



FOLKTALES

Kindergarten

LARRC

Language and Reading Research Consortium

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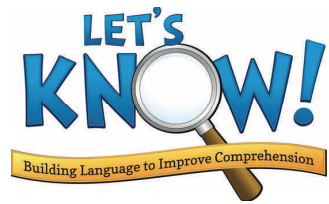
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UNIT VOCABULARY

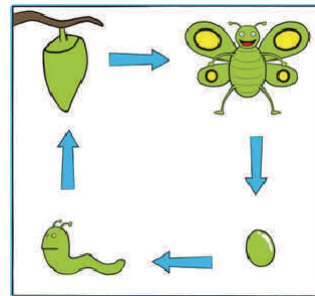
Sequence

One thing after another in order



Cycle

A sequence that happens over and over



Eager

Can't wait to do something



Notice

To pay attention to something you see or hear



Bargain

To come to an agreement



Avoid

To stay away from



Wise

Showing very good sense



Cunning

Good at tricking others



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



UNIT OVERVIEW

FOLKTALES

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

CYCLES AND SEQUENCES

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

CLOSE PROJECT

Children will work in small groups to present their own retellings of a classroom version of Little Rooster's Diamond Button.

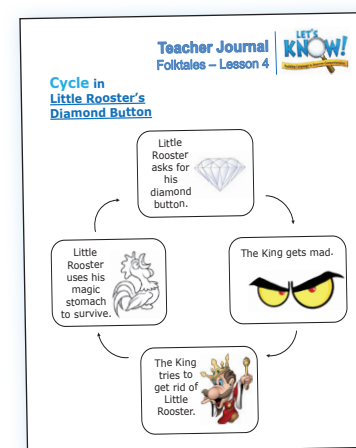
UNIT TEXTS

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

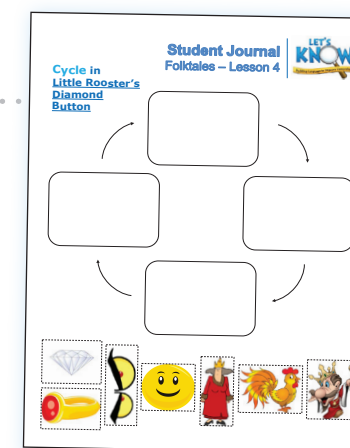
- Little Rooster's Diamond Button by Margaret Read MacDonald
- The Monkey and the Crocodile by Paul Galdone

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

UNIT MATERIALS



Teacher Journal*



Student Journal

Word Review and Practice

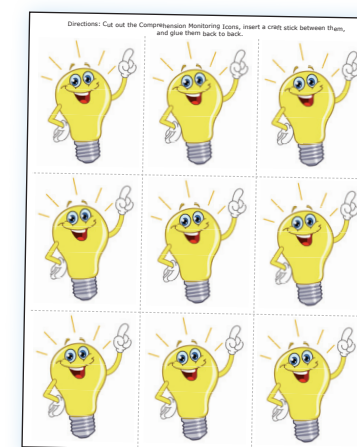
At lunch my friend said, "Let's make a **bar**gain; I'll trade you my **ba**na for your **ap**ple." I said, "It's a **de**al!"

When we walked to school, my mom said we had to **av**oid the intersection where the lights weren't **wo**rking.

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

When we went camping, there was a **cu**nnin'g raccoon outside our tent. He stole all of our sandwiches out of our cooler.

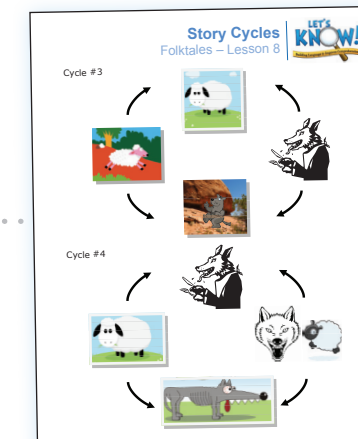
WRAP sets



Comprehension Monitoring Icons



Vocabulary Picture Cards



Supplemental Materials*

Show Me What You Know Assessment Booklet

Directions: Read the story and answer the questions. Write your answers in the space provided.

1. What was the king's name?

2. What was the rooster's name?

3. What was the king's problem?

4. How did the rooster solve the king's problem?

5. How did the king feel about the rooster's solution?

Show Me What You Know Assessment

Fix-Up Strategies

Reread

Ask questions

Use picture clues

Ask what a word means

Fix-Up Strategies Poster

UNIT SCHEDULE

Week	Lesson	Activity
Week 1	Lesson 1	Read to Me
	Lesson 2	Words to Know
	Lesson 3	Words to Know
	Lesson 4	Integration
Week 2	Lesson 5	Integration Practice
	Lesson 6	Read to Me
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	Lesson 11	Words to Know
	Lesson 12	Words to Know Practice

Week 4	SMWYK Assessments
	SMWYK Assessments
	SMWYK Assessments
	Lesson 13 Close



Study Resources

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



Teaching Techniques

- Rich Discussion
- Comprehension Monitoring
- Predicting
- Rich Vocabulary Instruction
- Inferencing
- Retelling



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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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	Integration
Objectives	<ul style="list-style-type: none"> Participate in collaborative conversations about topics within Kindergarten texts. Use prior knowledge to make predictions. 	<ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition. 	<ul style="list-style-type: none"> Use target vocabulary words correctly in spoken texts. 	<ul style="list-style-type: none"> Retell a narrative that includes the <i>setting</i>, <i>main characters</i>, <i>goals</i>, <i>attempts</i>, and <i>outcome</i>.
Lesson Texts	<ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald 	<ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald

Materials

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



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	READ TO ME LESSON 1
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Participate in collaborative conversations about topics within Kindergarten texts. • Use prior knowledge to make predictions. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Rich Discussion • Predicting LESSON TEXT: <ul style="list-style-type: none"> • <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Group Discussion 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • N/A 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... Preview <u>Little Rooster's Diamond Button</u>. <ul style="list-style-type: none"> ○ Use sticky notes to mark pages where you will model making predictions or ask students to make predictions. For example: <ul style="list-style-type: none"> ▪ After looking at the cover, predict what the story will be about. ▪ After the King takes the diamond button, ask what Little Rooster will do; predict whether he will be successful. ▪ Before reading the page with Little Rooster in the well, ask what will happen to him; evaluate your prediction after reading the page. ▪ After the King orders the rooster into the fire, ask students what will happen. ▪ Ask what will happen when the King tries to sit on Little Rooster. ○ You could also mark potential questions for rich discussion. Suggestions are provided in the You Do routine, but you could use others. • Review the Predicting technique; remind children that they should use what they already know and clues in the story to “guess” what will happen next. As you read, stop to confirm the accuracy of children’s predictions; when needed, revise predictions or generate new ones. • Predicting helps children activate their background knowledge and link that knowledge to new information in the text; this enables them to create a more precise mental model of a text. • Allow plenty of time to engage in rich discussion after the text. This should be an extended discussion in which all children have the opportunity to participate and take multiple conversational turns. 		
LESSON ROUTINE		
SET	<p>Engage students’ interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it’s important for listening or reading comprehension.</p> <p>You could say: “I love to go to the library and find new books to read. Today we have a brand new book from our brand new Folktales unit. Folktales are stories that have been told over and over for many generations. I’m excited to share this book with you because it’s a very funny story about a rooster with a special button. As we read, we’ll <i>predict</i> what might happen in the story; then you can find out if you were correct or not. Making predictions helps us think about what we’re reading, and thinking helps us understand the story.”</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Model making predictions as you begin reading the lesson text aloud.</p>	

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

CLOSE

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

You could say:

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

LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 2
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> None recommended UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: sequence, cycle, eager, notice Words to Know rings: sequence, cycle, eager, notice 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Assemble the Words to Know rings; cut and punch the first four word strips (sequence, cycle, notice, and eager) and attach them to 1" metal rings. The I Do and We Do routines are combined in this lesson. WORDS TO KNOW <ul style="list-style-type: none"> sequence: One thing after another in order cycle: A sequence that happens over and over eager: Can't wait to do something notice: To pay attention to something you see or hear <i>Save the Words to Know rings for use in later lessons.</i> 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When you're little, you have to learn a lot of words because small children don't know many words. You are much bigger now and you know a lot of words, but you still have many more words to learn. In fact, adults are still learning new words. Today we have four new words for you to learn to use. The more words you know, the better you understand what you're reading, listening to, or talking about."</p>	
I Do/ WE DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Pass out the Words to Know rings. Use the rings, Vocabulary Picture Cards, the lesson text, and other contexts to introduce the Words to Know.</p> <p>You could say: "Our first Word to Know is sequence. Say the word sequence... Sequence means 'one thing after another in order.'</p> <ul style="list-style-type: none"> (show Vocabulary Picture Card) This card shows a sequence of a plant growing, one thing after another. In <u>Little Rooster's Diamond Button</u> (show the book) we saw a sequence of the rooster swallowing water and then using the water to put out the fire. What would have happened if the rooster had gone into the fire first instead of the well? He wouldn't have had the water in his stomach to put out the fire. 	

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

(cycle)

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

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

(notice)

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

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

(eager)

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

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

<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students answer questions about the Words to Know in pairs. You could say: “I’m going to read some sentences. Talk with your partner and choose the word from your Words to Know ring that answers the question. Hold it up so I can make sure everyone is correct. Then I’ll ask you to say the word together...”</p> <ul style="list-style-type: none"> • Which word would you use if you saw a very funny hat? (notice) • Which word do you use when making a recipe? (sequence) • What word describes you when it’s your birthday? (eager) • Would you notice or cycle a pretty bird? (notice) • Are the months of the year a cycle or eager? (cycle) • You have to fold a paper airplane in _____. (sequence) • Before Christmas or Hanukkah, children are very _____. (eager) • Is a clock a cycle or a notice? (cycle) • For which word do you need ears and eyes? (notice) <p>“Now choose one word and make a sentence with that word; take turns talking with your partner.” Provide feedback and support as students use the words in sentences.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “You are collecting many new words that you’ve learned throughout this school year. Turn to your partner and take turns telling each other the four new words you learned today. (allow brief talk time) Words open many doors for you in school because you can understand what you read and hear; you can also say what you want to when you have the words you need. Tonight, see if you can remember the four words we learned today and tell your family. Maybe you can teach them the new words.”</p>

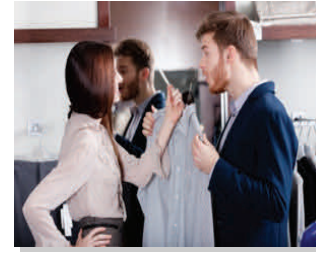
Directions: Cut out, punch, and attach word strips to 1" metal rings.

Word Strips – Folktales *Let's Know!*



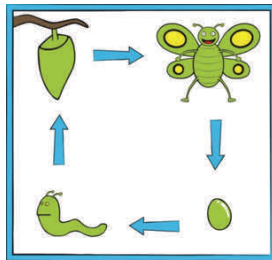
sequence

One thing after another in order



bargain

To come to an agreement



cycle

A sequence that happens over and over



avoid

To stay away from



eager

Can't wait to do something



wise

Showing very good sense



notice

To pay attention to something you see or hear



cunning

Good at tricking others

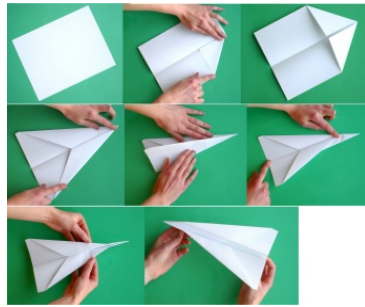
LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 3
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use target vocabulary words correctly in spoken texts. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Small Groups 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Paper clip or other object UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Words to Know rings: sequence, cycle, eager, notice Teacher Journal Lesson #3 (print or digital) Game cards for Lesson #3 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Cut the game cards and distribute one to each student for the You Do section. If using the print version of the teacher journal, cut out the images for your word webs. Make copies of the blank web included with the teacher journal, if needed. You can display the digital teacher journal, place the images from the print journal on the blank word web, or create your own webs on chart paper. For the You Do activity, students will play a word game. The object of the game is for four students with cards depicting the same Word to Know—the picture, the definition, and two related words—to find each other. If you will not have even groups of four, make sure that groups will end up with at least three cards for a given word when you distribute the cards; tell students they may not have four in their groups. WORDS TO KNOW <ul style="list-style-type: none"> sequence: One thing after another in order cycle: A sequence that happens over and over eager: Can't wait to do something notice: To pay attention to something you see or hear SUGGESTED RELATED WORDS <ul style="list-style-type: none"> sequence: (synonyms) <i>steps, order</i> cycle: (synonyms) <i>wheels, sequence</i> eager: (synonyms) <i>anxious, excited</i> notice: (synonyms) <i>observe, attention</i>; (antonyms) <i>ignore</i>; (features) <i>hear, see</i> 		
LESSON ROUTINE		
SET	<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: "If I say the word <i>summer</i>, you might think of other words like <i>hot, swim, no school, vacation, season, July, and fireworks</i>. Those words are related to <i>summer</i>; they go with the word in some way. Today our purpose is to find related words for our Words to Know— sequence, cycle, eager, and notice. We want to know many, many words and their related words so we can use and understand them when we read, write, talk, and listen. We want a huge vocabulary!"</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Think aloud as you model filling in a word web. Use the digital teacher journal and discuss the related words presented, or add words to your own web using the images from the print teacher journal.</p>	

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

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



sequence



order



steps



eager



notice



observe



attention



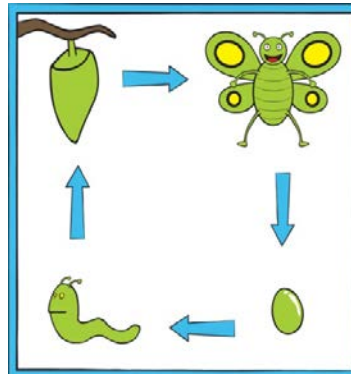
ignore
(opposite)



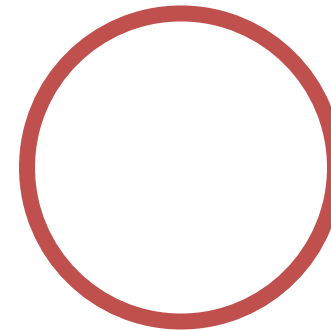
anxious



excited



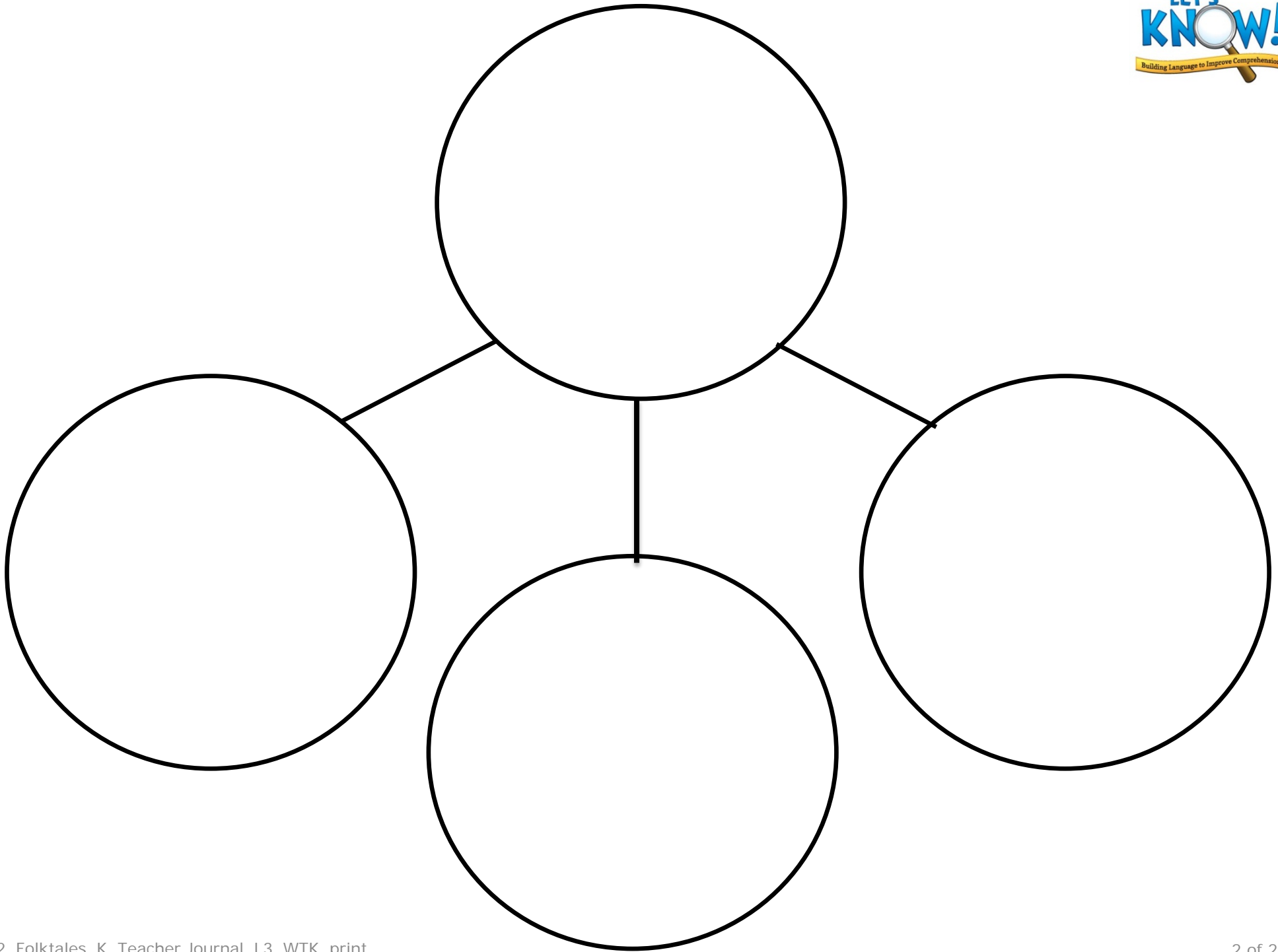
cycle

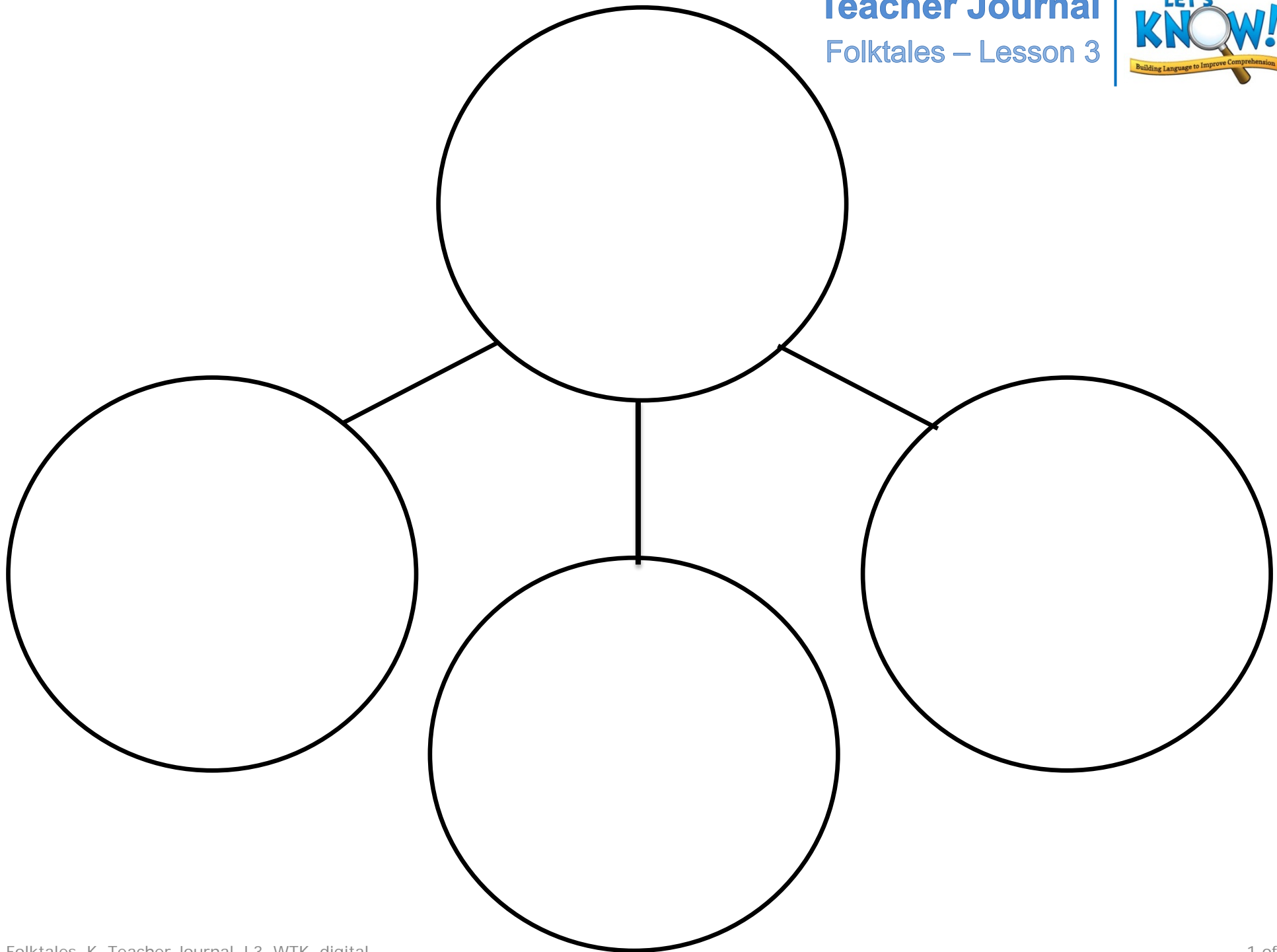


circle



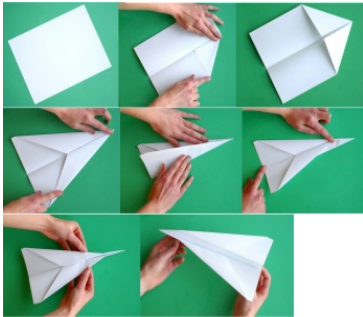
wheel



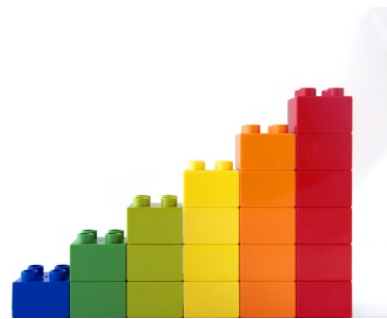




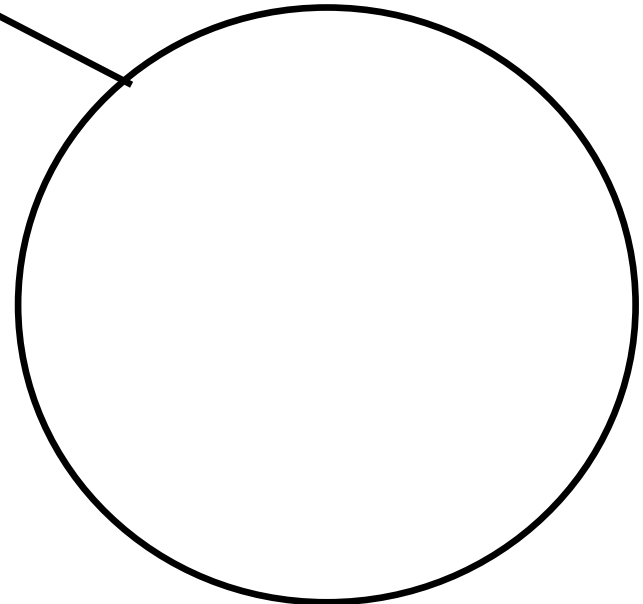
sequence



order



steps





notice



observe



attention



ignore
(opposite)



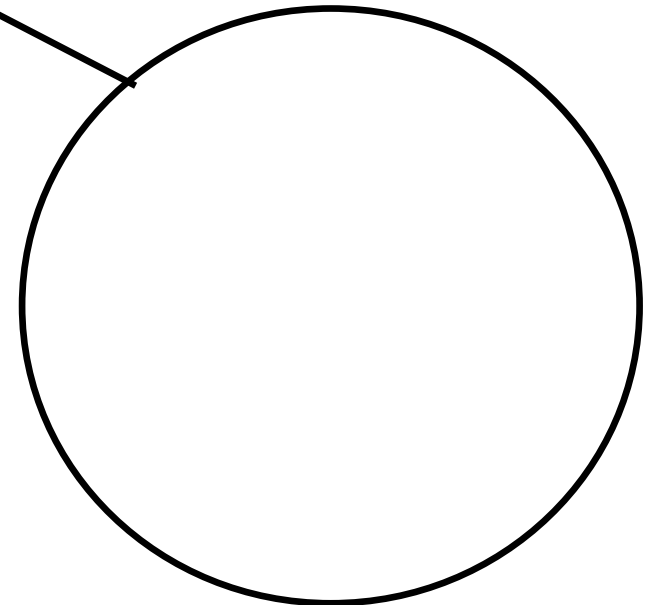
eager

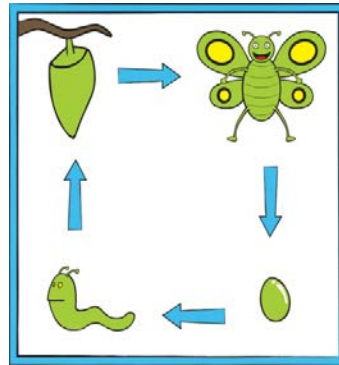


anxious

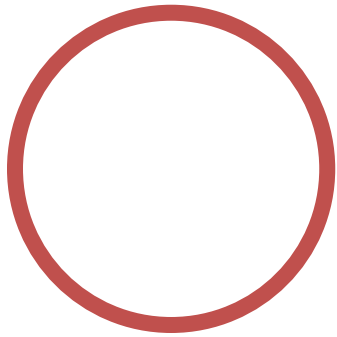


excited





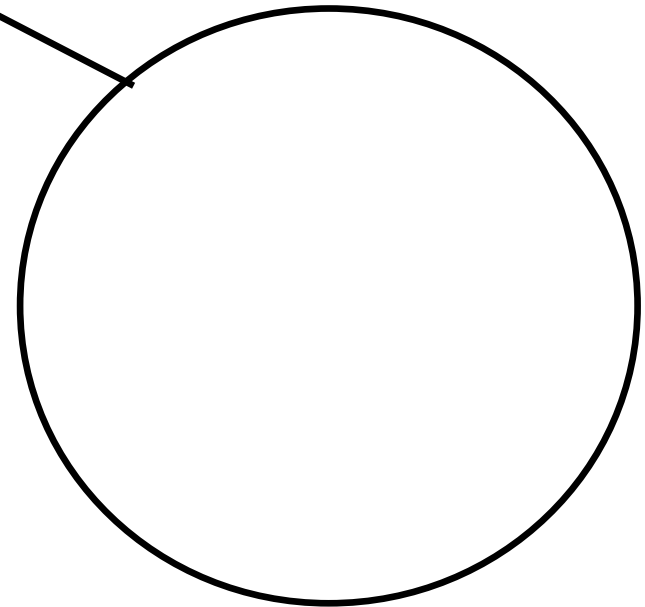
cycle



circle



wheel





steps

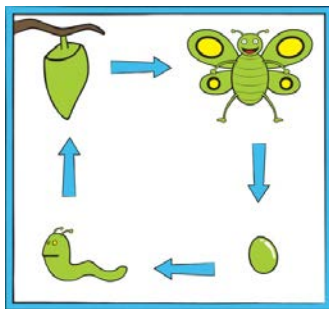


sequence
one thing
after another
in order

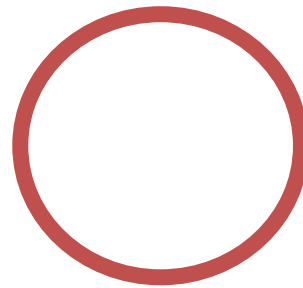


observe

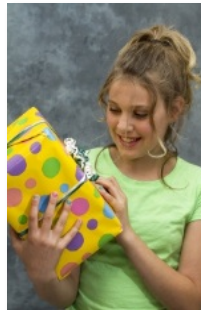
notice
to pay attention to
something you
see or hear



circle

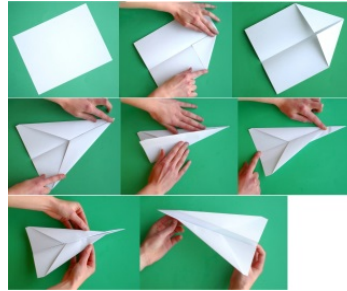


cycle
a sequence that
happens over
and over



excited

eager
can't wait to do
something



order

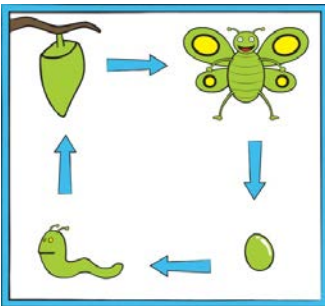
sequence
one thing
after another
in order



ignore



notice
to pay attention to
something you
see or hear



wheel

cycle
a sequence that
happens over
and over



anxious



eager
can't wait to do
something

LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	INTEGRATION LESSON 4
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Retell a narrative that includes the <i>setting</i>, main <i>characters</i>, <i>goals</i>, <i>attempts</i>, and <i>outcome</i>. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: sequence, cycle, notice, eager Teacher Journal Lesson #4 Student Journal Lesson #4 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> The teacher journal is a story map of <u>Little Rooster's Diamond Button</u>. You can use it to identify the story elements and as an aid in retelling the story; use your finger to track the story elements during the retell. <i>Save Teacher Journal Lesson #4 for use in Lesson 5.</i> 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #1: SEQUENCE, CYCLE, NOTICE, EAGER </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "We listen to stories all the time. When you watch cartoons, read a book, or listen to a friend talking about what happened the night before, you are listening to a story. We want to get to be good listeners but we also want to become good storytellers. When we tell a story, we have to remember all of the parts of the story. It really helps us understand what the story means. Our purpose today is to retell the story <u>Little Rooster's Diamond Button</u>. I'm eager to hear you retell the story!"</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the teacher journal and model identifying the story elements as you read the text. If you like, you could write the elements on the map next to the pictures.</p> <p>You could say: "This is a map of <u>Little Rooster's Diamond Button</u>. We'll use the story map to help us remember all of the story elements, just like we've done in the past. (read the first six pages)</p> <ul style="list-style-type: none"> (point to <i>Setting</i> box) Hmm... The first thing we need to find is the <i>setting</i> of the story. Most of the story takes place in the King's palace, so we have this picture of a castle in the <i>Setting</i> box; I could write '<i>King's palace</i>' on the map. (point to <i>Characters and Goal</i> box) There are two main <i>characters</i>, the <i>King</i> and <i>Little Rooster</i>. They are pictured here." 	
WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue identifying story elements with students as you discuss the text and story map.</p>	

You could say:

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

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

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

(point to story map as you discuss each attempt)

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

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

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

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

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

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

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

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









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

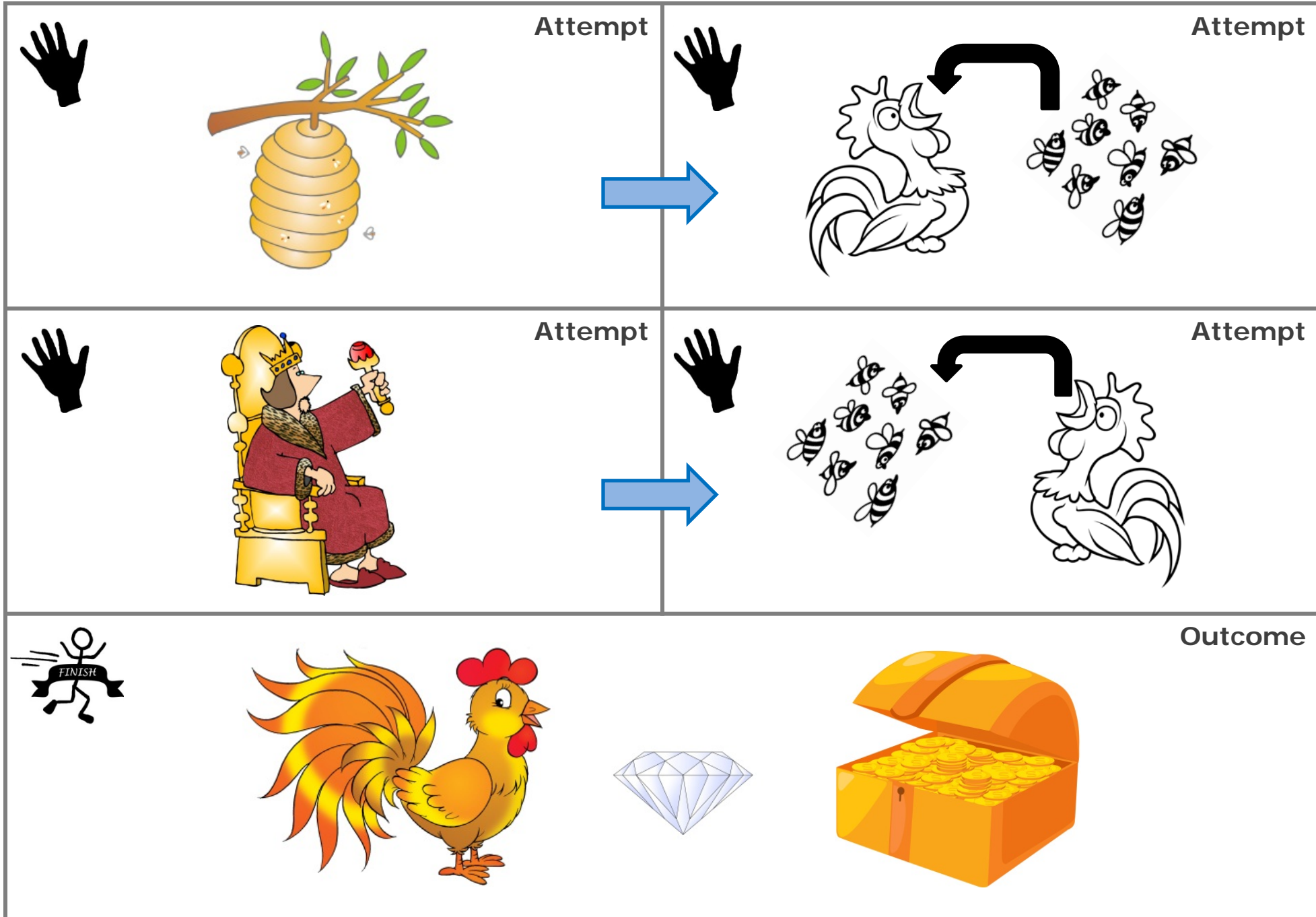
(point to *Outcome* row) “Now let’s tell the *outcome*, or ending.

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















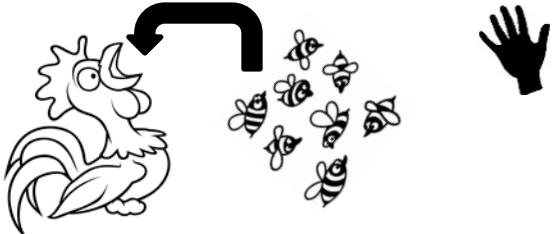


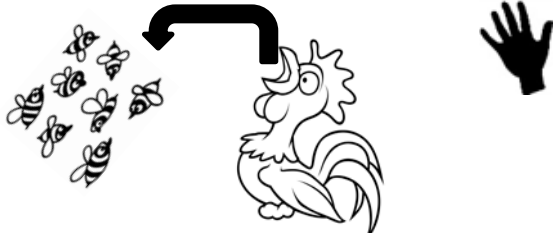


“Great job helping me retell the story. It’s your turn now.”

<p>You Do</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into pairs and distribute the student journal. You could say: “Now you get to be the storytellers! Each of the partners will have a chance to retell the story. Use the story map on your student journal as a guide to help you remember all of the story elements. Find a place in the room and take turns retelling the story. The youngest partner can go first.”</p> <p>Circulate the room to provide support and feedback during students’ story retells.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today I heard some amazing story retells! You are really becoming good storytellers. Turn to your partner and tell him or her the <i>outcome</i> of the story. (allow talk time) Your challenge for tonight is to retell this story at home to your family. For the last lesson of our unit, you will be retelling this story but changing the <i>characters, goals, attempts, and outcome</i>. You can be thinking of how you could change the story and then retell it to the class.”</p>

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



Student Journal – Folktales – Lesson 4 *Let's Know!*



WEEKLY LESSON PLANNER

FOLKTALES

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Lesson Type	Integration Practice	Read to Me	Integration	Integration Practice
Objectives	<ul style="list-style-type: none"> Retell a narrative that includes the <i>setting, characters, goals, attempts, and outcome.</i> 	<ul style="list-style-type: none"> Participate in collaborative conversations about topics within Kindergarten texts. Identify when text being read contains information that does not make sense. 	<ul style="list-style-type: none"> Use information from texts to make and revise logical inferences. 	<ul style="list-style-type: none"> Retell a narrative that includes the <i>setting, characters, goals, attempts, and outcome.</i>
Lesson Texts	<ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald 	<ul style="list-style-type: none"> <u>The Monkey and the Crocodile</u> by Paul Galdone 	<ul style="list-style-type: none"> <u>The Monkey and the Crocodile</u> by Paul Galdone 	<ul style="list-style-type: none"> <u>The Monkey and the Crocodile</u> by Paul Galdone

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Document camera or interactive whiteboard Scissors Glue 	<ul style="list-style-type: none"> Sticky notes 	<ul style="list-style-type: none"> Sticky notes 	<ul style="list-style-type: none"> N/A
Unit Materials Provided	<ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: sequence, cycle, eager, notice Teacher Journal Lesson #5 Student Journal Lesson #5 Teacher Journal from Lesson #4 	<ul style="list-style-type: none"> Fix-Up Strategies Poster Comprehension Monitoring Icons (optional) 	<ul style="list-style-type: none"> Teacher Journal Lesson #7 	<ul style="list-style-type: none"> Teacher Journal Lesson #8



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	INTEGRATION PRACTICE LESSON 5
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Retell a narrative that includes the <i>setting, characters, goals, attempts, and outcome</i>. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera or interactive whiteboard Scissors Glue UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: sequence, cycle, eager, notice Teacher Journal Lesson #5 Student Journal Lesson #5 Teacher Journal from Lesson #4 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> During the I Do and We Do routines, display Teacher Journal Lesson #5 to discuss the cycles and sequence of the story. Explain the completed graphic organizers on pp. 1–2, or, if you prefer, fill in the blank organizers on pp. 3–4. After discussing the sequence in the We Do routine, use the story map from Teacher Journal Lesson #4 to quickly retell the story. During the You Do routine, have students use the student journal to sequence and retell the story. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #2: SEQUENCE, CYCLE, EAGER, NOTICE </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you ever noticed how some things repeat over and over, like getting up, going to school, going home, eating dinner, and going to bed? Then the next day you start over again. We know that when things repeat over and over, it's called a cycle. In our book, <u>Little Rooster's Diamond Button</u>, there are four cycles that we're going to discuss today. Our purpose is to find the four cycles and use them to help us retell the story. You can understand the story better and remember how to retell it when know the cycles."</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 #5, p. 1 to discuss the cycle in <u>Little Rooster's Diamond Button</u>. You could say: "Now let's look for the cycles. In the beginning of <u>Little Rooster's Diamond Button</u>, we know that the King took the button that Little Rooster found. When the rooster went to the King, the first cycle started... (point out the appropriate boxes of the cycle)</p> <ul style="list-style-type: none"> First, he asks for the button. Then the King gets mad, the second thing that happens. Next, the King wants to get rid of the rooster, the third event in the cycle. Last, Little Rooster has to use his magic stomach to survive. <p>The cycle then repeats with another way to get rid of Little Rooster.</p>	

	<p>(show teacher journal, p. 2) “On this page, there are more boxes. The cycles in this story have a sequence; it shows the order of the King’s attempts, of how he tried to get rid of Little Rooster. The first way he tried to get rid of the rooster was to throw him in a well. (point to first box) As we go through the rest of the book, we’ll look at this sequence page to help us retell the story.”</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>Display pages of the lesson text and continue identifying the sequence with students. As you browse the story, refer back to teacher journal, p. 2 to help students understand the sequence.</p> <p>You could say: “Let’s look at the sequence in the rest of the story. (browse text) Now let’s go to our sequence page. What did the King do this time to try to get rid of Little Rooster?” Continue through the story until you have discussed the whole sequence.</p> <p>Then show the story map from Teacher Journal Lesson #4. Point out the sequence of attempts to get rid of Little Rooster as you briefly retell the story with students.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into pairs and distribute the student journal. Do not leave the teacher journal displayed while students work; show it again after students have sequenced the <i>attempts</i> on their student journal pages so they can check their work.</p> <p>You could say: “Now you are going to fill in the story map with the sequence that we just discussed. There are four boxes at the bottom of your student journal. Cut out the boxes and glue them on the story map in the correct order of the <i>attempts</i> that the King made to get rid of Little Rooster. After that, you and your partner can use the story map to retell <u>Little Rooster’s Diamond Button</u> in the correct sequence.” Circulate among students to provide support and feedback as they retell the story.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Tell your partner the two things we found in our story today. (pause for response) Cycles and sequences, two of our Words to Know! Remember how to find cycles and sequences, because later we are going to use them to change this story! Cycles and sequences can help us retell stories because all we have to do is remember them and we can remember the whole story! The next time you tell a story, you can include the cycles and sequence of the story.”</p>

Cycle in Little Rooster's Diamond Button

Little Rooster
asks for his
diamond
button.



The King gets mad.



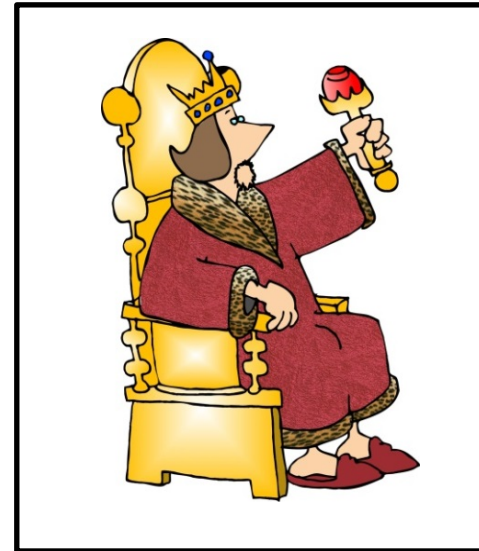
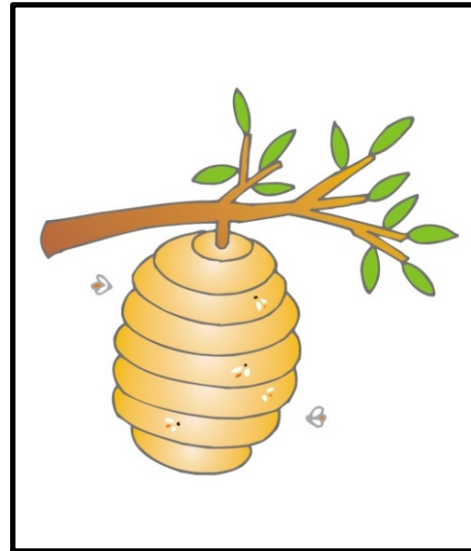
Little
Rooster uses
his magic
stomach to
survive.



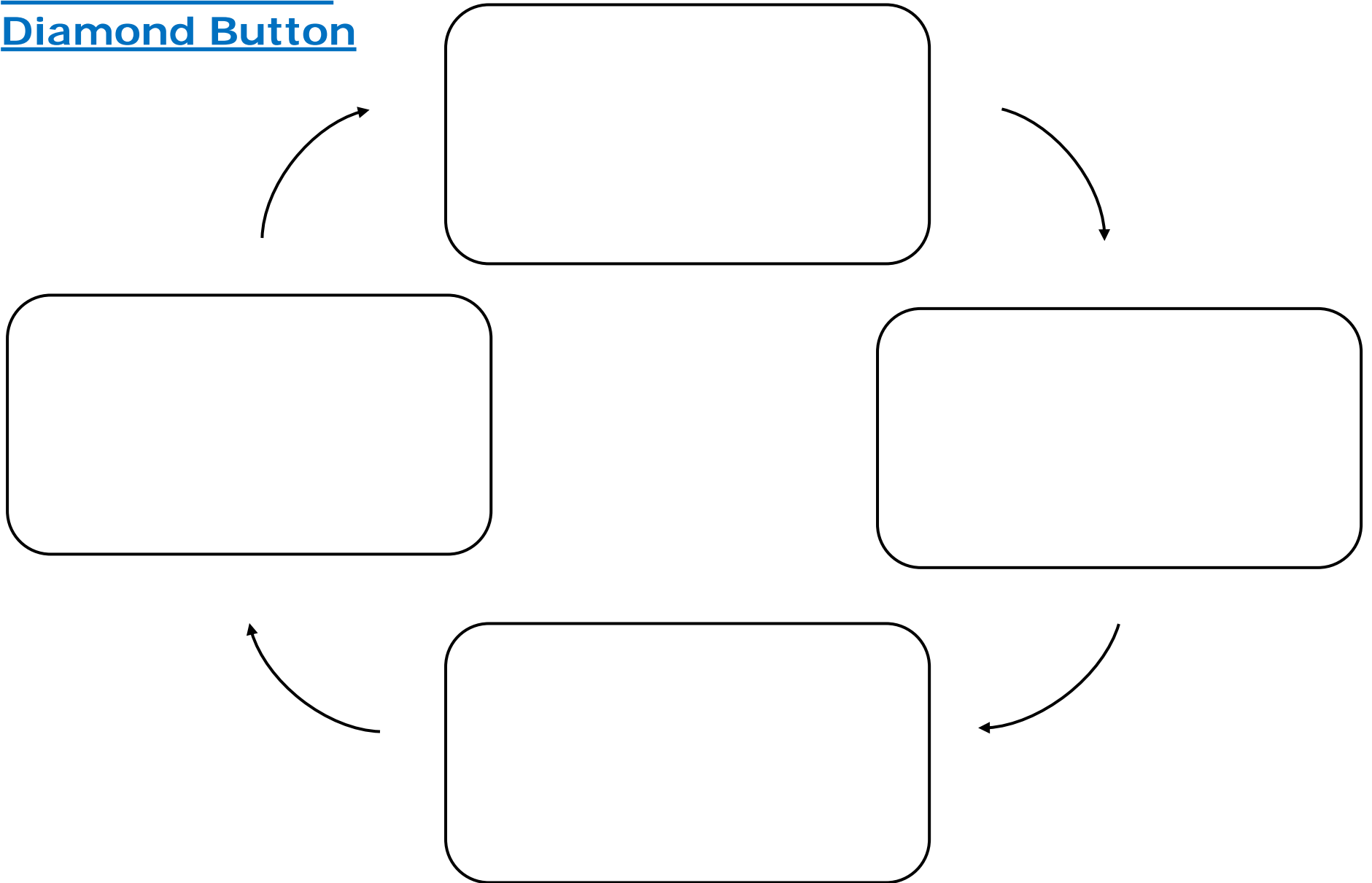
The King
tries to get
rid of Little
Rooster.



Sequence in Little Rooster's Diamond Button





































Cycle in Little Rooster's Diamond Button







Sequence in Little Rooster's Diamond Button

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

					
					
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LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	READ TO ME LESSON 6
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Participate in collaborative conversations about topics within Kindergarten texts. Identify when text being read contains information that does not make sense. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Rich Discussion Comprehension Monitoring LESSON TEXT: <ul style="list-style-type: none"> <u>The Monkey and the Crocodile</u> by Paul Galdone TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Group Discussion 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Fix-Up Strategies Poster Comprehension Monitoring Icons (optional) 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Preview <u>The Monkey and the Crocodile</u>. Use sticky notes to flag pages where you will model comprehension monitoring or prompt students to monitor their understanding. For example: <ul style="list-style-type: none"> (fourth page; "One young crocodile...") Purposely misread "could never get enough to eat" as "could get enough to eat." Reread the sentence to clarify. (fifth page; "How would you ever...") Cunning may be an unknown word. Check the definition of this Word to Know. (ninth page; " 'Monkey,' " he called...) When the crocodile offers to take the monkey to the island, consider why the crocodile would have a 'toothy smile.' (fifteenth page; "Then we must go back...") Discuss why the monkey is smiling in the illustration. (seventeenth page; "No sooner did the monkey...") If students are confused, guide them to understand the concept of moving "down river" and living "in peace." (twenty third page; "Three times the monkey called...") Seek to clarify why the monkey talked to the rock—did he talk to rocks all the time? Review the Comprehension Monitoring technique and the fix-up strategies. Use of the Comprehension Monitoring Icons (Makes Sense/Doesn't Make Sense signs) is optional; you may choose to have students raise their hands or give a thumbs-down signal when they don't understand the text. Allow plenty of time after reading for students to engage in an extended discussion over multiple conversational turns. Discussion questions are included in the You Do section, but you could use others. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I love to read trickster tales. Those are stories about a <i>character</i> that is able to trick a much stronger <i>character</i>. There are all kinds of trickster stories, and the one we're reading today is about a monkey and a crocodile. Our purpose is to make sure we understand everything we hear while we read the story; we're going to monitor our comprehension. Then we'll discuss some ideas from the story. We want to always understand what we are reading and listening to so we can talk with others about the story or information."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "I'll review the strategies we can use if we don't understand something we read or hear. (point to Fix-Up Strategies Poster)"</p>	

	<ul style="list-style-type: none"> • You can reread the sentences that you don't understand. • You can ask questions. • You can look at the pictures to help you understand. • If you don't know the meaning of a word, you can find the meaning of the word. <p>We'll use most of these strategies today to help us monitor our comprehension."</p> <p>Model comprehension monitoring as you begin reading the story. Stop at 'stumbling blocks' and use fix-up strategies to repair your comprehension.</p> <p>You could say: (misread second sentence of fourth page; "One young crocodile") "... He could get enough to eat...' I'm going to stop here. I'm not sure I understand about the young crocodile. (show Doesn't Make Sense icon) Why would he be hungry if he could get enough to eat? Let me read it again. (demonstrate) The book says, 'One young crocodile was hungrier than all the rest. He could never...' Oh! I see now. 'He could <i>never</i> get enough to eat.' That makes sense. I had to reread the sentence because I read he <i>could</i> get enough to eat. Now I understand that I made a reading mistake. (flip icon and continue reading)</p> <p>(fifth page; stop to clarify the meaning of cunning) "This word is a challenge—cunning. (show Doesn't Make Sense icon) It's important because the crocodile thinks he can catch the monkeys by being cunning. Cunning is one of our newest Words to Know, and it means 'good at tricking others.' I found out the meaning, and now it makes sense. (flip icon) The crocodile thinks he can trick the monkeys and then eat them. Let's see if he is really cunning or not!"</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Pass out the Comprehension Monitoring Icons or remind students of your chosen signal. Continue reading and have students signal when they don't understand the text. Then guide them to use appropriate fix-up strategies to repair their understanding.</p> <p>You could say: "As I read, it's your job to let me know if things don't make sense by [holding up the Doesn't Make Sense sign]. Then we'll use one of our strategies to help us make sense of what we read..."</p> <p>Work through at least two more stumbling blocks with students, referring to the Fix-Up Strategies Poster to clarify confusion. If students do not monitor their comprehension independently, you could prompt them using the additional examples provided under Special Instructions.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Rich discussion should be a teacher-led but student-dominated conversation in which all children have the opportunity to participate. Encourage students to elaborate on their thinking and follow up on their classmates' ideas.</p> <p>You could say: "Trickster stories are so interesting! I love them. Let's talk about the ideas and events in our story..."</p> <p>You could use the following questions to facilitate rich discussion:</p> <ul style="list-style-type: none"> • Why do you think the crocodile thought that he was more cunning than the monkeys? • Compare the crocodile's trick to give the monkey a ride to the island with the monkey's trick to tell the crocodile his heart was in the tree? Which was better and why? • Do you think it's a good idea for one person to try to trick another person? Why or why not?

CLOSE

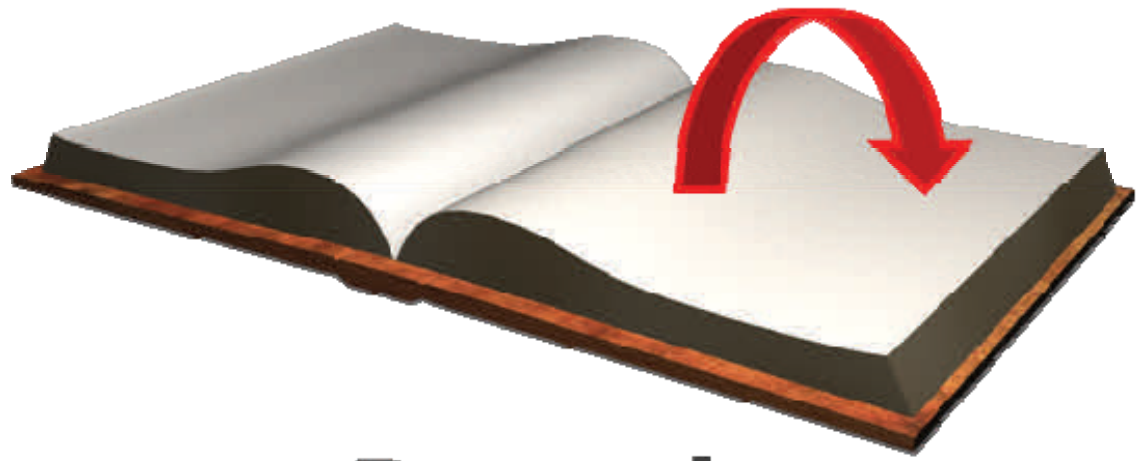
Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

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



Fix-Up Strategies



Reread



Ask questions



Use picture clues



Ask what a word means

Directions: Cut out and laminate the Comprehension Monitoring Icons.

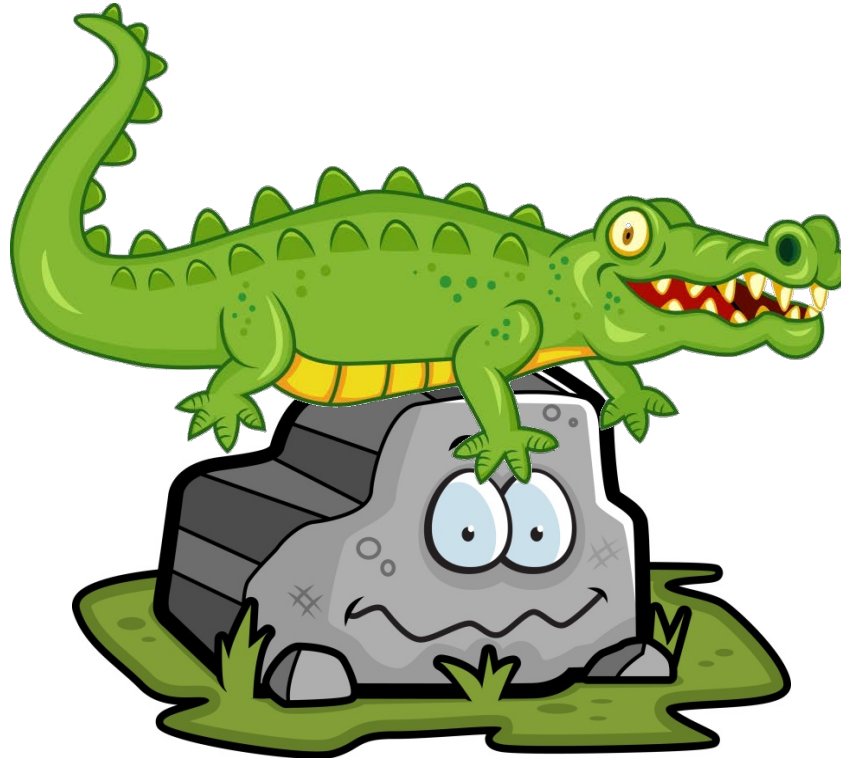


Directions: Cut out and laminate the Comprehension Monitoring Icons.



LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	INTEGRATION LESSON 7
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use information from texts to make and revise logical inferences. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Inferencing LESSON TEXT: <ul style="list-style-type: none"> <u>The Monkey and the Crocodile</u> by Paul Galdone TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #7 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Preview the lesson text. Use sticky notes to mark places where you will model inferencing or ask inferential questions. For example: <ul style="list-style-type: none"> (front cover) Infer that the book is fiction. (fourth and fifth pages; "One young crocodile...") Ask how the crocodile will catch the monkey; infer that he will have to trick the monkey into the water. (fifteenth page; "Then we must go back...") Ask how the monkey was able to trick the crocodile; infer that the crocodile is so focused on eating that he's not thinking about his actions. (seventeenth page; "No sooner did...") Ask how the crocodile feels now; infer that he is very angry with himself for letting the monkey get away. For the You Do routine, display the teacher journal to remind students of the inferential questions they should discuss with their partners. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When I go to the grocery store, I know what to expect because I've done it before. First I have to get the cart. Then I know where to pick up vegetables, fruit, meat, and milk. I have background information about what to expect at the grocery store. But sometimes I may need something, and I don't know where it is, so I have to fill in the blanks or <i>infer</i> where it is. I don't have all the information I need, so I must figure it out. It's like that when we're reading books. We know a lot about books, but sometimes we don't have all the information and we have to fill in the blanks. Today we're going to look at <u>The Monkey and the Crocodile</u> and fill in the blanks when we don't have information. This is called making an <i>inference</i>; students who can make good inferences can understand what they hear and read because they're always filling in the blanks."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Model making inferences as you begin reading the book.</p> <p>You could say: (front cover) "As I look at the cover of the book, I <i>infer</i> that the book is fiction because there are illustrations, not photos, and I know that a monkey can't really ride on the back of a crocodile. I'll start reading the book and make more inferences..."</p>	

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



LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	INTEGRATION PRACTICE LESSON 8
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Retell a narrative that includes the <i>setting, characters, goals, attempts, and outcome</i>. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>The Monkey and the Crocodile</u> by Paul Galdone TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Group Discussion Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> N/A UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #8 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Use the story map from Teacher Journal Lesson #8 to point out the story elements from <u>The Monkey and the Crocodile</u> and to guide your retell. If using the journal digitally, you can move the pictures into the story map as you teach the lesson. If using the print journal, uncover or point out the elements as you proceed. Display the completed story map from the teacher journal as students retell the story to their partners. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Did your mom or dad ever tell you stories when you were a little kid? Some stories you can't remember, but after they tell you the story again, you can remember and retell it to other people. Many of the stories we hear are stories that have been told over and over many times. That's what folktales are, stories that have been retold over and over. Our purpose today is to practice retelling <u>The Monkey and the Crocodile</u> so we can remember the story and retell it again and again."</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 #8 and discuss the story elements. You could write in the elements as you point them out on the story map.</p> <p>You could say: "The story of <u>The Monkey and the Crocodile</u> is such a funny story; I'm going to use this story map to help me remember each element of the story. (point out relevant parts of the map)</p> <ul style="list-style-type: none"> First I know the <i>setting</i> is in the jungle, so I'll write <i>jungle</i> next to the picture to help me remember. There are two <i>characters</i>, the crocodile and the monkey, and they each have different <i>goals</i>..." 	
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>Continue to use the story map to discuss the story elements with students. You could say: "I want you to help me think about the other story elements... (point out relevant parts of the map)</p> <ul style="list-style-type: none"> Let's think about the <i>goals</i> of the crocodile. What does he want to do? (pause for response) Yes, he's hungry. He wants to eat the monkey. Now what are the monkey's <i>goals</i>? (pause for response) He wants to trick the crocodile and survive, right? I'll write in the <i>goals</i> of each <i>character</i>..." 	

- Now the *attempts*...
 - What did the crocodile do to reach his *goal*? What was his *attempt*? **(pause for response)** Right. He **bargained** with the monkey to take him across the river to the island to eat.
 - Now he has the monkey on his back and can drown him and eat him, but what is the monkey's *attempt*? How does he trick the crocodile and survive? **(pause for response)** Good thinking. He tells the crocodile that he left his heart, the tastiest part of him, at home.
 - What happens then? **(pause for response)** The crocodile believes him and takes him back to his tree and the monkey gets away...
- Let's look at the second set of *attempts*.
 - What does the crocodile do next? **(pause for response)** He pretends to be a rock! He thinks the monkey will jump on him, and then he could eat him.
 - And what does the monkey do to trick the crocodile and survive? **(pause for response)** He talks to the rock so he can see if it will talk back, right? Then he finds out that the rock is really the crocodile. So what does he do? **(pause for response)** He jumps on the crocodile's back, not in his mouth. He tricks the crocodile and survives!
- What's the *outcome* of the story?
 - Did the crocodile reach his *goal*? **(pause for response)** No, he was still hungry.
 - What about the monkey? **(pause for response)** Yes, the monkey met his *goal*. He tricked the crocodile and survived!

Great job helping me use the story map to remember all the story elements!"

After reviewing the story elements, use the story map to practice retelling the story.

You could say:

"Now I'll use the story map to retell the story, just like you and your partner will do.

'Once there was a crocodile that lived in a jungle. He was always hungry, so he saw a monkey that he wanted to eat. He thought, "That monkey may be quick, but I am **cunning**. I'll catch that monkey and eat him." The monkey was smart and didn't want the crocodile to eat him. One day the crocodile asked the monkey, "Do you want to go over to the island to eat ripe fruit? You can ride over on my back." The monkey jumped on his back, but then the crocodile tried to drown him and eat him. The monkey was smart, so he said, "Crocodile, I left my heart at home. It's the tastiest part of me." The crocodile wanted the entire monkey, so he took the monkey back to where he lived so he could get his heart. Then the monkey laughed and laughed because he had tricked the silly crocodile...'

"Now practice telling this first part of the story to your neighbor. The oldest partner can go first. **(monitor students' retells, offering support and feedback; refer them to the story map if they have trouble)**

"Now let's finish the story..."

'... The crocodile watched the monkey and saw him jump on a rock to get to the island to eat the ripe fruit. He figured out another way to eat him; he pretended to be a rock so that the monkey would have to jump on him. Then he would eat him. When the monkey saw the rock, it looked different. He was very smart, so he started talking to the rock. When the rock talked back, he knew it was really the crocodile, so he jumped over the crocodile's head and landed on his back. Then he got away again. The crocodile told the monkey that he would leave him alone. The crocodile was still hungry, but the monkey survived by tricking the crocodile and lived happily ever after.'

"Now tell the last part of the story to your partner; youngest one starts first."
(monitor students' retells, offering support and feedback)

<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 retell the whole story in pairs. Leave the teacher journal displayed so students can refer to the story map; you could print copies for students who need a more proximal tool.</p> <p>You could say: “Now you and your partner will take turns telling the whole story. Use the story map to help you remember all of the story elements. Make your story interesting. You can make the <i>characters</i> talk and put in as many details as you can remember. We want to become good storytellers.” Circulate among students to provide support for those who are struggling with the retell.</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 love to hear you retell the stories that we read. When you can retell a story, you really understand it and can remember all of the important story elements. Tell your partner your favorite part of the story. (allow talk time) Now your challenge is to retell the story of the monkey and crocodile to your family tonight. Remember the <i>setting</i>, the <i>characters</i>, the <i>goals</i>, the <i>attempts</i>, and the <i>outcome</i>. It’s a great story that you can tell whenever you want someone to hear a good tale! Every time you tell a story, you become a better storyteller.”</p>



jungle

Setting

Character

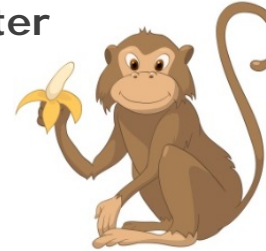


eat the monkey

Goal



Character

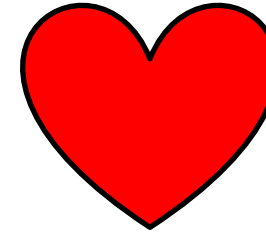


trick the crocodile and survive

Goal



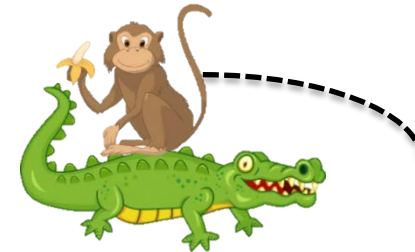
Attempt



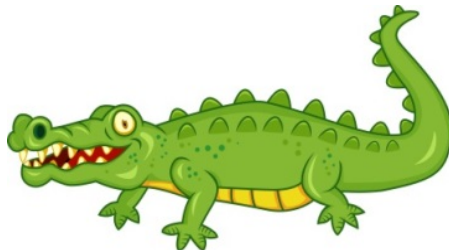
Attempt



Attempt



Attempt



hungry



tricked the crocodile and survived

Outcome



WEEKLY LESSON PLANNER

FOLKTALES

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Lesson Type	Words to Know	Integration	Words to Know	Words to Know Practice
Objectives	<ul style="list-style-type: none"> Define words by providing a simple definition. 	<ul style="list-style-type: none"> Retell a narrative that includes the <i>setting</i>, <i>main characters</i>, <i>goals</i>, <i>attempts</i>, and <i>outcome</i>. 	<ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition. Sort words into semantic categories. 	<ul style="list-style-type: none"> Define words using a simple definition. Use words in spoken texts.
Lesson Texts	<ul style="list-style-type: none"> <u>The Monkey and the Crocodile</u> by Paul Galdone 	<ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Pencil 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sentence strips or paper 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Bags 	<ul style="list-style-type: none"> Game pieces Dice Bags
Unit Materials Provided	<ul style="list-style-type: none"> Vocabulary Picture Cards: bargain, avoid, wise, cunning Words to Know rings: bargain, avoid, wise, cunning 	<ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: bargain, avoid, wise, cunning Teacher Journal Lesson #10 	<ul style="list-style-type: none"> Teacher Journal Lesson #11 (print or digital) Game mat for Lesson #11 Game cards for Lesson #11 	<ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: bargain, avoid, wise, cunning Words to Know rings (all 8 words) Game cards for Lesson #12 Game boards from Animals unit, Lesson #20



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 9
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Define words by providing a simple definition. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> <u>The Monkey and the Crocodile</u> by Paul Galdone TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Pencil UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: bargain, avoid, wise, cunning Words to Know rings: bargain, avoid, wise, cunning 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... Cut, punch, and attach the next four words—cunning, wise, bargain, and avoid—to the Words to Know rings. The I Do and We Do routines are combined in this lesson. WORDS TO KNOW <ul style="list-style-type: none"> bargain: To come to an agreement avoid: To stay away from wise: Showing very good sense cunning: Good at tricking others 		
LESSON ROUTINE		
SET	Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension. You could say: "What if I didn't have a word for this object? (hold up a pencil) How could I talk about it? I'd have to use other words to describe it and tell you what it does or looks like. It would take a lot of extra words. Fortunately, I do know the word <i>pencil</i> , so I can just use one word— <i>pencil</i> —and you know exactly what I mean. That's the power of knowing the right word. Today we're going to talk about four new Words to Know that we're learning— bargain, avoid, wise, and cunning . The more words we know, the more word power we have."	
I Do/ WE Do	Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO. Pass out the Words to Know rings. Use the rings, Vocabulary Picture Cards, the lesson text, and other contexts to introduce the Words to Know. You could say: "Our first Word to Know for today is bargain . Say the word bargain ... Bargain means 'to come to an agreement.' <ul style="list-style-type: none"> (display Vocabulary Picture Card) This picture shows bargain. The man and woman are bargaining for the shirt. In <u>The Monkey and the Crocodile</u>, the crocodile and monkey had to bargain to get what they wanted. Crocodile offered to give Money a ride. Monkey agreed to the bargain. Then Monkey offered Crocodile a bargain. He would get his heart if Crocodile would take him to his tree. 	

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

(avoid)

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

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

(wise)

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

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

(cunning)

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

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

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

YOU DO

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























You could say:

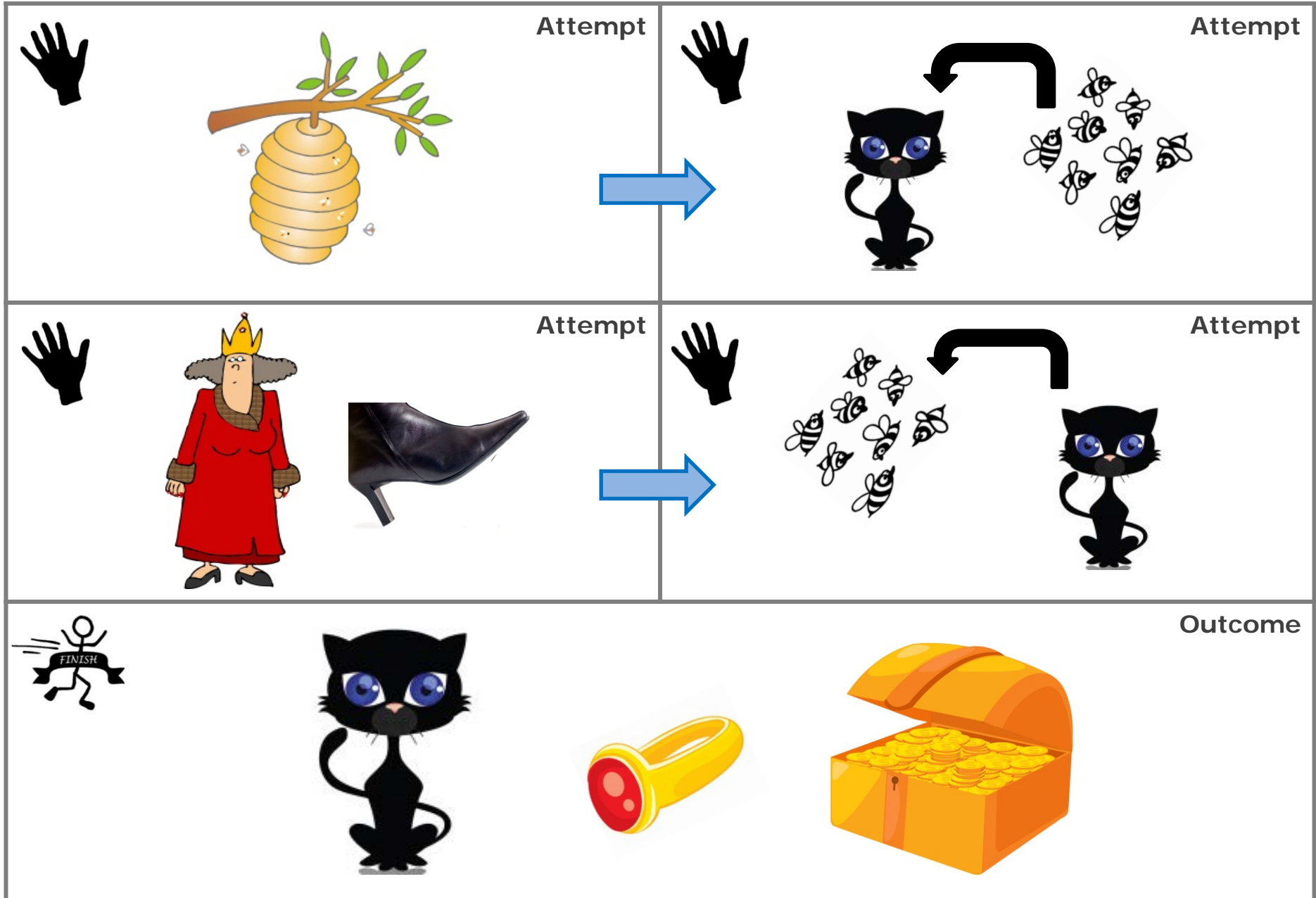
"I'm going to read some sentences. Talk with your partner and choose the Word to Know from your ring that answers the question. Hold it up so I can see the word you've chosen. Then I'll ask everyone to say the Word to Know together. Let's go..."























	<ul style="list-style-type: none"> • Which word would you use if you saw a tiger? (avoid) • Which word are you if you're trying to trick someone? (cunning) • What word do you use at a garage sale? (bargain) • Would you avoid or wise poison ivy? (avoid) • Is an older person usually wise or bargain? (wise) • Which word are you if you make a good decision? (wise) • TV advertisements can be _____. (cunning) • What is it called when you come to an agreement? (bargain) <p>“Now choose one word and make a sentence with that word; take turns talking with your partner.”</p> <p>Provide feedback and support as students use the words in sentences.</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say:</p> <p>“Use your word rings to tell each other the four new Words to Know you learned today. (allow talk time) Words help you understand what you read and hear; they help you say what you want to say. Tonight tell your family the four Word to Know we learned today.”</p>

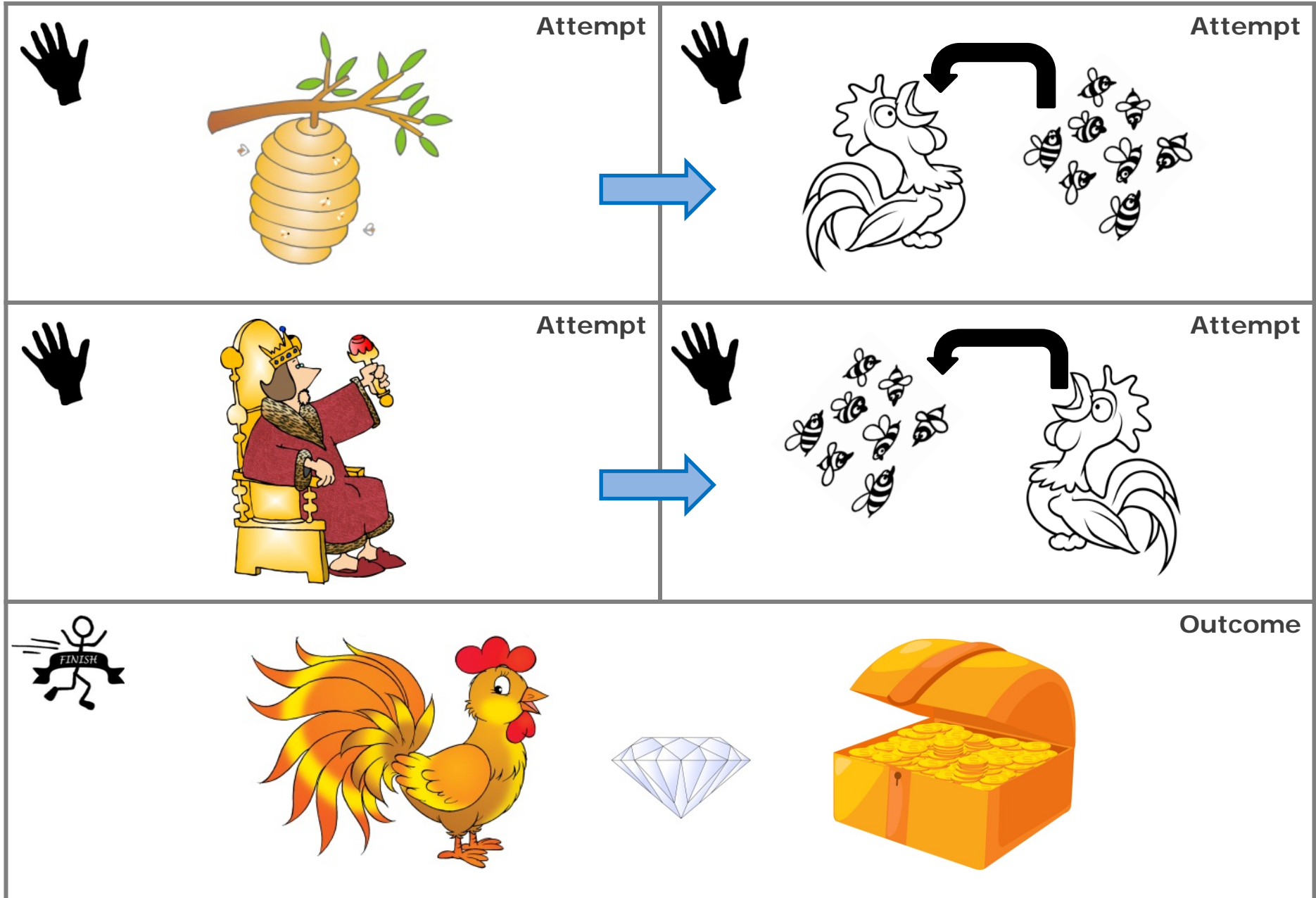
LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	INTEGRATION LESSON 10
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Retell a narrative that includes the <i>setting</i>, main <i>characters</i>, <i>goals</i>, <i>attempts</i>, and <i>outcome</i>. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Small Groups 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sentence strips or paper UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: bargain, avoid, wise, cunning Teacher Journal Lesson #10 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> You could assign groups of three in advance; each group will need a narrator, <i>character 1</i> (rooster/cat), and <i>character 2</i> (king/queen). It might be helpful for each group to include a student with good narration skills. You could write the name of a <i>character</i> on a sentence strip (or cut paper) for each student. Display teacher journal, pp. 1–2, a map of the story version generated in the I Do section of Lesson 11 as you retell the story during the I Do routine. Also use this story map template as the base for your classroom version during the We Do routine, taking out pictures and writing/drawing substitutions as needed. You could create a new story map on chart paper or use the blank story map on teacher journal, pp. 5–6 as well. Save the teacher journal (story map) for use in Lesson 13. Save the classroom version of the story for students to retell during the Close lesson. You could save the character strips for the Close lesson; the strips can be stapled together to become character 'crowns.' 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #3: BARGAIN, AVOID, WISE, CUNNING </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Once I had a watch that had different colored straps that I could change to match what I was wearing. Today we're going to change the story of Little Rooster to match what we'd like for a new version of the story, just like I changed the strap of my watch to match my outfit. We'll create a class version and then practice retelling the story so groups can present their retellings to the class. We're learning so much about our story that we'll be able to retell any story that we hear! Knowing how to retell a story helps you understand and remember the story."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the teacher journal. You could say: "I'm going to show you a story map of the version that I changed last time and retell the story using the story map. Then we'll make a classroom story version. Listen to me retell the story... (point to map as you retell)</p>	










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

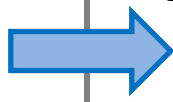
  <p>Setting</p>	  <p>Characters and Goal</p>   
  <p>Goal</p> <p>get rid of the cat</p>	  <p>Goal</p> <p>survive</p>
  <p>Attempt</p>	   <p>Attempt</p>
  <p>Attempt</p>	    <p>Attempt</p>








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



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



 <p>Attempt</p>	 <p>Attempt</p>
 <p>Attempt</p>	 <p>Attempt</p>
 <p>Outcome</p>	

LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 11
<p>SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u>.</p>		
<p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition. Sort words into semantic categories. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Rich Instruction <p>LESSON TEXT:</p> <ul style="list-style-type: none"> N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Bags <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Teacher Journal Lesson #11 (print or digital) Game mat for Lesson #11 Game cards for Lesson #11 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Each pair will need a game mat and game cards. Cut the game cards and put 16 randomly chosen cards into a bag for each pair of students. Leave the game mats uncut. If using the print version of the teacher journal, cut out the images for your word webs. Make copies of the blank web included with the teacher journal, if needed. You can display the digital teacher journal using an interactive whiteboard, place the images from the print journal on a blank word web, or create your own webs on chart paper. This lesson has the potential to last longer than 30 minutes. Move through the I Do and We Do sections quickly enough to teach the related words, but allow sufficient time to complete the practice activity during the You Do segment. WORDS TO KNOW <ul style="list-style-type: none"> bargain: To come to an agreement avoid: To stay away from wise: Showing very good sense cunning: Good at tricking others SUGGESTED RELATED WORDS <ul style="list-style-type: none"> bargain: (synonyms) <i>trade, deal</i> avoid: (synonyms) <i>hide, dodge</i> wise: (synonyms) <i>smart, clever</i>; (antonym) <i>foolish</i> cunning: (synonyms) <i>fool, deceive</i> 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Sometimes when I use a word, it's not exactly the one I want to say, but it's close. Some words have almost the same meanings, but they're not quite the same, like the words <i>talk</i> and <i>speak</i>. They are related words and mean almost the same thing. Today our purpose is to talk about related words for our Words to Know. We want to learn as many words as possible that belong with our new Words to Know. When we know many words we can say exactly what we want to say. Then we can understand and use words even better than we do now."</p>	

<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Think aloud as you model filling in a word web. Use the digital teacher journal and discuss the related words presented, or add words to your own web using the images from the print teacher journal.</p> <p>You could say: “I’m going to start with the word cunning. We know that it means ‘good at tricking others.’ When I think of the word cunning, other words come to mind like <i>fool</i>. Cunning people try to <i>fool</i> others, like the fisherman tries to fool the fish into biting the hook. Another word is <i>deceive</i>. A cunning person tries to <i>deceive</i>, or trick, someone. In stories, many times a fox is cunning and tries to <i>deceive</i> other characters. These words are related to cunning: <i>deceive</i> and <i>fool</i>.” (add <i>fool</i> and <i>deceive</i> to web)</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to create webs for the remaining words, inviting them to choose related words and explain why they are related. You could say: “Now let’s discuss the remaining Words to Know—wise, bargain, and avoid...</p> <p>(wise) “The next word is wise. A wise person shows very good sense. Tell me some other words that describe a wise person. (pause for response) <i>Smart</i> and <i>clever</i>. Those are two words that are related to wise; they mean about the same thing. (add words to web) Now let’s think of words that mean the opposite. If you don’t show very good sense, you would be... (pause for response) You would be <i>foolish</i>. That’s another word we can have on our web. (add to web)</p> <p>“Let’s think a minute about the difference between wise and cunning. Could you be both wise and cunning? (pause for response) No, because a wise person doesn’t try to trick people like a cunning person would. They show good sense.</p> <p>(bargain) “Let’s talk about bargain now. When you bargain, you come to an agreement. If you had a baseball or Pokémon card that another person wanted, what might you do? (pause for response) Good thinking. You might <i>trade</i> one card for another or make a <i>deal</i> with someone. (add words to web) You get something and the other person gets something. You are bargaining. What kind of bargain would a cunning person try to make? How about a wise person? (pause for discussion)</p> <p>(avoid) “Our last word is avoid. You stay away from something when you avoid it. What other words would describe avoid? (pause for response) Good ideas. Let’s put <i>hide</i> and <i>dodge</i> on our web. Would you avoid a cunning person? A wise person?” (pause for discussion)</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into pairs and distribute the game mats and game cards. You could say: “Each pair has a game mat and a bag of sixteen game cards. The game mat has <i>all</i> of the words. Each game card has one word and a picture on it. Your first job is to sort through all of your cards and find as many definition cards of the Words to Know as you have. Match what you have, laying them on the top of the game mat. Then find the pictures of the Words to Know. After that, find two related words that go with the words and lay them on the mat. You will not be able to use all of the cards, so take the extra cards and put them back in the bag.”</p> <p>Have students find matches for their game mats.</p>

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



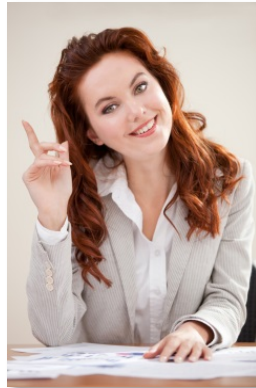
deceive



fool



cunning



clever



foolish
(opposite)



wise



smart



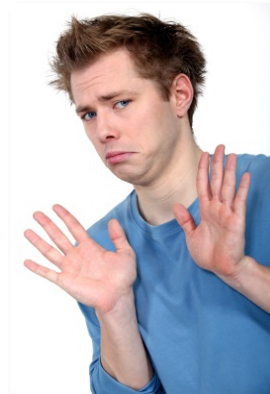
bargain



trade



deal



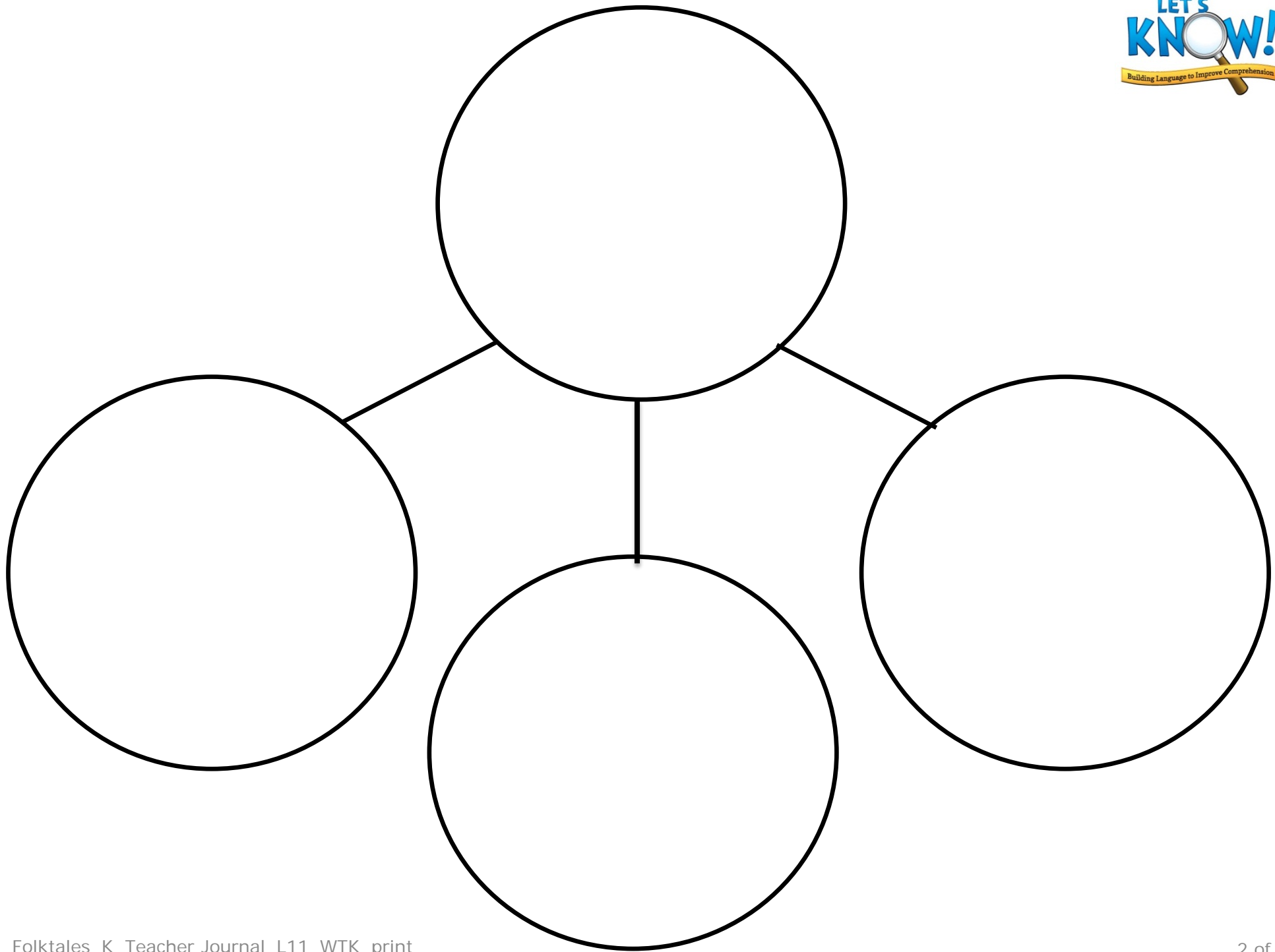
avoid

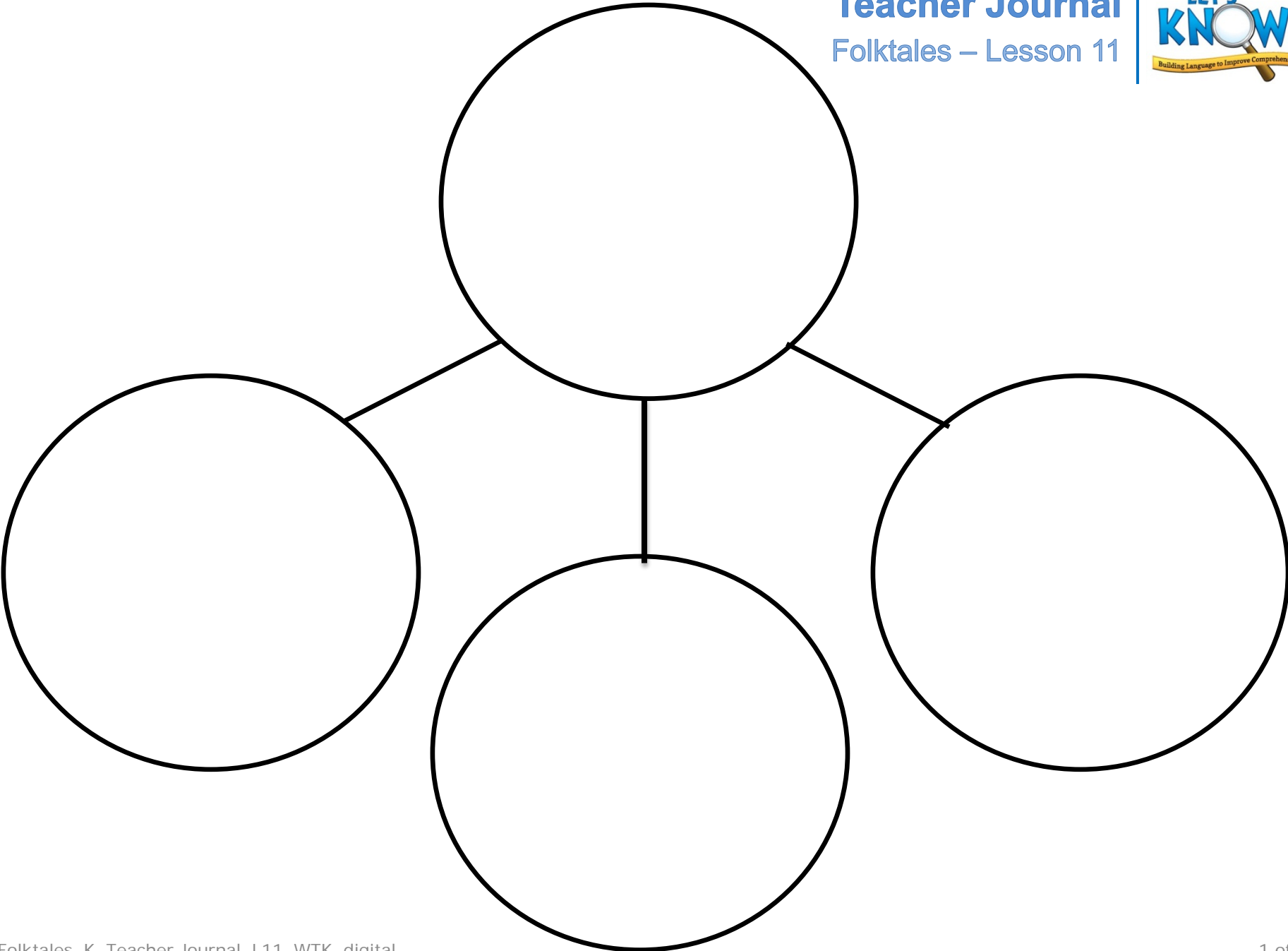


hide



dodge







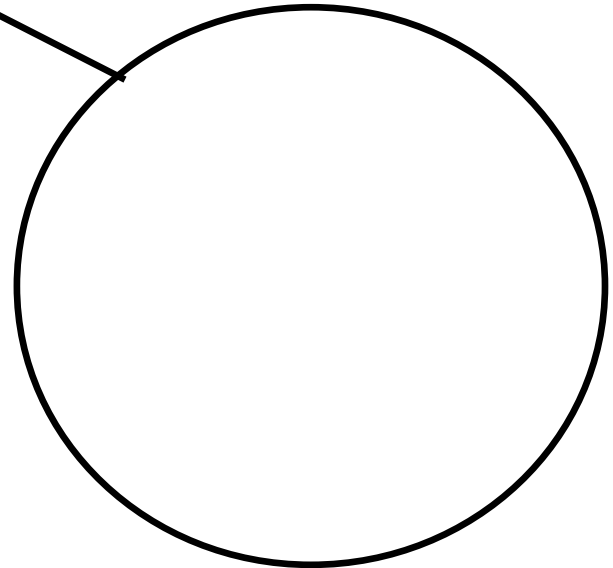
cunning



fool

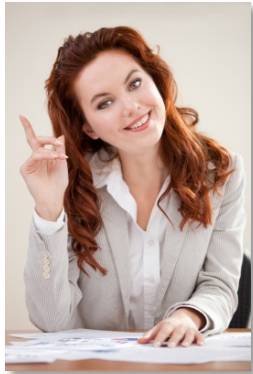


deceive





wise



clever



smart



foolish
(opposite)



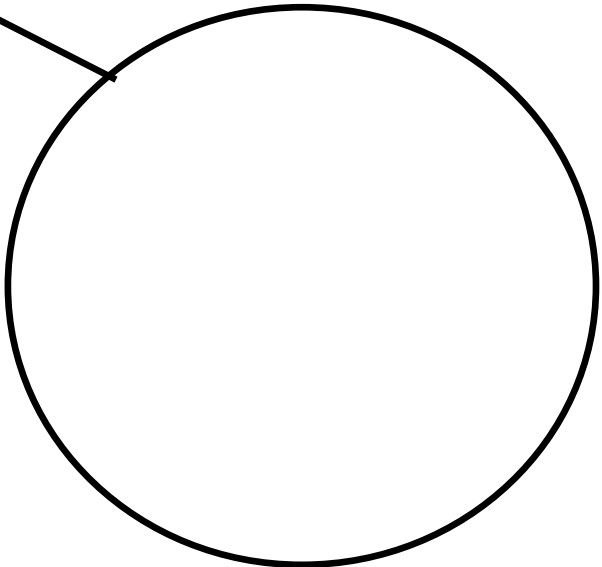
bargain



deal



trade





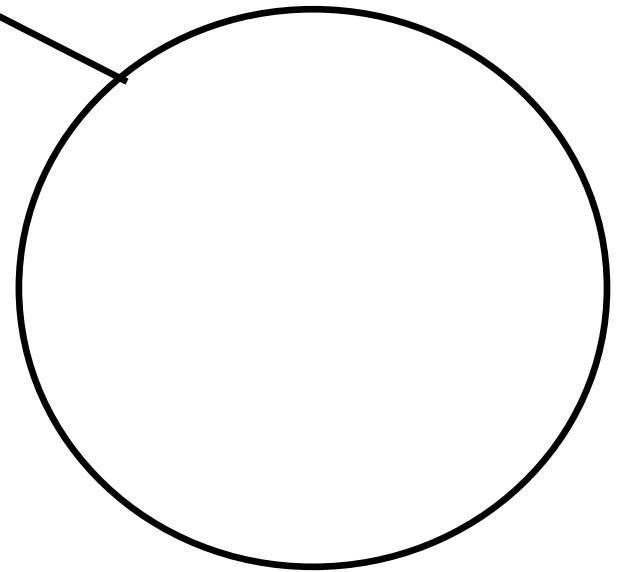
avoid



dodge



hide



wise
showing very
good sense



cunning
good at
tricking
others



avoid
to stay
away from



bargain
to come to an
agreement



wise



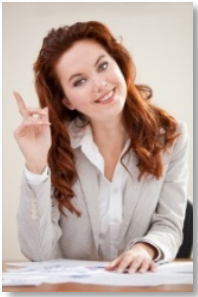
cunning



avoid



bargain



clever



fool

dodge



deal



smart



deceive



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trade



wise
showing very
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good at
tricking
others



avoid
to stay
away from



bargain
to come to an
agreement



wise



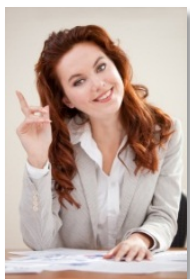
cunning



avoid



bargain



clever



fool

dodge



deal



smart



deceive



hide

trade




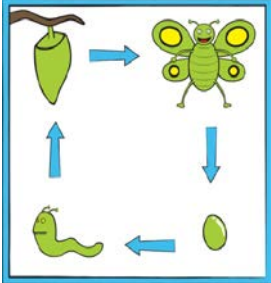

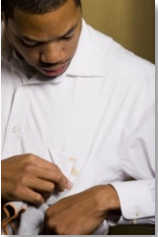

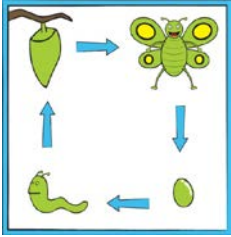

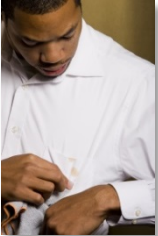

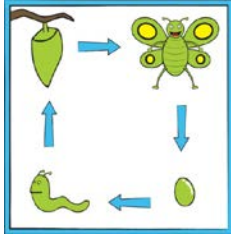

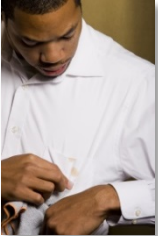

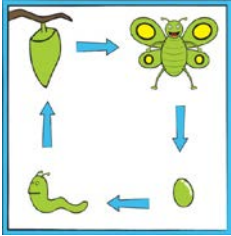


LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	WORDS TO KNOW PRACTICE LESSON 12
SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u> .		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Define words using a simple definition. Use words in spoken texts. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Small Groups 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Game pieces Dice Bags UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: bargain, avoid, wise, cunning Words to Know rings (all 8 words) Game cards for Lesson #12 Game boards from Animals unit, Lesson #20 	
<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 game cards for Lesson #12 and bag a set for each small group (3–4 students). Locate the game boards from Lesson #20 of the Animals unit or any other available game boards. Distribute a bag of 32 cards, a game board, game pieces, and a die to each group. During the game, students should ask their group for assistance when they're unsure how to answer correctly. They may also consult their Words to Know rings. The purpose is to have fun reviewing the words, not to test students. If students are unable to play games independently in small groups, you could play the game as a class and have the small groups check each student's response for accuracy before they roll the die and move on the board. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #4: BARGAIN, AVOID, WISE, CUNNING </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Sometimes I forget what words mean, so I have to go back and look them up or review what they mean. Then the next time I need to use the word, I can remember it better. Today we're going to review all of the words that we learned in this unit. We'll play a game at the end that you saw in an earlier unit. When we can understand and use many words, it helps us understand what we read and what other people say to us. We can use exactly the right word when we talk or write. Vocabulary is powerful!"</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>Pass out the Words to Know rings. You could say: "Let's quickly review all of the words using your word rings. Then I'll show you how to play the game.</p> <ul style="list-style-type: none"> Find the word sequence on your ring. Say the word sequence... Now say the definition with me: Sequence means 'one thing after another in order.' 	

	<ul style="list-style-type: none"> • Find the word cycle. Say the word cycle... Now say the definition with me: Cycle means ‘a sequence that happens over and over.’ • Find the word notice. Say the word notice... Now say the definition with me: Notice means ‘to pay attention to something you see or hear.’ • Find the word eager. Say the word eager... Now say the definition with me: Eager means ‘can’t wait to do something.’ • Find the word cunning. Say the word cunning... Now say the definition with me: Cunning means ‘good at tricking others.’ • Find the word wise. Say the word wise... Now say the definition with me: Wise means ‘showing very good sense.’ • Find the word avoid. Say the word avoid... Now say the definition with me: Avoid means ‘to stay away from.’ • Find the word bargain. Say the word bargain... Now say the definition with me: Bargain means ‘to come to an agreement.’” <p>Demonstrate how to play the vocabulary game. You could say: “When you play today’s game, you’ll pick a card. The card will have a picture of one of the Words to Know. If there’s just a picture, you can say the Word to Know. If it has another word with it, you have to say the definition, a related word, or a sentence using the word. Let’s me show you how... (draw card) This first card has a picture of [bargain] and it says [<i>sentence</i>], so I would [say a sentence] for [bargain] like, ‘[My mom likes to bargain at yard sales].’ Then I roll the die and move that number of spaces on the game board. (draw another card) The next card has a picture of [cunning] and says [<i>definition</i>], so I would say, ‘[Cunning means good at tricking others].’ Then I roll and move my game piece.”</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 groups and pass out the materials for the game. Practice playing the game with students.</p> <p>You could say: “Let’s practice a few turns together. (draw card) The next card says [<i>related word</i>] and has a picture of [cycle]. In your groups, the oldest player can start first. Tell your group a related word for [cycle]. (allow talk time) Did everyone answer correctly? If so, the player can roll and move on the board. Now we’ll play one more turn, this time your group member can draw the card. The person to the right can pick up the top card and give an answer. (allow time for students to play) Stop and we’ll make sure everyone knows what to do; then you can really start playing.” Answer any questions students have before moving to independent practice.</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>Have students play the game with their groups. You could say: “Now your group can play. If you have questions about the game or the words while you are playing, raise your hand.” Monitor small groups as they play the game, noting how well they generate definitions, related words, and sentences. Provide support for those needing help, and suggest that they also reference their Words to Know rings.</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: “Your brains must be popping with all of the new words you’ve been learning! Say the Word to Know for this definition...”</p>

- Good at tricking others (**cunning**)
- A sequence that happens over and over (**cycle**)
- Can't wait to do something (**eager**)
- To stay away from (**avoid**)
- To pay attention to something you see or hear (**notice**)

As you learn more words, your vocabularies grow larger and you have more words that you understand and use. Keep adding words that you read and hear and you will be successful readers, speakers, writers, and listeners!"

			
<p>DEFINITION</p> 	<p>DEFINITION</p> 	<p>DEFINITION</p> 	<p>DEFINITION</p> 
<p>SENTENCE</p> 	<p>SENTENCE</p> 	<p>SENTENCE</p> 	<p>SENTENCE</p> 
<p>RELATED WORD</p> 	<p>RELATED WORD</p> 	<p>RELATED WORD</p> 	<p>RELATED WORD</p> 



DEFINITION

DEFINITION

DEFINITION

DEFINITION



SENTENCE

SENTENCE

SENTENCE

SENTENCE



RELATED WORD

RELATED WORD

RELATED WORD

RELATED WORD









WEEKLY LESSON PLANNER

FOLKTALES

Week 4	Assessment	Assessment	Assessment	Lesson 13
Lesson Type	SMWYK	SMWYK	SMWYK	Close
Objectives	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. 	<ul style="list-style-type: none"> Retell a narrative that includes the <i>setting</i>, main <i>characters</i>, <i>goals</i>, <i>attempts</i>, and <i>outcome</i>.
Lesson Texts	<ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald 	<ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald 	<ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald 	<ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> Document camera or interactive whiteboard  Sentence strips or paper  Props (optional)  Digital video camera (optional) 
Unit Materials Provided	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) 	<ul style="list-style-type: none"> Teacher Journal from Lesson #10



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LARRC

Language and Reading Research Consortium

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SMWYK: These materials not available for download.

LET'S KNOW! KINDERGARTEN	FOLKTALES CYCLES AND SEQUENCES	CLOSE LESSON 13
<p>SHOW ME WHAT YOU KNOW! We will present retellings of our own version of <u>Little Rooster's Diamond Button</u>.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Retell a narrative that includes the <i>setting</i>, <i>main characters</i>, <i>goals</i>, <i>attempts</i>, and <i>outcome</i>. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Retelling <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>Little Rooster's Diamond Button</u> by Margaret Read MacDonald <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Small Groups 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Document camera or interactive whiteboard Sentence strips or paper Props (optional) Digital video camera (optional) <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Teacher Journal from Lesson #10 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... The Close lesson is designed to take 60 minutes but may run longer depending on students' engagement with the project. Preplanning will help you structure the lesson so that you have the maximum time for students' story retells. You could break this lesson into two sessions, if needed. <ul style="list-style-type: none"> You could modify the lesson to retell the original story of <u>Little Rooster's Diamond Button</u> instead of retelling a classroom version of the story. The teacher journal includes a story map for the 'black cat' story and the original story. Make <i>character</i> 'crowns' by stapling sentence strips (or cut paper) labeled with the <i>character</i> names. The crowns can be illustrated with jewels or pictures to denote the <i>characters</i> in the story. Gather or create props students can wear/use as they retell the story (e.g., crowns, masks, cat ears, cat tails, rings, 'diamond' buttons, and so on). You could use classroom furniture or put tape on the floor to represent the well, fire, beehive, throne, or other <i>settings</i> and objects from your story. You may want to bring in a digital camera or other device with video capabilities to record the performances and document students' progress with retelling. Allow plenty of time for each group to present their retellings of the story. You can display the story map to help students remember to include each story element as they present. 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Today is our very last lesson in the Folktales unit, and you all will be retelling folktales, like storytellers that you hear at the library or on TV. How exciting! We know that when we can retell stories we really understand the meaning of the story, just like good readers and listeners. Let's get started!"</p>	
<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Model retelling your classroom story version for students. You could say: "I'm going to use the story map that we made during our last retell lesson to retell the story; it will remind you of the story your group will retell today. I will make sure to include all the story elements from the map. Then you can practice with your group once. After that, you'll take turns presenting your retelling to the class.</p> <p>"Listen to me retell our version of the story..."</p> <p>Use the story map from Teacher Journal Lesson #10 to retell the story for students, adding details to make the retell entertaining.</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Have students practice retelling the story in their small groups of three. Leave the story map displayed.</p> <p>You could say: “Now it’s time for you and your group to practice telling the story once. If you have questions or need help, raise your hand and ask for help.”</p> <p>Circulate the room to monitor the groups. Provide feedback and offer support to students who have difficulty with retelling or saying their dialogue.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have each group present their retell to the class, using any props you have provided. You may need to provide verbal and gestural prompts to assist students during their retells.</p> <p>You could say: “Now it’s time for our presentations of [<u>Little Rooster’s Diamond Button</u>]...”</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we retold our own version of <u>Little Rooster’s Diamond Button</u>. You changed parts of the story to make a new story and then retold it to the class. Tell your partners your very favorite part of the story. (allow brief talk time) We have learned a lot about folktales and about story telling in our Folktales unit. I know that you will keep telling stories. You’ll want to tell your friends and family about what you did today—you retold a story to the class. Very cool!”</p>



Unit Resources

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



Teacher's Bookshelf

Folktales – Kindergarten

Required Books:

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

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

Optional Books:

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

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

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

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

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

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

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

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

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

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

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

Juan Bobo Goes to Work:
A Puerto Rican Folk Tale
by Marisa Montes
ISBN-10: 0688162339
ISBN-13: 978-0688162337

Two Ways to Count to Ten: A Liberian Folktale
by Ruby Dee
ISBN-10: 0805013148
ISBN-13: 978-0805013146

How Tiger Got His Stripes:
A Folktale from Vietnam
by Rob Cleveland
ISBN-10: 0874857995
ISBN-13: 978-0874837995

Tony's Bread
by Tomie dePaola
ISBN-10: 0698113713
ISBN-13: 978-0698113718

The Tale of Rabbit and Coyote
by Tom Johnston
ISBN-10: 0698116305
ISBN-13: 978-0698116306

The Magic Apple:
A Folktale from the Middle East
by Rob Cleveland
ISBN-10: 0874838002
ISBN-13: 978-0874838008

Why the Sky Is Far Away : A Nigerian Folktale
by Mary-Joan Gerson
ISBN-10: 0316308749
ISBN-13: 978-0316308748

The Boy from the Dragon Palace
by Margaret Read MacDonald
ISBN-10: 0807575135
ISBN-13: 978-0807575130

The Hidden Feast
by Martha Hamilton
ISBN-10: 0874837588
ISBN-13: 978-0874837582

Zomo the Rabbit:
A Trickster Tale from West Africa
by Gerald McDermott
ISBN-10: 0152010106
ISBN-13: 978-0152010102

Go To Sleep, Gecko! A Balinese Folktale
by Margaret Read MacDonald
ISBN-10: 0874837804
ISBN-13: 978-0874837803

The Merchant and the Thief:
A Folktale from India
by Ravi Zacharias
ISBN-10: 0310716365
ISBN-13: 978-0310716365

The Three Wishes
by M. Jean Craig
ISBN-10: 0590417444
ISBN-13: 978-0590417440

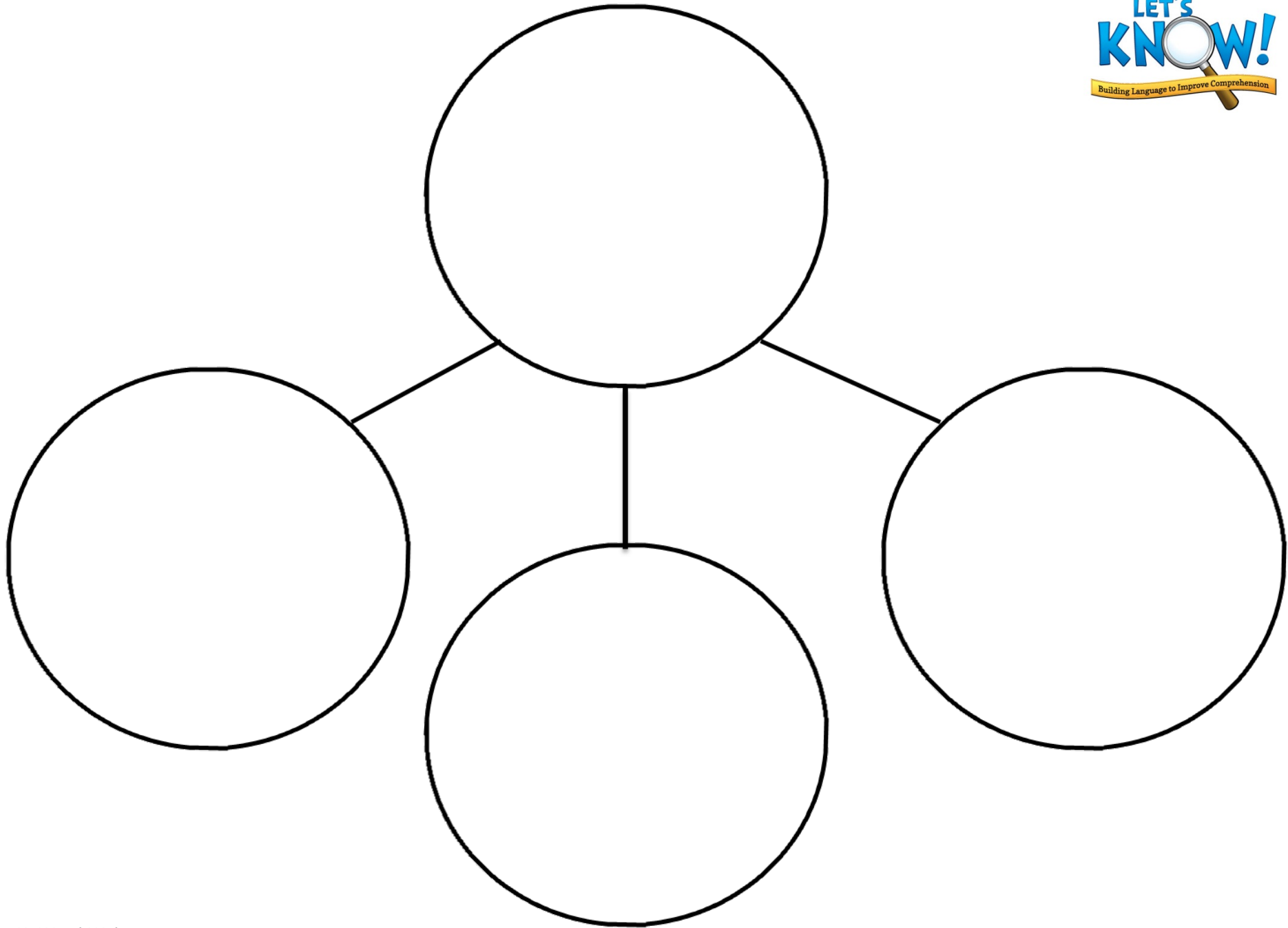
The Magic Fish
by Freya Littledale
ISBN-10: 0590411004
ISBN-13: 978-0590411004

The Lost Horse:
A Chinese Folktale
by Ed Young
ISBN: 10: 0152010165
ISBN:-13: 978-0152010164

Dancing Turtle: A Folktale from Brazil
by Pleasant DeSpain
ISBN-10: 087483502X
ISBN-13: 978-0874835021

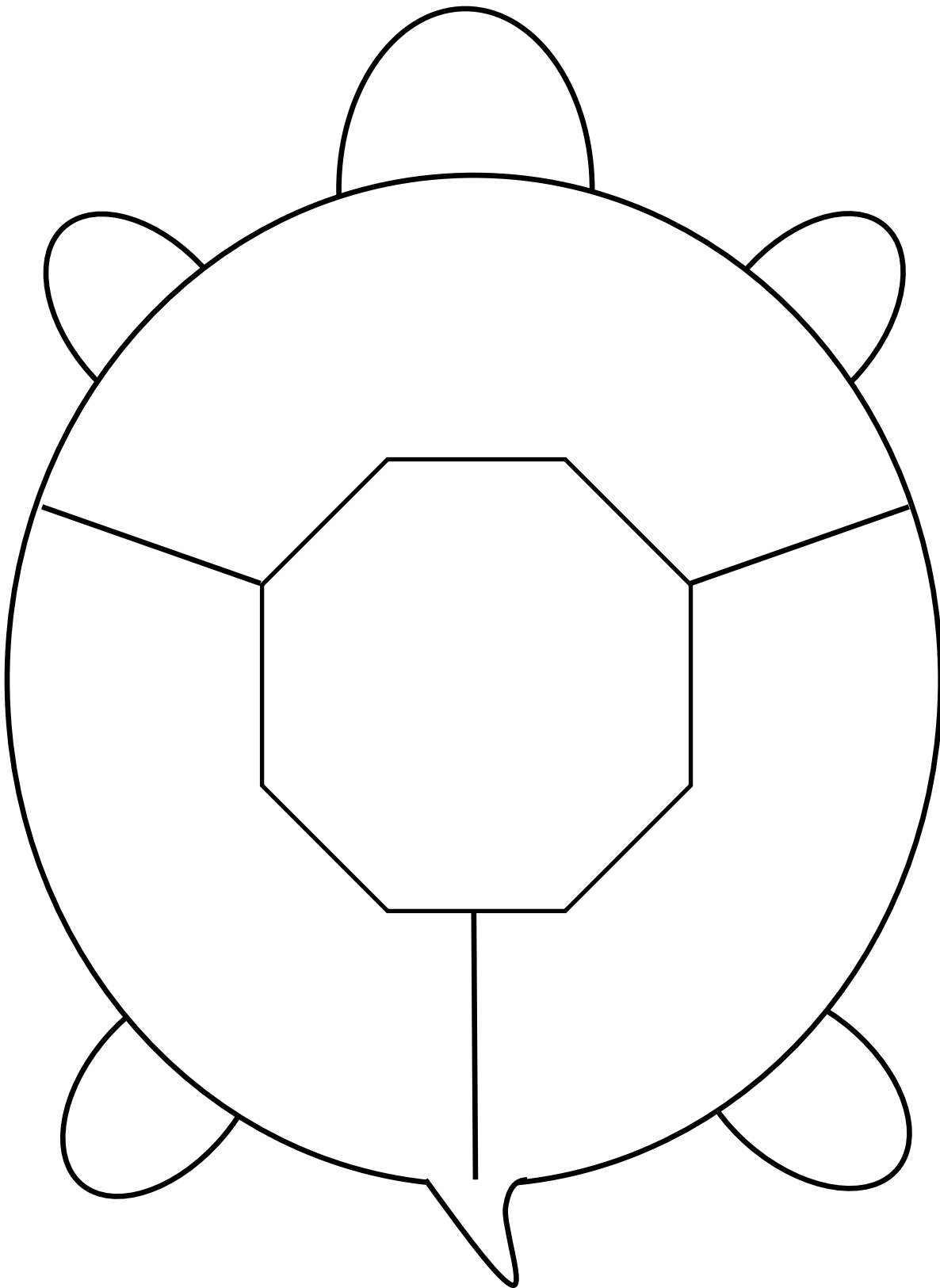
Anansi and the Talking Melon
by Eric A. Kimmel
ISBN-10: 0823411672
ISBN-13: 978-0823411672

The First Strawberries
by Joseph Bruchac
ISBN-10: 0140564098
ISBN-13: 978-0140564099



Turtle Word Web

Kindergarten





Unit Vocabulary

Folktales – Kindergarten

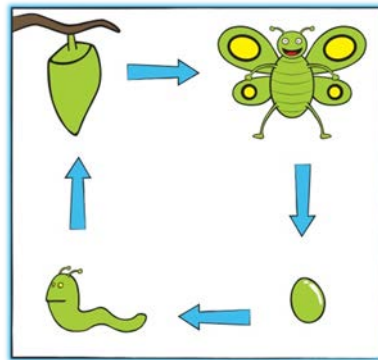
Sequence

One thing after another in order



Cycle

A sequence that happens over and over



Eager

Can't wait to do something



Notice

To pay attention to something you see or hear



Bargain

To come to an agreement



Avoid

To stay away from



Wise

Showing very good sense



Cunning

Good at tricking others



Sequence

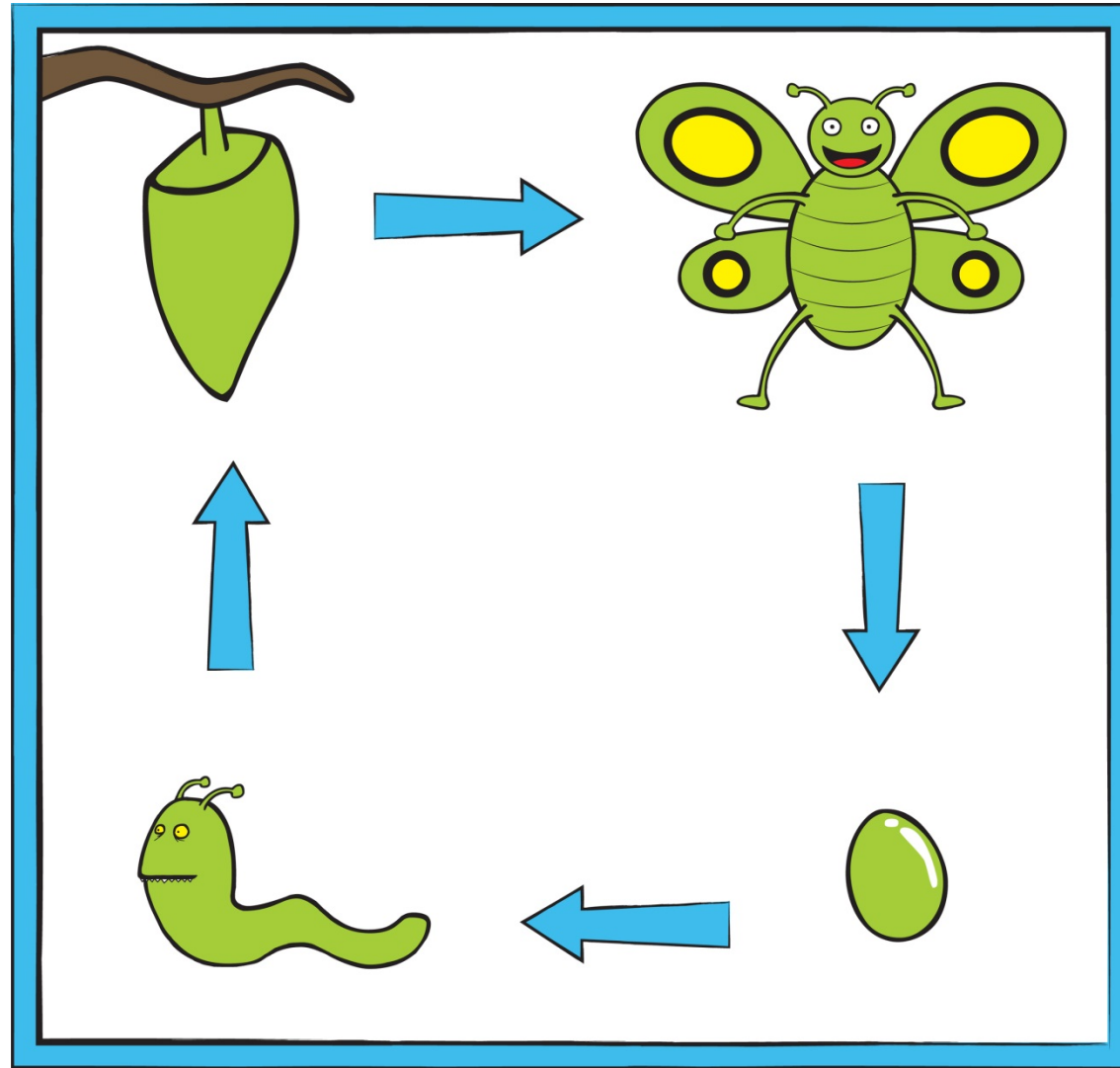




Sequence

One thing after
another in order

Cycle





Cycle

A sequence that
happens over and over

Eager





Vocabulary Picture Card

Folktales – Word 3 – Eager

Eager

Can't wait to do something

Notice





Notice

To pay attention to
something you see or hear

Bargain





Vocabulary Picture Card
Folktales – Word 5 – Bargain

Bargain

To come to an agreement

Avoid





Vocabulary Picture Card

Folktales – Word 6 – Avoid

Avoid

To stay away from

Wise





Vocabulary Picture Card

Folktales – Word 7 – Wise

Wise

Showing very good sense

Cunning





Vocabulary Picture Card
Folktales – Word 8 – Cunning

Cunning

Good at tricking others

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

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

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

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



WRAP Set 1 – Lesson 4

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



WRAP Set 2 – Lesson 5

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



WRAP Set 3 – Lesson 10

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



WRAP Set 4 – Lesson 12

Present the WRAP sentences before beginning the lesson.

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