

ELA: Grade 1, Lesson 14, Jack and the Beanstalk Day 4

Lesson Focus: Demonstrate understanding how Jack solves big challenges in Jack and the Beanstalk.

Practice Focus: Write about an experience they had when they had to solve a big challenge like Jack does in this fairy tale.

Objective: Students will use Jack and the Beanstalk to explore how Jack overcomes challenges throughout the fairy tale with a focus on the central message.

Academic Vocabulary: challenge, thief, mutter, dashed, thunder cupboards, delighted, rushing after, topple over, toppling after, crown

TN Standards: 1.RL.KID.2, 1.RL.KID.3, 1.RL.CS.4, 1.W.RBK.8

Teacher Materials:

- The Teacher packet for ELA, Grade 1, Lesson 14
- Anchor chart with writing prompt
- Anchor chart for model writing in guided practice
- T-chart from previous lessons

Student Materials:

- Two pieces of paper, a pencil, and a surface to write on
- T-chart from previous lessons
- The Student Packet for ELA, Grade 1, Lesson 14 which can be found on www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our 1st graders out there, though everyone is welcome to tune in. This lesson is the fourth in this week’s series.</p> <p>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!</p> <p>If you didn’t see our previous lesson, you can find it on www.tn.gov/education. You can still tune in to today’s lesson if you haven’t seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we’ll be talking about things we learned previously.</p> <p>Today we will be learning the central message or lesson of the story! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Two pieces of paper, a pencil, and a surface to write on• T-chart from previous lessons• The Student Packet for ELA, Grade 1, Lesson 14 which can be found on www.tn.gov/education	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>

<p>Ok, let's begin!</p>	
<p>Intro (3 min) Who is our main character in the story we've been reading? [Pause.] That's right, Jack is the main character because he is the person we read most about in the fairy tale. [Show Slide 2.] During our last lesson we used the word clever to describe Jack and then found evidence or details in the text to prove that Jack is a clever character.</p> <p>Our main character, Jack, was on his way to the market to sell his cow, Milky-White, when he met a funny-looking man. Do you remember what he got from the funny-looking man? [Pause.] That's right, 5 magical beans! His mom got so upset that he traded their milking cow for 5 beans that she tossed them out the window!</p> <p>What did Jack see when he woke up the next morning? [Pause.] Jack found a beanstalk growing up, up, up, up into the sky and so he started climbing the beanstalk. At the top he found the big, huge house. Who lived inside the big house? [Pause.] A giant and his wife lived in the house.</p> <p>After Jack was fed breakfast, he had to hide from the giant. Do you remember where Jack hid? [Pause.]</p> <p>When the giant finally fell asleep Jack had to sneak out of the oven where he was hiding. What did Jack grab before he ran as fast as a flash back down that beanstalk? [Pause.]</p> <p>I bet his mom sure was surprised to see him climb back down the beanstalk with a magical hen that laid gold eggs!</p> <p>Today our goal is to learn the central message or lesson of a story! We will begin with me showing you 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.</p>	<p>Students prepare to follow the gradual-release trajectory, understanding that they will be doing more listening at first and more "doing" toward the end of the lesson.</p>
<p>Teacher Model/Read-Aloud (12 min) [Show Slide 3.] Let's continue reading our story Jack and the Beanstalk!</p> <p>...he crept into the house and got into a big copper pot near the stove in the kitchen.</p> <p>He hadn't been there long when he heard...</p>	<p>Students follow along, comprehending the text. They use teacher think-aloud and tips (e.g., definitions of words) to support their comprehension, and they think or write as directed in response to prompts and questions.</p>

[Show Slide 4.] **Read it with me**

Thump!

Thump!

Thump!

And, as before, and in came the giant and his wife.

"Fee-fi-fo-fum, I smell the blood of an Englishman," cried out the giant; "I smell him, wife, I smell him!"

"Do you, my dearie?" says the giant's wife.

- **Oh no! The giant smells Jack! This is a problem!**
- **Let's add this to our chart. I am going to write, "The giant smells Jack." as a new problem. [Write or show Slide 5.]**

"If it's that little thief that stole the hen that laid the golden eggs he's sure to have got into the oven."

- **Why would the giant's wife think he might have "got into the oven? [Pause.] That's right! That is where he hid the last time from the giant.**
- **Did he hide in the oven again? [Pause.] No, he didn't.**
- **I wonder why he didn't hide in the same place. [Pause.] Oh! You think if he hid in the same place, they might have found him more easily? You are so smart and clever just like Jack!**
- **Was that a good idea to hide in the pot instead of the oven? [Pause.] Why do you think that? [Pause.] You are exactly right! That's where the giant's wife said he probably was. If he did hide in the oven, that would have caused a whole new problem.**
- **That is how Jack solved the problem of the giant and the wife finding him. He hid in a different place. Let's add that to our chart as the solution. Write He hide in a different place like I am doing on my chart. [Write or show Slide 6.]**

Do you remember what the giant's wife called Jack? Let me reread some of this section. Listen to what she calls him.

If it's that little thief that stole the hen that laid the golden eggs he's sure to have got into the oven.

- **What did she call him? [Pause.] She called him a little thief. Say thief. [Pause.]**

Students add a new problem to the T-chart.

Students add to their T-chart.

- A thief is someone that takes something from someone else.
- Why did she call him that? [Pause.] Yes, I guess he did take the golden hen from them. Jack figured she would not be happy with him after his last visit. He was right. He was smart to hide behind the bush and not go straight to the house.
- So, let's get back to our story. They both think Jack is hiding in the oven.

And they both rushed to the oven. But Jack wasn't there, luckily, and the giant's wife said: "There you are again with your fee-fi-fo-fum."

Why of course it's the boy you caught last night that I've broiled for your breakfast. How forgetful I am, and how careless you are not to tell the difference between a live one and a broiled one."

So the giant sat down to breakfast and ate it, but every now and then he would mutter:

- Mutter means to say. Can you say mutter? [Pause.] Mutter.

...but every now and then he would mutter: "Well, I could have sworn——"

And he'd get up and search the kitchen and the cupboards, and everything, only luckily he didn't think of the copper pot.

- Yes, luckily he didn't think to look in the copper pot. Where did he look? [Pause.] He searched, or looked, in the kitchen and the cupboards.
- Do you know what cupboards are? [Pause.] Some people say cabinets and some people say cupboards. You probably have some cupboards or cabinets in your kitchen or bathroom. Your teacher might have some cupboards or cabinets in your classroom.

There is a word I want you to listen for in this next section. Harp. See if you can figure out what it is. Listen carefully for the word but also the other words after it to see if you can get any clues.

After breakfast was over, the giant called out: "Wife, wife, bring me my golden harp." So she brought it and put it on the table before him.

Then he said: "Sing!" and the golden harp sang most beautifully. And it went on singing till the giant fell asleep, and began to snore like thunder.

- Did you hear the word harp? [Pause.] Were you able to pick up on any clues to help us know what it might be? [Pause.] Here are the clues I heard. The wife brought it and put it on the table, so it must be thing that the giant's wife can hold and carry. The giant said to "sing" and it sang "most beautifully. So, it must be something that can make nice music.
- I think we are on the right track. A harp is an instrument with strings. When a person plays a harp, it makes nice soft sounds.
- This harp was golden. Does that sound familiar? [Pause.] It sure does! It is golden just like the golden hen.
- The golden hen was special or magical because it could lay golden eggs every time someone say lay. An ordinary harp must be played by a person. Is this golden harp an ordinary harp? [Pause.] No.
- How do you know? [Pause.] It is not ordinary, because it sang a most beautiful song when the giant said sing.
- Let me read this again. Listen to what the harp made the giant do.

Then he said: "Sing!" and the golden harp sang most beautifully. And it went on singing till the giant fell asleep, and began to snore like thunder.

- What did the harp make the giant do? [Pause.] It made him fall asleep.
- What did the giant do when he was asleep? [Pause.] That's right! Is said he began to snore like thunder.
- Wow! Thunder is really loud. Do you know what thunder sounds like? When we have storms, sometimes we hear thunder. I wonder if it might really be a giant snoring. [Pause.] No. That would be silly, but it is fun to think about isn't it?
- So the giant is sleeping and snoring like thunder. Where is Jack? [Pause.] Oh yeah, he is still hiding in the copper pot. Let's keep reading.

Then Jack lifted up the copper-lid very quietly and got down like a mouse and crept on hands and knees until he got to the table.

- So, Jack is getting out of the copper pot. How does he do this? [Pause.] Yes. He does it very quietly, like a mouse.
- Have you ever played quiet mouse or heard someone say be quiet as a mouse? That is what Jack is doing. He is getting out of this pot quiet like a mouse. That is a clever way to do that, don't you think?
- Then what does he do? Let me reread to refresh your memory.

Then Jack lifted up the copper-lid very quietly and got down like a mouse and crept on hands and knees until he got to the table.

- What did Jack do after he got out of the pot? [Pause.] He crept (there's a word we talked about in our last lesson that describes someone moving quietly). He crept on hands and knees.
- In our last lesson, we read about how Jack crept and tiptoed to be quiet. This time he crept on hands and knees. Can you creep on your hands and knees? Be very quiet, just like Jack. Don't wake the giant!
- Where was Jack creeping to on his hands and knees? [Pause.] That's right! He crept until he got to the table. I wonder what he is going to do next.

[Show Slide 7.] He stood up and caught hold of the golden harp and dashed with it towards the door.

- We learned in our last lesson how he caught hold of, or grabbed, the golden hen. This time he caught hold of what? [Pause.] The harp!
- And what did he do as soon as he caught hold of the harp? [Pause.] He sure did! He dashed with it toward the door.
- What do you think dashed means? Think about how he rushed out like a flash like the house was on fire the last time. [Pause.] You've got it. Dashed means to go fast. Jack grabbed that harp and dashed or ran fast out toward the door to get away before the giant woke up. He was sneaky and clever to hide in the pot and then get to the harp before the giant woke up.

But the harp called out quite loudly: "Master! Master!" and the Giant woke up just in time to see Jack running off with his harp.

Jack ran as fast as he could, and the giant came rushing after!

- [Think aloud.] Rushing after means the giant was chasing Jack.

Students will mimic how Jack crept on his hands and knees trying not to wake the giant.

When Jack got to the beanstalk, the giant was not more than twenty feet away.

Jack began climbing down.

Well, the giant didn't like trusting his giant weight to the beanstalk, and so he stopped.

But just then the harp cried out: "Master! Master!" and the giant swung himself down on to the beanstalk after his harp. Down climbs Jack, and after him climbed the giant.

[Show slide 8.] Now, read with me boys and girls.

Jack climbed down
and climbed down
and climbed down
till he was very nearly home.

So, Jack is down and nearly or almost home, but he still has a problem! Do you know what that is? [Pause.] That's right! The giant is coming down the beanstalk after him!

- Let's add this to our chart. I am going to write the new problem is "The giant is climbing down the beanstalk after Jack." [Write or show Slide 9.]
- A problem can also be called a challenge. Let's read to see if he can solve this problem or challenge.

So he called out: "Mother! Mother! Bring me an axe, bring me an axe."

And his mother came rushing out with the axe in her hand, she caught sight of the giant coming down just below the clouds.

- What do you think Jack is going to do? How is he ever going to solve this challenge, or problem? Let's read to see if he solves this challenge.

Jack got hold of the axe and gave a chop at the beanstalk, which cut it nearly in half.

- Did you guess what he was going to do with the axe? [Pause.] He took the axe and gave a chop at the beanstalk.
- Why do you think he is chopping the beanstalk with the axe? [Pause.] You might be right. Let's read to find out.

Students will add to their T-chart

<p>[Show Slide 10.] The giant felt the beanstalk shake so he stopped to see what was the matter. Then Jack gave another chop with the axe, and the beanstalk was cut in two and began to topple over.</p> <p>The giant fell down and broke his crown, and the beanstalk came toppling after.</p> <ul style="list-style-type: none"> • Were you right? Did you guess that Jack was going to cut the beanstalk down with the axe? [Pause.] You are good thinkers. • [Think aloud.] The author used a fun phrase to let us know the beanstalk fell over. Did you catch that? The author first wrote it began to “topple over”. That means it began to fall over. Then, the author wrote... <p>The giant fell down and broke his crown, and the beanstalk came toppling after.</p> <ul style="list-style-type: none"> • What happened to the beanstalk and the giant? [Pause.] The giant fell down and broke his crown, or head, and the beanstalk came toppling after, or fell down after the giant. • Why do they call the giant’s head his crown? [Pause.] Where do people wear crowns? That’s right! On their heads. • So, how did Jack solve the problem or challenge of the giant chasing him down the beanstalk? [Pause.] He cut down the beanstalk. • What should we do now? You guessed it. Let’s add that to our chart. Write “He cut down the beanstalk.” under solution so we can capture how Jack solved this challenge or problem. [Write or show Slide 11.] <p>Then Jack showed his mother his golden harp. She was delighted!</p> <ul style="list-style-type: none"> • Say delighted. [Pause.] Delighted is another word for happy. <p>Jack and his mother became very rich, and he married a great princess, and they lived happily ever after.</p>	<p>Students add the solution to their T-chart.</p>
<p>Guided Practice (8 min)</p> <p>Wow! That was a great ending to our fairy tale! I have noticed that most fairy tales have characters who have to overcome or solve some pretty big challenges, but in the end they all ‘live happily ever after!’</p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p>

As I was reading the story I could not help but think about a time I had to be clever to solve a challenge. Can you think about a challenge or problem you have had? [Pause.] What did you do that was clever to solve your big challenge?

- **Watch me as I model writing an answer in response to those two questions. What was the challenge? What did you do to solve the challenge?** [Write these questions on chart paper- you can write these in real time or have a chart paper prepared ahead of time with these questions on it.]

First I am going to plan what I want to say. I am going to use one of my pieces of paper to help me plan for what I want to write.

- **When I plan my writing I am going to write down a few words to help me remember what it is I want to say then I will turn these words into complete sentences when I begin writing.**
- **Since there are two questions I want to answer, I think I will need two boxes for my planning** [Draw a T-chart graphic organizer on a piece of chart paper.]
- **When I read about Jack hiding behind the bushes and then picking a different hiding place the next time, it made me think about a challenge I had just last week and how I solved my challenge!**
- **My challenge was that my new puppy was getting my shoes out of the basket where I had hidden them and then was chewing on them!**

On the first side of my chart I am going to write the big challenge I had to solve. So I am going to write ‘puppy kept finding and chewing on shoes’ on the first side of my chart because that answers the first question ‘What was the big challenge?’ [Write the words ‘puppy found and chewed on shoes’.]

- **Now I am going to plan on what I am going to write in response to the second question. The second question asks ‘What did you do to solve the challenge?’**
- **So I am going to write ‘hid my shoes in a different place’ on the other side of the chart because that is what I did to solve my challenge.** [Writing ‘hid my shoes in a different place’ on the other side of the chart.]

Students will actively participate while the instructor models how to write in response to a writing prompt or task.

Students will actively participate in the revising process when writing in response to writing task.

- Now that I have planned what I want to write to answer the two questions, I am ready to turn those words into complete sentences.

Since everyone I show my writing to may not know what questions I just answered, I think I should begin my writing with a sentence that lets them know what it is I'm writing about.

- I think my first sentence should be, 'Last week I had a big challenge.' [Writing the sentence 'Last week I had a challenge'.] This first sentence introduces what I am writing about. I am writing about a big challenge I had.

Now I am going to write a sentence that answers the first question 'What was the challenge?' I am going to look back at my chart to help me.

- On my chart I wrote 'puppy found and chewed on shoes.'
- Now I am going to turn that idea or thought into a complete sentence.
- Hmm... let me think... what should I write to turn that idea or thought into a complete sentence?
- I think I will write 'i hid my shoes from my pupy, but she found and chewed on them.' [Write "i hid my shoes from my puppy but she found and chewed on them." Intentionally use a lowercase "i" and misspell "pupy."]

Next I need to write a sentence to answer the second question, 'What did you do to solve the challenge?' I am going to look at my chart again to help me write my next sentence. On the chart I wrote, 'hid my shoes in a different place'. So now I am going to turn that thought into a complete sentence.

- How about 'So I put them in my closet and now she cannot chew on my shoes.' [Write "so I put them in my closet and now she cannot chew on them."]

I think I will add one extra sentence to close my writing. I think I will add the sentence 'That is how I solved my big challenge' so the reader will know that I was able to overcome or solve my big challenge! [Write 'That is how I solved my big challenge!']

Now I am going to look at my sentences to make sure I spelled all the words correctly and that I used capital letters

<p>and end punctuation marks on every sentence. Let's look at my sentences to see if there are any mistakes I need to correct. What do you notice? [Pause.] I notice that I need to change the lower case i in my first sentence to a capital letter I. [Model changing from a lower case i to an upper case I.]</p> <p>I also noticed that in my second sentence I misspelled the word puppy. The word puppy has two letter P's. [Model spelling the word puppy correctly.]</p> <p>I also noticed that I forgot to add an end punctuation mark on my last sentence. Since I am so excited about solving my big puppy challenge, I think I will use an exclamation mark because it shows EXCITEMENT. [Model adding an exclamation mark to the end of the last sentence.]</p> <p>Now that we are finished let's all read it together. Read with me!</p> <p style="padding-left: 40px;">'Last week I had a big challenge. I hid my shoes from my puppy, but she found and chewed on them. So I put them in my closet and now she cannot chew on my shoes. That is how I solved my big challenge!'</p>	
<p>Independent Work (3 min)</p> <p>[Show Slide 12.] Now we are going to do a task independently. I will read the directions aloud two times. Be sure to take notes on the directions.</p> <p>In the passage, Jack has to be clever and find ways to fix his problems and solve big challenges. Think about a time when you had to be clever to fix a problem to solve a big challenge. What was the big challenge? What did you do to solve the challenge?</p> <p>[Show Slide 13.] Write 2 to 3 sentences to answer the questions. What was the challenge? What did you do to solve the challenge?</p> <p>Be sure to:</p> <ul style="list-style-type: none"> • answer both questions completely • write at least 2 to 3 sentences • use correct spelling and grammar • use capital letters and punctuation <p>[Read prompt and directions 2x.]</p>	<p>Students will write at least two to three sentences in response to the writing prompt aligned to writing standard 8 that asks students to "recall information from experiences or gather information from provided sources to answer a question."</p>
<p>Closing (1 min)</p>	

PBS Lesson Series

I enjoyed working on learning the central message or lesson of a story 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!

