Grade 3, ELA, Main Idea

How can reading change us? How can composing stories change us?

Unit Developed by Kimberly Adams
Blackfoot Charter Community Learning Center
Blackfoot, Idaho

The Core Teacher Program
A program of the Idaho Coaching Network
Idaho Department of Education

Universal Design for Learning (UDL)
### Multiple Means of Representation

**Provide options for perception**
- ✓ Offer ways of customizing the display of information
- ❏ Offer alternatives for auditory information
- ❏ Offer alternatives for auditory information

**Provide options for language, mathematical expressions, and symbols**
- ✓ Clarify vocabulary and symbols
- ❏ Clarify syntax and structure
- ❏ Support decoding text, mathematical notation, and symbols
- ❏ Promote understanding across languages
- ✓ Illustrate through multiple media

**Provide options for comprehension**
- ❏ Activate or supply background knowledge
- ✓ Highlight patterns, critical features, big ideas; and relationships
- ✓ Guide information processing, visualization and manipulation
- ❏ Maximize transfer and generalization

### Multiple Means of Action and Expression

**Provide options for physical action**
- ✓ Vary the methods for response and navigation
- ❏ Optimize access to tools and assistive technologies.

**Provide options for expression and communication**
- ✓ Use multiple media for communication
- ❏ Use multiple tools for construction and composition
- ❏ Build fluencies with graduated levels of support for practice and performance

**Provide options for executive functions**
- ❏ Guide appropriate goal-setting
- ✓ Support planning and strategy development
- ❏ Facilitate managing information and resources
- ❏ Enhance capacity for monitoring progress

### Multiple Means of Engagement

**Provide options for sustaining effort and**

**Provide options for self-regulation**
recruiting interest
- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

persistence
- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and communication
- Increase mastery-oriented feedback

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Webb's Depth of Knowledge - Level 1 (Recall)

- Who, What, When, Where, Why
- Define
- Identify
- Illustrate
- Label
- List
- Match
- Measure
- Recite
- Recognize
- Report
- Use

Webb's Depth of Knowledge - Level 2 (Skill/Concept)

- Categorize
- Classify
- Collect and Display
- Compare
- Construct
- Estimate
- Graph
- Identify Patterns
- Infer
- Interpret
- Observe
- Organize
- Predict
- Summarize
Webb's Depth of Knowledge - Level 3 (Strategic Thinking)

- Assess
- Construct
- Critique
- Develop a Logical Argument
- Differentiate
- Draw Conclusions
- Explain Phenomena in Terms of Concepts
- Formulate
- Hypothesize
- Investigate
- Revise
- Use Concepts to Solve Non-Routine Problems

Webb's Depth of Knowledge - Level 4 (Extended Thinking)

- Analyze
- Apply Concepts
- Connect
- Create
- Critique
- Design
- Prove
- Synthesize
Idaho Coaching Network Unit Plan Template

**Unit Title:** Hey, What’s the Big Idea? The Impact of Main Idea

**Created By:** Kim Adams

**Subject:** Reading

**Grade:** 3rd

**Estimated Length (days or weeks):** 22 days; 3 Sections

**Unit Overview (including instructional context)**

- **CCSS.ELA-Literacy.RL.3.2**
  Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

- **CCSS.ELA-Literacy.RL.3.3**
  Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence...
The unit will be introduced by reading a translated version of Leo Tolstoy’s Three Questions. This story is a folk tale about a king who wants to be important and seeks answers to three questions he has. The king learns that the people and things that are most important are the ones in front of him at that moment. Students will learn a complex lesson about being aware of their surroundings and humbling themselves to help others. They will even discover their own answers to the three questions.

In the second part, students will continue by reading several cultural versions of Cinderella. Students will also be examining the main idea and discovering how the lesson in Cinderella can be applied to their lives. They will also be exploring a nonfiction text related to the history of Cinderella. They will conclude this section by brainstorming and creating their own version of Cinderella that follows the key elements and main idea in the published stories.

The third part will transition into a personal discovery for each student. They will be exploring the 6 character traits (responsibility, fairness, caring, respect, trustworthiness, and citizenship) that the school teaches. They will prioritize each trait and explore actions that support the traits. Once they have decided upon the trait they would like to be, they will create a fictional narrative about themselves that tells about their journey to becoming this trait. They will use their knowledge of Three Questions and Cinderella’s main ideas, along with cause and effect to develop a strong story from which others can learn.

This unit will be done in the late winter/early spring, mid-third quarter. Students will have already grown so much and will be ready for deeper, more complex discussion. They will have already built relationships with their peers and will feel more comfortable working together. They also have a solid foundation of conventions in writing so lessons within the unit will be short and limited as a review. Independence will be especially important as I send them home for the summer and then off to 4th grade, which will also have a high expectation of autonomy and understanding. We will spend the entire year talking about finding the main idea and why it’s important. This unit will be the next step forward teaching them how to apply what they are learning. Through the guided lessons, students will learn how to identify the main idea, along with the supporting evidence and determine its importance to the text and to themselves.

The unit includes an activity where students provide effective feedback to their peers. It may be a good idea to conduct a lesson on feedback before teaching the unit so students are familiar with the process.
The culminating project, although at the end, is not considered the summative assessment. The targeted standards are included, however the skills that students must demonstrate in those targeted standards will be assessed throughout the unit during discussion, text-dependent questions, and the creation of an original Cinderella story. The final project is more about taking those skills and discovering why they matter.

My school has over a 50% poverty rate. I have students from broken homes, students that have been abused, students that are being adopted or raised by grandparents, students with no technology at home, and even students with working parents that are never home. I also have students with very involved parents that make sure their homework is done and always show up for parent-teacher conferences. It is a high reading class and students are at or above a third grade reading level.

The unit will be designed for a 4 day school week during reading class, which is 1hr and 15 min each day.

Unit Rationale (including Key Shift(s)):
- Key Shift #4: Students will collaborate effectively for a variety of purposes while also building independent literacy skills.
- Key Shift #1: Students will build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts.

Students are going to spend their entire lives working with others. It’s important that not only they know how to work together, but that they can interpret information well enough that they can express their ideas clearly with evidence to support their ideas. The plan is to use a variety of rich texts to build their knowledge. The texts should spark discussions, but also guide them to do a lot of self-reflection and use context and prior knowledge to come to their own conclusions. This unit needs both key shifts to be the most effective.

Essential Questions:
- How can reading change us?
- How can composing stories change us?

Enduring Understanding:
- The lessons in texts can be applied to our lives and improve ourselves.
Targeted Standards:
Idaho English Language Arts/Literacy Standards:

- **CCSS.ELA-Literacy.RL.3.2**
  Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

- **CCSS.ELA-Literacy.RL.3.3**
  Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- **CCSS.ELA-LITERACY.W.3.3**
  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Supporting Standards:

- **CCSS.ELA-Literacy.RI.3.1**
  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- **CCSS.ELA-LITERACY.SL.3.2**
  Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- **CCSS.ELA-Literacy.SL.3.1**
  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

- **CCSS.ELA-LITERACY.L.3.3**
  Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **CCSS.ELA-Literacy.RL.3.9**
  Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

- **CCSS.ELA-Literacy.RL.3.1**
  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Summative Assessment (Module 4):

- Summative Assessment Description:
  - Create a narrative with a main idea that supports a chosen character trait.
  - Create an original version of Cinderella that adheres to original elements and main idea.
  - Formative assessments found in Instructional sequence in far right-hand column.

- Depth of Knowledge (DOK) Explanation: Students are not only required to recall general information from each story (DOK 1), but they will also be classifying vocabulary words, comparing multiple Cinderella stories and two versions of “Three Questions”, and explaining their reasonings for their organization (DOK 2). Students will also create a new version of Cinderella using the original elements and main idea, support their findings with evidence, and critique their classmates’ work (DOK 3). Finally, students will use self-reflection to write a narrative story that uses their knowledge from the previous stories and looks into the future of themselves (DOK 4).

- Rubric or Assessment Guidelines: (See pg 24 in attached reflective notebook)

Primary Text(s) (Module 5):
- The Three Questions (original and rewrite), Cinderella (multiple cultures), Cinderella History

Supplemental materials/resources:
# Text Complexity Analysis:

<table>
<thead>
<tr>
<th>Text Description</th>
<th>What is your final recommendation based on quantitative, qualitative, and reader-task considerations? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This translation of the “Three Questions” by Leo Tolstoy is about a king who desires to be important. He believed that if he knew the right time for every action, who were the most important people to listen to, and what the most important thing to do was, he would always be successful. After no one in the kingdom could answer his questions, the king consults a hermit who guides him to his own answers through hard work, humility, and sacrifice. The lesson of the story is to be aware of the people around them and their needs. “Three Questions” was originally written in Russian and has been translated numerous times.</td>
<td>I believe this is an appropriate text to use for my unit. It is complex enough to begin building stamina with my students. It provides great opportunities to reflect on self. Although the ATOS measures this story at a 4.6, the readability and lower complexity makes this an appropriate tool for this unit. Students will be required to look further than the text to discover the meaning of the story. However, due to its simple text structure, students will be able to complete the tasks without getting lost in the storyline or language.</td>
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</tbody>
</table>

Translation: http://www.english-for-students.com/three-questions.html

### Quantitative Measure

<table>
<thead>
<tr>
<th>Quantitative Measure of the Text:</th>
<th>Range:</th>
<th>Associated Grade Band Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATOS: 4.6; Flesch-Kincaid: 5</td>
<td>3rd-5th</td>
<td>3</td>
</tr>
</tbody>
</table>

### Qualitative Measures

Mark all that apply:
- Grade Level Band: K-5 x 6-8 ☐ 9-12 ☐ PD ☐
- Content Area: English/Language Arts (ELA) x Foreign Language (FL) ☐ General (G) ☐ Health/Physical Education (HPE) ☐ History/Social Studies (HSS) ☐ Humanities (H) ☐ Math (M) ☐ Professional Development (PD) ☐ Professional/Technical Education (PTE) ☐ Science (S) ☐

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<table>
<thead>
<tr>
<th>Text Structure (story structure or form of piece): Slightly Complex: Text organization is organized and sequential. The plot follows the path of the king from beginning to end. There is only one point of view (third person) and stays in the same time frame. The text does not have any graphics or pictures and is not needed to understand the message of the story.</th>
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<tbody>
<tr>
<td>Language Clarity and Conventions (including vocabulary load): Slightly Complex: Although there are some words that will need clarification, most of the language is modern and easy to understand. Sentences are slightly long (average of 15 words per sentence) but the familiarity of language reduces the difficulty.</td>
</tr>
<tr>
<td>Levels of Meaning/Purpose: Moderately complex: There are multiple themes in the text. The main theme about kindness is obvious and straightforward. However, there are also themes about consequences, forgiveness, and humility that will take more critical thinking and possibly guidance from the teacher.</td>
</tr>
<tr>
<td>Knowledge Demands (life, content, cultural/literary): Slightly Complex: Students are familiar with the culture of fairy tales and kings. They are also familiar with the concept of a hermit, although some instruction may be needed for that exact wording. There are no references to other texts or allusions.</td>
</tr>
<tr>
<td>Possible Major Instructional Areas of Focus (include 3-4 CCS Standards) for this Text:</td>
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<tr>
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<tr>
<td>RL.3.1: Students will be answering text dependent questions (TDQ) based on the text.</td>
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<tr>
<td>RL.3.2: This is the main focus. Students will be identifying the main idea from this folk tale and use key details from the text to support their ideas.</td>
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<tr>
<td>RL.3.3: Students will be analyzing the king, the hermit, and the injured man to determine their motivations and how they contributed to the story.</td>
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<tr>
<td>RL.3.4: Students will be using close reading to find vocabulary words that are unfamiliar to them and then determining the meaning and making connections.</td>
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<tr>
<td>RL.3.6: Students will be creating their own answers to the three question both before the text and then again after the lessons.</td>
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<tr>
<td>RL.3.10: This text is appropriate for the end of third grade and is complex. Students will be reading the text for understanding and also application.</td>
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An Idaho Core Teacher Program Unit Developed by Core Teacher Name: Kimberly Adams  Title: Hey, what’s the big idea? The Impact of Main Idea

Scaffolds and Extensions

UDL Components:

<table>
<thead>
<tr>
<th>Representation:</th>
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<tbody>
<tr>
<td>● Background knowledge</td>
</tr>
<tr>
<td>● Vocabulary instruction</td>
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<tr>
<td>● Videos of topic</td>
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<tr>
<td>● Connect to previously-learned topics</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Action and Expression:</th>
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<tbody>
<tr>
<td>● Rewriting a fairytale can be presented in written form, video, play, or slide show</td>
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<tr>
<td>● Multimedia</td>
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<tr>
<td>● Give rubric of expectations for students to track throughout entire project</td>
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<tr>
<td>● Provide multiple versions of same fairy tale</td>
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<td>● Give outline of expected completion dates</td>
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<thead>
<tr>
<th>Engagement:</th>
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<tbody>
<tr>
<td>● Choose method of presentation</td>
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<tr>
<td>● Combination of group work and individual work</td>
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<tr>
<td>● Have students develop their own plan and purpose</td>
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<td>● Have students become the teachers</td>
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</table>

Vocabulary (Module 7)

<table>
<thead>
<tr>
<th>Targeted Academic Vocabulary:</th>
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<tbody>
<tr>
<td>Therefore</td>
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<tr>
<td>Strictly</td>
</tr>
<tr>
<td>Proper</td>
</tr>
<tr>
<td>Necessary</td>
</tr>
<tr>
<td>Advance</td>
</tr>
<tr>
<td>Avoid</td>
</tr>
<tr>
<td>Dressed (as in a wound)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Targeted Content Area Vocabulary:</th>
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</thead>
<tbody>
<tr>
<td>Council/Councillors</td>
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<tr>
<td>Hermit</td>
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<tr>
<td>Spade</td>
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<tr>
<td>Handkerchief</td>
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<tr>
<td>Timetable</td>
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<tr>
<td>Religious worship</td>
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<td>Sowing</td>
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<table>
<thead>
<tr>
<th>Vocabulary Words to Practice CODE Strategy</th>
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</thead>
<tbody>
<tr>
<td><strong>Targeted Academic Vocabulary (Tier II):</strong></td>
<td><strong>Targeted Content Area Vocabulary (Tier III):</strong></td>
</tr>
<tr>
<td>Particular</td>
<td>Hermit</td>
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<tr>
<td>Urgent</td>
<td>Spade</td>
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<tr>
<td>Necessary</td>
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<table>
<thead>
<tr>
<th>Vocabulary: Connect</th>
<th>Students will decode the 5 vocabulary words by using context clues from the story, experiences they might have had where they have heard the words before or something similar, and finally through the dictionary.</th>
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<tbody>
<tr>
<td>Vocabulary: Organize</td>
<td>Students will take each word and create a “fist”. They will write the word in the middle of a circle and draw five lines or “fingers” and write another word or draw a picture that means the same as the one in the middle. This will be done for each word.</td>
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<tr>
<td>Vocabulary: Deep Process</td>
<td>Students will create a graphic organizer using 2 or 3 vocabulary words and explain how they are connected and how they are different.</td>
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<tr>
<td>Vocabulary: Exercise</td>
<td>Students will participate in a word wall activity where the words are displayed on the board. Students will be asked several questions about meaning and connections. Students will sort vocabulary words into categories of their choosing and then justify their choices to their classmates.</td>
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<tr>
<td>Vocabulary: Mini-Assessment</td>
<td>Students’ will be assessed through their justification in sorting and organizing their words and through the question answer session on Day 4. Students will demonstrate mastery if they can group similar words logically and explain why they are related orally or in writing.</td>
</tr>
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</table>

**Instructional Sequence**
<table>
<thead>
<tr>
<th>Day(s) and Desired Outcome(s)</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
<th>Assessments</th>
</tr>
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<tbody>
<tr>
<td>Part 1: Days 1-4</td>
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<tr>
<td>Desired Outcome(s):</td>
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<tr>
<td>Students will be able to create their own answers to the three questions to live by. Students will be able to compare and contrast plots and characters using evidence from the texts.</td>
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<tr>
<td>Targeted: RL.3.1, RL.3.2, RL.3.3</td>
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<td>Supporting: RL.3.4, RL.3.6, SL.3.2</td>
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<tr>
<td>Texts and Resources: The Three Questions (two versions) Tolstoy version (attached) Folktales Powerpoint (attached),</td>
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<tr>
<td>Instructional Notes:</td>
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<tr>
<td><strong>Day 1:</strong></td>
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<tr>
<td>- In reflective notebook (pg 2), students will answer the essential questions without any explanation or guiding:</td>
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<tr>
<td>- How can reading change us?</td>
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<td>- How can composing stories change us?</td>
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<tr>
<td>- Students will then answer three questions in the reflective notebook (pg 2). This should also be without guidance from the teacher:</td>
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<td>- When is the best time to do things?</td>
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<td>- Who is the most important one?</td>
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<td>- What is the right thing to do?</td>
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<td>- There can be a quick class discussion here for students to share their answers.</td>
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<tr>
<td>- Have the students read Leo Tolstoy’s version of “Three Questions” independently one time to experience the full complexity of the text.</td>
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<td>- Ask students general understanding questions, such as:</td>
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<td>- What is the setting of the story?</td>
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<td>- Who is the main character?</td>
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<td>- What are the three questions?</td>
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<tr>
<td>- What is the genre? What makes this a folktale? (Use the Folktales Powerpoint as a supplemental resource)</td>
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<tr>
<td>- What is the main idea?</td>
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<tr>
<td><strong>Important:</strong> Finish discussion with cause and effect: What actions of characters lead to certain events? How would events have changed if characters acted in a different way? What actions led to the main character discovering his true self? This is absolutely essential to discuss since it is one of the target standards they will be assessed on, and they will need this skill to complete their final project.</td>
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<tr>
<td>- Give students individual copies of Tolstoy’s version of The Three Questions to read in groups of three.</td>
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<tr>
<td>Assessments: -Class discussion about general understanding of “Three Questions”: RL.3.1, RL.3.2</td>
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</tbody>
</table>
- Each student will have a role: Identify vocabulary, Ask a question, and Answer the question/Reader.

- The text will be divided into sections for students to discuss. After reading each section, the student doing vocabulary will highlight words that may be unfamiliar to him/her. Another student will ask a question based on what they just read. The group will reread the section to answer the text-dependent question with evidence. Roles will rotate after each section and continue until the entire story is complete.

- After all groups are finished, meet as a class and share vocabulary to put on the whiteboard and questions and answers. If there are words that were not identified as vocabulary that may need to be discussed, add them to the board.

- Record these words for the vocabulary lesson on Day 2.

- Grammar focus: Using context clues to determine meanings of words (L.3.4.a)

<table>
<thead>
<tr>
<th>Day 2:</th>
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- Essential question for the day: How does organization deepen our understanding of a text?

*Note: Daily essential questions are only used during the first week to help students become familiar with their purpose. The rest of the unit will focus on the two main essential questions.

- Give word strips to partners of common vocabulary words identified from Day 1. This will need to be made after Day 1 unless vocabulary words are being pre-selected by the teacher.

- Have partners sort them into two piles: words they already know and words they don’t know. Have students who knew words help define words for students who had those words sorted into the “I don’t know” pile. Using the dictionary, students can look up words that they do not know. Class discussion may follow if there are words that are still confusing to some.

- Collect word strips to use them during Day 3

- Using text coding and annotating, students will read the text “Three Questions” again, but this time, independently.

- The text (found in the reflective notebook, pgs 3-9) will have two columns, one

**Assessments:**
- Text coding and annotating in reflective notebook: RL.3.1, RL.3.2
Teacher will model how to annotate with the first section. Read it aloud to the class. Verbally tell the class something noticed from that section. Verbally ask a question that the text inspires. Then ask students what they noticed or wondered about that section. Model how to write it in their reflective notebook by writing under the document camera or drawing a larger scale example on the whiteboard.

- Students should find at least 2 notices and 1 question for every section.
- While students are annotating, teacher will write down questions and notices from student work to discuss after reading.
- Once students are done, teacher will share examples that he/she wrote while monitoring the class. Ask students to share their thoughts and questions. See if other students can answer their questions.

-Organize vocabulary (if time; move to Day 3 if necessary):
  - Partners will take strips of vocabulary words from Day 2 and sort them into categories of their own choosing. They must explain their choices.
  - Students will use Stay and Stray strategy to observe other partners and discuss reasonings. After all words are sorted, one student will “stay” behind while the other “strays” to another group. The person who “stays” has to explain to the next student who comes up what their reasons were for organizing their words. The “strayer” must listen carefully because he/she now has to stay at that spot and explain the reasoning to the next student, while the person who “stayed” now moves to another spot.
  - The goal is so students can see other options on how to group and organize their vocabulary words. This will help them understand the words more deeply because they will be exposed to other connections they may not have thought of before.
  - The rotations can be continued up to 4 times or until time runs out.

-In their reflective notebook (pg 10), students will answer the essential question of the day: How does organization deepen our understanding of a text? (There may need to be some clarification, such as “How does breaking the text into sections and rotating jobs help us understand the text better?”)
**An Idaho Core Teacher Program Unit Developed by Core Teacher Name: Kimberly Adams  Title: Hey, what’s the big idea? The Impact of Main Idea**

| ube.com/watch?v=5pOIYGjjvRc | Understanding of a text?  
- Show Youtube video [https://www.youtube.com/watch?v=5pOIYGjjvRc](https://www.youtube.com/watch?v=5pOIYGjjvRc) of The Three Questions by Jon J. Muth. This story is a simplified, kid-friendly version that uses animals instead of people as the characters.  
- Create a top hat diagram in reflective notebooks (pg 10) comparing and contrasting the two stories.  
  - Model for students on a large poster with the same diagram hanging in front of room (or on the whiteboard) how to find correlating differences and comparisons. For example, one difference is that in Tolstoy’s story, there is a wise hermit. In Muth’s version, there is a wise turtle. Differences must correspond with each other and cannot be simple like one has humans and one has animals, or they both have three questions. Students should be looking deeper to find the details. Encourage them to use inference and look between the lines.  
  - Students continue to work on their own. Once complete, discuss as a whole group and write the students’ answers on the large poster. Ask the students how this activity helped them understand “Three Questions” better  
- Students will go back to their reflective notebook (pg 11) and use the RAFT strategy (Role, Audience, Format, Topic).  
  - Their role is that they are Leo Tolstoy after he has finished writing “Three Questions”. Their audience is Leo’s best friend. The format is a casual note. The topic is Leo’s purpose for writing “Three Questions” and what he hopes his readers will learn from it.  
  - Remind students that this is a casual note and to speak to their audience as if they are speaking to a real friend.  
  - Once students are done, give them opportunities to share with the class.  
- Students will answer the essential question for the day in the reflective notebook (pg 12): How does comparing and contrasting deepen our understanding of a text?  
| Assessments: | TDQ in reflective notebook: RL.3.1  
| Day 4: | Essential question: What can this story teach us about working together?  
- Word wall with vocabulary: put all vocabulary from earlier in the week on the

Original unit development sponsored by The Idaho Coaching Network
whiteboard randomly. Ask questions to check for understanding such as:

- What word means...?
- What word means the opposite of ...?
- What word(s) go into this category? (give category such as “important” and students have to find words that would fit that such as “necessary” or “urgent”)
- Find another word that connects with … (give a vocab word)
- What words describe...? (show picture or say noun such as “king”)
- What word doesn’t belong? (Give list of 3 or 4 vocab words where 1 does not relate and have students come up with reasons why they chose that word)
- This activity can be done as a whole group or divided into smaller groups where they have to discuss and agree upon answers.

Text dependent questions (TDQ):

- Many general understanding and key detail questions have been addressed during Day 1 and 2, contributing to the limited number of those types of questions on the worksheet.
- Students will complete worksheet found in reflective notebook (pgs 13-14), answering text-dependent questions based on the excerpt from the Tolstoy version of the story, also found on those pages in the reflective notebook.
- Students can then divide into groups and discuss one question per group. This can be assigned randomly or students may choose which question they would like to discuss.
- If there is time, create expert groups where one student from each group meets together to discuss their questions.

- In their reflective notebooks (pg 15), students will answer the essential question of the day: What can this story teach us about working together?

- In their reflective notebooks (pg 2), they will revise their answers from Day 1 to the three questions to fit what they have learned. Emphasize that this is not meant for them to simply copy what they book’s answers are but rather to discover their own answers, even if they are different. Students will then share their answers and reasonings with the class.

Scaffolds and Extensions for Part 1

- Pair struggling students together with high readers to help with close reading, comparing and contrasting, and TDQ. Make sure expert groups
include a combination of levels to provide support. Teacher may need to work side-by-side with struggling students during their revisions of the three questions.

-Due to liberties taken during translation, there are several versions of “Three Questions”, some with a higher difficulty due to sentence length and vocabulary. http://www.online-literature.com/tolstoy/2736/
<table>
<thead>
<tr>
<th>Part 2: Days 5-14</th>
<th>Desired Outcome(s):</th>
<th>Day 5:</th>
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</table>
| **Students will be able to connect several versions of Cinderella and create their own version by using the same key elements and main ideas in the stories.** | **Review the essential question: What’s the big deal about reading? How can reading change us?** | **-Review the essential question: What’s the big deal about reading? How can reading change us?**
**-BBK Strategy: Building Background Knowledge: The Mystery of Cinderella. The goal is to discover who Cinderella is and where she comes from without the bias of what they already know from the Disney movies. They need to find the connecting elements that bind each version of Cinderella together such as the suffering, kindness, and triumph. NOTE: It is important that students do NOT know ahead of time what they will be learning about.**

- Students will have the reflective notebooks open to the BBK page (pg 16-17). Teacher will show Cinderella picture (Lady with Broom) on the SMARTboard. Students will complete the chart by filling in what the source is, what they notice about the picture, and what questions they have. They can share with the class.

- Next, show another picture of Cinderella (Alone in the Fireplace). Again, students will fill out the same information as above, building on their knowledge and questions of the first photo. Continue to discuss and share thoughts and questions. Encourage them to find the connections between the two pictures.

- Show Cinderella picture (Yeh Shen). Continue with chart and conversation about the connections between all three pictures.

- Play instrumental version of “A Dream is a Wish Your Heart Makes”; continue pattern of filling in chart and trying to make connections with the pictures. Continue with discussions and questions.

- Read to the students the short story “Ashey Pelt” - a Cinderella from Ireland. This story will complete the clues about Cinderella. Students still need to fill in the chart. Encourage them to question the connections of each picture, song, and story.

- Students then need to complete the three questions at end of the BBK (pg 17):
  - Who are we learning about?
  - How do you know?
  - What connections did you make with each clue?

- Give students the short informational text article “The History of Cinderella”.

- Have them read it silently and then create 4 questions in their reflective notebook (pg 18) to go along with the text. Remind them NOT to answer the questions. |
| **Targeted:** RL.3.1 RL.3.2 RL.3.3 W.3.3 RI.3.1 | **Supporting:** RL.3.7 RL.3.9 SL.3.1 SL.3.2 SL.3.4 RI.3.3 | **Assessments:**
- Questions at end of BBK in reflective notebook
- Creating and answering questions from The History of Cinderella article in reflective notebook: RI.3.1 |
<p>| v=jIk89 -wPk, | - Students will exchange notebooks and answer the questions, referring back to the text for guidance. Remind students to sign their name on the bottom of the page of questions they are answering. They will return the notebook to its owner when finished to check answers. |</p>
<table>
<thead>
<tr>
<th>Familiar Cinderella</th>
<th>Day 6:</th>
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</thead>
<tbody>
<tr>
<td><a href="http://www.fanpop.com/clubs/disney-princess/articles/32181/title/cinderella-story">http://www.fanpop.com/clubs/disney-princess/articles/32181/title/cinderella-story</a> (Simple text)</td>
<td>-Review essential questions. Remind students the purpose of learning about Cinderella is to take the main idea and improve themselves. It is also important to realize that culture does not separate them as humans. Even though each story is different, the underlying message is the same.</td>
</tr>
<tr>
<td>-Hero’s Journey template for teacher (attached)</td>
<td>● Important: Lead class discussion with cause and effect: What actions of characters lead to certain events? How would events have changed if characters acted in a different way? What actions led to the main character discovering her true self?</td>
</tr>
<tr>
<td>-Cinderella (5 cultural versions): Sootface (Reaching text) Yeh-Shen (Reaching text) The Egyptian Cinderella (On-level text) The Irish Cinderella</td>
<td>-Hero’s Journey:</td>
</tr>
<tr>
<td></td>
<td>● Using one of the two templates attached (based on your preference), discuss the journey that heroes must go through in order to reach victory. The template is simplified for students. It may be beneficial for the teacher to familiarize him/herself with the hero’s journey and all the aspects of it before this lesson. Use familiar stories to map out a journey. For example, the king from Three Questions could be used. He begins at home and becomes king. This triggers the change. After the change is the battle or struggle. In the king’s case, his struggle was to find the answers to his three questions and be a better king. His despair is when no one can give him answers so he goes to the hermit (who is his mentor). His transformation occurs through each task he completes with the hermit and then finally helping and forgiving the wounded man. The king’s victory and true self was the realization of the answers to the three questions. Finally, he returns home to his castle to reign as a wise king.</td>
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<td>● Students could offer up a familiar movie that could be mapped out as well.</td>
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<td>● Culminate this activity by outlining the hero’s journey of Cinderella. This should be done together as a whole class to model for the next day’s activity. Note: Cinderella can be interpreted as having two separate journeys: One when she wants to go to the ball and transforms and then returns home, and the second is when she wants to find her true love but the stepmother locks her up. Returning home in this case would be going to the castle and having a new family. Both journeys could be explored if time allows.</td>
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- Divide students into 5 small groups.

<p>| Assessments: |
| Hero’s journey: RL.3.2, RL.3.3 |
| (On-level text) The Turkey Girl (Reaching text) | • Have them select a cultural version of Cinderella and read together as a group. Remind them to be looking for setting, main characters, main idea, and elements that are interesting or unique compared to the original. They will take notes in their note catcher in their reflective notebook. |</p>
<table>
<thead>
<tr>
<th>Day 7:</th>
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<tbody>
<tr>
<td><strong>Hero’s Journey for cultural Cinderella</strong></td>
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<tr>
<td>- In each group from the previous day, have students create a Hero’s Journey for their cultural Cinderella. They can do this on a large piece of butcher paper or construction paper. This activity is intended to deepen their understanding and help them to identify details that go beyond the surface. Through this activity, students will be able to articulate plot structure, character development, and the big picture. Teacher may need to draw the model of the Hero’s Journey on the board for reference.</td>
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<tr>
<td>- Gallery Walk: Hang up posters around the room for students to silently walk around and observe. The purpose of the poster and the gallery walk is to build background knowledge using a visual representation of each story. Discussion after the gallery walk is not needed because they will discuss details of each text in expert groups comprised of one person from each version.</td>
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<tr>
<td><strong>Expert Groups</strong></td>
</tr>
<tr>
<td>- Students will then create expert groups where one student from each version will meet together and discuss differences and similarities. They will begin by one person sharing what his/her story was about while other students take notes. All 5 students will need to share. After that, they will discuss what was different and what was the same compared to the other cultural versions and the original. Students will take notes in note catcher (found in reflective notebook, pgs 19-20) about the other versions. Some groups may need to have more than one student from a cultural version group if the numbers are not equal. The teacher should be monitoring groups around the room.</td>
</tr>
</tbody>
</table>

**Assessments:**

- Hero’s Journey: RL.3.3
- Expert groups: RL.3.1
### Day 8:

- Remind them of the essential question: What's the big deal about reading? How can reading change us?
- Students will need to read over their notes (pgs 19-20) from Day 7 to review.

As a class, students will discuss key elements that are present in all Cinderella versions, including main idea. Important questions to ask:
- What makes each of these stories a “Cinderella” story?
- What needs to be present in a Cinderella story? List these on the board so students can reference them when brainstorming their own version.
- What is Cinderella like in each version?
- Is there a unifying main idea in all versions?
- What are we supposed to learn from these stories?
- Why have they lasted this long and have had so many versions written?

- Students will begin brainstorming their own version of Cinderella in their reflective notebook (pg 21) with teacher support to help with ideas. Some examples are: pirates, sports teams, eskimos, pilgrims, pioneers, dancers, sea creatures, animals, etc. Ideas can be listed on the board for students to look at through the process.
- Students will begin outlining their story in their reflective notebook (pg 21). The story will need to be told in the third person point of view. If a review is needed, this would be an ideal time for a mini lesson on point of view.
- They will also develop their main character by identifying character traits they would like him/her to have. Teacher will provide support by displaying a list of traits for students to choose from. Link: [http://www.scholastic.com/teachers/top-teaching/2012/11/bringing-characters-life-writers-workshop](http://www.scholastic.com/teachers/top-teaching/2012/11/bringing-characters-life-writers-workshop)
- Encourage students to think about cause and effect. How does their Cinderella’s actions contribute to the events and make the story?
- Using the Hero’s Journey template in the reflective notebook (pg 22), students can develop their own Cinderella journey and decide how they want her story to go using similar elements found in most Cinderella stories.
- Teacher will show an example of a plot diagram (attached) using the “Three Questions” story. Teacher will discuss each element included in the diagram. Students will complete their own plot diagram in their reflective notebook (pg 23), making sure to keep the same main idea as Cinderella. This, in addition...
to the hero’s journey, should help the students create a meaningful and logical narrative.
### Day 9:
- Review the essential questions and remind students that the purpose in writing their own story is to teach the lesson that is found in the other Cinderellas.

- Using their plot diagram (pg 23), and the hero’s journey, students will create their own version of Cinderella, using the key elements and main idea told in the third person point of view.
  - Students may use any written form to create their story including: write a story, create a play by writing a script, write a poem, make a Google Slides, etc. Students will independently work on this the entire hour with teacher support and guidance.
  - Students will need at least 2 days to complete this narrative because they will need to go through all 5 steps of the writing process: Prewriting, drafting, revising, editing, and publishing.

**Grammar focus:**
- Choosing words and phrases for effect to strengthen their storytelling (L.3.3.a)

### Day 10:
- Grammar focus:
  - At this point, students are getting ready to revise and edit. Although students have received grammar instruction throughout the course of the year, take 10 minutes in the beginning of class and use a student’s rough draft as an example for editing skills. Focus on editing marks for capitals, punctuation, and misspelled words. This can be done anonymously or teacher may ask for volunteers willing to share. (L.3.2)
### Day 11-12:
- Students will share their Cinderella stories aloud to the class. Remind students to look for the message in each story as it is being presented.
  - After each presentation, have the rest of class provide constructive feedback about the main idea. Model with the first presentation by telling the student specific details that were good about his/her story and whether or not the main idea was evident. If the main idea was not evident provide a specific example about how that could be achieved. The class will continue this with the rest of the presentations. Be sure to emphasize that constructive feedback is different than saying it was good or bad. They need specific examples and ideas.
  - It might be a good idea to have a previous lesson before this unit to help students understand and practice giving effective feedback.

- Wrap up discussion:
  - How did retelling the Cinderella story deepen your understanding of the story and characters?

### Assessments:
- Feedback discussions after each presentation: RL.3.1; SL.3.1

### Day 13:
- Butcher paper
- Socratic Seminar Preparation Guide

### Day 13:
- Prepare for Socratic Seminar
  - Break students into 4 groups. Give them each a large piece of butcher paper. Have students brainstorm 4-5 questions about Three Questions and/or Cinderella. Instruct students to come up with thought-provoking questions that do not have one right answer. Give them examples of a closed-ended question and an open-ended question. Give them 10 minutes to brainstorm and write their questions on the butcher paper.
  - Hang the papers up and read all the questions to the class. Allow students to silently make a tally mark next to their top two favorite questions.
  - Based on student votes, determine the top 3 favorite questions. These will be the three focus questions of the seminar.
  - Give students a Socratic seminar preparation guide (attached). Have them write all three focus questions and then fill in the rest of the chart. They are using Three Questions and any of the Cinderella stories as evidence.
<table>
<thead>
<tr>
<th>-Socratic Seminar Prep Guide</th>
<th>Day 14: Socratic Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Socratic Seminar coaching guide</td>
<td>● If this is their first time doing a seminar, they will need quite a bit of instruction. There are several examples found on Youtube that students can watch. Classroom set up may include pushing tables/desks to the sides of the room and setting up chairs in two circles: one in the middle, and a larger one surrounding the inner circle.</td>
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<td>○ Explain that there are two circles: an inner circle and an outer circle.</td>
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<td></td>
<td>○ Inner circle: These are the students who are talking. They will need to use their preparation guide from day 12. One student will be a facilitator and will ask the questions. Once a question is asked, students may talk as a group, answering the questions using evidence from the texts or their own personal experiences. Students should be respectful, even when they disagree and should use transitions such as “I agree because…” or “I disagree because…”. Students may also use what another student says in their own response or ask questions that further the discussion. Each student in the inner circle needs to participate. When not speaking, they should be actively listening.</td>
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<td></td>
<td>○ Outer Circle: These students are not talking, but rather watching. They are assigned a partner in the inner circle that they are to be observing. They will have a coaching guide (attached) to mark off items that they see their partner do. They should also be writing specific comments about their partner. They need to list things that they thought their partner did well and things they should work on. Comments should be kind and specific.</td>
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<td>○ Set a timer for about 5 minutes and allow students to freely discuss in the inner circle. There may need to be some teacher intervention to help the discussion flow or to give all students the opportunity to participate, but that involvement should remain at a minimum.</td>
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<td>○ After the 5 minutes, have the outer circle meet with their partner and discuss their notes on the coaching guide for 2-3 minutes.</td>
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<td>○ Allow the inner circle to meet again for 5 more minutes and finish discussion, using the feedback from their outer circle partner to improve their participation. The group may or may not finish discussing all three questions.</td>
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<td>○ After the 5 minutes, have the inner and outer circle switch. Partners</td>
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**Assessments:**
- Completion of prep guide: RL.3.1, RL.3.2
- Class Discussion during seminar: SL.3.1, L.3.3
remain the same but reverse the roles. Keep the same pattern of discussing for 5 minutes, meet with partner, then discuss again. Even if they are discussing the same questions as the first group, they will still have different responses, evidence, and experiences.
  - The purpose of the socratic seminar is to help them make connections between Three Questions and Cinderella and will also help them find strong evidence to support an argument..

**Scaffolds and Extensions for Part 2:**
- Create groups that mix ability levels to support struggling students.
- Allow struggling readers to listen to their cultural version of Cinderella via Youtube.
- Provide additional cultural fairy tales to students who finish early, such as Little Red Riding Hood and Beauty and the Beast. Allow students to explore these fairy tales in the same way as Cinderella with the purpose of finding a similar main idea.
- Students could create a short story of a well-known fairy tale from the perspective of the villain, keeping the main idea the same.
- Have students retell their Cinderella story from a first person point of view.
<table>
<thead>
<tr>
<th>Part 3: Days 15-22</th>
<th>Desired Outcome(s):</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Students will identify what character traits are most important to them and what actions develop that trait in themselves. Students will also create a fictional narrative about how they became the person they want to be.</td>
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</table>

**Targeted:**
- W.3.3
- RL.3.3
- RL.3.2

**Supporting:**
- L.3.1
- L.3.2
- L.3.3

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<thead>
<tr>
<th>Day 15:</th>
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<tr>
<td>-Review the essential questions: What's the big deal about reading? How can reading change us?</td>
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<tr>
<td>-Have a class discussion about the school’s six character traits and what they mean: Honesty, Caring, Trustworthiness, Responsibility, Citizenship, and Fairness.</td>
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<tr>
<td>- Write each trait on the board and discuss what each means. What would be examples and nonexamples of this trait?</td>
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<tr>
<td>- This class already has a background in these traits. To teach a class without the background, use this website: <a href="https://charactercounts.org/program-overview/six-pillars/">https://charactercounts.org/program-overview/six-pillars/</a> to find information and examples about each trait.</td>
</tr>
<tr>
<td>-In their reflective notebook (pg 24), students will prioritize and list the traits in order of importance to them.</td>
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<tr>
<td>-On the same page in their notebook (pg 24), they will fill out the chart for each trait, where they will list specific things they are doing that exemplifies that trait.</td>
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<tr>
<td>- This can be scaffolded by having a class discussion for each trait and have students and the teacher give examples before students begin to write.</td>
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<tr>
<td>- Discussion should also connect back to The Three Questions and Cinderella. What do those main characters do to exemplify these traits?</td>
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<tr>
<td>-After listing the things they are doing, provide students with an opportunity to revise their list (pg 24) of importance and change the order if they feel it is necessary.</td>
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<tr>
<th>Assessments:</th>
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<tr>
<td>-Reflective Notebook responses</td>
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Day 16:
- Review the essential questions again and explain that this writing project will help them discover their own answers by applying what they learned from “Three Questions” and “Cinderella” and creating their own story about becoming who they want to be.
- Grammar focus (5-10 minutes):
  - List tired words that are always used in writing. Replace them with more interesting words that have a different shade of meaning but give more detail to the word (L.3.5.c)

Note: Although this is the culminating project, it does not encompass all the targeted standards. Assessments for those standards have been placed strategically throughout the entire unit for a more thorough analysis of student learning.

Instructions for final project:
- Students will use their list from Day 15 (pg 24) and take their number one priority.
- They will be creating a fictional or real narrative about themselves and their path to becoming the trait that they chose from third person point of view.
- Teacher will provide her own personal example to show students.
- Teacher will also provide a rubric (pg 25) for students to follow.
- Students will create a Hero’s Journey for their main character (themselves). The True self and victory should be the character finally becoming the chosen character trait.
- This project may be composed using any method of storytelling that the student desires and has approved by the teacher. Examples could be: a written or typed narrative, a graphic novel, a timeline with pictures, a play, a video, etc.
- The story should have natural cause and effect between the character’s actions and the events. This is a vital part of their storytelling.
- Encourage students to use more interesting words with different shades of meaning to liven up their story.

-Hero’s Journey
- Once again, students will need to explore the concept of a hero’s journey. The whole class should work on their journey, although individually. They should be taking this time to create a story of how they (told in third person) became their number one character trait.
The teacher should be walking around, answering questions and guiding students to a story that is a part of them.

**Day 17-19:**
- Students should be ready to begin creating their story from their hero’s journey. They may also create a plot diagram if they would like, although it is not required.
- While students begin working, the teacher should conference with each student to talk about how he/she wants to share his/her story and make sure the students are on the right track.
- Students may need 2-3 days to complete their projects.

**Day 20-21**
- Sharing projects
  - Have students present their projects.
  - This step can be removed if time does not allow for it.

**Day 22: Reflection and sharing**
- In their reflective notebook (pg 26), students will again answer the essential questions: How can reading change us? How can composing stories change us?
  - They will also answer:
    - What was your favorite part of this unit?
    - What was your least favorite part?
    - What would you change?
  - Students may share responses

**Scaffolds and Extensions for Part 3:**
- Struggling students may need extra support with creating a story that fits the requirements. Create a small group of these students and guide them through the process. It might also be helpful to create a timeline to help them with their pacing.
- Students who finish early may create a brief 10 minute lesson plan to teach to a younger grade about main idea and how it can change people.
- Early finishers may also create an art project using a color that they think represents their character trait.
- To help students develop a stronger sense of narratives, provide simple pictures with no words that tell a story. Students can sort and sequence these pictures, and then orally tell the story of those pictures.
An Idaho Core Teacher Program Unit Developed by Core Teacher Name: Kimberly Adams   Title: Hey, what’s the big idea? The Impact of Main Idea
Excerpt for Text Dependent Questions (TDQ):

The thought came to a certain king that he would never fail if he knew three things. These three things were: What is the right time to begin something? Which people should he listen to? What is the most important thing for him to do?

The king, therefore, sent messengers throughout his kingdom, promising a large sum of money to anyone who would answer these three questions.

Many wise men came to the king, but they all answered his questions differently.

In reply to the first question, some said the king must prepare a timetable and then follow it strictly. Only in this way, they said, could he do everything at its proper time. Others said that it was impossible to decide in advance the right time for doing something. The king should notice all that was going on, avoid foolish pleasures and always do whatever seemed necessary at that time. Yet others said that the king needed a council of wise men who would help him act at the proper time. This was because one man would find it impossible to decide correctly, without help from others, the right time for every action.

But then others said that there were some things which could be urgent. These things could not wait for the decision of the council. In order to decide the right time for doing something, it is necessary to look into the future. And only magicians could do that. The king, therefore, would have to go to magicians.

In their answers to the second question, some said that the people most necessary to the king were his councillors; others said, the priests. A few others chose the doctors. And yet others said that his soldiers were the most necessary.

To the third question, some said science. Others chose fighting, and yet others religious worship.

As the answers to his questions were so different, the king was not satisfied and gave no reward. Instead, he decided to seek the advice of a certain hermit, who was widely known for his wisdom.

The hermit lived in a wood which he never left. He saw no one but simple people and so the king put on ordinary clothes. Before he reached the hermit’s hut the king left his horse with his bodyguard and went on alone.

TDQ:

1. What are the three questions that the king is asking?
2. What were two different answers the king received to the first question?
3. Why might each of the answers to the second question be correct?
4. What words does the author describe the king and his character?
5. What strategies does the author use to show that this is a folktale?
Hey, what’s the big idea? The Impact of Main Idea