

Grade 1

Knowledge 3 | Teacher Guide

Different Lands, Similar Stories

Grade 1

Knowledge 3

Different Lands, Similar Stories

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 978-1-68391-929-2

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

DIFFERENT LANDS, SIMILAR STORIES

Introduction 1

Lesson 1 Cinderella 6

Introducing the Read-Aloud (10 min.)

- Core Connections/Domain Introduction
- Where Are We?

Read-Aloud (30 min.)

- Purpose for Listening
- “Cinderella”
- Comprehension Questions
- Word Work: *Worthy*

Application (20 min.)

- Vocabulary Instructional Activity: Instructions
- Somebody Wanted But So Then

Lesson 2 The Girl with the Red Slippers 22

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Where Are We?

Read-Aloud (30 min.)

- Purpose for Listening
- “The Girl with the Red Slippers”
- Comprehension Questions
- Word Work: *Cautiously*

Application (20 min.)

- Drawing the Read-Aloud

Lesson 3 Billy Beg 36

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Where Are We?

Read-Aloud (30 min.)

- Purpose for Listening
- “Billy Beg”
- Comprehension Questions
- Word Work: *Monstrous*

Application (20 min.)

- Which Fairy Tale? Venn Diagram

Lesson 4 Tom Thumb 53

Introducing the Read-Aloud (10 min.)

- Venn Diagram Review
- Where Are We?

Read-Aloud (30 min.)

- Purpose for Listening
- “Tom Thumb”
- Comprehension Questions
- Word Work: *Commotion*

Application (20 min.)

- Sayings and Phrases: “There’s No Place Like Home”
- On Stage

Lesson 5 Thumbelina

69

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Where Are We?

Read-Aloud (30 min.)

- Purpose for Listening
- “Thumbelina”
- Comprehension Questions
- Word Work: *Scarcely*

Application (20 min.)

- Venn Diagram

Lesson 6 Issun Boshi: One-Inch Boy

87

Introducing the Read-Aloud (10 min.)

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

Read-Aloud (30 min.)

- Purpose for Listening
- “Issun Boshi: One-Inch Boy”
- Comprehension Questions
- Word Work: *Deeds*

Application (20 min.)

- Drawing the Read-Aloud

Pausing Point (2 Days)

101

Lesson 7 Little Red Riding Hood

104

Introducing the Read-Aloud (10 min.)

- Map Review
- Where Are We?

Read-Aloud (30 min.)

- Purpose for Listening
- “Little Red Riding Hood”
- Comprehension Questions
- Word Work: *Cherished*

Application (20 min.)

- Drawing the Read-Aloud

Lesson 8 Hu Gu Po

117

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Where Are We?

Read-Aloud (30 min.)

- Purpose for Listening
- “Hu Gu Po”
- Comprehension Questions
- Word Work: *Cunning*

Application (20 min.)

- Which Folktale? Venn Diagram

Lesson 9 Tselane

132

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Where Are We?

Read-Aloud (30 min.)

- Purpose for Listening
- “Tselane”
- Comprehension Questions
- Word Work: *Fright*

Application (20 min.)

- Syntactic Awareness Activity: Demonstratives *this, that, those, these*
- Which Folktale? Venn Diagram

Domain Review (1 Day)	148
Domain Assessment (1 Day)	150
Culminating Activities (2 Days)	153
Teacher Resources	155

Introduction

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

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

DOMAIN COMPONENTS

Along with this Teacher Guide, you will need the:

- Flip Book for *Different Lands, Similar Stories*
- Image Cards for *Different Lands, Similar Stories*
- Activity Book for *Different Lands, Similar Stories*
- Digital Components for *Different Lands, Similar Stories*

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

- Trade Book Guide for *Lon Po Po: A Red-Riding Hood Story from China* by Ed Young
- Read-Aloud Videos for *Different Lands, Similar Stories*

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

WHY DIFFERENT LANDS, SIMILAR STORIES ARE IMPORTANT

This domain will introduce your students to three themes in fairy tales and folktales that have been told to children for generations, using variations from different lands or countries. By listening to these stories, students will increase their vocabulary and reading comprehension skills, be exposed to different places and cultures from around the world, and learn valuable universal lessons. It is important to note that the content of some of these Read-Alouds might unsettle some children. For example, the last three folktales depict cunning animals who try to trick children. Although these folktales address the importance of following the directions of a trusted adult family member (e.g., by not talking to strangers; by not opening the front door without a trusted adult family member's help), it is important to remind students that the stories themselves are fiction. Please preview all Read-Alouds and lessons in this domain before presenting them to students and feel free to substitute them with 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 as to how the story or information in the book relates to the Read-Alouds in this domain.

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

The fairy tales and folktales that students will be reading 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 and Geography from the social studies discipline.

WHAT STUDENTS HAVE ALREADY LEARNED

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

Stories: Fairy Tales and Folktales (Kindergarten)

Kings and Queens (Kindergarten)

CORE VOCABULARY FOR DIFFERENT LANDS, SIMILAR STORIES

The following list contains all of the core vocabulary words in *Different Lands, Similar Stories* in the forms in which they appear in the Read-Alouds. Bold-faced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1 embraced splendor warning worthy	Lesson 4 avoid clever commotion scampered	Lesson 7 cherished grateful sly
Lesson 2 cautiously preferred revived scoured	Lesson 5 dwelling extravagance foreign fragrant scarcely	Lesson 8 alarmed cunning latch perplexed strict
Lesson 3 concerned demanded monstrous	Lesson 6 astonished crammed deeds dodging permission	Lesson 9 curious fright intending roam

WRITING

In this domain, students will focus on the literary genre through the retelling of stories. They will identify story elements, including characters, setting, plot, and conflict. They will practice sequencing events for the beginning, middle, and end of stories. They will compare and contrast fairy tales and folktales as a group to identify similarities and differences in stories.

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

- Drawing the Read-Aloud (Lessons 2, 6, 7, 8, 9)
- Venn diagrams (Lessons 3, 5, 8, 9)
- any additional writing completed during the Pausing Point, Domain Review, or Culminating Activities

1

DIFFERENT LANDS, SIMILAR STORIES

Cinderella

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss the themes, lessons, or morals of stories.

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

Reading

Students will identify and describe characters, actions, setting, and events in a fairy tale.

 **TEKS 1.1.A; TEKS 1.8.B; TEKS 1.8.C**

Students will collaborate on a partner discussion about a fairy tale.

 **TEKS 1.1.D**

Students will describe the main characters of a fairy tale and the reasons for their actions.

 **TEKS 1.8.B**

Language

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

 **TEKS 1.3.B**

Writing

With assistance, students will use a graphic organizer to retell a fairy tale.


 **TEKS 1.6.H; TEKS 1.7.D**

FORMATIVE ASSESSMENT

Exit Pass

Element of the Story Students will illustrate and write a sentence about one element of “Cinderella,” either character(s), setting, plot, or conflict.

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

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions when recognized; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Core Connections/Domain Introduction	Whole Group	10 min.	❑ world map or globe
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ Flip Book: 1A-1–1A-10
“Cinderella”			
Comprehension Questions			
Word Work: <i>Worthy</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Vocabulary Instructional Activity: Instructions	Whole Group	20 min.	❑ Somebody Wanted But So Then Chart (Digital Components) ❑ Activity Page 1.1 (optional)
Somebody Wanted But So Then			
Take-Home Material			
Family Letter			❑ Activity Page 1.2

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare a world map or globe to use in each lesson in the domain. You may wish to prepare labels to add to the map or globe for countries specified in each lesson. You may also wish to add story titles to the country labels

and/or add an image from each story to the map/globe. The images can be found in the Teacher Resources section of this Teacher Guide. For this lesson, prepare a label for France and the story title “Cinderella” and/or the image from the story.

Application

- Prepare and display the following chart. Alternatively, you may access a digital version in the digital components for this domain.

Somebody	
Wanted	
But	
So	
Then	


Note to Teacher

In this domain, opportunities are provided to specifically pause within the Read-Aloud and allow student pairs to summarize the story information provided thus far. You are encouraged to assign partners for the duration of the domain in order to promote a social environment where all students engage in collaborative talk and learn from one another. Have students use the conventions of language as they practice such discussion skills as asking and answering questions, listening carefully to partners, not interrupting or talking over each other, maintaining appropriate conversational volume, and staying on topic. It may be helpful to model a conversation with attentive listening, polite expressions of agreement and disagreement, and directed focus. The mid-story check-in and interactive opportunities within the Guided Listening Support structure allow you to check for student

 understanding prior to the comprehension questions. **TEKS 1.1.C**

Universal Access

- You may wish to gather images and realia related to “Cinderella” to help this story come to life (e.g., small pumpkin and pictures of mice to show what the fairy godmother magically changed into something else).

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

CORE VOCABULARY

embraced, v. hugged; held someone in your arms as a way of expressing love

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

Variation(s): embrace, embraces, embracing

splendor, n. luxury; great and impressive beauty

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

Variation(s): splendors

warning, n. a statement telling someone about possible trouble

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

Variation(s): warnings

worthy, adj. deserving respect, praise, or attention

Example: Devon's good behavior made him worthy of becoming the line leader.

Variation(s): worthier, worthiest

Vocabulary Chart for "Cinderella"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		embraced (<i>abrazó</i>) splendor (<i>esplendor</i>) warning worthy	
Multiple Meaning			
Sayings and Phrases	ran her ragged longing to go What's the matter? looked on in admiration		

Lesson 1: Cinderella



Introducing the Read-Aloud

Speaking and Listening: Students will discuss elements of stories.



TEKS 1.9.A

CORE CONNECTIONS/DOMAIN INTRODUCTION (5 MIN.)

- Remind students that a fictional story comes from the author's imagination. Explain that this means stories can have elements that are both real or fantasy, meaning there are parts of stories that could really happen and parts that could not really happen.
- Discuss with students what they like best about listening to stories. Have students discuss whether they also enjoy telling stories to their families and friends.
- Tell students that people all around the world love listening to and telling stories, too! In fact, some of the stories told around the world are quite similar to each other. This means that parts of the stories are the same, even though the stories are from different places around the world.
- Explain that stories that are similar but have some differences are called versions or variations of one another. In this domain, students will listen to three sets of similar stories that originated many, many years ago in different places around the world. Although the variations come from different countries, or lands, the characters, or people and talking animals in the story, have many similar adventures.
- Review with students the basic elements of stories. The elements of stories are things that are part of every story, such as characters, setting, and plot.
- Remind students that the characters in a story are the people or animals the story is about.
- Remind them that the setting is where and when the story takes place.
- Remind them that the plot is what happens in the story, or the events of the story in the order in which they happen. All stories have a beginning, middle, and end.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Offering Opinions

Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., "I like/don't like listening to/telling stories.").

Intermediate

Provide students with sentence frames using an expanded set of learned phrases (e.g., "I like/don't like listening to/telling stories because . . .").

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 3.C; ELPS 3.I



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

- Note that another important element of stories is called conflict. The conflict in a story is the problem the characters face. Characters in different stories from around the world might have similar conflicts, or problems, that they must deal with.
- Tell students they should listen for how the characters, settings, plots, and conflicts, or problems, are similar and different in the stories in this domain.



Check for Understanding

Recall: What are the elements of stories? (*characters, setting, plot, conflict, or problem*)

WHERE ARE WE? (5 MIN.)

- Tell students that the story in today's Read-Aloud originated in a country called France many, many years ago.
- Help students locate the country of France on the continent of Europe on a world map or globe. You may wish to add the country label for France and the story title "Cinderella," and/or the story image, to the map/globe.

Lesson 1: Cinderella

Read-Aloud



Reading: Students will identify and describe characters, actions, setting, and events in a fairy tale.

🇹🇽 **TEKS 1.1.A; TEKS 1.8.B; TEKS 1.8.C**

Students will collaborate on a partner discussion about a fairy tale.

🇹🇽 **TEKS 1.1.D**

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

🇹🇽 **TEKS 1.3.B**

PURPOSE FOR LISTENING

- Tell students that “Cinderella” is a fairy tale. Fairy tales feature members of a royal family (or the king, queen, and their family members), characters with magical powers, and/or magical transformations or changes.
- Tell students to listen carefully to identify as many story elements in this fairy tale as they can: characters, setting, plot, and conflict.

“CINDERELLA” (15 MIN.)



Show Image 1A-1: Cinderella scrubbing the floor

Once there was a poor girl who was called Cinderella. Cinderella lived with her stepmother and two stepsisters. *Cinderella, her stepmother, and two stepsisters are some of the characters in this story.*

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

Cinderella’s stepsisters lived in **splendor** *or had the best of everything*. They had soft beds, thick carpets, and silver-edged mirrors. Poor Cinderella had to sleep on the floor next to the fire. *[Have students discuss the following*

question briefly with their partners.] How is Cinderella's life different than the lives of her stepsisters? **TEKS 1.1.D**

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



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

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

ball. *Cinderella's stepsisters kept her so busy helping them that she had no time to rest.*

"Cinderella!" shouted the older stepsister. "Shine my shoes!"

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

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

At last the time came. The stepsisters and their mother left for the palace. Cinderella watched them drive away. When she lost sight of them, she began to cry. She felt so miserable and alone. *[Pause here and ask the following questions to check student comprehension.] 1. What characters have you met so far? 2. What does Cinderella want to do? 3. Why can't Cinderella do this?*



Show Image 1A-3: Fairy godmother

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

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions when recognized; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., "Can Cinderella go to the ball?").

Intermediate

Provide students with a specific sentence frame (e.g., "Cinderella cannot go to the ball because . . .").

Advanced/Advanced High

Encourage students to use key words from the story in complete sentences (e.g., "Cinderella cannot go to the ball because her stepmother will not let her and her stepsisters keep her too busy to prepare herself to go.").

ELPS 2.G; ELPS 3.C

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

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

"Why, yes!" said Cinderella with surprise.

"Then it shall be so! Cinderella, you are a kind girl, **worthy** of going to the ball," said the woman. *Cinderella deserves to go to the ball because she is kind and good.* For, you see, the woman was Cinderella's fairy godmother. "Now run into the garden," she said to Cinderella, "and bring me a pumpkin."



Show Image 1A-4: The dazzling coach

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

"Now, dear," said the fairy godmother, "bring me the mousetrap from the house." Cinderella

brought the trap, which had six live mice in it. The fairy godmother released the mice and waved her wand over them, turning them into a fine set of six gray horses. Then, with a touch of her wand, she turned a big rat into a fat, jolly coachman with long, fancy whiskers.

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

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



Show Image 1A-5: Cinderella in her new gown

Her godmother laughed. Then, with a touch of her wand, she changed Cinderella's tattered clothes into a glittering gown of gold. And on her feet appeared a pair of glass slippers, the prettiest in the world. *[Prompt students to twirl around to mimic the transformation of her clothes, just as Cinderella is doing in the image.]*

Cinderella stepped into the coach. But before she left, her fairy godmother gave her a stern **warning**: “Do not stay at the ball after midnight, not even a moment. When the clock strikes twelve, the coach will once again be a pumpkin; the horses, mice; the coachman, a rat; and your gown, the same clothes you had on.” *A stern warning is a serious set of directions that you should follow. What warning does the fairy godmother give Cinderella?*

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



Show Image 1A-6: Prince and Cinderella dance

When Cinderella arrived at the ball, everyone admired her beauty. The prince asked Cinderella to dance with him. They danced together once, then twice, then again and again. Cinderella’s face shone with happiness. Everyone at the ball looked on in admiration—

everyone, that is, but the two stepsisters. They glared jealously at the lovely lady, though they had no idea that they were glaring at Cinderella because they didn’t recognize her in her beautiful gown.

For Cinderella, the music, the dancing, the warm gaze of the prince, all seemed a wonderful dream. How quickly time slips away when the heart is happy! *Can you think of a time when you were having fun and the time seemed to go by too fast?* As Cinderella began to dance again with the prince, she heard the palace clock begin to toll.

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

“Midnight,” said the prince.



Check for Understanding

Recall: What is supposed to happen at midnight? (*Everything Cinderella’s fairy godmother gave her will turn back into what it really is. The coach will be a pumpkin; the horses, mice; the coachman, a rat; and her gown, the same clothes she had on.*)



Show Image 1A-7: Cinderella runs down the stairs

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

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

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



Show Image 1A-8: The prince finds the slipper

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

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



Show Image 1A-9: The stepsister tries on the slipper

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

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

“You?” the stepsisters cried. “That’s ridiculous!” *Remember, the stepsisters did not recognize Cinderella at the ball and thus did not know that she was there.*

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



Show Image 1A-10: Cinderella tries on the slipper

The prince’s men agreed, as the prince had given strict instructions that every maiden in the kingdom was to try on the slipper. One of the men placed the slipper on Cinderella’s foot—and it fit perfectly! The stepsisters’ mouths dropped open in astonishment. They

were even more shocked when, from her pocket, Cinderella drew forth the other glass slipper.

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

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

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** Who is the main character in this story? (*Cinderella is the main character in this story.*) How did she get her name? (*Cinderella got her name because she would sit by the cinders and ashes of the fire after a hard day’s work.*)
2. **Literal.** Who appears to help Cinderella go to the ball? (*Cinderella’s fairy godmother appears to help her.*) What does the fairy godmother do with the pumpkin, mice, and rats? (*The fairy godmother turns the pumpkin, mice, and rats into a coach, horses, and coachman.*)
 - **Literal.** What warning does her fairy godmother give to Cinderella? (*Her fairy godmother warns Cinderella to leave the ball before the stroke of midnight, as everything will change to be as it was before.*)

- **Literal.** What happens at the stroke of midnight? (*Cinderella runs out of the castle, as her gown transforms back into rags and the coach becomes a pumpkin once more.*) What does Cinderella lose as she is running out of the castle? (*Cinderella loses her glass slipper.*)
- 3. **Inferential.** How does the prince find Cinderella? (*The prince sends his men to have every woman in the land try on the glass slipper. Cinderella tries on the glass slipper and it fits perfectly.*) How do the stepsisters act when they find out Cinderella will marry the prince? (*The stepsisters beg for forgiveness.*)
- 4. **Evaluative.** What parts of this fairy tale could never really happen? (*A pumpkin cannot be turned into a coach, and animals cannot be turned into people or other animals.*)
- 5. **Evaluative.** *Think-Pair-Share:* How might the story be different if Cinderella's stepmother was nice and Cinderella didn't have to do the hardest, dirtiest work? (*Answers may vary.*)

WORD WORK: WORTHY (5 MIN.)

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

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

Lesson 1: Cinderella

Application



Reading: Students will describe the main characters of a fairy tale and the reasons for their actions.

 **TEKS 1.8.B**

Writing: With assistance, students will use a graphic organizer to retell a fairy tale.

 **TEKS 1.6.H; TEKS 1.7.D**

VOCABULARY INSTRUCTIONAL ACTIVITY (5 MIN.)

Instructions


- Tell students in the Read-Aloud they heard, “The prince certainly had given strict instructions that every maiden in the kingdom was to try on the slipper.”
- Have students say the word *instructions* with you.
- Tell them instructions are directions that tell you how to do something.
- Share the following example sentence using the word *instructions*:
 - We carefully followed the instructions to put together our baby cousin's toy.
- Have students think about other times that people follow instructions. Call on students to share examples.
- Have students give instructions to a partner on how to do something they do every day. Tell them to give the instructions in order of what happens first to what happens last. Encourage them to use words like *first*, *next*, *then*, and *last* when you tell about it. Remind them to use complete sentences.



SOMEBODY WANTED BUT SO THEN (15 MIN.)

TEKS 1.8.B

- Refer to the Somebody Wanted But So Then chart you prepared in advance. Tell students that together, you will use this chart to retell the story of “Cinderella.”
- Tell students that writers use charts and other devices to plan their writing. Remind students they used a chart like this to retell the story of Louis Pasteur’s discovery of the rabies vaccine when they learned about the human body.

 **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their action.

Support

As you record students’ responses on the chart, be sure to use complete sentences and domain-related vocabulary to expand upon their responses.



Language

Selecting Language Resources

Beginning

Retell the fairy tale using key words (e.g., “Cinderella; ball; not allowed to go.”).

Intermediate

Retell the fairy tale using complete sentences and key words (e.g., “Cinderella wanted to go to the ball. She was not allowed to go.”).

Advanced/Advanced High

Retell the fairy tale using detailed complete sentences and key words (e.g., “Cinderella wanted to go to the royal ball because all the young ladies in the kingdom were invited. She couldn’t go though, because her stepmother would never let her.”).

ELPS 3.B; ELPS 4.G;

ELPS 4.I; ELPS 5.G

- Tell them that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read the words to them.
- Ask students the following questions and write their answers in the chart:
 - Who is the main character in the story? (*Cinderella*)
 - What did Cinderella want? (*to go to the ball*)
 - Why couldn’t Cinderella go to the ball? (*She was not allowed to, she had no way of getting there, and had nothing to wear.*)
 - Who helped Cinderella and what happened because of this? (*Her fairy godmother helped her and she met the prince.*)
 - Then what happened? (*She left the ball and lost her shoe; the prince used it to find her; then he married her.*)

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

- As students retell the fairy tale, ask questions to elicit oral elaboration on what they have written. After you have retold the fairy tale, ask students which elements of the fairy tale are elements of stories.



Check for Understanding

Recall: What are the elements of stories? (*character(s), setting, plot, problem or conflict*)

Who is Cinderella? (*the main character*)

The house and the royal palace are parts of what? (*the setting*)

What parts of the story are the plot? (*Cinderella wanted to go to the ball, but couldn't; her fairy godmother helped her and she met the prince; she left the ball and lost her shoe; the prince used it to find her; then he married her*)

What is the problem, or conflict? (*Cinderella wanted to go to the ball but couldn't.*)



Exit Pass

Have students illustrate and write/dictate a sentence about one element of "Cinderella," either character(s), setting, plot, or problem/conflict.

End Lesson

Lesson 1: Cinderella

Take-Home Material

FAMILY LETTER

- Send home Activity Page 1.2.

Challenge

Students who are ready to fill in the chart on their own may use Activity Page 1.1.

Activity Page 1.1



Activity Page 1.2



2

DIFFERENT LANDS, SIMILAR STORIES

The Girl with the Red Slippers

PRIMARY FOCUS OF LESSON

Reading

Students will identify story elements of a fairy tale.

 **TEKS 1.8.C; TEKS 1.9.A**

Students will identify similarities and differences and compare themes of two fairy tales.

 **TEKS 1.6.H; TEKS 1.8.A**

Language

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

 **TEKS 1.3.B**

Writing

Students will illustrate, describe, and speak about an event from a fairy tale.

 **TEKS 1.1.C; TEKS 1.1.E; TEKS 1.7.D**

FORMATIVE ASSESSMENT

Exit Pass


Beginning, Middle, or End Students will identify in writing whether a part of the story happened in the beginning, middle, or end.

 **TEKS 1.7.D**



Writing Studio

If you are using Writing Studio, you may begin Unit 2 Lesson 1 after completing this Knowledge lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connections to this domain.

 **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance;

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	❑ world map or globe
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ Flip Book: 2A-1–2A-8
“The Girl with the Red Slippers”			
Comprehension Questions			
Word Work: <i>Cautiously</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Drawing the Read-Aloud	Small Group/ Whole Group	20 min.	❑ paper ❑ drawing tools ❑ index cards

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare the world map or globe you used in the previous lesson. You may wish to prepare a label for Egypt and the story title “The Girl with the Red Slippers,” and/or the story image found in Teacher Resources.

Application

- Prepare to divide students into three small groups for the beginning, middle, and end of the fairy tale. Students will draw and discuss an event from their respective parts of the story.

TEKS 1.3.B Use illustrations and text the student is able to read or hear to learn **or** clarify word meanings; **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.1.E** Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

Universal Access

- You may wish to gather images of egrets, dragonflies, and hippopotamuses to show students how real images of these animals compare to the illustrated images in the Read-Aloud.

CORE VOCABULARY

cautiously, adv. carefully; staying away from danger or risk

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

Variation(s): none

preferred, v. liked something better than something else

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

Variation(s): prefer, prefers, preferring

revived, v. refreshed

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

Variation(s): revive, revives, reviving

scoured, v. searched very carefully

Example: We scoured our house for the missing earring, lifting up rugs and going through drawers looking for it.

Variation(s): scour, scours, scouring

Vocabulary Chart for "The Girl with the Red Slippers"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		cautiously preferred (<i>prefería</i>) revived (<i>revivir</i>) scoured	
Multiple Meaning			
Sayings and Phrases	not breathe a word to heart skipped a beat		

Lesson 2: The Girl with the Red Slippers

Introducing the Read-Aloud



Reading: Students will identify story elements of a fairy tale.

 **TEKS 1.8.C; TEKS 1.9.A**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)


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



Check for Understanding

One-Word Answer: In stories, what are conflicts? (*problems*)

- Review the previous Read-Aloud by asking students the following questions:
 - What was the name of the fairy tale you listened to in the previous Read-Aloud? (*The name of the fairy tale we listened to in the previous Read-Aloud was "Cinderella."*)
 - In which country, or land, did the story of "Cinderella" originate? (*The story of "Cinderella" originated in France.*) [Have students locate France on a world map or globe.]
 - Who are the main characters in "Cinderella?" (*The main characters in "Cinderella" are Cinderella, her stepmother and stepsisters, her fairy godmother, and the prince.*)

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



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students simple yes/no questions (e.g., "Are the mice main characters in 'Cinderella?'").

Intermediate

Provide students with a specific sentence frame (e.g., "One of the main characters in 'Cinderella' is . . .").

Advanced/Advanced High

Encourage students to use key words from the story in complete sentences (e.g., "The main characters in 'Cinderella' are Cinderella, her stepmother, her stepsisters, her fairy godmother, and the prince.").

ELPS 2.G; ELPS 3.C

- What is the setting of “Cinderella?” Remember, the setting of a story is where and when a story takes place. (*The setting of “Cinderella” is Cinderella’s home and the royal palace. This story takes place long, long ago.*)
- What happened to Cinderella at the end of the tale? (*Cinderella married the prince.*)
- Is “Cinderella” nonfiction, which means true, or fiction? How do you know? (*“Cinderella” is fiction because pumpkins cannot really be turned into coaches and animals cannot really be turned into people or other animals.*)
- Remind students that Cinderella was not treated very nicely by her family. Explain that today students will hear a story that originated in another country, but whose main character faces a conflict, or problem, that is similar to Cinderella’s conflict.

WHERE ARE WE? (5 MIN.)

- Tell students that the story in today’s Read-Aloud originated in a country called Egypt many, many years ago.
- Help students locate the country of Egypt on the continent of Africa on a world map or globe. You may wish to add the country label for Egypt and the story title “The Girl with the Red Slippers,” and/or the story image, to the map/globe.

Lesson 2: The Girl with the Red Slippers

Read-Aloud



Reading: Students will identify similarities and differences and compare themes of two fairy tales.

TEKS 1.6.H; TEKS 1.8.A

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

TEKS 1.3.B

PURPOSE FOR LISTENING

- Tell students to listen carefully to “The Girl with the Red Slippers” to see how today’s story is similar to and different from “Cinderella.”

“THE GIRL WITH THE RED SLIPPERS” (15 MIN.)



Show Image 2A-1: Rhodopis and the other servants

A long time ago, in Ancient Egypt, there lived a beautiful young girl called Rhodopis. Rhodopis was an enslaved person. *Rhodopis was forced to work without pay and could not do what she liked.* She had been born in Greece but had been kidnapped by pirates. The pirates had sold

the young girl to a rich Egyptian merchant. *[Point to Greece and then Egypt on a map.]* Rhodopis now worked as a servant in his house. Because Rhodopis was from another land, she did not look like the other servants, or her master. Whereas they had dark hair and dark eyes, she had golden curls and green eyes. No amount of brushing would straighten those curls. The other servants teased Rhodopis. They also made her work even harder than they did. She had to get up before the sun rose, and she had to work while the stars twinkled in the night sky. She cleaned her master’s house, she baked bread, she washed her master’s clothes, she sewed, and she even did the gardening.

Rhodopis lived a lonely life. The other servants wanted nothing to do with her. And her master, though kind, spent his time either sleeping in the warm sunshine, or conducting business. Over time, the animals became her

TEKS 1.6.H Synthesize information to create new understanding with adult assistance; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.3.B** Use illustrations and text the student is able to read or hear to learn or clarify word meanings.

friends. Rhodopis chatted with the birds that nested in the lemon and lime trees that she tended. She told her troubles to the great white egrets, and she teased the red-tailed dragonflies. *[Point to the image.] Which person do you think is Rhodopis based on the way she is described in the story? Which details, or information in the story, helped you?*

However, her best friend in the whole world was a hippopotamus. *A hippopotamus is a large animal with an extremely large head and mouth that spends most of its time in water. They are often known as “hippos.”*



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

Whenever she went to the Nile River to wash her master's clothes, one particular hippo would come to the edge of the river. It would wallow in the water near her and keep her company while she worked. The hippo would look at her with its big round eyes. Its ears

would flicker whenever she spoke. Sometimes they would play together. Rhodopis would splash water in the hippo's direction. The hippo would sink down under the water and then reappear close by.

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



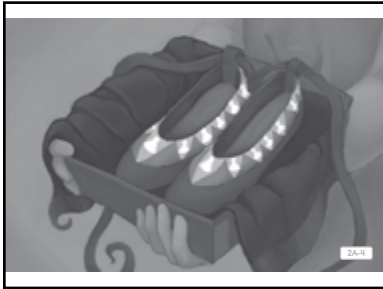
Show Image 2A-3: Rhodopis dancing in the sunshine

Rhodopis danced in the warm sunshine. As she danced, her master woke up from a long nap. As he stretched and yawned he looked around the garden. He spotted Rhodopis dancing to the music. Rhodopis moved so elegantly. Her master thought to himself that someone who

danced like a butterfly, as Rhodopis did, deserved elegant shoes to adorn her bare feet. *[Have students show you how they think a butterfly might dance.]*

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

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



Show Image 2A-4: The gift of red slippers

Rhodopis loved her slippers. The other servants were jealous that she had been given such an exquisite gift. They treated her even more horribly than before. This made Rhodopis very sad. Whenever she could, she would **cautiously** sneak off into the garden, put on her red slippers, and dance. Cautiously

means carefully or staying away from danger or risk. Why did Rhodopis have to cautiously sneak off to dance? Quite often she danced at night beneath the sparkling stars, when everyone else was asleep. [Pause here and ask the following questions to check student comprehension.] 1. Which characters have you met so far? 2. What gift does Rhodopis receive? 3. How do the other servants treat Rhodopis after she receives the gift?

One day, Rhodopis's master was informed that the pharaoh, Amasis, had decided to hold a grand banquet at his royal palace in Memphis. All of his subjects were invited, even the servants. *The pharaoh was the leader of ancient Egypt, similar to a king. The pharaoh had servants to do things for him, just like a king. A banquet is a party with a fancy dinner.*

Rhodopis was so excited; however, she quickly learned that the other servants had no intention of letting her go. *They did not plan on letting Rhodopis go to the banquet.* Instead they gave her piles of laundry to do, and warned her that it better all be done by the time they returned. As the servants prepared to depart, Rhodopis carried the huge pile of laundry down to the river.

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



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., "Do the servants treat Rhodopis better after she receives the slippers?").

Intermediate

Provide students with a specific sentence frame (e.g., "The servants treat Rhodopis . . .").

Advanced/Advanced High

Encourage students to use key words from the story in complete sentences (e.g., "The servants treat Rhodopis worse after she receives the slippers because they are jealous that she received such an exquisite gift.").

ELPS 2.G; ELPS 3.C

Support

The word *duck* also has other meanings. It can also mean a bird that swims and quacks.



Show Image 2A-5: The falcon flying off with one of the slippers

Rhodopis sighed and scratched the hippo's head. Then she took off her slippers and placed them on a rock to dry. After that she continued with her work. She did not even stop to eat. After a long while, Rhodopis finished washing all the clothes. By now her back and

arms were aching but she was happy to be done. Just as she was about to put on her red slippers, she heard the flapping of wings. In an instant, one of her slippers was gone. From out of the darkening sky, a falcon had swooped down and stolen it. *A falcon is a type of bird that can fly very fast.* Rhodopis gasped out loud. She was certain that the falcon was actually the god Horus. *Horus is the sky god in the ancient Egyptian religion.* It was a sign of something, but of what she did not know. There was nothing Rhodopis could do. She put her one remaining slipper in her pocket and returned to her master's house in her bare feet.

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



Show Image 2A-6: The pharaoh's banquet

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

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



Check for Understanding

Compare/Contrast: What part of “Cinderella” does this remind you of? (*when the prince sent his men out to find the owner of the glass slipper left behind at the ball*)

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

As the weeks went by, the pharaoh **scoured** the land for his future wife. He searched by land and by water, but he was unsuccessful. At last his search brought him by royal barge to a region in the northern part of his kingdom. Rhodopis was washing clothes in the river as the royal barge appeared in the distance. The other servants saw it, too, and knew immediately what it meant. As the barge neared the bank of the river, the royal trumpeters sounded the pharaoh’s arrival. Immediately, the servants ordered Rhodopis to hide herself in the reeds as she was, they told her, too lowly a servant to be in the presence of the pharaoh. *The other servants tell Rhodopis that she is not important enough to meet the pharaoh.*



Show Image 2A-7: The pharaoh talks to Rhodopis

With the red slipper in one hand, Amasis stepped off the royal barge. Upon seeing the slipper, the female servants elbowed each other out of the way, all wanting to be the first to try it on. As this was happening, Rhodopis peeked out from the reeds. She wanted to

see the pharaoh’s face. As she peeked out, Amasis spotted her. He stared at the beautiful girl for several moments and Rhodopis’s heart skipped a beat. Amasis asked Rhodopis to step forward and then he placed her tiny foot inside the red slipper. As he did so, it was clear to all that she was the owner of the slipper. The other servants were horrified that she would be the pharaoh’s queen, but the master gave his blessing.



Reading

Reading/Viewing Closely

Beginning

Encourage students to use words or phrases to describe a similarity or difference between the two fairy tales (e.g., “both fit slippers.”).

Intermediate

Encourage students to use complete sentences to describe a similarity or difference between the two fairy tales (e.g., “Both characters are identified by slippers that fit their feet.”).

Advanced/Advanced High

Encourage students to use key details and more complex sentences to describe a similarity or difference between the two fairy tales (e.g., “Both characters are the last to try on the slippers, which fit their feet. Because the slippers fit their feet, they are identified as the ones who people have been searching for.”).

ELPS 3.F; ELPS 4.F;

ELPS 4.K



Show Image 2A-8: Rhodopis and the pharaoh sail away

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

COMPREHENSION QUESTIONS (10 MIN.)

- Evaluative.** How is Rhodopis treated by the other servants? (*Rhodopis is treated poorly by the other servants. They make fun of her and make her do more than her share of work.*) How is the way Rhodopis is treated by the other servants similar to the way Cinderella is treated by her stepsisters? (*Both Cinderella and Rhodopis are treated unfairly and made to do more than their share of work.*)
- Literal.** What must Rhodopis do while the others attend the pharaoh's banquet? (*The other servants make Rhodopis do piles of laundry so she cannot go to the banquet.*)
 - Literal.** What animal takes Rhodopis's slipper? (*A falcon takes Rhodopis's slipper.*) Where does the animal take the slipper? (*The falcon takes the slipper to the pharaoh's banquet.*)
- Inferential.** How does the pharaoh realize that Rhodopis is the owner of the red slipper? (*The pharaoh searches the land and has every woman try on the slipper. At last, Rhodopis tries on the slipper and it fits.*)
- Evaluative.** What are some similarities between “Cinderella” and “The Girl with the Red Slippers”? (*Answers may vary, but may include: in both stories, the main characters are kind and good but treated poorly by the people around them. In both stories, there are fancy parties from which the main characters are excluded. Both characters are identified by slippers that fit their feet.*) What are some differences between the two stories? (*Answers may vary, but may include: Cinderella is treated poorly by her stepmother and stepsisters, whereas Rhodopis is treated unfairly by the other servants. Cinderella marries a prince, while Rhodopis marries a pharaoh. Cinderella had a glass slipper, while Rhodopis had red silk slippers with leather soles.*) What are some similarities and differences between the themes, or lessons, of “Cinderella” and “The Girl with the Red Slippers”? (*Answers may vary but may include: Kindness is often rewarded. Unkindness and jealousy often turn out to be their own punishments.*)

TEKS 1.8.A



TEKS 1.8.A Discuss topics and determine theme using text evidence with adult assistance.

5. **Evaluative.** *Think-Pair-Share:* Which fairy tale did you like better? Why?
(Answers may vary.)

WORD WORK: CAUTIOUSLY (5 MIN.)

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

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

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

Lesson 2: The Girl with the Red Slippers

Application




Writing: Students will illustrate, describe, and speak about an event from a fairy tale.

 **TEKS 1.1.C; TEKS 1.1.E; TEKS 1.7.D**

DRAWING THE READ-ALOUD

- Remind students that the plot of a story is what happens in the story, or the events of the story in the order in which they happen. All stories have a beginning, middle, and end.
- Ask students to think about the Read-Aloud that they listened to earlier in the day. Briefly review the plot, using the following as a guide:
 - Beginning: Rhodopis is a servant who is treated unfairly by other servants. Her best friend, a hippo, keeps her company when she washes clothes in the Nile River. One day she dances to music she could hear and her master sees what a great dancer she is. He gives her beautiful slippers to wear while she dances.
 - Middle: The other servants are jealous of the gift Rhodopis receives. They treat her worse than before. They won't let her go to the pharaoh's banquet. When they leave for the banquet, Rhodopis goes to the river to wash clothes. Her shoes get wet when the hippo splashes water. Rhodopis puts them on a rock to dry. A falcon swoops down and takes one of her slippers.
 - End: The falcon takes the slipper to the pharaoh. The pharaoh stops the banquet and announces a search for the owner of the slipper. Rhodopis is told to hide when the pharaoh arrives to search for the owner of the slipper. She peeks out from her hiding spot and the pharaoh sees her. He has her try on the slipper and it fits. She marries the pharaoh.
- Divide students into the three groups you prepared in advance: beginning of the story, middle of the story, and end of the story. Give each student a piece of paper.
- Ask students in each group to draw a picture of something in the part of the story they have been assigned—beginning, middle, or end. Then have students write (or dictate) a sentence about their drawings using the sound-spelling correspondences taught thus far.

 **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.1.E** Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

- As you circulate, make sure each student is representing an idea from the part of the story they have been assigned.
- When students have completed their drawings, tell students that they are going to retell the story using their drawings.



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Presenting

Beginning

Encourage students to use key words from the story to describe their drawings (e.g., “red slippers for dancing.”).

Intermediate

Encourage students to use key words in complete sentences to describe their drawings (e.g., “Rhodopis received red slippers for dancing from her master.”).

Advanced/Advanced High

Encourage students to use key words in increasingly complex sentences to describe their drawings, (e.g., “Her master thought she was a wonderful dancer. So he gave her a gift of beautiful red slippers to wear while she dances.”).

ELPS 3.B; ELPS 3.C;

ELPS 4.G; ELPS 5.G

Support

As students describe their drawings, be sure to expand upon their ideas, encouraging the use of increasingly complex sentences and domain-related vocabulary.



Check for Understanding **TEKS 1.1.C; TEKS 1.1.E**

Recall: Have students in the “Beginning” group stand up, introduce themselves, and describe their drawings, taking care to speak clearly and at an appropriate pace. Have students describe the feelings and ideas in the story and explain how those feelings and ideas are portrayed. Ensure that all important parts from the beginning of the story have been covered, adding details as needed.

- Then have students in the “Middle” group stand up, introduce themselves, and describe their drawings. Have students describe the feelings and ideas from the story and explain how those feelings and ideas are portrayed. Ensure that all important parts from the middle of the story have been covered, adding details as needed.
- Finally, have students in the “End” group stand up, introduce themselves, and describe their drawings. Have students describe the feelings and ideas from the story and explain how those feelings and ideas are portrayed. Ensure that all important parts from the end of the story have been covered, adding details as needed.



Exit Pass

- Give each student an index card.
- Tell students you will ask a question about a part of the story. Students must decide if that part happened in the beginning, middle, or end.
- Tell them if they think it happened in the beginning, write a ‘B’ on the index card. If they think it happened in the middle, write an ‘M.’ If they think it happened at the end, write an ‘E.’
- Ask students the following question:
 - During what part of the story does Rhodopis receive exquisite red slippers with leather soles as a gift from her master?

End Lesson

TEKS 1.1.C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.1.E** Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.

3

DIFFERENT LANDS, SIMILAR STORIES

Billy Beg

PRIMARY FOCUS OF LESSON

Reading

Students will identify characters, setting, theme, and events of a fairy tale.

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

Students will identify similarities and differences and compare the themes in three fairy tales.

 **TEKS 1.6.H; TEKS 1.8.A**

Speaking and Listening

Students will use Venn diagrams to help them discuss and compare stories.

 **TEKS 1.1.D**

Language

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

 **TEKS 1.3.B**

Writing

With assistance, students will use a graphic organizer to compare and contrast three fairy tales.


 **TEKS 1.6.H**

FORMATIVE ASSESSMENT

Exit Pass

One Similarity Across Fairy Tales Students will orally identify one similarity across all three fairy tales.

 **TEKS 1.6.H**

 **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.3.B** Use illustrations and text the student is able to read or hear to learn or clarify word meanings.

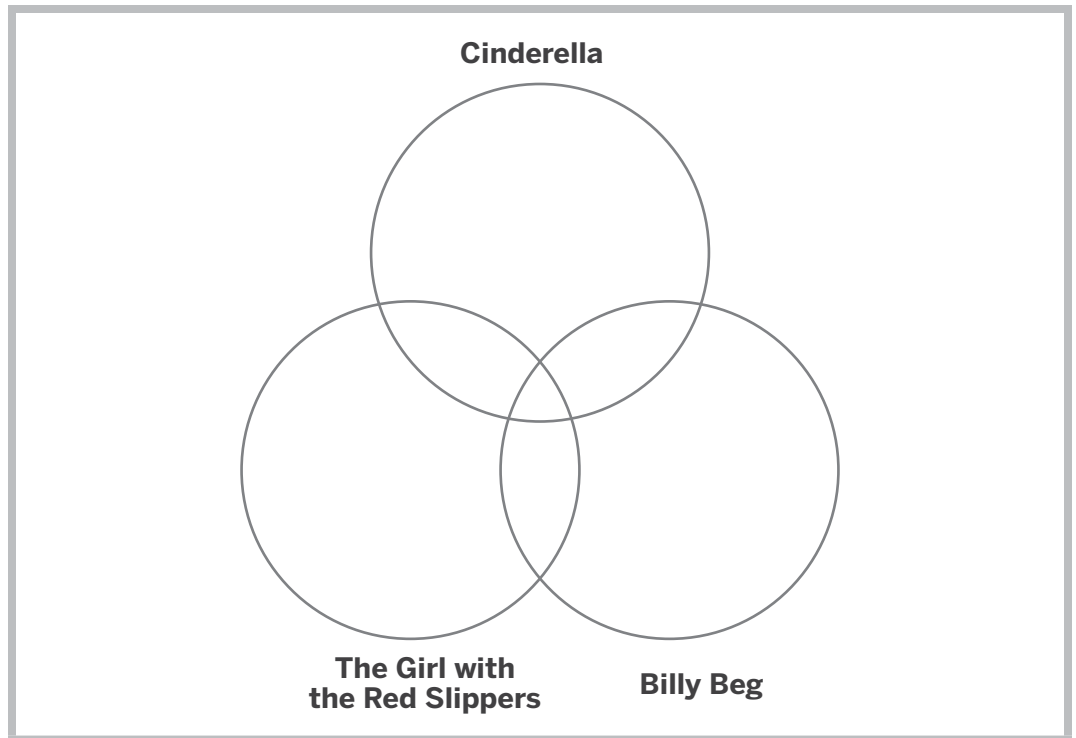
LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Which Fairy Tale? Venn Diagram (Digital Components) <input type="checkbox"/> world map or globe
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 3A-1–3A-9
“Billy Beg”			
Comprehension Questions			
Word Work: <i>Monstrous</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Which Fairy Tale? Venn Diagram	Whole Group	20 min.	<input type="checkbox"/> Which Fairy Tale? Venn Diagram (Digital Components) <input type="checkbox"/> Activity Page 3.1 (optional)

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare an enlarged version of the following Which Fairy Tale? Venn Diagram on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.
- Prepare the world map or globe you used in the previous lesson. You may wish to prepare a label for Ireland and the story title “Billy Beg,” and/or the story image found in Teacher Resources.



Note to Teacher

Save the Which Fairy Tale? Venn Diagram after using it in this lesson as you will use it again in the next lesson.

Universal Access

- You may wish to gather the following objects to support students' understanding of the Read-Aloud: a tablecloth, a large stick, and a leather belt.

CORE VOCABULARY

concerned, adj. worried

Example: Joanna had a concerned look on her face when she found out the school trip might be cancelled.

Variation(s): none

demanded, v. ordered; said or asked for in a forceful way

Example: The police officer demanded people stop talking so he could give instructions about what to do next.

Variation(s): demand, demands, demanding

monstrous, adj. very large and/or scary

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

Variation(s): none

Vocabulary Chart for “Billy Beg”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		concerned demanded monstrous (<i>monstruoso/a</i>)	
Multiple Meaning			
Sayings and Phrases	fond of suit of armor		

Lesson 3: Billy Beg

Introducing the Read-Aloud



Reading: Students will identify characters, setting, theme, and events of a fairy tale.

✚ **TEKS 1.8.B; TEKS 1.8.C**

Students will identify similarities and differences and compare the themes of three fairy tales.

✚ **TEKS 1.6.H; TEKS 1.8.A**

Speaking and Listening Students will use Venn diagrams to help them discuss and compare stories.

✚ **TEKS 1.1.D**

Writing: With assistance, students use a graphic organizer to compare and contrast two of three fairy tales.

✚ **TEKS 1.6.H**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Review with students that people around the world love listening to and telling stories.
- Remind students that some of the stories told around the world are quite similar to each other, even though the stories originated in different places around the world. Although the variations come from different countries, or lands, the characters have similar adventures and face similar conflicts, or problems.
- Explain to students that Venn diagrams help organize similarities and differences between things. Tell them you will work together to complete a Venn diagram to organize the similarities and differences between Read-Alouds.
- Direct students' attention to the Which Fairy Tale? Venn Diagram you prepared in advance. Explain that each circle represents one thing, in this case each Read-Aloud, as evidenced by the titles written.
- Point to the place in the center of the Which Fairy Tale? Venn Diagram where all three circles overlap. Explain that this is where similarities among all three things are written.

✚ **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance.

- Point to the places where only two circles overlap at a time. Explain that these places are where similarities that are only between those two things are written.
- Point to the places where each circle does not overlap with any other circle. Explain that these places are where things that are unique to only that one thing are written; these places are where differences are found when contrasting all three things.
- Tell students that you are going to ask them to describe similarities and differences between “Cinderella” and “The Girl with the Red Slippers.” Explain that you will write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read the words to them.
- As you review similarities and differences between “Cinderella” and the “The Girl with the Red Slippers,” write them down in the appropriate spaces on the Venn diagram. Use the following as a starting point; your students may have additional information to add.
 - Similarities: The main characters are kind and good but treated poorly by the people around them. In both stories, there are fancy parties from which the main characters are excluded. Both characters are identified by slippers that fit their feet. Both stories have themes involving how kindness and beauty are rewarded and unkindness and jealousy are punished.
 - Differences: Cinderella is treated poorly by her stepmother and stepsisters, whereas Rhodopis is treated unfairly by the other servants. Cinderella marries a prince, while Rhodopis marries a pharaoh. Cinderella had glass slippers, while Rhodopis had red silk slippers with leather soles. **TEKS 1.8.A; TEKS 1.8.B**
- Tell students you will finish the Venn diagram later in the lesson.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students simple *wh*-questions (e.g., “What did Cinderella and Rhodopis both lose?”).


Intermediate

Provide students with a specific sentence frame, (e.g., “Cinderella and Rhodopis are similar because they both . . .”).

Advanced/Advanced High

Encourage students to use key words in complex sentences (e.g., “Cinderella and Rhodopis both lost a slipper, Cinderella as she was leaving the ball, and Rhodopis when a falcon swooped down and took it from a rock where it was drying.”).

ELPS 2.H; ELPS 3.C

 **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance;



Check for Understanding

Turn and Talk: Turn to a partner and discuss how a Venn diagram helps us think about stories. [Have a few student pairs share their ideas.] (*Answers may vary but should include: it helps organize similarities and differences.*) **TEKS 1.1.D**

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

WHERE ARE WE? (5 MIN.)

- Tell students that the story in today’s Read-Aloud originated in a country called Ireland many, many years ago.
- Help students locate the country of Ireland, which is part of the continent of Europe, on a world map or globe. You may wish to add the country label for Ireland and the story title “Billy Beg,” and/or the story image, to the map/globe.



TEKS 1.1.D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

Lesson 3: Billy Beg

Read-Aloud



Reading: Students will identify similarities and differences in three fairy tales.

✚ **TEKS 1.6.H**

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

✚ **TEKS 1.3.B**

PURPOSE FOR LISTENING

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

“BILLY BEG” (15 MIN.)



Show Image 3A-1: Billy and the bull

Once upon a time there was an Irish prince whose name was Billy Beg. Though born the son of a king, Billy didn’t live the usual life of a prince. Billy worked in the fields herding cattle every day from sunup until sundown. *Billy worked very hard all day long.* Billy spent so much time with the cattle that his best friend

was the oldest bull in the herd, one with a speckled hide and a white face. *Here, the word face means the front part of the head that has the eyes, nose, and mouth on it.* Billy was very fond of the bull, and the bull was just as fond of him.

One day, the old bull was sent to the market in town to be sold. *[Prompt students to make a face that shows how Billy might feel to see his best friend leave.]*

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

With that, the bull left bravely for the market.

Support

The word *face* also has other meanings. It can also mean the front or outer surface of something.

✚ **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.3.B** Use illustrations and text the student is able to read or hear to learn or clarify word meanings.



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

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

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

Next, he grabbed the stick and the belt the bull had left for him. Then he set off to make his way in the world. *Billy set off to find a new job and a new place to live.*



Show Image 3A-3: Billy at the door of the gentleman's house

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

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

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

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

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

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

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



Show Image 3A-4: Billy and the giant

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

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



Check for Understanding

Making Choices: Who won the fight, Billy or the giant? (*Billy*)

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

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



Show Image 3A-5: Billy talking with the old man

“What is the occasion?” said Billy.

“Haven’t you heard?” the old gentleman asked.

Billy shook his head.

“A terrible dragon is in the village,” explained the old gentleman. “The dragon has **demanded** the king’s own daughter, the princess, as his prisoner. *The dragon said it forcefully.* Unless the king’s champion fighter can defeat the dragon, the poor girl is as good as gone!”



Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Does Billy use the gifts from the bull?”)

Intermediate

Provide students with a specific sentence frame (e.g., “Billy uses the gifts to . . .”)

Advanced/Advanced High

Encourage students to use key words from the story in complete sentences (e.g., “Billy puts the belt around his waist to keep his enemy from defeating him.”)

ELPS 2.G; ELPS 3.C

“Oh,” said Billy, **concerned** or *worried*. “That poor princess!”

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

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

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

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

1. What characters have you met so far? 2. What gifts does Billy receive from the bull? 3. How does Billy use these gifts to defeat the giant? 4. What does Billy decide to do when he hears about the terrible dragon?



Show Image 3A-6: Billy riding to slay the dragon

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

rode bravely into town.

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

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

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

When the princess saw that the champion had fled, she began wringing her hands, and crying. *[Demonstrate wringing your hands for students. Have students repeat the motion after you. Ask students what this motion tells them about how the princess is feeling.]* “Oh, please,” she called out. “Won’t someone save me?”

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

"I will fight the dragon!" Billy said.



Show Image 3A-7: Billy flattening the dragon

The princess and all the people stared with wide eyes.

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

There was great shouting and applause. The princess ran up to thank the mysterious knight, but Billy Beg mounted his horse to ride away. The princess reached out to stop him, but as his horse galloped away, she could only grab hold of one of his boots, which slipped right off his foot. *[Have students briefly discuss the following question with their partners.] How is this part of the story similar to parts of the other stories you have heard read aloud?*

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

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

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

"I should say so," said Billy.

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



Show Image 3A-8: Billy and the boot

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

"What's this?" asked one of the men. "Is this your boot?"

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



Show Image 3A-9: Billy and the princess

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

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What happens to Billy's friend, the bull? (*The bull was sent to the market in town.*)
 - **Literal.** What gifts does Billy receive from the bull? (*Billy receives a magic tablecloth, a powerful stick, and a protective belt from the bull.*)
2. **Literal.** How does Billy defeat the one-eyed giant? (*Billy defeats the one-eyed giant by using the stick that gives him the strength of one thousand men and by wearing the protective belt.*)
3. **Literal.** How does the princess figure out who saved her? (*The princess has all of the men in the land try on the boot. The boot fits Billy perfectly, and so the princess knows that Billy was the person who saved her from the dragon.*) In what other story or stories does something like this happen? (*In "Cinderella" and "The Girl with the Red Slippers," characters are identified by trying on shoes that fit them perfectly.*)

4. **Inferential.** Fairy tales feature members of royal families, like kings, queens, princes, and princesses. Cinderella marries a prince and becomes a princess at the end of “Cinderella.” Rhodopis marries the pharaoh and becomes a queen at the end of “The Girl with the Red Slippers.” Is the ending in this story similar to or different from those endings? Why? (*The ending in “Billy Beg” is similar to the endings of the other stories because Billy marries a princess and becomes the prince of a new place.*)
-



Check for Understanding

Think-Pair-Share: How are the stories “Cinderella,” “The Girl with the Red Slippers,” and “Billy Beg” the same? (*Answers may vary but may include: all three main characters are treated poorly by other people and must work hard for a living; all three main characters are identified by the size of their feet; all three stories include the main character marrying an important person in the end, etc.*)

5. After hearing today’s Read-Aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

WORD WORK: MONSTROUS (5 MIN.)

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

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

- a baby chick (*A baby chick is not monstrous.*)
- a tornado (*A tornado is monstrous.*)
- a great white shark (*A great white shark is monstrous.*)
- six book reports for homework (*Six book reports for homework is monstrous.*)
- one math worksheet (*One math worksheet is not monstrous.*)

Lesson 3: Billy Beg

Application



Writing: With assistance, students will use a graphic organizer to compare and contrast three fairy tales.

TEKS 1.6.H

WHICH FAIRY TALE? VENN DIAGRAM

- Tell students you will complete the 3-circle Venn diagram you started earlier in the lesson by comparing “Billy Beg,” “The Girl with the Red Slippers,” and “Cinderella.”



Check for Understanding

Recall: Why are we using a Venn diagram? (*to organize similarities and differences between three Read-Alouds*)

- Explain that first they will review what happened in each of these stories.
- Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the words to them.
- Ask students how “Billy Beg” and “The Girl with the Red Slippers” are the same. (*Answers may vary, but may include: both Billy and Rhodopis must work hard for a living; both have an animal as a friend; both are identified by the feet fitting a particular shoe, etc.*) Write their responses where the two circles intersect.
- Ask students how these two stories are different. (*Answers may vary, but may include: a falcon brings Rhodopis's slipper to the pharaoh, while Billy defeats the dragon and leaves his boot behind with the princess, etc.*) Write this information in the appropriate areas on the Venn diagram.

TEKS 1.6.H Synthesize information to create new understanding with adult assistance.



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Reading/Viewing Closely

Beginning

Provide students with a word bank for describing similarities and differences (e.g., *unfairly, lose shoes, prince, princess, etc.*).

Intermediate

Provide students with a specific sentence frame (e.g., “‘Billy Beg’ and ‘The Girl with the Red Slippers’ are similar because . . .”).

Advanced/Advanced High

Encourage students to use key words from the story in complete sentences (e.g., “‘Billy Beg’ and ‘The Girl with the Red Slippers’ are similar because the main characters both have an animal as a friend; Billy has a bull and Rhodopis has a hippo.”).

ELPS 1.E; ELPS 4.E

Challenge

Have students who are ready to create the Venn diagram on their own use Activity Page 3.1.

Activity Page 3.1



- Repeat this process for “Cinderella” and “Billy Beg.” (*Answers may vary, but may include the following: similarities—both Cinderella and Billy must work hard for a living; both characters are identified by the size of their feet, etc.; differences—Cinderella meets the prince at a ball; Billy meets the princess when trying to save her from a dragon, etc.*)
- You may also wish to ask specific questions, such as: Are the settings in these two stories similar? How are the characters in these two stories similar? How are the characters different?
- Then, ask how all three of the fairy tales are the same. Note this in the appropriate place on the Venn diagram. (*None of the main characters’ parents are present; the main characters become royalty at the end of the story, the main characters are identified by feet fitting a particular shoe, etc.*)
- Then, ask how all three of the fairy tales are different. (*Cinderella lives with her stepmother and stepsisters, Rhodopis is a servant in her master’s house, Billy lives alone; Cinderella gets help from a fairy godmother, Rhodopis doesn’t get help from anyone, Billy gets help from gifts the bull left him; etc.*)
- Note: Save the Venn diagram for use in future lessons.



Exit Pass

Have students individually respond to the following question:

- What is one similarity across all three fairy tales?

End Lesson

DIFFERENT LANDS, SIMILAR STORIES

Tom Thumb

PRIMARY FOCUS OF LESSON

Reading

Students will review similarities and differences in three fairy tales.

 **TEKS 1.6.H**

Students will act out the main events of a folktale.

 **TEKS 1.8.C; TEKS 1.9.C**

Language

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

 **TEKS 1.3.B**

Reading

Students will describe the unique experiences of the main character in a folktale.


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

FORMATIVE ASSESSMENT

Exit Pass

Main Character Students will orally describe something that is unique about Tom Thumb.

 **TEKS 1.8.B**

 **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.9.C** Discuss elements of drama such as characters and setting; **TEKS 1.3.B** Use illustrations and text the student is able to read or hear to learn or clarify word meanings; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Venn Diagram Review	Whole Group	10 min.	<input type="checkbox"/> Which Fairy Tale? Venn Diagram (Digital Components) <input type="checkbox"/> world map or globe
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 4A-1–4A-9
“Tom Thumb”			
Comprehension Questions			
Word Work: <i>Commotion</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Sayings and Phrases: “There’s No Place Like Home”	Whole Group	20 min.	<input type="checkbox"/> Flip Book: 4A-9
On Stage			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Be ready to use the Which Fairy Tale? Venn Diagram from the previous lesson.
- Prepare the world map or globe you used in the previous lesson. You may wish to prepare a label for England and the story title “Tom Thumb,” and/or the story image found in Teacher Resources.

Note to Teacher

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

Universal Access

- You may wish to gather a brimmed hat like the stranger's in the story to help students understand how small Tom Thumb is.

CORE VOCABULARY

avoid, v. to prevent something from happening

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

Variation(s): avoids, avoided, avoiding

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

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

Variation(s): cleverer, cleverest

commotion, n. noisy confusion and excitement

Example: The fire drill caused quite a commotion.

Variation(s): none

scampered, v. ran quickly

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

Variation(s): scamper, scampers, scampering

Vocabulary Chart for “Tom Thumb”			
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		avoid clever commotion (<i>commoción</i>) scampered	
Multiple Meaning			
Sayings and Phrases	Giddy up! Whoa, boy! apple of my eye		

Lesson 4: Tom Thumb

Introducing the Read-Aloud



Reading: Students will review similarities and differences in three fairy tales.

 **TEKS 1.6.H**

VENN DIAGRAM REVIEW (5 MIN.)

- Have students tell you the names of the three stories they have heard recently, and the countries in which the stories originated. Help them locate these countries on a world map or globe. (*“Cinderella” comes from France, “The Girl with the Red Slippers” comes from Egypt, and “Billy Beg” comes from Ireland.*)
- Using the Which Fairy Tale? Venn Diagram from the previous lesson, briefly review the similarities and differences between the previous three read-alouds.
- Explain that folktales and fairy tales sometimes teach lessons through the events in the plot. A lesson is something valuable learned through a character’s experiences in a story. Tell students they can learn from the experiences characters have in stories.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students simple *wh*-questions (e.g., “What happened related to shoes in all three fairy tales?”).

Intermediate

Provide students with a specific sentence frame (e.g., “In all three fairy tales, shoes . . .”).

Advanced/Advanced High


Encourage students to use key words from the story in complete sentences (e.g., “The main characters in all three fairy tales lose shoes somehow. Other characters use the lost shoes to find the main characters.”).

ELPS 1.E; ELPS 3.C



Check for Understanding

Compare/Contrast: What are some ways the plots of the three fairy tales are similar? What are some ways they are different? (*Answers may vary but may include: similar—all three main characters are treated poorly by other people and must work hard for a living; all three main characters are identified by the size of their feet; all three stories include the main character marrying an important person in the end, etc.; different—Cinderella leaves her shoe behind at the ball, a falcon brings Rhodopis’s slipper to the pharaoh, Billy defeats the dragon and leaves his boot behind with the princess, etc.*)

 **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance.

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

WHERE ARE WE? (5 MIN.)

- Tell students that the first folktale they will hear originated in a country called England many, many years ago.
- Help students locate the country of England, which is part of the continent of Europe, on a world map or globe. You may wish to add the country label for England and the story title “Tom Thumb,” and/or the story image, to the map/globe.

Lesson 4: Tom Thumb

Read-Aloud



Reading: Students will describe the unique experiences of the main character in a folktale.

✚ **TEKS 1.8.B; TEKS 1.8.C**

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

✚ **TEKS 1.3.B**

PURPOSE FOR LISTENING

- Ask students how being as small as a thumb could be useful or helpful, and if they think being as small as a thumb could cause problems. (*Answers may vary.*)
- Ask them to listen carefully to learn about the kinds of adventures Tom Thumb has.

“TOM THUMB” (15 MIN.)



Show Image 4A-1: Baby Tom in a teacup

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

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

A year later, the woman gave birth to a little boy. He was strong and healthy, but he was no bigger than a thumb. *[Show students your thumb and have them show you their thumbs.]* His parents named him Tom Thumb.

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

“I’ll do it!” said Tom.

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

"But, Tom," said his father, "How can you? You're too small to hold the reins."



Show Image 4A-2: Tom sitting in the horse's ear

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

Now it happened that as the horse and cart turned a corner, a strange man was walking by, and heard Tom calling out directions to the horse. "Look!" he said to himself. "There goes a wagon, and the driver is calling to his horse, but the driver is nowhere to be seen!" *What might the stranger think is going on?*

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

Then he said, "Look, Father! Here I am!"



Show Image 4A-3: Tom, his father, and the stranger

Tom's father lifted his son down from the horse and set him on a stump. When the stranger saw this, he thought, "Look here. That little fellow could be useful! I should take him to town and have him do little jobs for me." He went up to Tom's father and said, "See here,

old man. How about letting the little man go to town with me? I'll take good care of him, and even give you this money for your trouble."

"No!" Tom's father said. "He is the apple of my eye, and I would be too sad to see him go." *[Have students briefly discuss the following question with their partners] The phrase "apple of my eye" means someone that you love and appreciate above all others. Who is the apple of your eye?*

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

"But, Tom," his father began.

“Trust me,” Tom broke in. “I’ll take care of everything.”

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



Show Image 4A-4: Tom riding on the brim of the man’s hat

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

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

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

“Yes,” said one of the robbers. “This is the house. The mayor won’t be back until tomorrow, so now is the time to rob his house. *A mayor is the leader of a town and the surrounding land.* But how can we do it? Although the mayor is away, the cook and maid are still there, so we will have to be quiet to **avoid** waking them.” *or prevent them from waking*



Show Image 4A-5: Tom in the barn with the robbers

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

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

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

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



Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Is Tom a mean, selfish person?”).

Intermediate

Provide students with a specific sentence frame (e.g., “I would describe Tom as . . .”).

Advanced/Advanced High

Encourage students to use key words from the story in complete sentences (e.g., “Tom is clever and smart and is always willing to help out.”).

ELPS 2.G; ELPS 3.C

“Down here!” cried Tom.

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

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

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

“Of course!” said Tom. *[Pause here and ask the following questions to check student comprehension.]* 1. What characters have you met so far? 2. How would you describe Tom? 3. What might Tom do to stop the robbers?



Show Image 4A-6: Tom shouting at the robbers

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



Check for Understanding

Stand Up/Sit Down: Stand up if you think Tom is shouting because he is trying to get the robbers caught. Stay sitting down if you think Tom is shouting because he thinks the robbers can’t hear him. (*stand up*)

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

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

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

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

The cow ate up the hay—and poor Tom slid down into the cow’s stomach. *Remember, the stomach is the part of the body where food goes to be digested after you swallow it.*

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



Show Image 4A-7: Tom surprising the milkmaid

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

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

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



Show Image 4A-8: Tom in the wolf's mouth

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

"And where might that be?" growled the wolf.

"In a house I know," said Tom. "It's full of lots of delicious, fresh food."

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

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



Show Image 4A-9: Tom and his father, reunited

"Good work, Father!" said Tom.

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

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

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

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

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** Why do the farmer and his wife name their baby boy Tom Thumb? (*The farmer and his wife name their baby boy Tom Thumb because he is so tiny and only as long as a thumb.*)
2. **Literal.** How does Tom surprise the milkmaid? (*Tom surprises the milkmaid by speaking from inside the cow's stomach.*)

3. **Literal.** How does Tom make it back home? (*He convinces the wolf that he knows a place with better food than the scraps.*)
4. **Evaluative.** Could this story really happen, or is it fiction? (*This story is fiction because it could not really happen.*) How do you know? (*People cannot really be the size of thumbs and animals cannot really talk.*)
5. **Evaluative.** Folktales sometimes teach lessons just like fables do. Is there a lesson, or something we can learn and use in our own lives, in this folktale? (*A little person can do great and wonderful things.*)
6. After hearing today's Read-Aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

WORD WORK: COMMOTION (5 MIN.)

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

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

- a big and noisy school assembly (*What a commotion!*)
- a quiet dinner (*That's not a commotion.*)
- students excitedly playing at recess (*What a commotion!*)
- a busy cafeteria where students are having food fights (*What a commotion!*)

- an empty, peaceful beach (*That's not a commotion.*)
- a classroom with students running around everywhere shouting (*What a commotion!*)
- a crowded supermarket with too many people hurrying up and down the aisles (*What a commotion!*)

Lesson 4: Tom Thumb

Application



Reading: Students will act out the main events of a folktale.

TEKS 1.8.B; TEKS 1.8.C; TEKS 1.9.C

SAYINGS AND PHRASES (5 MIN.)

There's No Place Like Home

- Explain that proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life.

Show students Image 4A-9.

- Remind students that at the end of today's folktale, Tom's father asks about his adventures. Tom replies that they were exciting, but that he would rather stay at home.
- Explain that Tom could have said, "It was exciting, but there's no place like home!"
- Ask students if they have ever heard anyone say, "There's no place like home." Have students repeat the saying. Explain that this proverb is another way of saying that traveling to other places and having adventures might be fun and exciting, but home is the best place of all.
- Explain that when students are excited to return home after a trip or after they've had a long day, they could say, "There's no place like home."
- Ask students if they can think of any examples of when they were happy to return home. Discuss the emotions or situations that might prompt them to use this phrase. Expand upon their responses with more complex vocabulary.



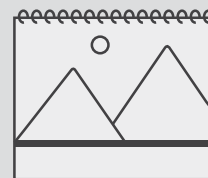
ON STAGE (15 MIN.)

TEKS 1.9.C

- Tell students that you are going to read "Tom Thumb" again, and this time students will act out the folktale.

TEKS 1.8.B Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.9.C** Discuss elements of drama such as characters and setting.

Flip Book 4A-9



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Offering Opinions

Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., "I am happy to return home after visiting my cousins.").

Intermediate

Provide students with sentence frames using an extended set of learned phrases (e.g., "I am happy to return home after traveling very far to visit my cousins in another state.").

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 3.G

- Ask students what characters will be needed. (*Tom Thumb, the farmer and his wife, the stranger, the robbers, the milkmaid, the cow, the wolf*) Then, designate students to be the various characters. You may include additional robbers and animals as characters, or have several students act as Tom Thumb to increase active participation. **TEKS 1.9.C**
- Ask students what settings will be needed. (*Tom Thumb's home, the barn, the mayor's house, etc.*) Designate locations in the classroom for the various settings.



Check for Understanding

Making Choices: Is the setting of the story at Tom Thumb's home during the beginning, the middle, and/or at the end? (*beginning and end*)

- Encourage the "characters" to listen carefully to know what actions to use, such as Tom pretending to hand money to the robbers. Also, talk about using facial expressions to show how the characters are feeling, such as the farmer happy to see Tom return home, or the milkmaid shocked to hear a voice from inside the cow.
- You may also have the characters create some of their own dialogue that goes along with the story. Encourage students to use the vocabulary learned in this lesson in their dialogue whenever possible. Students can also brainstorm a different ending to "Tom Thumb" and explain their reasons for creating the new ending.



Exit Pass

Have students respond individually to the following question:

- If someone or something is unique, that means that person or thing is unusual or very special. What is unique about Tom Thumb?

End Lesson



TEKS 1.9.C Discuss elements of drama such as characters and setting.

DIFFERENT LANDS, SIMILAR STORIES

Thumbelina

PRIMARY FOCUS OF LESSON

Reading

Students will identify elements of stories and elements of a folktale they heard read aloud.

 **TEKS 1.8.C**

Students will identify similarities and differences in two folktales.

 **TEKS 1.6.H**

Students will describe the actions of characters in folktales.

 **TEKS 1.8.B**

Language

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

 **TEKS 1.3.B**

Writing


With assistance, students will use a graphic organizer to compare and contrast two folktales.

 **TEKS 1.6.H**

FORMATIVE ASSESSMENT

Activity Page 5.1 **Venn Diagram** Students will compare and contrast “Thumbelina” and “Tom Thumb” in writing.

 **TEKS 1.6.H**

 **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.3.B** Use illustrations and text the student is able to read or hear to learn or clarify word meanings.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> world map or globe <input type="checkbox"/> Flip Book: 5A-2
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 5A-1–5A-14
“Thumbelina”			
Comprehension Questions			
Word Work: <i>Scarcely</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Venn Diagram	Whole Group	20 min.	<input type="checkbox"/> Venn Diagram (Digital Components) <input type="checkbox"/> Activity Page 5.1

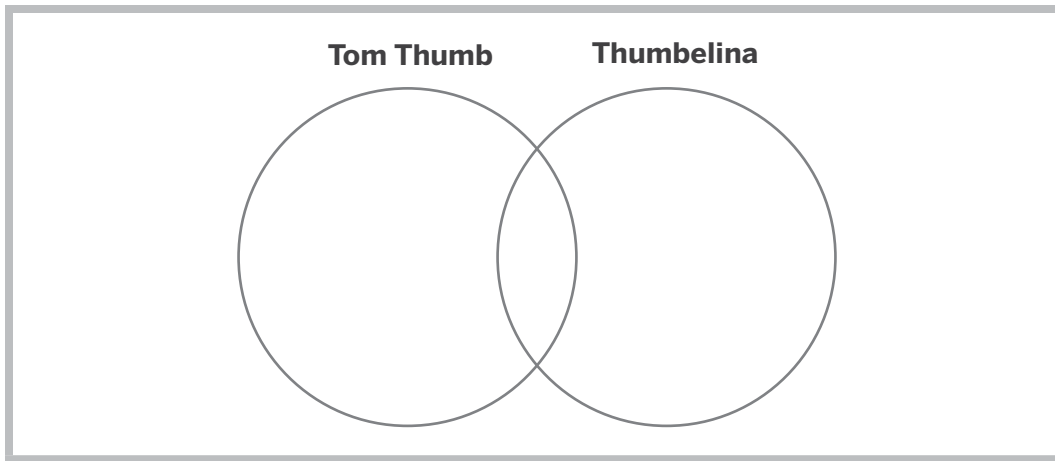
ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare the world map or globe you used in the previous lesson. You may wish to prepare a label for Denmark and the story title “Thumbelina,” and/or the story image found in Teacher Resources.

Application

- Prepare an enlarged version of the following Venn diagram on the board/ chart paper. Alternatively, you may access a digital version in the digital components for this unit.
- Assign student pairs for completing the Venn diagram on Activity Page 5.1.



Note to Teacher

In a previous lesson, you used a 3-circle Venn diagram to compare and contrast three fairy tales. In this lesson, you will use a 2-circle Venn diagram to compare and contrast two folktales. You may wish to explain to students how using a 2-circle Venn diagram is simpler because there is only one place the circles overlap, so it is easier to see where the similarities and differences are recorded in the graphic organizer.

Universal Access

- You may wish to gather pictures of underground hibernators (e.g., toads, mice, squirrels, skunks, chipmunks, and turtles).

CORE VOCABULARY

dwelling, n. home; a place where people or animals live

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

Variation(s): dwellings

extravagance, n. luxury; splendor

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

Variation(s): extravagances

foreign, adj. unfamiliar

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

Variation(s): none

fragrant, adj. having a pleasant smell

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

Variation(s): none

scarcely, adv. barely; hardly; almost not

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

Variation(s): none

Vocabulary Chart for "Thumbelina"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		dwelling extravagance (<i>extravagancia</i>) foreign fragrant (<i>fragante</i>) scarcely	
Multiple Meaning			
Sayings and Phrases	could not believe her eyes before long coming to call		

Lesson 5: Thumbelina

Introducing the Read-Aloud



Reading: Students will identify elements of stories and elements of a folktale they heard read aloud.

 **TEKS 1.8.C**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)


- Review with students that people around the world love listening to and telling stories.
- Remind students that some of the stories told around the world are quite similar to each other, even though the stories originated in different places around the world.
- Review with students the basic elements of stories. The elements of stories are things that are found in every story.



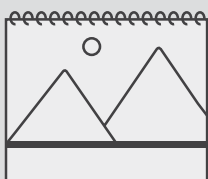
Check for Understanding

Recall: What are the elements of stories? (*characters, setting, plot, conflict, or problem*)

- Remind students that the characters in a story are the people or animals that the story is about.
- Remind them that the setting is where and when the story takes place.
- Remind them that the plot is what happens in the story, or the events of the story in the order in which they happen.
- Remind them that the conflict in a story is the problem the characters face. Characters in different stories from around the world might have similar conflicts, or problems, that they must deal with.

 **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

Flip Book 5A-2



ENGLISH
LANGUAGE
LEARNERS



Language

Selecting Language Resources

Beginning

Provide students with an oral word bank to help them describe what they see in the image, such as *flower, small, girl, inside*.

Intermediate

Provide students with a specific sentence frame (e.g., "In this image, I see . . .").

Advanced/Advanced High

Encourage students to use more detailed sentences (e.g., "There is a small girl with short brown hair sitting inside a red flower with many petals.").

ELPS 3.B; ELPS 3.J

- Review "Tom Thumb" by asking students the following questions:
 - What is a folktale? (*A folktale is a story that someone made up long ago and that has been told again and again.*)
 - Is a folktale true or make-believe? (*A folktale is make-believe, or fiction.*)
 - How do you know that "Tom Thumb" is fictional? (*People are not as small as thumbs.*)
 - In which country, or land, did the story of "Tom Thumb" originate? (*The story of "Tom Thumb" originated in England.*) [Have students locate England on a world map or globe.]
 - Who are the characters in "Tom Thumb"? (*The characters in "Tom Thumb" are Tom Thumb, his parents, the strange man, the robbers, the milkmaid, and the wolf.*)
 - What adventures did Tom Thumb have? (*He stopped two robbers and outsmarted a wolf, among others.*)
 - How was Tom Thumb able to help other people? (*Tom helped to save the cook and maid from robbers.*)
- Remind students that Tom Thumb was able to do many great things even though he was no bigger than the size of a thumb. Explain that today students will hear a story that comes from a different land, but whose main character is also tiny, just like Tom Thumb.

WHERE ARE WE? (5 MIN.)

Show Image 5A-2: Thumbelina among the open petals

- Share the title of the Read-Aloud. Ask students to describe what they see in the image.
- Tell students that today's folktale was first written down in Denmark long, long ago by a man named Hans Christian Andersen.
- Help students locate the country of Denmark, which is part of the continent of Europe, on a world map or globe. You may wish to add the country label for Denmark and the story title "Thumbelina," and/or the story image, to the map/globe.

Lesson 5: Thumbelina

Read-Aloud



Reading: Students will identify similarities and differences in two folktales.

✚ **TEKS 1.6.H**

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

✚ **TEKS 1.3.B**

PURPOSE FOR LISTENING

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

“THUMBELINA” (15 MIN.)



Show Image 5A-1: Woman looking at magical flower

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

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

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

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

✚ **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.3.B** Use illustrations and text the student is able to read or hear to learn or clarify word meaning.



Show Image 5A-2: Thumbelina among the open petals

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

hardly, or almost not. The girl was barely as tall as the woman's thumb.



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

Though she was a wonderful child in every way, she never grew at all. She was called Thumbelina and was treated with great **extravagance** and care. *If Thumbelina was treated with great extravagance, it means that she lived a life of luxury and had everything*

she could ever want or need. Her cradle was a polished walnut shell; each night she slept between fresh flower petals. In the daytime she liked to sit on a table and sing in the sunlight. Her voice was very beautiful—high and haunting and silvery.

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



Show Image 5A-4: Thumbelina kidnapped by the mother toad

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

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

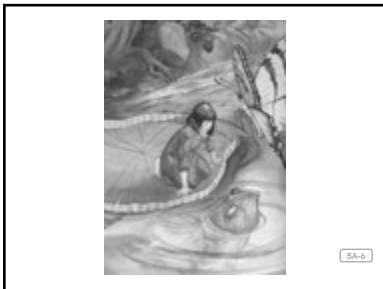
So the mother toad and her son went back to their home near the stream's edge. They placed Thumbelina on a lily pad in the middle of the water so that she could not escape.



Show Image 5A-5: Mother toad speaking to her son

In the morning Thumbelina woke up and looked all around her at the great arching sky. She felt her lily pad rock with the motion of the stream and cried out in fear. *Why might Thumbelina be frightened?* The mother toad and her son heard Thumbelina crying and went

to see what was the matter. Thinking that Thumbelina was just crying out of loneliness, they ignored her and returned to making wedding plans.



Show Image 5A-6: Thumbelina with the fish and butterfly

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

And so the fish began to gnaw at the lily stalk with his sharp little teeth. *[Tell students that a lily stalk is under the water in the illustration. Explain that the stalk was holding the lily pad in place until the fish came along.]*

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

Thumbelina floated down the river, far, far away from the mother toad and her son. It was summertime and she spent the next several months drifting peacefully from place to place along the shore. When it rained, she slept under a large, spreading leaf to shelter herself from the rain. For food, she sipped nectar from the flowers, ate wild berries, and drank the dew that lay on the leaves at dawn. *Dew is drops of water that form on cool surfaces at night.* All the while, she listened to the birds chirping in the trees above her, and made friends with butterflies that floated on the breeze nearby.



Show Image 5A-7: Thumbelina, cold, in the snow

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

was a **foreign** land to her. *Foreign means unfamiliar. What do you think will happen to Thumbelina now?*

And then it started to snow. The snow came at her in white swirling clouds, and she quickly wrapped herself up in a leaf, curled up under a mushroom, and tried to keep herself dry. Still, she shivered with cold. *What season is it now if summer has ended and autumn has passed? Do you think Thumbelina is as happy in the winter as she was in summer and autumn?*

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

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



Show Image 5A-8: Thumbelina in the home of the field mouse

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

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

The two got on well together, and after some days the field mouse invited Thumbelina to work for her and stay the winter. Every day, Thumbelina helped the field mouse with her housework, and they would spend the rest of

the day enjoying a cup of tea and chatting before the fire. Thumbelina soon grew very fond of the field mouse. She was happy to have found such a good and kind friend. *[Pause here and ask the following questions to check student comprehension.]* 1. What characters have you met? 2. Why did the mother toad take Thumbelina? 3. How does the field mouse treat Thumbelina?

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



Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Does the field mouse treat Thumbelina well?”).

Intermediate

Provide students with a specific sentence frame (e.g., “The field mouse treats Thumbelina . . .”).

Advanced/Advanced High

Encourage students to use key words from the story in complete sentences (e.g., “The field mouse treats Thumbelina very well, giving her food, and a warm, dry place to stay, and she is a good friend to Thumbelina.”).

ELPS 2.G; ELPS 3.C

Support

The word *glasses* also has other meanings. It can also mean containers for drinking water.



Show Image 5A-9: Thumbelina singing for the field mouse and the mole

This was a mole who was very rich and wore a sleek velvet coat. But he had very poor eyesight, and even with his glasses, he could barely see. *Here, the word glasses means a pair of lenses worn over the eyes to help someone see.* He hated the sun and mocked *or made fun*

of all the creatures that lived outdoors.

The field mouse, however, was impressed by the mole’s riches. She told Thumbelina to sing for him and tell stories of her travels. As he listened to Thumbelina’s beautiful voice, the mole fell in love with her.

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



Show Image 5A-10: Thumbelina with the swallow

Suddenly they came upon a swallow lying sprawled in the passageway. Thumbelina felt very sorry for the swallow, but the mole kicked at him with his stumpy legs. “What a pitiful life to be a bird,” he said. “A creature who does nothing all day but fly from branch to branch

is not prepared for winter.” *[Have students briefly discuss the following questions with their partners.]* What do you think of the mole’s actions? Is that a nice way to treat or talk about another living thing?

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

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

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

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

Why do you think Thumbelina kept the swallow a secret?

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

But Thumbelina could not bring herself to abandon the field mouse who had kept her from starving. *To abandon someone means to leave someone and never return to them.* She made a hole in the roof of the passageway and watched longingly as the swallow flew out into the sunshine. She felt that all the pleasure in her life was going with him.



Show Image 5A-11: The mole visiting Thumbelina

Every evening now, the mole came to call on Thumbelina. He made her sing until her voice grew hoarse. *The mole made her sing so much that her voice became weak and scratchy.*

Whenever she stopped, he prodded her to continue. This was the way he loved her. *How*

do you think the mole made Thumbelina feel? Why doesn't Thumbelina stick up for herself? Without ever once asking Thumbelina, the mole and the field mouse agreed that she would be married to him in autumn.

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

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

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



Check for Understanding

Use Evidence: What words or sentences tell you how Thumbelina feels? (*trapped, as if she were in a cage, never be able to survive outside, harsh, cold months of winter*)

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



Show Image 5A-12: Thumbelina flying away with the swallow

She looked up, and there was the swallow.

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

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

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

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

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

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

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

But this could not be, she thought. The home was already taken! *Who might already be living in the flower?*



Show Image 5A-13: Thumbelina meeting the little king

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

"Isn't he wonderful?" Thumbelina thought. Never before had she seen a person just her size.

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

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



Show Image 5A-14: Thumbelina dancing with the fairy people

Then, the king declared that there was to be a welcoming party more joyful than any seen before in the land. From all the flowers men and women came, bringing gifts for Thumbelina. But the most wonderful was a pair of tiny wings that could be fastened to

her back so she, too, could dart among the flowers. Everyone danced all night, and above them in his nest was the swallow, singing for them his most heartwarming tune.

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Who gives the magic seed to the woman in the beginning of the story? (*A wise old woman gives the magic seed to the woman.*) What happens when the woman plants the seed? (*The seed grows into a flower with Thumbelina inside of it.*)
2. **Literal.** This story has many settings because it takes place in different places. What are some of the settings in this story? (*Thumbelina lives with the woman on a bed of petals in a walnut shell, with the toad on a lily pad, along the shore, with the field mouse, and with the swallow.*) What other story has many settings, as the main character has many adventures? (*“Tom Thumb” also has many settings.*)
3. **Inferential.** How does the swallow help Thumbelina escape the mole at the end of the story? (*The swallow rescues her from marrying the mole and takes her to a wonderful enchanted land where she meets other tiny people.*) How does the way Tom Thumb escapes the wolf at the end of the story contrast the way Thumbelina escapes the model? (*Tom Thumb tricks the wolf by leading him to his parents’ house to eat food so the wolf doesn’t eat him. His father then chases the wolf away.*)
4. **Evaluative.** Folktales sometimes teach lessons just like fables do. Is there a lesson, or something we can learn and use in our own lives, in this folktale? (*A little person can do great and wonderful things.*)
5. **Evaluative.** *Think-Pair-Share:* Using ideas from the stories, explain which folktale you like better and why. (*Answers may vary.*)

WORD WORK: SCARCELY (5 MIN.)

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

Use an Antonyms activity for follow-up. The opposite of scarcely is well. Turn to a partner and talk about a time when you were able to do something well. This should be something you were able to do very easily, without much trouble or challenge. Be sure to use the word *well* and explain your answer in complete sentences.

Lesson 5: Thumbelina

Application



Writing: With assistance, students will use a graphic organizer to compare and contrast two folktales.

TEKS 1.6.H

Reading: Students will describe the actions of characters in folktales.

TEKS 1.8.B

VENN DIAGRAM

- Remind students that “Thumbelina” and “Tom Thumb” both include characters who are smaller than the size of a thumb. Point out that both folktales feature a little person who experiences many adventures and challenges. Although the stories are similar, there are differences between the two.



Check for Understanding

One-Word Answer: What is the name for when two things do not have something in common, or a way in which they are not the same? (*difference*)

- Divide students into pairs, which you determined in advance.
- Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read the words to them.
- Direct students’ attention to the Venn diagram you prepared in advance. Have students turn to Activity Page 5.1, which includes the same Venn diagram. Tell them that together, you are going to use a Venn diagram to examine the similarities and differences between the folktales.
- Tell students that as you write, they should work with their partners to write words or phrases, or add pictures, to their shared Venn diagram on Activity Page 5.1 to match the ideas you are writing.
- Explain that each circle in the Venn diagram represents one folktale, as evidenced by the titles written. Have students write “Tom” on the label outside the circle on the left and “Th” or “Thumbelina” on the label outside the circle on the right.

TEKS 1.6.H Synthesize information to create new understanding with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions.

Activity Page 5.1





Reading

Reading/Viewing Closely

Beginning

Provide students with a word bank for describing similarities and differences (e.g., *get home, adventures, marriages, etc.*).

Intermediate

Provide students with a specific sentence frame (e.g., “‘Tom Thumb’ is different from ‘Thumbelina’ because . . .”).

Advanced/Advanced High

Encourage students to use key words from the story in complete sentences (e.g., “‘Tom Thumb’ is different from ‘Thumbelina’ because Tom’s conflict is figuring out how to get home to his father while Thumbelina’s conflict is figuring out how to get out of marriages she does not want.”).

ELPS 4.G; ELPS 4.K

- Point to the place in the center of the Venn diagram where the two circles overlap. Explain that this is where similarities between the two folktales are written.
- Point to the places where the circles do not overlap with each other. Explain that these places are where things that are unique to only that one folktale are written; these places are where differences are found when contrasting the folktales.
- Have students think about the main character from each story. Have them describe characteristics of each main character. (*Tom Thumb is little, helpful, clever, and kind. Thumbelina is little, helpful, clever, and kind.*) Note that these are similarities between the two characters. Write them in the appropriate place in the Venn diagram. Have students record the same information on Activity Page 5.1, in words, phrases, or pictures.
- Have students describe any differences between the main characters. Record them in the appropriate places in the Venn diagram. Have students record the same information on Activity Page 5.1, in words, phrases, or pictures. (Answers may vary.) **TEKS 1.8.B**
- Follow the same procedure for discussing the settings, using the following information as a guide:
 - “Tom Thumb” takes place in his parents’ house, a field where he works with his father, a mouse hole, a snail’s shell, a barn, a stomach of a cow, and a wolf’s mouth.
 - “Thumbelina” takes place on a bed of petals in a walnut shell, with the toad on a lily pad, along the shore, with the field mouse in her mouse hole, and with the swallow in the warm countries.
- Follow the same procedure for discussing the plots, using the following information as a guide:
 - Tom Thumb hides in a mouse hole, tricks a robber band, sleeps in a hayloft, is swallowed by a cow, and is trapped in a wolf’s mouth.
 - Thumbelina gets kidnapped by a toad who wants her to marry her son, lives on her own along the shore, finds shelter in the winter with the field mouse who wants her to marry a mole, nurses a swallow back to health, and goes to the warm countries with the swallow.
- Finally, follow the same procedure for discussing the conflicts, or problems, using the following information as a guide:
 - Tom Thumb tries to get back home to his father.
 - Thumbelina must escape from marriages she does not want.
- When the Venn diagram is complete, call on students to describe similarities and differences between the two folktales.

End Lesson



TEKS 1.8.B Describe the main character(s) and the reason(s) for their actions.

DIFFERENT LANDS, SIMILAR STORIES

Issun Boshi: One-Inch Boy

PRIMARY FOCUS OF LESSON

Reading

Students will identify elements of a folktale they heard read aloud.

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

Students will identify similarities and differences in three folktales.

 **TEKS 1.6.H**

Language

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

 **TEKS 1.3.B**

Writing

Students will illustrate and describe an event from a folktale in order to compare and contrast folktales.


 **TEKS 1.6.H; TEKS 1.7.D; TEKS 1.7.E**

FORMATIVE ASSESSMENT

Exit Pass

Middle of the Folktale Students will use a group drawing to orally describe a similarity or difference between folktales.

 **TEKS 1.6.H; TEKS 1.7.D; TEKS 1.7.E**

 **TEKS 1.8.B** Describe the main character(s) and the (reasons) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.3.B** Use illustrations and text the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	❑ world map or globe
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ Flip Book: 6A-1–6A-10
“Issun Boshi: One-Inch Boy”			
Comprehension Questions			
Word Work: <i>Deeds</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Drawing the Read-Aloud	Small Group/ Whole Group	20 min.	❑ chart paper ❑ drawing tools

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare the world map or globe you used in the previous lesson. You may wish to prepare a label for Japan and the story title “Issun Boshi: One-Inch Boy,” and/or the story image found in Teacher Resources.

Application

- Prepare to divide students into three small groups. Students will draw and discuss an event from the middle of their assigned folktale.

Universal Access

- You may wish to gather the following objects to support students' understanding of the Read-Aloud: ruler, rice bowl, a pair of chopsticks, a sewing needle, and a picture of black geta shoes.

CORE VOCABULARY

astonished, v. surprised; amazed; feeling or showing wonder

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

Variation(s): astonish, astonishes, astonishing

crammed, v. packed into

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

Variation(s): cram, crams, cramming

deeds, n. acts or actions

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

Variation(s): deed

dodging, v. avoiding by moving aside quickly

Example: Chris was an excellent dodgeball player, dodging every throw that came his way.

Variation(s): dodge, dodges, dodged

permission, n. approval to do something

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

Variation(s): none

Vocabulary Chart for “Issun Boshi: One-Inch Boy”			
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		astonished crammed deeds dodging permission (<i>permiso</i>)	
Multiple Meaning			
Sayings and Phrases			

Lesson 6: Issun Boshi: One-Inch Boy

Introducing the Read-Aloud



Reading: Students will identify elements of a folktale they heard read aloud.

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

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that some of the stories told around the world are quite similar to each other, even though the stories originated in different places around the world.
- Review “Thumbelina” by asking students the following questions:
 - What is a folktale? (*A folktale is a story that someone made up long ago and that has been told again and again.*)
 - In which country, or land, did the story of “Thumbelina” originate? (*The story of “Thumbelina” originated in Denmark.*) [Have students locate Denmark on a world map or globe.]
 - Who are the characters in “Thumbelina”? (*The characters in “Thumbelina” are Thumbelina, the toads, the field mouse, the mole, the sparrow, and the little king.*)
 - How big is Thumbelina? (*Thumbelina is scarcely as tall as a thumb.*)
 - What adventures does Thumbelina have? (*Thumbelina travels downriver on a lily pad, lives with a mouse in her home, and flies away to the warm countries on the back of a swallow.*)
 - What happens to Thumbelina at the end of the story? (*She marries the little king.*)
 - Even though Tom Thumb was very small, he was still helpful to others. How was Thumbelina helpful to others? (*Thumbelina saved the swallow’s life by secretly taking care of it each night. This shows us that even a little person can do great and wonderful things.*)
- Tell students today they will hear a story that comes from a different land, but whose main character is also tiny.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students simple yes/no questions (e.g., “Does Thumbelina stay with the toads?”).


Intermediate

Provide students with a specific sentence frame, (e.g., “Thumbelina’s adventures start when . . .”).

Advanced/Advanced High

Encourage students to use more detailed sentences (e.g., “First Thumbelina travels downriver on a lily pad freed by a fish who gnawed through the stalk.”).

ELPS 1.E; ELPS 3.C

 **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.



Check for Understanding

Making Choices: Which of the following characters who you have learned about are also tiny: Thumbelina, Rhodopis, Tom Thumb? (*Thumbelina, Tom Thumb*)

WHERE ARE WE? (5 MIN.)

- Tell students that today's folktale originated in a country called Japan many, many years ago.
- Help students locate the country of Japan, which is part of the continent of Asia, on a world map or globe. You may wish to add the country label for Japan and the story title "Issun Boshi: One-Inch Boy," and/or the story image, to the map/globe.
- Explain that Japan is made up of four major islands. Today's story took place long ago on the biggest of these four major islands, Honshu.
- Tell students today's folktale is called "Issun Boshi,: One-Inch Boy." Issun Boshi means "One-Inch Boy" in Japanese; it is also the name of the main character in this story. This folktale, like the previous two, also features a main character who is no bigger than a thumb.

Lesson 6: Issun Boshi: One-Inch Boy

Read-Aloud



Reading: Students will identify similarities and differences in three folktales.

✚ **TEKS 1.6.H**

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

✚ **TEKS 1.3.B**

PURPOSE FOR LISTENING

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

“ISSUN BOSHI: ONE-INCH BOY” (15 MIN.)



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

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



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

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

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

✚ **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.3.B** Use illustrations and text the student is able to read or hear to learn or clarify word meanings.

permission, you ask that person to let you to do something. His parents were very worried, scared to think of all the bad things that could happen to Issun Boshi in such a large city, but they knew their boy was smart and strong, so they agreed to let him go. They made for him a tiny sword out of a sewing needle. They also gave him a rice bowl for a boat and some chopsticks for oars. People in Japan use chopsticks to eat food instead of forks.



Show Image 6A-3: Issun Boshi in a rice bowl boat [If you brought in a rice bowl, chopsticks, and/or a sewing needle, show each to the class as you read about them.]

In the rice bowl he floated down the river, using the chopsticks as paddles when the water became rough, and using his sword to catch fish. In a few days he arrived at the city of Kyoto. Long ago, Kyoto was the capital or government center for Japan. Today, the capital is Tokyo. "My, what a busy city this is!" he thought. "So many people **crammed** in or packed into one space!" He walked carefully through the streets, **dodging** or avoiding feet and cart wheels. He kept walking until he came to a beautiful house, the largest in the city. At the foot of the steps sat a pair of shiny black geta, or wooden shoes. They belonged to the owner of the house, who was the wealthiest lord or leader in the city.



Show Image 6A-4: Issun Boshi and the noble lord

The door of the great house opened. Out walked a man who put on the shiny black shoes. Issun Boshi called out, "Hello! Hello there!" The man looked around and, seeing no one, began to go back in. But Issun Boshi called out, "Down here! I'm down here, near your shoes! Please be careful you don't step on me." The man, who was the lord of the house, leaned down and was **astonished** when he saw Issun Boshi. The lord was surprised to see someone as small as Issun Boshi. Issun Boshi bowed and politely introduced himself. "My name," he said, "is Issun Boshi. I have just arrived in the city, and I would like to work for you."

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



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

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

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



Show Image 6A-6: Issun Boshi and the princess

And so, tiny Issun Boshi went to live in the big, beautiful house, serving the noble lord. He made friends with everyone there, especially the princess, the lord’s lovely daughter. It seemed that he was always at her side, helping her in whatever way he could, whether by

holding down the paper when she wrote a letter, or simply by riding on her shoulder and keeping her company while she walked through the beautiful gardens around the house. In time, the princess came to feel a strong affection for her little helper. *[Pause here and ask the following questions to check student comprehension.] 1. What characters have you met? 2. Describe Issun Boshi’s journey to Kyoto. 3. How does Issun Boshi help the princess?*

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



Show Image 6A-7: The oni

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

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

“I am an *oni* [/oe/* /n//ee/],” growled the monster. An *oni*! The *oni* were terrible

creatures who bothered the townspeople.

Support

You may wish to point out that it is not nice to harm living things, even little insects like flies.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Listening Actively

Beginning

Ask students simple *wh*-questions (e.g., “What did Issun Boshi travel in to get to Kyoto?”).

Intermediate

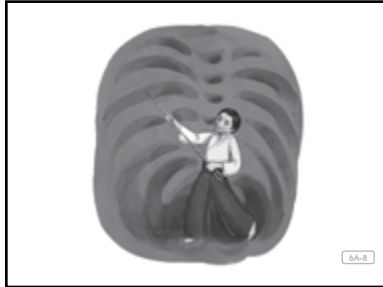
Provide students with a specific sentence frame (e.g., “Issun Boshi traveled to Kyoto by . . .”).

Advanced/Advanced High

Encourage students to use key words from the story in complete sentences (e.g., “Issun Boshi traveled down the river in a rice bowl with chopsticks for oars and he used the sewing needle as a sword to catch fish on his journey.”).

ELPS 2.G; ELPS 3.C

But Issun Boshi stepped forward and shouted, “Get out of the way, you demon! I am here to guard the princess. Step back!” [Have students briefly discuss the following question with their partners.] Even though Issun Boshi is a small person, he stands up to the oni. What would you do if you were Issun Boshi?



Show Image 6A-8: Issun Boshi in the oni’s stomach

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

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

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



Check for Understanding

Use Evidence: How does Issun Boshi defeat the *oni*? (Issun Boshi defeats the *oni* by poking him inside his stomach with the sewing needle, forcing the *oni* to burp Issun Boshi out and run away.)



Show Image 6A-9: Issun Boshi, the princess, and the magic hammer

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

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

“No, Issun Boshi,” said the princess. “You won this because of your bravery. You should be the first one to wish on it.” *What do you think Issun Boshi will wish for?*

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

Then he gave the hammer to the princess, who made a silent wish on it herself. *What do you think the princess wished for?* Then and there, Issun Boshi began to grow taller.



Show Image 6A-10: Issun Boshi with the princess and his parents

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

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

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What did the old man and the old woman wish for in the beginning of this folktale? (*They wished for a child.*) In which other folktales did people wish for children? (*People also wished for children in “Tom Thumb” and “Thumbelina.”*)
2. **Literal.** What is the setting of this story? (*The setting of this story is in the village, at the big house, and at the cherry blossom festival.*) For whom did Issun Boshi work when he arrived in Kyoto? (*When Issun Boshi arrived in Kyoto, he worked for the wealthiest lord in the city.*)

3. **Literal.** What does Issun Boshi wish for on the *oni*'s hammer? (*Issun Boshi wishes to be as tall as other people.*) What would you have wished for? (*Answers may vary.*)
4. **Literal.** What happened to Issun Boshi at the end of this folktale? (*He grew taller and married the princess.*)
5. **Evaluative.** What lesson can we learn and use in our own lives from this folktale? (*Little people can do great and wonderful things.*)



Check for Understanding

Think-Pair-Share: How are Issun Boshi's adventures similar to Tom Thumb's and Thumbelina's adventures? (*All three characters helped other people and did great and wonderful things for others in their adventures.*)

6. After hearing today's Read-Aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

WORD WORK: DEEDS (5 MIN.)

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

Use a Discussion activity for follow-up. Talk about good deeds you have seen your classmates or family members do. Explain what made these deeds good. Be sure to begin your responses with "I saw _____ do good deeds when they . . ."

Lesson 6: Issun Boshi: One-Inch Boy

Application



Writing: Students will illustrate and describe an event from a folktale in order to compare and contrast folktales.

TEKS 1.6.H; TEKS 1.7.D; TEKS 1.7.E

DRAWING THE READ-ALOUD

- Tell students that by now they have heard three folktales that feature main characters no bigger than a thumb. Explain to students that this is an important similarity in these folktales, but that there are other similarities, as well as differences.



Check for Understanding

One-Word Answer: The main characters in the three folktales are all the size of a thumb. Is this a similarity or a difference between folktales? (*similarity*)

- Tell students that to discover the differences and other similarities, they are going to draw the characters, setting, and a scene from the middle of each Read-Aloud. In many stories the conflict, or problem, occurs in the middle. Explain to students that although several events occurred in the middle of each Read-Aloud, they are to pick just one to draw and discuss.
- Review the events in the middle of each folktale, using the following as a guide:
 - “Tom Thumb”: Tom left his parents to work for a stranger. When the stranger fell asleep, Tom ran away. He tricked some robbers at the mayor’s house into letting him help them steal money. He spoke very loudly to wake up the others in the house, who came running. The robbers ran away. Tom went to sleep in some hay in a barn and was eaten by a cow, who was eating the hay.
 - “Thumbelina”: A fish freed Thumbelina’s lily pad and she floated downriver. When the weather got a cold, a mouse saved Thumbelina and gave her food and a warm place to stay. The mole visited and fell in love with Thumbelina. Thumbelina found an injured swallow and secretly nursed it back to health. The swallow wanted Thumbelina to leave with him but she couldn’t leave the mouse who saved her. The mole and mouse agreed Thumbelina should marry the mole. Thumbelina felt trapped.

TEKS 1.6.H Synthesize information to create new understanding with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.



Speaking and Listening

Presenting

Beginning

Encourage students to use key words from the story to describe their drawings (e.g., “huge *oni* monster.”).

Intermediate

Encourage students to use key words in complete sentences to describe their drawings (e.g., “A huge monster called an *oni* scared the others away.”).

Advanced/Advanced High

Encourage students to use key words in increasingly complex sentences to describe their drawing (e.g., “As Issun Boshi, the princess, and her companions traveled home from the cherry blossom festival, they heard strange noises and then a huge monster appeared.”).

ELPS 2.1; ELPS 3.B;

ELPS 5.G

Support

As students describe their drawings, be sure to repeat and expand upon their vocabulary, using richer and more complex language, including vocabulary from the read-alouds.

- “Issun Boshi: One-Inch Boy”: Issun Boshi went to work for the wealthiest lord in the city. He kept the lord’s daughter, the princess, company. On their way home from the cherry blossom festival, an *oni* appeared. Everyone ran away except Issun Boshi and the princess. The *oni* swallowed Issun Boshi.

- Divide the class into three groups, one for each folktale, “Tom Thumb,” “Thumbelina,” and “Issun Boshi: One-Inch Boy.”
- Give each group a large piece of chart paper. Have each group draw the characters, setting, from one scene in the middle of their assigned folktale.
- As students draw, circulate around the classroom and help any group or student who has trouble remembering the characters and settings, or events from the Read-Alouds. Students should write sentences describing their drawings using the sound-spelling correspondences taught thus far.
- After students have finished drawing, have each group present their pictures and sentences to the class.



Check for Understanding

Recall: Describe what occurs in the middle of your folktale. Name the characters, describe the setting, and explain the scene. Explain what occurs before and after the scene you have drawn.

- As the second and third groups present, prompt students to point out any similarities or differences they notice between folktales.
- At the end of the exercise, display the group posters around the classroom.



Exit Pass

Have students individually describe the characters, setting, and plot using the scene drawn by their own group. Prompt students to describe one similarity or one difference between their group’s folktale and one or both of the other folktales.

End Lesson

Pausing Point

NOTE TO TEACHER

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

You may have students do any combination of the activities listed below, but it is highly recommended that you use the Mid-Domain Assessment to assess students' knowledge of similar folktales from different lands. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

MID-DOMAIN ASSESSMENT

Riddles

Materials: Activity Page PP.1

- Tell students you will read a riddle about one of the stories they have heard.
 - Tell them after you read the riddle, they will look at the two pictures in the corresponding numbered row as you name them.
 - Then, they must find the picture that answers the riddle and circle the correct picture.
1. **Billy Beg/Tom Thumb:** I use a magic belt and stick to defeat a one-eyed giant and a dragon. Who am I? (*Billy Beg*)
 2. **Rhodopis/Thumbelina:** I'm scarcely as tall as a thumb. I save the life of a hurt swallow. Who am I? (*Thumbelina*)
 3. **Tom Thumb/Rhodopis:** Two robbers laugh at me when I say I can help them. Who am I? (*Tom Thumb*)
 4. **Cinderella/Billy Beg:** My stepsisters treat me horribly and I receive help from a fairy godmother. Who am I? (*Cinderella*)
 5. **Issun Boshi/Cinderella:** I am clever and perform good deeds despite my small size. I also rescue a princess from an oni monster. Who am I? (*Issun Boshi*)
 6. **Billy Beg/Rhodopis:** A falcon swoops down and takes one of my slippers to the pharaoh. Who am I? (*Rhodopis*)

Activity Page PP.1



ACTIVITIES

Different Lands

Materials: World map

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

Picture Review

- Show the Flip Book illustrations from any Read-Aloud again, and have students retell the folktale using the illustrations.
- You may also show various illustrations from the folktales that have been read so far. Focus on illustrations that show events that are similar to reinforce the notion of similar stories from different lands.

Sequencing Events with Image Cards

Materials: Image Cards 1–10; Activity Page PP.2

- Use Image Cards 1–6 to sequence and retell “Cinderella” and Image Cards 7–10 to sequence and retell “Issun Boshi: One-Inch Boy.” Talk about the beginning, middle, and end of the plot of each story. These image cards may also be used as a center activity.
- Activity Page PP.2 has been provided for “Issun Boshi: One-Inch Boy” if you would like for students to sequence the events of the story individually.

Domain-Related Trade Book or Student Choice

Materials: Trade book

- Read a trade book to review a particular folktale or variation.
- You may also choose to have students select a Read-Aloud to be heard again.

Image Cards 1–10



Activity Page PP.2



Key Vocabulary Brainstorming

Materials: board/chart paper

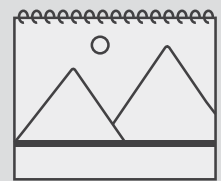
- Give students a key domain concept or vocabulary word such as *clever*, *deeds*, or *worthy*.
- Have them brainstorm everything that comes to mind when they hear these words.
- Record their responses on the board/chart paper for reference.

Multiple Meaning Word Activity: Duck

Materials: Poster 2M

- Tell students in the Read-Aloud they heard, “As Rhodopis cheerfully splashed the hippo, it suddenly moved to duck down beneath the water.”
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning. (*one finger*)
- Tell them *duck* can also mean a bird that quacks, swims, and has webbed feet.
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning. (*two fingers*)
- Have students turn to a partner and make a sentence for each meaning of *duck*. Remind them to use complete sentences.
- After students have shared with partners, call on a few students to share their sentences with the whole group.

Flip Book, Poster 2M



7

DIFFERENT LANDS, SIMILAR STORIES

Little Red Riding Hood

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will recall information about stories read aloud.

 **TEKS 1.1.A**

Reading

Students will identify the consequences of and reasons for the main character's actions in a folktale.

 **TEKS 1.6.E; TEKS 1.8.B**

Language

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

 **TEKS 1.3.B**

Writing

Students will illustrate and describe an event from a folktale.


 **TEKS 1.1.C; TEKS 1.7.D; TEKS 1.7.E; TEKS 1.8.C**

FORMATIVE ASSESSMENT

Exit Pass

Drawing the Read-Aloud Students will orally describe the drawings they created about specific parts of the Read-Aloud.

 **TEKS 1.8.C**

 **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.3.B** Use illustrations and text the student is able to read or hear to learn or clarify word meanings; **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Map Review	Whole Group	10 min.	☐ world map or globe
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ Flip Book: 7A-1–7A-7
“Little Red Riding Hood”			
Comprehension Questions			
Word Work: <i>Cherished</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Drawing the Read-Aloud	Whole Group/ Independent	20 min.	☐ paper ☐ drawing tools
Take-Home Material			
Family Letter			☐ Activity Page 7.1

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare the world map or globe you used in the previous lesson. It is important to note that the content of this Read-Aloud might unsettle some children because it depicts a cunning animal who tries to trick a child. Although this folktale addresses the importance of following the directions of a trusted adult (e.g., by not talking to strangers, by not opening the front door alone, etc.), it is important to remind students that the story is fiction. Some images may also be unsettling.

Application

- Prepare to divide students into three small groups for the beginning, middle, and end of the folktale. Students will draw and discuss an event from their respective parts of the story.

CORE VOCABULARY

cherished, v. loved and valued
Example: The farmer cherished the goose’s golden eggs.
Variation(s): cherish, cherishes, cherishing

grateful, adj. thankful
Example: Brenalis was so grateful when a kind stranger found her puppy.
Variation(s): none

sly, adj. sneaky and secretive
Example: The sly fox tried to trick the hens.
Variation(s): slier, sliest

Vocabulary Chart for “Little Red Riding Hood”			
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		cherished grateful (<i>agradecido/a</i>) sly	
Multiple Meaning			
Sayings and Phrases			

Lesson 7: Little Red Riding Hood

Introducing the Read-Aloud



Speaking and Listening: Students will recall information about stories read aloud.

 **TEKS 1.1.A**


MAP REVIEW (5 MIN.)

- Review with students that people around the world love listening to and telling stories.
- Remind students that some of the stories told around the world are quite similar to each other, even though the stories originated in different places around the world. Tell students that so far they have studied two sets of similar stories from different lands.
- Use a world map or globe to locate the countries where each story students have heard so far originated.
- Remind students the first set of stories were fairy tales with main characters who have something in common about what happens to them in the end.
- Note that the first story, “Cinderella,” originated in France. Ask students to recall the titles of the other Read-Alouds similar to it and the countries in which they originated. (“The Girl with the Red Slippers” originated in Egypt and “Billy Beg” originated in Ireland.)
- Remind students that the second set of stories were folktales with main characters that had something in common related to their size.



Check for Understanding

Recall: What do the main characters in the second set of stories have in common related to their size? (*They are all thumb-sized.*)

 **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

- Note that in the second set, the first story, “Tom Thumb,” originated in England. Ask students to recall the titles of the other Read-Alouds similar to it and the countries in which they originated. (“*Thumbelina*” originated in Denmark and “*Issun Boshi*” originated in Japan.)

WHERE ARE WE? (5 MIN.)

- Tell students that the folktale they will hear today, “Little Red Riding Hood,” has been told orally all around the world for hundreds of years. Tell them that the story was published long, long ago by two German brothers, Jacob and Wilhelm Grimm.
- Help students locate the country of Germany, which is part of the continent of Europe, on a world map or globe. You may wish to add the country label for Germany and the story title “Little Red Riding Hood,” and/or the story image, to the map/globe.

Lesson 7: Little Red Riding Hood

Read-Aloud



Reading: Students will identify the consequences of and reasons for the main character's actions in a folktale.

✚ **TEKS 1.6.E; TEKS 1.8.B**

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

✚ **TEKS 1.3.B**

PURPOSE FOR LISTENING

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

“LITTLE RED RIDING HOOD” (15 MIN.)



Show Image 7A-1: Little Red Riding Hood

Once there was a sweet little girl who was loved by all who knew her, but most of all by her grandmother, who could not do enough for her. Once the grandmother sent the girl a cloak with a red velvet hood. The little girl was so pleased with the cloak that she **cherished** it and wore it every day. *She loved and valued the*

cloak. So she came to be known as Little Red Riding Hood.

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

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

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

✚ **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.3.B** Use illustrations and text the student is able to read or hear to learn or clarify word meanings.



Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Does the wolf want to play games with Little Red Riding Hood?”).

Intermediate

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

Advanced/Advanced High

Encourage students to use key words from the story in complete sentences (e.g., “The wolf thinks Little Red Riding Hood looks tasty and wants to eat her, and her grandmother too.”).

ELPS 2.G; ELPS 3.C

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



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

“Good morning, Little Red Riding Hood,” said the wolf.

“Good morning, wolf,” she answered kindly.

“And where are you going so early?” he asked.

“To my granny’s house.”

“And what’s that in your basket?”

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

“And where does your grandmother live?” *Why might the wolf be asking Little Red Riding Hood so many questions?*

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

“Mmmm,” said the wolf, as he thought to himself, “What a tasty morsel this little girl would be. But she’s not big enough for a meal. I must find a way to eat her and her grandmother too.” *[Pause here and ask the following questions to check student comprehension.] 1. What characters have you met so far? 2. Where is Little Red Riding Hood going and why? 3. What does the wolf want to do?*

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

Little Red Riding Hood looked up and saw the sunlight dancing in the leaves of the trees. She saw the lovely flowers around her, and she thought, “I am sure Grandmother would be pleased if I took her a bunch of fresh flowers.” Forgetting what she promised her mother, she left the path and went out

of her way into the woods to pick some flowers. *Here, the word left means exited a place. What had Little Red Riding Hood promised her mother?* Each time she picked one, she saw others even prettier farther on, and so she strayed deeper and deeper into the woods. *The word strayed means to go in a direction that is away from the place where you should be.*

Support

The word *left* also has other meanings. It can also mean the same side of your body as your heart. [Show students how to make an L with their fingers in order to identify their left hands.]



Check for Understanding

Thumbs-Up/Thumbs-Down: Does Little Red Riding Hood follow her mother's directions? (*thumbs down*)



Show Image 7A-3: The wolf knocking on the cottage door

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

"Who's there?" said a little voice.

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

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

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



Show Image 7A-4: The wolf disguising himself as Grandmother

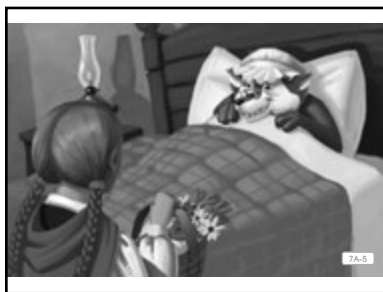
Then the **sly** wolf dressed himself in her nightgown and nightcap. With a wicked grin, he got into the bed, and pulled up the covers. It was quite the disguise. *A disguise is a set of clothes or other things you wear so that people will not recognize you.* [Have students briefly

discuss the following questions with their partners] Why might the wolf be dressing like the Grandmother? Why is the wolf described as sly for doing this?

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

"Oh dear," she said to herself, "this morning I was so glad to be going to see my grandmother. Why do I feel so frightened now?" *Have you ever suddenly felt strange? What do you think your body is telling you when you get a feeling like that?*

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



Show Image 7A-5: Little Red Riding Hood approaching the bed

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

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

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

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

"And Granny, what big eyes you have!"

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

"And Grandmother, what big teeth you have!"

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

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

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



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

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

"Oh, I'm so **grateful** or *thankful* you saved us!" said Little Red Riding Hood.

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



Show Image 7A-7: The three sharing a meal

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

What lesson did Little Red Riding Hood learn?



COMPREHENSION QUESTIONS (10 MIN.)

TEKS 1.8.B

1. **Inferential.** Why is the main character called "Little Red Riding Hood"? (*The main character is called "Little Red Riding Hood" because she always wears a cloak with a red velvet hood that her grandmother made for her.*)
2. **Literal.** What instructions does Mother give Little Red Riding Hood? (*Mother's instructions are to stay on the path and not stop along the way.*) Does she follow Mother's instructions? (*No, she does not follow Mother's instructions.*) What does she do instead? (*Instead of following Mother's instructions, she stops to talk to the wolf and pick flowers.*)
3. **Inferential.** Why does the wolf tell Little Red Riding Hood to pick flowers? (*The wolf tells Little Red Riding Hood to pick flowers and enjoy the beautiful day so that he can run ahead to the grandmother's house and eat her before Little Red Riding Hood gets there.*)



TEKS 1.8.B Describe the main character(s) and the reason(s) for their actions.

4. **Evaluative.** What is the wolf's disguise? (*The wolf's disguise is to wear one of Grandmother's nightgowns, her night cap, and glasses.*) Would you have been fooled by this disguise? (*Answers may vary.*)
 - **Literal.** What does the wolf do to Grandmother and later Little Red Riding Hood? (*The wolf eats them.*)
 - **Literal.** How does the hunter, who saves the grandmother and Little Red Riding Hood, discover the wolf in the first place? (*He hears the wolf snoring and goes to check on the grandmother.*)
5. **Evaluative.** *Think-Pair-Share:* Folktales sometimes teach lessons just like fables do. Is there a lesson, or something we can learn and use in our own lives, in this folktale? (*Don't talk to strangers; follow your parents' instructions.*)
6. After hearing today's Read-Aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

WORD WORK: CHERISHED (5 MIN.)

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

Use a Discussion activity for follow-up. Discuss something that is cherished by a family member or friend. Be sure to explain why you think that item or person is cherished by the person you are talking about. Be sure to explain your answer in complete sentences.

Lesson 7: Little Red Riding Hood

Application



Writing: Students will illustrate and describe an event from a folktale.

TEKS 1.1.C; TEKS 1.7.D; TEKS 1.7.E; TEKS 1.8.C

DRAWING THE READ-ALOUD

- Remind students that the plot of a story is what happens in the story, or the events of the story in the order in which they happen. All stories have a beginning, middle, and end.
- Ask students to think about the Read-Aloud that they listened to earlier in the day. Briefly review the plot, using the following as a guide:
 - Beginning: A girl received a cloak with a red velvet hood from her grandmother. She wore the cloak every day and became known as Little Red Riding Hood. Her mother asks her to visit her sick grandmother to take her cakes they baked. Her mother tells her to go quickly and stay on the path. Little Red Riding Hood meets a wolf along the way.
 - Middle: The wolf decides he would like to eat Little Red Riding Hood and her grandmother. He distracts her to get her to slow down. She likes the wolf's suggestion to pick flowers. She strays deeper into the woods to pick flowers for her grandmother. The wolf runs ahead and tricks the grandmother into thinking he is Little Red Riding Hood. He eats the grandmother and disguises himself as her to trick Little Red Riding Hood. He eats Little Red Riding Hood when she arrives at her grandmother's house.
 - End: The wolf falls asleep after eating the grandmother and Little Red Riding Hood. He snores loudly. A hunter hears the noise and stops to check on the grandmother, thinking she is the one making the awful noise. He realizes what the wolf did and frees the grandmother and Little Red Riding Hood. The wolf wakes up and runs away. Little Red Riding Hood says she'll always do as her mother tells her.
- Divide students into the three groups you prepared in advance: beginning of the story, middle of the story, and end of the story. Give each student a piece of paper.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Presenting

Beginning

Encourage students to use key words from the story to describe their drawings (e.g., "pick flowers in the woods.").

Intermediate

Encourage students to use key words in complete sentences to describe their drawings (e.g., "Little Red Riding Hood left the path to find flowers to take to her grandmother.").

Advanced/Advanced High

Encourage students to use key words in increasingly complex sentences to describe their drawings (e.g., "The wolf successfully distracted Little Red Riding Hood, who liked his suggestion that she pick flowers, and she strayed from the path.").

ELPS 2.H; ELPS 3.B

TEKS 1.1.C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.7.D** Retell texts in ways that maintain meaning; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

Support

As students describe their drawings, be sure to expand upon their ideas, encouraging the use of increasingly complex sentences and domain-related vocabulary.

- Ask each student to draw a picture of something in the part of the story they have been assigned, beginning, middle, or end. Then have students write (or dictate) a sentence about their drawings using the sound-spelling correspondences taught thus far.
- As you circulate, make sure each student is representing an idea from the part of the story they have been assigned.
- When students have completed their drawings, tell students that they are going to retell the story using their drawings.
- Have students in the “Beginning” group stand up and describe their drawings. Ensure all important parts from the beginning of the story have been covered, adding details as needed.
- Then have students in the “Middle” group stand up and describe their drawings. Ensure all important parts of the middle of the story have been covered, adding details as needed.
- Finally, have students in the “End” group stand up and describe their drawings. Ensure all important parts of the end of the story have been covered, adding details as needed.



Exit Pass

Have students individually describe their drawings to you.

End Lesson

Lesson 7: Little Red Riding Hood

Take-Home Material

FAMILY LETTER

- Send home Activity Page 7.1.

Activity Page 7.1



DIFFERENT LANDS, SIMILAR STORIES

Hu Gu Po

PRIMARY FOCUS OF LESSON

Reading

Students will identify elements of a folktale they heard read aloud.

 **TEKS 1.8.C**

Students will identify similarities and differences in two folktales.

 **TEKS 1.6.H**

Language

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

 **TEKS 1.3.B**

Speaking and Listening

With assistance, students will use a graphic organizer to compare and contrast two folktales.


 **TEKS 1.6.H**

FORMATIVE ASSESSMENT

Activity Page 8.1

Which Folktale? Venn Diagram Students will compare and contrast “Little Red Riding Hood” and “Hu Gu Po” in writing.

 **TEKS 1.6.H**

 **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.3.B** Use illustrations and text the student is able to read or hear to learn or clarify word meanings.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	❑ world map or globe
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ Flip Book: 8A-1–8A-7
“Hu Gu Po”			
Comprehension Questions			
Word Work: <i>Cunning</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Which Folktale? Venn Diagram	Whole Group	20 min.	❑ Which Folktale? Venn Diagram (Digital Components) ❑ Activity Page 8.1

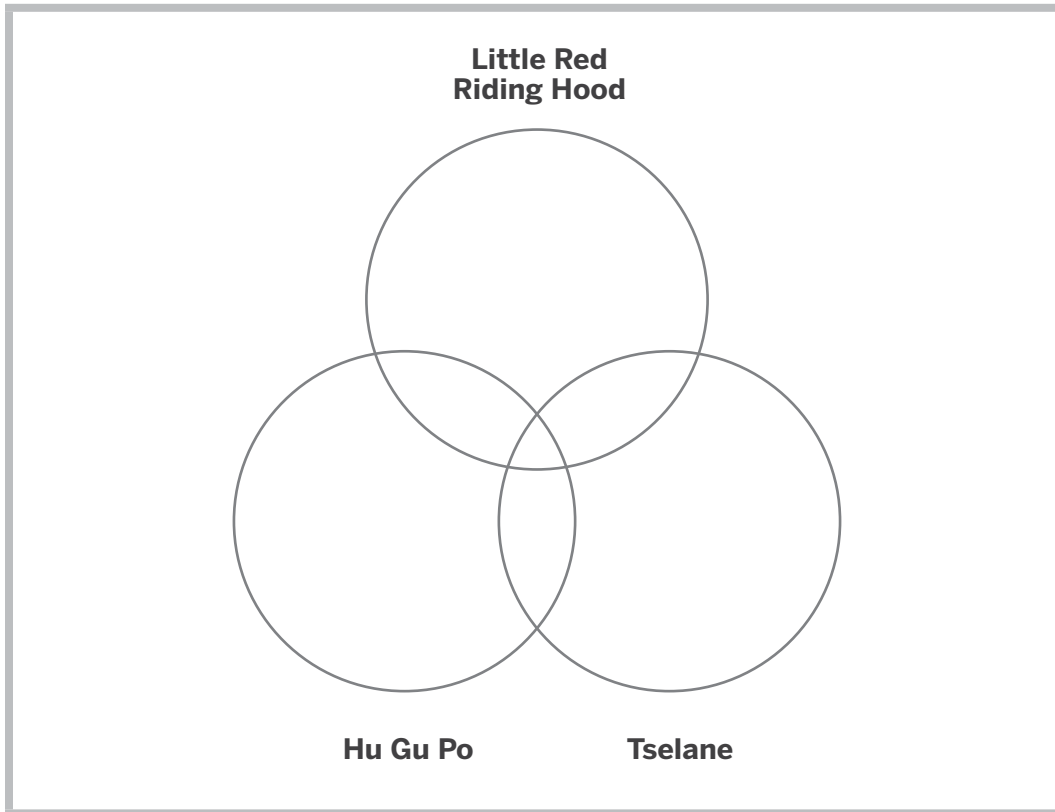
ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare the world map or globe you used in the previous lesson. You may wish to prepare a label for China and the story title “Hu Gu Po,” and/or the story image found in Teacher Resources.
- It is important to note that the content of this Read-Aloud might unsettle some children because it depicts a cunning animal who tries to trick a child. Although this folktale addresses the importance of following the directions of a trusted adult (e.g., by not talking to strangers, by not opening the front door alone, etc.), it is important to remind students that the story is fiction. Some images may also be unsettling.

Application

- Prepare and display an enlarged version of the following Venn diagram on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.



Note to Teacher

Save the Venn diagram after using it in this lesson for use in the next lesson. You will not add information related to the circle labeled "Tselane" until the next lesson.

Universal Access

- You may wish to gather the following objects to support students' understanding of the Read-Aloud: image of a silkworm and cocoon, image of a Chinese tiger, rice, a rice bowl or small porcelain bowl, and a pair of chopsticks.

CORE VOCABULARY

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

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

Variation(s): alarming

cunning, adj. sly; clever in a trickster way

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

Variation(s): none

latch, v. to lock

Example: Leah sometimes forgets to latch the backyard gate.

Variation(s): latches, latched, latching

perplexed, adj. confused

Example: Anayi had a perplexed look on her face as she stared at the puzzle.

Variation(s): none

strict, adj. serious; demanding that people obey rules or behave in a certain way

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

Variation(s): stricter, strictest

Vocabulary Chart for “Hu Gu Po”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		alarmed (<i>alarmado/a</i>) cunning latch perplexed (<i>perplejo/a</i>) strict (<i>estricto/a</i>)	
Multiple Meaning			
Sayings and Phrases	nooks and crannies as ancient as the hills in the blink of an eye ran like the wind		

Lesson 8: Hu Gu Po

Introducing the Read-Aloud



Reading: Students will review elements of a folktale they heard read aloud.

TEKS 1.8.C

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Review “Little Red Riding Hood” by asking students the following questions:
 - Who can tell me what a folktale is? (*A folktale is a story that someone made up long, long ago and has been told again and again.*)



Check for Understanding

One-Word Answer: Is a folktale true or make-believe?
(*make-believe*)

- Who remembers the name of the folktale we heard in the previous lesson?
(*The name of the folktale we heard in the previous lesson was “Little Red Riding Hood.”*)
- In which country, or land, did the story of “Little Red Riding Hood” originate? (*The story of “Little Red Riding Hood” originated in Germany.*)
- What did Little Red Riding Hood’s mother tell her in the beginning of the previous Read-Aloud? (*Little Red Riding Hood’s mother told her to stay on the path and not stop along the way.*)
- Who did Little Red Riding Hood meet in the woods? (*Little Red Riding Hood met the wolf in the woods.*)
- What did the wolf do after he met Little Red Riding Hood in the woods?
(*He went to Grandmother’s house and ate her whole, and then he disguised himself as Grandmother to trick Little Red Riding Hood.*)

TEKS 1.8.C Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students simple yes/no questions (e.g., “Did Little Red Riding Hood’s mother give her instructions about what to do?”).

Intermediate

Provide students with a specific sentence frame (e.g., “Little Red Riding Hood’s mother told her to . . .”).

Advanced/Advanced High

Encourage students to use key words in complex sentences (e.g., “The instructions Little Red Riding Hood’s mother gave her were to stay on the path and not stop along the way so she could get to her Grandmother’s before it got too hot out.”).

ELPS 2.H; ELPS 3.C

- Who rescued Little Red Riding Hood and Grandmother? (*The hunter rescued Little Red Riding Hood and Grandmother.*)
- Remind students that Little Red Riding Hood did not follow her mother's instructions and was tricked by a wolf. Explain that today students will hear a story that originated in a different land, but whose main characters face a conflict similar to the one in "Little Red Riding Hood."

WHERE ARE WE? (5 MIN.)

- Tell students that the folktale they will hear originated in a country called China many, many years ago.
- Help students locate the country of China, which is part of the continent of Asia, on a world map or globe. You may wish to add the country label for China and the story title "Hu Gu Po," and/or the story image, to the map/globe.

Lesson 8: Hu Gu Po

Read-Aloud



Reading: Students will identify similarities and differences in two folktales.

✚ **TEKS 1.6.H**

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

✚ **TEKS 1.3.B**

PURPOSE FOR LISTENING

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

“HU GU PO” (15 MIN.)



Show Image 8A-1: Mother saying goodbye

A long time ago in rural southern China, there lived a mother and her two young daughters. A Xin [/o/*sh//i//ng/] was the eldest daughter and Li Hua [/l//ee/*h//w//o/] was the youngest. A Xin, Li Hua, and their mother raised silkworms and sold their silk at the local market. *Silkworms produce silk thread that can*

be used to make cloth for dresses and clothing.

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

“Do not go outside,” the mother said to the girls. “I have heard rumors that Hu Gu Po has come down into the foothills. She is a tiger that disguises

✚ **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.3.B** Use illustrations and text the student is able to read or hear to learn or clarify word meanings.

herself as an old woman and tries to trick people. Please **latch** or *lock* the door as soon as I leave.” *What are their mother’s instructions?*

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

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

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

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



Show Image 8A-2: A knock at the door

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

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

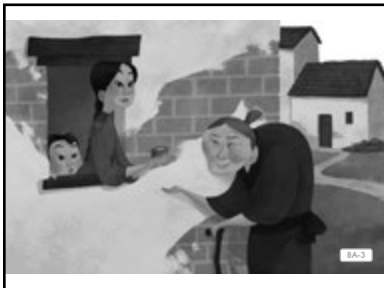
“Hello, my dear,” said a voice that sounded as ancient as the hills. “I have been walking for many miles. I wonder, could you spare a cup of water?”

A Xin was **perplexed** or *confused*. She knew that she should not open the door, but somehow she felt that this old woman, for old woman it appeared to be, was in need of help. *[Have students briefly discuss the following questions with their partners.] What were her mother’s instructions? What do you think A Xin will do?*

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

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

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



Show Image 8A-3: The old woman asking for water

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

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

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

"I don't suppose you have a little rice to spare?" asked the old woman.

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

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

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

"Why, thank you, my dear," said the old woman all the while staring intently at Li Hua. *Demonstrate a focused stare for students.*

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

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



Show Image 8A-4: The old woman eating rice

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



Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Does the old woman take Li Hua?”).

Intermediate

Provide students with a specific sentence frame (e.g., “The old woman snatches . . .”).

Advanced/Advanced High

Encourage students to use key words from the story in complete sentences (e.g., “The old woman snatches Li Hua and puts her in a sack, then puts A Xin in too when A Xin says she wants to be with her sister.”).

ELPS 2.G; ELPS 3.C;

ELPS 4.I

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

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

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

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

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

“Oh, what are they?” asked Li Hua.

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

“Two young girls!” exclaimed the old woman.



Show Image 8A-5: The old woman with the sack

Once again, as if by magic, the old woman’s movements were quick and sudden. She produced a sack, and before A Xin could stop her, she snatched Li Hua and placed her inside it. *[Pause here and ask the following questions to check student comprehension.]*

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

“You are older,” announced the old woman, “and probably not very tasty. I am not sure that I want the trouble of carrying you into the mountains.” As the old woman was speaking, A Xin reached for some of the spun silk thread that her mother had left behind. It had been spun and wound around the small branch of a mulberry bush. A Xin secretly placed it inside the pocket of her dress. A Xin had also decided that she would not let the old woman leave without her. *Why might A Xin have reached for the silk thread?*

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

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

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



Show Image 8A-6: The tiger drinking water

After a while, the old woman stopped and placed the sack containing the two girls on the ground. Moments later the sisters could hear someone, or something, noisily drinking water. As this was happening, A Xin whispered to her sister to be quiet. Then she used the mulberry branch that held the silk thread to poke a hole

in the sack. What she saw scared her half to death. Instead of an old woman, there was a tiger sitting on the edge of a large glistening lake. The old woman was really Hu Gu Po!



Check for Understanding

Making Choices: Did the tiger pretend to be an old woman in order to trick the girls or in order to be friends with the girls' mother? (*in order to trick the girls*)

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



Show Image 8A-7: The tiger roaring ferociously as the girls run away

The girls crept toward the sleeping tiger. A Xin reached for the silk thread inside her pocket. Then, using the thread, the girls tied together the tiger's front and back legs. Just as they were finished, the tiger woke up and roared loudly. The tiger tried to free itself but the

yards of silk thread that had been wound around its legs held it fast.

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

"We told you that we would be here waiting for you," said A Xin and Li Hua together. *What lesson might the girls have learned from this adventure?*

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What are the girls' mother's instructions before she leaves for the market? (*The girls' mother's instructions are to stay inside and latch the door.*) Which other character have you learned about who received instructions from her mother? (*Little Red Riding Hood*)
2. **Literal.** Who knocks at the door? (*An old woman knocks at the door.*) What does the old woman say she wants from the children? (*The old woman says she wants a cup of water and a bowl of rice from the children.*)
3. **Inferential.** How does the old woman trick the girls into letting her inside the house? (*The old woman tricks the girls into letting her inside the house by asking to sit down to eat the rice.*) What does the old woman really want? (*The old woman really wants to snatch the girls to eat them.*)
4. **Inferential.** Who is disguised as the old woman? (*The tiger Hu Gu Po is disguised as the old woman.*) Which other character that you have learned about used a disguise? (*The wolf disguised himself as Little Red Riding Hood's Grandmother.*)
5. **Inferential.** How do the sisters escape? (*The sisters escape by poking a hole in the sack with the mulberry stick and using the silk thread to tie up the sleeping tiger.*) How does the sisters' escape compare to how Little Red Riding Hood and her Grandmother escape? (*The sisters free themselves; the hunter frees Little Red Riding Hood and her Grandmother from the wolf.*)

6. **Evaluative.** *Think-Pair-Share:* What lesson did the girls learn in this folktale? (*The girls learned to always follow their mother's directions, and to never let strangers inside the house.*) What lesson can we learn and use in our own lives from this folktale? (*Answers may vary.*)

WORD WORK: CUNNING (5 MIN.)

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

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

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



ENGLISH
LANGUAGE
LEARNERS



Reading

Reading/Viewing Closely

Beginning

Provide students with a word bank for describing similarities and differences (e.g., *strict instructions, didn't follow, tricked, got free, etc.*).

Intermediate

Provide students with a specific sentence frame (e.g., "'Little Red Riding Hood'" and 'Hu Gu Po' are similar because . . .").

Advanced/Advanced High

Encourage students to use key words from the story in complete sentences (e.g., "'Little Red Riding Hood' and 'Hu Gu Po' are similar because they both include characters who get tricked but later are freed.").

ELPS 4.D; ELPS 4.K

Lesson 8: Hu Gu Po

Application



Speaking and Listening: With assistance, students will use a graphic organizer to compare and contrast two folktales.



TEKS 1.6.H

WHICH FOLKTALE? VENN DIAGRAM

- Tell students you will compare and contrast "Little Red Riding Hood" and "Hu Gu Po" using a Venn diagram.



Check for Understanding

Whisper Two Words: A Venn diagram helps to organize things that are what? [Have a few student pairs share their answers.]
(*the same and different*)

- Explain that first they will review what happened in each of these stories.
- Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the words to them.
- Direct students' attention to the Venn diagram you prepared in advance. Have students turn to Activity Page 8.1, which includes the same Venn diagram. Have students write "R" or "Little Red" in the top circle and "H" or "Hu Gu Po" in the circle on the left. Students will label the other circle in the next lesson.
- Tell students that as you write, they should write words or phrases, or add pictures, to their Venn diagram on Activity Page 8.1 to match the ideas you are writing.



TEKS 1.6.H Synthesize information to create new understanding with adult assistance.

- Ask students how “Little Red Riding Hood” and “Hu Gu Po” are the same. (*Answers may vary, but may include: both Little Red Riding Hood and the girls in “Hu Gu Po” are giving strict instructions from their mothers about what to do; in both stories, the girls do not follow their mothers’ instructions; in both stories, the girls are tricked by another character using a disguise, etc.*) Write their responses where the two circles intersect. Have students record the same information on Activity Page 8.1, in words, phrases, or pictures.
- Ask students how these two stories are different. (*Answers may vary, but may include: Hu Gu Po transforms himself into a tiger, while the wolf merely dressed up as Little Red Riding Hood; a hunter frees Little Red Riding Hood and her Grandmother, while A Xin frees herself and Li Hua, etc.*) Write this information in the appropriate areas on the Venn diagram. Have students record the same information on Activity Page 8.1, in words, phrases, or pictures.
- You may also wish to ask specific questions such as: Are the settings in these two stories similar? How are the characters in these two stories similar? How are the characters different?
- Note for students that you will add information to the Venn diagram in the next lesson, after they have heard another folktale.

~~~~~  
End Lesson  
 ~~~~~

Support

Have students work with a partner if they need additional support completing Activity Page 8.1.

Support

Save the Venn diagram for use in the next lesson.

9

DIFFERENT LANDS, SIMILAR STORIES

Tselane

PRIMARY FOCUS OF LESSON

Reading

Students will identify elements of a folktale they heard read aloud.

 **TEKS 1.8.C**

Students will identify similarities and differences among characters in three folktales.

 **TEKS 1.6.H**

Language

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

 **TEKS 1.3.B**

Students will demonstrate understanding of the demonstratives *this*, *that*, *those*, and *these*.

 **TEKS 1.11.D.iv**

Writing

With assistance, students will use a graphic organizer to compare and contrast three folktales.


 **TEKS 1.6.H**

FORMATIVE ASSESSMENT

Activity Page 8.1

Which Folktale? Venn Diagram Students will compare and contrast “Little Red Riding Hood,” “Hu Gu Po,” and “Tselane” in writing.

 **TEKS 1.6.H**

 **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.3.B** Use illustrations and text the student is able to read or hear to learn or clarify word meanings; **TEKS 1.11.D.iv** Edit drafts using standard English conventions including adjectives, including articles.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	❑ world map or globe
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ Flip Book: 9A-1–9A-6
“Tselane”			
Comprehension Questions			
Word Work: <i>Fright</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Syntactic Awareness Activity: Demonstratives <i>this, that, those, these</i>	Whole Group	20 min.	❑ Which Folktale? Venn Diagram (Digital Components) ❑ Activity Page 8.1 ❑ world map or globe ❑ Flip Book: 1A-4, 2A-1, 4A-3, 5A-13, 7A-2, 8A-4, 9B-1
Which Folktale? Venn Diagram			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare the world map or globe you used in the previous lesson. You may wish to prepare a label for Botswana and the story title “Tselane,” and/or the story image found in Teacher Resources.

Application

- Gather classrooms objects for use in the Syntactic Awareness Activity (e.g., pencils, crayons, books, etc.)

Note to Teacher

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

Universal Access

- You may wish to gather pictures of leopards, scorpions, snakes, and a savanna to help students compare the real images to those in the Read-Aloud.

CORE VOCABULARY

curious, n. wanting to learn or know more

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

Variation(s): none

fright, n. a feeling of sudden fear

Example: The wolf gave Little Red Riding Hood’s Grandmother quite a fright.

Variation(s): none

intending, v. planning

Example: We are intending to finish our homework before dinner so we can watch a movie after eating.

Variation(s): intend, intends, intended

roam, v. wander; to travel around without a purpose or plan

Example: The cows roam around the fields on the farm during the day.

Variation(s): roams, roaming, roamed

Vocabulary Chart for “Tselane”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		curious (<i>curioso/a</i>) fright intending roam	
Multiple Meaning			
Sayings and Phrases			

Lesson 9: Tselane

Introducing the Read-Aloud



Reading: Students will identify elements of a folktale they heard read aloud.

 **TEKS 1.8.C**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Review the previous story by asking students the following questions:
 - What was the name of the story we listened to in the previous lesson? (*“Hu Gu Po” was the name of the story we listened to in the previous lesson.*)
 - In which country, or land, did the story of “Hu Gu Po” originate? (*The story of “Hu Gu Po” originated in the country of China.*)
 - Who were the characters in the story of “Hu Gu Po”? (The characters in the last lesson were the two sisters, the tiger, and their mother.)
 - How do the sisters escape the tiger? (*When the tiger fell asleep, the sisters poked a hole in the sack with a mulberry branch, tied up the tiger’s paws, and ran away.*)
 - Is “Hu Gu Po” true or fictional? How do you know? (*“Hu Gu Po” is fictional because people cannot really transform into animals.*)
 - “Hu Gu Po” is similar to what story you already heard? (*“Hu Gu Po” is similar to “Little Red Riding Hood.”*) How? (*These stories are similar because they both feature cunning animals that try to trick people.*)

WHERE ARE WE? (5 MIN.)

- Tell students that the folktale they will hear originated in a country called Botswana many, many years ago.
- Help students locate the country of Botswana, which is on the continent of Africa, on a world map or globe. You may wish to add the country label for Botswana and the story title “Tselane,” and/or the story image, to the map/globe.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students simple yes/no questions (e.g., “Do the sisters escape the tiger?”).

Intermediate

Provide students with a specific sentence frame (e.g., “The sisters escape the tiger by . . .”).

Advanced/Advanced High

Encourage students to use key words from the story in complete sentences (e.g., “The tiger fell asleep, giving the sisters time to get out of the sack, tie the tigers paws together, and run away.”).

ELPS 1.E; ELPS 3.C



TEKS 1.8.C Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.



Check for Understanding

Recall: What other story have you heard that came from a country on the continent of Africa? (*"The Girl with the Red Slippers"*)

Lesson 9: Tselane

Read-Aloud



Reading: Students will identify similarities and differences among characters in three folktales.

TEKS 1.6.H

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

TEKS 1.3.B

PURPOSE FOR LISTENING

- Ask students to listen carefully to this story from Botswana to hear the similarities between this story, “Little Red Riding Hood,” and “Hu Gu Po.”

“TSELANE” (15 MIN.)



Show Image 9A-1: Tselane and her parents

Once upon a time, in the southern region of Africa, where the Bantu language is spoken, there lived a girl named Tselane [/t//s// ae/* / l//o//n/*/ae/]. She lived with her mother and father. The family lived in a little round house with a thatched roof.

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

What are her mother’s instructions?

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

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

TEKS 1.6.H Synthesize information to create new understanding with adult assistance; **TEKS 1.3.B** Use illustrations and text the student is able to read or hear to learn or clarify word meanings.



Show Image 9A-2: Tselane and her mother

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

"That is my mother's voice!" Tselane would say. "Her voice is high and sweet, like the song of the ataga bird." *How does Tselane describe her mother's voice?*

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

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



Check for Understanding

Stand Up/Sit Down: Stand up if you think this voice sounds like the earlier description of Tselane's mother's voice. Stay sitting down if you do not think this voice sounds like the earlier description of Tselane's mother's voice. (*sit down*)



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., "Does Tselane's mother's voice sound like the song of a bird?").

Intermediate

Provide students with a specific sentence frame (e.g., "Tselane's mother's voice sounds . . .").

Advanced/Advanced High

Encourage students to use key words from the story in complete sentences (e.g., "Tselane's mother's voice is high and sweet, like the song of the ataga bird.>").

ELPS 2.G; ELPS 3.C



Show Image 9A-3: The leopard knocking at the door

"That is not my mother's voice!" said Tselane. "My mother's voice is high and sweet, like the song of the ataga bird. Go away, you wicked leopard!" *[Pause here and ask the following questions to check student comprehension.]*

Describe Tselane's mother's voice. 3. How does Tselane know it is actually a leopard at the door?

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

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

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

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

"Tselane, my child!" said the leopard, in a high, womanly voice. "It's your mother. I have brought you some food. Open the door!"

"That is my mother's voice!" said Tselane. "High and sweet, like the song of the ataga bird."

Tselane opened the door and saw the leopard. With a **fright**, or with sudden fear she tried to slam the door shut again, but it was too late.



Show Image 9A-4: The leopard with Tselane in the sack

The leopard stuffed Tselane into a sack and carried her away, **intending** or *planning* to take her back to his habitat on the savanna.

After carrying the heavy bag for a while, the leopard stopped by a small stream. After traveling so far in the heat, and carrying the heavy bag, he needed a cool drink. Rather than carry the heavy bag down to the stream, the leopard left the bag on the side of the road, as he intended to be away from it only a short moment. The leopard climbed down the hill to the stream to get a drink.



Show Image 9A-5: Tselane and the little girl peering at the leopard

As soon as he was gone, a little girl came walking down the road. Seeing the bag along side the road, the little girl became **curious**, so she peeped into the bag. *The little girl wanted to know what was inside the bag.* She saw some fingers sticking up and quickly closed the bag.

“Whose fingers were those?” she asked.

“Mine!” said a voice. “My name is Tselane. Please let me out. I am smothered here in this small, hot space!” *Tselane is covered, making it hard to breathe.*

“Tselane?” said the girl. “Why, your mother is my aunt! She has been visiting here in the village.”

The little girl let Tselane out of the bag. Then she and Tselane ran to get Tselane’s mother. When she heard what had happened, Tselane’s mother filled the leopard’s bag with scorpions and snakes.

When he had finished getting his cool drink, the leopard came back to the road and grabbed the sack. Then he set off for his home. When the leopard arrived back at the savanna, he opened the bag, intending to start eating his tasty feast.



Show Image 9A-6: The leopard running from the scorpions and snakes

Instead, angry snakes slithered out. Dozens of scorpions poured out of the bag, shaking their poisonous tails. The leopard put his great speed to work and darted, or ran quickly, across the savanna, never to bother Tselane or her family again.

As for Tselane, she decided to always accompany her mother to the village and follow her mother’s instructions, and they all lived happily ever after. *[Have students briefly discuss the following question with their partners] What lesson does Tselane learn?*

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Who does Tselane's mother warn her about when she leaves to go to the village? (*Tselane's mother warns her about the leopards that roam the land.*)
2. **Inferential.** Who knocks on the door and pretends to be Tselane's mother? (*The leopard knocks on the door and pretends to be Tselane's mother.*) How does Tselane know that it is not really her mother at the door? (*The leopard's voice is low and gruff, while Tselane's mother's voice is high and sweet.*) In what other story does this happen? (*This happens in "Little Red Riding Hood" when the wolf tries to sound like the Grandmother.*)
3. **Literal.** What does the leopard do to make his voice sound higher? (*The leopard drinks a special drink.*) What does the leopard do once Tselane opens the door? (*He puts her in a sack and carries her away.*) In what other story is the main character carried away in a sack? (*In "Hu Gu Po," A Xin is carried away in a sack.*)
4. **Inferential.** How is the way Tselane got out of the sack different from how A Xin got out of the sack? (*A little girl walking down the road helps Tselane get out of the sack. A Xin used a mulberry branch to poke a hole in the sack to get out.*)
5. **Evaluative.** *Think-Pair-Share:* What lesson did Tselane learn in this folktale? (*Tselane learned to always follow her parents' directions.*) What lesson can we learn and use in our own lives from this folktale? (*Answers may vary.*)
6. After hearing today's Read-Aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

WORD WORK: FRIGHT (5 MIN.)

1. In the Read-Aloud you heard, "With a fright, [Tselane] tried to slam the door shut again, but it was too late."
2. Say the word *fright* with me.
3. *Fright* means a sudden feeling of fear.
4. Trey's house always made sounds at night that would give him such a fright.
5. Has something or someone ever given you a terrible fright? Try to use the word *fright* when you tell about it. [Ask two or three students. If necessary,

guide and/or rephrase the students' responses: "_____ gave me a terrible fright."]

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

Use a Making Choices activity for follow-up. I am going to read you some sentences. If I describe a situation that would give you a fright, say, "That would give me a fright." If I describe a situation that would not give you a fright, say, "That would not give me a fright." Remember to answer in complete sentences.

Explain that different things scare different people (give different people a fright), but students should be able to give reasons for their opinions. (*Answers may vary for all.*)

- A spider falls on your desk.
- A dog barks at you.
- Your friend gives you a hug.
- All of the lights suddenly go out.
- A friend calls you to play outside.
- A friend comes up behind you and yells, "Boo!"

Lesson 9: Tselane

Application



Language: Students will demonstrate understanding of the demonstratives *this*, *that*, *those*, and *these*.

TEKS 1.11.D.iv

Writing: With assistance, students will use a graphic organizer to compare and contrast three folktales.

TEKS 1.6.H

SYNTACTIC AWARENESS ACTIVITY (10 MIN.)

Demonstratives *This*, *That*, *These*, *Those*

- Explain that the words *this*, *that*, *those*, and *these* help us identify objects according to how near or far they are from the person who is speaking.

This

Show Image 7A-2.

- Read aloud the following as students look at the image:
 - “‘Mmmm,’ said the wolf, as he thought to himself, ‘What a tasty morsel *this* little girl would be. But she’s not big enough for a meal. I must find a way to eat her and her grandmother, too.’”
- Note that the wolf is standing right next to Little Red Riding Hood in the image, so he uses the word *this* to communicate that he is talking about the one little girl who is near him, and not some other little girl.

Show Image 8A-4.

- Read aloud the following as students look at the image:
 - “‘I don’t suppose you would let me sit for a minute or two while I eat *this* delicious rice?’ asked the old woman.
 - ‘Of course you can,’ exclaimed Li Hua.”
- Note that in the image, the old woman is holding the one bowl of rice in her hand. She uses the word *this* to talk about the rice because it is in her hand and very near to her.

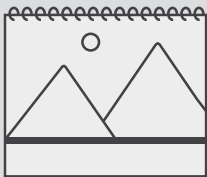
These

Show Image 5A-13.

- Read aloud the following as students look at the image:

TEKS 1.11.D.iv Edit drafts using standard English conventions including adjectives, including articles; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance.

Flip Book
7A-2, 8A-4, 5A-13,
1A-4, 4A-3, 2A-1, 9B-1



- “The young man explained to Thumbelina that a small person lived in each of these flowers; he was their king.”
- Note that in the image, the young man is sitting near many flowers. He uses the word *these* to talk about the many flowers that are near him because there is more than one flower and because the flowers are very, very close to him. He is even sitting on one of them!

Show Image 1A-4.

- Read aloud the following as students look at the image:
 - “‘Oh yes!’ cried Cinderella. ‘But . . . must I go in these dirty rags?’”
- Note that Cinderella is talking about the clothes she is wearing in the image. She uses the word *these* because she is wearing more than one piece of clothing and the clothes are very near to her (she is wearing them!).

That

Show Image 4A-3.

- Read aloud the following as students look at the image:
 - “Tom’s father lifted his son down from the horse and set him on a stump. When the stranger saw this, he thought, ‘Look here. That little fellow could be useful! I should take him to town and have him do little jobs for me.’”
- Note that in this image, the stranger is talking about Tom as “that little fellow.” Tom is far from the stranger, so the stranger uses the word *that* to talk about Tom. There is only one little fellow and he is far away from the stranger.

Those

Show Image 2A-1.

- Read aloud the following as students look at the image:
 - “Because Rhodopis was from another land, she did not look like the other servants, or her master. While they had dark hair and dark eyes, she had golden curls and green eyes. No amount of brushing would straighten those curls.”
- Note that in this image, Rhodopis has more than one hair and she is far away from the speaker. The word *those* is used to describe multiple things that are far away from the speaker.

Show Image 9B-1.

- Note that in this image, which is not from one of the stories, a hand is pointing to a single green box that is close to the hand. The word *this* is used to describe this green box because it is just one box and it is close to the hand.

- Note that there is also a hand pointing to many blue boxes that are close to the hand. The word *these* is used to describe these blue boxes because there are more than one and they are close to the hand.
- Point out that there are also hands pointing to objects that are far away from them. The word *that* is used to describe that red box because it is just one box and it is far from the hand. The word *those* is used to describe those yellow boxes because there is more than one yellow box and they are far from the hand.
- Have students work with a partner to ask and answer questions about things that are near and far from them. Remind students to use the words *this* and *these* to talk about objects that are close to them. Students should use the words *that* and *those* to talk about objects that are far from them.]



WHICH FOLKTALE? VENN DIAGRAM (10 MIN.)

TEKS 1.6.H

Activity Page 8.1



Tell students that, now that they have heard the story “Tselane,” they will compare and contrast “Little Red Riding Hood,” “Hu Gu Po,” and “Tselane.”

- Direct students’ attention to the 3-circle Venn diagram from the previous lesson and Activity Page 8.1. Tell them now that they have heard the story “Tselane,” they will compare and contrast “Little Red Riding Hood,” “Hu Gu Po,” and “Tselane.”
- Have students write “T” or “Tselane” in the circle on the right.
- Return to the world map or globe, and remind students where these three stories took place.
- Review the different lands in each folktale.
- Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read the words to them
- Ask students how the stories are similar and different for “Hu Gu Po” and “Tselane.” (*Answers may vary, but may include: both A Xin and Tselane get tricked when their mothers are gone and are carried away in a sack; they get out of the sack in different ways, etc.*) Write that information in the appropriate areas on the Venn diagram. Have students record the same information on Activity Page 8.1, in words, phrases, or pictures.



TEKS 1.6.H Synthesize information to create new understanding with adult assistance.

- Ask students how the stories are similar and different for “Little Red Riding Hood” and “Tselane.” (*Answers may vary, but may include: both Little Red Riding Hood and Tselane are tricked by animals pretending to be people; both characters encounter animals who want to eat them, etc.*) Write that information in the appropriate areas on the Venn diagram. Have students record the same information on Activity Page 8.1 in words, phrases, or pictures.
- Then ask how all three of the characters are the same. (*All three characters are tricked by someone or something who is bad. But in the end, all three characters are saved and safe and learn a lesson.*)

~~~~~  
End Lesson  
 ~~~~~



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Reading/Viewing Closely

Beginning

Provide students with a word bank for describing similarities and differences (e.g., *tricked, animals, eat them, freed.*)

Intermediate

Provide students with a specific sentence frame (e.g., “‘Little Red Riding Hood’ is similar to ‘Tselane’ because . . .”)

Advanced/Advanced High

Encourage students to use key words from the story in complete sentences (e.g., “‘Little Red Riding Hood’ is similar to ‘Tselane’ because Little Red Riding Hood and her grandmother are freed by someone else, a hunter, and Tselane is freed by someone else, another little girl.”)

ELPS 2.C; ELPS 4.D

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

Different Lands

Materials: World map

- Help students locate and identify on a map the different lands discussed in this domain. Name each country, noting the continent on which it is found.
- Ask students if they remember any folktales that come from that country. You may prompt discussion by asking questions such as, “Where does ‘Hu Gu Po’ take place?” (*China*) or “Where does Billy Beg live?” (*Ireland*)

Image Review

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

- You may also show various illustrations from similar tales. Focus on illustrations that show events that are similar in two or all three of the

✚ folktales to reinforce the theme of similar stories from different lands. **TEKS 1.8.A**

Sequencing Events with Image Cards

Materials: Image Cards 1–10

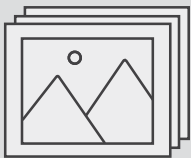
- Use Image Cards 1–10 to sequence and retell “Cinderella” and “Issun Boshi: One-Inch Boy.”
- Talk about the beginning, middle, and end of the plot of each story. These Image Cards may also be used as a center activity.

Domain-Related Trade Book or Teacher Choice

Materials: Trade book

- Read a trade book to review a particular folktale or variation.
- You may also choose to have students select a Read-Aloud to be heard again.

Image Cards 1–10



TEKS 1.8.A Discuss topics and determine theme using text evidence with adult assistance.

Key Vocabulary Brainstorming

Materials: board/chart paper

- Give students a key domain concept or vocabulary word such as *cunning*, *clever*, or *worthy*.
- Have them brainstorm everything that comes to mind when they hear these words, such as, “wolf, tricks others; Tom Thumb, Issun Boshi; Cinderella, deserving” etc.
- Record their responses on a piece of chart paper, a chalkboard, or a whiteboard for reference.

Domain Assessment

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Different Lands, Similar Stories*. The results should guide review and remediation the following day.

There are two parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Part II of the assessment addresses the core content targeted in *Different Lands, Similar Stories*.



PART I

TEKS 1.7.F

Activity Page DA.1



Directions: I am going to say a sentence using a word you have heard in the Read-Alouds and the domain. If I use the word correctly in my sentence, circle the thumbs up. If I do not use the word correctly in my sentence, circle the thumbs down. First I will say the word, then I will say each sentence two times. Let's do number one together.

1. **Characters:** Could people and talking animals be characters in a story? *(thumbs up)*
2. **Setting:** Is the setting of a story what happens in the story? *(thumbs down)*
3. **Plot:** Is the plot of a story where the story takes place? *(thumbs down)*
4. **Lesson:** Is a lesson something valuable learned through a character's experiences in a story? *(thumbs up)*
5. **Folktale:** Is a folktale a story that people have told to each other over and over again for a long time? *(thumbs up)*

Directions: Now I am going to read more sentences using other words you have heard and practiced. If I use the word correctly in my sentence, circle the thumbs up. If I do not use the word correctly in my sentence, circle the thumbs down. First I will say the word, then I will say each sentence two times.

6. **Cherished:** If Little Red Riding Hood cherished the gift from her grandmother, does that mean she wore it every day and took it everywhere with her? *(thumbs up)*

7. **Cautiously:** If there are cars or buses driving fast, should you cross the street cautiously? (*thumbs up*)
8. **Fright:** If flowers and rainbows give David's mom a fright, does that mean she likes them? (*thumbs down*)
9. **Instructions:** Do instructions tell us what the weather is like outside? (*thumbs down*)
10. **Worthy:** Because Ben was so nice to his brother today, is he worthy of a hug? (*thumbs up*)
11. **Monstrous:** Does monstrous describe the sweet, furry kitten that licked my hand when I held it in my arms? (*thumbs down*)
12. **Deeds:** Are helping others clean up toys and picking up trash examples of good deeds? (*thumbs up*)
13. **Commotion:** Is a commotion when people are very, very quiet and talk in whispers? (*thumbs down*)
14. **Cunning:** Was the wolf cunning, especially when he tricked Little Red Riding Hood into thinking he was her grandmother? (*thumbs up*)
15. **Scarcely:** Does scarcely mean much bigger than usual? (*thumbs down*)



PART II

TEKS 1.8.C

Directions: I will read a sentence about one of the folktales you have heard. If the sentence is correct and really did happen in the story, you will circle the thumbs up. If the sentence is not correct and did not happen in the story, you will circle the thumbs down.

1. Does a rabbit trick Little Red Riding Hood and her grandmother? (*thumbs down*)
2. In "Hu Gu Po," a folktale from China, does a tiger disguised as an old woman try to trick two sisters? (*thumbs up*)
3. Does Little Red Riding Hood leave her house to visit her grandmother? (*thumbs up*)
4. Is Tom Thumb as tall as this building? (*thumbs down*)
5. Do Tom Thumb, Thumbelina, and Issun Boshi all perform helpful deeds even though they are all little people? (*thumbs up*)
6. Do all of the following happen: Cinderella marries the prince, Rhodopis marries the pharaoh, and Billy Beg marries a princess? (*thumbs up*)

Activity Page DA.2



7. Is “Issun Boshi” set in the United States and is “Thumbelina” set in Mexico?
(*thumbs down*)
8. Does Cinderella leaves her glass slipper behind with the prince, and in “Billy Beg,” a folktale set in Ireland, does Billy leave his boot behind with the princess? (*thumbs up*)
9. Does Thumbelina save a swallow’s life by nursing him back to health?
(*thumbs up*)
10. In “Hu Gu Po,” a folktale from China, and “Tselane,” a folktale from Botswana, do both A Xin and Tselane get tricked and carried away in a sack? (*thumbs up*)

Culminating Activities

NOTE TO TEACHER

Please use these final two days to address class results of 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 area of weakness, as indicated from Domain Assessment results.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Applications
- rereading and discussing select Read-Alouds
- using the corresponding activities in the Language Studio

ENRICHMENT

Different Lands

Materials: World map

- Help students locate and identify on a map the different lands discussed in this domain. Name each country, noting the continent on which it is found.
- Ask students if they remember any folktales that come from that country.

Support

This activity may require additional instruction on topics such as timing and voice.

Support

This activity may require additional instruction on topics such as point of view and audience.

Domain-Related Trade Book or Student Choice

Materials: Trade book

- Read a trade book to review a particular folktale or variation.
- You may also choose to have students select a read-aloud to be heard again.

Student-Created Books

Materials: Drawing paper, drawing tools

- Have each student make their own book that is a retelling of one of the folktales that has been shared.
- As a class, with a partner, or as a small group, have students brainstorm the sequence of events: beginning, middle, and end. Also discuss any similarities to other folktales. Students will draw a picture on each page to show the beginning, important middle events, and end of the folktale.
- Have students write or dictate sentences describing their drawings, using the sound/spelling correspondences taught thus far.
- Have students share their folktales with a partner or with the class.

On Stage

- You may choose to reread and have the students act out any of the folktales. Encourage students to portray actions and feelings and to use some of their own dialogue.
- Another option is to create a skit to demonstrate the one saying and phrase they learned. Have them end the skit by saying, “There’s no place like home!”

Folktale Talk Show

- Tell students that they are going to be part of a folktale talk show.
- You will need one student for the host and two to three students to portray the main characters from any of the read-alouds in this domain. Have the rest of the class be the audience.
- The students who portray the folktale characters should introduce their characters’ names, their folktales, and one important fact about themselves from the folktale.
- Have the audience ask the characters questions about their folktales and how each folktale is similar to or different from the other two or three being portrayed.

Teacher Resources

Grade 1	Knowledge 3
---------	-------------

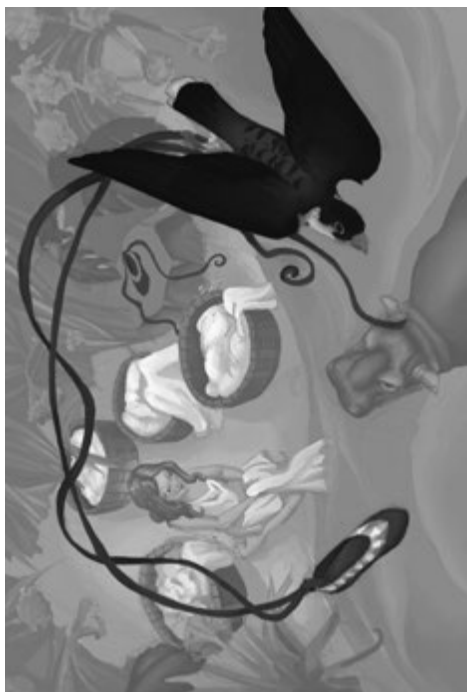
Teacher Guide

Teacher Resources

In this section you will find:

- Story Images for Map/Globe
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

STORY IMAGES FOR MAP/GLOBE







ACTIVITY BOOK ANSWER KEY

NAME: _____ DATE: _____

1.1 Activity Page

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

Directions: Think about what you heard in the Read-Aloud and then fill in the chart using words or sentences.

Knowledge X Different Lands, Similar Stories

77

NAME: _____ DATE: _____

3.1 Activity Page

Answers may vary, but may include:

Cinderella

The Girl with the Red Slippers

Billy Beg

- glass slippers
- leaves a slipper behind
- marries a prince
- fairy godmother
- treated poorly by others
- excluded from fancy parties
- identified by shoes that fit their feet
- must work hard for a living
- red silk slippers with leather soles
- falcon takes a slipper
- marries a pharaoh
- has an animal as a friend
- defeats a dragon
- leaves a boot behind
- gifts from bull
- marries a princess

Directions: Think about how "Cinderella," "The Girl with the Red Slippers," and "Billy Beg" are similar and how they are different. Label each circle for each story. Draw or write how they are alike in the overlapping part of the circles. Draw or write how the stories are different in the parts of the circles that do not overlap.

Knowledge X Different Lands, Similar Stories

81

NAME: _____ DATE: _____

5.1 Activity Page

Tom Thumb

Thumbelina

- lives with her mother
- snatched by a toad
- taken care of by a mouse
- nurses a swallow back to health
- wants to get out of marriages planned for her
- escapes with the swallow
- little, helpful, clever, kind
- lives with his parents
- helps prevent a robbery
- eaten by a cow
- tricks a wolf not to eat him

Directions: Think about how "Tom Thumb" and "Thumbelina" are similar and how they are different. Label each circle for each story. Draw or write how they are alike in the overlapping part of the circles. Draw or write how they are different in the parts of the circles that do not overlap.













Knowledge X Different Lands, Similar Stories

83

NAME: _____ DATE: _____

PP.1 Activity Page

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.

- 

- 

- 

- 

- 

- 



Knowledge X Different Lands, Similar Stories


85


NAME: _____ PP.2 Activity Page


DATE: _____

Directions: Cut out the four pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced, glue or tape the pictures on a piece of paper.

1 

2 

3 

4 

Domain 3

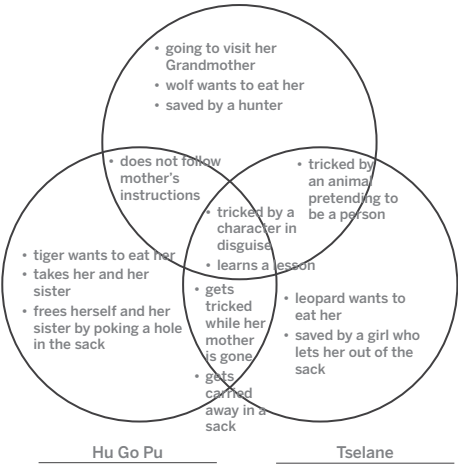
Knowledge X Different Lands, Similar Stories 87

NAME: _____ 8.1 Activity Page

DATE: _____

Answers may vary, but may include:

Little Red Riding Hood



• going to visit her Grandmother
• wolf wants to eat her
• saved by a hunter

• does not follow mother's instructions
• tiger wants to eat her
• takes her and her sister
• frees herself and her sister by poking a hole in the sack

• tricked by an animal pretending to be a person
• tricked by a character in disguise
• learns a lesson
• gets tricked while her mother is gone
• gets carried away in a sack

• leopard wants to eat her
• saved by a girl who lets her out of the sack

Hu Go Pu Tselane



Domain 3



Knowledge X Different Lands, Similar Stories 91



NAME: _____ DA.1 Assessment



DATE: _____



Directions: Listen to your teacher's instructions.



1.  



2.  



3.  



4.  



5.  

6.  

7.  



8.  



9.  



10.  



Domain 3



Knowledge X Different Lands, Similar Stories 93

11.  

12.  

13.  

14.  

15.  

Knowledge X Different Lands, Similar Stories 94


NAME: _____


DA.2

Assessment


DATE: _____


1.







2.







3.







4.







5.







6.







7.







8.







9.





10.





Domain 3

Directions: Listen to your teacher's instructions.

Knowledge 3 Different Lands, Similar Stories

95

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

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 1.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	D3: p. 6, D3: p. 12, D3: p. 104, D3: p. 107
TEKS 1.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	
TEKS 1.1.C	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	D3: p. 6, D3: p. 8, D3: p. 22, D3: p. 34, D3: p. 35, D3: p. 104, D3: p. 115
TEKS 1.1.D	Work collaboratively with others by following agreed upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	D3: p. 6, D3: p. 12, D3: p. 13, D3: p. 36, D3: p. 40, D3: p. 42
TEKS 1.1.E	develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings	D3: p. 22, D3: p. 34, D3: p. 35

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

TEKS 1.2.A.i	producing a series of rhyming words;	
TEKS 1.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	
TEKS 1.2.A.iii	distinguishing between long and short vowel sounds in one-syllable words	
TEKS 1.2.A.iv	recognizing the change in spoken word when a specified phoneme is added, changed, or removed	
TEKS 1.2.A.v	blending spoken phonemes to form onesyllable words, including initial and/or final consonant blends	
TEKS 1.2.A.vi	manipulating phonemes within base words	
TEKS 1.2.A.vii	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	

(B) demonstrate and apply phonetic knowledge by:

TEKS 1.2.B.i	decoding words in isolation and in context by applying common letter-sound correspondences	
TEKS 1.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs	
TEKS 1.2.B.iii	decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	
TEKS 1.2.B.iv	using knowledge of base words to decode common compound words and contractions	
TEKS 1.2.B.v	decoding words with inflectional endings including -ed, -s, and -es	
TEKS 1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 3

Correlation—Teacher's Guide

(C) demonstrate and apply spelling knowledge by:		
TEKS 1.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	
TEKS 1.2.C.ii	spelling words with initial consonant digraphs	
TEKS 1.2.C.iii	spelling words using sound-spelling patterns	
TEKS 1.2.C.iv	spelling high-frequency words from a research-based list	
TEKS 1.2.D	demonstrate print awareness by identifying the information that different parts of a book provide	
TEKS 1.2.E	alphabetize a series of words to the first or second letter and use a dictionary to find words	
TEKS 1.2.F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 1.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS 1.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	D3: p. 6, D3: p. 12, D3: p. 6, D3: p. 22, D3: p. 27, D3: p. 36, D3: p. 43, D3: p. 53, D3: p. 59, D3: p. 69, D3: p. 75, D3: p. 87, D3: p. 93, D3: p. 104, D3: p. 109, D3: p. 117, D3: p. 123, D3: p. 132, D3: p. 138
TEKS 1.3.C	identify the meaning of words with the affixes -s, -ed, and -ing	
TEKS 1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations	
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 1.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS 1.5	self-select text and interact independently with text for increasing periods of time.	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 1.6.A	establish purpose for reading assigned and self-selected texts with adult assistance	
TEKS 1.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 3

Correlation—Teacher's Guide

TEKS 1.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	
TEKS 1.6.D	create mental images to deepen understanding with adult assistance	
TEKS 1.6.E	make connections to personal experiences, ideas in other texts, and society with adult assistance;	D3: p. 104, D3: p. 109
TEKS 1.6.F	make inferences and use evidence to support understanding with adult assistance	
TEKS 1.6.G	evaluate details to determine what is most important with adult assistance	
TEKS 1.6.H	synthesize information to create new understanding with adult assistance	D3: p. 6, D3: p. 19, D3: p. 22, D3: p. 27, D3: p. 36, D3: p. 40, D3: p. 43, D3: p. 51, D3: p. 53, D3: p. 57, D3: p. 69, D3: p. 75, D3: p. 85, D3: p. 87, D3: p. 93, D3: p. 99, D3: p. 117, D3: p. 123, D3: p. 130, D3: p. 132, D3: p. 138, D3: p. 144, D3: p. 146
TEKS 1.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 1.7.A	describe personal connections to a variety of sources	
TEKS 1.7.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	
TEKS 1.7.C	use text evidence to support an appropriate response	
TEKS 1.7.D	retell texts in ways that maintain meaning	D3: p. 6, D3: p. 19, D3: p. 22, D3: p. 34, D3: p. 87, D3: p. 99, D3: p. 104, D3: p. 115
TEKS 1.7.E	interact with sources in meaningful ways such as illustrating or writing	D3: p. 87, D3: p. 99, D3: p. 104, D3: p. 115
TEKS 1.7.F	respond using newly acquired vocabulary as appropriate	
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS 1.8.A	discuss topics and determine theme using text evidence with adult assistance	D3: p. 22, D3: p. 27, D3: p. 32, D3: p. 36, D3: p. 40, D3: p. 41, D3: p. 148
TEKS 1.8.B	describe the main character(s) and the reason(s) for their actions	D3: p. 12, D3: p. 19, D3: p. 36, D3: p. 40, D3: p. 41, D3: p. 53, D3: p. 59, D3: p. 67, D3: p. 69, D3: p. 85, D3: p. 86, D3: p. 87, D3: p. 91, D3: p. 104, D3: p. 109, D3: p. 113
TEKS 1.8.C	describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently	D3: p. 6, D3: p. 12, D3: p. 22, D3: p. 25, D3: p. 36, D3: p. 40, D3: p. 53, D3: p. 59, D3: p. 67, D3: p. 69, D3: p. 73, D3: p. 87, D3: p. 91, D3: p. 104, D3: p. 115, D3: p. 117, D3: p. 121, D3: p. 132, D3: p. 136
TEKS 1.8.D	describe the setting	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 3

Correlation—Teacher's Guide

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS 1.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	D3: p. 6, D3: p. 10, D3: p. 22, D3: p. 25
TEKS 1.9.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	
TEKS 1.9.C	discuss elements of drama such as characters and setting	D3: p. 53, D3: p. 67, D3: p. 68

(D) recognize characteristics and structures of informational text, including:

TEKS 1.9.D.i	the central idea and supporting evidence with adult assistance	
TEKS 1.9.D.ii	features and simple graphics to locate or gain information	
TEKS 1.9.D.iii	organizational patterns such as chronological order and description with adult assistance	
TEKS 1.9.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS 1.9.F	recognize characteristics of multimodal and digital texts	

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS 1.10.A	discuss the author's purpose for writing text	
TEKS 1.10.B	discuss how the use of text structure contributes to the author's purpose	
TEKS 1.10.C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	
TEKS 1.10.D	listen to and experience first- and thirdperson texts	
TEKS 1.10.E	listen to and experience first- and thirdperson texts	

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS 1.11.A	plan a first draft by generating ideas for writing such as by drawing and brainstorming	
-------------	---	--

(B) develop drafts in oral, pictorial, or written form by:

TEKS 1.11.B.i	organizing with structure	
TEKS 1.11.B.ii	developing an idea with specific and relevant details	
TEKS 1.11.C	Revise drafts by adding details in pictures or words.	

(D) edit drafts using standard English conventions, including:

TEKS 1.11.D	edit drafts using standard English conventions	
TEKS 1.11.D.i	complete sentences with subject-verb agreement	
TEKS 1.11.D.ii	past and present verb tense	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 3

Correlation—Teacher's Guide

TEKS 1.11.D.iii	singular, plural, common, and proper nouns	
TEKS 1.11.D.iv	adjectives, including articles	D3: p. 132, D3: p. 144
TEKS 1.11.D.v	adverbs that convey time	
TEKS 1.11.D.vi	prepositions	
TEKS 1.11.D.vii	pronouns, including subjective, objective, and possessive cases	
TEKS 1.11.D.viii	capitalization for the beginning of sentences and the pronoun "I"	
TEKS 1.11.D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences	
TEKS 1.11.D.x	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	
TEKS 1.11.E	publish and share writing	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 1.12.A	dictate or compose literary texts, including personal narratives and poetry	
TEKS 1.12.B	dictate or compose informational texts, including procedural texts	
TEKS 1.12.C	dictate or compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 1.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 1.13.B	develop and follow a research plan with adult assistance	
TEKS 1.13.C	identify and gather relevant sources and information to answer the questions with adult assistance	
TEKS 1.13.D	demonstrate understanding of information gathered with adult assistance	
TEKS 1.13.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

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	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing nonverbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	D3: p. 51, D3: p. 57, D3: p. 91, D3: p. 136
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	D3: p. 147

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Knowledge 3

Correlation—Teacher's Guide

ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	D3: p. 13, D3: p. 25, D3: p. 29, D3: 46, D3: 62, D3: 79, D3: 95, D3: p. 110, D3: 126, D3: 139
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	D3: p. 41, D3: p. 115, D3: p. 121
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. 100
(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 highfrequency 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. 20, D3: p. 35, D3: p. 74, D3: p. 100, D3: p. 115
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	D3: p. 10, D3: p. 13, D3: p. 25, D3: p. 29, D3: p. 35, D3: p. 41, D3: p. 46, D3: p. 57, D3: p. 62, D3: p. 79, D3: p. 91, D3: p. 95, D3: p. 110, D3: p. 121, D3: p. 126, D3: p. 136, D3: p. 139
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Knowledge 3

Correlation—Teacher's Guide

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. 32
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 gradeappropriate academic topics	D3: p. 67
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	D3: p. 10
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	D3: p. 74
(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:		
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 topicrelated vocabulary and other prereading activities to enhance comprehension of written text	D3: p. 130, D3: p. 147
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	D3: p. 51

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Knowledge 3

Correlation—Teacher's Guide

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. 32
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. 20, D3: p. 35, D3: p. 86
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. 126
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	D3: p. 32, D3: p. 86, D3: p. 130
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Knowledge 3

Correlation—Teacher's Guide

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	
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. 20, D3: p. 35, D3: p. 100

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, 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.

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

The Word Work exercises are based on the work of Beck, McKeown, and Kucan in *Bringing Words to Life* (The Guilford Press, 2002).

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Writers

Matt Davis, Rosie McCormick

Illustrators and Image Sources

1A-1: Shari Griffiths; 1A-2: Shari Griffiths; 1A-3: Shari Griffiths; 1A-4: Shari Griffiths; 1A-5: Shari Griffiths; 1A-6: Shari Griffiths; 1A-7: Shari Griffiths; 1A-8: Shari Griffiths; 1A-9: Shari Griffiths; 1A-10: Shari Griffiths; 2A-1: Kimberli Johnson; 2A-2: Kimberli Johnson; 2A-3: Kimberli Johnson; 2A-4: Kimberli Johnson; 2A-5: Kimberli Johnson; 2A-6: Kimberli Johnson; 2A-7: Kimberli Johnson; 2A-8: Kimberli Johnson; 3A-1: Gideon Kendall; 3A-2: Gideon Kendall; 3A-3: Gideon Kendall; 3A-4: Gideon Kendall; 3A-5: Gideon Kendall; 3A-6: Gideon Kendall; 3A-7: Gideon Kendall; 3A-8: Gideon Kendall; 3A-9: Gideon Kendall; 4A-1: Barry Gott; 4A-2: Barry Gott; 4A-3: Barry Gott; 4A-4: Barry Gott; 4A-5: Barry Gott; 4A-6: Barry Gott; 4A-7: Barry Gott; 4A-8: Barry Gott; 4A-9: Barry Gott; 5A-1: Gail McIntosh; 5A-2: Gail McIntosh; 5A-3: Gail McIntosh; 5A-4: Gail McIntosh; 5A-5: Gail McIntosh; 5A-6: Gail McIntosh; 5A-7: Gail McIntosh; 5A-8: Gail McIntosh; 5A-9: Gail McIntosh; 5A-10: Gail McIntosh; 5A-11: Gail McIntosh; 5A-12: Gail McIntosh; 5A-13: Gail McIntosh; 5A-14: Gail McIntosh; 6A-1: Kristin Kwan; 6A-2: Kristin Kwan; 6A-3: Kristin Kwan; 6A-4: Kristin Kwan; 6A-5: Kristin Kwan; 6A-6: Kristin Kwan; 6A-7: Kristin Kwan; 6A-8: Kristin Kwan; 6A-9: Kristin Kwan; 6A-10: Kristin Kwan; 7A-1: Michael Parker; 7A-2: Michael Parker; 7A-3: Michael Parker; 7A-4: Michael Parker; 7A-5: Michael Parker; 7A-6: Michael Parker; 7A-7: Michael Parker; 8A-1: Brittany Tingey; 8A-2: Brittany Tingey; 8A-3: Brittany Tingey; 8A-4: Brittany Tingey; 8A-5: Brittany Tingey; 8A-6: Brittany Tingey; 8A-7: Brittany Tingey; 9A-1: Marti Major; 9A-2: Marti Major; 9A-3: Marti Major; 9A-4: Marti Major; 9A-5: Marti Major; 9A-6: Marti Major; 155 (A): Kimberli Johnson; 155 (B): Barry Gott; 155 (C): Shari Griffiths; 155 (D): Gideon Kendall; 156 (A): Kristin Kwan; 156 (B): Brittany Tingey; 156 (C): Gail McIntosh; 156 (D): Michael Parker; 157: Marti Major; PP.1 (1a, 4b, 6a): Gideon Kendall; PP.1 (1b, 3a): Barry Gott; PP.1 (2a, 3b, 6b): Kimberli Johnson; PP.1 (2b): Gail McIntosh; PP.1 (4a, 5b): Shari Griffiths; PP.1 (5a): Kristin Kwan; PP.2: Kristin Kwan; DA.1: Shutterstock; DA.2: 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."

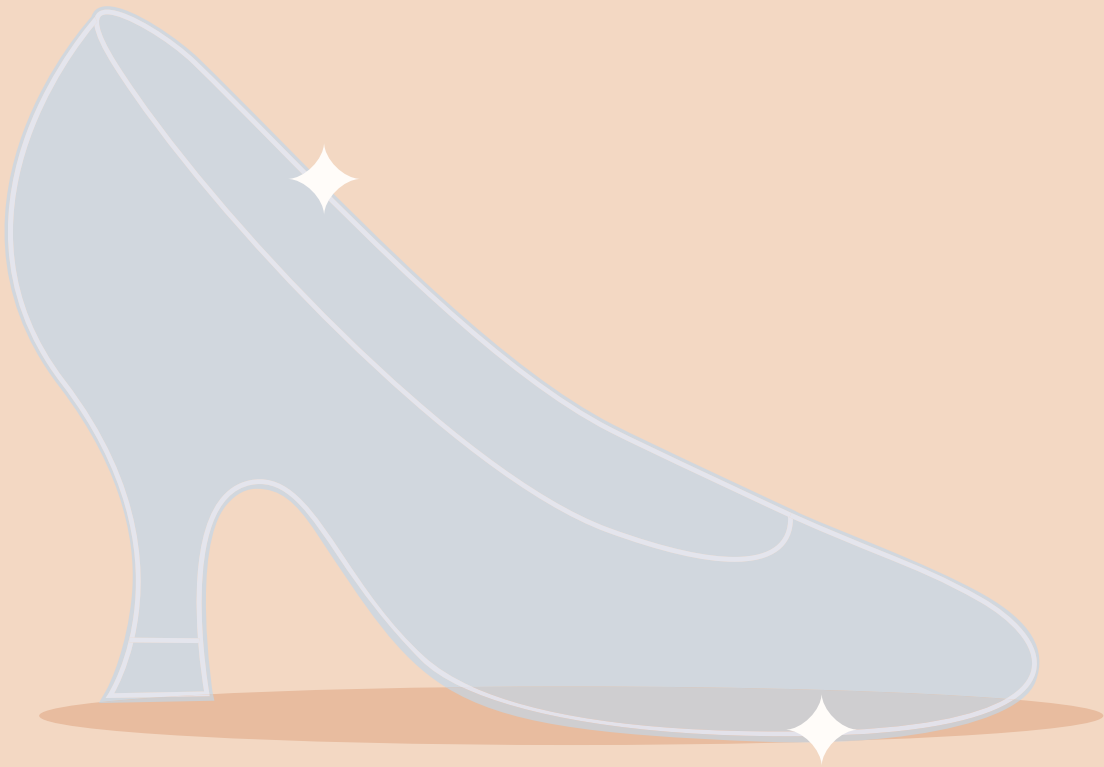


Grade 1 | Knowledge 3 | Teacher Guide
Different Lands, Similar Stories

ISBN 9781683919292



9 781683 919292



Grade 1

Knowledge 3 | Activity Book

Different Lands, Similar Stories

Grade 1

Knowledge 3

Different Lands, Similar Stories

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 978-1-64383-699-7

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

NAME: _____

DATE: _____

Directions: Think about what you heard in the Read-Aloud and then fill in the chart using words or sentences.

Somebody	
Wanted	
But	
So	
Then	

NAME: _____

DATE: _____

1.2

Take-Home

Dear Family Member,

Today your student listened to “Cinderella,” a fairy tale that originated in France. Over the next few days, your student will hear fairy tales with similar themes that originated in Egypt and Ireland. Similarly, your student will hear folktales from around the world that feature people who are no bigger than the size of a thumb: “Tom Thumb,” from England; “Thumbelina,” from Denmark; and “Issun Boshi,” from Japan.

Below are some suggestions for activities that you may do at home to continue enjoying the folktales heard at school and to reinforce the idea that different countries or lands tell similar stories.

1. “Cinderella”

Reread “Cinderella” with your student to increase your student’s awareness of the similarities and differences between this fairy tale and the stories that originated in Egypt and Ireland. Although your student will hear several fairy tales that share themes with “Cinderella,” there are many other variations in print. Tell or read to your student different versions of the folktale. Talk about how the different versions are the same and how they are different.

2. Character, Setting, Plot, Conflict

Talk with your student about the characters, setting, plot, and conflict (or problem) of the folktales and fairy tales. Ask questions about the tales such as, “Who became royalty in the end?”

3. Storytelling Time

Have your student orally retell the story that they heard at school each day, pointing out on a world map or globe where the folktale originated. Today’s fairy tale originated in France. The fairy tales in the next lessons originated in Egypt and Ireland.

4. Sayings and Phrases: “There’s No Place Like Home”

Your student will talk about this saying and its meaning at school in relation to “Tom Thumb.” Talk with your student again about the meaning and situations in which you can use this saying and how this saying relates to the folktale “Tom Thumb.”

5. Read Aloud Each Day

Set aside time to read to your student every day. Be sure to talk about the characters, setting, and plot of stories. You may also want to reread one that has been read at school.

Be sure to let your student know how much you enjoy hearing about what they have been learning at school.

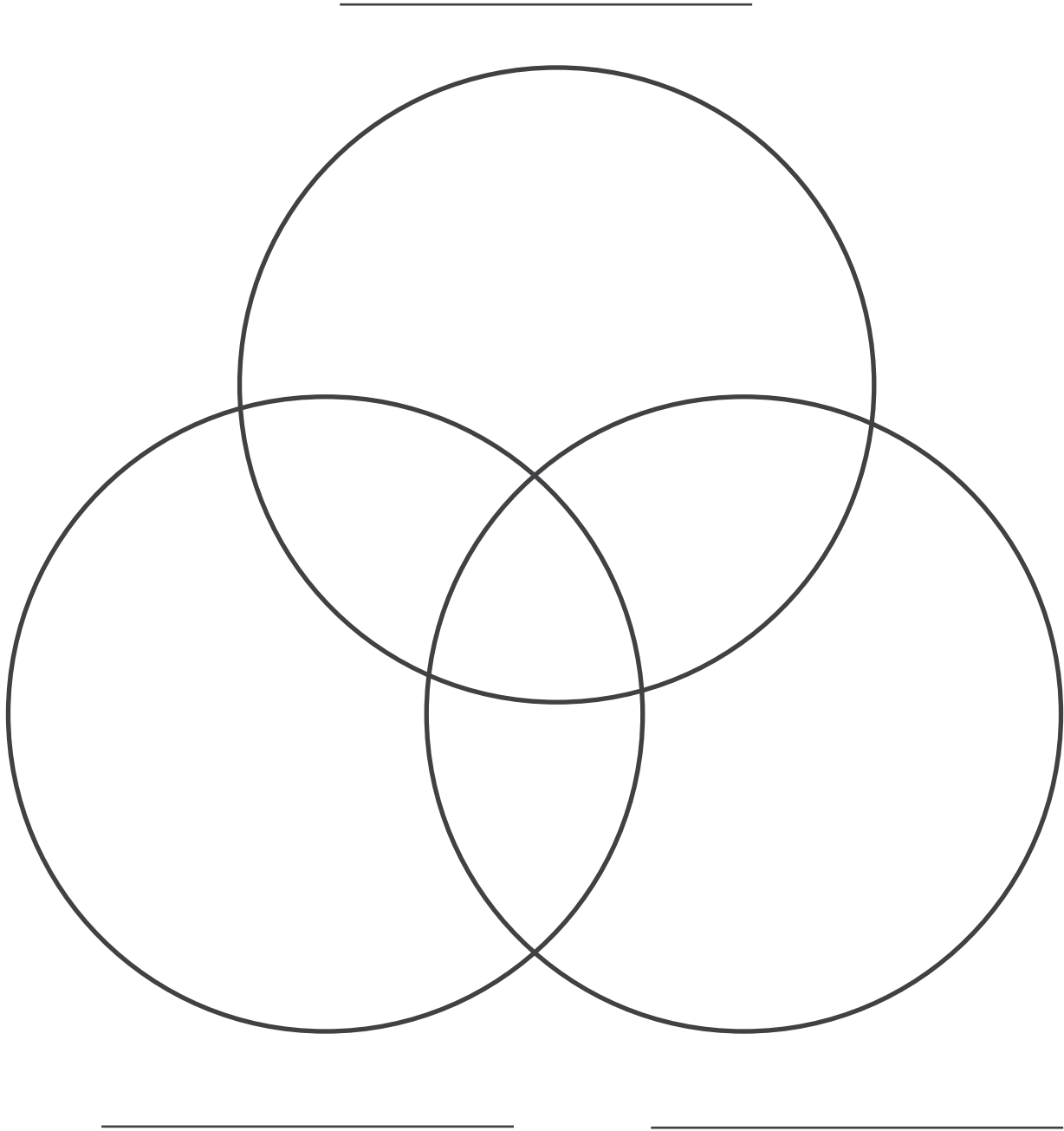
NAME: _____

DATE: _____

3.1

Activity Page

Directions: Think about how "Cinderella," "The Girl with the Red Slippers," and "Billy Beg" are similar and how they are different. Label each circle for each story. Draw or write how they are alike in the overlapping part of the circles. Draw or write how the stories are different in the parts of the circles that do not overlap.



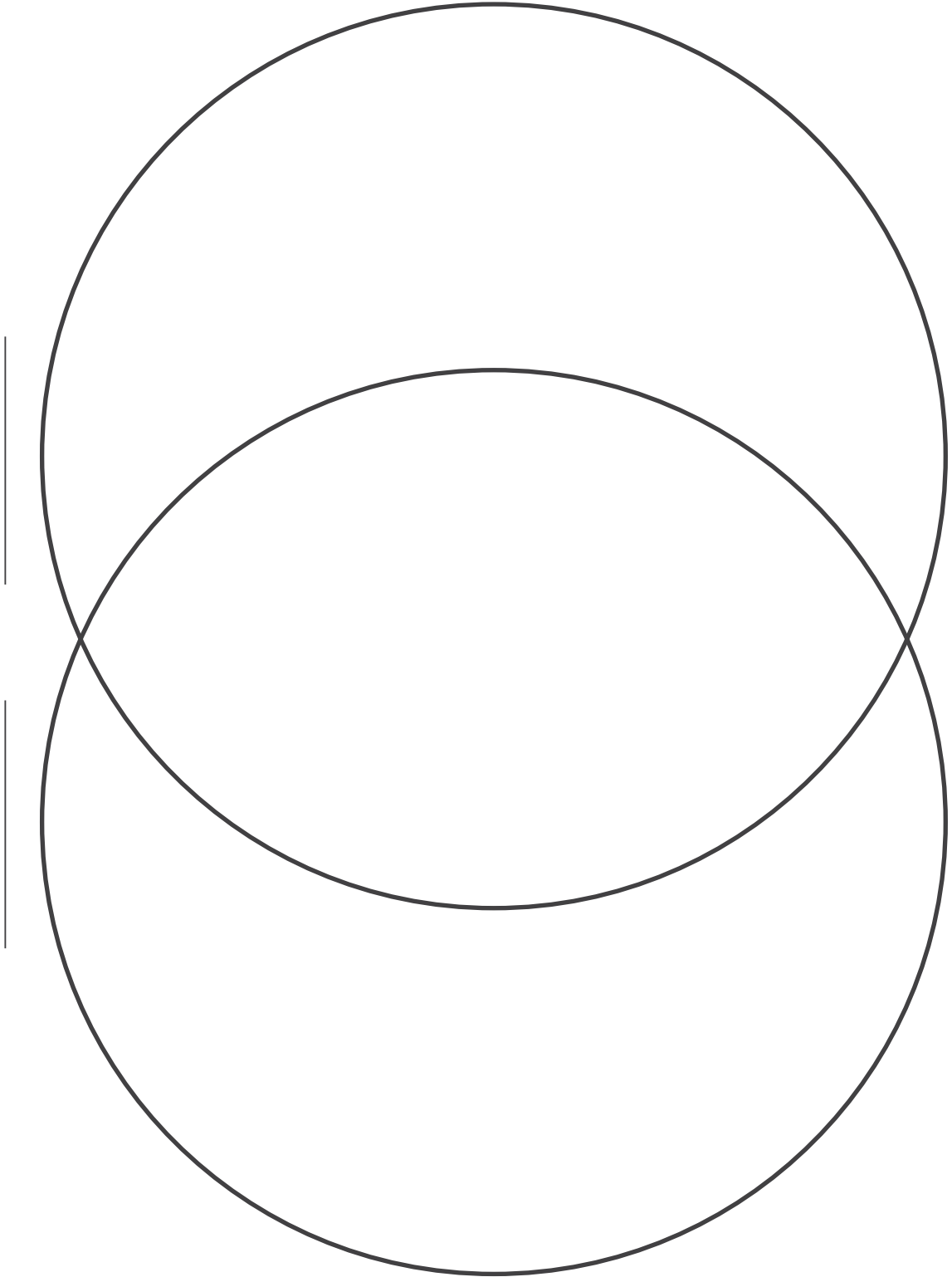
NAME: _____

DATE: _____

5.1

Activity Page

Directions: Think about how "Tom Thumb" and "Thumbelina" are similar and how they are different. Label each circle for each story. Draw or write how they are alike in the overlapping part of the circles. Draw or write how they are different in the parts of the circles that do not overlap.















NAME: _____

DATE: _____

PP.1

Activity Page

Directions: Listen to the teacher's instructions. Next, look at the two pictures in the row and find the one that answers the question. Circle the correct picture.

1.		
2.		
3.		
4.		
5.		
6.		

NAME: _____

DATE: _____

PP.2

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, glue or tape the pictures on a piece of paper.

Knowledge 3

NAME: _____

DATE: _____

Dear Family Member,

Today your student listened to the folktale “Little Red Riding Hood,” which originated in Germany. Over the next several days, your student will hear two more folktales that are similar to “Little Red Riding Hood”: “Hu Gu Po” from China, and “Tselane” from Botswana.

Below are some suggestions for activities that you may do at home to continue enjoying the folktales heard at school, and to reinforce the idea that different countries or lands tell similar stories.

1. Character, Setting, Plot, Conflict

Talk with your student about the characters, setting, plot, and conflict (or problem) of the folktales. Ask questions about the tales such as, “Why did Little Red Riding Hood have to walk through the woods? Where was she going?” Also, make personal connections to the folktales such as, “What should you do if you’re approached by a stranger?”

2. Different Versions of Folktales

Although your student will hear a few folktales whose characters have similar adventures, there are many other variations in print. Tell or read to your student different versions of these folktales and talk about how the different versions are the same or different.

3. Storytelling Time

Have your student orally retell the story that they hear at school each day, pointing out on a world map or globe where the folktale originated. Countries will be introduced in the following order: Germany, China, and Botswana.

4. Read Aloud Each Day

Set aside time to read to your student every day. Be sure to talk about the characters, setting, and plot of these stories. You may also want to reread one that has been read at school.

Be sure to let your student know how much you enjoy hearing about what they have been learning at school.

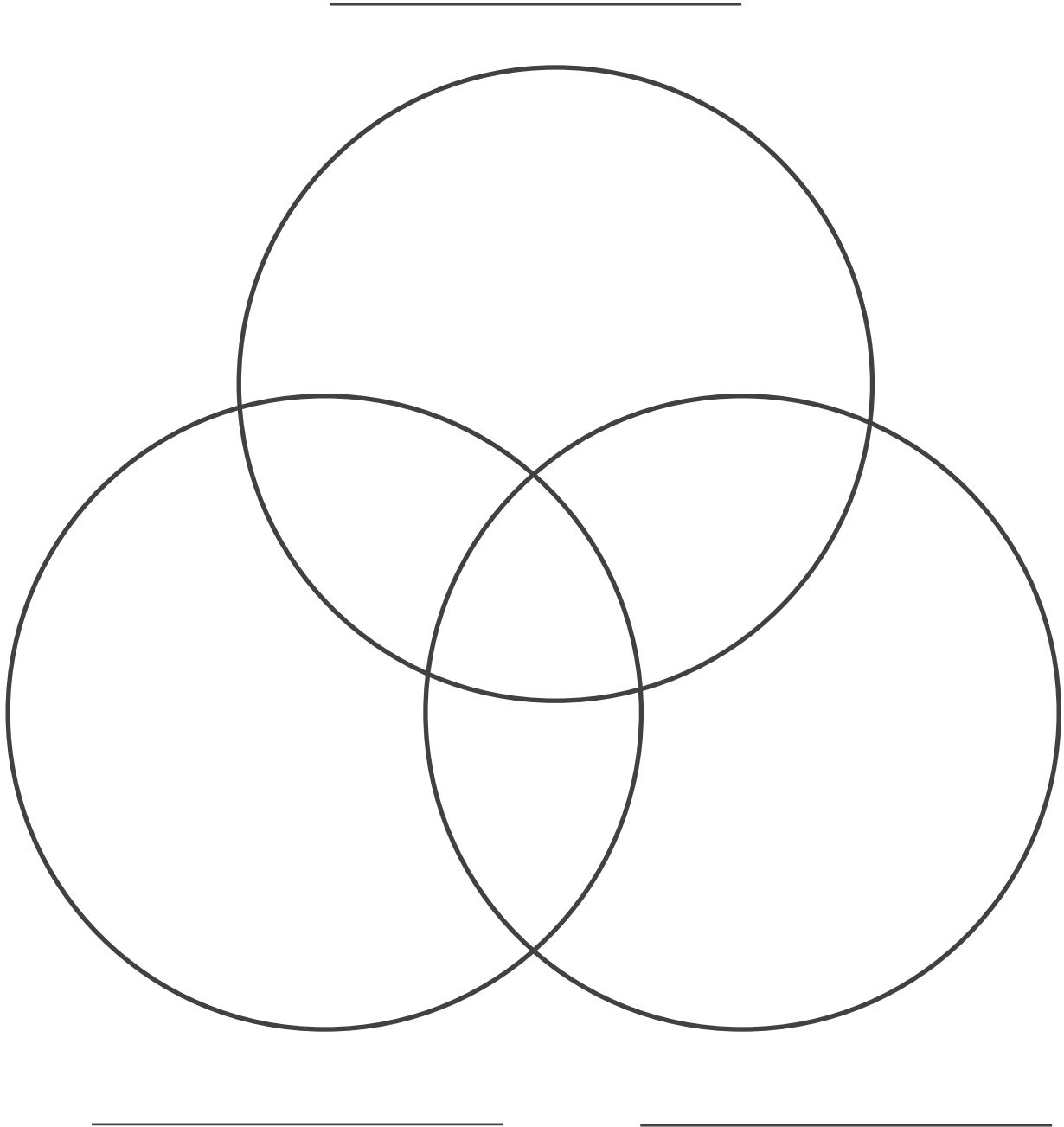
NAME: _____

DATE: _____

8.1

Activity Page

Directions: Think about how "Little Red Riding Hood," "Hu Gu Po," and "Tselane" are similar and how they are different. Label each circle for each story. Draw or write how they are alike in the overlapping part of the circles. Draw or write how the stories are different in the parts of the circles that do not overlap.



NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.





9.



10.



Directions: Listen to your teacher's instructions.

11.		
12.		
13.		
14.		
15.		

NAME: _____

DA.2

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

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

Matt Davis, Rosie McCormick

Illustrators and Image Sources

PP.1 (1a, 4b, 6a): Gideon Kendall; PP.1 (1b, 3a): Barry Gott; PP.1 (2a, 3b, 6b): Kimberli Johnson; PP.1 (2b): Gail McIntosh; PP.1 (4a, 5b): Shari Griffiths; PP.1 (5a): Kristin Kwan; PP.2: Kristin Kwan; DA.1: Shutterstock; DA.2: 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."

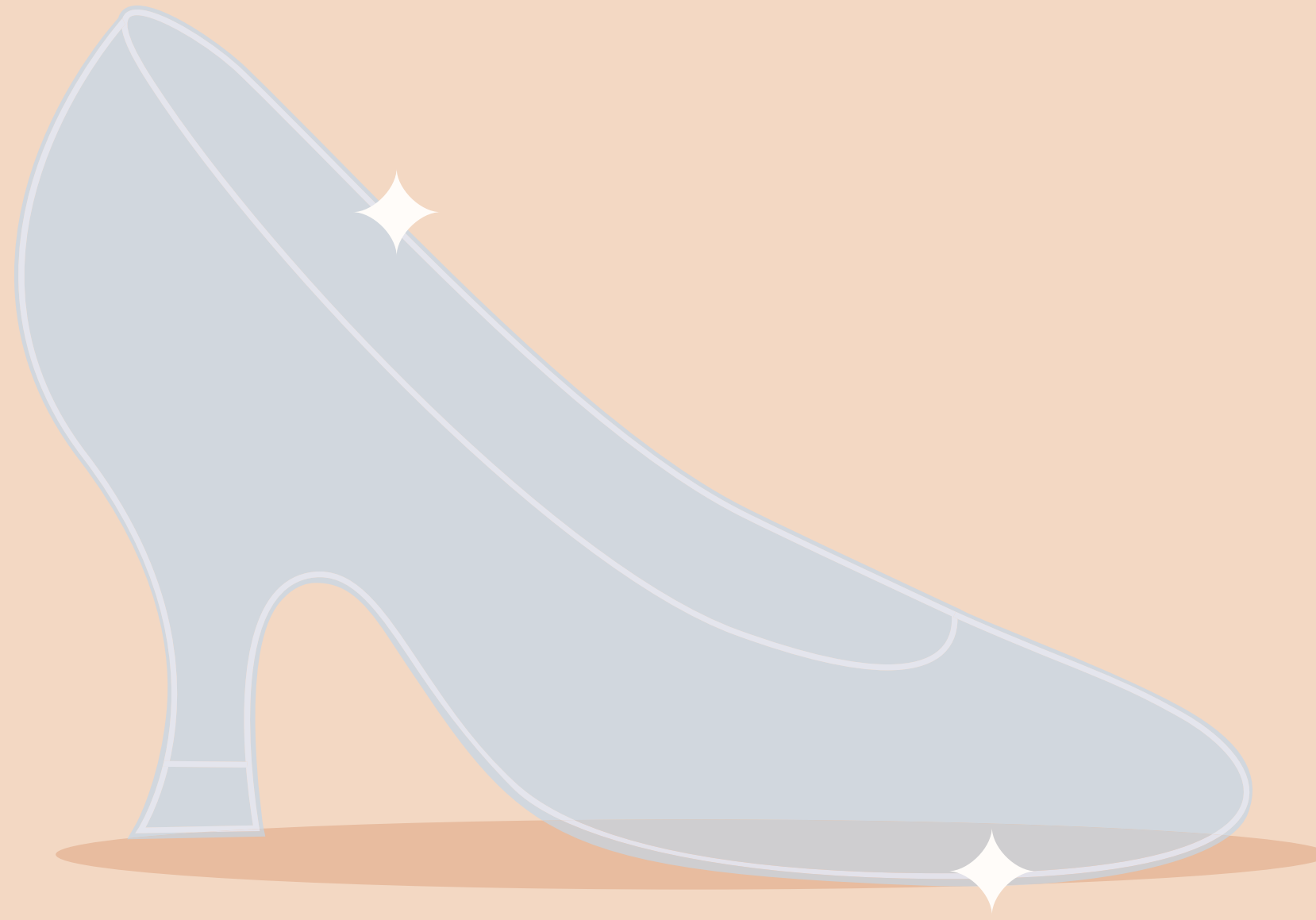


Grade 1 | Knowledge 3 | Activity Book
Different Lands, Similar Stories

ISBN 9781643836997



9 781643 836997



Grade 1

Knowledge 3 | Flip Book

Different Lands, Similar Stories

Grade 1

Knowledge 3

Different Lands, Similar Stories

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
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.

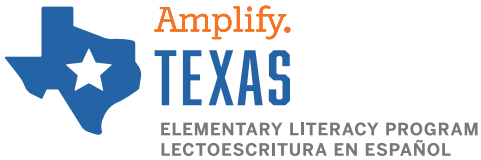
Texas Contributors	
Content and Editorial	
Sarah Cloos Laia Cortes Jayana Desai Angela Donnelly Claire Dorfman Ana Mercedes Falcón Rebecca Figueroa Nick García Sandra de Gennaro Patricia Infanzón-Rodríguez Seamus Kirst	Michelle Koral Sean McBride Jacqueline Ovalle Sofía Pereson Lilia Perez Sheri Pineault Megan Reasor Marisol Rodríguez 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	

Writers Matt Davis, Rosie McCormick
Illustrators and Image Sources 1A-1: Shari Griffiths; 1A-2: Shari Griffiths; 1A-3: Shari Griffiths; 1A-4: Shari Griffiths; 1A-5: Shari Griffiths; 1A-6: Shari Griffiths; 1A-7: Shari Griffiths; 1A-8: Shari Griffiths; 1A-9: Shari Griffiths; 1A-10: Shari Griffiths; 2A-1: Kimberli Johnson; 2A-2: Kimberli Johnson; 2A-3: Kimberli Johnson; 2A-4: Kimberli Johnson; 2A-5: Kimberli Johnson; 2A-6: Kimberli Johnson; 2A-7: Kimberli Johnson; 2A-8: Kimberli Johnson; 3A-1: Gideon Kendall; 3A-2: Gideon Kendall; 3A-3: Gideon Kendall; 3A-4: Gideon Kendall; 3A-5: Gideon Kendall; 3A-6: Gideon Kendall; 3A-7: Gideon Kendall; 3A-8: Gideon Kendall; 3A-9: Gideon Kendall; 4A-1: Barry Gott; 4A-2: Barry Gott; 4A-3: Barry Gott; 4A-4: Barry Gott; 4A-5: Barry Gott; 4A-6: Barry Gott; 4A-7: Barry Gott; 4A-8: Barry Gott; 4A-9: Barry Gott; 5A-1: Gail McIntosh; 5A-2: Gail McIntosh; 5A-3: Gail McIntosh; 5A-4: Gail McIntosh; 5A-5: Gail McIntosh; 5A-6: Gail McIntosh; 5A-7: Gail McIntosh; 5A-8: Gail McIntosh; 5A-9: Gail McIntosh; 5A-10: Gail McIntosh; 5A-11: Gail McIntosh; 5A-12: Gail McIntosh; 5A-13: Gail McIntosh; 5A-14: Gail McIntosh; 6A-1: Kristin Kwan; 6A-2: Kristin Kwan; 6A-3: Kristin Kwan; 6A-4: Kristin Kwan; 6A-5: Kristin Kwan; 6A-6: Kristin Kwan; 6A-7: Kristin Kwan; 6A-8: Kristin Kwan; 6A-9: Kristin Kwan; 6A-10: Kristin Kwan; 7A-1: Michael Parker; 7A-2: Michael Parker; 7A-3: Michael Parker; 7A-4: Michael Parker; 7A-5: Michael Parker; 7A-6: Michael Parker; 7A-7: Michael Parker; 8A-1: Brittany Tingey; 8A-2: Brittany Tingey; 8A-3: Brittany Tingey; 8A-4: Brittany Tingey; 8A-5: Brittany Tingey; 8A-6: Brittany Tingey; 8A-7: Brittany Tingey; 9A-1: Marti Major; 9A-2: Marti Major; 9A-3: Marti Major; 9A-4: Marti Major; 9A-5: Marti Major; 9A-6: Marti Major; 9B-1: Staff; Poster 1M: Shutterstock; Poster 2M: Shutterstock; Poster 3M: Gail McIntosh, Shutterstock; Poster 4M: Michael Parker, 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.

© 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

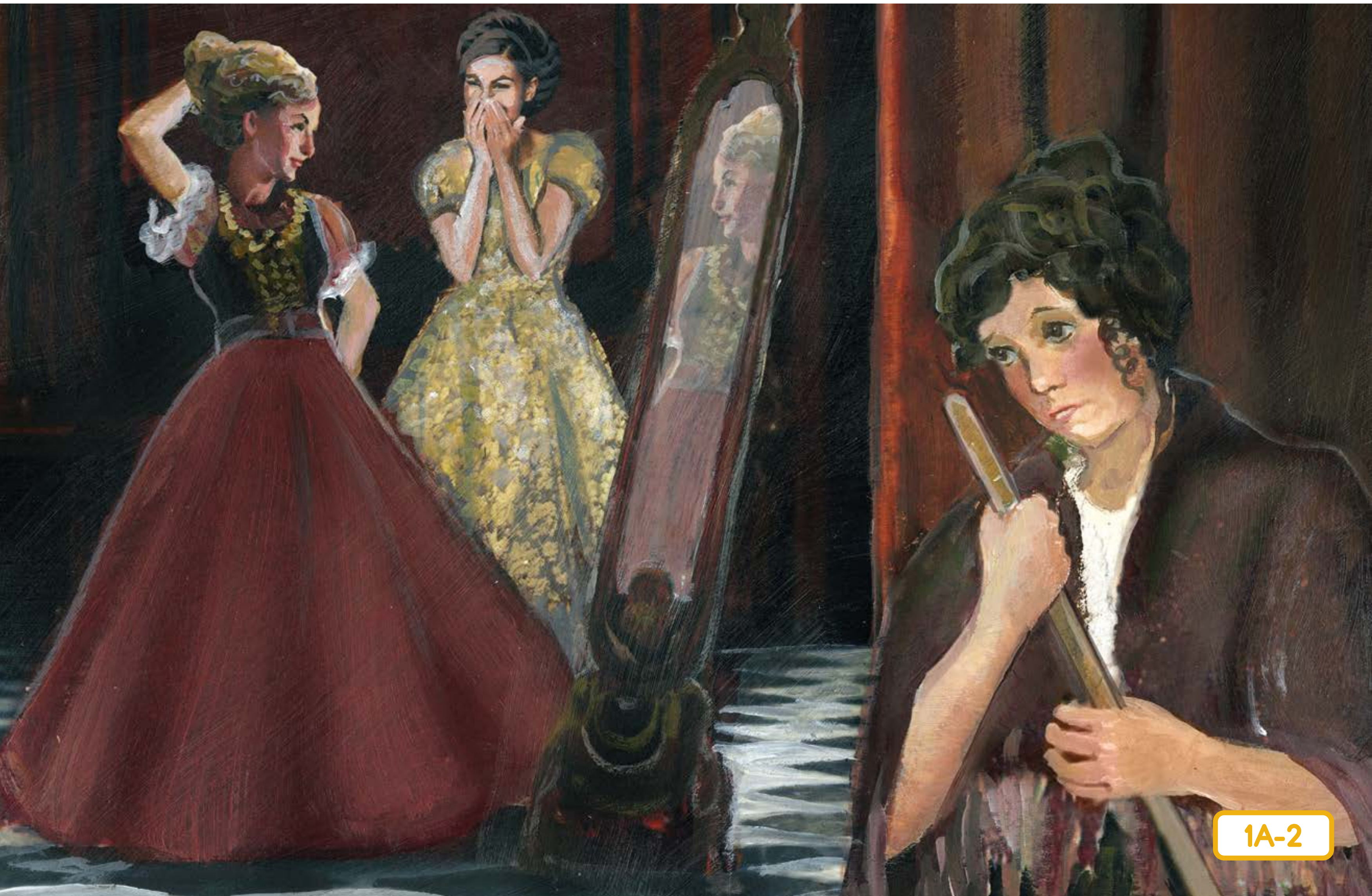


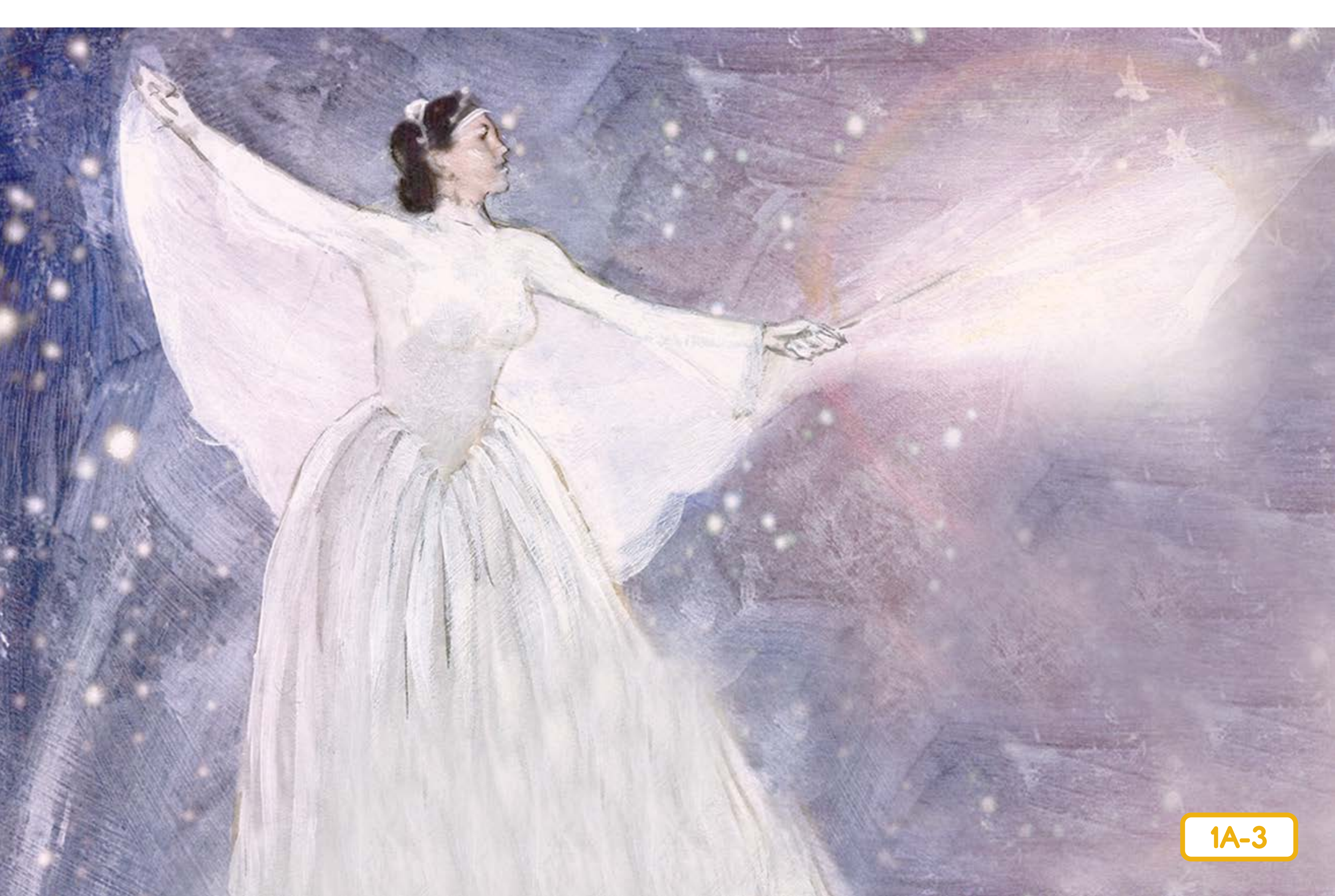
Flip Book Introduction

This Flip Book contains images that accompany the Teacher Guide for *Different Lands, Similar 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.

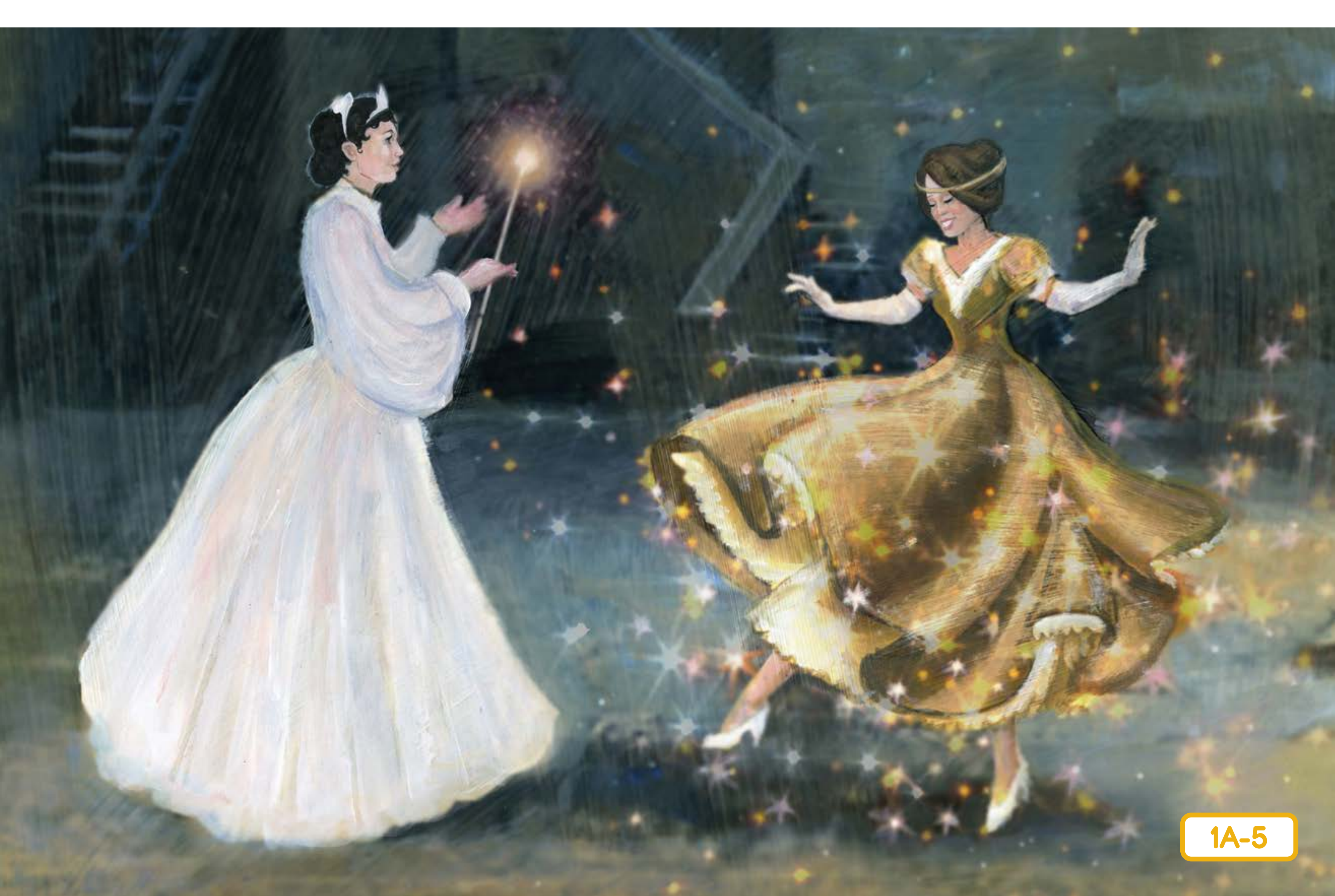
Depending on your classroom configuration, you may need to have students sit closer to the flip book in order to see the images clearly.



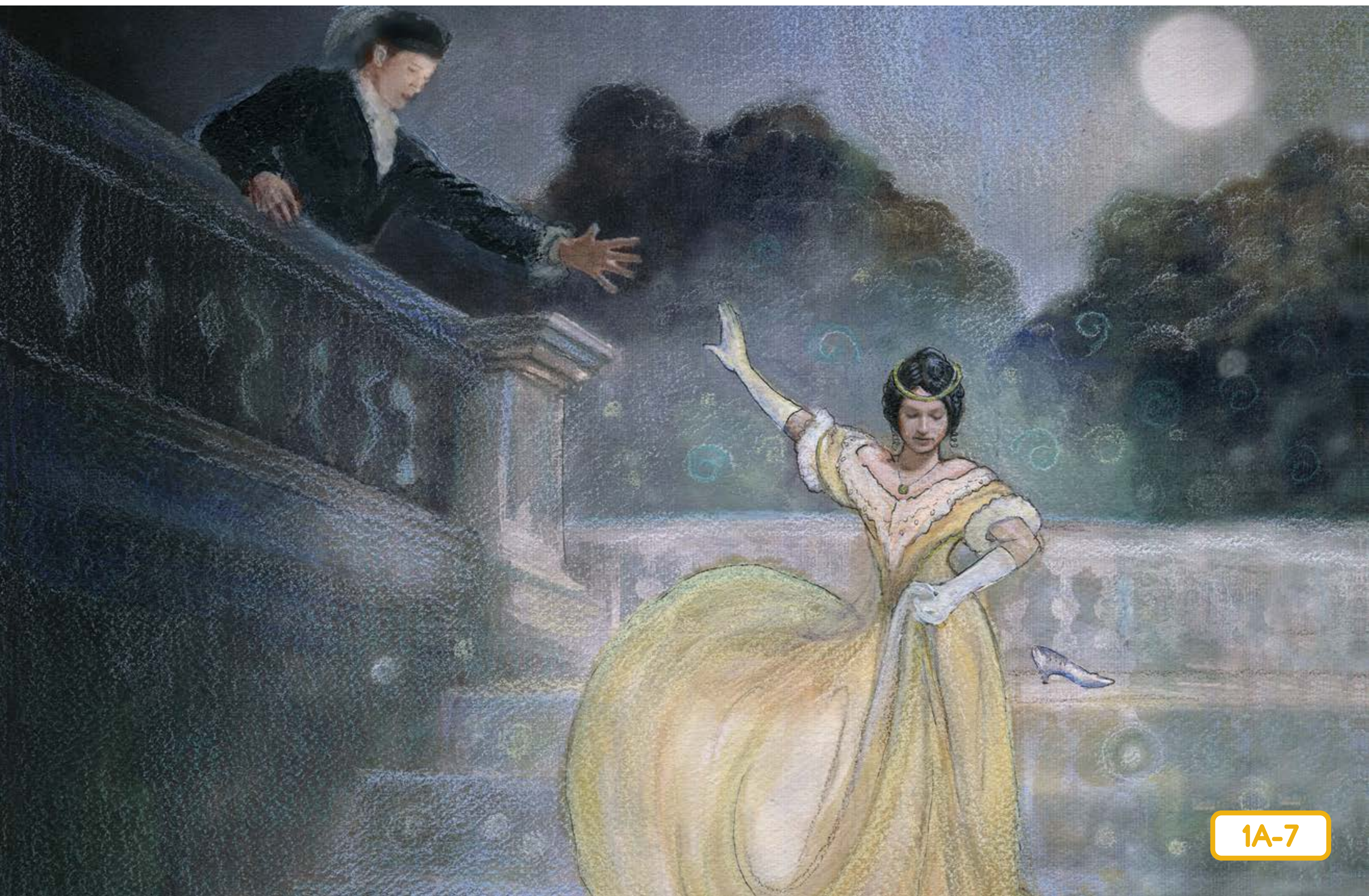


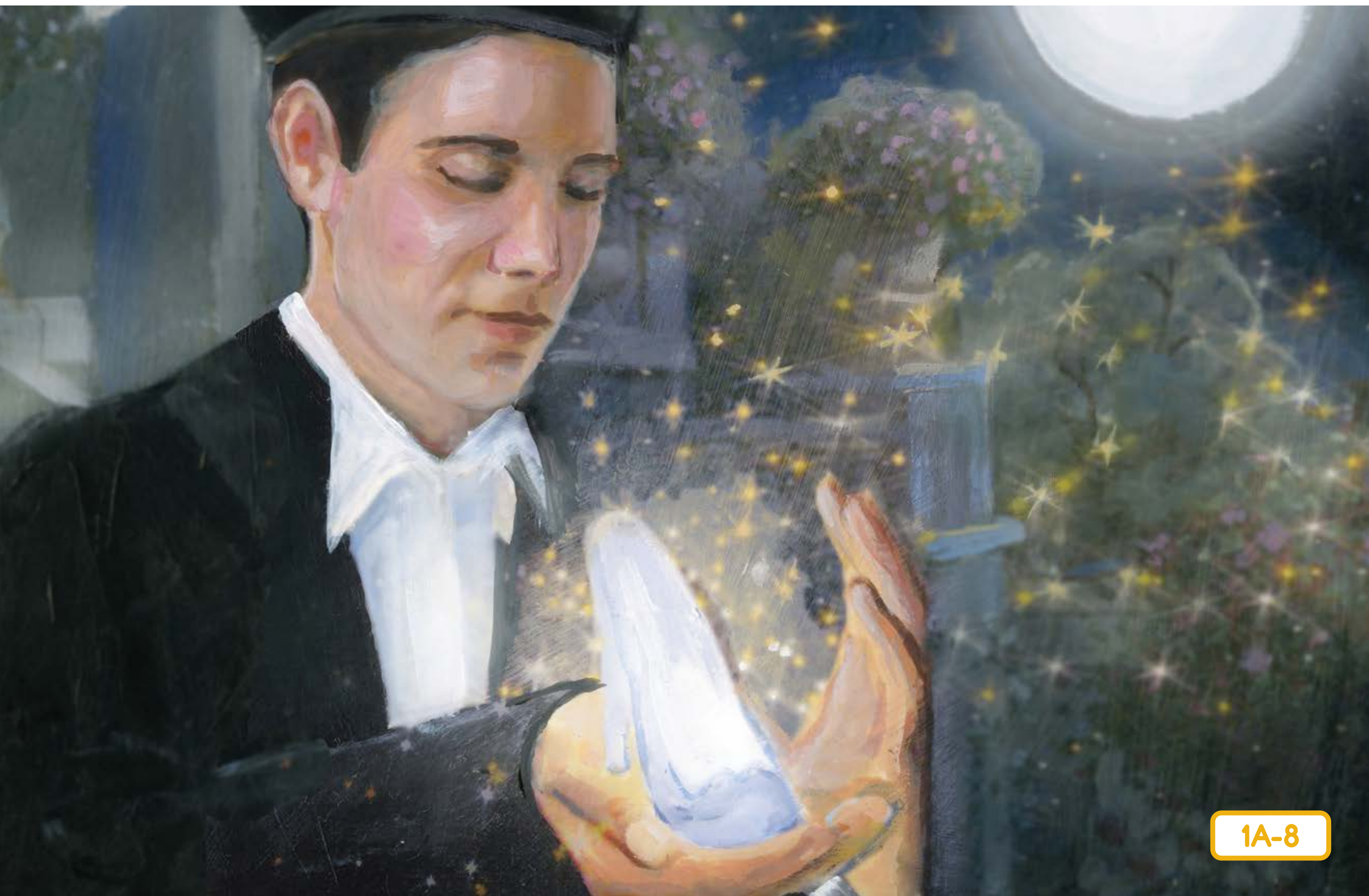




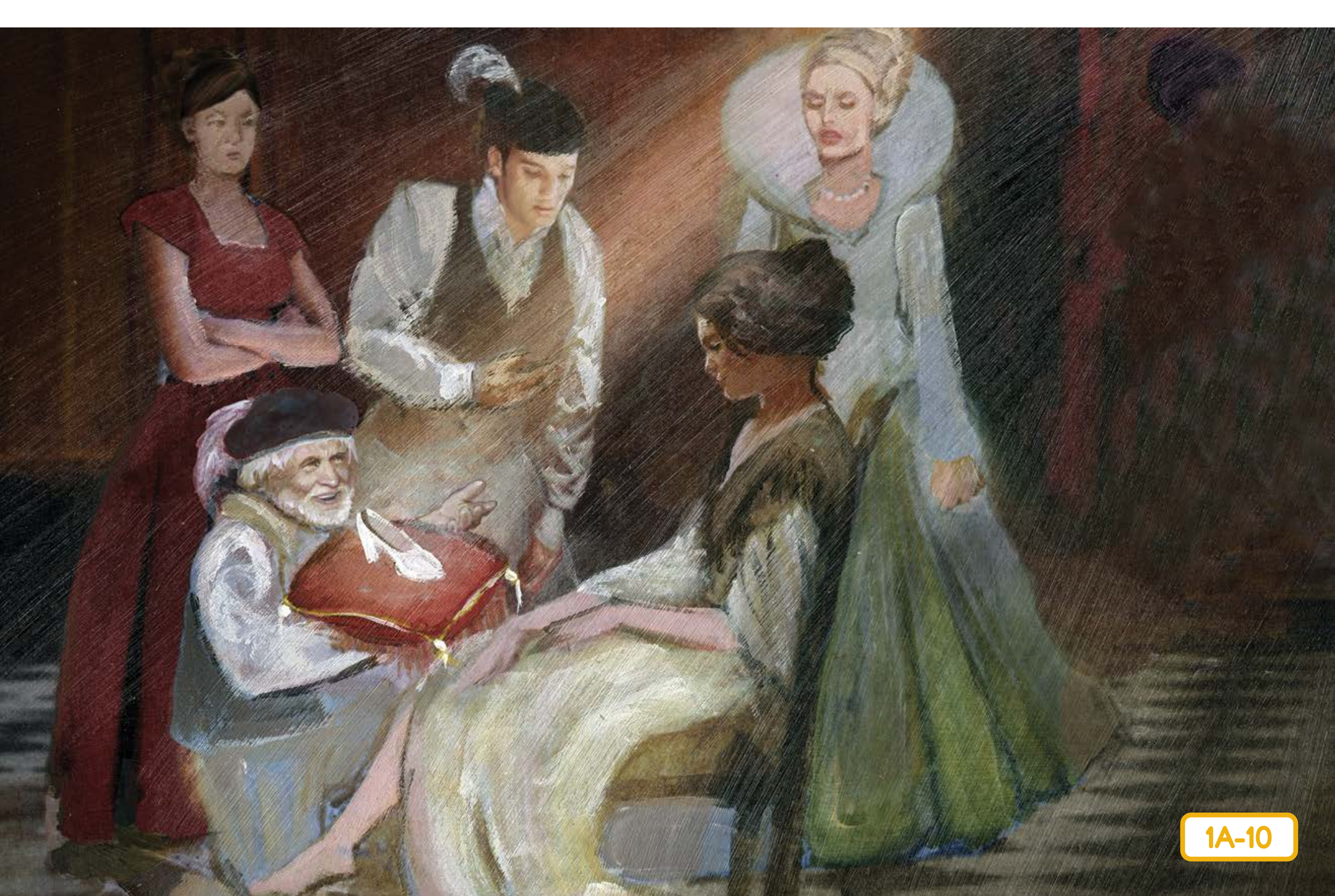


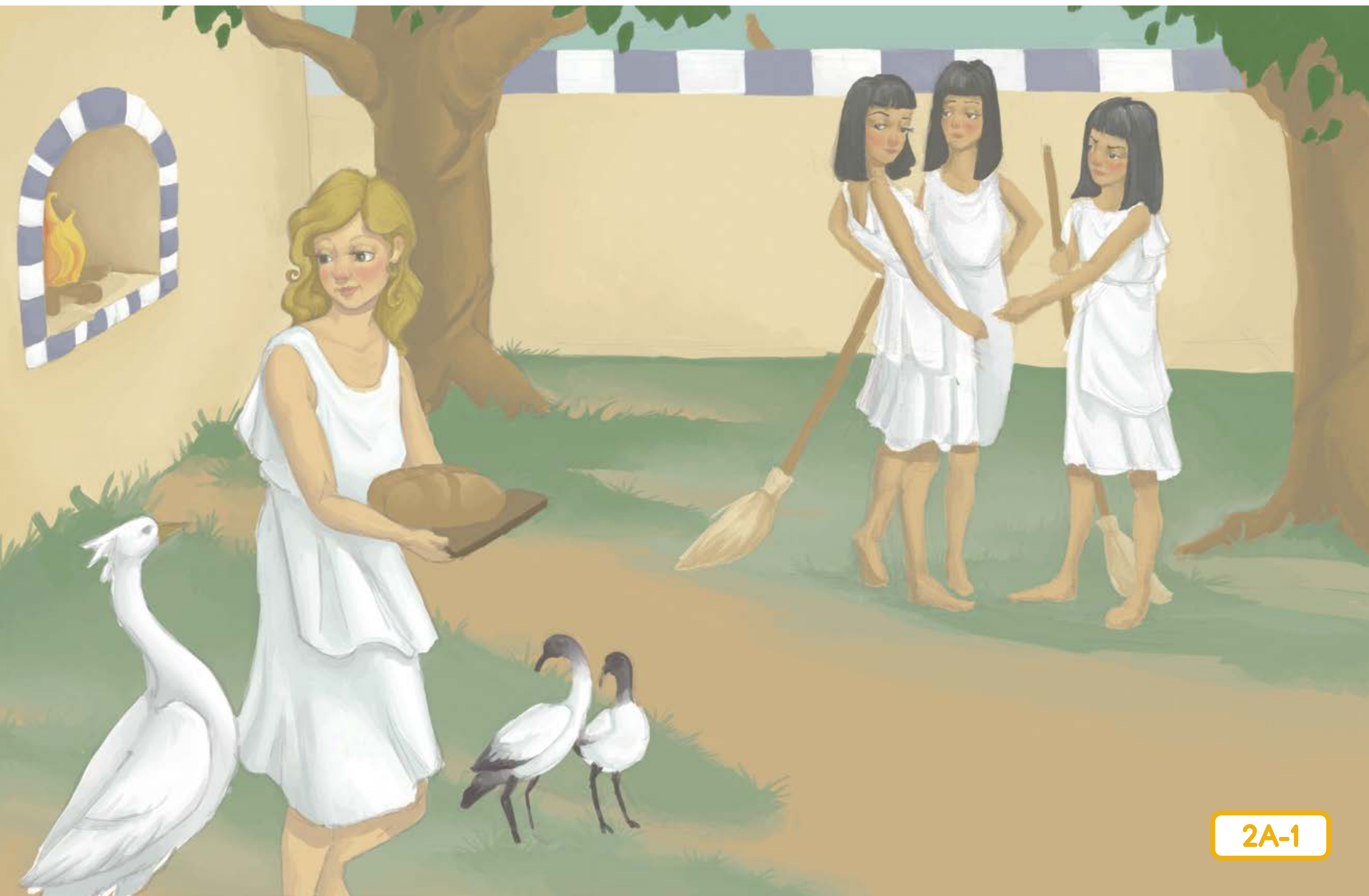


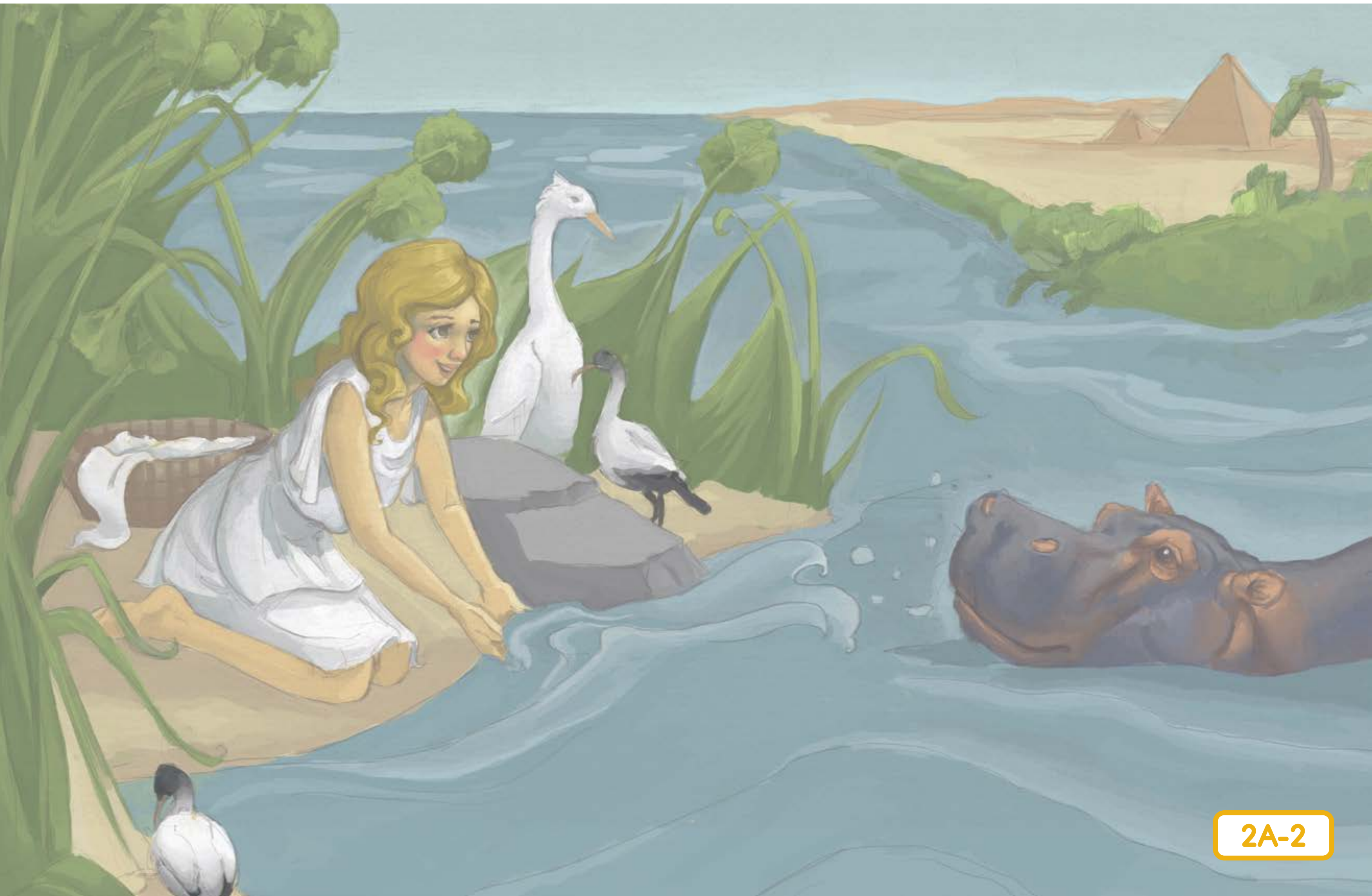


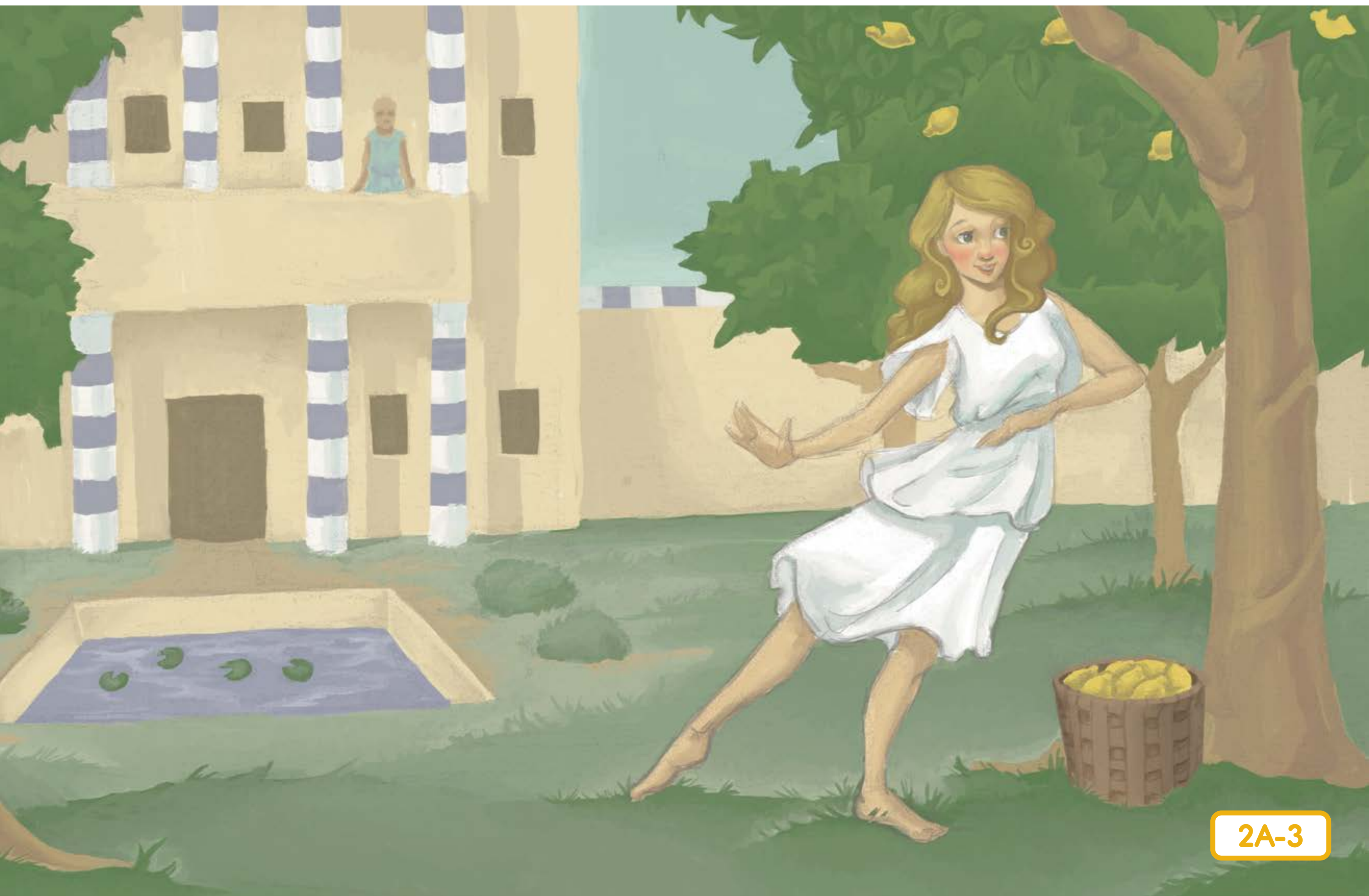


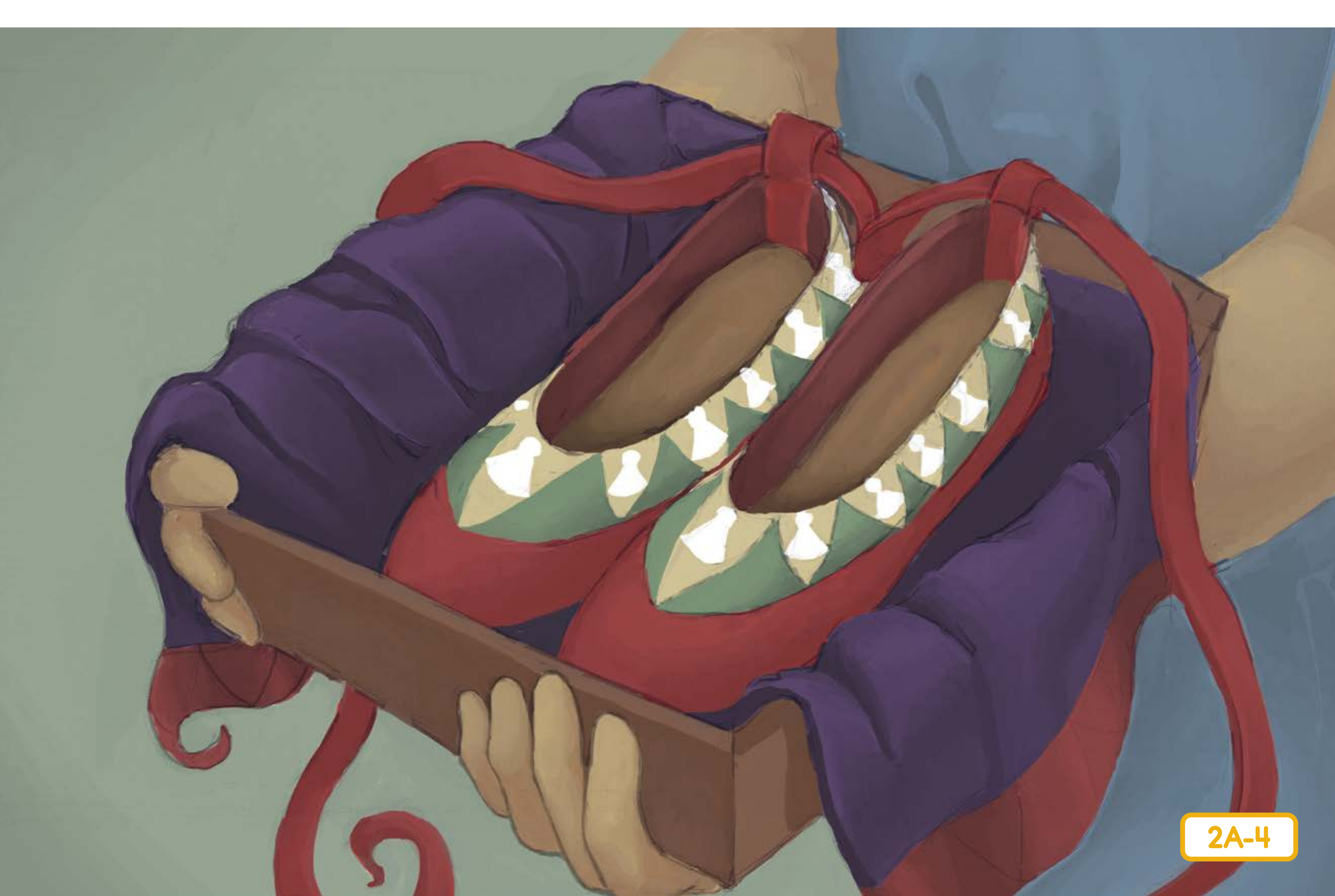




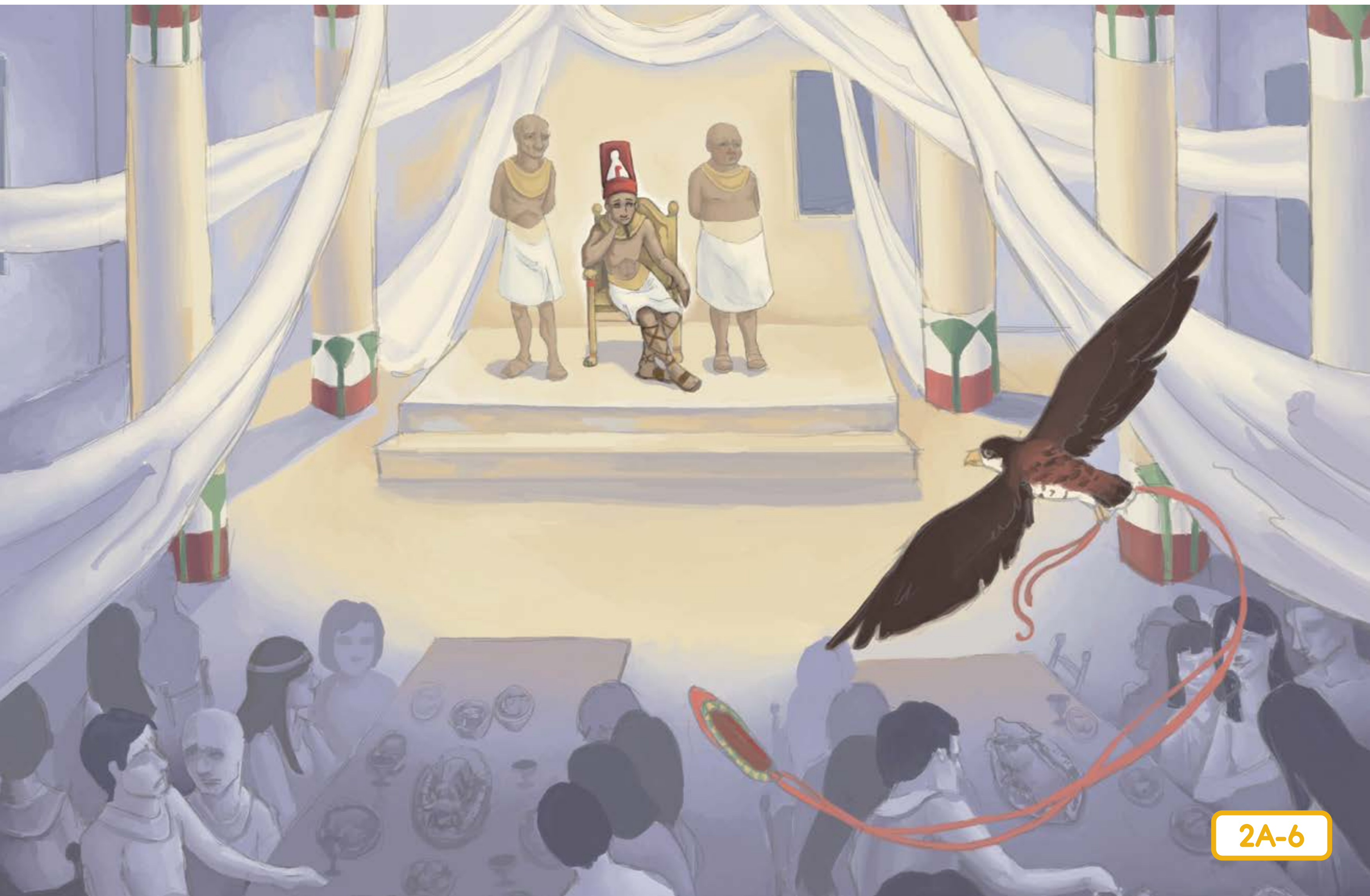


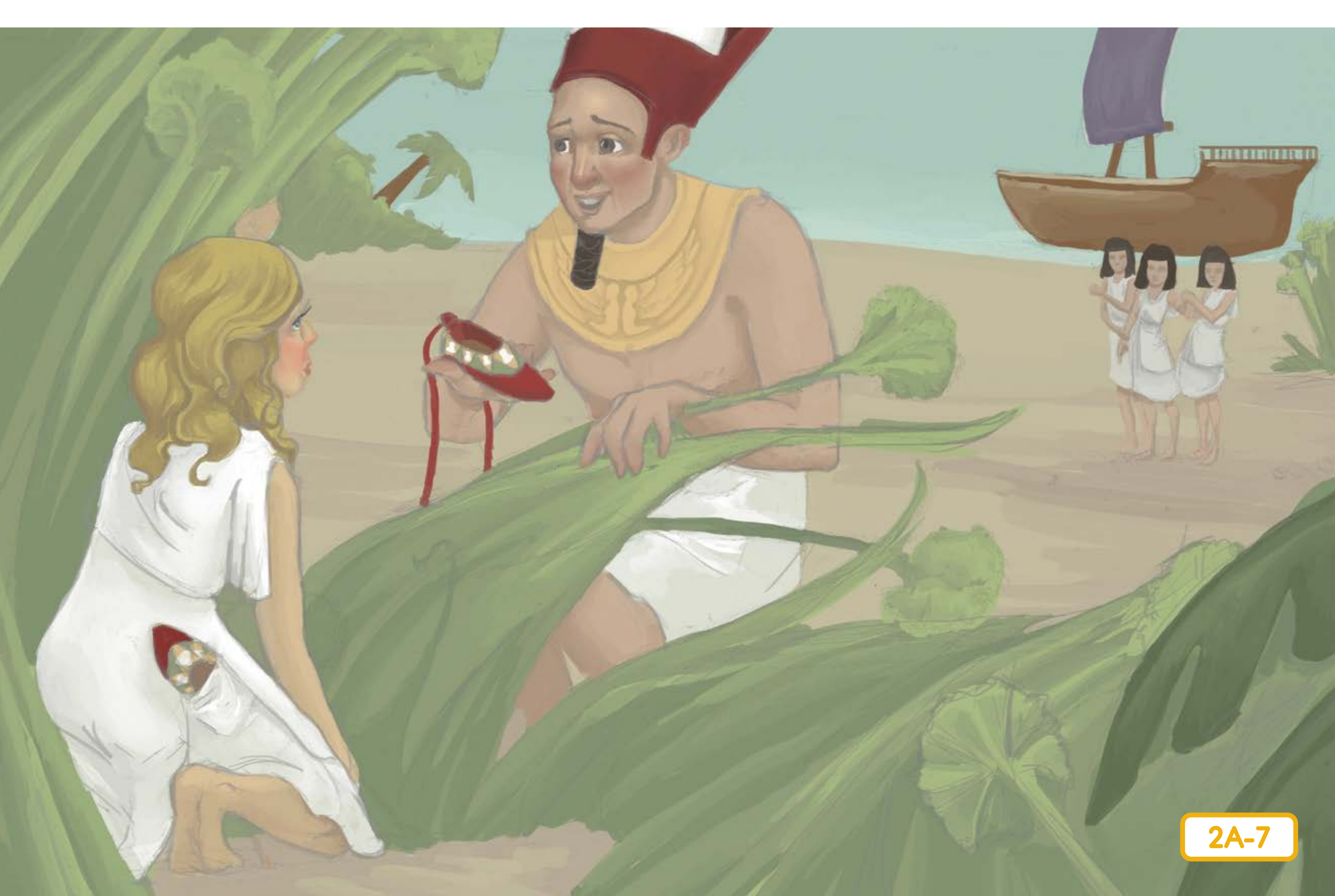


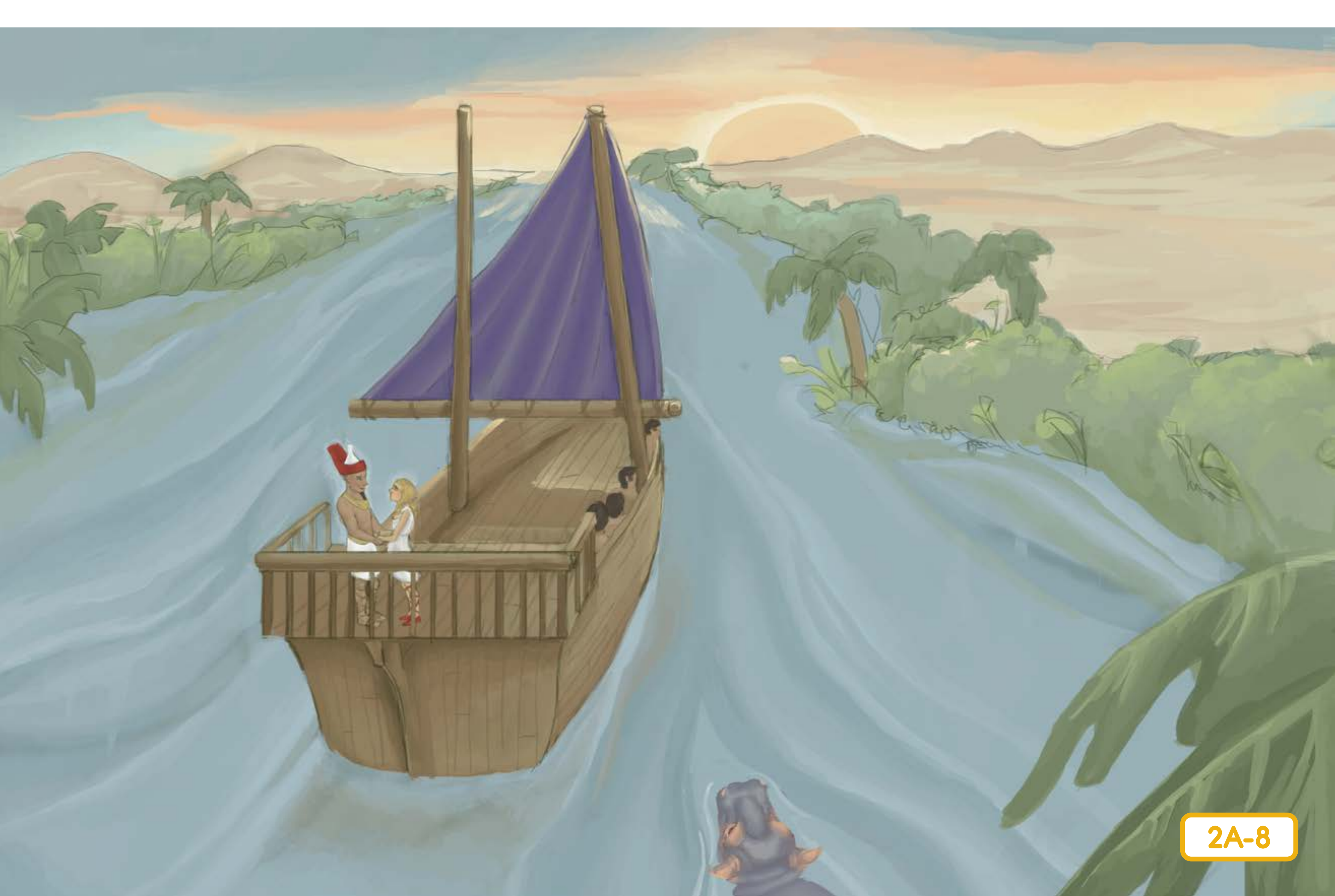




























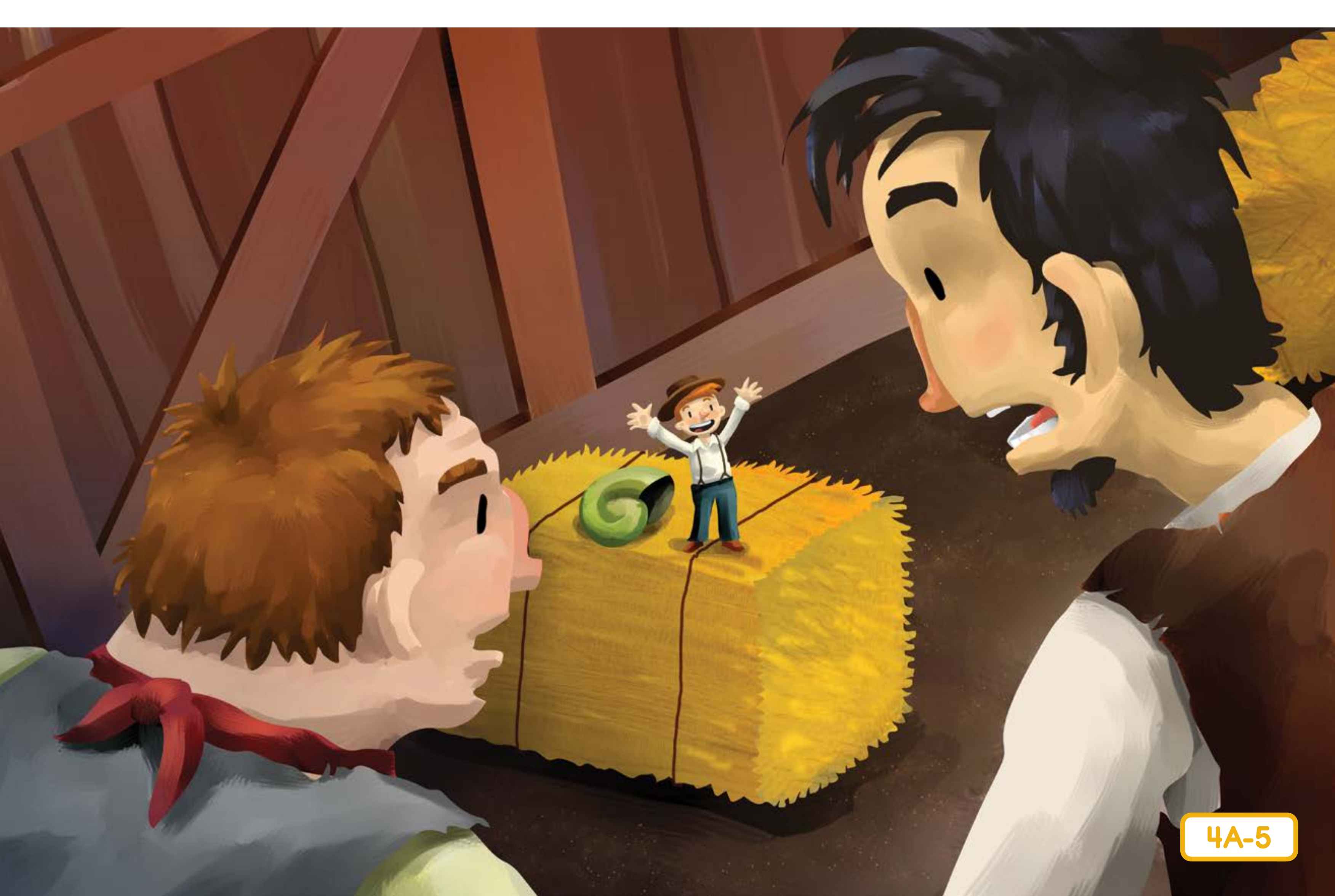




















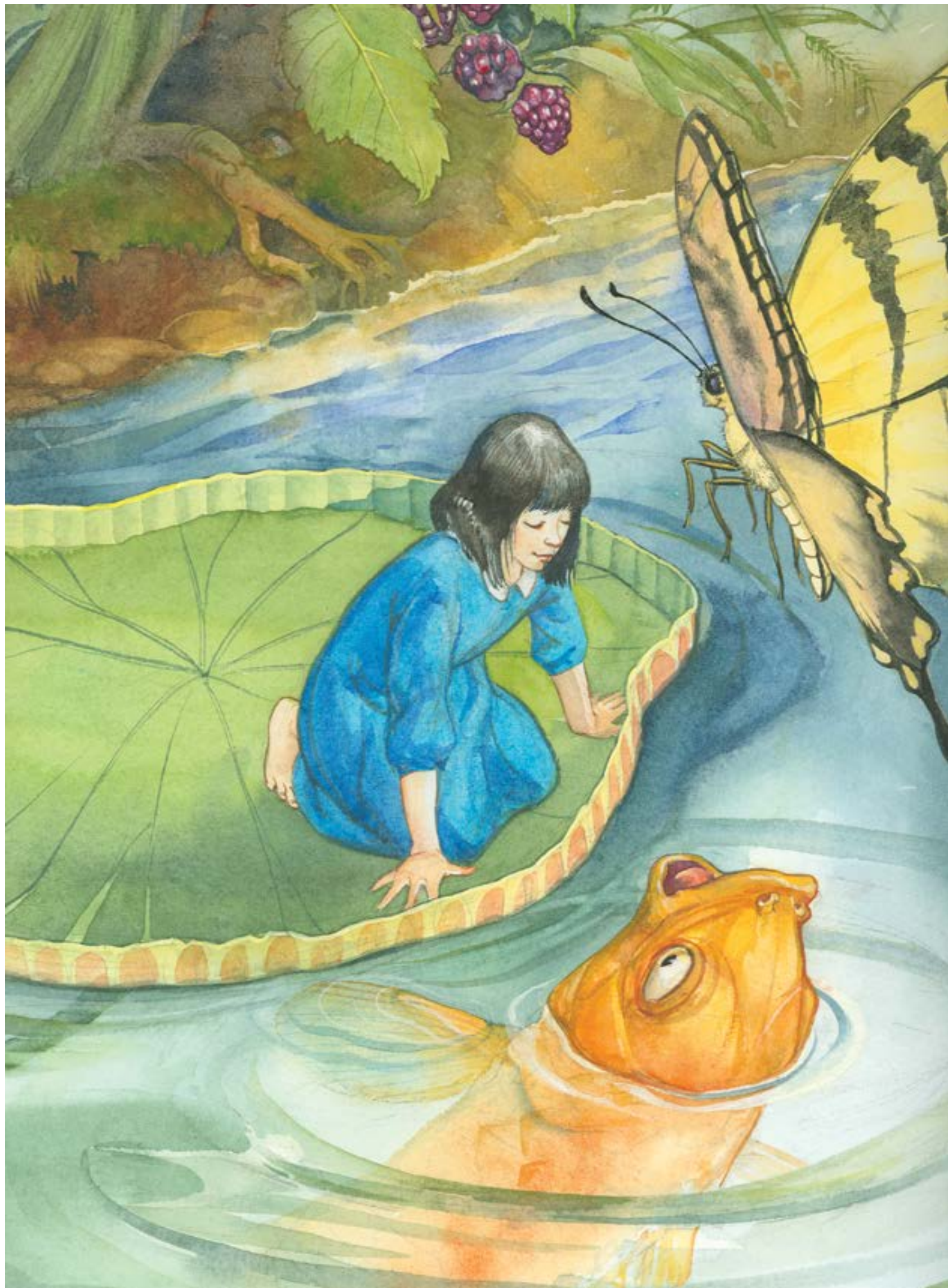








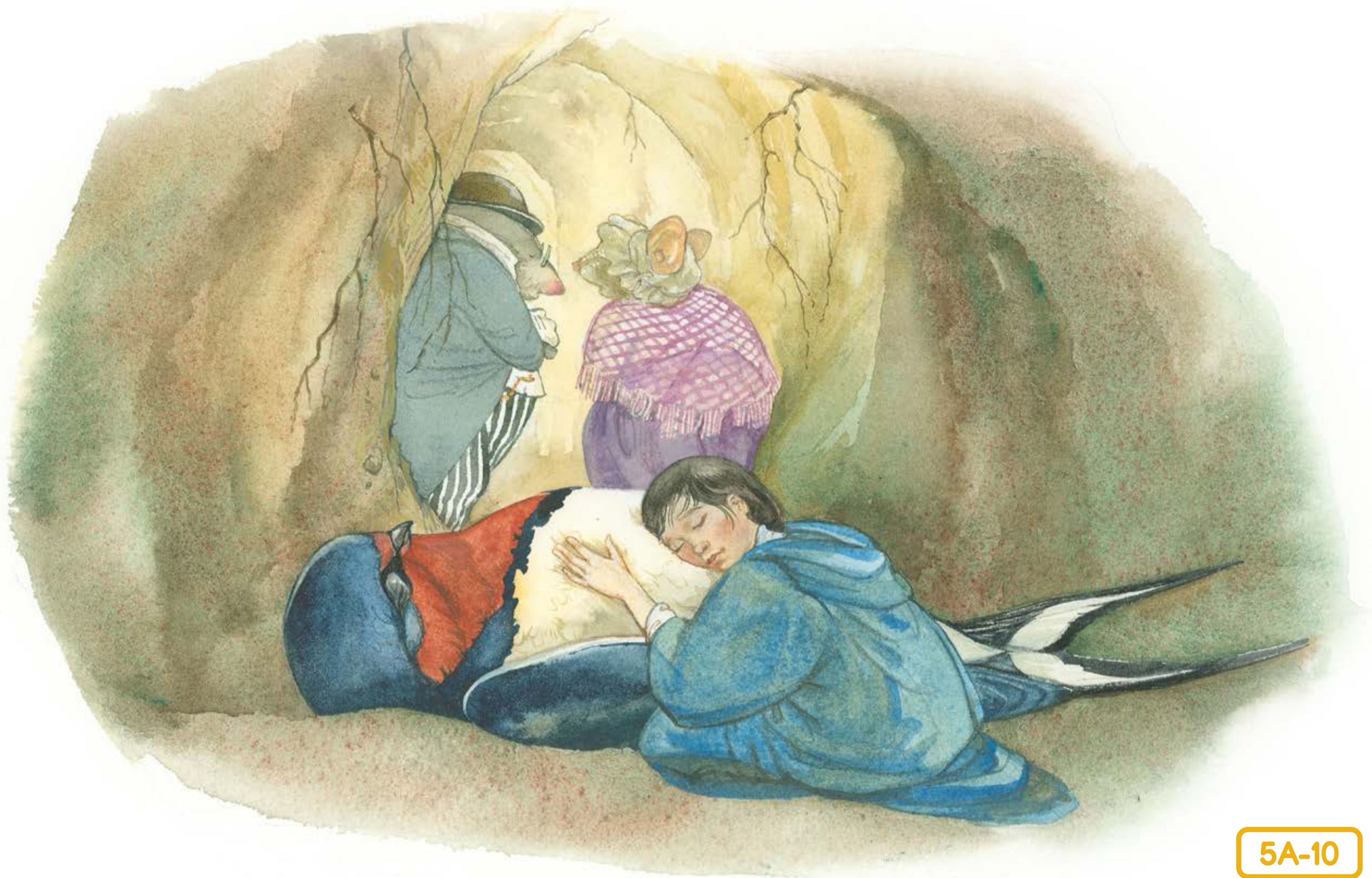


















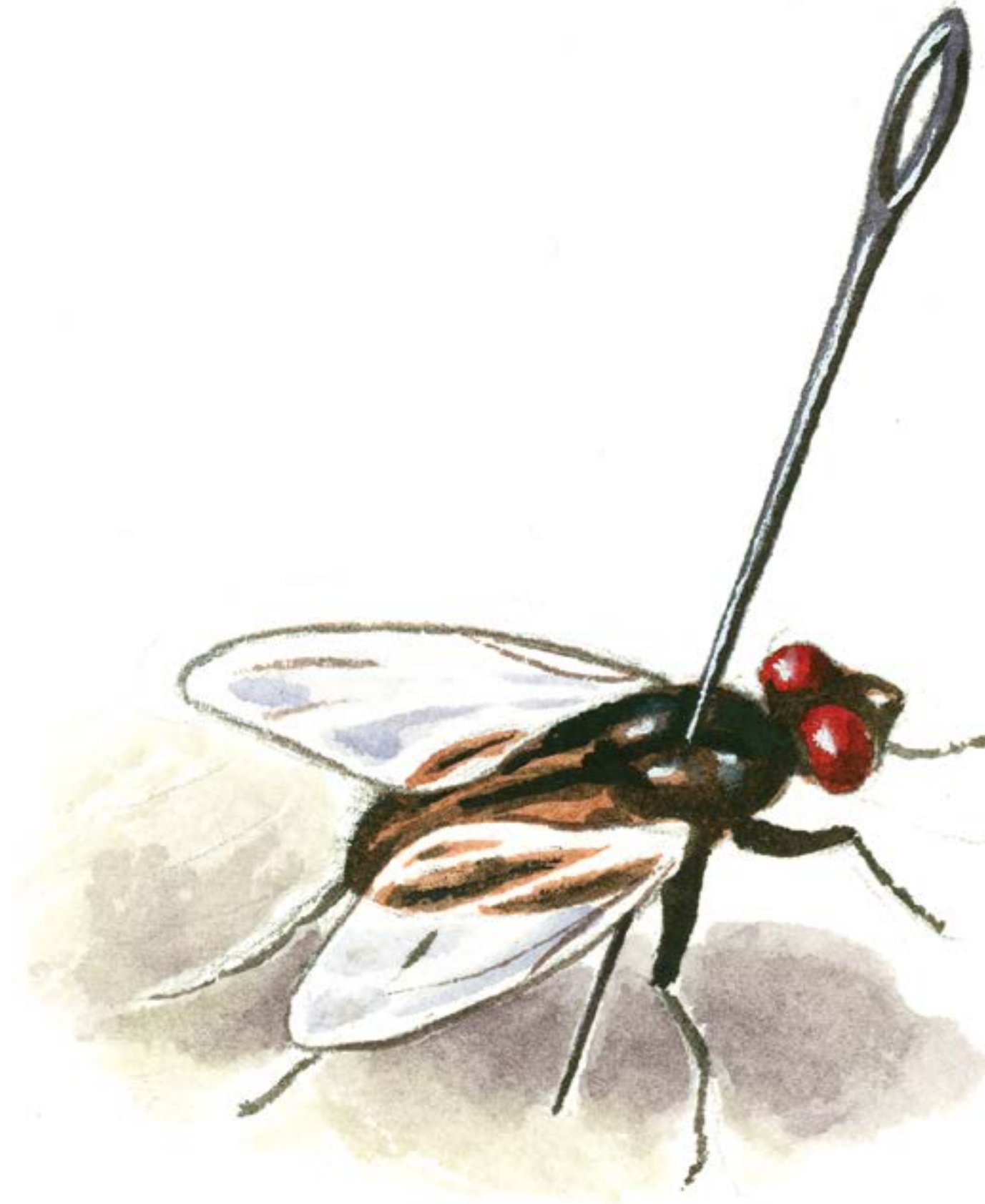




























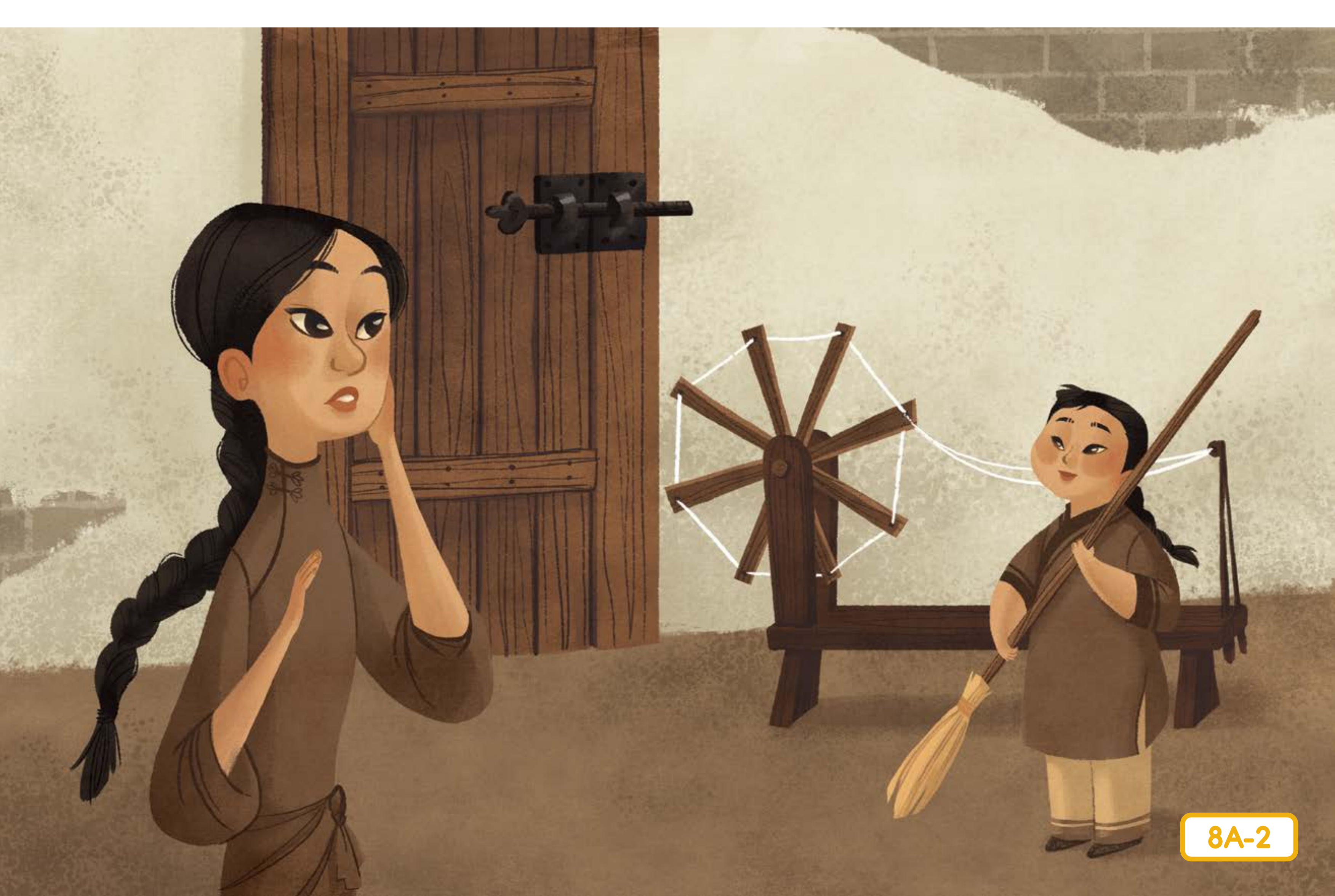




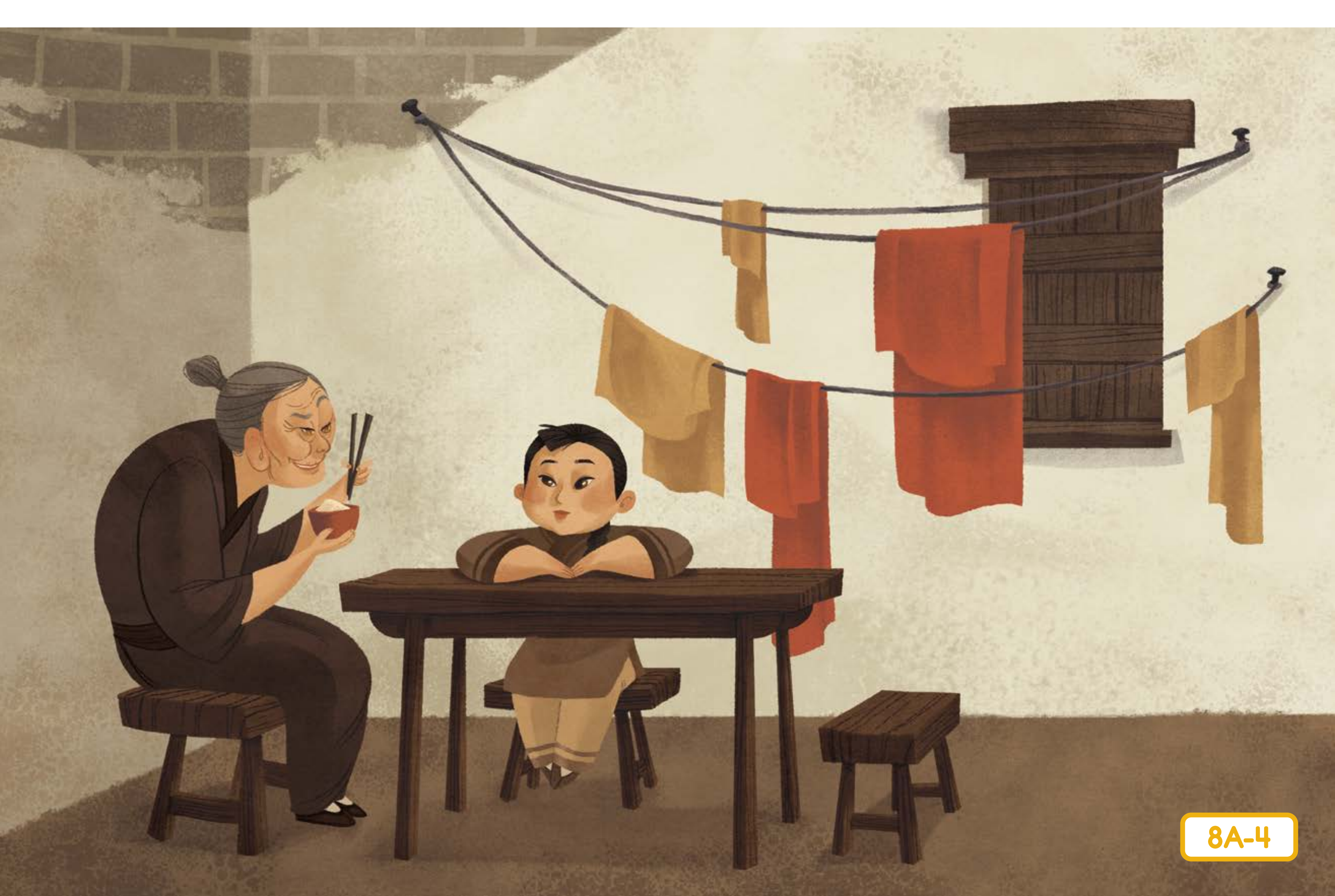






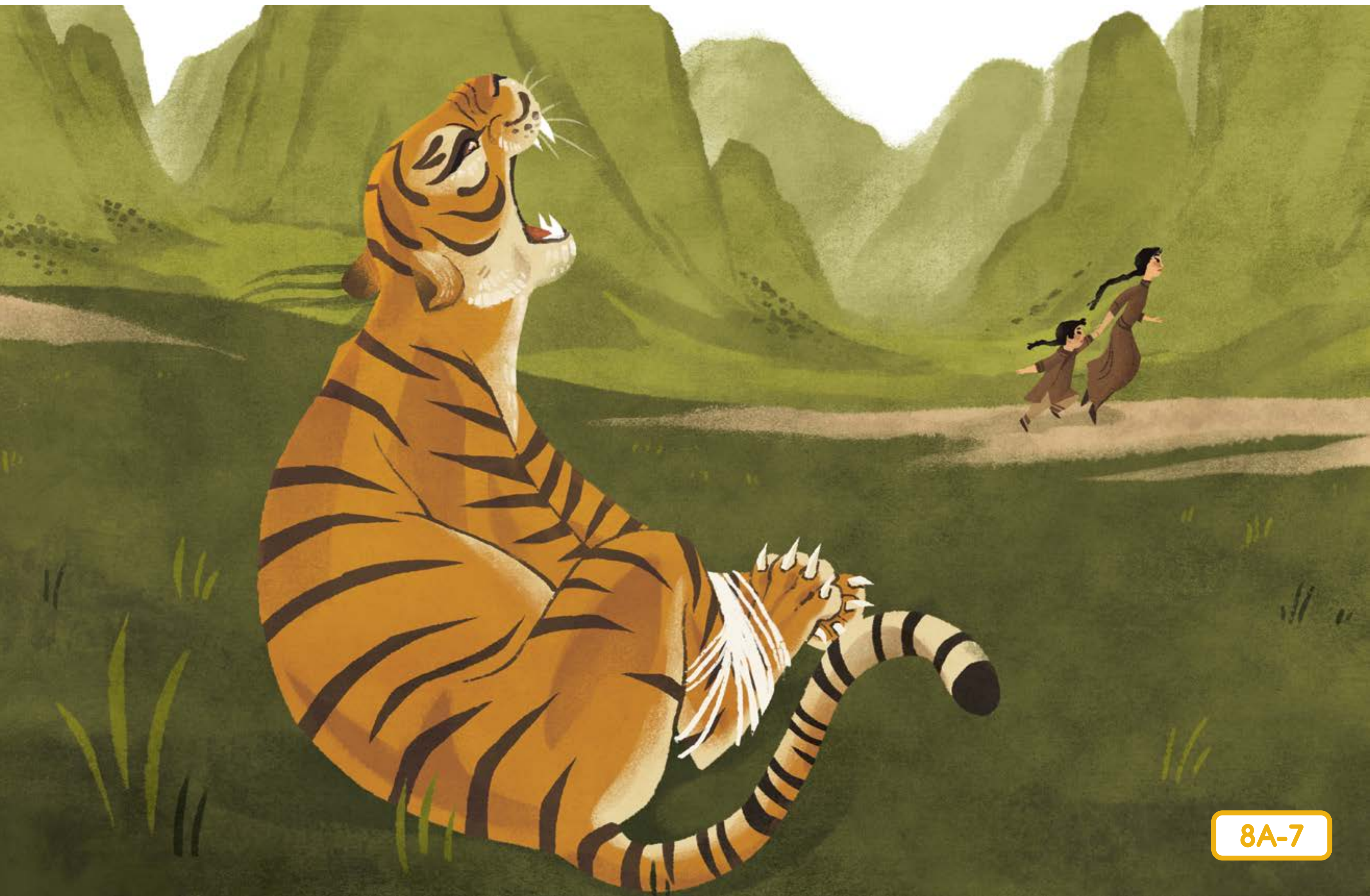






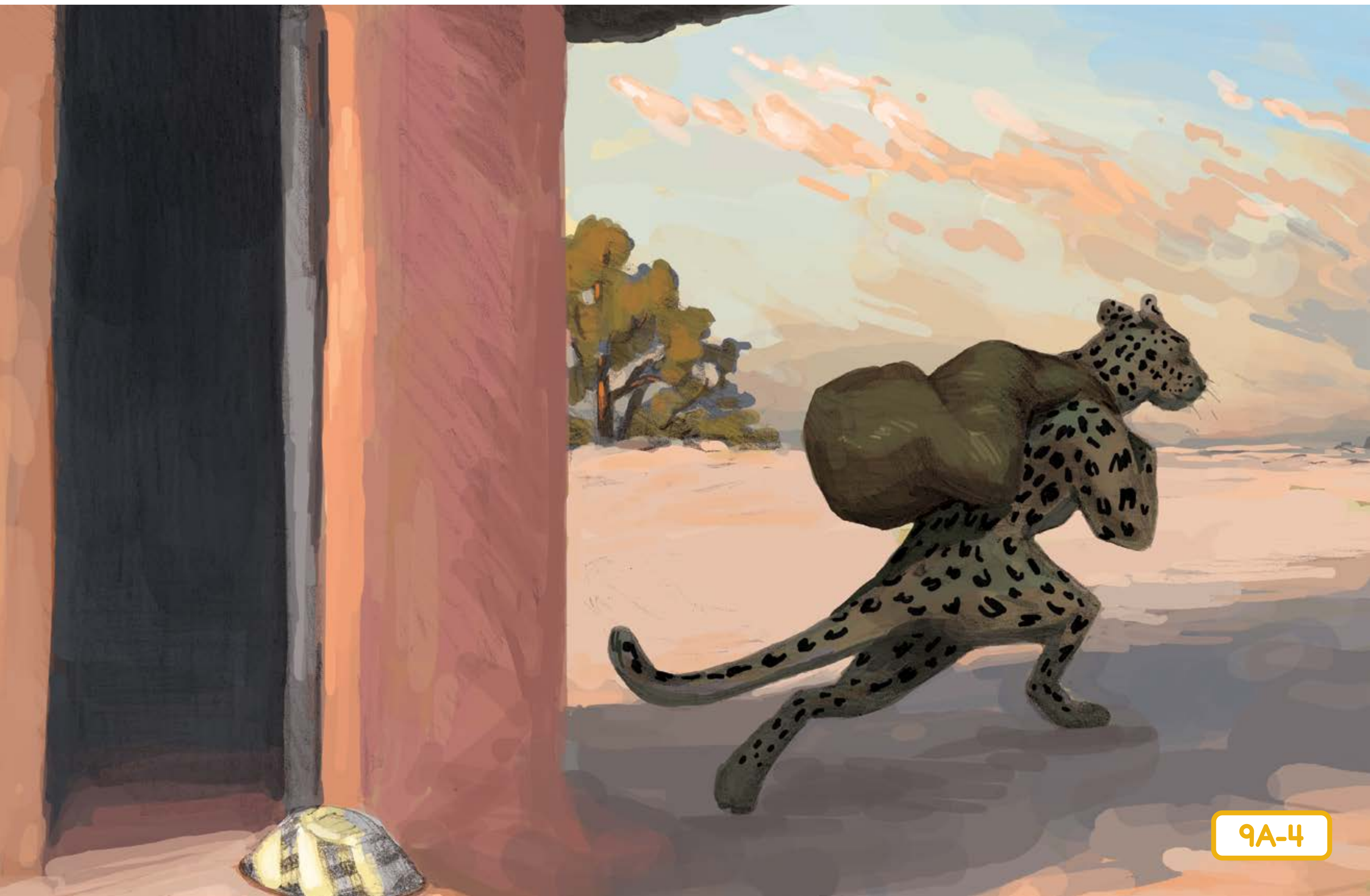


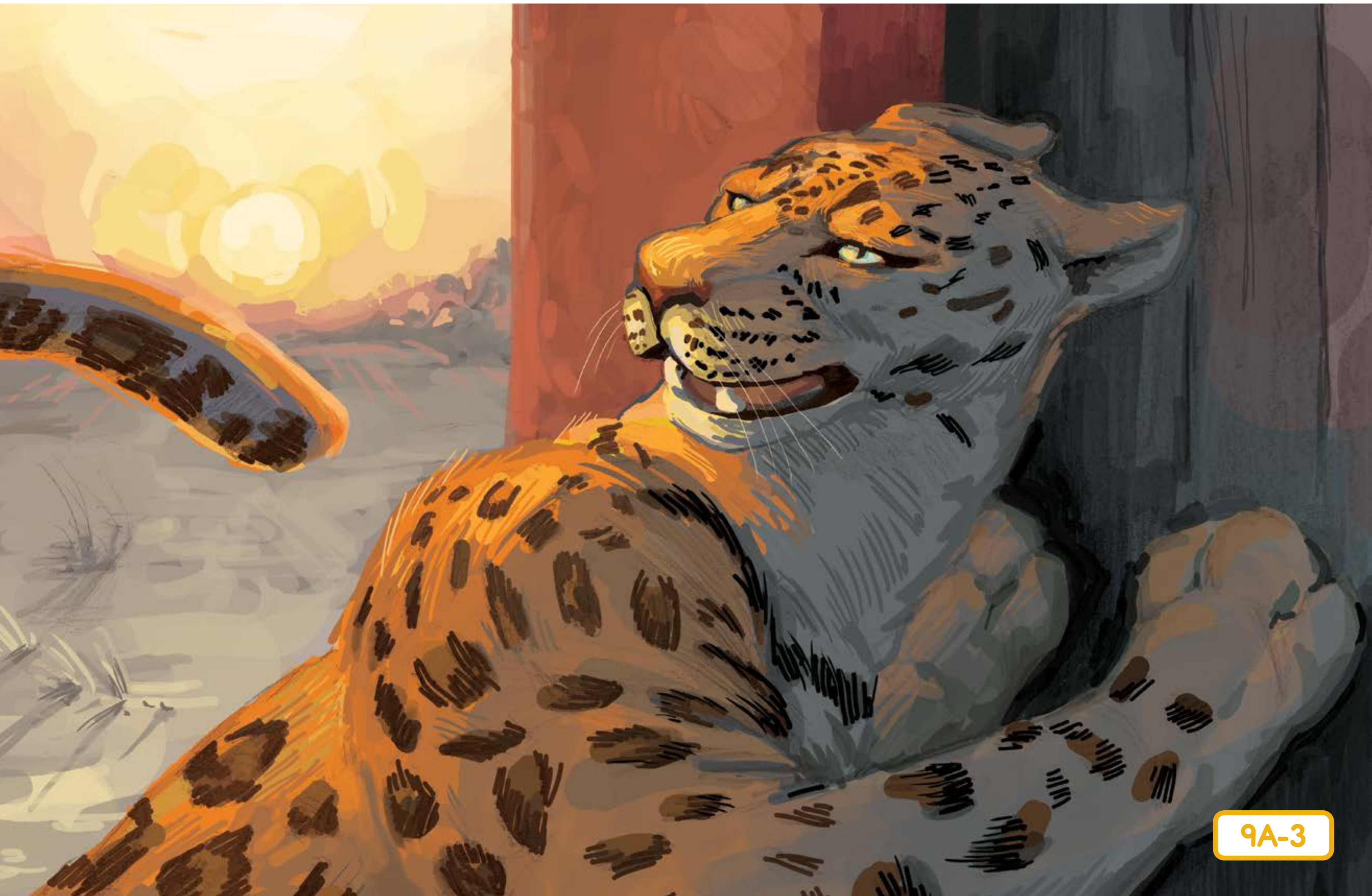








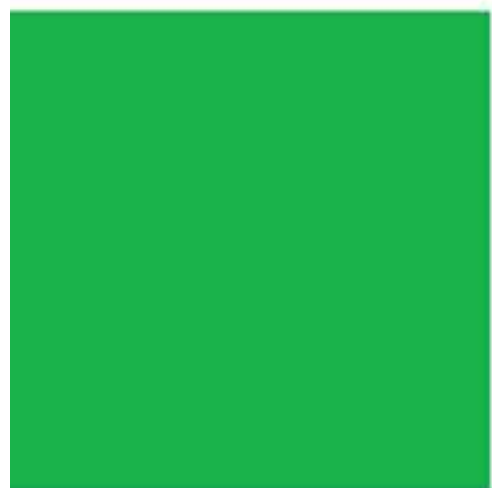








1



2



Grade 1

Knowledge 3

Different Lands, Similar Stories

Multiple Meaning Word Posters

Multiple Meaning Word Posters

The poster(s) in this Flip Book may be cut out and displayed on the classroom wall for the duration of the domain.

1



2



3





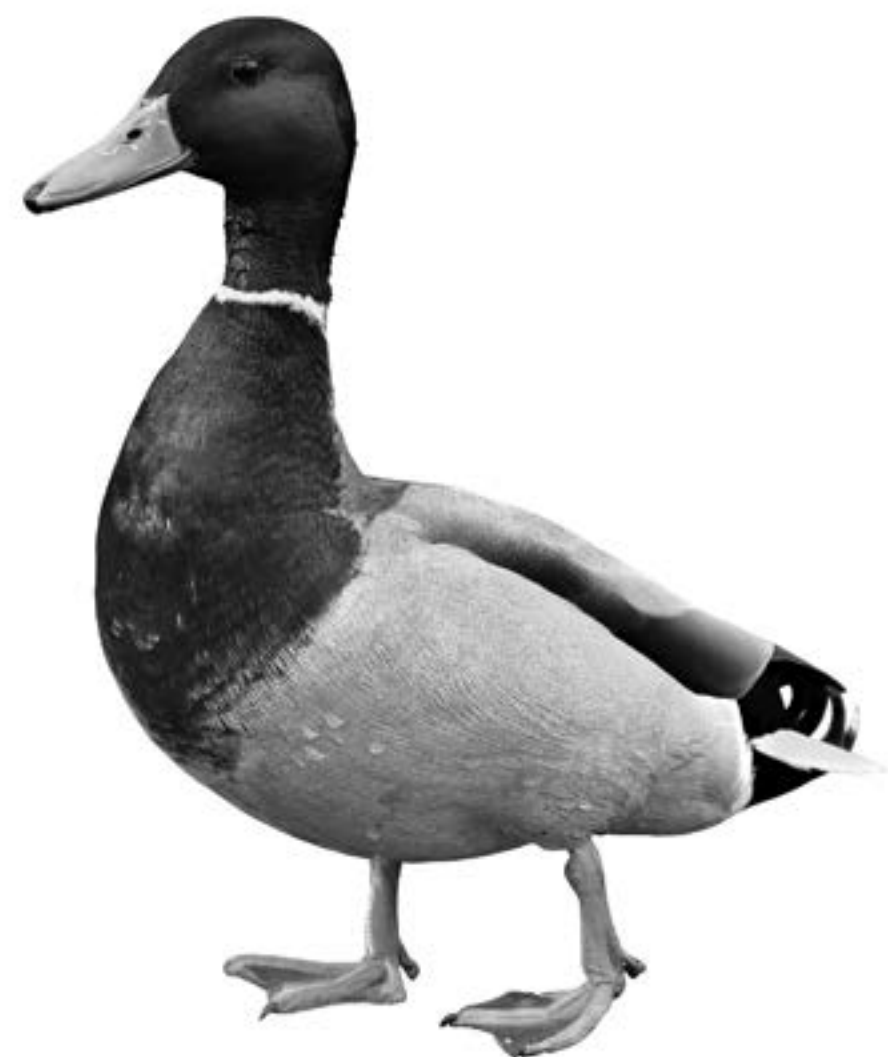
Face (Poster 1M)

1. the front part of the head that has the eyes, nose, and mouth (*noun*)
2. the front or outer surface of something (*noun*)
3. to stand or sit with your face and body turned toward someone or something (*verb*)

1



2





Duck (Poster 2M)

1. to lower your head or body to avoid something (*verb*)
2. a bird that swims and has a flat beak and webbed feet (*noun*)

Different Lands, Similar Stories | Multiple Meaning Word Poster 2 of 4

1



2





Glasses (Poster 3M)

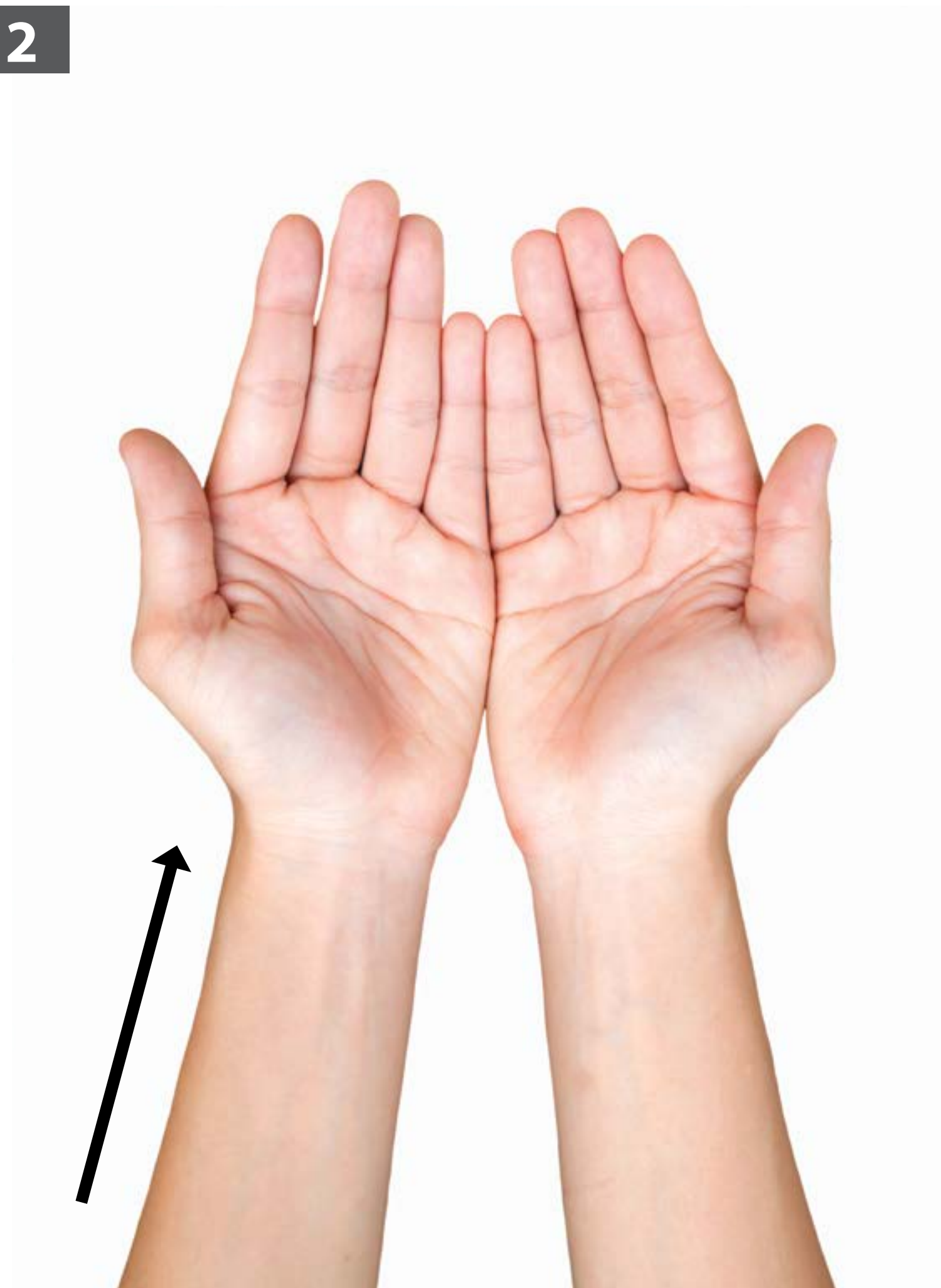
1. a pair of glass or plastic lenses set into a frame and worn over the eyes to help a person see (*noun*)
2. drinking containers (*noun*)

Different Lands, Similar Stories | Multiple Meaning Word Poster 3 of 4

1



2

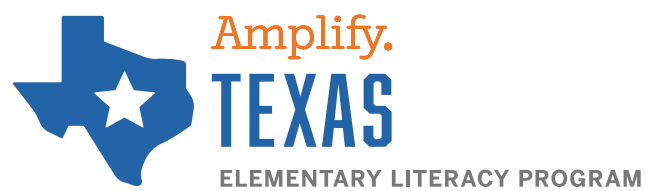




Left (Poster 4M)

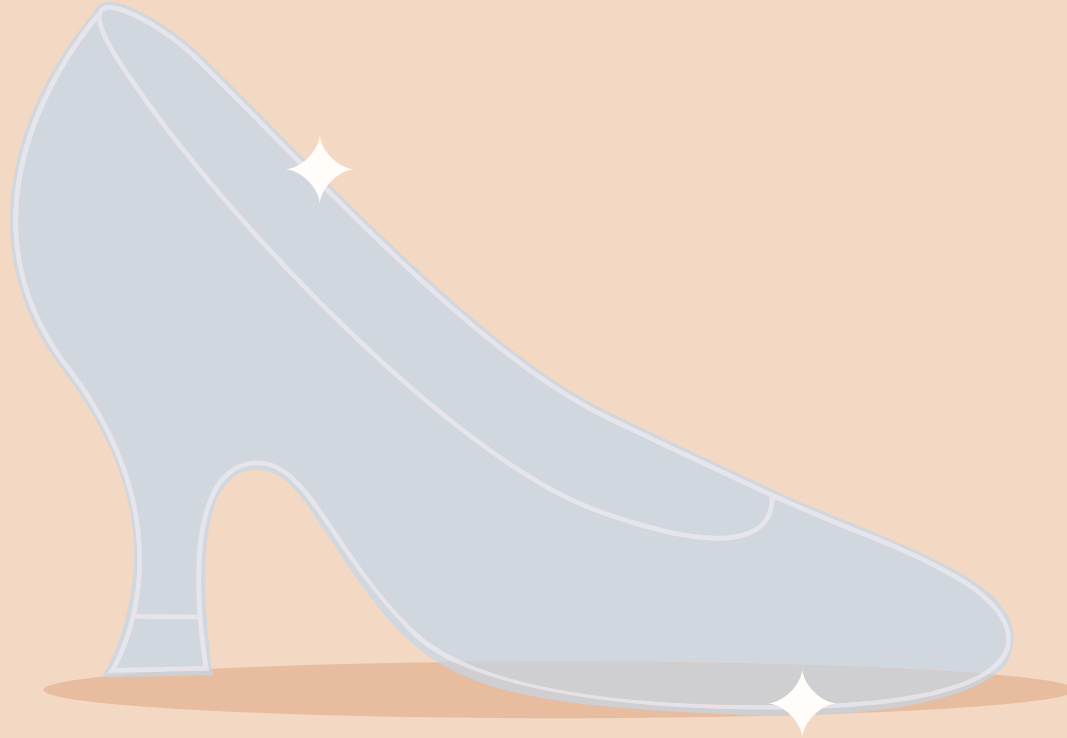
1. gone away from a place (*verb*)
2. located on the same side of your body as your heart (*adjective*)

Different Lands, Similar Stories | Multiple Meaning Word Poster 4 of 4



Grade 1 | Knowledge 3 | Flip Book
Different Lands, Similar Stories





Grade 1

Knowledge 3 | Image Cards

Different Lands, Similar Stories

ISBN 9781643839424



9 781643 839424

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





Different Lands, Similar Stories 1





Different Lands, Similar Stories 2





Different Lands, Similar Stories 3





Different Lands, Similar Stories 4



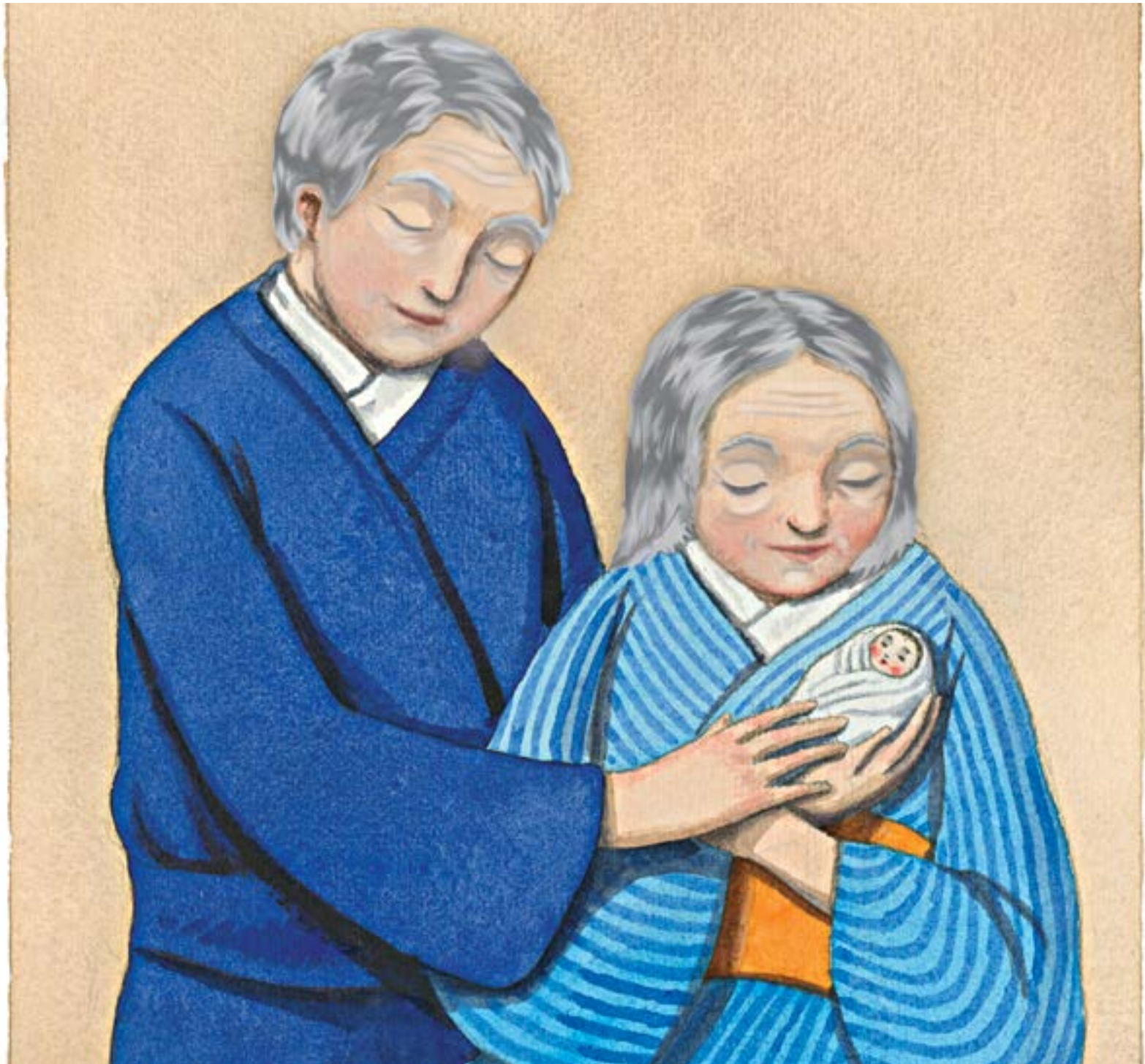


Different Lands, Similar Stories 5





Different Lands, Similar Stories 6





Different Lands, Similar Stories 7





Different Lands, Similar Stories 8





Different Lands, Similar Stories 9





Different Lands, Similar Stories 10

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: Shutterstock; Image Card 1: Shari Griffiths; Image Card 2: Shari Griffiths; Image Card 3: Shari Griffiths; Image Card 4: Shari Griffiths; Image Card 5: Shari Griffiths; Image Card 6: Shari Griffiths; Image Card 7: Kristin Kwan; Image Card 8: Kristin Kwan; Image Card 9: Kristin Kwan; Image Card 10: Kristin Kwan

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

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

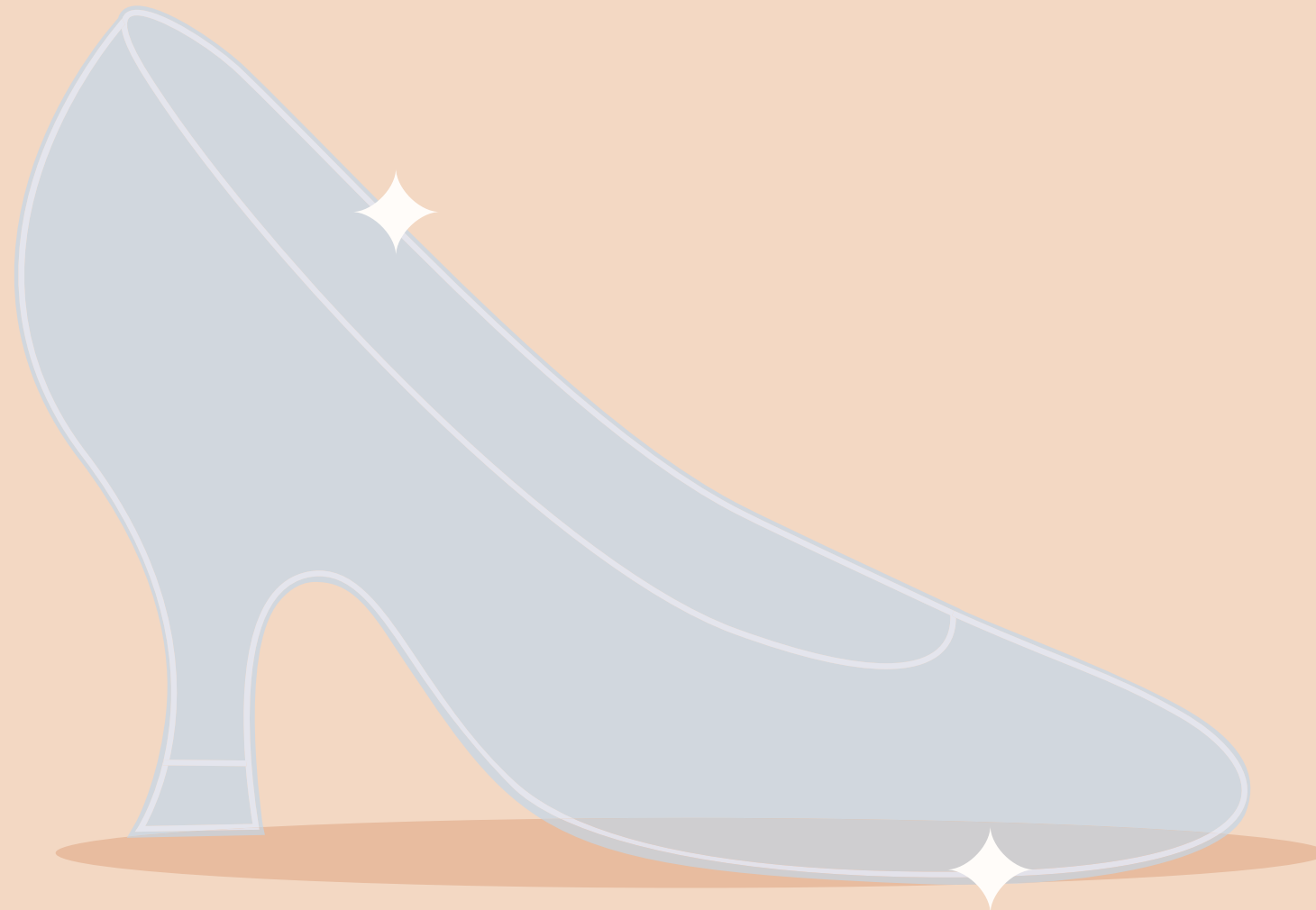
Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James 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.



Grade 1

Knowledge 3 | Digital Components

Different Lands, Similar Stories

Grade 1

Knowledge 3

Different Lands, Similar Stories

Digital Components

Table of Contents

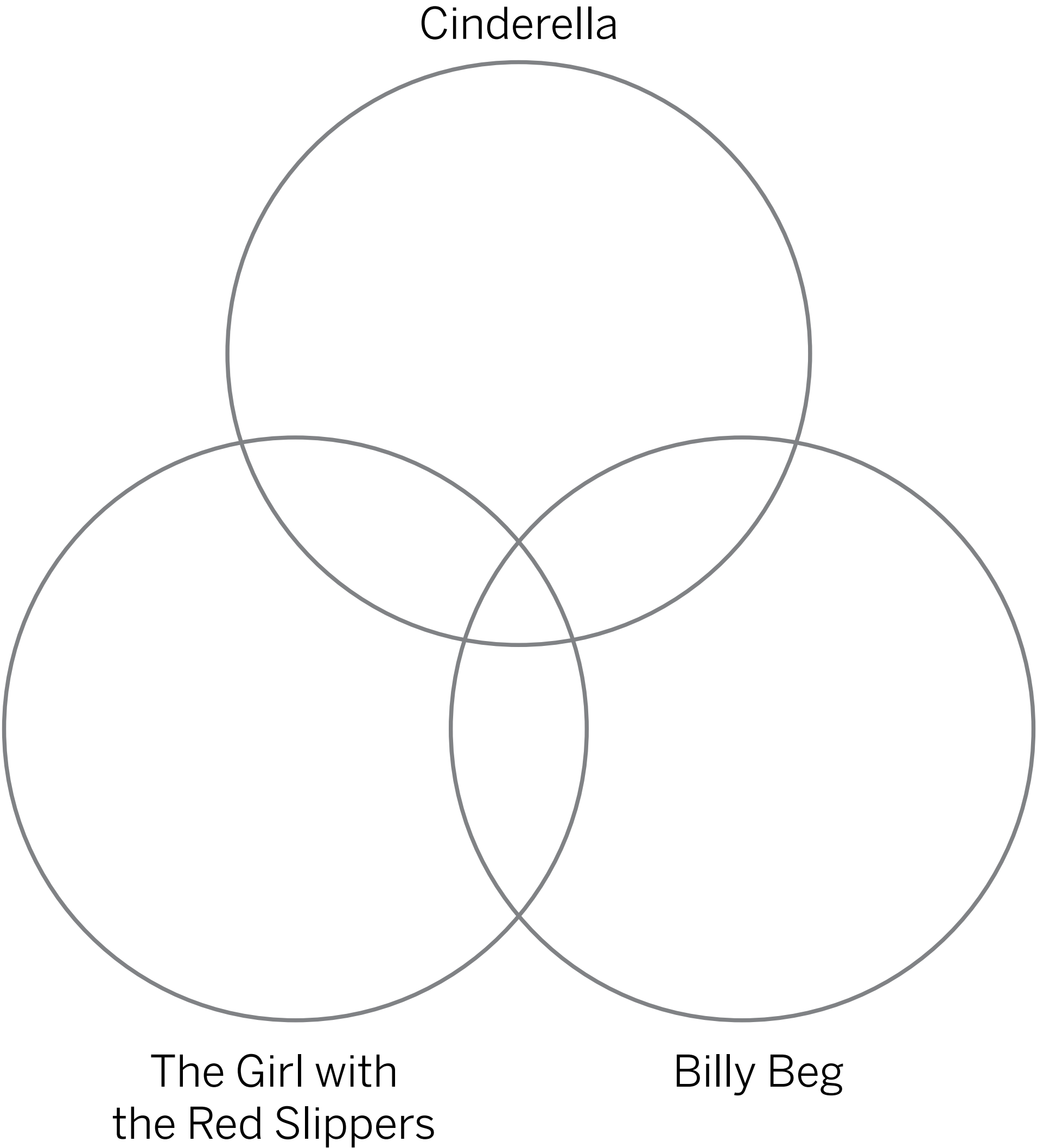
Lesson 1: Somebody Wanted But So Then.1

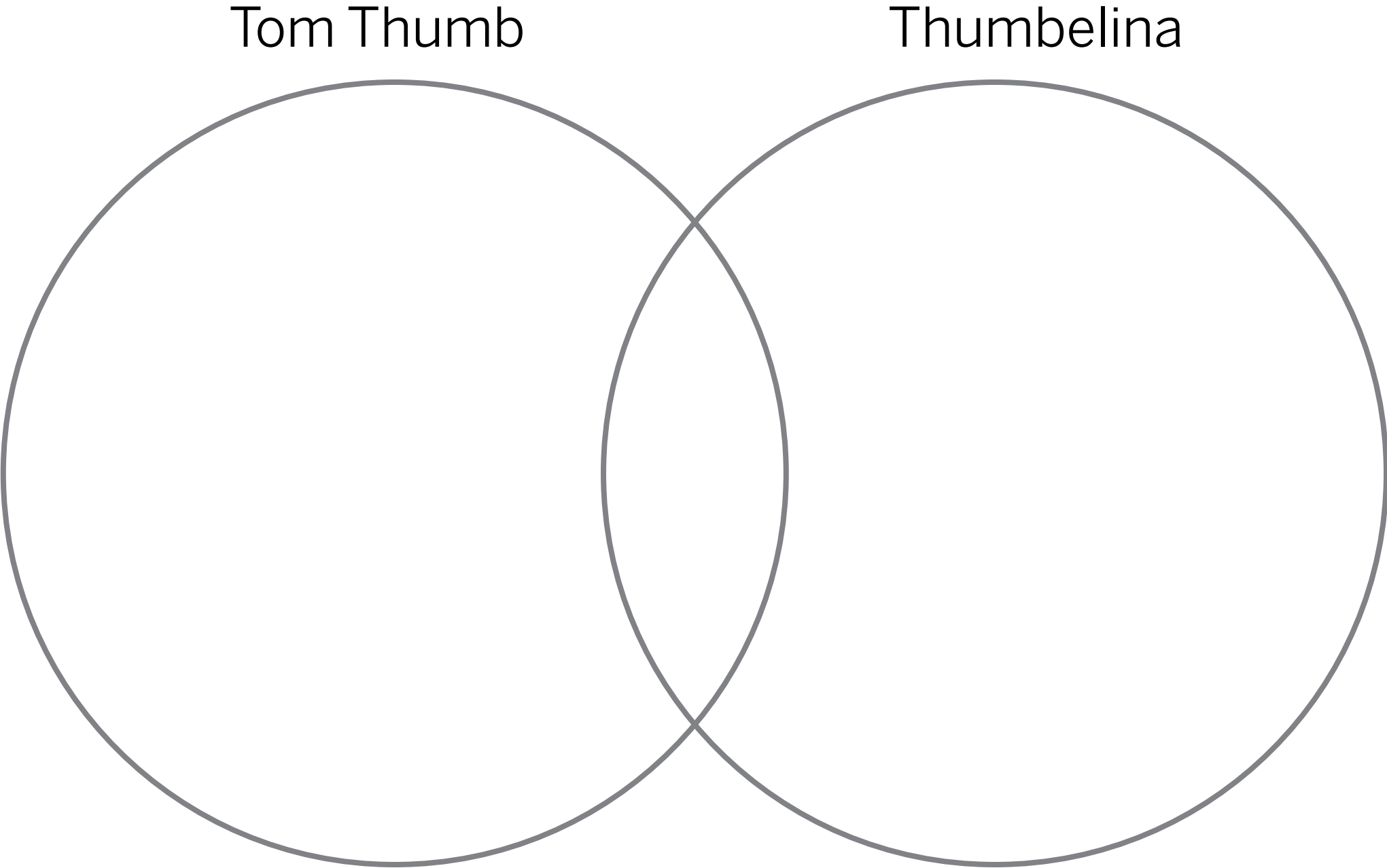
Lesson 3: Which Fairy Tale? Venn Diagram2

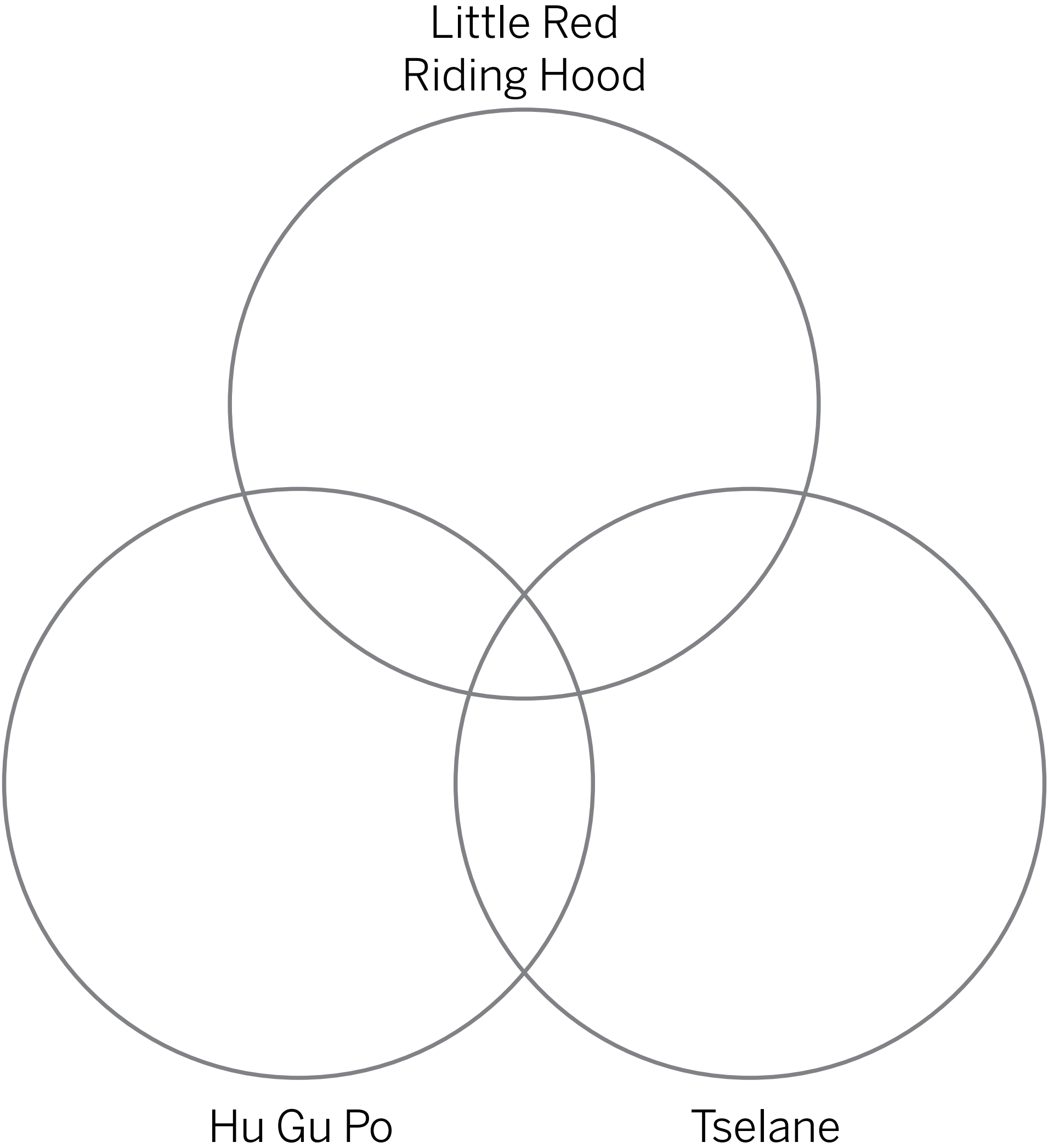
Lesson 5: Venn Diagram3

Lesson 8: Which Folktale? Venn Diagram4

Somebody	
Wanted	
But	
So	
Then	







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

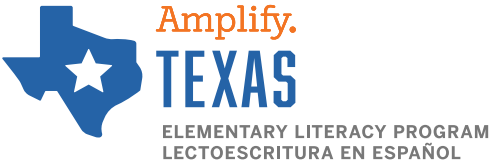
Credits

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

Matt Davis, Rosie McCormick



Welcome!

Grade 1, Domain 3

Different Lands, Similar Stories

In this unit, students will be introduced to themes in fairy tales and folktales through stories from different lands or countries.

What's the story?

Students will develop a strong foundation to **understand** and **enjoy similar stories from different lands**. As students listen to stories, they will also **increase** their **vocabulary** and **reading comprehension** skills.

What will my student learn?

Students will identify **story elements**, including **characters**, **setting**, **plot**, and **conflict**.

Students will focus their writing on the **retelling of stories** that they hear. They will also practice **sequencing events** and comparing the **similarities** and **differences** in stories throughout the domain.

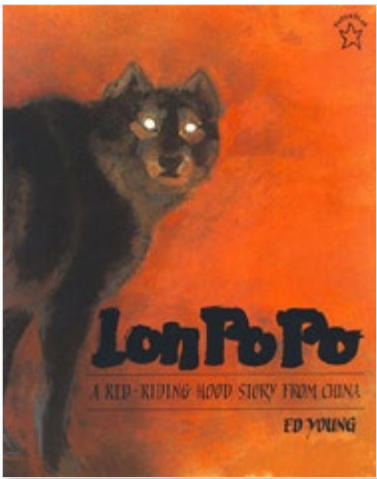
Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. In the story "Cinderella," how did she get her name?
Follow up: What parts of "Cinderella" could never really happen? What do you think might have been different if Cinderella's stepmother was nice to her?
2. How was "The Girl with the Red Slippers" the same as "Cinderella"?
Follow up: How was it different?
3. What was your favorite fairy tale you have heard so far?
Follow up: Who was the main character in that fairy tale? What was the setting of that fairy tale? Can you draw me a picture of what you imagined it to look like?
4. What was one of the lessons you learned from one of the fairy tales or folktales you read?
Follow up: How could you use that lesson in your life?

Grade 1: Domain 3

Lon Po Po: A Red-Riding Hood Story from China



by Ed Young



●●● QT: 670L

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: The art of storytelling is not unique to any one culture or geographic region, but rather is an art form practiced across the world. These stories entertain, teach, and often provide a brief history of time and place. *Lon Po Po* is a Chinese variation of the well-known Little Red Riding Hood story. Themes include an animal who tries to trick humans and a lesson about the dangers of talking to strangers. If students are familiar with *Little Red Riding Hood*, discuss the similarities and differences between the two stories after reading *Lon Po Po*.

Essential Question

What are the common elements of folktales and fables from all over the world?

Remind students that folktales have the same elements as other stories, such as characters, setting, and plot, but they also have some special elements. Use the chart below to discuss and record student responses about each element of *Lon Po Po*.

Elements of a Folktale	<i>Lon Po Po</i>
Story from long ago	"Once, long ago, there was a woman . . ."
Magical events	none
Talking animals or objects	the wolf
Events in sets of three	"Po Po," she said, "why is your voice so low?" "Po Po, Po Po, your foot has a bush on it." "Po Po, Po Po, your hand has thorns on it."
Lesson	Do not talk to strangers; listen to your parents.

Vocabulary Routine

Tier 2 Vocabulary Words

embraced

disguised

clever

latch

cunning

Performance Task

Have students list the elements of a folktale that are different from regular stories.

Students should be able to list all of the following elements:

- from long ago
- has magic
- talking animals or objects
- has a set of three events
- teaches a lesson

Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- My favorite part of the story is . . .
- Write about a time your parent or another adult gave you some advice.
- Write a different ending to the story.

Vocabulary

Grade 1 Domain 3: Different Lands, Similar Stories



Context Clues

Introduction: Context Clues



Context clues are the other words in a sentence that help us determine the meaning of an unknown word. Images are another example of context clues.

Let's read this sentence from "The Three Billy Goats Gruff":

All three ate so much grass that they were
scarcely able to walk.

To determine the meaning of the word **scarcely**, we can look at other words in the sentence. These are context clues.

Let's read it again:

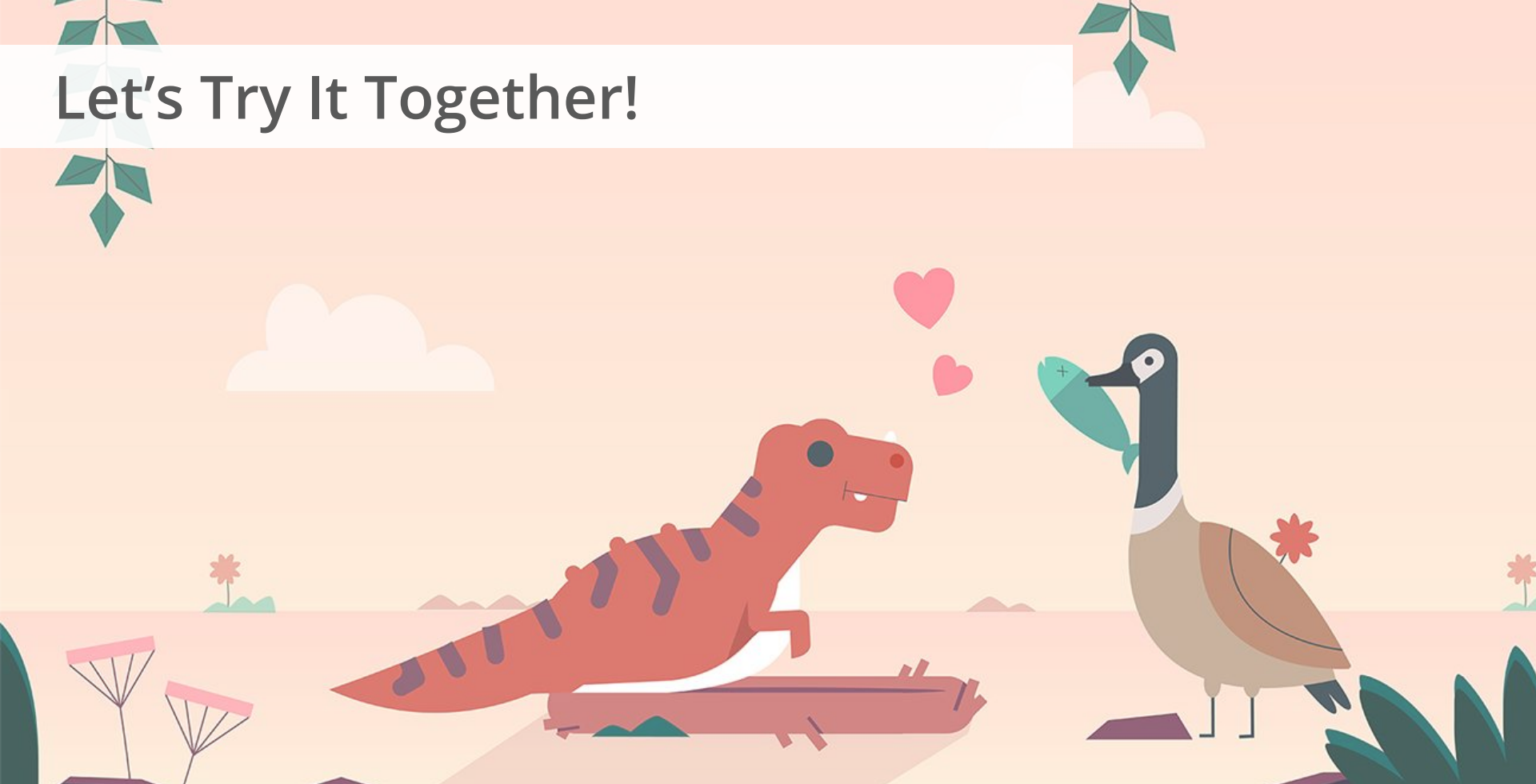
All three *ate so much* delicious grass that they
were **scarcely** *able to walk* home.

You are probably familiar with the phrases *ate so much* and *able to walk*.

How do you feel after you *eat too much* of something delicious?

Based on your understanding of the phrases *ate so much* and *able to walk*, we can determine that **scarcely** means only just or almost not.

Let's Try It Together!



Let's read this sentence from "Goldilocks and the Three Bears":

She sat and sat till **suddenly**—crack!—the
chair broke.

To determine the meaning of the word **suddenly**, we can look at other words in the sentence. These are context clues.

Now, let's read it again:

She sat and sat till **suddenly**—crack!—the
chair broke.

You are probably familiar with the meaning of the phrases *sat and sat* and *the chair broke*.

Do you think Goldilocks sat in the chair for a long time or a little time before it broke?

Based on your understanding of the phrases *sat and sat* and *the chair broke*, do you think **suddenly** describes something that happens quickly or slowly?

Put your thumb up if you think **suddenly** describes a something that happens *very quickly*.

Put your thumb down if you think **suddenly** describes something that happens *very slowly*.

Turn to a partner and discuss the context clues you used to determine that **suddenly** describes something that happens very quickly.

Now you try one with a partner. Read the sentence:

The **sly** fox knew better, but he pretended to believe the five trembling birds.

Based on context clues, do you think the word **sly** means:

friendly

sneaky

Did you remember the steps?

1. Look at the other words in the sentence.
2. Use your understanding of familiar words and phrases.

knew better

pretended to believe

3. Determine the meaning of the unknown word.

sneaky

Now Try One by Yourself!



Read the sentence:

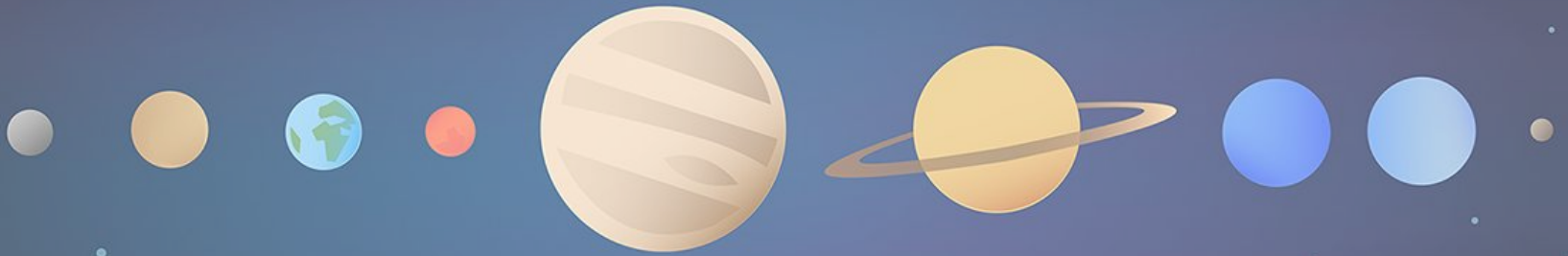
The **terrified** kids tried to hide, because they did not know that the wolf was actually nice.

Look for context clues to help determine the meaning of the word **terrified**.

Raise one finger if you think **terrified** means
very tired.

Raise five fingers if you think **terrified** means
very scared.

Answer



Terrified means very scared.

The context clues in this sentence are *tried to hide* and *did not know the wolf was nice*.