## Block 2: Traditional Literature

10/6-10/31  
4 Weeks (20 days)  
TEKS

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<td>1-5</td>
<td>Immerse students in Traditional Literature and the characteristics of</td>
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<td>fantasy, the plot of fantasy texts, making text-to-self connections.</td>
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<td>2</td>
<td>10/13-10/17</td>
<td>6-10</td>
<td>Characteristics of Traditional Literature and connecting to the</td>
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<td>3</td>
<td>10/20-10/24</td>
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<td>10/27-10/31</td>
<td>16</td>
<td>Making inferences.</td>
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<td>Block 2: Establishing the Literacy Block/Fantasy Characteristics</td>
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<td>TEKS &amp; Objective/Product</td>
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<td>1 TEKS 1.9(B), 1.4(B), Fig 19 (C)</td>
<td>Focus: Understanding Character’s Feelings</td>
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<td>Obj: We will describe characters in a story and the reasons for their actions and feelings.</td>
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<td>5 TEKS 1.7 Fig. 19F</td>
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<td><strong>Focus:</strong> Characteristics of Fantasy Literature</td>
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<td><strong>Text:</strong> The Gingerbread Man, The Fox and the Stork, The Three Billy Goats Gruff &amp; The Three Little Pigs.</td>
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<td><strong>Obj:</strong> We will connect the meaning of a well-known story or fable to personal experiences.</td>
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<td><strong>Product:</strong> We will write the meaning and a connection on a graphic organizer.</td>
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<td><strong>Product:</strong> We will write the meaning and a connection with our partner.</td>
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<td><strong>Text:</strong> The Shoemaker and the Elves (Unit 6, Lesson 27, T114 in Journeys Teacher Guide)</td>
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<td><strong>Approach:</strong> Read Aloud</td>
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<td><strong>Resources/Materials:</strong> Graphic Organizer for partners</td>
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| 13 | TEKS 1.7(B) | **Obj:** We will explain the function of recurring phrases.  
**Product:** We will write recurring phrases and the author’s purpose for them.  
**Focus:** Recurring Phrases  
**Text:** The Fox and the Stork, The Three Little Pigs and any other mentor texts from above lessons  
**Approach:** Mini-Lesson  
**Resources/Materials:** Recurring Phrases graphic organizer |
| 14 | TEKS Fig.19(D) | **Obj:** We will make inferences and use evidence to support understanding.  
**Product:** We will write our inference about the shoe.  
**Focus:** Inference  
**Text:**  
**Approach:** Mini-Lesson  
**Resources/Materials:** Inference Anchor Chart & an interesting shoe |
| 15 | TEKS Fig.19(D) | **Obj:** We will make inferences about texts and use evidence to support understanding.  
**Product:** We will write our inference about the text.  
**Focus:** Inference  
**Text:** Jack and the Bean Stalk (Journeys Unit 4 Lesson 18, pgT270 or pg 128 in student anthology)  
**Approach:** Read aloud  
**Resources/Materials:** Inference Anchor Chart |
| 16 | TEKS Fig.19(D) | **Obj:** We will make inferences about texts and use evidence to support understanding.  
**Product:** We will write our inference about the text.  
**Focus:** Inference  
**Text:** How Leopard Got His Spots (Journeys Unit 3 Lesson 12, pgT132-T141 or pg. 53-68 in student anthology)  
**Approach:** Read aloud  
**Resources/Materials:** Inference Anchor Chart & Inference Graphic Organizer |
| 17-20 | 4 Flex Days |   |
Lessons 1-6

**Rationale:** During these lessons you will immerse your students in fictional texts, specifically Traditional Literature. Traditional Literature includes folktales, fairytales and fables. You will read one of them daily as an interactive read aloud. After you have exposed your students to several of these texts you will complete a noticings anchor chart with your students. On this chart you will chart noticings and book examples from the specified texts. The texts will then serve as mentor texts for lessons the next week so keep them easily accessible for you and your students.

**Lessons 1-6 Teks:** 1.4 (A), (C) Fig. 19 (A), (F)

1.4 (A) confirm predictions about what will happen next in text by "reading the part that tells";

1.4(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and

1.4 (C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

1.7 (A) connect the meaning of a well-known story or fable to personal experiences;

1.9 (B) describe characters in a story and the reasons for their actions and feelings.

Fig. 19 (A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;

Fig. 19 (B) ask literal questions of text;

Fig. 19 (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);

Fig. 19 (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.
Lesson 1

Lesson Teks:
1.9 (B) describe characters in a story and the reasons for their actions and feelings.
1.4(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts;
Fig. 19 (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);

Text: The Gingerbread Man by Catherine McCafferty (1st grade level book collection, CSCOPE)
Approach: Interactive Read-Aloud
Focus: Understanding Characters

Create: (BEFORE THE LESSON) :

Stopping Points—Record the following on sticky notes and place on the correct pages in the text (the pages are not numbered so I began pg. 1 on the first page with text):

- Pg. 8 (Stop after he says You can’t catch me-I’m the Gingerbread Man!)
  Goodness that Gingerbread Man is full of surprises. Early in the story the old woman had said the Gingerbread Man was a sweet, perfect child. Do you think she still feels that way about him? Why? How do you think they are feeling now?

- Pg. 20- The author calls the fox a sly fox? What do you think sly means? Yes, it means he is very smart and tricky. The story says he had a head full of ideas, what do you think some of those ideas were? Turn and tell your partner what ideas you think the fox had. Use this sentence stem...I think the fox had the idea to...

- Pg.31- The fox told the Gingerbread Man that he wouldn’t eat him, but he did. What does that make you think about the fox? What kind of character was he? Turn and talk to your partner about what kind of character the fox was.

Lesson:

1. Bring students to your whole group reading area. Sit next to partner (self-selected or assigned).
2. Introduce the focus:
   Today we are going to talk about characters in stories. Today I am going to read you a story that most of you have heard before, The Gingerbread Man, by Catherine
McCafferty. There are several different versions of the story of the Gingerbread Man, I think you will like this one. While I am reading I want you to think about the characters. Good readers think about the characters as they read. Making connections to characters helps us understand the story. As I read, we are going to stop and think about how the characters feel and what we know about them by the things they do.

3. Reading the text:

- **Pg. 8(Stop after he says You can’t catch me-I’m the Gingerbread Man!)
  Goodness that Gingerbread Man is full of surprises. Early in the story the old woman had said the Gingerbread Man was a sweet, perfect child. Do you think she still feels that way about him? Why? How do you think they are feeling now?

- **Pg. 20- The author calls the fox a sly fox? What do you think sly means? Yes, it means he is very smart and tricky. The story says he had a head full of ideas, what do you think some of those ideas were? Turn and tell your partner what ideas you think the fox had. Use this sentence stem…I think the fox had the idea to...

- **Pg.31- The fox told the Gingerbread Man that he wouldn’t eat him, but he did. What does that make you think about the fox? What kind of character was he? Turn and talk to your partner about what kind of character the fox was.

4. Closing:

Today we talked about some of the characters in the story of The Gingerbread Man. We also talked about how the characters feel and what we know about them by the things they do. It is important to think about how the characters feel and why they do the things they do so we will better understand the story.
Lesson 2

Lesson Teks:
1.9 (B) describe characters in a story and the reasons for their actions and feelings.

1.7 (A) connect the meaning of a well-known story or fable to personal experiences;

Fig. 19 (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);

Text: The Fox and the Stork by Gerald McDermott (2nd grade level book collection, CSCOPE)

Approach: Interactive Read-Aloud

Focus: Understanding Characters

Create: (BEFORE THE LESSON)

- **Stopping Points** – **Record the following on sticky notes and place on the correct pages in the text.** This book does not have page numbers, the pages are identified by the first line of text.
  - **Pg.1**-It says fox liked to play trick on his friends, does that remind you of another fox we’ve read about? Yes, the fox in the Gingerbread Man was tricky too. We made a text to self-connection. The characters in both books were tricky.
  - **Pg.8**-Stork couldn’t get any soup and fox slurped it all up. How do you think stork is feeling? Look at her face how does she look? Turn and tell your partner how stork is feeling.
  - **Pg.14**-Fox says, “This is my reward for tricking my friend!” Why do you think he said that? What does that mean?
  - **Pg.15**-Fox realizes being kind to others is the right thing to do. Turn and talk to your partner about how fox could have been kind to others. Use this sentence stem…Fox could have been kind by…

Lesson:

1. **Bring students to your whole group reading area.** Have students sit by partners (self-selected or assigned).

2. **Introduce the focus:**

   Yesterday we read The Gingerbread Man and we talked about the characters. It’s important when we read to think about how the characters feel. Today we are also going to talk about sometimes a character learns a lesson and they change the way they act. Today I’m going to read The Fox and the Stork and we are going to think about
how the characters feel and see if any of the characters learn a lesson.

3. Reading the text:
   - Pg.1- It says fox liked to play trick on his friends, does that remind you of another fox we’ve read about? Yes, the fox in the Gingerbread Man was tricky too. We made a text to text connection. The characters in both books were tricky.
   - Pg.8- Stork couldn’t get any soup and fox slurped it all up. How do you think stork is feeling? Look at her face how does she look? Turn and tell your partner how stork is feeling.
   - Pg.14- Fox says, “This is my reward for tricking my friend!” Why do you think he said that? What does that mean?
   - Pg.15- Fox realizes being kind to others is the right thing to do. Turn and talk to your partner about how fox could have been kind to others. Use this sentence stem… Fox could have been kind by…

4. Closing:
   Fox realized that being kind would make others feel better. Sometimes the characters learn lessons and it changes the way they act. When we read it is important for us to understand how the characters are feeling and the lessons they learn so we can better understand the story.
Lesson 3

Lesson Teks:
1.9 (B) describe characters in a story and the reasons for their actions and feelings.
1.7 (A) connect the meaning of a well-known story or fable to personal experiences;
Fig. 19 (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);

Text: The Three Billy Goat Gruff by Paul Galdone (1st grade level book collection, CSCOPE)
Approach: Interactive Read-Aloud
Focus: Understanding Characters

Create: (BEFORE THE LESSON)

- Stopping Points – Record the following on sticky notes and place on the correct pages in the text:
  - Pg. 13 – The littlest Billy Goat Gruff told the Troll that he was too little for the troll to eat. He told the troll to wait for the second Billy Goat Gruff to come. He’s much bigger. The troll let him pass. Why do you think he let the little billy goat pass? Yes, he was greedy! He wanted a bigger goat to eat.
  - Pg. 33 – The middle Billy Goat Gruff was bigger and would surely fill up the Troll’s tummy, but he still let him go. What can we tell about the Troll? Turn and Talk to your partner about the Troll. Describe what kind of character he is.
  - Pg. 31 – Look at the troll. How do you think he is feeling? What do you think he learned in this story? Turn to your partner and tell them what the troll learned. Use the sentence stem...The troll learned...

Lesson:

1. Bring students to your whole group reading area. Have students sit by a partner (self-selected or assigned).

2. Introducing the focus:
We have been reading stories and thinking about the characters. We’ve talked about how they feel, what they do and the lessons they learn. Thinking about the characters helps us to better understand the story. Today I’m going to read The Three Billy Goats Gruff. In this story there is an nasty troll who wants to eat a goat for a meal.
3. **Reading the Text:**

- **Pg. 13** – The littlest Billy Goat Gruff told the Troll that he was too little for the troll to eat. He told the troll to wait for the second Billy Goat Gruff to come. He’s much bigger. The troll let him pass. Why do you think he let the little billy goat pass? Yes, he was greedy! He wanted a bigger goat to eat.

- **Pg. 33** – The middle Billy Goat Gruff was bigger and would surely fill up the Troll’s tummy, but he still let him go. What can we tell about the Troll? Turn and Talk to your partner about the Troll. Describe what kind of character he is.

- **Pg. 31** – Look at the troll. How do you think he is feeling? What do you think he learned in this story? Turn to your partner and tell them what the troll learned. Use the sentence stem...The troll learned...

4. **Closing:**

The troll was a greedy character who always wanted bigger and better. In the end he didn’t get anything. Understanding the characters and the lessons they learn helps us better understand stories we are reading.
Lesson 4

Lesson Teks:
1.9 (B) describe characters in a story and the reasons for their actions and feelings.

1.4(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts;

Fig. 19 (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);

Text: The Three Little Pigs by Paul Galdone (1st grade level book collection, CSCOPE)

Approach: Interactive Read-Aloud

Focus: Understanding Characters

Create: (BEFORE THE LESSON)

- Stopping Points – Record the following on sticky notes and place on the correct pages in the text: This book does not have page numbers, the pages are identified by the first line of text.
  - Pg.14 – Let’s think about the first two little pigs. The first one decided to build his house out of straw and the second little pig decided to build his house out of sticks. It wasn’t a very good idea was it? Why did the first two pigs build their houses out of straw and sticks? Turn and talk to your partner about why the first two pigs did that. Use the sentence stem...The two pigs used straw and sticks because...
  - Pg.22 – The wolf couldn’t blow the brick house down, so he thought of a way to make the pig come out of the house so he could eat him. What does this part of the story tell us about the wolf? What kind of character is he? Ex: smart, tricky, clever, sly, sneaky
  - Pg.28 - The third pig got up earlier than the wolf and went to pick turnips before he got there. He threw an apple far away so that the wolf had to chase it and the pig climbed down from the tree and got away. When he saw the wolf at the fair, he hopped into a butter churn and rolled down the hill and scared the wolf away. What can we tell about the pig from these things? Turn and talk to your partner about what kind of character the third pig was. Use the sentence stem...The third pig was...

Lesson:

1. Bring your students to your whole group reading area. Have students sit by a partner (self-selected or assigned).

2. Introduction:
We have talked about how important it is for good readers to think about the characters in the stories they read. We think about how the character acts and why he acts that way to help us understand the story better. Today I am going to read you a story most of you are familiar with, The Three Little Pigs. We are going to be thinking about the reasons the pigs do the things they do. We are also going to think about what makes the wolf do the things he does.

3. Reading the Text:

- **Pg.14** – Let’s think about the first two little pigs. The first one decided to build his house out of straw and the second little pig decided to build his house out of sticks. It wasn’t a very good idea was it? Why did the first two pigs build their houses out of straw and sticks? Turn and talk to your partner about why the first two pigs did that. Use the sentence stem...The two pigs used straw and sticks because...

- **Pg.22** – The wolf couldn’t blow the brick house down, so he thought of a way to make the pig come out of the house so he could eat him. What does this part of the story tell us about the wolf? What kind of character is he? Ex: smart, tricky, clever, sly, sneaky

- **Pg.28** - The third pig got up earlier than the wolf and went to pick turnips before he got there. He threw an apple far away so that the wolf had to chase it and the pig climbed down from the tree and got away. When he saw the wolf at the fair, he hopped into a butter churn and rolled down the hill and scared the wolf away. What can we tell about the pig from these things? Turn and talk to your partner about what kind of character the third pig was. Use the sentence stem...The third pig was...

4. Closing:

Thinking about characters, what they do, and why they do them is one way that good readers can better understand the stories they read.
Lesson 5

Lesson Teks:
1.(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

Fig 19 (A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;

Text: The Three Little Pigs, The Fox and the Stork, The Three Billy Goats Gruff & The Gingerbread Man
Approach: Minilesson
Focus: Genre Characteristics

Create: (BEFORE THE LESSON)
• Traditional Tales Anchor Chart

Title the anchor and create the chart (as seen on right). The information in the columns will be filled in with your students. An example of the finished product is included after the lesson. We will create the anchor with pictures and a minimum of text so that students will truly be able to use it. The pictures are following the example chart for your use. You may feel free to select others if you desire.
Lesson:
1. Bring students to your whole group reading area.

2. Introduction:
Remember when we talked about Fantasy and we talked about all of the characteristics of fantasy books? We talked about how we read them for entertainment, but the things that happen couldn’t really happen in real life. Refer to the Fantasy anchor chart. Today we are going to talk about the books that we have been reading this week. Display The Gingerbread Man, The Fox and the Stork, The Three Billy Goats Gruff & The Three Little Pigs. These books are called Traditional Tales. Traditional Tales are made up stories in which the characters can do unusual things and they often teach a lesson. Let’s think about these books and see what things we can notice about Traditional Tales.

3. Noticings & Book Examples: * This concept is likely to still require significant modeling and guidance. Students will be somewhat familiar with the process from their work with fantasy texts. However, you may need to do some thinking aloud and restating of ideas.

   o Author’s Purpose: We’ve talked before about the reasons why we read different kinds of books. Why do we read books like these? Are we reading to learn something new or to enjoy a story? (to enjoy) That’s right! When we watch a movie or read a book just for fun and enjoyment, we call that being entertained. Authors write or tell traditional tales to entertain us. But in Traditional Tales one of the characters usually learns a lesson. The author is trying to teach the readers something about life. Let’s add that to our genre chart (record in the “Noticings” column on anchor chart).

   Let’s pick one of our books to use as an example of Traditional Tales on our chart. How about The Fox and the Stork? Can the characters in The Fox and the Stork do something unusual? They can talk, they can cook soup…Yes, you’re right, real foxes and real storks can’t do those things. There’s something else that the author included in this story. Did one of the characters learn a lesson? Let’s look back at the end of the story. Re-read the last page of the story. What was the lesson that the fox learned? Being kind to others is the right thing to do… (record in the “Book Examples” column on anchor chart)

   o Characters: Now we’re going to think about the characters in these stories and see if we can notice anything that is the same. Let’s think about the main characters – The fox, the stork, the gingerbread man, the old woman and man, the fox, the three billy goats gruff, the troll, the three pigs and the wolf. Display the cover or a picture that shows the characters. What do you notice about the characters? Students will likely respond that most of the characters are animals except the old woman and man. In Traditional Tales the
characters may be animals or people and they can do things that they wouldn’t be able to do in real life. Sometimes the characters are magical or have special abilities. There is often a good character and a bad character. In these three stories (In the Gingerbread Man a cookie comes to life, that is magical. There is often a good character and a bad character. In these three stories (The Fox and the Stork, The Three Billy Goats Gruff & The Three Little Pigs) the characters are animals that talk and act like people. When we read Traditional Tales, it’s important to think about how the characters can do unusual things, like animals that talk and act like people or characters that can do magic or have some special ability (record in the “Noticings” column on anchor chart).

Let’s think about the characters in The Three Little Pigs. There was… (three pigs, wolf). Students may identify the pigs’ mother and the men from whom they bought the building materials. Yes, those are also characters in the story, but it is mostly about the pigs and the wolf. Notice that the pigs were good characters and the wolf was a bad character. (record in the “Book Examples” column on anchor chart)

Setting: - The setting is when and where the story takes place. Let’s identify the setting in each of these stories…(Three Pigs-three houses; Fox & Stork-their houses; Three Billy Goats-the bridge; The Gingerbread Man-house and countryside). Often Traditional Tales take place “long, long ago” or in imaginary places like castles. (record in the “Noticings” column on anchor chart)

Let’s use The Three Billy Goats Gruff as our book example. Where did this story take place? Reread the first sentence of the text: Once upon a time there were three Billy Goats...did you notice it said “a long time ago?” Traditional Tales often start like that. Continue reading…they lived in a valley. The three billy goats lived in the valley, but they crossed a bridge to get to a hillside. Most of the action in the story took place on the bridge. (Record in the “Book Examples” column on anchor chart)

4. Closing
   It’s fun for us to read because it was written to entertain us and we usually learn a lesson about life.
### Fiction: Traditional Tales – A made up story where characters can do unusual things

<table>
<thead>
<tr>
<th>Noticings</th>
<th>Book Examples</th>
</tr>
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</table>
| **Author's Purpose:** | **Author's Purpose:**
| to entertain | An entertaining story about a fox that learns a lesson: being kind to others is the right thing to do. |
| to teach a lesson | |
| **Characters:** | **Characters:**
| people or animals | |
| may be good or bad | |
| may do special or magical things | |
| **Setting:** | **Setting:**
| Usually long ago and far away | Strega Nona’s house |
| **Plot:** | **Plot:**
| Usually a problem | Problem: The man & woman wanted a child but they didn't have one. |
| May include magic | |
| May teach a lesson | Important Events:
| | • Gingerbread man ran away. |
| | • The fox ate the gingerbread man. |
| **Dialogue:** | **Ending:** They lived happily ever after. |
| Words characters say | |
| **Storybook Language:** | **Dialogue:**
| Once upon a time… | “Not by the hair of my chinny, chin, chin.” |
| They lived happily ever after. | “I’ll huff and I’ll puff and I’ll blow your house in,” (Wolf) |
| | **Storybook Language:**
| | Once upon a time… |
| | They lived happily ever after. |
Along came a wolf.
He knocked at the door, and said:
"Little pig, little pig, let me come in."
"No, no," said the little pig.
"Not by the hair of my chinny chin chin."
"Then I'll huff, and I'll puff,
and I'll blow your house in," said the wolf.
So he huffed, and he puffed,
and he huffed and he puffed, and
at last he blew the house in.
And he ate up the second little pig.
Lesson 6

Lesson Teks:
1. (7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

Fig 19 (A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;

Text: The Three Little Pigs, The Fox and the Stork, The Three Billy Goats Gruff & The Gingerbread Man
Approach: Minilesson
Focus: Genre Characteristics

Create: (BEFORE THE LESSON)
- Traditional Tales Anchor Chart

Title the anchor and create the chart (as seen on right). The information in the columns will be filled in with your students. An example of the finished product is included after the lesson. We will create the anchor with pictures and a minimum of text so that students will truly be able to use it. The pictures are following the example chart for your use. You may feel free to select others if you desire.
1. Bring students to your whole group reading area.

2. Introduction:
Review the definition of Traditional Tales with your students (Traditional Tales are made up stories where characters act in unusual ways and often, a character and the reader learn a lesson). Explain that all Traditional Tales have certain characteristics.

Yesterday we started creating an anchor chart about Traditional Tales; we are using the four books we have read together to think about what we notice: The Gingerbread Man, The Fox and the Stork, The Three Billy Goats Gruff & The Three Little Pigs. (display the four texts). Let’s think about some more things these four stories have in common...

3. Noticings & Book Examples: * Remember that students will likely require a lot of modeling and guidance. The teacher may need to do quite a lot of thinking aloud.

   o Plot: The plot is what happens in the story. It includes the problem the character or characters have, the important events that happen as characters try to solve the problem, and an ending. In all of the stories we read, our main characters faced a problem.

   What was the problem in The Gingerbread Man? (They didn’t have any children and they wanted one). What was the problem in The Fox and the Stork? (The fox played tricks on people). What was billy goat’s problem? (The troll wanted to eat the goats when they crossed over his bridge). What was the three pigs’ problem? (The big, bad wolf was blowing down their houses so he could eat them). In Traditional Tales the problem either couldn’t really happen in real life (wolves can’t really blow down houses etc…). The plot is what happens in the story as the character tries to solve a problem and in there is often magic. In the end, the character often learns a lesson about life (record in the “Noticings” column on anchor chart).

   Let’s use The Gingerbread Man for our book example. The little old woman and man had a problem. (They wanted to have children but didn’t have one.) What happened in the story to solve his problem? (The old woman made a gingerbread boy that came to life and ran away.) What happened at the end of the story? (The Gingerbread Man ran away from lots of animals. He met a fox who said he would help him cross the river. But he ate him instead.) (Record in the “book examples” column of the anchor chart)

   o Dialogue: Dialogue is the words that characters say to each other. It shows us what characters are like and how they feel about each other. (record in the “Noticings” column on anchor chart)

   Let’s think about what the wolf and the three pigs said… When the wolf asked
the pigs to let him in they said, “Not by the hair of my chinny chin chin.” What can we tell about the pig based on what he said to the wolf? (He was too smart to let the wolf trick him, he stood up to the wolf.) When the pig wouldn’t let the wolf in, the wolf said, “I’ll huff and I’ll puff and I’ll blow your house down!” What can we tell about the wolf based on what he said? (He really wanted the pig, he would do anything to get the pig, he wasn’t very patient-he couldn’t wait for the pig to come out of the house.) (Record in the “book examples” column of the anchor chart)

- **Storybook language:** Traditional Tales often have special beginnings and endings that let us know that the story is a traditional tale. The story often begins with “Once upon a time...” or “Long, long ago...” or “Once there was...” and ends with “They lived happily ever after.” Let’s look at our books that we’ve read:
  - *The Gingerbread Man* begins with: Once upon a time...
  - *The Three Little Pigs* begins with: Once upon a time... and ends with ...and they lived happily ever afterward. (record in the “Noticings” column on anchor chart).

  Let’s use the *The Three Billy Goats Gruff* as our book example. Let’s look at the beginning of the story, how does it start? Once upon a time... Let’s turn to the end and see how it ends. **The book says “This tales told out.” Change the words to, “They lived happily ever after.”** (Record in the “book examples” column of the anchor chart)

4. **Closing:** Traditional tales are one genre, or type of book. They are entertaining to read because they are stories that couldn’t really happen and sometimes have magical characters or objects. They sometimes teach us as lesson about life.
Lesson 7-13

**Rationale:** During these lessons you will teach the specific standards that we are expected to teach with Traditional Literature. The big idea or lesson of the story and how students connect to the lesson will be one of our biggest focuses during these lessons. We will also explain the function of recurring phrases in Traditional Literature. We will use the same mentor texts that we used in the immersion for most of our mini-lessons. These lessons are designed to give students a large amount of support in the beginning and then begin to take the support away small bits at a time. This is called scaffolding. We will have our first partner work and performance indicator (PI) during these lessons.

**Lessons 7-12 Teks:** 1.7 (A), (B)

(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) connect the meaning of a well-known story or fable to personal experiences

(B) explain the function of recurring phrases (e.g. “Once upon a time” or “They lived happily ever after”) in traditional folk and fairy tales.
Lesson 7

Teks:
(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
(A) connect the meaning of a well-known story or fable to personal experiences

Text: The Fox and the Stork(2nd grade level book collection, CSCOPE)
Approach: Minilesson
Focus: Big idea (theme) of a Fable/Folktale
Materials: Traditional Tales Anchor Chart; Big Idea (theme) Anchor Chart

Create (BEFORE THE LESSON):
• Big Idea Anchor Chart

This chart will be completed with the students over the next few lessons. Have the skeleton of the chart created in advance. During this lesson you will only fill in information about the two texts in this lesson. A completed chart is provided at the end of the lesson.

<table>
<thead>
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<th>Personal Connection</th>
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Lesson:
1. Bring students to your whole group reading area. Have the book displayed on an easel or the white board tray next to you.

2. Introduction:
We have been reading traditional tales and we’ve talked about the things that all traditional tales have in common. Refer to the Traditional Tales anchor chart. There are some important things that set Traditional Tales apart. One of them is that they often have characters or objects that are magic, they often have good characters and a
bad character (or villain), they often teach us a lesson about life, and they use some special language at the beginning and the end like Once upon a time, happily ever after, and other phrases like these. Today we are going to talk about the big idea of traditional tales.

3. Revisiting the Text:
The big idea of a story is what the story is all about. When an author writes a story, he has a message that he wants us to understand. In traditional tales, the author is trying to teach us a lesson about life. Many times we have learned a lesson like the one that the character learns. This will help us to make a text to self-connection.

Let’s look back at the The Fox and the Stork. The Fox liked to play tricks on his friends. He did this to the Stork. Discuss the trick he played on Stork. So the Stork played a trick to get back at him. Discuss the trick the Stork played on Fox and how it made him feel. Do you think the fox learned a lesson? Turn to your partner and talk about the lesson that fox learned. Say...I think fox learned... Have students share their responses. In this story the author included the lesson that the stork learned right in the text. He made it easy for us. Turn to the last page and read it. Were you right? The author wanted us to learn that being kind to others is the right thing to do. Let’s look at our anchor chart. Who learned a lesson? Write the fox and add picture. What did the Fox learn? Write what he learned to the anchor chart. Now, let’s think about this lesson. Have any of you ever had a time that you learned that being kind is the right thing to do? I have! Tell a personal connection that you have. This allows the students to hear your thinking. Making personal connections isn’t always easy, so allowing them to hear your thinking helps them understand. Do any of you have a connection with this lesson? Let students share connections and write your connection or one that the students had in the last column.

Closing:
Traditional tales usually have a lesson that the author wants us to learn. We call that the big idea of the story. Sometimes the author helps us out by writing the big idea in the story, but sometimes he just gives us clues and we have to figure out, or infer, the big idea ourselves.

Traditional tales usually have a lesson that the author wants us to learn. We call that the big idea of the story. Sometimes the author helps us out by writing the big idea in the story. Making connections to the lesson that the character learns helps us better understand what we read.
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<th>Big Idea (Lesson the Character Learned)</th>
<th>Personal Connection</th>
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</thead>
<tbody>
<tr>
<td>The Fox</td>
<td>Being kind to others is the right thing to do.</td>
<td>Choose a student or teacher example.</td>
</tr>
<tr>
<td>Gingerbread Man</td>
<td>Don’t trust everyone you meet.</td>
<td>Choose a student example.</td>
</tr>
<tr>
<td>The Troll</td>
<td>Do not be greedy.</td>
<td>Choose a student example.</td>
</tr>
<tr>
<td>The pig that built the brick house.</td>
<td>Hard work pays off. He planned and worked hard and he was safe from the wolf.</td>
<td>Choose a student example.</td>
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Lesson 8

Teks:
(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
(A) connect the meaning of a well-known story or fable to personal experiences

Text: The Gingerbread Man by Catherine McCafferty (1st grade level book collection, CSCOPE)

Approach: Minilesson
Focus: Big idea (theme) of a Fable/Folktale
Materials: Traditional Tales Anchor Chart; Big Idea (theme) Anchor Chart

Create (BEFORE THE LESSON):
• Big Idea Anchor Chart

This chart will be completed with the students over the next few lessons. Have the skeleton of the chart created in advance. During this lesson you will only fill in information about the two texts in this lesson. A completed chart is provided at the end of the lesson.

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<tr>
<td></td>
<td>Being kind to others is the right thing to do.</td>
<td>Personal connection</td>
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Lesson:
Bring students to your whole group reading area. Have the book displayed on an easel or the white board tray next to you.

1. Introduction:
Yesterday we began talking about the big idea of a traditional tale. We know that in...
traditional tales a character, and the reader, usually learn a lesson about life, that lesson is the big idea, it’s the message the author wants us to get from reading the story. In *The Fox and the Stork* the author wrote the lesson in the text of the story.

2. **Revisiting the Text:**

Sometimes, the author doesn’t write the lesson in the story. He wants us to figure it out for ourselves. When that happens we have to think about what the characters do and say. This gives us clues about the lesson the author wants us to learn. We call this *inferring*.

Let’s think about the *The Gingerbread Man*. The gingerbread man had run from the little old couple and lots of animals. Show the students the pictures of the first part of the story and quickly retell the important parts. *Then a fox sees him.* Read the page that says, “The fox had a head full of ideas—and a very empty tummy.” *Does that give us a clue about the fox?* Yes, it says he had a head full of ideas, what ideas do you think he had for the gingerbread man? *Me too! I infer he wanted to eat him.*

Read up to the page where the gingerbread man asks for help. *The gingerbread man knows that if he gets wet he will fall apart and that he needs help. He asks the fox for help, do you think this was a good idea?*

Read through the page where he tells him to jump onto his nose. *Look at the gingerbread man’s face.* *How do you think the gingerbread man is feeling?* Turn and tell your partner how you think he is feeling. *Say...the gingerbread man is feeling...(monitor your students responses and let some share afterward). I agree with you I think he is beginning to look like maybe he has made a mistake trusting the fox.*

Read the last page. *It turns out that the fox could not be trusted.* *He ate the gingerbread man.* Now, thinking about all of these clues from the author, what do you think is the lesson he wanted us to learn? *Turn and talk to your partner about the lesson the author wants us to learn.* Ask students to share their thinking about the lesson. Do not trust everyone you meet.

*In this story, the author didn’t tell us the big idea or the lesson he wanted us to learn, but he gave us clues and we had to use those clues to figure out or infer the big idea of the story.*

*Let’s add this big idea to our anchor chart. Who learned the lesson?* The gingerbread man. *What was the lesson?* Don’t trust everyone you meet. *Add this to the anchor chart.*

*The author wanted everyone to learn a lesson from the story. Have any of you ever learned this same lesson?* *Does anyone have a connection to this?* Let students talk about it. If they do not come up with a connection add one that might pertain to any student. Add to the anchor chart.

**Closing:**

*Traditional tales usually have a lesson that the author wants us to learn. We call that the big idea of the story. When we make a text to self-connection with the story it helps us better understand what we read.*
Lesson 9

Teks:
(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
(A) connect the meaning of a well-known story or fable to personal experiences

Text: The Three Billy Goat Gruff by Paul Galdone (1st grade level book collection, CSCOPE)
The Three Little Pigs by Paul Galdone(1st grade level book collection, CSCOPE)

Approach: Minilesson
Focus: Big idea (theme) of a Fable/Folktale
Materials: Traditional Tales Anchor Chart; Big Idea (theme) Anchor Chart

Create (BEFORE THE LESSON):
• Big Idea Anchor Chart

This chart will be completed with the students over the next few lessons. Have the skeleton of the chart created in advance. During this lesson you will only fill in information about the two texts in this lesson. A completed chart is provided at the end of the lesson.

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</thead>
<tbody>
<tr>
<td></td>
<td>Being kind is the right thing to do.</td>
<td>Personal connection</td>
</tr>
<tr>
<td></td>
<td>Don't trust everyone</td>
<td>Personal connection</td>
</tr>
</tbody>
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Lesson:
1. Bring students to your whole group reading area. Have the book displayed on an easel or the white board tray next to you.

2. Introduction:
We have been reading traditional tales. We have learned that in traditional tales the characters and the reader learn a lesson, called the big idea. Some authors tell us the lesson in the story. Other authors give us clues and we have to infer the lesson he/she wants us to learn.

3. Revisiting the Text:
Today we are going to think about the big idea or lesson that the author wanted us to learn from The Three Billy Goats Gruff. Look through the pictures and retell the important parts of the story. Read page 13. Hmmm, why did the troll let the tiniest Billy Goat go? Get several answers. That tells me something about the troll. I think he is so hungry he wanted to eat a bigger goat. Read pages 15-17. Wow! He let the second Billy Goat go too. Turn and talk to your partner, tell them why you think he let the second Billy Goat go. Say...I think he let the Billy Goat because...

Monitor your students conversations and share a few of them with the class. Read pages 18-31. So what are you thinking about the troll? Did he get what he wanted? Show them the picture of the troll on pg. 31. He looks very disappointed. He didn’t eat any of the Billy Goats. Why didn’t he? Discuss with the class that he kept letting the smaller goats go because he wanted something bigger. If a character is always wanting more and is never happy with what they get, what kind of character is that person? Let students discuss what it means to be greedy. So what do you think the author wanted us to learn? You should not be greedy and take what you get, not always wanting something bigger and better.

Let’s add this big idea to our anchor chart. Who learned the lesson? The Troll. What was the lesson? You should not be greedy and take what you get, not always wanting something bigger and better. Add this to the anchor chart.

The author wanted everyone to learn a lesson from the story. Have any of you ever learned this same lesson? Does anyone have a connection to this? Let students talk about it. If they do not come up with a connection add one that might pertain to any student. Add to the anchor chart.

Closing:
Traditional tales usually have a lesson that the author wants us to learn. We call that the big idea of the story. Sometimes the author helps us out by writing the big idea in the story, but sometimes he just gives us clues and we have to figure out, or infer, the big idea ourselves.
Lesson 10

Teks:
(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
(A) connect the meaning of a well-known story or fable to personal experiences.

Text: The Three Little Pigs by Paul Galdone (1st grade level book collection, CSCOPE)

Approach: Minilesson
Focus: Big idea (theme) of a Fable/Folktale
Materials: Traditional Tales Anchor Chart; Big Idea (theme) Anchor Chart

Create (BEFORE THE LESSON):
• Big Idea Anchor Chart

This chart will be completed with the students over the next few lessons. Have the skeleton of the chart created in advance. During this lesson you will only fill in information about the two texts in this lesson. A completed chart is provided at the end of the lesson.

<table>
<thead>
<tr>
<th>Character</th>
<th>Big Idea (lesson the character learned)</th>
<th>Personal Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pigs</td>
<td>Being kind is the right thing to do.</td>
<td>Personal connection</td>
</tr>
<tr>
<td>Wolf</td>
<td>Don't trust everyone</td>
<td>Personal connection</td>
</tr>
<tr>
<td>Farmer</td>
<td>Do not be greedy.</td>
<td>Personal connection</td>
</tr>
</tbody>
</table>

• Read the ‘What is Interactive Writing” article to familiarize yourself with this approach to writing.

Lesson:
1. Bring students to your whole group reading area. Have the book displayed on an easel or the white board tray next to you.

2. Introduction:
We have been reading traditional tales. We have learned that in traditional tales the characters and the reader learn a lesson, called the big idea. Some authors tell us the
lesson in the story. Other authors give us clues and we have to infer the lesson he/she wants us to learn.

3. Revisiting the Text:

Today we are going to think about *The Three Little Pigs*. In this story the author doesn’t write the lesson in the story. He wants us to figure it out for ourselves. When that happens we have to think about what the characters do and say. This gives us clues about the lesson the author wants us to learn. We call this inferring.

Read the book through the page the first little pig built the house of straw. What can we tell about the little first little pig? What clues did the author give us about him? I can tell that he took the first thing he saw and built his house with it. The author made it look very easy for the first little pig to build his house. Now, look what happens, turn the next two pages and show them the pictures, because he built his house out of straw, the big bad wolf blew it down. So I can make an inference. When you do things the easy way and don’t take your time, bad things can happen.

Let’s see what clues the author gives us about the second little pig. Read the next two pages. What did the second little pig do? Discuss with class. Look at this picture. (Show picture of pig finishing the straw house.) What do you think? Did it take the second pig a long time to build his house? Discuss with class. Why do you think that? Continue discussion. Show the pictures and talk through the next four pages. Oh my, that didn’t turn out very well for the second little pig! So what are you thinking about the second little pig? Can you make an inference about him? Turn and tell your partner what you are thinking about the second little pig. Monitor the students discussions. Have a few students share afterwards.

Read the next two pages. This little pig is not like the other pigs. What’s different about him? Talk with students. When I look at this picture, (show picture of third pig building house) I can tell that it is taking him longer. He is using tools and he is only halfway finished. So, let’s look at what happens when the wolf comes along. Turn the page and look at the next six pages. The wolf couldn’t blow the third pigs house down. Turn and tell your partner why you think he couldn’t blow his house down. Say…I think the wolf couldn’t blow his house down because...

The wolf tried several other ways to get the third little pig. None of them worked. Turn to the page where the wolf is climbing into the chimney. Read the rest of the story. *The Big Bad Wolf blew the first two pigs houses down because they had built their houses quickly and they weren’t very strong. He never could get the third little pig because he took his time and built such a strong house. Let’s think about the lesson the author wanted us to learn. Turn and talk to your partner. Talk about the lesson you learned from this story. Say…I learned that...* Monitor your students discussions. Do not give them too much time. Call on a few students to share the lesson learned.

Now, we are going to *interactively write your response on the chart*. (See Interactive Writing article below) This is giving the students less scaffolding than they have had in previous lessons. Who learned the lesson? Interactively write. What was the lesson that we learned from this story? Interactively write. EX. Hard work pays off. Take your time and do your best. Now, let’s think about a time that has happened in our lives. Discuss and interactively write one of the student’s connections.
4. Closing

Traditional tales usually have a lesson that the author wants us to learn. We call that the big idea of the story. Today we had to use the clues the author gave us to figure out, or infer, the big idea ourselves. We also made connections to a time when we have learned that same lesson.
What is Interactive Writing

Interactive writing is a writing process used to teach (usually younger) students how to write. The process involves the sharing of a pen between the teacher and students. It can be done in a one-on-one private lesson with a student, or with a small group of students. The purpose or the procedure is to teach children how to write well by allowing them to directly copy the demonstration of the teacher.

Interactive writing helps students advance their writing skills as using the same pen as the teacher, immediately after their example, creates the right mindset for the child to copy the technique of the teacher correctly. By directly following the guide of the teacher the child advances far more than if they were to use their own pen and paper.

Children are generally encouraged to take main control of the writing session, with the continuous aid of the teacher. This not only progresses writing, by practicing forming and connecting letters, but it improves their spelling. It also begins to set them up for independent learning later in life. The system can also be used to help students make connections between letters, and clusters of letters, and their sounds.

It is most effective for interactive writing to be used as a method of teaching early in a child's education. As the child develops their literacy skills more and more, they become more able to work independently. This is often more effective at later stages as they are able to practice their skills at a faster pace. However as an introduction to writing, interactive writing is a useful technique for teachers to use, as it is successful in teaching the basics.

It is important for students to have an active learning experience to develop their writing skills: interactive writing provides this. The teacher first talks with the students to establish what they will write about. Then the text is constructed; this should be done as far as possible by the pupils with the teacher giving help when it is needed.
The text is then read; often the teacher does this with the students to help them learn what the different words and letters sound like. Often the text is revisited later in the school day to help the students remember what the words look and sound like. If the lesson is a success with the majority of the class, the teacher may choose to extend the learning to make it more difficult.

Recent technological developments have produced the 'interactive whiteboard' - this classroom tool uses a specially designed electronic pen to write on an electronic whiteboard. This not only makes teaching easier for the teacher, but inspires children as they are using the latest technology. These whiteboards are becoming increasingly popular in classrooms today.

Interactive writing is all in all a very effective way for teachers to help students begin to learn to write. The method is most effective with smaller groups of children or individuals as they are able to have more time using the pen. A strong teacher-pupil relationship also helps to ensure the success of the technique, as the role of the teacher is very important in the system.

(TEAchnology; The Online Teacher Resource)
Lesson 11

Teks:
(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
(A) connect the meaning of a well-known story or fable to personal experiences

Text: The Shoemaker and the Elves (Unit 6, Lesson 27, T114 in Journeys Teacher Guide)

***If you can find a short picture book of the The Shoemaker and the Elves use it OR use this short story on youtube:
http://www.youtube.com/watch?v=Lk-yH1KeZqU

Approach: Minilesson
Focus: Big idea (theme) of a Fable/Folktale
Materials: Traditional Tales Anchor Chart; Big Idea (theme) Anchor Chart

Create (BEFORE THE LESSON):

Your students will be working with partners for the first time. You will need to assure that your children are carefully matched with a partner that will be a good fit for them. If you do not already have a system for partnering your students, use the following steps:

1. Make a list of students in your class from highest to lowest academically.

2. Split the list in the middle, match the top half and the bottom half.

3. If you have an odd number you will have to have a group of three.
4. CAUTION: This is not a scientific method! You need to take behavior and
Lesson:
1. Bring students to your whole group reading area.

2. Introduction:
*We have been reading traditional tales. We have learned that in traditional tales the characters and the reader learn a lesson, called the big idea. Some authors tell us the lesson in the story. Other authors give us clues and we have to infer the lesson he/she wants us to learn.*

3. Reading the Text and Partner Work:
*Today I am going to read you a traditional tale called the Shoemaker and the Elves.* Or if you are going to watch the video say; *Today we are going to watch a video telling us the story of the Shoemaker and the Elves.* While I am reading, I want you to be thinking about the lesson the author wants us to learn from the story. Read the story or watch the video. I think we all learned a lesson from that story. Turn and talk to your partner about the lesson we can learn from the story. Say...I learned the lesson that... Holding the graphic organizer up and showing the students. Now, you are going to work with a partner to complete this graphic organizer. You will write the character that learned the lesson in the first column. Then, after you and your partner talk about it, you need to write the lesson from the story in this middle column. After you have written the lesson they learned, I want you and your partner to talk about a way that you have learned the same lesson, then you need to write your connection in this last column.

*Remember, this is not a spelling test! Write the best you can. Stretch the words out and write what you hear.*
4. Closing:

Bring students back to the sharing/whole group area. Boys and girls today you wrote about the lesson of the story with your partner. Let’s talk about the lesson we learned. Have several groups share their lessons. EX. The elves were kind to the shoemaker, so the shoemaker was kind to the elves in return. **REMEMBER, students answers will vary! Please except anything that makes sense and the child can justify.** Who wants to share a personal connection? Allow a couple of students to share their connections. **I really like all of your thinking about reading today. You all did a really great job thinking about the lesson of the story and making a connection to it.**
### Traditional Literature Connections-Partner Work

Names: ________________________________ Date: __________________

<table>
<thead>
<tr>
<th>Character</th>
<th>Big Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Lesson learned by the character)</td>
</tr>
</tbody>
</table>
**Lesson 12**

Teks:
(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
(A) connect the meaning of a well-known story or fable to personal experiences

Text: The Little Red Hen (Unit 2, Lesson 9, T308 in Journeys Teacher Guide)
Approach: Minilesson
Focus: Big idea (theme) of a Fable/Folktale
Materials: Traditional Tales Anchor Chart; Big Idea (theme) Anchor Chart

***Create (BEFORE THE LESSON):

<table>
<thead>
<tr>
<th>Character</th>
<th>Big Idea (lesson learned by the character)</th>
<th>Personal Connection (not to self connection)</th>
</tr>
</thead>
</table>

For this lesson you will need to make copies of this graphic organizer. You will need enough for all students.

**Lesson:**
1. Bring students to your whole group reading area.

2. **Introduction:**
We have been reading traditional tales. We have learned that in traditional tales the characters and the reader learn a lesson, called the big idea. Some authors tell us the lesson in the story. Other authors give us clues and we have to infer the lesson he/she wants us to learn.

3. **Reading the Text and PI:**
Today we are going to read another Traditional Tale, The Little Red Hen. Some of you may have heard this story before. Today I want you to think about the lesson that the
characters learn in this story. Afterwards you will be writing the lesson the characters learned on your own. So listen carefully and think about the story. Read the story. The last paragraph of the story tells the students the lesson learned. You have a choice; if you feel like the lessons learned are very easy for your students you may choose to not read the last paragraph. Most students will need the support that the last paragraph gives them. If that is the case then read it to the students. Now boys and girls, you will take this graphic organizer back to your seats. You will write the characters that learned the lessons, the lesson they learned and then a connection that you have had with the lesson. You may have to repeat these directions several times. You may possibly have to give the directions for each column. ***Students who are unable to write, but can orally express the lessons and the connection, get full credit. You may write it for them and they can draw a picture. Students who write independently, but their writing is not legible, need to tell you what they have written. Then you need to write it on a post-it. They also get full credit. This is a reading comprehension PI; NOT a writing PI. *** Continue monitoring students while they are working independently.

4. Closing:

Bring students back to the sharing/whole group area. Boys and girls today you wrote about the lesson of the story with your partner. Let’s talk about the lesson we learned. Have several groups share their lessons. EX. Friends should share the work equally. REMEMBER, students answers will vary! Please accept anything that makes sense and the child can justify. Who wants to share a personal connection? Allow a couple of students to share their connections. I really like all of your thinking about reading today. You all did a really great job thinking about the lesson of the story and making a connection to it.
Traditional Literature Connections-Performance Indicator

<table>
<thead>
<tr>
<th>Character</th>
<th>Big Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Lesson learned by the character)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>(text to self-connection)</td>
</tr>
</tbody>
</table>
Lesson 13

Teks:
1.(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
(B) explain the function of recurring phrases (e.g. “Once upon a time” or “They lived happily ever after”) in traditional folk and fairy tales.


Approach: Minilesson
Focus: Function of the recurring phrases
Materials: Recurring Phrases chart

***Create (BEFORE THE LESSON):

For this lesson you will need to make the Recurring Phrases graphic organizer on chart paper.

Lesson
1. Bring students to your whole group reading area.

2. Introduction:
We have been reading traditional tales. We have learned that in traditional tales the characters and the reader learn a lesson, called the big idea. Today we are going to talk about something new that we see in Traditional Literatures. We are going to talk about the recurring phrases that we hear in Traditional Literature. We are also going to find out why they are there.
3. Mini-Lesson

Have all of the mentor texts that you can look through them. *Let's read the first page of the Fox and the Stork.* Read the page. *How did it begin?* Yes, it said, “Long ago...” *Have you heard that in other stories?* That is a recurring phrase. That means that we will hear those words in many books that we read. *Let's look at our chart. It has a place for us to write recurring phrases at the beginning.*

It also has a place for the author’s purpose of the recurring phrase. So let’s add “Long ago...” Write it on the chart. *When the author said Long ago, what was he telling us?* Yes, he is telling us that this story took place long ago. *Hmm, so that is like he is giving us part of the setting for this story.* He tells us when it took place, it took place long ago. Write, under the author’s purpose section, that it helps us know the setting of the story.

*Now let’s look at the beginning of another one of our Traditional Tales, The Three Little Pigs.* Read the first sentence. *How did this story start?* Yes, it started with “Once upon a time...” *Is that a recurring phrase?* Have we heard that in other stories? *Yes we have!* I wonder why the author started the story with, “Once upon a time...”? Discuss with students. Write the purpose on the graphic organizer. Ex. *It helps us know the setting for the story.*

The next part of our graphic organizer says the recurring phrase at the end of the story. *Let’s see how The Three Little Pigs ends.* Read the last page of the story. “Happily ever afterward,” have you heard that in other stories? *Yes, it is a recurring phrase.* It tells us how the pig lives the rest of his life. It is also signpost or characteristic of traditional literature.

You can use as many of the previously read books as you would like and repeat the process and add them to the graphic organizer.

4. Closing

Recurring phrases help us know the setting of the story. They also tell us how the character lived after the story. *Recurring phrases are also a signpost or characteristic of traditional literature.*
Recurring Phrases Graphic Organizer

<table>
<thead>
<tr>
<th>Beginning Recurring Phrases</th>
<th>Author's Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ending Recurring Phrases</th>
<th>Author's Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 14-16

**Rationale:** During these lessons you will teach the students how to infer while reading. Lesson 14 is an object lesson. It gives the students a hands-on visual of what they do when they infer. The next two lessons will give them a chance to practice inferring in text. These lessons are highly supported by the teacher. The students will not be expected to infer independently during this block.

**Lessons 14-16 Teks:**

Fig. 19 (D) make inferences about text and use textual evidence to support understanding
Lesson 14

Teks:
Fig. 19 (D) make inferences about text and use textual evidence to support understanding

Text: non
Approach: Minilesson
Focus: Inferencing
Materials: Inference Chart & an interesting shoe

This lesson comes from:
***Create (BEFORE THE LESSON):
You need to make this chart before the lesson so you fill it out with the students during the lesson.

**Use sticky notes on this anchor chart so you can reuse it in the next lessons**

- You will need to bring an interesting shoe for this lesson. A shoe with wear and tear is best. The students will try to infer about the person to whom the shoe might belong, based on the type of shoe and evidence on the shoe.

Lesson:
Lesson
1. Bring students to your whole group reading area. Have them sit next to a partner. Have the anchor chart displayed on a wall or easel next to you.

2. Introduction:

*Today you are going to be a detective. I am going to show you a shoe and you are going to use what you see to collect evidence (point to magnifying glass on anchor). You are going to think about that evidence and what you already know – that’s called your schema or background knowledge (point to picture for schema on anchor). Your goal is to make an inference about the person to whom this shoe might belong (point to lightbulb on anchor). We make inferences when we use evidence and our schema to draw a conclusion (point to definition on anchor).*

3. Mini-Lesson

Hold up the shoe for the students to see. Let the students discuss what they notice (such as the type of shoe, what kind of shape it’s in, it’s size, who might wear it etc.). Let the students pass the shoe around and touch it, look at it closely, maybe even smell it. (The students will begin to make inferences without even knowing it). Record the inferences students are making on the anchor chart as they pass around the shoe and discuss.

*Wow, look at all the inferences you made just from me showing you a shoe! Now, we are going to talk about the evidence you used to make your inference… If you don’t back up your inferences with evidence, then all you’ve done is guess. A good detective uses evidence and their schema, which makes their thinking better than a guess!*

Return one-by-one to each inference on the chart and provide evidence and schema for each. Model and share YOUR thinking as needed. Give students the opportunity to turn and talk with their partners when appropriate. (When nearly all of your students have their hands up because they have something to share, this is a perfect time to implement turn and talk. Then you can allow a few to share with the group using the stem “My partner said… or “I was thinking…”).

4. Closing:

*Today we learned about making inferences. What makes an inference different from a guess? (inferring is based on evidence whereas guessing is not). Authors want us to infer as we read. We often make inferences about the characters in stories. We are going to practice making inferences for the next few days.*
The following is a SAMPLE chart. Your chart will not be exactly like this!!!

**Inference: Using Evidence to Draw a Conclusion**

<table>
<thead>
<tr>
<th>Evidence</th>
<th>+</th>
<th>Background Knowledge/Schema</th>
<th>=</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There is a hairball in the shoe.</td>
<td></td>
<td>• Cats and dogs have hairballs.</td>
<td></td>
<td>• This person owns a pet.</td>
</tr>
<tr>
<td>• Dads and grandpas wear these kinds of shoes.</td>
<td></td>
<td>• My dad has a pair of shoes like this.</td>
<td></td>
<td>• The person who owns this shoe is a man.</td>
</tr>
<tr>
<td>• These shoes are old and torn up.</td>
<td>+</td>
<td>• My dad doesn’t like to shop.</td>
<td>=</td>
<td>• This person doesn’t like to shop.</td>
</tr>
<tr>
<td>• They kept them even though they’re torn up.</td>
<td></td>
<td>• I have an old, torn up teddy bear that I won’t get rid of.</td>
<td></td>
<td>• These shoes are special to this person.</td>
</tr>
<tr>
<td>• The shoe smells bad.</td>
<td></td>
<td>• My brother has stinky feet and his shoes smell.</td>
<td></td>
<td>• This person has stinky feet.</td>
</tr>
</tbody>
</table>

- I infer ___ because ___
- I can conclude that ___ because ___
- I think ___ because ___
- I can tell ___ because ___

Fig. 19D
Lesson 15

Teks:
Fig. 19 (D) make inferences about text and use textual evidence to support understanding

Text: Jack and the Beanstalk(Journeys Lesson 18, pgT270 or 128 in student anthology)
Approach: Minilesson
Focus: Inferencing
Materials: Inference anchor chart

***Create (BEFORE THE LESSON):

You will use this chart for lesson 15 & 16. You may want to use sticky notes instead of writing on it or laminate it and write on it with dry erase markers.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Background Knowledge/Schema</th>
<th>=</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack climbed the beanstalk.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jack climbed down and chopped the beanstalk down.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lesson:
1. Bring students to your whole group reading area.

2. Introduction:
   Today we are going to be talking about making an inference. Yesterday we made inferences
about the shoe. We have done this before. Do you remember how we made an inference? Let’s look at the anchor chart. Point to the magnifying glass on the anchor chart. To make an inference you take the evidence from the text or story you are reading and add it to your schema or background knowledge. Point to the thinking emoji on the anchor chart. When you add text evidence with background knowledge you can make an inference. Point to the light bulb. We did this when we were finding the lessons taught in traditional literature. The author gave us clues to help us make an inference.

3. Reading the Text

We are going to read the story, *Jack and the Beanstalk*. When we are finished we are going to use the clues or text evidence the author gives us to make an inference about the character, Jack. So listen carefully and think about the story as I read. Read the story.

Let’s look at our graphic organizer. It has some evidence from the story already written on it. It says, Jack climbed the beanstalk. Now, the next column says we need to use our background knowledge. Hmmm, one time I had to climb up the tree in my grandmother’s backyard to help get her cat down. I was scared when I did it, but knew I had to help the little kitty. Write this example of background knowledge or one of your own in the column.

Let’s look at the next text evidence. Jack climbed down and chopped the beanstalk down. Do any of you have any background knowledge or schema about getting away from something fast? Jack had to chop the beanstalk down so the giant could not get him. What did you have to do to get away? Let students discuss getting away from something fast. Choose one of their experiences and write it in the background knowledge/schema column.

Now let’s think about all of our evidence and our schema. What kind of boy was Jack? What can we infer about him? Turn and talk to your partner about it. Say… I infer that Jack was… Monitor your students discussions. Let several of them share their inferences. Write your inference in the inference column. Ex. Jack was brave. Jack was adventurous.

4. Closing

Today we learned that when you take clues or text evidence and add it with our own background knowledge or schema, you can make an inference. We inferred that Jack was a brave boy. The author didn’t tell us he was brave, but he gave us some evidence that he was brave. The evidence helped us make an inference. Making inferences helps us better understand what we read.
Lesson 16

Teks:
Fig. 19 (D) make inferences about text and use textual evidence to support understanding

Text: Jack and the Beanstalk (Journeys Lesson 18, pgT270 or 128 in student anthology)
Approach: Minilesson
Focus: Inferencing
Materials: Inference anchor chart

***Create (BEFORE THE LESSON):

You will use this chart for lesson 15 & 16. You may want to use sticky notes instead of writing on it or laminate it and write on it with dry erase markers.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Background Knowledge/Schema</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hal tricked Fred. Then he ran away.</td>
<td>But Fred had a trick for Hal. He splashed Hal with brown paint.</td>
<td></td>
</tr>
</tbody>
</table>

Lesson:
5. Bring students to your whole group reading area.
6. Introduction:
The last few days we have been making inferences. Do you remember how we made an inference? Let’s look at the anchor chart. Point to the magnifying glass on the anchor chart. To make an inference you take the evidence from the text or story you are reading and add it to your schema or background knowledge. Point to the thinking emoji on the anchor chart. When you add text evidence with background knowledge you can make an inference. Point to the light bulb. We did this when we were finding the lessons taught in traditional literature. The author gave us clues to help us make an inference.

7. Reading the Text
We are going to read the story, How Leopard Got His Spots. When we are finished we are going to use the clues or text evidence the author gives us to make an inference about two of the characters, Hal and Fred. So listen carefully and think about the story as I read. Read pages 54-55. Let’s look at our anchor chart. It has some evidence from the story already written on it. It says, Hal tricked Fred. Then he ran away. Now, the next column says we need to use our background knowledge. Hmmm, I remember one time when my little brothers tricked me into getting in a closet and locking me in. I was in the closet until my mom heard me crying. You can use my experience or one of yours. Your own experience would be best. Write this example of background knowledge or one of your own in the column. Using the evidence we know about Hal and the background knowledge I have about someone tricking me, what can we infer about Hal? Let students discuss. Ex. He is a trickster. He’s not a good friend. He’s mean.

Read the rest of the story. Let’s look at the next text evidence. It says, But Fred had a trick for Hal. He splashed Hal with brown paint. Does anyone have any schema about someone trying to get back at a friend who had played lots of tricks? Let students discuss how they feel about people who play tricks on others. Ask them if they would want to trick them because they had tricked so many others. IF no one has any schema you will have to use your background knowledge to fill in this column. Now let’s think about all of our evidence and our schema. What kind of character was Fred? What can we infer about him? Turn and talk to your partner about it. Say...I infer that Fred was...Monitor your students discussions. Let several of them share their inferences. Write your inference in the inference column. Ex. Fred was a good friend. Fred taught Hal a lesson. Fred was mean to Hal because he had been mean to his friend.

8. Closing
Today we made inferences. We used clues or text evidence and added it with our own background knowledge or schema, to make an inference. We made inferences about the characters in our story. The author didn’t tell us what kind of characters Hal and Fred were, but he gave us some evidence about them that helped us make an inference. Making inferences helps us better understand what we read.