

8 reading lessons with passages & comprehension questions

SMALL GROUP LESSONS

TRADITIONAL LITERATURE



STRATEGY LESSON

FOCUS: Tradition



Objective: Students will be able to identify traditional literature texts.

TARGET
1-2 min

- Our focus for today is identifying traditional literature.
- Traditional literature is a genre that has been around for many, many years.

The focus for today is identifying

- Many well-known songs, stories, and poems were written many years before they were written.
- This genre of stories is often passed down from generation to generation.
- Fairy tales, fables, legends, and myths are all examples of traditional literature.

TEACH
1-2 min

- Authors like writing traditional literature to entertain and teach.
- Many traditional literature stories have been passed down for generations.
- Let's look at the structure of traditional literature stories. They often have a specific beginning, middle, and end.

Note: There is also a legend that says that the king was looking for a woman who could support students who were struggling.

Now it's your turn to try!

Teacher Notes:

- Students can bring a shared text to class.
- While students are reading, you can ask them to identify the genre.
- If you choose to use this activity, you can keep you providing support.

Discuss:

- What is the main idea of the story?
- List 2-3 of the characters.
- What do you think the king was looking for?

Link:

- Remember to use your reading strategies.

TRANSFER
2-3 min

The King's Monster

There once was a very young prince who lost his parents and became the new king. Taking pity on the boy, an enchantress snuck into the castle and offered him the gift of magic. Then she warned, "If anyone discovers your magic, it will disappear."

The young king wanted to be a great ruler. He used his magic to make the wheat grow tall and the fruit grow plenty. The weather in the kingdom was always sunny, and the babies were all born strong and healthy. The people had everything they needed.

Of course, no one knew this was the work of the king. As the boy grew into a young man, he became resentful. He wished he could say to his people, "I have given you all you've asked for and more. I am the hero of this kingdom!"

The king came up with a plan. He went to the mountainside and, using his magic, he created a huge, wicked monster. The ground shook as the monster stomped through the kingdom, snarling and swinging its thorny tail.

"I'll save you!" the king declared heroically. He shot an arrow directly at the heart of the monster. The beast growled, but it did not fall. How could the king defeat it without giving away his magic?

Then, the monster grabbed up a little boy in his claw. The king knew what he had to do. He shot his magic out, but nothing happened. He had exhausted his magic creating the monster.

A young woman ran up to the king and asked, "Your highness, have you any rope?"

The king nodded and sent for all the rope in the castle. The woman whispered her plan, and the king gave orders. When the rope arrived, everyone in the kingdom worked together, lassoing its legs and arms. They heaved and pulled until at last, they tied up the monster and freed the boy from his grip.

The king's plan had failed, he had not been the hero. Yet in all the years he had ruled, he had never seen the people so happy. The king realized that he was happy, too. For the first time, he had joined the people of his kingdom, and together, they had all become heroes.

The king fell in love with the clever woman who had asked for rope, and she fell in love with the king. They were one with his people.



Universal Themes

Readers can identify common themes found in traditional literature stories.

1. Who are the characters?

2. What is the problem in the story?

3. How is the problem solved? What helps find a solution?

4. What is a possible universal theme for the story? Use details from the text to support your choice.

- Good vs. Evil
- Rich vs. Poor
- Beautiful vs. Ugly

LESSON PLANS

READING PASSAGES

STRATEGY CARDS

3

REASONS TO LOVE

THESE SMALL GROUP LESSONS

TIME-SAVING

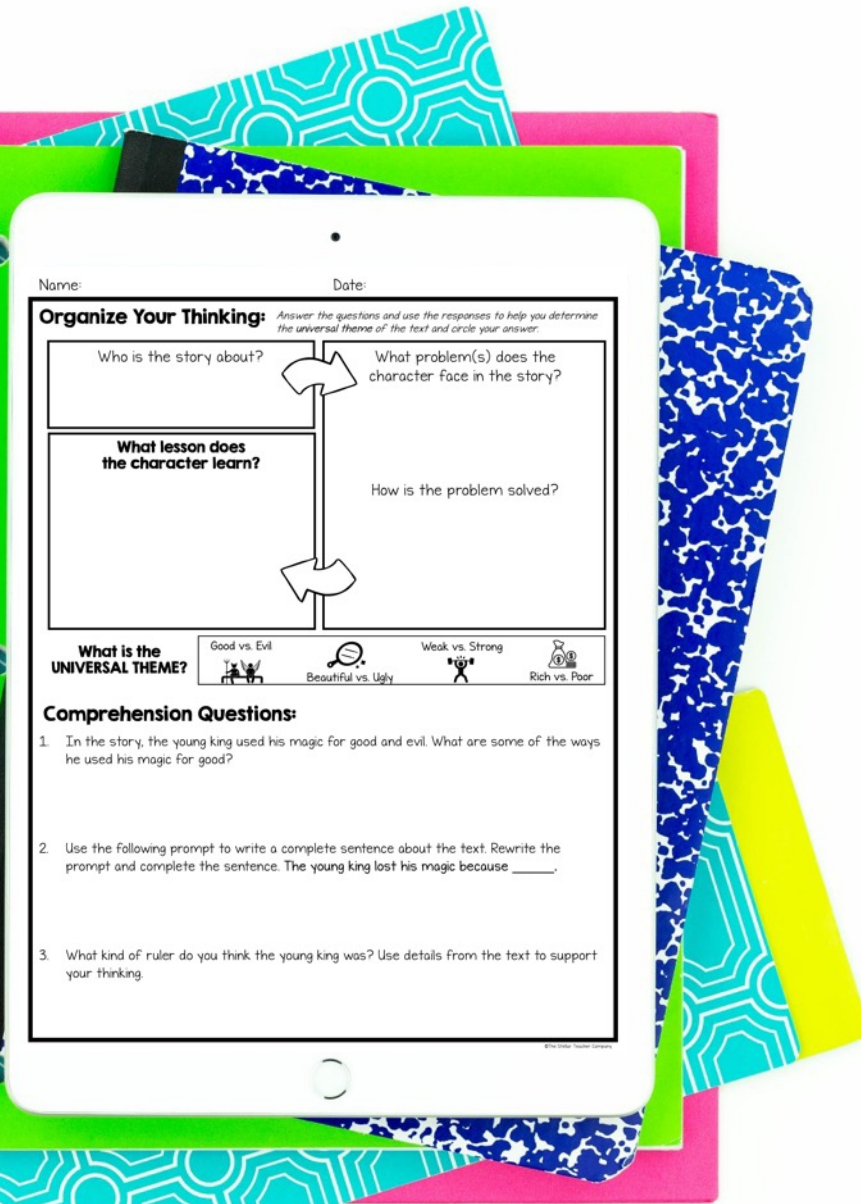
Stop searching for small group resources. This resource includes EVERYTHING you need for a successful small group lesson focused on understanding traditional literature.

LOW PREP

These lessons are seriously just print and teach. Pick the objective you want to cover, print the materials, and you'll be all set to teach your lesson. It will take you just a few minutes each week to print and prep your small group lessons.

EASY TO USE

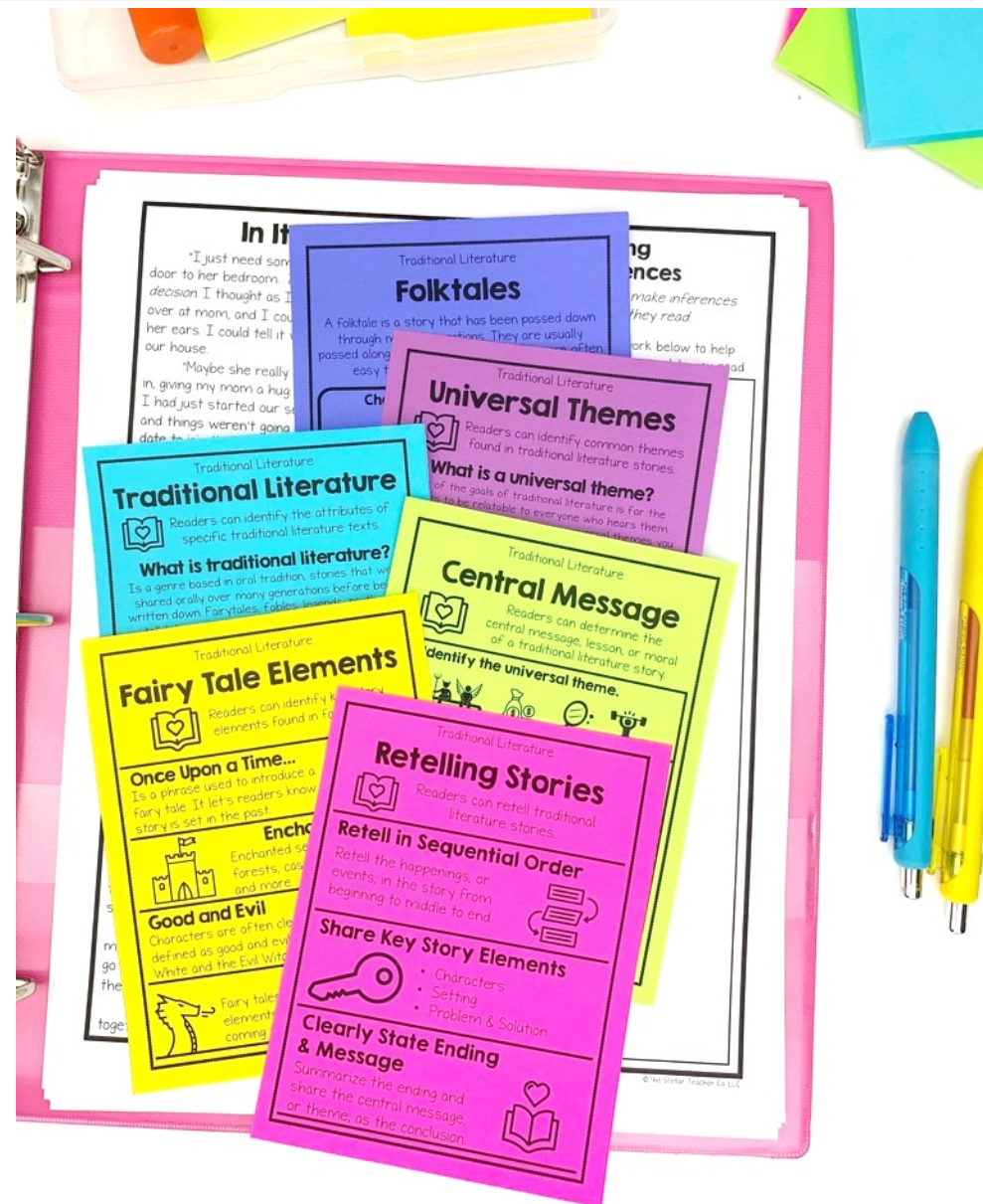
Each lesson set follows a simple easy-to-use framework. If you are uncertain how to structure your small group lessons, this resource is perfect for you. You can finally feel confident in how you teach your small group lessons.



WHAT'S INCLUDED?

8 READING SMALL GROUP LESSON SETS

- 8 Scripted Lesson Plans
- 8 Reading Passages
- 8 Response Sheets/ Graphic Organizers
- 14 Strategy Cards (AKA Mini Anchor Charts)
- Digital Versions
- Answer Key
- Small Group Teacher Guide



WHO NEEDS THIS RESOURCE?

THIS RESOURCE IS PERFECT IF YOU ARE A...

STRATEGY LESSON #5
FOCUS: Compare & Contrast

Objective: Students can read and analyze two or more traditional literature stories for similarities and differences.

TARGET
1-2 min

- Our Focus For today is to read two traditional literature stories and compare them.
- When we compare and contrast two stories, we are looking for similarities and differences.

The focus for today is comparing and contrasting two traditional literature stories.

- Authors often write their own variations of common traditional literature stories. Some details will stay the same while other details might change.
 - Sometimes the changes are subtle, or they can be drastic.
- When we compare and contrast these stories, we are looking for similarities and differences.
- Here are some details you might want to compare:
 - Names of characters
 - Setting of story
 - Specific details or event
 - The point of view of the narrator
 - Universal theme or lesson learned
 - The main problem or challenge in the story
 - How the story ends.
- It can be helpful to use a graphic organizer when collecting these details. We can use a Venn Diagram or a T-Chart.
- Comparing and contrasting traditional literature stories can help us find meaningful connections between two or more texts. It also teaches us to pay close attention to important details like characters, setting, point of view, etc.

TEACH
1-2 min

Note: There is also a Folktales Genre Card included in this lesson so you and your students can look more closely at the specific attributes of Folktales. Use this lesson to support students who may be struggling to identify and understand Folktales.

Now it's your turn to practice on your own.

Teacher Notes:

- Students can bring their own self-selected text to your lesson, or if you prefer to use a shared text, you can use the text provided with this lesson - Little Red Riding Hood & The Wolf's Tale
- While students are reading and practicing independently, you want to check-in and talk with each student about their understanding of the text and genre. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your small group lessons more concise and still use a shared text is by providing students with the text prior to coming to the small group.

TACKLE
5-7 min

Discuss:

- Explain what it means to compare and contrast traditional literature stories.
- What are some details from traditional literature stories you might compare?
- What are 2-3 attributes of a folktale?

Link:

- Remember, when you compare two traditional literature stories you are looking for similarities and differences - sometimes the changes are small while other times they are drastic!

TRANSFER
2-3 min

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- 4th or 5th grade reading teacher
- 3rd grade teacher with strong readers
- 6th grade teacher looking for remedial resources
- Intervention teacher
- Tutor
- Literacy coach looking for resource for your teachers
- Parent who wants to provide enrichment at home
- Student teacher

Just print the set you want to teach, and you're set for a stellar small group lesson.

LOW PREP and EASY-TO-USE



STRATEGY LESSON #8

FOCUS: Fairy Tale Elements



Objective: Students will be able to identify key elements commonly found in a fairy tale.

TARGET

1-2 min

- Our focus for today is identifying key elements commonly found in a fairy tale.
- In addition to story elements, fairy tales include a theme...

TEACH

1-2 min

- The focus for today is locating key elements commonly found in a fairy tale.
- Fairy tales have specific elements that can help you identify them.
 - Many fairy tales will have the following elements:
 - The phrase "Once upon a time..."
 - An enchanted setting
 - Clearly defined good and evil characters
 - Magical, or make-believe, elements

- Remember, fairy tales will have a problem, solution, and often a happy ending.
- Because fairy tales are often written by many different authors, they may have different elements.
- Let's look at our strategy and identify key elements.

Note: You can reference the list of key elements and characteristics of a fairy tale.

Now it's your turn to practice.

Teacher Notes:

- Students can bring a book to class to use a shared text.
- While students are working, talk with each student about their discussion focus.
- If you choose to use a shared text, the first time, you can use a strategy that you can keep using in your text is by providing a strategy.

TACKLE

5-7 min

Cinderella

Once upon a time, there lived a girl called Cinderella. Her father remarried a cold and wicked woman with two cold and wicked daughters. Cinderella's stepmother could not stand how beautiful and kind Cinderella was, so she put her to work scrubbing floors and cleaning cinders from the fireplace.

After the King announced a royal ball, Cinderella rushed around, stitching new clothes for her stepsisters and pinning their hair. As they left for the ball, Cinderella's stepmother locked her in her chamber. "It isn't fair!" Cinderella wept.

"What isn't?" The voice belonged to a fairy, who ordered Cinderella to gather the mice in the house. Cinderella was confused but did as she was told. With a flick of her wand, the fairy turned them into horses. "What are they for?" asked Cinderella, but the fairy just waved her wand at a pumpkin, which became a golden carriage.

"Now you can go to the ball!" cried the fairy. "Not looking like that, though," she added, turning Cinderella's slippers into glass slippers.

"You must come home by midnight," the fairy warned. "The spell will end, and everything will return to what it was."

At the ball, all eyes were on Cinderella. No one knew who this mysterious princess was. The prince could see that she was not only beautiful but also sweet.



Fairy Tale Elements

Readers can identify key story elements found in fairy tales.

1. Who are the characters?

2. Who is the good character? Who is the evil character? How do you know?

TAKE A CLOSER LOOK...

SCRIPTED TEACHER LESSON PLANS

Focuses on one bite-sized objective.

Each lesson follows the same 4T lesson structure: Target, Teach, Tackle, Transfer.

Includes the exact words and phrases you should say to help your students master the objective.

STRATEGY LESSON #2
FOCUS: Retelling Stories

Objective: Students will be able to retell traditional literature stories.

TARGET
1-2 min

- Today we are going to read a traditional literature story and learn the steps for retelling these types of stories.
- Retelling a traditional literature story is similar to summarizing other genres, so you might be familiar with some of the steps.

The focus for today is retelling a traditional literature story.

- When we retell a traditional literature story, we are summarizing what we have read.
- The first thing to remember about retelling is to retell the happenings, or events, in sequential order:
 - When you retell in sequential order you are recounting the beginning, middle, and end events in the same order you read them.
- The second thing to remember: always include key story elements. The most important details to include are the characters, the setting, and the problem & solution in the story.
- To wrap up your retelling you will clearly state the ending and share the central message, or theme.
- Retelling is an important part of reading comprehension. When we practice retelling, we are building up the skill to remember and understand specific details about what we are reading!
- Let's look at our strategy card to review these steps!

Note: There is also a Tall Tales Genre Card included in this lesson so you and your students can look more closely at what a tall tale is and its specific attributes. Use this lesson to support students who may be struggling to identify and understand tall tales.

Now it's your turn to practice on your own.

Teacher Notes:

- *Students can bring their own self-selected text to your lesson, or if you prefer to use a shared text, you can use the text provided with this lesson - The Coopertown Twins and the Great Hurricane*
- *While students are reading and practicing independently, you want to check-in and talk with each student about their understanding of the text and genre. Keep the discussion focused on their thinking vs. listening to them read.*
- *If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your small group lessons more concise and still use a shared text is by providing students with the text prior to coming to the small group.*

Discuss:

- Why is it important for intentional readers to practice retelling?
- What are the steps to retelling a traditional literature story?
- What are 2-3 attributes of a tall tale?

Link:

- Remember, retelling a traditional literature story is summarizing key story elements in sequential order. Don't forget to include the central message!

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TAKE A CLOSER LOOK...

STUDENT PASSAGES & RESPONSE PAGES

Student passage written for each lesson objective.

The King's Monster

There once was a very young prince who lost his parents and became the new king. Taking pity on the boy, an enchantress snuck into the castle and offered him the gift of magic. Then she warned, "If anyone discovers your magic, it will disappear."

The young king wanted to be a great ruler. He used his magic to make the wheat grow tall and the fruit grow plenty. The weather in the kingdom was always sunny, and the babies were all born strong and healthy. The people had everything they needed.

Of course, no one knew this was the work of the king. As the boy grew into a young man, he became resentful. He wished he could say to his people, "I have given you all you've asked for and more. I am the hero of this kingdom!"

The king came up with a plan. He went to the mountainside and, using his magic, he created a huge, wicked monster. The ground shook as the monster stomped through the kingdom, snarling and swinging its thorny tail.

"I'll save you!" the king declared heroically. He shot an arrow directly at the heart of the monster. The beast growled, but it did not fall. How could the king defeat it without giving away his magic?

Then, the monster grabbed up a little boy in his claw. The king knew what he had to do. He shot his magic out... but nothing happened. He had exhausted his magic creating the monster.

A young woman ran up to the king and asked, "Your highness, have you any rope?"

The king nodded and sent for all the rope in the castle. The woman whispered her plan, and the king gave orders. When the rope arrived, everyone in the kingdom worked together, lassoing its legs and arms. They heaved and pulled until at last, they tied up the monster and freed the boy from his grip.

The king's plan had failed, he had not been the hero. Yet in all the years he had ruled, he had never seen the people so happy. The king realized that he was happy, too. For the first time, he had joined the people of his kingdom, and together, they had all become heroes.

The king fell in love with the clever woman who had asked for rope, and she fell in love with the king who was one with his people. They lived happily ever after.

Universal Themes

Readers can identify common themes found in traditional literature stories.

- Who are the characters?
- What is the problem in the story?
- How is the problem solved? Who helps find a solution?
- What is a possible universal theme for the story? Use details from the text to support your choice.
 Good vs. Evil Beautiful vs. Ugly
 Rich vs. Poor Strong vs. Weak

Date: _____

Graphic Organizer: Answer the questions and use the responses to help you determine the universal theme of the text. Write your answer.

1. What is the story about?

2. What problem(s) does the character face in the story?

3. What does the character learn?

4. How is the problem solved?

Universal Themes:

Good vs. Evil Beautiful vs. Ugly Weak vs. Strong Rich vs. Poor

Questions:

1. How did the young king use his magic for good and evil. What are some of the ways he used it?

2. Write a complete sentence about the text. Rewrite the sentence. The young king lost his magic because _____.

3. How did the young king was? Use details from the text to support your answer.

Questions to help students apply the focus skill to the passage.

Includes graphic organizer & three general comprehension questions.

TAKE A CLOSER LOOK...

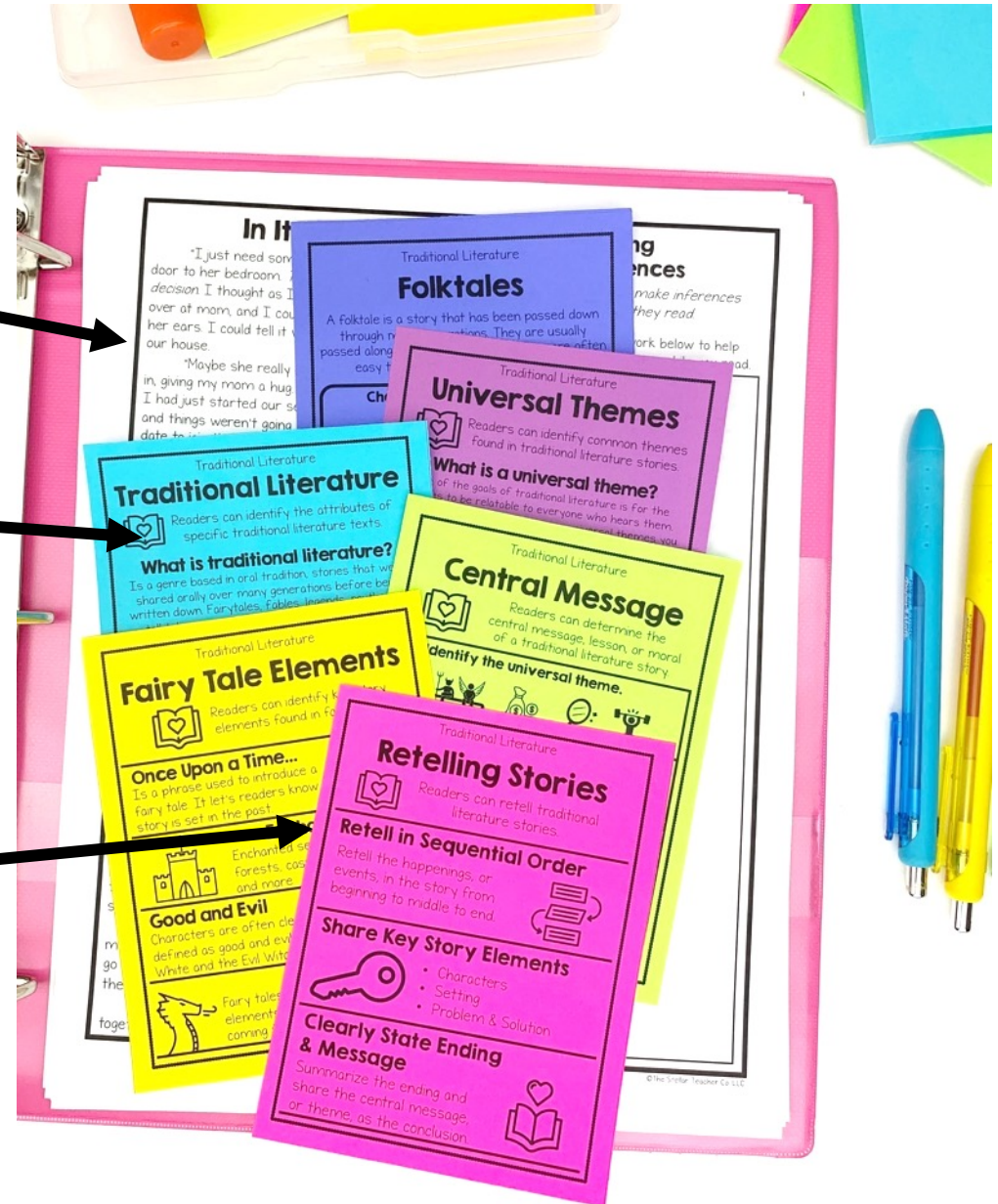
STRATEGY CARDS (AKA MINI ANCHOR CHARTS)

Strategy card for each lesson objective.

Student friendly definition or explanation.

Includes questions, steps, a process, or a visual reminder of how to apply that focus skill.

Great to place on a strategy ring!



TAKE A CLOSER LOOK...

ANSWER KEY WITH POSSIBLE ANSWERS

Includes possible answers for the questions on the front of the reading passage.

Also includes possible/suggested answer options for the graphic organizer and comprehension questions.

The Coopertown Twins and the Great Hurricane

Some people said that the young twins from Coopertown had singlehandedly stomped out the Wild Northwest Forest Fire. Others would say, "How could that be? They're just kids."

"What do you mean, just?" Daren would reply. Maren and Daren Taylor were small, but they were tougher than the weather.

One day, a hurricane came knocking on Coopertown's door. While the people of Coopertown ran for cover, Maren and Daren ran toward the shore. This hurricane was meaner than anything they'd ever seen.

Maren kicked at the flood rushing toward the town. The water kicked her back and knocked her over. Daren tried to blow back the raging winds, but they swept him up and threw him into the nearest tree.

"You nasty hurricane!" cried Maren.

The twins kept fighting it, trying to push and shove the hurricane away from their town. If they didn't stop it soon, water would be filling the homes of Coopertown and wind would be ripping off roofs.

The twins held the bad weather off for a while, but the harder they fought, the harder that hurricane punneled them right back. It took all the strength out of them. "I can't fight it anymore," Maren panted at last.

"It seems like the harder we fight it, the angrier it gets," said Daren.

"What do you think it wants anyway?" asked Maren. There was only one way to find out. Maren and Daren sat down, and they listened. They listened to the winds howl and the waves roar.

"I'm listening," said Maren, "but I can't understand when you shout so loud." The wind heaved a deep breath and calmed down a little. The water moaned that it was not happy.

"I hear you," said Daren. "How can we help?" The wind whispered its plan, and Maren and Daren agreed. They coaxed the scared people of Cooperstown outside.

"Those two kids fought off that nasty hurricane!" the townspeople cheered when they saw the calmer weather.

"Not exactly," said Daren. "We want the wind and the water to stick around, but if we want them to respect Cooperstown, then we've got to respect them, too."

The townspeople nodded in agreement. The water lapped at their feet and the wind wrapped them in a breeze. From that day on, the people of Coopertown took good care of their water and air, and no one said that the Coopertown twins were just kids.

Retelling Stories

Readers can retell traditional literature stories.

1. Use the space below to jot down key details while you read. *You will use these details to write a retelling, so don't forget to jot down:*

- Key details from the beginning, middle, and end of the story.
- You might want to include the following: characters, setting, problem & solution.

Beginning

- A hurricane came to Coopertown
- Maren and Daren tried to fight back.

Middle

- The twins continue to fight the weather
- They sat down and listened to the wind and waves

End

- Daren and Maren made an agreement with the weather
- They told the townspeople in order to be respected, they needed to respect the wind and water

Central Message

In order to be respected, you have to give respect.

2. What specific type of traditional literature is this? How do you know?

Tall Tale

Responses will vary. Students should be able to describe several attributes of a tall tale: includes hyperbole, exaggerated events, it was humorous

My Thinking: Use the notes you jotted down while reading to write a retell of the traditional literature story. You might want to try retelling the story to a friend before you write it down.

Date: _____

MY RETELL: Example Retell

A hurricane came to Coopertown, where two tough twins, Maren and Daren lived. The twins were known for fighting against weather. Maren and Daren try to fight the weather but are losing strength. They decide to sit down and listen to what the wind and waves are angry about. The twins are able to come to an agreement with the weather. If the townspeople respect the wind and water, it will respect them in return.

Questions:

ence from the text: The twins held the bad weather off for a fought, the harder that hurricane punneled them right back. its should use context clues and prior knowledge to help them is hit back, strike repeatedly, punch, fought back.

and Daren make with the wind and water? hat the townspeople give them respect and they would

pened in the story? Which one was the most far-fetched?

esponses: = rain and wind

e qualities

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Arachne the Weaver

Long ago, a young woman named Arachne wove thread into beautiful tapestries. Crowds gathered, amazed by her art, and the weaver began to grow proud. One day, an onlooker told Arachne that the gods had given her great talent. At this, Arachne laughed. "You think the gods made me this talented? I can weave better than any of them."

Arachne's words echoed to the top of Mount Olympus, home of the gods. "What hubris!" cried Athena. The goddess of wisdom and craft, Athena was known for her own beautiful tapestries. "This mortal must learn some respect," she said. The goddess disguised herself as an old woman and paid Arachne a visit. She pushed through the crowds and scolded the girl for claiming to be better than the gods.

"If I am not better than the gods, then let them come and prove it," said Arachne.

The old woman then threw off her cloak and revealed herself as the goddess Athena. They agreed to a competition and set up their looms to begin weaving at once. The crowd gathered close to watch the goddess and the young woman weave for hours. As the sun began to set, they tied off their thread and revealed their work.

Athena's tapestry shimmered with vibrant colors and splendid details. She had woven a scene of the gods showing off their mighty powers, which no mortal could hope to compete with.

Arachne had woven a scene of the gods as well, but in her tapestry, the gods were misusing their powers, fighting and partying and tricking humans. Athena was furious that Arachne had dared to insult the gods like that. To make matters worse, Arachne's weaving was incredible. Athena could not find a single flaw. It was the better work of art.

The goddess, usually calm and thoughtful, was outraged. She tore Arachne's tapestry to shreds. Then, she turned on Arachne. She threw a potion of Hecate's herb at her, and the girl immediately started to shrink. Her fingers turned into eight spindly legs. Arachne released a single strand of thread from her abdomen as she became the world's first spider. Today, her ancestors spend their lives weaving, thanks to Arachne's pride.



Words & Phrases

Readers can understand key words and phrases used in traditional literature stories.

Find a key word connected to the story that was new to you. Then complete the rest of the table to determine its meaning.

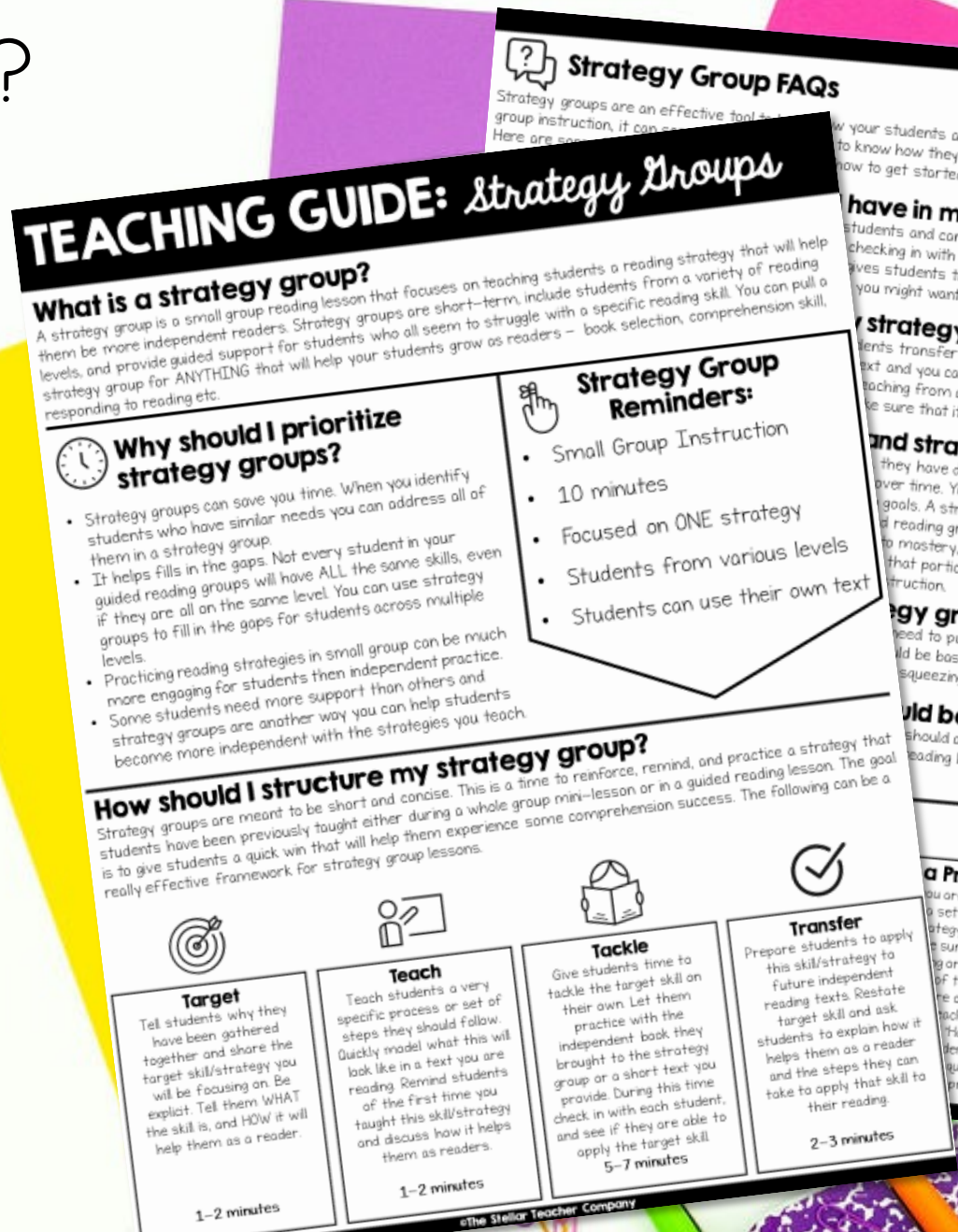
A new word or phrase I read was...	
Pause and reread the word and sentence.	
How is the word used? Try to identify the part of speech of the word/phrase.	
What clues can help you determine the meaning? Do research if possible.	
I think this word or phrase means...	

works in both
VIRTUAL &
In person
CLASSROOMS

INCLUDES TEACHER GUIDE

Are you new to using small groups in your classroom? No worries! We got you!

This resource also includes a 2 page teaching guide PDF that walks you through all the ins and outs of strategy groups. You also get a generic strategy group lesson plan along with sentence starters so you can create your own strategy lesson plans.



Strategy Group FAQs
Strategy groups are an effective tool for...
group instruction, it can...
Here are some...

TEACHING GUIDE: Strategy Groups

What is a strategy group?
A strategy group is a small group reading lesson that focuses on teaching students a reading strategy that will help them be more independent readers. Strategy groups are short-term, include students from a variety of reading levels, and provide guided support for students who all seem to struggle with a specific reading skill. You can pull a strategy group for ANYTHING that will help your students grow as readers - book selection, comprehension skill, responding to reading etc.





Why should I prioritize strategy groups?

- Strategy groups can save you time. When you identify students who have similar needs you can address all of them in a strategy group.
- It helps fill in the gaps. Not every student in your guided reading groups will have ALL the same skills, even if they are all on the same level. You can use strategy groups to fill in the gaps for students across multiple levels.
- Practicing reading strategies in small group can be much more engaging for students than independent practice.
- Some students need more support than others and strategy groups are another way you can help students become more independent with the strategies you teach.

Strategy Group Reminders:

- Small Group Instruction
- 10 minutes
- Focused on ONE strategy
- Students from various levels
- Students can use their own text

How should I structure my strategy group?
Strategy groups are meant to be short and concise. This is a time to reinforce, remind, and practice a strategy that students have been previously taught either during a whole group mini-lesson or in a guided reading lesson. The goal is to give students a quick win that will help them experience some comprehension success. The following can be a really effective framework for strategy group lessons.

 Target	 Teach	 Tackle	 Transfer
Tell students why they have been gathered together and share the target skill/strategy you will be focusing on. Be explicit. Tell them WHAT the skill is, and HOW it will help them as a reader.	Teach students a very specific process or set of steps they should follow. Quickly model what this will look like in a text you are reading. Remind students of the first time you taught this skill/strategy and discuss how it helps them as readers.	Give students time to tackle the target skill on their own. Let them practice with the independent book they brought to the strategy group or a short text you provide. During this time check in with each student, and see if they are able to apply the target skill.	Prepare students to apply this skill/strategy to future independent reading texts. Restate target skill and ask students to explain how it helps them as a reader and the steps they can take to apply that skill to their reading.
1-2 minutes	1-2 minutes	5-7 minutes	2-3 minutes

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WANT A FREE SAMPLE?

✓ SIGN UP BELOW TO GET A SAMPLE SMALL GROUP LESSON FOR INFERRING CHARACTER TRAITS!



I'd love to share a free sample of my small group lesson routine with you. You'll get a sample lesson to help you teach inferring character traits.

[CLICK HERE TO GRAB YOUR FREE SAMPLE!](#)

I hope you and your students enjoy them!

NEED MORE THAN JUST THIS SET?

CHECK OUT SOME OF MY OTHER SMALL GROUP LESSON SETS.

107 scripted lesson sets to teach key reading skills

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READING PASSAGES
STRATEGY CARDS

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includes comprehension questions & graphic organizers

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8 LESSONS

LESSON PLANS
PASSAGES
STRATEGY CARDS

[Click HERE for the text evidence set.](#)

scripted lessons and passages to teach theme

STRATEGY LESSONS THEME

4 LESSONS

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

[Click HERE for the theme set.](#)

includes comprehension questions & graphic organizers

STRATEGY LESSONS AUTHOR'S PURPOSE

10 LESSONS

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

[Click HERE for the author's purpose set.](#)