



FOLKTALES

PreK

LARRC

Language and Reading Research Consortium

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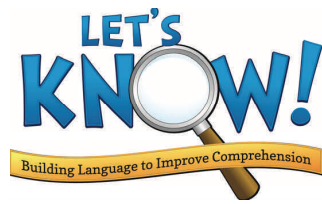
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UNIT VOCABULARY

Sigh

Breathe out deeply, often with sadness



Folktale

A story passed down from generation to generation



Grain

The seed of a cereal plant



Guard

To protect a person or place from harm



Curious

Really want to find out



Suspicious

To not trust something because something is not right about it



Goal

Something that you want to do or finish



Attempt

To try to do something



Pre-Kindergarten | **FOLKTALES**

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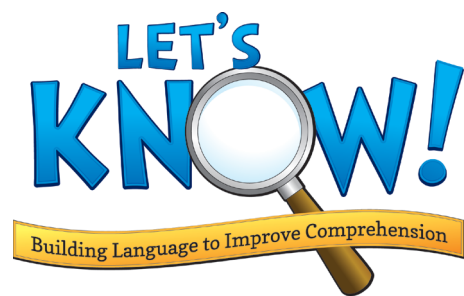
Week 2

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Unit Resources

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



UNIT OVERVIEW

FOLKTALES

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

CAUSE AND EFFECT

Students will identify causes and effects in the unit texts and use the navigation word so to express cause and effect relationships.

CLOSE PROJECT

Children will perform brief skits to act out causes and effects from The Little Red Hen and Borreguita and the Coyote.

UNIT SCHEDULE

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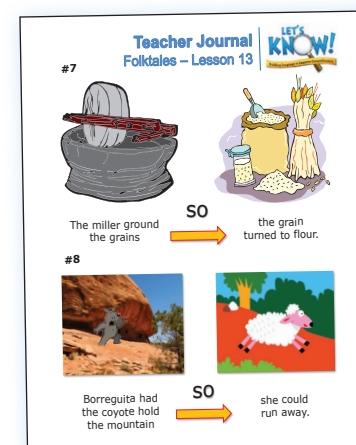
UNIT TEXTS

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

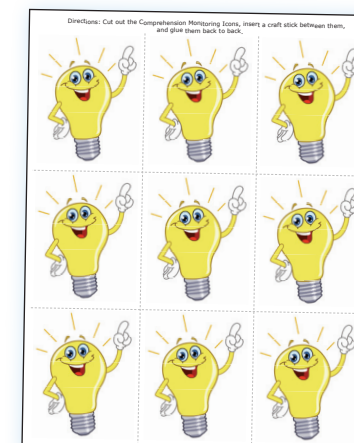
- The Little Red Hen by Carol Ottolenghi
- Borreguita and the Coyote by Verna Aardema

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

UNIT MATERIALS



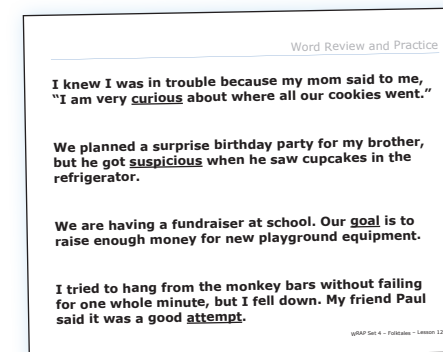
Teacher Journal*



Comprehension Monitoring Icons



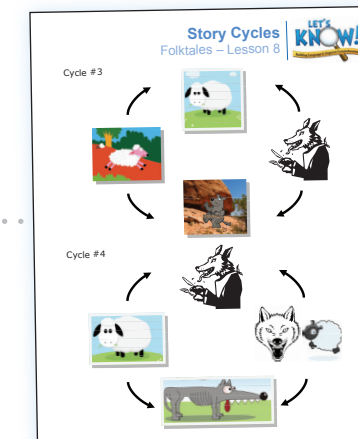
Student Journal



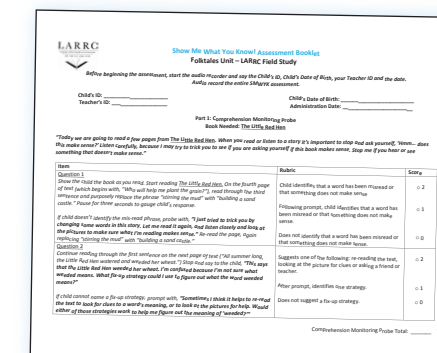
WRAP sets



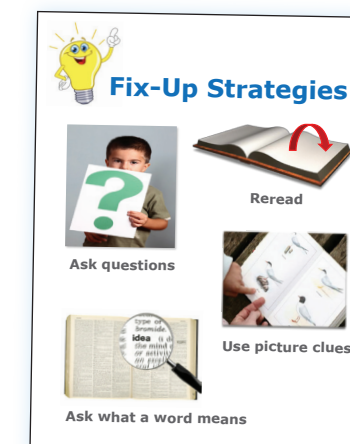
Vocabulary Picture Cards



Supplemental Materials*



Show Me What You Know Assessment



Fix-Up Strategies Poster



Study Resources

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



Teaching Techniques

- Rich Discussion
- Comprehension Monitoring
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- 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

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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 ALLOUDS 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.

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

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- Pressley, M., El-Dinary, P.B., Gaskins, I., Schuder, T., Bergman, J.L., Almasi, J., et al. (1992). Beyond direct explanation: Transactional instruction of reading comprehension strategies. *The Elementary School Journal*, 92, 513-555.



Teaching Techniques

Text Mapping – Using Navigation Words

TEACHING TECHNIQUE INTRODUCTION

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

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

OUTLINE OF TEACHING SEQUENCE

I Do:

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

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

We Do:

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

You Do:

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

Close:

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

References

- Williams, J. P., Hall, K. M., Lauer, K. D., Stafford, K. B., DeSisto, L. A., & deCani, J. S. (2005). Expository text comprehension in the primary grade classroom. *Journal of Educational Psychology, 97*, 538- 550.
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WEEKLY LESSON PLANNER

FOLKTALES

Week 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Lesson Type	Read to Me	Words to Know	Words to Know	Text Mapping
Objectives	<ul style="list-style-type: none"> Identify when something in the text does not make sense. Participate in collaborative conversations about the book. 	<ul style="list-style-type: none"> Define target vocabulary words. 	<ul style="list-style-type: none"> Sort target vocabulary words into semantic categories. 	<ul style="list-style-type: none"> Identify navigation words appearing in the text for cause and effect text structure.
Lesson Texts	<ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi 📖 	<ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi 📖 	<ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi <u>Borreguita and the Coyote</u> by Verna Aardema 📖 	<ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Sticky notes 	<ul style="list-style-type: none"> Sticky notes Rice, corn, and/or other grains 🍷 Hand puppets (optional) 🎭 A collection of folktale books 📖 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard 🖨️ Sticky notes Bags or paper clips Rice or other grains (optional) Copies of Vocabulary Picture Cards (4–5 per word) 	<ul style="list-style-type: none"> Chart paper Document camera or interactive whiteboard 🖨️ Props (optional) 🎭
Unit Materials Provided	<ul style="list-style-type: none"> Comprehension Monitoring Icons Fix-Up Strategies Poster 	<ul style="list-style-type: none"> Vocabulary Picture Cards: sigh, folktale, grain, guard (optional) 	<ul style="list-style-type: none"> Vocabulary Picture Cards: sigh, folktale, grain, guard 🍷 Teacher Journal Lesson #3 (print or digital) 📖 🖨️ Related words cards for Lesson #3 🍷 	<ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: sigh, folktale, grain, guard Teacher Journal Lesson #4 🎬



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! PREK	FOLKTALES CAUSE AND EFFECT	READ TO ME LESSON 1
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Identify when something in the text does not make sense. Participate in collaborative conversations about the book. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Comprehension Monitoring Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Selected by teacher 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Comprehension Monitoring Icons Fix-Up Strategies Poster 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Preview <u>The Little Red Hen</u>. Use sticky notes to mark pages on which you will model comprehension monitoring or prompt students to monitor their understanding. You may also note questions to ask during or for rich discussion in the You Do segment. You could make copies of the Fix-Up Strategies Poster for pairs to reference during the We Do routine. Otherwise, prompt students to point to the poster. An important purpose of this Read to Me lesson is to read the entire book during the lesson. During the I Do routine, review the Comprehension Monitoring technique and the Comprehension Monitoring Icons (Makes Sense/Doesn't Make Sense signs). Introduce a stumbling block and demonstrate how important it is to 'fix it up.' During the We Do routine, occasionally insert stumbling blocks as you read; then think aloud as you apply fix-up strategies to repair your comprehension. Use of the Comprehension Monitoring Icons is optional. You may opt to have students monitor their comprehension by raising their hands or by using thumbs-up/thumbs-down or other taught signals. 		
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>Show a Comprehension Monitoring Icon. You could say: "Do you remember why we use these signs? If we're reading and you don't understand a word in the book or something in the story doesn't make sense, you can tell the reader to stop! Then you try to fix up what doesn't make sense so you can understand what you're hearing. Today, while I'm reading, I'm going to stop so we can talk about what's happening in the book. I'm also going to ask if what I'm reading makes sense. We are learning to be good readers and listeners and to stop and talk about what's happening so the story makes sense. I'm really excited to read our first book for this unit."</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: "Our first book in this unit is <u>The Little Red Hen</u>. I bet a lot of you know this story. <u>The Little Red Hen</u> is a folktale. A folktale is a story that is passed down from adults to children over many years. The stories are often told aloud by the adults to the children. Before we begin, let's review what we do with our Makes Sense/Doesn't Make Sense signs. Remember that sometimes when you are listening to a book, there might be words or ideas in the story you don't understand. It's important to tell the reader 'Stop! I don't understand.' (display Doesn't Make Sense sign) Then you can choose a fix-up strategy to fix the problem and help you understand what you're hearing." (point to Fix-Up Strategies Poster and display Makes Sense sign)</p>	

As you read the text, model using the Comprehension Monitoring Icons. Think aloud as you ‘fix up’ what you don’t understand.

Read the first four pages of The Little Red Hen (ending with “... bread with our tea”).

You could say:

“I need to stop. **(hold up Doesn’t Make Sense icon)** Something I read doesn’t make sense. I don’t understand what the Little Red Hen means when she says, ‘If we plant this grain, we’ll have bread with our tea.’ **(point to Fix-Up Strategies Poster)** I’m going to use picture clues to help me understand. It looks like the Little Red Hen found some seeds. She says, ‘If we plant this grain, we’ll have bread with our tea.’ Using the picture as a clue, I think the Little Red Hen will make bread when she grows something with her seeds. That makes sense. **(hold up Makes Sense sign)** The **grains**, or seeds, will grow and she’ll use the plants so she can make bread.”

Read to the ninth page (ending with “... ready to be cut and threshed.”). You could say:

“I’m going to stop because I don’t know what *thresh* means. The book says the wheat ‘was ready to be cut and *threshed*.’ **(point to Fix-Up Strategies poster)** When I look at the picture, I don’t see any clues to help me understand the word *thresh*. I will read the page again. **(reread the page)** I still don’t understand what *thresh* means. I’m going to ask a question to find out what the word means. **(ask another adult or look up the word)** [Ms. X] knew that *thresh* means to cut the **grain** or seed away from the plant. That makes sense. **(display Makes Sense sign)** Earlier, the Little Red Hen said she was going to use the **grain** to make bread. A step in making the bread must be threshing the wheat—cutting the **grain** or seed from the plant.”

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.

Pass out the Comprehension Monitoring Icons (or review other signals). Continue reading the text, guiding students to monitor their comprehension. Ask them to signal when they don’t understand the story and to help you apply appropriate fix-up strategies.

You could say:

“Let’s keep practicing stopping and checking if something makes sense or doesn’t make sense. It’s important that the story and words make sense when you read...”

(seventeenth page; begins “Who will help me take the grain...”) “We know the Little Red Hen wants to make bread, but now she is taking the **grain** to a mill. I’m not exactly sure what a *mill* is. What should I do if something doesn’t make sense? **(pause for response; then hold up the Doesn’t Make Sense icon)** Show your partner what strategy **(point to poster)** we could use to understand the word *mill*. **(discuss students’ ideas)** I will ask what the word means. I’m going to look up the word *mill* in the dictionary... **(demonstrate)** The definition is ‘a building with machines to grind **grain** into flour.’ Turn to your partner and show them your sign to signal if this makes sense or doesn’t make sense. **(pause; then hold up Makes Sense icon)** Why does it make sense that a *mill* is a building with machines to grind **grain**?” **(pause for response, guiding students and expanding upon their ideas)**

Stop on the twenty-fifth page, which begins “The Little Red Hen made bread dough...” Misread the word *oven* as *dishwasher*. You could say:

“Did what you heard make sense? Turn to your partner and signal with your Makes Sense or Doesn’t Make Sense sign. **(pause)** Now show your partner what fix-up strategy you could use to decide if the text made sense or didn’t make sense. **(allow talk time)** I’m going to use the fix-up strategy *Reread*. **(reread text correctly)** I made a mistake the first time. I read, ‘After the dough rose, she put it in the *dishwasher* to bake.’ **(display Doesn’t Make Sense sign)** When I reread this part, I read correctly; the text said, ‘After the dough rose, she put it in the *oven* to bake.’ Does that make sense to you? Show your partner your Makes Sense or Doesn’t Make Sense sign...”

Provide further examples and guided practice with comprehension monitoring, as needed.

<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, facilitate a rich discussion of the story. This should be a teacher-led but student-dominated conversation. Prompt students to take multiple turns, to elaborate on their ideas, and to use higher-level language.</p> <p>You could say: “Did you recognize that story as a folktale you have heard before? The Little Red Hen did not get any cooperation from her friends on the farm. Now let’s discuss some questions about 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 Little Red Hen’s animal friends were so lazy? • Why didn’t the animals just go to the store and buy some bread? • Can you tell us about a time when you didn’t help with something and someone asked you to? How did that make you feel?
<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 did a great job listening to our first folktale, <u>The Little Red Hen</u> and answering questions. What do we do when we are reading and listening and something we hear does not make sense? (pause for response) That’s right; we stop and use a fix-up strategy. (point to Fix-Up Strategies Poster) Let’s review the fix-up strategies we can use if something doesn’t make sense. (briefly review the four strategies) Next time someone reads to you, maybe you can teach them how to stop when something doesn’t make sense and talk about the book while you are reading together.”</p>

Directions: Cut out the Comprehension Monitoring Icons, insert a craft stick between them, and glue them back to back.

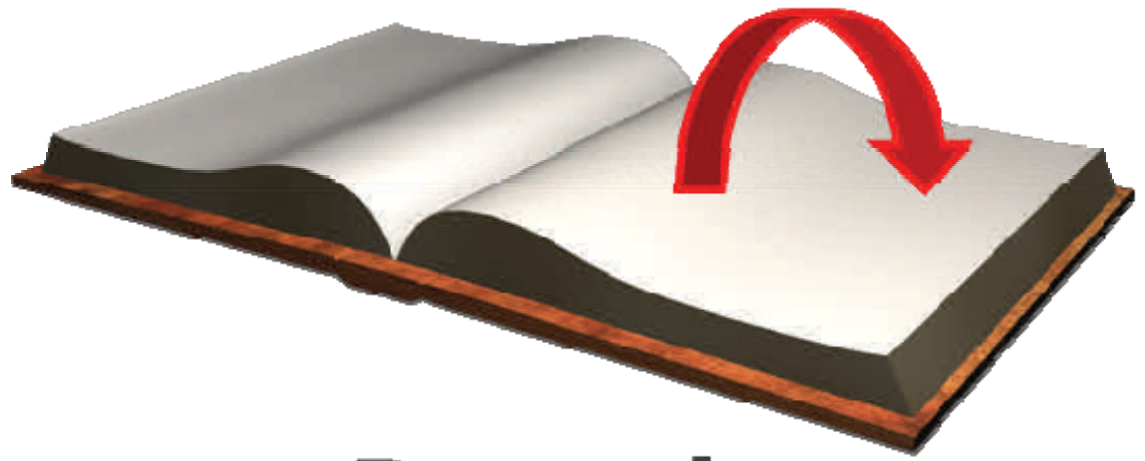


Directions: Cut out the Comprehension Monitoring Icons, insert a craft stick between them, and glue them back to back.





Fix-Up Strategies



Reread



Ask questions



Use picture clues



Ask what a word means

LET'S KNOW! PREK	FOLKTALES CAUSE AND EFFECT	WORDS TO KNOW LESSON 2
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> Define target vocabulary words. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi 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 Rice, corn, and/or other grains Hand puppets (optional) A collection of folktale books UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: sigh, folktale, grain, guard (optional) 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
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: "Remember that when we are reading or listening to a book, if we don't understand something we can hold up a Doesn't Make Sense sign or ask the reader to stop because something doesn't make sense. Sometimes there is a word in the story that we don't understand and it prevents us from understanding what we read and hear. Good readers study words to help them understand what they read. Today we are going to learn the definitions of four new words from our unit: sigh, folktale, grain, and guard. It's important to understand words and what they mean so we can use them when we talk and understand them when we hear them."</p>	

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.

Use the lesson texts to introduce and provide context for the Words to Know. You could also use the Vocabulary Picture Cards and other examples to provide context.

For sigh, you could say:

“Our first word today is **sigh**. (read eleventh page; “Who will help me thresh...”) It says the Little Red Hen ‘sighed a big sigh’ because none of the animals would help her. **Sigh** means ‘breathe out deeply, often with sadness.’ Let’s practice breathing out deeply with sadness, let’s **sigh**. (sigh **with students**) My daughter **sighed** when I told her she couldn’t go to the movies. My friend **sighs** over and over when his mom is late to pick him up from school. I heard the boy **sigh** when his mom said he couldn’t have ice cream. Let’s say **sigh** together...”

You could have partners take turns demonstrating sigh with hand puppets. Ask them to tell their partners why their puppets are sad and sighing.

Display folktale books. You could say:

“These books are called **folktales**. A **folktale** is a story passed down from generation to generation. The older people would tell the stories to younger people. As they got older they would tell the stories to the next group of younger people. Some people decided they didn’t want to lose the stories so they wrote them down in books. We are going to read two **folktales** in this unit. I know a grandmother who had a special **folktale** she told all of her grandchildren. Let’s all say **folktale** together...”

Play a brief video of a folktale (see Special Instructions) or let students briefly browse through your folktale collection.

For grain, you could say:

“Our next Word to Know is **grain**. (read third page; “The Little Red Hen scratched...”) Our story says, ‘One day she dug up some grains of wheat.’ **Grain** means ‘the seed of a cereal plant.’ Eating **grains** is part of a healthy diet. If you plant the **grains** from corn, a corn stalk will grow. I don’t like **grains** of rice when they are too chewy. Let’s all say **grain** together...”

Give students some grains (rice, corn, quinoa, and so on) to pretend to plant and water to make them grow.

For guard, you could say:

“The last word we will learn today is **guard**. (read seventeenth page; “Who will help me take the grain...”) The dog had another excuse why he could not help the Little Red Hen. He said he had to **guard** the farm. **Guard** means ‘to protect a person or place from harm.’ I have to **guard** our dog from my son when he wants to play too rough. If we pick up our toys after free choice we will **guard** our friends from tripping over them. My dad stayed home when we had a storm to **guard** our house from the storm. Let’s all say **guard** together...”

You could describe some scenarios and let students pretend to guard someone or something with their hand puppets. For example:

- Guard a folktale book so a friend won’t tear the pages.
- Guard your puppet from the bird that is loose in our classroom.
- Guard a center in our classroom so a friend cannot enter it and spill paint.

<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: “Let’s practice our four new words—sigh, folktale, grain, and guard—and what they mean...”</p> <ul style="list-style-type: none"> • Sigh if I say something that would make you breathe out loudly, with sadness. <ul style="list-style-type: none"> ○ Your best stuffed animal fell in the bathtub. ○ Your mom made you an ice cream cone. ○ Your friend won’t let you join him in the sandbox. ○ You lost your super hero figure on the playground. • Turn to your partner and answer this question: <ul style="list-style-type: none"> ○ Is a story told out loud a folktale or a sigh? ○ Is a story passed down from one generation to the next a folktale or a guard? ○ Do we listen to grains or folktales? • Now say ‘guard’ if I name something or someone you might guard to keep them safe. <ul style="list-style-type: none"> ○ Your pet on a busy street. ○ A younger child visiting our classroom. ○ Your bedroom from your little sister. ○ The trash in the trash can. • If the food I name is a seed from a cereal plant, say ‘grain.’ <ul style="list-style-type: none"> ○ rice ○ meatball ○ corn ○ wheat”
<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: “It’s important to understand words and what they mean so we can use them when we talk and understand them when we hear them. Good readers study words to help them understand what they read and hear. Our four new words are sigh, folktale, grain, and guard. I am going to say a definition that we learned today and you say the word that goes with the definition...”</p> <ul style="list-style-type: none"> • A story passed down from generation to generation (folktale) • To protect a person or place from harm (guard) • Breathe out deeply, often with sadness (sigh) • The seed of a cereal plant (grain) <p>If you hear one of our words when we are talking or reading, tell me or a friend the definition of the word you hear. It will help all of us learn these words.”</p>

LET'S KNOW! PREK	FOLKTALES CAUSE AND EFFECT	WORDS TO KNOW LESSON 3
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Sort target vocabulary words into semantic categories. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXTS: <ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi <u>Borreguita and the Coyote</u> by Verna Aardema TALK STRUCTURES FOR WE DO/YOU DO: <ul style="list-style-type: none"> Small Groups Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sticky notes Bags or paper clips Rice or other grains (optional) Copies of Vocabulary Picture Cards (4–5 per word) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: sigh, folktale, grain, guard Teacher Journal Lesson #3 (print or digital) Related words cards for Lesson #3 	
<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"> Cut out the related words cards for Lesson #3 and bag or paper clip a set for each small group. Make copies of the Vocabulary Picture Cards for sigh, folktale, grain, and guard for each group. The book pages listed in the lesson routines provide context for the Words to Know; use sticky notes to mark these pages for easy reference. You can also use other contexts to review the words. If using the print version of the teacher journal, you may want to cut out the images for your webs. You will need four copies of the blank word web. Word webs can be filled by generating words or ideas that are associated with a given word or examples that illustrate a given word. You can create your own word webs or use the examples on the teacher journal. WORDS TO KNOW <ul style="list-style-type: none"> sigh: Breathe out deeply, often with sadness folktale: A story that is passed down from generation to generation grain: The seed of a cereal plant guard: To protect a person or place from harm SUGGESTED RELATED WORDS <ul style="list-style-type: none"> sigh: (synonyms) <i>whine, gasp, sob, complain, breathe, let out</i> folktale: (synonyms) <i>story, fairy tale, book, adventure</i>; (features) <i>spoken, old, generation</i>; (examples) <i>'The Little Red Hen,' 'Goldilocks and the Three Bears,' 'The Ugly Duckling,' 'The Three Little Pigs'</i> guard: (synonyms) <i>watch, protect, shelter, keep an eye on</i>; (antonyms) <i>forget, walk away, look away</i>; (things one guards) <i>family, house, friends, animals</i> grain: (synonyms) <i>seed, cereal, corn, rice, crumb</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: “What’s your favorite cereal? Mine is Raisin Bran. Let’s name some others: Cheerios, Frosted Flakes, Wheat Chex... There are lots of them. They all have something in common, because they are types of cereals. (sketch web showing the brands around the word cereal) The names of different cereals go with the word <i>cereal</i> because they are examples of kinds of cereal. When we learn a new word and what it means, we can explore other words we know that relate to the new word. Today we’re going to talk about how words are related to, or go with, our words sigh, folktale, guard, and grain. The more we know about words, the better we understand them when we read, talk, and listen.”</p>	

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 to share your thinking about *why* words are related as you model filling in word webs. Use the digital teacher journal and discuss the related words presented, add pictures from the print teacher journal to blank webs, or generate your own webs on chart paper.

For sigh, you could say:

“Sigh means ‘breathe out deeply, often with sadness.’ The Little Red Hen **sighed** each time her friends would not help her. **(show any page from the text in which the friends refuse to help)** My friend **sighs** when he doesn’t get a turn on the computer. Listen to me **sigh**... **(demonstrate sighing)** Let’s say **sigh** together: **sigh**.

“Let’s make a word web for the word **sigh**. **(display web)** **Sigh** goes in the middle of our web. Now I’m going to think of other words I know that go with the word **sigh**. I’m going to add the word *whine*. **(add to web or point out on journal)** When we *whine*, we are usually sad and often make noises like **sighs**.”

If creating a web, you can add other related words or pictures and think aloud about why they are related. If using the digital teacher journal, explore the remaining related words.

For folktale, you could say:

(display both lesson texts) “Here are our two **folktales** for this unit. A **folktale** is a story passed down from generation to generation. A new story that has not been told before is not a **folktale**. There are different **folktales** told in different parts of the world. Let’s say **folktale** together: **folktale**.

“Here’s a web for the word **folktale**. **(display web)** **Folktale** goes in the middle of the web. Now I want to think of some other words that go with or are related to **folktale**. I could add the name of a **folktale**; I’ll add ‘*The Little Red Hen*’ to our web. **(add or point out the picture on the journal)** That is an example of a **folktale**. Maybe you can think of some names of other **folktales** to add to our web...”

You can think aloud as you add other related words to your web or explore the remaining related words on the teacher journal.

Lay out the Vocabulary Picture Cards for folktale and sigh. Place the related word card for *whine* underneath the sigh picture card and the related word card for ‘*The Little Red Hen*’ underneath the folktale picture card. Think aloud and review why these words are related to the Words to Know.

You could say:

“Now I’m going to review the words we said are related to our words **folktale** and **sigh**. You are going to do this in your groups after we practice more together...”

After reviewing, continue to the We Do routine to make webs for guard and grain.

WE DO

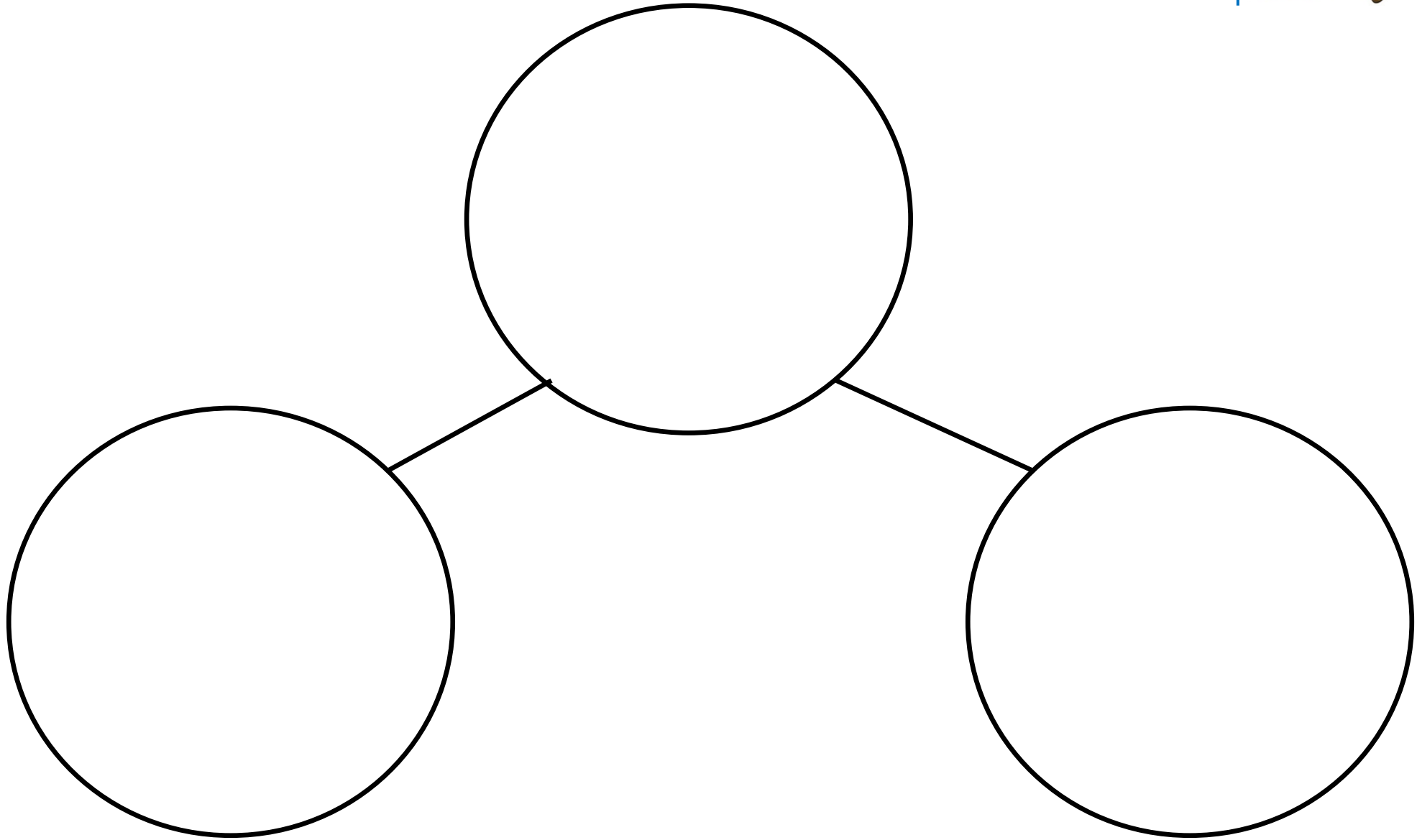
Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.

Work with students to create webs for the remaining words, inviting them to choose related words and explain why they are related.

For guard, you could say:

“Now let’s talk about the word **guard**. **(read seventeenth page; “Who will help me take the grain...”)** The dog said he couldn’t help the Little Red Hen because he had to **guard** the farm. **Guard** means ‘to protect a person or place from harm.’ This dog doesn’t look like he is working very hard to **guard** the farm! Let’s say **guard** together: **guard**.

	<p>“Here is a web for the word guard. (display web) Guard is in the middle of the web. Now I’m going to add a related word to our web. Which word do you think is related to guard—<i>protect</i> or ice cream? Tell your partner which word is related to guard. (allow brief talk time) Who wants to share their answer or another related word?”</p> <p>Discuss students’ responses, guiding them to explain how words are related. If making a web, add associated words or pictures; if using the digital teacher journal, discuss the words presented.</p> <p>For grain, you could say: “Here are some grains like the Little Red Hen found when she was scratching for food. (show students some grains) Grains are the seeds of cereal plants. We eat grains because they are healthy and tasty. The Little Red Hen planted grains so a cereal plant would grow. Let’s say grain together: grain.</p> <p>“Here is a web for the word grain. (display web) Grain is in the middle of the web. Which word do you think is related to grain –hamster or <i>seed</i>? Tell your partner which word is related to the word grain. (allow brief talk time) Who wants to share their answer or other related words for our web?”</p> <p>Discuss students’ responses, guiding them to explain how words are related. Add their ideas to your web or discuss the words on the teacher journal.</p> <p>Demonstrate sorting the related words cards <i>whine</i>, ‘The Little Red Hen,’ <i>seed</i>, and <i>protect</i> by placing them beneath the associated Vocabulary Picture Cards. Call on students to help you sort the words. Evaluate and extend their explanations for why words are related.</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 small groups. Distribute the related words cards and copies of the Vocabulary Picture Cards to each group. You could say: “Now it’s your turn to sort our related words and match them to the Word to Know they are related to. When you put a related word underneath a Word to Know, tell your friends why the words are related.”</p> <p>Circulate among groups to support students with explaining how words are related.</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>Display all of the word webs. You could say: “With our word webs and word sorting, we learned more about our Words to Know and words that go with them. Can you name a word that is related to...</p> <ul style="list-style-type: none"> • grain (<i>seed</i>) • sigh (<i>whine</i>) • guard (<i>protect</i>) • folktale (<i>‘The Little Red Hen’</i>) <p>The more we learn about words and related words, the more we understand them when we hear or read them. If you think of a word that is related to one of our Words to Know, please come and get me. I will help you add it to our word webs of related words.”</p>





sigh



complain



whine



grain



folktale



fairy tale



'The Little Red Hen'



plant



guard



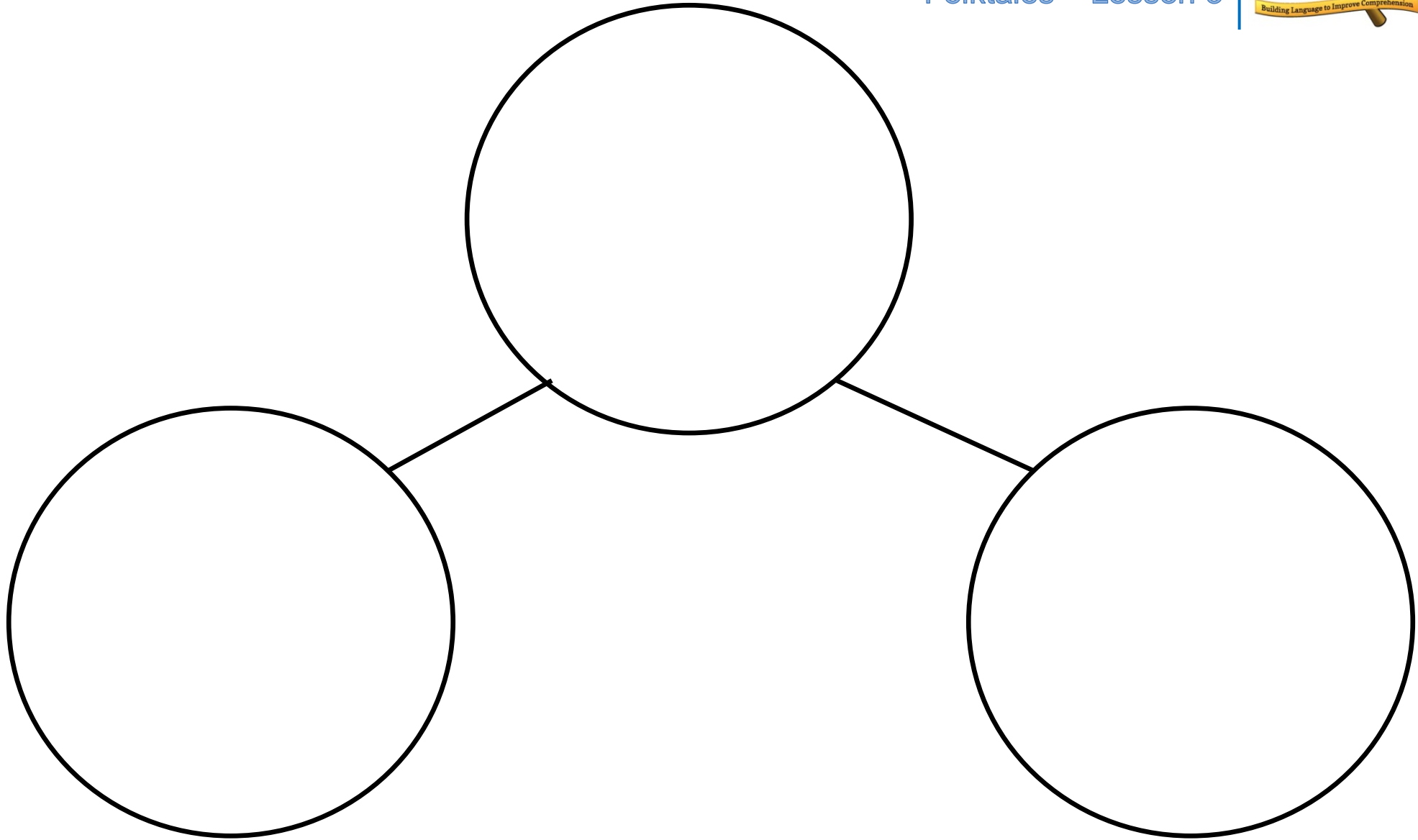
protect



shelter

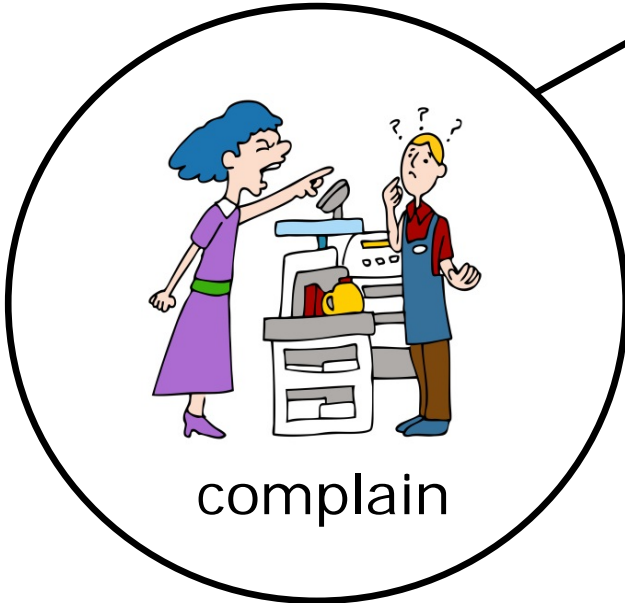


seed

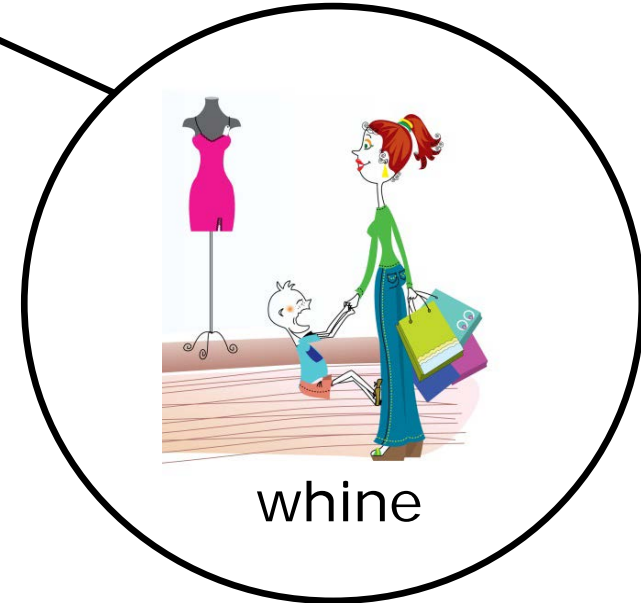




sigh



complain



whine



folktale



fairy tale



**'The Little
Red Hen'**



grain



plant



seed



guard



protect



shelter

sigh



sigh



complain



whine



moan

folktale



folktale



fairy tale



'The Little Red Hen'



story

guard



guard



protect



shelter



watch

grain



grain



plant



seed



kernel

LET'S KNOW! PREK	FOLKTALES CAUSE AND EFFECT	TEXT MAPPING LESSON 4
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify navigation words appearing in the text for cause and effect text structure. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Using Navigation Words LESSON TEXT: <ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi TALK STRUCTURES 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 Props (optional) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: sigh, folktale, grain, guard Teacher Journal Lesson #4 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... You could gather props to help students act out causes and effects from the story. You will work with students to generate cause and effect sentences based on events from <u>The Little Red Hen</u>. You may write the sentences on chart paper or display the sentence on Teacher Journal Lesson #4 using a document camera or interactive whiteboard. During the I Do routine, model 'acting out' the causes and effects. Use props, motions, and pantomime as you read the cause and effect sentences. Support students as they act out sentences during the We Do and You Do routines. <i>Save your cause & effect sentences or Teacher Journal Lesson #4 for the Close lesson.</i> 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #1: SIGH, FOLKTALE, GRAIN, GUARD </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: "You put your school papers in your backpack <i>so</i> you can take them home to show your family. That sentence tells about two actions that go together: a <i>cause</i> and an <i>effect</i>. One action happens—the <i>cause</i>. You put your papers in your backpack. It causes another action to happen—the <i>effect</i>. You took them home to show your family. Today we're going to look at causes and effects in our story, <u>The Little Red Hen</u>. We're going to use the word <i>so</i> to write cause and effect sentences and act them out. Then we can use these sentences for our skits that we will do at the end of the unit. When we identify cause and effect words and sentences in stories we read, it 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 generating cause and effect sentences based on events from the lesson text. Write them on chart paper or point them out on Teacher Journal Lesson #4. Then model acting out a cause and effect from the text.</p> <p>You could say: "I'm going to start at the back of our book today! We never do that!"</p>	

(read second to last page, which begins “Why not?” asked...) “Look at the animal’s faces on this page! The cause of those sad looks is that the Little Red Hen won’t share her bread with them. I’ll write a cause and effect sentence. (write sentence on chart paper or point it out on teacher journal, p. 1) *The Little Red Hen won’t share her bread, so the animals look sad.* Here is the word *so*. (point to so) It ties together the cause—the Little Red Hen not sharing her bread—and the effect—the animals had sad faces.

(reread last paragraph and point out the word so) “The last sentence on this page has the word *so*, which tells us about this cause and effect in the story. (write a cause and effect sentence or point out second sentence on journal) *The animals would not help the Little Red Hen with any of the work, so they do not get to help her eat the bread.* I’m going to practice acting out the cause and effect in this part of the story. Watch me...

- The animals would not help the Little Red Hen with any of the work... **(act out being a lazy animal)**
- *So...* they do not get to eat the bread. **(act out keeping the bread to yourself)**

(read first through fifth pages, ending with “And she did.”) “I’m going to write another cause and effect sentence and use the word *so*. (write or point out third sentence) *The animals would not help the Little Red Hen, so she planted the grain herself.* Now I’ll act out our sentence...

- The animals would not help the Little Red Hen... **(act out animals refusing to help)**
- *So...* she planted the grain herself.” **(act out planting seeds)**

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 generate additional cause and effect sentences based on events from the lesson text. Then guide them to act them out using gestures and expressions.

(read eleventh page; “Who will help me cut and thresh...”) “Now let’s act out some more cause and effect sentences together using the word *so*. I’ll write the cause part of the sentence—(write cause or point out on journal) *The animals would not help the hen cut and thresh the wheat.* What word should I write here, after *wheat*? (pause for response) Yes, I’ll write *so*. (add so) Now tell your partner what happened; what was the *effect*? Did the Little Red Hen cry, or did she cut and thresh the wheat herself? (allow talk time) What should I write? *So...* (pause for response) That’s right! I will write *she cut the wheat herself.* (finish sentence)

“Now let’s act out our cause and effect sentence. We don’t say words; we just ‘act it out.’

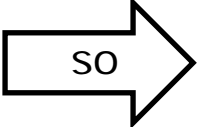
- First, let’s act like lazy farm animals... The animals would not help the hen cut and thresh the wheat. **(prompt students to act out being lazy or refusing)**
- *So...* she cut the wheat herself. Let’s act out the effect now; turn to your partner and show each other what the Little Red Hen did. **(prompt students to pretend to cut and shake wheat)**

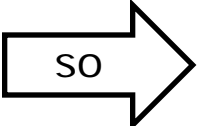
(read seventeenth page; “Who will help me take the grain...”) “What should I write for the cause part of the sentence? *The animals would not help the hen take the grain to the ____.* (pause for response) Yes, *mill!* (write cause or point out on journal) What word comes next? (pause for response) Yes, I’ll write *so*. (add so) *So...* what happened next? (pause for response) Good thinking. I’ll write *the Little Red Hen took it herself.* (finish sentence)

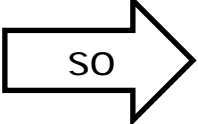
- Turn to your partner and act out the cause part of our sentence—the animals wouldn’t help take the grain to the mill. **(prompt students to act out being lazy or refusing)**
- Tell your partner what word we use in our sentence to tell us there is a *cause* and there is an *effect*.
- Now act out the *effect* part of our sentence.” **(prompt students to act out taking grain in a wheelbarrow)**

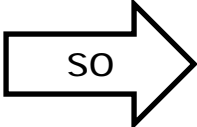
	<p>Provide further examples as needed to support students with identifying the navigation word <i>so</i> and acting out causes and effect. You may use the additional examples from the teacher journal.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice 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: “You are doing a great job helping me find the causes and effects in our story and using the word <i>so</i> to tell us about those causes and effects. Let’s do some more. I will read the cause and then we will say the word <i>so</i> together. That word tells us the next part of the sentence will be the effect. Then I want you to turn to your partner and act out the effect part of our sentence.</p> <ol style="list-style-type: none"> 1) The Little Red Hen scratched the ground... (along with students) <i>so</i>... she found some grains of wheat. (pairs act out) 2) The pig was playing in the mud... <i>so</i>... he wouldn’t help the Little Red Hen. (pairs act out) 3) The Little Red Hen watered the seeds... <i>so</i>... the wheat grew tall. (pairs act out) 4) The animals took naps... <i>so</i>... they wouldn’t help the hen cut the wheat. (pairs act out) 5) The miller ground the grain into flour... <i>so</i>... the Little Red Hen made dough. (pairs act out) 6) The Little Red Hen baked the bread... <i>so</i>... the animals smelled a delicious smell. (pairs act out) 7) The Little Red Hen worked really hard... <i>so</i>... she ate the bread all by herself.” (pairs act out)
<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>Display one of the cause and effect sentences. You could say: “In some stories we read words that signal that the story will have causes and effects. Let’s all say <i>cause</i>... Cause. Let’s all say <i>effect</i>... Effect. What word tells us the next part of the sentence will be the effect? (pause for response) <i>So!</i> That’s right. When you read with your family, if you hear the word <i>so</i>, ask the reader to help you find the cause and the effect in that part of the story. When we identify causes and effects in stories we read, it helps us understand what we read and hear.”</p>

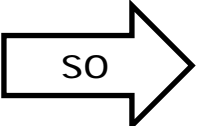
Cause and Effect Sentences

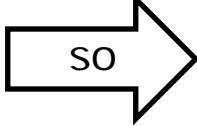
The Little Red Hen won't share her bread  the animals look sad.

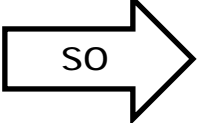
The animals would not help the Little Red Hen with any of the work  they do not get to help her eat the bread.

The animals would not help the Little Red Hen  she planted the grain herself.

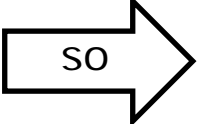
The animals would not help the hen cut and thresh the wheat  she cut the wheat herself.

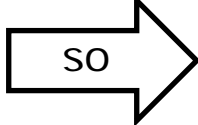
The animals would not help the hen take the grain to the mill  the Little Red Hen took it herself.

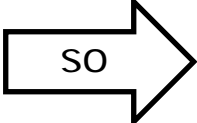
The Little Red hen scratched the ground  she found some grains of wheat.

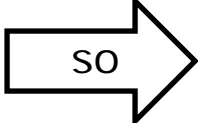
The pig was playing in the mud  he wouldn't help the Little Red Hen.

The Little Red Hen watered the seeds  the wheat grew tall.

The animals took naps  they wouldn't help the hen cut the wheat.

The miller ground the grain into flour  the Little Red Hen made dough.

The Little Red Hen baked the bread  the animals smelled a delicious smell.

The Little Red Hen worked really hard  she ate the bread all by herself.



WEEKLY LESSON PLANNER

FOLKTALES

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Lesson Type	Integration	Read to Me	Text Mapping	Integration
Objectives	<ul style="list-style-type: none"> Retell a narrative including story elements. 	<ul style="list-style-type: none"> Use prior knowledge and information from the text to make and confirm predictions. Participate in collaborative conversations about the book. 	<ul style="list-style-type: none"> Use prepositional phrases with the prepositions <i>at</i> and <i>toward</i>. 	<ul style="list-style-type: none"> Use information from text to make accurate inferences.
Lesson Texts	<ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi 	<ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema 	<ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema 	<ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Document camera, whiteboard, or chart paper Bags or paper clips 	<ul style="list-style-type: none"> Sticky notes 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Props to demonstrate <i>at</i> and <i>toward</i> 	<ul style="list-style-type: none"> Document camera or interactive whiteboard Sticky notes
Unit Materials Provided	<ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: sigh, folktale, grain, guard Story Element Icons Picture cut-outs for Lesson #5 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Teacher Journal Lesson #7 Coyote and lamb cut-outs for Lesson #7 	<ul style="list-style-type: none"> Teacher Journal Lesson #8 Story Element Icons



Digital/Tech



Prep Materials



Preview the Text



Game



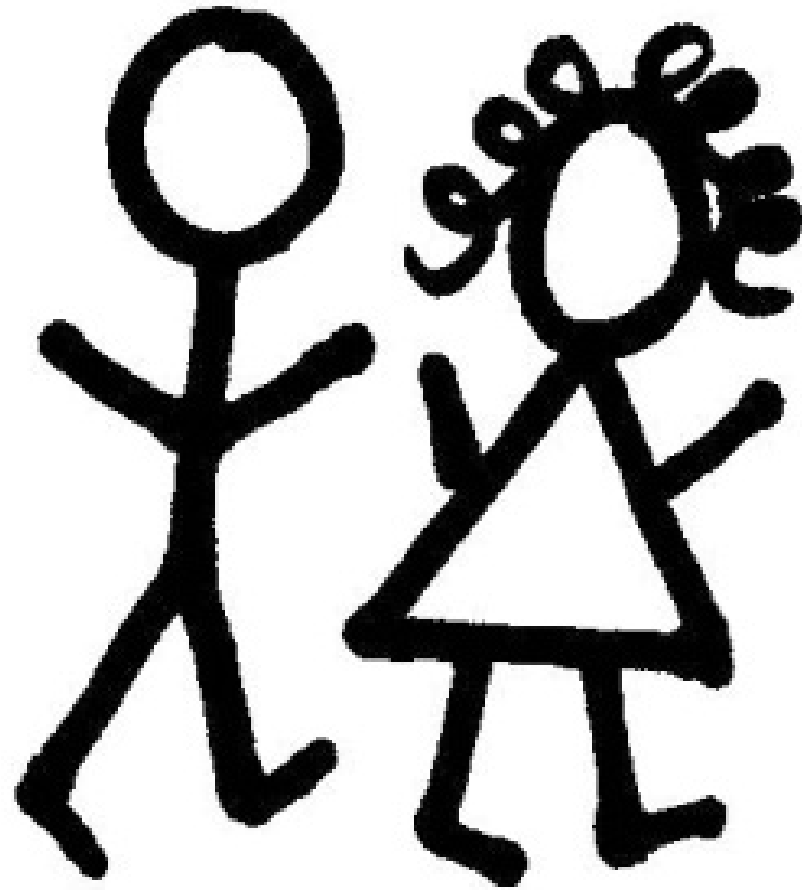
Save Materials

LET'S KNOW! PREK	FOLKTALES CAUSE AND EFFECT	INTEGRATION LESSON 5
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> Retell a narrative including story elements. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi 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, whiteboard, or chart paper Bags or paper clips UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: sigh, folktale, grain, guard Story Element Icons Picture cut-outs for Lesson #5 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... Cut out the picture cut-outs for this lesson. Bag or clip a set for each pair of students. Use the Story Element Icons and bookmarks provided with the Fiction unit to review the story elements. The story elements taught are <i>setting, character, goals, attempts</i> (to reach <i>goals</i>), and <i>outcome</i>. If you teach other elements, you may want to include them. However, the Story Element Icons and associated names should be taught in the <i>Let's Know!</i> lessons since the Show Me What You Know assessment questions use that terminology. The emphasis of this lesson is the story retell. <ul style="list-style-type: none"> During the I Do routine, review the story elements and model a story retell. Display the Story Element Icons as you retell <u>The Little Red Hen</u>. Use the picture cut-outs to retell the story; you could place them on a document projector or hang them on a whiteboard or chart paper. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed black; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #2: SIGH, FOLKTALE, GRAIN, GUARD </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When my kids were little, my husband told them stories about Clyde the Glide Drexler. They were stories about a crazy basketball player. My kids loved those stories because my husband remembered to include all of the key story elements. When you know all of the key elements, it helps you better understand what the story is about. Today we're going to practice telling the story of <u>The Little Red Hen</u>. We're going to use our Story Element Icons from the Fiction unit to help us remember important parts of the story. The story icons help us understand the key story elements."</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>Review the story elements and associated icons. You could say: "Here are the story icons we use to help us listen for the key elements or important parts in a story.</p> <ul style="list-style-type: none"> The first icon is for <i>setting</i>. (show icon) This reminds us to think about where and when the story takes place. When we point to this picture of a house we'll be talking about the <i>setting</i>. The next icon is for <i>character</i>. (show icon) <i>Character</i> means a person or an animal in a story. When we point to this picture of two people we'll be talking about the <i>characters</i> in the story. 	

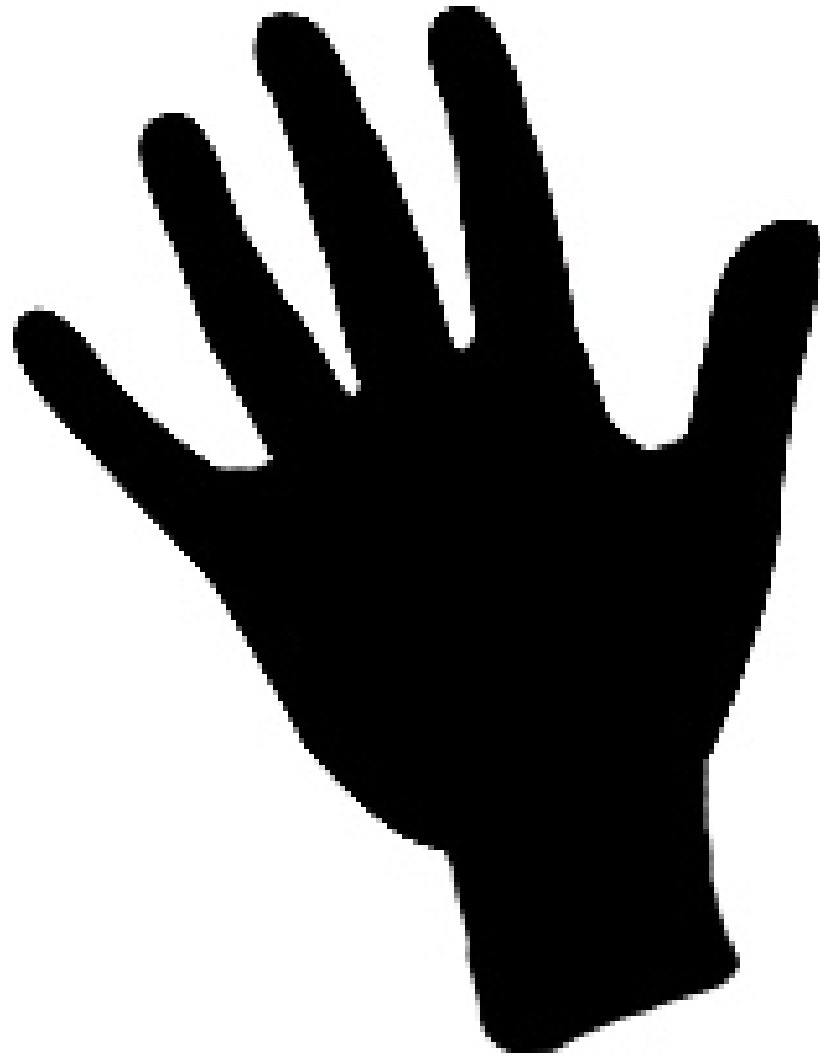
	<ul style="list-style-type: none"> • The third icon is for the goal. This helps us remember what the <i>characters</i> in the story want. The picture of the trophy reminds us we're talking about the <i>characters' goals</i>. • Next we have attempts, or what the <i>character</i> does to reach his or her goals. (show icon) The picture of the hand helps us remember what the <i>character</i> in the story does, the actions or attempts to reach the goal. • The last picture is for outcome. (show icon) This reminds us to think about the ending of the story. When we point to this picture of a person crossing a finish line we'll be talking about the outcome, or how the story ended." <p>Model retelling <u>The Little Red Hen</u>. Display each of the story icons as you retell the story; be sure to point out all of the key story elements.</p>
WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to retell the story. Continue to show the appropriate Story Element Icon as you progress through each part. Also place the picture cut-outs for this lesson on a document camera, board, or chart paper to guide the story retell.</p> <p>You could say: "Now we're going to work together to retell <u>The Little Red Hen</u>. We need to make sure we include all of the story elements when we tell the story. Let's start..."</p> <ul style="list-style-type: none"> • (display character & setting icons) "The Little Red Hen lived on a farm with some other animals..." Turn to your neighbor and tell them who the other <i>characters</i> are in the story. (allow talk time) • "... One day the Little Red Hen found some grains of wheat while she was looking for food. She turned to the animals and asked them for help..." (display goal icon) Tell your partner if the Little Red Hen asked the animals to... <ul style="list-style-type: none"> ○ Plant the wheat so she could make some bread, <i>or</i> ○ Visit the restaurant. (allow talk time) • "... The animals all said, "Not I." They were too lazy to help the Little Red Hen plant the wheat..." (display goal icon) Tell your partner what the animals said to the Little Red Hen. (allow talk time; students should say, 'Not I') • "... The Little Red Hen tended the wheat, and it grew tall..." (display attempt icon) What was her next attempt to reach her goal to turn the grains into bread? Tell your partner what the Little Red Hen attempted. (allow talk time; monitor students' responses and provide choices as needed) Did she... <ul style="list-style-type: none"> ○ Ask for help to cut and thresh the wheat, <i>or</i> ○ Go to the store and buy a loaf of bread?" <p>Continue to retell <u>The Little Red Hen</u> with students, supporting them to include the key story elements. When you've completed the retell, review each icon with the class and discuss whether you included all of the story elements.</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 the picture cut-outs. Display the story icons for students to refer to. You could say: "Now it's your turn to retell the story of <u>The Little Red Hen</u> to your partner. You have some picture cut-outs to remind you of the story elements as you retell the story. Remember, we use the icons to remind us to include all of the story elements when we retell a story. I will be coming around to hear your stories. I will tell you if I heard all of the story elements."</p>

	<p>Circulate the room to support students, providing prompts and choices as needed. Tell students which story elements you heard and did not hear; ask them to practice again to include the missing story elements.</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 did a great job retelling <u>The Little Red Hen</u> today. Knowing the key elements in a story and using them to help you tell the story really helps you understand what you read and hear. Let’s review the elements in our story...</p> <ul style="list-style-type: none"> • (display <i>character icon</i>) Who are the <i>characters</i> in our story? (Little Red Hen, cow, dog, and pig) • (display <i>setting</i>) What is the <i>setting</i> for our story? (the farm) • (display <i>goals</i>) What did the Little Red Hen want to do? What was her <i>goal</i>? (to make the grains into bread) • (display <i>goals</i>) What were the <i>goals</i> of the cow, pig, and dog? (to not do any work) • (display <i>attempts</i>) What did the Little Red Hen do to reach her <i>goal</i>? (plant the grain, cut it, take it to the mill, make the bread, eat the bread) • (display <i>attempts</i>) What did the animals do—what <i>attempts</i> did they make to reach their <i>goals</i>? (told the Little Red Hen, ‘Not I,’ or made excuses to not work) • (display <i>outcome</i>) What was the <i>outcome</i> or ending to our story? (she ate the bread she made by herself, the animals were disappointed) <p>You are great story re-tellers! In the next book we read or you read at home, you can tell me or your family the key elements in the story.”</p>

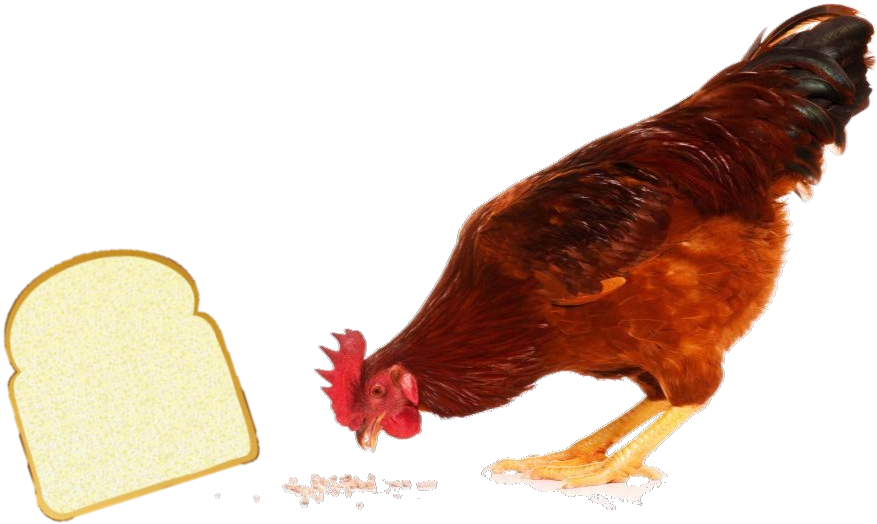


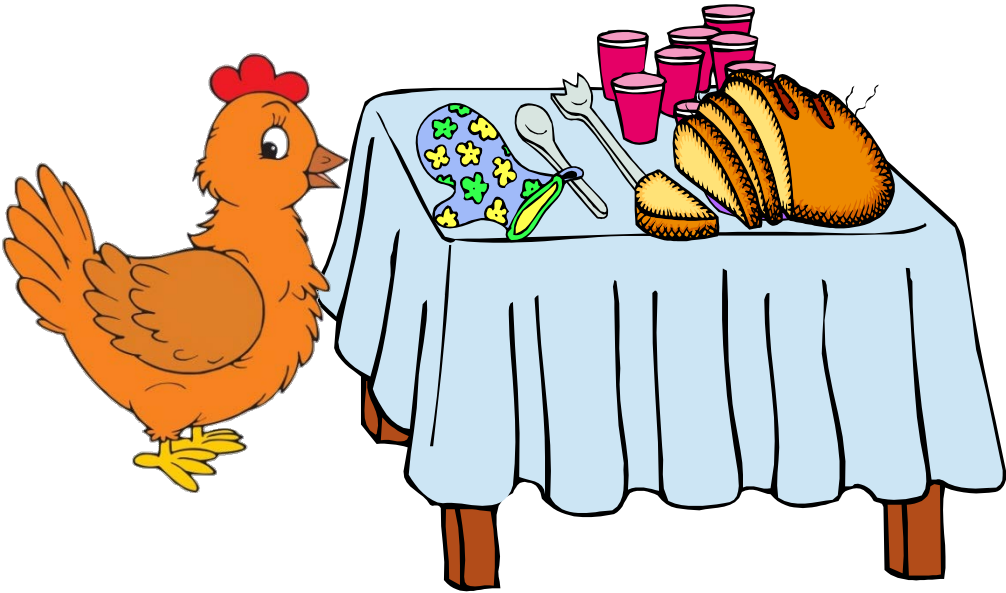












LET'S KNOW! PREK	FOLKTALES CAUSE AND EFFECT	READ TO ME LESSON 6
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Use prior knowledge and information from the text to make and confirm predictions. • Participate in collaborative conversations about the book. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Predicting • Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> • <u>Borreguita and the Coyote</u> by Verna Aardema TALK STRUCTURES FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Selected by teacher 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • N/A 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... Preview the lesson text. Use sticky notes to mark pages on which you will model predicting or ask prediction questions. You may also note possible questions for rich discussion. Examples and suggestions are provided in the lesson, but you could use others. • During the I Do routine, review the Predicting technique; remind children that they should think about what they know coupled with clues in the story to make “guesses” about what will happen next. As you read, stop to confirm the accuracy of children’s predictions; when needed, revise predictions or generate new ones. • The goal of the Rich Discussion technique is to foster an extended discussion of the text in which all students have the opportunity to take multiple conversational turns. A rich discussion should be facilitated by you but dominated by student talk. Encourage students to elaborate on their responses and follow up on each other’s ideas. 		
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 my family watches sports on TV, we like to <i>predict</i> or guess which team will win. We use the information we know about both teams and what the writers and sportscaster say about the game and try to predict the winner. Today when we read, we can take the information in our brains and what we read in the story to make <i>predictions</i>, or guesses, about what might happen next in the book. We can check our predictions while we read to see if they were correct. Talking about books as we read and making predictions helps us think about and understand what we read and 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>Model making predictions as you read <u>Borreguita and the Coyote</u>. You could say: “Today we’re going to read the next folktale in this unit, <u>Borreguita and the Coyote</u>. I’m going to stop and talk about our book as we read and practice making predictions, or guesses. Let’s get started!</p> <p>(read first page) “I’m going to stop here and make a prediction. I know that coyotes eat small animals. My sister’s cat was attacked by a coyote in our yard. Borreguita is a small lamb and was left in the field all alone. I predict the coyote will see that and eat her. (after reading the next page of text, think aloud about your prediction, explaining that it was incorrect)</p> <p>(read sixth page; “After many days...”) “I’m going to make another prediction. I think that Borreguita will show the coyote how to find cheese. I know if you want someone to eat something new, you try to convince them the food is good. The text tells us the coyote wants to eat Borreguita. I predict Borreguita will try to teach the coyote to like cheese so he will leave Borreguita alone.”</p>	

	<p>Read through the eighth page, ending with “turned and headed for the shore.” After reading, model reevaluating your prediction, explaining that it was incorrect; Borreguita tricked Coyote again, but not by getting him to like cheese.</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. Invite students to help you make and evaluate predictions.</p> <p>You could say: (after eleventh page; “At dawn the next day...”) “I know that if I get tricked by someone, I will be watching to see if they try to trick me again. The coyote has been tricked twice by Borreguita. Show your partner a thumbs-up if you predict the coyote will be tricked again... Show your partner a thumbs-down if you predict the coyote will not be tricked again... I’m going to predict that the coyote will not be tricked again and will eat the lamb this time. (at the end of the next page of text, model revising your prediction; confirm or refute it as you continue reading)</p> <p>(after nineteenth page; “Early the next morning...”) “Show your partner a thumbs-up if you think the coyote will be tricked again... Show your partner a thumbs-down if you think the coyote will not be tricked again... I’m going to predict the coyote will be tricked again. He did not learn from the other times Borreguita tricked him, so I predict he will be tricked yet another time! Turn to your partners and tell them why you think the coyote will or will not be tricked.” Allow talk time and then read the next page of text. Think aloud to reevaluate your prediction. Then guide students to reevaluate the predictions they made with their partners. Were they confirmed?</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, lead a discussion of the text with the whole group. This should be a teacher-led but student-dominated conversation. You could say: “In this folktale, the lamb was the very smart animal, and the coyote did not seem very smart. Let’s talk about the story...”</p> <p>You could use the following questions to facilitate rich discussion:</p> <ul style="list-style-type: none"> • Why do you think Coyote gave Borreguita so many chances to trick him? • What do you think happened to Coyote after our story was over? • Tell us about a time when you were tricked or you tricked someone and how it made you feel.
<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 learned a lot about the <i>characters</i>, Borreguita and Coyote, as we read and made predictions. We used information in our brains and the information in the book to help us think about what might happen next in the story. When we talk about a story and make predictions, it helps us understand what we read and hear. We can make predictions about a lot of things. Maybe you can predict what center one of your friends will choose during free choice time. When you see what centers are open, you can use that information and what you know your friend likes to do, and predict what he or she will choose.”</p>

LET'S KNOW! PREK	FOLKTALES CAUSE AND EFFECT	TEXT MAPPING LESSON 7
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> Use prepositional phrases with the prepositions <i>at</i> and <i>toward</i>. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Recasting LESSON TEXT: <ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema 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 Props to demonstrate <i>at</i> and <i>toward</i> UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #7 Coyote and lamb cut-outs for Lesson #7 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Cut out the coyote and lamb cut-outs for Lesson #7. Each pair of students should have one lamb and one coyote. Gather props that you can use to demonstrate the prepositions <i>at</i> and <i>toward</i>. Examples are included in the lesson routines, but you could use other props as well. In this lesson, the objective is for students to use the prepositions <i>at</i> and <i>toward</i> to increase the variety of prepositions they use. <i>Save the coyote and lamb cut-outs for use in Lesson 12.</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: "In our units, we've been learning a lot about words that help us understand what we read and hear. We practice using words to help us learn them. Today we're going to use the words <i>at</i> and <i>toward</i>. These words are <i>prepositions</i> that describe where something is located or in what direction something is moving. We'll listen to these words in our story about Borreguita. Knowing the meanings of words and using new words helps us understand them when we read or hear them. That makes us better readers and listeners!"</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 using the coyote and lamb cut-outs and props to practice saying the prepositions <i>at</i> and <i>toward</i>. Suggested props are indicated with brackets in the sample script, but you could use others.</p> <p>You could say: (read first page of lesson text) "In the first sentence, the author tells us where Borreguita lives. It says '... <i>at</i> the foot of a mountain.' Borreguita's farm is located <i>at</i> the foot, or the bottom, of a mountain. (point to illustration) Now I will practice using the preposition <i>at</i>. I will tell my partner— [Student X], will you be my partner—to place Borreguita <i>at</i> the back of the [farm]. (prompt student to place Borreguita cut-out by prop) Good. I told you the place or location for Borreguita.</p> <p>(read eighth page; "Coyote slipped into the water...") "Listen to this sentence: 'Coyote slipped into the water and paddled <i>toward</i> the cheese.' The word <i>toward</i> tells us he is moving in the direction of the cheese, or what he thinks is cheese. (point to illustration) Now I will show you Coyote moving <i>toward</i> the [blocks]. (move coyote cut-out toward prop) When I used the preposition <i>toward</i>, I told you what direction Coyote was moving in."</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. Distribute the coyote and lamb cut-outs, one of each to a pair. Guide students to use the cut-outs and props as they practice using the words <i>at</i> and <i>toward</i>.</p> <p>You could say: (read or summarize through sixth page, which begins “After many days...”) “Let’s practice using <i>at</i> and <i>toward</i> together. Borreguita told Coyote that there is a pond <i>at</i> the end of the pasture and to meet him there. (point out illustration on next page) She told Coyote where the pond was placed—<i>at</i> the end of the pasture. The partner with the lamb goes first. Tell your partner where to place his or her coyote. They should place their coyote <i>at</i> the [corner of a table]. (provide time for activity) Now the partner with the coyote; tell your partner where to place Borreguita. They should place Borreguita <i>at</i> the [front of the table]. (provide time for activity)</p> <p>“Nice job listening to your partner tell you where to place your lamb or coyote cut-out. That preposition told us the location of our lamb or coyote—where they were. They were <i>at</i> the [corner of a table] or <i>at</i> the [front of a table].</p> <p>(read eleventh page; “At dawn the next day...”) “In this picture, (point out illustration) can you see what Coyote is headed <i>toward</i>? (pause for response) Yes, Coyote is headed toward the mountain, toward the ledge where Borreguita is standing. Partners that have a Borreguita, tell your partner to move the coyote so he is headed <i>toward</i> the [door]. (provide time for activity) Now the partner with Coyote, tell your partner to move Borreguita toward the [calendar]. (provide time for activity)</p> <p>“Nice job listening to your partner tell you where to move your animal using the word <i>toward</i>. That preposition told us what direction our lamb or coyote was moving in. They were moving <i>toward</i> the [door] or <i>toward</i> the [calendar].”</p> <p>Provide further examples to support students with using the prepositions <i>at</i> and <i>toward</i>.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Display Teacher Journal Lesson #7 to provide classroom locations for students to reference. You could post all pages at once, or you could structure the activity by switching the displayed page only when all students are ready to move to the next picture.</p> <p>You could say: “Now you and your partner can practice using the prepositions <i>at</i> and <i>toward</i> as you tell each other where to move or place Borreguita or Coyote. Here are some pictures to help you tell your partner what to do. I will also be coming around and will help you give your partner directions.” Support students with giving and following directions, ensuring that they are using the prepositions <i>at</i> and <i>toward</i>.</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: “ We practiced two prepositions today that help us understand where something is placed or located and where something is moving. In our story, the author tells us where something is located using the preposition <i>at</i>. Let’s all say <i>at</i>... The author tells us what direction something is moving in by using the preposition <i>toward</i>. Let’s all say <i>toward</i>... When you want to tell a friend where to put something or where they should move, you can use the words you practiced today—<i>at</i> and <i>toward</i>. Knowing the meanings of words and using new words helps us understand them when we read and listen.”</p>



Whiteboard



Bookshelf





Play center

Classroom sink



Coyote and Lamb Cut-Outs

Folktales – Lesson 7



LET'S KNOW! PREK	FOLKTALES CAUSE AND EFFECT	INTEGRATION LESSON 8
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> Use information from text to make accurate inferences. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Inferencing LESSON TEXT: <ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema 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 Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #8 Story Element Icons 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... Preview the lesson text. Use sticky notes to mark parts where you will model the Inferencing technique or ask inferential questions. Suggestions are provided in the lesson routines, but you could use others. Although this lesson focuses on making inferences, you should also review the story elements from <u>Borreguita and the Coyote</u>. The story elements taught are <i>setting</i>, <i>character</i>, goals, attempts, and <i>outcome</i>. Briefly point out the story elements when they occur during reading or discussion of the text, and display the associated Story Element Icons. 		
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 was really disappointed once when I got home and all of my family had gone to see a movie. I asked them why they didn't wait for me. They said they knew I didn't like scary movies, so they decided I would not want to go. My family took what they knew about me and about the movie and guessed I would not want to see it. We do that when we read. We use information in the book and combine it with information we know to help us decide what a <i>character</i> might do or what might happen next. Good readers do this. Today we're going to read <u>Borreguita and the Coyote</u> again. We'll take the information in our brains and the information in the book to help us think about and understand the story better."</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>Read from the lesson text and model making inferences.</p> <p>You could say: (read to fourth page, stopping after "I shall come back.") "Look at our two <i>characters</i> in this picture. (display character icon) Coyote looks hungry, and he is much bigger than Borreguita. Do you think Borreguita is a smart lamb? I do. Maybe she could have tried to run away, but the coyote is probably also much faster. So she had to think really quickly and tell the coyote she was too skinny to eat. I think that was a smart thing to say.</p> <p>(read next page of text and display setting icon) "Our story takes place at the farm at the foot of the mountains where Borreguita lives. Look at the pictures of the farm on the first two pages. (show first two illustrations) On this page, (fifth page, with sunset) the <i>setting</i> has changed. The sky is red, and I can see the sun is going down. I looked at the picture and thought about what I know about how the sun and sky look at different times of the day. That helps me understand that the <i>setting</i> has changed from daytime to evening."</p>	

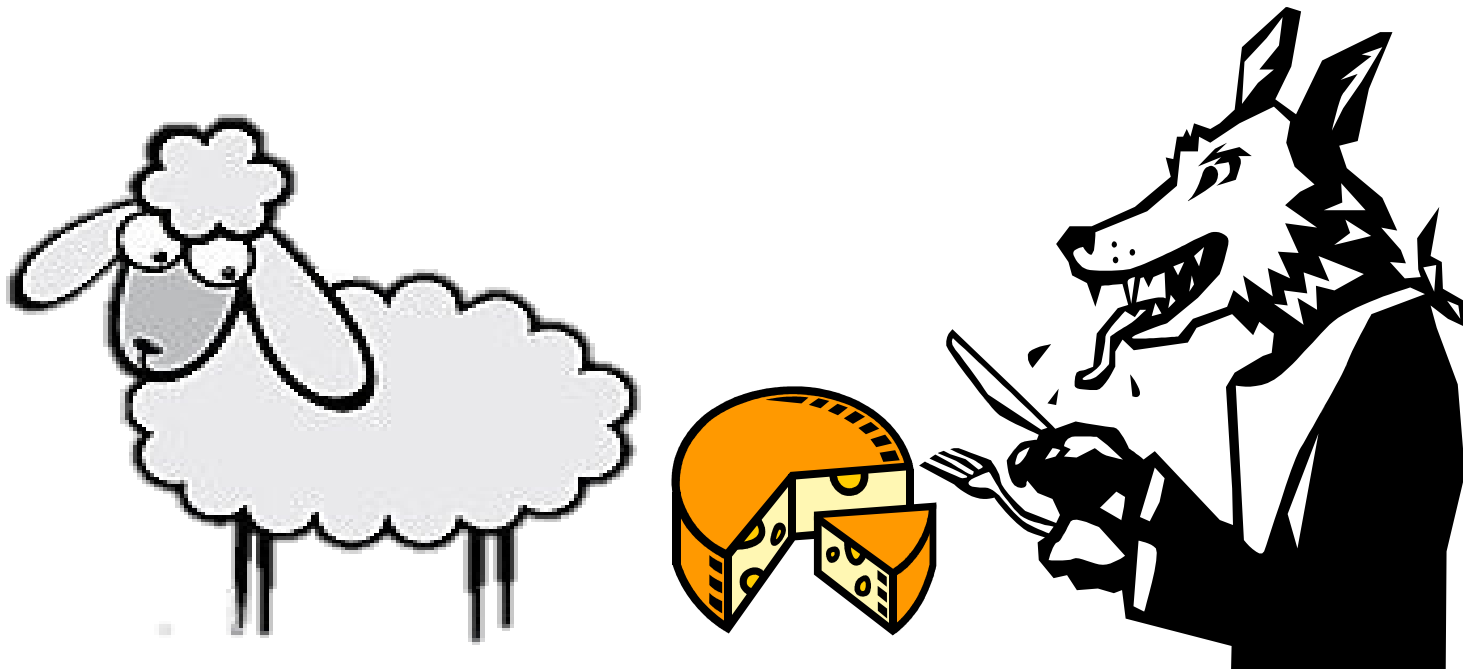
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue reading selections from the text, guiding students to make inferences about the story.</p> <p>You could say: (read through ninth page; “When he reached it ...”) “The text tells us Coyote was tricked again. Look at the picture and think about how you feel if someone tricks you and you don’t get what you want. How do you think Coyote feels here? (show character icon) Tell your partner if you think the coyote feels... 1) Sad, <i>or</i> 2) Happy. (allow brief talk time)</p> <p>(read eleventh page; “At dawn the next day...”) “Borreguita saw Coyote sniffing along the trail. (display goal icon) Tell your partner why you think Coyote was doing that. What was his <i>goal</i>? Was he trying to... 1) Find water to drink, <i>or</i> 2) Find Borreguita? (allow brief talk time)</p> <p>If you have a dog at home, have you seen him sniffing as he walks along trying to find food or another dog? What did you say was Coyote’s <i>goal</i> is in this part of the story? The book tells us that Borreguita knew the coyote would come after her, and the illustration shows him sniffing as he walks along the trail. We know animals will follow a smell to find food, so we can say that the coyote was sniffing the trail looking for Borreguita.”</p> <p>Provide further practice answering inferential questions until students are ready to move to the You Do section.</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: “Now I want you to think about what you know—the information in your brain—and what we’ve seen and heard in our book to answer these questions about the story...”</p> <p>(read thirteenth page; “When the coyote found her...”) “I wonder why the coyote didn’t eat Borreguita when he found her here. Show me one finger if you think Coyote wasn’t hungry anymore... Show me two fingers if you think Coyote thought the mountain would fall if Borreguita moved... Now tell your partner why you think Coyote thought the mountain might fall. (allow talk time; then evaluate and expand students’ responses)</p> <p>(read next page; “You are strong...”) “See the look on Borreguita’s face? What do you think she is thinking? Show your partner one finger if you think Borreguita is thinking, ‘I tricked Coyote again...’ Show your partner two fingers if Borreguita is thinking, ‘I would like some ice cream...’ Now show me a thumbs-up if you think Borreguita is a smart lamb. Tell your partner why you think Borreguita is smart. (allow talk time; then evaluate and expand students’ responses)</p> <p>(display goal icon) “Do you remember Borreguita’s <i>goal</i>? Was Borreguita’s <i>goal</i>... 1) Not to be eaten by Coyote, <i>or</i> 2) To play in the pond? (pause for response)</p> <p>(read next page; “Coyote held up that rock...”) “Look at Coyote’s face in this picture. The book tells us he howled—that is like yelling for a coyote. What do you think will happen the next time Coyote sees Borreguita? (pause for response) Why do you think that? (prompt students to elaborate and discuss their inferences)</p>

	<p>(read selections from the last three pages) “Now let’s think of a different ending to the story. (show <i>outcome</i> icon; display teacher journal)</p> <ul style="list-style-type: none"> • Do you think Borreguita could have told Coyote to go away and leave her alone? • Do you think Coyote might have finally eaten Borreguita? • What do you think might have happened if Borreguita didn’t run into Coyote’s mouth and hurt him? <p>Tell your partner another ending to the story.”</p> <p>Allow time for students to talk; they may use the pictures from the teacher journal to prompt their thinking.</p> <p>Discuss students’ alternate <i>outcomes</i> as a class.</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>“You just did some important things that good readers do! You used the information in your brain and the words and pictures in the book to think about and answer questions in our story. When you think about why things happen in a story as you’re reading, it helps you understand the story. When you read or listen to a story with someone at home or at school, you can think about why things are happening in the story and maybe you can ask the reader some questions.”</p>

#1



#2



#3





WEEKLY LESSON PLANNER

FOLKTALES

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Lesson Type	Words to Know	Words to Know	Text Mapping	Integration
Objectives	<ul style="list-style-type: none"> Define target vocabulary words. Use target vocabulary words correctly in spoken or dictated sentences. 	<ul style="list-style-type: none"> Sort target vocabulary words into semantic categories and tell why the words go together. 	<ul style="list-style-type: none"> Extract information from one type of text and translate it into a new kind of text. 	<ul style="list-style-type: none"> Retell a narrative including story elements.
Lesson Texts	<ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema <u>The Little Red Hen</u> by Carol Ottolenghi 	<ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema <u>The Little Red Hen</u> by Carol Ottolenghi 	<ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema <u>The Little Red Hen</u> by Carol Ottolenghi 	<ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Sticky notes Scissors and glue 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard String or yarn Glue Sticky notes 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Scissors Glue 	<ul style="list-style-type: none"> Document camera or interactive whiteboard
Unit Materials Provided	<ul style="list-style-type: none"> Vocabulary Picture Cards: curious, suspicious, goal, attempt (optional) Student Journal Lesson #9 	<ul style="list-style-type: none"> Teacher Journal Lesson #10 (digital or print) Student Journal Lesson #10 	<ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: curious, suspicious, goal, attempt Teacher Journal Lesson #11 Student Journal Lesson #11 Cause and effect sentences for Lesson #11 	<ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: curious, suspicious, goal, attempt Story Element Icons Student Journal Lesson #12 Coyote and lamb cut-outs from Lesson #7



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! PREK	FOLKTALES CAUSE AND EFFECT	WORDS TO KNOW LESSON 9
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Define target vocabulary words. Use target vocabulary words correctly in spoken or dictated sentences. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXTS: <ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema <u>The Little Red Hen</u> by Carol Ottolenghi 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 Scissors and glue UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: curious, suspicious, goal, attempt (optional) Student Journal Lesson #9 	
<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"> You may want to mark the pages used in the lesson routines with sticky notes for easy reference. The student journal requires cutting and pasting. If you prefer, you could precut the pages for students to save time. The I Do and We Do segments are combined in this lesson to facilitate teaching and providing guided practice with one word at a time. The book pages in this lesson provide examples of the words in context; you can also use other examples. WORDS TO KNOW <ul style="list-style-type: none"> curious: Really want to find out suspicious: To not trust something because something is not right about it goal: Something that you want to do or finish attempt: To try to do something 		
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: "The unit we are studying right now is called Folktales. Folktales are stories that are passed down from older people to younger people, often by telling them out loud. When we tell a story, it can be more exciting if we use lots of different and interesting words. Good readers and storytellers study words to help them understand what they read and hear in books and stories. Today we are going to learn the definitions of four new Words to Know from our unit—curious, suspicious, goal, and attempt. We're going to practice using our new words to tell stories and perform our cause and effect skits for the Close project."</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.</p> <p>Use the lesson texts to introduce and provide context for the Words to Know. You could also use the Vocabulary Picture Cards and other examples to provide context.</p> <p>For curious, you could say: (display sixth page of <u>Borreguita and the Coyote</u>; "After many days...") "The coyote had never heard of cheese, and he was curious about it. Curious means 'really want to find out.' The coyote was so curious about the cheese, he jumped into the pond. When I have a wrapped present to open, I am curious about what is inside. Are you curious about where we are going on our next field trip? Let's say curious together..."</p>	

"Now I'm going to tell a quick story about the coyote using our word **curious**: "The coyote was **curious** to learn what cheese was, so he jumped in the water when he saw the moon."

For suspicious, you could say:

(display thirteenth page; "When the coyote found her...") "When I look at the picture of the coyote on this page, I think he looks **suspicious** of Borreguita. **Suspicious** means 'to not trust something because something is not right about it.' The coyote is **suspicious** that Borreguita can hold up the mountain. He should not trust Borreguita because she tricked him about the cheese. When I came home and saw the front door open and didn't hear my dog, I was **suspicious** that he got out. Let's all say **suspicious** together..."

"Here is my story about the coyote with the word **suspicious**: 'Because Borreguita had already tricked him, the coyote was **suspicious** when she asked him to hold up the mountain.'"

For goal, you could say:

(display The Little Red Hen and Borreguita and The Coyote) "In The Little Red Hen, the Hen wanted to take the **grains** she found and work until she could make bread. That was her **goal**. **Goal** means 'something that you want to do or finish.' It can be a *character's goal* in a story or it can be something you want to do in real life. What do you think Borreguita's **goal** was? **(pause for response)** I think her **goal** was to not be eaten by the coyote. That is what she wanted. Turn to your partner and tell them what Coyote wanted. What was his **goal**? **(allow talk time)** Coyote's **goal** was to eat Borreguita. Our **goal** in this lesson today is to learn four new words. Let's all say **goal** together..."

"Help me add to the story about Borreguita and the coyote using the word **goal**. 'Coyote's **goal** was...' **(pause for response)** Right, to eat Borreguita. So Borreguita played tricks on Coyote."

For attempt, you could say:

(display sixth page of Borreguita and the Coyote; "After many days...") "The coyote came back after he gave Borreguita time to get fat; then he **attempted** to eat her again. **Attempt** means 'to try to do something.' It is one of our story elements, like *goal*, but we also **attempt** things in real life. When you don't know how to draw a letter, you **attempt** to write it so you will learn; you keep trying to do it. The mailman **attempted** to put the package in our mailbox, but it wouldn't fit. He tried to do it. Let's all say **attempt**..."

"Now turn to your partner and tell them a story about how Borreguita **attempted** to not be eaten by Coyote." **(allow talk time; you could show illustrations from the text to guide students)**

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.

Distribute the student journal. Have students take out scissors and glue.

You could say:

"Let's practice our four new words and how we can use them to tell a story. On the first page of your journal, you can cut out the picture of the moon and glue it on the water. Then I will come around and you can tell me a story about Coyote being **curious** about the cheese."

Circulate the room to provide support and feedback; help students generate sentences based on the picture, ensuring that they use the Word to Know.

Repeat with the remaining pictures: suspicious (p. 2), goal (pp. 3–4), and attempt (p. 5).

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:

“It’s important to understand words and what they mean so we can use them when we tell and listen to stories. Good readers study words to help them understand what they read and hear. I am going to say a definition that we learned today and you say the word that goes with the definition...”

- Something that you want to do or finish (**goal**)
- To not trust something because something is not right about it (**suspicious**)
- To try to do something (**attempt**)
- Really want to find out (**curious**)

I will listen to hear you use these words when we talk about our stories and when I hear you tell stories to your friends. We can be good storytellers when we use lots of interesting words.”

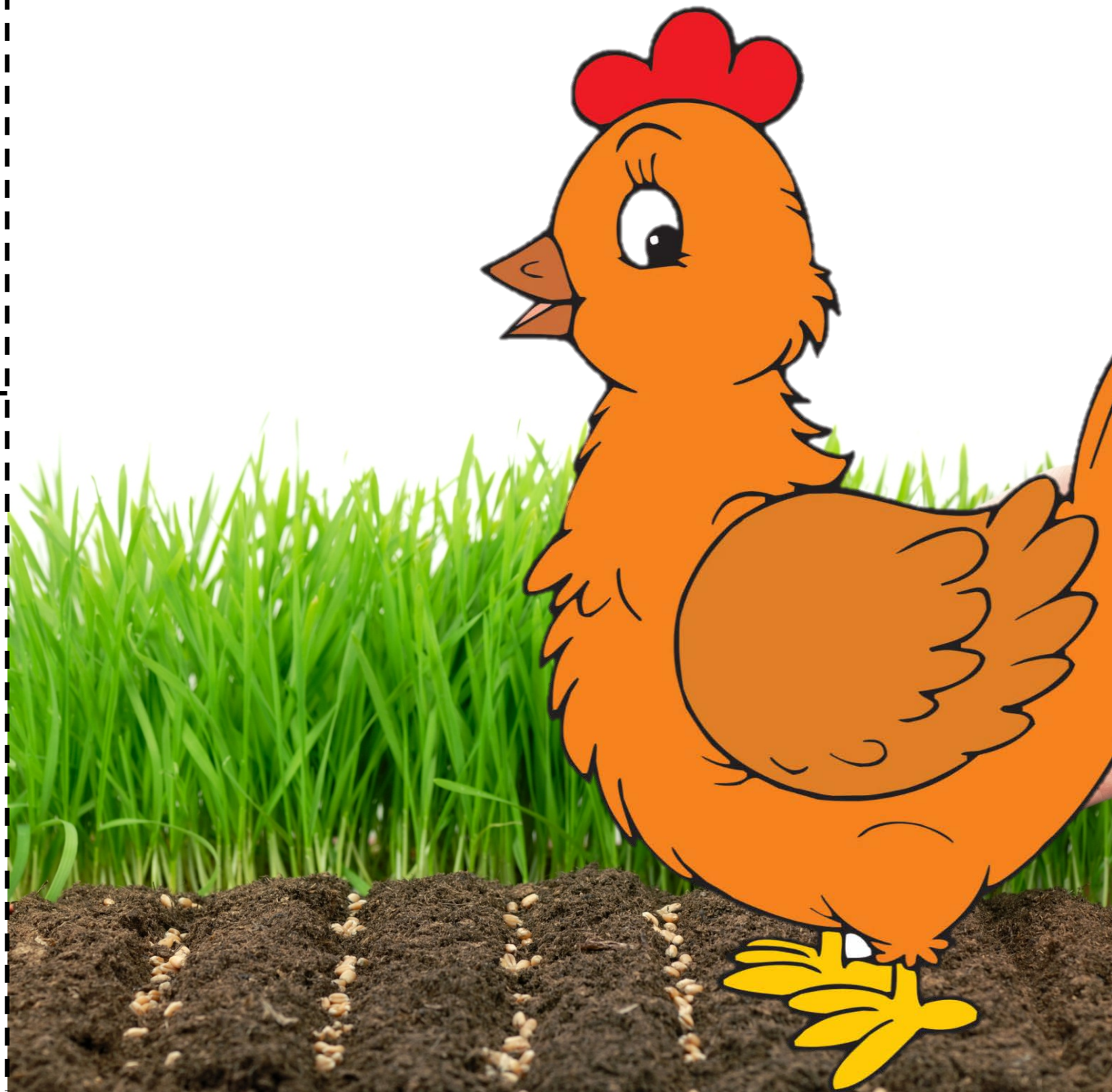
Student Journal

Folktales – Lesson 9







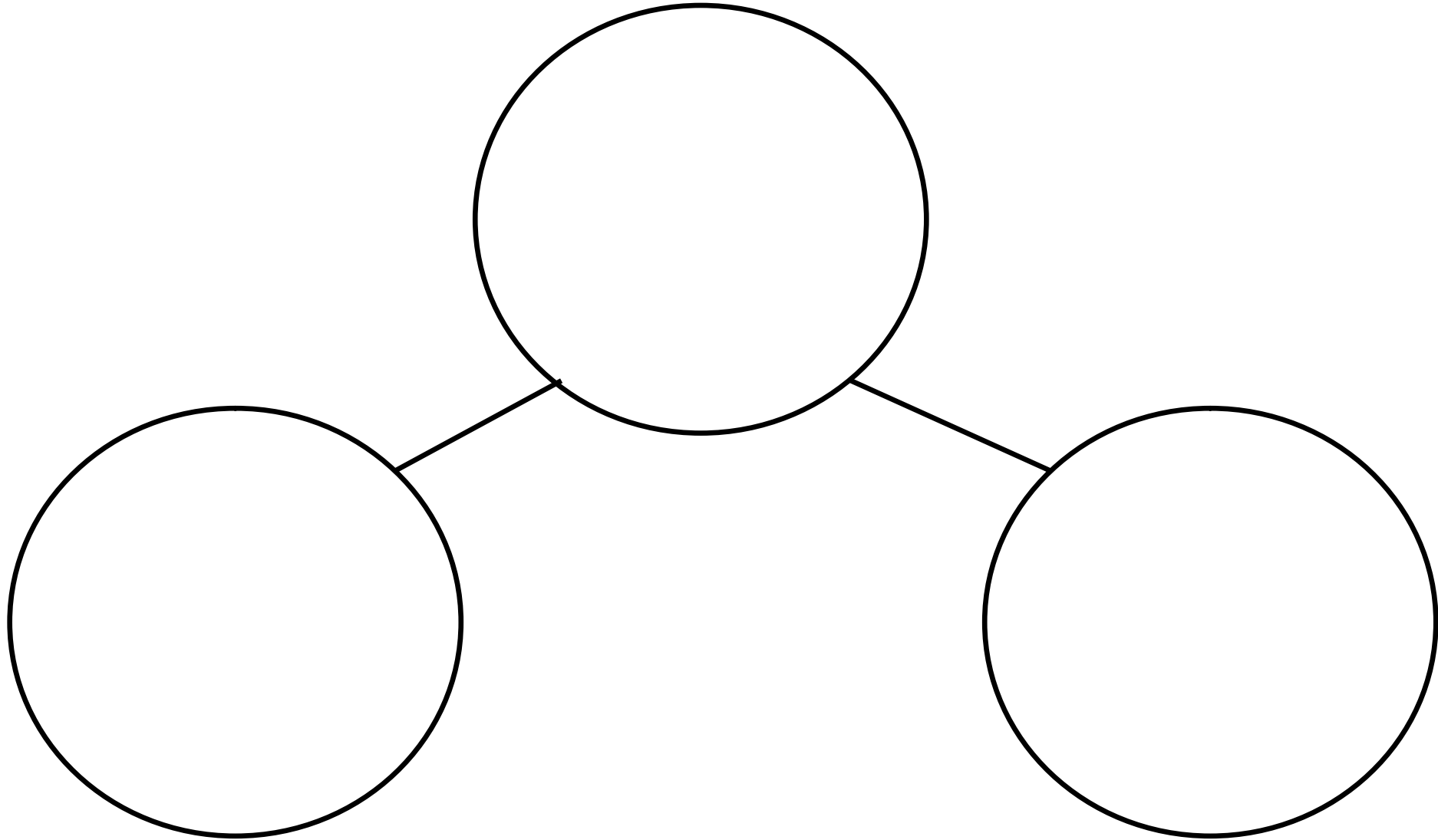




LET'S KNOW! PREK	FOLKTALES CAUSE AND EFFECT	WORDS TO KNOW LESSON 10
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> Sort target vocabulary words into semantic categories and tell why the words go together. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> <u>Borregueta and the Coyote</u> by Verna Aardema <u>The Little Red Hen</u> by Carol Ottolenghi TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share Small Groups 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard String or yarn Glue Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #10 (print or digital) Student Journal Lesson #10 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> The book pages listed in the lesson routines provide context for the Words to Know; use sticky notes to mark these pages for easy reference. You can also use other contexts to review the words. If using the print version of the teacher journal, you may want to cut out the images for your webs. You will need four copies of the blank word web. Word webs can be filled by generating words or ideas that are associated with a given word or examples that illustrate a given word. You can create your own word webs or use the examples on the teacher journal. During the You Do section, students will work in small groups to complete the student journal and discuss why words are related. Provide string or yarn and glue; on each page, students will glue a string from the Word to Know to the related word. Because students have had exposure to related words in earlier units, encourage them to think of related words on their own and discuss why they are related. If students still cannot name related words independently, suggest words and explain why they are associated to model the process. WORDS TO KNOW <ul style="list-style-type: none"> curious: Really want to find out suspicious: To not trust something because something is not right about it goal: Something that you want to do or finish attempt: To try to do something SUGGESTED RELATED WORDS <ul style="list-style-type: none"> curious: (synonyms) <i>nosy, interested, searching, questioning</i>; (opposite) <i>uninterested</i> suspicious: (synonyms) <i>doubtful, suspecting, think something's wrong</i>; (shades of meaning) <i>careful, unbelieving, watchful</i>; (opposites) <i>trustworthy</i> goal: (synonyms) <i>mission, target, plan</i>; (other meaning) <i>score</i>; (associated ideas) <i>finish, want to do, accomplish</i> attempt: (synonyms) <i>try, make an effort, aim, go</i>; (opposites) <i>don't try, give up</i> 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I can think of at least three ways to tell a student I want to <i>talk</i> with them. I can say we need to have a <i>chat</i>, a <i>talk</i>, or a <i>discussion</i>. Those three words (<i>chat</i>, <i>talk</i>, and <i>discussion</i>) mean almost the same thing, but they refer to different types of talking. A <i>chat</i> is a friendly talk. A <i>talk</i> can be friendly or more serious, and <i>discussion</i> usually means a serious talk.</p>	

	<p>“We can think about how word meanings are alike when we talk about how words are related. Today we’re going to talk about how other words are related to our new Words to Know—curious, suspicious, goal, and attempt. The more we know about words, the better we understand them when we read, talk, and listen.”</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 to demonstrate how words are related as you model filling in word webs. Use the digital teacher journal and discuss the related words presented, add words from the print teacher journal to blank word webs, or generate your own webs on chart paper.</p> <p>For curious, you could say: (read twenty-third page of <u>The Little Red Hen</u>; “When she got back...”) “The Little Red Hen wanted the animals to help her bake the bread but they were lazy and none of them were curious about how to bake the bread. Curious means ‘really want to find out.’ Let’s say curious together: curious.</p> <p>“Here is a word web for the word curious. (display web) Curious goes in the middle of the web because it is the Word to Know. Now I’m going to think of other words I know that go with the word curious. I’m going to write the word <i>nosy</i>. (add to web or point out on journal) <i>Nosy</i> is like being curious; you really want to find something out.”</p> <p>If creating a web, add other related words/pictures and think aloud about why they are related. If using the digital teacher journal, explore the remaining related words presented.</p> <p>For suspicious, you could say: (read nineteenth page of <u>Borreguita and the Coyote</u>; “Early the next morning...”) “The coyote told Borreguita right away that he was going to eat her. He was suspicious that she would try another trick. If you are suspicious, you don’t trust something because something isn’t right about it. The coyote didn’t trust Borreguita because something was not right about how many tricks she had played on him. Let’s say suspicious together: suspicious.</p> <p>“Here is our next web for the word suspicious. (display web) Suspicious goes in the middle of the web. Now I want to think of some other words that go with or are related to suspicious. Hmm... <i>Questioning</i> is related to being suspicious. (add to web or point out on journal) You may question something because you are suspicious.”</p> <p>Think aloud as you add other related words to your web or explore the remaining related words on the teacher journal.</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>For goal, you could say: (read thirteenth page of <u>The Little Red Hen</u>; “She cut the wheat...”) “The Little Red Hen had many different goals in the steps to turn her grain into bread. Her goal here was to cut and thresh the wheat, but no one would help her. A goal is something that you want to do or finish. Let’s say goal together: goal.</p> <p>“Here is our web for the word goal. (display web) Goal goes in the middle of the web. Now I’m going to add a related word to our web. Which word do you think is related to goal—<i>target</i> or elephant? Tell your neighbor which word is related to the word goal. (allow talk time) Which word did you choose? (pause for response; think aloud to explain why <i>target</i> is related to goal)</p> <p>You could ask students to generate more related words. Discuss their ideas, guiding them to explain how words are related.</p>

	<p>For attempt, you could say: (read fourth page of <u>Borreguita and the Coyote</u>; “The coyote growled...”) “When Coyote told Borreguita he was going to eat her, she attempted to stop him by telling him she wasn’t fat enough to eat. Attempt means ‘to try to do something.’ Borreguita attempted lots of tricks to keep Coyote from eating her. Let’s say attempt: attempt.</p> <p>“Here is the web for the word attempt. (display web) Our word attempt goes in the middle of the web. Now I’m going to add related words. Which words do you think are related to attempt—red crayon or <i>don’t try</i>? Tell your neighbor which one is related to attempt. (allow talk time) Now who can tell me which one goes on the web?” (pause for response; think aloud to explain why the opposite <i>don’t try</i> is related to attempt)</p> <p>You could ask students to generate more related words. Discuss their ideas, guiding them to explain how words are related.</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 small groups. Pass out yarn, glue, and a student journal to each group. It is suggested that you use groups of four so each student can complete two journal pages before sharing with the group.</p> <p>You could say: “Now it’s your turn to make your own word webs. Each page of the student journal has a picture of a Word to Know at the top and two other pictures. You choose the picture that shows a related word and glue a string to connect that bubble to the Word to Know. Then tell the other people in your group why you think those words are related.”</p> <p>Circulate the room to support students in selecting the related words; scaffold them as they explain to their group members how the words are related.</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: “With our word webs, we learned more about our Words to Know and words that go with them. Can you name a word that is related to... (you could show the word webs for support)</p> <ul style="list-style-type: none"> • curious • goal • attempt • suspicious <p>The more we learn about words and related words, the more we understand them when we hear them or read them. If you think of a word that is related to one of our Words to Know, please come and get me. I will help you add it to our word webs of related words.”</p>

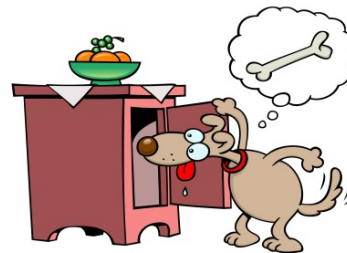




questioning



interested



nosy



attempt



suspicious



watchful



questioning



try



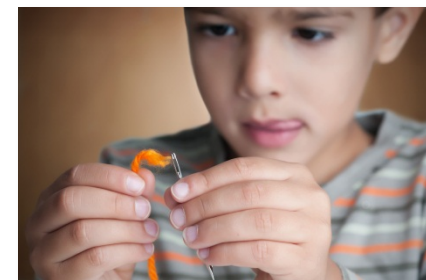
goal



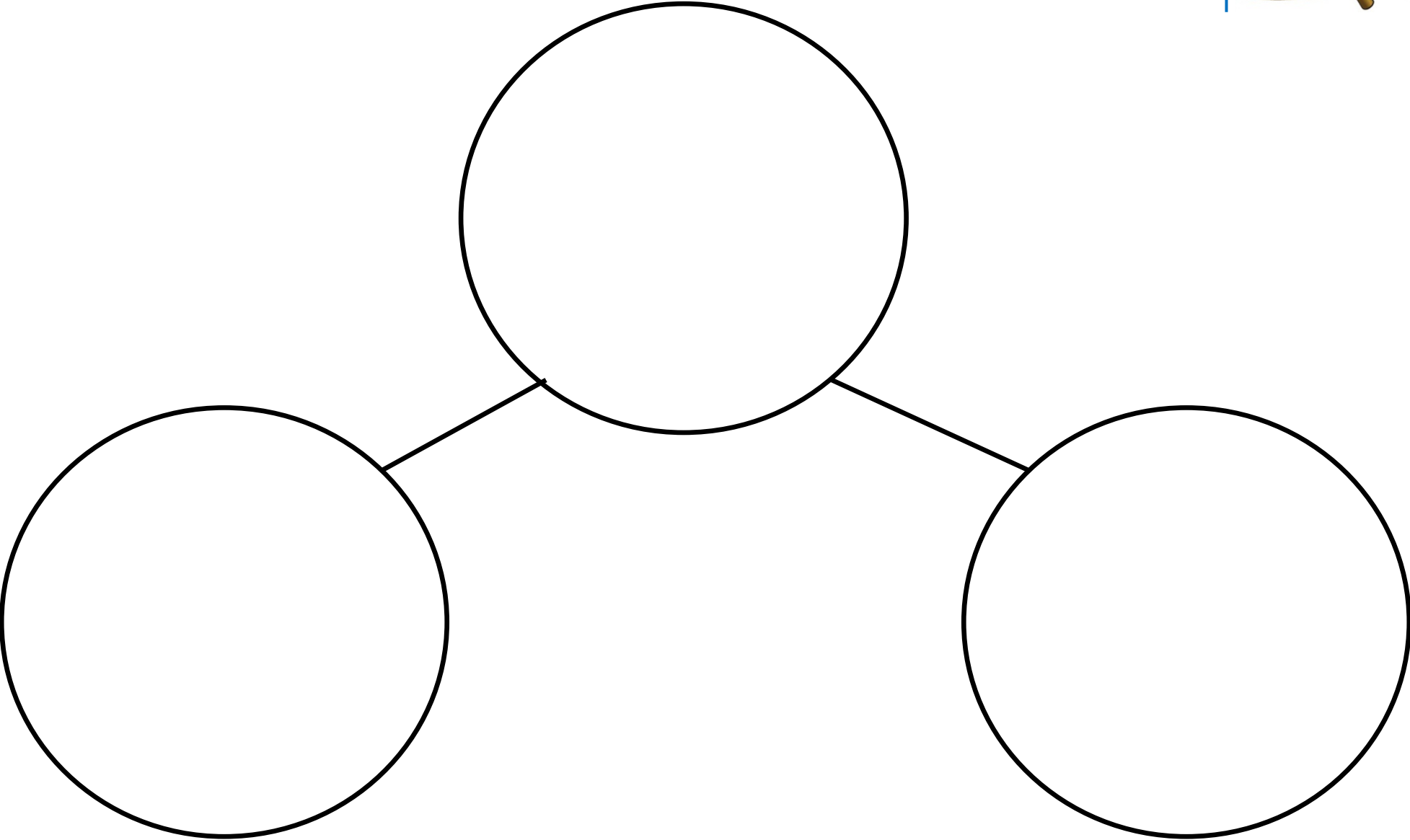
mission



target



make an effort

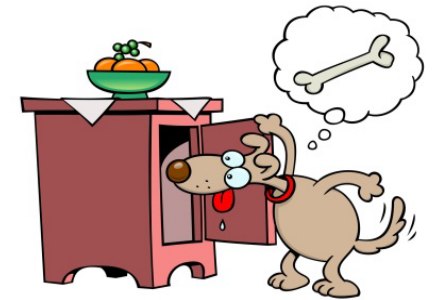




curious



interested



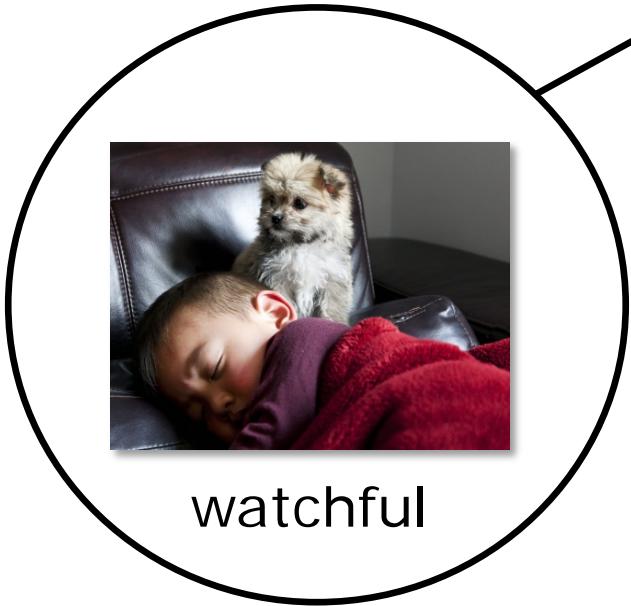
nosy



suspicious



questioning



watchful



goal



mission



target



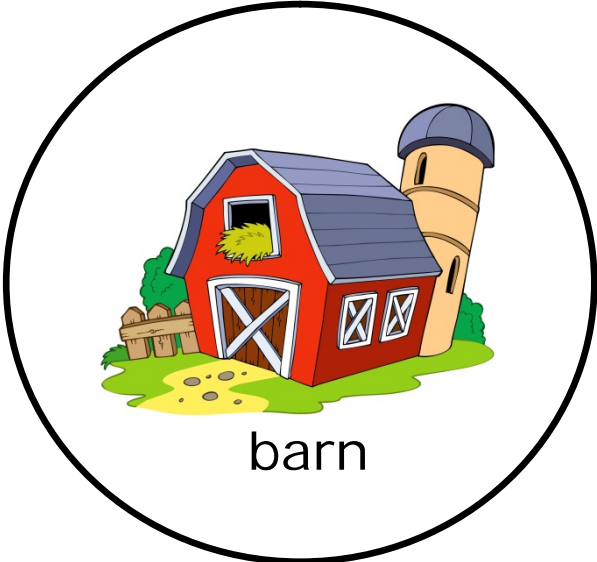
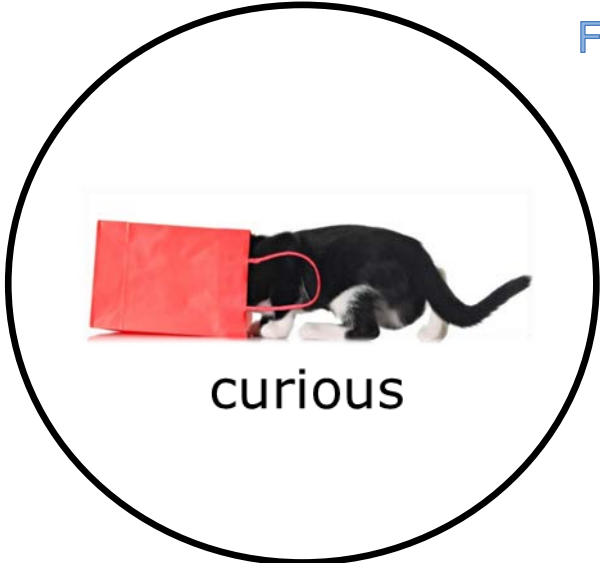
attempt

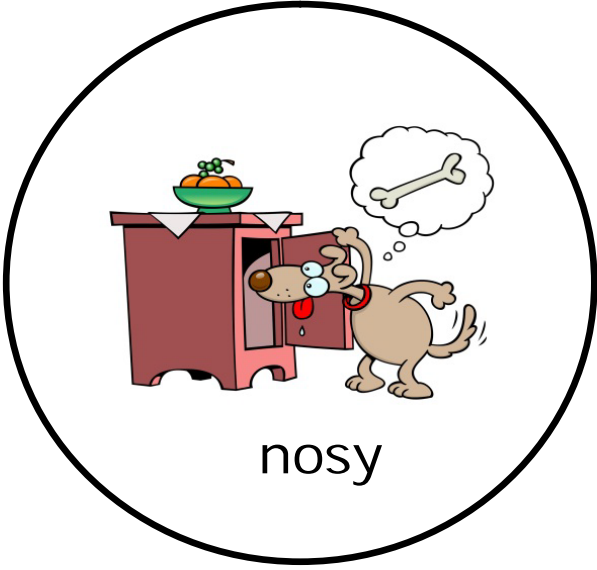
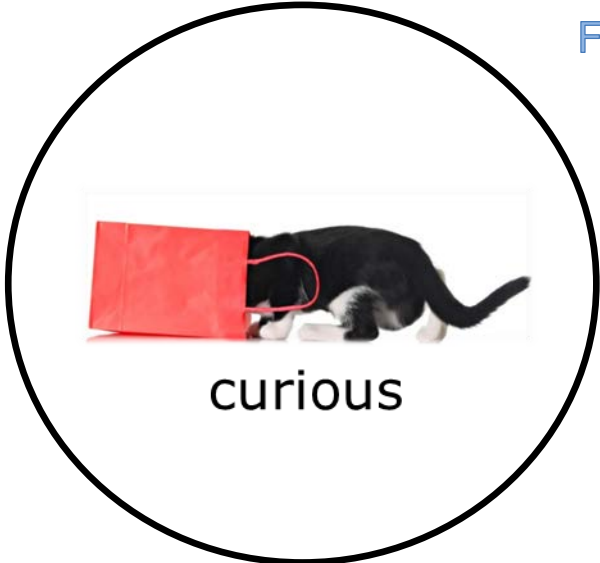


try



make an
effort











goal



mission



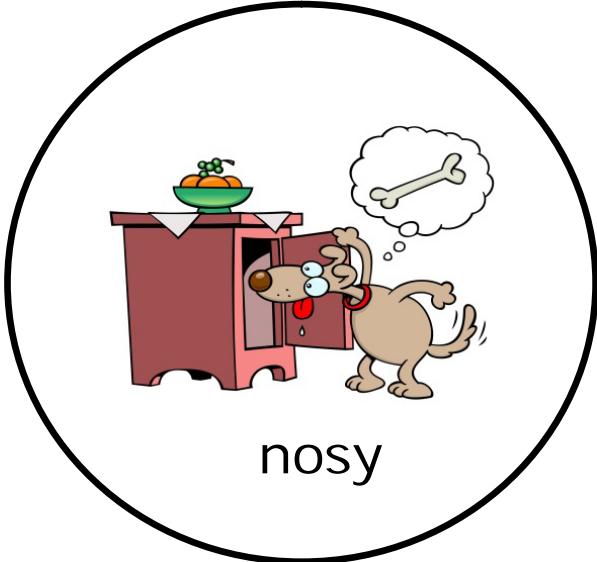
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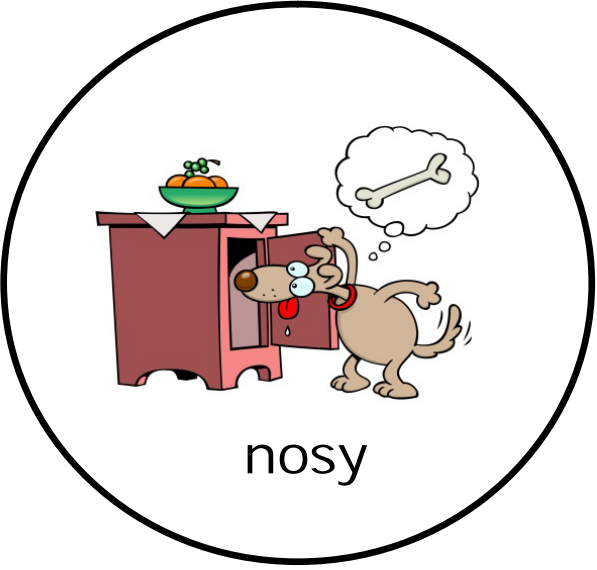
goal



target



nosy





attempt



make an
effort



watchful

LET'S KNOW! PREK	FOLKTALES CAUSE AND EFFECT	TEXT MAPPING LESSON 11
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Extract information from one type of text and translate into a new kind of text. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Selected by teacher LESSON TEXTS: <ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema <u>The Little Red Hen</u> by Carol Ottolenghi 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 Scissors Glue UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: curious, suspicious, goal, attempt Teacher Journal Lesson #11 Student Journal Lesson #11 Cause and effect sentences for Lesson #11 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Today you will create cause and effect charts for <u>Borreguita and the Coyote</u> and <u>The Little Red Hen</u>. Build students' understanding of cause and effect in the stories to prepare them for the cause and effect skits in the Close lesson. The teacher journal includes a sample completed chart (p. 1) and a chart to be completed (p. 2). You can explain the completed chart or fill in the blank chart as you teach this lesson. You could also make your own chart on chart paper; it is suggested that you include sketches to help students understand the causes and effects. <i>Save the cause & effect sentences you write during this lesson for the Close lesson.</i> 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #3: CURIOUS, SUSPICIOUS, GOAL, ATTEMPT </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: "My alarm clock didn't go off, so I was late to school. The <i>cause</i>, my alarm didn't go off, led to me being late for school, which was the <i>effect</i>. One action caused another action to happen. Today we're going to make a chart of causes and effects from <u>The Little Red Hen</u> and <u>Borreguita and the Coyote</u>. We can use the chart to help us act out the cause and effect skits we will do at the end of the Folktales unit. When we identify cause and effect words and sentences in stories, it helps us understand what is happening in 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 Teacher Journal Lesson #11 or create a cause and effect chart on chart paper. If using teacher journal, p. 2 or chart paper, sketch pictures to support the sentences you write.</p>	

	<p>You could say: (read the first two pages of text in <u>Borreguita and the Coyote</u>) “Now I want to understand what action was a cause and what action was an effect in the beginning of the story. Borreguita told the coyote she was too skinny to eat. That action, telling the coyote not to eat her, was a <i>cause</i>. I’ll put that on our chart. (add to chart or point out on teacher journal, p. 1) The <i>effect</i>, the next action, was that the coyote said, ‘Okay, get fatter and then I will eat you.’ So (point to middle column) the effect was the coyote did not eat Borreguita. I’ll add that to our chart. (add or point out on chart)</p> <p>(read sixth page; “After many days...”) “Now let’s add another set of cause and effect actions to our chart. On this page, the lamb tells the coyote that cheese tastes better than she tastes. So, the coyote decides not to eat Borreguita, but to find cheese to eat instead. Silly coyote! The <i>cause</i> is that Borreguita told the coyote that cheese tastes better than she tastes. I will write that under <i>cause</i> on our chart. (add or point out on chart) That leads to the <i>effect</i>—the coyote decides not to eat Borreguita but to try cheese instead. We could say, ‘So (point to middle column) the coyote decides to eat cheese instead.’” (add sentence or point out on chart)</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 continue adding causes and effects to the chart. Additional blank pages are provided in the teacher journal for your use.</p> <p>You could say: (read ninth page; “When he reached it...”) “Now let’s add some cause and effect sentences to our chart together. On this page, Coyote howled at the moon that looked like cheese. What caused him to do that? Show me one finger if he howled at the moon because he hurt his paw... Show me two fingers if he howled at the moon because Borreguita tricked him...” (add a cause and effect sentence to the chart to express these events)</p> <p>If you like, you could find additional cause and effect relationships in <u>Borreguita and the Coyote</u> before moving onto <u>The Little Red Hen</u>.</p> <p>You could say: “Now let’s find some cause and effect actions from our book <u>The Little Red Hen</u>. (read twenty third page; “When she got back...”) I’m going to add this under <i>cause</i>: ‘The Little Red Hen asked who would help her bake the bread.’ What was the effect? What happened next? Turn to your neighbor and tell them if the effect of the Little Red Hen asking who would help bake the bread was...</p> <ol style="list-style-type: none"> 1) The animals got busy helping, <i>or</i> 2) She baked the bread by herself.” (add a cause and effect sentence to the chart) <p>Provide further examples to complete the cause and effect chart for <u>The Little Red Hen</u>. If students cannot identify the effect of a cause, provided choices like those given above.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into pairs and pass out Student Journal Lesson #11. You could say: “Okay, now it’s your turn to put some causes and effects into a chart. With your partner, I want you to cut out the pictures in your student journal. You two decide which picture is the cause and put that under <i>cause</i> in the first column of the empty chart on the last pages of your journal. Then put the other picture under <i>effect</i> in the last column of the chart. Put the box with <i>so</i> in the middle to connect the cause to the effect.</p>

	<p>“When you are done with the chart, you can practice acting out each cause and effect to prepare for the skits in our last lesson. Ask your partner if you’re not sure what to say for the cause or the effect. I will be coming around to help you say the cause and effect sentences you are adding to your charts.”</p> <p>Circulate among pairs and support them in identifying and expressing causes and effects.</p> <p>The cause and effect sentences for Lesson #11 provide examples of correct sentences when the pictures are glued in order.</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>Display the chart from the teacher journal for reference. You could say:</p> <p>“In some stories we read about actions that <i>cause</i> other actions. The first action is called the... (pause for response) Yes, <i>cause</i>. The second action is called the ... (pause for response) Yes, <i>effect</i>. When you read with your family, if you hear sentences that describe causes and effects, ask the reader to help you name the cause and the effect in that part of the story. When we identify causes and effects in stories, it helps us understand what we read and hear.”</p>

cause

so

effect

Borreguita told the coyote she was too skinny to eat.

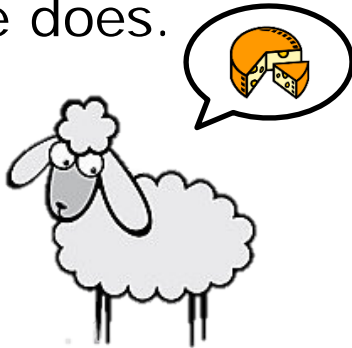


SO

The coyote did not eat her.



Borreguita says cheese tastes better than she does.



SO

The coyote decides to eat cheese instead.



cause

so

effect

cause	so	effect

cause

so

effect

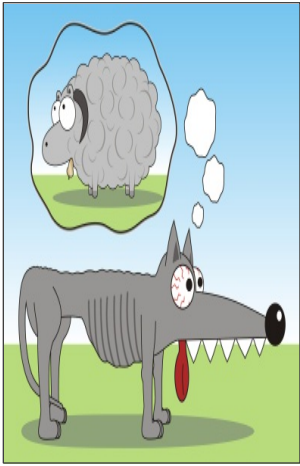
cause	so	effect

cause

so

effect

cause	so	effect



so

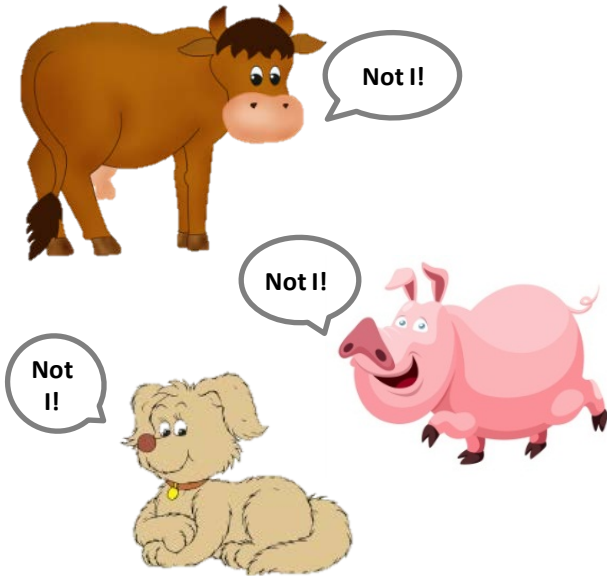


so

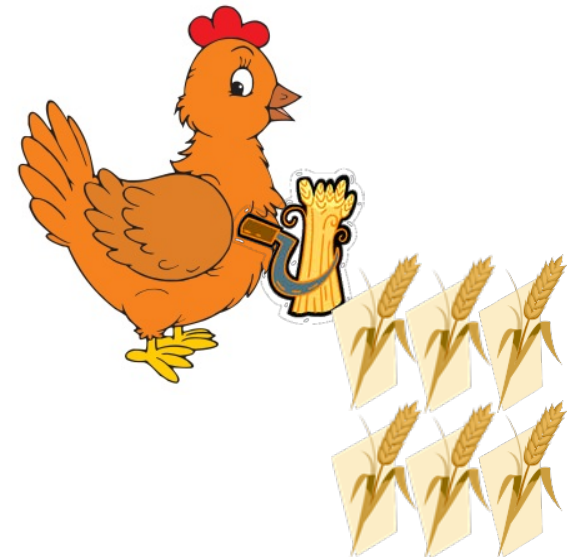
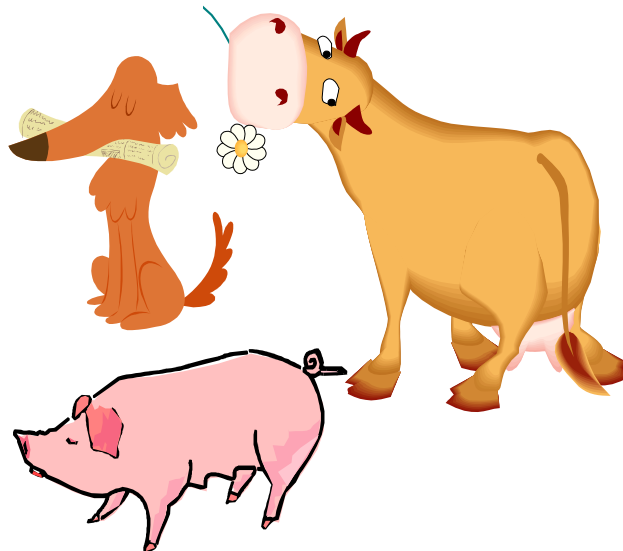




so



so



cause

so

effect

cause

so

effect



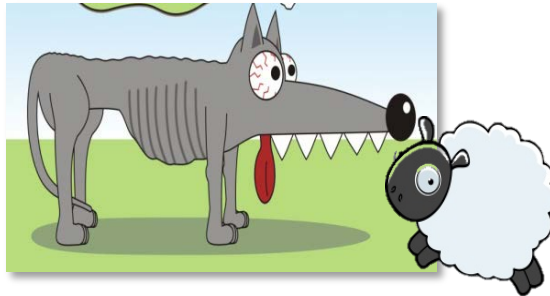
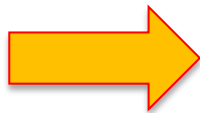
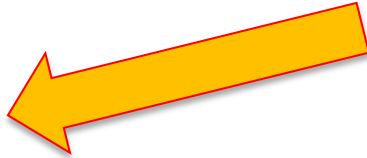
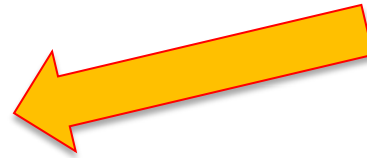
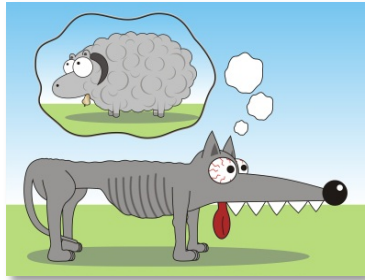
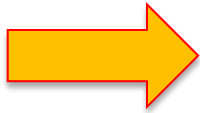
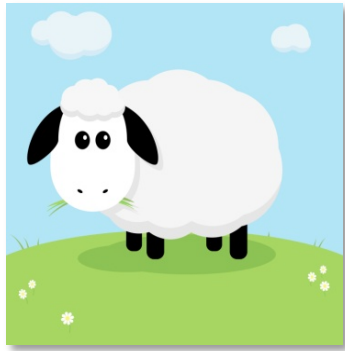
Students may generate sentences like the following using the pictures and charts from Student Journal Lesson #11. You may use these sentences as examples.

- Borreguita told the coyote that she was too skinny to eat, so the coyote didn't eat her.
- Borreguita tricked the coyote, so he howled at the moon.
- The animals said they were busy, so the Little Red Hen made the bread by herself.
- The animals wouldn't help the Little Red Hen, so she cut the grain herself.

LET'S KNOW! PREK	FOLKTALES CAUSE AND EFFECT	INTEGRATION LESSON 12
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Retell a narrative including story elements. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema 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 #4 Vocabulary Picture Cards: curious, suspicious, goal, attempt Story Element Icons Student Journal Lesson #12 Coyote and lamb cut-outs from Lesson #7 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Prepare the coyote and lamb cut-outs from Lesson #7. You may attach them to headbands, glue them to craft sticks to make puppets, or hole-punch them and attach them to yarn so children can wear them as necklaces. Each pair of students will need one coyote and one lamb to practice retelling the story. The story elements taught in the lesson are <i>setting, character, goals, attempts</i> (to reach <i>goals</i>), and <i>outcome</i>. If you teach other story elements, you may want to include them. However, the story icons and story element names should be taught in the <i>Let's Know!</i> lessons since the Show Me What You Know assessment questions use this terminology. The emphasis of this lesson is the story retell. <ul style="list-style-type: none"> During the I Do routine, review the story elements and model retelling the story. During the We Do routine, display the Story Element Icons as you retell <u>Borreguita and the Coyote</u> while students act out parts of the story in pairs. During the You Do routine, students will retell the story with the coyote and lamb cut-outs, using the student journal and the story icons as a guide. <i>Save the coyote and lamb headbands/puppets/necklaces for Lesson 13.</i> 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #4: CURIOUS, SUSPICIOUS, GOAL, ATTEMPT </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 been listening to a really good story, and then the reader has to stop and you don't know how the story ends? You tell them, 'Wait, wait! What happened? I really want to know the ending!' The ending, or the <i>outcome</i>, is a really important part or key element of a story. When you know all of the key elements, it helps you understand what the story is about and enjoy it. Today we're going to practice acting out and telling the story of <u>Borreguita and the Coyote</u>. We're going to use our story icons to help us remember important parts of the story. The story icons help us understand the key story elements."</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 Story Element Icons to review the key story elements.</p>	

	<p>You could say: “Let’s review the story icons we use to help us listen for the key story elements...”</p> <ul style="list-style-type: none"> • (show setting icon) When we point to this picture of a house, we’ll be talking about the <i>setting</i>. The <i>setting</i> is where and when the story takes place. • The next icon is for the <i>characters</i>. (show character icon) <i>Character</i> means a person or an animal in a story. When we point to this picture of two people, we’ll be talking about the <i>characters</i>—the people or animals in the story. • (show goal icon) The third icon is for the <i>goal</i>; what the <i>characters</i> in the story want. The picture of the trophy reminds us we’re talking about the <i>characters’ goals</i>. • (display attempts icon) The picture of the hand helps us remember what the <i>character</i> in the story does, her actions, or <i>attempts</i>, to reach her <i>goal</i>. • The last picture is for <i>outcome</i>. (display outcome icon) When we point to this picture of a person crossing a finish line, we’ll be talking about the <i>outcome</i>, or how the story ended.” <p>Once you have reviewed all of the icons, model retelling <u>Borreguita and the Coyote</u>. Display each Story Element Icon as you progress through the retell, pointing out the relevant story element in your retell.</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>Divide students into pairs and pass out the coyote and lamb cut-outs; one student in a pair will be Borreguita and the other will be Coyote. Prompt students to act out or say the dialogue of their <i>characters</i> as you retell the story, providing time for each dramatic activity before moving on.</p> <p>You could say: “Now we’re going to work together to retell the story of <u>Borreguita and the Coyote</u>. We need to make sure we include all of the story elements when we tell the story...”</p> <ul style="list-style-type: none"> • (display character & setting icons) ‘On a little farm at the foot of a mountain, lived a lamb named Borreguita. One day she was tied up in the field eating grass...’ <ul style="list-style-type: none"> ○ If you’re a lamb, pretend you are eating grass. • (display goal icon) ‘... Then Coyote came and told Borreguita, “Grrr! I’m going to eat you...”’ <ul style="list-style-type: none"> ○ Now, coyotes go up to your partners and pretend you are going to eat them. ○ Lambs, tell Coyote to come back when you are fatter. • (display attempt icon) ‘... Borreguita tricked Coyote again when he said he was going to eat her...’ Tell your partner if Borreguita told Coyote to <ol style="list-style-type: none"> 1) Eat cheese, <i>or</i> 2) Hide in a barn. <p>(have coyotes act out eating cheese and diving into the water after the moon)</p> • (display attempt icon) ‘... Next Borreguita went to the mountain and saw that Coyote followed her. Coyote told Borreguita, “Grrr! I’m going to eat you...”’ <ul style="list-style-type: none"> ○ Coyotes, tell the lambs you are going to eat them. ○ Lambs, tell Coyote why he can’t eat you. (remind students that Borreguita said she had to hold up the mountain) Now pretend you are holding up the mountain. ○ Lambs, ask Coyote to hold up the mountain for you. ○ Coyotes, now pretend you are holding up the mountain. Tell Borreguita, ‘Hurry back!’” <p>Continue to retell the story with students, guiding them to include the key story elements. Prompt students to act out the <i>goals, attempts, and outcome</i>.</p> <p>When you’ve completed the retell, display each Story Element Icon for the class and discuss whether you have included all of the key elements 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>Have students change partners; make sure each pair includes a Borreguita and a Coyote. Pass out the student journal to each pair.</p> <p>Have students retell the story with their partners, acting out the events. You could say: “Now it’s your turn to practice retelling and acting out <u>Borreguita</u> and the <u>Coyote</u> with your new partner. One of you needs to be Borreguita and the other will be Coyote. Follow our Story Element Icons and the icons and pictures on your student journal page to help you remember to include all of the key elements of the story. I will be coming around to hear your stories. I will tell you if I heard all of the story elements.”</p> <p>Circulate the room to listen to students’ retells. Provide support and feedback to help them include all the story elements. Ask them to practice again if they need to include missing story elements.</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: “Nice acting! Knowing the key elements in a story and using them to help you tell the story really helps you understand what you read and hear. Let’s review the elements from our story...”</p> <ul style="list-style-type: none"> • (display <i>character</i> icon) Who are the <i>characters</i> in our story? (Borreguita and Coyote) • (display <i>setting</i> icon) What is the <i>setting</i> for our story? (the farm at the foot of the mountain) • (display <i>goals</i> icon) What was Borreguita’s <i>goal</i>? (to not get eaten) • (display <i>goals</i> icon) What was Coyote’s <i>goal</i>? (to eat Borreguita) • (display <i>attempts</i> icon) What did Borreguita do to reach her <i>goal</i>? (play tricks on Coyote) • (display <i>attempts</i> icon) What <i>attempts</i> did Coyote make to reach his <i>goal</i>? (try to eat Borreguita many times) • (display <i>outcome</i> icon) What was the <i>outcome</i>, or ending, to our story? (Coyote ran away because his mouth was hurt badly; Borreguita was left to eat her grass) <p>I will put our pictures of the story elements in a center with our [puppets] of Borreguita and Coyote. You can act out the story with your friends and include all of the key elements. Don’t forget to tell the ending!”</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"> Use the navigation word <i>so</i>, which signals cause and effect text structure.
Lesson Texts	<ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi 	<ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi 	<ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi 	<ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi <u>Borreguita and the Coyote</u> by Verna Aardema

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"> Props for skits  Lamb and coyote puppets/headbands/necklaces from Lesson #12 Cause and effect sentences from previous lessons
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 Lesson #13 Navigation arrow for Lesson #13 Teacher Journals from Lessons #4 and 11



Digital/Tech



Prep Materials



Preview the Text



Game

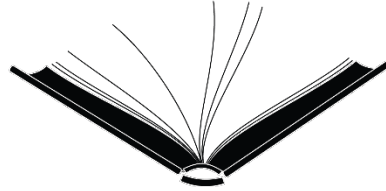


Save Materials

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SMWYK: These materials not available for download.

LET'S KNOW! PREK	FOLKTALES CAUSE AND EFFECT	CLOSE LESSON 13
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use the navigation word <i>so</i>, which signals cause and effect text structure. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Recasting Using Navigation Words LESSON TEXTS: <ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi <u>Borreguita and the Coyote</u> by Verna Aardema 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"> Props for skits Lamb and coyote puppets/headbands/necklaces from Lesson #12 Cause and effect sentences from previous lessons UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #13 Navigation arrow for Lesson #13 Teacher Journals from Lessons #4 and 11 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <p>For the Close project, students will perform cause and effect skits based on events from <u>The Little Red Hen</u> and <u>Borreguita and the Coyote</u>.</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 students get the maximum time for their skits. You could break this lesson into two sessions, if needed. <ul style="list-style-type: none"> Gather props students can use to act out the stories. You could make or bring in masks and costumes, gather items (e.g., baskets, seeds, bread, cheese), or construct props out of construction paper (e.g., the moon, a wheel of cheese, wheat). You could post the cause and effect sentences you wrote in previous lessons or the teacher journals from Lessons #4 and 11 for reference. During the Set routine, use any engaging cause and effect demonstration that will be easy to conduct in the classroom. For instance: <ul style="list-style-type: none"> Hop up and down with a stuffed animal, bean bag, or other object on your head and let it fall off. Add a block to a tower to cause the tower to fall. Toss a ball in the air and watch it fall. Blow bubbles and have students pop them. If it's difficult to act out a cause or effect, you can point out the picture for that part of the sentence on Teacher Journal Lesson #13. You can also rearrange the order of skits you act out or use other cause and effect sentences to accommodate the props you have available. 		
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: (hop up and down with a bean bag on your head, or choose another action) "I [hopped up and down with a bean bag on my head, <i>so</i> the bean bag fell off]. That sentence tells about two actions that go together, a <i>cause</i> and an <i>effect</i>. One thing happens—the cause. [I hopped up and down with a bean bag on my head]. It causes something else to happen—the effect. [The bean bag fell off of my head]. We can think of all kinds of things that happen around us and in stories that have causes and effects. Do you remember some of the cause and effect sentences from our two stories? Today we're going to use them to perform our cause and effect skits. We'll act out the cause, use the word <i>so</i>, and then act out the effect. Learning about cause and effect will help us understand and identify the causes and effects in stories when we read and listen."</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>Refer to Teacher Journal Lesson #13 (and/or the cause and effect sentences or teacher journals from previous lessons) as you model acting out cause and effect skits for each story. Use masks, props, and gestures as you pantomime the <i>characters'</i> actions.</p> <p>You could say: "Let's start with a skit from <u>The Little Red Hen</u>. I will show you how we're going to act out our sentences as cause and effect skits. (display sentence #1 from Teacher Journal Lesson #13) I'll be the Little Red Hen. Our sentence says, "The hen planted the grains, so the grains grew into wheat." <ul style="list-style-type: none"> • The hen planted the grains... (wearing a hen mask or using props, act out planting the grains) • ... <i>So...</i> (display the navigation arrow) The word <i>so</i> tells us the next part of the sentence will explain the <i>effect</i>. • ... The grains grew into wheat. (pretend to be grain sprouting and growing tall) "Okay, now I will do a skit from <u>Borreguita and the Coyote</u>. (point to sentence #2; use the lamb and coyote cut-outs) I'll be Coyote this time. <ul style="list-style-type: none"> • I want to eat some cheese... (rub stomach and look at cheese prop) • ... <i>So...</i> (display arrow) • I won't eat Borreguita." (shake head at or put hand up to lamb cut-out) If needed, model acting out additional skits using cause and effect sentences from previous lessons.</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>Practice acting out the remaining cause and effect sentences from the teacher journal with students.</p> <p>You could say: "Let's do some together. [Student X] and [Student Y], will you be Borreguita and Coyote? (pass out cut-outs, costumes, or props) [Student Z], will you please be our arrow with the word <i>so</i> that connects the cause and effect parts of our sentence? (pass out arrow) Here is our next sentence. (point to sentence #3) <ul style="list-style-type: none"> • It says Borreguita saw the coyote coming... (have students act out the cause) • Okay, now we need our word <i>so</i>. (have Student Z hold up the arrow) • Now Borreguita, the sentence says the effect was that 'Borreguita hid under the ledge.'" (have student act out hiding under ledge) Repeat the sentence aloud while students again act out the cause, hold up the navigation arrow, and act out the effect.</p> <p>You could say: "Now let's act out a skit from <u>The Little Red Hen</u>. Everyone gets to participate. If you're sitting on this side of the room, you are a dog, cow, or pig. [Student X], here is the arrow; you will be our word <i>so</i>. (pass out arrow to one student) If you're sitting on this side of the room, you are the Little Red Hen. (point to sentence #4) <ul style="list-style-type: none"> • Here is the cause of our next sentence: "The dog, pig, and cow wouldn't help the hen cut the wheat..." If you're an animal, let me see you act that out. You are lazy and won't help. (have students act like lazy animals) • Okay, now we need our word <i>so</i>. (have student display arrow) • If you are a hen, the effect is '... she had to do it alone.' Cut the wheat all by yourself." (have students act out the hen cutting wheat) </p>

	<p>Repeat the sentence aloud while students again act out the cause, hold up the navigation arrow, and act out the effect.</p> <p>Provide further examples, as needed, before moving to independent practice.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into pairs and distribute a navigation arrow to each pair. Also distribute the lamb and coyote cut-outs and any relevant props.</p> <p>You could say: “Now let’s practice our skits with your partners. Remember that first you will act out the cause. Then you will hold up your arrow and say, ‘so.’ That tells us the next action is the effect. Then your partner will act out the effect. Do your best, and when we’ve practiced all of our sentences, we’ll have you come up and do a skit for the rest of the class.</p> <p>(display sentence #5; model acting out the actions, if needed) “‘The dog, pig, and cow didn’t help the hen, <i>so</i> she didn’t share the bread.’ Partner 1 is a farm animal and Partner 2 is the hen. After you act out the cause part of the sentence, hold up your arrow and say, ‘so,’ together. Then act out the effect. (circulate the room to guide pairs in acting out the cause and effect)</p> <p>(display sentence #6; model acting out the actions, if needed) “‘The coyote opened his mouth wide, <i>so</i> Borreguita ran into his mouth.’ Partner 2, you are Coyote, and Partner 1, you are Borreguita. After you act out the cause part of the sentence, hold up your arrow and say, ‘so,’ together. Then act out the effect.” (circulate the room to guide pairs in acting out the cause and effect)</p> <p>Have students act out the remaining sentences, continuing to support pairs who are struggling. If students can, have them ‘read’ the sentences by looking at the pictures on the teacher journal and tell their partners what they are acting out.</p> <p>Bring students back together and assign a sentence to each pair. Have them act out their skit for the class. A third student can volunteer to be the arrow for each skit.</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 hope you enjoyed reading folktales and learning how to identify and act out cause and effect sentences. Let’s review <i>cause</i> and <i>effect</i>...”</p> <ul style="list-style-type: none"> • The first action that happens is the... (cause) • The action that happens because of the cause is the... (effect) • A word that signals us that one action causes another is the word... (so) <p>Learning about cause and effect helps us understand events in the stories we read and hear. When we read, I will be listening for you to help me identify the causes and effects in our stories.”</p>

#1

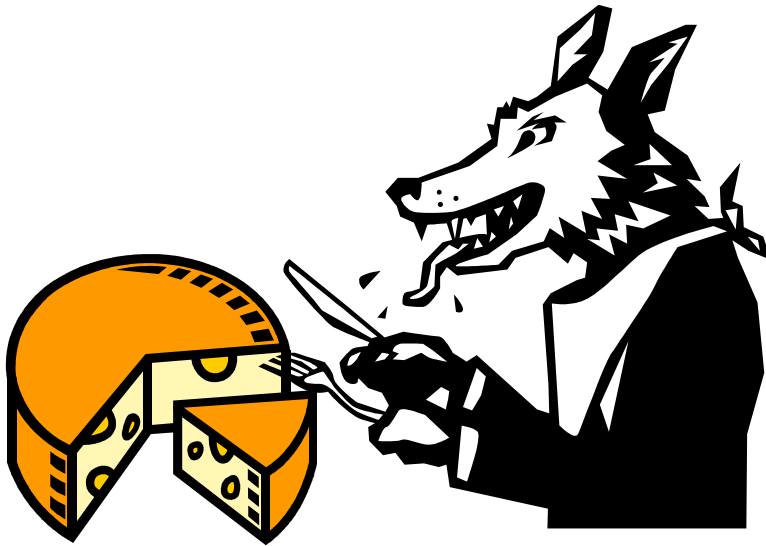


The hen planted
the grains

SO



the grains grew
into wheat.

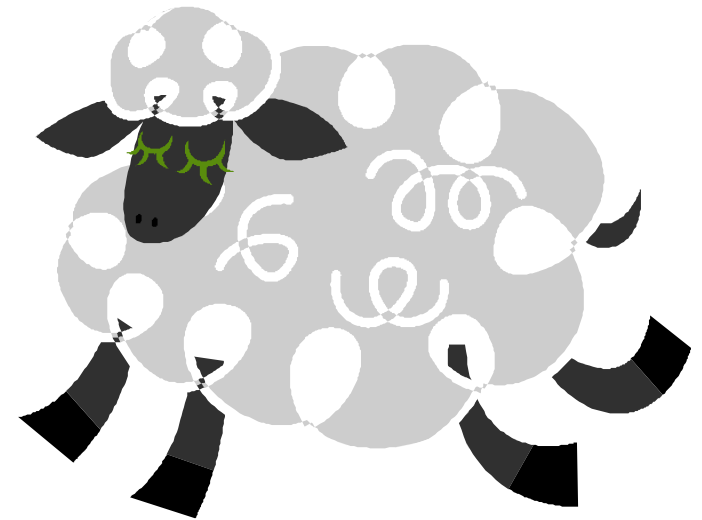


The coyote wanted
to try cheese

SO



he didn't eat
Borreguita.





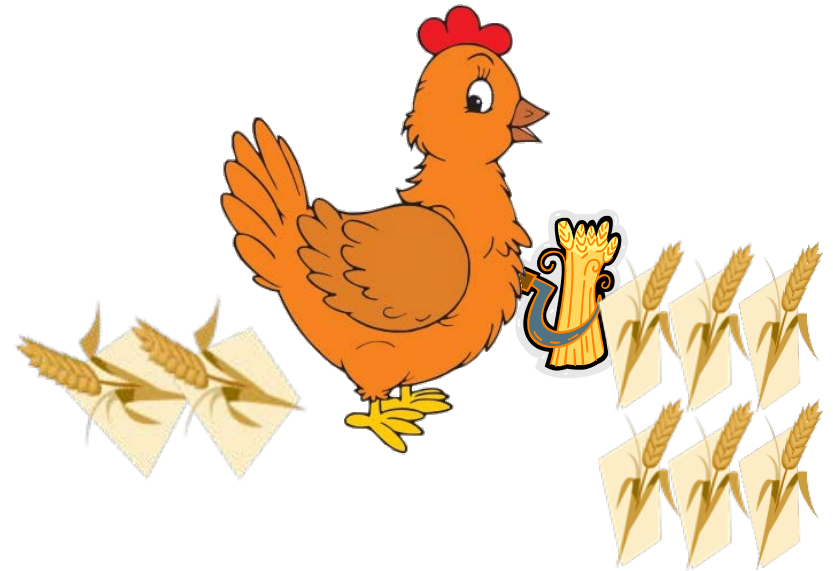
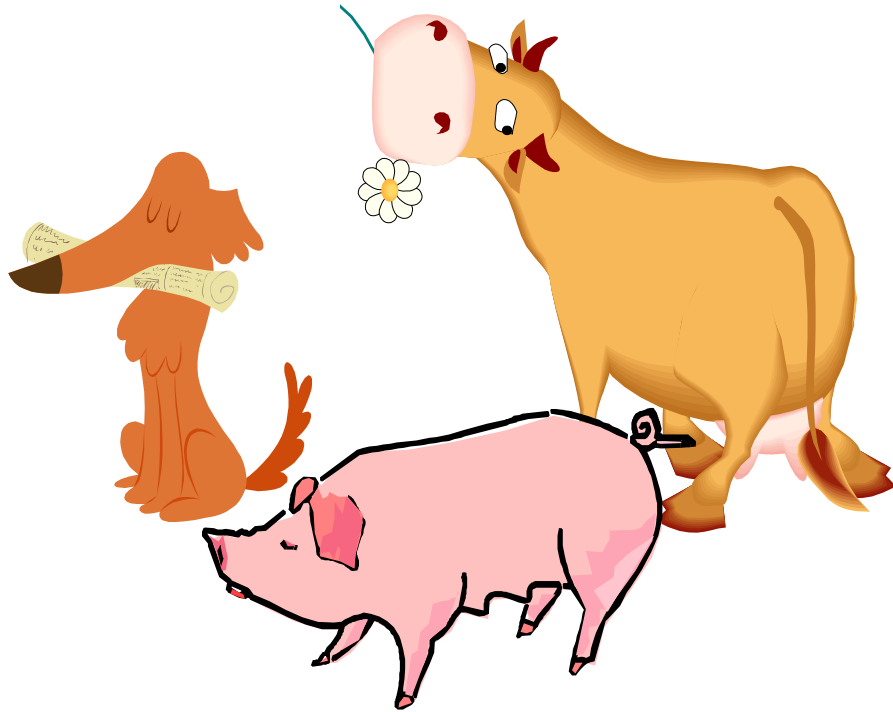
Borreguita saw the
coyote coming

SO



Borreguita hid
under the ledge.

#4

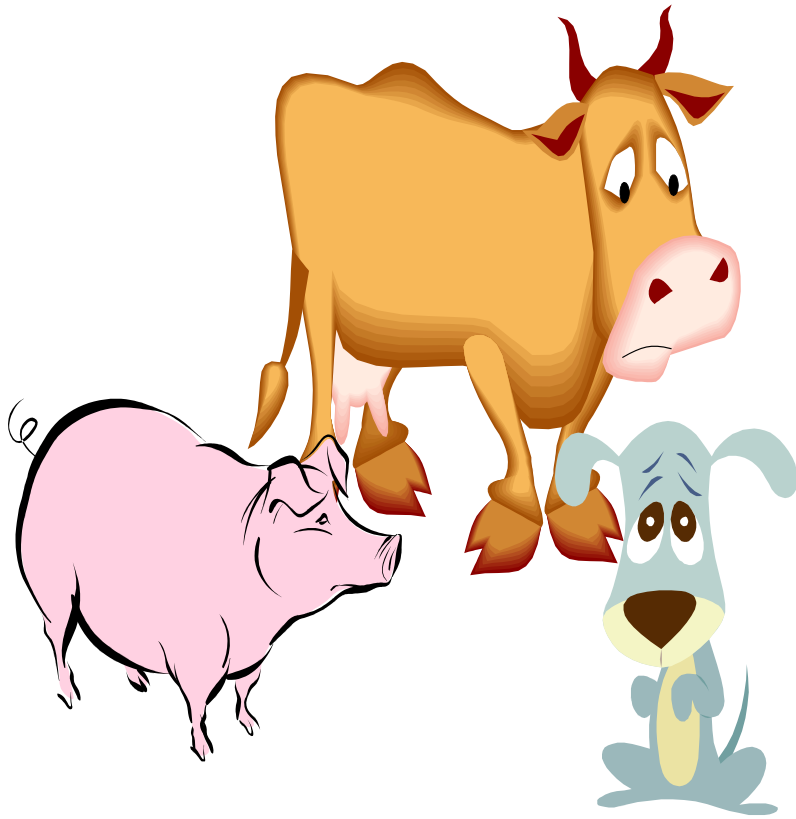


The dog, pig, and cow
wouldn't help the hen
cut the wheat

SO

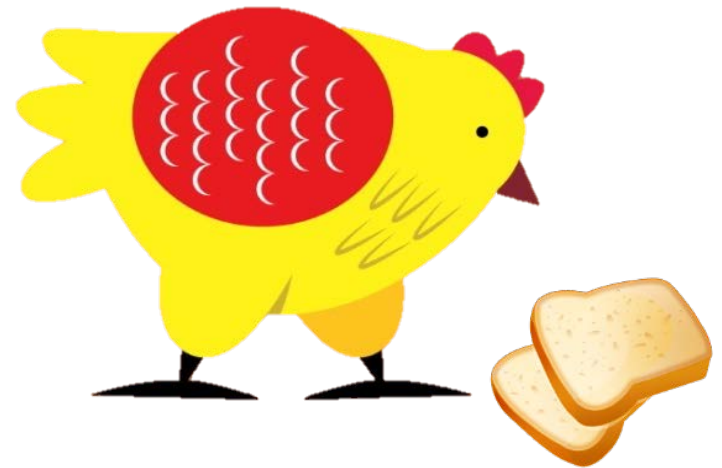


she had to do it alone.



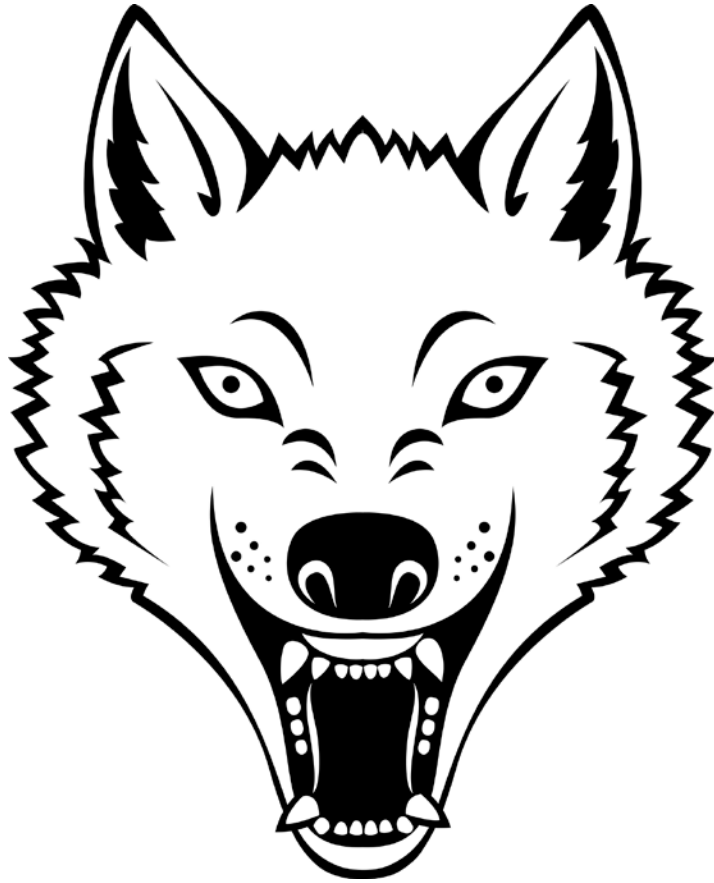
The dog, pig, and cow
didn't help the hen

SO



she didn't share the bread.

#6



The coyote opened
his mouth wide

SO



Borreguita ran
into his mouth.

#7

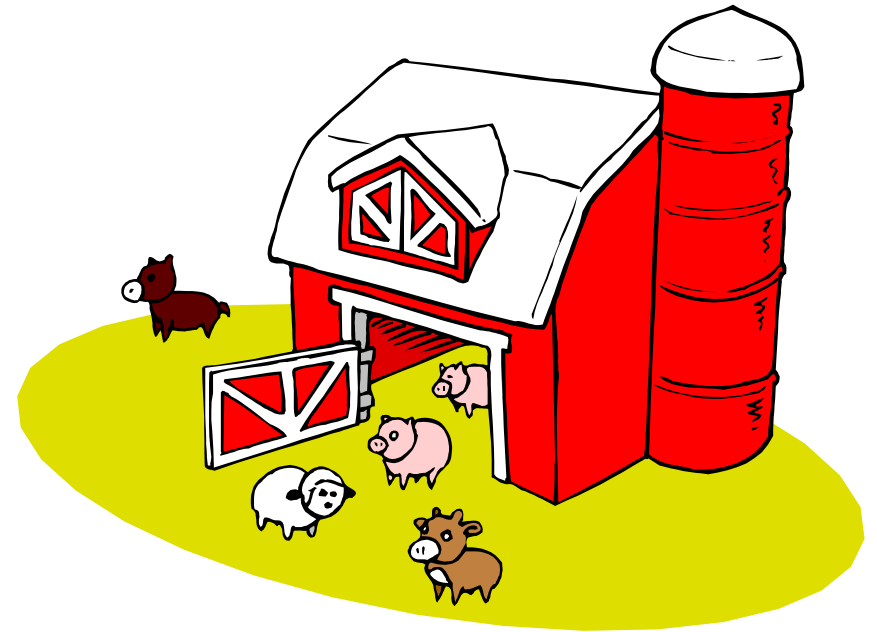


The miller ground
the grains

SO



the grain
turned to flour.



The hen used the flour
to make bread

SO



a good smell filled
the farmyard.

#9



Borreguita had
the coyote hold
the mountain

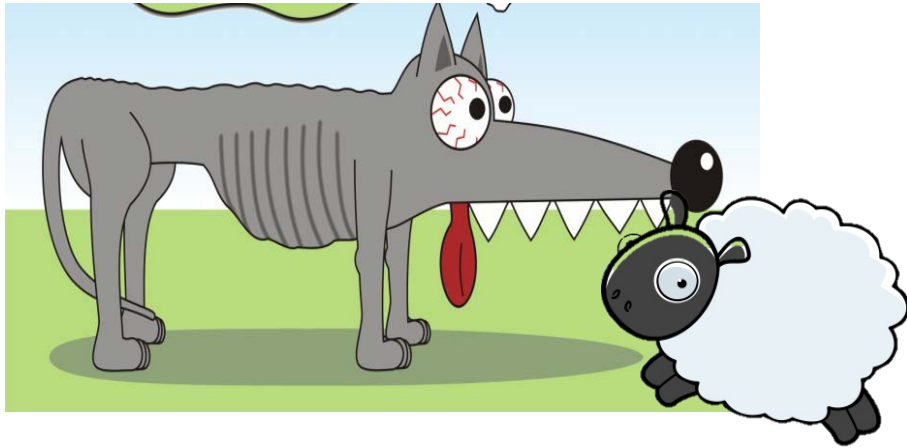
SO



she could run away.



#10



Borreguita hit the
coyote's mouth

SO



the coyote ran away.

SO

SO



Unit Resources

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



Teacher's Bookshelf

Folktales – Pre-Kindergarten

Required Books:

The Little Red Hen

by Carol Ottolenghi

ISBN-10: 1577683781

ISBN-13: 978-1577683780

Borreguita and the Coyote

by Verna Aardema

ISBN-10: 0679889361

ISBN-13: 978-0679889366

Optional Books:

During independent reading, students should have the opportunity to select narrative 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.

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

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 Mitten

by Jan Brett

ISBN-10: 0399231094

ISBN-13: 978-0399231094

The Tiger and the Dried Persimmon

by Janie Jaehyun Park

ISBN-10: 0888994850

ISBN-13: 978-0888994851

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

The Lost Horse: A Chinese Folktale

by Ed Young

ISBN: 10: 0152010165

ISBN:-13: 978-0152010164

It Could Always Be Worse: A Yiddish Folktale

by Margot Zemach

ISBN-10: 0374436363

ISBN-13: 978-0374436360

The Great Smelly, Slobbery, Small-Tooth Dog:

A Folktale from Great Britain

by Margaret Read MacDonald

ISBN-10: 0874838088

ISBN-13: 978-0874838084

Why Mosquitoes Buzz in People's Ears:

A West African Tale

by Verna Aardema

ISBN-10:0140549056

ISBN-13: 978-0140549058

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

Punia and the King of Sharks:

A Hawaiian Folktale

by Lee Wardlaw

ISBN-10: 0803716826

ISBN-13: 978-0803716827

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

How the Stars Fell into the Sky:

A Navajo Legend

by Jerrie Oughton

ISBN-10: 0395779383

ISBN-13: 978-0395779385

Crocodile and Hen:

A Bakongo Folktale

by Joan M. Lexau

ISBN-10: 0064442632

ISBN-13: 978-0064442633

The Hidden Feast

by Martha Hamilton

ISBN-10: 0874837588

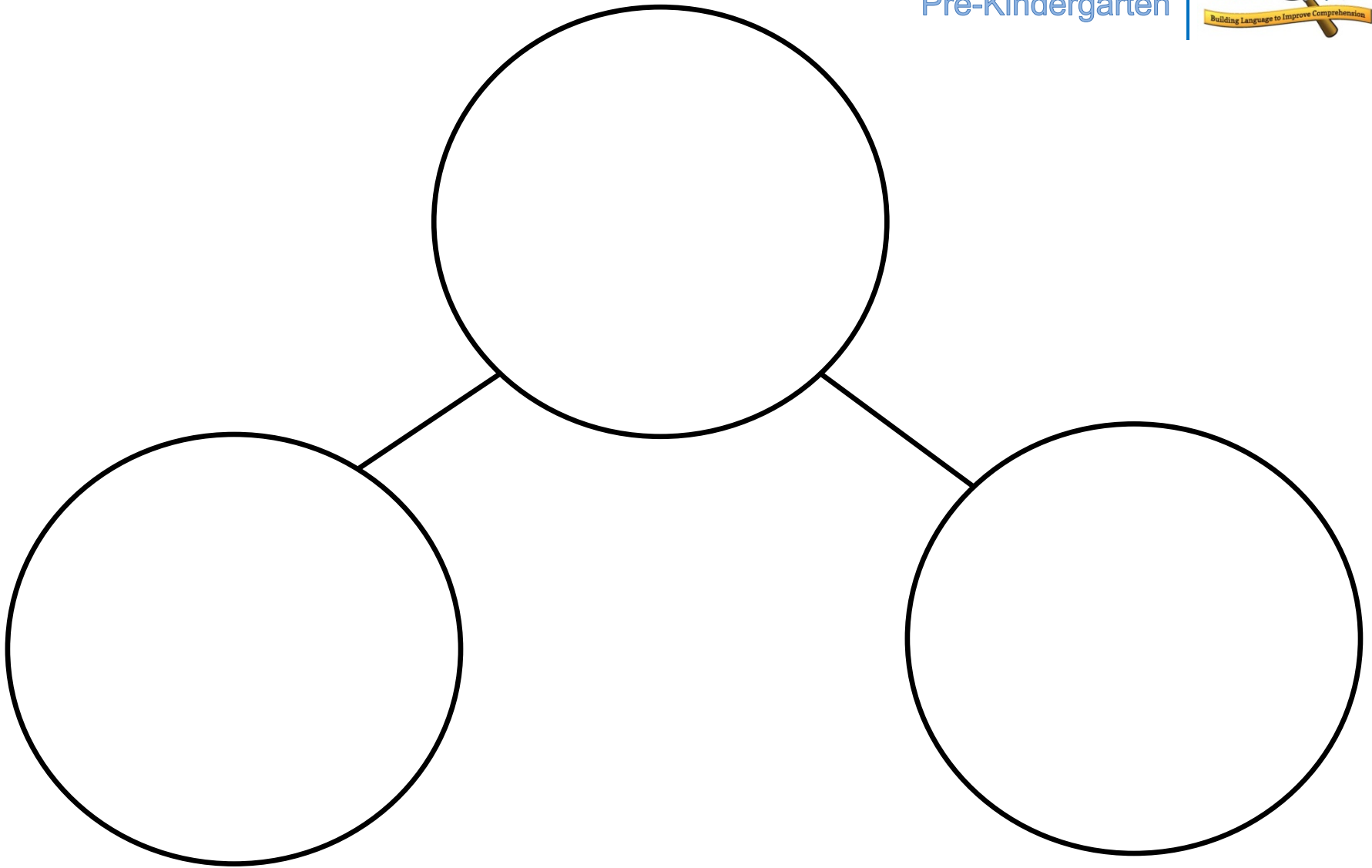
ISBN-13: 978-0874837582

The First Strawberries

by Joseph Bruchac

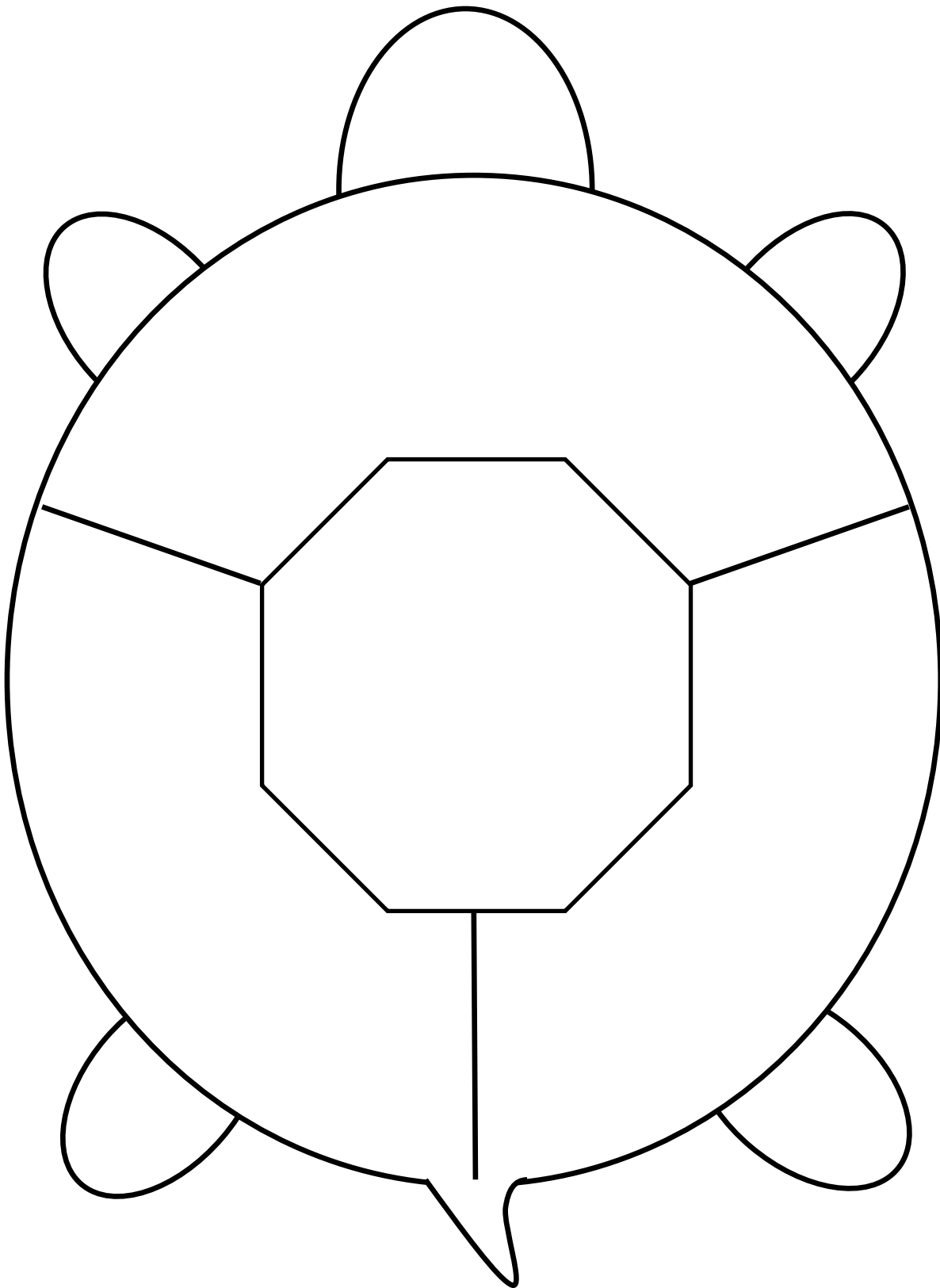
ISBN-10: 0140564098

ISBN-13: 978-0140564099



Turtle Word Web

Pre-Kindergarten





Unit Vocabulary

Folktales – Pre-Kindergarten

Sigh

Breathe out deeply, often with sadness



Folktale

A story passed down from generation to generation



Grain

The seed of a cereal plant



Guard

To protect a person or place from harm



Curious

Really want to find out



Suspicious

To not trust something because something is not right about it



Goal

Something that you want to do or finish



Attempt

To try to do something



Sigh





Vocabulary Picture Card

Folktales – Word 1 – Sigh

Sigh

Breathe out deeply,
often with sadness

Folktale





Folktale

A story passed down from
generation to generation

Grain





Vocabulary Picture Card

Folktales – Word 3 – Grain

Grain

The seed of a cereal plant

Guard





Guard

To protect a person
or place from harm

Curious





Vocabulary Picture Card
Folktales – Word 5 – Curious

Curious

Really want to find out

Suspicious





Suspicious

To not trust something
because something
is not right about it

Goal





Goal

Something that you
want to do or finish

Attempt





Attempt

To try to do something

After my dad heard that our truck was broken, he let out a deep sigh.

When my grandpa comes to visit he likes to tell us folktales, like how Johnny Appleseed planted all the apple trees in our country.

I like the story about the Little Red Hen. She picks grains of wheat to turn into flour so that she can bake bread.

My dog guards our house. He barks at any strangers that come to our door.



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.

My teacher sighed when she heard that we couldn't go outside for recess because it was too rainy.

I found a book of folktales at the library. My grandmother said she read the same folktales when she was little.

Farmers store their grain in huge silos. There are millions and millions of grains in each one.

When we walk to school, the crossing guard keeps us safe when we cross the street. He watches us very carefully.



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.

Our cat always gets into trouble because she is so curious. She puts her head in tight places and sometimes she gets stuck.

I was very suspicious when my brother said I could have his ice cream. It turned out he was sick.

I started my chores as soon as I got home from school. My goal was to finish fast so I could play.

Our teacher said that she would attempt to learn all of our names on the first day of school.



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.

I knew I was in trouble because my mom said to me, "I am very curious about where all our cookies went."

We planned a surprise birthday party for my brother, but he got suspicious when he saw cupcakes in the refrigerator.

We are having a fundraiser at school. Our goal is to raise enough money for new playground equipment.

I tried to hang from the monkey bars without falling for one whole minute, but I fell down. My friend Paul said it was a good attempt.



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.