



**LET'S
KNOW!**
Building Language to Improve Comprehension

FOLKTALES

Grade 1

LARRC

Language and Reading Research Consortium

ASU • FSU • KU • LU • MGH IHP • OSU • UNL

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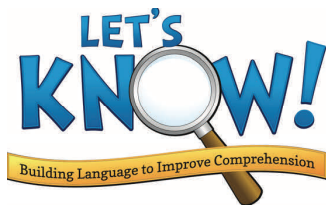
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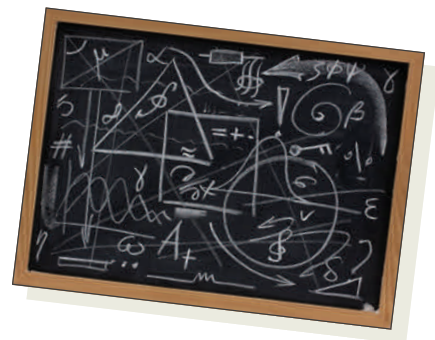
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UNIT VOCABULARY

Sequence

When something is silly and has no meaning



Deceive

To trick someone into believing something that is not true



Narrator

A person who tells the story



Miserable

Very poor or unhappy



Absurd

Something that is silly or foolish



Perform

To carry out a special action



Humor

Something that's funny



Peer

To look closely at something;
Someone the same age



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Unit Resources

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- Vocabulary Picture Cards
- WRAP sets



UNIT OVERVIEW

FOLKTALES

During this unit, your class will read folktales and practice retelling the narratives, including the key story elements.

DESCRIPTION

Students will use vivid details to describe the *setting*, *characters*, and other story elements during their retells.

CLOSE PROJECT

Every student will play a part in a reader's theater presentation of Anansi and the Moss-Covered Rock.

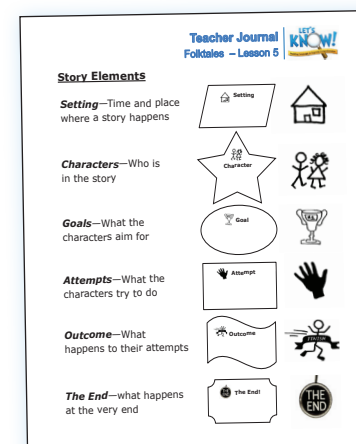
UNIT TEXTS

During the unit, students will read and discuss two books related to the unit theme.

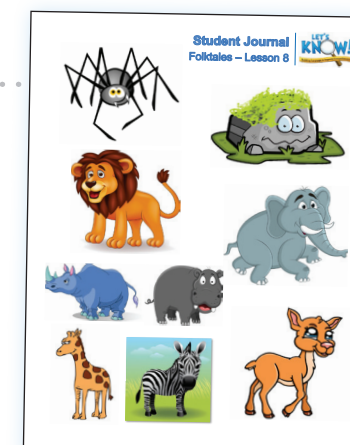
- Love and Roast Chicken by Barbara Knutson
- Anansi and the Moss-Covered Rock by Eric A. Kimmel

The Teacher's Bookshelf suggests additional theme-related texts for independent reading.

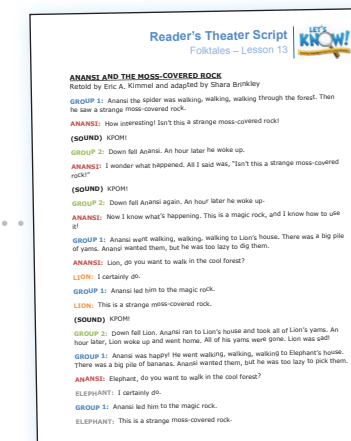
UNIT MATERIALS



Teacher Journal*



Student Journal



Supplemental Materials*

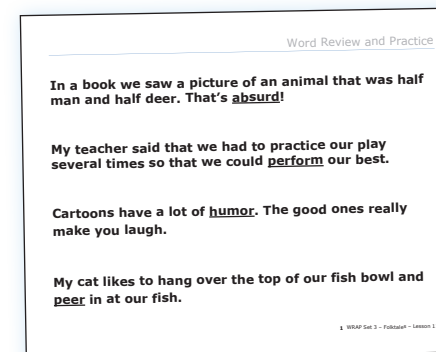
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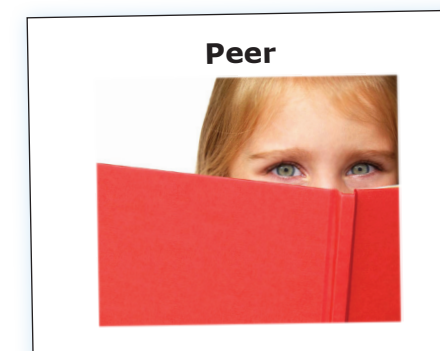
Week 4 SMWYK Assessments
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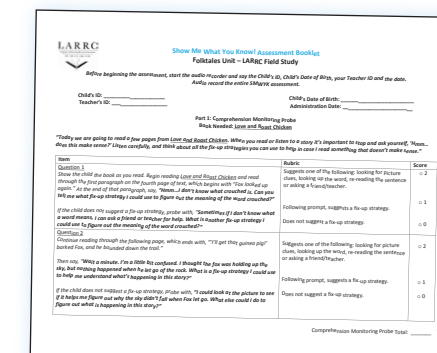
WRAP sets



Comprehension Monitoring Icons



Vocabulary Picture Cards



Show Me What You Know Assessment



Fix-Up Strategies Poster

*Most materials are provided in print and for digital use.



Study Resources

- Student Tracking Sheet
- Contact Information
- Survey Information
- Observation Schedule
- District Calendar



Teaching Techniques

- Rich Discussion
- Comprehension Monitoring
- Predicting
- Rich Vocabulary Instruction
- Inferencing
- Retelling
- Recasting
- Using Think-Alouds
- Using Navigation Words



Teaching Techniques

Read to Me – Rich Discussion

TEACHING TECHNIQUE INTRODUCTION

The Read to Me lessons are designed to promote children’s engagement and experiences with a variety of rich texts aligned to the *Let’s Know!* unit themes. During these lessons, you will share texts that contain rich language and content with students in an engaging way. Reading aloud texts with children provides the opportunity to have rich discussions about the texts after reading. The goal of these discussions is to provide students opportunities to use *higher-level inferential language*.

During the Read to Me lessons, the reading of each text will be followed by a teacher-facilitated discussion (of approximately 5-10 minutes in length) involving all of the students. The discussion should center around one or more major questions, topics, or issues concerning the text.

STEPS TO USING RICH DISCUSSION

The goal is to have a discussion that is facilitated but not dominated by the teacher, in which one topic is discussed extensively over multiple turns and multiple students are able to participate.

The teacher should pose a question on a higher-level topic, such as the following:

Narrative texts...

- The goals or motivations of a character and what happened as a result of their actions
- What might happen if the story continued
- Experiences that students have had that relate to the book

Expository texts...

- What would happen if animals did not change or adapt to different environments
- How fossils are formed
- Why it is important to conserve environmental resources

Guidelines for discussion:

- Show that you are listening to what others have to say.
- Respond to what others say in a way that demonstrates understanding.
- Be sure everyone knows what the discussion is about (and if there are any special rules for this discussion).

(Narrative/Expository)



Teaching Techniques

Read to Me – Comprehension Monitoring

TEACHING TECHNIQUE INTRODUCTION

Comprehension monitoring is the process by which skilled readers identify when they don't or can't understand something (e.g., a novel word, an idea presented by the author) and then attempt to 'fix-up' that understanding.

OUTLINE OF TEACHING SEQUENCE

I Do:

- 1) Model comprehension monitoring. Remind students to pay attention to the story structure (who the characters are, the initiating event, what the characters' goals are, and so on) or to the text structure of an expository text, as these will help them make sense of what they read.
- 2) Begin to read a text. Stop periodically to model, asking yourself, "Is everything making sense? What doesn't make sense about what I just read?"
- 3) Model specific fix-up strategies that students can employ when the text doesn't make sense. Fix-up strategies could include the following:
 - Using pictures and context clues
 - Asking questions (younger children can ask the teacher)
 - Rereading a sentence that did not make sense
 - Rereading the sentence before and after the sentence that didn't make sense
 - Finding the meaning of a word or studying a word for clues to its meaning
 - Using graphic organizers to organize what *is* known

We Do:

- 4) Students should be encouraged to use signs or signals when they don't understand what is being read. The fix-up strategies can be displayed on a poster, with reminders to students of different ways to address the gaps in understanding. Practice using these tools with students as you read together.

You Do:

- 5) As the students become more skilled in applying the strategy independently, they can work with peers to use the strategy or apply it on their own.

Close:

Remind students to stop periodically and ask themselves, "Does this make sense?" Encourage them to practice using fix-up strategies when parts of a text do not make sense.



Teaching Techniques

Read to Me – Predicting

TEACHING TECHNIQUE INTRODUCTION

The Read to Me lessons are designed to promote children’s engagement and experiences with rich texts aligned to the unit focus. One instructional technique to be embedded within Read to Me lessons is that of predicting. Formally, predicting involves the act of foretelling something that will happen in the future, and it usually involves activation of one’s background knowledge. Predicting, as applied by students when reading or listening to a text, helps to activate their background knowledge on a given topic and to link that knowledge to new information in the book. In turn, these connections help students create a more precise *mental model* of a text. Having a mental model improves comprehension of the text.

At the same time, the act of predicting helps to create a purpose for reading and can help students become more engaged (as they seek to confirm whether their own predictions are correct). Reading for a purpose and being engaged when reading also improves children’s reading comprehension.

PREDICTING INVOLVES...

- Using background knowledge to establish expectations about a text one is listening to or reading.
- Monitoring the accuracy of one’s predictions to confirm or adjust them while reading, and thus continue making deeper connections with the text.

HELPING STUDENTS TO PREDICT...

- Students can learn to employ predictions as they read by explicit instruction in use of this strategy by their teacher. See below for a discussion of the steps in explicit strategy instruction.
- Students can produce predictions *before reading, during reading, and after reading*.
 - Before-reading predictions do not tend to improve students’ comprehension, but rather help students to activate background knowledge and become motivated.
 - During-reading predictions are embedded during reading (or listening) activities and are designed to help students engage more deeply with text, forge connections between background knowledge and a text, and provide students the opportunity to confirm their predictions by continued reading or listening.
 - After-reading predictions generally have no right answers; for instance, students might be asked to infer what will happen after a story ends. Although students cannot confirm these predictions, they can help students to engage more deeply with the text.

FIVE COMPONENTS OF EXPLICIT TEACHING OF COMPREHENSION STRATEGIES

Taken from Duke and Pearson (YEAR), the following examples demonstrate how predicting can follow the steps of explicit strategy instruction for a **narrative text**.

1. An explicit description of the strategy and when and how it should be used.

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. Teacher and/or student modeling of the strategy in action.

“I am going to make predictions while I read this book. I will start with just the cover here. Hmm... I see a picture of an owl. It looks like he—I think it is a he—is wearing pajamas, and he is carrying a candle. I *predict* that this is going to be a make-believe story because owls don’t really wear pajamas and carry candles. I predict it is going to be about this owl, and it is going to take place at nighttime. . .”

3. Collaborative use of the strategy in action.

“I have made some good predictions so far in the book. From this part on I want you to make predictions with me. Each of us should stop and think about what might happen next. . . Okay, now let’s hear what you think and why. . .”

4. Guided practice using the strategy with gradual release of responsibility.

Early on...

“I have called the three of you together to work on making predictions while you read this and other books. After every few pages I will ask each of you to stop and make a prediction. We will talk about your predictions and then read on to see if they come true.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a page on the list, stop and make a prediction. Write the prediction in the column that says ‘Prediction.’ When you get to the next page on the list, check off whether your prediction ‘Happened,’ ‘Will not happen,’ or ‘Still might happen’. Then make another prediction and write it down.”

(This is based on the Reading Forecaster Technique from Mason and Au (1986) described and cited in Lipson & Wixson [1991].)

5. Independent use of the strategy.

“It is time for silent reading. As you read today, remember what we have been working on—making predictions while we read. Be sure to make predictions every two or three pages. Ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether your prediction came true. Jamal is passing out Predictions! bookmarks to remind you.”

The following examples demonstrate how predicting can follow the steps of explicit strategy instruction for an **expository text**.

1. *An explicit description of the strategy and when and how it should be used.*

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. *Teacher and/or student modeling of the strategy in action.*

“First read the title, look at the table of contents, and look at some of the photographs, charts, and diagrams. Then think about what we already know about the topic and concepts. We call this information our schema, or our prior knowledge; we have to recall this from memory. Finally, I can use my prior knowledge to make an informed prediction about what we might read about in this text... I think the author is going to tell us a lot about the life cycle of a frog. Maybe she will even tell us more information about how a tadpole becomes a frog...”

3. *Collaborative use of the strategy in action.*

“I’ve made some good predictions so far in the book. From this part on I want you to make predictions with me. I am going to read the title of the first chapter and show you the photographs... Recall what you know from memory—use your prior knowledge. What interesting information do you already know about frogs? Turn to your neighbor and compare what you already know. Okay, now let’s hear what you think and why.”

4. *Guided practice using the strategy with gradual release of responsibility.*

Early on...

“Now, based on the information you think you know, what do you predict the author will write about in this section? Turn and tell your neighbor.”

Later on...

“The last thing we have to do is revisit our predictions. Were we on track? Did we learn something new? For example, we read that frogs start their lives as eggs. Before, I said that they start their lives as tadpoles. So I learned something new. I am going to write that on our Prediction Chart under the heading *Now I Know*.”

5. *Independent use of the strategy.*

“It’s time for silent reading. As you read today, remember what we’ve been working on—making predictions while we read. Be sure to make predictions and ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether or not you were on track.”

References

Duke, N. K., & Pearson, P. D. (in press). Effective practices for developing reading comprehension. To appear in A. E. Farstrup & S. J. Samuels (Eds.), *What Research Has to Say about Reading Instruction*. Newark, DE: IRA.



Teaching Techniques

Words to Know – Rich Vocabulary Instruction

TEACHING TECHNIQUE INTRODUCTION

The Words to Know lessons are designed to promote children’s knowledge and use of vocabulary aligned to the unit focus. The teaching technique Rich Instruction characterizes the elements of effective vocabulary instruction summarized by Beck and McKeown (1991, 2007). Specifically, the rich vocabulary instruction approach of *Let’s Know!* focuses on increasing the quality and complexity of children’s oral language by targeting complex vocabulary and using a discussion-based approach during a group read-aloud. Both younger and older students can learn and use complex vocabulary efficiently from read-aloud activities and discussion. Furthermore, the use of read-aloud activities to teach vocabulary allows teachers to expose children to a variety of good books and broad language experiences.

OUTLINE OF TEACHING SEQUENCE

- 1) **Identify the word (i.e., say and show the word to students).**
 - Pre-K and K students say the word.
 - Grade 1–2 students spell the word orally.
 - Grade 3 students write the word.

- 2) **Provide a child-friendly definition and use the word in a sentence.**
 - Pre-K–3 students discuss why/how the picture represents the word.
 - Pre-K–3 students provide the definition in their own words.
 - Grade 1–2 students provide example sentences for the word orally.
 - Grade 3 students write an example sentence using the word.

- 3) **Discuss related words (e.g., synonyms, antonyms, and/or other words connected to the target word).**
 - Pre-K and K students focus on other words they think about and explain why.
 - Grade 1–3 students address one or more of the types of related words and discuss the difference between the new word and related words.

- 4) **Discuss the use of the word meaning in other contexts and/or other meanings of the same word in different contexts.**
 - Pre-K–K students discuss the use of the word meanings in other contexts.
 - Grade 1–3 students use the different word meanings in varied sentences.



Teaching Techniques

Integration – Inferencing

TEACHING TECHNIQUE INTRODUCTION

To make an inference, the reader or listener uses information in the text or illustrations and his or her own background knowledge to fill in information (e.g., about what a character might be feeling) or go beyond/elaborate on what is presented (e.g., what might happen next), resulting in a deeper understanding of the text.

OUTLINE OF TEACHING SEQUENCE

Before the lesson:

- 1) Preview the text and illustrations to determine where to stop and ask questions that will prompt inferential thinking.
 - a. See below for categories and sample questions.
 - b. Note that inferential questions typically begin with *Why* and *How*; if *What* is used, it is not for labeling, but rather to link the text to prior knowledge.
- 2) On sticky notes, write questions related to the text or illustration for each stopping point; place them on the page for easy reference when reading aloud.

I Do:

Begin by asking inferential questions and modeling making inferences.

- 3) Introduce the lesson and read the first portion of the text.
- 4) Ask your first question(s) and think aloud to model making an inference. Ensure that students can see how you are using both text clues and prior knowledge to infer something about the text.

We Do:

Gradually release responsibility for question generating and answering to students.

- 5) Ask another inferential question as you continue to read the text.
- 6) Allow students think time and/or time to talk to a partner.
- 7) Discuss answers as a class.
- 8) Repeat steps 5-8 for the remainder of the text or until time has run out.

You Do:

Transition into scaffolding students to generate *Why*, *How*, and *What do you think...* questions for themselves; provide support and encourage them to request support as needed.*

*Suggestion: Provide young children with icons to help them generate and answer questions. For example, Paris and Paris (2007) used a heart icon to signal inferences about characters' feelings and a head icon for inferences about characters' thoughts.

(Narrative/Expository)

Close:

Review the steps of making inferences and why it is so important to link our background knowledge to unfamiliar parts of the text to improve our understanding. Suggest how children can apply this technique in other contexts.

CATEGORIES AND EXAMPLES OF INFERENTIAL QUESTIONS

Categories (van Kleeck, Woude, & Hammett, 2006) that promote inferential thinking may be used to plan questions.

- Attitudes, points of view, feelings, mental states, and motives of characters
 - Character's feelings
 - *How do you think that made the little dog feel? Why do you think so?*
 - [pointing to an illustration] *How is that man feeling? Why?*
 - Character's motives
 - *Why do think Jack climbed the beanstalk?*
 - Character's thoughts
 - *What do you think the wolf is thinking now? Why do you think that?*
- Similarities and differences between elements within the text/illustrations (e.g., objects, events, concepts, people) or between the text/illustrations and students' world knowledge
 - [pointing to an illustration] *What can you tell me about the setting of our story now? How do you know our setting has changed?*
 - *What happened to the boy's neighbor? How is that similar/different to what happens in your neighborhood?*
 - *Look at the coloring of this lizard's skin. Do you think it lives in the jungle or the desert? Why?*
 - [pointing to a photo] *What might this area look like after many years if erosion continues?*
- Causes of events that have occurred
 - *Why do you think that happened?*
- Predictions (may also involve inferences related to characters' motives, thoughts, and feelings)
 - *What do you think will happen next? ...Why do you think so?*

REMINDER: Refer to both text and illustrations when you create prediction questions, and scaffold students to do the same.



Teaching Techniques

Integration – Retelling

TEACHING TECHNIQUE INTRODUCTION

The Integration lessons are designed to provide students with an opportunity to learn and practice retelling and inferencing strategies to help them become more strategic readers. Retelling is a strategy students must learn to apply when listening to or reading narrative texts because it focuses their attention on key story elements that are essential for narrative comprehension (van den Broek, Kendeou, Lousberg, Visser, 2011).

The Retelling technique is designed to support the development of progressively more complete retellings. The steps selected for teaching retelling were adapted from several studies, all of which used one or more supports for developing the skill. Supports included visuals (e.g., icons, pictures, story maps, puppets) or role play/story reenactment (Davies, Shanks & Davies, 2004; Nielsen, 1993; Paris & Paris, 2007) with active engagement and repeated experiences to help students develop more complete retellings.

As with any strategy instruction, the teacher starts by modeling retelling for students. As students become more skilled in applying the strategy independently, they can work with peers to use the strategy or apply it on their own.

OUTLINE OF TEACHING SEQUENCE

Sample Instructional Sequence for Teaching Retelling

[Day 1]

1) **Introduce the strategy and story element icons.**

- a. Introduce students to the goal of this strategy—to listen for the key elements of the story so that they can retell the story. Explain that knowing the key story elements and retelling a story will help them to understand stories they hear read aloud or read themselves.
- b. Explicitly teach students the key story elements using the story element icons as you retell a story; each icon is explained in the *Let's Know!* lesson script. Once the icons are taught, they will be referred to as the teacher reads new stories and as a reminder when the teacher or students engage in retelling a story.

2) **Apply the use of the story elements to a new story.**

- a. Before reading the new story, introduce the setting and characters briefly, making links to the story element icons.
- b. Set a purpose for listening connected to the story elements related to plot (e.g., characters' goals, attempts to reach goals, outcome/ending). Point to the icons as you set this purpose.
- c. Read the new story. Return to the purpose by engaging the group in discussing the plot-related story elements.

(Narrative)

- d. Introduce a story map that communicates the story elements using drawings. Prepare the story map in advance; you could use one piece of paper for each major story element (there may be more pages for attempts to reach goals). Show the drawings, organized in the order of the story.

3) Retell the story.

- a. Demonstrate and explain how to use the story map as a guide when retelling the story.
- b. Introduce the idea of using signal words when retelling a story (as appropriate for the grade level). Post examples of words for students who can read.
 - Introduction (e.g., *there once was, once upon a time*)
 - Connecting words (e.g., *later, after that, and then, when, next*)
 - Ending (e.g., *at the end, finally*)

4) Provide guided practice, helping students to retell the story using the story map.

Suggestion: Refer to a poster or cards with the story element icons whenever discussing story elements, and provide students with a small, personal version of the icons.

[Day 2]

1) Review the story elements and story element icons.

2) Repeat step 2 of Day 1 with a different story (or repeat with the same story).

3) Have students draw/assemble their own story maps.

- a. As stories become longer, add more drawings to represent actions and attempts.
- b. At grades 2 and 3, you could have students write a retelling 'script' to accompany their story maps, using a paragraph or dramatic (play) format.

4) Engage students in retelling the story in pairs or groups. Model and scaffold as needed.

- a. Pre-K and K: The following are modifications and alternatives with a focus on active engagement and repeated exposure.
 - You may want to make copies of the story map for students to use, rather than have students spend time drawing/assembling their own.
 - Place copies of the story map with the storybook for students to use during center time or free choice time.
 - Engage students in reenacting the story. Act as the narrator and scaffold students through acting out the story. All students may participate (i.e., extra students could 'play' setting props such as trees or use gestures/poses to represent other parts of the story) or the children can take turns being the audience and actors.
 - Make cardstock puppets of the main characters to support retelling.
- b. Grades 1-3: To meet additional grade-specific objectives, in addition to identifying story elements, you could demonstrate and require students to:
 - Describe main characters when introducing them (indicators of personality and internal state).
 - Integrate key dialogue into retellings.
 - Extend the story map to include more than one episode and explain the concept of an episode.

(Narrative)

References

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Teaching Techniques

Text Mapping – Recasting

TEACHING TECHNIQUE INTRODUCTION

The Text Mapping lessons include objectives related to the production and comprehension of different grammatical structures. The technique discussed in this document is *recasting*. With conversational recasting, a teacher follows up on a child's incorrect and/or less-complex utterance with a sentence using a similar but corrected, and sometimes expanded, form. Recasts maintain the meaning of children's utterances while modifying their structure. For example, if a child says, "The dog running," the teacher would say, "Yes, the dog is running." There is strong evidence that supports the use of recasting with children when targeting grammar objectives (e.g., Fey, Long, & Finestack, 2003; Nelson, Camarata, Welsh, Butkovsky, & Camarata, 1996).

USING RECASTING IN *LET'S KNOW!*

- This instructional technique is used by teachers during discussions/conversational interactions with students. No specific materials or context are required for this technique.
- When using the *Let's Know!* units, teachers should focus recasting on grammar objectives associated with a particular unit or lesson.
- The following is an example of recasting if the focus of a particular unit is using appropriate suffixes, including past tense *-ed*.

Child: *Harry get dirty.*

Teacher: *Yes, Harry got dirty when he ran away.*

Child: *They clean him.*

Teacher: *Yes, they cleaned him; they gave Harry a bath.*

Recasts such as this are meant to keep teacher-child interactions natural while allowing a child to hear the appropriate production of a specific grammatical form (e.g., complex sentences). It is important that teachers do not explicitly prompt or request a child to imitate the sentence the teacher generates when recasting.

References

- Fey, M., Long, S., & Finestack, S. (2003). Ten principles of grammar facilitation for children with specific language impairments. *American Journal of Speech-Language Pathology*, 12, 3-16.
- Nelson, K. E., Camarata, S. M., Welsh, J., Butkovsky, L., & Camarata, M. (1996). Conversational recasting treatment on the acquisition of grammar in children with specific language impairment and younger language normal children. *Journal of Speech, Language, and Hearing Research*, 39, 850-859.



Teaching Techniques

Text Mapping – Using Think-Alouds

TEACHING TECHNIQUE INTRODUCTION

A think-aloud is a technique used by teachers to model what they think about when listening to or reading a text (Kucan & Beck, 1997). In a think-aloud, a teacher “verbalizes thoughts aloud while reading a selection orally, thus modeling the process of comprehension” (Harris & Hodges, 1995, p. 256). The use of think-alouds with elementary students has shown a positive effect on comprehension (Block, 2004).

OUTLINE OF TEACHING SEQUENCE

- 1) Prior to reading, preview the book, looking specifically for information that you will use to complete a graphic organizer or chart related to the text. Flag pages where these examples occur with a sticky note. It is helpful to write down thoughts or notes about what to say when you stop at these places.
- 2) Begin the lesson by saying that you are going to read the text and look for information that will help you fill out a chart about the text or topic (e.g., predicting or identifying story elements in a narrative text, sequencing the process of erosion from an expository text).
- 3) Start to read the book, and then stop at one of the designated spots. Model a think-aloud for students so they can see how you are taking information from the text and using it to fill in a graphic organizer that synthesizes the information.

USING THINK-ALLOUDS WITH NARRATIVE TEXT

Taken from Pressley (1992), the following provides an example of using a think-aloud when reading a narrative text. The teacher uses a think-aloud to model how to visualize and predict during reading of a narrative text.

EXAMPLE:

Teacher: ““That night Max wore his [wolf] suit and made mischief of one kind and another’ ... Boy, I can really visualize Max. He’s in this monster suit and he’s chasing after his dog with a fork in his hand. I think he’s really starting to act crazy. I wonder what made Max act like that... Hm-m-m... I bet he was getting a little bored and wanted to go on an adventure. I think that’s my prediction.”

In this think-aloud, the teacher points out salient elements of the text and verbalizes thoughts.

USING THINK ALOUDS WITH EXPOSITORY TEXT

The following is an example of how a think-aloud can be used when teaching students to pay attention to important information and features of expository text.

(Narrative/Expository)

EXAMPLE:

Teacher: “Today we will be reading a text about *erosion*. I want us to take information from this book—the most important pieces of information related to erosion and *how/why* it occurs—and use it to complete this graphic organizer.

[Teacher reads paragraph about erosion.]

“I just read that erosion occurs when rocks and other materials on the earth that have been broken down are carried away by wind, water, ice, or gravity. So erosion can be caused by four things—wind, water, ice, or gravity. I think I’m going to write in the *Cause* section of this chart that erosion can be caused by four things. These four things are important causes of erosion—they cause rocks and other earth materials to break down.”

In this interaction, the teacher points out the salient information in the text and then verbalizes her thoughts about where to put this information on the chart.

References

- Block, C.C. (2004). *Teaching comprehension: The comprehension process approach*. Boston: Allyn & Bacon.
- Harris, T.L., & Hodges, R.E. (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.
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- Pressley, M., El-Dinary, P.B., Gaskins, I., Schuder, T., Bergman, J.L., Almasi, J., et al. (1992). Beyond direct explanation: Transactional instruction of reading comprehension strategies. *The Elementary School Journal*, 92, 513-555.



Teaching Techniques

Text Mapping – Using Navigation Words

TEACHING TECHNIQUE INTRODUCTION

The Text Mapping lessons are designed to teach students to use text structure to derive and convey meaning. The lessons provide students with an opportunity to learn and practice different techniques that help them think analytically about the structure, elements, and features of text in order to aid comprehension. Text usually includes *navigation words*, or clue words that signal the type of text and what kind of information the text will include. Knowing and recognizing navigation words will help students identify information in text and make sense of what they read. The teaching technique Using Navigation Words is influenced heavily by reading instruction used by Joanna Williams and colleagues (see citations below).

As with most strategy instruction, it is important that the teacher explicitly teaches and models this technique in the classroom. The following is an example of how you could sequence instruction on navigation words.

OUTLINE OF TEACHING SEQUENCE

I Do:

- 1) Introduce students to the goal of the strategy.
- 2) Use an example of a certain type of text and associated navigation words.
 - a. For example, in most narratives, events happen in chronological order; this order is crucial to comprehending what happens in the text. Authors may use navigation words such as *first*, *next*, *later*, and *finally* to help readers understand the important story events in the order in which they happened.
 - b. Similarly, navigation words such as *because*, *so*, *therefore*, and *as a result* may be used in expository texts to signal cause-and-effect relationships.

When students know navigation words, they understand that if a navigation word begins a sentence, the next event or piece of information will likely be important.

We Do:

- 3) Read a paragraph aloud that includes navigation words. It might be helpful to have the paragraph visually displayed for the whole class (e.g., on an interactive whiteboard or easel) so that you and students can underline the navigation words as they appear.
- 4) Stop after reading a sentence with a navigation word, identify the navigation word, and then rephrase the salient information that the clue word signaled. You can gradually ask students to identify the important information following the navigation word.

You Do:

- 5) Then have students read a paragraph in pairs or independently, identifying or underlining the navigation words. They should then discuss in pairs, small groups, or as a class how the navigation words helped them understand the narrative or expository text. They can use the navigation words to help determine the text structure.
- 6) It might be helpful to provide students with lists of navigation words for different text structures in both narrative and expository texts (e.g., chronological order, cause and effect, compare and contrast, and so on). You can prompt students to look at these lists as they read a particular text type.

Close:

- 7) Review the steps of using navigation words and suggest how students can apply the knowledge in other contexts. Explain that knowing navigation words helps readers identify important pieces of information in the texts.

References

- Williams, J. P., Hall, K. M., Lauer, K. D., Stafford, K. B., DeSisto, L. A., & deCani, J. S. (2005). Expository text comprehension in the primary grade classroom. *Journal of Educational Psychology, 97*, 538- 550.
- Williams, J. P., Nubla-Kung, A. M., Pollini, S., Stafford, K. B., Garcia, A., & Snyder, A. E. (2007). Teaching cause-effect text structure through social studies content to at-risk second graders. *Journal of Learning Disabilities*.
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WEEKLY LESSON PLANNER

FOLKTALES

| Week 1 | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 |
|---------------------|--|--|--|---|
| Lesson Type | Read to Me | Words to Know | Words to Know | Text Mapping |
| Objectives | <ul style="list-style-type: none"> Participate in collaborative conversations about Grade1 topics. Use prior knowledge to make, revise, and confirm predictions. | <ul style="list-style-type: none"> Define target vocabulary words. | <ul style="list-style-type: none"> Identify semantic relationships among content words. | <ul style="list-style-type: none"> Extract information from one text and translate it to another kind of text. Use adverbial phrases. |
| Lesson Texts | <ul style="list-style-type: none"> <u>Love and Roast Chicken</u> by Barbara Knutson | <ul style="list-style-type: none"> <u>Love and Roast Chicken</u> by Barbara Knutson | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> <u>Love and Roast Chicken</u> by Barbara Knutson |

Materials

| | | | | |
|-------------------------------------|--|--|--|--|
| Lesson Materials You Provide | <ul style="list-style-type: none"> Document camera Sticky notes | <ul style="list-style-type: none"> None recommended | <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Scrap paper Bags or paper clips | <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard |
| Unit Materials Provided | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> Vocabulary Picture Cards: nonsense, deceive, narrator, miserable Words to Know rings: nonsense, deceive, narrator, miserable | <ul style="list-style-type: none"> Teacher Journal Lesson #3 (print or digital) Game cards for Lesson #3 | <ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: nonsense, deceive, narrator, miserable Teacher Journal Lesson #4 Student Journal Lesson #4 |



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

| LET'S KNOW! GRADE 1 | FOLKTALES DESCRIPTION | READ TO ME LESSON 1 |
|---|---|------------------------|
| SHOW ME WHAT YOU KNOW! We'll perform a reader's theater presentation of <u>Anansi and the Moss-Covered Rock</u> . | | |
| TEACHING OBJECTIVES: <ul style="list-style-type: none"> Participate in collaborative conversations about Grade1 topics. Use prior knowledge to make, revise, and confirm predictions. | | |
| TEACHING TECHNIQUES: <ul style="list-style-type: none"> Rich Discussion Predicting LESSON TEXT: <ul style="list-style-type: none"> <u>Love and Roast Chicken</u> by Barbara Knutson TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share Group Discussion | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> N/A | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Preview the lesson text. Use sticky notes to mark pages where you will model predicting or prompt students to make predictions. For example: <ul style="list-style-type: none"> After sharing the book cover, predict who will trick whom. After reading the first page, predict what Cuy will do; confirm or revise as you keep reading. After reading the second spread, ask whether Fox will believe Cuy. After Cuy tells Fox about the fire, predict whether Fox will believe him this time. Predict whether the farmer will find out who's stealing his alfalfa. Predict what will happen to Cuy after he's stuck to the gum doll. You could also note possible questions for rich discussion as you preview the text. Suggestions are provided in the You Do routine, but you could use others. Review the Predicting technique; remind children that they should use what they already know and clues in the story to "guess" what will happen next. As you read, stop to confirm the accuracy of children's predictions; when needed, revise predictions or generate new ones. | | |
| LESSON ROUTINE | | |
| SET | <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you like to watch magicians? You know that they're going to trick you, but you don't know how—you can't see how the magician did the trick unless the magician tells you. That's why it's called <i>magic</i>. Today our purpose is to read and discuss a trickster tale from the Andes Mountains in South America. This is the first book in our new unit about folktales. Folktales are stories that have been retold over and over. In this story, one <i>character</i> will try to trick another, just like the magician tries to trick you. As we read, we're going to make predictions to help us understand the story better, and then we'll discuss some ideas from the story at the end. We'll do what good readers and listeners do."</p> | |
| I DO | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Model making predictions as you view the cover and begin reading the story.</p> <p>You could say: (display cover of <u>Love and Roast Chicken</u>) "In a trickster tale, a small animal or person uses his brain to trick a stronger animal or person. I'm looking at the cover and making a prediction that the guinea pig here will try to trick the fox that's stronger. As we read the story, we'll see if my prediction is correct or if I have to change my prediction."</p> | |

| | |
|----------------------|--|
| | <p>(after reading first page of text) “I’m wondering if Cuy can trick Tío Antonio the Fox. It looks like it’s over for Cuy, but I predict that he will somehow trick him. That’s what a trickster tale is all about. Let’s see if I’m correct or not...”</p> |
| <p>WE DO</p> | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Prompt students to make predictions with you as you continue reading the text.</p> <p>After reading the next two pages, you could say: “Now I’m wondering if you predict that Fox will believe Cuy. Raise your hand if you think Fox will believe Cuy and try to hold up the sky...”</p> <p>Read the next spread and have children confirm or revise their predictions. You could say: “If you predicted that Fox would believe Cuy the Guinea Pig, you were correct! Look at that silly Fox trying to hold up the sky! I’ll bet he’s mad at Cuy!”</p> <p>Read the next two pages and ask students to predict whether Fox will believe Cuy this time. You could say: “Cuy has already tricked Fox once. Do you think Fox will believe Cuy when he says the world is ending in a ‘rain of fire’? Raise your hand if you do... What do you think will happen next?”</p> <p>Confirm or revise predictions as you read the next few pages.</p> <p>Provide at least one or two additional opportunities for students to make predictions as you read the rest of the story; you could see the suggestions under Special Instructions for ideas. Be sure to allow plenty of time for rich discussion after reading.</p> |
| <p>YOU DO</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Facilitate an extended discussion of the text in which all children have the opportunity to participate. Encourage students to take multiple conversational turns, elaborate on their responses, and follow up on their classmates’ ideas.</p> <p>You could say: “Were you surprised that a small guinea pig could trick a fox? Foxes are usually very tricky! There are questions about the story that I’d like for us to discuss...”</p> <p>You could use the following questions to facilitate rich discussion:</p> <ul style="list-style-type: none"> • Why do you think Fox believed what Cuy told him even though he knew that Cuy had tricked him before? • Why did Cuy try to trick Tío Antonio the Fox? Is tricking other people a good thing to do? • In the story, Fox got angry when he was tricked; how do you feel when someone tricks you? What about when others are tricked? |
| <p>CLOSE</p> | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we started a new unit called Folktales. We will be reading and retelling more folktales in these lessons. Today we read a trickster story about a fox and a guinea pig. Make a prediction about what will happen to Fox in the future, and tell it to your neighbor. (allow brief talk time) Will Guinea Pig trick him again? Tell your family tonight what you predicted while you were reading the book and whether your prediction was correct. Tell them if you had to change your prediction.”</p> |

| LET'S KNOW! GRADE 1 | FOLKTALES DESCRIPTION | WORDS TO KNOW LESSON 2 |
|---|--|---------------------------|
| SHOW ME WHAT YOU KNOW! We'll perform a reader's theater presentation of <u>Anansi and the Moss-Covered Rock</u> . | | |
| TEACHING OBJECTIVE: <ul style="list-style-type: none"> Define target vocabulary words. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> <u>Love and Roast Chicken</u> by Barbara Knutson TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> None recommended UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: nonsense, deceive, narrator, miserable Words to Know rings: nonsense, deceive, narrator, miserable | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Assemble the Words to Know rings for students. Cut the first four word strips (nonsense, deceive, narrator, and miserable) and attach them to 1" metal rings. The I Do and We Do routines are combined in this lesson. WORDS TO KNOW <ul style="list-style-type: none"> nonsense: When something is silly or has no meaning deceive: To trick someone into believing something that is not true narrator: A person who tells the story miserable: Very poor or unhappy <i>Save the Words to Know rings for use in later lessons.</i> | | |
| LESSON ROUTINE | | |
| SET | <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When you were a baby, you couldn't say any words; as you grew older, however, you added more and more words to your vocabulary. Now that you're first graders, you have many more words than when you were little. But you don't know all the words in the world, right? You need to keep learning new words. Even adults have to learn more words. Today we have four new Words to Know, so you have even more words to understand and use when you read, write, listen and talk. Let's expand our vocabularies today!"</p> | |
| I Do/ WE DO | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Pass out the Words to Know rings. Use the rings, Vocabulary Picture Cards, the lesson text, and other contexts to introduce the Words to Know.</p> <p>You could say: "Our first Word to Know is nonsense. Say nonsense... Now read with me from your Words to Know rings: Nonsense means 'when something is silly or has no meaning.'</p> <ul style="list-style-type: none"> (show Vocabulary Picture Card) Here's a picture of nonsense. The writing on this chalkboard is just a bunch of scribbles; it doesn't have any meaning. In <u>Love and Roast Chicken</u>, Fox said, 'Nonsense!' when Cuy told him the sky was falling. He was saying, 'That's silly! Nonsense!' | |

- When someone is laughing really hard and you can't understand what they're saying, you might say, 'Slow down. What you're saying is **nonsense**.' You can't understand what they're saying. It has no meaning—it's **nonsense**. Your parents might get upset when you're being too silly at home and say, 'Stop this **nonsense**!'
- Find **nonsense** on your word ring. Read with me again: **Nonsense** means 'when something is silly or has no meaning.'
- Think of a made-up word, a word with no meaning. Then take turns; tell your neighbor that word and your neighbor will say, '**Nonsense**!'
- Now take turns with your partner explaining what **nonsense** means...

(deceive)

"Our next word is **deceive**. Find it on your word rings. Say **deceive**... Now read with me: **Deceive** means 'to trick someone into believing something that is not true.'

- **(show Vocabulary Picture Card)** Here's a picture of **deceive**. The wolf wants others to think he's a sheep; he's trying to **deceive**.
- In Love and Roast Chicken, Cuy tried to **deceive** Tío Antonio the Fox several times—he told him the sky was falling, the world was on fire, and that Florinda wanted to marry him. Cuy wanted to **deceive** Fox into believing something that wasn't true.
- When you tell a lie, you are **deceiving** someone, trying to get them to believe something that's not true. Do you like it when other people **deceive** you and try to make you believe something that's not true?
- Let's read from our word rings again: **Deceive** means 'to trick someone into believing something that is not true.'
- Now take turns with your partner explaining what **deceive** means...

(narrator)

"Find the word **narrator** on your Words to Know ring. Say **narrator**... Read with me: **Narrator** means 'a person who tells the story.'

- **(show Vocabulary Picture Card)** Here's a picture of a **narrator**. This man is telling a story.
- If you were telling the story of Love and Roast Chicken, you would be a **narrator**. When you go to the library to hear a storyteller, that person is a **narrator**. At the end of our Folktales unit, you'll **perform** a story, and you will be a **narrator** telling the story.
- Let's read from our word rings again: **Narrator** means 'a person who tells the story.'
- Now take turns with your partner explaining what a **narrator** is...

(miserable)

"Our last Word to Know for today is **miserable**. Say **miserable**... Now find the word **miserable** on your word rings and read with me: **Miserable** means 'very poor or unhappy.'

- **(show Vocabulary Picture Card)** Here's a picture of **miserable**. The girl looks very sad; she's **miserable**.
- In Love and Roast Chicken, Cuy was **miserable** when he was tied to the tree. **(show page)** He looks very unhappy. It says Cuy thought, 'It can't get any worse than this!' Boy, was he **miserable**!
- When you go outside and get cold and wet, you might feel **miserable**. When you get sick, you probably feel **miserable**.
- Read from your word ring with me: **Miserable** means 'very poor or unhappy.'
- Now tell your partner a time when you felt **miserable**.
- Finally, take turns with your partner explaining what **miserable** means..."

YOU DO

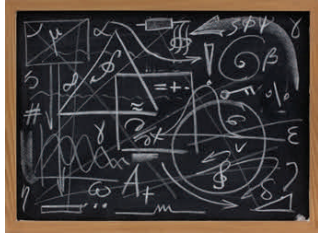
Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.

Read aloud questions about the Words to Know and have students work with their partners to answer them.

| | |
|-------|--|
| | <p>You could say: “I’m going to read some sentences. Talk with your partner and choose the Word to Know from your ring that answers the question. Hold it up so I can see the word. Then I’ll ask everyone to say the Word to Know together. Ready?</p> <ul style="list-style-type: none"> • Which word would you use if you told a story? (narrator) • Which word describes telling a lie? (deceive) • What word describes you when you’re sick? (miserable) • If I said, ‘clown wig party cat,’ would that be nonsense or miserable? (nonsense) • Would you trick people to deceive them or narrator them? (deceive) • Which does a story need, a miserable or a narrator? (narrator) • When things don’t make sense, it’s _____. (nonsense) • What are you when you’re very uncomfortable or unhappy? (miserable) <p>“Now choose one word and make a sentence with that word; tell your partner the sentence.” Provide feedback and support as students use the words in sentences.</p> |
| CLOSE | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “You are collecting many new words in your brain that you’ve learned throughout this school year. Turn to your partner and tell the four new Words to Know you learned today. (allow talk time) Words open many doors for you in school because you can understand what you read and hear; you can also say what you want to say. Tonight, tell your family the four Words to Know we learned today. Maybe you can teach them some new words!”</p> |

Directions: Cut out, punch, and attach word strips to 1" metal rings.

Word Strips – Folktales *Let's Know!*



nonsense

When something is silly or has no meaning



absurd

Something that is silly or foolish



deceive

To trick someone into believing something that is not true



perform

To carry out a special action



narrator

A person who tells the story



peer

To look closely at something;
Someone the same age



miserable

Very poor or unhappy



humor

Something that's funny

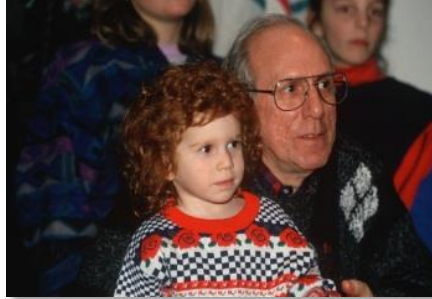
| LET'S KNOW! GRADE 1 | FOLKTALES DESCRIPTION | WORDS TO KNOW LESSON 3 |
|--|--|---------------------------|
| SHOW ME WHAT YOU KNOW! We'll perform a reader's theater presentation of <u>Anansi and the Moss-Covered Rock</u> . | | |
| TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify semantic relationships among content words. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share Small Groups | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Scrap paper Bags or paper clips UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #3 (print or digital) Game cards for Lesson #3 | |
| SPECIAL INSTRUCTIONS FOR THIS LESSON: | | |
| <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Precut the game cards for Lesson #3 and bag or clip a set for each small group. If using the print version of the teacher journal, cut out the images for your word webs. Make copies of the blank web included with the teacher journal, if needed. You can display the digital teacher journal, place the images from the print journal on the blank word web, or create your own webs on chart paper. You may generate other related words than those provided in the lesson. For the You Do activity, students will play a vocabulary game called 'Nonsense!' Each game card has a definition, sentence, or related word that may or may not be accurate. Students will play in small groups of four—one pair opposite another pair of students. A student from one team will pick a card and read it; the other team will discuss the card and say, "True" or "Nonsense!" If the second team guesses correctly, they get a point. If they don't, the first team gets a point. Students will need to read the cards; pair students so that at least one child in a pair is able to read them. WORDS TO KNOW <ul style="list-style-type: none"> nonsense: When something is silly or has no meaning deceive: To trick someone into believing that something is not true narrator: A person who tells the story miserable: Very poor or unhappy SUGGESTED RELATED WORDS <ul style="list-style-type: none"> nonsense: (synonyms) <i>funny, silly, baloney</i> deceive: (synonyms) <i>fool, cheat, lie</i>; (antonym) <i>be honest</i> narrator: (synonyms) <i>storyteller, author</i>; (antonym) <i>listener</i> miserable: (synonyms) <i>sad, hurt, depressed</i>; (antonym) <i>happy</i> | | |
| LESSON ROUTINE | | |
| SET | <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you like it when other people try to trick you or deceive you to believe something that isn't true? I don't! That's why it's important to be able to tell the truth from nonsense. Today we're going to play a game with our Words to Know. The purpose is to understand our words so well that we can tell if the person is telling us the truth about the Word to Know or telling us nonsense. When we know words really well, we can understand and use the words when we read, write, listen, and speak."</p> | |

| | |
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| <p>I Do</p> | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Think aloud as you model filling in a word web. Use the digital teacher journal and discuss the related words presented, or add words to your own web using the print teacher journal.</p> <p>You could say: “First let’s talk more about the Words to Know so we’ll be able to know if we’re being deceived or not. Let’s start with the word narrator. (point to teacher journal or web) We know that a narrator is a person who tells the story. Another word for a narrator is a <i>storyteller</i>. The <i>author</i> of a book tells the story, so <i>author</i> is also related to narrator. A narrator needs someone to listen, so <i>listener</i> is related, too. Let’s look at all of these related words for narrator: <i>storyteller, author, and listener</i>.” (point out words or add them to word web)</p> |
| <p>WE DO</p> | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to create webs for the remaining words, inviting them to choose related words and explain why they are related.</p> <p>You could say: “Let’s work on these next words together. (display teacher journal, p. 2 or new web) The first word is miserable. It means ‘very poor or unhappy.’ What other words do you think of that are related to miserable? (elicit responses and add ideas to web or point out words on the digital journal) <i>Sad, hurt, and depressed</i> are some related words for miserable. What is the opposite of miserable? (pause for response) Good thinking. <i>Happy</i>.</p> <p>(deceive) “Now how about deceive? It means ‘to trick someone into believing something that is not true.’ What related words can you think of? (elicit responses and add ideas to web) <i>Fool, cheat, and lie</i> are all good related words for deceive. What is the opposite of deceive? (pause for response) We could say the opposite is to <i>be honest</i>.</p> <p>(nonsense) “Let’s work on nonsense now. It means ‘when something is silly or has no meaning.’ Think of other words that are related to nonsense. (elicit responses and add ideas to web) <i>Funny, silly, and baloney</i> are all related. Nonsense means not making sense.”</p> <p>Divide students into groups (two pairs per group). Explain how to play the game.</p> <p>You could say: “Now that we have our webs of related words, I’ll show you how to play a game called ‘Nonsense!’ Each group will have two teams of two. Sit across from each other with the cards placed face down between you. One partner from the first team will take a card and read it. The second team will talk together and decide if the card is true or nonsense. If it’s true, you’ll say, ‘True,’ and if it’s not true, say ‘Nonsense!’ In the corner of the card is a <i>T</i> for true or an <i>N</i> for nonsense. If the team’s answer matches the letter in the corner, the second team will get a point. If they’re wrong, the first pair gets the point. Here’s an example: <i>Cheating</i> is related to deceive. Is that true or nonsense? (pause for response) Right! It’s true. What about this one: Hot dogs are related to nonsense. That’s... (pause for response) Nonsense! Right.”</p> |

| | |
|----------------------|--|
| <p>YOU DO</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute the game cards and have students play the game.</p> <p>You could say: “Now let’s play ‘Nonsense!’ Remember, talk with your partner about whether what the card says is true or nonsense.”</p> <p>Monitor students as they play, providing feedback and support. You can have children keep score on scrap paper, but keeping score is optional.</p> |
| <p>CLOSE</p> | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Did you enjoy playing ‘Nonsense!’ today? You had to know the Words to Know, listen to what was on the card, and decide if it was true or nonsense. Now tell your partner which Words to Know go with these related words...”</p> <ul style="list-style-type: none"> • <i>sad</i> (miserable) • <i>baloney</i> (nonsense) • <i>stories</i> (narrator) • <i>lie</i> (deceive) <p>Now you can go home tonight and tell your family what is true and what is nonsense!”</p> |



narrator



listener



storyteller



author



miserable



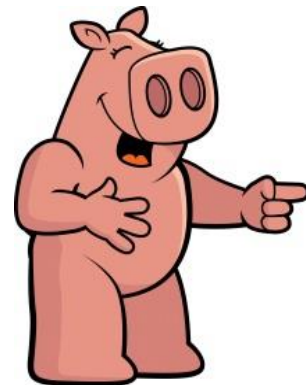
sad



depressed



hurt



happy
(opposite)



deceive



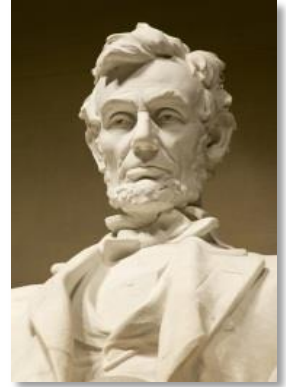
liar



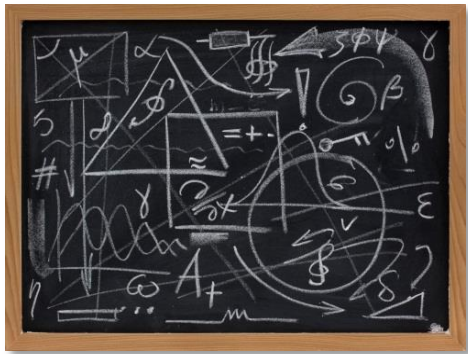
cheat



fool



honest
(opposite)



nonsense



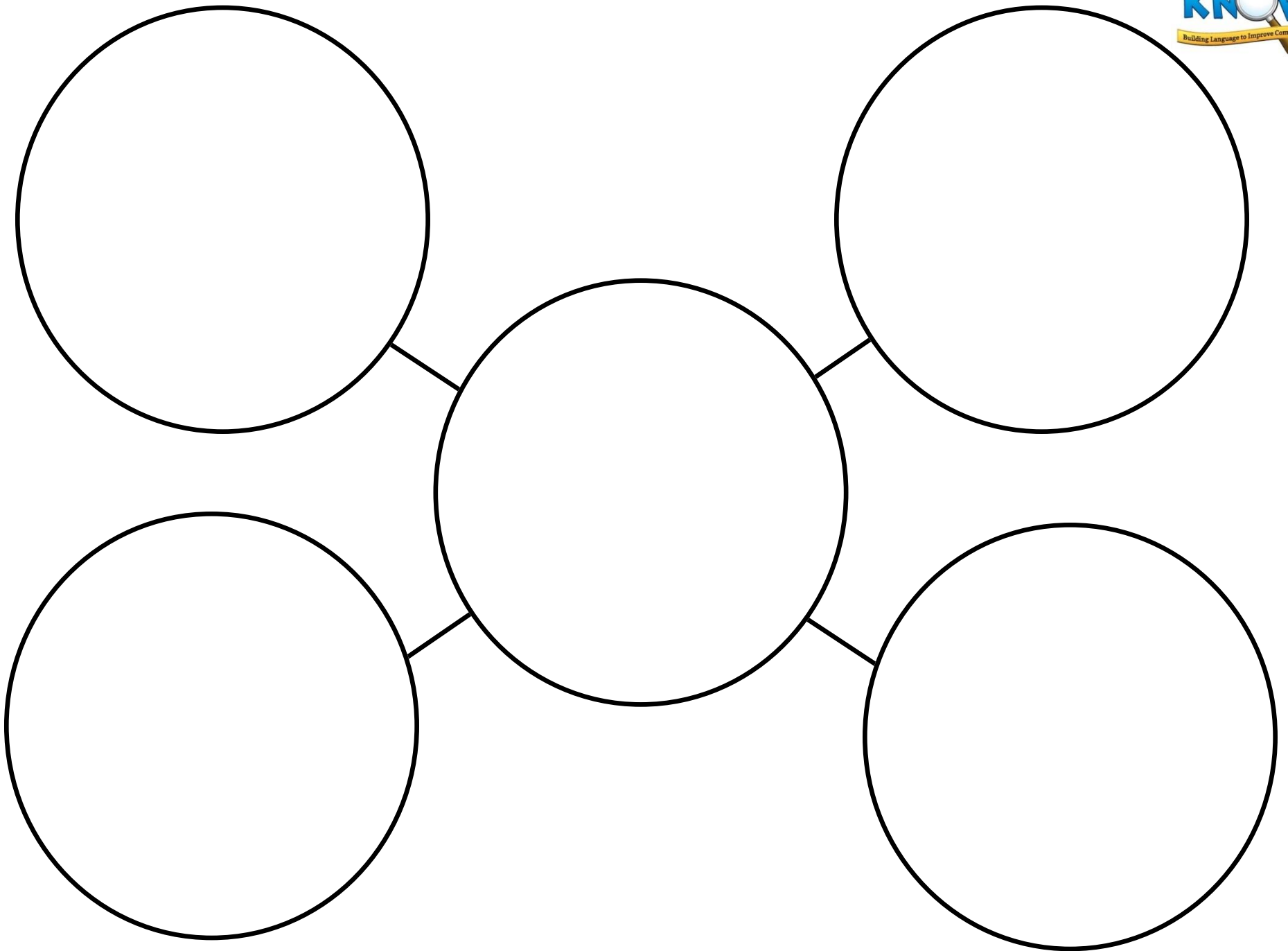
silly

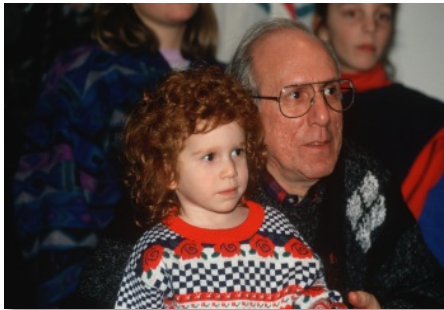


baloney



funny





listener



narrator



storyteller



author



sad



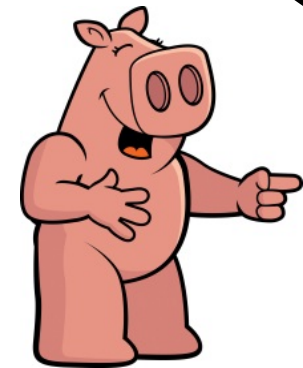
hurt



miserable



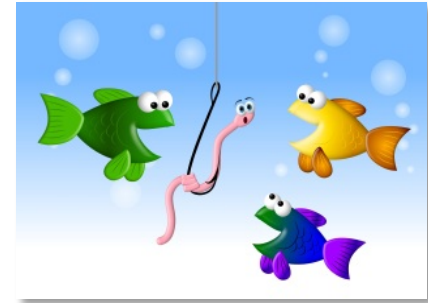
depressed



happy
(opposite)



cheat



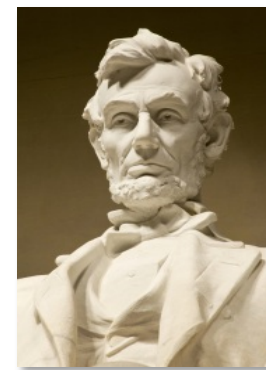
fool



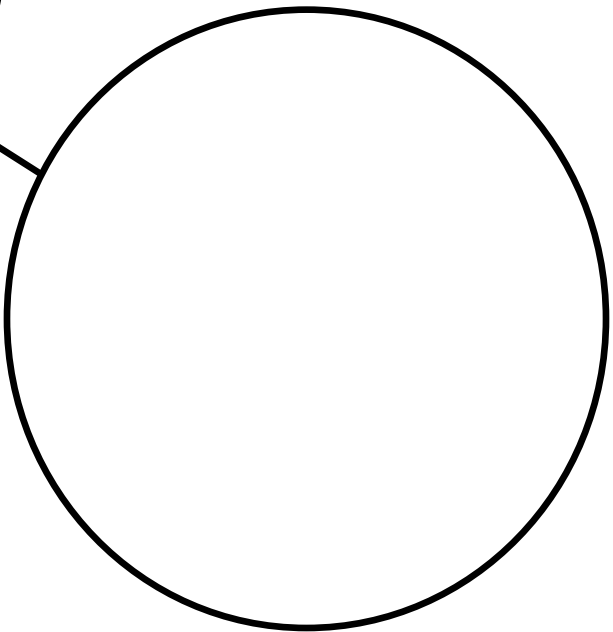
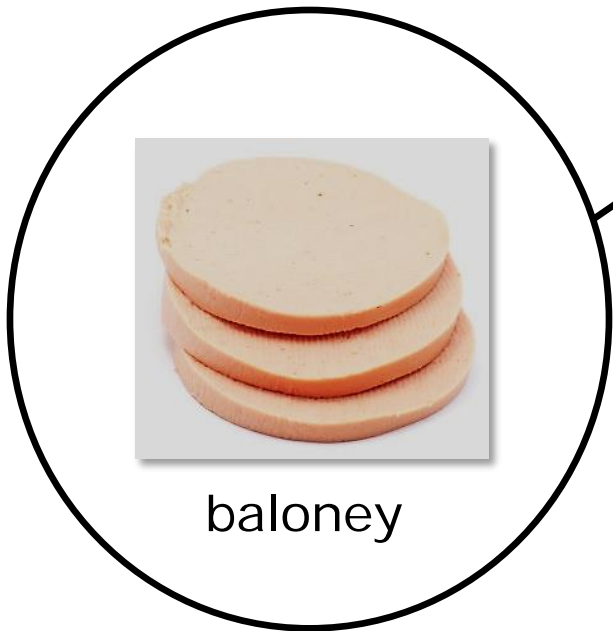
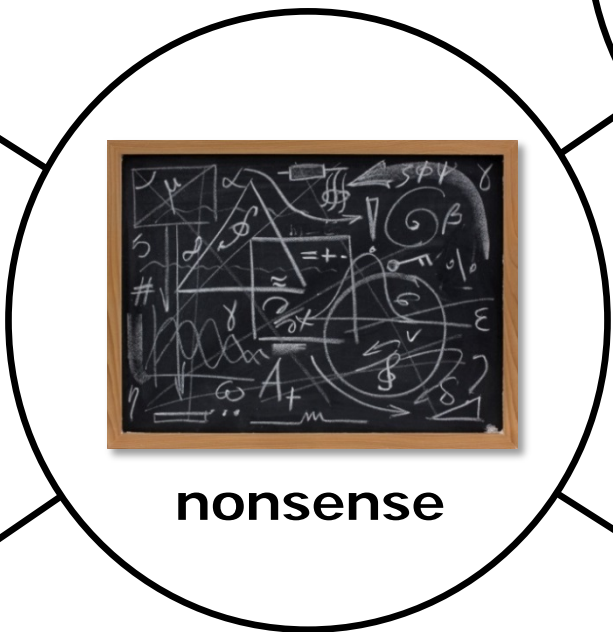
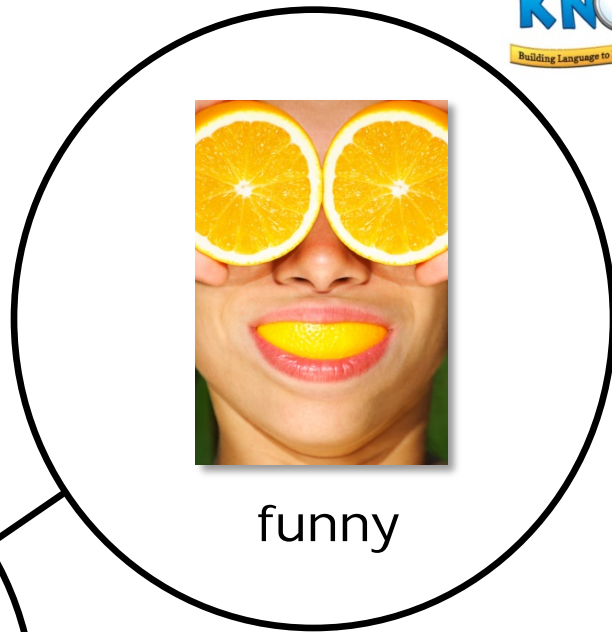
deceive

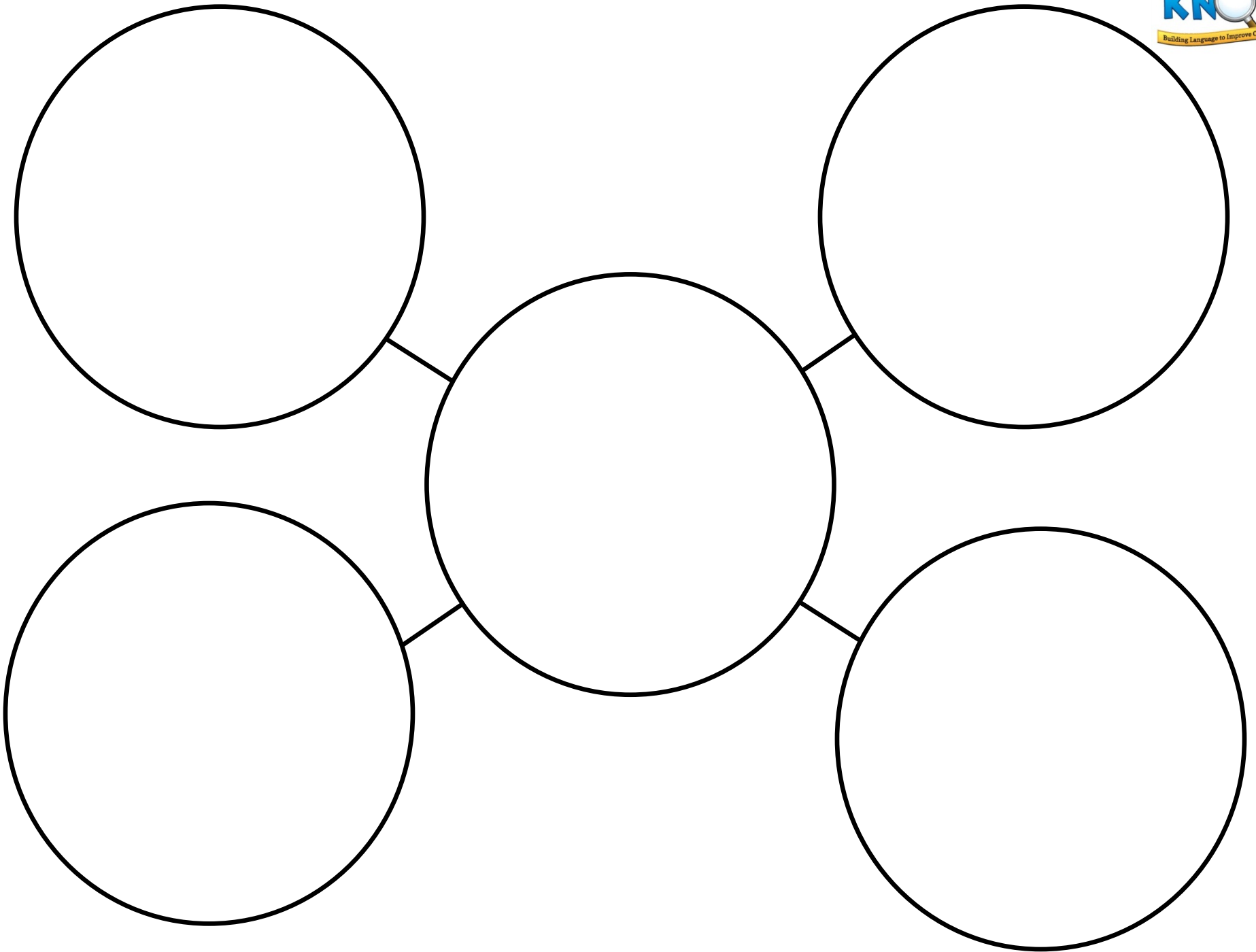


liar



honest
(opposite)





| | | | |
|--|--|---|--|
| <p><u>Nonsense</u> When something makes sense N</p> | <p><u>Deceive</u> To trick someone into believing something that isn't true T</p> | <p><u>Miserable</u> Very poor or happy N</p> | <p><u>Narrator</u> A person who tells the story T</p> |
| <p>The man was silly; he was saying nonsense. T</p> | <p>The girl told the truth to deceive her mom. N</p> | <p>When I'm sick, I'm miserable. T</p> | <p>The narrator didn't say a word. N</p> |
| <p>Making sense is related to nonsense. T</p> | <p>Watching is related to deceive. N</p> | <p>Apples are related to miserable. N</p> | <p>Stories are related to narrator. T</p> |
| <p>Hot dogs are related to nonsense. N</p> | <p>Cheating is related to deceive. T</p> | <p>Sad is related to miserable. T</p> | <p>Listening is related to narrator. T</p> |

| LET'S KNOW! GRADE 1 | FOLKTALES DESCRIPTION | TEXT MAPPING LESSON 4 |
|---|---|--------------------------|
| SHOW ME WHAT YOU KNOW! We'll perform a reader's theater presentation of <u>Anansi and the Moss-Covered Rock</u> . | | |
| TEACHING OBJECTIVES: <ul style="list-style-type: none"> Extract information from one text and translate it to another kind of text. Use adverbial phrases. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Using Think-Alouds LESSON TEXT: <ul style="list-style-type: none"> <u>Love and Roast Chicken</u> by Barbara Knutson TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: nonsense, deceive, narrator, miserable Teacher Journal Lesson #4 Student Journal Lesson #4 | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> An objective of this lesson is to use adverbial phrases. <ul style="list-style-type: none"> Adverbs are words that modify verbs, adjectives, or other adverbs. For example: <u>Yesterday</u> I went <u>to the store</u>. Adverb phrases consist of an adverb and any additional words that serve as modifiers. This lesson focuses on teaching adverbs of manner (how: <i>angrily, quickly</i>), time (when: <i>in the morning, yesterday</i>), and place (where: <i>next to the rock, here</i>). During the I Do routine, browse the text to find verbs and verb phrases to add to the top row of the chart in Teacher Journal Lesson #4. During the We Do routine, add verbs from the top row of the chart to the first column in the second row. Then help students generate adverb phrases for the three categories in the chart—<i>how, when, and where</i>. You can fill out the blank chart on teacher journal, p. 1 or use the completed version on p. 2. | | |
| LESSON ROUTINE | | |
| SET | <div style="border: 1px dashed black; padding: 5px; text-align: center;"> START THE LESSON WITH WRAP SET #1: NONSENSE, DECEIVE, NARRATOR, MISERABLE </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: “Does your mom or dad ever make a list of things they need to buy at the store? They write down thoughts that come to mind and change it into something else—words on a list. They transform one kind of information, a thought, into another kind of information, words on a list. Today our purpose is to transform information from our book <u>Love and Roast Chicken</u> into a chart of words from the text. Then we'll even do some more changing. We'll be like word wizards, transforming a book into a word list like good readers and writers can do.”</p> | |
| I DO | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the chart from the teacher journal. Model adding verbs from <u>Love and Roast Chicken</u> to the top row of the chart. You could say: “Our book <u>Love and Roast Chicken</u> has many words in it, but we're just interested in certain words today. I'm looking for verbs, action words that tell what the <i>characters</i> are doing. We'll read a little and write down some action words, or verbs. Sometimes the verb is a phrase with more than one word.</p> | |

"I'll read some sentences from our book out loud and pick out the verb or verb phrase..."

- **(read first sentence of text)** 'Was climbing' is the verb phrase that tells what Cuy was doing—he was climbing, so I'll write *was climbing* in the chart. **(add to chart)**
- **(read second sentence)** The next action word or verb is 'opened' so I will write *opened* in the chart. Another verb in this sentence is 'saw.'" **(add to chart)**

Generate adverb phrases for the verbs using the bottom row of the chart. Then form sentences using the verbs and adverb phrases. You could say:

"We have some good verbs in our chart. Now I can add more information to the verbs. I can add an *adverb* or *adverb phrase* to the action word. Adverbs and adverb phrases describe the verb a little more. I can say *how* it happened, *when* it happened, or *where* it happened. Adverb phrases can be one word, like *slowly*, or several words, like *in the morning*. Look at the first verb phrase we found—*was climbing*. Let's put that under *Verb* in the bottom row of our chart.

(model adding adverbs phrases to each column of the chart)

- Now I could say how Cuy climbed—*slowly*. 'Cuy climbed *slowly*.'
- I could describe when he climbed—*in the afternoon*. 'Cuy climbed *in the afternoon*.'
- I could also describe where he climbed—*up and down*. 'Cuy climbed *up and down the mountain*.'

(review phrases on chart) These adverbs and adverb phrases tell *how*, *when*, and *where* Cuy climbed.

"Then if I wanted, I could make a really long sentence with all the adverb phrases. I could say, '*In the afternoon, Cuy slowly climbed up and down the mountain.*' WOW! What an interesting sentence! It really describes what Cuy was doing using adverb phrases!"

WE DO

Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.

Work with students to add more verbs to the chart. Read aloud from the text, have students identify the verbs or verb phrases, and then add them to the top row. You could say:

"Let's add some more verbs to our chart.

- **(read first sentence on third page; 'Cuy thought fast...')** 'Cuy thought fast.' What's the action word here? What did Cuy do? **(pause for response)** Yes, he thought. Let's add *thought* to our list.
- **(read second sentence)** 'He squeezed under the edge of a great rock...' What did he do? **(pause for response)** Right. He squeezed. Let's add *squeezed* to our chart. '... and pressed up with his arms.' What did he do? **(pause for response)** Pressed. Good job.
- **(finish reading the spread; stop after first sentence on next page)** The first sentence on this page is 'Fox looked up again.' What did Fox do? **(pause for response)** He looked. We'll add *looked* to the list."

Work together to generate adverb phrases for the verbs using the bottom row of the chart. Then use the chart to form sentences. You could say:

"Now we have quite a few verbs. Let's add some more adverbs. Let's start with the verb *open*."

(add adverbs phrases to each column of the chart)

- How did Cuy open his mouth? Quickly? Slowly? With fear? **(pause for response)**
- When did he open it? **(pause for response)** We could add *yesterday* to the chart.
- Where? **(pause for response)** He opened it on the mountain. Let's add *on the mountain* to our chart.

Now we can make a funny sentence: '*Yesterday, Cuy quickly opened his mouth on the mountain.*'

| | |
|----------------------|--|
| | <p>“Let’s do one more and then you’ll get to make some adverb phrases. Let’s do the verb <i>squeezed</i>. (add adverbs phrases to each column of the chart)</p> <ul style="list-style-type: none"> • How did Cuy squeeze? (pause for response) He squeezed flat. Let’s put <i>flat</i> on our chart. • When did he squeeze? (pause for response) Let’s add <i>in the morning</i>. • Where? (pause for response) Under the rock. Right. <p>Now our sentence: ‘<i>In the morning, Cuy squeezed flat under the rock.</i>’ Amazing! You are like word wizards.”</p> |
| <p>You Do</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into pairs and pass out the student journal. You could say: “Now you and your partner will work together to make some adverb phrases from verbs. On your student journal is a chart of verbs. Under the chart is a word bank with adverb phrases that you can use to fill in the columns of the chart. You have columns for <i>how</i>, <i>when</i>, and <i>where</i>. Talk with your partner and take turns writing in the words that might fit for each category. An adverb phrase may fit in more than one box in the chart. When you’re finished with the chart, if you want a challenge, try making a sentence about Cuy using a verb and one or more of the adverb phrases from your chart. Good luck!”</p> <p>Circulate among students to provide support and feedback.</p> <p>Once all pairs are finished, regroup to have students share some of their sentences.</p> |
| <p>CLOSE</p> | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we took information from our book <u>Love and Roast Chicken</u>. What kind of phrases did we make? (pause for response) <i>Adverb phrases</i>. Adverbs can tell us three things: <i>how</i> it happened, <i>when</i> it happened, and <i>where</i> it happened. Tell your partner one adverb phrase that you used today. (allow talk time) We love to learn how to use words because words help us understand when we read and listen and express ourselves when we talk and write. Here’s a challenge for you tonight: Tell your family as much as you can about adverbs. They will think you are brilliant!”</p> |

Verb Phrases from Love and Roast Chicken

Cuy...

Adverb Phrases

Verb

How

When

Where

Verb Phrases from Love and Roast Chicken

Cuy...

was climbing
 opened
 saw
 thought
 squeezed
 pressed
 looked

Adverb Phrases

Verb

How

When

Where




was climbing

slowly

in the afternoon

up and down

Directions: Use the word bank to fill in adverb phrases for the verbs listed in the chart. Then write a sentence about Cuy using one or more adverb phrases.

| Adverb Phrases | | | |
|--|-----|------|-------|
| Verb + | How | When | Where |
| was climbing  | | | |
| was falling  | | | |
| ran  | | | |
| disappeared | | | |

Word Bank:

| | | | |
|----------------|----------------|-----------------|---------------------|
| today | in the morning | yesterday | in the mountains |
| from the sky | quickly | slowly | here |
| soon | away | to the store | from sight |
| a while ago | up and down | to the top | in a cloud of smoke |
| near the house | to his den | a long time ago | down |
| up | with his arms | all day | down the trail |

Try this... Use a verb and the adverb phrases above to write a sentence about Cuy.

_____ Cuy _____



WEEKLY LESSON PLANNER

FOLKTALES

| Week 2 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 |
|---------------------|--|--|--|--|
| Lesson Type | Integration | Read to Me | Text Mapping | Integration |
| Objectives | <ul style="list-style-type: none"> Retell a narrative including the <i>setting</i>, <i>characters</i>, and at least one episode (<i>goal</i>, <i>attempt</i>, and/or <i>outcome</i>). | <ul style="list-style-type: none"> Participate in collaborative conversations about Grade1 topics. Identify when text does not make sense. | <ul style="list-style-type: none"> Use noun phrases, verb phrases, and adverbial phrases. | <ul style="list-style-type: none"> Retell a narrative including the <i>setting</i>, <i>characters</i>, and at least one episode (<i>goal</i>, <i>attempt</i>, and/or <i>outcome</i>). |
| Lesson Texts | <ul style="list-style-type: none"> Love and Roast Chicken by Barbara Knutson | <ul style="list-style-type: none"> Anansi and the Moss-Covered Rock by Eric A. Kimmel | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> Anansi and the Moss-Covered Rock by Eric A. Kimmel |

Materials

| | | | | |
|-------------------------------------|---|---|---|---|
| Lesson Materials You Provide | <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard | <ul style="list-style-type: none"> Document camera Sticky notes | <ul style="list-style-type: none"> Containers (bags, cans, or jars) Lined paper | <ul style="list-style-type: none"> None recommended |
| Unit Materials Provided | <ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: nonsense, deceive, narrator, miserable Teacher Journal Lesson #5 | <ul style="list-style-type: none"> Fix-Up Strategies Poster Comprehension Monitoring Icons (optional) | <ul style="list-style-type: none"> Teacher Journal Lesson #7 Word strips for Lesson #7 | <ul style="list-style-type: none"> Teacher Journal Lesson #8 Student Journal Lesson #8 |



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

| LET'S KNOW! GRADE 1 | FOLKTALES DESCRIPTION | INTEGRATION LESSON 5 |
|---|--|-------------------------|
| SHOW ME WHAT YOU KNOW! We'll perform a reader's theater presentation of <u>Anansi and the Moss-Covered Rock</u> . | | |
| TEACHING OBJECTIVE: <ul style="list-style-type: none"> Retell a narrative including the <i>setting, characters</i>, and at least one episode (<i>goal, attempt, and/or outcome</i>). | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>Love and Roast Chicken</u> by Barbara Knutson TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: nonsense, deceive, narrator, miserable Teacher Journal Lesson #5 | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Begin the I Do routine by using teacher journal, p. 1 to review the story elements and the icons and shapes used to map them. Then retell the story, pointing to each element. During the latter part of the I Do routine, refer to the book as you demonstrate how to map the story; you may fill in the blank story map on teacher journal, p. 2 or reference the completed map on p. 3. Have students help you finish the story map during the We Do segment. Reserve enough time for students to use the story map to retell the story to their partners during the You Do routine. You may want to provide copies of teacher journal, p. 3 (completed story map) to students who need additional support. <i>Save the teacher journal for use in Lesson 11.</i> | | |
| LESSON ROUTINE | | |
| SET | <div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #2: NONSENSE, DECEIVE, NARRATOR, MISERABLE </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When I have a new place to visit, I like to use a map to help me get where I need to go. You might have a GPS in your car that tells you how to get to the place you're going. Today we are going to use a map of our story, <u>Love and Roast Chicken</u>. We'll use the story map to help us retell the story so we remember the important story elements. You don't want to take the wrong turn! If you know how to retell a story, you have a very special skill! You can use it every day when you read, write, and talk."</p> | |
| I Do | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display teacher journal, p. 1. You could say: "When we read <u>Love and Roast Chicken</u>, I noticed that there were many events in the story. We want to know all the story elements so we can use them for our story map. First let's review the story elements and story icons that we used before—(point to story icons) <i>setting, characters, goals, attempts, and outcome</i>. We've added one more element, <i>the end</i>. Our story map will have different shapes for each of the story elements to help us. You can see them beside the story icon.</p> <p>"Now let me be a narrator and tell the story... (point out the relevant story icons as you retell) 'Once there was a guinea pig named Cuy (<i>character</i>) who lived high in the Andes Mountains. (<i>setting</i>) He was looking for some food to eat (<i>goal</i>) when Fox (<i>character</i>) saw him and wanted to eat him! (<i>goal</i>) Fox cornered Cuy! (<i>attempt</i>)</p> | |

'Cuy thought fast and told Fox that the sky was falling; he had to hold up a rock so it wouldn't fall. **(attempt)** Fox believed him and held up the rock, letting Cuy escape. **(outcome)** Fox felt very silly after he realized Cuy had tricked him.

'Later, Fox caught Cuy again, **(attempt)** but Cuy convinced Fox that the world was ending in fire, so he had to dig a cave to survive. **(attempt)** Fox again believed him, and Cuy got away. **(outcome)** Fox was very angry with himself!

'Cuy decided to move to a farm **(setting)** so he would have more to eat and so Fox wouldn't eat him—he wanted to survive! **(goal)** He tricked the farmer **(character)** into giving him a job, but he ate the farmer's alfalfa at night. **(attempt)** The farmer wanted to protect his alfalfa, **(goal)** so he set a trap, caught Cuy, and tied him up. **(attempt)**

Then Fox came by and was going to eat Cuy, **(attempt)** but Cuy tricked Fox again! He tricked Fox into trading places with him by telling Fox he could marry the farmer's daughter and eat chicken every day. **(attempt)** When the farmer found Fox tied up in Cuy's place, he laughed and laughed at the silly fox. **(outcome)**

'At the end of the story, **(the end)** Cuy was free and full of alfalfa; Fox was still hungry, but he stayed away from Cuy!'

Phew! There were a lot of events in that story! But the story icons helped me include the important story elements in my retell."

Use the teacher journal to model how you would begin a story map. Fill in the blank map on p. 2 or explain the completed map on p. 3 as you browse the text. You could say:

"Now let's put all the story elements into a story map so we can remember to include the most important parts in our story retells. We will look at the book to help us map the story.

- First, we remember that the *setting* of the story takes place high in the Andes Mountains. There's also a *setting* at the farm that we see later in the story. **(point out or add settings)**
- There are three main *characters*, Cuy the Guinea Pig, Tío Antonio the Fox, and the farmer. We'll put the *characters* in their star shapes on the map..." **(point out or add characters)**

WE DO

Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.

Guide students as they help you complete the story map. Elicit responses about each story element and then fill in the appropriate story shapes.

You could say:

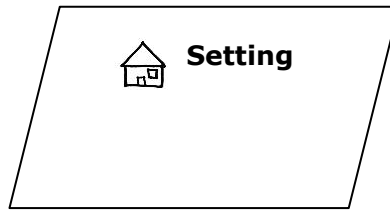
"I would like you to help me use the book to finish this story map..."

- What was Cuy's *goal*? What did he want to do? **(pause for response)** Yes, to survive! He wanted to eat and not get eaten by Fox!
- What about Fox's *goal*? **(pause for response)** Good thinking. He wanted to eat, either Cuy or chicken, right?
- Hmm... What was the farmer's *goal*? **(pause for response)** The farmer wanted to protect his alfalfa crop.
- Now let's talk about the *attempts* in the story. **(you may wish to refer to the completed map on p. 3 as you map the many attempts)**
 - What about Fox's *attempts*? What did he do first? **(pause for response)** He caught Cuy and was going to eat him. But what was Cuy's *attempt*? How did he survive? **(pause for response)** Right, he tricked Fox into holding up the rock.
 - Next Fox tries again. He catches Cuy—that's his *attempt*—but what does Cuy do? **(pause for response)** He tricks Fox into digging a cave and survives again. So far, Cuy is reaching his *goals*, but Fox isn't!
 - Then Cuy decides that to eat and not get eaten, he'll have to go where? **(pause for response)** Yes, to the farm. That's his next *attempt*—he tricks the farmer into giving him a job. Then he eats all the alfalfa he wants at night. Smart idea!

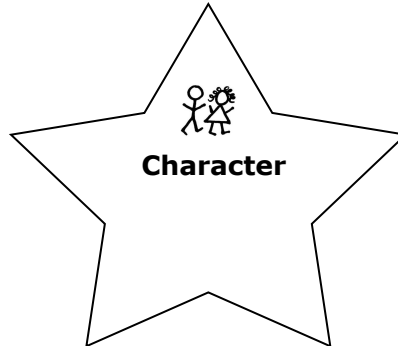
| | |
|----------------------|--|
| | <ul style="list-style-type: none"> ○ But the farmer is pretty smart, too. He needs to protect the alfalfa, so what's his <i>attempt</i>? (pause for response) Yes, he sets a trap. And what is the <i>outcome</i> of that? (pause for response) Cuy gets caught and tied up! ○ It looks like Cuy is not going to survive... But then what happens? Fox comes by and finds Cuy, his next <i>attempt</i>. But Cuy has another <i>attempt</i>, too. He tricks Fox into taking his place by telling him he can marry Florinda and eat roast chicken every night. Then Cuy escapes again. Silly Fox! When the farmer finds Fox, he laughs and laughs. • So, what is the <i>outcome</i> for Fox? (pause for response) After all his <i>attempts</i>, he never caught Cuy, right? What's the <i>outcome</i> for Cuy? (pause for response) He gets away every time and survives! He met his <i>goal</i>, didn't he? • How would you describe <i>the end</i>? Fox is still hungry, but he stays away from Cuy. Cuy is free and full!" <p>Use the completed story map to practice retelling the story as a class before moving to independent practice.</p> |
| <p>You Do</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Display teacher journal, p. 3 or your completed story map. You could say: "Now it's time for you to be a narrator. Partners will retell the story to each other. Older partners can start first, and then younger partners can go. When both partners have had turns being narrators, signal me with a thumbs-up that you're finished." Circulate the room to listen to students' retells, providing support and feedback as needed.</p> |
| <p>CLOSE</p> | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: "Poor Fox—he got tricked so many times in this story! I hope he learns his lesson. You are definitely learning how to retell a story! Tell your partner at least three of the story elements we used today. (allow talk time) It's good to be able to retell a story because we tell events or stories every day in school and at home. Here's a challenge: Tell your family the story of <u>Love and Roast Chicken</u> so they can laugh at Fox too!"</p> |

Story Elements

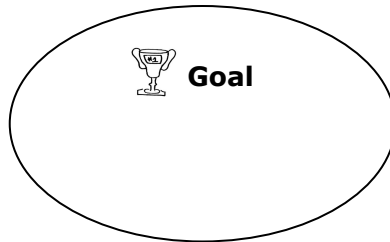
Setting—Time and place where a story happens



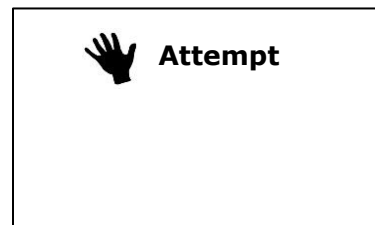
Characters—Who is in the story



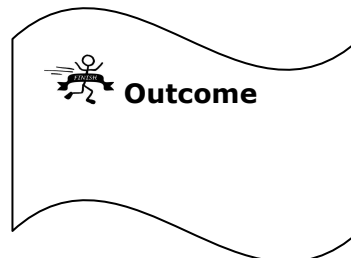
Goals—What the characters aim for



Attempts—What the characters try to do




Outcome—What happens to their attempts




The End—what happens at the very end




Love and Roast Chicken Story Map


 **Setting**
High in the
Andes Mountains


 **Character**
Cuy the
Guinea Pig


 **Setting**
The farm


 **Character**
Tio Antonio
the Fox


 **Goal**


 **Character**
The farmer


 **Goal**


 **Attempt**


 **Goal**


 **Attempt**


 **Attempt**


 **Attempt**

 **Attempt**

 **Attempt**

 **Outcome**

 **Outcome**

 **Outcome**

 **The End!**

Love and Roast Chicken Story Map



Setting

High in the Andes Mountains



Character

Cuy the Guinea Pig



Character

Tio Antonio the Fox



Goal

To survive



Setting

The farm



Character

The farmer



Goal

To eat



Attempt

Tricked Fox into holding up the rock and going in the cave



Goal

To protect his alfalfa



Attempt

Caught Cuy but got tricked by Cuy



Attempt

Tricked the farmer to get a job at the farm



Attempt

Set a trap



Attempt

Found Cuy but traded places with him



Attempt

Tricked Fox to trade places with him



Outcome

Trapped Cuy; tied him up



Outcome

Never caught Cuy; was still hungry



Outcome

Got away and survived every time



The End!

Cuy was free and full. Fox stayed away from him!

| LET'S KNOW! GRADE 1 | FOLKTALES DESCRIPTION | READ TO ME LESSON 6 |
|---|--|------------------------|
| SHOW ME WHAT YOU KNOW! We'll perform a reader's theater presentation of <u>Anansi and the Moss-Covered Rock</u> . | | |
| TEACHING OBJECTIVES: <ul style="list-style-type: none"> Participate in collaborative conversations about Grade1 topics. Identify when text does not make sense. | | |
| TEACHING TECHNIQUES: <ul style="list-style-type: none"> Rich Discussion Comprehension Monitoring LESSON TEXT: <ul style="list-style-type: none"> <u>Anansi and the Moss-Covered Rock</u> by Eric A. Kimmel TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share Group Discussion | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Fix-Up Strategies Poster Comprehension Monitoring Icons (optional) | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Preview <u>Anansi and the Moss-Covered Rock</u>. Use sticky notes to mark pages where you will model comprehension monitoring or prompt students to monitor their comprehension. For example: <ul style="list-style-type: none"> (first page) Stop after the first sentence and wonder why the author wrote "walking, walking, walking." Suggest that this is a folktale, which was told orally. Perhaps folktales sometimes use repeated phrases for effect. (first page) Clarify what <i>moss</i> means based on the illustration. (third page; "KPOM! Down fell Anansi again...") Act confused after "... strange hmm-hmmmmm hmm." Then reread and explain why Anansi isn't saying the whole sentence. (fifth page; at Lion's house) Clarify the meaning of <i>yams</i>, which are similar to sweet potatoes by asking questions, looking up the word, or using picture clues. (seventh page; "KPOM! Down fell Lion...") After Lion falls asleep, clarify the meaning of the phrase 'made off with' by rereading the whole sentence. (eighteenth page; "But all this time...") On the page where Little Bush Deer appears, wonder about the meaning of <i>shy</i>. Reread, ask questions, or look at the illustration to determine the meaning. Review the Comprehension Monitoring technique and the fix-up strategies. Use of the Comprehension Monitoring Icons (Makes Sense/Doesn't Make Sense signs) is optional; you may choose to have students raise their hands or give a thumbs-down signal when they don't understand the text. Allow plenty of time after reading for students to engage in an extended discussion over multiple conversational turns. Discussion questions are included in the You Do section, but you could use others. | | |
| LESSON ROUTINE | | |
| SET | <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Our last book was a trickster tale; the guinea pig tricked the fox and the farmer. Today we have another trickster tale from Africa. In this story, Anansi is a spider that tries to trick other <i>characters</i>. Anansi is a very famous <i>character</i> in African tales. He will try to trick other animals, similar to Cuy the Guinea Pig in <u>Love and Roast Chicken</u>. This story is a little bit different, however, and we'll see if Anansi succeeds in tricking the other animals. As we read, we're going to make sure that we understand the story, and then we'll discuss some ideas from the story at the end. We always need to understand what we're reading and hearing so we can make sense, not nonsense!"</p> | |

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| <p>I Do</p> | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: “I’ll review the strategies we can use if we don’t understand something we read or hear... (point to Fix-Up Strategies Poster)</p> <ul style="list-style-type: none"> • You can reread the sentences that you don’t understand. • You can ask questions. • You can look at the illustrations, or pictures, to help you understand. • If you don’t know the meaning of a word, you can look up the meaning of the word. <p>We’ll use most of these strategies today to help us monitor our comprehension.”</p> <p>Model comprehension monitoring as you begin reading the story. Stop at ‘stumbling blocks’ and use fix-up strategies to repair your comprehension.</p> <p>You could say: (stop after first sentence of text) [hold up the confused icon or raise your hand] “I’m wondering why the author repeats the word <i>walking</i> three times. (hold up Doesn’t Make Sense icon) It says, ‘Anansi the Spider was walking, walking, walking...’ I ask myself, what kind of a story is this? I know this is a folktale, and folktales are stories that were told over and over again out loud. Perhaps in folktales, storytellers often liked to repeat words.</p> <p>(continue reading and stop after ‘strange moss-covered rock’) “I’m not sure what <i>moss</i> is. If I look at the rock in the picture, I see some green stuff, like a plant growing on the rock. I think that’s what <i>moss</i> is. It’s a ‘moss-covered rock,’ so the moss would be what’s covering the rock.”</p> |
| <p>WE DO</p> | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Pass out the Comprehension Monitoring Icons or remind students of your chosen signal. Continue reading and have students signal when they don’t understand the text. Then guide them to use appropriate fix-up strategies to repair their understanding.</p> <p>You could say: “As I read, it’s your job to let me know if things don’t make sense by [holding up the Doesn’t Make Sense sign]. Then we’ll use one of our fix-up strategies to help us make sense of what we read...” Work through at least two more stumbling blocks with students as you read the rest of the story. Be sure to allow plenty of time for rich discussion after reading.</p> <p>If students do not monitor their comprehension independently, you could prompt them using the additional examples provided under Special Instructions. For example:</p> <ul style="list-style-type: none"> • After reading the fifth page (at Lion’s house), guide students to clarify the meaning of <i>yams</i>. You could say: “Lion has <i>yams</i>. That’s a funny name! (show icon/signal) Do you know what <i>yams</i> are? (pause for response) How can we find out? Do you see a clue in the picture? (pause for response) Great thinking! I know that yams are like sweet potatoes, which we often eat at Thanksgiving. These yams in the picture look a lot like sweet potatoes. In Africa, people eat yams as part of their diet. It looks like the animals in our story like yams, too.” • After reading the seventh page (where Lion falls down), clarify the meaning of the phrase “made off with.” You could say: “This says that Anansi ‘made off with’ Lion’s yams. (show icon/signal) I don’t know what that means. How can we figure it out? (pause for response) I think we could reread this sentence to see if that clears things up. (reread) Oh, I see. It says he ran back to Lion’s house, so I bet he stole the yams. ‘Made off with’ must mean he took them. That makes sense since Anansi wanted the yams so badly; he was trying to trick Lion so he could steal the yams for himself.” |

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| <p>YOU DO</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “This time the trickster got tricked! Poor Anansi. He worked so hard to trick others and then he was tricked. Now let’s answer some questions from the story...”</p> <p>You could use the following questions to facilitate rich discussion:</p> <ul style="list-style-type: none"> • Why did Anansi trick his friends to get their food rather than get food for himself? • How did Bush Deer succeed in tricking Anansi instead of getting tricked like all the other animals? • How do you think Anansi felt after he woke up and realized that all the food was gone? |
| <p>CLOSE</p> | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we read another trickster story about a spider and some animals. We made sure we understood what we read and used our fix-up strategies to figure things out when we were confused. Tell your partner the four things you can do if something is confusing when you read or listen to a story. (allow talk time) Understanding what you’re reading or hearing is very important! We don’t want to read or hear nonsense. We want to understand everything that we’re reading! At home tonight, tell your family the four things you can do when you don’t understand what you’re reading.”</p> |



Fix-Up Strategies



Reread



Ask questions



Use picture clues



Find the meaning of a word

Directions: Cut out and laminate the Comprehension Monitoring Icons.



Directions: Cut out and laminate the Comprehension Monitoring Icons.



| LET'S KNOW! GRADE 1 | FOLKTALES DESCRIPTION | TEXT MAPPING LESSON 7 |
|---|---|--------------------------|
| SHOW ME WHAT YOU KNOW! We'll perform a reader's theater presentation of <u>Anansi and the Moss-Covered Rock</u> . | | |
| TEACHING OBJECTIVE: | | |
| <ul style="list-style-type: none"> Use noun phrases, verb phrases, and adverbial phrases. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Using Think-Alouds LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Containers (bags, cans, or jars) Lined paper UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #7 Word strips for Lesson #7 | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Cut the word strips and put them into separate containers for each category— adjectives, nouns, verb phrases, and adverb phrases. Place each container in a different part of the room. Students will take one word strip from each category (container) to make a sentence. <ul style="list-style-type: none"> A <i>noun</i> is a word that labels a person, place, or thing (e.g., <i>farmer, lion, fox, and zebra</i>). An <i>adjective</i> is a word that describes a noun (e.g., <i>old, strange, wise, and striped</i>). A <i>verb</i> expresses action or a state of being (e.g., <i>fell, was sitting, ran, and stopped</i>). An <i>adverb phrase</i> is a word or group of words that modifies a verb, adjective, or another adverb (e.g., <i>to the rock, yesterday, slowly, again, and over there</i>). Use teacher journal, p. 1 to show examples of noun phrases, verb phrases, and adverb phrases. You can use teacher journal, p. 2 to write the sentences you develop using the chart on p. 1. | | |
| LESSON ROUTINE | | |
| SET | <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: “When someone tells me, ‘Go get that one,’ I get frustrated because I don’t know what they’re talking about—they didn’t give me enough information. They need to add more description. If they say, ‘Get me the red ball that is under the table,’ I know exactly what they want. When they add more information using more descriptive words, I can make a picture in my head. Today our purpose is to use words and phrases that are more descriptive to make sentences. You will be amazed at how long some of your sentences will be! When we can describe what we see or understand what others describe to us, we know that we are able to make pictures in our brains. That’s a very good thing!”</p> | |
| I DO | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #7 and explain the categories in the chart. You could say: “We’re going to describe <i>characters</i> from our two folktales today. We will use the kinds of words I have in this chart to describe our <i>characters</i>.</p> <ul style="list-style-type: none"> Look at this column in the chart. (point to second column/nouns) The words for these <i>characters</i> are called <i>nouns</i>. Nouns are people, places, or things. Our <i>characters</i> are either people or animals, so they’re nouns. I want to describe our <i>characters</i>, so I’m going to add an <i>adjective</i>, a word that describes a noun. (point to first column) When you add an adjective to a noun, you have a <i>noun phrase</i>. I’ll read all of the adjectives I could use: <i>clever, silly, strange, miserable, old, magic, wise, striped</i>. I could use an adjective like <i>clever</i> or <i>wise</i> to describe a noun... I could say ‘the <i>clever</i> farmer’ or ‘a <i>wise</i> fox.’ These are noun phrases; the adjective gives us more information about the <i>character</i>. Notice that we also add <i>a</i> or <i>the</i> to the noun phrase. | |

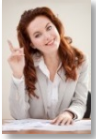







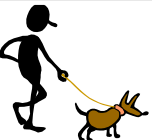




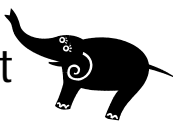










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| | <ul style="list-style-type: none"> We're not finished; we need some action. We talked about verbs and adverb phrases in another lesson. We learned that <i>verbs</i> are action words and that <i>adverb phrases</i> can describe how, when, or where the action takes place. <ul style="list-style-type: none"> Here are some verb phrases that I chose: <i>climbed, looked, walked, fell, was sitting, ran, went, stopped</i>. We can use the verb phrases to describe what our <i>characters</i> did. I could say, 'A wise fox <i>looked...</i>' That's an okay sentence, but I really need more information. I could add an adverb phrase like <i>behind the leaves</i> or <i>over there</i>. Then my sentence would be, 'A wise fox looked <i>over there</i>.' Adding an adverb phrase gives me even more information. Now my sentence describes who looked, what they looked at, and where they looked. We want to be as clear as we can when we describe something." <p>Model using the chart to create another descriptive sentence. You could say: "Let's put what we've learned together to try another combination from our chart: (point to words/phrases) 'Yesterday, a strange spider climbed into a coconut tree.' Wow! I made a good sentence! I used an adverb at the beginning—<i>yesterday</i>—and another adverb phrase at the end—<i>into a coconut tree</i>. The adverbs tell when and where the spider climbed. I also added the adjective <i>strange</i> to describe the spider. I could choose <i>a</i> or <i>the</i> for my noun phrase. My sentence is very descriptive!"</p> |
| <p>WE DO</p> | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to create more sentences using the chart from the teacher journal. You could say: "Now you can help me make some really descriptive sentences using noun phrases, verb phrases, and adverb phrases.</p> <ul style="list-style-type: none"> Which <i>character</i> should we use? (pause for response) Okay, let's use the [lion]. Now let's add an adjective. (pause for response) [<i>Silly</i>]. Do we want to add <i>the</i> or <i>a</i>? (pause for response) Now we have a noun phrase: '[the silly lion].' Next we need action, a verb or verb phrase. (pause for response) [<i>Fell</i>] will work. And an adverb phrase? (pause for response) [<i>Beside the path</i>]. <p>So here is our sentence: 'The silly lion fell beside the path.' Excellent!</p> <p>"Let's try another. This time we're going to use two adverb phrases. Let's see if we can do it..."</p> <p>Work with students to craft a sentence with two adverb phrases. For example:</p> <ul style="list-style-type: none"> '<i>Last week a magic zebra was sitting on the porch.</i>' The miserable lion went to the rock again. |
| <p>YOU DO</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into pairs. You could say: "What good descriptions we included in our sentences. Now you'll make some on your own. Around the room are containers with each type of word. Each of you will get one word strip from each of the word category jars: nouns, adjectives, verb phrases, and adverb phrases. Your job is to work with your partner to create two sentences from the words. You can trade the word strips between each other to make both sentences sound right. When you have your sentences, write them on a piece of paper and then we'll share some with the class. Sometimes your sentences might not make much sense, and that's okay."</p> <p>Circulate among students to provide support as they create sentences using the word strips.</p> <p>Once students have created their sentences, regroup to share sentences as a class.</p> |

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

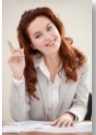
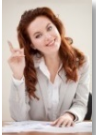
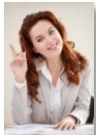



























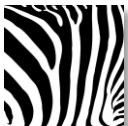
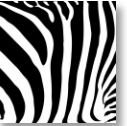
“What amazing sentences you made from noun phrases, verb phrases, and adverb phrases! You used words that described the *characters*, what they did, and how, when, or where they did it. You are becoming word wizards because you can use words like magic! Tell your partner the three kinds of phrases that we used to make our sentences today. **(allow brief talk time)** When you write or talk, make sure you include descriptions so others know exactly what you are saying. Then they can make a picture in their heads because you gave them a good description.”

















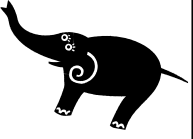
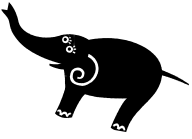
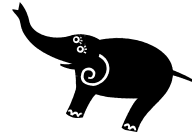
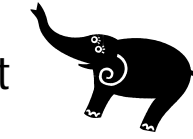



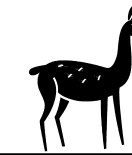





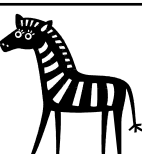
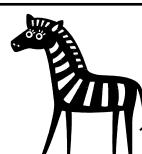

| NOUN PHRASES <i>adjective + noun</i> | | VERB PHRASES | | ADVERB PHRASES <i>how, when, where</i> | |
|---|---|---|---------------------|---|--|
| clever  | farmer  | climbed  | into a coconut tree | away | |
| silly  | guinea pig  | looked  | down | slowly | |
| strange  | spider  | walked  | behind the leaves | in the morning | |
| miserable  | lion  | fell  | into the forest | yesterday | |
| old  | elephant  | was sitting  | on the porch | last week | |
| magic  | bush deer  | ran  | beside the path | again | |
| wise  | fox  | went  | to the rock | over there | |
| striped  | zebra  | stopped  | to the house | quickly | |

SAMPLE SENTENCES

a wise bush deer looked over there

yesterday a strange spider climbed into a coconut tree

| ADJECTIVES | ADJECTIVES | ADJECTIVES | ADJECTIVES |
|---|---|---|---|
| clever  | clever  | clever  | clever  |
| silly  | silly  | silly  | silly  |
| strange  | strange  | strange  | strange  |
| miserable  | miserable  | miserable  | miserable  |
| old  | old  | old  | old  |
| magic  | magic  | magic  | magic  |
| wise  | wise  | wise  | wise  |
| striped  | striped  | striped  | striped  |

| NOUNS | NOUNS | NOUNS | NOUNS |
|---|---|---|---|
| farmer  | farmer  | farmer  | farmer  |
| guinea pig  | guinea pig  | guinea pig  | guinea pig  |
| spider  | spider  | spider  | spider  |
| lion  | lion  | lion  | lion  |
| elephant  | elephant  | elephant  | elephant  |
| bush deer  | bush deer  | bush deer  | bush deer  |
| fox  | fox  | fox  | fox  |
| zebra  | zebra  | zebra  | zebra  |

ADVERB PHRASES

ADVERB PHRASES

into a
coconut tree



away



into a
coconut tree



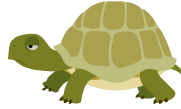
away



down



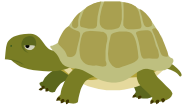
slowly



down



slowly



behind
the leaves



in the
morning



behind
the leaves



in the
morning



into the
forest



yesterday

into the
forest



yesterday

on the porch



last week

on the porch



last week

beside
the path



again

beside
the path



again

to the rock



over there



to the rock



over there



to the house



quickly









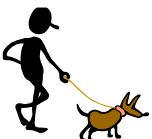


















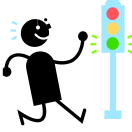






to the house



quickly



| VERB PHRASES | | VERB PHRASES | |
|---|---|---|---|
| climbed  | climbed  | climbed  | climbed  |
| looked  | looked  | looked  | looked  |
| walked  | walked  | walked  | walked  |
| fell  | fell  | fell  | fell  |
| was sitting  | was sitting  | was sitting  | was sitting  |
| ran  | ran  | ran  | ran  |
| went  | went  | went  | went  |
| stopped  | stopped  | stopped  | stopped  |

| LET'S KNOW! GRADE 1 | FOLKTALES DESCRIPTION | INTEGRATION LESSON 8 |
|---|---|-------------------------|
| SHOW ME WHAT YOU KNOW! We'll perform a reader's theater presentation of <u>Anansi and the Moss-Covered Rock</u> . | | |
| TEACHING OBJECTIVE: <ul style="list-style-type: none"> Retell a narrative including the <i>setting, characters</i>, and at least one episode (<i>goal, attempt, and/or outcome</i>). | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>Anansi and the Moss-Covered Rock</u> by Eric A. Kimmel TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> None recommended UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #8 Student Journal Lesson #8 | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Teacher journal, p. 1 includes an unfinished story map that you may fill in during the lesson. You may also reference the completed map on p. 2 if you prefer. During the I Do routine, use the completed story map on teacher journal, p. 2 as you retell the story. During the We Do routine, you may either refer to the completed map on p. 2 or fill in the partially completed map on p. 1 as you review the story elements for <u>Anansi and the Moss-Covered Rock</u>. During the You Do routine, display the completed story map to support students as they retell the story. <i>Save the teacher journal for use in Lesson 11.</i> | | |
| LESSON ROUTINE | | |
| SET | <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I love to hear storytellers when they're at the library. They use their voices to make stories come to life! I can see in my head what they're describing with their words. Today our purpose is to retell the story of <u>Anansi and the Moss-Covered Rock</u>. We'll use words to tell the story, describing what happened when the trickster got tricked! Students who can retell stories really understand what the stories mean."</p> | |
| I Do | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display teacher journal, p. 2 and model retelling the story. You could say: "I have a story map of <u>Anansi and the Moss-Covered Rock</u>. I'll use it to retell the story; then we'll map the story elements and you'll get a chance to retell the story to your partners. Listen to my retelling... (point out the relevant elements on the map as you retell the story)</p> <p>'One day Anansi the spider went walking through the forest. He found a magic rock that made him fall asleep. He decided to use it to steal food from the other animals.</p> <p>'First he went to Lion's house. Lion had a lot of yams. Anansi wanted the yams, but he was too lazy to dig them. "Do you want to walk in the cool forest?" asked Anansi. "I certainly do," said Lion. Anansi led him to the magic rock. "Isn't that a strange moss-covered rock," said Lion. KPOM! Down went Lion. Anansi ran to his house and took his yams.</p> <p>"Then Anansi went to Elephant's house. He had a pile of bananas. "Do you want to walk in the cool forest?" asked Anansi. "I certainly do," said Elephant. Anansi led him to the magic rock. "Isn't that a strange moss-covered rock," said Elephant. KPOM! Down went Elephant. Anansi ran to his house and took his bananas. Then Anansi tricked all of the other animals in the same way. He took all of their food.</p> | |

'But Little Bush Deer was hiding in the forest and saw Anansi trick all of the animals. She wanted to teach Anansi a lesson. She gathered coconuts, took them home, and waited for Anansi. Then he walked to her house. "Do you want to walk in the cool forest?" asked Anansi. "I certainly do," said Little Bush Deer. Anansi led her to the magic rock and said, "Look over there. Do you see what I see?" Little Bush Deer said, "No, Anansi, I don't see anything." Anansi said, "Look carefully. Do you see it?" Little Bush Deer said, "No, Anansi, I don't see anything." Anansi got very angry and then said, "Say it!" "Say what, Anansi?" "Say, 'Isn't that a strange moss-covered rock?'" said Anansi. KPOM! Down went Anansi.

'Little Bush Deer gathered the other animals. They went to Anansi's house and took back all of their food. When Anansi got back to his house, all of the food was gone. You would think Anansi would have learned his lesson, but he is still playing tricks!

"What did you think of my retelling of the Anansi story? Did I include the key story elements?"

Use the teacher journal to model how you would begin a story map. Fill in the blank map or explain the completed map as you browse the text. You could say:

"Now let's put all the story elements into a story map so we can remember to include the most important parts in our story retells. We will look at the book to help us map the story.

- Let's begin with the *setting*—near a forest in Africa.
- We had a *problem* in this story, didn't we? There was a magic rock that put the *characters* to sleep.
- The *characters* are Anansi, Little Bush Deer, and the other animals.
- We know that Anansi was lazy; he found a magic rock and wanted to use it to steal the other animals' food that they had gathered. That was his *goal*.
- Little Bush Deer watched what Anansi was doing, and her *goal* was to teach Anansi a lesson."

WE DO

Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.

Guide students as they help you complete the story map. Elicit responses about each story element and then fill in the appropriate story shapes.

You could say:


"I would like you to help me use the book to finish this story map..."


- What was Anansi's first *attempt*? **(pause for response)** Yes. He went to Lion's house and tricked him so he could steal his food. Then what was the second *attempt*? **(pause for response)** He did the same thing to Elephant. Then he tricked all the other animals, right? Those can go in this first *attempts* box.
- What was the *outcome* of these *attempts*? **(pause for response)** Right. Anansi had all of the food!
- But who was watching Anansi? **(pause for response)** Little Bush Deer. What did she do, or what was her *attempt*? **(pause for response)** Good thinking. She gathered coconuts and waited for Anansi.
- Anansi's next *attempt* was to trick Little Bush Deer, right? But this time what happened? **(pause for response)** Little Bush Deer tricked him! That was her next *attempt*. She got Anansi to say the magic words.
- So what was the *outcome*? **(pause for response)** The animals got back all their food.
- At *the end*, the animals had their food back. But what about Anansi? He didn't have food, and he didn't learn his lesson. He's still trying to trick people."


Use the completed story map to practice retelling the story as a class before moving to independent practice.


| | |
|----------------------|--|
| <p>YOU DO</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Display teacher journal, p. 2 or your completed story map. You could say: “Now you and a partner can practice. Pretend that you are a storyteller at a library and have little children in front of you. You are a narrator retelling the story of Anansi the spider to them. To help you remember the <i>characters</i>, you have a student journal with pictures of all the major <i>characters</i> in the story. Use the story map and the pictures to help you retell the story. Your partner will tell you if you miss any story elements.”</p> <p>Circulate the room to provide support and feedback as students retell the story.</p> |
| <p>CLOSE</p> | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Perhaps we’ll need to tell the media specialist here at our school that we have a classroom of storytellers! You can tell the story very well. At the very end of the unit, we’ll have a reader’s theater and retell the story of <u>Anansi and the Moss-Covered Rock</u> in a little different way. When you get home tonight, retell the story to your family. They will think you are a good storyteller, too.”</p> |


 **Setting**
Near a forest
in Africa


 **Characters**
Anansi the spider

 **Goal**

 **Attempt**

 **Outcome**


 **Attempt**


 **Outcome**

Anansi and the Moss-Covered Rock Story Map

 **Characters**
Little Bush Deer

 **Goal**

 **Attempt**


 **Outcome**


 **The End!**

Problem
Magic rock
put characters
to sleep

 **Characters**
Lion, Elephant,
Rhino, Hippo,
Giraffe, Zebra


 **Goal**

 **Attempt**


 **Outcome**


 **Setting**
Near a forest
in Africa

Problem
Magic rock
put characters
to sleep


 **Characters**
Anansi the
spider


 **Goal**
Use the magic rock
to steal food

 **Characters**
Lion, Elephant,
Rhino, Hippo,
Giraffe, Zebra

 **Attempt**
Tricked Lion, Elephant
and the other animals;
took their food

 **Goal**
Gather food and
then relax


 **Outcome**
Anansi had all
of the food


 **Attempt**
Anansi tricked them,
took their food


 **Characters**
Little
Bush Deer


 **Goal**
Teach Anansi
a lesson


 **Attempt**
Gathered food;
tricked Anansi with
the magic rock

 **Outcome**
Had no food

 **Attempt**
Tried to trick Bush
Deer but got tricked

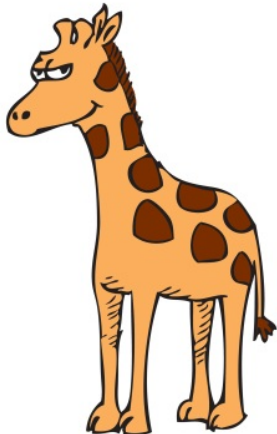
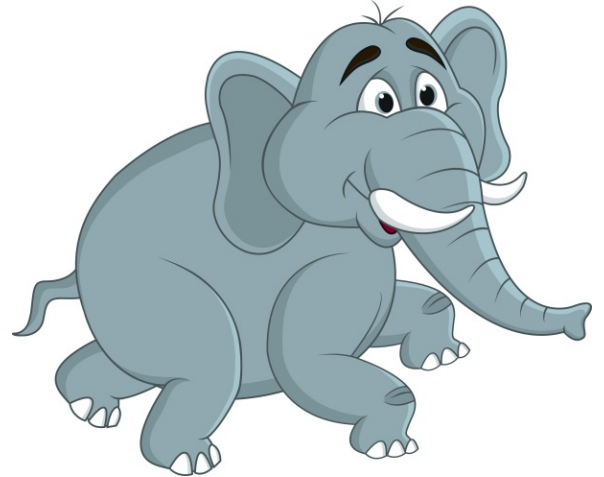
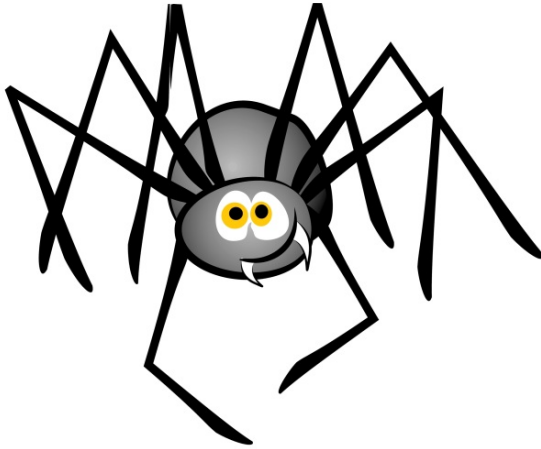
 **Outcome**
Animals took
their food

 **Outcome**
Animals took
back food

 **The End!**
The animals got their food;
Anansi did not learn
his lesson

Student Journal

Folktales – Lesson 8








WEEKLY LESSON PLANNER

FOLKTALES

| Week 3 | Lesson 9 | Lesson 10 | Lesson 11 | Lesson 12 |
|---------------------|---|--|---|--|
| Lesson Type | Words to Know | Words to Know | Text Mapping | Integration |
| Objectives | <ul style="list-style-type: none"> Define target vocabulary with a simple definition. Use a variety of words. | <ul style="list-style-type: none"> Identify semantic relationships among content words. | <ul style="list-style-type: none"> Identify similarities and differences across story elements in different narratives. | <ul style="list-style-type: none"> Identify the purpose of a text and discuss why the author may have made certain choices. |
| Lesson Texts | <ul style="list-style-type: none"> <u>Love and Roast Chicken</u> by Barbara Knutson <u>Anansi and the Moss-Covered Rock</u> by Eric A. Kimmel | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> <u>Love and Roast Chicken</u> by Barbara Knutson <u>Anansi and the Moss-Covered Rock</u> by Eric A. Kimmel | <ul style="list-style-type: none"> <u>Anansi and the Moss-Covered Rock</u> by Eric A. Kimmel |

Materials

| | | | | |
|-------------------------------------|---|---|--|--|
| Lesson Materials You Provide | <ul style="list-style-type: none"> None recommended | <ul style="list-style-type: none"> Lined paper | <ul style="list-style-type: none"> None recommended | <ul style="list-style-type: none"> None recommended |
| Unit Materials Provided | <ul style="list-style-type: none"> Vocabulary Picture Cards: absurd, perform, humor, peer Words to Know rings: absurd, perform, humor, peer  | <ul style="list-style-type: none"> Teacher Journal Lesson #10 (print or digital)   Words to Know rings: absurd, perform, humor, peer | <ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: absurd, perform, humor, peer Teacher Journal Lesson #11 Teacher Journal from Lesson #5 Teacher Journal from Lesson #8 | <ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: absurd, perform, humor, peer Teacher Journal Lesson #12 Student Journal Lesson #12 |



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

| LET'S KNOW! GRADE 1 | FOLKTALES DESCRIPTION | WORDS TO KNOW LESSON 9 |
|---|--|---------------------------|
| SHOW ME WHAT YOU KNOW! We'll perform a reader's theater presentation of <u>Anansi and the Moss-Covered Rock</u> . | | |
| TEACHING OBJECTIVES: <ul style="list-style-type: none"> Define target vocabulary with a simple definition. Use a variety of words. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> <u>Love and Roast Chicken</u> by Barbara Knutson <u>Anansi and the Moss-Covered Rock</u> by Eric A. Kimmel TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> None recommended UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: absurd, perform, humor, peer Words to Know rings: absurd, perform, humor, peer | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Cut out the remaining word strips (absurd, perform, humor, and peer) and attach them to the Words to Know rings. The I Do and We Do routines are combined in this lesson. For the You Do activity, students will play Charades, or act out the Words to Know. Support students in understanding that they must 'act out' the words without speaking; provide models as needed. WORDS TO KNOW <ul style="list-style-type: none"> absurd: Something that is silly or foolish perform: To carry out a special action humor: Something that's funny peer: To look closely at something; Someone the same age | | |
| LESSON ROUTINE | | |
| SET | <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "New words are very fun to learn. I learned a new word—<i>gobo</i>. It's a screen that covers a camera lens to keep out the light. <i>Gobo</i>. Today you have the privilege of learning four new Words to Know—absurd, perform, humor, and peer. They are on your word rings, and we'll talk about them. Then you can put them in your brain and use them to understand what you read or hear and to express what you want to say. Good deal!"</p> | |
| I Do/ WE DO | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Pass out the Words to Know rings. Use the rings, Vocabulary Picture Cards, the lesson text, and other contexts to introduce the Words to Know.</p> <p>You could say: "Our first Word to Know is absurd. Say absurd... Find the word absurd on your word rings. Read with me from your word ring: Absurd means 'something that is silly or foolish.' We are studying another Word to Know related to absurd—do you remember which word? (pause for response) Nonsense! That's right.</p> | |

- **(show Vocabulary Picture Card)** Here's a picture of something **absurd**. It's silly; dogs don't listen to MP3 players or wear headphones!
- In Love and Roast Chicken, Fox did some **absurd** things, like holding up a rock and trading places with Cuy. In Anansi and the Moss-Covered Rock, Anansi did something **absurd**—he tried to trick the animals with the magic rock and take their food. It was **absurd**.
- Clowns often look **absurd**. If you wore your bathing suit to school, you would look **absurd**. What can you think of that would be **absurd**—silly or foolish? **(pause for response)**
- Read from your word ring with me again: **Absurd** means 'something that is silly or foolish.'
- Think of something else that is **absurd** and tell your partner.
- Now take turns with your partner explaining what **absurd** means...

(perform)

"Our next word is **perform**. Say **perform**... Find it on your word rings. Read with me: **Perform** means 'to carry out a special action.'

- **(show Vocabulary Picture Card)** Here's a picture of a conductor and orchestra **performing**. They are carrying out the concert.
- In Love and Roast Chicken, Cuy had to **perform** for the farmer—he pretended to be a farm worker, and then he **performed** his job as a farm worker.
- You have to **perform** at school, doing your school work in a certain way. Actors **perform** in front of people. When you sing for your parents, you **perform** for them. You are a **performer**.
- Read from your word rings with me: **Perform** means 'to carry out a special action.'
- Tell your partner one kind of **performer**.
- Now take turns with your partner explaining what **perform** means...

(humor)

"Find the word **humor** on your Words to Know rings. Say **humor**... Now read with me: **Humor** means 'something that's funny.'

- **(show Vocabulary Picture Card)** Here's a picture of **humor**. The boy looks funny or **humorous**.
- Both Love and Roast Chicken and Anansi and the Moss-Covered Rock include **humor**. We say they are **humorous**. They are funny. They make us laugh. What are some parts of these stories that you thought were **humorous**? **(pause for response)**
- When you watch funny TV shows like comedies, you are watching **humorous** shows. Jokes are **humor**. The comics in the newspaper are also **humor**.
- Read from your word ring with me again: **Humor** is 'something that's funny.'
- Now take turns with your partner explaining what **humor** means...

(peer)

"Our last Word to Know is **peer**. Say **peer**... Find the word **peer** on your word rings. Read with me: **peer** means 'to look closely at something.' It also has another meaning, which is 'someone the same age.'

- **(show Vocabulary Picture Card)** Here's a picture of **peer**. The girl is **peering** over the book. She is looking over it.
- In Love and Roast Chicken, Fox '**peered** through the rocks covering the entrance' to the den. **(show page)** He looked closely out the entrance of the den to see what was happening outside. He **peered** out.
- You could **peer** at a gift to try to find out what's inside! You could **peer** out the classroom door if you were looking for the principal in the hallway. You might **peer** out the window when someone rings the doorbell to check who it is. Another meaning of **peer** is someone the same age. All of the first grade students in our school are **peers**; they are the same age.
- Read from your word ring with me again: **Peer** means 'to look closely at something.' It also means 'someone the same age.'
- Tell your partner which part of your body you use to **peer** at something.
- Now take turns with your partner explaining the two things **peer** means..."

| | |
|----------------------|--|
| <p>YOU DO</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into pairs and explain the Charades activity. You could say: “Today you’re going to play Charades with your partner. When you play Charades, you act out a word without saying anything. For example, if my word was absurd, I would look very sad and miserable. (demonstrate) I want my partner to think of the word, but I can only use my face and body, not my words. Find a spot on the floor with your partner. Use your Words to Know rings and take turns acting out each of the words. Make sure that each of you acts out all four words and that you don’t use any words; let your partner guess your word by your expressions and motions.”</p> <p>Circulate the room to provide feedback and support. If time allows, you could have a few students perform their words for the class.</p> <p>Once students are finished, have them use the words in sentences. You could say: “Now choose one word and make a sentence with that word; tell your partner the sentence.”</p> <p>Provide feedback and support as students develop their sentences.</p> |
| <p>CLOSE</p> | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “You have many new words in your head and today we learned four more Words to Know. Tell your partner the four new Words to Know you learned today. (allow talk time) Words help us say what we want to say more clearly. I could say, ‘I <i>looked</i> in the window,’ or I could say, ‘I peered in the window.’ I like the second sentence better. It describes what I want to say better than the first sentence. If you agree, raise your hand... Tonight, tell your family the four Words to Know we learned today. You can be a teacher tonight.”</p> |

| LET'S KNOW! GRADE 1 | FOLKTALES DESCRIPTION | WORDS TO KNOW LESSON 10 |
|---|--|----------------------------|
| SHOW ME WHAT YOU KNOW! We'll perform a reader's theater presentation of <u>Anansi and the Moss-Covered Rock</u> . | | |
| TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify semantic relationships among content words. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Lined paper UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #10 (print or digital) Words to Know rings: absurd, perform, humor, peer | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... If using the print version of the teacher journal, cut out the images for your word webs. Make copies of the blank web included with the teacher journal, if needed. You can display the digital teacher journal, place the images from the print journal on the blank word web, or create your own webs on chart paper. You may generate other related words than those provided in the lesson. For the You Do activity, students will work in pairs to write answers to the 'quiz' on a sheet of paper. After the quiz, you may choose to have students check their answers. WORDS TO KNOW <ul style="list-style-type: none"> absurd: Something that is silly or foolish perform: To carry out a special action humor: Something that's funny peer: To look closely at something; Someone the same age SUGGESTED RELATED WORDS <ul style="list-style-type: none"> absurd: (synonyms) <i>silly, foolish, nonsense, goofy</i> perform: (synonyms) <i>act, behave</i>; (examples) <i>singers, dancers</i> humor: (synonyms) <i>funny, silly, jokes</i> peer: (synonyms) <i>examine, see</i>; (antonym) <i>glance</i>; (synonyms) <i>classmates, similar, friends</i> | | |
| LESSON ROUTINE | | |
| SET | <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I know how much you LOVE tests and quizzes! If you know the answers, though, you don't mind taking a test. You might actually enjoy taking a test if you know the material. Today we'll work more on our Words to Know; then at the end I'll give you a quiz. Don't panic! You will know these words so well that you'll pass the quiz with no problem. When you know a lot of words, you have a large vocabulary, and that helps you understand what you read and express yourself clearly when you talk."</p> | |
| I DO | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Think aloud as you model filling in a word web. Use the digital teacher journal and discuss the related words presented, or add words to your own web using the print teacher journal.</p> <p>You could say: "First let's talk more about the Words to Know so you can know them so well you'll pass the quiz at the end. Let's start with the word absurd. (point to teacher journal or web) We know that absurd means 'something that is silly or foolish.' So, something that is absurd is <i>silly or foolish</i>. (point out words or add them to word web)</p> | |

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| | <p>“Now look at the picture of absurd on your Words to Know ring. The dog is absurd, or <i>goofy</i>, right? (point out or add word to web) We’ve already said that another Word to Know that means about the same as absurd is <i>nonsense</i>. Instead of saying, ‘Nonsense!’ when something is silly, you could say, ‘That’s absurd!’ (point out or add nonsense to web)</p> <p>(review related words on web) “All of these words—<i>nonsense</i>, <i>silly</i>, <i>foolish</i>, and <i>goofy</i>—are related to absurd. They mean about the same thing.”</p> |
| WE DO | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to create webs for the remaining words, inviting them to choose related words and explain why they are related.</p> <p>You could say: “Let’s work on these next word webs together. The first is perform. (display teacher journal, p. 2 or new web) It means ‘to carry out a special action.’ We know that <i>singers</i> and <i>dancers</i> perform. (point out or add words to web) What other words do you think of? (elicit responses and add ideas to web or point out words on the digital journal) <i>Act</i> is a good related word. When you <i>act</i>, you perform. <i>Behave</i> is another related word. You <i>behave</i> in a certain way. Performing is not just on stage. When you perform your school work, you carry out a special action in school. (review web) Let’s say all the related words together: <i>singer, dancer, act, behave</i>.</p> <p>(peer) “Now how about peer? It means ‘to look closely at something.’ What other words come to mind? (elicit responses and add ideas to web) <i>See</i> and <i>examine</i> are both related words. Do you <i>glance</i> at something when you peer? (pause for response) No, <i>glance</i> is almost the opposite of peer. When you peer, you look at something closely. <i>Glance</i> is related because it is an opposite.</p> <p>“Now let’s talk about the other meaning of peer, ‘someone the same age.’ Name some of your peers. Who are they? (pause for response) Your <i>classmates</i>. <i>Classmate</i> is a related word for peer. Your peers are often <i>similar</i> to you. (point out or add words to web) They are peers. (review web) Let’s say all of the related words for peer that mean to look closely: <i>see</i> and <i>examine</i>. Now let’s list the related words that mean someone the same age: <i>classmates</i> and <i>similar</i>.</p> <p>(humor) “Finally, let’s work on a web for humor. It means ‘something that’s funny.’ Think of other words. (elicit responses and add ideas to web) <i>Funny, silly, and joke</i> are all related words. Tell your neighbor another related word for humor...”</p> |
| YOU DO | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Administer an informal Words to Know quiz. Have students write their answers in pairs.</p> <p>You could say: “Now get out one piece of lined paper for you and your partner. I’m going to read some sentences. Talk with your partner, choose the word that answers the question, and write it down. You can use your Words to Know rings to help you. When we’re done, we’ll quickly check your answers. Ready?”</p> <ol style="list-style-type: none"> 1) Which word would you use if you told a <i>joke</i>? (humor) 2) Which word describes something a <i>singer</i> does? (perform) 3) Which word describes what you’re doing when you <i>look</i> at something? (peer) 4) Would wearing a giant pair of clown shoes to school be peer or absurd? (absurd) 5) What would you do at a job—perform or absurd? (perform) 6) Who is someone your age? (peer) 7) When something is <i>silly</i>, it’s _____. (absurd or humorous) |

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| | <p>8) What is a <i>comedy</i> show full of? (humor) 9) Which word goes with <i>classmates</i>? (peer) 10) Which word goes with carrying out a special action?" (perform) You may choose to have students check their responses by reading out the correct answers.</p> |
| CLOSE | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: "Did you enjoy taking a quiz when you knew all the answers? Tell your partner which words go with these related words..."</p> <ul style="list-style-type: none"> • <i>behave</i> (perform) • <i>joke</i> (humor) • <i>goofy</i> (absurd) • <i>examine</i> (peer) <p>I know you're learning many new words. It's fun when you can use your new words, so use them as much as you can. Go home tonight and when your family watches a <i>comedy</i>, tell them they're watching humor! When something silly comes on the show, say, "That's absurd!" When a <i>classmate</i> wants to play, you can say, 'My peer wants to play with me.' When you watch a <i>singer, dancer, or actor</i>, you can say, 'I like their performance.' You'll be hot stuff!"</p> |



absurd



silly



goofy



foolish



perform



behave



act



singer



dancer



peer



see



examine



classmate



similar



humor



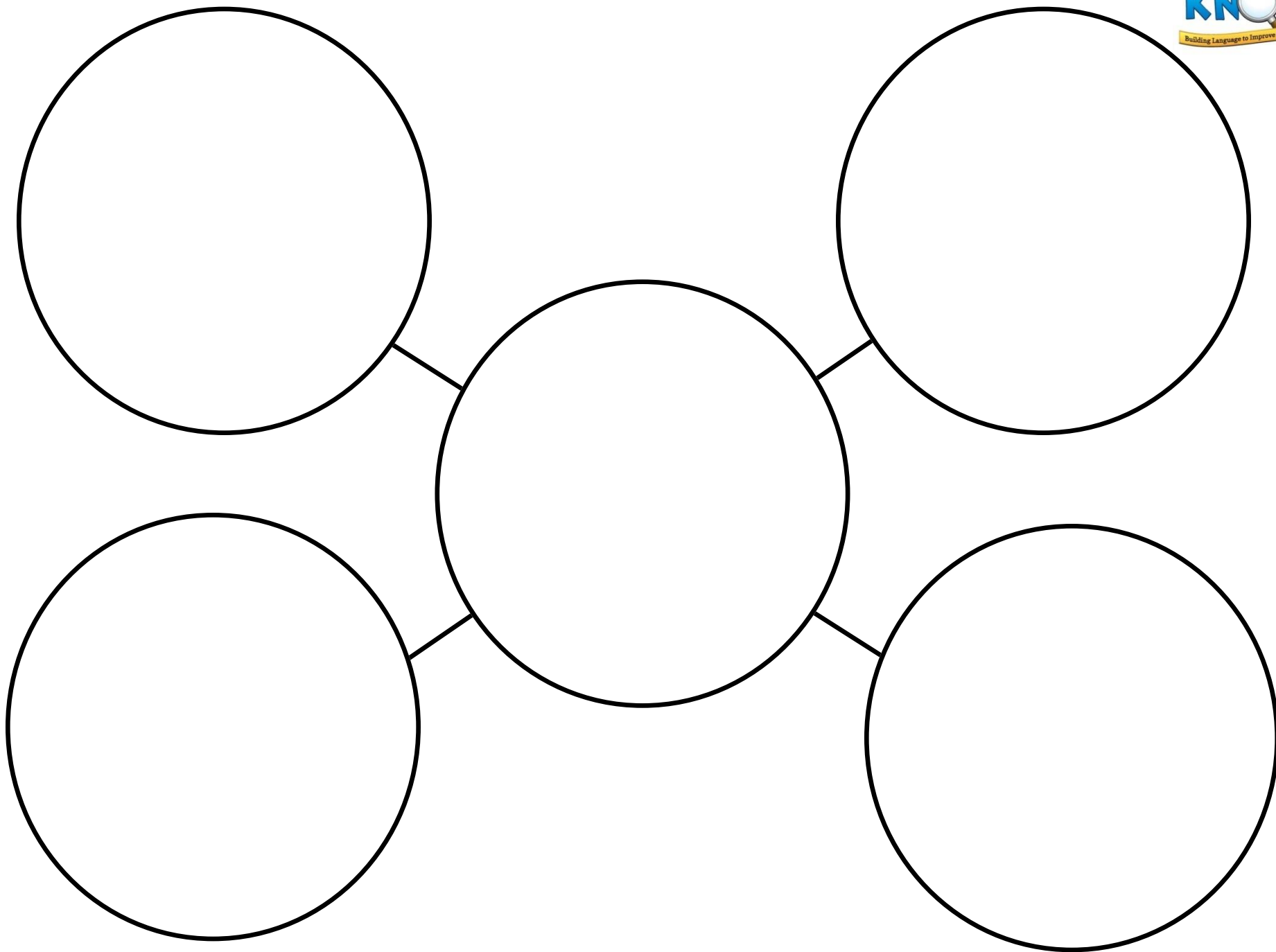
silly



funny



joke





silly



absurd



foolish



goofy



behave



singer



perform



act



dancer



see



classmate



peer



examine



similar



silly



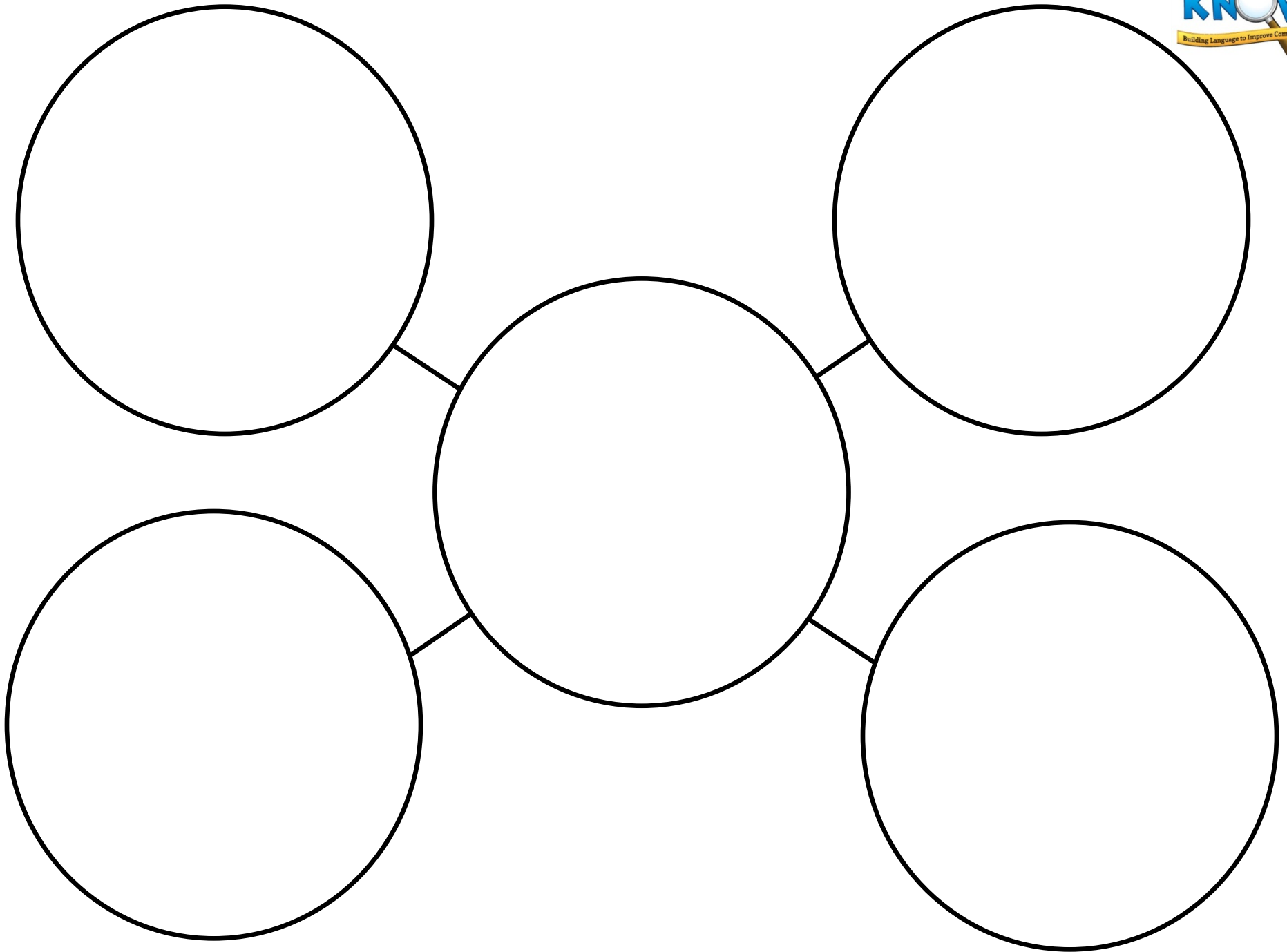
funny



humor



joke



| LET'S KNOW! GRADE 1 | FOLKTALES DESCRIPTION | TEXT MAPPING LESSON 11 |
|--|---|---------------------------|
| SHOW ME WHAT YOU KNOW! We'll perform a reader's theater presentation of <u>Anansi and the Moss-Covered Rock</u> . | | |
| TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify similarities and differences across story elements in different narratives. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Using Think-Alouds LESSON TEXTS: <ul style="list-style-type: none"> <u>Love and Roast Chicken</u> by Barbara Knutson <u>Anansi and the Moss-Covered Rock</u> by Eric A. Kimmel TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> None recommended UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: absurd, perform, humor, peer Teacher Journal Lesson #11 Teacher Journal from Lesson #5 Teacher Journal from Lesson #8 | |
| SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Today, you will guide students to identify similarities and differences between the story elements in <u>Love and Roast Chicken</u> and <u>Anansi and the Moss-Covered Rock</u>. Fill in the Venn diagram from Teacher Journal Lesson #11 as you discuss the stories. Refer to the teacher journals from Lessons 5 and 8 for specific story elements from the lesson texts. | | |
| LESSON ROUTINE | | |
| SET | <div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #3: ABSURD, PERFORM, HUMOR, PEER </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you ever compare things? For example, do you compare how tall you are with your friends? Or on the first day of school, did you compare your new classroom with your classroom from the previous year? Today we're going to compare story elements from our two stories, <u>Love and Roast Chicken</u> and <u>Anansi and the Moss-Covered Rock</u>. We'll see how the <i>setting, characters, goals, attempts, and outcomes</i> are similar and different. You can really understand what you're reading when you can compare story elements like we're going to do today. We're becoming experts in comprehension!"</p> | |
| I DO | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #11 and explain the Venn diagram. Demonstrate how you would compare and contrast one story element.</p> <p>You could say: "I'm going to use a Venn diagram to help us see how the two stories we have read are alike and different. Differences will be in the outer circles and the things that are similar will go in the shared part of the circles, in the middle. I'll start, and then we'll do some comparisons together.</p> <p>"I'll do the easiest story element first, the <i>setting</i>. <u>Love and Roast Chicken</u> takes place in the Andes Mountains in South America. <u>Anansi and the Moss-Covered Rock</u> takes place in Africa. The book doesn't tell us that information, but I know that there are many other Anansi stories from Africa that you could find in the library if you're interested. He's a silly trickster and gets into lots of trouble! I'll write <i>South America</i> in the left circle and <i>Africa</i> in the right circle. (add to diagram)The two <i>settings</i> really don't have much in common, so let's leave that blank."</p> | |

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| <p>WE DO</p> | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to compare and contrast the remaining story elements and complete the Venn diagram.</p> <p>You could say: “Let’s look at the remaining story elements together. We’ll start with <i>characters</i>.</p> <ul style="list-style-type: none"> • What <i>characters</i> are in <u>Love and Roast Chicken</u>? (pause for response) Cuy the Guinea Pig, Tío Antonio the Fox, and the farmer. (add to diagram) • How about in <u>Anansi and the Moss-Covered Rock</u>? (pause for response) Yes, Anansi and Little Bush Deer are the main <i>characters</i>. Lion, Elephant, and the other animals are more minor <i>characters</i>. (add to diagram) • When you compare them, are there things that are the same? (pause for response) Well, both stories have tricksters, Cuy and Anansi. Little Bush Deer isn’t really a trickster because she just wanted to teach Anansi a lesson. (add <i>trickster character</i> to center of diagram) <p>“What about <i>goals</i>?</p> <ul style="list-style-type: none"> • What is Cuy’s <i>goal</i>? (pause for response) Right. Cuy wanted to survive! He wanted to eat and not be eaten by Fox. Fox wanted to do what? (pause for response) Yes, eat Cuy or chickens. (add <i>goals</i> to diagram) • Now, what about Anansi? (pause for response) Yes, Anansi wanted to trick the animals out of their food because he was lazy. Remind me of Little Bush Deer’s <i>goal</i>. (pause for response) To teach Anansi a lesson. (add <i>goals</i> to diagram) • Is there anything in common between the <i>goals</i> in these stories? Think... (pause for response) Good thinking. Food! <i>Characters</i> in both stories were trying to get food. (add <i>food</i> to center of diagram) <p>“What about the <i>attempts</i> in our stories?</p> <ul style="list-style-type: none"> • In <u>Love and Roast Chicken</u>, Fox catches Cuy three times but gets tricked. Cuy does survive by his <i>attempts</i> to trick Fox, right? (add <i>attempts</i> to diagram) • What about Anansi? (pause for response) Yes, he <i>attempts</i> to trick the other <i>characters</i> to steal their food. At first he gets free food, but then Little Bush Deer tricks him—that was her <i>attempt</i>. (add <i>attempts</i> to diagram) • Is there anything in common between the <i>characters’ attempts</i> in the two stories? (pause for response) Let’s say the tricks worked for Cuy and Bush Deer! (add to diagram) For Anansi, they only worked until he was tricked by Little Bush Deer. Fox’s <i>attempts</i> never worked at all!” |
| <p>YOU DO</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now with your partner, I want you to discuss the <i>outcomes</i> and <i>the end</i> of each of the stories. Talk about how they’re the same and how they’re different. Then we’ll fill in the remainder of the Venn diagram with your answers.”</p> <p>Circulate the room to make sure students are discussing similarities <i>and</i> differences between the stories. Provide prompts and support as needed.</p> <p>After students have had ample time to discuss, regroup and have each pair share ideas. Complete the diagram as a class.</p> |

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

“I’m very impressed with you today. You discussed how story elements are the same and different in our two stories. Tell your partner the six story elements that we compared today. **(allow brief talk time)** In high school and college, students do the same thing that you did today! You are becoming experts in comprehension! Tonight when you get home, compare two things for your family, telling them how they are the same and different.”



Love and Roast Chicken

Anansi and the Moss-Covered Rock

different

same

different



| LET'S KNOW! GRADE 1 | FOLKTALES DESCRIPTION | INTEGRATION LESSON 12 |
|--|--|--------------------------|
| SHOW ME WHAT YOU KNOW! We'll perform a reader's theater presentation of <u>Anansi and the Moss-Covered Rock</u> . | | |
| TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify the purpose of a text and discuss why the author may have made certain choices. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> <u>Anansi and the Moss-Covered Rock</u> by Eric A. Kimmel TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share Group Discussion | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> None recommended UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: absurd, perform, humor, peer Teacher Journal Lesson #12 Student Journal Lesson #12 | |
| <p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Today students will make choices to develop an alternate version of <u>Anansi and the Moss-Covered Rock</u>. The teacher journal provides a chart for you to list alternate story elements. The chart on teacher journal, p. 2 has already been started with notes on the story and potential alternatives, if you wish to use it. The student journal depicts a chart similar to the one on the teacher journal. During the You Do activity, students will work in pairs to create an alternate version of the story. They may write, draw, or verbally relate their selections of story elements. | | |
| LESSON ROUTINE | | |
| SET | <div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #4: ABSURD, PERFORM, HUMOR, PEER </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When I got up this morning, I chose to wear these clothes. I chose what I wanted for breakfast and whether I wanted to bring a lunch or buy one. I chose when I wanted to leave my house and where to park my car. I made quite a few choices already today. Authors have to make choices when they write their stories. They choose <i>settings, characters, goals, attempts, outcomes, and endings</i> for their stories. Today our purpose is to discuss the choices the author of our story made, and to pretend that we are authors. Maybe we'll make the same choices or maybe not. Let's make some choices!"</p> | |
| I DO | <p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the teacher journal. Work with students to fill in the chart with notes about <u>Anansi and the Moss-Covered Rock</u> and potential alternatives for each story element.</p> <p>You could say: "We know that folktales are stories that have been told over and over for many generations. The author of our book didn't create the story; he just wrote down the story that he heard. Sometimes the same folktale will have different <i>settings</i> or <i>characters</i> even if the story is the same. Today we're going to discuss the folktale <u>Anansi and the Moss-Covered Rock</u>. We'll discuss the story elements and pretend that we're authors so we can change some of the story elements.</p> <p>"Here we have a chart that we can use to create different story elements for our Anansi story. Let's start by making notes about the elements that are already in the story. (first column) Then we can think about the advantages of those story elements. (second column)</p> | |







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| | <ul style="list-style-type: none"> We'll begin with the <i>setting</i>. I know our story takes place in the African forest. (make notes) I can tell that because of the kind of animals that are in the story. You wouldn't find lions and elephants in the Arctic! I think the <i>setting</i> is a good one because there are many different kinds of animals in Africa. There's also plenty of food in the forest so that's a good choice for a <i>setting</i>. (make notes) The <i>characters</i> in the story are Anansi, Little Bush Deer, and the rest of the animals. (make notes) Hmm... What are the advantages of these <i>characters</i>? A spider is a good trickster <i>character</i> because spiders are smart. A bush deer is a good choice because bush deer are shy and could hide so no one can see them. (make notes) <p>(third column) "Now let's think about how we might change these elements if we wrote our own Anansi story.</p> <ul style="list-style-type: none"> What if the <i>setting</i> was someplace else? How about [North America]? (make notes) If I'm an author and I chose to change the <i>setting</i> of the story to be in [North America], I would have to change the <i>characters</i> as well. I think I would have a [mosquito] as the trickster, because they are small like spiders and kind of tricky. Then I would choose [another deer, a white-tailed deer,] to trick the [mosquito]. For the other animals, I could have a [cougar, bear, rabbit, beaver, moose, and wolf]. (make notes) That could be a great story!" |
| WE DO | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to complete the teacher journal as you discuss the various story elements. Ask questions about each element and make notes about students' ideas.</p> <p>You could say: "Now let's work together to discuss the <i>goals</i> and <i>attempts</i> of this story and see if we can think of changes that would make the story different.</p> <ul style="list-style-type: none"> Anansi's <i>goal</i> was to trick the animals out of food because he was lazy. Do you think that's a good <i>goal</i> for a story? (pause for response) What about Bush Deer's <i>goal</i> to teach Anansi a lesson? (pause for response) Could there be another <i>goal</i> for our version of the story? (pause for response) The <i>attempts</i> in this story used a magic rock to make the animals fall asleep. Good choice? (pause for response) Can you think of a different <i>attempt</i> that would trick the animals? (pause for response) Let's discuss the <i>outcome</i>. In <u>Anansi and the Moss-Covered Rock</u>, Bush Deer tricked Anansi so the animals could have their food back. Was that a good choice for an <i>outcome</i>? (pause for response) Can you think of another <i>outcome</i> that would be as good or better? (pause for response) At the end, Anansi didn't have food, but the other animals did. What about changing the ending?" (pause for response) |
| YOU DO | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into pairs and distribute the student journal. You could say: "Now you and your partner will make some choices. On your student journal, you'll see the story elements on the side with a large box beside them. If you were writing a story like <u>Anansi and the Moss-Covered Rock</u>, what would your choices be? Write or draw your choices in the second column beside each story element. You may choose to keep some of the same story elements as in the folktale we read. That is perfectly fine. Or you may choose to change some of them. I'll give you [10] minutes to talk with your partner and write or draw the story elements for your new story. Then we'll discuss your choices afterwards."</p> <p>Circulate among students to provide feedback and support. Students may choose to relate their choices orally rather than by drawing or writing.</p> |







CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

“You pretended to be authors today, choosing different story elements to tell a story. There are so many different kinds of stories and all of them are worth telling. Perhaps you’ll be an author and choose your own story to tell. Just in case you do, tell your partner the six story elements that you’ll need to include when you write your story.” **(allow talk time)**







| STORY ELEMENT | ADVANTAGES | ALTERNATIVES |
|--|------------|--------------|
|  Setting | | |
|  Characters | | |
|  Goals | | |
|  Attempts | | |
|  Outcome | | |
|  The End | | |

| STORY ELEMENT | ADVANTAGES | ALTERNATIVES |
|---|---|---|
|  <p>Setting African forest</p> | <p>Many animals Plentiful food</p> | <p>North America</p> |
|  <p>Characters Anansi Bush Deer</p> | <p>Spiders are very smart Bush deer are shy</p> | <p>mosquito, cougar, bear, wolf, rabbit, beaver, moose; white-tailed deer</p> |
|  <p>Goals Trick animals Trick Anansi</p> | | |
|  <p>Attempts Magic rock</p> | | |
|  <p>Outcome Anansi tricks Anansi tricked</p> | | |
|  <p>The End No food for Anansi</p> | | |

Student Journal

Folktales – Lesson 12



| STORY ELEMENT | OUR ANANSI STORY |
|--|------------------|
|  <p>Setting African forest</p> | |
|  <p>Characters Anansi Bush Deer</p> | |
|  <p>Goals Trick animals Trick Anansi</p> | |
|  <p>Attempts Magic rock</p> | |
|  <p>Outcome Anansi tricks Anansi is tricked</p> | |
|  <p>The End No food for Anansi</p> | |



WEEKLY LESSON PLANNER

FOLKTALES

| Week 4 | Assessment | Assessment | Assessment | Lesson 13 |
|---------------------|---|---|---|--|
| Lesson Type | SMWYK | SMWYK | SMWYK | Close |
| Objectives | <ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. | <ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. | <ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. | <ul style="list-style-type: none"> Retell a narrative that includes the <i>setting</i>, <i>characters</i>, <i>goals</i>, <i>attempts</i>, and <i>outcome</i>. |
| Lesson Texts | <ul style="list-style-type: none"> <u>Love and Roast Chicken</u> by Barbara Knutson | <ul style="list-style-type: none"> <u>Love and Roast Chicken</u> by Barbara Knutson | <ul style="list-style-type: none"> <u>Love and Roast Chicken</u> by Barbara Knutson | <ul style="list-style-type: none"> <u>Anansi and the Moss-Covered Rock</u> by Eric A. Kimmel |

Materials

| | | | | |
|-------------------------------------|---|---|---|---|
| Lesson Materials You Provide | <ul style="list-style-type: none"> None recommended | <ul style="list-style-type: none"> None recommended | <ul style="list-style-type: none"> None recommended | <ul style="list-style-type: none"> Folders Highlighters Digital video camera (optional) Props (optional) |
| Unit Materials Provided | <ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) | <ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) | <ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) | <ul style="list-style-type: none"> Reader's theater script for Lesson #13 |



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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SMWYK: These materials not available for download.

| LET'S KNOW! GRADE 1 | FOLKTALES DESCRIPTION | CLOSE LESSON 13 |
|--|---|--------------------|
| SHOW ME WHAT YOU KNOW! We'll perform a reader's theater presentation of <u>Anansi and the Moss-Covered Rock</u> . | | |
| TEACHING OBJECTIVE: <ul style="list-style-type: none"> Retell a narrative that includes the <i>setting, characters, goals, attempts, and outcome</i>. | | |
| TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>Anansi and the Moss-Covered Rock</u> by Eric A. Kimmel TALK STRUCTURES FOR WE DO/YOU DO: <ul style="list-style-type: none"> Selected by teacher | LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Folders Highlighters Digital video camera (optional) Props (optional) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Reader's theater script for Lesson #13 | |
| SPECIAL INSTRUCTIONS FOR THIS LESSON: Before the lesson... The Close lesson is designed to take 60 minutes but may run longer depending on students' engagement with the project. Preplanning will help you structure the lesson so that you have the maximum time for the reader's theater presentation. You could break this lesson into two sessions, if needed. <ul style="list-style-type: none"> Assign parts and prepare the reader's theater scripts ahead of time. <ul style="list-style-type: none"> The script requires two groups of students and four solo roles—Anansi, Lion, Elephant, and Bush Deer. There is also a sound (KPOM!) that one or more students could perform. The script is very repetitive, minimizing decoding demands, but you might assign solo parts to advanced readers. Provide each student a folder including the script with the relevant speaking parts highlighted. It is suggested that you practice the script several times before the final presentation. In reader's theater, props and costumes are typically minimal and representative, if used at all. However, you may wish to gather or create simple props to distinguish the <i>characters</i>, especially the 'lead' parts. If you wish to record the presentation to share with families or other students, bring in a digital video camera or other device with video capabilities. | | |
| LESSON ROUTINE | | |
| SET | Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension. You could say: "One of our Words to Know is perform , and today our class is going to perform <u>Anansi and the Moss-Covered Rock</u> . What we're doing is called reader's theater. Every person will have a part; we'll read together and separately, telling the story. We will have a dynamite performance. We might be so good that your families will want to see the presentation! When you understand and can retell stories as well as we do, you want the whole world to see!" | |
| I DO | Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Assign students to their parts, grouping them as necessary. Pass out the script folders. You could say: "I'm going to read through the script of the story while you follow along in your script folders. I'll read all the parts this time, but then each of you will have a part to read, either with a group or alone..." Read through the reader's theater script to acquaint students with how the story will be read during the reader's theater performance. Read with lively expression to model how students should read their parts. | |

| | |
|----------------------|---|
| <p>WE DO</p> | <p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Then practice reading the script several times together, prompting students to follow along closely and read their parts with expression.</p> <p>You could say: “Now that you have heard your parts, we’ll read through the script together. Follow along closely as we read together. When it’s your turn, you need to read your lines, either with your group or alone. Your part is highlighted on your script so it is clear to you when to come in. We’ll practice reading the script until we’re comfortable. Then we’ll give the real presentation!”</p> <p>Guide students through areas of the script that present problems. The script is short and very repetitive, so students should be able to follow it fairly easily. Nonreaders can use the repetitious wording to join in.</p> |
| <p>YOU DO</p> | <p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Once you have practiced sufficiently, put on your final reader’s theater presentation.</p> <p>You could say: “Now it’s time to perform our reader’s theater presentation! I know you’re all ready to go. Here’s the story of <u>Anansi and the Moss-Covered Rock</u> presented by [...].”</p> |
| <p>CLOSE</p> | <p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Give yourselves a pat on the back. What an amazing job! You read the reader’s theater script of our folktale, <u>Anansi and the Moss-Covered Rock</u> with expression, just like real storytellers and performers. Tell a neighbor your favorite part of the performance. (allow talk time) Now when you get home, you can tell your family that you performed a story with your class today!”</p> |



ANANSI AND THE MOSS-COVERED ROCK

Retold by Eric A. Kimmel and adapted by Shara Brinkley

GROUP 1: Anansi the spider was walking, walking, walking through the forest. Then he saw a strange moss-covered rock.

ANANSI: How interesting! Isn't this a strange moss-covered rock!

(SOUND) KPOM!

GROUP 2: Down fell Anansi. An hour later he woke up.

ANANSI: I wonder what happened. All I said was, "Isn't this a strange moss-covered rock!"

(SOUND) KPOM!

GROUP 2: Down fell Anansi again. An hour later he woke up.

ANANSI: Now I know what's happening. This is a magic rock, and I know how to use it!

GROUP 1: Anansi went walking, walking, walking to Lion's house. There was a big pile of yams. Anansi wanted them, but he was too lazy to dig them.

ANANSI: Lion, do you want to walk in the cool forest?

LION: I certainly do.

GROUP 1: Anansi led him to the magic rock.

LION: This is a strange moss-covered rock.

(SOUND) KPOM!

GROUP 2: Down fell Lion. Anansi ran to Lion's house and took all of Lion's yams. An hour later, Lion woke up and went home. All of his yams were gone. Lion was sad!

GROUP 1: Anansi was happy! He went walking, walking, walking to Elephant's house. There was a big pile of bananas. Anansi wanted them, but he was too lazy to pick them.

ANANSI: Elephant, do you want to walk in the cool forest?

ELEPHANT: I certainly do.

GROUP 1: Anansi led him to the magic rock.

ELEPHANT: This is a strange moss-covered rock.



(SOUND) KPOM!

GROUP 2: Down fell Elephant. Anansi ran to Elephant's house and took all of his bananas. An hour later, Elephant woke up and went home. All of his bananas were gone. Elephant was sad!

GROUP 1: Anansi was very happy! He played his trick on Rhinoceros, Hippopotamus, Giraffe, Zebra, and all the animals in the forest.

GROUP 2: Little Bush Deer was watching Anansi play his nasty trick on all the animals. She wanted to teach Anansi a lesson. She picked some coconuts, carried them home, and put them on her porch. Then she waited for Anansi to come.

GROUP 1: Anansi went walking, walking, walking to Bush Deer's house. There was a big pile of coconuts. Anansi wanted them, but he was too lazy to pick them.

ANANSI: Hello, Bush Deer. Do you want to walk in the cool forest?

BUSH DEER: I certainly do.

GROUP 2: Anansi led her to the magic rock.

ANANSI: Look over there. Do you see what I see?

BUSH DEER: No, Anansi. I don't see anything.

ANANSI: Look carefully!

BUSH DEER: No, Anansi. I don't see anything.

ANANSI: You must see it! Look where I'm pointing. Do you see it now?

BUSH DEER: No, Anansi.

ANANSI: Say it!

BUSH DEER: Say what?

ANANSI: Isn't this a strange moss-covered rock?

(SOUND) KPOM!

GROUP 1: Down fell Anansi. Little Bush Deer gathered all the animals. They went to Anansi's house and took back all of the food he had stolen from them.

GROUP 2: An hour later, Anansi woke up. When he got home, his house was empty.

GROUPS 1 and 2: But Anansi didn't learn his lesson. He is still playing tricks to this day.



Unit Resources

- Teacher's Bookshelf
- Word Web
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets



Teacher's Bookshelf

Folktales – Grade 1

Required Books:

Love and Roast Chicken

by Barbara Knutson

ISBN-10: 1575056577

ISBN-13: 978-1575056579

Anansi and the Moss-Covered Rock

by Eric A. Kimmel

ISBN-10: 0823407985

ISBN-13: 978-0823407989

Optional Books:

During independent reading, students should have the opportunity to select books from your classroom library that are related to the unit theme, Folktales. Following is a list of suggested books you can check out from your school or public library to accompany the unit. Some suggestions may be beyond students' age or reading level, but they may still engage with the text and images.

The Frog Prince

by Sindy McKay

ISBN-10: 1891327291

ISBN-13: 978-1891327291

Two of Everything

by Lily Toy Hong

ISBN-10: 0807581577

ISBN-13: 978-0807581575

KuKu and Mwewe: A Swahili Folktale

by Marta Munte Vidal

ISBN-10: 8415619979

ISBN-13: 978-8415619970

The Giant Cabbage: An Alaska Folktale

by Cherie Stihler

ISBN-10: 1570613575

ISBN-13: 978-1570613579

Tunjur! Tunjur! Tunjur!

A Palestinian Folktale

by Alik Arzoumanian

ISBN-10: 0761452257

ISBN-13: 978-0761452256

The Chocolate Tree:

A Mayan Folktale

by Linda Lowery

ISBN-10: 1580138519

ISBN-13: 978-1580138512

Conejito: A Folktale from Panama

by Margaret Read MacDonald

ISBN-10: 0874837790

ISBN-13: 978-0874837797

Too Many Fairies: A Celtic Tale

by Margaret Read MacDonald

ISBN-10: 076145604X

ISBN-13: 978-0761456049

Chicken Little

by Steven Kellogg

ISBN-10: 0688070450

ISBN-13: 978-0688070458

Strega Nona

by Tomie dePaola

ISBN-10: 1442433558

ISBN-13: 978-1442433557

Juan Bobo Goes to Work:

A Puerto Rican Folktale

by Marisa Montes

ISBN-10: 0688162339

ISBN-13: 978-0688162337

Martina the Beautiful Cockroach:

A Cuban Folktale

by Carmen Agra Deedy

ISBN-10: 1561453994

ISBN-13: 978-1561453993

Two Ways to Count to Ten: A Liberian Folktale

by Ruby Dee

ISBN-10: 0805013148

ISBN-13: 978-0805013146

The Dragon Emperor: A Chinese Folktale

by Tang Ge

ISBN-10: 082256744X

ISBN-13: 978-0822567448

Grandma and the Great Gourd:

A Bengali Folktale

by Chitra Banerjee Divakaruni

ISBN-10: 1596433787

ISBN-13: 978-1596433786

The Merchant and the Thief:

A Folktale from India

by Ravi Zacharias

ISBN-10: 0310716365

ISBN-13: 978-0310716365

The Bremen-town Musicians

by Ruth Belov Gross

ISBN-10: 0590423649

ISBN-13: 978-0590423649

The Three Little Pigs

by Steven Kellogg

ISBN-10: 0064437795

ISBN-13: 978-0064437790

Tikki Tikki Tembo

by Arlene Mosel

ISBN-10: 0312367481

ISBN-13: 978-0312367480

Give Up, Gecko!

by Margaret Read MacDonald

ISBN-10: 1477816356

ISBN-13: 978-1477816356

Why Mosquitoes Buzz in People's Ears:

A West African Tale

by Verna Aardema

ISBN-10: 0140549056

ISBN-13: 978-0140549058

The Lost Horse:

A Chinese Folktale

by Ed Young

ISBN-10: 0152010165

ISBN-13: 978-0152010164

Why the Sky Is Far Away : A Nigerian Folktale

by Mary-Joan Gerson

ISBN-10: 0316308749

ISBN-13: 978-0316308748

The Runaway Wok: A Chinese New Year Tale

by Ying Chang Compestine

ISBN-10: 0525420681

ISBN-13: 978-0525420682

Anansi and the Magic Stick

by Eric A. Kimmel

ISBN-10: 0823417638

ISBN-13: 978-0823417636

The Three Little Tamales

by Eric A. Kimmel

ISBN-10: 0761455191

ISBN-13: 978-0761455196

Surf War! A Folktale from the Marshall Islands

by Margaret Read MacDonald

ISBN-10: 0874838894

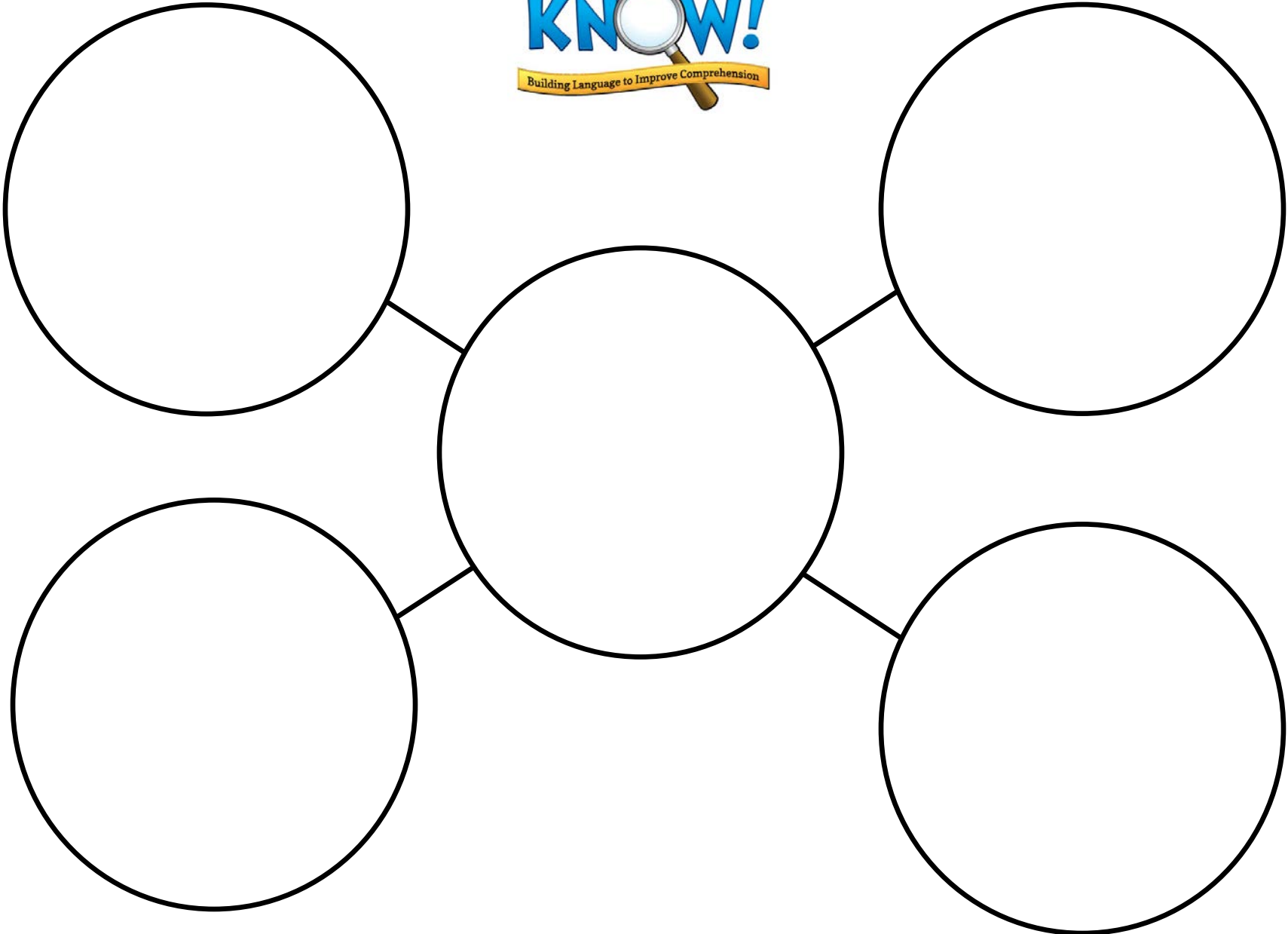
ISBN-13: 978-0874838893

Baba Yaga: A Russian Folktale

by Margaret Yatsevitch Phinney

ISBN-10: 157255004X

ISBN-13: 978-1572550049



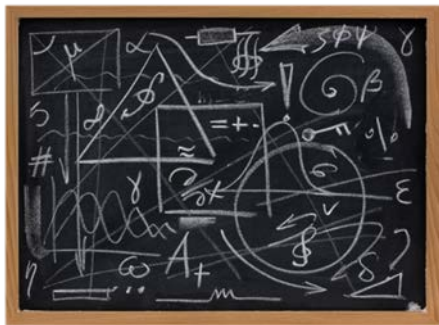


Unit Vocabulary

Folktales – Grade 1

Nonsense

When something is silly or has no meaning



Deceive

To trick someone into believing something that is not true



Narrator

A person who tells the story



Miserable

Very poor or unhappy



Absurd

Something that is silly or foolish



Perform

To carry out a special action



Humor

Something that's funny

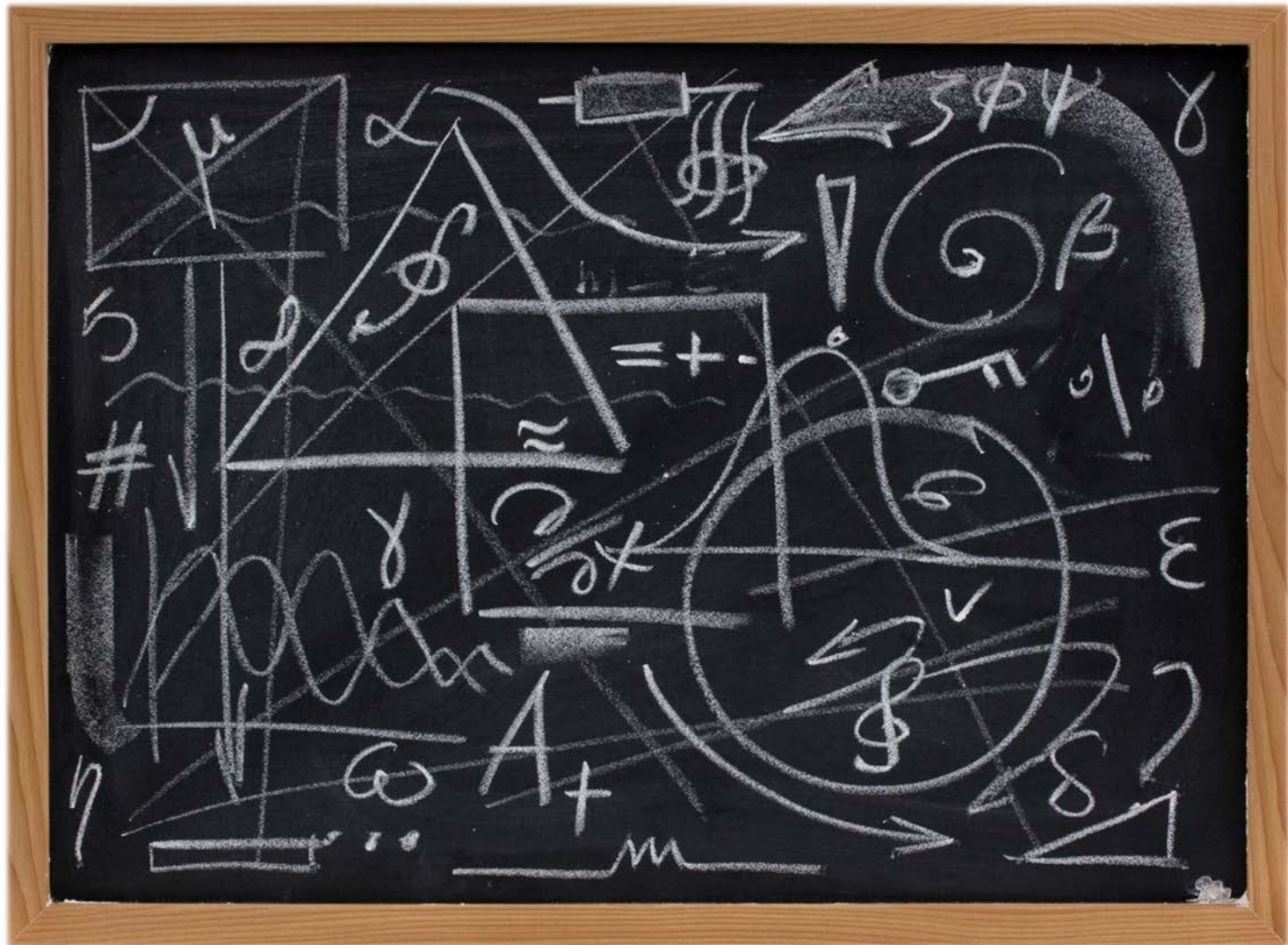


Peer

To look closely at something;
Someone the same age



Nonsense





Nonsense

When something is silly
or has no meaning

Deceive





Deceive

To trick someone into
believing something
that is not true

Narrator





Narrator

A person who tells the story

Miserable





Vocabulary Picture Card
Folktales – Word 4 – Miserable

Miserable

Very poor or unhappy

Absurd





Absurd
Something that is
silly or foolish

Perform





Vocabulary Picture Card
Folktales – Word 6 – Perform

Perform

To carry out a special action

Humor





Vocabulary Picture Card
Folktales – Word 7 – Humor

Humor

Something that's funny

Peer





Vocabulary Picture Card

Folktales – Word 8 – Peer

Peer

To look closely at something;
someone the same age

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My baby sister is learning to talk. When she talks, it sounds like nonsense.

In the story of Little Red Riding Hood, the wolf tries to deceive Little Red Riding Hood by dressing up like her grandmother.

When I read stories, I pay attention to what the narrator says. The narrator tells the story.

We are having miserable weather. It's cold and rainy outside.



WRAP Set 1 – Lesson 4

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

I tried to read a note from my friend, but it didn't make any sense. It sounded like nonsense.

There was an ad on television that tried to deceive us into thinking we could get a free DVD if we sent in twelve dollars.

When you write a story, you can be the narrator. You can tell the story in your own words.

When I get sick, I feel miserable. I don't feel like doing anything fun.



WRAP Set 2 – Lesson 5

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

In a book we saw a picture of an animal that was half man and half deer. That's absurd!

My teacher said that we had to practice our play several times so that we could perform our best.

Cartoons have a lot of humor. The good ones really make you laugh.

My cat likes to hang over the top of our fish bowl and peer in at our fish.



WRAP Set 3 – Lesson 11

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

My brother said that my fish jumped out of the fishbowl all by himself. I told him that was absurd!

When I got home, my mother asked, “How did you perform on your spelling test?”

My grandpa says that I have a good sense of humor because I love to tell jokes.

At school your classmates are your peers. They are close in age to you.



WRAP Set 4 – Lesson 12

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.