

***Shared Reading: Folktale***  
***A Crocodile's Tale***

**Date:** November 3, 2008  
(Day 1)

**GLCE:** R.NT.01.03: Identify and describe; characters' actions and motivations, setting (time and place), problem/solution, and sequence of events

**Objectives for today's lesson:** Students should be able to listen and comprehend the stories being read a loud and discussed. They should be able pick out the important information and make connections the folktale characteristics.

**Materials & supplies needed:**

- Story: A Crocodile's Tale by; Jose & Ariane Aruego

***Procedures and approximate time allocated for each event***

***Introduction to the lesson (about 5 minutes)***

- Ask students guiding questions to start a quick discussion
  - What are different types of literature?
  - Has anyone heard of a folktale?
  - What are examples of folktales?
  - What characteristics do you think all folktales have in common?
  - *(Students answers should be quickly written down to measure their understanding at a later time.)*
- Explain that folktales come from all over the world and were started by word of mouth.

***OUTLINE of key events during the lesson (25 minutes)***

- Explain to students that they will be listening to a story and try to discover the characteristics of a folktale.
- The following scaffolding questions will be used to help students see the four important characteristics of folktales
  - What do you notice about the words that are used in the introduction compared to other stories?
  - What is the difference between the boy Juan and the crocodile in the story?
  - What do the basket, hat, and monkey all have in common?
  - How does the story end for the crocodile and for Juan?

***Academic, Social and Linguistic Support during each event***

*Students are called to the reading rug by columns and assigned to a color to sit on to prevent students fighting and pushing to get a seat.*

*Students have little to no experience with folktales. Jumping into a new concept for these students if very overwhelming and it needs to be worked in slowly. Students may not be able to answer all of these questions but it will give them to something to think about as they listen to story.*

*This story is a very basic folktale and easily understandable for all students in the class. All of the folktale characteristics are very easily recognized. Students should be able to build an understanding of folktales from this story.*

- Read the story A Crocodile's Tale a loud to the class.
- Following the story re-ask the same questions and have students discuss the answers. As students get close to naming each characteristic, tell the characteristic and explain that is a something that all folktales have in common.
  - What do you notice about the words that are used in the introduction compared to other stories?
    - Discuss: "one day, once upon a time phrases"
  - What is the difference between the boy Juan and the crocodile in the story?
    - Discuss: Juan is a good character, the crocodile is an evil character
  - What do the basket, hat, and monkey all have in common?
    - Discuss: the boy wanted help from the basket, hat, and monkey → repetition
      - Repeated question: should the crocodile eat him
      - Repeated story: being new hat & basket
      - Repeated answer: people are not grateful
  - How does the story end for the crocodile and for Juan?
    - Discuss: Juan the good character ends up happy, the crocodile who is evil and wanted to eat Juan does not get what he wanted

*It will be hard for students to guess and come up with the answers for the characteristics of folktales because they have never been exposed to them before. The guiding questions are told before the story so students can focus their understanding on those parts. The same questions are then discussed after the story in a way to help students get their thinking to the folktale characteristics on their own with as little help as possible. The teacher will tell the students the exact name of the folktale characteristics and quickly explain each.*

***Closing summary for the lesson (2-3 minutes)***

- Quickly review the four folktale characteristics.
- Explain the folktale characteristic that they will be filled out each day as a class.
- Add A Crocodile's Tale to the chart.
  - What folktale characteristics does the story have?
  - What key words or phrases can be used to add to the chart?

***Transition to next learning activity***

- Students should remain in their seats quietly and wait for further instruction.

**Assessment**

*The whole first day is used as an informal assessment based on their discussion of the story elements and the folktale characteristics. Students will be brainstorming and using prior knowledge to help create meaning and understanding of folktales. Even if students are not able to pick out the characteristics from the book they will be assessed on determining the important key elements of a story; setting, characters, plot, ending and important details. I will be looking for key phrases; introduction or beginning, good and evil, repetition, and conclusion, as well as examples from the story that was read. Based on student responses I will know their level of understanding and knowledge base to better direct the following lessons of the unit.*

*A checklist with each student's names and the different folktales will be used to quickly put check marks for the students have displayed understanding and to quickly write key words or phrases that the students use to show their understanding. The chart will also be used to write down the misconceptions that students display during either of the discussions.*

**Academic, Social, and Linguistic Support during assessment**

*Many students are still struggling readers and writers in this class. I felt that giving a written pre-assessment on something that was already a little of a challenge for them would not show the understanding and knowledge that they may have. Many times students are able to share more of their knowledge and thinking processes in a discussion compared to writing. In our class almost all students volunteer on an every day regular basis. But there are about two students that are almost impossible to get to talk in a large group or one on one. It will be important to include these students in the discussion and give them positive feedback on what they are contributing to encourage them to continue sharing.*