

ELA: Grade 2, Lesson 6, Rumpelstiltskin

**Lesson Focus:** Students will build knowledge about fairy tales.

**Practice Focus:** Sequencing story events in notes and rewriting for a retelling of Rumpelstiltskin

**Objective:** Students will use Rumpelstiltskin to take notes on a graphic organizer with a focus on summarizing the fairy tale.

**Academic Vocabulary:** royal, royalty, straw

**TN Standards:** 2.RL.KID.2, 2.RL.KID.3, 2.FL.PWR.3

**Teacher Materials:**

- The teacher packet for ELA, Grade 2, Lesson 6
- Chart paper – one page is prepared with the word “Rumpelstiltskin” written and divided into syllables
- Markers
- Two pieces of paper to model with

**Student Materials:**

- Two pieces of paper and a pencil, and a surface to write on
- Crayons, markers, or colored pencils
- The student packet for ELA, Grade 2, Lesson 6 which can be found at [www.tn.gov/education](http://www.tn.gov/education)

Teacher Do	Students Do
<p><b>Opening</b> (1 min)</p> <p><b>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our 2<sup>nd</sup> graders out there, though everyone is welcome to tune in. This lesson is the first in this week’s series.</b></p> <p><b>My name is ____ and I’m a ____ grade teacher in Tennessee schools. I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</b></p> <p><b>If you didn’t see our previous lesson, you can find it on <a href="http://www.tn.gov/education">www.tn.gov/education</a>. You can still tune in to today’s lesson if you haven’t seen any of our others.</b></p> <p><b>Today we will be learning about fairytales! Before we get started, to participate fully in our lesson today, you will need:</b></p> <ul style="list-style-type: none"><li>• Two pieces of paper and a pencil, and a surface to write on</li><li>• Crayons, markers, or colored pencils</li><li>• The student packet for ELA, Grade 2, Lesson 6 which can be found at <a href="http://www.tn.gov/education">www.tn.gov/education</a></li></ul> <p><b>Ok, let’s begin!</b></p>	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>
<p><b>Intro</b> (6 min)</p> <p><b>Today our goal is to retell the fairytale in our own words and include illustrations. We will begin with me showing you</b></p>	<p>Students will learn that the lesson will be about fairy tales.</p>

what that looks like, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work that you can complete after the video ends.

[Show Slide 2 of teacher packet.] **Today we will be reading a story known as a fairy tale. Tale is just another word for story. Many fairy tales, including the one we will read today, were collected long ago by two brothers known as Brothers Grimm. Many stories told long ago were told orally for many years. The Brothers Grimm thought it would be a good idea to write stories down and make a book out of them. They thought the book would be interesting because the stories are about things that make people happy, sad, and sometimes afraid. Now, more than two hundred years later, people all over the world are still reading the fairy tales that the brothers collected for their books. You may have even heard some of these stories.**

[Point to each book on Slide 2 as you mention the titles.] **The brothers wrote these stories down, plus many more: Hansel and Gretel, Rumpelstiltskin, The Frog Prince, and Snow White and the Seven Dwarfs.**

**Stand up! You will be answering some questions while doing some movements. Are you ready?** [Pause.]

**Touch your head if you have listened to the story Hansel and Gretel.** [Pause.] **Excellent! I love that story too!**

**Stand on one foot if you have listened to the story Rumpelstiltskin.** [Pause.] **What great balance! I also enjoy that story.**

**Touch your toes if you have listened to the story The Frog Prince.** [Pause.] **Great! That is a silly story.**

**Jump up and down three times if you have listened to the story Snow White and the Seven Dwarfs.** [Pause.] **Excellent! That is one of my favorites.**

[Show Slide 3.] **The Brothers Grimm lived in Germany.** [Point to Germany on the world map.] **That is in Europe, way across the ocean from America.** [Point to America on the map.] **Wow, that is a long distance away. I am excited to learn about a fairy tale that was written a long time ago from such a faraway country.**

Students will learn about the Brothers Grimm.

Students will do movements to indicate if they have listened to different Brothers Grimm fairy tales before.

Students will learn about where the Brothers Grimm are from and what a fairy tale it.

<p><b>Fairy tales are types of stories that include characters such as princesses, princes, giants, witches, and even animals that can talk.</b></p> <p><b>Although some of the things that happen in fairy tales could happen in real life, many of the things that happen in these stories are fantasy, or a kind of make-believe thing that can't really happen. They also include elements of magic.</b></p> <p><b>Let's review fairy tales. [Pause.] Name some characters that we might find in a fairy tale. [Pause.] Yes! Princesses, princes, giants, witches, and even talking animals! Can everything that happens in a fairy tale happen in real life? [Pause.] No! These stories are fantasy. Some things can happen in real life, but not everything.</b></p>	<p>Students will learn about what a fairy tale is.</p> <p>Students will review characteristics of a fairy tale.</p>
<p><b><u>Teacher Model/Read-Aloud</u> (22 min)</b></p> <p>[Show Slide 4.] <b>Our fairy tale today is Rumpelstiltskin. That is a very long and hard word. Let's break it apart into syllables. Say Rumpelstiltskin. [Pause.] Let's clap the word together as we say it. Ready? [Pause.] Go. [Clap as you say each syllable slowly.] Rump [clap] el [clap] stilt [clap] skin [clap] How many syllables did we hear? [Pause.] That's right! We heard four syllables.</b></p> <p><b>Let's look at this word on paper when it is broken apart.</b> [Show prepared chart paper.] <b>Look at this first syllable.</b> [Point to the "rump" syllable.] <b>The vowel in the syllable is u.</b> [Underline the u.] <b>This vowel says /u/. Help me sound this syllable out.</b> [Point to each letter and say the sounds.] <b>/r/ /u/ /m/ /p/</b> [Drag your finger under the entire syllable.] <b>rump.</b> [Pause.]</p> <p><b>Look at the second syllable.</b> [Point to the "el" syllable.] <b>The vowel in the syllable is e.</b> [Underline the e.] <b>This vowel says /u/. Say /u/. [Pause.] Now sound the whole syllable out with me.</b> [Point to each letter and say the sounds.] <b>/e/ /l/</b> [Drag your finger under the entire syllable.] <b>el.</b> [Pause.]</p> <p><b>Great. Now let's try to read these two syllables together. Ready? [Pause.] Go. [Drag your finger under each syllable in a scooping manner as you read.] /rump/ /el/ /rumpel/. Excellent.</b></p> <p><b>Look at the third syllable.</b> [Point to the "stilt" syllable.] <b>The vowel in the syllable is i.</b> [Underline the i.] <b>This vowel says /i/. Help me sound this syllable out.</b> [Point to each letter and</p>	<p>Students will do a word work activity with the teacher to determine the number of syllables in a word and read the word in chunks.</p>

say the sounds.] /s/ /t/ /i/ /l/ /t/ [Drag your finger under the entire syllable.] **stilt.** [Pause.]

**Look at the last syllable.** [Point to the “skin” syllable.] **The vowel in the last syllable is i.** [Underline the i.] **This vowel says /i/. Help me sound this syllable out.** [Point to each letter and say the sounds.] /s/ /k/ /i/ /n/ [Drag your finger under the entire syllable.] **skin.** [Pause.]

**Now let’s go back and read all four syllables. Ready?** [Pause.] **Go.** [Drag your finger under each syllable in a scooping manner as you read.] /rump/ /el/ /stilt/ /skin/. **Rumpelstiltskin/! Excellent! Great reading.**

**Today as we read, we will take some notes about the events that are happening. Remember, our goal is to be able to rewrite the fairy tale in our own words, so we will make notes about what is happening as we go.** [Use a new piece of chart paper as your example notes page.] **First, I want you to take out one of your pieces of paper and your pen or pencil.** [Pause.] **We are going to use this as our notes page.**

**To begin, let’s write Rumpelstiltskin at the top of the page. This is one of the characters, so I want you to be able to spell his name correctly. Write his name at the top of your paper as I spell it aloud. Ready?** [Pause.] **Pick up your pencil.** [Pause.] **Let’s write: R** [Write r on the chart paper.] **U** [Write u.] **M** [Write m.] **P** [Write p.] **E** [Write e.] **L** [Write l.] **S** [Write s.] **T** [Write t.] **I** [Write i.] **L** [Write l.] **T** [Write t.] **S** [Write s.] **K** [Write k.] **I** [Write i.] **N** [Write n.] **Rumpelstiltskin.**

**Let’s start reading our story.** [Show Slide 5.] **Listen as I read: A poor woman met a queen. The woman said, “My daughter can make straw into gold! My daughter will be a princess!” The queen said, “Show me, and she can marry my son. My son is a prince.”** [Pause.]

**Look at the picture.** [Pause.] **Where are these characters?** [Pause.] **What does the setting look like?** [Pause.] **Yes, it looks like some sort of market. I can see a table with pottery on it.** [Point to the table with pottery.] **I also see another table behind the queen with sheep’s wool.** [Point to the table behind the queen.] **These people are selling their goods to others at the market.**

**Point to and say some of the characters you see.** [Pause.] **Excellent.** [Point to the woman selling pottery.] **This is the**

Students will create their notes page and write Rumpelstiltskin at the top of it by spelling it correctly with the teacher.

Students will listen to the first two pages of text and answer text dependent questions.

<p><b>poor woman and her daughter. [Point to the queen.] This is the queen and her son.</b></p> <p><b>We talked earlier about characteristics of a fairy tale. One characteristic that we mentioned was having royal characters. Royal people are those who come from a royal family. They have power and often wear crowns. Who are the royal characters we meet on this page? [Pause.] Yes! The queen and her son, the prince, are royal characters.</b></p> <p><b>The old lady said her daughter could spin straw into gold. Hmmm... I wonder what straw is. [Pause.] Do you know what straw is? [Pause.] Do the floss dance if you know what straw is. [Pause.] Oh wow! That is some good dancing! What is straw? [Pause.] Yes! Straw is like hay. It is dried grass that farm animals usually eat.</b></p> <p><b>Let's take some notes on our notes page about what has happened so far. Let's think. [Pause for think aloud.] So, the queen has visited the market, and a lady told her that her daughter could turn straw into gold. [Pause.] Let's write a few words that will help us remember this part of the story. We don't have to write complete sentences when we are taking notes, just words. [As you think aloud, write your notes on your note page.] First, I am going to make a dot, known as a bullet point. This will help me keep my ideas organized on my paper. Can you make a bullet point on your paper under Rumpelstiltskin? [Pause.] Great. Now, I am going to write a few words that helps me remember the story so far. Copy them with me or come up with your own. [Write as you talk.] Queen to market. [Write as you talk.] Woman said straw to gold. Okay great. Let's go to the next page of the story.</b></p> <p><b>[Show Slide 6.] Listen as I read. The woman and her daughter came to the castle. "Make this straw into gold!" the queen said. [Pause.]</b></p> <p><b>[Show Slide 7.] The girl was sad. "I cannot make gold!" "I will help," said a little man. "But one day you must give me your child." [Pause.]</b></p> <p><b>What problem does the girl find herself with? [Pause.] Yes. She must turn the straw into gold.</b></p> <p><b>Who creates this problem for her and how? [Pause.] Absolutely, her mother does by telling the queen a lie.</b></p>	<p>Students will review Academic Vocabulary.</p> <p>Students will review Academic Vocabulary.</p> <p>Students will take notes on their note taker.</p> <p>Students will listen to the next two pages of text and answer text dependent questions.</p>
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<p><b>Who remembers what straw is?</b> [Pause.] <b>Good! I heard hay. Hay or straw is a dried grass that farm animals often eat.</b></p> <p><b>Why is the girl sad on this page?</b> [Point to Slide 7.] [Pause.] <b>Yes, she is sad because she can't make gold.</b></p> <p><b>I wonder who this little man is. He says he can help. Do you think he can help the girl?</b> [Pause.] <b>We'll have to keep reading to find out. But first, let's add some notes from these pages.</b></p> <p><b>First, make another bullet point under your first one like this.</b> [Draw a bullet point on a new line.] <b>Let's think.</b> [Pause for think aloud.] <b>So, the girl and her mom came to the castle and the queen demanded that she turn the straw into gold. The girl was worried, but a little man showed up to help.</b> [Pause.] <b>I am going to try to write a few words to help me remember this part of the story. You can copy me or come up with some of your own.</b> [Write as you talk.] <b>Girl to castle.</b> [Write as you talk.] <b>Can't make gold.</b> [Write as you talk.] <b>Man to help.</b></p> <p><b>Let's continue to read our story.</b> [Show Slide 8.] <b>The queen saw the gold. "You will marry the prince! You will be his princess." The prince and princess were happy. They had a child.</b></p> <p><b>Was the little man able to help the girl?</b> [Pause.] <b>Yes! The queen saw the gold.</b></p> <p><b>What happened as a result of the girl turning the straw into gold?</b> [Pause.] <b>That's right! The queen said they could get married.</b></p> <p>[Point to Slide 8.] <b>This says the prince and the princess were happy. Who is the princess?</b> [Pause.] <b>You are right! The girl got married to the prince, so she is now the princess. Now that she is a princess, would you consider her to be royalty?</b> [Pause.] <b>I think you are right. She is now a royal character because she married the prince.</b></p> <p><b>Look! They even had a child. Uh-oh! Do you remember the promise the princess made to the little man?</b> [Pause.] <b>Yes! She promised that she would give her child to him.</b></p> <p><b>Let's take some notes about what we have read. First, let's make another bullet point on our notes page.</b> [Write another bullet point on your notes page.] <b>Let's see.</b> [Pause for think</p>	<p>Students will review Academic Vocabulary.</p> <p>Students will take notes on their note taker.</p> <p>Students will listen to the next portion of text and answer text dependent questions.</p> <p>Students will review Academic Vocabulary.</p> <p>Students will take notes on their note taker.</p>
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aloud.] **The girl turned the straw to gold. The queen was happy and let the girl marry her son. Then they had a child. I am going to try to write a few words to help me remember this part. You can copy me or come up with some of your own. [Write as you talk.] Girl made gold. [Write as you talk.] Married prince. [Write as you talk.] Had baby. [Pause.] Let's continue to read the story to see what happens next.**

[Show Slide 9.] **Then the little man came back. "Give me your child!" he said. "No! Do not take my child!" said the princess. "Then you must find my name," said the little man. [Pause.]**

[Show Slide 10.] **The princess looked and looked. Then she saw the man's name! She ran home. The little man came back again. "Hello, Rumpelstiltskin!" said the princess. [Pause.]**

[Go back to Slide 9.] **The princess now finds herself with a new problem. What is it? [Pause.] Yes, the little man is back to get what he wanted.**

**How did the princess feel when he came back? [Pause.] Yes, she felt sad and scared. She doesn't want to give her child away.**

**What deal does the little man make with the princess? [Pause.] Great! He will not take her child if she can find his name.**

[Go forward to Slide 10.] **How does the princess find the little man's name? [Pause.] Yes! She looks on his mailbox!**

**Who is the little man? [Pause.] Yes! Rumpelstiltskin**

**When the little man returns and the princess knows his name, how does this make him feel? [Pause.] You're right! He is very angry. We can tell that by looking at him in the picture. [Point to the picture.]**

**Let's take some notes on this part of the story. First, let's make another bullet point on our notes page. [Write a bullet point under the previous one ] Let's see. [Pause for think aloud.] The little man returns to collect the child he was promised. The princess begs him not to take her child. He makes a deal with her that if she can find his name, he won't take the child. She is able to find his name! [Pause.] I am going to try to write a few words to help me remember this**

Students will listen to the next portion of text and answer text dependent questions.

Students will take notes on their note taker.

<p><b>part. You can copy me or come up with some of your own.</b>          [Write and talk.] <b>Man comes for child.</b> [Write and talk.]  <b>Makes a deal. Okay, let's read the end of the story together.</b></p> <p>[Show Slide 11.] <b>Rumpelstiltskin was mad. He ran away. The prince and the princess did not see him again.</b> [Pause.] <b>What a great way to end the story!</b></p> <p><b>Let's take some notes on this page. First, let's make another bullet point on our notes page.</b> [Write another bullet point under the previous one.] <b>Let me think.</b> [Pause for think aloud.] <b>The princess found his name. Rumpelstiltskin was angry and ran away. The prince and princess lived happily ever after.</b> [Pause.] <b>I am going to try to write a few words to help me remember this part. You can copy me or come up with some of your own.</b> [Write and talk.] <b>Princess found name.</b> [Write and talk.] <b>Man mad.</b> [Write and talk.] <b>Happy ever after. Great job talking notes on this entire story!</b></p>	<p>Students will listen to the final portion of text.</p> <p>Students will take notes on their note taker.</p>
<p><b><u>Guided Practice</u></b> (3 min)          [Show Slide 12.] <b>When we retell or rewrite events in a story, often times we will use transition words. These are useful to help the reader keep track of the events. Here are some transition words we might use as we retell the fairy tale.</b>          [Point to the words as you read.] <b>Beginning- first, at first, in the beginning.</b> [Pause.] <b>Middle- next, then, also, later, suddenly.</b> [Pause.] <b>End- last, finally, in the end, eventually.</b> [Pause.]</p> <p>[Point to note taker.] <b>We have taken lots of notes throughout our story. Let's review the notes together. As I read through my notes, I am going to say them in complete sentences out loud so you can hear my thinking. When you retell the fairy tale later in your writing, you will want to make sure you are using complete sentences with transition words. Complete sentences have a subject and a verb.</b></p> <p>[Point to first bullet point.] <b>The notes for this bullet say: queen to market, woman said straw to gold. If I want to put that in a complete sentence, it might sound something like this: In the beginning, the queen visited a market. She met a woman who said her daughter could turn straw into gold.</b></p> <p>[Point to next bullet point.] <b>The notes for this bullet say: girl to castle, can't make gold, man to help. If I want to put that in a complete sentence, it might sound something like this: Next, the queen ordered the woman and her daughter to the castle. The queen made the daughter turn the straw into gold. The daughter was sad because she couldn't make gold.</b></p>	<p>Students will learn about transition words they can use in their writing.</p> <p>Students will review their notes from their note taker to get ready to rewrite the fairy tale.</p>



<p><b>Suddenly, a little man appeared. He said he would help her if she would give him her first child.</b></p> <p>[Point to next bullet point.] <b>This bullet says, girl made gold, married prince, had baby. If I want to put that in a complete sentence, it might sound something like this: The next day, the girl had made gold. This made the queen happy, so she let the girl marry her son the prince. They had a child and all was well.</b></p> <p>[Point to next bullet point.] <b>The next bullet says, man comes for child, makes a deal. If I want to put this in a complete sentence, it might sound something like this: Later, the little man came back for the child. The princess was sad, so the little man made her a deal. If she could find his name, she could keep her child.</b></p> <p>[Point to next bullet point.] <b>The notes for this bullet say princess found name, man mad, happy ever after. If I want to put that in a complete sentence and use a transition word, it might sound something like this: After searching, the princess finally found his name. Rumpelstiltskin was very angry about this! He ran away and they lived happily ever after.</b></p>	
<p><b><u>Independent Work</u> (1 min)</b>  <b>Now it is your turn. When we began the lesson today, our goal was to be able to retell the fairy tale in our own words. We worked hard to take notes on our note taker together during the lesson. You just listened as I retold the story using transition words and our notes.</b></p> <p><b>You will now take your notes and retell the story in your own words. You will need your other piece of paper, a pencil, and something to color with. Retell the fairy tale in your own words. Remember to use transition words and your notes. When you are finished, go back and add some illustrations for your favorite part!</b></p> <p><b>I encourage you to read your Rumpelstiltskin story to someone at your house today!</b></p>	<p>Students will retell the fairytale in their own words and include illustrations.</p>
<p><b><u>Closing</u> (1 min)</b>  <b>I enjoyed working on retelling Rumpelstiltskin with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</b></p>	