



# Beauty and the Beast, Part I

3

## ☑ **Lesson Objectives**

---

### **Core Content Objectives**

---

Students will:

- ✓ Demonstrate familiarity with the fairy tale “Beauty and the Beast”
- ✓ Describe the characters, plot, and setting of “Beauty and the Beast”
- ✓ 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 “Beauty and the Beast”

### **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 “Beauty and the Beast, Part I” by giving events that happen in the story the label *First* or *Then* (RL.2.2)
- ✓ Describe, using the text and the images, how the merchant’s daughters feel about moving from their lavish house to a simple cottage (RL.2.3)
- ✓ Identify the characteristics of fairy tales and explain the characteristics as they apply to “The Emperor’s New Clothes” (RL.2.5)
- ✓ Compare and contrast “The Fisherman and His Wife” and “The Emperor’s New Clothes” (RL.2.9)
- ✓ Make personal connections to the experience of the merchant’s family having to move, and tell how they would react to moving from a lavish home in the city to a simple cottage in the woods (W.2.8)

- ✓ With assistance, organize and label story events (W.2.8)
- ✓ Determine the meanings of words, such as *misfortune*, by using the prefix *mis-* (L.2.4b)
- ✓ Identify real-life connections between words—*merchant*, *fearsome*, and *fortune*—and their use (L.2.5a)
- ✓ Identify the correct usages of *misfortune* and *fortune*, and explain that they are antonyms (L.2.5a)

### Core Vocabulary

---

**astonished, *adj.*** Feeling or showing great surprise or amazement

*Example:* Trent's baseball team was astonished by their big victory.

*Variation(s):* none

**fearsome, *adj.*** Causing fear or very frightening

*Example:* The tiger is one of the most fearsome animals in the jungle.

*Variation(s):* none

**fortune, *n.*** Great wealth or riches

*Example:* Part of the king's fortune included castles, jewels, and very fine horses.

*Variation(s):* fortunes

**merchant, *n.*** Someone who buys and sells goods

*Example:* The merchant had his own market to sell his goods.


*Variation(s):* merchants

<b>Vocabulary Chart for Beauty and the Beast, Part I</b>			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined&gt;</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics&gt;</i> .			
<b>Type of Words</b>	<b>Tier 3</b> Domain-Specific Words	<b>Tier 2</b> General Academic Words	<b>Tier 1</b> Everyday-Speech Words
<b>Understanding</b>	beast blizzard cargo goods <b>merchant</b> snowstorm	<b>astonished</b> eldest/youngest <b>fearsome</b> forgive <b>fortune/</b> <b>misfortune*</b> lavish/simple punishment	cottage daughters father gown meal palace
<b>Multiple Meaning</b>			garden rose
<b>Phrases</b>	face your punishment send her in your place	for the sake of to make the best of things	diamond necklace dining room
<b>Cognates</b>	bestia carga	<b>fortuna/</b> <b>infortunio*</b>	palacio jardín rosa

## ***Image Sequence***

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

1. 3A-1: Interior of cottage in the woods
2. 3A-2: Merchant leaving for the city
3. 3A-3: Snowstorm and the palace
4. 3A-4: Merchant seated in large dining hall
5. 3A-5: Merchant finds a beautiful rose garden
6. 3A-6: The beast confronts the merchant
7. 3A-7: The merchant gives his daughters their gifts

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Fairy Tale Review</b>	Fairy Tales Characteristics Chart	15
	<b>Introducing “Beauty and the Beast, Part I”</b>	world map or globe	
	<b>Vocabulary Preview: Merchant, Fearsome</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Beauty and the Beast, Part I</b>	Elements of Stories Chart (Beauty and the Beast)	10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Fortune</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Which Happened First?</b>	Instructional Master 3B-1	20

### ***Advance Preparation***

For Fairy Tale Review, fill in the column for “The Emperor’s New Clothes” on the Fairy Tale Characteristics Chart as the class reviews the fairy tale.

For What Happened First? prepare a copy of Instructional Master 3B-1 for each student. You may also wish to write the sentences onto large strips of paper so that students can physically show which events happen first. This activity will prepare students for the Extension activity, Drawing the Read Aloud, in Lesson 4.

### ***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. [You will continue this chart in the next lesson.]

<b>Title</b>	Beauty and the Beast
<b>Author</b>	Madame Gabrielle-Suzanne Barbot de Villeneuve (Madame Villeneuve)
<b>Setting</b>	Cottage, snowstorm, palace, rose garden
<b>Characters</b>	Merchant, eldest daughter, second daughter, Beauty, beast
<b>Themes</b>	Do not take anything that is not yours.
<b>Opening</b>	“Once upon a time”
<b>Ending</b>	(See next lesson.)



# Beauty and the Beast, Part I

3A

## Introducing the Read-Aloud

15 minutes

### Fairy Tale Review

- Present the Fairy Tales Characteristics Chart (Instructional Master 1A-1). Ask students to tell you about the characteristics of fairy tales. Make sure that the following characteristics are covered:
  - Royal characters
  - Magical characters
  - Magical events
  - “Once upon a time” beginnings
  - “Happily ever after” endings
- Ask students whether the events that happen in fairy tales are real or fantasy. Confirm that 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 Emperor’s New Clothes” 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, begins with “Many years ago . . .” **Note:** There are no magical events because the swindlers were not really making magic cloth; they were just pretending to make it.)
- Prompt students to make comparisons between the fairy tales “The Fisherman and His Wife” and “The Emperor’s New Clothes” based on the Fairy Tales Characteristics chart. You may wish to ask:
  - Do these two fairy tales have “once upon a time” beginnings? Are they stories from long ago?
  - Are there royal characters in the stories?
  - Do both stories have magical characters and events? (Yes, for “Fisherman and His Wife.” No, for “The Emperor’s New Clothes.”)

- Do these stories have happy endings?

## Introducing “Beauty and the Beast, Part I”

---

- Tell students that today they are going to hear the first part of a fairy tale called “Beauty and the Beast” Tell students that this story was first written in a book by a French woman named Madame Villeneuve.

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

### Picture Walk

- Tell students that you will take a picture walk through this story together.



#### ← Show image 3A-2: Merchant leaving for the city

- Identify the merchant, the eldest daughter (wearing gray), the second daughter (wearing green), and Beauty (wearing maroon).
- Tell students that the merchant, the girls’ father, is leaving for the city. He asks his daughters what they want from the city. One daughter asks for a gown, one daughter asks for a diamond necklace, and one daughter asks for a rose. Ask students if they can guess which gift each daughter asked for.



#### ← Show image 3A-3: Snowstorm and the palace

- Ask students what the weather is like. Describe that it is a blizzard, or very big snowstorm, and that it is dangerous for the merchant to be outdoors.



#### ← Show image 3A-6: The beast confronts the merchant

- Have students identify the new character. (the beast)
- Have students describe the facial expressions of both characters.
- Have students tell their partner why the beast looks angry and what might happen to the merchant.

## Vocabulary Preview

---

### Merchant

1. In the beginning of this fairy tale, you will meet a *merchant* and his three daughters.
2. Say the word *merchant* with me three times.
3. A merchant is someone whose job is to buy and sell things.

4. The merchant went to a faraway land to find new and interesting things to sell.

The merchant sold his goods at the market.

5. What do you think the merchant in this story sells? [Although the story does not tell what he sells, it does say that he had ships filled with valuable cargo. You may wish to have students imagine what kinds of valuable things he sells.]

### ***Fearsome***

1. In today's fairy tale you will hear, "The . . . merchant turned around and saw a *fearsome* creature, who was half man and half beast."
2. Say the word *fearsome* with me three times.
3. Something that is fearsome makes people very frightened and scared of it.
4. The tiger is one of the most fearsome animals in the jungle.
5. Tell your partner two things you think are fearsome.

### **Purpose for Listening**

---

Remind students that the title of this fairy tale is "Beauty and the Beast," and that they will hear the first half of the story today. This story was first written into a book by a French woman, Madame Villeneuve. Tell students to listen carefully to see if the merchant will be able to get his daughters the gifts they wanted.

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

- ✓ Demonstrate familiarity with the fairy tale "Beauty and the Beast"
- ✓ Describe the characters, plot, and setting of "Beauty and the Beast"
- ✓ 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 "Beauty and the Beast"



## Beauty and the Beast, Part I



**Note:** You may wish to fill out the Elements of Stories Chart (Beauty and the Beast) as you read.

### ← Show image 3A-1: Interior of cottage in the woods

Once upon a time, in a faraway country, there lived a **merchant** with his three daughters. The merchant was very rich. Indeed, he had more money than he needed, until a lot of hard things happened.

First, the merchant lost two of his biggest ships full of cargo—goods he was going to sell—in a great storm at sea. Then, he was forced to give up his lavish—very expensive and fancy—home in the city because he could no longer afford to pay for it.

The merchant lost his **fortune** and was left with nothing. He told his daughters that they would have to move to a little cottage in the woods, far from town, and work hard and live simply.

[Ask students whether the picture shows a lavish home or simple cottage. Say to students: “Tell your partner whether you think it would be difficult for the merchant and his daughters not to be rich anymore. How would you feel if you were in the same situation?”]

The two older daughters complained bitterly, for they had grown accustomed to—used to—a life of luxury. The older daughters had a hard time living their new life in the cottage. But the youngest daughter, who was called Beauty, always tried to make the best of things.

Several months later, the merchant heard that one of his ships, which he thought had been lost at sea, had in fact landed with a cargo of valuable goods to sell.

[Ask students: “Is this misfortune or good fortune?”]



### ← Show image 3A-2: Merchant leaving for the city

As the merchant prepared to make the long trip to the city to claim—and get back—his goods, he asked his daughters what he might bring them when he returned.

The eldest daughter asked for a fancy gown.

The second daughter asked for a diamond necklace.

Beauty had plenty of things she wished for, but none that her father’s money could buy.

[Say to students: “Tell your partner what kinds of things Beauty might wish for that money can’t buy.”]

Beauty replied to be polite, “Please bring me a rose, for I have not seen one since we came here, and I love them so much.”

When the merchant finally reached his ship, he found that most of his goods had been stolen. He sold what remained and made just enough money to buy a dress for his eldest daughter and a necklace for his second daughter. Then he set off for home.

[Ask students: “Did he forget something?” (A rose for Beauty)]



← **Show image 3A-3: Snowstorm and the palace**

On the way home, snow began to fall. It covered the road and made it hard to see. The wind blew so hard, it almost knocked the merchant off his horse.

[Ask students: “What kind of weather does this seem like?” (snowstorm)]

He was worried that he might get lost in the blizzard—a very big snowstorm. The merchant decided that he should stop at the next house he came to, and wait there until the storm passed.

Eventually he came upon a large palace with lights blazing. He knocked, but no one answered. He found that the door was unlocked, so he opened it and peered in.

“Hello!” he called out, but there was no answer. He stepped into the foyer—or front hall—and brushed the snow off his coat.



← **Show image 3A-4: Merchant seated in large dining hall**

Curious, yet hesitant, the merchant slowly made his way into a large dining hall. To his surprise, a fire was burning in the fireplace, and a little table had been set with a sumptuous meal, just right for one person.

[Point to the food on the table and ask: “What do you think the word *scrumptious* means?”]

“Hello?” he called again. “Is anybody here?”

Again, there was no answer.

The merchant inspected the food.

“Is someone eating this food?” he asked. “Would you mind if I had a few bites? I have been riding in a bitter snowstorm and . . .” he continued.

When there was no reply, the merchant decided that he would have a few bites of food and then look for his gracious host.

[Say to students: “Tell your partner whether you would have eaten some food. Why or why not?”]

After he had eaten, he set off to find the owner of the house to thank him. He wandered through the rooms on the ground floor, but neither master nor servant appeared. At last he stepped outside into a beautiful garden.

### ***Mid-story Check-In***

1. *Literal* Which characters have you met so far?

- I have met the merchant and his three daughters.

Which character has not appeared in the story yet?

- The beast has not appeared in the story yet.

2. *Literal* Why is the merchant inside the palace?

- The merchant is inside the palace to take shelter from the snowstorm.

3. *Inferential* What do you think he will do in the garden? Who do you think he is going to meet?

← **Show image 3A-5: Merchant finds a beautiful rose garden**



The merchant was **astonished**—and amazed—to discover that the garden was in full bloom, even though it was the middle of winter and most of the countryside was covered in a thick blanket of snow. In the garden, birds chirped. Flowers bloomed. The air was sweet and balmy—warm and calm.

[Ask students: “Do you think it’s strange that the trees and garden do not have snow? Do you think it is strange that it is warm and calm in the garden while there is a snowstorm outside? Do you think it is strange that the flowers are in full bloom in the middle of winter?”]

The man explored the garden until he came upon a row of beautiful rosebushes. He remembered that Beauty had asked him to bring her a rose. He reached out to pluck a rose. But just as the stem broke, he heard a loud roar behind him.

“Who told you that you might gather roses in my garden!” said a low, gruff voice.

[Ask students: “Who do you think said that?”]

The startled merchant turned around and saw a **fearsome** creature, who was half man and half beast.

[Invite students to close their eyes and imagine what a fearsome creature would look like.]



← **Show image 3A-6: The beast confronts the merchant**

“What!?” said the beast. “Is it not enough that I have given you dinner and a place to wait out the storm? You must also steal my roses?”

“Please forgive me,” said the merchant, falling to his knees. “I tried to find you to thank you for the meal. I will pay you for it, if you like. As for the rose, I only wanted it for my youngest daughter, Beauty. Her only wish when I left her was that I return with a rose for her. Your gardens are so magnificent. I did not think you would miss a single rose.”

“You are very ready with excuses and flattery—and kind words!” Beast said. “But that will not save you from the punishment you deserve!”

[Say to students: “Tell your partner what kind of punishment that might be.”]

“Oh, forgive me,” said the merchant, “if not for my own sake, then for the sake of my daughters. If I do not return home, there will be no one to support—and take care of—them.”

There was a long pause. Then the beast spoke again.

“I will forgive you,” he said, “on one condition. You must send one of your daughters to live with me. Go and see if any of them is brave enough and loves you enough to save you from a life in my castle! If one of them will come, you may send her in your place. Otherwise, you must come yourself and face your punishment.”

[Say to students: “Tell your partner if this seems like a fair punishment.”]



← **Show image 3A-7: The merchant gives his daughters their gifts**

When the storm was over, the merchant returned home. He gave his daughters their presents: a gown for the eldest, a diamond necklace for the second, and a rose for Beauty.

The older sisters were delighted, but Beauty could sense that something was wrong.

“Father,” she said. “Why did you sigh so deeply when you gave me that beautiful rose?”

“In a few days I will tell you,” said the merchant. “But for now, let’s just enjoy being together again.”

## ***Discussing the Read-Aloud***

**10** minutes

### **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 “Beauty and the Beast.”

Who wrote this story?

- Madame Villeneuve 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 begins with “once upon a time,” has a magical creature, and has magical events—it is warm in the garden, and the flowers are in full bloom in the middle of winter.

3. *Literal* What are the merchant's misfortunes?
  - The merchant's misfortunes are that he lost his two biggest ships with the goods he was going to sell and that he had to move from his lavish house to a simple cottage.
4. *Evaluative* What do the three daughters ask their father for?
  - The eldest daughter asks for a gown. The second daughter asks for a diamond necklace. The youngest daughter asks for a rose.

What does the gift each daughter asks for tell you about the daughters?

- Answers may vary, but should hint that the older daughters like fancy things and care only for themselves, whereas the youngest daughter does not care for fancy things and may be a little more thoughtful.
5. *Inferential* Why does Beauty's father sigh when he gives her the rose?
    - Beauty's father sighs because of Beast's punishment that he or one of his daughters will need to face.
  6. *Evaluative* Why is the beast described as fearsome? What other words might you use to describe the beast?
    - The beast is described as fearsome because he is half man and half beast; he has a low, gruff voice and gets angry at the merchant. Some other words that describe the beast might include: scary, lonely, sad, generous (because he shared his food), thoughtful (because he let the merchant go to his daughters).

[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 merchant should return to the beast? (Yes/No)

I think the merchant should . . .

The merchant should . . . because . . .

7. *Evaluative Think Pair Share:* At the end of today's story, the beast tells the merchant to return for his punishment. What do you think the merchant should do? Why?
8. After hearing today's read-aloud 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 questions.]

## Word Work: Fortune

---

1. In the read-aloud you heard, “The merchant lost his *fortune* and was left with nothing.”
2. Say the word *fortune* with me three times.
3. The word *fortune* means having great wealth or good luck.
4. The merchant had good fortune when his lost ship was found.

The queen’s fortune included a beautiful castle and jewels.

5. Have you ever had good fortune? [Remind students that fortune means great wealth or good luck; this question refers to good luck.] Try to use the word *fortune* when you tell about it.

[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I had good fortune when . . . ”]

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

Use an *Antonyms* activity for follow-up. Directions: The antonym, or opposite, of the word *fortune* is *misfortune*. The prefix *mis-* often makes a word have the opposite meaning. What do you think *misfortune* means? (*Fortune* means good luck, so *misfortune* is bad luck.) If what I name is an example of the merchant’s good fortune, say, “That is good fortune.” If what I name is an example of his misfortune, say, “That is a misfortune.”

1. The merchant lost his ship at sea.
  - That is a misfortune.
2. The merchant had a healthy family.
  - That is good fortune.
3. The merchant could not pay for his house.
  - That is a misfortune.
4. The merchant had a lavish home.
  - That is good fortune.
5. The merchant had more money than he needed.
  - That is good fortune.



**Complete Remainder of the Lesson Later in the Day**



# Beauty and the Beast, Part I

3<sub>B</sub>

## Extensions

20 minutes

### Which Happened First? (Instructional Master 3B-1)

**Note:** You may wish to have students fill out Instructional Master 3B-1 as the class does this activity.

- Tell students you are going to play a game called “Which Happened First?” You will read a pair of sentences that you have written on chart paper or sentence strips. Each sentence begins with a blank. Do each pair of sentences separate from each other and one at a time.
- Write the words *First* and *Then* on chart paper, a chalkboard, or a whiteboard for students to see. Be sure that students understand that *First* means that it happens before something else, and *Then* means it happens later or after what happens first.
- One volunteer will choose which sentence happened first in the story and write the word *First* on the blank before that sentence. Then another volunteer will write the word *Then* on the blank before the sentence that happens second in the story.

✈ Above and Beyond: Some students may be able to complete this worksheet on their own. Later, you may wish to have students work in pairs to create their own sentences and label them *First* and *Then*.

1. \_\_\_\_\_, the merchant and his family live in a simple cottage. (Then)  
\_\_\_\_\_, the merchant and his family live in a lavish home. (First)
2. \_\_\_\_\_, the merchant loses two ships full of cargo. (First)  
\_\_\_\_\_, the merchant finds out that one ship was found. (Then)
3. \_\_\_\_\_, the merchant rides his horse in a snowstorm. (First)  
\_\_\_\_\_, the merchant finds a castle. (Then)
4. \_\_\_\_\_, the merchant finds a rose garden. (Then)  
\_\_\_\_\_, the merchant eats a meal. (First)



5. \_\_\_\_\_, the beast appears. (Then)  
\_\_\_\_\_, the merchant picks a rose for Beauty. (First)
6. \_\_\_\_\_, the beast tells the merchant his punishment. (First)  
\_\_\_\_\_, the beast lets the merchant go back to his daughters. (Then)