

Fairy Tales and Tall Tales

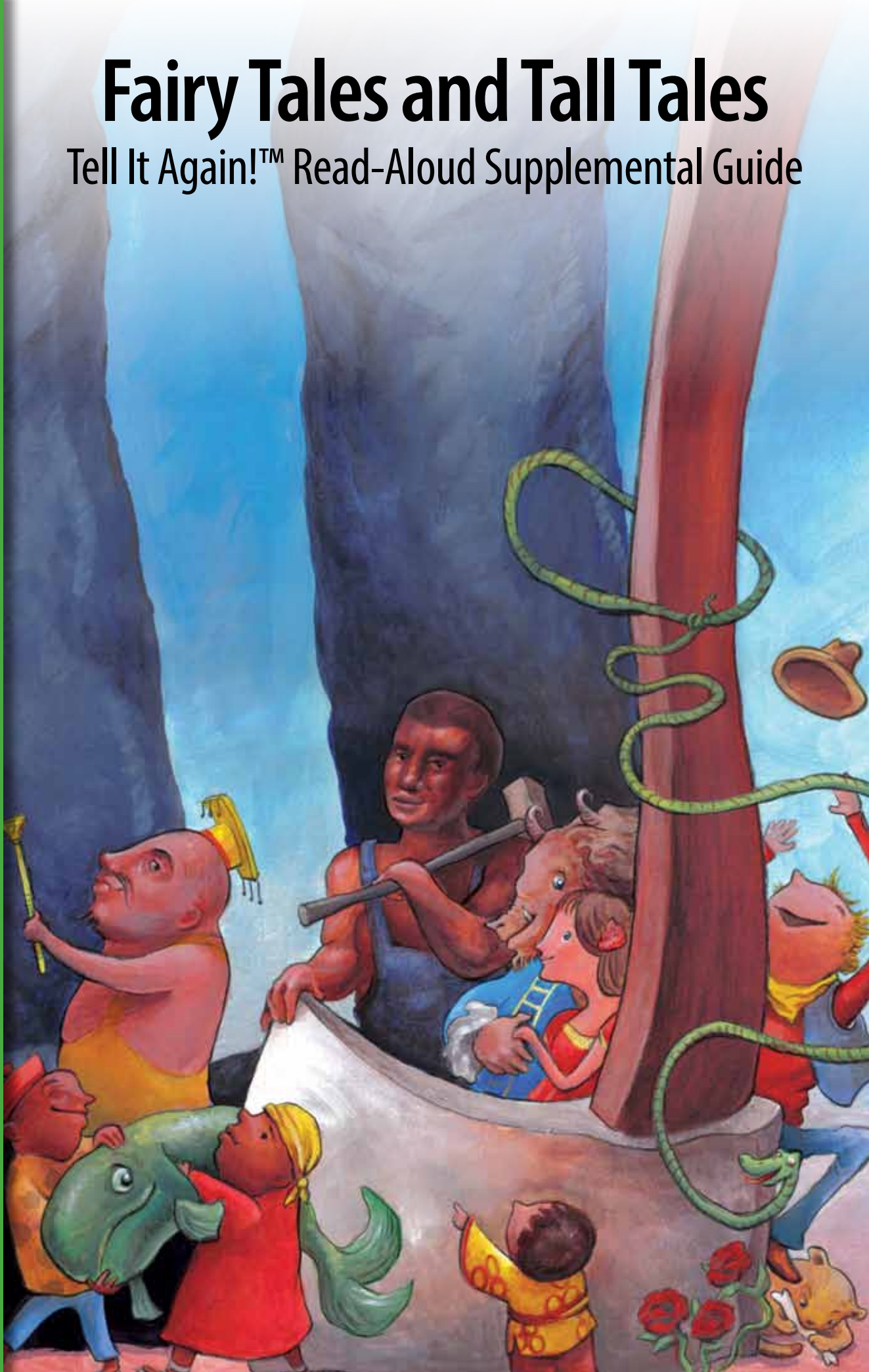
Tell It Again!™ Read-Aloud Supplemental Guide

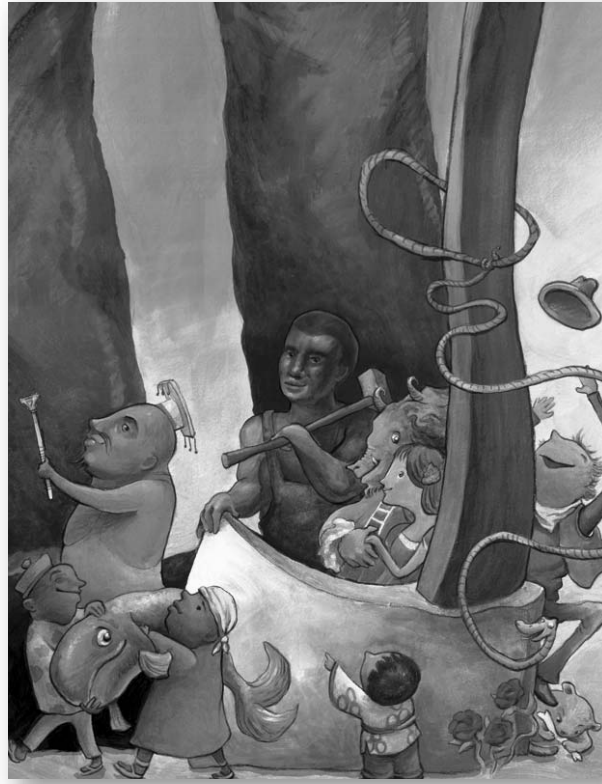
Core Knowledge Language Arts® • Listening & Learning™ Strand



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GRADE 2





Fairy Tales and Tall Tales

Supplemental Guide to the Tell It Again!™ Read-Aloud Anthology

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GRADE 2

Core Knowledge Language Arts®



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Preface to the Supplemental Guide

Fairy Tales and Tall Tales

The *Supplemental Guide* is designed as a companion to the Core Knowledge Language Arts *Tell It Again! Read-Aloud Anthologies*. There is one *Supplemental Guide* per domain. This preface to the *Supplemental Guide* provides information about the guide's purpose and target audience, describes how it can be used flexibly in various classroom settings, and summarizes the features of the guide that distinguish it from the *Tell It Again! Read-Aloud Anthologies*.

Intended Users and Uses

This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, and special education teachers, and teachers seeking an additional resource for classroom activities. This guide is intended to be both flexible and versatile. Its use is to be determined by teachers in order to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide for Listening & Learning. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*. Such teachers might use the Vocabulary Instructional Activities and some of the modified read-alouds during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.

The *Supplemental Guide* is designed to allow flexibility with regard to lesson pacing and encourages education professionals to pause and review when necessary. A number of hands-on activities and graphic organizers are included in the lessons to assist students with learning the content presented.

Supplemental Guide Contents

The *Supplemental Guide* contains modified read-alouds, tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. For each modified read-aloud, a variety of Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities are available for classroom use, affording students additional opportunities to use domain vocabulary. The activities integrated into the lessons of the *Supplemental Guide* create a purposeful and systematic setting for English language learning. The read-aloud of each story or nonfiction text builds upon previously taught vocabulary and ideas and introduces language and knowledge needed for the next more complex text. The *Supplemental Guide*'s focus on oral language in the earlier grades addresses the language learning needs of students with limited English language skills who may not be exposed to the kind of academic language found in written texts outside of a school setting.

Modified Read-Alouds

The modified read-alouds in the *Supplemental Guide*, like the read-alouds in the corresponding *Tell It Again! Read-Aloud Anthology*, are content-rich and designed to build students' listening comprehension, which is a crucial foundation for their reading comprehension abilities. Students who listen to the *Supplemental Guide* read-alouds will learn the same core content as students who listen to read-alouds from the corresponding *Tell It Again! Read-Aloud Anthology*.

In the modified read-alouds, the teacher presents core content in a clear and scaffolded manner. Lessons are designed to be dialogic and interactive in nature. This allows students to use acquired content knowledge and vocabulary to communicate ideas and concepts with their peers and teachers in an accommodating and safe environment. Maximizing time for student conversation by structuring supportive situations, where students can engage in meaningful, collaborative discussions with their teacher and peers, is an important catalyst to oral language development.

Tips and Tricks for Managing the Flip Book During the Read-Alouds

Please note that many modified read-alouds ask that you show Flip Book images in a non-sequential order that differs from the order in which the images are arranged in the Flip Book. Furthermore, some modified read-alouds make use of Flip Book images from two or more separate lessons.

It is highly recommended that you preview each modified read-aloud, with the Flip Book in hand, before teaching a lesson. It is critical that you be familiar with the order of the Flip Book images for a given read-aloud, so that you are able to confidently present the read-aloud text and the appropriate image without searching through pages in the Flip Book.

We recommend that you consider using one or more of the following tips in preparing the Flip Book prior to the read-aloud to ensure a smooth transition in moving from one image to the next:

- Number the Flip Book thumbnails in each read-aloud lesson of the *Supplemental Guide*. Place corresponding, numbered sticky notes in the order Flip Book images will be shown, projecting from the side of the Flip Book so that each number will be clearly seen. (For example, if the number “3” is written next to an image thumbnail in the read-aloud, write the number “3” on a sticky note and then place this on the appropriate image so it projects from the side of the Flip Book.)
- Alternatively, write the Flip Book image numbers as they appear in the read-aloud lesson of the *Supplemental Guide* (e.g., 4A-3) on sticky notes that project out from the side of the Flip Book so that image numbers are clearly visible.
- If you need to show images from two separate, nonconsecutive lessons, use different colored sticky notes for the different lessons. Be aware that images are printed on both sides of pages in the Flip Book. In some instances, you may need to be prepared to physically turn the Flip Book over to locate the next image and continue the read-aloud.

Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in bold .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding			
Multiple Meaning			
Phrases			
Cognates			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers which are generally categorized as follows:

- Tier 1 words are words that are likely to appear in the basic repertoire of native English-speaking students—words such as *baby*, *climb*, and *jacket*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *analysis*, *create*, and *predict*.
- Tier 3 words are content-specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words such as *photosynthesis*, *alliteration*, and *democracy*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words and may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers should be aware of and model their use as much as possible before, during, and after each individual lesson, in addition to using these words to connect lessons. The Vocabulary Chart is also a good starting point and reference for keeping track of students' oral language development and retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

Multiple Meaning Word Activities

Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that

many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through the different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

Syntactic Awareness Activities

Syntactic Awareness Activities call students' attention to sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, relationships between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

Vocabulary Instructional Activities

Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in a variety of written texts. These Vocabulary Instructional Activities support students' learning of Tier 2 words and deepen their knowledge of academic words and the connections of these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, and the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

English Language Learners and Students with Disabilities

The *Supplemental Guide* assists 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 students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs,

the following provides a brief explanation of these learners and the challenges they may face in the classroom, and outlines teaching strategies that address those challenges.

English Language Learners

The *Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) to fully participate in the read-alouds and activities in the *Tell It Again! Read-Aloud Anthology*, and to strengthen ELLs' understanding of the core content presented in the Anthologies.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their first language, and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an educational setting.

Language Acquisition Stage	Comprehension and Production	Accommodations and Support Strategies
Preproduction (“The Silent Period”)	<ul style="list-style-type: none"> • Produces little or no English • May refuse to say or do anything • Responds in non-verbal ways • Has a minimal receptive vocabulary in English 	<ul style="list-style-type: none"> • Use predictable phrases for set routines • Use manipulatives, visuals, realia, props • Use Total Physical Response (TPR) to indicate comprehension (point, nod, gestures) • Use lessons that build receptive vocabulary • Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language • Pair with same language peers for activities and discussions focused on content • Use simple questions that require simple nonverbal responses (e.g., “Show me...,” “Circle the...”) • Use a slow rate of speech and emphasize key words • Model oral language, but do not force student to produce oral language
Early Production	<ul style="list-style-type: none"> • Responds with one- or two-word phrases • Understands basic phrases and words • Uses abundant fillers, e.g., “er” and “um,” when speaking • Includes frequent long pauses when speaking • Has basic level of English vocabulary (common words and phrases) 	<ul style="list-style-type: none"> • Use repetition, gestures, and visual aids to facilitate comprehension and students’ responses • Use small group activities • Use charades and linguistic guessing games • Use role playing activities • Use lessons that expand receptive and expressive vocabulary • Use increasingly more difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> • Yes/no questions • Either/or questions • Questions that require short answers • Open-ended questions to encourage expressive responses • Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content • Allow for longer processing time • Continue to allow participation to be voluntary

Speech Emergence (Low Intermediate)	<ul style="list-style-type: none"> • Speaks in short phrases and simple sentences • Makes multiple grammatical errors • Begins to use context to infer the meanings of unknown words heard or read • Can produce some narratives and understand some details of a story • Uses many fillers, e.g., “um” and “like,” when speaking • Repeats individual phrases multiple times • Has a much larger receptive than expressive vocabulary in English 	<ul style="list-style-type: none"> • Model correct language forms • Use more complex stories and books • Start to focus on Tier 2 vocabulary • Pair with high-level English speakers for activities and discussions focused on the English language • Provide some extra time to respond • Use increasingly difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> • Questions that require short sentence answers • <i>Why</i> and <i>how</i> questions • Questions that check for literal and abstract comprehension • Engage students in producing language
Intermediate Fluency (High Intermediate)	<ul style="list-style-type: none"> • Engages in conversations • Produces connected narrative • Makes few grammatical errors • Uses some fillers when speaking • Shows good comprehension • Has and uses expanded vocabulary in English 	<ul style="list-style-type: none"> • Model correct language forms • Introduce academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Pair with native English speakers • Use questions that require opinion, judgment, and explanation
Advanced Fluency	<ul style="list-style-type: none"> • Uses English that nearly approximates the language of native speakers • Understands most conversations and can maintain a two-way conversation • Uses more complex grammatical structures, such as conditionals and complex sentences • Has and uses an enriched vocabulary in English 	<ul style="list-style-type: none"> • Continue to build background knowledge • Build high-level/academic language • Expand figurative language, (e.g., by using metaphors and idioms) • Focus on high-level concepts • Pair with students who have a variety of skills and language proficiencies • Use questions that require inference and evaluation

(Adapted from Hirsch and Wiggins 2009, 362–364; Smyk et al. 2013)

Students with Disabilities and Students with Special Needs

Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

Pacing

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on the needs of the class and follow the section with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1994).

Goals and Expectations

Make sure that students know the purpose and desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and re-direction to reinforce appropriate ways for students to participate and behave.

Directions

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

Instruction Format and Grouping

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

Instructional Strategies

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and hands-on activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, story maps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

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Alignment Chart for Fairy Tales and Tall Tales: Supplemental Guide

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
Core Content Objectives									
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		✓	✓	✓	✓				
Demonstrate familiarity with specific tall tales						✓	✓	✓	✓
Identify the characters, plot, and setting of specific tall tales						✓	✓	✓	✓
Identify the tall tale elements in specific tall tales						✓	✓	✓	✓
Reading Standards for Literature: Grade 2									
Key Ideas and Details									
STD RL.2.1	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.								
CKLA Goal(s)	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	✓							
STD RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.								
CKLA Goal(s)	Recount fiction read-alouds, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral	✓	✓	✓	✓				

Alignment Chart for Fairy Tales and Tall Tales

Lesson

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

Alignment Chart for Fairy Tales and Tall Tales

Lesson

		1	2	3	4	5	6	7	8
Production and Distribution of Writing									
STD W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.								
CKLA Goal(s)	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers				✓				
Research to Build and Present Knowledge									
STD W.2.7	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).								
CKLA Goal(s)	Participate in shared research and writing projects (e.g., after listening to several read-alouds, produce a report on a single topic)				✓				
STD W.2.8	Recall information from experiences or gather information from provided sources to answer a question.								
CKLA Goal(s)	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					✓	✓		
Speaking and Listening Standards: Grade 2									
Comprehension, and Collaboration									
STD SL.2.1	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups								
STD SL.2.1a	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).								
CKLA Goal(s)	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.					✓			
STD SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.								
CKLA Goal(s)	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		✓						

Alignment Chart for Fairy Tales and Tall Tales

Lesson

		1	2	3	4	5	6	7	8
STD SL.2.3	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.								
CKLA Goal(s)	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	✓	✓						
Presentation of Knowledge and Ideas									
STD SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.								
CKLA Goal(s)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.								✓
STD SL.2.5	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.								
CKLA Goal(s)	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				✓	✓		✓	
STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language)								
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification	✓							

Language Standards: Grade 2

Conventions of Standard English

STD L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.								
STD L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).								
CKLA Goal(s)	Use and expand complete simple and compound sentences orally and in own writing		✓				✓		✓

Vocabulary Acquisition and Use

STD L.2.4	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.								
STD L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.								
CKLA Goal(s)	Use sentence-level context as a clue to the meaning of a word or phrase		✓		✓			✓	✓

Alignment Chart for Fairy Tales and Tall Tales

Lesson

		1	2	3	4	5	6	7	8
STD L.2.4b	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>).								
CKLA Goal(s)	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions	✓		✓					
STD L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.								
STD L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).								
CKLA Goal(s)	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	✓		✓			✓		✓
STD L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).								
CKLA Goal(s)	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>)		✓				✓		✓
STD L.2.6	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>).								
CKLA Goal(s)	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> .)					✓			



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.



Fairy Tales and Tall Tales

Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching the *Fairy Tales and Tall Tales* domain. The *Supplemental Guide for Fairy Tales and Tall Tales* contains eight daily lessons, each of which is composed of two distinct parts. Even-numbered lessons (with the exception of Lesson 4) contain *Supplemental Guide* activities, while odd-numbered lessons feature extension activities related to the stories read. All lessons may be divided into smaller chunks of time and presented at different intervals during the day.

Even-Numbered Lessons

Even-numbered lessons contain two parts (60 minutes total), which are to be covered at different intervals during the day.

Part A (40 minutes) includes:

- *Introducing the Read-Aloud*
- *Presenting the Read-Aloud*
- *Discussing the Read-Aloud*

If necessary, Part A can be divided into two sessions; fifteen minutes for *Introducing the Read-Aloud* up to—but not including—*Purpose for Listening* and twenty-five minutes for *Purpose for Listening*, *Presenting the Read-Aloud*, and *Discussing the Read-Aloud*.

Later in the day, Part B (20 minutes) should be covered and includes the activities unique to the *Supplemental Guide*:

- Multiple Meaning Word Activity
- Syntactic Awareness Activity
- Vocabulary Instructional Activity

Each activity may take up to five minutes to complete. The Multiple Meaning Word Activity helps students to determine and clarify the different meanings of words. The Syntactic Awareness Activity calls students' attention to sentence structure, word order, and grammar. The Vocabulary Instructional Activity focuses on building students' general academic, or Tier 2, vocabulary. Part B concludes with an interim assessment opportunity called an *End-of-Lesson Check-In*; this is a dual

opportunity for the teacher to focus on a select group of students to directly assess the students' language and content knowledge in a low-stress environment. Moreover, the teacher can gauge which students may be in need of additional language or content support.

Odd-Numbered Lessons

Odd-numbered lessons also contain two parts (60 minutes total), which are to be covered at different intervals during the day.

Part A (40 minutes) includes:

- *Introducing the Read-Aloud*
- *Presenting the Read-Aloud*
- *Discussing the Read-Aloud*

If necessary, Part A can be divided into two sessions: fifteen minutes for *Introducing the Read-Aloud* up to—but not including—*Purpose for Listening* and twenty-five minutes for *Purpose for Listening*, *Presenting the Read-Aloud*, and *Discussing the Read-Aloud*.

Later in the day, Part B (20 minutes) should be covered and includes extension activities related to the lesson.

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: Read-Aloud Anthology				
Day 1	Day 2	Day 3 [ⓐ] #	Day 4	Day 5 [ⓐ] #
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 (60 min.)
Lesson 1B: Extensions (20 min.)	Lesson 2B: Extensions (20 min.)	Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	
(60 min.)	(60 min.)	(60 min.)	(60 min.)	(60 min.)
Week One: Supplemental Guide				
Day 1 #	Day 2 [ⓐ] #	Day 3 #	Day 4 #	Day 5 [ⓐ] #
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 (60 min.)
Lesson 1B: Extensions (20 min.)	Lesson 2B: SG Activities (20 min.)	Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	
(60 min.)	(60 min.)	(60 min.)	(60 min.)	(60 min.)

Week Two: Read-Aloud Anthology				
Day 6 [ⓐ] #	Day 7 [ⓐ]	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 (60 min.)
Lesson 5B: Extensions (20 min.)	Lesson 6B: Extensions (20 min.)	Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	
(60 min.)	(60 min.)	(60 min.)	(60 min.)	(60 min.)
Week Two: Supplemental Guide				
Day 6 #	Day 7 [ⓐ] #	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 (60 min.)
Lesson 5B: Extensions (20 min.)	Lesson 6B: SG Activities (20 min.)	Lesson 7B: Extensions (20 min.)	Lesson 8B: SG Activities (20 min.)	
(60 min.)	(60 min.)	(60 min.)	(60 min.)	(60 min.)

Week Three	
Day 11 [ⓐ]	Day 12 #
Domain Assessment (60 min.)	Culminating Activities (60 min.)
(60 min.)	(60 min.)

[ⓐ] Lessons include Student Performance Task Assessments

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

Lesson Implementation

It is important to note that the interactive activities in the *Supplemental Guide* count on the teacher as the “ideal reader” to lead discussions, model proper language use, and facilitate interactions among student partners.

Student Grouping

Teachers are encouraged to assign partner pairs prior to beginning a domain, and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances, creating a group of three would benefit beginning ELLs. Also, having an older student or adult volunteer as part of a pair may be a better arrangement for some students with disabilities. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, there are various opportunities where students of the same home language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

Graphic Organizers and Domain-Wide Activities

Several different organizers and domain-wide activities are included to aid students in their learning of the content in the *Fairy Tales and Tall Tales* domain.

- Response Cards for *Fairy Tales and Tall Tales* (one per story, seven total) can be used to describe characters, settings, and major events. There is space on the card for students to keep track of the story’s characters and settings. Students can hold up these response cards to respond to class questions.
- Fairy Tales Characteristics Chart (Instructional Master 1A-1 for Lessons 1–4) and Tall Tales Characteristics Chart (Instructional Master 5A-1 for Lessons 5–8) are anchor charts that are used throughout the domain. Students will show which fairy tale or tall tale characteristics are present in specific stories on these charts. You may wish to create large class charts from which students can follow along and check their work.

- Elements of Stories Chart (Instructional Master 1A-3) is a graphic organizer that shows the basic components of a story. You may wish to fill out a chart for each fairy tale. A completed chart is included in each lesson for fairy tales.
- Story Map for fairy tales (Instructional Master 1B-1) is a worksheet students can fill out to show their understanding of the story.
- Sequencing the Story (a set of six images each) are illustrations from “The Fisherman and His Wife” and “The Emperor’s New Clothes.” Students use these illustrations to sequence the plot of the story and retell fiction read-alouds, including key details.
- (Instructional Master 5A-2) U.S. Map—A student copy of a U.S. map is included so that students can identify on their own maps the various locations and landmarks that are referred to in the tall tale lessons.
- Class Book Fair—You may wish to have every student bring in their favorite fairy tale book, including storybooks in their home language. Display their favorite stories in the classroom throughout this domain. (If students do not own a copy of their favorite story, help them locate a copy from the school or local library.) Each day you may wish to have one or two students retell their favorite fairy tale so that by the end of this domain, every student will have shared their favorite fairy tale with the class.
- Art and Drama Connections—You may wish to coordinate with the school’s art teacher to create an art project related to this domain, e.g., creating a book cover for one of the fairy tales or tall tales, or creating a backdrop for the setting of one of the stories. Several stories in this domain can be performed on stage. (See the On Stage extension activities in the *Tell It Again! Read-Aloud Anthology for Fairy Tales and Tall Tales*.) You may wish to coordinate with the school’s drama teacher to have your students or a group of interested students act out one of the stories.

Anchor Focus in Fairy Tales and Tall Tales

This chart highlights several Common Core State Standards as well as relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.2.3	<p><i>Drawing the Read-Aloud:</i> Groups of students draw one scene from the fairy tale “Beauty and the Beast” so that their combined drawings retell the story: <i>Illustrate a scene/event, What happened first? What happened later? narrative sequence</i></p> <p><i>Create Your Own:</i> Students think of their own tall tale character and an exaggeration to illustrate. Students will conceptualize their own tall tale by filling out a Tall Tales Characteristics Chart for their tall tale: <i>Illustrate your own tall tale character, exaggeration, tall tale characteristics</i></p>
Speaking and Listening	SL.2.1	<p>Follow agreed-upon rules for discussion.</p> <p>It is important to set predictable routines and communicate clear expectations at the beginning of the year. Be sure that students understand what the agreed-upon classroom rules are, and give them many opportunities to practice using the rules.</p>
	SL.2.3	<p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Prompt students to ask questions when they are unclear about the directions. Provide students with phrases to use, e.g., <i>I have a question about . . .; can you please say the directions again?; what should I do first? what should I do after . . .?</i></p>
Language	L.2.5b	Distinguish shades of meaning among closely related words, e.g., <i>intelligent, relaxed, pride.</i>

Domain Components

Along with this *Supplemental Guide*, 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! Multiple Meaning Word Posters for Fairy Tales and Tall Tales*
- *Tell It Again! Read-Aloud Anthology for Fairy Tales and Tall Tales* for reference

Recommended Resources:

- *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. 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

In addition to this core vocabulary list, every lesson includes its own tiered Vocabulary Chart categorized according to the model for conceptualizing words presented by Beck, McKeown, and Kucan (2008). Words in this chart either appear several times in the read-aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the *General Service List of English Words* (West 1953) or part of the Dale-Chall (1995) list of 3000 familiar words known by fourth grade. Moreover, a conscious effort has been made to include words from the *Primary Priority Words* according to Biemiller’s (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

Vocabulary Chart for The Emperor’s New Clothes			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3	Tier 2	Tier 1
Understanding	<i>emperor</i> fabric garments noblemen palace prime minister <i>swindlers</i> tailor weaver	confident curious* ignorant inspect* intelligent invisible magnificent pretended produced	cloth coins nobody see
Multiple Meaning	looms	admit suit	crowds march pants <u>purse</u>
Phrases	weaving looms well-dressed Your majesty	At first . . . But then . . . blushing from head to toe Just to be on the safe side (not) care for	show off
Cognates	<i>emperador</i> noble palacio primer ministro Su majestad	curioso(a)* ignorante inspeccionar* inteligente invisible magnífico(a) producer admitir	marcha

References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. 2008. *Creating robust vocabulary: Frequently asked questions and extended examples*. New York, NY: Guilford.
2. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus: SRA/McGrawHill.
3. Dale, Edgar, and Jeanne Chall. 1995. *Readability Revisited: The New Dale-Chall Readability Formula*.
4. West, Michael. 1953. *A General Service List of English Words*. London: Longman, Green and Co.

Comprehension Questions

In the *Supplemental Guide 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 *Supplemental Guides* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands that 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 *Supplemental Guide for Fairy Tales and Tall Tales*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observation opportunities, like the End-of-Lesson Check-In and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified 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 *Supplemental Guide for Fairy Tales and Tall Tales*, there are numerous opportunities 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 Activities

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities. Several multiple-meaning words in the read-alouds are underlined to indicate that there is a Multiple Meaning Word Activity associated with them. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: .

Recommended Resources for Fairy Tales and Tall Tales

Trade Book List

The *Supplemental Guide* includes a number of opportunities in Extensions, the Pausing Point, and Culminating Activities 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.

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
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”

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 that are addressed in all lessons in this domain.

Students will:

- ✓ Recount fiction fairy tales, such as “The Fisherman and His Wife,” using a story map or a sequence of images, and determine the central message, lesson, or moral (RL.2.2)
- ✓ Describe, using the text and the images, how the fisherman and the flounder respond each time the wife makes an additional wish (RL.2.3)
- ✓ Describe how the fisherman’s rhyming lines to the fish supply meaning to the story, and make up their own rhyming lines or chant to the fish (RL.2.4)
- ✓ Describe, using the Elements of Stories Chart, the characters, settings, and beginning and ending structure of “The Fisherman and His Wife” (RL.2.5)

- ✓ Compare and contrast two versions of “The Fisherman and His Wife” (RL.2.9)
- ✓ Make personal connections to the story by stating the wishes they would make to the fish (W.2.8)
- ✓ With assistance, categorize and organize information from “The Fisherman and His Wife” onto a story map or for an image sequence (W.2.8)
- ✓ Ask questions to clarify directions (SL.2.3)
- ✓ Determine the meanings of words, such as *displeases*, by using the prefix *dis-* (L.2.4b)
- ✓ Identify real-life connections between words—*enchanted*, *hesitated*, and *displeases*—and their use (L.2.5a)

Core Vocabulary

charming, *adj.* Very pleasing or appealing

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

Variation(s): none

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

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

Variation(s): displease, displeased, displeasing

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, *v.* 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

Vocabulary Chart for The Fisherman and His Wife			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	castle cottage fisherman hut	charming content displeased* enchanted hesitated run-down	asked magic moon prince queen sun swam talk water wife wish
Multiple Meaning	flounder	might	catch fish rise
Phrases	Brothers Grimm fairy tale	big stone castle charming cottage little, old, run-down hut	Go home I'm tired of . . .
Cognates	castillo	contenido encantado	mágico(a) príncipe

Image Sequence

This is the order Flip Book images will be shown for this read-aloud. Please note that this order is the same as the corresponding read-aloud in the *Tell It Again! Read-Aloud Anthology*.

1. 1A-2: Fisherman with a fish on the line
2. 1A-3: The fisherman arriving home
3. 1A-4: The fisherman and the cottage
4. 1A-5: The fisherman's wife
5. 1A-6: The fisherman on the dock
6. 1A-7: The fisherman's stone castle
7. 1A-8: The fisherman and the fish
8. 1A-9: The fisherman's wife on a throne
9. 1A-10: The queen makes another wish
10. 1A-11: The wife back in the hut

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Introducing Fairy Tales	Instructional Master 1A-1; Storybooks of fairy tales	15
	Introducing “The Fisherman and His Wife”	Instructional Master 1A-2; Instructional Master 1A-3; world map or globe	
	Vocabulary Preview: Enchanted, Hesitated		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Fisherman and His Wife	Elements of Stories Chart (The Fisherman and His Wife)	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Displeases		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Story Map	Instructional Master 1B-1	20
	Sequencing the Story	Instructional Master 1B-2	
	Domain-Related Trade Book		
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-3, 1B-4, 1B-5	*

Advance Preparation

For Introducing Fairy Tales, bring in several storybooks of popular fairy tales, particularly fairy tales that may be familiar to your students and fairy tales from different cultures.

Prepare a copy of Instructional Master 1A-1 (Fairy Tales Characteristics Chart) for each student. Refer to this chart as their anchor chart for fairy tales and tell students that they will fill in this anchor chart as they hear the different fairy tales.

Prepare a copy of Instructional Master 1A-2 for each student. Refer to it as Response Card 1 (The Fisherman and His Wife). Students can use this response card to preview, review, and answer questions about this fairy tale as well as fill in the characters and settings of the story.

Prepare a copy of either Instructional Master 1B-1 (Story Map) or Instructional Master 1B-2 (Sequencing the Story), depending on what individual students are able to do.

Bring in another version of “The Fisherman and His Wife” to read aloud to the class.

Note to Teacher

You may wish to copy Instructional Master 1A-3 (Elements of Stories Chart) onto a transparency or large sheet of chart paper and fill it out with the class as you present the read-aloud for this story. Be sure to pause at the points in the read-aloud where parts of the chart can be filled in.

Title	The Fisherman and His Wife
Author	The Brothers Grimm
Setting	By the sea; little, old, run-down hut; charming cottage; big, stone castle
Characters	Fisherman, wife, flounder (fish), servants, barons, dukes, duchesses, ladies-in-waiting
Themes	You should be happy with what you have. Don't be greedy. Be careful not to wish for too much.
Opening	"Once there was a fisherman who lived with his wife in a little, old, run-down hut by the sea."
Ending	"And there [in the little, old, run-down hut] they live, to this very day."

To make this story more interactive, have students repeat the fisherman's lines to the magic fish:

Hear me, please, oh fish,

My wife has sent me with a wish.

Have students repeat these lines in a more and more hesitant and fearful way at each request.

You may wish to have students think of their own rhyming lines to say to the fish. Suggestions: Help students to come up with lines that use the rhyming words *wife/life*; *more/before*; *here/fear*; or *knees/please*. Alternatively, students can think of catchy, non-rhyming lines to say to the fish.



The Fisherman and His Wife

1A

Introducing the Read-Aloud

15 minutes

Introducing Fairy Tales

- Ask students if they have ever heard a fairy tale and if they remember the fairy tale's title. [If students do not offer the names of specific tales, ask students if they are familiar with any of the following stories, all of which are fairy tales: *Cinderella*, *Snow White*, *Sleeping Beauty*, *The Frog Prince*, *The Gingerbread Man*, *Jack and the Beanstalk*, *Puss in Boots*, *Thumbelina*, *Tom Thumb*.] You may wish to pass around examples of storybooks of fairy tales.
- Ask students if they enjoy listening to fairy tales, and if they do, why. [You may wish to write students' reasons on the board to see how students' responses match up to the Fairy Tales Characteristics Chart that you are about to present.]
- Present the class Fairy Tales Characteristics Chart you have prepared on large chart paper. Read and briefly explain the characteristics of fairy tales.
 - Royal characters
 - Magical characters
 - Magical events
 - "Once upon a time" beginnings
 - "Happily ever after" endings
- Explain that many things that happen in fairy tales are fantasy—they are not likely to happen in real life. Fairy tales are made-up stories from someone's imagination. They are stories with magical or strange characters, settings, and events.
- Reinforce the fact that fairy tales are fiction.

Introducing “The Fisherman and His Wife”

- Tell students that today they are going to hear a fairy tale called “The Fisherman and His Wife.” Explain that this story was retold and made popular by two brothers in Germany.

[Point to Germany on a world map or globe.]

- The brothers were known as the Brothers Grimm.

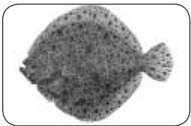
Picture Walk

- Tell students that you will take a picture walk through this story together. Explain that a picture walk is when they look at the pictures from the story to become familiar with the story, see the characters of the story, and make predictions about what might happen in the story.



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

- Tell students that this is the beginning of the story.
- Ask students which two characters they see in the picture. (the fisherman and a fish)



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

- Tell students that the fish in the story is a flounder. Have partner pairs think of two ways to describe the flounder (flat, spotted, like the color of wet sand, open mouth, short fins, etc.). Call on two partner pairs to share.
- Tell students that the flounder in the story has special powers. Have students tell their partner what kind of special power they think the flounder might have.



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

- Have students identify another character. (the wife)
- Ask students what kind of personality the wife might have.
- Tell students that the wife makes four wishes in this fairy tale.



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

- Ask students whether either of the characters look like they are happy.
- Ask students about the color of the water. Tell students to pay close attention to what the water looks like throughout this story because it will give them a clue about how the flounder is feeling.

- Give students Response Card 1 (The Fisherman and His Wife) from Instructional Master 1A-2. Have students describe what they see in the pictures. You may wish to have them write down the names of the characters they see—*fisherman, wife, flounder*—as you write them down on the Elements of Stories Chart for “The Fisherman and His Wife.”

Vocabulary Preview

Enchanted

1. One of the characters in today’s fairy tale is *enchanted*.
2. Say the word *enchanted* with me three times.
3. When something is enchanted, it is like it is under a magic spell. To be enchanted is to be different, strange, and magical.
4. An enchanted forest might have jewels growing on the trees. An enchanted school might have special rooms that take you to different places around the world.
5. Which character do you think is enchanted in this fairy tale?

Hesitated

1. In today’s fairy tale, the fisherman *hesitated* before calling out to the fish.
2. Say the word *hesitated* with me three times.
3. *Hesitated* means to stop or pause briefly before doing something. Usually people hesitate because they are unsure or worried about something.
4. The dog hesitated before running out into the rain.
Jayden hesitated before painting the first stroke on his paper.
Robin hesitated before throwing Francis the ball.
5. Tell your partner whether or not you would hesitate in this situation. Say, “I would hesitate,” or say, “I would not hesitate; I would just do it.”
 - jumping off the diving board
 - writing your name on a piece of paper
 - riding on an airplane
 - skipping a bar on the monkey bars
 - singing your favorite song in front of the class

Purpose for Listening

Remind students that the title of this fairy tale is “The Fisherman and His Wife,” retold and made popular by the Brothers Grimm. Remind students that a fairy tale is one type of fiction; it is not a true story. Remind students that fairy tales often have magical characters and events. Ask students to predict which character has the magical powers and what the magical power does.

By the end of the lesson, students should be able to:

- ✓ 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”

The Fisherman and His Wife



Note: You may wish to fill out the Elements of Stories Chart (The Fisherman and His Wife) as you read.

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

Once there was a fisherman who lived with his wife in a little, old, run-down hut by the sea.

[Point to the hut in the background. Define *hut* as a very basic shelter, a very small house with everything in one room.]

Every day the fisherman went down to the sea to fish. 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**—he used his whole strength!

[Demonstrate pulling with all your might, and have students do the same. Ask: “Is the fisherman going to catch that fish?”]

Until, at last, out flopped a large, golden flounder. Then, all of a sudden, the fish spoke.

“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!”

[Explain that the fish says he is a prince under a magic spell. Ask students: “Can this really happen or is this fantasy?”]

“Swim away!” said the fisherman. “I would not eat a fish that can talk!”

[Say to students: “Tell your partner what you would say to a fish that talked.” Call on two students to share what their partner said.]



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

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

“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**—pleasant and nice-looking—cottage.”

[Mention that a cottage is not a big house, but is still larger than a hut.]

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.



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

[Have students point out any differences they notice about the seawater.]

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

The fisherman called:

Hear me, please, oh magic fish.

My wife has sent me with a wish.

[You may wish to have students follow with their made-up lines.]

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.”

[Ask students: “Does the wife have her cottage? How do you know?”]

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.

[Say to students: “Tell your partner whether you think the cottage is better than the hut.”]

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



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

[Ask students: “Is the wife still happy here?”]

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.

[Say to students: “Tell your partner why the fisherman thinks his wife’s wish is not right.”]



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

[Have students point out any differences they notice about the seawater.]

When he reached the sea, the water had turned from dull green to dark purple and gray.

The fisherman called:

Hear me, please, oh magic fish.

My wife has sent me with a wish.

[You may wish to have students follow with their made-up lines.]

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.”



← **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 let down 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.

[Define tapestries as colorful cloths, like a rugs, that are hung on a wall.]

Crystal chandeliers hung from the ceilings.

[Define chandeliers as fancy lights, sometimes made from clear crystal.]

His wife stood in the center of the room, next to a table piled high with delicious foods.

[Say to students: “Tell your partner whether you think living in the castle is better than living in the cottage.”]

“Now, indeed, you will be content—and happy with what you have,” said the fisherman to his wife.

And she was content—until the next morning.

[Ask students: “What do you think the wife is going to do? What will she ask for now?”]

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!”

[Ask students: “Does the fisherman want to ask the fish for another wish?”]

“Go and ask him!” said his wife.

Mid-Story Check-In

1. *Literal* Which characters have you met so far in this fairy tale?
 - I have met the fisherman, the flounder/fish, the wife, and two servants.

Which one of the characters is enchanted?

- The fish is enchanted.

[Ask whether their predictions were correct.]

2. *Inferential* How does the wife know that the fish is enchanted?
 - The wife knows that the fish is enchanted because the fish speaks.
3. *Inferential* What three wishes has the wife made so far?
 - The wife has wished for a cottage, a castle, and to be queen.



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

[Have students point out any differences they notice about the sea water.]

The dejected fisherman walked to the sea. The water was black. It bubbled and gave off a foul—or really bad—smell.

The fisherman hesitated—he paused for a moment—before he called for the fish:

Hear me, please, oh magic fish.

My wife has sent me with a wish.

[You may wish to have students follow with their made-up lines.]

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.”

The fisherman went home and found that the castle had grown even larger. It had tall, stone towers on each corner and a red flag flapping in the wind. Two soldiers in suits of armor stood at the castle’s door.



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

[Ask students: “How can you tell the wife is now a queen?” (She is sitting on a throne; she is wearing a crown; she is holding a scepter.) Point to each item as you name them: *throne, crown, scepter.*]

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. On one side of her stood important people such as barons, dukes, and duchesses. On the other side stood a line of helpers, each one shorter than the one before.

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

“Indeed,” said his wife haughtily—in a very proud and rude way.

“Well, then,” said the fisherman. “I suppose there is nothing more to wish for.”

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.

[Ask students: “What do you think the wife is going to do? What will she ask for now?”]



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

“Husband!” she bellowed—and shouted in a loud and angry manner. “It displeases me that the sun and moon will not rise and set at my command. That makes me very unhappy! 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—right this instant—NOW!”

The fisherman walked back to the sea.

[Ask students: “How do you think the fisherman is feeling?” Invite students to close their eyes and imagine the scene as you continue reading.]

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.

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.”

The fish only said, “Go home.”

[Ask students: “Tell me, do you think the fish has granted the wife’s wish?”]

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



And so he did.

[Have students open their eyes. Ask: “Was your prediction correct? Did the fish grant her wish?”]

There, he found his wife sitting in the old, run-down hut. And there they live to this very day.

Comprehension Questions

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. Model answers using complete sentences as necessary.

1. *Literal* What is the title of this fairy tale?

- The title of this fairy tale is "The Fisherman and His Wife."

Who retold this story and made this story popular?

- The Brothers Grimm retold this story and made this story popular.

2. *Evaluative* How do you know that this story is a fairy tale?

- I know this story is a fairy tale because it has a magical character, magical things happen, and it begins with the words "once there was."

3. *Inferential* How would you describe the wife in this story?

- Answers may vary, but should hint that she is not a nice person; she is impatient, demanding, and never content.

How would you describe the fisherman in this story?

- Answers may vary, but should hint that he is hesitant, does not want to do what his wife says but does it anyway, fearful.

4. *Inferential* What things does the wife tell the fisherman to ask the flounder for? [Show images for reminders, if necessary.]

- The wife tells the fisherman to ask the flounder for a charming cottage; for a big, stone castle; to be queen; and to have the power to make the sun and moon rise and set whenever she chooses.

5. *Evaluative* How does the sea change each time the fisherman asks the flounder for another wish? [Show images for reminders, if necessary.]

- The sea changes from being clear and shining to dull green, to dark purple, to black and bubbling, to violent and stormy.

Why do you think the sea changed with each wish?

- Answers may vary, but should hint that the flounder became more and more angry.

6. *Evaluative* How did the fisherman feel about asking the flounder for things over and over again?
 - The fisherman felt uncomfortable, hesitant, bad, and embarrassed.
7. *Evaluative* What happened when the wife asked to have the power to make the sun rise and set?
 - The flounder took away everything he had given and everything returned to the way it was at the beginning of the story.

Why do you think that happened?

 - Answers may vary.
8. *Evaluative* Do you think there is a lesson we can learn from this story? If so, what is it?
 - Answers may vary and might include being happy or content with what you already 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 few questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Would you make any wishes to the fish? (Yes/No)

My first wish would be . . .
My second wish would be . . .

I would wish for _____
because . . .

My wishes would be
for _____.

9. *Evaluative Think Pair Share:* If you could ask a magic fish for two wishes, what two wishes would you make? [**Note:** In this story the wife makes four wishes.] Would your wishes be all for yourself, for someone else, or for others in the world?

10. After hearing today’s story 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 remaining questions.]

Word Work: Displeases

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 three times.\
3. *Displeases* means to be unhappy or bothered about something.
4. The flounder is *displeased* that the wife keeps making wishes for herself.

Reggie was *displeased* that the baseball was cancelled because of the rain.
5. Tell your partner 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—or beginning of a word— *dis-* often makes the word have the opposite meaning. If the word *pleases* means to give happiness and delight, then the word *displeases* means _____ (to make unhappy or bother). *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, make a displeased and unhappy face and say, “That displeases me.” If the event or activity I describe makes you happy, make a happy and pleased face and 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. You have to go to bed one hour earlier.



Complete Remainder of the Lesson Later in the Day



The Fisherman and His Wife

1B

Extensions

20 minutes

Note: Choose either the Story Map or Sequencing the Story activity. You may wish to fill out a story map for “The Fisherman and His Wife” together with the class. [Some students may be able to fill out this chart individually.]

Sequencing the Story may also be done in partner pairs.

Story Map (Instructional Master 1B-1)

- Tell students that you will create a story map for “The Fisherman and His Wife” together. **Note:** Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read the words to them.
- Tell students that the people or animals in a story are called the characters of the story. Ask students who the characters are in the “The Fisherman and His Wife.” (fisherman, wife, flounder/fish)
- Tell students that the setting of a story is where the story takes place. Ask students what the settings are in this fable. (by the sea, hut, cottage, castle)
- Tell students that the plot of a story is what happens, or the events, in the story. Ask students to tell you about the beginning, middle, and end of the story.

[This is also a good opportunity to talk about the conventions of beginning a fiction story, e.g., “Once there was . . .” and ending a fiction story, e.g., “And there they are to this day.”]

Sequencing the Story (Instructional Master 1B-2)

- Give students a copy of Instructional Master 1B-2. Explain to students that this worksheet has pictures of events from the plot of “The Fisherman and His Wife.”
 - First, look at the pictures and talk about what is happening in each picture.

- Next, have students cut out the six pictures.
- Then, students should arrange the pictures in correct order to show the proper sequence of events.
- When they think they have the pictures in the correct order, they should ask an adult or check with their partner to see if their order is correct.
- Have students glue or tape the pictures on paper once they have been sequenced.

Checking for Understanding

Note: Before students begin this activity, be sure they have understood the directions.

- Say to students: “Asking questions is one way to make sure that everyone knows what to do. Think of a question you can ask your partner about the directions I have just given you. For example, you could ask, ‘What should I do first?’; or, ‘What do I do when I think I have the pictures in the correct order?’”
- Be sure that students understand the five-part instructions to this activity.
- Have students write a sentence about the sequence of events using the sound-spelling correspondences taught thus far. Or, have students choose two pictures and write one or two sentences describing the plot.
- As students complete this activity, have them work with their partner or home-language peers to retell the story referring to their sequenced pictures.

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose another version of “The Fisherman and His Wife” to read aloud to the class.
- Explain to students that the person who wrote the book is called the author, similar to the Brothers Grimm who retold this story and made it popular. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—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 to compare and contrast the two versions of the same story.

Take-Home Material

Family Letter

Instructional Masters 1B-3–1B-5.



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”

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 fiction fairy tales, such as “The Emperor’s New Clothes,” using a story map or a sequence of images, and determine the central message, lesson, or moral (RL.2.2)
- ✓ Describe, using the text and the images, how different characters respond to not being able to see the magic cloth (RL.2.3)
- ✓ Identify the characteristics of fairy tales, and explain the characteristics as they apply to “The Fisherman and His Wife” (RL.2.5)
- ✓ Describe, using the Elements of Stories Chart, the characters, settings, beginning, and ending of “The Emperor’s New Clothes” (RL.2.5)
- ✓ With assistance, categorize and organize information from “The Fisherman and His Wife” onto a story map or for an image sequence (W.2.8)

- ✓ Ask partners questions to find out what they are curious about, and recount information gathered (SL.2.2)
- ✓ Ask questions to clarify directions (SL.2.3)
- ✓ Produce complete sentences in a shared classroom activity related to core vocabulary words—*ignorant* and *intelligent* (L.2.1f)
- ✓ Use sentence-level context as a clue to the meaning of the multiple-meaning word *purse* (L.2.4a)
- ✓ Identify real-life connections between words—*emperor*, *swindler*, *curious*, *purse*, *ignorant*, *intelligent*, and *inspect*—and their use (L.2.5a)
- ✓ Distinguish shades of meaning among adjectives *ignorant* and *intelligent* and their closely related adjectives on a horizontal word wall (L.2.5b)

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

Vocabulary Chart for The Emperor's New Clothes			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	<i>emperor</i> fabric garments noblemen prime minister <i>swindlers</i> tailor weaver	confident curious* ignorant inspect* intelligent invisible magnificent pretended produced	cloth coins nobody palace see
Multiple Meaning	looms	admit suit	crowds march pants <u>purse</u>
Phrases	weaving looms well-dressed Your majesty	At first . . . But then . . . blushing from head to toe Just to be on the safe side (not) care for	show off
Cognates	<i>emperador</i> noble primer ministro Su majestad	curioso(a)* ignorante inspeccionar* inteligente invisible magnífico(a) producer admitir	palacio marcha

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Please note that it is the same sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 2A-1: The emperor meets the swindlers
2. 2A-2: The swindlers at their looms
3. 2A-3: The prime minister takes a close look
4. 2A-4: The emperor sees nothing
5. 2A-5: The swindlers late at night
6. 2A-6: The swindler's present their work
7. 2A-7: The emperor admires his new clothes
8. 2A-8: The streets lined with crowds
9. 2A-9: The emperor marching through the street

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Fairy Tale Review	Fairy Tales Characteristics Chart	15
	Introducing "The Emperor's New Clothes"	Instructional Master 2A-1; world map or globe	
	Vocabulary Preview: Emperor, Swindlers		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Emperor's New Clothes	Elements of Stories Chart (The Emperor's New Clothes)	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Curious		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Purse	Poster 1M (Purse)	20
	Syntactic Awareness Activity: Horizontal Word Wall	long strip of chart paper	
	Vocabulary Instructional Activity: Inspect		
	End-of-Lesson Check-in	Instructional Master 1B-1; Instructional Master 2B-1	

Advance Preparation

For Fairy Tale Review, fill in the column for “The Fisherman and His Wife” on the Fairy Tale Characteristics Chart as the class reviews the fairy tale.

Prepare a copy of Instructional Master 2A-1 for each student. Refer to it as Response Card 2 (The Emperor’s New Clothes). Students can use this response card to preview, review, and answer questions about this fairy tale, as well as fill in the characters and settings of the story.

For Syntactic Awareness Activity, prepare a horizontal word wall with the core vocabulary words *ignorant* and *intelligent* on two separate ends. You may wish to write the words on index cards and, with students’ help, place them on the continuum between the end words. (See activity for word suggestions.)

For the End-of-Lesson Check-In, prepare a copy of either Instructional Master 1B-1 (Story Map) or Instructional Master 2B-1 (Sequencing the Story), depending on what individual students are able to do.

Note to Teacher

You may wish to copy Instructional Master 1A-3 (Elements of Stories Chart) onto a transparency or large sheet of chart paper and fill it out with the class as you present the read-aloud for this story. Be sure to pause at the points in the read-aloud where parts of the chart can be filled in.

Title	The Emperor’s New Clothes
Author	Hans Christian Anderson
Setting	In the palace, on the main street of town
Characters	Emperor, swindlers, prime minister, noblemen, townspeople, young child
Themes	Do not lie. Be honest. Do not let pride get the best of you.
Opening	“Many years ago there was an emperor who loved fine clothes.”
Ending	“But [the emperor] was blushing from head to toe, as everyone could plainly see.”



The Emperor's New Clothes

2_A

Introducing the Read-Aloud

15 minutes

Fairy Tale Review

- Present the Fairy Tales Characteristics Chart (Instructional Master 1A-1). Read and briefly explain the characteristics of fairy tales.
 - Royal characters
 - Magical characters
 - Magical events
 - “Once upon a time” beginnings
 - “Happily ever after” endings
- Remind students that many things that happen in fairy tales are fantasy—they are not likely to happen in real life. Fairy tales are made-up stories from someone’s imagination. Fairy tales are stories with magical or strange characters, settings, and events.
- Fill in the column for “The Fisherman and His Wife” on the Fairy Tales Characteristics chart. Point to each characteristic, and ask whether it is present in this fairy tale. Follow up by having students tell their partner how they know the fairy tale has that characteristic, and call on two volunteers to share. (Check off: royal characters, magical characters, magical events, begins with “Once . . .”)

Introducing “The Emperor’s New Clothes”

- Tell students that today 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 Anderson. Other fairy tales written by Hans Christian Anderson include *The Princess and the Pea*, *The Ugly Duckling*, *The Nightingale*, and *The Little Mermaid*. [Point to Denmark on a world map or globe.]

Picture Walk

- Tell students that you will take a picture walk through this story together. Explain that a picture walk is when they look at the pictures from the story to become familiar with the story, see the characters of the story, and make predictions about what might happen in the story.



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

- Tell students that this is the beginning of the story.
- Ask students: “Which person looks like a king?” Tell them that he is the emperor in this story.
- Ask students: “Who are the two visitors? Why do you think they are visiting the emperor?”

[Draw students’ attention to their tattered clothes, facial expressions.]

- Tell students that the two men are trying to trick the emperor. These two men are swindlers.



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

- Tell students that the two men say they are weavers—people who make cloth.
- Tell students that the weavers are working on their weaving loom.
- Ask students if they think something is strange about this picture. (There is no cloth on the looms.)
- Point to the man at the doorway. Tell students that he is the prime minister—a wise person who gives the emperor advice.



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

- Have students identify the emperor. Ask how they know he is the emperor. (He is wearing a crown; he is surrounded by soldiers and followed by the royal court.)
- Have students tell their partner what is funny about this picture.
- Give students Response Card 2 (The Emperor’s New Clothes) from Instructional Master 2A-1. Have students describe what they see in the pictures. You may wish to have them write down the names of the characters they see—*emperor*, *swindlers*, and *prime minister*—as you write them down on the Elements of Stories Chart for “The Emperor’s New Clothes.”

Vocabulary Preview

Emperor



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

1. Today's fairy tale has the title, "The *Emperor's* New Clothes."
2. Say the word *emperor* with me three times.
3. An emperor is a king or someone who is the ruler of an empire or very large area of land, usually many nations.

[Invite a student to point out the emperor.]

An empress is a woman who is the ruler of an empire.

4. All the people of the empire referred to the emperor as "Your majesty."

The emperor had his tailor make him the most beautiful clothes.

5. What do you think of—or what words come to mind—when you hear the word *emperor*?

Swindlers

1. In today's fairy tale, two *swindlers* trick the people.
2. Say the word *swindlers* with me three times.
3. Swindlers are people who trick others, usually in order to get others' money or things.

[Invite a student to point out the two swindlers.]

4. Be careful not to get tricked by swindlers who try to sell you broken things.

The swindlers told the emperor that they would make his clothes out of magic cloth.

5. Tell your partner whether or not you would believe what swindlers say.

Purpose for Listening

Remind students that the title of this fairy tale is “The Emperor’s New Clothes,” first written by Hans Christian Anderson. Tell students that the swindlers trick the people in this story. Tell students to listen carefully to find out what the swindlers say and do to trick the people.

By the end of this lesson, students should be able to:

- ✓ 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”

The Emperor's New Clothes



Note: You may wish to fill out the Elements of Stories Chart (The Emperor's New Clothes) as you read.

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

Many years ago there was an emperor who loved fine—or very nice and beautiful—clothes. He did not care for—or did not like—hunting. He did not care for plays, opera, or art. He was no lover of gourmet food or wine. His only ambition—and goal—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.

[Have a student point to the two strangers.]

They were swindlers.

[Define *swindlers* as people who trick others.]

They said they were master weavers from a faraway land.

[Define *weavers* as people who make cloth.]

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—and smart—people could see it. Those who were **ignorant**—and did not know much—could stare at the cloth all day and not see a thing.

“Astonishing!” thought the emperor. “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 men 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.



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

The swindlers set up two weaving looms and pretended to be weaving their wonderful cloth.

[Ask students: “What is wrong with this picture? Can you see the cloth on the looms?”]

But they had nothing at all on their looms.

After a few days, the emperor grew curious to see the cloth. The emperor was interested in the magical cloth the weavers were making and wanted to know more about it.

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—and sure—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.

[Tell students that a prime minister is an important person to the emperor because the prime minister is supposed to be very wise and gives the emperor advice about what to do.]

“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?”



← **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. 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!”

[Say to students: “Tell your partner whether the prime minister is telling the truth.”]

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 with our weaving skills. 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!”

[Say to students: “Tell your partner whether the prime minister is telling the truth. Why would he describe the cloth as being lighter than air?”]

“Thank you!” said the first swindler. “We are pleased with what we have done. And we are making very good progress, too. The magical cloth is almost finished. 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.

[Ask students whether they would have given the weavers more money.]

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.



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

But when he stepped into the room where the two men had set up their looms, the emperor saw nothing on the looms.

[Emphasize that the emperor is now thinking to himself.]

“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."

Mid-Story Check-In

1. *Literal* Which characters have you met so far in this fairy tale?
 - I have met the emperor, the swindlers, and the prime minister.
2. *Literal* What do the swindlers say they are making on their weaving looms?
 - The swindlers say they are making beautiful and magical cloth on their weaving looms.
3. *Literal* Who does the emperor send to check on his cloth?
 - The emperor sends his prime minister to check on the cloth.

What does the prime minister see?

- The prime minister sees nothing.

What does the prime minister say he sees?

- The prime minister says that he sees the cloth.

4. *Inferential* Can the emperor see the cloth? How does that make him feel?
 - The emperor cannot see the cloth. That makes him feel bad, embarrassed, stupid, unfit to be emperor.

What do you think the emperor will say about the cloth?

- Answers may vary.

But out loud he said, "It is magnificent! Truly magnificent! Why, I have never seen cloth so lovely!"

[Say to students: "Tell your partner why the emperor said the opposite of what he thinks."]

"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."

[Define *tailor* as 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 that could not be seen.

They cut the air with scissors and stitched the wind with threadless needles.

[Invite students to pretend they are making an invisible suit.]

Other noblemen came to **inspect**—and look carefully at—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.



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

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

“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 invisible, 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.

[Ask students: “How do you think the emperor looks? Why doesn’t anyone tell the emperor the truth?”]



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

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.

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.



← **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 that he could not see his own clothes!

Just then, a young child stepped out of the crowd and cried out, “Hey! He hasn’t got anything on!”

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. But he was blushing—and turned pink—from head to toe, as everyone could plainly see.

[Explain that people blush—or turn pink or red—when they are embarrassed. Ask students: “How could everyone see that the emperor was blushing from head to toe?”]

Comprehension Questions

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. Model answers using complete sentences as necessary.

1. *Literal* What is the title of this fairy tale?

- The title of this fairy tale is “The Emperor’s New Clothes.”

Who wrote this story?

- Hans Christian Anderson wrote this story.

2. *Evaluative* How do you know that this story is a fairy tale?

- I know this story is a fairy tale because it has royal characters and begins with the words “Many years ago.”

3. *Inferential* How would you describe the emperor in this story? [You may wish to show an image of the emperor.]

- Answers may vary, but should include that he liked nice clothes; he did not like to be ignorant.

How would you describe the swindlers in this story? [You may wish to show an image of the swindlers.]

- Answers may vary, but should hint that they are tricky.

4. *Literal* Who do the swindlers say they are? What do they say they can make?

- The swindlers say they are master weavers who can make beautiful and magical cloth.

How is the magical cloth special?

- The magical cloth is special because only intelligent people can see it.

5. *Inferential* Why do the characters pretend to see the cloth?

- The characters pretend to see the cloth because they want to seem intelligent and not like fools.

6. *Inferential* Who says out loud that the emperor is not wearing anything? Do you think he was the first one to really notice that the emperor is not wearing anything?
 - A young child says out loud that the emperor is not wearing anything. He is not really the first to notice that the emperor is not wearing anything; he is just the first to say it.
7. *Evaluative* Do you think the emperor will continue to like nice and fine clothes? Why or why not?
 - 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 partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Do you think the emperor has learned a lesson? (Yes/No)

I learned that . . .

If . . ., then . . .

8. *Evaluative Think Pair Share:* Do you think there is a lesson to be learned from this story? If so, what is it?
9. After hearing today's story 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 remaining questions.]

Word Work: Curious

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 three times.
3. *Curious* means having a desire and wanting to learn more about something.
4. Rohan was very curious about the bug on his front door; it had a purple body and bright orange legs.

Cari is curious about what will happen in the next chapter in the book she is reading.

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 curious about . . . ” or “I saw a/an [animal] that was curious about . . . ”]

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

Use a *Sharing* activity for follow-up. Directions: Think of three things your partner might be curious about. Then, taking turns with your partner, ask each other questions to find out if your partner would be really curious about that thing. For example, you might ask, “Are you curious about [how thunderstorms form]?” And your partner should answer, “Yes, I am curious about that,” or, “No, I am not curious about that.” I will call on several of you to share what your partner is curious about.



Complete Remainder of the Lesson Later in the Day



The Emperor's New Clothes

2_B

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Purse

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Purse).] In the fairy tale you heard, “The emperor gave the swindlers a purse filled with gold coins and told them to begin weaving the magic cloth right away.” Here, *purse* is a bag used to hold money. Which picture shows this?
2. *Purse* also means to form your lips into a tight circle or straight line. [Purse your lips, and invite students to do the same.] Which picture shows this?
3. Now that we have gone over two different meanings for *purse*, quiz your partner on these different meanings. Try to use complete sentences. For example, you could say, “My little sister purses her lips while she concentrates on coloring.” And your partner would respond, “That’s number 2.”

↔ Syntactic Awareness Activity

Horizontal Word Wall: Ignorant-Intelligent

Note: Although the focus of this activity is on word meanings, students will gain practice in syntax as they create sentences for the words.

Materials: long horizontal chart paper; words written on index cards

in red—*ignorant, foolish, unlearned, uneducated*

in yellow—*average, ordinary, fair*

in green—*intelligent, smart, educated, bright, clever*

1. In the fairy tale you heard, “[The cloth] was specially woven so that only the most *intelligent* people could see it. Those who were *ignorant* could stare at the cloth all day long and not see a thing.”

2. Say the word *intelligent* with me three times.
Say the word *ignorant* with me three times.
3. *Intelligent* means able to easily learn or understand things.
Ignorant means not knowing a lot, not having a lot of information or knowledge.
4. First we will make a Horizontal Word Wall for *intelligent* and *ignorant*. Then you will make up sentences using the words on the word wall.
5. [Place *ignorant* on the far left of the chart and place *intelligent* on the far right. Now hold up *foolish* and ask whether it should be placed with *ignorant* or *intelligent*. Hold up the rest of the cards and ask where they should be placed on the horizontal word wall.]
6. [Have students choose two different-colored words and make up a sentence using the words. Call on several students to share their sentences. Some students may be able to write down their sentences.]

↔ Vocabulary Instructional Activity

Word Work: *Inspect*

1. In the read-aloud you heard, “Other noblemen came to *inspect* the cloth, and all of them pretended to be able to see it.”
2. Say the word *inspect* with me three times.
3. When you inspect something you look very carefully at it, usually to see whether what you are inspecting is of a good quality.
4. Sam’s father took their old car to the mechanic to inspect it and make sure it does not have any problems.
At many popular places now, there are workers at the entrance to inspect peoples’ bags for dangerous items.
5. With your partner, can you think of two things that need to be inspected?

[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “_____ needs to be inspected.” Suggestions: backpacks, luggage, cars, airplanes, houses, foods.]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will say a list of things. If what I say is something that needs to be inspected, say, “I need to inspect that.” If what I say is something that does not need to be inspected, say, “I do not need to inspect that.”

1. your teacher asks you to make sure there are no marks in your books
2. the milk smells sour
3. your grandma hands you an ice cream cone
4. you want to make sure that your clothes do not have any holes
5. you want to make sure you like the room in the apartment you will move into
6. your teacher gives you a box of crayons to use

10 End-of-Lesson Check-In

Note: Choose either the Story Map or Sequencing the Story activity. You may wish to fill out a story map for “The Emperor’s New Clothes” together with the class. Some students may be able to fill out this chart individually.

Sequencing the Story may also be done in partner pairs.

Story Map (Instructional Master 1B-1)

- Tell students that you will create a story map for “The Emperor’s New Clothes” together. **Note:** Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read the words to them.
- Tell students that the people or animals in a story are called the characters of the story. Ask students who the characters are in the “The Emperor’s New Clothes.” (emperor, swindlers, prime minister, townsfolk, young child)
- Tell students that the setting of a story is where the story takes place. Ask students what the settings are in this story. (in the palace, on the main street)
- Tell students that the plot of a story is what happens, or the events, in the story. Ask students to tell you about the beginning, middle, and end of the fable.

[This is also a good opportunity to talk about the conventions of beginning a fiction story, e.g., “Many years ago . . .” and ending a fiction story, e.g., “But he was blushing from head to toe, as everyone could plainly see.”]

Sequencing the Story (Instructional Master 2B-1)

- Give students a copy of Instructional Master 2B-1. Explain to students that this worksheet has pictures of events from the plot of “The Emperor’s New Clothes.”
 - First, have students talk about what is happening in each picture.
 - Next, have students cut out the six pictures.
 - Then, students should arrange the pictures in the correct order to show the proper sequence of events.
 - When they think they have the pictures in the correct order, they should ask an adult or check with their partner to see if their order is correct.
 - Have students glue or tape the pictures on paper once they have been sequenced.

Checking for Understanding

Note: Before students begin this activity, be sure they have understood the directions.

- Say to students: “Asking questions is one way to make sure that everyone knows what to do. Think of a question you can ask your partner about the directions I have just given you. For example, you could ask, ‘What should I do first?’; or, ‘What do I do when I think I have the pictures in the correct order?’”
- Be sure that students understand the five-part instructions to this activity.
- Have students write a sentence about the sequence of events using the sound-spelling correspondences taught thus far. Or, have students choose two pictures and write one or two sentences describing the plot.
- As students complete this activity, have them work with their partner or home-language peers to retell the story referring to their sequenced pictures.



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”

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 that are addressed in all lessons in this domain.

Students will:

- ✓ Recount “Beauty and the Beast, Part I” by giving events that happen in the story the label *First* or *Then* (RL.2.2)
- ✓ Describe, using the text and the images, how the merchant’s daughters feel about moving from their lavish house to a simple cottage (RL.2.3)
- ✓ Identify the characteristics of fairy tales and explain the characteristics as they apply to “The Emperor’s New Clothes” (RL.2.5)
- ✓ Compare and contrast “The Fisherman and His Wife” and “The Emperor’s New Clothes” (RL.2.9)
- ✓ Make personal connections to the experience of the merchant’s family having to move, and tell how they would react to moving from a lavish home in the city to a simple cottage in the woods (W.2.8)

- ✓ With assistance, organize and label story events (W.2.8)
- ✓ Determine the meanings of words, such as *misfortune*, by using the prefix *mis-* (L.2.4b)
- ✓ Identify real-life connections between words—*merchant*, *fearsome*, and *fortune*—and their use (L.2.5a)
- ✓ Identify the correct usages of *misfortune* and *fortune*, and explain that they are antonyms (L.2.5a)

Core Vocabulary

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

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

Variation(s): none

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

Vocabulary Chart for Beauty and the Beast, Part I			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	beast blizzard cargo goods merchant snowstorm	astonished eldest/youngest fearsome forgive fortune/ misfortune* lavish/simple punishment	cottage daughters father gown meal palace
Multiple Meaning			garden rose
Phrases	face your punishment send her in your place	for the sake of to make the best of things	diamond necklace dining room
Cognates	bestia carga	fortuna/ infortunio*	palacio jardín rosa

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. This order is the same as the corresponding read-aloud in the *Tell It Again! Read-Aloud Anthology*.

1. 3A-1: Interior of cottage in the woods
2. 3A-2: Merchant leaving for the city
3. 3A-3: Snowstorm and the palace
4. 3A-4: Merchant seated in large dining hall
5. 3A-5: Merchant finds a beautiful rose garden
6. 3A-6: The beast confronts the merchant
7. 3A-7: The merchant gives his daughters their gifts

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Fairy Tale Review	Fairy Tales Characteristics Chart	15
	Introducing “Beauty and the Beast, Part I”	world map or globe	
	Vocabulary Preview: Merchant, Fearsome		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Beauty and the Beast, Part I	Elements of Stories Chart (Beauty and the Beast)	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Fortune		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Which Happened First?	Instructional Master 3B-1	20

Advance Preparation

For Fairy Tale Review, fill in the column for “The Emperor’s New Clothes” on the Fairy Tale Characteristics Chart as the class reviews the fairy tale.

For What Happened First? prepare a copy of Instructional Master 3B-1 for each student. You may also wish to write the sentences onto large strips of paper so that students can physically show which events happen first. This activity will prepare students for the Extension activity, Drawing the Read Aloud, in Lesson 4.

Note to Teacher

You may wish to copy Instructional Master 1A-3 (Elements of Stories Chart) onto a transparency or large sheet of chart paper and fill it out with the class as you present the read-aloud for this story. Be sure to pause at the points in the read-aloud where parts of the chart can be filled in. [You will continue this chart in the next lesson.]

Title	Beauty and the Beast
Author	Madame Gabrielle-Suzanne Barbot de Villeneuve (Madame Villeneuve)
Setting	Cottage, snowstorm, palace, rose garden
Characters	Merchant, eldest daughter, second daughter, Beauty, beast
Themes	Do not take anything that is not yours.
Opening	“Once upon a time”
Ending	(See next lesson.)



Beauty and the Beast, Part I

3A

Introducing the Read-Aloud

15 minutes

Fairy Tale Review

- Present the Fairy Tales Characteristics Chart (Instructional Master 1A-1). Ask students to tell you about the characteristics of fairy tales. Make sure that the following characteristics are covered:
 - Royal characters
 - Magical characters
 - Magical events
 - “Once upon a time” beginnings
 - “Happily ever after” endings
- Ask students whether the events that happen in fairy tales are real or fantasy. Confirm that fairy tales are made-up stories from someone’s imagination. Fairy tales are stories with magical or strange characters, settings, and events.
- Fill in the column for “The Emperor’s New Clothes” on the Fairy Tales Characteristics chart. Point to each characteristic, and ask whether it is present in this fairy tale. Follow up by having students tell their partner how they know the fairy tale has that characteristic, and call on two volunteers to share. (Check off: royal characters, begins with “Many years ago . . .” **Note:** There are no magical events because the swindlers were not really making magic cloth; they were just pretending to make it.)
- Prompt students to make comparisons between the fairy tales “The Fisherman and His Wife” and “The Emperor’s New Clothes” based on the Fairy Tales Characteristics chart. You may wish to ask:
 - Do these two fairy tales have “once upon a time” beginnings? Are they stories from long ago?
 - Are there royal characters in the stories?
 - Do both stories have magical characters and events? (Yes, for “Fisherman and His Wife.” No, for “The Emperor’s New Clothes.”)

- Do these stories have happy endings?

Introducing “Beauty and the Beast, Part I”

- Tell students that today they are going to hear the first part of a fairy tale called “Beauty and the Beast” Tell students that this story was first written in a book by a French woman named Madame Villeneuve.

[Point to France on a world map or globe.]

Picture Walk

- Tell students that you will take a picture walk through this story together.



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

- Identify the merchant, the eldest daughter (wearing gray), the second daughter (wearing green), and Beauty (wearing maroon).
- Tell students that the merchant, the girls’ father, is leaving for the city. He asks his daughters what they want from the city. One daughter asks for a gown, one daughter asks for a diamond necklace, and one daughter asks for a rose. Ask students if they can guess which gift each daughter asked for.



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

- Ask students what the weather is like. Describe that it is a blizzard, or very big snowstorm, and that it is dangerous for the merchant to be outdoors.



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

- Have students identify the new character. (the beast)
- Have students describe the facial expressions of both characters.
- Have students tell their partner why the beast looks angry and what might happen to the merchant.

Vocabulary Preview

Merchant

1. In the beginning of this fairy tale, you will meet a *merchant* and his three daughters.
2. Say the word *merchant* with me three times.
3. A merchant is someone whose job is to buy and sell things.

4. The merchant went to a faraway land to find new and interesting things to sell.

The merchant sold his goods at the market.

5. What do you think the merchant in this story sells? [Although the story does not tell what he sells, it does say that he had ships filled with valuable cargo. You may wish to have students imagine what kinds of valuable things he sells.]

Fearsome

1. In today's fairy tale you will hear, "The . . . merchant turned around and saw a *fearsome* creature, who was half man and half beast."
2. Say the word *fearsome* with me three times.
3. Something that is fearsome makes people very frightened and scared of it.
4. The tiger is one of the most fearsome animals in the jungle.
5. Tell your partner two things you think are fearsome.

Purpose for Listening

Remind students that the title of this fairy tale is "Beauty and the Beast," and that they will hear the first half of the story today. This story was first written into a book by a French woman, Madame Villeneuve. Tell students to listen carefully to see if the merchant will be able to get his daughters the gifts they wanted.

By the end of the lesson, students should be able to:

- ✓ 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"

Beauty and the Beast, Part I



Note: You may wish to fill out the Elements of Stories Chart (Beauty and the Beast) as you read.

← 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. The merchant was very rich. Indeed, he had more money than he needed, until a lot of hard things happened.

First, the merchant lost two of his biggest ships full of cargo—goods he was going to sell—in a great storm at sea. Then, he was forced to give up his lavish—very expensive and fancy—home in the city because he could no longer afford to pay for it.

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.

[Ask students whether the picture shows a lavish home or simple cottage. Say to students: “Tell your partner whether you think it would be difficult for the merchant and his daughters not to be rich anymore. How would you feel if you were in the same situation?”]

The two older daughters complained bitterly, for they had grown accustomed to—used to—a life of luxury. The older daughters had a hard time living their new life in the cottage. 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.

[Ask students: “Is this misfortune or good fortune?”]



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

As the merchant prepared to make the long trip to the city to claim—and get back—his goods, he asked his daughters what he might bring them when he returned.

The eldest daughter asked for a fancy gown.

The second daughter asked for a diamond necklace.

Beauty had plenty of things she wished for, but none that her father’s money could buy.

[Say to students: “Tell your partner what kinds of things Beauty might wish for that money can’t buy.”]

Beauty 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.”

When the merchant finally reached his ship, he found that most of his goods had been stolen. 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.

[Ask students: “Did he forget something?” (A rose for Beauty)]



← **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.

[Ask students: “What kind of weather does this seem like?” (snowstorm)]

He was worried that he might get lost in the blizzard—a very big snowstorm. 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—or front hall—and brushed the snow off his coat.



← **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.

[Point to the food on the table and ask: “What do you think the word *scrumptious* means?”]

“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.

[Say to students: “Tell your partner whether you would have eaten some food. Why or why not?”]

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.

Mid-story Check-In

1. *Literal* Which characters have you met so far?

- I have met the merchant and his three daughters.

Which character has not appeared in the story yet?

- The beast has not appeared in the story yet.

2. *Literal* Why is the merchant inside the palace?

- The merchant is inside the palace to take shelter from the snowstorm.

3. *Inferential* What do you think he will do in the garden? Who do you think he is going to meet?

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



The merchant was **astonished**—and amazed—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. In the garden, birds chirped. Flowers bloomed. The air was sweet and balmy—warm and calm.

[Ask students: “Do you think it’s strange that the trees and garden do not have snow? Do you think it is strange that it is warm and calm in the garden while there is a snowstorm outside? Do you think it is strange that the flowers are in full bloom in the middle of winter?”]

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.

[Ask students: “Who do you think said that?”]

The startled merchant turned around and saw a **fearsome** creature, who was half man and half beast.

[Invite students to close their eyes and imagine what a fearsome creature would look like.]



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

“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?”

“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—and kind words!” Beast said. “But that will not save you from the punishment you deserve!”

[Say to students: “Tell your partner what kind of punishment that might be.”]

“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—and take care of—them.”

There was a long pause. Then the beast spoke again.

“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.”

[Say to students: “Tell your partner if this seems like a fair punishment.”]



← **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.”

Discussing the Read-Aloud

10 minutes

Comprehension Questions

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. Model answers using complete sentences as necessary.

1. *Literal* What is the title of this fairy tale?

- The title of this fairy tale is “Beauty and the Beast.”

Who wrote this story?

- Madame Villeneuve wrote this story.

2. *Evaluative* How do you know that this story is a fairy tale?

- I know this story is a fairy tale because it begins with “once upon a time,” has a magical creature, and has magical events—it is warm in the garden, and the flowers are in full bloom in the middle of winter.

3. *Literal* What are the merchant's misfortunes?
 - The merchant's misfortunes are that he lost his two biggest ships with the goods he was going to sell and that he had to move from his lavish house to a simple cottage.
4. *Evaluative* What do the three daughters ask their father for?
 - The eldest daughter asks for a gown. The second daughter asks for a diamond necklace. The youngest daughter asks for a rose.

What does the gift each daughter asks for tell you about the daughters?

- Answers may vary, but should hint that the older daughters like fancy things and care only for themselves, whereas the youngest daughter does not care for fancy things and may be a little more thoughtful.
5. *Inferential* Why does Beauty's father sigh when he gives her the rose?
 - Beauty's father sighs because of Beast's punishment that he or one of his daughters will need to face.
 6. *Evaluative* Why is the beast described as fearsome? What other words might you use to describe the beast?
 - The beast is described as fearsome because he is half man and half beast; he has a low, gruff voice and gets angry at the merchant. Some other words that describe the beast might include: scary, lonely, sad, generous (because he shared his food), thoughtful (because he let the merchant go to his daughters).

[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 partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Do you think merchant should return to the beast? (Yes/No)

I think the merchant should . . .

The merchant should . . . because . . .

7. *Evaluative Think Pair Share:* At the end of today's story, the beast tells the merchant to return for his punishment. What do you think the merchant should do? Why?
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: Fortune

1. In the read-aloud you heard, “The merchant lost his *fortune* and was left with nothing.”
2. Say the word *fortune* with me three times.
3. The word *fortune* means having great wealth or good luck.
4. The merchant had good fortune when his lost ship was found.

The queen’s fortune included a beautiful castle and jewels.

5. Have you ever had good fortune? [Remind students that fortune means great wealth or good luck; this question refers to 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: “I had good fortune when . . . ”]

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 a 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

3B

Extensions

20 minutes

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

Note: You may wish to have students fill out Instructional Master 3B-1 as the class does this activity.

- 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. Do each pair of sentences separate from each other and one at a time.
- Write the words *First* and *Then* on chart paper, a chalkboard, or a whiteboard for students to see. Be sure that students understand that *First* means that it happens before something else, and *Then* means it happens later or after what happens first.
- 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.

✈ Above and Beyond: Some students may be able to complete this worksheet on their own. Later, you may wish to have students work in pairs to create their own sentences and label them *First* and *Then*.

1. _____, the merchant and his family live in a simple cottage. (Then)
_____, the merchant and his family live in a lavish home. (First)
2. _____, the merchant loses two ships full of cargo. (First)
_____, the merchant finds out that one ship was found. (Then)
3. _____, the merchant rides his horse in a snowstorm. (First)
_____, the merchant finds a castle. (Then)
4. _____, the merchant finds a rose garden. (Then)
_____, the merchant eats a meal. (First)

5. _____, the beast appears. (Then)
_____, the merchant picks a rose for Beauty. (First)
6. _____, the beast tells the merchant his punishment. (First)
_____, the beast lets the merchant go back to his daughters. (Then)



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”

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 that are addressed in all lessons in this domain.

Students will:

- ✓ Recount “Beauty and the Beast” using a sequence of student-created drawings of the read-alouds, and determine the central message, lesson, or moral (RL.2.2)
- ✓ Describe, using the text and the images, how Beauty’s feelings change towards the beast from the beginning of the story to the end of the story (RL.2.3)
- ✓ Identify the characteristics of fairy tales, and explain the characteristics as they apply to “Beauty and the Beast” (RL.2.5)
- ✓ Draw pictures, dictate, or write simple sentences to represent details or information from “Beauty and the Beast,” including information about the main characters, the setting, and an event from the plot of the fairy tale (W.2.3)

- ✓ With guidance and support from adults, use a variety of digital tools to publish their own storybook of “Beauty and the Beast,” created in collaboration with a group of peers (W.2.6)
- ✓ Participate in a shared writing project by retelling the read-aloud using a series of drawings and sentences about “Beauty and the Beast” (W.2.7)
- ✓ With assistance, organize student-drawn pictures of the read-alouds to match the storyline of “Beauty and the Beast” (W.2.8)
- ✓ Create a drawing of one event in “Beauty and the Beast” that will be added to other students’ drawings to retell the story (SL.2.5)
- ✓ Use sentence-level context as a clue to the meaning of the multiple-meaning word *tunes* (L.2.4a)
- ✓ Identify real-life connections between words—*appearance*, *courtesy*, *constant*, and *tunes*—and their use (L.2.5a)
- ✓ Explain the meaning of the common saying “better late than never” and use in appropriate contexts (L.2.6)

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, *prep.* 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

Vocabulary Chart for Beauty and the Beast, Part II


Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	beast curtsied locket merchant	<i>appearance</i> constant* <i>courtesy</i> despite elegant lovely pleaded sorrowful	awoke castle daughter evening husband kindness painful prince promise sister
Multiple Meaning	marry	determined handsome treated <u>tunes</u>	tear
Phrases	Better late than never Do not be deceived by appearances Trust your heart, not your eyes Your goodness will be rewarded	heed this advice less painful than imagined long to see put it off to avoid it	It's all my fault too late
Cognates	bestia	<i>apariencia</i> constante* <i>cortesía</i> elegante	castillo promesa

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. This order is the same as the corresponding read-aloud in the *Tell It Again! Read-Aloud Anthology*.

1. 4A-1: Daughters receiving their gifts
2. 4A-2: Beauty meets the beast
3. 4A-3: Beauty begins to cry
4. 4A-4: Dinner with the beast
5. 4A-5: Beauty misses her father
6. 4A-6: Beauty visits with her family
7. 4A-7: Beauty wakes from her dream
8. 4A-8: Beauty and the beast in the garden
9. 4A-9: The beast becomes a handsome prince

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Fairy Tale Review	Fairy Tales Characteristics Chart	15
	Introducing “Beauty and the Beast, Part II”	Instructional Master 4A-1	
	Vocabulary Preview: Appearance, Courtesy	Response Card 3	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Beauty and the Beast, Part II	Elements of Stories Chart (Beauty and the Beast)	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Constant		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: Better Late Than Never		20
	Multiple Meaning Word Activity: Tunes	Poster 2M (Tunes)	
	Drawing the Read-Aloud	Instructional Master 3B-1; drawing paper, drawing tools	

Advance Preparation

For Fairy Tale Review, fill in the column for “Beauty and the Beast, Part I” on the Fairy Tale Characteristics Chart as the class reviews the first half of this fairy tale.

For Drawing the Read-Aloud, group students into groups of four to six. Make sure that students within the group do not draw the same scene from the story. You may wish to assign three students to draw a particular scene from the beginning, middle, or end so that these three parts of the story are covered. You may wish to publish your students’ drawings using computer programs such as iPublish or PowerPoint.

Note: This activity may take more than the time allotted for the extension activities. Please continue this activity during the Pausing Point.

Note to Teacher

You may wish to continue filling out an Elements of Stories chart (Instructional Master 1A-3) together with the class as you continue this story. Be sure to pause at the points in the read-aloud where parts of the chart can be filled in.

Title	Beauty and the Beast
Author	Madame Gabrielle-Suzanne Barbot de Villeneuve (Madame Villeneuve)
Setting	[Cottage, snowstorm, palace, rose garden,] new house
Characters	[Merchant, eldest daughter, second daughter, Beauty, beast,] servants, sisters’ husbands, prince
Themes	[Do not take anything that is not yours.] Goodness will be rewarded. Do not be deceived by appearances. Trust your heart, not your eyes. Better late than never.
Opening	[“Once upon a time”]
Ending	“And they lived happily ever after.”

For Comprehension Question #2, you may wish to continue filling out the Fairy Tales Characteristics Chart.



Beauty and the Beast, Part II

4_A

Introducing the Read-Aloud

15 minutes

Fairy Tale Review

- Present the Fairy Tales Characteristics Chart (Instructional Master 1A-1). Ask students to tell you about the characteristics of fairy tales. Make sure that the following characteristics are mentioned:
 - Royal characters
 - Magical characters
 - Magical events
 - “Once upon a time” beginnings
 - “Happily ever after” endings
- Ask students whether the events that happen in fairy tales are real or fantasy. Confirm that fairy tales are made-up stories from someone’s imagination. Fairy tales are stories with magical or strange characters, settings, and events.
- Fill in the column for “Beauty and the Beast” (based on Part I) on the Fairy Tales Characteristics chart. Point to each characteristic, and ask whether it is present in this fairy tale. Follow up by having students tell their partner how they know the fairy tale has that characteristic, and call on two volunteers to share. (Check off: magical character, magical events, begins with “Once upon a time.”)
- Review images from “Beauty and the Beast, Part I” to help refresh students’ memories of the first part of the fairy tale. Ask students what happened at the end of Part I. (The merchant arrived home from the beast’s castle and gave his daughters their gifts.)

Introducing “Beauty and the Beast, Part II”

- Tell students that today they are going to hear the second part of a fairy tale called “Beauty and the Beast.”

Picture Walk

- Tell students that you will take a picture walk through the second part of this story together.



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

- Ask students who they think went to live with the beast in her father’s place.
- Have students describe the characters’ facial expressions.



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

- Ask students what the characters are doing in the picture. Ask whether it looks like they are having a pleasant time.



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

- See if students can recognize the characters in this picture. (Beauty, her sisters, her father)
- Ask students whether the house looks like a cottage or an expensive house. Tell students that the beast gives the merchant a lot of gold coins, so the merchant bought the nice house with the gold coins.
- Give students Response Card 3 (Beauty and the Beast). Have students tell their partner one thing they think might happen in the second part of this story. You may wish to have students write down the name of the characters they see: *Beauty* and *beast*, as you write them down on the Elements of Stories Chart.

Vocabulary Preview

Appearance

1. In today’s fairy tale you will hear that “Despite his *appearance*, Beauty found the beast polite.”
2. Say the word *appearance* with me three times.
3. Appearance is how something or someone looks on the outside.
4. The beast’s appearance was scary, but he was kind.

The beast told Beauty not to be tricked by appearances: what something looks like on the outside may not be the way it is on the inside.

5. [Have students look at Response Card 3.] Describe the appearance of Beauty and the appearance of the beast.

Courtesy

1. In today's fairy tale you will hear that the beast treated Beauty with kindness and *courtesy*.
2. Say the word *courtesy* with me three times.
3. Courtesy is good manners.
4. Saying "please" and "thank you" are common courtesies.

Holding the door open for others is another example of courtesy.

5. With your partner think of another example of courtesy. [Call on several partner pairs to share their example. Suggestions: writing a "thank you" note; letting an older person or pregnant woman have a seat on the bus; helping elders carry their bags; helping parents bring the groceries into the house without being asked; helping others in need.]

Purpose for Listening

Remind students that they will hear the second part of "Beauty and the Beast." This story was first written into a book by a French woman, Madame Villeneuve. Tell students to listen carefully to see if their predictions—about who goes to stay with the beast and what might happen in the second half of this story—are correct.

By the end of the lesson, students should be able to:

- ✓ 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"

Beauty and the Beast, Part II



Note: You may wish to fill out the Elements of Stories Chart (Beauty and the Beast) as you read.

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

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 the rose and been confronted by—and came face to face with—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—and not have to go—would be if one of them was willing to go and live with the beast.

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

“I will go,” Beauty said quietly.

[Say to students: “Tell your partner why Beauty volunteers to go in her father’s place. Do you think her father will let her go?”]

“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.”

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

Her father tried to change her mind, but Beauty was **determined**. Beauty would not change her mind and felt strongly that she should go in her father’s place.



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

A few days later, Beauty and her father returned to the castle. When she first saw the Beast, Beauty could not help shuddering—and shaking because of fear—but she tried to conceal—and hide—her fear.

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

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

Beauty curtsied before the beast.

[Invite the girls to practice doing a curtsy.]

“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.



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

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

“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 this advice: Do not be deceived by appearances. Trust your heart, not your eyes.”

[Explain the beast’s advice to Beauty. Ask students why the beast would give this kind of advice. For the following paragraph, invite students to close their eyes and imagine what Beauty sees around the palace.]

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—or songs.



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

When it was time for dinner, Beauty was greeted by a staff of pleasant servants, who prepared none other than her favorite meal.

[Ask students whether it is strange that the birds know her favorite songs and the servants know her favorite meal. How would they know these things about Beauty?]

“Good evening, Beauty,” said the beast.

Beauty was still startled—and a little scared—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—and good manners. 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?”

Beauty did not know what to say. She was afraid that the beast would be upset if she declined—or said “no.”

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.”

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 courtesy and elegant manners put her fears to rest. 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.”

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

Mid-Story Check-In

1. *Literal* Who went to live with the beast at his castle?
 - Beauty went to live with the beast at his castle.

[Ask students whether their prediction was correct.]

2. *Inferential* Is living at the castle as bad as Beauty had expected?
- No, living at the castle was not as bad as Beauty had expected.

Why not?

- She thought the palace was lovely; she liked the library; she liked the gardens; she enjoyed dining with the beast; etc.

3. *Inferential* Why do you think Beauty is sorrowful?
- Answers may vary.



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

“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. I really, really miss him. If you will let me go for one month, I promise to come back and stay with you for the rest of my life.”

“Very well,” sighed the beast. “But remember your promise.”

[Ask students to restate Beauty’s promise.]

“And wear this locket as a **constant** reminder. Every time you see this locket, you will remember your promise to return to me.”

[Point to the locket. Define *locket* as a small case that can be opened. Locketts are usually worn on necklaces.]

“When you want to come back, simply open the locket and say the words *I wish to go back to the beast.*”



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

[Say to students: “Look at this picture. Describe to your partner the changes in Beauty’s family since the beginning of the story (Lesson 3, ‘Beauty and the Beast, Part I.’) Is Beauty’s family still poor?” Allow thirty seconds for students to talk. Call on two partner pairs to share.]

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. Her father hugged her and wept for joy when he saw her.

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.

[Have a student point to this character.]

The other sister had married a clever man who entertained himself at others' expense.

[Have a student point to this character. Ask students whether her sisters' husbands look 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.

[Say to students: "Tell your partner whether or not you think Beauty will return, and why or why not."]



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

[Invite students to close their eyes and imagine what Beauty's dream is like.]

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.

[Invite students to open their eyes.]

Beauty awoke with a start. "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."

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?

Beauty ran through the rooms of the castle, calling for the beast. There was no answer. Then she remembered her dream.

[Ask students: “Where was the beast in her dream? (in the garden) Do you think he will be hurt just like he was in Beauty’s dream?”]



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

She ran to the garden, and there she found the beast stretched out on the ground.

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.

[Explain that Beauty’s tears brought the beast back to life.]

“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.”

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—and fearsome—creature as I am?”

[Ask students what they think Beauty will answer.]

“Yes!” said Beauty. “I do love you!”

Then once again the beast asked, “Beauty, will you marry me?”

[Ask students what they think Beauty will answer.]

“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—and protect—them from the bright light. When she opened her eyes again, she no longer saw the fearsome 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.

[Ask students: “What happened to the beast?”]

Then Beauty noticed that there was something familiar—something she knew—about the stranger’s eyes, like she had seen those eyes before.

“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.”

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.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

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. Model answers using complete sentences as necessary.

1. *Evaluative* Were your predictions correct about whether one of the merchant’s daughters would go in his place and about which daughter would go in his place?

Were your predictions correct about what might happen in the second part of the story?

- Answers may vary.

2. *Evaluative* [You may wish to continue filling out the Fairy Tales Characteristics Chart for this story.] How do you know this part of the story is a fairy tale?

- There is a royal character (the prince); there is a magical item (the locket);

there are magical events (the birds singing Beauty’s favorite songs; the beast coming back to life, the beast turning into a prince); and it ends with “happily ever after.”

3. *Evaluative* What happens in this story that could not happen in real life?
 - The birds singing Beauty’s favorite songs; Beauty all of a sudden back at home; Beauty saying to the locket, “I wish to go back to the beast” and then all of a sudden being taken back to the palace; Beauty’s tears bringing the beast back to life; and the beast turning into a prince could not happen in real life.
4. *Literal* How come Beauty could go back to see her father?
 - Beauty could go back to see her father because the beast did not like to see her sad, and she promised to go back to the beast in one month and stay with him forever.
5. *Literal* Does Beauty go back to the beast after one month?
 - No, she does not go back to the beast after one month.

What causes Beauty to decide to return to the beast?

 - Beauty decides to return to the beast after she has a dream that he is sick, and she realizes that she cares about him.
6. *Evaluative* What do you think of the beast after hearing about him in this second part of the story?
 - Answers may vary, but should hint that he is kind, well-mannered, and caring.

[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 partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Was Beauty deceived, or tricked, by the beast’s appearance? (Yes/No)

I learned that . . .

The lesson we can learn from this story is . . .

7. *Evaluative Think Pair Share:* What do you think is a lesson we can learn from this story? [You may wish to write some students’ answers in the “themes” section of the Elements of Stories chart.]
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: Constant

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 three times.
3. *Constant* means something that happens all the time.
4. While Beauty was at the castle, she had the constant thought of her father.

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.” You may wish to prompt students to think about how the following are constant: day/night, days of the week, seasons of the year, bedtime, wake time, school start time.]

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

4B

Extensions

20 minutes

Sayings and Phrases: Better Late Than Never

Note: 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 see her father and sisters. She had promised to go back to the beast in one month, but after one month 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.
- Have students explain to their partner how this fairy tale shows the saying “better late than never.”
- Ask students if they have ever experienced being “better late than never.”

↔ Multiple Meaning Word Activity

Context Clues: Tunes

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [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. Which picture shows this?
2. *Tunes* also means to make small changes to something, like a bike or car, in order to make it work better. Which picture shows this?
3. I’m going to say some sentences with the word *tunes*. Hold up one finger if my sentence tells about *tunes* in picture one; hold up two fingers if my sentence tells about *tunes* in picture two.
 1. My uncle played some *tunes* for me on his guitar.
 2. My uncle *tunes* his guitar before playing it.
 3. My uncle *tunes* his car before taking it on a long road trip.
 4. My uncle plays some *tunes* in his car as he drives.
 5. What are some of your favorite *tunes*? [You may wish to call on volunteers to answer.]

Drawing the Read-Aloud

Note: In advance, group students into groups of four to six. This activity may take longer than the allotted time. Please continue during the Pausing Point.

- Remind students of the activity, Which Happened First? (Instructional Master 3B-1). Review a few First, Then, sentences. Tell students that later in this activity, they will similarly sequence their pictures.
- Ask students to think about the read-alouds that they listened to for “Beauty and the Beast.” 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. [Here you may wish to designate up to three students to draw a scene from the beginning, middle, or end of the story.]

- Ask each student to write a sentence or two, using the sound-letter correspondences they have learned so far, to describe the action or scene in his/her drawing.
- 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 events 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 whose drawing occurred first, then have that student stand to the left.
- Repeat this procedure until all students in the group are standing in order.
- Finally, have students read their sentences aloud. Make sure that you expand upon their ideas, encouraging the use of domain-related vocabulary and temporal words to signal event order.
- You may wish to publish your students' drawings and record students' voices for their part of the story using computer programs such as iPublish or PowerPoint so that they can see, hear, and share their stories over and over again.



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 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

Student Performance Task Assessment

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

Directions: I am going to read several statements about the fairy tales you have heard. 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. Fairy tales usually do not have royal characters.
 - frowning face

3. Some fairy tales have magical characters.
 - smiling face
4. All fairy tales have a happy ending.
 - frowning face
5. Fairy tales are set in the past and sometimes begin with the words “once upon a time.”
 - smiling face
6. Usually something magical happens in fairy tales.
 - smiling face
7. The two swindlers in “The Emperor’s New Clothes” are magical characters.
 - frowning face
8. “Beauty and the Beast” has a happy ending.
 - smiling face
9. In “The Fisherman and His Wife,” the fish made all the fisherman’s wife’s wishes come true.
 - frowning face

Activities

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 . . .

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.

Exploring Student Resources

Materials: Domain-related student websites

Pick appropriate websites from the Internet for further exploration of fairy tales.

Videos of Fairy Tales

Materials: Videos of stories

Carefully peruse the Internet for short, five-minute videos related to fairy tales covered in this domain.

Prepare some questions related to the videos. Prompt students to identify the characters, settings, and plot of the fairy tale.

Discuss how watching a video is the same as and different from listening to a storybook or read-aloud.

Have students ask and answer questions using question words *who*, *what*, *where*, and *why* regarding what they see in the videos.

Riddles for Core Content

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

[You may wish to have students hold up their corresponding response card or point out parts of the response card.]

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)

I am really a prince, but a fairy turned me into a fearsome-looking animal. Who am I? (the beast)

We told the emperor we could make magic clothes that only intelligent 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. 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 his/her hand once s/he is finished.

The Wish Fish

Materials: cutouts in the shape of a flounder; scraps of various-colored mixed media (tissue paper, cellophane, shiny foil, cloth); index cards

Remind students what they learned about flounders in “The Fisherman and His Wife” and what was special about the flounder in that fairy tale. Tell students that they will make their own “magical” fish by cutting out the shape of their flounder and making scales for their fish out of the mixed media. Finally they will write their own wish on the index card.



Paul Bunyan

5

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the tall tale “Paul Bunyan”
- ✓ Identify the characters, plot, and setting of “Paul Bunyan”
- ✓ Identify the tall tale elements 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 that are addressed in all lessons in this domain.

Students will:

- ✓ Identify the characteristics of American tall tales, and explain the characteristics as they apply to “Paul Bunyan” (RL.2.5)
- ✓ Compare and contrast two versions of “Paul Bunyan” (RL.2.9)
- ✓ With assistance, categorize and organize characteristics about the tall tale “Paul Bunyan” onto a chart (W.2.8)
- ✓ Generate questions and gather information from class discussions and the read-aloud “Paul Bunyan” to determine whether a statement is a fact or tall tale (W.2.8)
- ✓ Create a drawing of a person they admire and share about this person with their partner or in small groups (SL.2.5)
- ✓ Identify real-life connections between words—*frontier*, *exaggeration*, and *admiration*—and their use (L.2.5a)

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

Vocabulary Chart for Paul Bunyan			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity word(s) have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Babe downstream flapjacks frontier logging Minnesota raft sawmill	admiration* colossal <i>exaggeration</i> inseparable shivered west	big grew ox pancakes river sneeze snore tree
Multiple Meaning	timber	coast	giant
Phrases	Appalachian Mountains Grand Canyon Great Lakes lumber jack Mississippi River Paul Bunyan Rocky Mountains Sourdough Sam	larger than life looked up to muffled whimper	big appetite big heart
Cognates	frontera	admiración* colossal <i>exageración</i> inseparable oeste costa	gigante(a)

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. This order is the same as the corresponding read-aloud in the *Tell It Again! Read-Aloud Anthology*.

1. 5A-1: Baby Paul in a wagon cradle
2. 5A-2: Toddler Paul on a raft cot
3. 5A-3: The world's biggest lumberjack
4. 5A-4: Paul meets the baby blue ox
5. 5A-5: The world's largest frying pan
6. 5A-6: Paul and Babe straightening the river
7. 5A-7: Paul and Babe heading west

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Introducing Tall Tales	Instructional Master 5A-1; storybooks of tall tales	15
	Introducing “Paul Bunyan”	Instructional Master 5A-2; and 5A-3 U.S. map and Response Card 4	
	Vocabulary Preview: Frontier, Exaggeration	U.S. map	
	Purpose for Listening		
Presenting the Read-Aloud	Paul Bunyan	Image Cards 2-6	15
Discussing the Read-Aloud	Comprehension Questions	Tall Tales Characteristics Chart; U.S. map	10
	Word Work: Admiration	drawing paper, drawing tools	
 Complete Remainder of the Lesson Later in the Day			
Extensions	Fact or Tall Tale?	Instructional Master 5B-1	20
	Domain-Related Trade Book		
Take-Home Material	Family Letter	Instructional Masters 5B-2, 5B-3	*

Advance Preparation

For Introducing Tall Tales, bring in several storybooks of tall tales, particularly the ones covered in this domain: Paul Bunyan, Pecos Bill, John Henry, and Casey Jones. You may also wish to include tall

tales about Calamity Jane, Molly Pitcher, Slue-Foot Sue, and Johnny Appleseed.

Prepare a copy of Instructional Master 5A-1 (Tall Tales Characteristics Chart) for each student. Refer to this chart as their anchor chart for tall tales and tell students that they will fill in this anchor chart as they hear the different tall tales.

Prepare a copy of Instructional Master 5A-2 (U.S. Map) for each student. Students may use this map to identify the various locations and landmarks mentioned in the tall tales.

Prepare a copy of Instructional Master 5A-3 for each student. Refer to it as Response Card 4 (Paul Bunyan). Students can use this response card to preview, review, and answer questions about this tall tale as well as fill in the characters and settings of the story.

Prepare a copy of Instructional Master 5B-1 (Fact or Tall Tale?) for each student.

Bring in another version of “Paul Bunyan” to read aloud to the class.

Note to Teacher

You may wish to fill out the Tall Tales Characteristics Chart (Instructional Master 5A-1) together with the class as they answer the comprehension questions for this story.

Students will learn that tall tales have larger-than-life characters; this means the characters are physically very big or they do extremely interesting, exciting, or impossible things. Find opportunities to point out how the tall tale characters are larger than life in their size and actions at various points in the read-alouds.

Students will also learn that an important characteristic of tall tales is exaggeration—an overstatement of the truth. Sometimes exaggeration makes the characters seem larger than life and makes the tall tale humorous. You may wish to have the class come up with a certain motion or sound to signal that they just heard an exaggeration in the story. (Exaggerations are followed with an asterisk, *, in the read-aloud.)

Students will hear about several landmarks in this read-aloud: Image Cards 2 (Great Lakes), 3 (Rocky Mountains), 4 (Appalachian Mountains), 5 (Mississippi River), and 6 (Grand Canyon). You may wish to tape the image cards up on the board; then as they are mentioned, move them from the board and onto the U.S. map, around the region they are located.



Paul Bunyan

5A

Introducing the Read-Aloud

15 minutes

Introducing Tall Tales

- 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. They were first told orally many, many years ago and were later written down. Tall tales are also a type of fiction.
- Tell students that tall tales are humorous and funny stories. Sometimes they are about real-life heroes of the American frontier during the 1800s. [If you have a timeline in your classroom, point to the 1800s on the timeline. Otherwise, stress that the 1800s were two hundred years ago. Students who used the Core Knowledge Language Arts in Grade 1 have learned about the American frontier and the unexplored area of the American West in the *Frontier Explorers* domain.]
- Explain that, like fairy tales, tall tales also have special characteristics. Present the Tall Tales Characteristics Chart (Instructional Master 5A-1). Read and briefly explain the characteristics of American tall tales.
 - Frontier setting (stories are set in the American West) [**Note:** Tall tales exist in other cultures as well. The frontier setting applies to tall tales in the United States of America.]
 - Amazing Childhood
 - Amazing Adventures
 - Creations/Inventions (natural landmarks like the Grand Canyon)
 - Humor
 - Exaggerations/Larger-Than-Life



Introducing “Paul Bunyan”

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

- Tell students that the main character in today’s tall tale is named Paul Bunyan.
- Say to students: “Tell your partner what is interesting about this picture of Paul Bunyan.” Allow fifteen seconds for students to talk. Call on two students to share.
- Tell students that Paul Bunyan grew up in Maine.

[Point to Maine on the U.S. map. Ask whether Maine is on the East Coast or West Coast.]

Later, Paul’s family decided to move to Minnesota.

[Point to Minnesota on the U.S. map. Ask whether his family moved east or west.]

Picture Walk

- Tell students that you will take a picture walk through this story together. Explain that a picture walk is when they look at the pictures from the story to become familiar with the story, see the characters of the story, and make predictions about what might happen in the story.



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

- Ask students who they think the baby in the cradle is. (Paul Bunyan)
- Have students tell their partner something unusual about the baby.



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

- Ask students what they think Paul Bunyan’s job is.
- Explain that Paul Bunyan was a lumberjack or logger. He cut down trees so that they could be made into lumber or logs used for building. Cutting down trees also cleared the land to build new houses and to create spaces to farm. Mention that being a lumberjack was a popular job during the frontier times.



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

- Ask students to point to another character.
- Tell students that this character is called Babe the Blue Ox.
- Tell students that they will hear how Paul and Babe meet and become good friends.

- Give students Response Card 4 (Paul Bunyan) from Instructional Master 5A-2. Have students describe what they see in the picture.

Vocabulary Preview

Frontier

1. Today's tall tale is set in the American frontier.
2. Say the word *frontier* with me three times.
3. The frontier is land that has not been explored or settled on. In American history, the frontier refers to the American West. [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. Then these settlers moved from the East Coast to the American West—the frontier—and helped to make the land on the frontier livable for others. Help students locate the West Coast of the U.S.]
4. The settlers were curious and excited to explore the frontier.
Many people wanted to be the first to discover something new about the frontier land.
5. Would you like to explore the frontier and be a frontier explorer? Why or why not? [Remind students that the frontier is land that has not been explored before.]

Exaggeration

1. One major characteristic of tall tales is *exaggeration*.
2. Say the word *exaggeration* with me three times.
3. An exaggeration makes something seem a lot bigger, better, or greater than it really is.
4. Exaggeration in a tall tale makes the main character seem larger than life. For example, when Paul Bunyan sneezed, he blew the birds from Maine to California—this is an exaggeration.
5. You will hear many exaggerations in the tall tales. When you hear an exaggeration, [prompt students to do a movement or make a noise]. Let's practice.
 - Claire eats cereal for breakfast.
 - Claire eats twenty bowls of cereal for breakfast.

- Johnny jumps so high; he can jump to the moon.
- Johnny can jump high.
- Francis reads three books a day.
- Francis can read through a whole shelf in the library during recess.

Purpose for Listening

Remind students that the title of this tall tale is “Paul Bunyan,” and the setting for this story is in the American frontier. Remind students that a tall tale is one type of fiction. Tell students to listen carefully for examples of exaggeration.

By the end of this lesson, students should be able to:

- ✓ Demonstrate familiarity with the tall tale “Paul Bunyan”
- ✓ Identify the characters, plot, and setting of “Paul Bunyan”
- ✓ Identify characteristics of tall tales in “Paul Bunyan”

Paul Bunyan



Note: Examples of exaggeration are followed by an asterisk (*).

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

[Ask students: “Does this picture show an example of exaggeration?”]

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.*

As you might imagine, young Paul Bunyan had a big appetite—he could eat a lot.

He gobbled up five barrels of porridge a day,* and his parents had to milk four dozen cows—that’s forty-eight cows—every morning and evening just to keep his baby bottle filled.*

Paul was so big it caused some problems in the little town in Maine where he grew up.

[Invite a student to point to Maine on a map. Ask students whether Maine is on the East Coast or West Coast.]

When he sneezed, he blew the birds from Maine to California.*

[Point from Maine to California. Ask: “Did Paul really blow birds from Maine to California with his sneeze?” Reinforce that this is an example of exaggeration.]

When he snored, the neighbors ran out of their houses hollering, “Earthquake! Earthquake!”*

[Reinforce that this is another example of exaggeration. These exaggerations make Paul Bunyan seem larger than life.]



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

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—and into the water. 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.*

Eventually, Paul’s father decided that the East Coast was just too small for Paul Bunyan. The only sensible—and reasonable—thing to do was to move out West.

[Say to students: “Tell your partner why Paul’s father thought it was better to move out west. Why were people moving west?” Explain that the west was new and unexplored land to the people in those days.]

So the Bunyan family moved to Minnesota.

[Point to Minnesota on a map. Ask whether Minnesota is to the east of Maine or to the west of Maine.]

In those days Minnesota was full of logging camps—where people who cut down trees worked and lived, sawmills—or places where logs were made into boards used for building, and lumberjacks—people who cut down trees and move them to the sawmills. 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.

[Invite students to think of a few more items made from trees.]



← **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 bring down a giant tree with a single swing of his ax.*

[Ask students: “Could a man really make an ax using a whole tree or chop down a giant tree with just one swing? Are these exaggerations?”]

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. Everyone thought he was amazing. The bosses were grateful for the amazing amount of work he could do in a day.

Paul had a big heart, too—he was a caring person. One thing he always wished for was a true friend. There simply wasn’t anybody else his size who could be his friend.



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

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.*

[Ask students: “Do you think the snow really turned blue, or is this an exaggeration?”]

One day, as Paul made his way through the blue snowdrifts, he heard a muffled whimper—he thought he heard a cry but could not hear it clearly. 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.

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?

[Invite students to tell their partner that they think the blue ox will say.]

“Mama! Mama!” Then he gave Paul a big, slobbery—wet—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**—they were always together. 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. Together, Paul and Babe did the work of a hundred men.*

Mid-story Check-In

1. *Literal* Who is the main character of this tall tale?
 - Paul Bunyan is the main character of this tall tale.
2. *Inferential* Describe Paul Bunyan. [Encourage students to use details from the read-aloud to support their description.]
 - Answers may vary and might include that he is very large, he eats a lot, he is a lumberjack, and he has a big heart.
3. *Literal* Who is Paul Bunyan’s friend?
 - Babe the Blue Ox is Paul Bunyan’s friend.



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

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. The cook’s name was Sourdough Sam.

[Have a student point to Sourdough Sam.]

Sourdough Sam was known for the giant flapjacks—or pancakes—he cooked in the world’s biggest frying pan. The **colossal**—unbelievably large—pan sat on an enormous cast iron frame. 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.*

[Review the exaggerations in the previous paragraph showing how Sourdough Sam makes flapjacks: cooked in the world’s largest frying pan; a raging forest fire underneath the pan; Lars and Pete skating back and forth to grease the pan.]

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—larger than normal—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.* 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.*

[Mention that it is fact that there are more than ten thousand lakes in Minnesota, but that Babe making lakes with his footprints is an example of an exaggeration.]



← **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—and twists—were pulled out, and the river was as straight as an ax handle.*

[Ask students: “Paul and Babe straightening a river is another example of what?” (exaggeration)]

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 to hold all the extra water. Nowadays these are called the Great Lakes.

[Place Image Card 2 (Great Lakes) on the U.S. map. Ask: “Did Paul and Babe actually create the Great Lakes? This is definitely another _____.” (exaggeration)]

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—it could be better. 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.

[Show students the U.S. map, trace a line from Minnesota down to New Orleans, and ask: “What river do you think they are talking about?” (Mississippi River)]



“If we had a river like that,” the man said, “we could ship timber down to New Orleans and all around the world!”

← **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—and digging—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.*

[Place Image Card 3 (Rocky Mountains) on the U.S. map. Ask: “Did Paul and Babe actually create the Rocky Mountains? This is an example of _____.” (exaggeration)]

And on the left side they made the Appalachian Mountains.*

[Place Image Card 4 (Appalachian Mountains) on the U.S. map. Ask: “Did Paul and Babe actually create the Appalachian Mountains? This is an _____.” (exaggeration)]

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.*

[Place Image Card 5 (Mississippi River) on the U.S. map. Ask: “Did Paul and Babe actually create the Mississippi River? That’s an _____.” (exaggeration)]

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.*

[Place Image Card 6 (Grand Canyon) on the U.S. map. Ask: “Did Paul and Babe actually create the Grand Canyon? This is another example of _____.” (exaggeration)]

And when the wind blows just right from the west, you can still smell those infamous, colossal pancakes cooking on the frontier.*

[Sniff the air and ask: “Can you smell pancakes right now, or is this an exaggeration?”]

Comprehension Questions

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. Model answers using complete sentences as necessary.

1. *Literal* What is the title of today's story?
 - The title of today's story is "Paul Bunyan."
2. *Evaluative* What kind of special story is "Paul Bunyan"?
 - "Paul Bunyan" is a tall tale.

Is this tall tale fiction or nonfiction?

- This tall tale is fiction.

Note: You may wish to fill out the Tall Tales Characteristics Chart as students answer the following six questions.

3. *Inferential* Where in the American frontier does this story take place?
 - This story starts in Maine, then Paul Bunyan goes to Minnesota, down to New Orleans, and out to California. [On a U.S. map, show that Paul Bunyan traveled west from Maine to Minnesota to New Orleans to California.]
4. *Inferential* How was Paul Bunyan's childhood amazing?
 - Paul Bunyan's childhood was amazing because he was so big he had to sleep in a covered wagon; when he sneezed, he blew the birds from Maine to California; when he snored, the neighbors hollered "Earthquake!"; and when he turned over in his sleep, he created gigantic waves that knocked down houses.
5. *Literal* What is one amazing adventure Paul Bunyan has in this tall tale.
 - Answers may vary, but should be something that is explicitly stated in the text, e.g., straightening a river with Babe.

6. *Evaluative* What are some things in nature the tall tale says Paul Bunyan created.
- The tall tale says Paul Bunyan created the Great Lakes, the Mississippi River, the Rocky Mountains, the Appalachian Mountains, and the Grand Canyon.

Do you think he really created any of these things?

- No, he did not really create any of these things.
7. *Evaluative* What is one thing you find humorous or funny about this tall tale.
- Answers may vary, but should refer to something explicitly stated in the text, e.g., the giant flapjacks, the blue ox.
8. *Evaluative* Name one exaggeration from this tall tale and explain how it is an exaggeration.
- Answers may vary, but should refer to something explicitly stated in the text.

Does this exaggeration make Paul Bunyan seem larger than life?

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

Sentence Frames:

Could some things in this story happen in real life? (Yes/No)

... probably could happen in real life.

... probably could not happen in real life.

9. *Evaluative Think Pair Share:* What are some things in this story that probably could happen in real life?
- Sample answers: A boy can take care of an ox calf; a person can be a lumberjack; people float lumber downstream; people can eat flapjacks; etc.

What things in this story probably could not happen in real life?

- Sample answers: An ox cannot be blue; an ax cannot be made from a whole tree trunk; men cannot skate on bacon on a giant frying pan; a baby cannot eat five barrels of porridge or drink milk from four dozen cows; lakes cannot be made from an ox's footprint; etc.
10. After hearing today's story 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 remaining questions.]

Word Work: Admiration

1. In the read-aloud you heard, “The other lumberjacks were full of *admiration* for [Paul Bunyan].”
2. Say the word *admiration* with me three times.
3. Do you hear a word you know in *admiration*? (admire)

What does *admire* mean? (to look up to; to think highly of)

If you have admiration for someone, that means you really like and look up to that person. If you have admiration for someone, that means you respect that person and are likely to do what they say. You might even want to be like that person.

4. The other lumberjacks had admiration for Paul Bunyan because he was so strong that he could chop down a tree with one swing.

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 *Drawing and Sharing* activity for follow-up. Directions: Draw a picture of a person you have admiration for. Then share with your partner or in small groups why you have admiration for that person. Use the word *admiration* when you talk about him or her.

[You may wish to prompt students with the following questions: Is this person very good at something? Did this person do something brave? Is this person kind? Is this person amazing?]

- ✈️ Above and Beyond: Some students might be able to write a few sentences about the person they admire.



Complete Remainder of the Lesson Later in the Day



Paul Bunyan

5_B

Extensions

20 minutes

Fact or Tall Tale? (Instructional Master 5B-1)

Using Instructional Master 5B-1, have students distinguish what could be real and what is purely fiction in the tall tale, “Paul Bunyan.”

[Write the words *Fact* and *Tall Tale* on the board for students.]

Directions: I am going to read eight 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, or is a tall tale exaggeration, write *Tall Tale*. Listen as I will read each sentence before you write your answer. Let’s do the first one together.

✈ Above and Beyond: Some students may be able to do this worksheet independently.

1. Lumberjacks cut down trees. Is this a fact or is this a tall tale? This is a fact. Lumberjacks do cut down trees.
 - Fact
2. Paul Bunyan can cut down a tree with one swing.
 - Tall Tale
3. Paul Bunyan’s snores are like an earthquake.
 - Tall Tale
4. Minnesota had logging camps and sawmills.
 - Fact
5. People cut down trees to make homes.
 - Fact
6. Sourdough Sam cooked pancakes in a pan on top of a forest fire.
 - Tall Tale
7. Paul Bunyan and Babe made the Mississippi River.
 - Tall Tale
8. The Mississippi River runs from Minnesota to New Orleans.
 - Fact

Extending the Activity

- Have partner pairs orally make up fact or tall tale statements about “Paul Bunyan” and quiz one another using their statements.
- ✈ Above and Beyond: Some students may be able to write a fact or tall tale statement.

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose another version of “Paul Bunyan” to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Remind students that tall tales were originally told through word of mouth, from person to person, and then were written down in a book. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—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 to compare and contrast the two versions of the same story. You may wish to compare tall tale characteristics between the trade book and the read-aloud.

Take-Home Material

Family Letter

Send home Instructional Masters 5B-2 and 5B-3.



Pecos Bill

6

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the tall tale “Pecos Bill”
- ✓ Identify the characters, plot, and setting of “Pecos Bill”
- ✓ Identify the tall tale elements 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 that are addressed in all lessons in this domain.

Students will:

- ✓ Identify the characteristics of American tall tales, and explain the characteristics as they apply to “Pecos Bill” (RL.2.5)
- ✓ Compare and contrast the way the Grand Canyon is formed in “Paul Bunyan” and “Pecos Bill” (RL.2.9)
- ✓ With assistance, categorize and organize characteristics about the tall tale “Pecos Bill” onto a chart (W.2.8)
- ✓ Generate questions and gather information from class discussions and the read-aloud “Pecos Bill” to determine whether a statement is a fact or tall tale (W.2.8)
- ✓ Produce complete sentences in a shared classroom activity related to a core vocabulary word—*relaxed* (L.2.1f)
- ✓ Identify real-life connections between words—*canyon*, *cyclone*, *tame*, *relaxed*, and *persuaded*—and their use (L.2.5a)
- ✓ Provide synonyms and antonyms of the core vocabulary word *relaxed* on a horizontal word wall (L.2.5a)

- ✓ Distinguish shades of meaning among verbs *relaxed* and *tightened* and their closely related verbs on a horizontal word wall (L.2.5b)

Core Vocabulary

energy, n. Power; the ability to be active

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

Variation(s): none

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, persuades, persuading

relaxed, v. Loosed a grip on something

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

Variation(s): relax, relaxes, relaxing

tame, v. To train to obey people

Example: The cowboy needed to tame his wild horse.


Variation(s): tames, tamed, taming

Vocabulary Chart for Pecos Bill			
Core Vocabulary words are in bold .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Arizona <i>canyon</i> cowboy coyote <i>cyclone</i> fleas lasso rattler/rattlesnake Texas	energy journey persuaded* scurried taught	cow dirt doggie grabbed man river spun squeeze tail
Multiple Meaning	saddle	relaxed tame*	ride
Phrases	covered wagon Grand Canyon headed west mountain lion Pecos Bill Pecos River	birthday suit spark of wildness	fussing and fighting shake/knock off the greatest _____ that ever lived
Cognates	<i>cañón</i> coyote <i>ciclón</i> lazo	energía persuader* relajar	

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. This order is the same as the corresponding read-aloud in the *Tell It Again! Read-Aloud Anthology*.

1. 6A-1: Bill’s family packs up to head west
2. 6A-2: Baby Bill falls out of the wagon
3. 6A-3: Young Bill howls at the moon with coyote pups
4. 6A-4: Bill meets a man on a horse
5. 6A-5: Pecos Bill looks for his tail
6. 6A-6: Pecos Bill and the cowboy at the campfire
7. 6A-7: Pecos Bill rides a mountain lion
8. 6A-8: Pecos Bill tickling a giant rattler
9. 6A-9: Pecos Bill ropes a cow with his rattlesnake lasso
10. 6A-10: Pecos Bill rides a cyclone

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Tall Tale Review	Tall Tales Characteristics Chart	15
	Introducing “Pecos Bill”	Instructional Master 6A-1; U.S. map	
	Vocabulary Preview: Canyon, Cyclone	images of canyons; images/video clips of cyclones	
	Purpose for Listening		
Presenting the Read-Aloud	Pecos Bill	Image Card 6; U.S. map	15
Discussing the Read-Aloud	Comprehension Questions	Tall Tales Characteristics Chart; U.S. map	10
	Word Work: Tame		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Syntactic Awareness Activity: Horizontal Word Wall	long strip of chart paper; rubber bands (optional)	20
	Vocabulary Instructional Activity: Persuaded		
	End of Lesson Check-In	Instructional Master 6B-1	

Advance Preparation

Prepare a copy of Instructional Master 6A-1 for each student. Refer to it as Response Card 5 (Pecos Bill). Students can use this response card to preview, review, and answer questions about this tall tale as well as fill in the characters and settings of the story.

For Vocabulary Preview, bring in pictures of canyons, e.g., Grand Canyon (in U.S.), Copper Canyon (in Mexico), Taroko Gorge (in Taiwan), Colca Canyon (in Peru), Gorge du Verdon (in France). You may wish to find a video clip of the Grand Canyon to show students. You may also wish to bring in images of cyclones or show short video clips of cyclones.

Note: Be sure to preview videos for classroom appropriateness.

For Syntactic Awareness Activity, prepare a horizontal word wall with the core vocabulary word *relaxed* on the far left and the word *tightened* on the right. You may wish to write words related to *relaxed* on index cards and, with students' help, place them on the continuum between the end words. (See activity for word suggestions.)

For the End-of-Lesson Check-In, prepare a copy of Instructional Master 6B-1 (Fact or Tall Tale?) for each student.

Note to Teacher

You may wish to have the class continue to signal that they just heard an exaggeration in the story.

You may wish to fill out the Tall Tales Characteristics Chart (Instructional Master 5A-1) together with the class as they answer the comprehension questions for this story.



Pecos Bill

6A

Introducing the Read-Aloud

15 minutes

Tall Tale Review

- Present the Tall Tales Characteristics Chart (Instructional Master 5A-1). Read and briefly explain the characteristics of American tall tales.
 - Frontier Setting
 - Amazing Childhood
 - Amazing Adventures
 - Creations/Inventions
 - Humor
 - Exaggerations/Larger-Than-Life
- Using the Tall Tales Characteristics Chart, review what students have already learned about tall tales, specifically the tall tale “Paul Bunyan.”



Introducing “Pecos Bill”

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

- Tell students that the main character in today’s tall tale is named Pecos Bill.
- Say to students: “Tell your partner what is interesting about this picture of Pecos Bill.” Allow fifteen seconds for students to talk. Call on two students to share.
- Mention that Pecos Bill is riding on a mountain lion. Mountain lions are very fierce predators that hunt other animals for their food. Ask: “Do you think a person can really ride on a mountain lion, or does this picture show an exaggeration?”
- Tell students that Pecos Bill was born in East Texas.

[Point to the eastern part of Texas on the U.S. map. Mention that Pecos Bill will move even more west in this story.]

Picture Walk

- Tell students that you will take a picture walk through this story together.



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

- Ask students who they think the people in this picture are. (Pecos Bill's family)
- Tell students that Pecos Bill is a little baby during this part of the story. There were eighteen children in his family. Have students try to find where Pecos Bill is. Have students find the father (or Pa) and mother (or Ma). Count the eighteen children (one child's legs are sticking out of the wagon).
- Ask students what it looks like the family is doing. Tell students that they are packing up and moving west because another family moved in fifty miles away from them. [Tell students that fifty miles is like from the school to _____. Ask whether that seems close by or far away to them.]



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

- Have students tell their partner what seems interesting about this picture.
- Ask students what kind of animal is in the picture. Tell students they are coyote pups or baby coyotes. The coyote pups are howling at the moon. Invite students to howl like coyote pups.
- Ask students to guess why Pecos Bill is with the coyote pups.



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

- Ask students who they think the man on the horse is. (a cowboy)
- Explain that cowboys are men that work on a ranch—a place where cattle are raised. Women who work on a ranch are called cowgirls. Being a cowboy or cowgirl was a common job on the frontier because many people raised cattle for food, sold cow's milk, or sold the cattle to make money.
- Tell students that after Pecos Bill meets this cowboy, his life changes. Tell students to listen carefully to the tall tale to see how Pecos Bill's life changes.

- Give students Response Card 5 (Pecos Bill) from Instructional Master 6A-1. Ask students if they remember the name of the animal in this picture. Remind students that tall tale characters have amazing adventures. The image they see in this response card is one adventure.

Vocabulary Preview

Canyon

1. In today's tall tale you will hear that Pecos Bill creates a *canyon* called the Grand *Canyon*.
2. Say the word *canyon* with me three times.
3. [Show Image Card 6 (Grand Canyon) and other images of canyons you have prepared.] A canyon is a deep, narrow valley [point to the valley or the section between two steep sides] with steep sides [point to the deep sides]. Sometimes canyons have a stream flowing through them.
4. It takes thousands or millions of years to create a canyon. A canyon is created by flowing water that cuts through the soil and goes deeper and deeper into the earth.
5. [Show the images of canyons you have prepared.] Have you been to a canyon, or would you like to visit a canyon someday?



Cyclone

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

1. In today's tall tale, Pecos Bill rides a *cyclone*!
2. Say the word *cyclone* with me three times.
3. In this story, the word *cyclone* is used to mean a tornado, a powerful storm with very strong winds.
4. A cyclone or tornado can be so powerful that it can damage homes and rip trees out from the ground.
5. [You may wish to show a short video of a cyclone or use the picture of the cyclone in the image.] How would you describe a cyclone?

Purpose for Listening

Remind students that the title of this tall tale is “Pecos Bill,” and the setting for this story is the American frontier. Remind students that a tall tale is one type of fiction. Tell students to listen carefully to hear about Pecos Bill’s amazing adventures.

By the end of this lesson, students should be able to:

- ✓ Demonstrate familiarity with the tall tale “Pecos Bill”
- ✓ Identify the characters, plot, and setting of “Pecos Bill”
- ✓ Identify characteristics of tall tales in “Pecos Bill”

Pecos Bill



Note: Examples of exaggeration are followed by an asterisk (*).

← **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,
[Point to Texas on a map, and have a student point to the eastern part of Texas.]

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."*

[Tell students that is like someone moving to _____ with no one else in between. Ask: "Do you think that is crowded, or is this an exaggeration?"]

So Bill's folks loaded a covered wagon with everything they owned and headed west. It was a long, hard journey. The children were packed in the back of the wagon, all eighteen of them. 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, and that's how he came to be named Pecos Bill.

[Point to the Pecos River on a map (in west Texas but to the east of the Rio Grande).]

But that was later.

Little Bill was not your average—or regular—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!”*



← **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. The coyotes taught Bill to roam the prairies and howl at the moon. They taught him the secrets of hunting, how to leap like a mountain lion, and to run like the wind. They taught him how to chase lizards and lie so still that he was almost invisible.*

[Ask: “Do you think a little boy can really be part of a coyote pack, or is this an exaggeration?”]

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—and strange—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?

[Say: “Tell your partner what you think Bill sees.” Call on two partner pairs to share.]



← **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—and quickly ran—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?”

[Explain that Bill is naked—wearing his “birthday suit”—just like babies are born naked.]

“Sniffin’,” said Bill. “I’m a coyote!”

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

“Nooo!” howled Bill. “Coyoteeeee!”

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

“I have fleas!” said Bill.

[Explain that fleas are very small, wingless, bloodsucking insects that jump from animal to animal.]

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

But Bill was not **persuaded**—he did not believe the man. 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.”



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

[You may wish to have students mirror you as you act out what Bill is doing.]

“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.

Mid-Story Check-In

1. *Literal* Who is this tall tale about?
 - This tall tale is about Pecos Bill.
2. *Inferential* Describe Pecos Bill’s childhood.
 - Answers may vary, but should include examples from the read-aloud text, e.g., household with eighteen children; didn’t cry; grew up with coyotes.

3. *Literal* Who raised Bill the first eighteen years of his life?
 - Coyotes raised Bill the first eighteen years of his life.
4. *Evaluative* What do you think Bill will become later in this story?



← **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.

[Ask: “Why do you think the man calls Bill, Pecos Bill? (He found Bill near the Pecos River.) Tell students that for the rest of this story, the author will sometimes use the name “Bill” and other times use the nickname “Pecos Bill”.]

At first Bill had trouble living like a man. He couldn’t stand the way his clothes scratched and pulled at his skin—he thought clothes were uncomfortable, or the way his boots came between his bare feet and the good, old dirt—he preferred walking around barefoot. 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.

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

[Ask: “Do you think a man can really ride on a mountain lion’s back and tame a mountain lion? This is an _____.”]

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 a bit—or loosened his hold—and asked the rattler, "Who's the boss around here? Who's in charge?"

"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*!



← **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.*

[Explain that a lasso is a rope tied in a circle at the end; it is used to catch farm animals such as a cow or horse. Have a student point to the lasso. You may wish to have students mirror you as you act out what Bill is doing.]

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. He taught them other things, too. He taught them how to **tame** wild horses—and make them no longer wild—by riding them down, just as he had done with the mountain lion. 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.

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!



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

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**—and did not have the power to keep moving.

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.

[Show Image Card 6 (Grand Canyon) and point to where it is located in Arizona on a map.]

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of today's story?
 - The title of today's story is "Pecos Bill."
2. *Evaluative* What kind of special story is "Pecos Bill"?
 - "Pecos Bill" is a tall tale.

Is this tall tale fiction or nonfiction?
 - This tall tale is fiction.

Note: You may wish to fill out the Tall Tales Characteristics Chart as students answer the following six questions.

3. *Inferential* Where in the American frontier does this story take place?
 - This story starts in East Texas, then Pecos Bill's family moves west towards the Pecos River, and Pecos Bill goes to the Grand Canyon in Arizona. [Show that Pecos Bill traveled west from East Texas to West Texas to Arizona.]
4. *Inferential* How was Pecos Bill's childhood amazing?
 - Pecos Bill's childhood was amazing because he grew up in a family with eighteen kids, he was left behind as a baby and did not cry, and he was raised by a pack of coyotes.
5. *Literal* What is one amazing adventure Pecos Bill has in this tall tale?
 - Answers may vary, but should be something that is explicitly stated in the text, e.g., taming a mountain lion; squeezing the meanness out of a rattlesnake.
6. *Evaluative* What are some things the tall tale says Pecos Bill created and invented?
 - The tall tale says Pecos Bill invented the lasso made from a rattlesnake and created the Grand Canyon with a cyclone.

Do you think he really created any of these things?
 - No, he did not really create any of these things.

7. *Evaluative* What is one thing you find humorous or funny about this tall tale.
 - Answers may vary, but should refer to something explicitly stated in the text, e.g., Pecos Bill looking for his tail; Pecos Bill making the rattler say “Uncle.”
8. *Evaluative* Name one exaggeration from this tall tale, and explain how it is an exaggeration.
 - Answers may vary, but should refer to something explicitly stated in the text.

Does this exaggeration make Pecos Bill seem larger than life?

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

Sentence Frames:

Did the tall tales say Paul Bunyan/Pecos Bill created the Grand Canyon? (Yes/No)

Paul Bunyan/Pecos Bill created the Grand Canyon by . . .

I think _____’s way is more interesting because . . .

9. *Evaluative Think Pair Share:* The tall tales “Paul Bunyan” and “Pecos Bill” both say that the main character created the same thing in nature. What is it?
 - Grand Canyon

How did each character create it? Which way do you think is more interesting or exciting?

 - Paul Bunyan created the Grand Canyon with Babe by digging their way west.
 - Pecos Bill created the Grand Canyon by riding on a cyclone.
10. After hearing today’s story 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 remaining questions.]

Word Work: Tame

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 three times.

3. To tame an animal means to make it listen to and obey people by training it.
4. The cowboy needs to tame a horse before letting children ride on it.
5. Can you think of other people who tame animals?

[Prompt students to think about circus animals or house pets. Ask two or three students. If necessary, guide and/or rephrase students' responses: "_____ tame _____."]

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 of animals.

Think about whether that animal can be tamed and who might tame that animal. If the animal I describe can be tamed, say, "[name of person] can tame the [name of animal]."

If the animal I describe cannot be tamed, say, "No one can tame [name of animal]."

1. a pony
 - A cowboy can tame a pony.
2. a pet dog
 - An owner can tame a pet dog.
3. a tiger in the jungle
 - No one can tame a tiger in the jungle.
4. a pet kitten
 - An owner can tame a pet kitten.
5. a shark in the ocean
 - No one can tame a shark in the ocean.
6. a pet rabbit
 - An owner can tame a pet rabbit.
7. a mountain lion
 - No one can tame a mountain lion.
8. a bear in the woods
 - No one can tame a bear in the woods.



Complete Remainder of the Lesson Later in the Day



Pecos Bill

6_B

Extensions

20 minutes

↔ Syntactic Awareness Activity

Horizontal Word Wall: Relaxed

Note: Although the focus of this activity is on word meanings, students will gain practice in syntax as they create sentences for the words.

Materials: long horizontal chart paper; rubber bands (optional); words written on index cards

in green—*relaxed, let go, loosen, unwind, unbend*

in red—*tighten, squeeze, tense up, stiffen, strain*

1. In tall tale you heard, “Bill *relaxed* his grip a bit [on the rattler].”
2. Say the word *relaxed* with me three times.
3. *Relaxed* means to loosen something or to make it less tight.
4. First we will make a Horizontal Word Wall for *relaxed*. Then you will make up sentences using the words on the word wall.
5. [Place *relaxed* on the far left of the chart. Then pick a red word like *tighten* and ask where it should go. (on the far right). Hold up the rest of the cards and ask on which side each of them should be placed on the horizontal word wall.]
6. [Have students choose two different-colored words and make up a sentence using the words. Call on several students to share their sentences. Some students may be able to write down their sentences.]

Extending the Activity

- You may wish to have students practice using the words on the horizontal word chart by using rubber bands. Have students extend the rubber band between two hands and have them say a red word, e.g., *tighten*. Then have them put their hands together and have them say a green word, e.g., *relaxed*. You can also have students do this with their arm muscles.

↔ Vocabulary Instructional Activity

Word Work: Persuaded

1. In the read-aloud you heard, “The man said, ‘You’re a man, like me.’ (. . .) But Bill was not *persuaded*.”
2. Say the word *persuaded* with me three times.
3. To be persuaded means to be convinced or to be talked into agreeing with something.
4. If your little brother wears a coyote mask and howls like a coyote, would you be persuaded that he is really a coyote?

After much back and forth, the kids persuaded their parents to get pizza for dinner.

5. Have you ever *persuaded* your parents to do something or to get something? Try to use the word *persuaded* when you tell about it.

[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I persuaded my parents to . . . ”]

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

Use an *Acting* activity for follow-up. Directions: [Write the options on the board. Partner pairs may also wish to make up their own.] With your partner, choose one of the options. One partner will do the persuading until the other partner is persuaded. Then choose another option and switch roles.

- staying up later for an hour
- buying a candy bar at the checkout line
- watching more TV
- signing up for _____ lessons [art, piano, karate, swimming, etc.]
- going on a vacation


10 End-of-Lesson Check-In (Instructional Master 6B-1)

Fact or Tall Tale?

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 eight 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 or is a tall tale exaggeration, write *Tall Tale*. Listen as I will read each sentence before you write your answer. Let’s do the first one together.

 Above and Beyond: Some students may be able to do this worksheet independently.

1. Coyotes raised baby Bill. Is this a fact, or is this a tall tale? This is an exaggeration and could not really happen. This is a tall tale.
 - Tall Tale
2. The Pecos River is in Texas.
 - Fact
3. The Grand Canyon is in Arizona.
 - Fact
4. Pecos Bill tamed a mountain lion.
 - Tall Tale
5. Cyclones are storms with very strong winds.
 - Fact
6. Pecos Bill rode on a cyclone.
 - Tall Tale
7. A rattlesnake can be used as a lasso.
 - Tall Tale
8. Cowboys take care of cattle.
 - Fact

Extending the Activity

- Have partner pairs orally make up fact or tall tale statements and quiz one another using their statements.

 Above and Beyond: Some students may be able to write a fact or tall tale statement on their own.



John Henry

7

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the tall tale “John Henry”
- ✓ Identify the characters, plot, and setting of “John Henry”
- ✓ Identify the tall tale elements 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 that are addressed in all lessons in this domain.

Students will:

- ✓ Describe how the C&O Railroad responds to the challenge of building tracks through the Appalachian Mountains, and describe how John Henry responds to the comment his captain makes about the stream drill (RL.2.3)
- ✓ Describe how parts of the “Ballad of John Henry” supply rhythm and meaning to the story (RL.2.4)
- ✓ Identify the characteristics of American tall tales, and explain the characteristics as they apply to “John Henry” (RL.2.5)
- ✓ Compare and contrast the tall tales “Paul Bunyan” and “Pecos Bill” (RL.2.9)
- ✓ Compare and contrast two versions of “John Henry” (RL.2.9)
- ✓ Plan to write their own tall tale, including the tall tale character and an exaggeration (W.2.3)
- ✓ With assistance, categorize and organize characteristics about the tall tale “John Henry” onto a chart (W.2.8)

- ✓ Create a drawing of an exaggeration to accompany their tall tale (SL.2.5)
- ✓ Use sentence-level context as a clue to the meaning of multiple-meaning word *legend* (L.2.4a)
- ✓ Identify real-life connections between words—*compete*, *feats*, *challenge*, and *legend*—and their use (L.2.5a)

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): challenges

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, competed, competing

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

Vocabulary Chart for John Henry			
Core Vocabulary words are in bold .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	ballad engineers feats locomotive rubble steam Virginia yonder	challenge* competition compete connect/separate contest eventually explosion immigrant machine	dig engine holes mountain passengers railroad song steel
Multiple Meaning	drill dynamite <u>legend</u> spike	solution tunnel	boss hammer swing
Phrases	Appalachian Mountains C&O (Chesapeake Bay & Ohio River) amazing feats John Henry railway workers steam drill steel-driving men	competes against Over time	dangerous work He had beaten the _____. to pass the time
Cognates	balada ingeniero(a) locomotora	competición competir conectar/separado concurso eventualmente explosion inmigrante máquina solución túnel	montaña pasajero(a)

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. This order is the same as the corresponding read-aloud in the *Tell It Again! Read-Aloud Anthology*.

1. 7A-1: The Appalachian mountains
2. 7A-2: A tunnel entrance in the mountain
3. 7A-3: Two-man team digging holes
4. 7A-4: Dynamite explodes to break up the rock
5. 7A-5: John Henry born with a hammer in his hand
6. 7A-6: The steam drill is invented
7. 7A-7: John Henry competes against the steam drill
8. 7A-8: John Henry wins the competition
9. 7A-9 Passengers tell the legend of John Henry

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Tall Tale Review	Tall Tales Characteristics Chart	15
	Introducing “John Henry”	Image Card 10 Instructional Master 7A-1; U.S. map	
	Vocabulary Preview: Compete, Feats		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	John Henry	Image Card 11 U.S. map	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Tall Tales Characteristics Chart; U.S. map	10
	Word Work: Challenge		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Legend	Poster 3M (Legend)	20
	Create You Own: Draw an Exaggeration	drawing paper, drawing tools	
	Domain-Related Trade Book		

Advance Preparation

For Tall Tale Review, use the Tall Tales Characteristics Chart to review and compare and contrast the tall tales covered thus far.

Prepare a copy of Instructional Master 7A-1 for each student. Refer to it as Response Card 6 (John Henry). Students can use this response card to preview, review, and answer questions about this tall tale as well as fill in the characters and settings of the story.

Bring in another version of “John Henry” to read aloud to the class.

Note to Teacher

You may wish to have the class continue to signal that they just heard an exaggeration in the story.

Your students will listen to parts of a ballad about John Henry. When you get to the ballad, stop and help them understand that a ballad is a kind of poem or song that tells a story. You may wish to put the parts of the ballad to a melody or chant and have students repeat the lines of the ballad after you.

You may wish to fill out the Tall Tales Characteristics Chart (Instructional Master 5A-1) together with the class as they answer the comprehension questions for this story.

Your class will begin a narrative writing project: Create Your Own. With your support, students will conceptualize their own tall tale. Today they will think about an exaggeration for their tall tale and draw it. Some students may use the exaggerations in the stories heard as a basis for their drawing. You may wish to have students take their drawings home to finish and bring back to class the following day.



John Henry

7A

Introducing the Read-Aloud

15 minutes

Tall Tale Review

- Present the Tall Tales Characteristics Chart (Instructional Master 5A-1). Ask students about the characteristics of tall tales. Make sure that the following characteristics are mentioned:
 - Frontier Setting
 - Amazing Childhood
 - Amazing Adventures
 - Creations/Inventions
 - Humor
 - Exaggerations/Larger-Than-Life
- Using the Tall Tales Characteristics Chart, review what students have already learned about tall tales, specifically the tall tale “Pecos Bill.”
- Invite students to make comparisons between Paul Bunyan and Pecos Bill, e.g., both characters moved west but to different areas; both characters had amazing but different childhoods; both characters did amazing but different things; both characters supposedly created the Grand Canyon; etc.



Introducing “John Henry”

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

- Tell students that the main character in today’s tall tale is named John Henry.
- Say to students: “Describe what is happening in this picture. Why are the people cheering for John Henry?” Allow fifteen seconds for students to talk. Call on two students to share.
- Remind students that tall tales, like other folktales, were first told orally, or shared by word of mouth. That means that tall tales were not written down at first and that everyone could tell the story a little bit differently.

- Share with students that today’s tall tale is interesting because for a very long time, no one knew if the character John Henry was a real person. But today some historians—or people who study the past—believe that there was really a man named John Henry who really did lay railroad tracks. No one really knows where he is from. People have said he is from Georgia, Tennessee, and Virginia. [Point to these places on a map. Ask students which state is most to the west.]
 - Be sure that students are clear that even though there was a real man named John Henry, some of the things that happen in this story are not real and are exaggerations, so this story is still considered a tall tale and thus partly fiction.

Picture Walk

- Tell students that you will take a picture walk through this story together.



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

- Ask students what they see in this picture. (train tracks and tunnel)
- Ask: “How do you think the tracks and tunnel were made?”
- Share with students that as people continued to move west, new forms of transportation were also invented. One form of transportation was railroad and trains. [Show Image Card 10 (Train and Railroad). Have students point out the train and the railway tracks.]
- Share with students that, at first, railroad tracks were laid by thousands of workers and the tunnels were dug right through mountains, mostly by hand!



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

- Tell students that many railroad workers worked in pairs—groups of two. These men are called steel-driving men.
- Identify the steel spikes and the big hammer.
- Ask students what the men are doing with the spike and the hammer.



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

- Tell students these men are called the dynamite men.
- Define dynamite as something that explodes when it burns. When dynamite explodes it makes a loud noise—KABOOM!
- Ask students whether they think this is a safe job or a dangerous job.



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

- Remind students that, at first, railway tracks and tunnels were made by hand. Then machines, like the steam drill in this picture, were invented that could do what people were doing, and the machines could do the work easier and faster.
- Give students Response Card 6 (John Henry) from Instructional Master 7A-1. Have students identify John Henry and the steam drill. Ask students which they think will be faster and better at digging through the mountain—John Henry or the machine.

Vocabulary Preview

Compete

1. In today's tall tale, you will hear that John Henry agrees to *compete* against a steam drill.
2. Say the word *compete* with me three times.
3. *To compete* means to try to get or win something that someone else is also trying to win.

When you compete, you try to be better than someone else at something.

4. The runners compete to see who can run the fastest.

The two students compete to see who can clean up more quickly.

5. Have you ever competed against someone for something before?

Feats

1. In today's tall tale, you will hear about one of John Henry's amazing *feats*.
2. Say the word *feats* with me three times.
3. A feat is an act that shows courage, strength, or skill. More than one feat is *feats*.
4. Taming a mountain lion is not an easy feat.

You can see many athletic feats during the Olympics.

5. Think about what you heard in the tall tales "Paul Bunyan" and "Pecos Bill." Can you think of one of their feats? [Remind students of their adventures and creations, e.g., Grand Canyon, Mississippi River, riding a cyclone.]

Purpose for Listening

Remind students that the title of this tall tale is “John Henry,” and the setting for this story is the American frontier. Remind students that although this story may be about a real man named John Henry, it is still a tall tale and one type of fiction. Tell students to listen carefully to see if their prediction is accurate about which will be faster and better at digging—John Henry or the stream drill.

By the end of this lesson, students should be able to:

- ✓ Demonstrate familiarity with the tall tale “John Henry”
- ✓ Identify the characters, plot, and setting of “John Henry”
- ✓ Identify characteristics of tall tales in “John Henry”

John Henry

Note: Examples of exaggeration are followed by an asterisk (*).

[Show Image Card 11 (Workers Laying Tracks).]

In the 1860s, the United States was growing quickly. Immigrants—from other countries—were pouring in, and railroad companies were laying train tracks that would carry settlers west.

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. [Point to the Chesapeake Bay region off the coast of Virginia, and then point to the Ohio River.]



← 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.

[Explain that engineers at that time were people who made engines like train engines. Engineers were also people who ran or drove the train engines. Explain that there were many problems that got in their way when they tried to build a railroad to connect the Chesapeake Bay to the Ohio River.]

But no **challenge**—or problem—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.

[Show the Appalachian Mountain range on a map, and point out how it separates 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.

[Make a rolling-hill motion with your arms. Explain that hills are not too high and not too pointy, so workers were able to lay tracks on the hills.]

Other times they were able to lay tracks that zig-zagged around the mountains, like a snake.

[Make a zig-zag motion with your arms. Explain that some mountains had spaces between them where tracks could be laid.]

But some mountains were too tall to go over, and too big to go around.

[Reach your arms up high and say “too tall,” and stretch your arms out wide and say “too big.” Ask students: “What do you think the workers will do?”]



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

In those cases, the only **solution** to the problem was to dig a tunnel right through the mountain. 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—when pieces of rock, sometimes very big pieces of rock, fell into the tunnel. 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**

[You may wish to have two students act this part out as you tell it.]

One man would crouch down and hold a steel spike. 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.

[Ask: “Is this exaggeration?” Tell students that this really happened.]

Then they would pull out the spike, move to another spot, and start digging a new hole.

[Emphasize that the holes were created by hand, without the help of machines. Ask: “Does this seem like hard work to you?”]

After a while, the rock would be full of holes, like a piece of Swiss cheese.

[Have students tell their partner what Swiss cheese looks like. Tell students that Swiss cheese usually is full of holes.]



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

Next, the dynamite men would take over.

[Explain that dynamite is something that explodes or blows up when it burns. Point to the dynamite sticks.]

The dynamite men would pack dynamite into the holes and detonate—or set off—the explosives—*KABOOM!* The explosions would break up the solid rock into rubble. Then the workers would haul—or carry—away the rubble. And then they would start digging again.

[Ask: “Is this exaggeration?” Tell students that this really happened.]

To make the long, hard, day’s work go by faster, the railroad workers used to have contests.

[Define *contests* as events or competitions that people try to win.]

Two teams would have a contest to 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—or acts that take great strength and skill.

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.

[Point to these states on a map. Ask students which state they think John Henry is from.]

As it turns out, it seems likely that he was a former slave—he used to be a 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.

[Point to West Virginia and Virginia. Ask students which tunnel—the Big Bend or the Lewis—they think John Henry helped to make. Ask students whether making tunnels by hand is an exaggeration. Tell students that this really happened.]



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

One thing we are sure of is that John Henry was a legend among railway workers.

[Define *legend* as someone who is well-known for doing something extremely well.]

John Henry was a very popular steel-driving man, and railway workers today still tell his story. They sing a song that tells the story about how he was born with a hammer in his hand.*

[Ask: “Do you think he was really born with a hammer in his hand? Is this an exaggeration?” This is an example of exaggeration.]

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.*

[Ask: “Do you think a young boy could do the work of a grown man? Is this an exaggeration?” This is an exaggeration.]

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.*

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.

Mid-Story Check-In

1. *Literal* Who is this tall tale about?

- This tall tale is about John Henry.

What was John Henry's job?

- John Henry's job was working as a steel-driving man (railway worker).

2. *Inferential* This tall tale talks about a kind of transportation that helped people travel west. What kind of transportation is it?

- It is railroads and trains.

3. *Literal* What was the biggest challenge the C&O Railroad had?

- The C&O railway's biggest challenge was to figure out how to run their tracks through the Appalachian Mountains.

What was the C&O Railroad's solution?

- The C&O Railroad's solution was to dig a tunnel through the mountains when there was no other way to go over the mountains or between the mountains.



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

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.

[Explain that steam is the gas that water changes into when it is boiled. Steam provides energy to power the steam drill.]

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.

[Have students discuss with their partner why the first steam drills were not as good as two experienced railway workers who have been doing their job for many, many years.]

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—or said—that the steam drill could drive steel better than John Henry could. John Henry agreed

to **compete**—or race—against the steam drill to see who could work faster and better. John Henry swore he would do his best to beat it.

[Say to students: “Tell your partner how John Henry reacts when his captain says that the steam drill could drive steel better than John Henry could. Tell your partner who you think will win the competition.”]

He 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.”

[Ask students to explain how this text sounds different from the rest of the read-aloud. (rhymes, repeating lines) Explain that this is part of a song or ballad about John Henry. A ballad is a kind of poem or song that tells a story.]



← **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—the way workers had always been doing—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.

[Ask: “Is this exaggeration?” Tell students that this really happened.]

Then the boss blew his whistle again. The bosses took measurements, and then they announced the results.

[Ask: “Who do you think will win: John Henry or the steam drill?” Take a quick tally.]

John Henry had driven his spike a total of fifteen feet into the mountain. And the steam drill? It had only drilled nine feet.

[Have students tell their partner who won.]

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!

[Ask students to explain how this text sounds different from the rest of the read-alouds. (rhymes, repeating lines) Explain that this is part of a song or ballad about John Henry. A ballad is a kind of poem or song that tells a story. Ask students which event in John Henry's life this ballad tells about. (his race against the steam drill and winning)]



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

The other railway workers roared—and cheered excitedly. 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.

[Ask students to explain how this text sounds different from the rest of the read-alouds. (repeating lines) Explain that this is part of a song or ballad about John Henry. A ballad is a kind of poem or song that tells a story. Ask students which event in John Henry's life this ballad tells about. (hammering the mountains and dying)]



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

The railway men carried John Henry out of the tunnel. They laid him to rest with other workers who had died building the railways. But the legend—or story—of John Henry lived on. The C&O Railroad was completed a couple of years later. And for years

to come, whenever locomotives—or trains—went down 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!”

*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.”*

[Ask students to explain how this text sounds different from the rest of the read-alouds. (rhymes, repeating lines) Explain that this is part of a song or ballad about John Henry. A ballad is a kind of poem or song that tells a story. Ask students which event in John Henry’s life this ballad tells about. (his burial and people’s remembrance)]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of today’s story?
 - The title of today’s story is “John Henry.”
2. *Evaluative* What kind of special story is “John Henry”?
 - “John Henry” is a tall tale (or legend).

Is this tall tale fiction (made-up), non-fiction (true), or both?

- This tall tale is partly fiction and partly nonfiction.

Note: You may wish to fill out the Tall Tales Characteristics Chart as students answer the following six questions.

3. *Inferential* Where in the American frontier does this story take place?
 - This story follows the building of the C&O Railroad from the Chesapeake Bay to the Ohio River. [Show that the railway was built from east to west.]

4. *Inferential* How was John Henry’s childhood amazing?
 - John Henry’s childhood was amazing because he was born with a hammer in his hand; and when he was young, he could do the work of a grown man.
5. *Literal* What is one amazing adventure John Henry has in this tall tale.
 - Answers may vary, but should be something that is explicitly stated in the text, e.g., he competed against a steam drill.
6. *Evaluative* What are some things the tall tale says John Henry helped to create?
 - The tall tale says John Henry helped to create the tunnels for the C&O Railroad.

Do you think he really created any of these things?

- Yes, he really helped to create the tunnels.
7. *Evaluative* What is one thing you find humorous or funny about this tall tale.
 - Answers may vary, but should refer to something explicitly stated in the text. **Note:** If students cannot think of anything humorous, leave this cell blank.
 8. *Evaluative* Name one exaggeration from this tall tale and explain how it is an exaggeration.
 - Answers may vary, but should refer to something explicitly stated in the text, e.g., swinging a ten-pound hammer from sunup to sundown and not even getting tired.

Does this exaggeration make John Henry seem larger than life?

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

Sentence Frames:

Which would you like to be—a lumberjack, a cowboy/girl, or a railway worker?

I would choose to be a _____.

_____ helped to . . .

9. *Evaluative Think Pair Share:* You've heard about different jobs people had on the American frontier: lumberjack, cowboy, and railway worker. These were all important jobs during that time. If you could choose one, which one would you like to be? How did that job help to make the west livable for others?
- Lumberjack: cuts down trees to clear the land and provides wood for building things
 - Cowboy: raises cattle for milk and meat
 - Railway workers: help to lay the tracks for railroads for travel west
10. After hearing today's story 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 remaining questions.]

↔ **Word Work: Challenge**

1. In the read-aloud you heard, "[N]o *challenge* was greater [to the C&O Railroad] than this: they had to run their tracks through the Appalachian Mountains."
2. Say the word *challenge* with me three times.
3. A challenge is a difficult task or problem that takes some thinking to figure out.
4. Putting a two-hundred piece puzzle together can be a challenge.
5. Tell your partner about something that is challenge to you. Try to use the word *challenge* when you tell about it. I will ask some students to share what their partner said.

[Ask two or three students. If necessary, guide and/or rephrase students' responses: "_____ is a challenge."]

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

Use a *Making Choices* activity for follow-up. Directions: [You may wish to preview the activities and choose a few for students to try out.] 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 found it to be a challenge, say, “That was a challenge.” If you did not find it to be a challenge, say, “That was 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.

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 on one foot
8. writing your name upside down with your eyes closed



Complete Remainder of the Lesson Later in the Day



John Henry

7_B

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Context Clues: Legend

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Legend).] In today's tall tale, you heard that John Henry was a *legend* among railroad workers. Here legend means a famous and important person that others remember, even after that person dies. Which picture shows this?
2. A legend is also a list of symbols on a map telling you what the symbols mean. Which picture shows this?
3. A legend is also a story from a long time ago that some people believe is true. Which picture shows someone telling others a legend?
4. I'm going to say some sentences with the word *legend*. Hold up one finger if my sentence tells about *legend* in picture one; hold up two fingers if my sentence tells about *legend* in picture two; and hold up three fingers if my sentences tells about *legend* in picture three.
 1. We see north, south, east, west on the legend.
 2. Native Americans have many legends about how things came to be.
 3. The capital of a state is marked with a star in the legend.
 4. Paul Bunyan is a legend among lumberjacks.
 5. Children like to listen to the legends their grandparents tell them.

Create Your Own

Draw an Exaggeration

- Remind students of a few tall tale exaggerations from the three tall tales you have read so far, referring to images as necessary. Remind students that some exaggerations can make the character seem larger than life.

- Tell students that now they have a chance to think of their own tall tale character and an exaggeration that makes him or her larger than life.
 - Remind students that they heard about a lumberjack, a cowboy, and a railway worker; these were all important jobs in the American frontier. Ask students to think about who their tall tale character will be, and have students give their character a name.
 - Next, have students think of an exaggeration related to their character that would make their character seem larger than life.
 - Once students have decided on a tall tale character and an exaggeration, have them draw the exaggeration.
 - Then, have students write one or two sentences about the exaggeration underneath their drawing, using the letter-sound correspondences they have learned.
 - Finally, have students share their picture and writing with their partner, in small groups, or with home-language peers.

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose another version of “John Henry” to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Remind students that tall tales were originally told through word of mouth, from person to person, and then were written down in a book. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—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 to compare the two versions of the same story. You may wish to compare tall tale characteristics between the trade book and read-aloud.



Casey Jones

8

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the tall tale “Casey Jones”
- ✓ Identify the characters, plot, and setting of “Casey Jones”
- ✓ Identify the tall tale elements 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 that are addressed in all lessons in this domain.

Students will:

- ✓ Describe how Casey Jones responds to the big challenge he faces in the story (RL.2.3)
- ✓ Describe how parts of the “Ballad of Casey Jones” supply rhythm and meaning to the story (RL.2.4)
- ✓ Identify the characteristics of American tall tales, and explain the characteristics as they apply to “Casey Jones” (RL.2.5)
- ✓ Contrast the tall tale “John Henry” to the tall tales “Paul Bunyan” and “Pecos Bill” (RL.2.9)
- ✓ Compare and contrast “John Henry” and “Casey Jones” (RL.2.9)
- ✓ Draft their own tall tale by filling out a Tall Tales Characteristics Chart for it (W.2.3)
- ✓ With assistance, categorize and organize characteristics about the tall tale “Casey Jones” onto a chart (W.2.8)
- ✓ Share about a time they took great pride in something that they did or created (SL.2.4)

- ✓ Produce complete sentences in a shared classroom activity related to a core vocabulary word—*pride* (L.2.1f)
- ✓ Use sentence-level context as a clue to the meaning of the multiple-meaning word *tracks* (L.2.4a)
- ✓ Identify real-life connections between words—*locomotive, engineer, legendary, tracks, and pride*—and their use (L.2.5a)
- ✓ Provide synonyms and antonyms of the core vocabulary word *pride* on a horizontal word wall (L.2.5a)
- ✓ Distinguish shades of meaning among the nouns *pride* and *shame* and their closely related nouns on a horizontal word wall (L.2.5b)

Core Vocabulary

mounted, v. To get on or climb up

Example: The cowboy mounted his horse

Variation(s): mount, mounts, mounting

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, n. a feeling of respect for yourself

Example: The musicians took great pride in their performance.

Variation(s): none

Vocabulary Chart for Casey Jones


Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	coal <i>engineer</i> highballing legendary* <i>locomotive</i> throttle/brake	mounted pride screeching southbound signal vehicles	crash faster passengers railroad shoveled speed
Multiple Meaning	fireman rocket station		<u>tracks</u> whistle
Phrases	Casey Jones Illinois Central Railroad Memphis Tennessee Sim Webb stoking the fire	met his end took great pride in	dog-tired keeping the story alive on time unbeatable team
Cognates	<i>ingeniero(a)</i> legendario(a)* <i>locomotora</i> estación	montar señal vehículo	pasajero(a)

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. This order is the same as the corresponding read-aloud in the *Tell It Again! Read-Aloud Anthology*.

1. 8A-1 Casey Jones driving his train
2. 8A-2 Casey Jones coming through
3. 8A-3 Sim Webb, the fireman, fuels the fire
4. 8A-4 Casey Jones back to work
5. 8A-5 One hand on the brake
6. 8A-6 Jump, Sim! Jump!
7. 8A-7 Two hands on the brake
8. 8A-8 Shooting star in the night

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Tall Tale Review	Tall Tales Characteristics Chart	15
	Introducing “Casey Jones”	Instructional Master 8A-1; U.S. map	
	Vocabulary Preview: Locomotive, Engineer		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Casey Jones	Image Card 10 U.S. map	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Tall Tales Characteristics Chart; U.S. map	10
	Word Work: Legendary		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Tracks	Poster 4M (Tracks)	20
	Syntactic Awareness Activity: Horizontal Word Wall	long strip of chart paper	
	End-of-Lesson Check-In: Create Your Own	Instructional Master 8B-1; Instructional Master 1B-1	

Advance Preparation

Prepare a copy of Instructional Master 8A-1 for each student. Refer to it as Response Card 7 (Casey Jones). Students can use this response card to preview, review, and answer questions about this tall tale as well as fill in the characters and settings of the story.

For Syntactic Awareness Activity, prepare a horizontal word wall with the core vocabulary word *pride* on the far right and the word *shame* on the far left. You may wish to write words related to *pride* on index cards and, with students' help, place them on the continuum between the end words. (See activity for word suggestions.)

For End-of-Lesson Check-In, prepare a copy of Instructional Master 8B-1 for each student. They will fill out a Tall Tales Characteristics Chart for their own tall tale.

Note to Teacher

You may wish to have the class continue to signal that they just heard an exaggeration in the story.

Your students will listen to parts of a ballad about Casey Jones. When you get to the ballad, stop and help them understand that a ballad is a kind of poem or song that tells a story. You may wish to put the parts of the ballad to a melody or chant and have students repeat the lines of the ballad after you.

To make the read-aloud more interactive, you may wish to have students make up a chant to encourage Casey to reach his destination on time. Every time they hear the words “on time” in the story, students will repeat their words of encouragement to Casey. [For example: “Chugga-chugga, whoo-who! Bring her in on time, Casey!”]

You may wish to fill out the Tall Tales Characteristics Chart (Instructional Master 5A-1) together with the class as they answer the comprehension questions for this story.

Your class will continue their narrative writing project: Create Your Own. Today they will think about the contents of their tall tale by filling out their own Tall Tales Characteristics Chart (Instructional Master 8B-1). You may wish to have students take their charts home to finish and bring back to class the following day. You may wish to extend this activity and have students share and compare their charts during the Culminating Activities.



Casey Jones

8A

Introducing the Read-Aloud

15 minutes

Tall Tale Review

- Present the Tall Tales Characteristics Chart (Instructional Master 5A-1). Ask students about the characteristics of tall tales. Make sure that the following characteristics are mentioned:
 - Frontier Setting
 - Amazing Childhood
 - Amazing Adventures
 - Creations/Inventions
 - Humor
 - Exaggerations/Larger-Than-Life
- Using the Tall Tales Characteristics Chart, review what students have already learned about tall tales, specifically the tall tale “John Henry.”
- Ask students how John Henry is different from Paul Bunyan and Pecos Bill. (He was a real person. He had a different job.)



Introducing “Casey Jones”

← Show image 8A-5: One hand one brake

- Tell students that the main character in today’s tall tale is named Casey Jones.
- Say to students: “Tell your partner what you think Casey Jones does for a living.” Allow fifteen seconds for students to talk. Call on two students to share.
- Share with students that today’s tall tale is also about a real person—John Luther Jones. He was from Cayce [pronounced like the name Casey], Kentucky.

[Point to Kentucky on a map.]

That is how he got the nickname “Casey” Jones.

- Be sure that students are clear that even though there was a real man named Casey Jones, some of the things that happen in this story are not real and are exaggerations, so this story is still considered a tall tale and thus partly fiction.

Picture Walk

- Tell students that you will take a picture walk through this story together.



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

- Ask students where Casey Jones is.
- Explain that after railway workers like John Henry helped finish building the tunnels that would allow trains to go from the eastern United States to the western frontier, trains were the main mode of transportation for Americans. People rode trains to get from place to place, and trains were used to move items quickly from one part of the country to another.



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

- Tell students that Casey Jones drove a steam engine, but he needed help to make the steam so that the engine would have power to move.
- Tell students that Sim Webb helped Casey Jones make sure that the fire in the engine was always burning. Casey Jones and Sim Webb worked as a team.



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

- Have students tell their partner what they think is happening in this picture.
- Tell students that Casey Jones faces a big challenge in this story. His solution to the challenge made him a legend. Have students listen carefully to find out about the challenge and Casey Jones' solution.
- Give students Response Card 7 (Casey Jones) from Instructional Master 8A-1. Have students point out the characters: Casey Jones and Sim Webb. Tell students that Casey Jones was known for always being on time. [You may wish to have the class come up with a chant encouraging Casey to be on time. Tell students every time they hear the words “on time,” they can say their chant to Casey.]

Vocabulary Preview

Locomotive

1. Casey Jones drives a *locomotive*.
2. Say the word *locomotive* with me three times.
3. A locomotive is a vehicle with wheels that does not use an animal to pull it. A locomotive can run on its own engine and pulls the rest of the train.
4. In the past, people used horses to pull their wagons and carriages. Later, they started using locomotives.

The first railway locomotives were powered by steam.

5. People have called the locomotive “the mighty, iron horse.” Why do you think locomotives are called that?

Engineer

1. Casey Jones was an *engineer* for the Illinois Central Railroad.
2. Say the word *engineer* with me three times.
3. An engineer is someone who drives the railway locomotive that pulls a train.
4. The engineer needs to know everything about the locomotive so that if there is problem while driving it, the engineer will know what to do.
5. What do you think being a locomotive engineer was like during the time of Casey Jones?

Purpose for Listening

Remind students that the title of this tall tale is “Casey Jones,” and the setting for this story is the American frontier. Remind students that although this story may be about a real man named Casey Jones, it is still a tall tale and one type of fiction. Tell students to listen carefully to find out about the challenge Casey Jones faces and how he became a legend.

By the end of this lesson, students should be able to:

- ✓ Demonstrate familiarity with the tall tale “Casey Jones”
- ✓ Identify the characters, plot, and setting of “Casey Jones”
- ✓ Identify characteristics of tall tales in “Casey Jones”

Casey Jones

Note: Examples of exaggeration are followed by an asterisk (*). The words *on time* are italicized.

[Show Image Card 10 (Train and Railroad).]

Now, gather 'round, friends, for I want to tell you a story. It's a story of a **legendary** engineer. His name was Casey Jones, and there's never been a man who could drive a train as fast or as well.

[Point to the locomotive and have students identify it as a locomotive. Remind students that a locomotive is the front car of a train that pulls the train.]

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.”*

[Ask: “Do you think a baby could really drive a train, or is this an exaggeration?”]



← 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. 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.

[Remind students that locomotives do not need animals to pull them. Have students tell their partner why the locomotive is called “the mighty, iron horse.”]

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.

[Point to the letters “ICRR” on the picture. Ask students what “ICRR” stands for. Tell students that it looks like this train is moving freight—or things that will be sold or used—and passengers.]

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. When he came into the station, he would pull on the brake and bring the train to a sudden stop.

[Explain that the throttle made the train go, and the brake made the train 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—a bird who sings on summer nights. Then it rose to a howl, like a coyote crying in the night. Finally, it faded away to a quiet whisper.

[Invite students to make sweet bird chirps, loud coyote howls, and soft choo-choo whispers.]



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

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.

[Ask: “Does this sound like an exaggeration to you?” This can really happen.]

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-whoop* 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—breakfast would be served!*

[Ask: “Do these things seem like exaggerations to you?”]

Now the reason Casey drove so fast was simple: he took great **pride** in always being on time—being on time made him feel good about himself and his work. 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!”

[Invite students to repeat this line or say the line they have made up to encourage Casey to bring his train in on time.]



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.

[Remind students that steam is the hot air created when water boils, and in order for water to boil, there needs to be heat.]

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.

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.

[Have students tell their partner what “raining cats and dogs” means. Call on two partner pairs to share.]

The rain had been falling for five or six weeks,

And the railroad track was like the bed of a creek.

[Ask students to explain how this text sounds different from the rest of the read-aloud. (rhyme, rhythm) Explain that this is part of a song or ballad about Casey Jones. Ask students if they remember what a ballad is. (A ballad is a kind of poem or song that tells a story.)]

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*.”

[Ask: “Do you think Casey is going to make it on time?” Take a quick tally.]

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*.



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

Casey and Sim were dog-tired and more than ready for a good night’s sleep.

[Define “dog-tired” as being very, very tired. Have students tell you how they know Casey is dog-tired in the picture.]

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.

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—and poking—the fire with coal and making the fire burn brighter. Together they got 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 . . .

Mid-Story Check-In

1. *Literal* Who is this tall tale about?

- This tall tale is about Casey Jones.

What was Casey Jones’s job?

- Casey Jones was a locomotive engineer. He drove trains.

2. *Inferential* What was Casey Jones known for?

- Casey Jones was known for his whistle, for driving fast, and for always being on time.

3. *Literal* Who did Casey Jones work with?

- Casey Jones worked with Sim Webb.

What did Sim Webb do?

- Sim Webb was the fireman on the train. He made sure that the engine's fire was always burning.

4. *Evaluative* What do you think is the sad part of this story?

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



As Casey **mounted**—and climbed up—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.”

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

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

But Casey said,

“Fireman, don’t you fret,

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.”

[Ask students to explain how this text sounds different from the rest of the read-aloud. (rhyme, rhythm) Explain that this is part of a song or ballad about Casey Jones. Ask students if they remember what a ballad is. (A ballad is a kind of poem or song that tells a story.) Ask students which event in Casey Jones’s life this part of the ballad tells about. (Casey driving the train faster and faster so that he can make it to his destination on time)]

They drove on. The train gained speed until it was flying 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!"*

[Ask: "What are these rhyming lines are part of?" (the ballad of Casey Jones)]

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.

[Explain that "highballing" is what engineers say to mean "all clear, full speed ahead."]

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.



← **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.

[Have students tell their partner what they think Casey should do: jump or stay on the train and try to slow it down.]



← **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.*

[Have students identify the rhyming words in this ballad. Ask two volunteers to explain this part of the ballad. Ask students whether this is the sad part of the story. Ask if their prediction was correct.]

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.

[Ask: "Do you think this makes Casey Jones a hero? Do you think Sim Webb is full of admiration for Casey?"]

After that, thanks to Sim Webb 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.



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

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.

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of today's story?
 - The title of today's story is "Casey Jones."
2. *Evaluative* What kind of special story is "Casey Jones"?
 - "Casey Jones" is a tall tale (or legend).

Is this tall tale fiction (made-up), non-fiction (true), or both?

- This tall tale is partly fiction and partly nonfiction.

Note: You may wish to fill out the Tall Tales Characteristics Chart as students answer the following six questions.

3. *Inferential* Where in the American frontier does this story take place?
 - This story is about Casey Jones, who grew up in Kentucky and drove a train for the Illinois Central Railroad to Memphis, Tennessee.

[Show Kentucky, Illinois, and Tennessee. Mention that these states were considered frontier states.]

4. *Inferential* How was Casey Jones's childhood amazing?
 - Casey Jones's childhood was amazing because he could drive a train before he could walk.
5. *Literal* What is one amazing adventure Casey Jones has in this tall tale?
 - Answers may vary, but should be something that is explicitly stated in the text, e.g., "highballing" the train.
6. *Evaluative* What is something Casey Jones invented? [hint: whistle]
 - Casey Jones invented his special whistle blow.

Do you think the things the tall tale said happened when he blew his whistle really happened?

- No, those things could not really happen.

7. *Evaluative* What is one thing you find humorous or funny about this tall tale.
 - Answers may vary, but should refer to something explicitly stated in the text.
8. *Evaluative* Name one exaggeration from this tall tale, and explain how it is an exaggeration.
 - Answers may vary, but should refer to something explicitly stated in the text, e.g., Casey Jones going faster than the speed of light; Casey Jones being a shooting star.

Does this exaggeration make Casey Jones seem larger than life?

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

Sentence Frames:

Did they both have the same job?
(Yes/No)

They are similar/different
because . . .

Casey Jones . . ., but John Henry
. . .

9. *Evaluative Think Pair Share:* How is the tall tale of Casey Jones similar to the tall tale of John Henry? How is it different?
 - Similar: jobs related to the railway; legends; died at the end
 - Different: different jobs related to the railway; grew up in different states; different courageous acts
10. After hearing today's story 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 remaining questions.]

Word Work: Legendary

1. In the read-aloud you heard, “[This is] a story of a *legendary* engineer.”
2. Say the word *legendary* with me three times.
3. *Legendary* means famous or well-known, or describes something or someone that is like a legend.
4. “John Henry” and “Casey Jones” are legendary stories about American legends.

Figuring out how electricity works was a legendary discovery.

The pyramids in Egypt are legendary.

5. Can you think of one legendary person, place, or thing? Tell your partner about it. Try to use the word *legendary* when you tell about it.

[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “_____ is legendary.”]

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. John Henry beating a steam drill in a contest (That is legendary.)
3. the playground (That is not legendary.)
4. discovering the cure to a very deadly disease like cancer (That is legendary.)
5. the invention of the automobile—or car (That is legendary.)
6. brushing your teeth every morning (That is not legendary.)



Complete Remainder of the Lesson Later in the Day



Casey Jones

8_B

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Tracks

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 4M (Tracks).] In the read-aloud you heard, “[Casey] was “highballing” down the *tracks*, pushing that train just as fast as it would go.” Which picture shows the way *tracks* is used in this sentence?
2. *Tracks* also means to follow or watch the way something is going, for example, the weatherman tracks the storm to let people know when the bad weather will arrive. Which picture matches the way *tracks* is used in this sentence?
3. *Tracks* can also be the marks left on the ground by an animal, person, or vehicle. Which picture shows this kind of *tracks*?
4. Now with your partner, 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 partner should respond, “That’s ‘2.’”

↔ Syntactic Awareness Activity

Horizontal Word Wall: Pride

Note: Although the focus of this activity is on word meanings, students will gain practice in syntax as they create sentences for the words.

Materials: long horizontal chart paper; words written on index cards

in red—*shame, embarrassment, low self-confidence, shyness:*

in yellow—*contentment, satisfaction, happiness*

in green—*pride, self-esteem, dignity*

1. In the tall tale you heard, “Now the reason Casey drove so fast was simple: he took great *pride* in always being on time.”
2. Say the word *pride* with me three times.
3. Pride is the feeling of respect for yourself. People take pride in things they do well and things they are proud of.
4. The musicians took great pride in their perfect performance.
The children took pride in their [insert name of class project].
5. First we will make a Horizontal Word Wall for *pride*. Then you will make up sentences using the words on the word wall.
6. [Place *pride* on the far left of the chart. Then pick a red word and ask where it should go. (on the far right). Hold up the rest of the cards and ask on which side it should be placed on the horizontal word wall.]
7. [Have students choose two different-colored words and make up a sentence using the words. Call on several students to share their sentences. Some students may be able to write down their sentences.]

Extending the Activity

- Have students share about a time they took great pride in something they did.

10 End-of-Lesson Check-In (Instructional Master 8B-1)

Create Your Own

- Using Instructional Master 8B-1, have students conceptualize their own tall tale based on their drawing from Lesson 7B's extension.
- Review the characteristics of tall tales:
 - Frontier Setting
 - Amazing Childhood
 - Amazing Adventures
 - Creations/Inventions
 - Humor
 - Exaggerations/Larger-Than-Life
- Have students begin filling out their own chart using sketches, phrases, and short sentences.
- ✍️ **Above and Beyond:** You may wish to have students try to write their own brief, tall tale using a story map (Instructional Master 1B-1).



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:

- ✓ 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 tall tales as a type of fiction
- ✓ Demonstrate familiarity with specific tall tales
- ✓ Identify the characters, plot, and setting of specific tall tales
- ✓ Identify the characteristics of tall tales
- ✓ Identify the characteristics of tall tales in specific tall tales

Review Activities

Tall Tales Word Association Game

Prepare a list of words related to individual tall tales, e.g., *trees* for “Paul Bunyan,” and *cyclone* for “Pecos Bill.” In addition, prepare a list of words related to groups of tall tales, e.g., *railroad* for “John Henry” and “Casey Jones,” and *exaggeration* for all of the tall tales. Say each word one at a time, and have students raise the response card(s) associated with your word.

You may also wish to have partner pairs or small groups come up with lists of words to play in this game.

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.

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 student should write one sentence or key phrase about an exaggeration from that tall tale and raise his/her hand once s/he is finished.

Riddles for Core Content

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

[You may wish to have students hold up their corresponding response card to answer the questions.]

- 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 or in the Flip Book. 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.



Venn Diagram (Instructional Master DR-1)

Invite individual students or pairs of students to fill out a Venn Diagram to compare and contrast “Paul Bunyan” and “Pecos Bill,” or “John Henry” and “Casey Jones.”



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 part assesses domain-related vocabulary, and the second part 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 I will 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. **Fairy Tale:** Many things that happen in fairy tales are fantasy and cannot happen in real life.
 - smiling face
2. **Exaggeration:** An exaggeration is what you say to make something seem greater, grander, and better than it really is.
 - smiling face
3. **Legend:** A person who is well-known for doing something amazing is a legend.
 - smiling face
4. **Frontier:** The unexplored parts of America—usually to the west—were known as the frontier.
 - smiling face

5. **Tall Tale:** A tall tale is about a normal person who does normal things.

- 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. **Enchanted:** An enchanted forest might have jewels and diamonds growing on the trees.

- smiling face

7. **Inspect:** When you inspect something, you do not look at it carefully.

- frowning face

8. **Relaxed:** When you hear that someone relaxed their hold on a rope, that means that person is holding on to the rope very tightly.

- frowning face

9. **Challenge:** A challenge is a hard task or problem that could take a lot of time and thinking to figure out.

- smiling face

10. **Hesitated:** When you hear that someone hesitated to do something, that means that person stopped for a little bit before doing it.

- smiling face

11. **Curious:** When you are curious about something, you are not very interested in it.

- frowning face

12. **Constant:** Something that is constant happens all the time and does not stop.

- smiling face

13. **Intelligent:** To be intelligent means to be able to learn new things quickly.

- smiling face

14. **Persuaded:** When someone is persuaded by what you say, that person agrees with you.

- smiling face

15. **Pride:** To take pride in something means that you feel you are not good at it.
- frowning face

Part II (Instructional Master DA-2)

Directions: I will read a sentence about one of the tall tales you have heard. Circle the picture of the tall tale my sentence is about. [Identify the stories in the order they appear in the rows: “Paul Bunyan,” “Pecos Bill,” “John Henry,” and “Casey Jones.”]

1. The main character in this tall tale is a cowboy.
 - “Pecos Bill”
2. The main character in this tall tale is a locomotive engineer.
 - “Casey Jones”
3. The main character in this tall tale is a railway worker.
 - “John Henry”
4. The main character in this tall tale is a lumberjack.
 - “Paul Bunyan”
5. The main character in this tall tale takes pride in being on time.
 - “Casey Jones”
6. The main character in this tall tale has a friend who is a blue ox.
 - “Paul Bunyan”
7. The main character in this tall tale thought he was a coyote.
 - “Pecos Bill”
8. The main character in this tall tale beat a steam drill in a contest
 - “John Henry”

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. You may wish to write the suggested sentence frames on the board for students to copy and fill in with their answers.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

1. Who was your favorite fairy tale or tall tale character? Why?

[Suggested sentence frame: My favorite _____ character is _____. I like _____ because . . .]

2. What was your favorite fairy tale or tall tale setting? Why?

[Suggested sentence frame: My favorite _____ setting is _____. I like the _____ because . . .]

3. Write about an exaggeration from any of the tall tales you heard.

[Suggested sentence frame: An example of an exaggeration in _____ is . . .]



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

Enrichment

Student Choice

Have students select a read-aloud to be heard again.

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 or adventure from the tall tale trade book. You may suggest how to begin the sentence by writing on the board: “My favorite exaggeration from the trade book was . . .”

Exploring Student Resources

Materials: Domain-related student websites

Pick appropriate websites from the Internet for further exploration of tall tales.

Videos of Tall Tales

Materials: Videos of tall tales

Carefully peruse the Internet for short, five-minute videos related to tall tales covered in the domain.

Prepare some questions related to the videos. Ask about the characters, setting, and plot.

Discuss how watching a video is the same as and different from listening to a story book or read-aloud.

Have students ask and answer questions using question words *who*, *what*, *where*, and *why* regarding what they see in the videos.

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 student should write one sentence or key

phrase about an exaggeration from that tall tale and raise his/her hand once s/he is finished.

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.

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 upside down 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:

Instructional Masters for
Fairy Tales and Tall Tales



Directions: Fill in the chart with examples from each fairy tale, or put a checkmark in the box if the fairy tale has that characteristic.

	The Fisherman and His Wife	The Emperor's New Clothes	Beauty and the Beast
Royal Family			
Magical Characters			
Magical Events			
"Once upon a time" Beginnings			
"Happily ever after" Endings			



Settings



Characters

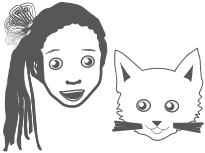
1

Elements of Stories


Title	Author	Setting	Characters	Themes	Opening	Ending

Title

Character(s)



Setting(s)



Plot	Beginning
	Middle
	End

Directions: Use this story map to write about the fairy tale.

Directions: These pictures show some important parts of the plot of "The Fisherman and His Wife." Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the correct sequence of events. When you are sure that you have them in the correct order, glue or tape them on a separate sheet of paper in the correct order.



Directions: These pictures show some important parts of the plot of "The Fisherman and His Wife." Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the correct sequence of events. When you are sure that you have them in the correct order, glue or tape them on a separate sheet of paper in the correct order.



Directions: These pictures show some important parts of the plot of "The Fisherman and His Wife." Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the correct sequence of events. When you are sure that you have them in the correct order, glue or tape them on a separate sheet of paper in the correct order.



1



2



3

Directions: These pictures show some important parts of the plot of "The Fisherman and His Wife." Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the correct sequence of events. When you are sure that you have them in the correct order, glue or tape them on a separate sheet of paper in the correct order.



4



5



6



Dear Family Member,

Your child will enjoy several fairy tales at school this coming week. You child will hear these fairy tales:

- “The Fisherman and His Wife” —a story about a man who catches a magic fish that grants the fisherman’s wife several wishes.
- “The Emperor’s New Clothes” —a story about an emperor who loves to wear nice clothes. One day he finds out about “magic” clothes that only smart people can see, and everyone lies and says they see the clothes in order to appear intelligent.
- “Beauty and the Beast” —a story about a merchant’s daughter who goes to live in an enchanted castle with the beast, but she later finds out that she should not be tricked by appearances.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about fairy tales.

1. “Once Upon a Time”

Write a fairy tale with your child using the activity sheet. Your child will learn that most fairy tales have the following characteristics: royal characters, magical characters, magical events, “once upon a time” beginnings, and “happily ever after” endings. Invite your child to think of these items for his/her fairy tale as you help him/her write them down.

2. Your Favorite Fairy Tale

Do you have a favorite fairy tale from your childhood? This would be a great opportunity to share it with your child.

3. Sayings and Phrases: “Better Late Than Never” and “Don’t Judge a Book By Its Cover”

Your child will learn the saying “better late than never.” This means that it is better to be late in doing something than to never do it at all. You child will also learn the saying “don’t judge a book by its cover.” This means that one should not base all their thoughts about something on appearances only.

4. 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 the fairy tales 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
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Vocabulary List for Fairy Tales and Tall Tales (Part 1)

This list includes many important words your child will learn about in *Fairy Tales and Tall Tales*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- charming
- displeases
- enchanted
- hesitated
- might
- curious
- inspect
- intelligent
- astonished
- fearsome
- fortune
- merchant
- constant
- determined
- sorrowful

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.

	Draw it
	Write a sentence using it
	Find one or two examples
	Tell someone about it
	Act it out
	Make up a song using it



Once upon a time



2

Settings

Characters

Directions: These pictures show some important parts of the plot of "The Emperor's New Clothes." Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the correct sequence of events. When you are sure that you have them in the correct order, glue or tape them on a separate sheet of paper in the correct order.



Directions: These pictures show some important parts of the plot of "The Emperor's New Clothes." Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the correct sequence of events. When you are sure that you have them in the correct order, glue or tape them on a separate sheet of paper in the correct order.



Directions: These pictures show some important parts of the plot of "The Emperor's New Clothes." Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the correct sequence of events. When you are sure that you have them in the correct order, glue or tape them on a separate sheet of paper in the correct order.



1



2



3

Directions: These pictures show some important parts of the plot of "The Emperor's New Clothes." Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the correct sequence of events. When you are sure that you have them in the correct order, glue or tape them on a separate sheet of paper in the correct order.



4



5



6

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 and his family live in a simple cottage.

_____, the merchant and his family live in a lavish home.

2. _____, the merchant loses two ships full of cargo.

_____, the merchant finds out that one ship was found.

3. _____, the merchant rides his horse in a snowstorm.

_____, the merchant finds a castle.

4. _____, the merchant finds a rose garden.

_____, the merchant eats a meal.

5. _____, the beast appears.

_____, the merchant picks a rose for Beauty.

6. _____, the beast tells the merchant his punishment.

_____, the beast lets the merchant go back to his daughters.

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 and his family live in a simple cottage.

First, the merchant and his family live in a lavish home.

2. First, the merchant loses two ships full of cargo.

Then, the merchant finds out that one ship was found.

3. First, the merchant rides his horse in a snowstorm.

Then, the merchant finds a castle.

4. Then, the merchant finds a rose garden.

First, the merchant eats a meal.

5. Then, the beast appears.

First, the merchant picks a rose for Beauty.

6. First, the beast tells the merchant his punishment.

Then, the beast lets the merchant go back to his daughters.




















3



















Settings

Characters

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.

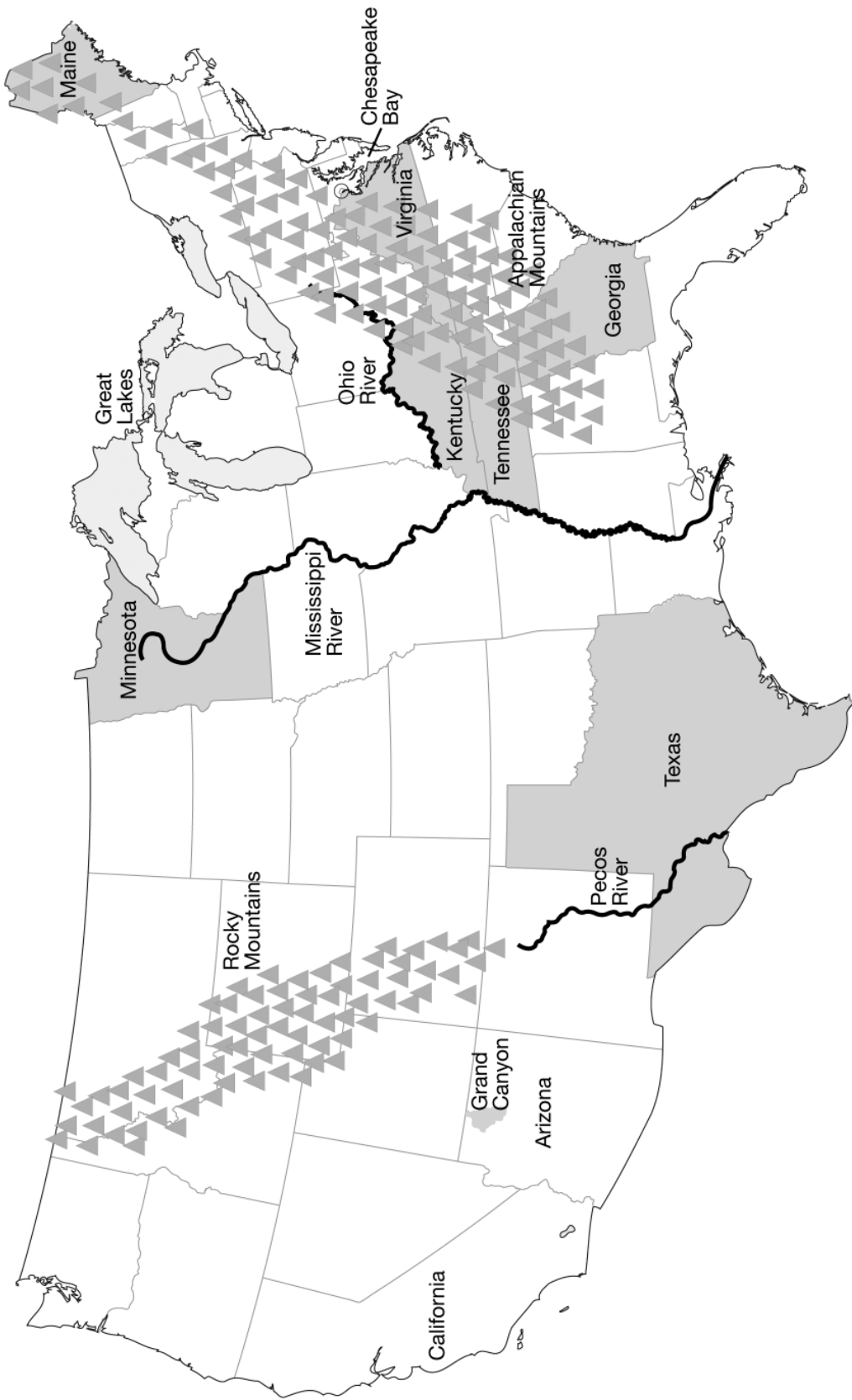
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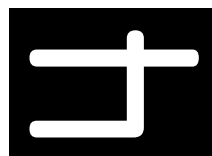
Directions: Listen to each sentence read by the teacher. If the sentence is true, circle the smiling face. If the sentence is false, circle the frowning face.

1.		
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Directions: Fill in the chart with examples from each tall tale.

	Paul Bunyan	Pecos Bill	John Henry	Casey Jones
Frontier Setting				
Amazing Childhood				
Amazing Adventures				
Creations/ Inventions				
Humor				
Exaggerations/ Larger-Than- Life				





Settings

Characters

Fact or Tall Tale?


Fact

1. Lumberjacks cut down trees.
2. Paul Bunyan can cut down a tree with one swing.
3. Paul Bunyan's snores are like an earthquake.
4. Minnesota had logging camps and sawmills.
5. People cut down trees to make homes.
6. Sourdough Sam cooked pancakes in a pan on top of a forest fire.
7. Paul Bunyan and Babe made the Mississippi River.
8. The Mississippi River runs from Minnesota to New Orleans.

Directions: Listen as your teacher reads each sentence. Write Fact if the sentence states a fact—or something that is true. Write Tall Tale if the sentence is about something that could only happen in a tall tale.

Fact or Tall Tale?**Fact**

1. Lumberjacks cut down trees.

Tall Tale

2. Paul Bunyan can cut down a tree with one swing.

Tall Tale

3. Paul Bunyan's snores are like an earthquake.

Fact

4. Minnesota had logging camps and sawmills.

Fact

5. People cut down trees to make homes.

Tall Tale

6. Sourdough Sam cooked pancakes in a pan on top of a forest fire.

Tall Tale

7. Paul Bunyan and Babe made the Mississippi River.

Fact

8. The Mississippi River runs from Minnesota to New Orleans.

Directions: Listen as your teacher reads each sentence. Write Fact if the sentence states a fact—or something that is true. Write Tall Tale if the sentence is about something that could only happen in a tall tale.



Dear Family Member,

Your child will enjoy many tall tales from the American frontier times (the 1800s). Your child will hear the following tall tales at school:

- “Paul Bunyan”—a lumberjack who could cut down trees with one swing;
- “Pecos Bill”—a cowboy who could tame a mountain lion and ride a cyclone;
- “John Henry”—a real-life railway worker who helped dig tunnels and build tracks; he beat a steam drill in a competition; and
- “Casey Jones”—a real-life train engineer who always got his trains to their destination on time.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about tall tales.

1. Larger Than Life

One main characteristic of a tall tale is its larger-than-life characters; the characters seem amazing and can do amazing things. Often exaggerations in the tall tale make its characters seem larger than life. After your child has finished hearing tall tales at school, help your child read the larger-than-life sentences on the right side of the activity page. Then have your child draw a line from the sentence to the picture of the tall tale it is related to on the left. Follow up by asking your child about the character’s amazing adventures.

2. Exaggerations

Have your child share some of the exaggerations s/he has heard from the tall tales. An exaggeration is an overstatement of the truth to make something seem much bigger, grander, or better than it really is. Make up some exaggerations with your child or point out the times your child exaggerates, e.g., “I’m so hungry I can eat a horse”; or “We’re not going to get there for a million years.”

3. Read Aloud Each Day

Read to your child and listen to your child read to you. I attached a list of recommended trade books related to tall tales with the last family letter.

Be sure to let your child know how much you enjoy hearing about the tall tales s/he has learned at school.

Directions: Help your child read the larger-than-life statements on the right, and have your child draw a line from the statement on the right to the picture of the tall tale on the left.



If you look up in the sky on a clear night and see a flash of light across the sky, it might be a shooting star, but it might be Casey Jones chugga-chugga, chugga-chuggin' — on time — till the end of time.

Pecos Bill lassoed a cyclone with his rattlesnake lasso and jumped on its rip-roaring back.

Together, Paul and Babe did the work of one hundred men.

John Henry had dug a total of fifteen feet into the mountain; the steam drill had only drilled nine feet. He had beaten the steam drill!



Vocabulary List for Fairy Tales and Tall Tales (Part II)

This list includes many important words your child will learn about in *Fairy Tales and Tall Tales*. Try to use these words with your child in English and your native language. Next to this list are suggestions of fun ways your child can practice and in use these words at home.

- admiration
- colossal
- frontier
- persuaded
- relaxed
- tame
- challenge
- compete
- feats
- solution
- steam
- mounted
- legendary
- passengers
- pride

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.

	Draw it
	Write a sentence using it
	Find one or two examples
	Tell someone about it
	Act it out
	Make up a song using it



5

Settings

Characters

Fact or Tall Tale?



Tall Tale

- _____ 1. Coyotes raised baby Bill.
- _____ 2. The Pecos River is in Texas.
- _____ 3. The Grand Canyon is in Arizona.
- _____ 4. Pecos Bill tamed a mountain lion.
- _____ 5. Cyclones are storms with very strong winds.
- _____ 6. Pecos Bill rode on a cyclone.
- _____ 7. A rattlesnake can be used as a lasso.
- _____ 8. Cowboys take care of cattle.

Directions: Listen as your teacher reads each sentence. Write Fact if the sentence states a fact—or something that is true. Write Tall Tale if the sentence is about something that could only happen in a tall tale.

Fact or Tall Tale?**Tall Tale**

1. Coyotes raised baby Bill.

Fact

2. The Pecos River is in Texas.

Fact

3. The Grand Canyon is in Arizona.

Tall Tale

4. Pecos Bill tamed a mountain lion.

Fact

5. Cyclones are storms with very strong winds.

Tall Tale

6. Pecos Bill rode on a cyclone.

Tall Tale

7. A rattlesnake can be used as a lasso.

Fact

8. Cowboys take care of cattle.

Directions: Listen as your teacher reads each sentence. Write Fact if the sentence states a fact—or something that is true. Write Tall Tale if the sentence is about something that could only happen in a tall tale.



b

Settings

Characters



7

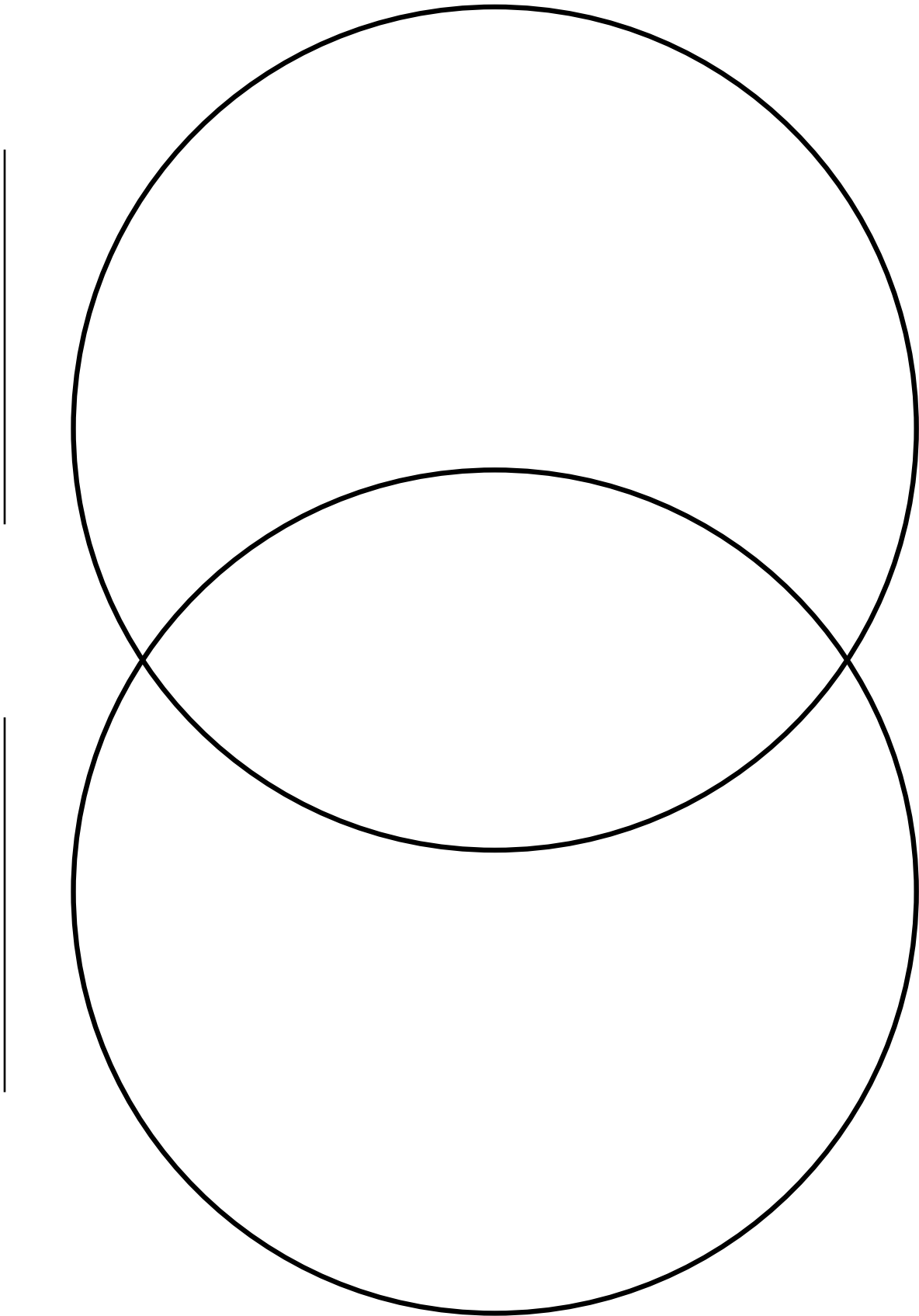
Settings





















Characters

Directions: Fill in the chart with ideas for your own tall tale.

Title:	
Frontier Setting	
Amazing Childhood	
Amazing Adventures	
Creations/ Inventions	
Humor	
Exaggerations/ Larger Than Life	





















Name _____













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Directions: Listen to your teacher's instructions.



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10.		

Directions: Listen to your teacher's instructions.

11.  
12.  
13.  
14.  
15.  

1.



2.



3.



4.



Directions: Circle the picture of the story your teacher's sentence is about.

5.



6.



7.



8.



1.



2.



3.



4.



Directions: Circle the picture of the story your teacher's sentence is about.

5.



6.



7.



8.



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 or tall tale character?
Why?

2. What was your favorite fairy tale or tall tale setting?
Why?

3. Write about an exaggeration from any of the tall tales
you heard.

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

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