



Telling Terrific Tales



PROJECT
READY
MOUNT ST. JOSEPH UNIVERSITY®

Joyful Discoveries Preschool Curriculum



Telling Terrific Tales was created by Dr. Amy Murdoch and Dr. Meghan Martin
Part of the Project Ready - Joyful Discoveries Curriculum by Murdoch, Warburg, & Aielli
Artwork By: Madison Taylor

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Telling Terrific Tales

Telling Terrific Tales is done across a three-day instructional sequence for each story. Each day is slightly different and fades the teacher's support. Once the three-day instructional routine is completed, the tale can be repeated with the children telling the story as frequently as they are interested. Once the story is learned, the puppets and sequence cards could also be added to a play center for children to act out the story on their own. There are also drawings of the puppets for each story available for free on our website. These can be colored and added to wood sticks to be used if you are not able to purchase puppets and as a great activity to send home to have the children tell the story to their families.

Skills Targeted: listening comprehension, vocabulary, learning familiar stories (knowledge), language usage, retelling, and sequencing.

Materials: Story script, sequence cards, finger puppets.

General Outline of TTT Across Three Days

Telling Terrific Tales Routine – 1st Read

1. Teacher tells the story: Read the story and layout sequence cards as you read and show the action of the story with the puppets.
2. Debrief: Ask questions & review the story - show sequence cards and engage children with the cards.
3. Guided Retell: The teacher takes the lead.

Telling Terrific Tales Routine – 2nd Read

1. Teacher tells the story with students: Hand out the puppets and read the story again with sequence cards, asking the children to play each part. Help the children retell the story using the puppets and cards.
2. Debrief: Ask questions & review the story - show sequence cards as needed.

Telling Terrific Tales Routine – 3rd Read

1. Guided Retell: Using the sequencing cards, the teacher retells the story.
2. Children Tell the Story: Hand out the puppets and read the story again, asking the children to play each part. Help the children retell the story using the puppets.

Telling Terrific Tales was Written By Dr. Amy Murdoch & Dr. Meghan Martin
Artwork Created By: Madison Taylor
Puppets Created By: InJest Puppets - Heidi Carpenter
To purchase felt puppets - <https://injestpuppets.com/services-merchandise>

Telling Terrific Tales Vocabulary

| Word | Definition | Gesture to Use |
|---|--|---|
| <i>The Three Little Pigs</i> | | |
| clever | smart | Tap the side of your head, pointing to your brain. |
| frightened | scared | Put your hands on your face and make a scared face. |
| characters* | People/animals in the story | Open your arms to all of the children playing a character. |
| <i>The Three Little Kittens Who Lost their Mittens</i> | | |
| naughty | bad | Shake your finger as if scolding someone |
| proud | Feeling very happy about something you did | Give a thumbs-up |
| setting* | Where the story takes place, it is a place | Point down in front of you – indicating right here. |
| <i>The Little Red Hen</i> | | |
| dawdling | Move slowly | Move your head slowly from side to side |
| delectable | Yummy! | Rub stomach with two hands |
| problem* | Something that happens to a character that they have to figure out | Thumbs down |
| <i>The Gingerbread Man</i> | | |
| delicious | Very good to eat | Rub your stomach with two hands. |
| sneaky | Trying to do something without being seen or getting caught | Gesture your index finger to your mouth like you are saying “shhhh” and then move your hand (palm facing your face) to cover your eyes. |
| solution* | When a problem gets taken care of | Thumbs up |

*Story vocabulary used across all stories.

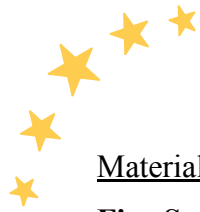
Telling Terrific Tales Vocabulary

| Word | Definition | Gesture to Use |
|--|--|---|
| <i>Goldilocks and the Three Bears</i> | | |
| cottage | A small house | Use flat hands to show the roof and sides of a house. |
| delight | Very happy | Big smile and clasp hands in front of chest |
| feelings* | How the characters react to something in the story | With open palms facing up, clap one hand on the other |
| <i>Jack and the Beanstalk</i> | | |
| gigantic | Very big | Stretch your arm above your head with your hand cupped in (indicating how tall) |
| amazement | Surprise; can't believe it | Make a surprise face and put your hands on either side of your face |
| characters* | People/animals in the story | Open your arms to all of the children. |
| <i>The Three Billy Goats Gruff</i> | | |
| delicious | Very good to eat | Rub your stomach with your hand and smile. |
| relieved | To feel better after being worried | Wipe your forehead with the back of your hand. |
| setting* | Where the story takes place, it is a place. | Point down in front of you – indicating right here. |
| <i>Little Red Riding Hood</i> | | |
| lovely | Very nice | Put your hand over heart and smile. |
| disguise | Change what you look like | Hold your open hands over your eyes. |
| problem* | Something that happens to a character that they have to figure out | Thumbs down |

*Story vocabulary used across all stories.

Telling Terrific Tales – Components Across Stories

| Item | Detail | The Three Little Pigs | The Three Little Kittens who Lost their Mittens | The Little Red Hen | The Gingerbread Man | Goldilocks and the Three Bears | Jack and the Bean Stalk | The Three Billy Goats Gruff | Little Red Riding Hood |
|--|-------------------------------|--|---|-------------------------------|--|--|-------------------------------------|--|---|
| Story word count | 320 – 420 | 364 | 362 | 362 | 414 | 420 | 412 | 420 | 420 |
| Sequence Cards | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Vocabulary Words *story element vocab | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Characters | 4 characters | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| | <i>Setting</i> | farm | house | farm | cottage/forest | cottage | Farm/clouds | Grassy hill | Forest |
| | <i>Problem</i> | Wolf was hungry | Lost mittens | Friends won't help | Doesn't want to be eaten Can't swim | No one is home, goes into the cottage. | Free the hen and escape the giant | Goats need to get across the bridge with the troll to get to grass | Wolf was in Grandma's house disguised as Grandma |
| | <i>Feelings of characters</i> | frightened | Sad/proud/happy | Sad happy | Sad Frightened | Sad fear | Amazement fear | Scared happy | Scared Happy |
| Clear Story Elements | <i>Action</i> | Ran to different houses; boiled water and put it under the chimney | Looked for mittens | The hen did everything. | Runs away Get help from the fox. | Eats porridge, sits in chairs, takes a nap. | Climbs beanstalk Runs from giant | Goats go across the bridge one at a time confronting the giant | LRR went into the forest to go to grandma's house. Wolf disguised as grandma |
| | <i>Ending</i> | Wolf ran home to eat something else | Got pie/washed mittens | Hen ate the bread by herself. | The fox tricks the Gingerbread Man and eats him. | The Bears find Goldilocks and she runs out of the house. | Safe from the giant | Goats all safely cross the bridge and are happily eating grass. | LRR & Grandma got wolf out of the house. |
| Instances of Dialogue | Must include | yes | yes | yes | yes | yes | yes | yes | yes |



The Three Little Pigs

Materials

Story Word Count = 364

Five Sequence Cards – It can be helpful to write the order number on the back of the cards.

1. Three pigs living on the farm together -- red barn in the background
2. House of straw with little pig building it
3. House of sticks with little pig building it
4. House of brick with little pig building it
5. Open brick house with fireplace and chimney and boiling pot of water on the fireplace.

Four Characters In the Story – Each has a puppet.

1. First little pig who built his house of straw
2. Second little pig who built his house of sticks
3. Third little pig who built his house of bricks
4. Big bad wolf

Vocabulary Words in the Story- as frequently as possible, have children say the word and make the gesture, and say the definition. Use new words throughout the day!

| Word | Definition | Gesture to Use |
|-------------|-----------------------------|--|
| clever | smart | Tap the side of your head, pointing to your brain. |
| frightened | scared | Put your hands on your face and make a scared look. |
| characters* | people/animals in the story | Open your arms to all of the children playing a character. |

*Story vocabulary used across all stories.



Routines

A key goal is to get children **actively engaged** in the lesson – learning vocabulary, answering questions, and repeating dialogue. To support this goal the following routines are used.

Repeated dialogue. Children are asked to repeat key dialogue as a group.

Vocabulary word. Vocabulary words are highlighted. Use this routine with all highlighted words.

- a. Say the word as written in the sentence.
- b. Repeat the word and have children repeat the word.
- c. Provide definition and use the gesture. Have children repeat.
- d. Use words across the day!

Questions. Questions are provided throughout the story. Pose the questions to the children as a group (not individuals). If they can't answer, provide the answer and ask again.





The Three Little Pigs

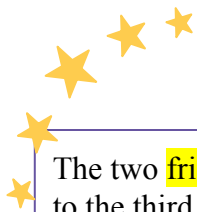
Teacher Tells the Story

Introduction

Today's story is called *The Three Little Pigs*. The characters in this story are three pigs: You name them after me-- *Pig 1, Pig 2, and Pig 3* (layout each pig puppet as you say each Pig) **AND** *The Big Bad Wolf* (lay out the wolf puppet). Listen carefully to learn how the **clever** (smart - point to your forehead), *pigs got away from the big bad wolf*.

The teacher tells the story- Read and show picture sequence cards.

| | |
|--|--|
| <p>Read and encourage children to say bold lines with you/after you.</p> <p>Vocabulary Word (give definition - do gesture)</p> | <p>Lay out the sequence card pictured.</p> <p>Action</p> <p>Ask Questions (answer)</p> |
| <p>Once upon a time, there were three little pigs who all lived together <u>on the farm</u>. <i>Where did they live?</i> One day the three little pigs decided to go out and make houses to live in.</p> |  <p>Point out the farm and ask Where did they live? (farm)</p> |
| <p>The first little pig made his house out of straw and said, "Oh look at the beautiful <u>straw house</u> I built. I love it!" (encourage student to repeat- I love it)</p> |  <p>Ask students to <u>repeat straw house</u>. Place pig 1 by picture.</p> |
| <p>The second little pig made his house out of sticks and said, "oh look at the great <u>stick house</u> I built. I love it!" (encourage student to repeat- I love it)</p> |  <p>Ask students to <u>repeat stick house</u>. Place Pig 2 by picture.</p> |
| <p>The third little pig made her house out of bricks and said, "oh look at the strong <u>brick house</u> that I built. I love it!"</p> |  <p>Ask students to <u>repeat brick house</u>. Place Pig 3 by picture.</p> |
| <p>One day, a big bad wolf was very hungry and wanted to eat the pigs! "I am hungry," said the wolf. He went to the first little pig's house, and he huffed, and he puffed, and he blew the house down! The first little pig ran all the way to the second pig's stick house. "Oh dear! Oh dear!" said the pig. <i>How does the pig feel?</i></p> | <p>Take the wolf puppet and move it to the straw house. Have the first pig run to the second pig's house.</p> <p>How does the pig feel? (Scared)</p> |
| <p>The pigs were frightened (scared -put hands on face) when they saw the big bad wolf approach the house. "Oh dear!" they said. This 2nd house was built out of sticks. "I'm hungry" said the wolf and then he huffed, and he puffed, and he blew the house down too! <i>What do you think the pigs will do?</i></p> | <p>Take the wolf puppet and move it to the stick house.</p> <p>What do you think the pigs will do now?</p> <p>Move pigs to the brick house.</p> |



The two **frightened** (scared - hands on face) pigs ran to the third pig's brick house. The big bad wolf went to the third pig's brick house. "**I'm hungry**," said the wolf, and then **he huffed, and he puffed**, but... he could **not** blow the house down. He tried again and again, but he could not. "**Drat!** I need to find another way to get to the pigs," said the wolf. *Why couldn't the wolf blow down the house?*



Move the wolf puppet to the third house.

Why couldn't the wolf blow the brick house down? (It is too strong. You can't blow bricks away.)

He climbed up to the roof of the house and went down the chimney to get into the house.

The **clever** (smart - tap side of head) pigs had an idea. "**I know what to do**," said the pig who built the brick house. They boiled some water and put it under the chimney so that when the wolf came down the chimney, he landed in the hot water and burned himself in the boiling water. "**Ouch**," said the wolf, and he ran home to find something else to eat.

The End

Move the wolf puppet to climb the brick house and then fall down the chimney in the water and run away home.

Debrief

1. Ask a few questions (sequence cards are still out).

That was a fun story! I am so glad the pigs were safe and the Big Bad Wolf ran home.

- a. **What clever** (point to side of head) **thing did the pigs do to make the wolf go away? What does clever mean** (point to your head)?
 - b. **Which house was too strong to blow away?**
 - c. **Who were the characters** (open arms indicating all of the children) **in this story?**
 - d. **Why were the pigs frightened** (put hands on face and make a scared face)? **What does frightened mean?**
2. Quickly retell the story using the picture sequence cards and puppets. Gather sequence cards and lay them out one at a time as you come to that part of the story. The lines represent words to pause before saying to see if the children can provide the word.

This story was about the three little ____ (pigs) and the big bad ____ (wolf). The pigs decided to leave the ____ (farm) (layout first picture) and build their own homes. One pig builds a house out of ____ (straw), one builds a house out of ____ (sticks), and the third very clever pig builds a house out of ____ (brick). The big bad ____ (wolf) comes along and blows down the straw and stick houses, but he can't blow down the ____ (brick house). He tries to get into the brick house, but the clever pigs have a pot of boiling ____ (water) at the bottom of the chimney. When he comes down he burns himself, Ouch! He says and runs home.

2nd Read

The Three Little Pigs





Teacher & Children Tell the Story

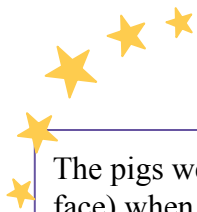
Introduction


Do you remember when I told you the story of The Three Little Pigs? I now want you to each be one of the characters (show puppets) in the story. To help you remember your lines, I will tell the story with you! Give each child a puppet and tell them their character's part.

*Today's story is called The Three Little Pigs. The characters in this story are three pigs: You hold up your character when I say your name-- Pig 1, Pig 2, and Pig 3 AND The Big Bad Wolf (lay out the wolf puppet). Listen carefully to learn how the **clever** (smart - point to your forehead), very smart pigs got away from the big bad wolf.*

The teacher tells the story and encourages children to act out their part- Read and show picture sequence cards. Read with few interruptions.

| | |
|--|---|
| <p>Encourage the children to act out their parts and say words in bold. If needed, model first and have child repeat the line. Vocabulary Word (give definition - do gesture)</p> | <p>Lay out the sequence card pictured. Action Ask Questions (answer)</p> |
| <p>Once upon a time there were three little pigs who all lived together on the farm. One day the three little pigs decided to go out and make houses to live in.</p> |  <p>Point out the farm.</p> |
| <p>The first little pig made his house out of straw and said, "Oh look at the beautiful <u>straw house</u> I built. I love it!"</p> |  |
| <p>The second little pig made his house out of sticks and said, "oh look at the great <u>stick house</u> I built. I love it!"</p> |  |
| <p>The third little pig made her house out of bricks and said, "oh look at the strong <u>brick house</u> that I built. I love it!"</p> |  |
| <p>One day, a big bad wolf was very hungry and wanted to eat the pigs! "I am hungry," said the wolf. He went to the first little pig's house, and he huffed, and he puffed, and he blew the house down! The first little pig ran all the way to the second pig's stick house. "Oh dear! Oh dear!" said the pig.</p> | <p>How does the pig feel? (Scared)</p> |



| | |
|--|--|
| <p>The pigs were frightened (scared -hands to side of face) when they saw the big bad wolf approach the house. “Oh dear!” they said. The 2nd house was built out of sticks. “I’m hungry” said the wolf and then he huffed, and he puffed, and he blew the house down too! The two frightened pigs ran to the third pig’s brick house. Oh dear! they shouted as they ran.</p> | <p>What do you think the pigs will do now? (run to the third pig’s house)</p> <p>The children playing Pig 1 & 2 moves the pig to the third pig’s house.</p> |
| <p>The big bad wolf went to the third pig’s brick house. “I’m hungry,” said the wolf, and then he huffed, and he puffed, but... he could <u>not</u> blow the house down. He tried again and again, but he could not. “Drat! I need to find another way to get to the pigs,” said the wolf.</p> |  <p>Why couldn’t he blow the brick house down? (it is too strong. You can’t blow bricks away)</p> |
| <p>He climbed up to the roof of the house and went down the chimney to get into the house.</p> <p>The clever (smart - tap side of forehead) pigs had an idea. “I know what to do,” said the pig who built the brick house. They boiled some water and put it under the chimney so that when the wolf came down the chimney, he landed in the hot water and burned himself in the boiling water. “Ouch,” said the wolf, and he ran home to find something else to eat.</p> <p>The End</p> | |

Debrief - Ask questions (sequence cards are still out).

Wonderful job telling the story of the three little pigs!

1. **What was your favorite part of the story?**
2. **What clever** (point to side of head) **thing did the pigs do to make the wolf go away?**
What does clever mean (point to your head)?
3. **Which houses did the wolf blow down? Which house was too strong to blow away?**
4. **Who were the characters** (open arms indicating all of the children) **in this story?**
5. **Why were the pigs frightened** (put hands on face and make a scared face)? **What does frightened mean?**
6. **What happened at the end of the story to make it a happy ending?**

The Three Little Pigs

Children Tell the Story

Introduction





Let's tell the story of The Three Little Pigs using the puppets! First let's review so we all remember what happens.

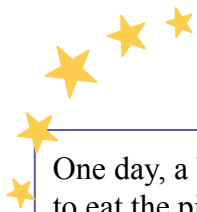
Use sequence cards to retell the story. Encourage children to fill in the missing parts.


Once upon a time there were three little ____ (pigs) who lived together on a ____ (farm). One day they each decided to build their own house. The first pig built their house out of ____ (straw). The second pig built their house out of ____ (sticks). The third pig built their house out of ____ (bricks). One day the big bad ____ (wolf) comes along and blows down the straw and stick houses, but he can't blow down the ____ (brick house). He tries to get into the brick house through the chimney, but the clever pigs have a pot of boiling ____ (water) at the bottom of the chimney. When he comes down he burns himself, ____ (Ouch!) He says and runs home.

Children Tell the Story with Puppets

Give each child a puppet and tell them their character's part. The teacher helps the children tell the story and encourages children to act out their part. Children are encouraged to tell as much as they can of the story.

| | |
|---|---|
| The teacher encourages the children to tell the story and helps where needed. Encourage the children to act out their parts and say the words in bold . | Encourage action Action |
| Once upon a time there were three little pigs who all lived together on the ____ (farm). One day the three little pigs decided to go out and make houses to live in. |  <p>Point out the farm.</p> |
| The first little pig made his house out of straw and said, " Look at the straw house I built. I love it! " |  |
| The second little pig made his house out of sticks and said, " Look at the stick house I built. I love it! " |  |
| The third little pig made her house out of bricks and said, " Look at the strong brick house that I built. I love it! " |  |



| | |
|--|---|
| <p>One day, a big bad wolf was very hungry and wanted to eat the pigs! “I am hungry,” said the wolf.</p> <p>He went to the first little pig’s house, and he huffed, and he puffed, and he blew the house down! The first little pig ran all the way to the second pig’s stick house. “Oh dear! Oh dear!” said the pig.</p> | <p>The child playing Pig 1 moves the pig to second pig’s house and says Pig words in bold</p> |
| <p>The pigs were frightened (scared-hands to face) when they saw the big bad wolf approach the house. “Oh dear!” they said.</p> <p>The second house was built out of sticks. “I’m hungry” said the wolf and then he huffed, and he puffed, and he blew the house down too! The two frightened pigs ran to the third pig’s brick house. Oh dear! they shouted as they ran.</p> | <p>The children playing Pig 1 & 2 moves the pig to third pig’s house and says Pig words in bold</p> |
| <p>The big bad wolf went to the third pig’s brick house. “I’m hungry,” said the wolf, and then he huffed, and he puffed, but... he could <u>not</u> blow the house down. He tried again and again, but he could not. “Drat! I need to find another way to get to the pigs,” said the wolf.</p> |  |
| <p>He climbed up to the roof of the house and went down the chimney to get into the house.</p> <p>The clever (very smart-tap forehead) pigs had an idea. “I know what to do,” said the pig who built the brick house. They boiled some water and put it under the chimney so that when the wolf came down the chimney, he landed in the hot water and burned himself in the boiling water. “Ouch,” said the wolf, and he ran home to find something else to eat.</p> <p>The End</p> | |

Wonderful job telling the story of the three little pigs!



The Three Little Kittens Who Lost their Mittens

Materials

Story Word Count = 362

Five Sequence Cards

1. Three kittens wearing their mittens.
2. Three kittens feeling sad with their mommy cat.
3. Three kittens finding their mittens under the bed.
4. Three kittens feeling happy with their mommy cat.
5. Three kittens washing and hanging up their mittens.

Four Characters In the Story – Each has a puppet.

1. Kitten 1
2. Kitten 2
3. Kitten 3
4. Mommy cat

Vocabulary Words in the Story- as frequently as possible, have children say the word and make the gesture, and say the definition. Use new words throughout the day!

| Word | Definition | Gesture to Use |
|----------|---|--|
| naughty | bad | Shake your finger as if scolding someone |
| proud | Feeling very happy about something you did | Give a thumbs-up |
| setting* | Where the story takes place, it is a place. | Point down in front of you – indicating right here |

*Story vocabulary used across all stories.



Routines

A key goal is to get children **actively engaged** in the lesson – learning vocabulary, answering questions, and repeating dialogue. To support this goal the following routines are used.

Repeated dialogue. Children are asked to repeat key dialogue as a group.

Vocabulary word. Vocabulary words are highlighted. Use this routine with highlighted words.

- a. Say the word as written in the sentence.
- b. Repeat the word and have children repeat the word.
- c. Provide definition and use the gesture. Have children repeat.
- d. Use words across the day!

Questions. Questions are provided throughout the story. Pose the questions to the children as a group (not individuals). If they can't answer, provide the answer and ask again.



The Three Little Kittens Who Lost their Mittens

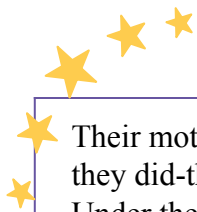
Teacher Tells the Story

Introduction

Today's story is called *The Three Little Kittens Who Lost Their Mittens*. The characters in this story are three kittens: You name them after me-- Kitten 1, Kitten 2, and Kitten 3 (layout each little kitten puppet as you say each name), AND the Mommy Cat (lay out the big cat puppet). This story takes place in the kittens' home. WHERE the story takes place is called the setting. We answer WHERE questions with a place. Listen carefully to learn how the kittens found their lovely (fold hands on chest and smile) mittens!

The teacher tells the story- Read and show picture sequence cards.

| | |
|---|--|
| <p>Read and encourage children to say bold lines with you/after you. Vocabulary Word (give definition - do gesture)</p> | <p>Lay out the sequence card pictured. Action Ask Questions (answer)</p> |
| <p>Once there were three little kittens, 1-2-3. They lived at home with their mommy cat. <i>Where does the story take place? ___ yes! Home is the setting.</i> Each kitten had a pair of lovely (very nice) mittens, and the kittens loved their mittens very much. “We love our mittens so much!” they said.</p> |  <p>Point to each kitten as you say the numbers</p> <p>Where does the story take place? (home) What did the kittens love? (mittens)</p> |
| <p>One day, the kittens lost their mittens and began to cry, “Oh, mother dear! See here. See here. We have lost our mittens.” <i>Why are they crying?</i></p> <p>Their mother was upset. “What? Lost your mittens? You naughty (bad-shake finger) little kittens! Then you shall have no pie.”</p> <p>This made the kittens very sad because pie was their very favorite snack. They hung their heads and cried, “Meow, meow, meow, meow. We shall have no pie.” <i>What do you think they will do?</i></p> |  <p>Point to each kitten's Face as you ask first ?.</p> <p>Why are they crying? (lost mittens)</p> <p>What do you think the kittens will do? (look for their mittens).</p> |
| <p>The kittens knew that they had to find their mittens! They looked everywhere in the house for their mittens. Finally, the three little kittens found their mittens under a bed. <i>Where did they find their mittens?</i></p> <p>“We found our mittens!” They began to call, “Oh, mother dear! See here. See here. We have found our mittens. Our mittens were under the bed!”</p> |  <p>Point to under the bed.</p> <p>Where did the kittens find their mittens? (under the bed)</p> |



Their mother was very **proud** (felt happy about what they did-thumbs up). “What? Found your mittens? Under the bed? You **good little kittens!** Then you shall have some pie.” *Why are the kittens happy now?*

The kittens were very happy to get their favorite snack. They clapped their hands and cheered, “**Purr, purr, purr, purr. We shall have some pie.**”



Point to happy faces.
Why are they happy?
(they got some pie)

The three little kittens ate up the pie very quickly. It was so yummy! *Did they like the pie?* When they looked at their lovely mittens, they realized they were all dirty from eating the pie. The kittens were sad about their mittens being dirty. They cried, “**Oh, mother dear,** we have dirty mittens.”

Their mother was upset with them again. “What? Dirty mittens? You **naughty** (bad-shake finger) **little kittens!**” *Why was mommy upset?*

The three little kittens washed their mittens and hung them out to dry. They showed their mother their clean mittens. “Oh mother dear! **See here. See here.** We have washed our lovely **mittens** and hung them up to dry!”

Their mother was very **proud** of them once more. “What? Washed your mittens? You darling (good) **little kittens.** That was very smart to wash and dry your mittens!” *Why was mommy proud?*

The kittens and their mother were very happy. The End.

Did they like the pie? (yes)

Why was mommy cat upset?
(the mittens were dirty)



Point to kittens washing mittens and then the kittens handing the mittens to dry.

Why was mommy cat proud? (they washed their mittens)

Debrief

1. Ask a few questions (sequence cards are still out).

That was a fun story! I am so glad the kittens found their lovely mittens!

- a. **Who were the characters** (open arms indicating all of the children) **in this story?**
- b. **Where** (index finger pointed down) **does the story take place?** (yes, that is the setting!)
- c. **Why did the mittens get dirty?**
- d. **What naughty thing did the kittens do?**
- e. **The mommy cat felt proud when the kittens found their mittens. Which words go with proud? Feeling very happy or feeling very sad?**



2. Retell the story using the picture sequence cards and puppets. Gather sequence cards and lay them out one at a time as you come to that part of the story. The lines represent words to pause before saying to see if the children can provide the word.

Once there were three little _____ (kittens), 1-2-3. They lived at _____ (home) with their mommy cat. Each kitten had a pair of lovely _____ (mittens). (layout first picture) One day, the kittens lost their mittens. Their mother was upset and said, “Naughty kittens, you shall have no _____ (pie).” This made the kittens very sad. (layout second picture) The kittens knew they had to find their _____ (mittens). (layout third picture) They looked everywhere and found the mittens _____ _____ _____ (under the bed). Their mother was proud and the kittens ate up the _____ (pie). (layout fourth picture) When they looked at their mittens, they were _____ (dirty) from eating the pie. Their mother was sad again. (layout fifth picture) So, the kittens _____ (washed) their mittens and hung them out to dry. Their mother was proud. The kittens and their mother were very _____ (happy). The _____ (end).

The Three Little Kittens Who Lost their Mittens




Teacher & Children Tell the Story

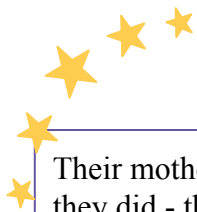
Introduction

Do you remember when I told you the story of The Three Little Kittens who Lost their Mittens? I now want you to each be one of the characters (show puppets) in the story. To help you remember your lines, I will tell the story with you! Give each child a puppet and tell them their character's part.

Our story is called The Three Little Kittens Who Lost Their Mittens. The characters in this story are three kittens: You hold up your character when I say your name-- Kitten 1, Kitten 2, and Kitten 3 and the mommy cat. Listen carefully to learn how the kittens found their lovely mittens.

The teacher tells the story and encourages children to act out their part. Read and show picture sequence cards. Read with few interruptions.

| | |
|--|---|
| <p>Encourage the children to act out their parts and say words in bold. If needed, model first and have child repeat the line. Vocabulary Word (give definition - do gesture)</p> | <p>Lay out the sequence card pictured. Action Ask Questions (answer)</p> |
| <p>Once, there were three little kittens, 1-2-3. They lived at home with their mommy cat. Each kitten had a pair of lovely, (very nice) mittens, and the kittens loved their mittens very much. “We love our mittens so much!” they said.</p> |  <p>Point to each kitten as you say the numbers.</p> |
| <p>One day, the kittens lost their mittens and began to cry, “Oh, mother dear! See here. See here. We have lost our mittens.”</p> <p>Their mother was upset. “What? Lost your mittens? You naughty (bad-shake finger) little kittens! Then you shall have no pie.”</p> <p>This made the kittens very sad because pie was their very favorite snack. They hung their heads and cried, “Meow, meow, meow, meow. We shall have no pie.”</p> |  <p>Point to each kitten's sad face.</p> |
| <p>The kittens knew that they had to find their mittens so that they could have some pie. They looked everywhere in the house for their mittens. Finally, the three little kittens found their mittens under a bed. “We found our mittens!” They began to call, “Oh, mother dear! See here. See here. We have found our mittens. Our mittens were under the bed!”</p> |  <p>Point to under the bed.</p> |



Their mother was very **proud** (felt happy about what they did - thumbs up). **“What? Found your mittens? Under the bed? You good little kittens! Then you shall have some pie.”**

The kittens were very happy to get their favorite snack. They clapped their hands and cheered, **“Purr, purr, purr, purr. We shall have some pie.”**



Point to happy faces.

The three little kittens ate up the pie very quickly. It was so yummy! When they looked at their lovely mittens, they realized they were all dirty from eating the pie. The kittens were sad about their mittens being dirty. They cried, **“Oh, mother dear, we have dirty mittens.”**

Their mother was upset with them again. “What? Dirty mittens? You **naughty** (bad - shake finger) little kittens!”

The three little kittens washed their mittens and hung them out to dry. They showed their mother their clean mittens. **“Oh mother dear! See here. See here. We have washed our lovely mittens and hung them up to dry!”**

Their mother was very **proud** of them once more. **“What? Washed your mittens? You darling (good) little kittens.** That was very smart to wash and dry your mittens!”

The kittens and their mother were very happy.
The End.



Point to the kitten washing mittens and then the kittens handing the mittens to dry.

Debrief - Ask questions (sequence cards are still out).

Wonderful job telling the story of the three kittens who lost their mittens!

1. **What was your favorite part of the story?**
2. **Who were the characters in this story?**
3. **What do the kittens like to eat?**
4. **How did the mommy cat feel when the kittens found their mittens and washed them when they were dirty? Have you ever felt proud (thumbs up) about something you did?**
5. **What is the setting of this story, where did this story take place?**
6. **What happened at the end of the story to make it a happy ending?**

The Three Little Kittens Who Lost their Mittens

Children Tell the Story

Introduction



Let's tell the story of *The Three Little Kittens who Lost their Mittens* using the puppets! First let's review so we all remember what happens.

Use sequence cards to retell the story. Encourage children to fill in the missing parts.

Once there were three little _____ (kittens), 1-2-3. They lived at _____ (home) with their mommy cat. Each kitten had a pair of lovely _____ (mittens). (layout first picture) One day, the kittens lost their mittens. Their mother was upset and said, "Then you shall have no _____ (pie)." This made the kittens very _____ (sad). (layout second picture) They looked everywhere and found the mittens _____ (under the bed). Their mother was _____ (proud) and the kittens ate up the _____ (pie). (layout fourth picture) When they looked at their mittens, they were dirty from eating the _____ (pie). Their mother was upset again. (layout fifth picture) So, the kittens _____ (washed) their mittens and hung them out to dry. Their mother was proud. The kittens and their mother were very _____ (happy). The _____ (end).

Children Tell the Story with Puppets

Give each child a puppet and tell them their character's part. The teacher helps the children tell the story and encourages children to act out their part. Children are encouraged to tell as much as they can of the story.

| | |
|---|--|
| <p>The teacher encourages the children to tell the story and helps where needed. Encourage the children to act out their parts and say the words in bold.</p> | <p>Encourage action Action</p> |
| <p>Once, there were three little kittens, 1-2-3. They lived at home with their mommy cat. Each kitten had a pair of lovely mittens, and the kittens loved their mittens very much.</p> |  <p>Point to each kitten as you say the numbers.</p> |
| <p>One day, the kittens lost their mittens and began to cry, "Oh, mother dear! See here. See here. We have lost our mittens."</p> <p>Their mother was upset. "What? Lost your mittens? You naughty little kittens! Then you shall have no pie." This made the kittens very sad because the pie was their favorite snack. They hung their heads and cried, "Meow, meow, meow, meow. We shall have no pie."</p> |  <p>Point to each kitten's sad face.</p> |



The kittens knew that they had to find their mittens so that they could have some **pie**. They looked everywhere in the house for their mittens. Finally, the three little kittens found their mittens under a bed. They began to call, **“Oh, mother dear! See here. See here. We have found our mittens. Our mittens were under the bed!”**



Point to under the bed.

Their mother was very **proud**. **“What? Found your mittens? Under the bed? You good little kittens! Then you shall have some pie.”**

The kittens were very happy to get their favorite snack. They clapped their hands and cheered, **“Purr, purr, purr, purr. We shall have some pie.”**



Point to happy faces.

The three little kittens ate up the pie very quickly. When they looked at their lovely mittens, they realized they were all dirty from eating the pie. The kittens were sad about their mittens being dirty. They cried, **“Oh, mother dear, we have dirty mittens.”**

Their mother was upset with them again. **“What? Dirty mittens? You naughty little kittens!”**

The three little kittens washed their mittens and hung them out to dry. They showed their mother their clean mittens. **“Oh mother dear! See here. See here. We have washed our lovely mittens.”**

Their mother was proud of them once more. **“What? Washed your mittens? You darling little kittens.”**

The kittens and their mother were very happy. The End



Point to kitten washing mittens and then the kittens handing the mittens to dry.

Wonderful job telling the story of the three kittens who lost their mittens!



The Little Red Hen

Materials

Story Word Count = 367

Five Sequence Cards

1. The Little Red Hen, Cat, Dog, and Duck on farm.
2. The Little Red Hen finding seeds.
3. The Little Red Hen planting the seeds.
4. The Little Red Hen making the bread while her friends continue to be lazy.
5. The Little Red Hen happily eating the delectable bread.

Four Characters In the Story – Each has a puppet.

1. The Little Red Hen
2. Cat
3. Dog
4. Duck

Vocabulary Words in the Story- as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word | Definition | Gesture to Use |
|------------|--|---|
| dawdling | Move slowly | Move your head slowly from side to side |
| delectable | Yummy! | Rub stomach with two hands |
| problem* | Something that happens to a character that they have to figure out | Thumbs down |

*Story vocabulary used across all stories.



Routines

A key goal is to get children **actively engaged** in the lesson – learning vocabulary, answering questions, and repeating dialogue. To support this goal the following routines are used.

Repeated dialogue. Children are asked to repeat key dialogue as a group.

Vocabulary word. Vocabulary words are highlighted. Use this routine with highlighted words.

- a. Say the word as written in the sentence.
- b. Repeat the word and have children repeat the word.
- c. Provide definition and use the gesture. Have children repeat.
- d. Use words across the day!

Questions. Questions are provided throughout the story. Pose the questions to the children as a group (not individuals). If they can't answer, provide the answer and ask again.

1st Read



The Little Red Hen

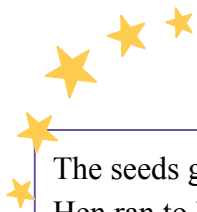
Teacher Tells the Story

Introduction

Today's story is called *The Little Red Hen*. The characters in this story are the little red hen and her friends, *Cat, Dog and Duck* (layout each puppet as you name the characters). *The little red hen has a **problem** (thumbs down) in the story. The problem is something that happens to a character that they have to figure out. Listen carefully to learn about the little red hen's problem and how she solves it!*

The teacher tells the story- Read and show picture sequence cards..

| | |
|--|---|
| <p>Read and encourage children to say bold lines with you/after you. Vocabulary Word (give definition - do gesture)</p> | <p>Lay out the sequence card pictured. Action Ask Questions (answer)</p> |
| <p>Once upon a time, there was a little red hen who lived on a farm with her friends, Cat, Dog, and Duck. <i>Where do they live? Yes! The farm is the setting of our story.</i></p> |  <p>Point out the farm. Where do they live? (farm)</p> |
| <p>One day little red hen found some seeds on the ground. “Oh how wonderful! My friends and I can make some delicious (yummy - rub stomach) bread with these seeds,” she said. <i>What did she find?</i></p> |  <p>Place the red hen puppet by the picture. What did she find? (seeds)</p> |
| <p>She ran back to the farm showed her friends the seeds and asked, “Who will help me plant these seeds so we can make some yummy bread with the wheat?”</p> <p>“Not I,” meowed the sleepy cat. “Not I,” barked the lazy dog. “Not I,” quacked the dawdling (move slowly - move head side to side) duck.</p> <p>The little red hen felt sad her friends would not help her. “Then I will do it myself,” said the little red hen and she planted the seeds. <i>What is the hen's problem?</i></p> |  <p>What is the little red hen's problem? (Her friends won't help her.)</p> |



The seeds grew into lovely golden wheat. Little Red Hen ran to her friends to tell them the wheat was ready. She asked her friends, “**Who will help me** cut the wheat and grind it into flour that we can bake into delicious bread?” *What does the hen need help with?*

“**Not I,**” meowed the sleepy cat. “**Not I,**” barked the lazy dog. “**Not I**” quacked the **dawdling** (move slowly - move head) duck.

The little red hen felt sad her friend would not help her.

“**Then I will do it myself,**” said the little red hen and she cut the wheat and ground it into flour. *Are her friends going to help her?*

What does the little red hen need help doing? (cutting wheat)

Move the duck puppet slowly. (Move your head slowly from side to side).

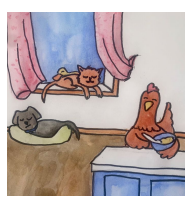
Are her friends going to help her? (no)

When she was done she went back to her friends and said, “I have ground the wheat into flour. **Who would like to help me** bake some **delectable** (yummy - rub stomach) bread? I love delicious, bread.”

“**Not I,**” meowed the sleepy cat. “**Not I,**” barked the lazy dog. “**Not I,**” quacked the **dawdling** duck.

The little red hen felt sad her friend would not help her. *Did her friends offer to help this time? What will she do?*

“**Then I will do it myself,**” said the little red hen and she baked a lovely loaf of delicious, **delectable** bread.



Did her friends help her this time? (no)

What will she do? (do it herself!)

As the bread was cooling the friends smelled the mouthwatering aroma of freshly baked bread. They ran to the little red hen who was now very tired from all her hard work. They all asked her if she would like their help EATING the yummy bread. *What do the friends want?*

“**No,**” said little red hen. “**I will eat it myself!**”

The End



What do the friends want? (Some bread)



★ Debrief

1. Ask a few questions (sequence cards are still out).

That was a good story! I am so glad that the little red hen enjoyed her delectable bread!

- a. **Who were the characters** (open arms indicating all of the children) **in this story?**
 - b. **Where** (Point down in front of you) **does the story take place?**
 - c. **What was the Little Red Hen's problem?** (thumbs down)
 - d. **The bread was delectable** (rub stomach with two hands) **Which words go with delectable? Very good to eat or not good to eat? What is something else that is delectable to eat?**
 - e. **The dawdling duck would not help the Little Red Hen. What words go with dawdling?** (move your head slowly from side to side). To move quickly or to move slowly?
2. Retell the story using the picture sequence cards and puppets. Gather sequence cards and lay them out one at a time as you come to that part of the story. The lines represent words to pause before saying to see if the children can provide the word.

The Little Red hen lived on a _____ (farm) with her friends. (layout first picture) **One day, the Little Red Hen found some _____ (seeds).** (layout second picture) **The Little Red Hen wanted to make some delicious _____ (bread) with the seeds.** (layout third picture) **She asked her friends to help her plant the seeds, but they said _____ (no). So, the little red hen planted the seeds on her own. The seeds grew into lovely _____ (wheat). She asked her friends to help her cut the wheat and grind into flour to make delicious _____ (bread), but they said _____ (no). So, the little red hen cut the wheat and ground into _____ (flour).** (layout fourth picture) **She asked her friends to help her bake some delectable bread, but they said _____ (no). So, the little red hen baked a lovely loaf of bread on her own.** (layout fifth picture). **When her friends smelled the delicious bread, they asked her if they could help with eating the bread. The Little Red hen said, "I will eat it _____ (myself)!"**




The Little Red Hen
Teacher & Children Tell the Story

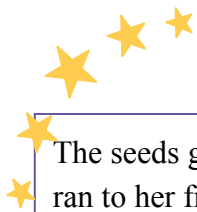
Introduction

Do you remember when I told you the story of The Little Red Hen? I now want you to each be one of the characters (show puppets) in the story. To help you remember your lines, I will tell the story with you! Give each child a puppet and tell them their character's part.

Today's story is called The Little Red Hen. The characters in this story are the Little Red Hen and her friends, Cat, Dog and Duck. You hold up your character when I say your name—the Little Red Hen, sleepy Cat, lazy Dog, dawdling Duck (lay out the puppets as you name the characters). Listen carefully to learn about the little red hen's problem and how she solves it!

The teacher tells the story and encourages children to act out their part. Read and show picture sequence cards.

| | |
|--|--|
| <p>Encourage the children to act out their parts and say words in bold. If needed, model first and have child repeat the line. Vocabulary Word (give definition - do gesture)</p> | <p>Lay out the sequence card pictured. Action Ask Questions (answer)</p> |
| <p>Once upon a time, there was a little red hen who lived on a farm with her friends, Cat, Dog, and Duck.</p> |  <p>Point out the farm.</p> |
| <p>One day, little red hen found some seeds on the ground. “Oh how wonderful! My friends and I can make some delicious bread with these seeds,” she said.</p> |  <p>Place the red hen puppet by the picture.</p> |
| <p>She ran back to the farm, showed her friends the seeds and asked, “Who will help me plant these seeds so we can make some yummy bread with the wheat?”</p> <p>“Not I,” meowed the sleepy cat. “Not I,” barked the lazy dog. “Not I,” quacked the dawdling duck.</p> <p>The little red hen felt sad her friends would not help her. “Then I will do it myself,” said the little red hen and she planted the seeds.</p> |  |



The seeds grew into lovely golden wheat. Little Red Hen ran to her friends to tell them the wheat was ready. She asked her friends, **“Who will help me cut the wheat and grind it into flour that we can bake into delicious bread?”**

“**Not I,**” meowed the sleepy cat. “**Not I,**” barked the lazy dog. “**Not I**” quacked the **dawdling** (move slowly - move head) duck. The little red hen felt sad her friend would not help her.

“**Then I will do it myself,**” said the little red hen and she cut the wheat and ground it into flour.

When she was done, she went back to her friends and said, **“I have ground the wheat into flour. Who would like to help me bake some delectable** (yummy - rub stomach) **bread? I love delicious, very good bread.”**

“**Not I,**” meowed the sleepy cat. “**Not I,**” barked the lazy dog. “**Not I,**” quacked the **dawdling** duck.

The little red hen felt sad her friends would not help her. “**Then I will do it myself,**” said the little red hen and she baked a lovely loaf of delicious bread.

As the bread was cooling the friends smelled the mouthwatering aroma of freshly baked bread. They ran to the little red hen who was now very tired from all her hard work. They all asked her if she would like their help **EATING** the yummy bread.

“**No,**” said little red hen. “**I will eat it myself!**”
The End



Debrief - Ask questions (sequence cards are still out).

Wonderful job telling the story of The Little Red Hen!

1. What was your favorite part of the story?
2. Where did the Little Red Hen find the seeds?
3. What did the Little Red Hen do with the seeds she found?
4. How did the Little Red Hen feel when her friends would not help her?
5. Have you ever needed help?
6. Why did the Cat, Dog and Dawdling Duck not get to eat the bread?
7. The duck moved slowly. What word means to move slowly? (Move your head slowly from side to side).
8. The bread was very good. What word means very good to eat? (rub stomach).

The Little Red Hen

Children Tell the Story

Introduction



Let's tell the story of The Little Red Hen using the puppets! First let's review so we all remember what happens.

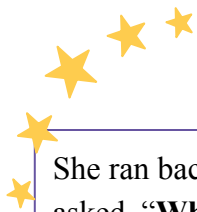
Use sequence cards to retell the story. Encourage children to fill in the missing parts.

The Little Red hen lived on a _____ (farm) **with her friends.** (layout first picture) **One day,** the Little Red Hen found some _____ (seeds). (layout second picture) **The Little Red Hen wanted to make some delicious _____ (bread) with the seeds.** (layout third picture) She asked her friends to help her plant the seeds, but they said _____ (no). **So, the little red hen planted the seeds on her own. The seeds grew into lovely wheat. She asked her friends to help her cut the wheat and grind into flour to make delicious _____ (bread), but they said _____ (no). So, the little red hen cut the wheat and ground into flour and baked a lovely loaf of bread on her own.** (layout fourth picture) **When her friends smelled the delicious bread, they asked her if they could help with _____ (eating) the bread. The Little Red hen said, “_____ (No), I will eat it _____ (myself)!”** (layout fifth picture)

Children Tell the Story with Puppets

Give each child a puppet and tell them their character's part. The teacher helps the children tell the story and encourages children to act out their part. Children are encouraged to tell as much as they can of the story.

| | |
|--|--|
| <p>The teacher encourages the children to tell the story and helps where needed. Encourage the children to act out their parts and say the words in bold.</p> | <p>Encourage action Action</p> |
| <p>Once upon a time, there was a little red hen who lived on a farm with her friends, Cat, Dog, and Duck.</p> |  |
| <p>One day little red hen found some seeds on the ground. “Oh how wonderful! My friends and I can make some delicious bread with these seeds,” she said.</p> |  <p>Place the red hen puppet by the picture.</p> |



She ran back to the farm, showed her friends the seeds and asked, **“Who will help me plant these seeds so we can make some yummy bread with the wheat?”**

“Not I,” meowed the sleepy cat. **“Not I,”** barked the lazy dog. **“Not I,”** quacked the **dawdling** (move slowly - move head) duck.

The little red hen felt sad her friends would not help her. **“Then I will do it myself,”** said the little red hen and she planted the seeds.



The seeds grew into lovely golden wheat. Little Red Hen ran to her friends to tell them the wheat was ready. She asked her friends, **“Who will help me cut the wheat and grind it into flour that we can bake into delicious bread?”**

“Not I,” meowed the sleepy cat. **“Not I,”** barked the lazy dog. **“Not I,”** quacked the **dawdling** duck.

The little red hen felt sad her friend would not help her. **“Then I will do it myself,”** said the little red hen and she cut the wheat and ground it into flour.

When she was done she went back to her friends and said, **“I have ground the wheat into flour. Who would like to help me bake some delectable (yummy - rub stomach) bread? I love delicious, very good bread.”**

“Not I,” meowed the sleepy cat. **“Not I,”** barked the lazy dog. **“Not I,”** quacked the **dawdling** duck.

The little red hen felt sad her friend would not help her. **“Then I will do it myself,”** said the little red hen and she baked a lovely loaf of delicious bread.



As the bread was cooling the friends smelled the mouthwatering aroma of freshly baked bread. They ran to the little red hen who was now very tired from all her hard work. They all asked her if she would like their help EATING the yummy bread.

“No,” said little red hen. **“I will eat it myself!”** The End.



Wonderful job telling the story of the little red hen!



The Gingerbread Man

Materials

Story Word Count = 414

Five Sequence Cards

1. A woman in a little cottage in the woods making cookies.
2. A woman pulling a pan out of the oven and a gingerbread man running away.
3. Gingerbread man talking to the cow/running past the cow.
4. Gingerbread man talking to the horse/running past the horse.
5. Gingerbread man on the fox's back going across the river.

Four Characters In the Story – Each has a puppet.

1. Woman
2. Gingerbread Man
3. Cow
4. Horse
5. Fox

Vocabulary Words in the Story- as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word | Definition | Gesture to Use |
|-----------|---|---|
| delicious | Very good to eat | Rub your stomach with two hands |
| sneaky | Trying to do something without being seen or getting caught | Gesture your index finger to your mouth like you are saying “shhhh” and the move your hand (palm facing your face) to cover your eyes |
| solution* | When a problem gets taken care of | Thumbs up |

*Story vocabulary used across all stories.



Routines

A key goal is to get children **actively engaged** in the lesson – learning vocabulary, answering questions, and repeating dialogue. To support this goal the following routines are used.

Repeated dialogue. Children are asked to repeat key dialogue as a group.

Vocabulary word. Vocabulary words are highlighted. Use this routine with highlighted words.

- a. Say the word as written in the sentence.
- b. Repeat the word and have children repeat the word.
- c. Provide definition and use the gesture. Have children repeat.
- d. Use words across the day!

Questions. Questions are provided throughout the story. Pose the questions to the children as a group (not individuals). If they can't answer, provide the answer and ask again.

The Gingerbread Man




Teacher Tells the Story

Introduction

Are you ready to tell a story with me? Today's story is called *The Gingerbread Man*. This story has 5 characters (Open your arms to all the children). *The characters are the Gingerbread Man, a woman, a cow, a horse and a fox* (layout each puppet as you name the character, ask children to repeat name as you say them).

Stories usually include actions that the characters take to solve their problem. Listen carefully to find out what the Gingerbread Man does to solve his problem.

The teacher tells the story- Read and show picture sequence cards.

| | |
|--|--|
| <p>Read and encourage children to say bold lines with you/after you. Vocabulary Word (give definition - do gesture)</p> | <p>Lay out the sequence card pictured. Action Ask Questions (answer)</p> |
| <p>Once upon a time, there was a woman who lived in a little cottage in the woods. <i>Where does our story take place?</i> One day, she decided to make gingerbread cookies. She carefully mixed the batter, rolled the dough, and cut out gingerbread men and women. Then, she put them in the oven to bake.</p> |  <p>Point to cookies on the pan. Where does the story take place? (in a cottage in the woods)</p> |
| <p>When the cookies were done baking, the woman slowly opened the oven door. Up jumped one of the gingerbread cookies! He ran out the door, saying, “Run, run as fast as you can! You can’t catch me; I am the Gingerbread Man!”</p> <p>The woman ran after him, but she could not catch him. <i>Did the Gingerbread man want to be eaten? That was his problem. What did he do to solve the problem? Yes, he ran away. That’s called the solution. You take care of the problem, you fix it!</i></p> |  <p>Point to the Gingerbread man running away. Did the Gingerbread Man want to be eaten? (no) So what did he do to solve his problem? (He ran away.)</p> |
| <p>After running for a while, the gingerbread man met a cow. "Moo," said the cow. "You look tasty enough for me to eat!" And the cow started to run after the Gingerbread Man. But the Gingerbread Man ran faster, saying, "I ran away from a woman, and I can run away from you! Run, run, as fast as you can! You can't catch me! I'm the Gingerbread Man!" <i>Did the cow eat the Gingerbread Man?</i></p> |  <p>Point to the Gingerbread Man running past the cow. Did the cow eat the Gingerbread Man? (no)</p> |

The Gingerbread Man ran so fast that the cow could not keep up. He kept running, and soon, he met a horse. "Neigh," said the horse. "You look **delicious!**(very good - rub stomach) I would like to eat you."

"But you can't!" said the Gingerbread Man. "I ran away from a **woman**. I ran away from a **cow** and can run away from **you!**" And so he ran, singing, "**Run, run, as fast as you can! You can't catch me! I'm the Gingerbread Man!**" The horse ran after the Gingerbread Man, but she could not catch him. *Did the horse eat the Gingerbread man?*



Point to the Gingerbread Man running past the horse.

Did the horse eat the Gingerbread Man? (no)

Then the Gingerbread Man reached a wide river but didn't know how to swim. Just then, a **sneaky** (trying to do something without being caught - shh gesture) and hungry fox walked by.

The fox saw the Gingerbread Man and said, "If you need to cross the river, I can help you. Jump on my tail, and I'll take you across the river!" The Gingerbread Man jumped on the fox's tail, and they started across the river. *Do you think it is a good idea for the Gingerbread man to go with the fox?*

Halfway across the river, the fox shouted, "Oh, you're too heavy for my tail; jump on my back." So the Gingerbread Man jumped on the fox's back. Soon, the fox said, "Owww! You're too heavy for my back; jump onto my nose." So the Gingerbread Man jumped on the fox's nose. But as soon as they reached the riverbank, the fox flipped the gingerbread man into the air, snapped his mouth shut, and ate the Gingerbread Man. *What did the fox do to the Gingerbread man?*

And that was the end of the Gingerbread Man.
The End



Point to the Gingerbread Man on the Fox.

Do you think it is a good idea for the Gingerbread man to go with the fox? (gather ideas from the students)

What did the Fox do to the Gingerbread Man? (He tricked him and got him to go by his mouth). He was sneaky!



Debrief

1. Ask a few questions (sequence cards are still out).

That was a fun story! The Gingerbread man thought he was so clever!

- a. Who were the characters (open arms indicating all the children) in this story?
- b. Where (point down in front of you) does the story take place?
- c. What was the problem in the story? (thumbs down)
- d. What was the solution to the problem? (thumbs up)
- e. The horse thought the Gingerbread Man looked delicious. Which words go with delicious? Very good to eat or not very good to eat? What are some other delicious things to eat?

2. Retell the story using the picture sequence cards and puppets. Gather the sequence cards and lay them out one at a time as you come to that part of the story. The lines represent words to pause before saying to see if the children can provide the word.

Once, there was a woman who lived in a little cottage in the woods. (layout first picture)

One day, she decided to make gingerbread _____ (cookies). (layout second picture)

When the woman opened the oven door. Up jumped one of the gingerbread cookies! He

ran away saying, "Run, run as fast as you _____ (can)! You can't catch me; I am

the _____ (Gingerbread Man)!" (layout third picture) Then the

Gingerbread Man met a cow and then a _____ (horse). The horse said, "You look

delicious. The Gingerbread Man _____ (ran). Then the Gingerbread Man reached a

wide river. He didn't know how to _____ (swim). (layout fifth picture) Then a sneaky

fox walked by and said he could help him cross the river. First, the Gingerbread Man

jumped on the fox's tail. Next, he jumped on the fox's back. Then, he jumped on the fox's

_____ (nose). When they reached the other side of the river, the fox flipped the

Gingerbread Man in the air and _____ (ate) the Gingerbread Man. That was the

end of the _____ (Gingerbread Man).



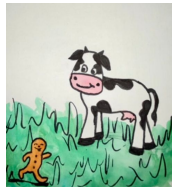
The Gingerbread Man
Teacher & Children Tell the Story

Introduction

Do you remember when I told you the story of The Gingerbread Man? I now want you to each be one of the characters (show puppets) in the story. To help you remember your lines, I will tell the story with you! Give each child a puppet and tell them their character's part.

Today's story is called Gingerbread Man. The characters in this story are Gingerbread Man and the woman, the cow, the horse, and the fox. Hold up your character when I say your name—Gingerbread Man and the woman, the cow, the horse, and the fox. Listen carefully hear the story of the Gingerbread Man!

The teacher tells the story and encourages children to act out their part. Read and show picture sequence cards. Read with few interruptions.

| | |
|--|--|
| <p>Encourage the children to act out their parts and say words in bold. If needed, model first and have child repeat the line.</p> <p>Vocabulary Word (give definition - do gesture)</p> | <p>Lay out the sequence card pictured.</p> <p>Action</p> <p>Ask Questions (answer)</p> |
| <p>Once upon a time, there was a woman who lived in a little cottage in the woods. One day, she decided to make gingerbread cookies. She carefully mixed the batter, rolled the dough, and cut out gingerbread men and women. Then, she put them in the oven to bake.</p> |  <p>Point to cookies on the pan.</p> |
| <p>When the cookies were done baking, the woman slowly opened the oven door. Up jumped one of the gingerbread cookies! He ran out the door, saying, “Run, run as fast as you can! You can’t catch me; I am the Gingerbread Man!”</p> <p>The woman ran after him, but she could not catch him.</p> |  <p>Point to the Gingerbread Man running away.</p> |
| <p>After running for a while, the gingerbread man met a cow. “Moo,” said the cow. “You look tasty enough for me to eat!” And the cow started to run after the Gingerbread Man. But the Gingerbread Man ran faster, saying, “I ran away from a woman, and I can run away from you! Run, run, as fast as you can! You can't catch me! I'm the Gingerbread Man!”</p> |  <p>Point to the Gingerbread Man running past the cow.</p> |

The Gingerbread Man ran so fast that the cow could not keep up. He kept running, and soon, he met a horse. "Neigh," said the horse. "You look **delicious!** (very good - rub stomach) **I would like to eat you.**" "But you can't!" said the Gingerbread Man. "I ran away from a woman. I ran away from a cow and can run away from you!"

And so he ran, singing, "Run, run, as fast as you can! You can't catch me! I'm the Gingerbread Man!" The horse ran after the Gingerbread Man, but she could not catch him.



Point to the Gingerbread man running past the horse.

Then the Gingerbread Man reached a wide river but didn't know how to swim. Just then, a **sneaky** (trying to do something without being caught - shh gesture) and hungry fox walked by. He saw the Gingerbread Man and said, "If you need to cross the river, I can help you. Jump on my tail, and I'll take you across the river!" The Gingerbread Man jumped on the fox's tail, and they started across the river. Halfway across the river, the fox shouted, "Oh, you're too heavy for my tail; jump on my back."

So the Gingerbread Man jumped on the fox's back. Soon, the fox said, "Owww! You're too heavy for my back; jump onto my nose." So the Gingerbread Man jumped on the fox's nose. But as soon as they reached the riverbank, the fox flipped the Gingerbread Man into the air, snapped his mouth shut, and ate the gingerbread man.

And that was the end of the Gingerbread Man.
The End



Point to the Gingerbread Man on the Fox.

Debrief - Ask questions (sequence cards are still out).

Wonderful job telling the story of The Gingerbread Man!

1. What was your favorite part of the story?
2. Who were the characters in this story?
3. Have you ever made cookies?
4. How did the woman feel when the Gingerbread Man ran away?
5. The Gingerbread Man had two problems in the story. What was one of his problems? What was the solution?
6. In this story the fox was sneaky. He was also clever. Do you remember our other story where the characters were clever? (Tap the side of your head, pointing to your brain). How was the fox clever?
7. Who was faster ... the Gingerbread Man or the Horse?

The Gingerbread Man

Children Tell the Story

Introduction



Let's tell the story of The Gingerbread Man using the puppets! First let's review so we all remember what happens.

Use sequence cards to retell the story. Encourage children to fill in the missing parts.

Once, there was a woman who lived in a little cottage in the woods. (layout first picture)
One day, she decided to make gingerbread _____ (cookies). (layout second picture)
When the woman opened the oven door. Up jumped one of the gingerbread cookies! He ran away saying, "Run, run as fast as you _____ (can)! **You can't catch me; I am the _____** (Gingerbread Man)!" (layout third picture) **Then the Gingerbread Man met a cow and then a horse. The horse said, "You look delicious. The Gingerbread Man _____** (ran). **Then the Gingerbread Man reached a wide river. He didn't know how to _____** (swim). (layout fifth picture) **Then a sneaky fox walked by and said he could help him cross the river. First, the Gingerbread Man jumped on the fox's tail, next the fox's back. Then, he jumped on the fox's _____** (nose). **When they reached the other side of the river, the fox flipped the Gingerbread Man in the air and _____** (ate) **the Gingerbread Man. That was the end of the _____** (Gingerbread Man).

Children Tell the Story with Puppets

Give each child a puppet and tell them their character's part. The teacher helps the children tell the story and encourages children to act out their part. Children are encouraged to tell as much as they can of the story.

| | |
|---|--|
| <p>The teacher encourages the children to tell the story and helps where needed. Encourage the children to act out their parts and say the words in bold.</p> | <p>Encourage action Action</p> |
| <p>Once upon a time, there was a woman who lived in a little cottage in the woods. One day, she decided to make gingerbread cookies. She carefully mixed the batter, rolled the dough, and cut out gingerbread men and women. Then, she put them in the oven to bake.</p> |  <p>Point to cookies on the pan.</p> |
| <p>When the cookies were done baking, the woman slowly opened the oven door. Up jumped one of the gingerbread cookies! He ran out the door, saying, "Run, run as fast as you can! You can't catch me; I am the Gingerbread Man!" The woman ran after him, but she could not catch him.</p> |  <p>Point to the Gingerbread Man running away.</p> |



After running for a while, the gingerbread man met a cow. "Moo," said the cow. "You look tasty enough for me to eat! And the cow started to run after the Gingerbread Man. But the Gingerbread Man ran faster, saying, "I ran away from a **woman**, and I can run away from **you!** **Run, run, as fast as you can!** **You can't catch me! I'm the Gingerbread Man!**"



Point to the Gingerbread running past the cow.

The Gingerbread Man ran so fast that the cow could not keep up. He kept running, and soon, he met a horse. "Neigh," said the horse. "You look **delicious!** I would like to eat you."

"But you can't!" said the Gingerbread Man. "I ran away from a **woman**. I ran away from a **cow** and can run away from **you!**" And so he ran, singing, "**Run, run, as fast as you can! You can't catch me! I'm the Gingerbread Man!**" The horse ran after the Gingerbread Man, but she could not catch him.



Point to the Gingerbread Man running past the horse.

Then the Gingerbread Man reached a wide river but didn't know how to swim. Just then, a **sneaky** and hungry fox walked by.

He saw the Gingerbread Man and said, "If you need to cross the river, I can help you. Jump on my tail, and I'll take you across the river!"

The Gingerbread Man jumped on the fox's tail, and they started across the river. Halfway across the river, the fox shouted, "Oh, you're too heavy for my tail; jump on my back." So the Gingerbread Man jumped on the fox's back. Soon, the fox said, "Owww! You're too heavy for my back; jump onto my nose." So the Gingerbread Man jumped on the fox's nose.

But as soon as they reached the riverbank, the fox flipped the Gingerbread Man into the air, snapped his mouth shut, and ate the Gingerbread Man.

And that was the end of the Gingerbread Man.
The End



Point to the Gingerbread Man on the Fox.

Wonderful job telling the story of the Gingerbread Man!



Goldilocks and the Three Bears

Materials

Story Word Count = 420

Five Sequence Cards

1. Goldilocks knocking on cottage in the forest. See the 3 bears in the distance walking away from house.
2. Goldilocks at the table eating out of the first bowl with the other 2 bowls next in line.
3. Goldilocks seeing the 3 chairs – large, medium and small chair
4. The 3 bears coming home and seeing the eaten porridge and see the next room with the 3 chairs, one broken.
5. The 3 bears discovering Goldilocks in the bed. Goldilocks sees them and is surprised.

Four Characters In the Story – Each has a puppet.

1. Goldilocks
2. Papa Bear
3. Momma Bear
4. Baby Bear

Vocabulary Words in the Story- as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word | Definition | Gesture to Use |
|-----------|------------------------------------|---|
| cottage | A small house | Use flat hand to show the roof and sides of a house |
| delight | Very happy | Big smile and clasp hands in front of chest |
| feelings* | Reaction to something in the story | With open palms facing up, clap one hand on the other |

*Story vocabulary used across all stories.



Routines

A key goal is to get children **actively engaged** in the lesson – learning vocabulary, answering questions, and repeating dialogue. To support this goal the following routines are used.

Repeated dialogue. Children are asked to repeat key dialogue as a group.

Vocabulary word. Vocabulary words are highlighted. Use this routine with highlighted words.

- a. Say the word as written in the sentence.
- b. Repeat the word and have children repeat the word.
- c. Provide definition and use the gesture. Have children repeat.
- d. Use words across the day!

Questions. Questions are provided throughout the story. Pose the questions to the children as a group (not individuals). If they can't answer, provide the answer and ask again.

Goldilocks and the Three Bears




Teacher Tells the Story

Introduction

Today's story is called *Goldilocks and the Three Bears*. This story has 4 characters (Open your arms to all the children). *The characters are Goldilocks, Papa Bear, Momma Bear and Baby Bear* (layout each puppet as you name the character).

Stories usually include **feelings**. Feelings are the reactions characters have to something that is happening in the story. They may feel happy or sad. Listen carefully to find out how the characters feel during the story and the important lesson Goldilocks learns at the end of the story.

The teacher tells the story- Read and show picture sequence cards.

| | |
|---|--|
| <p>Read and encourage children to say bold lines with you/after you.</p> <p>Vocabulary Word (give definition - do gesture)</p> | <p>Lay out the sequence card pictured.</p> <p>Action</p> <p>Ask Questions (answer)</p> |
| <p>Once upon a time, there was a girl named Goldilocks.</p> <p>One day she went for a walk in the forest and came upon a cute little cottage (small house). The cottage was home to the three bears. She knocked on the door.</p> |  <p>Point out the cottage.</p> <p>Who lived in the cottage?</p> <p>Point to bears in the picture.</p> |
| <p>No one answered, so she walked in! She was <i>so happy</i> when saw a table with three bowls of porridge.</p> <p>"Porridge!" She yelled with delight (happy -big smile & clap hands). <i>How did she feel when she saw the porridge? Why do you think she was so delighted when she saw the porridge?</i></p> <p>Yay! Porridge! She tasted the porridge from the first bowl. "This porridge is too hot!" she exclaimed. She tasted the porridge from the second bowl. "This porridge is too cold." She tasted the last bowl of porridge. "Ahhh, this porridge is just right," she said happily and she ate it all up.</p> |  <p>Point to the bowls.</p> <p>How did she feel when she saw the porridge? (happy)</p> <p>Why do you think she was so delighted to see the porridge? (Because she was hungry).</p> |
| <p>After she'd eaten the bears' breakfasts, she walked into the living room, where she saw three chairs.</p> <p>Goldilocks sat in the first chair. "This is too big!" she said. She sat in the second chair. "This is too big, too!" she complained. So she tried the last chair. "Ahhh, this chair is just right!" But as she settled into the chair to rest, it broke into pieces! <i>Why do you think the chair broke?</i></p> |  <p>Point to the chairs.</p> <p>Why do you think the chair broke? (because any logical reason)</p> |



Goldilocks was tired, so she went upstairs to find the bedroom. She lay down on the first bed and said, "This bed is **too hard**." She lay in the second bed, but it was **too soft**. Then she lay down in the third bed and stated that it was "**just right**." Goldilocks fell asleep. *Why was Goldilocks tired?*

Why was Goldilocks tired?
(because any logical reason).

As she was sleeping, the three bears came home and spied their eaten breakfast.

"Someone's been eating my **porridge**," growled the Papa bear. "Someone's been eating my **porridge**," said the Mama bear. "Someone's been eating my **porridge**, and they **ate it all up!**" cried the Baby bear.



Point to the eaten porridge and chairs.

How does Baby Bear feel when he sees his chair is broken? (He feels mad/sad.)

Then they walked into the living room. "**Someone's been sitting in my chair**," growled the Papa bear. "**Someone's been sitting in my chair**," said the Mama bear. "**Someone's been sitting in my chair**, and they've broken it all to pieces," cried the Baby bear. *How does Baby Bear feel when he sees his chair is broken?*

They then went to the bedroom, Papa Bear growled, "**Someone's been sleeping in my bed!**" "**Someone's been sleeping in my bed**, too" said the Mama bear. "**Someone's been sleeping in my bed** and she's still there!" exclaimed Baby bear. *Who did the bears find sleeping?*



Who did the bears find sleeping?

Point to Goldilocks' face to point out her emotion.

Just then, Goldilocks woke up. At the sight of 3 bears, she felt scared and screamed, "**Help!**" She jumped up and ran out of the room, ran down the stairs, out of the **cottage** (small house) and ran away into the forest.

She realized it was not a good idea to go into someone else's home without being invited!

The End



★ Debrief

1. Ask a few questions (sequence cards are still out).

That was a fun story! I am so glad that Goldilocks learned an important lesson!

- a. **Who were the characters** (open arms indicating all the children) **in this story?**
- b. **Where** (point down in front of you) **does the story take place?**
- c. **What was the problem in the story?** (thumbs down)
- d. **How does Goldilocks feel when she sees the table of porridge?**
- e. **How do the Bears feel when they come home and see that someone is in their cottage?** (make a roof with your hands).
- f. **What lesson did Goldilocks learn at the end of the story?**

2. Retell the story using the picture sequence cards and puppets. Gather the sequence cards and lay them out one at a time as you come to that part of the story. The lines represent words to pause before saying to see if the children can provide the word.

Once upon a time, a girl named _____ (Goldilocks) went for a walk in the forest.
(layout first picture). **She knocked on the door of a _____ (cottage) and walked in. She saw three bowls of porridge.** (layout second picture) **The first bowl was too _____ (hot). The second bowl was too _____ (cold), but the third bowl was just right. And she ate it all up. Then, she saw some chairs.** (layout third picture) **The first chair was too _____ (big). The second chair was also too big. The third chair was just right, but then it _____ (broke)! Now Goldilocks was tired. She lay down on the first bed, but it was too _____ (hard). The second bed was too _____ (soft). The third bed was just _____ (right). She fell asleep.** (layout fourth picture) **The bears came home and saw that someone ate their breakfast. Next, they went into the living room and saw that someone had been sitting in their _____ (chairs).** (layout fifth picture) **Then, they went to the bedroom and saw that someone had been in their _____ (beds). Just then, Goldilocks woke up and screamed, “_____!” (help). She jumped up and ran out of the cottage. She realized it is not a good idea to go into someone else’s _____ (home) without being invited.**

Goldilocks and the Three Bears




Teacher & Children Tell the Story

Introduction

Do you remember when I told you the story of Goldilocks and the Three Bears? I now want you to each be one of the characters (show puppets) in the story. To help you remember your lines, I will tell the story with you! Give each child a puppet and tell them their character's part.

Today's story is called Goldilocks and the Three Bears. The characters in this story are Goldilocks and the three bears: You hold up your character when I say your name—Goldilocks, Papa Bear, Mama Bear, and Baby Bear. Listen carefully to find out the lesson Goldilocks learns at the end of the story and how the characters feel during the story.

The teacher tells the story and encourages children to act out their part. Read and show picture sequence cards. Read with few interruptions.

| | |
|---|---|
| <p>Encourage the children to act out their parts and say words in bold. If needed, model first and have child repeat the line. Vocabulary Word (give definition - do gesture)</p> | <p>Lay out the sequence card pictured. Action Ask Questions (answer)</p> |
| <p>Once upon a time, there was a girl named Goldilocks. One day she went for a walk in the forest and came upon a cute little cottage. The cottage was home to the three bears. She knocked on the front door.</p> |  <p>Point out the cottage.</p> |
| <p>No one answered, so she walked in! She was <i>so pleased</i> when saw a table with three bowls of porridge. "Porridge!" She yelled with delight. She tasted the porridge from the first bowl. "This porridge is too hot!" she exclaimed. She tasted the porridge from the second bowl. "This porridge is too cold." She tasted the last bowl of porridge. "Ahh, this porridge is just right," she said and she ate it all up.</p> |  <p>Point to the bowls.</p> |
| <p>After she'd eaten the bears' breakfasts, she walked into the living room, where she saw three chairs. Goldilocks sat in the first chair. "This is too big!" she exclaimed. She sat in the second chair. "This is too big, too!" she complained. So she tried the last chair. "Ahhh, this chair is just right!" But as she settled into the chair to rest, it broke into pieces!</p> |  <p>Point to the chairs.</p> |



Goldilocks was tired, so she went upstairs to find the bedroom. She lay down on the first bed and said, **“This bed is too hard.”** She lay in the second bed, but it was too soft. Then she lay down in the third bed and stated that it was **“just right.”** Goldilocks fell asleep.

As she was sleeping, the three bears came home and spied their eaten breakfast. **“Someone's been eating my porridge,”** (one hand flat in front of your face (palm up), the other hand pretending to eat with a spoon) growled the Papa bear. **“Someone's been eating my porridge,”** said the Mama bear. **“Someone's been eating my porridge, and they ate it all up!”** cried the Baby bear.

Then they walked into the living room. **“Someone's been sitting in my chair,”** growled the Papa bear. **“Someone's been sitting in my chair,”** said the Mama bear. **“Someone's been sitting in my chair, and they've broken it all to pieces,”** cried the Baby bear.

They then went to the bedroom, Papa Bear growled, **“Someone's been sleeping in my bed!”** **“Someone's been sleeping in my bed, too”** said the Mama bear. **“Someone's been sleeping in my bed and she's still there!”** exclaimed Baby bear.

Just then, Goldilocks woke up. At the sight of three bears, she screamed, **“Help!”** She jumped up and ran out of the room, ran down the stairs, out of the **cottage**, and ran away into the forest. She realized it was not a good idea to go into someone else's home without being invited!

The End



Point to the eaten porridge and chairs.



Point to Goldilocks' face.

Debrief - Ask questions (sequence cards are still out).

Wonderful job telling the story of the Goldilocks and the Three bears!

1. What was your favorite part of the story?
2. Who were the characters in this story?
3. Whose bed did Goldilocks fall asleep in?
4. Where did this story take place?
5. How did Goldilocks feel when she saw the three Bears?
6. What happened at the end of the story?
7. Where do you think Goldilocks ran to at the end of the story?

Goldilocks and the Three Bears

Children Tell the Story

Introduction



Let's use the puppets to tell the story of Goldilocks and the Three Bears! First, let's review so we all remember what happens.

Use sequence cards to retell the story. Encourage children to fill in the missing parts.

Once upon a time, a girl named _____ (Goldilocks) went for a walk in the forest. (layout first picture) She knocked on the door of a cottage. No one answered, so she walked in. Next, she saw three bowls of porridge. (layout second picture) The first bowl was too _____ (hot). The second bowl was too _____ (cold), but the third bowl was just _____ (right). And she ate it all. Then, she saw some chairs. (layout third picture) The first chair was too _____ (big). The second chair was also too big. The third chair was just _____ (right), but then it _____ (broke)! Now Goldilocks was tired. She lay down on the first bed, but it was too _____ (hard). The second bed was too _____ (soft). The third bed was just _____ (right). She fell asleep. (layout fourth picture) The bears came home and saw that someone ate their breakfast. Next, they went into the living room and saw that someone had been sitting in their _____ (chairs). (layout fifth picture) Then, they went to the bedroom and saw that someone had been in their _____ (beds). Just then, Goldilocks woke up and screamed, " _____ !" (help). She jumped up and ran out of the cottage. She realized it is not a good idea to go into someone else's home without being invited.

Children Tell the Story with Puppets

Give each child a puppet and tell them their character's part. The teacher helps the children tell the story and encourages children to act out their part. Children are encouraged to tell as much as they can of the story.

| | |
|---|--|
| <p>The teacher encourages the children to tell the story and helps where needed. Encourage the children to act out their parts and say the words in bold.</p> | <p>Encourage action Action</p> |
| <p>Once upon a time, there was a girl named Goldilocks. One day she went for a walk in the forest and came upon a cute little cottage. The cottage was home to the three bears. She knocked on the front door.</p> |  <p>Point out the cottage.</p> |
| <p>No one answered, so she walked in! She was <i>so pleased</i> when saw a table with three bowls of porridge. "Porridge!" She yelled with delight. She tasted the porridge from the first bowl. "This porridge is too hot!" she exclaimed. She tasted the porridge from the second bowl. "This porridge is too cold." She tasted the last bowl of porridge. "Ahhh, this porridge is just right," she said happily and she ate it all up.</p> |  <p>Point to the bowls.</p> |



After she'd eaten the bears' breakfasts, she walked into the living room, where she saw three chairs. Goldilocks sat in the first chair.

"**This is too big!**" she exclaimed. She sat in the second chair. "**This is too big, too!**" she complained. So she tried the last chair. "**Ahhh, this chair is just right!**" But as she settled into the chair to rest, it broke into pieces!



Point to the chairs.

Goldilocks was tired, so she went upstairs to find the bedroom. She lay down on the first bed and said,

"**This bed is too hard.**" She lay in the second bed, but it was too soft. Then she lay down in the third bed and stated that it was "**just right.**" Goldilocks fell asleep.

As she was sleeping, the three bears came home and spied their eaten breakfast. "**Someone's been eating my porridge,**" growled the Papa bear. "**Someone's been eating my porridge,**" said the Mama bear. "**Someone's been eating my porridge, and they ate it all up!**" cried the Baby bear.

Then they walked into the living room. "**Someone's been sitting in my chair,**" growled the Papa bear. "**Someone's been sitting in my chair,**" said the Mama bear. "**Someone's been sitting in my chair, and they've broken it all to pieces,**" cried the Baby bear.



Point to the eaten porridge and chairs.

They then went to the bedroom, Papa Bear growled, "**Someone's been sleeping in my bed!**" "**Someone's been sleeping in my bed, too**" said the Mama bear. "**Someone's been sleeping in my bed and she's still there!**" exclaimed Baby bear.

Just then, Goldilocks woke up. At the sight of three bears, she screamed, "**Help!**" She jumped up and ran out of the room, ran down the stairs, out of the cottage, and ran away into the forest. She realized it was not a good idea to go into someone else's home without being invited! The End



Point to Goldilocks' face

Wonderful job telling the story of Goldilocks!

Jack and the Beanstalk

Story Word Count = 420

Materials

Five Sequence Cards

1. Jack & his mother with a cow in front of their farm.
2. Jack getting the magic beans.
3. Jack climbing beanstalk.
4. Jack frees the hen and runs.
5. Jack, Mother, and hen are safe on the ground.

Four Characters In the Story – Each has a puppet.

1. Jack
2. Jack's Mother
3. Giant
4. Hen who lays golden eggs

Vocabulary Words in the Story- as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word | Definition | Gesture to Use |
|-------------|-----------------------------|---|
| gigantic | Very big | Stretch your arm above your head with your hand cupped in (indicating how tall) |
| amazement | Surprise; can't believe it | Make a surprised face and put your hands on either side of your face. |
| characters* | People/animals in the story | Open your arms to all of the children. |

*Story vocabulary used across all stories.



Routines

A key goal is to get children **actively engaged** in the lesson – learning vocabulary, answering questions, and repeating dialogue. To support this goal the following routines are used.

Repeated dialogue. Children are asked to repeat key dialogue as a group.

Vocabulary word. Vocabulary words are highlighted. Use this routine with highlighted words.

- a. Say the word as written in the sentence.
- b. Repeat the word and have children repeat the word.
- c. Provide definition and use the gesture. Have children repeat.
- d. Use words across the day!

Questions. Questions are provided throughout the story. Pose the questions to the children as a group (not individuals). If they can't answer, provide the answer and ask again.




Jack and the Beanstalk

Teacher Tells the Story

Introduction

Today's story is called *Jack and the Beanstalk*. This story has 4 characters (Open your arms to all the children). *The characters are Jack, Jack's Mother, the Giant, and the hen that lays golden eggs* (layout each puppet as you name the character and ask children to repeat the name).

The teacher tells the story- Read and show picture sequence cards.

| | |
|--|--|
| <p>Read and encourage children to say bold lines with you/after you.</p> <p>Vocabulary Word (give definition - do gesture)</p> | <p>Lay out the sequence card pictured.</p> <p>Action</p> <p>Ask Questions (answer)</p> |
| <p>Once upon a time, there was a boy named Jack who lived on a farm with his mother. Jack and his mother needed to sell their cow. <i>Who are the characters in our story?</i></p> <p>Jack's mother told him, "Take the cow to the market to sell."</p> |  <p>Point out the farm. Point to Jack and his mom.</p> <p>Who are the characters? (Jack and his mom)</p> |
| <p>On the way to the market, Jack met an old woman who said she would trade him five magic beans for his cow. Jack agreed and took the magic beans to show his mother. <i>Do you think the beans are really magic beans?</i></p> <p>"Look, Mom, I have magic beans!" His mother was unhappy when she learned that Jack sold the cow for beans. She told him, "You silly boy, these beans are not magic!" She then threw the beans out the window. <i>Why was Jack's mom unhappy?</i></p> |  <p>Do you think the bean are really magic beans?</p> <p>Why was Jack's mom unhappy? (Jack didn't bring home money for the cow)</p> |
| <p>That night, the magic beans began to grow, and grow, and grow.</p> <p>By morning the beans had grown into a gigantic (very big - stretch arm up) beanstalk that reached beyond the clouds! Jack and his mother came outside and said, "Oh my!" Jack climbed the beanstalk and at the top of the beanstalk was a castle. <i>What was at the top of the beanstalk? Who do you think lives in the castle?</i></p> |  <p>Point to Jack climbing the beanstalk.</p> <p>What was at the top of the beanstalk? (castle)</p> <p>Who do you think lives in the castle?</p> |



Jack went into the **gigantic** (very big - stretch arm up) castle and saw that it was home to a giant.

Jack quickly hid in a cupboard! *Why did Jack hide?* The giant walked toward the cupboard and said, “**Fe Fi Fo Fum**. I think someone is in my house.”

The giant looked around but could not find Jack. From his hiding place, Jack could see the giant sitting down next to a table with a sad hen locked in a cage.

To Jack’s **amazement**, (surprise) the hen laid three golden eggs! “**Wow**,” said Jack. *Why was Jack amazed?*

The giant was keeping the hen locked up so he could have the golden eggs. The hen looked at Jack and said, “**Help me** get out of this cage.” *Do you think Jack will help the hen?*

Why did Jack hide? (so the giant would not see him)

Why was Jack amazed? (the goose lay a golden egg)

Do you think Jack will help the hen?

Jack waited until the giant was not looking and then he ran out and opened the cage to let the hen out.

Unfortunately, the giant saw Jack. “**Run!**” said the hen. The giant ran after Jack and the hen, saying, “**Fe Fi Fo Fum**. Stop! Come back with my hen!”



Point to Jack when he says run; point to Giant when he says Fe Fi Fo Fum.

How do you think Jack and the hen feel?

Jack and the hen climbed down the beanstalk as fast as they could. As he climbed, Jack yelled to his mother, “Mother, please get the ax and start chopping down the beanstalk. A giant is chasing me!” His mother heard him and ran for the ax. She began chopping when she saw Jack and the hen were close to the ground.

She chopped, and to her **amazement**, the beanstalk fell just as Jack’s feet touched the ground! Jack and the hen were safe.

The End



Point to each character.

How did the characters (people in the story) feel at the end? (happy)



Debrief

1. Ask a few questions (sequence cards are still out).

That was a fun story! I am so glad that Jack got away from the giant!

- a. What was your favorite part of the story?
 - b. Who were the characters (open arms indicating all the children) in this story?
 - c. What does Jack get when he sells the cow?
 - d. How did Jack feel when he saw the hen with golden eggs?
 - e. What does the word gigantic mean?
 - f. Who chopped down the beanstalk?
2. Retell the story using the picture sequence cards and puppets. Gather the sequence cards and lay them out one at a time as you come to that part of the story. The lines represent words to pause before saying to see if the children can provide the word.

Once upon a time, a boy named _____ (Jack) lived on a farm with his mother.

(layout first picture) **One day Jack sold the family's cow for magic ___ (beans).** (layout

second picture) **When he went home and showed the magic beans to his mother, she was**

unhappy and threw them out the window. The magic beans grew and grew into a

gigantic ___ (beanstalk). (layout third picture) **Jack climbed the beanstalk and found a**

castle at the top. In the castle there lived a ___ (giant). When he saw the giant, he hid.

From his hiding spot he saw a cage with a magic hen that laid golden ___ (eggs). He freed

the hen from her cage (layout fourth picture), and together, they ran to the beanstalk and

climbed down. As he climbed, he yelled for his ___ (mother). His mother began chopping

down the beanstalk. Just as Jack and the hen landed safely on the ground, the beanstalk

fell. Jack and the hen were safe. The ___ (End).

2nd Read

Jack and the Beanstalk




Teacher & Children Tell the Story

Introduction



Do you remember when I told you the story of Jack and the Beanstalk? I now want you to each be one of the characters (show puppets) in the story. To help you remember your lines, I will tell the story with you! Give each child a puppet and tell them their character's part.

Today's story is called Jack and the Beanstalk. The characters in this story are Jack, his Mother, the magic hen, and a giant. Hold up your character when I say your name—Jack, Mother, Magic Hen, Giant. Listen carefully to the story of Jack and the Beanstalk!

The teacher tells the story and encourages children to act out their part. Read and show picture sequence cards. Read with few interruptions.

| | |
|--|--|
| <p>Encourage the children to act out their parts and say words in bold. If needed, model first and have child repeat the line. Vocabulary Word (give definition - do gesture)</p> | <p>Lay out the sequence card pictured. Action Ask Questions (answer)</p> |
| <p>Once upon a time, there was a boy named Jack who lived on a farm with his mother. Jack and his mother needed to sell their cow. Jack's mother told him, "Take the cow to the market to sell."</p> |  <p>Point out the farm. Point Jack and his mom.</p> <p>Who are the characters?</p> |
| <p>On the way to the market, Jack met an old woman who said she would trade him five magic beans for his cow. Jack agreed and took the magic beans to show his mother. "Look, Mom, I have magic beans!" His mother was unhappy when she learned that Jack sold the cow for beans. She told him, "You silly boy, these beans are not magic!" She then threw the beans out the window.</p> |  |
| <p>That night, the magic beans began to grow, and grow, and grow. By morning the beans had grown into a gigantic (very big - stretch arm up) beanstalk that reached beyond the clouds! Jack and his mother came outside and said, "Oh my!" Jack climbed the beanstalk and at the top of the beanstalk was a castle.</p> |  |



| | |
|--|--|
| <p>Jack went in the gigantic (very big - stretch arm up) castle and saw that it was home to a giant. Jack quickly hid in a cupboard! The giant walked toward the cupboard and said, “Fe Fi Fo Fum. I think someone is in my house.” The giant looked around but could not find Jack. From his hiding place, Jack could see the giant sitting down next to a table with a sad hen locked in a cage. To Jack’s amazement, (surprise) the hen laid three golden eggs! “Wow,” said Jack. The giant was keeping the hen locked up so he could have the golden eggs. The hen looked at Jack and said, “Help me get out of this cage.”</p> | <p>Why was Jack amazed?</p> |
| <p>Jack waited until the giant was not looking and then he ran out and opened the cage to let the hen out. Unfortunately, the giant saw Jack. “Run!” said the hen. The giant ran after Jack and the hen, saying, “Fe Fi Fo Fum. Stop! Come back with my hen!”</p> |  |
| <p>Jack and the hen climbed down the beanstalk as fast as they could. As he climbed, Jack yelled to his mother, “Mother, please get the ax and start chopping down the beanstalk. A giant is chasing me!” His mother heard him and ran for the ax. She began chopping when she saw Jack and the hen were close to the ground.</p> | |
| <p>She chopped, and to her amazement, the beanstalk fell just as Jack’s feet touched the ground! Jack and the hen were safe.</p> <p>The End</p> |  <p>Point to each character.</p> <p>How did the characters (people in the story) feel at the end?</p> |

Debrief - Ask questions (sequence cards are still out).

Wonderful job telling the story of Jack and the Beanstalk!

1. **What was your favorite part of the story?**
2. **Who were the characters in this story?**
3. **Who was Jack frightened of?**
4. **Where did this story take place? The setting of the story.**
5. **What happened at the end of the story?**
6. **What would you do if you had magic beans?**

Jack and the Beanstalk

Children Tell the Story

Introduction



Let's use the puppets to tell the story of Jack and the Beanstalk. First, let's review so we all remember what happens.

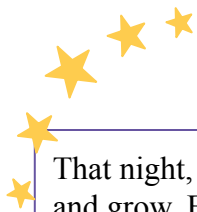
Use sequence cards to retell the story. Encourage children to fill in the missing parts.

Once upon a time, a boy named _____ (Jack) **lived on a farm with his mother.** (layout first picture) **One day, Jack sold the family's cow for magic ____** (beans). (layout second picture) **When he went home and showed the magic beans to his mother, she was unhappy and threw them out the window. The magic beans grew and grew into a gigantic ____** (beanstalk) (layout third picture) **Jack climbed the beanstalk and found a castle at the top. In the castle there lived a ____** (giant). **When he saw the giant, he hid. From his hiding spot he saw a cage with a magic hen that laid golden ____** (eggs). **He freed the hen from her cage** (layout fourth picture), **and together, they ran to the beanstalk and climbed down. As he climbed he yelled for his ____** (mother). **His mother began chopping down the beanstalk. Just as Jack and the hen landed safely on the ground, the beanstalk fell. Jack and the hen were safe. The ____** (End).

Children Tell the Story with Puppets

Give each child a puppet and tell them their character's part. The teacher helps the children tell the story and encourages children to act out their part. Children are encouraged to tell as much as they can of the story.

| | |
|--|--|
| <p>The teacher encourages the children to tell the story and helps where needed. Encourage the children to act out their parts and say the words in bold.</p> | <p>Encourage action Action</p> |
| <p>Once upon a time, there was a boy named Jack who lived on a farm with his mother. Jack and his mother needed to sell their cow. Jack's mother told him, "Take the cow to the market to sell."</p> |  |
| <p>On the way to the market, Jack met an old woman who said she would trade him five magic beans for his cow. Jack agreed and took the magic beans to show his mother. "Look, Mom, I have magic beans!" His mother was unhappy when she learned that Jack sold the cow for beans. She told him, "You silly boy, these beans are not magic!" She then threw the beans out the window.</p> |  |



Wonderful job telling the story of Jack and the Beanstalk!



The Three Billy Goats Gruff

Materials

Story Word Count = 420

Five Sequence Cards

1. Picture of three goats (little, medium, and big) eating grass on a hillside with a river.
2. Little Billy Goat on the bridge with the troll.
3. Middle Billy Goat on the bridge with the troll.
4. Big Billy Goat on the bridge with the troll.
5. The 3 goats happily eating grass on the other side of the bridge.

Four Characters In the Story – Each has a puppet.

1. Little Billy Goat Gruff
2. Middle Billy Goat Gruff
3. Big Billy Goat Gruff
4. Troll

Vocabulary Words in the Story- as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word | Definition | Gesture to Use |
|-----------|--|--|
| delicious | Yummy to eat | Rub your stomach with your hand and smile |
| relieved | To feel better after being worried | Wipe your forehead with the back of your hand |
| setting* | Where the story takes place; it is a place | Point down in front of your - indicating right here. |

*Story vocabulary used across all stories.



Routines

A key goal is to get children **actively engaged** in the lesson – learning vocabulary, answering questions, and repeating dialogue. To support this goal the following routines are used.

Repeated dialogue. Children are asked to repeat key dialogue as a group.

Vocabulary word. Vocabulary words are highlighted. Use this routine with highlighted words.

- a. Say the word as written in the sentence.
- b. Repeat the word and have children repeat the word.
- c. Provide definition and use the gesture. Have children repeat.
- d. Use words across the day!

Questions. Questions are provided throughout the story. Pose the questions to the children as a group (not individuals). If they can't answer, provide the answer and ask again.

The Three Billy Goats Gruff
Teacher Tells the Story

Introduction

Today's story is called *The Three Billy Goats Gruff*. It is about three goat brothers. A Billy Goat is a boy goat. The story has four characters (Open your arms to all the children): the *Little Billy Goat, the Middle Billy Goat, the Big Billy Goat, and the troll* (layout each puppet as you name the character and ask children to repeat the name).

Read and encourage children to say **bold** lines with you/after you.

Vocabulary Word (give definition - do gesture)

Lay out the sequence card pictured.

Action

Ask Questions (answer)

Once upon a time, there were three Billy Goat brothers. There was Little Billy Goat Gruff, Middle Billy Goat Gruff, and Big Billy Goat Gruff. They lived happily on a grassy hill near a river. *Where does this story take place? Yes, that is the **setting*** (point down).



Where does this story take place? (reread the last sentence to help them).

One morning the goats woke to find they had eaten all the **delicious** (yummy - rub stomach) grass on their hillside. **“Oh no!”** *The goats have a big problem to solve, what is their problem?*

Oh dear! The goats have a big problem to solve!

What is the problem? (the delicious grass is gone)

Across the river was another hillside with lots of grass. *How can they solve their problem?* “We need to cross to the other side of the river,” said Big Billy Goat Gruff. **That is a good solution!** But there was a mean troll that lived under the bridge that crossed the river and his favorite thing to eat was goat. **Oh no, another problem!**

How can they solve it? (go to the other hillside across the river)

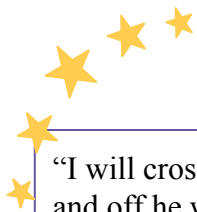
Little Billy Goat Gruff said, **“I will go** across the bridge first.” Little Billy Goat took a deep breath and set out across the bridge. *How do you think Little Billy Goat feels?*



How do you think Little Billy Goat feels?

Trip, trap, went his hooves on the bridge. The troll climbed onto the bridge. **“Who’s that walking across my bridge?”** he yelled. The goat said, “I am Little Billy Goat Gruff. I’m going to eat the grass.” **“Oh no you’re not!”** said the troll. “You don’t want to eat me. I am too little,” said the goat. The troll looked across the bridge and saw that a bigger goat was waiting to cross. “You may cross the bridge,” agreed the troll. Middle and Big Billy Goat were **relieved** to see their brother cross the bridge safely.

Why were the two goats relieved?
(Little Billy Goat was safe)



“I will cross the bridge now,” said Middle Billy Goat, and off he went.

Trip, trap, went his hooves on the bridge. The troll climbed onto the bridge. “**Who’s that walking across my bridge?**” he yelled. “I am Middle Billy Goat Gruff. I’m going to eat the grass,” said the middle-sized goat. “Oh no, you’re not!” said the troll.

“You don’t want to eat me. I would not make a good meal” said the goat. The troll looked and saw an even bigger Billy Goat waiting to cross the bridge. “**You may cross the bridge,**” agreed the troll.



Why did the troll let the goat pass across the bridge?
(because he saw a bigger goat)

Big Billy Goat was **relieved** (feel better - wipe forehead) to see his brother cross the bridge, so off he went.

Trip, trap, went his hooves on the bridge. The troll climbed onto the bridge. Big Billy Goat said, “I’m going across the bridge to eat the grass on the other side.”

“**Oh no, you’re not!**” yelled the troll. Big Billy Goat was much larger than his brothers. He stamped his hooves, lowered his head, and said, “You are not being nice, and I would like to go across.” Big Billy Goat walked strongly across the bridge, and the troll moved out of his way.

Why did the troll move out of the way?



Point out the two goats already in the grass and the big goat walking across the bridge.

Why did the troll move out of the way?
(he was afraid)

Big Billy Goat joined his brothers on the other side, where they happily ate the **delicious** (yummy - rub stomach) grass.

The end.

Did the 3 Billy Goats Gruff solve their problem of having no green grass to eat? Did they solve their 2nd problem of having to get across the bridge?



Point out the delicious grass and the brownish grass where they were before.

Did the 3 Billy Goats Gruff solve their problem of having no green grass to eat?
(yes!)

Did they solve their 2nd problem of having to get across the bridge? (yes!)



Debrief

1. Ask a few questions (sequence cards are still out).

That was an exciting story! I am so glad Billy Goats safely crossed the bridge to the grass!

- a. What was your favorite part of the story?
- b. Who were the characters (open arms indicating all the children) in this story?
- c. Where does this story take place/what is the setting?
- d. Who was the first goat to cross the bridge?
- e. When his brothers made it safely across the bridge, the Big Billy Goat was relieved. What does relieved mean? Does it mean to feel scared or feel good after something happens?
- f. What happened at the end of the story?

2. Retell the story using the picture sequence cards and puppets. Gather the sequence cards and lay them out one at a time as you come to that part of the story. The lines represent words to pause before saying to see if the children can provide the word.

Once upon a time, there were three Billy ____ (goats) who lived on a grassy hill. (layout first picture) **One day, they realized that they had eaten all of the grass on their hill and needed to go across the bridge to find a new grassy hill. The problem was that under the bridge lived a a mean ____ (troll). The first goat to go across the bridge was the ____ (little) Billy Goat (layout second picture). The next Billy Goat was the Middle Billy Goat (layout third picture). Finally, the last Billy Goat to safely cross the bridge was the ____ (Big) Billy Goat. (layout fourth picture). The three goat brothers happily ate ____ (grass) together on their new grass hill.**

The ____ (End)

The Three Billy Goats Gruff


Teacher & Children Tell the Story

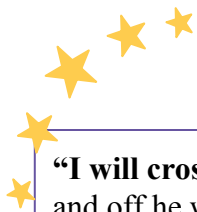
Introduction

Do you remember when I told you the story of The Three Billy Goats Gruff? I now want you to each be one of the characters (show puppets) in the story. To help you remember your lines, I will tell the story with you! Give each child a puppet and tell them their character's part.

Today's story is called The Three Billy Goats Gruff. The characters in this story are Little Billy Goat, Middle Billy Goat, and Big Billy Goat and a troll. Hold up your character when I say your name— Little Billy Goat, Middle Billy Goat, Big Billy Goat, troll. Listen carefully to the story of The Three Billy Goats Gruff!

The teacher tells the story and encourages children to act out their part. Read and show picture sequence cards. Read with few interruptions.

| | |
|---|--|
| <p>Encourage the children to act out their parts and say words in bold. If needed, model first and have child repeat the line. Vocabulary Word (give definition - do gesture)</p> | <p>Lay out the sequence card pictured. Action Ask Questions (answer)</p> |
| <p>Once upon a time, there were three Billy Goat brothers. There was Little Billy Goat Gruff, Middle Billy Goat Gruff, and Big Billy Goat Gruff. They lived happily on a grassy hill near a river. <i>Where is the setting?</i></p> |  <p>Where is the setting in this story? (reread the last sentence to help.)</p> |
| <p>One morning the goats woke to find they had eaten all the delicious (yummy) grass on their hillside. “Oh no!” Across the river was another hillside with lots of grass. <i>What is the problem?</i> “We need to cross to the other side of the river,” said Big Billy Goat Gruff. But there was a mean troll that lived under the bridge that crossed the river and his favorite thing to eat was goat.</p> | <p>Oh dear! The goats have a big problem to solve! What is the problem?</p> |
| <p>Little Billy Goat Gruff said, “I will go across the bridge first.” Little Billy Goat took a deep breath and set out across the bridge. Trip, trap, went his hooves on the bridge. The troll climbed onto the bridge. “Who’s that walking across my bridge?” he yelled. The goat said, “I am Little Billy Goat Gruff. I’m going to eat the grass.” “Oh no you’re not!” said the troll. “You don’t want to eat me. I am too little,” said the little goat. The troll looked across the bridge and saw that a bigger goat was waiting to cross the bridge. “You may cross the bridge,” agreed the troll. Middle and Big Billy Goat were relieved (feel better) to see their brother cross the bridge safely.</p> |  |



“I will cross the bridge now,” said Middle Billy Goat, and off he went.

Trip, trap, went his hooves on the bridge. The troll climbed onto the bridge. **“Who’s that walking across my bridge?”** he yelled. **“I am Middle Billy Goat Gruff. I’m going to eat the grass,”** said the middle-sized goat. **“Oh no, you’re not!”** said the troll.

“You don’t want to eat me. I would not make a good meal” said the goat. The troll looked and saw an even bigger Billy Goat waiting to cross the bridge. **“You may cross the bridge,”** agreed the troll.



Big Billy Goat was **relieved** (feel better - wipe forehead) to see his brother cross the bridge, so off he went.

Trip, trap, went his hooves on the bridge. The troll climbed onto the bridge. Big Billy Goat said, **“I’m going across the bridge to eat the grass on the other side.”**

“Oh no, you’re not!” yelled the troll. Big Billy Goat was much larger than his brothers. He stamped his hooves, lowered his head, and said, **“You are not being nice, and I would like to go across.”** Big Billy Goat walked strongly across the bridge, and the troll moved out of his way.



Big Billy Goat joined his brothers on the other side, where they happily ate the **delicious** (yummy - rub stomach) grass.

The end.



Point out the delicious grass and the brownish grass where they were before.

Wonderful job telling the story of Three Billy Goats Gruff!

Debrief

1. Ask a few questions (sequence cards are still out).

That was an exciting story! I am so glad Billy Goats safely crossed the bridge to the grass!

- a. **Who were the characters** (open arms indicating all the children) **in this story?**
- b. **Where does this story take place? What is the setting?**
- c. **Why did the goats want to cross the bridge?**
- d. **Why were the goats frightened to cross the bridge?**
- e. **Who was the last goat to cross the bridge?**

The Three Billy Goats Gruff

Children Tell the Story

Introduction


Let's use the puppets to tell the story of The Three Billy Goats Gruff. First, let's review so we all remember what happens.

Use sequence cards to retell the story. Encourage children to fill in the missing parts.

Once upon a time, there were three Billy ____ (goats) who lived on a grassy hill.
 (layout first picture) **One day, they realized that they had eaten all of the grass on their hill and needed to go across the bridge to find a new grassy hill. The problem was that under the bridge lived a a mean ____ (troll). The first goat to go across the bridge was the ____ (Little) Billy Goat.** (layout second picture). **The next Billy Goat was the ____ (Middle) Billy Goat** (layout third picture). **Finally, the last Billy Goat to safely cross the bridge was the ____ (Big) Billy Goat.** (layout fourth picture). **The three goat brothers happily ate grass together on their new grass hill.**
The ____ (End).

Children Tell the Story with Puppets

Give each child a puppet and tell them their character's part. The teacher helps the children tell the story and encourages children to act out their part. Children are encouraged to tell as much as they can of the story.

| | |
|--|--|
| <p>The teacher encourages the children to tell the story and helps where needed. Encourage the children to act out their parts and say the words in bold.</p> | <p>Encourage action Action</p> |
| <p>Once upon a time, there were three Billy Goat brothers.</p> <p>There was Little Billy Goat Gruff, Middle Billy Goat Gruff, and Big Billy Goat Gruff. They lived happily on a grassy hill near a river.</p> |  <p>Where is the setting in this story? (reread the last sentence to help.)</p> |
| <p>One morning the goats woke to find they had eaten all the delicious grass on their hillside. “Oh no!”</p> <p>Across the river was another hillside with lots of grass. “We need to cross to the other side of the river,” said Big Billy Goat Gruff. But there was a mean troll that lived under the bridge that crossed the river and his favorite thing to eat was goat.</p> | |



Little Billy Goat Gruff said, **“I will go across the bridge first.”** Little Billy Goat took a deep breath and set out across the bridge.

Trip, trap, went his hooves on the bridge. The troll climbed onto the bridge. **“Who’s that walking across my bridge?”** he yelled. The goat said, **“I am Little Billy Goat Gruff. I’m going to eat the grass.”**

“Oh no you’re not!” said the troll. **“You don’t want to eat me. I am too little.”** Said the little goat.

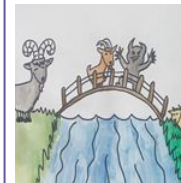
The troll looked across the bridge and saw that a bigger goat was waiting to cross the bridge. **“You may cross the bridge,”** agreed the troll. Middle and Big Billy Goat were **relieved** to see their brother cross the bridge safely.



“I will cross the bridge now,” said Middle Billy Goat, and off he went.

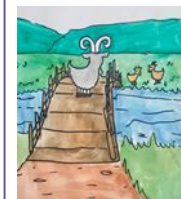
Trip, trap, went his hooves on the bridge. The troll climbed onto the bridge. **“Who’s that walking across my bridge?”** he yelled. **“I am Middle Billy Goat Gruff. I’m going to eat the grass,”** said the middle-sized goat. **“Oh no, you’re not!”** said the troll. **“You don’t want to eat me. I would not make a good meal”** said the goat.

The troll looked and saw an even bigger Billy Goat waiting to cross the bridge. **“You may cross the bridge,”** agreed the troll.



Big Billy Goat was **relieved** to see his brother cross the bridge, so off he went. **Trip, trap,** went his hooves on the bridge. The troll climbed onto the bridge. Big Billy Goat said, **“I’m going across the bridge to eat the grass on the other side.”**

“Oh no, you’re not!” yelled the troll. Big Billy Goat was much larger than his brothers. He stamped his hooves, lowered his head, and said, **“You are not being nice, and I would like to go across.”** Big Billy Goat walked strongly across the bridge, and the troll moved out of his way.



Big Billy Goat joined his brothers on the other side, where they happily ate the **delicious** grass.
The end.



Great job telling the story of Three Billy Goats Gruff!

Little Red Riding Hood

Materials

Story Word Count = 420

Five Sequence Cards

1. Picture of Little Red with her mother giving her a basket with a loaf of bread.
2. Little Red is picking flowers in the forest as the Wolf comes up to her
3. Wolf in bed dressed like Grandma.
4. Wolf runs out the kitchen door.
5. Little Red and Grandma at the table eating bread and jam

Four Characters In the Story – Each has a puppet.

1. Mother
2. Little Red Riding Hood
3. Grandmother
4. Wolf

Vocabulary Words in the Story- as frequently as possible, have children say the word and make the gesture, and say the definition.

| Word | Definition | Gesture to Use |
|----------|--|---|
| lovely | Very nice | Put your hand over your heart and smile |
| disguise | Change what you look like | Hold your open hands over your eyes |
| problem* | Something that happens to a character that they have to figure out | Thumbs down |

*Story vocabulary used across all stories.



Routines

A key goal is to get children **actively engaged** in the lesson – learning vocabulary, answering questions, and repeating dialogue. To support this goal the following routines are used.

Repeated dialogue. Children are asked to repeat key dialogue as a group.

Vocabulary word. Vocabulary words are highlighted. Use this routine with highlighted words.

- a. Say the word as written in the sentence.
- b. Repeat the word and have children repeat the word.
- c. Provide definition and use the gesture. Have children repeat.
- d. Use words across the day!

Questions. Questions are provided throughout the story. Pose the questions to the children as a group (not individuals). If they can't answer, provide the answer and ask again.



Little Red Riding Hood

Teacher Tells the Story

Introduction

Today's story is called *Little Red Riding Hood*. The story has four characters (Open your arms to all the children): *Little Red Riding Hood, Mother, Grandmother, and the Wolf* (layout each puppet as you name the character and have children repeat the name).

The teacher tells the story- Read and show picture sequence cards.

| | |
|---|---|
| <p>Read and encourage children to say bold lines with you/after you.</p> <p>Vocabulary Word (give definition - do gesture)</p> | <p>Lay out the sequence card pictured.</p> <p>Action</p> <p>Ask Questions (answer)</p> |
| <p>Once upon a time, there was a little girl who lived with her family near the forest. She wore a red coat, so everyone called her Little Red Riding Hood.</p> <p>Little Red's mother asked her to take a loaf of bread to her grandmother in the forest. "Go straight to Grandma's house, and don't talk to strangers." <i>Where does this story take place? Yes! The forest is the setting.</i></p> |  <p>Point out the forest and the two characters.</p> <p>Where does this story take place? (reread sentence if needed)</p> |
| <p>In the forest, Little Red Riding Hood noticed some lovely (very nice - hand over heart) flowers and stopped to pick them. She was enjoying the lovely summer day and didn't notice a wolf coming up beside her.</p> <p>"Hello. Where are you going on this fine day?" the wolf asked. "I'm on my way to see my Grandma, who lives in the blue house," Little Red Riding Hood replied as she continued down the path. <i>Who did Little Red Riding Hood meet in the forest?</i></p> |  <p>Who did Little Red meet in the forest? (the wolf)</p> |
| <p>The wolf ran to Grandma's house as quickly as she could. <i>Why is the wolf going to Grandma's house?</i></p> <p>The wolf arrived before Little Red Riding Hood. Grandma was in the garden, so the wolf snuck into the house and found some clothes to disguise (change what you look like - hand over eyes) herself as Granny!</p> <p>Just then, Red Riding Hood knocked on the door. The wolf jumped into bed and pulled the covers over her nose. "Who is it?" she called, disguising her voice to sound like Grandma.</p> | <p>Why is the wolf going to Grandma's house? (to get Little Red Riding Hood)</p> <p>How did the wolf disguise himself to look like Grandma? (dressed up like Grandma)</p> |

"It's me, Little Red Riding Hood." "Do come in," said the wolf.

When Little Red Riding Hood entered the cottage, she said, "Grandmother! You don't look well. Is something the matter?" "Oh, I just have a cold," squeaked the wolf.

"But Grandmother! What big ears you have," said Little Red Riding Hood. "The better to hear you with, my dear," replied the wolf.

"But Grandmother! What big eyes you have," said Little Red Riding Hood. "The better to see you with, my dear," replied the wolf.

"But Grandmother! What big teeth you have," said Little Red. "The better to eat you with, my dear," roared the wolf, and she leaped out of bed. Little Red Riding Hood ran out of the room shouting, **"Wolf!"** as loudly as possible. *What is her problem? How can she solve it?*

Grandmother heard Little Red and ran in the backdoor and said **"I'm in the kitchen."** Little Red ran to the kitchen, and Grandma whispered a plan to her.

"We can open the back door to make the wolf think we left; we can then close and lock the door when she goes out to look!" Little Red opened the back door and yelled,

"Oh, wolf! I'm running home." The wolf ran out the back door. Grandmother jumped up and closed and locked the door.

Grandma and Little Red Riding Hood hugged each other and sat down for delicious bread and jam.

The End



Little Red Riding Hood has a big problem! (Thumbs down)

What is her problem?

(the Wolf was dressed as her Grandma and trying to get her)

How can she solve her problem?

(run for help)



Did they solve the problem? (Yes, Little Red and Grandma tricked the wolf.)





★ Debrief

1. Ask a few questions (sequence cards are still out).

That was an exciting story. I am so glad Little Red Riding Hood and her Grandmother got the wolf out of their house!

- a. What was your favorite part of the story?
- b. Who were the characters (open arms indicating all the children) in this story?
- c. Where does this story take place? What is the setting?
- d. What was the problem in this story? (wolf got in grandma's house)
- e. What was the solution to the problem? (LRR & grandma tricked the wolf and got him out of the house)

2. Retell the story using the picture sequence cards and puppets. Gather the sequence cards and lay them out one at a time as you come to that part of the story. The lines represent words to pause before saying to see if the children can provide the word.

Once upon a time, there was a girl named Little Red ____ (Riding Hood) who lived next to the forest. One day, her mother asked her to deliver a basket of bread to her ____ (grandmother), who lived in the forest (layout first picture). Her mother reminded her, “don't talk to ____ (strangers).” Little Red set out for grandmother's house. Along the way she stopped to pick ____ (flowers) and met a wolf (layout second picture). She told the wolf she was on her way to her grandmother's house. The wolf ran ahead and went into grandma's house and disguised herself as ____ (grandma) (layout third picture). Little Red Riding Hood arrived and talked with the wolf dressed as her ____ (grandmother). Realizing it was NOT her grandmother, she called to her grandmother and they both hid in the ____ (kitchen). They tricked the wolf saying they were leaving and she ran out the kitchen door and they jumped up and ____ (locked) the door. (layout fourth picture). Little Red Riding Hood and her grandmother happily shared the bread together. (layout fifth picture).

The ____ (End)



Little Red Riding Hood
Teacher & Children Tell the Story

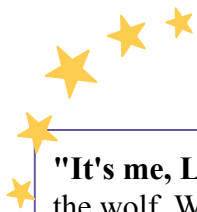
Introduction

Do you remember when I told you the story about Little Red Riding Hood? I now want you to each be one of the characters (show puppets) in the story. To help you remember your lines, I will tell the story with you! Give each child a puppet and tell them their character's part.

Today's story is called Little Red Riding Hood. The characters in this story are Little Red Riding Hood, Mother, Grandmother, and the wolf. Hold up your character when I say your name Little Red Riding Hood, Mother, Grandmother, and wolf. Listen carefully to the story of Little Red Riding Hood!

The teacher tells the story and encourages children to act out their part. Read and show picture sequence cards. Read with few interruptions.

| | |
|---|---|
| <p>Encourage the children to act out their parts and say words in bold. If needed, model first and have child repeat the line. Vocabulary Word (give definition - do gesture)</p> | <p>Lay out the sequence card pictured. Action Ask Questions (answer)</p> |
| <p>Once upon a time, there was a little girl who lived with her family near the forest. She wore a red coat, so everyone called her Little Red Riding Hood. Little Red's mother asked her to take a loaf of bread to her grandmother in the forest. "Go straight to Grandma's house, and don't talk to strangers."</p> |  <p>Point out the forest and the two characters.</p> <p>Where is the setting of this story? (reread sentence if needed)</p> |
| <p>In the forest, Little Red Riding Hood noticed some lovely (very nice - hand over heart) flowers and stopped to pick them. She was enjoying the lovely summer day and didn't notice a wolf coming up beside her. "Hello. Where are you going on this fine day?" the wolf asked. "I'm on my way to see my Grandma, who lives in the blue house," Little Red Riding Hood replied as she continued down the path.</p> |  |
| <p>The wolf ran to Grandma's house as quickly as she could. The wolf arrived before Little Red Riding Hood. Grandma was in the garden, so the wolf snuck into the house and found some clothes to disguise (change what you look like) herself as Granny! Just then, Red Riding Hood knocked on the door. The wolf jumped into bed and pulled the covers over her nose. "Who is it?" she called, disguising her voice to sound like Grandma.</p> | <p>Disguise means to change the way you look. Hold your hand over your eyes.</p> <p>How did the wolf disguise himself to look like Grandma? (put on Grandma's clothes)</p> |



"It's me, Little Red Riding Hood." "Do come in," said the wolf. When Little Red Riding Hood entered the cottage, she said, **"Grandmother! You don't look well. Is something the matter?"** "Oh, I just have a cold," squeaked the wolf.

"But Grandmother! What big ears you have," said Little Red Riding Hood. **"The better to hear you with, my dear,"** replied the wolf.

"But Grandmother! What big eyes you have," said Little Red Riding Hood. **"The better to see you with, my dear,"** replied the wolf.

"But Grandmother! What big teeth you have," said Little Red. **"The better to eat you with, my dear,"** roared the wolf, and she leaped out of bed. Little Red Riding Hood ran out of the room shouting, **"Wolf!"** as loudly as possible.



Little Red Riding Hood has a big problem! (Thumbs down)

What is her problem?

How can she solve her problem?

Grandmother heard Little Red and ran in the backdoor and said **"I'm in the kitchen."** Little Red ran to the kitchen, and Grandma whispered a plan to her. **"We can open the back door to make the wolf think we left; we can then close and lock the door when she goes out to look!"** Little Red opened the back door and yelled, **"Oh, wolf! I'm running home."** The wolf ran out the back door. Grandmother jumped up and closed and locked the door.



Little Red and Grandma tricked the wolf.

Did they solve the problem?

Grandma and Little Red Riding Hood hugged each other and sat down for delicious bread and jam. **The End**



Great job telling the story of Little Red Riding Hood!

Debrief

1. Ask a few questions (sequence cards are still out).

That was an exciting story. I am so glad Little Red Riding Hood and her Grandmother got the wolf out of their house!

- a. **What was your favorite part of the story?**
- b. **Who were the characters** (open arms indicating all the children) **in this story?**
- c. **Where does this story take place? What is the setting?**
- d. **What was the problem in this story?** (wolf got in grandma's house)
- e. **What was the solution to the problem?** (LRR & grandma tricked the wolf and got him out of the house)

Little Red Riding Hood

Children Tell the Story

Introduction



Let's use the puppets to tell the story of Little Red Riding Hood. First, let's review so we all remember what happened.

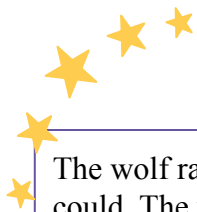
Use sequence cards to retell the story. Encourage children to fill in the missing parts.

Once upon a time, there was a girl named Little Red ____ (Riding Hood) **who lived next to the forest. One day, her mother asked her to deliver a basket of bread to her** ____ (grandmother), **who lived in the** ____ (forest) (layout first picture). **Her mother reminded her, "don't talk to** ____ (strangers)." **Little Red set out for grandmother's house. Along the way she stopped to pick** ____ (flowers) **and met a wolf** (layout second picture). **She told the wolf she was on her way to her grandmother's house. The wolf ran ahead and went into grandma's house and disguised herself as** ____ (grandma) (layout third picture). **Little Red Riding Hood arrived and talked with the wolf dressed as her** ____ (grandma). **Realizing it was NOT her grandma, she called to her grandma and they both hid in the** ____ (kitchen). **They tricked the wolf saying they were leaving and she ran out the kitchen door and they jumped up and** ____ (locked) **the door.** (layout fourth picture). **Little Red Riding Hood and her grandma happily shared the bread together.** (layout fifth picture). **The** ____ (End).

Children Tell the Story with Puppets

Give each child a puppet and tell them their character's part. The teacher helps the children tell the story and encourages children to act out their part. Children are encouraged to tell as much as they can of the story.

| | |
|--|--|
| <p>The teacher encourages the children to tell the story and helps where needed. Encourage the children to act out their parts and say the words in bold.</p> | <p>Encourage action Action</p> |
| <p>Once upon a time, there was a little girl who lived with her family near the forest. She wore a red coat, so everyone called her Little Red Riding Hood. Little Red's mother asked her to take a loaf of bread to her grandmother in the forest. "Go straight to Grandma's house, and don't talk to strangers."</p> |  |
| <p>In the forest, Little Red Riding Hood noticed some lovely flowers and stopped to pick them. She was enjoying the lovely summer day and didn't notice a wolf coming up beside her. "Hello. Where are you going on this fine day?" the wolf asked. "I'm on my way to see my Grandma, who lives in the blue house," Little Red Riding Hood replied as she continued down the path.</p> |  |



The wolf ran to Grandma's house as quickly as she could. The wolf arrived before Little Red Riding Hood. Grandma was in the garden, so the wolf snuck into the house and found some clothes to **disguise** herself as Granny! Just then, Red Riding Hood knocked on the door. The wolf jumped into bed and pulled the covers over her nose. "**Who is it?**" she called, **disguising** her voice to sound like Grandma.

"It's me, Little Red Riding Hood." "Do come in," said the wolf. When Little Red Riding Hood entered the cottage, she said, "**Grandmother! You don't look well. Is something the matter?**" "**Oh, I just have a cold,**" squeaked the wolf.

"But Grandmother! What big ears you have," said Little Red Riding Hood. "**The better to hear you with, my dear,**" replied the wolf.

"But Grandmother! What big eyes you have," said Little Red Riding Hood. "**The better to see you with, my dear,**" replied the wolf.

"But Grandmother! What big teeth you have," said Little Red. "**The better to eat you with, my dear,**" roared the wolf, and she leaped out of bed. Little Red Riding Hood ran out of the room shouting, "**Wolf!**" as loudly as possible.



Grandmother heard Little Red and ran in the backdoor and said "**I'm in the kitchen.**" Little Red ran to the kitchen, and Grandma whispered a plan to her. "**We can open the back door to make the wolf think we left; we can then close and lock the door when she goes out to look!**" Little Red opened the back door and yelled, "**Oh, wolf! I'm running home.**" The wolf ran out the back door. Grandmother jumped up and closed and locked the door.



Grandma and Little Red Riding Hood hugged each other and sat down for delicious bread and jam.

The End



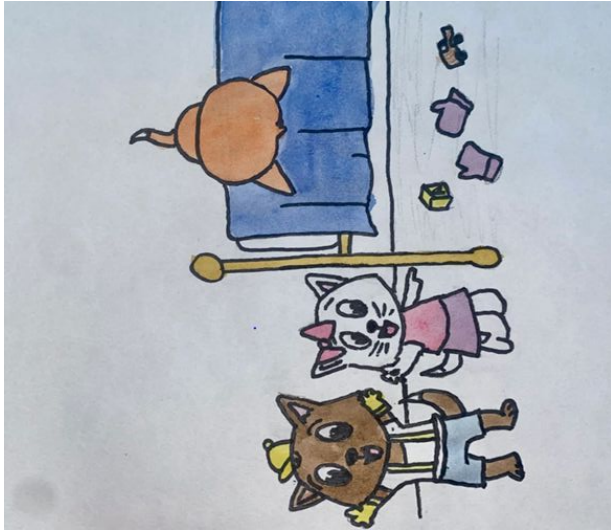
Great job telling the story of Little Red Riding Hood!

All Sequence Story Cards

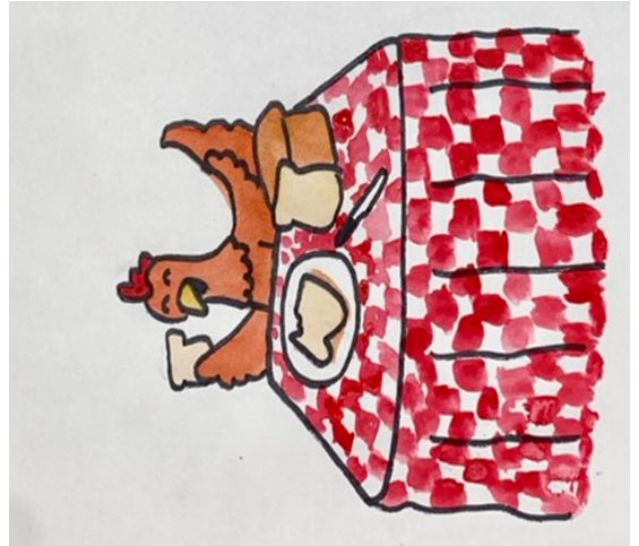
The Three Little Pigs



The Three Little Kittens Who Lost their Mittens



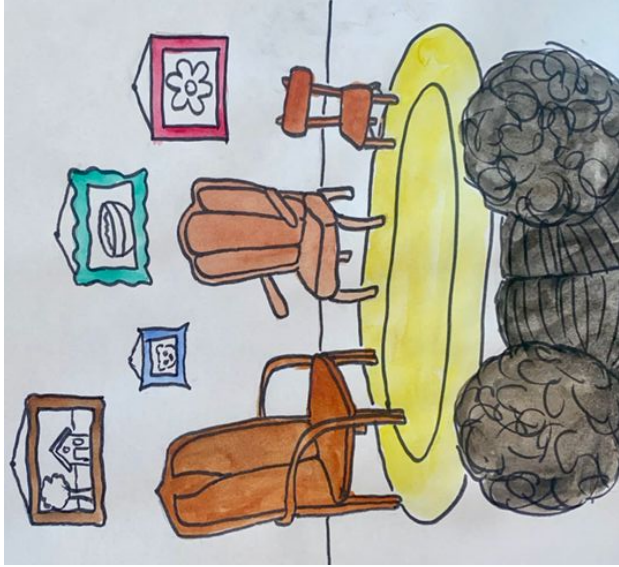
The Little Red Hen



The Gingerbread Man



Goldilocks and the Three Bears



Jack and the Beanstalk



The Three Billy Goats Gruff



Little Red Riding Hood





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