

Kings and Queens

Tell It Again!™ Read-Aloud Anthology

Core Knowledge Language Arts® • Listening & Learning™ Strand



Core Knowledge®

KINDERGARTEN





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Core Knowledge Language Arts®



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Alignment Chart for Kings and Queens

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Kings and Queens

	Lesson							
	1	2	3	4	5	6	7	8
Core Content Objectives								
Describe what a king or queen does	✓							
Identify and describe royal objects associated with a king or queen	✓							
Indicate that kings and queens still exist today, but that there were many more kings and queens long ago	✓							
Describe a royal family		✓						
Identify important factors (children, partnerships, arranged marriages) that ensured a royal family's success		✓						
Describe that kings usually possess gold and other treasures			✓		✓			
Discuss the difference between valuing relationships with people and valuing wealth			✓					
Describe the behaviors that reinforce that kings and queens are royal				✓	✓	✓		
Recite "Old King Cole"				✓				
Recite "Sing a Song of Sixpence"					✓			
Describe the characters, settings, and plots in fiction read-alouds			✓			✓	✓	✓
Demonstrate familiarity with a given story or poem			✓	✓	✓	✓	✓	✓

Alignment Chart for Kings and Queens

Lesson

		1	2	3	4	5	6	7	8
Reading Standards for Literature: Kindergarten									
Key Ideas and Details									
STD RL.K.1	With prompting and support, ask and answer questions about key details in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a fiction read-aloud			✓	✓	✓	✓	✓	✓
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships			✓	✓	✓	✓	✓	✓
STD RL.K.2	With prompting and support, retell familiar stories, including key details.								
CKLA Goal(s)	With prompting and support, retell or dramatize fiction read-alouds, including key details			✓				✓	✓
STD RL.K.3	With prompting and support, identify characters, settings, and major events in a story.								
CKLA Goal(s)	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud			✓	✓	✓	✓	✓	✓
Craft and Structure									
STD RL.K.4	Ask and answer questions about unknown words in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in fiction read-alouds and discussions			✓	✓	✓	✓	✓	✓
STD RL.K.5	Recognize common types of texts (e.g., storybooks, poems).								
CKLA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems			✓	✓	✓	✓	✓	✓
STD RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.								
CKLA Goal(s)	With prompting and support, describe the role of an author and illustrator in a fiction text				✓				

Alignment Chart for Kings and Queens

Lesson

		1	2	3	4	5	6	7	8
Integration of Knowledge and Ideas									
STD RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).								
CKLA Goal(s)	With prompting and support, describe illustrations from a fiction read-aloud, using the illustrations to check and support comprehension of the read aloud			✓	✓	✓	✓	✓	✓
Range of Reading and Level of Text Complexity									
STD RL.K.10	Actively engage in group reading activities with purpose and understanding.								
CKLA Goal(s)	Actively engage in fiction read-alouds			✓	✓	✓	✓	✓	✓
Reading Standards for Informational Text: Kindergarten									
Key Ideas and Details									
STD RI.K.1	With prompting and support, ask and answer questions about key details in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud	✓	✓						
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	✓	✓						
STD RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.								
CKLA Goal(s)	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud		✓						
Craft and Structure									
STD RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions	✓	✓						

Alignment Chart for Kings and Queens

Lesson

1	2	3	4	5	6	7	8
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Integration of Knowledge and Ideas

STD RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).								
CKLA Goal(s)	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud	✓	✓						
STD RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.								
CKLA Goal(s)	With prompting and support, identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud		✓						

Range of Reading and Level of Text Complexity

STD RI.K.10	Actively engage in group reading activities with purpose and understanding.								
CKLA Goal(s)	Actively engage in nonfiction/informational read-alouds	✓	✓						

Writing Standards: Kindergarten

Text Types and Purposes

STD W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.								
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details	✓	✓						
STD W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.								
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions		✓						

Alignment Chart for Kings and Queens

Lesson

1	2	3	4	5	6	7	8
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Speaking and Listening Standards: Kindergarten

Comprehension and Collaboration

STD SL.K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups								
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).								
CKLA Goal(s)	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.								
STD SL.K.1b	Continue a conversation through multiple exchanges.								
CKLA Goal(s)	Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age								
STD SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.								
CKLA Goal(s)	Ask and answer questions to clarify information in a fiction or nonfiction/ informational read-aloud								

Presentation of Knowledge and Ideas

STD SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.								
CKLA Goal(s)	Add drawings or other visual displays to descriptions as desired to provide additional detail								
STD SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.								
CKLA Goal(s)	Speak audibly and express thoughts, feelings, and ideas clearly								

Language Standards: Kindergarten

Conventions of Standard English

STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.								
STD L.K.1b	Use frequently occurring nouns and verbs.								
CKLA Goal(s)	Use frequently occurring nouns and verbs in oral language								

Alignment Chart for Kings and Queens

Lesson

		1	2	3	4	5	6	7	8
STD L.K.1f	Produce and expand complete sentences in shared language								
CKLA Goal(s)	Answer questions orally in complete sentences				✓				
	Produce and expand complete sentences in shared language				✓				
Vocabulary Acquisition and Use									
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.								
STD L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).								
CKLA Goal(s)	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>)	✓						✓	
STD L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.								
STD L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).								
CKLA Goal(s)	Demonstrate understanding of a word by relating it to its opposite		✓		✓				
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).								
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>)				✓				
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.								
CKLA Goal(s)	Use words and phrases acquired through conversations, being read to, and responding to texts				✓				
Additional CKLA Goals									
	Prior to listening to a nonfiction/informational read-aloud, identify orally what they know and/or have learned about a given topic	✓	✓	✓					
	Prior to listening to a fiction read-aloud, identify orally what they know and/or have learned about a given topic				✓	✓			
	Listen to a variety of texts, including nonfiction/informational text	✓	✓						
	Explain which elements of a given story are fantasy			✓			✓	✓	✓

Alignment Chart for Kings and Queens

Lesson

	1	2	3	4	5	6	7	8
Evaluate and select stories, poems, and read-alouds on the basis of personal choice for rereading				✓	✓			
Discuss personal responses to read-alouds and connect those to experiences characters have in the read-alouds						✓	✓	



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Kings and Queens

This introduction includes the necessary background information to be used in teaching the *Kings and Queens* domain. The *Tell It Again! Read-Aloud Anthology for Kings and Queens* contains nine daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of fifty minutes.

This domain includes a Pausing Point following Lesson 5, after background information and nursery rhymes about kings and queens have been introduced. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than twelve days total on this domain.**

Week One				
Day 1	Day 2	Day 3	Day 4	Day 5
Lesson 1A: "What Are Kings and Queens?" (35 min.)	Lesson 2A: "The Royal Family" (35 min.)	Lesson 3A: "King Midas and the Golden Touch" (35 min.)	Lesson 4A: "Old King Cole" (35 min.)	Lesson 5A: "Sing a Song of Sixpence" (35 min.)
Lesson 1B: Extensions (15 min.)	Lesson 2B: Extensions (15 min.)	Lesson 3B: Extensions (15 min.)	Lesson 4B: Extensions (15 min.)	Lesson 5B: Extensions (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Two				
Day 6	Day 7	Day 8	Day 9	Day 10
Pausing Point (35 min.)	Lesson 6A: "The Princess and the Pea" (35 min.)	Lesson 7A: "Cinderella" (35 min.)	Lesson 8A: "Snow White and the Seven Dwarfs" (35 min.)	Domain Review
Pausing Point (15 min.)	Lesson 6B: Extensions (15 min.)	Lesson 7B: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)	
50 min.	50 min.	50 min.	50 min.	50 min.

Week Three	
Day 11	Day 12
Domain Assessment (35 min.)	Culminating Activities (35 min.)
Domain Assessment (15 min.)	Culminating Activities (15 min.)
50 min.	50 min.

⑩ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for *Kings and Queens*
- *Tell It Again! Image Cards* for *Kings and Queens*
- *Tell It Again! Supplemental Guide* for *Kings and Queens*
- *Tell It Again! Multiple Meaning Word Posters* for *Kings and Queens*

Recommended Resource:

- *Core Knowledge Kindergarten Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517694

Why Kings and Queens Are Important

In the *Kings and Queens* domain, students will listen to read-alouds about kings and queens and royal families. Both the fiction and nonfiction selections will build students' understanding of the responsibilities, lifestyle, and customs associated with royalty throughout history. Many of the fictional rhymes, poems, and stories in this domain are classic, well-loved tales, including *King Midas and the Golden Touch*, *The Princess and the Pea*, *Cinderella*, and *Snow White and the Seven Dwarfs*.

Please be aware that although these stories are classic tales, some of the content may be unsettling for students. Preview all read-alouds and lessons in this domain before presenting them to student and feel free to substitute a trade book from the list of recommended trade books if you feel doing so would be

more appropriate for your students. As you read, use the same strategies that you have been using when reading the read-aloud selections in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book, lead students in a discussion as to how the story or information in the book relates to the read-alouds in this domain.

In addition to the selections in this particular domain, students will also meet various kings and queens in the context of other read-alouds in the Core Knowledge Language Arts Kindergarten materials. Students will hear the read-alouds from *Kings and Queens* first, followed by those in the *Columbus and the Pilgrims* domain. This will provide them a rich contextual background for even greater understanding of the read-alouds in the *Colonial Towns and Townspeople* domain, which describe life in colonial America. Over the course of these domains, students will begin to acquire a critical foundation for understanding different forms of government and specific historical events, such as the American Revolution, which they will encounter in later grades.

Core Vocabulary for Kings and Queens

The following list contains all of the core vocabulary words in *Kings and Queens* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

kingdom
royal
rules
servants

Lesson 2

advantages
crown prince
disadvantages
prosperity
reign

Lesson 3

fond
gazed
satisfied
spoiled
treasures

Lesson 4

bowl
fiddlers
merry
soul

Lesson 5

dainty
maid
pecked

Lesson 6

delicate
graceful
howled

Lesson 7

cinders
hearth
merriment
stumbled
tattered

Lesson 8

fairest
peddler
pity
rage
stomped

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology for Kings and Queens*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: ⑩. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology for Kings and Queens*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Resources for Kings and Queens

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the and Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *Amazing Grace*, by Mary Hoffman. Illustrated by Caroline Binch (Reading Rainbow Books, 1991) ISBN 978-0803710405
2. *Cinder Edna*, by Ellen Jackson. Illustrated by Kevin O'Malley (HarperCollin, 1998) ISBN 978-0688162955
3. *Cinderella*, by Charles Perrault. Illustrated by Loek Koopmans. Translated by Anthea Bell (North-South Books, 2002) ISBN 978-0735814868

4. *Kate Middleton: Real-Life Princess*, by Sarah Tieck (ABDO Publishing Company, 2011) ISBN 978-1617830204
5. *King Bidgood's in the Bathtub*, by Audrey and Don Wood (Harcourt Children's Books, 1985) ISBN 978-0152427306
6. *King Midas and the Golden Touch*, by Charlotte Craft. Illustrated by K.Y. Craft (HarperCollins, 2003) ISBN 978-0060540630
7. *The King Who Rained*, by Fred Gwynne (Aladdin, 1988) ISBN 978-0671667443
8. *The Kite Princess*, by Juliet Clare Bell. Illustrated by Laura-Kate Chapman (Barefoot Books, 2012) ISBN 978-1846868306
9. *Max and Ruby's Midas*, by Rosemary Wells (Puffin, 2003) ISBN 978-0142500668
10. *Midnight: A Cinderella Alphabet*, by Stephanie Perkal. Illustrated by Spencer Alston Bartsch (Shen's Books & Supplies, 1997) ISBN 978-1885008053
11. *Mother Goose Remembers*, by Clare Beaton (Barefoot Books, 2006) ISBN 978-1846860034
12. *Prince Cinders*, by Babette Cole (Puffin, 1997) ISBN 978-0698115545
13. *Princess Grace*, by Mary Hoffman. Illustrated by Cornelius Van Wright and Ying-Hwa Hu (Dial, 1992) ISBN 978-0803732605
14. *The Princess and the Pea*, by Rachel Isadora (Puffin, 2009) ISBN 978-0142413937
15. *The Princess and the Pig*, by Jonathan Emmett. Illustrated by Poly Bernatene (Walker Childrens, 2011) ISBN 978-0802723345
16. *Prince William: Real-Life Prince*, by Sarah Tieck (ABDO Publishing Company, 2011) ISBN 978-1617830228
17. *The Queen's Knickers*, by Nicholas Allan (Transworld Publishers, 2001) ISBN 978-0099413141
18. *Rapunzel*, by Rachel Isadora (Putnam Juvenile, 2008) ISBN 978-0399247729

19. *The Rough-Face Girl*, by Rafe Martin (Puffin, 1998) ISBN 978-0698116269
20. *The Royal Treasure Measure*, by Trudy Harris. Illustrated by Ivica Stevanovic (Lerner Publishing Company, 2012) ISBN 978-0761368069
21. *Snow White and the Seven Dwarfs*, by Jacob and Wilhelm Grimm. Illustrated by Nancy Ekholm Burkert. Translated by Randall Jarrell (Square Fish, 1987) ISBN 978-0374468682
22. *Snow White in New York*, by Fiona French (Oxford University Press, USA, 1990) ISBN 978-0192722102
23. *Tea for Ruby*, by Sarah Ferguson, the Duchess of York. Illustrated by Robin Preiss Glasser (Simon & Schuster/Paula Wiseman Books, 2012) ISBN 978-1416954200
24. *The Twelve Dancing Princesses*, by Rachel Isadora (Puffin, 2009) ISBN 978-0142414507

Websites and Other Resources

Teacher Resources

1. **Royal Symbols**
<http://www.monarchist.org.uk/symbols-of-monarchy.html>
2. **The Midas Touch**
<http://www.mythweb.com/today/today04.html>



What Are Kings and Queens?

1

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe what a king or queen does
- ✓ Identify and describe royal objects associated with a king or queen
- ✓ Indicate that kings and queens still exist today, but that there were many more kings and queens long ago

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recall facts from “What Are Kings and Queens?” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RI.K.1)
- ✓ Interpret information to answer questions and express opinions about “What Are Kings and Queens?,” with prompting and support (RI.K.1)
- ✓ With prompting and support, define and use new words, such as *royal*, from the read-aloud and the discussion about “What Are Kings and Queens?” (RI.K.4)
- ✓ With prompting and support, describe an illustration of King Richard II in “What are Kings and Queens?,” using the illustration to check and support comprehension of the read-aloud (RI.K.7)

- ✓ Actively engage in the nonfiction/informational read-aloud “What Are Kings and Queens?” (RI.K.10)
- ✓ Create a drawing of a king or queen using information from the read-aloud “What Are Kings and Queens?” (W.K.2)
- ✓ Create a drawing with sufficient detail of a king or queen with their royal belongings (SL.K.5)
- ✓ Identify multiple meanings of *rule* and use them in appropriate contexts (L.K.4a)
- ✓ Prior to listening to “What Are Kings and Queens?,” identify orally what they already know about kings and queens
- ✓ Listen to a variety of texts, including nonfiction/informational text such as “What Are Kings and Queens?”

Core Vocabulary

kingdom, n. A place ruled or governed by a king or queen

Example: King Eduardo ruled his kingdom with kindness and fairness.

Variation(s): kingdoms

royal, adj. Anything belonging to a king or queen or other members of their family, such as a prince or princess

Example: The throne is a royal throne because it belongs to the queen.

Variation(s): none

rules, v. Leads and makes decisions

Example: My mom rules our family; I am not allowed to go outside unless she says it is okay.

Variation(s): rule, ruled, ruling

servants, n. Men or women who are hired and paid to do things that the master of a home or a king or queen do not want to do

Example: Kings and queens had many servants who did all of their unpleasant chores for them.

Variation(s): servant

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Domain Introduction		10
	Where Are We?	world map	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	What Are Kings and Queens?	world map	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Royal		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Rules	Poster 1M: Rules	15
	Drawing the Read-Aloud	drawing paper, drawing tools	
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-1 and 1B-2	*



What Are Kings and Queens?

1A

Introducing the Read-Aloud

10 minutes

Domain Introduction

Tell students that just like the teacher is the leader of the classroom and the president is the leader of our country, the United States, some countries in the world have leaders called kings and queens. Kings and queens are different leaders from teachers or presidents because they are born into special families called royal families. A king is a man from a royal family who is the leader of a country, while a queen is a woman from a royal family who is the leader of a country. Their children are called princes and princesses, and they will one day grow up to become kings and queens. Kings and queens and their royal families live quite differently than other people do.

Where Are We?

Share with students that many different countries in the world have been ruled by kings and queens. Show students a world map or globe. First show students the United States of America, where they live, and then point out the continent of Europe, specifically the countries of France and England. Tell students to listen carefully to learn more about several kings and queens from Europe.

Purpose for Listening

Tell students that they are going to hear a read-aloud about different European kings and queens from long, long ago, about the places they lived, and all the different royal things that belonged to them.



What Are Kings and Queens?

← Show image 1A-1: Palace

- 1 What do you think a building like this might be used for?
- 2 [Point to the country of France on a map.]
- 3 A king or queen leads and makes decisions about a particular area of land and the people who live there. The word *rules* can have other meanings. The word *rules* also means directions for how to do something.

Look at this fancy building.¹ Can you believe that this was actually someone’s house? Well, it’s not just any house. It’s a palace. This palace used to belong to a queen of France.² What do you think it’s like inside? It must be nice if it were built for a queen—in fact, this palace has 440 rooms inside! As the leaders of their countries, kings and queens often had the biggest and best homes in the land, known as palaces or castles.

As the leader, the queen or king **rules** a particular area of land and the people who live there.³ This area of land is called a **kingdom**. There used to be many, many kingdoms in the world. Today, however, there are not as many kingdoms or kings and queens as there used to be.



← Show image 1A-2: King Richard II⁴

- 4 Tell me about this picture. Who do you think this person might be?
- 5 [Point to the country of England on a map.]

“It’s good to be king.” That’s an old saying, and if you look at this king—whose name was King Richard II of England—you begin to get the idea of why this saying holds true.⁵ If you walked into a palace in England three hundred years ago and saw this person, you wouldn’t have any trouble guessing he was king.

As the most important and powerful people in their kingdoms, kings and queens always got the best of everything: the best houses, the best clothing, and the best food. Kings did not have to say, “please” and “thank you.” They didn’t even have to dress themselves—they had **servants**⁶ to do that for them. Pretty much everything a king or queen used, touched, or owned was called **royal**.⁷ The soft, fluffy robes King Richard II wore were the royal robes. The cup he drank from was called the royal cup. And if it was royal, that meant that only the king, queen, or someone in the royal family—such as his daughter (the princess) or his son (the prince)—was allowed to use it.

- 6 Servants are the men and women who take care of the things the king does not want to do.
- 7 If something is royal, it belongs to a king or queen.

8 [Point to the scepter and orb in the illustration.]

9 A symbol is something that represents or stands for something else. When people saw the king's crown, they knew that the person who wore it was powerful and important.



← **Show image 1A-3: Crown**

King Richard II is holding two things in this picture. In one hand he is holding the royal orb and in the other he is holding the royal scepter.⁸ These were ceremonial objects, or things that the king wore or held just to remind people who was in charge.

That hat he's wearing is called a crown, which is no ordinary hat. Crowns were usually made out of some kind of precious metal, like gold or silver, and decorated with fancy jewels, like rubies and emeralds and sapphires. These jewels were called the crown jewels. Like the scepter and the orb, the crown was an important symbol of the king's power.⁹

Here's a close-up picture of a crown. It's made of gold and loaded with fancy pearls and other jewels. A hat like this would not be good for keeping the sun out of your eyes, and it wouldn't be very good at keeping your head warm, but if you were wearing it, it meant that you were the king or queen, the ruler of a kingdom.



← **Show image 1A-4: Charlemagne**

A few hundred years ago, it would have been nice to be a king or queen ruling your very own kingdom, making all the rules and laws that people had to follow, but it would have also been very difficult. Kings and queens had big responsibilities. Every day, people came to them to ask for money or advice, and every day they had to make important decisions about things that were happening in the kingdom.

A famous king named Charlemagne (*SHAR-la-main*) was so important that an artist made a stained glass window with his image. Look at his fancy chair. The king's chair was called a throne and, as you might imagine, only the king was allowed to sit there. His throne was raised up on a platform so he would appear tall and important, even when he was sitting down.

What's that in his hand? Charlemagne is holding a sword and an orb to remind people that he is the king. Over the next couple of weeks, you will learn more about kingdoms, kings, queens, and everything having to do with royalty.

Comprehension Questions

10 minutes

If students have difficulty responding to the questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, acknowledge correct responses by expanding students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What is a king? (A king is the male ruler of a kingdom.) What does a king do? (A king rules over a land and the people who live there.)
2. *Literal* What is a queen? (A queen is the female ruler of a kingdom.) What does a queen do? (A queen also rules over a land and the people who live there.)
3. *Literal* What is a kingdom? (A kingdom is the area of land ruled by a king or queen.)
4. *Literal* What is a palace? (A palace is the home of a king or queen and their family.)



← Show image 1A-2: Richard II



← Show image 1A-4: Charlemagne

5. *Inferential* Tell me about what you see in these pictures. [If students are not able to name and talk about the throne, crown, orb, and sword, name each item and then ask a student to point to the correct object.]
6. *Inferential* Are there still kings and queens today? (Yes, there are still kings and queens today, but not as many as long ago.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and

discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* What do you think you would like about being a king or queen? What do you think you would dislike? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Royal

5 minutes

1. In the read-aloud you heard, "Pretty much everything that a king or queen used, touched, or owned was called *royal*."
2. Say the word *royal* with me.
3. *Royal* describes anything that belonged to a king or queen.
4. The queen's jewels are her royal jewels because the jewels belong to the queen.
5. Tell about something else that might be royal. Try to use the word *royal* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "The king's _____ is royal because . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name some things belonging to a certain person. If the thing belongs to a king or queen or their family, say, "_____ is royal." If not, say, "_____ is not royal." Remember to answer in complete sentences.

1. the king's throne (The king's throne is royal.)
2. my sister's coat (My sister's coat is not royal.)
3. the queen's crown (The queen's crown is royal.)
4. the prince's dog (The prince's dog is royal.)
5. my cousin's necklace (My cousin's necklace is not royal.)



Complete Remainder of the Lesson Later in the Day



What Are Kings and Queens?

1B

Extensions

15 minutes

↔ Multiple Meaning Word Activity: Rules

Sentence in Context

1. [Show Poster 1M: Rules.] In the read-aloud you heard, “As the leader, the queen or king *rules* over a particular area of land and the people who live there.” Here, *rules* means leads and makes decisions. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
2. *Rules* can also mean other things. *Rules* can mean directions for how to do something, like play a game. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
3. Now with your neighbor, make a sentence for each meaning of *rules*. Remember to use complete sentences. I will call on some of you to share your sentences. [Call on a few students to share their sentences.]

Drawing the Read-Aloud

Have students draw a picture of a queen or king, decorating their clothing so you can tell it is a king or queen. Encourage them to add royal objects to the picture, such as crowns, orbs, scepters, swords, and thrones. Ask students to discuss their illustrations, remembering to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-1 and 1B-2.



The Royal Family

2

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe a royal family
- ✓ Identify important factors (children, partnerships, arranged marriages) that ensured a royal family's success

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recall facts from “The Royal Family” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RI.K.1)
- ✓ Interpret information to answer questions and express opinions about “The Royal Family,” and identify a cause/effect relationship in the read-aloud, with prompting and support (RI.K.1)
- ✓ With prompting and support, discuss personal responses to family life and connect those to the life of a royal family (RI.K.3)
- ✓ With prompting and support, define and use new words, such as *advantages*, from the read-aloud and the discussion about “The Royal Family” (RI.K.4)
- ✓ With prompting and support, describe an illustration of a royal wedding in “The Royal Family,” using the illustration to check and support comprehension of the read-aloud (RI.K.7)

- ✓ With prompting and support, identify the reasons the author gives to support the point that there are advantages to being part of a royal family (RI.K.8)
- ✓ Actively engage in the nonfiction/informational read-aloud “The Royal Family” (RI.K.10)
- ✓ Draw a picture of a royal family that illustrates the information from “The Royal Family” (W.K.2)
- ✓ With assistance, categorize and organize facts and information about the royal family (W.K.8)
- ✓ Create a drawing with sufficient detail of the members of a royal family (SL.K.5)
- ✓ Demonstrate understanding of the noun *advantage* by relating it to its opposite, *disadvantage* (L.K.5b)
- ✓ Prior to listening to “The Royal Family,” identify orally what they know and have learned about the word *royal*
- ✓ Listen to a variety of texts, including nonfiction/informational text such as “The Royal Family”

Core Vocabulary

advantages, n. Things that are good about a situation or circumstance; benefits

Example: The advantages to having brothers and sisters are that you always have someone to play with and someone to help you with your homework.

Variation(s): advantage

crown prince, n. A king’s oldest son who is next in line to be king

Example: Moulay Hassan is a crown prince in the African country of Morocco because he will be the next king one day.

Variation(s): crown princes

disadvantages, n. Things that are not good about a situation or circumstance

Example: There are disadvantages to being the youngest child, such as having to go to bed earlier than your brothers and sisters.

Variation(s): disadvantage

prosperity, n. Having a lot of money, success, or good luck

Example: One could tell that the royal family had enjoyed long periods of prosperity because their palace was so large and luxurious.

Variation(s): none

reign, n. The period of time during which a king rules a kingdom
Example: King Louis XIV was the longest-ruling king in European history: his reign over France lasted for 72 years.
Variation(s): reigns

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	What Do We Know?	chart paper, drawing paper, drawing tools	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Royal Family	world map	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Advantages		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Two-Column Chart	chart paper, drawing paper, drawing tools	15
	Vocabulary Instructional Activity: Reign		



The Royal Family

2_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review with students that kings and queens are leaders that come from royal families. As the most important and powerful people in their kingdoms, kings and queens and the members of their royal families always got the best of everything. They got the best of everything just for being born into a royal family.

What Do We Know?

Create a two-column chart on chart paper, with one column labeled “Our Families” and the other column labeled “Royal Families.” Tell students to think about their families, specifically where they live, what they do during the day, and the family members and pets that may live with them. Explain that you are going to write down what students say, but they are not expected to be able to read what you have written because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget and that you will read the words to them.

Students can finish filling in this first column during the Extension activity if more time is needed. The class will complete the second column on royal families during the Extension activity.

Purpose for Listening

During the read-aloud today, students will learn all about royal families. They will especially learn about what life was like for the children of royal families, who are called princes and princesses. Authors often give reasons to support the points they make in a read-aloud. Listen carefully to hear the reasons this author gives for why there were good and not-so-good things about being a child in a royal family.



The Royal Family

← Show image 2A-1: King George V and family

Most kings and queens wanted to make sure they had lots of children, and they made sure those children understood what it meant to be part of the royal family. Being a prince or princess had both **advantages** and **disadvantages**.¹

This picture shows King George V of England, the queen, and four of their sons.² As you can see, children in the royal family got to wear fancy clothing. They lived with their parents in the palace, which gave them plenty of space to run and play. Fine furniture and other beautiful things always surrounded them.

For many kings and queens, having children was not just a matter of wanting to raise a family. In fact, children were the key to the future **prosperity** and success of the kingdom.³ But why were children so important?

Once a person became king, he usually remained king for the rest of his life. The period of time during which he ruled was called a king's **reign**.⁴ And when that king died, his reign ended, and one of the children from the royal family became the new ruler.

When you inherit something, it means that someone else, usually a relative, gives you something that once belonged to them. Often, when a person dies, their property—the things they own, including their belongings and money—are passed on to family members, who then inherit these things. This is what happened in kingdoms when the ruling king or queen died: their power—the right to sit on the throne and wear the crown—was passed on to someone else in the family. Royal families always wanted children so the power to rule the kingdom stayed in their family. If there were no children, sometimes the power to rule the kingdom went to a different family.

1 *Advantages* means that there are good things about being in a royal family. *Disadvantages* means that there are some not-so-good things about being in a royal family.

2 [Point to the image.]

3 Children were important to the wealth and good fortune of a kingdom.

4 The same is true for a queen who sits on the throne. What's a king's or queen's reign? Is this the kind of reign we are talking about when we say, "It's raining outside"?

5 When we are talking about the crown prince as the heir to the throne, are we talking about someone who becomes the king, or are we talking about the air we breathe?

6 [Point to the oldest son in the image.]

7 What is the next king called? (The next king is called the crown prince or the heir to the throne.)



← **Show image 2A-2: Palace in Morocco**

8 [Point to Morocco on a map. Then point to Africa and tell students that Morocco is a country located on the continent of Africa.]

9 What is he called if he is the oldest son and next in line to be king?



← **Show image 2A-3: Royal wedding**¹⁰

10 What do you see happening in this picture?

11 Remember the heir to the throne is the son or daughter who will become the next king or queen.

Someone who inherits something is called an heir. In a kingdom, princes and princesses were heirs to the throne, because they were to inherit the throne. The oldest son, the one most likely to be heir to the throne, is called the **crown prince**.⁵ He is called the crown prince because he is the next person to wear the king's crown and rule the kingdom. If there is no son, the oldest daughter is called the crown princess because she will be the next person to wear the crown and rule the kingdom. Remember that the crown is a symbol of power and that whoever wears it is in charge.

This photograph shows King George V of England, the queen, and four of their sons.⁶ The oldest of the sons is the crown prince because he will be the next king. The adults treat him with great respect, even though he is only a teenager. People hold doors for him and bow to him because he has the important status of being the next king. He has grown up having people serve him and tell him that he is very important.⁷

This is a picture of a palace in a country called Morocco.⁸ Inside this big, beautiful palace lives a crown prince named Moulay Hassan. He lives with his father, mother, and little sister. His father is the king of Morocco. Moulay was born in 2003 and is the oldest son of the king.⁹ Moulay will be the next king of Morocco because he is the oldest son and the crown prince of Morocco.

The crown prince or princess is a very important member of the royal family, and he or she receives special education and extra special care in order to someday rule the kingdom. But what happens to the other princes and princesses, those who are not the oldest and heirs to the throne?¹¹

Kings and queens often arranged marriages for their children. This meant that princes and princesses usually did not get to choose whom they were going to marry—their parents decided for them! This was because marriage was used as a way to form a

partnership between two kingdoms, or a way for two kingdoms to rule together as a team.

When a prince or princess married someone from another kingdom—as in this picture of a wedding between a princess from England and a prince from Germany—it was an important event. All the most important people from those two kingdoms were invited because it meant that those kingdoms were going to be friends in the future.¹²

12 [Show the location of England and Germany on a map.]

There were definitely advantages to being a member of the royal family, especially for those who liked living in palaces and wearing nice clothes.¹³ But being a prince or princess wasn't all fun and games. Some disadvantages include that they didn't always get to do whatever they wanted, especially when it came to whom they would marry. Often, anything they did was watched and commented on by others. Everything they did reflected on the kingdom and the royal family, and they had to be careful to behave in a royal manner at all times.

13 Do you remember what advantages are? What are disadvantages?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, acknowledge correct responses by expanding students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* In a royal family, what is the mom called? What is the daughter called in a royal family? What is the son called in a royal family? (In a royal family, the mom is called the queen, the daughter is called the princess, and the son is called the prince.)
2. *Literal* What is a crown prince or an "heir to the throne"? (A crown prince or an heir to the throne is the next king or queen to rule the kingdom.)

3. *Inferential* Why was it very important for a king or queen to have a child? (It was very important for a king or queen to have a child so that child could become the next king or queen and the power to rule the kingdom stayed in the same family.)
4. *Inferential* Sometimes kingdoms formed partnerships by making a connection or becoming friends with another kingdom. How were partnerships made between kingdoms? (Kings and queens arranged marriages between their children and children of other kings and queens in other countries. Then the two kingdoms would form a partnership or a team.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally I will call on several of you to share what you discussed with your partner.

5. *Evaluative Think Pair Share:* What reasons does the author give to support the point that there are advantages to being part of a royal family? (Advantages to being part of a royal family include living in palaces, being heirs to the throne, etc.) What reasons does the author give to support the point that there are disadvantages to being part of a royal family? (Disadvantages to being part of a royal family include having to behave a certain way at all times, arranged marriages, etc.)
6. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Advantages

5 minutes

1. In the read-aloud you heard, “Being a prince or princess had both *advantages* and disadvantages.”
2. Say the word *advantages* with me.
3. Advantages are the good things about a situation.
4. Some advantages to being an older brother or sister may be doing things that the younger one cannot do yet, like staying up late sometimes.
5. Tell me about some other things that might be advantages about being the oldest brother or sister in a family. Try to use the word *advantages* when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I think some advantages to being the oldest child in a family are . . .”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite of the word *advantages* is the word *disadvantages*. If something has disadvantages, that means there are things that are not good about it. For example, one of the disadvantages to being a big brother or sister is that parents expect the oldest to show good behavior for younger brothers and/or sisters.

I am going to name a few things that may be advantages, or good things, about being in kindergarten and some things that may be disadvantages, or bad things, about being in kindergarten. If what I say is a good thing, say, “advantage” and tell me why. If what I say is a bad thing, say, “disadvantage” and tell me why. Be sure to begin your responses with “_____ is a(n) advantage/disadvantage because . . .”

1. being the youngest in the school (Answers may vary.)
2. being the oldest in your family (Answers may vary.)
3. learning how to read (Answers may vary.)
4. riding the school bus (Answers may vary.)



Complete Remainder of the Lesson Later in the Day



The Royal Family

2_B

Extensions

15 minutes

Two-Column Chart

For this extension, please complete the chart you created in the “Introducing the Read-Aloud” section of this lesson. Have students think for a moment about their own families. Read what the students contributed under the “Our Families” column prior to listening to the read-aloud.

Remind students that they learned about royal families today when they listened to “The Royal Family.” Ask students to describe details about how royal families lived (where they lived, how they dressed, what they did, etc.).

With students’ help, list the characteristics specific to a royal family in the first column (king, queen, prince, princess, palace, fancy clothes, servants, royal objects, arranged marriage, etc.). Reread parts of the read-aloud and study the illustrations with students, as necessary. In the second column, list the characteristics specific to their own families (number of brothers and sisters, pets, etc). Talk about the similarities and differences.

Then, ask students to draw a picture of a royal family and include important details about the members of a royal family. Allow students to talk about what they are drawing and why. As they share, focus on using richer and more complex language, including, if possible, any read-aloud vocabulary.

Vocabulary Instructional Activity

Word Work: Reign

1. In the read-aloud you heard, “The period of time during which [a king] ruled was called a king’s *reign*.”
2. Say the word *reign* with me.

3. A *reign* means the amount of time when a king or ruler is in charge of a country. *Reign* can also be used to describe the action of ruling over a kingdom, as in, “The French king *reigns*, or rules, over the kingdom of France.”
4. “When that king died, his reign ended, and one of the children from the royal family became the new ruler.”
5. Who reigns over your family? It could be your mom or grandmother or another family member. Think of who makes the rules in your family. Try to use the word *reign* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ reigns over my family because . . .”]
6. What’s the word we’ve been talking about?

Use a *Homophones* activity for follow-up. Directions: There are some words that sound the same but mean different things. Which word that you know sounds like the *reign* we learned about in the read-aloud? [Pause for student responses.] What about the rain that falls from the sky? These words sound the same, but have different meanings.

I am going to say several sentences. If the sentence I say describes *reign* as in a king’s reign, then say, “That is like a king’s reign.” If the sentence I say describes *rain* as in the rain that falls from the sky, then say, “That is like the rain that falls from the sky.”

1. It is best to wear boots and use an umbrella to protect you from the rain. (That is like the rain that falls from the sky.)
2. My mom reigns over our house because she makes all of the rules. (That is like a king’s reign.)
3. The soccer game was cancelled because of the rain. (That is like the rain that falls from the sky.)
4. King Louis XIV was the longest-ruling king in European history: his reign over France lasted for 72 years. (That is like a king’s reign.)
5. Sometimes people say, “It’s raining cats and dogs,” when the weather is bad. (That is like the rain that falls from the sky.)



King Midas and the Golden Touch

3

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe that kings usually possess gold and other treasures
- ✓ Discuss the difference between valuing relationships with people and valuing wealth
- ✓ Describe the characters, setting, and plot of “King Midas and the Golden Touch”
- ✓ Demonstrate familiarity with “King Midas and the Golden Touch”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recall facts from “King Midas and the Golden Touch” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RL.K.1)
- ✓ Interpret information to answer questions and express opinions about “King Midas and the Golden Touch,” and identify a cause/effect relationship in the story, with prompting and support (RL.K.1)
- ✓ With prompting and support, sequence four to six pictures illustrating events in the story “King Midas and the Golden Touch” (RL.K.2)
- ✓ Identify characters and major events in “King Midas and the Golden Touch” (RL.K.3)

- ✓ With prompting and support, define and use new words, such as *treasures*, from the read-aloud and the discussion about “King Midas and the Golden Touch” (RL.K.4)
- ✓ Listen to a variety of texts, including fictional stories such as “King Midas and the Golden Touch” (RL.K.5)
- ✓ With prompting and support, describe an illustration of King Midas and Marygold looking at the sunset in “King Midas and the Golden Touch,” using the illustration to check and support comprehension of the read-aloud (RL.K.7)
- ✓ Actively engage in the fictional read-aloud “King Midas and the Golden Touch” (RL.K.10)
- ✓ Explain that “King Midas and the Golden Touch” has realistic elements because there could have been a king who lived in Greece who had a daughter and gold, but it also has fantasy elements because people can’t really turn something to gold by touching it, magically appear or disappear, or grant someone the Golden Touch
- ✓ Prior to listening to “King Midas and the Golden Touch,” identify orally what they know and have learned about Greece

Core Vocabulary

fond, *adj.* Having a strong liking

Example: I am very fond of my best friend.

Variation(s): fonder, fondest

gazed, *v.* Looked at something for a period of time

Example: The family stopped at the side of the road and gazed at the mountains around them.

Variation(s): gaze, gazes, gazing

satisfied, *adj.* Happy, pleased, or content

Example: Pablo put the final touches on his watercolor painting and felt very satisfied.

Variation(s): none

spoiled, *adj.* Ruined

Example: The milk became spoiled when Enrique left it on the counter overnight.

Variation(s): none

treasures, *n.* Things that are valuable because they cost a lot, like gold, or that are valuable because they have a special meaning for someone, like a special toy

Example: The old pirate spent his last days counting his treasures.

Variation(s): treasure

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Where Are We?	world map	10
	What Do We Know?	fake gold jewelry	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	King Midas and the Golden Touch		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Treasures		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sequencing Events in the Story	Image Cards 1–6; Instructional Master 3B-1; blank paper; scissors; glue or tape	15



King Midas and the Golden Touch

3A

Introducing the Read-Aloud

10 minutes

Where Are We?

Show students a map of the world and help them locate the country of Greece. Point to and explain that Greece is a country on the north coast of the Mediterranean Sea just west of Turkey. Have students share any knowledge they have of Greece or that area of the world. Tell students that the story they are going to listen to today was told a very long time ago in Greece. Many, many years ago most people could not read books, so they told stories aloud to one another. People often made up stories to teach lessons.



What Do We Know?

← Show image 1A-3: Gold crown

Tell students that in today's read-aloud the king loves gold more than anything in the world. Tell students that gold is a precious metal that is found inside of the earth. It is considered valuable because it costs a lot of money. This crown is made of gold and jewels. Tell students that jewelry, like necklaces or earrings, is often made of gold or of materials that look like gold. You may wish to pass around pieces of fake jewelry for students to touch. Have students use their senses of touch, sight, and smell to describe the fake gold jewelry. Have students discuss what they would rather do in the following situations with their neighbors:

- Would you rather smell the fake gold jewelry or flowers?
- Would you rather hug the fake gold jewelry or a stuffed animal?

Purpose for Listening

Tell students that sometimes people act very silly when it comes to things that cost a lot. Today they will hear a read-aloud about a rich king who does something very foolish and learns a lesson from his foolish act. Tell them to listen to find out what lesson the king learns.



King Midas and the Golden Touch

← Show image 3A-1: King Midas and Marygold looking at the sunset ¹

1 Tell about what you see in the picture.

Once upon a time, there lived a very rich king whose name was Midas. Although King Midas lived long ago, he was very much like some people today: he was **fond** of gold. He loved gold more than anything in the world. When he **gazed** at the gold-colored clouds of a beautiful sunset, he would wish that the clouds were real gold. ²

2 He looked at the clouds for a few moments, wishing they were real gold.

If King Midas loved anything as much or more than he loved gold, it was his little daughter, who was named Marygold. When Marygold would run to meet him with a bunch of buttercups, King Midas would say, “Dear child, if these flowers were as golden as they look, then they would be worth picking.” ³

3 Buttercups are yellow flowers.



← Show image 3A-2: King Midas

4 Treasures can be things that are worth a lot of money, like gold.

Every day, King Midas spent many hours locked away in a dark room in the basement of the palace. In this room he stored his **treasures**. ⁴ He would go there and carefully lock the door behind him. Then he would take out bags of gold coins, and pour the coins in piles, and run his hands through them. As he did this, he would whisper to himself, “Oh, rich King Midas, what a happy man you are!” But even as he said this, he felt that he was not quite as happy as he might be. For no matter how much he had, he always wanted more.



← Show image 3A-3: King Midas and stranger

One day, as King Midas was enjoying himself in his treasure room, he looked up and saw a strange young man, who shone with a golden glow. King Midas knew that he had locked the door so that no one could get into the room, yet here stood this man. And so, King Midas thought, the stranger must have some magic power. The stranger had a kind smile, so King Midas felt no fear.

Then the stranger spoke to King Midas: “You are a rich man, King Midas,” he said.

“Yes, I have some gold,” answered King Midas, “but it is not enough.”

5 You are not happy or content?

“What!” cried the stranger. “You are not **satisfied?**”⁵

King Midas shook his head.

“What would satisfy you?” asked the stranger.

King Midas imagined one gold mountain heaped on top of another, and another, yet still it seemed not enough. But then a bright idea occurred to him, and he said to the shining stranger, “I wish that everything that I touch may turn to gold.”⁶

6 Touch is one of your five senses.
With what part of your body do you touch things?

The stranger smiled and said, “A golden touch! Are you quite sure you would be satisfied then?”

“Yes, I would be perfectly happy and ask for nothing more,” answered King Midas.

“Then it shall be as you wish,” said the stranger. “Tomorrow, at sunrise, you shall find yourself gifted with the Golden Touch.” Then suddenly a great brightness filled the room, causing King Midas to squeeze his eyes shut. And when he opened them, the stranger was gone!



← **Show image 3A-4: King Midas touching his shoes**

The next morning, when the sun had hardly peeped into his room, King Midas jumped out of bed.

He touched a chair. It turned to gold.

He touched the bed and a table, and they were changed to solid gold.

He rushed to put on his shoes, and they turned to gold in his hands.⁷

7 What happens when King Midas touches things? What does it mean to have the Golden Touch?



← **Show image 3A-5: Golden roses**

In great excitement, he opened the door and he ran outside to the garden. He saw many roses in full bloom. He went from bush to bush and touched each one, until every flower, every leaf, and every bud was changed to gold.

8 Can people eat gold? What problem did King Midas have with breakfast?



9 The word *spoiled* means ruined. Do you have any idea why Marygold thinks the rose is spoiled since it is now gold? The word *spoiled* can have other meanings. The word *spoiled* also describes someone who is used to having his or her way all of the time.



10 Would King Midas rather hug his daughter or gold? How do you know?



Now King Midas was hungry, so he returned to the palace for his breakfast. He lifted his cup of coffee and sipped it, but the instant the liquid touched his lips it turned to gold. He tried to take a bite of a boiled egg, but it, too, turned to gold. “I don’t quite see how I am to get any breakfast!” said King Midas.⁸ Just then King Midas heard someone crying. He turned to see Marygold enter the room, crying as if her heart would break. In her hand she held one of the roses that her father had changed to gold.

← **Show image 3A-6: King Midas and crying Marygold**

“Why, my little lady!” said King Midas. “What is there in this beautiful golden rose to make you cry?”

“Dear father,” Marygold answered, “it is not beautiful! It is the ugliest flower that ever grew. As soon as I was dressed this morning, I ran to the garden to gather roses for you. But what do you think has happened? All the beautiful sweet-smelling roses have been **spoiled!**”⁹

← **Show image 3A-7: King Midas and golden Marygold**

“My dear little girl,” said King Midas, who hated to see his daughter sad, “please don’t cry.” Then he bent down and kissed his child. “My precious Marygold!” he said. But Marygold did not answer.

Alas, what had he done? The moment King Midas’s lips touched Marygold’s head, her sweet, rosy face turned a glittering yellow color. Little Marygold was now a golden statue! King Midas cried out, wrung his hands, and wished that he were the poorest man in the world if only he could have his daughter back again.¹⁰

← **Show image 3A-8: King Midas, stranger, golden Marygold**

Then he noticed someone standing in the doorway. It was the young stranger who had appeared the day before in King Midas’s treasure room. The stranger still shone with a soft glow, and he smiled as he asked the king, “Well, King Midas, how do you like your Golden Touch?”

“I am very unhappy,” said King Midas.

“Unhappy?” asked the stranger. “But don’t you have everything your heart desired?”

“No,” said King Midas. “Gold is not everything. And I have lost all that my heart really cared for.”¹¹

Then the stranger asked King Midas, “Which of these two things do you think is worth the most: the Golden Touch or your own little Marygold?”

“Oh, my child, my dear child!” cried poor King Midas. “I would not give one hair off her head even if you gave me the power to change this whole big earth into a solid lump of gold!”¹²

“You are wiser than you were, King Midas,” said the stranger.¹³ “Go and plunge into the river that runs by your garden. The water will take away the Golden Touch. Then fill this pitcher with water, and sprinkle everything you have touched.” King Midas bowed low, and when he lifted his head, the shining stranger was gone. Then the king ran as fast as he could and jumped into the river. He filled the pitcher and ran back to the palace. The first thing he did was to sprinkle handfuls of water over the golden figure of little Marygold.

11 What did King Midas’s heart really care for?

12 Does King Midas still feel the same way about the Golden Touch as he did when he first asked the stranger for this power, or has he changed his mind?

13 Why does the stranger think King Midas is now wiser than he once was?



← **Show image 3A-9: King Midas hugging Marygold**

The rosy color came back into her cheeks. She looked in surprise at her father, who was still throwing water on her!

“Father, please stop!” she cried. “See how you have soaked my dress!”

King Midas took Marygold in his arms and kissed her. “Now I am truly happy,” he said. “My dear child, you mean more to me than all the gold in the world!”¹⁴

14 What lesson has King Midas learned?

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, acknowledge correct responses by expanding students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who are the three important characters in the story? (King Midas, Marygold, and the stranger are the important characters in the story.)
2. *Literal* What did King Midas have a lot of but want more? (King Midas wanted more gold or treasures.)
3. *Literal* What wish did the stranger grant King Midas? (The stranger granted King Midas the power of the Golden Touch.)
4. *Inferential* Why did King Midas wish that everything he touched would turn to gold? (He loved gold so much that he wanted everything he touched to turn to gold.)
5. *Literal* What were some of the things that King Midas turned to gold? (King Midas turned a chair, a bed, a table, shoes, roses, coffee, an egg, and his daughter to gold.)
6. *Inferential* At first, how did King Midas feel about the Golden Touch? (At first, King Midas felt happy and excited because he loved gold so much.) Did his feelings change? Why? (Yes, his feelings changed because he couldn't eat and his daughter became a golden statue.)
7. *Evaluative* Do you think that King Midas made a wise or foolish choice in telling the stranger that he wanted the Golden Touch? Why? (King Midas made a foolish choice in wanting the Golden Touch because he almost lost someone he really loved.)

8. *Evaluative* Some parts of this story could really happen and other parts are pretend or fantasy. Tell me about some of the parts of the story that could be real. (Some parts of the story that could be real are that Midas could be a king who lived in Greece, had a daughter, and had gold treasure.) Now, tell me what parts of the story are fantasy. (The parts of the story that are fantasy are the magical appearance and disappearance of the stranger, the granting of the Golden Touch, and turning something into gold just by touching it.) How do you know? (You cannot really turn things and people into gold.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* What lesson did King Midas learn in this story? [If students struggle with this question, probe with one of the following questions: When was King Midas happiest? What made King Midas happier, his daughter or his gold?] (Some things, like family, are more valuable than gold.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Treasures

5 minutes

1. In the read-aloud you heard, “In this room, [King Midas] stored his *treasures*.”
2. Say the word *treasures* with me.
3. Treasures are anything that is worth a lot of money or is very special or valuable for another reason, such as having a special meaning for a person.
4. The watch and ring that were my grandfather’s when he was a little boy are treasures to me now.
5. Tell me about some things that might be treasures to you or someone you know. Try to use the word *treasures* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Some things that my parents have that are treasures are . . .”]
6. What’s the word we have been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name some things that could be treasures. If the things are treasures to you, say, “_____ are treasures to me because . . .” If not, say, “_____ are not treasures to me because . . .” Explain why you think something is or is not a treasure, and remember that different things can be treasures to different people. Remember to answer in complete sentences. (Answers may vary.)

1. the king’s silver and gold
2. the leaves on the ground
3. the photo albums of your baby pictures
4. your baby sister or brother’s very special blanket and teddy bear that s/he must have to fall asleep
5. the garbage cans on the side of the road



Complete Remainder of the Lesson Later in the Day



King Midas and the Golden Touch

3_B

Extensions

15 minutes

10 Sequencing Events in the Story (Instructional Master 3B-1)

Tell students that all good stories have a beginning, a middle, and an end. Have them think about the story they just heard, “King Midas and the Golden Touch,” and what happened at the beginning, middle, and end of the story. Use Image Cards 1–6 and hold them up in the correct order. As you show each card, encourage students to describe what is happening in the illustration, using vocabulary from the read-aloud and words such as *first*, *next*, *then*, *last*, etc.

Provide each student with Instructional Master 3B-1, a blank piece of paper, scissors, and glue or tape. Explain to students that this worksheet has pictures of events from “King Midas and the Golden Touch.” Have students cut out the six pictures. Next, have them think about what is happening in each picture. Students should then arrange the pictures in their correct order to show the proper sequence of events. Have students glue the pictures on paper once they have been sequenced.

As students complete this activity, have them work with a partner to retell the story referring to the sequenced pictures.



Old King Cole

4

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe the behaviors that reinforce that kings and queens are royal
- ✓ Recite “Old King Cole”
- ✓ Demonstrate familiarity with the poem “Old King Cole”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recall facts from “Old King Cole” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RL.K.1)
- ✓ Interpret information to make judgments, answer questions, and express opinions about “Old King Cole,” and identify a cause/ effect relationship in the nursery rhyme, with prompting and support (RL.K.1)
- ✓ With prompting and support, identify and describe characters in “Old King Cole” (RL.K.3)
- ✓ With prompting and support, define and use new words, such as *merry*, from the read-aloud and the discussion about “Old King Cole” (RL.K.4)
- ✓ Listen to a variety of texts, including nursery rhymes such as “Old King Cole” (RL.K.5)

- ✓ With prompting and support, describe the role of an author and illustrator (RL.K.6)
- ✓ With prompting and support, describe an illustration of Old King Cole in “Old King Cole,” using the illustration to check and support comprehension of the read-aloud (RL.K.7)
- ✓ Actively engage in the fictional read-aloud “Old King Cole” (RL.K.10)
- ✓ Demonstrate understanding of the adjective *merry* by relating it to its opposite, *sad* (L.K.5b)
- ✓ Prior to listening to “Old King Cole,” identify orally what they know and have learned about kings and queens
- ✓ Evaluate and select stories, poems, and read-alouds on the basis of personal choice for rereading

Core Vocabulary

bowl, n. A large cup or goblet used for drinking

Example: The king drank out of his royal bowl.

Variation(s): bowls

fiddlers, n. People who play stringed musical instruments like the violin

Example: The fiddlers on the sidewalk had their instrument cases open in front of them, asking for money.

Variation(s): fiddler

merry, adj. Happy

Example: Josefa is a very merry and upbeat little girl.

Variation(s): merrier, merriest

soul, n. Person

Example: My mother is a kind and understanding soul.

Variation(s): souls

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Rhyme Review		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Old King Cole		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Merry		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Syntactic Awareness Activity: Sentence Builder		15
	Domain-Related Trade Book		



Old King Cole

4_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review with students what they have learned about kings and queens. Have students recall what kings and queens wore and where they lived. Review with students the advantages and disadvantages of being a prince or princess in a royal family. Remind students that the oldest son or daughter was the crown prince or crown princess, and that he or she would become the next king or queen. Kings and queens and their children could have whatever they wanted because they were the most important and powerful people in the kingdom.

Rhyme Review

Tell students that they are going to hear a nursery rhyme about a king called Old King Cole who lived a long time ago and died at a very old age. Remind students that nursery rhymes are short poems that were written for young children long ago. Review with students that words that have different beginning sounds but end with the same sounds are said to rhyme, such as *cat/hat*, *big/pig*, *coat/goat*, *bake/take*.

Have students listen for the following rhyming words in this poem: *Cole/soul/bowl*, *he/three*, and *rare/compare*.

Purpose for Listening

Tell students to listen to see if they can figure out whether Old King Cole was a happy king or a sad king.



Old King Cole

← Show image 4A-1: Old King Cole

Old King Cole was a **merry old soul**,
And a merry old soul was he;
He called for his pipe, and he called for his **bowl**,
And he called for his **fiddlers** three.

Every fiddler had a very fine fiddle,
And a very fine fiddle had he.
Oh, there's none so rare as can compare
With King Cole and his fiddlers three.

Read It Again

Reread or sing the rhyme with the Guided Listening Support.

← Show image 4A-1: Old King Cole¹

Old King Cole was a **merry old soul**,²
And a merry old soul was he;
He called for his pipe, and he called for his **bowl**,³
And he called for his **fiddlers** three.⁴

Every fiddler had a very fine fiddle,
And a very fine fiddle had he.
Oh, there's none so rare as can compare
With King Cole and his fiddlers three.⁵

- 1 Tell me about the picture.
- 2 He was a happy person.
- 3 A bowl is a large cup or goblet that you drink from.
- 4 Fiddlers are people who play a musical instrument that is similar to a violin.
- 5 There are very few things that could be better than Old King Cole and his three fiddlers having such a good time!



Echo Technique

Remind students of the echo technique they learned in the *Nursery Rhymes and Fables* domain. Tell students that you are going to say or sing the first line of “Old King Cole.” Then you will stop and give them a chance to echo the words. They will say the exact words that you said. Continue doing this for each line of the rhyme.

If time permits, you may leave out key words such as *soul* and *he* for the students to fill in or you may have half of the class say one line and the other half say the next line. Playful repetition will help students learn the rhyme.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, acknowledge correct responses by expanding students’ responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What was the name of the main character in the rhyme? (Old King Cole was the name of the main character in the rhyme.)
2. *Literal* What three things did Old King Cole ask for? (Old King Cole asked for his pipe, bowl, and three fiddlers.)
3. *Evaluative* How do you know the main character was a king? (His name is Old King Cole.) Which parts of the poem tell you that? (He is dressed like a king in the illustrations. Also, he called for his pipe, bowl, and fiddlers and was given all three immediately.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

4. *Evaluative Think Pair Share:* Would you describe Old King Cole as a happy king or a sad king? (Old King Cole was a happy king.) How do you know? (Answers may vary, but may include that he was described as merry, that he liked music, etc.)
5. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Merry

5 minutes

1. In the read-aloud you heard, “Old King Cole was a *merry* old soul.”
2. Say the word *merry* with me.
3. *Merry* means happy. It can describe someone who is happy or an occasion that is happy.
4. Alvaro was merry on the day of his birthday party.
5. Tell me about a time that you were merry. Try to use the word *merry* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I was merry when . . .”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Explain that you are going to name some things that are merry and some things that are sad, or not merry. If the thing is merry, say, “_____ is merry.” If not, say, “_____ is sad.” Remember to answer in complete sentences.

1. a birthday party (A birthday party is merry.)
2. getting sick and missing a fun activity (Getting sick is sad.)
3. winning a soccer game (Winning a soccer game is merry.)
4. playing with two kittens (Playing with kittens is merry.)
5. falling down and hurting your knee on the sidewalk (Falling down and hurting your knee is sad.)



Complete Remainder of the Lesson Later in the Day



Old King Cole

4_B

Extensions

15 minutes

↔ Syntactic Awareness Activity

Sentence Builder



← Show image 4A-1: Old King Cole

Directions: Look at the picture. I will call on you one at a time to say a short sentence about the picture. Then we will put your sentences together to make a longer sentence.

[Note that there may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so they are grammatical. Once students have mentioned two ideas, combine them to make one sentence. See examples below.]

1. The men are dancing.
The men are wearing red.
The men are dancing and wearing red.
The dancing men are wearing red.
2. The king has white hair.
The king likes music.
The king has white hair and likes music.
The king with white hair likes music.

↗ Above and Beyond: Have students work with their partners to build longer sentences. Model for students how to take turns saying one thing at a time about the picture and how to combine their ideas into one sentence.

Domain-Related Trade Book

Refer to the list of recommended trade books in the Introduction at the front of this Anthology and choose one to read aloud to the class. As you read, use the same strategies that you have been

using when reading the read-aloud selections in this Anthology— pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.

Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where you can find this information on the cover or the title page of the book.



Sing a Song of Sixpence

5

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe that kings usually possess gold and other treasures
- ✓ Describe the behaviors that reinforce that kings and queens are royal
- ✓ Recite “Sing a Song of Sixpence”
- ✓ Demonstrate familiarity with the poem “Sing a Song of Sixpence”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recall facts from “Sing a Song of Sixpence” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RL.K.1)
- ✓ Interpret information to answer questions and express opinions about “Sing a Song of Sixpence,” and identify a cause/effect relationship in the nursery rhyme, with prompting and support (RL.K.1)
- ✓ With prompting and support, identify and describe characters and major events in “Sing a Song of Sixpence” (RL.K.3)
- ✓ With prompting and support, define and use new words, such as *dainty*, from the read-aloud and the discussion about “Sing a Song of Sixpence” (RL.K.4)

- ✓ Listen to a variety of texts, including nursery rhymes such as “Sing a Song of Sixpence” (RL.K.5)
- ✓ With prompting and support, describe an illustration of the king counting money and the queen eating bread and honey in “Sing a Song of Sixpence,” using the illustration to check and support comprehension of the read-aloud (RL.K.7)
- ✓ Actively engage in the fictional read-aloud “Sing a Song of Sixpence” (RL.K.10)
- ✓ Prior to listening to “Sing a Song of Sixpence,” identify orally what they know and have learned about kings, England, and the nursery rhyme “Old King Cole”
- ✓ Evaluate and select stories, poems, and read-alouds on the basis of personal choice for rereading

Core Vocabulary

dainty, *adj.* Fancy, small, and pretty

Example: Look at those dainty cupcakes in the window of the bakery!

Variation(s): daintier, daintiest

maid, *n.* A person who cleans the inside of a house

Example: The maid tidied the kitchen and swept the floor, whistling while she worked.

Variation(s): maids

pecked, *v.* Bitten, struck, or poked by a bird’s beak

Example: The woodpecker pecked a hole in our apple tree.

Variation(s): peck, pecks, pecking

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Where Are We?	world map	10
	Rhyme Review		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Sing a Song of Sixpence		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Dainty	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Student Choice		15
<i>Take-Home Material</i>	Family Letter	Instructional Master 5B-1	*



Sing a Song of Sixpence

5_A

Introducing the Read-Aloud

10 minutes

Where Are We?

Show students a map of the world and help them locate the country of England. Remind them that they talked about England in earlier read-alouds when they heard about some kings who ruled England long ago.

Rhyme Review

Explain that the read-aloud they are going to hear today is a nursery rhyme that was written a long time ago to describe a king and queen in England. Ask students if they remember another nursery rhyme about a king (“Old King Cole”) and prompt them as needed to recite it.

Review with students that words that have different beginning sounds but end with the same sounds are said to rhyme. Have students listen for the following rhyming words in the today’s nursery rhyme: *rye/pie*, *sing/king*, *money/honey*, and *clothes/toes*.

Explain that it may be difficult for them to understand parts of today’s nursery rhyme because it was written long ago using different words than we use today. Tell them that they will hear two new words at the beginning of today’s read-aloud: *sixpence* and *rye*. Tell them that *sixpence* means money. (*Pence* is the British word for a penny, so *sixpence* would be six pennies.) *Rye* is a kind of grain that is often ground into flour to make bread. If you are familiar with the tune, you may wish to sing the rhyme for students.

Purpose for Listening

Tell students they are going to hear a nursery rhyme called “Sing a Song of Sixpence.” Tell them that they are going hear about a very unusual or special pie in this read-aloud. Ask them to listen carefully to find out more about the special pie in the rhyme.



Sing a Song of Sixpence

← Show image 5A-1: Blackbirds

Sing a song of sixpence,
A pocket full of rye,
Four and twenty blackbirds
Baked in a pie.

When the pie was opened,
The birds began to sing;
Now wasn't that a **dainty** dish
To set before the king?



← Show image 5A-2: King counting and queen eating

The king was in his counting house
Counting out his money;
The queen was in the parlour,
Eating bread and honey.



← Show image 5A-3: Maid

The **maid** was in the garden,
Hanging out the clothes,
When down came a blackbird
And **pecked** at her toes!

Read It Again

Reread or sing the rhyme with the Guided Listening Support.



← Show image 5A-1: Blackbirds

Sing a song of sixpence,
A pocket full of rye,

1 A long time ago, people sometimes put live birds on top of pies and covered them with a lid made of dough. When the lid was opened, the live birds would fly out. People thought this was a fancy way to celebrate a special occasion.

2 The word *dainty* means that the pie was fancy, small, and pretty.



3 Just like King Midas, this king loves his money. The queen is sitting in a fancy room called a parlour, which is used for entertaining royal guests.



4 The maid had just washed the clothes and was hanging them on a clothesline. Why was she hanging the clothes on a clothesline?

5 The word *pecked* means the bird was poking at the maid's toes with its beak. Birds do not usually bother people, so this would not happen in real life.

Four and twenty blackbirds

Baked in a pie.

When the pie was opened,

The birds began to sing;¹

Now wasn't that a **dainty** dish

To set before the king?²

← **Show image 5A-2: King counting and queen eating**

The king was in his counting house

Counting out his money;

The queen was in the parlour,

Eating bread and honey.³

← **Show image 5A-3: Maid**

The **maid** was in the garden,

Hanging out the clothes,⁴

When down came a blackbird

And **pecked** at her toes!⁵

Echo Technique

Review the echo technique that students learned in the *Nursery Rhymes and Fables* domain and used during the lesson on “Old King Cole.” Tell students that you are going to say or sing the first line of “Sing a Song of Sixpence.” Then you will stop and give them a chance to echo the words. They will say the exact words that you said. Continue doing this for each line of the rhyme.

If time permits, you may leave out key words such as *sixpence* and *rye* for students to fill in, or you may have half of the class say one line and the other half say the next line. Playful repetition will help students learn the rhyme.

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, acknowledge correct responses by expanding students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who are the three people or characters in this rhyme? (The three characters in this rhyme are the king, the queen, and the maid.)
2. *Literal* What were the king, the queen, and the maid doing? (The king was counting money, the queen was eating bread and honey, and the maid was hanging wet clothes on a clothesline.)
3. *Evaluative* What are the king and queen doing in this nursery rhyme? (The king is counting money and the queen is eating bread and honey in the parlour.) Why would these activities be considered royal activities? (Anything that the king or queen does is considered royal.)
4. *Evaluative* What kind of special pie is described in the rhyme? (The pie had live blackbirds on top that flew out when the pie was opened.) Why would someone give a special pie to the king? (Someone would give the king a special pie because the king is royal and people want to please him.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

5. *Evaluative Think Pair Share:* What might be the best thing about being a king or queen? (Answers may vary.)
6. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Dainty

5 minutes

1. In the read-aloud you heard, “When the pie was opened, the birds began to sing; now wasn’t that a *dainty* dish to set before the king?”
2. Say the word *dainty* with me.
3. *Dainty* describes something that is fancy, small, and pretty.
4. My grandmother always drinks her tea from dainty teacups.
5. What are some things that are dainty? Try to use the word *dainty* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ is dainty because . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a picture of things that are dainty. You could think of things a king or queen might have that are dainty or you could think of objects in your life that are dainty. Talk to your partner about your drawing. Be sure to begin your response with “_____ is dainty because . . .”



Complete Remainder of the Lesson Later in the Day



Sing a Song of Sixpence

5_B

Extensions

15 minutes

Student Choice

Ask students which read-aloud(s) they have heard recently they would like to hear again. If necessary, reread the titles of recent read-alouds to refresh the students' memories and/or show key illustrations from several read-alouds. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud.

After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, have them express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including if possible any read-aloud vocabulary.

Take-Home Material

Family Letter

Send home Instructional Master 5B-1.



Pausing Point

PP

Note to Teacher

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of *Kings and Queens*. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- Describe what a king or queen does
- Identify and describe royal objects associated with a king or queen
- Indicate that kings and queens still exist today, but that there were many more kings and queens long ago
- Describe a royal family
- Identify important factors (children, partnerships, arranged marriages) that ensured a royal family's success
- Describe that kings usually possess gold and other treasures
- Discuss the difference between valuing relationships with people and valuing wealth
- Describe the behaviors that reinforce that kings and queens are royal
- Recite "Old King Cole"
- Recite "Sing a Song of Sixpence"
- Describe the characters, settings, and plots of a given story
- Demonstrate familiarity with a given story or poem

Student Performance Task Assessment

10 Riddles for Core Content

Materials: Instructional Master PP-1

Note: Name the pictures in each row as you read each riddle to the students.

Directions: I am going to read a riddle about one of the stories you have heard. First, you will listen to the riddle that I read. Next, you will look at the two pictures in the corresponding numbered row as I name them. Then, find the picture that answers the riddle. Finally, you will circle the correct picture.

1. **King/Maid:** I hold a scepter and an orb, and there is a crown on my head so people know that I am royal and important. Who am I? (king)
2. **Blackbirds/Crown Prince:** I am the oldest son of a king and the child next in line to the throne. What am I? (crown prince)
3. **King Midas/Maid:** I turned my daughter into gold! Who am I? (King Midas)
4. **Old King Cole/Sixpence Queen:** I called for three fiddlers to play for me. Who am I? (Old King Cole)
5. **Golden Roses/Blackbirds:** We were put in a pie and released in front of the king. What are we? (blackbirds)

Activities

Listen and Create

Materials: Music CDs; construction paper; art supplies

Have students listen to “Old King Cole,” “Sing a Song of Sixpence,” and other songs about kings and kingdoms while they create their own crowns. Have students wear their crowns and have a “royal parade” around the classroom or playground.

Image Card Review

Materials: Image Cards 1–6

In your hand, hold Image Cards 1–6 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. Tell students that these images are all from the story of “King Midas and the Golden Touch.” The student must then perform an action or give a clue about the picture s/he is holding. For example, for King Midas and his gold slippers, a student may act happy as s/he touches his/her shoes. The rest of the class will guess what event is being described. Proceed to another card when the correct answer has been given.

Hands On

Materials: Various objects from each read-aloud

Place various objects on a table: crown, gold coin, goblet, pie, blackbird, etc. Allow students to touch the objects. Hold up each object and ask students if they remember hearing about these objects. Ask them to match the objects with the read-alouds.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

King or Queen for the Day

Draw the names of students, and have them be kings or queens on different days of the week. Make sure to give every student a chance to be king or queen. Provide royal props as well, such as a toy crown, robe, scepter, etc. Give each student age-appropriate responsibilities, and have them lead the classroom as much as possible, providing help as their “royal advisor” as necessary. At the end of the day, ask the particular student to identify some aspects about what he or she liked and disliked about ruling the “kingdom.”

 **Above and Beyond: On Stage**

Have a group of students plan and act out one of the read-alouds or poems they have heard thus far.



The Princess and the Pea

6

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “The Princess and the Pea”
- ✓ Describe the behaviors that reinforce that kings and queens are royal
- ✓ Describe the characters, settings, and plots in fiction read-alouds

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recall facts from “The Princess and the Pea” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RL.K.1)
- ✓ Interpret information to answer questions and express opinions about “The Princess and the Pea” and identify a cause/effect relationship in the fairy tale, with prompting and support (RL.K.1)
- ✓ With prompting and support, describe the characters, setting, and plot for “The Princess and the Pea” (RL.K.3)
- ✓ With prompting and support, define and use new words, such as *graceful*, from the read-aloud and the discussion about “The Princess and the Pea” (RL.K.4)
- ✓ Listen to a variety of texts, including fictional stories such as “The Princess and the Pea” (RL.K.5)

- ✓ With prompting and support, describe images that depict a princess and a bed in “The Princess and the Pea” using the illustration to check and support comprehension of the read-aloud (RL.K.7)
- ✓ Actively engage in the fictional read-aloud “The Princess and the Pea” (RL.K.10)
- ✓ Explain that “The Princess and the Pea” is realistic text because princesses really exist
- ✓ Discuss personal responses to whether they have ever eaten or seen peas

Core Vocabulary

delicate, adj. Fragile and easily broken

Example: Abby’s mother let her carefully hold the delicate china dolls.

Variation(s): none

graceful, adj. Moving, speaking, or acting in a beautiful way

Example: Even when they are not dancing, ballerinas have a graceful way of walking.

Variation(s): none

howled, v. Made a long, loud, and sad sound

Example: Tony howled when he hit his elbow against the sharp corner of his desk.

Variation(s): howl, howls, howling

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	peas	10
	Where Are We?	world map	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Princess and the Pea		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Graceful		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Character, Setting, Plot	Image Cards 7–12; chart paper	15



The Princess and the Pea

6_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review with students what they have learned about royal families. Remind students that kings and queens and their children, princes and princesses, were the most important and powerful people in the kingdom. Princes and princesses grew up getting whatever they wanted and having servants do everything for them.

Where Are We?

Show students a map of the world and help them locate the country of Denmark. Point to and explain that Denmark is a country in Europe. Explain to students that the read-aloud they are about to hear was published in Denmark in 1835, almost two hundred years ago! Review the word *author* with the students and tell them that the author's name was Hans Christian Andersen.

Purpose for Listening

Ask students if they have ever eaten peas. If so, ask them to describe what peas look and feel like. If possible, show students a pea and let them all have a chance to feel one. Tell students that they are about to hear a story about a princess and a pea. Have students discuss what they think a real princess is like. Have them listen to find out how a pea helps determine who is a real princess.



The Princess and the Pea

← Show image 6A-1: Prince searching for a real princess

- 1 How do you think the prince will know if he has met a real princess?
- 2 Remember, a kingdom is a country ruled by a king or queen.
- 3 The word *graceful* means moving, speaking, or acting in a beautiful way.

Once upon a time, there was a prince who wanted to marry a princess—but not just any princess. He wanted to marry a *real* princess. So he traveled all over the world looking for a real princess.¹

He went from kingdom to kingdom and he met plenty of princesses.² Of course, they were all beautiful, talented, **graceful**, and kind.³ But never did the prince feel that he had found an absolutely, totally, completely *real* princess. So, sad and disappointed, he returned home.



← Show image 6A-2: Prince returns home disappointed

Back at the castle, his mother, the queen, asked him, “Did you find a princess?”

“Oh, I found plenty of princesses,” the prince replied, “but I never felt sure that I’d found a *real* princess.”



← Show image 6A-3: Princess at the door in a terrible storm

- 4 The wind made a long, loud, and sad sound.
- 5 Does she look like a real princess to you?

That night there was a terrible storm. Lightning flashed, thunder crashed, the wind **howled**,⁴ and the rain pounded down. In the middle of the storm, there was a knock at the palace door. The king opened the door and there, standing in the rain, was a princess. And oh my, she was a mess! Her hair was dripping, her clothes were torn and muddy, and water poured out of her shoes.

“Who are you?” asked the queen.

“I am a princess,” she said. “Really. A real princess.”⁵



← Show image 6A-4: Queen prepares room

“Humph!” said the queen, and she thought to herself, “We’ll soon see about that!” The queen went into a bedroom and took all the sheets and blankets off the bed.⁶ Then she put one tiny pea on the bed, and on top of that she piled twenty mattresses, and

- 6 [Point to the queen putting the pea on the bed and to the pile of mattresses as you read the next sentence.]

7 Why do you think the queen put a pea under the soft mattresses and pads? Does this look like a comfortable bed to sleep in?



← **Show image 6A-5: Princess describes her night**

The next morning at the breakfast table, the queen asked the princess, “Did you have a good night’s sleep?”

“No, not at all,” said the princess. “I tossed and turned all night. Something in the bed was so hard and lumpy—why, I’m bruised black and blue all over.”

So, she had felt the pea through the twenty mattresses and twenty feather-filled pads. The queen and her son smiled at each other. Surely, only a *real* princess could be so **delicate** and sensitive!⁸

8 The word *delicate* means fragile and easily broken or hurt.



← **Show image 6A-6: Happily ever after**

So the prince married her and felt happy that he had at last found a real princess. And as for the pea, it was placed in a museum, where it may still be seen, if nobody has taken it.

And that, children, is a *real* story!

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* In the beginning of the fairy tale, what trouble does the prince have finding a princess as he travels from one kingdom to another? (He cannot find a *real* princess.)
2. *Literal* Describe how the princess looks when she arrives at the prince’s castle. (The princess’s hair is dripping wet, her clothes are torn and muddy, and she has water pouring from her shoes.)
3. *Literal* What test does the queen use to see if this person is a real princess? (The queen puts a pea under the soft mattresses and pads that the princess will be sleeping on.)

4. *Inferential* Does the princess sleep well? Why or why not? (The princess doesn't sleep well because the pea feels hard and lumpy, even under the mattresses. The delicate princess is bruised by the pea.)
5. *Evaluative* Do you think it is polite for the princess to tell the queen that she has not slept well? (Answers may vary.) Do you think it is wise for the prince to choose whom to marry based on whether or not the person is a real princess? (Answers may vary.)
6. *Evaluative* The last line of the tale says this is a "real story." Which parts of this story could actually happen? (A prince could have a difficult time finding a person he'd like to marry. A queen might try to help her son find a princess.) Which parts of this story are fantasy? (The princess would not be able to feel a small pea under that many mattresses and pads.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* What are some other ways the prince and queen could prove that someone is a real princess? (Answers may vary.) What would the fairy tale be named if your test was used instead of the pea test? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Graceful

5 minutes

1. In the read-aloud you heard, “Of course, [the princesses] were all beautiful, talented, *graceful*, and kind.”
2. Say the word *graceful* with me.
3. If someone is graceful, s/he moves, speaks, or acts in a beautiful way.
4. The bride looked very graceful as she danced at her wedding.
5. Have you ever seen anyone who seemed graceful? Try to use the word *graceful* when you tell about it. You may wish to model a graceful movement and a jerky, awkward, or graceless movement in order to contrast the actions. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “The student was graceful when . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will describe a situation. If it is an example of something graceful, say, “That is graceful.” If I give an example of something that is not graceful, say, “That is not graceful.”

1. The first time Sam tried to play the violin, it made a loud, screechy sound. (That is not graceful.)
2. The winner of the school talent show danced beautifully on the stage. (That is graceful.)
3. Ling tripped and fell as she walked across the room. (That is not graceful.)
4. At the swimming pool, Waleed did a perfect back dive into the pool. (That is graceful.)
5. The princess sang sweetly as she walked softly through the forest. (That is graceful.)



Complete Remainder of the Lesson Later in the Day



The Princess and the Pea

6_B

Extensions

15 minutes

Character, Setting, and Plot

Use a three-circle map to introduce the story elements of character, setting, and plot. Draw three circles on a large piece of chart paper, labeling the first circle “Characters,” the next circle “Setting,” and the last circle “Plot.” Draw an extra large circle for “Plot” to allow six image cards to fit within it.

Tell students that characters are the people in the story, setting is where the story takes place, and plot is what happens in a story. Prompt students to remember the characters in “The Princess and the Pea” and draw simple figures to represent these characters in the first circle. Then, discuss the setting of the read-aloud they heard today with the students and draw a simple picture of the setting in the second circle.

Finally, talk about the plot. Use Image Cards 7–12 and hold them up in the correct order. Prompt students to describe what is happening in each illustration. After the cards are described, attach them in order inside the plot circle.



Cinderella

7

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe the characters, setting, and plot in “Cinderella”
- ✓ Demonstrate familiarity with the story “Cinderella”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recall facts from “Cinderella” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RL.K.1)
- ✓ Interpret information to answer questions about “Cinderella,” and recognize a cause/effect relationship in the fairy tale, with prompting and support (RL.K.1)
- ✓ With prompting and support, sequence six pictures illustrating events in the fairy tale “Cinderella” (RL.K.2)
- ✓ With prompting and support, describe the characters, setting, and plot of “Cinderella” (RL.K.3)
- ✓ With prompting and support, define and use new words, such as *tattered*, from the read-aloud and the discussion about “Cinderella” (RL.K.4)
- ✓ Listen to a variety of texts, including fictional stories such as “Cinderella” (RL.K.5)

- ✓ With prompting and support, describe an illustration of the coach in “Cinderella,” using the illustration to check and support comprehension of the read-aloud (RL.K.7)
- ✓ Actively engage in the fiction read-aloud “Cinderella” (RL.K.10)
- ✓ Identify multiple meanings of *ball* and use them in appropriate contexts (L.K.4a)
- ✓ Explain that “Cinderella” has realistic elements, such as going to a ball and being treated unfairly, but it also has fantasy elements, such as magic and a fairy godmother
- ✓ Discuss personal responses to being treated unfairly and connect those to the way Cinderella was treated

Core Vocabulary

cinders, n. Small bits of burned wood from the fireplace

Example: Can you please sweep up the cinders that fell out of the fireplace?

Variation(s): cinder

hearth, n. The floor area in front of a fireplace

Example: A fiery log rolled out of the fireplace and onto the hearth.

Variation(s): hearths

merriment, n. Fun

Example: Her eyes sparked with merriment as her friends sang “Happy Birthday”

Variation(s): none

stumbled, v. Tripped

Example: Carolina’s foot caught on the sidewalk and she stumbled.

Variation(s): stumble, stumbles, stumbling

tattered, adj. Torn; worn out

Example: Gema could no longer wear her sister’s old coat because it was too old and tattered.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Where Are We?	world map	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Cinderella		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Tattered		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Ball	Poster 3M: Ball	15
	Sequencing Events in the Story	Instructional Master 7B-1; blank paper, scissors, glue or tape	



Cinderella

7
A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review with students what they have learned about kings and queens. As the most important and powerful people in the kingdom, kings and queens could have whatever they wanted. Discuss with students the concept of fairness. Ask students if they have ever been treated unfairly. Have students share how the unfair treatment made them feel.

Where Are We?

Show students a map of the world and help them locate the country of France. Point to and explain that France is a country in Europe. Explain to students that the read-aloud they are about to hear is a fairy tale written by someone who lived in France in 1697, over three hundred years ago. Review the word *author* with the students and tell them that the author's name was Charles Perrault.

Purpose for Listening

Tell students they are going to hear a made-up, fictional story about a young girl named Cinderella who was treated unfairly. Ask students to listen to find out what happens to Cinderella.



Cinderella

← Show image 7A-1: Cinderella scrubbing floor

Once upon a time, a little girl’s father married a new wife. The little girl’s stepmother forced her to do the hardest and dirtiest work in the house, while the stepsisters did nothing. When her work was finally done, she would sit, tired and alone, on the **hearth** by the fireplace, among the ashes and **cinders**.¹ And so she came to be called “Cinderella.”

1 Cinders are small bits of burned wood from the fireplace.

2 Her father did everything his new wife told him to do.



← Show image 7A-2: Cinderella listening to her stepsisters talking

One day, the king’s son, the prince, announced that he was going to hold a ball.³ The stepsisters shrieked with excitement at the announcement. All the young ladies in the kingdom were invited to the palace for a grand evening of dancing and **merriment**.⁴ For days the stepsisters primped in front of their mirrors and talked of nothing else.

3 A ball is a fancy party with dancing. The word *ball* can have other meanings. The word *ball* also means a round object we play with.

4 The word *merriment* means fun. What other word does merriment remind you of? *Merry* is a word we have learned that means happy.



← Show image 7A-3: Stepsisters snapping at Cinderella

The stepsisters snapped at Cinderella, “You must help us get ready for the ball. Clean our shoes! Comb our hair! Hurry!”

Cinderella helped her stepsisters without complaining. Silently, however, she longed to go to the ball and imagined herself dancing in the arms of the prince.

At last the day came. The stepsisters and their mother left for the palace. Cinderella watched them as long as she could. When she had lost sight of them, she began to cry, so miserable and alone did she feel.⁵

5 How does Cinderella feel? Why?



← **Show image 7A-4: Fairy godmother**

But Cinderella was not alone after all, for she heard a gentle voice ask, “What’s the matter, dear?”

She looked up and saw a woman with a kind face.

“I wish—I wish I could—” began Cinderella, but could not finish for all her tears and sobbing.

“You wish to go to the ball—is that it?” said the kind woman. “Then it shall be so!” said the woman, for she was, you see, Cinderella’s fairy godmother.



← **Show image 7A-5: Cinderella in a pumpkin patch**

“Now run into the garden,” she said to Cinderella, “and bring me a pumpkin.” Cinderella went immediately to the garden, though she could not imagine what a pumpkin had to do with going to the ball. She watched her fairy godmother scoop out the inside of the pumpkin, leaving only the rind.⁶ Then the pumpkin turned into a dazzling coach lined with satin!⁷ Next, with a touch of her wand she turned a big rat into a fat, jolly coachman to drive the coach.

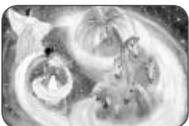
6 A rind is the tough outer skin of a fruit or vegetable.

7 A coach is like a fancy carriage.



← **Show image 7A-6: Coach**

“Now, dear,” said the fairy godmother, “bring me the mouse trap from the house.” Cinderella brought the trap, which had six live mice in it. “Open the door of the trap, dear,” said the fairy godmother. Then, as each mouse scurried out, she gave them, and the pumpkin rind, a tap with her wand.



← **Show image 7A-7: Cinderella and the fairy godmother surrounded by white light**

Suddenly, Cinderella was surrounded by bright, white light as she watched the six mice turn into a fine set of six horses, all a beautiful mouse-colored gray.

“Well,” said the fairy godmother with a smile, “are you pleased? Are you ready to go to the ball?”

“Oh yes!” cried Cinderella. “But . . . must I go in these dirty rags?”



← **Show image 7A-8: Cinderella in a glittering gown**

8 Cinderella's old clothes were torn, but her new gown was sparkling.

Her godmother laughed and, with a touch of her wand, changed Cinderella's **tattered** clothes into a glittering gown of gold and silver.⁸ And on her feet appeared a pair of glass slippers, the prettiest in the world. Cinderella stepped into the coach. But before she left, her fairy godmother gave her this warning: "Do not stay at the ball after midnight, not even for a moment! When the clock strikes twelve, the coach will once again be a pumpkin; the horses, mice; the coachman, a rat; and your gown, the same old clothes you had on."⁹

9 What will happen after midnight?

Cinderella promised she would leave before midnight. Then, calling out her thanks, away she rode in the coach, feeling happier than she had ever felt before.

10 Who do you think the princess is that the prince heard about?

At the palace, the prince heard that a great princess had arrived, but that no one knew who she was.¹⁰ So he went to meet her, and gave her his hand, and led her into the great ballroom filled with people. As they entered, a hush fell upon the room. The dancers stopped dancing; the musicians stopped playing. Everyone stood still just to look upon the beauty of the unknown newcomer.



← **Show image 7A-9: Cinderella dancing with the prince**

11 They were jealous of the young woman because they wished the prince would dance with them instead.

The prince asked Cinderella to dance with him. They danced together once, then twice, then again and again. Cinderella's face shone with happiness. Everyone at the ball looked on in admiration —everyone, that is, but the two jealous stepsisters, who glared at the lovely lady, though they had no idea they were glaring at Cinderella!¹¹

How quickly time slips away when the heart is happy! As Cinderella danced again and again with the prince, she heard the great bell of the palace clock begin to toll or ring: *one . . . two . . . three . . .*

"Oh!" she gasped. "The clock! What time is it?"

The prince answered, "Midnight."



← **Show image 7A-10: Cinderella running from the ball**

Midnight! Cinderella’s cheeks grew pale. She turned and, fast as a deer, ran out of the ballroom, down a long hallway, then down a long staircase.¹²

12 What’s wrong? Why did Cinderella start running?

13 Cinderella tripped and lost one of her glass shoes. Can you see the slipper?

At the foot of the staircase she **stumbled**; one of her glass slippers fell off!¹³ But Cinderella could not stop. Already the clock had sounded its eleventh stroke. As she leapt breathlessly out of the castle into the darkness, she heard the clock sound the last stroke of midnight, and felt her smooth gown turn into the rough cloth of her real clothes.

Her dazzling coach had turned back into a pumpkin, so she ran home alone. When she got there, she was out of breath, and climbed the stairs to her cold attic room. Then she noticed: She was still wearing one glass slipper!



← **Show image 7A-11: Prince holding slipper**

Now, when Cinderella had run from the palace, the prince had raced after her. And though he had not been able to catch her, he did find, at the bottom of the staircase, the glass slipper that had fallen off her foot.

And that is why, the very next morning, the sound of trumpets woke the kingdom, and the prince announced that he would marry the woman whose foot fit the glass slipper. The prince sent men to try the slipper on the foot of every woman in the land.

From house to house they went, trying the slipper on foot after foot. But on one foot the slipper was too long; on another, too short; on another, too wide; on another, too narrow.



← **Show image 7A-12: Stepsister trying on slipper**

And so it went until at last they came to the house of Cinderella and her stepsisters. One by one, the stepsisters squeezed, pinched, and pushed, but the slipper would not fit.¹⁴

14 Why did the stepsisters keep trying to make the shoe fit?

Then, from the shadows, Cinderella stepped forth and said, “Let me see if it will fit me.”



“You!” the stepsisters cried. “Go back to the cinders where you belong!”

← **Show image 7A-13: Cinderella trying on the glass slipper**

But one of the prince’s men said that he had orders to try the slipper on every woman in the kingdom. He placed the slipper on Cinderella’s foot—and it fit perfectly! The stepsisters’ mouths dropped open in astonishment. And they were even more shocked when, from her pocket, Cinderella drew forth the other glass slipper.¹⁵

15 Why were the stepsisters surprised?

And now the stepsisters recognized Cinderella as the beautiful lady they had seen at the ball. They threw themselves at her feet and begged her pardon for all of the ways they had treated her so badly. Cinderella was so kind-hearted that she forgave them and embraced them.

Later, after Cinderella married the prince, she even invited her stepmother and stepsisters to live at the palace. And there, Cinderella and the prince lived happily ever after.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Inferential* How did Cinderella get her name? (Cinderella got her name because she would sit near the ashes and cinders from the fireplace after a hard day’s work.)
2. *Inferential* How did Cinderella’s stepmother and stepsisters treat her? (Cinderella’s stepmother and stepsisters treated her meanly and unfairly.)
3. *Inferential* Who suddenly appears to help Cinderella? (Cinderella’s fairy godmother appears to help her.) How does the fairy godmother help Cinderella? (The fairy godmother helps Cinderella get ready to go to the ball by turning a pumpkin into a coach and mice into horses.)

4. *Inferential* Why did Cinderella have to leave the ball at midnight? (Cinderella had to leave the ball at midnight because the coach would turn into a pumpkin, the horses would turn back to mice, and her clothes would become tattered again.)
5. *Literal* What did Cinderella lose as she ran out of the ball at midnight? (Cinderella lost her glass slipper as she ran out of the ball at midnight.)
6. *Inferential* How did the prince decide to try to find Cinderella? (He sent his servants throughout the kingdom so that every woman could try on the glass slipper to see if it fit.)
7. *Inferential* Why did the prince want to find Cinderella? (The prince wanted to find Cinderella so he could marry her.)
8. *Literal* What happened at the end of the story? (The prince and Cinderella got married and lived happily ever after. Cinderella, who was always kind, forgave her stepmother and stepsisters and invited them to live at the palace.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* Some things in the story could really happen and some things could not really happen because they are magic or fantasy. Which things could really happen? (The parts of the story that could really happen include being treated unfairly and going to a ball.) Which things are magic or fantasy? (The parts of the story that are magic or fantasy include a fairy godmother who suddenly appears and changes a pumpkin into a carriage, mice into horses, and her tattered clothing into a gown.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Tattered

5 minutes

1. In the read-aloud you heard, “Her godmother laughed and, with a touch of her wand, changed Cinderella’s *tattered* clothes into a glittering gown of gold and silver.”
2. Say the word *tattered* with me.
3. *Tattered* describes any object that is torn or worn out, like a piece of fabric or clothing.
4. My old jeans are tattered with lots of holes.
5. Tell me about something you have or have seen that is tattered. Try to use the word *tattered* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “My _____ is tattered.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name several things. If the example I give is something torn or worn out, say, “_____ is tattered.” If the example I give is something in good condition, say, “_____ is not tattered.” Remember to answer in complete sentences.

1. an old blanket with holes (The old blanket with holes is tattered.)
2. a bright, new rug (A bright, new rug is not tattered.)
3. a pair of pants without any tears in it (A pair of pants without any tears in it is not tattered.)
4. an old, ripped shirt (An old, ripped shirt is tattered.)
5. a book that is falling apart and has missing pages (A book that is falling apart and has missing pages is tattered.)



Complete Remainder of the Lesson Later in the Day



Extensions

15 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Ball

1. [Show Poster 3M: Ball.] In the read-aloud you heard, “Now it happened one day that the king’s son, the prince, announced that he was going to hold a *ball*.” Which picture shows this type of *ball*? [Have students hold up one, two, or three fingers to indicate which image on the poster shows this meaning.]
2. *Ball* can also mean several other things. *Ball* also means a round object. Which picture shows someone with a round object? [Have students hold up one, two, or three fingers to indicate which image on the poster shows this meaning.]
3. *Ball* also describes sports games, like baseball or basketball. Which picture shows teams playing ball? [Have students hold up one, two, or three fingers to indicate which image on the poster shows this meaning.]
4. Now that we have described the different meanings for *ball*, quiz your neighbor on these different meanings. Remember to use complete sentences. For example, you could say, “After school, we always go to the park to play ball.” Your neighbor would respond by holding up three fingers.

10 Sequencing Events in the Story (Instructional Master 7B-1)

Provide each student with Instructional Master 7B-1, a blank piece of paper, scissors, and glue or tape. First have students cut out the small pictures. Then tell students to sequence the pictures according to the story. Tell them to glue their pictures in order on the blank page once they have checked their choices.

Allow all students sufficient time to complete the assessment. Have students retell the story with their partners, referring to the sequenced images to aid in their retelling.



Snow White and the Seven Dwarfs

8

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe the characters, setting, and plot in “Snow White and the Seven Dwarfs”
- ✓ Demonstrate familiarity with the story “Snow White and the Seven Dwarfs”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recall facts from “Snow White and the Seven Dwarfs” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RL.K.1)
- ✓ Interpret information to answer questions, make judgments, and express opinions about “Snow White and the Seven Dwarfs,” and identify a cause/effect relationship in the fairy tale, with prompting and support (RL.K.1)
- ✓ With prompting and support, sequence six pictures illustrating events in the fairy tale “Snow White and the Seven Dwarfs” (RL.K.2)
- ✓ With prompting and support, describe the characters, setting, and plot for “Snow White and the Seven Dwarfs” (RL.K.3)

- ✓ With prompting and support, define and use new words, such as *stomped*, from the read-aloud and the discussion about “Snow White and the Seven Dwarfs” (RL.K.4)
- ✓ Listen to a variety of texts, including fictional stories such as “Snow White and the Seven Dwarfs” (RL.K.5)
- ✓ With prompting and support, describe illustrations of the dwarfs’ cottage, and the queen and the magic mirror, in “Snow White and the Seven Dwarfs,” using the illustrations to check and support comprehension of the read-aloud (RL.K.7)
- ✓ Actively engage in the fiction read-aloud “Snow White and the Seven Dwarfs” (RL.K.10)
- ✓ Explain that “Snow White and the Seven Dwarfs” could be realistic text because there could really be a girl named Snow White, but it is fantasy because mirrors don’t really talk

Core Vocabulary

fairest, adj. Most beautiful

Example: The kind and lovely princess was the fairest maiden in the land, because she was beautiful inside and out.

Variation(s): fair, fairer

peddler, n. A person who travels about selling goods

Example: The peddler went from house to house selling eggs.

Variation(s): peddlers

pity, n. Feeling sorry for someone

Example: Her voice was full of pity when she spoke to the hurt puppy.

Variation(s): none

rage, n. Anger

Example: When Rodolfo’s mom put him in time-out, he was so full of rage his body shook!

Variation(s): rages

stomped, v. Walked heavily

Example: Felipe stomped his feet as he went up the stairs to his room.

Variation(s): stomp, stomps, stomping

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Where Are We?	world map	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Snow White and the Seven Dwarfs		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Stomped		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sequencing Events in the Story	Instructional Master 8B-1; blank paper; scissors; glue or tape	15



Snow White and the Seven Dwarfs

8A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review with students what they have learned about kings and queens. As the most important and powerful people in the kingdom, kings and queens could have whatever they wanted and had servants do everything for them.

Where Are We?

Show students a map of the world and help them locate the country of Germany. Point to and explain that Germany is a country in Europe. Explain to students that they are about to hear a fairy tale that was a familiar story in many countries in Europe a long time ago. The version they are about to hear is based on the tale collected by two brothers, known as the Brothers Grimm. The Brothers Grimm, who lived in Germany in the 1800s, collected and published many fairy tales.

Purpose for Listening

Tell students they are going to hear a made-up story about a young girl named Snow White and a queen who wants to be the fairest, or most beautiful, person in the kingdom. Tell students to listen to find out what the queen does to get what she wants.



Snow White and the Seven Dwarfs

← Show image 8A-1: Queen and magic mirror

1 The word *vain* means that the queen knew she was very beautiful and thought about her beauty all of the time.

There once was a queen who was very beautiful, but she was very vain.¹ She could not bear to think that anyone might be more beautiful than she.

The queen had a magic mirror, and she would look into it and say:

*“Mirror, mirror on the wall,
Who is **fairest** of us all?”²*

And the mirror would answer:

“You, Queen, are the fairest of us all.”

And she was satisfied, for she knew the mirror spoke the truth.

2 “Mirror, mirror on the wall, who is the most beautiful of us all?”



← Show image 8A-2: Snow White playing outside

The queen’s stepdaughter was a darling little girl named Snow White. As Snow White grew up, she grew prettier and prettier, and when she was seven years old, she was more beautiful than the queen herself. So one day, when the queen went to her mirror and asked:

*“Mirror, mirror on the wall,
Who is fairest of us all?”*

The mirror answered:

*“Though you are fair, O Queen, ‘tis true,
Snow White is fairer still than you.”³*

When the queen heard this, she turned green with jealousy, and from that moment her heart turned against Snow White.⁴ Envy grew in her like weeds, until one day she called for a huntsman, and said, “Take the child into the woods and away from my kingdom.”⁵

3 The word *fair* means beautiful in this sentence. The word *fair* can have other meanings. It also means a carnival with rides and game booths.

4 “Turning green with jealousy” means becoming very, very jealous, or wanting what someone else has very much.

5 The word *envy* also means wanting what someone else has. What did the queen decide to do since she was so jealous of Snow White’s beauty?



6 The huntsman felt sorry for Snow White, so he let her live.

← **Show image 8A-3: Huntsman lets Snow White go**

The huntsman took the child into the forest, but he took **pity** on Snow White and told her to run away.⁶



← **Show image 8A-4: Dwarfs' house**

As the huntsman galloped away, poor Snow White found herself alone in the woods. She felt afraid and ran as long as her feet would carry her, until at last, as evening fell, she came upon a little house deep in the woods.

She went inside to rest. Inside the house everything was very small, but as neat and clean as possible. By the wall stood seven little beds, side by side, covered with clean white quilts. Nearby stood a little table, covered with a white cloth and set with seven little plates, seven knives and forks, and seven little drinking cups.⁷ Snow White was very hungry, but she didn't want to eat anyone's whole meal, so she took a little porridge and bread from each plate, and a little sip from each cup. After that, she felt so tired that she lay down on one of the beds and fell asleep.

7 How many people do you think might live at this house?



← **Show image 8A-5: Seven dwarfs walking down path**

When it was quite dark, the owners of the little house came home. They were seven dwarfs, who worked every day in the mountains, digging with their picks and shovels for gold. When they had lighted their seven candles, they saw that everything in the house was not the same as they had left it.

They looked around and saw Snow White lying asleep in a bed. They all came running up with their candles, and said, "Oh, goodness gracious!" She was sleeping so peacefully that they did not wake her.



← **Show image 8A-6: Snow White with the dwarfs**

The next morning, Snow White woke and saw the seven dwarfs. They seemed quite friendly, so she told them how the queen had made her leave the kingdom, and how she had run the whole day long, until at last she had found their little house.

Then the dwarfs said, “If you will keep house for us, you may stay with us, and we will make sure you have everything you need.”

Every morning, the dwarfs went to the mountain to dig for gold. When the dwarfs were away during the day, Snow White was alone in the house. The dwarfs warned her, saying, “Don’t let anyone in the house! Beware of the queen, for she may find out you are here.”⁸

8 Where does the queen think Snow White is?



← **Show image 8A-7: Queen and magic mirror**

And indeed, one day the queen went to her mirror and said:

*“Mirror, mirror on the wall,
Who is fairest of us all?”*

And the mirror answered:

*“O Queen, you are of beauty rare,
But Snow White living in the glen
With the seven little men
Is a thousand times more fair.”⁹*

9 Who did the mirror say was the most beautiful? Do you think the queen expected this answer from the mirror or was she surprised?



← **Show image 8A-8: Queen with apple**

The queen gasped. She knew the mirror spoke the truth, and that Snow White must be still in the kingdom. She thought of a plan to get rid of Snow White. She went to a dark and secret room, and there she made a poisonous apple. It was so big, beautiful, and red that anyone who saw it would long for it, but whoever ate even a piece of it would sleep forever. Then the queen made herself look like a **peddler**, and went across the seven mountains to the home of the seven dwarfs.¹⁰ When she knocked at the door, Snow White put her head out the window and said, “I dare not let anyone in. The seven dwarfs told me not to.”

“All right, I’ll go,” said the old woman. “But here, let me give you one of my apples.”

“No,” said Snow White, “I’m not supposed to take anything.”

10 A peddler is a person who travels about selling things.



← **Show image 8A-9: Queen taking a bite of apple**

“Goodness, child, you act like the apples are poisoned!” said the old woman. “Look here, I’ll take a bite of this apple myself, all right?”

But the wicked queen had thought of everything: When she made the poisonous apple, she put the poison only in one side—the side that she now held out facing toward Snow White. Snow White looked at the lovely apple and wanted it so much that when she saw the old woman take a bite of the other side—the side without the poison—Snow White could not resist. She stepped outside, took the apple, bit the poisonous part of the apple, and fell down as if she would never get up again.



← **Show image 8A-10: Queen and magic mirror**

When the queen went home, she rushed to her mirror and asked:

*“Mirror, mirror on the wall,
Who is fairest of us all?”*

And the mirror answered:

“You are now the fairest of all.”¹¹

11 What does that mean—what has happened to Snow White?



← **Show image 8A-11: Weeping dwarfs**

The dwarfs came home and found Snow White lying there, as if dead. They lifted her up and looked for some way to help her, but they found nothing, and nothing they did helped the child. And they sat around her, all seven of them, and wept. They loved her so much that for many years Snow White lay in the dwarfs’ home. All the while she never changed, but looked as if she were asleep, with skin as white as snow, lips as red as blood, and hair as black as ebony.



← **Show image 8A-12: Prince at dwarfs’ house**

Then one day a prince was riding through the woods. He stopped at the dwarfs’ house. From there he could see the beautiful Snow White. She was so beautiful that he felt he had to kiss her.

As the prince gently lifted Snow White, a piece of poison apple came out of Snow White's throat!

12 Was Snow White really dead? What happened so that she was able to wake up?

Snow White sat up and cried, "Oh! What happened?"¹²

The prince, full of joy, said, "You were in a deep sleep. I am the prince, and I love you more than anything in the world. Come with me to my father's castle and be my bride."



← **Show image 8A-13: Wedding**

A splendid wedding was held for the prince and Snow White. Snow White's wicked stepmother, the queen, was invited to the wedding. When she had dressed herself in beautiful clothes, she went to her mirror and asked:¹³

*"Mirror, mirror on the wall,
Who is fairest of us all?"*

And the mirror answered:

*"Though you are fair, O Queen, 'tis true,
The new bride is fairer still than you."*

13 What do you think is going to happen now? When the queen asks the mirror who is the most beautiful, what do you think the mirror will say?

The queen screamed with anger. First she thought she would not go to the wedding. Then she thought she had to go and see the new bride. And when she saw the new bride, she recognized her as Snow White, and she was filled with a terrible **rage**.¹⁴ In a wild fury, she screamed and **stomped** her feet¹⁵ and jumped up and down, as though she were wearing red-hot shoes, and ran away and never came back. She never caused Snow White trouble again. And Snow White and the prince lived happily ever after.

14 *Rage* means anger.

15 [Demonstrate stomping as you read.]



Comprehension Questions

10 minutes

← Show image 8A-4: Dwarfs' house

1. *Literal* [Remind students that a setting is the place where the action in a story takes place.] What is the setting in this image? (The setting in image 8A-4 is the seven dwarfs' house in the woods.)
2. *Literal* Who are the main characters in this read-aloud? (The main characters are Snow White, the evil queen, the huntsman, the seven dwarfs, and the prince.)
3. *Inferential* Why is the queen jealous or envious of Snow White? (The queen is jealous or envious of Snow White because Snow White is more beautiful than she is.)
4. *Literal* Where did Snow White go to live once the huntsman told her she had to leave the kingdom? (Snow White went to live in the house where the seven dwarfs lived.)
5. *Inferential* How does the queen learn that Snow White is still in the kingdom? (The mirror told the queen that Snow White is still in the kingdom.) How does this make her feel? (The queen feels very angry when she hears that Snow White is still in the kingdom.)
6. *Inferential* Why did the evil queen want to get rid of Snow White? (The evil queen wanted to get rid of Snow White because she was jealous of how beautiful Snow White was.)
7. *Inferential* Were the dwarfs able to save Snow White when they found her after she had eaten the poisoned apple? (No, the dwarfs were not able to save Snow White after she had eaten the poisoned apple.) How did the dwarfs feel and why? (The dwarfs felt sad because they thought she was dead.)
8. *Literal* What happened to Snow White at the end of the story? (The prince fell in love with Snow White. The piece of poisoned apple popped out of Snow White's throat, and she woke up and married the prince.)

9. *Literal* What happened to the queen at the end of the story? (The queen was so jealous of Snow White that she ran away and never came back.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Evaluative Think Pair Share:* Some things in this read-aloud could be real and some things are fantasy or make-believe. Which parts of the story could be real? (People can sometimes do mean things.) Which parts are fantasy? (Mirrors don't talk.)
11. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Stomped

5 minutes

1. In the read-aloud you heard, "In a wild fury, [the queen] screamed and *stomped* her feet and jumped up and down, as though she were wearing red-hot shoes, and ran away and never came back."
2. Say the word *stomped* with me. Other ways to say this word are *stomp*, *stomps*, or *stomping*.
3. When a person stomps, s/he moves his or her foot up and down hard on the ground. [Demonstrate stomping for students, and invite them to stomp along with you.]
4. My brother was so mad when our favorite team lost the game that he stomped up the stairs to show how upset he was.
5. Tell me about a time when you stomped around. Try to use the word *stomped* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I stomped around when . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say several sentences. If the person in the sentence has stomped, say, “S/he stomped.” If the person in the sentence has not stomped, say, “S/he did not stomp.” Remember to answer in complete sentences.

1. Yaneli moved her feet to the beat of the music. (She stomped.)
2. Ashley, in a huff, walked forcefully down the hall to her room. (She stomped.)
3. Luis jumped on his trampoline. (He did not stomp.)
4. I tiptoed down the hall so as not to wake the baby. (I did not stomp.)
5. Leonardo crawled around on the floor like a lion. (He did not stomp.)



Complete Remainder of the Lesson Later in the Day



Snow White and the Seven Dwarfs

8_B

Extensions

15 minutes

10 Sequencing Events in the Story (Instructional Master 8B-1)

Provide each student with Instructional Master 8B-1, a blank piece of paper, scissors, and glue or tape. First have students cut out the small pictures. Then tell students to sequence the pictures according to the story. Tell them to glue or tape their pictures in order on the blank page once they have checked their choices.

Allow all students sufficient time to complete the assessment. Have students retell the story with their partners, referring to the sequenced images to aid in their retelling.



Note to Teacher

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

Core Content Objectives Addressed in This Domain

Students will:

- ✓ Describe what a king or queen does
- ✓ Identify and describe royal objects associated with a king or queen
- ✓ Indicate that kings and queens still exist today, but that there were many more kings and queens long ago
- ✓ Describe a royal family
- ✓ Identify important factors (children, partnerships, arranged marriages) that ensured a royal family's success
- ✓ Describe that kings usually possess gold and other treasures
- ✓ Discuss the difference between valuing relationships with people and valuing wealth
- ✓ Describe the behaviors that reinforce that kings and queens are royal
- ✓ Recite "Old King Cole"
- ✓ Recite "Sing a Song of Sixpence"
- ✓ Describe the characters, settings, and plots of a given story
- ✓ Demonstrate familiarity with a given story or poem

Review Activities

Image Card Review for “Cinderella”

Materials: Image Cards 13–21

In your hand, hold Image Cards 13–21 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. Tell students that these images all have to do with the story of “Cinderella.” The student must then perform an action or give a clue about the picture s/he is holding. For example, for the image of the fairy godmother turning the pumpkin into a coach, a student may pretend to hold a wand and turn a round object into an imaginary coach. The rest of the class will guess what event is being described. Proceed to another card when the correct answer has been given.

Image Card Review for “Snow White and the Seven Dwarfs”

Materials: Image Cards 22–29

In your hand, hold Image Cards 22–29 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. Tell students that these images all have to do with the story of “Snow White and the Seven Dwarfs.” The student must then perform an action or give a clue about the picture s/he is holding. For example, for the image of Snow White and the huntsman, a student may pretend to look afraid as s/he runs off into the forest. The rest of the class will guess what event is being described. Proceed to another card when the correct answer has been given.

Listen and Create

Materials: Audio recordings; drawing paper, drawing tools

Read excerpts from “Cinderella” and/or “Snow White and the Seven Dwarfs” or have students listen to an audio recording. While listening, have them draw their favorite scenes. After the story, talk about how fairy tales are different from real life and how they may be the same. Ask students if they think good always wins and bad is always punished.

- ✈ Above and Beyond: Have students write a word or a simple sentence describing their illustration, using the sound-spelling correspondences taught thus far.

Prince and Princess Hats and “The Princess and the Pea”

Materials: Construction paper; glue or tape; art supplies

Have students create prince and princess hats to wear during a retelling of “The Princess and the Pea.” Roll a sheet of construction paper to form the cone shape of the hat. Students can then decorate their hats. Have students discuss what a real prince or real princess is like.

Compare/Contrast

Materials: Chart paper

Tell students that together you are going to compare and contrast the stories of “Cinderella” and “Snow White and the Seven Dwarfs.” Explain to them that this means you will write down how the stories are the same and how they are different. On chart paper, draw either two columns or a Venn diagram, depending on the level of understanding in your class. Ask students how the stories are similar (They both have princesses as main characters, princes, unfair treatment of the main characters, magic, happy endings, etc.) and how they are different (Cinderella has stepsisters, a fairy godmother, and a magic pumpkin; Snow White has dwarfs, a huntsman, and a magic mirror.) Write down what students say while reinforcing with rich vocabulary.

Riddles for Core Content

Ask students riddles such as the following to review core content:

- I searched far and wide for a real princess. Who am I? (prince)
- I felt bruised all over from sleeping on top of a pea that was hidden underneath a pile of mattresses. “Who am I?” (the real princess)
- I sit by the fireplace and sometimes get cinders on me. Who am I? (Cinderella)

- I held a ball to meet all the young ladies in the kingdom. Who am I? (the prince)
- The fairy godmother turned me into a carriage! What am I? (a pumpkin)
- We tried to fit our feet into the glass slipper, but it would not fit! Who are we? (the stepsisters)
- The queen looks into me all the time and asks me who is the fairest, or most beautiful. What am I? (a magic mirror)
- I made the queen very angry because the mirror said I was more beautiful than she was. Who am I? (Snow White)
- We are very short and work in the mountains. Who are we? (the seven dwarfs)

Teacher Choice

Select a read-aloud to reread to students.



Domain Assessment

DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Kings and Queens*. The results should guide review and remediation the following day.

There are two parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Part II of the assessment addresses the core content targeted in *Kings and Queens*.

Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Reign:** The king or queen reigns over the kingdom because he or she has the power to make the rules. (smiling face)
2. **Rule:** The king and queen make rules that people have to follow. (smiling face)
3. **Ball:** It is fine to go to a ball in your pajamas. (frowning face)
4. **Royal:** Anyone is allowed to sit on the queen's royal throne. (frowning face)
5. **Treasures:** Things that are worthless and that no one wants are called treasures. (frowning face)
6. **Kingdom:** A kingdom is the land that kings and queens rule over. (smiling face)
7. **Crown Prince:** The crown prince will become the next king. (smiling face)

8. **Palace:** The royal family lives in a palace. (smiling face)
9. **Servants:** Servants do all of the same things as kings. (frowning face)
10. **Fairest:** Snow White was called the fairest of them all because she was the meanest person in the entire kingdom. (frowning face)

Directions: I am going to read more sentences using other words you have heard and practiced. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Advantages:** One advantage of having brothers and sisters is that you always have someone to play with. (smiling face)
12. **Tattered:** Tattered jeans have holes in them. (smiling face)
13. **Merry:** Being sick at home with a fever and cough makes me feel merry. (frowning face)
14. **Disadvantages:** Disadvantages are good things that help you. (frowning face)
15. **Dainty:** A princess might receive dainty cakes as little gifts. (smiling face)

Part II (Instructional Master DA-2)

Directions: I am going to read some sentences to you. If the sentence is correct, circle the smiling face. If the sentence is not correct, circle the frowning face. I will say each sentence two times.

1. A kingdom is a place ruled by a king or a queen. (smiling face)
2. If something is royal, it belongs to the maids or servants. (frowning face)
3. A crown prince is the oldest prince and next in line to be the king. (smiling face)
4. There are *no* kings, queens, or crown princes today. (frowning face)

5. Old King Cole was a very unhappy king. (frowning face)
6. A palace is the home of the king or queen and their family. (smiling face)
7. A carriage or coach carries people and is pulled by horses. (smiling face)
8. In both “Cinderella” and “Snow White and the Seven Dwarfs,” the characters who are good are rewarded, or given good things, in the end. (smiling face)



Culminating Activities

CA

Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds
- reading the corresponding lesson in the *Supplemental Guide*, if available

Enrichment

Listen and Create

Materials: Audio recordings; drawing paper; art supplies

Read excerpts from “Cinderella” and/or “Snow White and the Seven Dwarfs” or have students listen to an audio recording. While

listening, have them draw their favorite scenes. After the story, talk about how fairy tales are different from real life and how they may be the same. Ask students if they think good always wins and bad is always punished.

- ✈ Above and Beyond: For any students who are able to do so, have them write a word or a simple sentence describing their illustration.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read a related trade book to review a particular concept; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

Today's Royal Families

Materials: Short videos or pictures of contemporary royal families

Search the internet for short videos or photographs of today's royal families. Discuss with students how today's royal families are similar and different from the royal families they have discussed in the domain.

You Were There: Kings and Queens

Have students pretend to be kings and queens or members of the royal family. Ask students to use what they have learned to imagine and then describe what they might see and hear as a king, queen, or member of the royal family. For example, a student may pretend to be a crown prince who will one day grow up to be king.

Royal Tea Party

Tell students that kings and queens were expected to have perfect manners at all times. Review basic manners with students, such as saying please and thank you and waiting patiently for a turn. Hold a class tea party in which students can sip water ("tea") and munch on treats such as muffins or cupcakes ("crumpets"). Remind students to be on their best tea party behavior and use good manners.

Class Book: Kings and Queens

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to add to the class book they started previously to help them remember what they have learned in this domain. Have students brainstorm important information about kings and queens, the royal family, the kingdom, and the stories and nursery rhymes they have heard. Have each student choose one idea to draw a picture of, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

For Teacher Reference Only:

Copies of *Tell It Again! Workbook*





Dear Family Member,

Your child will be listening to read-alouds about kings and queens at school. Some of the read-alouds are nonfiction and provide information about the lives of royalty and their court. Some are stories or rhymes written about kings and queens and the lessons they learn. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about kings and queens.

1. Royal Words

Your child will hear a number of words in the read-alouds about kings and queens: *kingdom, royal, rules, servants, advantages, disadvantages, reign, and prosperity*, to name a few. Review some of these words about kings and queens by using them in conversation when you discuss what your child has been learning in school.

2. King Midas and the Golden Touch

We will explore the story of King Midas who loved gold so much that he wished that everything he touched would turn to gold, and his wish came true! King Midas's beloved daughter Marigold turned to gold as well. At the end of the story, King Midas realizes that his love for his daughter is more valuable than any amount of gold. Discuss the importance of relationships and caring for others with your child.

3. Read Aloud Each Day

Set aside time to read to your child each day. Reading to your child is the single most important thing you can do to encourage his or her literacy development. The local library has a variety of books about kings and queens, and a list of books and other resources relevant to this topic is attached to this letter.

Be sure to praise your child whenever s/he shares what has been learned at school.

Recommended Resources for Kings and Queens

Trade Book List

1. *Amazing Grace*, by Mary Hoffman. Illustrated by Caroline Binch (Reading Rainbow Books, 1991) ISBN 978-0803710405
2. *Cinder Edna*, by Ellen Jackson. Illustrated by Kevin O'Malley (HarperCollin, 1998) ISBN 978-0688162955
3. *Cinderella*, by Charles Perrault. Illustrated by Loek Koopmans. Translated by Anthea Bell (North-South Books, 2002) ISBN 978-0735814868
4. *Kate Middleton: Real-Life Princess*, by Sarah Tieck (ABDO Publishing Company, 2011) ISBN 978-1617830204
5. *King Bidgood's in the Bathtub*, by Audrey and Don Wood (Harcourt Children's Books, 1985) ISBN 978-0152427306
6. *King Midas and the Golden Touch*, by Charlotte Craft. Illustrated by K.Y. Craft (HarperCollins, 2003) ISBN 978-0060540630
7. *The King Who Rained*, by Fred Gwynne (Aladdin, 1988) ISBN 978-0671667443
8. *The Kite Princess*, by Juliet Clare Bell. Illustrated by Laura-Kate Chapman (Barefoot Books, 2012) ISBN 978-1846868306
9. *Max and Ruby's Midas*, by Rosemary Wells (Puffin, 2003) ISBN 978-0142500668
10. *Midnight: A Cinderella Alphabet*, by Stephanie Perkal. Illustrated by Spencer Alston Bartsch (Shen's Books & Supplies, 1997) ISBN 978-1885008053
11. *Mother Goose Remembers*, by Clare Beaton (Barefoot Books, 2006) ISBN 978-1846860034
12. *Prince Cinders*, by Babette Cole (Puffin, 1997) ISBN 978-0698115545
13. *Princess Grace*, by Mary Hoffman. Illustrated by Cornelius Van Wright and Ying-Hwa Hu (Dial, 1992) ISBN 978-0803732605

14. *The Princess and the Pea*, by Rachel Isadora (Puffin, 2009)
ISBN
978-0142413937
15. *The Princess and the Pig*, by Jonathan Emmett. Illustrated by Poly Bernatene (Walker Childrens, 2011) ISBN
978-0802723345
16. *Prince William: Real-Life Prince*, by Sarah Tieck (ABDO Publishing Company, 2011) ISBN 978-1617830228
17. *The Queen's Knickers*, by Nicholas Allan (Transworld Publishers, 2001) ISBN 978-0099413141
18. *Rapunzel*, by Rachel Isadora (Putnam Juvenile, 2008) ISBN
978-0399247729
19. *The Rough-Face Girl*, by Rafe Martin (Puffin, 1998) ISBN
978-0698116269
20. *The Royal Treasure Measure*, by Trudy Harris. Illustrated by Ivica Stevanovic (Lerner Publishing Company, 2012) ISBN
978-0761368069
21. *Snow White and the Seven Dwarfs*, by Jacob and Wilhelm Grimm. Illustrated by Nancy Ekholm Burkert. Translated by Randall Jarrell (Square Fish, 1987) ISBN 978-0374468682
22. *Snow White in New York*, by Fiona French (Oxford University Press, USA, 1990) ISBN 978-0192722102
23. *Tea for Ruby*, by Sarah Ferguson, the Duchess of York. Illustrated by Robin Preiss Glasser (Simon & Schuster/Paula Wiseman Books, 2012) ISBN 978-1416954200
24. *The Twelve Dancing Princesses*, by Rachel Isadora (Puffin, 2009) ISBN 978-0142414507

Websites and Other Resources

Teacher Resources

1. Royal Symbols
<http://www.monarchist.org.uk/symbols-of-monarchy.html>
2. The Midas Touch
<http://www.mythweb.com/today/today04.html>

Directions: These six pictures show events from "King Midas and the Golden Touch." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order onto a piece of paper.





Directions: These six pictures show events from "King Midas and the Golden Touch." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order onto a piece of paper.



1



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6



Dear Family Member,

Your child will continue to listen to read-alouds about kings and queens at school. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about kings and queens.

1. Rhyme and Repetition

Your child has heard several rhymes about kings and queens. One of them is the nursery rhyme “Old King Cole.” Repeat or sing the following rhyme with your child:

*Old King Cole was a merry old soul,
And a merry old soul was he;
He called for his pipe, and he called for his bowl,
And he called for his fiddlers three.*

*Every fiddler had a very fine fiddle,
And a very fine fiddle had he.*

*Oh, there’s none so rare as can compare
With King Cole and his fiddlers three.*

2. Character, Setting, Plot

Your child will soon hear “The Princess and the Pea,” “Cinderella,” and “Snow White and the Seven Dwarfs.” Discuss the stories with your child and encourage them to tell you about the beginning, the middle, and the end of each story. Focus on reviewing the characters, settings, and plot of each story.

3. If I Were King or Queen

What would you do if you were king or queen? Your child has already explored this question. Ask what s/he would do and share your response to this question as well. Encourage them to discuss the advantages and disadvantages of the life of a king or queen.

4. Words to Use

Below is a list of some of the words that your child will use and learn about from the stories. Try to use these words as they come up in everyday speech with your child.

- *stumbled*—I stumbled on the uneven pavement in the street.
- *stomped*—Jeffrey stomped up the stairs when his mom took away his video game.

5. Read Aloud Each Day

Set aside time to read to your child every day. Please refer to the list of books and other resources sent home with the previous family letter, recommending resources related to kings and queens.

Be sure to praise your child whenever s/he shares what has been learned at school.

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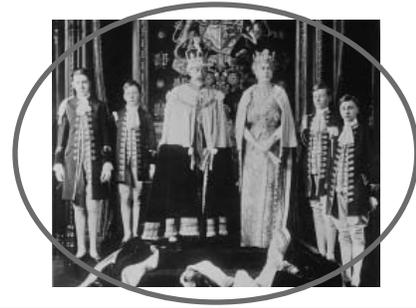
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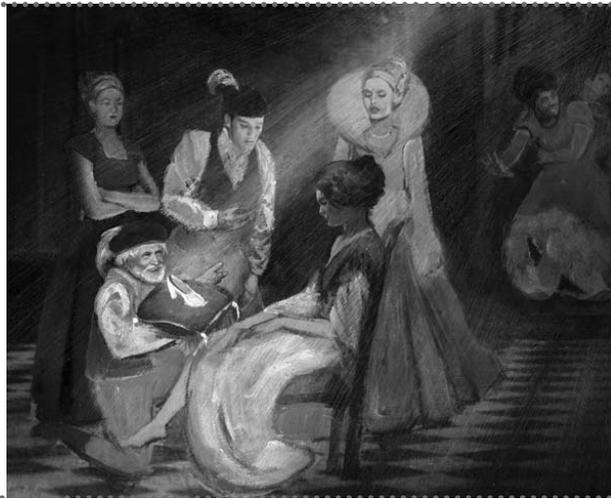


5.



Directions: These six pictures show events from "Cinderella." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order on a piece of paper.





Directions: These six pictures show events from "Cinderella." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order on a piece of paper.



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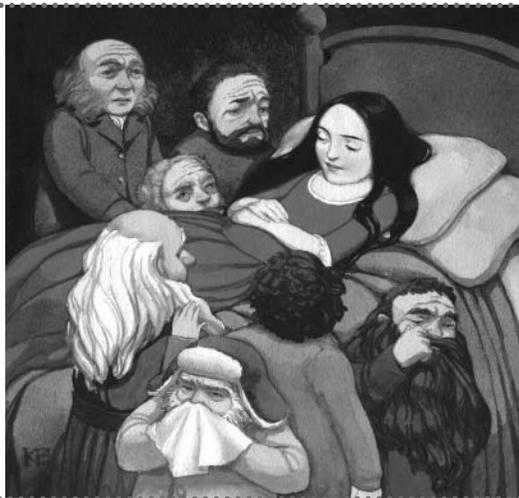


5



6

Directions: These six pictures show events from "Snow White and the Seven Dwarfs." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order on a piece of paper.





Directions: These six pictures show events from "Snow White and the Seven Dwarfs." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order on a piece of paper.



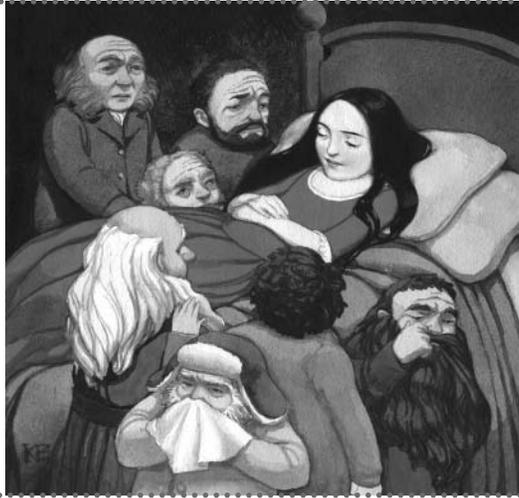
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Directions: Listen to your teacher's instructions.



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Directions: Listen to your teacher's instructions.

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Directions: Listen to your teacher's instructions.

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Directions: Listen to your teacher's instructions.

Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

Tens Conversion Chart

		Number Correct																				
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Number of Questions	1	0	10																			
	2	0	5	10																		
	3	0	3	7	10																	
	4	0	3	5	8	10																
	5	0	2	4	6	8	10															
	6	0	2	3	5	7	8	10														
	7	0	1	3	4	6	7	9	10													
	8	0	1	3	4	5	6	8	9	10												
	9	0	1	2	3	4	6	7	8	9	10											
	10	0	1	2	3	4	5	6	7	8	9	10										
	11	0	1	2	3	4	5	5	6	7	8	9	10									
	12	0	1	2	3	3	4	5	6	7	8	8	9	10								
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

CORE KNOWLEDGE LANGUAGE ARTS

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