



Kindergarten

Knowledge 3 | Teacher Guide

Stories: Fairy Tales and Folktales

Kindergarten

Knowledge 3

Stories: Fairy Tales and Folktales

Teacher Guide

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

ISBN 978-1-68391-908-7

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

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

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

With the understanding that:

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

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

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

Printed in Mexico
01 XXX 2021

Contents

STORIES: FAIRY TALES AND FOLKTALES

Introduction 1

Lesson 1 Chicken Little 5

Introducing the Read-Aloud (10 min.)

- Domain Introduction
- Core Connections

Read-Aloud (30 min.)

- Purpose for Listening
- “Chicken Little”
- Comprehension Questions
- Word Work: *Sly*

Application (20 min.)

- Sequencing Beginning, Middle, and End

Lesson 2 The Three Little Pigs 17

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Essential Background Information or Terms

Read-Aloud (30 min.)

- Purpose for Listening
- Interactive Read-Aloud
- “The Three Little Pigs”
- Comprehension Questions
- Word Work: *Blazing*

Application (20 min.)

- Sequencing Events in the Story

Lesson 3 The Three Billy Goats Gruff 30

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?

Read-Aloud (30 min.)

- Purpose for Listening
- “The Three Billy Goats Gruff”
- Comprehension Questions
- Word Work: *Longed*

Application (20 min.)

- Retelling the Story

Lesson 4 The Wolf and the Seven Little Kids 41

Introducing the Read-Aloud (10 min.)

- Essential Background Information or Terms

Read-Aloud (30 min.)

- Purpose for Listening
- “The Wolf and the Seven Little Kids”
- Comprehension Questions
- Word Work: *Terrified*

Application (20 min.)

- Sequencing Events in the Story
- Domain-Related Trade Book

Lesson 5 The Bremen Town Musicians

53

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Essential Background Information or Terms

Read-Aloud (30 min.)

- Purpose for Listening
- Interactive Read-Aloud
- “The Bremen Town Musicians”
- Comprehension Questions
- Word Work: *Musician*

Application (20 min.)

- Two-Column Chart
- Multiple Meaning Word Activity: *Play*

Pausing Point (1 Day)

66

Lesson 6 Momotaro, Peach Boy

69

Introducing the Read-Aloud (10 min.)

- Essential Background Information or Terms

Read-Aloud (30 min.)

- Purpose for Listening
- “Momotaro, Peach Boy”
- Comprehension Questions
- Word Work: *Swooped*

Application (20 min.)

- Who is a Hero?
- Syntactic Awareness Activity

Lesson 7 The Story of Jumping Mouse, Part I

83

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?

Read-Aloud (30 min.)

- Purpose for Listening
- “The Story of Jumping Mouse, Part I”
- Comprehension Questions
- Word Work: *Perilous*

Application (20 min.)

- The Giving Chart

Lesson 8 The Story of Jumping Mouse, Part II

94

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?

Read-Aloud (30 min.)

- Purpose for Listening
- “The Story of Jumping Mouse, Part II”
- Comprehension Questions
- Word Work: *Misused*

Application (20 min.)

- My Favorite Character Assessment

Lesson 9 Goldilocks and the Three Bears

106

| | | |
|---|--|--|
| Introducing the Read-Aloud (10 min.) <ul style="list-style-type: none">• Essential Background Information or Terms | Read-Aloud (30 min.) <ul style="list-style-type: none">• Purpose for Listening• Interactive Read-Aloud• “Goldilocks and the Three Bears”• Comprehension Questions• Word Work: <i>Suddenly</i> | Application (20 min.) <ul style="list-style-type: none">• Character, Setting, and Plot• Sayings and Phrases: Do Unto Others As You Would Have Them Do Unto You |
|---|--|--|

Lesson 10 Tug-of-War

118

| | | |
|---|--|---|
| Introducing the Read-Aloud (10 min.) <ul style="list-style-type: none">• Essential Background Information or Terms | Read-Aloud (30 min.) <ul style="list-style-type: none">• Purpose for Listening• “Tug-of-War”• Comprehension Questions• Word Work: <i>Foolishness</i> | Application (20 min.) <ul style="list-style-type: none">• Character Comparison• Vocabulary Instructional Activity: <i>Finally</i> |
|---|--|---|

Domain Review (1 Day)

130

Domain Assessment (1 Day)

132

Culminating Activities (1 Day)

135

Teacher Resources

137

Introduction

This introduction includes the necessary background information to be used in teaching the *Stories* domain. The Teacher Guide for *Stories* contains ten daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals throughout the day. Each entire lesson will require a total of 60 minutes.

This domain includes a Pausing Point following Lesson 5. 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 fourteen days total on this domain.

INSTRUCTIONAL MATERIALS

Along with this Teacher Guide, you will need:

- Flip Book for *Stories: Fairy Tales and Folktales*
- Image Cards for *Stories: Fairy Tales and Folktales*
- Activity Book for *Stories: Fairy Tales and Folktales*
- Digital Components for *Stories: Fairy Tales and Folktales*

Additional resources you may wish to integrate into your classroom instruction are:

- Trade Book Guide for *Red Riding Hood* by James Marshall
- Read-Aloud Videos for *Stories: Fairy Tales and Folktales*

All domain components materials can be found on the program's digital components site.

WHY STORIES ARE IMPORTANT

This domain will introduce students to classic stories that have been the favorites of children for generations. Students will become familiar with stories like “The Three Little Pigs,” “Chicken Little,” and “The Bremen Town Musicians.” They will meet memorable characters like Goldilocks and the Billy Goats Gruff. Students will also learn about trickster tales and how smaller characters can outwit larger, stronger characters. In addition, two of the Read-Alouds—“Momotaro, Peach Boy” (a Japanese folktale) and “The Story of Jumping Mouse” (a Native American legend)—will help students develop an appreciation for fiction from other cultures.

By listening carefully to and discussing the stories, students will acquire an understanding of the elements of a story, including characters, plot, and setting. This domain will help students develop an awareness of language to help them become both better writers and readers. This domain will also introduce students to recurring themes in popular culture and children’s literature.

It is important to note that the content of some of these Read-Alouds might unsettle some children. It is important to remind students that the stories are fiction, are not real, and cannot actually happen. Please preview all Read-Alouds and lessons in this domain before presenting them to students, and feel free to substitute a trade book if you feel doing so would be more appropriate for your students. As you read, use the same strategies that you have been using when reading the Read-Aloud selections in this Teacher Guide—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the Read-Aloud; etc. After you finish reading the trade book, lead students in a discussion about how the story or information in the book relates to the other Read-Alouds in this domain.

The stories that students will be listening to and discussing in this unit also provide opportunities for students to build content knowledge and draw connections to the social studies subject area but they do not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strand of Culture from the social studies discipline.

CORE VOCABULARY FOR STORIES

The following list contains all of the core vocabulary words in *Stories* in the forms in which they appear in the Read-Alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of 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, students should acquire a good understanding of most of these words and begin to use some of them in conversation.

| | | |
|---|--|---|
| Lesson 1 acorn den sly | Lesson 5 musician panting perched | Lesson 9 startled suddenly |
| Lesson 2 blazing chimney huff puff | Lesson 6 pheasant swooped | Lesson 10 boast bold foolishness might |
| Lesson 3 creaked gobble longed scarcely | Lesson 7 brush journey perilous swayed | |
| Lesson 4 bleated disguise kids miller terrified | Lesson 8 compassion enormous fragrances misused | |

WRITING

In this domain, students will focus on the literary genre through the retelling of stories. They will identify story elements, including characters, setting, and plot. They will practice sequencing events from the beginning, middle, and end of stories. They will compare and contrast characters from different stories to identify similarities and differences.

The following activities may be added to students' writing portfolios to showcase their writing within and across domains:

- Sequencing Events in the Story (Lessons 1, 2, 3, 4)
- Drawing Character, Setting, and/or Plot (Lessons 5, 6, 7, 8, 9, 10)
- Any additional writing completed during the Pausing Point, Domain Review, or Culminating Activities

STORIES

Chicken Little

PRIMARY FOCUS OF LESSON

Reading

Students will identify the author, illustrator, and title page of a book and identify the character, plot, and setting in familiar stories.

✦ **TEKS K.2.D.i; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**

Students will generate questions about a literary text during and after reading and describe the actions of the main character.

✦ **TEKS K.5.B; TEKS K.7.B; TEKS K.7.C**

Language

Students will demonstrate an understanding of the Tier 3 word *sly*.

✦ **TEKS K.6.F**

Writing

Students will sequence the beginning, middle, and end of a literary text, retell the main events of the text, and use prepositions to name locations.

✦ **TEKS K.3.C; TEKS K.6.D; TEKS K.7.C; TEKS K.10.D.v**

FORMATIVE ASSESSMENT

Activity Page 1.1

Sequencing Beginning, Middle, and End

Students will sequence images illustrating the beginning, middle, and end of “Chicken Little” in order to retell the plot of the story.

✦ **TEKS K.6.D; TEKS K.7.C**

✦ **TEKS K.2.D.i** Demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.10.D.v** Edit drafts, with adult assistance, using standard English conventions, including prepositions.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Introducing the Read-Aloud | | | |
| Domain Introduction | Whole Group | 10 min. | ❑ various storybooks |
| Core Connections | | | |
| Read-Aloud | | | |
| Purpose for Listening | Whole Group | 30 min. | ❑ Flip Book: 1A-1–1A-4 ❑ Poster 1M: Piece (optional) (Flip Book) |
| “Chicken Little” | | | |
| Comprehension Questions | | | |
| Word Work: <i>Sly</i> | | | |
| This is a good opportunity to take a break. | | | |
| Application | | | |
| Sequencing Beginning, Middle, and End | Independent | 20 min. | ❑ Activity Page 1.1 ❑ Image Cards ❑ scissors ❑ glue ❑ paper |
| Take-Home Material | | | |
| Family Letter | | | ❑ Activity Page 1.2 |

ADVANCE PREPARATION

Introducing the Read-Aloud

- Gather different storybooks together to pass around the class. The school or local library may be a good resource.

Universal Access

- Have students bring in their favorite storybook, including storybooks in their home language, and display them 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 story so that, by the end of this domain, every student will have shared their favorite story with the class.

CORE VOCABULARY

acorn, n. the seed of an oak tree

Example: An acorn fell from the tree.

Variation(s): acorns

den, n. a cave-like home of some wild animals

Example: The red fox ran into his den to hide.

Variation(s): dens

sly, adj. sneaky, secretive, and clever

Example: She had a sly plan to trick her brother.

Variation(s): slyer, slyest

Vocabulary Chart for “Chicken Little”

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|------------------------|---------------------------------|----------------------------------|---------------------------------|
| Vocabulary | acorn den sly | | |
| Multiple Meaning | | | |
| Sayings and Phrases | the sky is falling | | |

Lesson 1: Chicken Little


Introducing the Read-Aloud




Reading: Students will identify the author, illustrator, and title page of a book and identify the character, plot, and setting in familiar stories.


 **TEKS K.2.D.i; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**

DOMAIN INTRODUCTION (5 MIN.)

- Tell students that over the next several days, they will hear a number of stories. Tell them that some of the stories may be familiar to them, and some may be completely new.
- Show students the different storybooks you have gathered and pass them around the room.
- As books are passed around, have students identify the author, illustrator, and title page of the book. Discuss the role of an author and illustrator. Refer back to those terms frequently throughout the domain.  **TEKS K.2.D.i**
- Have students talk about some of their favorite stories, recounting the events of these stories and describing major characters.

CORE CONNECTIONS (5 MIN.)

- Tell students you will define and describe words that are commonly used when talking about stories.
- Explain that stories are often created from people's imaginations. Such made-up stories are called fiction.
 - Discuss stories that students are familiar with in terms of whether or not they are examples of fiction.
-  Explain that a character in a story is who the story is about. **TEKS K.7.B**
 - Characters can be people or animals in the story. Most of the characters in the stories in this domain are animals that can talk.
 - Discuss stories that students are familiar with in terms of main characters.

 **TEKS K.2.D.i** Demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about the terms *fiction*, *character*, *plot*, and *setting*, and encourage them to ask their own questions about these terms.

Intermediate

Provide students with a specific sentence frame (e.g., "A character is . . .").

Advanced/

Advanced High

Encourage students to use content-related words in complete sentences (e.g., "A main character in a story is who the story is about.").

ELPS 1.A; ELPS 1.F;

ELPS 3.B; ELPS 3.D

- Explain that the plot of a story is what happens in the beginning, middle, and end of a story. A plot includes the major events of a story. **TEKS K.7.C**
- Explain that the setting of a story is where the story takes place. For example, the setting of a story about students might be a school. **TEKS K.7.D**
 - Discuss stories that students are familiar with in terms of their setting.

Lesson 1: Chicken Little

Read-Aloud



Reading: Students will generate questions about a literary text during and after reading and describe the actions of the main character.

✦ **TEKS K.5.B; TEKS K.7.B; TEKS K.7.C**

Language: Students will demonstrate an understanding of the Tier 3 word *sly*.

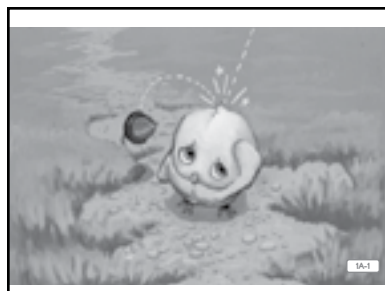
✦ **TEKS K.6.F**

PURPOSE FOR LISTENING

TEKS K.7.B

- Tell students they are going to listen to a story called “Chicken Little,” in which the main character, Chicken Little, makes a silly mistake and becomes scared.
- Tell students to listen carefully to the story to find out what silly mistake Chicken Little makes and why it makes her scared. Explain that you’ll be pausing during the story to ask students questions and also hear any they might have. Tell students that asking questions about the story as they listen will help them
- ✦ learn more about the story and understand it better. **TEKS K.5.B**
- Remind students that this story is fiction, meaning it is made up and cannot really happen.
- If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.

“CHICKEN LITTLE” (15 MIN.)



Show Image 1A-1: An acorn falling on Chicken Little’s head

One fine morning, Chicken Little went out to the woods. As she walked along, an **acorn** fell on her head. Chicken Little was a silly little chicken, and she often made silly mistakes. Chicken Little thought the acorn was a part of the sky!

✦ **TEKS K.7.D** Describe the setting; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance.

Chicken Little was so caught by surprise that she worked herself into a tizzy. “Oh dear me!” she cried. “The sky is falling. I must go and tell the king!” *What does Chicken Little think is part of the sky? [Point to the acorn in the illustration.] An acorn is the seed of an oak tree. Is an acorn part of the sky? Now it’s your turn: What questions do you have about this part of the story?* **TEKS K.5.B**



Show Image 1A-2: Chicken Little meeting Henny Penny

On her way to see the king, Chicken Little met Henny Penny. “Henny Penny, the sky is falling!” cried Chicken Little.

“How do you know?” asked Henny Penny.

“A piece of it fell on my poor head,” said

Chicken Little, rubbing her poor little noggin with the memory of it. *The word piece means a small part of something.*

“Then let us go and tell the king!” said Henny Penny, who now felt quite worried as well. *Is the sky really falling? Why does Henny Penny think it is?*

What questions do you have at this point in the story? **TEKS K.5.B**

So Henny Penny and Chicken Little ran along until they met Goosey Loosey.

“Goosey Loosey, the sky is falling!” cried Henny Penny.

“How do you know?” asked Goosey Loosey.

“A piece of it fell on my poor head,” said Chicken Little.

Goosey Loosey looked at Henny Penny, who nodded in agreement.

“Then let us go and tell the king!” said Goosey Loosey, who could not help but believe her friends.



Show Image 1A-3: Goosey Loosey, Henny Penny, and Chicken Little meeting Ducky Lucky

So Goosey Loosey, Henny Penny, and Chicken Little hurried along until they met Ducky Lucky.

“Ducky Lucky, the sky is falling!” cried Goosey Loosey.

Support

The word *piece* can have other meanings. The word *piece* also means a work of art or music. For additional support, please refer to Poster 1M in the Flip Book for multiple meanings of *piece*.

Support

Is the sky really falling? Why does Goosey Loosey think it is?

TEKS K.5.B Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance.

Support

Is the sky really falling?
Why does Ducky Lucky
think it is?

"How do you know?" asked Ducky Lucky.

"A piece of it fell on my poor head," said Chicken Little. Henny Penny and Goosey Loosey stood nodding their heads, wide-eyed, next to Chicken Little.

Ducky Lucky looked at her three friends, and became worried because they were so worried. "Then let us go and tell the king!" said Ducky Lucky.

So Ducky Lucky, Goosey Loosey, Henny Penny, and Chicken Little ran along until they met Turkey Lurkey, who was certainly the biggest of the birds.

"Turkey Lurkey, the sky is falling!" cried Ducky Lucky.

"How do you know?" asked Turkey Lurkey.

"A piece of it fell on my poor head," said Chicken Little. Henny Penny, Goosey Loosey, and Ducky Lucky stood behind Chicken Little, flapping their wings with worry.

"Then let us go and tell the king!" said Turkey Lurkey, for who was he to disagree with four scared friends?

So the five feathered friends ran along until they met Foxy Loxy.

Support

Is the sky really falling?
Why does Turkey Lurkey
think it is?



Show Image 1A-4: Goosey Loosey, Henny Penny, Ducky Lucky, Turkey Lurkey, and Chicken Little meeting Foxy Loxy

"Foxy Loxy, the sky is falling!" cried Turkey Lurkey.

"Oh, is that so?" said **sly** Foxy Loxy, who knew better, but pretended to believe the five trembling birds. *The word sly means being*

sneaky in a secretive and clever way. "If the sky is falling, you'd better keep safe in my **den**, and I will go and tell the king for you." *The den is the fox's home. Do you think they should go into the fox's den?* So Chicken Little, Henny Penny, Goosey Loosey, Ducky Lucky, and Turkey Lurkey followed Foxy Loxy into his den. The dust in the den made Chicken Little sneeze. *Achoo!* The force of the sneeze made Chicken Little come back to her senses. *This means that Chicken Little stopped being silly and thought carefully about where she was and what she was doing.*

"Wait!" cried Chicken Little. "Birds are supposed to stay away from foxes!"

Henny Penny, Goosey Loosey, Ducky Lucky, and Turkey Lurkey looked at each other in amazement. "You are right!" they cried.

And so the five feathered friends ran out of the cave and never went back there again. And from that day on, they thought very carefully before believing that the sky was falling again.



Check for Understanding

One-Word Answer: Did a piece of the sky really fall on Chicken Little's head? (*no*)

What did fall on Chicken Little's head? (*an acorn*)

COMPREHENSION QUESTIONS (10 MIN.)

Explain to students that now that they have finished listening to the story, you'll be asking them some questions about what they just heard. You'll also be asking them to share any questions they still have. Remind students that asking questions after reading a story will help them learn more about the story and better understand it. **TEKS K.5.B**

- 1. Literal.** Who is the main character in this story? (*Chicken Little is the main character in this story.*) **TEKS K.7.B**
 - What is a character? (*A character is a person or talking animal in a story.*)
- 2. Literal.** What happens in this story? (*Answers may vary, but should include the main plot points: An acorn falls on Chicken Little's head; Chicken Little thinks the acorn is a piece of the sky falling; Chicken Little tells others that the sky is falling; Foxy Loxy tries to trick the animals that believe the sky is falling; the animals get away from Foxy Loxy.*) **TEKS K.7.C**
 - What questions do you still have about what happens in the story? **TEKS K.5.B**
- 3. Literal.** Does Foxy Loxy believe the sky is falling? (*No, Foxy Loxy does not believe the sky is falling, but he pretends he does in order to trick the other animals.*)
 - What kind of animal is Foxy Loxy? (*Foxy Loxy is a sly fox.*)
 - Who in the story believes Chicken Little when she says the sky is falling? (*Henny Penny, Goosey Loosey, Ducky Lucky, and Turkey Lurkey all believe Chicken Little when she says the sky is falling.*)
 - What questions do you still have about Foxy Loxy or the other characters? **TEKS K.5.B**

TEKS K.5.B Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance.

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., "Is 'Chicken Little' fiction/a made-up story?").

Intermediate

Provide students with a specific sentence frame (e.g., "A part of the story that tells me that 'Chicken Little' is fiction is ...").

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., "'Chicken Little' is fiction because its plot includes made-up events.>").

ELPS 1.E; ELPS 2.I

4. **Evaluative.** Remember that “Chicken Little” is made up and created from a writer’s imagination. Made-up stories are called fiction. Which parts of the story tell you that “Chicken Little” is fiction, or a made-up story? (*The sky cannot actually fall, and animals cannot actually talk.*)
5. **Evaluative.** *Think Pair Share:* How would you describe the character Chicken Little—wise, foolish, or brave? Why? (*Answers may vary, but should include support from the Read-Aloud.*)

WORD WORK: SLY (5 MIN.)

1. In the Read-Aloud you heard, “‘Oh, is that so?’ said sly Foxy Loxy, who knew better, but pretended to believe the five trembling birds. ‘If the sky is falling, you’d better keep safe in my den, and I will go and tell the king for you.’”
2. Say the word *sly* with me.
3. When someone is sly, they are sneaky, secretive, and clever.
4. The sly cat waited patiently by the mouse hole.
5. Have you ever heard a story about a sly character? Tell me why you thought this character was sly. Try to use the word *sly* when you tell us about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “A sly character I heard of was _____. S/he was sly because . . .”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to describe several situations. If the things I say are examples of a person being sly, say, “That person is sly.” If the things I say are not examples of a person being sly, say, “That person is not sly.” Remember to answer in complete sentences.

- My cousin planned a surprise party for me. (*That person is sly.*)
- Raul’s older brother always lets his mother know where he will be after school. (*That person is not sly.*)
- Luis makes a lot of noise in his hiding place when playing hide and seek. (*That person is not sly.*)
- My grandfather gave me a wink before secretly handing me an extra cookie. (*That person is sly.*)



Support

Show Image Cards 1–3, out of order, and reread passages of the story as needed.

Challenge

Have students label their images with *beginning*, *middle*, and *end*.



Writing

Composing/Writing

Beginning

Prompt students with simple questions (e.g., “Does this picture show the beginning of the story?”).

Intermediate

Prompt students with statements (e.g., “Point to the picture that shows the beginning of the story.”).

Advanced/ Advanced High

Encourage students to label the pictures with words (e.g., “beginning”).

ELPS 3.B; ELPS 4.G;

ELPS 5.B; ELPS 5.F

Lesson 1: Chicken Little

Application



Writing: Students will sequence the beginning, middle, and end of a literary text, retell the main events of the text, and use prepositions to name locations.

TEKS K.3.C; TEKS K.6.D; TEKS K.7.C; TEKS K.10.D.v

SEQUENCING BEGINNING, MIDDLE, AND END (10 MIN.)

- Have students turn to Activity Page 1.1, and call their attention to the three images.
- Explain that each of the three images shows a different point in the plot of “Chicken Little.” One shows an event that happens in the beginning, one shows an event from the middle, and another shows an event from the end.



Check for Understanding

Making Choices: Is the plot of a story what happens in the story or is it where a story takes place? (*what happens in the story*)

- Review the story events pictured in each of the three images on the page. Then, have students cut out the images, and put them in order to show the beginning, middle, and end of the story. **TEKS K.3.C; TEKS K.7.C**
- Tell students that when you sequence events, you put them in order by what happened first, next, and last. It is similar to retelling a story from beginning to middle to end.
- Circulate around the room as students order the three images. As they complete this step, have them retell you the story using the images. **TEKS K.6.D**
- Once students are sure they have sequenced the images correctly, have them glue the images in order onto a piece of paper.

TEKS K.3.C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.7.C** Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.10.D.v** Edit drafts, with adult assistance, using standard English conventions, including prepositions.

USING THE PREPOSITIONS ON AND OFF (10 MIN.)

- Have students look at the first picture on completed Activity Page 1.1.
- Have students choose a word to orally fill in the blank in this sentence, "The acorn fell _____ Chicken Little's head." (on)
- Tell students to look at the second picture in the sequence. Chicken Little is talking to the other animals. Tell students to fill in the blank in this sentence, "'A piece of it fell _____ my poor head,' said Chicken Little." (on)
- Ask students what the word *on* means in those two sentences. (It tells us where something is.)
- Have students work in pairs to orally create a sentence that uses the preposition *on*. Have pairs share their sentences with the whole class. Provide support to students who have difficulty creating a complete sentence.
- Ask students what the opposite of *on* is. (off)
- Have students work in pairs to orally create a sentence that uses the preposition *off*. Have the pairs share their sentences with the whole class. Provide support to students who have difficulty creating a complete sentence.



TEKS K.3.C; TEKS K.10.D.v

End Lesson

Take-Home Material

FAMILY LETTER

- Send home Activity Page 1.2.



TEKS K.3.C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.10.D.v** Edit drafts, with adult assistance, using standard English conventions, including prepositions.

STORIES

The Three Little Pigs

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will recall the meaning of *character* and *plot* and will identify straw, sticks, and bricks.

 **TEKS K.1.A****Reading**

Students will describe the plot of a literary text.

 **TEKS K.7.C****Language**

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


 **TEKS K.6.F****Writing**

Students will sequence the events of a literary text, retell the main events of the text, and use words that name locations.

 **TEKS K.3.C; TEKS K.6.D; TEKS K.7.C****FORMATIVE ASSESSMENT****Activity Page 2.1**

Sequencing Events in the Story Students will sequence images illustrating the plot of “The Three Little Pigs.”

 **TEKS K.6.D; TEKS K.7.C**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.7.C** Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.6.D** Retell texts in ways that maintain meaning.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Introducing the Read-Aloud | | | |
| What Have We Already Learned? | Whole Group | 10 min. | <input type="checkbox"/> pieces of straw <input type="checkbox"/> sticks <input type="checkbox"/> pieces of brick <input type="checkbox"/> Flip Book: 2A-1–2A-3 |
| Essential Background Information or Terms | | | |
| Read-Aloud | | | |
| Purpose for Listening | Whole Group | 30 min. | <input type="checkbox"/> Flip Book: 2A-4–2A-12 |
| Interactive Read-Aloud | | | |
| “The Three Little Pigs” | | | |
| Comprehension Questions | | | |
| Word Work: <i>Blazing</i> | | | |
| This is a good opportunity to take a break. | | | |
| Application | | | |
| Sequencing Events in the Story | Independent | 20 min. | <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> scissors <input type="checkbox"/> glue <input type="checkbox"/> paper |

ADVANCE PREPARATION

Introducing the Read-Aloud

- Bring in sticks, straw, and pieces of brick to pass around and show students.

CORE VOCABULARY

blazing, adj. hot and bright

Example: We settled down to read a book by the blazing fire.

Variation(s): none

chimney, n. a hollow passage that allows smoke to escape from a building

Example: When Dad lit the fire, smoke rose up and came out of the chimney.

Variation(s): chimneys

huff, v. to blow air out or breathe out heavily

Example: My brother was so angry, you could hear him huff all the way to his room.

Variation(s): huffs, huffed, huffing

puff, v. to make a sudden gust of smoke, air, breath, or wind

Example: You can see the train engine puff steam into the air.

Variation(s): puffs, puffed, puffing

Vocabulary Chart for “The Three Little Pigs”

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|------------------------|--------------------------------------|----------------------------------|---------------------------------|
| Vocabulary | chimney (<i>chimenea</i>) huff | blazing | |
| Multiple Meaning | puff | | |
| Sayings and Phrases | big, bad wolf in the nick of time | | |

Lesson 2: The Three Little Pigs

Introducing the Read-Aloud



Speaking and Listening: Students will recall the meaning of *character* and *plot* and will identify straw, sticks, and bricks.



TEKS K.1.A

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Tell students that, like “Chicken Little,” today’s story also has talking animals as the main characters.
- Review what character means with students. (*A character is a person or animal that a story is about.*)
- Remind students that the plot is what happens, or the events, in a story.
 - Explain that the plot of a story has a beginning, middle, and end, which means what happens in a story is usually told in order of what comes first, next, and last.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

Show Image 2A-1: Straw

- Pass around pieces of straw. Help students identify the image and material as straw.
 - Explain that straw is dried grass that is sometimes used as animal bedding.

Show Image 2A-2: Sticks

- Pass around sticks. Help students identify the image and material as sticks.
 - Discuss where sticks come from.

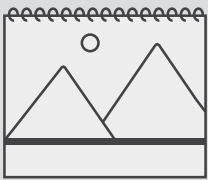
Show Image 2A-3: Bricks

- Pass around pieces of brick. Help students identify the image and material as brick.
 - Explain that bricks are made from clay. When the clay dries, the bricks become very hard. Discuss the uses of bricks with students.



TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.

Flip Book 2A-1–2A-3

ENGLISH
LANGUAGE
LEARNERS

Reading

Exchanging Information
and Ideas

Beginning

Ask students yes/no questions about plot and encourage them to ask their own questions about plot.

Intermediate

Encourage students to build on what the previous student has said about plot.

Advanced/

Advanced High

Challenge students to say something more about plot than what the previous student has said.

ELPS 4.F; ELPS 4.I



Check for Understanding

Point and Say It: Have students point to straw, sticks, and brick and say the name of each.

Lesson 2: The Three Little Pigs

Read-Aloud



Reading: Students will describe the plot of a literary text.

✚ **TEKS K.7.C**

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

✚ **TEKS K.6.F**

PURPOSE FOR LISTENING

- Tell students they are going to hear a story about three pigs who are planning to build three separate houses for themselves.
- Tell students that each pig chooses a different building material.
- Ask them to listen carefully to the plot, or the events of the story, to find out which pig makes the best choice, especially when they encounter the big, bad wolf.
- If some students are already familiar with this story, tell them to listen to see how this version might be different from the one they know.

INTERACTIVE READ-ALOUD

- Tell students that you will need their help during the Read-Aloud.
- Preview refrains that you would like them to repeat either as a whole class or in groups during the Read-Aloud:
 - One of the little pigs will say, "Not by the hair of my chinny chin chin."
 - Then the big, bad wolf will say, "Then I'll huff and I'll puff and I'll blow your house down."

"THE THREE LITTLE PIGS" (15 MIN.)



Show Image 2A-4: Mother pig with her children

Once upon a time, there were three little pigs who lived with their mother. One day the mother pig said to the three little pigs, "You are all grown up now. It's time for you to go out into the world and live on your own." So the three little pigs gave their mother a big hug

and kiss and set out to find their own places to live.

✚ **TEKS K.7.C** Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.



Show Image 2A-5: First pig building a straw house

They walked down the road and soon saw a man with a wagon full of straw. “Why, I could build a house of straw in no time,” thought the first little pig. So the first little pig said to the man, “Please, sir, may I have some straw so that I may build a house?” The kind man gave

him the straw, and the first little pig quickly built his house. He finished so quickly that he lay down contentedly in the shade to take a nap for the rest of the day.

Support

Point to the straw in the image and remind students about the straw they handled earlier.



Show Image 2A-6: Second pig building a stick house

The other two pigs continued on their way. It wasn’t long before they passed a man with a cart full of sticks. “Hmm, I could build a house of sticks,” thought the second little pig. “It will take a little more time than my brother’s house of straw, but it will be a fine house.” So

the second little pig said to the man, “Please, sir, may I have some sticks so that I may build a house?” The kind man gave him the sticks, and the second little pig set about building his house. He finished the house in a little while and then he, too, lay down contentedly in the shade to take a nap.

Support

Point to the sticks in the image and remind students about the sticks they handled earlier.



Show Image 2A-7: Third pig building a brick house

The third little pig continued on his way. After a little while, he passed a man with a wheelbarrow full of bricks. “Aha, I could build a house of bricks,” thought the third little pig. “It’s true that it will take more work than the houses of my brothers, but it will be well worth

it.” *When something is well worth it, it may not be easy to get or make, but it is important or useful.*

So he said to the man, “Please, sir, may I have some bricks so that I may build a house?” The kind man gave him the bricks, and the third little pig set about building his house. He worked and worked in the hot afternoon sun, taking care to lay each brick just so.

Support

Point to the bricks in the image and remind students about the bricks they handled earlier.



Show Image 2A-8: First pig and wolf

At about this time, a big, bad wolf came trotting down the lane. He saw the first little pig napping in the shade of his straw house. "Yum, yum, that pig would make a tasty bite to eat," thought the big, bad wolf. But the little pig saw him coming and ran inside his house of straw, slamming the door behind him. The

little pig breathed a sigh of relief because he remembered that his mother had always said that wolves were not to be trusted.



Show Image 2A-9: Wolf outside straw house

Now the big, bad wolf knocked at the door and said, "Little pig, little pig, let me come in."

Do you think the little pig should let the wolf in?

"Not by the hair of my chinny chin chin," answered the first little pig. *[Encourage students to repeat the refrain, "Not by the hair of my chinny chin chin."]*

"Then I'll **huff** and I'll **puff** and I'll blow your house down," said the wolf. *[Demonstrate huffing and puffing while reading the story, and encourage students to repeat the refrain, "Then I'll huff and I'll puff and I'll blow your house down."]* And he huffed and he puffed, and he blew the house down. As the straw blew everywhere, the first little pig ran away.

Rubbing his stomach and now feeling even hungrier, the big, bad wolf strolled farther down the lane and soon came upon the second little pig napping in the shade of his stick house. The little pig saw him coming and ran inside his house of sticks. The big, bad wolf knocked on the door and said, "Little pig, little pig, let me come in." *Do you think the second little pig should let the wolf in?*

"Not by the hair of my chinny chin chin," answered the second little pig. *[Encourage students to repeat the refrain.]*

"Then I'll huff and I'll puff and I'll blow your house down," said the big, bad wolf. *[Encourage students to repeat the refrain.]*



Show Image 2A-10: Wolf and the stick house

And he huffed and he puffed, and he blew down the house of sticks. The little pig ran away just in the nick of time.

Now the wolf's stomach growled loudly. He was feeling so hungry!

Soon the wolf came upon the third little pig, who had just finished building his brick house. The little pig looked up. There were his two brother pigs, running toward him, and right behind them was the big bad wolf! All three pigs hurried into the house of bricks and locked the door behind them.



Show Image 2A-11: Three little pigs in the brick house

The big, bad wolf knocked on the door and said, "Little pig, little pig, let me come in."

Do you think the third little pig should let the wolf in?

"Not by the hair of my chinny chin chin," answered the third little pig. *[Encourage*

students to repeat the refrain.]

"Then I'll huff and I'll puff and I'll blow your house down," said the big, bad wolf. *[Encourage students to repeat the refrain.]* Well, the wolf huffed and he puffed, and he huffed and he puffed, and then he puffed and he huffed and he puffed some more, but he could not blow down that house of bricks.

"You can't get me. My house is too strong," shouted the third little pig from inside his house.

"Ha!" said the wolf. "I'm stronger and smarter than you. I'm on my way up the roof, and I'll come down the **chimney** to get you." *A chimney is the structure that allows the smoke from a fire to go out of the house.*

Now the third little pig was no fool. He had already guessed that the wolf might try to come down the chimney, so he already had a **blazing** fire in the fireplace and a big kettle of boiling water heating over the fire. *When something is blazing, it is hot and bright, so the fire was hot and bright.*



Show Image 2A-12: The wolf in the pot

Thinking that he was as clever as could be, the big, bad wolf jumped down the chimney. Splash! Ouch! The big, bad wolf jumped right out of that boiling hot water, and ran away, never to be seen again. And the three little pigs lived happily ever after.

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Offering Opinions

Beginning

Ask students simple yes/no questions (e.g., “Is the third pig that builds his house out of brick the smartest?”).

Intermediate

Provide students with a specific sentence frame (e.g., “The smartest pig is _____ because . . .”).

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., “The smartest character is the third pig because he builds his house out of strong brick.”).

ELPS 1.E; ELPS 3.G

Check for Understanding



Recall: What did the three little pigs use to build their houses? (*straw, sticks, and bricks*)

COMPREHENSION QUESTIONS (10 MIN.)

- Literal.** Who are the characters in this story? (*The three little pigs and the big, bad wolf are the characters in this story.*)
- Inferential.** What is the plot of the story “The Three Little Pigs”? (*A wolf tries to blow down the houses of the three little pigs. He is able to blow down the houses made of straw and sticks, but not the house made of bricks. At the end, the pigs trick the wolf so that he will never bother them again.*)
 - Inferential.** What is plot? (*Plot is what happens or the events in a story.*)
 - Inferential.** Which houses could the wolf blow down? Why? (*The wolf could blow down the houses made of straw and sticks because they were not strong.*)
 - Inferential.** Which house could the wolf not blow down? Why? (*The wolf could not blow down the house made of brick because the bricks made the house very strong.*)
- Evaluative.** *Think Pair Share:* Which one of the three pigs do you think is the smartest? Why? (*The third pig was wise to choose to build his house with bricks. Bricks are heavier and harder to lift than straw or sticks, so it takes longer to build the house, but it is the strongest house.*)

WORD WORK: BLAZING (5 MIN.)

1. In the Read-Aloud you heard, “[The third little pig] had already guessed that the wolf might try to come down the chimney, so he already had a blazing fire in the fireplace and a big kettle of boiling water heating over the fire.”
2. Say the word *blazing* with me.
3. When something is blazing, it means it is hot and bright.
4. I stayed away from the blazing fire in the fireplace because it was so hot.
5. What kinds of things do you think could be blazing? Try to use the word *blazing* when you tell us about them. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I think a _____ could be blazing because . . .”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to name some objects. If the object I name is something that could be described as blazing, say, “That’s blazing!” If not, say, “That’s not blazing.”

- the sun (*That’s blazing!*)
- the ocean (*That’s not blazing.*)
- a fire (*That’s blazing!*)
- ice (*That’s not blazing.*)

Activity Page 2.1



Support

You may choose to have students complete this activity in pairs, or use it as a small-group activity.

Support

Reread passages of the story as needed.

ENGLISH
LANGUAGE
LEARNERS



Writing

Composing/Writing

Beginning

Prompt students with simple questions (e.g., “Which picture shows the end of the story?”).

Intermediate

Prompt students with statements (e.g., “Point to the picture that shows the end of the story.”).

Advanced/

Advanced High

Encourage students to label the pictures with words (e.g., “end”).

ELPS 3.B; ELPS 5.B

Lesson 2: The Three Little Pigs

Application



Writing: Students will sequence the events of a literary text, retell the main events of the text, and use words that name locations.

TEKS K.3.C; TEKS K.6.D; TEKS K.7.C

SEQUENCING EVENTS IN THE STORY (10 MIN.)

- Have students turn to Activity Page 2.1, and call students’ attention to the four pictures.
- Explain that each of the four pictures shows a different point in the plot of “The Three Little Pigs.”

Check for Understanding



One-Word Answer: What are the events in a story called? (*plot*)

- Review the story events pictured in each of the four images on the page. Then, have students cut out the images, and put them in order to show the beginning, middle, and end of the story. **TEKS K.3.C**
- Remind students that when you sequence events, you put them in order by what happened first, next, and last. It is similar to retelling a story from beginning to middle to end.
- Circulate around the room as students order the four images. As they complete this step, have them retell you the story using the images. **TEKS K.6.D**
- Once students are sure they have sequenced the images correctly, have them glue the images in order onto a piece of paper.

USING THE PREPOSITIONS *IN* AND *OUT* (10 MIN.)

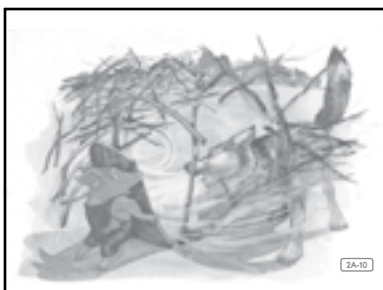
- Have students look at the first picture on completed Activity Page 2.1.
- Have students choose a word to orally fill in the blank in this sentence, “What do you think is ____ the bundles the Three Little Pigs are carrying? (In)

TEKS K.3.C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.7.C** Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance.

- Ask students what the word *in* means in that sentence. (It tells where something is.)
- Tell students to look at the third picture in the sequence. Have students choose a word to orally fill in the blank in this sentence, “The Three Little Pigs are _____ the house.” (In)
- Still looking at the third picture in the sequence, have students choose a word to orally fill in the blank in this sentence, “The wolf is _____ of the house.” (Out. Students may say “outside”; which is also correct, but emphasize *in* vs. *out*.)
- Ask students what the word *out* means in that sentence. (It tells us where something is.)
- Have students work in pairs to orally create a sentence that uses the preposition *in*. Have pairs share their sentence with the whole class. Provide support to students who have difficulty creating a complete sentence.
- Ask students to say the word that means the opposite of *in*. (Out)
- Have students work in pairs to orally create a sentence that uses the preposition, *out*. Have the pairs share their sentence with the whole class. Provide support to students who have difficulty creating a complete sentence.



TEKS K.3.C



End Lesson

TEKS K.3.C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

3

STORIES

The Three Billy Goats Gruff

PRIMARY FOCUS OF LESSON

Reading

Students will recall examples of character and plot and will identify the meaning of setting.

✚ **TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**

Students will identify the problem and resolution in a literary text and describe the setting. **TEKS K.7.C; TEKS K.7.D**

Language

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

✚ **TEKS K.6.F**

Writing

With assistance, students will participate in a shared writing activity using technology to retell events in a literary text and edit writing using standard English conventions.

✚ **TEKS K.6.D; TEKS K.8.F; TEKS K.10.D.i-ix; TEKS K.11.A**

FORMATIVE ASSESSMENT

Exit Pass

Drawing Students will draw two events from “The Three Billy Goats Gruff.”

✚ **TEKS K.7.C**

✚ **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.8.F** recognize characteristics of multimodal and digital texts; **TEKS K.10.D** Edit drafts, with adult assistance, using standard English conventions, including: i. complete sentences, ii. verbs, iii. singular and plural nouns, iv. adjectives, including articles, v. prepositions, vi. pronouns, including subjective, objective, and possessive cases, vii. capitalization of the first letter in a sentence and name, viii. punctuation marks at the end of declarative sentences, ix. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **TEKS K.11.A** Dictate or compose literary texts, including personal narratives.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Introducing the Read-Aloud | | | |
| What Have We Already Learned? | Whole Group | 10 min. | |
| Read-Aloud | | | |
| Purpose for Listening | Whole Group | 30 min. | <input type="checkbox"/> Flip Book: 3A-1–3A-6 <input type="checkbox"/> Poster 2M: Cross (optional) (Flip Book) |
| “The Three Billy Goats Gruff” | | | |
| Comprehension Questions | | | |
| Word Work: <i>Longed</i> | | | |
| This is a good opportunity to take a break. | | | |
| Application | | | |
| Retelling the Story | Whole Group | 20 min. | <input type="checkbox"/> Computer connected to a projector <input type="checkbox"/> PowerPoint (or comparable program) <input type="checkbox"/> Access to Teacher Resource site for digital Flip Book |

ADVANCE PREPARATION

- This technology-based lesson requires use of PowerPoint, access to the online Flip Book images on the Teacher Resource site, and a projector to show the PowerPoint (or comparable program) slides as they are created, as well as the online images. Set up in advance of the lesson. Alternatively, the lesson can be done on chart paper.

Universal Access

- Create a Character, Setting, Plot Map (a three-circle chart available in the Digital Components) to help students organize information about “The Three Billy Goats Gruff.” Students may refer to the Character, Setting, Plot Map during class discussions and while they retell the story. You may wish to make the Character, Setting, Plot Map on large paper so that students will have more space to work. Alternatively, you may wish to make a very large version for the class to fill in together.

CORE VOCABULARY

creaked, v. made a low, squeaking sound when it moved

Example: The door creaked open.

Variation(s): creak, creaks, creaking

gobble, v. to eat something quickly

Example: Fatima's mother told her not to gobble her food, but to take the time to chew each bite.

Variation(s): gobbles, gobbled, gobbling

longed, v. really wanted something that is often hard to get

Example: We longed for cold water in the summer heat.

Variation(s): long, longs, longing

scarcely, adv. only just barely; by a small amount

Example: We scarcely made it in time to catch our bus.

Variation(s): none

Vocabulary Chart for "The Three Billy Goats Gruff"

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|------------------------|---|---|---------------------------------|
| Vocabulary | | creaked gobble longed scarcely | |
| Multiple Meaning | | | |
| Sayings and Phrases | billy goat too little much bigger rolled off | | |

Lesson 3: The Three Billy Goats Gruff


Introducing the Read-Aloud



Reading: Students will recall examples of character and plot and will identify the meaning of setting.

 **TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**

WHAT HAVE WE ALREADY LEARNED?

- Remind students that the characters are who a story is about. Characters can be people or animals in a story.
 - Have students demonstrate their understanding of characters by providing examples from “Chicken Little” and “The Three Little Pigs.”
- Remind students that the plot of a story is what happens, or the events in a story.
 - Have students demonstrate their understanding of plot by providing examples of important plot points in “Chicken Little” and “The Three Little Pigs.”
- Remind students that the setting of a story is the place where the story happens.
 - Explain that the story they will hear today takes place on a bridge next to a grassy hill. This means the setting is a bridge next to a grassy hill.
 - Discuss setting by offering examples of settings in familiar stories, and  encourage students to offer examples of a setting. **TEKS K.7.D**



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students simple yes/no questions (e.g., “If a story is about a teacher, could the setting be a school?”).

Intermediate

Provide students with a specific sentence frame (e.g., “The setting of my favorite story is . . .”).

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., “The setting of ‘The Three Little Pigs’ could be each pig’s house.”).

ELPS 1.E; ELPS 3.D

 **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting.

Lesson 3: The Three Billy Goats Gruff

Read-Aloud



Reading: Students will identify the problem and resolution in a literary text and describe the setting.

✚ **TEKS K.7.C; TEKS K.7.D**

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

✚ **TEKS K.6.F**

✚ **PURPOSE FOR LISTENING** **TEKS K.7.C**

- Ask students if they have ever heard a story about someone who wants something very badly. What did the character in the story want?
- Tell students that they are going to hear a story in which three goats want something very badly, but they run into a problem trying to get what they want.
- Tell students to listen carefully to find out what the goats want, what problem they encounter, and how they solve the problem.
- If some students are already familiar with this story, tell them to listen to see how this version might be different from the one they know.

“THE THREE BILLY GOATS GRUFF” (15 MIN.)



Show Image 3A-1: The three Billy Goats Gruff

Once upon a time there were three billy goats, brothers who were all named “Gruff.” The three Billy Goats Gruff **longed** to go up a hillside covered with thick, green grass. *They really, really wanted to go up the hillside covered with thick, green grass.* They wanted to eat that grass because they knew it would be delicious.

To get to the hillside they had to cross a brook. *[Point to the brook in the picture.] A brook is a small river or stream of water.* Over the brook was a bridge. And under the bridge lived a troll. *[Point to the troll in the picture.]*

Now, the first to cross the bridge was the Little Billy Goat Gruff. *The word cross means to go from one side of the bridge to the other.*

✚ **TEKS K.7.C** Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

Support

The word *cross* can have other meanings.

The word *cross* also means to be annoyed or angry. For additional support, please refer to Poster 2M in the Flip Book for multiple meanings of *cross*.



Show Image 3A-2: Little Billy Goat Gruff crossing the bridge

"Trip-trap! Trip-trap! Trip-trap!" went the bridge.

"WHO'S THAT TRIP-TRAPPING OVER MY BRIDGE?" roared the troll, who had been taking a nap and was feeling quite grumpy from being shook awake by the trip-trapping of the bridge.

And the tiny goat said in a wee, small voice, "It is only I, Little Billy Goat Gruff. And I'm going to the hillside to eat the delicious grass."

"Oh-ho!" said the troll, who was feeling both grumpy and hungry. "I am coming to **gobble** you up." *To gobble something means to eat it quickly.*

"Oh, please don't eat me," said the Little Billy Goat Gruff. "I'm too little, yes I am. Wait a bit until my brother comes. He's much bigger."

"Well, be off with you!" said the troll, who was usually much more polite when his tummy was full and he had had a decent nap. He settled back down under the bridge, determined to fall back asleep.



Show Image 3A-3: Middle Billy Goat Gruff crossing the bridge

Soon the Middle Billy Goat Gruff came to cross the bridge.

"Trip-trap! Trip-trap! Trip-trap!" went the bridge.

"WHO'S THAT TRIP-TRAPPING OVER MY BRIDGE?" roared the troll, jumping up onto the bridge. Now the troll was becoming very grumpy. How was he to get any sleep with all of this noise moving over his bridge?

And the goat said, in a not-so-small voice, "It is only I, Middle Billy Goat Gruff, and I'm going to the hillside to eat the delicious grass."

"Oh-ho!" said the troll, who was feeling even grumpier and hungrier. "I am coming to gobble you up."

“Oh no, don’t eat me. Wait till my brother comes along. He’s much bigger.”

“Very well; be off with you!” said the troll, who could not believe he had been disturbed twice in one day. He jumped back down to try once more to take a nap in his home under the bridge. *The troll cannot sleep because the goats are walking noisily on his house.*



Show Image 3A-4: Big Billy Goat Gruff on the bridge

And just then up came the great Big Billy Goat Gruff.

“TRIP-TRAP! TRIP-TRAP! TRIP-TRAP!” went the bridge, for the Big Billy Goat Gruff was so heavy that the bridge **creaked** and groaned under him. *That means the bridge moved and made a squeaking sound because Big Billy Goat Gruff was so big.*

“WHO’S THAT TRIP-TRAPPING OVER MY BRIDGE?” roared the troll, for this was really getting quite ridiculous!

And a deep, loud voice boomed, “IT IS I, BIG BILLY GOAT GRUFF.”

“Oh-ho!” said the troll, who was thinking now that he was feeling the grumpiest and hungriest he had ever felt. “I am coming to gobble you up.”

“Well, then, come and try it!” said the Big Billy Goat Gruff.

The troll climbed up on the bridge, but he was not prepared for what happened next.



Show Image 3A-5: The Big Billy Goat Gruff, and the troll falling off the bridge

The Big Billy Goat Gruff rushed at the troll, without saying a word. He danced and pranced all over, until the bridge shook so much that the poor troll rolled off the bridge into the water.



Show Image 3A-6: Happy Billy Goats Gruff

Then the Big Billy Goat Gruff went to the hillside, where he joined his brothers. And they all three ate so much delicious grass that they were **scarcely** able to walk home again. *That means that the Billy Goats Gruff had a hard time walking home.*

Snip, snap, snout, this tale's told out.



Check for Understanding

Recall: What is setting? (*the place where a story happens*)
What is the setting of this story? (*a bridge near a grassy hill*)



TEKS K.7.D

COMPREHENSION QUESTIONS (10 MIN.)

- Literal.** Which characters try to cross the bridge? (*The three Billy Goats Gruff: Little Billy Goat Gruff, Middle Billy Goat Gruff, and Big Billy Goat Gruff.*)
 - Literal.** How many Billy Goats Gruff are there? (*There are three Billy Goats Gruff.*)
 - Literal.** What are their names? (*Their names are Little Billy Goat Gruff, Middle Billy Goat Gruff, and Big Billy Goat Gruff.*)
- Literal.** What happens after Little Billy Goat Gruff crosses the bridge? (*Little Billy Goat Gruff wakes up the troll, and the troll yells and says he is going to gobble up Little Billy Goat Gruff. Little Billy Goat Gruff says that his brother, who is bigger, is coming next, so the troll does not gobble him up.*)
 - Literal.** Who lives under the bridge? (*The troll lives under the bridge.*)
 - Literal.** What is the troll trying to do when Little Billy Goat Gruff crosses the bridge? (*The troll is trying to take a nap.*)
 - Literal.** Why doesn't the troll gobble up Little Billy Goat Gruff? (*Little Billy Goat Gruff says that his brother, who is bigger, is coming next, so the troll decides to wait.*)
- Literal.** Who crosses the bridge next? (*Middle Billy Goat Gruff crosses the bridge next.*) Why doesn't the troll try to gobble up Middle Billy Goat Gruff?



TEKS K.7.D Describe the setting.

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



Speaking and Listening

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., “I think getting what they want is worth the trouble they face.”).

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “I think the three Billy Goats Gruff get what they long for, so the problem with the troll is worth it.”).

Advanced/

Advanced High

Provide minimal support and guidance for open responses.

ELPS 2.G; ELPS 3.G

(The troll doesn't try to gobble him up because Middle Billy Goat Gruff says his bigger brother is coming.)

4. **Literal.** Who crosses the bridge last? (*Big Billy Goat Gruff crosses the bridge last.*) What happens? (*The troll says that he will gobble him up.*) What does Big Billy Goat Gruff do to the troll? (*He knocks the troll into the water.*)
5. **Evaluative.** *Think Pair Share:* What did the three Billy Goats Gruff long for, and what problem is in the way? Do they solve the problem, and if so, how? Is it worth the trouble they face? Why or why not? How are these three characters alike and how are they different? (*Answers may vary, but should include support from the Read-Aloud.*) **TEKS K.7.C**

WORD WORK: LONGED (5 MIN.)

1. In the Read-Aloud you heard, “The three Billy Goats Gruff longed to go up a hillside covered with thick, green grass.”
2. Say the word *longed* with me.
3. When you have longed for something or longed to do something, it means you have really, really wanted something or you have really, really wanted to do something that is often hard to get or hard to do.
4. Rania longed to swim in the pool to find relief from the hot sun.
5. What is something you have longed for? Try to use the word *longed* when you tell us about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: “I have longed for _____ because . . .”]
6. What's the word we've been talking about?

Use a Sharing activity for follow-up. I am going to ask you some questions about what you might long for in different situations. Be sure to begin your responses with “I have longed for . . .” (*Answers may vary.*)

- What have you longed for on a hot summer day?
- What have you longed for on a really cold day?
- What have you longed for when it started raining really hard?
- What have you longed for when you were really tired?



TEKS K.7.C Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance.

Lesson 3: The Three Billy Goats Gruff

Application

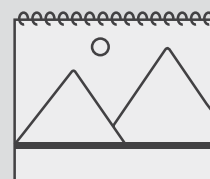


Writing: With assistance, students will participate in a shared writing activity using technology to retell events in a literary text and edit writing using standard English conventions. **TEKS K.6.D; TEKS K.8.F; TEKS K.10.D.i-ix; TEKS K.11.A**

RETELLING THE STORY

- See the Advanced Preparation section of the lesson for details. This technology-based lesson requires use of PowerPoint, access to the online images on the Teacher Resource site, and a projector to show both the PowerPoint (or comparable program) slides as they are created and the online images.
- Students will help to choose the words and images to go on the slides. You will need to use the copy-and-paste method or screen grab method available on your computer to capture the image to paste onto the slide.
- Tell students that you will be re-creating the story of “The Three Billy Goats Gruff” using images from the story and PowerPoint slides.
- Project PowerPoint and tell students that they will all be helping to write the story. Explain that you will be typing the words for them. (It would be helpful to have a title page slide already created.)
- Explain that first they’ll need to introduce the characters and setting. After discussing what should go on the first slide, type in a few brief sentences. Leave room on the slide to add an image later.
- Next, ask students what event should go on the next slide. (Little Billy goat crossing the bridge and the troll.) Type one or two sentences to summarize that event. Reread portions of the read-aloud if students need assistance in remembering the order of events.
- Continue through the sequence of the story, using sequencing words like *then*, *next*, *finally*, etc. (Middle Billy Goat and the troll; Big Billy Goat and the troll; troll falling off the bridge.) You should have a total of six slides, and a title page. **TEKS K.6.D; TEKS K.11.A**
- When you finish writing, help students edit the slides for complete sentences, verbs, singular and plural nouns, adjectives, prepositions, pronouns, capitalization, punctuation, and spelling. **TEKS K.10.D.i-ix**

Flip Book 3A-1–3A-6



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Does the story begin with three characters?”).

Intermediate

Provide students with a specific sentence frame (e.g., “The first thing that happens in the story is . . .”).

Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “The story begins with the three Billy Goats Gruff that long to get to a green hillside.”).

ELPS 3.B; ELPS 5.D;

ELPS 5.F; ELPS 5.G

TEKS K.6.D Retell texts in ways that maintain meaning; **TEKS K.8.F** recognize characteristics of multimodal and digital texts; **TEKS K.10.D** Edit drafts, with adult assistance, using standard English conventions, including: i. complete sentences, ii. verbs, iii. singular and plural nouns, iv. adjectives, including articles, v. prepositions, vi. pronouns, including subjective, objective, and possessive cases, vii. capitalization of the first letter in a sentence and name, viii. punctuation marks at the end of declarative sentences, ix. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **TEKS K.11.A** Dictate or compose literary texts, including personal narratives.

- Next, project the Flip Book images from the Teacher Resource site that accompanied the story. Ask students which images should go on each slide. Use your copy-and-paste or screen grab method to add those images to each of the slides.
- When complete, read the PowerPoint to the students as you go through the slides.

Note: If you do not have access to technology for this lesson, modify it so that you are using chart paper to capture the words and use the Flip Book to discuss what images should be chosen to go with the retelling.



Exit Pass

Have students choose two events from the plot of the story and draw them.

End Lesson

STORIES

The Wolf and the Seven Little Kids

PRIMARY FOCUS OF LESSON

Reading

Students will recall the meaning of *fiction* and will identify the folktale as a type of fiction.

✦ **TEKS K.8.A**

Students will identify elements of a folktale.

✦ **TEKS K.8.A**

Language

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

✦ **TEKS K.6.F**

Writing

Students will sequence the events of a folktale and identify the author, illustrator, and title page of a book.

✦ **TEKS K.2.D.i; TEKS K.3.C; TEKS K.6.D; TEKS K.7.C**

FORMATIVE ASSESSMENT

Activity Page 4.1

Sequencing Events in the Story Students will sequence images illustrating the plot of “The Wolf and the Seven Little Kids.”

✦ **TEKS K.6.D; TEKS K.7.C**

✦ **TEKS K.8.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature, such as folktales, fables, fairy tales, and nursery rhymes; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.2.D.i** Demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.7.C** Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------------------|---------|--|
| Introducing the Read-Aloud | | | |
| Essential Background Information or Terms | Whole Group | 10 min. | |
| Read-Aloud | | | |
| Purpose for Listening | Whole Group | 30 min. | <input type="checkbox"/> Flip Book: 4A-1–4A-8 |
| “The Wolf and the Seven Little Kids” | | | |
| Comprehension Questions | | | |
| Word Work: <i>Terrified</i> | | | |
| This is a good opportunity to take a break. | | | |
| Application | | | |
| Sequencing Events in the Story | Independent Whole Group | 20 min. | <input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> scissors <input type="checkbox"/> glue <input type="checkbox"/> trade book of your choice |
| Domain-Related Trade Book | | | |

ADVANCE PREPARATION

Application

- Find a domain-related trade book to read aloud to the class.

Universal Access

- Create a Character, Setting, Plot Map (a three-circle chart) to help students organize information about “The Wolf and the Seven Little Kids.” Students may refer to the Character, Setting, Plot Map during class discussions and while they retell the story. You may wish to make the Character, Setting, Plot Map on large paper so that students will have more space to work. Alternatively, you may wish to make a very large version for the class to fill in together.

CORE VOCABULARY

bleated, v. cried out; made the sound of a goat or sheep

Example: The goat bleated when it was frightened.

Variation(s): bleat, bleats, bleating

disguise, v. to make oneself look like someone or something else

Example: Billy would often disguise himself with a hat and glasses when he tried to play a trick on his sister.

Variation(s): disguises, disguised, disguising

kids, n. young goats

Example: The kids ate grass in the field with their mama goat.

Variation(s): kid

mill, n. a person who works in a mill and makes flour

Example: The miller was covered in flour by the end of the day.

Variation(s): millers

terrified, adj. very scared

Example: The terrified mouse ran away from the cat.

Variation(s): none

Vocabulary Chart for “The Wolf and the Seven Little Kids”

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|------------------------|---|-------------------------------------|---------------------------------|
| Vocabulary | bleated disguise miller (<i>molinero/a</i>) | terrified (<i>aterrorizado/a</i>) | |
| Multiple Meaning | kids | | |
| Sayings and Phrases | came back grandfather clock | | |

Lesson 4: The Wolf and the Seven Little Kids



Introducing the Read-Aloud

Reading: Students will recall the meaning of *fiction* and will identify the folktale as a type of fiction.



TEKS K.8.A

ESSENTIAL BACKGROUND INFORMATION OR TERMS

- Remind students that stories are often created from people's imaginations; they are not real.
- Ask students if they have ever had someone tell them a story, not from a book, but from memory.
- Explain to students that the next story they will hear is a folktale.
- Explain that a folktale is different from the kinds of stories found in many children's books. Folktales are stories that are passed from person to person orally, or by word of mouth, instead of being written down.
 - For example, a grandmother might tell a story to her grandchildren, and later, those children will tell that story to their children, who in turn will pass it on to others. In this way, folktales are passed down from generation to generation.
- Explain that every culture in the world—every nation and group of people—has its own folktales. It wasn't until very recently that some of these stories were actually written down.
- Be sure to emphasize that folktales are made-up stories. Remind students that stories that are made up, or created from someone's imagination, are known as fiction. **TEKS K.8.A**



Check for Understanding

Thumbs Up/Thumbs Down: A folktale is a type of fiction. (*thumbs up*)

- Explain to students that over the next several days they will hear several folktales.



TEKS K.8.A Demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery

Lesson 4: The Wolf and the Seven Little Kids

Read-Aloud



Reading: Students will identify elements of a folktale.

TEKS K.8.A

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

TEKS K.6.F

PURPOSE FOR LISTENING

- Tell students that the first folktale they will hear is about a wolf who tries to become friends with a family of goats.
- Ask them to listen carefully to identify what makes it a folktale and to find out how the wolf and baby goats, or kids, become friends.
- If some students are already familiar with this folktale, tell them to listen to see how this version might be different from the one they know.

“THE WOLF AND THE SEVEN LITTLE KIDS” (15 MIN.)



Show Image 4A-1: Mother talking with the seven kids gathered around

There was once a mother goat who had seven little **kids**, and she loved them as well as any mother has ever loved her children. *Kids is a word for baby goats.*

One day she gathered her seven kids around her and said, “Dear children, I must go into the forest to get food for us to eat. While I am away, do not open the door for anyone, especially the wolf. You will always know him by his rough voice, and by the dark grey fur on his paws.”

“Don’t worry, mother,” said the kids, “we will take good care of ourselves.” So the mother goat **bleated** goodbye, and went on her way with a calm mind. *Bleated means cried out. [Demonstrate bleating noise.]*

Meanwhile, the wolf was all alone in the forest. He never had anyone to play with, as the other animals were scared of him. This made him quite sad, but

TEKS K.8.A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature, such as folktales, fables, fairy tales, and nursery rhymes; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

he thought maybe if the seven kids just got to know him they would want to play with him. The wolf decided he would **disguise** himself in order to get the kids to give him a chance. *That means the wolf will change how he looks or sounds.*



Show Image 4A-2: Wolf at the door *What do you see in this picture?*

Soon there came a knock [*Knock on something.*] at the door, and a voice called out, “Open the door, my dear children. Your mother is back and has brought you each something.” But oh, what a rough voice!

The kids thought it surely must be too soon for their mother to be back. “No, we won’t open the door!” cried the kids. “Our mother has a sweet, gentle voice, and your voice is rough. You must be the wolf!” And so the kids went on playing, feeling very proud of themselves.

The wolf felt very sad, for he could not help that his voice was rough. He ran off to a store, where he bought a big lump of a special kind of chalk, which he ate to make his voice soft. Then he came back, and knocked at the door, [*Knock on something.*] and called out in a gentle voice, “Open the door, my dear children. Your mother is back and has brought you each something.” The wolf felt for sure that this time the kids would open the door and he could prove to them that he was actually a very nice wolf.



Show Image 4A-3: Wolf’s paws at the door *What do you see in this picture? Who is at the door? How can you tell?*

But the poor wolf had put his paws against the window, and the kids could see his dark grey fur.

“No, we won’t open the door!” cried the kids. “Our mother’s feet do not have dark grey fur. You must be the wolf!” Again, the kids went on playing, feeling even prouder that they had identified the wolf by his paws.

Again, the poor wolf felt sad, for he could not help that his fur was dark grey.

And so, he ran to a baker. *A baker is a person who makes and sells bread and cakes.* “Baker,” he said, “Please, spread some dough over my paws.”



Show Image 4A-4: The wolf with the miller

And when the baker had coated his paws with dough, the wolf went to the **miller**. *A miller is a person who works at a mill and makes flour.* “Miller,” he said, “please sprinkle some white flour over my paws.” Now the wolf’s feet looked just like the mother goat’s!

The wolf thought for sure this time the kids would open the door so he could show them what a nice and fun wolf he was. For a third time, the wolf went to the door, knocked, *[Knock on something.]* and said in a gentle voice, “Open the door, my dear children. Your mother is back and has brought you each something.” The wolf was almost smiling, he was so excited to play with the kids.



Show Image 4A-5: Wolf with flour on paws

“First show us your feet,” said the kids. And the wolf put his white, flour-covered paws against the window. “Yes, this must be our dear mother,” said the kids, and they opened the door. *Why do the kids think it is their mother?*

In pounced the wolf, ready to play! The **terrified** kids tried to hide, because they did not know that the wolf was actually nice. *Terrified means very scared.* The first ran under the table. The second crawled under the bed. The third hid under the rug. The fourth ran into the kitchen. The fifth jumped into the cupboard. The sixth ran under a tub. And the seventh climbed inside a big grandfather clock.

The wolf thought the kids must be playing a great game of hide and seek. He thought if he found them all, the kids would finally want to play with him. So the wolf found them all—all, that is, except the youngest, who was hiding in the grandfather clock. The other kids were so scared that when the wolf found them, they passed out asleep. *The kids are afraid of the wolf because they do not know that he is actually a nice wolf who just wants to play.* The wolf was so scared that the other animals would blame him, so he took the kids into the forest to wait for them to wake up.

The wolf, tired from all of the excitement, strolled into the forest, lay down under a tree, and fell into a deep sleep next to the six sleeping kids.

A short while later the mother goat came home, and quite a sight met her eyes. The door stood wide open. Tables and chairs were thrown all about; dishes were broken; quilts and pillows were torn off the bed. She called out for her children, but they were nowhere to be found. She called each one again by name, but no one answered, until she called the name of the youngest kid.



Show Image 4A-6: The mother goat finding the youngest kid

“Here I am, mother,” a little voice cried, “here inside the big grandfather clock.” The mother goat helped her youngest child out of the clock. Now, the youngest kid was quite sensitive and had realized that the wolf thought the kids were playing a game of hide

and seek. *If you are sensitive, you understand the feelings of other people.* He told his mother so, and they went off into the forest to find the other kids and the wolf and explain the misunderstanding.



Show Image 4A-7: The mother goat and kid finding the wolf in the forest

There they saw the wolf, fast asleep under a tree, snoring so hard that he shook the branches. Then the mother goat saw the rest of her kids sleeping there, hidden behind the big wolf.

“Dear me!” she thought. “How peaceful they are sleeping!” No sooner had she had the thought, then one by one her little kids—and finally the wolf—woke up.



Show Image 4A-8: Celebration

When the kids woke up, they saw their dear mother and youngest brother smiling at them and they instantly felt happy. Their mother told them that the poor wolf was actually a kind animal who had just wanted to play, and they all danced around, celebrating their newfound friendship with the wolf. *Now that*

they understand each other, the kids and the wolf can be great friends!



Check for Understanding

One-Word Answer: Who does the mother goat warn her kids about? (*wolf*)

Where do the kids stay while the mother goat goes into the forest? (*home*)

Who knocks on the door and pretends to be the mother goat? (*wolf*)

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

COMPREHENSION QUESTIONS (10 MIN.)

- Inferential.** Why does the mother goat tell her kids that the wolf has a rough voice and dark grey fur on his paws? (*The mother goat wants the kids to know what the wolf looks and sounds like so they will know not to let him into the house.*)
- Inferential.** Why does the wolf eat chalk and put dough and flour on his paws? (*The wolf wants to disguise himself so the kids will let him into the house. The chalk makes the wolf's voice sound softer, like the mother goat's voice. The dough and flour makes the wolf's paws look just like the mother goat's feet.*)
- Inferential.** What happens when the wolf gets in? (*The wolf thinks they are playing a game of hide and seek, and accidentally scares the kids.*)
- Literal.** What does the wolf really want with the kids? (*The wolf just wants to make friends and play with the kids.*)
- Evaluative.** Remember that "The Wolf and the Seven Little Kids" is a special kind of fiction story. What kind of fiction is this story? How do you know it's



Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Does the wolf want to hurt the kids?”).

Intermediate

Provide students with a specific sentence frame (e.g., “The wolf really wants to _____ with the kids.”).

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., “In the plot of the folktale, the wolf character wants to make friends with the kids.”).

ELPS 1.E; ELPS 2.I

fiction? (*This story is a type of fiction called a folktale. It is fiction because animals cannot actually talk.*) **TEKS K.8.A**



Check for Understanding

Turn and Talk: Why is “The Wolf and the Seven Little Kids” a folktale? (*This is a folktale because it is a made-up story that has been passed from generation to generation.*)

WORD WORK: TERRIFIED (5 MIN.)

1. In the Read-Aloud you heard, “The terrified kids tried to hide, because they did not know the wolf was actually nice.”
2. Say the word *terrified* with me.
3. When someone is terrified, they are very scared.
4. Mia is terrified of thunderstorms because she doesn’t like loud noises.
5. Have you ever been terrified of something or heard a story about someone who was terrified? Try to use the word *terrified* when you tell us about it. [Note: As a teacher you may want to talk about a time when you were terrified and how the situation was resolved. Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I was terrified when . . .” or “I heard about a time when _____ was terrified.”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I will name some things. If you think you would be terrified by the thing I name, say, “I would be terrified.” If you do not think you would be terrified, say, “I would not be terrified.” Remember to answer in complete sentences.

- a puppy (*I would not be terrified.*)
- a lightning bolt (*I would be terrified.*)
- a rainbow (*I would not be terrified.*)
- a tree (*I would not be terrified.*)
- a wolf (*I would be terrified.*)
- a star (*I would not be terrified.*)



TEKS K.8.A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature, such as folktales, fables, fairy tales, and nursery rhymes.

Lesson 4: The Wolf and the Seven Little Kids

Application



Writing: Students will sequence the events of a folktale and identify the author, illustrator, and title page of a book.

TEKS K.2.D.i; TEKS K.3.C; TEKS K.6.D; TEKS K.7.C

SEQUENCING EVENTS IN THE STORY (10 MIN.)

- Have students turn to Activity Page 4.1. Explain to students that this activity page has pictures of events from “The Wolf and the Seven Little Kids.”
- Have students cut out the four pictures.
- Next, have them think about what is happening in each picture.
- Students should then arrange the pictures in their correct order to show the proper sequence of events.
- Have students glue the pictures on paper once they have been sequenced.
- As students complete this activity, have them work with a partner to retell the folktale referring to the sequenced pictures.

DOMAIN-RELATED TRADE BOOK (10 MIN.) **TEKS K.2.D.i**

- Read the trade book you selected in advance.
 - As you read, use the same strategies that you have been using when reading the Read-Aloud selections in this Teacher Guide—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the Read-Aloud; etc.
 - After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the Read-Alouds in this domain.
- Explain to students that the person who wrote the book is called the author. 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 you can find this information on the cover of the book or the title page.

TEKS K.2.D.i Demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.7.C** Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance.

Activity Page 4.1



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas)

Beginning

Ask students yes/no questions about the trade book you read aloud and encourage them to ask their own questions about the trade book.

Intermediate

Encourage students to build on what the previous student has said about the trade book.

Advanced/ Advanced High

Challenge students to say something more about what the previous student has said about the trade book.

ELPS 3.F



Check for Understanding

One-Word Answer: What do you call a person who wrote the book? (*author*)

What do you call the person who makes the pictures for the book? (*illustrator*)

End Lesson

STORIES

The Bremen Town Musicians

PRIMARY FOCUS OF LESSON**Reading**

Students will recall elements of a folktale.

✦ **TEKS K.8.A**

With assistance, students will examine the interactions between characters in a folktale.

✦ **TEKS K.7.B**

Language

Students will demonstrate an understanding of the Tier 3 word *musician*.

✦ **TEKS K.6.F**

Writing

With assistance, students will use a graphic organizer to analyze the actions of characters from a folktale.

✦ **TEKS K.5.H; TEKS K.6.E; TEKS K.7.B**

FORMATIVE ASSESSMENT**Exit Pass**

Drawing Students will draw and label a picture of a main character from the folktale.

✦ **TEKS K.7.B; TEKS K.6.E**

✦ **TEKS K.8.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.5.H** Synthesize information to create new understanding with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Introducing the Read-Aloud | | | |
| What Have We Already Learned? | Whole Group | 10 min. | |
| Essential Background Information or Terms | | | |
| Read-Aloud | | | |
| Purpose for Listening | Whole Group | 30 min. | <input type="checkbox"/> Flip Book: 5A-1–5A-8 |
| Interactive Read-Aloud | | | |
| “The Bremen Town Musicians” | | | |
| Comprehension Questions | | | |
| Word Work: <i>Musician</i> | | | |
| This is a good opportunity to take a break. | | | |
| Application | | | |
| Two-Column Chart | Whole Group | 20 min. | <input type="checkbox"/> Image Card 7 <input type="checkbox"/> paper <input type="checkbox"/> drawing tools <input type="checkbox"/> Poster 3M: Play (Flip Book) |
| Multiple Meaning Word Activity | | | |

ADVANCE PREPARATION

Application

- Make a T-Chart on the board/chart paper. Label the left-hand column “Things That Animals Really Do” and the right-hand column “Things That Animals Can’t Really Do.”

Universal Access

- Create a Character, Setting, Plot Map (a three-circle chart) to help students organize information about “The Bremen Town Musicians.” Students may refer to the Character, Setting, Plot Map during class discussions and while they retell the story. You may wish to make the Character, Setting, Plot Map on large paper so that students will have more space to work. Alternatively, you may wish to make a very large version for the class to fill in together.

CORE VOCABULARY

musician, n. someone who plays a musical instrument or sings

Example: Selma is a musician; she plays the clarinet.

Variation(s): musicians

panting, v. breathing quickly through your mouth because you are hot or out of breath

Example: Nikau’s dog is panting after a long game of fetch.

Variation(s): pant, pants, panted

perched, v. sat or rested on something

Example: A singing cardinal perched on the roof of my house.

Variation(s): perch, perches, perching

Vocabulary Chart for “The Bremen Town Musicians”

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|------------------------|---|----------------------------------|---------------------------------|
| Vocabulary | musician (<i>músico/a</i>) | panting perched | |
| Multiple Meaning | | | |
| Sayings and Phrases | street band play sweet music behind/in front of | | |

Lesson 5: The Bremen Town Musicians



Introducing the Read-Aloud

Reading: Students will recall elements of a folktale.



TEKS K.8.A

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Tell students that the story they will hear today is a folktale, like “The Wolf and the Seven Little Kids.”
- Have students recall elements of a folktale:
 - A folktale is a story that is passed down orally from person to person.
 - A folktale is one type of fiction. Remind students that stories that are made up or created from someone’s imagination are known as fiction.

Support

Remind students that stories that are made-up or created from someone’s imagination are known as fiction.



Check for Understanding

Thumbs Up/Thumbs Down:

Folktales are fiction. (*thumbs up*)

Folktales are true stories. (*thumbs down*)

Folktales passed down from person to person. (*thumbs up*)

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Tell students that in the folktale today there is a donkey, a cat, a dog, and a rooster.
- Have students make the sound a dog makes.
- Then, assist students in making the sounds that a cat, a donkey, and a rooster make.
- Ask students how these sounds are different from the way people talk.



TEKS K.8.A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature, such as folktales, fables, fairy tales, and nursery rhymes.

Lesson 5: The Bremen Town Musicians

Read-Aloud



Reading: With assistance, students will examine the interactions between characters in a folktale.

 **TEKS K.7.B**

Language: Students will demonstrate an understanding of the Tier 3 word *musician*.

 **TEKS K.6.F**

PURPOSE FOR LISTENING

- Tell students to listen carefully to find out how the differences in the ways animals and people communicate cause some confusion in the story.
- If some students are already familiar with this folktale, tell them to listen to see how this version might be different from the one they know.

INTERACTIVE READ-ALOUD

- Tell students that you will need their help during the Read-Aloud.
- You may wish to divide the class into four groups, and have each group make one animal sound when the time comes for the animals to sing in the Read-Aloud.
- Review the sounds that the dog, cat, donkey, and rooster make and have students repeat the sounds after you:
 - Dog: ruff-ruff
 - Cat: meow
 - Donkey: hee-haw
 - Rooster: cock-a-doodle-doo

 **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

"THE BREMEN TOWN MUSICIANS" (15 MIN.)



Show Image 5A-1: The donkey

Once upon a time there was a donkey who for many years had worked for a farmer. The donkey had worked on the same farm day in and day out, and longed to leave the farm and see the world. The farmer was not happy that the donkey wanted to leave, but when he saw how sad the donkey was, he told him that he must go.

Support

The word *play* can also have other meanings.

The word *play* also means something performed on stage.

The donkey left and took the road to a town called Bremen, where he had heard a street band play sweet music. *The word play means to make music.* He thought he could be a fine **musician**, too. *A musician is someone who plays an instrument or sings. Do you think a donkey can really be part of a band, or a group of musicians?*



Show Image 5A-2: The donkey and the dog

Soon he came upon an old dog **panting** for breath, as if the dog had been running a long way. *This means that the dog was having a hard time breathing. [Demonstrate panting for students.]* "What are you panting for, my friend?" asked the donkey.

"Ah," answered the dog, "now that I am old I have decided to leave my home and see the world. There is so much of the world to see that I have been running in order to get it all in!"

"Well," said the donkey, "come with me. I am going to be a street musician in Bremen. I can play the flute, and you can play the drum."

The dog was quite willing, and so they both walked on. *To be willing means that you will do what another person says or go where another person goes.*



Show Image 5A-3: The donkey and the dog meeting the cat

Soon the dog and the donkey saw a cat sitting in the road with a face as long as three days of rainy weather. *What do you think it means to say that the cat's face was "as long as three days of rainy weather"? Do you think the cat feels happy or sad? [Have students show you a*

face as long as three days of rainy weather.]

"Now, what's the matter with you, old kitty?" asked the donkey.

"You would be sad," said the cat, "if you were in my place; for now I am getting old, and I haven't seen any of the world beyond the barn I live in. Alas, I want to go and see the world, but I do not know where to begin!"

"Then come with us to Bremen," said the donkey. "I know that you sing well at night, so you can easily be a street musician in the town. Bremen will be a great place to start your adventures."

"That is just what I should like to do," said the cat, so she joined the donkey and the dog, and they all walked on together.



Show Image 5A-4: The donkey, dog, and cat meeting the rooster

By and by, the three musicians came to a farmyard. On the gate stood a rooster, crying "Cock-a-doodle-doo!" with all his might.

"What are you making so much noise for?" asked the donkey.

"Ah," said the rooster, "I am trying to get the other animals' attention. I am leaving to see the world, and this is how roosters say goodbye."

"Come with us, old Red Comb," said the donkey. *"Old Red Comb" refers to the rooster because of the red comb on his head.* "We are going to Bremen to be street musicians. You have a fine voice, and the rest of us are all musical, too."

"I will join you!" said the rooster. And they all four went on together.

They could not reach the town in one day, and as evening came on, they began to look for a place to spend the night.



Show Image 5A-5: The donkey, dog, cat, and rooster around the tree

The donkey and the dog lay down under a large tree. The cat climbed up on one of the branches. The rooster flew to the top of the tree, where he could look all around.

"I see a light from a window," the rooster called to his friends.

"That means there is a house nearby," said the donkey. "Let us ask the people for supper." Supper *means dinner*. "How good a bone would taste!" said the dog.

"Or a nice piece of fish!" said the cat.

"Or some corn!" said the rooster.

So they set out at once and soon reached the house. The donkey, who was the tallest, looked in the window.

"What do you see, old Long Ears?" asked the rooster. "Old Long Ears" refers to the donkey because he has long ears.

The donkey answered, "I see a table spread with plenty to eat and drink. And a family is sitting before it having their supper." Do people usually share their dinner with animals?

"Come down," said the dog, "and we shall think of a way to impress this family so that they will share their supper with us."

The four friends talked over what they could do to show the family that they were not just ordinary barnyard animals. At last they had an idea!



Show Image 5A-6: The four animals serenading in the window

The donkey stood on his hind legs and placed his front feet on the windowsill. The dog stood on the donkey's back. The cat climbed up and stood on the dog's back. And the rooster **perched** on the cat's head. When you perch on something you sit or stand on it like a bird.

Then the donkey gave a signal, and they all began to make their loudest music. The donkey brayed, the dog barked, the cat meowed, and the rooster crowed. The animals thought for sure that this sweet music would charm the family. *[Have students or different groups say, “hee-haw,” “ruff,” “meow,” and “cock-a-doodle-doo” all at once.]*

The family had never before heard such a noise, and they were frightened and had no idea what could be making such a terrible sound. *What was the noise really coming from?* They ran as fast as they could through the woods to their neighbor’s house. Our four friends were dismayed that their beautiful song had frightened the family so. Still, they were very hungry from their journey and decided to eat what remained of the family’s supper.

When the four musicians had eaten as much as they could, they were full and ready to sleep. The donkey lay down in the yard, the dog lay behind the door, the cat curled up in front of the fireplace, and the rooster flew up to a high shelf. They were all so tired that they soon fell fast asleep.



Show Image 5A-7: The uncle sneaking in while the animals are sleeping

Later that night, the uncle decided to go back to check on the house. He found everything quiet and still, so he went inside. He did not see the cat, and he stepped on her tail. The poor kitty was caught by surprise and jumped up, landing on the uncle’s face by accident. It

gave the uncle such a fright that he ran for the door, which in turn scared the dog who grabbed the uncle’s leg as he went by.

In the dark yard the uncle could not see the donkey and ran into him by accident. This scared the donkey, who gave him a great kick with his hind foot. All this woke the rooster, who cried with all his might, “Cock-a-doodle-doo! Cock-a-doodle-doo!”



Show Image 5A-8: The uncle running away from the house

The uncle ran as fast as his legs could carry him back to his neighbor’s house, where his family was waiting for him.

Gasping for breath, he said, “I have no idea

what is going on in that house, but I am never going back! First, something tried to cover my eyes. *Which animal did this? [The cat jumped on the uncle's face by accident.]* Then something tried to stop me from leaving, by grabbing my leg. *Which animal did this? [The dog grabbed the uncle's leg.]* Then out in the yard something pushed me from behind. *Which animal did this? [The donkey kicked the man from behind because he was scared.]* And all the while I heard an awful noise asking, 'Who are you? Who are you?'" *Which animal did this? [The rooster cried, "Cock-a-doodle-do!"]*

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., "Is the family scared because of the animals?").

Intermediate

Provide students with a specific sentence frame (e.g., "The family is scared because . . .").

Advanced/

Advanced High

Encourage students to use content-related words in complete sentences (e.g., "The family in the folktale is scared because of the animal characters that are making lots of noise.").

ELPS 1.E; ELPS 2.I

The family was filled with fear and ran away as fast as they could. *Should the family really be afraid of a donkey, dog, cat, and rooster?* Meanwhile, the animals had finally settled down after being woken up from their slumber. They decided that it was all just a bad dream and went back to sleep in the cozy little house. They liked the little house so much that they stayed there, waiting for the family to come back, and as far as I know, they are there to this day.

Check for Understanding



Recall: Who wants to move to Bremen to become a musician? (*the donkey*)

What other animals join the donkey? (*the dog, the cat, and the rooster*)

COMPREHENSION QUESTIONS (10 MIN.)

- Literal.** Why do the animals leave their homes? (*They are planning to see the world.*)
- Literal.** Who do the animals see in the house? (*The animals see a family sitting down to eat dinner in the house.*)
- Inferential.** Why do the animals stand on one another and make noise? (*The animals want to charm the family into sharing their dinner with them.*)
- Inferential.** Why is the family scared? (*The family is scared when the animals make noise because they have no idea what could be making such a terrible sound. The uncle is scared because he can't see and he runs into the animals.*)
 - Why does the noise scare the family? (*The noise scares the family because*

they have no idea what could be making such a terrible sound.)

- Why does the uncle get scared when he returns to the house to see if everything is okay? *(It is dark, and he can't see. He runs into the animals and thinks they are something else.)*

5. **Evaluative.** Remember that “The Bremen Town Musicians” is a special kind of fiction story. Which part of the story tells you that “The Bremen Town Musicians” is fiction, or a made-up story? *(Animals cannot actually talk and cannot play in a band.)* What kind of fiction is this story? *(This story is a kind of fiction called a folktale, which is a story that is passed down orally from person to person.)*

WORD WORK: MUSICIAN (5 MIN.)

1. In the Read-Aloud you heard, “The donkey left and took the road to a town called Bremen, where he had heard a street band play sweet music. He thought he could be a fine musician, too.”
2. Say the word *musician*.
3. A musician is someone who plays a musical instrument or sings.
4. The musician played a beautiful song at the wedding.
5. Have you ever seen or heard a musician? Describe the experience. Try to use the word *musician* when you tell us about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “When I saw a musician play, it was . . .”]
6. What’s the word we’ve been talking about?

Use a Sharing activity for follow-up. What musicians have you seen or heard? Is there a musician that you would like to see or hear in the future? Be sure to begin your responses with “A musician I have seen/heard is . . .” or “A musician I would like to see/hear is . . .”

Lesson 5: The Bremen Town Musicians

Application



Writing: With assistance, students will use a graphic organizer to analyze actions of characters from a folktale.



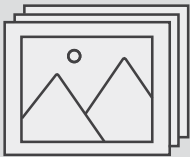
TEKS K.5.H; TEKS K.6.E; TEKS K.7.B

TWO-COLUMN CHART (10 MIN.)

Show Image Card 7

- Review the characters from today's Read-Aloud.
- Refer to the T-Chart you created in advance and read the labels of the two columns aloud to students. Have students generate lists for both columns. Record their suggestions in the appropriate columns.
- Tell students that you are going to talk about the Read-Aloud and that you are going to write down what they say. Explain 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 students say so that you don't forget, and then tell them that you will read the words to them.
- Have students think about the different actions of the animal characters in the Read-Aloud. Have them generate lists for both columns of the T-Chart based on events in "The Bremen Town Musicians."
- If time permits, use Image Cards 1–6 to review the characters in Lessons 1–4.

Image Card 7



Support

Remind students that the animals and people in the story are called characters.



Exit Pass

Have students draw a picture of a main character from the folktale and label it.



TEKS K.5.H Synthesize information to create new understanding with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS K.7.B** Identify and describe the main character(s).

MULTIPLE MEANING WORD ACTIVITY (10 MIN.)

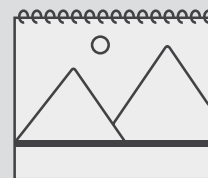
Multiple Choice: Play

Show Poster 3M: Play

- Remind students that in the Read-Aloud, they heard, “The donkey left and took the road to a town called Bremen, where he had heard a street band play sweet music. He thought he could be a fine musician, too.”
- Ask students which picture shows playing music. Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning.
- Explain to students that *play* can also mean several other things. *Play* also means a drama that is usually performed on stage.
- Ask students which picture shows something performed on stage. Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning.
- Explain that *play* also describes what children do for fun.
- Ask students which picture shows children playing? Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning.
- Explain that *play* can also be used to talk about sports.
- Ask students which picture shows someone playing a sport. Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning.
- Once you have gone over the different meanings for the word *play*, have students quiz their neighbor on these different meanings.
 - Remind students to use complete sentences. For example, one student could say, “Sara pretended to be a queen in the class play.” Their neighbor should then respond, “That’s number 4, for acting in a play.”

End Lesson

Flip Book Poster 3M



ENGLISH
LANGUAGE
LEARNERS

Language

Analyzing Language

Beginning

Ask questions that students can answer by pointing to the correct image on Poster 3M (e.g., “Which image shows someone playing sports?”).

Intermediate

Ask students to provide examples of items related to each meaning of *play* (e.g., “What are examples of sports that people play?”).

Advanced/ Advanced High

Have students use each meaning correctly in context.

ELPS 2.C; ELPS 3.D

Pausing Point

NOTE TO TEACHER

- You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.
- You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Assessment to assess students' knowledge of *Stories*. The other activities may be done in any order. You may choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

MID-DOMAIN ASSESSMENT

Riddles for Core Content (Activity Page PP.1)

- Using Activity Page PP-1, have students add to the drawing of the plant stem. Check to ensure they include roots, leaves, and flowers. Walk around and talk with students about each plant part as they complete the worksheet.
 - Note: Name the pictures in each row as you read each riddle to the students.
 - Directions: I am going to read a riddle about one of the stories you have heard. First, you will listen to the riddle that I read. Next, you will look at the two pictures in the correct, numbered row as I name them. Then, find the picture that answers the riddle. Finally, you will circle the correct picture.
1. **Billy Goats Gruff/Chicken Little:** I thought the sky was falling. Who am I? (*Chicken Little*)
 2. **Donkey/Wolf:** I tried to blow the three little pigs' houses down. Who am I? (*wolf*)
 3. **Billy Goats Gruff/Donkey:** We wanted to cross the bridge to eat the grass on the hillside. Who are we? (*three Billy Goats Gruff*)
 4. **Chicken Little/Wolf:** I disguised myself by eating chalk to change my voice and putting flour on my paws to make them white. Who am I? (*wolf*)
 5. **Donkey/Billy Goats Gruff:** I left the farmer to become a musician. Who am I? (*donkey*)

ACTIVITIES

Image Review

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

Image Card Review

Materials: Image Cards 1–7

- In your hand, hold Image Cards 1–7 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture they are holding. For example, for Chicken Little, the student might say, “The sky is falling!” The rest of the class will guess what story is being described. Proceed to another card when the correct answer has been given.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

- Give students a key domain concept or vocabulary word such as *longed*. Have them brainstorm everything that comes to mind when they hear the word. Record their responses on chart paper, a chalkboard, or a whiteboard for reference. Review the definition and context of the word from the Read-Aloud.

Class Book: Stories

Materials: Drawing paper, drawing tools

- Tell the class or a group of students they are going to make a class book to help them remember what they have learned thus far in this domain. Have each student choose one story to illustrate and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

Domain-Related Trade Book or Student Choice

Materials: Trade book

- Read a trade book similar to the ones in this domain to review a particular story. You may also choose to have students select a Read-Aloud to be heard again.

Challenge: On Stage

- Have a group of students plan and act out one of the stories they have heard thus far.

Folktales from Around the World

Materials: Various folktales from students' home cultures

- Read a folktale from one of your students' home cultures. If students are familiar with the story, they can choose to tell the story with you. After reading the story, talk about its characters, settings, and plot.

Exploring Student Resources

Materials: Domain-related student websites

- Pick appropriate websites from the web for further exploration of stories.

Videos of Stories

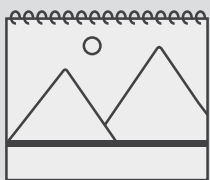
Materials: Videos of stories

- Carefully peruse the Internet for short (5 minute) videos related to stories already covered in the domain. Prepare some questions related to the videos. Discuss how watching a video is the same as and different from listening to a storybook.

Bremen Town “Musicians”

- Remind students that in the story “The Bremen Town Musicians,” there were four animals who wanted to become musicians. Ask students if they remember what a musician is. Tell students that each of these animals makes a very different noise. Have students repeat each of the noises the animals make after you:
 - Dog: ruff-ruff
 - Cat: meow
 - Donkey: hee-haw
 - Rooster: cock-a-doodle-doo
- Remind students that the animals all stood at the window and “made their loudest music.” Remind students why the animals wanted to go into the house. You may wish to show image 5A-6 to help students remember this scene from the Read-Aloud.
- Tell students that you are going to recreate the “music” the animals made. Divide the class into four groups, or ask for four student volunteers. One group or student should be the donkey, another group or student should be the dog, another group or student should be the cat, and the last group or student should be the rooster. Have each group or student practice making the noise that the animal would make. Then have all of the “animals” make their noises all at once, like the animals in the story.
- Ask students if they think they sound like a band. Why or why not? Do they like the “music” they are making?

Flip Book 5A-6



STORIES

Momotaro, Peach Boy

PRIMARY FOCUS OF LESSON

Reading

Students will recall elements of a folktale and will locate the setting of Japan on a map.

✦ **TEKS K.7.D; TEKS K.8.A**

Students will evaluate the actions of the main character from a folktale.

✦ **TEKS K.7.B**

Language

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

✦ **TEKS K.6.F**

Writing

With assistance, students will write their opinion about a hero and give a reason for their opinion.

✦ **TEKS K.1.C; TEKS K.6.B**

FORMATIVE ASSESSMENT

Exit Pass

Writing Students will write their opinion about a hero.

✦ **TEKS K.6.B**

✦ **TEKS K.7.D** Describe the setting; **TEKS K.8.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|----------------------------|---------|--|
| Introducing the Read-Aloud | | | |
| Essential Background Information or Terms | Whole Group | 10 min. | ❑ Flip Book: 6A-1 |
| Read-Aloud | | | |
| Purpose for Listening | Whole Group | 30 min. | ❑ peach ❑ Flip Book: 6A-2–6A-8 |
| “Momotaro, Peach Boy” | | | |
| Comprehension Questions | | | |
| Word Work: <i>Swooped</i> | | | |
| This is a good opportunity to take a break. | | | |
| Application | | | |
| Who is a Hero? | Whole Group Independent | 20 min. | ❑ paper ❑ drawing tools ❑ white board or chart paper ❑ Flip Book: 6A-3–6A-8 |
| Syntactic Awareness Activity | | | |
| Take-Home Material | | | |
| Family Letter | | | ❑ Activity Page 6.1 |

ADVANCE PREPARATION

Read-Aloud

- Bring in one or more peaches to pass around to students.

Note: Be sure to check your school’s policy regarding food distribution and allergies.

Note to Teacher

- During the Application activity, allow students to spell using their knowledge of phonetic spelling.

Universal Access

- Select three images from “Momotaro, Peach Boy” that represent the beginning, middle, and end of the story for students to sequence. Students can use these illustrations to help them remember what happened in the story and sequence events from the story. Students may also refer to them while they retell the story.
- Create a Character, Setting, Plot Map (a three-circle chart) to help students organize information about “Momotaro, Peach Boy.” Students may refer to the Character, Setting, Plot Map during class discussions and while they retell the story. You may wish to make the Character, Setting, Plot Map on large paper so that students will have more space to work. Alternatively, you may wish to make a very large version for the class to fill in together.

CORE VOCABULARY

pheasant, n. a type of bird with a long, colorful tail

Example: Youssef spotted a colorful pheasant on a high branch of a tree.

Variation(s): pheasants

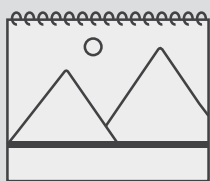
swooped, v. flew down quickly in a curving motion

Example: The stunt plane swooped down out of the sky.

Variation(s): swoop, swoops, swooping

Vocabulary Chart for “Momotaro, Peach Boy”

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|------------------------|---------------------------------|----------------------------------|---------------------------------|
| Vocabulary | pheasant (<i>faisán</i>) | swooped | |
| Multiple Meaning | | | |
| Sayings and Phrases | millet cake oni monster | | |



Support

Remind students that folktales are a kind of fiction.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Offering Opinions

All

Give students the sentence frame for offering their opinion:
"I think _____ makes a person a hero because . . ."

Beginning

Help students complete the sentence frame.

Intermediate

Encourage students to respond to the opinion of their peers by using phrases (e.g., "I agree/I disagree"; "I also think that . . .").

Advanced/

Advanced High

Challenge students to respond to the opinion of their peers before they offer their own opinion.

ELPS 3.G ; ELPS 3.I

Lesson 6: Momotaro, Peach Boy

Introducing the Read-Aloud



Reading: Students will recall elements of a folktale and will locate the setting of Japan on a map.

TEKS K.7.D; TEKS K.8.A

ESSENTIAL BACKGROUND INFORMATION OR TERMS

- Have students recall an element of folktales. (*Answers may vary, but may include that folktales are generally oral stories; they are often passed from generation to generation; they are fiction.*)
- Have students recall what the word *fiction* means. (*It refers to stories that are created from someone's imagination.*)
- Tell students that today they are going to hear a folktale that involves a hero.
- Explain that a hero can be the main character in a story. A hero can also be someone in real life. A hero is someone who does something brave or generous for others. In real life, heroes may include firefighters, doctors, teachers, or family members.
- Have students discuss what makes a person a hero.

Show Image 6A-1: World map with Japan highlighted

- Explain that the folktale they will hear today comes from the country of Japan.
- Point out Japan on the map and explain that Japan is a country that is part of Asia.

Check for Understanding



One-Word Answer: What is the setting of today's folktale, or the location where the story takes place? (*Japan*) **TEKS K.7.D**

TEKS K.7.D Describe the setting; **TEKS K.8.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes.

Lesson 6: Momotaro, Peach Boy

Read-Aloud



Reading: Students will evaluate the actions of the main character from a folktale.

 **TEKS K.7.B**

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

 **TEKS K.6.F**

PURPOSE FOR LISTENING

- Tell students the Japanese folktale that they will hear today is called “Momotaro, Peach Boy.” The main character in the story, Momotaro, is very brave.
- Tell students to listen carefully to find out how Momotaro is a hero.
- If some students are already familiar with this story, tell them to listen to see how this version might be different from the one they know.

“MOMOTARO, PEACH BOY” (15 MIN.)




Show Image 6A-2: The old man and his wife

Once upon a time, in a small village in the country of Japan, there lived a kind, old man and his good, honest wife.

One fine morning, the old man went to the hills to cut firewood, while his wife went down to the river to wash clothes. The old woman was scrub, scrub, scrubbing the clothes on a stone,

when something strange came floating down the river. It was a peach—a very big, round peach! *[Pass around a peach to students.]* She picked it up—oof!—and carried it home with her, thinking that she and her husband could eat it when he returned.

The old man soon came down from the hills, and the old woman set the peach before him. The peach began to shake and wobble the table. As the old man and woman looked on in amazement, the peach split apart, and out came a baby boy.

 **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

Note

Be sure to check your school's policy regarding food distribution and allergies.



Show Image 6A-3: Momotaro breaking out of the peach

The old man and woman took care of the baby. They were kind to him and raised him as their own son. They called him Momotaro, a fine name, as it means “Peach Boy.”

Momotaro grew up to be strong and brave—which was a good thing for the village, because

for many years the villagers had been bothered by the oni, who were greedy monsters who stole things from the villagers. *Remember, monsters are made up and are not real. This story is just pretend.* Everyone in the village wished that the oni would stop bothering the village.

One day, when Momotaro had grown to be a young man, he said to his parents, “I am going to the island of the oni who steal from our village. *An island is a piece of land completely surrounded by water.* I will bring back what they have stolen, and stop them from harming us ever again. Please make some millet cakes for me to take along on my journey.” *Millet cakes are cakes made from a type of seed called millet.*



Show Image 6A-4: Momotaro waving goodbye to his parents

The old man and woman were worried, but they made the millet cakes for Momotaro. And so he started on his way.

He had not gone far when he met a dog. “Where are you going, Momotaro?” asked the dog.

“I am going to the island of the oni to bring back what they have stolen from my village,” said Momotaro.

“And what are you carrying in that sack?” asked the dog.

“I’m carrying the best millet cakes in all Japan,” said Momotaro. “Would you like one?”



Show Image 6A-5: Momotaro and the dog

“Mmm, yes!” said the dog. “And I will come with you to the island of the oni. I will help you.”

The dog ate the millet cake, then he and Momotaro walked on. They soon met a monkey.

“Where are you going, Momotaro?” asked the monkey.

“I am going to the island of the oni to bring back what they have stolen from my village,” said Momotaro.

“I will come with you,” said the monkey. And Momotaro thanked him and gave him a millet cake.



Show Image 6A-6: Momotaro, the dog, and the monkey talking to the pheasant

Now the three of them walked along, when soon they heard a call: “Momotaro, Momotaro! Where are you going?”

Momotaro looked around to see who was calling. A big **pheasant** flew out of a field and landed at his feet. *[Point to the pheasant in the*

image.] A pheasant is a bird with a long, colorful tail. Momotaro told him that he and his new friends were going to the island of the oni. “Then I will come with you and help you,” said the pheasant. Momotaro thanked him and gave him a millet cake.

So Momotaro went on his way, with the dog, the monkey, and the pheasant following close behind.



Show Image 6A-7: Momotaro and friends all fighting an oni

They soon came to the island of the oni. The oni lived in a big stone castle. The pheasant flew over the high castle walls. He **swooped** down and flew back and forth so fast that it scared the oni. *The pheasant flew down quickly*

in a curving motion. [Demonstrate a swooping motion with your hands.]

The oni shouted and screamed and ran about in confusion.

Just then Momotaro, with the help of the dog and monkey, broke through the gate of the castle. Oh, what a scene! The dog and monkey ran about the legs of the oni, which tripped them up so much they had trouble standing. Momotaro ran left and right, waving his staff, or walking stick. Many of the oni ran away, and soon it was just Momotaro and the oni king.



Show Image 6A-8: Oni bringing Momotaro treasure

Momotaro ordered the oni king to collect all the treasure the oni had stolen. Momotaro and his friends gazed in amazement at the beautiful gowns and jewels and gold and silver that had been stolen from the village over the years.

And so Momotaro took all the riches back to the village. The village was never again bothered by the oni. And Momotaro and the old man and the old woman lived in peace and plenty for the rest of their lives.



Check for Understanding

Recall: Who are the characters in this story? (*The characters in this story are the old man, the old woman, Momotaro, the pheasant, the monkey, the dog, and the oni.*)

COMPREHENSION QUESTIONS (10 MIN.)

- Literal.** What does Momotaro set out to do on his journey? (*Momotaro sets out to stop the oni from harming the village.*)
 - Literal.** Who are the oni, and what do they do to bother the townspeople? (*The oni are monsters who live on an island not far from Momotaro's village. They steal things from the village.*)
- Literal.** Who helps Momotaro on his journey? What does Momotaro give to each of these characters in return for their help? (*The dog, the monkey, and*

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

the pheasant help Momotaro. Momotaro gives each of these animals a millet cake in return for their help.)

3. **Inferential.** How do you know this folktale is fiction, or make-believe? (Answers may vary, but may include that Momotaro is born from a large peach, which could not happen in real life; oni are make-believe because monsters do not exist in real life; the pheasant, the dog, and the monkey talk, which animals cannot do.)
 - **Inferential.** Are the oni real or make-believe? (The oni are make-believe because monsters do not exist in real life.)
 - **Inferential.** How do the pheasant, the dog, and the monkey act like humans? (The pheasant, the dog, and the monkey act like humans by talking and eating people food.)
4. **Evaluative.** Think Pair Share: A hero is someone who does something brave or generous for others. Heroes may include firefighters, doctors, teachers, or family members. How is Momotaro a hero for his village? (Answers may vary, but may include that Momotaro is a hero because he is brave, and he helps the people in his village by defeating the oni and returning all of the things they stole from the village.)

WORD WORK: SWOOPED (5 MIN.)

1. In the Read-Aloud you heard, “[The pheasant] swooped down and flew back and forth so fast that it scared the oni.”
2. Say the word *swooped* with me.
3. *Swooped* means something flew down quickly in a curving motion. [Demonstrate this motion for students as you explain it.]
4. The seagull swooped down to the ocean to grab a fish.
5. Have you ever seen something that swooped? Try to use the word *swooped* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “A _____ swooped down to get a . . .”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to read several statements. If the statement describes *swooped* correctly, say, “That describes *swooped*,” and make a swooping motion with your hand. If the statement does not describe *swooped*, say, “That does not describe *swooped*.”



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Is Momotaro a hero for his village?”).

Intermediate

Provide students with a specific sentence frame (e.g., “Momotaro is a hero for his village because . . .”).

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences, (e.g., “The character Momotaro is a hero for his village because he is brave and defeats the oni.”).

ELPS 1.E; ELPS 2.I

- The bird dove to get a worm. (*That describes swooped.*)
- The student ran through the door into the classroom. (*That does not describe swooped.*)
- The plane flew down and then back up. (*That describes swooped.*)
- The butterfly fluttered slowly through the field. (*That does not describe swooped.*)

Lesson 6: Momotaro, Peach Boy

Application



Writing: With assistance, students will write their opinion about a hero and give a reason for their opinion.



TEKS K.1.C; TEKS K.6.B

WHO IS A HERO? (15 MIN.)

- Have students recall what a hero is. Remind them to speak clearly and loud enough so that everyone can hear. (*A hero is someone who does something brave or generous for others.*) **TEKS K.1.C**



Check for Understanding

Turn and Talk: Is Momotaro a hero to the people in his village? Why do you think so? (*Answers may vary.*)

- Remind students that heroes can exist in fiction stories and can also exist in real life. Heroes may include firefighters, doctors, teachers, soldiers, or parents.
- Explain to students that anyone whom they admire and respect for his or her courage, kindness, or leadership may be a hero.
 - Emphasize that a hero does not have to be a famous person; it may be anyone whom they admire and respect.
- Tell students that they will be writing about someone they think is a hero and why they think that person is a hero.
- On a white board or chart paper, write this sentence frame:
 - I think _____ is a hero because _____.
- Explain that the first part of the sentence, “I think,” means that it is your opinion or the way you feel about something.
- Explain to students that the rest of the sentence, after the word *because*, is explaining the reason you feel that way.



TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language;
TEKS K.6.B Provide an oral, pictorial, or written response to a text.

Support

As necessary, show students pictures from the Read-Aloud for inspiration.

Challenge

Have students ask questions about the image to the class or have students work with their neighbors to ask questions and expand their own sentences.



Writing

Writing

Beginning

Provide a list of words or phrases for students to choose from when completing the sentence frames.

Intermediate

Have students work in pairs to discuss words that could be used in the sentence frames.

Advanced/

Advanced High

Encourage students to create their own list of words for the sentence frames.

ELPS 5.B

- Give students the example from the read-aloud, “Momotaro is a hero to the people of his village because ____.” Ask students what reason they would put after the word *because*. (Answers may vary, including he brought back the stolen treasure to his village.)
- Make sure students have paper and pencil.
- Tell students to think of someone who they think is a hero and the reason they think so.
- Have students copy the sentence frame you wrote on the board on to their papers. Tell them to leave a large space for the blanks in the sentence. Circulate around the room to make sure students are correctly copying the sentence frame.
- Have students write the name of their hero in the first blank of the sentence frame. Circulate around the room to make sure students understand the task. The students will be spelling based on their own knowledge of phonetics.
- After students have included the name of their hero, tell them that now they need to give the reason for their opinion. Direct students to write in the blank after the word *because*.
- If time permits, have students illustrate their sentence.



Exit Pass

Collect the sentences the students created about heroes.

SYNTACTIC AWARENESS ACTIVITY (5 MIN.)

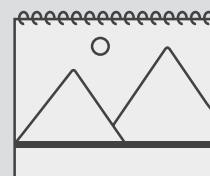
Expanding Sentences

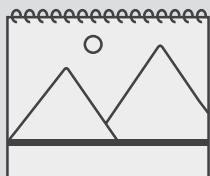
- Explain to students that you will show them a picture from the Read-Aloud, and then you will ask them one question at a time.
- Explain that each time a question is answered, you will add it to the sentence to make the sentence expand, or become longer.

Show Image 6A-3: Momotaro breaking out of the peach

- Ask students the following questions.
 - As students respond, repeat each sentence, restating it to be grammatically correct as needed. Then, have students orally repeat the sentence.
- Who is this? (*a boy*)
 - This is a boy.
- What is his name? (*Momotaro*)
 - This is a boy named Momotaro.
 - Momotaro is a boy.
- Where did he come out from? (*a peach*)
 - A boy named Momotaro came out of a peach.
 - Momotaro came out of a peach.
 - Momotaro is a boy, and he came out of a peach.
- Look at the face of the old man and woman. How do they feel? (*shocked or surprised*)
 - A boy named Momotaro came out of a peach, and the old man and woman were shocked.
 - The old man and woman were shocked to see Momotaro coming out of a peach.
 - The old man and woman were shocked because Momotaro came out of a peach.

Flip Book 6A-3





Check for Understanding

Show Image 6A-8: Oni bringing Momotaro treasure

Turn and Talk: Have each student create a sentence about the image. Then have students move into pairs and share their sentences with each other. Last, have each pair create one sentence by combining their two sentences. (*Answers may vary.*)

End Lesson

Take-Home Material

FAMILY LETTER

- Send home Activity Page 6.1.

STORIES

The Story of Jumping Mouse, Part I

PRIMARY FOCUS OF LESSON**Reading**

Students will generate questions before reading and compare and contrast characters from different stories and folktales.

✦ **TEKS K.5.B; TEKS K.5.E; TEKS K.7.B**

Students will generate questions while reading, compare actions of characters from two different folktales, and use text to learn the meaning of unfamiliar words.

✦ **TEKS K.3.B; TEKS K.5.B; TEKS K.7.B**

Language

Students will demonstrate an understanding of the Tier 3 word *perilous*.

✦ **TEKS K.6.F**

Writing

With assistance, students will use a graphic organizer to analyze the actions of characters in a folktale.

✦ **TEKS K.5.H; TEKS K.6.B; TEKS K.6.E; TEKS K.7.B**

FORMATIVE ASSESSMENT**Exit Pass**

Drawing Students will draw pictures illustrating the similarities and differences of two characters from different stories.

✦ **TEKS K.5.H; TEKS K.6.B; TEKS K.6.E; TEKS K.7.B**

✦ **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.E** Make connections to personal experiences, to ideas in other texts, and society with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.5.H** Synthesize information to create new understanding with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Introducing the Read-Aloud | | | |
| What Have We Already Learned? | Whole Group | 10 min. | |
| Read-Aloud | | | |
| Purpose for Listening | Whole Group | 30 min. | <input type="checkbox"/> Flip Book: 7A-1–7A-5 <input type="checkbox"/> Poster 4M: Stream (optional) (Flip Book) |
| “The Story of Jumping Mouse, Part I” | | | |
| Comprehension Questions | | | |
| Word Work: <i>Perilous</i> | | | |
| This is a good opportunity to take a break. | | | |
| Application | | | |
| The Giving Chart | Whole Group | 20 min. | <input type="checkbox"/> The Giving chart (Digital Components) <input type="checkbox"/> paper <input type="checkbox"/> drawing tools |

ADVANCE PREPARATION

Application

- Create the following chart on the board/chart paper. Alternatively, you may access a digital version in the digital components for this domain.

| Gift | Giver | Receiver |
|------|-------|----------|
| | | |

Universal Access

- Create a Character, Setting, Plot Map (a three-circle chart) to help students organize information about “The Story of Jumping Mouse, Part I.” Students

may refer to the Character, Setting, Plot Map during class discussions and while they retell the story. You may wish to make the Character, Setting, Plot Map on large paper so that students will have more space to work. Alternatively, you may wish to make a very large version for the class to fill in together.

CORE VOCABULARY

- brush, n.** a bunch of bushes and other plants growing close together
 Example: Micah had a hard time making his way through the brush to get to the campsite.
 Variation(s): none
- journey, n.** a long trip
 Example: Rhea made the journey home after her vacation ended.
 Variation(s): journeys
- perilous, adj.** dangerous
 Example: It would be perilous to cross the old, rickety bridge.
 Variation(s): none
- swayed, v.** to change an idea or an opinion
 Example: John swayed his older brother to share his favorite toy.
 Variation(s): sway, sways, swaying

| Vocabulary Chart for “The Story of Jumping Mouse, Part I” | | | |
|---|---|----------------------------------|---------------------------------|
| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
| Vocabulary | perilous (<i>peligroso/a</i>) | journey | |
| Multiple Meaning | brush | swayed | |
| Sayings and Phrases | far-off land sparkling river could not be swayed good day jump higher | | |

Lesson 7: The Story of Jumping Mouse, Part I



Introducing the Read-Aloud

Reading: Students will generate questions before reading and compare and contrast characters from different stories and folktales.

✦ **TEKS K.5.B; TEKS K.5.E; TEKS K.7.B**

WHAT HAVE WE ALREADY LEARNED?

- Tell students that today's Read-Aloud is a folktale. Have students recall what a folktale is.

ENGLISH
LANGUAGE
LEARNERS



Speaking and
Listening

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., "I think these characters are similar because . . .").

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., "I think these characters are similar because they get what they want by . . .").

Advanced/

Advanced High

Provide minimal support and guidance for open responses.

ELPS 2.G; ELPS 3.G

Check for Understanding



Stand Up/Sit Down Stand up if a folktale is a fiction story.
(*stand up*)

Stand up if a folktale is based on true events. (*sit down*)

Stand up if a folktale is passed down orally from person to person.
(*stand up*)

- Tell students that this folktale was passed down orally by Native Americans, the first known people to live in what is now called the United States of America. Encourage students to ask any questions they have about the story before you start reading. **TEKS K.5.B**
- Tell students that characters in many stories often want something. Have students recall what the characters in previous Read-Alouds want. (*Answers may vary, but may include that Momotaro wanted to defeat the oni; the Bremen animals wanted to play in a band; the three Billy Goats Gruff wanted to cross the bridge to eat grass on the hillside.*) **TEKS K.5.E**
- Lead a discussion with students by asking the following questions:
 - What do these characters do to get what they want?
 - How are these characters similar in getting what they want?

✦ **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.E** Make connections to personal experiences, to ideas in other texts, and society with adult assistance; **TEKS K.7.B** Identify and describe the main character(s).

Lesson 7: The Story of Jumping Mouse, Part I

Read-Aloud



Reading: Students will generate questions while reading, compare actions of characters from two different folktales, and use text to learn the meaning of unfamiliar words.

✚ **TEKS K.3.B; TEKS K.5.B; TEKS K.7.B**

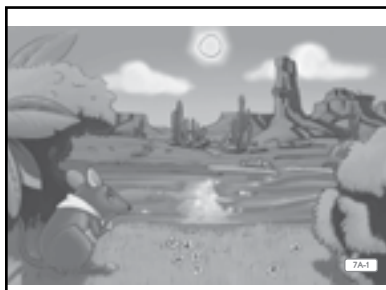
Language: Students will demonstrate an understanding of the Tier 3 word *perilous*.

✚ **TEKS K.6.F**

PURPOSE FOR LISTENING

- Tell students to listen carefully to find out both how Jumping Mouse gets what he wants and how he is similar to characters in other Read-Alouds in getting what he wants.
- Tell students that as they listen to the story, they might hear some words they have never heard before. Explain that they can use the story's illustrations or the words around the word they don't know to figure out what the word means. **TEKS K.3.B**
- If some students are already familiar with this folktale, tell them to listen to see how this version might be different from the one they know.

"THE STORY OF JUMPING MOUSE, PART I" (15 MIN.)



Show Image 7A-1: Jumping Mouse and the far-off land

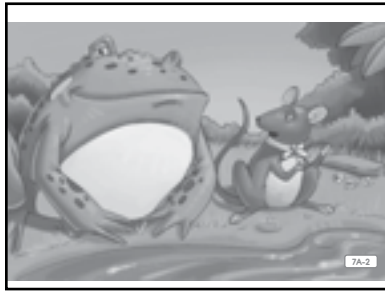
Once there was a small mouse with a big dream. The small mouse had grown up listening to the elders tell wonderful stories about the far-off land. Now the small mouse lived in the **brush** near the sparkling river. *Brush is a group of bushes and other*

plants growing close together. On the other side of the sparkling river was the dry desert. The small mouse had been told that the far-off land was on the other side of the dry desert.

Although the mouse was small, he was brave. He intended to go to the far-off land. *The word intended means the mouse planned and wanted to go to the far-off land.* One day he said goodbye to his family and friends and set off.

✚ **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

His first challenge was to find a way to cross the beautiful sparkling river. *A challenge is something that is hard to do.* As he stared at the lapping water, a frog appeared beside him.



Show Image 7A-2: Jumping Mouse and the frog

"You'll have to swim," said the frog.

"I don't know what you mean," replied the small mouse, for he had never swum before.

"Watch me," said the frog. And with that the frog jumped into the sparkling river and began

to swim. *[Demonstrate a swimming motion to students and have them repeat the motion after you.]*

The small mouse watched the frog for several seconds before announcing, "I am afraid I cannot do that. I will have to find another way to cross the sparkling river."

The frog returned to the edge of the river.

"Why are you so determined to cross the sparkling river? Where are you going?" asked the frog.

"I am going to the far-off land," replied the small mouse.

"If you don't mind my saying, you are a very small mouse to cross such a big river and travel such a long distance to the far-off land." The frog stared at the small mouse for a short time, and seeing that he could not be **swayed** from following his plan, decided to help the small mouse. *This means the mouse would not change his plan, no matter what the frog said.*

"This is your lucky day," exclaimed the frog. "I am a magic frog and I will help you. I name you Jumping Mouse. You will soon discover that you can jump higher than you have ever jumped before. Follow me, Jumping Mouse, and I will take you across the sparkling river." *How will the gift of jumping help Jumping Mouse cross the river?*

With that said, the frog and Jumping Mouse jumped very high and landed on a leaf in the middle of the sparkling river. They floated on the leaf to the other side of the sparkling river. *What questions do you have at this point in the*



TEKS K.5.B



TEKS K.5.B Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance.



Show Image 7A-3: Jumping Mouse and the frog leaping across the river

“Goodbye my friend,” said the frog. “Be brave and hopeful and you will surely reach the far-off land.”

“Thank you,” replied Jumping Mouse. “I will never forget your kindness.”

Jumping Mouse set off across the dry desert. He jumped across stones and twigs on his strong legs. As the frog had promised, Jumping Mouse jumped higher than ever before. He traveled by day and by night, stopping only to eat berries wherever he found them.



Show Image 7A-4: Jumping Mouse jumping high across the landscape

Eventually Jumping Mouse came to a stream. The stream gave life to this part of the dry desert. Beside the stream grew many bushes. Underneath one of the bushes there lived a very fat mouse.

“Good day to you,” the fat mouse said to

Jumping Mouse.



Show Image 7A-5: Jumping Mouse and the fat mouse

“Good day,” replied Jumping Mouse.

“Where are you going?” asked the fat mouse.

“To the far-off land,” explained Jumping Mouse. “However, I would like to rest a while and eat some of the juicy berries that grow

on the bushes beside the stream.” *The word stream means a small body of water, similar to a river.* **TEKS K.3.B**

“Be my guest,” said the fat mouse.

Jumping Mouse stayed with the fat mouse for several days. He ate berries and drank from the cool stream. Before long, he felt rested and ready to continue his **journey**.

Support

The word *stream* can have other meanings. The word *stream* also means flow freely, such as when tears stream down your face when you are crying. For additional support, please refer to Poster 4M in the Flip Book for multiple meanings of *stream*.

"It is time for me to continue my journey," said Jumping Mouse one day.
The word journey means a long trip.

"Why would you want to travel to a place you are not sure even exists? Stay here with me, where you can eat berries and drink from the stream to your heart's content! But, if you must go, be very careful for the journey will be **perilous** indeed for such a small mouse," warned the fat mouse. *Does the fat mouse think it is a good idea for Jumping Mouse to leave? The word perilous means dangerous.*

"I will be careful. And I will find a way to pay forward the kindness you and the frog have shown me. Thank you for your generosity," replied Jumping Mouse, as his powerful legs carried him away.

With hope in his heart, Jumping Mouse continued on his way.



Check for Understanding

Recall: Who are the characters in the story so far? (*The characters in the story so far are Jumping Mouse, the magic frog, and the fat mouse.*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** Why does Jumping Mouse decide to leave his home and travel across the desert? (*Jumping Mouse decides to leave his home because he wants to see the far-off land.*)
2. **Inferential.** How does the gift that the magic frog gives Jumping Mouse help Jumping Mouse get across the river? (*This gift helps Jumping Mouse to jump higher and farther, so he can cross the river even though he does not know how to swim.*)
3. **Literal.** What does Jumping Mouse promise the fat mouse? (*Jumping Mouse promises the fat mouse that he will pay forward the kindness he has been shown.*)
 - **Literal.** Who does Jumping Mouse meet after the magic frog? (*Jumping Mouse meets the fat mouse.*)
4. **Evaluative.** *Think Pair Share:* How is Jumping Mouse's journey different from Momotaro's in "Momotaro, Peach Boy"? How are these two characters

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

alike and how are they different? *(Answers may vary, but may include that both characters are brave, and both receive help from other characters on their journey; Jumping Mouse wants to go to the far-off land because he has not been there, while Momotaro wants to defeat the oni to help his village.)*



Check for Understanding

Turn and Talk: Are Jumping Mouse and Momotaro both heroes? Why or why not? *(Answers may vary.)*

WORD WORK: PERILOUS (5 MIN.)

1. In the Read-Aloud you heard the fat mouse say to Jumping Mouse, “But, if you must go, be very careful for the journey will be perilous. . .”
2. Say the word *perilous* with me.
3. Perilous means dangerous.
4. Walking along the edge of the busy road seemed perilous.
5. What kinds of things do you think would be perilous? Try to use the word *perilous* when you tell us about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ would be perilous.”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to describe several situations. If what I read describes something that is dangerous, say, “That is perilous.” If what I describe is not dangerous, say, “That is not perilous.” Remember to answer in complete sentences.

- Chris felt a raindrop land on his head. *(That is not perilous.)*
- A boy played in his sandbox. *(That is not perilous.)*
- A baby bird fell out of its nest. *(That is perilous.)*
- The rock climber’s hand slipped, and it was only then that he realized that his safety rope was not attached to anything. *(That is perilous.)*
- Maria looked both ways before she crossed the street and saw that no cars were coming from either direction. *(That is not perilous.)*



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., “I think Jumping Mouse and Momotaro are alike because . . .”).

Intermediate

Provide students sentence frames using an expanded set of learned phrase (e.g., “Jumping Mouse and Momotaro are similar characters because they both . . .”).

Advanced/

Advanced High

Provide minimal support and guidance for open responses.

ELPS 2.G; ELPS 3.G



Check for Understanding

One-Word Answer: What is another word for perilous?
(*dangerous*)

Lesson 7: The Story of Jumping Mouse, Part I

Application



Writing: With assistance, students will use a graphic organizer to analyze the actions of characters in a folktale.

TEKS K.5.H; TEKS K.6.B; TEKS K.6.E; TEKS K.7.B

THE GIVING CHART

- Remind students that in the Read-Aloud today, Jumping Mouse is given a great gift. Ask students what gift Jumping Mouse is given. (*Jumping Mouse is given the gift of the ability to jump extremely high.*)
- Draw a simple picture of Jumping Mouse jumping extremely high on the chart under "Gift."
- Ask students who gives the gift to Jumping Mouse. (*The magic frog gives Jumping Mouse the gift.*)
- Draw a simple image of the magic frog under "Giver."
- Remind students that the magic frog gives Jumping Mouse his new name and the ability to jump extremely high.
- Draw a simple image of Jumping Mouse under "Receiver."
- Read the chart to students. The gift is the ability to jump extremely high; the giver is the magic frog; the receiver is Jumping Mouse.
- Ask students how the ability to jump extremely high helps Jumping Mouse on his journey. (*Answers may vary, but may include that the gift allows Jumping Mouse to continue on his journey.*)
- Explain to students that in the second half of the story Jumping Mouse will give gifts to new characters he meets, just like the magic frog was kind enough to give him a gift.



Exit Pass

On one side of a piece of paper, have students draw a picture of Momotaro. On the other side of the paper, have students draw a picture of Jumping Mouse. Make sure students emphasize the similarities and differences between the two characters in each of their drawings.

End Lesson

TEKS K.5.H Synthesize information to create new understanding with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS K.7.B** Identify and describe the main character(s).



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas)

Beginning

Reframe questions as simple yes/no questions (e.g., "Does the ability to jump extremely high help Jumping Mouse on his journey?").

Intermediate

Provide students with a specific sentence frame (e.g., "The ability to jump extremely high helps Jumping Mouse by ...").

Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., "The ability to jump extremely high helps Jumping Mouse get across the sparkling river and move farther along on his journey.").

ELPS 3.H; ELPS 4.I

8

STORIES

The Story of Jumping Mouse, Part II

PRIMARY FOCUS OF LESSON

Reading

Students will review the characters, setting, and plot of a folktale.

✦ **TEKS K.7.D; TEKS K.8.A**

Students will describe the main character of a folktale, and identify and explain the lesson of a folktale.

✦ **TEKS K.7.A; TEKS K.7.B**

Language

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

✦ **TEKS K.6.F**

Writing

Students will state an opinion about and describe the main character of a literary text.

✦ **TEKS K.6.B; TEKS K.6.E; TEKS K.7.B**

FORMATIVE ASSESSMENT

Exit Pass

Drawing Students will form an opinion about characters and demonstrate it with a detailed picture.

✦ **TEKS K.6.B; TEKS K.6.E; TEKS K.7.B**

✦ **TEKS K.7.D** Describe the setting; **TEKS K.8.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes; **TEKS K.7.A** Discuss topics and determine the basic theme using text evidence with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing..

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Introducing the Read-Aloud | | | |
| What Have We Already Learned? | Whole Group | 10 min. | ❑ Flip Book: 7A-1–7A-5 |
| Read-Aloud | | | |
| Purpose for Listening | Whole Group | 30 min. | ❑ Flip Book: 8A-1–8A-7 |
| “The Story of Jumping Mouse, Part II” | | | |
| Comprehension Questions | | | |
| Word Work: <i>Misused</i> | | | |
| This is a good opportunity to take a break. | | | |
| Application | | | |
| My Favorite Character Assessment | Independent | 20 min. | ❑ paper ❑ drawing tools ❑ white board or chart paper |

ADVANCE PREPARATION

Note to Teacher

- This lesson requires review of previous Read-Alouds in this domain. As needed, review the main characters, setting, and plot of the stories and folktales already covered in this domain in order to discuss them during the lesson.

Universal Access

- Select three images from “The Story of Jumping Mouse, Part I” and “The Story of Jumping Mouse, Part II” that represent the beginning, middle, and end of the entire story for students to sequence. Students can use these illustrations to help them remember what happened in the story and sequence events from the story. Students may also refer to them while they retell the story.

- Create a Character, Setting, Plot Map (a three-circle chart) to help students organize information about “The Story of Jumping Mouse, Part I” and “The Story of Jumping Mouse, Part II.” Students may refer to the Character, Setting, Plot Map during class discussions and while they retell the story. You may wish to make the Character, Setting, Plot Map on large paper so that students will have more space to work. Alternatively, you may wish to make a very large version for the class to fill in together. If you made a version for “The Story of Jumping Mouse, Part I,” then you may want to add to that Character, Setting, Plot Map for “The Story of Jumping Mouse, Part II.”

CORE VOCABULARY

compassion, n. the desire to help others when they are having a hard time

Example: Matteo felt compassion for his friend, who fell off her bike.

Variation(s): none

enormous, adj. very big

Example: The trucks driving down the highway are enormous.

Variation(s): none

fragrances, n. sweet or pleasant smells

Example: My mother’s garden is full of flowers with different fragrances.

Variation(s): fragrance

misused, v. used incorrectly

Example: Liliana misused her pencil by digging a hole in the ground with it.

Variation(s): misuse, misuses, misusing

Vocabulary Chart for “The Story of Jumping Mouse, Part II”

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|------------------------|---------------------------------|---|---------------------------------|
| Vocabulary | compassion (<i>compasión</i>) | enormous (<i>enorme</i>) fragrances (<i>fragancias</i>) misused | |
| Multiple Meaning | | | |
| Sayings and Phrases | grassy plain | | |

Lesson 8: The Story of Jumping Mouse, Part II

Introducing the Read-Aloud



Reading: Students will review the characters, setting, and plot of a folktale.

TEKS K.7.D; TEKS K.8.A

WHAT HAVE WE ALREADY LEARNED?

- Remind students that “The Story of Jumping Mouse” is a Native American folktale.
- Remind students that folktales were told orally and passed down from person to person. A folktale is one type of fiction.
- Have students recall the definitions of character, setting, and plot. (*A character is who the story is about. The setting is where the story takes place. The plot is what happens in the story.*)
- Use images 7A-1 through 7A-5 to review what was learned about Jumping Mouse in the previous Read-Aloud, using the terms character, setting, and plot.



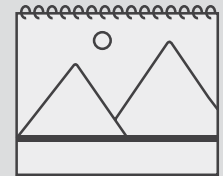
Check for Understanding

Recall: Who is the main character in “The Story of Jumping Mouse”? (*Jumping Mouse*)

What is the setting at the beginning of the story? (*the brush near the sparkling river*)

What is the plot? (*Jumping Mouse goes on a journey to the far-off land.*)

Flip Book 7A-1–7A-5



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Selecting Language Resources

Beginning

Reframe open-ended questions as simple yes/no questions (e.g., “Is Jumping Mouse the main character in the Read-Aloud?”).

Intermediate

Provide students with a specific sentence frame (e.g., “The main character in the Read-Aloud is . . .”).

Advanced/
Advanced High

Encourage students to use key details in complete sentences (e.g., “The main character in the Read-Aloud is Jumping Mouse, and the plot begins with him going on a journey to the far-off land.”).

ELPS 2.C; ELPS 3.B;

ELPS 3.H

TEKS K.7.D Describe the setting; **TEKS K.8.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature, such as folktales, fables, fairy tales, and nursery rhymes.

Lesson 8: The Story of Jumping Mouse, Part II

Read-Aloud



Reading: Students will describe the main character of a folktale, and will identify and explain the lesson of a folktale.

✚ **TEKS K.7.A; TEKS K.7.B**

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

✚ **TEKS K.6.F**

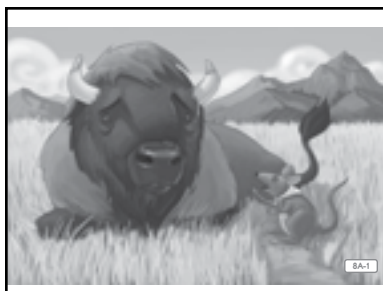
PURPOSE FOR LISTENING

- Tell students to listen carefully to the second half of the story about Jumping Mouse to find out how Jumping Mouse helps others and what lesson can be learned from the folktale.
- If some students are already familiar with this folktale, tell them to listen to see how this version might be different from the one they know.

“THE STORY OF JUMPING MOUSE, PART II” (15 MIN.)

Some time later, Jumping Mouse arrived at the great grassy plain. There he found a bison lying forlornly, *or sadly*, in the grass.

“Hello bison,” said Jumping Mouse. “I am Jumping Mouse.”



Show Image 8A-1: Jumping Mouse and the bison

“Hello Jumping Mouse. Please tell me how beautiful the sky looks today,” said the bison sadly.

“Have you lost your sight?” asked Jumping Mouse with **compassion**. *When you have compassion, you want to help others when they*

are having a hard time.

“Yes! I am blind now,” replied the bison. “I do not know what I will do now that I cannot see.”

✚ **TEKS K.7.A** Discuss topics and determine the basic theme using text evidence with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

"I am just an ordinary mouse," replied Jumping Mouse, "but before I reached the great grassy plain, a magic frog gave me a new name. The frog named me Jumping Mouse. The name gave me extra strength in my legs. I will name you 'Eyes-of-a-Mouse' in the hope that your eyes will regain their strength." *Jumping Mouse hopes that the bison will be able to see again.*

No sooner had Jumping Mouse finished speaking, when the bison exclaimed, "I can see!"



Show Image 8A-2: The bison seeing

At that very moment Jumping Mouse realized that he could no longer see.

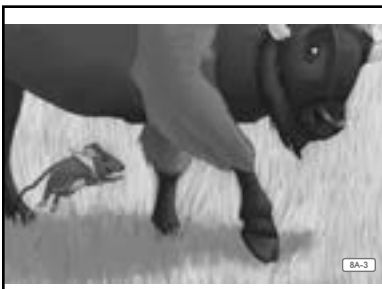
"And I cannot see!" said Jumping Mouse. *Why can't Jumping Mouse see?*

"Dear Jumping Mouse," said the bison. "You have given me your eyes. I am so thankful! Let

me do something for you."

"I am on my way to the far-off land," explained Jumping Mouse. "Though, how I will get there now, I do not know."

"Come, jump beneath my **enormous** hooves, and I will guide you across the grassy plain to the high mountain," said the bison gently. *Enormous means very big. [Show students how big enormous is with your arms. Have them do the same with their arms and repeat the word after you.]* And with that they set off.



Show Image 8A-3: The bison leading Jumping Mouse

When they reached the high mountain, the bison bid farewell to Jumping Mouse. Jumping Mouse rested for a while and then began to climb the mountain. It was difficult, as Jumping Mouse could not easily tell which way to go. He sniffed the air and followed the scent

of pine. *How might Jumping Mouse feel at this point?*

Jumping Mouse trod along on grass and rocks. But then he trod on something that felt alarmingly like fur. Jumping Mouse sniffed the air again.

"Wolf!" he said in a frightened voice.

“Do not fear me,” replied the wolf, “for I am a very sad wolf. I have lost my sense of smell. I do not know how I will find food without it.”



Show Image 8A-4: Jumping Mouse and the wolf

“My dear wolf,” said Jumping Mouse, “it may seem strange, but I gave the bison my sight. I will call you ‘Nose-of-a-Mouse’ and we shall see what will happen.”

No sooner had Jumping Mouse spoken these words than the wolf sniffed the air and cried, “I can smell you Jumping Mouse, and other wonderful **fragrances** or scents or smells as well. Thank you! I am so grateful. How can I repay you?”

“I am on my way to the far-off land. I am brave and I still have hope that I will get there even though I can no longer see nor smell. Perhaps you can help me.”

“I will help you Jumping Mouse. Walk beneath my body and I will lead you onward,” said the wolf.



Show Image 8A-5: The wolf guiding Jumping Mouse to the mountain

Onward they went until at last the wolf exclaimed, “I can go no farther. We are on the top of the high mountain. I must bid you goodbye, my friend.” And with that, the wolf retreated back down the mountainside. For the first time, Jumping Mouse felt fear. How would he ever get to the far-off land now that he could no longer see nor smell? A tiny tear drop fell to the ground. At that very moment, Jumping Mouse heard a familiar voice.



Show Image 8A-6: Jumping Mouse at the top of the mountain

“Do not be fearful,” said the magic frog, for it was he. “You could have **misused** my gift, but you did not. *The word misused means to be used incorrectly. Jumping Mouse could have*

used all of the magic for himself, but instead he shared it with others. Instead, you showed kindness and helped others on your journey. Jump high into the sky, my friend.”

Jumping Mouse hesitated for just a second, and then he jumped high into the sky. Immediately he felt the air lift him up into the clouds. He felt the warmth of the sun on his back. He looked down and saw the beauty of the land beneath him.



Show Image 8A-7: Jumping Mouse as Eagle soaring through the air

“Jumping Mouse,” said the magic frog, “I am giving you a new name. It is Eagle. Fly away, my friend, and soar on to your new home in the far-off land.” And that is exactly what Jumping Mouse did.



Check for Understanding

Recall: What new characters appear in the second half of the Read-Aloud? (*The bison and the wolf are new characters in this Read-Aloud.*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What gift does Jumping Mouse give to the bison? (*Jumping Mouse gives the bison his sense of sight.*)
 - **Literal.** What does he name the bison? (*Jumping Mouse names the bison “Eyes-of-a-Mouse.”*)
2. **Literal.** What gift does Jumping Mouse give to the wolf? (*Jumping Mouse gives the wolf his sense of smell.*)
 - **Literal.** What does he name the wolf? (*Jumping Mouse names the wolf “Nose-of-a-Mouse.”*)
3. **Evaluative.** What do these gifts tell you about Jumping Mouse? Is he kind, or is he mean? (*Answers may vary, but may include that Jumping Mouse is very kind to give away his senses of sight and smell as gifts.*)

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Does the magic frog help Jumping Mouse at the end of the story?”).

Intermediate

Provide students with a specific sentence frame (e.g., “The magic frog helps Jumping Mouse at the end of the story by . . .”).

Advanced/

Advanced High

Encourage students to use content-related words in complete sentences (e.g., “The magic frog helps Jumping Mouse at the end of the story by turning him into an eagle so that he can fly to the far-off land.”).

ELPS 1.E; ELPS 2.I

- **Evaluative.** Does Jumping Mouse care about others? (Yes, *Jumping Mouse cares about others.*) How can you tell? (*He gave up his sight and sense of smell to help the other animals. He was compassionate and generous.*)

4. **Inferential.** How does the magic frog help Jumping Mouse at the end of the story? (*The magic frog turns Jumping Mouse into an eagle at the end of the story, so he can now fly to the far-off land.*)
 - **Literal.** What does the magic frog turn Jumping Mouse into at the end of the story? (*The magic frog turns Jumping Mouse into an eagle at the end of the story.*)
 - **Literal.** How does this help Jumping Mouse? (*He can now fly to the far-off land.*)
5. **Evaluative.** *Think Pair Share:* Jumping Mouse does very nice things for the bison and the wolf when he gives them his own senses of sight and smell. In the end, he is rewarded by the magic frog when he is turned into an eagle and can live in the far-off land forever. What lesson can we learn from this story? (*Answers may vary, but may include that it's nice to do good deeds, such as helping others. Good deeds often bring unexpected rewards.*)

WORD WORK: MISUSED (5 MIN.)

1. In the Read-Aloud you heard, “You could have misused my gift, but you did not.”
2. Say the word *misused* with me.
3. When you misuse something, you use it the wrong way.
4. Larry misused his desk by writing on it.
5. The word *misused* has three parts. The prefix or beginning of the word changes the meaning of the rest of the word. *Misused* has the prefix *mis-* in front of the word *use*. What does it mean to use something? (Answers vary, but could include to do something with, like to accomplish a task.)
6. The prefix *mis-* means wrongly, or not correctly. We studied the prefix *in-* in a previous lesson. Do you remember what it means? (It means the opposite of.) So we could also say that *mis-* means incorrectly.
7. Putting the prefix *mis-* in front of the word *use* gives us the word *misuse*. What does the word *misuse* mean? (To do something or use something incorrectly, or wrongly.)

8. Here are some more words that use the prefix *mis-*. Listen to the rest of the word to figure out what the whole word means. [Read each word aloud and explain the meaning of the word without the prefix. Then ask what the word means with the prefix]
- *Misunderstand*. The word *understand* means to know the meaning of something, like words someone is saying or what the words mean when you are reading. Remember that *mis-* means wrongly or incorrectly. What would the word *misunderstand* mean? (Answers vary, including not getting the meaning of something or understanding it incorrectly)
 - *Misspell*. The word *spell* means to use to put together the right letters in the right order that make up the sounds in a word. For example, to spell *cat*, we would put together the letters “c,” “a,” and “t” in that order to spell *cat* correctly. What is the meaning of *misspell*? (Answers vary, including to not spell a word correctly.)
9. The first two parts of the word are *misused* are *mis-* and *use*. The last part of the word *misused* is *-ed*. This is a word ending for words that are verbs, or actions words, to show when something happened. When we add the ending *-ed* to a word, it means that it already happened or happened in the past. An example of this is the word *jump*. When I say “I jump” it means that I’m doing it now. When I say “I jumped” it means that I already did it.
10. What are some other words that show that something has happened in the past? (Answers will vary.)

Support

If students struggle to select a favorite character, assign a particular character for students to draw.

Challenge

As time allows, have students present their drawings to the class, explaining in complete sentences why they chose their particular characters.

ENGLISH
LANGUAGE
LEARNERS



Writing

Composing/Writing

Beginning

Create a list of words that students may choose to put in their sentence frames.

Intermediate

Have students work with partners to discuss words they could use in their sentence frames.

Advanced/

Advanced High

Encourage students to create their own list of words to use in their sentences.

ELPS 3.B; ELPS 5.B

Lesson 8: The Story of Jumping Mouse, Part II

Application



Writing: Students will describe and state an opinion about the main character of a literary text.



TEKS K.6.B; TEKS K.6.E; TEKS K.7.B

MY FAVORITE CHARACTER ASSESSMENT

- Briefly review all of the stories students have heard thus far, focusing on the main characters of each.
- Tell students that they will write about their favorite character from the stories that have been read so far and give a reason why that character is their favorite.
- On a white board or chart paper, write this sentence frame:
 - My favorite character is _____ because _____.
- Explain that the first part of the sentence, “My favorite,” means that it is your opinion, or the way you feel about something.
- Explain to students that the rest of the sentence, after the word *because*, is the reason you feel that way.
- Make sure students have paper and pencil.
- Tell students to think of their favorite character from the stories and the reason why the character is their favorite.
- Have students copy the sentence frame you wrote on the board on to their papers. Tell them to leave a large space for the blanks in the sentence. Circulate around to make sure students are correctly copying the sentence frame.
- Have students write the name of the character in the first blank of the sentence frame. Circulate around the classroom to make sure students understand the task. Students will be spelling based on their own knowledge of phonetics.
- After students have written the name of the character, tell them that now they need to give the reason for their opinion. Direct students to write in the blank after the word *because*.



TEKS K.6.B Provide an oral, pictorial, or written response to a text; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS K.7.B** Identify and describe the main character(s).



Exit Pass

Have students choose another favorite character from the stories and draw a picture of that character.

End Lesson

9

STORIES

Goldilocks and the Three Bears

PRIMARY FOCUS OF LESSON

Reading

Students will identify the story as fiction and bears as characters in the story.

✚ **TEKS K.7.B; TEKS K.8.A**

Students will describe the main events in a literary text.

✚ **TEKS K.7.C**

Language

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

✚ **TEKS K.6.F**

Writing

With assistance, students will use a graphic organizer to identify the characters, setting, and plot of a literary text.

✚ **TEKS K.6.E; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**

FORMATIVE ASSESSMENT

Activity Page 9.1

Character, Setting, and Plot Students will draw pictures to represent the characters, setting, and plot of “Goldilocks and the Three Bears.”

✚ **TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**

✚ **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.8.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature, such as folktales, fables, fairy tales, and nursery rhymes; **TEKS K.7.C** Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS K.7.D** Describe the setting.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Introducing the Read-Aloud | | | |
| Essential Background Information or Terms | Whole Group | 10 min. | ❑ Flip Book: 9A-1 |
| Read-Aloud | | | |
| Purpose for Listening | Whole Group | 30 min. | ❑ Flip Book: 9A-2–9A-9 |
| Interactive Read-Aloud | | | |
| “Goldilocks and the Three Bears” | | | |
| Comprehension Questions | | | |
| Word Work: <i>Suddenly</i> | | | |
| This is a good opportunity to take a break. | | | |
| Application | | | |
| Character, Setting, and Plot | Whole Group | 20 min. | ❑ Character, Setting, Plot Map (Digital Components) |
| Sayings and Phrases | | | ❑ Activity Page 9.1 ❑ drawing tools |

ADVANCE PREPARATION

Application

- Create a three-circle map to review the story elements of character, setting, and plot. Draw three circles on the board/chart paper, labeling the first circle “Characters,” the next circle “Setting,” and the last circle “Plot.” Alternatively, you may access a digital version in the digital components for this domain.

Universal Access

- Select three images from “Goldilocks and the Three Bears” that represent the beginning, middle, and end of the story for students to sequence. Students can use these illustrations to help them remember what happened in the story and sequence events from the story. Students may also refer to them while they retell the story.

CORE VOCABULARY

startled, v. surprised because of an unexpected event

Example: I was startled when the barking dog raced around the corner and ran right past me.

Variation(s): startle, startles, startling

suddenly, adv. very quickly and unexpectedly

Example: Portia was playing outside when it suddenly started raining.

Variation(s): none

Vocabulary Chart for “Goldilocks and the Three Bears”

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|------------------------|--|----------------------------------|---------------------------------|
| Vocabulary | | startled suddenly | |
| Multiple Meaning | | | |
| Sayings and Phrases | too hot/too cold too hard/too soft too rough/too silky just right | | |

Lesson 9: Goldilocks and the Three Bears

Introducing the Read-Aloud



Reading: Students will identify the story as fiction and bears as characters in the story.

 **TEKS K.7.B; TEKS K.8.A**

ESSENTIAL BACKGROUND INFORMATION OR TERMS

- Tell students that today's story is called "Goldilocks and the Three Bears."
- Explain that this story is fiction and that some of its characters are bears. Ask students if they know what a bear is.

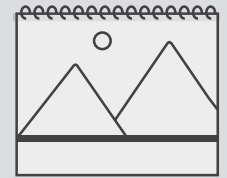
Show Image 9A-1: Bear

- Explain that the animal in the image is a bear. Tell them facts about real bears who live in the wild:
 - Bears eat berries, plants, honey, and fish.
 - Bears live in the forest.
 - Bears sleep in caves.
- Ask students if they know anything else about bears.

Support

Remind students of the meaning of *fiction* and *character*.

Flip Book 9A-1



Check for Understanding

One-Word Answer: What are some of the characters in this fictional story? (*bears*)

 **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.8.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes.

Lesson 9: Goldilocks and the Three Bears

Read-Aloud



Reading: Students will describe the main events in a literary text.



TEKS K.7.C

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



TEKS K.6.F

PURPOSE FOR LISTENING

- Tell students they are going to hear a story about a pretend family of bears that do not act like real bears in the wild.
- Ask students to listen carefully to find out what the plot is, or what happens in the story, with the pretend family of bears.
- If some students are already familiar with this story, tell them to listen to see how this version might be different from the one they know.

INTERACTIVE READ-ALoud

- Tell students that you will need their help during the Read-Aloud. Preview refrains and actions that you would like them to repeat during the Read-Aloud:
 - When tasting soup, “Too hot!” “Too cold!” “Just right!”
 - When sitting in chairs, “Too hard!” “Too soft!” “Just right!”
 - When sleeping in beds, “Too rough!” “Too silky!” “Just right!”
- Tell students that you will be reading some parts of the story using different types of voices. Have students help you practice using a great big voice, a middle-sized voice, and a wee little voice.



TEKS K.7.C Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

“GOLDILOCKS AND THE THREE BEARS” (15 MIN.)



Show Image 9A-2: The three bears at the table

Once upon a time, there were three bears who lived in a house in the woods.

Papa Bear was a great big bear. Mama Bear was a middle-sized bear. And Baby Bear was a wee little bear. *Wee means very small.*

Each bear had a bowl for his porridge. *Porridge is like oatmeal.* Papa Bear had a great big bowl. Mama Bear had a middle-sized bowl. And Baby Bear had a wee little bowl.

One morning Mama Bear made some nice porridge. She put it into the bowls and set them on the table. But the porridge was too hot to eat. So, to give the porridge time to cool, the bears all went out for a walk.



Show Image 9A-3: Goldilocks approaching the house

While they were gone, a little girl named Goldilocks came to the house.

First she looked in the window. After a quick peep in the door, she knocked, but no one answered. *Peep means Goldilocks took a quick look in through a hole or window in the door.*

Now, you might think that she should turn right around and go home. But no—

Goldilocks walked right into the house! *Do you think Goldilocks should go into the bears' house?*



Show Image 9A-4: Goldilocks trying the porridge

She was very glad when she saw the three bowls of porridge. First she tasted the porridge in the great big bowl, but it was too hot. *[Have students repeat, “Too hot!”]*

Support

The word *peep* can have other meanings. The word *peep* also means the sound young birds make.

Then she tasted the porridge in the middle-sized bowl, but it was too cold. *[Have students repeat, "Too cold!"]*

Then she tasted the porridge in the wee little bowl, and it was just right. *[Have students make a satisfied expression and say, "Just right!"]* She liked it so much that she ate it all up!



Show Image 9A-5: Goldilocks and the chairs

Then Goldilocks saw three chairs and decided to sit down to rest. First she sat in Papa Bear's great big chair, but it was too hard. *[Have students repeat, "Too hard!"]*

Then she sat in Mama Bear's middle-sized chair, but it was too soft. *[Have students repeat, "Too soft!"]*

Then she sat in Baby Bear's wee little chair, and it was just right. *[Have students make a satisfied expression and say, "Just right!"]*

She sat and sat till **suddenly** *or very quickly and unexpectedly*—crack!—the chair broke.

Goldilocks picked herself up and looked for another place to rest. She went upstairs and found three beds.



Show Image 9A-6: The three beds

First she lay down on Papa Bear's great big bed, but the blankets were too rough. *[Have students repeat, "Too rough!"]*

Then she lay down on Mama Bear's middle-sized bed, but the blankets were too silky. *[Have students repeat, "Too silky!"]*

So she lay down on Baby Bear's wee little bed, and the blankets were just right. *[Have students make a satisfied expression and say, "Just right!"]*

She covered herself up, and then fell fast asleep.



Show Image 9A-7: The bears return

About this time the three bears came back from their walk. They went straight to the table, and suddenly Papa Bear cried out in his great big voice, *[Say Papa Bear's lines in a great big voice.]* "Someone has been eating my porridge!"

Then Mama Bear looked at her dish, and she said in her middle-sized voice, *[Say Mama Bear's lines in a middle-sized voice.]* "Someone has been eating my porridge!"

Then Baby Bear looked at his dish, and he said in his wee little voice, *[Say Baby Bear's lines in a wee little voice.]* "Someone has been eating my porridge, and has eaten it all up!"

Then the three bears began to look all around them. Papa Bear said in his great big voice, "Someone has been sitting in my chair!"

Then Mama Bear said in her middle-sized voice, "Someone has been sitting in my chair!"

Then Baby Bear said in his wee little voice, "Someone has been sitting in my chair and has broken the bottom out of it!"

The three bears ran upstairs to their bedroom.



Show Image 9A-8: The three bears finding Goldilocks

Papa Bear said in his great big voice, "Someone has been sleeping in my bed!"

Then Mama Bear said in her middle-sized voice, "Someone has been sleeping in my bed!"

Then Baby Bear looked at his bed, and he cried out in his wee little voice, "Someone has been sleeping in my bed—and here she is!"

Baby Bear's squeaky little voice **startled** or *surprised* Goldilocks, and she sat up wide awake.

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Does Goldilocks try each porridge, chair, and bed before she decides which she likes best?”).

Intermediate

Provide students with a specific sentence frame (e.g., “Goldilocks decides which porridge, chair, and bed she likes best by . . .”).

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., “Goldilocks decides which porridge, chair, and bed she likes best by trying each one out first.”).

ELPS 1.E; ELPS 2.I



Show Image 9A-9: Goldilocks running from the house

When she saw the three bears, she gave a cry, jumped up, and ran away as fast as she could. And to this day, the three bears have never seen her again.



Check for Understanding

Recall: Who are the characters in this story? (*The characters in this story are Papa Bear, Mama Bear, Baby Bear, and Goldilocks.*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What is the setting of this story? (*The setting is the house in the woods where the family of bears live.*)
2. **Inferential.** How do you know this story is fiction, or make-believe? (*The story is fiction because the bears in this story act like people.*)
 - **Inferential.** How do the bears in this story act like people instead of real bears? (*The bears in this story act like people by talking, eating people food, sitting in chairs, sleeping in beds, and living in a house.*)
3. **Literal.** What does Goldilocks do when she arrives at the bears' house? (*Goldilocks goes into their house without being invited, eats their porridge, sits in their chairs, and sleeps in their beds.*)
4. **Literal.** How does Goldilocks decide which porridge, chair, and bed she likes best? (*She tries each porridge, chair, and bed before deciding she likes Baby Bear's things the best.*)
5. **Literal.** What happens when the bears get home? (*They find that someone has been eating their porridge, and Baby Bear's porridge has been eaten up. Then, they find that someone has been sitting in their chairs, and Baby Bear's chair is broken. Last, they find Goldilocks in Baby Bear's bed. Goldilocks runs home.*)

WORD WORK: SUDDENLY (5 MIN.)

1. In the Read-Aloud you heard, “They went straight to the table, and suddenly Papa Bear cried out in his great big voice, ‘Someone has been eating my porridge!’”
2. Say the word *suddenly* with me.
3. *Suddenly* means very quickly and unexpectedly.
4. The wind suddenly blew the hat off of my head.
5. What might happen suddenly? Try to use the word *suddenly* when you tell us about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ might happen suddenly.”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to read some sentences. If the sentence describes something that happens suddenly, say, “That happened suddenly.” If the sentence does not describe something that happens suddenly, say, “That did not happen suddenly.” Remember to answer in complete sentences.

- The wave came up quickly, rocking the boat. (*That happened suddenly.*)
- Tonya stayed in bed for two hours after she woke up. (*That did not happen suddenly.*)
- When Quentin bounced the ball, it quickly rolled down the hill before he could catch it. (*That happened suddenly.*)
- She saved up her money for weeks to buy a new jump rope. (*That did not happen suddenly.*)
- The loud noise surprised him, so he jumped up quickly from his seat. (*That happened suddenly.*)
- The rain storm came without warning and passed quickly. (*That happened suddenly.*)

Lesson 9: Goldilocks and the Three Bears

Application



Writing: With assistance, students will use a graphic organizer to identify the characters, setting, and plot of a literary text.



TEKS K.6.E; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D

CHARACTER, SETTING, AND PLOT (15 MIN.)

- Refer to the Character, Setting, Plot Map you prepared in advance.
- Have students turn to Activity Page 9.1.
- Explain that you are going to talk about the Read-Aloud.
- Ask students who the characters in the story are, then draw a simple picture of each in the “Characters” circle.
- At the same time, have students draw a picture of their own in the “Characters” circle on Activity Page 9.1.
- Repeat this with “Setting” and “Plot” in the two remaining circles. Remind students that the plot of the story consists of the main events, the problem, and the resolution.
- Have students draw pictures of their own for “Setting” and “Plot” on Activity Page 9.1.



TEKS K.6.E; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D

SAYINGS AND PHRASES (5 MIN.)

Do Unto Others as You Would Have Them Do Unto You

- Say the phrase *do unto others as you would have them do unto you*, and have students repeat it.
- Explain to students that the saying *do unto others as you would have them do unto you* means you should treat other people with the same kindness, respect, and consideration with which you would like to have them treat you.
- Provide the example that this means if you like people sharing with you and treating you nicely, then you should share with other people and be kind to others.

Challenge

Have students provide other examples of when you might use this saying.



TEKS K.6.E Interact with sources in meaningful ways such as illustrating or writing; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting.

- Have students think about the Read-Aloud they heard earlier by asking the following questions:
 - If you were one of the three bears, would you want someone coming into your house while you weren't there?
 - Do you think that Goldilocks thought about the phrase *do unto others as you would have them do unto you* before she went into the bears' house?
 - What do you think Goldilocks should have done?
- Ask students how this might relate to any of the stories or folktales they've heard so far in this domain.

~~~~~  
End Lesson  
 ~~~~~



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., "I think she should have . . .").

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., "Instead of going into the three bears' house, I think Goldilocks should have . . .").

Advanced/

Advanced High

Provide minimal support and guidance for open responses.

ELPS 2.G; ELPS 3.G

10

STORIES

Tug-of-War

PRIMARY FOCUS OF LESSON

Reading

Students will identify a trickster tale as a type of fiction.

 **TEKS K.8.A**

Students will explain the actions of the main character in a trickster tale.

 **TEKS K.7.B**

Language

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

 **TEKS K.6.F**

Writing

With assistance, students will use a graphic organizer to compare and contrast characters in a trickster tale, discuss the theme of the tale, and use words that name sequences.


 **TEKS K.3.C; TEKS K.5.H; TEKS K.7.A; TEKS K.7.B**

FORMATIVE ASSESSMENT

Exit Pass

Drawing Students will draw a picture illustrating how two characters are different from one another.

 **TEKS K.5.H; TEKS K.7.A; TEKS K.7.B**

 **TEKS K.8.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.5.H** Synthesize information to create new understanding with adult assistance; **TEKS K.7.A** Discuss topics and determine the basic theme using text evidence with adult assistance.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------------------|---------|--|
| Introducing the Read-Aloud | | | |
| Essential Background Information or Terms | Whole Group | 10 min. | |
| Read-Aloud | | | |
| Purpose for Listening | Whole Group | 30 min. | <input type="checkbox"/> Flip Book: 10A-1–10A-7 |
| “Tug-of-War” | | | |
| Comprehension Questions | | | |
| Word Work: Foolishness | | | |
| This is a good opportunity to take a break. | | | |
| Application | | | |
| Character Comparison | Independent Whole Group | 20 min. | <input type="checkbox"/> Venn diagram (Digital Components) <input type="checkbox"/> paper <input type="checkbox"/> drawing tools |
| Vocabulary Instructional Activity | | | |

ADVANCE PREPARATION

Application

- Create a Venn diagram on the board/chart paper. Write “Turtle” on one side and “Elephant” on the other side. Alternatively, you may access a digital version in the digital components for this domain.

CORE VOCABULARY

boast, v. to tell someone about something in a proud way

Example: Darian loved to boast about how good he was at skating.

Variation(s): boasts, boasted, boasting

bold, adj. brave and fearless

Example: The warrior was bold and strong.

Variation(s): none

foolishness, n. silly or ridiculous things that people do or say

Example: My mother does not allow foolishness, such as dancing on chairs in the house.

Variation(s): none

might, n. physical strength

Example: I tried to open the bottle using all of my might, and I still couldn't get it open!

Variation(s): none

Vocabulary Chart for "Tug-of-War"

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|------------------------|---|----------------------------------|---------------------------------|
| Vocabulary | | boast bold foolishness | |
| Multiple Meaning | | might | |
| Sayings and Phrases | tug-of-war wait and see haven't got a chance what have you got to lose? after all | | |

Lesson 10: Tug-of-War

Introducing the Read-Aloud



Reading: Students will identify a trickster tale as a type of fiction.

 **TEKS K.8.A**


ESSENTIAL BACKGROUND INFORMATION OR TERMS

- Tell students that today's Read-Aloud is a type of story known as a trickster tale.
- Explain that a trickster tale is a story about a character who outsmarts larger, stronger characters.
- Tell students that trickster tales are another type of fiction—or a story created from someone's imagination.
- Ask students if any of them have ever played a game called tug-of-war. Invite volunteers to explain how the game is played and won.
 - If none of the students have played tug-of-war, quickly explain how the game is played, either through demonstration or by drawing on the board.



Check for Understanding

Thumbs Up/Thumbs Down: Is a trickster tale a type of fiction?
(*thumbs up*)

 **TEKS K.8.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes.

Lesson 10: Tug-of-War

Read-Aloud



Reading: Students will explain the actions of the main character in a trickster tale.



TEKS K.7.B

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



TEKS K.6.F

PURPOSE FOR LISTENING

- Tell students to listen carefully to find out how a character in the story, Turtle, uses the game tug-of-war to make friends.
- If some students are already familiar with this trickster tale, tell them to listen to see how this version might be different from the one they know.

“TUG-OF-WAR” (15 MIN.)



Show Image 10A-1: Turtle bragging

Turtle was small, but he talked big. He loved to **boast** that he was friends with the biggest animals in the jungle. *That means Turtle said things in a proud and annoying way.* He would say things like, “I’m just as strong as the biggest animals around here, including Elephant and Hippopotamus. That’s right:

Elephant and Hippopotamus and I are friends, because I’m just as strong as they are.”

One day, Elephant and Hippopotamus happened to hear from some of the other animals what Turtle was going around saying. Elephant and Hippopotamus laughed. “So,” they said, “Turtle thinks he is as strong as we are? That’s the silliest thing we’ve ever heard. He’s so tiny compared to us!”

And when the animals told Turtle what Elephant and Hippopotamus said, Turtle became very mad. “So, they do not think that I am as strong as they are? Once they see that I am just as strong as they are, we will definitely



TEKS K.7.B Identify and describe the main character(s); **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

be friends. Just wait and see!" Then Turtle set off to find Elephant and Hippopotamus.



Show Image 10A-2: Turtle talking to Elephant

He found Elephant lying down in the jungle. Elephant was as big as a mountain; his trunk was as long as a river. But Turtle was **bold or brave**. He walked right up and said in his loudest voice, "Hey, Elephant, my dear friend!"

Elephant looked all around to see where the voice could be coming from. Finally, he looked down—way down—and spotted Turtle. "Oh, it's you, is it?" said Elephant. "What is this **foolishness** I hear, that you claim to be as strong as I am? Foolishness means silly or ridiculous things that people do or say. People usually laugh at foolishness. How silly! I am much larger than you, and thus much stronger than you! Big animals and little animals cannot be friends."

"Now, Elephant," said Turtle, "just listen. You think that because you're so much bigger than me, that makes you better. Well, let's have a tug-of-war to find out."

"A tug-of-war?" said Elephant. He laughed so hard the earth shook for miles around. "Why," he said to Turtle, "you haven't got a chance."



Show Image 10A-3: Turtle giving Elephant one end of a vine

"Maybe so," said Turtle. "But if you're so sure, what have you got to lose?" Then Turtle cut a very long vine and gave one end to Elephant. "Here," said Turtle. "Now, if I pull you down, I am stronger. If you pull me down, you are stronger. We won't stop tugging until one of us

pulls the other over, or the vine breaks. And if the vine breaks, we are equal, and will call each other friend."

"Now I'll go pick up my end," said Turtle, "and when you feel me start tugging, you tug back."

And Turtle walked off with the other end of the long, long vine until, some time later, he found Hippopotamus bathing in the river.

"Oh, friend, I'm here!" shouted Turtle. "Come out of the water and say hi!"

Support

Point to the image and the difference in size between Turtle and Elephant. Ask students, "Who do you think would win if Turtle and Elephant played tug-of-war?"

Support

Ask students, “Who do you think would win if Turtle and Hippopotamus played tug-of-war?”

Support

Ask students, “Do Hippopotamus and Elephant know that they are playing tug-of-war against each other? Who do they think they are playing tug-of-war against?”



Show Image 10A-4: Turtle talking to Hippopotamus

Hippopotamus could hardly believe his ears. “How could we be friends? You are so much smaller than me,” he said quizzically.

“Now hold on, friend Hippo,” said Turtle. “You think that because you’re so much bigger than me, that makes you better. Well, let’s have a

tug-of-war to find out. Whoever pulls the other down is stronger. We will keep pulling until one of us wins or the vine breaks. And if the vine breaks, we are equal, and we will finally be friends.”

“But Turtle, how could you win? You are so much smaller than me, and everyone knows that big animals are stronger than little animals,” said Hippopotamus.

“Well, let us see,” said Turtle, and he gave Hippopotamus an end of the long, long vine. “Now I’ll go pick up my end,” said Turtle, “and when you feel me start tugging, you tug back.”

Turtle walked into the jungle and picked up the middle of the vine. He gave it a good hard shake. When Hippopotamus felt this, he started to tug. When Elephant felt the tug, he tugged back.



Show Image 10A-5: Elephant and Hippopotamus tugging

Elephant and Hippopotamus both tugged so mightily that the vine stretched tight. Turtle settled into a comfortable spot and watched for a while as the vine moved just a little bit one way, then just a little the other way. He took out his lunch and munched on his food

very slowly, enjoying every bite. Then he yawned and fell asleep.

He woke a couple of hours later, feeling very refreshed from his nap. He looked up to see the vine still stretched tight, and he smiled. Yes, Elephant and Hippopotamus were still pulling with all their **might**. *This means they were pulling as hard as they could.* Neither one could pull the other over.

“I suppose it’s about time,” said Turtle, and he cut the vine.



Show Image 10A-6: Elephant and Hippopotamus tumbling down

When the vine broke, both Elephant and Hippopotamus tumbled down, WHUMP BUMPITY—BUMP BAM BOOM!

Turtle went to see Elephant, and found him sprawled on the ground, rubbing his head.

“Turtle,” said Elephant, “you are very strong and quite powerful! You were right; we are equal. I guess that bigger doesn’t mean better after all, and that big animals and little animals can indeed be friends.”

Then Turtle went to see Hippopotamus, who was also sprawled on the ground, rubbing his head. “So, Turtle,” said Hippopotamus, “we are equal after all. You were right, my friend.”



Show Image 10A-7: Elephant, Hippopotamus, and Turtle together

From then on, whenever the animals held a meeting, there at the front sat Elephant, Hippopotamus, and Turtle. And they always called each other friends.



Check for Understanding

Recall: Who are the characters in the story? (*The characters in this story are Hippopotamus, Elephant, and Turtle.*)

What is the setting of the story? (*The setting of this story is the jungle.*)

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., “I think Turtle is the trickster because . . .”).

Intermediate

Provide students sentence frames using an expanded set of learned phrase (e.g., “Turtle is the trickster in ‘Tug-of-War’ because . . .”).

Advanced/ Advanced High

Provide minimal support and guidance for open responses.

ELPS 2.G; ELPS 3.G

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** Do Hippopotamus and Elephant think Turtle can be friends with them? Why not? (*No, they think that Turtle is much too small to be friends with them.*)
2. **Literal.** Where is Turtle during the tug-of-war? (*During the tug-of-war, Turtle is in the middle, where Hippopotamus and Elephant can't see him.*)
3. **Inferential.** Why do Hippopotamus and Elephant finally agree to be friends with Turtle? (*Hippopotamus and Elephant finally agree to be friends with Turtle because they think he proved that he is just as strong as they are.*)
4. **Evaluative.** *Think Pair Share:* Remember that “Tug-of-War” is a special kind of fiction story called a trickster tale. Who is the trickster in “Tug-of-War” and why do you think so? (*Turtle is the trickster in “Tug-of-War” because he tricks Hippopotamus and Elephant into thinking that he is stronger than he actually is so that they will be friends with him.*)



Check for Understanding

Turn and Talk: Why does Turtle trick Hippopotamus and Elephant? Is Turtle good or bad? (*Answers may vary.*)

WORD WORK: FOOLISHNESS (5 MIN.)

1. In the Read-Aloud you heard Elephant say to Turtle, “What is this foolishness I hear, that you claim to be as strong as I am?”
2. Say the word *foolishness* with me.
3. *Foolishness* means silly or ridiculous things that people do or say.
4. Ian took part in foolishness when he jumped on the bunk bed and hit his head on the ceiling.
5. Have you ever seen or heard someone taking part in *foolishness*? Try to use the word *foolishness* when you tell us about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: “_____ took part in foolishness when . . .”]
6. What's the word we've been talking about?

Use a Making Choices activity for follow-up. I will read the following sentences aloud. Listen and respond by saying, “That is foolishness,” or “That is not foolishness.” Remember to answer in complete sentences.

- Kody ran across the street without looking both ways. (*That is foolishness.*)
- Tess listened to her teacher and raised her hand when she had a question. (*That is not foolishness.*)
- Jerome ate all of his dinner, including his broccoli and carrots. (*That is not foolishness.*)
- Cindy went out to play in the snow without her coat. (*That is foolishness.*)
- Tamika put on sunscreen before she went to the beach. (*That is not foolishness.*)

Challenge

For any students who are able to do so, have them complete the Venn diagram on their own or with a partner.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about how these characters differ and encourage them to ask their own questions about similarities and differences between the characters.

Intermediate

Encourage students to build on what the previous student has said about how these characters are similar or different.

Advanced/

Advanced High

Challenge students to say something more about what the previous student has said about the characters.

ELPS 3.F

Lesson 10: Tug-of-War

Application



Writing: With assistance, students will use a graphic organizer to compare and contrast characters in a trickster tale, discuss the theme of the tale, and use words that name sequences.



TEKS K.3.C; TEKS K.5.H; TEKS K.7.A; TEKS K.7.B

CHARACTER COMPARISON (15 MIN.)

- Review that “Tug-of-War” is known as a trickster tale.
- Remind students that a trickster tale is a story about a character who outsmarts larger, stronger characters.

Ask the following questions:

- Who are the big characters in this story? (*Elephant and Hippopotamus are big animals who are characters in this story.*)
- Who is the little character in this story? (*Turtle is a little animal who is a character in this story.*)
- Which character outsmarts Elephant and Hippopotamus? (*Turtle outsmarts Elephant and Hippopotamus.*)
- How does Turtle outsmart Elephant and Hippopotamus? (*He sets up a tug-of-war between Elephant and Hippopotamus and tricks each of them into believing he is on the opposite end of the rope.*)
- What is the theme, or lesson, of this story? In other words, what is this story really about? (*Guide students to recognize the theme of friendship: the characters learn that they can all be friends, even though they are*



different from one another.) **TEKS K.7.A**

- Tell students that you are going to talk more about the Read-Aloud and that you are going to write down what they say. Explain 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 that you will read the words back to them.
- Refer to the Venn diagram you prepared in advance.
- Ask students how Turtle and Elephant are the same. Record their answers in the intersecting part of the circles. (*One similarity is that Turtle and Elephant are both animals that live in the jungle.*)



TEKS K.3.C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.5.H** Synthesize information to create new understanding with adult assistance; **TEKS K.7.A** Discuss topics and determine the basic theme using text evidence with adult assistance; **TEKS K.7.B** Identify and describe the main character(s).

- Then ask students how they are different. Record their answers in the outside circles. (*One difference is that Elephant is a large animal, whereas Turtle is a small animal.*)



Exit Pass

- Have students draw a picture illustrating how Turtle and Elephant are different. Ask students to think about what the story is really about to determine its theme. Then ask them to add something to their drawing that represents a theme, such as friendship. **TEKS K.7.A**



VOCABULARY INSTRUCTIONAL ACTIVITY (5 MIN.) **TEKS K.3.C**

Finally

- Remind students that in the Read-Aloud they heard, “Elephant looked all around to see where the voice could be coming from. Finally, he looked down—way down—and spotted Turtle.”
- Have students say the word *finally* aloud.
- Explain that *finally* is a word you use to mean at last or at the end.
- Use *finally* in an example sentence:
 - After many adventures, Jumping Mouse finally turned into an eagle and flew off to a far-away land.
- Explain that people often use the word *finally* to describe what happens at the end.
- Have students turn to their neighbor and tell them about something that happened to them or someone they know. Tell them to use *finally* to say what happened at the end.
- Have some students share their statements aloud. If necessary, guide and/or rephrase students’ responses for complete sentences using the word *finally*.
- Have students think of a story, folktale, or trickster tale they’ve heard Read-Aloud during this domain. Have them turn to their neighbor and recall the basic plot, using words like *first*, *next*, *then*, etc. Emphasize that they should use the word *finally* to describe what happens last.



Check for Understanding

Recall: When would you use the word *finally* when telling a story? (*When telling a story, you would use the word finally at the end.*)

End Lesson



TEKS K.7.A Discuss topics and determine the basic theme using text evidence with adult assistance; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

Domain Review

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.

REVIEW ACTIVITIES

Image Review

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

Image Card Review

Materials: Image Cards 1–11

- In your hand, hold Image Cards 1–11 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture they are holding. For example, for “Goldilocks and the Three Bears,” the student might say, “This chair is too soft.” The rest of the class will guess what story is being described. Proceed to another card when the correct answer has been given.

Setting Review

- Ask students what settings they remember from the Read-Alouds they have heard. Use images 3A-2, 9A-3, and 10A-5 to review and/or discuss the settings of the stories.

On Stage

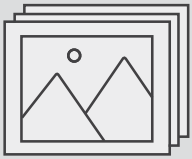
- Have a group of students plan and act out one of the stories they have heard thus far.

Riddles for Core Content

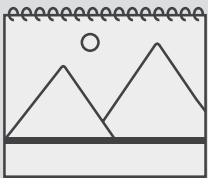
Ask students riddles such as the following to review characters from the stories:

- I snuck into the three bears’ house while they were gone. Who am I?
(*Goldilocks*)
- I tricked Elephant and Hippopotamus into being my friend. Who am I?
(*Turtle*)

Image Cards 1–11



Flip Book 3A-2,
9A-3, 10A-5



- A magic frog gave me the gift of jumping high; in return, I was kind and gave gifts to other animals I met on my journey. Who am I? (*Jumping Mouse*)
- I defeated the king of the oni monsters so they would stop harming my village. Who am I? (*Momotaro*)

Teacher Choice

- Reread a particular Read-Aloud to students in order to review important domain concepts, such as fiction, character, setting, and plot.

Off, In, and Out Review

Materials: Image Cards 1-11

- Choose image cards for practice of prepositions *on*, *off*, *in*, and *out*.
- Either pair students together and give each pair an image card, or show each card to all the students.
- Have students orally generate complete sentences based on the images using each of the prepositions correctly. Provide additional support for students who are having difficulty creating complete sentences.

Domain Assessment

NOTE TO TEACHER

- This domain assessment evaluates each student's retention of domain and academic vocabulary words, and the core content targeted in *Stories*. The results should guide review and remediation the following day.
- There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Stories*.



PART I (ACTIVITY PAGE DA.1)

TEKS K.6.F

Directions: I am going to ask a question using a word you have heard in the Read-Alouds. If the answer to the question is yes, circle thumbs up. If the answer is no, circle thumbs down. I will ask each question two times. Let's do number one together.

1. **Fiction:** Is a fiction story an imaginary story that might have talking animals? (*thumbs up*)
2. **Character:** Is the main character in "The Three Little Pigs" the house made of bricks? (*thumbs down*)
3. **Setting:** Is the setting of "Tug-of-War" the jungle where the story takes place? (*thumbs up*)
4. **Plot:** Is the plot of "The Story of Jumping Mouse" all of the adventures Jumping Mouse has on his way to the far-off land? (*thumbs up*)

Directions: I am going to ask more questions using other words you have heard in the Read-Alouds. If the answer is yes, circle thumbs up. If the answer is no, circle thumbs down. I will ask each question two times.

5. **Sly:** Is a sly person one who plays tricks on other people? (*thumbs up*)
6. **Terrified:** When someone is terrified, does that mean that person is really happy about something? (*thumbs down*)
7. **Misused:** Was the pencil misused when the student used it to eat cereal? (*thumbs up*)

8. **Foolishness:** Were we taking part in foolishness around the house when we were dancing on chairs and jumping off beds? (*thumbs up*)
9. **Perilous:** Would it be perilous to run into a busy street? (*thumbs up*)
10. **Musician:** Is a good musician someone who is really great at playing sports? (*thumbs down*)
11. **Suddenly:** If something happens suddenly, then does it happen very quickly and unexpectedly? (*thumbs up*)
12. **Longed:** Would children have longed for hot cocoa in the summer heat to cool themselves down? (*thumbs down*)



PART II (ACTIVITY PAGE DA.2)

TEKS K.7.C; TEKS K.7.D

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

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

1. **Acorn/Sky/Rock:** What does Chicken Little think is falling? (*sky*)
2. **Straw/Sticks/Brick:** In “The Three Little Pigs,” which house is the wolf unable to blow down? (*brick house*)
3. **Wolf/Troll/Uncle:** In “The Three Billy Goats Gruff,” who do the three goats have to get by? (*troll*)
4. **Uncle/Oni/Troll:** Which character is scared by the animals in “The Bremen Town Musicians”? (*uncle*)
5. **Eagle/Frog/Wolf:** In “The Story of Jumping Mouse,” what does Jumping Mouse turn into at the end of the story? (*eagle*)
6. **Old Man and Old Woman/Pheasant, Monkey, and Dog/Oni:** In “Momotaro, Peach Boy,” which characters help Momotaro defeat the oni? (*pheasant, monkey, and dog*)
7. **House/Jungle/Bridge:** What is the setting for “Goldilocks and the Three Bears”? (*house*)
8. **Turtle/Rabbit/Wolf:** Who is the trickster who convinces Hippopotamus and Elephant that he is just as strong as they are in “Tug-of-War”? (*Turtle*)



PART III (ACTIVITY PAGE DA.3)

TEKS K.7.B; TEKS K.7.D

Note: Have students turn to Activity Page DA.3.

Directions: Look at the pictures on the left side of the page. Those are all characters from the Read-Aloud stories. The pictures on the right side are the different settings from the stories. Draw a line from the characters on the left to their story setting on the right.

Culminating Activities

NOTE TO TEACHER

- Please use this final day to address class results from the Domain Assessment. Based on the results of the Domain Assessment, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.
- Alternatively, you may also choose to use this class time to extend or enrich students' experience with 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 by Formative and Domain Assessment results.
- Remediation opportunities include:
 - targeting Review Activities
 - revisiting lesson Applications
 - rereading and discussing select Read-Alouds

ENRICHMENT

Class Book: Stories

Materials: Drawing paper, drawing tools

- Tell the class or a group of students they are going to make a class book to help them remember what they have learned thus far in this domain. Have each student choose one story to illustrate and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

On Stage

- Have a group of students plan and act out one of the stories they have heard thus far.

Domain-Related Trade Book or Student Choice

Materials: Trade book

- Read an additional trade book to review a particular story. You may also choose to have the students select a Read-Aloud to be heard again.

Stories from Around the World

Materials: Various stories from students' home cultures

- Read a story from one of your students' home cultures. If students are familiar with the story, they can choose to tell the story with you. After reading the story, talk about its characters, settings, and plot.

Exploring Web Resources

Materials: Domain-related student websites

- Pick appropriate online resources for further exploration of stories.

Videos of Stories

Materials: Videos of stories

- Carefully peruse the Internet for short (5 minute) videos related to stories covered in the domain. Prepare some questions related to the videos. Discuss how watching a video is the same as and different from listening to a story book.

Teacher Resources

| | |
|--------------|-------------|
| Kindergarten | Knowledge 3 |
|--------------|-------------|

Teacher Guide

Teacher Resources

In this section you will find:

- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

ACTIVITY BOOK ANSWER KEY

NAME: _____
DATE: _____

1.1

Activity Page

1



2



3



Knowledge 3 Stories

51

NAME: _____
DATE: _____

2.1

Activity Page

1



2



3



4



Knowledge 3 Stories

55

NAME: _____
DATE: _____

4.1

Activity Page

1



2



3



4



Knowledge 3 Stories

57

NAME: _____
DATE: _____

PP.1

Assessment

1.



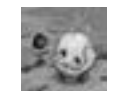
2.



3.



4.



5.



Directions: Listen to the teacher's instructions. Next, look at the three pictures in the row and find the one that answers the question. Circle the correct picture.

Knowledge 3 Stories

59

NAME: _____ DA.1 Assessment
 DATE: _____

Directions: Listen to your teacher's instructions.

| | | |
|-----|--|--|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

Knowledge 3 Stories

11.

12.

Knowledge 3 Stories

NAME: _____ DA.2 Assessment
 DATE: _____

Directions: Listen to the teacher's instructions. Next, look at the three pictures in the row and find the one that answers the question. Circle the correct picture.

| | | | |
|----|--|--|--|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

Knowledge 3 Stories

6.
 | |

7.
 | |

8.
 | |

Knowledge 3 Stories

NAME: _____
DATE: _____

DA.3 Assessment

Directions: Draw a line from the characters on the left to their story settings on the right.



Knowledge 3

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 3

Correlation—Teacher's Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

| | | |
|------------|--|----------------------|
| TEKS K.1.A | listen actively and ask questions to understand information and answer questions using multi-word responses | D3: p. 17, D3: p. 20 |
| TEKS K.1.B | restate and follow oral directions that involve a short, related sequence of actions | |
| TEKS K.1.C | share information and ideas by speaking audibly and clearly using the conventions of language; | D3: p. 69, D3: p. 79 |
| TEKS K.1.D | work collaboratively with others by following agreed-upon rules for discussion, including taking turns | |
| TEKS K.1.E | develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants | |

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

| | | |
|-----------------|--|--|
| TEKS K.2.A.i | identifying and producing rhyming words | |
| TEKS K.2.A.ii | recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; | |
| TEKS K.2.A.iii | identifying the individual words in a spoken sentence; | |
| TEKS K.2.A.iv | identifying syllables in spoken words | |
| TEKS K.2.A.v | blending syllables to form multisyllabic words | |
| TEKS K.2.A.vi | segmenting multisyllabic words into syllables | |
| TEKS K.2.A.vii | blending spoken onsets and rimes to form simple words | |
| TEKS K.2.A.viii | blending spoken phonemes to form one-syllable words | |
| TEKS K.2.A.ix | manipulating syllables within a multisyllabic word | |
| TEKS K.2.A.x | segmenting spoken one-syllable words into individual phonemes | |

(B) demonstrate and apply phonetic knowledge by:

| | | |
|----------------|---|--|
| TEKS K.2.B.i | identifying and matching the common sounds that letters represent | |
| TEKS K.2.B.ii | using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words | |
| TEKS K.2.B.iii | recognizing that new words are created when letters are changed, added or deleted such as <i>it – pit – tip – tap</i> | |
| TEKS K.2.B.iv | identifying and reading at least 25 high-frequency words from a research-based list. | |

(C) demonstrate and apply spelling knowledge by:

| | | |
|----------------|--|--|
| TEKS K.2.C.i | spelling words with VC, CVC, and CCVC | |
| TEKS K.2.C.ii | spelling words using sound-spelling patterns; and | |
| TEKS K.2.C.iii | spelling high-frequency words from a research-based list | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 3

Correlation—Teacher's Guide

| | | |
|---|--|---|
| (D) demonstrate print awareness by: | | |
| TEKS K.2.D.i | identifying the front cover, back cover, and title page of a book | D3: p. 5, D3: p. 9, D3: p. 41, D3: p. 51 |
| TEKS K.2.D.ii | holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep | |
| TEKS K.2.D.iii | recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries | |
| TEKS K.2.D.iv | recognizing the difference between a letter and a printed word | |
| TEKS K.2.D.v | identifying all uppercase and lowercase letters | |
| TEKS K.2.E | develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality | |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | | |
| TEKS K.3.A | use a resource such as a picture dictionary or digital resource to find words | |
| TEKS K.3.B | use illustrations and texts the student is able to read or hear to learn or clarify word meanings | D3: p. 83, D3: p. 87, D3: p. 89 |
| TEKS K.3.C | identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations. | D3: p. 5, D3: p. 15, D3: p. 16, D3: p. 17, D3: p. 28, D3: p. 29, D3: p. 41, D3: p. 51, D3: p. 118, D3: p. 128, D3: p. 129 |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time. | | |
| TEKS K.4 | self-select text and interact independently with text for increasing periods of time | |
| (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | | |
| TEKS K.5.A | establish purpose for reading assigned and self-selected texts with adult assistance | |
| TEKS K.5.B | generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance | D3: p. 5, D3: p. 10, D3: p. 11, D3: p. 13, D3: p. 83, D3: p. 86, D3: p. 87, D3: p. 88 |
| TEKS K.5.C | make and confirm predictions using text features and structures with adult assistance | |
| TEKS K.5.D | create mental images to deepen understanding with adult assistance | |
| TEKS K.5.E | make connections to personal experiences, to ideas in other texts, and society with adult assistance | D3: p. 83, D3: p. 86 |
| TEKS K.5.F | make inferences and use evidence to support understanding with adult assistance | |
| TEKS K.5.G | evaluate details to determine what is most important with adult assistance | |
| TEKS K.5.H | synthesize information to create new understanding with adult assistance | D3: p. 53, D3: p. 64, D3: p. 83, D3: p. 93, D3: p. 118, D3: p. 128 |
| TEKS K.5.I | monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 3

Correlation—Teacher's Guide

| | | |
|--|---|---|
| (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: | | |
| TEKS K.6.A | describe personal connections to a variety of sources | |
| TEKS K.6.B | provide an oral, pictorial, or written response to a text | D3: p. 69, D3: p. 79, D3: p. 94, D3: p. 104 |
| TEKS K.6.C | use text evidence to support an appropriate response | |
| TEKS K.6.D | retell texts in ways that maintain meaning | D3: p. 5, D3: p. 15, D3: p. 17, D3: p. 28, D3: p. 30, D3: p. 39, D3: p. 41, D3: p. 51 |
| TEKS K.6.E | interact with sources in meaningful ways such as illustrating or writing | D3: p.53, D3: p. 64, D3: p. 83, D3: p.93, D3: p.94, D3: p.104, D3: p.106, D3: p.116 |
| TEKS K.6.F | respond using newly acquired vocabulary as appropriate | D3: p. 5, D3: p. 10, D3: p. 17, D3: p. 22, D3: p. 30, D3: p. 34, D3: p. 41, D3: p. 45, D3: p. 53, D3: p. 57, D3: p. 69, D3: p. 73, D3: p. 83, D3: p. 87, D3: p. 94, D3: p. 98, D3: p. 106, D3: p. 110, D3: p. 118, D3: p. 122 |
| (7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: | | |
| TEKS K.7.A | discuss topics and determine the basic theme using text evidence with adult assistance | D3: p. 94, D3: p. 98, D3: p. 118, D3: p. 128, D3: p. 129 |
| TEKS K.7.B | identify and describe the main character(s) | D3: p. 5, D3: p. 9, D3: p. 10, D3: p. 13, D3: p. 30, D3: p. 33, D3: p. 53, D3: p. 57, D3: p. 64, D3: p. 69, D3: p. 73, D3: p. 83, D3: p. 86, D3: p. 87, D3: p. 93, D3: p. 94, D3: p. 98, D3: p. 104, D3: p. 106, D3: p. 109, D3: p. 116, D3: p. 118, D3: p. 122, D3: p. 128 |
| TEKS K.7.C | identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance | D3: p. 5, D3: p. 9, D3: p. 10, D3: p. 13, D3: p. 15, D3: p. 17, D3: p. 22, D3: p. 28, D3: p. 30, D3: p. 33, D3: p. 34, D3: p. 38, D3: p. 41, D3: p. 51, D3: p. 106, D3: p. 110, D3: p. 116 |
| TEKS K.7.D | describe the setting | D3: p. 5, D3: p. 9, D3: p. 10, D3: p. 30, D3: p. 33, D3: p. 34, D3: p. 37, D3: p. 69, D3: p. 72, D3: p. 94, D3: p. 97, D3: p. 106, D3: p. 116 |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | | |
| TEKS K.8.A | demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes | D3: p. 41, D3: p. 44, D3: p. 45, D3: p. 50, D3: p. 53, D3: p. 56, D3: p. 69, D3: p. 72, D3: p. 94, D3: p. 97, D3: p. 106, D3: p. 109, D3: p. 118, D3: p. 121 |
| TEKS K.8.B | discuss rhyme and rhythm in nursery rhymes and a variety of poems | |
| TEKS K.8.C | discuss main characters in drama | |
| (D) recognize characteristics and structures of informational text, including | | |
| TEKS K.8.D.i | the central idea and supporting evidence, with adult assistance | |
| TEKS K.8.D.ii | titles and simple graphics to gain information | |
| TEKS K.8.D.iii | the steps in a sequence with adult assistance. | |
| TEKS K.8.E | recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do | |
| TEKS K.8.F | recognize characteristics of multimodal and digital texts | D3: p. 30, D3: p. 39 |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 3

Correlation—Teacher's Guide

(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

| | | |
|------------|---|--|
| TEKS K.9.A | discuss with adult assistance the author's purpose for writing text | |
| TEKS K.9.B | discuss with adult assistance how the use of text structure contributes to the author's purpose | |
| TEKS K.9.C | discuss with adult assistance the author's use of print and graphic features to achieve specific purposes | |
| TEKS K.9.D | discuss with adult assistance how the author uses words that help the reader visualize | |
| TEKS K.9.E | listen to and experience first- and third-person texts | |

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

| | | |
|-------------|---|--|
| TEKS K.10.A | plan by generating ideas for writing through class discussions and drawings | |
| TEKS K.10.B | develop drafts in oral, pictorial, or written form by organizing ideas | |
| TEKS K.10.C | revise drafts by adding details in pictures or words | |

(D) edit drafts with adult assistance using standard English conventions, including:

| | | |
|------------------|---|--|
| TEKS K.10.D.i | complete sentences | D3: p. 30, D3: p. 39 |
| TEKS K.10.D.ii | verbs | D3: p. 30, D3: p. 39 |
| TEKS K.10.D.iii | singular and plural nouns | D3: p. 30, D3: p. 39 |
| TEKS K.10.D.iv | adjectives, including articles | D3: p. 30, D3: p. 39 |
| TEKS K.10.D.v | prepositions | D3: p. 5, D3: p. 15, D3: p. 16, D3: p. 30, D3: p. 39 |
| TEKS K.10.D.vi | pronouns, including subjective, objective, and possessive cases | D3: p. 16, D3: p. 39 |
| TEKS K.10.D.vii | capitalization of the first letter in a sentence and name | D3: p. 16, D3: p. 39 |
| TEKS K.10.D.viii | punctuation marks at the end of declarative sentences | D3: p. 16, D3: p. 39 |
| TEKS K.10.D.ix | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words | D3: p. 16, D3: p. 39 |
| TEKS K.10.E | share writing | |

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

| | | |
|-------------|--|----------------------|
| TEKS K.11.A | dictate or compose literary texts, including personal narratives | D3: p. 30, D3: p. 39 |
| TEKS K.11.B | dictate or compose informational texts | |

(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

| | | |
|-------------|--|--|
| TEKS K.12.A | generate questions for formal and informal inquiry with adult assistance | |
| TEKS K.12.B | develop and follow a research plan with adult assistance | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 3

Correlation—Teacher's Guide

| | | |
|-------------|---|--|
| TEKS K.12.C | gather information from a variety of sources with adult assistance | |
| TEKS K.12.D | demonstrate understanding of information gathered with adult assistance | |
| TEKS K.12.E | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 3

Correlation—Teacher's Guide

| | | |
|---|--|--|
| (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | | |
| ELPS 1.A | use prior knowledge and experiences to understand meanings in English | D3: p. 9 |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources | |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary | |
| ELPS 1.D | speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known) | |
| ELPS 1.E | internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment | D3: p. 13, D3: p. 26, D3: p. 33, D3: p. 50, D3: p. 62, D3: p. 77, D3: p. 102, D3: p. 114 |
| ELPS 1.F | use accessible language and learn new and essential language in the process | D3: p. 9 |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations | |
| ELPS 1.H | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations | |
| (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | | |
| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease | |
| ELPS 2.B | recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters | |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions | D3: p. 65, D3: p. 97 |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed | |
| ELPS 2.E | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 3

Correlation—Teacher's Guide

| | | |
|---|--|---|
| ELPS 2.F | listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment | |
| ELPS 2.G | understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar | D3: p. 38, D3: p. 86, D3: p. 91, D3: p. 117, D3: p. 126 |
| ELPS 2.H | understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations | |
| ELPS 2.I | demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs | D3: p. 13, D3: p. 50, D3: p. 62, D3: p. 77, D3: p. 102, D3: p. 114 |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | | |
| ELPS 3.A | practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible | |
| ELPS 3.B | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication | D3: p. 9, D3: p. 15, D3: p. 28, D3: p. 39, D3: p. 97 D3: p. 104 |
| ELPS 3.C | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired | |
| ELPS 3.D | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency | D3: p. 9, D3: p. 33, D3: p. 65 |
| ELPS 3.E | share information in cooperative learning interactions | |
| ELPS 3.F | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments | D3: p.128 |
| ELPS 3.G | express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics | D3: p. 26, D3: p. 38, D3: p. 72, D3: p. 86, D3: p. 91, D3: p. 117, D3: p. 126 |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 3

Correlation—Teacher's Guide

| | | |
|---|--|----------------------|
| ELPS 3.H | narrate, describe, and explain with increasing specificity and detail as more English is acquired | D3: p. 93, D3: p. 97 |
| ELPS 3.I | adapt spoken language appropriately for formal and informal purposes | D3: p. 72 |
| ELPS 3.J | respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment | |
| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | | |
| ELPS 4.A | learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words | |
| ELPS 4.B | recognize directionality of English reading such as left to right and top to bottom | |
| ELPS 4.C | develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials | |
| ELPS 4.D | use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text | |
| ELPS 4.E | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned | |
| ELPS 4.F | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language | D3: p. 20 |
| ELPS 4.G | demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs | D3: p. 15 |
| ELPS 4.H | read silently with increasing ease and comprehension for longer periods | |
| ELPS 4.I | demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs | D3: p. 20, D3: p. 93 |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 3

Correlation—Teacher's Guide

| | | |
|---|--|---|
| ELPS 4.J | demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs | |
| ELPS 4.K | demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs | |
| (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to: | | |
| ELPS 5.A | learn relationships between sounds and letters of the English language to represent sounds when writing in English | |
| ELPS 5.B | write using newly acquired basic vocabulary and content-based grade-level vocabulary | D3: p. 15, D3: p. 28, D3: p. 80, D3: p. 104 |
| ELPS 5.C | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired | |
| ELPS 5.D | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired | D3: p. 39 |
| ELPS 5.E | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly | |
| ELPS 5.F | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired | D3: p. 15, D3: p. 39 |
| ELPS 5.G | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired | D3: p. 39 |

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-
Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-
Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Julianne K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Writers

Rosie McCormick

Illustrators and Image Sources

1A-1: Jennifer Eichelberger; 1A-2: Jennifer Eichelberger; 1A-3: Jennifer Eichelberger; 1A-4: Jennifer Eichelberger; 2A-1: Shutterstock; 2A-2: Shutterstock; 2A-3: Shutterstock; 2A-4: Gail McIntosh; 2A-5: Gail McIntosh; 2A-6: Gail McIntosh; 2A-7: Gail McIntosh; 2A-8: Gail McIntosh; 2A-9: Gail McIntosh; 2A-10: Gail McIntosh; 2A-11: Gail McIntosh; 2A-12: Gail McIntosh; 3A-1: Mary Parker; 3A-2: Mary Parker; 3A-3: Mary Parker; 3A-4: Mary Parker; 3A-5: Mary Parker; 3A-6: Mary Parker; 4A-1: Rebecca Miller; 4A-2: Rebecca Miller; 4A-3: Rebecca Miller; 4A-4: Rebecca Miller; 4A-5: Rebecca Miller; 4A-6: Rebecca Miller; 4A-7: Rebecca Miller; 4A-8: Rebecca Miller; 5A-1: Michael Parker; 5A-2: Michael Parker; 5A-3: Michael Parker; 5A-4: Michael Parker; 5A-5: Michael Parker; 5A-6: Michael Parker; 5A-7: Michael Parker; 5A-8: Michael Parker; 6A-1: Staff; 6A-2: Jed Henry; 6A-3: Jed Henry; 6A-4: Jed Henry; 6A-5: Jed Henry; 6A-6: Jed Henry; 6A-7: Jed Henry; 6A-8: Jed Henry; 7A-1: Michael Parker; 7A-2: Michael Parker; 7A-3: Michael Parker; 7A-4: Michael Parker; 7A-5: Michael Parker; 8A-1: Michael Parker; 8A-2: Michael Parker; 8A-3: Michael Parker; 8A-4: Michael Parker; 8A-5: Michael Parker; 8A-6: Michael Parker; 8A-7: Michael Parker; 9A-1: Shutterstock; 9A-2: Gail McIntosh; 9A-3: Gail McIntosh; 9A-4: Gail McIntosh; 9A-5: Gail McIntosh; 9A-6: Gail McIntosh; 9A-7: Gail McIntosh; 9A-8: Gail McIntosh; 9A-9: Gail McIntosh; 10A-1: Steve Morrison; 10A-2: Steve Morrison; 10A-3: Steve Morrison; 10A-4: Steve Morrison; 10A-5: Steve Morrison; 10A-6: Steve Morrison; 10A-7: Steve Morrison; 1.1: Jennifer Eichelberger; 2.1: Gail McIntosh; 4.1: Rebecca Miller; PP.1 (goats): Mary Parker; PP.1 (chicken little): Jennifer Eichelberger; PP.1 (mule & farmer): Michael Parker; PP.1 (wolf): Staff; PP.1 (wolf at door): Rebecca Miller; DA.1: Shutterstock; DA.2: Staff; DA.2 (eagle): Shutterstock; DA.2 (jungle): Shutterstock; DA.3: Staff; DA.3 (jungle): Shutterstock

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."



Kindergarten | Knowledge 3 | Teacher Guide
Stories: Fairy Tales and Folktales

ISBN 9781683919087



9 781683 919087



Kindergarten

Knowledge 3 | Activity Book

Stories: Fairy Tales and Folktales

Kindergarten

Knowledge 3

Stories:
Fairy Tales and Folktales

Activity Book

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

ISBN 978-1-64383-790-1

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

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

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

With the understanding that:

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

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

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

Printed in Mexico
01 XXX 2021

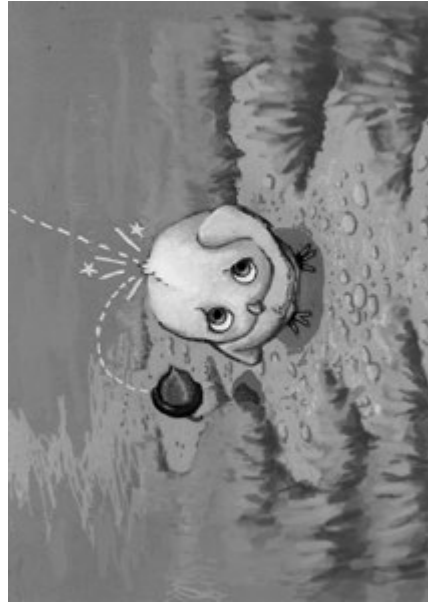
NAME: _____

DATE: _____

1.1

Activity Page

Directions: Cut out the three pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue the pictures onto a piece of paper.



NAME: _____

DATE: _____

Dear Family Member,

Over the next several days, your student will be learning about classic stories including:

- “Chicken Little”
- “The Three Little Pigs”
- “The Three Billy Goats Gruff”
- “The Wolf and the Seven Little Kids”
- “The Bremen Town Musicians”

Your student will also learn the terms *setting*, *plot*, and *character* and will use them to talk about the stories they will hear. Below are some suggestions for activities that you may do at home to continue to enjoy stories with your student.

1. Words to Use

Below is a list of some of the words that your student will use and learn about from the stories. Try to use these words as they come up in everyday speech with your student.

- *sly*—The sly cat waited for the mouse to look for the cheese.
- *blazing*—Don’t look at the blazing hot sun; it will burn your eyes.
- *perched*—Look at that bird perched on the edge of the branch.

2. Character Illustration

Have your student draw a picture of their favorite character from a book or story they have heard recently. Then have your student explain to you why this character is their favorite.

3. Theater at Home

Encourage your student to retell stories from school. Then, have family members help perform the stories.

4. Read Aloud Each Day

Set aside time to read to your student every day. The local library has many story collections for you to share with your student.

NAME: _____

DATE: _____

2.1

Activity Page

Directions: Cut out the four pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue the pictures onto a piece of paper.



NAME: _____

DATE: _____

4.1

Activity Page

Directions: Cut out the four pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue the pictures onto a piece of paper.



NAME: _____

DATE: _____

PP.1

Assessment

Directions: Listen to the teacher's instructions. Next, look at the two pictures in the row and find the one that answers the question. Circle the correct picture.

1.



2.



3.



4.



5.



NAME: _____

DATE: _____

Dear Family Member,

Over the next several days, your student will enjoy more classic stories including:

- “Momotaro, Peach Boy”
- “The Story of Jumping Mouse”
- “Goldilocks and the Three Bears”
- “Tug-of-War”

Next, your student will review the terms *setting*, *plot*, and *character* which they have been using to talk about the stories they have heard. Below are some suggestions for activities that you may do at home to continue to enjoy stories with your student.

1. Words to Use

Below is a list of some of the words that your student will be using and learning about from the stories. Try to use these words as they come up in everyday speech with your student.

- *perilous*—That path looks perilous; let’s take a different one.
- *misused*—This hairbrush was misused when someone tried to clean the carpet with it.
- *foolishness*—It was pure foolishness to go outside in the cold without a coat.

2. Setting, Characters, Plot Illustration

Have your student draw a picture of the setting of their favorite story they heard recently. Then have your student draw the characters from the story on the same page. Finally, have your student describe the plot or events in the story.

3. Theater at Home

Encourage your student to retell stories from school. Then, have family members help perform the stories.

4. Tug-of-War

Play a game of Tug-of-War with your student. Be sure to explain to them how the game is won. Relate the game to the story “Tug-of-War” that your student heard in school. Ask your student to describe the plot of the story and who won the tug-of-war in the story.

5. Read Aloud Each Day

It is very important that you read to your student every day. The local library has many story collections for you to share with your student.

6. Sayings and Phrases: Do Unto Others As You Would Have Them Do Unto You

Your student will also learn the well-known saying, “do unto others as you would have them do unto you.” See if you can find times throughout the day to have your student reflect on this saying.

NAME: _____

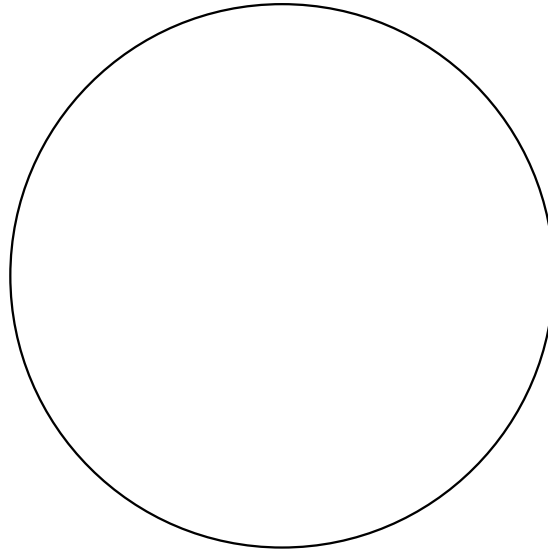
DATE: _____

9.1

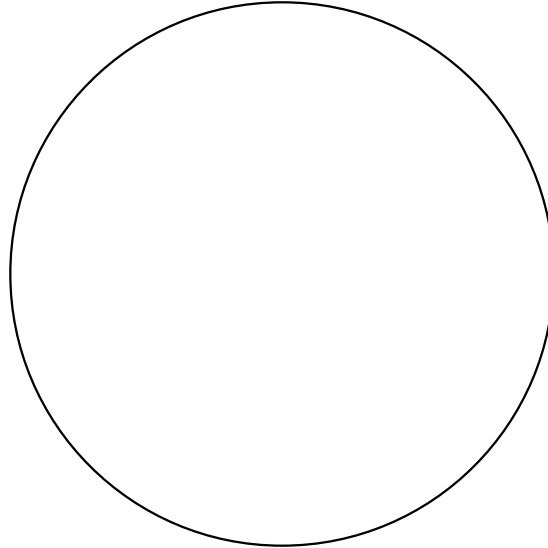
Activity Page

Directions: Listen to the teacher's instructions. Draw a picture in each circle as instructed.

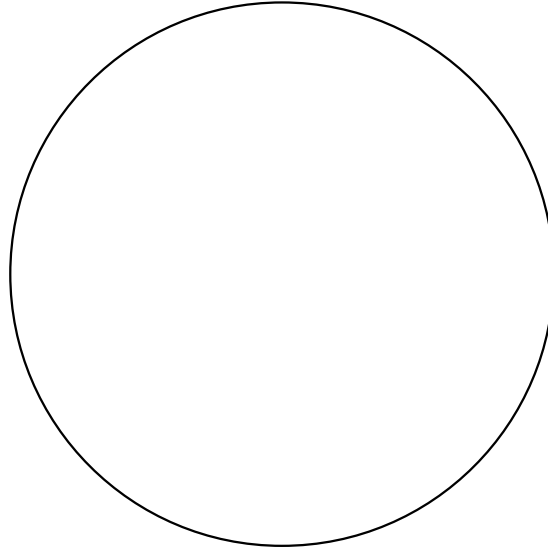
Character



Setting



Plot























NAME: _____

DA.1

Assessment

DATE: _____

| | | |
|-----|---|---|
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |
| 6. |  |  |
| 7. |  |  |
| 8. |  |  |
| 9. |  |  |
| 10. |  |  |

Directions: Listen to your teacher's instructions.

11.



12.



NAME: _____

DATE: _____

DA.2

Assessment

Directions: Listen to the teacher's instructions. Next, look at the three pictures in the row and find the one that answers the question. Circle the correct picture.

1.



2.



3.



4.



5.



6.



7.



8.

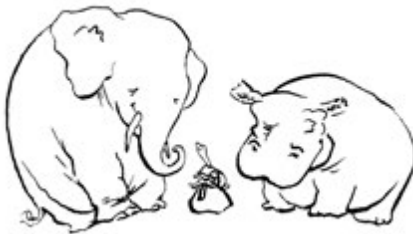


NAME: _____

DATE: _____

DA.3

Assessment



Directions: Draw a line from the characters on the left to their story settings on the right.

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-
Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-
Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Julianne K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Knowledge 3

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Writers

Rosie McCormick

Illustrators and Image Sources

Cover: Amplify Learning, Inc.; 1.1: Jennifer Eichelberger; 2.1: Gail McIntosh; 4.1: Rebecca Miller; PP.1 (goats): Mary Parker; PP.1 (chicken little): Jennifer Eichelberger; PP.1 (mule & farmer): Michael Parker; PP.1 (wolf): Staff; PP.1 (wolf at door): Rebecca Miller; DA.1: Shutterstock; DA.2: Staff; DA.2 (eagle): Shutterstock; DA.2 (jungle): Shutterstock; DA.3: Staff; DA.3 (jungle): Shutterstock

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."



Kindergarten | Knowledge 3 | Activity Book
Stories: Fairy Tales and Folktales

ISBN 9781643837901



9 781643 837901



Kindergarten

Knowledge 3 | Flip Book

Stories: Fairy Tales and Folktales

Kindergarten

Knowledge 3

Stories: Fairy Tales and Folktales

Flip Book

General Manager K-8 Humanities and SVP, Product
Alexandra Clarke

Vice President, Elementary Literacy Instruction
Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director, Elementary Language Arts Content
Patricia Erno, Associate Director, Elementary ELA Instruction
Baria Jennings, EdD, Senior Content Developer
Maria Martinez, Associate Director, Spanish Language Arts
Christina Cox, Managing Editor

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at texashomelearning@tea.texas.gov.

ISBN 978-1-64383-930-1

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

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

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

With the understanding that:

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

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
[amplify.com](https://www.amplify.com)

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

Printed in Mexico
01 XXX 2021

General Manager K-8 Humanities and SVP, Product
Alexandra Clarke

Vice President, Elementary Literacy Instruction
Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director, Elementary Language Arts Content
Patricia Erno, Associate Director, Elementary ELA Instruction
Baria Jennings, EdD, Senior Content Developer
Maria Martinez, Associate Director, Spanish Language Arts
Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts
Amber McWilliams, Senior Product Manager
Elisabeth Hartman, Associate Product Manager
Catherine Alexander, Senior Project Manager, Spanish Language Arts
LaShon Ormond, SVP, Strategic Initiatives
Leslie Johnson, Associate Director, K-8 Language Arts
Thea Aguiar, Director of Strategic Projects, K-5 Language Arts
Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director
Erin O’Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Series Editor-in-Chief
E. D. Hirsch Jr.

President
Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Texas Contributors

Content and Editorial

| | |
|-----------------------------|-------------------|
| Sarah Cloos | Michelle Koral |
| Laia Cortes | Sean McBride |
| Jayana Desai | Jacqueline Ovalle |
| Angela Donnelly | Sofía Pereson |
| Claire Dorfman | Lilia Perez |
| Ana Mercedes Falcón | Sheri Pineault |
| Rebecca Figueroa | Megan Reasor |
| Nick García | Marisol Rodríguez |
| Sandra de Gennaro | Jessica Roodvoets |
| Patricia Infanzón-Rodríguez | Lyna Ward |
| Seamus Kirst | |

Product and Project Management

Stephanie Koleda
Tamara Morris

Art, Design, and Production

| | |
|-------------------|--------------------------|
| Nanyamka Anderson | Emily Mendoza |
| Raghav Arumugan | Marguerite Oerlemans |
| Dani Aviles | Lucas De Oliveira |
| Olioli Buika | Tara Pajouhesh |
| Sherry Choi | Jackie Pierson |
| Stuart Dalgo | Dominique Ramsey |
| Edel Ferri | Darby Raymond-Overstreet |
| Pedro Ferreira | Max Reinhardsen |
| Nicole Galuszka | Mia Saine |
| Parker-Nia Gordon | Nicole Stahl |
| Isabel Hetrick | Flore Thevoux |
| Ian Horst | Jeanne Thornton |
| Ashna Kapadia | Amy Xu |
| Jagriti Khirwar | Jules Zuckerberg |
| Julie Kim | |
| Lisa McGarry | |

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services
ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

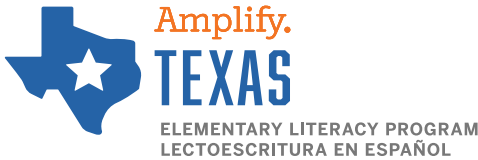
Writers

Rosie McCormick

Illustrators and Image Sources

1A-1: Jennifer Eichelberger; 1A-2: Jennifer Eichelberger; 1A-3: Jennifer Eichelberger; 1A-4: Jennifer Eichelberger; 2A-1: Shutterstock; 2A-2: Shutterstock; 2A-3: Shutterstock; 2A-4: Gail McIntosh; 2A-5: Gail McIntosh; 2A-6: Gail McIntosh; 2A-7: Gail McIntosh; 2A-8: Gail McIntosh; 2A-9: Gail McIntosh; 2A-10: Gail McIntosh; 2A-11: Gail McIntosh; 2A-12: Gail McIntosh; 3A-1: Mary Parker; 3A-2: Mary Parker; 3A-3: Mary Parker; 3A-4: Mary Parker; 3A-5: Mary Parker; 3A-6: Mary Parker; 4A-1: Rebecca Miller; 4A-2: Rebecca Miller; 4A-3: Rebecca Miller; 4A-4: Rebecca Miller; 4A-5: Rebecca Miller; 4A-6: Rebecca Miller; 4A-7: Rebecca Miller; 4A-8: Rebecca Miller; 5A-1: Michael Parker; 5A-2: Michael Parker; 5A-3: Michael Parker; 5A-4: Michael Parker; 5A-5: Michael Parker; 5A-6: Michael Parker; 5A-7: Michael Parker; 5A-8: Michael Parker; 6A-1: Core Knowledge Staff; 6A-2: Jed Henry; 6A-3: Jed Henry; 6A-4: Jed Henry; 6A-5: Jed Henry; 6A-6: Jed Henry; 6A-7: Jed Henry; 6A-8: Jed Henry; 7A-1: Michael Parker; 7A-2: Michael Parker; 7A-3: Michael Parker; 7A-4: Michael Parker; 7A-5: Michael Parker; 8A-1: Michael Parker; 8A-2: Michael Parker; 8A-3: Michael Parker; 8A-4: Michael Parker; 8A-5: Michael Parker; 8A-6: Michael Parker; 8A-7: Michael Parker; 9A-1: Shutterstock; 9A-2: Gail McIntosh; 9A-3: Gail McIntosh; 9A-4: Gail McIntosh; 9A-5: Gail McIntosh; 9A-6: Gail McIntosh; 9A-7: Gail McIntosh; 9A-8: Gail McIntosh; 9A-9: Gail McIntosh; 10A-1: Steve Morrison; 10A-2: Steve Morrison; 10A-3: Steve Morrison; 10A-4: Steve Morrison; 10A-5: Steve Morrison; 10A-6: Steve Morrison; 10A-7: Steve Morrison; MMW Title Page: Steve Morrison; Poster 1M: Jennifer Eichelberger, Shutterstock; Poster 2M: Mary Parker, Shutterstock; Poster 3M: Shutterstock; Poster 4M: Michael Parker, Shutterstock; Poster 5M: Shutterstock

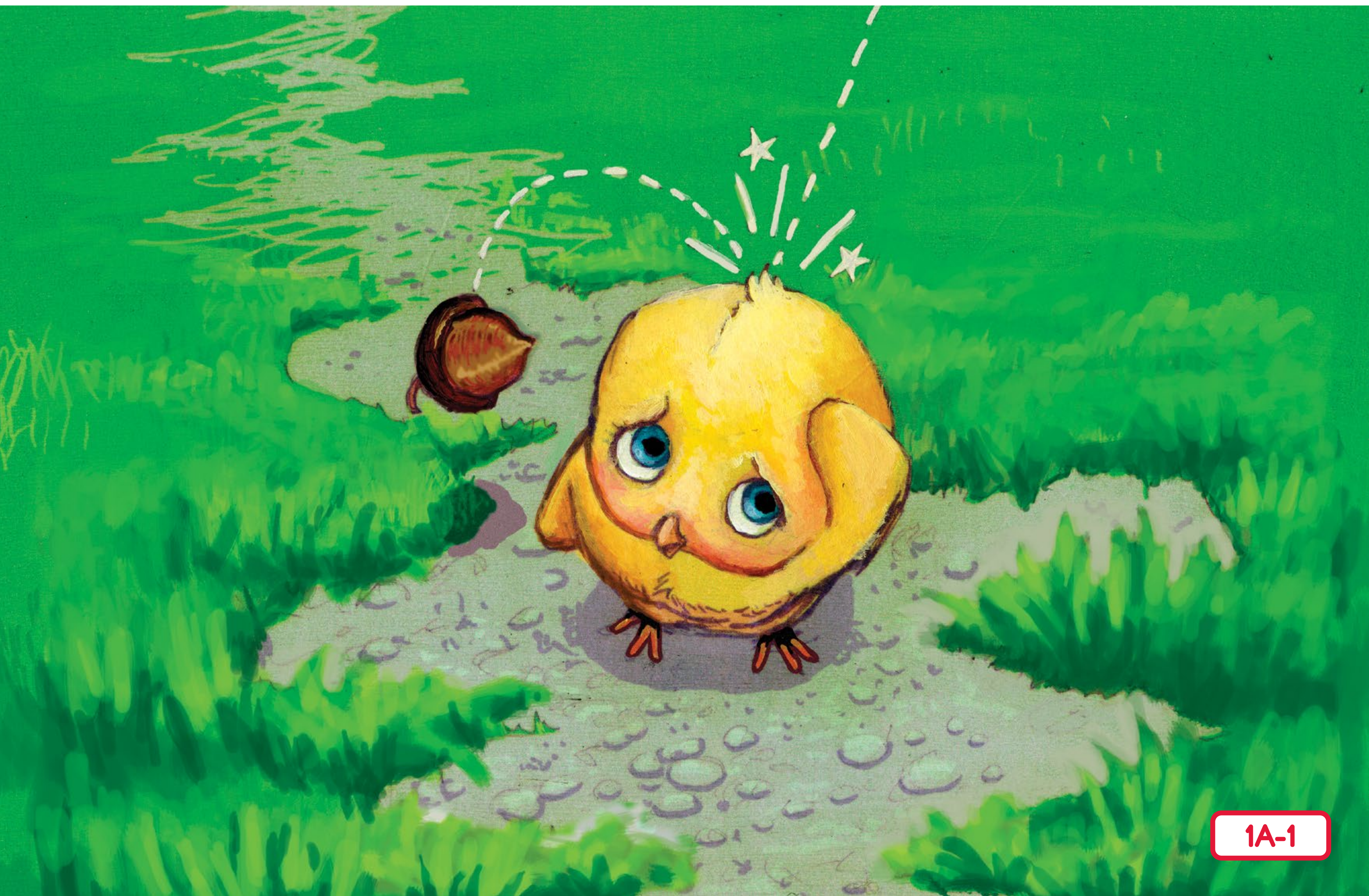
Regarding the Shutterstock items listed above, please note: “No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content.”



Flip Book Introduction

This Flip Book contains images that accompany the Teacher Guide for *Stories*. The images are in sequential order. Each image is identified by its lesson number, read-aloud letter (A or B), and the number of the image within the particular read-aloud. For example, the first image in Read-Aloud 1A is numbered 1A-1. Once you have worked your way through the book to the last page, you will flip the entire book over to view the second half of the images.

Depending on your classroom configuration, you may need to have students sit closer to the flip book in order to see the images clearly.



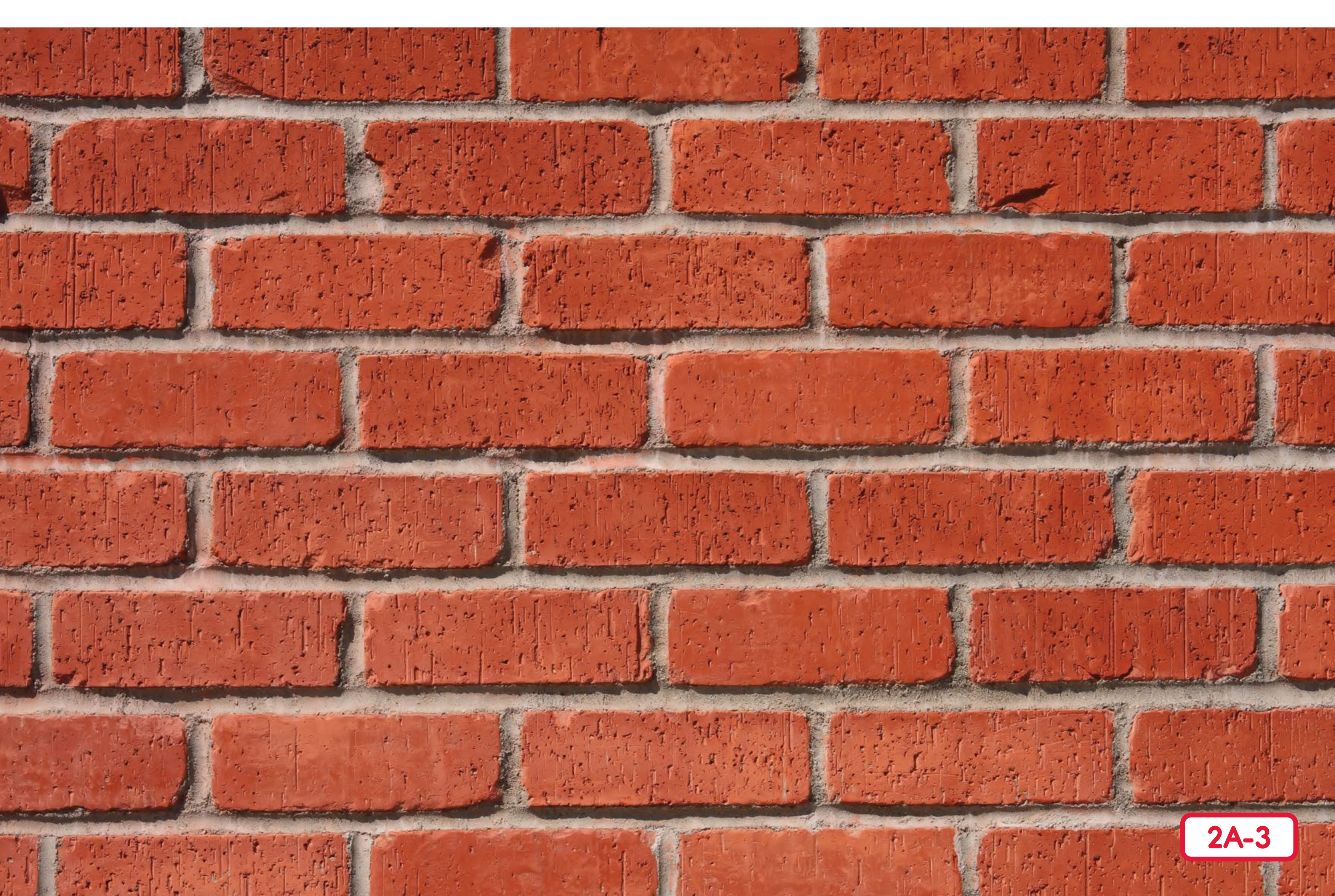




















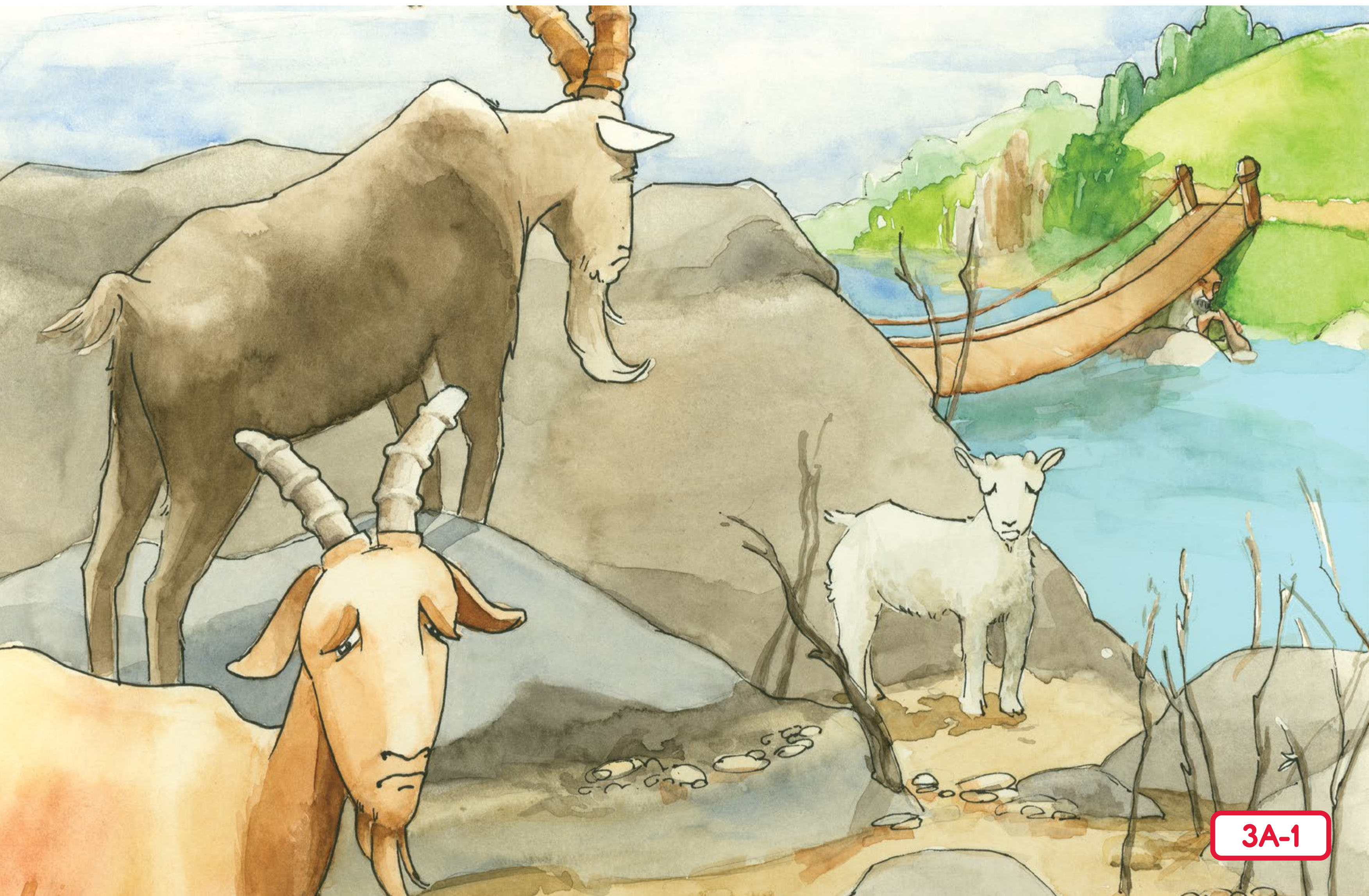


































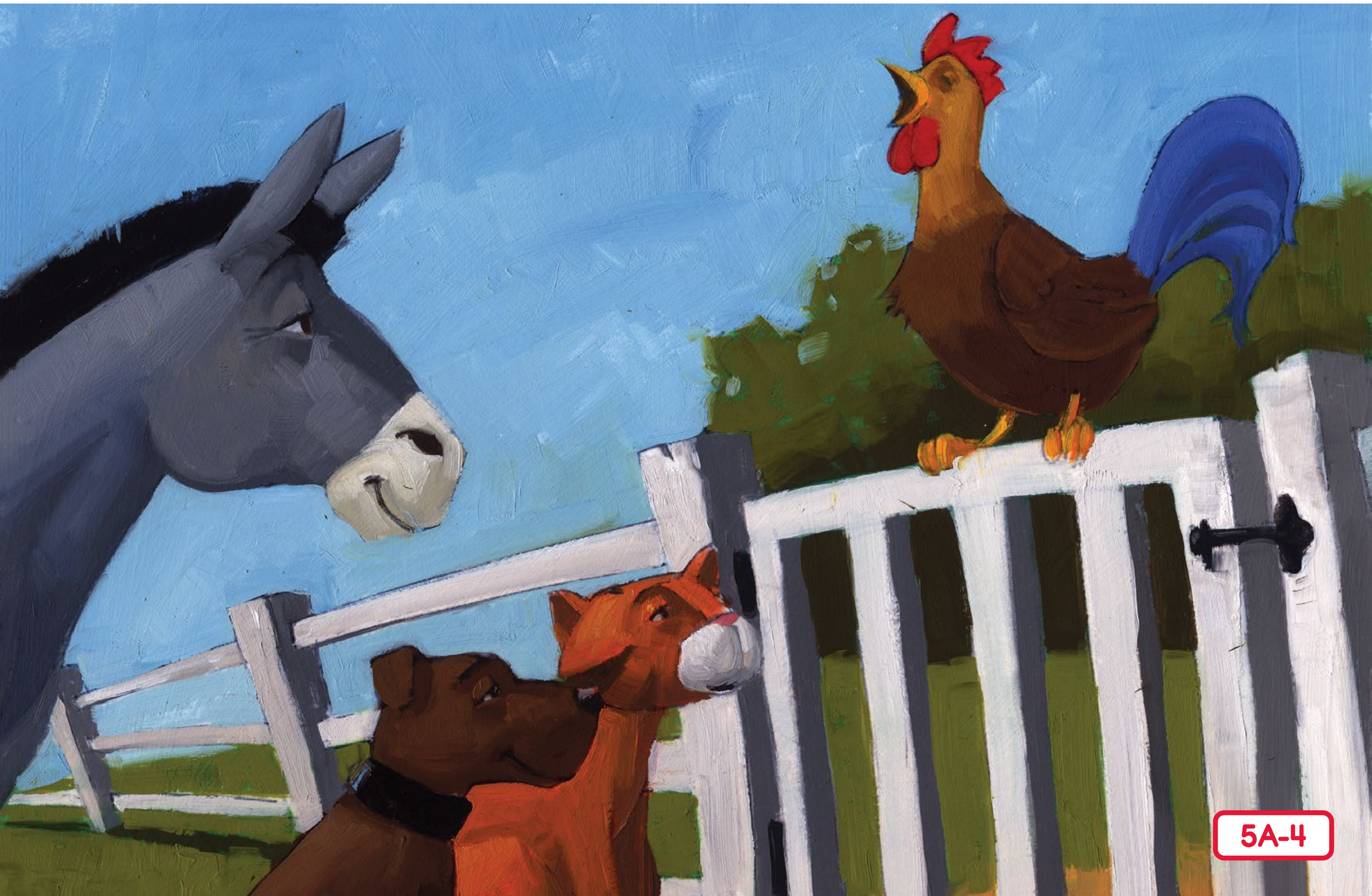
























































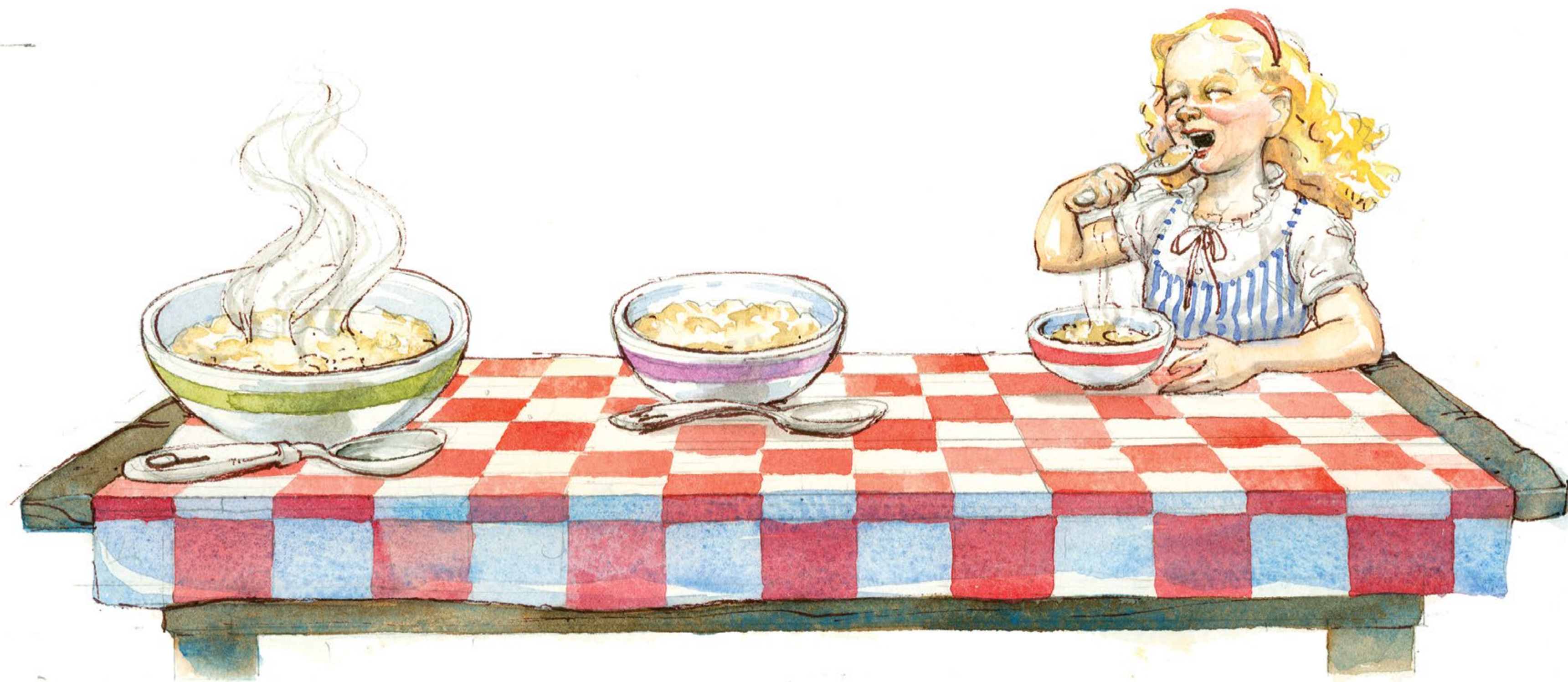




































Kindergarten

Knowledge 3

Stories

Multiple Meaning Word Posters

Multiple Meaning Word Posters

The Multiple Meaning Word Poster(s) in this Flip Book may be cut out and displayed on the classroom wall for the duration of the domain.

1



3



2

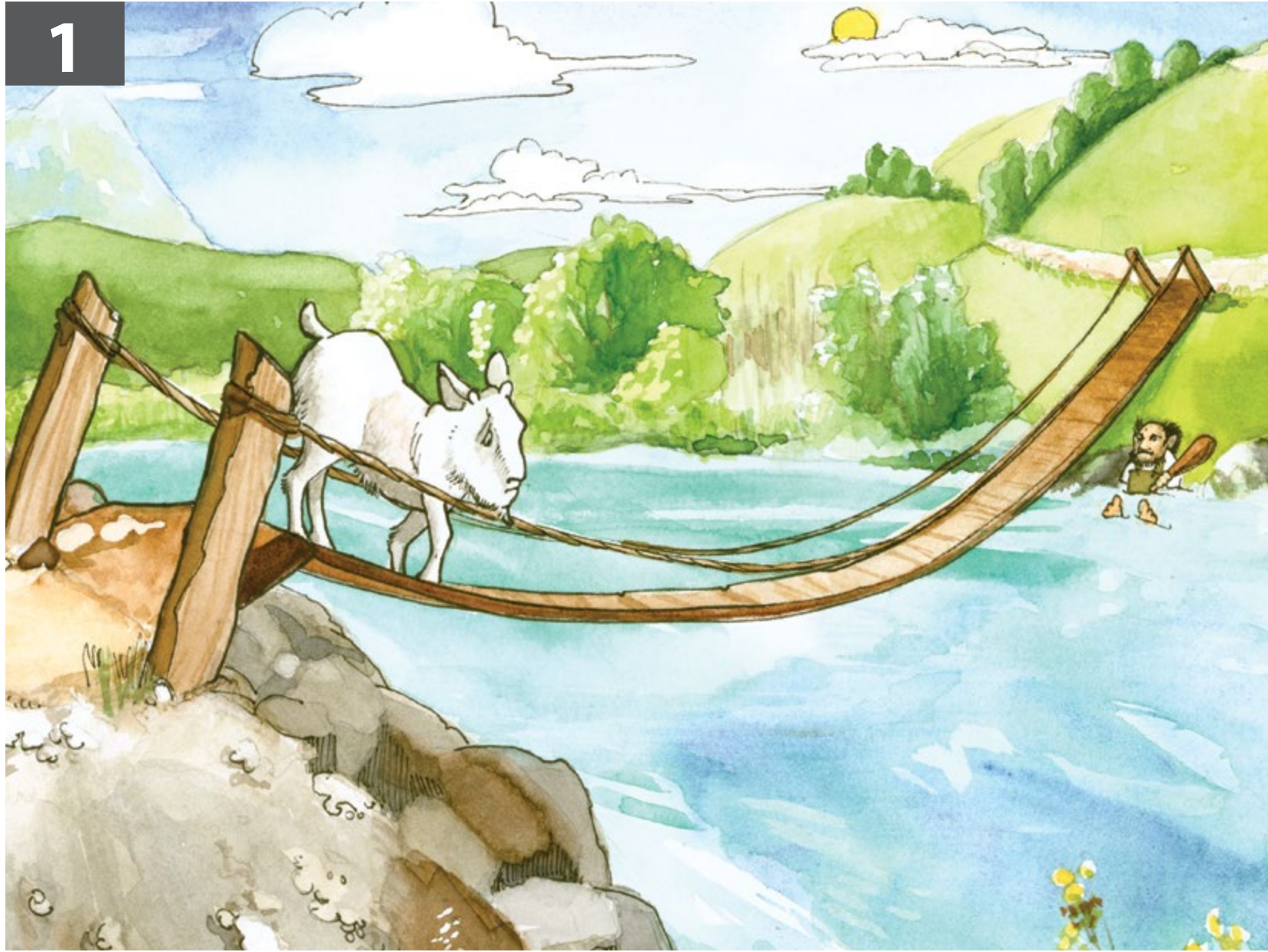
A page of musical notation for a piano piece. The notation is written on a grand staff (treble and bass clefs) with a key signature of two sharps (F# and C#). The piece is in 4/4 time. The notation includes various musical symbols such as notes, rests, and dynamic markings. The piece is titled "poco più lento" and includes the instruction "una corda". The notation is written in a clear, legible font.



Piece (Poster 1M)

1. a small part of something (e.g. a piece of cake, a piece of land, a piece of a puzzle) (*noun*)
2. a work of art or music (*noun*)
3. to join together (*verb*)

1



2





Cross (Poster 2M)

1. to go over something, like a bridge or street (*verb*)
2. angry or upset (*adjective*)

Stories | Multiple Meaning Word Poster 2 of 5

1



2



3



4





Play (Poster 3M)

1. to make music using an instrument (*verb*)
2. to participate in sports (*verb*)
3. what children do for fun (*noun/verb*)
4. a drama, usually performed on stage (*noun*)



Stream (Poster 4M)

1. a body of water, like a small river (*noun*)
2. to flow freely (*verb*)
3. to move in large numbers (*verb*)

Stories | Multiple Meaning Word Poster 4 of 5

1



2

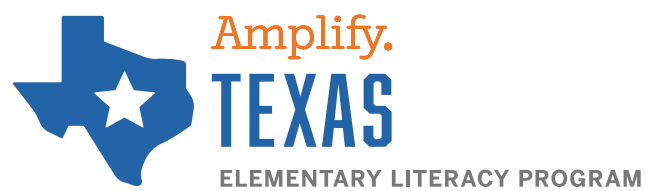




Peep (Poster 5M)

1. a secret look (*noun*)
2. a high sound made by a young bird (*noun*)

Stories | Multiple Meaning Word Poster 5 of 5



Kindergarten | Knowledge 3 | Flip Book
Stories: Fairy Tales and Folktales





Kindergarten

Knowledge 3 | Image Cards

Stories: Fairy Tales and Folktales

ISBN 9781643839073



9 781643 839073

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

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

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

With the understanding that:

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

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

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

Printed in Mexico
01 XXX 2021





Stories: Fairy Tales and Folktales 1





Stories: Fairy Tales and Folktales 2





Stories: Fairy Tales and Folktales 3





Stories: Fairy Tales and Folktales 4





Stories: Fairy Tales and Folktales 5





Stories: Fairy Tales and Folktales 6





Stories: Fairy Tales and Folktales 7





Stories: Fairy Tales and Folktales 8





Stories: Fairy Tales and Folktales 9





Stories: Fairy Tales and Folktales 10





Stories: Fairy Tales and Folktales 11

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Vice President, Elementary Literacy Instruction

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director, Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Illustrators and Image Sources

Domain Icon: Steve Morrison; Image Card 1: Jennifer Eichelberger; Image Card 2: Jennifer Eichelberger; Image Card 3: Jennifer Eichelberger; Image Card 4: Gail McIntosh; Image Card 5: Mary Parker; Image Card 6: Rebecca Miller; Image Card 7: Michael Parker; Image Card 8: Jed Henry; Image Card 9: Michael Parker; Image Card 10: Gail McIntosh; Image Card 11: Steve Morrison

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content." person or entity, or any person other than the copyright holder(s) of that content."

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Series Editor-in-Chief

E. D. Hirsch, Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of these Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



Kindergarten

Knowledge 3 | Digital Components

Stories: Fairy Tales and Folktales

Kindergarten

Knowledge 3

Stories: Fairy Tales and Folktales

Digital Components

Table of Contents

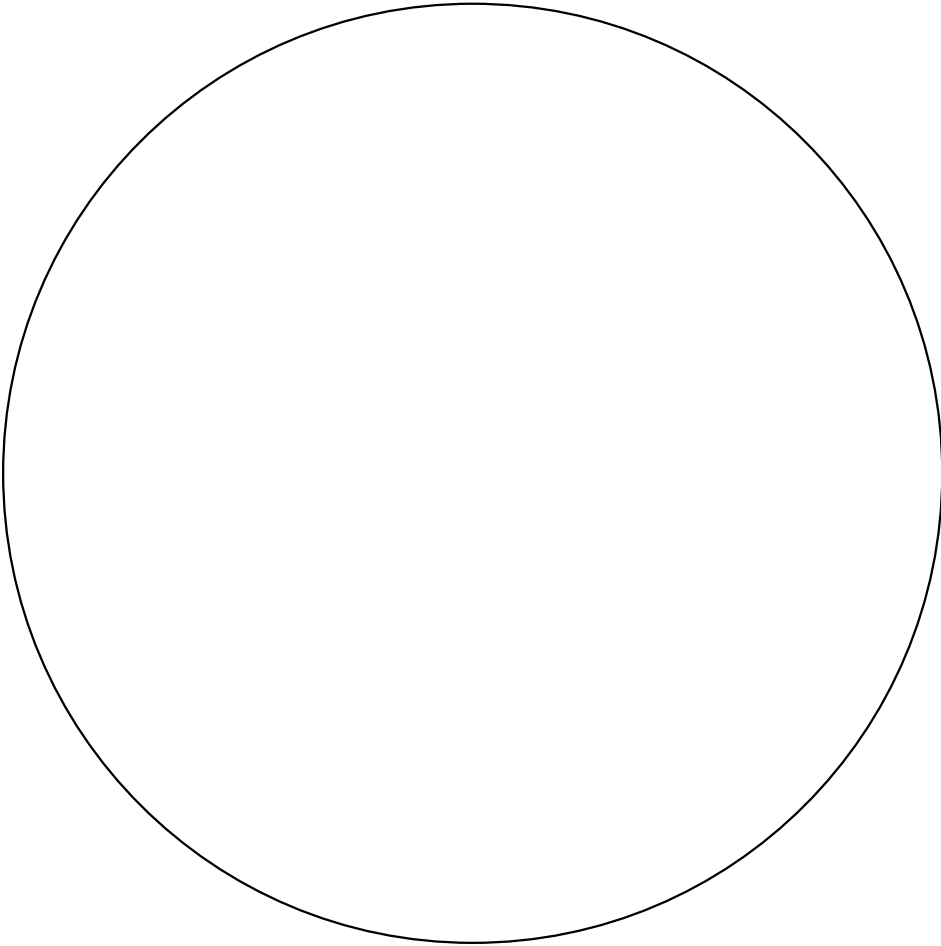
Lesson 7: The Giving Chart.1

Lesson 9: Character, Setting, Plot2

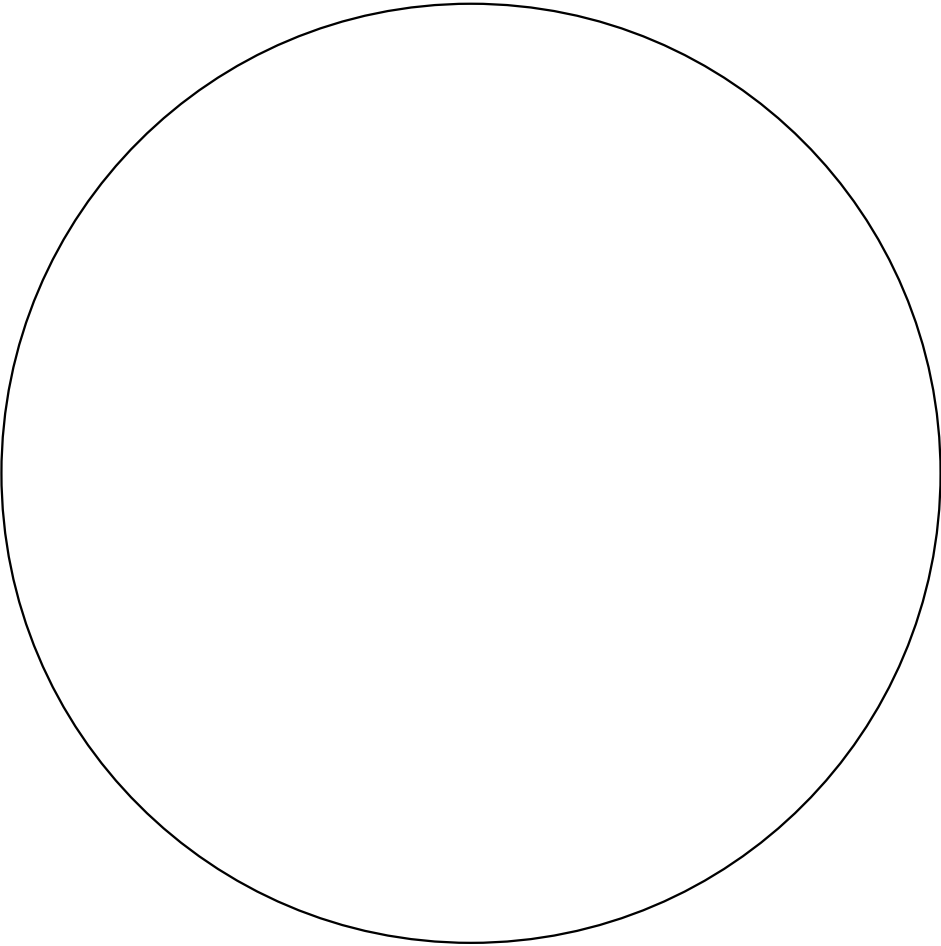
Lesson 10: Venn Diagram.3

| Gift | Giver | Receiver |
|------|-------|----------|
| | | |

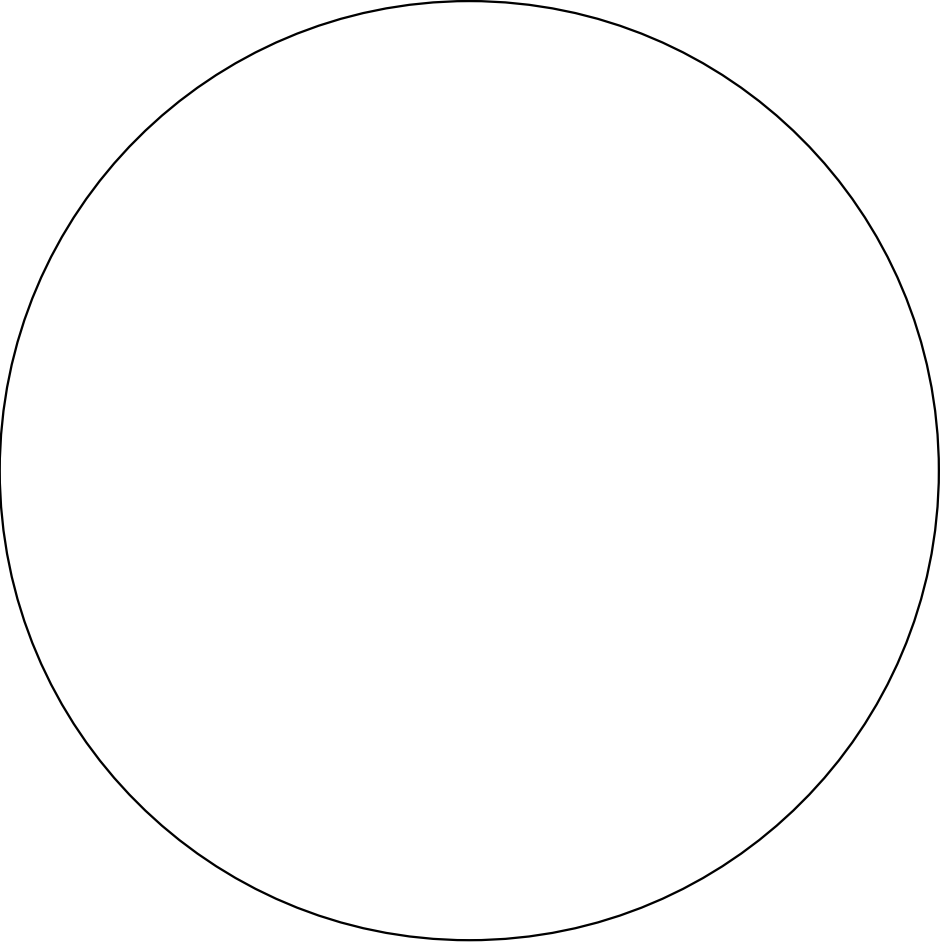
Character

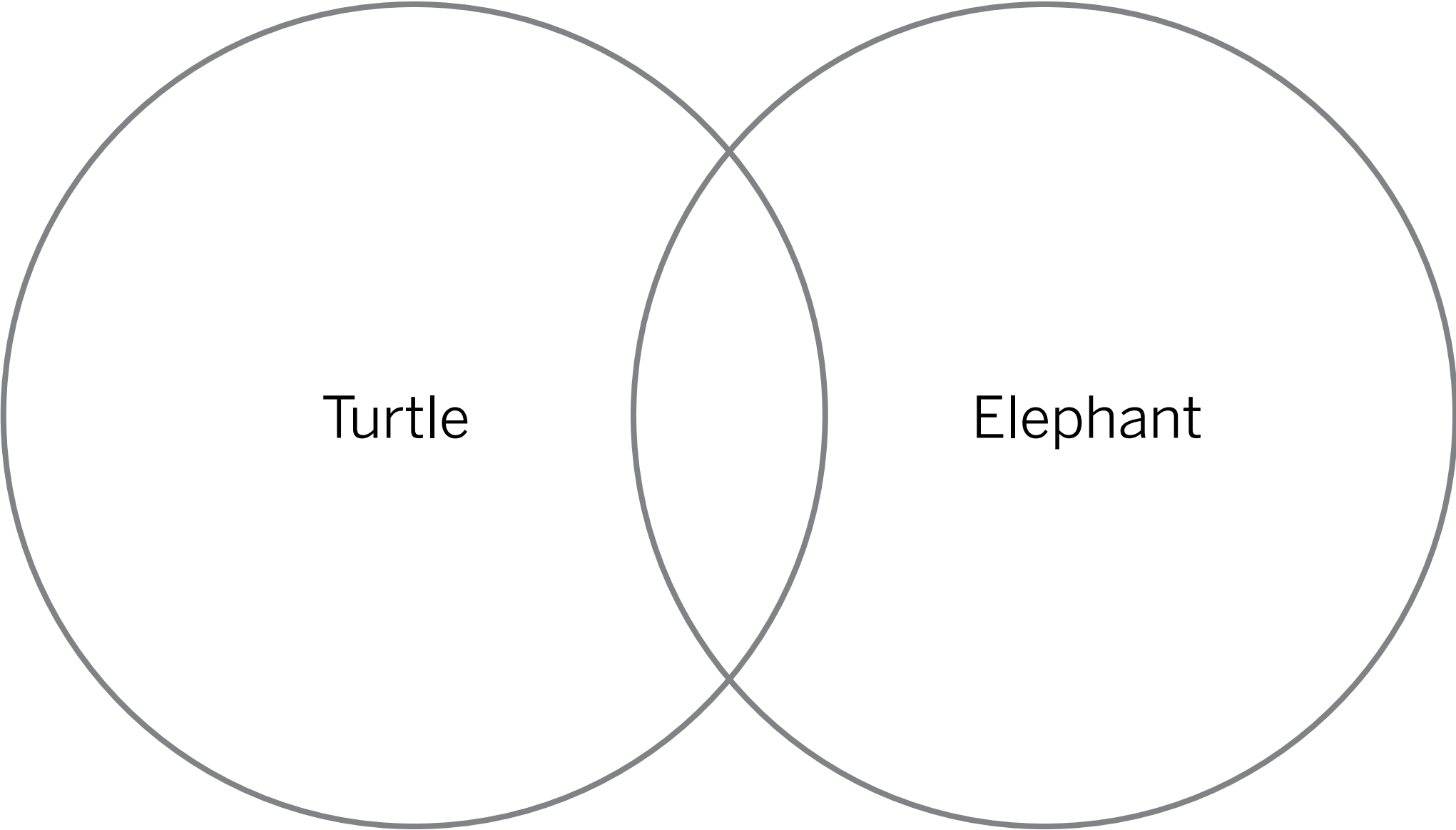


Setting



Plot





Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at texashomelearning@tea.texas.gov.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:
to Share—to copy, distribute, and transmit the work
to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

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

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

With the understanding that:

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

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

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

General Manager K-8 Humanities and SVP, Product
Alexandra Clarke

Vice President, Elementary Literacy Instruction
Susan Lambert

Content and Editorial
Elizabeth Wade, PhD, Director, Elementary Language Arts Content
Patricia Erno, Associate Director, Elementary ELA Instruction
Maria Martinez, Associate Director, Spanish Language Arts
Baria Jennings, EdD, Senior Content Developer
Christina Cox, Managing Editor

Product and Project Management
Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts
Amber McWilliams, Senior Product Manager
Elisabeth Hartman, Associate Product Manager
Catherine Alexander, Senior Project Manager, Spanish Language Arts
LaShon Ormond, SVP, Strategic Initiatives
Leslie Johnson, Associate Director, K-8 Language Arts
Thea Aguiar, Director of Strategic Projects, K-5 Language Arts
Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production
Tory Novikova, Product Design Director
Erin O'Donnell, Product Design Manager

Other Contributors
Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Series Editor-in-Chief
E. D. Hirsch Jr.

President
Linda Bevilacqua

Editorial Staff
Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Acknowledgments
These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials
Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools
We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Texas Contributors

Content and Editorial
Sarah Cloos
Laia Cortes
Jayana Desai
Angela Donnelly
Claire Dorfman
Ana Mercedes Falcón
Rebecca Figueroa
Nick García
Sandra de Gennaro
Patricia Infanzón-Rodríguez
Seamus Kirst
Michelle Koral
Sean McBride
Jacqueline Ovalle
Sofía Pereson
Lilia Perez
Sheri Pineault
Megan Reasor
Marisol Rodriguez
Jessica Roodvoets
Lyna Ward

Product and Project Management
Stephanie Koleda
Tamara Morris

Art, Design, and Production
Nanyamka Anderson
Raghav Arumugan
Dani Aviles
Olioli Buika
Sherry Choi
Stuart Dalgo
Edel Ferri
Pedro Ferreira
Nicole Galuszka
Parker-Nia Gordon
Isabel Hetrick
Ian Horst
Ashna Kapadia
Jagriti Khirwar
Julie Kim
Lisa McGarry
Emily Mendoza
Marguerite Oerlemans
Lucas De Oliveira
Tara Pajouhesh
Jackie Pierson
Dominique Ramsey
Darby Raymond-Overstreet
Max Reinhardsen
Mia Saine
Nicole Stahl
Flore Thevoux
Jeanne Thornton
Amy Xu
Jules Zuckerberg

Design and Graphics Staff
Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services
ScribeConcepts.com

Additional Consulting Services
Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

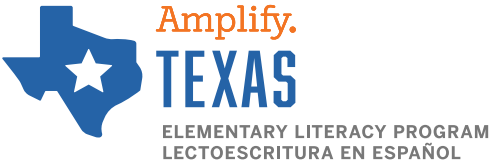
Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Writers

Rosie McCormick



Welcome!

Grade K, Domain 3

Stories: Fairy Tales and Folktales

In this unit, students will be introduced to classic stories that have been the favorites of children for generations.

What's the story?

Students will be introduced to **classic stories**, like “The Three Little Pigs” and “Chicken Little,” and **memorable characters** like Goldilocks and the Billy Goats Gruff. Students will also **listen to stories** that will help them develop an **appreciation** for **fiction** from **other cultures**.

What will my student learn?

Students will gain an understanding of the **elements of a story**, including **characters**, **plot**, and **setting**.

Students will **sequence the events** in stories and **compare characters** from different stories. This will help them **develop an awareness of language** and become better writers and readers.

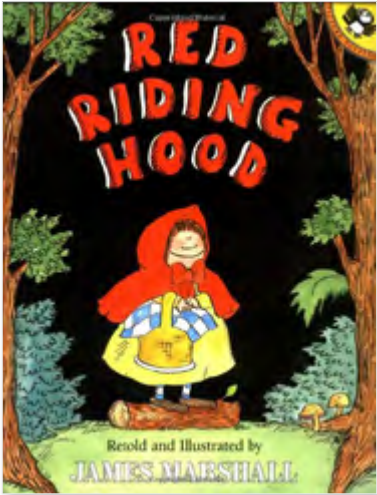
Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. Who are some of the characters you have met in the stories you have been reading?
Follow up: How would you describe the characters you mentioned? Can you draw me a picture of your favorite character so far?
2. What story did you read today?
Follow up: What was the setting of the story? Can you draw a picture of what you imagined the setting looked like?
3. I know you have been reading folktales at school. What is a folktale?
4. What do you call the person who writes a book? (author) What do you call the person who makes the pictures for a book? (illustrator)
Follow up: Would you rather be an author or an illustrator? Why?
5. You have been reading about some heroes in your stories. What is a hero?
Follow up: Who is someone you think is a hero?

Kindergarten: Domain 3

Red Riding Hood



Retold and Illustrated by
James Marshall

L

●●● QT: 520L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 2

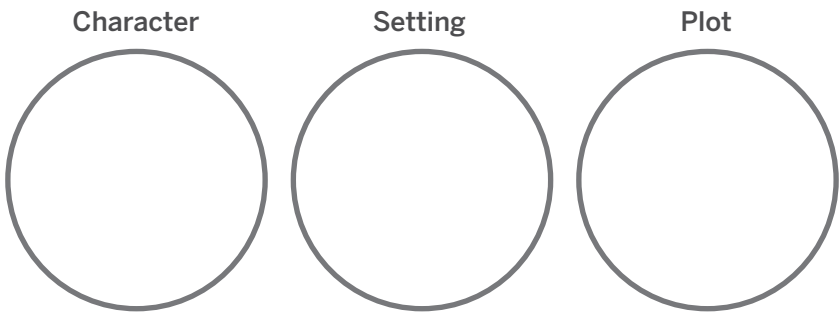
This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the program.

Summary: This retelling of the classic story “Little Red Riding Hood” serves as an exemplar of a fictional tale and its elements, including characters, plot, and setting. The story uses a wide range of Tier 2 vocabulary words, such as *furious* and *charming*, creating opportunities to build vocabulary and language awareness.

Essential Question

What are the elements of a story?

Create a Character, Setting, and Plot Map (a three-circle chart) on chart paper or on the board to help students organize information about *Red Riding Hood*. Add students' responses to the chart during a guided discussion about the story elements. Reread parts of the story as needed to help prompt students.



Vocabulary Routine

Tier 2 Vocabulary Words

suddenly
gobbled
chat
lurking
distressed
furious
charming

Performance Task

Have students draw three pictures that show the beginning, middle, and end of the story.

Students should be able to

- identify events that happen at the beginning, middle, and end of the story.
- identify characters involved in the events.

Writing Prompt

Have students use the following sentence starters to write about the story elements in the book. Students may illustrate their sentences.

- The main character of the story is _____.
- The setting at the end of the story is _____.
- My favorite part of the story is _____.