

Newark Charter School Units/Lessons

ELA ~ Grade 2

Newark Charter School Instructional Unit

Unit Title: Asian Fables and Folktales

Content Area: ELA

Grade Level(s): Grade 2

Unit Summary:

This unit contains one fable and three folktales from Asia. The students are working on comprehension skills, inferences, point of view and sequencing as well as learning about different cultures. These stories can be taught individually with the country they are from or as a whole unit.

Common Core State Standards:

CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

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

CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.

CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Big Idea(s):

Fiction is made up of different forms of stories called genres, some of which are fables, folktales, legends, trickster tales, and myths. These stories are common to many different cultures and can be used in the writings of many different languages.

Enduring Understandings:

Story elements are common to all genres of fiction.

Authors use the story elements to build their stories and help our understanding.

Essential Question(s):

What story elements can we find in fiction stories we read or hear read?

How do authors build their stories using story elements?

How do authors make their stories individual...not like every other story?

Knowledge and Skills:**Students will need to know...**

Students will need to have a basic understanding of the elements of fiction as learned in grades K and 1.

Students will be able to...**Concept Objectives**

1. Students recognize that fiction can include stories, folktales, fairy tales, legends, trickster tales, and myths.
2. Students read and understand a variety of materials.
3. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
4. Students recognize literature as a record of human experience.

Skill Objectives

1. Students will be able to retell a story in a clear, logical order, including important details and events.
2. Students will be able to make inferences about character traits.
3. Students will be able to read, listen, and respond to fables and folktales.
4. Students will be able to identify and label folktales and fables.
5. Students will be able to make connections between their reading and what they already know.
6. Students will be able to recognize, express, and defend points of view orally and in writing.
7. Students will be able to read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.
8. Students will be able to read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.
9. Students will be able to read literature to find ideas for writing.

Assessment Evidence**Performance or Transfer Tasks:**

2nd Grade Language Arts: Reading and Writing (pg. 43)

Reading Comprehension and Response

- Recall incidents, characters, facts, and details of stories and other texts
- Pose plausible answers to how, why, and what-if questions in interpreting texts both fiction and nonfiction
- Explain and describe new concepts and information in his or her own words

Writing

- Produce a variety of types of writing – such as stories, reports, letters, poems, descriptions – and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition

Rubrics:

See appendix

Other Evidence:

See appendix

Student Self-Assessment/Reflection:

See appendix

Learning Plan

Key Learning Events:

Lesson One: The Blind Men and the Elephant (a fable from India) 60 minutes

A. Daily Objectives

1. Concept Objective(s)

- a. Students recognize that fiction can include stories, folktales, fairy tales, legends, trickster tales, and myths.
- b. Students read and understand a variety of materials.
- c. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
- d. Students recognize literature as a record of human experience.

2. Lesson Content - Review elements of fiction introduce genres of fiction

- a. The Blind Men and the Elephant (a fable from India)
- b. Reading Comprehension and Response - Recall incidents, characters, facts, and details of stories and other texts; pose plausible answers to how, why, and what-if questions in interpreting texts both fiction and nonfiction; explain and describe new concepts and information in his or her own words
- c. Writing - Produce a variety of types of writing – such as stories, reports, letters, poems, descriptions – and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition

3. Skill Objective(s)

- a. Students will be able to make inferences about character traits.
- b. Students will be able to read, listen, and respond to fables and folktales.
- c. Students will be able to identify and label folktales and fables.
- d. Students will be able to make connections between their reading and what they already know.
- e. Students will be able to recognize, express, and defend points of view orally and in writing.
- f. Students will be able to read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.
- g. Students will be able to read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

B. Materials

1. The Blind Men and the Elephant from Core Knowledge Text Resources Grade 2
2. Appendix A – Point of View (one copy for each student)
3. Notebook paper (one copy for each student)
4. Stapler (one for the class to share)
5. Appendix B – Checklist for Point of View (one copy for every two students)

C. Key Vocabulary

1. A **tusk** is a large pointed tooth.
2. A **spear** is a sharply pointed weapon.
3. To **contradict** someone is to state the opposite of them.
4. To **startle** someone is to surprise or scare them.
5. To **shudder** is to shiver.
6. They **put their heads together** to think of an answer.

7. A **fable** is a short, simple story that conveys an important lesson, or moral, about human behavior.

D. Procedures/Activities

1. Write the vocabulary words (1-6) on the board and read them aloud to the students. Have the students repeat the words after you. Ask the students:

Does anyone know what a tusk is?

A large pointed tooth on an elephant. (Draw a picture on the board or show a picture to the students.)

What is a spear? A sharp, pointed weapon. (Draw a picture on the board or show a picture to the students.)

What does it mean to contradict someone? To go against someone or say the opposite of them. (My friend said that Charlotte's Web is the best story ever and I contradicted him by saying that Peter Pan is the best story ever.)

What does it mean to startle someone? To surprise or scare them. (I startled my mom by jumping out from around the corner and yelling boo.)

If I shudder what am I doing? Shivering. (I shuddered because it was cold outside.)

What does it mean to put your heads together? To work together to come up with an answer. (My friend and I put our heads together to answer problem 5 in math.)

2. Tell the students that you are going to read a fable from India called *The Blind Men and the Elephant*. Go over the meaning of fable with the class.

3. Tell the students to listen carefully to the story because you are going to ask some questions when you are finished reading. Read the story to the students.

4. Ask the students: What do you think of the story? Did you like it? Why or why not? (Allow several students to answer.)

5. Ask the students: What does each of the six blind men believe an elephant looks like? Why do they think this? (Make a two-column chart on the board. Write the answers to the first question in column one and the reason why in column two.)

6. Reread the story and stop to answer the questions from procedure five as you go.

7. Ask the students: What lesson do you think this fable teaches? The story reminds us that we each see things from our own point of view. It is important to think about how someone else sees the same things differently than we do and if we work together, we can understand each other better.

8. Tell the students to think of a problem or fight they have had with a friend or sister/brother. Think about how you felt. Now think about how the other person probably felt. Do you think they saw the problem differently than you did? How did you put your heads together to come up with a solution to your problem? Allow the students a few minutes to share their situation with a partner. Walk around and make sure the partners are on task.

9. Pass out Appendix A and a piece of notebook paper to each student. Read the directions with the students to make sure they understand what to do.

E. Assessment/Evaluation

1. Monitor the students as they fill out Appendix A and write their stories.

2. Collect Appendix A and the stories to read through. Use Appendix B to grade them.

Lesson Two: The Magic Paintbrush(a folktale from China) 50-60 minutes

A. Daily Objectives

1. Concept Objective(s)

- a. Students recognize that fiction can include stories, folktales, fairy tales, legends, trickster tales, and myths.
- b. Students read and understand a variety of materials.
- c. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
- d. Students recognize literature as a record of human experience.

2. Lesson Content

a. 2nd Grade Language Arts: Fiction (pg. 45)

i. Stories

- a) *The Magic Paintbrush* (a folktale from China)

b. 2nd Grade Language Arts: Reading and Writing (pg. 43)

i. Reading Comprehension and Response

- a) Recall incidents, characters, facts, and details of stories and other texts
- b) Pose plausible answers to how, why, and what-if questions in interpreting texts both fiction and nonfiction
- c) Explain and describe new concepts and information in his or her own words

ii. Writing

- a) Produce a variety of types of writing – such as stories, reports, letters, poems, descriptions – and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition

3. Skill Objective(s)

- a. Students will be able to retell a story in a clear, logical order, including important details and events.
- b. Students will be able to make inferences about character traits.
- c. Students will be able to read, listen, and respond to fables and folktales.
- d. Students will be able to make connections between their reading and what they already know.
- e. Students will be able to read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.
- f. Students will be able to read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar

B. Materials

- 1. *The Magic Paintbrush* from Core Knowledge Text Resources Grade 2 (this story is also available in a book format) – one copy for the teacher and each student
- 2. Appendix C, page 1 – Story Pyramid (one copy for each student)
- 3. Appendix D – Story Pyramid Questions (one copy on an overhead transparency)
- 4. Overhead
- 5. Crayons – (enough for each student)

C. Key Vocabulary

1. An **anonymous**, traditional story is a folktale.
2. A child without parents is an **orphan**.
3. Something that looks real is **lifelike**.
4. To **scowl** is the same as frowning.
5. To **bark** at someone is to speak sharply to them

D. Procedures/Activities

1. Write the vocabulary words (1-5) on the board and read them aloud to the students. Have the students repeat the words after you. Ask the students:
 What is a folktale? A folktale is an anonymous, traditional story.
 What is an orphan? An orphan is a child without parents, like orphan Annie.
 What does it mean if something is lifelike? To be lifelike means to look real. The bird was so lifelike it looked like it was going to fly off the page.
 What does it mean to scowl at someone? It means to frown at them.
 If I bark at you, what am I doing? I am speaking sharply to you.
2. Ask the students: Have you ever painted a picture? If so, what did you paint? If not, what you like to paint? Allow the students time to share their answers with a neighbor. Call on a few students to share their answers with the class.
3. Tell the students that you are going to read a story from China about a little boy who wants to paint pictures.
4. Pass out copies of the story to each student. Read the story to the students. Have the students take turns reading a paragraph aloud to the class.
5. Ask the students: Did you like the story? Why or Why not?
6. Pass out Appendix C. Explain to the students that you are going to ask them a question about the story and they have to fill in the blanks to answer it. The answers do not have to be complete sentences, they can be just words.
7. Put Appendix D up on the overhead. Read the questions from Appendix D. Make sure to discuss any questions the students find confusing or difficult. Monitor the students as they are working and help them as needed.
8. Those who finish early can draw a picture of their favorite part of the story on the back of Appendix C, page 1.
9. Collect Appendix C, page 1.

E. Assessment/Evaluation

1. Have the students complete Appendix C, page 1.
2. Use Appendix C, page 2 to grade Appendix C, page 1

Lesson Three:

The Tiger, the Brahman and the Jackal (a folktale from India) 50-60 minutes

A. Daily Objectives

1. Concept Objective(s)
 - a. Students recognize that fiction can include stories, folktales, fairy tales, legends, trickster tales, and myths.
 - b. Students read and understand a variety of materials.
 - c. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - d. Students recognize literature as a record of human experience.
2. Lesson Content
 - a. 2nd Grade Language Arts: Fiction (pg. 45)
 - i. Stories
 - a) The Tiger, the Brahman and the Jackal(a folktale from India)

b. 2nd Grade Language Arts: Reading and Writing (pg. 43)

i. Reading Comprehension and Response

- a) Recall incidents, characters, facts, and details of stories and other texts
- b) Pose plausible answers to how, why, and what-if questions in interpreting texts both fiction and nonfiction
- c) Explain and describe new concepts and information in his or her own words

ii. Writing

- a) Produce a variety of types of writing – such as stories, reports, letters, poems, descriptions – and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition

3. Skill Objective(s)

- a. Students will be able to retell a story in a clear, logical order, including important details and events.
- b. Students will be able to make inferences about character traits.
- c. Students will be able to read, listen, and respond to fables and folktales.
- d. Students will be able to make connections between their reading and what they already know.
- e. Students will be able to read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world
- f. Students will be able to read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

B. Materials

- 1. *The Tiger, the Brahman, and the Jackal* from Core Knowledge Text Resources Grade 2 (this story is also available in a book format) – one copy for the teacher and each student
- 2. Appendix E – Story Quilt for *The Tiger, the Brahman and the Jackal* (one copy for teacher)
- 3. Different colored squares about 6x6 or larger with one hole punched on the right and left and the top– eight for each student
- 4. Pieces of yarn or string about 2 inches long – 10 pieces for each student
- 5. Crayons – enough for each student

C. Key Vocabulary

- 1. An anonymous, traditional story is a folktale.
- 2. To do something in vain is to do it without success.
- 3. Pious means religious.
- 4. Nay means no.
- 5. Fodder is food for animals.
- 6. A jackal is a dog-like animal.
- 7. A Brahman is a member of the highest of the four Hindu varnas, a priest.

D. Procedures/Activities

- 1. Write the vocabulary words (1-7) on the board and read them aloud to the students. Have the students repeat the words after you. Ask the students:
What is a folktale? A folktale is an anonymous, traditional story.
What does it mean to do something in vain? It means to do something unsuccessfully. I tried in vain to sing beautifully.
What does the word pious mean? It means religious. A priest is pious.
Who can use the word nay in a sentence? I want two pieces of cake and my mom said nay.
(no)
What is fodder? Fodder is food for animals.

What is a jackal? A jackal is a dog-like animal.

What is a Brahman? A Brahman is a priest; he is in the highest of the Hindu caste system.

2. Ask the students: Have you ever been tricked or tricked someone? Give them time to share with their neighbors. Let a few students share their answers with the class.

3. Tell the students that you are going to read a story about a tiger, a Brahman and a jackal.

4. Pass out copies to the students. Tell the students to pay close attention to the order things happen in the story. Read the story to the students.

5. Have the students take turns reading a paragraph aloud to the class.

6. Ask the students: Who are the main characters in the story? Tiger, Brahman and Jackal, Which character thought they were the smartest one? Tiger. Which character turned out to be the smartest one? Jackal.

7. Have the students recall the events of the story in order, orally. See Appendix E for the events in order. (To simplify this activity write the events on the board as the students come up with them.)

8. Tell the students that they are going to make a story quilt. They will each be given eight squares and one event from the story will need to be written on each square and then illustrated. When they are finished with the writing and illustrating, they will need to tie the quilt together. They should have two rows with four squares in each row. The quilt should tell the story from beginning to end. (Make a sample quilt without the pictures and sentences or draw a sample on the board.)

9. Pass out all of the materials and let the students begin working. (You might want to have the students lay out their quilt before they begin so all of the holes are in the correct place when they are finished.) They are welcome and should be encouraged to use their copy of the story to help them.

10. Monitor the students as they work and guide those who are struggling.

E. Assessment/Evaluation

1. Collect the story quilts and grade them using Appendix E.

Lesson Four: The Tongue-Cut Sparrow (a folktale from Japan) 60-70 minutes

A. Daily Objectives

1. Concept Objective(s)

- a. Students recognize that fiction can include stories, folktales, fairy tales, legends, trickster tales, and myths.
- b. Students read and understand a variety of materials.
- c. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
- d. Students recognize literature as a record of human experience.

2. Lesson Content

a. 2nd Grade Language Arts: Fiction (pg. 45)

i. Stories

a) *The Tongue-Cut Sparrow* (a folktale from Japan)

b. 2nd Grade Language Arts: Reading and Writing (pg. 43)

i. Reading Comprehension and Response

a) Recall incidents, characters, facts, and details of stories and other texts

b) Pose plausible answers to how, why, and what-if questions in interpreting texts both fiction and nonfiction

c) Explain and describe new concepts and information in his or her own words

ii. Writing

a) Produce a variety of types of writing – such as stories, reports, letters, poems, descriptions – and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition

3. Skill Objective(s)

- a. Students will be able to retell a story in a clear, logical order, including important details and events.
- b. Students will be able to make inferences about character traits.
- c. Students will be able to read, listen, and respond to fables and folktales.
- d. Students will be able to make connections between their reading and what they already know.
- e. Students will be able to read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.
- f. Students will be able to read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.
- g. Students will be able to read literature to find ideas for writing

B. Materials

1. *The Tongue-Cut Sparrow* from Core Knowledge Text Resources Grade 2 (this story is also available in a book format) – one copy for the teacher and each student
2. Appendix F – Questions for *The Tongue-Cut Sparrow* (one copy for each group)
3. Appendix F-2 – Questions and Answers for *The Tongue-Cut Sparrow* (one copy for the teacher)
4. Appendix G – Musical Questions (one copy for teacher)
5. Cassette or CD player
6. Music
7. Appendix H – Story Rubric (one copy for each student)

C. Key Vocabulary

1. An **anonymous**, traditional story is a folktale.
2. To be **cross** with someone means to be annoyed with them.
3. **Starch** is a substance used to stiffen cloth.
4. A **greedy** person wants more than they need.
5. A **sparrow** is a small brownish European songbird.

D. Procedures/Activities

1. Write the vocabulary words (1-5) on the board and read them aloud to the students. Have the students repeat the words after you. Ask the students:
What is a folktale? A folktale is an anonymous, traditional story.
What does it mean to be cross with someone? To be cross with someone is to be annoyed or upset with them.
What is starch used for? Starch is used to stiffen cloth.
What does it mean to be a greedy person? It means to want more than you need. I wanted two pieces of cake, I was being greedy.
What is a sparrow? A sparrow is a small brownish songbird.
2. Ask the students: Can you think of a greedy character in a story you heard or read? What happens to him or her? Let the students have a few minutes to share with a neighbor. Have a few students share with the class.
3. Tell the student you are going to read *The Tongue-Cut Sparrow* a folktale from Japan. It is about a kind, old man, a greedy woman and a sparrow.
4. Pass out copies of the story to the students.
5. Read the story to the students

6. Put the students into groups of two or three students. Pass out Appendix F to each group. Tell them to read each question and find the answer in the story. They do not have to write the answers down they just need to be prepared to discuss them with the class.
7. Play musical questions with the class. See Appendix G. (Don't spend a lot of time on this game, about 10-15 minutes maximum.)
8. Talk about the man in the story being kind and not greedy. He was rewarded with kindness and generosity. He was happy. The woman on the other hand was unhappy because she was greedy, mean and bad-tempered.
9. Tell the students that they are going to write a short story about someone being greedy and how that leads to unhappiness. Ask the students to think about their character being greedy about something and what happens to them because of it.
10. Pass out notebook paper and have the students start writing. Let the students know that you expect them to use correct capitalization and punctuation but you are mostly concerned with the content of their story and not making it perfect.

E. Assessment/Evaluation

1. Collect the stories and use Appendix H to grade them

Lesson Five: Book Jacket Report (Culminating Activity) 60 minutes

A. Daily Objectives

1. Concept Objective(s)
 - a. Students recognize that fiction can include stories, folktales, fairy tales, legends, trickster tales, and myths.
 - b. Students read and understand a variety of materials.
 - c. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - d. Students recognize literature as a record of human experience.
2. Lesson Content
 - a. 2nd Grade Language Arts: Fiction (pg. 45)
 - i. Stories
 - a) *The Blind Men and the Elephant* (a fable from India)
 - b) *The Magic Paintbrush* (a Chinese folktale)
 - c) *The Tiger, the Brahman, and the Jackal* (a folktale from India)
 - d) *The Tongue-Cut Sparrow* (a folktale from Japan)
 - b. 2nd Grade Language Arts: Reading and Writing (pg. 43)
 - i. Reading Comprehension and Response
 - a) Recall incidents, characters, facts, and details of stories and other texts
 - ii. Writing
 - a) Produce a variety of types of writing – such as stories, reports, letters, poems, descriptions – and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition
3. Skill Objective(s)
 - a. Students will be able to retell a story in a clear, logical order, including important details and events.
 - b. Students will be able to read, listen and respond to fables and folktales.
 - c. Students will be able to make connections between their reading and what they already know.
 - d. Students will be able to read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world

- e. Students will be able to read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

B. Materials

1. White construction paper 12" x 18" – one for each student
2. Crayons – enough for each student
3. Notebook paper – one for each student
4. Glue – one for each student
5. Copies of stories from previous lessons – one for each student
6. Appendix I – Book Jacket Rubric – one for each student

C. Key Vocabulary

None

D. Procedures/Activities

1. Tell the students they are going to make a book jacket advertising one of the stories from this unit
2. Show the students a sample of a book jacket from a book or a sample that you made.
3. On the board write the following information:
 - a. Cover – Title of story, illustration from story
 - b. Inside flap – Summary of the story (write this on the notebook paper first and then glue it in place)
 - c. Back -- Two opinions about the story with names
4. Pass out the white construction paper and show the students how to fold the paper in half like a book.
5. Point out the cover and tell the students what you want on it. Open the book and show the students where to glue the summary of the story. Point out the back and tell the students that they are going to ask two other students their opinion about the story and write it here along with their name. Their opinion should include what they thought about the book and what their favorite part was. It should be two or three sentences long. Tell the students that their name also goes on the back at the bottom of the page, big enough so you can find/read it right away. Remind the students to do the gluing last because it will make it so you cannot color on the other side of the paper.
6. Allow the students to choose their favorite story and make sure they have a copy of it.
7. Monitor the students as they work and guide those who are having trouble.
8. (Optional) Allow those students who want to share their book jackets with the class some time to do this.

E. Assessment/Evaluation

1. Use Appendix I to grade book jackets.

Resources:

- A. The Blind Man and the Elephant (Lesson One)
- B. The Magic Paintbrush (Lesson Two)
- C. The Tiger, the Brahman and the Jackal (Lesson Three)
- D. The Tongue-Cut Sparrow (Lesson Four)

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HANDOUTS/WORKSHEETS

- A. Appendix A: Point of View
- B. Appendix B: Checklist for Point of View
- C. Appendix C: Story Pyramid
- D. Appendix D: Story Pyramid Questions
- E. Appendix E: Story Quilt for *The Tiger, the Brahman and the Jackal*
- F. Appendix F: Questions for *The Tongue-Cut Sparrow*
- G. Appendix G: Musical Questions
- H. Appendix H: Story Rubric
- I. Appendix I: Book Jacket Rubric

Differentiation

Technology Integration

These lessons lend themselves to creating Smart Board lesson formats for each, providing ease in illustrating the story elements and vocabulary definitions.

Appendix A
Point of View

Name _____ Date _____

Read the story below and answer the questions.

One day a little girl was walking home from school. As she walked by the woods, she remembered that her mother told her to stay out of the woods because there were wild animals that lived in there. The little girl was in a hurry to get home today, so she decided to take the shortcut through the woods anyway. Birds were chirping and the sun was shining through the trees as the little girl skipped along the shortcut to home. All of a sudden, a bear jumped out from behind a tree and yelled "Boo!" The little girl screamed and ran all the way home. She was so scared that she never went into the woods again.

This story is from the point of view of the little girl. You are going to rewrite this story from the bear's point of view. Answer the following questions and then write your story on a piece of notebook paper, staple your story to the back of this paper when you are finished. Remember the answers to the questions below are not in the story; you need to come up with your own answers.

1. What was the bear doing in the woods? _____

2. Why did the bear jump out and yell "Boo!" at the little girl? _____

3. How did the bear feel when the little girl ran away? Why? _____

Appendix B
Checklist for Point of View

Name _____ Date _____

	Yes	No	Comments
Question 1 was answered from the bear's point of view.			
Question 2 was answered from the bear's point of view.			
Question 3 was answered from the bear's point of view.			
The story is from the bear's point of view.			
The story makes sense.			

*Yes = 1pt Total _____/5

Name _____ Date _____

	Yes	No	Comments
Question 1 was answered from the bear's point of view.			
Question 2 was answered from the bear's point of view.			
Question 3 was answered from the bear's point of view.			
The story is from the bear's point of view.			
The story makes sense.			

*Yes = 1pt Total _____/5

Appendix C, page 2
Story Pyramid

Name Answer Key (Answers May Vary)

Date _____

Title of Story The Magic Paintbrush

1. Ma Liang
2. creative kind
3. China village emperor's palace
4. Ma Liang wanted to paint
5. teacher called Ma Liang a beggar
6. dreamed about paintbrush received magic paintbrush
7. greedy emperor wanted Ma Liang's paintbrush for himself
8. Ma Liang painted gold leaves island emperor stranded on island

Appendix D
Story Pyramid Questions

1. Write the name of the main character.
2. Write two words describing the main character.
3. Write three words describing the setting.
4. Write four words stating the story problem.
5. Write five words describing the first event in the story.
6. Write six words describing a second event.
7. Write seven words describing a third event.
8. Write eight words describing the solution to the problem.

Appendix E

Story Quilt for *The Tiger, the Brahman and the Jackal*

ANSWERS MAY VARY

A tiger begged and pleaded for the Brahman to let him out of the cage.	The tiger told the Brahman to find three things that thought his actions were unjust. If the Brahman could the tiger wouldn't eat him.	The pipal tree told the Brahman to stop complaining because the tree gave shelter and shade and people just tore his branches down in return.	The buffalo called the Brahman a fool. When the buffalo was useful he was fed well and now he is fed refuse because he is not useful.
The road told the Brahman he was foolish to expect anything else from the tiger. The road is useful to all and people just dump their trash on it.	The jackal was concerned for the Brahman but was confused by his story and wanted to go to the tiger.	The jackal was confused by the Brahman's story. This made the tiger mad.	The jackal tricked the tiger into getting back into the cage.

Questions for *The Tongue-Cut Sparrow*

1. How does the man feel about the sparrow?
2. How does the wife feel about the sparrow?
3. Why does the wife get angry with the bird?
4. What does the wife do to the sparrow?
5. What happens when the man and the bird are finally reunited?
6. Why does the wife become angry with the man after he is reunited with the bird?
7. What happens when the wife take the big basket from the sparrow?
8. What lesson does the woman learn?
9. Did you like this story? Why or why not?
10. If you didn't know what was in the baskets, which one would you choose? Why?

Questions and Answers for *The Tongue-Cut Sparrow*

1. How does the man feel about the sparrow?
The sparrow is the man's best friend. He loved the bird and the bird brought happiness into his life. He is sad when the sparrow is gone.
2. How does the wife feel about the sparrow?
The wife does not like the sparrow. She thinks the man pays too much attention to a silly bird. She is jealous.
3. Why does the wife get angry with the bird?
The wife gets angry because the sparrow pecked at some of the starch.
4. What does the wife do to the sparrow?
The wife is so angry that she takes a pair of scissors and cuts off the sparrow's tongue.
5. What happens when the man and the bird are finally reunited?
The sparrow wants to show the man the same kindness that he should her. The sparrow offers the man a choice between two baskets as a thank you for his kindness.
6. Why does the wife become angry with the man after he is reunited with the bird?
The wife is angry because the man chooses the small basket instead of the big basket.
7. What happens when the wife takes the big basket from the sparrow?
When she opens the basket, it is full of toads that leaped into her hair, snakes that slithered around her arms and legs, and wasps that stung her all over.
8. What lesson does the woman learn?
Greed leads to unhappiness.
9. Did you like this story? Why or why not?
Answers will vary.
10. If you didn't know what was in the baskets, which one would you choose? Why?
Answers will vary.

Appendix G

Musical Questions

Materials: 10 note cards

Questions from Appendix F

Cassette or CD player

Music (any will work)

Directions:

1. Write one question on each note card without the answers.
2. Have the students sit in a circle or in a way that they can pass the cards around the group.
3. Give one card to one student.
4. Start the music and have the student pass the card around the group.
5. Stop the music after a few seconds. The student with the card needs to read the question aloud and answer it. (If they don't know the answer, allow them to call on another student for help.)
6. Collect that question and give that student the next question.
7. Repeat steps 4 -6 until all 10 questions have been answered.

Appendix H Story Rubric

Student Name: _____

CATEGORY	4	3	2	1
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Problem/Conflict	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.
Solution/Resolution	The solution to the character's problem is easy to understand, and is logical. There are no loose ends.	The solution to the character's problem is easy to understand, and is somewhat logical.	The solution to the character's problem is a little hard to understand.	No solution is attempted or it is impossible to understand.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.

Total _____/20

Appendix 1

Book Jacket Rubric

Student Name: _____

CATEGORY	4	3	2	1	Points Earned
Front Cover	Includes an illustration, and title of the book. The graphic illustrates some scene from the book.	Includes an illustration, and title of the book. The graphic partially illustrates some scene from the book.	Includes an illustration, and title of the book.	Does not include illustration, AND/OR title.	
Inside Left (front) Flap	Summary is well-written and includes all aspects of the story. It is clear the student read the book and understood it.	Summary includes all aspects of the story. It is clear the student read the book.	Includes a description of some of the things that happened in the story. It appears the student read most of the book, but might not understand it.	Summary is too vague. Does not appear the student read or understood the book.	
Back Cover	Includes two reviews of the book and student's name. Each review gives your opinion for a different aspect of the book.	Includes one review of the book and student's name. Review gives your opinion of one aspect of the book.	Includes one review of the book and student's name. Review is a mixture of fact and opinion.	Review AND/OR student's name is missing.	
Neatness and Effort	The book jacket has no distracting errors, corrections or erasures and is easily read. It appears the student spent a lot of effort getting things just right.	The book jacket has almost no distracting errors, corrections or erasures and is easily read. It appears the student worked hard on it.	The book jacket is fairly readable but the quality is not too good on some parts. It looks like the student ran out of time or didn't take care of it.	Very messy and hard to read. It looks like the student threw it together at the last minute without much care.	
Spelling	There are two or fewer spelling errors on the book jacket. The title is spelled correctly throughout!	There are three or fewer spelling errors on the book jacket. The title is not always spelled correctly.	There are four or fewer spelling errors on the book jacket, but the title and author's name are not always spelled correctly.	There are more than five spelling errors.	
Comments/ Total Score					