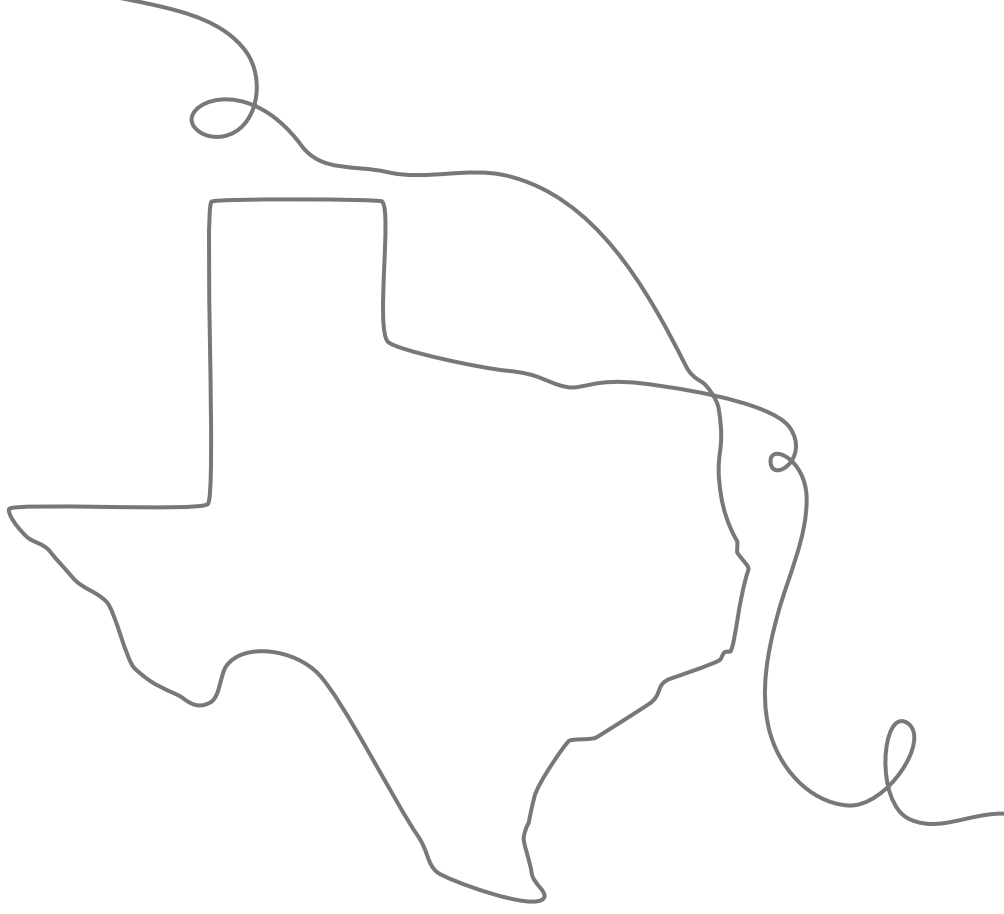




Grade 2

Knowledge 1

Fairy Tales and Tall Tales

Reading
Language Arts

TEACHER GUIDE

Grade 2

Knowledge 1

Fairy Tales and Tall Tales

Teacher Guide

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Introduction

This introduction includes the necessary background information to be used in teaching the *Fairy Tales and Tall Tales* domain. The Teacher Guide for *Fairy Tales and Tall Tales* contains eight daily lessons, each of which is composed of two distinct parts, so 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 sixty minutes.

This domain includes a Pausing Point following Lesson 4, at the end of the fairy tales section. 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.

INSTRUCTIONAL MATERIALS

Along with this Teacher Guide, you will need:

- Flip Book for *Fairy Tales and Tall Tales*, which can also be found on the program's digital components site.
- Activity Book
- Digital Components for *Fairy Tales and Tall Tales*

RECOMMENDED RESOURCES

You should consider various times throughout the day when you might infuse the curriculum with authentic domain-related literature. If you are able to do so, you may recommend students select books from the Recommended Resources list. In addition, if you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this list to reinforce the concepts covered in this unit.

You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families. The Recommended Resources list, which also includes online resources, can be found on the program's digital components site.

WHY FAIRY TALES AND TALL TALES ARE IMPORTANT

This domain will introduce students to classic fairy tales and tall tales and the well-known lessons they teach. This domain will also lay the foundation for understanding stories in future grades. The first half of the *Fairy Tales and Tall Tales* domain focuses on fairy tales. These fairy tales will remind students of the elements of fiction they have heard about in previous grades and will be a good reintroduction to the practice of listening and learning. Students who have used the program in Kindergarten and Grade 1 will be familiar with some fairy tales and the elements of the fairy tale genre from the *Kings and Queens* domain (Kindergarten) and from the *Fairy Tales* domain (Grade 1). In this domain, students will be reminded of these elements and hear the fairy tales “The Fisherman and His Wife,” “The Emperor’s New Clothes,” and “Beauty and the Beast.” Students will be able to relate to the problems faced by characters in each of these memorable tales, as well as learn from the lessons in each story.

The second half of the domain focuses on tall tales and the elements of that genre. Students will be introduced to the tall tales “Paul Bunyan,” “Pecos Bill,” “John Henry,” and “Casey Jones.” Learning about tall tales will introduce students to the setting of the American frontier and some of the occupations settlers had there. For students who used the program in Grade 1, it will reinforce what they have already learned about the American frontier in the *Frontier Explorers* domain (Grade 1) and prepare them for the *Westward Expansion* domain, because many of the tall tale characters head west on their adventures. The tall tales in this domain will also introduce students to the literary concept of exaggeration.

WHAT STUDENTS HAVE ALREADY LEARNED

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Fairy Tales and Tall Tales*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy.

- Kindergarten, *Nursery Rhymes and Fables*
- Kindergarten, *Stories*
- Kindergarten, *Kings and Queens*
- Grade 1, *Fables and Stories*
- Grade 1, *Fairy Tales*
- Grade 1, *Frontier Explorers*

CORE VOCABULARY FOR FAIRY TALES AND TALL TALES

The following list contains all of the core vocabulary words in *Fairy Tales and Tall Tales* 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 charming displeases enchanted hesitated might	Lesson 4 constant despite determined sorrowful	Lesson 7 challenge compete feats solution steam
Lesson 2 curious ignorant inspect intelligent	Lesson 5 admiration colossal frontier inseparable	Lesson 8 mounted legendary passengers pride
Lesson 3 astonished fearsome fortune merchant	Lesson 6 energy persuaded relaxed tamed	

WRITING

In this domain, students will explore the genre of narrative writing. They will learn about characteristics of fairy tales and tall tales, including the types of characters, settings, and plots often associated with these stories. Students will work independently to rewrite a fairy tale by changing one element of “The Fisherman and His Wife”, and write a description of a scene from “Beauty and the Beast.” Students will also work as a class to gather information about tall tales in a Tall Tales Characteristics Chart. Students will create a Venn diagram comparing and contrasting John Henry and Casey Jones.

The following activities may be added to students’ writing portfolios to showcase student writing within and across domains:

- Rewriting the Read-Aloud (Lesson 1)
- Write About It (Lesson 3)
- Tall Tales Characteristics Chart (Lesson 8)
- Venn Diagram (Lesson 8)

FAIRY TALES AND TALL TALES

The Fisherman and His Wife

PRIMARY FOCUS OF LESSON**Reading**

Students will describe how the setting of “The Fisherman and His Wife” is important to the story.

 **TEKS 2.8.D**

Students will review what they know about fairy tales and other types of fiction.

 **TEKS 2.9.A**

Students will make and correct or confirm predictions about a character in “The Fisherman and His Wife” using what they know about the fairy tale genre.

 **TEKS 2.6.C****Language**

Students will explain the meaning of the word *displeases* and identify its antonyms.

 **TEKS 2.3.D****Writing**

Students will change one element of “The Fisherman and His Wife” and describe how it changes the original text.

 **TEKS 2.12.A****Speaking and Listening**

Students will follow instructions for class discussion as they analyze the theme of the story.

 **TEKS 2.1.B; TEKS 2.1.C; TEKS 2.8.A****FORMATIVE ASSESSMENT****Activity Page 1.1**

Rewriting the Read-Aloud Students will change one element of “The Fisherman and His Wife” and describe how it changes the story.

 **TEKS 2.12.A**

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
Core Connections	Whole Group	10 min	☐ Short fairy tales familiar to students ☐ world map or globe
Domain Introduction			
Read-Aloud			
Purpose for Listening	Whole Group	30 min	
“The Fisherman and His Wife”			
Comprehension Questions			
Word Work: <i>Displeases</i>			
This is a good opportunity to take a break.			
Application			
Rewriting the Read-Aloud	Whole Group Independent	20 min	☐ Activity Page 1.1
Take-Home Material			
Family Letter			☐ Activity Page 1.2



TEKS 2.8.D Describe the importance of the setting; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry; **TEKS 2.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.8.A** Discuss topics and determine theme using text evidence with adult assistance.

ADVANCE PREPARATION

Core Connections

- Bring in several storybooks of popular fairy tales, especially those that may be familiar to students and fairy tales from different cultures.

Application

- Prepare and display an enlarged version of Activity Page 1.1. Alternatively, you may find a digital version in the digital components for this domain.

Note: Save this chart for use during the Pausing Point for a comparison lesson.

Title		
Character(s)		Setting(s)
Plot	Beginning	
	Middle	
	End	

Universal Access

- To make this story more interactive, have students repeat the fisherman's lines to the magic fish:

Hear me, please, oh magic fish,

My wife has sent me with a wish.

- Have students think of their own rhyming lines to say to the fish.

Suggestions: Help students come up with lines that use the rhyming words *wife/life*; *more/before*; *here/fear*; or *knees/please*.

- Bring in another version of “The Fisherman and His Wife” to read aloud to the class.

CORE VOCABULARY

charming, adj. very pleasing or appealing

Example: The family stayed in a charming little cottage at the beach.

Variation(s): none

displeases, v. causes someone to feel unhappy or annoyed

Example: It displeases the baseball players when their game is cancelled due to rain.

Variation(s): displease, displeased, displeasing

enchanted, adj. as if under a magic spell

Example: Ruby and Hiroto knew they were in an enchanted forest because there were jewels growing on the trees.

Variation(s): none

hesitated, v. stopped briefly before doing something

Example: The dog hesitated before going outside in the rain.

Variation(s): hesitate, hesitates, hesitating

might, n. the power to do something; force or strength

Example: The boy tried to open the door with all his might, but it would not open.

Variation(s): none

Vocabulary Chart for “The Fisherman and His Wife”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		charming displeases enchanted hesitated	
Spanish Cognates		encantado	
Multiple Meaning		might	
Sayings and Phrases			



Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe open-ended questions as simple yes/no questions (e.g., “Does the story contain a character named [CHARACTER’S NAME]?”).

Intermediate

Provide students with a specific sentence frame (e.g., “The character [CHARACTER NAME] [DESCRIBE WHAT THAT CHARACTER DOES IN THE STORY].”).

Advanced/ Advanced High

Encourage students to use key details in complete sentences when describing the characters, events, and setting of the story.

ELPS 1.C; ELPS 2.E;

ELPS 2.I

Support

Remind students that the setting of the story is where and when the story takes place.

Support

Have students pay particular attention to any characters that possess magical powers, or animals that illustrate personification.

Start Lesson

Lesson 1: The Fisherman and His Wife

Introducing the Read-Aloud



Reading: Students will describe how the setting of “The Fisherman and His Wife” is important to the story.

TEKS 2.8.D

Reading: Students will review what they know about fairy tales and other types of fiction.

TEKS 2.9.A

CORE CONNECTIONS (5 MIN) **TEKS 2.8.D**

- Read a short fairy tale familiar to students. You may want to choose from one students heard in the Grade 1 *Fairy Tales* domain, such as “Sleeping Beauty.”
- Review the story with the following questions:
 - Who are the main characters in the story?
 - What is the setting of the story?
 - Describe some of the things that happen in the story.
 - Why is the setting important to what happens in the story?
 - Is there anything in this story that shows you it is not a true story and did not really happen?

DOMAIN INTRODUCTION (5 MIN) **TEKS 2.9.A**

- Tell students that they will hear three fairy tales.
- Ask students if they enjoy listening to fairy tales and, if they do, why. Ask them to name other fairy tales they have heard and to talk about how these fairy tales are similar to each other and to the one you just read. Prompt responses with the following questions:
 - What are the characteristics of fairy tales?
 - Can you name any fairy tales that begin with “once upon a time” or a similar phrase?

TEKS 2.8.D Describe the importance of the setting; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales.

- What kind of endings do fairy tales usually have: happy or sad?
- Can you name any fairy tales with royal characters?
- Do you know of any fairy tales that have characters with magical powers?
- Can you think of a setting of a fairy tale?
- Remind students that fairy tales often feature members of a royal family such as princes, princesses, kings, and queens; characters with special powers or magic; and/or magical transformations. Explain that many things that happen in fairy tales are fantasy and cannot happen in real life. In other words, fairy tales are fiction. They also often have a happy ending.
- Tell students that most fairy tales center around a big idea or underlying message. This is also known as the theme of the story.
- Remind students that many, but not all, fairy tales end with the phrase “and they lived happily ever after” or some similar phrase.
- Tell students that today they are going to hear a fairy tale called “The Fisherman and His Wife.” Explain that this story was originally retold by in Germany by two brothers known as the Brothers Grimm.
- Show students the location of Germany on a world map or globe.

Show image 1A-1: Picture of a fish

- Explain that this is a picture of a real fish, and that there is a fish in the story students will hear today. Tell students that the fish in the story may act differently from any fish they have ever seen or heard about.

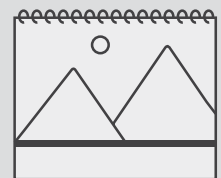


Check for Understanding

Stand Up/Sit Down: I’m going to read several statements. If the statement describes a characteristic of a fairy tale, stand up. If it does not describe a characteristic of a fairy tale, sit down.

- is a true story that could happen in real life (*sit down*)
- often starts with “once upon a time” (*stand*)
- often has a magical character (*stand*)
- never includes a prince, princess, king, or queen (*sit down*)
- often has an underlying theme, or lesson, for the reader (*stand*)

Flip Book 1A-1



Lesson 1: The Fisherman and His Wife

Read-Aloud



Reading: Students will make and correct or confirm predictions about a character in “The Fisherman and His Wife” using what they know about the fairy tale genre.



TEKS 2.6.C

Speaking and Listening: Students will follow instructions for class discussion as they analyze the theme of the story.



TEKS 2.1.B; TEKS 2.1.C; TEKS 2.8.A

Language: Students will explain the meaning of the word *displeases* and identify its antonyms.



TEKS 2.3.D



PURPOSE FOR LISTENING

TEKS 2.6.C

- Remind students that fairy tales often feature a royal character and/or one with supernatural or magical powers. Ask students to predict what type of magical powers the character in this story will have, and whether there will be a royal character. Tell students to listen to see if their predictions are correct.

“THE FISHERMAN AND HIS WIFE” (15 MIN)



Show image 1A-2: The fisherman with a fish on the line

Once there was a fisherman who lived with his wife in a little, old, run-down hut by the sea.

[Point to the hut on the hill.] Every day the fisherman went down to the sea to fish.

One day, as the fisherman sat looking into the clear, shining water, he felt a strong tug on his line. He pulled and pulled with all his **might**, or **strength**, until, at last, out flopped a large golden fish. Then, all of a sudden, the fish spoke.



TEKS 2.6.C Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.8.A** Discuss topics and determine theme using text evidence with adult assistance.

"Please let me go," said the fish. "I am not an ordinary fish. I am an **enchanted** prince. Put me back in the water and let me live!" *The fish says he is actually a prince under a magic spell. Do you think the fish is really an enchanted prince?*

"Swim away!" said the fisherman. "I would not eat a fish that can talk!"

At the end of the day, the fisherman went back to his wife in the little, old, run-down hut.



Show image 1A-3 The fisherman arriving home

"Didn't you catch anything today?" she asked.

"No," said the fisherman. "I did catch one fish, but he told me he was an enchanted prince and asked me to throw him back, so I did."

"You fool!" said the wife. "That was a magic fish! You should have asked him for something."

"Like what?" said the fisherman.

"Go back and ask him to change this dinky hut into a **charming** cottage." *Charming means very pleasing. Why does the wife wish for a charming cottage?*

The fisherman did not want to go, but he did not want to argue with his wife, either. So he made his way back to the sea.

When he arrived, the water was no longer clear and shining. It was dull and greenish.



Show image 1A-4: The fisherman and the cottage

The fisherman called:

"Hear me, please, oh magic fish.

My wife has sent me with a wish."

The fish swam up to the surface and asked,

"What does she want?"

"She says she wants to live in a charming cottage," said the fisherman.

"Go home," said the fish. "She has her cottage." *Do you think the wife will really have a charming cottage? Do you think the fish minds granting the wish?*

The fisherman went home. Sure enough, there was his wife, standing in the doorway of a charming cottage. The cottage had a little front yard, with a garden and some chickens and a goose pecking at the ground. Inside there was a living room, a kitchen, a dining room, and a bedroom. *[Point to the charming cottage, and then show image 1A-2 and point to the hut.] In what ways is the cottage better?*

"Wonderful!" said the fisherman. "This is sure to make you very happy!"

The fisherman's wife was happy—for about a week.



Show image 1A-5: The fisherman's wife

Then she said, "Husband, I am tired of this tiny little cottage. I want to live in a big stone castle. Go and ask the fish to give us a castle."

"But, wife," said the fisherman. "He has just given us this cottage. If I go back again so soon, he may be angry with me."

"Go and ask!" said the wife.

The fisherman shook his head and mumbled to himself, "It's not right." But he did as he was told. *Why does the fisherman think his wife's new wish is not right?*



Show image 1A-6: The fisherman on the dock

When he reached the sea, the water had turned from dull green to dark purple and gray. *[Point to the sea.]* The fisherman called:

"Hear me, please, oh magic fish.

My wife has sent me with a wish."

When the fish swam up, the fisherman said, "My wife wishes to live in a big stone castle."

"Go home," said the fish. "You will find her in a castle." *How do you think the fish feels about granting this wish?*



Show image 1A-7: The fisherman's stone castle

When the fisherman got back, he could hardly believe his eyes. The charming cottage had been replaced by a large stone castle. A servant unrolled a drawbridge for him. The fisherman went across the bridge and into the castle, where he found two servants sweeping

a smooth marble floor. The walls were covered with beautiful tapestries. Crystal chandeliers hung from the ceilings. His wife stood in the center of the room, next to a table piled high with delicious foods.

"Now, indeed, you will be content," said the fisherman to his wife. *Do you think the fisherman's wife will be content, or happy?*

And she was—until the next morning.

As the sun rose, the fisherman's wife poked her husband in the side and said, "Husband, get up. Go to the fish at once and tell him that I wish to be queen of all the land."

"Heavens!" cried the fisherman. "I can't ask for that!" *Does the fisherman want to ask the fish for another wish?*

"Go and ask him!" said his wife.



Show image 1A-8: The fisherman and the fish

The dejected fisherman walked to the sea. Dejected means sad. *Why do you think the fisherman is sad?* The water was black. It bubbled and gave off a foul smell. *[Point to the sea.] If the sea was foul-smelling, did it smell good?*

The fisherman **hesitated**, *or waited*, and then called:

"Hear me, please, oh magic fish.

My wife has sent me with a wish."

The fish swam up and asked, "Now what does she want?"

With his head hung low, the fisherman said, “My wife wishes to be queen of all the land.”

“Go home,” said the fish. “She is already queen.”

The fisherman went home and found that the castle had grown even larger. It had tall stone turrets on each corner and a crimson flag flapping in the wind. Two sentries in suits of armor stood at the door. *Do you think the wife will be satisfied now that she is a queen?*



Show image 1A-9: The fisherman’s wife on a throne

They escorted the fisherman inside, where he found his wife sitting on a high throne studded with diamonds. She wore a long silk dress and a golden crown. In her hand she held a scepter studded with rubies. On one side of her stood barons, dukes, and duchesses. On the other

side stood a line of ladies-in-waiting, each one shorter than the one before.

“So,” said the fisherman, “now you are queen.”

“Indeed,” said his wife haughtily. *Haughtily means rudely and proudly.*

“Well, then,” said the fisherman. “I suppose there is nothing more to wish for.” *Do you think the wife will agree that there is nothing more to wish for?*

But that very evening, as the sun went down and the moon began to rise in the sky, the fisherman’s wife sent for her husband. *What do you think the wife will ask for? Would you grant her another wish if you were the fish?*



Show image 1A-10: The queen makes another wish

“Husband!” she bellowed, “it **displeases** me that the sun and moon will not rise and set at my command. *If something pleases you, it makes you happy. So, what does displeases mean?* Go to the fish and tell him I must have the power to make the sun and the moon rise

and set whenever I choose. See that it is done immediately!”

Support

Have students predict whether or not the wife will make any more wishes.

The fisherman walked back to the sea. *If you were the fisherman, would you want to make another visit to the sea?* He felt sick all over, and his knees knocked together nervously. At the seaside, thunder roared and lightning flashed. Huge dark waves crashed on the shore. The fisherman had to shout:

"Hear me, please, oh magic fish.

My wife has sent me with a wish."

The fish swam up and asked, "What does she want?"

The fisherman replied, "My wife wants the power to make the sun and the moon rise and set whenever she chooses." *Do you think the fish will grant this wish?*



Show image 1A-11: The wife back in the hut

The fish only said, "Go home." And so he did. *Do you think the fish has granted the woman's wish?* There, he found his wife sitting in the old, run-down hut. And there they live to this very day.

COMPREHENSION QUESTIONS (10 MIN)

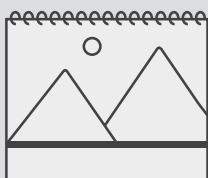
If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using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

1. *Evaluative* Were your predictions about the character's magic powers correct? (Answers may vary.) **TEKS 2.6.C**
2. *Literal* The fisherman caught a fish, but then let him go. Who did the fish say he was? (an enchanted prince, or a prince under a magical spell)
3. *Literal* What things does the wife tell the fisherman to ask the fish for? (a charming cottage, a stone castle, to be queen, to make the sun rise and set on command)



TEKS 2.6.C Make [and] correct or confirm predictions using text features, characteristics of genre, and structures.

Flip Book 1A-2,
1A-4, 1A-6, 1A-8



ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Exchanging Information
and Ideas

Beginning

Reframe open-ended questions by asking *wh*-questions (e.g., “When was the fish angrier: when the wife made her first wish or when she made the last wish?”).

Intermediate

Provide students with a specific sentence frame (e.g., “As the wife asked for more wishes, the fish became . . .”).

**Advanced/
Advanced High**

Encourage students to use key details in complete sentences (e.g., “It appeared that the fish became angrier, or more impatient, each time the fisherman’s wife became greedier and asked for more wishes.”).

ELPS 3.F

◦ *Literal* Where did the fisherman and his wife live at the beginning of the story? (*in a hut by the sea*)

4. *Inferential* How did the husband feel about asking the fish for things over and over again? (*embarrassed, uncomfortable, bad*)
5. *Literal* How did the sea change each time the fisherman asked the fish for another wish? (*It became darker and more stirred up.*) [You may wish to review images from the read-aloud that illustrate how the sea changed.]
6. *Evaluative* How do you think the fish’s feelings changed each time he granted a wish? (*It appeared that he became angrier, or more impatient, each time.*) [Explain that it seems as if the sea became more violent as the fish became angrier.]
7. *Literal* What happened when the wife asked to command the sun to rise and set? (*The fish took away everything he had given her and left her with the run-down hut.*)

Think Pair Share activities encourage students’ active involvement in class discussions by having them think through their answers to questions, rehearse their responses silently and through discussion with a peer, and share their responses aloud with the class. It is recommended that you model the *Think Pair Share* process with another adult (or a student with strong language skills) the first time you use it, and continue to scaffold students to use the process successfully throughout the year.

In *Think Pair Share* activities, you will begin by asking students to listen to the question you pose. You will then allow students some time to think about the question and their response to the question. Next, you will prompt students to discuss their response in pairs. Finally, you will select several students to share their responses with the class. Directions to students are as follows: 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. Remember to speak clearly and at an appropriate pace.



TEKS 2.1.B; TEKS 2.1.C

8. *Evaluative Think Pair Share:* Do you think there is a lesson to be learned from this story? If so, what is it? What evidence from the story helps you determine this theme, or lesson? (*Answers may vary, but should include reference to being happy, or content, with what you have. The fish took away everything he had given the wife when she asked for too much.*)



TEKS 2.8.A



TEKS 2.1.B Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 2.1.C** Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.8.A** Discuss topics and determine theme using text evidence with adult assistance.



Check for Understanding

Turn and Talk: How do you know that this story is a fairy tale? Name one characteristic of a fairy tale in “The Fisherman and His Wife,” and then have your partner name another.

9. 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: DISPLEASES (5 MIN)

1. In the read-aloud you heard the fisherman’s wife say, “It displeases me that the sun and moon will not rise and set at my command.”
2. Say the word *displeases* with me.
3. Based on how the wife is acting, what do you think *displeases* means?
4. *Displeases* means to be unhappy or bothered about something.
5. It displeases the baseball players when their game is cancelled because of rain.
6. Tell me about something that displeases you. Try to use the word *displeases* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “It displeases me when . . .”]

Use an Antonyms activity for follow-up. What if this had been a sentence in the story: “The wife was pleased with what the fish had given her.” How does your understanding of *displeases* help you understand what the word *pleased* means? The prefix *dis-* often makes a word have the opposite meaning. *Displeases* is the antonym, or opposite, of the word *pleases*. I am going to read several examples. If the event or activity I describe makes you unhappy, say, “That displeases me.” If the event or activity I describe makes you happy, say, “That pleases me.” (Answers may vary for all.) **TEKS 2.3.D**

- Your best friend invites you to play.
- You miss the bus to school.
- Your family is having meatloaf for dinner.

TEKS 2.3.D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

Lesson 1: The Fisherman and His Wife

Application



Writing: Students will change one element of “The Fisherman and His Wife” and describe how it changes the original text.



TEKS 2.12.A

Activity Page 1.1



**ENGLISH
LANGUAGE
LEARNERS**



Writing

Writing Literary Text

Beginning

Allow students to dictate the details of their story to an adult.

Intermediate

Allow students to work collaboratively with an adult or peers to create the details of their story.

Advanced/ Advanced High

Have students create the details of their story independently.

ELPS 5.G

REWRITING THE READ-ALOUD (20 MIN)

- Explain that students will create their own version of “The Fisherman and His Wife.”
- Display the enlarged version of Activity Page 1.1, and, as a class, identify the characters, setting, and plot (the wishes) of “The Fisherman and His Wife.”
Note: Save this for use during the Pausing Point.
- Tell students that they will create their own version of the story by changing one element of the story. For example, they can change the occupation of the fisherman, the setting, or his wife’s wishes. They can also change the fish (enchanted prince) into any kind of creature they wish.
- Explain that in this new version, the wife will make only three wishes. Using Activity Page 1.1, have students rewrite the fairy tale, filling in the appropriate boxes with new characters, settings, and wishes.



Check for Understanding

Turn and Talk: Turn to your partner and explain what element of the story you changed and how it changed the original story. Then have your partner describe the change he or she made, and how that changed the story.



TEKS 2.12.A Compose literary texts, including personal narratives and poetry.

Lesson 1: The Fisherman and His Wife

Take-Home Material

FAMILY LETTER

- Send home Activity Page 1.2.

2

FAIRY TALES AND TALL TALES

The Emperor's New Clothes

PRIMARY FOCUS OF LESSON

Reading

Students will review the characteristics of a fairy tale.

 **TEKS 2.9.A**

Students will analyze the actions of the characters in “The Emperor's New Clothes.”

 **TEKS 2.8.C**

Language

Students will use context within and beyond a sentence to demonstrate an understanding of unfamiliar words.

 **TEKS 2.3.B**

Speaking and Listening

Students will work collaboratively to discuss the text, including the theme, or lesson of “The Emperor's New Clothes.”

 **TEKS 2.1.D; TEKS 2.8.A**

Language

Students will analyze the meaning of the word *curious* and use it to make personal connections.

 **TEKS 2.6.E**

Reading

Students will discuss elements of drama, act out events from “The Emperor's New Clothes,” and analyze a character's actions from the story.

 **TEKS 2.8.B; TEKS 2.8.D; TEKS 2.9.C**

 **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.9.C** Discuss elements of drama such as characters, dialogue, and setting.

FORMATIVE ASSESSMENT

Exit Pass

Character Analysis Students will identify one character in “The Emperor’s New Clothes” and analyze what he did to make the emperor believe he had new clothes.



TEKS 2.8.B

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Partner Whole Group	10 min	❑ world map or globe
Essential Background Information or Terms			
Read-Aloud			
Purpose for Listening	Whole Group	30 min	
“The Emperor’s New Clothes”			
Comprehension Questions			
Word Work: <i>Curious</i>			
This is a good opportunity to take a break.			
Application			
On Stage	Whole Group Independent	20 min	❑ index cards (one per student)



TEKS 2.8.B Describe the main character’s (characters’) internal and external traits; **TEKS 2.8.D** Describe the importance of the setting.

ADVANCE PREPARATION

Introducing the Read-Aloud

- Plan to pair students to discuss the characteristics of fairy tales.

CORE VOCABULARY

curious, adj. having a desire to learn more about something

Example: The puppy was curious about the new-fallen snow.

Variation(s): none

ignorant, adj. lacking knowledge or information

Example: The visitors were ignorant of the local customs.

Variation(s): none

inspect, v. to look carefully at something

Example: Sam's uncle asked the mechanic to inspect his car for problems before his long trip.

Variation(s): inspects, inspected, inspecting

intelligent, adj. able to easily learn or understand things

Example: Dolphins are one of the most intelligent animals.

Variation(s): none.

Vocabulary Chart for "The Emperor's New Clothes"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		curious ignorant inspect intelligent	
Spanish Cognates		curioso/a ignorante inspeccionar inteligente	
Multiple Meaning			
Sayings and Phrases	not care for just to be on the safe side blushing from head to toe		

Lesson 2: The Emperor's New Clothes

Introducing the Read-Aloud



Reading: Students will review the characteristics of a fairy tale.

 **TEKS 2.9.A**

WHAT HAVE WE ALREADY LEARNED? (5 MIN)

- Have students discuss with a partner some of the characteristics of a fairy tale.



Check for Understanding

One Finger Yes/Two Fingers No: As I read the following items, hold up one finger if it is a characteristic of fairy tales. Hold up two fingers if it is not a characteristic of fairy tales.

- true story based on something that actually happened (*two fingers*)
- often includes a character who has magical powers (*one finger*)
- often starts with “once upon a time” or a similar phrase (*one finger*)
- always has a happy ending (*two fingers*) [Remind students that “The Fisherman and His Wife” did not end with “and they lived happily ever after.”]
- often has characters from a royal family, such as a prince, princess, king, or queen (*one finger*)

 **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales.

Challenge

Students who participated in the program in Grade 1 should remember emperors from *Early American Civilizations*. Ask students what they remember about emperors from that domain. (*Answers may vary, but may include that emperors are like kings; they rule over empires, or people and land that have been conquered; and that Moctezuma was the emperor of the Aztec empire.*)

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN)

- Tell students that they are going to hear a fairy tale called “The Emperor’s New Clothes.”
- Explain that this story was first written down by a Danish man named Hans Christian Andersen. Other fairy tales written by Hans Christian Andersen include “The Princess and the Pea,” “The Ugly Duckling,” “The Nightingale,” and “The Little Mermaid.”
- Point to Denmark on a world map or globe.
- Explain that this story includes a character called an emperor. Explain that an emperor is the male ruler of a group of nations called an empire. Tell students that this story is also about some of the people who work for the emperor. An emperor would have many people serving him, including those who would make his clothes.

Lesson 2: The Emperor's New Clothes

Read-Aloud



Reading: Students will analyze the actions of the characters in “The Emperor’s New Clothes.”

✚ **TEKS 2.8.C**

Language: Students will use context within and beyond a sentence to demonstrate an understanding of unfamiliar words.

✚ **TEKS 2.3.B**

Speaking and Listening: Students will work collaboratively to discuss the text, including the theme, or lesson of “The Emperor’s New Clothes.”

✚ **TEKS 2.1.D; TEKS 2.8.A**

Language: Students will analyze the meaning of the word *curious* and use it to make personal connections.

✚ **TEKS 2.6.E**

PURPOSE FOR LISTENING

- Tell students to listen carefully to find out what the characters in this story pretend to know.

“THE EMPEROR’S NEW CLOTHES” (15 MIN)



Show image 2A-1: The emperor meets the swindlers

Many years ago there was an emperor who loved fine clothes. *Fine means very good, or nice.* He did not care for hunting. He did not care for plays or opera. He was no lover of gourmet food or wine. His only ambition was always to be well-dressed. He had a different

coat for every hour of the day. He loved to walk about and show off his fancy outfits.

Support

Ask students what characteristics of a fairy tale are included in this first part of the story. (*begins with the words “many years ago” and includes a character who is part of a royal family*)

✚ **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society.

Challenge

What are some reasons an emperor should be intelligent?

Support

You may want to demonstrate pursing your lips; then ask students to try.

One day two strangers arrived in town. *[Point to the two men.] Who do you think these people are? What are they doing?* They were swindlers, but they said they were master weavers from a faraway land. *A swindler is someone who tricks people. Weavers are people who make cloth. Why would the men pretend to be master weavers?* They told the emperor that they could weave the most beautiful cloth in the world. They said that, not only was their cloth beautiful, but it was also magical. It was specially woven so that only the most **intelligent** people could see it. *What do you think the word intelligent means?*

Those who were **ignorant** could stare at the cloth all day and not see a thing. *What does ignorant mean? What clues from the sentence help you determine the meaning?* Ignorant means not having knowledge. People who do not have knowledge might look at an object for a long time without understanding it. **TEKS 2.3.B**

"Astonishing!" thought the emperor. *Astonishing means a feeling of great surprise or wonder.* "I will have these men make a suit for me. When it is done, I will figure out who can see it. That way I will be able to tell which of the men who serve me are intelligent and which are fools."

The emperor gave the swindlers a purse filled with gold coins and told them to begin weaving the magic cloth right away. *A purse is a bag that is used to hold money. Purse also means to form the lips into a tight circle or line.*



Show image 2A-2: The swindlers at their looms

The swindlers set up two weaving looms and pretended to be weaving their wonderful cloth. But they had nothing at all on their looms.

[Point to the looms.] Do you think magic cloth like this really exists?

After a few days, the emperor grew **curious** to see the cloth. *If the emperor was curious, it means he wanted to find out more.* At first he thought he might check up on the weavers himself. But then he remembered what they had said: only intelligent people could see the cloth. He was confident that he was smart. There could be little doubt of that. But . . . what if he was not? What if he could not see the cloth? Just to be on the safe side, he decided to send his prime minister to have a look. *The prime minister is an important advisor to the emperor. He is supposed to be very wise. What do you think he will see?*



TEKS 2.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words.

“He is very intelligent,” said the king. “If he can’t see the cloth, I dare say nobody can!”

The emperor called for the prime minister and sent him to check up on the weavers. The prime minister went to the room and peeked in. The two swindlers were working away at their looms.

“Prime Minister!” one of the swindlers called out. “You are welcome here! Come in! Come in! Come and see the cloth we have produced.” The man waved his hand at the empty loom and said, “Isn’t it beautiful?” *Do you see anything on the looms?*



Show image 2A-3: The prime minister takes a close look

The prime minister squinted and rubbed his head. He did not see any cloth at all, but he did not dare to admit it. *Why does the prime minister see nothing at all?* That would mean he was a fool. So he pretended to see the cloth.

“Yes!” said the prime minister. “It is most beautiful, indeed! I like it very much! Keep up the good work!” *Does the prime minister tell the truth? Why is he pretending that he sees the magical cloth?*

The prime minister turned to leave, but the second swindler called out to him, “Wait! Don’t go. You must not leave without touching the cloth! I think you will be impressed. *Impressed means that he will admire their work. Do you think he will be impressed?* We were just saying that it is the softest cloth we have ever created.”

The prime minister hesitated for a moment. Then he said, “Of course! Of course!” and walked up to one of the looms. He reached out his hand and rubbed his fingers together in the area where he thought the cloth must be. He could not feel anything, but he said, “It is very soft, indeed! Why, it’s lighter than air!” *Why does the prime minister say the cloth is lighter than air?*

“Thank you!” said the first swindler. “We are pleased with what we have done. And we are making very good progress, too. But we need a little more money—for thread and other materials. Of course, you understand.”

“Of course! Of course!” said the prime minister. He reached into his pocket and pulled out a bag of coins. Then he handed the coins to the swindlers.

The prime minister went back to the emperor and told him that the cloth was quite lovely, and as soft as could be. He said he was confident that the emperor would like it.

That was what the emperor had hoped to hear. The next day, he went to have a look for himself. After all, if his prime minister had seen the cloth, surely he could see it, too. But when he stepped into the room where the two men had set up their looms, the emperor saw nothing on the looms.



Show image 2A-4: The emperor sees nothing

Look at the emperor's face in this picture. What is he thinking? "This is terrible!" he thought. "I don't see anything at all. What can this mean? If the prime minister saw the cloth, it must be there. Then why can't I see it? Am I stupid? Am I unfit to be emperor? That would be the most dreadful thing that could happen to me."

But out loud he said, "It is magnificent! Truly magnificent! Why, I have never seen cloth so lovely!" *Why does the emperor pretend to see the cloth?*

"Shall we go ahead and make you a suit, then, Your Majesty?"

"Yes, yes. By all means!" said the emperor. "You can get my measurements from the royal tailor." *Remember, a tailor is someone who makes clothes.*



Show image 2A-5: The swindlers late at night

The two swindlers sat up late into the night pretending to work on the suit. They wove more invisible cloth. They cut the air with scissors and stitched the wind with threadless needles. *What clues in this paragraph help you understand what the word invisible*



means? **TEKS 2.3.B**

Other noblemen came to **inspect** the cloth, and all of them pretended to be able to see it, for they did not wish to appear stupid. Soon the whole town was talking about the wonderful cloth and the emperor's new suit.

At last, the day came when the emperor was to wear his new clothes in public.

The two swindlers presented themselves in the emperor's dressing room at daybreak.



TEKS 2.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words.



Show image 2A-6: The swindlers present their work

“Here is the jacket!” said the first swindler, holding up an empty hanger.

“And here are the pants!” said the other, holding one hand in the air. “What do you think of them?”

All of the emperor’s men agreed that the new clothes were splendid.

The emperor took off his clothes, and the two swindlers pretended to help him put on the make-believe garments.

“Slip your right leg in here, your majesty. That’s it! Now your left leg. Good. Now I must tell you: these pants are not like regular pants. The fabric is so light and airy that it feels like you are wearing nothing at all, but that is the beauty of them!”

The men helped the emperor put on the imaginary clothes.



Show image 2A-7: The emperor admires his new clothes

Then they led him to his looking glass.

“How handsome you look, your majesty!” said one of the swindlers. All of the courtiers nodded their heads in agreement.

The emperor marched out of the dressing room and made his way out of the palace, followed by many advisors and servants. He marched down the main street of town, with soldiers and bodyguards surrounding him on all sides. *Why won’t anyone tell the emperor that he is going for a walk in his underwear?*



Show image 2A-8: The streets lined with crowds

The streets were lined with great crowds. Everyone had heard about the emperor’s new clothes, made of magical fabric that only the wise could see.

“How lovely the emperor’s new clothes are!” one man said.

“And how well they fit him!” added a woman.

None of them would admit that they could not see a thing. *Why don't the people say something about the emperor being in his underwear?*



Show image 2A-9: The emperor marching through the street

The emperor marched through the street bursting with pride, showing off his brilliant new suit to everyone in the land. Much to his surprise, they all seemed to see what he could not—and so he was not going to be the one to tell them! Just then, a young child stepped out

of the crowd and cried out, “He hasn’t got anything on!” *Is the child telling the truth?*

A hush fell over the crowd. For a few seconds, nobody said anything. Then everyone began to whisper, “The child is right. The emperor isn’t wearing a thing!” Then people began to giggle and laugh as they cried out, “He hasn’t got anything on!”

At last the emperor knew he had been tricked. He tried to march back to the palace as proudly as ever. *Why do you think the emperor continues to walk through town? What would you do?* But he was blushing from head to toe, as everyone could plainly see.

COMPREHENSION QUESTIONS (10 MIN)

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, 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. *Inferential* Why do the characters in this story pretend to see the emperor’s new clothes? (*They want to seem intelligent.*)
2. *Literal* What do the swindlers promise the emperor about these clothes that intrigues him? (*They say the clothes are special; they are tailored with magic, and only clever people can see them.*)
3. *Inferential* Are people able to see the clothes? (*no*) Why not? (*There are no clothes to see; the swindlers trick everyone.*)



Check for Understanding

Turn and Talk: What do the swindlers do to make the emperor believe he had new clothes? Turn to your partner and talk about the swindlers' actions and the emperor's actions about the new clothes the swindlers said they were making.

4. *Inferential* Who notices that there are no clothes to see and that the emperor has been tricked? (*a child*) Do you think he was the first one to see this? (*No, just the first to admit it.*)
5. *Evaluative* Do you think the emperor will continue to find great pleasure in wearing new clothes? Why or why not? (*Answers may vary.*)
6. *Evaluative* How do you know that this story is a fairy tale? (*It begins with the words "many years ago"; there is a royal character; it is fiction; etc.*)

[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. **TEKS 2.1.D**

7. *Evaluative Think Pair Share:* The theme of a story is its message or lesson. Do you think there is a lesson to be learned from this story? If so, what do you think is the theme of the story? (*Answers may vary, but prompt students to discuss things such as not to pretend to know something you do not, trust your instincts, or sometimes you need to speak up, even if it's*

difficult.) **TEKS 2.8.A**



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., "I think there is a lesson to be learned from this story and it is . . .").

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., "I think there is a lesson to be learned from this story, and that lesson is . . . I have this opinion because in the story . . .").

Advanced/

Advanced High

Provide minimal support and guidance for open responses.

ELPS 2.C; ELPS 2.E

TEKS 2.1.D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.8.A** Discuss topics and determine theme using text evidence with adult assistance.

WORD WORK: CURIOUS (5 MIN)

1. In the read-aloud you heard, “After a few days, the emperor grew curious to see the cloth.”
2. Say the word *curious* with me.
3. *Curious* means having a desire to learn more about something.
4. Reed was very curious about the bug on his front door; it had a purple body and bright orange legs.
5. Have you ever been curious about something or seen an animal that was curious about something? Try to use the word *curious* when you describe it and tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I was once curious about . . .”]
6. What’s the word we’ve been talking about?

Use a Discussion activity for follow-up. Connect the word *curious* to your own experiences and ideas. Turn to your partner and talk about something that you might be curious about. Be sure to use the word *curious* in your



discussion. **TEKS 2.6.E**



TEKS 2.6.E Make connections to personal experiences, ideas in other texts, and society.

Lesson 2: The Emperor's New Clothes

Application



Reading: Students will discuss elements of drama, act out events from “The Emperor’s New Clothes,” and analyze a character’s actions from the story.

TEKS 2.8.B; TEKS 2.8.D; TEKS 2.9.C

ON STAGE (20 MIN) **TEKS 2.9.C**

- Tell students that you are going to read some parts of “The Emperor’s New Clothes” again, and this time students will act out the fairy tale.
- Have students identify what characters will be needed. (*emperor, prime minister, swindlers, emperor’s advisors, townspeople, the young child*) Then designate students to be various characters. You may have several students act as the emperor, prime minister, and swindlers to increase active participation.
- Have students describe the settings that will be needed, and designate locations in the classroom for various settings.
- As you read, encourage the “characters” to listen carefully to know what actions to use, such as the weaver and tailor working on the emperor’s magical clothes, the prime minister seeing the clothes for the first time, etc. Also, talk about using facial expressions to show how the characters are feeling.
- As they are acting out their parts, have students think about the actions each of the characters took to make the emperor believe he had new clothes.



Exit Pass

Character Analysis Identify one character in “The Emperor’s New Clothes” and analyze what he did to make the emperor believe he had new clothes. Write two or three sentences on the index card.

TEKS 2.8.B

End Lesson

Challenge

Have students create some of their own dialogue to go along with the story. Encourage them to use the vocabulary learned in this lesson in their dialogue whenever possible.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Listening Actively

Beginning

With substantial prompting and support, students will demonstrate active listening by performing the appropriate actions that correspond to the action in the story.

Intermediate

With occasional prompting and support, students will demonstrate active listening by performing the appropriate actions that correspond to the action in the story.

Advanced/ Advanced High

With minimal prompting and support, students will demonstrate active listening by performing the appropriate actions that correspond to the action in the story.

ELPS 2.D; ELPS 2.I

TEKS 2.9.C Discuss elements of drama such as characters, dialogue, and setting; **TEKS 2.8.B** Describe the main character’s internal and external traits; **TEKS 2.8.D** Describe the importance of the setting.

3

FAIRY TALES AND TALL TALES

Beauty and the Beast, Part I

PRIMARY FOCUS OF LESSON

Reading

Students will compare and contrast aspects of “The Fisherman and His Wife” and “The Emperor’s New Clothes.”

 **TEKS 2.6.H**

Speaking and Listening

Students will identify the characteristics of a fairy tale evident in “Beauty and the Beast, Part I.”

 **TEKS 2.9.A**

Language

Students will demonstrate an understanding of the Tier 2 word *fortune*.

 **TEKS 2.3.D**

Speaking and Listening

Students will retell a series of events from “Beauty and the Beast, Part I,” maintaining the logical order of the events.

 **TEKS 2.7.D**

Writing

Students will retell a favorite scene in “Beauty and the Beast, Part I,” maintaining the scene’s meaning.

 **TEKS 2.7.D**

FORMATIVE ASSESSMENT

Activity Page 3.1

Which Happened First? Students will identify the sequence of events in “Beauty and the Beast, Part I.”

 **TEKS 2.7.D**

 **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min	
Essential Background Information or Terms			
Read-Aloud			
Purpose for Listening	Whole Group	30 min	
“Beauty and the Beast, Part I”			
Comprehension Questions			
Word Work: <i>Fortune</i>			
This is a good opportunity to take a break.			
Application			
Which Happened First?	Independent	20 min	☐ Activity Page 3.1 ☐ paper, writing tools
Write About It			

ADVANCE PREPARATION

Application

- Prepare and display a copy of Activity Page 3.1. Alternatively, you may find a digital version on the program's digital components site.

1. _____ The merchant went to see the cargo ship, hoping to restore his fortune.

_____ The merchant lost his fortune, and his family became penniless.

2. _____ The merchant was riding his horse in a snowstorm.

_____ The merchant found a castle where he could wait out the storm.

3. _____ The merchant picked a rose for Beauty.

_____ The merchant found himself in a magical garden.

CORE VOCABULARY

astonished, v. amazed or surprised

Example: Trent's baseball team was astonished by their big victory.

Variation(s): astonish, astonishes, astonishing

fearsome, adj. causing fear or very frightening

Example: The tiger is one of the most fearsome animals in the jungle.

Variation(s): none

fortune, n. great wealth or riches

Example: Part of the king's fortune included castles, jewels, and very fine horses.

Variation(s): fortunes

merchant, n. someone who buys and sells goods

Example: The merchant had his own market to sell his goods.

Variation(s): merchants

Vocabulary Chart for "Beauty and the Beast, Part I"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		astonished fearsome fortune (<i>fortuna</i>) merchant	
Multiple Meaning			
Sayings and Phrases	make the best of things lost at sea lights blazing thick blanket of snow		



Speaking and Listening

Exchanging
Information and Ideas**Beginning**

Reframe open-ended questions as simple yes/no questions (e.g., “Do both ‘The Fisherman and His Wife’ and ‘The Emperor’s New Clothes’ have ‘once upon a time’ beginnings?”).

Intermediate

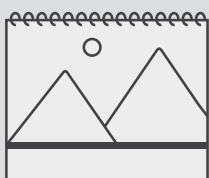
Provide students with a simple sentence frame (e.g., “Both ‘The Fisherman and His Wife’ and ‘The Emperor’s New Clothes’ begin with the words . . .”).

**Advanced/
Advanced High**

Encourage students to use key details from the text to answer the questions.

ELPS 1.A; ELPS 1.C

Flip Book 4A-3

**Lesson 3: Beauty and the Beast, Part I**Introducing the
Read-Aloud

Reading: Students will compare and contrast aspects of “The Fisherman and His Wife” and “The Emperor’s New Clothes.”

**TEKS 2.6.H****WHAT HAVE WE ALREADY LEARNED? (5 MIN)**

- Remind students that they have now heard two fairy tales. Ask students to share the titles of those two fairy tales. Then ask students the following questions to compare and contrast the stories.
 - In what way is the beginning of “The Fisherman and His Wife” and “The Emperor’s New Clothes” similar? (*Neither one started with “once upon a time.”*)
 - Fairy tales often have royal characters. Who is the royal character in “The Emperor’s New Clothes”? (*the emperor*) Who is the royal character in “The Fisherman and His Wife”? (*the magic fish*)
 - Fairy tales have magical characters or magic events. Are there magical characters or events in “The Fisherman and His Wife”? (*yes*) What are they? (*The fish was magical; the fish turned the hut into a cottage, turned the cottage into a castle, etc.*) Is there a magical character or event in “The Emperor’s New Clothes”? (*no*) Why not? (*The swindlers’ magic was not real.*)
 - Do either of these fairy tales have happy endings? (*no*)

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN)

- Tell students that today they will hear the first part of a fairy tale called “Beauty and the Beast.” Tell students that this read-aloud is a classic fairy tale and has all the characteristics of a fairy tale just discussed: a “once upon a time” beginning, a royal character, a magical character and/or event, and a happy ending.

Show image 4A-3: Beauty and the beast

- Point out that the woman in image 4A-3 is in the next read-aloud, “Beauty and the Beast, Part II”—and share that her name is Beauty. Then point to the beast, sharing that this is the beast. Then, ask students to predict which one is the royal character in this fairy tale.

**TEKS 2.6.H** Synthesize information to create new understanding.

Lesson 3: Beauty and the Beast, Part I

Read-Aloud



Speaking and Listening: Students will identify the characteristics of a fairy tale evident in “Beauty and the Beast, Part I.”

TEKS 2.9.A

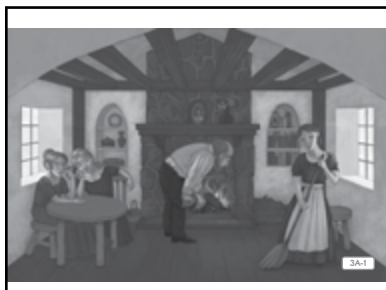
Language: Students will demonstrate an understanding of the Tier 2 word *fortune*.

TEKS 2.3.D

PURPOSE FOR LISTENING

- Tell students to listen to see what characteristics of a fairy tale are included in “Beauty and the Beast.”

“BEAUTY AND THE BEAST, PART I” (15 MIN)



Show image 3A-1: Interior of cottage in the woods

Once upon a time, in a faraway country, there lived a **merchant** with his three daughters. A *merchant is a person who buys and sells goods to make money.* The merchant was very rich. Indeed, he had more money than he needed, until a series of great misfortunes occurred.

Fortune means wealth, but it also means good luck. What do you think misfortune means? (bad luck) First, the merchant lost two of his biggest ships full of cargo in a great storm at sea. Then, he was forced to give up his lavish home in the city because he could no longer afford to pay for it. *Something lavish is very expensive and fancy.*

The merchant lost his **fortune** and was left with nothing. He told his daughters that they would have to move to a little cottage in the woods, far from town, and work hard and live simply. *Do you think it would be difficult for the merchant and his daughters to leave a life of wealth and comfort and begin a life of hard work?* The two older daughters complained bitterly, for they had grown accustomed to a life of luxury. *What do you think the daughters miss?* But the youngest daughter, who was called Beauty, always tried to make the best of things.

TEKS 2.9.A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

Several months later, the merchant heard that one of his ships, which he thought had been lost at sea, had in fact landed with a cargo of valuable goods to sell. *The cargo is the goods that the ship was carrying.*



Show image 3A-2: Merchant leaving for the city

As the merchant prepared to make the long trip to the city to claim his goods, he asked his daughters what he might bring them when he returned. The eldest daughter asked for a fancy gown. *Eldest means she was the oldest of the sisters.* The second daughter asked for a

diamond necklace. But Beauty, who had plenty of things she wished for, but none that her father's money could buy, replied politely, "Please bring me a rose, for I have not seen one since we came here, and I love them so much." *What kinds of things might she wish for that money can't buy?*

When the merchant finally reached his ship, he found that most of his goods had been stolen. *How do you think the merchant felt to find out that his cargo had been stolen?* He sold what remained and made just enough money to buy a dress for his eldest daughter and a necklace for his second daughter. Then he set off for home. *Did he forget something?*



Show image 3A-3: Snowstorm and the palace

On the way home, snow began to fall. It covered the road and made it hard to see. The wind blew so hard, it almost knocked the merchant off his horse. He was worried that he might get lost in the blizzard. *A blizzard is a very big snowstorm.* The merchant decided that he should stop at the next house he came

to and wait there until the storm passed.

Eventually he came upon a large palace with lights blazing. He knocked, but no one answered. He found that the door was unlocked, so he opened it and peered in.

"Hello!" he called out, but there was no answer. He stepped into the foyer *or front hall* and brushed the snow off his coat.



Show image 3A-4: Merchant seated in large dining hall

Curious, yet hesitant, the merchant slowly made his way into a large dining hall. To his surprise, a fire was burning in the fireplace and a little table had been set with a sumptuous meal, just right for one person. *[Point to the food on the table.] Based on what you see in*

this image, what does the word sumptuous mean? Would a sumptuous meal be a simple meal or a meal with many fine foods?

“Hello?” he called again. “Is anybody here?”

Again, there was no answer.

The merchant inspected the food.

“Is someone eating this food?” he asked. “Would you mind if I had a few bites? I have been riding in a bitter snowstorm and . . .” he continued.

When there was no reply, the merchant decided that he would have a few bites of food and then look for his gracious host.

After he had eaten, he set off to find the owner of the house to thank him. He wandered through the rooms on the ground floor, but neither master nor servant appeared. At last he stepped outside into a beautiful garden.



Show image 3A-5: Merchant finds a beautiful rose garden

The merchant was **astonished** *or amazed* to discover that the garden was in full bloom, even though it was the middle of winter and most of the countryside was covered in a thick blanket of snow. *Do you think it's strange that the trees and garden are untouched by snow,*

or do you think this is something that normally happens? In the garden, birds chirped. Flowers bloomed. The air was sweet and balmy. *Balmy means the weather was warm and calm.* The man explored the garden until he came upon a row of beautiful rosebushes. He remembered that Beauty had asked him to bring her a rose. He reached out to pluck a rose. But just as the stem broke, he heard a loud roar behind him.

Support

Have students review the meaning of the word *sumptuous*. If they think the word *sumptuous* means a simple meal, have them raise one finger. If they think the word *sumptuous* means a meal with delicious food, have them raise two fingers (*raise two fingers*)

"Who told you that you might gather roses in my garden?" said a low, gruff voice.

The startled merchant turned around and saw a **fearsome** creature, who was half man and half beast. *[Point to the beast.] Based on what you know about the word fear, what do you think the word fearsome means?*



Show image 3A-6: The beast confronts the merchant

"What?!" said the beast. "Is it not enough that I have given you dinner and a place to wait out the storm? You must also steal my roses?" *The beast thought the merchant was ungrateful to pick the rose after he gave the merchant a nice meal and a warm place to stay.*

"Please forgive me," said the merchant, falling to his knees. "I tried to find you to thank you for the meal. I will pay you for it, if you like. As for the rose, I only wanted it for my youngest daughter, Beauty. Her only wish when I left her was that I return with a rose for her. Your gardens are so magnificent. I did not think you would miss a single rose."

"You are very ready with excuses and flattery!" Beast said. "But that will not save you from the punishment you deserve!" *Flattery means compliments, so he was saying kind things about the beast. What do you think the beast will do to the merchant?*

"Oh, forgive me," said the merchant. "If not for my own sake, then for the sake of my daughters. If I do not return home, there will be no one to support *or take care of* them."

There was a long pause. Then the Beast spoke again. *What do you think will happen next? Will he let the merchant go?*

"I will forgive you," he said, "on one condition. You must send one of your daughters to live with me. Go and see if any of them is brave enough and loves you enough to save you from a life in my castle! If one of them will come, you may send her in your place. Otherwise, you must come yourself and face your punishment." *Do you think any of the merchant's daughters would return in his place?*

Challenge

Have students explain what motivated the beast to give the merchant a nice meal and a place to wait out the storm in his warm castle.



Show image 3A-7: The merchant gives his daughters their gifts

When the storm was over, the merchant returned home. He gave his daughters their presents: a gown for the eldest, a diamond necklace for the second, and a rose for Beauty.

The older sisters were delighted, but Beauty could sense that something was wrong.

“Father,” she said. “Why did you sigh so deeply when you gave me that beautiful rose?”

“In a few days I will tell you,” said the merchant. “But for now, let’s just enjoy being together again.”

COMPREHENSION QUESTIONS (10 MIN)

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, 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. **Inferential** What happens to the merchant’s family when he loses his fortune? (*They become poor and find themselves living in the country as peasants.*)

Literal Who are the people in the merchant’s family? (*He has three daughters, and the youngest daughter’s name is Beauty.*)
2. **Inferential** What is magical about the beast’s palace? (*The garden is untouched by the snow and bad weather.*)
3. **Evaluative** Why is the beast described as fearsome? (*He is half man and half beast; he has a low, gruff voice and gets angry at the merchant.*) What other words might you use to describe the beast? (*scary, sad, generous, polite, etc.*)

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

Support

Tell students that they will hear the rest of the fairy tale in another lesson.



Speaking and Listening

Supporting Own Opinions

Beginning

Students will support their opinions by providing good reasons and some evidence from “Beauty and the Beast, Part I” or relevant background knowledge.

Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from “Beauty and the Beast, Part I” or relevant background knowledge.

Advanced/ Advanced High

Students will support their opinions by providing good reasons and detailed evidence from “Beauty and the Beast, Part I” or relevant background knowledge.

ELPS 3.G

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.

4. **Evaluative Think Pair Share:** At the end of today’s selection, the beast tells the merchant to return for his punishment. Do you think the merchant will return? Do you think one of the merchant’s daughters will go in his place? Which one? (*Answers may vary.*)



Check for Understanding

Turn and Talk: What characteristics of a fairy tale are in this story? Turn to your partner and discuss one of the characteristics, and then have your partner discuss another characteristic that appears in this story (*It begins with the words “once upon a time”; there is magic; it is fiction; etc.*) Who is the royal character in this fairy tale? (*Answers may vary because it has not yet been*



revealed.) TEKS 2.9.A

Have several students share their ideas.

WORD WORK: FORTUNE (5 MIN)

1. In the read-aloud you heard, “The merchant lost his fortune and was left with nothing.”
2. Say the word *fortune* with me.
3. The word *fortune* means great wealth or good luck.
4. Some people consider the four-leaf clover a symbol of good fortune.
5. Talk about someone you know who has good fortune. (Remember, this can mean great wealth or good luck.) Try to use the word *fortune* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “_____ has good fortune because . . .”]
6. What’s the word we’ve been talking about?



TEKS 2.9.A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature.

Use an Antonyms activity for follow-up. The antonym, or opposite, of the word *fortune* is *misfortune*. The prefix *mis-* often makes a word have the opposite meaning. What do you think *misfortune* means? (*Fortune means good luck, so misfortune is bad luck.*) If what I name is an example of the merchant's good fortune, say, "That is good fortune." If what I name is an example of his misfortune, say, "That is misfortune."

- The merchant lost his ship at sea. (*That is misfortune.*)
- The merchant had a healthy family. (*That is good fortune.*)
- The merchant could not pay for his house. (*That is misfortune.*)
- The merchant had a lavish home. (*That is good fortune.*)
- The merchant had more money than he needed. (*That is good fortune.*)

Lesson 3: Beauty and the Beast, Part I

Application



Speaking and Listening: Students will retell a series of events from “Beauty and the Beast, Part I,” maintaining the logical order of the events.



TEKS 2.7.D

Writing: Students will retell a favorite scene in “Beauty and the Beast, Part I,” maintaining the scene’s meaning.



TEKS 2.7.D

Activity Page 3.1



ENGLISH
LANGUAGE
LEARNERS



Writing

Writing to Describe

Beginning

Allow students to dictate their descriptions to an adult.

Intermediate

Allow students to work collaboratively with an adult or peer to create their descriptions.

Advanced/ Advanced High

Have students create their descriptions independently, using some details from the text.

ELPS 5.G

WHICH HAPPENED FIRST? (5 MIN)

- Tell students you are going to read several pairs of sentences that are written on Activity Page 3.1, which is called “Which Happened First?”
- Point out that each sentence begins with a blank. Explain that, as you read both sentences in each pair, students should decide which event took place first in the story, and which event came later. Have students put the number 1 on the line preceding the event that happened first, and the number 2 on the line preceding the event that happened second.
- Read the following pairs of sentences for students:

1. _____ The merchant went to see the cargo ship, hoping to restore his fortune. (2)
_____ The merchant lost his fortune, and his family became penniless. (1)
2. _____ The merchant was riding his horse in a snowstorm. (1)
_____ The merchant found a castle where he could wait out the storm. (2)
3. _____ The merchant picked a rose for Beauty. (2)
_____ The merchant found himself in a magical garden. (1)

WRITE ABOUT IT (15 MIN)

- Ask students to think about “Beauty and the Beast, Part I” and decide on which scene they enjoyed the most.
- Have students write two or three sentences to retell the scene while maintaining the scene’s meaning.
- Circulate among students as they write, making sure each student is retelling a scene from the day’s read-aloud.



TEKS 2.7.D Retell and paraphrase texts in ways that maintain meaning and logical order.

- When students have finished writing, tell them they are going to put their scenes in the correct narrative sequence—in the order that those scenes occurred in the read-aloud.
- Ask students in what direction they read. (*left to right*) Then tell students that they will stand in the correct order from left to right to retell the read-aloud with their scene descriptions.
- Have one student come to the front of the room and read his or her sentences aloud. Then have another student come up, read his or her sentences, and decide if the scene he or she described occurred before or after the first student's description. Have that student stand to the left or right of the first student, as appropriate to reflect the correct order of events in the story.



Check for Understanding

Thumbs Up/Thumbs Down: As your classmates place themselves in order in the front of the room to show the proper sequence of events in the story, give a thumbs up if you agree with their placement, and a thumbs down if you disagree.

- Repeat this procedure until all students are standing at the front of the room, standing in the correct order to sequence the events in the story.
- As students read their sentences aloud, be sure to expand upon their ideas, encouraging the use of increasingly complex sentences and domain-related vocabulary.
- Remind students that they will hear the rest of the story the following day. **TEKS 2.7.D**

~ End Lesson ~



TEKS 2.7.D Retell and paraphrase texts in ways that maintain meaning and logical order.

4

FAIRY TALES AND TALL TALES

Beauty and the Beast, Part II

PRIMARY FOCUS OF LESSON

Reading

Students will identify the characters in “Beauty and the Beast, Part I.”

 **TEKS 2.9.C**

Speaking and Listening

Students will identify the characteristics of a fairy tale in “Beauty and the Beast, Part II.”

 **TEKS 2.9.A**

Language

Students will demonstrate an understanding of the Tier 2 word *constant*.

 **TEKS 2.3.D**

Students will identify and use the proverb “better late than never” and the idiom “in the nick of time,” and explain the meaning of each in context.

 **TEKS 2.3.D**

Students will demonstrate an understanding of the multiple meaning word *tunes*.

 **TEKS 2.3.A**

FORMATIVE ASSESSMENT

Exit Pass

Is “Beauty and the Beast” a Fairy Tale?

Students will identify one characteristic of fairy tales that is present in “Beauty and the Beast.”

 **TEKS 2.9.A**

 **TEKS 2.9.C** Discuss elements of drama such as characters, dialogue, and setting; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min	
Read-Aloud			
Purpose for Listening	Whole Group	30 min	☐ index cards (one per student)
“Beauty and the Beast, Part II”			
Comprehension Questions			
Word Work: <i>Constant</i>			
This is a good opportunity to take a break.			
Application			
Sayings and Phrases: Better Late Than Never	Whole Group Partner	20 min	☐ Poster 2M
Multiple Meaning Word Activity: <i>Tunes</i>			

CORE VOCABULARY

constant, adj. happening all the time, over a long period of time

Example: The constant noise in the lunchroom was too loud.

Variation(s): none

despite, prep. without being stopped; anyway

Example: Mariah played in the soccer game despite her injury.

Variation(s): none

determined, adj. with a strong feeling that you are going to do something

Example: Tiara was determined to learn to ride her bike.

Variation(s): none

sorrowful, adj. feeling or showing great sadness

Example: The students were sorrowful when their favorite teacher moved away.

Variation(s): none

Vocabulary Chart for “Beauty and the Beast, Part II”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		constant (<i>constante</i>) despite determined (<i>determinado/a</i>) sorrowful	
Multiple Meaning			
Sayings and Phrases	trust your heart long to see put it off with a start		

Lesson 4: Beauty and the Beast, Part II

Introducing the Read-Aloud



Reading: Students will identify the characters in “Beauty and the Beast, Part I.”

 **TEKS 2.9.C**

WHAT HAVE WE ALREADY LEARNED? (10 MIN)

- Review “Beauty and the Beast, Part I” using images from the story and the following questions:
 - Who were the main characters in the story? [*the merchant, his three daughters (including Beauty, the youngest), and the beast*]

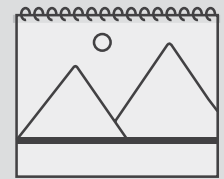


Check for Understanding

Who Am I?: I’m going to read several statements about the characters in “Beauty and the Beast.” Name the character that is described by the statement.

- This character lived in a magic palace where it was warm, even though it was winter outside. (*the beast*)
- This character asked her father to bring her back a fancy gown. (*the eldest daughter*)
- This character suffered misfortune when most of his goods were stolen. (*the merchant*)
- This character asked her father to bring her back a rose. (*Beauty*)
- This character asked her father to bring her back a diamond necklace. (*the middle daughter*)
- This character was described as fearsome. (*the beast*)

Flip Book 3A-1



Support

Write the names of the characters on a board/chart paper: the merchant; the eldest daughter; the middle daughter; Beauty; and the beast.



TEKS 2.9.C Discuss elements of drama such as characters, dialogue, and setting.



Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe open-ended questions as simple yes/no questions (e.g., “Was there snow in the beast’s garden?”).

Intermediate

Provide students with a specific sentence frame (e.g., “When the merchant walked into the beast’s garden he saw . . .”).

Advanced/ Advanced High

Encourage students to use key details in complete sentences when responding to an open-ended question.

ELPS 2.1

- Describe what the merchant saw at the beast’s palace. (*an unlocked door; large dining hall; fire in the fireplace; table set with a sumptuous meal; a garden in full bloom; and the beast*)
- The beast offered to forgive the merchant for taking one of his roses on one condition. What was that condition? (*Either the merchant or one of his daughters had to return to the palace to live.*)
- Remind students that at the end of the previous read-aloud, the merchant had just arrived home from the beast’s castle. Ask students to predict who will return to the castle for the beast’s punishment.

Lesson 4: Beauty and the Beast, Part II

Read-Aloud



Speaking and Listening: Students will identify the characteristics of a fairy tale in

✦ “Beauty and the Beast, Part II.” **TEKS 2.9.A**

Language: Students will demonstrate an understanding of the Tier 2 word

✦ *constant*. **TEKS 2.3.D**

PURPOSE FOR LISTENING

- Tell students to listen to see what characteristics of a fairy tale are included in “Beauty and the Beast.”

“BEAUTY AND THE BEAST, PART II” (15 MIN)



Show image 4A-1: Daughters receiving their gifts

A few days later, the merchant told his daughters what had happened to him in the rose garden at the beast’s castle. He told them how he had plucked *or picked* the rose and been confronted by the beast. He explained that he had promised to return to the beast

and accept his punishment.

“Do you have to go?” pleaded the girls. He explained that the beast had said that the only way for him to avoid it would be if one of them was willing to go and live with the beast.

“But I won’t allow that!” exclaimed the merchant.

“I will go,” Beauty said quietly.

“No, Beauty,” said her father. “I am the one who took the rose. I shall go back to the beast. I would rather go myself for a hundred years than send you.”

“No, Father,” said Beauty. “I want to go.”

Her father tried to change her mind, but Beauty was **determined**.

Determined means she felt strongly that should will go in her father’s place.

What do you think will happen to Beauty when she gets to the palace?

✦ **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

Support

Have students confirm their predictions about who would go to the beast’s castle: if they predicted that Beauty would go to the beast’s palace in place of her father, have them give a thumbs up. If they predicted another character, have them give a thumbs down.



Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe open-ended questions as simple yes/no questions (e.g., “Do you think Beauty feels happy?”).

Intermediate

Provide students with a specific sentence frame (e.g., “Beauty probably feels _____ when her father says good-bye.”).

Advanced/ Advanced High

Encourage students to use key details in complete sentences when responding to an open-ended question.

ELPS 3.G



Show image 4A-2: Beauty meets the beast

A few days later, Beauty and her father returned to the castle. When she first saw the Beast, Beauty could not help shuddering, but she tried to conceal *or hide* her fear.

“Good evening, old man,” said the beast. “Is this your youngest daughter?”

“Yes,” said the merchant. “This is Beauty.”

Beauty curtsied before the beast. *[Demonstrate a curtsy.]*

“Good evening, Beauty,” said the beast. “Are you here to take your father’s place and live here, with me, in the castle?”

“Yes, I am,” said Beauty.

The following day, the beast gave Beauty’s father a trunk filled with golden coins and sent him on his way. As Beauty watched her father ride away, she held back the tears. *How do you think Beauty feels after her father says good-bye and she is left alone with the Beast?*



Show image 4A-3: Beauty begins to cry

“Beauty,” said the beast, “fear not. Things are not as bad as they may seem. You have given yourself for your father’s sake, and your goodness will be rewarded. Listen to me and heed *or pay close attention to* this advice: Do not be deceived by appearances. Trust your heart, not your eyes.” *What do you suppose the*

beast means by this?

The next day, Beauty explored her new home. The beast had been right. Things were not as bad as she had feared. The palace was actually quite lovely. She found a huge library filled with books she had always wanted to read. She went for a walk in the lovely gardens, where songbirds chirped her favorite *tunes*. *Here tunes means songs. Tunes can also mean to make small changes to fix something.* When it was time for dinner, Beauty was greeted by a staff of pleasant servants, who prepared none other than her favorite meal. *How is it possible that Beauty’s favorite songs were already known? How do you think Beauty feels now?*



Show image 4A-4: Dinner with the beast

“Good evening, Beauty,” said the beast.

Beauty was still startled by the beast's appearance, but the more time she spent with him, the more she found that he treated her with kindness and courtesy. He pulled out her chair and sat next to her at dinner. He listened to her stories about her family and spoke

kindly to her while they dined. The dinner turned out to be less painful than Beauty had imagined. When it was over and it was time to say good-night, though, the beast turned to Beauty and asked, “Do you love me, Beauty? Will you marry me?” *Why would the beast ask her this if they just met? What do you think she will say?*

Beauty did not know what to say. She was afraid that the beast would be upset if she declined. *or said no*

Seeing this, the beast said, “Say yes or no, without fear.”

Trusting his words, Beauty replied, “No, thank you,” as gently as she could.

“Very well,” said the beast. “Good night, then.”

After that, every night was much the same. Beauty dined with the beast, and the beast treated her with great kindness. She even began to enjoy his conversation. Little by little Beauty got used to the way he looked. **Despite** his appearance, Beauty found the beast polite, and his elegant manners put her fears to rest. *The way he looks didn't matter to her.*

But when the meal was over and it was time to say good night, the beast always turned to her and asked, “Do you love me, Beauty? Will you marry me?”

Although she cared for him more and more with each passing day, Beauty always felt that, as hard as it was, the only answer she could give was “No, thank you.” *Do you think she will ever marry him?*

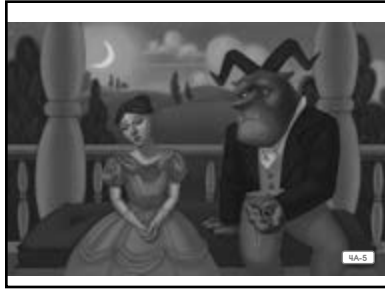
One night, the beast noticed a **sorrowful** look *or one that is full of sadness.* on Beauty's face. “Beauty,” he said, “I cannot bear to see you unhappy. What is the matter?” *Bear means to accept. The beast does not want her to be unhappy. Why do you think she is unhappy?*

Support

The word *bear* can also mean an animal.

Challenge

Have students state whether they think Beauty's feelings about the beast are changing, and have them provide evidence from the text to support their opinions.



Show image 4A-5: Beauty misses her father

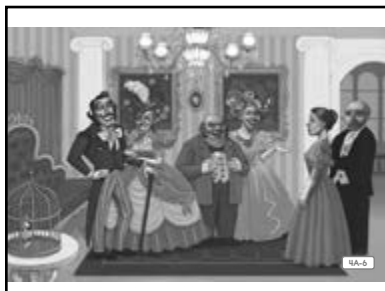
"Oh!" she said, wiping away a tear, "I am just sad because I miss my family," she paused, "especially my father. He is getting older, and if his health is failing, I worry that he may need me. If only I could see him just to make sure that he is well."

"But, Beauty," said the beast, "if you leave me, I fear that I will never see you again and I will be alone forever."

"Dear Beast," said Beauty softly, "I do not want to leave you. I would be very sad if I could not see you again. But, I long to see my father. *Long means to feel a strong desire to do something.* If you will let me go for one month, I promise to come back and stay with you for the rest of my life." *Do you think he should let her go?*

"Very well," sighed the beast. "But remember your promise. And wear this locket as a **constant** reminder. *Constant means it never stops.* When you want to come back, simply open the locket and say the words 'I wish to go back to the beast.'"

When Beauty awoke the next morning, she was in her father's house—not the old country cottage, but a fine new house in the city that he had bought with the riches the beast had given him. *Is Beauty's family still penniless if she finds herself in her father's fine new home?* Her father hugged her and wept *or cried* for joy when he saw her.



Show image 4A-6: Beauty visits with her family

Soon Beauty's sisters came to visit with their new husbands. They seemed to be happy, but Beauty could tell they were not. One sister had married a very handsome man who was so in love with his own face that he thought of nothing else. The other sister had married

a clever man who entertained himself at others' expense. *Do her sisters' husbands sound like nice people?*

Day after day, Beauty enjoyed being with her father and doing whatever she could to help him. When the time came for her to return to the beast, she

found that she could not bring herself to say good-bye to her father. Every day she told herself, “Today I will go back.” But every night she put it off again. *Do you think Beauty will ever return to the palace?*

Then one night, she dreamed that she was wandering in the garden around the beast’s castle when suddenly she heard painful groans. She followed the sounds and discovered the beast lying on the ground, and it seemed he was hurting.



Show image 4A-7: Beauty wakes from her dream

Beauty awoke with a start. *The phrase “with a start” means suddenly. So she woke up suddenly.* “Oh, how could I do this to my poor Beast?” she cried. “It does not matter that he is not handsome. Why have I been refusing to marry him? I would be happier with him than

with someone like my sisters have married. The beast is honest and good, and that matters more than anything else.”

She opened the locket hanging around her neck and said firmly, “I wish to go back to the beast.” In an instant, she found herself at the palace. But where was the beast? *What condition do you think the beast will be in when she finds him? Will it be just like her dream?*

Beauty ran through the rooms of the castle, calling for the beast. There was no answer. Then she remembered her dream. *Where was he in her dream?* She ran to the garden, and there she found the beast stretched out on the ground.



Show image 4A-8: Beauty and the beast in the garden

Beauty cried, “Oh no, he is—” She couldn’t bring herself to finish the sentence. “It is all my fault!” She fell to the ground and took him in her arms. The beast lay still as Beauty’s tears fell upon his face. Then he slowly opened his eyes.

“Oh, Beast,” Beauty sobbed, “How you frightened me! Thank goodness you are still alive. I never knew how much I loved you until now, when I feared it was too late.” *Beauty’s tears brought the beast back to life.*

In a faint voice the beast said, “Beauty, I was dying because I thought you had forgotten your promise. But you have come back. Can you really love such a dreadful creature as I am?”

“Yes!” said Beauty. “I do love you!”

Then once again the beast asked, “Beauty, will you marry me?” *What do you think Beauty will say this time?*

“Yes,” she answered. “Yes, Beast, I will marry you!”

Before she finished speaking, a flash of light beamed around her.

Beauty gasped and covered her eyes to shield them from the bright light. When she opened her eyes again, she no longer saw the beast. But there, lying at her feet, was a handsome prince.



Show image 4A-9: The beast becomes a handsome prince

“What has happened to my beast?” she asked the stranger, noticing that there was something familiar about his eyes. *Why were his eyes familiar?*

“I was the beast,” said the prince. “A fairy put a spell on me and changed me into a beast until someone would agree to marry me. You are the only one who has been good enough to see past my appearance and into my heart.” *When Beauty promised to marry the beast, the spell was lifted.*

Beauty gave the young prince her hand to help him to his feet, and they walked side by side into the castle. They were married the very next day, with Beauty’s whole family there to help celebrate. And they lived happily ever after. *Does this fairy tale have a happy ending?*

COMPREHENSION QUESTIONS (10 MIN)

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, 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 is the royal character in this fairy tale? (*the beast*)
2. **Inferential** How does the beast reassure Beauty that he is not as fearsome as she thinks? (*He has polite manners and is able to keep up a pleasant conversation.*)
3. **Inferential** What request does the beast grant, or give, Beauty after she decides to stay with him at his palace? (*to go home and see her father*) Why does this request make a sorrowful look come over Beast's face? (*He doesn't think Beauty will come back, or thinks that she will forget about him.*)

Literal What causes Beauty to put off her promise to Beast when she returns to visit her family? (*She couldn't bring herself to say good-bye to her father.*) What causes Beauty to decide to return to Beast? (*She has a dream that the beast is sick, and she realizes that she cares about him.*)

4. **Inferential** How do Beauty's tears help Beast? (*They bring him back to life.*) How does it help the beast when Beauty says that she loves him? (*It breaks the spell and turns him back into a prince.*)
5. **Evaluative** Why do you think the fairy put the spell on the beast? (*Answers may vary, but prompt students to discuss that she wanted to show that the way people treat others is more important than how they look.*)
6. **Evaluative** *Think Pair Share:* What is the lesson we can learn from this story? Based on that lesson, what would you say is the theme of this story? (*Answers may vary, but prompt students to discuss that how someone acts toward others is more important than how they look.*)



Writing

Writing to Explain Information

Beginning

Have students dictate their identification of a fairy tale characteristic to a teacher.

Intermediate

Have students work collaboratively with a peer to identify the fairy tale characteristics in “Beauty and the Beast.”

Advanced/ Advanced High

Have students identify and write fairy tale characteristics independently, using familiar vocabulary.

ELPS 5.B



Check for Understanding

Stand Up/Sit Down: I am going to read several sentences to you. If what I say is a characteristic of a fairy tale in this story, stand up. If what I say is not a characteristic of a fairy tale in this story, sit down.

- It is fiction. (*stand up*)
- It has a “once upon a time” beginning. (*stand up*)
- It is a true story. (*sit down*)
- It has a happy ending. (*stand up*)
- It is set in modern times. (*sit down*)
- It has a royal character. (*stand up*)
- It has magical characters and events. (*stand up*)
- It often has an underlying message, or lesson, for the reader. (*stand up*)



Exit Pass

Is “Beauty and the Beast” a fairy tale? Identify one characteristic of fairy tales that is present in “Beauty and the Beast” and write it on an index card.

WORD WORK: CONSTANT (5 MIN)

1. In the read-aloud you heard the beast tell Beauty, “Wear this locket as a constant reminder.”
2. Say the word *constant* with me.
3. *Constant* means something that happens all the time.
4. The new puppy needs constant attention so it doesn’t get into trouble.
5. Can you think of something that is constant, or always happening? Try to use the word *constant* when you tell about it and answer in complete sentences. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “_____ is constant because . . .”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to read several sentences. If the example I read is of something that is constant, say, “That is constant.” If the example I read is not of something that is constant, say, “That is not constant.” [If necessary, remind students that if something is constant, it does not stop.]

- My friend would not stop laughing. (*That is constant.*)
- The lights were flickering on and off before the storm. (*That is not constant.*)
- My stomach would not stop hurting. (*That is constant.*)
- The rain would not stop falling. (*That is constant.*)

Lesson 4: Beauty and the Beast, Part II

Application



Language: Students will identify and use the proverb “better late than never” and the idiom “in the nick of time,” and explain the meaning of each in context.



TEKS 2.3.D

Language: Students will demonstrate an understanding of the multiple meaning word *tunes*.



TEKS 2.3.A

SAYINGS AND PHRASES (10 MIN)

Proverbs and Idioms

- Explain that proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life.
- Explain that idioms are short sayings that cannot be understood from the meaning of each individual word they contain. Rather, the entire saying develops a specific meaning over time as more and more people use it.
- Explain that some proverbs have literal meanings—that is, they mean exactly what they say—but many proverbs have a richer meaning beyond the literal level, or the actual words that are used. Idioms, on the other hand, never have literal meanings. Idioms always mean something beyond the actual words that are used.
- Ask students if they have ever heard anyone say “better late than never.” Have students repeat the saying. Explain that this saying means it is better to be late in doing something than to never do it at all.
- Ask students if they have ever heard anyone say “in the nick of time.” Have students repeat the saying. Tell them that this saying is an idiom that means just before the last possible second when something bad will happen.
- Remind students that in today’s read-aloud, Beauty left the palace of the beast and returned home to her father and sisters in order to say good-bye to them and the life she had known. The beast told her to come back in one month, but Beauty could not bring herself to say good-bye to her father. It wasn’t until Beauty had a terrible dream about the beast that she returned

Support

It is important to help students understand the difference between the literal meanings of the words and the implied or figurative meanings.



TEKS 2.3.D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context;
TEKS 2.3.A Use print or digital resources to determine meaning and pronunciation of unknown words.

to his palace. When Beauty found the beast, she was almost too late, but she arrived there just in time to revive him with her tears. Tell students that one could use the proverb “better late than never” or the idiom “in the nick of time” to describe Beauty’s timely arrival at the beast’s palace.

- Ask students if they have ever been late in doing something, but realized that it was better to be late than to not do it at all. Then ask them if they have ever arrived somewhere or done something right before it was too late. Give students the opportunity to share their examples, using the new proverb and idiom they learned. Encourage them to explain the meaning of the proverb



and idiom in the context of their own experiences. **TEKS 2.3.D**



Check for Understanding

Thumbs Up/Thumbs Down: As your classmates explain the meaning of “better late than never” and “in the nick of time” in the context of their own experiences, give a thumbs up if you agree that the situation is a good example of the proverb or idiom. Give a thumbs down if you disagree that the situation being described



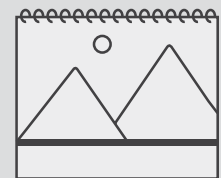
is a good example of the proverb or idiom. **TEKS 2.3.D**

MULTIPLE MEANING WORD ACTIVITY (10 MIN)

Tunes

- Show Poster 2M (*Tunes*) and remind students that they heard in the read-aloud: “[Beauty] went for a walk in the lovely gardens, where songbirds chirped her favorite tunes.” Here *tunes* means songs that are played or sung.
- Have students hold up one or two fingers to show the correct picture for this sense of the word. (1)
- *Tunes* also means to make small changes to something in order to make it work better, such as a car or bike.
- Have students hold up one or two fingers to show the correct picture for this sense of the word. (2)
- Have students work with a partner to create a sentence for each meaning of *tunes*. Remind them to be as descriptive as possible, and use complete sentences.
- Call on a few student pairs to share one or all of their sentences. Have them point to the part of the poster that relates to their use of *tunes*.

Flip Book Poster 2M



End Lesson

TEKS 2.3.D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

Pausing Point

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 that you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of fairy tales. 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.

MID-DOMAIN ASSESSMENT

Elements of Fairy Tales

- Tell students that the stories they heard are considered fairy tales because they have certain common elements.
- Tell students you are going to read several questions about the fairy tales they heard. If the answer to the question is "yes," they should circle the thumbs up symbol. If the answer to the question is "no," they should circle the thumbs down.

1. Are fairy tales true stories? (*thumbs down*)
2. Do all fairy tale have the exact same setting? (*thumbs down*)
3. Do fairy tales often have royal characters, magical characters or events, begin with the phrase *once upon a time*, and usually have happy endings? (*thumbs up*)
4. In the fairy tale "The Fisherman and His Wife," does the fisherman catch a regular fish and take it home for dinner? (*thumbs down*)
5. Is the fisherman unhappy asking the magic fish for many wishes? (*thumbs up*)
6. Does the emperor in "The Emperor's New Clothes" pretend to see his new clothes in order to appear clever? (*thumbs up*)
7. Does the prime minister tell the emperor the truth, that he cannot see the beautiful new clothes? (*thumbs down*)

Activity Page PP.1



8. In the fairy tale “Beauty and the Beast,” does Beauty’s family lose its fortune and become penniless? (*thumbs up*)
9. Is the beast’s behavior toward Beauty just as fearsome as his appearance? (*thumbs down*)

ACTIVITIES

Comparing Fairy Tales

Materials: Trade book

- Select and read a trade book about the Fisherman and His Wife. Refer students to the story map completed in Lesson 1. Discuss similarities and differences between the two versions.

Image Review

- Show the images from any read-aloud again, and have students retell the read-aloud using the images.

Domain-Related Trade Book or Student Choice

Materials: Trade book

- Read an additional trade book to review a particular fairy tale; refer to the books listed in the domain introduction. You may also choose to have students select a read-aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper

- Give students a key domain concept or vocabulary word such as fairy tale. Have them brainstorm everything that comes to mind when they hear the word, such as royalty, magic, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

Riddles for Core Content

- Ask students riddles such as the following to review core content:
 - I am a type of fiction with magical characters, magic, royalty, and happy endings. I often begin with the phrase “once upon a time.” What kind of fiction am I? (*fairy tale*)
 - I asked for too many wishes, and the fish did not grant my last wish and left me with an old, run-down hut. Who am I? (*the fisherman’s wife*)
 - I found great pleasure from wearing brand new clothes specially made for me. Who am I? (*the emperor*)

- I took my father's place and went to live with the beast instead. Who am I? (*Beauty*)
- I caught a fish that said it was actually an enchanted prince. Who am I? (*the fisherman*)
- A fairy put me and my palace under a magic spell, changing my appearance to teach people not to trust so easily in appearances. Who am I? (*the beast*)
- We told the emperor we could make magic clothes that only clever people could see. Who are we? (*the swindlers*)
- I told the emperor he wasn't wearing any clothes at all. Who am I? (*the child*)

Student-Created Books

Materials: Booklet

- Have each student make his/her own book that is a retelling of one of the three fairy tales from this domain. Have students brainstorm the sequence of events—a beginning, a middle, and an end—either as a class or with a partner. Also, talk about the various fairy tale elements. Students will draw a picture on each page to show the beginning, important middle events, and ending of the fairy tale. Students should also write a sentence to go with each picture. Have students share their retellings with a partner or with the class.

Retelling a Story with Puppets

- Have students make simple puppets of the characters from a particular fairy tale and then use them to retell the story. You may wish to have students do this with a group or as a class.

On Stage

- Have a group of students plan and then act out any one of the fairy tales covered in the domain thus far. They may choose “The Fisherman and his Wife,” “The Emperor’s New Clothes,” or “Beauty and the Beast.” Encourage students to use domain-related vocabulary in their dialogue.

Characters, Setting, Plot

Materials: Drawing paper, drawing tools

- Divide students into groups of three. Tell them that you are going to name a character and that one person in each group should draw or write the name of another character from the same fairy tale and pass the paper and pen to the second student. The second student should draw or write the name of a setting from that fairy tale and pass the paper and pen to the third student. The third student should write one sentence or key phrase about the plot of the fairy tale and raise their hand once they are finished.

Sayings and Phrases: Don't Judge a Book by Its Cover

- Tell students that, although they have learned the saying “better late than never” in conjunction with “Beauty and the Beast,” there is another saying that summarizes the lesson in that fairy tale. Share with students the saying “don’t judge a book by its cover.” Tell students to think about the fairy tale “Beauty and the Beast” and then to think about the saying. Ask students what they think the phrase means, how it relates to “Beauty and the Beast,” and in what other situations it might apply.

Writing Prompts

- Students may be given an additional writing prompt such as the following:
 - If a magic fish could grant me a wish, I would wish for . . .
 - When the emperor realized he could not see the magic clothes, he should have . . .
 - An important lesson to be learned from “Beauty and the Beast” is . . .

5

FAIRY TALES AND TALL TALES

Paul Bunyan

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will describe a situation that contains exaggeration.

 **TEKS 2.1.D**

Reading

Students will identify examples of exaggeration in “Paul Bunyan.”

 **TEKS 2.9.A**

Language

Students will identify the meaning of the Tier 2 word *admiration* and use it correctly.

 **TEKS 2.3.C**

Writing

With assistance, students will use a graphic organizer to identify elements of a tall tale in “Paul Bunyan.”

 **TEKS 2.9.A**

FORMATIVE ASSESSMENT

Exit Pass

Is “Paul Bunyan” a Tall Tale? Students will identify one characteristic of tall tales that is present in “Paul Bunyan.”

 **TEKS 2.9.A**

 **TEKS 2.1.D** Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales; **TEKS 2.3.C** Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
Introducing Tall Tales	Whole Group Partner	10 min	☐ timeline
Essential Background Information or Terms			
Read-Aloud			
Purpose for Listening	Whole Group	30 min	☐ U.S. map ☐ index cards (one per student)
“Paul Bunyan”			
Comprehension Questions			
Word Work: <i>Admiration</i>			
This is a good opportunity to take a break.			
Application			
Tall Tales Characteristics Chart	Whole Group Independent	20 min	☐ Activity Page 5.1 ☐ Tall Tales Characteristics Chart
Syntactic Awareness Activity: Regular and Irregular Plurals			
Take-Home Material			
Family Letter			☐ Activity Page 5.2

ADVANCE PREPARATION

Introducing the Read-Aloud

- Display a timeline that depicts the 1800s through the current year.

Application

- Prepare and display the Tall Tales Characteristics Chart (an enlarged version of Activity Page 5.1). Alternatively, you may access a digital version in the digital components for this domain.

	Paul Bunyan	Pecos Bill	John Henry	Casey Jones
Amazing Childhood				
Creations/Inventions				
Amazing Adventures				
Humor				
Exaggerations				

- Bring in several items in a group (e.g., several books, several keys, several boxes) to display when discussing singular and plural nouns.

Universal Access

- Bring in several storybooks of tall tales for students to explore and compare to the read-alouds in this domain. You may wish to include other versions of the tall tales covered in this domain (“Paul Bunyan,” “Pecos Bill,” “John Henry,” and “Casey Jones”), as well as other tall tales about Calamity Jane, Molly Pitcher, Slue-Foot Sue, and Johnny Appleseed.
- Students will hear about several U.S. landmarks in this read-aloud, including the Great Lakes, Rocky Mountains, Appalachian Mountains, Mississippi River, and Grand Canyon. You may wish to highlight these landmarks on a U.S. map.

CORE VOCABULARY

admiration, n. a feeling of deep respect and liking

Example: Liz had a great deal of admiration for her younger sister, who always tried her best.

Variation(s): none

colossal, adj. unbelievably large or great

Example: On Jamal's family trip across the United States, they stopped to drive up Pike's Peak, a colossal mountain in Colorado.

Variation(s): none

frontier, n. the unsettled part of the American West

Example: Lewis and Clark explored the frontier with a skilled group of woodsmen.

Variation(s): frontiers

inseparable, adj. seemingly always together; not able to be separated

Example: The two brothers were inseparable during the summer.

Variation(s): none

Vocabulary Chart for "Paul Bunyan"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	frontier (<i>frontera</i>)	admiration (<i>admiración</i>) colossal (<i>colosal</i>) inseparable (<i>inseparable</i>)	
Multiple Meaning			
Sayings and Phrases	larger than life looked up to big heart		

Lesson 5: Paul Bunyan



Introducing the Read-Aloud

Speaking and Listening: Students will describe a situation that contains exaggeration.



TEKS 2.1.D

Support

If you have a timeline displayed in the classroom, point to the 1800s on that timeline. Emphasize that the 1800s were 200 years ago—a very long time ago.

INTRODUCING TALL TALES (5 MIN)

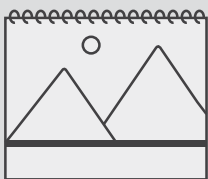
- Tell students that the next several read-alouds they will hear are tall tales. Explain that tall tales are a type of folktale, which is a type of fiction.
- Explain that the tall tales were first told orally many, many years ago, and they were later written down.
- Explain that tall tales are humorous, or funny, stories, and are sometimes about real-life heroes of the American frontier during the 1800s.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN)

Show image 5A-3: The world's biggest lumberjack

- Tell students that the main character in today's tall tale, Paul Bunyan, was a famous lumberjack, or logger.
- Explain that Paul Bunyan is a fictional character and that much of what they hear about him in today's read-aloud will be exaggeration. Explain that an important characteristic of all tall tales is exaggeration of details.
- Ask students to say the word *exaggeration* with you. Explain that an exaggeration is an overstatement of the truth. Exaggeration in a tall tale makes the main character seem larger than life; he or she is always bigger, stronger, smarter, and faster than real people.
- Share some examples of exaggeration (e.g., someone catching a small fish, and each time he or she tells a story about the experience, the fish gets bigger and bigger; etc.).

Flip Book 5A-3



TEKS 2.1.D Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.



Check for Understanding

Turn and Talk: Work with a partner to create two versions of a situation: one that contains exaggeration and one that is more realistic and does not contain exaggeration.

[Have students share their situations with the class, and have the rest of the class determine whether the given situation is one that contains exaggeration or one that does not contain exaggeration.]

Lesson 5: Paul Bunyan

Read-Aloud



Reading: Students will identify examples of exaggeration in “Paul Bunyan.”



TEKS 2.9.A

Language: Students will identify the meaning of the Tier 2 word *admiration* and use it correctly.



TEKS 2.3.C

PURPOSE FOR LISTENING

- Tell students to listen carefully for examples of exaggeration in this tall tale about Paul Bunyan, a natural-born logger who moved to the American frontier from Maine.

“PAUL BUNYAN” (15 MIN)



Check for Understanding

Raise Your Hand: As I read the story of “Paul Bunyan,” raise your hand whenever you hear an example of exaggeration.



Show image 5A-1: Baby Paul in a wagon cradle

Even as a baby, Paul Bunyan was mighty big. How big? Well, he was so big that his parents had to use a covered wagon for his cradle.

[Point to the wagon.] Did Paul really sleep in a covered wagon as a baby?

Support

This is an example of exaggeration.

As you might imagine, young Paul Bunyan had a big appetite. He gobbled up five barrels of porridge a day, and his parents



TEKS 2.9.A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales; **TEKS 2.3.C** Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/-tion/-sion*.

had to milk four dozen cows every morning and evening just to keep his baby bottle filled. *Do you think he really ate five barrels of porridge a day or that his parents milked four dozen cows to fill his baby bottle?*

Paul was so big it caused some problems in the little town in Maine where he grew up. When he sneezed, he blew the birds from Maine to California. When he snored, the neighbors ran out of their houses hollering, “Earthquake! Earthquake!” *Did Paul really blow the birds from Maine to California? Do you think a child can actually do these things?*

Support

This is an example of exaggeration.

Support

These are exaggerations that make Paul Bunyan seem larger than life.



Show image 5A-2: Toddler Paul on a raft cot

After that, Paul's father thought it might be better if Paul didn't sleep in town. He built a cot on a large raft for Paul and floated it off the coast. Paul slept on the raft for a few nights, but the floating cot didn't work out. When Paul turned over in his sleep, he created gigantic waves that knocked down houses along the

coast. *[Point to the raft.] Would parents really put their baby on a floating raft to sleep in the harbor?*

Eventually, Paul's father decided that the East Coast was just too small for Paul Bunyan. The only sensible thing to do was to move out west. So the Bunyan family moved to Minnesota. *If Paul was too big for the East Coast, why do you think his father thought it would be better out west? Why were people moving west?*

Support

This is an example of exaggeration.

In those days Minnesota was full of logging camps, sawmills, and lumberjacks. *A lumberjack is someone who cuts down trees. The sawmill is where the trees are turned into boards. People use the wood from trees to build houses and to make many other things.* Americans were moving west and “building the country.” They had to cut down a lot of trees to make their homes, not to mention their schools, churches, boats, and furniture.



Show image 5A-3: The world's biggest lumberjack

When he grew up, Paul Bunyan went to work as a lumberjack, and what a lumberjack he proved to be! He made himself a giant ax, with a handle carved out of a full-grown hickory tree. He could bring down a giant tree with a

Support

This is an example of exaggeration.

single swing of his ax. *Could a man really make an ax with the top of a tree or chop down a giant tree with one swing of his ax?*

As the tree tipped over, he would yell, “Timber!” so the other lumberjacks had time to get out of the way.

Everyone looked up to Paul Bunyan—way up! The other lumberjacks were full of **admiration** for him. *Admiration means they thought very highly of him.* The bosses were grateful for the amazing amount of work he could do in a day. Paul had a big heart, too, but one thing he always wished for was a true friend. There simply wasn’t anybody else his size who could be his friend.

That all changed during the Winter of the Big Blue Snow. It was called the Winter of the Big Blue Snow because it was so cold that everyone shivered and turned blue. Even the snow shivered and turned blue. *Do you think the snow really turned blue?*

Support

This is an example of exaggeration.

One day, as Paul made his way through the blue snowdrifts, he heard a muffled whimper. *If the whimper was muffled, could he hear it very well?* He followed the noise until he saw two big, blue, furry things sticking up out of the snow. He reached down and gave a pull. *What do you think was in the snow?*



Show image 5A-4: Paul meets the baby blue ox

It turned out that the two big, blue, furry things were two big, blue ears. And connected to the big, blue ears was a giant, blue, baby ox!

Paul exclaimed, “The poor little fellow is half frozen.”

Paul carried the blue ox home, wrapped him in blankets, and fed him. The baby ox was so content that he took a long nap in Paul’s big, strong arms. When he woke up, he looked up at Paul and do you know what he said? “Mama! Mama!” Then he gave Paul a big, slobbery lick on the face. Paul laughed and said, “Babe, we’re gonna be great friends!”

And they were. In fact, Paul Bunyan and Babe the Blue Ox were soon **inseparable**. *Inseparable means they couldn’t be separated.* Everywhere Paul went, Babe went, too. The two of them worked together in the lumber camps. Paul chopped down the trees. Then Babe hauled them to the river and dropped them in so they could float downstream to a sawmill. *Remember that in order for settlers to farm new land, they sometimes had to prepare it for growing*

crops and building homes. They often did this by clearing the trees away from the land. Together, Paul and Babe did the work of a hundred men. Do you think they could really do the work of a hundred men?

Support

This is an example of exaggeration.



Show image 5A-5: The world's largest frying pan

The lumber company figured the best way to keep Paul Bunyan happy was through his stomach, so they hired a special cook to feed Paul and Babe. Why would the lumber company want to keep Paul Bunyan happy? The cook's name was Sourdough Sam. Sourdough is a kind

of bread. Sourdough Sam was known for the giant flapjacks he cooked in the world's biggest frying pan. Flapjacks are pancakes. The **colossal** pan sat on an enormous cast iron frame. Colossal means unbelievably large. Every morning Sourdough Sam would build a raging forest fire underneath the pan. Then he would call for his two helpers, Lars Larson and Pete Peterson. Lars and Pete would grease up the pan by tying slabs of bacon to their feet and skating back and forth across the sizzling pan. [Point to the kitchen helpers and the slabs of bacon on their feet.] Greasing a giant griddle with bacon on their feet and cooking over a forest fire sound like more _____. [Give students the opportunity to fill in the word exaggeration.] Then Sourdough Sam would make a giant stack of pancakes for Paul and an even larger stack for Babe.

Thanks to Sourdough Sam and his overgrown flapjacks, Babe eventually grew to be even bigger than Paul. He was so big that, if you were standing at his front legs, you had to use a telescope to see all the way to his back legs. In fact, he was so heavy that his footprints filled up with water and turned into lakes. Babe making lakes with his footprints sounds like an example of an _____. In fact, there are more than ten thousand lakes in Minnesota today, and most of them were created by Babe the Blue Ox back in the **frontier** days.



Show image 5A-6: Paul and Babe straightening the river

Babe and Paul helped the lumberjacks solve all sorts of problems. Once there was a river that was full of twists and turns. Sometimes the trees would get stuck in the turns and never make it downstream to the sawmill. But Paul Bunyan thought of a way to fix that! He

Challenge

Explain that the phrase “the river was as straight as an ax handle” is a simile because it compares two things using the words like or as. Have students create other similes for things described in this story.

went to one end of the river and sent Babe to the other end. Paul grabbed the river and pulled in one direction. Babe pulled the other end in the opposite direction. Then—snap! Just like that, all of the kinks were pulled out, and the river was as straight as an ax handle. *Paul and Babe straightening a river is another example of what?*

Of course, this tightening operation left the river a good deal longer than it had been before, and there was a lot of extra water lying around. Paul and Babe worked together to dig five big holes to hold all the extra water. Nowadays these are called the Great Lakes. *Did Paul Bunyan actually create the Great Lakes? This is definitely another _____.*

One day, the logging bosses got to talking. One of them said that the United States was a fine country, to be sure, but it could still stand a little improvement. For one thing, it could use a few more rivers. And what it really needed was a big river running right down the middle of the country, all the way from Minnesota down to New Orleans. “If we had a river like that,” the man said, “we could ship timber down to New Orleans and all around the world!” *What river do you think they are talking about?*



Show image 5A-7: Paul and Babe heading west

Paul Bunyan happened to overhear this conversation. He told the bosses he would see what he could do. He hitched up Babe and they started plowing south. As they plowed, they threw a great mound of dirt and rocks to the right and a smaller mound to the left. On the

right side they made the Rocky Mountains, and on the left side they made the Appalachian Mountains. Paul Bunyan and Babe didn't stop until they had plowed a channel all the way south to the Gulf of Mexico. And the river that flows in that channel nowadays, that's what we call the Mississippi River. *The Mississippi River was a very important means of transportation in frontier days and still is today.*

From that day on, Paul and Babe went around the country, using their size and strength to help anyone who needed it. Later, they dug the Grand Canyon as they made their way to the West Coast of California. *Did Paul really make the Grand Canyon? This is another _____. [Locate California and the Pacific Ocean on a U.S. map, and talk about Paul traveling from the East Coast to the West Coast of the country.]* And when the wind blows just

right from the west, you can still smell those infamous, colossal pancakes cooking on the frontier. *Do you think you can smell those pancakes, or is this an exaggeration?*

COMPREHENSION QUESTIONS (10 MIN)

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, 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 is the legendary character of this tall tale? (*Paul Bunyan*)
2. **Evaluative** What are some astonishing characteristics or things Paul Bunyan does that make him a larger-than-life character? (*He slept in a covered wagon and then on a floating raft as a baby; when he rolled over he created gigantic waves; when he sneezed, he blew the birds from Maine to California; etc.*)
3. **Evaluative** What are some things in nature that Paul Bunyan supposedly created? (*the Grand Canyon; the Mississippi River; the Rocky Mountains; the Great Lakes*) Did Paul actually create any of these things? (*no*)
4. **Evaluative** What things happen in this tall tale that can be called exaggerations? (*Paul Bunyan clearing the heavily-forested Midwest; Paul and Babe doing the work of a hundred men; Paul and Babe straightening the river; etc.*)
5. **Evaluative** What are some things in this story that probably could happen in real life? (*A boy can take care of an ox calf; a person can cross the country; people can build new homes; etc.*)
6. **Evaluative** What are things in this story that probably could not happen in real life? (*An ox cannot be blue; a man cannot make an ax from an entire tree trunk; a river cannot be pulled straight; etc.*)
7. **Evaluative** Is this tall tale fiction or nonfiction? (*fiction*)
8. **Evaluative** *Think Pair Share:* If you could change one of the exaggerations in the story of Paul Bunyan, what would you change and why? (*Answers may vary.*)



Speaking and Listening

Support Own Opinions

Beginning

Students will support their opinions by providing good reasons and some evidence from “Paul Bunyan” or relevant background knowledge.

Intermediate

Students will support their opinions by providing good reasons and increasingly detailed evidence from “Paul Bunyan” or relevant background knowledge.

Advanced/ Advanced High

Students will support their opinions by providing good reasons and detailed information from “Paul Bunyan” or relevant background knowledge.

ELPS 3.G



Exit Pass

Is “Paul Bunyan” a tall tale? Identify one characteristic of a tall tale that is present in “Paul Bunyan” and write it on an index card.

WORD WORK: ADMIRATION (5 MIN)

1. In the read-aloud you heard, “The other lumberjacks were full of admiration for him.” Say the word *admiration* with me. What does the word *admiration* mean?
2. The word *admiration* is a combination of the word *admire* and the suffix *-tion*. What does the word *admire* mean?
3. *Admire* means to like or respect someone or something. When you add the suffix *-tion* to the end of the word *admire*, it becomes *admiration*. If you have admiration for someone or something, that means you have a feeling of deep respect and liking or wonder for that person or thing.
4. The American people have a great deal of admiration for the first astronauts who walked on the moon.
5. Do you have admiration for anyone? Use the word *admiration* when you tell about it and answer in complete sentences. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “One person I have admiration for is . . .”]
6. What’s the word we’ve been talking about?

Use a Sharing activity for follow-up. Talk with your partner about someone that you have admiration for and why you have admiration for that person. Use the word *admiration* when you talk about it and answer in complete



sentences. **TEKS 2.3.C**



TEKS 2.3.C Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion*/*-tion*/*-sion*.

Lesson 5: Paul Bunyan

Application



Writing: With assistance, students will use a graphic organizer to identify elements of a tall tale in “Paul Bunyan.”

 **TEKS 2.9.A**

TALL TALES CHARACTERISTICS CHART (15 MIN)

- Tell students that over the next several days they will hear three more tall tales and will make a chart with the characteristics of a tall tale for each tale they hear.
- Display the Tall Tales Characteristics Chart you prepared earlier.

	Paul Bunyan	Pecos Bill	John Henry	Casey Jones
Amazing Childhood				
Creations/Inventions				
Amazing Adventures				
Humor				
Exaggerations				

- Read the first column of the chart to students, and solicit examples from students to fill in each row in the “Paul Bunyan” column. For example, in the “Amazing Childhood” row, you might suggest the statement at the very beginning of the story that Paul was so big his parents used a covered wagon for his cradle. In the “Creations/Inventions” row, you might suggest Paul creating the Rocky Mountains and Appalachian Mountains; in the “Amazing

Activity Page 5.1



 **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales.



Writing

Writing to Explain Information

Beginning

Have students dictate their information to a teacher to complete the chart for them.

Intermediate

Have students work collaboratively with a peer to complete the chart.

Advanced/ Advanced High

Have students complete the chart independently, using the class version of the chart as a guide.

ELPS 5.G

Support

Using the items you brought in for display (books, keys, boxes), demonstrate the concepts of singular and plural. Be sure the plural of each object is a regular plural (i.e., has the /s/, /z/, or /ez/ sound).

Adventures" row, you might suggest Paul straightening a river with Babe the Blue Ox. In the "Humor" row, you might suggest the giant flapjacks; and in the "Exaggerations" row, you might point to any illustration and show how much bigger and stronger Paul is than the other people.

- Have students fill in their own copy of the chart on Activity Page 5.1.
- Save this chart to use in later lessons.

SYNTACTIC AWARENESS ACTIVITY (5 MIN)

Regular and Irregular Plurals

- Review that nouns can be people, places, or things.
- Explain that when someone is talking about one of something, it is called a singular noun. *Singular* means only one. When someone is talking about more than one of something, it is a plural noun. *Plural* means two or more.



Check for Understanding

One Finger/Two Fingers: I'm going to say several nouns. If the noun I say is singular, raise one finger. If the noun is plural, raise two fingers.

- computers (2)
- teacher (1)
- pencil (1)
- coats (2)

- Tell students that most nouns become plural by adding the /s/ or /z/ sound, like *one cat* and *two cats* or *one dog* and *two dogs*. Sometimes, the /ez/ sound is added if the word ends in a /s/, /z/, /ch/, or /sh/ sound, like *one kiss* and *two kisses*.
- Review this concept by providing students the following examples of singular nouns and having them provide the plural.
 - One student > Two students
 - One book > Two books

- One school > Two schools
- One dish > Two dishes
- One prince > Two princes
- One box > Two boxes
- One house > Two houses
- Explain that there are some nouns that are different, or tricky, when there is more than one of the item. These nouns are called “irregular plural nouns.” They are irregular because the plural form is not created with the addition of /s/, /z/, or /ez/.
- Review irregular plural nouns with the following examples:
 - One child > Two children
 - One foot > Two feet
 - One tooth > Two teeth
 - One mouse > Two mice
 - One man > Two men
 - One ox (like Babe!) > Two oxen
- Tell students that the more they listen to stories and hear these irregular plural nouns, the more they will remember them and use them when they talk.
- Have students work in partners to make up sentences about how two children are the same, and how they are different. Encourage students to use the correct singular and plural forms, *child* and *children*, when making up their sentences.
- As time permits, have students create sentences about the irregular plural nouns they learned about and share their sentences with the class.

Support

If students have difficulty saying the irregular plural form of each word, provide them with the incorrect form for contrast. For example, you might ask students, “Should we say, ‘two child’s’ or ‘two children’?” Guide students in recognizing that the plural form of *child* is *children*, not *child’s*.

Lesson 5: Paul Bunyan

Take-Home Material

FAMILY LETTER

- Send home Activity Page 5.2.

Activity Page 5.2



FAIRY TALES AND TALL TALES

Pecos Bill

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will identify the characteristics of a tall tale and review examples of exaggeration in “Paul Bunyan.”

 **TEKS 2.9.A**

Reading

Students will distinguish between real and fictional elements in “Pecos Bill.”

 **TEKS 2.9.A**

Language

Students will identify and use synonyms of the Tier 2 word *tamed* and explain their meanings in context.

 **TEKS 2.3.D**

Writing

With assistance, students will use a graphic organizer to identify elements of a tall tale in “Pecos Bill.”

 **TEKS 2.9.A**

FORMATIVE ASSESSMENT

Activity Page 6.1

Fact or Tall Tale? Students will distinguish between real and fictional events in “Pecos Bill.”

 **TEKS 2.9.A**

 **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min	☐ Tall Tales Characteristics Chart ☐ U.S. map
Essential Background Information or Terms			
Read-Aloud			
Purpose for Listening	Whole Group	30 min	☐ Activity Page 6.1
“Pecos Bill”			
Comprehension Questions			
Word Work: <i>Tamed</i>			
This is a good opportunity to take a break.			
Application			
Tall Tales Characteristics Chart	Whole Group Independent	20 min	☐ Activity Page 5.1

ADVANCE PREPARATION

Introducing the Read-Aloud

- Display the Tall Tales Characteristics Chart from Lesson 5.

CORE VOCABULARY

energy, n. power; the ability to be active

Example: The children had a lot of energy to burn at recess.

Variation(s): none

persuaded, v. caused to do something by asking, convincing, or arguing

Example: The kids persuaded their parents to get pizza for dinner.

Variation(s): persuade, persuades, persuading

relaxed, v. loosened control

Example: Pearl relaxed the tension on the leash so her dog could run in front of her.

Variation(s): relax, relaxes, relaxing

tamed, v. trained to obey people

Example: The cowboy tamed his wild horse.

Variation(s): tame, tames, taming

Vocabulary Chart for “Pecos Bill”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		energy (<i>energia</i>) persuaded (<i>persuadir</i>)	
Multiple Meaning		relaxed (<i>relajar</i>) tamed	
Sayings and Phrases	fussing and fighting birthday suit spark of wildness pales in comparison		

Lesson 6: Pecos Bill



Introducing the Read-Aloud

Speaking and Listening: Students will identify the characteristics of a tall tale and review examples of exaggeration in “Paul Bunyan.”



TEKS 2.9.A

WHAT HAVE WE ALREADY LEARNED? (5 MIN)

- Use the Tall Tales Characteristics Chart to review what students have learned about tall tales and about “Paul Bunyan.”



Check for Understanding

Thumbs Up/Thumbs Down: As I say a characteristic of a story, give a thumbs up if it is a characteristic of tall tales. If it is not a characteristic of tall tales, give a thumbs down.

- always includes a character who is part of a royal family (*thumbs down*)
- includes exaggeration (*thumbs up*)
- is humorous, or funny (*thumbs up*)
- often has a frontier setting (*thumbs up*)
- always starts with “once upon a time” (*thumbs down*)

- Name one example of exaggeration in “Paul Bunyan.” (*He was so large as a baby he had to sleep in a covered wagon; his parents had to milk four dozen cows to fill his baby bottle; he made an ax with the top of a tree and could bring down a giant tree with a single swing of the ax; it was so cold the snow turned blue; Paul could do the work of a hundred men; the giant flapjacks were cooked in a pan so large two men had to grease it by skating on it with slabs*)



TEKS 2.9.A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales.

of bacon on their feet; and Paul created the Great Lakes, the Mississippi River, the Rocky Mountains, the Appalachian Mountains, and the Grand Canyon.)

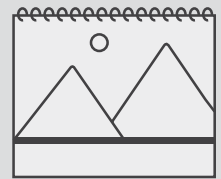
ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN)

- Tell students that today's tall tale is "Pecos [/pae*koes/] Bill."
- Explain that the character Pecos Bill is a cowboy, and that cowboys are men who work on a ranch—or an area where cattle graze—and take care of the cattle. Cowboys were common on the frontier because many people raised cattle for food, sold their milk, or sold the cattle to make money.

Show image 6A-7: Pecos Bill rides a mountain lion

- Ask students to describe what they see in the picture. Remind students that tall tale characters have amazing adventures and that this illustration hints at some of the adventures the cowboy Pecos Bill has.
- Have a student find East Texas and the Pecos River (in West Texas) on a U.S. map.

Flip Book 6A-7



Lesson 6: Pecos Bill

Read-Aloud



Reading: Students will distinguish between real and fictional elements in “Pecos Bill.”



TEKS 2.9.A

Language: Students will identify and use synonyms of the Tier 2 word *tamed* and explain their meanings in context.



TEKS 2.3.D

PURPOSE FOR LISTENING

- Tell students to listen carefully for examples of exaggeration in “Pecos Bill.”

“PECOS BILL” (15 MIN)



Check for Understanding

Raise Your Hand: As I read the story of “Pecos Bill,” raise your hand whenever you hear an example of exaggeration.



Show image 6A-1: Bill's family packs up to head west

The greatest cowboy that ever lived was the one they called Pecos Bill.

Bill was born in East Texas and might have lived there forever, but one day his Pa came running out of the house shouting to his Ma, “Pack up everything we got, Ma! There's

neighbors moved in near about fifty miles away, and it's gettin' too crowded around here.” *That would be like seeing no other buildings from here to _____.* [Name a familiar place that is about 50 miles away.]



TEKS 2.9.A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

So Bill's folks loaded a covered wagon with everything they owned and headed west. *Why was the West less crowded?* It was a long, hard journey. The children were packed in the back of the wagon, all eighteen of them. *[Point to the wagon in the illustration.]* They fussed and hollered and fought as the wagon bounced along. The children were so loud that Bill's ma said you couldn't hear the thunder over the noise.

Support

Explain that this is an example of exaggeration because it would be almost impossible for the children to create so much noise that you couldn't hear the thunder over the noise.



Show image 6A-2: Baby Bill falls out of the wagon

One day the wagon hit a rock and little Bill fell right out. With all the fussing and fighting, nobody noticed. The wagon just kept on going. So Little Bill found himself sitting in the dirt along the banks of the Pecos River, *a real river in Texas* and that's how he came to be named

Pecos Bill. But that was later.

Little Bill was not your average baby. He didn't cry. He just crawled along on the dusty plain, keeping his eyes peeled for whatever came along. And the first thing to come along was a coyote.

When the coyote saw this dirty, naked little creature crawling around on all fours, she thought he was a cute little animal, even if his ears were mighty small. Little Bill reached up and patted the coyote's head and said, "Nice doggie!" *Do you think these things really happened, or are they exaggerations?*



Show image 6A-3: Young Bill howls at the moon with coyote pups

The doggie—I mean coyote—liked Little Bill. She took him home and raised him with her pups. *Baby coyotes are called pups. What animal do you think coyotes are like?* The coyotes taught Bill to roam the prairies and howl at the moon. They taught him the secrets

of hunting, how to leap like an antelope, and to run like the wind. They taught him how to chase lizards and lie so still that he was almost invisible. *Do you think a young boy can really become a member of a coyote pack, or is this an exaggeration? This humorous detail makes Bill seem larger than life. This is another _____.*

The years went by—eighteen of them to be exact—and Bill grew up strong and healthy. One day he was out hunting along the Pecos River when he saw a most unusual sight. It seemed to be a big animal with four legs. Or was it six legs? And why did it have one head in front and another on top? *What do you think Bill sees?*



Show image 6A-4: Bill meets a man on a horse

Well, it turned out to be a horse with a man riding it, something Bill had never seen before. Bill scurried around the horse a few times. Then he slowly crept forward and took a sniff of the man's boot.

"Boy," said the man, "what are you doin' scampering around down there in your birthday suit?" *What does that mean if Bill was wearing his birthday suit?*

"Sniffin'" said Bill. "I'm a coyote!"

"No, you ain't," said the man. "You're a man, like me."

"Nooo!" howled Bill. "Coyoteeeee!" *Why does Bill think he is a coyote? [Point to the man in the illustration.] Do you think the cowboy believes him?*

"What makes you think you are a coyote?" said the man.

"I have fleas!" said Bill.

"So what?" said the man. "Lots of men here in Texas have fleas."

But Bill was not **persuaded** or *convinced*. He was sure he was a coyote.

"Here's the thing," said the man. "Coyotes have pointy ears and big bushy tails. And you don't."



Show image 6A-5: Pecos Bill looks for his tail

"Yes, I do!" cried Bill. He felt sure he had a tail, just like all the other coyotes. He looked over his shoulder but couldn't see one. He reached back to grab his tail, but he could not feel one. He backed up to the river and looked for his tail in the reflection, but it was not there.

Bill was surprised. He thought for a moment. Then he decided the man must be right. If he didn't have a tail, he couldn't be a coyote. If he wasn't a coyote, he must be a man.

Bill decided he'd have to say farewell to his four-legged friends and try living as a man. He went to stay with the man, who just so happened to be a cowboy.



Show image 6A-6: Pecos Bill and the cowboy at the campfire

The man gave Bill some clothes to wear and a horse to ride. He also gave him a nickname: Pecos Bill. *Why did the man call him Pecos Bill?* At first Bill had trouble living like a man. He couldn't stand the way his clothes scratched and pulled at his skin, or the way his boots

came between his bare feet and the good, old dirt. And he couldn't see the need for a knife or fork when it was just as easy to use your fingers to pick up your meat and tear it with your teeth. *In the rest of the story, the author will sometimes use the name Bill and other times use the nickname Pecos Bill.*

Bill learned to act like a man, but he still had a spark of wildness in him, and it would flash out from time to time. One day he was out riding on his horse when he was surprised by a mountain lion. The mountain lion scared Bill's horse away and charged right at Bill. But Pecos Bill was too quick for that mountain lion. He dodged the big cat, then hopped right onto his back.



Show image 6A-7: Pecos Bill rides a mountain lion

The mountain lion was not happy, no sir. He bucked. He snarled. He tried to twist around and bite Bill. Bill held on to the lion's neck with one hand. With his other hand, he waved his cowboy hat in the air and shouted "Yahoo!"

The mountain lion did everything he could to shake Bill off, but it was no use. Finally, he gave in and let Bill ride him. Then, Bill put a saddle on the lion and rode him like a horse. Bill had **tamed** the mountain lion.

Another day, Pecos Bill was attacked by a giant rattlesnake. This particular rattlesnake was a mean old fellow who thought he was the king of the

whole desert. He struck at Bill's heel, but Pecos Bill was too quick for that rattlesnake.



Show image 6A-8: Pecos Bill tickling a giant rattler

Pecos Bill grabbed the rattler by the neck and squeezed him hard. The snake wriggled and writhed in Bill's grip.

"Say 'uncle' if you've had enough!" said Bill.

"G-g-g-uncle!" said the snake, gurgling out the sounds as best as he could.

Bill **relaxed** his grip *or loosened his hold* a bit and asked the rattler, "Who's the boss around here?"

"I was . . ." said the snake. "But now you are."

"Well then," said Pecos Bill, "How'd you like to work for me?"

"Sure thing!" said the rattler. The rattler just looked at Pecos Bill with admiration and purred like a kitten. *You learned the word admiration in a previous lesson. What does admiration mean? (a feeling of deep respect and liking)* Pecos Bill had squeezed all the meanness right out of that snake! *Would you call this an amazing feat? Do you think Bill really squeezed all of the poison out of the snake, or is this an exaggeration?*



Show image 6A-9: Pecos Bill ropes a cow with his rattlesnake lasso

Next, Pecos Bill rolled the rattler up into a coil and rode away on his mountain lion. On the way back to camp, he spotted a runaway cow. He grabbed the rattler and tied a loop at one end of him to make a lasso. *A lasso is a rope tied in a circle to catch a cow.*

Then he rode after the cow, swinging his lasso above his head. When he was close enough, he tossed the looped end of the snake over the cow. Pecos Bill jumped off the mountain lion and pulled the lasso tight, stopping the runaway cow right in his tracks.

Pecos Bill brought the cow back to his friend, the cowboy. After that he taught all the cowboys at the ranch how to use a lasso to catch a runaway cow. *Bill just invented catching cattle with ropes! Could a cowboy really rope a cow with a rattlesnake? This is another _____. He taught them other things, too. He taught them how to tame wild horses by riding them, just as he had done with the mountain lion. Tame means to train to obey people. He even taught them how to sing cowboy songs around the campfire at night, in a voice that sounded a lot like a lonesome coyote howling at the moon. Why do you suppose Bill's voice sounded like a coyote howling at the moon?*

Pecos Bill was famous for his riding skills. He once rode a wild mustang called the Backbreaker that no one else could ride. But that story pales in comparison to the time he rode something that no other man had before, and I reckon no man ever will again—a cyclone! *A cyclone is a real storm, like a tornado. Do you think a man would be able to ride a cyclone, or is this an _____? [Pause to let students fill in the word exaggeration.]*



Show image 6A-10: Pecos Bill rides a cyclone

That's right. Pecos Bill lassoed a cyclone with his rattlesnake lasso and jumped on its rip-roaring back. The cyclone spun furiously, trying to throw Bill off. It went spinning this way and that way across the deserts of Arizona, trying to knock Bill off by rising up into the air and digging down into the ground.

Pecos Bill didn't let go until the cyclone spun itself out of **energy**, and by that time the two of them had carved out a deep canyon. *Energy means the power to keep moving.* If you ever go to Arizona, you can still see that canyon today. It's called the Grand Canyon. *Did Bill really build the Grand Canyon, or might this be an _____? Which other tall tale hero supposedly created the Grand Canyon? (Paul Bunyan)*

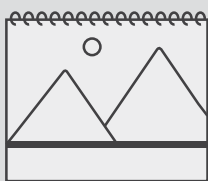
COMPREHENSION QUESTIONS (10 MIN)

1. **Literal** What amazing adventures does Pecos Bill have? (*He was raised by coyotes; he defeats a giant rattlesnake; he tames a mountain lion; he rides a cyclone; etc.*)
2. **Evaluative** What is the setting of this tall tale, or where do most of Bill's adventures take place? (*Texas*) Why do you think this tall tale takes place in Texas? (*Answers may vary, but should include that Texas was part of the American frontier and many tall tales are set in the frontier.*)

Challenge

Have students describe what a coyote might sound like, using descriptive language.

Flip Book 6A-9



ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Exchanging Information
and Ideas

Beginning

Reframe open-ended questions as simple yes/no questions (e.g., "Do you think a man can squeeze the meanness out of a snake?").

Intermediate

Provide students with a specific sentence frame (e.g., "Squeezing the meanness out of a snake is an example of . . .").

Advanced/ Advanced High

Encourage students to use key details in complete sentences when describing examples of exaggeration.

ELPS 2.C

Activity Page 6.1



3. **Evaluative** What are some things in this story that can happen in real life? (*A family can travel west looking for a new home; people can raise cattle; etc.*)

Show image 6A-9: Pecos Bill ropes a cow with his rattlesnake lasso

4. **Evaluative** Do you think a cowboy could really lasso a cow with a snake? What are some other things in this story that probably cannot happen in real life or are examples of exaggeration? (*A boy cannot be raised by a coyote pack; a man cannot squeeze the meanness out of a snake; a man cannot ride a mountain lion or a cyclone; etc.*)
5. **Evaluative** Think Pair Share: Are tall tales fiction or nonfiction? (*fiction*) How do we know this is a tall tale? (*Answers may vary, but may include that there is exaggeration and a main character that seems larger than life and has amazing adventures.*)

Fact or Tall Tale?

- Using Activity Page 6.1, have students distinguish what could be real and what is purely fictional in the tall tale, "Pecos Bill." [Write the words *fact* and *tall tale* on the board for students.]



Check for Understanding

Raise Your Hand: I am going to say several examples of situations. If the situation is one that could really happen, or is a fact, raise your hand. If it is exaggeration, don't raise your hand.

- It was so cold, even the snow turned blue. (*exaggeration*)
- The snow covered the ground, making it difficult for cars to get around. (*fact*)
- The little girl ate the grilled cheese sandwich. (*fact*)
- The lumberjack ate a pancake the size of a house. (*exaggeration*)

- Read the seven statements on Activity Page 6.1 aloud to students. If the statement is something that could really happen, or is a fact, have them write the word *fact*; if the statement is something that could not really happen and is a tall tale exaggeration, have them write *tall tale*.

1. The Pecos River is in Texas. (*fact*)
2. The coyote took Bill home to her den. (*tall tale*)
3. Pecos Bill lassoed a cyclone. (*tall tale*)
4. Cyclones are real storms with very strong winds. (*fact*)
5. Cowboys take care of cattle. (*fact*)
6. A rattlesnake can be used as a lasso. (*tall tale*)
7. A coyote looks like a small wolf. (*fact*)

WORD WORK: TAMED (5 MIN)

1. In the read-aloud you heard, “Bill had tamed the mountain lion.”
2. Say the word *tamed* with me.
3. *Tamed* means trained to obey people.
4. Alyssa worked hard all summer and tamed the wild horse.
5. Have you ever tamed an animal or seen one that was tamed? Try to use the word *tamed* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I once tamed . . .” or “I once saw a _____ that was tamed.”]
6. What’s the word we’ve been talking about?

Use a Synonym activity for follow-up. What are some words that are synonyms of *tamed*, or words that mean something similar? Turn to your partner and think of some synonyms for the word *tamed*. Create a sentence for each of the synonyms your partner creates. [Prompt students to use the words *trained*, *controlled*, *kept*, *pulled in*, and *held*. Then have them explain the meaning of each synonym in the context of the sentence they created for it. For example, ask, “What does the word *controlled* mean in the sentence, *The ringmaster controlled the lions*? How is that sentence different from this sentence: *The ringmaster tamed the lions*?”] **TEKS 2.3.D**

Lesson 6: Pecos Bill

Application



Writing: With assistance, students will use a graphic organizer to identify elements of a tall tale in “Pecos Bill.”



TEKS 2.9.A

TALL TALES CHARACTERISTICS CHART (20 MIN)

- Tell students that they are going to fill in their Tall Tales Characteristics Chart with information from today’s read-aloud.
- Read the first column of the chart aloud to students. Then solicit examples from students to fill in each row in the “Pecos Bill” column. For example, in the “Amazing Childhood” row, you might suggest Bill growing up with a coyote pack; in the “Creations/Inventions” row, you might suggest Bill inventing cattle roping; in the “Amazing Adventures” row, you might suggest Bill squeezing the meanness out of a rattlesnake; in the “Humor” row, have students share anything they found humorous about the tall tale; and in the “Exaggerations” row, you might suggest Pecos Bill riding a cyclone.
- Have students fill in their own copy of the chart on Activity Page 5.1.

Activity Page 5.1



**ENGLISH
LANGUAGE
LEARNERS**



Writing

Writing to Explain Information

Beginning

Have students dictate their information to a teacher to complete the chart for them.

Intermediate

Have students work collaboratively with a peer to complete the chart.

Advanced/ Advanced High

Have students complete the chart independently, using the class version of the chart as a guide.

ELPS 5.G

Check for Understanding



Choose a Side: Which tall tale—“Paul Bunyan” or “Pecos Bill”—contains more exaggeration? If you think “Paul Bunyan” has more exaggeration, walk quietly to the front of the room. If you think “Pecos Bill” contains more exaggeration, walk quietly to the back of the room.

[Have students provide evidence from the stories to support their choices.]

- Have students compare and contrast other elements of “Pecos Bill” and “Paul Bunyan.” As students share similarities and differences, expand on their responses with richer and more complex vocabulary.

End Lesson



TEKS 2.9.A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales.

FAIRY TALES AND TALL TALES

John Henry

PRIMARY FOCUS OF LESSON

Reading

Students will identify the characteristics of a tall tale and will identify characters from “Paul Bunyan” and “Pecos Bill.”

 **TEKS 2.9.A; TEKS 2.9.C**

Students will compare and contrast characters from “Paul Bunyan” and “John Henry.”

 **TEKS 2.6.H; TEKS 2.9.C**

Language

Students will demonstrate an understanding of the Tier 2 word *feats*.

 **TEKS 2.3.B**

Writing

With assistance, students will use a graphic organizer to identify elements of a tall tale in “John Henry.”

 **TEKS 2.9.A**

Language

Students will demonstrate an understanding of the Tier 2 word *challenge*.

 **TEKS 2.3.B**

Students will demonstrate an understanding of the multiple meaning word *tracks*.

 **TEKS 2.3.A**

FORMATIVE ASSESSMENT

Exit Pass

Is “John Henry” a Tall Tale? Students will identify one characteristic of tall tales that is present in “John Henry.”

 **TEKS 2.9.A**

 **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales; **TEKS 2.9.C** Discuss elements of drama such as characters, dialogue, and setting; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min	☐ Tall Tales Characteristics Chart
Essential Background Information or Terms			
Read-Aloud			
Purpose for Listening	Whole Group	30 min	☐ index cards (two per student)
“John Henry”			
Comprehension Questions			
Word Work: <i>Feats</i>			
This is a good opportunity to take a break.			
Application			
Tall Tales Characteristics Chart	Whole Group Independent	20 min	☐ Tall Tales Characteristics Chart ☐ Poster 4M (<i>Tracks</i>) ☐ Activity Page 5.1
Vocabulary Instructional Activity: <i>Challenge</i>			
Multiple Meaning Word Activity: <i>Tracks</i>			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Display the Tall Tales Characteristics Chart.

Universal Access

- Many ballads have been written about John Henry. Have students listen to parts of one of the ballads and explain that a ballad is a poem or song that tells a story.

CORE VOCABULARY

challenge, n. a difficult task or problem

Example: The math problem was a challenge, but the students were happy when they solved it.

Variation(s): challenges

compete, v. to try to be better than someone else at something

Example: The athletes at the Olympics compete to be the best.

Variation(s): competes, competed, competing

feats, n. achievements or deeds that require courage or strength

Example: The acrobat landed gracefully on the mat after the last of her amazing feats.

Variation(s): feat

solution, n. something that solves a problem

Example: Wearing an extra coat was the perfect solution to my problem of being cold.

Variation(s): solutions

steam, n. the hot air and water droplets created when water is very hot

Example: The steam from the shower got on the bathroom mirror.

Variation(s): none

Vocabulary Chart for “John Henry”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		challenge compete (<i>competir</i>) feats steam	
Multiple Meaning		solution	
Sayings and Phrases	steel-driving men to pass the time		

Lesson 7: John Henry

Introducing the Read-Aloud



Reading: Students will identify the characteristics of a tall tale and will identify characters from “Paul Bunyan” and “Pecos Bill.”

 **TEKS 2.9.A; TEKS 2.9.C**

WHAT HAVE WE ALREADY LEARNED? (5 MIN)

- Use the Tall Tales Characteristics Chart to review what students have learned about the tall tales “Paul Bunyan” and “Pecos Bill.”
- Have students identify some of the characteristics of a tall tale. (*set in the frontier; humorous; exaggerations; fiction*)



Check for Understanding

Take a Side: I’m going to read a statement about a character or event from either “Paul Bunyan” or “Pecos Bill.” If the statement refers to something in “Paul Bunyan,” walk quietly to the front of the room. If the statement refers to something in “Pecos Bill,” walk quietly to the back of the room. If the statement refers to both “Paul Bunyan” and “Pecos Bill,” stay at your seat.

- The main character was so big as a baby that he had to sleep in a covered wagon. (“Paul Bunyan”)
- The main character was a lumberjack who made an ax from the top of a tree. (“Paul Bunyan”)
- The main character thought he was a coyote. (“Pecos Bill”)
- The main character had a pet ox named Babe. (“Paul Bunyan”)
- The main character was said to have built the Grand Canyon. (both “Paul Bunyan” and “Pecos Bill”)
- The main character tamed a large snake. (“Pecos Bill”)

 **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales; **TEKS 2.9.C** Discuss elements of drama such as characters, dialogue, and setting.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN)

- Tell students that, as people continued to move westward in the United States, new transportation systems were being invented, and older transportation systems became faster and less expensive. One form of transportation that made traveling much easier was the railroad and trains.
- Explain that tracks were laid by thousands of workers; tunnels were even dug right through mountains, mostly by hand. Ask students if they think this would be easy or difficult work. Tell students that soon, however, machines were invented that could do what people were doing, and the machines could do the work easier and faster.
- Explain that the tall tale students will hear today is interesting because for more than 100 years, we didn't know if the character of John Henry was a real person. Tell students that for many years people believed John Henry was a fictional hero and a symbol for those who worked laying railroad tracks, but today some historians, or people who study history, now believe that there was really a man named John Henry who really did lay railroad tracks, and that the main event in this story actually happened.

Lesson 7: John Henry

Read-Aloud



Reading: Students will compare and contrast characters from “Paul Bunyan” and “John Henry.” **TEKS 2.6.H; TEKS 2.9.C**

Language: Students will demonstrate an understanding of the Tier 2 word *feats*.
TEKS 2.3.B

PURPOSE FOR LISTENING

- Tell students to listen for ways that Paul Bunyan and John Henry are similar and different.

“JOHN HENRY” (15 MIN)

In the 1860s, the United States was growing quickly. Immigrants were pouring in, and railroad companies were laying train tracks that would carry settlers west. *Tracks are metal bars that a train rides along. Tracks can also be left on the ground by an animal or person. Why were the train tracks being built westward?*

One of the railroad companies was called the Chesapeake & Ohio, or the C&O for short. The C&O Railroad was named for the two bodies of water it was intended to connect: the Chesapeake Bay along the East Coast and the Ohio River in the West. *Today, railroads cross the whole country.*



Show image 7A-1: The Appalachian mountains

The engineers who planned the C&O Railroad had to overcome many challenges in order to get trains from the Chesapeake Bay to the Ohio River, but no **challenge** or *problem* was greater than this: they had to run their tracks through the Appalachian Mountains. The

Appalachians were like a big wall that separated the east from the west.

Sometimes, when the mountains were rolling, more like hills, the C&O workers were able to lay tracks over the top of them. Other times they were able to lay track that zig-zagged around the mountains, like a snake. But some mountains were too tall to go over, and too big to go around.

TEKS 2.6.H Synthesize information to create new understanding; **TEKS 2.9.C** Discuss elements of drama such as characters, dialogue, and setting; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

Challenge

Have students brainstorm possible solutions to this problem.



Show image 7A-2: A tunnel entrance in the mountain

In those cases, the only **solution** was to dig a tunnel right through the mountain. *A solution is something that solves a problem.* Digging tunnels was dangerous work. The tunnels were dark and poorly ventilated. That means that there was barely enough fresh air inside

the tunnels for the workers to breathe. Many workers were killed by sudden cave-ins. *Cave-ins are when pieces of rock fall down into a tunnel.* To dig the tunnels as fast as they could, railroad workers worked in teams of two.



Show image 7A-3: Two-man team digging holes

One man would crouch down and hold a steel spike. *Spikes are long, thick nails used to hold railroad tracks together.* Then the other man would hit the spike with a big hammer. The first man would twist the spike as much as he could.

Then his partner would hit the spike with his

hammer again. The two men would work together, banging and twisting, banging and twisting, until they had driven the spike deep into the rock. Then they would pull out the spike, move to another spot, and start digging a new hole. *The men would create a hole in the rock by hand, without the help of complex machines.*

After a while, the rock would be full of holes, like a piece of Swiss cheese. *Do you know what Swiss cheese looks like?*



Show image 7A-4: Dynamite explodes to break up the rock

Next, the dynamite men would take over.

Dynamite is a substance that explodes when it burns. Why are these men willing to do this dangerous work? The dynamite men would

pack dynamite into the holes and detonate the explosives—KABOOM! *Detonate means*

to set off. The explosions would break up the solid rock into rubble. Then the workers would haul away the rubble. And then they would start digging again.

To make the long, hard day's work go by faster, the railroad workers used to have contests. They would pick two teams and see which team could drive its spike farther into the mountain in a set amount of time. The winners of these contests became heroes. People would tell stories about these "steel-driving" men and their amazing **feats**. *Feats are accomplishments that take great strength and determination.* Another thing the railway workers did to pass the time while they worked was sing songs. Sometimes they would even sing songs about other steel-driving men.

One of these steel-driving men was named John Henry. No one knew for certain where John Henry was from. Some said he was from Georgia. Some said he was from Tennessee. Others said he was a Virginia man. As it turns out, it seems likely that he had been enslaved before the Civil War. He seems to have started working on the railroads sometime after the end of the Civil War.

For years people thought John Henry worked on the Big Bend Tunnel on the C&O line in West Virginia; but now we think he more likely worked on the Lewis Tunnel in Virginia.



Show image 7A-5: John Henry born with a hammer in his hand

One thing we are sure of is that John Henry was a legend among railway workers. *A legend is someone who is well-known for doing something extremely well. A legend is also a story that is believed to be true, like this one.*

They sang a song that tells the story about how he was born with a hammer in his hand. *Do you think he was really born with a hammer in his hand, or is this an exaggeration?* John Henry became known as the most courageous man who ever worked on the railroad. Even as a young boy he could do the work of a man. *That means that even as a boy, John Henry could do the work of older men. Do you think he really could, or is this an exaggeration?* They said he had never been defeated in a steel-driving competition. They said he hit the spike so hard that sparks flew through the air. They said John Henry could swing a ten-pound hammer from sunup to sundown and not even get tired. *Could a person really do this, or might this be an _____?*

At first, almost all of the work on the tunnels was done by hand by workers like John Henry. Eventually, however, this began to change.



Show image 7A-6: The steam drill is invented

People invented machines that could do some of the work. One of the machines they invented was a **steam** drill. This was a drill that was powered by a steam engine. *Very hot water changes to steam, which is what powers a steam drill.* The first steam drills were pretty good, but they were not great. The steam drills

could drive a spike into the mountain for sure, but not as well as two strong, experienced railway workers like John Henry and his partner. Over time the machines got better and better, and they eventually began to replace the men who worked on the railroad tunnels.

One day, the captain of John Henry's work team brought a steam drill to the worksite. He bet that the steam drill could drive steel better than John Henry could. *This machine was going to do the same job as John Henry and his crew—but faster.* John Henry agreed to **compete** against the steam drill, and he swore he would do his best to beat it. *Compete means to have a contest to see who is better.*

John Henry said to the captain:

"Well, a man ain't nothin' but a man.

But before I let a steam drill beat me down,

I'll die with a hammer in my hand.

Oh, oh! I'll die with a hammer in my hand." *How does this text sound different than the rest of the text? (rhymes, repeating lines, etc.)* *[Explain that this is an excerpt from "The Ballad of John Henry."] A ballad is a kind of poem or song that tells a story.*



Show image 7A-7: John Henry competes against the steam drill

One of the bosses blew a whistle. John Henry went to work driving steel the old-fashioned way, with a hammer and a spike. The captain started up the steam drill. It rattled away beside John Henry, belching steam and banging away at the mountain. The man and

the machine worked side by side for several hours. Then the boss blew his whistle again.

The bosses took measurements, and then they announced the results. *Who do you think will win: John Henry or the steam drill?* John Henry had driven his spike a total of fifteen feet into the mountain. And the steam drill? It had only drilled nine feet. *If John Henry dug fifteen feet and the steam drill dug nine feet, which one dug farther?* John Henry had won! He had beaten the steam drill!

Now the man that invented the steam drill,

He thought he was mighty fine.

But John Henry drove his fifteen feet

And the steam drill only made nine.

Oh, oh! The steam drill only made nine! This is another excerpt from "The Ballad of John Henry." What is different about this text? (rhymes, repeating lines, etc.)



Show image 7A-8: John Henry wins the competition

The other railway workers roared. *John Henry received a cheer as loud as a roar.* They were excited that John Henry had won. He had shown that a hard worker was better than a machine! But John Henry himself was in no condition to celebrate. He had worked so hard

that he had suffered a heart attack.

John Henry hammered in the mountains,

And his hammer was strikin' fire.

Well, he hammered so hard that it broke his poor heart,

And he laid down his hammer and he died.

Oh, oh! He laid down his hammer and he died. This is another excerpt from "The Ballad of _____". What is different about this text? (rhymes, repeating lines, etc.) What is a ballad?

The railway men carried John Henry out of the tunnel. They laid him to rest with other workers who had died. But the legend of John Henry lived on. The C&O Railroad was completed a couple of years later. And for years to come, whenever locomotives *What is a locomotive?* went down the C&O line past the tunnel they thought John Henry helped dig, those who knew the story would say, "There lies John Henry, the king of the steel-driving men!" *Why do you think John Henry is a legend?*



Show image 7A-9 Passengers tell the legend of John Henry

They took John Henry down the tunnel,

And they buried him in the sand.

*And every locomotive that comes
a-roarin' by*

Says, "Yonder lies a steel-drivin' man!"

Oh, oh, yonder lies a steel-drivin' man." This is the ending of "The Ballad of John Henry". A ballad is a kind of song that _____. [Prompt students to respond "tells a story."]

COMPREHENSION QUESTIONS (10 MIN)

1. **Literal** Who wins the competition in this story: John Henry or the steam drill? (*John Henry*)
2. **Inferential** A steam drill is a machine that makes tunnels by drilling holes in mountainsides. Why did people start using steam drills rather than relying on people to cut through rocks and mountains? (*It was difficult work for people; the drills were faster than most people.*)
3. **Literal** What is special about John Henry's childhood? (*John Henry is born with a hammer in his hand.*)
4. **Literal** What amazing feats does John Henry perform? (*He can work longer and faster than a steam drill.*)



Check for Understanding

With a Partner: Working with a partner, compare and contrast John Henry and Paul Bunyan. Using the index cards, one of the partners should write one way they are similar, and one of the partners should write one way they are different.

[Have partners share their similarities and differences with the class.]

5. **Evaluative** What parts of this story can really happen? (*People really did lay railroad tracks; people had the dangerous task of digging tunnels; etc.*) What parts of this story are exaggerations? (*John Henry is born with a hammer in his hand; as a boy he can do the work of a man; etc.*)
6. **Evaluative** *Think Pair Share:* How is the John Henry tall tale different from the other tall tales you have heard? (*Answers may vary, but may include that John Henry was a real person; the story did not have as many adventures; John Henry did not create/invent anything in nature; fewer exaggerations; etc.*)



Exit Pass

Is “John Henry” a Tall Tale? Identify one characteristic of a tall tale that is present in “John Henry” and write it on an index card.



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe open-ended questions as simple yes/no questions (e.g., “Were there as many examples of exaggeration in ‘John Henry’ as there were in ‘Paul Bunyan’ and ‘Pecos Bill’?”).

Intermediate

Provide students with a specific sentence frame (e.g., “‘John Henry’ does not have as many examples of . . .”).

Advanced/ Advanced High

Encourage students to use key details in complete sentences when describing how “John Henry” is different from the other tall tales.

ELPS 1.C

WORD WORK: FEATS (5 MIN)

1. In the read-aloud you heard, “People would tell stories about these ‘steel-driving’ men and their amazing feats.”
2. Say the word *feats* with me.
3. Feats are achievements that require courage or strength.
4. Painting the outside of their house and building a new fence were big feats, but the Hernandez family managed to finish before the rain.
5. Have you ever completed or accomplished a feat? Try to use the word *feat* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “One feat I completed . . .”]
6. What’s the word we’ve been talking about?

Use a Sharing activity for follow-up. Share with a partner a feat that either Paul Bunyan or John Henry completed. I will call on several of you to share your examples with the class.

Lesson 7: John Henry

Application



Writing: With assistance, students will use a graphic organizer to identify elements of a tall tale in “John Henry.”

TEKS 2.9.A

Language: Students will demonstrate an understanding of the Tier 2 word *challenge*.

TEKS 2.3.B

Language: Students will demonstrate an understanding of the multiple meaning word *tracks*.

TEKS 2.3.A

TALL TALES CHARACTERISTICS CHART (10 MIN)

- Tell students they are going to fill in their Tall Tales Characteristics Chart with information from today’s read-aloud.
- Read the first column of the chart aloud to students. Then solicit examples from students to fill in each row in the “John Henry” column. For example, in the “Amazing Childhood” row, you might suggest John Henry being born with a hammer in his hand; the “Creations/Inventions” row will be left blank for this lesson (although the steam drill and the railroad were central to the story of John Henry, he didn’t invent either). In the “Amazing Adventures” row, you might suggest John competing against a steam drill; in the “Humor” row, have students share anything they found humorous about the tall tale; in the “Exaggerations” row, you might suggest John Henry could do the work of a man as a boy.
- Have students fill in their own copy of the chart on Activity Page 5.1.
- Ask students to compare “John Henry” with “Paul Bunyan” and “Pecos Bill.” As students share similarities and differences, expand on their responses with richer and more complex vocabulary, using domain-related vocabulary.

TEKS 2.9.A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words.

Activity Page 5.1



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Writing to Explain Information

Beginning

Have students dictate their information to a teacher to complete the chart for them.

Intermediate

Have students work collaboratively with a peer to complete the chart.

Advanced/ Advanced High

Have students complete the chart independently, using the class version of the chart as a guide.

ELPS 5.G

VOCABULARY INSTRUCTIONAL ACTIVITY (5 MIN)

Word Work: Challenge

- Remind students that they heard in the read-aloud, “The engineers who planned the C&O Railroad had to overcome many challenges in order to get trains from the Chesapeake Bay to the Ohio River, but no challenge was greater than this: they had to run their tracks through the Appalachian Mountains.”
- Have students say the word *challenge*.
- Explain that a challenge is a difficult task or problem that takes some thinking to figure out. For example, “Putting a puzzle together can sometimes be a challenge.”
- Ask students if they have ever accomplished something that at first was a challenge. Encourage them to use the word *challenge* when they tell about it. Ask two or three students to share their examples. If necessary, guide and/or rephrase students’ responses: “One challenge I accomplished was . . .”
- Use a Making Choices activity for follow-up. Tell students you are going to read some examples of activities. Have students try to do each activity and then decide if they found the example to be a challenge or not. If they consider it a challenge, they should say, “That is a challenge.” If they did not consider the activity a challenge, they should say, “That is not a challenge.” (*Answers may vary for all.*)
 - standing on one foot
 - singing the ABCs backwards
 - writing your name
 - jumping up and down while standing on one foot
 - patting your head while rubbing your tummy
 - writing your name with your eyes closed
 - touching your finger to your nose while jumping up and down and standing on one foot
 - writing your name upside down with your eyes closed

Support

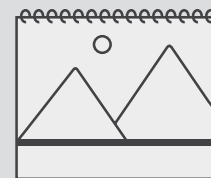
Remind students that we won’t all think the same things are a challenge, so their answer might be different from their neighbor’s.

MULTIPLE MEANING WORD ACTIVITY (5 MIN)

Multiple Choice: Tracks

- Show Poster 4M (*Tracks*) and remind students that they heard in the read-aloud, “[R]ailroad companies were laying train tracks that would carry settlers west.” Have students hold up one, two, or three fingers to show the correct picture for this sense of the word. (1)

Flip Book Poster 4M



Check for Understanding

1, 2, 3: The word *tracks* can also mean other things, like the marks left on the ground by an animal, person, or vehicle. Hold up one, two, or three fingers to show the correct picture for this sense of the word. (2)

The word *tracks* can also mean follows or watches the path of something. For example, the meteorologist tracks the storm to let people know when the bad weather will arrive. Hold up one, two, or three fingers to show the correct picture for this sense of the word. (3)

- Have students work with a partner to quiz each other on the different meanings of the word *tracks*. Remind them to be as descriptive as possible and to use complete sentences. For example, they could say, “My dog went outside for a walk after the snowstorm and his footprints left tracks where he walked in the snow.” The partner should respond, “That’s ‘2.’”

End Lesson

8

FAIRY TALES AND TALL TALES

Casey Jones

PRIMARY FOCUS OF LESSON

Reading

Students will identify the characteristics of a tall tale and review the main events in “Paul Bunyan,” “Pecos Bill,” and “John Henry.”

 **TEKS 2.9.A; TEKS 2.8.C**

Speaking and Listening

Students will identify the characteristics of tall tales present in “Casey Jones.”

 **TEKS 2.9.A**

Language

Students will demonstrate an understanding of the Tier 3 word *legendary*.

 **TEKS 2.3.B**

Writing

With assistance, students will use a graphic organizer to identify elements of a tall tale in “Casey Jones.”

 **TEKS 2.9.A**

Reading

Students will compare and contrast characters from “John Henry” and “Casey Jones.”

 **TEKS 2.6.H; TEKS 2.9.C**

FORMATIVE ASSESSMENT

Activity Page 8.1

Venn Diagram: “John Henry” and “Casey Jones” Students will compare and contrast the characters in “John Henry” and “Casey Jones.”

 **TEKS 2.6.H; TEKS 2.9.C**

 **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.9.C** Discuss elements of drama such as characters, dialogue, and setting.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min	☐ Tall Tales Characteristics Chart ☐ U.S. map
Essential Background Information or Terms			
Read-Aloud			
Purpose for Listening	Whole Group	30 min	
“Casey Jones”			
Comprehension Questions			
Word Work: <i>Legendary</i>			
This is a good opportunity to take a break.			
Application			
Tall Tales Characteristics Chart	Whole Group Independent	20 min	☐ Tall Tales Characteristics Chart ☐ Activity Pages 5.1, 8.1 ☐ Venn Diagram: “John Henry” and “Casey Jones”
Venn Diagram: “John Henry” and “Casey Jones”			

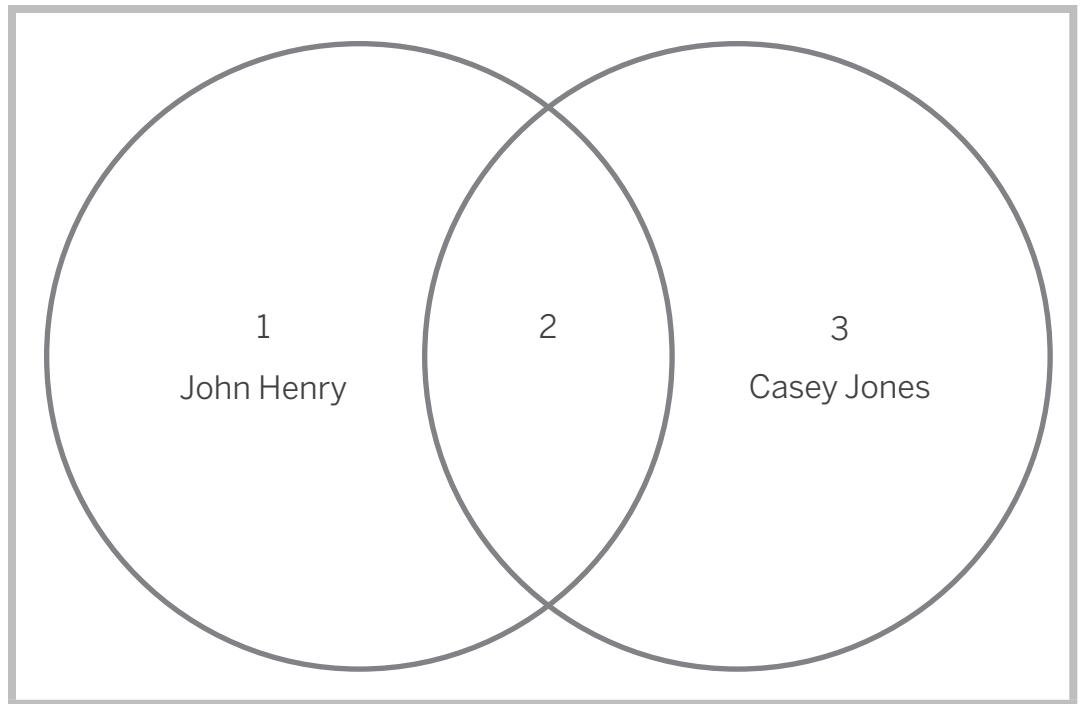
ADVANCE PREPARATION

Introducing the Read-Aloud

- Display the Tall Tales Characteristics Chart.

Application

- Prepare and display the following Venn diagram for "John Henry" and "Casey Jones" (an enlarged version of Activity Page 8.1). Place the number "1" in the outer circle on the left, the number "2" in the overlapping area in the middle, and the number "3" in the outer circle on the right. Alternatively, you may access a digital version of this in the digital components for this domain.



Universal Access

- There are several versions of “The Ballad of Casey Jones.” Have students listen to parts of the ballad and remind students that a ballad is a song or poem that tells a story.

CORE VOCABULARY

mounted, v. climbed up onto

Example: The cowboy mounted his horse.

Variation(s): mount, mounts, mounting

legendary, adj. well-known; famous; like or having to do with a legend

Example: Lewis and Clark blazed a legendary trail across the Louisiana Territory.

Variation(s): none

passengers, n. people traveling from one place to another in a car, bus, or train

Example: The passengers got onto the bus at the bus stop.

Variation(s): passenger

pride, n. a feeling of respect for yourself

Example: The musicians took great pride in their performance.

Variation(s): none

Vocabulary Chart for “Casey Jones”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	legendary (<i>legendario/a</i>)	mounted (<i>montó</i>) passengers pride	
Multiple Meaning			
Sayings and Phrases	raining cats and dogs dog-tired stoking the fire met his end opened up the throttle		

Lesson 8: Casey Jones



Introducing the Read-Aloud

Reading: Students will identify the characteristics of a tall tale and will review the main events in “Paul Bunyan,” “Pecos Bill,” and “John Henry.”



TEKS 2.9.A; TEKS 2.8.C

WHAT HAVE WE ALREADY LEARNED? (5 MIN)

- Use the Tall Tales Characteristics Chart to review what students have learned about the tall tales “Paul Bunyan,” “Pecos Bill,” and “John Henry.”



Check for Understanding

Stand Up/Sit Down: I am going to say several words or phrases. If the word or phrase is a characteristic of tall tales, stand up. If the word or phrase is not a characteristic of a tall tale, sit down.

- set in the frontier (*stand up*)
- fiction (*stand up*)
- often has a character from a royal family (*sit down*)
- humorous (*stand up*)
- often ends with words like “and they lived happily ever after” (*sit down*)
- includes exaggeration (*stand up*)

- Have students identify whether each of the following statements refers to “Paul Bunyan,” “Pecos Bill,” or “John Henry.”
 - The main character in this tall tale was part of a team that built railroad tracks. (*“John Henry”*)



TEKS 2.9.A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

- The main character in this tall tale headed west with his family on a covered wagon. (*"Pecos Bill"*)
- In this tall tale, two men greased a colossal pan by skating across the pan with slabs of bacon on their feet. (*"Paul Bunyan"*)
- The main character in this tall tale competed with a steam drill and won the contest. (*"John Henry"*)
- Remind students that tall tales often include a great deal of exaggeration, this is part of what makes them humorous; and the characters in a tall tale are always larger than life.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN)

- Remind students that in the 1800s, many Americans traveled from the East Coast of the United States, where most early settlers lived, to the West Coast. As they traveled west, they crossed the Appalachian Mountains and the Great Plains. Point out these areas on a U.S. map.
- Remind students that tall tales are often set on the American frontier, the formerly unsettled area in the western United States. Locate the state of Kentucky on a U.S. map.
- Explain that after tunnels were built, allowing trains to go from the eastern United States to the new territories in the West, trains were a primary mode of transportation for Americans. People rode on trains to get to places, and trains were used to ship items from one part of the country to another much faster than ever before!
- Explain that today's tall tale, "Casey Jones," is about a train engineer who drove a locomotive for the Illinois Central Railroad more than one hundred years ago. His real name was John Luther Jones. He was from Cayce, Kentucky (pronounced like the name Casey), so he got the nickname "Casey" Jones. Casey Jones became well-known for his bravery and determination.

Lesson 8: Casey Jones

Read-Aloud



Speaking and Listening: Students will identify the characteristics of tall tales present in “Casey Jones.” **TEKS 2.9.A**

Language: Students will demonstrate an understanding of the Tier 3 word *legendary*. **TEKS 2.3.B**

PURPOSE FOR LISTENING

- Tell students to listen carefully to discover why this story is considered a tall tale and for examples of exaggerations in the story.

“CASEY JONES” (15 MIN)

Now, gather 'round, friends, for I want to tell you a story. It's a story of a **legendary** engineer. *If a legend is a well-known story, what does it mean to be legendary?* His name was Casey Jones, and there's never been a man who could drive a train as fast or as well. People say that Casey Jones could drive a train before he could walk, and when he was a baby he said “choo-choo” instead of “goo-goo.” *Do you think a baby could really drive a train? This is an exaggeration.*



Show image 8A-1: Casey Jones driving his train

When Casey was a young man growing up in Kentucky, the railroad was the fastest way of getting around. *Although this is a fictional tall tale, Casey Jones was a real person.* This was back before the days of airplanes or rocket ships. There were no cars and trucks. There were only horse-drawn vehicles—and the mighty iron horse, as it was called: the locomotive.

Casey was an engineer for the Illinois Central Railroad. He loved to sit way up in the cabin of the train with one hand on the whistle and one hand on the brake. When the tracks were straight and clear, Casey would pull on the throttle and the train would take off like a rocket shooting into space. *The throttle made the train go; the brake made the train stop.* When he came into the station, he would pull on the brake and bring the train to a sudden stop.

TEKS 2.9.A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

Casey loved to watch the trees and fields go whizzing by as he zoomed through the countryside. He loved to make the train's whistle blow—and there was no other engineer who could blow the train whistle quite the way Casey did. Casey's whistle started out soft, like a whip-poor-will. *A whip-poor-will is a bird.* Then it rose to a howl, like a coyote crying in the night. Finally, it faded away to a quiet whisper.

People in town always knew when Casey was coming. Even before they could see his train, they could hear it. They'd hear the powerful chugga-chugga, chugga-chugga, getting louder and louder. Then they'd hear that wild, whistle sound.



Show image 8A-2: Casey Jones coming through

Some said that Casey's whistle had magic powers. They said that when Casey blew his whistle, little babies would wake up from their naps, but they wouldn't cry. Instead, they'd make little "chugga-chugga, whoo-who" sounds, then fall right back to sleep. When

Casey blew his whistle, the cows would give an extra quart of milk, and the chickens would lay at least a dozen eggs each. And, as the story goes, if you cracked one of those eggs in a cold frying pan and put out a piece of plain bread, just as soon as Casey went blazing by, there in that pan would be a nicely fried egg, over easy, and on the side, a plate of hot buttered toast. *Do you think this really happened, or is this another exaggeration?*

Now the reason Casey drove so fast was simple: he took great **pride** in always being on time. Casey wanted to make sure that he got that train where it was going when it was supposed to be there, no matter what. Whenever he started out on a run, the railroad men would wave and yell, "Bring her in on time, Casey!" And they knew he would.



Show image 8A-3: Sim Webb, the fireman, fuels the fire

But Casey couldn't make that train go that fast with his good looks. No, Casey needed a good fireman to help him, and he had one of the best in Sim Webb. The fireman on a train didn't put out fires like you might think. The fireman's job was to

keep the fire in the engine burning by shoveling coal into it. When the flames were a-roarin', that made a lot of steam, and that made the train go fast. *Remember, steam is the hot air and water particles created when water gets really hot.* No doubt about it, Sim Webb was a first-rate fireman. He could shovel coal faster than anyone on either side of the Mississippi. The faster Sim shoveled, the faster Casey could drive the train. Sim Webb kept the fire good and hot, and Casey Jones got their trains in on time. Together, they were an unbeatable team.

There was only one day that Casey and Sim almost didn't make it to the station on time. They were carrying a load of mail to Memphis, Tennessee, and it was raining cats and dogs. *Was it really raining cats and dogs? What does that mean?*

The rain had been falling for five or six weeks,

And the railroad track was like the bed of a creek. How does this text sound different than the rest of the text? (end rhyme, rhythm, etc.) [Explain that this is an excerpt from a song about Casey Jones.] What is a poem or song that tells a story called? (ballad)

At the station in Memphis, the railroad men waited for Casey to arrive. Some said, "There's no way he can make it on time with all this rain. He'll have to slow down." But others said, "Just you wait. He'll make it. Casey Jones always makes it on time."

And sure enough, just then they saw a light on the tracks up ahead, and heard the lonesome whistle that could only be Casey Jones. The train pulled into the station, dripping wet, puffing hard, but right on time.

Casey and Sim were dog-tired and more than ready for a good night's sleep. But they'd hardly settled into their beds when there was a knock at the door. Word came that the engineer who was supposed to drive the train on the southbound run was sick.



Show image 8A-4: Casey Jones back to work

Well, they didn't even have to ask Casey if he would take the man's place. Tired as he was, Casey got dressed and headed for the station. And when he got there, he found Sim Webb, already stoking the fire with coal, getting the train ready to carry mail, packages of freight, and **passengers** as well.

Now, friends, here's where I have to tell you the sad part of this story, about how Casey met his end. As Casey **mounted** or *climbed into* the cabin and took the throttle in his hand, he heard someone shout, "Casey, you're already more than an hour and a half late." But Casey just smiled and thought to himself, "I guess that means I'll have to go just a little faster." *Do you think that is a good idea?*

Casey opened up the throttle and the train plunged into the dark, wet night. *Opened up the throttle means he was going full speed ahead.* Sim Webb shoveled the coal with all his might, and the train chugged on, faster and faster.



Show image 8A-5: One hand on the brake

"Casey!" Sim yelled. "You're running too fast."

But Casey said, "Fireman, don't you fret,

*Keep knockin' at the fire door, and don't
give up yet.*

*I'm gonna run this train until she leaves the
rail*

*Or we make it on time with the southbound mail." This is another
excerpt from "The Ballad of Casey Jones." How does this text sound
different than the rest of the text? (end rhyme, rhythm, etc.)*

They drove on. The train gained speed until it was flying faster than the speed of light. *Do you think the train was going faster than the speed of light?*

Then Casey said, "I believe we'll make it through,

For the engine is a-steammin' better than I ever knew!"

Casey got the signal that the tracks were clear up ahead, so he was "highballing" down the tracks, pushing that train just as fast as it would go. *Highballing is a train term for "all clear, full speed ahead".* He was going so fast that it looked like they might even make it on time. Just then, as they squealed around a curve, through the darkness, Casey saw a light up ahead. He knew that light wasn't supposed to be there, not on this track.



Show image 8A-6: Jump, Sim, jump!

At that moment, Casey knew. There was a broken-down freight train stuck on the track just ahead, and he was speeding straight toward it!

Casey pulled the brake as hard as he could, and yelled to his partner, “Jump, Sim!”

“Casey, you come on!” replied Sim.

“Jump!” Casey shouted, and in the blink of an eye Sim jumped. But Casey stayed on the train. He knew that he could not stop the train in time, but he knew that he had to slow it down. He knew that if he jumped and let go of the brake, his train would crash into the other train at a dangerously high speed.



Show image 8A-7: Two hands on the brake

So Casey pulled on the brake with all his might. A terrible screeching, squealing sound ripped through the darkness. Then came the crash.

The trains, they met in the middle of a hill

In a head-on tangle that was bound to spill.

He tried to do his duty, the men all said,

But Casey Jones, he ended up dead.

Poor Casey! When they found him, they said he had one hand still on the brake and one hand tight on the whistle: Trying to stop his train as best he could and give warning to the other train. Casey Jones didn't survive that fateful ride, but he was the only person who died in the crash. Casey's bravery that night saved all of the passengers on both trains, and his fireman Sim. *Sim Webb survived the crash and was very proud of Casey Jones's heroism. Sim held a great deal of admiration for Casey Jones. Do you think Casey Jones was a hero?*

Support

Remind students that admiration is a feeling of deep respect.

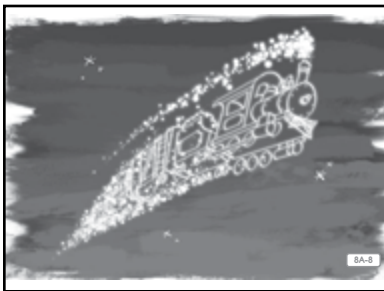
After that, thanks to Sim Webb keeping the story alive, people would tell stories about the brave engineer named Casey Jones. They even made up songs about him. You've already heard some parts of one of those songs. Here's another part:

Casey Jones—mounted to the cabin.

Casey Jones—throttle in his hand.

Casey Jones mounted to the cabin.

Took a trip to the Promised Land. This is the end of "The Ballad of Casey Jones." What is different about this text?



Show image 8A-8: Shooting star in the night

They say that if you look up in the sky on a clear night and see a flash of light across the sky—well, that might be a shooting star. But then again, it might be Casey Jones, roaring across the sky, chugga-chugga, chugga-chuggin'—on time—till the end of time. *Do you think this really happens? This is another _____.*

COMPREHENSION QUESTIONS (10 MIN)

1. **Literal** Were there any characters in this fictional tall tale that were real figures? (yes, *Casey Jones* and *Sim Webb*) What parts of this story could really happen? (*People really can be engineers and drive trains.*)
2. **Literal** Who is the legendary character of this tall tale? (*Casey Jones*)
Inferential Why was Casey Jones considered a remarkable child? (*He could drive a train before he could walk; as a baby, he said "choo choo."*)
3. **Inferential** What parts of this story could not really happen? (*Cows won't make more milk, nor chickens lay more eggs, because of the sound of a train whistle; trains don't really go faster than the speed of light; etc.*)

Challenge

Have students write a stanza or two of their own ballad about Paul Bunyan or Pecos Bill.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe open-ended questions as *what* questions (e.g., "What is an example of exaggeration in 'Casey Jones'?").

Intermediate

Students will contribute to the discussion by asking relevant questions, affirming what their partners say, and adding relevant information.

Advanced/ Advanced High

Students will contribute to the discussion by asking relevant questions, affirming what their partners say, adding relevant information, and building on their partners' responses.

ELPS 3.C; ELPS 3.E;

ELPS 3.G



Check for Understanding

Turn and Talk: How do you know this story is a tall tale? Turn to your partner and give one example from the story that shows “Casey Jones” is a tall tale, and then have your partner share one example with you.

[Have students share their examples with the class.]

WORD WORK: LEGENDARY (5 MIN)

1. In the read-aloud you heard, “[This is] a story of a legendary engineer.”
2. Say the word *legendary* with me.
3. *Legendary* means famous or well-known, or describes something or someone that is like a legend.
4. Troy’s teacher told them the story of the legendary character Johnny Appleseed.
5. Do you know of any legendary people, places, or things? Try to use the word *legendary* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “One person/place/thing that is legendary is . . .”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to read several examples. If the person, place, or thing I describe is legendary, say, “That is legendary.” If the person, place, or thing I describe is not legendary, say, “That is not legendary.”

- man walking on the moon (*That is legendary.*)
- going to the swimming pool (*That is not legendary.*)
- Lewis and Clark’s expedition (*That is legendary.*)
- discovering Machu Picchu (*That is legendary.*)
- tying your shoes (*That is not legendary.*)
- brushing your teeth every morning (*That is not legendary.*)

Lesson 8: Casey Jones

Application



Writing: With assistance, students will use a graphic organizer to identify elements of a tall tale in “Casey Jones.”

TEKS 2.9.A

Reading: Students will compare and contrast characters from “John Henry” and “Casey Jones.”

TEKS 2.6.H; TEKS 2.9.C

TALL TALES CHARACTERISTICS CHART (5 MIN)

- Tell students they are going to fill in their Tall Tales Characteristics Chart with information from today's read-aloud.
- Read the first column of the chart aloud to students. Then solicit examples from students to fill in each row in the “Casey Jones” column. For example, in the “Amazing Childhood” row, you might suggest Casey Jones driving a train before he could walk; the “Creations/Inventions” row will be left blank for this lesson. In the “Amazing Adventures” row, you might suggest Casey Jones saving everyone on the train; in the “Humor” row, have students share anything they found humorous about the tall tale, but this row may also be left blank; in the “Exaggerations” row, you might suggest that Casey Jones's train whistle had magical powers.
- Have students fill in their own copy of the chart on Activity Page 5.1.

VENN DIAGRAM (15 MIN)

“John Henry” and “Casey Jones”

- Have students turn to Activity Page 8.1, and display the Venn diagram for “John Henry” and “Casey Jones.”
- Explain that this Venn diagram is used to compare and contrast information. Explain that students will be using it to compare and contrast the characters John Henry and Casey Jones.

TEKS 2.9.A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.9.C** Discuss elements of drama such as characters, dialogue, and setting.

Activity Page 5.1



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Writing to Explain Information

Beginning

Have students dictate their information to a teacher to complete the chart for them.

Intermediate

Have students work collaboratively with a peer to complete the chart.

Advanced/

Advanced High

Have students complete the chart independently, using the class version of the chart as a guide.

ELPS 5.G

Activity Page 8.1



- Have students note that the enlarged version of Activity Page 8.1 has the number “1” written in the outer circle labeled “John Henry,” the number “2” written in the center, where the circles overlap, and the number “3” written in the outer circle labeled “Casey Jones.”

Support

Have students work in pairs to discuss the similarities and differences between the characters before they complete Activity Page 8.1.



Check for Understanding

1, 2, 3: Where on the Venn diagram would you write the ways John Henry and Casey Jones are similar to one another? Raise one finger if this information is written in the outer circle on the left, two fingers if it is written in the center section, and three fingers if it is written in the outer circle on the right. (2) Where would you write the information that only applies to Casey Jones? (3) Where would you write the information that only applies to John Henry? (1)

End Lesson

Domain Review

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.

REVIEW ACTIVITIES

Image Review

- Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

Retelling a Story with Puppets

- Have students make simple puppets of the characters from a particular tall tale and then use them to retell the story.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

- Give students a key domain concept or vocabulary word such as *tall tale*. Have them brainstorm everything that comes to mind when they hear the word, such as exaggeration, humor, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

Characters, Setting, Plot

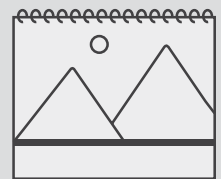
Materials: Drawing paper, drawing tools

- Divide students into groups of three. Tell them that you are going to name a character, and that one person in each group should draw or write the name of another character from the same tall tale and pass the paper and pen to the second student. The second student should draw or write the name of a setting from that tall tale and pass the paper and pen to the third student. The third student should write one sentence or key phrase about an exaggeration from that tall tale and raise his or her hand once (s)he is finished.

Riddles for Core Content

- Ask students riddles such as the following to review core content:
 - Using only two hammers, I beat a steam drill in a competition to see who could cut through a mountain the fastest. Who am I? (*John Henry*)
 - I am a famous logger from the frontier who found a blue ox in the woods and called him Babe. Who am I? (*Paul Bunyan*)

Flip Book



- I am a cowboy. Who am I? (*Pecos Bill*)
- Legend says that I dug the Grand Canyon. Who am I? (*Paul Bunyan*)
- As a young boy I lived with a pack of coyotes that raised me as their own. Who am I? (*Pecos Bill*)
- I was born with a hammer in my hand. Who am I? (*John Henry*)

Student-Created Books

Materials: Booklet

- Have each student make his/her own book that is a retelling of one of the four tall tales from this domain. Have students brainstorm the sequence of events—a beginning, a middle, and an end—either as a class or with a partner. Also, discuss the various tall tale elements. Students will draw a picture on each page to show the beginning, important events, and ending of the tall tale. Encourage students to draw exaggerated pictures like the illustrations they saw in the trade books. Students should also write a sentence to go with each picture. Have students share their retellings with a partner or with the class.

Class Book: Our Own Tall Tale

- Have students create their own tall tale as a class. The tall tale may feature the entire class as characters, or for ease of creation, may feature you, the teacher, as the main character. Make sure that the tall tale features the elements of humor and exaggeration, and that the main character is larger-than-life. Also be sure to create an amazing childhood, amazing adventures or feats, and a creation or invention. It is highly recommended that you set your tall tale in the American frontier to reinforce what students have learned in this domain about the American frontier and to prepare them for what they will learn in the *Westward Expansion* domain.

On Stage

- Have a group of students plan and then act out any one of the tall tales covered in the tall tales portion of this domain. They may choose “Paul Bunyan,” “Pecos Bill,” “John Henry,” or “Casey Jones.” Encourage students to use domain-related vocabulary in their dialogue.

Writing Prompts: Exaggerations

- Students may be given one of the following situations to expand into an exaggeration:
 - I caught a fish at the pond today.
 - I helped a cat down from a tree.
 - I found a small spider in the corner of my room.

Domain Assessment

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

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



PART I (ACTIVITY PAGE DA.1)

TEKS 2.7.F; TEKS 2.9.A

- Tell students you will ask questions about some of the words they heard in the read-alouds. Explain that you will first say the word and then ask a question about the word. If the answer to the question is “yes,” students should circle the thumbs up symbol, and if the answer to the question is “no,” they should circle the thumbs down symbol.
1. **Exaggeration:** Is an overstatement of the truth called an exaggeration? (*thumbs up*)
 2. **Legend:** Is a legend a person who is well-known for doing something amazing? (*thumbs up*)
 3. **Enchanted:** If a forest had jewels growing on the bushes, would the forest be enchanted? (*thumbs up*)
 4. **Frontier:** Were the unexplored parts of America known as the frontier? (*thumbs up*)
 5. **Adventures:** Are adventures boring, everyday experiences? (*thumbs down*)
 - Explain that you will now read more sentences using other words students heard and practiced in this domain. If the answer to the question is “yes,” have students circle the thumbs up symbol. If the answer to the question is “no,” have students circle the thumbs down symbol.
 6. **Curious:** If you are curious about something, do you want to learn more about it? (*thumbs up*)
 7. **Fortune:** If you have bad luck do you have good fortune? (*thumbs down*)
 8. **Sorrowful:** When you are sorrowful, are you happy? (*thumbs down*)

Activity Page DA.1



9. **Admiration:** If you have admiration for someone, do you like him or her and approve of what he or she does? (*thumbs up*)
10. **Tamed:** If you tamed a pet, did you try to get it to obey people? (*thumbs up*)
11. **Feats:** If things are easy to do, are they called amazing feats? (*thumbs down*)
12. **Tracks:** Are the footprints the dog made in the snow called tracks? (*thumbs up*)
13. **Purse:** Would someone purse their lips after they taste something very bitter and unpleasant? (*thumbs up*)
14. **Challenge:** If something is difficult for you, is it called a challenge? (*thumbs up*)
15. **Displeases:** If something displeases you, does it make you happy? (*thumbs down*)



PART II (ACTIVITY PAGE DA.2)

TEKS 2.6.G; TEKS 2.7.F; TEKS 2.9.A

Activity Page DA.2



- Tell students you will read several sentences about the tall tales they heard in this domain. If what you describe in the sentence is true of the tall tales, students should circle the thumbs up symbol. If what you describe in the sentence is false, students should circle the thumbs down.
1. Tall tales are fictional stories. (*thumbs up*)
 2. Tall tale characters are just like you or me. (*thumbs down*)
 3. An important part of tall tales is exaggeration. (*thumbs up*)
 4. *Exaggeration* means describing the truth exactly as it is without overstating it. (*thumbs down*)
 5. The settings of tall tales are often places on the American frontier. (*thumbs up*)
 6. The tall tale character Paul Bunyan was a famous logger who cleared land in the frontier with his blue ox, Babe. (*thumbs up*)
 7. The tall tale about Casey Jones said that he rode a horse. (*thumbs down*)
 8. The tall tale character Pecos Bill was also a logger like Paul Bunyan. (*thumbs down*)
 9. The tall tale about John Henry said that he was born with a hammer in his hand. (*thumbs up*)



PART III (ACTIVITY PAGE DA.3)

TEKS 2.7.B; TEKS 2.12.B

- Tell students that you are going to read some questions. After you read each one, students should think about the answer and then write words, phrases, or sentences that come to mind when they hear each question.
1. Who was your favorite fairy tale character? Why? (If needed, remind students of the fairy tales they heard at the beginning of the domain: “The Fisherman and His Wife,” “The Emperor’s New Clothes,” and “Beauty and the Beast.”)
 2. Identify two exaggerations from any of the tall tales you heard. Be sure to also identify the character in each exaggeration. (If needed, remind students of the tall tales they heard during this domain: “Paul Bunyan,” “Pecos Bill,” “John Henry,” and “Casey Jones.”)
 3. What was your favorite fairy tale or tall tale setting? Why?

Support

You may have some students respond orally if they are not able to respond in writing.

Activity Page DA.3



Culminating Activities

NOTE TO TEACHER

Use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment, 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 in order to provide students with opportunities to enliven their experiences with domain concepts.

REMEDIATION

You may choose to regroup students according to particular areas of weakness, as indicated from Domain Assessment results.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Applications
- rereading and discussing select read-alouds
- using the corresponding activities in the Language Studio

ENRICHMENT

Student Choice

- Have students select a read-aloud to be heard again.

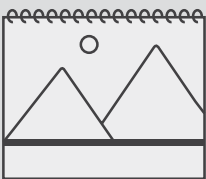
Image Review

- Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

Retelling a Story with Puppets

- Have students make simple puppets of the characters from a particular tall tale and then use them to retell the story.

Flip Book



Domain-Related Trade Book or Student Choice

Materials: Trade book

- Read an additional trade book to review a particular tall tale; refer to the books listed in the Recommended Resources list located in the digital components for this domain. You may also choose to have students select a read-aloud to be heard again.
- You may also ask students to write about their favorite exaggeration from the tall tale trade book or their favorite read-aloud. You may suggest how to begin the sentence by writing on the board: “My favorite exaggeration from the trade book was . . .”

Characters, Setting, Plot

Materials: Drawing paper, drawing tools

- Divide students into groups of three. Tell them that you are going to name a character, and that one person in each group should draw or write the name of another character from the same tall tale and pass the paper and pen to the second student. The second student should draw or write the name of a setting from that tall tale and pass the paper and pen to the third student. The third student should write one sentence or key phrase about an exaggeration from that tall tale and raise his or her hand once (s)he is finished.
- **Above and Beyond:** Have students conduct online research (with adult assistance, if needed) to find out where there are statues, monuments, or museums to honor Paul Bunyan, John Henry, and Casey Jones. (Keyword suggestions: Paul Bunyan statue in Bemidji, MN.; John Henry monument in Great Bend, WV; and Casey Jones railroad museum in Jackson, TN.)

Song: The Ballads of John Henry and Casey Jones

- Find a version of “The Ballad of John Henry,” and share it with students. (Refer to the Recommended Resources list in the digital components for this domain for suggestions.) Tell students that the stories of John Henry and Casey Jones were not just told as tall tales, but that people also sang ballads about John Henry and Casey Jones. Share that a ballad is a song that tells a story. Explain that the ballad of John Henry tells of John Henry’s life, and just like the tall tale, the ballad tells of how John Henry and his hammers are more powerful than the steam drill, an invention created to do the jobs of railroad workers like John Henry. The ballad of Casey Jones tells the story about how Casey Jones saved his railroad partner, Sim Webb.

Student-Created Books

Materials: Booklet

- Have each student make his/her own book that is a retelling of one of the four tall tales from this domain. Have students brainstorm the sequence of events—a beginning, a middle, and an end—either as a class or with a partner. Also, discuss the various tall tale elements. Students will draw a picture on each page to show the beginning, important events, and ending of the tall tale. Encourage students to draw exaggerated pictures like the illustrations they saw in the read-alouds. Students should also write a sentence to go with each picture. Have students share their retellings with a partner or with the class.

Class Book: Our Own Tall Tale

- Have students create their own tall tale as a class. The tall tale may feature the entire class as characters, or for ease of creation, may feature you, the teacher, as the main character. Make sure that the tall tale features the elements of humor and exaggeration, and that the main character is larger-than-life. Also be sure to create an amazing childhood, amazing adventures or feats, and a creation or invention. It is highly recommended that you set your tall tale in the American frontier to reinforce what students have learned in this domain about the American frontier and to prepare them for what they will learn in the *Westward Expansion* domain.

On Stage

- Have a group of students plan and then act out any one of the tall tales covered in the tall tales portion of this domain. They may choose “Paul Bunyan,” “Pecos Bill,” “John Henry,” or “Casey Jones.” Encourage students to use domain-related vocabulary in their dialogue.

Paul Bunyan’s Colossal Flapjacks

- Plan a tall tale themed pancake breakfast for the class, complete with “colossal” flapjacks, maple syrup, bacon, and blueberries. Tell students that maple syrup and blueberries are both products from Maine, where Paul Bunyan was originally from.

Note: Be sure to follow your school’s policy regarding food distribution and allergies.

Pecos Bill's Cyclone in a Bottle

Materials: two empty plastic soda bottles; water; tape

- Fill one bottle three-fourths full with water. Tape the other bottle on top of the one with water in it. Make sure that the spouts are lined up. Turn the bottles over so the one with water is on top. Show how the water has a hard time going down. To make the water go down into the other bottle, swirl the bottles in a circular motion really fast. Don't shake it up and down or it won't work. The water should swirl into the bottom bottle.

How it works: When you swirl the bottle, the water starts to move in a circle. When the water moves fast enough, it pushes out against the bottle and leaves a hole in the middle. There's no water in the hole, only air. The hole allows the air from the bottom bottle to come up to the top bottle. When the air moves, there's space in the bottom bottle, which makes room for the water from the top to flow into the bottom.

Note: This sort of water movement, with the hole in the middle, is usually called a whirlpool. A tornado, or cyclone, occurs in air and a whirlpool occurs in water, but this experiment makes it possible to see the phenomenon.

Teacher Resources

Grade 2	Knowledge 1
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Teacher Guide

Teacher Resources

In this section you will find:

- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

ACTIVITY BOOK ANSWER KEY

NAME: _____ 3.1 **Activity Page**

DATE: _____

Which Happened First?

1. 2 The merchant went to see the cargo ship, hoping to restore his fortune.

1 The merchant lost his fortune, and his family became penniless.

2. 1 The merchant was riding his horse in a snowstorm.

2 The merchant found a castle where he could wait out the storm.

3. 2 The merchant picked a rose for Beauty.

1 The merchant found himself in a magical garden.

Directions: Listen to each pair of sentences as your teacher reads them. Write 1 on the blank before the sentence that happened first in the story, and write 2 on the blank before the sentence that happens second in the story.

Knowledge 1 Fairy Tales and Tall Tales

NAME: _____ PP.1 **Assessment**

DATE: _____

Directions: Listen to your teacher's instructions.

1.  

2.  

3.  

4.  

5.  

6.  

7.  

8.  

9.  

10.  

Knowledge 1 Fairy Tales and Tall Tales

NAME: _____ 5.1 **Activity Page**

DATE: _____

Directions: Fill in the chart with examples from each tall tale.

	Paul Bunyan	Pecos Bill	John Henry	Casey Jones
Amazing Childhood	so big his parents used a covered wagon for his cradle	grew up with a coyote pack	born with a hammer in his hand	drove a train before he could walk
Creations/Inventions	created the Rocky Mountains and Appalachian Mountains	invented cattle roping	competed against a steam drill	
Amazing Adventures	straightened a river with Babe the Blue Ox	squeezed the meanness out of a rattlesnake		saved everyone on the train
Humor	ate giant flapjacks			[Answers may vary, or may be left blank.]
Exaggerations	much bigger and stronger than other people	rode a cyclone	could do the work of a man as a boy	train whistle had magical powers

Knowledge 1 Fairy Tales and Tall Tales

NAME: _____ 6.1 **Activity Page**

DATE: _____

Fact or Tall Tale?

1. fact The Pecos River is in Texas.

2. tall tale The coyote took Bill home to her den.

3. tall tale Pecos Bill lassoed a cyclone.

4. fact Cyclones are real storms with very strong winds.

5. fact Cowboys take care of cattle.

6. tall tale A rattlesnake can be used as a lasso.

7. fact A coyote looks like a small wolf.

Directions: Listen as your teacher reads each sentence. Write fact if the sentence states a fact. Write tall tale if the sentence is about something that could only happen in a tall tale.

Knowledge 1 Fairy Tales and Tall Tales

NAME: _____
DATE: _____

8.1
Activity Page

Venn Diagram: "John Henry" and "Casey Jones"

John Henry

- built railroad tracks
- physically very strong
- competed against a steam drill and won

Casey Jones

- drove a train
- able to drive a train very fast
- saved the lives of many people

NAME: _____
DATE: _____

DA.3

Assessment

Directions: Listen as your teacher reads each question and think about the answer. Write words, phrases, or a sentence that come to mind when you hear each question.

1. Who was your favorite fairy tale character? Why?

Answers may vary, but should be supported with evidence
from the story.

2. Identify two exaggerations from any of the tall tales you heard. Be sure to also identify the character in each exaggeration.

Answers may vary, but should be supported with evidence
from the story.

3. What was your favorite fairy tale or tall tale setting? Why?

Answers may vary, but should be supported with evidence
from the story.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 1

Correlation—Teacher's Guide

Power Hits

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS 2.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses		
TEKS 2.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	D1: p. 7, D1: p. 14, D1: p. 20	D1: p. 20
TEKS 2.1.C	share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.	D1: p. 7, D1: p. 14, D1: p. 20	D1: p. 20
TEKS 2.1.D	work collaboratively with others by following agreed-upon rules for discussion, including taking turns	D1: p. 24, D1: p. 29, D1: p. 35, D1: p. 72, D1: p. 76	D1: p. 35
TEKS 2.1.E	develop social communication such as distinguishing between asking and telling		

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

TEKS 2.2.A.i	producing a series of rhyming words;		
TEKS 2.2.A.ii	distinguishing between long and short vowel sounds in one-syllable and multi-syllable words		
TEKS 2.2.A.iii	recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and		
TEKS 2.2.A.iv	manipulating phonemes within base words		

(B) demonstrate and apply phonetic knowledge by:

TEKS 2.2.B.i	decoding words with short, long, or variant vowels, trigraphs and blends		
TEKS 2.2.B.ii	decoding words with silent letters such as <i>knife</i> and <i>gnat</i> ;		
TEKS 2.2.B.iii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;		
TEKS 2.2.B.iv	decoding compound words, contractions, and common abbreviations		
TEKS 2.2.B.v	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;		
TEKS 2.2.B.vi	decoding words with prefixes including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i>		
TEKS 2.2.B.vii	identifying and reading high-frequency words from a research-based list		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 1

Correlation—Teacher's Guide

Power Hits

(C) demonstrate and apply spelling knowledge by:			
TEKS 2.2.C.i	spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;		
TEKS 2.2.C.ii	spelling words with silent letters such as <i>knife</i> and <i>gnat</i> ;		
TEKS 2.2.C.iii	spelling compound words, contractions, and common abbreviations;		
TEKS 2.2.C.iv	spelling multisyllabic words with multiple sound-spelling patterns;		
TEKS 2.2.C.v	spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and		
TEKS 2.2.C.vi	spelling words with prefixes, including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i>		
TEKS 2.2.D	alphabetize a series of words and use a dictionary or glossary to find words;		
TEKS 2.2.E	develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters		
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:			
TEKS 2.3.A	use print or digital resources to determine meaning and pronunciation of unknown words;	D1: p. 52, D1: p. 66, D1: p. 103, D1: p. 117	
TEKS 2.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words	D1: p. 24, D1: p. 29, D1: p. 30, D1: p. 32, D1: p. 103, D1: p. 109, D1: p. 117, D1: p. 120, D1: p. 126	D1: p. 30, D1: p. 32
TEKS 2.3.C	identify the meaning of and use words with affixes <i>un-</i> , <i>re-</i> , <i>-ly</i> , <i>-er</i> , and <i>-est</i> (comparative and superlative), and <i>-ion/tion/sion</i>	D1: p. 72, D1: p. 78, D1: p. 84	D1: p. 84
TEKS 2.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	D1: p. 7, D1: p. 14, D1: p. 21, D1: p. 38, D1: p. 43, D1: p. 52, D1: p. 57, D1: p. 66, D1: p. 67, D1: p. 89, D1: p. 94, D1: p. 101	D1: p. 21, D1: p. 66, D1: p. 67, D1: p. 101
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.			
TEKS 2.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.			
TEKS 2.5	self-select text and read independently for a sustained period of time.		
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:			
TEKS 2.6.A	establish purpose for reading assigned and self-selected texts;		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 1		Correlation—Teacher's Guide	Power Hits
TEKS 2.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information		
TEKS 2.6.C	make [and] correct or confirm predictions using text features, characteristics of genre, and structures	D1: p. 7, D1: p. 14, D1: p. 19	D1: p. 14, D1: p. 19
TEKS 2.6.D	create mental images to deepen understanding		
TEKS 2.6.E	make connections to personal experiences, ideas in other texts, and society	D1: p. 24, D1: p. 29, D1: p. 36	D1: p. 36
TEKS 2.6.F	make inferences and use evidence to support understanding		
TEKS 2.6.G	evaluate details read to determine key ideas		
TEKS 2.6.H	synthesize information to create new understanding	D1: p. 38, D1: p. 42, D1: p. 103, D1: p. 109, D1: p. 120, D1: p. 133	
TEKS 2.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down		
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:			
TEKS 2.7.A	describe personal connections to a variety of sources		
TEKS 2.7.B	write brief comments on literary or informational texts that demonstrate an understanding of the text		
TEKS 2.7.C	use text evidence to support an appropriate response		
TEKS 2.7.D	retell and paraphrase texts in ways that maintain meaning and logical order	D1: p. 38, D1: p. 50, D1: p. 51	D1: p. 50, D1: p. 51
TEKS 2.7.E	interact with sources in meaningful ways such as illustrating or writing		
TEKS 2.7.F	respond using newly acquired vocabulary as appropriate		
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:			
TEKS 2.8.A	discuss topics and determine theme using text evidence with adult assistance	D1: p. 7, D1: p. 14, D1: p. 24, D1: p. 29, D1: p. 35, D1: p. 20	D1: p. 35, D1: p. 20
TEKS 2.8.B	describe the main character's (characters') internal and external traits	D1: p. 24, D1: p. 37	
TEKS 2.8.C	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	D1: p. 24, D1: p. 25, D1: p. 29, D1: p. 120, D1: p. 124	
TEKS 2.8.D	describe the importance of the setting	D1: p. 7, D1: p. 12, D1: p. 24, D1: p. 25, D1: p. 37	D1: p. 12, D1: p. 37

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 1

Correlation—Teacher's Guide

Power Hits

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:			
TEKS 2.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales	D1: p. 7, D1: p. 12, D1: p. 24, D1: p. 27, D1: p. 38, D1: p. 43, D1: p. 48, D1: p. 52, D1: p. 57, D1: p. 72, D1: p. 78, D1: p. 85, D1: p. 89, D1: p. 92, D1: p. 94, D1: p. 102, D1: p. 103, D1: p. 107, D1: p. 117, D1: p. 120, D1: p. 124, D1: p. 126, D1: p. 133	D1: p. 12, D1: p. 48
TEKS 2.9.B	explain visual patterns and structures in a variety of poems		
TEKS 2.9.C	discuss elements of drama such as characters, dialogue, and setting	D1: p. 24, D1: p. 37, D1: p. 52, D1: p. 55, D1: p. 103, D1: p. 107, D1: p. 109, D1: p. 120, D1: p. 133	D1: p. 37
(D) recognize characteristics and structures of informational text, including:			
TEKS 2.9.D.i	the central idea and supporting evidence with adult assistance		
TEKS 2.9.D.ii	features and graphics to locate and gain information		
TEKS 2.9.D.iii	organizational patterns such as chronological order and cause and effect stated explicitly		
(E) recognize characteristics of persuasive text, including:			
TEKS 2.9.E.i	the central idea and supporting evidence with adult assistance		
TEKS 2.9.E.ii	distinguishing facts from opinion		
TEKS 2.9.F	recognize characteristics of multimodal and digital texts		
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:			
TEKS 2.10.A	discuss the author's purpose for writing text		
TEKS 2.10.B	discuss how the use of text structure contributes to the author's purpose		
TEKS 2.10.C	discuss the author's use of print and graphic features to achieve specific purposes		
TEKS 2.10.D	discuss the use of descriptive, literal, and figurative language		
TEKS 2.10.E	identify the use of first or third person in a text		
TEKS 2.10.F	identify and explain the use of repetition		
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:			
TEKS 2.11.A	plan a first draft by generating ideas for writing such as drawing and brainstorming		
(B) develop drafts into a focused piece of writing by:			
TEKS 2.11.B.i	organizing with structure; and		
TEKS 2.11.B.ii	developing an idea with specific and relevant details		
TEKS 2.11.C	revise drafts by adding, deleting, or rearranging words, phrases or sentences		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 1

Correlation—Teacher's Guide

Power Hits

(D) edit drafts using standard English conventions, including:			
TEKS 2.11.D.i	complete sentences with subject-verb agreement.		
TEKS 2.11.D.ii	past, present, and future verb tense		
TEKS 2.11.D.iii	singular, plural, common, and proper nouns		
TEKS 2.11.D.iv	adjectives, including articles		
TEKS 2.11.D.v	adverbs that convey time and adverbs that convey place;		
TEKS 2.11.D.vi	prepositions and prepositional phrases		
TEKS 2.11.D.vii	pronouns, including subjective, objective, and possessive cases		
TEKS 2.11.D.viii	coordinating conjunctions to form compound subjects and predicates		
TEKS 2.11.D.ix	capitalization of months, days of the week, and the salutation and conclusion of a letter;		
TEKS 2.11.D.x	end punctuation, apostrophes in contractions, and commas with items in a series and in dates;		
TEKS 2.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;		
TEKS 2.11.E	publish and share writing		
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:			
TEKS 2.12.A	compose literary texts, including personal narratives and poetry	D1: p. 7, D1: p. 22	
TEKS 2.12.B	compose informational texts, including procedural texts and reports; and		
TEKS 2.12.C	compose correspondence such as thank you notes or letters		
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:			
TEKS 2.13.A	generate questions for formal and informal inquiry with adult assistance		
TEKS 2.13.B	develop and follow a research plan with adult assistance		
TEKS 2.13.C	identify and gather relevant sources and information to answer the questions		
TEKS 2.13.D	identify primary and secondary sources		
TEKS 2.13.E	demonstrate understanding of information gathered		
TEKS 2.13.F	cite sources appropriately		
TEKS 2.13.G	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.		

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Knowledge 1

Correlation—Teacher's Guide

Power Hits

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	D1: p. 42	D1: p. 42
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources		
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	D1: p. 12, D1: p. 42, D1: p. 115	D1: p. 12
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)		
ELPS 1.F	use accessible language and learn new and essential language in the process		

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	D1: p. 35, D1: p. 100	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	D1: p. 37	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	D1: p. 12, D1: p. 35	D1: p. 35
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	D1: p. 12, D1: p. 37, D1: p. 56	D1: p. 12, D1: p. 37

(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Knowledge 1

Knowledge 1		Correlation—Teacher's Guide	Power Hits
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication		
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	D1: p. 131	D1: p.129
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency		
ELPS 3.E	share information in cooperative learning interactions	D1: p. 131	D1: p.129
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	D1: p. 20	
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	D1: p. 48, D1: p. 58, D1: p. 84, D1: p. 131	
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired		
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:			
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials		
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text		

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Knowledge 1		Correlation—Teacher's Guide	Power Hits
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned		
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language		
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs		
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:			
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English		
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	D1: p. 64	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired		
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired		
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly		
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired		
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	D1: p. 22, D1: p. 50, D1: p. 86, D1: p. 102, D1: p. 117, D1: p. 133	

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