



Beauty and the Beast, Part II

4

☑ **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” using a sequence of student-created drawings of the read-alouds, and determine the central message, lesson, or moral (RL.2.2)
- ✓ Describe, using the text and the images, how Beauty’s feelings change towards the beast from the beginning of the story to the end of the story (RL.2.3)
- ✓ Identify the characteristics of fairy tales, and explain the characteristics as they apply to “Beauty and the Beast” (RL.2.5)
- ✓ Draw pictures, dictate, or write simple sentences to represent details or information from “Beauty and the Beast,” including information about the main characters, the setting, and an event from the plot of the fairy tale (W.2.3)

- ✓ With guidance and support from adults, use a variety of digital tools to publish their own storybook of “Beauty and the Beast,” created in collaboration with a group of peers (W.2.6)
- ✓ Participate in a shared writing project by retelling the read-aloud using a series of drawings and sentences about “Beauty and the Beast” (W.2.7)
- ✓ With assistance, organize student-drawn pictures of the read-alouds to match the storyline of “Beauty and the Beast” (W.2.8)
- ✓ Create a drawing of one event in “Beauty and the Beast” that will be added to other students’ drawings to retell the story (SL.2.5)
- ✓ Use sentence-level context as a clue to the meaning of the multiple-meaning word *tunes* (L.2.4a)
- ✓ Identify real-life connections between words—*appearance*, *courtesy*, *constant*, and *tunes*—and their use (L.2.5a)
- ✓ Explain the meaning of the common saying “better late than never” and use in appropriate contexts (L.2.6)

Core Vocabulary

constant, *adj.* Happening all the time, over a long period of time

Example: The constant noise in the lunchroom was too loud to hear over.

Variation(s): none

despite, *prep.* Without being stopped; anyway

Example: Mariah played in the soccer game despite her injury.

Variation(s): none

determined, *adj.* With strong feeling that you are going to do something

Example: Irma was determined to learn to ride her bike.

Variation(s): none

sorrowful, *adj.* Feeling or showing great sadness

Example: The students were sorrowful when their favorite teacher moved away.


Variation(s): none

Vocabulary Chart for Beauty and the Beast, Part II			
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	beast curtsied locket merchant	<i>appearance</i> constant* <i>courtesy</i> despite elegant lovely pleaded sorrowful	awoke castle daughter evening husband kindness painful prince promise sister
Multiple Meaning	marry	determined handsome treated <u>tunes</u>	tear
Phrases	Better late than never Do not be deceived by appearances Trust your heart, not your eyes Your goodness will be rewarded	heed this advice less painful than imagined long to see put it off to avoid it	It's all my fault too late
Cognates	bestia	<i>apariencia</i> constante* <i>cortesía</i> elegante	castillo promesa

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. 4A-1: Daughters receiving their gifts
2. 4A-2: Beauty meets the beast
3. 4A-3: Beauty begins to cry
4. 4A-4: Dinner with the beast
5. 4A-5: Beauty misses her father
6. 4A-6: Beauty visits with her family
7. 4A-7: Beauty wakes from her dream
8. 4A-8: Beauty and the beast in the garden
9. 4A-9: The beast becomes a handsome prince

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Fairy Tale Review	Fairy Tales Characteristics Chart	15
	Introducing “Beauty and the Beast, Part II”	Instructional Master 4A-1	
	Vocabulary Preview: Appearance, Courtesy	Response Card 3	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Beauty and the Beast, Part II	Elements of Stories Chart (Beauty and the Beast)	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Constant		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: Better Late Than Never		20
	Multiple Meaning Word Activity: Tunes	Poster 2M (Tunes)	
	Drawing the Read-Aloud	Instructional Master 3B-1; drawing paper, drawing tools	

Advance Preparation

For Fairy Tale Review, fill in the column for “Beauty and the Beast, Part I” on the Fairy Tale Characteristics Chart as the class reviews the first half of this fairy tale.

For Drawing the Read-Aloud, group students into groups of four to six. Make sure that students within the group do not draw the same scene from the story. You may wish to assign three students to draw a particular scene from the beginning, middle, or end so that these three parts of the story are covered. You may wish to publish your students’ drawings using computer programs such as iPublish or PowerPoint.

Note: This activity may take more than the time allotted for the extension activities. Please continue this activity during the Pausing Point.

Note to Teacher

You may wish to continue filling out an Elements of Stories chart (Instructional Master 1A-3) together with the class as you continue this story. Be sure to pause at the points in the read-aloud where parts of the chart can be filled in.

Title	Beauty and the Beast
Author	Madame Gabrielle-Suzanne Barbot de Villeneuve (Madame Villeneuve)
Setting	[Cottage, snowstorm, palace, rose garden,] new house
Characters	[Merchant, eldest daughter, second daughter, Beauty, beast,] servants, sisters’ husbands, prince
Themes	[Do not take anything that is not yours.] Goodness will be rewarded. Do not be deceived by appearances. Trust your heart, not your eyes. Better late than never.
Opening	[“Once upon a time”]
Ending	“And they lived happily ever after.”

For Comprehension Question #2, you may wish to continue filling out the Fairy Tales Characteristics Chart.



Beauty and the Beast, Part II

4_A

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 mentioned:
 - 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 “Beauty and the Beast” (based on Part I) 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: magical character, magical events, begins with “Once upon a time.”)
- Review images from “Beauty and the Beast, Part I” to help refresh students’ memories of the first part of the fairy tale. Ask students what happened at the end of Part I. (The merchant arrived home from the beast’s castle and gave his daughters their gifts.)

Introducing “Beauty and the Beast, Part II”

- Tell students that today they are going to hear the second part of a fairy tale called “Beauty and the Beast.”

Picture Walk

- Tell students that you will take a picture walk through the second part of this story together.



← Show image 4A-2: Beauty meets the beast

- Ask students who they think went to live with the beast in her father’s place.
- Have students describe the characters’ facial expressions.



← Show image 4A-4: Dinner with the beast

- Ask students what the characters are doing in the picture. Ask whether it looks like they are having a pleasant time.



← Show image 4A-6: Beauty visits with her family

- See if students can recognize the characters in this picture. (Beauty, her sisters, her father)
- Ask students whether the house looks like a cottage or an expensive house. Tell students that the beast gives the merchant a lot of gold coins, so the merchant bought the nice house with the gold coins.
- Give students Response Card 3 (Beauty and the Beast). Have students tell their partner one thing they think might happen in the second part of this story. You may wish to have students write down the name of the characters they see: *Beauty* and *beast*, as you write them down on the Elements of Stories Chart.

Vocabulary Preview

Appearance

1. In today’s fairy tale you will hear that “Despite his *appearance*, Beauty found the beast polite.”
2. Say the word *appearance* with me three times.
3. Appearance is how something or someone looks on the outside.
4. The beast’s appearance was scary, but he was kind.

The beast told Beauty not to be tricked by appearances: what something looks like on the outside may not be the way it is on the inside.

5. [Have students look at Response Card 3.] Describe the appearance of Beauty and the appearance of the beast.

Courtesy

1. In today's fairy tale you will hear that the beast treated Beauty with kindness and *courtesy*.
2. Say the word *courtesy* with me three times.
3. Courtesy is good manners.
4. Saying "please" and "thank you" are common courtesies.

Holding the door open for others is another example of courtesy.

5. With your partner think of another example of courtesy. [Call on several partner pairs to share their example. Suggestions: writing a "thank you" note; letting an older person or pregnant woman have a seat on the bus; helping elders carry their bags; helping parents bring the groceries into the house without being asked; helping others in need.]

Purpose for Listening

Remind students that they will hear the second part of "Beauty and the Beast." This story was first written into a book by a French woman, Madame Villeneuve. Tell students to listen carefully to see if their predictions—about who goes to stay with the beast and what might happen in the second half of this story—are correct.

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 II



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

← **Show image 4A-1: Daughters receiving their gifts**

A few days later, the merchant told his daughters what had happened to him in the rose garden at the beast’s castle. He told them how he had plucked the rose and been confronted by—and came face to face with—the beast. He explained that he had promised to return to the beast and accept his punishment.

“Do you have to go?” pleaded the girls. He explained that the beast had said that the only way for him to avoid it—and not have to go—would be if one of them was willing to go and live with the beast.

“But I won’t allow that!” exclaimed the merchant.

“I will go,” Beauty said quietly.

[Say to students: “Tell your partner why Beauty volunteers to go in her father’s place. Do you think her father will let her go?”]

“No, Beauty,” said her father. “I am the one who took the rose. I shall go back to the beast. I would rather go myself for a hundred years than send you.”

“No, Father,” said Beauty. “I want to go.”

Her father tried to change her mind, but Beauty was **determined**. Beauty would not change her mind and felt strongly that she should go in her father’s place.



← **Show image 4A-2: Beauty meets the beast**

A few days later, Beauty and her father returned to the castle. When she first saw the Beast, Beauty could not help shuddering—and shaking because of fear—but she tried to conceal—and hide—her fear.

“Good evening, old man,” said the beast. “Is this your youngest daughter?”

“Yes,” said the merchant. “This is Beauty.”

Beauty curtsied before the beast.

[Invite the girls to practice doing a curtsy.]

“Good evening, Beauty,” said the beast. “Are you here to take your father’s place and live here, with me, in the castle?”

“Yes, I am,” said Beauty.



← **Show image 4A-3: Beauty begins to cry**

The following day, the beast gave Beauty’s father a trunk filled with golden coins and sent him on his way. As Beauty watched her father ride away, she held back the tears.

“Beauty,” said the beast, “fear not. Things are not as bad as they may seem. You have given yourself for your father’s sake, and your goodness will be rewarded. Listen to me and heed this advice: Do not be deceived by appearances. Trust your heart, not your eyes.”

[Explain the beast’s advice to Beauty. Ask students why the beast would give this kind of advice. For the following paragraph, invite students to close their eyes and imagine what Beauty sees around the palace.]

The next day, Beauty explored her new home. The beast had been right. Things were not as bad as she had feared. The palace was actually quite lovely. She found a huge library filled with books she had always wanted to read. She went for a walk in the lovely gardens, where songbirds chirped her favorite tunes—or songs.



← **Show image 4A-4: Dinner with the beast**

When it was time for dinner, Beauty was greeted by a staff of pleasant servants, who prepared none other than her favorite meal.

[Ask students whether it is strange that the birds know her favorite songs and the servants know her favorite meal. How would they know these things about Beauty?]

“Good evening, Beauty,” said the beast.

Beauty was still startled—and a little scared—by the beast’s appearance, but the more time she spent with him, the more she

found that he treated her with kindness and courtesy—and good manners. He pulled out her chair and sat next to her at dinner. He listened to her stories about her family and spoke kindly to her while they dined. The dinner turned out to be less painful than Beauty had imagined. When it was over and it was time to say good night, though, the beast turned to Beauty and asked, “Do you love me, Beauty? Will you marry me?”

Beauty did not know what to say. She was afraid that the beast would be upset if she declined—or said “no.”

Seeing this, the beast said, “Say yes or no, without fear.”

Trusting his words, Beauty replied, “No, thank you,” as gently as she could.

“Very well,” said the beast. “Good night, then.”

After that, every night was much the same. Beauty dined with the beast, and the beast treated her with great kindness. She even began to enjoy his conversation. Little by little Beauty got used to the way he looked. **Despite** his appearance, Beauty found the beast polite, and his courtesy and elegant manners put her fears to rest. But when the meal was over and it was time to say good night, the beast always turned to her and asked, “Do you love me, Beauty? Will you marry me?”

Although she cared for him more and more with each passing day, Beauty always felt that, as hard as it was, the only answer she could give was “No, thank you.”

One night, the beast noticed a **sorrowful** look on Beauty’s face. “Beauty,” he said, “I cannot bear to see you unhappy. What is the matter?”

Mid-Story Check-In

1. *Literal* Who went to live with the beast at his castle?
 - Beauty went to live with the beast at his castle.

[Ask students whether their prediction was correct.]

2. *Inferential* Is living at the castle as bad as Beauty had expected?
- No, living at the castle was not as bad as Beauty had expected.

Why not?

- She thought the palace was lovely; she liked the library; she liked the gardens; she enjoyed dining with the beast; etc.

3. *Inferential* Why do you think Beauty is sorrowful?
- Answers may vary.



← **Show image 4A-5: Beauty misses her father**

“Oh!” she said, wiping away a tear, “I am just sad because I miss my family,” she paused, “especially my father. He is getting older, and if his health is failing, I worry that he may need me. If only I could see him just to make sure that he is well.”

“But, Beauty,” said the beast, “if you leave me, I fear that I will never see you again and I will be alone forever.”

“Dear Beast,” said Beauty softly, “I do not want to leave you. I would be very sad if I could not see you again. But, I long to see my father. I really, really miss him. If you will let me go for one month, I promise to come back and stay with you for the rest of my life.”

“Very well,” sighed the beast. “But remember your promise.”

[Ask students to restate Beauty’s promise.]

“And wear this locket as a **constant** reminder. Every time you see this locket, you will remember your promise to return to me.”

[Point to the locket. Define *locket* as a small case that can be opened. Locketts are usually worn on necklaces.]

“When you want to come back, simply open the locket and say the words *I wish to go back to the beast.*”



← **Show image 4A-6: Beauty visits with her family**

[Say to students: “Look at this picture. Describe to your partner the changes in Beauty’s family since the beginning of the story (Lesson 3, ‘Beauty and the Beast, Part I.’) Is Beauty’s family still poor?” Allow thirty seconds for students to talk. Call on two partner pairs to share.]

When Beauty awoke the next morning, she was in her father’s house—not the old country cottage, but a fine new house in the city

that he had bought with the riches the beast had given him. Her father hugged her and wept for joy when he saw her.

Soon Beauty's sisters came to visit with their new husbands. They seemed to be happy, but Beauty could tell they were not. One sister had married a very handsome man who was so in love with his own face that he thought of nothing else.

[Have a student point to this character.]

The other sister had married a clever man who entertained himself at others' expense.

[Have a student point to this character. Ask students whether her sisters' husbands look like nice people.]

Day after day, Beauty enjoyed being with her father and doing whatever she could to help him. When the time came for her to return to the beast, she found that she could not bring herself to say good-bye to her father. Every day she told herself, "Today I will go back." But every night she put it off again.

[Say to students: "Tell your partner whether or not you think Beauty will return, and why or why not."]



← **Show image 4A-7: Beauty wakes from her dream**

[Invite students to close their eyes and imagine what Beauty's dream is like.]

Then one night, she dreamed that she was wandering in the garden around the beast's castle when suddenly she heard painful groans. She followed the sounds and discovered the beast lying on the ground, and it seemed he was hurting.

[Invite students to open their eyes.]

Beauty awoke with a start. "Oh, how could I do this to my poor Beast?" she cried. "It does not matter that he is not handsome. Why have I been refusing to marry him? I would be happier with him than with someone like my sisters have married. The beast is honest and good, and that matters more than anything else."

She opened the locket hanging around her neck and said firmly, "I wish to go back to the beast."

In an instant, she found herself at the palace. But where was the beast?

Beauty ran through the rooms of the castle, calling for the beast. There was no answer. Then she remembered her dream.

[Ask students: “Where was the beast in her dream? (in the garden) Do you think he will be hurt just like he was in Beauty’s dream?”]



← **Show image 4A-8: Beauty and the beast in the garden**

She ran to the garden, and there she found the beast stretched out on the ground.

Beauty cried, “Oh no, he is—” She couldn’t bring herself to finish the sentence. “It is all my fault!”

She fell to the ground and took him in her arms. Beast lay still as Beauty’s tears fell upon his face. Then he slowly opened his eyes.

[Explain that Beauty’s tears brought the beast back to life.]

“Oh, Beast,” Beauty sobbed, “How you frightened me! Thank goodness you are still alive. I never knew how much I loved you until now, when I feared it was too late.”

In a faint voice Beast said, “Beauty, I was dying because I thought you had forgotten your promise. But you have come back. Can you really love such a dreadful—and fearsome—creature as I am?”

[Ask students what they think Beauty will answer.]

“Yes!” said Beauty. “I do love you!”

Then once again the beast asked, “Beauty, will you marry me?”

[Ask students what they think Beauty will answer.]

“Yes,” she answered. “Yes, Beast, I will marry you!”

Before she finished speaking, a flash of light beamed around her. Beauty gasped and covered her eyes to shield—and protect—them from the bright light. When she opened her eyes again, she no longer saw the fearsome beast. But there, lying at her feet, was a handsome prince.



← **Show image 4A-9: The beast becomes a handsome prince**

“What has happened to my beast?” she asked the stranger.

[Ask students: “What happened to the beast?”]

Then Beauty noticed that there was something familiar—something she knew—about the stranger’s eyes, like she had seen those eyes before.

“I was the beast,” said the prince. “A fairy put a spell on me and changed me into a beast until someone would agree to marry me. You are the only one who has been good enough to see past my appearance and into my heart.”

Beauty gave the young prince her hand to help him to his feet, and they walked side by side into the castle. They were married the very next day, with Beauty’s whole family there to help celebrate. And they lived happily ever after.

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. *Evaluative* Were your predictions correct about whether one of the merchant’s daughters would go in his place and about which daughter would go in his place?

Were your predictions correct about what might happen in the second part of the story?

- Answers may vary.

2. *Evaluative* [You may wish to continue filling out the Fairy Tales Characteristics Chart for this story.] How do you know this part of the story is a fairy tale?

- There is a royal character (the prince); there is a magical item (the locket);

there are magical events (the birds singing Beauty’s favorite songs; the beast coming back to life, the beast turning into a prince); and it ends with “happily ever after.”

3. *Evaluative* What happens in this story that could not happen in real life?
 - The birds singing Beauty’s favorite songs; Beauty all of a sudden back at home; Beauty saying to the locket, “I wish to go back to the beast” and then all of a sudden being taken back to the palace; Beauty’s tears bringing the beast back to life; and the beast turning into a prince could not happen in real life.
4. *Literal* How come Beauty could go back to see her father?
 - Beauty could go back to see her father because the beast did not like to see her sad, and she promised to go back to the beast in one month and stay with him forever.
5. *Literal* Does Beauty go back to the beast after one month?
 - No, she does not go back to the beast after one month.

What causes Beauty to decide to return to the beast?

 - Beauty decides to return to the beast after she has a dream that he is sick, and she realizes that she cares about him.
6. *Evaluative* What do you think of the beast after hearing about him in this second part of the story?
 - Answers may vary, but should hint that he is kind, well-mannered, and caring.

[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:

Was Beauty deceived, or tricked, by the beast’s appearance? (Yes/No)

I learned that . . .

The lesson we can learn from this story is . . .

7. *Evaluative Think Pair Share:* What do you think is a lesson we can learn from this story? [You may wish to write some students’ answers in the “themes” section of the Elements of Stories chart.]
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: Constant

1. In the read-aloud you heard the beast tell Beauty, “Wear this locket as a *constant* reminder.”
2. Say the word *constant* with me three times.
3. *Constant* means something that happens all the time.
4. While Beauty was at the castle, she had the constant thought of her father.

The new puppy needs constant attention so it doesn’t get into trouble.

5. Can you think of something that is constant, or always happening? Try to use the word *constant* when you tell about it, and answer in complete sentences.

[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “_____ is constant.” You may wish to prompt students to think about how the following are constant: day/night, days of the week, seasons of the year, bedtime, wake time, school start time.]

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

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If the example I read is of something constant, say, “That is constant.” If the example I read is not of something constant, say, “That is not constant.” [If necessary, remind students that if something is constant, it does not stop.]

1. My friend would not stop laughing.
 - That is constant.
2. The lights were flickering on and off before the storm.
 - That is not constant.
3. My stomach would not stop hurting.
 - That is constant.
4. The bus had to keep stopping and going.
 - That is not constant.
5. The rain would not stop falling.
 - That is constant.



Complete Remainder of the Lesson Later in the Day



Beauty and the Beast, Part II

4B

Extensions

20 minutes

Sayings and Phrases: Better Late Than Never

Note: Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

- Ask students if they have ever heard anyone say “better late than never.” Have students repeat the saying.
- Explain that this saying means it is better to be late in doing something than to never do it at all. Remind students that in today’s read-aloud, Beauty left the palace of the beast and returned home to see her father and sisters. She had promised to go back to the beast in one month, but after one month Beauty could not bring herself to say good-bye to her father. It wasn’t until Beauty had a terrible dream about the beast that she returned to his palace. When Beauty found the beast, she was almost too late, but she arrived there just in time to revive him with her tears. One could use the phrase “better late than never” to describe Beauty’s timely arrival at the beast’s palace.
- Have students explain to their partner how this fairy tale shows the saying “better late than never.”
- Ask students if they have ever experienced being “better late than never.”

↔ Multiple Meaning Word Activity

Context Clues: Tunes

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 2M (Tunes).] In the read-aloud you heard, “[Beauty] went for a walk in the lovely gardens, where songbirds chirped her favorite *tunes*.” Here *tunes* means songs that are played or sung. Which picture shows this?
2. *Tunes* also means to make small changes to something, like a bike or car, in order to make it work better. Which picture shows this?
3. I’m going to say some sentences with the word *tunes*. Hold up one finger if my sentence tells about *tunes* in picture one; hold up two fingers if my sentence tells about *tunes* in picture two.
 1. My uncle played some *tunes* for me on his guitar.
 2. My uncle *tunes* his guitar before playing it.
 3. My uncle *tunes* his car before taking it on a long road trip.
 4. My uncle plays some *tunes* in his car as he drives.
 5. What are some of your favorite *tunes*? [You may wish to call on volunteers to answer.]

Drawing the Read-Aloud

Note: In advance, group students into groups of four to six. This activity may take longer than the allotted time. Please continue during the Pausing Point.

- Remind students of the activity, Which Happened First? (Instructional Master 3B-1). Review a few First, Then, sentences. Tell students that later in this activity, they will similarly sequence their pictures.
- Ask students to think about the read-alouds that they listened to for “Beauty and the Beast.” Give each student a piece of paper, and ask each to draw a picture of one part of the read-aloud s/he remembers. It might be a favorite part, or a part in which something important happens. [Here you may wish to designate up to three students to draw a scene from the beginning, middle, or end of the story.]

- Ask each student to write a sentence or two, using the sound-letter correspondences they have learned so far, to describe the action or scene in his/her drawing.
- When students have completed their drawings and sentences, tell them that they are going to put their drawings in the correct narrative sequence—in the order that they heard the events in the read-aloud.
- Ask students in what direction they read. (left to right) Then tell students that they will stand from left to right to retell the read-aloud with their pictures. Have one student come up to the front of the room and read his or her sentences aloud. Then have another student come up, read his or her sentences, decide whose drawing occurred first, then have that student stand to the left.
- Repeat this procedure until all students in the group are standing in order.
- Finally, have students read their sentences aloud. Make sure that you expand upon their ideas, encouraging the use of domain-related vocabulary and temporal words to signal event order.
- You may wish to publish your students' drawings and record students' voices for their part of the story using computer programs such as iPublish or PowerPoint so that they can see, hear, and share their stories over and over again.