



FOLKTALES

Kindergarten

LARRC

Language and Reading Research Consortium

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UNIT VOCABULARY

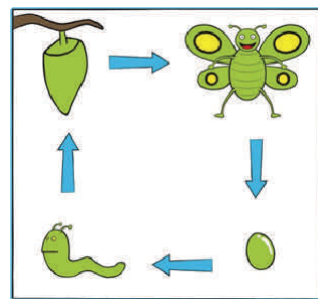
Sequence

One thing after another in order



Cycle

A sequence that happens over and over



Eager

Can't wait to do something



Notice

To pay attention to something you see or hear



Bargain

To come to an agreement



Avoid

To stay away from



Wise

Showing very good sense



Cunning

Good at tricking others



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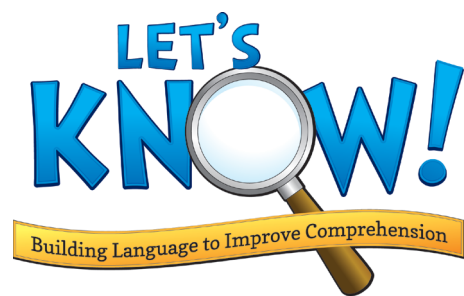
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Unit Resources

- Teacher's Bookshelf
- Word Webs
- Unit Vocabulary
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- WRAP sets



UNIT OVERVIEW

FOLKTALES

In this unit, children will listen to folktales and practice retelling the narratives, including the key story elements.

CYCLES AND SEQUENCES

Students will identify the cycles and sequences in folktales and use them to guide their story retells.

CLOSE PROJECT

Children will present their own retellings of a classroom version of Little Rooster's Diamond Button.

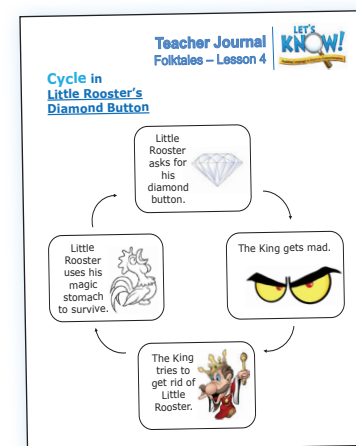
UNIT TEXTS

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

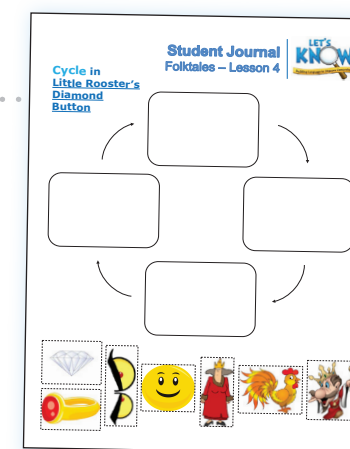
- Little Rooster's Diamond Button by Margaret Read MacDonald
- The Monkey and the Crocodile by Paul Galdone

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

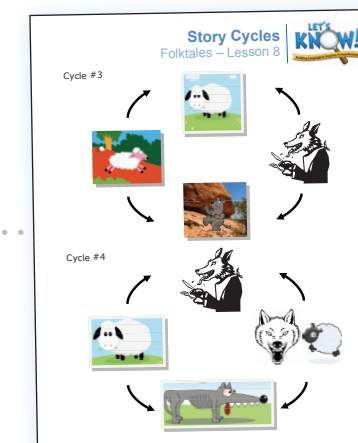
UNIT MATERIALS



Teacher Journal*



Student Journal



Supplemental Materials*

UNIT SCHEDULE

Week 1	Lesson 1	Read to Me
	Lesson 2	Words to Know
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Week 4	SMWYK Assessments
	SMWYK Assessments
	SMWYK Assessments
	Lesson 13 Close

Word Review and Practice

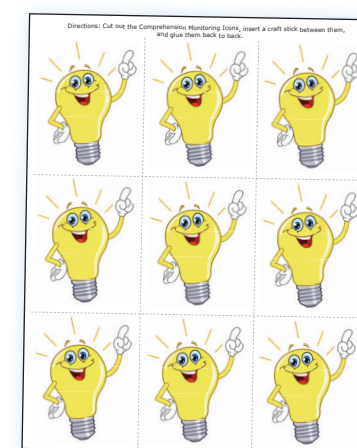
At lunch my friend said, "Let's make a bargain! I'll trade you my banana for your apple." I said, "It's a deal!"

When we walked to school, my mom said we had to avoid the intersection where the lights weren't working.

I wanted to stay up late, but my dad said it wasn't wise because I had to get up early for a baseball game.

When we went camping, there was a cunning raccoon outside our tent. He stole all of our sandwiches out of our cooler.

WRAP sets



Comprehension Monitoring Icons



Vocabulary Picture Cards

How Well You Know Assessment

Item	Score
1. Circle the letter that does not belong in the word. Write the letter in the box.	+2
2. Write the word that means the same as the word in parentheses.	+2
3. Write the word that means the opposite of the word in parentheses.	+2
4. Write the word that means the same as the word in parentheses.	+2
5. Write the word that means the opposite of the word in parentheses.	+2
6. Write the word that means the same as the word in parentheses.	+2
7. Write the word that means the opposite of the word in parentheses.	+2
8. Write the word that means the same as the word in parentheses.	+2
9. Write the word that means the opposite of the word in parentheses.	+2
10. Write the word that means the same as the word in parentheses.	+2

Show Me What You Know Assessment

Fix-Up Strategies

Ask questions

Reread

Use picture clues

Ask what a word means

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)

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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.
- Kucan, L., & Beck, I.L. (1997). Thinking aloud and reading comprehension research: Inquiry, instruction, and social interaction. *Review of Educational Research*, 67, 271-299.
- 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.*
- Williams, J. P., Stafford, K. B., Lauer, K. D., Hall, K. M., & Pollini, S. (2009). Embedding reading comprehension training in content-area instruction. *Journal of Educational Psychology, 101*, 1-20.



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 topics within Kindergarten texts. Use prior knowledge to make predictions. 	<ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition. 	<ul style="list-style-type: none"> Use target vocabulary words correctly in spoken texts. 	<ul style="list-style-type: none"> Extract information from one kind of text and translate the information into a new kind of text.
Lesson Texts	<ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald 	<ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Sticky notes 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Paper clip or other object 	<ul style="list-style-type: none"> Document camera or interactive whiteboard Scissors and glue
Unit Materials Provided	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Vocabulary Picture Cards: sequence, cycle, eager, notice Words to Know rings: sequence, cycle, eager, notice 	<ul style="list-style-type: none"> Words to Know rings: sequence, cycle, eager, notice Teacher Journal Lesson #3 (print or digital) Game cards for Lesson #3 	<ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: sequence, cycle, eager, notice Teacher Journal Lesson #4 Student Journal Lesson #4



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	READ TO ME LESSON 1
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Participate in collaborative conversations about topics within Kindergarten texts. • Use prior knowledge to make predictions. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Rich Discussion • Predicting LESSON TEXT: <ul style="list-style-type: none"> • <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Group Discussion 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • 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 <u>Little Rooster's Diamond Button</u>. <ul style="list-style-type: none"> ○ Use sticky notes to mark pages where you will model making predictions or ask students to make predictions. For example: <ul style="list-style-type: none"> ▪ After looking at the cover, predict what the story will be about. ▪ After the King takes the diamond button, ask what Little Rooster will do; predict whether he will be successful. ▪ Before reading the page with Little Rooster in the well, ask what will happen to him; evaluate your prediction after reading the page. ▪ After the King orders the rooster into the fire, ask students what will happen. ▪ Ask what will happen when the King tries to sit on Little Rooster. ○ You could also mark potential questions for rich discussion. 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. • Predicting helps children activate their background knowledge and link that knowledge to new information in the text; this enables them to create a more precise mental model of a text. • Allow plenty of time to engage in rich discussion after the text. This should be an extended discussion in which all children have the opportunity to participate and take multiple conversational turns. 		
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 go to the library and find new books to read. Today we have a brand new book from our brand new Folktales unit. Folktales are stories that have been told over and over for many generations. I’m excited to share this book with you because it’s a very funny story about a rooster with a special button. As we read, we’ll <i>predict</i> what might happen in the story; then you can find out if you were correct or not. Making predictions helps us think about what we’re reading, and thinking helps us understand the story.”</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 begin reading the lesson text aloud.</p>	

	<p>You could say: (show book cover) “As we read, we’ll be making some predictions about what might happen. Looking at the cover, I’m going to predict that the story is about a rooster that has a button. I think he loses the button but finds it at the end of the book. When we’re at the end of the book, you’ll have to help me see if my prediction was correct. Let’s get started!</p> <p>(read through end of fourth page; “But here came the King...”) “I’m going to make a prediction that Little Rooster will try to get back his diamond button. It’s not right for the King to take something that doesn’t belong to him, so I think the rooster will try to get it back.”</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>Continue reading the text, inviting students to evaluate your predictions and make their own.</p> <p>You could say: (after reading the sixth page) “What do you think? Was my prediction correct? (pause for response) Yes, Little Rooster is trying to get his diamond button back. What’s your prediction—will he be able to get it back or not? (allow time for sharing and discussion) Hmm... I predict that he will be successful in getting back his diamond button. I know that in stories like this one, the weaker <i>character</i> like the rooster will often be successful against more powerful <i>characters</i> like the King. So I think that somehow he’ll get his diamond button back. Let’s see what happens...” (turn page)</p> <p>Before reading the next page, where Little Rooster is in the well, you could say: “Look at this picture! (show illustration) They did throw Little Rooster in the well. What do you think will happen to him now?” Allow time for students to share and discuss their predictions.</p> <p>Then read the page and evaluate students’ predictions. If they thought Little Rooster would drink the water, confirm the prediction. Otherwise, guide them to revise their predictions. You could say: “[We didn’t think the rooster would drink the water—we thought he would float, so we need to change our prediction. Now we know that he drank the water]. Let’s keep reading...”</p> <p>Read the next two pages and ask what will happen to Little Rooster in the fire. You could say: “Uh-oh, now the King wants to throw Little Rooster into the fire. I wonder if he will escape. What do you think will happen to him?” Confirm or revise students’ predictions as you encounter new information in the text.</p> <p>Continue making and confirming predictions with students as you read the rest of the story.</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>You could say: “What an amazing rooster! I would like to have some of that golden treasure, how about you? Let’s talk about some ideas from the book...”</p> <p>You could use the following questions to facilitate rich discussion:</p> <ul style="list-style-type: none"> • What does it mean to be <i>magical</i> like Little Rooster was? • What might have happened if the sequence was different—if the rooster went into the fire first instead of the well? • Was it right for Little Rooster to take all of the treasure from the King? Why or why not?

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:

“We began our new unit on folktales today with a story about a magical rooster. We also made *predictions* about what might happen in our story. Predictions help us to think about the story and understand it better. You can make predictions about other things, like what you’ll have for dinner at your house tonight. Make a prediction, tell it to your partner, and then report back tomorrow if you were correct or not.”

LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 2
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald 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: sequence, cycle, eager, notice Words to Know rings: sequence, cycle, eager, notice 	
<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; cut and punch the first four word strips (sequence, cycle, notice, and eager) 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"> sequence: One thing after another in order cycle: A sequence that happens over and over eager: Can't wait to do something notice: To pay attention to something you see or hear <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're little, you have to learn a lot of words because small children don't know many words. You are much bigger now and you know a lot of words, but you still have many more words to learn. In fact, adults are still learning new words. Today we have four new words for you to learn to use. The more words you know, the better you understand what you're reading, listening to, or talking about."</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 sequence. Say the word sequence... Sequence means 'one thing after another in order.'</p> <ul style="list-style-type: none"> (show Vocabulary Picture Card) This card shows a sequence of a plant growing, one thing after another. In <u>Little Rooster's Diamond Button</u> (show the book) we saw a sequence of the rooster swallowing water and then using the water to put out the fire. What would have happened if the rooster had gone into the fire first instead of the well? He wouldn't have had the water in his stomach to put out the fire. 	

- You have to put on your socks and shoes in a **sequence**, right? What happens if you take a bath and then play in mud? You have to take a bath again; the proper **sequence** is mud first and then a bath.
- Find the word **sequence** on your word ring. Read with me: **Sequence** means ‘one thing after another in order.’
- Make your hands show your partner what a **sequence** looks like. Don’t use words. **(model a gesture, if needed)**
- Everyone say the word **sequence**...

(cycle)

“The next word is **cycle**. Say the word **cycle**... **Cycle** means ‘a **sequence** that happens over and over.’

- **(show sequence picture card)** This shows the life **cycle** of a butterfly. First comes the egg, then the caterpillar, then the chrysalis, and then the butterfly lays eggs, over and over again.
- In the Little Rooster’s Diamond Button book, there were four **cycles** where the king tried to get rid of the rooster and the rooster escaped: the well, the fire, a beehive, and sitting on him.
- Your day is a **cycle**. You get up, eat breakfast, get dressed, come to school, go home, eat dinner, go to bed, and then start the **cycle** over the next day. You probably ride a bi-**cycle**, or bicycle. What shape is a **cycle**? A circle, right? So a bi-**cycle** is two cycles or circles.
- Find the word **cycle** on your word ring. Read with me: **Cycle** means ‘a **sequence** that happens over and over.’
- Now take turns with your partner showing what **cycle** looks like without talking. **(model a gesture, if needed)**
- Say the word **cycle**...

(notice)

“The third word is **notice**. Say the word **notice**... **Notice** means ‘to pay attention to something you see or hear.’

- **(show notice picture card)** This card shows a man **noticing** that he has a spot on his shirt.
- In our story, the King **noticed** that Little Rooster had a diamond button and he wanted it.
- You might **notice** a penny on the ground or a siren from a fire truck. When you **notice** something, you pay attention to it.
- Find the word **notice** on your word ring. Read with me: **Notice** means ‘to pay attention to something you see or hear.’
- Now take turns with your partner showing what **notice** means without saying a word. **(model a gesture or expression, if needed)**
- Say the word **notice**...

(eager)

“Our last Word to Know for today is **eager**. Say the word **eager**... **Eager** means ‘can’t wait to do something.’

- **(show eager picture card)** This shows a student who is **eager**. I hope you are **eager** to come to school every day!
- You are probably **eager** for your birthday and Christmas. Summer vacation is something you wait for **eagerly**. What else are you **eager** for? **(pause for response)** How about lunch?
- Find the word **eager** on your word ring. Read with me: **Eager** means ‘can’t wait to do something.’
- Now turn to your partner and take turns showing what **eager** looks like. **(model a gesture or expression, if needed)**
- Say the word **eager**...”

<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>Have students answer questions about the Words to Know in pairs. You could say: “I’m going to read some sentences. Talk with your partner and choose the word from your Words to Know ring that answers the question. Hold it up so I can make sure everyone is correct. Then I’ll ask you to say the word together...”</p> <ul style="list-style-type: none"> • Which word would you use if you saw a very funny hat? (notice) • Which word do you use when making a recipe? (sequence) • What word describes you when it’s your birthday? (eager) • Would you notice or cycle a pretty bird? (notice) • Are the months of the year a cycle or eager? (cycle) • You have to fold a paper airplane in _____. (sequence) • Before Christmas or Hanukkah, children are very _____. (eager) • Is a clock a cycle or a notice? (cycle) • For which word do you need ears and eyes? (notice) <p>“Now choose one word and make a sentence with that word; take turns talking with your partner.” Provide feedback and support as students use the words in 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 are collecting many new words that you’ve learned throughout this school year. Turn to your partner and take turns telling each other the four new words you learned today. (allow brief 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 when you have the words you need. Tonight, see if you can remember the four words we learned today and tell your family. Maybe you can teach them the new words.”</p>

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

Word Strips – Folktales *Let's Know!*



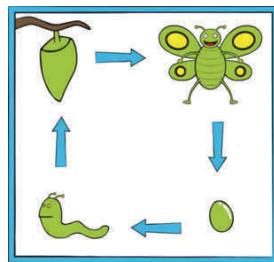
sequence

One thing after another in order



bargain

To come to an agreement



cycle

A sequence that happens over and over



avoid

To stay away from



eager

Can't wait to do something



wise

Showing very good sense



notice

To pay attention to something you see or hear



cunning

Good at tricking others

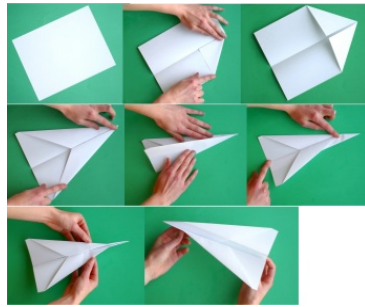
LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 3
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use target vocabulary words correctly in spoken texts. 		
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"> Small Groups 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Paper clip or other object UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Words to Know rings: sequence, cycle, eager, notice 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"> Cut the game cards and distribute one to each student for the You Do section. 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. For the You Do activity, students will play a word game. The object of the game is for four students with cards depicting the same Word to Know—the picture, the definition, and two related words—to find each other. If you will not have even groups of four, make sure that groups will end up with at least three cards for a given word when you distribute the cards; tell students they may not have four in their groups. WORDS TO KNOW <ul style="list-style-type: none"> sequence: One thing after another in order cycle: A sequence that happens over and over eager: Can't wait to do something notice: To pay attention to something you see or hear SUGGESTED RELATED WORDS <ul style="list-style-type: none"> sequence: (synonyms) <i>steps, order</i> cycle: (synonyms) <i>wheels, sequence</i> eager: (synonyms) <i>anxious, excited</i> notice: (synonyms) <i>observe, attention</i>; (antonyms) <i>ignore</i>; (features) <i>hear, see</i> 		
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: "If I say the word <i>summer</i> , you might think of other words like <i>hot, swim, no school, vacation, season, July, and fireworks</i> . Those words are related to <i>summer</i> ; they go with the word in some way. Today our purpose is to find related words for our Words to Know— sequence, cycle, eager, and notice . We want to know many, many words and their related words so we can use and understand them when we read, write, talk, and listen. We want a huge vocabulary!"	
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. 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 images from the print teacher journal.	

	<p>You could say: “Let’s work on the word sequence first. Find sequence on your word ring. Sequence means ‘one thing after another in order.’ Our school day is a sequence, one thing after another. Getting dressed is a sequence.</p> <p>“Now I want to think about other words that are related to sequence to make a word web. Hmm... I know the <i>order</i> is important. There are <i>steps</i> that you take one at a time. Making an airplane is an example of a sequence of <i>steps</i> in the correct <i>order</i>. (add steps and sequence to web)</p> <p>(optional activity) “Now I want you to be a sequence; stand up and make a sequence of a boy and then a girl starting beside me and going around the room. Make sure the <i>order</i> is correct with a boy following a girl... Excellent sequencing!”</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 our next word, notice. Find notice on your word ring. Notice means ‘to pay attention to something you see or hear.’ A detective notices clues. You might notice if someone is out of their seat or that it’s time for lunch. What do you notice about this paper clip? (show paper clip or other object and have students share what they notice)</p> <p>“Now let’s find some related words for notice. When you notice something, what do you use? (pause for response) Your eyes and ears; you <i>observe</i>; you watch and listen—you <i>observe</i>. (add observe or point out on web) When you notice something, you give it your <i>attention</i>. (add or point out attention) On the other hand, if you didn’t want to look at it, you would... <i>ignore</i> it. <i>Ignore</i> would be the opposite of notice because you know something’s there, but you don’t want to give it your <i>attention</i>. You <i>ignore</i> it. (add or point out ignore)</p> <p>(eager) “Find eager on your word ring. I’m eager to find related words for the word eager! I ‘can’t wait to do something.’ On holidays and on your birthday, you are eager. You might hear this phrase: an eager beaver.</p> <p>“What other words can you think of like eager? (encourage responses and add ideas to web) <i>Anxious</i> and <i>excited</i> are good related words. Let’s put those on the web, too. (add words or point out on web)</p> <p>(cycle) “Our last word is cycle. Find cycle on your word ring. It means ‘a sequence that happens over and over.’ Look at the clock. It’s a good example of a cycle. A cycle repeats the sequence over and over.</p> <p>“Hmm... What shape is a cycle? (pause for response) Yes, a <i>circle</i>. It repeats over and over again in a <i>circle</i>. (add circle or point out on web) What things on your bike or bi-cycle are the cycles? (pause for response) <i>Wheels!</i> <i>Wheels</i> are cycles going around and around.” (add or point out wheels)</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 for Lesson #3, one to each student.</p>

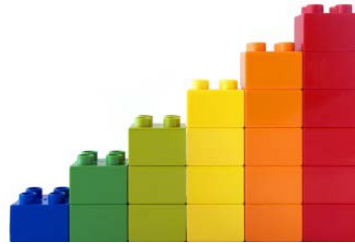
	<p>You could say: “You each have a game card that relates to one Word to Know, either sequence, cycle, eager, or notice. Each card has a picture of a word, a definition, or a related word for that Word to Know. You need to roam the room and find the others who share the same word as you. Each group should have one picture, one definition, and two different related words. Most groups will have four people, but some may only have three, so if you don’t have all four cards in your group, that’s okay. When you’ve found your group, sit down and make a sentence with your word or related word and share it with your group. When everyone has found their group, I’ll go around the room and you can tell me which Word to Know you have.”</p> <p>Circulate among students to assist them with finding their groups and to provide feedback on their 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: “When we learn related words, we have even more words that we can understand and use. As I say a related word, find the Word to Know on your word ring that it matches and hold it up...”</p> <ul style="list-style-type: none"> • <i>attention</i> (notice) • <i>circle</i> (cycle) • <i>steps</i> (sequence) • <i>excited</i> (eager) <p>We love to learn lots of words, and today we made connections with even more words. Tonight at home, tell your parents two words that are related, like <i>steps</i> and sequence or <i>excited</i> and eager. They will be happy, pleased, and proud of you!”</p>



sequence



order



steps



eager



notice



observe



attention



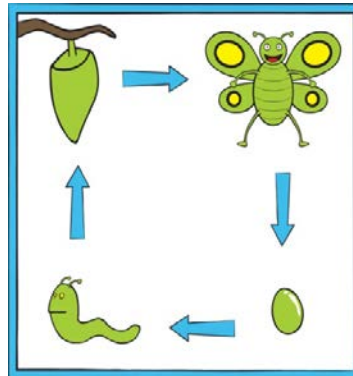
ignore
(opposite)



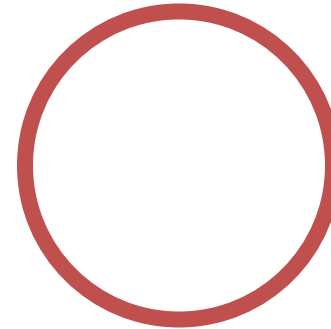
anxious



excited



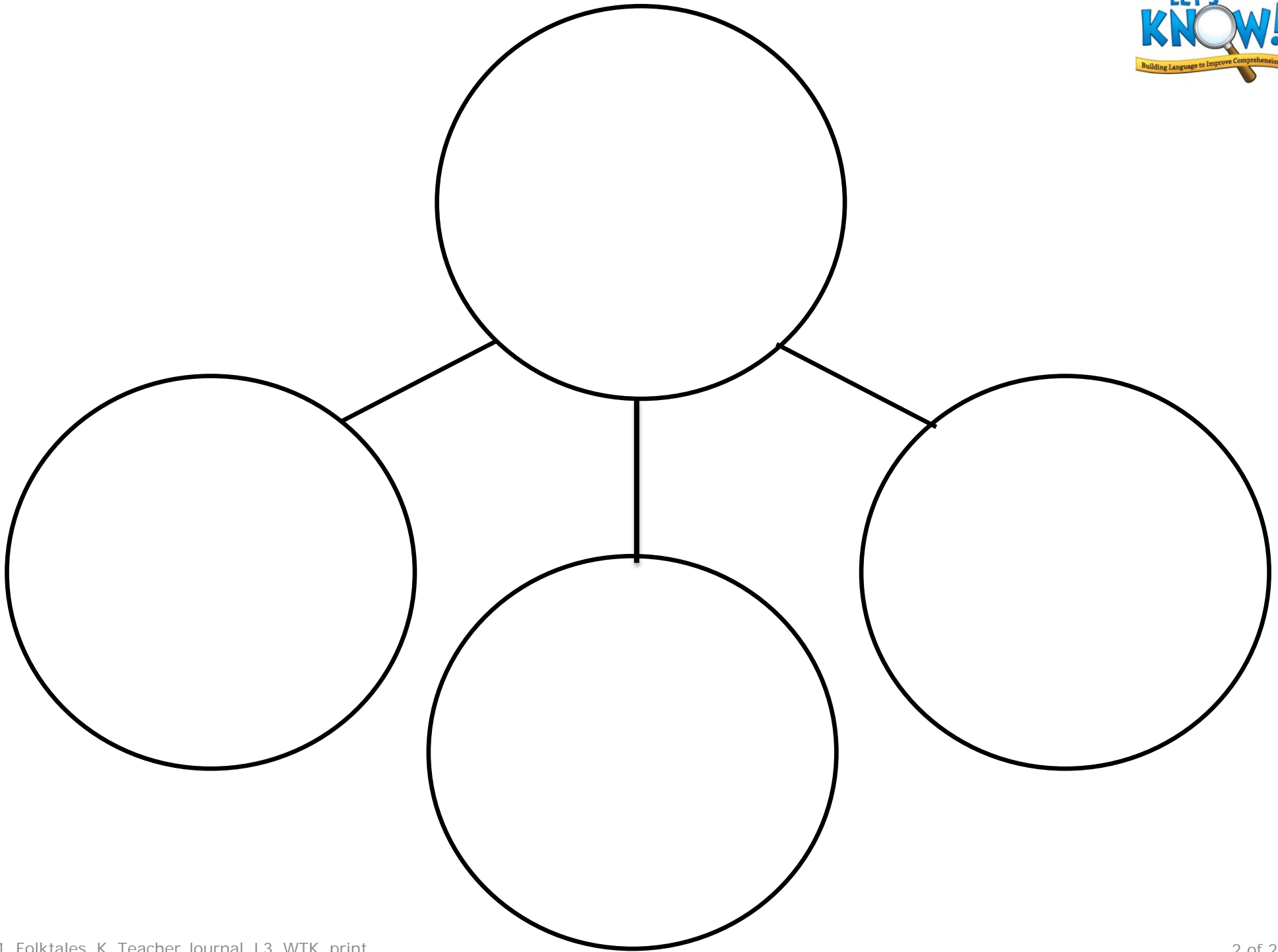
cycle

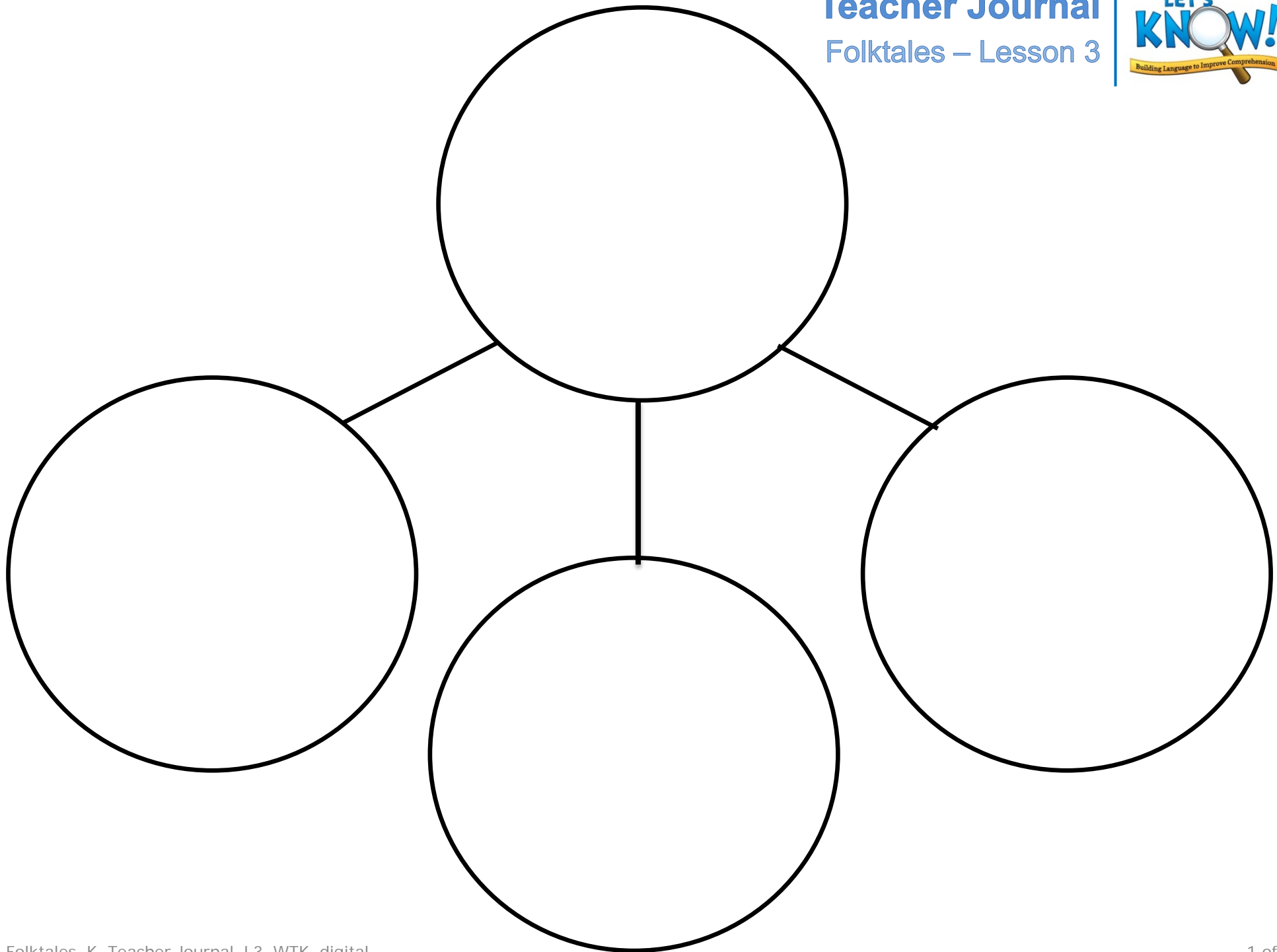


circle



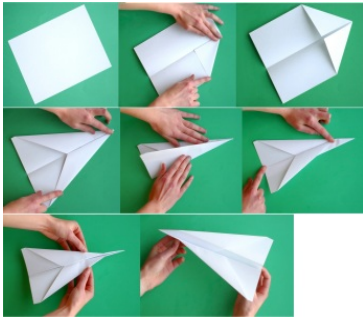
wheel



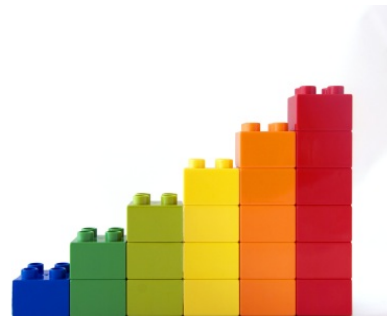




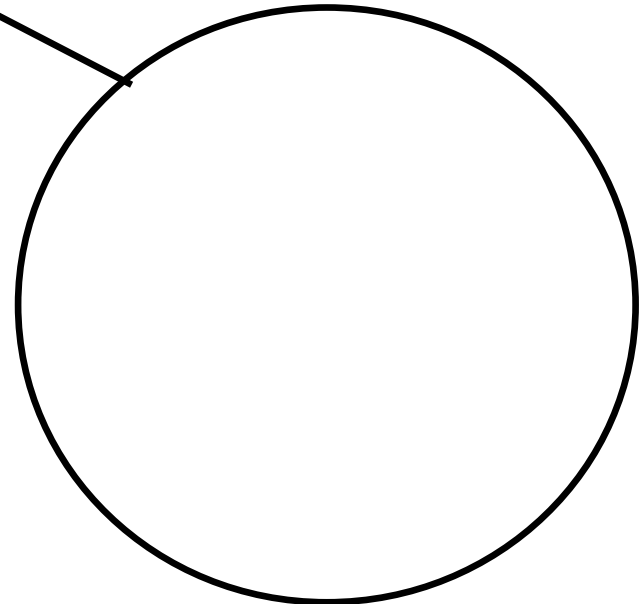
sequence



order



steps





notice



observe



attention



ignore
(opposite)



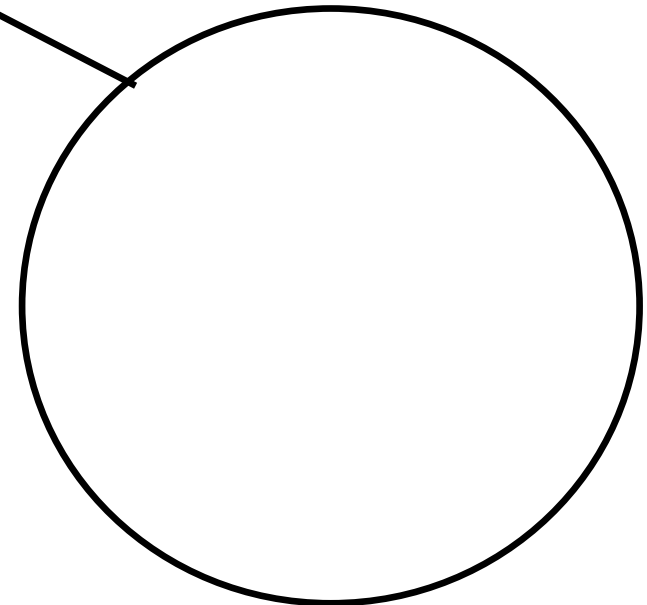
eager

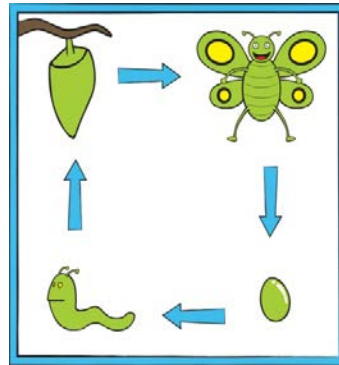


anxious

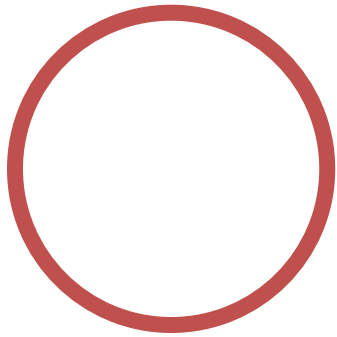


excited





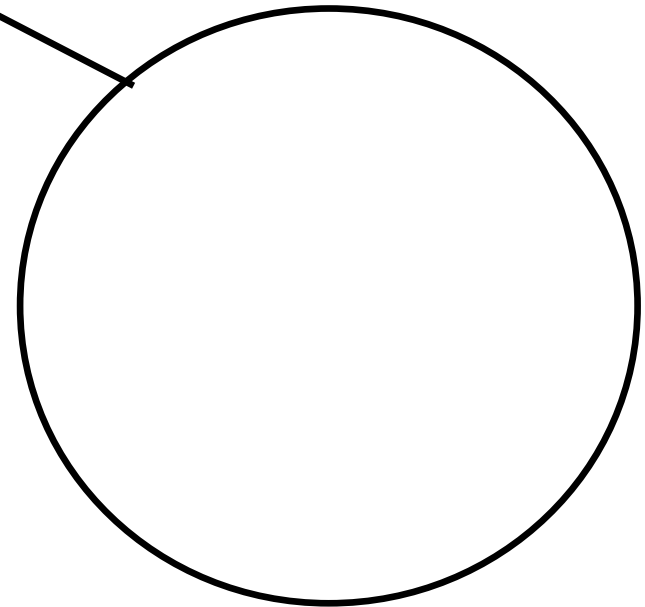
cycle



circle



wheel





steps

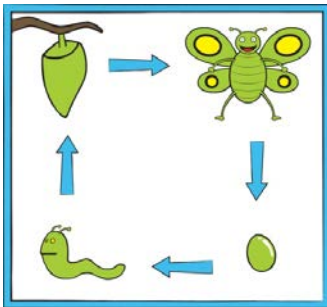


sequence
one thing
after another
in order

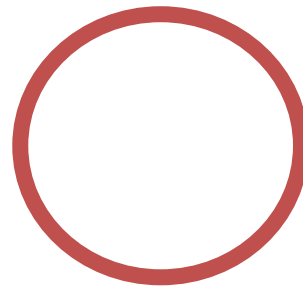


observe

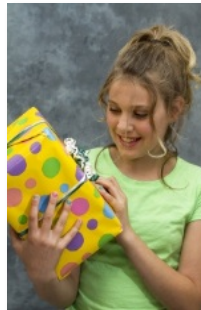
notice
to pay attention to
something you
see or hear



circle

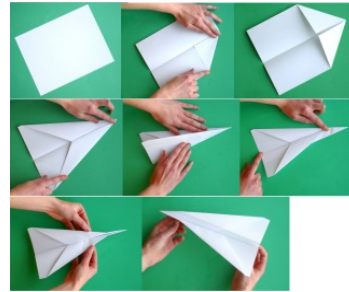


cycle
a sequence that
happens over
and over



excited

eager
can't wait to do
something



order

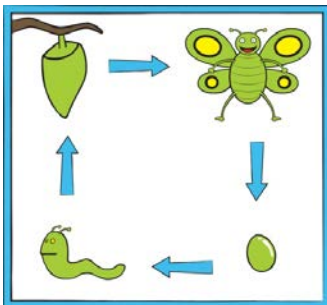
sequence
one thing
after another
in order



ignore



notice
to pay attention to
something you
see or hear



wheel

cycle
a sequence that
happens over
and over



anxious



eager
can't wait to do
something

LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	TEXT MAPPING LESSON 4
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Extract information from one kind of text and translate the information into a new kind of text. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Using Think-Alouds LESSON TEXT: <ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald 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"> Document camera or interactive whiteboard Scissors and glue UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #1: sequence, cycle, eager, notice Vocabulary Picture Cards: sequence, cycle, eager, notice Teacher Journal Lesson #4 Student Journal Lesson #4 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... If you prefer, you could precut the pictures from the student journal to save time for the You Do activity. Clip the pictures to each page to ensure they stay with the right graphic organizer. Display Teacher Journal Lesson #4 to demonstrate the story cycles and sequence in the lesson text. Explain the completed graphic organizers on pp. 1–2, or, if you prefer, fill in the blank organizers on pp. 3–4. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed black; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #1: SEQUENCE, CYCLE, EAGER, NOTICE </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: "Have you ever noticed how some things repeat over and over, like getting up, going to school, going home, eating dinner, and going to bed? Then the next day you start over again. We know that when things repeat over and over, it's called a cycle. In our book, <u>Little Rooster's Diamond Button</u>, there are four cycles that we're going to discuss today. Our purpose is to find the four cycles, take them out of the book, and put them into another kind of text—a chart of the cycles. You can understand the story better when you know the cycle, because you can predict what might happen next."</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 #4. Read from the lesson text as you explain the cycle on teacher journal, p.1.</p> <p>You could say: "In the beginning of <u>Little Rooster's Diamond Button</u>, we know that the King took the button that Little Rooster found. (read sixth page; "Little Rooster flew right to...") When Little Rooster went to the King, the first cycle started. (point to first box on teacher journal) First, he asked for the button. (read text) Second, the King got mad. (point to second box and read text) Third, the King wanted to get rid of the rooster. (point to third box and read text) This time he threw him in the well. Last, Little Rooster had to find a way to survive. (point to last box and read the next page) This time he survived by using his magic stomach to drink up all the water. The cycle then repeats with another way to get rid of Little rooster, right?"</p>	

	<p>Display teacher journal, p. 2 and explain the sequence organizer.</p> <p>You could say: “On this page, there are more boxes. We not only have a cycle in this story, we also have a sequence—how the King tried to get rid of the rooster. The first way he tried to get rid of Little Rooster was to throw him in a well. (point to first box of organizer) As we read the rest of the book, we’ll use the cycle organizer and this sequence page to understand the story.”</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>You could say: “Let’s find the cycles and sequence for the rest of the story together. I will keep reading the story. As we find a cycle, we will look at our cycle organizer and talk about what happened differently this time. Then we can use our sequence organizer to talk about how the King tried to get rid of Little Rooster in each part of the story. Let’s get started...”</p> <p>Identify the remaining three cycles from <u>Little Rooster’s Diamond Button</u> with students, showing the graphic organizers from the teacher journal to support discussion of the events. For each cycle...</p> <ul style="list-style-type: none"> • Help students identify the steps as you point to the cycle organizer (p. 1). • Ask the following question: “What did the King do this time to try to get rid of Little Rooster?” • Point out and discuss that event on the sequence organizer (p. 2). <p>After you have discussed all the cycles, review the sequence organizer once more in total.</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>Divide students into pairs and distribute Student Journal Lesson #4; give one partner the cycle organizer and the other the sequence organizer.</p> <p>You could say: “Partners either have a cycle or a sequence sheet. First, you’ll need to cut out the pictures from the bottom of your page and paste them in the correct boxes. Work together to make sure you get the pictures in the correct order. You will not need <i>all</i> of the pictures, so don’t get tricked! When your pages are done, the partner with the cycle page will explain the story cycle. Then, the sequence partner will explain the story sequence. After everyone is done, some volunteers can report to the class.”</p> <p>Circulate among students to help them order the events and to give feedback on their explanations.</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: “Our story has two things we discussed today. Tell your partner what they were. (allow brief talk time) Did you say the story has a sequence and a cycle? Which one is like a circle? (pause for response) Cycle, correct. Is a clock an example of a cycle? Yes! You kindergarteners are getting so smart! Tonight when you get home, tell your parents what you learned about cycles and sequences today.”</p>

Cycle in Little Rooster's Diamond Button

Little Rooster
asks for his
diamond
button.



The King gets mad.



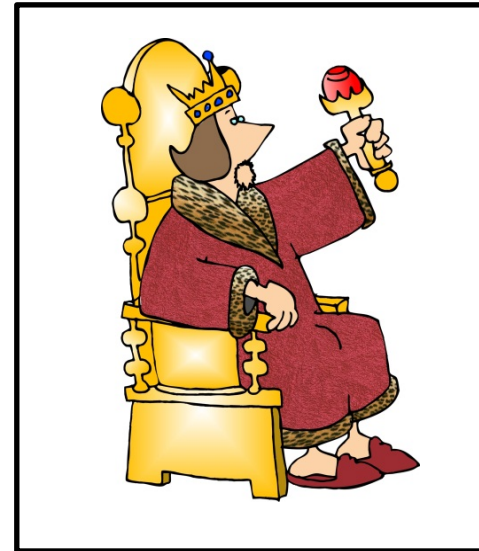
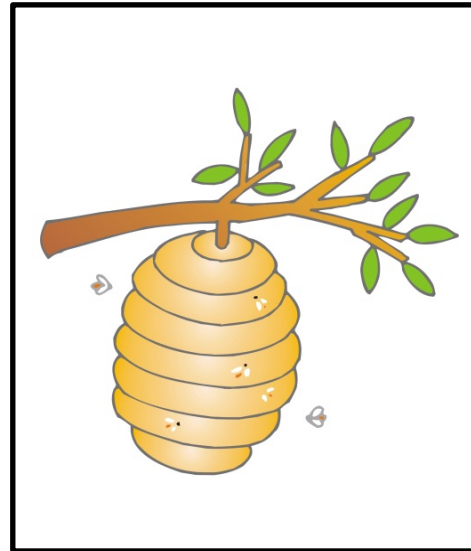
Little
Rooster uses
his magic
stomach to
survive.



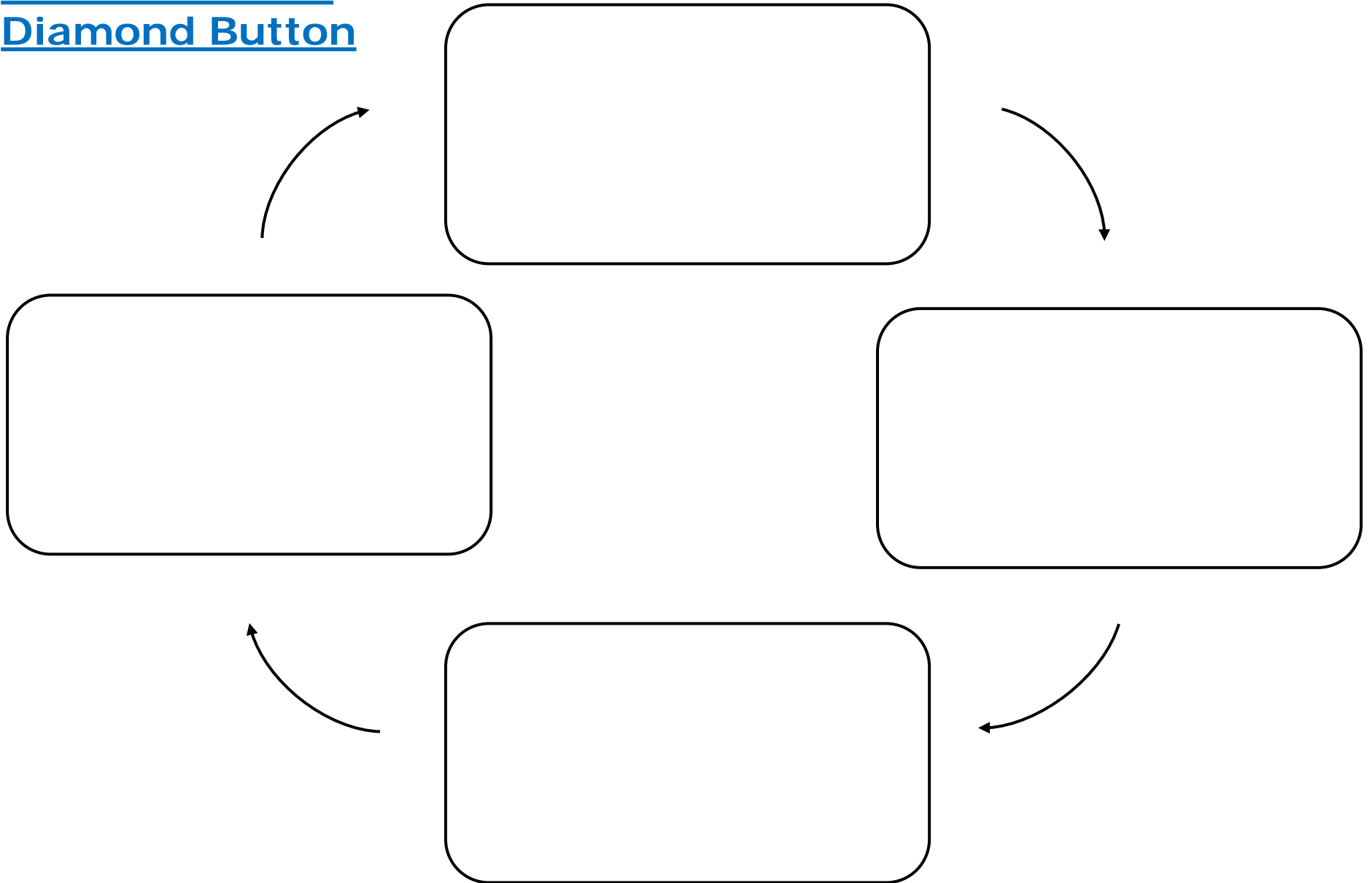
The King
tries to get
rid of Little
Rooster.



Sequence in Little Rooster's Diamond Button



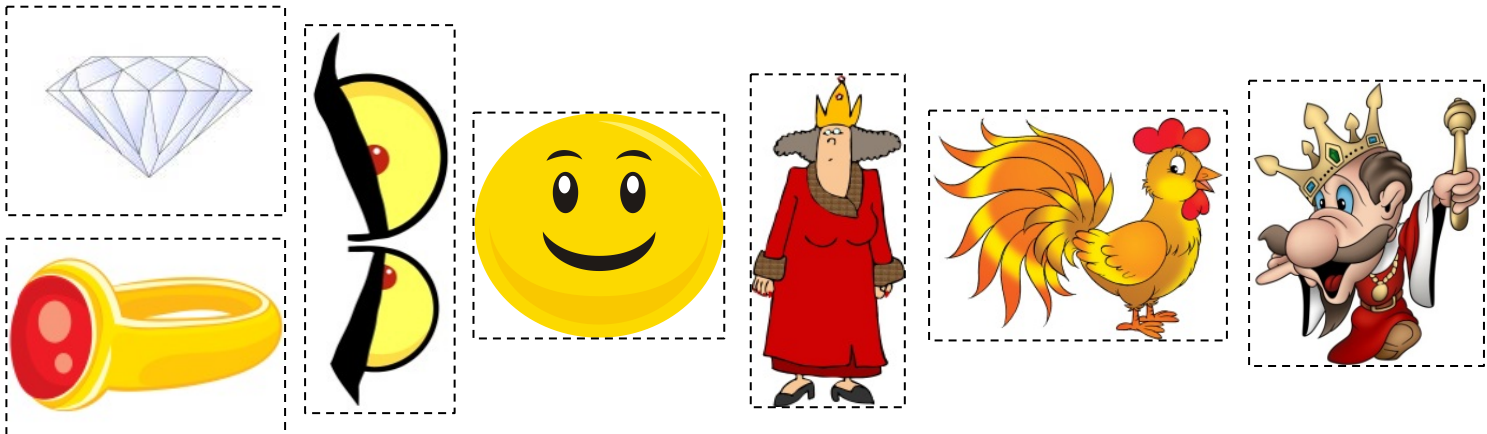
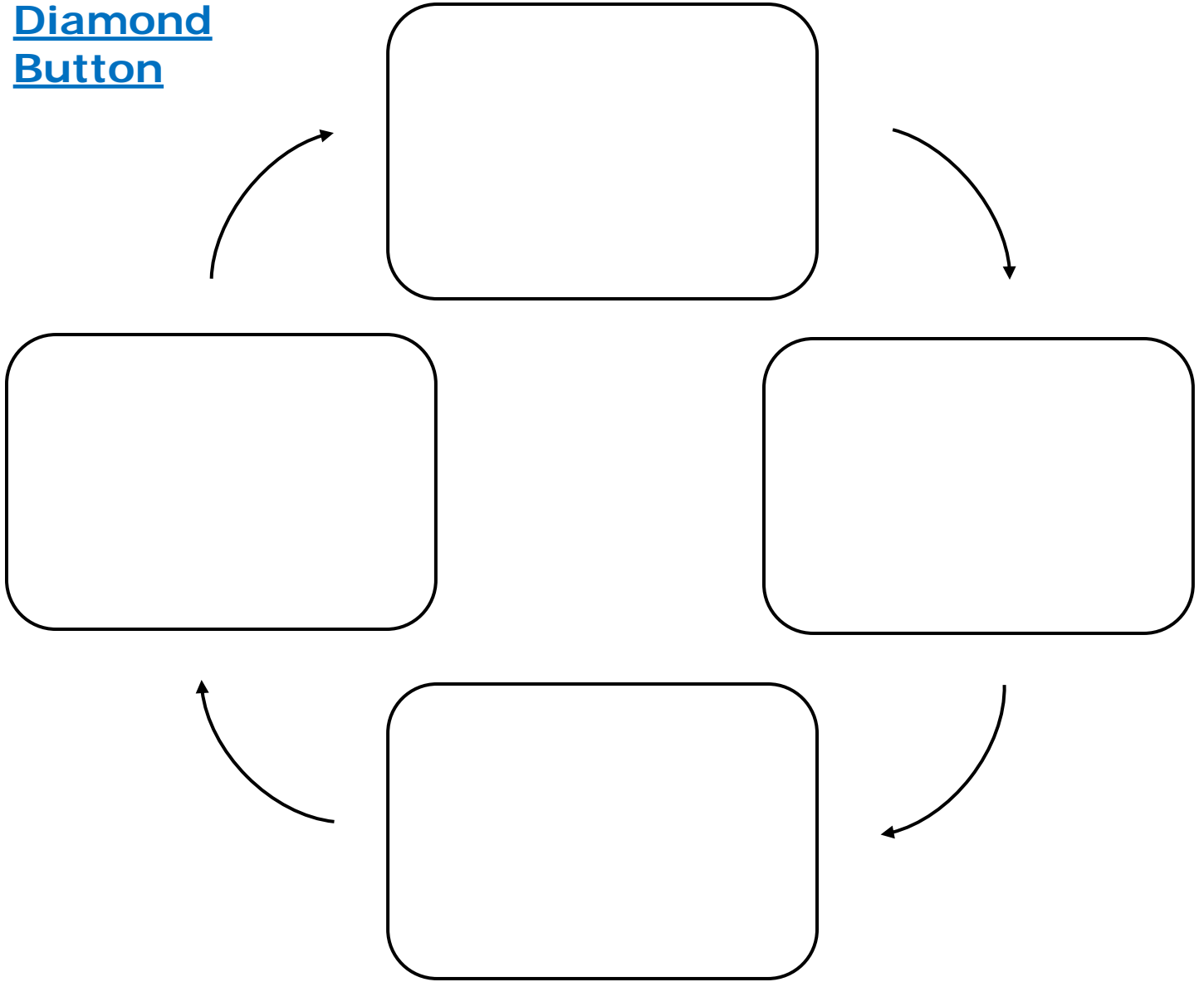
Cycle in Little Rooster's Diamond Button



Sequence in Little Rooster's Diamond Button

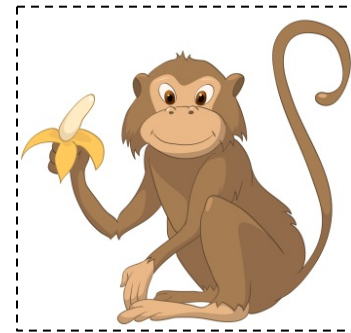
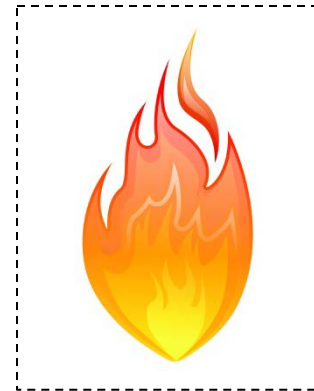
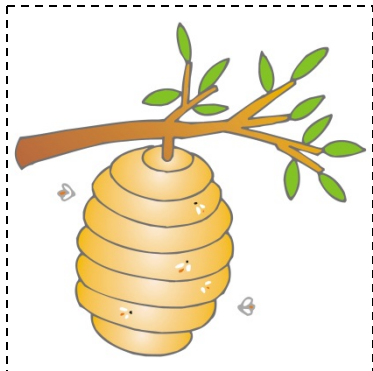
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Cycle in
Little Rooster's
Diamond
Button



Sequence in Little Rooster's Diamond Button

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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 that includes the <i>setting</i>, main <i>characters</i>, <i>goals</i>, <i>attempts</i>, and <i>outcome</i>. 	<ul style="list-style-type: none"> Participate in collaborative conversations about topics within Kindergarten texts. Identify when text being read contains information that does not make sense. 	<ul style="list-style-type: none"> Use complex sentences in reported speech. 	<ul style="list-style-type: none"> Use information from texts to make and revise accurate inferences.
Lesson Texts	<ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald 	<ul style="list-style-type: none"> <u>The Monkey and the Crocodile</u> by Paul Galdone 	<ul style="list-style-type: none"> <u>The Monkey and the Crocodile</u> by Paul Galdone 	<ul style="list-style-type: none"> <u>The Monkey and the Crocodile</u> by Paul Galdone

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard 	<ul style="list-style-type: none"> Sticky notes 	<ul style="list-style-type: none"> Document camera Craft sticks and glue 	<ul style="list-style-type: none"> Sticky notes
Unit Materials Provided	<ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: sequence, cycle, notice, eager Teacher Journal Lesson #5 Student Journal Lesson #5 	<ul style="list-style-type: none"> Fix-Up Strategies Poster Comprehension Monitoring Icons (optional) 	<ul style="list-style-type: none"> Puppets for Lesson #7 	<ul style="list-style-type: none"> Teacher Journal Lesson #8



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	INTEGRATION LESSON 5
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Retell a narrative that includes the <i>setting, main characters, goals, attempts, and outcome</i>. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald 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: sequence, cycle, notice, eager Teacher Journal Lesson #5 Student Journal Lesson #5 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> The teacher journal is a story map of <u>Little Rooster's Diamond Button</u>. You can use it to identify the story elements and as an aid in retelling the story; use your finger to track the story elements during the retell. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #2: SEQUENCE, CYCLE, NOTICE, EAGER </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: "We listen to stories all the time. When you watch cartoons, read a book, or listen to a friend talking about what happened the night before, you are listening to a story. We want to get to be good listeners but we also want to become good storytellers. When we tell a story, we have to remember all of the parts of the story. It really helps us understand what the story means. Our purpose today is to retell the story <u>Little Rooster's Diamond Button</u>. I'm eager to hear you retell the story!"</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 and model identifying the story elements as you read the text. If you like, you could write the elements on the map next to the pictures.</p> <p>You could say: "This is a map of <u>Little Rooster's Diamond Button</u>. We'll use the story map to help us remember all of the story elements, just like we've done in the past. (read the first six pages)</p> <ul style="list-style-type: none"> (point to <i>Setting</i> box) Hmm... The first thing we need to find is the <i>setting</i> of the story. Most of the story takes place in the King's palace, so we have this picture of a castle in the <i>Setting</i> box; I could write '<i>King's palace</i>' on the map. (point to <i>Characters and Goal</i> box) There are two main <i>characters</i>, the <i>King</i> and <i>Little Rooster</i>. They are pictured here." 	
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 continue identifying story elements as you use the story map to discuss the text.</p>	

You could say:

“Now let’s discuss these *character’s goals*.

- What did both the King and Little Rooster want? **(pause for response)** The diamond button! **(point to picture in *Characters and Goal* box)** When two *characters* want the same thing, there’s usually a problem!
- **(turn page)** On the next page, we see that the King and Little Rooster now have other *goals*. **(point to second row of story map)** What does the King want to do? **(pause for response)** Yes, get rid of Little Rooster. And what is Little Rooster’s *goal* now? **(pause for response)** To survive! I could write these *goals* next to them in the *Goal* row of the story map.

“Now we can see a **cycle**. Little Rooster wants his button, but the King wants to get rid of him so he can keep the button. Let’s look at the King’s *attempts* to get rid of the rooster.

(point to story map as you discuss each attempt)

- What is the King’s first *attempt* to get rid of him? **(pause for response)** Yes, he throws him in a well. What is the rooster’s *attempt* to survive? **(pause for response)** He drinks the water using his magic stomach, right?
- What’s the King’s next *attempt*? **(pause for response)** Fire! What’s the rooster’s *attempt* to stay alive? **(pause for response)** Yes, he spits out the water to put out the fire. That’s the second **cycle**.
- Then the King has another *attempt*. What was it? **(pause for response)** Right, the beehive. And what’s Little Rooster’s *attempt* to survive? **(pause for response)** Good thinking! He swallows the bees.
- Now we have the King’s fourth and last *attempt*. He decides to... **(pause for response)** Sit on Little Rooster! And Little Rooster’s *attempt*? **(pause for response)** Yes, he spits out the bees. That stops the King.

(point to last row of story map) “What’s the *outcome* of the story? **(pause for response)** Right. Little Rooster eats all of the King’s treasure and spits it out when he gets home. He and his mistress live happily ever after!”

Work with students to retell the entire story using the story map as a guide. You could say:

“Now let’s retell the story together before you and your partner practice retelling it. I’ll start...”

‘Once there was a rooster who lived in a kingdom. **(point to *Setting* box)** One day he found a diamond button, but the King took it from him. Both Little Rooster and the King wanted the diamond button...’ **(point to *Characters and Goal* box)** So Little Rooster asked the King to give back his diamond button...’

(point to *Goals* row) “Then what happened? **(pause for response)** Good thinking.

‘...The King tried to get rid of Little Rooster so he could keep the diamond button. Little Rooster needed to survive so he could keep it...’

(point to *attempts*) “Now help me retell each *attempt*.

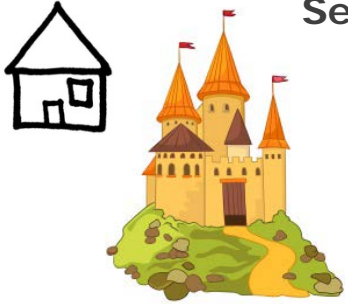


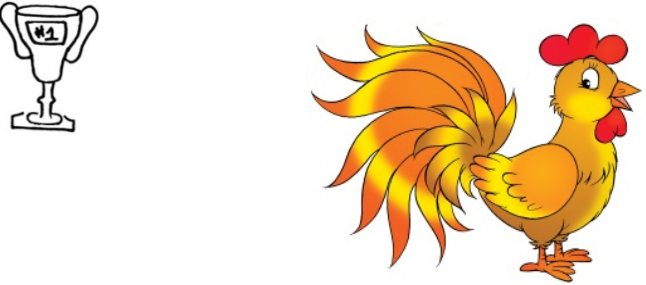




‘... First, the King... **(pause for response)** ... threw Little Rooster in a well. But Little Rooster swallowed all the water. Next, the King... **(pause for response)** ... threw him in a fire, but the rooster spit up all the water to put out the fire. Then the King... **(pause for response)** ... threw him into a beehive, but the rooster swallowed all the bees. Finally, the King... **(pause for response)** ... tried to sit on Little Rooster, but he spit out the bees...’

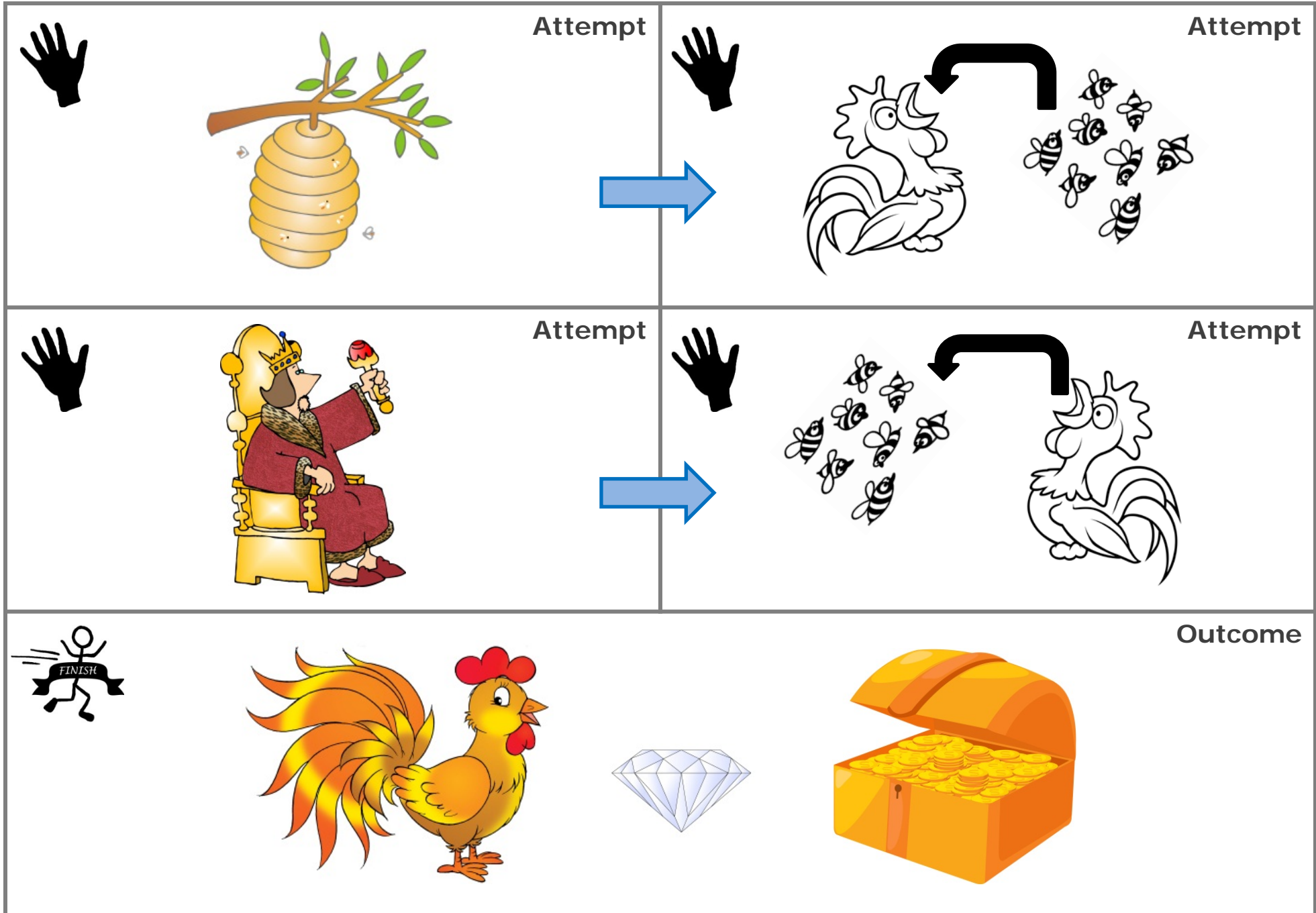
(point to *Outcome* row) “Now let’s tell the *outcome*, or ending.

‘... Finally, the King gave up and Little Rooster swallowed all of the King’s treasure. He got back his diamond button plus all the riches. Then he and his mistress... **(pause for response)** ... lived happily ever after!’








































“Great job helping me retell the story. It’s your turn now.”

<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 distribute the student journal. You could say: “Now you get to be the storytellers! Each of the partners will have a chance to retell the story. Use the story map on your student journal as a guide to help you remember all of the story elements. Find a place in the room and take turns retelling the story. The youngest partner can go first.” Circulate the room to provide support and feedback during students’ story retells.</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 I heard some amazing story retells! You are really becoming good storytellers. Turn to your partner and tell him or her the <i>outcome</i> of the story. (allow talk time) Your challenge for tonight is to retell this story at home to your family. For the last lesson of our unit, you will be retelling this story but changing the <i>characters, goals, attempts, and outcome</i>. You can be thinking of how you could change the story and then retell it to the class.”</p>

<p>Setting</p> 	<p>Characters and Goal</p> 
<p>Goal</p> 	<p>Goal</p> 
<p>Attempt</p> 	<p>Attempt</p> 
<p>Attempt</p> 	<p>Attempt</p> 



Student Journal – Folktales – Lesson 5 *Let's Know!*

LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	READ TO ME LESSON 6
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Participate in collaborative conversations about topics within Kindergarten texts. • Identify when text being read contains information that 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>The Monkey and the Crocodile</u> by Paul Galdone TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Group Discussion 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • 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>The Monkey and the Crocodile</u>. Use sticky notes to flag pages where you will model comprehension monitoring or prompt students to monitor their understanding. For example: <ul style="list-style-type: none"> ○ (fourth page; "One young crocodile...") Purposely misread "could never get enough to eat" as "could get enough to eat." Reread the sentence to clarify. ○ (fifth page; "How would you ever...") Cunning may be an unknown word. Check the definition of this Word to Know. ○ (ninth page; " 'Monkey,' " he called...) When the crocodile offers to take the monkey to the island, consider why the crocodile would have a 'toothy smile.' ○ (fifteenth page; "Then we must go back...") Discuss why the monkey is smiling in the illustration. ○ (seventeenth page; "No sooner did the monkey...") If students are confused, guide them to understand the concept of moving "down river" and living "in peace." ○ (twenty third page; "Three times the monkey called...") Seek to clarify why the monkey talked to the rock—did he talk to rocks all the time? • 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: "I love to read trickster tales. Those are stories about a <i>character</i> that is able to trick a much stronger <i>character</i>. There are all kinds of trickster stories, and the one we're reading today is about a monkey and a crocodile. Our purpose is to make sure we understand everything we hear while we read the story; we're going to monitor our comprehension. Then we'll discuss some ideas from the story. We want to always understand what we are reading and listening to so we can talk with others about the story or information."</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>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 pictures to help you understand. • If you don't know the meaning of a word, you can find 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: (misread second sentence of fourth page; "One young crocodile") "... He could get enough to eat...' I'm going to stop here. I'm not sure I understand about the young crocodile. (show Doesn't Make Sense icon) Why would he be hungry if he could get enough to eat? Let me read it again. (demonstrate) The book says, 'One young crocodile was hungrier than all the rest. He could never...' Oh! I see now. 'He could <i>never</i> get enough to eat.' That makes sense. I had to reread the sentence because I read he <i>could</i> get enough to eat. Now I understand that I made a reading mistake. (flip icon and continue reading)</p> <p>(fifth page; stop to clarify the meaning of cunning) "This word is a challenge—cunning. (show Doesn't Make Sense icon) It's important because the crocodile thinks he can catch the monkeys by being cunning. Cunning is one of our newest Words to Know, and it means 'good at tricking others.' I found out the meaning, and now it makes sense. (flip icon) The crocodile thinks he can trick the monkeys and then eat them. Let's see if he is really cunning 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>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 strategies to help us make sense of what we read..."</p> <p>Work through at least two more stumbling blocks with students, referring to the Fix-Up Strategies Poster to clarify confusion. If students do not monitor their comprehension independently, you could prompt them using the additional examples provided under Special Instructions.</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>Rich discussion should be a teacher-led but student-dominated conversation in which all children have the opportunity to participate. Encourage students to elaborate on their thinking and follow up on their classmates' ideas.</p> <p>You could say: "Trickster stories are so interesting! I love them. Let's talk about the ideas and events in our story..."</p> <p>You could use the following questions to facilitate rich discussion:</p> <ul style="list-style-type: none"> • Why do you think the crocodile thought that he was more cunning than the monkeys? • Compare the crocodile's trick to give the monkey a ride to the island with the monkey's trick to tell the crocodile his heart was in the tree? Which was better and why? • Do you think it's a good idea for one person to try to trick another person? Why or why not?

CLOSE

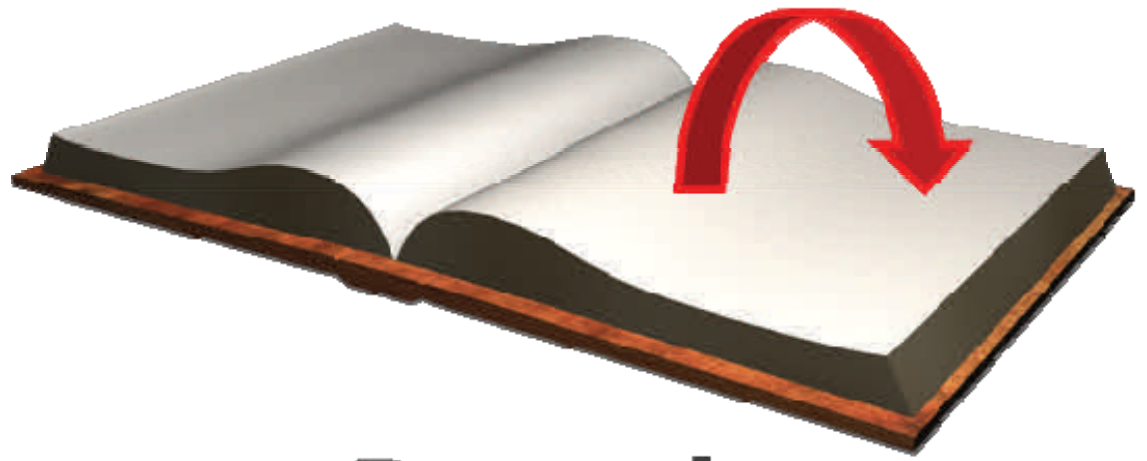
Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

“Today we read The Monkey and the Crocodile and made sure we understood what we read. Tell your partner one thing to do when you don’t understand what you hear or read. **(allow talk time)** We also discussed the story, talking about differences between the tricks of the crocodile and the monkey. When we read stories like this, we really need to understand what’s happening in the story. We want to monitor our comprehension so we can understand the story. When you get home tonight, try to remember one of the tricks that the animals played on each other and tell a family member. They will think you are very smart!”



Fix-Up Strategies



Reread



Ask questions



Use picture clues



Ask what a word means

Directions: Cut out and laminate the Comprehension Monitoring Icons.



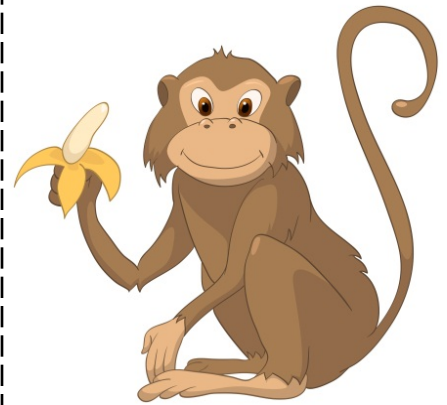
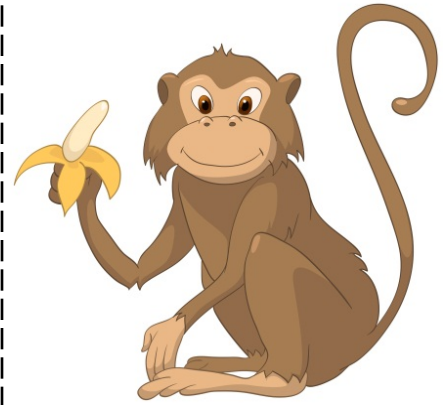
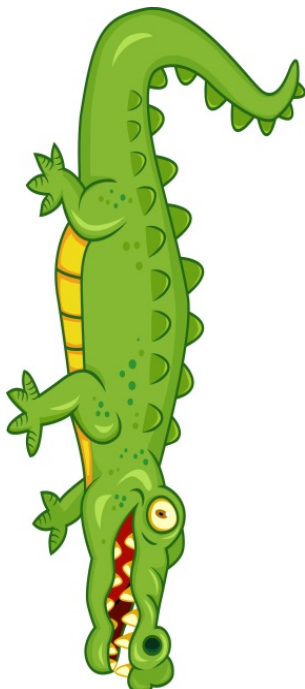
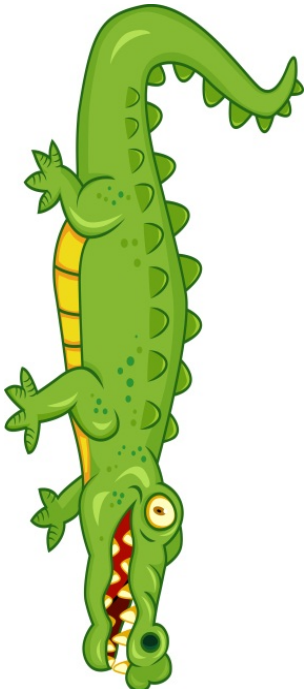
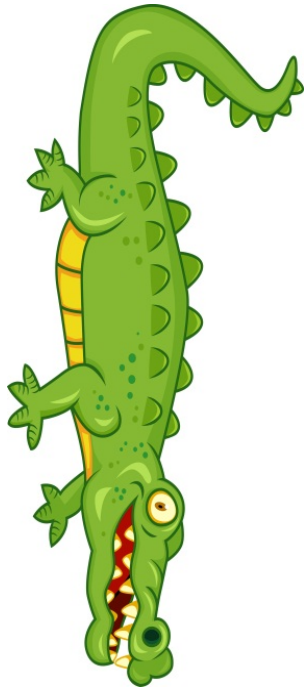
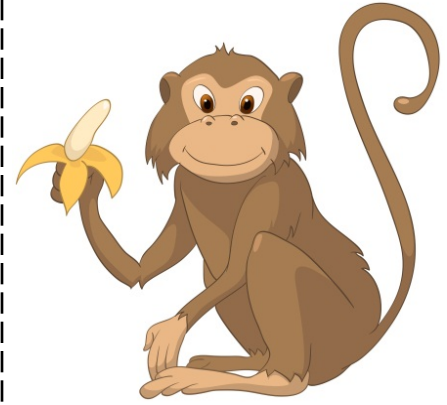
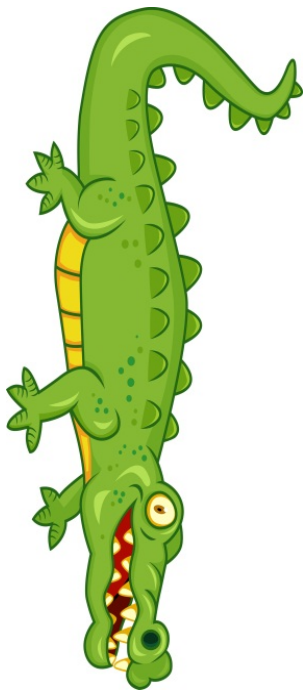
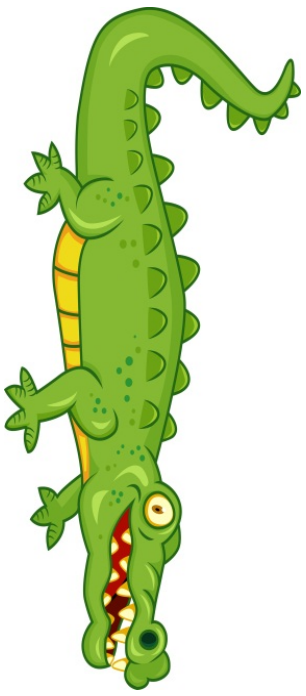
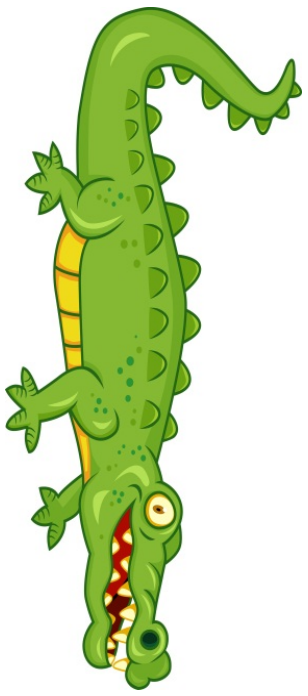
Directions: Cut out and laminate the Comprehension Monitoring Icons.



LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	TEXT MAPPING LESSON 7
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use complex sentences in reported speech. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Using Think-Alouds LESSON TEXT: <ul style="list-style-type: none"> <u>The Monkey and the Crocodile</u> by Paul Galdone 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"> Document camera Craft sticks and glue UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Puppets for Lesson #7 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Cut out the puppets for Lesson #7 and attach them to craft sticks. Distribute one of each animal to each pair of students. The purpose of this lesson is to practice using complex sentences with dialogue. The story retell is the method used to practice the targeted language skill. During the I Do and We Do sections, you could use a document camera to project the book pages so students can follow along with the illustrations in the story. 		
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 little, you didn't use very long sentences. Now that you're kindergarteners, your sentences are much longer. You know how to put words together to make longer and longer sentences. Today we're going to make long sentences using what <i>characters</i> say. It's called <i>dialogue</i>. When you can use longer sentences, the language that you hear and read is easier to understand."</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>Use the illustrations from the text and the puppets to demonstrate a story retell with dialogue. You could say: "In the story we read, <u>The Monkey and the Crocodile</u>, we know that the crocodile and the monkey talked to each other. Remember this is a fiction book, and animals can talk to each other in books of fiction. Today we're going to go through the book and use the illustrations to narrate the story. We'll use puppets of the <i>characters</i> to make the animals talk to each other. Let me show you how; I'll be a narrator telling the story and will use these puppets to help the animals talk. (show puppets) I'll use dialogue... (demonstrate using the puppets and the illustrations from the text)</p> <p style="padding-left: 40px;">'In the jungle, there were many monkeys who ate mangos and swung from the trees. In the river, there were many crocodiles. One young crocodile was hungrier than all the rest. He wanted more to eat, so he said to a wise old crocodile, "I will catch a monkey to eat. They are quicker, but I'm more cunning." This crocodile saw a young monkey that was quicker than the others. "That's the one I want," he said to himself. So he thought of a plan to catch the monkey. He said to him, "Monkey, let's go to the island to eat the ripe fruit." The monkey said, "I can't swim." The crocodile said with a toothy smile, "I'll take you on my back...'</p> <p>"I'm telling the story using many long sentences with dialogue, or what the <i>characters</i> say. The narrator tells the story, and the puppets help the animals talk; that's why my sentences are long. This is what you're going to do with a partner."</p>	

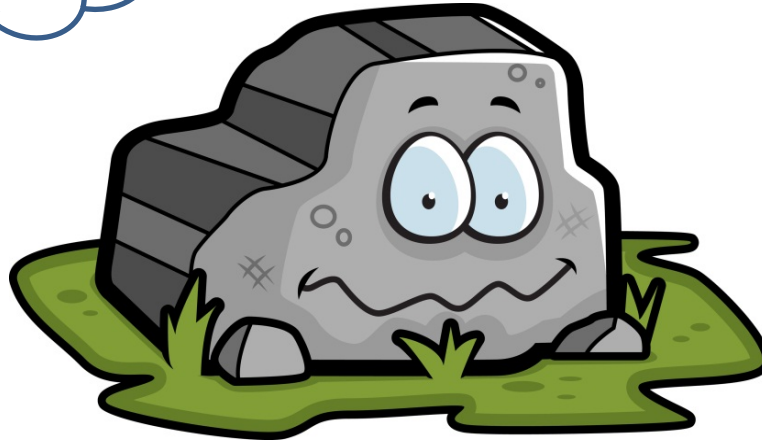
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Divide students into pairs and distribute the puppets for Lesson #7. Guide them as they practice retelling the story and saying dialogue with their partners.</p> <p>You could say: “Each pair has a crocodile and a monkey puppet. As we go through the book, you and your partner will take turns telling the story and having the animals talk to each other. This time, the older partner can go first; then switch to the younger partner. Let’s start with the part I just told. ‘... The crocodile said, “Monkey, let’s go to the island to eat the ripe fruit.” The monkey said, “I can’t swim.” The crocodile said with a toothy smile, “I’ll take you on my back...”’ Tell that part of the story, starting with, ‘The crocodile said...’”</p> <p>Monitor students closely as they practice telling this part of the story. Ensure that students are using dialogue in their retells; provide additional modeling and feedback to students who are struggling.</p> <p>You could say: “I like what I’m hearing! You’re using longer sentences because you’re making the <i>characters</i> talk in your story. You’re using <i>dialogue</i>. Let’s do another part of the story now. ‘... The monkey jumped on the crocodile’s back and said, “This is a fine ride.” The crocodile said, “How do you like this? I’m going to drown you and eat you.” Then he dove under the water. The monkey held on, and when he came up, he said, “Too bad I didn’t bring my heart with me. It tastes the best...”’</p> <p>Now take turns telling the story from that point and making the <i>characters</i> talk to each other. This time the younger partners start first. (monitor students, providing support and feedback)</p> <p>“We have one more part to practice before you can tell the story on your own. ‘... The crocodile said, “We must go get your heart,” and he took the monkey back to the river bank. Then he said, “Monkey, go get your heart.” The monkey ran up to the top of the tree and said, “My heart is way up here. Come and get it!” Then he laughed and laughed at the crocodile.’</p> <p>Practice telling this part of the story, starting with the older partner.” (monitor students, providing support and feedback)</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>Have students take turns retelling the story in pairs. You could say: “Now it’s time to take turns telling the story from the beginning. Use the puppets to help the animals talk to each other. Remember to be the narrator and tell the story; then let the animals talk to each other when it’s their turn. Younger partners can start first.”</p> <p>Circulate around the room, providing support and feedback on dialogue and narration.</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 practiced using longer sentences by telling a story with puppets and making them talk. You used <i>dialogue</i>. When we talk, we can make long sentences by sharing what others say. I could say, ‘My daughter told me, “I don’t want to wear this dress!”’ I made a sentence using what someone said. Think of a sentence you could say that uses someone else’s speech... Now tell it to your partner.” (allow talk time)</p>

Puppets – Folktales – Lesson 7 *Let's Know!*



LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	INTEGRATION LESSON 8
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use information from texts to make and revise logical inferences. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Inferencing LESSON TEXT: <ul style="list-style-type: none"> <u>The Monkey and the Crocodile</u> by Paul Galdone 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"> Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #8 	
<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 places where you will model inferencing or ask inferential questions. For example: <ul style="list-style-type: none"> (front cover) Infer that the book is fiction. (fourth and fifth pages; "One young crocodile...") Ask how the crocodile will catch the monkey; infer that he will have to trick the monkey into the water. (fifteenth page; "Then we must go back...") Ask how the monkey was able to trick the crocodile; infer that the crocodile is so focused on eating that he's not thinking about his actions. (seventeenth page; "No sooner did...") Ask how the crocodile feels now; infer that he is very angry with himself for letting the monkey get away. For the You Do routine, display the teacher journal to remind students of the inferential questions they should discuss with their partners. 		
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 I go to the grocery store, I know what to expect because I've done it before. First I have to get the cart. Then I know where to pick up vegetables, fruit, meat, and milk. I have background information about what to expect at the grocery store. But sometimes I may need something, and I don't know where it is, so I have to fill in the blanks or <i>infer</i> where it is. I don't have all the information I need, so I must figure it out. It's like that when we're reading books. We know a lot about books, but sometimes we don't have all the information and we have to fill in the blanks. Today we're going to look at <u>The Monkey and the Crocodile</u> and fill in the blanks when we don't have information. This is called making an <i>inference</i>; students who can make good inferences can understand what they hear and read because they're always filling in the blanks."</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 inferences as you begin reading the book.</p> <p>You could say: (front cover) "As I look at the cover of the book, I <i>infer</i> that the book is fiction because there are illustrations, not photos, and I know that a monkey can't really ride on the back of a crocodile. I'll start reading the book and make more inferences..."</p>	

	<p>(after reading fifth page; “ ‘How would you ever...’ ”) “Hmm... I wonder how a crocodile <i>could</i> catch a monkey. I know crocodiles can’t climb trees and most monkeys can’t swim, so I bet the crocodile will have to trick the monkey to get into the water. That’s an inference that I made—I filled in the blanks with what I know about animals and what the book said.</p> <p>“There are lots of ways that the crocodile could do play a trick, and we actually already know how he tricked the monkey. Let’s keep reading and make some more inferences.”</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>Continue reading the story, guiding students to make inferences.</p> <p>You could say: (after fifteenth page; “ ‘Then we must go back...’ ”) “Now we know that the crocodile has tricked the monkey to get into the water, but he’s not eating the monkey yet. What can you <i>infer</i> about the crocodile? What is he thinking about? Talk with your neighbor. (allow talk time) Let’s have some reports. (invite students to share) Good inferences. Some of you made the inference that the crocodile is thinking about getting even more to eat. He’s thinking about his stomach; he’s not using his head. Does that ever happen to you? Do you ever get so hungry that you do silly things just to get something to eat? Let’s read on...</p> <p>(after reading the next page) “Now we know the monkey got away and laughed at the crocodile. Make an inference about what the crocodile is feeling now. Tell your partner. (allow talk time) Now I’d like some of you to report your inferences. (invite students to share) I agree. Some of you inferred that the crocodile is probably very angry with himself for letting the monkey get away. The monkey is laughing at him. I know it makes me angry when other people laugh at a mistake I made.”</p> <p>Discuss students’ inferences as you read remaining selections from the text.</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>After reading the rest of the book, display the teacher journal. You could say: “Now you and your partner need to make some inferences, or fill in the blanks about what you’ve read. First, make an inference about why the monkey started talking to the rock. (point to top picture) You’ll need to think about what you already know about the monkey and what the book tells you to make an inference. Second, make an inference about why the crocodile started talking like he was the rock. (point to bottom picture) Discuss your inferences, and then we’ll report to the class.” Circulate among students as they discuss, encouraging them to use higher-level language when they make inferences.</p> <p>After students have had sufficient discussion time, regroup to share inferences as a class.</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 looked at <u>The Monkey and the Crocodile</u> again, and this time we filled in the blanks. What’s another way to say the same thing? (pause for response) Yes, to make <i>inferences</i>. We made inferences today. If you get home and there’s some cookies and milk on the table, what inference can you make? (pause for response) Your mom or babysitter made cookies for you! Great inference. We can get to be better at making and revising inferences and that will help us become better readers, writers, listeners, and speakers. Tell your family what an inference is when you get home tonight. Then make an inference for them to show them how smart you are!”</p>





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 words by providing a simple definition. 	<ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition. Sort words into semantic categories. 	<ul style="list-style-type: none"> Extract information from one type of text and transform into a new kind of text. 	<ul style="list-style-type: none"> Retell a narrative that includes the <i>setting</i>, main <i>characters</i>, <i>goals</i>, <i>attempts</i>, and <i>outcome</i>.
Lesson Texts	<ul style="list-style-type: none"> The Monkey and the Crocodile by Paul Galdone 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Little Rooster's Diamond Button by Margaret Read MacDonald 	<ul style="list-style-type: none"> Little Rooster's Diamond Button by Margaret Read MacDonald

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Pencil 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Bags 	<ul style="list-style-type: none"> Document camera or interactive whiteboard 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sentence strips or paper
Unit Materials Provided	<ul style="list-style-type: none"> Vocabulary Picture Cards: bargain, avoid, wise, cunning Words to Know rings: bargain, avoid, wise, cunning 	<ul style="list-style-type: none"> Teacher Journal Lesson #10 (print or digital) Game mat for Lesson #10 Game cards for Lesson #10 	<ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: bargain, avoid, wise, cunning Teacher Journal Lesson #11 Student Journal Lesson #11 	<ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: bargain, avoid, wise, cunning Teacher Journal Lesson #12



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 9
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Define words by providing a simple definition. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> <u>The Monkey and the Crocodile</u> by Paul Galdone 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"> Pencil UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: bargain, avoid, wise, cunning Words to Know rings: bargain, avoid, wise, cunning 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... Cut, punch, and attach the next four words—cunning, wise, bargain, and avoid—to the Words to Know rings. The I Do and We Do routines are combined in this lesson. WORDS TO KNOW <ul style="list-style-type: none"> bargain: To come to an agreement avoid: To stay away from wise: Showing very good sense cunning: Good at tricking others 		
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: "What if I didn't have a word for this object? (hold up a pencil) How could I talk about it? I'd have to use other words to describe it and tell you what it does or looks like. It would take a lot of extra words. Fortunately, I do know the word <i>pencil</i> , so I can just use one word— <i>pencil</i> —and you know exactly what I mean. That's the power of knowing the right word. Today we're going to talk about four new Words to Know that we're learning— bargain, avoid, wise, and cunning . The more words we know, the more word power we have."	
I Do/ WE 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. 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. 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. You could say: "Our first Word to Know for today is bargain . Say the word bargain ... Bargain means 'to come to an agreement.' <ul style="list-style-type: none"> (display Vocabulary Picture Card) This picture shows bargain. The man and woman are bargaining for the shirt. In <u>The Monkey and the Crocodile</u>, the crocodile and monkey had to bargain to get what they wanted. Crocodile offered to give Money a ride. Monkey agreed to the bargain. Then Monkey offered Crocodile a bargain. He would get his heart if Crocodile would take him to his tree. 	

- You might go to a swap meet and **bargain** for something you want to buy. You make an offer, and the other person either agrees or makes another offer. Do you ever **bargain** with your mom or dad at home? Tell your partner...
- Find the word **bargain** on your word ring. Read with me: **Bargain** means 'to come to an agreement.'
- Now turn to your neighbor and tell him or her what **bargain** means...
- Say the word **bargain**...

(avoid)

"The next Word to Know is **avoid**. Say the word **avoid**... **Avoid** means 'to stay away from.'

- **(display avoid picture card)** This card shows **avoid**. Look at the man's face and hands. He clearly wants to stay away from something.
- The monkey wanted to **avoid** the crocodile, so he moved down the river to another tree, right?
- When you're barefoot, you want to **avoid** sharp things like rocks or stickers. During the summer, you want to **avoid** getting sunburn, so you put on sunblock. When you **avoid** something, you stay away from it.
- Find the word **avoid** on your word ring. Read with me: **Avoid** means 'to stay away from.'
- Now take turns pretending to **avoid** your partner. **(model a gesture, if needed)**
- Everyone, say the word **avoid**...

(wise)

"Our third Word to Know is **wise**. Say the word **wise**... **Wise** means 'showing very good sense.'

- **(display wise picture card)** This card shows a judge who is **wise**. Judges are supposed to make **wise** decisions that show good sense.
- In The Monkey and the Crocodile, there was a **wise** old crocodile that the young crocodile talked with. Usually older people are **wise** because they've learned many lessons in life. Your grandmother or grandfather is probably **wise**. When you're **wise**, you have good sense. You make good decisions.
- Find the word **wise** on your word ring. Read with me: **Wise** means 'showing very good sense.'
- Now tell your partner what **wise** means...
- Say the word **wise**...

(cunning)

"The last Word to Know for today is **cunning**. Say the word **cunning**... **Cunning** means 'good at tricking others.'

- **(display cunning picture card)** Here is a wolf that is **cunning**. He's trying to fool people into thinking he's a sheep. He's good at tricking people.
- In The Monkey and the Crocodile, the crocodile said that the monkeys were quick, but he was more **cunning** than they were. Was that true? **(pause for response)** No, the monkey was more **cunning**. He was better at tricking others.
- In many stories, foxes are **cunning**. They try to trick other animals. But other animals can be **cunning**, too. Think of a cartoon *character* that is **cunning** and tell your partner who it is and why they are cunning. **(allow talk time)**
- Find the word **cunning** and read with me: **Cunning** means 'good at tricking others.'
- Tell your partner what **cunning** means...

Everyone say the word **cunning**..."

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.

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 you've chosen. Then I'll ask everyone to say the Word to Know together. Let's go..."

	<ul style="list-style-type: none"> • Which word would you use if you saw a tiger? (avoid) • Which word are you if you're trying to trick someone? (cunning) • What word do you use at a garage sale? (bargain) • Would you avoid or wise poison ivy? (avoid) • Is an older person usually wise or bargain? (wise) • Which word are you if you make a good decision? (wise) • TV advertisements can be _____. (cunning) • What is it called when you come to an agreement? (bargain) <p>“Now choose one word and make a sentence with that word; take turns talking with your partner.” 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: “Use your word rings to tell each other the four new Words to Know you learned today. (allow talk time) Words help you understand what you read and hear; they help you say what you want to say. Tonight tell your family the four Word to Know we learned today.”</p>

LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 10
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition. Sort words into semantic categories. 		
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"> Chart paper, document camera, or interactive whiteboard Bags UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #10 (print or digital) Game mat for Lesson #10 Game cards for Lesson #10 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Each pair will need a game mat and game cards. Cut the game cards and put 16 randomly chosen cards into a bag for each pair of students. Leave the game mats uncut. 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 using an interactive whiteboard, place the images from the print journal on a blank word web, or create your own webs on chart paper. This lesson has the potential to last longer than 30 minutes. Move through the I Do and We Do sections quickly enough to teach the related words, but allow sufficient time to complete the practice activity during the You Do segment. WORDS TO KNOW <ul style="list-style-type: none"> bargain: To come to an agreement avoid: To stay away from wise: Showing very good sense cunning: Good at tricking others SUGGESTED RELATED WORDS <ul style="list-style-type: none"> bargain: (synonyms) <i>trade, deal</i> avoid: (synonyms) <i>hide, dodge</i> wise: (synonyms) <i>smart, clever</i>; (antonym) <i>foolish</i> cunning: (synonyms) <i>fool, deceive</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: “Sometimes when I use a word, it’s not exactly the one I want to say, but it’s close. Some words have almost the same meanings, but they’re not quite the same, like the words <i>talk</i> and <i>speak</i>. They are related words and mean almost the same thing. Today our purpose is to talk about related words for our Words to Know. We want to learn as many words as possible that belong with our new Words to Know. When we know many words we can say exactly what we want to say. Then we can understand and use words even better than we do now.”</p>	

<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 images from the print teacher journal.</p> <p>You could say: “I’m going to start with the word cunning. We know that it means ‘good at tricking others.’ When I think of the word cunning, other words come to mind like <i>fool</i>. Cunning people try to <i>fool</i> others, like the fisherman tries to fool the fish into biting the hook. Another word is <i>deceive</i>. A cunning person tries to <i>deceive</i>, or trick, someone. In stories, many times a fox is cunning and tries to <i>deceive</i> other characters. These words are related to cunning: <i>deceive</i> and <i>fool</i>.” (add <i>fool</i> and <i>deceive</i> to 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. You could say: “Now let’s discuss the remaining Words to Know—wise, bargain, and avoid...”</p> <p>(wise) “The next word is wise. A wise person shows very good sense. Tell me some other words that describe a wise person. (pause for response) <i>Smart</i> and <i>clever</i>. Those are two words that are related to wise; they mean about the same thing. (add words to web) Now let’s think of words that mean the opposite. If you don’t show very good sense, you would be... (pause for response) You would be <i>foolish</i>. That’s another word we can have on our web. (add to web)</p> <p>“Let’s think a minute about the difference between wise and cunning. Could you be both wise and cunning? (pause for response) No, because a wise person doesn’t try to trick people like a cunning person would. They show good sense.</p> <p>(bargain) “Let’s talk about bargain now. When you bargain, you come to an agreement. If you had a baseball or Pokémon card that another person wanted, what might you do? (pause for response) Good thinking. You might <i>trade</i> one card for another or make a <i>deal</i> with someone. (add words to web) You get something and the other person gets something. You are bargaining. What kind of bargain would a cunning person try to make? How about a wise person? (pause for discussion)</p> <p>(avoid) “Our last word is avoid. You stay away from something when you avoid it. What other words would describe avoid? (pause for response) Good ideas. Let’s put <i>hide</i> and <i>dodge</i> on our web. Would you avoid a cunning person? A wise person?” (pause for discussion)</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 distribute the game mats and game cards. You could say: “Each pair has a game mat and a bag of sixteen game cards. The game mat has <i>all</i> of the words. Each game card has one word and a picture on it. Your first job is to sort through all of your cards and find as many definition cards of the Words to Know as you have. Match what you have, laying them on the top of the game mat. Then find the pictures of the Words to Know. After that, find two related words that go with the words and lay them on the mat. You will not be able to use all of the cards, so take the extra cards and put them back in the bag.”</p> <p>Have students find matches for their game mats.</p>

	<p>Once students have matched the cards that they have, they'll need to bargain with other students to get the cards they need to complete their mats. You could say:</p> <p>"Today you have to bargain with other partners. You'll have to trade what you have with another pair that has the cards you need to finish your game mat. Remember that you can't just take what you need—you need to bargain and give that group one of your cards. When you find all of the words for your mat, partners can think of a sentence that uses either the Word to Know or a related word."</p> <p>Circulate the room to monitor the activity, encouraging students to trade cards until they find all of the words for their game mats. If the activity extends too long, you may have to stop before all students have completed their mats.</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:</p> <p>"Today we learned related words. What Word to Know goes with this related word..."</p> <ul style="list-style-type: none"> • <i>hide</i> (avoid) • <i>deal</i> (bargain) • <i>deceive</i> (cunning) • <i>foolish</i> (wise) <p>Words help us understand what we read or hear and express ourselves more clearly. When you have the right word, you can say exactly what you want to say. You can understand what the author or speaker wants to say, too. Tonight at home, see if you can bargain with your parents for something you want. Then tell them the word. However, don't be cunning!"</p>



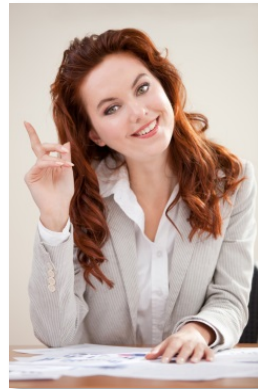
deceive



fool



cunning



clever



foolish
(opposite)



wise



smart



bargain



trade



deal



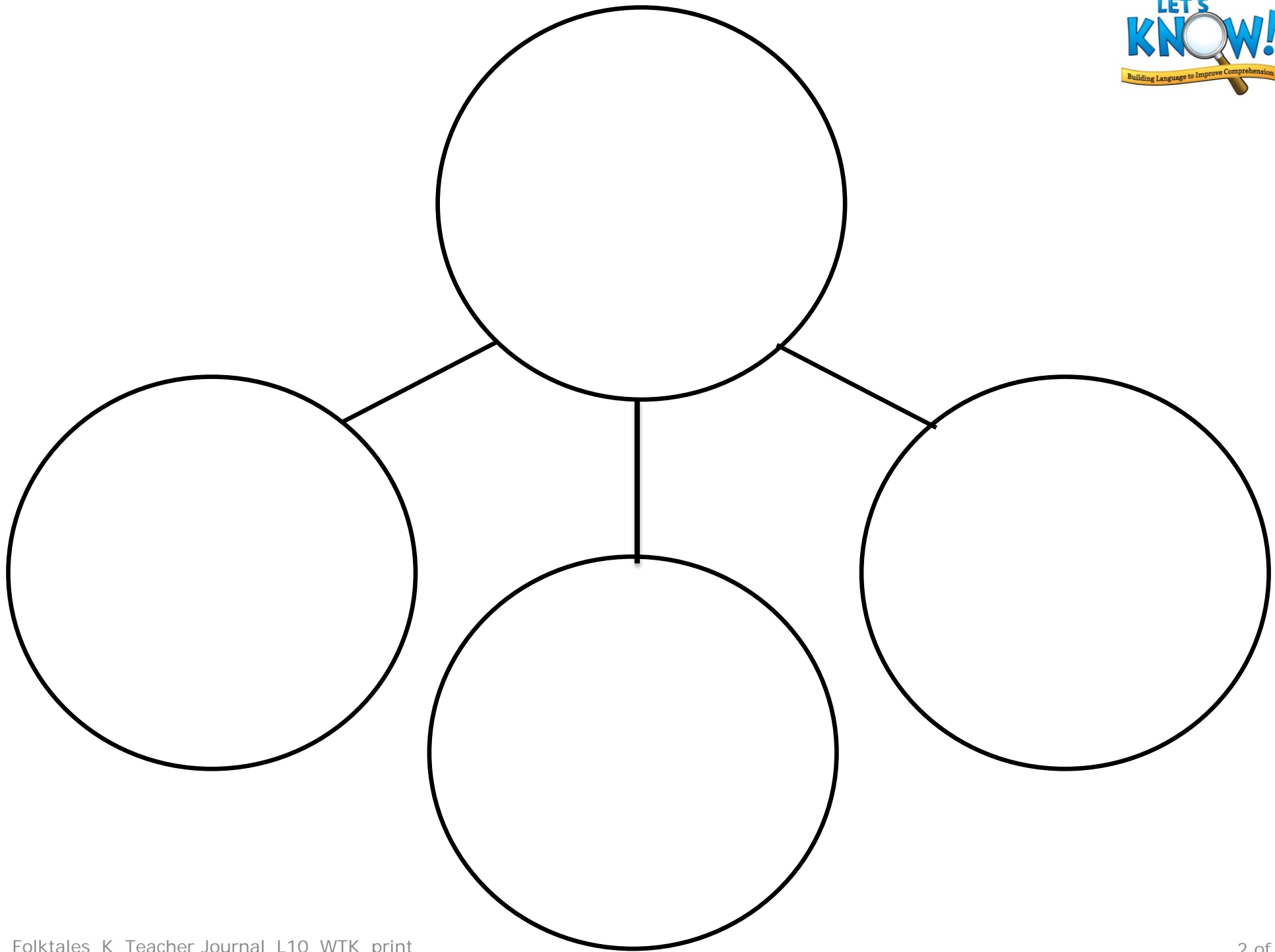
avoid

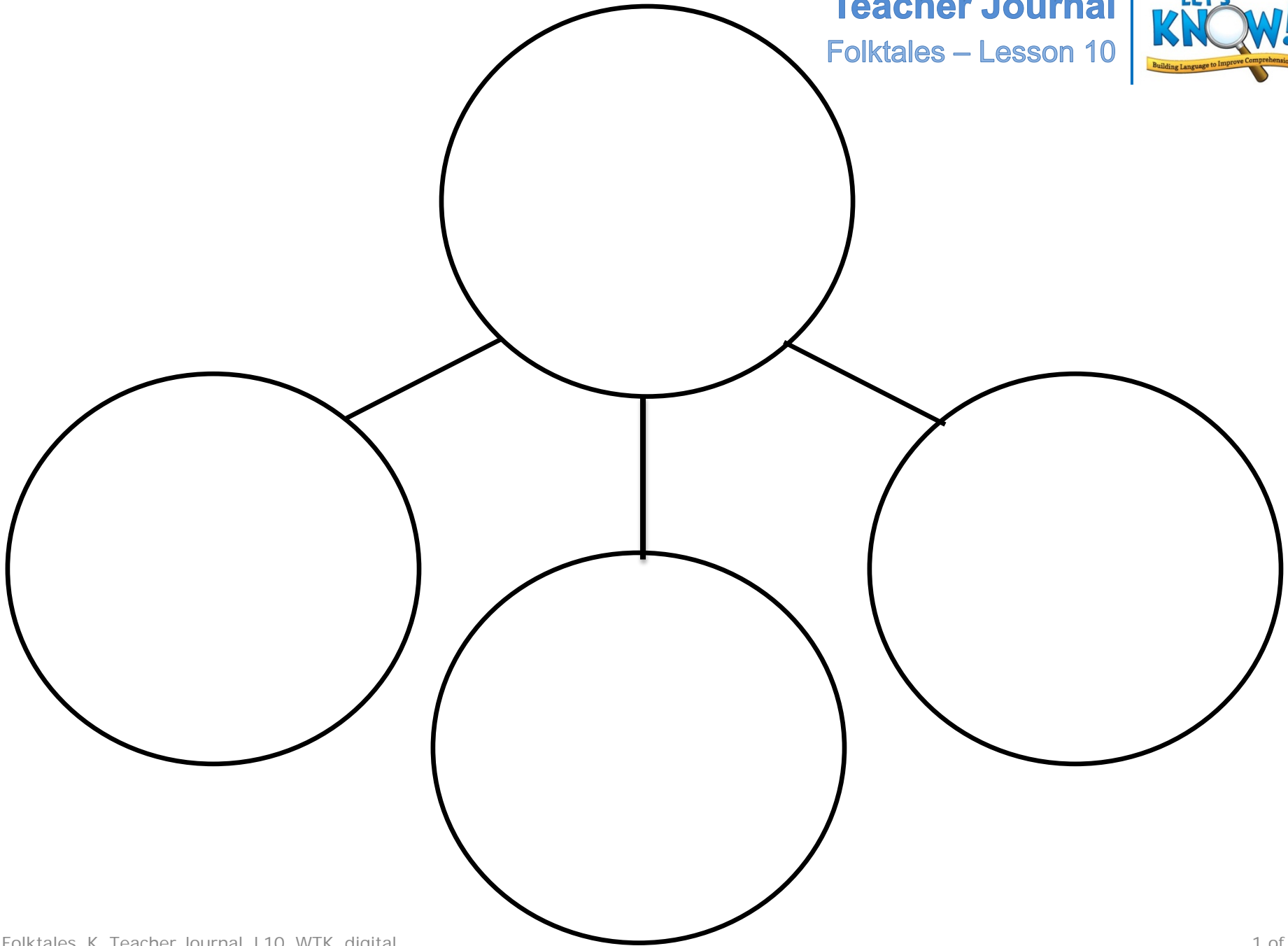


hide



dodge







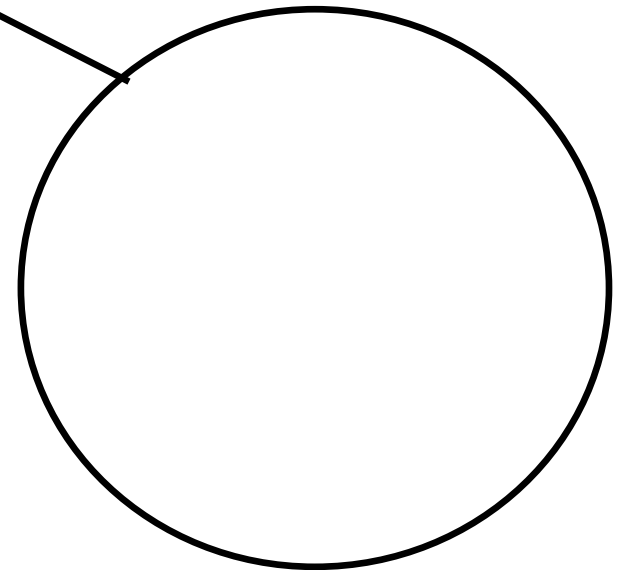
cunning



fool

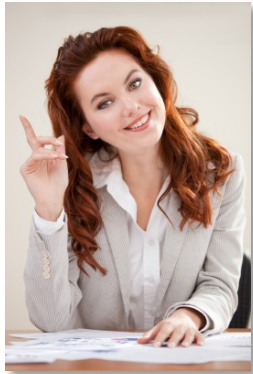


deceive





wise



clever



smart



foolish
(opposite)



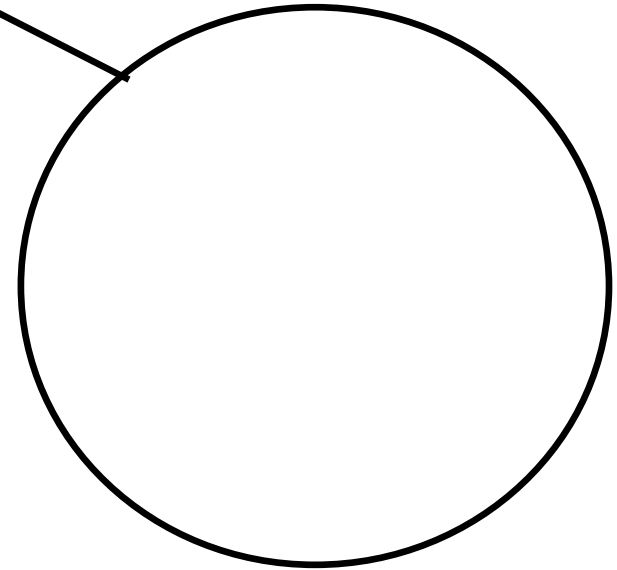
bargain



deal



trade





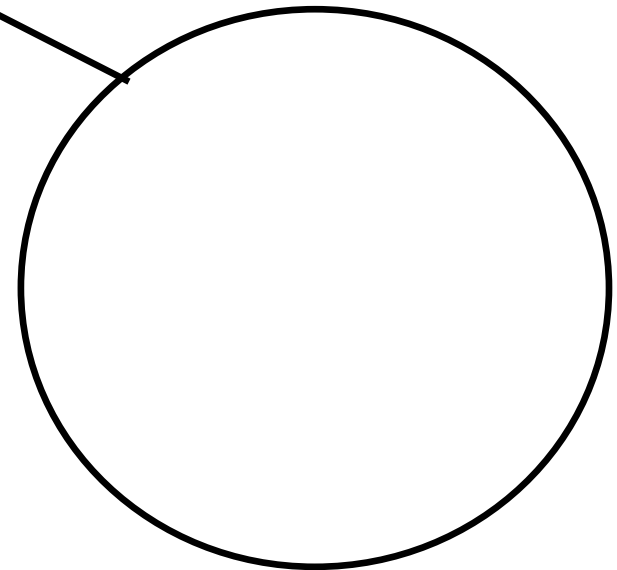
avoid



dodge



hide



wise
showing very
good sense



cunning
good at
tricking
others



avoid
to stay
away from



bargain
to come to an
agreement



wise



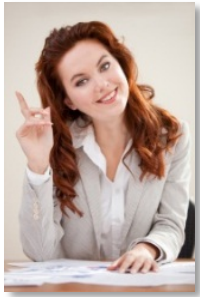
cunning



avoid



bargain



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to come to an
agreement



wise



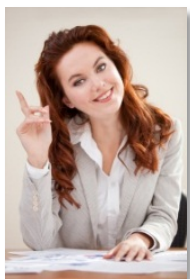
cunning



avoid



bargain



clever



fool

dodge



deal



smart



deceive



hide

trade



LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	TEXT MAPPING LESSON 11
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Extract information from one type of text and transform it into a new kind of text. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Using Think-Alouds LESSON TEXT: <ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald 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"> Document camera or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: bargain, avoid, wise, cunning Teacher Journal Lesson #11 Student Journal Lesson #11 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> The objective of the lesson is to construct a different version of the story by changing story elements using cycle and sequence organizers. The charts can then be used to retell the story variation. Show the alternate cycle and sequence provided in the teacher journal when retelling the new version of the story to demonstrate how to use a graphic organizer to change text from one form to another. The first two pages are completed organizers for you to use as you model retelling an alternate story. The last two provide space for you to fill in as you practice creating another version of the cycle and sequence with students. During the We Do routine, regulate the amount of discussion and make changes quickly to allow plenty of time for the students to discuss story variations with their partners. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #3: BARGAIN, AVOID, WISE, CUNNING </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: "Did you ever walk into your house and notice that something was changed, something was different? Maybe you grab your cereal in the morning and notice that the box is different. The cereal is the same but the box has changed. Perhaps you listen to a story and it's not quite the same story that you heard; something has changed. Today our purpose is to start with the Little Rooster story and change a few things to make our own version of <u>Little Rooster's Diamond Button</u>. When you can change a story you know into a new version of the story, it helps you understand other stories you read or hear."</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 point to the organizers as you discuss and retell an alternate version of <u>Little Rooster's Diamond Button</u>.</p> <p>You could say: "I'm going to show you how I changed a few things in <u>Little Rooster's Diamond Button</u> to make a different version of the story. I'll start with the cycle in the story. I'll change some of the things in the cycle. First, I want to have a ruby ring instead of a diamond button. And I'll change the <i>character</i> to a black cat. I'll also change the king into a queen. (turn to p. 2) I think the sequence is fine, except that in this version, the queen is going to try to step on the cat. I also changed the title. Now my story is called <u>Black Cat's Ruby Ring</u>. Listen to me retell it using all of the changes I made in the cycle..."</p>	

‘Once there was a black cat who found a ruby ring on the road. A queen passing by saw the ruby ring on the cat’s paw, took it, and put it in her treasure chest! “Give me back my ruby ring,” said the black cat. “Never!” said the queen, and she ordered her guards to throw the cat in the well. The cat had a magic stomach and swallowed all the water in the well. “Give me back my ruby ring!” said the black cat. “Never!” said the queen, and she ordered her guards to throw the black cat into the fire. The black cat spit out all of the water she had swallowed and put out the fire. “Give me back my ruby ring!” said the cat. “Never!” said the queen, and she ordered her guards to throw the cat into a beehive. The black cat swallowed the bees and said to the queen, “Give me back my ruby ring!” “Never!” said the queen, and she tried to step on the cat. Just then, the cat spit out the bees, and the queen and her guards ran away. Then the cat found the ring in the queen’s treasure chest and swallowed all the treasure. When she got home, she spit out all of the treasure and she lived happily ever after.’

“That’s how I changed the chart and retold another version of the story that I made up. Cool, huh?”

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 create another version of the story. You could say: (display teacher journal, p. 3) “Now we’re going to work together to change some of the story parts to make another version of the story.

- **(first box)** Let’s look at the first box in the **cycle**. Should we change the *character*? Should we have a king, a queen, or someone else? **(help students discuss and come to consensus about a character)** What kind of object do they want? So far we have used rings. **(help students discuss and come to consensus)**
- **(second box)** What happens when the *character* wants the object back? Who tries to stop them? We need another *character* for this part... **(discuss and come to consensus)**
- **(third box)** Then what happens to the *character*?
- (fourth box) Okay, how does our *character* survive? What do they do to stay alive? Maybe they have a magic... **(discuss and come to consensus)**

(display teacher journal, p. 4) “Now let’s look at the **sequence** of what happens to our *character*. Are there any events that you want to change? **(discuss and change the sequence of events)**

“Now let’s give our story a title. **(discuss and come to consensus)** Wonderful! We can retell our story now. Let’s use our organizers to practice retelling our new version of the story...”

Guide students to retell the revised story by pointing to events on your cycle and sequence organizers. Move quickly through the process to allow students plenty of time to construct their own versions of the story during the You Do segment.

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.

Divide students into pairs and pass out Student Journal Lesson #11. You could say: “Now partners get to decide on a version of their own. Each pair of students has a **cycle** and a **sequence** page. You can decide on the *character* and object you want, a king or a queen, and how he or she tries to get rid of the *character*. You can also choose the *character’s* magic body part, or how he or she survives. When you’ve decided, draw pictures in the boxes or lines to the pictures below. Then we’ll have a few students share their changes with the class.”

Circulate around the room to support students as they develop their own versions of the story. Students may draw their ideas, draw lines to the pictures, or cut out the pictures for the charts.

If students are having difficulty, remind them they can choose from the pictures at the bottom of the journal. If students are able, encourage them to think of novel ideas for their stories.

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:

“Today you learned how to use a graphic organizer to change a story to a different version. We changed all kinds of story parts. Tell your neighbor your favorite *character*. **(allow brief talk time)** Next time, we’ll be changing the story parts to make a class version of the story. You’ll practice telling that version with a group, and then each group will present the story to the class for Close project in the last lesson. It will be so exciting to hear all of you retell the new story version!”

Cycle in Black Cat's Ruby Ring

Black Cat asks
for the
Queen's
ruby ring.



Black Cat
uses her
magic
stomach
to survive.



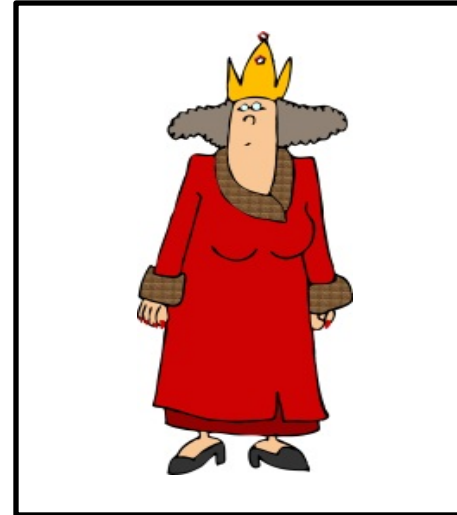
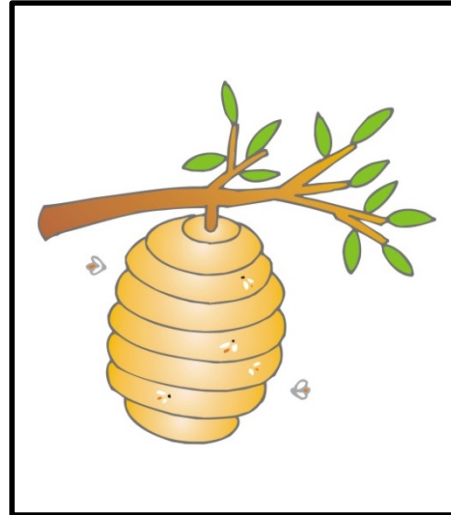
'Never!' says the
Queen.



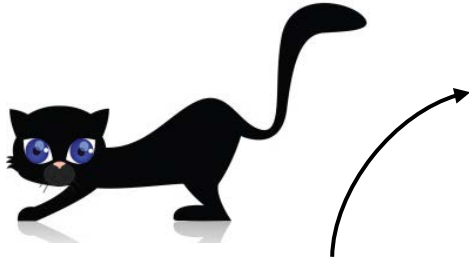
Queen tries
to get rid of
Black Cat.



Sequence in Black Cat's Ruby Ring



Cycle in _____



_____ asks
for _____'s
_____.



_____ uses his/
her magic _____
to survive.

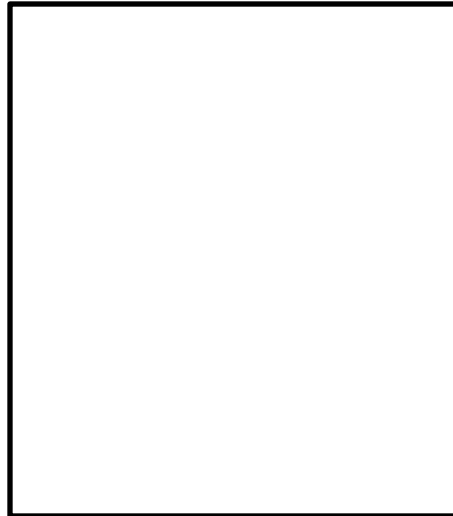
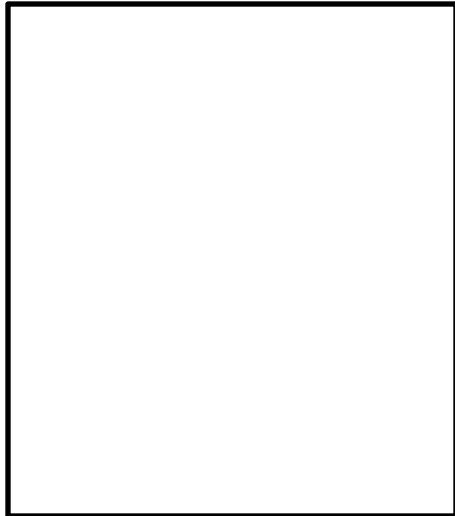
'Never!' says
_____.



_____ tries to get rid of
_____.



Sequence in _____

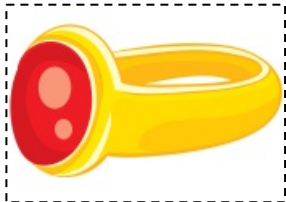
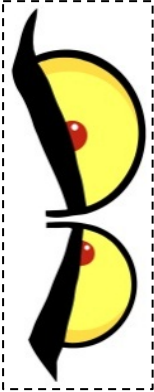
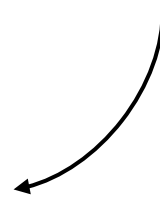
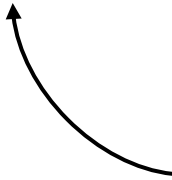
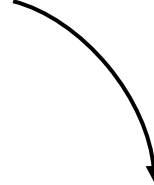
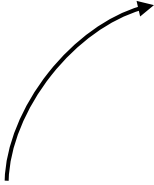


Cycle in

Student Journal

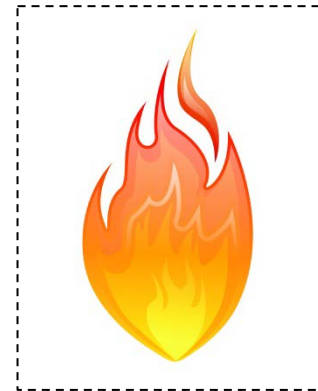
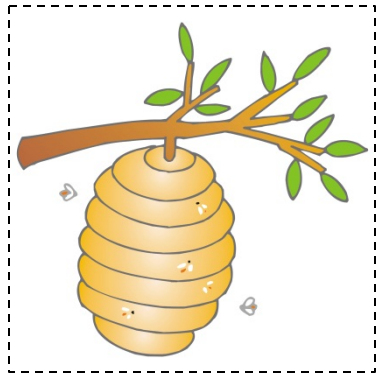
Folktales – Lesson 11



























Sequence in _____

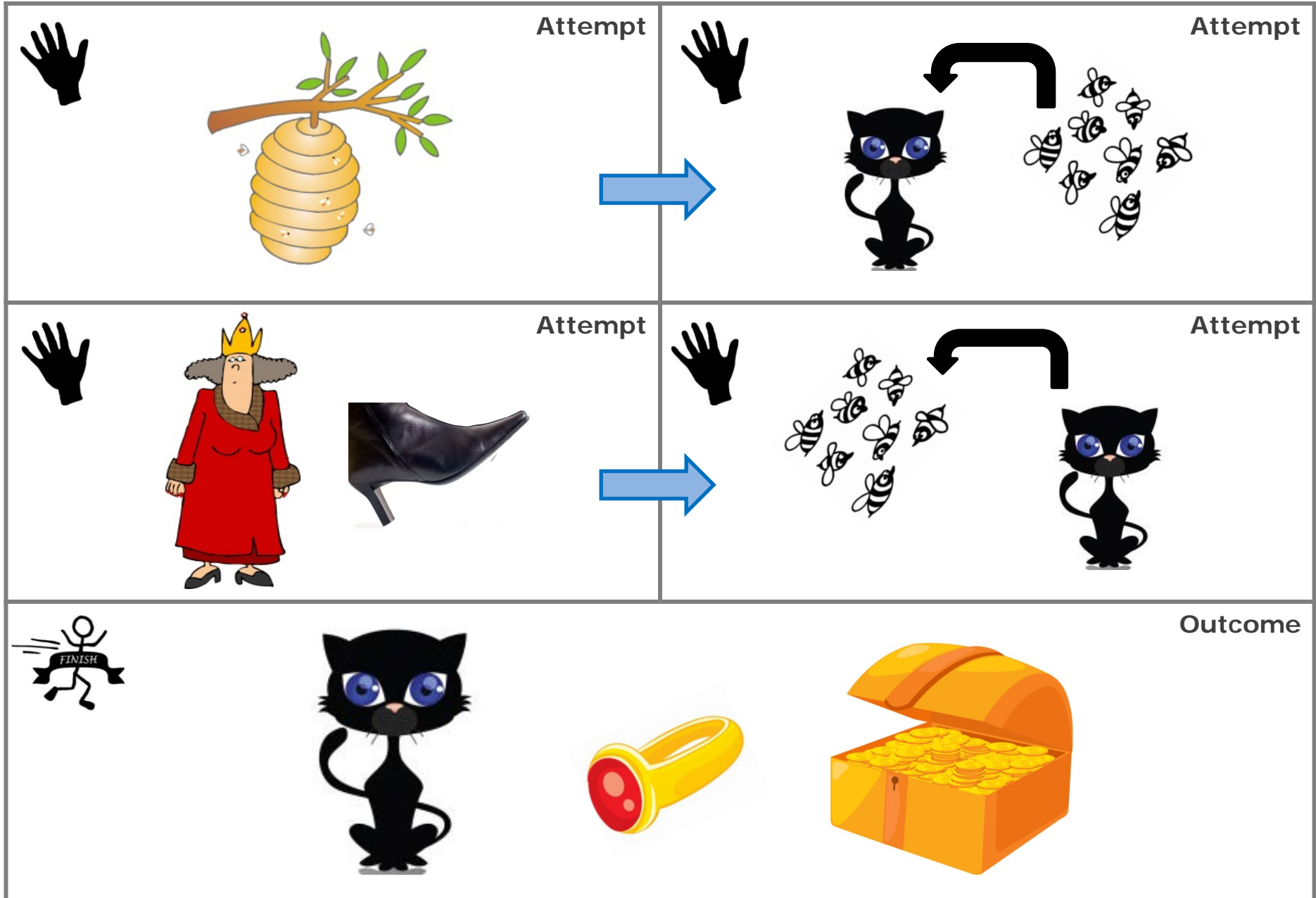
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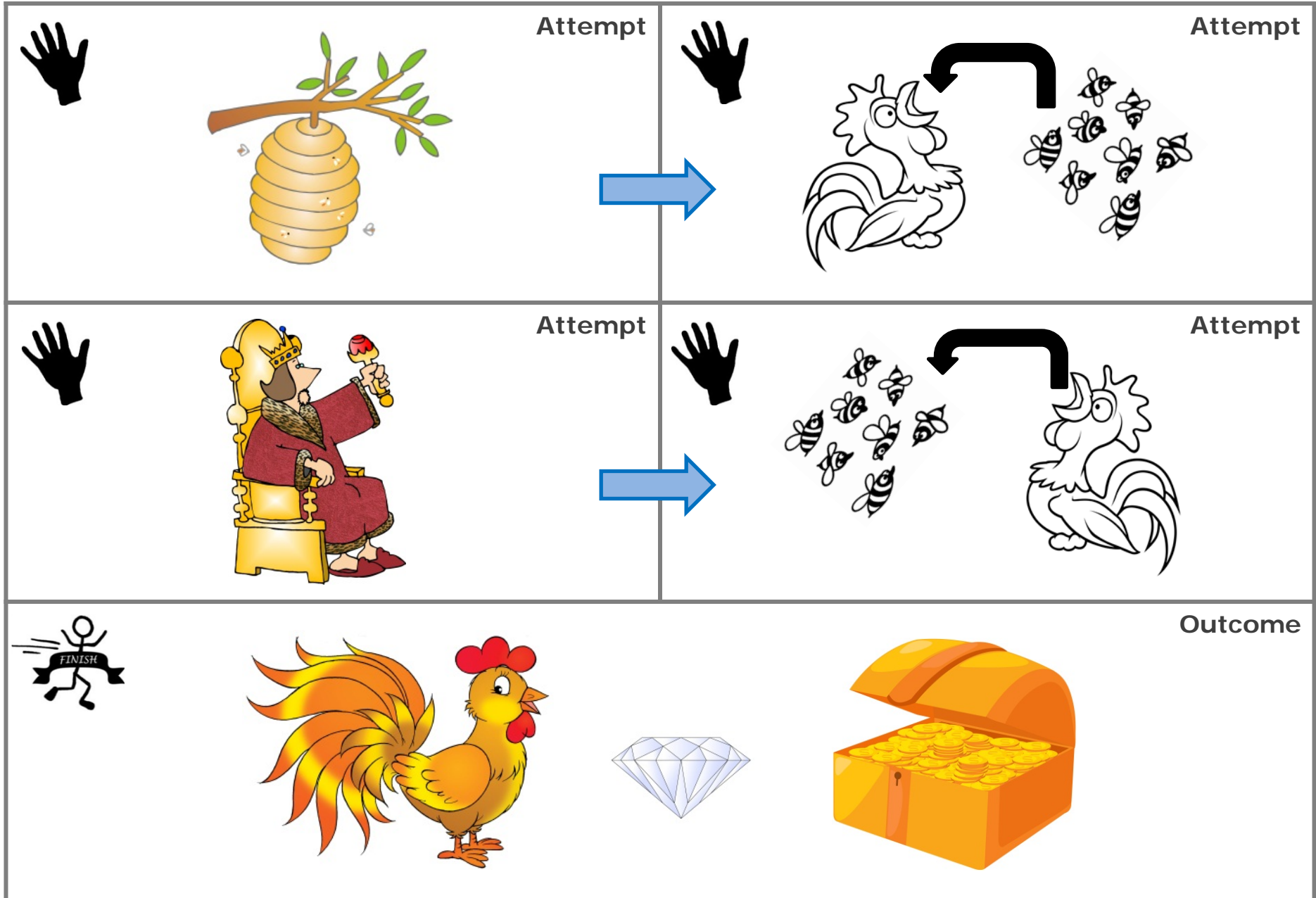
LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	INTEGRATION LESSON 12
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Retell a narrative that includes the <i>setting</i>, main <i>characters</i>, <i>goals</i>, <i>attempts</i>, and <i>outcome</i>. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Small Groups 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sentence strips or paper UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: bargain, avoid, wise, cunning Teacher Journal Lesson #12 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> You could assign groups of three in advance; each group will need a narrator, <i>character 1</i> (rooster/cat), and <i>character 2</i> (king/queen). It might be helpful for each group to include a student with good narration skills. You could write the name of a <i>character</i> on a sentence strip (or cut paper) for each student. Display teacher journal, pp. 1–2, a map of the story version generated in the I Do section of Lesson 11 as you retell the story during the I Do routine. Also use this story map template as the base for your classroom version during the We Do routine, taking out pictures and writing/drawing substitutions as needed. You could create a new story map on chart paper or use the blank story map on teacher journal, pp. 5–6 as well. Save the teacher journal (story map) for use in Lesson 13. Save the classroom version of the story for students to retell during the Close lesson. You could save the character strips for the Close lesson; the strips can be stapled together to become character 'crowns.' 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #4: BARGAIN, AVOID, WISE, CUNNING </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: "Once I had a watch that had different colored straps that I could change to match what I was wearing. Today we're going to change the story of Little Rooster to match what we'd like for a new version of the story, just like I changed the strap of my watch to match my outfit. We'll create a class version and then practice retelling the story so groups can present their retellings to the class. We're learning so much about our story that we'll be able to retell any story that we hear! Knowing how to retell a story helps you understand and remember the story."</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. You could say: "I'm going to show you a story map of the version that I changed last time and retell the story using the story map. Then we'll make a classroom story version. Listen to me retell the story... (point to map as you retell)</p>	










	<p>‘Once there was a kingdom. In the kingdom was a black cat who found a ruby ring on the road. The queen was passing by. She saw the ruby ring on the cat’s paw, took it from the black cat, and put it in her treasure chest! “Give me back my ruby ring,” said the black cat. “Never!” said the queen, and she ordered her guards to throw the cat in the well. The cat had a magic stomach and swallowed all the water in the well. “Give me back my ruby ring!” said the black cat. “Never!” said the queen, and she ordered her guards to throw the black cat into the fire. The black cat spit out all of the water in her magic stomach and put out the fire. “Give me back my ruby ring!” said the cat. “Never!” said the queen, and she ordered her guards to throw the cat into a beehive. The black cat swallowed the bees and said to the queen, “Give me back my ruby ring!” “Never!” said the queen, and she tried to step on the cat. Just then, the cat spit out the bees, and the queen and her guards ran away. Then the black cat found the treasure chest and swallowed it. When she got home, she spit out all of the treasure from the chest, put on her ruby ring, and lived happily ever after.’”</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 a new version of the story using the story map template. You could say: “Now we’re going to make a different version of the story together. Let’s look at the story map and decide what we want to change. Think about some changes you think would be good. Let’s choose the best changes to put into our class version of the story. What about <i>characters</i>? Shall we keep the same ones or change them?”</p> <p>Proceed through the story map, guiding students to change story elements according to what they would like and what makes sense. Allow plenty of time to practice the retell before moving to the You Do routine.</p> <p>After you have a complete story version, you could say: “What a great story! Now let’s retell the story version that we just changed...”</p> <p>Using the story map, help students retell the revised story.</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 groups, assigning a narrator and <i>characters</i> in each group. You could say: “Now it’s time to practice retelling the story we just wrote. In each of your groups, you’ll have three people: a narrator who tells the story, a [<i>character</i> who finds something], and a [king/queen]. Use the story map that we made to help you remember the important story elements as you practice retelling and acting out the story. If you’re the narrator, remember that it is your job to tell the story. If you’re one of the <i>characters</i>, you’ll be talking like the <i>character</i>. It’s important for you to practice retelling the story today so you’ll be ready to present your story to the class during our next lesson.”</p> <p>Circulate around the room, providing support and feedback as students practice retelling the class story version.</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: “I think you could get a job telling stories at the library! What amazing stories you told today. I’m so excited to hear you retell the stories in our next lesson. If you’re a narrator, raise your hand... If you’re [<i>character</i> 1] raise your hand... If you’re [<i>character</i> 2] raise your hand. All of you have a very important part to play in our presentations during the Close lesson. When you get home tonight, practice retelling the story to your parents so they can hear how well you are learning to retell stories.”</p>

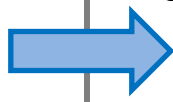
  <p>Setting</p>	  <p>Characters and Goal</p>   
  <p>Goal</p> <p>get rid of the cat</p>	  <p>Goal</p> <p>survive</p>
  <p>Attempt</p>	   <p>Attempt</p>
  <p>Attempt</p>	    <p>Attempt</p>








  <p>Setting</p>	     <p>Characters and Goal</p>
  <p>Goal</p>	  <p>Goal</p>
  <p>Attempt</p>	   <p>Attempt</p>
  <p>Attempt</p>	    <p>Attempt</p>



 <p>Setting</p>	 <p>Characters and Goal</p> 
 <p>Goal</p>	 <p>Goal</p>
 <p>Attempt</p>	 <p>Attempt</p>
 <p>Attempt</p>	 <p>Attempt</p>



 <p>Attempt</p>	 <p>Attempt</p>
 <p>Attempt</p>	 <p>Attempt</p>
 <p>Outcome</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>, main <i>characters</i>, <i>goals</i>, <i>attempts</i>, and <i>outcome</i>.
Lesson Texts	<ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald 	<ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald 	<ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald 	<ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald

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"> Document camera or interactive whiteboard  Sentence strips or paper  Props (optional)  Digital video camera (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"> Teacher Journal from Lesson #12



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LARRC

Language and Reading Research Consortium

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



SMWYK: These materials not available for download.

LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	CLOSE LESSON 13
<p>SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u>.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Retell a narrative that includes the <i>setting</i>, main <i>characters</i>, <i>goals</i>, <i>attempts</i>, and <i>outcome</i>. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Retelling <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Small Groups 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Document camera or interactive whiteboard Sentence strips or paper Props (optional) Digital video camera (optional) <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Teacher Journal from Lesson #12 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> 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 students' story retells. You could break this lesson into two sessions, if needed. <ul style="list-style-type: none"> You could modify the lesson to retell the original story of <u>Little Rooster's Diamond Button</u> instead of retelling a classroom version of the story. The teacher journal includes a story map for the 'black cat' story and the original story. Make <i>character</i> 'crowns' by stapling sentence strips (or cut paper) labeled with the <i>character</i> names. The crowns can be illustrated with jewels or pictures to denote the <i>characters</i> in the story. Gather or create props students can wear/use as they retell the story (e.g., crowns, masks, cat ears, cat tails, rings, 'diamond' buttons, and so on). You could use classroom furniture or put tape on the floor to represent the well, fire, beehive, throne, or other <i>settings</i> and objects from your story. You may want to bring in a digital camera or other device with video capabilities to record the performances and document students' progress with retelling. Allow plenty of time for each group to present their retellings of the story. You can display the story map to help students remember to include each story element as they present. 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<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: "Today is our very last lesson in the Folktales unit, and you all will be retelling folktales, like storytellers that you hear at the library or on TV. How exciting! We know that when we can retell stories we really understand the meaning of the story, just like good readers and listeners. Let's get started!"</p>	
<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>Model retelling your classroom story version for students. You could say: "I'm going to use the story map that we made during our last lesson to retell the story; it will remind you of the story your group will retell today. I will make sure to include all the story elements from the map. Then you can practice with your group once. After that, you'll take turns presenting your retelling to the class.</p> <p>"Listen to me retell our version of the story..."</p> <p>Use the story map from Teacher Journal Lesson #12 to retell the story for students, adding details to make the retell entertaining.</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>Have students practice retelling the story in their small groups of three. Leave the story map displayed.</p> <p>You could say: “Now it’s time for you and your group to practice telling the story once. If you have questions or need help, raise your hand and ask for help.”</p> <p>Circulate the room to monitor the groups. Provide feedback and offer support to students who have difficulty with retelling or saying their dialogue.</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>Have each group present their retell to the class, using any props you have provided. You may need to provide verbal and gestural prompts to assist students during their retells.</p> <p>You could say: “Now it’s time for our presentations of [<u>Little Rooster’s Diamond Button</u>]...”</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 retold our own version of <u>Little Rooster’s Diamond Button</u>. You changed parts of the story to make a new story and then retold it to the class. Tell your partners your very favorite part of the story. (allow brief talk time) We have learned a lot about folktales and about story telling in our Folktales unit. I know that you will keep telling stories. You’ll want to tell your friends and family about what you did today—you retold a story to the class. Very cool!”</p>



Unit Resources

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



Teacher's Bookshelf

Folktales – Kindergarten

Required Books:

Little Rooster's Diamond Button
by Margaret Read MacDonald
ISBN-10: 0807546445
ISBN-13: 978-0807546444

The Monkey and the Crocodile
by Paul Galdone
ISBN-10: 0899195245
ISBN-13: 978-0899195247

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 Seven Chinese Brothers
by Margaret Mahy
ISBN-10: 05090420577
ISBN-13: 978-05090420570

The Gingerbread Man
by Karen Schmidt
ISBN-10: 0509410563
ISBN-13: 978-0590410564

The Drum: A Folktale from India
by Rob Cleveland
ISBN-10: 0874838029
ISBN-13: 978-0874838022

The Giant Cabbage: An Alaska Folktale
by Cherie Stihler
ISBN-10: 1570613575
ISBN-13: 978-1570613579

The Green Frogs: A Korean Folktale
by Yumi Heo
ISBN-10: 0618432288
ISBN-13: 978-0618432288

The Well of Truth: A Folktale from Egypt
by Martha Hamilton
ISBN-10: 0874838800
ISBN-13: 978-0874838800

Fat Cat:
A Danish Folktale
by Margaret Read MacDonald
ISBN-10: 0874837650
ISBN-13: 978-0874837650

The Clever Monkey:
A Folktale from West Africa
by Rob Cleveland
ISBN-10: 0874838010
ISBN-13: 978-0874838015

The Ant and the Elephant
by Bill Peet
ISBN-10: 0395292050
ISBN-13: 978-0395292051

The Three Billy-Goats Gruff
by Ellen Appleby
ISBN-10: 0590411217
ISBN-13: 978-0590411219

Juan Bobo Goes to Work:

A Puerto Rican Folk Tale

by Marisa Montes

ISBN-10: 0688162339

ISBN-13: 978-0688162337

Zomo the Rabbit:

A Trickster Tale from West Africa

by Gerald McDermott

ISBN-10: 0152010106

ISBN-13: 978-0152010102

Two Ways to Count to Ten: A Liberian Folktale

by Ruby Dee

ISBN-10: 0805013148

ISBN-13: 978-0805013146

Go To Sleep, Gecko! A Balinese Folktale

by Margaret Read MacDonald

ISBN-10: 0874837804

ISBN-13: 978-0874837803

How Tiger Got His Stripes:

A Folktale from Vietnam

by Rob Cleveland

ISBN-10: 0874857995

ISBN-13: 978-0874837995

The Merchant and the Thief:

A Folktale from India

by Ravi Zacharias

ISBN-10: 0310716365

ISBN-13: 978-0310716365

Tony's Bread

by Tomie dePaola

ISBN-10: 0698113713

ISBN-13: 978-0698113718

The Three Wishes

by M. Jean Craig

ISBN-10: 0590417444

ISBN-13: 978-0590417440

The Tale of Rabbit and Coyote

by Tom Johnston

ISBN-10: 0698116305

ISBN-13: 978-0698116306

The Magic Fish

by Freya Littledale

ISBN-10: 0590411004

ISBN-13: 978-0590411004

The Magic Apple:

A Folktale from the Middle East

by Rob Cleveland

ISBN-10: 0874838002

ISBN-13: 978-0874838008

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

Dancing Turtle: A Folktale from Brazil

by Pleasant DeSpain

ISBN-10: 087483502X

ISBN-13: 978-0874835021

The Boy from the Dragon Palace

by Margaret Read MacDonald

ISBN-10: 0807575135

ISBN-13: 978-0807575130

Anansi and the Talking Melon

by Eric A. Kimmel

ISBN-10: 0823411672

ISBN-13: 978-0823411672

The Hidden Feast

by Martha Hamilton

ISBN-10: 0874837588

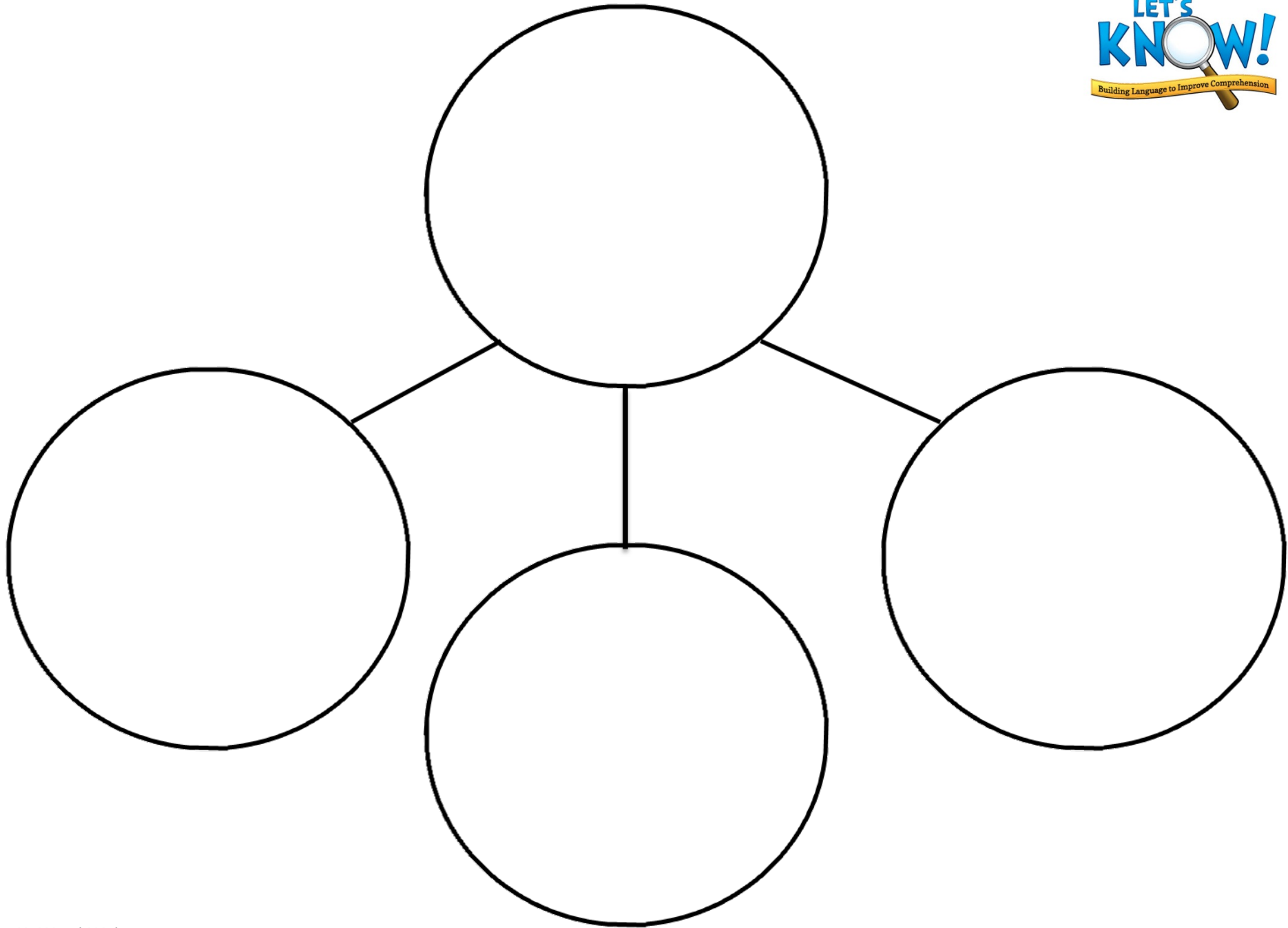
ISBN-13: 978-0874837582

The First Strawberries

by Joseph Bruchac

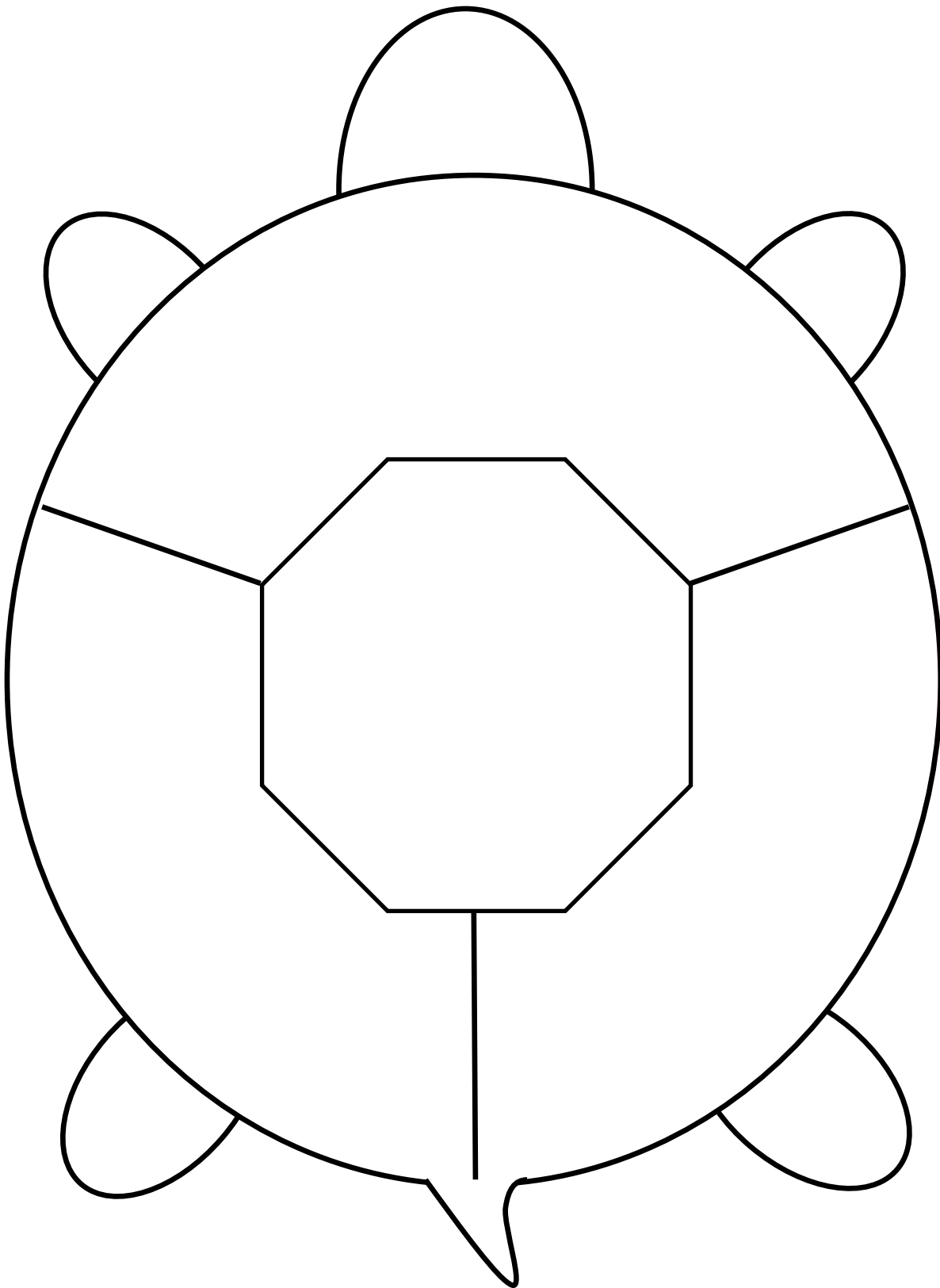
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ISBN-13: 978-0140564099



Turtle Word Web

Kindergarten





Unit Vocabulary

Folktales – Kindergarten

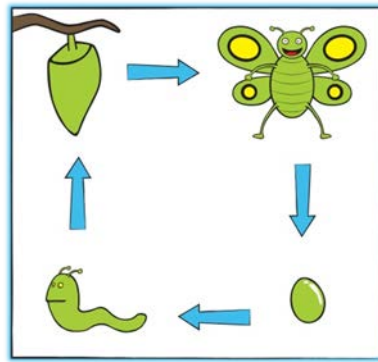
Sequence

One thing after another in order



Cycle

A sequence that happens over and over



Eager

Can't wait to do something



Notice

To pay attention to something you see or hear



Bargain

To come to an agreement



Avoid

To stay away from



Wise

Showing very good sense



Cunning

Good at tricking others



Sequence

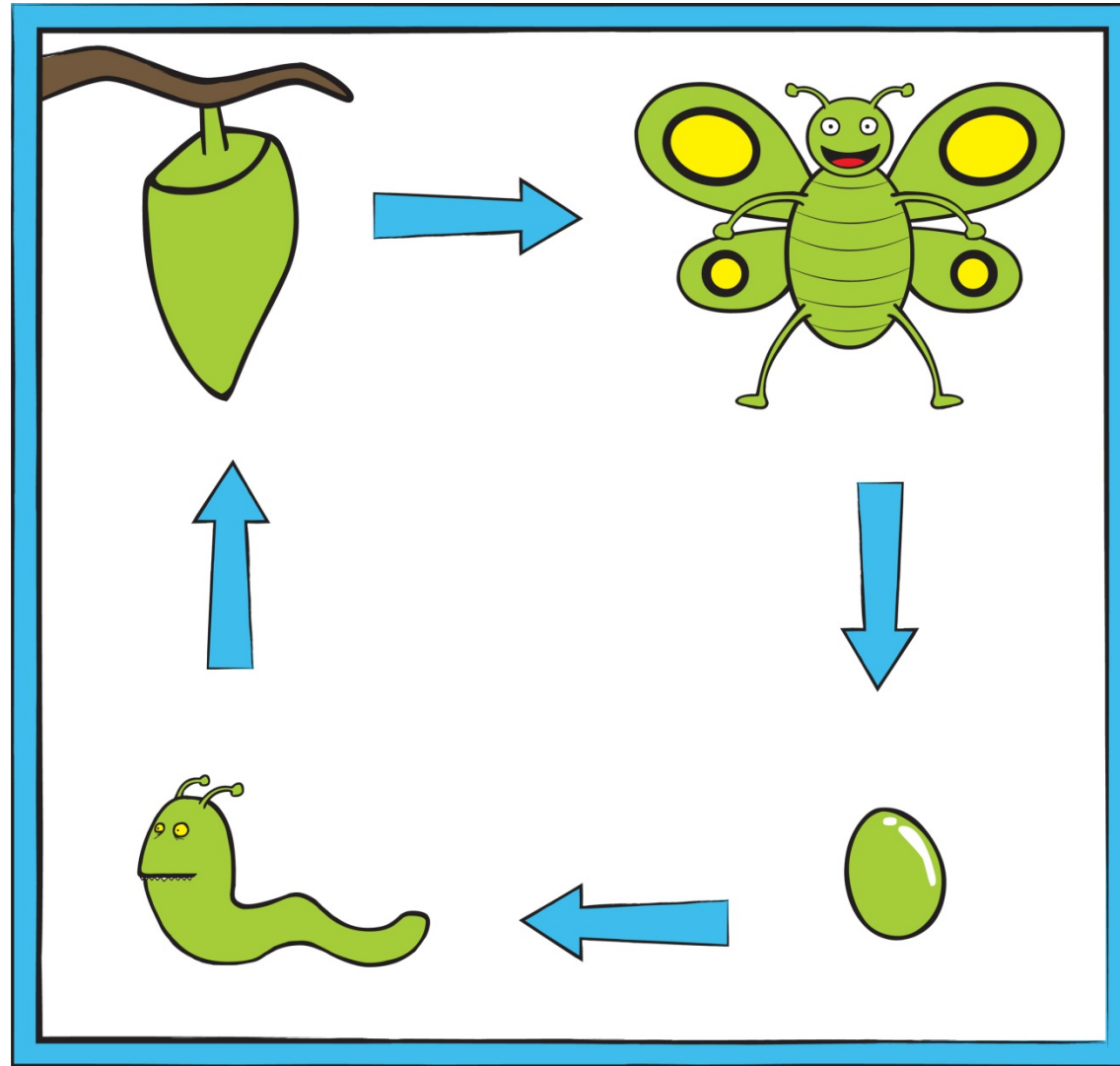




Sequence

One thing after
another in order

Cycle





Cycle

A sequence that
happens over and over

Eager





Vocabulary Picture Card

Folktales – Word 3 – Eager

Eager

Can't wait to do something

Notice





Notice

To pay attention to
something you see or hear

Bargain





Vocabulary Picture Card
Folktales – Word 5 – Bargain

Bargain

To come to an agreement

Avoid





Vocabulary Picture Card

Folktales – Word 6 – Avoid

Avoid

To stay away from

Wise





Vocabulary Picture Card

Folktales – Word 7 – Wise

Wise

Showing very good sense

Cunning





Vocabulary Picture Card
Folktales – Word 8 – Cunning

Cunning

Good at tricking others

If you want to bake a cake, you have to follow the sequence in the recipe. If you don't complete the steps in order, your cake might not be good.

We learned that the seasons are a cycle. We have spring, summer, fall, and winter every year, over and over again.

My dog loves to go for walks. When you get his leash, he is so eager to go that he runs to the front door.

I didn't notice that the plug wasn't tight in the drain, so all of my bath water leaked out!



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.

When you count numbers in order, like 1 – 2 – 3 – 4, you are counting in a sequence.

The life cycle of a frog is very interesting. First it is an egg, then a tadpole, then a frog, and then the frog lays eggs and the cycle starts all over again.

I am eager to find out when my mom will get home.
I am hungry for dinner!

I didn't notice the mosquito when it was biting me, but now I notice my itchy mosquito bite!



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.

I wanted to watch a different TV program than my sister, so we made a bargain. I watched my show for 15 minutes and then she watched her show for 15 minutes.

I am allergic to nuts, so I have to avoid peanut butter.

My granny is very wise. She said she knows a lot because she has lived a long time.

In stories, which animal do you think is more cunning, a fox or a rabbit? Which one is best at tricking others?



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.

At lunch my friend said, "Let's make a bargain; I'll trade you my banana for your apple." I said, "It's a deal!"

When we walked to school, my mom said we had to avoid the intersection where the lights weren't working.

I wanted to stay up late, but my dad said it wasn't wise because I had to get up early for a baseball game.

When we went camping, there was a cunning raccoon outside our tent. He stole all of our sandwiches out of our cooler.



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.