



FOLKTALES

PreK

LARRC

Language and Reading Research Consortium

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This curriculum supplement was developed by the Language and Reading Research Consortium (LARRC). This work was supported by grant #R305F100002, which is part of the U.S. Department of Education Institute of Education Sciences' Reading for Understanding Initiative. The views presented in this work do not represent those of the federal government, nor do they endorse any products or findings presented herein.

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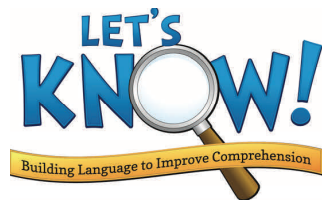
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Citation for this supplement: Language and Reading Research Consortium (LARRC; 2013). Let's Know! Columbus, OH: The Ohio State University

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UNIT VOCABULARY

Sigh

Breathe out deeply, often with sadness



Guard

To protect a person or place from harm



Goal

Something that you want to do or finish



Folktale

A story passed down from generation to generation



Curious

Really want to find out



Grain

The seed of a cereal plant



Suspicious

To not trust something because something is not right about it



Attempt

To try to do something



Pre-Kindergarten | **FOLKTALES**

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Week 1

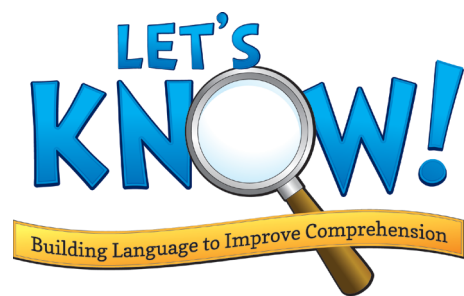
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Unit Resources

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



UNIT OVERVIEW

FOLKTALES

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

CAUSE AND EFFECT

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

CLOSE PROJECT

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

UNIT TEXTS

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

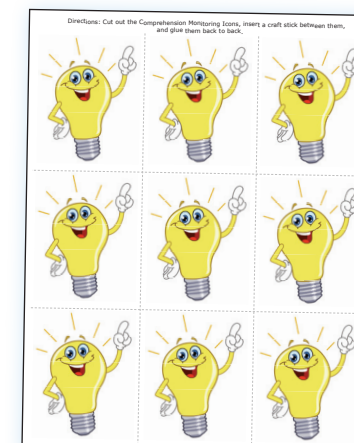
- The Little Red Hen by Carol Ottolenghi
- Borreguita and the Coyote by Verna Aardema

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

UNIT MATERIALS



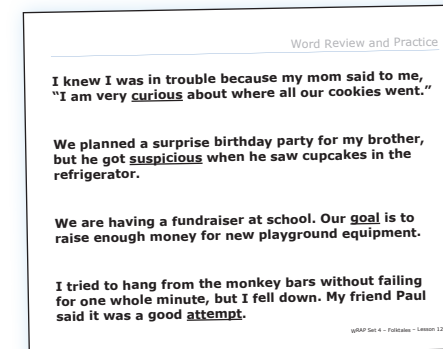
Teacher Journal*



Comprehension Monitoring Icons



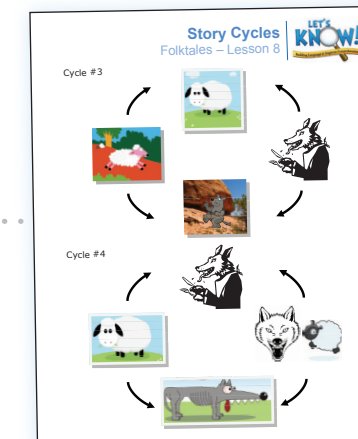
Student Journal



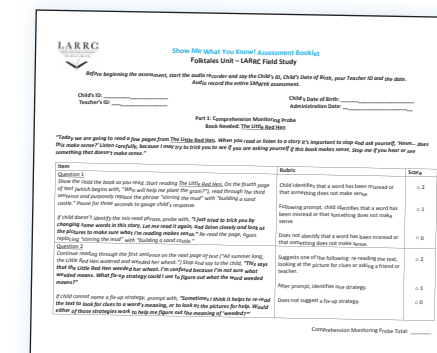
WRAP sets



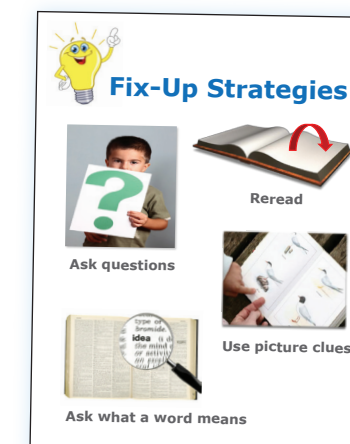
Vocabulary Picture Cards



Supplemental Materials*



Show Me What You Know Assessment



Fix-Up Strategies Poster

UNIT SCHEDULE

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	Lesson 3	Words to Know
	Lesson 4	Integration
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	Lesson 7	Integration
	Lesson 8	Integration Practice
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	Lesson 10	Integration
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	Lesson 12	Words to Know Practice

Week 4	SMWYK Assessments
	SMWYK Assessments
	SMWYK Assessments
	Lesson 13 Close

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



Study Resources

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



Teaching Techniques

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



Teaching Techniques

Read to Me – Rich Discussion

TEACHING TECHNIQUE INTRODUCTION

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

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

STEPS TO USING RICH DISCUSSION

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

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

Narrative texts...

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

Expository texts...

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

Guidelines for discussion:

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

(Narrative/Expository)



Teaching Techniques

Read to Me – Comprehension Monitoring

TEACHING TECHNIQUE INTRODUCTION

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

OUTLINE OF TEACHING SEQUENCE

I Do:

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

We Do:

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

You Do:

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

Close:

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



Teaching Techniques

Read to Me – Predicting

TEACHING TECHNIQUE INTRODUCTION

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

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

PREDICTING INVOLVES...

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

HELPING STUDENTS TO PREDICT...

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

FIVE COMPONENTS OF EXPLICIT TEACHING OF COMPREHENSION STRATEGIES

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

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

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

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

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

3. Collaborative use of the strategy in action.

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

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

Early on...

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

Later on...

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

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

5. Independent use of the strategy.

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

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

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

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

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

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

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

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

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

Early on...

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

Later on...

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

5. *Independent use of the strategy.*

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

References

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



Teaching Techniques

Words to Know – Rich Vocabulary Instruction

TEACHING TECHNIQUE INTRODUCTION

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

OUTLINE OF TEACHING SEQUENCE

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

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

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

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



Teaching Techniques

Integration – Inferencing

TEACHING TECHNIQUE INTRODUCTION

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

OUTLINE OF TEACHING SEQUENCE

Before the lesson:

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

I Do:

Begin by asking inferential questions and modeling making inferences.

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

We Do:

Gradually release responsibility for question generating and answering to students.

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

You Do:

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

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

(Narrative/Expository)

Close:

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

CATEGORIES AND EXAMPLES OF INFERENTIAL QUESTIONS

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

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

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



Teaching Techniques

Integration – Retelling

TEACHING TECHNIQUE INTRODUCTION

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

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

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

OUTLINE OF TEACHING SEQUENCE

Sample Instructional Sequence for Teaching Retelling

[Day 1]

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

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

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

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

(Narrative)

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

3) Retell the story.

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

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

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

[Day 2]

1) Review the story elements and story element icons.

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

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

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

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

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

(Narrative)

References

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- van den Broek, P., Kendeou, P., Lousberg, S., & Visser, G. (2011). Preparing for reading comprehension: Fostering text comprehension skills in preschool and early elementary school children. *International Electronic Journal of Elementary Education*, 4(1), 259-268.



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"> Identify when something in the text does not make sense. Participate in collaborative conversations about the book. 	<ul style="list-style-type: none"> Define target vocabulary words. 	<ul style="list-style-type: none"> Sort target vocabulary words into semantic categories. 	<ul style="list-style-type: none"> Retell a narrative including story elements.
Lesson Texts	<ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi 📖 	<ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi 📖 	<ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi 📖 <u>Borreguita and the Coyote</u> by Verna Aardema 📖 	<ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi

Materials

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



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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

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

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

You could say:

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

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

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

WE DO

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

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

You could say:

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

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

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

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

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

<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>After reading, facilitate a rich discussion of the story. This should be a teacher-led but student-dominated conversation. Prompt students to take multiple turns, to elaborate on their ideas, and to use higher-level language.</p> <p>You could say: “Did you recognize that story as a folktale you have heard before? The Little Red Hen did not get any cooperation from her friends on the farm. Now let’s discuss some questions about our story...”</p> <p>You could use the following questions to facilitate rich discussion:</p> <ul style="list-style-type: none"> • Why do you think the Little Red Hen’s animal friends were so lazy? • Why didn’t the animals just go to the store and buy some bread? • Can you tell us about a time when you didn’t help with something and someone asked you to? How did that make you feel?
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “You did a great job listening to our first folktale, <u>The Little Red Hen</u> and answering questions. What do we do when we are reading and listening and something we hear does not make sense? (pause for response) That’s right; we stop and use a fix-up strategy. (point to Fix-Up Strategies Poster) Let’s review the fix-up strategies we can use if something doesn’t make sense. (briefly review the four strategies) Next time someone reads to you, maybe you can teach them how to stop when something doesn’t make sense and talk about the book while you are reading together.”</p>

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

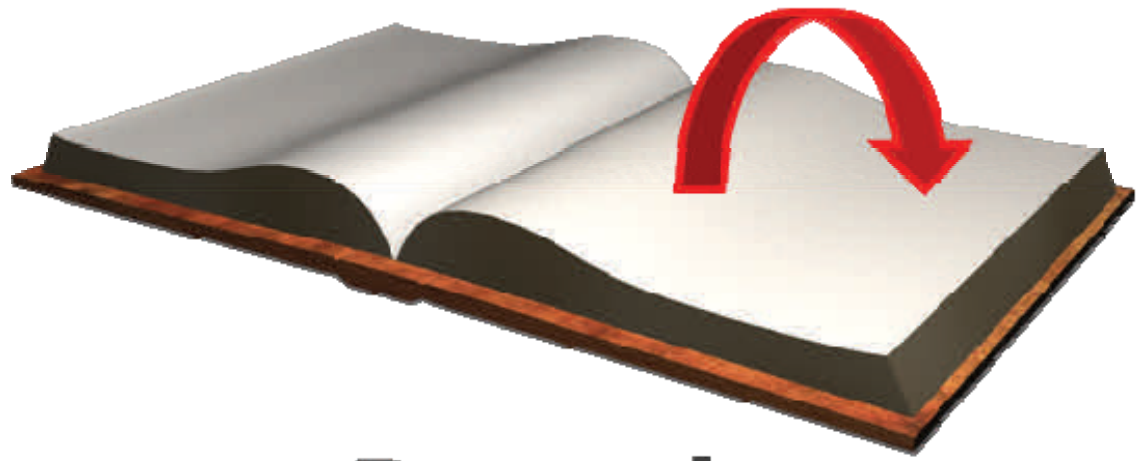


Directions: Cut out the Comprehension Monitoring Icons, insert a craft stick between them, and glue them back to back.





Fix-Up Strategies



Reread



Ask questions



Use picture clues



Ask what a word means

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

I Do/
WE DO

Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in You DO. Show a completed sample if appropriate.

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

For sigh, you could say:

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

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

Display folktale books. You could say:

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

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

For grain, you could say:

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

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

For guard, you could say:

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

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

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

<p>You Do</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Let’s practice our four new words—sigh, folktale, grain, and guard—and what they mean...”</p> <ul style="list-style-type: none"> • Sigh if I say something that would make you breathe out loudly, with sadness. <ul style="list-style-type: none"> ○ Your best stuffed animal fell in the bathtub. ○ Your mom made you an ice cream cone. ○ Your friend won’t let you join him in the sandbox. ○ You lost your super hero figure on the playground. • Turn to your partner and answer this question: <ul style="list-style-type: none"> ○ Is a story told out loud a folktale or a sigh? ○ Is a story passed down from one generation to the next a folktale or a guard? ○ Do we listen to grains or folktales? • Now say ‘guard’ if I name something or someone you might guard to keep them safe. <ul style="list-style-type: none"> ○ Your pet on a busy street. ○ A younger child visiting our classroom. ○ Your bedroom from your little sister. ○ The trash in the trash can. • If the food I name is a seed from a cereal plant, say ‘grain.’ <ul style="list-style-type: none"> ○ rice ○ meatball ○ corn ○ wheat”
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “It’s important to understand words and what they mean so we can use them when we talk and understand them when we hear them. Good readers study words to help them understand what they read and hear. Our four new words are sigh, folktale, grain, and guard. I am going to say a definition that we learned today and you say the word that goes with the definition...”</p> <ul style="list-style-type: none"> • A story passed down from generation to generation (folktale) • To protect a person or place from harm (guard) • Breathe out deeply, often with sadness (sigh) • The seed of a cereal plant (grain) <p>If you hear one of our words when we are talking or reading, tell me or a friend the definition of the word you hear. It will help all of us learn these words.”</p>

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

I Do

Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in You DO. Show a completed sample if appropriate.

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

For sigh, you could say:

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

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

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

For folktale, you could say:

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

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

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

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

You could say:

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

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

WE DO

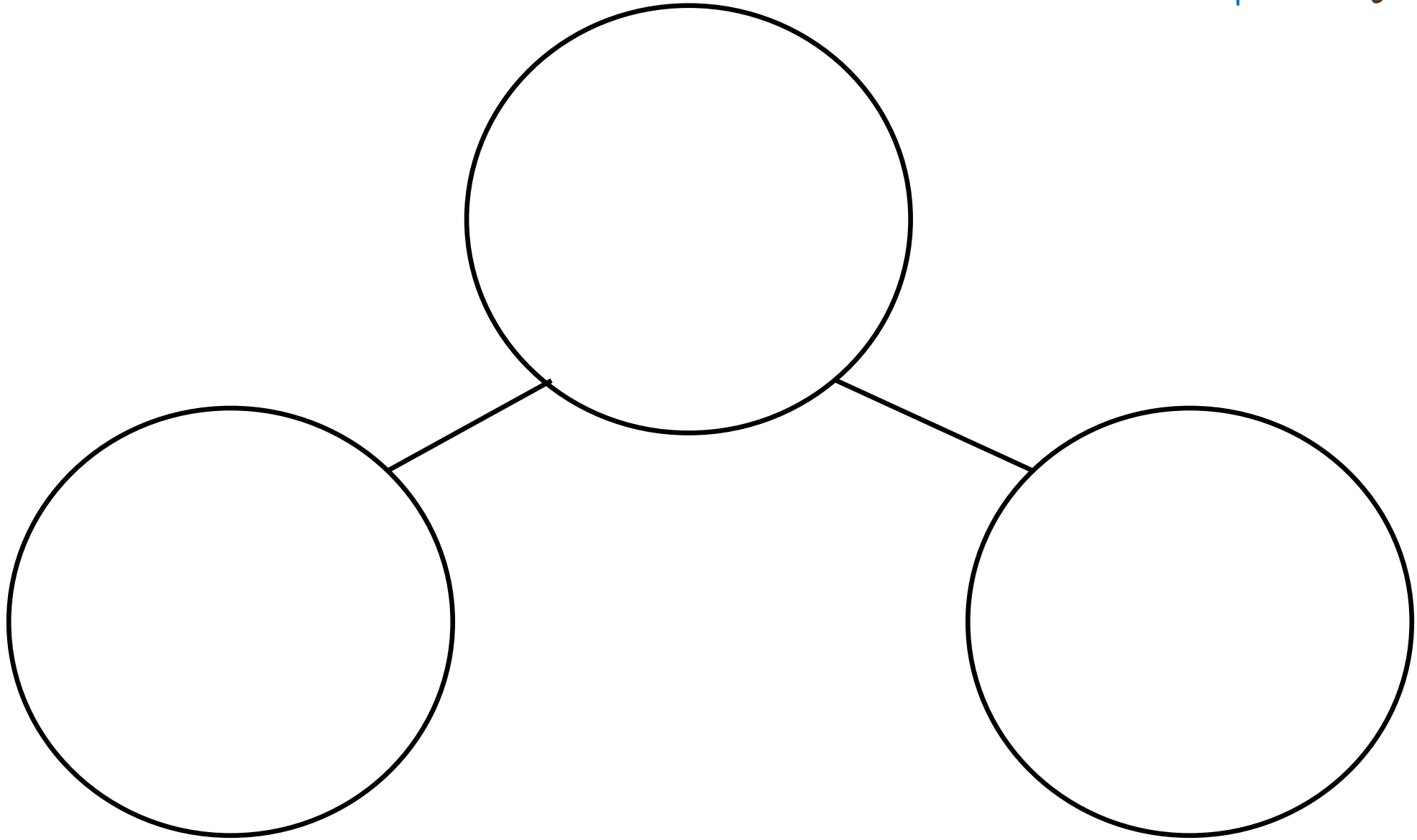
Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.

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

For guard, you could say:

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

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





sigh



complain



whine



grain



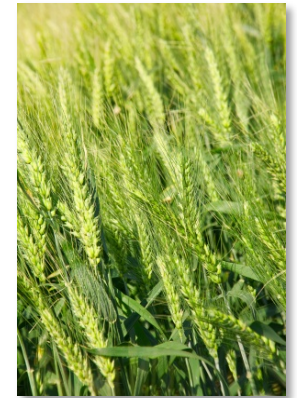
folktale



fairy tale



'The Little Red Hen'



plant



guard



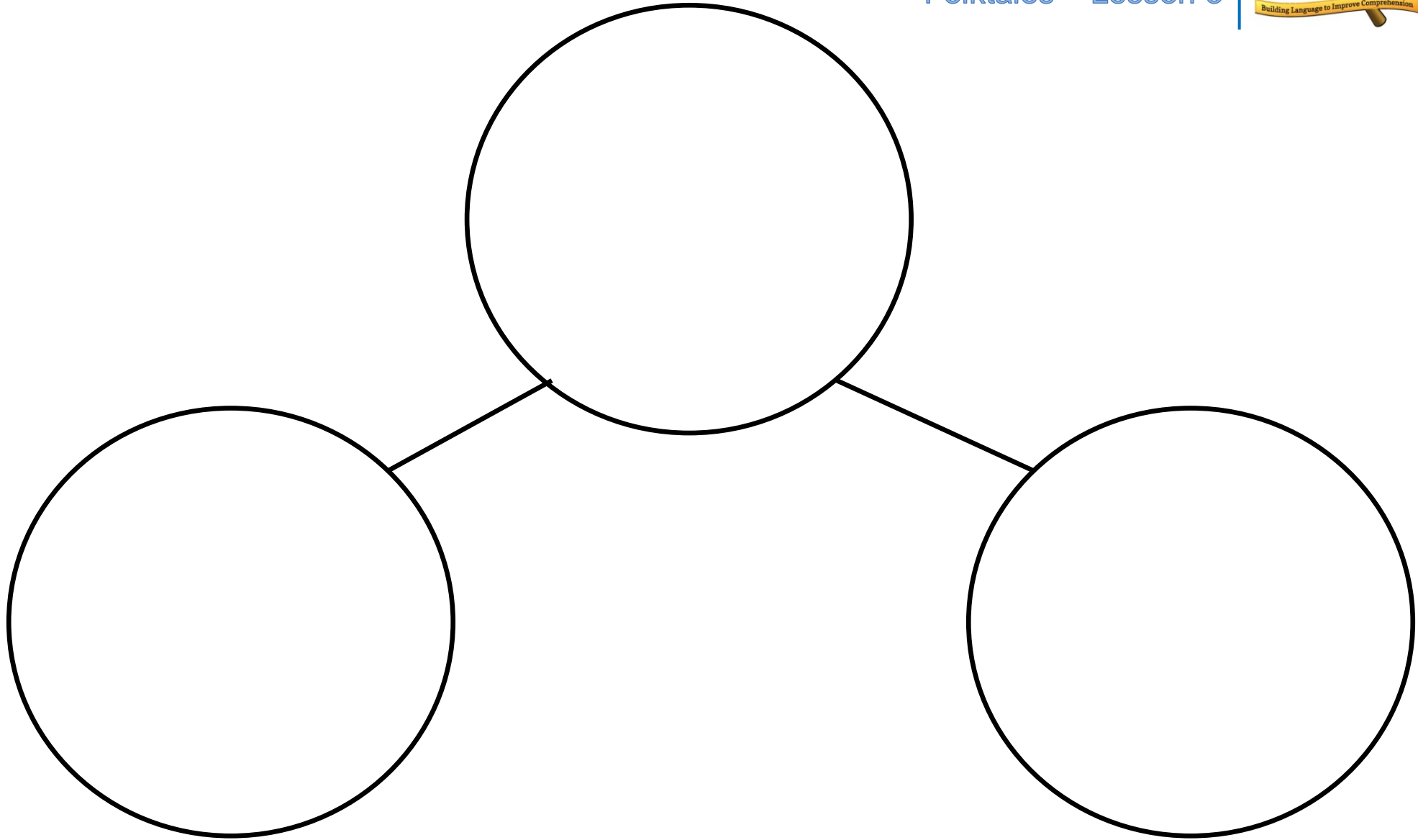
protect



shelter

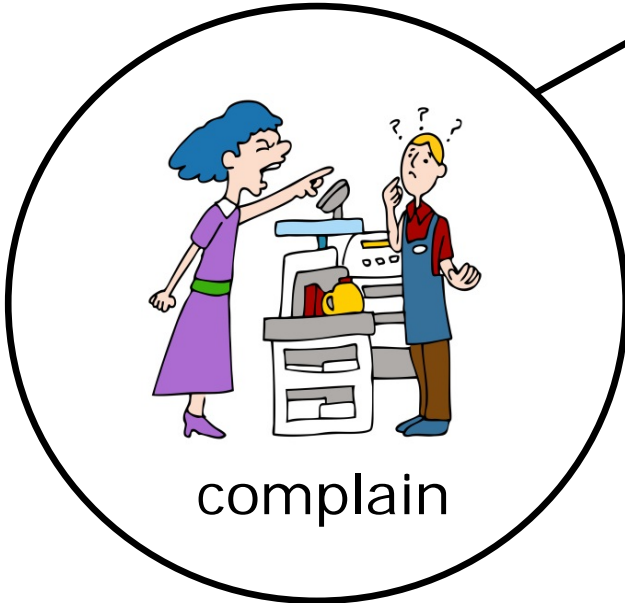


seed

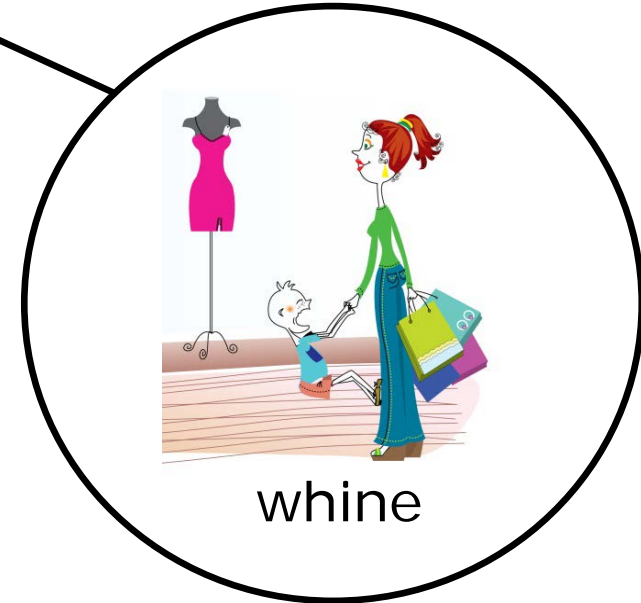




sigh



complain



whine



folktale



fairy tale



**'The Little
Red Hen'**



grain



plant



seed



guard



protect



shelter

sigh



sigh



complain



whine



moan

folktale



folktale



fairy tale



'The Little Red Hen'



story

guard



guard



protect



shelter



watch

grain



grain



plant



seed



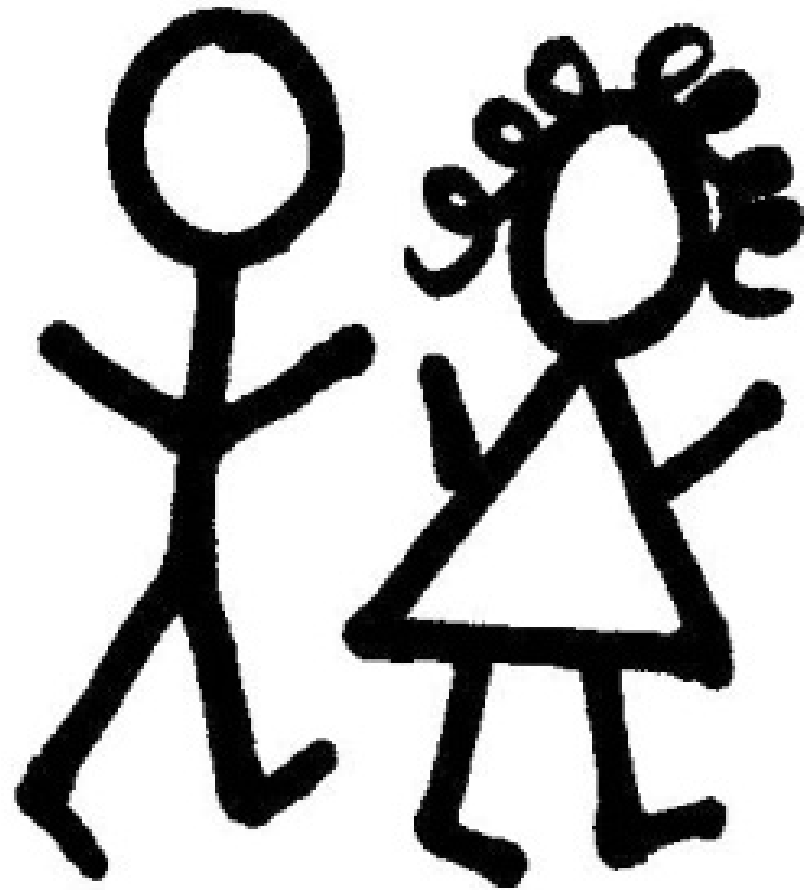
kernel

LET'S KNOW! PREK	FOLKTALES CAUSE AND EFFECT	INTEGRATION LESSON 4
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> Retell a narrative including story elements. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera, whiteboard, or chart paper Bags or paper clips UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: sigh, folktale, grain, guard Story Element Icons Picture cut-outs for Lesson #4 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Cut out the picture cut-outs for this lesson. Each pair of students will need a set. Use the Story Element Icons and bookmarks provided with the Fiction unit to review the story elements. The story elements taught are <i>setting, character, goals, attempts</i> (to reach <i>goals</i>), and <i>outcome</i>. If you teach other elements, you may want to include them. However, the Story Element Icons and associated names should be taught in the <i>Let's Know!</i> lessons since the Show Me What You Know assessment uses that terminology. The emphasis of this lesson is the story retell. <ul style="list-style-type: none"> During the I Do routine, review the story elements and model a story retell. Display the Story Element Icons as you retell <u>The Little Red Hen</u>. Use the picture cut-outs to retell the story; you could place them on a document projector or hang them on a whiteboard or chart paper. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #1: SIGH, FOLKTALE, GRAIN, GUARD </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: “When my kids were little, my husband told them stories about Clyde the Glide Drexler. They were stories about a crazy basketball player. My kids loved those stories because my husband remembered to include all of the key story elements. When you know all of the key elements, it helps you better understand what the story is about. Today we’re going to practice telling the story of <u>The Little Red Hen</u>. We’re going to use our Story Element Icons from the Fiction unit to help us remember important parts of the story. The story icons help us understand the key story elements.”</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Review the story elements and associated icons. You could say: “Here are the story icons we use to help us listen for the key elements or important parts in a story.</p> <ul style="list-style-type: none"> The first icon is for <i>setting</i>. (show icon) This reminds us to think about where and when the story takes place. When we point to this picture of a house we’ll be talking about the <i>setting</i>. The next icon is for <i>character</i>. (show icon) <i>Character</i> means a person or an animal in a story. When we point to this picture of two people we’ll be talking about the <i>characters</i> in the story. 	

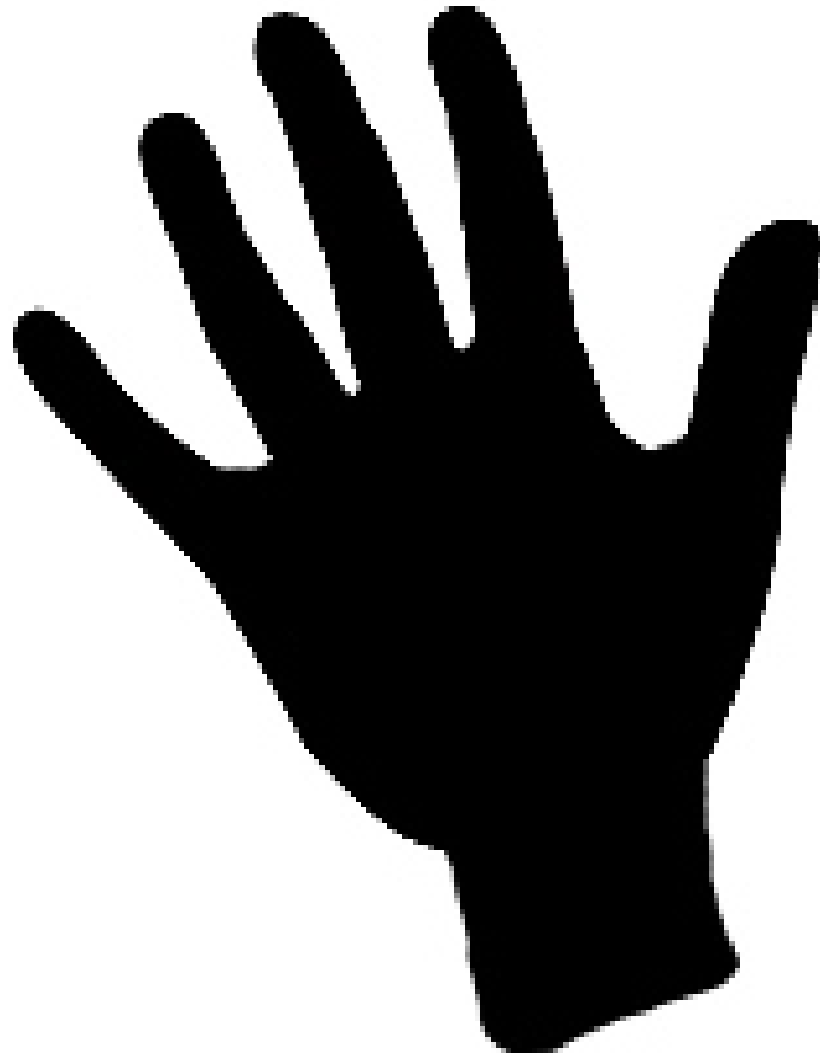
	<ul style="list-style-type: none"> • The third icon is for the goal. This helps us remember what the <i>characters</i> in the story want. The picture of the trophy reminds us we're talking about the <i>characters' goals</i>. • Next we have attempts, or what the <i>character</i> does to reach his or her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

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

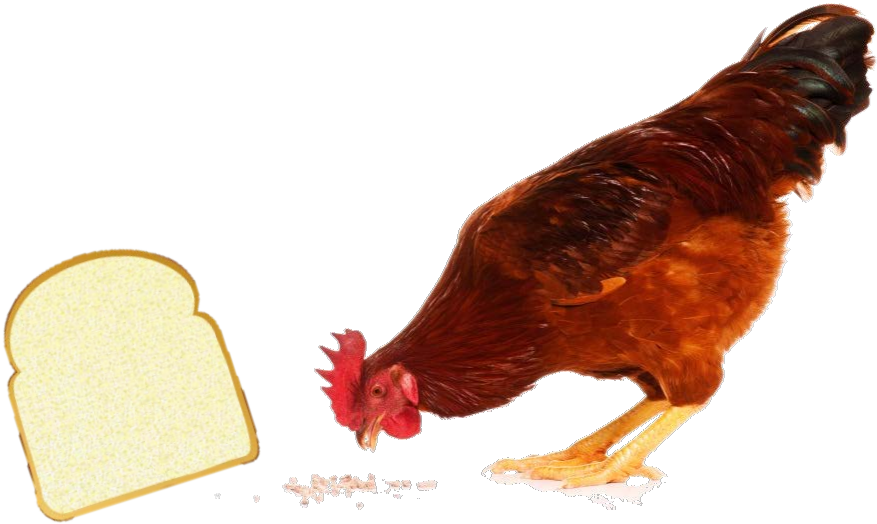


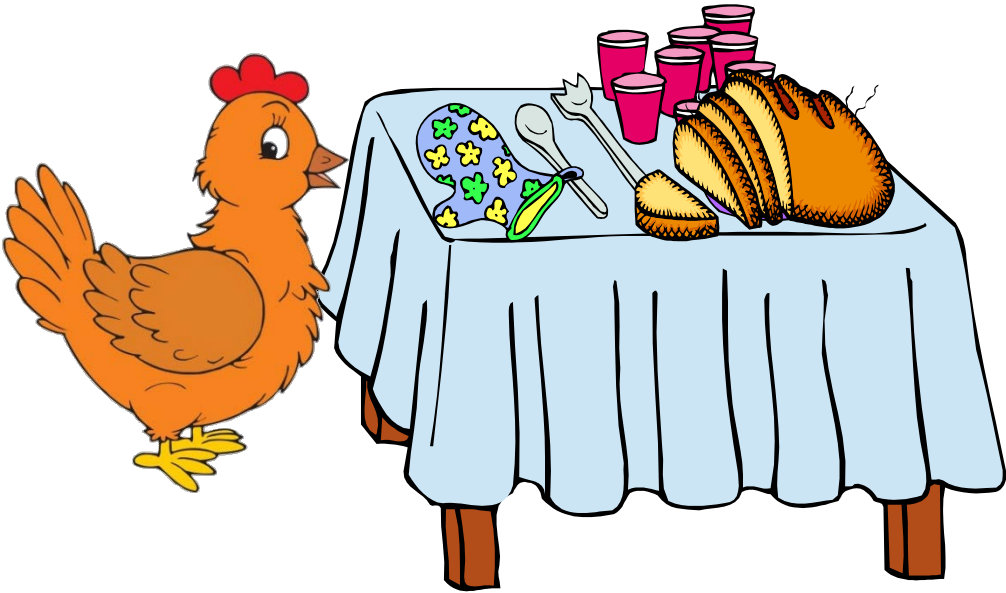














WEEKLY LESSON PLANNER

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"> Practice retelling a narrative including story elements. 	<ul style="list-style-type: none"> Use prior knowledge and information from the text to make and confirm predictions. Participate in collaborative conversations about the book. 	<ul style="list-style-type: none"> Use information from text to make accurate inferences. 	<ul style="list-style-type: none"> Practice retelling a narrative including story elements.
Lesson Texts	<ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi 	<ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema 	<ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema 	<ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Document camera or interactive whiteboard Bags Craft sticks Scissors and glue 	<ul style="list-style-type: none"> Sticky notes 	<ul style="list-style-type: none"> Document camera or interactive whiteboard Sticky notes 	<ul style="list-style-type: none"> Bean bags Document camera (optional)
Unit Materials Provided	<ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: sigh, folktale, grain, guard Story Element Icons Student Journal Lesson #5 (story maps) Puppets for Lesson #5 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Teacher Journal Lesson #7 Story Element Icons 	<ul style="list-style-type: none"> Story Element Icons Story cycles for Lesson #8



Digital/Tech



Prep Materials



Preview the Text



Game




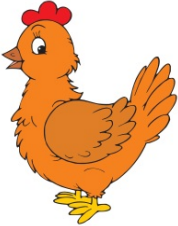


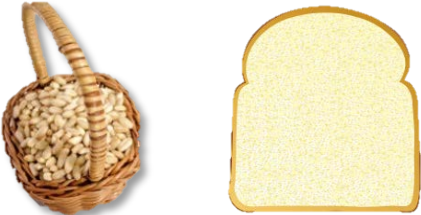


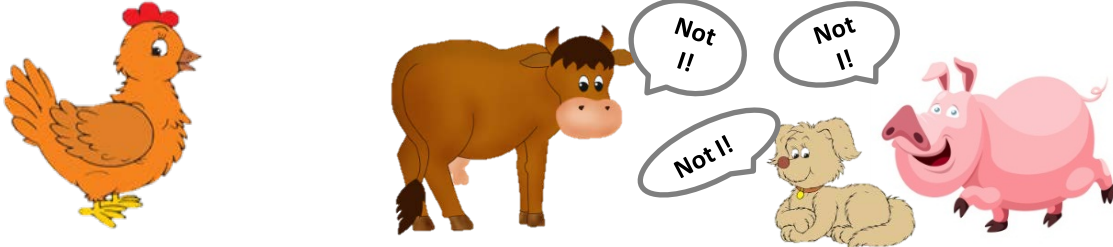






Save Materials

LET'S KNOW! PREK	FOLKTALES CAUSE AND EFFECT	INTEGRATION PRACTICE LESSON 5
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Practice retelling a narrative including story elements. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi TALK STRUCTURES FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share Small Groups 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera or interactive whiteboard Bags Craft sticks Scissors and glue UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: sigh, folktale, grain, guard Story Element Icons Student Journal Lesson #5 (story maps) Puppets for Lesson #5 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Assemble stick puppets by cutting out the puppets for Lesson #5 and attaching them to craft sticks. Prepare bags for each small group. Place 1–3 story maps from the student journal and one set of puppets inside each bag. During the I Do routine, model how to retell an episode from the story using a story map and the stick puppets. Remind students that the story icons help us remember to include key details when retelling. For the You Do activity, give each group of students a bag with one to three story maps and a set of stick puppets to retell the story. After retelling their episodes, they can exchange their story maps for maps of other episodes, if appropriate. <i>You could save the puppets to use for retelling in later lessons or for the skits in the Close lesson.</i> 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed black; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #2: SIGH, FOLKTALE, GRAIN, GUARD </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "In our last lesson, we told the story of <u>The Little Red Hen</u>. We worked hard to include all of the key story elements when we told the story. When you know all of the key elements, it helps you understand what the story is about. Today we're going to practice telling the story of <u>The Little Red Hen</u>. We're going to use our story icons to help us remember important parts of the story. The story icons help us understand the key story elements."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Model using the story maps and puppets to retell episodes from the story. Show the relevant Story Element Icons during your retells.</p> <p>You could say: "Today we have some story maps that you will use to tell a part of the story. The story maps show the story icons that help us identify the key story elements. We also have some stick puppets to help you tell episodes from the story. Let me show you how we will retell parts of our story..."</p>	


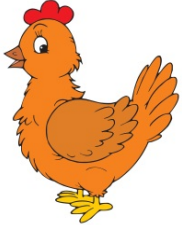

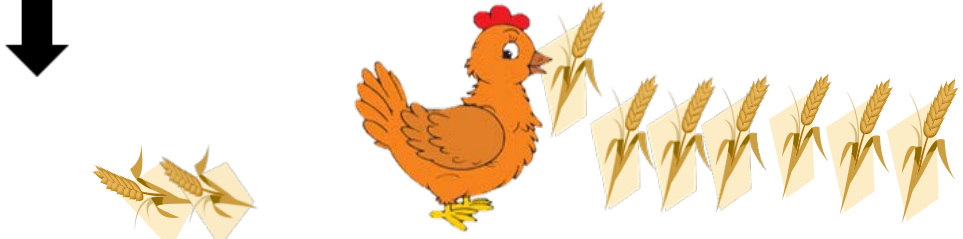





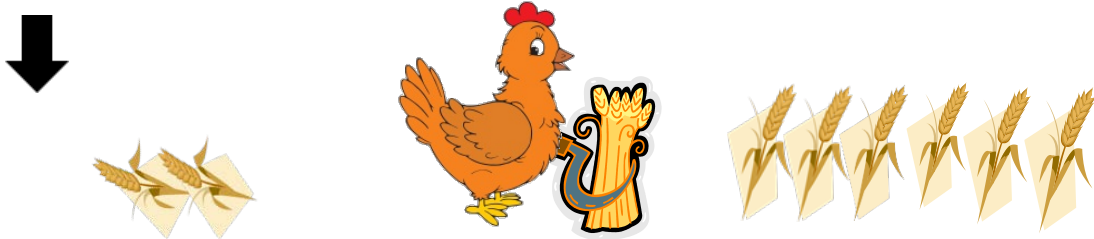
	<p>(display Story Map #1 from the student journal)</p> <p>(show character icon and hold up hen puppet) “The main character, the Little Red Hen, found some grains (show setting icon) on the farm. She wanted to plant the grains she found so she could bake some bread. (display goal icon) Her goal was to plant the grains. (display attempt icon) She asked the farm animals to help her. (hold up animal puppets) The animals were lazy and wanted to lie around the farm. “Not I,” said the pig. “Not I,” said the cow. “Not I,” said the dog. (display outcome icon) So, the Little Red Hen planted the grains all by herself.’</p> <p>So the <i>outcome</i> in this episode of the story is that the Hen did the work herself.</p> <p>“Now listen to me tell the next part of the story... (display Story Map #2)</p> <p>‘The wheat grew tall and was ready to be cut and threshed. (show hen puppet and character icon) The Little Red Hen needed help. (show goal icon) She would have to cut and thresh the wheat to make her bread. (show attempt icon) So the Little Red Hen asked the animals, ‘Who will help me cut and shake this wheat?’ (show animal puppets) The animals said, ‘Not I, I need to eat apples.’ ‘Not I, I need to nap.’ (show outcome icon) The <i>outcome</i> was that the Little Red Hen cut the wheat by herself.’”</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 help you retell the next episodes using the story maps. You could say: “Now we’re going to work together to retell more episodes, or parts, of <u>The Little Red Hen</u>. We need to make sure we include all of the story elements when we tell the story. (display Story Map #3; use stick puppets and point out story icons)</p> <ul style="list-style-type: none"> • ‘The Little Red Hen piled the wheat into her wheel barrow...’ Tell your partner if the Little Red Hen wanted to <ul style="list-style-type: none"> ○ Take the wheat to the miller’s, <i>or</i> ○ Go for a walk. (allow talk time) • ‘... The Little Red Hen asked the animals to help her...’ Tell your partner what the animals said to her. Tell your partner if they said, <ul style="list-style-type: none"> ○ ‘Let me help,’ <i>or</i> ○ ‘Not I, I couldn’t do that.’ (allow talk time) • Show me one finger if the <i>outcome</i> of this part of the story was that the Little Red Hen went for a swim... Show me two fingers if she took the wheat to the miller’s by herself... <p>(display Story Map #4; use stick puppets and point out story icons)</p> <ul style="list-style-type: none"> • ‘The Little Red Hen asked the animals to help her bake the bread...’ Tell your partner if the animals said yes or no. (allow talk time) • Show me one finger if the animals wanted to run around the farm and exercise... Or two fingers if they wanted to lie around and not work... • Tell your partner if the <i>setting</i> in this part of the story is <ul style="list-style-type: none"> ○ The kitchen, <i>or</i> ○ The school. • The <i>outcome</i> of this part of the story is ... (prompt students to respond) Good thinking. The <i>outcome</i> is that the Little Red Hen baked the bread by herself.”
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into small groups. Distribute the story maps and puppets to each group.</p>

	<p>You could say: “Now it’s your turn to retell the story of <u>The Little Red Hen</u> with your group. You will have some story maps and the puppets we’ve been using to retell parts of the story. In your group, follow the story maps and tell what happens in these story episodes. You can use the puppets to tell the story and use the maps to help you remember the key story elements. I will be listening to see if you include the key story elements in the part of the story you are retelling.”</p> <p>Support students in using the story maps to retell episodes of the story. Provide models, prompts, and choices as needed and monitor whether they are including the key story elements.</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “You did a great job retelling <u>The Little Red Hen</u> today. Knowing the key elements in a story and using them to help you tell the story really helps you understand what you read and hear. Let’s see if you can answer these questions about our story...”</p> <ul style="list-style-type: none"> • (display character icon) Who are the <i>characters</i> in our story? (Little Red Hen, cow, dog, and pig) • (display goals icon) What did the Little Red Hen want to do? What was her <i>goal</i>? (to make the grains into bread) • (display goals icon) What were the <i>goals</i> of the cow, pig, and dog? (to not do any work) • (display attempts icon) What did the animals do—what <i>attempts</i> did they make to reach their <i>goals</i>? (they said, ‘Not I,’ and made excuses to not work) • (display outcome icon) What was the <i>outcome</i>, or ending, to our story? (the Little Red Hen ate the bread she made by herself; the animals were disappointed) <p>You are great story re-tellers! I will put these story maps and puppets in our reading center so you can practice retelling the story. When someone reads to you at home, when they are finished you could ask them to listen to you retell the story. That is fun and good practice in remembering the key elements in stories.”</p>


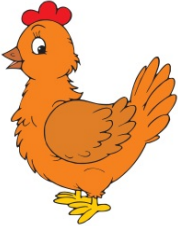





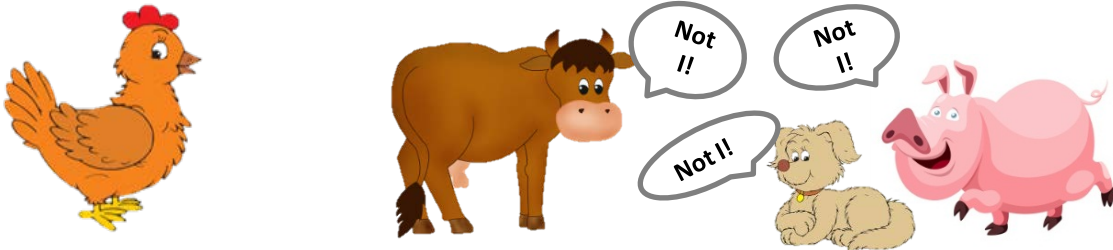






Story Map #1


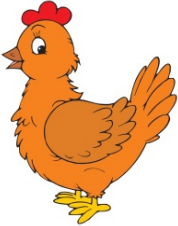


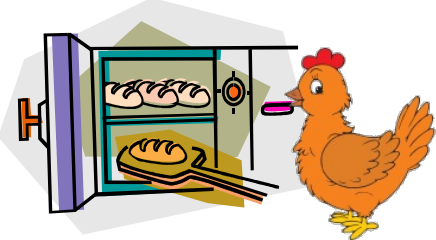









Story Map #2


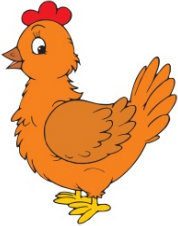

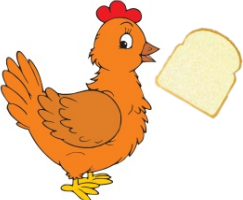





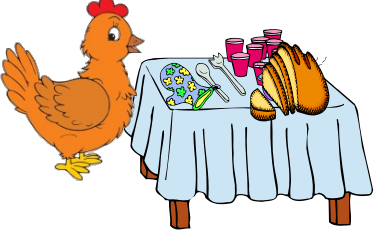
Story Map #3

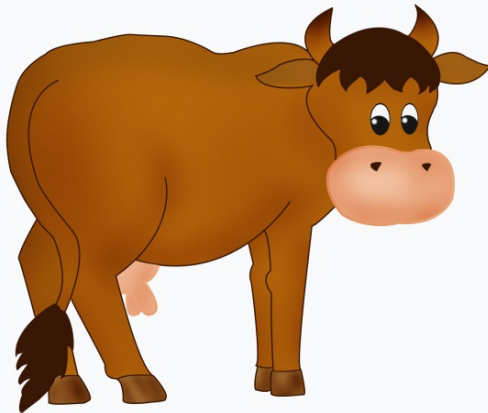
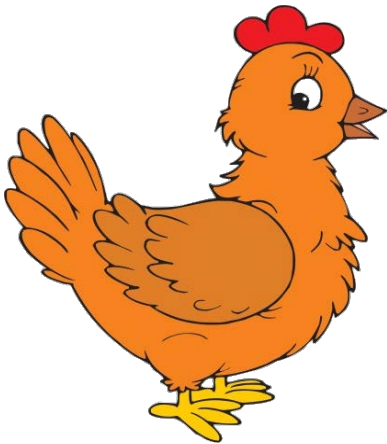
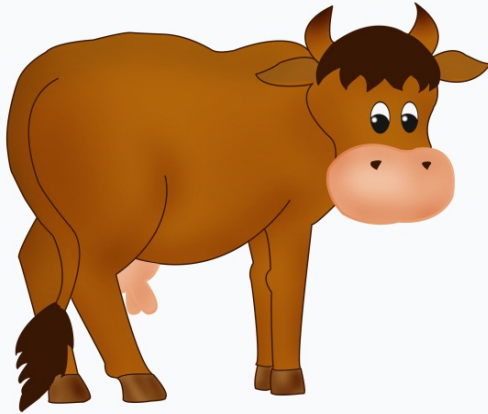
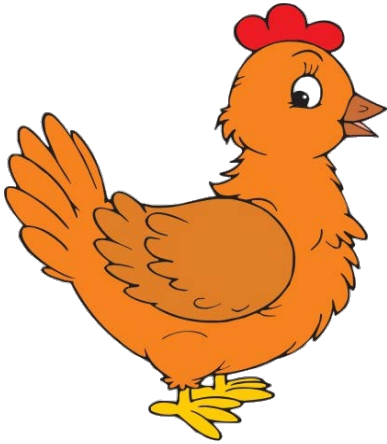
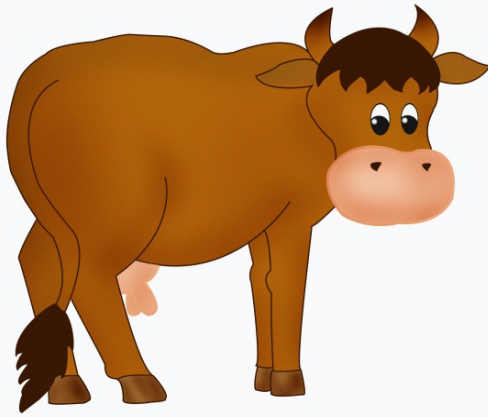
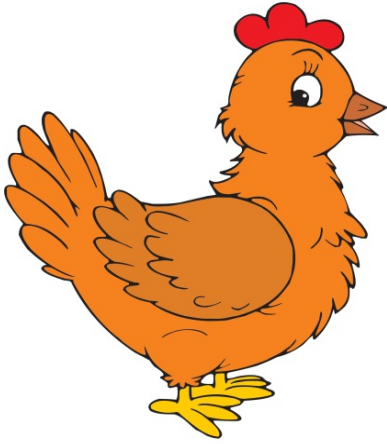
	
	 
	 
	 
	 

Story Map #4

Story Map #5

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

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

LET'S KNOW! PREK	FOLKTALES CAUSE AND EFFECT	INTEGRATION LESSON 7
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> Use information from text to make accurate inferences. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Inferencing LESSON TEXT: <ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera or interactive whiteboard Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #7 Story Element Icons 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Preview the lesson text. Use sticky notes to mark pages where you will model the Inferencing technique or ask inferential questions. Suggestions are provided in the lesson routines, but you could use others. Although this lesson focuses on making inferences, you should also review the story elements from <u>Borreguita and the Coyote</u>. The story elements taught are <i>setting</i>, <i>character</i>, goals, attempts, and <i>outcome</i>. Briefly point out the story elements when they occur during reading or discussion of the text, and display the associated Story Element Icons. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I was really disappointed once when I got home and all of my family had gone to see a movie. I asked them why they didn't wait for me. They said they knew I didn't like scary movies, so they decided I would not want to go. My family took what they knew about me and about the movie and guessed I would not want to see it. We do that when we read. We use information in the book and combine it with information we know to help us decide what a <i>character</i> might do or what might happen next. Good readers do this. Today we're going to read <u>Borreguita and the Coyote</u> again. We'll take the information in our brains and the information in the book to help us think about and understand the story better."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Read from the lesson text and model making inferences.</p> <p>You could say: (read to fourth page, stopping after "I shall come back.") "Look at our two <i>characters</i> in this picture. (display character icon) Coyote looks hungry, and he is much bigger than Borreguita. Do you think Borreguita is a smart lamb? I do. Maybe she could have tried to run away, but the coyote is probably also much faster. So she had to think really quickly and tell the coyote she was too skinny to eat. I think that was a smart thing to say.</p> <p>(read next page of text and display setting icon) "Our story takes place at the farm at the foot of the mountains where Borreguita lives. Look at the pictures of the farm on the first two pages. (show first two illustrations) On this page, (fifth page, with sunset) the <i>setting</i> has changed. The sky is red, and I can see the sun is going down. I looked at the picture and thought about what I know about how the sun and sky look at different times of the day. That helps me understand that the <i>setting</i> has changed from daytime to evening."</p>	

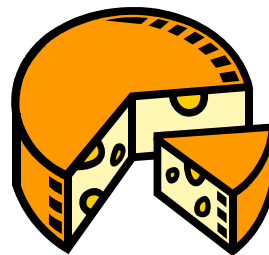
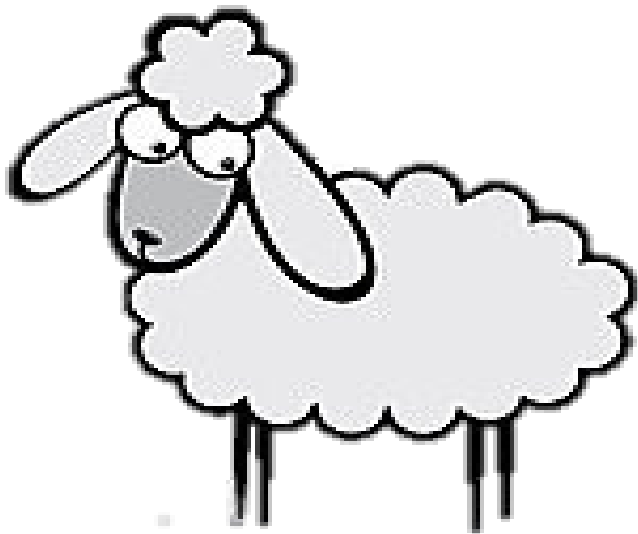
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue reading selections from the text, guiding students to make inferences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

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

#1



#2



#3



LET'S KNOW! PREK	FOLK TALES CAUSE AND EFFECT	INTEGRATION PRACTICE LESSON 8
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Practice retelling a narrative, including story elements. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema TALK STRUCTURES FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share Small Groups 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Bean bags Document camera (optional) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Story Element Icons Story cycles for Lesson #8 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> During the I Do routine, model the game that students will play for the You Do activity. Toss a bean bag and retell the episode in the story that you land on. Include all story elements in your model retell, displaying the associated Story Element Icons. For the You Do activity, each group will need one of each story cycle for Lesson #8 spread out in front of them. Students should take turns tossing a bean bag to select which story cycle they will retell as a group. After the group retells one of the cycles, they should set it aside. Then they should continue to toss the bean bag to choose a new story cycle. You could display the Story Element Icons to support students during the game. You may also wish to project the pages of the book that correspond to the story cycles to help students recall the key elements from the illustrations. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Sometimes things happen in cycles. For example, your little brother tries to get in your room and join in with you and your friends. Then you get mad. Next he goes to your mom to complain, and then she tells you to be nicer to him. The next time he tries to come in your room when you are playing with friends, the whole cycle happens all over again. Today we're going to practice retelling <u>Borreguita and the Coyote</u> using a story cycle graphic organizer. In our story, Borreguita and the coyote did things over and over in cycles. We'll practice telling what happened in the story in cycles and include all of the key story elements. When you know all of the key story elements, it helps you understand what the story is about."</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>Show students the story cycles for Lesson #8. You could say: "We will play a game today to help us retell parts of the story. We are going to look at our story cycles to help us remember the key story elements. The key elements happened over and over again in different parts of the story."</p> <p>Spread the various cycles out on the floor and toss a bean bag onto cycle #1; you could also show the first two illustrations from <u>Borreguita and the Coyote</u>. Retell this story cycle, showing the appropriate Story Element Icons as you do.</p> <p>You could say: "My bean bag landed on cycle #1, so I'm going to retell this part of the story..."</p>	

‘Borreguita was eating grass. Then Coyote came along and told Borreguita he was going to eat her. That was Coyote’s **goal**. Borreguita said, “I’m too skinny. Come back when I’m fatter and eat me.” Borreguita’s **goal** was to not get eaten by Coyote. She **attempted** to reach her **goal** by tricking Coyote into thinking she was too skinny. Coyote was greedy. He thought he’d reach his **goal** and eat a fatter lamb. So he said, “Okay, I’ll be back.” The **outcome** of this cycle is that Coyote walks away and doesn’t eat her. Then, Borreguita goes back to eating grass, completing the cycle.”

Toss the bean bag on another story cycle and retell that part of the story. Point out the key elements in the cycle using the Story Element Icons.

WE DO

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

Continue to model the game, inviting students to help with the retell.

(toss bean bag onto cycle #2—illustrations 3, 4, and 5 in the book) “Okay, I landed on cycle #2. Will you help me retell this part of the story?”

- ‘Borreguita was eating grass in the meadow. Coyote growled and said, “I’m going to eat you.” That was Coyote’s **goal**. Then Borreguita tried to trick Coyote again...’ Tell your partner if Borreguita told Coyote
 - ‘Cheese tastes much better; you should eat that,’ *or*
 - ‘You should eat my brother instead.’ **(allow talk time)**
- ‘... Then Coyote jumped in the pond because he thought the moon was cheese...’
 - Show me a thumbs-up if Coyote reached his **goal**—to eat Borreguita.
 - Show me a thumbs-up if Borreguita reached her **goal**—to not be eaten by Coyote.
- ‘... And again, Borreguita went back to eating grass, completing the cycle.’

(toss bean bag onto cycle #3—illustrations 8 and 9 in the book.) “Okay, I landed on cycle #3 this time. Help me retell this part.

- ‘In this *setting*, Borreguita is eating grass near a mountain ledge. Coyote comes to the mountain ledge and growls at Borreguita...’ What is Coyote’s **goal**? Tell your partner if he says,
 - ‘I’m going to eat you,’ *or*
 - ‘Let’s be friends now.’ **(allow talk time)**
- ‘... Borreguita’s **goal** is not to get eaten by Coyote. She tells Coyote that the mountain is falling and he needs to hold it up while she goes for help...’ Tell your partner if she **attempts** not to get eaten by
 - Crying and sobbing, *or*
 - Tricking Coyote into holding up the mountain while she runs away. **(allow talk time)**
- What is the **outcome**, or the end, of the story in this cycle? **(scaffold students’ responses)** That’s right! We could finish by saying, ‘... Coyote is tricked and doesn’t reach his **goal**; Borreguita doesn’t get eaten.’
 - Turn to your partners and tell each other what the **outcome** is in this part of the story.” **(allow talk time)**

YOU DO

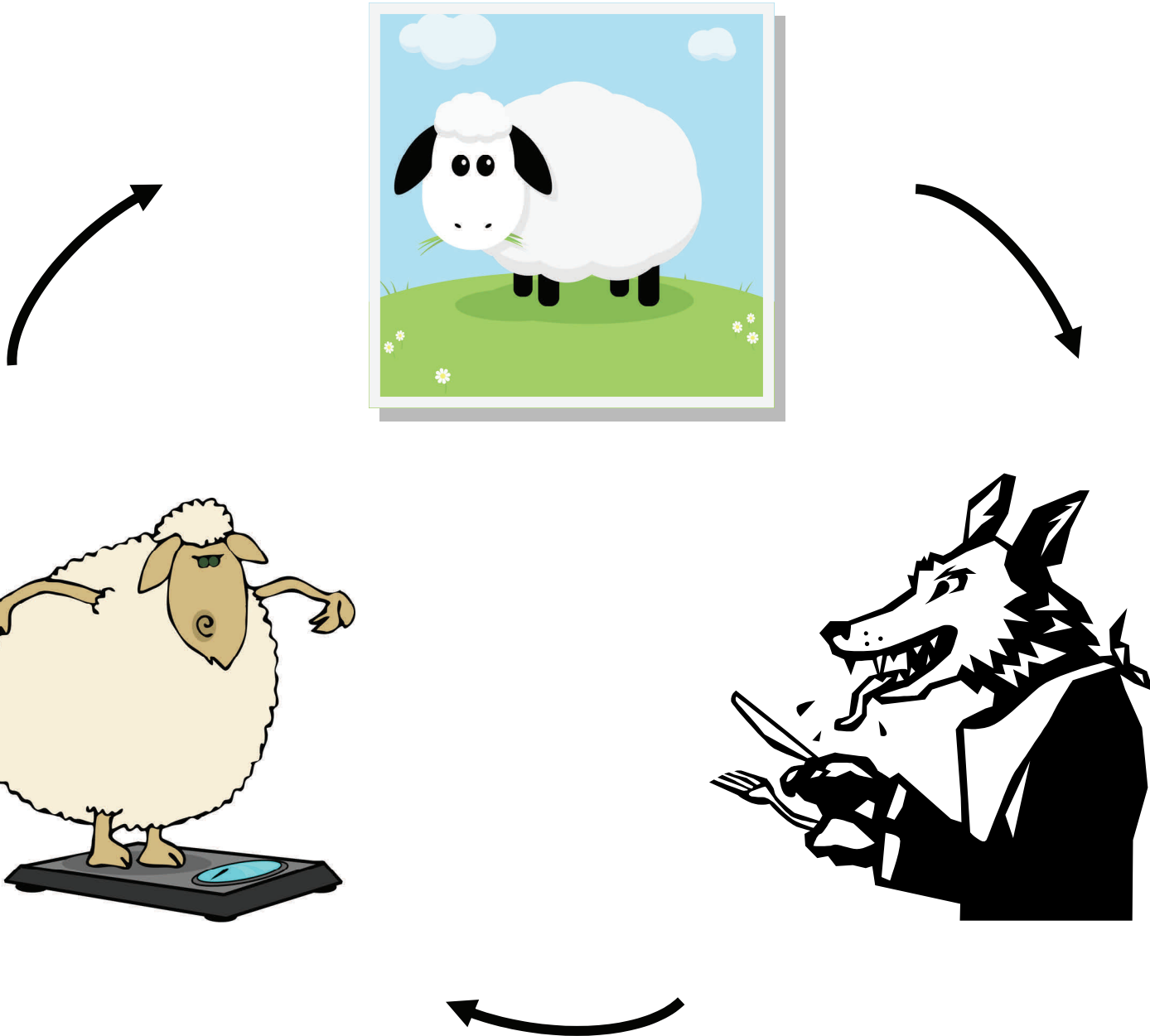
Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.

Divide students into groups and pass out the story cycles and bean bags. You could say: “Now it’s your turn to retell parts of Borreguita and the Coyote with your group. Each group has four story cycle maps. When it’s your turn, you toss a bean bag. Whichever cycle you land on, use the story cycle map to help you retell the story. Be sure to include the key story elements. Ask your partners in your group to help you remember the story elements. I’ll be coming around and listening to you retell your part of the story and to check if you include the story elements.”

	<p>Circulate the room to provide support and feedback as students retell the story cycles. If student skip some story elements, ask them to practice again and include the missing elements.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “I heard you each tell your part of <u>Borreguita and the Coyote</u> and include the important story elements. Knowing the key elements in a story and using them to help you tell the story really helps you understand what you read and hear. Let’s review our key story icons.</p> <ul style="list-style-type: none"> • (display <i>character</i> icon) When we see this picture, we are talking about the... (pause for response) The <i>characters</i> are the people or animals in the story. • (display <i>goal</i> icon) The picture of the trophy tells us we are talking about the <i>character’s</i>... (pause for response) A <i>goal</i> is what the <i>character</i> wants to do. • (display <i>attempts</i> icon) The picture of the hand tells us we are talking about the <i>character’s</i>... (pause for response) The <i>attempts</i> are the <i>character’s</i> actions, or what they do to reach their <i>goals</i>. • (display <i>outcome</i> icon) The picture of the person crossing the finish line tells us this is the... (pause for response) The <i>outcome</i> is the end of the story. <p>You are great story re-tellers! The story icons are pictures I think you could draw. When you are reading and listening here or at home, draw a picture of a key story element and tell the reader what key element you heard in the story.”</p>

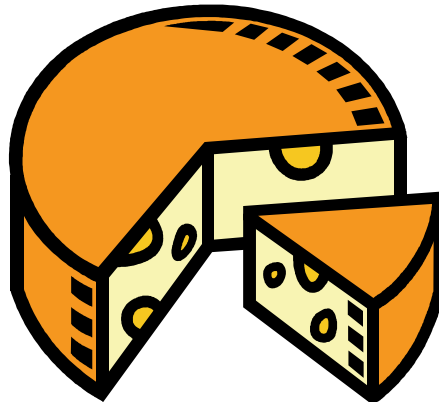
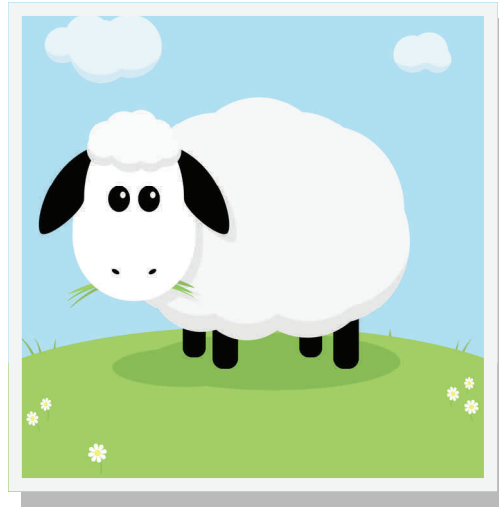
Story Cycle #1

Folktales – Lesson 8



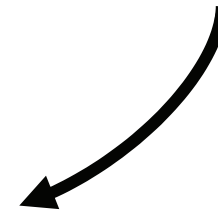
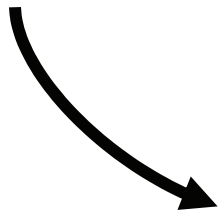
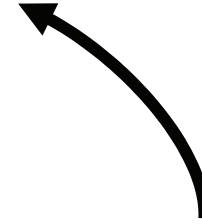
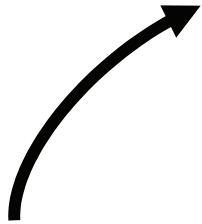
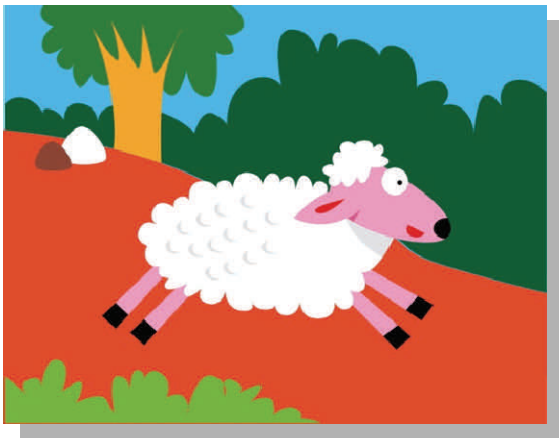
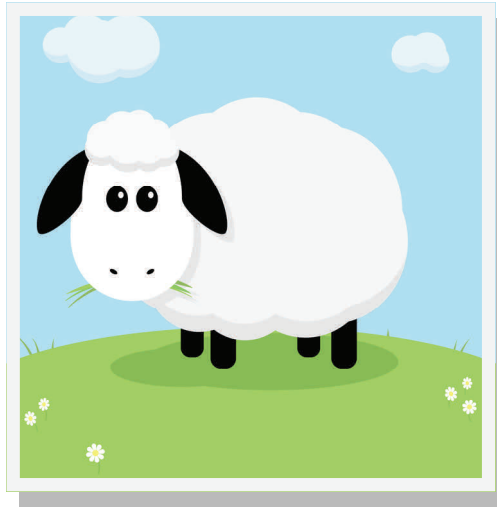
Story Cycle #2

Folktales – Lesson 8



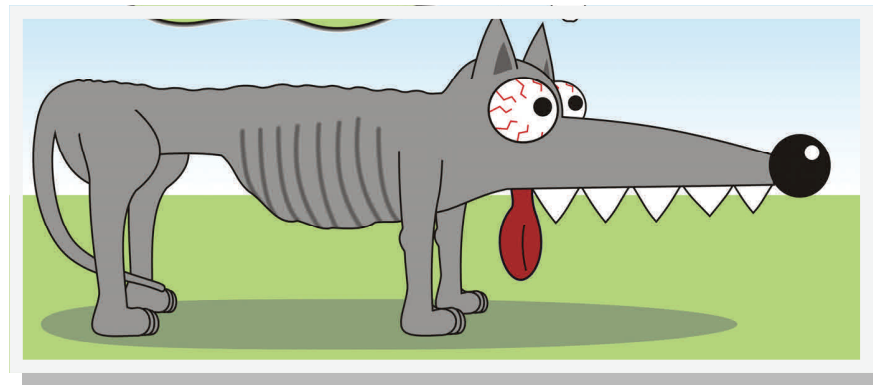
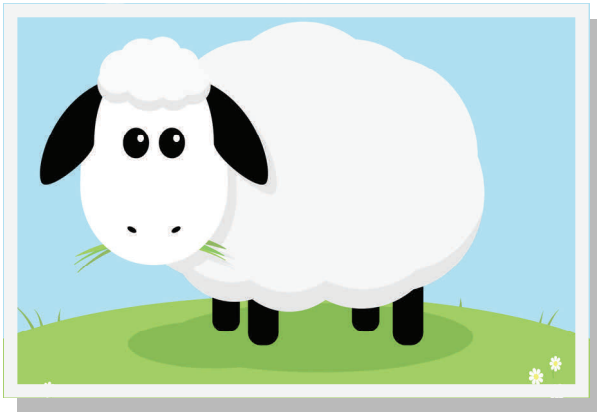
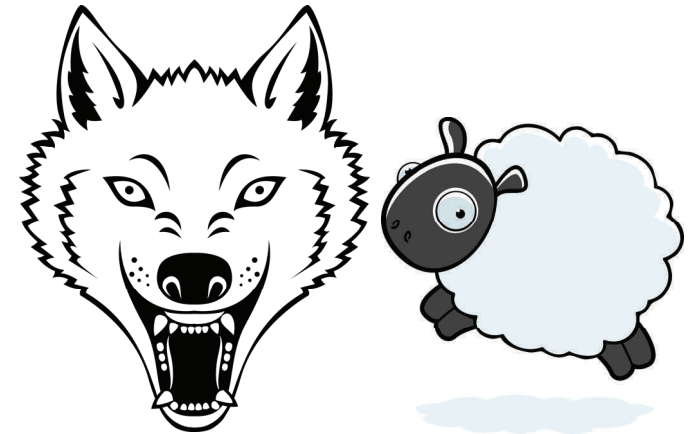
Story Cycle #3

Folktales – Lesson 8



Story Cycle #4

Folktales – Lesson 8





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 target vocabulary words. Use target vocabulary words correctly in spoken or dictated sentences. 	<ul style="list-style-type: none"> Retell a narrative including story elements. 	<ul style="list-style-type: none"> Sort target vocabulary words into semantic categories and tell why the words go together. 	<ul style="list-style-type: none"> Define target vocabulary words. Use target vocabulary words correctly in spoken or dictated sentences.
Lesson Texts	<ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema <u>The Little Red Hen</u> by Carol Ottolenghi 	<ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema 	<ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema <u>The Little Red Hen</u> by Carol Ottolenghi 	<ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema <u>The Little Red Hen</u> by Carol Ottolenghi

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Sticky notes Scissors and glue 	<ul style="list-style-type: none"> Document camera or interactive whiteboard 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard String or yarn Glue Sticky notes 	<ul style="list-style-type: none"> Child-friendly music or musical instruments Copies of Vocabulary Picture Cards
Unit Materials Provided	<ul style="list-style-type: none"> Vocabulary Picture Cards: curious, suspicious, goal, attempt (optional) Student Journal Lesson #9 	<ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: curious, suspicious, goal, attempt Story Element Icons Student Journal Lesson #10 Coyote and lamb cut-outs for Lesson #10 	<ul style="list-style-type: none"> Teacher Journal Lesson #11 (print or digital) Student Journal Lesson #11 	<ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards (all 8 words)



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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

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

For suspicious, you could say:

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

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

For goal, you could say:

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

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

For attempt, you could say:

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

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

You Do

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

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

You could say:

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

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

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

CLOSE

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

You could say:

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

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

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

Student Journal

Folktales – Lesson 9







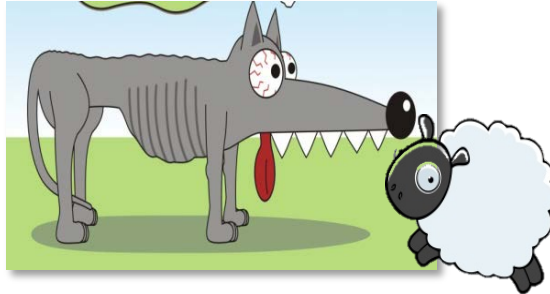
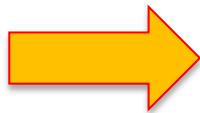
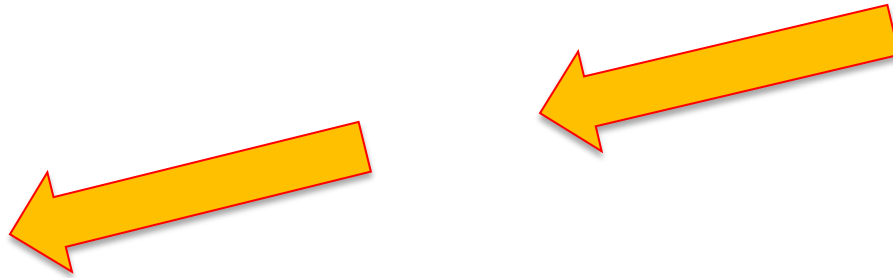
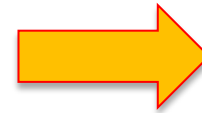
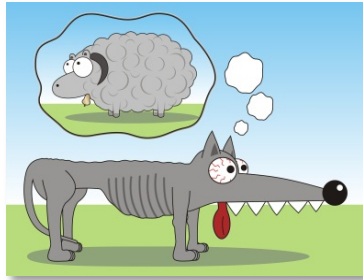
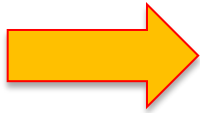
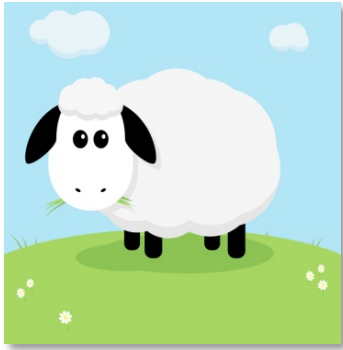




LET'S KNOW! PREK	FOLKTALES CAUSE AND EFFECT	INTEGRATION LESSON 10
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Retell a narrative including story elements. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: curious, suspicious, goal, attempt Story Element Icons Student Journal Lesson #10 Coyote and lamb cut-outs for Lesson #10 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Prepare the coyote and lamb cut-outs for Lesson #10. You may attach them to headbands, glue them to craft sticks to make puppets, or hole-punch them and attach them to yarn so children can wear them as necklaces. Each pair of students will need one coyote and one lamb to practice retelling the story. The story elements taught in the lesson are <i>setting, character, goals, attempts</i> (to reach <i>goals</i>), and <i>outcome</i>. If you teach other story elements you may want to include them. However, the story icons and story element names should be taught in the <i>Let's Know!</i> lessons since the Show Me What You Know assessment questions uses this terminology. The emphasis of this lesson is the story retell. <ul style="list-style-type: none"> During the I Do routine, review the story elements and model retelling the story. During the We Do routine, display the Story Element Icons as you retell <u>Borreguita and the Coyote</u> while students act out parts of the story in pairs. During the You Do routine, students will retell the story with the coyote and lamb cut-outs, using the student journal and the story icons as a guide. <i>Save the coyote and lamb headbands/puppets/necklaces for Lesson 13.</i> 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> START THE LESSON WITH WRAP SET #3: CURIOUS, SUSPICIOUS, GOAL, ATTEMPT </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you ever been listening to a really good story, and then the reader has to stop and you don't know how the story ends? You tell them, 'Wait, wait! What happened? I really want to know the ending!' The ending, or the <i>outcome</i>, is a really important part or key element of a story. When you know all of the key elements, it helps you understand what the story is about and enjoy it. Today we're going to practice acting out the story of <u>Borreguita and the Coyote</u>. We're going to use our story icons to help us remember important parts of the story. The story icons help us understand the key story elements."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Use the Story Element Icons to review the key story elements.</p>	

	<p>You could say: “Let’s review the story icons we use to help us listen for the key elements or important parts in a story...”</p> <ul style="list-style-type: none"> • (show setting icon) When we point to this picture of a house, we’ll be talking about the <i>setting</i>. The <i>setting</i> is where and when the story takes place. • The next icon is for the <i>characters</i>. (show character icon) <i>Character</i> means a person or an animal in a story. When we point to this picture of two people, we’ll be talking about the <i>characters</i>—the people or animals in the story. • (show goal icon) The third icon is for the <i>goal</i>; what the <i>characters</i> in the story want. The picture of the trophy reminds us we’re talking about the <i>characters’ goals</i>. • (display attempts icon) The picture of the hand helps us remember what the <i>character</i> in the story does, her actions, or <i>attempts</i>, to reach her <i>goal</i>. • The last picture is for <i>outcome</i>. (display outcome icon) When we point to this picture of a person crossing a finish line, we’ll be talking about the <i>outcome</i>, or how the story ended.” <p>Once you have reviewed all of the icons, model retelling <u>Borreguita and the Coyote</u>. Display each relevant Story Element Icon as you progress through the story retell, explaining why you are showing each icon.</p>
WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Divide students into pairs and pass out the coyote and lamb cut-outs; one student in a pair will be Borreguita, and the other will be Coyote. Prompt students to act out or say the dialogue of their <i>characters</i> as you retell the story.</p> <p>You could say: “Now we’re going to work together to retell the story of <u>Borreguita and the Coyote</u>. We need to make sure we include all of the story elements when we tell the story...”</p> <ul style="list-style-type: none"> • (display character & setting icons) ‘On a little farm at the foot of a mountain, lived a lamb named Borreguita. One day she was tied up in the field eating grass...’ <ul style="list-style-type: none"> ○ If you’re a lamb, pretend you are eating grass. • (display goal icon) ‘... Then Coyote came and told Borreguita, “Grrr! I’m going to eat you...”’ <ul style="list-style-type: none"> ○ Now, coyotes go up to your partners and pretend you are going to eat them. ○ Lambs, tell Coyote to come back when you are fatter. • (display attempt icon) ‘... Borreguita tricked Coyote again when he said he was going to eat her...’ Tell your partner if Borreguita told Coyote to <ol style="list-style-type: none"> 1) Eat cheese, <i>or</i> 2) Hide in a barn. <p>(have coyotes act out eating cheese and diving into the water after the moon)</p> • (display attempt icon) ‘... Next Borreguita went to the mountain and saw that Coyote followed her. Coyote told Borreguita, “Grrr! I’m going to eat you...”’ <ul style="list-style-type: none"> ○ Coyotes, tell the lambs you are going to eat them. ○ Lambs, tell Coyote why he can’t eat you. (remind students that Borreguita said she had to hold up the mountain) Now pretend you are holding up the mountain. ○ Lambs, ask Coyote to hold up the mountain for you. ○ Coyotes, now pretend you are holding up the mountain. Tell Borreguita, ‘Hurry back!’” <p>Continue to retell the story with students, prompting students to act out the <i>goals, attempts, and outcome</i>.</p> <p>When you’ve completed the retell, display each Story Element Icon to the class and discuss whether you included all of the key elements of the story.</p>

<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students change partners; make sure each pair includes a Borreguita and a Coyote. Pass out the student journal to each pair.</p> <p>Have students retell the story with their partners, acting out the events. You could say: “Now it’s your turn to practice retelling and acting out <u>Borreguita and the Coyote</u> with your new partner. One of you needs to be Borreguita and the other will be Coyote. Follow our Story Element Icons and the icons and pictures on your student journal page to help you remember to include all of the key elements of the story. I will be coming around to hear your stories. I will tell you if I heard all of the story elements.”</p> <p>Circulate the room to listen to students’ retells. Provide support and feedback to help them include all of the story elements.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Nice acting! Knowing the key elements in a story and using them to help you tell the story really helps you understand what you read and hear. Let’s review the elements from our story...”</p> <ul style="list-style-type: none"> • (display <i>character</i> icon) Who are the <i>characters</i> in our story? (Borreguita and Coyote) • (display <i>setting</i> icon) What is the <i>setting</i> for our story? (the farm at the foot of the mountain) • (display <i>goals</i> icon) What was Borreguita’s <i>goal</i>? (to not get eaten) • (display <i>goals</i> icon) What was Coyote’s <i>goal</i>? (to eat Borreguita) • (display <i>attempts</i> icon) What did Borreguita do to reach her <i>goal</i>? (play tricks on Coyote) • (display <i>attempts</i> icon) What <i>attempts</i> did Coyote make to reach his <i>goal</i>? (try to eat Borreguita many times) • (display <i>outcome</i> icon) What was the <i>outcome</i>, or ending, to our story? (Coyote ran away because his mouth was hurt badly; Borreguita was left to eat her grass) <p>I will put our pictures of the story elements in a center with our [puppets] of Borreguita and Coyote. You can act out the story with your friends and include all of the key elements. Don’t forget to tell the ending!”</p>



Coyote and Lamb Cut-Outs

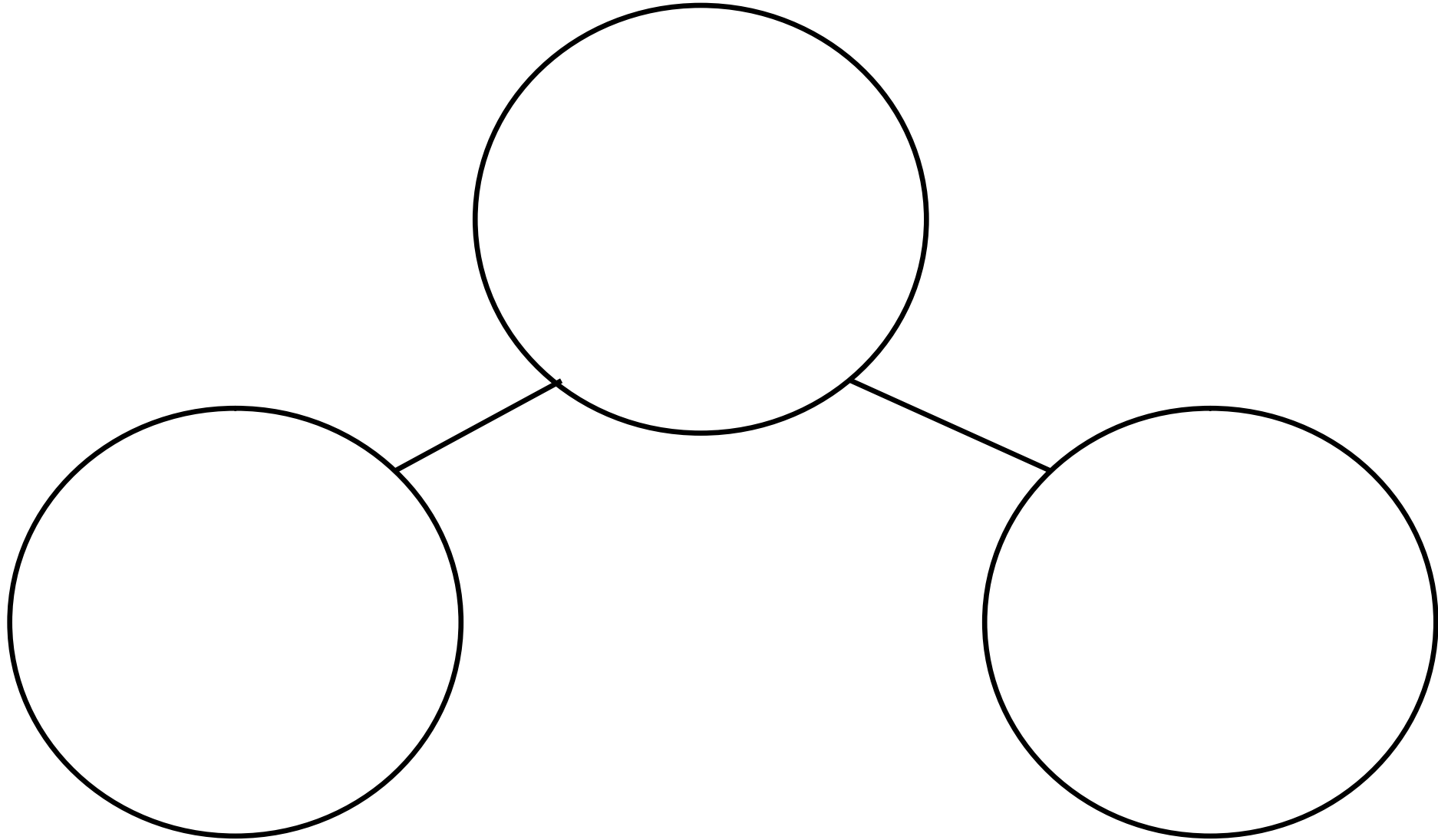
Folktales – Lesson 10



LET'S KNOW! PREK	FOLKTALES CAUSE AND EFFECT	WORDS TO KNOW LESSON 11
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> Sort target vocabulary words into semantic categories and tell why the words go together. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema <u>The Little Red Hen</u> by Carol Ottolenghi TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share Small Groups 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard String or yarn Glue Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #11 (digital or print) Student Journal Lesson #11 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> The book pages listed in the lesson routines provide context for the Words to Know; use sticky notes to mark these pages for easy reference. You can also use other contexts to review the words. If using the print version of the teacher journal, you may want to cut out the images for your webs. You will need four copies of the blank word web. Word webs can be filled by generating words or ideas that are associated with a given word or examples that illustrate a given word. You can create your own word webs or use the examples on the teacher journal. During the You Do section, students will work in small groups to complete the student journal and discuss why words are related. Provide string or yarn and glue; on each page, students will glue a string from the Word to Know to the related word. Because students have had much exposure to related words in earlier units, encourage them to think of related words and discuss why they are related. If students still cannot name related words independently, suggest related words and discuss why they are associated to model the process. WORDS TO KNOW <ul style="list-style-type: none"> curious: Really want to find out suspicious: To not trust something because something is not right about it goal: Something that you want to do or finish attempt: To try to do something SUGGESTED RELATED WORDS <ul style="list-style-type: none"> curious: (synonyms) <i>nosy, interested, searching, questioning</i>; (opposite) <i>uninterested</i> suspicious: (synonyms) <i>doubtful, suspecting, think something's wrong</i>; (shades of meaning) <i>careful, unbelieving, watchful</i>; (opposites) <i>trustworthy</i> goal: (synonyms) <i>mission, target, plan</i>; (other meaning) <i>score</i>; (associated ideas) <i>finish, want to do, accomplish</i> attempt: (synonyms) <i>try, make an effort, aim, go</i>; (opposites) <i>don't try, give up</i> 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I can think of at least three ways to tell a student I want to <i>talk</i> with them. I can say we need to have a <i>chat</i>, a <i>talk</i>, or a <i>discussion</i>. Those three words (<i>chat</i>, <i>talk</i>, and <i>discussion</i>) mean almost the same thing, but they refer to different types of talking. A <i>chat</i> is a friendly talk. A <i>talk</i> can be friendly or more serious, and <i>discussion</i> usually means a serious talk.</p>	

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

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

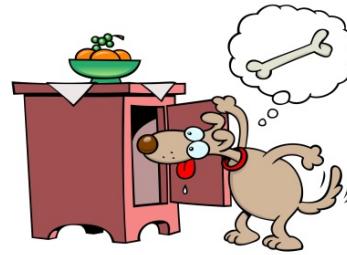




questioning



interested



nosy



attempt



suspicious



watchful



questioning



try



goal



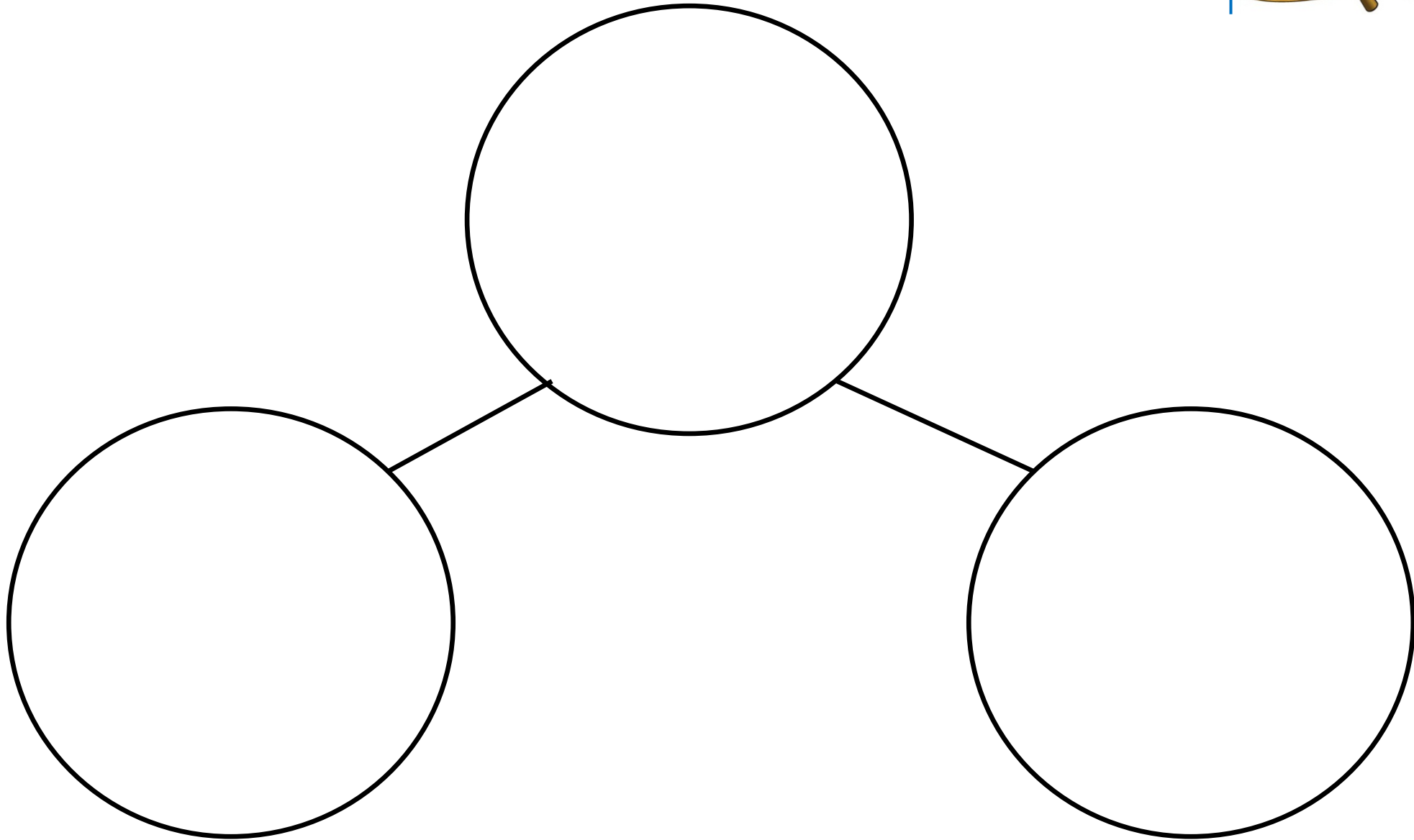
mission



target



make an effort

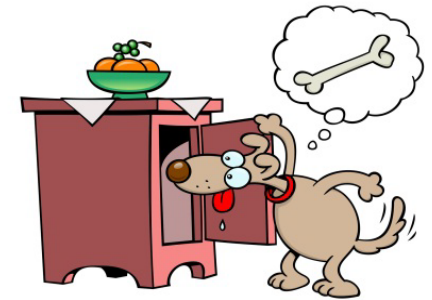




curious



interested



nosy



suspicious



watchful



questioning



goal



mission



target



attempt



try



**make an
effort**



curious



interested



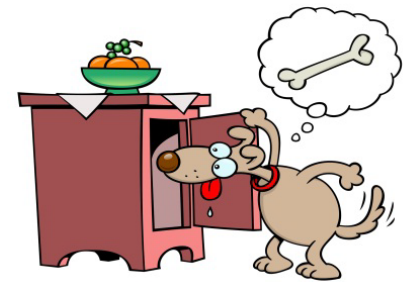
barn



curious



mission



nosy







goal



mission



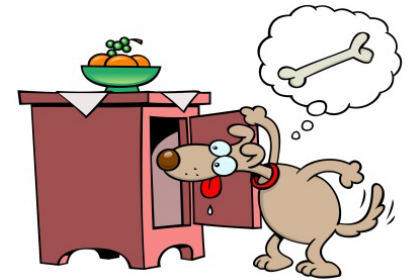
interested



goal



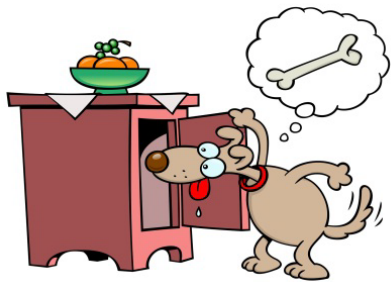
target



nosy



attempt



nosy



try



attempt



make an
effort



watchful

LET'S KNOW! PREK	FOLKTALES CAUSE AND EFFECT	WORDS TO KNOW PRACTICE LESSON 12
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Define target vocabulary words. Use target vocabulary words correctly in spoken or dictated sentences. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXTS: <ul style="list-style-type: none"> <u>Borreguita and the Coyote</u> by Verna Aardema <u>The Little Red Hen</u> by Carol Ottolenghi TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Child-friendly music or musical instruments Copies of Vocabulary Picture Cards UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards (all 8 words) 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Make a few copies of each Vocabulary Picture Card to create a 'musical words trail.' During the You Do game, students will march along the trail as you play or make music. The I Do and We Do segments are combined to facilitate in-depth review of one Word to Know at a time. The Words to Know can be reviewed using the Vocabulary Picture Cards, the unit texts, or other contexts. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #4: CURIOUS, SUSPICIOUS, GOAL, ATTEMPT </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do any of you have an e-reader at home now, one that you can read books on? A great feature of an electronic reader is a built-in dictionary. If you come across a word you don't know, you can look it up on your e-reader as you read. When we read, it's important to know what the words mean so we can understand the story. Good readers and listeners learn a lot of different words and what they mean. Today we're going to play a game like musical chairs to practice the meanings of all eight words from our Folktales unit—sigh, folktale, grain, guard, curious, suspicious, goal, and attempt."</p>	
I Do/ WE DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in You DO. Show a completed sample if appropriate.</p> <p>Review the Words to Know. You could say: "Let's review our eight Words to Know..."</p> <p>(curious) "Our first word is curious. I heard my sister whispering to her friend, and I was curious about what she was saying. Curious means 'really want to find out.' I read a book about elephants, and now I am curious to learn more about how they live together in herds. What are you curious about? (pause for response) Let's say curious together: curious."</p> <p>(suspicious) "Coyote became very suspicious of Borreguita because she tricked him so many times. Suspicious means 'to not trust something because something is not right about it.' If I open a milk carton and it smells funny, I'm suspicious that the milk is bad. Let's all say suspicious together: suspicious."</p>	

	<p>(goal) “A goal is something that you want to do or finish. It can be a <i>character’s</i> goal in a story or something you want to do in real life. Do you remember the Little Red Hen’s goal? (pause for response) My sister’s goal is to beat me in a board game. Say the word goal with me: goal.</p> <p>(attempt) “The Little Red Hen made many attempts to get the animals interested in helping her. Attempt means ‘to try to do something.’ I attempted to make a special cake for my dad’s birthday. What is something you attempted to do today? (pause for response) Say attempt with me: attempt.</p> <p>(folktale) “In the folktale ‘The Ugly Duckling,’ the duckling turns into a swan. A folktale is a story that is passed down from generation to generation. My sister knows some Mexican folktales that her teacher has told her class. What’s your favorite folktale? (pause for response) Let’s all say folktale together: folktale.</p> <p>(sigh) “The Little Red Hen sighed when the animals would not help her. (demonstrate a sigh) Sigh means ‘breathe out deeply, often with sadness.’ Let’s practice breathing out deeply with sadness; let’s sigh. (sigh along with students) Now let’s say sigh together: sigh.</p> <p>(guard) “Borreguita asked Coyote to hold up the mountain and guard it so it wouldn’t fall down. Guard means ‘to protect a person or place from harm.’ A crossing guard guards us from cars when we cross the street. Let’s say guard together: guard.</p> <p>(grain) “Farmers feed grains to large animals to make them grow. Grains are the seeds of cereal plants. I don’t like to eat grains of rice that are too crunchy. Say grains with me: grains.”</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>Set up the trail of Vocabulary Picture Cards, if you have not already. Explain the game to students. You could say: “Now we’ll play a game of musical steps. Here is a trail with pictures of our eight words. I will play some music, and I want you all to step from picture to picture until it stops. When the music stops, freeze and stay standing on the picture you landed on. Then turn to your neighbor and tell your word and what it means. Or you can say a sentence or story using the word. Then it is your partner’s turn to tell you about his or her word. I’ll be coming around to hear you using your words.” Play music at intervals. When the music stops, have students tell their partners about the words they are standing on. Circulate the room during this time to monitor students’ understanding and support them with identifying, defining, and using the words.</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: “It’s important to know many words and what they mean so we can understand them when we read and listen and use them when we talk. Turn to your partner and tell them...</p> <ul style="list-style-type: none"> • Which word means ‘something that you want to do or finish.’ • What the Little Red Hen did with the grains she found. • Something that is important to guard. • Which word means ‘a story passed down from generation to generation.’ <p>Next lesson, we are going to do our cause and effect skits and act out some parts of our stories for the Close project. I will be listening for you to use our Words to Know when you perform your skits.”</p>




WEEKLY LESSON PLANNER

FOLKTALES

Week 4	Assessment	Assessment	Assessment	Lesson 13
Lesson Type	SMWYK	SMWYK	SMWYK	Close
Objectives	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. 	<ul style="list-style-type: none"> Identify causes and effects in text. Use the navigation word so to express cause and effect relationships.
Lesson Texts	<ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi 	<ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi 	<ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi 	<ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi <u>Borreguita and the Coyote</u> by Verna Aardema

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> Props for skits 
Unit Materials Provided	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) 	<ul style="list-style-type: none"> Teacher Journal Lesson #13 Navigation arrow for Lesson #13 Coyote and lamb cut-outs from Lesson #12 (headbands/puppets/necklaces) Puppets from Lesson #5 (optional)



Digital/Tech



Prep Materials



Preview the Text



Game

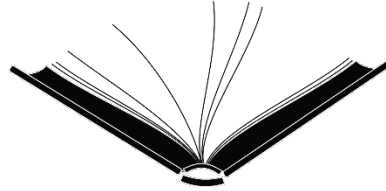


Save Materials

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Language and Reading Research Consortium

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SMWYK: These materials not available for download.

LET'S KNOW! PREK	FOLKTALES CAUSE AND EFFECT	CLOSE LESSON 13
SHOW ME WHAT YOU KNOW! We will perform skits showing cause and effect!		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify causes and effects in text. Use the navigation word <i>so</i> to express cause and effect relationships. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Recasting Using Navigation Words LESSON TEXTS: <ul style="list-style-type: none"> <u>The Little Red Hen</u> by Carol Ottolenghi <u>Borreguita and the Coyote</u> by Verna Aardema TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Props for skits UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #13 Navigation arrow for Lesson #13 Coyote and lamb cut-outs from Lesson #10 (headbands/puppets/necklaces) Puppets from Lesson #5 (optional) 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <p>For the Close project, students will perform cause and effect skits based on events from <u>The Little Red Hen</u> and <u>Borreguita and the Coyote</u>.</p> <ul style="list-style-type: none"> Before the lesson... The Close lesson is designed to take 60 minutes but may run longer depending on students' engagement with the project. Preplanning will help you structure the lesson so that students get the maximum time for their skits. You could break this lesson into two sessions, if needed. <ul style="list-style-type: none"> Gather props students can use to act out the stories. You could make or bring in masks and costumes, gather items (e.g., baskets, seeds, bread, cheese), or construct props out of construction paper (e.g., the moon, a wheel of cheese, wheat). During the Set routine, use any engaging demonstration of cause and effect that will be easy to do in the classroom. For instance: <ul style="list-style-type: none"> Hop up and down with a stuffed animal, bean bag, or other object on your head and let it fall off. Add a block to a tower to cause the tower to fall. Toss a beanie baby in the air and watch it fall. Blow bubbles, and have students pop them. If it's difficult to act out a cause or effect, you can point out the picture for that part of the sentence on Teacher Journal Lesson #13. You can also rearrange the order of skits you act out or use other cause and effect sentences to accommodate the props you have available. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: (hop up and down with a bean bag on your head, or choose another action) "I [hopped up and down with a bean bag on my head, <i>so</i> the bean bag fell off]. That sentence tells about two actions that go together, a <i>cause</i> and an <i>effect</i>. One thing happens—the cause. [I hopped up and down with a bean bag on my head]. It causes something else to happen—the effect. [The bean bag fell off of my head]. We can think of all kinds of things that happen around us and in stories that have causes and effects. Do you remember some of the cause and effect sentences from our two stories? Today we're going to use them to perform skits. We'll act out the cause, use the word <i>so</i>, and then act out the effect. Learning about cause and effect helps us understand what we read and hear."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Refer to Teacher Journal Lesson # 13 as you model acting out cause and effect skits for each story. Use masks, props, and gestures as you pantomime the <i>characters'</i> actions.</p>	

	<p>You could say: “Let’s start with a skit from <u>The Little Red Hen</u>. I will show you how we’re going to act out our sentences as cause and effect skits. (display sentence #1 from Teacher Journal Lesson #13) I’ll be the Little Red Hen. Our sentence says, ‘The hen planted the grains, so the grains grew into wheat.’</p> <ul style="list-style-type: none"> • The hen planted the grains... (wearing a hen mask or using props, act out planting the grains) • ... <i>So...</i> (display the navigation arrow) The word <i>so</i> tells us the next part of the sentence will explain the <i>effect</i>. • ... The grains grew into wheat. (pretend to be grain sprouting and growing tall) <p>“Okay, now I will do a skit from <u>Borreguita and the Coyote</u>. (point to sentence #2; use the lamb and coyote cut-outs) I’ll be Coyote this time.</p> <ul style="list-style-type: none"> • I want to eat some cheese... (rub stomach and look at cheese prop) • ... <i>So...</i> (display arrow) • I won’t eat Borreguita.” (shake head at or put hand up to lamb cut-out) <p>If needed, model acting out additional skits.</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>Practice acting out the remaining cause and effect sentences from the teacher journal with students.</p> <p>You could say: “Let’s do some together. [Student X] and [Student Y], will you be Borreguita and Coyote? (pass out cut-outs, costumes, or props) [Student Z], will you please be our arrow with the word <i>so</i> that connects the cause and effect parts of our sentence? (pass out arrow) Here is our next sentence. (point to sentence #3)</p> <ul style="list-style-type: none"> • It says Borreguita saw the coyote coming... (have students act out the cause) • Okay, now we need our word <i>so</i>. (have Student Z hold up the arrow) • Now Borreguita, the sentence says the effect was that ‘Borreguita hid under the ledge.’” (have student act out hiding under ledge) <p>Repeat the sentence aloud while students again act out the cause, hold up the navigation arrow, and act out the effect.</p> <p>You could say: “Now let’s act out a skit from <u>The Little Red Hen</u>. Everyone gets to participate. If you’re sitting on this side of the room, you are a dog, cow, or pig. [Student X], here is the arrow; you will be our word <i>so</i>. (pass out arrow to one student) If you’re sitting on this side of the room, you are the Little Red Hen. (point to sentence #4)</p> <ul style="list-style-type: none"> • Here is the cause of our next sentence: ‘The dog, pig, and cow wouldn’t help the hen cut the wheat...’ If you’re an animal, let me see you act that out. You are lazy and won’t help. (have students act like lazy animals) • Okay, now we need our word <i>so</i>. (have student display arrow) • If you are a hen, the effect is ‘... she had to do it alone.’ Cut the wheat all by yourself.” (have students act out the hen cutting wheat) <p>Repeat the sentence aloud while students again act out the cause, hold up the navigation arrow, and act out the effect.</p> <p>Provide further examples, as needed, before moving to independent practice.</p>

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

#1



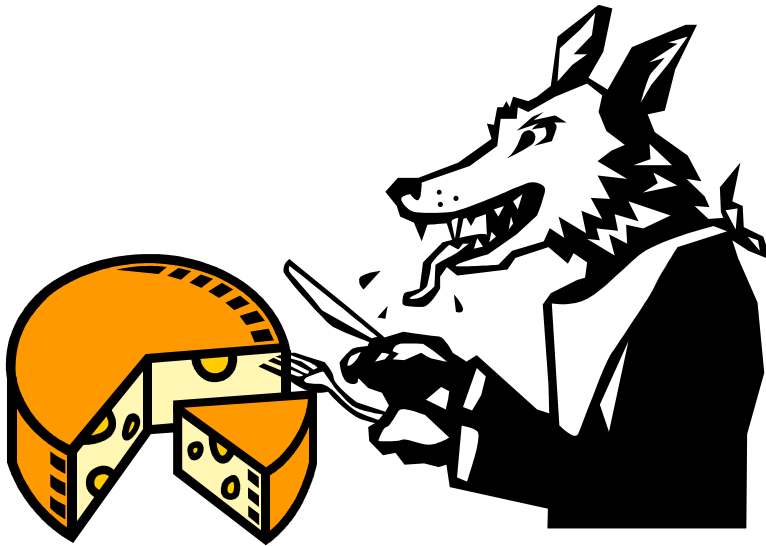
The hen planted
the grains

SO



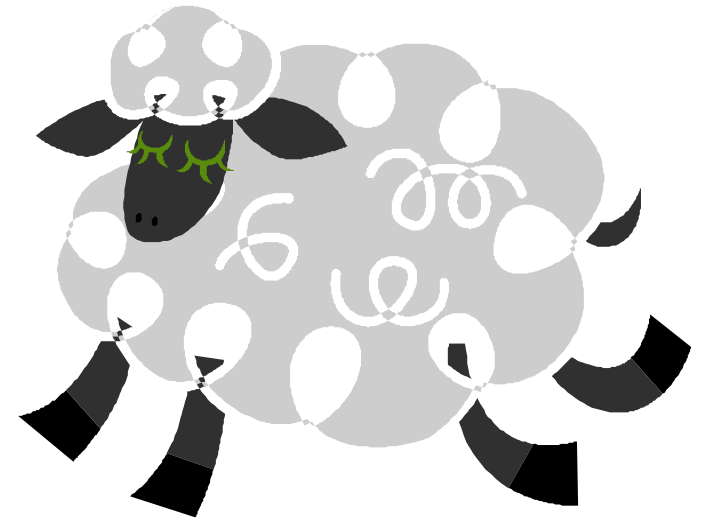
the grains grew
into wheat.

#2



The coyote wanted
to try cheese

SO



he didn't eat
Borreguita.



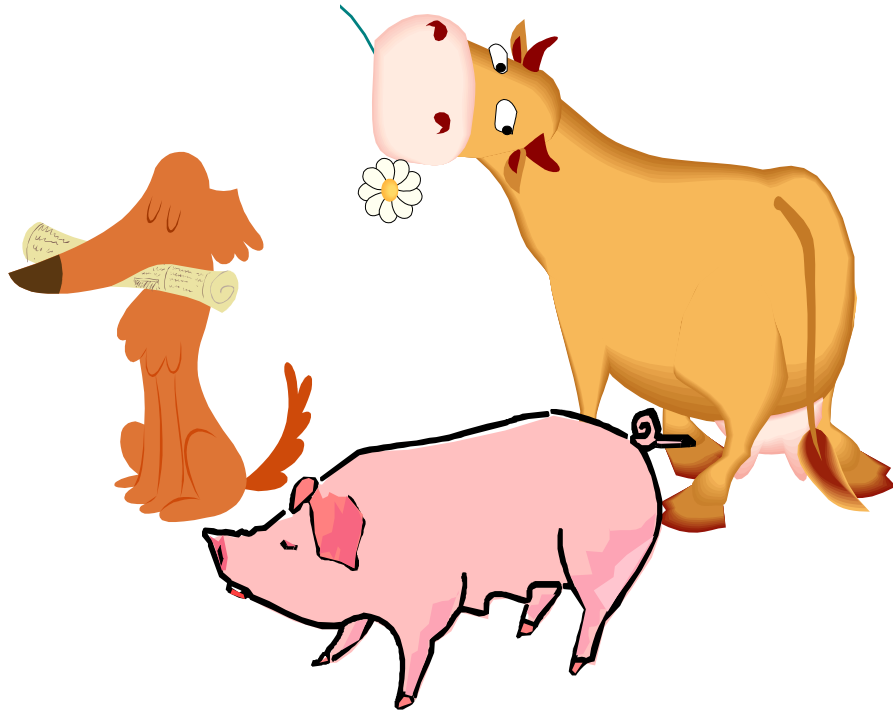
Borreguita saw the
coyote coming

SO



Borreguita hid
under the ledge.

#4

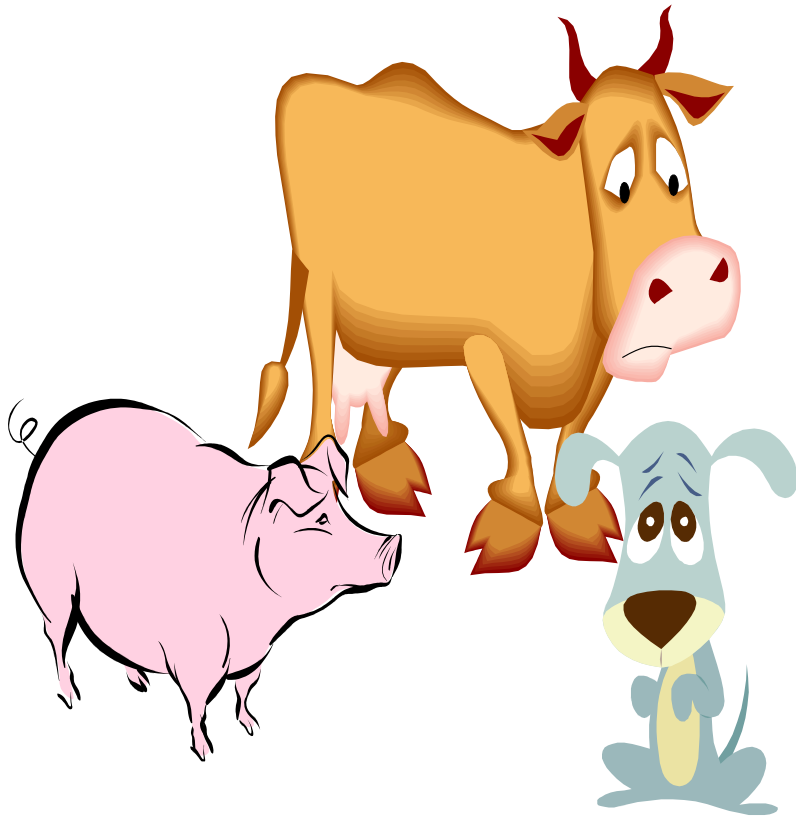


The dog, pig, and cow
wouldn't help the hen
cut the wheat

SO

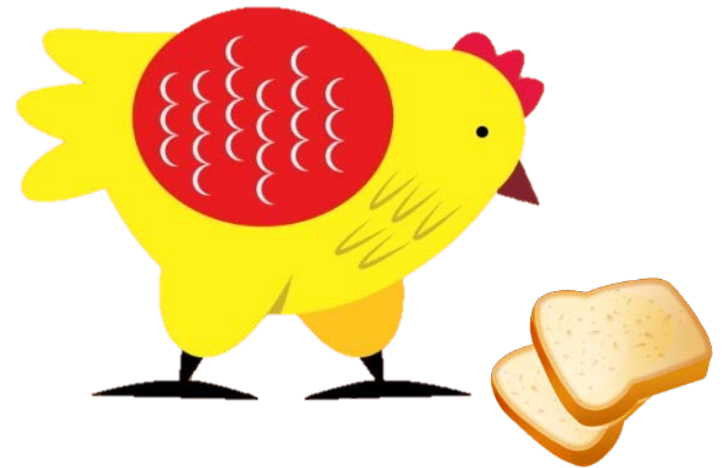


she had to do it alone.



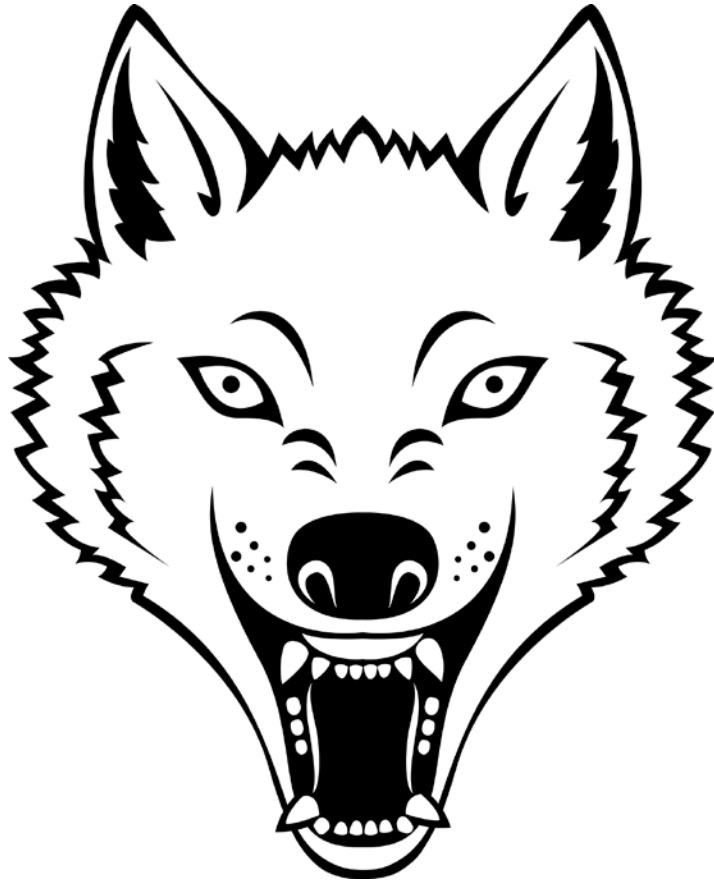
The dog, pig, and cow
didn't help the hen

SO



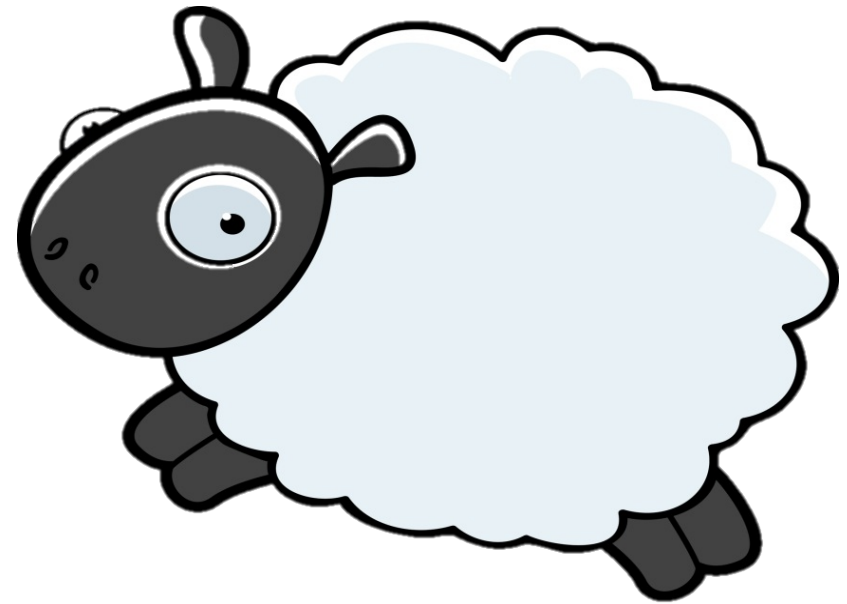
she didn't share the bread.

#6



The coyote opened
his mouth wide

SO



Borreguita ran
into his mouth.

#7

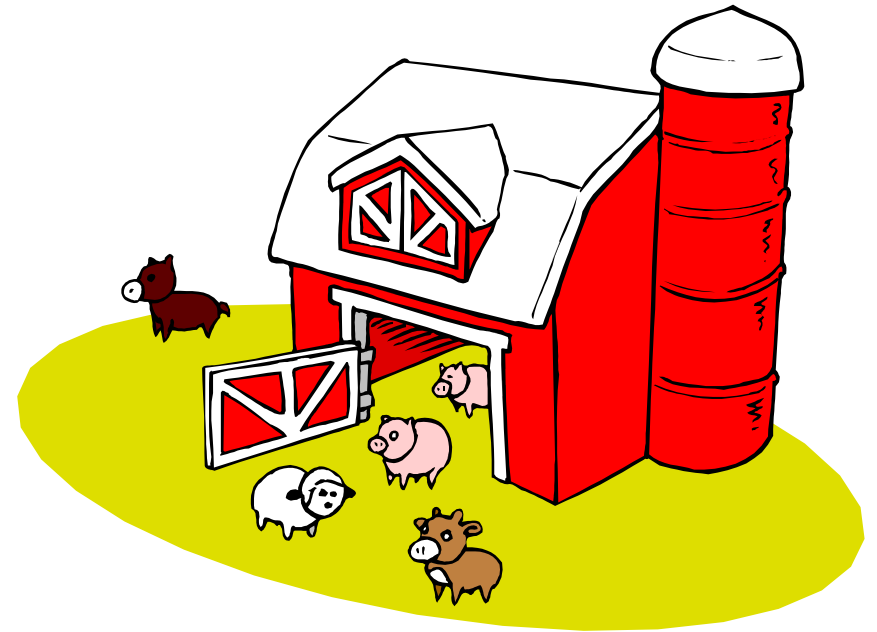


The miller ground
the grains

SO



the grain
turned to flour.



The hen used the flour
to make bread

SO



a good smell filled
the farmyard.

#9



Borreguita had
the coyote hold
the mountain

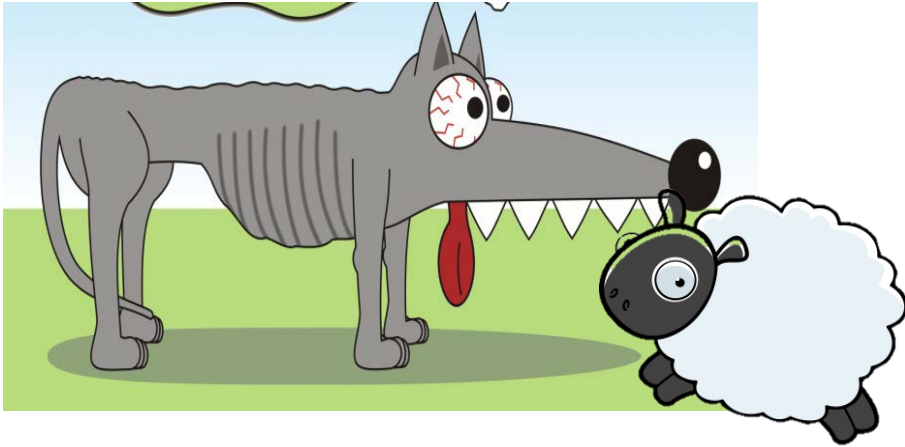
SO



she could run away.



#10



Borreguita hit the
coyote's mouth

SO



the coyote ran away.

SO

SO



Unit Resources

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



Teacher's Bookshelf

Folktales – Pre-Kindergarten

Required Books:

The Little Red Hen

by Carol Ottolenghi

ISBN-10: 1577683781

ISBN-13: 978-1577683780

Borreguita and the Coyote

by Verna Aardema

ISBN-10: 0679889361

ISBN-13: 978-0679889366

Optional Books:

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

How Tiger Got His Stripes:

A Folktale from Vietnam

by Rob Cleveland

ISBN-10: 0874857995

ISBN-13: 978-0874837995

The Merchant and the Thief:

A Folktale from India

by Ravi Zacharias

ISBN-10: 0310716365

ISBN-13: 978-0310716365

The Drum: A Folktale from India

by Rob Cleveland

ISBN-10: 0874838029

ISBN-13: 978-0874838022

The Giant Cabbage: An Alaska Folktale

by Cherie Stihler

ISBN-10: 1570613575

ISBN-13: 978-1570613579

The Green Frogs: A Korean Folktale

by Yumi Heo

ISBN-10: 0618432288

ISBN-13: 978-0618432288

The Well of Truth: A Folktale from Egypt

by Martha Hamilton

ISBN-10: 0874838800

ISBN-13: 978-0874838800

Fat Cat: A Danish Folktale

by Margaret Read MacDonald

ISBN-10: 0874837650

ISBN-13: 978-0874837650

The Clever Monkey: A Folktale from West Africa

by Rob Cleveland

ISBN-10: 0874838010

ISBN-13: 978-0874838015

The Mitten

by Jan Brett

ISBN-10: 0399231094

ISBN-13: 978-0399231094

The Tiger and the Dried Persimmon

by Janie Jaehyun Park

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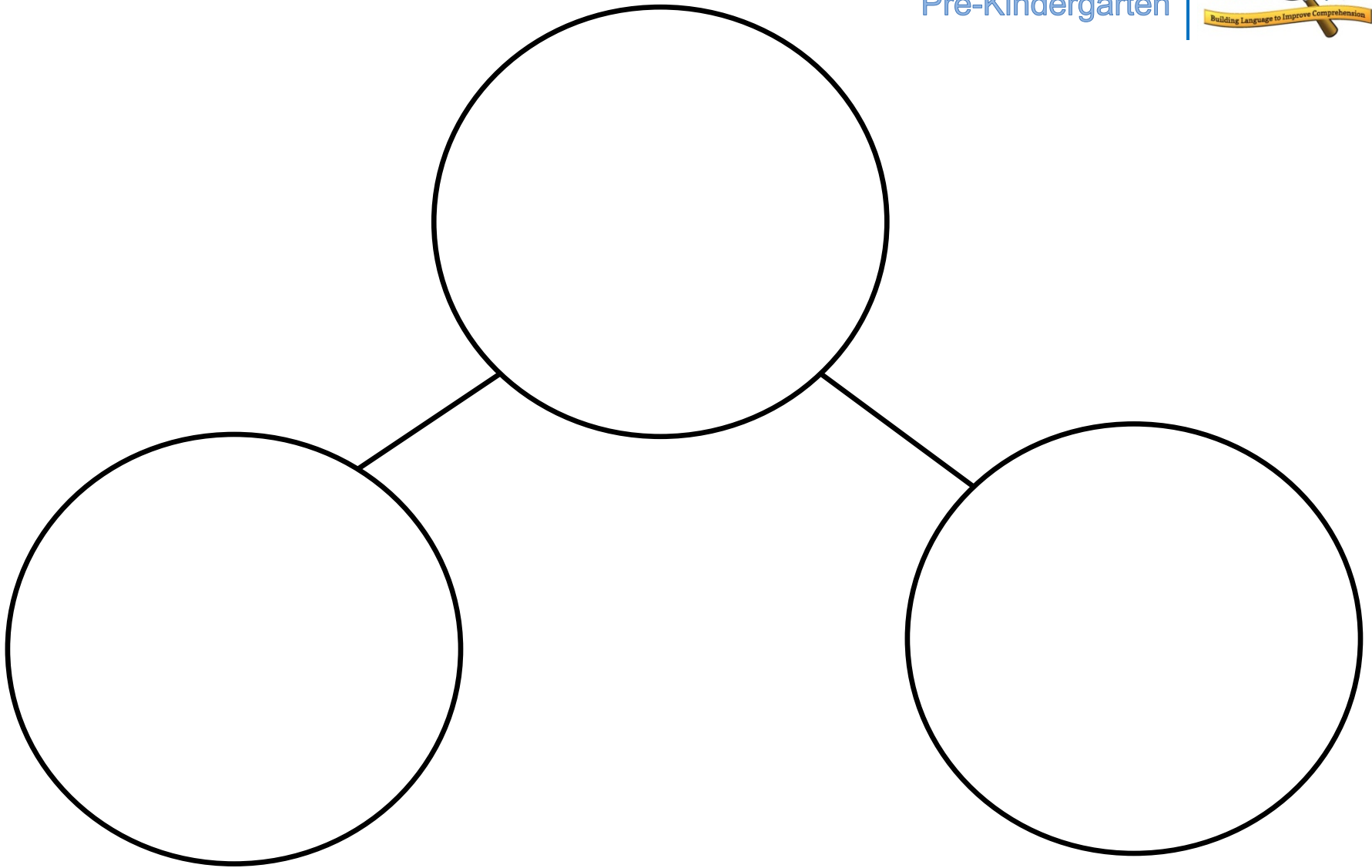
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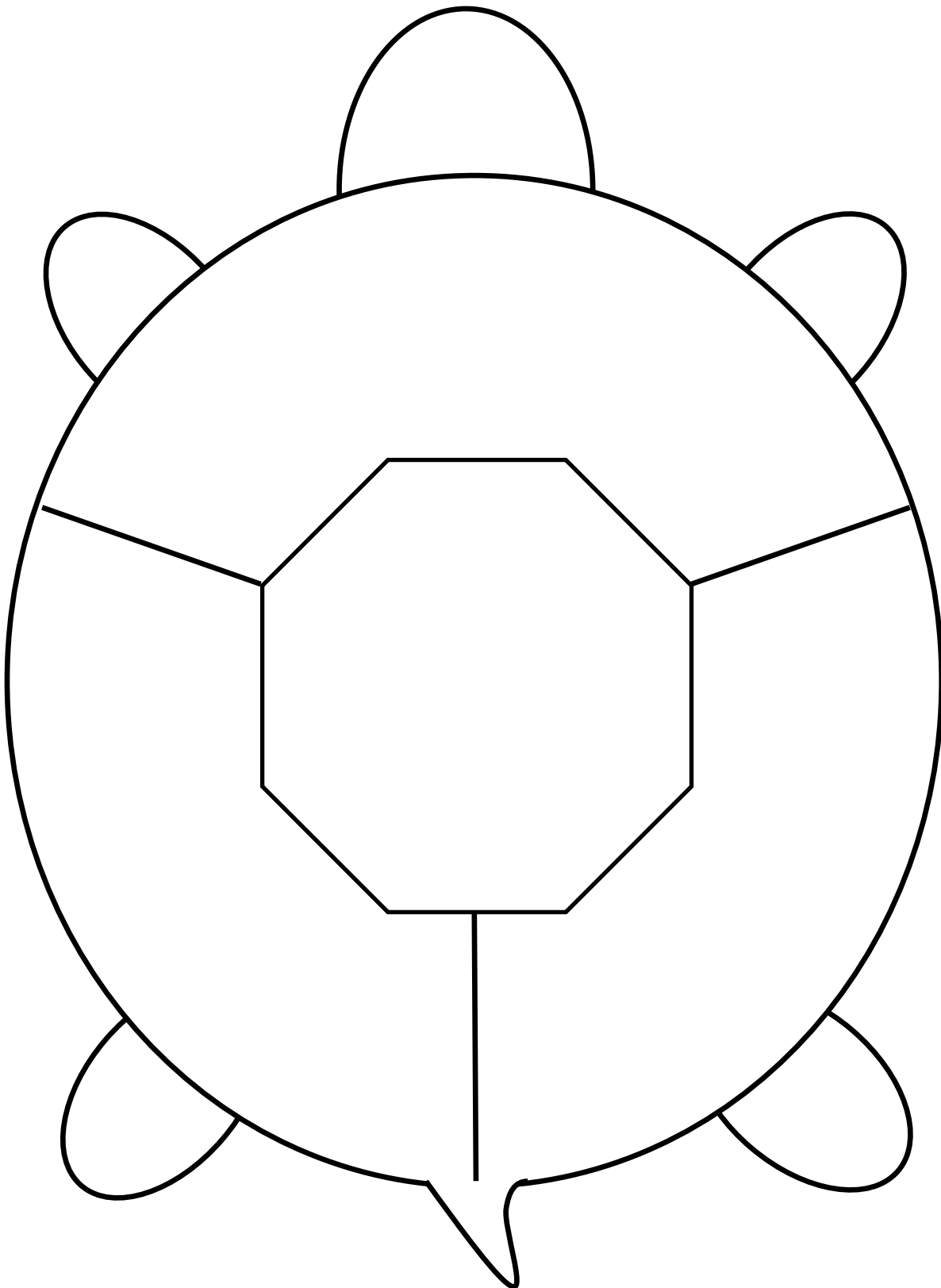
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Turtle Word Web

Pre-Kindergarten





Unit Vocabulary

Folktales – Pre-Kindergarten

Sigh

Breathe out deeply, often with sadness



Folktale

A story passed down from generation to generation



Grain

The seed of a cereal plant



Guard

To protect a person or place from harm



Curious

Really want to find out



Suspicious

To not trust something because something is not right about it



Goal

Something that you want to do or finish



Attempt

To try to do something



Sigh





Vocabulary Picture Card

Folktales – Word 1 – Sigh

Sigh

Breathe out deeply,
often with sadness

Folktale





Folktale

A story passed down from
generation to generation

Grain





Vocabulary Picture Card

Folktales – Word 3 – Grain

Grain

The seed of a cereal plant

Guard





Guard

To protect a person
or place from harm

Curious





Vocabulary Picture Card
Folktales – Word 5 – Curious

Curious

Really want to find out

Suspicious





Suspicious

To not trust something
because something
is not right about it

Goal





Goal

Something that you
want to do or finish

Attempt





Attempt

To try to do something

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

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

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

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



WRAP Set 1 – Lesson 4

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



WRAP Set 2 – Lesson 5

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



WRAP Set 3 – Lesson 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.

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

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

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

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



WRAP Set 4 – Lesson 12

Present the WRAP sentences before beginning the lesson.

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