

UNIT: RUMPELSTILTSKIN

<p>ANCHOR TEXT¹ <i>Rumpelstiltskin</i>, Brothers Grimm (Literary) (Available on pages 29-32 of the Read-Aloud Anthology from Domain 9 of the Grade 1 Core Knowledge Listening and Learning Strand)²</p> <p>RELATED TEXTS <i>Literary Texts (Fiction)</i></p> <ul style="list-style-type: none"> The following fairy tales are available from Domain 9 of the Grade 1 Core Knowledge Listening and Learning Strand Read-Aloud Anthology: <ul style="list-style-type: none"> <i>Sleeping Beauty</i>, Brothers Grimm (pages 16-19) <i>Rapunzel</i>, Brothers Grimm (pages 44-47) <i>The Frog Prince</i>, Brothers Grimm (pages 58-60, 70-73) <i>Hansel and Gretel</i>, Brothers Grimm (pages 90-93, 103-106) or <i>Jack and the Beanstalk</i>, Brothers Grimm (pages 115-117 and 127-129) Seven Blind Mice, Ed Young <p><i>Informational Texts (Nonfiction)</i></p> <ul style="list-style-type: none"> “The Brothers Grimm Fairy Tales and Stories” Biography of a queen, king, prince, or princess³ (e.g., Princess Diana, Queen Victoria, Cleopatra VII, or Queen Elizabeth I) “The Queen’s Working Day”⁴ from <i>The Official Website of the British Monarchy</i> 	<p>UNIT FOCUS</p> <p>Students explore several classic Grimm fairy tales. Students create a Fairy Tales Learning Log to trace the various connections and common ideas across the various tales. They begin to develop an awareness of common traits in fairy tales, such as qualities of setting, magic, royalty, good versus evil, and happy endings. Students also begin to understand that the traits of various characters and the outcomes of their actions teach lessons about life.</p> <p>Text Use: Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts</p> <p>Reading: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.5, RI.1.6, RI.1.7, RI.1.9</p> <p>Reading Foundational Skills:⁵ RF.1.1a, RF.1.3a-g, RF.1.4a-c</p> <p>Writing: W.1.1, W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8</p> <p>Speaking and Listening: SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6</p> <p>Language: L.1.1a-j, L.1.2a-e, L.1.4a-c, L.1.5a-d, L.1.6</p> <p>CONTENTS</p> <p>Page 210: Text Set and Unit Focus</p> <p>Page 211: <i>Rumpelstiltskin</i> Unit Overview</p> <p>Pages 212-216: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 217: Instructional Framework</p> <p>Pages 218-238: Text Sequence and Sample Whole-Class Tasks</p>
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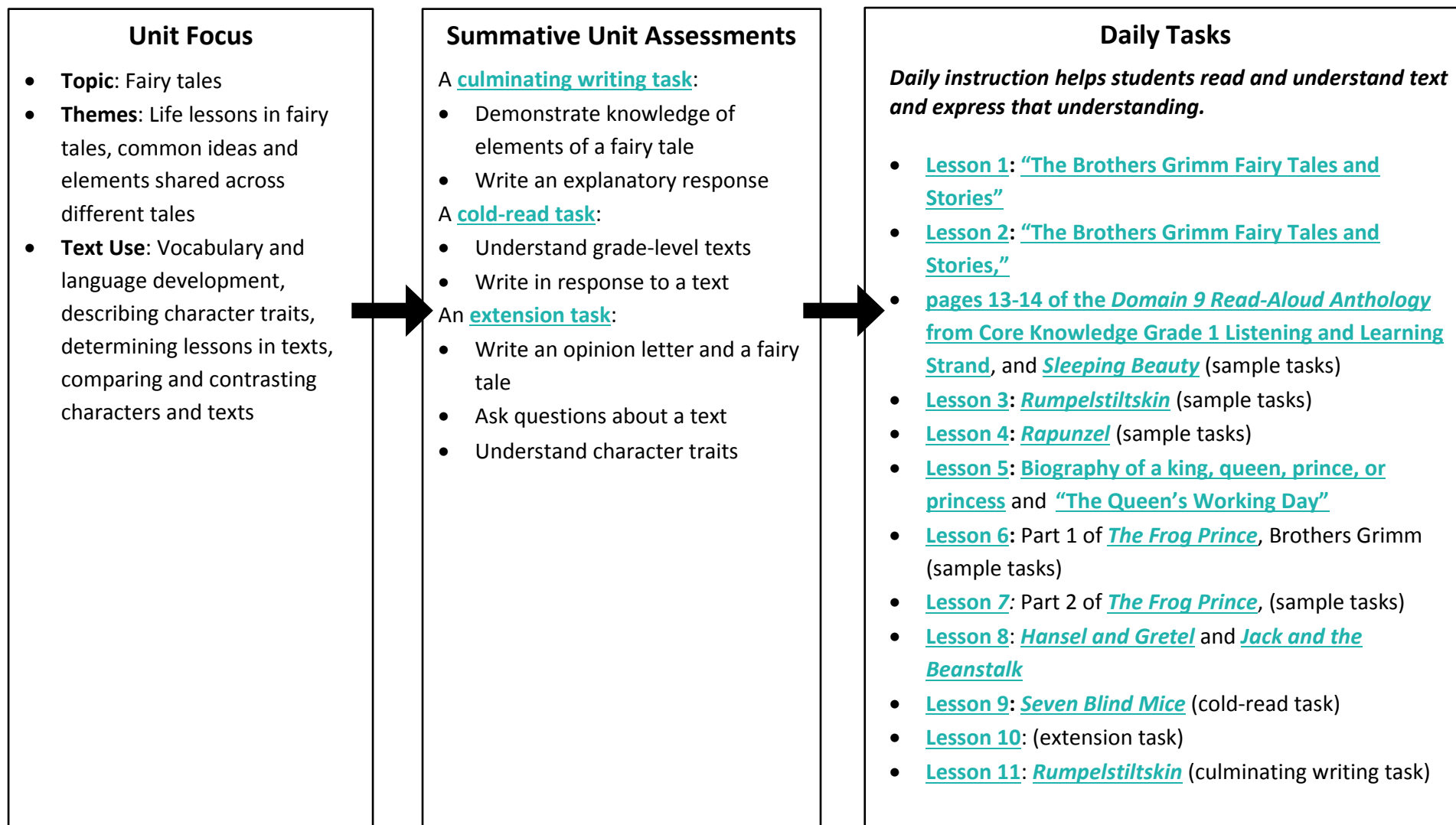
¹ Some texts, questions, and tasks in this unit are originally included in and in some cases adapted from the Core Knowledge Grade 1 Domain 9 Read-Aloud Anthology. The anthology falls under a Creative Commons license for reuse (<http://creativecommons.org/licenses/by-nc-sa/3.0/>). Additional information about the license specific to Core Knowledge is available at [here](#).

² To access the Core Knowledge texts for free, click on the provided link and select Add File and then Your Files. You will need to create a user name and password (which is also free) to download the file for free.

³ <http://www.ducksters.com/biography/>

⁴ <http://www.royal.gov.uk/HMTheQueen/DayInTheLife/Queensworkingday.aspx>

Rumpelstiltskin Unit Overview



⁵ The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and focus on a progression of skills that are formally assessed at various points throughout the year.

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK⁶

Have students respond to the following prompt: “Explain why *Rumpelstiltskin* is a fairy tale. Provide at least two reasons and examples.” (RL.1.1, RL.1.2, RL.1.3, W.1.2)

Teacher Notes:

- Students determine the elements of a fairy tale and explain how *Rumpelstiltskin* fits the characteristics. The completed writing should use words from classroom resources, including conjunctions that signal a simple relationship (e.g., because and so) and frequently occurring adjectives. (L.1.1g, L.1.6)
- Prompt students to use the notes from the unit, including the *Elements of Fairy Tales* chart, for *Rumpelstiltskin*.
- Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, f, g, h, i, j; L.1.2d, e) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c)
- Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Fairy tales • Themes: Life lessons in fairy tales, common ideas and elements shared across different tales • Text Use: Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts 	This task assesses: <ul style="list-style-type: none"> • Demonstrating knowledge of elements of a fairy tale • Writing an explanatory response 	Read and understand text: <ul style="list-style-type: none"> • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 6 (sample tasks included) Express understanding of text: <ul style="list-style-type: none"> • Lesson 4 (sample tasks included) • Lesson 7 (sample tasks included) • Lesson 8 • Lesson 11 (use this task)

⁶ Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

COLD-READ TASK⁷

Read *Seven Blind Mice* by Ed Young with individuals or a small group of students. Encourage students to join in reading the known or grade-appropriate decodable words. (RL.1.10, RF.1.3a-g, RF.1.4a-c) Then have students answer a combination of multiple-choice and constructed-response questions⁸ about the text and in comparison to the other texts in the unit. Students should be expected to write a response to at least one of the questions. (L.1.1a-j, L.1.2a-e, L.1.6) Provide [sentence frames](#)⁹ for students who need help writing complete sentences. Sample questions:

1. Prior to reading about the white mouse’s investigation of the object near the pond, read aloud the following questions for students to answer in writing: “Are any of the mice right? What do you think the object near the pond is? Why?” (RL.1.1, RL.1.7, W.1.1)
2. Read aloud the following questions for students to answer orally: “Describe the main characters of this story.” (RL.1.1, RL.1.3)
3. Read aloud the following questions for students to answer in writing: “Fill out the following chart to identify what the mice recognize when they investigate the object near their pond and what the object actually is.” (Teacher Note: Students may require some support to identify *elephant’s tusk* for the yellow mouse.) (RL.1.1, RL.1.2, RL.1.6, RL.1.7)

Character	What the character thinks the object is	What the object actually is
Red mouse	A pillar	An elephant’s foot
Green mouse		
Yellow mouse		
Purple mouse		
Orange mouse		
Blue mouse		

4. Read aloud the following questions for students to answer orally: “Why do the mice *disagree*? How can the mice think the same object is different things?” (RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7)
5. Read aloud the following questions for students to answer orally: “How is the seventh mouse able to get the mice to agree?” (RL.1.1, RL.1.2, RL.1.3, RL.1.7)
6. Read aloud the following question for students to answer orally: “Is this story an example of a fairy tale? Why or why not?” (RL.1.1, RL.1.5)

⁷ **Cold-Read Task:** Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

⁸ Ensure that students have access to the complete texts as they are testing.

⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

7. Read aloud the following questions for students to answer orally: “Explain the provided moral of the story. What real-life lesson can be learned from the experiences of the mice? What does this text teach you about how you should approach a new situation?” (RL.1.1, RL.1.2, RL.1.7)

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<ul style="list-style-type: none"> • Topic: Fairy tales • Themes: Life lessons in fairy tales, common ideas and elements shared across different tales • Text Use: Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts 	This task focuses on: <ul style="list-style-type: none"> • Understanding grade-level texts • Writing in response to a text 	Read and understand text: <ul style="list-style-type: none"> • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 (sample tasks included) • Lesson 6 (sample tasks included) Express understanding of text: <ul style="list-style-type: none"> • Lesson 7 (sample tasks included) • Lesson 8 (sample tasks included) • Lesson 9 (use this task)

EXTENSION TASK¹⁰

1. Ask students to choose a character from one of the fairy tales read in class.
2. Ask students to consider these questions: “What would you like to say to this character about the events of the story? What questions would you ask?”
3. Model for students how to brainstorm answers to the two questions based on a character not likely to be selected by many students.
4. Prompt students think about their own answers for the character they selected.
5. Divide the class into pairs. Ask students to select a character and share that character’s name with their partner.
6. Have students write down the questions they would ask. **(W.1.1, L.1.1.j)** Provide students with [sentence frames](#)¹¹ to support them in writing complete interrogative sentences.
7. Prompt students to ask their partners the questions they developed, and have the partner respond as that character. **(RL.1.1, RL.1.3, SL.1.1a-c, SL.1.3)**
8. Have the pairs write their own fairy tale using the provided organizer and story structure on pages 173 and 175 of the [Domain 9 Read-Aloud Anthology](#)¹² from Core Knowledge Grade 1 Listening and Learning Strand. **(W.1.3, W.1.7)**
9. Make sure pairs include the elements of fairy tales studied in class. **(RL.1.2, RL.1.3)**

Teacher Notes:

- *Students are asked to develop questions about a character in one of the fairy tales and then respond to a peer’s written questions from the point of view of the character from one of the fairy tales. They are then asked to write a fairy tale with their partner incorporating the elements discussed throughout the unit. The completed writing should use words from the vocabulary dictionary, including frequently occurring adjectives, to develop character traits. (L.1.1f, L.1.6)*
- *Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)*
- *If time allows, work with students to type their letters and/or responses. (W.1.6)*

¹⁰ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

¹¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹² <http://www.coreknowledge.org/ckla-files#!/grade-1/listening-&-learning/fairy-tales>

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What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Fairy tales • Themes: Life lessons in fairy tales, common ideas and elements shared across different tales • Text Use: Vocabulary and language development, describing character traits, determining lessons in texts, comparing and contrasting characters and texts 	<p>This task focuses on:</p> <ul style="list-style-type: none"> • Writing a fairy tale • Asking questions about a text • Understanding character traits 	<p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 (sample tasks included) • Lesson 6 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 7 (sample tasks included) • Lesson 8 (sample tasks included) • Lesson 9 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)¹³ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student’s reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



¹³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

NOTE ABOUT THE LESSONS: Throughout this unit, students will build knowledge about vocabulary and characters in and elements of fairy tales. Students will progressively build knowledge using the following tools throughout the unit.

- **Unit Vocabulary Dictionary:** Students create entries for a class dictionary based on words from the texts read in the unit. Students work with the teacher to define the word, use it in a sentence, and illustrate its meaning. Begin in Lesson 2.
- **Fairy Tales Learning Log:** Students create and maintain an **interactive notebook**¹⁴ that contains a section for each story read in the unit. For each story read, students complete the following. Begin in Lesson 2.
 1. **Character Foldable:** Students name, illustrate, and describe the main characters from each story read in the unit. On the front of the tab, students illustrate the character and write the character’s name. Underneath each flap, students write a description of the character, including adjectives. Each foldable can include more tabs to accommodate more characters, as necessary. Students build skill in capitalizing proper nouns, distinguishing proper nouns from common nouns, and using adjectives to describe the characters and their traits.
 2. **Things That Come in Threes Flip Book:** Students identify and give a written explanation of events that occur in threes in the stories. Each tab of the flip book identifies an element that comes in threes (e.g., three wishes, three tries). On each page, students name the stories that contain the element and provide an explanation of how that element is included. A model is available from ReadWriteThink.org.¹⁵
 3. **Elements of Fairy Tales Chart:** Students complete this chart for each fairy tale in this unit, using the chart located on [page 151 of the Domain 9 Read-Aloud Anthology](#)¹⁶ from Core Knowledge Grade 1 Listening and Learning Strand.

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:¹⁷</p> <p>“The Brothers Grimm Fairy Tales and Stories”</p>	<p>TEXT DESCRIPTION: This text provides a short biography of the Brothers Grimm. It tells briefly about their lives and why they chose to write fairy tales.</p> <p>TEXT FOCUS: This text provides a starting point for this unit and provides students exposure to another type of informational text (biographies). Read the biography to students and discuss the type of information it provides. (RL.1.5, RI.1.1, RI.1.2) Create a timeline of when the Brothers Grimm lived and wrote so students identify the age of the unit fairy tales. Have students demonstrate their understanding of biographies by working with a partner to write one. Each pair should work together to identify their full names, when and where they were born, and what they like to do (or other questions similar to the Grimm biography). Then students should present a brief oral biography of their partner to the class. (SL.1.1a-c, SL.1.3, SL.1.4, SL.1.6)</p>

¹⁴ <http://prezi.com/lfdueej83ji6/interactive-student-notebook-intro-set-up-englishlanguage-arts/>

¹⁵ <http://www.readwritethink.org/files/resources/interactives/flipbook/>

¹⁶ <http://www.coreknowledge.org/ckla-files#!/grade-1/listening-&-learning/fairy-tales>

¹⁷ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE
<p>LESSON 2:</p> <p>“The Brothers Grimm Fairy Tales and Stories”</p> <p>Pages 13-14 from Domain 9 of the Core Knowledge Grade 1 Listening and Learning Strand Read-Aloud Anthology¹⁸</p> <p><i>Sleeping Beauty</i>, Brothers Grimm (pages 16-19 from Domain 9 of the Core Knowledge Grade 1 Listening and Learning Strand Read-Aloud Anthology)</p>	<p>TEXT DESCRIPTION: “The Brothers Grimm Fairy Tales and Stories” provides a short biography of the Brothers Grimm. It tells briefly about their lives and why they chose to write fairy tales. Pages 13-14 of the <i>Domain 9 Read-Aloud Anthology</i> provide similar information to the brief biography. <i>Sleeping Beauty</i> tells the story of a young princess who is cursed by a fairy. She sleeps for years until a prince kisses her and she awakens, and the curse is broken.</p> <p>TEXT FOCUS: Use these texts to help students further understand when the tales were written and to highlight the popularity of the tales. Students will begin to identify the elements that must be present in a story in order for it to be classified as a fairy tale. Tasks will focus on the element of fantasy.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to texts read aloud, and then engage in a class discussion about the elements of a fairy tale. This lesson begins the Fairy Tale Learning Log. Students work with the words of the text and finish the lesson by writing a sentence in response to a question.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Third Reading: (The first two readings were completed in Lesson 1.) Review the biography from Lesson 1 by having students answer the following questions: What authors did we learn about? When and where were they born? What did they like to do? (RI.1.1, RI.1.2, SL.1.2) Then share the information from page 13 of the <i>Domain 9 Read-Aloud Anthology</i> and complete the described tasks. • First Reading: Read aloud <i>Sleeping Beauty</i> following the procedures beginning with the Essential Background Information and Terms section on page 14 and continuing until page 19 of the <i>Domain 9 Read-Aloud Anthology</i> from Core Knowledge Grade 1 Listening and Learning Strand. • Class Discussion: Display the Elements of Fairy Tales chart from page 151 of the Domain 9 Read-Aloud Anthology¹⁹ from Core Knowledge Grade 1 Listening and Learning Strand. Use chart paper or a projection device to make the chart large enough for all students to see. <ul style="list-style-type: none"> ○ Explain to students that they just heard a fairy tale about Sleeping Beauty. ○ Lead students in a discussion using the questions under the What Do We Know? section on page 14 of the <i>Domain 9 Read-Aloud Anthology</i> from Core Knowledge Grade 1 Listening and Learning Strand. (SL.1.1a-c, SL.1.3, SL.1.4, SL.1.6)

¹⁸ To access the Core Knowledge texts for free, click on the provided link and select Add File and then Your Files. You will need to create a user name and password (which is also free) to download the file for free.

¹⁹ <http://www.coreknowledge.org/ckla-files#!/grade-1/listening-&-learning/fairy-tales>













TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ As a class, complete the Elements of Fairy Tales chart for <i>Sleeping Beauty</i>. (Teacher Note: Students should begin to make distinctions between fairy tales and other literary stories, such as the inclusion of magic, the setting [e.g., “Once upon a time” and the presence of royalty], and a good and evil character). Allow students to make connections between <i>Sleeping Beauty</i> and other fairy tales with which they are familiar and ask questions (e.g., “Do fairy tales always have a princess?” or “Did Disney create fairy tales?”) to clear up any misunderstandings they may have about fairy tales or other texts they may mistakenly think are fairy tales. ○ Provide students with a copy of the completed elements chart to place in their Fairy Tales Learning Log. ● Second Reading: Reread <i>Sleeping Beauty</i> and stop at various points to ask questions for students to demonstrate understanding. Encourage students to ask questions about the text by providing question stems or conversation starters²⁰ and developing a routine to ensure that all students are participating in the question asking and answering. (SL.1.1a-c, SL.1.2, SL.1.3) The following questions are adapted from pages 19-20 of the <i>Domain 9 Read-Aloud Anthology</i> from Core Knowledge Grade 1 Listening and Learning Strand. Ask students: <ul style="list-style-type: none"> ○ At the beginning of the fairy tale, why do the king and queen have a feast? Who is invited? (RL.1.1, RL.1.2) ○ What do some of the fairies give the child? Are these gifts objects she can hold? What are these gifts? Why are they important? (RL.1.1, RL.1.2, RL.1.3, RL.1.4) ○ Why does the king not invite the 13th fairy? Is this a good decision? Why? (RL.1.1, RL.1.2, RL.1.3) ○ What happens when the 13th fairy becomes angry? What problem does this cause? How do the 12th fairy and the king try to solve the problem? What does the king do to help make sure the problem is solved? (RL.1.1, RL.1.2) ○ What happens on the princess’s 15th birthday? (RL.1.1, RL.1.2) ○ How does this fairy tale end? Is it a happy ending? (RL.1.1, RL.1.2) ● Word Work: Build a class unit vocabulary dictionary that students can rely on in their writing. (L.1.6) <ul style="list-style-type: none"> ○ Use a similar process throughout the unit for building the unit vocabulary dictionary. <ul style="list-style-type: none"> ▪ Say each word being studied and give the word a student-friendly definition. (RL.1.4) ▪ Project the sentence in the text where the word is used and read the sentence aloud. ▪ Discuss as a class how the word is used in the sentence to determine its part of speech. (L.1.4a)

²⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ▪ Use the word in another sentence. ▪ Ask a question about something familiar to students that uses the word so students can make real-life connections with the meaning of the word. (SL.1.1b, L.1.5c) ▪ Ask a few student volunteers to orally produce a sentence using the word. (SL.1.6) ▪ Divide the class into pairs. Have each pair select a different word. Provide students with a template that has a vocabulary word and definition at the top of the each page. Have students write a sentence using the word and illustrate the meaning on the template. (SL.1.1a-c; SL.1.5; L.1.1a-j; L.1.2b, d-e; L.1.6) ▪ Gather each page from the pairs and combine them into a single dictionary. (W.1.7) Continue to add to the unit vocabulary dictionary as new words are encountered. Place the dictionary in a reading center during and at the end of the unit. (RF.1.1a; RF.1.3e, g; RF.1.4a; L.1.4a-c) ▪ For <i>Sleeping Beauty</i>, focus on adding the following words to the unit vocabulary dictionary: <i>virtue, wisdom/wise, prick/pricked, evil, spell, soften, hardly, enchanted, feast/feasting, and rejoicing.</i> <ul style="list-style-type: none"> • <u>Student Practice:</u> Have students complete various tasks to demonstrate independent understanding of the text. <ul style="list-style-type: none"> ○ Divide the class into small groups. Provide the groups with the images²¹ for <i>Sleeping Beauty</i>. Ask the groups to sequence the images, and then collectively retell the events of the story by taking turns, with each student telling a single event based on a single image. (RL.1.1, RL.1.2, RL.1.7, SL.1.4, SL.1.6) ○ As a class, review the class Elements of Fairy Tales chart filled in at the beginning of the lesson. Have students consider the elements of the fairy tale and discuss what elements could not happen in real life and what elements could happen in real life. (SL.1.1a-c) ○ Discuss the traits of the various characters in the story. Ask students, “Which characters are good, and which characters are evil? Who wins in the end? What does this teach us about how we should act?” (RL.1.1, RL.1.2, RL.1.3, RL.1.9, SL.1.2) ○ Create a character foldable for <i>Sleeping Beauty</i> to place in the Fairy Tales Learning Log. Provide students with a piece of paper to create the foldable for <i>Sleeping Beauty</i>. The foldable needs four flaps. A template for creating a four-tab foldable with a spot for the title of the story is available here.²² Ask students to name and illustrate the main characters from <i>Sleeping Beauty</i> (e.g., the king, the 13th fairy, the princess, and the prince). Then, underneath each tab, have students write a description of each character, including adjectives.

²¹ http://www.engageny.org/sites/default/files/resource/attachments/ckla_g1_d9_fb.pdf

²² <http://www.iamhomeschooling.com/images/stories/printables/templates/4tabhfoldtitle.pdf>

TEXT SEQUENCE	TEXT USE								
	<p data-bbox="701 207 1050 240">(RL.1.1, RL.1.3, SL.1.5, L.1.1f)</p> <table border="1" data-bbox="619 310 1850 727"> <tr> <td data-bbox="619 310 926 675"> <p data-bbox="722 315 827 347">The king</p>  </td> <td data-bbox="926 310 1232 675"> <p data-bbox="995 315 1163 347">The 13th fairy</p>  </td> <td data-bbox="1232 310 1539 675"> <p data-bbox="1310 315 1457 347">The princess</p>  </td> <td data-bbox="1539 310 1850 675"> <p data-bbox="1625 315 1751 347">The prince</p>  </td> </tr> <tr> <td colspan="4" data-bbox="619 675 1850 727" style="text-align: center;"> <p data-bbox="1142 683 1331 708"><u>Sleeping Beauty</u></p> </td> </tr> </table> <ul data-bbox="659 753 1486 786" style="list-style-type: none"> ○ Update the class elements chart based on the various discussions. <p data-bbox="516 802 852 834">EXPRESS UNDERSTANDING:</p> <ul data-bbox="562 857 1961 1338" style="list-style-type: none"> ● <u>Independent Writing</u>: Present students with the following question: “What could the king and queen have done differently to prevent the spell from being cast on the princess?” (RL.1.2) <ul data-bbox="659 941 1961 1289" style="list-style-type: none"> ○ Lead students in a <u>Shared Inquiry Discussion</u>²³ to brainstorm, list, and discuss solutions. ○ Ensure that students use <u>accountable talk</u>²⁴ throughout the discussion and refer to the text to provide support for their ideas. (SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.6) ○ Ask students write a response to the question. (W.1.1, W.1.8) ○ Provide a <u>sentence frame</u>²⁵ for students who need help writing a complete sentence. ○ Ensure that students use various nouns, pronouns, verbs, adjectives, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, f, h, i, j; L.1.2d, e; L.1.6) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c) ● Note for Small-Group Writing: Ensure that student writing meets expectations through teacher conferencing and 	<p data-bbox="722 315 827 347">The king</p> 	<p data-bbox="995 315 1163 347">The 13th fairy</p> 	<p data-bbox="1310 315 1457 347">The princess</p> 	<p data-bbox="1625 315 1751 347">The prince</p> 	<p data-bbox="1142 683 1331 708"><u>Sleeping Beauty</u></p>			
<p data-bbox="722 315 827 347">The king</p> 	<p data-bbox="995 315 1163 347">The 13th fairy</p> 	<p data-bbox="1310 315 1457 347">The princess</p> 	<p data-bbox="1625 315 1751 347">The prince</p> 						
<p data-bbox="1142 683 1331 708"><u>Sleeping Beauty</u></p>									

²³ <http://www.greatbooks.org/about/what-is-shared-inquiry/> and <https://www.youtube.com/watch?v=r-M3aLcE88E>

²⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	support students who are struggling to meet standards during small-group writing time. (W.1.5)
<p>LESSON 3:</p> <p><i>Rumpelstiltskin</i>, Brothers Grimm (pages 29-32 from Domain 9 of the Core Knowledge Grade 1 Listening and Learning Strand Read-Aloud Anthology)²⁶</p>	<p>TEXT DESCRIPTION: This fairy tale is the story of a miller’s daughter who is given an impossible task to complete. A strange man comes to her aid but asks for her first-born child in return. She ends up guessing his unusual name and getting to keep her child.</p> <p>TEXT FOCUS: The focus of this fairy tale is on the elements of good versus evil and events or details that occur in threes.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students continue to build knowledge of the elements of fairy tales and work on vocabulary and the Fairy Tales Learning Log. They participate in a class discussion and find and use evidence from the text—not just personal experience or opinion—to support their answers during the discussion and tasks.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read aloud <i>Rumpelstiltskin</i> on pages 29-32 of the <i>Domain 9 Read-Aloud Anthology</i> from Core Knowledge Grade 1 Listening and Learning Strand. • Word Work: Continue building a class unit vocabulary dictionary that students can rely on in their writing. (L.1.6) <ul style="list-style-type: none"> ○ Use a similar process to that used in Lesson 2. ○ For <i>Rumpelstiltskin</i>, focus on adding the following words to the unit vocabulary dictionary: <i>clever, boasting, impress, promise/promised, larger, succeed/success, pleased, pity, messenger, deny, claim, and stamped.</i> • Student Practice: Divide the class into pairs. Provide pairs of students with the images²⁷ for <i>Rumpelstiltskin</i>. Ask the pairs to sequence the images and retell the events of the story to each other. (RL.1.1, RL.1.2, RL.1.7, SL.1.4, SL.1.6) • Second Reading: Provide each pair with two copies of a blank Elements of Fairy Tales chart. Reread <i>Rumpelstiltskin</i> and stop at various points to complete a class chart. Ask the pairs to write the parts they know on their blank chart. Place the elements chart in the <i>Rumpelstiltskin</i> section of the Fairy Tales Learning Log. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Class Discussion: Read <i>Rumpelstiltskin</i> a third time. Throughout the reading, ask questions for students to demonstrate understanding. Encourage students to ask questions about the text by providing question stems or conversation starters,²⁸ and develop a routine to ensure that all students are participating in the question asking and

²⁶ To access the text for free, click on the provided link and select Add File and then Your Files. You will need to create a user name and password (which is also free) to download the file for free.

²⁷ http://www.engageny.org/sites/default/files/resource/attachments/ckla_g1_d9_fb.pdf

²⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>answering. (SL.1.1a-c, SL.1.2, SL.1.3) The following questions are adapted from pages 33-34 of the <i>Domain 9 Read-Aloud Anthology</i> from Core Knowledge Grade 1 Listening and Learning Strand. Ask students:</p> <ul style="list-style-type: none"> ○ How does this fairy tale begin? ○ What talent does the father <i>boast</i> that his <i>clever</i> daughter has? What problem does the miller's <i>boasting</i> create? (RL.1.1, RL.1.2, RL.1.4, L.1.4c) ○ How does the miller's daughter solve her original three problems? What three things does she promise? What additional problem do these three promises cause for her? ○ How many days does the queen have to solve her problem and keep her child? ○ How does this fairy tale end? <ul style="list-style-type: none"> ● Student Practice: Have students complete various tasks to demonstrate independent understanding of the text. <ul style="list-style-type: none"> ○ Ask students to review the Elements of Fairy Tales chart filled out as pairs during the second reading for the text. Have students consider the elements of the fairy tale and discuss what elements could not happen in real life and what elements could happen in real life. (RL.1.5, SL.1.1a-c) ○ Discuss the traits of the various characters in the story. (RL.1.3) Create a character foldable for <i>Rumpelstiltskin</i> to place in the Fairy Tales Learning Log. Use a similar process as described in Lesson 2. This foldable needs three flaps—one each for the miller, the queen (the miller's daughter), and Rumpelstiltskin. A template for creating a three-tab foldable with a spot for the title of the story is available here.²⁹ (RL.1.1, RL.1.3, SL.1.5) Students build skill in capitalizing proper nouns, distinguishing proper nouns from common nouns, and using adjectives to describe the characters and their traits. (L.1.1a, b, f; L.1.2a) ○ Begin the Things That Come in Threes flip book and add information for <i>Rumpelstiltskin</i>. A model for creating a flip book electronically is available from ReadWriteThink.org.³⁰ (W.1.6) Have students identify the various things that come in threes in <i>Rumpelstiltskin</i> (e.g., three tests, three promises, and three tries). (RL.1.1, RL.1.2, RL.1.3) Write each of the things that come in threes on a different tab of the flip book. On the "Three Tests" page, ask students to write <u>Rumpelstiltskin</u> and explain and/or illustrate the three tests that occur in the story (e.g., The miller's daughter has to spin straw into gold three times). (W.1.2, L.1.1a-j, L.1.2a-e, L.1.6) As needed, provide a sentence frame³¹ to support students in writing their explanation. Place the Things That Come in Threes flip book at the front of the Fairy Tales Learning Log.

²⁹ <http://www.iamhomeschooling.com/images/stories/printables/templates/3tabhfoldtitle.pdf>

³⁰ <http://www.readwritethink.org/files/resources/interactives/flipbook/>

³¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE			
	<div data-bbox="703 362 1669 786" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Things That Come in Threes in Fairy Tales</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Three Tests</td> </tr> <tr> <td>Three Promises</td> </tr> <tr> <td>Three Tries</td> </tr> </table> </div> <ul style="list-style-type: none"> • Note for Small-Group Reading: Provide students with additional opportunities to read versions of the same fairy tale to deepen their understanding of characters, build vocabulary, work on comparing and contrasting similar tales, and practice reading with expression on successive readings. (RL.1.3, RL.1.4, RL.1.9, RF.1.4b, L.1.4a-c, L.1.5a-d, L.1.6) <ul style="list-style-type: none"> ○ <i>A Handful of Beans</i> by Jeanne Steig contains a version of <i>Rumpelstiltskin</i> with rhyme, additional dialogue, and illustrations, which could be good for reading and discussing with a small group of students. Students can add to the <i>Rumpelstiltskin</i> section in their Fairy Tale Learning Log. ○ <i>New-Fangled Fairy Tales Book 2: Classic Stories with a Funny Twist</i> by Bruce Lansky introduces modernized and humorous versions of <i>Rumpelstiltskin</i>, <i>Rapunzel</i>, and <i>Hansel and Gretel</i>. These texts are complex, but they offer opportunities for students to extend their learning to understand the influence of fairy tales and consider how modern authors have added and changed the stories written by the Brothers Grimm. Tell students these stories are “retellings” or “adaptations” of the original stories to show other ways of thinking about the tales. Read these adaptations in a small-group setting using a process similar to the description on page 53 of the <i>Domain 9 Read-Aloud Anthology</i> from Core Knowledge Grade 1 Listening and Learning Strand. Students can add to the appropriate section in their Fairy Tale Learning Log. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Independent Writing:</u> Present students with the following questions: “In <i>Rumpelstiltskin</i>, which characters make good decisions, and which characters make decisions to help only themselves (they are <i>selfish</i>)? What is the result of 	Three Tests	Three Promises	Three Tries
Three Tests				
Three Promises				
Three Tries				

TEXT SEQUENCE	TEXT USE
	<p>their <i>selfishness</i>? What does this teach us about how we should act?” (RL.1.1, RL.1.2, RL.1.4, RL.1.9, L.1.4b, L.1.6)</p> <ul style="list-style-type: none"> ○ Lead students in a Shared Inquiry discussion³² to discuss answers to the questions. ○ Ensure that students use accountable talk³³ throughout the discussion and refer to the text to provide support for their ideas. (SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.6) ○ Ask students to write a response to the following question: “What lesson can we learn from this story?” (W.1.1, W.1.8) ○ Provide a sentence frame³⁴ for students who need help writing a complete sentence. ○ Ensure that students use various nouns, pronouns, verbs, adjectives, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, f, h, i, j; L.1.2d, e; L.1.6) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c) <ul style="list-style-type: none"> ● Note for Small-Group Writing: Ensure that student writing meets expectations through teacher conferencing and support students who are struggling to meet standards during small-group writing time. (W.1.5)
<p>LESSON 4:</p> <p><i>Rapunzel</i>, Brothers Grimm (pages 44-47 from Domain 9 of the Core Knowledge Grade 1 Listening and Learning Strand Read-Aloud Anthology)³⁵</p>	<p>TEXT DESCRIPTION: A man is caught stealing from the garden of a witch. He promises to give the witch his child when it is born. The witch takes the girl, Rapunzel, to a high tower in the forest that can only be entered by Rapunzel letting down her hair. A prince discovers this and begins to visit Rapunzel. When their friendship is discovered by the witch, Rapunzel is sent deep into the forest, and the prince is blinded after he falls from the tower. Rapunzel and the prince are reunited in the forest, she helps him see again, and they marry and live happily ever after.</p> <p>TEXT FOCUS: At this point, students have been exposed to a number of fairy tales. The information they have gathered will be used to compare and contrast stories and to strengthen and increase their skills.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students engage in multiple readings of <i>Rapunzel</i>. They work in small groups and/or pairs to build their knowledge of the text and the fairy tale elements present in a story, and consider why <i>Rapunzel</i> should be classified as a fairy tale. Students continue to work on vocabulary and creating the Fairy Tales Learning Log. The lesson concludes with students using the various elements charts to begin comparing and contrasting the stories.</p> <p>READ THE TEXT:</p>

³² <http://www.greatbooks.org/about/what-is-shared-inquiry/> and <https://www.youtube.com/watch?v=r-M3aLcE88E>

³³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

³⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

³⁵ To access the text for free, click on the provided link and select Add File and then Your Files. You will need to create a user name and password (which is also free) to download the file for free.

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Pre-Reading: Ask students to review the <i>Sleeping Beauty</i> and <i>Rumpelstiltskin</i> sections of their Fairy Tales Learning Log. Briefly discuss what makes those two stories examples of fairy tales. • First Reading: Read aloud <i>Rapunzel</i> on pages 44-47 of the <i>Domain 9 Read-Aloud Anthology</i> from Core Knowledge Grade 1 Listening and Learning Strand. • Word Work: Continue building a class unit vocabulary dictionary that students can rely on in their writing. (L.1.6) <ul style="list-style-type: none"> ○ Use a similar process to that used in Lesson 2. ○ For <i>Rapunzel</i>, focus on adding the following words to the unit vocabulary dictionary: <i>longed, worried, desires, delight, merciful, condition, flustered, loneliness, betrayed, and wander/wandered/wandering.</i> • Student Practice: Divide the class into small groups. Work with each small group to check their understanding of the main events of the story. Provide the groups with the images³⁶ for <i>Rapunzel</i>. Ask the groups to sequence the images, and then collectively retell the events of the story by taking turns, with each student telling a single event based on a single image. Evaluate how well individual students are able to retell their particular events. (RL.1.1, RL.1.2, RL.1.7, SL.1.4, SL.1.6) • Second Reading: Provide the small groups with copies of a blank Elements of Fairy Tales chart. Reread <i>Rapunzel</i>. <ul style="list-style-type: none"> ○ Project the text or provide groups with the text for them to follow along. ○ Prompt students to chorally read the dialogue with expression based on the punctuation. (RF.1.4b) ○ To demonstrate their understanding of who is speaking at different points in the text, ask students to use different voices, hold up different puppets representing the characters, or use a different gesture when reading dialogue for the different characters. (RL.1.6) ○ Stop at various points during the reading. (RL.1.1, RL.1.2, RL.1.3) Create a class Elements of Fairy Tales chart and ask the pairs to write the parts they know on their blank chart. Place the elements chart in <i>Rapunzel</i> section of the Fairy Tales Learning Log. Additional guidance for this activity is located on pages 51-52 of the <i>Domain 9 Read-Aloud Anthology</i> from Core Knowledge Grade 1 Listening and Learning Strand. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Class Discussion: Read <i>Rapunzel</i> a third time. Throughout the reading, ask questions for students to demonstrate understanding. Encourage students to ask questions about the text by providing question stems or conversation starters,³⁷ and develop a routine to ensure that all students are participating in the question asking and answering.

³⁶ http://www.engageny.org/sites/default/files/resource/attachments/ckla_g1_d9_fb.pdf

³⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p data-bbox="606 207 1902 272">(SL.1.1a-c, SL.1.2, SL.1.3) The following questions are adapted from pages 48-49 of the <i>Domain 9 Read-Aloud Anthology</i> from Core Knowledge Grade 1 Listening and Learning Strand. Ask students:</p> <ul data-bbox="655 297 1990 743" style="list-style-type: none"> ○ Explain the problem the husband and wife create at the beginning of the fairy tale. Why do the husband and wife act the way they do? What is the result of their actions? (RL.1.1, RL.1.2, RL.1.3) ○ Is there any other way the husband could have solved the problem? Do you think he makes a good decision to agree to the witch’s demand? ○ How is the promise made in <i>Rapunzel</i> similar to the promise made in <i>Rumpelstiltskin</i>? Are the characters’ reasons for making their promises similar or different? (RL.1.1, RL.1.3, RL.1.9) ○ Why is Rapunzel lonely? (RL.1.1, RL.1.3) ○ What does it mean that Rapunzel’s song had entered the prince’s heart? (RL.1.1, RL.1.4, L.1.6) ○ What happens when the witch finds out that the prince has been visiting Rapunzel? (RL.1.1, RL.1.2) ○ Does the fairy tale have a happy ending? Why or why not? <ul data-bbox="560 764 1990 1252" style="list-style-type: none"> ● Student Practice: Have students complete various tasks to demonstrate independent understanding of the text. <ul style="list-style-type: none"> ○ Ask students to review the Elements of Fairy Tales chart filled out as small groups during the second reading. Have students consider the elements of the fairy tale and identify what happens in <i>Rapunzel</i> that is fantasy. (RL.1.5, SL.1.1a-c) Place the elements chart in the Fairy Tales Learning Log in the section for <i>Rapunzel</i>. ○ List the characters from the story as students provide them. Reread, or call on students to read, sections of the story that describe Rapunzel. List adjectives or descriptive phrases that describe her (e.g., <i>beautiful, young, “long, golden hair”</i>). Prompt students to include character traits as well (e.g., <i>kind, resourceful</i>). (RL.1.3) Then have students create a character foldable for <i>Rapunzel</i> to place in the Fairy Tales Learning Log. Use a similar process to that described in Lesson 2. This foldable needs five flaps—one each for the husband, the wife, the witch, Rapunzel, and the prince. A template for creating a five-tab foldable with a spot for the title of the story is available here.³⁸ (RL.1.1, RL.1.3, SL.1.5) Students build skill in capitalizing proper nouns, distinguishing proper nouns from common nouns, and using adjectives to describe the characters and their traits. (L.1.1a, b, f; L.1.2a) <p data-bbox="512 1276 848 1300">EXPRESS UNDERSTANDING:</p> <ul data-bbox="560 1328 1980 1357" style="list-style-type: none"> ● Word Work: Have students practice using the vocabulary from the unit and making connections between the words

³⁸ <http://www.iamhomeschooling.com/images/stories/printables/templates/5tabfoldtitle.pdf>

TEXT SEQUENCE	TEXT USE
	<p>to further understand and describe the characters. (RL.1.3, RF.1.3f, L.1.1j, L.1.2b, L.1.4c, L.1.6)</p> <ul style="list-style-type: none"> ○ Model the concept of antonyms. Rewrite the sentences and ask students to identify the antonym from the unit vocabulary dictionary to use in the sentence. For example, for “Rumpelstiltskin was <u>angry</u> when the queen guessed his name,” students should identify, “Rumpelstiltskin was <u>pleased</u> when the queen guessed his name.” For “Rapunzel did not <u>obey</u> the witch when she let the prince into the tower,” students should identify, “Rapunzel did not defy the witch when she let the prince into the tower.” ○ Have students work in pairs to create sentences from the stories describing the characters. For example: “Rumpelstiltskin was a <u>short</u> man. Rapunzel had <u>long</u> hair.” ○ Ask students to rewrite the sentences using the antonyms. For example, “Rumpelstiltskin was a <u>tall</u> man. Rapunzel had <u>short</u> hair.” ○ Depending on student ability, introduce the concept of commas in a series. Have students describe the characters using a series of adjectives and demonstrate how to separate the adjectives using commas. For example, “Rumpelstiltskin was selfish, greedy, and mean” or “Rapunzel’s hair was long, golden, and beautiful.” (RL.1.3, L.1.1f, L.1.2c) <ul style="list-style-type: none"> ● <u>Independent Writing</u>: Present students with the following questions based on page 52 of the <i>Domain 9 Read-Aloud Anthology</i> from Core Knowledge Grade 1 Listening and Learning Strand: “How are the characters or events in the fairy tales the same? How are the characters or events in the stories different? What kinds of problems do the main characters have to solve? What kinds of solutions appear in these fairy tales? How has each fairy tale begun and ended? Do you think these stories are important for children to read?” (RL.1.9) <ul style="list-style-type: none"> ○ Prompt students to review the first three sections of their Fairy Tales Learning Log. ○ Lead students in a Shared Inquiry discussion³⁹ to discuss answers to the questions. ○ Ensure that students use accountable talk⁴⁰ throughout the discussion and refer to the text to provide support for their ideas. (SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.6) ○ Divide the class into pairs and ask the pairs to orally compare and contrast two of the characters or events. ○ Have students use the following sentence frames⁴¹ to compare and contrast two characters or events from the unit. Possible sentence frame: “How are the characters in the stories the same? Both stories have

³⁹ <http://www.greatbooks.org/about/what-is-shared-inquiry/> and <https://www.youtube.com/watch?v=r-M3aLcE88E>

⁴⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

⁴¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>characters who _____. How are the characters different? One character _____. The other character _____." (RL.1.9, W.1.2)</p> <ul style="list-style-type: none"> ○ Ensure that students use various nouns, pronouns, verbs, adjectives, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, f, h, i, j; L.1.2d, e; L.1.6) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c) <ul style="list-style-type: none"> ● Note for Small-Group Writing: Ensure that student writing meets expectations through teacher conferencing and support students who are struggling to meet standards during small-group writing time. (W.1.5)
<p>LESSON 5:</p> <p>Biography of a king, queen, prince, or princess⁴² (e.g., Princess Diana, Queen Victoria, Cleopatra VII, or Queen Elizabeth I)</p> <p>“The Queen’s Working Day”⁴³ from <i>The Official Website of the British Monarchy</i></p>	<p>TEXT DESCRIPTION: These web pages provide information about real royalty.</p> <p>TEXT FOCUS: Use these texts to provide information on the lives, events, histories, and responsibilities of real-life royalty. Students gain an awareness of the existence of royalty today and what their lives are like. Determine which biography and places to focus on based on student interest and questions. Prior to reading the information, have students determine what they would like to know about real-life royalty. Record these questions and ideas to guide further lessons and searches for information. Read aloud the biography and day-in-the-life text and ask students to share any information they gained from the pictures. (RI.1.6, RI.1.7) Have students answer questions about royalty similar to the ones discussed in Lesson 1. (RI.1.1, RI.1.2) Then have students compare royalty in fantasy (fairy tales) to royalty in reality: Are there any similarities between a real royal family member and those in fairy tales? (RI.1.9)</p>
<p>LESSON 6:</p> <p>Part 1 of <i>The Frog Prince</i>, Brothers Grimm (pages 58-60 from Domain 9 of the Core Knowledge Grade 1 Listening and Learning Strand Read-Aloud Anthology)⁴⁴</p>	<p>TEXT DESCRIPTION: In this fairy tale, a frog helps a princess retrieve a ball she has lost down a well in return for her promise to share everything she has with him. The princess does not want to keep her promise, but at the insistence of her father, she does. The frog turns out to be a prince who was cursed by a witch.</p> <p>TEXT FOCUS: Use students’ knowledge from the previous unit to support their understanding of the differences between fantasy and reality. Students continue to build knowledge about fairy tale elements.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students review knowledge they have about real frogs and make predictions about what the Frog Prince may look like. They listen to the text read aloud. Then they continue to work with the vocabulary and complete the Fairy Tales Learning Log. The lesson concludes with students working with conjunctions and then creating a class H-chart or Venn diagram to compare real frogs to the Frog Prince.</p>

⁴² <http://www.ducksters.com/biography/>

⁴³ <http://www.royal.gov.uk/HMTheQueen/DayInTheLife/Queensworkingday.aspx>

⁴⁴ To access the text for free, click on the provided link and select Add File and then Your Files. You will need to create a user name and password (which is also free) to download the file for free.

TEXT SEQUENCE	TEXT USE
	<p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Pre-reading: Have students make connections with previous knowledge to support their reading of the fairy tale. For this tale, focus on student understanding of frogs (from the <i>Frogs</i> unit) and royalty (from Lesson 5 of this unit). <ul style="list-style-type: none"> ○ Use the questions and process explained on page 56 of the <i>Domain 9 Read-Aloud Anthology</i> from Core Knowledge Grade 1 Listening and Learning Strand. ○ As a class, discuss the knowledge students have about frogs (e.g., where they live, what they look like). Provide each student with a blank Elements of Fairy Tales chart. Ask students to look at the Characters section of the elements chart. Prompt them to illustrate a picture predicting what they think the Frog Prince looks like, incorporating what they have learned about frogs, royalty, and other fairy tale characters. • First Reading: Read aloud Part 1 of <i>The Frog Prince</i> on pages 58-60 of the <i>Domain 9 Read-Aloud Anthology</i> from Core Knowledge Grade 1 Listening and Learning Strand. • Word Work: Continue building a class unit vocabulary dictionary that students can rely on in their writing. (L.1.6) <ul style="list-style-type: none"> ○ Use a similar process to that used in Lesson 2. ○ For Part 1 of <i>The Frog Prince</i>, focus on adding the following words to the unit vocabulary dictionary: <i>mighty, disappointment, timid, wailed, afterward, eagerly, emerged, remarked, settled, court, retrieved, unwillingly, patiently, and glee.</i> • Second Reading: Provide groups copies of a blank Elements of Fairy Tales chart. Reread Part 1 of <i>The Frog Prince</i>. <ul style="list-style-type: none"> ○ Project the text or provide groups with the text for them to follow along. ○ Prompt students to chorally read the dialogue with expression based on the punctuation. (RF.1.4b) ○ To demonstrate their understanding of who is speaking at different points in the text, ask students to use different voices, hold up different puppets representing the characters, or use a different gesture when reading dialogue for the different characters. (RL.1.6) ○ Stop at various points during the reading and prompt the groups to begin filling out the elements chart for <i>The Frog Prince</i> (it will be completed in Lesson 7). (RL.1.1, RL.1.2, RL.1.3) Additional guidance for this activity is located on pages 63-64 of the <i>Domain 9 Read-Aloud Anthology</i> from Core Knowledge Grade 1 Listening and Learning Strand. • Third Reading: Read Part 1 of <i>The Frog Prince</i> a third time. Throughout the reading, ask questions for students to

TEXT SEQUENCE	TEXT USE
	<p>demonstrate understanding. Encourage students to ask questions about the text by providing question stems or conversation starters,⁴⁵ and develop a routine to ensure that all students are participating in the question asking and answering. (SL.1.1a-c, SL.1.2, SL.1.3) The following questions are adapted from pages 60-61 of the <i>Domain 9 Read-Aloud Anthology</i> from Core Knowledge Grade 1 Listening and Learning Strand. Ask students:</p> <ul style="list-style-type: none"> ○ Describe the problem that happens at the beginning of the story. How does the princess respond? (RL.1.1, RL.1.2, RL.1.3) ○ What does the princess promise the frog? (RL.1.1, RL.1.2) ○ Does the princess intend to keep her promise? What are some clues that tell us how she feels about her promise and about the frog? (RL.1.1, RL.1.2, RL.1.3) ○ How does the king respond when he hears what the princess has done? Why does the princess obey the king and let the frog in? (RL.1.1, RL.1.2, RL.1.3) <ul style="list-style-type: none"> ● Student Practice: Continue the Things That Come in Threes flip book begun in Lesson 3 and add information for Part 1 of <i>The Frog Prince</i>. Have students identify the three promises the princess makes to the frog. (RL.1.1, RL.1.2, RL.1.3) On the “Three Promises” page, ask students to write <i>The Frog Prince</i> and explain and/or illustrate the three promises the princess makes to the frog (e.g., The princess has to agree to be the frog’s friend forever, love him, and share everything with him). (W.1.2, L.1.1a-j, L.1.2a-e, L.1.6) As needed, provide a sentence frame⁴⁶ to support students in writing their explanation. ● Word Work: Follow the procedures for the Syntactic Awareness Activity on pages 64-65 of the <i>Domain 9 Read-Aloud Anthology</i> from Core Knowledge Grade 1 Listening and Learning Strand. Focus students on using the conjunction <i>because</i>. (L.1.1g) <ul style="list-style-type: none"> ○ On page 65, replace the <i>Imagining</i> activity with the following task: ○ Have students practice using words from the vocabulary dictionary and making real-life connections. (L.1.1g, j; L.1.4c; L.1.5c; L.1.6) Have students work with a partner to orally complete the sentence starters by providing a reason why the following situations happened. (SL.1.1a-c, SL.1.4, SL.1.6) <ul style="list-style-type: none"> ▪ Our class is <i>delighted</i> to go outside because... ▪ Today I am waiting <i>patiently</i> because... ▪ It is not <i>wise</i> to <i>boast</i> because...

⁴⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

⁴⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Fourth Reading: Divide students into groups. Provide the groups with Part 1 of <i>The Frog Prince</i> to read the aloud. <ul style="list-style-type: none"> ○ While they are reading, ask students to highlight, underline, or circle words or phrases that express strong emotion or feelings or help us to more fully understand what the characters are doing or thinking. For example: <i>mysterious, timid, ickiest</i>. (RL.1.3, RL.1.4, L.1.6) ○ Create a three-column class chart. Record the words students identified in the first column. Then label column two “Synonyms” and column three “Antonyms.” ○ Complete the chart as a class, providing words with similar meanings and words with opposite meanings wherever possible and filling in what they are not able to provide. Ask students, “Why do you think the author chose to use _____ instead of _____?” while completing the chart. Have students act out the meanings of the synonyms, demonstrating the different shades of meaning among the words. (L.1.5a, b, c, d) ○ Introduce and use a thesaurus to support the completion of the chart. ○ Depending on abilities of the students, have students choose one to three words from the chart and write a response to the following sentence frame: “I think the author chose to use the word _____ because _____.” (W.1.1; L.1.1f, g, j; L.1.2b, d, e) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Shared Writing: Create a class H-chart or Venn diagram comparing and contrasting the Frog Prince and real frogs, focusing on what is fantasy and what is reality. Have students provide the information to complete. (RL.1.1, RL.1.3, RL.1.5, RI.1.3, RI.1.9, W.1.8)
<p>LESSON 7:</p> <p>Part 2 of <i>The Frog Prince</i>, Brothers Grimm (pages 70-73 from Domain 9 of the Core Knowledge Grade 1 Listening and Learning Strand Read-Aloud Anthology)⁴⁷</p>	<p>TEXT DESCRIPTION: In this fairy tale, a frog helps a princess retrieve a ball she has lost down a well in return for her promise to share everything she has with him. The princess does not want to keep her promise, but at the insistence of her father, she does. The frog turns out to be a prince who was cursed by a witch.</p> <p>TEXT FOCUS: Use students’ knowledge from the previous unit to support their understanding of the differences between fantasy and reality. Students continue to build knowledge about fairy tale elements.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students engage in multiple readings of the text (from read-aloud to read-along activities). Students then work to fill out the elements chart and continue to work with the vocabulary and complete the Fairy Tales Learning Log. Then they work to understand the conjunction <i>so</i>. The lesson concludes with students writing an opinion response.</p>

⁴⁷ To access the text for free, click on the provided link and select Add File and then Your Files. You will need to create a user name and password (which is also free) to download the file for free.

TEXT SEQUENCE	TEXT USE
	<p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Pre-Reading: Show the images⁴⁸ for Part 1 of <i>The Frog Prince</i>. Have students orally retell the events of the first part of the story to remember what has happened so far. (RL.1.1, RL.1.2, RL.1.7, SL.1.4, SL.1.6) • First Reading: Read aloud Part 2 of <i>The Frog Prince</i> on pages 70-73 of the <i>Domain 9 Read-Aloud Anthology</i> from Core Knowledge Grade 1 Listening and Learning Strand. • Word Work: Continue building a class unit vocabulary dictionary that students can rely on in their writing. (L.1.6) <ul style="list-style-type: none"> ○ Use a similar process to that used in Lesson 2. ○ For Part 2, focus on adding the following words to the unit vocabulary dictionary: <i>glared, dreadfully, insisted, contented, refused, disgust/disgusting, possessions, scold, decidedly, roughly, possible, and impatient.</i> • Second Reading: Provide groups copies of a blank Elements of Fairy Tales chart. Reread Part 2 of <i>The Frog Prince</i>. <ul style="list-style-type: none"> ○ Project the text or provide groups with the text to follow along. ○ Prompt students to chorally read the dialogue with expression based on the punctuation. (RF.1.4b) ○ To demonstrate their understanding of who is speaking at different points in the text, ask students to use different voices, hold up different puppets representing the characters, or use a different gesture when reading dialogue for the different characters. (RL.1.6) ○ Stop at various points during the reading and prompt the groups to fill out the elements chart for <i>The Frog Prince</i>. (RL.1.1, RL.1.2, RL.1.3) Additional guidance for this activity is located on pages 77-78 of the <i>Domain 9 Read-Aloud Anthology</i> from Core Knowledge Grade 1 Listening and Learning Strand. • Third Reading: Read Part 2 of <i>The Frog Prince</i> a third time. Throughout, ask questions for students to demonstrate understanding. Encourage students to ask questions about the text by providing question stems or conversation starters.⁴⁹ (SL.1.1a-c, SL.1.2, SL.1.3) The following questions are taken or adapted from pages 74-75 of the <i>Domain 9 Read-Aloud Anthology</i> from Core Knowledge Grade 1 Listening and Learning Strand. <ul style="list-style-type: none"> ○ Ask students: “Were your predictions correct? Why or why not?” (RL.1.1, RL.1.2) ○ Ask students: “When the princess is being mean to the frog, the frog says: ‘O careful, careful, princess fair! Promises are more than air.’ What does the frog mean? Would the king agree with the frog’s warning? Why

⁴⁸ http://www.engageny.org/sites/default/files/resource/attachments/ckla_g1_d9_fb.pdf

⁴⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE													
	<p>or why not?” (RL.1.1, RL.1.2, RL.1.4)</p> <ul style="list-style-type: none"> ○ Complete the following chart as a class. (RL.1.1, RL.1.3, RL.1.4, L.1.1f, L.1.6) <table border="1" data-bbox="606 464 1883 699"> <thead> <tr> <th data-bbox="615 469 1024 521">Event</th> <th data-bbox="1031 469 1455 521">The frog’s reaction</th> <th data-bbox="1461 469 1875 521">The princess’s reaction</th> </tr> </thead> <tbody> <tr> <td data-bbox="615 526 1024 578">Frog eats at the table</td> <td data-bbox="1031 526 1455 578"></td> <td data-bbox="1461 526 1875 578"></td> </tr> <tr> <td data-bbox="615 583 1024 634">Frog sleeps in the princess’s bed</td> <td data-bbox="1031 583 1455 634"></td> <td data-bbox="1461 583 1875 634"></td> </tr> <tr> <td data-bbox="615 639 1024 691">Frog kisses the princess</td> <td data-bbox="1031 639 1455 691"></td> <td data-bbox="1461 639 1875 691"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> ○ Add these three events to the Things That Come in Threes flip book begun in Lesson 3. Add the events under the “Three Tests” tab. (RL.1.1, RL.1.2, RL.1.3) On the “Three Tests” page, ask students to write <u>The Frog Prince</u> and explain and/or illustrate the three events after the princess lets the frog into the castle. (W.1.2, L.1.1a-j, L.1.2a-e, L.1.6) As needed, provide sentence frames⁵⁰ to support students in writing their explanations. ○ Ask students: “Why did the frog turn into a prince?” (RL.1.1, RL.1.2, RL.1.3) ○ Ask students: “Does this fairy tale have a happy ending? How do you know?” (RL.1.1, RL.1.2, RL.1.3) ○ Have students to consider Part 1 of <i>The Frog Prince</i> and the above events chart. Ask them: “How does the princess feel about keeping her promises at the beginning of the story? How does she feel once the frog turns into a prince?” (RL.1.1, RL.1.2, RL.1.3) ○ What does this text teach us about how we should act? What actions or behavior have good outcomes? What actions or behavior have bad outcomes? (RL.1.1, RL.1.2) ● Student Practice: Have students complete various tasks to demonstrate independent understanding of the text. <ul style="list-style-type: none"> ○ Ask students: “Is this story a fairy tale? Explain how you know by using and completing the Elements of Fairy Tales chart.” Have students identify what happens in <i>The Frog Prince</i> that is fantasy. (RL.1.5, SL.1.1a-c) Place the elements chart in the Fairy Tales Learning Log in the section for <i>The Frog Prince</i>. 		Event	The frog’s reaction	The princess’s reaction	Frog eats at the table			Frog sleeps in the princess’s bed			Frog kisses the princess		
Event	The frog’s reaction	The princess’s reaction												
Frog eats at the table														
Frog sleeps in the princess’s bed														
Frog kisses the princess														

⁵⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Add any new information from this section to the Venn diagram started for Part 1. Have students complete the chart, focusing on the word <i>because</i> and citing prior knowledge and facts included in the Venn diagram gained from informational texts about frogs in Unit 2. ○ List the characters from the story as students provide them. Have students create a character foldable for <i>The Frog Prince</i> to place in the Fairy Tales Learning Log. Use a similar process to the one described in Lesson 2. This foldable needs three flaps—one each for the king, the princess, and the Frog Prince. A template for creating a three-tab foldable with a spot for the title of the story is available here.⁵¹ (RL.1.1, RL.1.3, SL.1.5) Students build skill in capitalizing proper nouns, distinguishing proper nouns from common nouns, and using adjectives to describe the characters and their traits. (L.1.1a, b, f; L.1.2a) ○ Ask students: “Is the princess good or evil?” Provide student groups the text for this part of the story. While they reread this part, have students highlight, underline, or circle sections of the text that support their answers. ○ Have students compare and contrast the miller’s daughter’s promise to Rumpelstiltskin and the princess’s promise to the frog. Ask students: “Why did the characters make their promises? Are their reasons for making the promises similar or different? Did each character keep the promise made? Were they right or wrong to keep/break the promise?” <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● <u>Word Work</u>: Follow the procedures for the Syntactic Awareness Activity on pages 78-79 of the <i>Domain 9 Read-Aloud Anthology</i> from Core Knowledge Grade 1 Listening and Learning Strand. Focus students on using the conjunction <i>so</i>. (L.1.1g) <ul style="list-style-type: none"> ○ Remind students that we use the word <i>because</i> to join two parts of a sentence. One part tells us what happened, and the other part tells us why something happened, or the cause. ○ Explain to students that the conjunction <i>so</i> is used to put phrases together that tell us what will happen. ○ Provide the example from <i>The Frog Prince</i> on page 78. Provide the additional examples on page 78 and ask students, “What happened after it started raining?” Or, “Why did they take their umbrella?” and “What happened when they were hungry?” Or, “Why did they eat a snack?”

⁵¹ <http://www.iamhomeschooling.com/images/stories/printables/templates/5tabhfoldtitle.pdf>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Then have students practice using words from the vocabulary dictionary and making real-life connections. (L.1.1g, j; L.1.4c; L.1.5c; L.1.6) Use this task instead of the <i>Sequencing</i> activity on page 79. Have students work with a partner to orally complete the sentence starters by explaining what happened as a result of the following situations. (SL.1.1a-c, SL.1.4, SL.1.6) <ul style="list-style-type: none"> ▪ I am <i>unwilling</i> to eat broccoli, so I... ▪ The class <i>refuses</i> to listen to the teacher, so she... ▪ The prince had too many <i>possessions</i>, so he... ● Student Writing: Ask students: “Do you agree with the Frog Prince’s decision at the end of the story to stay at the palace and be friends with the princess? Why or why not?” (Other possible prompts: “If you were the Frog Prince, would you have stayed at the castle with the princess? Why or why not?” or “Should the Frog Prince have stayed at the castle at the end of the story? Why or why not?”) Then have students work independently or in pairs to write an answer to the question, using either <i>because</i> or <i>so</i> to expand their thinking. <ul style="list-style-type: none"> ○ Provide students with sentence frames⁵² as needed to support them in writing complete sentences and organizing their response. (W.1.1, L.1.1j) ○ Ensure that students use various nouns, pronouns, verbs, adjectives, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, f, h, i; L.1.2d, e; L.1.6) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c) ● Note for Small-Group Writing: Ensure that student writing meets expectations through teacher conferencing and support students who are struggling to meet standards during small-group writing time. (W.1.5)
<p>LESSON 8: <i>Hansel and Gretel</i>, Brothers Grimm (pages 90-93 and 103-106 from Domain 9 of the Core Knowledge Grade 1 Listening and Learning Strand Read-Aloud Anthology)⁵³</p> <p><i>Jack and the Beanstalk</i>,</p>	<p>TEXT DESCRIPTION: The last two tales (<i>Hansel and Gretel</i> and <i>Jack and the Beanstalk</i>) are more complex in structure and content than earlier tales.</p> <p>TEXT FOCUS: Only teach one of the tales. Select the tale to teach based on student interest. Use these texts to further analyze characters and compare and contrast fairy tales. Both tales come with a detailed lesson. Follow the provided lesson, adapting them as was done in previous lessons in this unit and incorporating the content that is not included in the published lesson for the Fairy Tales Learning Log. Ensure that students demonstrate more independence in completing the various charts as they have engaged with them over the course of several lessons. Focus students on analyzing the characters in the tale (e.g., whether they are good or evil) and engage in a discussion or debate about the topic. Conclude the lesson by having</p>

⁵² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

⁵³ To access the Core Knowledge texts for free, click on the provided link and select “Add File” and then “Your Files.” You will need to create a user name and password (which is also free) to download the file for free.

TEXT SEQUENCE	TEXT USE
Brothers Grimm (pages 115-117 and 127-129 from Domain 9 of the Core Knowledge Grade 1 Listening and Learning Strand Read-Aloud Anthology)	students compare and contrast two characters in the story and write a short response to determine who is the most evil character in the text and provide reasons, using <i>because</i> or <i>so</i> in their writing.
LESSON 9: Seven Blind Mice , Ed Young	<p>TEXT DESCRIPTION: <i>Seven Blind Mice</i> by Ed Young tells of seven mice who attempt to guess the object by their pond. After several attempts with different results, one mouse determines the best way to determine what the object is.</p> <p>TEXT FOCUS: This text, while not a fairy tale, provides students opportunities to demonstrate their understanding of folktales and their morals.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>
LESSON 10:	<p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>
LESSON 11: <i>Rumpelstiltskin</i> , Brothers Grimm (pages 29-32 from Domain 9 of the Core Knowledge Grade 1 Listening and Learning Strand Read-Aloud Anthology)	<p>MODEL TASKS</p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>