

Different Strokes For Different Folktales

Grade Level: First Grade
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Length of Unit: Eight lessons (10 days), each day approximately one hour

I. ABSTRACT

In this unit, first grade students will study the differences and similarities among fictional stories from around the world. They will learn to recognize and understand the four basic elements of every story: the setting, characters, problem and solution. They will use graphic organizers such as story maps and Venn Diagrams to assist them in their analysis of a variety of folktales. Through various written, sequencing and creative art activities they will demonstrate their understanding of “read aloud” stories and the morals to be learned from them that are common to literature in all cultures.

II. OVERVIEW

A. Concept Objectives

1. Students read and understand a variety of materials. (Colorado State Reading and Writing Standard #1)
2. Students recognize literature as a record of human experience. (Colorado State Reading and Writing Standard #6)
3. Students recognize and understand the four elements of a story: the setting, characters, problem and solution.

B. Content from the *Core Knowledge Sequence*

1. *The Boy at the Dike* (folktale from Holland) (p. 25)
2. *The Frog Prince* (p. 25)
3. *Hansel and Gretel* (p. 25)
4. Selections from *The House at Pooh Corner* (A. A. Milne) (p. 25)
5. *How Anansi Got Stories from the Sky God* (folktale from West Africa) (p. 25)
6. *It Could Always Be Worse* (Yiddish folktale) (p. 25)
7. *Jack and the Beanstalk* (p. 25)
8. *The Knee-High Man* (African-American folktale) (p. 25)
9. *Medio Pollito* (Hispanic folktale) (p. 25)
10. *The Pied Piper of Hamelin* (p. 25)
11. *Pinocchio* (p. 25)
12. *The Princess and the Pea* (p. 25)
13. *Puss-in-Boots* (p. 25)
14. *Rapunzel* (p. 25)
15. *Rumpelstiltskin* (p. 25)
16. *Sleeping Beauty* (p. 25)
17. *The Tale of Peter Rabbit* (by Beatrix Potter) (p. 25)
18. *Tales of Br'er Rabbit* (recommended tale: *Br'er Rabbit Gets Br'er Fox's Dinner*) (p. 25)
19. *Why the Owl Has Big Eyes* (Native American legend) (p. 25)

C. Skill Objectives

1. The students will make logical predictions about the story.
2. The students will listen attentively and actively engage in the class discussions about the story read to them.
3. The students will identify the elements of setting, character, problem and solution in a story.

4. The students will construct story maps that will include the elements of a story: setting, character, problem and solution.
5. Using their story maps, students will retell the story in logical, sequential order, including some details and inferences.
6. The students will participate in comparing and contrasting two folktales on a Venn Diagram.
7. The students will identify and list words that describe a character in one of the folktales read in this lesson.
8. The students will write a letter to their favorite character describing the part of the story that they liked the best.
9. The students will participate in comparing and contrasting characters exhibiting cunningness and wit.
10. The students will write descriptive clues about a clever character.
11. The students will identify the moral of the two stories and be able to explain the similar lessons of the stories.
13. The students will participate in locating the stories' country of origin on a world map.
14. The students will sequence the events of a story.
15. The students will create a story booklet by illustrating and describing the beginning, middle and end of a story.
16. The students will create a book cover giving a clear idea of who and what the chosen story is about.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, Jr., E. D. *What Your First Grader Needs to Know*. New York: Dell Publishing, 1997. 0-385-31987-8.
 2. Allen, M., Dr. *Responding to Literature (1-3)*. Huntington Beach, CA: Creative Teaching Press, Inc., 2002. 1-57471-809-6.
 3. Core Knowledge Foundation. *Core Knowledge Sequence*. Charlottesville, VA: Core Knowledge Foundation, 1998. 1-890517-12-7.
- B. For Students
 1. The students will have a basic understanding of the names and locations of the seven continents.

IV. RESOURCES

- A. *The House At Pooh Corner*, by A. A. Milne (Lesson One)
- B. *The Pied Piper of Hamelin*, retold by Donna Diamond (Lesson Two)
- C. *What Your First Grader Needs to Know*, by E. D. Hirsch, Jr. (Lessons Two, Three, Four, Five, Seven)
- D. *Favorite Fairy Tales Told in Germany*, retold from the Brothers Grimm by Virginia Haviland (Lesson Three)
- E. *Jack and the Beanstalk*, retold by Steven Kellog (Lesson Three)
- F. *Kate and the Beanstalk*, by Mary Pope Osborne (Lesson Three—optional story for enrichment)
- G. *The Complete Fairy Tales of Charles Perrault*, newly translated by N. Philip and N. Simborowski (Lesson Four)
- H. *More Tales of Uncle Remus, Further Adventures of Brer Rabbit, His Friends, Enemies, and Others*, as told by Julius Lester (Lesson Four)
- I. *It Could Always Be Worse*, retold by Margot Zemach (Lesson Five)
- J. *The Sleeping Beauty*, retold by Jane Yolen (Lesson Six)

- K. *Rapunzel*, retold by Paul Zelinsky (Lesson Six)
- L. *The Princess and the Pea*, by Hans Christian Andersen (Lesson Eight)
- M. *Rumpelstiltskin*, retold by Paul Zelinsky (Lesson Eight)

V. LESSONS

Lesson One: An Introduction to Fictional Stories—A Selection from *The House At Pooh Corner* (A. A. Milne) (one hour)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado State Reading and Writing Standard #1)
 - b. Students recognize and understand the four elements of a story: the setting, characters, problem and solution.
2. Lesson Content
 - a. “In Which Tigger Comes to the Forest and Has Breakfast”—a selection from *The House At Pooh Corner* (A. A. Milne)
3. Skill Objective(s)
 - a. The students will listen attentively and actively engage in the class discussions about the story read to them.
 - b. The students will make logical predictions about the story.
 - c. The students will identify the elements of setting, character, problem and solution in a story.
 - d. The students will construct story maps that will include the elements of a story: setting, character, problem and solution.
 - e. Using their story maps, students will retell the story in logical, sequential order, including some details and inferences.

B. Materials

1. A large story map chart drawn on poster board (see Appendix A)
2. A large piece of butcher paper
3. A set of colored markers
4. A stuffed animal, Winnie-the-Pooh or Tigger, or a picture of one of them
5. An individual copy of Appendix A for each student
6. A pencil for each student
7. A set of crayons for each student
8. Story Map Evaluation Form (see Appendix B)
9. *The House At Pooh Corner* by A. A. Milne

C. Key Vocabulary

1. Story—a narrative account; a tale
2. Fictional story—a story that is invented by the imagination; a pretend story
3. Setting—where the story takes place
4. Character—who the story is about
5. Problem—conflict; a source of distress
6. Solution—how the story ends
7. Plot—the action or events in a story; the problem and solution of a story
8. Selection—a chapter or part of a book chosen to read

D. Procedures/Activities

1. Prior to the lesson
 - a. Make a large story map chart on poster board to be used throughout the unit (see Appendix A).
 - b. On the butcher paper, using markers, draw another story map for recording student responses.

2. Show the students the stuffed animals (or pictures) of Winnie-the-Pooh or Tigger. Have the students briefly discuss what they already know about these characters. Tell them that they will hear a story about these characters.
 3. Have the children come to the reading area/carpet.
 4. Briefly discuss appropriate behavior when listening to a story. Stress the importance of listening attentively to a “read aloud story.”
 5. Show students the book *The House At Pooh Corner* by A. A. Milne. Explain to them that they will hear a selection from the book; that is, one of the chapters in the book.
 6. Read the title “In Which Tigger Comes to the Forest and Has Breakfast” (p. 21). Then show students several of the illustrations in the story. Ask them to make predictions of what the story will be about.
 7. Read “In Which Tigger Comes to the Forest and Has Breakfast” (pp. 21-37).
 8. After reading the story, ask the students to evaluate and discuss their predictions. Were they accurate?
 9. Show the students the four parts of the story on the poster board story map.
 10. Examine each of the story elements with the students. First, define the story part and then have the students identify and discuss it as it applies to the Pooh and Tigger story just read. Record student responses on the large butcher paper story map and draw a picture of each part under its circle.
 11. Have children return to their seats and distribute the individual story map papers (Appendix A). Post the large Story Map on the wall and review the four story parts. Model writing the book title and author in the circle on the butcher paper Story Map. Have children do the same, stressing the use of capital letters at the beginning of each word in the title and the author’s name. The House At Pooh Corner by A. A. Milne. Explain to the students that this is a fictional story—pretend as opposed to a story that really happened.
 12. Then have students make their own story maps, referring to *The House at Pooh Corner* Story Map. Encourage them to write several words in each of the element circles and then draw pictures under each circle to illustrate their answers. For example, for setting: they might write “in the forest” and then draw a small picture of some trees under the setting circle. Circulate among students to assist those who need extra help. Stress the importance of writing words neatly and clearly drawing pictures, carefully colored.
 13. When story maps are completed, have the students retell the story to a partner using their story map as a guide.
 14. Collect story maps for evaluation. Later, bind the maps together to make a class book entitled “Our Story Maps of *Tigger Comes to the Forest and Has Breakfast.*” Put the book in the class library for students to “read” at a later time.
- E. *Assessment/Evaluation*
1. Teacher observation of student participation in class discussion and in re-telling of the story.
 2. Teacher evaluation of story maps, using Appendix B.

Lesson Two: A Comparison of Two Folktales—*The Pied Piper of Hamelin* and *The Frog Prince* (one hour)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado State Reading and Writing Standard #1)

- b. Students recognize literature as a record of human experience. (Colorado State Reading and Writing Standard #6)
 - c. Students recognize and understand the four elements of a story: the setting, characters, problem and solution.
 - 2. Lesson Content
 - a. *The Pied Piper of Hamelin*
 - b. *The Frog Prince*
 - 3. Skill Objective(s)
 - a. The students will listen attentively and actively engage in the class discussions about the story read to them.
 - b. The students will make logical predictions about the story.
 - c. The students will identify the elements of setting, character, problem and solution in a story.
 - d. The students will participate in comparing and contrasting two folktales on a Venn Diagram.
 - e. The students will participate in locating the stories' country of origin on a world map.
- B. *Materials*
 - 1. Large class-sized world map
 - 2. Large story map charts from Lesson One
 - 3. Small sticky labels—each large enough to write an individual story title on it
 - 4. Three pieces of large butcher paper and a set of markers
 - 5. *The Pied Piper of Hamelin*, retold by Donna Diamond
 - 6. *What Your First Grader Needs to Know*, by E. D. Hirsch, Jr.
 - 7. For each student, a pencil and a copy of Appendix C
 - 8. A flute or tin pipe
 - 9. Appendix D
- C. *Key Vocabulary*
 - 1. Folktale—a story that is passed on orally from generation to generation; every country has folktales
 - 2. Venn Diagram—a graphic organizer of two intersecting circles used to make comparisons
 - 3. Pied—covered with two or more patches of color
 - 4. Piper—a person who plays a tune on a pipe or flute
 - 5. Mayor—the leader of a town
 - 6. Moral—a lesson learned from a story
- D. *Procedures/Activities*
 - 1. Prior to the lesson:
 - a. Make two separate story maps on two pieces of butcher paper, one for each story in the lesson with the titles *The Pied Piper of Hamelin* and *The Frog Prince* on them.
 - b. Make a large Venn Diagram (see Appendix C) on butcher paper
 - c. Write each of the titles of the two stories in this lesson and *The House At Pooh Corner* title on individual sticky labels.
 - 2. Call students to the reading area where the two charts from Lesson One are displayed.
 - 3. Briefly review Lesson One by having the children name and explain the four elements of a story. Refer to the large story maps as you review the parts of *The House At Pooh Corner* story read in Lesson One
 - 4. Tell students that in this lesson they will listen to two folktales. Explain that a folktale is a story from a country where the people have passed down the story

orally from generation to generation. Instruct them that folktales are fictional (review this term) and have the same four story parts learned in Lesson One. Tell them that folktales usually have a moral or lesson at the end of the story.

5. Show the students a tin-pipe or flute, telling them that it will play an important part in the first story read today. Then show them the cover and several pictures in *The Pied Piper of Hamelin* retold by Donna Diamond. Have the children make predictions about the story.
6. Review “good listening behavior” and read *The Pied Piper of Hamelin*.
7. Lead the students in a discussion of the story. As they identify the four story parts, record their responses on the large story map chart.
8. Ask them if they can explain the moral or lesson of the story—It is important to keep your promises. Record the moral at the bottom of the chart.
9. Then tell students that they will hear a second folktale. During the reading of this story, tell them to be thinking about the story parts and moral.
10. Read *The Frog Prince* in *What Your First Grader Needs to Know* (pp. 45-49).
11. As before, lead students in a discussion of the story parts and moral, recording their responses on the second large story map paper.
12. Placing the two story maps side by side, tell the children that they will compare and contrast *The Pied Piper of Hamelin* and *The Frog Prince*.
13. Show them the large Venn Diagram and how it can be used to record similarities and differences. For example, tell them that both of these stories come from Germany and write “German folktales” in the portion of the diagram where the two circles intersect. Tell them that one story is about a prince while the other one is about a piper. Write “Prince” in *The Frog Prince* circle on the part of the circle that does not intersect the other circle. Write Piper on the part of *The Pied Piper of Hamelin* circle that does not intersect the other circle.
14. Have the children discuss the similarities and differences, recording the responses on the large Venn Diagram chart in the appropriate places.
15. Distribute the individual Venn Diagrams (Appendix C). Have the children fill in the titles of the two stories by copying them from the large chart. Then instruct them to write several entries on their diagrams of ways that the stories were similar and different. They may write their own entries or copy them from the large Venn Diagram chart. You may wish to give them more guidance by having them first write several similarities in the intersecting portion of the two circles and then write the differences. Also, have them write the moral of the two stories, which should be the same—“Always keep your promises,” at the bottom of their paper.
16. Collect the student Venn Diagrams for evaluation.
17. Close the lesson by telling the students that they will help you to find the countries where the stories come from on the large class-size map.
18. Review the seven continents learned in a previous geography lesson. Using the sticky labels with the titles of the stories on them, help several students to place them on the map. (*The House At Pooh Corner* comes from Great Britain and the two stories in this lesson come from Germany.)

E. *Assessment/Evaluation*

1. Evaluate student Venn diagrams using Appendix D, “Teacher Checklist for Venn Diagrams.”

Lesson Three: Brave Characters and Happy Endings (two sessions, one hour each)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students recognize literature as a record of human experience. (Colorado State Reading and Writing Standard #6)
 - b. Students recognize and understand the four elements of a story: the setting, characters, problem and solution.
2. Lesson Content
 - a. *The Boy at the Dike*
 - b. *Hansel and Gretel*
 - c. *Jack and the Beanstalk*
3. Skill Objective(s)
 - a. The students will listen attentively and actively engage in the class discussions about the story read to them.
 - b. The students will make logical predictions about the story.
 - c. The students will write a letter to their favorite character describing the part of the story that they liked the best.
 - d. The students will identify and list words that describe a character in one of the folktales read in this lesson.
 - e. The students will participate in locating the stories' country of origin on a world map.

B. *Materials*

DAY ONE

1. Large Story Map Chart on poster board from Lesson One
2. The story *Hansel and Gretel in Favorite Fairy Tales Told in Germany*, retold from the Brothers Grimm by Virginia Haviland
3. The story *The Boy at the Dike in What Your First Grader Needs to Know* by E. D. Hirsch, Jr.
4. A large piece of butcher paper titled "Brave Story Characters," Appendix E
5. A set of markers
6. A copy for each student of Appendix F, "Character Letter"
7. A pencil for each student
8. A set of crayons for each student
9. An enlargement of the picture on p. 41 in *What Your First Grader Needs to Know* or a picture of a dike in Holland

DAY TWO

1. "Brave Story Characters" chart from Day One
2. *Jack and the Beanstalk* retold by Steven Kellogg
3. One copy for each student of Appendix G, "My Story Character Report"
4. A pencil for each student
5. A set of crayons for each student
6. *Kate and the Beanstalk*, by Mary Pope Osborne (optional—an enrichment activity)
7. Each of the following titles written on a sticky label: *The Boy at the Dike*, *Hansel and Gretel*, *Jack and the Beanstalk*
8. Large class-size world map

C. *Key Vocabulary*

1. Brave—daring, bold; someone who has courage; a hero
2. Main character—who the story is mostly about; the star of the story
3. Dike—a big wall made of earth and stone to hold back the waters in Holland
4. Ogre—a giant; a monster in fairy tales

5. Triumph—to win a struggle or overcome a problem

D. *Procedures/Activities*

DAY ONE

1. Prior to the lesson, draw a chart on the large piece of butcher paper titled “Brave Story Characters” (see Appendix E)
2. Begin the lesson by reviewing the four parts of a story, using the poster board Story Map Chart from Lesson One. Also review what the “moral” of a story means referring to the two stories in Lesson Two.
3. Have the children come to the reading area. Tell them that in this lesson they will hear stories from two different countries and that focus will be on the characters and the endings of the stories.
4. Read the *Hansel and Gretel* story and tell the students it is a German folktale. Show pictures and have students make predictions based on picture clues during the reading of the story.
5. Briefly identify in a class discussion the setting, characters, problem and solution of the story. Discuss the students’ understanding of the word “brave.”
6. Using the “Brave Story Characters” chart, discuss the characteristics of Hansel and Gretel using examples of what their characters did in the story and discuss what happens to them at the end of the story. Record student responses on the chart.
7. Tell students that the second story they will hear comes from Holland. Show them the picture of the Holland coast and explain to them what a dike is used for and what it looks like.
8. Read *The Boy at the Dike* on p. 41 in *What Your First Grader Needs to Know*. Follow the same steps as used in the *Hansel and Gretel* story above—have the students make predictions based on picture clues, identify the story parts, and record student responses regarding the characters bravery on the “Brave Story Characters Chart.”
9. After recording the information from both stories, lead the students in a discussion of ways the characters and endings of the stories are the same and different.
10. Close the lesson by having the students choose their favorite character from either story and then have them write a letter to that character using Appendix F. The teacher may choose to model writing a character letter first on the blackboard as a guide for the students.
11. Collect the character “letters” and save them so that students may use them later as part of the Culminating Activity for this unit.

DAY TWO

1. Guide the students in a brief review of the previous day’s lesson by referring to the “Brave Story Characters” Chart.
2. Have the children come to the reading area, telling them that today they will hear a story from England. Tell them to listen carefully for any clues that show how the character is similar to those listed on the chart yesterday.
3. Read *Jack and the Beanstalk* retold and written by Steven Kellogg focusing on the detailed pictures of the book. Follow the same steps as used for the *Hansel and Gretel* story—have the students make predictions examining the picture clues, identify the story parts, and record student responses on the “Brave Story Characters Chart.”
4. After reading the story, discuss the characteristics of Jack and record responses on the “Brave Story Characters Chart.”

5. Have students look at all of the information on the chart. Lead them in a discussion that focuses on the idea that although all three stories come from different parts of the world, they all record common human experiences—bravery, caring, doing good for others and living happily ever after.
 6. Discuss the common moral that the three stories on the chart share; namely, bravery and goodness triumph over evil.
 7. Have students choose an important character and model/guide them in completing “My Story Character Report” (Appendix G). Collect the papers for evaluation and possible future use at the end of this unit.
 8. Close the lesson by helping students to place the sticky labels with the titles of the three stories read on the class-size world map.
- E. *Assessment/Evaluation*
1. Student Character Letters (Appendix F) will be evaluated for accuracy and completion.
 2. My Story Character Report (Appendix G) will be evaluated using Appendix H, “Teacher Evaluation of ‘My Story Character Report.’ ”
- F. *Extension*
1. An optional, fun activity is to read *Kate and the Beanstalk* by Mary Pope Osborne to show students a unique, different version of the *Jack and the Beanstalk* story.

Lesson Four: Clever, Cunning Characters Who Use Their Wits (one hour)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado State Reading and Writing Standard #1)
 - b. Students recognize and understand the four elements of a story: the setting, characters, problem and solution.
 2. Lesson Content
 - a. *Puss-in-Boots*
 - b. *Br’er Rabbit Gets Br’er Fox’s Dinner*
 - c. *How Anansi Got Stories from the Sky God*—a folktale from West Africa
 3. Skill Objective(s)
 - a. The students will listen attentively and actively engage in the class discussions about the story read to them.
 - b. The students will make logical predictions about the story.
 - c. The students will identify the elements of setting, character, problem and solution in a story.
 - d. The students will participate in comparing and contrasting characters exhibiting cunningness and wit.
 - e. The students will write descriptive clues about a clever character.
 - f. The students will participate in locating the stories’ country of origin on a world map.
- B. *Materials*
1. *Puss-in-Boots* story in *The Complete Fairy Tales of Charles Perrault*
 2. *All Stories Are Anansi’s* in *What Your First Grader Needs to Know* by E. D. Hirsch, Jr.
 3. *Br’er Rabbit Gets Br’er Fox’s Dinner* story in *More Tales of Uncle Remus* as told by Julius Lester
 4. Sticky labels with the above story titles written on them
 5. Large class-size world map

6. For each student: a pencil, a set of crayons, a piece of construction paper approximately 4"×7", a copy of Appendix I—"Mystery Character Lift-a-Flap"
 7. Large piece of butcher paper and markers
 8. Appendix H—"Teacher Evaluation of My Story Character Report"
- C. *Key Vocabulary*
1. Clever—someone who is mentally quick and smart
 2. Cunning—a character who plays tricks on others, wily
 3. Wit—wisdom; intelligence; using your brain
 4. Mystery—a secret; a puzzle to be solved
 5. Fairy tale—a fictional, made-up story which often has a moral and happy ending
- D. *Procedures/Activities*
1. Prior to the lesson, make a large chart titled "Cunning Characters." Divide it into three columns with the following headings: Puss-in-Boots, Br'er Rabbit, and Anansi.
 2. Have children come to the reading area where the "Cunning Characters" chart is displayed. Discuss the words clever, cunning, and using your wits to check for student prior knowledge. Explain to the students that today's three stories are about characters that display these qualities.
 3. Read the story *Puss-in-Boots* in the *Complete Fairy Tales of Charles Perrault*, explaining that this story comes from France. As the story is read, have students examine the pictures and make logical predictions.
 4. After reading the story, have students identify and briefly discuss the four elements of the story—setting, characters, problem and solution.
 5. Using the "Cunning Characters Chart", lead the students in a discussion of the qualities of Puss-in-Boots (cleverness, cunning, persistence, bravery, etc.) Have the students give examples from the story of how the qualities are manifested. Record the students' responses in the appropriate area on the chart.
 6. Read the story *Br'er Rabbit Gets Br'er Fox's Dinner* explaining that this is a story from the southern part of the United States where it was often told by slaves on plantations. Follow the steps 3 to 5 above applying them to the *Puss-in-Boots* story.
 7. Introduce *All Stories Are Anansi's* pp. 38-41 in *What Your First Grader Needs to Know* as a tale from West Africa. Follow the steps 3 to 5 above applying them to *All Stories Are Anansi's*.
 8. When all responses are recorded and the chart is complete, lead students in a discussion of how the three main characters are the same (clever, animals that act like people, etc.) and yet different. Include a discussion of the definition of a fairy tale and identify the common moral of these stories—Much can be accomplished with cleverness and wit.
 9. Using the sticky labels with today's story titles written on them, help the children to place them on the appropriate places on the class-size world map.
 10. Close the lesson by having students complete Appendix I, "Mystery Character Lift-a-Flap." Discuss the term mystery and model how to write clues about a character of your choice.
 11. At the end of the lesson, have several students share their clues while the class tries to guess their character. These papers may also be used for the Culminating Activity at the end of the unit.
- E. *Assessment/Evaluation*
1. Evaluate the students' Mystery Character Lift-a-Flap papers. Appendix H can be used for evaluating these papers.

Lesson Five: Be Happy With What You Have (one hour)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado State Reading and Writing Standard #1)
 - b. Students recognize literature as a record of human experience. (Colorado State Reading and Writing Standard #6)
 - c. Students recognize and understand the four elements of a story: the setting, characters, problem and solution.
2. Lesson Content
 - a. *It Could Always Be Worse* (Yiddish folktale)
 - b. *The Knee-High Man* (African-American folktale)
3. Skill Objective(s)
 - a. The students will listen attentively and actively engage in the class discussions about the story read to them.
 - b. The students will make logical predictions about the story.
 - c. The students will identify the elements of setting, character, problem and solution in a story.
 - d. The students will identify the moral of the two stories and be able to explain the similar lessons of the stories.
 - e. The students will compare and contrast two folktales from different countries using a Venn diagram.
 - f. The students will participate in locating the stories' country of origin on a world map.

B. *Materials*

1. *It Could Always Be Worse* retold by Margot Zemach
2. *The Knee-High Man* story p. 73 in *What Your First Grader Needs to Know*, by E. D. Hirsch Jr.
3. A large piece of butcher paper
4. Set of markers
5. A copy of Appendix C "Comparing Two Stories on a Venn Diagram" for each student
6. Two sticky labels with the titles of the two stories in this lesson written on them
7. Large class-size world map
8. Appendix D, "Teacher Checklist for Venn Diagrams"
9. An enlarged copy of the picture on p. 73 in *What Your First Grader Needs to Know*

C. *Key Vocabulary*

1. Venn Diagram—a graphic organizer of two intersecting circles used to make comparisons
2. Bellow—to make a hollow loud noise as a bull; to roar
3. Distance—remoteness; some place far away
4. Rabbi—a Jewish teacher; a holy teacher
5. Yiddish—Jewish; writings using Hebrew characters
6. Intersect—to meet and cut or cross each other

D. *Procedures/Activities*

1. Prior to the lesson, make a large Venn Diagram chart (see Appendix C).
2. Have children come to the reading area where the large Venn Diagram Chart is posted. Briefly review what a Venn Diagram is used for and how we have used it previously in Lesson Two.

3. Tell the children that they will use the Venn Diagram to compare two folktales from different countries. These folktales have a similar message.
 4. Show the students the enlarged picture of the Knee-High Man using it to make predictions about the story.
 5. Read the *Knee-High Man* on p. 73 in *What Your First Grader Needs to Know*.
 6. After reading the story, discuss the elements of the story (setting, characters, problem, solution) and the moral (Be happy with what you have.) Tell students that this is an African-American folktale. See if anyone remembers that *Br'er Rabbit Gets Br'er Fox's Dinner* is also an African-American folktale.
 7. Introduce the next story by reading the title and showing some of the pictures in the book *It Could Always Be Worse*. Have the children make predictions and tell them that this is a Yiddish folktale, explaining the term Yiddish and showing them the location of Israel on the world map.
 8. Read the story *It Could Always Be Worse*. Afterwards ask the children to identify the lesson learned and discuss the meaning of the title.
 10. Briefly identify and discuss the setting, characters, problem and solution of *It Could Always Be Worse*.
 11. Lead the students in comparing the two stories just read using the Venn Diagram Chart. As they identify similarities, record their responses in the space where the circles intersect. Then have them identify differences and record the responses in the appropriate spaces. Write the moral of the stories at the bottom of the chart.
 12. Distribute Appendix C and have the students complete their own Venn Diagram. They may refer to the large chart just completed to help them with their work. Circulate among the students to assist students who may need some help.
 13. Close the lesson by placing the sticky labels containing today's story titles on the class-sized world map.
- E. *Assessment/Evaluation*
1. Evaluate student Venn Diagram papers using Appendix D, "Teacher Checklist for Venn Diagrams"

Lesson Six: Love and Goodness Triumph Over Evil (one hour)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize literature as a record of human experience. (Colorado State Reading and Writing Standard #6)
 - b. Students recognize and understand the four elements of a story: the setting, characters, problem and solution.
 2. Lesson Content
 - a. *Sleeping Beauty*
 - b. *Rapunzel*
 3. Skill Objective(s)
 - a. The students will listen attentively and actively engage in the class discussions about the story read to them.
 - b. The students will make logical predictions about the story.
 - c. The students will identify the elements of setting, character, problem and solution in a story.
 - d. The students will sequence the events of a story.
 - e. The students will participate in locating the stories' country of origin on a world map.
- B. *Materials*
1. Large piece of butcher paper

2. A set of markers
 3. *The Sleeping Beauty* retold by Jane Yolen
 4. *Rapunzel* retold by Paul O. Zelinsky
 5. For each student: a copy of Appendix K, a pencil, a set of crayons, scissors and glue
 6. Large class-size world map
 7. Sticky labels with the two story titles (*Rapunzel* and *The Sleeping Beauty*) written on each.
 8. Appendix J, “Sequencing Chart”
- C. *Key Vocabulary*
1. Sequencing—arranging events in the order that they happened
 2. Briar—a plant with a woody and thorny stem; a rose
 3. Curse—a wish for harm or injury to come upon someone
 4. Spindle—the pointy stick on which thread is twisted in a spinning wheel
 5. Rapunzel—a green herb used in salads
 6. Tower—a tall, narrow building
- D. *Procedures/Activities*
1. Prior to the lesson, make a Sequencing Chart (see Appendix J).
 2. Have the students come to the reading area where the Sequencing Chart is posted. Tell them that they will help to identify the beginning, middle and end of the two German folktales in today’s lesson.
 3. Show students the pictures in the *Rapunzel* book to help them make predictions. Tell them that this particular book received a Caldecott Award for the beautiful, detailed illustrations and explain to them what the Caldecott medal is all about.
 4. Read the story *Rapunzel*, a German folktale retold by Paul Zelinsky. Briefly discuss the moral of the story—Love and goodness triumph over evil. Have the students orally identify the story parts—setting, character, problem, solution.
 5. Using the Sequencing Chart, tell the students that every good story has a beginning, middle and end. The setting and introduction of the characters often make up the beginning part. The middle of the story is the problem or series of events/actions. The ending is the solution of the story.
 6. Encourage students to identify and discuss the beginning, middle and end of *Rapunzel* as you record their responses on the chart.
 7. Tell students that the second story is also a Grimm fairy tale from Germany. Instruct them to carefully listen for the beginning, middle and end of the story.
 8. Read *The Sleeping Beauty* retold by Jane Yolen. Follow the same procedure as above in steps 3 to 6 when discussing the story.
 9. When the Sequencing Chart is complete, compare the responses by discussing the similarities and differences of the two stories.
 10. On the world map, have students place the sticky labels with the story titles on Germany.
 11. Have students complete Appendix K by referring to the Sequencing Chart if needed.
- E. *Assessment/Evaluation*
1. Grade students’ sequencing papers (see Appendix K, “What Happened Next?”)

Lesson Seven: Disobedience and Selfishness Lead to Unhappiness (one hour)

Note: This Lesson Requires Prior Teacher Preparation (see Appendix M)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado State Reading and Writing Standard #1)
 - b. Students recognize and understand the four elements of a story: the setting, characters, problem and solution.
2. Lesson Content
 - a. *The Tale of Peter Rabbit* (by Beatrix Potter)
 - b. *Why the Owl Has Big Eyes* (Native American legend)
 - c. *Pinocchio*
 - d. *Medio Pollito* (Hispanic folktale)
3. Skill Objective(s)
 - a. The students will listen attentively and actively engage in the class discussions about the story read to them.
 - b. The students will make logical predictions about the story.
 - c. The students will identify the elements of setting, character, problem and solution in a story.
 - d. The students will create a story booklet by illustrating and describing the beginning, middle and end of a story.
 - e. The students will participate in locating the stories' country of origin on a world map.

B. *Materials*

DAY ONE

1. A large piece of butcher paper
2. A set of markers
3. *The Tale of Peter Rabbit* by Beatrix Potter
4. The story *Why the Owl Has Big Eyes* in *What Your First Grader Needs to Know* by E. D. Hirsch
5. A copy of Appendix L for each student
6. A pencil for each student
7. A set of crayons for each student
8. Scissors for each student
9. Stapler and staples
10. Sticky labels with the two story titles (*The Tale of Peter Rabbit* and *Why the Owl Has Big Eyes*) written on them
11. A large class-size world map
12. Appendix J, "Sequencing Chart"
13. A picture of an owl
14. Several pictures of Peter Rabbit

DAY TWO

1. The large Sequencing Chart used during Day One and a set of markers
2. The stories *Medio Pollito* and *Pinocchio* in *What Your First Grader Needs to Know* by E. D. Hirsch, Jr.
3. A pencil for each student
4. A set of crayons or markers for each student
5. Scissors for each student
6. A metal hanger for each student
7. Several pieces of construction paper for each student
8. Four to six pieces of yarn each 12 inches long for each student

9. Several hole punchers for students to share
 10. The large class-size world map
 11. Sticky labels with the titles *Medio Pollito* and *Pinocchio* written on them
 12. Teacher made patterns for students to trace and Appendix M, “Story Mobile Instructions”
 13. A picture of Pinocchio
 14. A weather vane or enlarged picture of p. 75 in *What Your First Grader Needs to Know*
- C. *Key Vocabulary*
1. Disobedience—refusing to obey or listen to others in authority
 2. Selfish—only concerned about yourself without thinking of others
 3. Mischief—a source of trouble; causing harm or hurt to others

D. *Procedures/Activities*

DAY ONE

1. Prior to the lesson, make a large Sequencing Chart (see Appendix J) inserting the titles of today’s stories—*The Tale of Peter Rabbit* and *Why the Owl Has Big Eyes*
2. Have the children come to the reading area where the large Sequence Chart is posted. Review the terms: sequencing; and beginning, middle and end of a story learned in Lesson Six.
3. Show the children several pictures of Peter Rabbit encouraging them to share what they already know about the character and make predictions about the story.
4. Read *The Tale of Peter Rabbit* in *What Your First Grader Needs to Know*, pp. 95-97 and then identify and discuss the story’s four elements (setting, character, problem, solution) and moral (Disobedience and selfishness lead to unhappiness.)
5. As in Lesson Six, have students identify and discuss the events in the beginning, middle and end of the story. Record student responses on the large Sequencing Chart.
6. Introduce the second story as a Native American legend as you show the students a picture of an owl and read the title *Why the Owl Has Big Eyes*. Encourage the students to make predictions and supply answers to the title’s question.
7. Read *Why the Owl Has Big Eyes* in *What Your First Grader Needs to Know*, pp. 98 and 99. Follow the same procedure as above in steps 4 and 5 when discussing this story.
8. After recording the answers on the Sequencing Chart for the second story, compare the responses by discussing the similarities and differences of the two stories. Guide students to conclude that the moral of both stories is the same.
9. Help the children to place the sticky labels of the stories in the appropriate areas on the class-size world map.
10. Have students make a story booklet using Appendix L. They may refer to the large Sequencing Chart for guidance and direction.
11. If time permits (or at a later time) have the children share their booklets with the class.

DAY TWO

1. Prior to this lesson add the two titles (*Pinocchio* and *Medio Pollito*) to the large Sequencing Chart from Day One of this lesson.
2. Have children come to the reading area where the large Sequencing Chart is posted. Review briefly the terms beginning, middle, and end and the moral of yesterday’s stories.
3. Tell students that the stories read today will have similar lessons as those in yesterday’s lesson. Encourage students to listen for the story parts as you read aloud the stories.

4. Introduce *Medio Pollito* as a Hispanic folktale. Show students the weather vane or picture of *Medio Pollito* on p. 75 in *What Your First Grader Needs to Know* to help them in making their story predictions.
 5. As in Day One of this lesson, read *Medio Pollito*, discuss the story elements and moral, and then record the children’s responses on the Sequencing Chart.
 6. Then introduce the *Pinocchio* story using the picture of Pinocchio and have the children make predictions.
 7. Read *Pinocchio* in *What Your First Grader Needs to Know*, pp. 78-83, discuss the story elements and moral, and then record the children’s responses on the Sequencing Chart for the beginning, middle and end of the story.
 8. Using the information on the Sequencing Chart, lead the children in a discussion of the similarities and differences among all four stories on the chart. Lead students to conclude that although the stories come from different lands and have different characters, they all teach the same lesson—Disobedience and selfishness lead to unhappiness.
 9. On the class-size map, add the sticky labels with today’s story titles by the appropriate countries.
 10. Have the students create their own story mobiles. They may use any one of the four stories read in this lesson. Each mobile must identify the following story elements: title, setting, characters, problem and solution (see Appendix M, “Story Mobile Instructions”).
- E. *Assessment/Evaluation*
1. Teacher will assess story booklets for completeness and accuracy.
 2. Teacher will assess student Story Mobiles using Appendix B, “Story Map Evaluation.”

Lesson Eight: Who Can You Trust? (one hour)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students read and understand a variety of materials. (Colorado State Reading and Writing Standard #1)
 - b. Students recognize literature as a record of human experience. (Colorado State Reading and Writing Standard #6)
 - c. Students recognize and understand the four elements of a story: the setting, characters, problem and solution.
 2. Lesson Content
 - a. *Rumpelstiltskin*
 - b. *The Princess and the Pea*
 3. Skill Objective(s)
 - a. The students will listen attentively and actively engage in the class discussions about the story read to them.
 - b. The students will make logical predictions about the story.
 - c. The students will identify the elements of setting, character, problem and solution in a story.
 - d. The students will create a book cover giving a clear idea of who and what the chosen story is about.
 - e. The students will participate in locating the stories’ country of origin on a world map.
- B. *Materials*
1. *The Princess and the Pea* by Hans Christian Andersen
 2. *Rumpelstiltskin* retold by Paul O. Zelinsky

3. A 9" × 11" piece of construction paper for each student
 4. Pencil for each student
 5. Set of crayons or markers for each student
 6. A copy for each student of Appendix N, "How Good Is My Book Cover?"
 7. A large piece of butcher paper and a set of markers
 8. The large class-size world map
 9. Sticky labels with the two story titles (*Rumpelstiltskin* and *The Princess and the Pea*) written on them
- C. *Key Vocabulary*
1. Miller—a person who operates a mill, grinding grain into flour
 2. Traveled—having gone from place to place
 3. Sensitive—someone easily hurt; susceptible to pain or injury
- D. *Procedures/Activities*
1. Prior to the lesson draw a large Venn diagram on the butcher paper (see Appendix C.)
 2. Have children come to the reading area to hear two stories that deal with trusting others. As the stories are read, tell the students to focus on who the story is about and what happened to each of them.
 3. Introduce the Grimm fairy tale *Rumpelstiltskin* by showing the students the pictures done by Paul Zelinsky. Point out the Caldecott medal on the cover and ask the students if they can remember what kind of award it is—an award for illustrations. Have the students examine several pictures and make predictions about the story.
 4. Read *Rumpelstiltskin* and then discuss the story's four elements and its moral.
 5. Introduce the Danish folk tale *The Princess and the Pea* by showing the students the book cover and several illustrations and by encouraging the students to predict what the story will be about.
 6. Read *The Princess and the Pea* and then have the students identify the story elements and moral.
 7. Lead students in a discussion of the similarities and differences of the two stories. Record their responses on the Venn Diagram chart focusing on the story characters and moral—It is important to be careful whom you trust.
 8. On the class-size world map, have the students place the sticky labels for these two stories in the appropriate places.
 9. Encourage the students to examine the map to get an overall view of where many folktales have their origins. Review the titles of the stories read in the unit and the countries where they come from.
 10. Have students create a book cover for one of the two stories just read. Tell them to draw a picture on the cover that will give someone a clear idea of who and what the story is about. Instruct them to clearly write the title of the story on the cover. Display the book covers of several different versions of the stories on the chalk tray for students as models. On the back of their book covers, have students write two or three sentences telling what happened in the story.
 11. Students will evaluate their own book covers using Appendix N.
- E. *Assessment/Evaluation*
1. Student self-evaluations of their book covers (Appendix N).

VI. CULMINATING ACTIVITY

- A. Have a "Folktale Characters" party in which the children come to class dressed as one of the characters in this unit. Students will give clues to their classmates as others in the class try to guess the name of their character and the country they come from. Students

may choose to use their Mystery Character Lift-a-Flap paper (Appendix I) or their Story Character Report paper (Appendix G) to help them when giving clues.

- B. Give a final unit test (Appendix O).

VII. HANDOUTS/WORKSHEETS

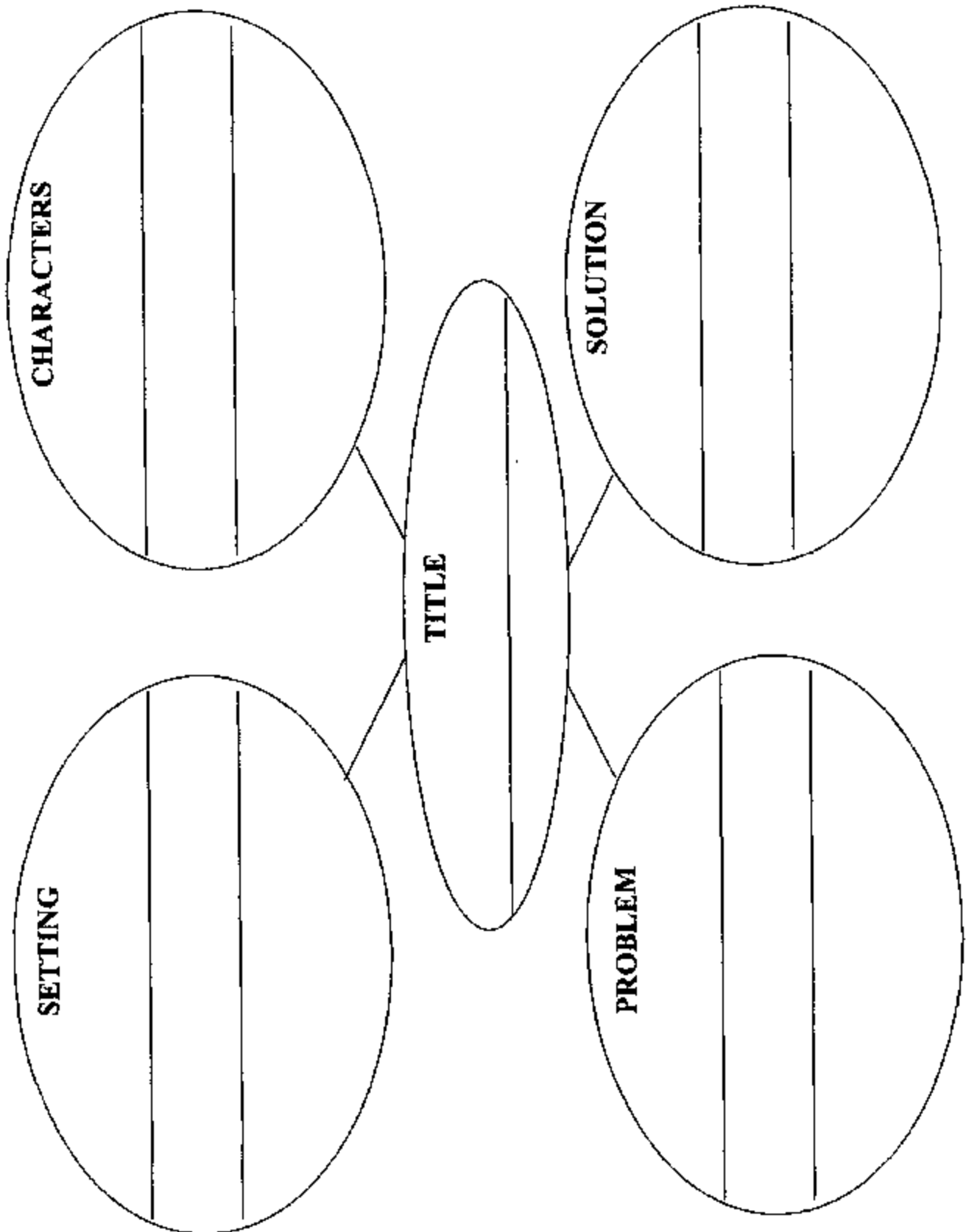
- A. Appendix A: A Story Map
- B. Appendix B: Story Map Evaluation
- C. Appendix C: Comparing Two Stories on a Venn Diagram
- D. Appendix D: Teacher Checklist for Venn Diagrams
- E. Appendix E: Brave Story Characters Chart
- F. Appendix F: Character Letter
- G. Appendix G: My Story Character Report
- H. Appendix H: Teacher Evaluation of "My Story Character Report"
- I. Appendix I: Mystery Character Lift-A-Flap
- J. Appendix J: Sequencing Chart
- K. Appendix K: What Happened Next?
- L. Appendix L: Beginning, Middle and End
- M. Appendix M: Story Mobile Instructions
- N. Appendix N: How Good Is My Book Cover?
- O. Appendix O: Final Unit Test on Fictional Stories

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Appendix A—A Story Map



Appendix B—Story Map Evaluation

Directions: Enter the number that best represents the student’s work done on his or her Story Map paper.

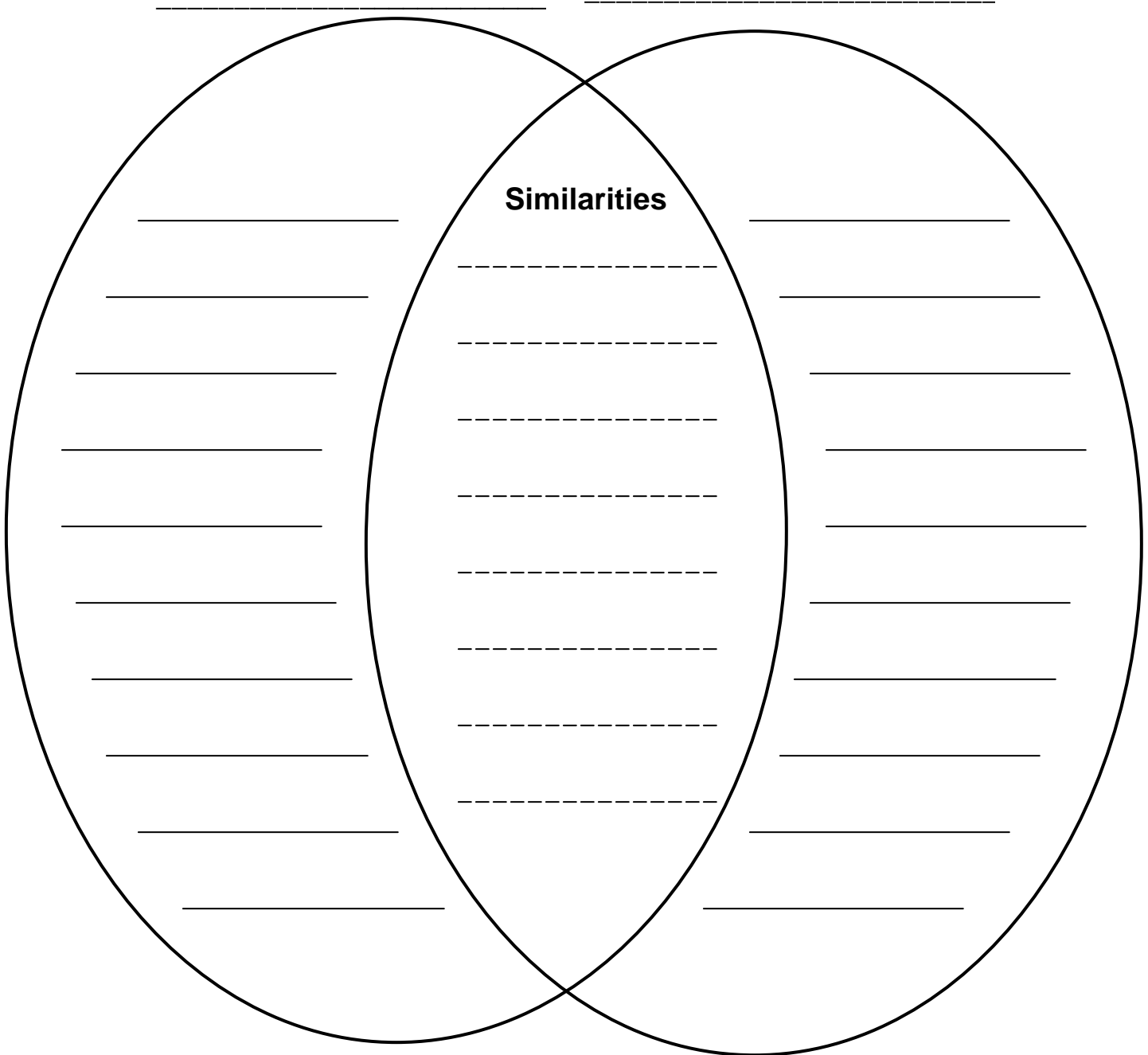
Assessment	Description
4	Advanced
3	Proficient
2	Partially Proficient
1	In need of Improvement

Skill	Score
1. Student accurately identified, sketched and colored the setting of the story.	
2. Student accurately identified, sketched and colored the main characters in the story.	
3. Student accurately identified, sketched and colored the problem.	
4. Student accurately identified, sketched and colored the solution or ending.	
5. Student has accurately written the title of the story	
6. Story map is complete and can be used as a tool for re-telling the story	
Total Score	
Average Score	

Appendix C—Comparing Two Stories on a Venn Diagram

TITLE 1

TITLE 2



The moral of these two stories is

Appendix D—Teacher Checklist for Venn Diagrams

Teacher Expectations	Student Performance	
	Yes	No
1. Titles of two stories are accurately written.		
2. At least three similarities are written in the appropriate space.		
3. At least three differences are written in the appropriate spaces.		
4. The moral of the stories is accurately identified.		
5. Student work demonstrates correct usage and understanding of Venn Diagrams.		
6. Student included story elements in their similarities and differences.		

Appendix E—Brave Story Characters Chart

Character's Name	Words that Describe the Character	Examples from the Story	At the End of the Story
The Boy at the Dike			
Hansel			
Gretel			
Jack			

Appendix F—Character Letter

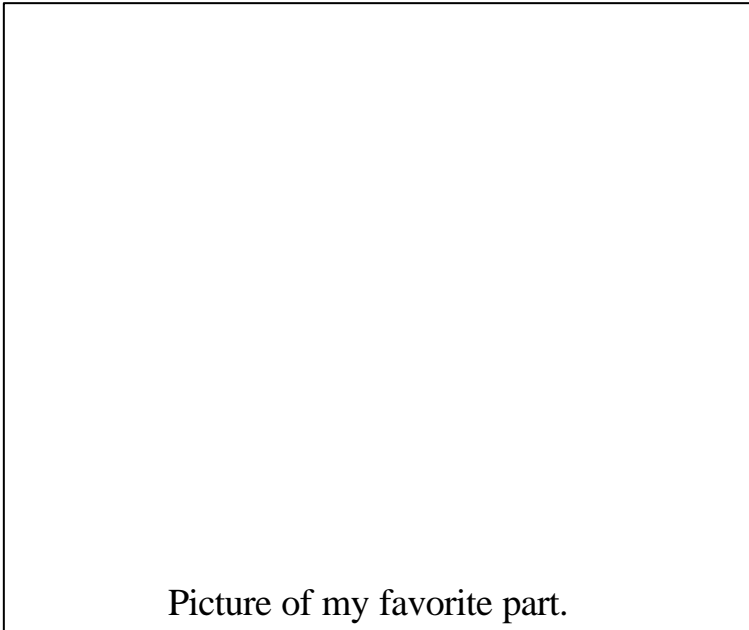
Date _____

Dear _____

I really liked your story, _____.
Title

I think you are _____

My favorite part of your story was when _____



Your friendly reader,

Appendix G—My Story Character Report¹

MY STORY CHARACTER REPORT

Choose an important character to draw and write about.

Title _____

Name of Character _____

Words that describe my character	Examples from the story
1.	_____ _____
2.	_____ _____
3.	_____ _____
4.	_____ _____

¹ Adapted from *Responding to Literature 1-3* by Dr. Margaret Allen, Ph.D.

Appendix H—Teacher Evaluation of “My Story Character Report”

Directions: Enter the number that best represents the student work done on “My Story Character Report.”

Assessment	Description
4	Advanced
3	Proficient
2	Partially Proficient
1	In need of Improvement

Skill	Score
1. Student has accurately written the story title and character’s name.	
2. Student has drawn a detailed picture of their character.	
3. Student has listed at least two words describing the character.	
4. Student has given at least two examples from the story	
5. Student clearly stated the ending of the story.	

Appendix I—Mystery Character Lift-a-Flap²

Write the title of the story and the name of the character in the box. Then, draw a picture of the character. Glue the top edge of your piece of construction paper to the top of the box. Write three clues about your character filling in the blanks at the bottom of this page.

Glue Flap Here
Title of story _____
Name of character _____
Draw Picture of Character

Clues:

1. I am _____ (describing words)
2. I _____ (what character did)
3. I _____ (what character did)
4. At the end of the story I _____

² Adapted from Responding to Literature 1-3 by Dr. Margaret Allen, Ph.D.

Appendix J—Sequencing Chart

Title of Story	Beginning	Middle	End
Rapunzel			
Sleeping Beauty			

Appendix K—What Happened Next?

Cut and paste to put the story in order.

1.

paste

2.

paste

3.

paste

4.

paste

5.

paste

6.

paste

7.

paste

8.

paste

Briar rose is born

Briar Rose pricks her finger on spindle and falls asleep

Sleeping Beauty and everyone in the castle wake up.

The prince kisses Sleeping Beauty

At the feast, the evil fairy puts a curse on the baby.

Everyone in the castle falls asleep.

Thorns grow around the castle and 100 years pass by.

The prince and Sleeping Beauty get married and live happily ever after.

Appendix L—Beginning, Middle and End

Story Title _____

Draw a picture and writ what happened in the story. Cut and staple the parts into a booklet.

Picture	What Happened?
	At the beginning
	In the middle
	At the end

Appendix M—Story Mobile Instructions

- A. Materials
1. For each student
 - a. A hanger
 - b. Several pieces of construction paper or tagboard
 - c. Pencils
 - d. Set of crayons
 - e. Set of markers
 - f. Four pieces of yarn (each about 12 inches long)
 2. Patterns made on tagboard for students to trace. Suggested patterns:
 - a. A cloud pattern, for the title of the story and the child's name
 - b. A house shape, for the setting
 - c. A shape of a person, for the characters (a Gingerbread Man cookie cutter shape could be used)
 - d. A triangle shape with a question mark written at the top of it, for the problem
 - e. A circle with a frown face on one side, for the solution or ending. (These stories had sad endings.)
 - f. Several hole punchers for students to share.
- B. Steps
1. Tell the students that they will make a story map of one of the four stories read in Lesson Seven. It will be in the form of a mobile. Have a sample one made and displayed for students to see.
 2. Have each student trace and cut out each of the five shapes (a through e above).
 3. The teacher may wish to model drawing and coloring a picture on one of the pattern pieces and writing several descriptive words on it. For example, draw a picture of the setting and write what it is on the house shape. Refer to the mobile on display to show students how the other pieces are done.
 4. Show students how to punch holes on the top of each completed pattern piece and using the yarn pieces, tie each one to the hanger. The cloud pattern should be hole punched and slipped over the top end of the hanger.
 5. Have students work on their mobiles. Help them with hole punching and tying the yarn as needed.

Appendix N—How Good Is My Book Cover?

Make a check in the box to show your answer as the teacher reads the questions.

Assignment Question	Yes	No
1. Did I show what goes on a book cover?		
2. Did I write the title of the story neatly and correctly?		
3. Does my drawing show whom the story is about?		
4. Is my drawing colorful?		
5. Does my drawing show something important about the story?		
6. Do my words on the back of the book cover clearly tell what happened in the story?		

Appendix O—Final Unit Test on Fictional Stories

TEACHER DIRECTIONS. The teacher will read each of the question and answer choices to the students. The teacher will instruct the students to circle the correct answer choice.

1. A story passed down orally from generation to generation is called a _____.
a. character b. folktale c. moral
2. In the *Jack and the Beanstalk* story, Jack trades the cow for _____.
a. gold b. money c. magic beans
3. Where a story takes place is called its _____.
a. setting b. plot c. main character
4. A lesson learned from a story is called _____.
a. country b. moral c. setting
5. Every good story has four important parts: the setting, _____, the problem, and the solution
a. similarities b. differences c. characters
6. The witch keeps Rapunzel in a _____ to keep her away from others.
a. jail b. tower c. basement
7. Sleeping Beauty slept for _____ years.
a. 10 b. 20 c. 100
8. In the story *Rumpelstiltskin*, the miller's daughter must spin straw into _____.
a. gold b. cloth c. jewels
9. In the *Pied Piper of Hamelen* the piper gets rid of _____.
a. snakes b. cats c. rats
10. A chart with two intersecting circles that is used for comparing two stories is called a _____.
a. Venn Diagram b. fable c. story map