## Unit 7/Week 2 at a Glance

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**Mini-Lessons**

**ONE**
- Build Genre Background
- Introduce the Genre: *Fairy Tales*
- Focus on Genre Features: *Fairy Tales*

**TWO**
- Model Metacognitive Strategies: *Make Inferences*
- Introduce Draw Conclusions
- Focus on Genre Features: *Fairy Tales*

**THREE**
- Make Inferences to Draw Conclusions

**FOUR**
- Build Comprehension: *Analyze Story Elements*
- Build Tier Two Vocabulary: *Multiple-Meaning Words*

**FIVE**
- Synthesize and Assess Genre Understanding
- Make Connections Across Texts
Lesson Objectives

Students will:
• Review the concept of genre and previously studied genres.
• Create a Fairy Tale anchor chart to demonstrate prior knowledge.
• Build academic oral language and vocabulary as they engage in partner and whole-group discussion.

Related Resources
• Genre Workshop Whiteboard CD-ROM
• Fairy Tale Poster 1 (BLM 1)

Read-Aloud (10 MINUTES)
Select a favorite fiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Make Inferences.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

Mini-Lessons (20 MINUTES)

Build Genre Background

Say: We have talked about the word genre. Who can tell me in their own words what genre means? Allow responses.

Say: We have studied numerous kinds of literature. What genres of literature have we talked about? (biography, personal narrative, historical fiction, realistic fiction, trickster tales, pourquoi tales)

Have volunteers name two genres. Write the genres on chart paper. Then ask students to name features of each one, and record their answers on chart paper. Discuss how the two genres are alike and different.

Say: Understanding genres of literature is helpful to readers. When we know the features of a genre, we know what to look for when we are reading. We can use our knowledge of the features to make sense of the piece of literature. Knowing about genres is also helpful when we write. When we choose a genre for our writing, we know what features to include.
**Introduce the Genre: Fairy Tales**

Display Genre Workshop Poster 1 and distribute BLM 1.

**Say:** This week we will focus on the genre of fairy tales. You will read fairy tales in your small reading groups, and you can select additional titles from this genre to read independently, too. Let’s think about this genre and create our own Fairy Tale anchor chart to record what we already know about the genre. Later in the week, we can come back to our chart and reflect on how our understanding of the genre has changed and expanded.

**Think/Pair/Write/Share.** Allot five to seven minutes for students to work in pairs to answer the questions on BLM 1. Then bring the class together to share their answers.

Use the following sentence frames to support the academic language development of ELLs and struggling readers as they discuss the genre:

- A fairy tale is _______.
- The purpose of a fairy tale is to _______.
- When you read a fairy tale, pay attention to _______.
- People who write fairy tales are _______.

Invite pairs to share their ideas about one question at a time. Work together to consolidate students’ ideas, and record them on Poster 1. (See the sample poster annotations provided on page 4.)

**Make Content Comprehensible for ELLs**

**Beginning and Intermediate**
Display a few fairy tale picture books from your classroom library. Point to each one and say: Fairy tale. Have students echo you as you repeat the words fairy tale.

**Advanced**
Invite students to share fairy tales from their own culture. Provide an academic sentence frame to help students share the name of the fairy tale. For example:

_______ is a fairy tale from my culture.

The fairy tale is about _______.

**All Levels**
If you have students whose first language is Spanish, share the English/Spanish cognate magic/la magia.

Model the academic sentence frames provided in this guide to help ELLs contribute their ideas to the discussion of fairy tales.
Support Special Needs Learners

Throughout the week, use these strategies to help students who have learning disabilities access the content and focus on genre studies and comprehension strategies.

Support students by projecting the posters on a whiteboard. Allow students to circle, underline, or highlight features of the genre on the whiteboard. Invite them to label what they see on the posters.

Be sure students understand the concept of magical powers. Explain that magical events could not really happen. Show a pencil. Ask: Would it be magical for me to write with this pencil? (Allow responses.) Would it be magical for the pencil to write all by itself? Allow responses. Then have students discriminate between other examples of reality and magic.

Provide repeated opportunities for students to analyze the features of fairy tales. Find features of fairy tales in read-alouds, small-group, and independent reading. Chart the features on graphic organizers and post them as examples.

Find fairy tales from various cultures. Have students choose a story from their own culture or from another culture that interests them.

Focus on Genre Features: Fairy Tales

Point to the “Features of a Fairy Tale” web on the right side of the poster.

Say: As we’ve discussed, every genre has certain consistent features. Considering our discussions so far, and your own experiences with this genre, what do you think are the consistent features of all, or most, fairy tales? Let’s work together to identify them.

Allow students enough time to generate their own ideas, and record the features they identify on the web. Reread the features together. (See the sample annotations provided below.) Only if necessary, prompt students with the following questions and statements:

- What kind of things can characters in fairy tales do that you cannot do?
- What kind of characters are in fairy tales?
- What is the ending of a fairy tale usually like?

Connect and transfer. Say: Understanding these genre features will help you appreciate and comprehend fairy tales.

Fairy Tale Poster 1, sample annotations
**Small-Group Reading Instruction** (60 MINUTES)

Based on students’ instructional reading levels, select titles that provide opportunities for students to focus on fairy tales or to practice drawing conclusions. See the list provided on the Small-Group Reading Instructional Planner.

Use the instruction provided in the Teacher’s Guide for each title to introduce the text.

**Individual Student Conferences** (10 MINUTES)

Confer with individual students to discuss their understanding of the genre. Use the Reading Conference Note-Taking Form to help guide your conference.

**Word Study Workshop** (20 MINUTES)

Use the Day 1 instruction provided in Grade 4 Word Study Skill Bag 20.

**Comprehension Quick-Check**

Note which students do or don’t actively participate in the discussion of genre. Ask some questions at the end of the lesson to confirm students’ understanding. For example:

- *Can you tell me in your own words what a genre is?*
- *What do you already know about the fairy tale genre?*

**Home/School Connection**

Ask students to draw a scene from a fairy tale they have heard or read. They should then label the main characters. Students who are not familiar with any fairy tales may draw and label a scene from an imagined tale.
Lesson Objectives

Students will:
• Make inferences about a fairy tale.
• Draw conclusions using a graphic organizer.
• Use academic sentence frames to discuss strategies and features of a fairy tale.

Related Resources
• Genre Workshop Whiteboard CD-ROM
• Fairy Tale Poster 2 (BLM 2)

Read-Aloud (10 MINUTES)

Select a favorite fiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Make Inferences.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

Mini-Lessons (20 MINUTES)

Model Metacognitive Strategies: Make Inferences

Display Genre Workshop Poster 2 with the genre annotations concealed. Also distribute copies of BLM 2.

Read aloud the poster passage with students.

Explain: Writers provide important details about characters and events, but they leave out other details. Readers use what they read, along with what they already know, to make inferences about, or figure out, what is missing. Let me show you how to make an inference about this fairy tale.

Think aloud: In “The Dragon and the Prince,” the author says the older brother did not know that the rabbit he was chasing would turn into a mean dragon. The author does not include details about what the rabbit looked like, but I can make an inference. I know that I would stay away from a rabbit if it looked like a dragon, so I infer that it looked like an ordinary rabbit with no hint that it could be a dragon.

Ask students to make other inferences about the fairy tale and to note which clue they used to make each inference. Record students’ answers on chart paper. Encourage ELLs to use the sentence frame: The author tells us ______, so I can infer that ______.
Introduce Draw Conclusions

**Explain:** Remember that we can draw conclusions from our reading. We can look at clues the author provides to figure out the meaning. Let’s draw some conclusions about “The Dragon and the Prince.”

**Say:** The author tells us that the oldest brother was hunting a rabbit near the mill, and the rabbit turned into a dragon and ate him. Then the middle brother went to the same mill. The author says the middle brother should have known better after what happened to the oldest brother, so we know the middle brother was aware of the dragon. Using those clues, I draw the conclusion that the middle brother was not very smart.

Reread “The Dragon and the Prince,” and then ask students to draw additional conclusions. Provide the following academic sentence frames to support ELLs and struggling students:

- One clue in the story is ______.
- Another clue in the story is ______.
- I can conclude that ______.

Record students’ conclusions on a graphic organizer like the one shown below.

**Make Content Comprehensible for ELLs**

**Beginning**
To support comprehension, use gestures as you read the story. For example, raise three fingers when you say the number of sons, run in place when you read about chasing the rabbit, and make a ferocious face for the dragon.

**Intermediate**
Help students use context to figure out the meanings of the words ferocious and demise. Guide them in using the words in simple sentences. For example: A ______ is a ferocious animal.

**All Levels**
If you have students whose first language is Spanish, share these English/Spanish cognates: dragon/el dragón; prince/el príncipe; pearl/la perla.
**Comprehension Quick-Check**

Note which students are or are not able to discuss the features of fairy tales. Use the following strategy to provide additional explicit instruction.

Display Poster 1. Write each genre feature on a separate self-stick note. Then have students place the notes at appropriate places on Poster 2.

**Oral Language Extension**

Display Poster 1 during independent workstation time. Hand out fairy tales from your classroom or school library to pairs of students. Partner A identifies three features of the genre in the fairy tale while Partner B takes notes to share during independent conference time. Then they switch roles for the remaining three features.

**Home/School Connection**

Have students share the drawings they created the night before. Invite their classmates to ask questions about the pictures.

For homework, have students take home BLM 2, reread the text, and highlight and label the features of a fairy tale present in the passage.

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**Focus on Genre Features: Fairy Tales**

Ask students to name some of the features of a fairy tale that you discussed yesterday.

**Say:** Now let’s reexamine “The Dragon and the Prince” and look for features of a fairy tale. What do you notice?

Work with students to identify the following genre features embedded in this passage:

- characters who help others: the old lady, the duck, the youngest prince
- three brothers, three encounters with the dragon
- a “bad guy” with magical powers: the rabbit/dragon
- a fantastic/magical creature (the rabbit/dragon) and a talking animal (the duck)
- a happy ending
- a fantasy tale about royalty

Reveal the poster annotations so that students can confirm or revise their ideas. Reread them as a group.

**Connect and transfer. Say:** As you read more fairy tales this week, look for these features. The features of fairy tales will help you draw conclusions about characters and events. As you read, remember to make inferences about information that the author does not directly state.

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**Small-Group Reading Instruction** (60 minutes)

Continue small-group reading instruction from the previous day. Use the instruction provided in the Teacher’s Guide for each text.

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**Individual Student Conferences** (10 minutes)

Confer with individual students to discuss their understanding of genre and comprehension strategies. Use the Reading Conference Note-Taking Form to help guide your conference.

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**Word Study Workshop** (20 minutes)

Use the Day 2 instruction provided in Grade 4 Word Study Skill Bag 20.
Read-Aloud (10 MINUTES)

Select a favorite nonfiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Make Inferences.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

Mini-Lessons (20 MINUTES)

Make Inferences to Draw Conclusions

Display Genre Workshop Poster 3 and distribute BLM 3.

Read aloud the excerpt with students. Say: We are going to draw conclusions about the passage together. To help us understand how to draw conclusions, we will make inferences about the characters. Here is an example: I can make the inference that the hunter does not have a lot of food. A clue is that he is poor. Because he does not have a lot of food, and he gives his rice cakes to the raccoon-dog, I can draw the conclusion that the hunter is generous.

Say: Now you can draw other conclusions about the story. Allow responses. If students are unable to draw conclusions, prompt them to think about the following:

- What does the hunter do when he finds the raccoon-dog in his trap?
- Why does the raccoon-dog change into a teapot?

Say: Making inferences and drawing conclusions are similar strategies. The inferences we make about the characters help us draw conclusions about the story. Let’s write clues from the story and the conclusions we draw in a graphic organizer.

Work with students to draw conclusions about the passage. Encourage students to use details in the fairy tale to draw valid conclusions. Record the clues and conclusions on a graphic organizer like the one shown on page 10.
Make Content Comprehensible for ELLs

Beginning and Intermediate
Display labeled pictures of raccoons and dogs. Point to and name each animal. Then have students draw a raccoon-dog. Ask them which part of the creature is a dog and which part is a raccoon.

Advanced
Have students use academic language to contrast the hunter’s treatment of the raccoon-dog with how others treated it.

All Levels
Share these English/Spanish cognates with students whose first language is Spanish: trap/la trampa; transform/transformar.

Comprehension Quick-Check
Note whether students can draw conclusions about “The Raccoon-Dog.” If necessary, reread Poster 3 and remind students that in this fairy tale, a poor hunter sets free and feeds a rare raccoon-dog. Ask: What text clues can you use to draw the conclusion that the raccoon-dog is surprised by the hunter’s behavior? Allow responses. Guide students to recognize the clue The raccoon-dog had never seen such kindness. Say: This sentence is a clue that people do not usually treat the raccoon-dog kindly. He is surprised the hunter is so nice to him. Have students underline additional text clues on the poster with you.

Home/School Connection
Distribute the Draw Conclusions graphic organizer (BLM 4). Have students take it home and record clues about a friend or a family member. For example: He has a baseball and a bat. Students will add conclusions in school the next day with a partner.

Remind students that they should put together what they know with what the author says to make inferences.

Connect and transfer. Say: As you continue to read fairy tales, make inferences that will help you draw conclusions about the characters and events in the fairy tale.

<table>
<thead>
<tr>
<th>Clues</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The hunter freed the raccoon-dog from the trap.</td>
<td>The hunter cared about the raccoon-dog.</td>
</tr>
<tr>
<td>The hunter shared his rice cakes with the raccoon-dog.</td>
<td>The hunter was generous.</td>
</tr>
<tr>
<td>The raccoon-dog rewarded the hunter.</td>
<td>The raccoon-dog was grateful.</td>
</tr>
</tbody>
</table>

Sample Draw Conclusions Annotations

Small-Group Reading Instruction (60 MINUTES)
Continue small-group reading instruction from the previous day. Use the instruction provided in the Teacher’s Guide for each text.

Individual Student Conferences (10 MINUTES)
Confer with individual students to discuss their understanding of genre and comprehension strategies. Use the Reading Conference Note-Taking Form to help guide your conference.

Word Study Workshop (20 MINUTES)
Use the Day 3 instruction provided in Grade 4 Word Study Skill Bag 20.
**Read-Aloud (10 MINUTES)**

Select a favorite nonfiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Make Inferences.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

**Mini-Lessons (20 MINUTES)**

**Build Comprehension: Analyze Story Elements**

**Say:** We have discussed the features of fairy tales. When authors write fairy tales, they organize these features in a certain way. To understand the main idea, or theme, of a story, it is helpful to look at each part, or element, of the story. When we study the parts that make up the whole story, it is called analyzing. Let’s focus on analyzing the story elements of “The Raccoon-Dog.”

Reread Poster 3 with students.

**Say:** We can make a chart to help us analyze the story elements. Let’s use the chart to think about the characters, problem, solution, and lesson of the fairy tale.

Explain that the author states some information, such as who the characters are, but that students will have to infer other elements, such as the setting. Tell students that to complete the final part of the chart they will draw a conclusion about the lesson the author wanted to teach.
Make Content Comprehensible for ELLs

**Beginning**
Use props or drawings to make sure students understand the concepts on the chart. For example, create a simple line drawing of the raccoon-dog and the hunter. **Say:** This is the raccoon-dog. This is the hunter. The raccoon-dog and the hunter are characters. Ask students to point to the drawings and echo you as you repeat the word characters.

**Intermediate**
Ask questions to help students understand what to write in their charts. For example, **ask:** What is the title of the fairy tale? Where does the story happen? Who is in the story?

**All Levels**
Pair ELLs with fluent English speakers during partner discussions and activities.

Comprehension Quick-Check
Take note of students who may need more support to analyze elements of fairy tales. Provide additional modeling during small-group reading, and have them practice during independent workstation time by analyzing story elements of “The Dragon and the Prince.”

On chart paper, draw a chart like the one shown below.

**Think/Pair/Write/Share.** Tell students they will complete all parts of this chart except the theme, which you will discuss as a class. **Say:** Work with a partner to fill in the chart with the story elements of “The Raccoon-Dog.” Make a chart like the one I just drew, and fill in your ideas. Then we will share them as a group.

As students share their answers with the class, add the information to the chart. Then ask for suggestions about the theme. If two or more themes are mentioned, point out that some fairy tales do contain more than one theme. Guide students in narrowing down the choices to one.

**Connect and transfer.** **Say:** Remember, when you read a fairy tale, you need to pay attention to the elements of the story. This will help you understand the theme of what you are reading.

<table>
<thead>
<tr>
<th>Title: The Raccoon-Dog</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Setting:</strong> outdoors, probably in the woods</td>
</tr>
<tr>
<td><strong>Characters:</strong> raccoon-dog/teapot, hunter, monk</td>
</tr>
<tr>
<td><strong>Plot</strong></td>
</tr>
<tr>
<td><strong>Problems:</strong> People are mean to the raccoon-dog. The hunter is poor.</td>
</tr>
<tr>
<td><strong>Events:</strong> The hunter frees the raccoon-dog from the trap and feeds him. The raccoon-dog turns himself into a teapot. The hunter sells the teapot to a monk. The teapot runs back to the hunter.</td>
</tr>
<tr>
<td><strong>Solution:</strong> The hunter treats the raccoon-dog kindly. The hunter makes money from selling the teapot.</td>
</tr>
<tr>
<td><strong>Theme/Lesson:</strong> One kind act leads to another.</td>
</tr>
</tbody>
</table>
Build Tier Two Vocabulary: Multiple-Meaning Words

On chart paper, write the word rare. Then write the sentence The hunter had never seen the rare raccoon-dog.

Say: Rare is a multiple-meaning word. It has more than one definition. What meanings do you know for rare? What does it mean in the sentence I’ve written?

Turn and talk. Ask students to turn and talk with their neighbor about the meanings of rare and the word’s meaning in the sentence “The hunter had never seen the rare raccoon-dog.” Have students identify the clue that helped them decide.

Ask students to share their definitions, and record them on chart paper. Students should understand that in this case, rare means uncommon. Invite them to make up a sentence using another meaning for rare.

Connect and transfer. Point out that other words in the fairy tale have multiple meanings. Invite students to find another multiple-meaning word (for example: kind, change, back) and write sentences that use each of its meanings.

Small-Group Reading Instruction (60 MINUTES)

Continue small-group reading instruction from the previous day. Use the instruction provided in the Teacher’s Guide for each text.

Individual Student Conferences (10 MINUTES)

Confer with individual students to discuss their developing understanding of genre and word-solving strategies. Use the Reading Conference Note-Taking Form to help guide your conference.

Word Study Workshop (20 MINUTES)

Use the Day 4 instruction provided in Grade 4 Word Study Skill Bag 20.

Oral Language Extension

During independent workstation time, ask pairs of students to read the clues in their partner’s Day 3 homework and write a conclusion based on each clue. For example, if the clue is He has a baseball and a bat, the partner might write, I draw the conclusion that he likes to play baseball.

Home/School Connection

Have students take home BLM 3 and read it with a family member to practice fluent reading. Tell students to have their family members sign the page to indicate they participated in the reading.
Lesson Objectives

Students will:
• Draw conclusions about fairy tales.
• Review features of the fairy tale genre.
• Make text-to-text connections.
• Build academic oral language and vocabulary through small-group and whole-group discussions.

Related Resources
• Genre Workshop Whiteboard CD-ROM
• Fairy Tale Poster 4 (BLM 5)

Read-Aloud (10 MINUTES)

Revisit the week’s read-alouds to make text-to-text connections and provide opportunities for reader response. Use the suggested activities in the Benchmark Literacy Overview, or implement ideas of your own.

Mini-Lessons (20 MINUTES)

Synthesize and Assess Genre Understanding

Synthesize genre understanding. Ask students to work in teams to evaluate the fairy tale models on Posters 2 and 3 using their knowledge of the genre. Distribute a copy of each model (BLMs 2 and 3) to groups. Give students five to seven minutes to underline parts of the text and annotate them with callouts. The callouts should show where the author has included specific genre features. Based on their analyses, groups should be prepared to evaluate whether each fairy tale uses the genre features effectively and why they think so.

Tell students that each group member should contribute an idea. Each group should select one member as the recorder and another as the spokesperson.

Have each group’s spokesperson share his or her group’s ideas. Discuss students’ literary analyses and evaluations. Encourage teams with conflicting evaluations to participate in a lively but respectful debate about the merits of each genre model. Remind students that they must support their positions with examples and references to the texts.

Record key concepts from each group on chart paper.

Self-assessment. Display the class Fairy Tale anchor chart from Day 1. Ask each group to add any more information they now have about the genre.

Ask: How has your understanding of the fairy tale genre developed? What do you know now that you didn’t know before? Encourage individual students to share their personal insights.
**Connect and transfer.** **Ask:** How can you use your new understanding of this genre as a reader the next time you read a fairy tale? How can you use your genre knowledge as a writer?

**Make Connections Across Texts**

Display Fairy Tale Poster 4, and distribute a copy of BLM 5 to each group.

**Say:** As students, sometimes you will be asked to compare and contrast two text passages. Let’s practice by comparing and contrasting these two genre models. We can use this chart to help us organize our ideas.

Ask each group to use their annotated poster BLMs to fill in the graphic organizer on BLM 5. Give students about five minutes to record their ideas, and then bring the groups together. Ask students for their ideas, and fill in Poster 4 as a whole group.

Challenge students to express their own opinions on these subjects:
- Which fairy tale was more fun to read? Why?
- Think about the lesson of each fairy tale. Why do you think these lessons are useful?

**Connect and transfer.** **Say:** When you compare and contrast two fairy tales, think about how each one reflects the features of the genre. Does a story character help one or more other characters? How? Did the author write a happy ending? How was it happy?

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**Small-Group Reading Instruction** (60 MINUTES)

Continue small-group reading instruction from the previous day. Use the instruction provided in the Teacher’s Guide for each text.

**Individual Student Conferences** (10 MINUTES)

Ask students to reflect on what they have learned about the fairy tale genre. Use the Reading Conference Note-Taking Form to help guide your conference.

**Word Study Workshop** (20 MINUTES)

Use the Day 5 instruction provided in Grade 4 Word Study Skill Bag 20.