

Teaching Notes: Recount Stories

The goal of RL.3.2 is for students to read and retell a variety of folktales, fables, and myths, and to understand that they come from different cultures around the world. The following information contains ideas that teachers can incorporate into their classroom so that students can gain experience retelling stories.

Activity

1. Ask pairs or small groups to create skits that retell the fable “Why Tiger and Stag Fear Each Other.” Then have students present their skits to the class.¹ Discuss as a class how the skits differed from each other. Remind students that different storytellers recount fables in different ways.²
2. To give students practice recounting fables, myths, and folktales from different cultures, invite students to a storytelling session in which volunteers retell some of the tales they heard or read during the playlist. Remind them that recounting a tale can mean summarizing it, or retelling it as if they are a storyteller. Encourage students to take turns until you have recounted all or most of the stories in them playlist.³

Differentiation Ideas

1. If students have trouble focusing on the audio recordings or if they miss details of the stories, provide a written text of the stories by looking them up on <http://www.gutenberg.org>. This site has the text for thousands of stories in the public domain, including Aesop’s Fables:
<http://www.gutenberg.org/files/11339/11339-h/11339-h.htm>.
2. For students who have a firm grasp on the concepts expressed in folktales, introduce the concept of “fractured fairy tales,” in which a writer takes a familiar tale and changes the characters, setting, plot, or point of view. Invite them to use this website to write their own fractured fairy tales.
<https://www.opened.com/exercise/fractured-fairy-tales-readwritethink/403573>

Additional Resources

To support the needs of each learner in your classroom, we have partnered with the [Learner Positioning Systems \(LPS\)](#) to enhance our content. LPS shares what learning sciences research shows about learner variability in clear, practical summaries and even more strategies to support the needs of the full diversity of your learners.

You can watch a video on reading and working memory and explore Reading PK-3 here: goo.gl/fGoPdc



For the skills in this playlist, your learners are drawing on their strengths and challenges in these areas:

Cognition:

- Attention: goo.gl/JCQ18j
- Auditory Processing: goo.gl/R3UUpD
- Visual Processing: goo.gl/6A8YPz

Language and Literacy:

- Background Knowledge: goo.gl/SFQXBj
- Narrative Skills: goo.gl/yDeKxa

Social-Emotional Learning:

- Emotion: goo.gl/yDSYK7
- Motivation: goo.gl/E29rbK
- Social Awareness and Relationship Skills (for group work): goo.gl/H3SRjA
- Stereotype Threat: goo.gl/pRrGTb

Student Background:

- Hearing: goo.gl/W6k4Eb

Explore LPS further at: <https://lps.digitalpromiseglobal.org/>.

Consider these additional resources when teaching RL.3.2:

- In this lesson, students explore the connections between Native American myths and the features of Yellowstone National Park. <http://www.pbs.org/edens/yellowstone/teach2.html>
- In this lesson, students work in groups to read folktales and retell them using visual aids. <http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-world-cultures-through-91.html>

¹ Pretending: goo.gl/G1KxGp

² Guided Inquiry: goo.gl/pc9vZj

³ Verbal Repetition: goo.gl/yhJrFT



Self-Check: RL.3.2

Read the passage. Then answer the questions.

Stimuli ID and/or Title	ELA_G03_RL_SetF
Passage Title	Excerpt from “Why the Tail of the Fox Has a White Tip”
Author	Mabel Powers
Word Count	622

- 1 “I must have a boy to watch my sheep and my cows,” thought an old woman, and so she went out to look for a boy. She looked first in the fields and then in the forest, but nowhere could she find a boy. As she was walking down the path to her home, she met a bear.
- 2 “Where are you going?” asked the bear.
- 3 “I am looking for a boy to watch my cows and my sheep,” she answered.
- 4 “Will you have me?”
- 5 “Yes, if you know how to call my animals gently.”
- 6 “Ugh, ugh,” called the bear. He tried to call softly, but he had always growled before, and now he could do nothing but growl.
- 7 “No, no,” said the old woman, “your voice is too loud. Every cow in the field would run, and every sheep would hide, if you should growl like that. I will not have you.”
- 8 Then the old woman went on till she met a wolf.
- 9 “Where are you going, grandmother?” he asked.
- 10 “I am looking for a boy to watch my cows and my sheep,” she answered.
- 11 “Will you have me?” asked the wolf.
- 12 “Yes,” she said, “if you know how to call my animals gently.”
- 13 “Ho-y, ho-y,” called the wolf.
- 14 “Your voice is too high,” said the old woman. “My cows and my sheep would tremble whenever they heard it. I will not have you.”
- 15 Then the old woman went on till she met a fox.
- 16 “I am so glad to meet you,” said the fox. “Where are you going this bright morning?”
- 17 “I am going home now,” she said, “for I cannot find a boy to watch my cows and my sheep. The bear growls and the wolf calls in too high a voice. I do not know what I can do, for I am too old to watch cows and sheep.”



- 18 “Oh, no,” said the cunning fox, “you are not old, but any one as beautiful as you must not watch sheep in the fields. I shall be very glad to do the work for you if you will let me.”
- 19 “I know that my sheep will like you,” said she.
- 20 “And I know that I shall like them dearly,” said the fox.
- 21 “Can you call them gently, Mr. Fox?” she asked.
- 22 “Del-dal-halow, del-dal-halow,” called the fox, in so gentle a voice that it was like a whisper.
- 23 “That is good, Mr. Fox,” said the old woman. “Come home with me, and I will take you to the fields where my animals go.”
- 24 Each day one of the cows or one of the sheep was gone when the fox came home at night. “Mr. Fox, where is my cow?” the old woman would ask, or, “Mr. Fox, where is my sheep?” and the fox would answer with a sorrowful look, “The bear came out of the woods, and he has eaten it,” or, “The wolf came running through the fields, and he has eaten it.”
- 25 The old woman was sorry to lose her sheep and her cows, but she thought, “Mr. Fox must be even more sorry than I. I will go out to the field and carry him a drink of cream.”
- 26 She went to the field, and there stood the fox with the body of a sheep, for it was he who had killed and eaten every one that was gone. When he saw the old woman coming, he started to run away.
- 27 “You cruel, cunning fox!” she cried.
- 28 She had nothing to throw at him but the cream, so she threw that. It struck the tip of his tail, and from that day to this, the tip of the fox’s tail has been as white as cream.



1. Select the correct option for each sentence.

I. This story could be considered a folktale.

- Yes
- No

II. This story explains why an animal has a specific characteristic.

- Yes
- No

III. One moral of this story is:

- Never trust a fox.
- Bears and wolves are more trustworthy than foxes.
- Old women cannot take care of animals well.
- Be careful about who you trust with your loved ones.

Item ID	ELA_RL.3.2_DRD_Q54
DOK level	3
Key/correct answer	Yes; Yes; Be careful about who you trust with your loved ones. This story is considered a folktale because it explains why an animal has a specific characteristic. One moral of this story is be careful about who you trust with your loved ones.



2. Which sentence **best** explains how a moral of the story is conveyed through details?
- A. The old woman's decision to accept the fox's help because he compliments her and its outcome teaches the following moral: do not be fooled by compliments.
 - B. The description of the fox as a cunning animal teaches the following moral: all animals are cunning creatures.
 - C. The description of the fox eating the sheep and its outcome teaches the following moral: people cannot be tricked.
 - D. The old woman's decision to look for a boy to watch her cows and sheep teaches the following moral: help is always available to those who need it.

Item ID	ELA_RL.3.2_CLO_Q55
DOK level	2
Key/correct answer	A; In the story, a woman is looking for a boy to watch her cows and sheep, but she only runs into animals. One of those animals is a fox, who compliments her. She is so flattered that she says her cows and sheep will like him. However, the fox eats them. These details show that compliments aren't always given sincerely, so it's important to be careful and not be fooled by them.



Read the passage. Then answer the questions.

Stimuli ID and/or Title	ELA_G03_RL_SetG
Passage Title	"The Two Millers"
Author	Augusta Stevenson
Word Count	463

Title: "The Two Millers"

Author: Augusta Stevenson

SCENE I

TIME: morning.

PLACE: Peter's mill.

PETER, THE STUPID MILLER.

PETER'S WIFE.

THE FOX.

[The FOX enters. He knocks at the mill door. PETER opens the door and comes out. He is covered with meal.]

1 FOX. Good-morning, Peter.

2 PETER. What do you want, sir?

3 FOX. I am hungry. I want to eat Jacob's chickens.

4 PETER. Ah, that is fine! I do not like Jacob. Do you know that?

5 FOX. Oh, yes, I know! Now will you help me to get his chickens?

6 PETER. What can I do?

7 FOX. Put meal on me, till I am white. Then the chickens will think I am a miller.

8 PETER. Ah, that is fine! I will get meal. Wait here.

[Peter enters the mill.]

9 FOX. Ha, ha, ha, ha!

10 PETER. Now I will make you white. You shall look just like a miller.

(He covers the Fox with meal.)

Ha, ha! Jacob's chickens will think you are Jacob. Now go! Go and eat Jacob's chickens.

(The Fox goes.)

Ah, this is fine! I do not like Jacob. I do not like Jacob's chickens. I am glad the fox will eat them. Ha, ha, ha!

[Peter enters the mill. Soon his WIFE comes running.]



11 WIFE. Peter! Peter! Come out! Come out! Peter!

[PETER comes running from the mill.]

12 PETER. What is it? What is it?

13 WIFE. The fox has killed your chickens!

14 PETER. Oh, no! He has killed Jacob's chickens, dear wife. Ha, ha, ha!

15 WIFE. No, no! He has killed your chickens! They lie there on the grass. Look and you will see them.

[Peter runs to the fence and looks over.]

16 PETER. What is this? What is this? Ah, my pretty chickens! My pretty chickens!

[He weeps bitterly.]

SCENE II

TIME: the next day.

PLACE: Jacob's mill.

JACOB, THE WISE MILLER.

THE FOX.

[The FOX enters. He knocks at the mill door. JACOB opens the door and comes out. He is covered with meal.]

17 FOX. Good-morning, Jacob.

18 JACOB. What do you want, sir?

19 FOX. I am hungry. I want to eat Peter's chickens.

20 JACOB. Why do you come to me?

21 FOX. You do not like Peter.

22 JACOB. Oh, you know that, do you?

23 FOX. Oh, yes, I know! Now will you help me to get his chickens?

24 JACOB. What can I do?

25 FOX. Put meal on me, till I am white. Then the chickens will think I am a miller.

26 JACOB. Ah, that is fine! Wait here.

[He enters the mill.]

27 FOX. He has gone for meal! Ha, ha, ha, ha!



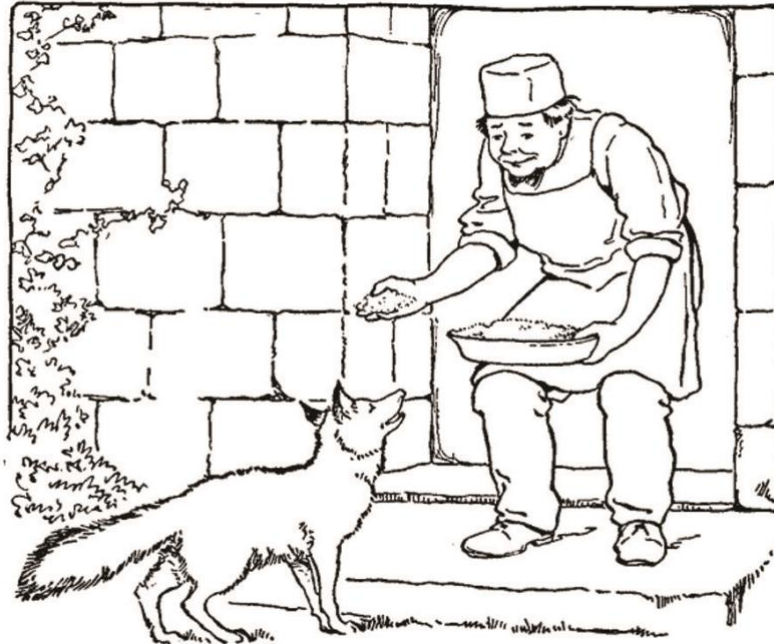
[JACOB comes out with a club.]

28 JACOB. Now go! Go, sir!

29 FOX. Why, what is this? I said I would eat Peter's chickens.

30 JACOB. Yes, but you mean to eat mine. Now go! Go, or I will beat you!

[The Fox runs quickly away.]



3. Which **two** sentences are central messages from “The Two Millers?”

- A. Never rely on animals.
- B. Revenge is never the answer.
- C. Millers are hard workers.
- D. Be careful of trusting strangers.
- E. It is easy to make a fox look like a miller.

Item ID	ELA_RL.3.2_MCQ_Q64
DOK level	2
Key/correct answer	<p>The two correct sentences are “Revenge is never the answer.” and “Be careful of trusting strangers.”</p> <p>There are two central messages in this drama. The first is that revenge doesn’t usually work. While the two millers may not like each other, revenge is an emotion that is easily twisted around, and the fox knew this. Also, it’s important to be careful in trusting strangers. The fox had a reason to speak to the millers, and the millers had a reason to distrust the fox.</p>

