

DETERMINING THE CENTRAL MESSAGE

3.R.1.A.c Develop and demonstrate reading skills in response to text by summarizing a story's beginning, middle, and end and determining its central message, lesson, or moral.

CONTENTS

| | |
|---|---|
| TEACHER NOTES | An introduction to the lessons and a brief discussion of the research used to develop the instructional resources included in the lesson set. |
| LEARNING MAP TOOL | An overview of the standards, the learning map section, and the nodes addressed in the lesson set. |
| INSTRUCTIONAL ACTIVITIES FOR LESSONS 1–3 | Detailed walkthroughs of each lesson. |
| STUDENT HANDOUTS FOR LESSONS 1–3 | Reproducible handouts students will use to complete activities during the lessons. |
| PASSAGE | A text designed to support the skills students practice in the lessons. You may freely use the provided text or select your own. (Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use from any other source.) |
| STUDENT FEEDBACK GUIDE | A feedback tool for students to complete following the lesson set. |

Copyright © 2019 by The University of Kansas.

Enhanced Learning Maps developed these materials under a grant from the Department of Education, PR/Award # S368A150013. Contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Learning map materials are freely available for use by educators but may not be used for commercial purposes without written permission.

DETERMINING A STORY'S CENTRAL MESSAGE

TEACHER NOTES

3.R.1.A.c, Lessons 1–3

UNIT OVERVIEW

In this unit, students learn how to summarize a folktale and determine its central message or lesson. To accomplish these goals, students determine the most important events and actions in the story and then determine what the character learns. This process of recounting important details is a comprehension tool students can use for all stories they encounter in the future. Throughout the unit, discussions, inductive reasoning activities, read-alouds, theme-scheme questions, and comprehension questions guide students in the process of creating a summary and interpreting the folktale's central message.

Lesson 1: In this lesson, students create a summary of the folktale by determining its most important details. According to the research, students learn how to summarize by asking and answering questions about the text and deconstructing its organization. You guide students toward understanding the key details by modeling the comprehension strategies and asking guiding questions.

Lesson 2: In this lesson, students identify the folktale's lesson or central message by looking at the main character's actions and what the character learns. Using a character map, students find details from the story that show the character's actions and what the character learns. Students use these details to write a sentence about the story's lesson.

Lesson 3: In this lesson, students draw a comic strip that represents the key events of the story and the lesson the character learns. This activity gives students the opportunity to visualize and connect story details to further explore the central message. You model asking and answering questions about the key details and encourage students to think of examples of how the lesson is demonstrated in the folktale.

Research Findings

Lesson Strategies, Approaches, or Activities

| | |
|--|--|
| Reading strategies, such as questioning and thinking aloud, provide a framework for students to summarize while they read. (Taylor, 1986) | Lesson 1 uses reading strategies and questions to break down the thinking process into comprehensible parts, helping students understand key details. |
| Questions help students focus on significant information. When students develop and internalize questions, they are able to extract and organize important plot components. (Williams et al., 2002) | All lessons use a questioning process to determine the folktale's central message. Students ask questions of the text to help them interpret what they read. |

| | |
|---|--|
| <p>Before a reader can determine a story's theme, the student needs to analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>(Cunningham & Cunningham, 2014)</p> | <p>In all lessons, students analyze the key details and explain how they are related to the central message of the folktale.</p> |
| <p>Competent readers can identify important ideas in a text and use the text structure to develop a summary.</p> <p>(Jitendra & Gajria, 2011)</p> | <p>In all lessons, students summarize which details from the beginning, middle, and end of the story indicate the central message of the folktale.</p> |
| <p>When readers create images related to a text, they form unique interpretations, clarify their thinking, draw conclusions, and enhance their understanding.</p> <p>(Miller, 2002)</p> | <p>In Lesson 3, students clarify their thinking, draw conclusions, and enhance their understanding of the central message by creating a comic strip related to the folktale.</p> |

BIBLIOGRAPHY

- Cunningham, P. M. & Cunningham, J. W. (2014). *Teaching Common Core English language arts standards: 20 lesson frameworks for elementary grades* (pp. 41–50). Bloomington, IN: Solution Tree.
- Jitendra, A. K. & Gajria, M. (2011). Main idea and summarization instruction to improve reading comprehension. In R. E. O'Connor & P. F. Vadasy (Eds.), *The handbook of reading interventions* (pp. 198–219). New York, NY: Guilford Press.
- Miller, D. (2002). *Reading with meaning*. Portland, ME: Stenhouse Publishers.
- Taylor, K. K. (1986). Summary writing by young children. *Reading Research Quarterly* (21)2, 193–208.
doi:10.2307/747845
- Williams, J. P., Lauer, K. D., Hall, K. M., Lord, K. M., Gugga, S. S., Bak, S. J. . . . deCanis, J. S. (2002). Teaching elementary school students to identify story themes. *Journal of Educational Psychology* (94)2, 235–248. doi:10.1037/0022-0663.94.2.235

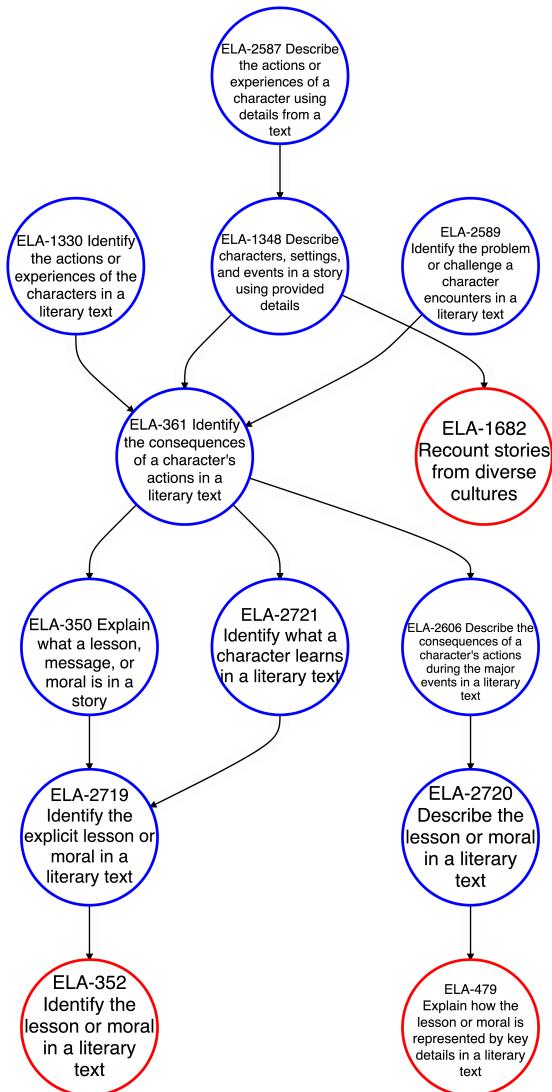
DETERMINING A STORY'S CENTRAL MESSAGE

LEARNING MAP TOOL

3.R.1.A.c

STANDARD

3.R.1.A.c Develop and demonstrate reading skills in response to text by summarizing a story's beginning, middle, and end and determining its central message, lesson, or moral.



*Learning map model for 3.R.1.A.c.

| Node ID | Node Name | Node Description |
|----------------|--|--|
| ELA-350 | EXPLAIN WHAT A LESSON, MESSAGE, OR MORAL IS IN A STORY | The lesson, moral, or central message is based on what a character learns in a literary text, which can be used in one's personal life. |
| ELA-352 | IDENTIFY THE LESSON OR MORAL IN A LITERARY TEXT | Identify a lesson, moral, or central message which can be generalized from a literary text using what was learned by a character in it. |
| ELA-361 | IDENTIFY THE CONSEQUENCES OF A CHARACTER'S ACTIONS IN A STORY | Identify the consequences resulting from the specific actions of a character in a story. |
| ELA-479 | EXPLAIN HOW THE LESSON OR MORAL IS REPRESENTED BY KEY DETAILS IN A STORY | Explain how specific key details explicitly stated in a story contribute to understanding the lesson or moral. |
| ELA-1330 | IDENTIFY THE ACTIONS OR EXPERIENCES OF THE CHARACTERS IN A STORY | Identify the actions, experiences, or behavior of characters in a story. |
| ELA-1348 | DESCRIBE CHARACTERS, SETTINGS, AND EVENTS IN A STORY USING PROVIDED DETAILS | Describe characters, settings, and major events in a story using key details. |
| ELA-2587 | DESCRIBE THE ACTIONS OR EXPERIENCES OF A CHARACTER USING DETAILS FROM A STORY | Describe a character's actions or experiences in an event from a story using the specific details that depict it. |
| ELA-2589 | IDENTIFY THE PROBLEM OR CHALLENGE A CHARACTER ENCOUNTERS IN A STORY | Identify what hinders or prevents the character from reaching his or her goal in a story. |
| ELA-2606 | DESCRIBE THE CONSEQUENCES OF A CHARACTER'S ACTIONS DURING THE MAJOR STORY EVENTS | Describe what results from the actions of characters in the major events of a story. The result determines whether the character will be able to achieve the goal. |
| ELA-2719 | IDENTIFY THE EXPLICIT LESSON OR MORAL IN A LITERARY TEXT | Identify an explicit lesson, moral, or central message that can be generalized from a literary text. |
| ELA-2720 | DESCRIBE THE LESSON OR MORAL IN A LITERARY TEXT | Describe the lesson, moral, or central message learned by a character in a narrative. |
| ELA-2721 | IDENTIFY WHAT A CHARACTER LEARNS IN A LITERARY TEXT | Identify what a character learns as a consequence of actions in a literary text. |

| | | |
|----------|---|---|
| ELA-2720 | DESCRIBE THE LESSON OR MORAL IN A LITERARY TEXT | Describe the lesson, moral, or central message learned by a character in a narrative. |
| ELA-2721 | IDENTIFY WHAT A CHARACTER LEARNS IN A LITERARY TEXT | Identify what a character learns as a consequence of actions in a literary text. |

RECOUNTING FOLKTALES FROM AROUND THE WORLD

INSTRUCTIONAL ACTIVITY

3.R.1.A.c, Lesson 1

LEARNING GOAL

In this lesson, students read and recount the important events in the story.

STANDARD

3.R.1.A.c Develop and demonstrate reading skills in response to text by summarizing a story's beginning, middle, and end and determining its central message, lesson, or moral.

PREPARATION

Before the lesson, find a folktale or myth from a world culture. This unit includes a provided passage, [THE LLAMA AND THE MULE](#), which you are free to copy. For a storybook format, print the story front and back and staple down the side. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use from any other source.

MATERIALS & HANDOUTS

- ▶ [PASSAGE: THE LLAMA AND THE MULE](#)
 - ▶ white board or chart paper
 - ▶ [STUDENT HANDOUT: STORY MAP](#)
-

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can retell the important details in a folktale."

Review the definition of a *folktale* with the class. **Say**, "A folktale is a story that is passed down verbally from generation to generation. A folktale explains the culture or customs of the country the story comes from."

Ask students if they know what a culture or custom is. **Explain** that a culture is a group of people who share a set of beliefs and traditions. A custom is a tradition, such as food, religion, manners, or the arts, that is passed from one generation to the next. **Explain** that folktales have a lesson, or moral, that teaches both the character and the reader something. A *moral* is a lesson about how a person should behave or treat another person.

Direct students to discuss the following question with a partner or small group: “Do you know any stories or folktales that have a moral or teach a lesson?” **Invite** students to share examples with the class and **collect** responses on the board or chart paper.

Tell the class that today you will read a folktale from another country and create a story map of the most important details.

Divide students into groups of three and **hand out** [PASSAGE: THE LLAMA AND THE MULE](#) to each student, or display a different selected story. **Direct** students to listen and follow along as you **read** the folktale to the class.

Pass out [STUDENT HANDOUT: STORY MAP](#) and **explain** what belongs in each category. Next, **ask** groups to reread the tale together and fill out the handout with the important details.

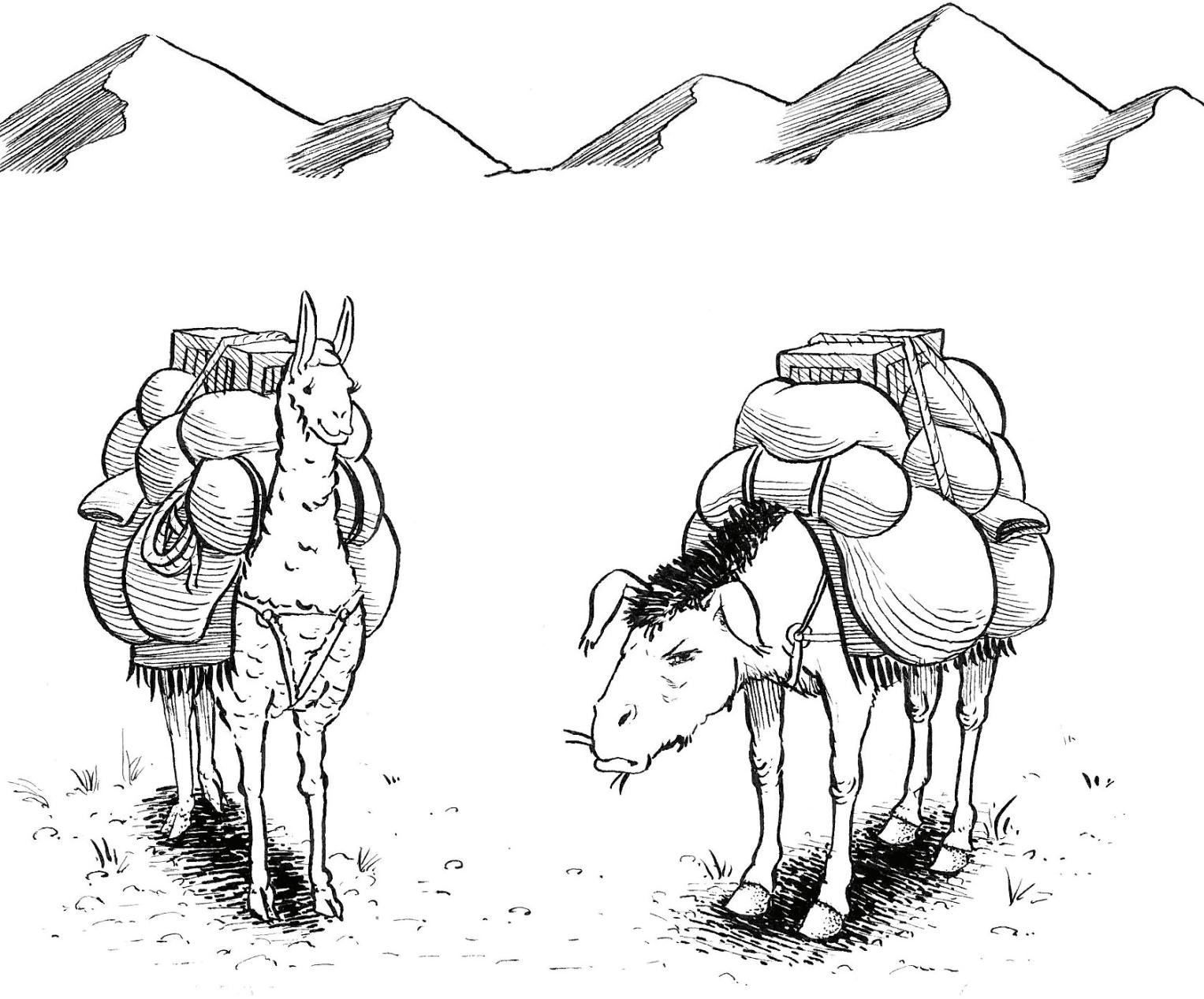
While students work, **circulate** and ask the Checking for Understanding questions.

CHECKING FOR UNDERSTANDING

| | | |
|--|--|---|
| Determine if the student can RECOUNT STORIES FROM DIVERSE CULTURES (ELA-1682): <ul style="list-style-type: none">▶ What happens in the story?▶ What are the most important details in the story? | Determine if the student can DESCRIBE THE ACTIONS OR EXPERIENCES OF A CHARACTER USING DETAILS FROM A STORY (ELA-2587): <ul style="list-style-type: none">▶ What happens to the main character in the story?▶ How does the character respond to the experience? | Determine if the student can DESCRIBE CHARACTERS, SETTINGS, AND EVENTS IN A STORY USING PROVIDED DETAILS (ELA-1348): <ul style="list-style-type: none">▶ What is the character like at the beginning of the story?▶ What is the character like at the end of the story? |
|--|--|---|

To close the lesson, **ask** students to summarize the story and share two important events in their groups. **Call** on random students to share an important event.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

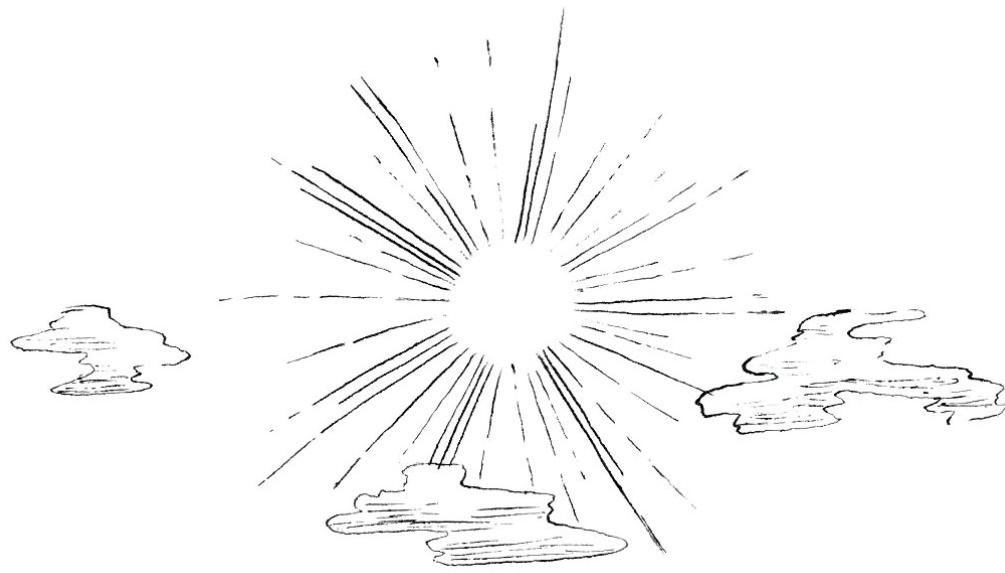


The Llama and the Mule

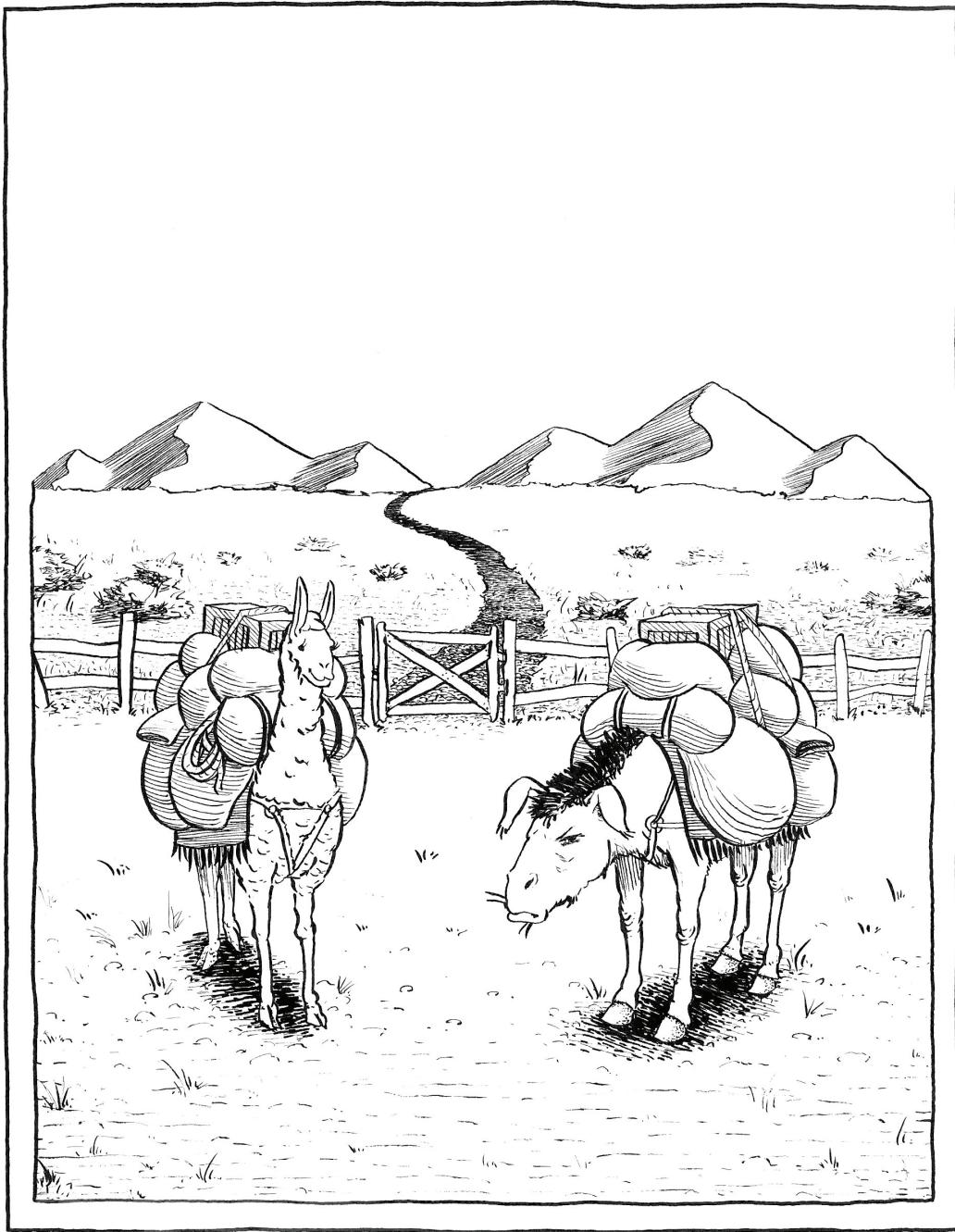
A story based on an Aesop fable

by Pat Trattles

illustrated by Trevor Eagleman



Early one morning, Mule and Llama set off on a trip to the market. Mule carried half of a merchant's goods on his back, grumbling all the while. Llama cheerfully carried the other half. The journey was a long one. They would need to cross a hot desert, climb a steep mountain, and go through a wide valley before reaching the market.



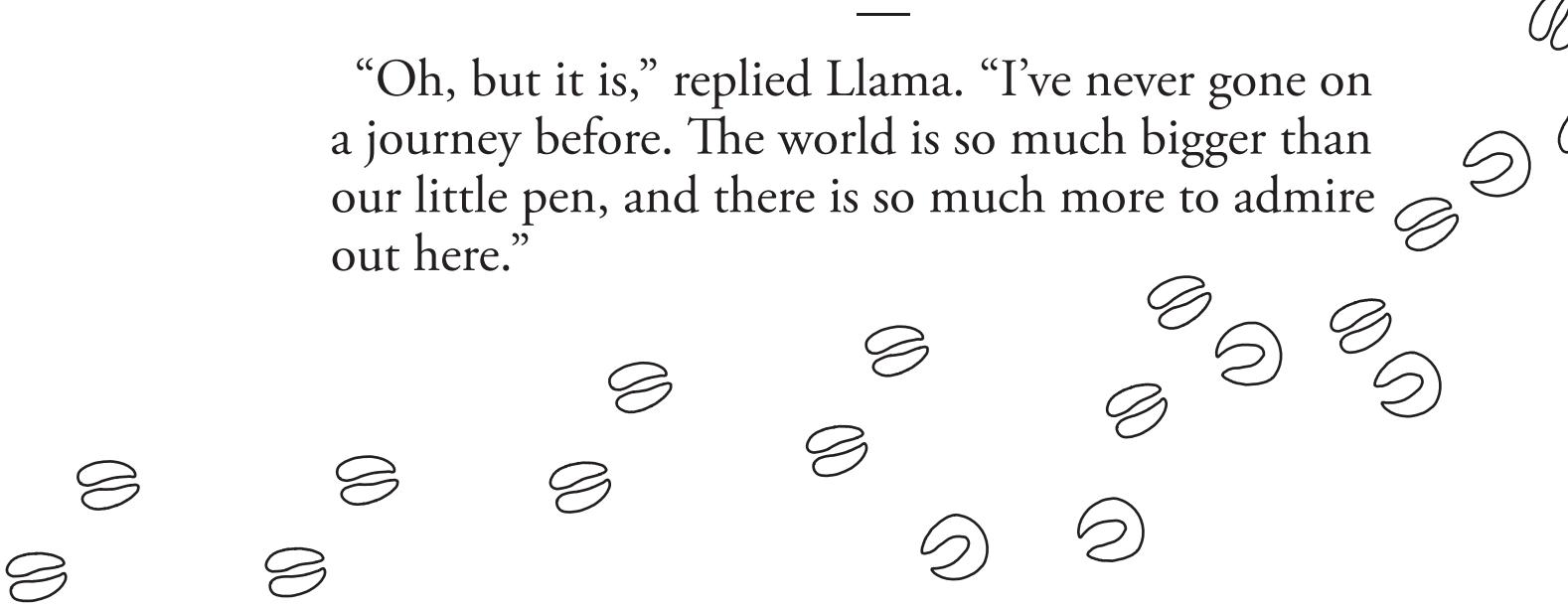


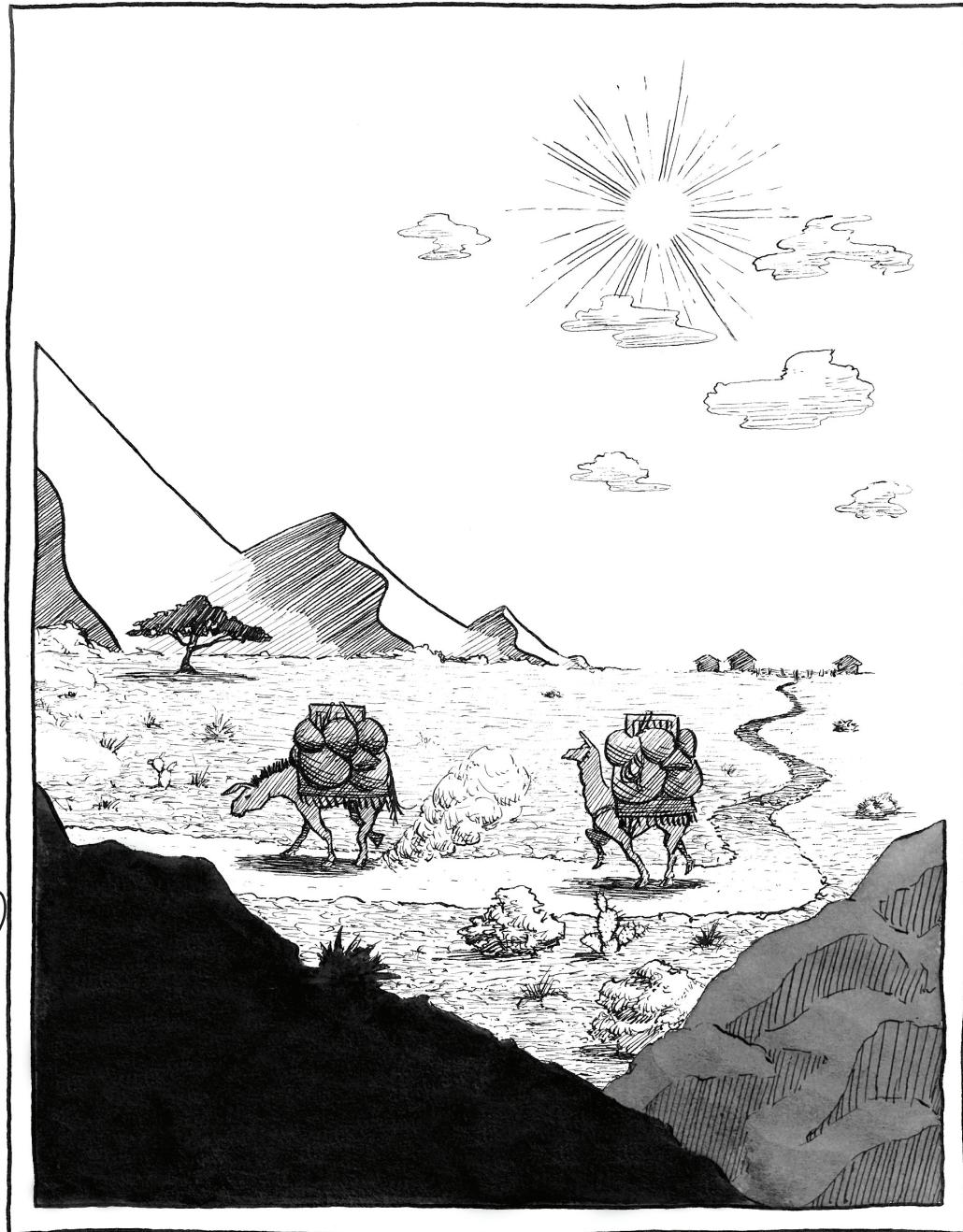
Mule, who had traveled this way before, kept his head low as he plodded along the dusty path. Llama skipped along, stopping every few steps to look around.

Mule shook his head at Llama.

"We'll take all day," he complained,
"if you keep acting like this is some
big adventure."

"Oh, but it is," replied Llama. "I've never gone on a journey before. The world is so much bigger than our little pen, and there is so much more to admire out here."







"Admire?"

Mule snorted.

"Admire the dust and the heat and the glaring sun? The journey is just hard work. It will be long enough without stopping to explore."

"There is so much to enjoy," insisted Llama. "We can smell the sweet air, feel the wind on our faces, and notice the interesting sights as we go. It will help the journey feel more pleasant."

Llama's cheerfulness annoyed Mule. "Just pay attention to your work and keep up," Mule said.



Llama did his best to match Mule's pace. Each time Llama slowed down to enjoy the view, Mule grumbled, and Llama trotted to catch up. They traveled through the desert this way until they reached the foot of the mountain.

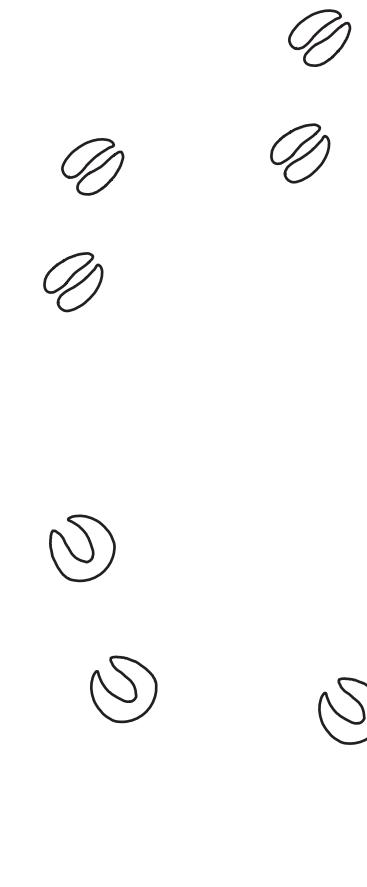
Mule navigated the familiar, rocky path. Yet Llama wasn't used to climbing, and the heavy pack made it even harder. Soon, his pack shifted and he stumbled.

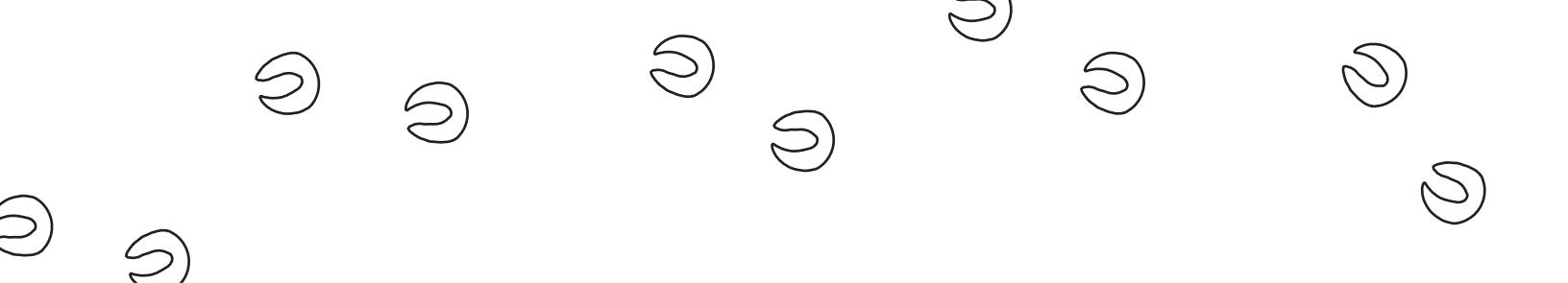
"Please, Mule, the path is steep, and this pack is very heavy. Will you slow down just a little?"

"Going slower will only make the journey longer," argued Mule. "Focus on your work and hurry up."

For a while, they continued up the mountain. Although Llama was careful to watch his footing, he soon stumbled again.

Once he felt steady on his feet, Llama asked Mule, "Will you tell me about the market? I have heard there is a wonderful shady place to rest and delicious olives to eat and sweet cool water to drink. It all sounds so lovely."





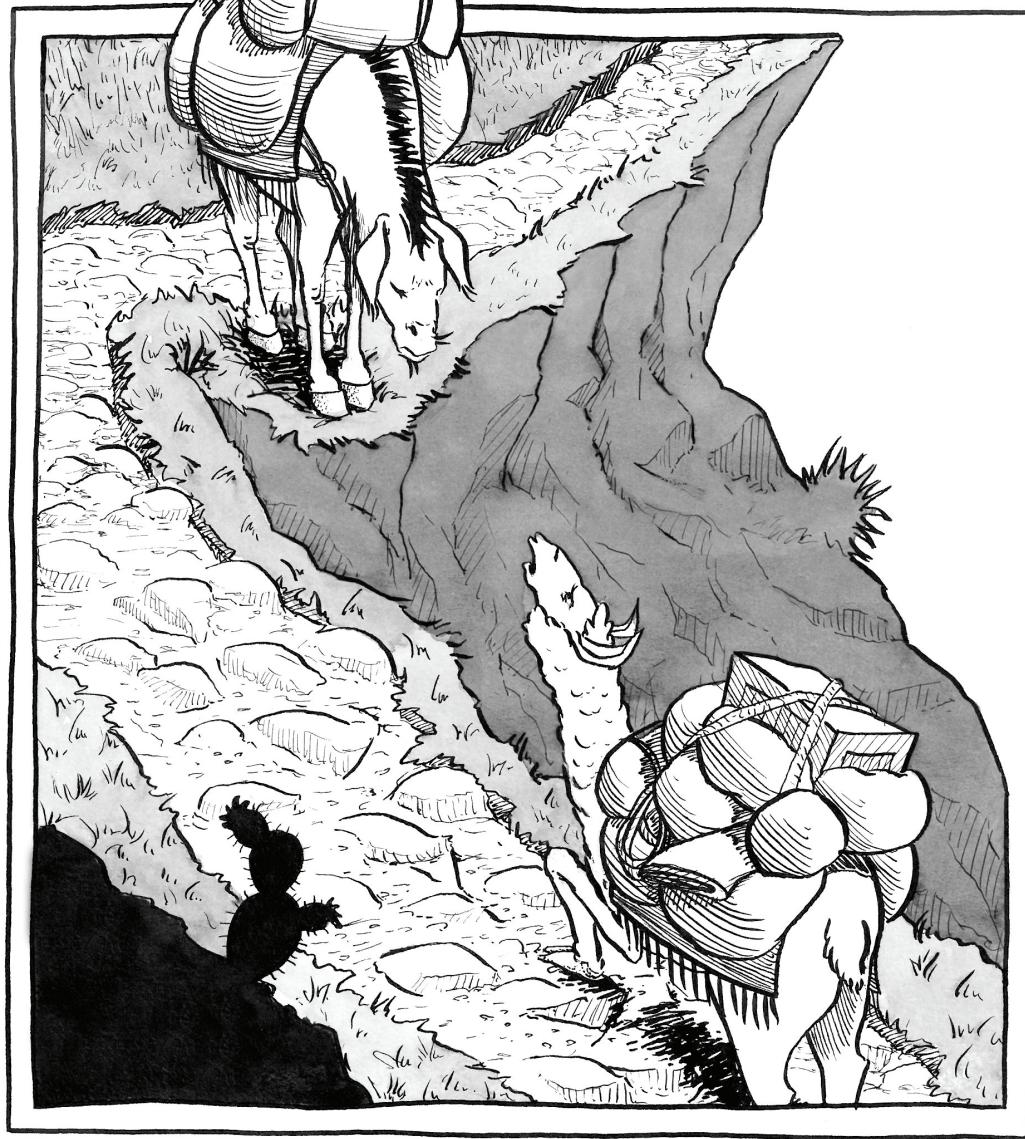
“There is a stream,” Mule said, “and some olive trees. We will wait there until the merchant sells his goods. Then we will make the long trip home. Now, stop asking questions. You’re slowing us down.”

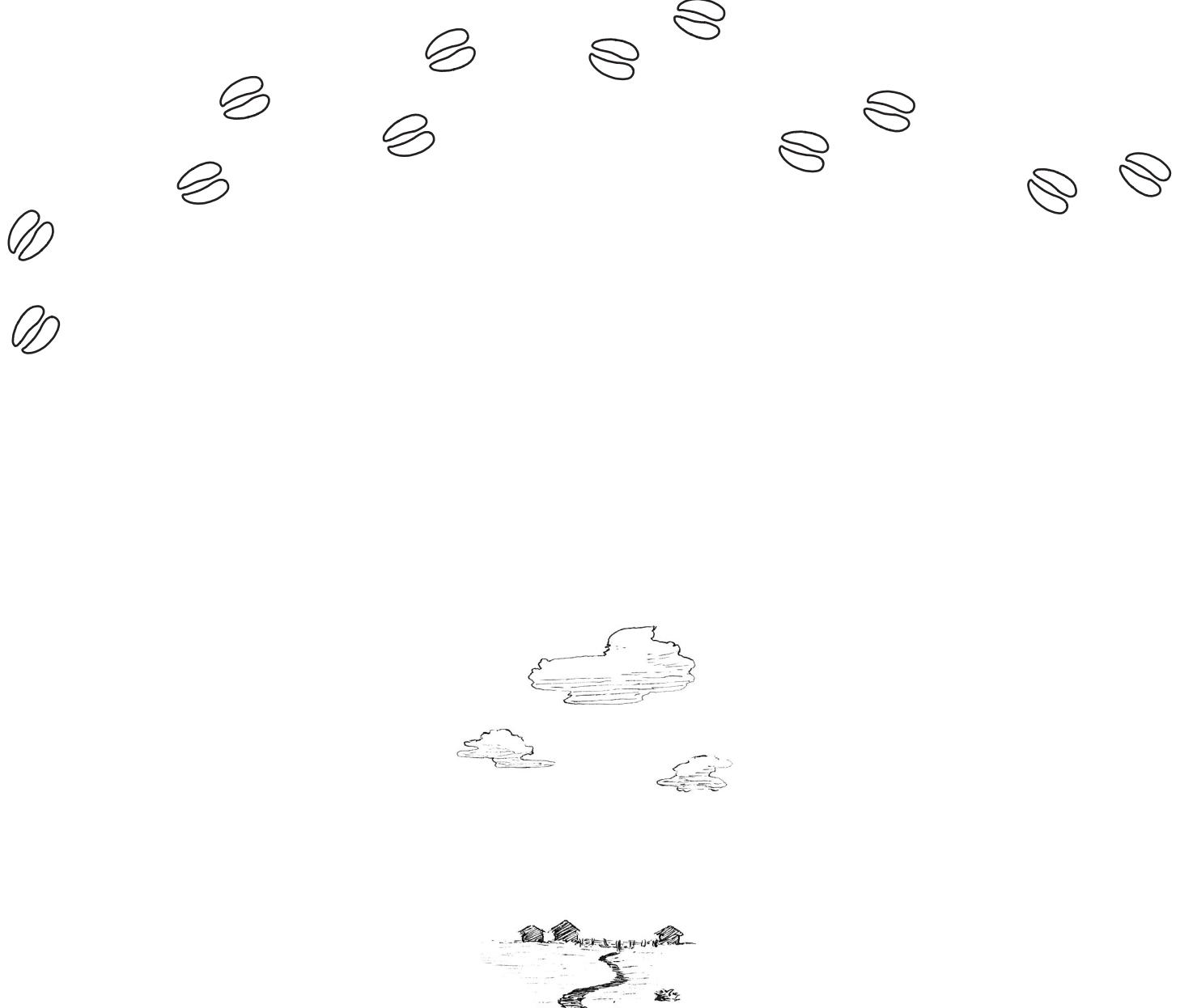
“I thought talking about the market might ease our work,” Llama replied. “We could think about the olives and the grass and the water. Then our packs would not seem so heavy, just like thinking about the wind and the sights and the smells made the desert seem not so hot.”

“The packs are still heavy,” Mule complained. “The desert was still hot. The path will still be steep.”

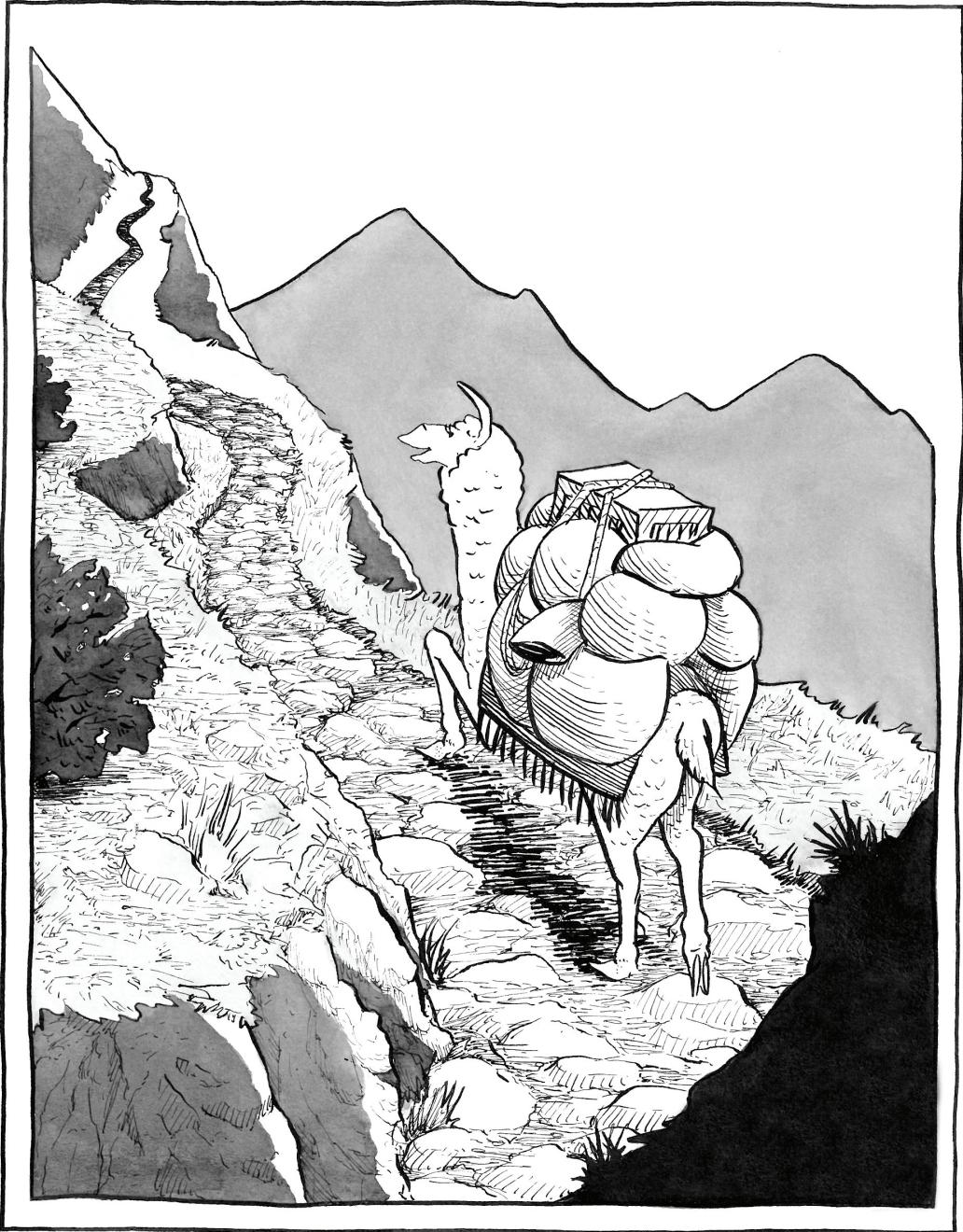
Llama sighed, but he continued up the mountain path until he stumbled again. “Please, Mule,” he asked, “will you slow down so I can climb safely?”

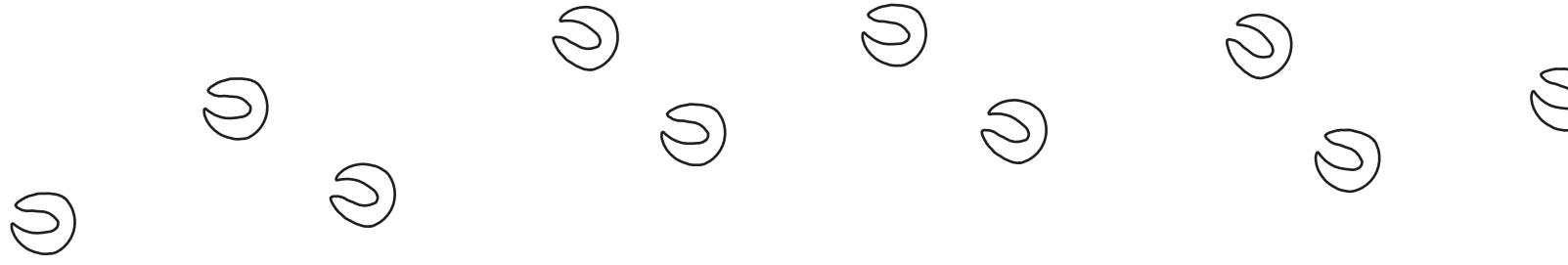
“If I go slower,” Mule grumbled,
“I’ll have to carry this heavy pack
even longer.” Mule huffed at Llama
and climbed even faster.



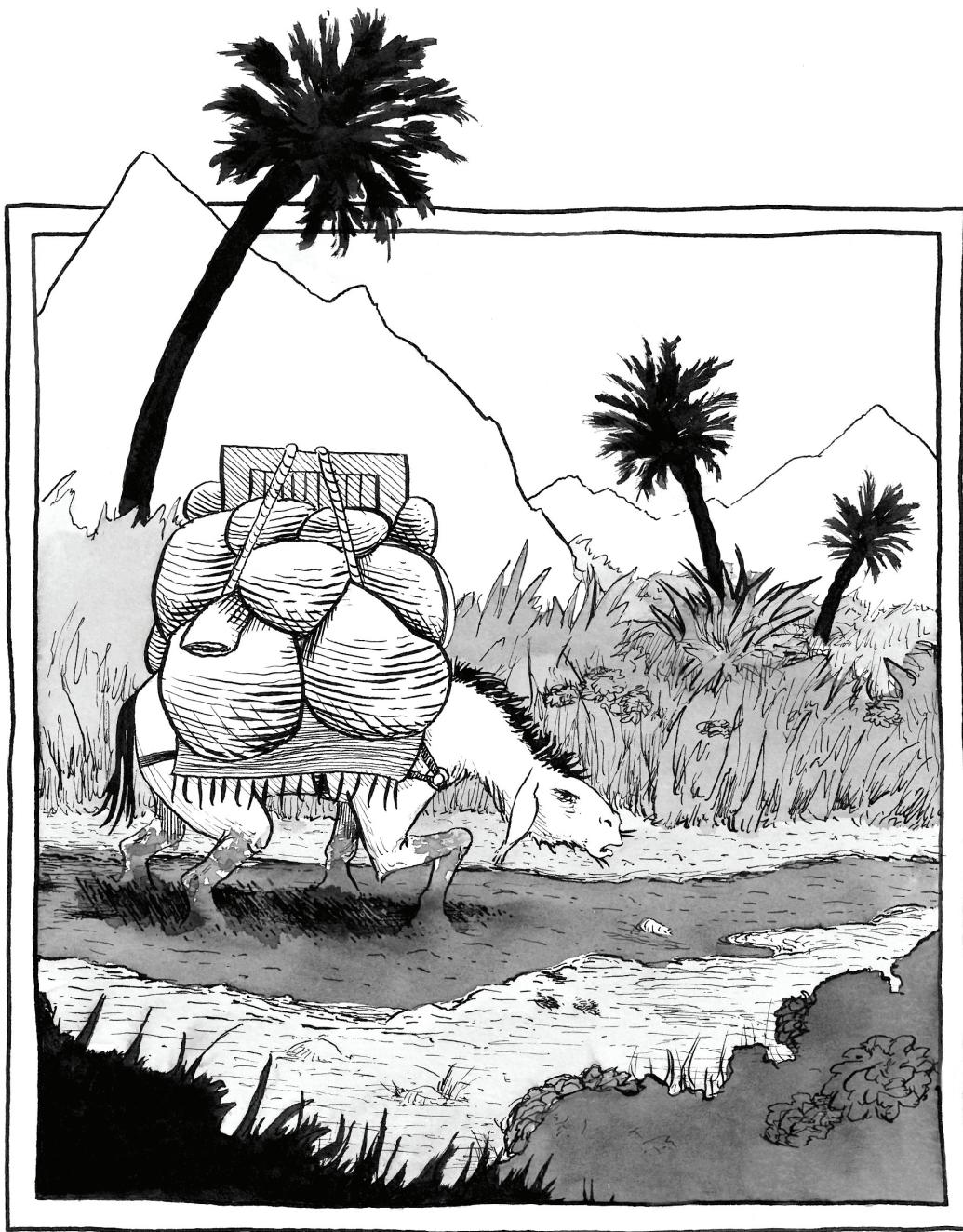


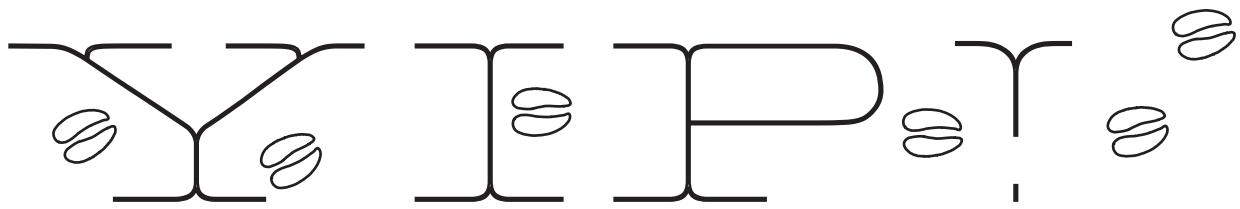
Before long, Llama was alone on the trail. He continued slowly but surely up the steep path, quietly singing a song about all the lovely things he had heard about the market. Singing always helped Llama stay cheerful.





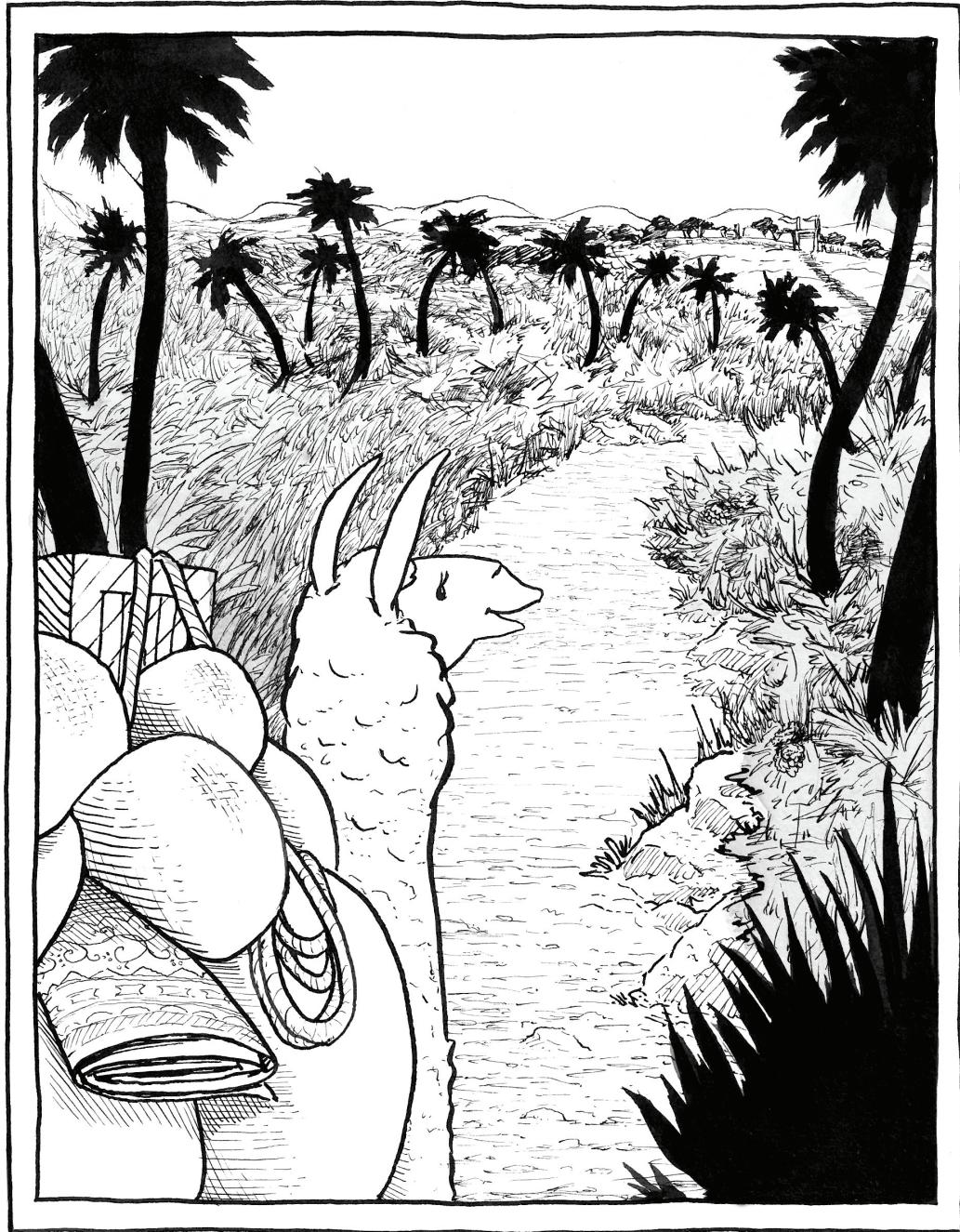
Up ahead, Mule had already reached the valley. Although the desert had been hot, and the mountain path had been steep, the journey across the wide valley felt harder than all that had come before. The heavy pack strained his back and shoulders. Thick mud covered parts of the trail and nearly glued his feet to the ground. And now he didn't even have Llama to keep him company. Mule's steps became **SLOW AND HEAVY.**





When Llama finally reached the wide, green valley, he gave a yip of joy. Surely crossing the open fields would be easier than climbing the mountain, and now they were almost to the market.

Llama skipped into the valley and called out for his friend. "Mule! Where are you? We are nearly there!" Even though Mule had been grumpy, Llama enjoyed his company. And Llama felt sure he could keep up with Mule in the valley.

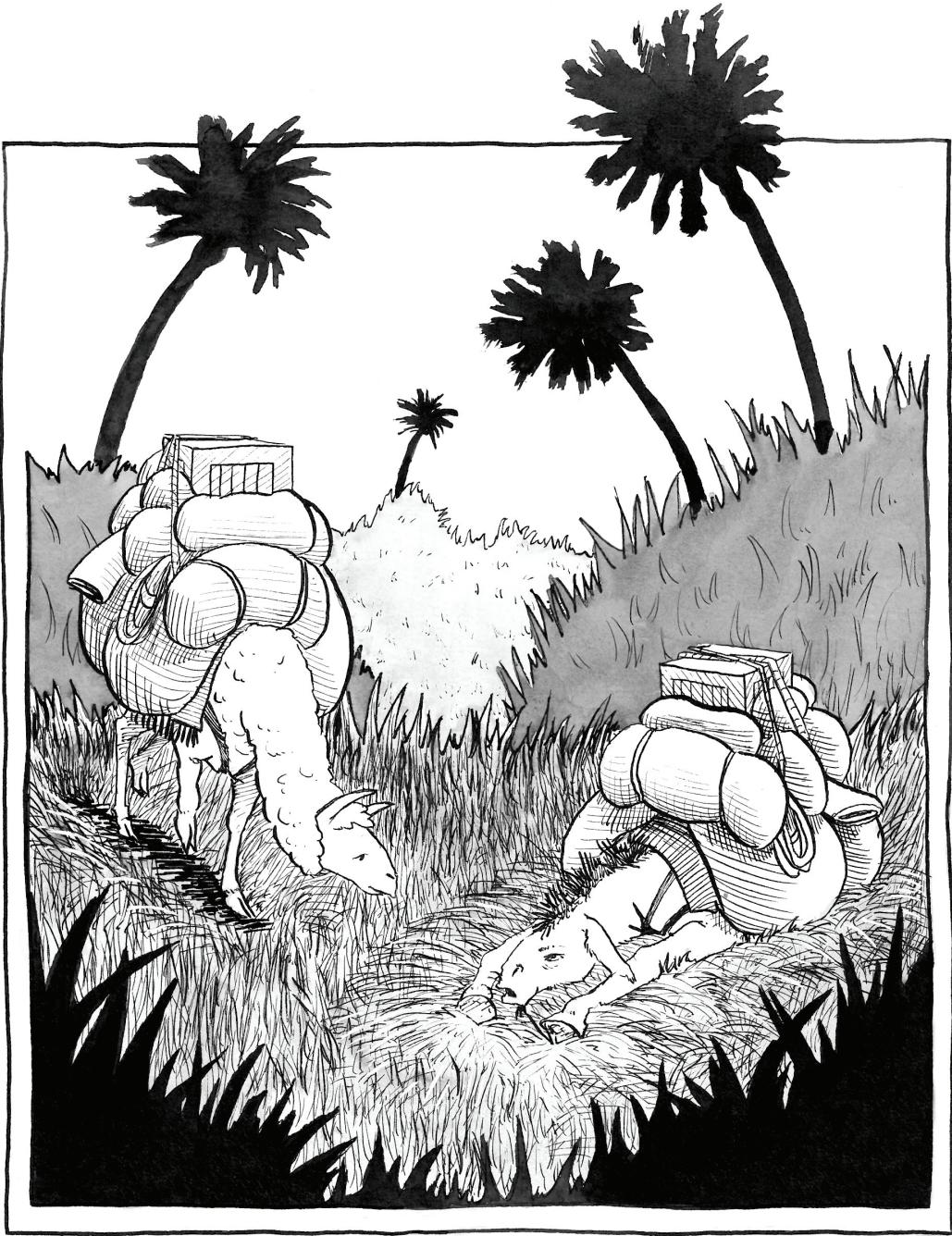


As Llama rounded a curve in the path, he heard a low groan. It sounded like Mule. Llama hurried ahead. He found Mule on his knees in the tall grass next to the trail.

“Mule!” cried Llama, rushing to his side.
“What happened? Are you hurt?”

Mule growled, “I’m too exhausted to go any further. I’ll never make it to the market again. The journey is too long. I am too old.”

Llama encouraged his friend. “You are a strong and sturdy traveler. You have made this journey many times before, and you can do it this time, too. You just need a rest.” Llama unloaded some bundles from Mule’s pack, and added them to his own.



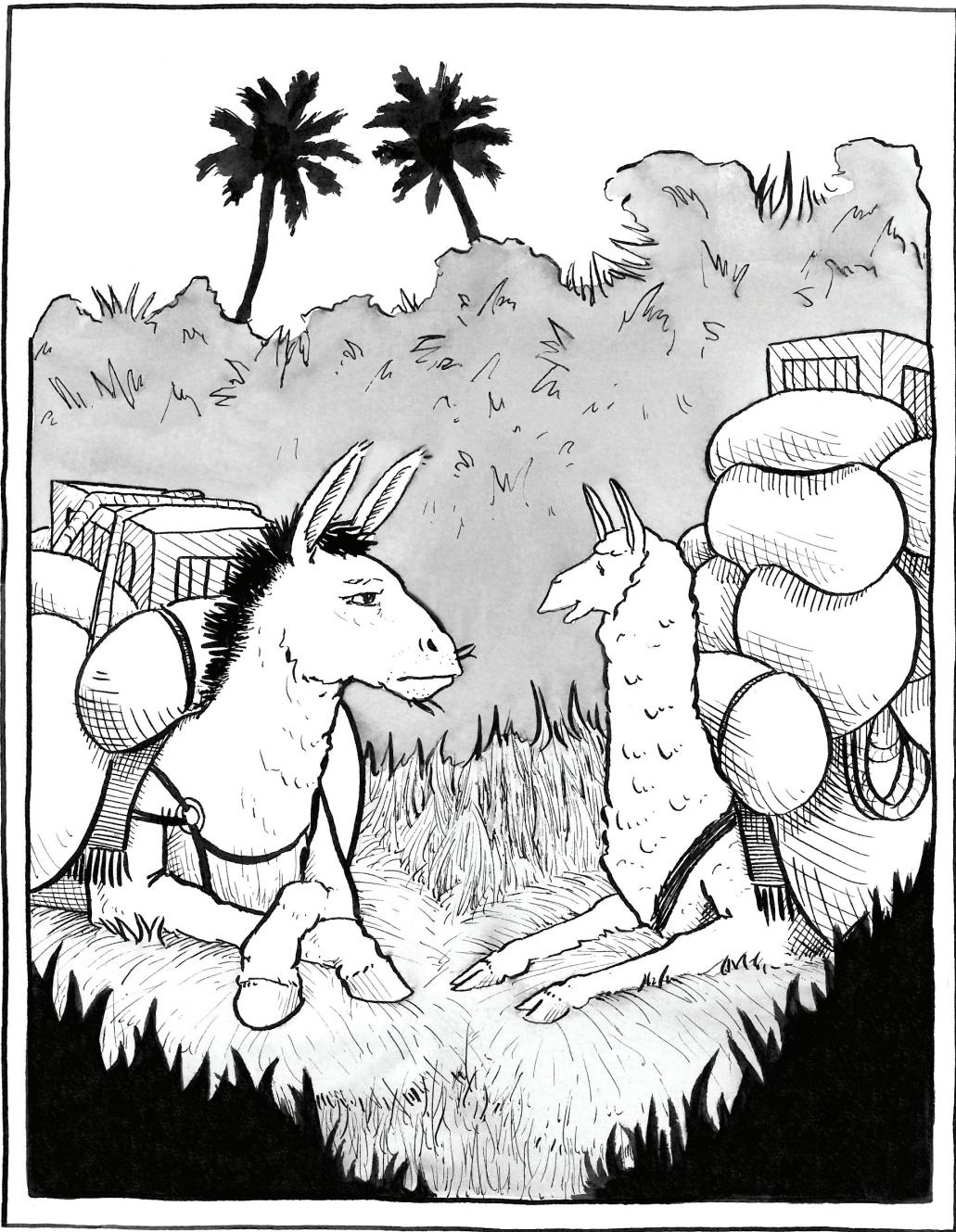
“The pack is still too heavy,” Mule complained.
“I can’t go on.”

Llama lay next to Mule and said, “I’ll stay with you and rest a while.”

“When you are ready,
we will go together.”

Mule closed his eyes. They lay quietly side-by-side for some time. Then Llama began to sing his market song.

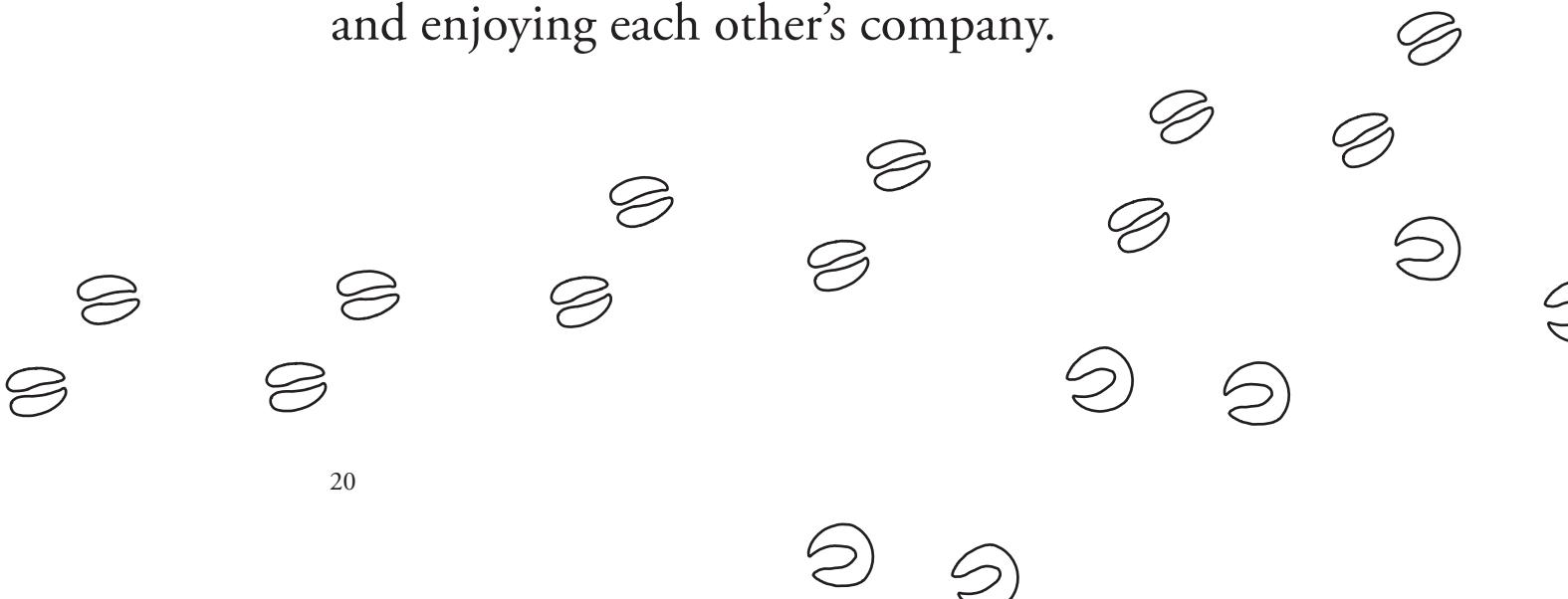
Mule sucked in a chest of air, ready to let out his grumpiest grumble. But then, memories of the market’s shady grove of olive trees, sweet grass, and cool water drifted into his mind. The pack lightened. His legs strengthened.

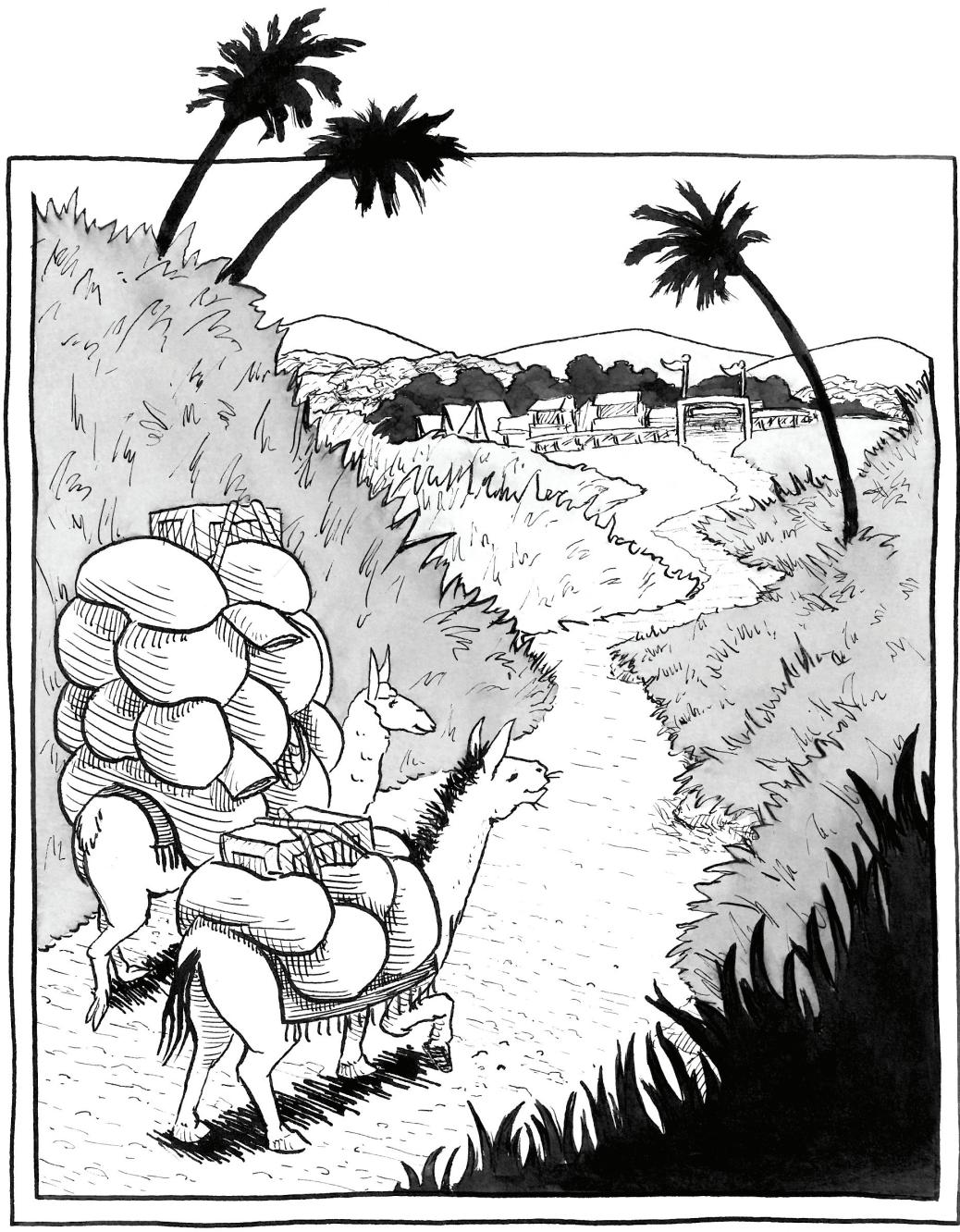


Mule stood up and agreed to continue. As they walked, Llama asked questions about the market, and Mule kindly answered. He described the taste of the olives and the grass. He shared funny memories from past visits. As he talked and laughed, Mule's feet moved a little more quickly. Now they were nearing the end of the journey, and he had more energy than when they started.

Mule thought of how grumpy and negative he had been. He felt sorry for leaving his friend behind instead of enjoying traveling together all along. Mule understood now that his bad attitude made the difficult trip even harder, and rushing made it take even longer.

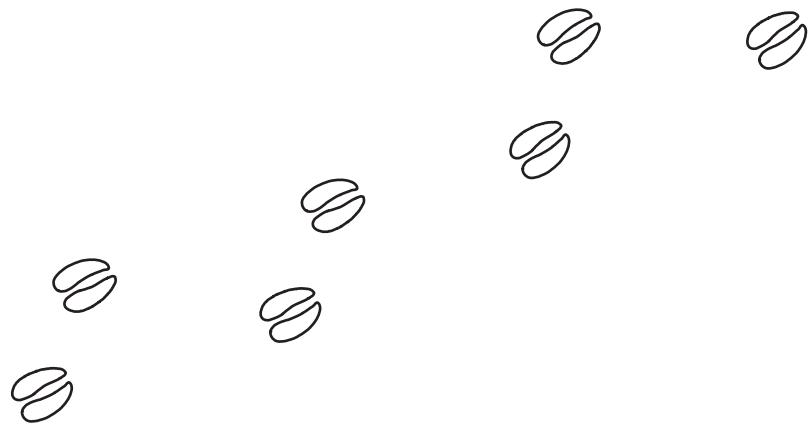
From then on, Mule and Llama made the journey **SIDE - BY - SIDE**, talking and singing and enjoying each other's company.







THE
END



Acknowledgment: "The Llama and the Mule: A story based on an Aesop fable" by Pat Trattles, copyright © 2017 by The University of Kansas. Illustrations by Trevor Eagleman, copyright © 2017 by The University of Kansas.

STORY MAP

STUDENT HANDOUT

Lesson 1

Main Characters

The Beginning

Place:

Time:

Events:

The Middle

Place:

Time:

Events:

The End

Place:

Time:

Events:

DETERMINING WHAT THE CHARACTER LEARNS

INSTRUCTIONAL ACTIVITY

3.R.1.A.c, Lesson 2

LEARNING GOAL

In this lesson, students use the key details in a folktale to determine the lesson or moral of the text.

STANDARD

3.R.1.A.c Develop and demonstrate reading skills in response to text by summarizing a story's beginning, middle, and end and determining its central message, lesson, or moral.

MATERIALS & HANDOUTS

- ▶ [PASSAGE: THE LLAMA AND THE MULE](#)
- ▶ completed [STUDENT HANDOUT: STORY MAP](#)
- ▶ [STUDENT HANDOUT: CHARACTER MAP](#)

Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can describe the lesson that a character learns in a story.”

Review the folktale and story map from the previous lesson. **Ask** students to recall the most important events and actions in the folktale.

Ask the following questions as a review:

- ▶ What is the most important event at the beginning of the folktale?
- ▶ What is the most important event in the middle of the story?
- ▶ What event causes the character to learn a lesson?
- ▶ What happens at the end of the story?

- ▶ What idea does the story teach?

Tell the class that today they will determine what lesson the main character learns in the story. Students will use their story map from the previous lesson as a guide.

Divide students into the same groups as the previous lesson and pass out [STUDENT HANDOUT: CHARACTER MAP](#). **Instruct** students to work together to complete the handout.

Students will determine answers to the following theme-scheme questions:

- ▶ Who is the main character?
- ▶ What is the main character's problem?
- ▶ What does the main character do about the problem?
- ▶ What happens in the story?
- ▶ Is what happens good or bad?
- ▶ The main character learns _____.
- ▶ The lesson is _____.

While students work, **circulate** and **ask** the theme-scheme questions in the Checking for Understanding box.

CHECKING FOR UNDERSTANDING

Determine if the student can [IDENTIFY WHAT A CHARACTER LEARNS IN A LITERARY TEXT \(ELA-2721\)](#):

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> ▶ Who is the main character? How do you know? ▶ What is the main character's problem? | <ul style="list-style-type: none"> ▶ What happens to the character in the story? | <ul style="list-style-type: none"> ▶ Is what happens to the character good or bad? Why? ▶ What lesson does the character learn? ▶ How does the lesson apply to all people? |
|--|---|---|

Next, **invite** groups to share their character maps with the class. **Collect** handouts at the end of the lesson.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

CHARACTER MAP

STUDENT HANDOUT

Lesson 2

Who is the main character?

What is the character's problem?

What does the character do about the problem?

What happens in the story?

Is what happens good or bad?

The character learns...

The lesson is...

DETERMINING THE STORY'S LESSON

INSTRUCTIONAL ACTIVITY

3.R.1.A.c, Lesson 3

LEARNING GOAL

In this lesson, students state the major events in the folktale and determine the moral or lesson of the story.

STANDARD

3.R.1.A.c Develop and demonstrate reading skills in response to text by summarizing a story's beginning, middle, and end and determining its central message, lesson, or moral.

MATERIALS & HANDOUTS

- ▶ completed [STUDENT HANDOUT: STORY MAP](#) and [STUDENT HANDOUT: CHARACTER MAP](#)
- ▶ [PASSAGE: THE LLAMA AND THE MULE](#)
- ▶ white board or chart paper
- ▶ [STUDENT HANDOUT: LIFE LESSON COMIC STRIP](#)

Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can use the key details in the story to describe the lesson."

Return the handouts and the story from the previous lessons.

Review [STUDENT HANDOUT: CHARACTER MAP](#) from Lesson 2. Have students retell what the character learns in the story. **Ask** students if there are any other lessons they can learn from the character. **Direct** students to discuss what they think the story lesson is with a partner. **Collect** student responses on the board or chart paper.

Remind students that a lesson or moral is a complete sentence that describes a life lesson a story teaches. For example, in the folktale, “Hansel and Gretel,” the lesson or moral may be that it is important not to talk to strangers. Another moral may be to listen to directions from your parents because they are for your safety.

Group students with their partners from the previous lessons and **pass out** [STUDENT HANDOUT: LIFE LESSON COMIC STRIP](#).

Tell students they will use the important details and events in the folktale to create a comic strip. The lesson the character learns in the folktale will go in the last box of the comic strip. The first three boxes will show the most important events or actions that cause the character to learn the lesson. **Remind** students to use their completed story map and character map.

While students work, **walk around** and **collect** evidence about student thinking.

CHECKING FOR UNDERSTANDING

Determine if the student can [EXPLAIN HOW A LESSON OR MORAL IS REPRESENTED BY KEY DETAILS IN A STORY \(ELA-479\)](#):

- | | | |
|---|---|---|
| <ul style="list-style-type: none">▶ What happens to the character in the folktale?▶ How does the character change from the beginning of the folktale to the end? | <ul style="list-style-type: none">▶ What does the character learn in the story? | <ul style="list-style-type: none">▶ What is the lesson or moral of the story?▶ What in the story makes you think that? |
|---|---|---|

Next, **direct** students to tape their comic strips on the board or the wall and have a gallery walk.

You can extend the lesson by discussing which comic strip best represents the lesson or moral of the story and why. Have students complete the [STUDENT FEEDBACK GUIDE](#) at the end of the lesson.

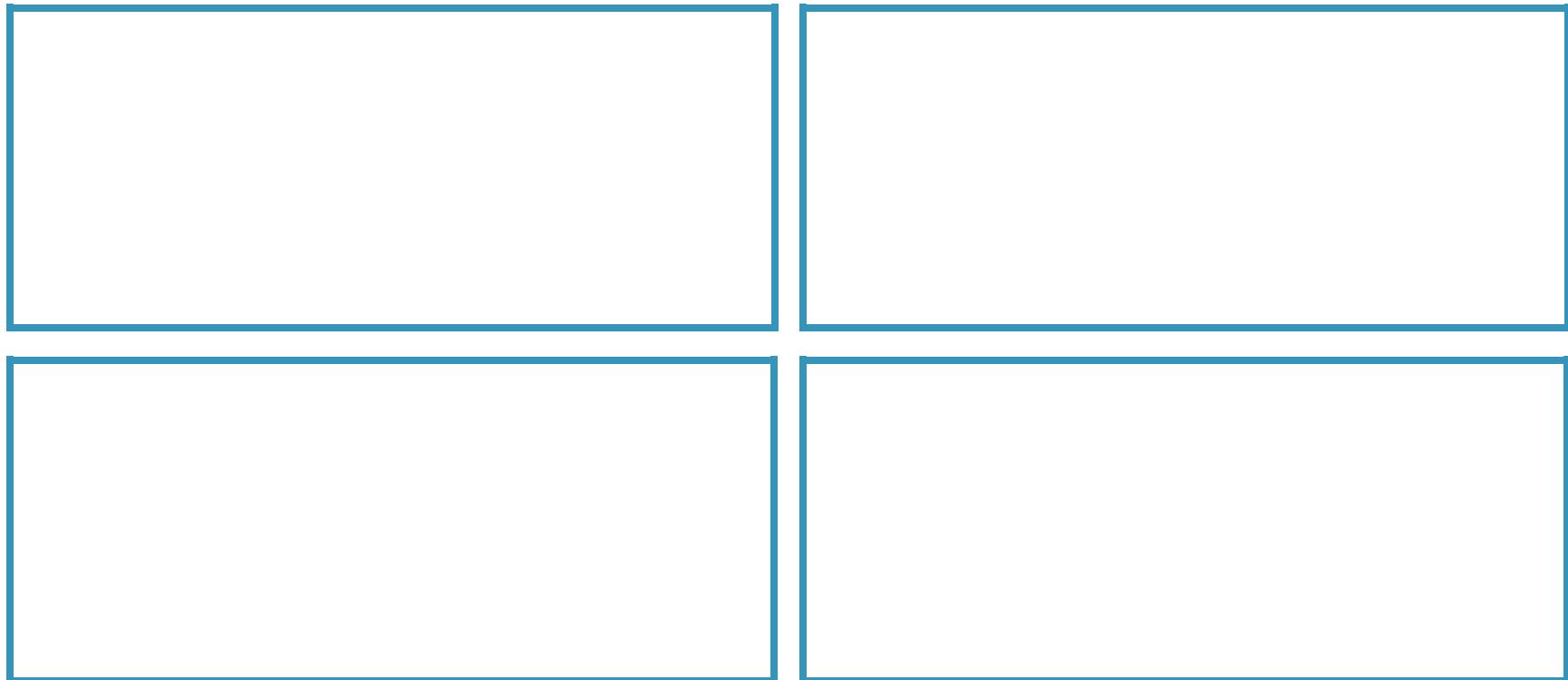
For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

LIFE LESSON COMIC STRIP

STUDENT HANDOUT

Lesson 3

Directions: Draw a comic strip of the story. Draw the character's lesson in the last box.



The folktale's lesson is _____

DETERMINING A STORY'S CENTRAL MESSAGE

STUDENT FEEDBACK GUIDE

3.R.1.A.c

Directions: For each learning goal, circle the sentence that best matches what you can do.

| Learning Goal | Level 1 | Level 2 | Level 3 |
|---|---|--|--|
| Retell the important details in the story | I can retell the important details from the beginning of a story. | I can retell the important details from the beginning and middle of a story. | I can retell the important details from the beginning, middle, and end of a story. |
| Find the lesson of the folktale. | I can find a word or idea that shows the lesson in the folktale. | I can find a couple of words or ideas that show the lesson in the folktale. | I can find a sentence that shows the lesson in the folktale. |
| Explain the lesson in the folktale using details from the story. | I can explain the lesson and how it relates to one story detail. | I can explain the lesson and how it relates to two story details. | I can explain the lesson and how it relates to the key story details. |