

**Unit 1.6: Folktales**  
**English as a Second Language**  
**4 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	In this unit, the student hears and reads folktales from Puerto Rico and countries around the world in order to compare character traits and to learn lessons on cultural values from Puerto Rico and other countries in the world.
<b>Transversal Themes:</b>	Values, Attitudes, and Human Virtues, Skills and Competencies, Cultural Diversity
<b>Integration Ideas:</b>	Social Studies, Reading, Art, Writing

**Essential Questions (EQ) and Enduring Understandings (EU)**

- EQ1.** Why read?  
**EU1.** Reading helps us understand our own stories, the stories of others, and the world around us.
- EQ2.** What makes Puerto Rico unique?  
**EU2.** Music and art from Puerto Rico shares our culture with the world.
- EQ3.** Why do we tell stories?  
**EU3.** Stories can entertain and bring people together.
- EQ4.** What lessons can be learned from folktales?  
**EU4.** Stories convey lessons and reflect the varied history and cultural values of the people.
- EQ5.** What does a good reader do when they don't understand?  
**EU5.** A good reader looks for clues when they don't understand, including illustrations, prior knowledge, and asking others.

**Transfer (T) and Acquisition (A) Goals**

**T1.** The student will leave the class being able to infer lessons from folktales in order to learn cultural values from Puerto Rico and other countries around the world.

*The student acquires skills to...*

- A1.** Listen, interact, and respond to peers and adults asking and answering appropriate questions, following instructions, and discriminating sounds that differ from their first language.
- A2.** Use appropriate and expanding oral language to respond to and describe text as well as personal experiences.
- A3.** Describe parts of a fiction text, recognize and decode unfamiliar words using phonics skills or story clues.
- A4.** Write simple sentences and recognize the distinguishing features of a sentence as well as to spell using phonics skills.

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<b>Puerto Rico Core Standards (PRCS)</b>	
<b>Listening</b>	
<b>1.L.1</b>	Listen and interact with peers during social interactions, read-alouds, and class, group, and partner discussions.
<b>1.L.1a</b>	Ask and answer questions appropriate to the topic and offer basic opinions in conversations using learned phrases and open responses (e.g., <i>I like...</i> ).
<b>1.L.1b</b>	Use gestures and expressions to demonstrate engagement and understanding in a socially appropriate manner.
<b>1.L.1f</b>	Discriminate and identify sounds in pronunciation and speech especially those that differ from their first language.
<b>Speaking</b>	
<b>1.S.1</b>	Participate in class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions about personal experience and stories with more elaborated responses, transitioning from one- or two-word responses to phrases and simple sentences.
<b>1.S.2</b>	Exchange common social greetings, retell texts, and recount experiences, using complete sentences.
<b>1.S.2b</b>	Use words, phrases, and short sentences to express ideas for a variety of purposes (e.g., to communicate needs and desires, express feelings).
<b>1.S.3</b>	Respond to conversations, read-alouds, text, and oral presentations orally using a growing number of general academic and content-specific words and relying less on physical actions or other means of nonverbal communication.
<b>1.S.5</b>	Describe personal experiences, using some new vocabulary and details about familiar topics, appropriate to the situation.
<b>1.S.6</b>	Plan and deliver brief oral presentations on a variety of familiar topics.
<b>Reading</b>	
<b>1.R.1</b>	Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in key details based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with moderate support.
<b>1.R.3L</b>	Describe characters, settings, and major events in a story, using key details.
<b>1.R.4L</b>	Ask and answer questions about unknown words in a literary text, and use illustrations to determine the meaning of unknown words.
<b>1.R.6L</b>	Identify who is telling the story (narrator, author, character).
<b>1.R.7</b>	Use illustrations (picture cues) to identify story details and categorize similarities and differences between characters and details within nursery rhymes, folk tales, and other texts.
<b>Reading Foundational Skills</b>	
<b>1.R.FS.11</b>	Recognize sounds (phonemes), syllables, and spoken words.



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<b>1.R.FS.11d</b>	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
<b>1.R.FS.12</b>	Know and apply phonics and word analysis skills to decode words.
<b>1.R.FS.12a</b>	Decode regularly spelled one-syllable words.
<b>1.R.FS.13a</b>	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>Writing</b>	
<b>1.W.1</b>	Write simple sentences and use illustrations to express opinions and feelings or describe a picture, person, or object.
<b>1.W.3</b>	Use a combination of copying, drawing and writing to compose short literary texts collaboratively with a teacher, with peers, and with increasing independence.
<b>Writing Foundational Skills</b>	
<b>1.W.FS.10</b>	Know and apply phonics and word analysis skills to decode words. Print from dictation all upper- and lowercase letters.
<b>1.W.FS.9a</b>	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>Language</b>	
<b>1.LA.2e</b>	Consult reference materials, including picture and standard dictionaries, as needed to check and correct spellings, using the ability to alphabetize by the first letter.
<b>1.LA.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>1.LA.3a</b>	Choose words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal).
<b>1.LA.4a</b>	Use context clues and illustrations to identify the meaning of unfamiliar words.
<b>1.LA.4c</b>	Uses basic phonemic awareness strategies to decode words.
<b>1.LA.6</b>	Use words and phrases acquired through conversations and read-alouds.

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b> 1.L.1a 1.L.1b 1.R.1 1.R.3L 1.S.2 1.S.5 1.W.1</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ2/EU2 EQ4/EU4</p> <p><b>T/A:</b> A1 A2 T1</p>	<ul style="list-style-type: none"> <li>Story organization of folktales (character, problem, imaginative solution, lesson).</li> <li>Cultural values and lessons from various folktales.</li> <li>The elements of folktales (moral/lesson, often animals that talk, funny etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Country, world</li> <li>Culture</li> <li>Folktale</li> <li>Lessons</li> </ul>	<p><b>Integrated Assessment 1.3</b></p> <ul style="list-style-type: none"> <li>Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: "Integrated Assessment 1.3").</li> </ul>	<p><b>Rhyme a Week</b></p> <ul style="list-style-type: none"> <li>Based on the nursery rhymes and activities from the website: <a href="http://curry.virginia.edu/go/wil/rimes_and_rhymes.htm">http://curry.virginia.edu/go/wil/rimes_and_rhymes.htm</a>, the teacher uses attachment: 1.6 Other Evidence – Word Rhyme Assessment to assess the student’s ability to identify rhyme.</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Folktales: Lessons Learned from Our Families</b></p> <ul style="list-style-type: none"> <li>The teacher asks, “Why do we tell stories?” and the student shares his/her favorite stories he/she has heard from his/her family members. The teacher creates a list of the stories and the student finds and describes the setting, characters, problem, solution, and beginning middle and end of the stories including major events and using key details.</li> <li>The teacher invites family members to come and tell stories from their childhood. The teacher connects with the question, “What makes Puerto Rico unique?” and the student shares what history and values of Puerto Rico he/she learned from the stories. The teacher creates a class poster of values that are learned or shared from the stories told by the family members with the student.</li> <li>The teacher discusses “What lessons can be learned from folk tales?” and the student creates his/her own book of “Lessons Learned” for each story he/she heard from a family member. The student works with a partner or in a group to develop his/her vocabulary in English to express the lessons and to create a two tab flip book that says,</li> </ul>



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					<p>“Lessons Learned” on the flaps. The student draws illustrations on the inside of the flap about lessons learned from two books and labels the illustrations.</p> <ul style="list-style-type: none"><li>• The teacher writes out the lessons on sentence strips and has them on the word wall so the student can access them.</li><li>• The student creates skits to show how the lesson can connect to his/her own life.</li></ul>
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Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b> 1.L.1 1.R.1 1.R.3L 1.R.6L 1.R.7 1.S.2b 1.S.3 1.W.1</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ3/EU3</p> <p><b>T/A:</b> A1 A2 A3 T1</p>	<ul style="list-style-type: none"> <li>Story organization of folktales (character, problem, imaginative solution, lesson).</li> <li>The elements of folktales (moral/lesson, often animals that talk, funny etc.).</li> <li>Character Traits (e.g., tricky, silly, sly, funny, careful).</li> </ul>	<ul style="list-style-type: none"> <li>Country, world</li> <li>Culture</li> <li>Folktale</li> <li>Lessons</li> <li>Similar, different, compare</li> <li>Values</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Character Comparisons</b></p> <ul style="list-style-type: none"> <li>Step 1: The student selects two characters from a story he/she wants to compare.</li> <li>Step 2: The student draws the characters and writes what is similar and different in simple sentences.</li> <li>Step 3: The teacher interviews the student about what more can be written (see attachment: 1.6 Other Evidence – Character Comparisons).</li> </ul>		<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Comparing Characters and Folktales from other Countries</b></p> <ul style="list-style-type: none"> <li>The teacher reads aloud other folk tale stories from Puerto Rico (e.g., <i>Juan Bobo</i>) and the student describes Juan Bobo. Does he act the same in all of the stories? The student compares and contrasts Juan Bobo with other characters in the stories. The teacher prompts the student to identify who is telling the stories, whether it is the main character, narrator, or author.</li> <li>After reading Puerto Rican folktales, the teacher asks, “What can we learn from folktales? Would a story from another country have Juan Bobo? Why or why not?” The student comes up with his/her own hypothesis. The teacher selects folktales from other countries around the world and compares the characters to Juan Bobo.</li> <li>The teacher creates a chart of the folktales read with the student to compare the story elements of the folktales. The chart columns may include, but are not limited to: Title, Country, Main Character, Character Traits, Problem, and Solution.</li> <li>The teacher uses graphic organizers to</li> </ul>



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					describe characters (see attachment: 1.6 Learning Activity – Describing Character Organizer) and to compare characters (see attachments: 1.6 Learning Activity – Venn diagram and 1.6 Other Evidence – Character Comparisons).
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<p><b>PRCS:</b> 1.L.1 1.LA.2e 1.LA.4a 1.R.4L 1.S.1</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ5/EU5</p> <p><b>T/A:</b> A3 T1</p>	<ul style="list-style-type: none"> <li>The meaning of unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>Clues</li> <li>Vocabulary</li> </ul>		<p><i>Social Language Observation</i></p> <ul style="list-style-type: none"> <li>During morning message, story time, and instructions, the teacher uses attachment, Resource 7 – Social Language Rubric to note growth of the student’s ability to follow instructions, and participate during read alouds.</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><i>Context Clues</i></p> <ul style="list-style-type: none"> <li>When reading aloud folktales, the teacher asks, “What does a good reader do when he/she doesn’t understand?” The teacher models using the pictures to find out words you do not understand, and also models how clues in the story help too.</li> <li>During read alouds, the teacher has the student help find unknown words by searching for the clues. The teacher creates a list of unknown words and clues that helped. If all else fails, the teacher shares how to use the picture dictionary or ask someone who would know (see attachment: 1.6 Learning Activity – Vocabulary Inference Chart to base your class poster).</li> <li>The student reads texts with a partner and creates his/her own vocabulary inference chart. The students take turns selecting a word and asking each other “What does this mean?”</li> </ul>



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<p><b>PRCS:</b>            1.L.1            1.L.1f            1.LA.3            1.LA.3a            1.LA.4c            1.LA.6            1.R.FS.11            1.R.FS.11d            1.R.FS.12            1.R.FS.12a            1.R.FS.13a            1.S.6            1.W.3            1.W.FS.10            1.W.FS.9a</p> <p><b>EQ/EU:</b>            EQ5/EU5</p> <p><b>T/A:</b>            A1            A4</p>	<ul style="list-style-type: none"> <li>• Story organization of folktales (character, problem, imaginative solution, lesson).</li> <li>• Cultural values and lessons from various folktales.</li> <li>• The elements of folktales (moral/lesson, often animals that talk, funny etc.).</li> <li>• Character Traits (e.g., tricky, silly, sly, funny, careful).</li> <li>• The meaning of unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>• Country, world</li> <li>• Culture</li> <li>• Folktale</li> <li>• Lessons</li> <li>• Values</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>Shared Writing: Create a Folk Tale Play</i></p> <ul style="list-style-type: none"> <li>• The student comes up with the story elements for a folktale and writes the story together with the class to create a big book.</li> <li>• The student selects which parts of the story he/she wants to act out to a public audience, comes up with costumes, paints the background, and creates invitations to invite family members to watch the play.</li> <li>• Use attachment, 1.6 Performance Task – Narrative Writing Rubric to assess their story script.</li> </ul>	<p><i>Oral Assessment</i></p> <ul style="list-style-type: none"> <li>• <b>Oral Assessment of Word Wall Vocabulary and Individual Vocabulary</b> (See attachment: Resource 1 – Oral Assessment for Vocabulary Acquisition)</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><i>Using Phonemic Awareness to Write</i></p> <ul style="list-style-type: none"> <li>• By using “Rhyme a week” throughout the year, the student becomes familiar with word families that appear in various words in English. The teacher uses the morning message to teach how to use phonemic awareness of word families to spell out words. The teacher has blanks in the morning messages where the student comes up and writes the missing letters or word endings.</li> <li>• When trying to write, the student sounds out the words by clapping to have the beginning, middle and end sounds.</li> <li>• The teacher has the alphabet, word family books, phonics wheels and flip books accessible in the class so that the student can use them as tools to help him/her spell as he/she is writing for his/her performance task or classroom activities.</li> <li>• The student works with a partner to help sound out words or try to spell the words and read back what is written. This gives the student the idea that he/she could be missing letters in his/her words.</li> <li>• When timing is right, the teacher begins introducing sight words (also known as Dolch</li> </ul>



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					<p>Words). The student must know how to spell these words in English, as they are the most frequent and common written words in text. The teacher uses these website to create sight word cards for the word wall: <a href="http://www.superteacherworksheets.com/dolch.html">http://www.superteacherworksheets.com/dolch.html</a></p>
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**STAGE 3 – (Learning Plan)**

**Suggested Literature Connections**

- *Puerto Rican Folktales:*
- **Carmen T. Bernier-Grand**
  - *Juan Bobo: Four Folktales from Puerto Rico*
- **Michael Rose Ramirez**
  - *The Legend of the Hummingbird: A Tale from Puerto Rico*
- **Carmen T. Bernier-Grand**
  - *Shake it Morena: Folklore from Puerto Rico*
- **Marisa Montes**
  - *Juan Bobo Goes To Work*
- *Folktales from Latin America:*
- **Carmen Agra Deedy**
  - *Martina the Beautiful Cockroach*
- **Alma Flor Ada**
  - *Tales our Abuelitas Told Us: A Hispanic Folktale Collection*
- **Lucia M. Gonzalez**
  - *Señor Cat's Romance and other Favorite Stories from Latin America*
- **Jose-Luis Orozco**
  - *De Colores and Other Latin American Folksongs for Children*
- **Alma Flor Ada**
  - *Half Chicken*
- **Alma Flor Ada**
  - *The Lizard and the Sun/ La lagartija y el sol*
- **Alma Flor Ada**
  - *The Three Golden Oranges*
- *Folktales from Europe:*
- **Hans Christian Anderson**
  - *Ugly Duckling*
- **Jan Brett**

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- *Hedgie's Surprise*
- **Tomie De Paola**
  - *Strega Nona*
- **Heather Forest**
  - *The Contest between the Wind and the Sun, An Aesop's Fable*
- **Jessica Souhami**
  - *The Little, Little House*
- **Karen Schmidt**
  - *The Gingerbread Man*
- *Folktales from Africa:*
- **Verna Aardema**
  - *Why Mosquitos Buzz in People's Ears*
- **Nelson Mandela**
  - *Nelson Mandela's Favorite Folktales*
- **Gerald McDermott**
  - *Anansi the Spider: A Tale from the Ashanti*
- **John Steptoe**
  - *Mufaro's Beautiful Daughters*
- **Sherry Norfolk and Baird Hoffaire**
  - *Anansi and the Pot of Beans*
- *Folktales from Native America:*
- **Gerald McDermott**
  - *Arrow to the Sun a Pueblo Indian Tale*
- **Joseph Bruchac**
  - *How Chipmunk Got His Stripes*
- **Gerald McDermott**
  - *Coyote: A Trickster Tale from the American Southwest*
- *Folktales from Asia:*
- **Arlene Mosel**
  - *Tikki Tikki Tembo*



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- **Marcia Brown**
  - *Once Upon a Mouse*
- **Demi**
  - *The Empty Pot and One Grain of Rice*
- **Ed Young**
  - *Lon Po Po : A Red Riding Hood Story from China*
- **David Conger, Kay Lyons, Liana Romulo, Joan Suyenaga and Marian Davies Toth**
  - *Asian Children's Favorite Stories: A Treasury of Folktales from China, Japan, Korea, India, the Philippines, Thailand, Indonesia, and Malaysia*

**Additional Resources**

- Online versions of classic folktales: [http://www.storiestogrowby.com/10\\_essential\\_stories.html](http://www.storiestogrowby.com/10_essential_stories.html)
- Online folktales from around the world: <http://www.wheelcouncil.org/storytellers.html>

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## Performance Tasks

### *Character Comparisons*

- Step 1: The student selects two characters from a story he/she wants to compare.
- Step 2: The student draws the characters and writes what is similar and different.
- Step 3: The teacher interviews the student about what more can be written (see attachment: 1.6 Other Evidence – Character Comparisons).

### *Shared Writing: Create a Folk Tale Play*

- Step 1: From the folktales read, the student comes to a conclusion about the characteristics of a good folk tale.
- Step 2: With the class, the student selects the characters, problem, solution, and what lessons or cultural values he/she wants to include in his/her story.
- Step 3: The student comes up with the story line and writes the story together with the class to create a big book.
- Step 4: This is done through shared writing, where the teacher writes out the ideas that the student provides orally on chart paper. The teacher models how to form sentences (capital letter, punctuation).
- Step 5: From the story, the student discusses how he/she can turn it into a play. The student acts out parts of the story and develops the dialogue naturally. It is not expected for him/her to write out his/her ideas, but rather to develop them orally as a form of drafting his/her ideas.
- Step 6: The teacher selects folk tale readers theatre plays to model script organization: <http://www.storiestogrowby.com/script.html>
- Step 7: The student selects which parts of the story he/she wants to act out to a public audience. (Of course, it is not expected that the student is writing long scripts, but he/she will have great ideas!) With family volunteers, the teacher writes down the student's ideas and creates a simple script based on his/her ideas).
- Step 8: The student comes up with costumes, paints the background, and creates invitations to invite family members to watch the play.
- Use attachment, 1.6 Performance Task – Narrative Writing Rubric to assess their story script.



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**Suggested Sample Lessons**

- Reader's Theatre for 1st grade using folktale "Hedgie's Surprise" but can be adapted to any book: <http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-with-brett-420.html>
- Read Folktales from around the world to have the students create a "Passport to Stories Around the World": [http://www.educationworld.com/a\\_lesson/02/lp279-02.shtml](http://www.educationworld.com/a_lesson/02/lp279-02.shtml)
- Create Puppets to reenact folktales: <http://www.scholastic.com/teachers/lesson-plan/activity-plan-3-4-folktale-puppets>
- Activities and centers around folktales: <http://www.teachingheart.net/f.html>