperor* before. Tell students that an emperor is the male ruler of a group of nations called an empire. Tell students that this story is also about some of the people who work for the emperor. Students who participated in Core Knowledge Language Arts in Grade 1 should remember emperors from *Early American Civilizations*. An emperor would have many people serving him, including those who would make his clothes.



### Personal Connections

← **Show image 2A-7: The emperor admires his new clothes**

Have students describe the illustration. Ask students to predict why the emperor might be dressed this way.

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

### Purpose for Listening

Tell students to listen carefully to find out what the characters in this story pretend to know, and why the emperor is dressed in just his underwear.





## The Emperor's New Clothes

### ← Show image 2A-1: The emperor meets the swindlers

- 1 *Fine* means very good, or nice.
- 2 [Point to the two men.] Who do you think these people are? What are they doing?
- 3 A swindler is someone who tricks someone. Weavers are people who make cloth. Why would the men pretend to be master weavers?
- 4 What do you think the word *intelligent* means? If you were an emperor, would you want to be intelligent?
- 5 *Ignorant* means not having knowledge.
- 6 *Astonishing* means a feeling of great surprise or wonder.
- 7 A purse is a bag that is used to hold money. *Purse* also means to form the lips into a tight circle or line. [You may want to show students how to purse your lips; then ask them to try.]

Many years ago there was an emperor who loved fine clothes.<sup>1</sup> He did not care for hunting. He did not care for plays or opera. He was no lover of gourmet food or wine. His only ambition was always to be well-dressed. He had a different coat for every hour of the day. He loved to walk about and show off his fancy outfits.

One day two strangers arrived in town.<sup>2</sup> They were swindlers, but they said they were master weavers from a faraway land.<sup>3</sup> They told the emperor that they could weave the most beautiful cloth in the world. They said that, not only was their cloth beautiful, but it was also magical. It was specially woven so that only the most intelligent people could see it.<sup>4</sup> Those who were **ignorant** could stare at the cloth all day and not see a thing.<sup>5</sup>

“Astonishing!” thought the emperor.<sup>6</sup> “I will have these men make a suit for me. When it is done, I will figure out who can see it. That way I will be able to tell which of the men who serve me are **intelligent** and which are fools.”

The emperor gave the swindlers a purse filled with gold coins and told them to begin weaving the magic cloth right away.<sup>7</sup>



### ← Show image 2A-2: The swindlers at their looms

- 8 [Point to the looms.] Do you think magic cloth like this really exists?
- 9 If the emperor was curious, it means he wanted to find out more.
- 10 The prime minister is an important advisor to the emperor. He is supposed to be very wise. What do you think he will see?

The swindlers set up two weaving looms and pretended to be weaving their wonderful cloth. But they had nothing at all on their looms.<sup>8</sup>

After a few days, the emperor grew **curious** to see the cloth.<sup>9</sup> At first he thought he might check up on the weavers himself. But then he remembered what they had said: only intelligent people could see the cloth. He was confident that he was smart. There could be little doubt of that. But . . . what if he was not? What if he could not see the cloth? Just to be on the safe side, he decided to send his prime minister to have a look.<sup>10</sup>

“He is very intelligent,” said the king. “If he can’t see the cloth, I dare say nobody can!”

The emperor called for the prime minister and sent him to check up on the weavers. The prime minister went to the room and peeked in. The two swindlers were working away at their looms.

“Prime Minister!” one of the swindlers called out. “You are welcome here! Come in! Come in! Come and see the cloth we have produced.” The man waved his hand at the empty loom and said, “Isn’t it beautiful?”<sup>11</sup>

11 Do you see anything on the looms?



← **Show image 2A-3: The prime minister takes a close look**

The prime minister squinted and rubbed his head. He did not see any cloth at all, but he did not dare to admit it.<sup>12</sup> That would mean he was a fool. So he pretended to see the cloth.

“Yes!” said the prime minister. “It is most beautiful, indeed! I like it very much! Keep up the good work!”<sup>13</sup>

The prime minister turned to leave, but the second swindler called out to him, “Wait! Don’t go. You must not leave without touching the cloth! I think you will be impressed.”<sup>14</sup> We were just saying that it is the softest cloth we have ever created.”

The prime minister hesitated for a moment. Then he said, “Of course! Of course!” and walked up to one of the looms. He reached out his hand and rubbed his fingers together in the area where he thought the cloth must be. He could not feel anything, but he said, “It is very soft, indeed! Why, it’s lighter than air!”<sup>15</sup>

“Thank you!” said the first swindler. “We are pleased with what we have done. And we are making very good progress, too. But we need a little more money—for thread and other materials. Of course, you understand.”

“Of course! Of course!” said the prime minister. He reached into his pocket and pulled out a bag of coins. Then he handed the coins to the swindlers.

12 Why does the prime minister see nothing at all?

13 Does the prime minister tell the truth? Why is he pretending that he sees the magical cloth?

14 *Impressed* means that he will admire their work. Do you think he will be impressed?

15 Why does the prime minister say the cloth is lighter than air?

The prime minister went back to the emperor and told him that the cloth was quite lovely, and as soft as could be. He said he was confident that the emperor would like it.

That was what the emperor had hoped to hear. The next day, he went to have a look for himself. After all, if his prime minister had seen the cloth, surely he could see it, too. But when he stepped into the room where the two men had set up their looms, the emperor saw nothing on the looms.<sup>16</sup>

16 Look at the emperor's face in this picture. What is he thinking?



← **Show image 2A-4: The emperor sees nothing**

“This is terrible!” he thought. “I don’t see anything at all. What can this mean? If the prime minister saw the cloth, it must be there. Then why can’t I see it? Am I stupid? Am I unfit to be emperor? That would be the most dreadful thing that could happen to me.”

But out loud he said, “It is magnificent! Truly magnificent! Why, I have never seen cloth so lovely!”<sup>17</sup>

“Shall we go ahead and make you a suit, then, Your Majesty?”

“Yes, yes. By all means!” said the emperor. “You can get my measurements from the royal tailor.”<sup>18</sup>

17 Why does the emperor pretend to see the cloth?

18 Remember, a tailor is someone who makes clothes.



← **Show image 2A-5: The swindlers late at night**

The two swindlers sat up late into the night pretending to work on the suit. They wove more invisible cloth.<sup>19</sup> They cut the air with scissors and stitched the wind with threadless needles.

Other noblemen came to **inspect** the cloth, and all of them pretended to be able to see it, for they did not wish to appear stupid. Soon the whole town was talking about the wonderful cloth and the emperor’s new suit.

At last, the day came when the emperor was to wear his new clothes in public.

The two swindlers presented themselves in the emperor’s dressing room at daybreak.

19 What does *invisible* mean?



← **Show image 2A-6: The swindler’s present their work**

“Here is the jacket!” said the first swindler, holding up an empty hanger.

“And here are the pants!” said the other, holding one hand in the air. “What do you think of them?”

All of the emperor’s men agreed that the new clothes were splendid.

The emperor took off his clothes, and the two swindlers pretended to help him put on the make-believe garments.

“Slip your right leg in here, your majesty. That’s it! Now your left leg. Good. Now I must tell you: these pants are not like regular pants. The fabric is so light and airy that it feels like you are wearing nothing at all, but that is the beauty of them!”

The men helped the emperor put on the imaginary clothes.



← **Show image 2A-7: The emperor admires his new clothes**

Then they led him to his looking glass.

“How handsome you look, your majesty!” said one of the swindlers. All of the courtiers nodded their heads in agreement.

The emperor marched out of the dressing room and made his way out of the palace, followed by many advisors and servants. He marched down the main street of town, with soldiers and bodyguards surrounding him on all sides.<sup>20</sup>

20 Why won’t anyone tell the emperor that he is going for a walk in his underwear?



← **Show image 2A-8: The streets lined with crowds**

The streets were lined with great crowds. Everyone had heard about the emperor’s new clothes, made of magic fabric that only the wise could see.

“How lovely the emperor’s new clothes are!” one man said.

“And how well they fit him!” added a woman.

None of them would admit that they could not see a thing.<sup>21</sup>

21 Why don’t the people say something about the emperor being in his underwear?



← **Show image 2A-9: The emperor marching through the street**

The emperor marched through the street bursting with pride, showing off his brilliant new suit to everyone in the land. Much to his surprise, they all seemed to see what he could not—and so he was not going to be the one to tell them! Just then, a young child stepped out of the crowd and cried out, “He hasn’t got anything on!”<sup>22</sup>

22 Is the child telling the truth?

A hush fell over the crowd. For a few seconds, nobody said anything. Then everyone began to whisper, “The child is right. The emperor isn’t wearing a thing!” Then people began to giggle and laugh as they cried out, “He hasn’t got anything on!”

At last the emperor knew he had been tricked. He tried to march back to the palace as proudly as ever.<sup>23</sup> But he was blushing from head to toe, as everyone could plainly see.

23 Why do you think the emperor continues to walk through town? What would you do?

## **Discussing the Read-Aloud**

**15** minutes

### **Comprehension Questions**

**10** minutes

If students have difficulty responding to questions, reread pertinent lines 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 do the characters in this story pretend to know or see? (They pretend to see the emperor’s new clothes.) Why? (They do not want to seem like fools.)
2. *Literal* The emperor finds great pleasure in wearing new clothes. Who makes the emperor’s new, magical suit? (two swindlers who pretend to be able to weave magic cloth)
3. *Literal* What do they promise the emperor about these clothes that intrigues him? (They say the clothes are special; they are tailored with magic, and only clever people can see them.)

4. *Inferential* Are people able to see the clothes? (no) Why not? (There are no clothes to see; the tailor and the weaver trick everyone.)
5. *Inferential* Who notices that there are no clothes to see and that the emperor has been tricked? (a child) Do you think he was the first one to see this? (No, just the first to admit it.)
6. *Evaluative* Do you think the emperor will continue to find great pleasure in wearing new clothes? Why or why not? (Answers may vary.)
7. *Evaluative* Do you think this will change how some people think of the emperor? Will it change how the emperor views his advisors? Why or why not? (Answers may vary.)
8. *Evaluative* How do you know that this story is a fairy tale? (It begins with the words long ago; there is a royal character; it is fiction; etc.)

[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:* Do you think there is a lesson to be learned from this story? If so, what is it? (Answers may vary, but prompt students to discuss things such as not to pretend to know something you do not, trust your instincts, or sometimes you need to speak up, even if it's difficult.)
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: Curious

5 minutes

1. In the read-aloud you heard, “After a few days, the emperor grew *curious* to see the cloth.”
2. Say the word *curious* with me.
3. *Curious* means having a desire to learn more about something.
4. Reed was very curious about the bug on his front door; it had a purple body and bright orange legs.
5. Have you ever been curious about something or seen an animal that was curious about something? Try to use the word *curious* when you describe it and tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I was once curious about . . . ”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw something that you might be curious about (or something that might be curious). On the back of your paper, write a sentence about what you are curious about and why. Be sure to use the word *curious* in your sentence.



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



# The Emperor's New Clothes

2<sub>B</sub>

## Extensions

20 minutes

### On Stage

Tell students that you are going to read some parts of “The Emperor’s New Clothes” again, and this time students will act out the fairy tale. Ask students what characters will be needed. (the emperor, the Prime Minister, the swindlers, the emperor’s advisors, the townspeople, the young child) Then designate students to be various characters. You may have several students act as the emperor, prime minister, and swindlers to increase active participation. Ask students what settings will be needed, and designate locations in the classroom for various settings.

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

**Note:** You may wish to allow students additional time later in the day to further explore this On Stage activity.





# Beauty and the Beast, Part I

## 3

### ☑ **Lesson Objectives**

---

#### **Core Content Objectives**

---

Students will:

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

#### **Language Arts Objectives**

---

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:

- ✓ Describe how the beast feels when the merchant takes his rose in “Beauty and the Beast, Part I” (RL.2.3)
- ✓ Describe an illustration of the beast in “Beauty and the Beast, Part I” (RL.2.7)
- ✓ Compare and contrast orally the characteristics of fairy tales in “The Fisherman and His Wife” with the characteristics of fairy tales in “The Emperor’s New Clothes” (RL.2.9)
- ✓ Draw pictures, dictate, or write simple sentences to represent details or information from “Beauty and the Beast, Part I,” including information about the main characters, the setting, and the beginning, middle, or end of the fairy tale (W.2.3)

- ✓ Participate in shared writing project, by retelling the read-aloud using a series of drawings and sentences of “Beauty and the Beast, Part I” (W.2.7)
- ✓ Discuss personal responses and connect those to the characters in “Beauty and the Beast, Part I” (W.2.8)
- ✓ Recount “Beauty and the Beast, Part I” through a sequence of events in the fairy tale (SL.2.2)
- ✓ Draw a picture of one event in “Beauty and the Beast, Part I” to demonstrate comprehension of the read-aloud (SL.2.5)
- ✓ Determine the meanings of words, such as *misfortune*, by using the prefix *mis-* (L.2.4b)
- ✓ Identify the correct usages of *misfortune* and *fortune* and explain that they are antonyms (L.2.5a)
- ✓ Prior to listening to “Beauty and the Beast, Part I,” identify orally what they know and have learned about fairy tales
- ✓ Prior to listening to “Beauty and the Beast, Part I,” orally predict which character is royal and then compare the actual outcome to the prediction

### Core Vocabulary

---

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

*Example:* Trent’s baseball team was astonished by their big victory.

*Variation(s):* astonish, astonishing

**fearsome, *adj.*** Causing fear or very frightening

*Example:* The tiger is one of the most fearsome animals in the jungle.

*Variation(s):* none

**fortune, *n.*** Great wealth or riches


*Example:* Part of the king’s fortune included castles, jewels, and very fine horses.

*Variation(s):* fortunes

**merchant, *n.*** Someone who buys and sells goods

*Example:* The merchant had his own market to sell his goods.

*Variation(s):* merchants

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>		10
	<b>Background Information and Essential Terms</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Beauty and the Beast, Part I</b>		15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Fortune</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Which Happened First?</b>	Instructional Master 3B-1 (optional); chart paper, chalkboard, or whiteboard	20
	<b>Drawing the Read-Aloud</b>	drawing paper, drawing tools	



# Beauty and the Beast, Part I

3A

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

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

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

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

Fairy tales have magical characters or magic events. Is there a magical character or event in “The Fisherman and His Wife”? (yes) What are they? (The fish was magical; the fish turned the hut into a cottage, turned the cottage into a castle, etc.) Is there a magical character or event in “The Emperor’s New Clothes”? (no) Why not? (The swindler’s magic was not real.)

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

### Background Information and Essential Terms

Tell students that today they will hear a fairy tale called “Beauty and the Beast.” Tell students that this read-aloud is a classic fairy tale and has all of the fairy tale characteristics just discussed: a “once upon a time” beginning, a royal character, a magical character and/or event, and a happy ending.



#### ← Show image 4A-3: Beauty and the beast

Point out the woman in the illustration—Image 4A-3 is in the next read-aloud, “Beauty and the Beast, Part II”—and share that her name is Beauty. Then point to the beast, sharing that this is the beast. Then, ask students to predict which one is the royal character in this fairy tale.

## **Purpose for Listening**

---

Tell students to listen to see if their predictions are correct.



## Beauty and the Beast, Part I

### ← Show image 3A-1: Interior of cottage in the woods

Once upon a time, in a faraway country, there lived a **merchant** with his three daughters.<sup>1</sup> The merchant was very rich. Indeed, he had more money than he needed, until a series of great misfortunes occurred.<sup>2</sup> First, the merchant lost two of his biggest ships full of cargo in a great storm at sea. Then, he was forced to give up his lavish home in the city because he could no longer afford to pay for it.<sup>3</sup>

The merchant lost his **fortune** and was left with nothing. He told his daughters that they would have to move to a little cottage in the woods, far from town, and work hard and live simply.<sup>4</sup> The two older daughters complained bitterly, for they had grown accustomed to a life of luxury.<sup>5</sup> But the youngest daughter, who was called Beauty, always tried to make the best of things.

Several months later, the merchant heard that one of his ships, which he thought had been lost at sea, had in fact landed with a cargo of valuable goods to sell.<sup>6</sup>

### ← Show image 3A-2: Merchant leaving for the city

As the merchant prepared to make the long trip to the city to claim his goods, he asked his daughters what he might bring them when he returned. The eldest<sup>7</sup> daughter asked for a fancy gown. The second daughter asked for a diamond necklace. But Beauty, who had plenty of things she wished for, but none that her father's money could buy, replied to be polite, "Please bring me a rose, for I have not seen one since we came here, and I love them so much."<sup>8</sup>

When the merchant finally reached his ship, he found that most of his goods had been stolen.<sup>9</sup> He sold what remained and made just enough money to buy a dress for his eldest daughter and a necklace for his second daughter. Then he set off for home.<sup>10</sup>

- 1 A merchant is a person who buys and sells goods to make money.
- 2 *Fortune* means wealth, but it also means good luck. What do you think *misfortune* means? (bad luck)
- 3 Something lavish is very expensive and fancy.
- 4 Do you think it would be difficult for the merchant and his daughters to leave a life of wealth and comfort and begin a life of hard work?
- 5 What do you think the daughters miss?
- 6 The cargo is the goods that the ship was carrying.



- 7 *Eldest* means she was the oldest of the sisters.
- 8 What kinds of things might she wish for that money can't buy?
- 9 Do you think the merchant was disappointed to find out that his cargo had been stolen?
- 10 Did he forget something?



11 A blizzard is a very big snowstorm.

← **Show image 3A-3: Snowstorm and the palace**

On the way home, snow began to fall. It covered the road and made it hard to see. The wind blew so hard, it almost knocked the merchant off his horse. He was worried that he might get lost in the blizzard.<sup>11</sup> The merchant decided that he should stop at the next house he came to, and wait there until the storm passed.

Eventually he came upon a large palace with lights blazing. He knocked, but no one answered. He found that the door was unlocked, so he opened it and peered in.

“Hello!” he called out, but there was no answer. He stepped into the foyer<sup>12</sup> and brushed the snow off his coat.

12 or front hall



← **Show image 3A-4: Merchant seated in large dining hall**

Curious, yet hesitant, the merchant slowly made his way into a large dining hall. To his surprise, a fire was burning in the fireplace and a little table had been set with a sumptuous meal, just right for one person.<sup>13</sup>

“Hello?” he called again. “Is anybody here?”

Again, there was no answer.

The merchant inspected the food.

“Is someone eating this food?” he asked. “Would you mind if I had a few bites? I have been riding in a bitter snowstorm and . . .” he continued.

When there was no reply, the merchant decided that he would have a few bites of food and then look for his gracious host.

After he had eaten, he set off to find the owner of the house to thank him. He wandered through the rooms on the ground floor, but neither master nor servant appeared. At last he stepped outside into a beautiful garden.

13 [Point to the food on the table.]  
What do you think the word *sumptuous* means? Would a sumptuous meal be a simple meal or a meal with many fine foods?



← **Show image 3A-5: Merchant finds a beautiful rose garden**

14 or amazed

15 Do you think it's strange that the trees and garden are untouched by snow, or do you think this is something that normally happens?

16 *Balmy* means the weather was warm and calm.

17 [Point to the beast.] Based on what you know about the word *fear*, what do you think the word *fearsome* means?

The merchant was **astonished**<sup>14</sup> to discover that the garden was in full bloom, even though it was the middle of winter and most of the countryside was covered in a thick blanket of snow.<sup>15</sup> In the garden, birds chirped. Flowers bloomed. The air was sweet and balmy.<sup>16</sup> The man explored the garden until he came upon a row of beautiful rosebushes. He remembered that Beauty had asked him to bring her a rose. He reached out to pluck a rose. But just as the stem broke, he heard a loud roar behind him.

“Who told you that you might gather roses in my garden!” said a low, gruff voice.

The startled merchant turned around and saw a **fearsome** creature, who was half man and half beast.<sup>17</sup>



← **Show image 3A-6: The beast confronts the merchant**

18 The beast thought the merchant was ungrateful to pick the rose after he gave the merchant a nice meal and a warm place to stay. Why do you think the beast did those nice things?

“What!?” said the beast. “Is it not enough that I have given you dinner and a place to wait out the storm? You must also steal my roses?”<sup>18</sup>

“Please forgive me,” said the merchant, falling to his knees. “I tried to find you to thank you for the meal. I will pay you for it, if you like. As for the rose, I only wanted it for my youngest daughter, Beauty. Her only wish when I left her was that I return with a rose for her. Your gardens are so magnificent. I did not think you would miss a single rose.”

“You are very ready with excuses and flattery!” Beast said. “But that will not save you from the punishment you deserve!”<sup>19</sup>

“Oh, forgive me,” said the merchant. “If not for my own sake, then for the sake of my daughters. If I do not return home, there will be no one to support<sup>20</sup> them.”

19 *Flattery* means compliments, so he was saying kind things about the beast. What do you think the beast will do to the merchant?

20 or take care of

21 What do you think will happen next? Will he let him go?

There was a long pause. Then the Beast spoke again.<sup>21</sup>



22 Do you think any of the merchant's daughters would return in his place?



“I will forgive you,” he said, “on one condition. You must send one of your daughters to live with me. Go and see if any of them is brave enough and loves you enough to save you from a life in my castle! If one of them will come, you may send her in your place. Otherwise, you must come yourself and face your punishment.”<sup>22</sup>

← **Show image 3A-7: The merchant gives his daughters their gifts**

When the storm was over, the merchant returned home. He gave his daughters their presents: a gown for the eldest, a diamond necklace for the second, and a rose for Beauty.

The older sisters were delighted, but Beauty could sense that something was wrong.

“Father,” she said. “Why did you sigh so deeply when you gave me that beautiful rose?”

“In a few days I will tell you,” said the merchant. “But for now, let’s just enjoy being together again.”<sup>23</sup>

23 Tell students that they will hear the rest of the fairy tale later.

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

If students have difficulty responding to questions, reread pertinent lines 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 do you know that this story is a fairy tale? (It begins with the words *once upon a time*; there is magic; it is fiction; etc.) Who is the royal character in this fairy tale? (Answers may vary because it has not yet been revealed.)
2. *Inferential* What happens to the merchant’s fortune? (He loses it all.) What happens to the merchant’s family when he loses his fortune? (They become poor and find themselves living in the country as peasants.)

3. *Inferential* Does the merchant have any chances to restore his fortune? (Yes; one of the merchant's lost ships arrived at the port.) Is he able to restore his fortune then? (No, because the cargo on the merchant's ship has been stolen.)
4. *Literal* What is unusual about the beast's palace? (The garden is untouched by the snow and bad weather.)
5. *Evaluative* Why is the beast described as fearsome? (Because he is half man and half beast; he has a low, gruff voice and gets angry at the merchant.) What other words might you use to describe the beast? (*scary, sad, generous, polite, etc.*)

[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.

6. *Evaluative Think Pair Share:* At the end of today's selection, the beast tells the merchant to return for his punishment. Do you think the merchant will return? Do you think one of the merchant's daughters will go in his place? Which one? (Answers may vary.)
7. 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: Fortune

5 minutes

1. In the read-aloud you heard, “The merchant lost his *fortune* and was left with nothing.”
2. Say the word *fortune* with me.
3. The word *fortune* means having great wealth or good luck.
4. The queen’s fortune included a beautiful castle and jewels.
5. Talk about someone you know who has good fortune. (Remember, this can mean great wealth or good luck.) Try to use the word *fortune* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “\_\_\_\_\_ has good fortune because . . .”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: The antonym, or opposite, of the word *fortune* is *misfortune*. The prefix *mis-* often makes a word have the opposite meaning. What do you think *misfortune* means? (*Fortune* means good luck, so *misfortune* is bad luck.) If what I name is an example of the merchant’s good fortune, say, “That is good fortune.” If what I name is an example of his misfortune, say, “That is a misfortune.”

1. The merchant lost his ship at sea. (That is a misfortune.)
2. The merchant had a healthy family. (That is good fortune.)
3. The merchant could not pay for his house. (That is misfortune.)
4. The merchant had a lavish home. (That is good fortune.)
5. The merchant had more money than he needed. (That is good fortune.)



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



# Beauty and the Beast, Part I

3<sub>B</sub>

## Extensions

20 minutes

### 10 Which Happened First? (Instructional Master 3B-1)

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

- \_\_\_\_\_, the merchant went to see the cargo ship, hoping to restore his fortune. (Then)
- \_\_\_\_\_, the merchant lost his fortune, and his family became penniless. (First)
- \_\_\_\_\_, the merchant was riding his horse in a snowstorm. (First)
- \_\_\_\_\_, the merchant found a castle where he could wait out the storm. (Then)
- \_\_\_\_\_, the merchant picked a rose for Beauty. (Then)
- \_\_\_\_\_, the merchant found himself in a magical garden. (First)

## Drawing the Read-Aloud

---

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

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

**Note:** If time allows, you may wish to continue this activity following the next lesson, when students have heard the final part of the read-aloud.



# Beauty and the Beast, Part II

# 4

## ☑ **Lesson Objectives**

---

### **Core Content Objectives**

---

Students will:

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

### **Language Arts Objectives**

---

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:

- ✓ Recount “The Beauty and the Beast, Part II” and determine the central message, lesson, or moral (RL.2.2)
- ✓ Describe how Beauty’s feelings changed from the beginning to the end of “Beauty and the Beast, Part II” (RL.2.3)
- ✓ Describe an illustration in “Beauty and the Beast, Part II” (RL.2.7)
- ✓ Discuss personal responses to judging a character’s looks versus actions and connect those to the characters and events in the fairy tale “Beauty and the Beast, Part II” (W.2.8)

- ✓ Identify new meanings for familiar words, such as *tunes*, and apply them accurately (L.2.5a)
- ✓ Explain the meaning of the common saying “better late than never” and use in appropriate contexts (L.2.6)
- ✓ Prior to listening to “Beauty and the Beast, Part II,” orally predict from text heard thus far if the merchant will return to the castle or if one of the merchant’s daughters will go in his place, also which daughter will offer to go, and if the merchant will let her take his place.

### Core Vocabulary

**constant, *adj.*** Happening all the time, over a long period of time  
*Example:* The constant noise in the lunchroom was too loud to hear over.

*Variation(s):* none

**despite, *adj.*** Without being stopped; anyway  
*Example:* Mariah played in the soccer game despite her injury.


*Variation(s):* none

**determined, *adj.*** With strong feeling that you are going to do something  
*Example:* Irma was determined to learn to ride her bike.

*Variation(s):* none

**sorrowful, *adj.*** Feeling or showing great sadness  
*Example:* The students were sorrowful when their favorite teacher moved away.

*Variation(s):* none

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	What Have We Already Learned?		10
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	Beauty and the Beast, Part II		15
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Constant		5
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	Sayings and Phrases: Better Late Than Never		20
	Multiple Meaning Word Activity: Tunes	Poster 2M (Tunes)	
	Domain-Related Trade Book	trade book	



# Beauty and the Beast, Part II

4<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

---

Ask students to retell the part of the fairy tale they have heard thus far. Review images from “Beauty and the Beast, Part I,” to help refresh their memories, if needed. Remind students that at the end of the previous read-aloud, the merchant just arrived home from the beast’s castle. Ask students to predict if the merchant will return to the castle for his punishment or if one of the merchant’s daughters will go in his place. Also, ask students to predict which daughter they think might offer to go in his place and if the merchant will let her.

### **Purpose for Listening**

---

Tell students to listen to see if their predictions are correct.





## Beauty and the Beast, Part II

### ← Show image 4A-1: Daughters receiving their gifts

1 The merchant found and picked the rose.

A few days later, the merchant told his daughters what had happened to him in the rose garden at the beast’s castle. He told them how he had plucked<sup>1</sup> the rose and been confronted by the beast. He explained that he had promised to return to the beast and accept his punishment.

“Do you have to go?” pleaded the girls. He explained that the beast had said that the only way for him to avoid it would be if one of them was willing to go and live with the beast.

“But I won’t allow that!” exclaimed the merchant.

2 Why does Beauty offer to go in her father’s place? What would you do?

“I will go,” Beauty said quietly.<sup>2</sup>

“No, Beauty,” said her father. “I am the one who took the rose. I shall go back to the beast. I would rather go myself for a hundred years than send you.”

3 *Determined* means she felt strongly that should will go in her father’s place. What do you think will happen to Beauty when she gets to the palace?

“No, Father,” said Beauty. “I want to go.”

Her father tried to change her mind, but Beauty was **determined**.<sup>3</sup>



### ← Show image 4A-2: Beauty meets the beast

4 *Conceal* means to hide.

A few days later, Beauty and her father returned to the castle. When she first saw the Beast, Beauty could not help shuddering, but she tried to conceal her fear.<sup>4</sup>

“Good evening, old man,” said the beast. “Is this your youngest daughter?”

“Yes,” said the merchant. “This is Beauty.”

5 [Demonstrate a curtsy.]

Beauty curtsied before the beast.<sup>5</sup>

“Good evening, Beauty,” said the beast. “Are you here to take your father’s place and live here, with me, in the castle?”

“Yes, I am,” said Beauty.

- 6 How do you think Beauty feels after her father says good-bye and she is left alone with the Beast?



- 7 or pay close attention to
- 8 What do you suppose the beast means by this?
- 9 Here *tunes* means songs. *Tunes* can also mean to make small changes to fix something.
- 10 How is it possible that Beauty's favorite songs were already known? How do you think Beauty feels now?



- 11 Why would the beast ask her this if they just met? What do you think she will say?
- 12 or said no

The following day, the beast gave Beauty's father's a trunk filled with golden coins and sent him on his way. As Beauty watched her father ride away, she held back the tears.<sup>6</sup>

← **Show image 4A-3: Beauty begins to cry**

"Beauty," said the beast, "fear not. Things are not as bad as they may seem. You have given yourself for your father's sake, and your goodness will be rewarded. Listen to me and heed<sup>7</sup> this advice: Do not be deceived by appearances. Trust your heart, not your eyes."<sup>8</sup>

The next day, Beauty explored her new home. The beast had been right. Things were not as bad as she had feared. The palace was actually quite lovely. She found a huge library filled with books she had always wanted to read. She went for a walk in the lovely gardens, where songbirds chirped her favorite tunes.<sup>9</sup> When it was time for dinner, Beauty was greeted by a staff of pleasant servants, who prepared none other than her favorite meal.<sup>10</sup>

← **Show image 4A-4: Dinner with the beast**

"Good evening, Beauty," said the beast.

Beauty was still startled by the beast's appearance, but the more time she spent with him, the more she found that he treated her with kindness and courtesy. He pulled out her chair and sat next to her at dinner. He listened to her stories about her family and spoke kindly to her while they dined. The dinner turned out to be less painful than Beauty had imagined. When it was over and it was time to say good night, though, the beast turned to Beauty and asked, "Do you love me, Beauty? Will you marry me?"<sup>11</sup>

Beauty did not know what to say. She was afraid that the beast would be upset if she declined.<sup>12</sup>

Seeing this, the beast said, "Say yes or no, without fear."

Trusting his words, Beauty replied, "No, thank you," as gently as she could.

"Very well," said the beast. "Good night, then."

13 The way he looks didn't matter to her. Are Beauty's feelings changing?

14 Do you think she will ever marry him?

15 *Sorrowful* means full of sadness.

16 *Bear* means to accept. The beast does not want her to be unhappy. Why do you think she is unhappy?



← **Show image 4A-5: Beauty misses her father**

After that, every night was much the same. Beauty dined with the beast, and the beast treated her with great kindness. She even began to enjoy his conversation. Little by little Beauty got used to the way he looked. **Despite** his appearance, Beauty found the beast polite, and his elegant manners put her fears to rest.<sup>13</sup> But when the meal was over and it was time to say good night, the beast always turned to her and asked, “Do you love me, Beauty? Will you marry me?”

Although she cared for him more and more with each passing day, Beauty always felt that, as hard as it was, the only answer she could give was “no, thank you.”<sup>14</sup>

One night, the beast noticed a **sorrowful**<sup>15</sup> look on Beauty’s face. “Beauty,” he said, “I cannot bear to see you unhappy. What is the matter?”<sup>16</sup>

“Oh!” she said, wiping away a tear, “I am just sad because I miss my family,” she paused, “especially my father. He is getting older, and if his health is failing, I worry that he may need me. If only I could see him just to make sure that he is well.”

“But, Beauty,” said the beast, “if you leave me, I fear that I will never see you again and I will be alone forever.”

“Dear Beast,” said Beauty softly, “I do not want to leave you. I would be very sad if I could not see you again. But, I long to see my father.<sup>17</sup> If you will let me go for one month, I promise to come back and stay with you for the rest of my life.”<sup>18</sup>

“Very well,” sighed the beast. “But remember your promise. And wear this locket as a **constant** reminder.<sup>19</sup> When you want to come back, simply open the locket and say the words *I wish to go back to the beast.*”

When Beauty awoke the next morning, she was in her father’s house—not the old country cottage, but a fine new house in the city that he had bought with the riches the beast had given him.<sup>20</sup> Her father hugged her and wept<sup>21</sup> for joy when he saw her.

17 *Long* means to feel a strong desire to do something.

18 Do you think he should let her go?

19 *Constant* means it never stops.

20 Is Beauty’s family still penniless if she finds herself in her father’s fine new home?

21 or cried



← **Show image 4A-6: Beauty visits with her family**

Soon Beauty’s sisters came to visit with their new husbands. They seemed to be happy, but Beauty could tell they were not. One sister had married a very handsome man who was so in love with his own face that he thought of nothing else. The other sister had married a clever man who entertained himself at others’ expense.<sup>22</sup>

22 Do her sisters’ husbands sound like nice people?

Day after day, Beauty enjoyed being with her father and doing whatever she could to help him. When the time came for her to return to the beast, she found that she could not bring herself to say good-bye to her father. Every day she told herself, “Today I will go back.” But every night she put it off again.<sup>23</sup>

23 Do you think Beauty will ever return to the palace?

Then one night, she dreamed that she was wandering in the garden around the beast’s castle when suddenly she heard painful groans. She followed the sounds and discovered the beast lying on the ground, and it seemed he was hurting.



← **Show image 4A-7: Beauty wakes from her dream**

Beauty awoke with a start.<sup>24</sup> “Oh, how could I do this to my poor Beast?” she cried. “It does not matter that he is not handsome. Why have I been refusing to marry him? I would be happier with him than with someone like my sisters have married. The beast is honest and good, and that matters more than anything else.”

24 *With a start* here means suddenly. So she woke up suddenly.

She opened the locket hanging around her neck and said firmly, “I wish to go back to the beast.” In an instant, she found herself at the palace. But where was the beast?<sup>25</sup>

25 What condition do you think the beast will be in when she finds him? Will it be just like her dream?

Beauty ran through the rooms of the castle, calling for the beast. There was no answer. Then she remembered her dream.<sup>26</sup> She ran to the garden, and there she found the beast stretched out on the ground.

26 Where was he in her dream?



← **Show image 4A-8: Beauty and the beast in the garden**

Beauty cried, “Oh no, he is—” She couldn’t bring herself to finish the sentence. “It is all my fault!” She fell to the ground and took him in her arms. Beast lay still as Beauty’s tears fell upon his face. Then he slowly opened his eyes.

“Oh, Beast,” Beauty sobbed, “How you frightened me! Thank goodness you are still alive. I never knew how much I loved you until now, when I feared it was too late.”<sup>27</sup>

27 Beauty’s tears brought the beast back to life.

In a faint voice Beast said, “Beauty, I was dying because I thought you had forgotten your promise. But you have come back. Can you really love such a dreadful creature as I am?”

“Yes!” said Beauty. “I do love you!”

Then once again the beast asked, “Beauty, will you marry me?”<sup>28</sup>

28 What do you think Beauty will say this time?

“Yes,” she answered. “Yes, Beast, I will marry you!”

Before she finished speaking, a flash of light beamed around her.

Beauty gasped and covered her eyes to shield them from the bright light. When she opened her eyes again, she no longer saw the beast. But there, lying at her feet, was a handsome prince.



← **Show image 4A-9: The beast becomes a handsome prince**

“What has happened to my beast?” she asked the stranger, noticing that there was something familiar about his eyes.<sup>29</sup>

29 Why were his eyes familiar?

“I was the beast,” said the prince. “A fairy put a spell on me and changed me into a beast until someone would agree to marry me. You are the only one who has been good enough to see past my appearance and into my heart.”<sup>30</sup>

30 When Beauty promised to marry the beast, the spell was lifted.

Beauty gave the young prince her hand to help him to his feet, and they walked side by side into the castle. They were married the very next day, with Beauty’s whole family there to help celebrate. And they lived happily ever after.<sup>31</sup>

31 Does this fairy tale have a happy ending?

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines 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* Were your predictions correct about whether one of the merchant's daughters would go in his place? Why or why not? (Answers may vary.)
2. *Inferential* Who is the royal character in this fairy tale? (the beast)
3. *Inferential* How does the beast reassure Beauty that he is not as fearsome as she thinks? (He has polite manners and is able to keep up a pleasant conversation.)
4. *Literal* What request does the beast grant, or give, Beauty after she decides to stay with him at his palace? (to go home and see her father)
5. Why does this request make a sorrowful look come over Beauty's face? (He doesn't think Beauty will come back, or thinks that she will forget about him.)
6. *Literal* What causes Beauty to put off her promise to Beast when she returns to visit her family? (She couldn't bring herself to say good-bye to her father.) What causes Beauty to decide to return to Beast? (She has a dream that the beast is sick, and she realizes that she cares about him.)
7. *Inferential* How do Beauty's tears help Beast? (They bring him back to life.) How does it help the beast when Beauty says that she loves him? (It breaks the spell and turns him back into a prince.)
8. *Inferential* How does Beauty help to break the spell on the beast? (She loves the beast/prince despite the way he looks.)

9. *Inferential* Who put the spell on the prince? (a fairy) Why do you think she did that? (Answers may vary, but prompt students to discuss that she wanted to show that how people treat others is more important than how they look.)
10. *Literal* How do you know that “Beauty and the Beast” is a fairy tale? (It is fiction; it has a “once upon a time” beginning, a happy ending, a royal character, and magical characters and events.)

[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.

11. *Evaluative Think Pair Share:* What do you think is the lesson we can learn from this story? (Answers may vary, but prompt students to discuss that how someone acts toward others is more important than how they look.)
12. 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: Constant

5 minutes

1. In the read-aloud you heard the beast tell Beauty, “Wear this locket as a *constant* reminder.”
2. Say the word *constant* with me.
3. *Constant* means something that happens all the time.
4. The new puppy needs constant attention so it doesn’t get into trouble.
5. Can you think of something that is constant, or always happening? Try to use the word *constant* when you tell about it and answer in complete sentences. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “\_\_\_\_\_ is constant because . . .”]
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 example I read is of something constant, say, “That is constant.” If the example I read is not of something constant, say, “That is not constant.” [If necessary, remind students that if something is constant, it does not stop.]

1. My friend would not stop laughing. (That is constant.)
2. The lights were flickering on and off before the storm. (That is not constant.)
3. My stomach would not stop hurting. (That is constant.)
4. The bus had to keep stopping and going. (That is not constant.)
5. The rain would not stop falling. (That is constant.)



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





# Beauty and the Beast, Part II

4<sub>B</sub>

## Extensions

20 minutes

### Sayings and Phrases: Better Late Than Never

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard anyone say “better late than never.” Have students repeat the saying. Explain that this saying means it is better to be late in doing something than to never do it at all. Remind students that in today’s read-aloud, Beauty left the palace of the beast and returned home to her father and sisters in order to say good-bye to them and the life she had known. The beast told her to come back in one month, but Beauty could not bring herself to say good-bye to her father. It wasn’t until Beauty had a terrible dream about the beast that she returned to his palace. When Beauty found the beast, she was almost too late, but she arrived there just in time to revive him with her tears. One could use the phrase “better late than never” to describe Beauty’s timely arrival at the beast’s palace.

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

## ↔ Multiple Meaning Word Activity

---

### *Sentence in Context: Tunes*

1. [Show Poster 2M (Tunes).] In the read-aloud you heard, “[Beauty] went for a walk in the lovely gardens, where songbirds chirped her favorite *tunes*.” Here *tunes* means songs that are played or sung. [Have students hold up one or two fingers to show the correct picture for this sense of the word.] (1)
2. *Tunes* also means to make small changes to something in order to make it work better, like a car or bike. [Have students hold up one or two fingers to show the correct picture for this sense of the word.] (2)
3. Now with your neighbor, make a sentence for each meaning of *tunes*. Remember to be as descriptive as possible, and use complete sentences. I will call on some of you to share your sentences. [Call on a few student pairs to share one or all of their sentences. Have them point to the part of the poster that relates to their use of *tunes*.]

### **Domain-Related Trade Book**

---

You may wish to read another version of one of the fairy tales students have heard thus far in this domain. Refer to the list of recommended trade books in the domain introduction at the front of this Anthology, and choose one to read aloud to the class. As you read, use the same strategies that you have been using when reading the read-aloud selections in this Anthology: pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book aloud, lead students in a discussion as to whether or not the story had any of the fairy tale characteristics they have learned about: a “once upon a time” beginning, a happy ending, a magical character and/or event, and a royal character.



# 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 that you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of fairy tales. 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:

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

## **Student Performance Task Assessment**

---

### **10 Elements of Fairy Tales (Instructional Master PP-1)**

---

Tell students that the stories they heard are considered fairy tales because they have certain common elements.

Directions: I am going to read several statements about the fairy tales you have heard recently. If the statement is true, circle the smiling face. If the statement is false, circle the frowning face.

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

## **Activities**

---

### **Image Review**

---

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

### **Domain-Related Trade Book or Student Choice**

---

#### **Materials: Trade book**

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

## Key Vocabulary Brainstorming

---

### Materials: Chart paper

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

## Riddles for Core Content

---

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

I am a type of fiction with magical characters or magic, royalty, and happy endings. I often begin with the phrase “once upon a time.” What kind of fiction am I? (fairy tale)

I asked for too many wishes, and the flounder did not grant my last wish and left me with an old, run-down hut. Who am I? (the fisherman’s wife)

I found great pleasure from wearing brand new clothes specially made for me. Who am I? (the emperor)

I took my father’s place and went to live with the beast instead. Who am I? (Beauty)

I caught a fish that said it was actually an enchanted prince. Who am I? (the fisherman)

A meddlesome fairy put me and my palace under a magic spell, changing my appearance to teach people not to trust so easily in appearances. Who am I? (the beast)

We told the emperor we could make magic clothes that only clever people could see. Who are we? (the swindlers)

I told the emperor he wasn’t wearing any clothes at all. Who am I? (the child)

## Student-Created Books

---

### Materials: Booklet

Have each student make his/her own book that is a retelling of one of the three fairy tales from this domain. Have students brainstorm the sequence of events—a beginning, a middle, and an end—either

as a class or with a partner. Also, talk about the various fairy tale elements. Students will draw a picture on each page to show the beginning, important middle events, and ending of the fairy tale. Students should also write a sentence to go with each picture. Have students share their retellings with a partner or with the class.

### **Retelling a Story with Puppets**

---

Have students make simple puppets of the characters from a particular fairy tale and then use them to retell the story. You may wish to have students do this with a group or as a class.

### **On Stage**

---

Have a group of students plan and then act out any one of the fairy tales covered in the domain thus far. They may choose “The Fisherman and his Wife,” “The Emperor’s New Clothes,” or “Beauty and the Beast.” Encourage students to use domain-related vocabulary in their dialogue.

### **Characters, Setting, Plot**

---

#### **Materials: Drawing paper, drawing tools**

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

### **Sayings and Phrases: Don’t Judge a Book by Its Cover**

---

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

## Writing Prompts

---

Students may be given an additional writing prompt such as the following:

- If a magic fish could grant me a wish, I would wish for . . .
- When the emperor realized he could not see the magic clothes, he should have . . .
- An important lesson to be learned from “Beauty and the Beast” is . . .



# Paul Bunyan

5

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

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

### Language Arts Objectives

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:

- ✓ With assistance, categorize and organize characteristics about the tall tale “Paul Bunyan” into a chart (W.2.8)
- ✓ Clarify information about “Paul Bunyan” by asking questions that begin with *what* (SL.2.1c)
- ✓ Retell content and/or oral information presented by others by using the main events in “Paul Bunyan” (SL.2.2)
- ✓ Distinguish this fantasy from realistic text by explaining that some of the things in the story could not happen in real life



## Core Vocabulary

**admiration, n.** A feeling of deep respect and liking

*Example:* Liz had a great deal of admiration for her younger sister, who always tried her best.

*Variation(s):* none

**colossal, adj.** Unbelievably large or great

*Example:* On Jim's family trip across the United States, they stopped to drive up Pike's Peak, a colossal mountain in Colorado.

*Variation(s):* none

**frontier, n.** The unsettled part of the American West


*Example:* Lewis and Clark explored the frontier with a skilled group of woodsmen.

*Variation(s):* frontiers

**inseparable, adj.** Seemingly always together; not able to be separated

*Example:* The two brothers were inseparable during the summer.

*Variation(s):* none

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>Essential Background Information or Terms</b>	U.S. map; Image Cards 1–6	10
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Paul Bunyan</b>	U.S. map	15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Admiration</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Tall Tales Characteristics Chart</b>	Instructional Master 5B-1 (optional); chart paper, chalkboard, or whiteboard	20
	<b>Syntactic Awareness Activity: Regular and Irregular Plurals</b>		
<i><b>Take-Home Material</b></i>	<b>Family Letter</b>	Instructional Master 5B-2	



# Paul Bunyan

5<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### Background Information and Essential Terms

Tell students that the next several read-alouds they will hear are tall tales. Explain to students that tall tales are a type of folktale. Share that tall tales, like other folktales, were first told orally many, many years ago and were later written down. Tell students that tall tales are humorous stories often about real-life heroes of the American frontier during the 1800s. Students should remember the American frontier and the unexplored area of the American West from the *Frontier Explorers* domain. Explain that the word *frontier* has two different meanings. Tell students that a frontier can be a boundary, or the edge, of a country or land. Tell students that the word *frontier* can also describe the unexplored areas of a country or place. Share with students that the first European settlers lived on the East Coast of the United States. Help students locate the East Coast of the United States on a U.S. map.

Share with students that the tall tales they are about to hear are often about the men and women who moved from the East Coast to the American West and helped to tame the land or make it more livable for others. Tell students that logging was one way men and women thought they could make the land in the American frontier more livable. Explain that logging is the process of cutting down trees and turning them into building materials. Lumberjacks, or loggers, cut down trees as lumber or logs that are made into boards used for building.



← **Show image 5A-3: The world's biggest lumberjack**

Tell students that the main character in today's tall tale, "Paul Bunyan," was a famous lumberjack, or logger. Ask students what they see in the illustration. Tell students that Paul Bunyan is a fictional character and that much of what they hear about him in today's read-aloud will be exaggeration. Share with students

that an important characteristic of all tall tales is exaggeration of details. Ask students to say the word *exaggeration* with you. Explain that an exaggeration is an overstatement of the truth. Share that exaggeration in a tall tale makes the main character seem larger than life; he or she is always bigger, stronger, smarter, and faster than real people. Share with students some examples of exaggeration, e.g., someone catching a small fish and each time they tell about it, the fish gets bigger and bigger in the story; etc.

Have a student find Maine on the U.S. map. Have another student find Minnesota on the U.S. map. Show Image Cards 2 (Great Lakes), 3 (Rocky Mountains), 4 (Appalachian Mountains), 5 (Mississippi River), and 6 (Grand Canyon), and have a student locate each of these on the U.S. map.

**Note:** You may want to wait until after the read-aloud to locate these places on the map; or do it during the read-aloud as each place is mentioned.

### **Purpose for Listening**

---

Tell students to listen carefully for examples of exaggeration in this tall tale about Paul Bunyan, a natural-born logger who moved to the American frontier from Maine.



## Paul Bunyan

### ← Show image 5A-1: Baby Paul in a wagon cradle

- 1 [Point to the wagon.] Did Paul really sleep in a covered wagon as a baby, or is that an exaggeration?
- 2 Do you think he really ate five barrels of porridge a day or that his parents milked four dozen cows to fill his baby bottle? Are those more examples of exaggerations?
- 3 Did Paul really blow the birds from Maine to California? Do you think a child can actually do these things? These are exaggerations that make Paul Bunyan seem larger than life.

Even as a baby, Paul Bunyan was mighty big. How big? Well, he was so big that his parents had to use a covered wagon for his cradle.<sup>1</sup>

As you might imagine, young Paul Bunyan had a big appetite. He gobbled up five barrels of porridge a day, and his parents had to milk four dozen cows every morning and evening just to keep his baby bottle filled.<sup>2</sup>

Paul was so big it caused some problems in the little town in Maine where he grew up. When he sneezed, he blew the birds from Maine to California. When he snored, the neighbors ran out of their houses hollering, “Earthquake! Earthquake!”<sup>3</sup>



### ← Show image 5A-2: Toddler Paul on a raft cot

- 4 [Point to the raft.] Would parents really put their baby on a floating raft to sleep in the harbor? Is that another exaggeration?
- 5 If Paul was too big for the East Coast, why do you think his father thought it would be better out west? Why were people moving west?
- 6 A lumberjack is someone who cuts down trees. The sawmill is where the trees are turned into boards. People use the wood from trees to build houses and to make many other things.

After that, Paul’s father thought it might be better if Paul didn’t sleep in town. He built a cot on a large raft for Paul and floated it off the coast. Paul slept on the raft for a few nights, but the floating cot didn’t work out. When Paul turned over in his sleep, he created gigantic waves that knocked down houses along the coast.<sup>4</sup>

Eventually, Paul’s father decided that the East Coast was just too small for Paul Bunyan. The only sensible thing to do was to move out West. So the Bunyan family moved to Minnesota.<sup>5</sup>

In those days Minnesota was full of logging camps, sawmills, and lumberjacks.<sup>6</sup> Americans were moving west and “building the country.” They had to cut down a lot of trees to make their homes, not to mention their schools, churches, boats, and furniture.



### ← Show image 5A-3: The world’s biggest lumberjack

When he grew up, Paul Bunyan went to work as a lumberjack, and what a lumberjack he proved to be! He made himself a giant ax, with a handle carved out of a full-grown hickory tree. He could

7 Could a man really make an ax with the top of a tree or chop down a giant tree with one swing of his ax? Are these exaggerations?

8 *Admiration* means they thought very highly of him.

9 Do you think the snow really turned blue? Or is this an exaggeration?

10 If the whimper was muffled, could he hear it very well?

11 What do you think was in the snow?



← **Show image 5A-4: Paul meets the baby blue ox**

bring down a giant tree with a single swing of his ax.<sup>7</sup> As the tree tipped over, he would yell, “Timber!” so the other lumberjacks had time to get out of the way.

Everyone looked up to Paul Bunyan—way up! The other lumberjacks were full of **admiration** for him.<sup>8</sup> The bosses were grateful for the amazing amount of work he could do in a day. Paul had a big heart, too, but one thing he always wished for was a true friend. There simply wasn’t anybody else his size who could be his friend.

That all changed during the winter of the Big Blue Snow. It was called the winter of the Big Blue Snow because it was so cold that everyone shivered and turned blue. Even the snow shivered and turned blue.<sup>9</sup> One day, as Paul made his way through the blue snowdrifts, he heard a muffled whimper.<sup>10</sup> He followed the noise until he saw two big, blue, furry things sticking up out of the snow. He reached down and gave a pull.<sup>11</sup>

It turned out that the two big, blue, furry things were two big, blue ears. And connected to the big, blue ears was a giant, blue, baby ox!

Paul exclaimed, “The poor little fellow is half frozen.”

Paul carried the blue ox home, wrapped him in blankets, and fed him. The baby ox was so content that he took a long nap in Paul’s big, strong arms. When he woke up, he looked up at Paul and do you know what he said? “Mama! Mama!” Then he gave Paul a big, slobbery lick on the face. Paul laughed and said, “Babe, we’re gonna be great friends!”

And they were. In fact, Paul Bunyan and Babe the Blue Ox were soon **inseparable**.<sup>12</sup> Everywhere Paul went, Babe went, too. The two of them worked together in the lumber camps. Paul chopped down the trees. Then Babe hauled them to the river and dropped them in so they could float downstream to a sawmill.<sup>13</sup> Together, Paul and Babe did the work of a hundred men.<sup>14</sup>

12 *Inseparable* means they couldn’t be separated.

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

14 Do you think they could really do the work of a hundred men? Is this another exaggeration?



← Show image 5A-5: The world's largest frying pan

15 Why would the lumber company want to keep Paul Bunyan happy?

16 Sourdough is a kind of bread.

17 Flapjacks are pancakes.

18 *Colossal* means unbelievably large.

19 [Point to the kitchen helpers and the slabs of bacon on their feet.] Greasing a giant griddle with bacon on their feet and cooking over a forest fire sound like more \_\_\_\_\_. [Give students the opportunity to fill in the word *exaggeration*.]

20 Babe making lakes with his footprints sounds like an example of an \_\_\_\_\_.



21 Paul and Babe straightening a river is another example of what?

The lumber company figured the best way to keep Paul Bunyan happy was through his stomach, so they hired a special cook to feed Paul and Babe.<sup>15</sup> The cook's name was Sourdough Sam.<sup>16</sup> Sourdough Sam was known for the giant flapjacks he cooked in the world's biggest frying pan.<sup>17</sup> The **colossal** pan sat on an enormous cast iron frame.<sup>18</sup> Every morning Sourdough Sam would build a raging forest fire underneath the pan. Then he would call for his two helpers, Lars Larson and Pete Peterson. Lars and Pete would grease up the pan by tying slabs of bacon to their feet and skating back and forth across the sizzling pan.<sup>19</sup> Then Sourdough Sam would make a giant stack of pancakes for Paul and an even larger stack for Babe.

Thanks to Sourdough Sam and his overgrown flapjacks, Babe eventually grew to be even bigger than Paul. He was so big that, if you were standing at his front legs, you had to use a telescope to see all the way to his back legs. In fact, he was so heavy that his footprints filled up with water and turned into lakes.<sup>20</sup> In fact, there are more than ten thousand lakes in Minnesota today, and most of them were created by Babe the Blue Ox back in the **frontier** days.

← Show image 5A-6: Paul and Babe straightening the river

Babe and Paul helped the lumberjacks solve all sorts of problems. Once there was a river that was full of twists and turns. Sometimes the trees would get stuck in the turns and never make it downstream to the sawmill. But Paul Bunyan thought of a way to fix that! He went to one end of the river and sent Babe to the other end. Paul grabbed the river and pulled in one direction. Babe pulled the other end in the opposite direction. Then—*snap!* Just like that, all of the kinks were pulled out, and the river was as straight as an ax handle.<sup>21</sup>

Of course, this tightening operation left the river a good deal longer than it had been before, and there was a lot of extra water lying around. Paul and Babe worked together to dig five big holes

22 Did Paul Bunyan actually create the Great Lakes? This is definitely another \_\_\_\_\_.

23 What river do you think they are talking about?



24 [Help students locate Maine and the Appalachian Mountains on a map to show how Paul is moving westward.]

25 The Mississippi River was a very important means of transportation in frontier days and still is today.

26 Did Paul really make the Grand Canyon? This is another \_\_\_\_\_. [Locate California and the Pacific Ocean on a U.S. map, and talk about Paul traveling from the East Coast to the West Coast of the country.]

27 Do you think you can smell those pancakes, or is this an exaggeration?

to hold all the extra water. Nowadays these are called the Great Lakes.<sup>22</sup>

One day, the logging bosses got to talking. One of them said that the United States was a fine country, to be sure, but it could still stand a little improvement. For one thing, it could use a few more rivers. And what it really needed was a big river running right down the middle of the country, all the way from Minnesota down to New Orleans. “If we had a river like that,” the man said, “we could ship timber down to New Orleans and all around the world!”<sup>23</sup>

← **Show image 5A-7: Paul and Babe heading west**

Paul Bunyan happened to overhear this conversation. He told the bosses he would see what he could do. He hitched up Babe and they started plowing south. As they plowed, they threw a great mound of dirt and rocks to the right and a smaller mound to the left. On the right side they made the Rocky Mountains, and on the left side they made the Appalachian Mountains.<sup>24</sup> Paul Bunyan and Babe didn’t stop until they had plowed a channel all the way south to the Gulf of Mexico. And the river that flows in that channel nowadays, that’s what we call the Mississippi River.<sup>25</sup>

From that day on, Paul and Babe went around the country, using their size and strength to help anyone who needed it. Later, they dug the Grand Canyon as they made their way to the West Coast of California.<sup>26</sup> And when the wind blows just right from the west, you can still smell those infamous, colossal pancakes cooking on the frontier.<sup>27</sup>

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines 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 is the legendary character of this tall tale? (Paul Bunyan)
2. *Inferential* What are some astonishing characteristics or things Paul Bunyan does that make him a larger-than-life character? (He slept in a covered wagon and then on a floating raft as a baby; when he rolled over he created gigantic waves; when he sneezed, he blew the birds from California to Maine; etc.)
3. *Evaluative* What are some things in nature that Paul Bunyan supposedly created? (the Grand Canyon; the Great Plains; the Rocky Mountains; the Great Lakes) Did Paul actually create any of these things? (no)
4. *Evaluative* What things happen in this tall tale that can be called exaggerations? (Paul Bunyan clearing the heavily forested Midwest; Paul and Babe doing the work of a hundred men; Paul and Babe straightening the river; etc.)
5. *Evaluative* What are some things in this story that probably could happen in real life? (A boy can take care of an ox calf; a person can cross the country; people can build new homes; etc.)
6. *Evaluative* What are things in this story that probably could not happen in real life? (An ox cannot be blue; a man cannot make an ax from a tree trunk; men cannot skate on a giant frying pan; etc.)
7. *Evaluative* Is this tall tale fiction or nonfiction? (fiction)
8. *Evaluative* Why do you think people took an interest in the Paul Bunyan tall tale or liked to tell stories about Paul Bunyan? (Answers may vary.)



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

9. *Evaluative What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What does Paul find in the snow one winter?” Turn to your neighbor and ask your *what* question. Listen to your neighbor’s response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
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: **Admiration**

5 minutes

1. In the read-aloud you heard, “The other lumberjacks were full of *admiration* for him.”
2. Say the word *admiration* with me.
3. If you have admiration for someone or something, that means you have a feeling of deep respect and liking or wonder for someone or something.
4. The American people have a great deal of admiration for the first astronauts who walked on the moon.
5. Do you have admiration for anyone? Use the word *admiration* when you tell about it and answer in complete sentences. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “One person I have admiration for is . . .”]
6. What’s the word we’ve been talking about?

Use a *Sharing* activity for follow-up. Directions: Talk about someone that you have admiration for and why you have admiration for that person. Use the word *admiration* when you talk about it and answer in complete sentences.



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



# Paul Bunyan

5<sub>B</sub>

## Extensions

20 minutes

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

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

	Paul Bunyan	Pecos Bill	John Henry	Casey Jones
Amazing Childhood				
Creations/Inventions				
Amazing Adventures				
Humor				
Exaggerations				

Read the first column of the chart out loud to students. Then solicit examples from students to fill in each row in the Paul Bunyan column. For example, in the “Amazing Childhood” row, you might suggest the statement at the very beginning of the story that Paul was so big his parents used a covered wagon for his cradle. In the “Creations/Inventions” row, you might suggest Paul creating the Rocky Mountains and Appalachian Mountains; in the “Amazing Adventures” row, you might suggest Paul straightening a river with Babe the Blue Ox. In the “Humor” row, you might suggest the giant flapjacks; and in the “Exaggerations” row, you might point to any illustration and show how much bigger and stronger Paul is than the other lumberjacks or people. Save this chart to use in later lessons. You may also wish to have students use Instructional Master 5B-1 to fill in the chart individually.

## Syntactic Awareness Activity: Regular and Irregular Plurals

---

1. We know that nouns can be people, places, or things. When we are only talking about one of something, we say it is singular. *Singular* means only one. When we are talking about more than one of something, we say it is plural. *Plural* means two or more.
2. Most nouns become plural when you add the /s/ sound, like one *cat* and two *cats*. Sometimes, we add the /es/ sound, if the word ends in a /s/, /z/, /ch/, or /sh/ sound, like one *kiss* and two *kisses*.
3. Let's play a quick review game.

**Note:** You may also show one familiar classroom object to students as you provide the singular form and then show them two of that object as you ask them to produce the plural form. For this exercise, the object should have the regular plural /s/ or /es/. I'll say one of something, and you tell me how to say two of that thing.

- One kid > Two kids
  - One dog > Two dogs
  - One school > Two schools
  - One dish > Two dishes
  - One prince > Two princes
  - One box > Two boxes
  - One house > Two houses
4. There are some nouns that are different, or tricky, when there is more than one. We call these nouns "irregular plural nouns." They are irregular because you do not add /s/ or /es/ to make them plural.
  5. Let's play our game again, but this time with irregular plural nouns. I'll say one of something, and you tell me how to say two of that thing.

**Note:** If students have difficulty saying the irregular plural form of each word, provide them with the incorrect form for contrast. For example, you might ask students, “Should we say, ‘two childs’ or ‘two children?’” Guide students in recognizing that the plural form of *child* is *children*, not *childs*.

- One child > Two children
  - One foot > Two feet
  - One tooth > Two teeth
  - One mouse > Two mice
  - One man > Two men
  - One ox (like Babe!) > Two oxen
6. Tell students that the more they listen to stories and hear these irregular plural nouns, the more they will remember them and use them when they talk.
  7. Have students work in partners to make up sentences about how two children are the same, and how they are different. Encourage students to use the correct singular and plural forms, *child* and *children*, when making up their sentences. Partners can also choose to make up sentences about any of the irregular plural nouns they learned about and share their sentences with the rest of the class.

## ***Take-Home Material***

---

### **Family Letter**

---

Send home Instructional Master 5B-2.



# Pecos Bill

6

## ☑ Lesson Objectives

### Core Content Objectives

Students will:

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

### Language Arts Objectives

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:

- ✓ Compare and contrast orally the characteristics of tall tales in “Paul Bunyan” with the characteristics of tall tales in “Pecos Bill” (RL.2.9)
- ✓ With assistance, categorize and organize characteristics about the tall tale “Pecos Bill” into a chart (W.2.8)
- ✓ Add drawings to clarify understanding of exaggerations found in “Pecos Bill” and “Paul Bunyan” (SL.2.5)
- ✓ Distinguish this fantasy from realistic text by explaining that some of the things in the story could not happen in real life
- ✓ Prior to listening to “Pecos Bill,” identify orally what they know and have learned about characters from other tall tales they have heard

- ✓ While listening to “Pecos Bill,” orally predict what will happen next based on text heard thus far

## Core Vocabulary

**energy, n.** Power; the ability to be active

*Example:* The children had a lot of energy to burn at recess.

*Variation(s):*

**persuaded, v.** Caused to do something by asking, convincing, or arguing

*Example:* The kids persuaded their parents to get pizza for dinner.

*Variation(s):* persuade

**relaxed, v.** Not tight or carefully controlled


*Example:* Pearl relaxed the tension on the leash so her dog could run in front of her.

*Variation(s):* relax

**tame, v.** To train to obey people

*Example:* The cowboy needed to tame his wild horse.

*Variation(s):* tamed, taming

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>	Instructional Master 5B-1; Tall Tales Characteristics Chart Image Cards 1, 4, 8; U.S. map	10
	<b>Background Information or Essential Terms</b>	Image Card 9	
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Pecos Bill</b>	Image Cards 1, 4, 8	15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Tame</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Tall Tales Characteristics Chart</b>	Instructional Master 5B-1 (optional)	20
	<b>Fact or Exaggeration Assessment</b>	Instructional Master 6B-1	
	<b>Drawing an Exaggeration</b>	chart paper, chalkboard, or whiteboard; drawing paper, drawing tools	



# Pecos Bill

6A

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

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

Remind students that Paul Bunyan traveled from the East Coast of the United States, where most early settlers lived, crossed the Appalachian Mountains, and traveled to the West Coast. Show students Image Card 4 (Appalachian Mountains) and Image Card 8 (American Frontier). Trace the route Paul Bunyan traveled using either a U.S. map or Image Card 1 (U.S. Map).

### **Background Information or Essential Terms**

Tell students that today's tall tale is "Pecos Bill." Tell students that the character Pecos Bill is a cowboy. Share with students that cowboys are men who work on a ranch—or an area where cattle graze—and take care of the cattle. Ask students what they think women who do this type of work are called. Cowboys were common on the frontier because many people raised cattle for food, sold their milk, or sold the cattle themselves to make money.



← **Show image 6A-7: Pecos Bill rides a mountain lion**

Ask students to describe what they see in the picture. Remind students that tall tale characters have amazing adventures and that this illustration hints at some of the adventures the cowboy Pecos Bill has.

Show students Image Card 9 (Pecos River). Have a student find east Texas and the Pecos River (in west Texas) on a map.

### **Purpose for Listening**

---

Tell students to listen carefully to find out what amazing adventures Pecos Bill has in today's tall tale on the American frontier.





## Pecos Bill

### ← Show image 6A-1: Bill's family packs up to head west

The greatest cowboy that ever lived was the one they called Pecos Bill.

Bill was born in East Texas and might have lived there forever, but one day his Pa came running out of the house shouting to his Ma, "Pack up everything we got, Ma! There's neighbors moved in near about fifty miles away, and it's gettin' too crowded around here."<sup>1</sup>

So Bill's folks loaded a covered wagon with everything they owned and headed west.<sup>2</sup> It was a long, hard journey. The children were packed in the back of the wagon, all eighteen of them.<sup>3</sup> They fussed and hollered and fought as the wagon bounced along. The children were so loud that Bill's ma said you couldn't hear the thunder over the noise.

### ← Show image 6A-2: Baby Bill falls out of the wagon

One day the wagon hit a rock and little Bill fell right out. With all the fussing and fighting, nobody noticed. The wagon just kept on going. So Little Bill found himself sitting in the dirt along the banks of the Pecos River,<sup>4</sup> and that's how he came to be named Pecos Bill. But that was later.

Little Bill was not your average baby. He didn't cry. He just crawled along on the dusty plain, keeping his eyes peeled for whatever came along. And the first thing to come along was a coyote.

When the coyote saw this dirty, naked little creature crawling around on all fours, she thought he was a cute little animal, even if his ears were mighty small. Little Bill reached up and patted the coyote's head and said, "Nice doggie!"<sup>5</sup>

- 1 That would be like seeing no other buildings from here to \_\_\_\_\_.  
[Name a familiar place that is about 50 miles away.]
- 2 Why was the West less crowded?
- 3 [Point to the wagon in the illustration.]



- 4 a real river in Texas

- 5 Do you think these things really happened, or are they exaggerations?



← **Show image 6A-3: Young Bill howls at the moon with coyote pups**

The doggie—I mean coyote—liked Little Bill. She took him home and raised him with her pups.<sup>6</sup> The coyotes taught Bill to roam the prairies and howl at the moon. They taught him the secrets of hunting, how to leap like an antelope, and to run like the wind. They taught him how to chase lizards and lie so still that he was almost invisible.<sup>7</sup>

The years went by—eighteen of them to be exact—and Bill grew up strong and healthy. One day he was out hunting along the Pecos River when he saw a most unusual sight. It seemed to be a big animal with four legs. Or was it six legs? And why did it have one head in front and another on top?<sup>8</sup>

6 Baby coyotes are called pups. What animal do you think coyotes are like?

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

8 What do you think Bill sees?



← **Show image 6A-4: Bill meets a man on a horse**

Well, it turned out to be a horse with a man riding it, something Bill had never seen before. Bill scurried around the horse a few times. Then he slowly crept forward and took a sniff of the man’s boot.

“Boy,” said the man, “what are you doin’ scampering around down there in your birthday suit?”<sup>9</sup>

“Sniffin’” said Bill. “I’m a coyote!”

“No, you ain’t,” said the man. “You’re a man, like me.”

“Nooo!” howled Bill. “Coyoteeeee!”<sup>10</sup>

“What makes you think you are a coyote?” said the man.

“I have fleas!” said Bill.

“So what?” said the man. “Lots of men here in Texas have fleas.”

But Bill was not **persuaded**.<sup>11</sup> He was sure he was a coyote.

“Here’s the thing,” said the man. “Coyotes have pointy ears and big bushy tails. And you don’t.”

9 What does that mean if Bill was wearing his birthday suit?

10 Why does Bill think he is a coyote? [Point to the man in the illustration.] Do you think the cowboy believes him?

11 or convinced



← **Show image 6A-5: Pecos Bill looks for his tail**

“Yes, I do!” cried Bill. He felt sure he had a tail, just like all the other coyotes. He looked over his shoulder but couldn’t see one. He reached back to grab his tail but he could not feel one. He backed up to the river and looked for his tail in the reflection, but it was not there.

Bill was surprised. He thought for a moment. Then he decided the man must be right. If he didn’t have a tail, he couldn’t be a coyote. If he wasn’t a coyote, he must be a man.

Bill decided he’d have to say farewell to his four-legged friends and try living as a man. He went to stay with the man, who just so happened to be a cowboy.



← **Show image 6A-6: Pecos Bill and the cowboy at the campfire**

The man gave Bill some clothes to wear and a horse to ride. He also gave him a nickname: Pecos Bill.<sup>12</sup> At first Bill had trouble living like a man. He couldn’t stand the way his clothes scratched and pulled at his skin, or the way his boots came between his bare feet and the good old dirt. And he couldn’t see the need for a knife or fork when it was just as easy to use your fingers to pick up your meat and tear it with your teeth.<sup>13</sup>

Bill learned to act like a man, but he still had a spark of wildness in him, and it would flash out from time to time. One day he was out riding on his horse when he was surprised by a mountain lion. The mountain lion scared Bill’s horse away and charged right at Bill. But Pecos Bill was too quick for that mountain lion. He dodged the big cat, then hopped right onto his back.

← **Show image 6A-7: Pecos Bill rides a mountain lion**

The mountain lion was not happy, no sir. He bucked. He snarled. He tried to twist around and bite Bill. Bill held on to the lion’s neck with one hand. With his other hand, he waved his cowboy hat in the air and shouted “Yahoo!”

The mountain lion did everything he could to shake Bill off, but it was no use. Finally, he gave in and let Bill ride him. Then, Bill put

12 Why did the man call him Pecos Bill?

13 In the rest of the story, the author will sometimes use the name Bill and other times use the nickname Pecos Bill.



a saddle on the lion and rode him like a horse. Bill had tamed the mountain lion.

Another day, Pecos Bill was attacked by a giant rattlesnake. This particular rattlesnake was a mean old fellow who thought he was the king of the whole desert. He struck at Bill's heel, but Pecos Bill was too quick for that rattlesnake.



← **Show image 6A-8: Pecos Bill tickling a giant rattler**

Pecos Bill grabbed the rattler by the neck and squeezed him hard. The snake wriggled and writhed in Bill's grip.

"Say 'uncle' if you've had enough!" said Bill.

"G-g-g-uncle!" said the snake, gurgling out the sounds as best as he could.

Bill **relaxed** his grip<sup>14</sup> a bit and asked the rattler, "Who's the boss around here?"

"I was . . ." said the snake. "But now you are."

"Well then," said Pecos Bill, "How'd you like to work for me?"

"Sure thing!" said the rattler. The rattler just looked at Pecos Bill with admiration and purred like a kitten. Pecos Bill had squeezed all the meanness right out of that snake!<sup>15</sup>

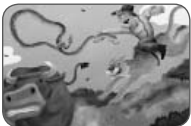
← **Show image 6A-9: Pecos Bill ropes a cow with his rattlesnake lasso**

Next, Pecos Bill rolled the rattler up into a coil and rode away on his mountain lion. On the way back to camp, he spotted a runaway cow. He grabbed the rattler and tied a loop at one end of him to make a lasso.<sup>16</sup> Then he rode after the cow, swinging his lasso above his head. When he was close enough, he tossed the looped end of the snake over the cow. Pecos Bill jumped off the mountain lion and pulled the lasso tight, stopping the runaway cow right in his tracks.

Pecos Bill brought the cow back to his friend, the cowboy. After that he taught all the cowboys at the ranch how to use a lasso to catch a runaway cow.<sup>17</sup> He taught them other things, too. He taught them how to **tame** wild horses by riding them, just as he

14 or loosened his hold

15 Would you call this an amazing feat? Do you think Bill really squeezed all of the poison out of the snake, or is this an exaggeration?



16 A lasso is a rope tied in a circle to catch a cow.

17 Bill just invented catching cattle with ropes! Could a cowboy really rope a cow with a rattlesnake? This is another \_\_\_\_\_.

18 *Tame* means to train to obey people.

19 Why do you suppose Bill's voice sounded like a coyote howling at the moon?

20 A cyclone is a real storm, like a tornado. Do you think a man would be able to ride a cyclone, or is this an \_\_\_\_\_? [Pause to let students fill in the word *exaggeration*.]



← **Show image 6A-10: Pecos Bill rides a cyclone**

21 *Energy* means power to keep moving.

22 Did Bill really build the Grand Canyon, or might this be an \_\_\_\_\_? [You may want to ask which other tall tale hero supposedly created the Grand Canyon.]

had done with the mountain lion.<sup>18</sup> He even taught them how to sing cowboy songs around the campfire at night, in a voice that sounded a lot like a lonesome coyote howling at the moon.<sup>19</sup>

Pecos Bill was famous for his riding skills. He once rode a wild mustang called the Backbreaker that no one else could ride. But that story pales in comparison to the time he rode something that no other man had before, and I reckon no man ever will again—a cyclone!<sup>20</sup>

That's right. Pecos Bill lassoed a cyclone with his rattlesnake lasso and jumped on its rip-roaring back. The cyclone spun furiously, trying to throw Bill off. It went spinning this way and that way across the deserts of Arizona, trying to knock Bill off by rising up into the air and digging down into the ground. Pecos Bill didn't let go until the cyclone spun itself out of **energy**,<sup>21</sup> and by that time the two of them had carved out a deep canyon. If you ever go to Arizona, you can still see that canyon today. It's called the Grand Canyon.<sup>22</sup>

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**10** minutes

1. *Literal* What amazing adventures does Pecos Bill have? (He was raised by coyotes; he defeats a giant rattlesnake; he tames a mountain lion; he rides a cyclone; etc.)
2. *Evaluative* What is the setting of this tall tale, or where do most of Bill's adventures take place? (Texas) Why do you think this tall tale takes place in Texas? (Answers may vary, but should include that Texas was part of the American frontier and many tall tales are set in the frontier.)
3. *Evaluative* What are some things in this story that can happen in real life? (A family can travel west looking for a new home; people can raise cattle; etc.)



← **Show image 6A-9: Pecos Bill ropes a cow with his rattlesnake lasso**

4. *Evaluative* Do you think a cowboy could really lasso a cow with a snake? What are some other things in this story that probably cannot happen in real life or are examples of exaggeration? (A boy cannot be raised by a coyote pack; a man cannot squeeze the meanness out of a snake; a man cannot ride a mountain lion or a cyclone; etc.)
5. *Evaluative* Are tall tales fiction or nonfiction? (fiction) How do we know this is a tall tale? (Answers may vary, but may include that there is exaggeration and a main character that seems larger than life and has amazing adventures.)

[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.

6. *Evaluative Think Pair Share:* Do you think Pecos Bill's life was exciting? (Answers may vary.) Which of his adventures was the most exciting? (Answers may vary.)
7. 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: Tame

5 minutes

1. In the read-aloud you heard, “[Pecos Bill] taught them how to *tame* wild horses by riding them down, just as he had done with the mountain lion.”
2. Say the word *tame* with me.
3. If something is tame, then it is not wild; it is trained to obey people.
4. The pony learned to be tame by having people ride it.
5. Do you know of something that is tame? Try to use the word *tame* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “One example of something that is tame is . . .”]
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 examples. If what I describe is considered to be tame, say, “A \_\_\_\_\_ is tame.” If what I describe is not considered to be tame, say, “A \_\_\_\_\_ is not tame.”

1. a show horse (A show horse is tame.)
2. a pet dog (A pet dog is tame.)
3. a tiger in the jungle (A tiger in the jungle is not tame.)
4. a pet kitten (A pet kitten is tame.)
5. a shark in the ocean (A shark in the ocean is not tame.)
6. a pet rabbit (A pet rabbit is tame.)
7. a mountain lion in the desert (A mountain lion in the desert is not tame.)
8. a bear in the woods (A bear in the woods is not tame.)



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



# Pecos Bill

6<sub>B</sub>

## Extensions

20 minutes

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

Tell students that they have heard their second tall tale. Tell students that they are going to fill in their Tall Tales Characteristics Chart with information from today's read-aloud. Read the first column of the chart aloud to students. Then solicit examples from students to fill in each row in the Pecos Bill column. For example, in the "Amazing Childhood" row, you might suggest Bill growing up with a coyote pack; in the "Creations/Inventions" row, you might suggest Bill inventing cattle roping; in the "Amazing Adventures" row, you might suggest Bill squeezing the meanness out of a rattlesnake; in the "Humor" row, have students share anything they found humorous about the tall tale; and in the "Exaggerations" row, you might suggest Pecos Bill riding a cyclone. You may also wish to have students use Instructional Master 5B-1 to fill in the chart individually. Then ask students: "How is this tall tale similar to the tall tale you have already heard? How is it different?" As students share other similarities and differences, expand on their responses with richer and more complex vocabulary.

### 10 Fact or Exaggeration (Instructional Master 6B-1)

Using Instructional Master 6B-1, have students distinguish what could be real and what is purely fiction in the tall tale, "Pecos Bill." [Write the words *Fact* and *Tall Tale* on the board for students.] Directions: I am going to read seven statements. If the statement is something that could really happen, or is a fact, write *fact*; if the statement is something that could not really happen and is a tall tale exaggeration, write *tall tale*. I will read each statement before you write your answer. Let's do the first one together.



1. The Pecos River is in Texas. (fact)
2. The coyote took Bill home to her den. (tall tale)
3. Pecos Bill lassoed a tornado. (tall tale)
4. Cyclones are real storms with very strong winds. (fact)
5. Cowboys take care of cattle. (fact)
6. A rattlesnake can be used as a lasso. (tall tale)
7. A coyote looks like a small wolf. (fact)

### **Drawing an Exaggeration**

---

Have students think about all of the exaggerations they heard and saw in the two tall tales they've heard so far ("Paul Bunyan" and "Pecos Bill"). You may wish to have students share these out loud with the class as you note the examples on chart paper, a chalkboard, or a whiteboard. Then ask students to choose one of these exaggerations to illustrate and write a sentence about. If time allows, have students share their pictures and sentences with a partner or with the class.



# John Henry

7

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

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

### Language Arts Objectives

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:

- ✓ Describe how the words from the “Ballad of John Henry” tell the story about John Henry (RL.2.4)
- ✓ Compare and contrast orally the characteristics of tall tales in “Paul Bunyan” with the characteristics of tall tales in “John Henry” (RL.2.9)
- ✓ With assistance, categorize and organize characteristics about the tall tale “John Henry” into a chart (W.2.8)
- ✓ Identify new meanings for familiar words, such as *tracks*, and apply them accurately (L.2.5a)
- ✓ Distinguish fantasy from realistic text by explaining that some of the things in the story could not happen in real life

- ✓ Prior to listening to “John Henry,” identify orally what they know and have learned about characteristics of tall tales
- ✓ Prior to listening to “John Henry,” orally predict whether John Henry or the machine will win the competition and then compare the actual outcome to the prediction

## Core Vocabulary

**challenge, n.** A difficult task or problem

*Example:* The math problem was a challenge, but the students were happy when they accomplished it.

*Variation(s):* none

**compete, v.** To try to be better than someone else at something

*Example:* The athletes at the Olympics compete to be the best.

*Variation(s):* competes

**feats, n.** Achievements or deeds that require courage or strength

*Example:* The acrobat landed gracefully on the mat after the last of her amazing feats.

*Variation(s):* feat

**solution, n.** Something that solves a problem


*Example:* Wearing an extra coat was the perfect solution to my problem of being cold.

*Variation(s):* solutions

**steam, n.** The hot air and/or water droplets created when water is boiled

*Example:* The steam from the shower got on the bathroom mirror.

*Variation(s):* none

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	What Have We Already Learned?	Tall Tales Characteristics Chart	10
	Essential Background Information or Terms	Image Cards 4, 10, 11	
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	John Henry		15
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Feats		5
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	Tall Tales Characteristics Chart	Instructional Master 5B-1 (optional)	20
	Vocabulary Instructional Activity: Challenge		
	Multiple Meaning Word Activity: Tracks	Poster 4M (Tracks)	



# John Henry

7  
A

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Review with students what they have already learned about tall tales. You may use the Tall Tales Characteristics Chart or the following word-association game. Tell students that you are first going to list a characteristic of tall tales—for example, exaggeration. Have students give an example of exaggeration from any of the tall tales they have heard. You may also perform this review by calling out the names of tall tale characters and having students raise their hands and give an example of a humorous, exaggerated adventure this character had. Make sure to use domain-related vocabulary throughout this discussion.

### **Essential Background Information or Terms**

Tell students that today’s tall tale is “John Henry.” Remind students that tall tales, like other folktales, were first told orally, or shared by word of mouth. That means that these tales weren’t written down for a long time and that everyone tells the story a little bit differently. Explain that the tall tales probably became more exaggerated with each telling. Share with students that this particular tall tale is interesting because for more than one hundred years, we didn’t know if the character of John Henry was a real person. Tell students that for many years people believed John Henry was a fictional hero symbol and a symbol for those who worked laying railroad tracks, but today some historians, or people who study history, now believe that there was really a man named John Henry who really did lay railroad tracks, and that the main event in this story actually happened.

Share with students that as people continued to move westward, new transportation systems were being invented, and older transportation systems became faster and less expensive. Tell

students that one form of transportation that made traveling much easier was the railroad and trains. Show students Image Card 10 (Train and Railroad); point out the railroad tracks in the foreground. Show students Image Card 11 (Workers Laying Tracks), and share that there were many railroad lines expanding west. Tell students that tracks were laid by thousands of workers; tunnels were even dug right through mountains, mostly by hand. Show students Image Card 4 (Appalachian Mountains). Ask students if they think this would be easy or difficult work. Tell students that soon, however, machines were invented that could do what people were doing, and the machines could do the work easier and faster. Share with students that the main action in this story centers on John Henry's competition with a machine. Ask students to predict who wins this competition: John Henry or the machine.

### **Purpose for Listening**

---

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

## John Henry

1 Tracks are a pair of metal bars that a train rides along. Tracks can also be left on the ground by an animal or person.

2 Why were the train tracks being built westward?

3 railroads that would cross the whole country



4 or problem

5 What do you think they will do?



6 A solution is something that solves a problem.

7 Cave-ins were when pieces of rock fell down into a tunnel.

In the 1860s, the United States was growing quickly. Immigrants were pouring in, and railroad companies were laying train tracks<sup>1</sup> that would carry settlers west.<sup>2</sup>

One of the railroad companies was called the Chesapeake & Ohio, or the C&O for short. The C&O Railroad was named for the two bodies of water it was intended to connect: the Chesapeake Bay along the east coast and the Ohio River in the West.<sup>3</sup>

### ← Show image 7A-1: The Appalachian mountains

The engineers who planned the C&O Railroad had to overcome many challenges in order to get trains from the Chesapeake Bay to the Ohio River, but no **challenge**<sup>4</sup> was greater than this: they had to run their tracks through the Appalachian Mountains. The Appalachians were like a big wall that separated the east from the west.

Sometimes, when the mountains were rolling, more like hills, the C&O workers were able to lay tracks over the top of them. Other times they were able to lay track that zig-zagged around the mountains, like a snake. But some mountains were too tall to go over, and too big to go around.<sup>5</sup>

### ← Show image 7A-2: A tunnel entrance in the mountain

In those cases, the only **solution** was to dig a tunnel right through the mountain.<sup>6</sup> Digging tunnels was dangerous work. The tunnels were dark and poorly ventilated. That means that there was barely enough fresh air inside the tunnels for the workers to breathe. Many workers were killed by sudden cave-ins.<sup>7</sup> To dig the tunnels as fast as they could, railroad workers worked in teams of two.



← **Show image 7A-3: Two-man team digging holes**

8 Spikes are long, thick nails used to tie together railroad tracks.

9 The men would create a hole in the rock by hand, without the help of complex machines.

10 Do you know what Swiss cheese looks like?

One man would crouch down and hold a steel spike.<sup>8</sup> Then the other man would hit the spike with a big hammer. The first man would twist the spike as much as he could. Then his partner would hit the spike with his hammer again. The two men would work together, banging and twisting, banging and twisting, until they had driven the spike deep into the rock. Then they would pull out the spike, move to another spot, and start digging a new hole.<sup>9</sup>

After a while, the rock would be full of holes, like a piece of Swiss cheese.<sup>10</sup>



← **Show image 7A-4: Dynamite explodes to break up the rock**

11 Dynamite is a substance that explodes when it burns. Why are these men willing to do this dangerous work?

12 *Detonate* means to set off.

Next, the dynamite men would take over.<sup>11</sup> The dynamite men would pack dynamite into the holes and detonate the explosives—*KABOOM!*<sup>12</sup> The explosions would break up the solid rock into rubble. Then the workers would haul away the rubble. And then they would start digging again.

To make the long, hard day's work go by faster, the railroad workers used to have contests. They would pick two teams and see which team could drive its spike farther into the mountain in a set amount of time. The winners of these contests became heroes. People would tell stories about these “steel-driving” men and their amazing **feats**.<sup>13</sup> Another thing the railway workers did to pass the time while they worked was sing songs. Sometimes they would even sing songs about other steel-driving men.

One of these steel-driving men was named John Henry. No one knew for certain where John Henry was from. Some said he was from Georgia. Some said he was from Tennessee. Others said he was a Virginia man. As it turns out, it seems likely that he was a former slave. He seems to have started working on the railroads sometime after the end of the Civil War.

For years people thought John Henry worked on the Big Bend Tunnel on the C&O line in what is now West Virginia; but now we think he more likely worked on the Lewis Tunnel in Virginia.

13 Feats are accomplishments that take great strength and determination.



← **Show image 7A-5: John Henry born with a hammer in his hand**

14 A legend is someone who is well-known for doing something extremely well. A legend is also a story that is believed to be true, like this one.

15 Do you think he was really born with a hammer in his hand, or is this an exaggeration?

16 That means that even as a boy, John Henry could do the work of older men. Do you think he really could, or is this an exaggeration?

17 Could a person really do this, or might this be an \_\_\_\_\_?

One thing we are sure of is that John Henry was a legend among railway workers.<sup>14</sup> They sang a song that tells the story about how he was born with a hammer in his hand.<sup>15</sup> John Henry became known as the most courageous man who ever worked on the railroad. Even as a young boy he could do the work of a man.<sup>16</sup> They said he had never been defeated in a steel-driving competition. They said he hit the spike so hard that sparks flew through the air. They said John Henry could swing a ten-pound hammer from sunup to sundown and not even get tired.<sup>17</sup>

At first, almost all of the work on the tunnels was done by hand by workers like John Henry. Eventually, however, this began to change.



← **Show image 7A-6: The steam drill is invented**

18 Very hot water changes to steam, which is what powers a steam drill.

People invented machines that could do some of the work. One of the machines they invented was a **steam** drill. This was a drill that was powered by a steam engine.<sup>18</sup> The first steam drills were pretty good, but they were not great. The steam drills could drive a spike into the mountain for sure, but not as well as two strong, experienced railway workers like John Henry and his partner. Over time the machines got better and better, and they eventually began to replace the men who worked on the railroad tunnels.

One day, the captain of John Henry's work team brought a steam drill to the worksite. He bet that the steam drill could drive steel better than John Henry could.<sup>19</sup> John Henry agreed to **compete** against the steam drill, and he swore he would do his best to beat it.<sup>20</sup>

19 This machine was going to do the same job as John Henry and his crew—but faster.

20 *Compete* means to have a contest to see who is better.

21 How does this text sound different than the rest of the text? (rhymes, repeating lines, etc.) [Explain that this is an excerpt from "The Ballad of John Henry."] A ballad is a kind of poem or song that tells a story.

John Henry said to the captain:

*"Well, a man ain't nothin' but a man.*

*But before I let a steam drill beat me down,*

*I'll die with a hammer in my hand.*

*Oh, oh! I'll die with a hammer in my hand."*<sup>21</sup>





← **Show image 7A-7: John Henry competes against the steam drill**

One of the bosses blew a whistle. John Henry went to work driving steel the old-fashioned way, with a hammer and a spike. The captain started up the steam drill. It rattled away beside John Henry, belching steam and banging away at the mountain. The man and the machine worked side by side for several hours. Then the boss blew his whistle again.

The bosses took measurements, and then they announced the results.<sup>22</sup> John Henry had driven his spike a total of fifteen feet into the mountain. And the steam drill? It had only drilled nine feet.<sup>23</sup> John Henry had won! He had beaten the steam drill!

*Now the man that invented the steam drill,  
He thought he was mighty fine.  
But John Henry drove his fifteen feet  
And the steam drill only made nine.  
Oh, oh! The steam drill only made nine!*<sup>24</sup>

- 22 Who do you think will win: John Henry or the steam drill?
- 23 If John Henry dug fifteen feet and the steam drill dug nine feet, which one dug farther?
- 24 This is another excerpt from the ballad of John Henry. What is different about this text? (rhymes, repeating lines, etc.)



← **Show image 7A-8: John Henry wins the competition**

The other railway workers roared.<sup>25</sup> They were excited that John Henry had won. He had shown that a hard worker was better than a machine! But John Henry himself was in no condition to celebrate. He had worked so hard that he had suffered a heart attack.

*John Henry hammered in the mountains,  
And his hammer was strikin' fire.  
Well, he hammered so hard that it broke his poor heart,  
And he laid down his hammer and he died.  
Oh, oh! He laid down his hammer and he died.*<sup>26</sup>

The railway men carried John Henry out of the tunnel. They laid him to rest with other workers who had died. But the legend of John Henry lived on. The C&O Railroad was completed a couple of years later. And for years to come, whenever locomotives<sup>27</sup> went down

- 25 John Henry received a cheer as loud as a roar.
- 26 This is another excerpt from "The Ballad of \_\_\_\_\_". What is different about this text? (rhymes, repeating lines, etc.) What is a ballad?
- 27 What is a locomotive?

28 Why do you think John Henry is a legend?



29 This is the ending of “The Ballad of John Henry”. A ballad is a kind of song that \_\_\_\_\_. [Prompt students to respond “tells a story.”]

the C&O line past the tunnel they thought John Henry helped dig, those who knew the story would say, “There lies John Henry, the king of the steel-driving men!”<sup>28</sup>

← **Show Image 7A-9 Passengers tell the legend of John Henry**

*They took John Henry down the tunnel,  
And they buried him in the sand.  
And every locomotive comes a-roarin’ by  
Says, “Yonder lies a steel-drivin’ man!  
Oh, oh, yonder lies a steel-drivin’ man.”*<sup>29</sup>

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**10** minutes

1. *Literal* Who wins the competition in this story: John Henry or the steam drill? (John Henry)
2. *Inferential* A steam drill is a machine that makes tunnels by drilling holes in mountain sides. Why did people start using steam drills rather than relying on people to cut through rocks and mountains? (It was difficult work for people; the drills were faster than most people.)
3. *Literal* What is special about John Henry’s childhood? (John Henry is born with a hammer in his hand.)
4. *Literal* What amazing feats does John Henry perform? (He can work longer and faster than a steam drill.)
5. *Evaluative* What parts of this story can really happen? (People really did lay railroad tracks; people had the dangerous task of digging tunnels; etc.) What parts of this story are exaggerations? (John Henry is born with a hammer in his hand; as a boy he can do the work of a man; etc.)
6. *Evaluative* Why do you think people like to tell and hear the tall tale about John Henry? (Answers may vary.)

[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.

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

5 minutes

1. In the read-aloud you heard, "People would tell stories about these 'steel-driving' men and their amazing *feats*."
2. Say the word *feats* with me.
3. Feats are achievements that require courage or strength.
4. Painting the outside of their house and building a new fence were big feats, but they managed to finish before the rain.
5. Have you ever completed or accomplished a feat? Try to use the word *feat* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "One feat I completed . . ."]
6. What's the word we've been talking about?

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



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



# John Henry

7  
B

## Extensions

20 minutes

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

Tell students that they have heard their third tall tale. Tell students that they are going to fill in their Tall Tales Characteristics Chart with information from today's read-aloud. Read the first column of the chart aloud to students. Then solicit examples from students to fill in each row in the John Henry column. For example, in the "Amazing Childhood" row, you might suggest John Henry being born with a hammer in his hand; the "Creations/Inventions" row will be left blank for this lesson (although he didn't invent the steam drill or the railroad, these inventions were central to the story of John Henry). In the "Amazing Adventures" row, you might suggest John competing against a steam drill; in the "Humor" row, have students share anything they found humorous about the tall tale; in the "Larger-Than-Life" row, you might suggest John Henry defeating the steam drill. You may also wish to have students use Instructional Master 5B-1 to fill in the chart individually. Then ask students: "How is this tall tale similar to the tall tales you have already heard? How is it different?" As students share other similarities and differences, expand on their responses with richer and more complex vocabulary, using domain-related vocabulary when possible.

### ↔ Vocabulary Instructional Activity

#### *Word Work: Challenge*

1. In the read-aloud you heard, "The engineers who planned the C&O Railroad had to overcome many challenges in order to get trains from the Chesapeake Bay to the Ohio River, but no *challenge* was greater than this: they had to run their tracks through the Appalachian Mountains."

2. Say the word *challenge* with me.
3. A challenge is a difficult task or problem that takes some thinking to figure out.
4. Putting a puzzle together can sometimes be a challenge.
5. Have you ever accomplished something that at first was a challenge? Try to use the word *challenge* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "One challenge I accomplished was . . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read some examples. For each example, first, we will take a moment to try it. Then, decide if you found the example to be a challenge or not. If you consider it a challenge, say, "That is a challenge." If the example I read and we tried is something that you would not consider a challenge, say, "That is not a challenge." Keep in mind that we won't all think the same things are a challenge, so your answer might be different from your neighbor's. (Answers may vary for all.)

1. standing on one foot
2. singing the ABCs backwards
3. writing your name
4. jumping up and down while standing on one foot
5. patting your head while rubbing your tummy
6. writing your name with your eyes closed
7. touching your finger to your nose while jumping up and down and standing on one foot
8. writing your name upside down with your eyes closed

## ↔ Multiple Meaning Word Activity

---

### *Multiple Choice: Tracks*

1. [Show Poster 4M (Tracks).] In the read-aloud you heard, “[R] ailroad companies were laying train *tracks* that would carry settlers west.” Which picture of *tracks* matches the way *tracks* is used in the lesson? (1)
2. *Tracks* can also mean other things, like the marks left on the ground by an animal, person, or vehicle. Which picture matches this description of *tracks*? (2)
3. In addition, *tracks* can mean follows or watches the path of something, for example, the weather man tracks the storm to let people know when the bad weather will arrive. Which picture matches this description of *tracks*? (3)
4. Now with your neighbor, quiz each other on the different meanings of the word *tracks*. Remember to be as descriptive as possible and use complete sentences. For example, you could say, “My dog went outside for a walk after the snowstorm and his footprints left tracks where he walked in the snow.” And your neighbor should respond, “That’s ‘2.’”



# Casey Jones

8

## ✔ **Lesson Objectives**

### **Core Content Objectives**

Students will:

- ✓ Identify tall tales as a type of fiction
- ✓ Demonstrate familiarity with the tall tale “Casey Jones”
- ✓ Identify the characters, plot, and setting of “Casey Jones”
- ✓ Identify exaggeration and larger-than-life characters as characteristics of tall tales
- ✓ Identify the exaggerations in “Casey Jones”

### **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:

- ✓ Describe how the words from the “Ballad of Casey Jones” tell the story about Casey Jones (RL.2.4)
- ✓ Compare and contrast orally the characteristics of tall tales in “Paul Bunyan,” “John Henry,” and “Casey Jones” (RL.2.9)
- ✓ With assistance, categorize and organize characteristics about the tall tale “Casey Jones” into a chart (W.2.8)
- ✓ Create a Venn diagram to generate questions and gather information about Casey Jones and John Henry (W.2.8)
- ✓ Prior to listening to “Casey Jones,” identify orally what they know and have learned about the tall tale John Henry

## Core Vocabulary

**mounted, v.** To get on or climb up

*Example:* The cowboy mounted his horse.

*Variation(s):* mount

**legendary, adj.** Well-known; famous; like or having to do with a legend

*Example:* Lewis and Clark blazed a legendary trail across the Louisiana Territory.

*Variation(s):* none

**passengers, n.** People traveling from one place to another in a car, bus, or train


*Example:* The passengers got onto the bus at the bus stop.

*Variation(s):* passenger

**pride, adj.** A feeling of respect for yourself

*Example:* The musicians took great pride in their performance.

*Variation(s):* none

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Image Cards 1, 4, 7, and 8; Instructional Master 5B-1; Tall Tales Characteristics Chart; U.S. map	10
	<b>Essential Background Information or Terms</b>	Image Card 10; U.S. map	
	<b>Purpose for Listening</b>	Image Card 2	
<b><i>Presenting the Read-Aloud</i></b>	<b>Casey Jones</b>		15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	U.S. map	10
	<b>Word Work: Legendary</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Tall Tales Characteristics Chart</b>	Instructional Master 5B-1 (optional)	20
	<b>Tall Tales Heroes Venn Diagram</b>	chart paper, chalkboard, or whiteboard	
	<b>Domain-Related Trade Book or Student Choice</b>	trade book	





# Casey Jones

8A

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

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

Remind students that Americans traveled from the East Coast of the United States, where most early settlers lived, crossed the Appalachian Mountains, and traveled to the West Coast. Show students Image Cards 4 (Appalachian Mountains), 7 (American Plains), and 8 (American Frontier). Point out these areas using either a U.S. map or the map on Image Card 1 (U.S. Map).

### Essential Background Information or Terms

Remind students that tall tales are often set on the American frontier, the formerly unsettled area in the western United States. Locate the state of Kentucky on a map. Students who used the Core Knowledge Language Arts program in Grade 1 may remember the frontier state of Kentucky from the *Frontier Explorers* domain.

After the time that John Henry helped finish building the tunnels that would allow trains to go from the eastern United States to the new territories in the west, trains were a primary mode of

transportation for Americans. People rode on trains to get to places, and trains were used to ship items from one part of the country to another much faster than ever before!

Show students Image Card 10 (Train and Railroad). Ask students what they know about the railroad.

Share with students the title of today’s tall tale, “Casey Jones.” Tell students that John Luther “Casey” Jones was a train engineer who drove a locomotive for the Illinois Central Railroad more than one hundred years ago. His real name was John Luther Jones. He was from Cayce, Kentucky, (pronounced like the name Casey) so he got the nickname “Casey” Jones. Casey Jones became well-known for his bravery and determination.

### **Purpose for Listening**

---

Tell students to listen carefully to discover why this story is considered a tall tale. Tell students to also listen carefully for any exaggerations in this tall tale.

## Casey Jones

- 1 If a legend is a well-known story, what does it mean to be *legendary*?
- 2 Do you think a baby could really drive a train? This is an exaggeration.



- 3 Although this is a fictional tall tale, Casey Jones was a real person.

- 4 The throttle made the train go; the brake made the train stop.

- 5 A whippoorwill is a bird.

Now, gather 'round, friends, for I want to tell you a story. It's a story of a **legendary** engineer.<sup>1</sup> His name was Casey Jones, and there's never been a man who could drive a train as fast or as well. People say that Casey Jones could drive a train before he could walk, and when he was a baby he said "choo-choo" instead of "goo-goo."<sup>2</sup>

### ← Show image 8A-1 Casey Jones driving his train

When Casey was a young man, growing up in Kentucky, the railroad was the fastest way of getting around.<sup>3</sup> This was back before the days of airplanes or rocket ships. There were no cars and trucks. There were only horse-drawn vehicles—and the mighty iron horse, as it was called: the locomotive.

Casey was an engineer for the Illinois Central Railroad. He loved to sit way up in the cabin of the train with one hand on the whistle and one hand on the brake. When the tracks were straight and clear, Casey would pull on the throttle and the train would take off like a rocket shooting into space.<sup>4</sup> When he came into the station, he would pull on the brake and bring the train to a sudden stop.

Casey loved to watch the trees and fields go whizzing by as he zoomed through the countryside. He loved to make the train's whistle blow—and there was no other engineer who could blow the train whistle quite the way Casey did. Casey's whistle started out soft, like a whippoorwill.<sup>5</sup> Then it rose to a howl, like a coyote crying in the night. Finally, it faded away to a quiet whisper.

People in town always knew when Casey was coming. Even before they could see his train, they could hear it. They'd hear the powerful *chugga-chugga, chugga-chugga*, getting louder and louder. Then they'd hear that wild, whistle sound.



← **Show image 8A-2 Casey Jones coming through**

Some said that Casey’s whistle had magic powers. They said that when Casey blew his whistle, little babies would wake up from their naps, but they wouldn’t cry. Instead, they’d make little *chugga-chugga, whoo-who* sounds, then fall right back to sleep. When Casey blew his whistle, the cows would give an extra quart of milk, and the chickens would lay at least a dozen eggs each. And, as the story goes, if you cracked one of those eggs in a cold frying pan and put out a piece of plain bread, just as soon as Casey went blazing by, there in that pan would be a nicely fried egg, over easy, and on the side, a plate of hot buttered toast.<sup>6</sup>

6 Do you think this really happened, or is this another exaggeration?

7 Do you think it’s important to be on time?

Now the reason Casey drove so fast was simple: he took great **pride** in always being on time.<sup>7</sup> Casey wanted to make sure that he got that train where it was going when it was supposed to be there, no matter what. Whenever he started out on a run, the railroad men would wave and yell, “Bring her in on time, Casey!” And they knew he would.



← **Show image 8A-3 Sim Webb, the fireman, fuels the fire**

But Casey couldn’t make that train go that fast with his good looks. No, Casey needed a good fireman to help him, and he had one of the best in Sim Webb. The fireman on a train didn’t put out fires like you might think. The fireman’s job was to keep the fire in the engine burning by shoveling coal into it. When the flames were a-roarin’, that made a lot of steam, and that made the train go fast.<sup>8</sup> No doubt about it, Sim Webb was a first-rate fireman. He could shovel coal faster than anyone on either side of the Mississippi. The faster Sim shoveled, the faster Casey could drive the train. Sim Webb kept the fire good and hot, and Casey Jones got their trains in on time. Together, they were an unbeatable team.

8 Remember, steam is the hot air created when water boils.

There was only one day that Casey and Sim almost didn’t make it to the station on time. They were carrying a load of mail to Memphis, Tennessee, and it was raining cats and dogs.<sup>9</sup>

9 Was it really raining cats and dogs? What does that mean?

10 How does this text sound different than the rest of the text? (end rhyme, rhythm, etc.) [Explain that this is an excerpt from a song about Casey Jones.] What is a poem or song that tells a story called? (ballad)

*The rain had been falling for five or six weeks,  
And the railroad track was like the bed of a creek.*<sup>10</sup>

At the station in Memphis, the railroad men waited for Casey to arrive. Some said, “There’s no way he can make it on time with all this rain. He’ll have to slow down.” But others said, “Just you wait. He’ll make it. Casey Jones always makes it on time.”

And sure enough, just then they saw a light on the tracks up ahead, and heard the lonesome whistle that could only be Casey Jones. The train pulled into the station, dripping wet, puffing hard, but right on time.

Casey and Sim were dog tired and more than ready for a good night’s sleep. But they’d hardly settled into their beds when there was a knock at the door. Word came that the engineer who was supposed to drive the train on the southbound run was sick.



← **Show image 8A-4 Casey Jones back to work**

Well, they didn’t even have to ask Casey if he would take the man’s place. Tired as he was, Casey got dressed and headed for the station. And when he got there, he found Sim Webb, already stoking the fire with coal, getting the train ready to carry mail, packages of freight, and passengers as well.

Now, friends, here’s where I have to tell you the sad part of this story, about how Casey met his end. As Casey **mounted**<sup>11</sup> to the cabin and took the throttle in his hand, he heard someone shout, “Casey, you’re already more than an hour and a half late.” But Casey just smiled and thought to himself, “I guess that means I’ll have to go just a little faster.”<sup>12</sup>

Casey opened up the throttle and the train plunged into the dark, wet night.<sup>13</sup> Sim Webb shoveled the coal with all his might, and the train chugged on, faster and faster.<sup>14</sup>

← **Show image 8A-5 One hand on the brake**

“Casey!” Sim yelled. “You’re running too fast.”

But Casey said, “*Fireman, don’t you fret,*

11 or got into

12 Do you think that is a good idea?

13 *Opened up the throttle* means he was going full speed ahead.

14 What do you think will happen next?



*Keep knockin' at the fire door, and don't give up yet.  
I'm gonna run this train until she leaves the rail  
Or we make it on time with the southbound mail.”<sup>15</sup>*

15 This is another excerpt from the ballad of Casey Jones. How does this text sound different than the rest of the text? (end rhyme, rhythm, etc.)

They drove on. The train gained speed until it was flying faster than the speed of light.<sup>16</sup>

16 Do you think the train was going faster than the speed of light?

*Then Casey said, “I believe we’ll make it through,  
For the engine is a-steamin’ better than I ever knew!”*

Casey got the signal that the tracks were clear up ahead, so he was “highballing” down the tracks, pushing that train just as fast as it would go.<sup>17</sup> He was going so fast that it looked like they might even make it on time. Just then, as they squealed around a curve, through the darkness, Casey saw a light up ahead. He knew that light wasn’t supposed to be there, not on this track.

17 *Highballing* is a train term for “all clear, full speed ahead”.



← **Show image 8A-6 Jump, Sim, jump!**

At that moment, Casey knew. There was a broken-down freight train stuck on the track just ahead, and he was speeding straight toward it!

Casey pulled the brake as hard as he could, and yelled to his partner, “Jump, Sim!”

“Casey, you come on!” replied Sim.

“Jump!” Casey shouted, and in the blink of an eye Sim jumped. But Casey stayed on the train. He knew that he could not stop the train in time, but he knew that he had to slow it down. He knew that if he jumped and let go of the brake, his train would crash into the other train at a dangerously high speed.



← **Show image 8A-7 Two hands on the brake**

So Casey pulled on the brake with all his might. A terrible screeching, squealing sound ripped through the darkness. Then came the crash.

*The trains, they met in the middle of a hill  
In a head-on tangle that was bound to spill.*

*He tried to do his duty, the men all said,  
But Casey Jones, he ended up dead.*

Poor Casey! When they found him, they said he had one hand still on the brake and one hand tight on the whistle: Trying to stop his train as best he could and give warning to the other train. Casey Jones didn't survive that fateful ride, but he was the only person who died in the crash. Casey's bravery that night saved all of the passengers on both trains, and his fireman Sim.<sup>18</sup>

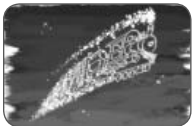
18 Sim Webb survived the crash and was so proud of Casey Jones's heroism. Do you think Casey Jones was a hero?

19 Sim held a great deal of admiration for Casey Jones.

After that, thanks to Sim Webb<sup>19</sup> keeping the story alive, people would tell stories about the brave engineer named Casey Jones. They even made up songs about him. You've already heard some parts of one of those songs. Here's another part:

*Casey Jones—mounted to the cabin.  
Casey Jones—throttle in his hand.  
Casey Jones mounted to the cabin.  
Took a trip to the Promised Land.<sup>20</sup>*

20 This is the end of the ballad of Casey Jones. What is different about this text?



← Show image 8A-8 Shooting star in the night

21 Do you think this really happens?  
This is another \_\_\_\_\_.

They say that if you look up in the sky on a clear night and see a flash of light across the sky—well, that might be a shooting star. But then again, it might be Casey Jones, roaring across the sky, chugga-chugga, chugga-chuggin'—on time—till the end of time.<sup>21</sup>

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

10 minutes

1. *Literal* Who is the legendary character of this tall tale? (Casey Jones)
2. *Inferential* Why is Casey Jones considered a remarkable child? (He could drive a train before he could walk; as a baby, he said "choo choo.")
3. *Literal* What remarkable feats does Casey Jones accomplish? (He was always on time.)

4. *Literal* Were there any characters in this fictional tall tale that were real figures? (yes, Casey Jones) What parts of this story could really happen? (People really can be engineers and drive trains.)
5. *Literal* What parts of this story could not really happen? (Cows won't make more milk, or chickens lay more eggs because of the sound of a train whistle; trains don't really go faster than the speed of light; etc.)
6. *Evaluative* How do you know this story is a tall tale? (There's humor, exaggeration, a larger-than-life character, etc.) [Have students give examples of each of these characteristics.]

[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.

7. *Evaluative Think Pair Share:* Which tall tale that you have heard is your favorite? Why? (Answers may vary.)
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: Legendary

5 minutes

1. In the read-aloud you heard, “[This is] a story of a legendary engineer.”
2. Say the word *legendary* with me.
3. *Legendary* means famous or well-known, or describes something or someone that is like a legend.
4. Troy’s teacher told them the legendary story of Johnny Appleseed.
5. Do you know of any legendary people, places, or things? Try to use the word *legendary* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “One person/place/thing that is legendary is . . . ”]
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 examples. If the person, place, or thing I describe is legendary, say, “That is legendary.” If the person, place, or thing I describe is not legendary, say, “That is not legendary.”

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



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



# Casey Jones

8<sub>B</sub>

## Extensions

20 minutes

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

Tell students that they have heard their fourth and final tall tale. Tell students that they are going to fill in their Tall Tales Characteristics Chart with information from today's read-aloud. Read the first column of the chart out loud to students. Then solicit examples from students to fill in each row in the Casey Jones column. For example, in the "Amazing Childhood" row, you might suggest Casey Jones driving a train before he could walk; the "Creations/Inventions" row will be left blank for this lesson. In the "Amazing Adventures" row, you might suggest Casey Jones saving everyone on the train; in the "Humor" row, have students share anything they found humorous about the tall tale; in the "Exaggerations" row, you might suggest that Casey Jones's train whistle had magical powers. You may also wish to have students use Instructional Master 5B-1 to fill in the chart individually.

### Tall Tales Heroes Venn Diagram

Ask students, "How is the tall tale of Casey Jones similar to the tall tale of John Henry? How is it different?" Share with students that one similarity between the two is the presence of the railroad. Tell students that real frontiersmen and frontier women probably told many stories about the railroad. Then ask students to share other similarities and differences.

Tell students that they are going to compare the tall tale characters Casey Jones and John Henry. On chart paper, a chalkboard, or a whiteboard, draw a two-circle Venn diagram. Above the left circle write Casey Jones. Above the right circle write John Henry. As students compare and contrast Casey Jones and John Henry, write any similarities in the middle, where the circles overlap, and

note any differences in each character's individual circles. As students share similarities and differences, make sure that they use any learned domain vocabulary.

### **Domain-Related Trade Book**

---

You may wish to read another version of one of the tall tales students have heard thus far in this domain. Refer to the list of recommended trade books in the domain introduction at the front of this Anthology, and choose one to read aloud to the class. As you read, use the same strategies that you have been using when reading the read-aloud selections in this Anthology: pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book aloud, lead students in a discussion as to whether or not the story had any of the tall tale characteristics they have learned about: amazing childhood, creations/inventions, amazing adventures, humor, exaggeration.



# 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:

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

## **Review Activities**

---

### **Image Review**

---

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

### **Retelling a Story with Puppets**

---

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

### **Key Vocabulary Brainstorming**

---

**Materials: Chart paper, chalkboard, or whiteboard**

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

## Characters, Setting, Plot

---

### Materials: Drawing paper, drawing tools

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

## Where in the West?

---

### Materials: Image Cards 1–11

Using Image Cards 1–11, review with students some of the historical figures, landmarks, and geographical locations of the American frontier, some of which were part of the tall tales. First show students the image cards, and as a class, review the names of each place or historical figure. Then shuffle the cards, and show them in random order either to individual students, groups of students, or the entire class.

## Riddles for Core Content

---

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

Using only two hammers, I beat a steam drill in a competition to see who could cut through a mountain the fastest. Who am I?  
(John Henry)

I am a famous logger from the frontier who, as a child, found a blue ox in the woods and called him Babe. Who am I? (Paul Bunyan)

I am the cowboy. Who am I? (Pecos Bill)

Legend says that I dug the Grand Canyon. Who am I? (Paul Bunyan)

As a young boy I lived with a pack of coyotes that raised me as their own. Who am I? (Pecos Bill)

I was born with a hammer in my hand. Who am I? (John Henry)

## Student-Created Books

---

### Materials: Booklet

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

## Class Book: Our Own Tall Tale

---

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

## On Stage

---

Have a group of students plan and then act out any one of the tall tales covered in the tall tales portion of this domain. They may choose “Paul Bunyan,” “Pecos Bill,” “John Henry,” or “Casey Jones.” Encourage students to use domain-related vocabulary in their dialogue.



## Writing Prompts: Exaggerations

---

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

- I caught a fish at the pond today.
- I helped a cat down from a tree.
- I found a small spider in the corner of my room.



# Domain Assessment

# DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Fairy Tales and Tall Tales*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Fairy Tales and Tall Tales*.

## Part I (Instructional Master DA-1)

---

Directions: I am going to say a sentence using a word you have heard in the read-alouds in the domain. First I will say the word and then use it in a sentence. 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. I will say each sentence two times. Let's do number one together.

1. **Exaggeration:** An overstatement of the truth is called an exaggeration. (smiling face)
2. **Legend:** A person who is well-known for doing something amazing is a legend. (smiling face))
3. **Enchanted:** The forest had jewels growing on the bushes because it was enchanted. (smiling face)
4. **Frontier:** The unexplored parts of America were known as the frontier. (smiling face)
5. **Adventures:** Boring, everyday experiences are called adventures. (frowning 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. I will say each sentence two times.

6. **Curious:** If you are curious about something, you want to learn more about it. (smiling face)
7. **Fortune:** *To have bad luck* means to have good fortune. (frowning face)
8. **Sorrowful:** When you are sorrowful, you are happy. (frowning face)
9. **Admiration:** *To have admiration* means to look up to someone. (smiling face)
10. **Tame:** I tame my pet bunny by petting it gently and giving it treats. (smiling face)
11. **Feats:** Things that are easy to do are called amazing feats. (frowning face)
12. **Tracks:** The footprints the dog made in the snow are called his tracks. (smiling face)
13. **Purse:** To keep from saying anything about the surprise party, I will purse my lips. (smiling face)
14. **Oxen:** More than one ox, or the plural of ox, is oxen. (smiling face)
15. **Challenge:** Something that is easy to figure out is a challenge. (frowning face)

## Part II (Instructional Master DA-2)

---

Directions: I am going to read several sentences about the tall tales you have recently heard. If what I describe in the sentence is true of the tall tales, circle the smiling face. If what I describe in the sentence is false, circle the frowning face.

1. Tall tales are fictional stories. (smiling face)
2. Tall tale characters are just like you or me. (frowning face)
3. An important part of tall tales is exaggeration. (smiling face)
4. *Exaggeration* means describing the truth exactly as it is without overstating it. (frowning face)



5. The settings of tall tales are often places on the American frontier. (smiling face)
6. The tall tale character Paul Bunyan was a famous logger who cleared land in the frontier with his blue ox, Babe. (smiling face)
7. The tall tale about Casey Jones said that he rode a horse. (frowning face)
8. The tall tale character Pecos Bill was also a logger like Paul Bunyan. (frowning face)
9. The tall tale about John Henry said that he was born with a hammer in his hand. (smiling face)

### Part III (Instructional Master DA-3)

---

Directions: I am going to read some questions. After I read each one, think about the answer. Write words, phrases, or sentences that come to mind when you hear each question.

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

1. Who was your favorite fairy tale character? Why? (If needed, remind students of the fairy tales they heard at the beginning of the domain: “The Fisherman and His Wife,” “The Emperor’s New Clothes,” and “Beauty and the Beast.”)
2. Identify two exaggerations from any of the tall tales you heard. Make sure to also identify the character in each exaggeration. (If needed, remind students of the tall tales they heard during this domain: “Paul Bunyan,” “Pecos Bill,” “John Henry,” and “Casey Jones.”)
3. What was your favorite fairy tale or tall tale setting? Why?



# 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 areas 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

---

### Student Choice

---

Have students select a read-aloud to be heard again.

### Image Review

---

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

### Retelling a Story with Puppets

---

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

### Domain-Related Trade Book or Student Choice

---

#### Materials: Trade book

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

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

### Characters, Setting, Plot

---

#### Materials: Drawing paper, drawing tools

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

## Where in the West?

---

### **Materials: Image Cards 1–11**

Using Image Cards 1–11, review with students some of the landmarks and geographical locations of the American frontier, some of which were part of the tall tales. First show students the Image Cards, and as a class, review the names of each place or landmark. Then shuffle the cards and show them in random order either to individual students, groups of students, or the entire class.

- ✈ Above and Beyond: Have students conduct online research (with adult assistance, if needed) to find out where there are statues, monuments, or museums to honor Paul Bunyan, John Henry, and Casey Jones. (Keyword hints: Paul Bunyan statue in Bemidji, MN.; John Henry monument in Great Bend, WV; and Casey Jones railroad museum in Jackson, TN.)

## Song: The Ballads of John Henry and Casey Jones

---

Find a version of the ballad of John Henry, and share it with students. (Refer to the Recommended Resource list at the beginning of this Anthology for suggestions.) Tell students that the stories of John Henry and Casey Jones were not just told as tall tales, but that people also sang ballads about John Henry and Casey Jones. Share with students that a ballad is a song that tells a story. Explain that the ballad of John Henry tells of John Henry's life, and just like the tall tale, the ballad tells of how John Henry and his hammers are more powerful than the steam drill, an invention created to do the jobs of railroad workers like John Henry. The ballad of Casey Jones tells the story about how Casey Jones saved his railroad partner, Sim Webb.

## Student-Created Books

---

### **Materials: Booklet**

Have each student make his/her own book that is a retelling of one of the four tall tales from this domain. Have students brainstorm the sequence of events—a beginning, a middle, and an end—either as a class or with a partner. Also, discuss the various tall tale elements. Students will draw a picture on each page to show the beginning,

important events, and ending of the tall tale. Encourage students to draw exaggerated pictures like the illustrations they saw in the trade books. Students should also write a sentence to go with each picture. Have students share their retellings with a partner or with the class.

### **Class Book: Our Own Tall Tale**

---

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

### **On Stage**

---

Have a group of students plan and then act out any one of the tall tales covered in the tall tales portion of this domain. They may choose “Paul Bunyan,” “Pecos Bill,” “John Henry,” or “Casey Jones.” Encourage students to use domain-related vocabulary in their dialogue.

### **Paul Bunyan’s Colossal Flapjacks**

---

Plan a tall tale themed pancake breakfast for the class, complete with “colossal” flapjacks, maple syrup, bacon, and blueberries. Tell students that maple syrup and blueberries are both products from Maine, where Paul Bunyan was originally from.

**Note:** Make sure to follow your school’s policy in terms of bringing food into the classroom.

### **Pecos Bill’s Cyclone in a Bottle**

---

**Materials:** two empty plastic soda bottles; water; tape

Fill one bottle 3/4 full with water. Tape the other bottle on top of the one with water in it. Make sure that the spouts are lined up. Turn the bottles over so that the one with water is on top. See how the water has a hard time going down. To make the water go

down into the other bottle, swirl the bottles in a circular motion really fast. Don't shake it up and down or it won't work. The water should swirl into the bottom bottle.

How it works: When you swirl the bottle, the water starts to move in a circle. When the water moves fast enough, it pushes out against the bottle and leaves a hole in the middle. There's no water in the hole, only air. The hole allows the air from the bottom bottle to come up to the top bottle. When the air moves, there's space in the bottom bottle, which makes room for the water from the top to flow into the bottom.

**Note:** This sort of water movement, with the hole in the middle, is usually called a whirlpool. A tornado, or cyclone, occurs in air and a whirlpool occurs in water, but this experiment makes it possible to see the phenomenon.

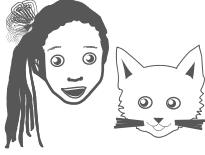

**For Teacher Reference Only:**  
Copies of *Tell It Again! Workbook*







Directions: Use this story map to write your own version of the fairy tale "The Fisherman and His Wife."

Title	
Character(s)	Setting(s)
	
<b>Plot</b>	Beginning
	Middle
	End





Dear Family Member,

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

### 1. “The Fisherman and His Wife”

Have your child share what s/he remembers about the fairy tale “The Fisherman and His Wife.” (A fisherman catches a flounder in the sea; the flounder tells the man he is actually an enchanted prince who has been turned into a flounder; the fisherman throws the flounder back; the fisherman’s wife asks why he didn’t first ask the flounder for a wish and sends him back to ask for several wishes; finally, the wife asks for too many things and the fish leaves them with what they had at the beginning of the story.) As your child shares what s/he remembers, fill in any gaps in the plot, and ask your child if s/he thinks there is a lesson to be learned from this fairy tale.

### 2. Draw and Write

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

### 3. “The Emperor’s New Clothes”

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

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

Your child will learn the saying “better late than never” in relation to the fairy tale “Beauty and the Beast.” Ask your child how this saying relates to the fairy tale. (When Beauty decides to stay in the palace of the beast, she asks the beast to grant her one

request: to say good-bye to her family. The beast grants her this request, but makes her promise to return before the full moon. Beauty doesn't return when promised, but does return to the palace just in time to save the beast's life.) Talk with your child about other situations where one might use the saying "better late than never."

## 5. Words to Use

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

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

## 6. Read Aloud Each Day

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

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.



## Recommended Trade Books for Fairy Tales and Tall Tales

### Trade Book List

#### Original Anthologies

*Note: These are large anthologies of the original fairy tales to show students the volume of the work of the Brothers Grimm.*

1. *The Annotated Brothers Grimm (Bicentennial Edition)*, by Jacob Grimm and Wilhelm Grimm (W.W. Norton and Co., 2012) ISBN 978-3836526722
2. *The Fairy Tales of the Brothers Grimm*, by Jacob Grimm and Wilhelm Grimm (Taschen, 2011) ISBN 978-3836526722
3. *Grimm's Fairy Tales*, by Jacob Grimm and Wilhelm Grimm (CreateSpace Independent Publishing, 2012) ISBN 978-1480270251

#### Fairy Tales

4. *Beauty and the Beast*, retold and illustrated by Jan Brett (Sandpiper, 1990) ISBN 978-0395557020
5. *Beauty and the Beast*, by Max Eilenberg and illustrated by Angela Barrett (Candlewick, 2006) ISBN 978-0763631604
6. *Beauty and the Beast*, illustrated by Jess Stockham (Child's Play International, Ltd., 2008) ISBN 978-1846431142
7. *Beauty and the Beast*, retold by Louie Stowell and illustrated by Victor Tavares (Usborne Publishing Ltd., 2007) ISBN 978-0794518554
8. *The Emperor's New Clothes: A Tale Set in China*, by Demi (Margaret K. McElderry Books, 2000) ISBN 978-0689830686
9. *The Emperor's New Clothes*, by Hans Christian Andersen and illustrated by Virginia Lee Burton (Sandpiper, 2004) ISBN 978-0618344208
10. *The Emperor's New Clothes*, by Alison Edgson (Childs Play, 2007) ISBN 978-1846430206

11. *The Fisherman and His Wife*, by the Brothers Grimm and illustrated by John Howe (Creative Editions, 2001) ISBN 978-1568461403
12. *The Fisherman and His Wife*, retold and illustrated by Rachel Isadora (Putnam, 2008) ISBN 978-0399247712
13. *Liang and the Magic Paintbrush*, by Demi (Henry Holt and Co., 1988) ISBN 978-0805008012
14. *The Magic Fish*, by Freya Littledale and illustrated by Winslow Pinney Pels (Scholastic Inc., 1992) ISBN 978-0590411004
15. *A Tale of Two Parrots*, by Rashin Kheiriyeh (Enchanted Lion Books, 2013) ISBN 978-1592701308

### ***Tall Tales***

16. *Ain't Nothing But a Man: My Quest to Find John Henry*, by Scott Reynolds Nelson (National Geographic Children's Books, 2007) ISBN 978-1426300004
17. *American Tall Tales*, by Mary Pope Osborne and illustrated by Michael McCurdy (Knopf Books for Young Readers, 1991) ISBN 978-0679800897
18. *The Blind Men and the Elephant*, retold by Karen Backstein and illustrated by Annie Mitra (Scholastic Inc., 1992) ISBN 978-0590907392
19. *The Bunyans*, by Audrey Wood and illustrated by David Shannon (Scholastic Inc., 2006) ISBN 978-0439812146
20. *Casey Jones*, adapted by Stephen Krensky and illustrated by Mark Schroder (First Avenue Editions, 2007) ISBN 978-0822564768
21. *Calamity Jane*, adapted by Stephen Krensky and illustrated by Lisa Carlson (First Avenue Editions, 2007) ISBN 978-0822564805
22. *The Cu Bird*, by Marjorie Herrmann (McGraw-Hill, 1997) ISBN 978-0844271637
23. *The Enchanted Moccasins and Other Native American Legends*, by Henry R. Schoolcraft (Dover Publications, Inc., 2007) ISBN 978-0486460147

24. *John Henry: An American Legend*, by Ezra Jack Keats (Dragonfly Books, 1987) ISBN 978-0394890524
25. *John Henry*, by Julius Lester and illustrated by Jerry Pinkney (Puffin Books, 1999) ISBN 978-0140566222
26. *John Henry*, by Stephen Krensky and illustrated by Mark Oldroyd (Lerner, 2007) ISBN 978-0822564775
27. *Luba and the Wren*, by Patricia Polacco (Puffin Books, 2002) ISBN 978-0698119222
28. *Mike Fink*, adapted by Stephen Krensky and illustrated by Jeni Reeves (First Avenue Editions, 2007) ISBN 978-0822564782
29. *Mike Fink*, retold and illustrated by Steven Kellogg (HarperCollins, 1998) ISBN 978-0688135775
30. *Paul Bunyan*, retold and illustrated by Steven Kellogg (HarperCollins, 1985) ISBN 978-0688058005
31. *Paul Bunyan vs. Hals Halson: The Giant Lumberjack Challenge*, by Teresa Bateman and illustrated by C.B. Canga (Albert Whitman & Company, 2011) ISBN 978-0807563670
32. *Pecos Bill*, by Eric Blair and illustrated by Micah Chambers-Goldberg (Picture Window Books, 2013) ISBN 978-1479518609
33. *Pecos Bill*, retold and illustrated by Steven Kellogg (HarperCollins, 1992) ISBN 978-0688099244
34. *Sally Ann Thunder Ann Whirlwind Crockett*, retold and illustrated by Steven Kellogg (HarperCollins, 1995) ISBN 978-0688140427
35. *Swamp Angel*, by Anne Isaacs and illustrated by Paul O. Zelinsky (Puffin, 2000) ISBN 978-0140559088
36. *Totem Tale*, by Deb Vanasse and illustrated by Erik Brooks (Sasquatch Books, 2006) ISBN 978-1570614392

## Websites

---

### *Student Resource*

1. “Make a Story” Game  
<http://pbskids.org/electriccompany/#/Games/Whats>

### *Family Resources*

2. John Henry: The Steel Driving Man  
[http://www.ibiblio.org/john\\_henry/index.html](http://www.ibiblio.org/john_henry/index.html)
3. Present at the Creation: John Henry  
<http://www.npr.org/programs/morning/features/patc/johnhenry>
4. The Elements of a Fairy Tale  
<http://www.surfturk.com/mythology/fairytaleelements.html>
5. Origins of Paul Bunyan Story  
<http://www.wisconsinhistory.org/topics/bunyan>
6. The True Story of John Henry  
<http://www.wvculture.org/history/africanamericans/henryjohn02.htm>

### *Audio with video*

7. “The Ballad of John Henry,” by Harry Belafonte  
<http://youtu.be/g6vcvYJCKic>
8. “Casey Jones,” by Johnny Cash  
<http://youtu.be/mJCiPI-V6h8>



*Directions: Listen to each pair of sentences as your teacher reads them. Write first on the blank before the sentence that happened first in the story, and write Then on the blank before the sentence that happens second in the story.*

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

\_\_\_\_\_, the merchant lost his fortune, and his family became penniless.

2. \_\_\_\_\_, the merchant was riding his horse in a snowstorm.

\_\_\_\_\_, the merchant found a castle where he could wait out the storm.

3. \_\_\_\_\_, the merchant picked a rose for Beauty.

\_\_\_\_\_, the merchant found himself in a magical garden.



Directions: Listen to each pair of sentences as your teacher reads them. Write First on the blank before the sentence that happened first in the story, and write Then on the blank before the sentence that happens second in the story.

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

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

2. First, the merchant was riding his horse in a snowstorm.

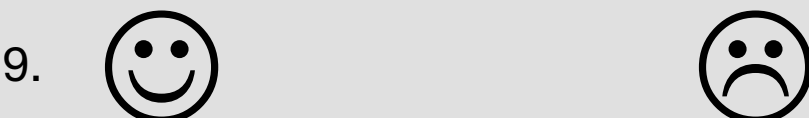
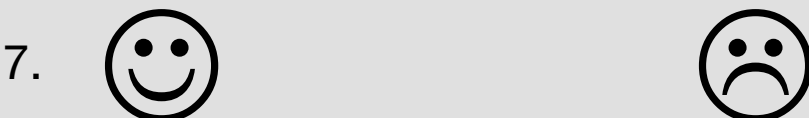
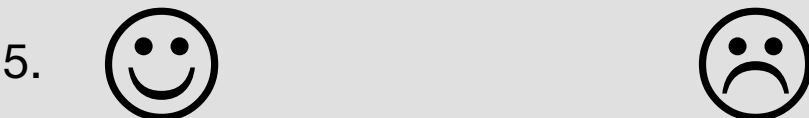
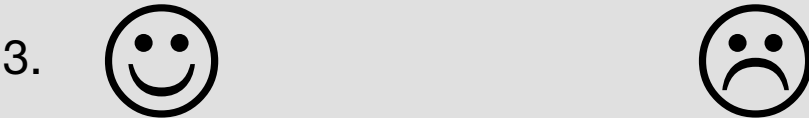
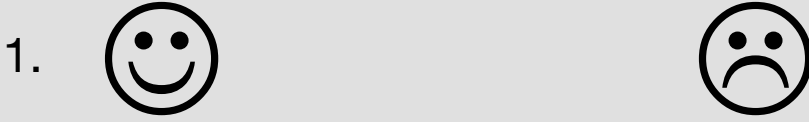
Then, the merchant found a castle where he could wait out the storm.

3. Then, the merchant picked a rose for Beauty.

First, the merchant found himself in a magical garden.





















Directions: Listen to each sentence read by the teacher. If the sentence is true, circle the smiling face. If the sentence is false, circle the frowning face.





Directions: Listen to each sentence read by the teacher. If the sentence is true, circle the smiling face. If the sentence is false, circle the frowning face.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		





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

	<b>Paul Bunyan</b>	<b>John Henry</b>	<b>Pecos Bil</b>	<b>Casey Jones</b>
<b>Amazing Childhood</b>				
<b>Creations/ Inventions</b>				
<b>Amazing Adventures</b>				
<b>Humor</b>				
<b>Exaggerations</b>				





Dear Family Member,

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

### 1. Telling a Tall Tale

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

### 2. Exaggerations

Have your child share some of the exaggerations s/he has heard from the tall tales. (Paul Bunyon straightened the Mississippi River and dug the Grand Canyon; Casey Jones drove a train and was known for always being on time; Pecos Bill rode a mountain lion and squeezed the meanness out of a rattlesnake; John Henry was born with a hammer in his hand and could swing a ten-pound hammer all day without getting tired.) Share with your child any literary exaggerations you know of.

### 3. Draw and Write

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

### 4. Song: The Ballad of John Henry

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

## 5. Words to Use

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

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

## 6. Read Aloud Each Day

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

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.

Directions: Listen as your teacher reads each sentence. Write fact if the sentence states a fact. Write tall tale if the sentence is about something that could only happen in a tall tale.

1. \_\_\_\_\_ The Pecos River is in Texas.

2. \_\_\_\_\_ The coyote took Bill home to her den.

3. \_\_\_\_\_ Pecos Bill lassoed a tornado.

4. \_\_\_\_\_ Cyclones are real storms with very strong winds.

5. \_\_\_\_\_ Cowboys take care of cattle.

6. \_\_\_\_\_ A rattlesnake can be used as a lasso.

7. \_\_\_\_\_ A coyote looks like a small wolf.



Directions: Listen as your teacher reads each sentence. Write fact if the sentence states a fact. Write tall tale if the sentence is about something that could only happen in a tall tale.

1. Fact The Pecos River is in Texas.

2. Tall Tale The coyote took Bill home to her den.

3. Tall Tale Pecos Bill lassoed a tornado.

4. Fact Cyclones are real storms with very strong winds.





















5. Fact Cowboys take care of cattle.

6. Tall Tale A rattlesnake can be used as a lasso.

7. Fact A coyote looks like a small wolf.



































1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.



1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

11.  
12.  
13.  
14.  
15.  

Directions: Listen to each sentence read by the teacher. If the sentence is true, circle the smiling face. If the sentence is false, circle the frowning face.

1.



2.



3.



4.



5.



6.



7.



8.



9.





Directions: Listen to each sentence read by the teacher. If the sentence is true, circle the smiling face. If the sentence is false, circle the frowning face.

1.	<input checked="" type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input checked="" type="radio"/>
3.	<input checked="" type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input checked="" type="radio"/>
5.	<input checked="" type="radio"/>	<input type="radio"/>
6.	<input checked="" type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input checked="" type="radio"/>
8.	<input type="radio"/>	<input checked="" type="radio"/>
9.	<input checked="" type="radio"/>	<input type="radio"/>





*Directions: Listen as your teacher reads each question, and think about the answer. Write words, phrases, or a sentence that come to mind when you hear each question.*

1. Who was your favorite fairy tale character? Why?

---

---

---

2. Identify two exaggerations from any of the tall tales you heard. Make sure to also identify the character in each exaggeration.

---

---

---

3. What was your favorite fairy tale or tall tale setting? Why?

---

---

---

---



# 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

Matthew M. Davis

## ILLUSTRATORS AND IMAGE SOURCES

Cover: Steve Morrison; Title Page: Steve Morrison; Domain Icon: Shutterstock; Take Home Icon: Core Knowledge Staff; 1A-1: Shutterstock; 1A-2: Dustin Mackay; 1A-3: Dustin Mackay; 1A-4: Dustin Mackay; 1A-5: Dustin Mackay; 1A-6: Dustin Mackay; 1A-7: Dustin Mackay; 1A-8: Dustin Mackay; 1A-9: Dustin Mackay; 1A-10: Dustin Mackay; 1A-11: Dustin Mackay; 2A-1: Gideon Kendall; 2A-2: Gideon Kendall; 2A-3: Gideon Kendall; 2A-4: Gideon Kendall; 2A-5: Gideon Kendall; 2A-6: Gideon Kendall; 2A-7: Gideon Kendall; 2A-8: Gideon Kendall; 2A-9: Gideon Kendall; 3A-1: Becca Scholes; 3A-2: Becca Scholes; 3A-3: Becca Scholes; 3A-4: Becca Scholes; 3A-5: Becca Scholes; 3A-6: Becca Scholes; 3A-7: Becca Scholes; 4A-1: Becca Scholes; 4A-2: Becca Scholes; 4A-3: Becca Scholes; 4A-4: Becca Scholes; 4A-5: Becca Scholes; 4A-6: Becca Scholes; 4A-7: Becca Scholes; 4A-8: Becca Scholes; 4A-9: Becca Scholes; 5A-1: Barry Gott; 5A-2: Barry Gott; 5A-3: Barry Gott; 5A-4: Barry Gott; 5A-5: Barry Gott; 5A-6: Barry Gott; 5A-7: Barry Gott; 6A-1: Barry Gott; 6A-2: Barry Gott; 6A-3: Barry Gott; 6A-4: Barry Gott; 6A-5: Barry Gott; 6A-6: Barry Gott; 6A-7: Barry Gott; 6A-8: Barry Gott; 6A-9: Barry Gott; 6A-10: Barry Gott; 7A-1: Brittany Tingey; 7A-2: Brittany Tingey; 7A-3: Brittany Tingey; 7A-4: Brittany Tingey; 7A-5: Brittany Tingey; 7A-6: Brittany Tingey; 7A-7: Brittany Tingey; 7A-8: Brittany Tingey; 7A-9: Brittany Tingey; 8A-1: Andy Erikson; 8A-2: Andy Erikson; 8A-3: Andy Erikson; 8A-4: Andy Erikson; 8A-5: Andy Erikson; 8A-6: Andy Erikson; 8A-7: Andy Erikson; 8A-8: Andy Erikson; 1B-1: Core Knowledge Staff

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.





# Fairy Tales and Tall Tales

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand  
GRADE 2

The Core Knowledge Foundation  
[www.coreknowledge.org](http://www.coreknowledge.org)