



The Fisherman and His Wife

1

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the fairy tale “The Fisherman and His Wife”
- ✓ Describe the characters, plot, and setting of “The Fisherman and His Wife”
- ✓ Identify common characteristics of fairy tales such as “once upon a time” beginnings, royal characters, magical characters or events, and happy endings
- ✓ Identify the fairy tale elements of “The Fisherman and His Wife”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ Recount fiction fairy tales, such as “The Fisherman and His Wife,” using a story map or a sequence of images, and determine the central message, lesson, or moral (RL.2.2)
- ✓ Describe, using the text and the images, how the fisherman and the flounder respond each time the wife makes an additional wish (RL.2.3)
- ✓ Describe how the fisherman’s rhyming lines to the fish supply meaning to the story, and make up their own rhyming lines or chant to the fish (RL.2.4)
- ✓ Describe, using the Elements of Stories Chart, the characters, settings, and beginning and ending structure of “The Fisherman and His Wife” (RL.2.5)

- ✓ Compare and contrast two versions of “The Fisherman and His Wife” (RL.2.9)
- ✓ Make personal connections to the story by stating the wishes they would make to the fish (W.2.8)
- ✓ With assistance, categorize and organize information from “The Fisherman and His Wife” onto a story map or for an image sequence (W.2.8)
- ✓ Ask questions to clarify directions (SL.2.3)
- ✓ Determine the meanings of words, such as *displeases*, by using the prefix *dis-* (L.2.4b)
- ✓ Identify real-life connections between words—*enchanted*, *hesitated*, and *displeases*—and their use (L.2.5a)

Core Vocabulary

charming, *adj.* Very pleasing or appealing

Example: The ladies had lunch at the most charming little café.

Variation(s): none

displeases, *v.* Feeling unhappy or bothered about something

Example: It displeases the baseball players when their game is cancelled due to rain.

Variation(s): displease, displeased, displeasing

enchanted, *adj.* As if under a magic spell

Example: Kate and Jack knew they were in an enchanted forest because there were jewels growing on the trees.

Variation(s): none

hesitated, *v.* Stopped briefly before doing something

Example: The dog hesitated before going outside in the rain.

Variation(s): hesitate

might, *n.* Power to do something; force or strength

Example: The boy tried to open the door with all his might, but it would not open.

Variation(s): none

Vocabulary Chart for The Fisherman and His Wife			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	castle cottage fisherman hut	charming content displeased* enchanted hesitated run-down	asked magic moon prince queen sun swam talk water wife wish
Multiple Meaning	flounder	might	catch fish rise
Phrases	Brothers Grimm fairy tale	big stone castle charming cottage little, old, run-down hut	Go home I'm tired of . . .
Cognates	castillo	contenido encantado	mágico(a) príncipe

Image Sequence

This is the order Flip Book images will be shown for this read-aloud. Please note that this order is the same as the corresponding read-aloud in the *Tell It Again! Read-Aloud Anthology*.

1. 1A-2: Fisherman with a fish on the line
2. 1A-3: The fisherman arriving home
3. 1A-4: The fisherman and the cottage
4. 1A-5: The fisherman's wife
5. 1A-6: The fisherman on the dock
6. 1A-7: The fisherman's stone castle
7. 1A-8: The fisherman and the fish
8. 1A-9: The fisherman's wife on a throne
9. 1A-10: The queen makes another wish
10. 1A-11: The wife back in the hut

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Introducing Fairy Tales	Instructional Master 1A-1; Storybooks of fairy tales	15
	Introducing “The Fisherman and His Wife”	Instructional Master 1A-2; Instructional Master 1A-3; world map or globe	
	Vocabulary Preview: Enchanted, Hesitated		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Fisherman and His Wife	Elements of Stories Chart (The Fisherman and His Wife)	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Displeases		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Story Map	Instructional Master 1B-1	20
	Sequencing the Story	Instructional Master 1B-2	
	Domain-Related Trade Book		
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-3, 1B-4, 1B-5	*

Advance Preparation

For Introducing Fairy Tales, bring in several storybooks of popular fairy tales, particularly fairy tales that may be familiar to your students and fairy tales from different cultures.

Prepare a copy of Instructional Master 1A-1 (Fairy Tales Characteristics Chart) for each student. Refer to this chart as their anchor chart for fairy tales and tell students that they will fill in this anchor chart as they hear the different fairy tales.

Prepare a copy of Instructional Master 1A-2 for each student. Refer to it as Response Card 1 (The Fisherman and His Wife). Students can use this response card to preview, review, and answer questions about this fairy tale as well as fill in the characters and settings of the story.

Prepare a copy of either Instructional Master 1B-1 (Story Map) or Instructional Master 1B-2 (Sequencing the Story), depending on what individual students are able to do.

Bring in another version of “The Fisherman and His Wife” to read aloud to the class.

Note to Teacher

You may wish to copy Instructional Master 1A-3 (Elements of Stories Chart) onto a transparency or large sheet of chart paper and fill it out with the class as you present the read-aloud for this story. Be sure to pause at the points in the read-aloud where parts of the chart can be filled in.

Title	The Fisherman and His Wife
Author	The Brothers Grimm
Setting	By the sea; little, old, run-down hut; charming cottage; big, stone castle
Characters	Fisherman, wife, flounder (fish), servants, barons, dukes, duchesses, ladies-in-waiting
Themes	You should be happy with what you have. Don't be greedy. Be careful not to wish for too much.
Opening	"Once there was a fisherman who lived with his wife in a little, old, run-down hut by the sea."
Ending	"And there [in the little, old, run-down hut] they live, to this very day."

To make this story more interactive, have students repeat the fisherman's lines to the magic fish:

Hear me, please, oh fish,

My wife has sent me with a wish.

Have students repeat these lines in a more and more hesitant and fearful way at each request.

You may wish to have students think of their own rhyming lines to say to the fish. Suggestions: Help students to come up with lines that use the rhyming words *wife/life*; *more/before*; *here/fear*; or *knees/please*. Alternatively, students can think of catchy, non-rhyming lines to say to the fish.



The Fisherman and His Wife

1A

Introducing the Read-Aloud

15 minutes

Introducing Fairy Tales

- Ask students if they have ever heard a fairy tale and if they remember the fairy tale's title. [If students do not offer the names of specific tales, ask students if they are familiar with any of the following stories, all of which are fairy tales: *Cinderella*, *Snow White*, *Sleeping Beauty*, *The Frog Prince*, *The Gingerbread Man*, *Jack and the Beanstalk*, *Puss in Boots*, *Thumbelina*, *Tom Thumb*.] You may wish to pass around examples of storybooks of fairy tales.
- Ask students if they enjoy listening to fairy tales, and if they do, why. [You may wish to write students' reasons on the board to see how students' responses match up to the Fairy Tales Characteristics Chart that you are about to present.]
- Present the class Fairy Tales Characteristics Chart you have prepared on large chart paper. Read and briefly explain the characteristics of fairy tales.
 - Royal characters
 - Magical characters
 - Magical events
 - "Once upon a time" beginnings
 - "Happily ever after" endings
- Explain that many things that happen in fairy tales are fantasy—they are not likely to happen in real life. Fairy tales are made-up stories from someone's imagination. They are stories with magical or strange characters, settings, and events.
- Reinforce the fact that fairy tales are fiction.

Introducing “The Fisherman and His Wife”

- Tell students that today they are going to hear a fairy tale called “The Fisherman and His Wife.” Explain that this story was retold and made popular by two brothers in Germany.

[Point to Germany on a world map or globe.]

- The brothers were known as the Brothers Grimm.

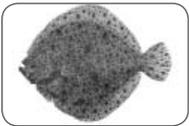
Picture Walk

- Tell students that you will take a picture walk through this story together. Explain that a picture walk is when they look at the pictures from the story to become familiar with the story, see the characters of the story, and make predictions about what might happen in the story.



← Show image 1A-2: Fisherman with a fish on the line

- Tell students that this is the beginning of the story.
- Ask students which two characters they see in the picture. (the fisherman and a fish)



← Show image 1A-1: Picture of a flounder

- Tell students that the fish in the story is a flounder. Have partner pairs think of two ways to describe the flounder (flat, spotted, like the color of wet sand, open mouth, short fins, etc.). Call on two partner pairs to share.
- Tell students that the flounder in the story has special powers. Have students tell their partner what kind of special power they think the flounder might have.



← Show image 1A-3: The fisherman arriving home

- Have students identify another character. (the wife)
- Ask students what kind of personality the wife might have.
- Tell students that the wife makes four wishes in this fairy tale.



← Show image 1A-6: The fisherman on the dock

- Ask students whether either of the characters look like they are happy.
- Ask students about the color of the water. Tell students to pay close attention to what the water looks like throughout this story because it will give them a clue about how the flounder is feeling.

- Give students Response Card 1 (The Fisherman and His Wife) from Instructional Master 1A-2. Have students describe what they see in the pictures. You may wish to have them write down the names of the characters they see—*fisherman, wife, flounder*—as you write them down on the Elements of Stories Chart for “The Fisherman and His Wife.”

Vocabulary Preview

Enchanted

1. One of the characters in today’s fairy tale is *enchanted*.
2. Say the word *enchanted* with me three times.
3. When something is enchanted, it is like it is under a magic spell. To be enchanted is to be different, strange, and magical.
4. An enchanted forest might have jewels growing on the trees. An enchanted school might have special rooms that take you to different places around the world.
5. Which character do you think is enchanted in this fairy tale?

Hesitated

1. In today’s fairy tale, the fisherman *hesitated* before calling out to the fish.
2. Say the word *hesitated* with me three times.
3. *Hesitated* means to stop or pause briefly before doing something. Usually people hesitate because they are unsure or worried about something.
4. The dog hesitated before running out into the rain.
Jayden hesitated before painting the first stroke on his paper.
Robin hesitated before throwing Francis the ball.
5. Tell your partner whether or not you would hesitate in this situation. Say, “I would hesitate,” or say, “I would not hesitate; I would just do it.”
 - jumping off the diving board
 - writing your name on a piece of paper
 - riding on an airplane
 - skipping a bar on the monkey bars
 - singing your favorite song in front of the class

Purpose for Listening

Remind students that the title of this fairy tale is “The Fisherman and His Wife,” retold and made popular by the Brothers Grimm. Remind students that a fairy tale is one type of fiction; it is not a true story. Remind students that fairy tales often have magical characters and events. Ask students to predict which character has the magical powers and what the magical power does.

By the end of the lesson, students should be able to:

- ✓ Demonstrate familiarity with the fairy tale “The Fisherman and His Wife”
- ✓ Describe the characters, plot, and setting of “The Fisherman and His Wife”
- ✓ Identify common characteristics of fairy tales such as “once upon a time” beginnings, royal characters, magical characters or events, and happy endings
- ✓ Identify the fairy tale elements of “The Fisherman and His Wife”

The Fisherman and His Wife



Note: You may wish to fill out the Elements of Stories Chart (The Fisherman and His Wife) as you read.

← Show image 1A-2: Fisherman with a fish on the line

Once there was a fisherman who lived with his wife in a little, old, run-down hut by the sea.

[Point to the hut in the background. Define *hut* as a very basic shelter, a very small house with everything in one room.]

Every day the fisherman went down to the sea to fish. One day, as the fisherman sat looking into the clear, shining water, he felt a strong tug on his line. He pulled and pulled with all his **might**—he used his whole strength!

[Demonstrate pulling with all your might, and have students do the same. Ask: “Is the fisherman going to catch that fish?”]

Until, at last, out flopped a large, golden flounder. Then, all of a sudden, the fish spoke.

“Please let me go,” said the fish. “I am not an ordinary fish. I am an **enchanted** prince. Put me back in the water and let me live!”

[Explain that the fish says he is a prince under a magic spell. Ask students: “Can this really happen or is this fantasy?”]

“Swim away!” said the fisherman. “I would not eat a fish that can talk!”

[Say to students: “Tell your partner what you would say to a fish that talked.” Call on two students to share what their partner said.]



← Show image 1A-3: The fisherman arriving home

At the end of the day, the fisherman went back to his wife in the little, old, run-down hut.

“Didn’t you catch anything today?” she asked.

“No,” said the fisherman. “I did catch one fish, but he told me he was an enchanted prince and asked me to throw him back, so I did.”

“You fool!” said the wife. “That was a magic fish! You should have asked him for something.”

“Like what?” said the fisherman.

“Go back and ask him to change this dinky hut into a **charming**—pleasant and nice-looking—cottage.”

[Mention that a cottage is not a big house, but is still larger than a hut.]

The fisherman did not want to go, but he did not want to argue with his wife, either. So he made his way back to the sea.



← **Show image 1A-4: The fisherman and the cottage**

[Have students point out any differences they notice about the seawater.]

When he arrived, the water was no longer clear and shining. It was dull and greenish.

The fisherman called:

Hear me, please, oh magic fish.

My wife has sent me with a wish.

[You may wish to have students follow with their made-up lines.]

The fish swam up to the surface and asked, “What does she want?”

“She says she wants to live in a charming cottage,” said the fisherman.

“Go home,” said the fish. “She has her cottage.”

[Ask students: “Does the wife have her cottage? How do you know?”]

The fisherman went home. Sure enough, there was his wife, standing in the doorway of a charming cottage. The cottage had a little front yard, with a garden and some chickens and a goose pecking at the ground. Inside there was a living room, a kitchen, a dining room, and a bedroom.

[Say to students: “Tell your partner whether you think the cottage is better than the hut.”]

The fisherman’s wife was happy—for about a week.



← **Show image 1A-5: The fisherman’s wife**

[Ask students: “Is the wife still happy here?”]

Then she said, “Husband, I am tired of this tiny little cottage. I want to live in a big, stone castle. Go and ask the fish to give us a castle.”

“But, wife,” said the fisherman. “He has just given us this cottage. If I go back again so soon, he may be angry with me.”

“Go and ask!” said the wife.

The fisherman shook his head and mumbled to himself, “It’s not right.” But he did as he was told.

[Say to students: “Tell your partner why the fisherman thinks his wife’s wish is not right.”]



← **Show image 1A-6: The fisherman on the dock**

[Have students point out any differences they notice about the seawater.]

When he reached the sea, the water had turned from dull green to dark purple and gray.

The fisherman called:

Hear me, please, oh magic fish.

My wife has sent me with a wish.

[You may wish to have students follow with their made-up lines.]

When the fish swam up, the fisherman said, “My wife wishes to live in a big, stone castle.”

“Go home,” said the fish. “You will find her in a castle.”



← **Show image 1A-7: The fisherman’s stone castle**

When the fisherman got back, he could hardly believe his eyes.

The charming cottage had been replaced by a large, stone castle.

A servant let down a drawbridge for him. The fisherman went across the bridge and into the castle, where he found two servants sweeping a smooth, marble floor. The walls were covered with beautiful tapestries.

[Define tapestries as colorful cloths, like a rugs, that are hung on a wall.]

Crystal chandeliers hung from the ceilings.

[Define chandeliers as fancy lights, sometimes made from clear crystal.]

His wife stood in the center of the room, next to a table piled high with delicious foods.

[Say to students: “Tell your partner whether you think living in the castle is better than living in the cottage.”]

“Now, indeed, you will be content—and happy with what you have,” said the fisherman to his wife.

And she was content—until the next morning.

[Ask students: “What do you think the wife is going to do? What will she ask for now?”]

As the sun rose, the fisherman’s wife poked her husband in the side and said, “Husband, get up. Go to the fish at once and tell him that I wish to be queen of all the land.”

“Heavens!” cried the fisherman. “I can’t ask for that!”

[Ask students: “Does the fisherman want to ask the fish for another wish?”]

“Go and ask him!” said his wife.

Mid-Story Check-In

1. *Literal* Which characters have you met so far in this fairy tale?
 - I have met the fisherman, the flounder/fish, the wife, and two servants.

Which one of the characters is enchanted?

- The fish is enchanted.

[Ask whether their predictions were correct.]

2. *Inferential* How does the wife know that the fish is enchanted?
 - The wife knows that the fish is enchanted because the fish speaks.
3. *Inferential* What three wishes has the wife made so far?
 - The wife has wished for a cottage, a castle, and to be queen.



← **Show image 1A-8: The fisherman and the fish**

[Have students point out any differences they notice about the sea water.]

The dejected fisherman walked to the sea. The water was black. It bubbled and gave off a foul—or really bad—smell.

The fisherman hesitated—he paused for a moment—before he called for the fish:

Hear me, please, oh magic fish.

My wife has sent me with a wish.

[You may wish to have students follow with their made-up lines.]

The fish swam up and asked, “Now what does she want?”

With his head hung low, the fisherman said, “My wife wishes to be queen of all the land.”

“Go home,” said the fish. “She is already queen.”

The fisherman went home and found that the castle had grown even larger. It had tall, stone towers on each corner and a red flag flapping in the wind. Two soldiers in suits of armor stood at the castle’s door.



← **Show image 1A-9: The fisherman’s wife on a throne**

[Ask students: “How can you tell the wife is now a queen?” (She is sitting on a throne; she is wearing a crown; she is holding a scepter.) Point to each item as you name them: *throne, crown, scepter.*]

They escorted the fisherman inside, where he found his wife sitting on a high throne studded with diamonds. She wore a long, silk dress and a golden crown. On one side of her stood important people such as barons, dukes, and duchesses. On the other side stood a line of helpers, each one shorter than the one before.

“So,” said the fisherman, “now you are queen.”

“Indeed,” said his wife haughtily—in a very proud and rude way.

“Well, then,” said the fisherman. “I suppose there is nothing more to wish for.”

But that very evening, as the sun went down and the moon began to rise in the sky, the fisherman’s wife sent for her husband.

[Ask students: “What do you think the wife is going to do? What will she ask for now?”]



← **Show image 1A-10: The queen makes another wish**

“Husband!” she bellowed—and shouted in a loud and angry manner. “It displeases me that the sun and moon will not rise and set at my command. That makes me very unhappy! Go to the fish and tell him I must have the power to make the sun and the moon rise and set whenever I choose. See that it is done immediately—right this instant—NOW!”

The fisherman walked back to the sea.

[Ask students: “How do you think the fisherman is feeling?” Invite students to close their eyes and imagine the scene as you continue reading.]

He felt sick all over, and his knees knocked together nervously. At the seaside, thunder roared and lightning flashed. Huge, dark waves crashed on the shore.

The fisherman had to shout:

Hear me, please, oh magic fish.

My wife has sent me with a wish.

The fish swam up and asked, “What does she want?”

The fisherman replied, “My wife wants the power to make the sun and the moon rise and set whenever she chooses.”

The fish only said, “Go home.”

[Ask students: “Tell me, do you think the fish has granted the wife’s wish?”]



← **Show image 1A-11: The wife back in the hut**

And so he did.

[Have students open their eyes. Ask: “Was your prediction correct? Did the fish grant her wish?”]

There, he found his wife sitting in the old, run-down hut. And there they live to this very day.

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of this fairy tale?

- The title of this fairy tale is "The Fisherman and His Wife."

Who retold this story and made this story popular?

- The Brothers Grimm retold this story and made this story popular.

2. *Evaluative* How do you know that this story is a fairy tale?

- I know this story is a fairy tale because it has a magical character, magical things happen, and it begins with the words "once there was."

3. *Inferential* How would you describe the wife in this story?

- Answers may vary, but should hint that she is not a nice person; she is impatient, demanding, and never content.

How would you describe the fisherman in this story?

- Answers may vary, but should hint that he is hesitant, does not want to do what his wife says but does it anyway, fearful.

4. *Inferential* What things does the wife tell the fisherman to ask the flounder for? [Show images for reminders, if necessary.]

- The wife tells the fisherman to ask the flounder for a charming cottage; for a big, stone castle; to be queen; and to have the power to make the sun and moon rise and set whenever she chooses.

5. *Evaluative* How does the sea change each time the fisherman asks the flounder for another wish? [Show images for reminders, if necessary.]

- The sea changes from being clear and shining to dull green, to dark purple, to black and bubbling, to violent and stormy.

Why do you think the sea changed with each wish?

- Answers may vary, but should hint that the flounder became more and more angry.

6. *Evaluative* How did the fisherman feel about asking the flounder for things over and over again?
 - The fisherman felt uncomfortable, hesitant, bad, and embarrassed.
7. *Evaluative* What happened when the wife asked to have the power to make the sun rise and set?
 - The flounder took away everything he had given and everything returned to the way it was at the beginning of the story.

Why do you think that happened?

- Answers may vary.
8. *Evaluative* Do you think there is a lesson we can learn from this story? If so, what is it?
 - Answers may vary and might include being happy or content with what you already have.

[*Think Pair Share* activities encourage students' active involvement in class discussions by having them think through their answers to questions, rehearse their responses silently and through discussion with a peer, and share their responses aloud with the class. It is recommended that you model the *Think Pair Share* process with another adult (or a student with strong language skills) the first time you use it, and continue to scaffold students to use the process successfully throughout the year.]

[In *Think Pair Share* activities, you will begin by asking students to **listen** to the question you pose. You will then allow students some time to **think** about the question and their response to the question. Next, you will prompt students to discuss their response in **pairs**. Finally, you will select several students to **share** their responses with the class. Directions to students are as follows:]

I am going to ask you a few questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Would you make any wishes to the fish? (Yes/No)

My first wish would be . . .
My second wish would be . . .

I would wish for _____
because . . .

My wishes would be
for _____.

9. *Evaluative Think Pair Share:* If you could ask a magic fish for two wishes, what two wishes would you make? [**Note:** In this story the wife makes four wishes.] Would your wishes be all for yourself, for someone else, or for others in the world?

10. After hearing today’s story and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Displeases

1. In the read-aloud you heard the fisherman’s wife say, “It *displeases* me that the sun and moon will not rise and set at my command.”
2. Say the word *displeases* with me three times.\
3. *Displeases* means to be unhappy or bothered about something.
4. The flounder is *displeased* that the wife keeps making wishes for herself.

Reggie was *displeased* that the baseball was cancelled because of the rain.
5. Tell your partner about something that displeases you. Try to use the word *displeases* when you tell about it.

[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “It displeases me when . . . ”]

6. What’s the word we’ve been talking about?

Use an Antonyms activity for follow-up. Directions: The prefix—or beginning of a word— *dis-* often makes the word have the opposite meaning. If the word *pleases* means to give happiness and delight, then the word *displeases* means _____ (to make unhappy or bother). *Displeases* is the antonym—or opposite—of the word *pleases*. I am going to read several examples. If the event or activity I describe makes you unhappy, make a displeased and unhappy face and say, “That displeases me.” If the event or activity I describe makes you happy, make a happy and pleased face and say, “That pleases me.”

Answers may vary for all.

1. You wake up and see that it snowed over night.
2. Your best friend invites you to play.
3. It starts raining on a Saturday afternoon.
4. You miss the bus to school.
5. You have to go to bed one hour earlier.



Complete Remainder of the Lesson Later in the Day



The Fisherman and His Wife

1B

Extensions

20 minutes

Note: Choose either the Story Map or Sequencing the Story activity. You may wish to fill out a story map for “The Fisherman and His Wife” together with the class. [Some students may be able to fill out this chart individually.]

Sequencing the Story may also be done in partner pairs.

Story Map (Instructional Master 1B-1)

- Tell students that you will create a story map for “The Fisherman and His Wife” together. **Note:** Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read the words to them.
- Tell students that the people or animals in a story are called the characters of the story. Ask students who the characters are in the “The Fisherman and His Wife.” (fisherman, wife, flounder/fish)
- Tell students that the setting of a story is where the story takes place. Ask students what the settings are in this fable. (by the sea, hut, cottage, castle)
- Tell students that the plot of a story is what happens, or the events, in the story. Ask students to tell you about the beginning, middle, and end of the story.

[This is also a good opportunity to talk about the conventions of beginning a fiction story, e.g., “Once there was . . .” and ending a fiction story, e.g., “And there they are to this day.”]

Sequencing the Story (Instructional Master 1B-2)

- Give students a copy of Instructional Master 1B-2. Explain to students that this worksheet has pictures of events from the plot of “The Fisherman and His Wife.”
 - First, look at the pictures and talk about what is happening in each picture.

- Next, have students cut out the six pictures.
- Then, students should arrange the pictures in correct order to show the proper sequence of events.
- When they think they have the pictures in the correct order, they should ask an adult or check with their partner to see if their order is correct.
- Have students glue or tape the pictures on paper once they have been sequenced.

Checking for Understanding

Note: Before students begin this activity, be sure they have understood the directions.

- Say to students: “Asking questions is one way to make sure that everyone knows what to do. Think of a question you can ask your partner about the directions I have just given you. For example, you could ask, ‘What should I do first?’; or, ‘What do I do when I think I have the pictures in the correct order?’”
- Be sure that students understand the five-part instructions to this activity.
- Have students write a sentence about the sequence of events using the sound-spelling correspondences taught thus far. Or, have students choose two pictures and write one or two sentences describing the plot.
- As students complete this activity, have them work with their partner or home-language peers to retell the story referring to their sequenced pictures.

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose another version of “The Fisherman and His Wife” to read aloud to the class.
- Explain to students that the person who wrote the book is called the author, similar to the Brothers Grimm who retold this story and made it popular. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion to compare and contrast the two versions of the same story.

Take-Home Material

Family Letter

Instructional Masters 1B-3–1B-5.