

GROWING READING SKILLS THROUGH ORAL LANGUAGE ACTIVITIES:
READING INTERVENTION/ENGLISH LEARNER CURRICULUM

by

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Summary

Since the beginning of my teaching career, I have been aware of the lack of resources very specific to teaching English Language (EL) students. I have wished for the time and direction to create a scripted and scaffolded guide that could support EL students in vocalizing and creating conversation in a thematic unit. The question I explore in my capstone project is: *How do RISA Oral Interactions increase student engagement and reading comprehension in elementary EL and mainstream students?* Through this project I have created a resource for small group teachers of combined EL and native English-speaking students. This project focuses on reading comprehension growth through the use of Routine Integrated Structured Academic (RISA) Oral Interactions.

The resource I created is focused at a guided reading level K, which could be used with both 3rd and 4th grade reading intervention students in daily thirty-minute lessons. These sixteen lessons provide a unit of scaffolded language and vocabulary instruction around a fictional folktale and follow the structure outlined in *Understanding by Design* by Wiggins, G. & McTighe, J. (2011). In creating this resource, I targeted a couple of different small groups of 3rd and 4th grade students, both EL and native English speakers, that I believe would benefit from this type of oral language practice. With these two targeted small groups in mind, I created these lessons to fit their needs and interests. However, my desire is that these lessons could be adapted to any grade level according to the needs of the students. Teachers could adapt for students at higher or lower guided reading levels through finding texts at their levels, but the format of the lessons would look similar. Students read a designated section of the text, then respond orally using the RISA interview questions created by the teacher. The oral interactions provide

scaffolded comprehension questions from basic explicit details within the text to implicit high-order thinking questions in which students are given opportunities to create original utterances in their responses. Teachers group students into pairs by WIDA and/or guided reading levels with each pair including one student with higher language proficiency and one student with lower language proficiency. WIDA is a leveled system used by teachers along with ACCESS testing, both used to assess English language (EL) students in the four language domains of listening, speaking, reading, and writing (English Language Development Standards, 2012; ACCESS, 2012). Each pair will begin with the student of lower language proficiency reading the part of Student A and the student of higher language proficiency reading the part of student B. At the end of each interview segment, students will switch roles. Teachers will direct groups to complete the interview twice with each student having a turn as Student A and as Student B. Oral interactions can also work with one-on-one instruction with the student beginning as Student A, in the first interview, then switching to Student B the second time around, thus allowing for scaffolded opportunities for oral interactions. Teachers using this resource will be able to use students' oral practice as informal assessment which can aid in planning for further instruction for each student.

Instruction for each folktale is divided into two lessons, with the sixteen lessons covering eight folktales. Minnesota K-12 Literacy Standards target identification of folktale story elements including the lesson or moral of the story, thus the choice of folktales for oral language and reading comprehension practice with these groups of students.

Format for each lesson begins with the teacher highlighting specific content vocabulary within the section of the text for that lesson. The teacher then directs students to read a portion of

the designated text. Next, the teacher models and facilitates the RISA Oral Interactions interview questions between two students or between student and teacher. Each student is given an opportunity to read the part of Student A and Student B by reading and responding to the interview questions twice. The teacher then directs students to read the final portion of the text for the given time period. Finally, students are directed once again to read and respond to RISA Oral Interactions interview questions.

In a classroom setting I would project slides with written definitions and photographs corresponding with each vocabulary word, exemplifying research that demonstrates how use of visual materials in instruction directly increases student learning (Gibbons, 2015). In this project, I do not share those slides because of copyright law for the images. However, providing visuals including photographs, charts, and graphs that enhance the information for both EL and mainstream students in a reading setting is vital, and I encourage any teacher using this project to create vocabulary slides to share with students.

It is important to note that the value of these oral interactions for students is in giving them opportunities to both practice reading prosody and create original utterances that connect to the text, thus developing their reading comprehension. No answer keys were created for these interviews because any answer spoken by a student is valuable practice. A teacher may prompt for further understanding when necessary, but the practice of reading and responding is the goal and the value of this project.

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Capstone Project Lesson 1

Text: “The Emperor and the Nightingale” retold by Brenda Parkes

Guided Reading Level: L

Content Objective:

Students will be able to retell the main events and reflect on the moral of this folktale through RISA-OI.

Content Standards:

Grade 2: Key Ideas and Details

2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.1.3.3 Describe how characters in a story respond to major events and challenges

2.3.0.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.

c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self correct word recognition and understanding, rereading as necessary.

Language Objective:

Students will be able to retell the story using sentence frames with sequence words.

WIDA Standard:

ELD Standard 2: The Language of Language Arts

Connection: Common Core Speaking and Listening Standards #4 (Grade 2): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Teacher Materials:

“The Emperor and the Nightingale” retold by Brenda Parkes

RISA Interviews Lesson 1-2

Vocabulary Slides

Student materials:

“The Emperor and the Nightingale” retold by Brenda Parkes

RISA Interviews Lesson 1-2

Lesson Plan:

Before Reading

Say: Today we are going to read a folktale. What do we already know about folktales? (allow students time to respond.)

Facilitate responses: (Folktales are old stories. They come from cultures all over the world.

They have been told orally before books were available.) Example questions: Are folktales new

or old stories? Where have the stories come from? How did the stories get passed on from each generation?

Say: Today we will read a folktale about an Emperor in China and a bird and how they help each other. Before we read, let's check out a few words together. Show students vocabulary slides for Lesson 1.

Vocabulary:

p.3-emperor/ruler

p. 3-splendid/wonderful

p.3-nightingale/small bird that sings

p.5-remarkable/special

p.7-perched/sitting

p.15-wound up/turned the motor

Direct students to find each key vocabulary word on the page and relay the synonym or phrase. Students will take turns between partners reading the sentence from the text in which the word is found. Students will partner-share/repeat definitions for each word after.

Say: Now we are ready to begin this folktale. As we read, please be thinking about the moral we can learn. Let's read to find out what life lessons we can learn from this folktale. Students will silently read pages 1-9.

During Reading:

Students will read pp. 1-9

After Reading:

Say: We will be responding to our reading with oral interactions like an interview.

Model the interview with one student in the group by asking the student to read the interview questions as Student A while you, the teacher responds as Student B. Model with interview questions 1-3. Then model switching roles, with teacher asking the questions as Student A and student responding as Student B.

Next explain that students will work in pairs to interview each other about what they just read from pages 1-9 with interview questions 1-5.

Group students into pairs by WIDA levels, each pair including one student with higher language proficiency (WIDA level) and one student with lower language proficiency (WIDA level). Each pair will begin with the student of lower language proficiency reading the part of Student A and the student of higher language proficiency reading the part of student B. At the end of each interview segment, students will switch roles.

Groups will complete the interview twice with each student having a turn as Student A and as Student B.

After Interviews:

Say: I heard a lot of great conversations with academic language.

During Reading: Say: Let's now continue reading pages 11-15 silently and be ready to interview each other when we finish. Keep thinking about what the moral of this story might be as you read. Allow time for students to read to page 15.

After Reading:

Say: We are going to respond to what we have read again with interviews with questions 6-15.

Note: Students will continue with interviews in same pairs, again with the student of lower language proficiency beginning as Student A and the student with higher language proficiency as student B. At the end of each interview segment, students will switch roles.

Groups will complete the interview twice with each student having a turn as Student A and as Student B.

Say: Great work today with a lot of academic language in your interviews. Does anyone have an idea of how this story might end? (Allow time for student responses.) Great ideas! We will find out tomorrow how this story ends and the lessons we can learn.

Capstone Project Lesson 2

Text: “The Emperor and the Nightingale” retold by Brenda Parkes

Guided Reading Level: L

Content Objective:

Students will be able to retell the main events and reflect on the moral of this folktale through RISA-OI.

Content Standards:

Grade 2: Key Ideas and Details

2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.1.3.3 Describe how characters in a story respond to major events and challenges

2.3.0.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.

c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self correct word recognition and understanding, rereading as necessary.

Language Objective:

Students will be able to retell the story using sentence frames with sequence words.

WIDA Standard:

ELD Standard 2: The Language of Language Arts

Connection: Common Core Speaking and Listening Standards #4 (Grade 2): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Teacher Materials:

“The Emperor and the Nightingale” retold by Brenda Parkes

RISA-OI Planning Template 1

RISA Interviews Lesson 1-2

Vocabulary Slides

Student materials:

“The Emperor and the Nightingale” retold by Brenda Parkes

RISA Interviews Lesson 1-2

Lesson Plan:

Before Reading

Say: Today we are going to continue reading a folktale. What do we know about folktales? (allow students time to respond.)

Facilitate responses: (Folktales are old stories. They come from cultures all over the world. They have been told orally before books were available.) Example questions: Are folktales new or old stories? Where have the stories come from? How did the stories get passed on from each generation?

Say: Today we will continue reading the folktale “The Emperor and the Nightingale”. Before we read, let’s check out a few words together. Show students vocabulary slides for Lesson 2.

Vocabulary:

p.24-foolish/unwise

p.24-contented/satisfied, happy with what you have

Direct students to find each key vocabulary word on the page and relay the synonym or phrase. Students will take turns between partners reading the sentence from the text in which the word is found. Students will partner-share/repeat definitions for each word after.

Say: Before we finish reading this folktale, let’s participate in a review interview from what we read yesterday.

Using RISA Interview Day 2, choose a student to help model the interview questions 16-18.

Allow the student to read the role of Student A, and you respond as Student B. Next allow students time to complete the interview twice in their same pairs from the previous lesson, with each student taking a turn as Student A and as Student B.

Say: We are now ready to finish reading the story.

During Reading:

Students will silently read pp. 17-21.

After Reading:

Say: We will continue responding to our reading with interviews.

Keep students in their interview pairs with the student with lower language proficiency beginning as Student A, and the student with higher language proficiency beginning as Student B. Once completed, students will switch roles. Allow students time to work in pairs to complete interview questions 19-23.

During Reading:

Say: I heard a lot of great conversations with academic language. Let’s now continue reading pages 23-24 silently and be ready to interview each other when we finish. Keep thinking about what the moral of this story might be as you read.

Allow time for students to read to page 24.

After Reading:

Say: We are going to respond to what we have read again with interview questions 24-30.

Students will continue with interviews in same pairs, again with the student of lower language proficiency beginning as Student A and the student with higher language proficiency as student B. At the end of each interview segment, students will switch roles.

Groups will complete the interview twice with each student having a turn as Student A and as Student B.

Say: Great work today with a lot of academic language in your interviews. Would anyone like to share what you and your partner shared about the moral of the story? (Allow time for student responses.)

Say: I agree. The emperor learned that the real nightingale was the most valuable. We can learn that we have so much to appreciate in nature, and to enjoy the natural wonders around us. Great reading, and great academic conversations in your interviews!

Capstone Lessons 1-2

RISA Interviews

Text: "The Emperor and the Nightingale" retold by Brenda Parkes

Lesson 1 Interview (pp. 3-15)

Question 1:

Student A: Who is this story mainly about? (Who are the main characters?)

Student B: This story is mainly about _____. (p. 3)

Question 2

Student A: What did the traveler tell the emperor that he heard in the forest?

Student B: The traveler told the emperor that he heard _____ in the forest. (p. 5)

Question 3:

Student A: What did the emperor ask his servants to do after he heard this?

Student B: The emperor asked his servants to _____. (p.5)

Question 4

Student A: Who found the nightingale for the emperor?

Student B: _____ found the nightingale. (p. 7)

Question 5:

Student A: Why did the servants say the nightingale "could not possibly have a beautiful song"?

Student B: The servants said this because _____. (p. 9)

Question 6:

Student A: Why was the emperor surprised when he saw the small brown bird?

Student B: The emperor was surprised because _____. (p. 11)

Question 7:

Student A: How did the emperor feel when the nightingale began to sing?

Student B: The emperor felt _____. (p. 11)

Question 8:

Student A: How does the nightingale feel when the emperor is pleased?

Student B: The nightingale feels _____. (p. 11)

Question 9

Student A: How does the emperor treat the nightingale?

Student B: The emperor is _____ to the nightingale. (p.13)

Question 10:

Student A: What does the nightingale do for the emperor every night?

Student B: The nightingale _____ for the emperor every night. (p. 13)

Question 11:

Student A: Is the nightingale happy in its new home with the emperor? Why?

Student B: (Yes or no), the nightingale (is or is not) happy because _____. (p. 13)

Question 12:

Student A: Why does the emperor value the nightingale?

Student B: The emperor values the nightingale because _____. (p. 13)

Question 13:

Student A: What was in the package for the emperor?

Student B: _____ was in the package. (p. 15)

Question 14:

Student A: What did the emperor like about the new nightingale?

Student B: The emperor liked that the new nightingale _____. (p. 15)

Question 15:

Student A: What do you predict the problem might be in this story?

Student B: The problem might be that _____. (p. 15)

Capstone Lessons 1-2

RISA Interviews

Text: "The Emperor and the Nightingale" retold by Brenda Parkes

Lesson 2 Interview (pp. 17-24)

Question 16:

Student A: Who is this story mainly about?

Student B: This story is mainly about _____. (review pp. 3-15)

Question 17:

Student A: What has happened in this story so far?

Student B: First, _____. Next, _____. Then, _____.
(review pp. 3-15)

Question 18:

Student A: What do you predict the problem might be in this story?

Student B: The problem might be that _____. (review pp. 3-15)

Question 19:

Student A: When the emperor looked for the nightingale, where had it gone?

Student B: The nightingale had gone _____. (p.17)

Question 20:

Student A: How did the emperor feel when he learned the nightingale was gone?

Student B: The emperor feels _____. (p.17)

Question 21:

Student A: What did the emperor give to the new nightingale?

Student B: The emperor gave _____ to the new nightingale. (p.17)

Question 22:

Student A: What happens to the new nightingale?

Student B: The new nightingale _____. (p. 19)

Question 23:

Student A: What happens to the emperor when the new nightingale breaks?

Student B: The emperor _____. (p. 21)

Question 24:

Student A: What does the emperor ask the new nightingale to do?

Student B: The emperor asks the new nightingale to _____. (p. 21)

Question 25:

Student A: How does the emperor get well?

Student B: The emperor gets well because _____. (p. 23)

Question 26:

Student A: What lesson does the emperor learn in this story?

Student B: The emperor learns that he should value _____ more than _____. (p. 24)

Question 27:

Student A: Does this story have a happy ending? Please explain.

Student B: (Yes or no) this story (has or does not have) a happy ending because _____. (p. 24)

Question 28

Student A: What is the problem in this story?

Student B: The problem is that _____. (reflecting on the entire story)

Question 29

Student A: How does the problem get fixed in this story? (This is called the solution.)

Student B: The problem gets fixed when _____. (reflecting on the entire story)

Question 30

Student A: What is the moral of this story? (What is the lesson the readers can learn from this story?)

Student B: The moral of this story is _____. (reflecting on the entire story)

Word Bank:

emperor, real nightingale, toy nightingale, ill, content

Capstone Project Lesson 3

Text: “The Empty Pot: A Chinese Folk Tale” by Charlotte Guillain

Guided Reading Level: L

Content Objective:

Students will be able to retell the main events and reflect on the moral of this folktale through RISA-OI.

Content Standards:

Grade 2: Key Ideas and Details

2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.1.3.3 Describe how characters in a story respond to major events and challenges

2.3.0.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.

c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self correct word recognition and understanding, rereading as necessary.

Language Objective:

Students will be able to retell the story using sentence frames with sequence words.

WIDA Standard:

ELD Standard 2: The Language of Language Arts

Connection: Common Core Speaking and Listening Standards #4 (Grade 2): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Teacher Materials:

“The Empty Pot” by Charlotte Guillain

[RISA-OI Planning Template 3-4](#)

[RISA Interviews Lesson 3-4](#)

Vocabulary Slides

Student materials:

“The Empty Pot” by Charlotte Guillain

[RISA Interviews Lesson 3-4](#)

Lesson Plan:

Before Reading

Say: Today we are going to read another folktale. What do we know about folktales? (allow students time to respond.)

Facilitate responses: (Folktales are old stories. They come from cultures all over the world. They have been told orally before books were available.) Example questions: Are folktales new or old stories? Where have the stories come from? How did the stories get passed on from each generation?

Say: Today we will begin reading the folktale “The Emperor and the Nightingale”. Before we read, let’s check out a few words together. Show students vocabulary slides for Lesson 3.

Vocabulary:

p. 4 emperor/ruler

p. 4 throne/ place as a ruler

p. 8 gardener/ someone who takes care of a garden

p. 8 carefully/ with care

p. 13 boasted/ bragged in a selfish way

Direct students to find each key vocabulary word on the page and relay the synonym or phrase. Students will take turns between partners reading the sentence from the text in which the word is found. Students will partner-share/repeat definitions for each word after.

Say: Now we are ready to begin this folktale. As we read, please be thinking about the moral we can learn.

During Reading:

Students will read pp. 1-13

After Reading:

Say: We will be responding to our reading with oral interactions like an interview.

Model the interview with one student in the group by asking the student to read the interview questions as Student A while you, the teacher respond as Student B. Model with interview questions 1-3. Then model switching roles, with teacher asking the questions as Student A and student responding as Student B.

Next explain that students will work in pairs to interview each other about what they just read from pages 1-11 with interview questions 4-13.

Group students into pairs by WIDA levels, each pair including one student with higher language proficiency (WIDA level) and one student with lower language proficiency (WIDA level). Each pair will begin with the student of lower language proficiency reading the part of Student A and the student of higher language proficiency reading the part of student B. At the end of each interview segment, students will switch roles.

Groups will complete the interview twice with each student having a turn as Student A and as Student B.

After Interviews:

Say: Great work today with a lot of academic language in your interviews. Does anyone have an idea of how this story will end? (Allow time for student responses.) Great ideas! We will find out tomorrow how this story ends and the lessons we can learn.

Capstone Project Lesson 4

Text: “The Empty Pot: A Chinese Folktale” by Charlotte Guillain

Guided Reading Level: L

Content Objective:

Students will be able to retell the main events and reflect on the moral of this folktale through RISA-OI.

Content Standards:

Grade 2: Key Ideas and Details

2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.1.3.3 Describe how characters in a story respond to major events and challenges

2.3.0.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.

c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self correct word recognition and understanding, rereading as necessary.

Language Objective:

Students will be able to retell the story using sentence frames with sequence words.

WIDA Standard:

ELD Standard 2: The Language of Language Arts

Connection: Common Core Speaking and Listening Standards #4 (Grade 2): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Teacher Materials:

“The Empty Pot: A Chinese Folk Tale” by Charlotte Guillain

[RISA-OI Planning Template 3-4](#)

[RISA Interviews Lesson 3-4](#)

Vocabulary Slides

Student materials:

“The Empty Pot: A Chinese Folk Tale” by Charlotte Guillain

[RISA Interviews Lesson 3-4](#)

Lesson Plan:

Before Reading

Say: Today we are going to continue reading a folktale. What do we know about folktales? (allow students time to respond.)

Facilitate responses: (Folktales are old stories. They come from cultures all over the world. They have been told orally before books were available.) Example questions: Are folktales new or old stories? Where have the stories come from? How did the stories get passed on from each generation?

Say: Today we will continue reading the folktale “The Empty Pot”. Before we read, let’s check out a few words together. Show students vocabulary slides for Lesson 4.

Vocabulary:

p. 18 advice/ good suggestions

p. 22 honest/ telling the truth

Direct students to find each key vocabulary word on the page and relay the synonym or phrase. Students will take turns between partners reading the sentence from the text in which the word is found. Students will partner-share/repeat definitions for each word after.

Say: Before we finish reading this folktale, let’s participate in a review interview from what we read yesterday. Using RISA Interview Lessons 3-4, choose a student to help model the questions 16-18. Allow the student to read the role of Student A, and you respond as Student B. Next allow students time to complete the interview twice in their same pairs from the previous lesson, with each student taking a turn as Student A and as Student B. We are now ready to finish reading the story.

During Reading:

Students will silently read pp. 15-23.

After Reading:

Say: We will continue responding to our reading with interviews. Keep students in their interview pairs with the student with lower language proficiency beginning as Student A, and the student with higher language proficiency beginning as Student B. Once completed, students will switch roles. Allow students time to work in pairs to complete interview questions 16-30.

After Interviews:

Say: I heard a lot of great conversations with academic language. Would anyone like to share what you and your partner shared about the moral of “The Empty Pot”? (Allow time for students to share in the group.) Let’s turn to page 24 and read aloud. (Call on any student to read the paragraph at the top of the page.) How is this moral similar to what you each shared with your partner? (Allow students time to respond.)

Say: I agree. In this story, Cheng learned that it is most important to be honest. We can apply this to our own lives as well. Great reading, and great academic conversations in your interviews!

Capstone Lessons 3-4

RISA Interviews

Text: "The Empty Pot: A Chinese Folktale" by Charlotte Guillain

Lesson 3 Interview (pp. 3-15)

Question 1:

Student A: Who is this story mainly about? (Who are the main characters?)

Student B: This story is mainly about _____. (p. 3)

Question 2

Student A: What did the emperor need at the beginning of this story?

Student B: The emperor needed _____. (p. 4)

Question 3:

Student A: How did the emperor decide to find a new emperor?

Student B: The emperor _____. (p.5)

Question 4

Student A: What did each boy receive from the emperor, and what did the emperor ask them to do with it?

Student B: The emperor gave each boy a _____ and told them _____. (p. 6)

Question 5:

Student A: Describe Cheng.

Student B: Cheng was _____. (p. 8)

Question 6:

Student A: What did Cheng and all the other boys do with their seeds?

Student B: All the boys _____ their seeds. (p. 10)

Question 7:

Student A: Why do you think Cheng's seed didn't grow?

Student B: Maybe Cheng's seed didn't grow because _____. (p. 11)

Question 8:

Student A: What did Wei boast about?

Student B: Wei boasted about his seed _____. (p. 13)

Question 9

Student A: What did Wei think would happen because of his big plant?

Student B: Wei thought _____. (p.13)

Question 10:

Student A: How do you think the other boys' seeds began growing?

Student B: The seeds began growing because _____. (p. 15)

Question 11:

Student A: How do you think Cheng felt when his seed did not grow?

Student B: I think Cheng felt _____. (p. 15)

Question 12:

Student A: Do you feel proud of Cheng for anything?

Student B: Yes I feel proud of Cheng because _____. (p. 13)

Question 13:

Student A: What do you think the problem is so far in this story?

Student B: The problem is that _____. (p. 15)

Capstone Lessons 3-4

RISA Interviews

Text: "The Empty Pot: a Chinese Folktale" by Charlotte Guillain

Lesson 4 Interview (pp. 16-24)

Question 16:

Student A: Who is this story mainly about?

Student B: This story is mainly about _____. (review pp. 3-15)

Question 17:

Student A: What has happened in this story so far?

Student B: First, _____. Next, _____. Then, _____.
(review pp. 3-15)

Question 18:

Student A: What is the problem so far in this story?

Student B: The problem is that _____. (review pp. 3-15)

Question 19:

Student A: What did Cheng try to do for his seed to grow?

Student B: Cheng tried _____. (p.17)

Question 20:

Student A: How did Wei respond to Cheng for his empty pot?

Student B: Wei _____. (p.18)

Question 21:

Student A: Do you think Cheng's parents gave him good advice? Why or why not?

Student B: Yes, (or no) Cheng's parents gave (or did not give) him good advice because _____. (p.18)

Question 22:

Student A: How do you think Cheng felt bringing his empty pot to the palace? Why?

Student B: I think Cheng felt _____ because _____. (p. 21)

Question 23:

Student A: Why did the emperor smile when he saw Cheng's empty pot?

Student B: The emperor smiled because _____. (p. 21)

Question 24:

Student A: How do you think all the other boys felt when the emperor explained why Cheng's pot was empty?

Student B: I think the other boys felt _____. (p. 22)

Question 25:

Student A: Why do you think Cheng was a great emperor?

Student B: Cheng was a great emperor because _____.

Question 26:

Student A: Do you think the emperor was wise in how he chose a new emperor? Why or why not?

Student B: I think the emperor was (or was not) wise because _____. (p. 22)

Question 27:

Student A: Does this story have a happy ending? Please explain.

Student B: (Yes or no) this story (has or does not have) a happy ending because _____ . (p. 24)

Question 28:

Student A: What is the problem in this story?

Student B: The problem is that _____. (reflecting on the entire story)

Question 29:

Student A: How does the problem get fixed in this story? (This is called the solution.)

Student B: The problem gets fixed when _____. (reflecting on the entire story)

Question 30:

Student A: What is the moral of this story? (What is the lesson the readers can learn from this story?)

Student B: The moral of this story is _____. (reflecting on the entire story)

Capstone Project Lesson 5

Text: “Why The Spider Has Long Legs: An African Folk Tale” by Charlotte Guillain
 Guided Reading Level: L

Content Objective:

Students will be able to retell the main events and reflect on the moral of this folktale through RISA-OI.

Content Standards:

Grade 2: Key Ideas and Details

2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.1.3.3 Describe how characters in a story respond to major events and challenges

2.3.0.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.

c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self correct word recognition and understanding, rereading as necessary.

Language Objective:

Students will be able to retell the story using sentence frames with sequence words.

WIDA Standard:

ELD Standard 2: The Language of Language Arts

Connection: Common Core Speaking and Listening Standards #4 (Grade 2): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Teacher Materials:

“Why the Spider Has Long Legs: An African Folktale” by Charlotte Guillain

RISA-OI Planning Template 5-6

RISA Interviews Lesson 5-6

Vocabulary Slides

Student materials:

“Why the Spider Has Long Legs: An African Folk Tale” by Charlotte Guillain

RISA Interviews Lesson 5-6

Lesson Plan:

Before Reading

Say: Today we are going to read another folktale. What do we know about folktales? (allow students time to respond.)

Facilitate responses: (Folktales are old stories. They come from cultures all over the world. They have been told orally before books were available.) Example questions: Are folktales new or old stories? Where have the stories come from? How did the stories get passed on from each generation?

Say: Today we will begin reading the folktale “The Emperor and the Nightingale”. Before we read, let’s check out a few words together. Show students vocabulary slides for Lesson 5.

Vocabulary:

p. 6 clever/ smart, able to use people to get what they want

Direct students to find each key vocabulary word on the page and relay the synonym or phrase. Students will take turns between partners reading the sentence from the text in which the word is found. Students will partner-share/repeat definitions for each word after.

Say: Now we are ready to begin this folktale. As we read, please be thinking about the moral we can learn.

During Reading:

Students will read pp. 3-16

After Reading:

Say: We will be responding to our reading with oral interactions like an interview.

Model the interview with one student in the group by asking the student to read the interview questions as Student A while you, the teacher respond as Student B. Model with interview questions 1-3. Then model switching roles, with teacher asking the questions as Student A and student responding as Student B.

Next explain that students will work in pairs to interview each other about what they just read with questions 1-13.

Group students into pairs by WIDA levels, each pair including one student with higher language proficiency (WIDA level) and one student with lower language proficiency (WIDA level). Each pair will begin with the student of lower language proficiency reading the part of Student A and the student of higher language proficiency reading the part of student B. At the end of each interview segment, students will switch roles.

Groups will complete the interview twice with each student having a turn as Student A and as Student B.

Say: Great work today with a lot of academic language in your interviews. Does anyone have an idea of how this story will end? (Allow time for student responses.) Great ideas! We will find out tomorrow how this story ends and the lessons we can learn.

Capstone Project Lesson 6

Text: "Why the Spider Has Long Legs: An African Folk Tale" by Charlotte Guillain
 Guided Reading Level: L

Content Objective:

Students will be able to retell the main events and reflect on the moral of this folktale through RISA-OI.

Content Standards:

Grade 2: Key Ideas and Details

2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.1.3.3 Describe how characters in a story respond to major events and challenges

2.3.0.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.

c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self correct word recognition and understanding, rereading as necessary.

Language Objective:

Students will be able to retell the story using sentence frames with sequence words.

WIDA Standard:

ELD Standard 2: The Language of Language Arts

Connection: Common Core Speaking and Listening Standards #4 (Grade 2): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Teacher Materials:

"Why the Spider Has Long Legs: An African Folk Tale" by Charlotte Guillain

[RISA-OI Planning Template](#) 5-6

[RISA Interviews Lesson 5-6](#)

Vocabulary Slides

Student materials:

"Why the Spider Has Long Legs: An African Folk Tale" by Charlotte Guillain

[RISA Interviews Lesson 5-6](#)

Lesson Plan:

Before Reading

Say: Today we are going to continue reading a folktale. What do we know about folktales? (allow students time to respond.)

Facilitate responses: (Folktales are old stories. They come from cultures all over the world. They have been told orally before books were available.) Example questions: Are folktales new or old stories? Where have the stories come from? How did the stories get passed on from each generation?

Say: Today we will continue reading the folktale “Why the Spider Has Long Legs”. Before we read, let’s check out a few words together. Show students vocabulary slides for Lesson 6.

Vocabulary:

p. 18 shade/ area without bright sun because of a large object

p. 18 rumbling/ making continual noises

Direct students to find each key vocabulary word on the page and relay the synonym or phrase. Students will take turns between partners reading the sentence from the text in which the word is found. Students will partner-share/repeat definitions for each word after.

Say: Before we finish reading this folktale, let’s participate in a review interview from what we read yesterday. Using RISA Interview Lessons 5-6, choose a student to help model the questions 14-16. Allow the student to read the role of Student A, and you respond as Student B. Next allow students time to complete the interview twice in their same pairs from the previous lesson, with each student taking a turn as Student A and as Student B. We are now ready to finish reading the story.

During Reading:

Students will silently read pp. 18-23.

After Reading:

Say: We will continue responding to our reading with interviews. Keep students in their interview pairs with the student with lower language proficiency beginning as Student A, and the student with higher language proficiency beginning as Student B. Once completed, students will switch roles. Allow students time to work in pairs to complete interview questions 16-30.

After Interviews:

Say: I heard a lot of great conversations with academic language. Would anyone like to share what you and your partner shared about the moral of “Why the Spider Has Long Legs?” (Allow time for students to share in the group.) Let’s turn to page 24 and read aloud. (Call on any student to read the paragraph at the top of the page.) How is this moral similar to what you each shared with your partner? (Allow students time to respond.)

Say: I agree. In this story, Anansi learns that he has to work to catch his own dinner. We can learn that we need to work for the things we need too. Great reading, and great academic conversations in your interviews!

Capstone Lessons 5-6

RISA Interviews

Text: "Why the Spider Has Long Legs: An African Folktale" by Charlotte Guillain

Lesson 5 Interview (pp. 3-16)

Question 1:

Student A: Who is this story mainly about? (Who are the main characters?)

Student B: This story is mainly about _____. (p. 3)

Question 2

Student A: What is different about Anansi at the beginning of this story?

Student B: Anansi's legs were _____. (p. 4)

Question 3:

Student A: What did Anansi depend on his friends to do for him?

Student B: Anansi depended on his friends to _____. (p.6)

Question 4

Student A: Why do you think the author says Anansi is a "clever" spider?

Student B: Anansi is clever because _____. (p. 6)

Question 5:

Student A: What was Kima cooking?

Student B: Kima was cooking _____. (p. 9)

Question 6:

Student A: What did Anansi ask Kima to do for him?

Student B: Anansi asked Kima to _____. (p. 11)

Question 7:

Student A: What was Swala cooking?

Student B: Swala was cooking _____. (p. 12)

Question 8:

Student A: What did Anansi ask Swala to do for him?

Student B: Anansi asked Swala to _____. (p. 13)

Question 9:

Student A: How could Anansi have been a better friend?

Student B: Anansi could have _____. (p. 13)

Question 10:

Student A: What did Anansi ask Kiboko to do for him?

Student B: Anansi asked Kiboko to _____. (p. 15)

Question 11:

Student A: How do you think Anansi's friends began to feel about him?

Student B: I think Anansi's friends felt _____ . (p. 16)

Question 12:

Student A: How could Anansi have been a better friend?

Student B: Anansi could have _____ . (p. 16)

Question 13:

Student A: What do you predict the problem might be in this story?

Student B: I think the problem might be _____ . (p. 16)

Capstone Lessons 5-6

RISA Interviews

Text: "Why the Spider Has Long Legs: An African Folktale" by Charlotte Guillain

Lesson 6 Interview (pp. 18-24)

Question 14:

Student A: Who is this story mainly about?

Student B: This story is mainly about _____. (review pp. 3-15)

Question 15:

Student A: What has happened in this story so far?

Student B: First, _____. Next, _____. Then, _____.
(review pp. 3-15)

Question 16:

Student A: What is the problem so far in this story?

Student B: The problem is that _____. (review pp. 3-15)

Question 17:

Student A: What were Anansi's friends doing while Anansi lay in the shade?

Student B: Anansi's friends were _____. (p. 18)

Question 18:

Student A: What else could Anansi have done when his stomach was rumbling?

Student B: Anansi could have _____. (p. 18)

Question 19:

Student A: What happened at the same time?

Student B: Anansi's friends all _____ at the same time. (p. 21)

Question 20:

Student A: How did this change Anansi's legs?

Student B: Anansi's legs became _____. (p. 22)

Question 21:

Student A: How does Anansi get his dinner at the end of the story?

Student B: Anansi gets his dinner by _____. (p. 22)

Question 22:

Student A: Does this story have a happy ending? Please explain.

Student B: (Yes or no) this story (has or does not have) a happy ending because
_____. (p. 22)

Question 23:

Student A: What is the problem in this story?

Student B: The problem is that _____. (reflecting on the entire story)

Question 24:

Student A: How does the problem get fixed in this story? (This is called the solution.)

Student B: The problem gets fixed when _____. (reflecting on the entire story)

Question 25:

Student A: What is the moral of this story? (What is the lesson the readers can learn from this story?)

Student B: The moral of this story is _____. (reflecting on the entire story)

Capstone Project Lesson 7

Text: “The Tree of Life: An Amazon Folk Tale” retold by Charlotte Guillain

Guided Reading Level: L

Content Objective:

Students will be able to retell the main events and reflect on the moral of this folktale through RISA-OI.

Content Standards:

Grade 2: Key Ideas and Details

2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.1.3.3 Describe how characters in a story respond to major events and challenges

2.3.0.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.

c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self correct word recognition and understanding, rereading as necessary.

Language Objective:

Students will be able to retell the story using sentence frames with sequence words.

WIDA Standard:

ELD Standard 2: The Language of Language Arts

Connection: Common Core Speaking and Listening Standards #4 (Grade 2): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Teacher Materials:

Text: “The Tree of Life: An Amazon Folk Tale”by Charlotte Guillain

RISA-OI Planning Template 7-8

RISA Interviews Lesson 7-8

Vocabulary Slides

Student materials:

Text: “The Tree of Life: An Amazon Folk Tale”by Charlotte Guillain

RISA Interviews Lesson 7-8

Lesson Plan:

Before Reading

Say: Today we are going to read another folktale. What do we know about folktales? (allow students time to respond.)

Facilitate responses: (Folktales are old stories. They come from cultures all over the world. They have been told orally before books were available.) Example questions: Are folktales new or old stories? Where have the stories come from? How did the stories get passed on from each generation?

Say: Today we will begin reading the folktale “The Tree of Life”. Before we read, let’s check out a few words together. Show students vocabulary slides for Lesson 7.

Vocabulary:

p. 7 wandered/ walked without a clear purpose

p. 8 clearing/ an area that is free of bushes

p. 10 in secret/ without telling anyone

p. 12 disappear/ go out of sight

p. 14 shocked/ very surprised

Direct students to find each key vocabulary word on the page and relay the synonym or phrase. Students will take turns between partners reading the sentence from the text in which the word is found. Students will partner-share/repeat definitions for each word after.

Say: Now we are ready to begin this folktale. As we read, please be thinking about the moral we can learn.

During Reading:

Students will read pp. 3-16

After Reading:

Say: We will be responding to our reading with oral interactions like an interview.

Model the interview with one student in the group by asking the student to read the interview questions as Student A while you, the teacher respond as Student B. Model with interview questions 1-3. Then model switching roles, with teacher asking the questions as Student A and student responding as Student B.

Next explain that students will work in pairs to interview each other about what they just read with questions 1-13.

Group students into pairs by WIDA levels, each pair including one student with higher language proficiency (WIDA level) and one student with lower language proficiency (WIDA level). Each pair will begin with the student of lower language proficiency reading the part of Student A and the student of higher language proficiency reading the part of student B. At the end of each interview segment, students will switch roles.

Groups will complete the interview twice with each student having a turn as Student A and as Student B.

Say: Great work today with a lot of academic language in your interviews. Does anyone have an idea of how this story will end? (Allow time for student responses.) Great ideas! We will find out tomorrow how this story ends and the lessons we can learn.

Capstone Project Lesson 8

Text: “The Tree of Life: An Amazon Folk Tale” retold by Charlotte Guillain

Guided Reading Level: L

Content Objective:

Students will be able to retell the main events and reflect on the moral of this folktale through RISA-OI.

Content Standards:

Grade 2: Key Ideas and Details

2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.1.3.3 Describe how characters in a story respond to major events and challenges

2.3.0.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.

c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self correct word recognition and understanding, rereading as necessary.

Language Objective:

Students will be able to retell the story using sentence frames with sequence words.

WIDA Standard:

ELD Standard 2: The Language of Language Arts

Connection: Common Core Speaking and Listening Standards #4 (Grade 2): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Teacher Materials:

Teacher Materials:

Text: “The Tree of Life: An Amazon Folk Tale” by Charlotte Guillain

RISA-OI Planning Template 7-8

RISA Interviews Lesson 7-8

Vocabulary Slides

Student materials:

Text: “The Tree of Life: An Amazon Folk Tale” by Charlotte Guillain

RISA Interviews Lesson 7-8

Lesson Plan:

Before Reading

Say: Today we are going to continue reading a folktale. What do we know about folktales? (allow students time to respond.)

Facilitate responses: (Folktales are old stories. They come from cultures all over the world. They have been told orally before books were available.) Example questions: Are folktales new or old stories? Where have the stories come from? How did the stories get passed on from each generation?

Say: Today we will continue reading the folktale “The Tree of Life”. Before we read, let’s check out a few words together. Show students vocabulary slides for Lesson 8.

Vocabulary:

p. 18 blamed/ say it is something’s fault

p.20 gush/ flow quickly

Direct students to find each key vocabulary word on the page and relay the synonym or phrase. Students will take turns between partners reading the sentence from the text in which the word is found. Students will partner-share/repeat definitions for each word after.

Say: Before we finish reading this folktale, let’s participate in a review interview from what we read yesterday. Using RISA Interview Lessons 7-8, choose a student to help model the questions 14-16. Allow the student to read the role of Student A, and you respond as Student B. Next allow students time to complete the interview twice in their same pairs from the previous lesson, with each student taking a turn as Student A and as Student B. We are now ready to finish reading the story.

During Reading:

Students will silently read pp. 16-23.

After Reading:

Say: We will continue responding to our reading with interviews. Keep students in their interview pairs with the student with lower language proficiency beginning as Student A, and the student with higher language proficiency beginning as Student B. Once completed, students will switch roles. Allow students time to work in pairs to complete interview questions 16-25.

After Interviews:

Say: I heard a lot of great conversations with academic language. Would anyone like to share what you and your partner shared about the moral of “The Tree of Life” (Allow time for students to share in the group.) Let’s turn to page 24 and read aloud. (Call on any student to read the paragraph at the top of the page.) How is this moral similar to what you each shared with your partner? (Allow students time to respond.)

Say: I agree. In this story, the characters learn a couple of things: Coati learns that he should share the good fruits from nature that he finds with his community. The villagers learn that they should take care of the nature around them (the fruit tree). We can learn to be generous with the things we have. Great reading, and great academic conversations in your interviews!

Capstone Lessons 7-8

RISA Interviews

Text: "The Tree of Life: An Amazon Folk Tale" by Charlotte Guillain

Lesson 7 Interview (pp. 3-16)

Question 1:

Student A: Who is this story mainly about? (Who are the main characters?)

Student B: This story is mainly about _____. (p. 3)

Question 2

Student A: Where does this story take place?

Student B: This story takes place in _____. (p. 4)

Question 3:

Student A: What did people eat at the beginning of the story?

Student B: The people ate _____. (p.4)

Question 4

Student A: Why didn't people eat fruit?

Student B: People didn't eat fruit because _____. (p. 4)

Question 5:

Student A: What did Coati begin to follow?

Student B: Coati began to follow _____. (p. 7)

Question 6:

Student A: What did Coati find in the forest?

Student B: Coati found _____. (p. 9)

Question 7:

Student A: Why didn't Coati tell anyone about the tree?

Student B: Coati didn't tell anyone because _____. (p. 12)

Question 8:

Student A: What did Saki find out?

Student B: Saki found out that _____. (p. 12)

Question 9:

Student A: How did Coati feel when he found out Saki had followed him?

Student B: Coati felt _____. (p. 14)

Question 10:

Student A: Why did Saki want to tell the others in the village about the tree?

Student B: Saki wanted to tell others so that _____. (p. 14)

Question 11:

Student A: Why was Coati not happy to tell the others?

Student B: Coati was not happy because _____. (p. 16)

Question 12:

Student A: What did the villagers do when they found the tree?

Student B: The villagers _____. (p. 16)

Question 13:

Student A: What do you predict the problem might be in this story?

Student B: I think the problem might be _____. (p. 16)

Capstone Lessons 7-8

RISA Interviews

Text: "The Tree of Life: An Amazonian Folktale" by Charlotte Guillain

Lesson 8 Interview (pp. 18-24)

Question 14:

Student A: Who is this story mainly about?

Student B: This story is mainly about _____. (review pp. 3-15)

Question 15:

Student A: What has happened in this story so far?

Student B: First, _____. Next, _____. Then, _____.
(review pp. 3-15)

Question 16:

Student A: What is the problem so far in this story?

Student B: The problem is that _____. (review pp. 3-15)

Question 17:

Student A: Why did Coati become worried?

Student B: Coati became worried because _____. (p. 18)

Question 18:

Student A: Why did the villagers suddenly cut down the tree?

Student B: The villagers cut down the tree because _____. (p. 18)

Question 19:

Student A: What happened when the tree fell to the ground?

Student B: _____ when the tree fell. (p. 20)

Question 20:

Student A: What did the people do when the forest began to flood?

Student B: The people _____. (p. 21)

Question 21:

Student A: What was different about the forest when the people returned to their village?

Student B: The forest was different because _____. (p. 22)

Question 22:

Student A: Does this story have a happy ending? Please explain.

Student B: (Yes or no) this story (has or does not have) a happy ending because
_____. (p. 22)

Question 23:

Student A: What is the problem in this story?

Student B: The problem is that _____. (reflecting on the entire story)

Question 24:

Student A: How does the problem get fixed in this story? (This is called the solution.)

Student B: The problem gets fixed when _____. (reflecting on the entire story)

Question 25:

Student A: What is the moral of this story? (What is the lesson the readers can learn from this story?)

Student B: The moral of this story is _____. (reflecting on the entire story)

Capstone Project Lesson 9

Text: “The Unhappy Stonecutter: A Japanese Folk Tale” retold by Charlotte Guillain

Guided Reading Level: L

Content Objective:

Students will be able to retell the main events and reflect on the moral of this folktale through RISA-OI.

Content Standards:

Grade 2: Key Ideas and Details

2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.1.3.3 Describe how characters in a story respond to major events and challenges

2.3.0.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.

c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self correct word recognition and understanding, rereading as necessary.

Language Objective:

Students will be able to retell the story using sentence frames with sequence words.

WIDA Standard:

ELD Standard 2: The Language of Language Arts

Connection: Common Core Speaking and Listening Standards #4 (Grade 2): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Teacher Materials:

Text: “The Unhappy Stonecutter: A Japanese Folk Tale” by Charlotte Guillain

RISA-OI Planning Template 9-10

RISA Interviews Lesson 9-10

Vocabulary Slides

Student materials:

Text: “The Tree of Life: An Amazon Folk Tale” by Charlotte Guillain

RISA Interviews Lesson 9-10

Lesson Plan:

Before Reading

Say: Today we are going to read another folktale. What do we know about folktales? (allow students time to respond.)

Facilitate responses: (Folktales are old stories. They come from cultures all over the world. They have been told orally before books were available.) Example questions: Are folktales new or old stories? Where have the stories come from? How did the stories get passed on from each generation?

Say: Today we will begin reading the folktale “The Unhappy Stonecutter”. Before we read, let’s check out a few words together. Show students vocabulary slides for Lesson 9.

Vocabulary:

p. 5 carve/ cut into a shape

p. 7 granted/ made come true

p. 10 expensive/ costing a lot of money

p. 12 carriage/ wagon pulled by horses

Direct students to find each key vocabulary word on the page and relay the synonym or phrase. Students will take turns between partners reading the sentence from the text in which the word is found. Students will partner-share/repeat definitions for each word after.

Say: Now we are ready to begin this folktale. As we read, please be thinking about the moral we can learn.

During Reading:

Students will read pp. 3-15

After Reading:

Say: We will be responding to our reading with oral interactions like an interview.

Model the interview with one student in the group by asking the student to read the interview questions as Student A while you, the teacher respond as Student B. Model with interview questions 1-3. Then model switching roles, with teacher asking the questions as Student A and student responding as Student B.

Next explain that students will work in pairs to interview each other about what they just read with questions 1-14.

Group students into pairs by WIDA levels, each pair including one student with higher language proficiency (WIDA level) and one student with lower language proficiency (WIDA level). Each pair will begin with the student of lower language proficiency reading the part of Student A and the student of higher language proficiency reading the part of student B. At the end of each interview segment, students will switch roles.

Groups will complete the interview twice with each student having a turn as Student A and as Student B.

Say: Great work today with a lot of academic language in your interviews. Does anyone have an idea of how this story will end? (Allow time for student responses.) Great ideas! We will find out tomorrow how this story ends and the lessons we can learn.

Capstone Project Lesson 10

Text: “The Unhappy Stonecutter: A Japanese Folk Tale” retold by Charlotte Guillain

Guided Reading Level: L

Content Objective:

Students will be able to retell the main events and reflect on the moral of this folktale through RISA-OI.

Content Standards:

Grade 2: Key Ideas and Details

2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.1.3.3 Describe how characters in a story respond to major events and challenges

2.3.0.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.

c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self correct word recognition and understanding, rereading as necessary.

Language Objective:

Students will be able to retell the story using sentence frames with sequence words.

WIDA Standard:

ELD Standard 2: The Language of Language Arts

Connection: Common Core Speaking and Listening Standards #4 (Grade 2): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Teacher Materials:

Text: “The Unhappy Stonecutter: A Japanese Folk Tale” by Charlotte Guillain

RISA-OI Planning Template 9-10

RISA Interviews Lesson 9-10

Vocabulary Slides

Student materials:

Text: “The Tree of Life: An Amazon Folk Tale” by Charlotte Guillain

RISA Interviews Lesson 9-10

Lesson Plan:

Before Reading

Say: Today we are going to continue reading a folktale. What do we know about folktales? (allow students time to respond.)

Facilitate responses: (Folktales are old stories. They come from cultures all over the world. They have been told orally before books were available.) Example questions: Are folktales new or old stories? Where have the stories come from? How did the stories get passed on from each generation?

Say: Today we will continue reading the folktale “The Unhappy Stonecutter”. Before we read, let’s check out a few words together. Show students vocabulary slides for Lesson 10.

Vocabulary:

p. 17 wither/ to dry up

p. 17 furious/ very angry

p. 20 chipping/ cutting in small pieces

p. 22 simple/ not complicated

Direct students to find each key vocabulary word on the page and relay the synonym or phrase. Students will take turns between partners reading the sentence from the text in which the word is found. Students will partner-share/repeat definitions for each word after.

Say: Before we finish reading this folktale, let’s participate in a review interview from what we read yesterday. Using RISA Interview Lessons 9-10, choose a student to help model the questions 15-17. Allow the student to read the role of Student A, and you respond as Student B. Next allow students time to complete the interview twice in their same pairs from the previous lesson, with each student taking a turn as Student A and as Student B. We are now ready to finish reading the story.

During Reading:

Students will silently read pp. 15-23.

After Reading:

Say: We will continue responding to our reading with interviews. Keep students in their interview pairs with the student with lower language proficiency beginning as Student A, and the student with higher language proficiency beginning as Student B. Once completed, students will switch roles. Allow students time to work in pairs to complete interview questions 15-29.

After Interviews:

Say: I heard a lot of great conversations with academic language. Would anyone like to share what you and your partner shared about the moral of “The Unhappy Stonecutter” (Allow time for students to share in the group.) Let’s turn to page 24 and read aloud. (Call on any student to read the paragraph at the top of the page.) How is this moral similar to what you each shared with your partner? (Allow students time to respond.)

Say: I agree. In this story, Haru learns he should be grateful for what he already has, and also to be careful for what he wishes for. We, the readers, can also learn to be grateful for who we are and what we have. Great reading, and great academic conversations in your interviews!

Capstone Lessons 9-10

RISA Interviews

Text: "The Unhappy Stonecutter: A Japanese Folk Tale" by Charlotte Guillain

Lesson 9 Interview (pp. 3-15)

Question 1:

Student A: Who is this story mainly about? (Who are the main characters?)

Student B: This story is mainly about _____. (p. 3)

Question 2

Student A: Why did Haru climb the mountain every day?

Student B: Haru climbed the mountain to _____. (p. 5)

Question 3:

Student A: What kind of man was Haru at the beginning of the story?

Student B: Haru was _____. (p.7)

Question 4

Student A: Why didn't Haru pay attention to the stories of the spirit that granted wishes?

Student B: Haru paid no attention to the stories because _____. (p. 7)

Question 5:

Student A: When did Haru begin to change?

Student B: Haru began to change when _____. (p. 9)

Question 6:

Student A: How did Haru begin to change?

Student B: Haru began to change by _____. (p. 9)

Question 7:

Student A: What did Haru wish for the first time?

Student B: Haru wished _____. (p. 9)

Question 8:

Student A: What happened as soon as Haru made his wish?

Student B: As soon as Haru made his wish _____. (p. 10)

Question 9:

Student A: How did Haru feel when he got home?

Student B: Haru felt _____. (p. 10)

Question 10:

Student A: Why do you think Haru wished he could be a prince even though he already had a big house with expensive things?

Student B: Haru wished to be a prince because _____. (p. 13)

Question 11:

Student A: What happened when Haru wished to be a prince?

Student B: Haru's house became _____. (p. 14)

Question 12:

Student A: Are you surprised by how Haru felt once his house became a palace? Why or why not?

Student B: Yes I am surprise because (or no, I am not surprised because) _____. (p. 16)

Question 13:

Student A: What did Haru wish for next?

Student B: Haru wished he were _____. (p. 14)

Question 14:

Student A: What do you predict the problem might be in this story?

Student B: I think the problem might be _____. (p. 14)

Capstone Lessons 9-10

RISA Interviews

Text: "The Unhappy Stonecutter: A Japanese Folk Tale" by Charlotte Guillain

Lesson 10 Interview (pp. 18-24)

Question 15:

Student A: Who is this story mainly about?

Student B: This story is mainly about _____. (review pp. 3-15)

Question 16:

Student A: What has happened in this story so far?

Student B: First, _____. Next, _____. Then, _____.
(review pp. 3-15)

Question 17:

Student A: What is the problem so far in this story?

Student B: The problem is that _____. (review pp. 3-15)

Question 18:

Student A: What did Haru do once he became the sun?

Student B: Haru _____. (p. 17)

Question 19:

Student A: Did Haru enjoy being the sun? Why or why not?

Student B: Haru did not enjoy being the sun because _____. (p. 17)

Question 19:

Student A: What did Haru wish for next?

Student B: Haru wished for _____. (p. 17)

Question 20:

Student A: What did Haru do as a cloud?

Student B: Haru _____. (p. 21)

Question 21:

Student A: Why did Haru wish to be a mountain?

Student B: Haru wished he were a mountain because _____. (p. 19)

Question 22:

Student A: Once Haru became a mountain, why did he wish to be a stonecutter?

Student B: Haru wished to be a stonecutter because _____. (p. 21)

Question 23:

Student A: What is funny about Haru's wish to be a stonecutter?

Student B: At the beginning of the story, Haru _____ . (p. 21)

Question 24:

Student A: What did Haru do once he was a stonecutter again?

Student B: Haru _____ . (p. 23)

Question 25:

Student A: How did Haru change from the beginning of the story?

Student B: Haru changed because this time as a stonecutter, he felt _____ .
(p. 23)

Question 26:

Student A: Does this story have a happy ending? Please explain.

Student B: (Yes or no) this story (has or does not have) a happy ending because
_____. (p. 23)

Question 27:

Student A: What is the problem in this story?

Student B: The problem is that _____. (reflecting on the entire story)

Question 28:

Student A: How does the problem get fixed in this story? (This is called the solution.)

Student B: The problem gets fixed when _____. (reflecting on the entire story)

Question 29:

Student A: What is the moral of this story? (What is the lesson Haru and the readers can learn from this story?)

Student B: The moral of this story is _____. (reflecting on the entire story)

Capstone Project Lesson 11

Text: “The Foolish, Timid Rabbit: An Indian Folk Tale” retold by Charlotte Guillain
 Guided Reading Level: L

Content Objective:

Students will be able to retell the main events and reflect on the moral of this folktale through RISA-OI.

Content Standards:

Grade 2: Key Ideas and Details

2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.1.3.3 Describe how characters in a story respond to major events and challenges

2.3.0.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.

c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self correct word recognition and understanding, rereading as necessary.

Language Objective:

Students will be able to retell the story using sentence frames with sequence words.

WIDA Standard:

ELD Standard 2: The Language of Language Arts

Connection: Common Core Speaking and Listening Standards #4 (Grade 2): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Teacher Materials:

Text: “The Foolish, Timid Rabbit: An Indian Folk Tale” retold by Charlotte Guillain

RISA-OI Planning Template 11-12

RISA Interviews Lesson 11-12

Vocabulary Slides

Student materials:

Text: “The Foolish, Timid Rabbit: An Indian Folk Tale” retold by Charlotte Guillain

RISA Interviews Lesson 11-12

Lesson Plan:

Before Reading

Say: Today we are going to read another folktale. What do we know about folktales? (allow students time to respond.)

Facilitate responses: (Folktales are old stories. They come from cultures all over the world. They have been told orally before books were available.) Example questions: Are folktales new or old stories? Where have the stories come from? How did the stories get passed on from each generation?

Say: Today we will begin reading the folktale “The Foolish, Timid Rabbit: An Indian Folk Tale”. Before we read, let’s check out a few words together. Show students vocabulary slides for Lesson 11.

Vocabulary:

p. 6 worrying/

p.12 panic/ to be very afraid

p. 14 shrieked/ screamed loudly

p. 15 gasped/ to breath quickly with surprise

Direct students to find each key vocabulary word on the page and relay the synonym or phrase. Students will take turns between partners reading the sentence from the text in which the word is found. Students will partner-share/repeat definitions for each word after.

Say: Now we are ready to begin this folktale. As we read, please be thinking about the moral we can learn.

During Reading:

Students will read pp. 3-17.

After Reading:

Say: We will be responding to our reading with oral interactions like an interview.

Model the interview with one student in the group by asking the student to read the interview questions as Student A while you, the teacher respond as Student B. Model with interview questions 1-3. Then model switching roles, with teacher asking the questions as Student A and student responding as Student B.

Next explain that students will work in pairs to interview each other about what they just read with questions 1-15.

Group students into pairs by WIDA levels, each pair including one student with higher language proficiency (WIDA level) and one student with lower language proficiency (WIDA level). Each pair will begin with the student of lower language proficiency reading the part of Student A and the student of higher language proficiency reading the part of student B. At the end of each interview segment, students will switch roles.

Groups will complete the interview twice with each student having a turn as Student A and as Student B.

Say: Great work today with a lot of academic language in your interviews. Does anyone have an idea of how this story will end? (Allow time for student responses.) Great ideas! We will find out tomorrow how this story ends and the lessons we can learn.

Capstone Project Lesson 12

Text: “The Foolish, Timid Rabbit: An Indian Folk Tale” retold by Charlotte Guillain
 Guided Reading Level: L

Content Objective:

Students will be able to retell the main events and reflect on the moral of this folktale through RISA-OI.

Content Standards:

Grade 2: Key Ideas and Details

2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.1.3.3 Describe how characters in a story respond to major events and challenges

2.3.0.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.

c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self correct word recognition and understanding, rereading as necessary.

Language Objective:

Students will be able to retell the story using sentence frames with sequence words.

WIDA Standard:

ELD Standard 2: The Language of Language Arts

Connection: Common Core Speaking and Listening Standards #4 (Grade 2): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Teacher Materials:

Text: “The Foolish, Timid Rabbit: An Indian Folk Tale” retold by Charlotte Guillain

RISA-OI Planning Template 11-12

RISA Interviews Lesson 11-12

Vocabulary Slides

Student materials:

Text: “The Foolish, Timid Rabbit: An Indian Folk Tale” retold by Charlotte Guillain

RISA Interviews Lesson 11-12

Lesson Plan:

Before Reading

Say: Today we are going to continue reading a folktale. What do we know about folktales? (allow students time to respond.)

Facilitate responses: (Folktales are old stories. They come from cultures all over the world. They have been told orally before books were available.) Example questions: Are folktales new or old stories? Where have the stories come from? How did the stories get passed on from each generation?

Say: Today we will continue reading the folktale “The Foolish, Timid Rabbit”. Before we read, let’s check out a few words together. Show students vocabulary slides for Lesson 12.

Vocabulary:

- p. 17 gulped/ swallowed noisily
- p. 17 thundered/ ran noisily
- p. 18 stampeding/ running in a loud group
- p. 23 foolish/ not using common sense
- p. 23 timid/ shy and worried

Direct students to find each key vocabulary word on the page and relay the synonym or phrase. Students will take turns between partners reading the sentence from the text in which the word is found. Students will partner-share/repeat definitions for each word after.

Say: Before we finish reading this folktale, let’s participate in a review interview from what we read yesterday. Using RISA Interview Lessons 11-12, choose a student to help model the questions 15-17. Allow the student to read the role of Student A, and you respond as Student B. Next allow students time to complete the interview twice in their same pairs from the previous lesson, with each student taking a turn as Student A and as Student B. We are now ready to finish reading the story.

During Reading:

Students will silently read pp. 18-23.

After Reading:

Say: We will continue responding to our reading with interviews. Keep students in their interview pairs with the student with lower language proficiency beginning as Student A, and the student with higher language proficiency beginning as Student B. Once completed, students will switch roles. Allow students time to work in pairs to complete interview questions 16-34.

After Interviews:

Say: I heard a lot of great conversations with academic language. Would anyone like to share what you and your partner shared about the moral of “The Foolish, Timid Rabbit” (Allow time for students to share in the group.) Let’s turn to page 24 and read aloud. (Call on any student to read the paragraph at the top of the page.) How is this moral similar to what you each shared with your partner? (Allow students time to respond.)

Say: I agree. In this story, Rujul learns he should think for himself before he follows what everyone else is doing. We, the readers, can also learn to think for ourselves without following the crowd. Great reading, and great academic conversations in your interviews!

Capstone Lessons 11-12

RISA Interviews

Text: "The Foolish, Timid Rabbit: An Indian Folk Tale" retold by Charlotte Guillain

Lesson 11 Interview (pp. 3-15)

Question 1:

Student A: Who is this story mainly about? (Who are the main characters?)

Student B: This story is mainly about _____. (p. 3)

Question 2

Student A: What was Rujul's main worry?

Student B: Rujul worried that _____. (p. 5)

Question 3:

Student A: Why do you think Mukti laughed and threw a coconut at Rujul?

Student B: Mukti laughed and threw a coconut because he thought Rujul was _____. (p.6)

Question 4

Student A: What did Rujul think was happening when the coconut fell behind him?

Student B: Rujul thought _____. (p. 6)

Question 5:

Student A: What did Rujul do when he thought the world was coming to an end?

Student B: Rujul _____. (p. 8)

Question 6:

Student A: Why did the second rabbit follow Rujul?

Student B: The second rabbit followed Rujul because _____. (p. 9)

Question 7:

Student A: Why did the next rabbit follow Rujul?

Student B: The next rabbit followed Rujul because _____. (p. 9)

Question 8:

Student A: What did every rabbit do that saw Rujul?

Student B: Every rabbit _____. (p. 12)

Question 9:

Student A: How many rabbits were racing around the forest?

Student B: _____ of rabbits were racing around the forest. (p. 13)

Question 10:

Student A: What did Rujul shriek to Deepa the deer?

Student B: Rujul shrieked _____. (p. 14)

Question 11:

Student A: How did Deepa the deer respond to this information?

Student B: Deepa the deer _____. (p. 15)

Question 12:

Student A: Who tells Ekram the elephant why the animals are running?

Student B: Deepa the deer tells Ekram why they are running _____. (p. 16)

Question 13:

Student A: What does Ekram do?

Student B: Ekram follows the animals _____. (p. 17)

Question 14:

Student A: Do you think Ekram was being wise? Why or why not?

Student B: I think Ekram was (or was not) being wise because _____. (p. 17)

Question 15:

Student A: What do you predict the problem might be in this story?

Student B: I think the problem might be _____. (p. 17)

Capstone Project Lesson 13

Text: “The Blind Men and the Elephant” retold by Karen Backstein

Guided Reading Level: L

Content Objective:

Students will be able to retell the main events and reflect on the moral of this folktale through RISA-OI.

Content Standards:

Grade 2: Key Ideas and Details

2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.1.3.3 Describe how characters in a story respond to major events and challenges

2.3.0.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.

c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self correct word recognition and understanding, rereading as necessary.

Language Objective:

Students will be able to retell the story using sentence frames with sequence words.

WIDA Standard:

ELD Standard 2: The Language of Language Arts

Connection: Common Core Speaking and Listening Standards #4 (Grade 2): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Teacher Materials:

Text: “The Foolish, Timid Rabbit: An Indian Folk Tale” retold by Charlotte Guillain

RISA-OI Planning Template 13-14

RISA Interviews Lesson 13-14

Vocabulary Slides

Student materials:

Text: “The Foolish, Timid Rabbit: An Indian Folk Tale” retold by Charlotte Guillain

RISA Interviews Lesson 13-14

Lesson Plan:

Before Reading

Say: Today we are going to read another folktale. What do we know about folktales? (allow students time to respond.)

Facilitate responses: (Folktales are old stories. They come from cultures all over the world. They have been told orally before books were available.) Example questions: Are folktales new or old stories? Where have the stories come from? How did the stories get passed on from each generation?

Say: Today we will begin reading the folktale “The Blind Men and the Elephant”. Before we read, let’s check out a few words together. Show students vocabulary slides for Lesson 13.

Vocabulary:

p. 5 softness/ being very soft

p. 7 scent/ a particular smell

p. 7 spicy/ having a lot of spice

p. 15 mind/ care

p. 21 ivory/ cream colored, the color of an elephant’s tusk

Direct students to find each key vocabulary word on the page and relay the synonym or phrase. Students will take turns between partners reading the sentence from the text in which the word is found. Students will partner-share/repeat definitions for each word after.

Say: Now we are ready to begin this folktale. As we read, please be thinking about the moral we can learn.

During Reading:

Students will read pp. 3-25.

After Reading:

Say: We will be responding to our reading with oral interactions like an interview.

Model the interview with one student in the group by asking the student to read the interview questions as Student A while you, the teacher respond as Student B. Model with interview questions 1-3. Then model switching roles, with teacher asking the questions as Student A and student responding as Student B.

Next explain that students will work in pairs to interview each other about what they just read with questions 1-15.

Group students into pairs by WIDA levels, each pair including one student with higher language proficiency (WIDA level) and one student with lower language proficiency (WIDA level). Each pair will begin with the student of lower language proficiency reading the part of Student A and the student of higher language proficiency reading the part of student B. At the end of each interview segment, students will switch roles.

Groups will complete the interview twice with each student having a turn as Student A and as Student B.

Say: Great work today with a lot of academic language in your interviews. Does anyone have an idea of how this story will end? (Allow time for student responses.) Great ideas! We will find out tomorrow how this story ends and the lessons we can learn.

Capstone Project Lesson 14

Text: “The Blind Men and the Elephant” retold by Karen Backstein

Guided Reading Level: L

Content Objective:

Students will be able to retell the main events and reflect on the moral of this folktale through RISA-OI.

Content Standards:

Grade 2: Key Ideas and Details

2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.1.3.3 Describe how characters in a story respond to major events and challenges

2.3.0.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.

c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self correct word recognition and understanding, rereading as necessary.

Language Objective:

Students will be able to retell the story using sentence frames with sequence words.

WIDA Standard:

ELD Standard 2: The Language of Language Arts

Connection: Common Core Speaking and Listening Standards #4 (Grade 2): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Teacher Materials:

Text: “The Foolish, Timid Rabbit: An Indian Folk Tale” retold by Charlotte Guillain

RISA-OI Planning Template 13-14

RISA Interviews Lesson 13-14

Vocabulary Slides

Student materials:

Text: “The Foolish, Timid Rabbit: An Indian Folk Tale” retold by Charlotte Guillain

RISA Interviews Lesson 13-14

Lesson Plan:

Before Reading

Say: Today we are going to continue reading a folktale. What do we know about folktales? (allow students time to respond.)

Facilitate responses: (Folktales are old stories. They come from cultures all over the world. They have been told orally before books were available.) Example questions: Are folktales new or old stories? Where have the stories come from? How did the stories get passed on from each generation?

Say: Today we will continue reading the folktale “The Blind Men and the Elephant”. Before we read, let’s check out a few words together. Show students vocabulary slides for Lesson 14.

Vocabulary:

p. 38 gently/ soft and kindly

p. 42 realized/ came to understand

Direct students to find each key vocabulary word on the page and relay the synonym or phrase. Students will take turns between partners reading the sentence from the text in which the word is found. Students will partner-share/repeat definitions for each word after.

Say: Before we finish reading this folktale, let’s participate in a review interview from what we read yesterday. Using RISA Interview Lessons 13-14, choose a student to help model the questions 15-17. Allow the student to read the role of Student A, and you respond as Student B. Next allow students time to complete the interview twice in their same pairs from the previous lesson, with each student taking a turn as Student A and as Student B. We are now ready to finish reading the story.

During Reading:

Students will silently read pp. 26-46.

After Reading:

Say: We will continue responding to our reading with interviews. Keep students in their interview pairs with the student with lower language proficiency beginning as Student A, and the student with higher language proficiency beginning as Student B. Once completed, students will switch roles. Allow students time to work in pairs to complete interview questions 16-35.

After Interviews:

Say: I heard a lot of great conversations with academic language. Would anyone like to share what you and your partner shared about the moral of “The Blind Men and the Elephant” (Allow time for students to share in the group.)

Say: I agree. In this story the blind men learn that they each have a different perspective, and that they can all be right, yet all be wrong. They must work together to understand a big new concept (an elephant). We, the readers, can also learn that we all can have a different view or understanding of the same thing, and that it is healthy and good to listen to one another and put our ideas together. Great reading, and great academic conversations in your interviews!

Capstone Lessons 13-14

RISA Interviews

Text: "The Blind Men and the Elephant" retold by Karen Backstein

Lesson 13 Interview (pp. 3-25)

Question 1:

Student A: Who is this story mainly about? (Who are the main characters?)

Student B: This story is mainly about _____. (p. 3)

Question 2

Student A: What are some ways the blind men learned about the world?

Student B: The blind men learned by _____. (p. 4-7)

Question 3:

Student A: What exciting news did the blind men hear?

Student B: The blind men heard that _____. (p. 9)

Question 4

Student A: Why did the blind men decide to go to the prince's palace?

Student B: The blind men wanted to _____. (p. 11)

Question 5:

Student A: Why didn't the blind men stop for water even though they were hot and thirsty?

Student B: The blind men didn't stop because _____. (p. 13)

Question 6:

Student A: What did the guard tell the blind men?

Student B: The guard told the blind men _____. (p. 15)

Question 7:

Student A: What did the guard do next?

Student B: The guard _____. (p. 15)

Question 8:

Student A: Why did the first blind man say an elephant is like a wall?

Student B: The first blind man touched the _____, and it felt _____. (p. 19)

Question 9:

Student A: Why did the second blind man say an elephant is like a snake?

Student B: The second blind man touched the _____, and it felt _____. (p. 20)

Question 10:

Student A: Why did the third blind man say an elephant is like a spear?

Student B: The third blind man touched the _____, and it felt _____. (p. 21)

Question 11:

Student A: Why did the fourth blind man say an elephant is like a tree?

Student B: The fourth blind man touched the _____, and it felt _____. (p. 22)

Question 12:

Student A: Why did the fifth blind man say an elephant is like a fan?

Student B: The fifth blind man touched the _____, and it felt _____. (p. 23)

Question 13:

Student A: Why did the sixth blind man say an elephant is like a rope?

Student B: The sixth blind man touched the _____, and it felt _____. (p. 24)

Question 14:

Student A: Do you think each of the blind men are right or wrong? Why?

Student B: I think the blind men are (right or wrong) because _____. (p. 24)

Question 15:

Student A: What do you predict the problem might be in this story?

Student B: I think the problem might be _____. (p. 14)

Capstone Lessons 13-14

RISA Interviews

Text: "The Blind Men and the Elephant" retold by Karen Backstein

Lesson 14 Interview (pp. 26-46)

Question 16:

Student A: Who is this story mainly about?

Student B: This story is mainly about _____. (review pp. 3-25)

Question 17:

Student A: What has happened in this story so far?

Student B: First, _____. Next, _____. Then, _____.
(review pp. 3-25)

Question 18:

Student A: What is the problem so far in this story?

Student B: The problem is that _____. (review pp. 3-25)

Question 19:

Student A: Where did the guard take the blind men next?

Student B: The guard took the blind men to _____. (p. 27)

Question 20:

Student A: What did the blind men begin to talk about when the guard left?

Student B: The blind men began to talk about _____. (p. 29)

Question 21:

Student A: Why did the blind men each disagree?

Student B: The blind men disagreed because _____. (p. 31)

Question 22:

Student A: What were the blind men shouting at each other?

Student B: They were shouting _____. (p. 35)

Question 23:

Student A: How could the blind men have been more kind to each other?

Student B: The blind men could have _____. (p. 35)

Question 24:

Student A: What happened because of the blind men's noise?

Student B: The prince _____. (p. 36)

Question 25:

Student A: What do the blind men tell the prince?

Student B: The blind men tell the prince _____. (p. 37)

Question 26:

Student A: What does the prince say about each part of the elephant?

Student B: The prince says the different parts are like _____. (p. 38)

Question 27:

Student A: What else does the prince explain to the blind men?

Student B: The prince explains they each touched only _____. (p. 41)

Question 28:

Student A: What does the prince say the blind men must do to know what an elephant is like?

Student B: The prince says they must _____. (p. 41)

Question 29:

Student A: The author tells us the blind men realized the prince was very wise? Do you think this is true? Why or why not?

Student B: Yes, I think this is true because _____. (p. 42)

Question 30:

Student A: What did the prince offer to help the blind men home?

Student B: The prince said they could ride home on _____. (p. 43)

Question 31:

Student A: What did all of the blind men agree on?

Student B: They agreed that _____. (p. 46)

Question 32:

Student A: Does this story have a happy ending? Please explain.

Student B: (Yes or no) this story (has or does not have) a happy ending because _____. (p. 46)

Question 33:

Student A: What is the problem in this story?

Student B: The problem is that _____. (reflecting on the entire story)

Question 34:

Student A: How does the problem get fixed in this story? (This is called the solution.)

Student B: The problem gets fixed when _____. (reflecting on the entire story)

Question 35:

Student A: What is the moral of this story? (What lesson(s) can we learn?)

Student B: The moral of this story is _____ . (reflecting on the entire story)

Capstone Project Lesson 15

Text: “Why Dog and Cat are Enemies: A Chinese Folktale” retold by Ruth Mattison

Guided Reading Level: K

Content Objective:

Students will be able to retell the main events and reflect on the moral of this folktale through RISA-OI.

Content Standards:

Grade 2: Key Ideas and Details

2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.1.3.3 Describe how characters in a story respond to major events and challenges

2.3.0.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.

c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self correct word recognition and understanding, rereading as necessary.

Language Objective:

Students will be able to retell the story using sentence frames with sequence words.

WIDA Standard:

ELD Standard 2: The Language of Language Arts

Connection: Common Core Speaking and Listening Standards #4 (Grade 2): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Teacher Materials:

Text: “Why Dog and Cat are Enemies: A Chinese Folktale” retold by Ruth Mattison

[RISA-OI Planning Template 15-16](#)

[RISA Interviews Lesson 15-16](#)

Vocabulary Slides

Student materials:

Text: “Why Dog and Cat are Enemies: A Chinese Folktale” retold by Ruth Mattison

[RISA Interviews Lesson 15-16](#)

Lesson Plan:

Before Reading

Say: Today we are going to read another folktale. What do we know about folktales? (allow students time to respond.)

Facilitate responses: (Folktales are old stories. They come from cultures all over the world. They have been told orally before books were available.) Example questions: Are folktales new or old stories? Where have the stories come from? How did the stories get passed on from each generation?

Say: Today we will begin reading the folktale “Why Dog and Cat Are Enemies”. Before we read, let’s check out a few words together. Show students vocabulary slides for Lesson 15.

Vocabulary:

p. 2 displayed/ showed

p. 2 lucky/ bringing good fortune

p. 6 starving/ in need of food to survive

p. 6 fortunes/ luck

Direct students to find each key vocabulary word on the page and relay the synonym or phrase. Students will take turns between partners reading the sentence from the text in which the word is found. Students will partner-share/repeat definitions for each word after.

Say: Now we are ready to begin this folktale. As we read, please be thinking about the moral we can learn.

During Reading:

Students will read pp. 2-9.

After Reading:

Say: We will be responding to our reading with oral interactions like an interview.

Model the interview with one student in the group by asking the student to read the interview questions as Student A while you, the teacher respond as Student B. Model with interview questions 1-3. Then model switching roles, with teacher asking the questions as Student A and student responding as Student B.

Next explain that students will work in pairs to interview each other about what they just read with questions 1-11.

Group students into pairs by WIDA levels, each pair including one student with higher language proficiency (WIDA level) and one student with lower language proficiency (WIDA level). Each pair will begin with the student of lower language proficiency reading the part of Student A and the student of higher language proficiency reading the part of student B. At the end of each interview segment, students will switch roles.

Groups will complete the interview twice with each student having a turn as Student A and as Student B.

Say: Great work today with a lot of academic language in your interviews. Does anyone have an idea of how this story will end? (Allow time for student responses.) Great ideas! We will find out tomorrow how this story ends and the lessons we can learn.

Capstone Project Lesson 16

Text: “Why Dog and Cat are Enemies: A Chinese Folktale” retold by Ruth Mattison

Guided Reading Level: K

Content Objective:

Students will be able to retell the main events and reflect on the moral of this folktale through RISA-OI.

Content Standards:

Grade 2: Key Ideas and Details

2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.1.3.3 Describe how characters in a story respond to major events and challenges

2.3.0.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.

c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self correct word recognition and understanding, rereading as necessary.

Language Objective:

Students will be able to retell the story using sentence frames with sequence words.

WIDA Standard:

ELD Standard 2: The Language of Language Arts

Connection: Common Core Speaking and Listening Standards #4 (Grade 2): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Teacher Materials:

Text: “Why Dog and Cat are Enemies: A Chinese Folktale” retold by Ruth Mattison

[RISA-OI Planning Template 15-16](#)

[RISA Interviews Lesson 15-16](#)

Vocabulary Slides

Student materials:

Text: “Why Dog and Cat are Enemies: A Chinese Folktale” retold by Ruth Mattison

[RISA Interviews Lesson 15-16](#)

Lesson Plan:

Before Reading

Say: Today we are going to continue reading a folktale. What do we know about folktales? (allow students time to respond.)

Facilitate responses: (Folktales are old stories. They come from cultures all over the world. They have been told orally before books were available.) Example questions: Are folktales new or old stories? Where have the stories come from? How did the stories get passed on from each generation?

Say: Today we will continue reading the folktale “Why Dog and Cat Are Enemies”. Before we read, let’s check out a few words together. Show students vocabulary slides for Lesson 16.

Vocabulary:

p. 10 broad/ wide

p. 11 gnawed/ chewed

p. 11 patiently/ not in a hurry

p. 12 eagerness/ excitement

p. 14 creature/ living thing

p. 15 lazy/ not working hard

p. 15 useless/ without use

p. 16 enemies/ not friends

Direct students to find each key vocabulary word on the page and relay the synonym or phrase. Students will take turns between partners reading the sentence from the text in which the word is found. Students will partner-share/repeat definitions for each word after.

Say: Before we finish reading this folktale, let’s participate in a review interview from what we read yesterday. Using RISA Interview Lessons 15-16, choose a student to help model the questions 12-14. Allow the student to read the role of Student A, and you respond as Student B. Next allow students time to complete the interview twice in their same pairs from the previous lesson, with each student taking a turn as Student A and as Student B. We are now ready to finish reading the story.

During Reading:

Students will silently read pp. 10-16.

After Reading:

Say: We will continue responding to our reading with interviews. Keep students in their interview pairs with the student with lower language proficiency beginning as Student A, and the student with higher language proficiency beginning as Student B. Once completed, students will switch roles. Allow students time to work in pairs to complete interview questions 12-34.

After Interviews:

Say: I heard a lot of great conversations with academic language. Would anyone like to share what you and your partner shared about the moral of “Why Dog and Cat Are Enemies” (Allow time for students to share in the group.)

Say: I agree. In this story the characters do not learn a lesson. The dog and cat work together to do something for their masters. When cat gets home first, she takes all the credit, and the dog

gets punished for being home late. This, according to the folktale, is why dogs and cats are still enemies today. We as the readers can learn to treat others fairly and to give credit to everyone who helps. Great reading, and great academic conversations in your interviews!

Capstone Lessons 15-16

RISA Interviews

Text: "Why Dog and Cat are Enemies: A Chinese Folktale" retold by Ruth Mattison

Lesson 15 Interview (pp. 2-9)

Question 1:

Student A: Who is this story mainly about? (Who are the main characters?)

Student B: This story is mainly about _____. (p. 2)

Question 2:

Student A: What does the author tell us may surprise us?

Student B: The author tells us that cats and dogs _____. (p. 2)

Question 3:

Student A: What did the husband and wife have that was lucky?

Student B: The husband and wife had a _____. (p. 2)

Question 4:

Student A: Why did the wife want to sell the ring?

Student B: The wife wanted to buy new furniture _____. (p. 4)

Question 5:

Student A: What did the husband and wife buy with the few gold coins they got for the ring?

Student B: They bought _____. (p. 4)

Question 6:

Student A: What happened to the husband and wife after they sold the ring?

Student B: The husband and wife started to have _____. (p. 5)

Question 7:

Student A: What did the dog and cat think would help them not to starve?

Student B: The dog and cat thought they must get _____. (p. 6)

Question 8:

Student A: Where does the cat say the ring is?

Student B: The cat says the ring is _____. (p. 7)

Question 9:

Student A: What was the dog's plan to get the ring back?

Student B: The dog said cat must catch a _____, and the mouse must _____. (p. 20)

Question 10:

Student A: What does the dog say the cat must tell the mouse if it doesn't want to help?

Student B: Dog says cat must tell the mouse _____. (p. 8)

Question 11:

Student A: What do you predict the problem might be in this story?

Student B: I think the problem might be _____. (p. 8)

Capstone Lessons 15-16

RISA Interviews

Text: "Why Dog and Cat are Enemies: A Chinese Folktale" retold by Ruth Mattison

Lesson 16 Interview (pp. 10-16)

Question 12:

Student A: Who is this story mainly about?

Student B: This story is mainly about _____. (review pp. 2-9)

Question 13:

Student A: What has happened in this story so far?

Student B: First, _____. Next, _____. Then, _____.
(review pp. 2-9)

Question 14:

Student A: What is the problem so far in this story?

Student B: The problem is that _____. (review pp. 2-9)

Question 15:

Student A: Once the cat caught a mouse, where did the cat, dog, and mouse set off for?

Student B: They all set off for _____. (p. 10)

Question 16:

Student A: Once the cat and the mouse were in the house, what did the mouse do?

Student B: The mouse _____. (p. 11)

Question 17:

Student A: What did the dog do while the cat and the mouse were fetching the ring?

Student B: The dog _____. (p. 11)

Question 18:

Student A: Who did the ring belong to?

Student B: The ring belonged to _____. (p. 11)

Question 19:

Student A: How did the dog help the cat get across the river?

Student B: The dog _____. (p. 11)

Question 19:

Student A: How did the dog and the cat begin their journey home?

Student B: The dog and the cat began going home _____. (p. 12)

Question 20:

Student A: Why did the cat climb up on a roof?

Student B: The cat climbed on a roof because _____ . (p. 12)

Question 21:

Student A: How did the dog travel home?

Student B: The dog ran around _____ . (p. 12)

Question 22:

Student A: Who reached home first?

Student B: The _____ reached home first. (p. 12)

Question 23:

Student A: Who brought the ring to the master?

Student B: The _____ brought the ring to the master. (p. 14)

Question 24:

Student A: How did the wife feel about the cat?

Student B: The wife _____ . (p. 14)

Question 25:

Student A: What does the master say to the dog when he returns?

Student B: The master says _____ . (p. 15)

Question 26:

Student A: Is the master's response fair? Why or why not?

Student B: Yes, the master's response is fair (or no, the master's response is not fair because _____ . (p. 15)

Question 27:

Student A: Could the cat have brought the ring back without the dog? Why or why not?

Student B: No, the cat could not have brought the ring back without the dog because _____ . (p. 15)

Question 28:

Student A: How does the cat respond when the dog is treated unfairly by the master?

Student B: The cat _____ . (p. 16)

Question 29:

Student A: Why was the dog angry with the cat?

Student B: The dog was angry because _____ . (p. 16)

Question 30:

Student A: What did the dog always do when he saw the cat?

Student B: The dog always _____ . (p. 16)

Question 31:

Student A: Does this story have a happy ending? Please explain.

Student B: (Yes or no) this story (has or does not have) a happy ending because _____ . (p. 16)

Question 32:

Student A: What is the problem in this story?

Student B: The problem is that _____ . (reflecting on the entire story)

Question 33:

Student A: How does the problem get fixed in this story? (This is called the solution.)

Student B: The problem gets fixed when _____ . (reflecting on the entire story)

Question 34:

Student A: What is the moral of this story? (What lesson(s) can we learn?)

Student B: The moral of this story is _____ . (reflecting on the entire story)

Notes

It is important to note that the value of these oral interactions for students is in giving them opportunities to both practice reading prosody and create original utterances in an unprescribed format that connects to the text, thus developing their reading comprehension. Because any answer spoken by a student is valuable practice, no answer keys were created for these interviews. Listening to a student explaining his or her thinking aides a teacher in assessing a student's multiple ways of understanding. A teacher may prompt for further understanding when necessary, but the practice of reading and responding is the goal and the value of this project.

In a classroom setting I project slides with written definitions and digital images for each vocabulary word to aid students in connecting words with meaning and understanding. In this project, I do not share those slides because of copyrights for images. However, providing visuals for both EL and mainstream students in a reading setting is vital, and I encourage any teacher using this project to create vocabulary slides to share with students. Some of my favorite sites for finding images for student materials include: <https://stocksnap.io/>, <https://picspree.com/en>, and <https://picography.co/>.

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