



The Emperor's New Clothes

2

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the fairy tale “The Emperor’s New Clothes”
- ✓ Describe the characters, plot, and setting of “The Emperor’s New Clothes”
- ✓ 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 Emperor’s New Clothes”

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 addressed in all lessons in this domain.

Students will:

- ✓ Recount fiction fairy tales, such as “The Emperor’s New Clothes,” 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 different characters respond to not being able to see the magic cloth (RL.2.3)
- ✓ Identify the characteristics of fairy tales, and explain the characteristics as they apply to “The Fisherman and His Wife” (RL.2.5)
- ✓ Describe, using the Elements of Stories Chart, the characters, settings, beginning, and ending of “The Emperor’s New Clothes” (RL.2.5)
- ✓ 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 partners questions to find out what they are curious about, and recount information gathered (SL.2.2)
- ✓ Ask questions to clarify directions (SL.2.3)
- ✓ Produce complete sentences in a shared classroom activity related to core vocabulary words—*ignorant* and *intelligent* (L.2.1f)
- ✓ Use sentence-level context as a clue to the meaning of the multiple-meaning word *purse* (L.2.4a)
- ✓ Identify real-life connections between words—*emperor*, *swindler*, *curious*, *purse*, *ignorant*, *intelligent*, and *inspect*—and their use (L.2.5a)
- ✓ Distinguish shades of meaning among adjectives *ignorant* and *intelligent* and their closely related adjectives on a horizontal word wall (L.2.5b)

Core Vocabulary

curious, *adj.* Having a desire to learn more about something
Example: The puppy was curious about the new fallen snow.
Variation(s): none

ignorant, *adj.* Lacking knowledge or information
Example: The visitors were ignorant of the local customs.
Variation(s): none

inspect, *v.* To look carefully at something
Example: Sam's uncle asked the mechanic to inspect his car for problems before his long trip.
Variation(s): inspected, inspects

intelligent, *adj.* Able to easily learn or understand things
Example: Dolphins are one of the most intelligent animals.
Variation(s): none

Vocabulary Chart for The Emperor's New Clothes			
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	<i>emperor</i> fabric garments noblemen prime minister <i>swindlers</i> tailor weaver	confident curious* ignorant inspect* intelligent invisible magnificent pretended produced	cloth coins nobody palace see
Multiple Meaning	looms	admit suit	crowds march pants <u>purse</u>
Phrases	weaving looms well-dressed Your majesty	At first . . . But then . . . blushing from head to toe Just to be on the safe side (not) care for	show off
Cognates	<i>emperador</i> noble primer ministro Su majestad	curioso(a)* ignorante inspeccionar* inteligente invisible magnífico(a) producer admitir	palacio marcha

Image Sequence

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

1. 2A-1: The emperor meets the swindlers
2. 2A-2: The swindlers at their looms
3. 2A-3: The prime minister takes a close look
4. 2A-4: The emperor sees nothing
5. 2A-5: The swindlers late at night
6. 2A-6: The swindler's present their work
7. 2A-7: The emperor admires his new clothes
8. 2A-8: The streets lined with crowds
9. 2A-9: The emperor marching through the street

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Fairy Tale Review	Fairy Tales Characteristics Chart	15
	Introducing "The Emperor's New Clothes"	Instructional Master 2A-1; world map or globe	
	Vocabulary Preview: Emperor, Swindlers		
	Purpose for Listening		
Presenting the Read-Aloud	The Emperor's New Clothes	Elements of Stories Chart (The Emperor's New Clothes)	15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Curious		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Purse	Poster 1M (Purse)	20
	Syntactic Awareness Activity: Horizontal Word Wall	long strip of chart paper	
	Vocabulary Instructional Activity: Inspect		
	End-of-Lesson Check-in	Instructional Master 1B-1; Instructional Master 2B-1	

Advance Preparation

For Fairy Tale Review, fill in the column for “The Fisherman and His Wife” on the Fairy Tale Characteristics Chart as the class reviews the fairy tale.

Prepare a copy of Instructional Master 2A-1 for each student. Refer to it as Response Card 2 (The Emperor’s New Clothes). 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.

For Syntactic Awareness Activity, prepare a horizontal word wall with the core vocabulary words *ignorant* and *intelligent* on two separate ends. You may wish to write the words on index cards and, with students’ help, place them on the continuum between the end words. (See activity for word suggestions.)

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

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 Emperor’s New Clothes
Author	Hans Christian Anderson
Setting	In the palace, on the main street of town
Characters	Emperor, swindlers, prime minister, noblemen, townspeople, young child
Themes	Do not lie. Be honest. Do not let pride get the best of you.
Opening	“Many years ago there was an emperor who loved fine clothes.”
Ending	“But [the emperor] was blushing from head to toe, as everyone could plainly see.”



The Emperor's New Clothes

2A

Introducing the Read-Aloud

15 minutes

Fairy Tale Review

- Present the Fairy Tales Characteristics Chart (Instructional Master 1A-1). Read and briefly explain the characteristics of fairy tales.
 - Royal characters
 - Magical characters
 - Magical events
 - “Once upon a time” beginnings
 - “Happily ever after” endings
- Remind students 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. Fairy tales are stories with magical or strange characters, settings, and events.
- Fill in the column for “The Fisherman and His Wife” on the Fairy Tales Characteristics chart. Point to each characteristic, and ask whether it is present in this fairy tale. Follow up by having students tell their partner how they know the fairy tale has that characteristic, and call on two volunteers to share. (Check off: royal characters, magical characters, magical events, begins with “Once . . .”)

Introducing “The Emperor’s New Clothes”

- Tell students that today they are going to hear a fairy tale called “The Emperor’s New Clothes.” Tell students that this story was first written down by a Danish man named Hans Christian Anderson. Other fairy tales written by Hans Christian Anderson include *The Princess and the Pea*, *The Ugly Duckling*, *The Nightingale*, and *The Little Mermaid*. [Point to Denmark on a world map or globe.]

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 2A-1: The emperor meets the swindlers

- Tell students that this is the beginning of the story.
- Ask students: “Which person looks like a king?” Tell them that he is the emperor in this story.
- Ask students: “Who are the two visitors? Why do you think they are visiting the emperor?”

[Draw students’ attention to their tattered clothes, facial expressions.]

- Tell students that the two men are trying to trick the emperor. These two men are swindlers.



← Show image 2A-2: The swindlers at their looms

- Tell students that the two men say they are weavers—people who make cloth.
- Tell students that the weavers are working on their weaving loom.
- Ask students if they think something is strange about this picture. (There is no cloth on the looms.)
- Point to the man at the doorway. Tell students that he is the prime minister—a wise person who gives the emperor advice.



← Show image 2A-8: The streets lined with crowds

- Have students identify the emperor. Ask how they know he is the emperor. (He is wearing a crown; he is surrounded by soldiers and followed by the royal court.)
- Have students tell their partner what is funny about this picture.
- Give students Response Card 2 (The Emperor’s New Clothes) from Instructional Master 2A-1. Have students describe what they see in the pictures. You may wish to have them write down the names of the characters they see—*emperor*, *swindlers*, and *prime minister*—as you write them down on the Elements of Stories Chart for “The Emperor’s New Clothes.”

Vocabulary Preview

Emperor



← Show image 2A-1: The emperor meets the swindlers

1. Today's fairy tale has the title, "The *Emperor's* New Clothes."
2. Say the word *emperor* with me three times.
3. An emperor is a king or someone who is the ruler of an empire or very large area of land, usually many nations.

[Invite a student to point out the emperor.]

An empress is a woman who is the ruler of an empire.

4. All the people of the empire referred to the emperor as "Your majesty."

The emperor had his tailor make him the most beautiful clothes.

5. What do you think of—or what words come to mind—when you hear the word *emperor*?

Swindlers

1. In today's fairy tale, two *swindlers* trick the people.
2. Say the word *swindlers* with me three times.
3. Swindlers are people who trick others, usually in order to get others' money or things.

[Invite a student to point out the two swindlers.]

4. Be careful not to get tricked by swindlers who try to sell you broken things.

The swindlers told the emperor that they would make his clothes out of magic cloth.

5. Tell your partner whether or not you would believe what swindlers say.

Purpose for Listening

Remind students that the title of this fairy tale is “The Emperor’s New Clothes,” first written by Hans Christian Anderson. Tell students that the swindlers trick the people in this story. Tell students to listen carefully to find out what the swindlers say and do to trick the people.

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

- ✓ Demonstrate familiarity with the fairy tale “The Emperor’s New Clothes”
- ✓ Describe the characters, plot, and setting of “The Emperor’s New Clothes”
- ✓ 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 Emperor’s New Clothes”

The Emperor's New Clothes



Note: You may wish to fill out the Elements of Stories Chart (The Emperor's New Clothes) as you read.

← **Show image 2A-1: The emperor meets the swindlers**

Many years ago there was an emperor who loved fine—or very nice and beautiful—clothes. He did not care for—or did not like—hunting. He did not care for plays, opera, or art. He was no lover of gourmet food or wine. His only ambition—and goal—was always to be well-dressed. He had a different coat for every hour of the day. He loved to walk about and show off his fancy outfits.

One day two strangers arrived in town.

[Have a student point to the two strangers.]

They were swindlers.

[Define *swindlers* as people who trick others.]

They said they were master weavers from a faraway land.

[Define *weavers* as people who make cloth.]

They told the emperor that they could weave the most beautiful cloth in the world. They said that, not only was their cloth beautiful, but it was also magical. It was specially woven so that only the most intelligent—and smart—people could see it. Those who were **ignorant**—and did not know much—could stare at the cloth all day and not see a thing.

“Astonishing!” thought the emperor. “I will have these men make a suit for me. When it is done, I will figure out who can see it. That way I will be able to tell which men are **intelligent** and which are fools.”

The emperor gave the swindlers a purse filled with gold coins and told them to begin weaving the magic cloth right away.



← **Show image 2A-2: The swindlers at their looms**

The swindlers set up two weaving looms and pretended to be weaving their wonderful cloth.

[Ask students: “What is wrong with this picture? Can you see the cloth on the looms?”]

But they had nothing at all on their looms.

After a few days, the emperor grew curious to see the cloth. The emperor was interested in the magical cloth the weavers were making and wanted to know more about it.

At first he thought he might check up on the weavers himself. But then he remembered what they had said: only intelligent people could see the cloth. He was confident—and sure—that he was smart. There could be little doubt of that. But . . . what if he was not? What if he could not see the cloth? Just to be on the safe side, he decided to send his prime minister to have a look.

[Tell students that a prime minister is an important person to the emperor because the prime minister is supposed to be very wise and gives the emperor advice about what to do.]

“He is very intelligent,” said the king. “If he can’t see the cloth, I dare say nobody can!”

The emperor called for the prime minister and sent him to check up on the weavers. The prime minister went to the room and peeked in. The two swindlers were working away at their looms.

“Prime Minister!” one of the swindlers called out. “You are welcome here! Come in! Come in! Come and see the cloth we have produced.” The man waved his hand at the empty loom and said, “Isn’t it beautiful?”



← **Show image 2A-3: The prime minister takes a close look**

The prime minister squinted and rubbed his head. He did not see any cloth at all, but he did not dare to admit it. That would mean he was a fool. So he pretended to see the cloth.

“Yes!” said the prime minister. “It is most beautiful, indeed! I like it very much! Keep up the good work!”

[Say to students: “Tell your partner whether the prime minister is telling the truth.”]

The prime minister turned to leave, but the second swindler called out to him, “Wait! Don’t go. You must not leave without touching the cloth! I think you will be impressed with our weaving skills. We were just saying that it is the softest cloth we have ever created.”

The prime minister hesitated for a moment. Then he said, “Of course! Of course!” and walked up to one of the looms. He reached out his hand and rubbed his fingers together in the area where he thought the cloth must be. He could not feel anything, but he said, “It is very soft, indeed! Why, it’s lighter than air!”

[Say to students: “Tell your partner whether the prime minister is telling the truth. Why would he describe the cloth as being lighter than air?”]

“Thank you!” said the first swindler. “We are pleased with what we have done. And we are making very good progress, too. The magical cloth is almost finished. But we need a little more money—for thread and other materials. Of course, you understand.”

“Of course! Of course!” said the prime minister. He reached into his pocket and pulled out a bag of coins. Then he handed the coins to the swindlers.

[Ask students whether they would have given the weavers more money.]

The prime minister went back to the emperor and told him that the cloth was quite lovely, and as soft as could be. He said he was confident that the emperor would like it.

That was what the emperor had hoped to hear. The next day, he went to have a look for himself. After all, if his prime minister had seen the cloth, surely he could see it, too.



← **Show image 2A-4: The emperor sees nothing**

But when he stepped into the room where the two men had set up their looms, the emperor saw nothing on the looms.

[Emphasize that the emperor is now thinking to himself.]

“This is terrible!” he thought. “I don’t see anything at all. What can this mean? If the prime minister saw the cloth, it must be there.”

Then why can't I see it? Am I stupid? Am I unfit to be emperor?
That would be the most dreadful thing that could happen to me."

Mid-Story Check-In

1. *Literal* Which characters have you met so far in this fairy tale?
 - I have met the emperor, the swindlers, and the prime minister.
2. *Literal* What do the swindlers say they are making on their weaving looms?
 - The swindlers say they are making beautiful and magical cloth on their weaving looms.
3. *Literal* Who does the emperor send to check on his cloth?
 - The emperor sends his prime minister to check on the cloth.

What does the prime minister see?

- The prime minister sees nothing.

What does the prime minister say he sees?

- The prime minister says that he sees the cloth.

4. *Inferential* Can the emperor see the cloth? How does that make him feel?
 - The emperor cannot see the cloth. That makes him feel bad, embarrassed, stupid, unfit to be emperor.

What do you think the emperor will say about the cloth?

- Answers may vary.

But out loud he said, "It is magnificent! Truly magnificent! Why, I have never seen cloth so lovely!"

[Say to students: "Tell your partner why the emperor said the opposite of what he thinks."]

"Shall we go ahead and make you a suit, then, Your Majesty?"

"Yes, yes. By all means!" said the emperor. "You can get my measurements from the royal tailor."

[Define *tailor* as someone who makes clothes.]

← **Show image 2A-5: The swindlers late at night**



The two swindlers sat up late into the night pretending to work on the suit. They wove more invisible cloth that could not be seen.

They cut the air with scissors and stitched the wind with threadless needles.

[Invite students to pretend they are making an invisible suit.]

Other noblemen came to **inspect**—and look carefully at—the cloth, and all of them pretended to be able to see it, for they did not wish to appear stupid. Soon the whole town was talking about the wonderful cloth and the emperor’s new suit.

At last, the day came when the emperor was to wear his new clothes in public.



← **Show image 2A-6: The swindler’s present their work**

The two swindlers presented themselves in the emperor’s dressing room at daybreak.

“Here is the jacket!” said the first swindler, holding up an empty hanger.

“And here are the pants!” said the other, holding one hand in the air. “What do you think of them?”

All of the emperor’s men agreed that the new clothes were splendid.

The emperor took off his clothes, and the two swindlers pretended to help him put on the make-believe garments.

“Slip your right leg in here, your majesty. That’s it! Now your left leg. Good. Now I must tell you: These pants are not like regular pants. The fabric is so light and airy that it feels like you are wearing nothing at all, but that is the beauty of them!”

The men helped the emperor put on the invisible, imaginary clothes.



← **Show image 2A-7: The emperor admires his new clothes**

Then they led him to his looking glass.

“How handsome you look, your majesty!” said one of the swindlers. All of the courtiers nodded their heads in agreement.

[Ask students: “How do you think the emperor looks? Why doesn’t anyone tell the emperor the truth?”]



← **Show image 2A-8: The streets lined with crowds**

The emperor marched out of the dressing room and made his way out of the palace, followed by many advisors and servants. He marched down the main street of town, with soldiers and bodyguards surrounding him on all sides.

The streets were lined with great crowds. Everyone had heard about the emperor’s new clothes, made of magic fabric that only the wise could see.

“How lovely the emperor’s new clothes are!” one man said.

“And how well they fit him!” added a woman.

None of them would admit that they could not see a thing.



← **Show image 2A-9: The emperor marching through the street**

The emperor marched through the street bursting with pride, showing off his brilliant new suit to everyone in the land. Much to his surprise, they all seemed to see what he could not—and so he was not going to be the one to tell them that he could not see his own clothes!

Just then, a young child stepped out of the crowd and cried out, “Hey! He hasn’t got anything on!”

A hush fell over the crowd. For a few seconds, nobody said anything. Then everyone began to whisper, “The child is right. The emperor isn’t wearing a thing!” Then people began to giggle and laugh as they cried out, “He hasn’t got anything on!”

At last the emperor knew he had been tricked. He tried to march back to the palace as proudly as ever. But he was blushing—and turned pink—from head to toe, as everyone could plainly see.

[Explain that people blush—or turn pink or red—when they are embarrassed. Ask students: “How could everyone see that the emperor was blushing from head to toe?”]

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 Emperor’s New Clothes.”

Who wrote this story?

- Hans Christian Anderson wrote this story.

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

- I know this story is a fairy tale because it has royal characters and begins with the words “Many years ago.”

3. *Inferential* How would you describe the emperor in this story? [You may wish to show an image of the emperor.]

- Answers may vary, but should include that he liked nice clothes; he did not like to be ignorant.

How would you describe the swindlers in this story? [You may wish to show an image of the swindlers.]

- Answers may vary, but should hint that they are tricky.

4. *Literal* Who do the swindlers say they are? What do they say they can make?

- The swindlers say they are master weavers who can make beautiful and magical cloth.

How is the magical cloth special?

- The magical cloth is special because only intelligent people can see it.

5. *Inferential* Why do the characters pretend to see the cloth?

- The characters pretend to see the cloth because they want to seem intelligent and not like fools.

6. *Inferential* Who says out loud that the emperor is not wearing anything? Do you think he was the first one to really notice that the emperor is not wearing anything?
 - A young child says out loud that the emperor is not wearing anything. He is not really the first to notice that the emperor is not wearing anything; he is just the first to say it.
7. *Evaluative* Do you think the emperor will continue to like nice and fine clothes? Why or why not?
 - Answers may vary.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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

Sentence Frames:

Do you think the emperor has learned a lesson? (Yes/No)

I learned that . . .

If . . ., then . . .

8. *Evaluative Think Pair Share:* Do you think there is a lesson to be learned from this story? If so, what is it?
9. 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: Curious

1. In the read-aloud you heard, “After a few days, the emperor grew *curious* to see the cloth.”
2. Say the word *curious* with me three times.
3. *Curious* means having a desire and wanting to learn more about something.
4. Rohan was very curious about the bug on his front door; it had a purple body and bright orange legs.

Cari is curious about what will happen in the next chapter in the book she is reading.

5. Have you ever been curious about something or seen an animal that was curious about something? Try to use the word *curious* when you describe it and tell about it.

[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I was curious about . . . ” or “I saw a/an [animal] that was curious about . . . ”]

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

Use a *Sharing* activity for follow-up. Directions: Think of three things your partner might be curious about. Then, taking turns with your partner, ask each other questions to find out if your partner would be really curious about that thing. For example, you might ask, “Are you curious about [how thunderstorms form]?” And your partner should answer, “Yes, I am curious about that,” or, “No, I am not curious about that.” I will call on several of you to share what your partner is curious about.



Complete Remainder of the Lesson Later in the Day



The Emperor's New Clothes

2_B

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Purse

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Purse).] In the fairy tale you heard, “The emperor gave the swindlers a purse filled with gold coins and told them to begin weaving the magic cloth right away.” Here, *purse* is a bag used to hold money. Which picture shows this?
2. *Purse* also means to form your lips into a tight circle or straight line. [Purse your lips, and invite students to do the same.] Which picture shows this?
3. Now that we have gone over two different meanings for *purse*, quiz your partner on these different meanings. Try to use complete sentences. For example, you could say, “My little sister purses her lips while she concentrates on coloring.” And your partner would respond, “That’s number 2.”

↔ Syntactic Awareness Activity

Horizontal Word Wall: Ignorant-Intelligent

Note: Although the focus of this activity is on word meanings, students will gain practice in syntax as they create sentences for the words.

Materials: long horizontal chart paper; words written on index cards

in red—*ignorant, foolish, unlearned, uneducated*

in yellow—*average, ordinary, fair*

in green—*intelligent, smart, educated, bright, clever*

1. In the fairy tale you heard, “[The cloth] was specially woven so that only the most *intelligent* people could see it. Those who were *ignorant* could stare at the cloth all day long and not see a thing.”

2. Say the word *intelligent* with me three times.
Say the word *ignorant* with me three times.
3. *Intelligent* means able to easily learn or understand things.
Ignorant means not knowing a lot, not having a lot of information or knowledge.
4. First we will make a Horizontal Word Wall for *intelligent* and *ignorant*. Then you will make up sentences using the words on the word wall.
5. [Place *ignorant* on the far left of the chart and place *intelligent* on the far right. Now hold up *foolish* and ask whether it should be placed with *ignorant* or *intelligent*. Hold up the rest of the cards and ask where they should be placed on the horizontal word wall.]
6. [Have students choose two different-colored words and make up a sentence using the words. Call on several students to share their sentences. Some students may be able to write down their sentences.]

↔ Vocabulary Instructional Activity

Word Work: *Inspect*

1. In the read-aloud you heard, “Other noblemen came to *inspect* the cloth, and all of them pretended to be able to see it.”
2. Say the word *inspect* with me three times.
3. When you inspect something you look very carefully at it, usually to see whether what you are inspecting is of a good quality.
4. Sam’s father took their old car to the mechanic to inspect it and make sure it does not have any problems.
At many popular places now, there are workers at the entrance to inspect peoples’ bags for dangerous items.
5. With your partner, can you think of two things that need to be inspected?
[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “_____ needs to be inspected.” Suggestions: backpacks, luggage, cars, airplanes, houses, foods.]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will say a list of things. If what I say is something that needs to be inspected, say, “I need to inspect that.” If what I say is something that does not need to be inspected, say, “I do not need to inspect that.”

1. your teacher asks you to make sure there are no marks in your books
2. the milk smells sour
3. your grandma hands you an ice cream cone
4. you want to make sure that your clothes do not have any holes
5. you want to make sure you like the room in the apartment you will move into
6. your teacher gives you a box of crayons to use

10 End-of-Lesson Check-In

Note: Choose either the Story Map or Sequencing the Story activity. You may wish to fill out a story map for “The Emperor’s New Clothes” 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 Emperor’s New Clothes” 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 Emperor’s New Clothes.” (emperor, swindlers, prime minister, townsfolk, young child)
- Tell students that the setting of a story is where the story takes place. Ask students what the settings are in this story. (in the palace, on the main street)
- 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 fable.

[This is also a good opportunity to talk about the conventions of beginning a fiction story, e.g., “Many years ago . . .” and ending a fiction story, e.g., “But he was blushing from head to toe, as everyone could plainly see.”]

Sequencing the Story (Instructional Master 2B-1)

- Give students a copy of Instructional Master 2B-1. Explain to students that this worksheet has pictures of events from the plot of “The Emperor’s New Clothes.”
 - First, have students talk about what is happening in each picture.
 - Next, have students cut out the six pictures.
 - Then, students should arrange the pictures in the 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.