Block 4: Traditional Literature
Fables and Folktales

10/13 – 11/14
5 Weeks (25 days)

TEKS 2.3A, 2.3B, 2.3C, 2.5B, 2.5C, 2.6A, 2.6B, 2.9B, 2.11A, Fig. 19 A-F

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Texts needed, which are not included in Journeys (should be one copy in your grade level collection, which we formerly used for c-scope):

- The Tortoise and the Hare retold by Angela McAllister
- Strega Nona by Tomie dePaola
- The Little Red Hen by Lucinda McQueen (kinder c-scope collection)
- The Three Little Pigs by James Marshall
- The Three Little Wolves and the Big Bad Pig by Eugene Trivizas
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<td>Obj: We will identify the characteristics of traditional literature.</td>
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Lesson 1

Lesson Overview: 2.3A-C, 2.5B, 2.6A, 2.9B, Fig. 19A, B, C, D, F
Text: The Tortoise and the Hare (Grade level book collection, (C-scope))
Approach: Interactive Read Aloud
Focus: Use ideas (foreshadowing & context clues) to make and confirm predictions about the story and the meaning of unfamiliar words

Create: (BEFORE THE LESSON)

- **Stopping Points** – Record the following on sticky notes and place on the correct pages in the text (the story has no page numbers so text is provided for reference):
  - *(The rabbits were amazed)* – Sometimes authors use words that are unfamiliar to me. When it says Tortoise overheard Hare boasting to some rabbits, I’m not sure what boasting means. Let’s use the context clues, or information in the story, to help us. Hare says “I can run so fast, I leave the wind behind,”. Hmmmm, based on what Hare said, what might boasting mean?
  - *(Tortoise squinted up at Hare. “Think you can beat me, eh?”)* – The author mentions rhubarb and I’m not sure what that is, are you? What does the author say about rhubarb?. Look at the picture, what is Tortoise creeping out of? So rhubarb must be a plant. What else helped us figure out the word?
  - *(Tortoise started to creep along, slow but sure)* – Let’s think of a trait that describes Hare. What kinds of things has Hare said and done so far? Turn and talk with your partner about some things Hare has said and done. Remember to use your conversation stems “Can you tell me more about that?” or “I agree/disagree because…”. What’s a trait to describe Hare?
  - *(He helped himself to the juiciest carrot.)* – I think ‘elevenses’ must be a snack because it says Hare spied a row of carrots and helped himself to the juiciest one. Do you see how I used context clues to help me figure out a word?
  - *(He knew very well that Hare liked carrots more than anything…)* – Do you think Tortoise can beat Hare? Why or why not? Turn and talk with your partner about what you think and why. Remember to use text evidence to support your thinking.
  - *(Tortoise smiled and carried on his way, slow but sure)* – This makes me think when I eat too much at Thanksgiving and get sleepy. I think Tortoise must be smiling because he can see Hare has eaten a lot and will get sleepy. What do you think?
  - *(“One of us champions needs a nap!”)* – Do you think Hare will carry Tortoise home? Why or why not? Which character learned a lesson in this story? What did he learn?

Anchor Chart:

- **Using Context Clues (2.5B,C)**

This anchor will be filled in with your students using various texts throughout the year.
Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor chart displayed on a wall or easel next to you.

2. Introduce Text:

This story is called The Tortoise and the Hare. Based on the front cover and your schema, if you have any background knowledge for these words, what are a tortoise and a hare? Yes, we see a turtle (tortoise) and a rabbit (hare) on the front cover.

As we’ve read and explored stories together, what have you learned are some important things readers think about as they read fiction? (discuss – setting, characters (what they say, do and think), the plot (problem, important events, and solution), and the theme). Right! As we read today, we are going to think about where this story is set, what tortoise and hare say, do, and think, what the problem is and the important events that lead to the solution, and what lesson is learned. Whew! That’s a lot to think about, but we can do it and will get better every time we practice.

3. Read the Text:

- (The rabbits were amazed) – Sometimes authors use words that are unfamiliar to me. When it says Tortoise overheard Hare boasting to some rabbits, I’m not sure what boasting means (write boasting on unfamiliar word part of anchor). Let’s use the context clues, or information in the story, to help us. Hare says “I can run so fast, I leave the wind behind,” (read in a bragging voice and record sentence on context clues). Hmmmm, based on what Hare said, what might boasting mean? (discuss and record ‘bragging’ on the anchor).

- (Tortoise squinted up at Hare. “Think you can beat me, eh?”) – The author mentions rhubarb and I’m not sure what that is, are you? (write ‘rhubarb’ on unfamiliar word part of anchor) What does the author say about rhubarb? (tortoise was creeping out of it and rabbit leapt over it – record on context clues on anchor). Look at the picture, what is Tortoise creeping out of? (discuss – some type of plant) So rhubarb must be a plant (record on ‘what we think it means’ on anchor). What else helped us figure out the word? (the picture – add picture to context clues).

- (Tortoise started to creep along, slow but sure) – Let’s think of a trait that describes Hare. What kinds of things has Hare said and done so far? Turn and talk with your partner about some things Hare has said and done. Remember to use your conversation stems “Can you tell me more about that?” or “I agree/disagree because...”. (Hare – “I can run so fast, I leave the wind behind.” and “Short, slow people aren’t worth racing.”) What’s a trait to describe Hare? (discuss – impolite, rude, thoughtless, conceited…)  

- (He helped himself to the juiciest carrot.) – I think ‘eleveness’ must be a snack because it says Hare spied a row of carrots and helped himself to the juiciest one. Do you see how I used context clues to help me figure out a word? (record on context clues anchor)

- (He knew very well that Hare liked carrots more than anything…) – Do you think Tortoise can beat Hare? Why or why not? Turn and talk with your partner about what you think and why. Remember to use text evidence to support your thinking. (turn and talk, then discuss as a class using text evidence).
• (Tortoise smiled and carried on his way, slow but sure) – This makes me think when I eat too much at Thanksgiving and get sleepy. I think Tortoise must be smiling because he can see Hare has eaten a lot and will get sleepy. What do you think?

• (“One of us champions needs a nap!”) – Do you think Hare will carry Tortoise home? Why or why not? (discuss using text evidence)

4. Closing:

Which character learned a lesson in this story? (Hare)  What did he learn? (discuss using text evidence – not to boast (brag)).

5. Possible Independent or Center Activities:

Students could complete:

- Retelling in Fiction chart
- Inferring About Characters chart (w/text evidence provided)
Lesson 2

Lesson Overview: 2.3A-C, 2.5B, 2.6A, 2.9B, Fig. 19A, B, C, D, F
Text: Strega Nona (Grade level book collection, (C-scope))
Approach: Interactive Read Aloud
Focus: Use ideas (foreshadowing & context clues) to make and confirm predictions about the story and the meaning of unfamiliar words

Create: (BEFORE THE LESSON)

Stopping Points – Record the following on sticky notes and place on the correct pages in the text (the story has no page numbers so text is provided for reference):

1. (“Oh, si, yes,” said Big Anthony.) – We learn here that Big Anthony doesn’t pay attention. Can we make a prediction based on that information?
2. (But too bad for Big Anthony, because he didn’t see Strega Nona…) – I wonder what the three kisses are for. Let’s look at the pictures to help us.
3. (But inside he was thinking, My chance has come!) – It says Anthony is thinking ‘My chance has come’. What can we infer is going to happen? Turn and talk to your partner about what you think will happen and support your answer with text evidence.
4. (And the pasta was pouring out of the pot all over the floor of…) – Let’s look at what Big Anthony was doing here… How can we infer he is feeling here? I would infer he is feeling proud based on his actions and the way he looks in the picture.
5. (She sang the magic song and blew the three…) – I’m not sure what the author means when he says the ‘pasta came to a halt’. What happened when Strega Nona blew the three kisses? Look at the picture. Has the pasta stopped? Would that make sense? Yes, it does! So halt must mean stop.
6. (End of story) – What was the problem in this story? How did the problem get solved?

Anchor Chart:

Using Context Clues (2.5B,C)

This anchor will be filled in with your students using various texts throughout the year.
Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor chart displayed on a wall or easel next to you.

2. Introduce Text:

This story is called Strega Nona. Here she is (point on cover) and her name means “Grandma Witch”. The townspeople in Strega Nona’s Italian village come to her for help. She can cure headaches, make love potions, and even get rid of warts. Strega Nona is old and needs a helper to keep up with her house and garden, so she hires a young man named Big Anthony. I think you will get a kick out of Big Anthony and the events that happen in this story.

3. Read the Text:

   o (“Oh, si, yes,” said Big Anthony.) – We learn here that Big Anthony doesn’t pay attention. Can we make a prediction based on that information? (discuss what Strega Nona said to Anthony.)

   o (But too bad for Big Anthony, because he didn’t see Strega Nona…) – I wonder what the three kisses are for. Let’s look at the pictures to help us. (discuss – it appears the three kisses make the pasta go away)

   o (But inside he was thinking, My chance has come!) – It says Anthony is thinking ‘My chance has come’. What can we infer is going to happen? Turn and talk to your partner about what you think will happen and support your answer with text evidence. (Remind your students to use the conversation stems. Big Anthony will most likely use Strega Nona’s pasta pot to prove to the townspeople what it can do).

   o (And the pasta was pouring out of the pot all over the floor of…) – Let’s look at what Big Anthony was doing here…(discuss – took a bow as the crowd applauded, listening to compliments from everyone). How can we infer he is feeling here? (discuss – proud, conceited, delighted, confident). I would infer he is feeling proud based on his actions and the way he looks in the picture.

   o (She sang the magic song and blew the three…) – I’m not sure what the author means when he says the ‘pasta came to a halt’ (record ‘halt’ as unfamiliar word on using context clues anchor). What happened when Strega Nona blew the three kisses? (discuss – the pot stopped boiling and the pasta…) (Record context clues on anchor). Look at the picture. Has the pasta stopped? Would that make sense? Yes, it does! So halt must mean stop (record on anchor).

   o (End of story) – What was the problem in this story? (discuss) How did the problem get solved? (discuss)
4. Closing:

*Which character learned a lesson in this story?* (Big Anthony)  *What did he learn?* (discuss using text evidence – to pay attention and not break the rules). 

5. Possible Independent or Center Activities:

Students could complete:
- Retelling in Fiction chart
- Inferring About Characters chart (w/text evidence provided)
Have students sequence the plot. You can give one copy to each student to cut out, sort and glue in the correct order or put it in a center and they can record the events in the correct order on a Retelling in Fiction chart.

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Big Anthony doesn’t notice Strega Nona blow three kisses to stop the pasta.</td>
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<tr>
<td>The townspeople think Big Anthony is a hero, until he can’t make the pasta stop and it flows all over town.</td>
</tr>
<tr>
<td>Strega Nona, an old woman with a magic touch, hires a young helper named Big Anthony, who doesn’t pay attention.</td>
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<tr>
<td>Strega Nona returns to town and blows three kisses to make the pasta stop.</td>
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<tr>
<td>Strega Nona tells Big Anthony never to touch the pasta pot, which he discovers she can use a magic spell on to create pasta.</td>
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<tr>
<td>Big Anthony has to eat all the pasta as punishment.</td>
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<tr>
<td>When Strega Nona goes to visit a friend, Big Anthony uses the pasta pot to feed the townspeople.</td>
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*You can use this template to create other story sequencing activities.*
Lesson 3

Lesson Overview: 2.3A-C, 2.5B, 2.6A, 2.9B, Fig. 19A, B, C, D, F
Text: The Little Red Hen (Kinder book collection, (C-scope))
Approach: Interactive Read Aloud
Focus: Use ideas (foreshadowing & context clues) to make and confirm predictions about the story and the meaning of unfamiliar words

Create: (BEFORE THE LESSON)

- Stopping Points – Record the following on sticky notes and place on the correct pages in the text:
  - Pg. 7 – The cat is described as vain, but I’m not sure what that means. What information in the story will help us figure out what vain means? What might we infer what means based on this text evidence?
  - Pg. 11 – Let’s think about and discuss the difference between little red hen and her friends – goose, cat and dog. Turn and talk with your partner. What traits describe little red hen? Those traits wouldn’t describe goose, cat, or dog, would they?
  - Pg. 17 – How is the author helping us understand the wheat takes a long time to grow? This helps me understand how hard little red hen has worked to grow the wheat.
  - Pg. 18 – I’ve never heard the word ‘thresh’ and am not sure what it means. What information in the story could help us figure out this word? What can we infer thresh means?
  - Pg. 29 – What do you predict will happen? Turn and talk with your partner and use text evidence to support your thinking.
  - Pg. 32 – Based on their faces in the picture, how do you think dog, goose, and cat are feeling? Do you think they’ve learned a lesson? What lesson have they learned?

Anchor Chart:

- Using Context Clues (2.5B,C)

This anchor will be filled in with your students using various texts throughout the year.
Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor chart displayed on a wall or easel next to you.

2. Introduce Text:

This story is called The Little Red Hen (point to her on cover) and these are her friends and roommates cat, goose, and dog. What do you notice by looking at the picture on the cover? (discuss – the hen is working, but the others are not). The illustrator is Lucinda McQueen and her pictures are very helpful in understanding parts of this story. When reading picture books, like this, the illustrations can often help us figure out tricky words and parts of the story we don’t understand.

3. Read the Text:

- Pg. 7 – The cat is described as vain, but I’m not sure what that means (record ‘vain’ on using context clues anchor). What information in the story will help us figure out what vain means? (discuss – she brushed her fur, straightened her whiskers, and polished her claws all day long & record context clues on anchor). What might we infer vain means based on this text evidence? (discuss – big-headed, conceited, stuck-up, pleased with oneself – record on anchor.)
- Pg. 11 – Let’s think about and discuss the difference between little red hen and her friends – goose, cat and dog. Turn and talk with your partner (remind them to use conversations stems). What traits describe little red hen? (hard working, active, energetic). Those traits wouldn’t describe goose, cat, or dog, would they?
- Pg. 17 – How is the author helping us understand the wheat takes a long time to grow? (discuss – it says she cared for the wheat all summer long and by the end of summer the wheat had grown tall). This helps me understand how hard little red hen has worked to grow the wheat.
- Pg. 18 – I’ve never heard the word ‘thresh’ and am not sure what it means (record on using context clues anchor). What information in the story could help us figure out this word? (discuss – cut and the picture. Record on context clues on anchor). What can we infer thresh means? (discuss – crush, beat, mash…) (Record on anchor).
- Pg. 29 – What do you predict will happen? Turn and talk with your partner and use text evidence to support your thinking. (discuss as a group following turn and talk)
- Pg. 32 – Based on their faces in the picture, how do you think dog, goose, and cat are feeling? (discuss) Do you think they’ve learned a lesson? What lesson have they learned? (discuss)

4. Closing:

Do you think what little red hen did at the end was fair? Why or why not? (turn and talk and discuss)

5. Possible Independent or Center Activities:

Students could complete:
- Retelling in Fiction chart
- Inferring About Characters chart (w/text evidence provided)
- Sequencing Activity
Lesson 4

Lesson Overview: 2.3A-C, 2.5B, 2.6A, 2.9B, Fig. 19A, B, C, D, F
Text: The Three Little Pigs (Grade level book collection, (C-scope))
Approach: Interactive Read Aloud
Focus: Use ideas (foreshadowing & context clues) to make and confirm predictions about the story and the meaning of unfamiliar words

Create: (BEFORE THE LESSON)

- Stopping Points – Record the following on sticky notes and place on the correct pages in the text (the story has no page numbers so text is provided for reference):
  - (“And remember that I love you.”) – Based on the picture, which pig looks most prepared to go out into the world and be successful? How can you tell?
  - (It took him no time at all) – Why do you think the man told the pig “That’s not a good idea” when pig asked for his straw to build a house?
  - (So the wolf huffed and he puffed…) – When the text says ‘This annoyed wolf to no end’, I’m not sure what that means. Let’s look back in the story for context clues. What was happening in this part of the story? What could we infer annoyed means?
  - (“Very pretty,” he said.) – Based on what we’ve read so far, what do you predict will happen? Turn and talk with your partner and support your thinking with text evidence. Start by using the conversation stem “I’m thinking….”
  - (first pic. with wolf holding a balloon) – It says the pig noticed the wolf loitering about. I’m not sure what that phrase means. Let’s use information from the story to help us figure out what this means. What could we infer ‘loitering about’ means?
  - (“I’ll come for you at six”) – Why would the pig agree to go with the wolf after he tried to blow his house in? What can we predict? Turn and talk with your partner.
  - (Just to make sure, he would be there at two) – Wolf keeps falling for pig’s tricks. What does this tell us about him?

Conversation Stem: Prepare a conversation stem to add to the anchor ‘How do Partners Have a Conversation?’:
  - “I’m thinking…”

Anchor Chart:

- Using Context Clues (2.5B,C)

This anchor will be filled in with your students using various texts throughout the year.
Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor chart displayed on a wall or easel next to you.

2. Introduce Text:

Today we are going to read The Three Little Pigs by James Marshall. It says here on the cover that James Marshall retold and illustrated this story. Retold means that James Marshall is telling a story that has been written and told before. Some stories have been around for many, many years and sometimes we don’t even know who the first person was that came up with the story! There are many different versions of The Three Little Pigs, because each author that tells this story is going to tell it in their own way. If you are familiar with this story, you will probably compare the version you’ve read with the one I read to you today. Those are text-to-text connections and they can help you predict what might happen. Let’s see what happens in this version of The Three Little Pigs.

3. Read the Text:

- (“And remember that I love you.”) – Based on the picture, which pig looks most prepared to go out into the world and be successful? How can you tell? (discuss)
- (It took him no time at all) – Why do you think the man told the pig “That’s not a good idea” when pig asked for his straw to build a house? (discuss)
- (So the wolf huffed and he puffed…) – When the text says ‘This annoyed wolf to no end’, I’m not sure what that means (write ‘annoyed’ on context clues anchor). Let’s look back in the story for context clues. What was happening in this part of the story? (discuss – pig wouldn’t let wolf in the house. Record on anchor for context clues). What could we infer annoyed means? (discuss – bothered, angered and record on anchor).
- (“Very pretty,” he said.) – Based on what we’ve read so far, what do you predict will happen? Turn and talk with your partner and support your thinking with text evidence. Start by using the conversation stem “I’m thinking...”. (turn and talk, then discuss as a group)
- (first pic. with wolf holding a balloon) – It says the pig noticed the wolf loitering about. I’m not sure what that phrase means (write ‘loitering about’ on context clues anchor). Let’s use information from the story to help us figure out what this means. (discuss – pig sees the wolf standing outside his house). What could we infer ‘loitering about’ means? (discuss – hanging around).
- (“I’ll come for you at six”) – Why would the pig agree to go with the wolf after he tried to blow his house in? What can we predict? Turn and talk with your partner. (Remind them to use the conversation stems) (Pig must have a plan)
- (Just to make sure, he would be there at two) – Wolf keeps falling for pig’s tricks. What does this help us understand about him? (discuss – he’s not very smart)

4. Closing:

What made this pig different from his brothers? (discuss) How would you describe this pig? (discuss traits)
**Lessons 5 & 6**

*You will likely need 2 days to complete the noticings lesson.*

Lesson Overview: 2.3B, 2.6A, 2.9B, Fig. 19A-F

Text: The Tortoise and the Hare, Strega Nona, The Little Red Hen, The Three Little Pigs

Approach: Minilesson

Focus: Genre Noticings for Traditional Literature (fables and folktales)

Create: (BEFORE THE LESSON)

- Traditional Literature 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.
Lesson:

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

2. **Introduction:** Discuss the definition of traditional literature with your students (traditional literature are short, made-up stories that have been retold over and over for many years). There are different types of traditional literature. Traditional literature is a genre and the different types of traditional literature are called subgenres. One subgenre of traditional literature that you read a lot in kinder and 1st is fairy tales.

   We read four examples of traditional literature, which were The Tortoise and the Hare, Strega Nona, The Little Red Hen, and The Three Little Pigs (display the four texts). The Tortoise and the Hare and The Little Red Hen are fables. Strega Nona and The Three Little Pigs are folktales. Let’s think about some things these four stories have in common...

3. **Noticings & Book Examples:** * Since this is a brand new concept for students, the discussion will likely require a lot of modeling and guidance. When we get that “deer in the headlights” look from our students, that’s our cue to think aloud and show (not tell) them how. Complete approximately half of the noticings chart today (possibly through setting) and the rest on the following day.

   - **Author’s Purpose:**– Author’s write books for different reasons, many times to entertain us or teach us about something. What do you think the author’s purpose for these four books is? (to entertain) That’s right! Author’s write traditional literature to entertain us and also to teach us a lesson (record on noticings on anchor chart).

     So one example of author’s purpose for traditional literature is The Tortoise and the Hare. The author entertained the reader with a story about a turtle and a rabbit that race each other. What did Tortoise learn in this story? (discuss – not to brag). (record on book examples on anchor chart)

   - **Characters:**–What is something the characters had in common in these stories? Let’s think about the characters in The Tortoise and the Hare, The Little Red Hen, and The Three Little Pigs. (discuss – all of the characters were animals). Yes, the characters in traditional literature are often animals or objects that talk and act like people. In Strega Nona, however, the characters were people. Why isn’t Strega Nona realistic fiction? (discuss – what happenend in the story, the plot, could not happen in real life). When we read traditional literature, it’s important to think about what these characters say, do, and think. This is true for all types of fiction (record on noticings on anchor chart). Did all of these stories have a character or characters who changed or learned something? (discuss). Yes, in traditional literature the main character(s) will change or grow in some way. (Record on Noticings on anchor chart).

     Let’s think about the characters in The Little Red Hen. There was…(Little Red Hen, the main character, Goose, Cat, and Dog). (record on book examples on anchor chart)

   - **Setting:** - The setting is when and where the story takes place. In traditional literature, the story
often takes place long ago and can be a real or made-up place. (Record on noticings on anchor).

Let’s use Strega Nona as our book example. Where did this story take place? (Look back in book – long ago, in a town in Calabria). (record on book examples on anchor chart)

- **Plot:** The plot is what happens in the story. It includes the problem the character or characters face, the important events that happen as characters try to solve the problem, and an ending. What makes the plot in traditional literature different from a realistic fiction story? (discuss – in realistic fiction the plot seems just like real life. In traditional literature it may have events that are unrealistic or have magical elements). (Record on noticings on anchor). For example, in Strega Nona there was a magical pasta pot, which is something that wouldn’t exist in real life.

Let’s use Strega Nona for our book example. What was the problem? (discuss – Strega Nona tells Big Anthony not to touch her magic pasta pot, but he does and the whole town fills with pasta). The important events were…(Big Anthony doesn’t pay attention, so when he uses the pasta pot to feed the townspeople he doesn’t know to blow three kisses to make it stop. Strega Nona returns from visiting a friend and blows three kisses to make the pasta stop.) How does it end? (discuss – Strega Nona makes Big Anthony eat all the pasta that filled up the town and her house). (record on book examples on anchor chart)

- **Dialogue:** This is the words that characters say to each other. It shows what characters are like and how they feel about each other. When we thought about what characters were saying, this was their dialogue. (Record on noticings on anchor chart)

Let’s think about what the Wolf says to the Pigs in The Three Little Pigs and how the Pigs responded to him…(“Little pig, little pig, let me come in.” (Wolf) “No, no, no, not by the hair of my chinny chin chin.” (Pigs)) (record on book examples on anchor chart)

- **Theme:** This is the story’s message to the reader. We can usually identify it through what the character or characters in the story learn. (record on noticings on anchor chart)

For example, what did the Hare learn in The Tortoise and the Hare? (not to boast). Yes! So the theme of the story is it’s not nice to boast (brag). (Record on book examples on anchor chart)

4. **Closing:** Traditional Literature is one genre, or type of book, we will read this year. It’s usually fun to read and the author wants to teach us some type of lesson based on what the main character(s) learn in the story. Remember what makes traditional literature different from realistic fiction…(discuss – in realistic fiction the characters and plot seem just like real life. In traditional literature the characters are often talking animals or objects and the plot may be unrealistic or have magical elements).

Take a picture of the completed anchor you did with your students and print off four to a page using the Word Document titled Anchor Charts. Add to page 18 of the Whole Group section of the Reader’s Notebook. Record on Table of Contents as Genre: Traditional Literature.
**Traditional Literature** – Short, made-up stories that have been retold over and over for many years

- Subgenres: Fairy tales, Folktales, Fables

### Noticings

**Author’s Purpose:** to entertain; to teach a lesson

**Characters:** They are often animals or objects that talk and act like people. The characters change or learn something.

**Setting:** When and where the story takes place. Often set long ago. Can be a real or made-up place.

**Plot:** What happens in the story. It could have magical elements or events that are unrealistic. It includes the problem the character(s) face, the important events that happen as characters try to solve the problem, and an ending.

**Dialogue:** The words characters say to each other. Shows us what characters are like and how they feel about each other.

**Theme:** The story’s message to the reader. We can usually identify it through what the character(s) in the story learn.

### Book Examples

**Author’s Purpose:** *(The Tortoise and the Hare)*
An entertaining story about a turtle and a rabbit that race each other. Hare learns not to brag.

**Characters:** *(The Little Red Hen)*
- Little Red Hen; the main character
- Goose
- Cat
- Dog

**Setting:** *(Strega Nona)*
This story takes place long ago in a town in Calabria.

**Plot:** *(Strega Nona)*
- **Problem:** Strega Nona tells Big Anthony not to touch her magic pasta pot, but he does and the whole town fills with pasta.
- **Important Events:**
  - Big Anthony doesn’t pay attention, so when he uses the pasta pot to feed the townspeople he doesn’t know to blow three kisses to make it stop.
  - Strega Nona returns from visiting a friend and blows three kisses to make the pasta stop.
- **Ending:** Strega Nona makes Big Anthony eat all the pasta that filled up the town and her house.

**Dialogue:** *(The Three Little Pigs)*
- “Little pig, little pig, let me come in.” *(Wolf)*
- “No, no, no, not by the hair of my chinny chin chin.” *(Pig)*

**Theme:** *(The Tortoise and the Hare)*
It’s not nice to boast (brag).
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<thead>
<tr>
<th>Lesson</th>
<th>TEKS &amp; Objective/Product</th>
<th>Procedure</th>
</tr>
</thead>
</table>
| 7      | TEKS: Fig. 19 E          | **Focus:** Retelling  
**Text:** The Three Little Pigs (James Marshall)  
- Grade level book collection (C-Scope)  
**Approach:** Minilesson  
**Resources/Materials:**  
Anchor: Retelling and Comparing Stories |
|        | Obj: We will retell important events in stories in logical order.  
**Product:** I will identify and discuss important story events. |

| 8      | TEKS: 2.3A-C, 2.5B, 2.6A, 2.9B, Fig. 19A, B, C, D, F | **Focus:** Establishing Purposes for Reading, Context Clues, Make and Confirm Predictions, Monitoring Comprehension  
**Text:** The Three Little Wolves and the Big Bad Pig  
- Grade level book collection (C-Scope)  
**Approach:** Interactive Read Aloud  
**Resources/Materials:**  
Anchor: Using Context Clues |
|        | Obj: We will use ideas (foreshadowing and context clues) to make and confirm predictions about the story and the meaning of unfamiliar words.  
**Product:** I will use text evidence to share my thinking with my partner. |

| 9      | TEKS: Fig. 19 E          | **Focus:** Retelling  
**Text:** The Little Little Wolves and the Big Bad Pig  
- Grade level book collection (C-Scope)  
**Approach:** Minilesson  
**Resources/Materials:**  
Anchor: Retelling and Comparing Stories |
|        | Obj: We will retell important events in stories in logical order.  
**Product:** I will identify and discuss important story events. |

| 10     | TEKS: 2.6B, Fig. 19 E, F | **Focus:** Comparing Stories  
**Text:** The Three Little Pigs (James Marshall) & The Three Little Wolves and the Big Bad Pig  
- Grade level book collection (C-Scope)  
**Approach:** Minilesson  
**Resources/Materials:**  
Anchor: Retelling and Comparing Stories |
|        | Obj: We will compare different versions of the same story in traditional literature.  
**Product:** I will identify and discuss similarities and differences between two versions of the same story. |

| 11     | TEKS: 2.9B, Fig. 19 D    | **Focus:** Inferring About Characters  
**Text:** The Tortoise and the Hare  
**Approach:** Minilesson  
**Resources/Materials:**  
Anchor: Inferring About Characters |
|        | Obj: We will use text evidence to support inferences about characters.  
**Product:** I will identify and discuss text evidence to support character inferences. |

| 12     | TEKS: 2.9B, Fig. 19 D    | **Focus:** Inferring About Characters  
**Text:** Strega Nona  
- Grade level book collection (C-Scope)  
**Approach:** Minilesson  
**Resources/Materials:**  
Anchor: Inferring About Characters |
|        | Obj: We will use text evidence to support inferences about characters.  
**Product:** I will identify and discuss text evidence to support character inferences. |
# Block 4: Traditional Literature

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<th>TEKS &amp; Objective/Product</th>
<th>Procedure</th>
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<td><strong>TEKS:</strong> Fig. 19 E</td>
<td><strong>Focus:</strong> Retelling (Sequence)</td>
</tr>
<tr>
<td></td>
<td><strong>Obj:</strong> We will retell important events in a story in logical order.</td>
<td><strong>Text:</strong> The Little Red Hen</td>
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<tr>
<td></td>
<td><strong>Product:</strong> I will identify and discuss important story events.</td>
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<tr>
<td>14</td>
<td><strong>TEKS:</strong> 2.6A, 2.9B, Fig. 19 D, F</td>
<td><strong>Focus:</strong> Theme</td>
</tr>
<tr>
<td></td>
<td><strong>Obj:</strong> We will identify moral lessons as themes in traditional literature.</td>
<td><strong>Text:</strong> The Tortoise and the Hare, Strega Nona, The Little Red Hen, The Three Little Wolves and the Big Bad Pig</td>
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<tr>
<td></td>
<td><strong>Product:</strong> I will identify and discuss moral lessons as themes.</td>
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<td>15</td>
<td><strong>TEKS:</strong> 2.6A, 2.9B, Fig. 19 D, F</td>
<td><strong>Focus:</strong> Theme</td>
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<tr>
<td></td>
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<tr>
<td>16 &amp; 17</td>
<td><strong>TEKS:</strong> 2.6A, 2.9B, Fig. 19 D, F</td>
<td><strong>Focus:</strong> Test Bridging: Theme</td>
</tr>
<tr>
<td></td>
<td><strong>Obj:</strong> We will identify moral lessons as themes in traditional literature.</td>
<td><strong>Text:</strong> The Tortoise and the Hare, Strega Nona, The Little Red Hen, The Three Little Wolves and the Big Bad Pig</td>
</tr>
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<td></td>
<td><strong>Product:</strong> I will identify and discuss moral lessons as themes.</td>
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<tr>
<td>18</td>
<td><strong>TEKS:</strong> 2.3C</td>
<td><strong>Focus:</strong> Test Bridging: What is a Passage?</td>
</tr>
<tr>
<td></td>
<td><strong>Obj:</strong> We will establish purposes for reading selected texts.</td>
<td><strong>Text:</strong> The Three Little Pigs passage</td>
</tr>
<tr>
<td></td>
<td><strong>Product:</strong> I will identify similarities &amp; differences between a story and a passage.</td>
<td><strong>Approach:</strong> Minilesson</td>
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<tr>
<td></td>
<td></td>
<td><strong>Resources/Materials:</strong> The Three Little Pigs Passage</td>
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<td></td>
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<td><strong>Anchor:</strong></td>
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<tr>
<td>19 &amp; 20</td>
<td><strong>TEKS:</strong> 2.5B, 2.5C</td>
<td><strong>Focus:</strong> Test Bridging: Vocabulary</td>
</tr>
<tr>
<td></td>
<td><strong>Obj:</strong> We will use context to determine the meaning of unknown words &amp; identify words that are opposite (antonyms) or similar (synonyms).</td>
<td><strong>Text:</strong> The Tortoise and the Hare, Strega Nona, The Little Red Hen, The Three Little Wolves and the Big Bad Pig</td>
</tr>
<tr>
<td></td>
<td><strong>Product:</strong> I will determine the meaning of unknown words &amp; identify synonyms &amp; antonyms.</td>
<td><strong>Approach:</strong> Minilesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Resources/Materials:</strong> Using Context Clues</td>
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<tr>
<td></td>
<td></td>
<td><strong>Anchor:</strong></td>
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</tbody>
</table>
Lesson 7

Lesson Overview: Fig 19 E
Text: The Three Little Pigs (Grade level book collection, (C-scope))
Approach: Minilesson
Focus: Retelling

Create: (BEFORE THE LESSON)

Anchor Chart:

- Retelling and Comparing Stories

Only the first row will be filled in with your students during Lesson 7.

- An example of the completed first row of this anchor is included after the lesson.
Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor chart displayed on a wall or easel next to you.

2. Introduce Text:

*In traditional literature, there are often many different versions of the same story. Authors like to retell these old tales and will often put their own spin on the story. I’ve read many different versions of The Tortoise and the Hare. In fact, the version we read together was a bit different from other versions I have read.*

*Today we are going to retell the version of The Three Little Pigs we read together by thinking carefully about the characters, setting, and plot of this story. Tomorrow I am going to read you a different version of this folktale and you will be making many text-to-text connections as we read.*

3. Revisit the Text:

- *Let’s look back through this story to identify the characters so we can write them down.* (discuss and record on anchor)
- *Where is this story set? Let’s look back to identify the setting.* (discuss and record on anchor)
- *Now we need to retell the plot. Let’s start by identifying the problem in this story. Turn and talk to your partner about the main problem. Remember to use your conversation stems – “I think...”, “Can you tell me more?”, and/or “I agree/disagree because...”.* (discuss and record on anchor)
- *Let’s talk about the important events that happen before the problem is solved.* (Use the book to review what happens with the first little pig and record event on anchor. Then do the same with the second pig).
- *What happened when the wolf got to the third little pig?* (discuss – pig outsmarted wolf).
- *Use class discussion and turn and talk to record important event(s) with the third little pig.*
- *How did the story end?* (discuss and record on anchor)

4. Closing:

*Have you ever heard or read a different version of The Three Little Pigs? If so, I bet you were comparing that version to this one in your head. That means you were making text-to-text connections! Those connections help us to think about the characters and plot more deeply. I think you will really enjoy the version we read tomorrow and will be thinking about the unique spin the author puts on this traditional tale.*
## Retelling and Comparing Stories

<table>
<thead>
<tr>
<th>Text: The Three Little Pigs by James Marshall</th>
<th>Characters</th>
<th>Setting</th>
<th>Plot: Important Events</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Three little pigs</td>
<td>Home of the three little pigs</td>
<td>A hungry wolf that loved to eat pigs went after the three little pigs.</td>
</tr>
<tr>
<td></td>
<td>Wolf</td>
<td>Towns/countryside</td>
<td>Wolf blows down the straw house of the first little pig and eats him.</td>
</tr>
<tr>
<td></td>
<td>Old sow</td>
<td>The fair</td>
<td>Wolf blows down the second pig's house of sticks and eats him.</td>
</tr>
<tr>
<td></td>
<td>Man with straw</td>
<td></td>
<td>Wolf tries to blow down the brick house of the third little pig, but the house stood firm.</td>
</tr>
<tr>
<td></td>
<td>Man with sticks</td>
<td></td>
<td>The third pig manages to escape from the wolf several times by tricking him.</td>
</tr>
<tr>
<td></td>
<td>Man with bricks</td>
<td></td>
<td>This anger the wolf and he tries to enter the house by going down the chimney.</td>
</tr>
</tbody>
</table>

### Conclusions:

Text-to-Text Connections

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2.6B, 2.9A, Fig. 19E Fiction
Lesson 8

Lesson Overview: 2.3A-C, 2.5B, 2.9B, Fig. 19A, B, C, D, F
Text: The Three Little Wolves and the Big Bad Pig (Grade level book collection, (C-scope))
Approach: Interactive Read Aloud
Focus: Predictions, Text-to-text Connections, Context Clues

Create: (BEFORE THE LESSON)

- **Stopping Points** – Record the following on sticky notes and place on the correct pages in the text (the story has no page numbers so text is provided for reference):
  - (So the three little wolves built themselves a house of bricks) – It’s interesting how the three little wolves stayed together, isn’t it? Do you think that will make the plot of this story different from The Three Little Pigs?
  - (When they saw the big bad pig coming, they ran inside the house and locked the door) – I’m not sure about this word ‘croquet’ but I bet there are context clues in the story to help me figure it out. What information in the story might help us? So croquet must be a game.
  - (He went and fetched his sledgehammer, and he knocked the house down) – Fetched is an unfamiliar word to me. Let’s look back for context clues. So it sounds like he went to get his sledgehammer. Fetched must mean he got it.
  - (Page where wolves play battledore and shuttlecock) – Based on what we’ve read so far, what do you predict will happen? Turn and talk with your partner and support your thinking with text evidence. Start by using the conversation stem “I’m thinking...”.
  - (Page where wolves escape from the concrete house) – What do you predict the wolves will do? Think about what they’ve done so far and turn and talk to your partner about what you think they will do next...
  - (They felt absolutely safe) – The author describes the rhinoceros as kindhearted and generous, which are character traits. Let’s figure out what generous means based on the context clues. What information in the story can help us? What did rhino do? What can we infer generous means?
  - (The three little wolves just managed to escape with their fluffy tails scorched) – I want you and your partner to infer what scorched means. Let me reread these two pages and then I want you to take turns sharing your thinking.

Anchor Chart:

- **Using Context Clues (2.5B,C)**

This anchor will be filled in with your students using various texts throughout the year.
Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor chart displayed on a wall or easel next to you.

2. Introduce Text:

This traditional tale is called The Three Little Wolves and the Big Bad Pig. As we read, you are going to notice similarities and differences between this story and The Three Little Pigs. Those text-to-text connections will help you think more deeply about the characters and what’s happening in the story. I love reading traditional literature and discovering the different ways authors will retell and old tale.

3. Read the Text:

- (So the three little wolves built themselves a house of bricks) – It’s interesting how the three little wolves stayed together, isn’t it? Do you think that will make the plot of this story very different from The Three Little Pigs? (Discuss)

- (When they saw the big bad pig coming, they ran inside the house and locked the door) – I’m not sure about this word ‘croquet’ but I bet there are context clues in the story to help me figure it out. (record ‘croquet’ on Using context clues anchor). What information in the story might help us? (discuss – it says it is something they are playing in the garden. We can see them playing some kind of game in the picture). So croquet must be a game (record context clues and what we infer it means on anchor).

- (He went and fetched his sledgehammer, and he knocked the house down) – Fetched is an unfamiliar word to me (record on anchor). Let’s look back for context clues (discuss – he went and “fetched” what? His sledgehammer). So it sounds like he went to get his sledgehammer. Fetched must mean he got it. (Record “Went and ___ his sledgehammer” on context clues and ‘got’ for what we infer it means).

- (Page where wolves play battledore and shuttlecock) – Based on what we’ve read so far, what do you predict will happen? Turn and talk with your partner and support your thinking with text evidence. Start by using the conversation stem “I’m thinking...”. (turn and talk, then discuss as a group)

- (Page where wolves escape from the concrete house) – What do you predict the wolves will do? Think about what they’ve done so far and turn and talk to your partner about what you think they will do next... (turn and talk, then discuss as a group)

- (They felt absolutely safe) – The author describes the rhinoceros as kindhearted and generous, which are character traits. Let’s figure out what generous means based on the context clues. (Record generous on anchor). What information in the story can help us? What did rhino do? (discuss – gave many materials to the wolves). What can we infer generous means? (discuss – giving. Record context clues and what we infer it means on anchor).
(The three little wolves just managed to escape with their fluffy tails scorched) – I want you and your partner to infer what scorched means. Let me reread these two pages and then I want you to take turns sharing your thinking. (Record word, context clues, and what we infer it means after students and class have discussed).

4. Closing:

Did the ending to this story surprise you as much as it did me? (discuss) I was expecting the three wolves to somehow trick the pig and then eat him up. I like it when books surprise me and turn out different than I expected. I wonder why the three little wolves built a house of flowers, knowing how easily pig would be able to knock it down. Do you think they knew the effect the flowers would have on the pig, or do you think they just didn’t know what else to do? (discuss using text evidence)
Lesson 9

Lesson Overview: Fig. 19 E
Text: The Three Little Wolves and the Big Bad Pig (Grade level book collection, (C-scope))
Approach: Minilesson
Focus: Retelling

Create: (BEFORE THE LESSON)

Anchor Chart:

- Retelling and Comparing Stories

This row should be filled out from Lesson 7.

This row will be filled in with your students during this lesson.

- An example of the completed anchor is included after the lesson.
Lesson:

5. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor chart displayed on a wall or easel next to you.

6. Introduce Text:

Today we are going to retell The Three Little Wolves and the Big Bad Pig. When we retell a story we include the characters, the setting, and the plot. What makes up the plot of the story? (discuss)

7. Revisit the Text:

- *Let’s look back through this story to identify the characters so we can write them down.* (discuss and record on anchor)
- *Where is this story set? *Let’s look back to identify the setting.* (discuss and record on anchor)
- *Now we need to retell the plot. Let’s start by identifying the problem in this story. Turn and talk to your partner about the main problem. Remember to use your conversation stems – “I think...”, “Can you tell me more?”, and/or “I agree/disagree because...”.* (discuss and record on anchor)
- *Let’s talk about the important events that happen before the problem is solved.* (Use the book to review the important events and record them on the anchor).
- *What happened when the wolves built the house of flowers?* (discuss and record event on anchor).
- *How did the story end?* (discuss and record on anchor)

8. Closing:

As we filled in this part of the chart today (point to second row), were you noticing similarities and differences in the characters, setting and plot from The Three Little Pigs (point to first row). James Marshall and Eugene Trivizas retold the same folktale in very different ways. We are going to take a close look at that tomorrow.
## Retelling and Comparing Stories

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<thead>
<tr>
<th>Text:</th>
<th>Characters</th>
<th>Setting</th>
<th>Plot: Important Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Three Little Pigs by James Marshall</td>
<td>• Three little pigs</td>
<td>• Home of the three little pigs</td>
<td>• A hungry wolf that loved to eat pigs went after the three little pigs.</td>
</tr>
<tr>
<td></td>
<td>• Wolf</td>
<td>• Towns/ countryside</td>
<td>• Wolf blows down the straw house of the first little pig and eats him.</td>
</tr>
<tr>
<td></td>
<td>• Old sow</td>
<td>• The fair</td>
<td>• Wolf blows down the second pig’s house of sticks and eats him.</td>
</tr>
<tr>
<td></td>
<td>• Man with straw</td>
<td></td>
<td>• Wolf tries to blow down the brick house of the third little pig, but the house stood firm.</td>
</tr>
<tr>
<td></td>
<td>• Man with sticks</td>
<td></td>
<td>• The third pig manages to escape from the wolf several times by tricking him.</td>
</tr>
<tr>
<td></td>
<td>• Man with bricks</td>
<td></td>
<td>• This angers the wolf and he tries to enter the house by going down the chimney.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Pig puts a hot iron pot in the fireplace and wen Wolf falls in he cooks him and eats him.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text:</th>
<th>Characters</th>
<th>Setting</th>
<th>Plot: Important Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Three Little Wolves and the Big Bad Pig by Eugene Trivizas</td>
<td>• Three little wolves</td>
<td>• Homes of the three little wolves</td>
<td>• A big bad pig went after the three little wolves.</td>
</tr>
<tr>
<td></td>
<td>• Big bad Pig</td>
<td>• Countryside</td>
<td>• The wolves get bricks from a kangaroo and build a house, but pig knocks it down with a sledgehammer.</td>
</tr>
<tr>
<td></td>
<td>• Kangaroo with bricks</td>
<td></td>
<td>• The wolves get concrete from a beaver and build a house, but pig smashes it down with a drill.</td>
</tr>
<tr>
<td></td>
<td>• Beaver with concrete</td>
<td></td>
<td>• The wolves build a very strong house out of materials they get from a rhino, but pig blows it up.</td>
</tr>
<tr>
<td></td>
<td>• Rhino with strong materials</td>
<td></td>
<td>• The wolves get flowers from a flamingo and build a house.</td>
</tr>
<tr>
<td></td>
<td>• Flamingo with flowers</td>
<td></td>
<td>• When pig smells the lovely flowers he is happy and realizes how mean he’s been.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The pig moves in with the wolves and they live happily ever after.</td>
</tr>
</tbody>
</table>

### Conclusions:

#### Text-to-Text Connections

- Example
Lesson 10

Lesson Overview: 2.6B, Fig. 19 E, F
Text: The Three Little Pigs & The Three Little Wolves and the Big Bad Pig (Grade level book collection, (C-scope))
Approach: Minilesson
Focus: Retelling and Comparing

Create: (BEFORE THE LESSON)

Anchor Chart:

- Retelling and Comparing Stories

<table>
<thead>
<tr>
<th>Text:</th>
<th>Characters</th>
<th>Setting</th>
<th>Plot: Important Events</th>
</tr>
</thead>
</table>

This row should be filled out from Lesson 7.

<table>
<thead>
<tr>
<th>Text:</th>
<th>Characters</th>
<th>Setting</th>
<th>Plot: Important Events</th>
</tr>
</thead>
</table>

This row should be filled out from Lesson 9.

<table>
<thead>
<tr>
<th>Conclusions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text-to-Text Connections</td>
</tr>
</tbody>
</table>

This row will be filled in with your students during this lesson.

- An example of the completed anchor is included after the lesson.
Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor chart displayed on a wall or easel next to you.

2. Introduce Text:

When we read traditional literature we will often encounter different versions of the same story. When we think about how those stories are similar and different we are making text-to-text connections. These connections can deepen our understanding of the characters and help us make predictions. We have read two different versions of The Three Little Pigs and retold each story (point to anchor). Today we are going to compare the characters, settings and plots of these stories. We can use the books and our anchor to help us make comparisons.

3. Revisit the Texts:

- Start with the characters and use the stories and anchor to discuss similarities and differences in the stories. Record thinking on conclusions part of anchor. Then do the same with setting and plot and record on anchor. Use turn and talk when appropriate.

- Some of the deeper comparisons will require modeling and facilitative conversation. Students are often more likely to make surface level comparisons such as “one had three pigs and one had three wolves”. These connections aren’t wrong, but don’t deepen our comprehension skills.

4. Closing:

Which of these two stories was a bigger surprise for you? James Marshall’s story is the one I was used to hearing and reading. The Three Little Wolves and the Big Bad Pig was an unusual version of this tale. Sometimes stories like these (hold up The Three Little Wolves and the Big Bad Pig) are called fractured tales or twisted tales. What that means is the author took a traditional tale and put a big twist on it. They are often funny and have surprising plots.

Take a picture of the completed anchor you did with your students and print off four to a page using the Word Document titled Anchor Charts. Add to page 19 of the Whole Group section of the Reader’s Notebook. Record on Table of Contents.
Retelling and Comparing Stories

<table>
<thead>
<tr>
<th>Text: The Three Little Pigs by James Marshall</th>
<th>Characters</th>
<th>Setting</th>
<th>Plot: Important Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three little pigs</td>
<td>Wolf</td>
<td>Home of the three little pigs</td>
<td>A hungry wolf that loved to eat pigs went after the three little pigs.</td>
</tr>
<tr>
<td>Old sow</td>
<td>Man with straw</td>
<td>Towns/ countryside</td>
<td>Wolf blows down the straw house of the first little pig and eats him.</td>
</tr>
<tr>
<td>Man with sticks</td>
<td>Man with bricks</td>
<td>The fair</td>
<td>Wolf blows down the second pig's house of sticks and eats him.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Text: The Three Little Wolves and the Big Bad Pig by Eugene Trivizas</th>
<th>Characters</th>
<th>Setting</th>
<th>Plot: Important Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three little wolves</td>
<td>Big Bad Pig</td>
<td>Homes of the three little wolves</td>
<td>A big bad pig went after the three little wolves.</td>
</tr>
<tr>
<td>Kangaroo with bricks</td>
<td>Beaver with concrete</td>
<td>Countryside</td>
<td>The wolves get bricks from a kangaroo and build a house, but pig knocks it down with a sledgehammer.</td>
</tr>
<tr>
<td>Rhino with strong materials</td>
<td>Flamingo with flowers</td>
<td></td>
<td>The wolves get concrete from a beaver and build a house, but pig smiles it down with a drill.</td>
</tr>
</tbody>
</table>

Conclusions:

- Characters are reversed in the two versions.
- Both tales have characters who provide building materials.
- The Three Little Wolves and The Big Bad Pig featured no humans.
- The three little wolves stay together whereas the three little pigs go out on their own.
- Both stories were set at the homes of three pigs/wolves.
- Both stories feature a mean character who is after other characters.
- Both stories feature characters who give the pigs/wolves materials to build homes.
- The wolf in The Three Little Pigs wants to eat the pigs whereas the big bad pig in The Three Little Wolves and the Big Bad Pig was just being mean.
- When the big bad wolf couldn't blow down the brick house down he had to try and trick the pig in other ways, whereas the big bad pig was able to destroy every house the wolves built.
- Both tales were about good vs. bad.
- The big bad wolf didn't grow or change as a character, but the big bad pig did.
- In The Three Little Pigs characters die, but no one dies in The Three Little Wolves and The Big Bad Pig.

Example
Lesson Overview: 2.9B, Fig. 19D
Text: The Tortoise and the Hare
Approach: Minilesson
Focus: Using Text Evidence to Support Inferences

Anchor Chart: Inferring About Characters

- Inferring About Characters
  - Write the following on sticky notes to be used during the lesson (do not place them on the chart yet):

- Hare is conceited (someone who likes to brag about himself) (trait)
- Hare felt confident he could win the race, no matter what. (feeling)
- Hare was embarrassed because he lost the race. (motivation)

An example of the completed anchor chart is included after the lesson.

In this lesson, students will learn how to match text evidence with inferences about a character. Students must be comfortable with the process of inferring in two ways:

Text Evidence → Inference (Because the text says ___, I can infer___)

Inference → Text Evidence (I can infer ___, because the text says ___)
Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor chart displayed on a wall or easel next to you.

2. Introduction:

Whether you are reading realistic fiction or traditional literature, you will need to make inferences about the characters in order to fully understand the story. It is our job as readers to figure out some things about characters based on what they say, do, and think. We make inferences about characters’ traits, feelings and motivations through their words, actions, and thoughts. We are going to look at some inferences about Hare from The Tortoise and the Hare and find out what words, actions, and thoughts support those inferences. We must always base our thinking about a story on text evidence. Let me show you what I mean…

3. Revisiting the Text:

- **One thing we can infer about Hare is he’s conceited.** (Place sticky note that says ‘Hare is conceited’ in the ‘Inferences’ box under ‘Words’) *Do you know what that means?* (discuss) *What does Hare say that shows he’s conceited?* (Look back in text and discuss) *Yes, he says…* (possible text evidence – “I can run so fast, I leave the wind behind.” and/or “Short, slow people aren’t worth racing.”) (Record text evidence in ‘Words’ box)
- **Another thing we can infer about Hare is he felt confident he could win the race, no matter what.** (Place sticky note that says this in the ‘Inferences’ box under ‘Actions’). *What did Hare do that proves this inference true?* (Look back in text and discuss. Record text evidence on chart under ‘Actions’)
- **We can also infer that Hare was embarrassed because he lost the race.** (Place sticky note that says this in the ‘Inferences’ box under ‘Thoughts’). *At the end of the story, what was Hare thinking that helps us to make this inference?* (Look back in text and discuss. Record text evidence in ‘Thoughts’ box)

4. Closing:

*Do you see how we were able to support inferences about Hare with his words, actions, and thoughts from the story? Authors know that as good readers, we will figure some things out based on information from the text. Angela McAllister didn’t directly tell us that Hare was conceited and confident he could win the race, but she wanted us to come to those conclusions based on Hare’s words and actions.*
Inferring About Characters

Text: The Tortoise and the Hare

<table>
<thead>
<tr>
<th>Character:</th>
<th>Words: What are they saying?</th>
<th>Actions: What are they doing?</th>
<th>Thoughts: What are they thinking?</th>
</tr>
</thead>
</table>
| Hare      | • “I can run so fast, I leave the wind behind.”  
             • “Short, slow people aren’t worth racing.” | • He stopped and ate carrots.  
             • He settled down in the shade of a tree and went to sleep. | • Hare felt a fool. |

Text Evidence

- Hare is conceited (someone who likes to brag about himself). (trait)
- Hare felt confident he could win the race, no matter what. (feeling)
- Hare was embarrassed because he lost the race. (motivation)

What can we infer about a character?

**Traits:** Describes a character’s personality (such as honest, adventurous, curious, grumpy)

**Motivations:** Explains why the character acts or behaves a certain way.

**Feelings:** What are the character's emotions? (such as sad, angry, excited, confused)
Lesson Overview: 2.9B, Fig. 19D
Text: Strega Nona
Approach: Minilesson
Focus: Making Inferences about Characters based on Text Evidence

Anchor Chart: Inferring About Characters

- Inferring About Characters
  - Write the following on sticky notes to be used during the lesson (do not place them on the chart yet):
    - Big Anthony feels frustrated with the townspeople. (feeling)
    - Big Anthony was feeling proud of himself for feeding the townspeople. (feeling)
    - Big Anthony had been planning to use Strega Nona’s pasta pot. (motivation)

- An example of the completed anchor chart is included after the lesson.

In this lesson, students will learn how to match text evidence with inferences about a character. Students must be comfortable with the process of inferring in two ways:

**Text Evidence ➔ Inference** (Because the text says ___, I can infer___)

**Inference ➔ Text Evidence** (I can infer ___, because the text says ___)
Lesson:

5. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor chart displayed on a wall or easel next to you.

6. Introduction:

Today we are going to make inferences about Big Anthony from the story Strega Nona. As you are thinking about this folktale, I bet you have already come to some conclusions about Big Anthony based on what he said, did, and thought. Turn and talk to your partner about some things you are thinking about Big Anthony. You may be thinking of a trait, his feelings, or even reasons for the way he acted and behaved. Remember to use the conversation stems to have a discussion with your partner. (Turn and talk and then let a few share). Let’s look at some inferences about Big Anthony and identify what text evidence supports these conclusions.

7. Revisiting the Text:

- One thing we can infer about Big Anthony is that he was feeling frustrated with the townspeople. (Place sticky note that says that in the ‘Inferences’ box under ‘Words’). What does Big Anthony say that shows his frustration with the townspeople? (Look back in text and discuss) Yes, he says… (“I’ll show them! Someday I will get the pasta pot and make it cook! And then they’ll be sorry.”) (Record text evidence in ‘Words’ box)
- Another thing we can infer about Big Anthony is that he had been planning to use Strega Nona’s pasta pot. (Place sticky note that says this in the ‘Inferences’ box under ‘Thoughts’). What was Big Anthony thinking that helps us come to this conclusion? (Look back in text and discuss. Record text evidence on chart under ‘Thoughts’)
- We can also infer that Big Anthony was feeling proud of himself for feeding the townspeople. (Place sticky note that says this in the ‘Inferences’ box under ‘Actions’). We can conclude this based on what Big Anthony does… (Look back in text and discuss. Record text evidence in ‘Actions’ box)

8. Closing:

The only thing the author directly tells us about Big Anthony is that he doesn’t pay attention. Any other traits, feelings, or motivations we know about him come from the inferences we make as readers. Tomie dePaola knows his readers will think about what Big Anthony is saying, doing, and thinking in order to infer some things. That’s what good readers do.
# Inferring About Characters

**Text:**  *Strega Nona*

<table>
<thead>
<tr>
<th>Character: Big Anthony</th>
<th><strong>Words:</strong> What are they saying?</th>
<th><strong>Actions:</strong> What are they doing?</th>
<th><strong>Thoughts:</strong> What are they thinking?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“I’ll show them! Someday I will get the Pasta Pot and make it cook! And then they’ll be sorry.”</td>
<td>He went outside and to the applause of the crowd, Big Anthony took a bow. He was so busy listening to compliments from everyone that he didn’t notice the pasta pot was still bubbling and boiling.</td>
<td>But inside he was thinking, <em>My chance has come!</em></td>
</tr>
</tbody>
</table>

**Text Evidence**

**Inferences**

- Big Anthony feels frustrated with the townspeople.
- Big Anthony was feeling proud of himself for feeding the townspeople.
- Big Anthony had been planning to use Strega Nona’s pasta pot.

What can we infer about a character?

**Traits:** Describes a character’s personality (such as honest, adventurous, curious, grumpy)

**Motivations:** Explains why the character acts or behaves a certain way.

**Feelings:** What are the character’s emotions? (such as sad, angry, excited, confused)
Independent Practice

* The next two tasks should **not** be completed during whole group reading time.

It’s important for your students to have many opportunities to practice making inferences in text throughout the year. These activities can be completed by the students during center time.

Task Overview: 2.9B, Fig. 19D
Text: The Little Red Hen
Approach: Partnered Activity during centers
Focus: Making Inferences about Characters

Handouts:
- Inferring About Characters
  - Print out the chart at the end of this lesson (one chart per student).

Have students glue this chart in the Reading Response section of their Reader’s Notebook on the next available page.

Students will need a copy of the story (available in their center), their Reader’s Notebook, and the Inferring About Characters chart for this partnered activity.

**Activity:**
- Students will use the story to find text evidence to support the inferences on the chart. You will need to point out to students that two of the inferences about Little Red Hen are based on her actions and the third is based on something she said.
- An example of the completed chart is included for your reference.
Inferring About Characters

Text: The Little Red Hen

<table>
<thead>
<tr>
<th>Character: Little Red Hen</th>
<th>Actions: What are they doing?</th>
<th>Actions: What are they doing?</th>
<th>Words: What are they saying?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Text Evidence</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inferences</strong></td>
<td>Little Red Hen is hard-working.</td>
<td>Little Red Hen knew the grains of wheat she found on her way to the market were useful.</td>
<td>Little Red Hen doesn’t think her friends deserve any of the bread.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What can we infer about a character?

**Traits**: Describes a character’s personality (such as honest, adventurous, curious, grumpy)

**Motivations**: Explains why the character acts or behaves a certain way.

**Feelings**: What are the character’s emotions? (such as sad, angry, excited, confused)
### Inferring About Characters

**Text:** The Little Red Hen

<table>
<thead>
<tr>
<th>Character: Little Red Hen</th>
<th><strong>Actions:</strong> What are they doing?</th>
<th><strong>Actions:</strong> What are they doing?</th>
<th><strong>Words:</strong> What are they saying?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(many examples to use)</td>
<td>She put the grains of wheat in the pocket of her apron.</td>
<td>“I did it all by myself. Now, I am going to eat it all by myself.”</td>
</tr>
<tr>
<td></td>
<td>• She cooked</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• She cleaned</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• She washed the clothes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• She took out the trash</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• She mowed the lawn and raked the leaves</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• She did all of the shopping</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• All summer long she cared for the growing wheat.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Text Evidence**

**Inferences**

- Little Red Hen is hard-working. (trait)
- Little Red Hen knew the grains of wheat she found on her way to the market were useful. (motivation)
- Little Red Hen doesn’t think her friends deserve any of the bread. (motivation)

**What can we infer about a character?**

**Traits:** Describes a character’s personality (such as honest, adventurous, curious, grumpy)

**Motivations:** Explains why the character acts or behaves a certain way.

**Feelings:** What are the character’s emotions? (such as sad, angry, excited, confused)
Task Overview: 2.9B, Fig. 19D
Text: The Three Little Wolves and the Big Bad Pig
Approach: Partnered Activity during centers
Focus: Making Inferences about Characters

Handouts:
- Inferring About Characters
  - Print out the chart at the end of this lesson (one chart per student).

![Inferring About Characters](image)

Have students glue this chart in the Reading Response section of their Reader’s Notebook on the next available page.

- Students will need a copy of the story (available in their center), their Reader’s Notebook, and the Inferring About Characters chart for this partnered activity.

Activity:
- Students will use the story to find text evidence to support the inferences on the chart. You will need to point out to students that all three of the inferences about the three little wolves are based on their actions.
- An example of the completed chart is included for your reference.
## Inferring About Characters

**Text:** The Three Little Wolves and the Big Bad Pig

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Evidence</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inferences</strong></td>
<td>The Three Little Wolves are playful.</td>
<td>The Three Little Wolves are persistent (they don't give up).</td>
<td>The Three Little Wolves are friendly and have good manners.</td>
</tr>
<tr>
<td></td>
<td>(trait)</td>
<td>(trait)</td>
<td>(trait)</td>
</tr>
</tbody>
</table>

**What can we infer about a character?**

**Traits:** Describes a character's personality (such as honest, adventurous, curious, grumpy)

**Motivations:** Explains why the character acts or behaves a certain way.

**Feelings:** What are the character's emotions? (such as sad, angry, excited, confused)
# Inferring About Characters

**Text:** The Three Little Wolves and the Big Bad Pig

<table>
<thead>
<tr>
<th>Character: Three Little Wolves</th>
<th><strong>Actions:</strong> What are they doing?</th>
<th><strong>Actions:</strong> What are they doing?</th>
<th><strong>Actions:</strong> What are they doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>They play croquet, battledore, shuttlecock, and other games together.</td>
<td>Each time the pig destroys their home they build a new one.</td>
<td>They played games with the pig, offered him tea and berries, and let him stay with them.</td>
</tr>
</tbody>
</table>

**Text Evidence**

**Inferences**

<table>
<thead>
<tr>
<th></th>
<th>The Three Little Wolves are playful.</th>
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<td>(trait)</td>
<td>(trait)</td>
<td>(trait)</td>
</tr>
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</table>

What can we infer about a character?

**Traits:** Describes a character’s personality (such as honest, adventurous, curious, grumpy)

**Motivations:** Explains why the character acts or behaves a certain way.

**Feelings:** What are the character’s emotions? (such as sad, angry, excited, confused)
Lesson 13

Lesson Overview: Fig. 19E
Text: The Little Red Hen
Approach: Minilesson
Focus: Retelling in Fiction (Using Test Bridging graphic organizer)

Anchor Chart:

- Retelling: Sequence of Events
  - Create the anchor as seen below. Information will be filled in with your students during the lesson. You may want to use sticky notes on the chart if you want to reuse it in future lessons.

A sample completed anchor for retelling is provided after the lesson for your reference.
Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor chart displayed on a wall or easel next to you.

2. Introduction:

*Today we are going to retell the folktale The Little Red Hen by using this sequencing graphic organizer. When we retell a story it’s important to include the characters, setting, problem, important events, and the ending, which includes the solution. We must make sure that the events are retold in sequence, meaning in order, so that it makes sense and fits with what we read.*

3. Revisiting the Text:

*Let’s start by recording the characters and setting(s) in this folktale.* (Have students contribute to the discussion as you record the title, characters, and setting(s) on the anchor chart).

*When we retell a story, it’s important to start by identifying the problem. Think about what the problem was in this story and which character or characters faced that problem. Turn and talk to your partner about the problem in this story. Remember to use the conversation stems — “Can you tell me more about that?”, “I agree/disagree because…”, or “I think… as you discuss with your partner.” (Pages 4-11: Identify the problem as a class and record in the first box.)

*Now we have to identify the important story events that happened as Little Red Hen tried to solve her problem.* (Model by paraphrasing pages 12 through 19 as you look back through the story with your students). What I notice here is that Little Red Hen finds grains and decides to grow wheat, but her friends won’t help her do any of the work. Do you agree? (Record event on anchor chart)

*Let’s see what important event happened after that…(model by looking back through pages 20-25). What did Little Red Hen do in this part of the story? (discuss) Yes, she has the wheat ground into flour which she uses to make bread all by herself (Record event on anchor chart)

*(Model looking back over pages 26-32 and discuss what happened with students.) Turn and talk to your partner about how this story ends and how Little Red Hen solves her problem. (After turn and talk discuss as a class and record on anchor chart).*

*Let’s read back through our retelling from the first box to the last.* (Read aloud) Does our retelling include the problem, the important events that lead to the solution, and the ending, which includes how the problem was solved? (discuss) Did we retell it in sequence? (discuss)

4. Closing:

*Good readers can retell a story they have read by thinking about the characters, setting and plot as they read. This makes retelling what you have read – whether it’s telling someone or writing it down, pretty easy. You will have a chance to practice this important skill with a partner soon.*
Retelling: Sequence of Events

Title: The Little Red Hen

Characters: Little Red Hen, Goose, Cat, Dog,

Setting: the cottage and countryside where Little Red Hen and her friends live

What was the problem in the story?

Little Red Hen always has to do all the work and chores because her friends Goose, Cat, and Dog are lazy and don’t want to help.

An important event that leads to the solution:

Little Red Hen finds grains and decides to grow wheat, but her friends won’t help her do any of the work.

An important event that leads to the solution:

She has the wheat ground into flour which she uses to make bread all by herself.

How was the problem solved? How did the story end?

Goose, Cat, and Dog smell the delicious bread and want to help Little Red Hen eat it, but since they didn’t help her she decides not to share.
Independent Practice

* The next two tasks should **not** be completed during whole group reading time. It’s important for your students to have many opportunities to practice retelling/sequencing texts throughout the year. These activities can be completed by the students during independent reading and/or center time.

Task Overview:  Fig. 19 E  
Text:  Why Rabbits Have Short Tails (Journeys, Unit 2, page 280)  
Approach:  Partnered Activity during independent reading or centers  
Focus:  Retelling

Handouts:
- Retelling: Sequence of Events
  - Print out the chart at the end of this lesson (one chart per student).

Activity:
- Students will need a copy of the story, their Reader’s Notebook, and the Retelling: Sequence of Events chart for this partnered activity.

Have students glue this chart in the Reading Response section of their Reader’s Notebook on the next available page.

- Students will read the story and fill out the chart together.
- An example of the completed chart is included for your reference.
Retelling: Sequence of Events

Title:

Characters:

Setting:

What was the problem in the story?

An important event that leads to the solution:

An important event that leads to the solution:

How was the problem solved? How did the story end?
Retelling: Sequence of Events

Title: Why Rabbits Have Short Tails

Characters: Rabbit, Rabbit’s Family, Turtle, Turtle’s Family

Setting: countryside - hill and stream

What was the problem in the story?
Rabbit needs to cross a stream, but he can’t swim and doesn’t want anyone to know so they won’t tease him.

An important event that leads to the solution:
Rabbit and Turtle are trying to decide who has the bigger family, so Rabbit tells Turtle to line up his family across the stream so they can see which family is bigger.

An important event that leads to the solution:
Rabbit and his family jump on the Turtles’ backs to get across the stream.

How was the problem solved? How did the story end?
This makes Turtle angry so he tries to grab Rabbit by his long tail. Rabbit’s tail snaps off and never grows back.
Task Overview: Fig. 19 E  
Text: The Lion and the Mouse (Journeys, Unit 5, page 300)  
Approach: Partnered Activity during independent reading or centers  
Focus: Retelling

Handouts:
- Retelling: Sequence of Events  
  - Print out the chart at the end of this lesson (one chart per student).

Activity:
- Students will need a copy of the story, their Reader’s Notebook, and the Retelling: Sequence of Events chart for this partnered activity.

Have students glue this chart in the Reading Response section of their Reader’s Notebook on the next available page.

Activity:
- Students will read the story and fill out the chart together.
- An example of the completed chart is included for your reference.
Title: The Lion and the Mouse

Characters: Lion and Mouse

Setting: countryside - grass and stream

What was the problem in the story?

Mouse got caught when he ran up the tail of a sleeping lion and it woke him up.

An important event that leads to the solution:

Lion laughs and lets Mouse go when he promises to help Lion someday.

An important event that leads to the solution:

While drinking from a stream, Lion gets tangled and trapped in a hunter’s net.

How was the problem solved? How did the story end?

Mouse appears and helps Lion by nibbling on the net and freeing him.
Lesson 14

Lesson Overview: 2.6A, 2.9B, Fig. 19D, F
Text: The Tortoise and the Hare, Strega Nona, The Little Red Hen, The Three Little Wolves and the Big Bad Pig
Approach: Minilesson
Focus: Theme

Anchor Charts:

- Theme: (use the one you made previously):

![Theme Anchor Chart]

- Understanding Theme:
  - Create this anchor. Information in the columns will be filled in with your students.
  - A sample completed anchor for understanding theme is provided at the end of Lesson 15 for your reference.

![Understanding Theme Table]
Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor charts displayed on a wall or easel next to you.

2. Introduction:

The theme of a story is the lesson the author wants you, the reader, to take away from the story. When we read traditional literature, we think deeply about the characters, especially the main character(s). The character(s) will grow or change in some way and often learn something. It is our job as a reader to think about the lesson the character learned and to infer what it might teach us about life. We have all learned some kind of life lesson. For example, have you ever had to do or try something that was hard or scary for you? (Give an example of a time you had to do something that was hard or scary for you). What do you think I might have learned from this experience? (discuss). So in this example, the theme is overcoming challenges, because I learned that sometimes you have to face your fears. (Refer to the definition and guiding questions on the Theme anchor)

Today and tomorrow we are going to discuss what lessons a character or characters learned in The Tortoise and the Hare, Strega Nona, The Little Red Hen, and The Three Little Wolves and the Big Bad Pig. We can use those lessons to infer the theme of each story.

3. Revisiting the Texts:

- The Tortoise and the Hare:
  - Which character in this story changed and learned some kind of lesson? (discuss) What traits described Hare at the beginning of this story? Turn and talk with your partner. Remember to use one of the conversation stems – “Can you tell me more about that?”, “I agree/disagree because...”, or “I think...”, to have a true discussion with your partner. Back your thinking up with text evidence. What changed for Hare at the end of the story? (discuss) What did he learn? (Discuss as a class then record lesson learned on Understanding Theme anchor chart – Hare learned not to boast (brag).

  \[I\ can\ connect\ to\ this\ lesson.\ \] (share a personal connection and record on Personal Connection part of anchor chart). \[Do\ any\ of\ you\ have\ a\ connection?\ \] (Let several students share or have students turn and talk).

  What life lesson can we learn from The Tortoise and the Hare? What message is the author wanting to send? (Turn and Talk, then discuss as a group). Decide on a theme(s) and record on Understanding Theme anchor chart. (Possible answers – humility, being humble)

  Add humility and/or being humble to the Theme anchor chart for Common Themes.

- Strega Nona:
  - We know Big Anthony got himself in trouble in this story. (discuss) What do you think Big Anthony learned? (discuss and record on Understanding Theme anchor. Possible answer – He learned it’s important to pay attention and follow directions).

  \[I\ can\ connect\ to\ this...\ \] (Share a connection and let several students share connections
or have students turn and talk. Record a connection on Understanding Theme anchor)

_What important lesson can we learn about life from reading Strega Nona? Let’s infer the theme by thinking about what Big Anthony learned_ (discuss and decide on a theme(s) to record on Understanding Theme anchor chart. Possible answer – Pay attention to the warnings of others)

Add theme of story to Common Themes on Theme anchor chart.

4. Closing:
_Tomorrow we will determine the themes for The Little Red Hen and The Three Little Wolves and the Big Bad Pig by thinking about what the characters learned. We can learn some important life lessons from thinking about what the characters learned in traditional literature._
Lesson 15

Lesson Overview: 2.6A, 2.9B, Fig. 19D, F
Text: The Tortoise and the Hare, Strega Nona, The Little Red Hen, The Three Little Wolves and the Big
Approach: Minilesson
Focus: Theme

Anchor Charts needed for this lesson:

- Theme: (use the one you made previously):

- Understanding Theme:
  - A sample completed anchor for understanding theme is provided after the lesson for your reference.
  - The first two rows should be filled out.

- Give students a copy of this handout (two on a page) and have them glue it on the first available page in
  the Reading Response section of their Reader’s Notebook before bringing them to the carpet. Have them
  bring their Reader’s Notebook and a pencil to the carpet with them.
Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor charts displayed on a wall or easel next to you.

2. Introduction:

Review theme by referencing the Theme and Understanding Theme anchor charts. Let’s figure out the themes for The Little Red Hen and The Three Little Wolves and the Big Bad Pig.

3. Revisiting the Texts:

   - The Little Red Hen:
     - What was Little Red Hen’s problem in this story? (turn and talk and then discuss as a group) Yes she always had to do all of the work. Who do you think learned a lesson in this story? (turn and talk, discuss as a group and then record lesson learned on Understanding Theme anchor chart. Possible answer – Goose, Cat and Dog learned that hard work pays off).

     *I can connect to this lesson.* (share a personal connection and record on Personal Connection part of anchor chart). *Do any of you have a connection?* (Let several students share or have students turn and talk).

     What life lesson can we learn from The Little Red Hen? What life lesson is the author trying to teach us? (Turn and Talk, then discuss as a group). Decide on a theme(s) and record on Understanding Theme anchor chart. (Possible answers – hard work pays off, do your part/fair share)

     Add story theme to Common Themes on the Theme anchor chart.

     Note – the goal of lessons 13 and 14 is not to create a huge list of Common Themes. It’s the quality of what students learn about theme, not the quantity of words added to the list that matters. You and your students can add to the common themes list throughout the year as you read and discuss a variety of fiction texts.

   - The Three Little Wolves and the Big Bad Pig – partnered activity:

     You and your partner are going to discuss The Three Little Wolves and the Big Bad Pig and fill out the chart in your Reader’s Notebook. Remember to start with the lesson the big bad pig learned in this story. Then you want to make a personal connection. You and your partner will probably not have the same personal connection and that’s fine. Write down YOUR connection to the lesson big bad pig learned. Then you will discuss the theme of the story and write some ideas down. Don’t worry if this part is a little challenging. Just write down your thoughts and then we will discuss it together as a group. I will be coming around to answer any questions and share in your conversations.

     Once students have had a chance to work with their partners come back as a group and discuss. Record answers on class anchor chart for Understanding Theme and then add a common theme to the Theme anchor chart.
4. Closing:

_The theme is really the heart of a story. It gives us something to think about and learn from after we’ve finished reading. We can discover a moral, message or lesson in traditional literature by thinking deeply about the characters and what they learned._
Understanding Theme

**Theme** = the implied message, moral, or lesson in the story

<table>
<thead>
<tr>
<th>Text</th>
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<th>Theme</th>
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<tbody>
<tr>
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- What did the character(s) learn? How did the character(s) grow or change?
  - What message is the author trying to send?
  - What important part of life is this story about?

**Understanding Theme**

**Theme** = the implied message, moral, or lesson in the story

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</thead>
<tbody>
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<td>The Tortoise and the Hare</td>
<td>Hare learned not to boast (brag).</td>
<td>(Fill in a personal connection)</td>
<td>Humility, Being Humble</td>
</tr>
<tr>
<td>Strega Nona</td>
<td>Big Anthony learned to pay attention and follow directions.</td>
<td>(Fill in a personal connection)</td>
<td>Pay Attention to the Warnings of Others</td>
</tr>
<tr>
<td>The Little Red Hen</td>
<td>Goose, Cat, and Dog learned that hard work pays off.</td>
<td>(Fill in a personal connection)</td>
<td>Hard Work pays off, Do your part/fair share</td>
</tr>
<tr>
<td>The Three Little Wolves and the Big Bad Pig</td>
<td>Big bad Pig learned that it's better to be good than bad.</td>
<td>(Fill in a personal connection)</td>
<td>Treat others the way you want to be treated, Kindness, Friendship</td>
</tr>
</tbody>
</table>

- What did the character(s) learn?
- How did the character(s) grow or change?
- What message is the author trying to send?
- What important part of life is this story about?

**Example**
Independent Practice

* The next task should not be completed during whole group reading time. It’s important for your students to have many opportunities to practice identifying moral lessons as themes throughout the year. This activity can be completed by the students during independent reading time.

Task Overview: 2.6A, 2.9B, Fig. 19 D, F
Text: The Boy Who Cried Wolf
Approach: Independent Activity
Focus: Theme

Handouts:
- Understanding Theme
  - Print out the chart (2 to a page) at the end of this lesson (one chart per student).

Have students glue this chart in the Reading Response section of their Reader’s Notebook on the next available page.

- Students will need a copy of the story, their Reader’s Notebook, and the Understanding Theme chart for this activity.

Activity:
- Students will read the story and fill out the chart.
Understanding Theme

Theme = the implied message, moral, or lesson in the story

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</table>

- What did the character(s) learn?
- How did the character(s) grow or change?
- What message is the author trying to send?
- What important part of life is this story about?

...
The Boy Who Cried Wolf

Once there was a shepherd-boy, who watched over a flock of sheep near a village. He tricked the villagers three or four times by crying out, "Wolf! Wolf!" and when his neighbors came to help him, he laughed at them for believing him. The Wolf, however, did truly show up one day. The Shepherd-boy, now really worried, shouted in fear: "Please, do come and help me! The Wolf is killing the sheep!" But no one paid any attention to his cries or came to help. The Wolf ate the whole flock of sheep.
Lesson 16 & 17

Test Bridging: Theme
Lesson Overview: 2.6A, 2.9B, Fig. 19D
Text: The Tortoise and the Hare
Approach: Minilesson

(BEFORE THE LESSON)

- Create the anchor (on the left) on sentence strips or on a half sheet of chart paper. Display it next to your Understanding Theme anchor (on right). You may want to attach the bridging stems underneath the Understanding Theme anchor. (Larger copies of both bridging anchors provided at the end of the lesson)

- Create this on chart paper and/or display it directly on your Smartboard or through your document camera.

If you create this on chart paper, fold the bottom up and uncover small portions at a time as you go through the lesson.

If you choose to project the page(s) on the Smartboard, use the shade feature as a cover. 2nd graders are new to the testing genre and the way in which assessments are formatted. Seeing this all at once may be visually overwhelming and distract from the lesson.

Understanding Theme
Theme = the implied message, moral, or lesson in the story

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<td>Most learned not to boast (long).</td>
<td>Fill in personal connection</td>
<td>Humility Being Humble</td>
</tr>
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<td>Fill in personal connection</td>
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<td>Fill in personal connection</td>
<td>Treat others the way you want to be treated Kindness Friendship</td>
</tr>
</tbody>
</table>

- What was the character(s) trying to do?
- Did the character(s) win or lose?
- What message is the author trying to send?
- What important part of the story is this story about?

Bridging: The Tortoise and the Hare
Theme

1. What is the main theme of the story?
   A. Don't be afraid to show others who you really are.
   B. You will not always be the winner.
   C. Don't brag to others about yourself.

2. This fable is mostly about -
   A. Making sure you are always the winner.
   B. Learning not to boast and show off.
   C. Being proud of who you are.

3. What lesson did the author want the reader to learn?
   A. It's good to compete with your friends.
   B. It's better to be smart than a show off.
   C. Just because you are fast doesn't mean you will always win.

4. What lesson did the Hare learn?
   A. Turtles are faster than rabbits.
   B. It is better to be fast than slow.
   C. It's not good to think you're better than others.
Lesson:

1. Bring students to your whole group reading area. Have the Understanding Theme anchor chart displayed on a wall or easel next to you. Have your bridging questions ready to display during the lesson.

2. Introduction:

We have been learning how to identify moral lessons as themes in realistic fiction and traditional literature (refer to anchor as you discuss). When you take a reading test, the test makers have certain language they use when they write a test question. Sometimes the way a question is worded can be confusing! Today I want to show you what test questions might look like for theme. We will discuss each question and clarify any words or phrases that might be confusing. I will help you learn how to think through a question, carefully read the answer choices, and select the answer that is supported by the text.

* You must explicitly make the connection between the skills they have learned in class and what the test question is asking the reader to do.

3. Point to the first bridging stem (What is the main theme of the story?). When we are identifying moral lessons as themes, a test question might look like this. In this type of question, we are asked to figure out what the lesson, or message of the story is. Let’s look at a sample test question from The Tortoise and the Hare that looks like this (Display question #1 for The Tortoise and the Hare. *Start by only showing them the question. Keep the answer choices covered up).

   This question says – What is the main theme of the story? This means I need to figure out what the lesson or message of The Tortoise and the Hare is. Let’s look back in the story and think about which character learned a lesson. (Model looking back in the story and think aloud for your students – “I remember that Hare learned something. What did he learn?” (discuss and refer to Understanding Theme anchor).

   Now I’m ready to look at the answer choices for this sample test question (uncover the three answer choices and read them aloud to your students). Let’s decide which answer choice best fits with the theme of this story.

   Answer choice A says Don’t be afraid to show others who you really are. I think this is a true statement, but I have to decide if it’s the main theme of this story. What do you think? (Discuss) I don’t think this was the author’s message in this story. Hare was the one who learned the lesson, and it didn’t have anything to do with showing others who he really was.

   Answer choice B says you will not always be the winner. This is true, isn’t it? I bet any of you that play sports can connect with this message. Is this the main theme of The Tortoise and the Hare? (Discuss) I think it could be a message in this story and this answer choice is a possibility. However, I’ve got to choose the best answer, so let’s take a look at answer choice C.
Answer choice C says Don’t brag to others about yourself. We determined that Hare learned a lesson in this story. Did he brag? (Discuss) Yes, he did brag and here at the end (model looking back in story) he says “I promise not to boast anymore”. Therefore, I think the main theme of this story is answer choice C – Don’t brag to others about yourself. Do you see how I decided on the best answer?

This question was tricky for me, because several answer choices seemed right. My job is to look back into the story and think deeply about what I read. By thinking deeply about what Hare did in this story and the lesson he learned, I was able to select the best answer choice from the three.

Let’s talk about what we did to answer this sample test question (Discuss – read the question and think about what it’s asking, look back in the text and come up with an answer to the question, read each answer choice, think carefully about each answer choice and decide on the best answer, circle the letter of the best answer).

4. Continue using this same process until you have bridged each question. Remember that you have two days to complete the bridging lesson. Save time during lesson 17 for students to complete the independent practice (or they can do this during independent reading time).

5. Independent Practice: Students will complete the bridging practice…
   - Use the data from this practice assessment to make informed decisions about individual student’s needs.
   - Be sure to allow students to have access to the text when they are taking the bridging practice assessment.

Answers:

- The Tortoise and the Hare: (Whole Group Lesson)
  1. C
  2. B
  3. B
  4. C

- Strega Nona: (Independent Practice)
  1. A
  2. C
  3. B
  4. A
Bridging: Theme
2.6A, Fig. 19D

• What is the main theme of the story?

• This fable/folktale is mostly about -

• What lesson did the author want the reader to learn?

• What lesson did _____ learn?
  (character)
Bridging: The Tortoise and the Hare

Theme

1. What is the main theme of the story?
   - Don’t be afraid to show others who you really are.
   - You will not always be the winner.
   - Don’t brag to others about yourself.

2. This fable is mostly about -
   A. Making sure you are always the winner.
   B. Learning not to boast and show off.
   C. Being proud of who you are.

3. What lesson did the author want the reader to learn?
   A. It’s good to compete with your friends.
   B. It’s better to be smart than a show off.
   C. Just because you are fast doesn’t mean you will always win.

4. What lesson did Hare learn?
   A. Turtles are faster than rabbits.
   B. It is better to be fast than slow.
   C. It’s not good to think you’re better than others.
Independent Practice: Strega Nona

Theme

1. What is the main theme of the story?
   A. Pay attention and do what you are told.
   B. People won’t like you if they think you’re a liar.
   C. Hard work always pays off.

2. This folktale is mostly about -
   A. Always cleaning up your messes.
   B. Having an imagination and believing in magic.
   C. Listening and following directions.

3. What lesson did the author want the reader to learn?
   A. Don’t tell lies if you want people to trust you.
   B. Respect the wishes of others.
   C. Believe in yourself and you can do anything.

4. What lesson did Big Anthony learn?
   A. Don’t try something you’ve been warned not to do.
   B. Magic spells can only be done by witches.
   C. Working hard is important.
Lesson Overview: 2.3C
Text: The Three Little Pigs (Grade level book collection, (C-scope))
Approach: Minilesson
Focus: Bridging to the Testing Genre

(BEFORE THE LESSON)

- Print out one per student, or one for every 2 students (full-sized copy available at the end of the lesson):

Teacher Note:

- The purpose of this short minilesson is to introduce students to a testing style passage. We want students to make the connection between real text and stories/articles typed as a passage. By showing the students what The Three Little Pigs looks like within the testing genre, it will help the kids to have a better understanding of how to read and navigate assessment passages.
- Project the passage directly on your Smartboard or by using your document camera.
Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Pass out individual copies of the passage to individual students or pairs. Have the passage displayed on the Smartboard.

2. Introduce Text:

Yesterday we looked at test-style questions for theme. We have also practiced test-style questions for making inferences and sequencing. When reading fiction, all good readers make inferences, think about the order in which important events happen, and decide what the lesson, or message of the story is. A reading test is used to check and make sure you are using all these important skills when you read. However, before you can answer any questions you have to read a passage. That’s what I want to show you today.

3. Connecting the story and the passage:

- Hold up the story The Three Little Pigs by James Marshall. Do you remember when we read and enjoyed this folktale together? The passage you have in your hands and see on the Smartboard is the exact same story!
- When you take a reading test, also called an assessment, you are reading a real story. It just looks different, doesn’t it? Let’s talk about some of the differences we notice between the real story and the passage...(give partners a chance to confer and then discuss as a group – size, font, less pictures, numbers by paragraphs on passage, color vs. black and white, some words are underlined on the passage, there are instructions at the top of the passage, etc.)
- Do you see the numbers next to each paragraph, or section of words, on this passage? Some test questions will tell you what paragraph to go back into to answer a question. We will look at an example of this tomorrow.
- On a test you will read the passage or passages and answer the questions all by yourself. This might seem a bit scary, but as a 2nd grade reader you’re ready for that! That’s a big deal because it means you’re becoming a strong reader and it’s time for you to begin showing off all that you’ve learned since kindergarten. That’s all a test is – a chance to show others all that you have learned and practiced as a reader.
- When you take a test it also helps me as your teacher. For example, it might show me who is having a hard time making inferences when reading fiction. If I discover this is something difficult for you I can work with you more on using this important skill as you read. Does that make sense?
- Give students an opportunity to make further observations or ask questions.

4. Closing:

Tomorrow we will use this passage to practice some test-style vocabulary questions.
Read the selection and choose the best answer to each question. Circle the letter of the best answer. Remember to choose only one answer for each question.

The Three Little Pigs

1. Once upon a time an old sow sent her three little pigs out into the world to seek their fortune. “Now be sure to write,” she said. “And remember that I love you.” The first little pig met a man with a load of straw. “I know,” said the little pig. “I’ll buy your straw and build a house.” “That’s not a good idea,” said the man. “Mind your own business, thank you,” said the little pig. And he bought the straw and set about building a house. It took him no time at all.

2. Very soon a lean and hungry wolf happened by. Pig was just about his favorite food in the world. So he knocked on the door and said, “Little pig, little pig, let me come in.” To which the little pig replied, “No, no, no, not by the hair of my chinny chin chin.” This annoyed the wolf to no end, and he said, “Then I’ll huff and I’ll puff and I’ll blow your house in.” “Go right ahead,” said the little pig. So the wolf huffed and he puffed and he blew the house in. And he gobbled up the little pig.

3. The second little pig met a man with a load of sticks. “I’ve got it,” said the little pig. “I’ll buy those sticks and build a house.” “I’d think twice about that,” said the man. “Oh, pooh,” said the little pig. “What would you know?” And he bought the sticks and went to work building a house. “Very pretty,” he said. No sooner had the little pig settled into his pretty house than the wolf happened by. He was still hungry, and he said, “Little pig, little pig, let me come in.” To which the little pig replied, “No, no, no, not by the hair of my chinny chin chin.” The wolf didn’t care for that at all. And he said, “I’ll huff and I’ll puff and I’ll blow your house in.” “Ha, ha, ha,” said the little pig. So the wolf huffed and he puffed and he blew the house in. And he gobbled up the little pig.
Now the third little pig met a man with a load of bricks. “These bricks will make a fine, sturdy house,” said the man. “Capital idea, my good fellow!” said the little pig. So he bought the bricks and set about building a house. It took him quite a bit of time, but it was well worth it. “Nice and solid,” said the little pig. “Nice and solid.”

But no sooner had the little pig moved in than he noticed the wolf loitering about. And the wolf, who was still hungry, said, “Little pig, little pig, let me come in.” To which the little pig replied, “No, no, no, not by the hair of my chinny chin chin.” Well, the wolf had heard that before. And he said, “Then I’ll huff and I’ll puff and I’ll blow your house in.” “Oh, don’t do that!” said the little pig. But the wolf huffed and he puffed and he huffed and he puffed until he was quite blue in the face. The house stood firm. “I’ll try another approach,” muttered the wolf.

And he put on his most dazzling smile. “Little pig, I was only teasing,” he said. “By the way, I hear tell that Farmer Jones has the most scrumptious turnips. Shall we go pick a few?” “Oh, I’m much too busy now,” said the little pig. “What about tomorrow morning?” “Excellent,” said the wolf. “I’ll come for you at six.” The next morning the little pig got up at five, hurried off to Farmer Jones’s turnip field, picked a basketful of scrumptious turnips, and dashed back home. When the wolf arrived at six, the turnips were already boiling in the pot. “Sorry I couldn’t wait,” said the little pig. The wolf tried not to show his displeasure.

The next day the wolf came again. Really he was quite put out. “There’s a fair today on Hog Hill,” he said. “Would you care to go?” “Why don’t we meet there?” said the little pig. “Would three o’clock suit you?” “Colossal,” said the wolf. “Three it is.” (Just to make sure, he would be there at two.) At one in the afternoon the little pig went to the fair and had a fine time – so fine that he lost track of the hour. Suddenly out of the corner of his eye he saw the wolf coming up the hill. Without a minute to spare, the little pig jumped inside an empty butter churn and rolled down the hill toward the wolf. Well, the wolf was so scared, he ran all the way home.

That evening the wolf went to the little pig’s house and told him how frightened he’d been by a great round thing that came down the hill. “Frightened you, did I?” said the little pig. “That great round thing was a butter churn, and I was inside!” This was simply too much for the wolf to stand. “I’ve been nice long enough!” he cried. “I’m going to eat you up right now!” And he climbed onto the roof. When the little pig saw this, he put a big iron pot in the fireplace and quickly stoked the fire. “Here I come!” cried the wolf. “Dinnertime!” “You can say that again!” said the little pig. And he cooked the mean old wolf and gobbled him up.
Lesson 19 & 20

Test Bridging: Vocabulary
Lesson Overview: 2.5B, 2.5C
Text: Passage for The Three Little Pigs
Approach: Minilesson

(BEFORE THE LESSON)
- Create the anchor (on the left) on sentence strips or on a half sheet of chart paper. Display it next to your Using Context Clues anchor (on right). You may want to attach the bridging stems underneath the Using Context Clues anchor. (Larger copies of both bridging anchors provided at the end of the lesson)

- Create this on chart paper and/or display it directly on your Smartboard or through your document camera.

If you create this on chart paper, fold the bottom up and uncover small portions at a time as you go through the lesson.

If you choose to project the page(s) on the Smartboard, use the shade feature as a cover. 2nd graders are new to the testing genre and the way in which assessments are formatted. Seeing this all at once may be visually overwhelming and distract from the lesson.

Bridging: Vocabulary
2.5B, 2.5C

• What does the word ____ mean in paragraph ___?

• Which word is a synonym of ____ in paragraph ___?

• Which word is an antonym of ____ in paragraph ___?

• Read this dictionary entry for the word ____.

Which meaning of ____ is used in paragraph ___?

Using Context Clues

<table>
<thead>
<tr>
<th>Unfamiliar Word</th>
<th>Context Clues</th>
<th>We Think it Means</th>
<th>Synonym</th>
<th>Antonym</th>
</tr>
</thead>
</table>

1. What does the word bothering mean in paragraph 5?
   A. leaving
   B. scaring
   C. hanging around

2. Which word is a synonym of annoyed in paragraph 2?
   A. excited
   B. bothered
   C. calmed

3. Which word is an antonym of sturdy in paragraph 4?
   A. weak
   B. beautiful
   C. strong

4. Read this dictionary entry for the word stoked.

Which meaning of stoked is used in paragraph 8?
   A. Meaning 1
   B. Meaning 2
   C. Meaning 3
Lesson:

1. Bring students to your whole group reading area. Have the Using Context Clues anchor chart displayed on a wall or easel next to you. Have your bridging questions ready to display during the lesson.

2. **Introduction:**

   We have been learning how to use context clues to figure out the meaning of words in realistic fiction and traditional literature (refer to anchor as you discuss). When you take a reading test, the test makers have certain language they use when they write a test question. Sometimes the way a question is worded can be confusing! Today I want to show you what test questions might look like for vocabulary. We will discuss each question and clarify any words or phrases that might be confusing. I will help you learn how to think through a question, carefully read the answer choices, and select the answer that is supported by the text.

   * You must explicitly make the connection between the skills they have learned in class and what the test question is asking the reader to do.

3. Point to the first bridging stem (What does the word _ mean in paragraph _?). When we are inferring about words or phrases in a story, a test question might look like this. In this type of question, we are asked to figure out what a word means. Let’s look at a sample test question from *The Three Little Pigs* that looks like this (Display question #1 for *The Three Little Pigs*. *Start by only showing them the question. Keep the answer choices covered up).*

   This question says – What does the word loitering mean in paragraph 5. This means I need to go back to paragraph 5 and start by rereading that part of the story. (Model by reading this paragraph aloud). So the text says little pig noticed the wolf loitering about. I remember we discussed this phrase – loitering about – when we read this story the first time (refer to it on the Using Context Clues anchor). We decided it meant the wolf was hanging around.

   Now I’m ready to look at the answer choices for this sample test question (uncover the three answer choices and read them aloud to your students). Let’s decide which definition best fits with the context clues in paragraph 5.

   **Answer choice A** says leaving. Let’s try that word in the sentence and see if it makes sense. (Model reading the sentence and say ‘leaving’ instead of loitering about). Leaving doesn’t make sense in the story since the wolf starts talking to little pig in this paragraph. Do you agree?

   **Answer choice B** says screaming. Let’s try it in the sentence. (Model reading the sentence and say ‘screaming’ instead of loitering about). What do you all think? (Discuss) The word fits in the sentence, but when wolf talks to little pig it doesn’t say he was yelling. It says – *wolf said*. I think this answer is a possibility, but let’s check answer choice C. We want to make sure we choose the best answer based on the context clues.
Answer choice C says hanging around. Let’s try it in the sentence. (Model reading the sentence and say ‘hanging around’ instead of loitering about). Does this fit with the context clues and what’s happening in the story? (Discuss) Yes, I think this answer choice makes the most sense based on the context clues in this part of the story. Loitering must mean hanging around (circle answer choice C).

Let’s talk about what we did to answer this sample test question (Discuss – read the question, identify the word and paragraph to go back to, reread the paragraph, use context clues to predict what the word means, look at the answer choices, try each word in the sentence, circle the letter of the best answer).

4. Continue using this same process until you have bridged each question. Save time during lesson 20 for students to complete the independent practice (or they can do this during independent reading time).

5. **Independent Practice:** Students will complete the bridging practice. They will independently read a short passage (Why Rabbits have Short Tails), which is included at the end of this lesson, to complete the independent practice.

- Use the data from this practice assessment to make informed decisions about individual student’s needs.
- Be sure to allow students to have access to the text when they are taking the bridging practice assessment.

Answers:

- **The Three Little Pigs:** (Whole Group Lesson)
  1. C
  2. B
  3. A
  4. A

- **Why Rabbits Have Short Tails** (Independent Practice)
  1. B
  2. C
  3. B
  4. A
5. What does the word ____ mean in paragraph __?

6. Which word is a synonym of ____ in paragraph __?

7. Which word is an antonym of ____ in paragraph __?

8. Read this dictionary entry for the word ____.

   ___(word) \( (\text{pronunciation}) \) \textit{adjective}

   1. (definition)
   2. (definition)
   3. (definition)

Which meaning of ____ is used in paragraph __?
Why Rabbits Have Short Tails

1 Once Rabbit had a long, beautiful tail. It curled over his back like a furry fan. Rabbit was taking his family on a journey. “We have to travel in the direction of the stream,” Rabbit said. “When we see the hill with the tallest height, we should head toward it.

2 When they spotted the tallest hill, Rabbit saw they would have to swim across a creek.

3 Rabbit liked to brag. He liked to tell everyone how smart he was and how good he was at everything. He did not tell anyone that he could not swim. He didn’t want anyone to tease him.

4 Rabbit saw a turtle crawling out of a tunnel. Ten tiny turtles followed behind. “You have a large family,” Rabbit said. “Yes,” Turtle said. “My family is the biggest in the woods.

5 “I’m not sure,” Rabbit answered. “My family might be bigger.”

6 “Line up your children across the creek,” Rabbit said. “Then I can see who has a bigger family.”

7 Soon the turtles were lined up. Rabbit and his family jumped on their backs and bounded across the creek.

8 Turtle was not happy. He tried to grab Rabbit by the tail, but Rabbit’s tail snapped off and he hopped away.

9 Even after it healed, Rabbits tail never grew long and beautiful again.
Independent Practice: Why Rabbits Have Short Tails

Vocabulary

1. What does the word journey mean in paragraph 1?
   A. race
   B. trip
   C. boat

2. Which word is a synonym of creek in paragraph 2?
   A. hill
   B. sidewalk
   C. river

3. Which word is an antonym of brag in paragraph 3?
   A. show off
   B. be quiet
   C. dance

4. Read this dictionary entry for the word bounded.

   bounded \(\text{bound} + \text{ed}\)
   1. to jump or leap
   2. to tie up
   3. closed with a cover, as in a book

   Which meaning of bounded is used in paragraph 7?
   A. Meaning 1
   B. Meaning 2
   C. Meaning 3
Lessons 21 – 25
Dates: The week of November 10\textsuperscript{th} - 14\textsuperscript{th}

- Assessment Week and Flex Days

- Assessment Genres: Realistic Fiction & Traditional Literature
  - TEKS Assessed: 2.5B, 2.5C, 2.6A, 2.9B, Fig. 19 B, D, E

* Assessments must be scanned no later than Friday, November 14\textsuperscript{th}. 