

LESSON 2: FOLKTALES—What and Why?

MATERIALS:

- Exit Slip from last class (one per student)
- Read aloud: *The Boys and the Frogs* and *Rapunzel* (teacher copy)
- *The Boys and the Frogs* (copies for half the class)
- *Rapunzel* (copies for half the class)
- Word Wall cards (**purpose, moral, plot, summarize, setting**)
- Folktale Recording Chart (one per student, from previous lesson)
- Folkloristics Concept Map (class copy)
- Formative Assessment 1 (one copy per student)

OBJECTIVES:



BIG IDEA

Folktales have different purposes: to instruct and/or to entertain.

Folktales can help us feel empathy for others.

Students will be able to:

- read a wide range of literature to build an understanding of human experience.
- apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.
- apply knowledge of language structures, language conventions, and genres to create, critique, and discuss print and non-print texts.



LANGUAGE

Key Terms:

- purpose
- moral
- plot
- setting
- summarize

Suggested Story Vocabulary:

- amused
- trembling
- plait
- cast
- wounds

INSTRUCTIONAL SEQUENCE

WARM-UP/ASSESS: Review Exit Slip



COMPREHENSION

Place students into three groups according to the student scores on the exit slip from the last lesson (Lesson 1):

- Group 1 (10 or more points),
- Group 2 (7-9 points)
- Group 3 (0-6 points)

Give the students back their exit slip.

In their groups, ask students to compare answers and to discuss any differences in their responses. The teacher should work with Group 3, to help the students who struggled the most. For students in Group 1 who may finish early, encourage them to work together to think of more compound words to end to the bottom of their sheet.

Use these questions for follow-up discussion:

- *What is a compound word?*
- *What are some examples of other compound words?*
- *Is “homework” a compound word?*

READ-ALOUD: *The Boys and the Frogs* (Fable)



Invite students to find a comfortable place for listening. Tell the students that you are going to read them one type of folktale. Remind students to listen and enjoy the story, paying close attention to what the story is about. They might also listen for what they think the message of the story may be.

Read *The Boys and the Frogs*, but stop reading when you reach the last line of the story. Do not read the moral.

Before reading the last line of the story, pause and have students turn to the person next to them and share what they think the message of the story is. Ask students to consider: *How did you feel when the boys were throwing rocks at the frogs? What is the author’s **purpose** or reason for writing this story? What message is the author trying to convey to the reader?* Add the word **purpose** to the Word Wall.

DISCUSSION: Introduce Moral



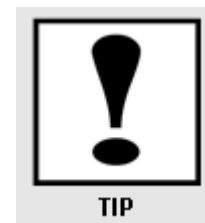
Allow student pairs to share their predictions on the author’s purpose for writing this story, and to predict the message, or **moral**.

Give students a chance to share their thoughts, and then read the moral aloud. Compare the moral of the story with the students’ initial predictions.




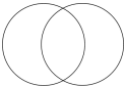
Explain: *The author’s primary purpose when writing a fable is to teach the reader a **moral**. A moral is a lesson that you*


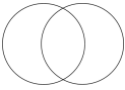


Do not forget to remind the students to record the titles of the read alouds in the first column of their Folktale Recording Chart! In this lesson, the students can fill out the titles before the read aloud, and then later in the lesson, the class will work together to identify the tales and write the summaries.



Review author’s **purpose** with the students. Remind them that authors write for three reasons: to **Persuade, Inform, and/or Entertain**. Use the acronym **PIE** to help the students remember these elements. Emphasize that authors always have a purpose when writing. The purpose of a

<p><i>learn from a story. Some stories have them, some don't, but morals are particularly found and illustrated in fables.</i></p> <p>Remind the students that last class, they learned that a fable is a kind of folktale with a single episode. Fables are usually easily identified because they are often about animals and have a moral. Add the word moral to the <u>Word Wall</u>.</p> <div data-bbox="207 485 371 653" style="border: 1px solid black; padding: 5px;"> <p>PLACE</p>  </div> <p>Encourage the students to think of any tales they have heard that carry a moral. Ask: <i>What happens in these stories? What are the stories trying to teach us? Are these stories universal (i.e., does the moral apply to any person anywhere, or are they just specific to one place)?</i></p>	<p>folktale is either to inform and/or to entertain.</p>
<p>READ-ALoud: Rapunzel (Fairytale)</p> <div data-bbox="228 800 407 999" style="border: 1px solid black; padding: 5px;">  <p>CLASS</p> </div> <p>Invite students to find a comfortable place for listening. Tell the students that you are going to read them another type of folktale. Remind students to listen and enjoy the story, paying close attention to what the story is about, the moral, and the sequence of events.</p> <p>Read <i>Rapunzel</i></p> <p>DISCUSSION: Comparing/Contrasting Plot</p> <div data-bbox="228 1192 407 1392" style="border: 1px solid black; padding: 5px;">  <p>COMPREHENSION</p> </div> <p>Ask students to think about the different episodes or events in both stories. <i>The Boys and Frogs</i> had one episode, while <i>Rapunzel</i> had several episodes. Explain: <i>When we talk about the episodes, events, or simply happened in the story, we are discussing the plot. The plot tells what the story was about. Add plot to the <u>Word Wall</u>.</i></p> <p>With students, write the sequence of events in <i>The Boys and the Frogs</i> on the board. Use the “Somebody Wanted, But, So, Then” sentence frame (see Teacher Notes) if students struggle with summarizing the plot.</p> <p>Explain: <i>If we were to summarize this story, we would choose the most important parts of the plot and try to write them in one or two sentences. Add the word summarize to the <u>Word Wall</u>.</i></p>	<div data-bbox="1019 785 1208 978" style="border: 1px solid black; padding: 5px;"> <p>2E</p>  </div> <p>If students are having a difficult time summarizing the big ideas from either story, you can provide them with the “Somebody Wanted, But, So, Then” summarizing sentence frame:</p> <ul style="list-style-type: none"> ○ Somebody: who is the main character? ○ Wanted: what does the main character want? ○ But: what is the problem? ○ So: how does the main character solve the problem? ○ Then: what is the resolution? <p>Example: Cinderella wanted to go to the ball, but her stepmother wouldn't let her, so her fairy godmother gave her a beautiful dress and glass slipper. Then, Cinderella went to the ball and danced with the prince.</p>

<p>Model a verbal summary of <i>The Boys and the Frogs</i> for students. Review the plot of the story with students: <i>Who were the main characters? What important things happened in the story? What was the problem? How did they resolve the problem?</i></p> <p>Record responses on the board or chart paper. Underline the most important events. Write a summary as a class based on the events underlined. Then, do the same thing for <i>Rapunzel</i>. Allow the students to write this summary in their <u>Folklore Recording Chart</u> in the third column.</p> <p>Draw a Venn diagram to depict the similarities and differences between the two stories. Work with the students to record the things the stories had in common in the area where the two circles intersect.</p> <p>Ask students to consider posing these questions: <i>What was different? Did the stories have similar characters? Did the stories have similar problems?</i></p>	
<p>Optional Activity: Review of Morals and Plot</p> <div data-bbox="207 978 371 1146" style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>PLACE</p>  </div> <p>Ask students to think about an animal that is commonly found in their location, or that is specific just to their area (i.e., foxes, raccoons, frogs, deer, etc.). Where a story takes place is called the setting. Add the word setting to the <u>Word Wall</u>.</p> <p>Think about the characteristics of that particular animal and what that animal does (i.e., a raccoon has a “mask” and a fox is cunning). Ask: <i>What plot could you create about that animal that would tell a moral at the end?</i></p> <p>Encourage students to begin writing a short fable about their selected animal. If students are struggling, encourage them to use the “Something Happened, But, So, Then” structure (explained above) to brainstorm some ideas.</p>	<div data-bbox="1019 963 1208 1152" style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>2E</p>  </div> <p>For students struggling with or who have disabilities in written expression, an oral summary or drawing may substitute for a written summary. Similarly, struggling writers can use “Somebody Wanted, But, So, Then” summarizing sentence frame to write their summaries. This will enable teachers to assess all students’ comprehension of plot.</p>
<p>DISCUSSION/DIRECT INSTRUCTION: Fables vs. Fairytales</p>	



Ask the students what else they noticed that was different about the two stories besides the plot line: *Was one story shorter? Did one story have more details? Which had the more complex plot summary? Did they both have a moral?*

Using the Folkloristics Concept Map from the previous lesson, point out that there are two kinds of folktales: simple and complex. A fable is a simple plot (usually one episode or event, and most fables have animals—but not all.) The fairytale has a complex plot (“multi-episodic” or many events).

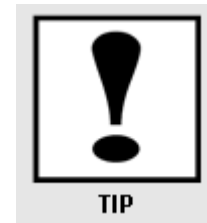
Ask students to identify what kind of tale *The Boys and the Frogs* is (a fable, because it has one episode, animals, and a moral) and what kind of folktale *Rapunzel* is (fairytale, because it has several episodes). Allow students to record the types of tales in their Folklore Recording Chart in the second column.

Explain that the **purpose** of both fairytales and fables is to entertain the listeners (entertainment can be funny, happy, or even sad). However, fables have an additional purpose, which is to tell a **moral** in the story or to teach a lesson.

Remind the students that before humans could read or write, they told stories orally. Professional storytellers would memorize stories that had been passed down to them, and then travel to tell that story to others. In this way, they used their memory and stories to learn (and teach) new things. Therefore, the more we tell and read stories, the more we learn.

Ask students to think about how many stories they think exist in the world today. After they’ve made some suggestions, indicate that the correct answer is probably more than they could ever imagine or count.

Ask the students: *With all these stories out there, how much do you think you can learn?* Emphasize that there is no limit to how much they can learn because there are so many stories out there waiting to be read so they can learn new things.



This short video would be useful to watch prior to teaching this lesson, or even to reinforce this part of the lesson with students:

<https://www.youtube.com/watch?v=RYpofvqVxzc>

If you show it to students, you may need to pause occasionally and explain the concepts mentioned.

If time allows, project this website (<http://myths.e2bn.org/about/info273-why-were-the-stories-told.html>) on the front board and have students take turns reading the different purposes of stories.

Ask students if they have ever heard someone say, “The *moral* of the story is...” Ask: *Why are stories good for teaching lessons?* For example, why is it different than if someone just told you what the lesson was without telling you the story? What is the difference between “be careful what you wish for” and the entire story of Aladdin? Prompt students to offer suggestions and consider different ideas.

Tell students that scientists actually have evidence that shows us why stories are so effective for teaching us lessons.



Briefly tell students that:

The brain is made of many parts, and each one is responsible for something different. For example, when I run, a certain part of my brain is “activated,” which means it’s working.

When I’m reading, a different part of my brain is activated. If you are in school and someone just gives you a list of bullet points, a certain part of your brain is activated. This part simply takes the words you’re reading and decodes them into meanings. It’s sort of like a dictionary.

However, when we read or hear a story, another part of our brain is also activated. This is the part of the brain that we would use if we were actually doing what is in the story. For example, if I heard a story about running, the part of my brain I would use for running would be activated – even though I’m sitting perfectly still!

To summarize, tell students: *When we hear a story, our brain acts as if we are actually participating in the story.*

GROUP/PARTNER TALK: Morals



GROUP

Ask the students: *How do stories help us learn morals better?* Allow students to think independently and then do a think-pair-share. Finally, conclude with a class discussion. Emphasize: *When our brain thinks it is in the story, we are more likely to feel like we are a part of it. We learn better from experience, so we are more likely to learn more when we read stories.*

Remind students that a moral is the lesson in the story. In fables, the morals are stated very clearly at the end. In fairy tales the moral is not stated. Some fairytales do not have a moral.

Ask the students to consider: *Do you think there was moral in The Boys and the Frogs?* If needed, re-read the final sentence or moral of the story aloud. Then ask: *Do you think there was a moral in Rapunzel? If so, what was it?*

CLOSE: Review Concepts/Formative Assessment 1



CLASS

Review and synthesize what was learned by asking students to consider and answer these questions whole-class:

- *Both The Boys and the Frogs and Rapunzel are what kind of stories?* (Folktales)
- *What is the purpose of a folktale?* (To instruct and/or to entertain)
- *The Boys and the Frogs is what kind of folktale?* (Fable)
- *Rapunzel is what kind of folktale?* (Fairytale)
- *Which story had a moral?* (*The Boys and the Frogs*)

Administer and collect Formative Assessment 1.

PREPARATION: Review Formative Assessment 1

Review Formative Assessment 1 in order to monitor student progress and to inform instruction. Divide students up into three groups: A, B, or C.

- Students who correctly answered all three questions should be placed in Group A

<ul style="list-style-type: none">• Students who correctly answered two questions should be placed in Group B• Students who correctly answered one or no questions should be placed in Group C <p>These groups will be used in an activity in the next lesson.</p>	
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