Grade 3

Tales with a Message: Unlocking and Exploring Folktales



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Introduction

The Common Core State Standards call for students in grade 3 to proficiently read gradeappropriate complex literature so that they can ask and answer questions by referring explicitly to a text. In this lesson set, students will delve deeply into folktales to uncover both the lesson and supporting details. In addition, through this lesson set, students will compare and contrast folktales and consider how they relate to one another.

Helping students understand what they read is a hallmark of grade 3. In grades K–2, children begin to master the decoding skills described in the standards for reading foundational skills. Students in grade 3 apply these skills to negotiate multi-syllabic words that in turn increase their fluency and confidence when reading new and unfamiliar material. Folktales provide an opportunity for students to practice these skills in an engaging genre study.

Why This Lesson Set?

In this lesson set, students will:

- Learn to recognize the common elements of folktales
- Explore connections between folktales and the cultures from which they originate
- Read closely to determine the relationship between central message, or lesson, and key details in the text
- Practice the skills of fluent and effective oral storytelling
- Write and present original folktales incorporating literary elements explored in reading
- Reflect on their development as readers and writers of folktales

This genre also provides a plethora of opportunities to expand the academic vocabulary students use in listening and speaking.

In support of the reading standards, this lesson set teaches students to ask questions of one another to deepen understanding of the messages within folktales. Students will have many opportunities to read aloud fluently and offer appropriate elaboration on classmates' ideas by building on what has been said.

Gaining expertise in writing narrative gives students practice in describing sequential events. This in turn helps them recognize and select the most relevant information when reading. Through writing narrative, students will become better readers of narrative text. This lesson set provides students the opportunity to write their own folktales, which will help them to identify key elements and themes when reading this genre.

Reading Standards

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter, scene,* and *stanza;* describe how each successive part builds on earlier sections.

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Writing Standards

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range

of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with

appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., *childhood*).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- f. Ensure subject-verb and pronounantecedent agreement.

- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English

capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for highfrequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Gensult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect.
- b. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Essential Skill Lenses (PARCC Framework)

As part of its proposal to the U.S. Department of Education, the multi-state Partnership for Assessment of Readiness for College and Careers (PARCC) has developed model content frameworks for grades 3 to 11 in English Language Arts to serve as a bridge between the Common Core State Standards and the PARCC assessments in development at the time of this publication. In the grade 3 to 5 lesson sets, we expect students to engage in reading and writing through eight PARCC-specified skill lenses that are rooted in the standards. The following table details how each skill lens is addressed across the lesson set.

	Reading	Writing
Cite Evidence	In this lesson set, students refer back to specific parts of folktales as they discuss their ideas. This will be especially important during the folktale study groups that extend the lesson set in reading.	Students write about their reading in several places throughout the lesson set. The teacher should encourage students to begin with the general topic and then provide supportive details that cite evidence for their thinking.
Analyze Content	Students analyze the lesson (also called the <i>message</i> or <i>moral</i>) within each story. In addition, they will analyze cultural clues embedded in folktales that indicate a particular time and setting.	By writing about their reading, students will show what they know and how deeply they are analyzing the content of folktales, particularly its key elements. The teacher should help students notice cultural clues.
Study and Apply Grammar and Usage	Students demonstrate usage and understanding of conventional elements frequently found in folktales, such as conventional spelling, commas, and quotation marks in dialogue.	When writing folktales, the teacher should encourage students to use a variety of sentence structures, including simple, compound and complex sentences.

	Reading	Writing
Study and Apply Vocabulary	There are many words associated with folktales that can be found in the Glossary section of this lesson set. Creating a word wall of important terms will help students remember and use these words accurately.	Identifying important vocabulary in reading provides support for student writing. Students should use the language of folktales to make their stories richer and more engaging. The teacher should scaffold students' language use during one-on-one and small- group conferences.
Conduct Discussions	Throughout the lesson set students engage in whole-class, small-group, and partnered discussions. Following general rules and etiquette for discussions will be emphasized and reviewed when needed.	Students have opportunities to discuss their in-process folktales as well as work collaboratively on their visual presentations. Following general rules and etiquette for discussions is crucial for success.
Report Findings	Following the folktale study groups, students give informal presentations with special emphasis on the key elements they identified.	Students share their final folktales with each other and other classes in a culminating celebration. In addition, students report back to the whole class about their findings throughout the lesson set.
Phonics and Word Recognition	Teachers plan opportunities for students to build reading foundational skills by exploring grade-level appropriate skills in the context of the texts from each lesson set and applying this knowledge to their independent reading.	Teachers encourage students to apply reading foundational skills in the context of their daily writing.
Fluency and Stamina	Through repeated readings of folktales students gain greater fluency with this genre and its style and structure. Exposure to folktales through read-alouds, individual reading, and instructional reading will further support fluency.	There are many opportunities for short, quick writes as well as longer, more extended pieces. This balance gives students an opportunity to grow in their writing stamina. When reading their folktales aloud, students should be prompted to read accurately, with appropriate pace and expression.

Core Questions

Before getting started with the day to day lessons it is important to consider the core questions that drive this lesson set. Reading and writing folktales can be a complex process for third graders, particularly if the stories are new or unfamiliar to them. These questions remain the core of our teaching throughout the lesson set; each lesson should come back to these overarching ideas.

- What is a folktale?
- What is the purpose of these stories?
- What characteristic do most folktales have in common?
- What can we learn about a culture or group of people by reading and studying traditional stories from that culture?

• What are the different types of characters in traditional stories? What are their problems and how do they solve them?

Ready to Get Started?

Let's dig into folktales . . .

Third graders love folktales. They are stories passed by word of mouth from one teller to another. These are great opportunities for read-alouds or storytelling as a classroom community. These stories express the wishes, hopes, and fears of many people and deal with universal human dilemmas that span differences of age, culture, and geography. These stories not only entertain, but share the values and wisdom of a culture, have a strong sense of right and wrong, and provide listeners with

How Coyote Got Sharp Teeth By Alex Tobes

One morning, long ago, on an island, was a coyote. Sometimes Coyote was mean. He did not know how to stand up for himself. He would always hide. He ran away from the animals that bothered him.

One day Coyote went walking. A turtle was mocking him about his teeth. "You have funny teeth" Turtle yelled.

Coyote got mad. He went home to hide. But Turtle came back to mock him again. Coyote went running to a lake to hide. A tree fell over the lake so he crossed over it to the other side. He pushed the fallen tree into the water. "Turtle can't get over here now" he thought. But, turtles can swim. So the turtle swam across the lake.

Coyote's friend Rabit lived close to here so he went to his friend Rabits house. They went into the hole. Rabit dug more so Turtle wouldn't find Coyote. "Finley i'm safe" he thaght. But he couldn't live his whole life underground. When they came back up Turtle was right there mocking Coyote again. So Coyote and Rabit kept running.

Then there was some sheep that were blocking the way "hmm" coyote said. Coyote tried scaring the sheep then the sheep went away.

Coyote went running again. When turtle came around

again Coyote did not ru could not bite him beca Coyote was shreding h sharper and sharper.

Finally, Coyote shc away. Turtle learned no something mean back. turtles hide in their she

Eleanor Marks

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Squirrel's Big Surprise By Eleanor Marks

A long, long time ago, in a very colorful forest, where the flowers burst up from the green ground in spring, and the trees overlapped like a canopy over the forest, there lived an animal called Squirrel.

Squirrel lived with a tribe of animals. All of the animals were great friends, and everyone was friends. Everyone except for Squirrel.

Squirrel always teased the other animals. "Ha ha!" He would say. "Your not as brave as me! Your not as clever as me! Ha ha ha!" Day after day Squirrel would tease and tease the animals.

Once he even hid in a bush, and when he saw the animals coming, he jumped out, yelled "BOO!!!!!!" And scared all the animals. Then he laughed meanly. "Your all scaredy cats!" he said. "Ha ha!

One day Squirrel said to the animals, "I am the prettiest animal in the forest! You are all so ugly! I have a beautiful coat of fur, and my beautiful tail is so smooth and flat. You are not pretty at all!"

The animals couldn't take it anymore. They all stomped off to have a community meeting.

"What should we do about Squirrel?" asked Fox, once everyone was sitting down. "I have no idea," replied Rabbit. "Maybe," said Bear in his gruff voice, "we could run away from squirrel." " No. We cannot do that," said Fox. "This is our home. We cannot leave here. We would have to find a new place to live, and build new shelters."

"Then what should we do?" asked Rabbit worriedly, her eyebrows furrowed, and her hands clasped behind her back. "Well, well maybe," squeaked Mouse excitedly, practicly hopping from foot to foot, " we could plan a trick on Squirrel, to teach him a lesson!!!" The animals eventually agreed that this was a very good idea.

So the animals ended up picking five juicy bright red Strawberries, and putting them on a prickle bush, that was very unfortanatly for Squirrel right under his favorite tree that he sat on in all of his spare time. " vivid images that become part of their imaginations. People everywhere have stories of giants, witches, ogres, magical helpers, heroes, tricksters, and noodleheads.

These tales do more than tell a good story, but they are good stories first and foremost. They are often the first stories where children begin to understand allegory, or the idea of something standing for something else (the tortoise represents the slow and steady succeeding; the Greek gods represent different forces of nature).

Lesson Set Goals

Within this lesson set, there are many goals we as teachers want to help our students reach.

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Reading Goals

- Build and demonstrate understanding of traditional literature (folktales) through close reading of text, citing textual evidence to support thinking and ideas. (RL.3.1, RL.3.2, RL.3.10, SL.3.1a–d, SL.3.6, L.3.1, L.3.6)
- Understand the purpose of folktales and recognize cultural influences. (RL.3.1, RL.3.2, RL.3.10, RI.3.1, RI.3.2, RI.3.10)
- Identify and define elements of traditional stories in the tales read (in folktales: magic, problem, solution, cultural element, lesson). (RL.3.2, RL.3.5, RI.3.10)
- Infer the message in the tale and use text evidence to defend their interpretations. (RL.3.1, RL.3.2, RI.3.10)
- Compare and contrast folktales to recognize similarities and differences. (RL.3.2, RL.3.9, RI.3.10)
- Take and utilize notes to become effective oral storytellers. (W.3.4, W.3.8, W.3.10, SL.3.1a–d, SL.3.4, SL.3.5)
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)
- By the end of the year, read and comprehend a variety of literature at the high end of the grades 2–3 text complexity band independently and proficiently. (RL.3.10)

<u>Fox's Trap</u> By Quincy Mangi

Long ago, and far away in West Africa, animals of all kinds lived in a clearing that they called Crumble Village, named after King Crumble. Crumble was the kindest elephant in Crumble Village. He protected the other animals from the warriors. When warriors came, he would run towards them and they would be so frightened they would run away! Whenever Crumble left the village to search for food. Ernie the fox took over for him.

to search for food, Ernie the fox took over for him. One day Ernie was wandering the forest alone. He was tired of Crumble being king. He thought that kings should be elegant. "I should be king! Animals will like my white fur. Crumble is so ugly with his small ears and his short nose." thought Ernie. "Everyone should come to me for help!" yelled Ernie. "And anyway Crumble has been king for so long. Someone else should be king for a little while." Ernie said angrily. "I should go home. It's getting dark," he thought. All night Ernie thought of a plan to become king. He thought, and he thought, and finally he came up with a plan. The next day Ernie went to the Great Spirit for help. The Great Spirit

The next day Ernie went to the Great Spirit for help. The Great Spirit was good friends with Crumble, so Ernie would have to tricky. But that was part of his "amazing" plan to destroy Crumble. "Great Spirit I need your help. I think Crumble needs a vacation. He

"Great Spirit I need your help. I think Crumble needs a vacation. He has been getting so grumpy and maybe if he just got away from everyone else for a little he would come back happy." lied Ernie.

"Ahh I see your problem," said the Great Spirit. "Let me see what I can do."

About ten minutes later the Great Spirit said "The warriors will come tonight and they will take all the food in the village. Crumble will have to leave to get more food. Hopfally he will come back calm from his journey."

"But whit! You have been very tricky this year. If you hart Crumble there will be a consequence!" warned Great Spirit.

But Ernie was bursting with joy and so excited he didn't hear the warning at all.

After Ernie left, the Great Spirit got to work. "Oh great, here we go again. More things for me to do. Why can't someone else do my job for a little? If anyone needs a vacation it's me!"-Great spirit thought, with a sigh. The next day Ernie was the first animal up. As the Great Spirit told

him, there was no food in all part of his plan.

"Soon I will be king starve? As long as I have them, for I will be the ki ran down the spot he had "I must work quickly food is gone," he said as I The animals started there was no food to be f "What happened to t Cramble in an unusually w worried). "We don't know. It was gone when we woke up!" Mouse said in a squeaky voice. "Okay, we're getting somewhere," said Crumble. "Can you remember

anything else?" "Sorry, I can't seem to remember," said Mouse feeling sad that he

- couldn't help. "Very well. I will go and get us more food," said Crumble.
- "Can I come? No one ever lets me help. They say I'm too small and they have to shout because of my small ears." Mouse said sadly.

"Of course you can come. I was just about to ask you to help," replied Crumble. So with that they were on their way.

Ernie was sitting in the bushes with a stick in his hand. He was peeking out of the bushes and he saw Crumble and Mouse approaching. "They're here." Ernie thought.

Crumble was close to his doom.

All of a sudden, out of nowhere, came a noise. "CRRRACK." Crumble turned so fast that he fell over into the net trap. He did a full flip and then landed with his ears, nose, and legs stuck in the trap.

"Ahh your stuck I see," came a familiar voice, sneaking out from the bushes. Suddenly Ernie popped out from the bush he was hiding in. "Let my king out of your stuid trap!" demanded Mouse.

"Are you calling me stupid? Do you realize what your saying? When I am king you WILL pay!" shouted Ernie.

"Yes, I am calling you stupid. Since when were you our future king? I will save Crumble."

"Ha, ha you'll never get Crumble out!"jeered Ernie. "Oh yes I will," said Mouse. Mouse nibbled and nibbled but nothing happened. Ernie just sat back and laughed.

happened. Ernie just sat back and laughed. Mouse gave up nibbling and tried pulling on the ropes. Ernie laughed,

Mouse pulled. Ernie laughed again and then "SSSSNNNAAP." Crumble was free! His head ached.

Mouse looked up and said "Your ears sir they're gigantic, your nose is so long!"

Out of nowhere came a voice "It is I, the Great Spirit. Ernie, you have disobeyed me and because of that, I shall turn you into your least favorite color: redl As a reminder of what you did to Crumble, I will leave the tip of your tail white." ZIP-ZAP! Ernie was now a red fox with a white-tipped tail.

"Now Mouse, you have had great courage today, and for that I will give you a gift," continued the Great Spirit.

"I want big ears! Like Crumble's! I want to look like him! 'Cause he's brave! But no nose..." Mouse said excitedly.

"Very well," said the deep voice of the Great Spirit. ZIP-ZAP, now Mouse had big ears!

To this day elephants have big ears and long noses. Mice have big ears

just like elephants da. Foxes are no longer white. Nowadays, foxes have red fur and a white-tipped tail. Together these animals remind us to appreciate our lives instead of spending like trying to gain more and more power.

THE END

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10)
- In collaborative discussions, demonstrate evidence of preparation for discussion and exhibit responsibility to the rules and roles of conversation. (SL.3.1a, SL.3.1b)
- In collaborative discussions, share and develop ideas in a manner that enhances understanding of topic. Contribute and respond to the content of the conversation in a productive and focused manner. (SL.3.1c, SL.3.1d)
- Speak in complete sentences when appropriate and demonstrate a command of standard English grammar and usage. (SL.3.6, L.3.1)
- Demonstrate knowledge of standard English and its conventions. (L.3.1, L.3.2, L.3.3)
- Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific vocabulary and phrases. (L.3.6)

Writing Goals

- Create a main character common to a folktale using descriptions, dialogues, and actions. (RL.3.1, RL.3.2, RL.3.10, W.3.3, W.3.4, W.3.10, SL.3.1a–d, SL.3.6, L.3.1, L.3.6)
- Write an original folktale that includes the elements common to folktales. (RL.3.1, RL.3.5, RL.3.10, W.3.3, W.3.4, W.3.10, SL.3.1a–d, SL.3.6, L.3.1, L.3.6)
- Write an original folktale with a logical sequence of events, starting with a beginning common to folktales and an ending with a lesson. (RL.3.1, RL.3.2, RL.3.10, W.3.3, W.3.4, W.3.10, SL.3.1a–d, SL.3.6, L.3.1, L.3.6)
- Write an author's note that explains the inspiration for writing the story. (W.3.4, W.3.6, W.3.10, SL.3.1a–d, SL.3.6, L.3.1, L.3.6)
- With guidance and support from peers and adults, plan, revise, and edit the story, paying close attention to the conventions of standard English and clarity of the story's development. (W.3.5)
- Speak clearly and at an understandable pace when reading or audio recording an original folktale. (SL.3.5)

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- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)
- By the end of the year, read and comprehend a variety of literature at the high end of the grades 2–3 text complexity band independently and proficiently. (RL.3.10)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10)
- In collaborative discussions, demonstrate evidence of preparation for discussion and exhibit responsibility to the rules and roles of conversation. (SL.3.1a, SL.3.1b)
- In collaborative discussions, share and develop ideas in a manner that enhances understanding of topic. Contribute and respond to the content of the conversation in a productive and focused manner. (SL.3.1c, SL.3.1d)

- Speak in complete sentences when appropriate and demonstrate a command of standard English grammar and usage. (SL.3.6, L.3.1)
- Demonstrate knowledge of standard English and its conventions. (L.3.1, L.3.2, L.3.3)
- Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific vocabulary and phrases. (L.3.6)

66 You don't write because you want to say something, you write because you have something to say.
-F. Scott Fitzgerald



Choosing Core Texts

To prepare for this lesson set, you'll need to gather folktales for modeling during direction instruction and for your students to read during independent practice. There are many wonderful collections of folktales and myths available for students at a range of reading levels. Some collections offer wonderful opportunities for read-alouds to help students focus on unlocking the message rather than on decodability. The following texts are specifically referenced in the lessons:

- Anansi the Spider by Gerald McDermott
- The Ant and the Grasshopper by Aesop
- Girls to the Rescue, Book #1: Tales of Clever, Courageous Girls from Around the World by Bruce Lansky

How Chipmunk Got His Stripes by Joseph Bruchac and James Bruchac

- The Lion and the Mouse by Aesop
- Mightier Than the Sword: World Folktales for Strong Boys by Jane Yolen
- *Tops and Bottoms* by Janet Stevens
- Why Mosquitoes Buzz in People's Ears by Verna Aardema

We encourage you to seek out and use other folktales to use as well. Folktales make for fun (and often quick) read-alouds-so tuck them into your teaching as often as you'd like and fill your room with the joy and magic of these stories! Many popular folktales are widely available in your school or public library.

You can also find both text and video versions of many popular folktales online with a quick search of Google or YouTube.

Here are a few additional texts we recommend for modeling or student practice. These have been chosen because they represent both classic and contemporary versions of the genre.

Best-Loved Folktales of the World by Joanna Cole (arranged by region)

- Cinderella by the Brothers Grimm
- The Dancing Palm Tree by Barbara K. Walker
- *Little Burnt Face,* a Micmac Indian tale
- The Magic Nesting Doll by Jacqueline K. Ogburn
- Mufaro's Beautiful Daughters, from Africa
- Peace Tales: World Folktales to Talk About by Margaret MacDonald
- The People Could Fly by Virginia Hamilton
- The Sneetches by Dr. Seuss
- Squids Will Be Squids: Fresh Morals, Beasty Fables by Jon Scieszka and Lane Smith
- A Story, A Story by Gail Haley
- Trickster Tales by I. C. Edmonds

In general, when choosing literature for this lesson set, consider the cultural backgrounds of your students. Finding folktales from their own cultural



backgrounds will give students an opportunity to explore their heritage through story. In addition, finding folktales from other cultures around the world will increase their global awareness and build appreciation for how stories are similar and different in other parts of the world. You will also want to read the stories you choose ahead of time to ensure that the elements common to folktales are easily identifiable for your third graders.

One of our main goals is that we have students who not only *can* read, but *do* read. Finding literature that students love, understand, and feel successful with is key to fostering a lifetime love of reading. Choosing leveled books to provide readers with access to books that offer the right amount of support and challenge is an important part of that process. Folktales may be an unfamiliar topic to many of your third graders and considering how you are going to use these new stories as the heart of your instruction is an important consideration before starting the lesson set.

As they read folktales, students will learn more about the structure and style of the genre. They will begin to catch subtle meanings and unlock the message within each story. There are three main ways to use literature in your instructional read-alouds, individual reading, and instructional reading. Many folktales available for your classroom library will be best suited for read-alouds. The vocabulary, font size, content, and themes may be challenging for some of your students to read independently, but they can be accessed by the entire class through the read-aloud.

A Note about Addressing Reading Standard 10: Range of Reading and Level of Text Complexity

This lesson set provides all students with opportunities to work with texts deemed appropriate for their grade level as well as texts at their specific instructional level. Through shared experiences and focused instruction, all



students engage with and comprehend a wide range of texts within their grade level complexity band. We suggest a variety of high-quality complex texts to use within the whole-group lessons and recommend a variety of additional titles under Choosing Core Texts to extend and enrich instruction. During independent practice and in small-group collaborations, however, research strongly suggests that all students need to work with texts they can read with a high level of accuracy and comprehension (i.e., at their appropriate instructional level) in order to significantly improve their reading (Allington, 2012; Ehri, Dreyer, Flugman, & Gross, 2007). Depending on individual needs and skills, a student's instructional level may be above, within, or below his or her grade level band.

Teacher's Notes

Every human, no matter the color of his or her skin, or what he or she wears, or where he or she lives, shares certain qualities. By investigating the stories of many different cultures, students will explore how truly similar people are all over the world. You may want to allow students to read from a variety of coun-



tries and cultures. This will allow students to make a broader conclusion about the genres and give you room to move more purposefully into writing their own folktales, fables, or myths. *Culture* is a difficult term for third graders to understand. Be specific about what you mean. It is often simpler for students to think about the wishes, hopes, fears, questions, and values of a group of people and to look for those things within a story rather than the vague term *culture*.

The Sneetches is one of our favorite stories and is great for helping students understand prejudice and discrimination. In addition, *The Sneetches* is a great story for helping students understand allegory—that in stories, something can stand for something else. This lesson set is written for folktales and can then be extended by revisiting the lessons for fables and myths. The folktale would be a good piece for students' writing portfolios.

66 It had been startling and disappointing to me to find out that story books had been written by people, that books were not natural wonders, coming up of themselves like grass.

-Eudora Welty

Core Message to Students

Before the first lesson, use this as a shared reading or read-aloud to set the stage and engage students in discussion about your upcoming study. See Appendix 3.1 for an enlarged version to reproduce and share with students.

In this lesson set we are going to read and write stories that have messages to uncover—usually a lesson (also called a *central message* or *moral*) that helps people think about their actions and how they treat others. We're going to be reading and writing folktales. Folktales are stories that have been passed down from generation to generation. The characters in folktales are usually ordinary people or animals that act like humans. Some other key elements of folktales are that plots begin quickly, characters are one-dimensional, and questions are all answered before the story ends. Some common themes in folktales are that wishes may be granted, use of magic objects, use of trickery, and tales that explain "why" or "how" about something.

Questions for Close Reading

The Core Ready lessons include many rich opportunities to engage students in close readings of text that require them to ask and answer questions, draw conclusions, and use specific text evidence to support their thinking (Reading Anchor Standard 1). These opportunities are marked with a close reading icon. You may wish to extend these experiences using our recommended Core Texts or with texts of your choosing. Use the following questions as a resource to guide students through close reading experiences reading any folktales.



- What does the main character look like? Is this important to the story?
- What inner traits do you associate with the character? Why?
- What is the character's goal?
- What problems does the character face in reaching the goal?
- Where and when does the tale take place? Is this important to the tale?
- What events are most important to the tale?
- Is magic or fantasy important to the story? How?
- What lesson can the reader learn from this tale?
- How does the problem in the story get solved? How is this important to the story and its lesson?
- What have you learned about the culture of the people who created this tale?
- Why do you think this tale was shared from generation to generation?

Building Academic Language

The following is a list of academic language to build your students' comprehension of the focus of this lesson set and facilitate their ability to talk and write about what they learn. Rather than introduce all the words at once, slowly add them to a learning wall as your teaching unfolds. See the Glossary at the end of this chapter for definitions. Also listed are sentence frames that may be included as a handout or on a sentence wall to scaffold student use of the content words (Carrier & Tatum, 2006), a research-proven strategy for English language learners (Lewis, 1993; Nattinger, 1980). Some students, especially English language learners, may need explicit practice in using the sentence frames. Encourage all students to regularly use these words and phrases in their conversations and writing.

Core Words

culture cultural clues folktale infer lesson



magic

message

moral

problem

solution

Core Phrases

- A magical part of this folktale is ______
- The problem in this folktale is ______.
- The solution in this folktale is ______.
- This folktale is from _____. The part of the folktale that represents that culture is _____
- This folktale teaches us _____. (This is called the central message, moral, or lesson.)
- I have inferred that ______ (something hinted at but not explicitly stated in text, such as character traits, character goals, lesson, prediction, etc.).
- My favorite folktale is ______ because
- My favorite part of the folktale is ______.
- I think this because _____ (textual evidence to support your thinking).

Recognition

At the end of the lesson set, it is important to recognize the hard work your students have put into their learning and the way they've come together through collaborative projects. The end of this lesson set offers the perfect opportunity to collaborate with another class in your grade or to reach out to other grades to have students share their original folktales and visual displays. Students in grades below will be captivated by all that your students can do, and students in grades above will fondly remember when they wrote their own folktales.

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Assessment

Assessment in this lesson set is both ongoing and culminating, meaning that as teachers we are constantly observing how students are making meaning and how they are interpreting new material. Throughout this lesson set, look for performance-based assessments, called Milestone Performance Assessments, each marked with an assessment icon. Milestone Performance Assessments are opportunities to notice and record data on standards-aligned indicators during the course of the lesson set. Use the results of these assessments to determine how well students are progressing toward the goals of the lesson set. Adjust the pace of your teaching and plan instructional support as needed.

We also encourage you to use the Reading and Writing Rubrics, also marked with an assessment icon, with each lesson set to evaluate overall student performance on the standards-aligned lesson set goals. In this lesson set, the folktales students write will be an essential piece of evidence when you assess student performance.

In addition, we have provided a Speaking and Listening Performance Checklist (Appendix 3.16) that provides observable Core Standards–aligned indicators to assess student performance as speakers and listeners. There are multiple opportunities in every lesson set to make such observations. Use the checklist in its entirety to gather performance data over time or choose appropriate indicators to create a customized checklist to match a specific learning experience.

Core Support for Diverse Learners

This lesson set was created with the needs of a wide variety of learners in mind. Throughout the day-to-day lessons, you'll find examples of visual supports, graphic organizers, highlighted speaking and listening opportunities, and

research-driven English language learner supports aimed at scaffolding instruction for all learners. Also, we urge you to consider the following areas of challenge with which your students may need guided support. The following sections are written to spotlight important considerations as you move through the lesson sets.

Reading

Choosing texts that are at students' reading levels is essential for their reading success and reading identity. When finding texts, make sure you have various levels represented in your classroom library. All or some of your students may benefit from repeated exposure to a lesson's teaching objective over several days. This can be accomplished with the whole class or in small-group settings.

Closely monitor your students who are reading below grade level to determine whether they are reading with accuracy and fluency to support comprehension. Encourage students to use context to confirm or self-correct word recognition and understanding and to reread when necessary. Refer to the Common Core Foundational Skills Standardsboth at the grade 3 level as well as kindergarten, grade 1, and grade 2 standards—for direct, explicit

foundational skills support that your students reading below grade level may need.

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Traditional folktales are layered with multi-syllabic words that will require teacher support to decode. In addition, traditional folktales often use terms that may be from another time period and will be unfamiliar to some of your students. Refer to our Core Words guide for vocabulary that you may want to frontload with small groups of students. Be cognizant of unfamiliar language embedded within the selections of folktales you choose for both whole-class teaching as well as independent reading, and preview the texts you provide to students reading below grade level.



Writing

Inspired writers are motivated writers. Allowing students to choose the topic of their writing is critical for their ultimate success and their positive development of identity as a writer. When immersing your students in a new genre, form, or purpose for writing, be sure to emphasize the meaning and function this particular type of writing may have in their own lives. Many of your students will also benefit from exposure to strong mentor texts, examples of your own writing, as well as the experience of sharing their own work—both the final product and the work in process.

Many of your students will significantly benefit from the opportunity to sketch their folktales before adding text. For example, some students will require extra support in writing to move from drawing to writing or to move from story mapping to sentences. You can also provide additional scaffolding by



having students draw out the beginning, middle, and end of their folktale prior to writing it. This is especially helpful for visual learners and students who need to "sketch to stretch." Even your most proficient writers can benefit from this step, but many of your reluctant writers will feel more comfortable with getting their ideas on paper through drawing first. Giving students some sentence starters (see the Core Words and Core Phrases) can vastly help them focus on their ideas and have the stamina to get their thoughts on paper.

- Beginning: "Once upon a time" or "In a land far, far away"
- Middle: "All of a sudden, _____"
- End: "In the end, _____" or "Finally, _____ had learned that _____."

As your students move from determining their ideas for their folktales and begin telling a sequential tale, provide your students with a variety of paper choices that are third grade appropriate. For students with fine motor control issues, providing a variety of paper choices that have handwriting lines with a dotted line in the middle can offer support, as letter formation may require significant energy for some writers. If you are using electronic systems, have your students use large fonts or even expand their screens to a larger viewing size to help them become stronger and bolder in their writing. Also consider having some students type and electronically publish their folktales rather than handwrite them if that is a medium more conducive to their writing success.

We want our third graders to communicate their folktales to an audience, and supporting them as developing writers is essential. In addition to providing students with topic choice and the opportunity to draw prior to writing, we can provide further scaffolding by having students orally rehearse their stories to us or to a peer. For some students, the oral rehearsal will provide a springboard to writing. Others will have greater success dictating their folktales to you.

As with the reading lessons, your students may benefit from several days on a single lesson's teaching objective. This can be done with the whole class or in small-group settings.

English Language Learners

While it is always our goal as teachers to get to know all of our students deeply both in and out of the classroom setting, this work is perhaps more critical when considering our English language learners. Honoring families' cultural traditions and experiences is important for getting to know and working with your students in meaningful ways.

English language learners are learning about folktales alongside native English speakers in your classroom, but they are also simultaneously learning English. For English language learners, it is essential to simultaneously develop their ability to easily hold conversations about their reading and writing and build their academic language base. Goldenberg (2008) defines "academic English" as the more abstract, complex, and challenging language that permits us to participate successfully in mainstream classroom instruction. English language learners will over time be responsible for understanding and producing academic English both orally and in writing. However, language acquisition is a process and English language learners range in their development of English language acquisition. We urge you to consider your students along a spectrum of language acquisition, from students new to this country to those who are proficient conversationally to those who have native-like proficiency.

Refer to the English language learner icons throughout this lesson set for ways to shelter instruction for English language learners. These elements will help English language learners participate successfully in the wholegroup lesson and support the development of their language skills. While these moments during instruction are designed to support English language learners, many schools are adding a separate ELD (English language development) block targeted at oral English language development to further support their students language acquisition.

Students with growing English proficiency will benefit from a folktale word wall, which will build vocabulary (refer to the Core Words and Phrases). A sentence word wall that gives sentence starters to help with conversation will also offer students another layer of support. Some students may benefit from having their own personalized copies of these words to keep in their reading or writing notebooks for quick reference. Visual aids will further support students and give them grounding in words important to this study and what they mean.

Some students will benefit from several days on the same teaching objective. You may consider gathering small groups of readers or writers for repeated instruction or using one-on-one conferences as an opportunity to revisit teaching objectives.

Complementary Core Methods

Read Aloud

Share a wide variety of folktales, fables, and myths with your class during your ritual read-aloud, making sure your material considers a range of cultures and lessons. During your read-aloud, give students the chance to practice the following when appropriate:

- Identify the six elements of a folktale: (1) strong characters, (2) simple setting, (3) magic or fantasy, (4) a problem that gets solved, (5) cultural clues, and (6) a message, lesson, or explanation
- Infer the lesson (also called the *central message* or *moral*), using text as evidence to support their thinking
- Discuss what is revealed about a particular culture—wishes, hopes, dreams, questions, or values
- Make connections between texts (for example, are there cultures that share similar lessons? Can we say even more about a particular culture by looking at multiple folktales?)

Shared Reading

Shared reading during this lesson set study should include a variety of short texts in order to provide students with an additional opportunity to engage with the core ideas addressed. Following are several ideas for prompts to focus student talk around various shared readings in this lesson set. Remember, using text as evidence of one's thinking is crucial. Encourage students to continue developing this skill as they consider and discuss the following:

- What is the lesson in this piece? How do I know?
- What does this passage teach me about the culture from which it originated?
- Can I connect this passage to another reading? If so, which text and why?

Shared Writing

Model and practice how to create an original folktale. Be sure to include the six key elements of a folktale discussed previously. Encourage students to take on the role of oral storytellers as you maintain the role of scribe, taking this opportunity to teach the overall structure of a folktale.

Core Connections at Home

This lesson set is a perfect opportunity to encourage discussion of stories and folktales at home. For homework, consider having students research folktales from their ancestors' homelands or cultures and bring them into class to share. This would also be a wonderful time to invite parents, caregivers, and special friends to class to read aloud a favorite folktale from their childhood or their culture and explain to the class why it is a significant story to them. This kind of sharing could extend far beyond the course of this lesson set and become a hallmark of third grade throughout the year.

One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is a vital element for the growing plant and for the soul of the child.

- Carl Jung

Grade 3

Reading Lessons

The Core I.D.E.A. / Daily Reading Instruction at a Glance table highlights the teaching objectives and standards alignment for all 10 lessons across the four stages of the lesson set (Introduce, Define, Extend, and Assess). It also indicates which lessons contain special features to support ELLs, technology, speaking and listening, and formative ("Milestone") assessments.

The following Core Ready Reading Rubric is designed to help you record each student's overall understanding across four levels of achievement as it relates to the lesson set goals. We recommend that you use this rubric at the end of the lesson set as a performance-based assessment tool. Use the Milestone Performance Assessments as tools to help you gauge student progress toward these goals, reteach, and differentiate as needed. See the foundational book, *Be Core Ready: Powerful, Effective Steps to Implementing and Achieving the Common Core State Standards*, for more information about the Core Ready Reading and Writing Rubrics.

The Core I.D.E.A. / Daily Reading Instruction at a Glance

		5 5		
Instructional Stage	Lesson	Teaching Objective	Core Standards	Special Features
Introduce: notice, explore, collect, note, immerse, surround, record, share	1	Readers understand that folktales have elements that make them different from other types of stories.	RL.3.1 • RL.3.2 • RL.3.10 SL.3.1a-d • SL.3.6 • L.3.1 • L.3.6	Close Reading ELL S&L Tech
	2	Readers understand that folktales have common elements and often explain something that happens in nature or convey a certain truth about life.	RL.3.1 • RL.3.2 • RL.3.10 SL.3.1a-d • SL.3.6 • L.3.1 • L.3.6	Close Reading ELL
Define: name, identify, outline, clarify, select, plan	3	Readers can define folktales and identify their six key elements.	RL.3.1 • RL.3.2 • RL.3.5 RL.3.10 • SL.3.1a • SL.3.1b SL.3.6 • L.3.1 • L.3.6	ELL Close Reading Milestone Assessment S&L Tech
	4	Readers can follow steps to identify the lesson of a folktale.	RL.3.1 • RL.3.2 • RL.3.10 SL.3.1a-d • SL.3.6 • L.3.1 L.3.6	Close Reading ELL Milestone Assessment
	5	Readers understand that folktales around the world often share lessons.	RL.3.1 • RL.3.2 • RL.3.9 RL.3.10 • W.3.4 • W.3.10 SL.3.1a • SL.3.1b • SL.3.4 SL.3.6 • L.3.1 • L.3.6	ELL Close Reading Milestone Assessment S&L
Extend: try, experiment, attempt, approximate, practice, explain, revise, refine	6	Readers can learn about a culture's clothing, language, traditions, and values by studying its folktales for cultural clues.	RL.3.1 • RL.3.2 • RL.3.10 SL.3.1a-d • SL.3.6 • L.3.1 L.3.6	Close Reading ELL
	7	Readers make deeper connections to folktales by building their background knowledge of the culture that created the folktale.	RL.3.1 • RL.3.2 • RL.3.10 • Rl.3.1 Rl.3.2 • Rl.3.10 • SL.3.1a-d SL.3.6 • L.3.1 • L.3.6	Close Reading ELL S&L
	8	Readers can take notes to become effective oral storytellers.	RL.3.2 • RL.3.5 • RL.3.10 • W.3.4 W.3.8 • W.3.10 • SL.3.1a-d SL.3.6 • L.3.1 • L.3.6	ELL
	9	Readers understand that oral storytelling sounds different than reading aloud.	RL.3.2 • RL.3.10 • SL.3.1a-d SL.3.3 • SL.3.4 • SL.3.5 • SL.3.6 • L.3.1 • L.3.6	ELL Milestone Assessment S&L Tech
Assess: reflect, conclude, connect, share, recognize, respond	10	Readers reflect on core questions.	RL.3.2 • RL.3.10 • W.3.4 • W.3.10 SL.3.1a • SL.3.1b • SL.3.6 • L.3.1 L.3.6	ELL Milestone Assessment Tech

Core Ready Reading Rubric

Grade 3 Tales with a Message: Unlocking and Exploring Folktales

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Build and demonstrate understanding of traditional literature (folktales) through close reading of text, citing textual evidence to support thinking and ideas.	Student demonstrates little or no understanding of traditional literature through close reading of text. Does not cite textual evidence to support thinking and ideas.	Student demonstrates basic understanding of traditional literature through the close reading of text. Infrequently cites textual evidence to support thinking and ideas.	Student demonstrates a solid understanding of traditional literature through the close reading of text. Cites textual evidence to support thinking and ideas.	Student demonstrates a deep understanding of traditional literature through the close reading of text. Always cites textual evidence to support thinking and ideas.	RL.3.1 RL.3.2 RL.3.10 SL.3.1a-d SL.3.6 L.3.1 L.3.6
Understand the purpose of folktales and recognize cultural influences.	Student is unable to explain the purpose of folktales with any clarity. Struggles to recognize similar lessons in folktales across cultures.	Student has a basic understanding of the purpose of folktales. Identifies some similarities across cultures but does not provide adequate textual evidence to fully articulate and justify thinking.	Student has a clear understanding of the purpose of folktales and consistently identifies similar lessons in folktales across cultures. Regularly supports thinking with appropriate textual evidence.	Student has a well- developed understanding of folktales and their purpose. Recognizes similar lessons in folktales across cultures, including those that may be subtle or nuanced. Provides multiple pieces of textual evidence to support thinking.	RL.3.1 RL.3.2 RL.3.10 RI.3.1 RI.3.2 RI.3.10
Identify and define elements of traditional stories in the tales read (in folktales: magic, problem, solution, cultural element, lesson).	Student shows little to no evidence of being able to identify or define the elements of traditional stories.	Student attempts, with some success, to identify and define some of the elements of traditional stories. Some gaps or inaccuracies may be present.	Student identifies and defines multiple elements of traditional stories.	Student identifies and defines the elements of traditional stories with great accuracy and independence.	RL.3.2 RL.3.5 RL.3.10
Infer the message in the tale and use text evidence to defend interpretations.	Student struggles to infer the message and cites little or no relevant evidence to defend any interpretations.	Student attempts to infer the message and attempts to provide textual evidence to support the interpretation. Some misinterpretation and/or missing or irrelevant evidence.	Student infers the message in a folktale and provides relevant textual evidence to defend the interpretation.	Student infers the message in a folktale and provides multiple examples of relevant text evidence to defend the interpretation.	RL.3.1 RL.3.2 RL.3.10
Compare and contrast folktales to recognize similarities and differences.	Student is unable to provide clear explanations and evidence explaining similarities and differences of folktales.	Student attempts to compare and contrast folktales with limited success. May have some inaccuracies or lack appropriate evidence.	Student is able to accurately compare and contrast folktales, providing sufficient pieces of evidence from the text.	Student is able to thoroughly compare and contrast folktales providing multiple pieces of evidence from the text to support a sophisticated analysis.	RL.3.2 RL.3.9 RL.3.10

Core Ready Reading Rubric, Grade 3, continued

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Take and utilize notes to become effective oral storytellers.	Student shows little or no evidence of success taking notes to help prepare for oral storytelling.	Student attempts to take some notes to help prepare for oral storytelling; however they lack detail or do not reflect the most important or relevant ideas.	Student takes accurate and effective notes, reflective of the important points and big ideas to help prepare for oral storytelling.	Student takes detailed, accurate, and well-organized notes and uses them to rehearse and prepare for oral storytelling, revising when necessary.	W.3.4 W.3.8 W.3.10 SL.3.1a-d SL.3.4 SL.3.5
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Student shows little or no evidence of active, purposeful reading or searching the text for specific information and evidence. Student makes little or no attempt to ask and/or answer questions about the text. Text evidence is minimal or nonexistent.	Student shows some evidence of active purposeful reading and searching the text for specific information and evidence. Student may be able to ask and/or answer some questions about the text accurately, but may not provide sufficient textual evidence to support thinking.	Student shows solid evidence of active, purposeful reading and searching the text for specific information and evidence. Student usually asks and answers questions accurately and provides appropriate textual evidence to support thinking.	Student demonstrates exceptional evidence of active, purposeful reading and searching the text for specific information and evidence. Student asks and answers questions with accuracy and provides appropriate, detailed, and thoughtful textual evidence to support thinking.	RL.3.1
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Student shows little or no evidence of reading and comprehending texts appropriate for the grade 3 text complexity band.	Student shows inconsistent evidence of independently and proficiently reading and comprehending texts appropriate for the grade 3 text complexity band.	Student shows solid evidence of independently and proficiently reading and comprehending texts appropriate for the grade 3 text complexity band.	Student shows solid evidence of independently and proficiently reading and comprehending texts above the grade 3 text complexity band.	RL.3.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Student shows little or no evidence of writing routinely for short or long time frames for a range of discipline-specific tasks, purposes, and audiences.	Student shows some evidence of writing routinely for short and long time frames for a range of discipline-specific tasks, purposes, and audiences.	Student shows solid evidence of writing routinely for short and long time frames for a range of discipline-specific tasks, purposes, and audiences.	Student shows exceptional evidence of consistently and accurately writing for short and long time frames for a range of discipline- specific tasks, purposes, and audiences.	W.3.10
In collaborative discussions, demonstrate evidence of preparation for discussion and exhibit responsibility to the rules and roles of conversation.	In collaborative discussions, student comes unprepared and often disregards the rules and roles of conversation.	In collaborative discussions, student's preparation may be evident but ineffective or inconsistent. May occasionally disregard the rules and roles of conversation.	In collaborative discussions, student prepares adequately and draws on the preparation and other information about the topic to explore ideas under discussion. Usually observes the rules and roles of conversation.	In collaborative discussions, student arrives extremely well prepared for discussions and draws on the preparation and other information about the topic to explore ideas under discussion. Always observes the rules and roles of conversation.	SL.3.1a SL.3.1b

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
In collaborative discussions, share and develop ideas in a manner that enhances understanding of topic. Contribute and respond to the content of the conversation in a productive and focused manner.	Student shows little or no evidence of engaging in collaborative discussions and makes little or no attempt to ask and answer questions, stay on topic, link comments to the remarks of others, or to explain his or her own ideas and understanding in light of the discussion.	Student shows some evidence of engaging in collaborative discussions and, with marginal success, attempts to ask questions to check understanding of information presented, to stay on topic, link comments to the remarks of others, and explain his or her own ideas and understanding in light of the discussion.	Student engages in a range of collaborative discussions and asks questions to check understanding of information presented, stays on topic most of the time, and frequently links his or her own ideas and understanding in light of the discussion.	Student effectively and consistently engages in a range of collaborative discussions and asks high- level questions to check understanding of information presented. Always stays on topic and, with great insight and attention to the comments of others, links his or her own ideas and understanding in light of the discussion.	SL.3.1c SL.3.1d
Speak in complete sentences when appropriate and demonstrate a command of standard English grammar and usage.	Student shows little or no evidence of attempting to speak in complete sentences. Student demonstrates little or no command of standard English grammar and usage.	Student attempts to speak in complete sentences when appropriate and demonstrates some command of standard English grammar and usage.	Student speaks in complete sentences when appropriate and demonstrates a command of standard English grammar and usage.	Student always speaks in complete sentences when appropriate and demonstrates an extraordinary command of the conventions of standard English grammar and usage.	SL.3.6 L.3.1
Demonstrate knowledge of standard English and its conventions.	Student demonstrates little or no knowledge of standard English and its conventions.	Student demonstrates some evidence of knowledge of standard English and its conventions.	Student consistently demonstrates knowledge of standard English and its conventions.	Student demonstrates an exceptional understanding of standard English and its conventions. Use of conventions is sophisticated for grade level and accurate.	L.3.1 L.3.2 L.3.3
Acquire and accurately use grade-appropriate conversational, general academic, and domain- specific vocabulary and phrases.	Student shows little or no evidence of the acquisition and use of grade-appropriate conversational and academic language.	Student shows some evidence of the acquisition and use of grade-appropriate conversational and academic language.	Student shows solid evidence of the acquisition and use of grade- appropriate conversational and academic language.	Student shows a high level of sophistication and precision when using grade- appropriate conversational and academic language.	L.3.6

Note: See the Core Ready Rubrics chart in the Welcome at the beginning of the book for descriptions of category headers.

Reading Lesson 1

Teaching Objective

Readers understand that folktales have elements that make them different from other types of stories.

Close Reading Opportunity

▼ Standards Alignment RL.3.1, RL.3.2, RL.3.10, SL.3.1a-d, SL.3.6, L.3.1, L.3.6

Materials

- Video clip: *Why Mosquitoes Buzz in People's Ears* (available on DVD or online)
- Chart paper, interactive whiteboard, or other display tool
- Multiple folktales at various reading levels (books, online, or printed copies)

▼ To the Teacher

Today's lesson is intended to push your students to begin creating a collaborative definition of a folktale. In particular, today's work highlights the importance of oral storytelling as a traditional method for handing down stories from generation to generation. We will use a 10-minute clip of *Why Mosquitoes Buzz in People's Ears,* which can be found by searching for the title on YouTube, as well as in your local library and from many online booksellers. Of course, you may substitute a visual presentation of another folktale of your choosing. Also, simply reading aloud a folktale to the class would work beautifully. Some other folktales that are easy to find include *Anansi the Spider* and *The Ant and the Grasshopper*.

Procedure

Warm Up Gather the class to set the stage for today's learning

Gather your class together to listen to *Why Mosquitoes Buzz in People's Ears*. Give their listening a purpose.

Students, today we are going to begin studying folktales. A folktale is a story or legend handed down from generation to generation, usually by oral retelling. We're going to listen to a folktale being told out loud. Today's folktale is called *Why Mosquitoes Buzz in People's Ears.* It's an African folktale that teaches an important lesson about the effects of your actions on others. As you are watching and listening, think about how we can describe or define a folktale. What makes it different from other kinds of stories?

Watch and listen to the folktale with your class. ELL Provide Comprehensible Input—Providing Audio and Visual. Video clips can be a powerful way to use visuals and dramatic readings for your ELLs. You may also be able to find the same folktale in their native language; consider showing both versions. You could show ELLs the version in their native language before the lesson. Once the presentation is finished, spend a few moments discussing the folktale. Check for understanding by asking students to retell the folktale, focusing on the lesson that can be learned. ELL Identify and Communicate Content and Language Objective—Check for Understanding. Checking for understanding can help you gauge how you may need to further scaffold the lesson for comprehension. You can create nonverbal cues for your ELLs to tell you that they may need more assistance (i.e., showing you a thumb up) without making them feel as though they are standing out by asking for further help.

Teach Model what students need to learn and do

Now guide students to create a working definition of this genre by forming a list of elements they notice. It's important to model the type of responses you are looking for; otherwise many students will simply want to summarize or retell the folktale itself. Begin by asking the class, "What is a folktale?"

We just finished watching and listening to a folktale from Africa. I want us to start a definition of folktales, so we're going to need to think about a few things, like what the important parts of folktales are and what makes a folktale different from other kinds of stories. Let's see . . . well, I noticed that in this folktale, many of the characters were animals. We'll have to look at other folktales to see if that's absolutely true, but I want to jot down our thinking for today.

Begin a class chart. At the top, write the question "What is a folktale?" Underneath, jot your idea as a bullet point: "Most of the characters are animals."

Try Guide students to quickly rehearse what they need to learn and do in preparation for practice

Okay, now it's your turn to add to our definition. Remember, our definition will keep growing and changing as we explore more and more folktales, but I want to get down what you are thinking after watching *Why Mosquitoes Buzz in People's Ears*. Turn and talk with your partner—what is a folktale? How can we describe it? **ELL Enable Language Production—Increasing Inter**action. During partner time, consider partnering ELLs with students who speak their native language so that there can be clarification in either language.

Move around the classroom and listen as students talk in partnerships. Using your preferred method of note taking, jot down interesting ideas to share with the larger group. Allow students about 5 to 10 minutes to talk together. **ELL** Enable Language Production—Listening and Speaking—Providing Wait Time. Wait time allows ELLs opportunities to practice and clarify their thinking in their new language. As you move around the room, listen in to the partnerships to see how you can model language structures in partner talk. As you listen, take the opportunity to reinforce respectful speaking and listening behaviors, such as listening to one another with care, speaking one at a time, and staying on topic. (SL.3.1b)

Refocus the class and share any interesting comments you gathered. For example, you might say something like, "Carla and Lily had a very interesting conversation. They noticed and were talking about how there was a lesson at the end of the story. I think that is something we should add to our class definition." Take a moment and jot a new bullet point that summarizes the student thinking you just shared.

Guide your class toward noticing the features of this folktale. (Note: It is not necessary for the class to form a complete list during this lesson. See the following list for some types of items you and your students might discover.)

- Simple character traits: Good, evil, rich, poor, beautiful, ugly, youthful, old, hardworking, lazy
- **Strong setting:** Easily described setting (long ago, far away, magic kingdom, humble cottage, dark forest, town, country)

- **Problem that gets solved:** Problems are often solved with by the "good" characters through great deeds or kindness; typically has a close connection to the lesson of the tale
- **Cultural clues:** Details that provide clues about the culture that created the tale (clothing, language, traditions, values, etc.)
- Magic and fantasy: Supernatural beings, talking animals, magic objects, spells and transformations
- Message, explanation, or lesson: May explain something in nature (how zebra got stripes) or teach a lesson (goodness/hard work will be rewarded, don't be wasteful, respect others' property)

Clarify Briefly restate today's teaching objective and explain the practice task(s)

Today, I want you to spend some time exploring the folktales I've selected for you. As you are reading, keep thinking about what makes a folktale a folktale. I want everyone to come away with some ideas to add to our working definition. When you share your ideas, be prepared to provide an example from the text you were reading to support your thinking. (SL.3.1a)

Practice Students work independently and/or in small groups to apply today's teaching objective

Students will read from mixed containers of folktales. As students are reading, check in with individual students to monitor student understanding and have

Goal	Low-Tech	High-Tech
Students take notes while they read to record their thinking for sharing with the larger group.	Students take handwritten notes, either on a separate piece of paper or in a reader's notebook. If you'd like to collect student notes to review or display, consider using Post-it notes or index cards.	Students text their notes to you. You compile their texts, highlighting a few for sharing. Students tweet their notes using a common hashtag (such as #folktalethinking)

discussions about their thinking. Provide students with a method for quickly jotting their thinking about folktales to bring back to the meeting area.

Wrap Up Check understanding as you guide students to briefly share what they have learned and produced today

Call your class's attention back to you. Ask students to share their thinking about folktales.

Reading Lesson 2

Teaching Objective

Readers understand that folktales have common elements and often explain something that happens in nature or convey a certain truth about life.

Standards Alignment

RL.3.1, RL.3.2, RI.3.10, SL.3.1a-d, SL.3.6, L.3.1, L.3.6

Materials

- Why Mosquitoes Buzz in People's Ears
- The Ant and the Grasshopper
- Chart paper or interactive whiteboard

▼ Procedure

Warm Up Gather the class to set the stage for today's learning

Revisit the definition of a folktale you began with the class yesterday.

Teach Model what students need to learn and do

Tell the class that one of the most important elements of a folktale is that it often offers an explanation for something that happens in nature or conveys

Does anyone have anything to add to the class definition? Did anyone discover something that indicates we need to make changes to what we already have?

Again, a complete list is not essential during this lesson. Accept all logical observations and be comfortable with only a partial list. As this lesson set unfolds, you will return to and revise this definition as necessary. The goal is for students to create a definition of folktales for themselves as their understanding grows.

a lesson about life. An important purpose for creating these tales was to share these explanations and lessons with others. Use *Why Mosquitoes Buzz in People's Ears* as an example.

Think about *Why Mosquitoes Buzz in People's Ears.* That folktale offers an explanation about why mosquitoes buzz around and bother everyone in the summer—they're trying to see if everyone is still mad at them for what happened to Owlet. The story gives us an explanation about something that happens in nature. Now think about the lesson we learned about our actions. Who can tell us what we learned?

Have a student or students state the lesson learned from this folktale, citing specific moments from the text to support their thinking. Reiterate that this folktale happens to have *both* elements—it offers an explanation about something that happens in nature and teaches us a life lesson (there are consequences for our actions). As your students watch, begin a three-column chart. Label the first column "Title," the second column "Explanation about Nature," and the third column "Life Lesson." Chart what you have discussed so far.

Example Chart What Have You Learned from This Folktale?

Title	Explanation about Nature	Life Lesson
Why Mosquitoes Buzz in People's Ears	Explains why mosquitoes buzz around and bother people	Teaches that telling lies can cause lots of trouble



Close Reading Opportunity

Try Guide students to quickly rehearse what they need to learn and do in preparation for practice

Now let's give this a try together. Let's read about *The Ant and The Grasshopper*. As we read, concentrate on the message.

After reading the folktale aloud, ask the class, "Did that folktale explain something that happens in nature?" Allow students a moment to discuss and realize that this folktale does not offer an explanation of an event in nature. Now ask, "Does this folktale reveal a truth about life?" Provide students a few minutes to sum up the lesson that there is a time for work and a time for play. Be sure to push your students to use specific evidence from the text to support their thinking. (Note: Allow your students to sum up this lesson in their own words. Using their own terminology or way of discussing big ideas is powerful teaching.) Add to the chart.

Example Chart What Have You Learned from This Folktale?

Title	Explanation from Nature	Life Lesson
Why Mosquitoes Buzz in People's Ears	Explains why mosquitoes buzz around and bother people	Telling lies can cause lots of trouble
The Ant and the Grasshopper	None	There is a time to work and a time to play

Clarify Briefly restate today's teaching objective and explain the practice task(s)

When we read folktales, we can expect to discover an explanation for something that happens in nature or learn a lesson about life. Today, when you're

Reading Lesson 3

Teaching Objective

Readers can define folktales and identify their six key elements.



Close Reading Opportunity reading, look for these elements and jot down an example to bring back to the carpet.

Practice Students work independently and/or in small groups to apply today's teaching objective

Students will continue to read folktales independently. As they read, students should choose one folktale that illustrates either an explanation of something in nature or a life lesson. Provide students with a method for jotting down their thinking to bring back to the meeting area (see Reading Lesson 1 for ideas of low-tech and high-tech options for student note taking).

Wrap Up Check understanding as you guide students to briefly share what they have learned and produced today

Call students back to the meeting area, reminding them to bring the folktale they've chosen to share with the class. Ask your students if they'd like to share what they discovered during their reading. Remind students that teaching lessons and explaining things about nature were main reasons that folktales were told over and over again in many cultures. As students share their thinking, add it to the class chart. **ELL** Provide Comprehensible Input—Graphics. Graphic organizers are useful tools to help ELLs record their thinking and see these ideas connect around folktales. If needed, you can add visuals (e.g., make a small copy of the front of the book under the title, sketch the thought). This offers a visual support tied to the written thought. (Note: The important and challenging skill of determining the life lesson in a folktale is revisited in Reading Lesson 4.)

▼ Standards Alignment RL.3.1, RL.3.2, RL.3.5, RL.3.10, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.6, L.3.1, L.3.6

- Student copies of a short folktale
- Method for coding key elements of a folktales (Low-tech and high-tech options are discussed within this lesson.)
- Enlarged copy of short folktale to share with the class (*Aesop's Fables* work well for a short text.)

▼ To the Teacher

Today you will be adding more shape to the class definition of a folktale you began during Reading Lesson 1 by specifically naming the six key elements of a folktale: (1) strong characters, (2) simple setting, (3) a problem that gets solved, (4) cultural clues, (5) magic or fantasy, and (6) a message, lesson, or explanation. During independent practice, students will be coding for these various elements in their reading. Have a range of folktales available for students so they are able to engage with a text at their specific independent reading level. An alternative is to provide the whole group with a copy of a folktale that is familiar to all students and/or is well scaffolded with illustrations. **ELL** Enable Language Production—Reading and Writing. ELLs benefit from having a heavily visualized copy that they can physically interact with during the lesson. You can also provide a second copy in their native language, if available, or use an online translation tool such as Google Translate to translate the story for their reference.

Procedure

Warm Up Gather the class to set the stage for today's learning

Revisit the shared definition of a folktale you've generated as a class.

Today I'm going to share some specific elements that most folktales have in common. Be on the lookout to see if we already have these elements on our chart or if we need to add them to what we have so far.

Teach Model what students need to learn and do

Introduce the key elements of a folktale to the class. Spend time defining each element and practice finding examples of each element in some of the folktales

you've already shared together. As you discuss each element, revisit your class definition to decide if you need to add this element or if you already have it listed. At the end of this lesson, your chart (titled "What Is a Folktale?") should clearly indicate these elements. Here's an example of how your class chart might be set up:

Example Class Chart What Is a Folktale?

Elements of Folktales	Definition	Examples
Strong Characters		
Simple Setting		
Problem That Gets Solved		
Cultural Clues		
Magic and Fantasy		
Message, Explanation, or Lesson		

Please visit the online PD Toolkit at http://pdtoolkit.pearson.com for a sample filled-in version of this chart.

Try Guide students to quickly rehearse what they need to learn and do in preparation for practice

Now that we've discovered the elements of folktales, I want us to continue our detective work by finding these elements in a new folktale. We're going to code a new folktale to show that we can find each of these elements in it. By coding our folktales this way, we're identifying examples of these elements and highlighting the text that supports our thinking. Let's practice using our coding system together right now.

Share a new short folktale with your class. It is a good idea to use an enlarged version of this text (either on chart paper or projected onto an interactive whiteboard) so all students can follow along and participate in coding the shared text. (Note: *Aesop's Fables* offer a variety of particularly short folktales from which you can choose. Some that are widely available in print and online include *The Ant and the Cricket, The Ant and the Grasshopper, The Lion and the Mouse,* and *The Fox and the Crow.*)

Goal	Low-Tech	High-Tech
Students highlight the six key elements of a folktale (where applicable).	Students work with a photocopy of a short folktale, using colored pencils, highlighters, or markers to represent each of the six elements. Students record their work directly on the text.	Students work with a digital copy of a short folktale, using different colors of the highlighting tool to indicate the six elements of a folktale as they occur within the text. Students can save their work and share it with you via email or by dragging into a shared folder on Dropbox.

Decide on a key—which color is going to represent each element of a folktale? Model using the correct color to highlight and label magical aspects of the folktale. Then have various students come up and do the same with remaining elements. ELL Provide Comprehensible Input—Models. Modeling activities before ELLs have to practice is a strong way of offering a tangible time for them to see what is expected of the lesson. If needed, you can pull them aside for further practice time.

Clarify Briefly restate today's teaching objective and explain the practice task(s)

Whenever we read folktales, we can expect to find these six elements. Discovering these elements in each tale we read is fun and can help us better understand and enjoy each tale. Now you are going to continue this detective work on your own with some new tales.

Practice Students work independently and/or in small groups to apply today's teaching objective

Provide students with a set of short folktales. Students will read these folktales, using the key you created as a class to mark the six specific elements. Remind students that they should have their work completed and ready to share at the end of the practice time. (SL.3.1a)

Milestone Performance Assessment

Collect and analyze students' color-coding work to monitor if they are able to accurately find the key elements of a folktale within their given text. After looking closely at their work, determine if your class needs additional practice with this work as a whole group, in small groups, or individually. (Assess for Content and Language Understanding— Formative Assessment)

Identifying the Key Elements of a Folktale

Use this checklist to assess the folktale color-coding task. Standards Alignment: RL.3.1, RL.3.2, RL.3.5, RL.3.10, SL.3.1a

	Achieved	Notes
Identify strong characters.		
Identify simple setting.		
Identify problem that gets solved.		
Identify cultural clues.		
Identify magic or fantasy.		
Identify the message, lesson, or explanation.		

Wrap Up Check understanding as you guide students to briefly share what they have learned and produced today

Ask students if they were successful in finding each element. Have a few students share their findings by stating the element they identified and giving an example of that element from their text. Prompt them to be on the lookout for these elements in every folktale that they read.

Reading Lesson 4

Teaching Objective

Readers can follow steps to identify the lesson of a folktale.

Close Reading

Opportunity

Standards Alignment

RL.3.1, RL.3.2, RL.3.10, SL.3.1a-d, SL.3.6, L.3.1, L.3.6

- Materials
 - Anansi the Spider
 - Charting supplies or interactive whiteboard
 - Student copies of How to Find the Lesson in a Folktale sheet (see Appendix 3.2)

▼ Procedure

Warm Up Gather the class to set the stage for today's learning

We've spent a lot of time thinking about the key elements of a folktale. The lesson, sometimes called a *central message* or *moral*, is perhaps the most important element because it makes a folktale truly different from other stories. Teaching a lesson to the reader or listener is the basic reason that folktales have been created and passed down through generations in cultures all over the world. When we determine the lesson of a tale, we often discover the purpose of creating that tale in the first place.

Teach Model what students need to learn and do

Today we're going to use three steps to help us accurately identify the lesson of the folktales we are reading. These steps are: (1) Identify the main character; (2) notice and describe any change in that character, using text as evidence to support your thinking; (3) ask yourself, "Why did the author

FOLKTA	LES WITH A F	PURPOSE
TITLE	Explains about Nature	Teaches g Life Lesson
Why Mosquitos Buzz in Reople's Ears	Tells why mosquitos buzz and bother people	Lying can cause all kinds of problems
The Ant and the Grasshopper	no	There is a time to Work and a time to play.
Mufaro's Beautiful Daughters	170	No good will come to people who put down others
The Red Dragon	How animals came to look the Way they do today	ho

include this change, and what life lesson does it teach us?" ELL Provide Comprehensible Input—Graphics & Organizers.You can enhance the organizer with pictures and sketches to help ELLs tie visuals to words during the lesson.

As you're talking, jot these three steps down for students to refer back to on a class chart titled How to Find the Lesson in a Folktale (see Appendix 3.2).

Example Chart How to Find the Lesson in a Folktale

1. Who/what is the main character?	
2. Does the character change? If so, how?	
3. Why do you think the author tells us about this change? What life lesson does it teach us?	

Model walking through this process with a folktale that is familiar to the class, such as *Anansi the Spider*. **ELL** Provide Comprehensible Input—Models. Clear modeling will strengthen ELLs' comprehension and capacity to work independently.

Anansi is the main character in this folktale. Let me think about how he changes in this story. At first, Anansi wanted to reward the son who saved him from trouble on his journey. But, he and his sons began to fight over who should get the reward and, in the end, it is decided that no one gets the reward for himself. Why did the author tell us about this change? What life lesson does this teach me? Well, the author definitely wanted to show that doing something kind or brave is not about getting a reward, it's about doing the right thing. I guess the folktale teaches me that although rewards are nice, the real reason to help others is because it is the right thing to do.

Try Guide students to quickly rehearse what they need to learn and do in preparation for practice

Use another folktale that is familiar to the whole class, such as *Why Mosquitoes Buzz in People's Ears.* Ask students to first identify the main character. Then ask them to discuss with a partner how the main character (the mosquito) changes during the folktale, using text as evidence to support their thinking. Last, prompt students to think about what this change can teach us about being human. Guide them to realize that this folktale can teach us that everyone's actions have consequences, that we all make mistakes sometimes, and that it's better to admit to our mistakes than to spend the rest of our lives worrying about them.

Clarify Briefly restate today's teaching objective and explain the practice task(s)

There is a lot of thinking to do when you're reading a folktale. In order to truly understand the purpose of a folktale, we need to be able to identify the lesson it is trying to teach us. While you're reading today, I want you to follow the three steps we practiced to see if you can determine what each folktale can teach us about being human.

Practice Students work independently and/or in small groups to apply today's teaching objective

Students continue to read folktales independently, choosing at least one folktale to practice thinking through these three steps. Give each student a How To Find the Lesson in a Folktale chart, which provides them with space to identify the character and jot down the change they notice in that character while also prompting them to identify what this change teaches them about being human.

Milestone Performance Assessment

How to Find the Lesson in a Folktale



Use this checklist to assess the How to Find the Lesson in a Folktale sheet.

Standards Alignment: RL.3.1, RL.3.2, RL.3.10

	Achieved	Notes
Identify the main character.		
Notice and describe the change in the character.		
Identify author's purpose and lesson.		

Wrap Up Check understanding as you guide students to briefly share what they have learned and produced today

Revisit the chart from Reading Lesson 2 that listed the lessons of various tales. Have students share how they did with finding the lesson in folktales. Then, ask two or three students to share their thinking with the larger group, charting their ideas as you go. Add to the chart as appropriate.

Reading Lesson 5

Teaching Objective

Readers understand that folktales around the world often share lessons.



Close Reading Opportunity

Standards Alignment

RL.3.1, RL.3.2, RL.3.9, RL.3.10, W.3.4, W.3.10, SL.3.1a, SL.3.1b, SL.3.4, SL.3.6, L.3.1, L.3.6

Materials

• Method for student note taking (see Reading Lesson 1 for ideas regarding low-tech and high-tech options for student note taking)

▼ Procedure

Warm Up Gather the class to set the stage for today's learning

We've spent the last few days thinking about the lessons (also known as *messages* or *morals*) that we can learn from the folktales we've been reading. Let's take a look at what we've found out so far.

Spend a moment reviewing the lessons you've added to the chart as a class.

Teach Model what students need to learn and do

Think aloud about any commonalities you notice in your chart so far.

Do you notice anything that these lessons have in common so far? Right away I'm noticing that a lot of these lessons have to do with the importance of hard work. Why do you think many cultures told tales with the exact same message? Hard work must be something that is valued across a variety of cultures.

Begin a list titled "Common Lessons in Folktales." Add "It is important to work hard" to the list.

Try Guide students to quickly rehearse what they need to learn and do in preparation for practice

Now it's time to get the class involved in this type of work. Ask, "What do you notice when looking at our chart of folktale lessons? Are there any similar lessons that span more than one folktale?"

As the conversation unfolds, guide students to make connections across the various texts you've read together. Some common lessons in folktales they may notice center around honesty, modesty, kindness, generosity, self-control, and hard work. Add common lessons to your growing list in the way they are expressed by your students. In addition to stating *what* the lesson is in a story, have students tell *how* the story conveyed the lesson. **ELL** Provide Comprehensible Input—Organizers. Enable Language Production—Reading and Writing. You could provide folktales tied to your ELLs' home countries. Search online for these folktales or involve parents by asking them for folktales they remember from their culture. The graphic will help ELLs see the connections between folktales and they will be able to transfer this work to other folktales.

Clarify Briefly restate today's teaching objective and explain the practice task(s)

By looking across a number of the folktales we've read, we can see some common lessons that are important to cultures around the world. You can get a better understanding of what is important to people in many cultures when you begin to make connections between various folktales.

Practice Students work independently and/or in small groups to apply today's teaching objective

Students will continue to independently read a variety of folktales. (Remember, you can draw from folktales in traditional books as well as those that are reproduced in print or online.) Students will make a connection between the lessons taught in two or more folktales they've read or heard. Provide students with a method for recording their thinking (such as a reader's notebook, index card, exit slip, or digital document). You might have them frame their thoughts with the following prompt and organizer.

Choose two (or more) familiar folktales that have similar lessons. Tell what the common lesson is. Explain how each story teaches that lesson with details from the text.

Graphic Organizer: Common Lessons in Folktales

Tale 1:	
Tale 2:	
Common lesson:	
How Tale 1 taught this lesson:	

Wrap Up Check understanding as you guide students to briefly share what they have learned and produced today

After the independent practice time, students should be ready with their work to share with the class. (SL.3.1a) As selected students share, add their ideas to the list of common lessons in folktales you began at the start of this lesson.

Reading Lesson 6

Teaching Objective

Readers can learn about a culture's clothing, language, traditions, and values by studying their folktales for cultural clues.

Standards Alignment

RL.3.1, RL.3.2, RI.3.10, SL.3.1a-d, SL.3.6, L.3.1, L.3.6



Close Reading Opportunity

Milestone Performance Assessment

Collect student work at the end of your reading block to assess the quality and depth of students' connections between texts. After looking closely at their work, determine if your class needs additional practice with this work as a whole group, in small groups, or individually. **ELL** Assess for Content and Language Understanding—Formative Assessment.

Connecting Common Lessons in Folktales

Use this checklist to assess the Common Lesson in Folktales sheet.

Standards Alignment: RL.3.1, RL.3.2, RL.3.9, RL.3.10, W.3.4, SL.3.1a, SL.3.4

	Achieved	Notes
Connect two folktales with similar lessons.		
Explain how each tale taught the lesson with details from the text.		

Materials

- Chart paper or interactive whiteboard
- Student copies of a T-chart

▼ To the Teacher

This lesson works best when you use a folktale that has already been read aloud to the class. By using a familiar text, you can ensure that children

have already had the opportunity to process the story itself and are now free to delve more deeply. Begin by giving the class a brief recap of the tale and then move into your main teaching for today. You'll notice that we use *How Chipmunk Got His Stripes* in this lesson, but you can certainly use another folktale that was a favorite in your classroom.

Procedure

Warm Up Gather the class to set the stage for today's learning

Remember when we read *How Chipmunk Got His Stripes*? I thought it was a great folktale—definitely one of my favorites from our reading so far. Well, today we're going to look at this folktale from a different angle. Did you know that reading folktales from other countries can teach us a lot about their culture?

Explain to the group that folktales often contain clues about the culture that created the tale. These clues can give students insight into the clothing, language, values, and traditions of a culture. Students will have had an introduction to this concept during Reading Lessons 2 and 3.

Teach Model what students need to learn and do

Turn to the text and model the kind of thinking you would like your students to do when completing this type of work independently. Remember to make your think-alouds purposeful and focused by choosing certain points in the text ahead of time and marking them with a note. You want to model the thinking process rather than just the outcome or answer itself. **ELL** Provide Comprehensible Input—Models. The process of modeling thinking is important for your second language learners because they need the practice of the thinking process as well as the language model in English. They are working twice as hard in the thinking process because they may be thinking in their native language and then translating it into English. This model can be way for them to pick up a language/sentence structure to use during their own process. This will empower students to replicate this process independently with new texts.

As you model thinking aloud to the class, using a simple T-chart to capture your ideas is an excellent way to preserve your work and provides you with an artifact to refer back to down the road. Title your T-chart "What Chipmunk Can Teach Us about Native American Culture." Use one side to record the page number and/or a brief bullet point that summarizes the particular event from that page and the other side to record your thinking about what that event reveals about the culture's clothing, language, tradition, or values. ELL Provide Comprehensible Input—Organizers.

Example Chart What Chipmunk Can Teach Us about Native American Culture

Describe Event or Illustration (page number)	How Is This an Example of Native American Culture?

Here's how your modeling could unfold:

Okay. I remember that Bear kept bragging that he could do anything, even make the sun stop rising. He thought he was better than all the other animals and eventually he ended up feeling pretty embarrassed. So what does that teach me about Native American culture? Well, bragging must be something they do not like, something that feels wrong to them. I guess that teaches me that Native American people value being humble or more modest and not bragging about your strengths. Let me jot that on our chart.

On the right hand side of your T-chart, jot something like "Being humble about your strengths."

It's important that we come back to our text as evidence of our thinking. To do that, I want to find the place in the story where Bear's bragging got him in a bit of trouble, since that is where my idea came from. Here it is on page 14.

Show the page to the class. Now jot the page number and a quick bullet point summarizing that particular event in the story on the left side of your T-chart. Continue with additional examples of cultural clues you can find in the text and illustrations.

Try Guide students to quickly rehearse what they need to learn and do in preparation for practice

Turn to page 22 in the book, highlighting the part where the Chipmunk is scratched by the Bear as he tries to get away (which highlights the importance of not teasing or being unkind to one another in Native American culture). Chart the page number and a few key words that capture the event on this page. Ask your students to turn and talk about what this clue reveals about the culture. Does it help us understand anything about Native American clothing, language, traditions, or values?

While students talk in partnerships, listen in on two or three conversations, supporting students' talk. Jot down a moment or snippet of conversation that you would like to share with the class. As you bring the group back together, share and add the interesting work you overheard to the chart.

Clarify Briefly restate today's teaching objective and explain the practice task(s)

Provide each child with a simple T-chart and a clear idea of their work for the day.

Students, today we've been looking at folktales from a new angle to see what they can reveal about a different culture. As you are reading today, I want you to jot down your thinking, paying careful attention to what clues your

Reading Lesson 7

Teaching Objective



Readers make deeper connections to folktales by building their background knowledge of the culture that created the folktale.

Close Reading Opportunity

Standards Alignment

RI.3.1, RI.3.2, RI.3.10, RL.3.1, RL.3.2, RL.3.10, SL.3.1a-d, SL.3.6, L.3.1, L.3.6

Materials

- Informational Texts on Cultural Values (see Appendix 3.12)
- *Why Mosquitoes Buzz in People's Ears* by Verna Aardema (West Africa)
- *How Chipmunk Got His Stripes* by Joseph Bruchac and James Bruchac (Native American)

reading reveals about a culture's clothing, language, traditions, or values. Be prepared to share your thinking when we gather together at the end of our reading time.

Practice Students work independently and/or in small groups to apply today's teaching objective

Students read and record thinking about what they have learned about the culture from which the tale originated.

Wrap Up Check understanding as you guide students to briefly share what they have learned and produced today

Ask students, "How did today's work change the way that you read folktales? What do you think you learned about the culture of the tale you were reading?" Have some students share. Close by explaining that wise readers know that we can use the clues we find in folktales to discover other cultures and what is important to them.

▼ To the Teacher

This lesson represents a departure from reading folktales and instead highlights the reading of short informational texts. Students will be asking and answering questions (e.g., What were the values of the Native American people when this tale was told? What was important to the people of Africa when this tale was told?) about the cultures from which folktales originate. Using the short informational texts provided in Appendix 3.12, students will read the text to find the answers to their questions. Finally, students will use this information to make deeper connections between specific folktales and the cultures they represent.

Procedure

Warm Up Gather the class to set the stage for today's learning

We've spent a lot of time looking closely at our folktales to see what clues they include about the cultures they represent. For example, we decided that *How Chipmunk Got His Stripes* taught us that being humble must be important to

Native American people. We learned that folktales are full of clues about the clothing, language, traditions, and values of other cultures.

Teach Model what students need to learn and do

Today, we're going to take our learning one step further by investigating the culture represented in our folktales. We're going to take a look at some short informational texts and see if we can discover some new connections to our folktales.

In Appendix 3.12, you will find short informational texts that highlight the cultures of West Africans and Native Americans. These pieces align nicely with the following folktales; however, you can certainly substitute other folktales that originate from these cultures:

- Why Mosquitoes Buzz in People's Ears by Verna Aardema (West Africa)
- *How Chipmunk Got His Stripes* by Joseph Bruchac and James Bruchac (Native American)

Using the short informational text about Native Americans, model reading the short article using the headers to locate relevant information and make connections back to the folktale. **ELL Provide Comprehensible** Input—Models. Here is how your modeling could unfold:

I really enjoyed reading *How Chipmunk Got His Stripes*. That folktale originated with the Native American people, so I'm going to do some more informational reading about Native American culture.

Display an enlarged version of the informational text on Native American people provided in Appendix 3.12.

Read aloud up to the section about the importance of respect to the Native American people.

I learned here that the Native American people have respect for *all* people. Yes, that makes sense, because in *How Chipmunk Got His Stripes*, we noticed how both the main characters, the Bear and the Chipmunk, were punished for being unkind to one another. They certainly weren't acting very respectful and it got them both into trouble.

Try Guide students to quickly rehearse what they need to learn and do in preparation for practice

Let's give this a try together. I'm going to read this next section about the importance of nature to the Native American people. While I'm reading, I want

you to see if you can make any connections back to our folktale. When you have an idea to share, put your thumb on your knee.

When students indicate that they are ready, solicit several suggestions from the group. Guide the class in creating a connection between the significance of nature to the Native American people and the importance of nature (the sun rising, using animals as characters) in the folktale.

Clarify Briefly restate today's teaching objective and explain the practice task(s)

Today we investigated the culture represented by one of our favorite folktales to help deepen our understanding of that tale. We practiced reading an informational text about a culture and making connections between our learning and our reading. In partners, I want you to read an African folktale, read about the culture represented in your folktale, and use what you learn in the informational text to help you make more connections. Be ready to share your thinking! (SL.3.1a)

Practice Students work independently and/or in small groups to apply today's teaching objective

In partnerships, students read an African folktale. Together, they navigate the short informational text and use this information to make additional or deeper connections to the reading of their folktale. Use the following questions to guide the students' exploration.

- What did you learn about the _____ culture?
- How did you connect your learning back to the folktale you were studying?
- How did learning about the culture help you to better understand the folktale?

Wrap Up Check understanding as you guide students to briefly share what they have learned and produced today



Reading Lesson 8

▼ Teaching Objective

Readers can take notes to become effective oral storytellers.

Standards Alignment

RL.3.2, RL.3.5, RL.3.10, W.3.4, W.3.8, W.3.10, SL.3.1a–d, SL.3.6, L.3.1, L.3.6

Materials

- Student copies of the Oral Storytelling Notes sheet (see Appendix 3.13)
- The Lion and the Mouse or another short folktale

▼ Procedure

Warm Up Gather the class to set the stage for today's learning

We started our thinking about folktales by listening to folktales as they were told aloud. One of the most unique and interesting facts about folktales is that they've been passed down from generation to generation through oral storytelling. Listening to a story being told is a much different experience than reading a story quietly in your head, wouldn't you agree?

Teach Model what students need to learn and do

Today you're going to choose one of your favorite folktales and get ready to become an oral storyteller. I think it's going to be a lot of fun, but we also need to get prepared. I want to show you how we can get ourselves ready to be effective oral storytellers with a few quick notes.

Choose a familiar (and short) folktale to model, such as *The Lion and the Mouse*. Using the Oral Storytelling Notes sheet, model taking brief notes on a couple of the most basic elements of the folktale—the characters and the setting. **ELL** Provide Comprehensible Input—Models. If ELLs are new to the language, consider having them jot notes in their native language; you can then help them translate their thinking through an informal interview, translation site, or bilingual student partner.

Notice how I'm just jotting a few brief notes and not copying the words straight out of the folktale. I want to make sure I include these really important parts of the story, but also leave room to get creative with my storytelling. Remember, we're not just reading the story out loud.

Try Guide students to quickly rehearse what they need to learn and do in preparation for practice

Let's practice taking some more notes on this folktale together. Help me figure out and jot a few brief notes on the problem, some important events, the solution, and the lesson in this folktale.

Work with the class to identify these remaining elements and add them to your note-taking sheet. Think aloud about the brevity of your notes, driving home the point that students should not be copying from their folktale verbatim.

Clarify Briefly restate today's teaching objective and explain the practice task(s)

Oral storytelling is the traditional way to share a folktale. In order to be an effective oral storyteller, we're creating a few notes on our favorite folktale to get prepared. These notes include the characters, the setting, the problem, the solution, and the lesson. Today I want you to use this Oral Storytelling Notes sheet to help you get prepared.

Practice Students work independently and/or in small groups to apply today's teaching objective

Students will choose a folktale to retell orally. Using the Oral Storytelling Notes sheet as a guide, students will prepare brief notes to guide their oral storytelling.

Wrap Up Check understanding as you guide students to briefly share what they have learned and produced today

Select and show a video of another short folktale, such as *The Boy Who Cried Wolf*, which is widely available on DVD as well as on YouTube. Have students listen for the same standard elements—how does the storyteller describe (1) strong characters, (2) simple setting, (3) magic or fantasy, (4) a problem that gets solved, (5) cultural clues, and (6) the message, lesson, or explanation?

Reading Lesson 9

Teaching Objective

Readers understand that oral storytelling sounds different than reading aloud.

▼ Standards Alignment RL.3.2, RL.3.10, SL.3.1a-d, SL.3.3, SL.3.4, SL.3.5, SL.3.6, L.3.1, L.3.6

Materials

• See high-tech and low-tech performance suggestions in To the Teacher and gather materials accordingly

▼ To the Teacher

It is time for your students to perform their folktales! These performances can take a variety of forms. Choose the situation that best suits your needs and resources. The qualities of effective oral storytelling are similar, but not identical, to the qualities of effective read-alouds (Writing Lesson 9). Help children become aware of the similarities and differences as they practice each skill set.

Goal	Low-Tech	High-Tech	
Students perform an oral storytelling of their favorite folktale.	Students can perform their folktale for a small group of students or in front of the entire class. Students can invite	Student performances can be recorded and shared online on a class website or private YouTube channel.	
	friends to join the class for an afternoon of oral storytelling.	Student performances can be recorded and uploaded to a	
	Students can perform their folktales for a group of younger students in another class.	student blog.	

Procedure

Warm Up Gather the class to set the stage for today's learning

Use your notes for *The Lion and the Mouse* to do an oral storytelling of this folktale. Be sure to include dramatic body language, bold facial expressions, and expressive voices for each character.

Teach Model what students need to learn and do

What did you all think of my oral storytelling? How was listening to me as an oral storyteller different from listening to me simply read a folktale out loud?

As the discussion unfolds, guide students to notice your body language, facial expressions, and varied voices.

When you're an oral storyteller, it's important to capture the audience's attention by remembering these tips:

- Speak loudly and clearly
- Don't speak too fast
- Use strong body language
- Change your facial expression to match the mood
- Use different voices for each character
- Speak in clear sentences with details for the listener

Try Guide students to quickly rehearse what they need to learn and do in preparation for practice

Let's play with *The Lion and the Mouse* a little bit more. Use my notes to help tell this folktale to your partner. I want you to try using strong body language, bold facial expressions, and different voices. Let one partner tell the story first and then switch. **ELL** Enable Language Production— Increasing Interaction. You can partner ELLs with partners who speak their native language to increase transfer between languages. You could also group in triads of one ELL, one partner who speaks English and the ELL's native language, and one partner who speaks only English. This offers many models of language. As students begin retelling this folktale to one another, walk around and listen in. Are students varying their voices? Speaking in clear sentences? Using bold facial expressions and body language? (SL.3.4, SL.3.5, SL.3.6)

Clarify Briefly restate today's teaching objective and explain the practice task(s)

Reading a story out loud to a friend is different from being an oral storyteller. When oral storytellers tell a story, they work hard to capture the listener's interest by using strong body language, incorporating bold facial expressions that match the changing mood of the folktale, and using voices for the various characters. When you practice telling your folktale to your partner today, I want you to be working on and listening for these things.

Practice Students work independently and/or in small groups to apply today's teaching objective

Students perform an oral storytelling of their chosen folktale using their notes as a guide. Depending on the format for your performances, this lesson could take several days.

Wrap Up Check understanding as you guide students to briefly share what they have learned and produced today

Spend a few moments celebrating and highlighting students' favorite moments from their friends' performances.



Milestone Performance Assessment

Use the accompanying Milestone Performance Assessment to assess and coach student progress with speaking as they present their stories. (SL.3.3, SL.3.4, SL.3.5) Let this information help you determine if your class needs additional practice with this work as a whole group, in small groups, or individually.

Oral Storytelling Experience

Use this checklist to assess student oral storytelling. Standards Alignment: RL.3.2, SL.3.1a, SL.3.1b, SL.3.4, SL.3.5

	Achieved	Notes
Speak loudly and clearly.		
Speak at an appropriate pace.		
Use strong body language.		
Change facial expression to match the mood.		
Use different voices for each character.		
Use complete sentences as appropriate.		

Reading Lesson 10

▼ Teaching Objective Readers reflect on core questions.

▼ Standards Alignment RL.3.2, RL.3.10, W.3.4, W.3.10, SL.3.1a, SL.3.1b, SL.3.6, L.3.1, L.3.6

Materials

- Chart paper or an interactive whiteboard
- Method for students to create a written reflection

▼ To the Teacher

Reflection is a crucial element to this work. It provides students with the necessary time to think about and articulate their own learning as well as develop and express their identity as readers and writers.

Procedure

Warm Up Gather the class to set the stage for today's learning

I think we have learned a lot about folktales over the last few weeks! I want to compliment you on the good work you have done with folktales so far in the lesson set.

Teach Model what students need to learn and do

Today I want us to take some time to reflect on everything we've done together around folktales. One thing we worked very hard on as a group was defining a folktale. It was messy work, but we did a great job! We thought a lot about what really makes a folktale a folktale and how it is different from other kinds of stories. Now that we've finished this work, how would you answer this question: What is a folktale?

Lead the class in a discussion around this question. As the discussion unfolds, begin to craft a shared response to the question. Provide Comprehensible Input—Models. Modeling a crafted response offers a mentor response for ELLs to refer to when they need to craft their own response. You may want to offer further sentence structures based on the level of their English proficiency. You could write them on index cards scaffolded according to their language need. Ideally, your class response should include the key elements of folktales as well as some mention of common themes. However, this is truly a moment for you to assess the understanding of your class as a whole group.

Try Guide students to quickly rehearse what they need to learn and do in preparation for practice

Read over the shared response to the question "What is a folktale?" Indicate how the response illustrates the class' new understanding as well as gives concrete examples.

Now I want you to give this type of reflection a try. I'd like you to write a written response to these two questions: What is the purpose of folktales? What can we learn about a culture or group of people by reading and studying traditional stories from that culture?

Post these questions in a central location for students to refer back to as they work.

Goal	Low-Tech	High-Tech
Students craft a written response to two reflection questions.	Students answer the questions using pencil and paper and share their responses orally. You could choose key snippets of conversation to create a reflection bulletin board.	Students draft a response in a Word document, practicing their keyboarding skills. They can share this document with you via email or by dragging it into a shared folder on Dropbox. Students can post their reflections to a class blog to share with their peers. As homework, students could comment thoughfully on the reflections of two or more of their classmates.

Clarify Briefly restate today's teaching objective and explain the practice task(s)

It's important to take some time to reflect on your learning every once in awhile. This helps make what you learn stay in your brain so you can use it later! Today, you are going to write a response to two core questions:

- What is a folktale?
- How can folktales help us learn about other cultures?

Remember to use specific examples of folktales in your answer to make it stronger.

Practice Students work independently and/or in small groups to apply today's teaching objective

Students individually craft responses to the two core questions posed. ELL Enable Language Production—Reading and Writing. This is the opportunity for your ELLs to refer back to the modeled group response as well as their individualized index cards with sentence structures if needed.

Wrap Up Check understanding as you guide students to briefly share what they have learned and produced today

After students have had sufficient time to complete their responses, call the class together to share their ideas. Lead a discussion centered on these questions. Make sure students use details from the tales they have read to support their thinking.

Milestone Performance Assessment

Collect student work to assess their understanding of the folktale genre. Let this information help you determine if your class needs additional practice with this work as a whole group, in small groups, or individually.

Core Questions Reflection



Use this checklist to assess responses to the core questions. Standards Alignment: W.3.4, RL.3.2

AchievedNotesDefine a folktale.Explain how folktales
help teach us about
other cultures.Use specific
examples from one
or more stories to
support answer.

