



## About the Book

Text Type: Fiction/Fairy Tale Page Count: 16 Word Count: 590

### Book Summary

*Giant's Tale* and *Jack's Tale* are intended to be used together. The books tell the same story—a new version of *Jack and the Beanstalk*—but a different character narrates each of them. In *Giant's Tale*, students will delight to learn how the giant feels about Jack stealing his magic goose and what he really thinks about the taste of humans. This lesson gives students an opportunity to compare different points of view and see how they alter the story and also allows students to make text-to-text connections through the story and illustrations. The new twist on a familiar tale and the surprise ending guarantee student interest.

## About the Lesson

### Targeted Reading Strategy

- Retell

### Objectives

- Use the reading strategy of retelling to understand text
- Compare and contrast within and across stories
- Discriminate long /e/ vowel digraphs
- Identify and use quotation marks
- Discriminate compound words from other words

### Materials

Green text indicates resources available on the website

- Book—*Giant's Tale/Jack's Tale* (copy for each student)
- Chalkboard or dry erase board
- Compare and contrast, quotation marks, compound words worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [Vocabulary a-z.com](http://Vocabulary a-z.com).

- Content words:

Story critical: **ax (n.)**, **beanstalk (n.)**, **cure (v.)**, **heals (v.)**, **toppled (v.)**, **traded (v.)**

Enrichment: **grumbled (v.)**, **market (n.)**, **wagonload (n.)**

## Before Reading

### Build Background

- Have students share any details they know from the fairy tale *Jack and the Beanstalk*. Write these on the board. Invite a volunteer to retell the story.
- Ask students if they ever wondered what the giant was thinking while Jack was running around his castle or how the mother felt when Jack disappeared. Explain that when different people tell the same story, they choose different events to focus on, based on their point of view. Explain that *point of view* is the way a person views a subject, and it may be different from the way another person views the same subject.

- Choose an event from the classroom that would be very memorable to students. Invite three students to share what they remember (try to pick students who will have experienced the event differently from each other). Emphasize the difference in every story and discuss how the point of view affected each person's memories.

## Preview the Book

### Introduce the Book

- Give students a copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Give students a copy of *Jack's Tale*. Preview the second book with the same process as above and discuss how the two stories may differ or be the same.

### Introduce the Reading Strategy: **Retell**

- Explain to students that good readers often retell, or repeat the story in their own words, while reading. Retelling is different from summarizing because retelling involves recalling as much of the story as possible and repeating it in one's own words, but a summary involves narrowing down the information to the main points.
- Read pages 3 and 4 from *Jack's Tale* aloud to students. Model how to retell.  
*Think-aloud: Whenever I read a book, I pause after a few pages to retell in my mind what I have read so far. That helps me keep track of the story and prepare myself for what is coming next. In these two pages, I meet Jack, who is poor and only has one cow. One day, Jack's mom says they have no money for food, so Jack takes the cow to the market to sell it. On the way, he meets a funny little man. The man says he will give Jack five magic beans for the cow, but he won't tell Jack what the magic beans do. Jack is excited because he loves magic, so he makes the trade. That is what happens in the beginning of the story, told in my own words, so it is a retelling of those two pages. Notice that I put as many details as I could remember in my retelling, and not just the main ideas, because this is a retelling and not a summary.*
- Read pages 3 and 4 from *Giant's Tale* aloud to students and ask them to retell that part of the story to a partner.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Compare and contrast**

- Remind students that readers often organize what they read to help them understand and remember a story. Explain that one way to organize new information is to show how objects are similar and different. Explain to students that readers call this skill *comparing* and *contrasting*.
- Write the words *compare* and *contrast* on the board. Write the word *similar* under *compare* and the word *different* under *contrast*.
- Ask students to look at pages 4 and 5 in *Giant's Tale*. Model how to compare and contrast characters.  
*Think-aloud: As I read page 4, I learn about two characters in the story, George the Giant and a little man. I can use the words of the story and the illustration to compare and contrast these two people. First, I will think about how they are similar. Both of them have eyes, ears, and a nose. They both are standing in the same yard. Also, both of them are interested in the beans. Those are some of the ways I can compare the characters. Now I will think about how they are different. It's easy to see that George is much bigger than the little man. The giant lives in a castle, but the other man does not. The little man knows George's name, but the giant doesn't know his name. George has the beans, but the little man has no beans. Those are some of the ways I can contrast the characters.*

- Explain to students that they can use a Venn diagram to help organize this information. Review with students that when using a Venn diagram to compare and contrast, they write details that are similar in the middle where the circles overlap, and they write details that are different in the parts of the circles that don't overlap.
- Draw a Venn diagram on the board. Label one side *George the Giant* and one side *little man*. Write the details highlighted in the think-aloud in the appropriate places on the Venn diagram.
- Have students read pages 4 and 5 from *Jack's Tale*. Ask students to work in small groups to compare and contrast Jack and the little man. Have groups write their ideas on a Venn diagram on a separate piece of paper. Invite groups to share their Venn diagram with the class.
- Explain that just as readers can compare and contrast in a story, they can also compare and contrast between stories. Erase the contents of the Venn diagram on the board and label the circles again, this time with *Jack's Tale* and *Giant's Tale*. Explain that the class is going to compare and contrast the beginnings of these two books.
- Discuss with the class what information to write in the Venn diagram. In the middle, write the comparisons (both Jack and George meet the little man, both are surprised that he knows their name, both stories begin with the main characters introducing themselves). Write the contrasts in the appropriate sides of the Venn diagram (Jack is poor, and George is rich; Jack traded to get the beans, and George traded the beans away; Jack has one cow, and George has sheep).

### Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes. They can use context clues to work out the meanings of unfamiliar words.
- Model how to apply word attack strategies. Have students read along as you read page 7 of *Jack's Tale*. Stop at the word *beanstalk*. Write the word on the board.
- **Think-aloud:** *This is a difficult word. How can I use my word-attack strategies to read it? I see that the word can be broken in two chunks. The first chunk has the vowel digraph ea in the middle. I know that ea can have a long or short /e/ sound, but it usually has a long sound. I will sound out the word using the long /e/ sound first: b ... /e/ ... n. bean. That sounds right. The first part of the word is bean. Now I look at the illustration. I know the plant reaching into the clouds; it's a beanstalk. Beanstalk starts with bean. This word must be beanstalk.*
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions. Remind students that the vocabulary words are listed in the glossary and are in the story in bold print.
- Have students compare and contrast the glossaries in the two books. Discuss why each story has a few different words, but most of the words are the same.



Have students use word-attack strategies to sound out the rest of the vocabulary words in both books and read the meanings of the words to each other. Have them draw a picture beside each word. (They can choose which book to draw the picture in for the words that are duplicated.)

### Set the Purpose

- Have students read both books to see if this *Jack and the Beanstalk* story is different from the one they remember. Remind them to stop after every few pages to retell the story in their mind and to compare and contrast the stories once they have started reading the second book.

## During Reading

### Student Reading

- **Guide the reading:** Have students read to the end of page 7 in *Jack's Tale*. Encourage those who finish before others to reread the text. Discuss how this story compares or contrasts with other versions of *Jack and the Beanstalk* that they have heard before.

## Lesson Plan *(continued)*

## Giant's Tale

- Model retelling.  
**Think-aloud:** *After reading a few more pages, I make sure to stop at the end of page 7 and retell in my mind what I have read so far. Jack shows his mom what he received in trade for his cow, and she is so mad that she takes all the beans and throws them out the window! All of them, that is, except for one that was stuck in Jack's pocket. That night, the magic beans grow into enormous beanstalks. Jack climbs them and finds a castle at the top.*
- Have students read to the end of page 11 in *Jack's Tale*. Lead the class in a group retelling. Start the retelling by saying the first sentence: *Jack went inside the castle*. Call on a student and ask him or her to say one sentence that retells what happened next. Repeat the process, calling on a different student every time, until the whole section has been retold.
- **Check for understanding:** Have students read the remainder of *Jack's Tale*. Ask them to retell to a partner what they read. Invite volunteers to share their partner's retelling.
- Have students read to the end of page 10 in *Giant's Tale*. Discuss some of the comparisons within the story. For example, ask: *How does George feel about eating humans compared to other giants?*
- Have students work in small groups to discuss how *Giant's Tale* compares and contrasts to *Jack's Tale*.
- Introduce and explain the [compare-and-contrast worksheet](#). Guide students to label the first circle *Jack's Tale* and the second circle *Giant's Tale*. Draw a corresponding Venn diagram on the board. Have groups share some of their comparisons and contrasts from the earlier discussion. As a class, choose one detail to write in the overlapping middle of the circles. Then decide on one contrasting detail to write in either the *Giant's Tale* side or the *Jack's Tale* side. Write this information on the board and have students copy it on their worksheet.
- Have students read the remainder of *Giant's Tale*. Remind them to retell the story as they read so that they can better compare and contrast it with *Jack's Tale*.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage students to use the strategies they have learned to read each word and figure out its meaning.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

## Reflect on the Reading Strategy


- Discuss with students how the strategy of retelling helped them understand and better remember the story. Have students share with a partner how a retelling is different from a summary.
- **Think-aloud:** *When I read the end of Jack's Tale, I remembered to stop and retell the ending in my mind, just as I was doing with the rest of the story. The book ends with the beanstalk crashing to the ground. The giant falls and breaks his leg. Jack and his mom decide to help the giant, but he has to stay with them until he is better. The giant agrees, and Jack and his mom and the giant live together for six weeks. Jack and his mom become rich from the eggs the giant gives them, and the giant loves the food that Jack's mom cooks. They become friends. The giant keeps visiting them after his leg is healed, and they all enjoy a bowl of green bean soup. When I retell the ending in my mind, I try to think of as many of the details as I can remember. Retelling the story to myself helped me to remember everything that was happening and made me feel very involved with the story.*
- **Independent practice:** Have students retell the ending of *Giant's Tale* to a partner. Invite volunteers to share their retelling with the class.

### Reflect on the Comprehension Skill

- **Discussion:** Review the Venn diagram started on the board and the worksheet. Discuss additional ways in which the stories are similar and different, now that students have finished reading both books.
- **Independent practice:** Have students complete the compare-and-contrast worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In these two stories, Jack steals a magic goose from George, and the giant chases him down the beanstalk. Even though the same events happen in each book, the stories are different because different characters are telling the events from their own point of view. Why do you think point of view can change a story so much? Can you think of something that happened to you that someone else would describe differently than you would? What happened, and what would the other person say about it?

### Build Skills

#### Phonics: Long /e/ vowel digraphs

- Write the word *heals* on the board and say it aloud with students.
- Explain that sometimes letters combine to stand for one sound. Reread the word *heals* as you run your finger under the letters in the word. Ask students to identify the two letters that together represent the long /e/ vowel sound in the word *heals*.
- Write the *ea* letter combination on the board. Remind students of the rule for vowels side by side: "When two vowels go walking, the first does the talking." Explain that this means that the first vowel makes its long sound, and the second vowel is silent. Write the *ee* letter combination on the board and explain that this digraph follows the same rule and therefore makes the long /e/ sound.
- Write the following words on the board: *cheese, seat, feet, meat, neat, and sleep*. Read the words together. Draw a T-chart on the board and label one side *ee words* and the other side *ea words*. Invite students to come to the board to read a word and write it in the appropriate column in the T-chart.
-  **Check for understanding:** Have students look through the book and circle all the words they can find that contain a long /e/ vowel digraph. Have them underline the vowel digraph that makes the long /e/ sound. Explain that the words *bread* and *dead* on page 8 are exceptions to the rule, as they don't have a long /e/ sound.
- **Independent practice:** Have students write out the long /e/ vowel digraph words they found in the book. Have them create a T-chart like the one on the board on a separate piece of paper and sort the words they found.

#### Grammar and Mechanics: Quotation marks

- Write the following sentence on the board: "*Those are some fine-looking beans,*" *he said*. Ask students if they can tell you what words are being spoken. Explain that quotation marks are the punctuation marks that surround dialogue in text. Discuss the difference between what is being said aloud by the characters (*Those are some fine-looking beans*) and what is not (*he said*).
- Explain that words like *said, asked, and replied* are signal words. They tell the reader that someone is speaking. They can come in the middle of the dialogue or at the end. Quotation marks are not placed around these words.
- Direct students to read page 4. Choose a volunteer to play the role of George the Giant and another volunteer to be the little man. Have them repeat the conversation, saying only the words that are spoken aloud by the characters. If necessary, play the role of narrator and say the phrases such as *he said, I asked,* and so on, to prevent students from saying them. Point out that these are signal words and are not inside the quotation marks.
- Repeat the process with two new volunteers. Continue role-playing using dialogue from the book until students understand the role of quotation marks in dialogue.





**Check for understanding:** Have students look through the book and circle all the quotation marks. Pass out highlighters and ask students to highlight all the spoken words.

- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their answers

### Word Work: **Compound words**

- Write the word *beanstalk* on the board. Ask students which two words they see in *beanstalk* (*bean* and *stalk*). Review or explain that this word is called a *compound word*. A compound word has two smaller words that combine to make up one new word meaning.
- Explain that the two smaller words can sometimes help students figure out the meaning of the bigger word. For instance, a beanstalk is a stalk that grows beans.
- Direct students to read page 8. Ask them to locate all the compound words they can find (*wagonload*, *doughnuts*, and *Englishman*). Write these words on the board. Invite volunteers to come up and circle the two smaller words that make up each compound word.
- Have students discuss with a partner what those words mean, using the two smaller words to figure out the meaning of each compound word.



**Check for understanding:** Have students work in small groups to find all the compound words in the book (*tiptoe*, *beanstalk*, *afternoon*, *wagonload*, *doughnuts*, *Englishman*, and *halfway*). On the blank back page, have students draw a T-chart, and label one side *compound words* and the other side *definition*. Guide students in filling out the chart by placing all the compound words they find on the left side, and writing definitions for those words on the right side, using the meanings of the smaller words to help them figure out the definition of each compound word.

- **Independent practice:** Introduce, explain, and have students complete the [compound words worksheet](#). If time allows, discuss their answers.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice retelling the story with someone at home and then listening as that person also retells the story. Compare and contrast the two retellings.

## Extend the Reading

### Fairy Tale Writing Connection

Have students pick a favorite fairy tale. Ask them to choose a character from that story who is not the main character and rewrite the fairy tale as if that character were telling the story, for instance, a mouse from *Cinderella* or the woodcutter from *Little Red Riding Hood*.

Visit [Writing A-Z](#) for a lesson and leveled materials on fairy tale writing.

### Science Connection

Have students plant a seed in a paper cup filled with soil. Research with the class how plants grow and the characteristics of the particular plant they chose. Ensure that the plants receive plenty of sunlight and water. Have students record the growth of their plant in an observation journal. After some of the plant cups have begun to sprout, discuss how those plants are different from the magic beanstalks in the story.

**Skill Review**

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment**

**Monitor students to determine if they can:**

- consistently use the strategy of retelling to comprehend the text during discussion
- compare and contrast within and across stories during discussion and on a worksheet
- consistently associate the ea and ee letter combinations with the long /e/ vowel sound during discussion
- correctly identify and use quotation marks during discussion and on a worksheet
- accurately discriminate compound words from other words during discussion and on a worksheet

**Comprehension Checks**

- **Book Quiz**
- **Retelling Rubric**