

Focus Question:

How does Rapunzel's life change?

Book Summary

Text Type: Fiction/Fairy Tale

Based on the classic fairy tale, *Rapunzel* is the story of a young girl doomed to a life of solitude in a tower by a lonely and powerful witch. When a prince happens upon this fair maiden, they create a plan to escape, only to be foiled by the evil doings of the witch. Will they live happily ever after? Use this story to teach students how to analyze character and accurately retell.

Artistic illustrations and an engaging version of a classic fairy tale support emergent readers.

The book and lesson are also available for levels H and K.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Analyze character
- ☐ Describe information provided by illustrations
- ☐ Identify consonant digraph *ch*
- ☐ Recognize and use exclamation marks
- ☐ Identify and use the suffix *-ed*

Materials

- ☐ Book: *Rapunzel* (copy for each student)
- ☐ Analyze character, exclamation marks, suffix *-ed* worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *banish* (v.), *company* (n.), *enchanted* (adj.), *happily* (adv.), *weeping* (v.), *wretched* (adj.)

- **Academic vocabulary:** *became* (v.), *pair* (n.), *plan* (v.), *though* (conj.), *through* (prep.), *underneath* (prep.)

Guiding the Reading

Before Reading

Build Background

Write the words *fairy tale* on the board and read it aloud to students. Have students work in small groups to discuss the qualities and characteristics of a fairy tale. Then, provide each group with a piece of chart paper and have them illustrate and record examples of familiar fairy tales. Invite groups to share their work and discuss the similarities and differences amongst the various fairy tales.

Introduce the Book

- Give students their copy of *Rapunzel*. 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, 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).

Introduce the Reading Strategy: Retell

Explain that engaged readers stop now and then while they are reading to retell in their mind what has happened so far in the story. Point out that stopping to retell the events of the story helps readers understand and remember what they are reading. Explain that when retelling a story or event, it is important that the details are explained in order. Point out that people retell as part of their daily lives, such as what they did after school or the events of a vacation. Use a familiar story to demonstrate how to retell a story in correct order, emphasizing transition words, such as *first*, *next*, *then*, *finally*, and so on.

Introduce the Comprehension Skill:

Analyze character

- Explain to students that *characters* are the people or animals in the story. Point out that characters, like people, have feelings, thoughts, and actions. Explain to students that character traits are details, such as appearance, emotions, and actions, that describe the characters.

Guiding the Reading (cont.)

- Review the illustrations with students. Have students work in small groups to determine some of the character traits of the man in the story. Invite volunteers to share their ideas with the rest of the class. Record their ideas on the board in a character web.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about Rapunzel. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why did the witch steal Rapunzel?* (level 1) page 3
- *Why did the witch lock Rapunzel in a tower?* (level 1) page 4
- *Why did the witch call for Rapunzel to let down her hair?* (level 1) page 5
- *What happens when the prince enters the tower?* (level 2) pages 8 and 9
- *What does the witch do when she learns of the prince?* (level 2) pages 11 through 13
- *How is the spell cast on the prince broken?* (level 1) page 15
- *What kind of character is the witch? How do you know?* (level 3) multiple pages

Text Features: Illustrations

Explain that pictures, or illustrations, in a story provide important information for the reader. Point out that illustrations often tell many things that are not written by the author. Reread page 6 aloud

as students follow along. Have them work in small groups to discuss the following questions: *What can you see in the illustration that was not written in the words of the story? What can you learn about the setting of the story from this illustration?* Invite each group to share their responses with the class. Repeat this process with other illustrations in the story.

Skill Review

- Model for students how to retell what you have read so far, and then have students stop at certain points during the story to retell in their mind what they have read so far. Have students retell the story from the beginning to a partner. Listen to see whether they include the events in detail and correct sequential order. Encourage students to use transition words, such as *first*, *then*, *next*, *last*, and so on.
- Model analyzing character.
Think-aloud: *As I read, I am interested in knowing about the characters in the story. I use the words and the pictures in the story to better understand the characters. For example, I know that the witch stole Rapunzel because she wanted company. This detail lets me know that the witch was lonely. As I read, I use clues in the text and the illustrations to help analyze the characters in the story.*
- Have students work in small groups to discuss what they know about the prince and Rapunzel on the basis of the text and the illustrations. Invite each group to share their discussions with the class.
- Model how to complete the [analyze character worksheet](#). Have students identify character traits from the story. Then, have students discuss the character traits with a partner.

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.

Skill Review

Graphic Organizer: Analyze character

Review the analyze character worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the traits they chose to describe the characters in the story and the details from the book that support their answers.

Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary but

Guiding the Reading (cont.)

should include the following: *At the end of the story Rapunzel is no longer trapped in the tower alone. She and the prince return to his home where she is no longer under the control of the witch, and they live happily ever after.*)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonics: Consonant digraph **ch**

- Write the words *cheek* and *peach* on the board and read them aloud with students. Underline the consonant digraph **ch** in each word. Have students say the /ch/ sound aloud. Then, run your finger under the letters in the word *cheek* as students say the whole word aloud. Ask students to identify which letters represent the /ch/ sound in the word *cheek*. Repeat this process with the word *peach*.
- **Check for understanding:** Have students reread pages 5 and 6 and highlight all words containing the consonant digraph **ch**. Remind students that the digraph may appear at the beginning or at the end of a word. Review students' findings as a class.

Grammar and Mechanics: Exclamation marks

- Have students turn to page 5 and read the following sentence aloud as students follow along: *Each day, the witch stood underneath Rapunzel's window and called, "Rapunzel! Rapunzel! Let down your hair!"* Have students point to the exclamation marks in the sentence and then trace an exclamation mark in the air. Explain that an exclamation mark is a punctuation mark used to show strong feelings or excitement.
- **Check for understanding:** Have students orally create their own sentence that ends in an exclamation mark. Have students share their sentences in small groups. Invite each student in the group to give a thumbs-up signal if the exclamation mark was used correctly. Invite volunteers to share their sentences with the class and record them on the board.
- **Independent practice:** Introduce, explain, and have students complete the [exclamation marks worksheet](#). If time allows, discuss their answers.

Word Work: Suffix **-ed**

- Write the word *cried* on the board and read it aloud to students. Ask students to identify the root word (*cry*). Invite students to use each word, *cried* and *cry*, in a complete sentence.

- Explain that a *suffix* is a syllable or group of letters added to the end of a word to change its meaning. Further explain that an example of a suffix is *-ed* as was used in the word *cried*. Point out that when that when the suffix *-ed* is added to a verb, it shows that the action happened in the past.
- Point out that when adding *-ed* to a word that ends in the letter *y*, the *y* is changed to an *i* and then the suffix is added. Reinforce this process with the word *try*.
- Write the following words on the board: *walk*, *pry*, *call*, and *talk*. Read each word aloud with students. Have volunteers add the suffix *-ed* to each word and used the past-tense form in a complete sentence. Remind students that when the suffix *-ed* is added to a word, it shows that the action that happened in the past.
- **Check for understanding:** Have students work in small groups to reread pages 7 and 8 and locate all of the verbs that end with *-ed*. Invite them to circle the suffix *-ed* and underline each root word. Have each group share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the [suffix -ed worksheet](#). If time allows, discuss their answers aloud after students finish.

Connections

- See the back of the book for cross-curricular extension ideas.