

MENTOR STANDARDS

recount folktales

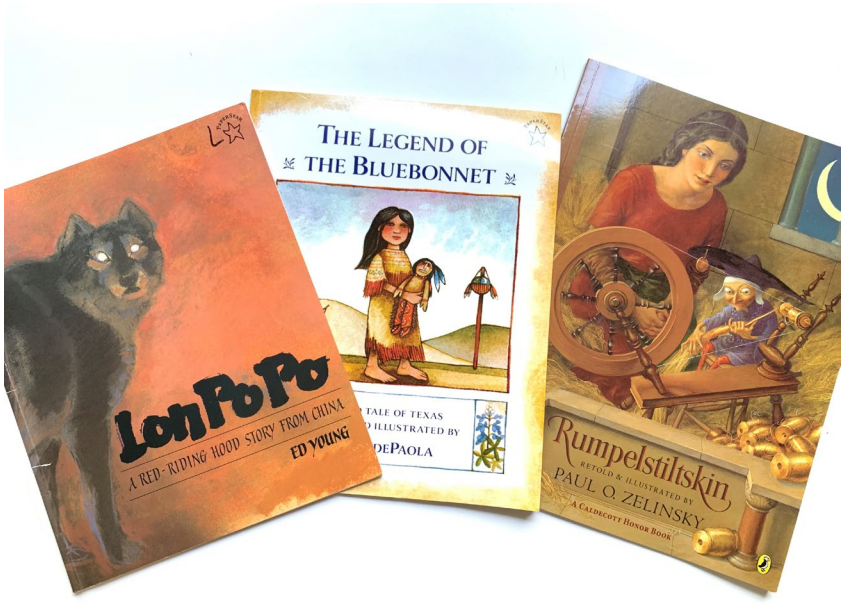
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PEDAGOGY



Many schools and districts are stuck in expensive contracts using basal big box curricula. These resources claim to be both comprehensive and researched based, which leads school administrators and other decision makers to believe that they are the best resources for students. Unfortunately, basal readers can often turn students off from reading, making it difficult for them to grow academically and potentially harming their chances of becoming lifelong readers. Because the basal reader is focused on routine over development, students exposed to basal readers without complementary resources can struggle to develop and transfer necessary comprehension skills.

I believe that students need to be immersed with reading tasks that engage them with meaningful literature that is both relatable and diverse. This is why I created my "Mentor Standards" unit.

Carefully selected books

I've carefully selected books that:

- are excellent mentor texts for each standard
- include diverse characters from different backgrounds, ethnicities, and experiences
- include topics and plots that are engaging to students and will help them think critically

While developing this curriculum, my focus was to create a process in which:

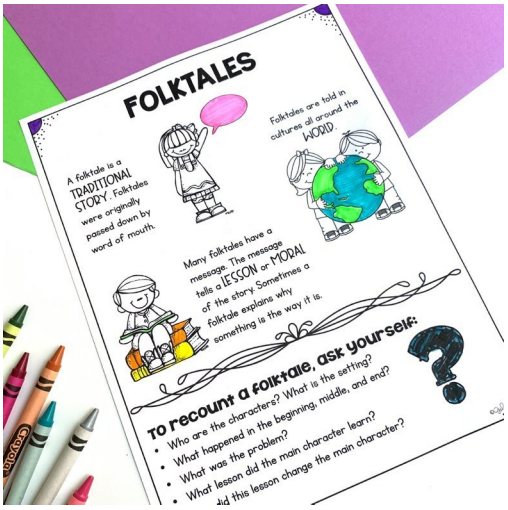
- teachers model a reading comprehension skill or strategy using the mentor text
- students have time to discuss ideas and concepts with each other
- lessons integrate writing in a meaningful way with reading response

PEDAGOGY

Unit Components

Anchor Charts

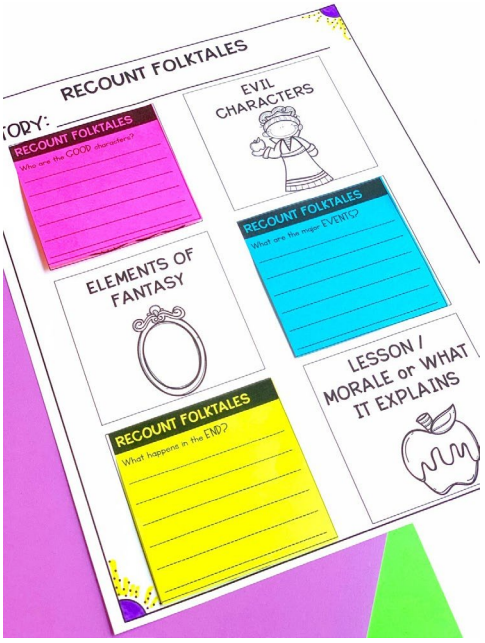
Anchor charts should be created or printed as posters for teachers to refer to during lessons and for students to refer to during work time. Journal-size anchor charts are available for students to keep in their reading notebooks for reference.



Sticky Note Templates

Sticky note questions make prep simple, keeps things organized for years to come, and is easy for substitutes to implement.

Student sticky note templates make tasks engaging. Sticky notes are easily carried to any reading location and later placed in readers' notebooks to track progress.



Student Work Pages

Student work pages can be placed in students' journals to track learning and make assessment easy for teachers.

Mini Rubrics

Mini rubrics can be printed on sticky notes to make student self-assessment and teacher assessment simple and effective. Students learn how to assess their understanding and application of each standard. This helps students understand in which areas they need to improve.



Interactive Flipbooks

Flipbooks are a practical way to practice skills and strategies during group or independent work. They make the activities fun and more hands on, but they still incorporate important writing skills. There are plenty of uses for flipbooks, including guided practice, independent work, small groups, or centers.

LESSON PREP

materials:



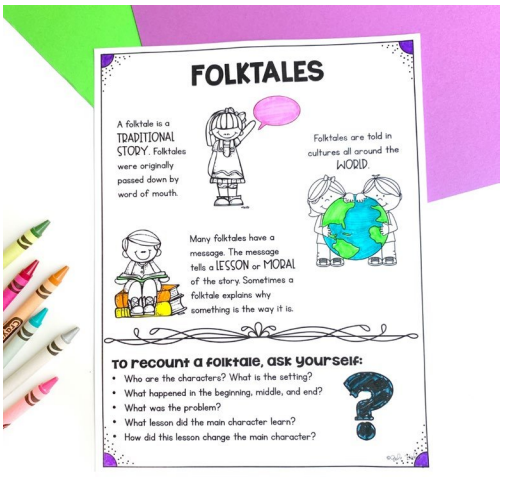
- Books: *Lon Po Po* by Ed Young, *The Legend of the Bluebonnet* by Tomie dePaola, and *Rumplestiltskin* by Paul O. Zelinsky
- Sticky notes
- Prepared anchor chart
- Copies of student journal pages
- Copies of sticky note questions for students
- Copies of student rubrics
- Copies of flipbook pages

prep:

1. Number all book pages. Page #1 should be the first page with the picture after the title page.
2. Create the "Folktales" anchor chart. Recreate this on chart paper, or print the included anchor chart as a poster under the print settings.
3. Print the student question tracking pages. If you would like this to fit in composition notebooks, reduce the size to 80%.
4. Print the "Sticky Note Template" page. Place sticky notes on squares. Put the template with the sticky notes into the printer per your printer settings. Print the sticky note questions.
5. Place sticky notes inside the books on the indicated pages.
6. Print student sticky note questions and student rubrics.
7. Follow picture directions to print and create each activity template.







LESSON PLANS Recount Folktales

FOCUS:

Recount folktales from diverse cultures, and determine their central messages, lessons, or morals.

Standard:

RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Day 1

I DO:

Opening: Show students the "Folktales" anchor chart. Referring to the chart, explain what folktales are. Go over some examples that students might be familiar with, including fairy tales, such as *Cinderella* and *Little Red Riding Hood*, and fables, such as *The Tortoise and The Hare*.

Tell students that it is important to read folktales from different cultures to help us learn about others' lives and beliefs.

While we explore folktales from different cultures, it is important to make sure that we are comprehending the stories.

Model: Show students the cover of *Lon Po Po*. Introduce this book by telling students that this is a folktale from China. They may recognize the plot from another common fairy tale. Tell students that you are going to model how good readers think about folktales and retell the stories while reading.

Model asking and answering questions on the sticky notes. Chart your questions and responses on the "Folktales" anchor chart.

Closing: At the end of the lesson or at the end of your reading block, ask students:

- What are folktales? Folktales are traditional stories that were originally passed down through word of mouth.
- Why is it important to retell a story we read? Retelling the important events ensures that we comprehend what we read.
- How do you retell a folktale? You determine the good characters, the evil characters, and the important events in the beginning, middle, and end. You also think about the lesson or message that the author wants you to learn about life.

Day 2

Guided Practice:

Opening: Review the "Folktales" anchor chart. Ask students, "What are folktales?" (Folktales are traditional stories that were originally passed down through word of mouth.)

Guided Practice: Show students the cover of *The Legend of the Bluebonnet*. Introduce this book by telling students that this is a legend from the Comanche tribe. Tell students that they will recount this folktale. Read the book, stopping at points to pose the questions on the sticky notes. After posing each question, allow students time to turn and talk. Students can record their answers on the sticky note template and journal pages. For each question, select one person to share his or her response. Reread portions of the text when needed to model going back into the text.

Closing: At the end of the lesson or at the end of your reading block, ask students:

- What are the elements of a folktale? A folktale often includes good and evil characters, elements of fantasy, and a lesson, moral or explanation of something.
- Select two students to retell the important events from the beginning, middle, and end of a book they read independently today.

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LESSON PLANS

Recount Folktales

Day 3

WE DO TOGETHER:

Opening: Review the "Folktales" anchor chart. Ask students, "What are the elements of a folktale?" (good characters, evil characters, fantasy, important events, and a moral or lesson)

Guided Practice: Show students the cover of *Rumpelstiltskin*. Tell students that this is a folktale from Germany. It might be one they are familiar with because the original authors, the Brothers Grimm, wrote many famous fairy tales, such as *Little Red Riding Hood*, *Rapunzel*, and *Snow White*. Today, students will practice recognizing elements of folktales and retelling this story with their partners. Read the entire book aloud, not stopping for questions. After, have students work with partners to determine the elements of folktales and then retell the story.

Closing: At the end of the lesson, select students at random to retell all of the important events.

Day 4

Independent Practice:

Opening: Review the "Folktales" anchor chart. Ask students, "What are the elements of a folktale? (good characters, evil characters, fantasy, important events, and a moral or lesson)

Independent Practice: Pass out the sticky note prompts to each student. Tell students that during independent reading today, you would like for them to retell the stories they read and record their answers on the sticky note prompts. (*Note*: If you have a wide range of folktales on your student's independent reading levels, have each student select one folktale to read.)

Closing: At the end of the lesson or at the end of your reading block, pass out sticky note rubrics to each student. Tell students that they will evaluate how well they are meeting this standard. Read each row on the rubric, and have students rate their mastery.

Day 5

Independent Practice:

Opening: Review the "Recounting Folktales" rubric from the previous day.

Independent Practice: Students select their favorite books from the read-alouds this week to create a retelling craft. There are three foldable and flipbook activities and various toppers to choose from. While students work independently, hold very short conferences (2 min.) to look at students' journal work and rubrics.

Closing: At the end of the lesson or at the end of your reading block, select a few students to share their foldables or flipbooks with the class.

Differentiation:

- Select partners and books of varying levels.
- Small Groups: Select leveled texts that are appropriate for each group.
- Independent Work: Students are working with texts on their independent reading levels.

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Lon Po Po By Ed Young





RECOUNT FOLKTALES

Title: Lon Po Po By Ed Young

Good Characters



Evil Characters



In the beginning... the wolf saw mother leave so he disguised himself as an old woman and went to trick the childr

In the middle...

In the end...

Setting

Elements of Fantasy

Lesson or Moral



The Legend of the Bluebonnet
by Tomie dePaola



Rumplestiltskin
by Paul O. Zelinsky



FOLKTALES



A folktale is a TRADITIONAL STORY. Folktales were originally passed down by word of mouth.

Folktales are told in cultures all around the WORLD.



Many folktales have a message. The message tells a LESSON or MORAL of the story. Sometimes a folktale explains why something is the way it is.



To recount a folktale, ask your

- Who are the characters? What is the setting?
- What happened in the beginning, middle, and
- What was the problem?
- What lesson did the main character l
- How did this lesson change the m



RECOUNT FOLKTALES

TORY: _____

RECOUNT FOLKTALES

Who are the GOOD characters?

EVIL CHARACTERS



RECOUNT FOLKTALES

What are the major EVENTS?

ELEMENTS OF FANTASY



RECOUNT FOLKTALES

What happens in the END?

LESSON / MORALE or WHAT IT EXPLAINS





QUESTIONS: PAGE 7

1. **Who is the main character?**
   - She-Who-Is-Alone
2. **Why is her doll important to her?**
   - Her mother made the doll. Her father brought her blue feathers. Her parents had died from famine, so the doll was all she had left.

she talked, she thought of the mother who made
e doll, of the father who brought the blue feathers.
he thought of the grandfather and the grandmother
he had never known. They were all like shadows.
t seemed long ago that they had died from the famine.
The People had named her and cared for her.
The warrior doll was the only thing she had left
e distant days.




RETELLING RUBRIC
I CAN RETELL A FOLKTALE BY:
determining the important characters and distinguishing which characters are "good" or "evil".
determining important events in the order they occur. Events include the problem and the solution.
determining elements of magic or fantasy.
I can determine the theme, message, or moral of the story.

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