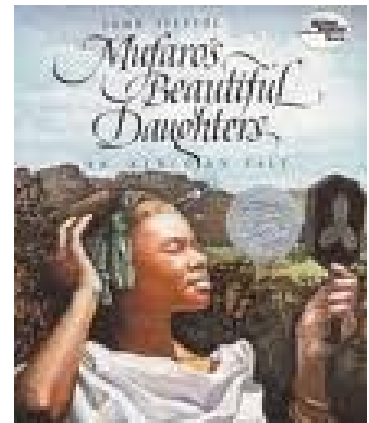
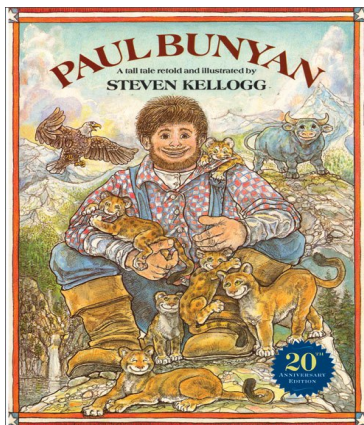


WASHINGTON TOWNSHIP PUBLIC SCHOOLS

THIRD GRADE

GENRE UNIT : TRADITIONAL LITERATURE

TEACHER RESOURCE GUIDE



Written by:

Third Grade Genre Unit Committee

Under the Direction of :

Jessica Rose, Elementary Education Supervisor
Christine Gehringer, Elementary Education Supervisor
Beth Niederman, Elementary Education Supervisor
Linda Thomas, Elementary Eudcation Supervisor
Gretchen Gerber, Director of Elementary Education

TABLE OF CONTENTS

Genre Overview / Title Selections.....	1
Common Core Content Standards – Unit Focus.....	3
Reading Calendar / Weekly Pacing Guide.....	6
Whole Class Lesson Plans	9
Section/Weekly Materials	28
<u>Section 1</u>	29
Advanced Level	
• Overview	
• Instruction Resources (worksheets, graphic organizers, etc.)	
Average Level	
• Overview	
• Instruction Resources (worksheets, graphic organizers, etc.)	
Basic Level	
• Overview	
• Instruction Resources (worksheets, graphic organizers, etc.)	
Special Education Option	
• Overview	
• Instruction Resources (worksheets, graphic organizers, etc.)	
<u>Section 2</u>	35
Advanced Level	
• Overview	
• Instruction Resources (worksheets, graphic organizers, etc.)	
Average Level	
• Overview	
• Instruction Resources (worksheets, graphic organizers, etc.)	
Basic Level	
• Overview	
• Instruction Resources (worksheets, graphic organizers, etc.)	

Special Education Option

- Overview
- Instruction Resources (worksheets, graphic organizers, etc.)

Section 3..... 41

Advanced Level

- Overview
- Instruction Resources (worksheets, graphic organizers, etc.)

Average Level

- Overview
- Instruction Resources (worksheets, graphic organizers, etc.)

Basic Level

- Overview
- Instruction Resources (worksheets, graphic organizers, etc.)

Special Education Option

- Overview
- Instruction Resources (worksheets, graphic organizers, etc.)

Section 4..... 54

Advanced Level

- Overview
- Instruction Resources (worksheets, graphic organizers, etc.)

Average Level

- Overview
- Instruction Resources (worksheets, graphic organizers, etc.)

Basic Level

- Overview
- Instruction Resources (worksheets, graphic organizers, etc.)

Special Education Option

- Overview
- Instruction Resources (worksheets, graphic organizers, etc.)

Assessments /Appendix..... 59

TRADITIONAL LITERATURE UNIT / TITLE SELECTIONS

Traditional Literature: Stories that are passed down orally or in writing from one generation to the next. It is described as being “a window through which children in today’s world may view cultures from long ago”. This includes, but is not limited to folktales, legends, fables, fairy tales, tall tales, and myths from different cultures.

<p>Title # 1</p>	<p><u>Mufaro’s Beautiful Daughters An African Tale</u> by John Steptoe</p> <p>Mufaro’s Beautiful Daughters is an African tale that has been compared to the story of Cinderella. Mufaro has two daughters who must pass a series of tests in order for one of them to be considered a wife for the great king. As Manyara and Nyasha journey to meet the great king, they are each tested by Nyoka, a little garden snake, in his various disguises. In a surprise ending, Nyoka is revealed to be the great king himself.</p> <p>(High Book)</p>
<p>Title # 2</p>	<p><u>Paul Bunyan</u> A Tall Tale Retold and Illustrated by Steven Kellogg</p> <p>Paul Bunyan tells the famous tale of Paul Bunyan and his pal Babe, the blue ox. For those who have never heard the tale, it tells of Paul’s extraordinary size and strength, even as a baby. His adventures include digging the Great Lakes and gouging out the Grand Canyon. The illustrations throughout this book depict the many adventures of the pair of loveable giants, Paul and Babe.</p> <p>(Average Book)</p>

TRADITIONAL LITERATURE / TITLE SELECTIONS

<p>Title # 3</p>	<p><u>Rumplestiltskin</u> retold and illustrated by Paul O. Zelinsky</p> <p>One of the Grimm’s most famous tales, Rumplestiltskin begins with the miller’s daughter being locked in a room and forced to spin straw into gold for the king. If she is unable to do this, her life will be at stake. The events that unfold in this room include a little man by the name of Rumplestiltskin who comes to the woman’s aid. However, he chooses to help her under certain conditions, one being that she gives him her first unborn child. Will she be able to fulfill the king’s orders?</p> <p>(Low Book)</p>
<p>Title # 4</p>	<p><u>Seven Blind Mice</u> by Ed Young</p> <p>When seven blind mice go out one by one to investigate the strange “Something” by the pond, each comes back with a different idea of what it is. Argue as they might, they can not agree.</p> <p>Only when the last mouse ventures out and investigates, do they finally learn for certain what the strange “Something” is, and what the whole truth is as well. This tale based on the ancient fable of “The Blind Men and the Elephant” concludes with a “mouse moral”.</p> <p>(Spec. Ed.)</p>

COMMON CORE STATE STANDARDS FOR ENGLISH AND LITERACY
TRADITIONAL LITERATURE UNIT FOCUS
GRADE 3

Reading Standards for Literature K-5

Key Ideas and Details

RL 501

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

RL 502

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

RL 503

Describe characters in a story (e.g. their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

Integration of Knowledge and Ideas

RL 504

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).

RL 505

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

Tgrwgf 'Ucpcfctfu

Speaking and Listening Standards K-5

Comprehension and Collaboration

SL 501

Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade three topics and text, building on others' ideas and expressing their own clearly.

SL 501.b

Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL 501.c

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL 501.d

Explain their own ideas and understanding in the light of discussion.

SL 508

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

Presentation of Knowledge and Ideas

SL 504

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL 506

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (*See grade 3 language standards 1 and 3 for specific expectations*).

Language Standards K-5

Conventions of Standard English

L 1

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

L 2

Demonstrate command of the conventions of standard English, capitalization, punctuation and spelling when writing.

L 3

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

Vocabulary Acquisition and Use

L 4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade three reading and content*, choosing flexibly from a range of strategies.

L 4.a

Use sentence-level context as a clue to the meaning of a word or phrase.

L 5

Demonstrate understanding of word relationships and nuances in word meanings.

TRADITIONAL LITERATURE UNIT – PACING GUIDE

Essential Standards: 3.1, 3.2, 3.3, 3.7, 3.10



<p>Week 4 Intro. to Traditional Literature</p>	<p>Whole Class Lesson 16 Day 1 <i>Introduce the Elements of Traditional Literature and have students give examples of different types of traditional literature</i> <i>*suggested mentor text titles included</i></p>	<p>Whole Class Lesson 17 Day 2 <i>Review yesterday's lesson Read aloud from a mentor text Have students pick out elements of traditional literature from the read aloud</i></p>	<p>Whole Class (repeat yesterday's lesson with a different mentor text for extra practice) *Assign books and guided reading packets</p>	<p>Independent/ Genre Reading Groups Book 1: read pgs 1 – 7 Book 2: read pgs 1 -10 Book 3: read pgs 1 – 7 Book 4: read pgs 1 – 10 <i>Introduce vocabulary for section 1 and use "Think, Draw, Write"</i></p>	<p>Independent/ Genre Reading Groups Book 1: read pgs 1 – 7 Book 2: read pgs 1 -10 Book 3: read pgs 1 – 7 Book 4: read pgs 1 – 10 <i>Relate to genre overview: Ingredients for Traditional Literature wksht</i></p>
--	--	--	--	---	--

<p>Week 5 Traditional Literature</p>	<p>Whole Class Lesson 18 Day 3 <i>Present the definition of theme and list common themes in traditional literature</i></p>	<p>Whole Class Lesson 19 Day 4 <i>Read Aloud <u>Arrow to the Sun</u> Class discussion of themes Open ended question</i></p>	<p>Independent/ Genre Reading Groups Book 1: read pgs 8-13 Book 2: read pgs 11-17 Book 3: read pgs 8-13 Book 4: read pgs 11-20 Introduce vocabulary for section 2 and use "Think, Draw, Write"</p>	<p>Independent/ Genre Reading Groups Book 1: read pgs 8-13 Book 2: read pgs 11-17 Book 3: read pgs 8-13 Book 4: read pgs 11-20 Introduce vocabulary for section 2 and use "Think, Draw, Write"</p>	<p>Whole Class Lesson 20 Day 5 Identifying and Utilizing Context Clues</p>
--	---	--	--	--	--

<p>Week 6 Traditional Literature</p>	<p>Whole Class Lesson 21</p> <p>Making Inferences Use <u>The Paper Bag Princess</u> and the Making Meaning Lesson Unit 3, Week 1, Days 1 & 2</p>	<p>Whole Class Lesson 22</p> <p>Making Inferences Use <u>The Paper Bag Princess</u> and the Making Meaning Lesson Unit 3, Week 1, Days 1 & 2</p>	<p>Independent/ Genre Reading Groups Book 1: read pgs 14-23 Book 2: read pgs 14-19 Book 3: read pgs 18-26 Book 4: read pgs 21-28</p> <p>Meet in small group</p>	<p>Independent/ Genre Reading Groups Book 1: read pgs 14-23 Book 2: read pgs 14-19 Book 3: read pgs 18-26 Book 4: read pgs 21-28</p> <p>Meet in small group</p>	<p>Independent/ Genre Reading Groups Book 1: read pgs 24-30 Book 2: read pgs 20- 27 Book 3: read pgs 27-35 Book 4: read pgs 29-36</p> <p><i>Introduce vocabulary for section 3.</i></p>
<p>Week 7 Traditional Literature</p>	<p>Independent/ Genre Reading Groups Book 1: read pgs 24-30 Book 2: read pgs 20-27 Book 3: read pgs 27-35 Book 4: read pgs 29-36</p> <p><i>Introduce vocabulary for section 3.</i></p>	<p>Independent/ Genre Reading Groups</p> <p>All groups will finish their books</p> <p><i>Introduce vocabulary for section 4</i></p>	<p>Independent/ Genre Reading Groups</p> <p>All groups will finish their books</p> <p><i>Introduce vocabulary for section 4</i></p>	<p>Independent/ Genre Reading Groups</p> <p>Open ended questions for individual Genre Reading Groups</p>	<p>Genre Unit Assessment</p>



<p>Week 8 (end of mp)</p>	<p><i>Teaching summarization through fiction mentor texts and/or teaching summarization through IDR books *use this to strengthen daily reading logs so that students are summarizing what they read for the 20 min.</i></p>	<p><i>Teaching summarization through fiction mentor texts and/or teaching summarization through IDR books *use this to strengthen daily reading logs so that students are summarizing what they read for the 20 min</i></p>	<p><i>Teaching summarization through fiction mentor texts and/or teaching summarization through IDR books *use this to strengthen daily reading logs so that students are summarizing what they read for the 20 min</i></p>	<p><i>Teaching summarization through fiction mentor texts and/or teaching summarization through IDR books *use this to strengthen daily reading logs so that students are summarizing what they read for the 20 min</i></p>	<p><i>Administer Marking Period BM Assessment</i></p>
-----------------------------------	--	---	---	---	---

Whole Class Lesson # 16
(Traditional Lit. Day 1)
What is Traditional Literature?
Exploring and Identifying Elements of Traditional Literature

Essential Standard Common Core 3.2

Overview:

This lesson teaches students about the plot structure, characters, style, setting and theme of traditional literature.

Students identify the characteristics of traditional literature through class discussions.

Classroom Resources:

Elements of Traditional Literature List

Traditional Story Language List

Chart paper

Overhead Projector/Document Camera

Elements of Traditional Literature Wordsearch (Found in Assessment Section)

Instructional Plan:

Familiarize yourself with the components and language of Traditional Literature. This includes, but is not limited to folktales, fairytales, legends, fables, tall tales and myths. Since most students are familiar with some form of Traditional Literature, begin by asking them to share the names of various genres that they know. As they share titles, list them on the board or on chart paper. You may choose to make copies of “Elements of Traditional Literature” and/or “Traditional Story Language” as visual aids.

Instruction and Activities:

1. Ask students if they have ever read any traditional literature stories, and if so, what their favorites are. Record their responses on chart paper.
2. Show students the [Elements of Traditional Literature](#) list and review any aspects you have not already discussed. Leave the sheet up where students can see it.
3. Ask students to think about the kind of words they might find in traditional literature. Record their responses on chart paper.
4. Show students the [Traditional Story Language](#) list and review any ideas you have not already discussed. Leave the sheet up where students can see it.
5. Talk with students about the different elements found in Traditional Literature. Inform the students that they will be working in groups reading a specific book in this genre.

Student Assessment/Reflections:

Informally assess students' comprehension of the elements of Traditional Literature during group discussions. While students are participating, reflect on their answers, giving feedback to help them expand and develop ideas.

Elements of Traditional Literature List

1. Theme (usually deals with conflict or contrast)
 - good vs. evil
 - weak vs. strong
 - innocence vs. wise
 - clever vs. foolish

2. Plot (the storyline or events)
 - fast-paced development of events
 - problem or conflict that needs to be solved
 - usually has a happy ending

3. Characters
 - human/superhuman (exaggerated)
 - hero/heroine
 - magical people, animals or objects

4. Setting
 - any time
 - any place

5. Style
 - events sometimes occur in patterns of 3 or 7
 - stories end with a lesson or moral
 - sometimes relate to a specific culture

Traditional Story Language List

Story Openers:

Once upon a time...

Long, long ago...

Once there was...

In a faraway kingdom...

Repeating Phrases:

Little pig, little pig, let me come in.

Mirror, mirror on the wall, who is the fairest of them all?

Grandma, what big _____ you have!

Traditional Endings:

They lived happily ever after!

...and nothing was heard of the _____ ever again.

The moral of the story is _____.

Whole Class Lesson # 17
(Traditional Lit. Day 2)
Exploring and Identifying Elements of Traditional Literature

Essential Standard Common Core 3.2

Overview:

This lesson will give students the opportunity to identify the elements of Traditional Literature through a read aloud.

Classroom Resources:

Elements of Traditional Literature List

Elements Found in Traditional Literature Table

Traditional Story Language List

List of Traditional Literature Books

Chart paper

Overhead Projector/Document Camera

Elements Found in Traditional Lit. List

Arrow to the Sun, Paper Bag Princess, Knots on a Counting Rope or any other example of traditional literature to use as a mentor text

Instructional Plan:

Briefly review the elements of Traditional Literature from the previous lesson. Read aloud one of the Traditional Literature mentor texts and ask students to use their prior knowledge to identify elements of Traditional Literature.

Instruction and Activities:

1. Show the class the front cover and opening pages of the mentor text selected.
2. Read aloud the first few pages of the mentor text. Ask the students to identify any elements of Traditional Literature that they have heard. Allow the students to record these ideas on post-it notes or in a Reader's Notebook.
3. Continue reading aloud to midway through the story. Once again ask the students to identify any elements; specifically a problem, magical elements or repetition. Allow students time to record.
4. Continue reading aloud to the end of the story. One final time, have the students identify any new elements that they have noticed. Again, have the students record their ideas.
5. Come together and share their findings as a group.

Student Assessment/Reflections:

Informally assess students' comprehension of the elements of Traditional Literature during group discussions. While students are participating, reflect on their answers, giving feedback to help them expand and develop ideas.

Elements of Traditional Literature List

1. Theme (usually deals with conflict or contrast)
 - good vs. evil
 - weak vs. strong
 - innocence vs. wise
 - clever vs. foolish

2. Plot (the storyline or events)
 - fast-paced development of events
 - problem or conflict that needs to be solved
 - usually has a happy ending

3. Characters
 - human/superhuman (exaggerated)
 - hero/heroine
 - magical people, animals or objects

4. Setting
 - any time
 - any place

5. Style
 - events sometimes occur in patterns of 3 or 7
 - stories end with a lesson or moral
 - sometimes relate to a specific culture

Sample List of Traditional Literature Books

This list includes books that fall under the category of sub-genres that make up Traditional Literature.

Pecos Bill

Johnny Appleseed

Jack and the Beanstalk

Cinderella

Little Red Riding Hood

Anansi the Spider

Why Mosquitoes Buzz in People's Ears

The Rough Faced Girl

The True Story of the Three Little Pigs

The Tortoise and the Hare

Aesop's Fables

Three Billy Goats Gruff

Sleeping Beauty

Hansel and Gretel

The Emperor's New Clothes

The Gingerbread Man

The Frog Prince

The Princess and the Pea

The Ugly Duckling

American Tall Tales

Lon Po Po

Coyote

The Spider Weaver

The Seven Chinese Brothers

The Talking Eggs

The Nightingale

Borreguita and the Coyote

The Legend of the Indian Paintbrush

The Tale of Tricky Fox

The Rooster Who Went to His Uncle's Wedding

The Little Brown Jay

Pandora's Box

The Twelve Tasks of Heracles

King Midas

The Odyssey

The Old Hermit and the Boy Who Couldn't Stop Laughing

There Was an Old Lady Who Swallowed a Fly

Juan Bobo

The Banza

...and many more.

Elements Found in Traditional Literature



- **Opening** - Once upon a time...and they lived happily ever after.
- **Good character**
- **Evil character**
- **Royalty and/or a castle** usually present
- **Magic** happens
- **Animals** talk and come to the rescue
- **Moral** lesson of the story
- **Problem and a Solution**

Use this chart when being "element detectives" with books from the genre of Traditional Literature

Title	Opening	Evil Character	Animals	Royalty or castle	Magic	Moral	Good character	Problem/Solution

Whole Class Lesson # 18
(Traditional Lit Day 3)
What is a theme?

Essential Standard Common Core 3.2

Overview:

This lesson teaches students to identify “theme” as it applies to traditional literature.

Classroom Resources:

Definition of Theme & List of Common Themes (Teacher Resource)

Teacher Selected Book from List of Traditional Literature Books

Instructional Plan:

Familiarize yourself with the definition of theme as it applies to traditional literature.

Explain the concept of “theme” to the students. Teacher will read aloud selected book and class will identify and discuss various themes that may appear within the text.

Instruction and Activities:

1. Present the definition of “theme” as it applies to traditional literature with students.
2. You may want to share with the students the list of common themes found within traditional literature.
3. Read aloud a text of your choice from the “List of Traditional Literature Books” from the Whole Class Lesson Day 1.
4. Have students use the “think, pair, share” strategy to discuss their ideas for theme within the read aloud.
5. Share findings and reflect together.

Student Assessment/Reflections:

Informally assess students' comprehension of the definition of theme during group discussions. While students are participating, reflect on their answers, giving feedback to help them expand and develop ideas.

THEME

What exactly is this elusive thing called theme?

The theme of a piece of fiction is its view about life and how people behave. The theme of a fable is its moral.

In fiction, the theme is not intended to teach or preach. In fact, it is not presented directly at all. You gather it from the characters, action and setting that make up the story. In other words, you must figure out the theme yourself.

The writer's task is to communicate with and relate to the reader. Although your schema may be different from the details of the story, the general ideas behind the story may be just the connection that you and the writer are seeking.

COMMON THEMES IN TRADITIONAL LITERATURE

- Hero/heroine
- Freedom
- Individuality
- Relationships
- Challenge and success
- Innocence
- Choices
- Friendship
- Family
- Love

Whole Class Lesson # 19
(Tradition Lit Day 4)
Identifying Underlying Themes in Arrow to the Sun

Essential Standards Common Core 3.2

Overview:

This lesson allows the students to revisit the text in order to identify various themes such as hero, relationships, challenges and successes, choices, family and love.

Classroom Resources:

Arrow to the Sun by Gerald McDermott
Teacher Resource page (Common Themes)
Open-ended questions handout (choose one)
Rubric for grading open-ended (Assessment Section)

Instructional Plan:

Review List of Common Themes in Traditional Literature. Read Arrow to the Sun aloud to the class having the students focus on the idea of “theme”. After reading, students will respond to an open-ended question to demonstrate their understanding of “theme”.

Instruction and Activities:

1. Review the List of Common Themes in Traditional Literature with students.
2. Read Arrow to the Sun aloud to the class.
3. Have students independently respond to the text through completion of an open-ended question.

Student Assessment/Reflections:

Students will be completing an open-ended question to assess their knowledge of theme.

OPEN-ENDED THEME ASSESSMENT

“Arrow to the Sun”

One of the themes throughout the story, “Arrow to the Sun”, was bravery. An example of this was when the boy had to pass through the four chambers of ceremony to find his father.

- Write about a time in your life when you were brave.
- Tell when and where this happened.
- Be sure to include details to explain why you think you were brave.

Whole Class Lesson # 20
(Traditional Lit Day 5)
Identifying and Utilizing Context Clues

Essential Standard Common Core 3.1, 3.2

Overview:

This lesson teaches students how to use context clues to understand the story as it develops. Students will determine word meanings using context clues, differentiate shades of word meanings, evaluate word meanings in context and communicate as a team using reason and logic.

Classroom Resources:

Context Clues Poem
Context clues Challenge
Index Cards
Document Camera

Instructional Plan:

In groups of four, students write down definitions, but there's a catch! They're not allowed to use dictionaries, glossaries, or any other reference. They're only allowed to use each other and Arrow to the Sun. They must use context clues. Each team compares definitions. The team with the highest point total at the end wins the game.

Instruction and Activities:

1. Display the context clues teacher resource using the document camera.
2. Assign in groups of four and assign 2 words from the context clues teacher resource to each group.
3. Explain the following rules: Each group must determine the meaning of each word based on how it is used in context. Students may not use any source other than the context clues resource and their teammates.
4. As students define the words, make a grid on the board: words listed on the side, team names listed across the top.
5. Begin the contests when sufficient time has passed. This is the challenge part of the context clue challenge. Ask group 1 for their definition on word 1. Write it in the corresponding grid space. Ask group 2 if they agree or disagree with group 1's definition. If they agree, write 'A'. If they disagree, write 'D'. Continue until all groups have either agreed or disagreed.

6. Go over the definition. If group 1's definition is correct, they get 2 points and everybody who agreed with them gets 1 point. If group 1's definition is incorrect, everybody who disagreed with them gets 1 point.
7. Continue the game with group 2 going first, then group 3, then group 4, etc.

Suggestions:

- Have groups that disagree provide their own definition.
- Have students copy down the correct definition and create sentences using the word correctly.
- Base the grade on what place in which group finished.
- Have students write their answers on individual group white boards.
- Adapt it to your classroom strengths.

Student Assessment/Reflections:

Informally assess students' comprehension of context clues as they work with their teams to create definitions. While students are participating, reflect on their answers, giving feedback to help them expand and develop ideas.

Context Clues Challenge

1. **maiden**: There it entered the house of a young maiden.
2. **mocked**: They mocked him and chased him away.
3. **tend**: Corn Planter said nothing, but continued to tend his crops.
4. **chambers/serpents**: You must pass through the four chambers of ceremony – the Kiva of Lions, the Kiva of Serpents, the Kiva of Bees, and the Kiva of Lightning.
5. **endure/trials**: “I will endure these trials”.
6. **transformed**: When the boy came from the Kiva of Lightning, he was transformed.
7. **rejoiced**: The father and his son rejoiced.
8. **emerged**: When the arrow reached the Earth, the boy emerged and went to the pueblo.

Context Clues Challenge

1. maiden: There it entered the house of a young maiden.

2. mocked: They mocked him and chased him away.

3. tend: Corn Planter said nothing, but continued to tend his crops.

4. chambers / serpents: You must pass through the four chambers of ceremony – the Kiva of Lions, the Kiva of Serpents, the Kiva of Bees, and the Kiva of Lightning.

5. endure / trials: I will endure these trials.

6. transformed: When the boy came from the Kiva of Lightning, he was transformed.

7. rejoiced: The father and his son rejoiced.

8. emerged: When the arrow reached the Earth, the boy emerged and went to the pueblo.

CONTEXT CLUES POEM

**You be the detective,
Look for context clues as you read.
When you can't understand a word
Find the context clues that you need.**

**Reread the sentence carefully,
The one before and after, too.
Still having trouble?
Reread the whole paragraph through**

**You be the detective,
Look for context clues as you read.
When you can't understand a word
Find the context clues that you need.**

**Antonyms or synonyms
Are very helpful clues
Still having trouble?
Re-read that whole paragraph through.**

**A prefix or a suffix
May be just what you need
Take your time, be careful
Think about what you read**

**You be the detective,
Look for context clues as you read.
When you can't understand a word
Find the context clues that you need.**

**It's just like a sandwich,
The meat and the bread
You put it all together,
Visualize in your head**

**You be the detective,
Look for context clues as you read.
When you can't understand a word
Find the context clues that you need.**

SECTION 1

Mufaro's Beautiful Daughter's Weekly Overview

Title: Mufaro's Beautiful Daughter's

Section #1

Pages: 1-7

Summary of Important Events

In a small village in Africa, a man named Mufaro lived with his two beautiful daughters, Manyara and Nyasha. Manyara was mean, always teasing her sister. Nyasha was the kind one. Manyara swore to be queen one day.

Instructional Strategies/Objectives

- Read assigned pages
- Introduce vocabulary & use “Think, Draw, Write” chart
- Using assigned pages, students will complete “Elements Found in Traditional Literature” wkst.

Vocabulary to be Addressed in Small Groups

- servant
- bountiful
- tended

Rumpelstiltskin **Weekly Overview**

Title: Rumpelstiltskin
Section #1

Pages: 1-7

Summary of Important Events

The story begins with a poor miller who encounters a king on his way into town. He explains to the king that his daughter has the ability to spin straw into gold. The daughter is brought before the king and told that she must spin spools of straw into gold by using a spinning wheel before morning or she will be put to death. At night, the girl is met by a tiny man named Rumpelstiltskin. She gives him her necklace and in return he magically spins the straw into gold.

Instructional Strategies/Objectives

- Read assigned pages
- Introduce vocabulary & use “Think, Draw, Write” chart
- Using assigned pages, students will complete “Elements Found in Traditional Literature” worksheet.

Vocabulary to be Addressed in Small Groups

- miller
- passion
- weep

Paul Bunyan **Weekly Overview**

Title: Paul Bunyan
Section #1

Pages: 1-10

Summary of Important Events

In the state of Maine, a baby is born whose size and strength surpass any child ever born there. Paul's size and strength cause his family some problems which causes them to relocate to the wilderness.

Instructional Strategies/Objectives

- Read assigned pages
- Introduce vocabulary & use "Think, Draw, Write" chart
- Using assigned pages, students will complete "Elements Found in Traditional Literature" wkst.

Vocabulary to be Addressed in Small Groups

- wandered
- anchored
- shivering

Seven Blind Mice **Weekly Overview**

Title: Seven Blind Mice
Section #1

Pages: 1-10

Summary of Important Events

The story begins as seven blind mice go to the pond and encounter a strange something there. Two of the mice give their ideas of what the strange something might be.

Instructional Strategies/Objectives

- Read assigned pages
- Introduce vocabulary & use “Think, Draw, Write” chart
- Using assigned pages, students will complete “Elements Found in Traditional Literature” wkst.

Vocabulary to be Addressed in Small Groups

- blind
- pillar
- pond

“Think, Draw, Write Chart”

Vocab Word	Definition
Picture	Sentence
Vocab Word	Definition
Picture	Sentence

Elements Found in Traditional Literature



- Opening - Once upon a time...and they lived happily ever after.
- Good character
- Evil character
- Royalty and/or a castle usually present
- Magic happens
- Animals talk and come to the rescue
- Moral lesson of the story
- Problem and a Solution

Use this chart when being "element detectives" with books from the genre of Traditional Literature

Title	Opening	Evil Character	Animals	Royalty or castle	Magic	Moral	Good character	Problem/Solution

SECTION 2

Mufaro's Beautiful Daughter's Weekly Overview

Title: Mufaro's Beautiful Daughter's

Section #2

Pages: 8 - 13

Summary of Important Events

While tending to the garden, Nyasha befriends a little garden snake, Nyoka. Nyoka replaces the traditional fairy godmother. Manyara and Nyasha journey to the city to meet with the great king, who is looking for a wife. Manyara sneaks out of the village at night and travels ahead. She is met and tested by Nyoka in various disguises. Her responses are selfish and cruel.

Instructional Strategies/Objectives

- Read assigned pages
- Introduce vocabulary & use “Think, Draw, Write” chart

Vocabulary to be Addressed in Small Groups

- considerate
- messenger
- greed
- journey

Paul Bunyan **Weekly Overview**

Title: Paul Bunyan
Section #2

Pages: 11-17

Summary of Important Events

Now in his teens, Paul decides he needs to move west. Paul and his blue ox, Babe, forged a path across the Appalachians. A wild tussle with a group of ogres proves historic.

Instructional Strategies/Objectives

- Read assigned pages
- Introduce vocabulary & use “Think, Draw, Write” chart

Vocabulary to be Addressed in Small Groups

- settlers
- pioneers
- determined

Rumpelstiltskin **Weekly Overview**

Title: Rumpelstiltskin
Section #2

Pages: 8-13

Summary of Important Events

The king was so delighted with the gold that was spun that he becomes greedier. He leads the daughter into a larger room with even more straw and requests that she spin it all into gold. Once again, Rumpelstiltskin returns and spins all of the straw into gold with the daughter agreeing to give him her ring in exchange. When the king returns he is happy, but still not satisfied. He leads the daughter into an even larger room with more straw. The daughter is ordered to spin all of the straw into gold. If she is successful, she will become the king's wife.

Instructional Strategies/Objectives

- Read assigned pages
- Introduce vocabulary & use “Think, Draw, Write” chart

Vocabulary to be Addressed in Small Groups

- delighted
- whirring
- gleaming
- spools

Seven Blind Mice **Weekly Overview**

Title: Seven Blind Mice
Section #2

Pages: 11-20

Summary of Important Events

Two of the blind mice each give different ideas of what they think the strange something might be.

Instructional Strategies/Objectives

- Read assigned pages
- Introduce vocabulary & use “Think, Draw, Write” chart

Vocabulary to be Addressed in Small Groups

- spear
- cliff
- great

“Think, Draw, Write Chart”

Vocab Word	Definition
Picture	Sentence
Vocab Word	Definition
Picture	Sentence

SECTION 3

Mufaro's Beautiful Daughter's **Weekly Overview**

Title: Mufaro's Beautiful Daughter's

Section #3

Pages: 14-19, 20-27

Summary of Important Events

Nyasha travels to the city, and is also met by Nyoka in his various disguises. She responds with kindness and thoughtfulness. When arriving at the city gate, she was met by a hysterical Manyara complaining of a great monster...a snake with five heads.

Instructional Strategies/Objectives

- Read assigned pages
- Use KWL chart to assess comprehension of the story thus far.
- Introduce vocabulary for section 3

Paul Bunyan **Weekly Overview**

Title: Paul Bunyan
Section #3

Pages: 18-26, 27-35

Summary of Important Events

A desire for flapjacks and maple syrup forced Paul to dig what became the St. Lawrence River and The Great Lakes.

Instructional Strategies/Objectives

- Read assigned pages
- Use KWL chart to assess comprehension of the story thus far
- Introduce vocabulary for section 3

Vocabulary to be Addressed in Small Groups

- enormous
- delicious
- burrowed

Rumpelstiltskin **Weekly Overview**

Title: Rumpelstiltskin
Section #3

Pages: 14-23, 24-30

Summary of Important Events

Rumpelstiltskin appears to the daughter for a third time and requests her first born child in exchange for spinning the straw into gold. The daughter feels there is no other way to be saved, so she makes this promise to Rumpelstiltskin. When the king returns and sees that everything is as he wished, the daughter becomes his queen. A year later, the queen gives birth to a baby boy. Rumpelstiltskin returns demanding what he was promised. He decides to give her three days to try and guess his name. If she can figure it out, she will be permitted to keep her child. The first & second nights arrive and although the daughter makes great guesses, she does not guess correctly.

Instructional Strategies/Objectives

- Read assigned pages
- Use KWL chart to assess comprehension of the story thus far
- Introduce vocabulary for section 3

Seven Blind Mice **Weekly Overview**

Title: Seven Blind Mice
Section #3

Pages: 21-28, 29-36

Summary of Important Events

Two more of the seven mice share their thoughts about what the strange something could be. Their opinions are also very different from the other four.

Instructional Strategies/Objectives

- Read assigned pages
- Use KWL chart to assess comprehension of the story thus far
- Introduce vocabulary for section 3

KWL Chart for book: _____

Name: _____

What I KNOW	What I WANT to Know	What I LEARNED

Mufaro's Beautiful Daughters

SECTIONS 3 & 4 VOCABULARY ACTIVITY

Directions: Carefully, read the sentences from the story. Then use the context clues to respond to the tasks for each vocabulary word. Answer in complete sentences.

Section 3: (pgs. 14 – 19)

1. **garments:** Nyasha woke at the first light of dawn. As she put on her finest **garments**, she thought how her life might be changed forever beyond this day. Tell about a time when you might have worn your finest garments. Describe what you wore.
2. **beneath:** As the wedding party moved through the forest, brightly plumed birds darted about in the cool green shadows **beneath** the trees. Name something you could do while sitting beneath the trees.
3. **yam:** “You must be hungry,” she said, and handed him a **yam** she had brought for her lunch. Tell what you think a yam might be. Name the holiday where yams are normally served.

4. **faults:** “There’s a great monster there, a snake with five heads! He said that he knew all my faults and that I displeased him. What faults do you have that may have made someone unhappy?”

Section 4: (pgs. 20 – 27)

5. **weavers:** The best weavers in the land laid out their finest cloth for her wedding garments. Tell what you think a weaver does. Name something you would like a weaver to make for you.

6. **celebration:** Villagers from all around were invited to the celebration, and a great feast was held. Tell about a celebration that you attended.

7. **feast:** Nyasha prepared the bread for the wedding feast from millet that had been brought from her village. Have you ever helped to prepare a feast at your home? Tell what you did.

Paul Bunyan

VOCABULARY ACTIVITY FOR SECTIONS 3-4

Directions: Carefully, read the sentences from the story. Then use the context clues to respond to the tasks for each vocabulary word. Answer in complete sentences.

Section 3: (pgs. 18-26)

1. **colossal:** To solve the muddle, Paul built a colossal flapjack griddle. Would you like to have a colossal ice cream cone? Tell why or why not.
2. **blizzard:** They probably would have sawed the peaks themselves into logs if a blizzard hadn't suddenly buried the entire mountain range. Name a time when a blizzard stopped you from doing something.
3. **hibernate / burrowed:** The crew burrowed into their bunkhouses and hibernated. Can you think of animals that burrow and hibernate during the winter?

Section 4: (pgs. 27-35)

1. **jagged / trench:** Paul's great ax fell from his shoulder, gouging a jagged trench, which today is known as the Grand Canyon. Where could you dig a jagged trench and what tools could you use?
2. **lumberjack:** After the festival, the lumberjacks continued their journey. What objects would a lumberjack see on his journey?

3. **Grand Canyon:** Paul's great ax fell from his shoulder gouging a jagged trench, which today is known as the *Grand Canyon*. What is the Grand Canyon and where is it located?

RUMPELSTILTSKIN

SECTIONS 3 & 4 VOCABULARY ACTIVITY

Directions: Carefully, read the sentences from the story. Then use the context clues to respond to the tasks for each vocabulary word. Answer in complete sentences.

Section 3 (pages 14-23)

- 1. royal:** He could take all the royal treasure if he would only let her keep her child. Do you think your family could have royal treasure?
- 2. vain:** But her pleading was in vain. Then she began to weep so piteously that at last the little man was moved. Have you ever asked your parents for something and your begging was in vain? Explain what happened.
- 3. inquiries:** The second day the queen had inquiries made in town, searching for new names. Have you ever made an inquiry in Science class? Explain.
- 4. posed:** And when the little man came that evening, she posed the strangest and most unusual ones to him. She tried Beastyribs and Leg O’Ram and Stringbones-but he would only

reply, “That is not my name.” What question did you ever pose to your teacher during a lesson?

Section 4 (pages 24-30)

- 1. thickets:** The servant searched through *thickets* and over clearings, deep into the forest. Explain why thickets may make it difficult for you to walk through the forest.
- 2. faithful:** Now the queen grew truly frightened, and she sent her most *faithful* servant into the woods to look for the little man. Describe your most faithful friend.
- 3. fury:** And in a *fury* he jumped on his cooking spoon and flew out the window. If you were grounded by your parents would you be in a fury? Explain why or why not.

SEVEN BLIND MICE

VOCABULARY ACTIVITY FOR SECTIONS 3-4

Directions: Carefully, read the sentences from the story. Then use the context clues to respond to the tasks for each vocabulary word. Answer in complete sentences.

Section 3 (pages 21-28)

1. **agree:**-The mice did not agree on what the Something was. Explain about a time when you didn't agree with someone.
2. **argue:**-The mice begin to argue about what the Something was. Do you think that friends who argue could be on the same team?

Section 4 (pages 29-36)

1. **sturdy:**- The Something turned out to be as sturdy as a pillar. Explain why a house needs to be sturdy.
2. **supple:** The Something turned out to be as supple as a snake. Why does dough need to be supple?

SECTION 4

Mufaro's Beautiful Daughter's **Weekly Overview**

Title: Mufaro's Beautiful Daughter's
Section #4

Pages: 20 - 27

Summary of Important Events

Bravely, Nyasha enters a room in the city where Manyara observed the hideous snake. She sees her friend, Nyoka, who has helped her from time to time in her garden. He confesses that he was in all the various disguises. He transforms before her very eyes and says he knows of her kindness and is pleased with her. Nyasha agreed to become his queen. Mufaro proclaims that he had two worthy daughters...Nyasha, the queen; and Manyara, a servant in the queen's household.

Instructional Strategies/Objectives

- Read assigned pages
- Introduce vocabulary for sections 4
- Students will read sentences from the text, and use context clues to respond to the tasks for each word
- Students will complete a prefix/suffix cube using words from the Teacher Resource List.

Vocabulary to be addressed in small groups

- Garments
- beneath
- yam
- faults
- weavers
- celebration

Paul Bunyan **Weekly Overview**

Title: Paul Bunyan
Section #4

Pages: 27-35

Summary of Important Events

With the evaporation of the flapjack batter, the lumbermen became disenchanted. Even Paul let the great ax fall to the ground. As the ax was dragged along, it created the Grand Canyon. Paul comes up with an explosive plan to rejuvenate the lumbermen.

Instructional Strategies/Objectives

- Read assigned pages
- Introduce vocabulary for section 4
- Students will read sentences from the text, and use context clues to respond to the tasks for each word
- Students will complete a prefix/suffix cube using words from the text

Vocabulary to be Addressed in Small Groups

- blistering
- gouging
- desperate

Rumpelstiltskin **Weekly Overview**

Title: Rumpelstiltskin
Section #4

Pages: 24-30

Summary of Important Events

The queen sends a servant into the forest to spy on Rumpelstiltskin. She returns to the queen with the correct name. When the little man arrives that evening, he is furious with the fact that she guesses correctly and flies out of the window on his cooking spoon. He was never heard from again.

Instructional Strategies/Objectives

- Read assigned pages
- Introduce vocabulary for section 4
- Students will read sentences from the text, and use context clues to respond to the tasks for each word
- Students will complete a prefix/suffix cube

Vocabulary to be Addressed in Small Groups

- royal
- vain
- inquiries
- posed
- thickets
- faithful
- fury

Seven Blind Mice **Weekly Overview**

Title: Seven Blind Mice
Section #4

Pages: 29-36

Summary of Important Events

The last mouse, being the wisest of all, puts together all of the ideas of the other mice. Combining all of their thoughts into a whole, he finally figures out what the strange Something is.

Instructional Strategies/Objectives

- Students will read assigned pages
- Introduce vocabulary for section 4
- Students will read sentences from the text, and use context clues to respond to the tasks for each word
- Students will complete a prefix/suffix cube using words from the Teacher Resource List.

Vocabulary to be Introduced in Small Groups

- **sturdy**
- **pillar**
- **supple**
- **cliff**
- **moral**

ASSESSMENT
&
APPENDIX

Open-Ended Questions
Mufaro's Beautiful Daughters

1. In the story, Mufaro has two daughters, Manyara and Nyasha.

- Explain how the daughters are alike (compare).
- Explain how they are different (contrast).

Be sure to use details from the story to support your answer.

2. Whose personality would you choose for being a good queen?

- Choose either Manyara or Nyasha.
- Tell why you feel this way using examples from the text.

Be sure to use details from the story to support your answer.

Open-Ended Questions
Paul Bunyan

1. In the story, “Paul Bunyan”, Paul cared very much for the people he grew to know.

- Pick two examples of how Paul showed that he cared.
- Explain these examples and describe how they showed Paul’s caring nature.

Be sure to use details from the story to support your answer.

2. In the story, “Paul Bunyan”, there were times when Paul and even his men became very sad and depressed.

- Choose an example of a time when either Paul or his men became sad or depressed.
- Explain how he/they overcame these feelings.

Be sure to use details from the story to support your answer.

Open-Ended Questions
Rumpelstiltskin

1. In the story, “Rumpelstiltskin”, the poor miller’s daughter makes three promises to Rumpelstiltskin of gifts she will give him if he helps her spin straw into gold for the king.

- Tell what three gifts she promises to give him.
- Explain whether or not she sticks to her promises throughout the entire story.

Be sure to use details from the story to support your answer.

2. At the end of the story “Rumpelstiltskin”, the poor miller’s daughter acts in a clever way in order to keep her first born child.

- Explain what she does that makes her so clever.
- Explain how her clever behavior helps to save her first born child.

Be sure to use details from the story to support your answer.

Open-Ended Questions

Seven Blind Mice

1. In the fable, “Seven Blind Mice”, seven blind mice find something mysterious by a pond. One by one, they investigate the “thing” and make their own guesses as to what “it” is.

- Explain why the first six mice think the mysterious “thing” is something different.
- What clues do the first six mice use to help them guess?
- What does the seventh mouse do differently?
- How does this help him figure out the mysterious “thing”?

Use details from the story to support your response.

2. In the fable, “Seven Blind Mice”, seven blind mice find something mysterious by a pond. One by one, they investigate the “thing” and make their own guesses as to what “it” is.

- Explain why the first six mice think the mysterious “thing” is something different.
- What clues do the first six mice use to help them guess?
- What does the seventh mouse do differently?
- How does this help him figure out the mysterious “thing”?

Use details from the story to support your response.

OPEN-ENDED SCORING RUBRIC
For Reading, Listening, and Viewing
(Modified)

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides a clear and focused explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, addresses all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not address part of the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

Open-Ended Scoring Guide for Reading, Listening, and Viewing

Points	Guide
4	<p>A student at this score point:</p> <ul style="list-style-type: none"> • Synthesizes the passage/story • Draws appropriate and logical conclusions that are elaborated • Makes relevant and controlled use of text • Provides appropriate details and accurate explanations
3	<p>A student at this score point:</p> <ul style="list-style-type: none"> • May synthesize the story but specific text reference may only be implied • Provides a simple but accurate explanation • Makes relevant use of text to support or explain • Draws appropriate conclusions that may be elaborated
2	<p>A student at this score point:</p> <ul style="list-style-type: none"> • Provides some text reference which may be incorrect or provides a general explanation that omits specific links to the text • May focus on irrelevant or minor details • May simply retell the story or passage • May imply story details by relating life experiences, by describing story elements, or by identifying concepts in the passage
1	<p>A student at this score point:</p> <ul style="list-style-type: none"> • Misinterprets the task or fails to address part of the task • Presents one simple idea or detail • Provides no explanation • Does not clearly refer to the text
0	<p>A student at this score point:</p> <ul style="list-style-type: none"> • Completely misinterprets the task • Merely selects key words or phrases from the task or the title • Shows no evidence of having read the story

Open-Ended Questions

Grading Rubric



4-point response

Clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/ opinion that links to or extends aspects of the text.

3-point response

Demonstrates an understanding of the task, completes all requirements, and provides some explanation/ opinion using situations or ideas from the text as support.

2-point response

May address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.

1-point response

Demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.

0-point response

Irrelevant or off-topic

The Kid-Friendly 4 point Rubric for Students

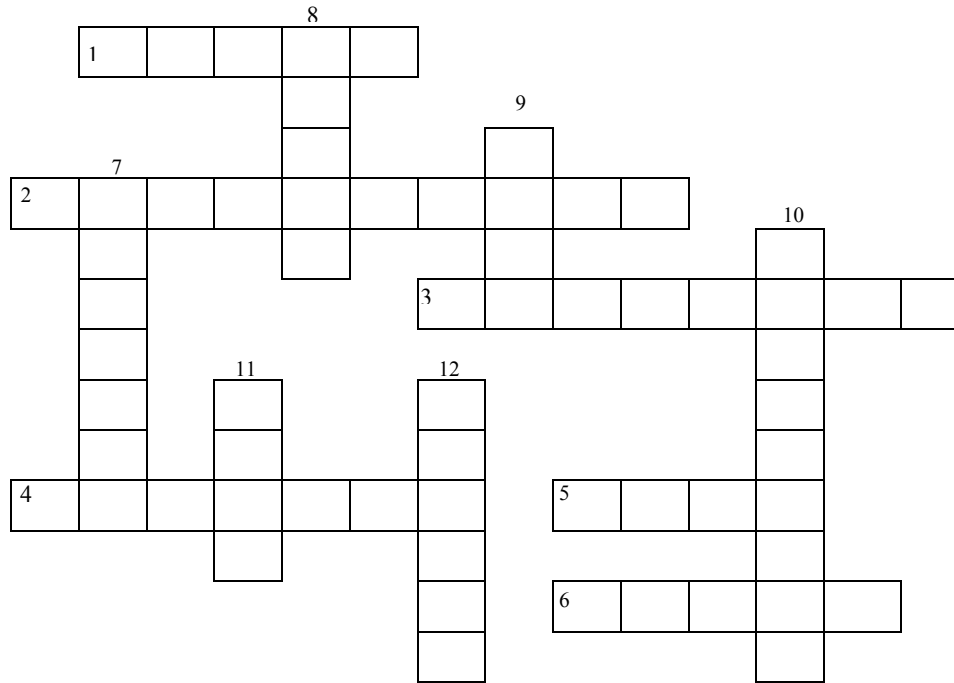
4 points: My writing is clear and does what the prompt asked me. My errors in spelling and punctuation are so few they wouldn't bother you.

3 points: My writing is pretty good. I did what the prompt asked of me, but I did not give enough information or details with my answer. I need to add more. I made very few errors in spelling and punctuation.

2 points: My writing is not clear enough, and I drifted away from the prompt. I need to use more details and be sure they are accurate. I did not notice the errors I made in spelling and mechanics.

1 point: My writing needs to be focused and organized. I need to write more to the prompt and include a lot more details and information. I have too many mistakes in spelling and mechanics.

Traditional Literature Crossword Puzzle



Across

1. The main idea or meaning of a story.

2. In traditional literature, the _____ may be human/ superhuman, animals, magical people, or even talking objects.

3. A type of traditional literature in which a story has been passed down by storytellers (e.g., *Johnny Appleseed*).

4. The time and/or place of a story.

5. The storyline or sequence of events.

6. A type of traditional literature told to teach a lesson or share a moral (e.g., *The Hare and the Tortoise*)

Down

7. A mythological or legendary woman having the qualities of a hero.

8. A message or lesson to be learned from a story.

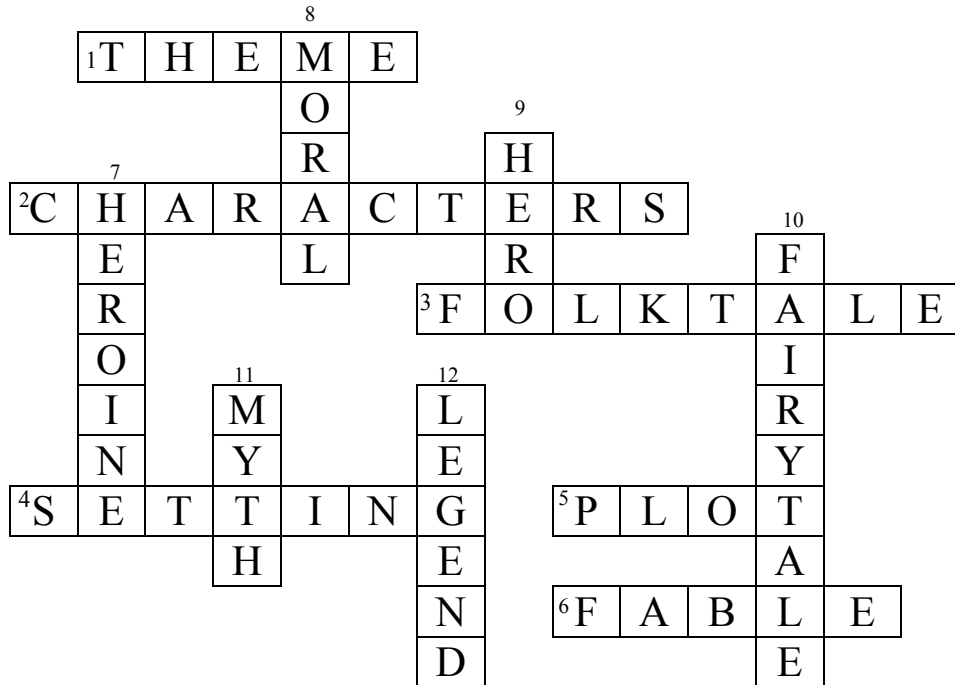
9. A mythological or legendary man having great courage and admired for his deeds and noble qualities.

10. A type of traditional literature that is similar to a folktale but includes magical elements (e.g., *Cinderella*).

11. A type of traditional literature in which the story tries to explain how the natural world works (e.g., *Demeter and Persephone*)

12. A type of traditional literature in which the story talks about people and based on facts but is not entirely true (e.g., *King Arthur and the Knights of the Round Table*).

Traditional Literature Crossword Puzzle- Answer Key



Across

1. The main idea or meaning of a story.
2. In traditional literature, the _____ may be human/ superhuman, animals, magical people, or even talking objects.
3. A type of traditional literature in which a story has been passed down by storytellers (e.g., *Johnny Appleseed*).
4. The time and/or place of a story.
5. The storyline or sequence of events.
6. A type of traditional literature told to teach a lesson or share a moral (e.g., *The Hare and the Tortoise*).

Down

7. A mythological or legendary woman having the qualities of a hero.
8. A message or lesson to be learned from a story.
9. A mythological or legendary man having great courage and admired for his deeds and noble qualities.
10. A type of traditional literature that is similar to a folktale but includes magical elements (e.g., *Cinderella*).
11. A type of traditional literature in which the story tries to explain how the natural world works (e.g., *Demeter and Persephone*).
12. A type of traditional literature in which the story talks about people and based on facts but is not entirely true (e.g., *King Arthur and the Knights of the Round Table*).



Quick Summarizing Strategies to Use in the Classroom

Written Summaries	Brief Description of the Strategy
3-2-1	List: 3 main points (or 3 “somethings”), 2 controversial ideas (or two things I disagree with), and 1 question related to the key concept or learning
Ticket Out The Door/Exit Ticket	This can be the answer to any question about the day’s work that you pose. One “clever” way to pose the question is to ask them to answer “So What?” Other generic questions could be “What do I want to remember?,” “What was I supposed to learn from this lesson/reading/topic?,” “How could I communicate what I’ve learned to someone else?,” etc.
The Important Thing	Three important ideas/things from the lesson today are ---, ---, and ---, but the most important thing I learned today is ---.
Questions to the Teacher	List 3 (or any number) of questions you would still like clarified
Squares, Triangles, Circles	List 4 things that “square with my thinking”; 3 “angles” I disagree with (or 3 details to support --, or 3 things for which I need more information, 3 “different ways to look at the idea,” etc.); and 1 question “circling” in my head
Acrostics	Give students a key word/concept from the lesson. They must then write a detail or descriptor that starts with each of the letters of the key word/concept
Carousel Brainstorming	On chart paper around the room (or on paper that is passed around groups), ask small groups of students (3-4) to respond to a question or statement posed at the top of the paper. After a short period of time, student groups move on to another piece of chart paper/topic, and read what has been written about that topic and add to or respond to it. Key reminder: Ahead of time prepare the chart paper and the different topics, insuring that you have enough “stations” so that every group is at one station during each rotation. These charts and responses can be used as a lesson activator or review the next day.
\$2 Summaries	With each word worth 10 cents, write a \$2 summary of the learning from the lesson. This can be scaffolded by giving students specific words related to the learning that they must include in their summaries. This can be increased to any amount of money.
Gist	Students are given a grid of blanks (any number, depending on the age/level of the student and the level of complexity of the topic). They must fill each blank with a word or phrase helps capture the “gist” of the learning.
Headline Summaries	Similar to \$2 summaries, have students write a newspaper headline that gives the main points of the lesson.
Journals	If students keep journals for the course, have the summarizing activity be an entry in the journal. You might include a prompt to get them started.
RAFT	A writing “situation” where students choose <u>R</u> ole (from whose point of view), <u>A</u> udience (the specific reader to whom the piece is being written), <u>F</u> orm or <u>F</u> ormat (a letter, memo, list, email, etc.), <u>T</u> opic (specific subject of the writing)
K-W-L	If you started the lesson with a K-W-L (what I <u>K</u> now, what I <u>W</u> ant to know, what I <u>L</u> earned), then complete the L(learned) section as the summary.
Revisit Anticipation Guide	Ask students to go back to the anticipation guide from the beginning of the lesson and revise their answers. You can also ask them to justify the changes.
Vanity Tag/Bumper Sticker	Write a vanity tag for a car or a bumper sticker that describes the key ideas from the lesson.
Think-Pair-Write	Similar to Think-Pair-Share, students are given a topic/question, they brainstorm it with a partner, but then each student writes his/her own response.
Think-Write-Share	Similar to above but the sharing is oral. Students think about a question, write a response, then share with their partners.
Word Splash	Students are given a “splash” of the key words from the lesson. They must write a few meaningful sentences (summarize the learning) using these words.
Key Points Summary	Students make a list of bulleted key points of the learning from the lesson.



Quick Summarizing Strategies to Use in the Classroom

Written Conversations	Each student begins the answer to a question or prompt posed by the teacher. Then after 1 or 2 minutes of writing, they exchange their papers (or pass them around). Then they spend 1-2 minutes responding to the writing/thinking on the paper they receive. Then they pass the paper the paper back (or on) and continue the process. Limit the time, using a timer or other signal, so that students are always left thinking they have more to say.
SQ3R	Survey, Question, Read, Recite, Review. While this is a teaching/reading strategy, the last part of it could constitute a summary at the end of the reading/lesson. See: http://www.studygs.net/texred2.htm
Changing Points of View	Ask students to do a quick-write about a topic related to the learning from lesson from a very specific point of view. (i.e., What would X say about --?)
Sample Test Questions	Ask students to write one or several possible test questions related to the learning of the lesson. These questions should not be yes/no or one-word answer questions. An easy way to do this is to use index cards or half-pieces of paper, and ask the student to write the question on one side and an acceptable, detailed answer on the other. These questions can be collected and then redistributed the next day and used as a “warm up” or “lesson activator.”
One-Sentence Summary	Summarize in one sentence the key point of the lesson (be specific about what to summarize—i.e., the importance of ---)
Paragraph Summary	Instead of writing a sentence, students expand. You can ask them to describe at least 3 reasons or support or details
Dear Student Letter	Write a letter to an absent student telling him/her --- (the point of the lesson, the steps in a process, the details learned through the lesson, etc.) A variation could be “Dear Teacher” or “Dear Citizen/Voter,” (depending on the purpose of the learning or the topic and the content area)
Aha! and Huh?	Write down 1 or 2 “ahas” (something you learned) and 1 or 2 “huhs” (things you still have questions about)
6-Word Memoirs	In 6 words, what did you learn? (This is a variation of the Smith Magazine writing contest) For samples, see: http://sixwordmemoirs.aarpmagazine.org/ or http://www.smithmag.net/sixwords/
Framed Paragraph	Do a paragraph skeleton or frame which students have to complete (for example: XX happened because of 3 important factors. The first is – and it caused ---. The second is – and it caused ---. Etc.)
Sentence Starters	Similar to framed paragraphs, start the sentence and have students finish it (for example: One thing I learned about X today is ---, or One important reason why --- is ---)
Inference Frame	Similar to a framed paragraph, this frame helps students draw inferences from what they’ve been reading/viewing/discussing by connecting that new information to their background knowledge to make inferences. “The part where . . . may mean that . . . because”
Inference Venn Diagram	A variation on the above, one side of the Venn has the TEXT information, the other side BACKGROUND INFORMATION, and the “combined,” middle section of the Venn is INFERENCES or conclusions drawn
Sequence or Timeline	List in order of importance or in chronological order (or steps) the concepts discussed in the lesson
Learning Logs	If students keep learning logs for the course, let the summarizing activity be an entry in the learning log (similar to journals)
Foldables	Have each student create a foldable that captures the key concepts of the lesson.
Text Transformation	Students transform a text into a different genre. Say they read a section in a science or social studies text. Then they could transform the information in the text to any of the following: 1) newspaper article, 2) flyer or advertisement, 3) letter from a specific viewpoint (see RAFT), 4) diary entry, 5) comic strip, etc.



Quick Summarizing Strategies to Use in the Classroom

Frayer Model	Instead of using this “concept definer” graphic organizer at the beginning of a lesson, use it at the end See: http://toolsfordifferentiation.pbworks.com/Frayer-Model
What would X do?	Give students a situation related to the topic of or learning from the lesson. Then ask them to respond to the question, using a specific person (i.e., government official, historical figure, character, scientist, etc.). This is similar to “changing points of view” above.
Graphic Organizers	After a lesson, activity, discussion, etc., give students a graphic organizer and ask them to fill it out.
Plus/Minus/Intriguing	List things you agree with (plus), things you disagree with or question (minus), and something you have found intriguing.
Alphabet Game	Divide the alphabet among the class (or groups). Each student must think of one descriptor about the topic, lesson, etc. that begins with the letter she/she is assigned.
Concept of definition/word map	A great way to teach and reinforce a complicated topic. Focuses on 1) what the term is (definition), 2) what it’s like (properties, qualities), 3) examples See: http://www.readingquest.org/strat/cdmap.html
5-3-1 (alone, pair, group)	Pose a question/topic. Students brainstorm 5 answers. Then they work in a pair to come up with the 3 best. Then the pair joins with another pair to come up with the 1 most important.
Sticky Notes	Give students sticky notes and a question or topic with which to respond. They post their notes on the board, door, wall, a chart (that can have divisions/pros/cons, etc.).
Give One-Get One	Pose a question/topic, etc. Students number paper to 5. They write 3 ideas/answers. Then they must talk to at least 2 more students to get 2 additional answers and to give 2 of theirs “away.”
Quick Writes	Pose a question or specific topic. Students are to “quick write” (write whatever comes to mind about the topic, without regards to written conventions—a brainstorming on paper) for a limited amount of time. Begin with short time periods 1-2 minutes, because students must write the entire time.
Cloze Activity	This can be a highly scaffolded writing, where students are given key terms/words from the lesson and a paragraph about the topic with blanks which they must fill in from the given list of terms.
Cause-Effect timeline or chart/ WHAT and WHY	Students make (or are given) a timeline, where above the line either has listed (or they must list) WHAT Happened. Underneath the events, they must describe WHY it happened.
Paragraph essay outline	Have student create just the outline of a essay. They must write the introduction and the topic sentences of the supporting paragraphs only.
5 W’s Summary	Students list information that answers <u>Who</u> , <u>What</u> , <u>When</u> , <u>Where</u> , <u>Why</u> related to the learning from the lesson.
Analogies	Take a key idea from the lesson and turn it into an analogy: something is to something else as – is to --
Alphabet Sequential Round Table	Give students a grid with each letter of the alphabet in a square. In a small group, students are given a defined time to begin filling in the grid with a word or phrase that starts with the letter in the grid and which relates to the key learning of the lesson. At the signal, the student passes the grid on (and receives another). With each successive pass, students must read the concepts/ideas on the grid they receive, and then continue the grid, adding (not repeating) new information to each grid.
Text Messages	Similar to a sentence summary, ask students to write a summary of the key learning in txt msg form. LOL. BTW



Quick Summarizing Strategies to Use in the Classroom

Snowball Fights	Put a problem on the board or post a question. Ask students to answer it, but <u>not to put their names on their papers</u> . Then they wad up the paper and toss the “snowball” (either in a box or a to designated center spot). Then each student in the class gets one of the tossed snowballs. The teacher explains the problem/answers the question, etc., and asks students to look at the snowball they received. If their paper has a correct response, they should sit down. Then, while the teacher doesn’t know “who” doesn’t get it, he/she does know quickly “how many” don’t.
Error Analysis	Post a problem or a process on the board—with an error in the computation/writing/process, etc. Then with a partner or alone, students try to find out where the error or mistake is. If done individually, then students can pair up to compare their findings.
“How Do You . . .”	With any skill that is a process, as a review ask students individually or in pairs to write down the steps or process.

Non-written Summaries	Brief Description of the Strategy
Read and Say Something	Have students read a portion of text and then “say something” to their partners in response to their reading.
Turn and Talk	In response to a summary prompt or question, direct students to “turn and talk” to a shoulder partner (very similar to Read and Say Something).
Think-Pair-Share	Pose a question to the group. Allow time for students to individually process their thinking in response to the question. Then ask them to discuss with their collaborative partners (pairs) and then share with the group or with another pair.
Numbered Heads Together	Have Collaborative Pairs “square” to form groups of 4. In each group, tell them to number themselves 1, 2, 3, and 4. Meanwhile, you assign the groups letters (A, B, C, etc.). Tell them to pull their group’s chairs close so they can “put their heads together.” Pose the 1 st question out loud. Then give them 2-3 minutes to quietly discuss the answer. When you signal time is up, everyone should be silent. Then randomly call a group letter and one number (e.g., A3 or C2 or D1, etc.) Whoever happens to be that number in the particular group – Person 3 in Group A, for example – must answer the question. If the question can be answered in more than one way, then you can call another letter and number to get additional responses.
Quick Talk	Establish a specified time frame (1-2 min., perhaps using a timer to signal when time is up). Then, tell students to engage in “quick talk” to summarize their thinking/learning at various intervals in the lesson. (Could also use the A talk for time, B talks for time.)
Expert Groups/Jigsaw	Form expert groups for each “chunk” of a segment of reading/learning. Allow time for each expert group to discuss and summarize its “chunk.” Then jigsaw the groups so that each new group has one member of each expert group. Direct each expert in the newly formed groups to summarize their “chunk” for their new group members. This is similar to Numbered Heads Together above.
Charades/ Improvisation/Role Play	Have students engage in dramatic creations that summarize the learning.
Freeze Frame	Similar to an improvisation, a small group of students create a tableau related to the reading/discussion/topic. Then the rest of the class must guess the topic/situation of the freeze frame or tableau.



Quick Summarizing Strategies to Use in the Classroom

Bloom's Taxonomy Summary Cubes	Provide for students "cubes" with one of Bloom's levels of learning on each side. Ask each Collaborative Pair to roll the cube; one student in the pair then asks a question based on the level of learning rolled (analyze, evaluate, synthesize, etc.) of his/her partner about the learning. The other student gives a response.
Stand the Line (1 step in, 1 step back)	Put a piece of masking tape down the center of the classroom. Have students stand on either side of the tape, about two steps away. Pose a series of prompts for which students must take a stand. Direct students to take one step in/toward the line if they agree, or one step back from the line if they disagree. Randomly ask given students to share their thinking verbally.
Red Light, Green Light	In an open area of the classroom or hallway, engage students in the childhood game of Red Light, Green Light. When you turn as they freeze, ask one of the participants to respond to a summary question/prompt. If they are unable to do so, they must return to the starting line. The first student to reach you must summarize the overall specified learning or forfeit his "win" and start all over.
25,000 Pyramid	In Collaborative Pairs, have students try to get their partners to guess key words and concepts on a pyramid projected the screen or distributed on handouts (Rounds I and II). Members of each pair sit back-to-back or side-to-side, with one facing the screen and the other's back to the screen.
Meet and Greet (or "going to a 'Math'—or other content-- party" or "Speed Dating")	As a review of important content vocabulary, each student is given a different vocabulary word (if there aren't enough to go around, there can be duplicates). Have students do a Frayer or Concept of Definition Map for their words. The teacher reviews how a person would introduce him or herself to a stranger in professional, polite conversation. The introductions in this "meet and greet" are actually the vocabulary terms being introduced and discussed. As in interpersonal conversation, the parties ask each other questions about themselves, etc. Then the students are to "go" to a Math party, or Computer party, or Econ party (whatever the content area/course is). At the party, they must "Meet and Greet" (which should be modeled ahead of time) others in the class, introducing themselves as their individual concepts/terms, and talking about themselves and asking each other questions.
Kinesthetic Tic Tac Toe	Draw or outline with masking tape a large tic tac toe grid on the floor (you will need to have each square about 3 X 3 or 4 X 4). Create a paper version of the grid with different summary prompts for the given content in each square. Distribute the paper Tic Tac Toe grids to students and tell them that when you give the signal (clapping hands, flicking lights, etc.), they are to step into a square with 1-2 other people and converse with each other in response to the prompt in that square on their paper. Each time they hear/see the signal, they should move to different blocks, with different people and respond to the prompts for those blocks. Repeat the process until students have had multiple opportunities to summarize their thinking/learning about the different aspects of the content. (Note: Be sure to establish where the top of the grid on the floor is in relation to the top of the paper version.)
Illustration/Drawing/Cartoon/Tattoo	Have students create an illustration, drawing, or cartoon to summarize their reading/learning.
Story Board	Give students a blank "story board" and ask them to create a non-linguistic summary of their learning, filling the blocks of the story board with stick figures, drawings, etc. in an appropriate sequence.



Quick Summarizing Strategies to Use in the Classroom

Graffiti Wall/Gallery Walk	Divide the class into groups of 3 or 4, and give each group a sheet of poster paper and markers. Assign each group a different chunk of the learning to summarize in graffiti from (pictures, symbols, graphics). When groups have finished, display all the posters side by side along a wall of the classroom. Then have the groups do a “gallery walk” to view and discuss what they see on the “graffiti wall.”
Smiley Faces, Sad Faces or Red or Green Cards	As a really quick assessment of understanding, have the students make index cards with smiley faces on one side and sad faces on the other, or one side red and one side green. The teacher then can pose a question and have students quickly indicate by holding up or flashing the appropriate side of the card their understanding or their questions.
Thumbs Up, Thumps Down	Similar to the objective of the Smiley Faces above, student just give a thumbs up or down sign, close to their chests, to indicate understanding or questions.
Following Directions	Have students guide their partners through specific steps or processes by giving detailed directions that the partner must follow explicitly. This might be modeled in a fun way using the old “making a peanut butter sandwich” game, where one person gives directions for making a peanut butter sandwich and the partner has to just the steps dictated.
Think Alouds	Utilizing a well-established, research-based instructional practice, model for students a think aloud yourself. Then, with a given problem, question, or passage, have students do think alouds in pairs, taking turns thinking aloud while the silent partner listens.
Key Concept Clothesline	Give each student of Collaborative Pair a piece of construction paper. Ask them to choose a key concept from their reading/learning and represent that visually with drawings, symbols, etc. Hang all of them with clothespins on a line in an area of the classroom. Encourage them use the “clothesline” as an interactive concept/word wall whenever they are asked to summarize.

Sources:

- Buehl, Doug. (2001). *Classroom strategies for interactive learning*. Newark, DE: International Reading Association.
- Beers, Kylene. (2003). *When kids can't read-what teachers can do*. Portsmouth, NH: Heinemann.
- Kagan, Spencer. (1994). *Cooperative learning*. San Clemente, CA: Kagan.
- Marzano, R., Pickering, D., Pollock, J. (2004). *Classroom instruction that works: Research-based strategies for increasing student achievement*. ASCD.
- Santa, C., et al. (2004). *Creating independence through student-owned strategies*. 3rd Ed. Dubuque, Iowa: Kendall/Hunt.
- Thompson, M. (2009). *Learning focused solutions*. Boone, NC. Learning Focused.
- Zwiers, Jeff. (2004). *Building reading comprehension habits in grades 6-12*. Newark, DE.: IRA.
- Zwiers, Jeff. (2004). *Developing academic thinking skills in grades 6-12*. Newark, DE.: IRA.

1. Theme

- good vs. evil
- weak vs. strong
- innocence vs. wise
- clever vs. foolish

2. Plot

- fast-paced development of events
- problem or conflict that needs to be solved
- usually a happy ending

3. Characters

- human / superhuman
- hero / heroine
- magical people, animals or objects

4. Writing style

- events sometimes occur in patterns of 3 or 7
- stories end with a lesson or moral
- sometimes relate to a specific culture