

FOR TEACHERS AND PARENTS



STORY SYNOPSIS:

PUSS IN BOOTS Lexile Level: 910AD

The classic French fairytale of the miller's son and a clever cat engages a sequential and repetitive narrative for young readers and listeners. The medieval setting is depicted in cartoon-style illustration that will capture reluctant readers. With great ingenuity and sense of purpose, a clever cat turns red boots and a burlap bag into a fine fortune for his master, the third son of a miller.

Chicken Little Lexile Level: 550AD

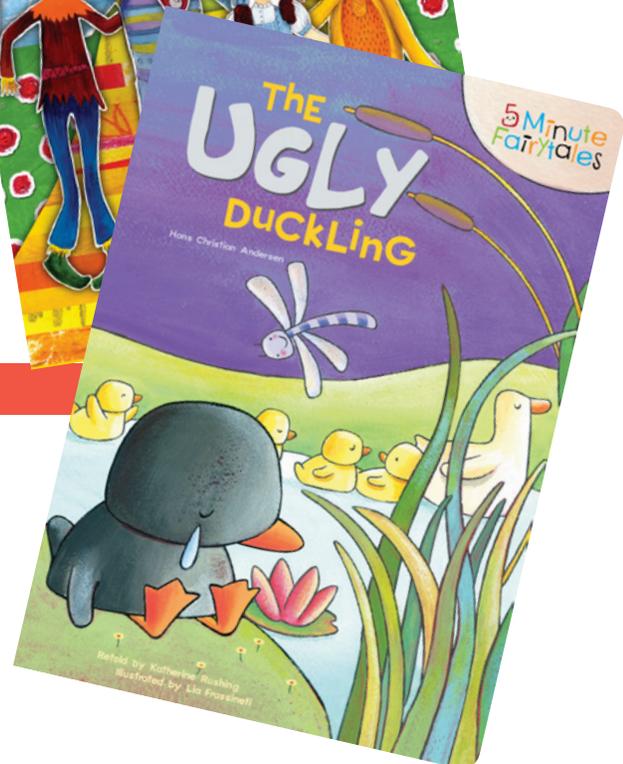
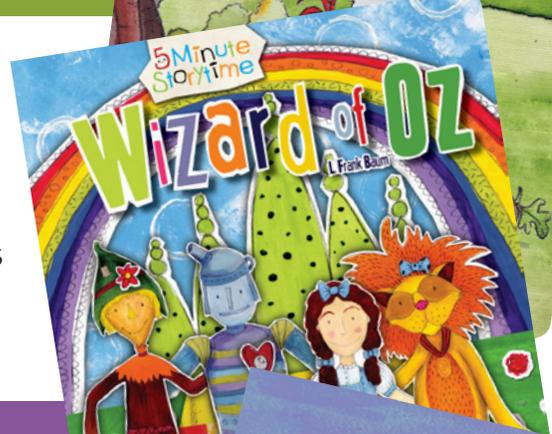
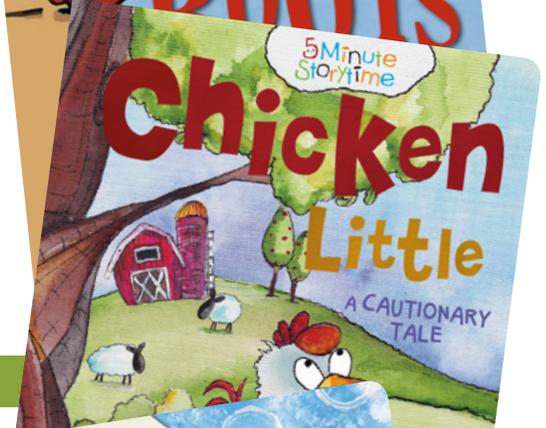
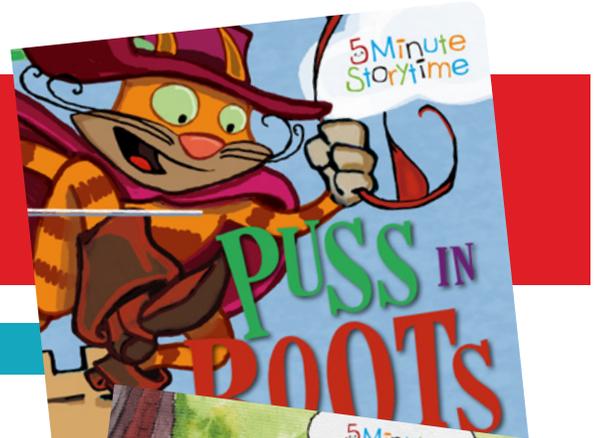
This cautionary tale reminds young readers to gather all the facts before jumping to conclusions. Chicken Little raises the alarm "The sky is falling!" and soon has all his farmyard friends—a hen, a turkey, and a duck, joining in his fear. Enter a cunning fox who lures the group into his cave. The friends soon gather their wits, escape the fox's cave, and learn a good lesson about not letting their imaginations get the best of them.

Wizard of Oz Lexile Level: 810AD

When a tornado drops Dorothy and her dog Toto in the magical land of Oz, she begins an unforgettable journey down the yellow brick road, learning about their new friends—and herself—along the way.

THE UGLY DUCKLING Lexile Level: 670AD

A retelling of Hans Christian Andersen's classic tale. This story of how a young swan endures teasing because she looks different than those around her, not realizing she would mature into a beautiful swan, is a tale that reminds young readers that instead of teasing people who are different than they are, they should be kind to everybody.



SMALL GROUP & READING CORNER IDEAS

Use these ideas to provide opportunities for students to revisit stories more than once so the stories and details about characters, setting, and events become very familiar.

Provide a set of faces on sticky notes to indicate different emotions (happy, sad, etc). Students choose pages from 5 Minute Fairytale & Storytime titles and put a sticky note on the characters' faces to show how they might be feeling at that point in the story.

Cover the words in each book with strips of paper. In pairs or small groups, students turn the pages one at a time and use the illustrations as prompts to "tell" what's happening on that page.

Use sticky notes to tag spreads in each book with inferential questions about the characters or information such as:

Why did _____? How did _____ feel when _____?
What else could _____ have done when _____?

Students can work in pairs to discuss and record answers to each question.

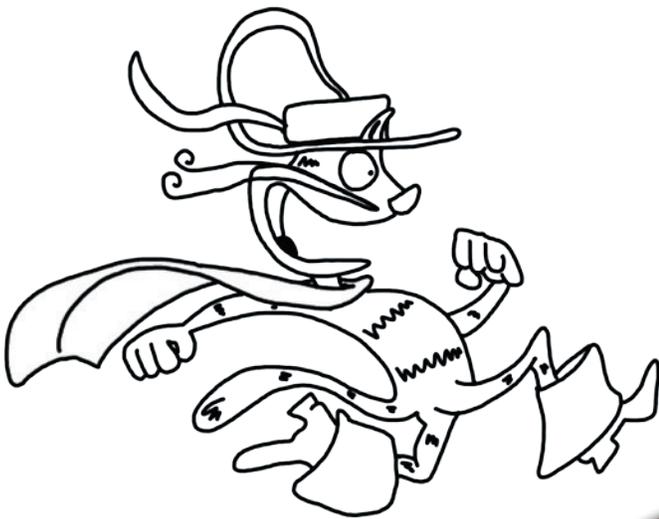
- Prepare a large chart as outlined below.
- Post this chart at an accessible location by the reading corner. When students visit the corner, they can record with a check, x, or place a sticker to indicate their opinion of the each book.
- Once all students have entered their "review," tally the results as a class. Discuss the results as a class encouraging all students to offer up an opinion on at least one of the books in the cluster. Ask students to support their opinion with a reason. "I like Wizard of Oz because..."

Sample Chart:

	I like this book	I do not like this book...	I do not have an opinion on this book...
Wizard of Oz			
The Ugly Duckling			
Puss in Boots			
Chicken Little			

BOOK CLUSTER TEACHING IDEAS

- After reading one or more of the books in this cluster aloud, discuss the stories' messages with students.
- Explain to students that each of these fairytales was originally written hundreds of years ago and has been retold by a contemporary author for these editions. Encourage students to read different versions of the same fairytale, or read these aloud to class as appropriate. Discuss with students how the versions differ.
- Have students create their own retelling of a fairytale, either from this collection or one of their choosing.
- After reading each story aloud, form small groups and have students re-read the text to each other. Encourage students to add actions and voices to enhance their storytelling.



5 MINUTE STORYTIME CHARADES

OBJECTIVE:

To have fun with books with an activity that will challenge your students to think about stories in a whole new way.

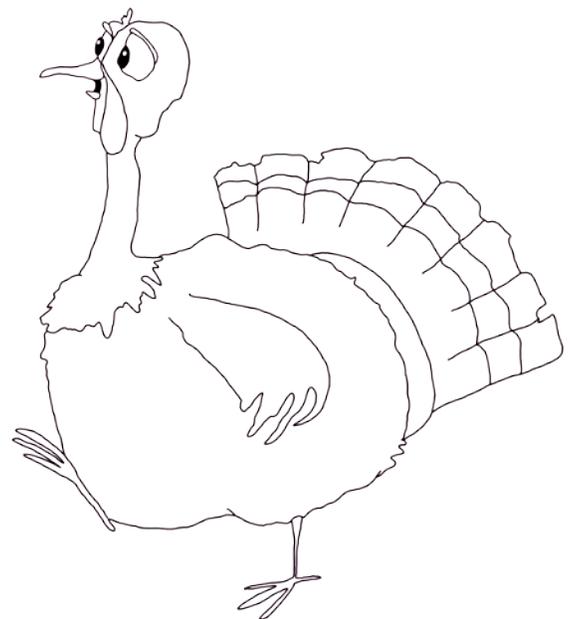
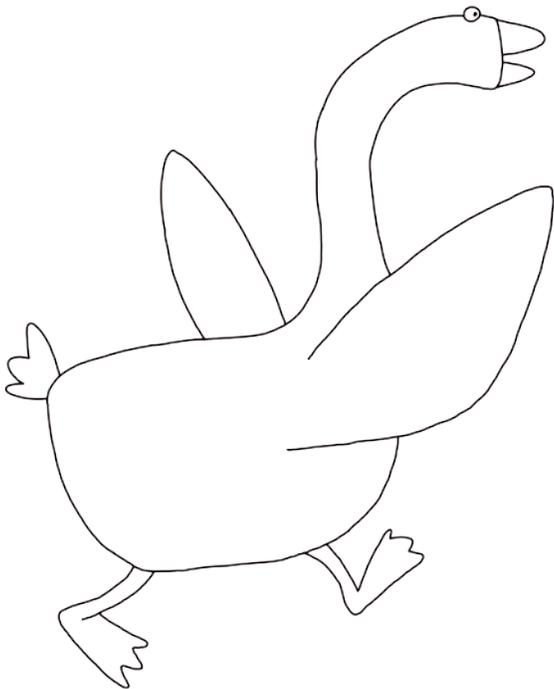
MATERIALS:

- 5 Minute Storytime books

TIME: 60 MINUTES

DIRECTIONS:

- After reading the four books in this cluster, divide students into groups.
- Have the groups spread out in the classroom out of earshot of each other.
- Explain to students that you will be assigning each of them a book title that they must act out for the rest of the class using gestures and actions only—no props and no words.
- Give the groups time to plan their charade. Warn students that they will want to speak quietly while making plans so as not to give their ideas away!
- When all groups are ready, or the teacher deems enough time has been allotted, have each group get up in turn to act out their charade while their classmates guess the book.
- There will most likely be repetition of books, which will provide an opportunity to discuss each group's varied approach to the challenge. Alternatively, add other books students are familiar with and expand the game.



**THE ACTIVITIES AND THEMES PRESENTED HERE ALIGN
WITH COMMON CORE STANDARDS IN THE FOLLOWING AREAS:**

Common Core English Language Arts Standards » Reading: Literature » Kindergarten

- Key Ideas and Details
- Craft and Structure
- Range of Reading and Level of Text Complexity

Common Core English Language Arts Standards » Reading: Literature » Grade 1

- Key Ideas and Details
- Integration of Knowledge and Ideas

Common Core English Language Arts Standards » Reading: Literature » Grade 2

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas