

# Comprehension Skills: Evaluate Using Fiction Stories and Aesop's Fables

**Grade Level or Special Area:** Kindergarten

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**Length of Unit:** Ten lessons (ten days, 30 minutes per day)

## I. ABSTRACT

This unit (along with two others titled Comprehension Skills) presents an explicit approach to teaching comprehension skills so students become aware of what they are expected to do when they read stories. Students will learn skills for comprehension including forming opinions about stories, comparing stories to each other using Venn Diagrams, and applying the ideas from a story to real life. These skills are taught using Core Knowledge Fiction, Aesop's Fables and Stories, and knowledge of the stories is also assessed.

## II. OVERVIEW

### A. Concept Objectives

1. Students will understand a variety of text, both fiction and non-fiction. (adapted from Core Knowledge, page 8 and Colorado State Standard, Reading and Writing #1)
2. Students will recognize how to apply thinking skills to their reading. (adapted from Colorado State Standard, Reading and Writing #4)

### B. Content from the *Core Knowledge Sequence*

1. Kindergarten Language Arts: Reading and Writing: Reading and Language Comprehension (Page 8)
  - a. Understand and follow oral directions.
  - b. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
  - c. Listen to and understand a variety of texts, both fiction and non-fiction.
2. Kindergarten Language Arts: Fiction: Stories (Page 9)
  - a. Chicken Little (also known as "Henny-Penny")
  - b. Goldilocks and the Three Bears
  - c. Little Red Riding Hood
  - d. selections from *Winnie-the-Pooh* (A.A. Milne)
3. Kindergarten Language Arts: Fiction: Aesop's Fables (Page 9)
  - a. The Lion and the Mouse
  - b. The Grasshopper and the Ants
  - c. The Dog and His Shadow
  - d. The Hare and the Tortoise

### C. Skill Objectives

1. Students will evaluate Chicken Little by giving thumbs up, down or sideways.
2. Students will retell at least one part of Chicken Little.
3. Students will retell the story of Goldilocks and the Three Bears through drawings including beginning, middle and end.
4. Students will show they know one way to evaluate by writing their opinion of Goldilocks and the Three Bears.
5. Students will retell the story of Little Red Riding Hood through drawings including beginning, middle and end.
6. Students will show they know one way to evaluate by writing their opinion of Little Red Riding Hood.

7. Students will make one verbal comparison or point out one contrast of the stories Goldilocks and the Three Bears and Little Red Riding Hood.
8. Students will complete a Venn diagram with at least one similarity and one difference between the stories *Pooh Goes Visiting* and Little Red Riding Hood.
9. Students will show an understanding of what happened in the story *Pooh Goes Visiting* by naming one character, setting or event from the story in their Venn diagram.
10. Students will demonstrate an understanding of the story The Lion and the Mouse by creating a version of the same story for their own life.
11. Students will draw/write a story telling how the moral from The Lion and the Mouse can be used in their own life.
12. Students will demonstrate an understanding of the story of The Ants and the Grasshopper by acting out one part of the story.
13. Students will act out a story telling how the moral from The Ants and the Grasshopper can be used in their own life.
14. Students will verbally retell one part of The Dog and the Shadow.
15. Students will either act out or draw/write a story that shows how the lesson from The Dog and the Shadow applies to their own life.
16. Students will verbally retell one part of The Hare and the Tortoise.
17. Students will either act out or draw/write a story that shows how the lesson from The Dog and the Shadow applies to their own life.
18. Students will evaluate a story by forming an opinion, completing a Venn diagram and drawing/writing their own version of a story.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Center for the Improvement of Early Reading Achievement (CIERA) “Put Reading First: The Research Building Blocks of Good Reading Instruction” (available for free at: [www.nifl.gov/partnershipforreading/publications/k-3.html](http://www.nifl.gov/partnershipforreading/publications/k-3.html))
- B. For Students
  1. Kindergarten: Reading and Writing: Book and Print Awareness: Knows parts of a story (for example, title, beginning, end) and their functions. (Page 7)
  2. Kindergarten: Reading and Writing: Reading and Language Comprehension: Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories. (Page 8)
  3. Preschool: Storybook Reading and Storytelling: Attend and listen to picture books with storylines (30 minutes). (Page 48)
  4. Kindergarten: Mathematics: Patterns and Classification: Establish concepts of likeness and difference by sorting and classifying objects according to various attributes: size, shape, color, amount, function, etc. (Page 17)

### IV. RESOURCES

*Note to teacher: All resources can be substituted for other preferred or available versions of the story (poster) listed.*

- A. *Think When You Read* (poster) by Really Good Stuff (catalog) (substitutions in Appendix B) (Lessons One through Ten)
- B. *Chicken Little* by Maureen Sullivan (Lesson One)
- C. *Goldilocks and the Three Bears* retold and illustrated by James Marshall (Lesson Two and Four)
- D. *Red Riding Hood* retold and illustrated by James Marshall (Lessons Three through Five)
- E. *Pooh Goes Visiting* by A.A. Milne (Lesson Five)

- F. *The Aesop for Children* with pictures by Milo Winter (Lessons Six thru Nine)
- G. *King Midas and the Golden Touch* retold by Kathryn Hewitt (Lesson Ten and optional for Lesson One)
- H. *The Ugly Duckling* from the Now You Can Read Series (Lesson Ten)
- I. *The Bremen Town Musicians* by Hans Wilhelm (Lesson Ten)
- J. *Momotaro: The Peach Boy* retold by Linda Shute (Lesson Ten and optional for Lesson One)
- K. *The Three Little Pigs* retold by Yuri Salzman (Lesson Ten)
- L. “The Wolf and The Kids” from *The Complete Grimm’s Fairy Tales* by Brothers Grimm, Introduction by Padraic Colum and Commentary by Joseph Campbell (Lesson Ten)
- M. “A Tug of War” from *How Many Spots Does a Leopard Have? and Other Tales* by Julius Lester (Lesson Ten)
- N. *Snow White and the Seven Dwarfs* A Tale From the Brothers Grimm, translated by Randall Jarrell (Lesson Ten)
- O. *Cinderella* (Lesson Ten and optional for Lesson One)
- P. *The Velveteen Rabbit* by Margery Williams (Lesson Ten)
- Q. *The Little Red Hen* retold by Lyn Calder (Lesson Ten)
- R. *The Story of Jumping Mouse* retold and illustrated by John Steptoe (Lesson Ten)
- S. *The Three Billy Goats Gruff* Retold and illustrated by Janet Stevens (Lesson Ten and optional for Lesson One)
- T. “How Many Spots Does a Leopard Have?” from *How Many Spots Does a Leopard Have? and Other Tales* by Julius Lester (Lesson Ten)

## V. LESSONS

### **Lesson One: Introduction to Evaluate and Evaluating Chicken Little (one day, 30 minutes)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students will understand a variety of text, both fiction and non-fiction. Students will recognize how to apply thinking skills to their reading.
  - 2. Lesson Content
    - a. Understand and follow oral directions.
    - b. Listen to and understand a variety of texts, both fiction and non-fiction.
    - c. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
    - d. Chicken Little
  - 3. Skill Objective(s)
    - a. Students will evaluate Chicken Little by giving thumbs up, down or sideways.
    - b. Students will retell at least one part of Chicken Little.
- B. *Materials*
  - 1. Fiction Stories from Core Knowledge, page 9 such as Cinderella, King Midas and the Golden Touch, Momotaro: Peach Boy and The Three Billy Goats Gruff
  - 2. Chicken Little
  - 3. Assessment checklists, one for each student (Appendix A)
  - 4. *Think When You Read* poster hanging on wall or the signs for Connect, Predict, Picture, Question, Summarize and Evaluate (Appendix B)
  - 5. Summarizing worksheet (Appendix C)
- C. *Key Vocabulary*
  - 1. Evaluate – thinking about your opinion of a story and how the story applies to your life

D. *Procedures/Activities*

1. *Note to teacher: This unit assumes that you have already covered the following skills related to stories: predicting, connecting, picturing, questioning, and summarizing. The unit also assumes that students have an understanding that the word comprehension means remembering what happens in a story. See the other two units titled Comprehension Skills for more information.*
2. *This lesson works well if you meet at the carpet.*
3. **Special Education Accommodation:** Have these students sit closer to you when you meet on the carpet for discussion and when you read stories aloud. This will allow you to help keep them focused by eye contact and by tapping them gently if need be. You may also want to use these students as your helper whenever possible. For example, when you are holding up the books in steps 11 and 12 below, you might ask the special education students to hold the books for you until you need them. You may also need to have a special cue to keep special education students tuned in during reading. One suggestion is to have *all* the students participate in the reading through making animal noises, or saying repetitive lines with you. *Chicken Little* is a great story to have the kids chime in on during the repeated parts. You can teach it to them before and then cue them, or you can tell them that some characters will say the same things and they are welcome to say them with you if they remember.
4. Look at the *Think When You Read* poster or the words posted on your wall (Appendix B).
5. Remind students that they have been studying skills for comprehension or things to help them remember what happens in a story.
6. Read the five skills covered so far: Connect, Predict, Picture, Question, and Summarize.
7. Tell students that they only have one more skill left to learn before they are ready to understand stories on their own.
8. Read the word Evaluate and the definition, “thinking about your opinion of a story and how the story applies to your life.” Ask students to practice saying the word and definition with you.
9. Show students the hand signal to help remember the word evaluate, which is one hand with thumb up and one hand thumb down. Tell them that these thumbs should remind them of one way to evaluate something where they decide if they like the story (thumbs up) or not (thumbs down) or so-so (thumb sideways).
10. Tell students that they are now going to get to practice evaluating stories that you have already read.
11. Hold up *Cinderella* and read the title. Tell students to put thumbs up if they liked the story, down if they did not or sideways to show that they had no strong feelings either way.
12. Repeat this procedure with other stories you have read such as *King Midas and the Golden Touch*, *Momotaro: Peach Boy*, and *The Three Billy Goats Gruff*.
13. Now, hold up the book *Chicken Little* which the students have not yet read. Tell them that today they will get to read this new story with you and at the end they will have to evaluate it in the way they have practiced.
14. Read the title and take students on a picture walk. Ask for a few connections and predictions. (Students may answer things such as: I have seen a chicken before, I know what a king is, I think the story will be about a bunch of animals that have to see the king, and/or I think this story will be about animals making friends.)
15. Remind students to picture the story in their head as well as looking at illustrations, and tell them to stop you if they have questions.

16. Read *Chicken Little* out loud.
  17. When you have finished hold up a summarizing worksheet (Appendix C) and ask students to tell you how they would summarize this story. Tell them that each student will take a turn telling ONE thing. As students answer, write their name down or check it off a list of names you have made on a post-it note so that you can tell when you finish if everyone has had a turn.
  18. Ask what happened first, who we met, where was the story. Take some answers.
  19. Then, ask what happened second, what was the problem. Take some answers from different students.
  20. Finally, ask what happened third, how the problem was solved. Take some answers from different students.
  21. Finally, tell students that now they can evaluate the story. Ask them to give thumbs up if they liked it, down if they did not and sideways if they did not have strong feelings either way. Check to see that every student makes an evaluation. Write the names of any students who do not participate on a post-it.
  22. To close, have students say the definition of evaluate with you, "Evaluate – thinking about your opinion of a story and how the story applies to your life."
  23. Tell them that tomorrow they will learn more about evaluating!
- E. *Assessment/Evaluation*
1. See steps 16 and 20 and Appendix A. Assess student's knowledge of Chicken Little through the retelling and their understanding of "evaluate" through the thumbs up/down exercise. Check off the results under Summarize, point one and Evaluate, point two on each student's assessment checklist.

**Lesson Two: Forming an Opinion about Goldilocks and the Three Bears (one day, 30 minutes)**

B. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand a variety of text, both fiction and non-fiction.
  - b. Students will recognize how to apply thinking skills to their reading.
2. Lesson Content
  - a. Understand and follow oral directions.
  - b. Listen to and understand a variety of texts, both fiction and non-fiction.
  - c. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
  - d. Goldilocks and the Three Bears
3. Skill Objective(s)
  - a. Students will retell the story of Goldilocks and the Three Bears through drawings including beginning, middle and end.
  - b. Students will show they know one way to evaluate by writing their opinion of Goldilocks and the Three Bears.

B. *Materials*

1. Goldilocks and the Three Bears
2. Assessment checklists, one for each student (Appendix A)
3. *Think When You Read* poster hanging on wall or the sign for Evaluate (Appendix B, Page Six)
4. Summarizing worksheet (Appendix C), with opinion worksheet (Appendix D) copied onto back side or second sheet

C. *Key Vocabulary*

1. Evaluate – thinking about your opinion of a story and how the story applies to your life

2. Opinion – a person’s view or feeling about something
- D. *Procedures/Activities*
1. *Note to teacher: This lesson works well if you meet at the carpet. You can either have materials passed out beforehand, or have students collect materials needed assembly-line style when you call them to return to their seats.*
  2. Hold up the book *Goldilocks and the Three Bears*.
  3. Ask students what you should do to read this book and to make sure that you remember what happens in the story. (Answers should include connect, predict, picture, summarize, question, and perhaps evaluate.)
  4. Read the title and take a picture walk. Ask for predictions and connections and take a few answers. (Students may answer things such as; I think this story will be about a little girl who goes into the bears' house and plays with all their stuff or I have read a story about Goldilocks before and it was about a girl who played with the bears stuff while they were gone, maybe this story will be the same.)
  5. Remind students to change their predictions and think of new connections as you read. Also remind them to picture things in their head and to ask questions if they are not sure of anything that happens. Tell them they will have to do a summarizing worksheet at the end of the story and hold it up for them to see (Appendix C).
  6. Finally, tell students that they have another job that they started learning about yesterday. While you read, they need to evaluate the story. Today, they have to do more than just thumbs up and down, they have to form an opinion.
  7. Tell students an opinion is a view or feeling about something. It is deciding if you like or don't like something and even thinking about why you feel the way you do. Hold up the opinion worksheet (Appendix D). Tell students that they will complete this worksheet when you finish reading. Their opinion has to first say if they like or do not like the story by circling the correct word, and then finish the sentence "I like the story because" or "I dislike the story because."
  8. Tell students that while you are reading, they should be thinking about what they will write.
  9. Read *Goldilocks and the Three Bears* out loud.
  10. When you are finished ask students if they have ideas about what their opinion of the story will be. Have a few students share what they plan to write.
  11. Tell students the directions:
    - a. Get the supplies you need.
    - b. Work quietly at your seat to finish both sheets.
    - c. Clean up your area, hand in your worksheets and look at a book until everyone finishes.
  12. Send students back to their seats to complete the two worksheets and allow approximately 15 minutes to work.
  13. **Gifted and Talented Accommodation:** You may want to have these students set a writing goal such as using complete sentences.
  14. **Special Education Accommodation:** Check in as soon as students start working to be sure that these students heard and understood your directions. Also, check in periodically during the work time to ensure that these students know what to do as they finish each step. Or, alternatively, encourage all your students to ask a friend if they come to a step and are unsure what to do next or if they need help spelling.
  15. When everyone has finished, you can read a few opinions that were handed in or ask students to volunteer if they would like to read their opinion.

16. To close, have students say the definition of evaluate with you, “Evaluate – thinking about your opinion of a story and how the story applies to your life.”
- E. *Assessment/Evaluation*
1. Use the worksheets that were handed in to complete Summarize, point two and Evaluate, point two on each student’s assessment checklist (Appendix A).

**Lesson Three: Forming an Opinion about Little Red Riding Hood (one day, 30 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - c. Students will understand a variety of text, both fiction and non-fiction.
  - d. Students will recognize how to apply thinking skills to their reading.
2. Lesson Content
  - b. Understand and follow oral directions.
  - c. Listen to and understand a variety of texts, both fiction and non-fiction.
  - d. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
  - e. Little Red Riding Hood
3. Skill Objective(s)
  - a. Students will retell the story of Little Red Riding Hood through drawings including beginning, middle and end.
  - b. Students will show they know one way to evaluate by writing their opinion of Little Red Riding Hood.

B. *Materials*

1. Little Red Riding Hood
2. Assessment checklists, one for each student (Appendix A)
3. *Think When You Read* poster hanging on wall or the sign for Evaluate (Appendix B, Page Six)
4. Summarizing worksheet (Appendix C) with opinion worksheet (Appendix D) copied onto back side or second sheet

C. *Key Vocabulary*

1. Evaluate – thinking about your opinion of a story and how the story applies to your life
2. Opinion – a person’s view or feeling about something

D. *Procedures/Activities*

1. *Note to teacher: This lesson works well if you meet at the carpet. You can either have materials passed out beforehand, or have students collect materials needed assembly-line style when you call them to return to their seats.*
2. Hold up the book *Little Red Riding Hood*.
3. Ask students what you should do to read this book and to make sure that you remember what happens in the story. (Answers should include connect, predict, picture, summarize, question, and perhaps evaluate.)
4. Read the title and take a picture walk. Ask for predictions and connections and take a few answers. (Students may answer things such as; I think this story will be about a little girl who meets a wolf and walks with him to grandma’s house or I have read a story about Little Red Riding Hood before and it was about a girl who trusts a wolf and then she and her grandma get eaten by him, maybe this story will be the same.)
5. Remind students to change their predictions and think of new connections as you read. Also remind them to picture things in their head and to ask questions if they are not sure of anything that happens. Tell them they will have to do a

summarizing worksheet at the end of the story and hold it up for them to see (Appendix C).

6. Finally, tell students that they have another job just like yesterday. While you read, they need to evaluate the story. Today, they have to form an opinion again.
  7. Remind students an opinion is a view or feeling about something. Hold up the opinion worksheet (Appendix D). Tell students that they will complete this worksheet when you finish reading. Their opinion has to first say if they like or do not like the story by circling the correct word, and then finish the sentence “I like the story because” or “I dislike the story because.”
  8. Tell students that while you are reading, they should be thinking about what they will write.
  9. Read *Little Red Riding Hood* out loud.
  10. When you are finished ask students if they have ideas about what their opinion of the story will be. Have a few students share what they plan to write.
  11. Tell students the directions:
    - a. Get the supplies you need.
    - b. Work quietly at your seat to finish both sheets.
    - c. Clean up your area, hand in your worksheets and look at a book until everyone finishes.
  12. Send students back to their seats to complete the two worksheets. Allow students approximately 15 minutes to work.
  13. **Gifted and Talented Accommodation:** You may want to have these students set a writing goal such as using complete sentences.
  14. **Special Education Accommodation:** Check in as soon as students start working to be sure that these students heard and understood your directions. Also, check in periodically during the work time to ensure that these students know what to do as they finish each step. Or, alternatively, encourage all your students to ask a friend if they come to a step and are unsure what to do next or if they need help spelling.
  15. When everyone has finished, you can read a few opinions that were handed in or ask students to volunteer if they would like to read their opinion.
  16. To close, have students say the definition of evaluate with you, “Evaluate – thinking about your opinion of a story and how the story applies to your life.”
- E. *Assessment/Evaluation*
1. Use the worksheets that were handed in to complete Summarize, point three and Evaluate, point three on each student’s assessment checklist (Appendix A).

#### **Lesson Four: Venn Diagrams: Comparing Goldilocks and the Three Bears and Little Red Riding Hood (one day, 30 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand a variety of text, both fiction and non-fiction.
    - b. Students will recognize how to apply thinking skills to their reading.
  2. Lesson Content
    - a. Understand and follow oral directions.
    - b. Listen to and understand a variety of texts, both fiction and non-fiction.
    - c. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
    - d. Little Red Riding Hood
    - e. Goldilocks and the Three Bears

3. Skill Objective(s)
  - a. Students will make one verbal comparison or point out one contrast of the stories Goldilocks and the Three Bears and Little Red Riding Hood.
- B. *Materials*
  1. Goldilocks and the Three Bears
  2. Little Red Riding Hood
  3. Assessment checklists, one for each student (Appendix A)
  4. *Think When You Read* poster hanging on wall or the sign for Evaluate (Appendix B, Page Six)
  5. Chart paper size drawing of a Venn diagram (you can blow up Appendix E)
  6. marker for writing on Venn diagram
- C. *Key Vocabulary*
  1. Evaluate – thinking about your opinion of a story and how the story applies to your life
  2. Venn diagram – two overlapping circles used to see what is the same and different about two things
- D. *Procedures/Activities*
  1. *Note to teacher: This lesson works well if you meet at the carpet. You should post the large Venn diagram drawing before the lesson starts and fill in “Little Red Riding Hood” for Story One and “Goldilocks and the Three Bears” for Story Two.*
  2. To start, practice saying the word evaluate and its definition. Make the hand signal while you do this (one thumb up, one down).
  3. Tell students that they have learned one way to evaluate a story, forming an opinion.
  4. Tell students that today they will learn a different way to evaluate a story.
  5. Explain that the new way to evaluate is called a Venn diagram.
  6. Have students say “Venn diagram.”
  7. Show students the diagram and say that this helps us decide which things are the same about two stories because you put that information in the middle of the diagram where both circles overlap under the word same. It also helps us decide what is different about stories because you can put different things under each story’s title that are true only for one of the two stories.
  8. Tell students that today you are going to look at what is the same and different about *Goldilocks and the Three Bears* and *Little Red Riding Hood*. Hold up each book to remind students about the stories.
  9. Tell students that they each need to come up with one thing the same OR one things different (true in only one story). Explain that they will get to brainstorm with a partner in a minute, but first you are going to give an example.
  10. Model for students how you are thinking. Say: “Let’s see, first I think of one thing that I remember from one of the stories. For example: I remember that one of the characters in *Little Red Riding Hood* is a grandma. Next, I think if that is the same or different than the other story. In *Goldilocks and the Three Bears*, there is no grandma. So I know that one thing that is different is that Little Red Riding Hood has a grandma in that story.” Write “Grandma” under *Little Red Riding Hood*.
  11. Tell students they have one minute to brainstorm with a partner one thing the same or different about the stories. Tell them that each student has to have an answer, so each pair of partners must think of two answers, one for each student.
  12. Quickly assign partners and start time.

13. After a minute, tell student to raise their hands if they thought of something the same or different.
  14. Call on students to answer and write their answers under same or the correct story title. If they are having trouble you can guide them, but make sure to take note of those who struggled on a post-it note. Write each student's name next to their answer so you can keep track of who has answered.
  15. If there are a few students who do not have answers because someone else took theirs or they forgot or any other reasons, re-assign brainstorm groups and give one more minute for student discussion.
  16. Then, call on the students who have not shared if they raise their hands. If they still do not share, you may want to follow up with them after the lesson to find out why.
  17. To close, ask students who remembers the name of the picture they used today (Venn diagram).
  18. Ask students what a Venn diagram is used for (to evaluate a story by seeing what is the same and different).
  19. To close, practice the word evaluate and its definition with the hand signal.
- E. *Assessment/Evaluation*
1. Complete Evaluate, point four on each student's assessment checklist (Appendix A) using your notes on the post-it from step 12 and observing who did not answer and who did from the class completed Venn diagram.

**Lesson Five: Venn diagram: Comparing Little Red Riding Hood and Pooh Goes Visiting (one day, 30 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand a variety of text, both fiction and non-fiction.
    - b. Students will recognize how to apply thinking skills to their reading.
  2. Lesson Content
    - a. Understand and follow oral directions.
    - b. Listen to and understand a variety of texts, both fiction and non-fiction.
    - c. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
    - d. Little Red Riding Hood
    - e. selections from *Winnie-the-Pooh* (A.A. Milne)
  3. Skill Objective(s)
    - a. Students will complete a Venn diagram with at least one similarity and one difference between the stories *Pooh Goes Visiting* and Little Red Riding Hood.
    - b. Students will show an understanding of what happened in the story *Pooh Goes Visiting* by naming one character, setting or event from the story in their Venn diagram.
- B. *Materials*
1. *Pooh Goes Visiting* by A.A. Milne
  2. Little Red Riding Hood
  3. Assessment checklists, one for each student (Appendix A)
  4. *Think When You Read* poster hanging on wall or the sign for Evaluate (Appendix B, Page Six)

5. One copy of Venn diagram for each student and a few extras (Appendix E) with Story One filled in as “*Pooh Goes Visiting*” and Story Two filled in as “Little Red Riding Hood”
- C. *Key Vocabulary*
1. Evaluate – thinking about your opinion of a story and how the story applies to your life
  2. Venn diagram – two overlapping circles used to see what is the same and different about two things
- D. *Procedures/Activities*
1. *Note to teacher: This lesson works well if you meet at the carpet. You can either have materials passed out beforehand, or have students collect materials needed assembly-line style when you call them to return to their seats.*
  2. To start, practice saying the word evaluate and its definition. Make the hand signal (one thumb up, one down).
  3. Tell students that they are going to practice their new way to evaluate stories today because they will get to complete their very own Venn diagram.
  4. Show students the diagram you have copies of and remind them that this helps us decide which things are the same about two stories because you put that information in the middle of the diagram where both circles overlap under the word same. It also helps us decide what is different about stories because you can put different things under each story’s title that are true only for one of the two stories.
  5. Tell students that today you are going to see what is the same and different about *Pooh Goes Visiting* and *Little Red Riding Hood*. Hold up each book.
  6. Tell them that in order to do this, the first thing they will do is to read *Pooh Goes Visiting*.
  7. Read the title and take students on a picture walk. Ask for connections and predictions and take a few answers. (Answers may be things like: I have heard of Winnie-the-pooh before. I saw that movie. I like Winnie-the-pooh. I think this story will be about Winnie-the-pooh getting stuck in rabbit’s window.)
  8. Tell students to revise predictions, make more connections, picture the story and think of questions as you read. Also remind them that they are going to have to compare this story to Little Red Riding Hood when you are finished reading.
  9. Read the story *Pooh Goes Visiting* out loud.
  10. When you are finished tell students that you will give one example of one way to compare or contrast this story to Little Red Riding Hood
  11. Model for students how you are thinking. Say: “Let’s see, first I think of one thing that I remember from one of the stories. For example: I remember that the problem in *Pooh Goes Visiting* was that he got stuck in a window. Next, I think if that is the same or different than the other story. In Little Red Riding Hood, no one got stuck in a window, but grandma and Little Red Riding Hood got stuck in the wolf’s stomach. So I know that one thing that is the same is that in both stories someone got stuck somewhere. I could write the word stuck under “Same” on my diagram. I also know two things that are different. For Little Red Riding Hood I could write “place they got stuck was wolf’s stomach” and for *Pooh Goes Visiting* I could write “place he got stuck was window.” Tell students that they can write these ideas on their chart when they get to their seats if they want.
  12. Tell the students that now they will get to make their own diagrams at their seats and are allowed to help each other at their tables. They can talk with their group for ideas and then decide which ones they want to write on their own paper.

- They do not have to write all the exact same things as other people in their group, but they do need to share their ideas.
13. Tell students that the directions are:
    - a. Get materials needed and go to seat when called.
    - b. Work with their group to complete their diagrams remembering to share ideas and make their own choices about what to write.
    - c. Clean up their area, hand in their paper and look at a book until others are finished.
  14. Call students to go back and start working.
  15. Allow 10-15 minutes for working. Checks in with students at different tables to make sure groups are sharing ideas and to make sure students understand what to do.
  16. **Gifted and Talented Accommodation:** You may want to have these students set a writing goal such as using complete sentences.
  17. **Special Education Accommodation:** Check in as soon as students start working to be sure that these students heard and understood your directions. Also, check in periodically during the work time to ensure that these students know what to do as they finish each step. Or, alternatively, encourage all your students to ask a friend if they come to a step and are unsure what to do next or if they need help spelling.
  18. For students who have difficulty writing, you may want to have them dictate a few ideas that you write for them and then let them try to write a few of their own.
  19. When everyone is finished you can ask students who would like to share one thing they remember writing on their diagram that was the same or different about the stories.
- E. *Assessment/Evaluation*
1. Complete Summarize, point four and Evaluate, point five on each student's assessment checklist (Appendix A) using the worksheets handed in by each student.

**Lesson Six: Introducing Aesop and Applying the Moral from The Lion and the Mouse to Our Own Lives (one day, 30 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand a variety of text, both fiction and non-fiction.
    - b. Students will recognize how to apply thinking skills to their reading.
  2. Lesson Content
    - a. Understand and follow oral directions.
    - b. Listen to and understand a variety of texts, both fiction and non-fiction.
    - c. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
    - d. The Lion and the Mouse
  3. Skill Objective(s)
    - a. Students will demonstrate an understanding of the story of The Lion and the Mouse by creating a version of the same story for their own life.
    - b. Students will draw/write a story telling how the moral from The Lion and the Mouse can be used in their own life.
- B. *Materials*
1. The Lion and the Mouse
  2. Assessment checklists, one for each student (Appendix A)

3. *Think When You Read* poster hanging on wall or the sign for Evaluate (Appendix B, Page Six)
  4. Summarizing Worksheet (Appendix C)
- C. *Key Vocabulary*
1. Evaluate – thinking about your opinion of a story and how the story applies to your life
  2. Apply – put to use
  3. Aesop – a man who told stories to make a point about people; no one is sure if he was real or not
  4. Fable – a story that has a lesson or moral
  5. Moral – a lesson to be learned from a fable
- D. *Procedures/Activities*
1. *Note to teacher: This lesson work well if you meet on the carpet.*
  2. Practice the word and definition of Evaluate and make hand signal.
  3. Tell students that so far they have learned two ways to evaluate stories through 1) opinions and 2) Venn diagrams.
  4. Tell them that today they learn a third way to evaluate stories called applying the story to their life.
  5. Ask students if they know what it means to apply something to their life. Take answers and if students do not seem to know, tell them that it means taking what you learned from somewhere else and thinking of ways you could use it in your life and then putting the things you learned to use.
  6. Tell them they will use very special stories called Fables that are written by a man named Aesop. So they are called Aesop’s Fables. Tell them that these stories are famous even though no one is sure whether or not Aesop ever actually lived long, long ago.
  7. Explain that these stories are perfect for learning about applying stories to your life because every story has something called a moral. A moral is a lesson to be learned.
  8. Let the students practice saying, “moral: a lesson to be learned” with you.
  9. Tell students that the first fable they will read is *The Lion and the Mouse*. Tell them that when you are finished reading you want them to guess what they think the moral or lesson of the story is.
  10. Read *The Lion and the Mouse* out loud.
  11. When you have finished call on students to say what they think the moral or lesson is. Read the moral from the story.
  12. Now hold up the summarizing worksheet and tell students that they have seen this before, but today they will use it a little bit differently.
  13. Today, they will use this sheet to tell a story, real or pretend, about themselves that has the same lesson as *The Lion and the Mouse*. So, they need to think of a time when they learned the importance of being kind or imagine a situation when that might happen and write their own story. First, they should introduce the characters (which should be themselves and others they know) and setting. Then they should tell the problem in the story (that someone did not know how important it is to be kind). Finally they should tell how the problem is solved (how someone in the story learned to be kind).
  14. Tell students they have three minutes to brainstorm with their table as they get out their pencils and get crayons. Call students back to their desks and start time.
  15. Hand out worksheets while students brainstorm.

16. When time is up, ask students to share what their ideas are for their stories. If students are still having a hard time, you may want to walk through the whole thing, step by step, completing your own story worksheet as you go.
  17. If students seem ready to work independently, tell students 1) to work on their story making three drawings and writing in three boxes, talking to a neighbor if they run into a problem and 2) clean up and look at a book when they finish, keeping their story at their desk.
  18. Give them 15 minutes to work.
  19. **Gifted and Talented Accommodation:** You may want to have these students set a writing goal such as using complete sentences.
  20. **Special Education Accommodation:** Check in as soon as students start working to be sure that these students heard and understood your directions. Also, check in periodically during the work time to ensure that these students know what to do as they finish each step. Or, alternatively, encourage all your students to ask a friend if they come to a step and are unsure what to do next or if they need help spelling.
  21. If some students have not finished in 15 minutes, tell them they can have more time to work at some other time in the day or next day.
  22. When time is up, ask students to raise their hands if they would like to share and allow as many students who would like to volunteer.
  23. Collect all the stories.
- E. *Assessment/Evaluation*
1. Use stories written to assess Summarize, point five and Evaluate, point six on each student's assessment checklist (Appendix A).

**Lesson Seven: Applying the Moral from The Ants and the Grasshopper to Our Lives (one day, 30 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand a variety of text, both fiction and non-fiction.
    - b. Students will recognize how to apply thinking skills to their reading.
  2. Lesson Content
    - a. Understand and follow oral directions.
    - b. Listen to and understand a variety of texts, both fiction and non-fiction.
    - c. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
    - d. The Ants and the Grasshopper
  3. Skill Objective(s)
    - a. Students will demonstrate an understanding of the story of The Ants and the Grasshopper by acting out one part of the story.
    - b. Students will act out a story telling how the moral from The Ants and the Grasshopper can be used in their own life.
- B. *Materials*
1. The Ants and the Grasshopper
  2. Assessment checklists, one for each student (Appendix A)
  3. *Think When You Read* poster hanging on wall or the sign for Evaluate (Appendix B, Page Six)
- C. *Key Vocabulary*
1. Evaluate – thinking about your opinion of a story and how the story applies to your life
  2. Apply – put to use

3. Aesop – a man who told stories to make a point about people; no one is sure if he was real or not
  4. Fable – a story that has a lesson or moral
  5. Moral – a lesson to be learned from a fable
- D. *Procedures/Activities*
1. *Note to teacher: Start this lesson on the carpet or with you seated to the side of whatever space in your classroom is large enough for acting out a story.*
  2. Practice the word and definition of Evaluate and make hand signal.
  3. Ask students to name three ways they have learned to evaluate stories (form an opinion, complete a Venn diagram to see similarities and differences, and apply the lesson to their own life).
  4. Tell them that today they are going to practice applying the story to their own life again.
  5. Tell students that the fable you are reading today is called The Ants and the Grasshopper and show them the picture(s) in the story. Ask if anyone has a prediction or connection for the story. Accept answers such as: I think the story is about ants and a grasshopper that make friends or I have seen ants before in an ant hill outside.
  6. Tell students that while you read, they are going to act out the story to help them get a picture of what is happening in their mind.
  7. Choose a grasshopper and make the rest of the students ants. Have the ants start in one area and the grasshopper in the other. Tell students to pretend to have whatever things are mentioned in the story as they hear them such as a fiddle and grain.
  8. Read the story The Ants and the Grasshopper while students act it out. Make a note of any students who do not participate and follow-up later to ask them why they did not.
  9. When you are finished ask students to guess what the moral or lesson of the story is. (There is a time for work and a time for play.)
  10. Now, tell students that their job today is to work with a group to think of a story that could or did happen in their own life that has the same lesson. Then they will get to act out their story. Tell students they need to 1) think of their story, 2) choose a narrator and assign characters and 3) practice their play as many times as they can.
  11. Divide students into groups and allow them ten minutes to come up with and practice their stories. Monitor groups' progress and help any group who is having trouble with ideas or cooperation.
  12. When time is up, have students act out their stories for each other. As they are acting, take notes about who is participating and whether each group's story does have the same lesson as the original fable.
- E. *Assessment/Evaluation*
1. Refer to notes on participation from step eight to complete Summarize, point six and refer to notes on plays from step 12 to complete Evaluate, point seven on each student's assessment checklist.

**Lesson Eight: Applying the Moral from The Dog and the Shadow to Our Lives (one day, 30 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand a variety of text, both fiction and non-fiction.
    - b. Students will recognize how to apply thinking skills to their reading.

2. Lesson Content
    - a. Understand and follow oral directions.
    - b. Listen to and understand a variety of texts, both fiction and non-fiction.
    - c. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
    - d. The Dog and His Shadow
  3. Skill Objective(s)
    - a. Students will verbally retell one part of The Dog and the Shadow.
    - b. Students will either act out or draw/write a story that shows how the lesson from The Dog and the Shadow applies to their own life.
- B. *Materials*
1. The Dog and His Shadow or “The Dog and His Reflection” if you are using *The Aesop for Children*
  2. Assessment checklists, one for each student (Appendix A)
  3. *Think When You Read* poster hanging on wall or the sign for Evaluate (Appendix B, Page Six)
  4. Summarizing Worksheet (Appendix C) enough copies that each student could have one
- C. *Key Vocabulary*
1. Evaluate – thinking about your opinion of a story and how the story applies to your life
  2. Apply – put to use
  3. Aesop – a man who told stories to make a point about people; no one is sure if he was real or not
  4. Fable – a story that has a lesson or moral
  5. Moral – a lesson to be learned from a fable
- D. *Procedures/Activities*
1. *Note to teacher: Start this lesson on the carpet. Have worksheets available for students in a stack somewhere nearby.*
  2. Practice the word and definition of Evaluate and make hand signal.
  3. Ask students to name three ways they have learned to evaluate stories (form an opinion, complete a Venn diagram to see similarities and differences, and apply the lesson to their own life).
  4. Tell them that today they are going to practice applying the story to their own life again.
  5. Tell students that the fable you are reading today is The Dog and His Shadow and show them the picture(s) in the story. Ask if anyone has a prediction or connection for the story. Take a few answers which might include; I think this story will be about a dog who is scared by his reflection in the water, and I have a dog who loves to look at himself in the mirror.
  6. Ask if anyone has any questions just after reading the title. If no one asks a question, you can ask them what the word reflection means (what looks back at you when you look in a mirror or pool of water).
  7. Tell students they can picture this story in their minds as you read and stop you to ask questions if they think of any.
  8. Read the story The Dog and His Shadow out loud.
  9. When you are finished ask students to summarize the story for you. Tell them that each student need to tell one thing and you will go around the room in order starting with the beginning, who the character(s) is (are) and where the story happens. As students tell their parts, make a note of whether they said the correct part and whether they participated in the retelling.

10. Once a few students cover the beginning, ask what happens second, what problem comes about.
  11. Next ask how the problem is solved.
  12. Finally, ask the students whose turn it is if they can tell you what they think the moral of the story is.
  13. Now, tell students that their job today is to choose whether they want to make a version of the story that could apply to their own life by either acting it out OR drawing and writing it on a worksheet. Tell students that if they choose to act out their story, they will have to share it at the end of the working time with the class. If they choose to write and draw their story, they can choose whether or not they would like to read it to the whole class.
  14. Form groups for students who are acting it out and put them at one end of the room so they do not disturb others while practicing. Give students who choose to draw/write worksheets.
  15. **Gifted and Talented Accommodation:** You may want to have these students set a writing goal such as using complete sentences.
  16. Allow 15 minutes to work.
  17. **Special Education Accommodation:** Check in as soon as students start working to be sure that these students heard and understood your directions. Also, check in periodically during the work time to ensure that these students know what to do as they finish each step. Or, alternatively, encourage all your students to ask a friend if they come to a step and are unsure what to do next or if they need help spelling.
  18. Remind students acting out that they need to 1) think of their story, 2) choose a narrator and assign characters and 3) practice their play as many times as they can.
  19. Monitor groups/students progress and help any group/student who is having trouble with ideas or cooperation.
  20. When time is up, have students act out their stories for each other or, if they choose, read the story they wrote. As groups are acting, take notes about who is participating and whether each group's story does have the same lesson as the original fable.
  21. Collect worksheets.
- E. *Assessment/Evaluation*
1. Use notes from step nine to complete Summarize, point seven and use notes from point 18 or worksheets handed in to complete Evaluate, point eight on each student's assessment checklist.

**Lesson Nine: Applying the Moral from The Hare and the Tortoise to Our Lives (one day, 30 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand a variety of text, both fiction and non-fiction. Students will recognize how to apply thinking skills to their reading.
2. Lesson Content
  - a. Understand and follow oral directions.
  - b. Listen to and understand a variety of texts, both fiction and non-fiction.
  - c. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
  - d. The Hare and the Tortoise

3. Skill Objectives
    - a. Students will verbally retell one part of The Hare and the Tortoise.
    - b. Students will either act out or draw/write a story that shows how the lesson from The Dog and the Shadow applies to their own life.
- B. *Materials*
1. The Hare and the Tortoise
  2. Assessment checklists, one for each student (Appendix A)
  3. *Think When You Read* poster hanging on wall or the sign for Evaluate (Appendix B, Page Six)
  4. Summarizing Worksheet (Appendix C) enough copies that each student could have one
- C. *Key Vocabulary*
1. Evaluate – thinking about your opinion of a story and how the story applies to your life
  2. Apply – put to use
  3. Aesop – a man who told stories to make a point about people; no one is sure if he was real or not
  4. Fable – a story that has a lesson or moral
  5. Moral – a lesson to be learned from a fable
- D. *Procedures/Activities*
1. *Note to teacher: Start this lesson on the carpet. Have worksheets available for students in a stack somewhere nearby.*
  2. Practice the word and definition of Evaluate and make hand signal.
  3. Ask students to name three ways they have learned to evaluate stories (form an opinion, complete a Venn diagram to see similarities and differences, and apply the lesson to their own life).
  4. Tell them that today they are going to practice applying the story to their own life again.
  5. Tell students that the fable you are reading today is The Hare and the Tortoise and show them the picture(s) in the story. Ask if anyone has a prediction or connection for the story. Take a few answers which might include; I think this story will be about a rabbit and a turtle that race and I have a rabbit for a pet who runs very fast.
  6. Ask if anyone has any questions just after reading the title. If no one asks a question, you can ask them what the words tortoise and hare mean (turtle and rabbit).
  7. Tell students they can picture this story in their minds as you read and stop you to ask questions if they think of any.
  8. Read the story The Hare and the Tortoise out loud.
  9. When you are finished ask students to summarize the story for you. Tell them that each student need to tell one thing and you will go around the room in order starting with the beginning, who the character(s) is (are) and where the story happens. As students tell their parts, make a note of whether they said the correct part and whether they participated in the retelling.
  10. Once a few students cover the beginning, ask what happens second, what problem comes about.
  11. Next ask how the problem is solved.
  12. Finally, ask the students whose turn it is if they can tell you what they think the moral of the story is.
  13. Now, tell students that their job today is to choose whether they want to make a version of the story that could apply to their own life by either acting it out OR

drawing and writing it on a worksheet. Tell students that if they choose to act out their story, they will have to share it at the end of the working time with the class. If they choose to write and draw their story, they can choose whether or not they would like to read it to the whole class.

14. Form groups for students who are acting it out and put them at one end of the room so they do not disturb others while practicing. Give students who choose to draw/write worksheets.
  15. **Gifted and Talented Accommodation:** You may want to have these students set a writing goal such as using complete sentences.
  16. Allow 15 minutes to work.
  17. **Special Education Accommodation:** Check in as soon as students start working to be sure that these students heard and understood your directions. Also, check in periodically during the work time to ensure that these students know what to do as they finish each step. Or, alternatively, encourage all your students to ask a friend if they come to a step and are unsure what to do next or if they need help spelling.
  18. Remind students acting out that they need to 1) think of their story, 2) choose a narrator and assign characters and 3) practice their play as many times as they can.
  19. Monitor groups/students progress and help any group/student who is having trouble with ideas or cooperation.
  20. When time is up, have students act out their stories for each other or, if they choose, read the story they wrote. As groups are acting, take notes about who is participating and whether each group's story does have the same lesson as the original fable.
  21. Collect worksheets.
- E. *Assessment/Evaluation*
1. Use notes from step nine to complete Summarize, point eight and use notes from point 18 or worksheets handed in to complete Evaluate, point nine on each student's assessment checklist.

**Lesson Ten: Final Assessment: Students Choose Two Stories and Complete All Three Methods of Evaluating (one day, 30 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand a variety of text, both fiction and non-fiction.
    - b. Students will recognize how to apply thinking skills to their reading.
  2. Lesson Content
    - a. Understand and follow oral directions.
    - b. Listen to and understand a variety of texts, both fiction and non-fiction.
    - c. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
  3. Skill Objectives
    - a. Students will evaluate a story by forming an opinion, completing a Venn diagram and drawing/writing their own version of a story.
- B. *Materials*
1. Assessment checklists, one for each student (Appendix A)
  2. *Think When You Read* poster hanging on wall or the sign for Evaluate (Appendix B, Page Six)
  3. Summarizing Worksheet (Appendix C), one for each student plus a few extras
  4. Opinion worksheets (Appendix D), one for each student plus a few extras

5. Venn diagram worksheets (Appendix E), one for each student plus a few extras  
*Note to teacher: Stories listed can be substituted for other books students are already familiar with if desired as long as they are not the same books used so far in this unit.*

6. The Bremen Town Musicians (Brothers Grimm)
7. Cinderella (Charles Perrault)
8. How Many Spots Does a Leopard Have? (African folk tale)
9. King Midas and the Golden Touch
10. The Legend of Jumping Mouse (Native Americans: Northern Plains Legend)
11. Momotaro: Peach Boy (Japanese folk tale)
12. Snow White and the Seven Dwarfs
13. The Three Billy Goats Gruff
14. The Three Little Pigs
15. A Tug of War (African folk tale)
16. The Ugly Duckling (Hans Christian Andersen)
17. The Velveteen Rabbit (Margery Williams)
18. The Wolf and the Kids (Brothers Grimm)

C. *Key Vocabulary*

1. Evaluate – thinking about your opinion of a story and how the story applies to your life
2. Opinion – a person’s view or feeling about something
3. Venn diagram – two overlapping circles used to compare and contrast two things
4. Apply – put to use

D. *Procedures/Activities*

1. *Note to teacher: Start this lesson on the carpet. Have worksheets and selection of books available for students somewhere nearby.*
2. Practice the word and definition of Evaluate and make hand signal.
3. Ask students to name three ways they have learned to evaluate stories (form an opinion, complete a Venn diagram to see similarities and differences, and apply the lesson to their own life).
4. Tell students that today they get to show what they have learned about evaluating a story by choosing two books and evaluating them in all three ways that they have learned.
5. Tell students that the directions are:
  - a. When dismissed from the carpet, they choose two books and take one copy of each of the three different worksheets to their seats.
  - b. Using what they remember about the story, they complete all three worksheets about either or both of the stories they choose. So, they may choose to make a new version from their life using one story, complete an opinion sheet about the other story and use both for the Venn diagram. Or they may use one story to do the first two and then add the other story only for the Venn diagram.
  - c. They work quietly at their desk to complete all three worksheets, but they may ask a friend if they have difficulty.
  - d. When finished, hand in all papers and clean up area. Look quietly at a book until everyone has finished.
6. Ask students if they have any questions. Then ask them to repeat the directions. Re-explain as needed.
7. Call students to go back and start working and allow 20-25 minutes for working.
8. **Gifted and Talented Accommodation:** You may want to have these students set a writing goal such as using complete sentences.

9. **Special Education Accommodation:** Check in as soon as students start working to be sure that these students hear and understood your directions. Also, check in periodically during the work time to ensure that these students know what to do as they finish each step. Or, alternatively, encourage all your students to ask a friend if they come to a step and are unsure what to do next or if they need help spelling.
  10. When students are finished you can close by looking at a few examples or you may want to schedule another full lesson time for all students to share at least one of their final products.
  11. Congratulate students on all their hard work in evaluating stories.
- E. *Assessment/Evaluation*
1. Use worksheets handed in to complete Evaluate, point ten on each student's assessment checklist.

## VI. CULMINATING ACTIVITY

- A. Take students to see a play about a piece or multiple pieces of literature. There is a traveling Aesop's Fables play that I have gone to before that does a great job. Have students complete all the steps of evaluating a story for the play. Before they go, have them predict from brochures, etc. what the play will be about and make connections to themselves. During the play have students think of questions. After the play complete summaries and evaluations of the play.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Assessment Checklist
- B. Appendix B: Vocabulary Signs
- C. Appendix C: Summarizing Worksheet
- D. Appendix D: Opinion Worksheet
- E. Appendix E: Venn Diagram

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**Appendix A**  
**Assessment Checklist**

## Checklist for Comprehension Skills

Student Name: \_\_\_\_\_

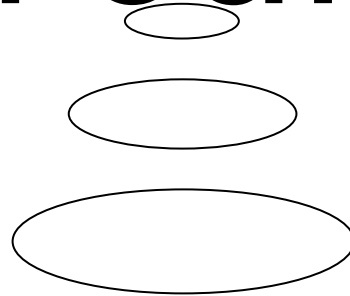
	Yes	No	Comments
<b>SUMMARIZE</b>			
1. Chicken Little (tells one part)			
2. Goldilocks and the Three Bears (worksheet)			
3. Little Red Riding Hood (worksheet)			
4. Pooh Goes Visiting (named key idea in Venn diagram)			
5. The Lion and the Mouse (own version – same lesson)			
6. The Ants and the Grasshopper (act out)			
7. The Dog and His Shadow (verbal retelling)			
8. The Hare and the Tortoise (verbal retelling)			
<b>EVALUATE</b>			
1. Chicken Little (show thumbs)			
2. Goldilocks and the Three Bears (opinion worksheet)			
3. Little Red Riding Hood (opinion worksheet)			
4. Compare/contrast Goldilocks and the Three Bears and Little Red Riding Hood			
5. Compare/contrast Little Red Riding Hood and Pooh Goes Visiting			
6. The Lion and the Mouse (their version applies to life)			
7. The Ants and the Grasshopper (act out own version that applies to life)			
8. The Dog and His Shadow (draw/write or act out own version that applies to life)			
9. The Hare and the Tortoise (draw/write or act out own version that applies to life)			
10. Evaluates story(s) 3 ways			

# Connect



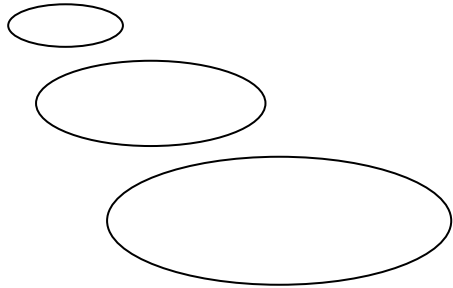
thinking about what you  
already know about a story

# Predict



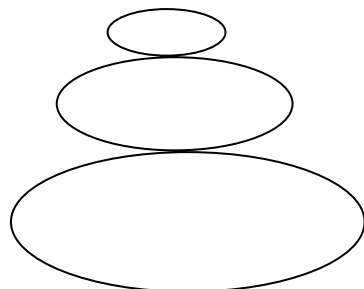
thinking about what will  
happen in a story

# Picture



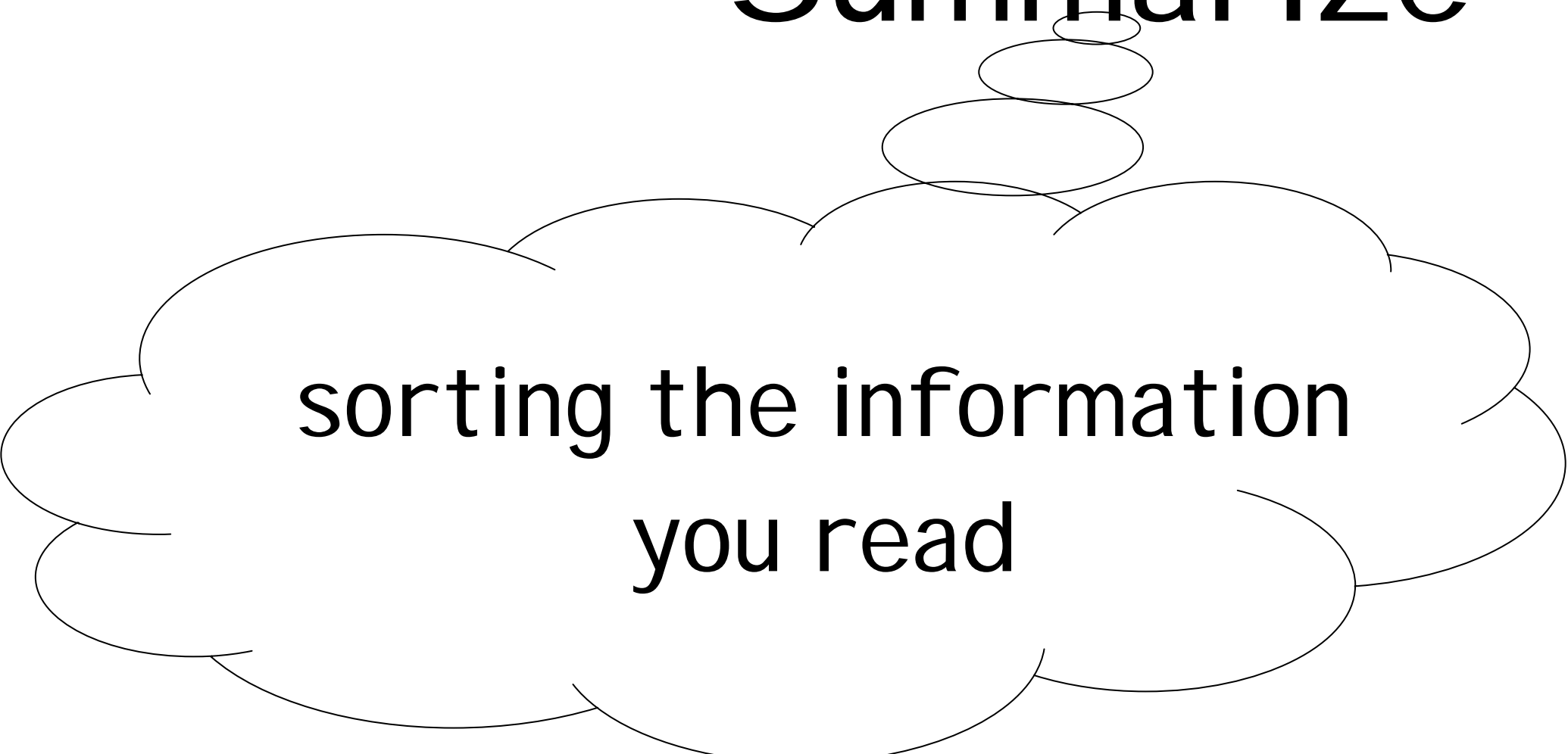
thinking about seeing a  
story in your mind

# Question



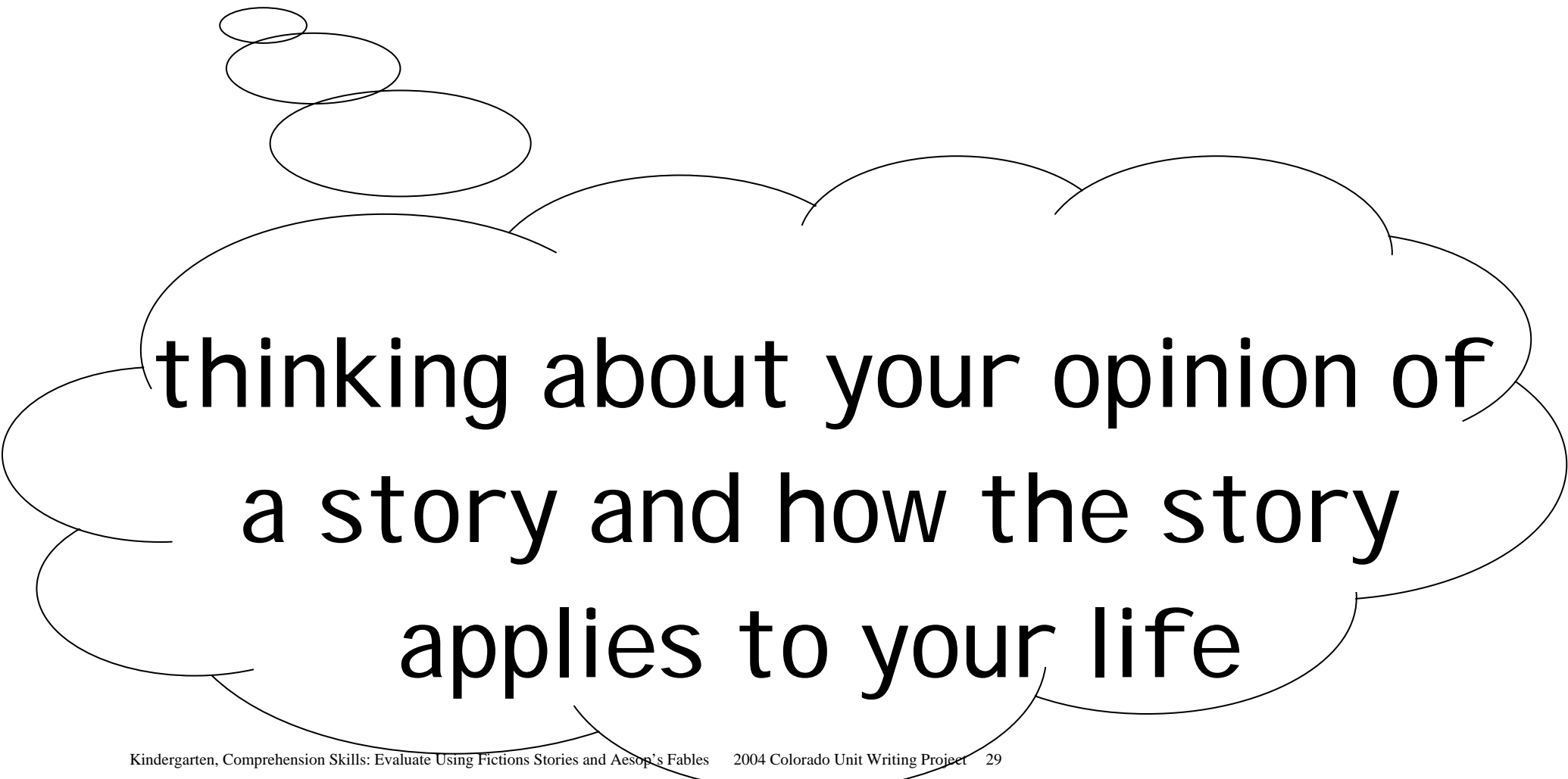
stopping to figure out what  
is happening when words or  
sentences do not make sense

# Summarize



sorting the information  
you read

# Evaluate



thinking about your opinion of  
a story and how the story  
applies to your life

**Appendix C**  
**Summarizing Worksheet**

1 – Beginning Characters and Setting	2 – Middle Plot: Problem	3 – End Plot: Solution
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Appendix D  
Opinion Worksheet

# An Opinion of Goldilocks & the Three Bears

Name: \_\_\_\_\_

I <sup>like</sup> <sub>dislike</sub> the story because

Appendix E  
**Venn Diagram**

