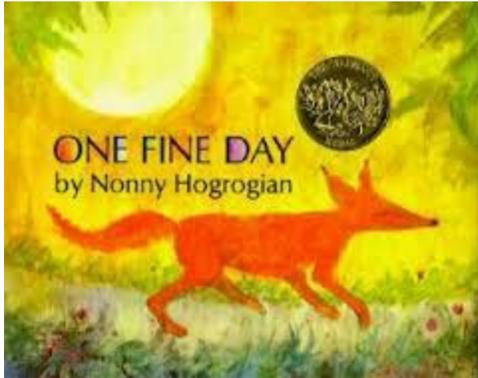


## **Lesson: Fox's Tail: A Cumulative Tale**



**Mentor Text:** *One Fine Day* by Nonny Hogrogian (1971). You need to have at least one text on hand for this lesson, but you may wish to buy several to use in small group instruction.

**Standards –Based Outcomes:** The variety and depth of the student engagement activities in this sequence of lessons insures that each of the CCSS ELA Standards for Literature will be covered by the end of the unit.

### Common Core State Standards for ELA: Reading: Literature: Kindergarten:

*Key Ideas and Details:* 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify character, settings, and major events in a story.

*Craft and Structure:* 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts. 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

*Integration of Knowledge and Ideas:* 7. With prompting and support, describe the relationship between illustrations and the story in which they appear. 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

*Range of Reading and Level of Text Complexity:* 10. Actively engage in group reading activities with purpose and understanding.

Common Core State Standards for ELA: Reading: Foundational Skills: Kindergarten:

*Phonological Awareness:* 2a. Recognize and produce rhyming words.

**Student Outcomes:**

1. At the end of this lesson sequence students will be able to state the definitions of several important vocabulary words from the mentor text, *One Fine Day*.
2. Using important vocabulary from the mentor text, students will be able to practice recognizing and producing rhyming words.
3. Using illustrations from the mentor text, students will be able to retell the story contained in the mentor text, including characters and setting, key details and events.
4. Students, possibly with assistance, will be able to read the student made book described in this lesson.

**Purpose/Audience:** By closely reading our traditional mentor text, the students are going to have an opportunity to examine the particular story vocabulary, and tell and retell the story focusing on events and details. During this work, we have ourselves as an audience. The student book is a product that can and should be shared with classmates, cross age buddies and parents.

**Pre-requisite Skills/Background Knowledge:** This lesson sequence can be taught at any time during the kindergarten year. The colored character illustrations will so fully support your students in their retellings that even your lowest ability students are going to completely learn the events and details from the mentor text. The student book allows you to tailor the level to your students as a whole group or in ability groups. You may have your students used the pre-made sentences to fill the student product, or you may have them generate original text. Either way, at any

time of year, your students are going to go away with a deep understanding of this traditional cumulative tale.

**Resources/Supplies Needed:** You do need to prepare some materials for the retelling portion of the story ahead of time. The time you spend doing this will be well worth it as you will use the retelling characters over and over again. I am going to provide a variety of information here that will help you contain the materials you need in one place. Keeping a copy of this lesson nearby will aid your teaching.

### **Brief Overview of Lesson:**

- **Close Read:** You and your students will spend one to as many as 3 days attending closely to the mentor text, *One Fine Day*.
- **Writing Extension:** Using the discussions from the close read, let the students assist in creating one or more class charts to collect and save important information related to the text.
- **Class Retelling:** Using the colorful and compelling story components, your students will be able to spend as much time as you deem necessary in retelling the story. By focusing on the events and details in the story, your students will internalize the story and its lesson.
- **Class Poster:** If your class would benefit from a permanent recording of the story retelling, you can use provided materials to illustrate and write a story summary in mural format.
- **Student Book:** Previous work with the mentor text, vocabulary, rhyming words, events and details will insure that your students have success in either writing their own text in a student book or in using the provided text.

<b>Key Vocabulary</b>	<b>Definition</b>	<b>Sentence From Book</b>
lapped	drink something with tongue	Before she noticed the fox, he had lapped up most of the milk.
begged	to ask somebody for something such as a favor in a heartfelt, humble, or even humiliating way	"Dear cow," he begged, "please give me some milk..."
fair	pleasing to look at	The fox found a fair maiden.
maiden	young unmarried woman	"Sweet maiden," he said, "please give me your jug..."
peddler	somebody who travels from place to place selling goods	"Hen, dear hen, please give me an egg to give to the peddler..."
promise	to assure somebody that something will certainly happen or be done	But the peddler was not taken in by the promise of a pretty smile...
cleverness	demonstrating mental agility and creativity	...or the cleverness of the fox...
payment	an amount of money that is paid or is due to be paid	...please give me an egg to give to the peddler in payment for the bead...
desperate	overwhelmed with urgency and anxiety, to the point of losing hope	The fox was getting desperate, and when he found the miller he began to cry.
miller	somebody who owns, manages, or operates a mill	"Oh kind miller, please give me a little grain."

Name	Date
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1. Vocabulary: Student will be able to state the definitions of several important vocabulary words from the mentor text, *One Fine Day*.

lapped begged fair maiden peddler promise cleverness payment desperate miller

Word:	Student meaning:
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Word:	Student meaning:
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2. Rhyming words: Students will be able to practice recognizing and producing rhyming words.

pail		cow		grass	
stream		jug		bead	
egg		hen		grain	

3. Retelling: Students will be able to retell the story contained in the mentor text, including characters and setting, key details and events.

Event from the beginning:

Event from the middle:

Event from the end:

Describe a key character:

Describe a key setting:

