Grade 3

Tales with a Message:
Unlocking and Exploring Folktales

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Reading Lessons
Writing Lessons
Language Companion Lesson
The Common Core State Standards call for students in grade 3 to proficiently read grade-appropriate complex literature so that they can ask and answer questions by referring explicitly to a text. In this lesson set, students will delve deeply into folktales to uncover both the lesson and supporting details. In addition, through this lesson set, students will compare and contrast folktales and consider how they relate to one another.

Helping students understand what they read is a hallmark of grade 3. In grades K–2, children begin to master the decoding skills described in the standards for reading foundational skills. Students in grade 3 apply these skills to negotiate multi-syllabic words that in turn increase their fluency and confidence when reading new and unfamiliar material. Folktales provide an opportunity for students to practice these skills in an engaging genre study.

This genre also provides a plethora of opportunities to expand the academic vocabulary students use in listening and speaking.

In support of the reading standards, this lesson set teaches students to ask questions of one another to deepen understanding of the messages within folktales. Students will have many opportunities to read aloud fluently and offer appropriate elaboration on classmates’ ideas by building on what has been said.

Gaining expertise in writing narrative gives students practice in describing sequential events. This in turn helps them recognize and select the most relevant information when reading. Through writing narrative, students will become better readers of narrative text. This lesson set provides students the opportunity to write their own folktales, which will help them to identify key elements and themes when reading this genre.

Introduction

Why This Lesson Set?

In this lesson set, students will:

- Learn to recognize the common elements of folktales
- Explore connections between folktales and the cultures from which they originate
- Read closely to determine the relationship between central message, or lesson, and key details in the text
- Practice the skills of fluent and effective oral storytelling
- Write and present original folktales incorporating literary elements explored in reading
- Reflect on their development as readers and writers of folktales

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Reading Standards

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2 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.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text; using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL.3.10 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.

Writing Standards

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Speaking and Listening Standards

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

Language Standards

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Common Core State Standards Alignment

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g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

h. Use coordinating and subordinating conjunctions.

i. Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3 Use knowledge of language and its conventions when writing.

a. Choose words and phrases for effect.

b. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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Essential Skill Lenses (PARCC Framework)

As part of its proposal to the U.S. Department of Education, the multi-state Partnership for Assessment of Readiness for College and Careers (PARCC) has developed model content frameworks for grades 3 to 11 in English Language Arts to serve as a bridge between the Common Core State Standards and the PARCC assessments in development at the time of this publication. In the grade 3 to 5 lesson sets, we expect students to engage in reading and writing through eight PARCC-specified skill lenses that are rooted in the standards. The following table details how each skill lens is addressed across the lesson set.

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cite Evidence</strong></td>
<td>In this lesson set, students refer back to specific parts of folktales as they discuss their ideas. This will be especially important during the folktale study groups that extend the lesson set in reading.</td>
</tr>
<tr>
<td><strong>Analyze Content</strong></td>
<td>Students analyze the lesson (also called the message or moral) within each story. In addition, they will analyze cultural clues embedded in folktales that indicate a particular time and setting.</td>
</tr>
<tr>
<td><strong>Study and Apply Grammar and Usage</strong></td>
<td>Students demonstrate usage and understanding of conventional elements frequently found in folktales, such as conventional spelling, commas, and quotation marks in dialogue.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Students write about their reading in several places throughout the lesson set. The teacher should encourage students to begin with the general topic and then provide supportive details that cite evidence for their thinking.</td>
</tr>
<tr>
<td><strong>By writing about their reading, students will show what they know and how deeply they are analyzing the content of folktales, particularly its key elements. The teacher should help students notice cultural clues.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>When writing folktales, the teacher should encourage students to use a variety of sentence structures, including simple, compound, and complex sentences.</strong></td>
<td></td>
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</tbody>
</table>
Core Questions

Before getting started with the day to day lessons it is important to consider the core questions that drive this lesson set. Reading and writing folktales can be a complex process for third graders, particularly if the stories are new or unfamiliar to them. These questions remain the core of our teaching throughout the lesson set; each lesson should come back to these overarching ideas.

- What is a folktale?
- What is the purpose of these stories?
- What characteristic do most folktales have in common?
- What can we learn about a culture or group of people by reading and studying traditional stories from that culture?
- What are the different types of characters in traditional stories? What are their problems and how do they solve them?

Ready to Get Started?

Let’s dig into folktales . . .

Third graders love folktales. They are stories passed by word of mouth from one teller to another. These are great opportunities for read-alouds or storytelling as a classroom community. These stories express the wishes, hopes, and fears of many people and deal with universal human dilemmas that span differences of age, culture, and geography. These stories not only entertain, but share the values and wisdom of a culture, have a strong sense of right and wrong, and provide listeners with Tales with a Message: Unlocking and Exploring Folktales
vivid images that become part of their imaginations. People everywhere have stories of giants, witches, ogres, magical helpers, heroes, tricksters, and noodleheads. These tales do more than tell a good story, but they are good stories first and foremost. They are often the first stories where children begin to understand allegory, or the idea of something standing for something else (the tortoise represents the slow and steady succeeding; the Greek gods represent different forces of nature).

**Lesson Set Goals**

Within this lesson set, there are many goals we as teachers want to help our students reach.

**Reading Goals**

- Build and demonstrate understanding of traditional literature (folktales) through close reading of text, citing textual evidence to support thinking and ideas. (RL.3.1, RL.3.2, RL.3.10, SL.3.1a–d, SL.3.6, L.3.1, L.3.6)
- Understand the purpose of folktales and recognize cultural influences. (RL.3.1, RL.3.2, RL.3.10, RL.3.2, RL.3.10)
- Identify and define elements of traditional stories in the tales read (in folktales: magic, problem, solution, cultural element, lesson). (RL.3.2, RL.3.5, RL.3.10)
- Infer the message in the tale and use text evidence to defend their interpretations. (RL.3.1, RL.3.2, RL.3.10)
- Compare and contrast folktales to recognize similarities and differences. (RL.3.2, RL.3.9, RL.3.10)
- Take and utilize notes to become effective oral storytellers. (W.3.4, W.3.8, W.3.10, SL.3.1a–d, SL.3.4, SL.3.5)
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)
- By the end of the year, read and comprehend a variety of literature at the high end of the grades 2–3 text complexity band independently and proficiently. (RL.3.10)
Tales with a Message: Unlocking and Exploring Folktales

Writing Goals

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10)
- In collaborative discussions, demonstrate evidence of preparation for discussion and exhibit responsibility to the rules and roles of conversation. (SL.3.1a, SL.3.1b)
- In collaborative discussions, share and develop ideas in a manner that enhances understanding of topic. Contribute and respond to the content of the conversation in a productive and focused manner. (SL.3.1c, SL.3.1d)
- Speak in complete sentences when appropriate and demonstrate a command of standard English grammar and usage. (SL.3.6, L.3.1)
- Demonstrate knowledge of standard English and its conventions. (L.3.1, L.3.2, L.3.3)
- Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific vocabulary and phrases. (L.3.6)

Fox's Trap
By Quincy Mangi

Long ago, in a small village in West Africa, there lived a clever fox. One day, the fox was out hunting for food. As he was walking through the woods, he saw a small rabbit hopping along the path. The fox thought to himself, “Oh, how delicious! I will catch that rabbit for my dinner.”

The rabbit saw the fox and quickly hid behind a bush. The fox continued on his way, but he couldn’t shake the thought of that tasty rabbit. He decided to return later that day to try to catch it.

The next day, the fox returned to the same spot. He carefully approached the bush where he had seen the rabbit the day before. He peered around the bush, but there was no sign of the rabbit. The fox was disappointed. He thought to himself, “I will catch that rabbit today.”

The fox sat down and waited. Suddenly, he heard a rustling sound coming from the bush. He quickly jumped up and crept closer to the bush. He could see the rabbit’s eyes through the leaves. The fox was eager to catch the rabbit. He pounced on the rabbit and quickly tumbled to the ground with the fox and the rabbit.

The fox picked himself up and said, “You are going to be my dinner tonight.”

The rabbit said, “Please don’t eat me. I have a message for you.”

The fox was curious. “What message?”

The rabbit said, “Go to the chief’s house and tell him to give you the best gift.”

The fox was excited. “What is the best gift?”

The rabbit said, “It is a diamond.”

The fox was amazed. “A diamond? I will go and get it.”

The fox ran to the chief’s house and told him about the message. The chief was very pleased with the fox. He gave the fox a beautiful diamond as a gift. The fox was overjoyed.

The fox thought to himself, “I am clever. I will use my intelligence to get what I want.”

From that day on, the fox was known as the clever fox. He used his intelligence to get what he wanted and was always happy.

The End

© Quincy Mangi
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Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific vocabulary and phrases. (L.3.6)

— F. Scott Fitzgerald

You don’t write because you want to say something; you write because you have something to say.
Choosing Core Texts

To prepare for this lesson set, you’ll need to gather folktales for modeling during direction instruction and for your students to read during independent practice. There are many wonderful collections of folktales and myths available for students at a range of reading levels. Some collections offer wonderful opportunities for read-alouds to help students focus on unlocking the message rather than on decodability. The following texts are specifically referenced in the lessons:

- *Anansi the Spider* by Gerald McDermott
- *The Ant and the Grasshopper* by Aesop
- *Girls to the Rescue, Book #1: Tales of Clever, Courageous Girls from Around the World* by Bruce Lansky
- *How Chipmunk Got His Stripes* by Joseph Bruchac and James Bruchac
- *The Lion and the Mouse* by Aesop
- *Mightier Than the Sword: World Folktales for Strong Boys* by Jane Yolen
- *Tops and Bottoms* by Janet Stevens
- *Why Mosquitoes Buzz in People’s Ears* by Verna Aardema

We encourage you to seek out and use other folktales to use as well. Folktales make for fun (and often quick) read-alouds—so tuck them into your teaching as often as you’d like and fill your room with the joy and magic of these stories! Many popular folktales are widely available in your school or public library.

You can also find both text and video versions of many popular folktales online with a quick search of Google or YouTube.

Here are a few additional texts we recommend for modeling or student practice. These have been chosen because they represent both classic and contemporary versions of the genre.

- *Best-Loved Folktales of the World* by Joanna Cole (arranged by region)
- *Cinderella* by the Brothers Grimm
- *The Dancing Palm Tree* by Barbara K. Walker
- *Little Burnt Face, a Micmac Indian tale* by Verna Aardema
- *Mufaro’s Beautiful Daughters, from Africa* by Jane Yolen
- *Peace Tales: World Folktales to Talk About* by Margaret MacDonald
- *The People Could Fly* by Virginia Hamilton
- *The Sneetches* by Dr. Seuss
- *Squids Will Be Squids: Fresh Morals, Beasty Fables* by Jon Scieszka and Lane Smith
- *A Story, A Story* by Gail Haley
- *Trickster Tales* by I. C. Edmonds

In general, when choosing literature for this lesson set, consider the cultural backgrounds of your students. Finding folktales from their own cultural traditions can help students connect more deeply with the material and feel like the stories belong to them.
backgrounds will give students an opportunity to explore their heritage through story. In addition, finding folktales from other cultures around the world will increase their global awareness and build appreciation for how stories are similar and different in other parts of the world. You will also want to read the stories you choose ahead of time to ensure that the elements common to folktales are easily identifiable for your third graders.

One of our main goals is that we have students who not only can read, but do read. Finding literature that students love, understand, and feel successful with is key to fostering a lifetime love of reading. Choosing leveled books to provide readers with access to books that offer the right amount of support and challenge is an important part of that process. Folktales may be an unfamiliar topic to many of your third graders and considering how you are going to use these new stories as the heart of your instruction is an important consideration before starting the lesson set.

As they read folktales, students will learn more about the structure and style of the genre. They will begin to catch subtle meanings and unlock the message within each story. There are three main ways to use literature in your instructional read-alouds, individual reading, and instructional reading. Many folktales available for your classroom library will be best suited for read-alouds. The vocabulary, font size, content, and themes may be challenging for some of your students to read independently, but they can be accessed by the entire class through the read-aloud.

### A Note about Addressing Reading Standard 10: Range of Reading and Level of Text Complexity

This lesson set provides all students with opportunities to work with texts deemed appropriate for their grade level as well as texts at their specific instructional level. Through shared experiences and focused instruction, all
students engage with and comprehend a wide range of texts within their grade level complexity band. We suggest a variety of high-quality complex texts to use within the whole-group lessons and recommend a variety of additional titles under Choosing Core Texts to extend and enrich instruction. During independent practice and in small-group collaborations, however, research strongly suggests that all students need to work with texts they can read with a high level of accuracy and comprehension (i.e., at their appropriate instructional level) in order to significantly improve their reading (Allington, 2012; Ehri, Dreyer, Flugman, & Gross, 2007). Depending on individual needs and skills, a student’s instructional level may be above, within, or below his or her grade level band.

**Teacher’s Notes**

Every human, no matter the color of his or her skin, or what he or she wears, or where he or she lives, shares certain qualities. By investigating the stories of many different cultures, students will explore how truly similar people are all over the world. You may want to allow students to read from a variety of countries and cultures. This will allow students to make a broader conclusion about the genres and give you room to move more purposefully into writing their own folktales, fables, or myths. Culture is a difficult term for third graders to understand. Be specific about what you mean. It is often simpler for students to think about the wishes, hopes, fears, questions, and values of a group of people and to look for those things within a story rather than the vague term culture.

*The Sneetches* is one of our favorite stories and is great for helping students understand prejudice and discrimination. In addition, *The Sneetches* is a great story for helping students understand allegory—that in stories, something can stand for something else. This lesson set is written for folktales and can then be extended by revisiting the lessons for fables and myths. The folktale would be a good piece for students’ writing portfolios.

> It had been startling and disappointing to me to find out that story books had been written by people, that books were not natural wonders, coming up of themselves like grass.

—Eudora Welty

**Core Message to Students**

Before the first lesson, use this as a shared reading or read-aloud to set the stage and engage students in discussion about your upcoming study. See Appendix 3.1 for an enlarged version to reproduce and share with students.

In this lesson set we are going to read and write stories that have messages to uncover—usually a lesson (also called a central message or moral) that helps people think about their actions and how they treat others. We’re going to be
reading and writing folktales. Folktales are stories that have been passed down from generation to generation. The characters in folktales are usually ordinary people or animals that act like humans. Some other key elements of folktales are that plots begin quickly, characters are one-dimensional, and questions are all answered before the story ends. Some common themes in folktales are that wishes may be granted, use of magic objects, use of trickery, and tales that explain “why” or “how” about something.

**Questions for Close Reading**

The Core Ready lessons include many rich opportunities to engage students in close readings of text that require them to ask and answer questions, draw conclusions, and use specific text evidence to support their thinking (Reading Anchor Standard 1). These opportunities are marked with a close reading icon. You may wish to extend these experiences using our recommended Core Texts or with texts of your choosing. Use the following questions as a resource to guide students through close reading experiences reading any folktales.

- What does the main character look like? Is this important to the story?
- What inner traits do you associate with the character? Why?
- What is the character’s goal?
- What problems does the character face in reaching the goal?
- Where and when does the tale take place? Is this important to the tale?
- What events are most important to the tale?
- Is magic or fantasy important to the story? How?
- What lesson can the reader learn from this tale?
- How does the problem in the story get solved? How is this important to the story and its lesson?
- What have you learned about the culture of the people who created this tale?
- Why do you think this tale was shared from generation to generation?

**Building Academic Language**

The following is a list of academic language to build your students’ comprehension of the focus of this lesson set and facilitate their ability to talk and write about what they learn. Rather than introduce all the words at once, slowly add them to a learning wall as your teaching unfolds. See the Glossary at the end of this chapter for definitions. Also listed are sentence frames that may be included as a handout or on a sentence wall to scaffold student use of the content words (Carrier & Tatum, 2006), a research-proven strategy for English language learners (Lewis, 1993; Nattinger, 1980). Some students, especially English language learners, may need explicit practice in using the sentence frames. Encourage all students to regularly use these words and phrases in their conversations and writing.
Recognition

At the end of the lesson set, it is important to recognize the hard work your students have put into their learning and the way they’ve come together through collaborative projects. The end of this lesson set offers the perfect opportunity to collaborate with another class in your grade or to reach out to other grades to have students share their original folktales and visual displays. Students in grades below will be captivated by all that your students can do, and students in grades above will fondly remember when they wrote their own folktales.

Assessment

Assessment in this lesson set is both ongoing and culminating, meaning that as teachers we are constantly observing how students are making meaning and how they are interpreting new material. Throughout this lesson set, look for performance-based assessments, called Milestone Performance Assessments, each marked with an assessment icon. Milestone Performance Assessments are opportunities to notice and record data on standards-aligned indicators during the course of the lesson set. Use the results of these assessments to determine how well students are progressing toward the goals of the lesson set. Adjust the pace of your teaching and plan instructional support as needed.

We also encourage you to use the Reading and Writing Rubrics, also marked with an assessment icon, with each lesson set to evaluate overall student performance on the standards-aligned lesson set goals. In this lesson set, the folktales students write will be an essential piece of evidence when you assess student performance.

In addition, we have provided a Speaking and Listening Performance Checklist (Appendix 3.16) that provides observable Core Standards-aligned indicators to assess student performance as speakers and listeners. There are multiple opportunities in every lesson set to make such observations. Use the checklist in its entirety to gather performance data over time or choose appropriate indicators to create a customized checklist to match a specific learning experience.
Core Support for Diverse Learners

This lesson set was created with the needs of a wide variety of learners in mind. Throughout the day-to-day lessons, you’ll find examples of visual supports, graphic organizers, highlighted speaking and listening opportunities, and research-driven English language learner supports aimed at scaffolding instruction for all learners. Also, we urge you to consider the following areas of challenge with which your students may need guided support. The following sections are written to spotlight important considerations as you move through the lesson sets.

Reading
Choosing texts that are at students’ reading levels is essential for their reading success and reading identity. When finding texts, make sure you have various levels represented in your classroom library. All or some of your students may benefit from repeated exposure to a lesson’s teaching objective over several days. This can be accomplished with the whole class or in small-group settings.

Closely monitor your students who are reading below grade level to determine whether they are reading with accuracy and fluency to support comprehension. Encourage students to use context to confirm or self-correct word recognition and understanding and to reread when necessary. Refer to the Common Core Foundational Skills Standards—both at the grade 3 level as well as kindergarten, grade 1, and grade 2 standards—for direct, explicit foundational skills support that your students reading below grade level may need.

Traditional folktales are layered with multi-syllabic words that will require teacher support to decode. In addition, traditional folktales often use terms that may be from another time period and will be unfamiliar to some of your students. Refer to our Core Words guide for vocabulary that you may want to frontload with small groups of students. Be cognizant of unfamiliar language embedded within the selections of folktales you choose for both whole-class teaching as well as independent reading, and preview the texts you provide to students reading below grade level.

As you continue your work with students, use observational notes and reading assessment data to create two to three specific short-term goals for your students with diverse needs. For example, as stated previously, these goals may be related to increasing word accuracy, building vocabulary, improving fluency, or enhancing comprehension. Throughout this lesson set, tailor your individualized and small-group instruction set so that it addresses and evaluates student progress toward these goals.

Writing
Inspired writers are motivated writers. Allowing students to choose the topic of their writing is critical for their ultimate success and their positive development of identity as a writer. When immersing your students in a new genre, form, or purpose for writing, be sure to emphasize the meaning and function this particular type of writing may have in their own lives. Many of your students will also benefit from exposure to strong mentor texts, examples of your own writing, as well as the experience of sharing their own work—both the final product and the work in process.

Many of your students will significantly benefit from the opportunity to sketch their folktales before adding text. For example, some students will require extra support in writing to move from drawing to writing or to move from story mapping to sentences. You can also provide additional scaffolding by
having students draw out the beginning, middle, and end of their folktale prior to writing it. This is especially helpful for visual learners and students who need to “sketch to stretch.” Even your most proficient writers can benefit from this step, but many of your reluctant writers will feel more comfortable with getting their ideas on paper through drawing first. Giving students some sentence starters (see the Core Words and Core Phrases) can vastly help them focus on their ideas and have the stamina to get their thoughts on paper.

- **Beginning:** “Once upon a time” or “In a land far, far away”
- **Middle:** “All of a sudden, _______”
- **End:** “In the end, _______” or “Finally, _______ had learned that _______.”

As your students move from determining their ideas for their folktales and begin telling a sequential tale, provide your students with a variety of paper choices that are third grade appropriate. For students with fine motor control issues, providing a variety of paper choices that have handwriting lines with a dotted line in the middle can offer support, as letter formation may require significant energy for some writers. If you are using electronic systems, have your students use large fonts or even expand their screens to a larger viewing size to help them become stronger and bolder in their writing. Also consider having some students type and electronically publish their folktales rather than handwrite them if that is a medium more conducive to their writing success.

We want our third graders to communicate their folktales to an audience, and supporting them as developing writers is essential. In addition to providing students with topic choice and the opportunity to draw prior to writing, we can provide further scaffolding by having students orally rehearse their stories to us or to a peer. For some students, the oral rehearsal will provide a springboard to writing. Others will have greater success dictating their folktales to you.

As with the reading lessons, your students may benefit from several days on a single lesson’s teaching objective. This can be done with the whole class or in small-group settings.

**English Language Learners**

While it is always our goal as teachers to get to know all of our students deeply both in and out of the classroom setting, this work is perhaps more critical when considering our English language learners. Honoring families’ cultural traditions and experiences is important for getting to know and working with your students in meaningful ways.

English language learners are learning about folktales alongside native English speakers in your classroom, but they are also simultaneously learning English. For English language learners, it is essential to simultaneously develop their ability to easily hold conversations about their reading and writing and build their academic language base. Goldenberg (2008) defines “academic English” as the more abstract, complex, and challenging language that permits us to participate successfully in mainstream classroom instruction. English language learners will over time be responsible for understanding and producing academic English both orally and in writing. However, language acquisition is a process and English language learners range in their development of English language acquisition. We urge you to consider your students along a spectrum of language acquisition, from students new to this country to those who are proficient conversationally to those who have native-like proficiency.

Refer to the English language learner icons throughout this lesson set for ways to shelter instruction for English language learners. These elements will help English language learners participate successfully in the whole-group lesson and support the development of their language skills. While these moments during instruction are designed to support English language learners, many schools are adding a separate ELD (English language development) block targeted at oral English language development to further support their students language acquisition.

Students with growing English proficiency will benefit from a folktale word wall, which will build vocabulary (refer to the Core Words and Phrases). A sentence word wall that gives sentence starters to help with conversation will also offer students another layer of support. Some students may benefit from having their own personalized copies of these words to keep in their reading or writing notebooks for quick reference. Visual aids will further support students and give them grounding in words important to this study and what they mean.

Some students will benefit from several days on the same teaching objective. You may consider gathering small groups of readers or writers for repeated instruction or using one-on-one conferences as an opportunity to revisit teaching objectives.
Complementary Core Methods

Read Aloud
Share a wide variety of folktales, fables, and myths with your class during your ritual read-aloud, making sure your material considers a range of cultures and lessons. During your read-aloud, give students the chance to practice the following when appropriate:

- Identify the six elements of a folktale: (1) strong characters, (2) simple setting, (3) magic or fantasy, (4) a problem that gets solved, (5) cultural clues, and (6) a message, lesson, or explanation
- Infer the lesson (also called the central message or moral), using text as evidence to support their thinking
- Discuss what is revealed about a particular culture—wishes, hopes, dreams, questions, or values
- Make connections between texts (for example, are there cultures that share similar lessons? Can we say even more about a particular culture by looking at multiple folktales?)

Shared Reading
Shared reading during this lesson set study should include a variety of short texts in order to provide students with an additional opportunity to engage with the core ideas addressed. Following are several ideas for prompts to focus student talk around various shared readings in this lesson set. Remember, using text as evidence of one’s thinking is crucial. Encourage students to continue developing this skill as they consider and discuss the following:

- What is the lesson in this piece? How do I know?
- What does this passage teach me about the culture from which it originated?
- Can I connect this passage to another reading? If so, which text and why?

Shared Writing
Model and practice how to create an original folktale. Be sure to include the six key elements of a folktale discussed previously. Encourage students to take on the role of oral storytellers as you maintain the role of scribe, taking this opportunity to teach the overall structure of a folktale.

Core Connections at Home
This lesson set is a perfect opportunity to encourage discussion of stories and folktales at home. For homework, consider having students research folktales from their ancestors’ homelands or cultures and bring them into class to share. This would also be a wonderful time to invite parents, caregivers, and special friends to class to read aloud a favorite folktale from their childhood or their culture and explain to the class why it is a significant story to them. This kind of sharing could extend far beyond the course of this lesson set and become a hallmark of third grade throughout the year.

One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is a vital element for the growing plant and for the soul of the child.

—Carl Jung
Reading Lessons

The Core I.D.E.A. / Daily Reading Instruction at a Glance table highlights the teaching objectives and standards alignment for all 10 lessons across the four stages of the lesson set (Introduce, Define, Extend, and Assess). It also indicates which lessons contain special features to support ELLs, technology, speaking and listening, and formative (“Milestone”) assessments.

The following Core Ready Reading Rubric is designed to help you record each student’s overall understanding across four levels of achievement as it relates to the lesson set goals. We recommend that you use this rubric at the end of the lesson set as a performance-based assessment tool. Use the Milestone Performance Assessments as tools to help you gauge student progress toward these goals, reteach, and differentiate as needed. See the foundational book, *Be Core Ready: Powerful, Effective Steps to Implementing and Achieving the Common Core State Standards*, for more information about the Core Ready Reading and Writing Rubrics.
### Grade 3 Tales with a Message: Unlocking and Exploring Folktales

<table>
<thead>
<tr>
<th>Instructional Stage</th>
<th>Lesson</th>
<th>Teaching Objective</th>
<th>Core Standards</th>
<th>Special Features</th>
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</thead>
<tbody>
<tr>
<td><strong>Introduce</strong>: notice, explore, collect, note, immerse, surround, record, share</td>
<td>1</td>
<td>Readers understand that folktales have elements that make them different from other types of stories.</td>
<td>RL.3.1 • RL.3.2 • RL.3.10 SL.3.1a-d • SL.3.6 • L.3.1 • L.3.6</td>
<td>Close Reading ELL S&amp;L Tech</td>
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<td></td>
<td>2</td>
<td>Readers understand that folktales have common elements and often explain something that happens in nature or convey a certain truth about life.</td>
<td>RL.3.1 • RL.3.2 • RL.3.10 SL.3.1a-d • SL.3.6 • L.3.1 • L.3.6</td>
<td>Close Reading ELL</td>
</tr>
<tr>
<td><strong>Define</strong>: name, identify, outline, clarify, select, plan</td>
<td>3</td>
<td>Readers can define folktales and identify their six key elements.</td>
<td>RL.3.1 • RL.3.2 • RL.3.5 RL.3.10 • SL.3.1a • SL.3.1b SL.3.6 • L.3.1 • L.3.6</td>
<td>ELL Close Reading Milestone Assessment S&amp;L Tech</td>
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<td></td>
<td>4</td>
<td>Readers can follow steps to identify the lesson of a folktale.</td>
<td>RL.3.1 • RL.3.2 • RL.3.10 SL.3.1a-d • SL.3.6 • L.3.1 • L.3.6</td>
<td>Close Reading ELL Milestone Assessment</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Readers understand that folktales around the world often share lessons.</td>
<td>RL.3.1 • RL.3.2 • RL.3.9 RL.3.10 • W.3.4 • W.3.10 SL.3.1a • SL.3.1b • SL.3.4 SL.3.6 • L.3.1 • L.3.6</td>
<td>ELL Close Reading Milestone Assessment S&amp;L</td>
</tr>
<tr>
<td><strong>Extend</strong>: try, experiment, attempt, approximate, practice, explain, revise, refine</td>
<td>6</td>
<td>Readers can learn about a culture’s clothing, language, traditions, and values by studying its folktales for cultural clues.</td>
<td>RL.3.1 • RL.3.2 • RL.3.10 SL.3.1a-d • SL.3.6 • L.3.1 • L.3.6</td>
<td>Close Reading ELL</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Readers make deeper connections to folktales by building their background knowledge of the culture that created the folktale.</td>
<td>RL.3.1 • RL.3.2 • RL.3.10 • RI.3.1 RI.3.2 • RI.3.10 • SL.3.1a-d SL.3.6 • L.3.1 • L.3.6</td>
<td>Close Reading ELL S&amp;L</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Readers can take notes to become effective oral storytellers.</td>
<td>RL.3.2 • RL.3.5 • RL.3.10 • W.3.4 W.3.8 • W.3.10 • SL.3.1a-d SL.3.6 • L.3.1 • L.3.6</td>
<td>ELL</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Readers understand that oral storytelling sounds different than reading aloud.</td>
<td>RL.3.2 • RL.3.10 • SL.3.1a-d SL.3.3 • SL.3.4 • SL.3.5 • SL.3.6 • L.3.1 • L.3.6</td>
<td>ELL Milestone Assessment S&amp;L Tech</td>
</tr>
<tr>
<td><strong>Assess</strong>: reflect, conclude, connect, share, recognize, respond</td>
<td>10</td>
<td>Readers reflect on core questions.</td>
<td>RL.3.2 • RL.3.10 • W.3.4 • W.3.10 SL.3.1a • SL.3.1b • SL.3.6 • L.3.1 • L.3.6</td>
<td>ELL Milestone Assessment Tech</td>
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</table>
### Core Ready Reading Rubric

#### Grade 3 Tales with a Message: Unlocking and Exploring Folktales

<table>
<thead>
<tr>
<th>Lesson Set Goal</th>
<th>Emerging</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student demonstrates little or no understanding of traditional literature through close reading of text. Does not cite textual evidence to support thinking and ideas.</td>
<td>Student demonstrates basic understanding of traditional literature through the close reading of text. Infrequently cites textual evidence to support thinking and ideas.</td>
<td>Student demonstrates a solid understanding of traditional literature through the close reading of text. Cites textual evidence to support thinking and ideas.</td>
<td>Student demonstrates a deep understanding of traditional literature through the close reading of text. Always cites textual evidence to support thinking and ideas.</td>
<td>RL.3.1 RL.3.2 RL.3.10 SL.3.1a–d SL.3.6 L.3.1 L.3.6</td>
</tr>
<tr>
<td>Understand the purpose of folktales and recognize cultural influences.</td>
<td>Student is unable to explain the purpose of folktales with any clarity. Struggles to recognize similar lessons in folktales across cultures.</td>
<td>Student has a basic understanding of the purpose of folktales. Identifies some similarities across cultures but does not provide adequate textual evidence to fully articulate and justify thinking.</td>
<td>Student has a clear understanding of the purpose of folktales and consistently identifies similar lessons in folktales across cultures. Regularly supports thinking with appropriate textual evidence.</td>
<td>Student has a well-developed understanding of folktales and their purpose. Recognizes similar lessons in folktales across cultures, including those that may be subtle or nuanced. Provides multiple pieces of textual evidence to support thinking.</td>
<td>RL.3.1 RL.3.2 RL.3.10 RL.3.1 RL.3.2 RL.3.10</td>
</tr>
<tr>
<td>Identify and define elements of traditional stories in the tales read (in folktales: magic, problem, solution, cultural element, lesson).</td>
<td>Student shows little to no evidence of being able to identify or define the elements of traditional stories.</td>
<td>Student attempts, with some success, to identify and define some of the elements of traditional stories. Some gaps or inaccuracies may be present.</td>
<td>Student identifies and defines multiple elements of traditional stories.</td>
<td>Student identifies and defines the elements of traditional stories with great accuracy and independence.</td>
<td>RL.3.2 RL.3.5 RL.3.10</td>
</tr>
<tr>
<td>Infer the message in the tale and use text evidence to defend interpretations.</td>
<td>Student struggles to infer the message and cites little or no relevant evidence to defend any interpretations.</td>
<td>Student attempts to infer the message and attempts to provide textual evidence to support the interpretation. Some misinterpretation and/or missing or irrelevant evidence.</td>
<td>Student infers the message in a folktale and provides relevant textual evidence to defend the interpretation.</td>
<td>Student infers the message in a folktale and provides multiple examples of relevant text evidence to defend the interpretation.</td>
<td>RL.3.1 RL.3.2 RL.3.10</td>
</tr>
<tr>
<td>Compare and contrast folktales to recognize similarities and differences.</td>
<td>Student is unable to provide clear explanations and evidence explaining similarities and differences of folktales.</td>
<td>Student attempts to compare and contrast folktales with limited success. May have some inaccuracies or lack appropriate evidence.</td>
<td>Student is able to accurately compare and contrast folktales, providing sufficient pieces of evidence from the text.</td>
<td>Student is able to thoroughly compare and contrast folktales providing multiple pieces of evidence from the text to support a sophisticated analysis.</td>
<td>RL.3.2 RL.3.9 RL.3.10</td>
</tr>
</tbody>
</table>
### Core Ready Reading Rubric, Grade 3, continued

<table>
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<tr>
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<th>Standards Alignment</th>
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</thead>
<tbody>
<tr>
<td>Take and utilize notes to become effective oral storytellers.</td>
<td>Student shows little or no evidence of success taking notes to help prepare for oral storytelling.</td>
<td>Student attempts to take some notes to help prepare for oral storytelling; however they lack detail or do not reflect the most important or relevant ideas.</td>
<td>Student takes accurate and effective notes, reflective of the important points and big ideas to help prepare for oral storytelling.</td>
<td>Student takes detailed, accurate, and well-organized notes and uses them to rehearse and prepare for oral storytelling, revising when necessary.</td>
<td>W.3.4</td>
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<td>W.3.8</td>
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<td>W.3.10</td>
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<td>SL.3.1a–d</td>
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<td>SL.3.4</td>
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<td>SL.3.5</td>
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<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>Student shows little or no evidence of active, purposeful reading or searching the text for specific information and evidence. Student makes little or no attempt to ask and/or answer questions about the text. Text evidence is minimal or nonexistent.</td>
<td>Student shows some evidence of active purposeful reading and searching the text for specific information and evidence. Student may be able to ask and/or answer some questions about the text accurately, but may not provide sufficient textual evidence to support thinking.</td>
<td>Student shows solid evidence of active, purposeful reading and searching the text for specific information and evidence. Student usually asks and answers questions accurately and provides appropriate textual evidence to support thinking.</td>
<td>Student demonstrates exceptional evidence of active, purposeful reading and searching the text for specific information and evidence. Student asks and answers questions with accuracy and provides appropriate, detailed, and thoughtful textual evidence to support thinking.</td>
<td>RL.3.1</td>
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<td>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.</td>
<td>Student shows little or no evidence of reading and comprehending texts appropriate for the grade 3 text complexity band.</td>
<td>Student shows inconsistent evidence of independently and proficiently reading and comprehending texts appropriate for the grade 3 text complexity band.</td>
<td>Student shows solid evidence of independently and proficiently reading and comprehending texts appropriate for the grade 3 text complexity band.</td>
<td>Student shows solid evidence of independently and proficiently reading and comprehending texts above the grade 3 text complexity band.</td>
<td>RL.3.10</td>
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<td>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
<td>Student shows little or no evidence of writing routinely for short or long time frames for a range of discipline-specific tasks, purposes, and audiences.</td>
<td>Student shows some evidence of writing routinely for short and long time frames for a range of discipline-specific tasks, purposes, and audiences.</td>
<td>Student shows solid evidence of writing routinely for short and long time frames for a range of discipline-specific tasks, purposes, and audiences.</td>
<td>Student shows exceptional evidence of consistently and accurately writing for short and long time frames for a range of discipline-specific tasks, purposes, and audiences.</td>
<td>W.3.10</td>
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<td>In collaborative discussions, demonstrate evidence of preparation for discussion and exhibit responsibility to the rules and roles of conversation.</td>
<td>In collaborative discussions, student comes unprepared and often disregards the rules and roles of conversation.</td>
<td>In collaborative discussions, student’s preparation may be evident but ineffective or inconsistent. May occasionally disregard the rules and roles of conversation.</td>
<td>In collaborative discussions, student prepares adequately and draws on the preparation and other information about the topic to explore ideas under discussion. Usually observes the rules and roles of conversation.</td>
<td>In collaborative discussions, student arrives extremely well prepared for discussions and draws on the preparation and other information about the topic to explore ideas under discussion. Always observes the rules and roles of conversation.</td>
<td>SL.3.1a</td>
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<td>SL.3.1b</td>
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Grade 3
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<tr>
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<th>Exceeding</th>
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</tr>
</thead>
<tbody>
<tr>
<td>In collaborative discussions, share and develop ideas in a manner that enhances understanding of topic. Contribute and respond to the content of the conversation in a productive and focused manner.</td>
<td>Student shows little or no evidence of engaging in collaborative discussions and makes little or no attempt to ask and answer questions, stay on topic, link comments to the remarks of others, or to explain his or her own ideas and understanding in light of the discussion.</td>
<td>Student shows some evidence of engaging in collaborative discussions and, with marginal success, attempts to ask questions to check understanding of information presented, to stay on topic, link comments to the remarks of others, and explain his or her own ideas and understanding in light of the discussion.</td>
<td>Student engages in a range of collaborative discussions and asks questions to check understanding of information presented, stays on topic most of the time, and frequently links his or her own ideas and understanding in light of the discussion.</td>
<td>Student effectively and consistently engages in a range of collaborative discussions and asks high-level questions to check understanding of information presented. Always stays on topic and, with great insight and attention to the comments of others, links his or her own ideas and understanding in light of the discussion.</td>
<td>SL.3.1c SL.3.1d</td>
</tr>
<tr>
<td>Speak in complete sentences when appropriate and demonstrate a command of standard English grammar and usage.</td>
<td>Student shows little or no evidence of attempting to speak in complete sentences. Student demonstrates little or no command of standard English grammar and usage.</td>
<td>Student attempts to speak in complete sentences when appropriate and demonstrates some command of standard English grammar and usage.</td>
<td>Student speaks in complete sentences when appropriate and demonstrates a command of standard English grammar and usage.</td>
<td>Student always speaks in complete sentences when appropriate and demonstrates an extraordinary command of the conventions of standard English grammar and usage.</td>
<td>SL.3.6 L.3.1</td>
</tr>
<tr>
<td>Demonstrate knowledge of standard English and its conventions.</td>
<td>Student demonstrates little or no knowledge of standard English and its conventions.</td>
<td>Student demonstrates some evidence of knowledge of standard English and its conventions.</td>
<td>Student consistently demonstrates knowledge of standard English and its conventions.</td>
<td>Student demonstrates an exceptional understanding of standard English and its conventions. Use of conventions is sophisticated for grade level and accurate.</td>
<td>L.3.1 L.3.2 L.3.3</td>
</tr>
<tr>
<td>Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific vocabulary and phrases.</td>
<td>Student shows little or no evidence of the acquisition and use of grade-appropriate conversational and academic language.</td>
<td>Student shows some evidence of the acquisition and use of grade-appropriate conversational and academic language.</td>
<td>Student shows solid evidence of the acquisition and use of grade-appropriate conversational and academic language.</td>
<td>Student shows a high level of sophistication and precision when using grade-appropriate conversational and academic language.</td>
<td>L.3.6</td>
</tr>
</tbody>
</table>

Note: See the Core Ready Rubrics chart in the Welcome at the beginning of the book for descriptions of category headers.
Reading Lesson 1

▼ Teaching Objective
Readers understand that folktales have elements that make them different from other types of stories.

▼ Standards Alignment
RL.3.1, RL.3.2, RL.3.10, SL.3.1a–d, SL.3.6, L.3.1, L.3.6

▼ Materials
- Video clip: Why Mosquitoes Buzz in People’s Ears (available on DVD or online)
- Chart paper, interactive whiteboard, or other display tool
- Multiple folktales at various reading levels (books, online, or printed copies)

▼ To the Teacher
Today’s lesson is intended to push your students to begin creating a collaborative definition of a folktale. In particular, today’s work highlights the importance of oral storytelling as a traditional method for handing down stories from generation to generation. We will use a 10-minute clip of Why Mosquitoes Buzz in People’s Ears, which can be found by searching for the title on YouTube, as well as in your local library and from many online booksellers. Of course, you may substitute a visual presentation of another folktale of your choosing. Also, simply reading aloud a folktale to the class would work beautifully. Some other folktales that are easy to find include Anansi the Spider and The Ant and the Grasshopper.

▼ Procedure
**Warm Up**
Gather the class to set the stage for today’s learning

Gather your class together to listen to Why Mosquitoes Buzz in People’s Ears. Give their listening a purpose.

Students, today we are going to begin studying folktales. A folktale is a story or legend handed down from generation to generation, usually by oral retelling. We’re going to listen to a folktale being told out loud. Today’s folktale is called Why Mosquitoes Buzz in People’s Ears. It’s an African folktale that teaches an important lesson about the effects of your actions on others. As you are watching and listening, think about how we can describe or define a folktale. What makes it different from other kinds of stories?

Watch and listen to the folktale with your class. **ELL** Provide Comprehensible Input—Providing Audio and Visual. Video clips can be a powerful way to use visuals and dramatic readings for your ELLs. You may also be able to find the same folktale in their native language; consider showing both versions. You could show ELLs the version in their native language before the lesson. Once the presentation is finished, spend a few moments discussing the folktale. Check for understanding by asking students to retell the folktale, focusing on the lesson that can be learned. **ELL** Identify and Communicate Content and Language Objective—Check for Understanding. Checking for understanding can help you gauge how you may need to further scaffold the lesson for comprehension. You can create nonverbal cues for your ELLs to tell you that they may need more assistance (i.e., showing you a thumb up) without making them feel as though they are standing out by asking for further help.

**Teach**
Model what students need to learn and do

Now guide students to create a working definition of this genre by forming a list of elements they notice. It’s important to model the type of responses you are looking for; otherwise many students will simply want to summarize or retell the folktale itself. Begin by asking the class, “What is a folktale?”

We just finished watching and listening to a folktale from Africa. I want us to start a definition of folktales, so we’re going to need to think about a few things, like what the important parts of folktales are and what makes a folktale different from other kinds of stories. Let’s see . . . well, I noticed that in this folktale, many of the characters were animals. We’ll have to look at other folktales to see if that’s absolutely true, but I want to jot down our thinking for today.
Begin a class chart. At the top, write the question “What is a folktale?” Underneath, jot your idea as a bullet point: “Most of the characters are animals.”

**Try**  Guide students to quickly rehearse what they need to learn and do in preparation for practice

Okay, now it’s your turn to add to our definition. Remember, our definition will keep growing and changing as we explore more and more folktales, but I want to get down what you are thinking after watching Why Mosquitoes Buzz in People’s Ears. Turn and talk with your partner—what is a folktale? How can we describe it? **ELL** Enable Language Production—Increasing Interaction. During partner time, consider partnering ELLs with students who speak their native language so that there can be clarification in either language.

**Move around the classroom and listen as students talk in partnerships.** Using your preferred method of note taking, jot down interesting ideas to share with the larger group. Allow students about 5 to 10 minutes to talk together. **ELL** Enable Language Production—Listening and Speaking—Providing Wait Time. Wait time allows ELLs opportunities to practice and clarify their thinking in their new language. As you move around the room, listen in to the partnerships to see how you can model language structures in partner talk. As you listen, take the opportunity to reinforce respectful speaking and listening behaviors, such as listening to one another with care, speaking one at a time, and staying on topic. (SL.3.1b)

Refocus the class and share any interesting comments you gathered. For example, you might say something like, “Carla and Lily had a very interesting conversation. They noticed and were talking about how there was a lesson at the end of the story. I think that is something we should add to our class definition.” Take a moment and jot a new bullet point that summarizes the student thinking you just shared.

Guide your class toward noticing the features of this folktale. (Note: It is not necessary for the class to form a complete list during this lesson. See the following list for some types of items you and your students might discover.)

- **Simple character traits:** Good, evil, rich, poor, beautiful, ugly, youthful, old, hardworking, lazy
- **Strong setting:** Easily described setting (long ago, far away, magic kingdom, humble cottage, dark forest, town, country)
- **Problem that gets solved:** Problems are often solved by the “good” characters through great deeds or kindness; typically has a close connection to the lesson of the tale
- **Cultural clues:** Details that provide clues about the culture that created the tale (clothing, language, traditions, values, etc.)
- **Magic and fantasy:** Supernatural beings, talking animals, magic objects, spells and transformations
- **Message, explanation, or lesson:** May explain something in nature (how zebra got stripes) or teach a lesson (goodness/hard work will be rewarded, don’t be wasteful, respect others’ property)

**Clarity**  Briefly restate today’s teaching objective and explain the practice task(s)

Today, I want you to spend some time exploring the folktales I’ve selected for you. As you are reading, keep thinking about what makes a folktale a folktale. I want everyone to come away with some ideas to add to our working definition. When you share your ideas, be prepared to provide an example from the text you were reading to support your thinking. (SL.3.1a)

**Practice**  Students work independently and/or in small groups to apply today’s teaching objective

Students will read from mixed containers of folktales. As students are reading, check in with individual students to monitor student understanding and have students take notes while they read to record their thinking for sharing with the larger group.

**Goal**  Low-Tech  High-Tech

| Students take handwritten notes, either on a separate piece of paper or in a reader’s notebook. If you’d like to collect student notes to review or display, consider using Post-it notes or index cards. | Students text their notes to you. You compile their texts, highlighting a few for sharing. Students tweet their notes using a common hashtag (such as #folktalethinking) |

Students take notes while they read to record their thinking for sharing with the larger group.
discussions about their thinking. Provide students with a method for quickly jotting their thinking about folktales to bring back to the meeting area.

Wrap Up  Check understanding as you guide students to briefly share what they have learned and produced today.

Call your class’s attention back to you. Ask students to share their thinking about folktales.

Does anyone have anything to add to the class definition? Did anyone discover something that indicates we need to make changes to what we already have?

Again, a complete list is not essential during this lesson. Accept all logical observations and be comfortable with only a partial list. As this lesson set unfolds, you will return to and revise this definition as necessary. The goal is for students to create a definition of folktales for themselves as their understanding grows.

Reading Lesson 2

Teaching Objective

Readers understand that folktales have common elements and often explain something that happens in nature or convey a certain truth about life.

Standards Alignment

RL.3.1, RL.3.2, RI.3.10, SL.3.1a–d, SL.3.6, L.3.1, L.3.6

Materials

• Why Mosquitoes Buzz in People’s Ears
• The Ant and the Grasshopper
• Chart paper or interactive whiteboard

Procedure

Warm Up  Gather the class to set the stage for today’s learning.

Revisit the definition of a folktale you began with the class yesterday.

Teach  Model what students need to learn and do.

Tell the class that one of the most important elements of a folktale is that it often offers an explanation for something that happens in nature or conveys a lesson about life. An important purpose for creating these tales was to share these explanations and lessons with others. Use Why Mosquitoes Buzz in People’s Ears as an example.

Think about Why Mosquitoes Buzz in People’s Ears. That folktale offers an explanation about why mosquitoes buzz around and bother everyone in the summer—they’re trying to see if everyone is still mad at them for what happened to Owlet. The story gives us an explanation about something that happens in nature. Now think about the lesson we learned about our actions. Who can tell us what we learned?

Have a student or students state the lesson learned from this folktale, citing specific moments from the text to support their thinking. Reiterate that this folktale happens to have both elements—it offers an explanation about something that happens in nature and teaches us a life lesson (there are consequences for our actions). As your students watch, begin a three-column chart. Label the first column “Title,” the second column “Explanation about Nature,” and the third column “Life Lesson.” Chart what you have discussed so far.

Example Chart  What Have You Learned from This Folktale?

<table>
<thead>
<tr>
<th>Title</th>
<th>Explanation about Nature</th>
<th>Life Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why Mosquitoes Buzz in People’s Ears</td>
<td>Explains why mosquitoes buzz around and bother people</td>
<td>Teaches that telling lies can cause lots of trouble</td>
</tr>
</tbody>
</table>