

**ELA: Grade 1, Lesson 12, Jack and the Beanstalk Day 2**

**Lesson Focus:** Make predictions about what a character might do when he has a problem.

**Practice Focus:** Students will predict what Jack will do when the giant comes home.

**Objective:** Students will use Jack and the Beanstalk to engage with the characters and events in a fairy tale with a focus on key details to describe characters and major events in the story.

**Academic Vocabulary:** Magical, pound, precious, strange, shady, tremble, funny, sprung up, reach, politely

**TN Standards:** 1.RL.KID.2, 1.RL.KID.2, 1.RL.CS.4, 1.W.TTP.2

**Teacher Materials:**

- The Teacher Packet for ELA, Grade 1, Lesson 12
- Anchor chart from previous lesson

**Student Materials:**

- Paper, pencil, a surface to write on
- Chart from the previous lesson
- The Student Packet for ELA, Grade 1, Lesson 12 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 1st graders out there, though everyone is welcome to tune in. This lesson is the second in this 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. 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.</b></p> <p><b>Today we will be learning about making predictions about what a character might do when they have a problem! Before we get started, to participate fully in our lesson today, you will need:</b></p> <ul style="list-style-type: none"><li>• Paper, pencil, a surface to write on</li><li>• Chart from the previous lesson</li><li>• The Student Packet for ELA, Grade 1, Lesson 12 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> (4 min)</p> <p>In our last lesson we began reading the fairy tale <b>Jack and the Beanstalk</b>. Remember a fairy tale is a story that has been told for hundreds of years. The characters in a fairy tale can be either people or animals. Let's look at the chart we worked on in our last lesson. If you do not have a chart that's okay. I will be more than happy to share mine! [Show Slide 1 or chart.]</p> <p>When I look at my chart I see that we read about a boy named Jack. Jack and his mom had a problem.</p> <ul style="list-style-type: none"> <li>• What is Jack's problem at the beginning of the story? [Pause.] That's right! Jack's problem is that their cow, Milky-White stopped giving milk.</li> <li>• How does Jack solve the problem? [Pause.] That's right! Jack takes Milky-White to the market to sell.</li> <li>• Now let's all read our sentences out-loud. [Show Slide 2.] If you do not have sentences of your own, I would be more than happy to let you read mine! [Pause.] Wow! You guys did a great job reading your independent work.</li> </ul> <p>Today our goal is to make a prediction about what a character might do when they have a problem. When we make a prediction we think about the clues the author gives you in the words to make a guess about what will happen next in the story.</p> <p>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>[Show Slide 3.] Today we are going to continue reading the fairy tale <b>Jack and the Beanstalk</b> and think about what Jack might do next when he has another problem.</p>	<p>Students will make connections between the previous lesson objective and today's new learning objective by revisiting the chart from lesson 11.</p>
<p><b>Teacher Model/Read-Aloud</b> (15 min)</p> <p>Here we go!</p> <p>"Back already, Jack?" said his mother; "I see you haven't got Milky-White, so you've sold her. How much did you get for her?"</p> <ul style="list-style-type: none"> <li>• Why did Jack's mom say, "Back already?" [Pause.] Exactly! He did not go all the way to the market. He met the man with the beans on the path. He got</li> </ul>	<p>Students follow along, comprehending the text. They will use the 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>

<p>back home much quicker than he would have if he had gone to the market.</p> <ul style="list-style-type: none"><li>• <b>What does Jack's mom think happened?</b> [Pause.] She wants to know how much money Jack got when he sold Milky-White. We know he did not get money did he? Let's keep reading.</li></ul> <p>"You'll never guess, mother," says Jack.</p> <p>"Good boy! Five pounds? Ten? Fifteen? No, it can't be twenty!"</p> <ul style="list-style-type: none"><li>• [Think aloud.] <b>When Jack's mom asks "Five pounds? Ten? Fifteen?"</b> She is asking him how much money he got. Pounds is like dollars in a different country. This fairy tale takes place in a different county, so she says pounds instead of dollars.</li></ul> <p>"I told you you couldn't guess...Here mother, these beans were what I got; they're magical, plant them over-night and —"</p> <ul style="list-style-type: none"><li>• Based on how Jack answers his mom's question, do you think he is proud of what he did? Does he think he did something good? [Pause.] I think so too.</li><li>• We talked in our previous lesson about these being special. What word does Jack use to describe them? [Pause.] Yes, he says they are magical. Say the word magical. [Pause.]</li><li>• What does that mean, magical? [Pause.] It means they have magic. They can do things ordinary beans cannot do. These beans are supposed to grow over-night all the way to the sky. We know plants cannot really do those things. So, in this fairy tale these beans are magical or special. Jack thinks they are magic beans.</li></ul> <p>Let's read to see if his mother is as excited about these magical beans as Jack is.</p> <p>"I told you [Pause.] you couldn't guess...Here mother, these beans were what I got; they're magical, plant them over-night and —"</p> <p>"What!" says Jack's mother, "have you been such a fool, as to give away my Milky-White, the best milker in the county, for a set of beans?</p> <ul style="list-style-type: none"><li>• Was mom excited about what they got for Milky-White? [Pause.] Oh no she was not!</li></ul>	<p>Students will understand Jack's mom is not happy with him trading the cow for the beans.</p>
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**And as for your precious beans, here they go out of the window. And now off with you to bed. No dinner for you tonight."**

**So Jack went upstairs to his little room in the attic, and sad and sorry he was, to be sure, as much for his mother's sake, as for the loss of his supper.**

- **So, his mom was not happy at all. What was her response? [Pause.] Unfortunately for Jack he was punished by being sent to bed without supper, or dinner.**
- **What did Jack's mom do with the beans? Let's reread that sentence.**

**And as for your precious beans, here they go out of the window.**

- **What happened to the beans? [Pause.] Right. When Jack's mom says "here they go out of the window", it means she threw them out of the window.**
- **She used the word precious to describe the beans. "As for your precious beans" Say precious aloud with me. Precious. [Pause.] What does precious mean? [Pause.] Precious means valuable or special.**
- **But wait! I'm confused. Why would she describe them as precious (valuable or special) and then throw them out the window? Wouldn't you want to keep something that was precious? [Pause.] Good thinking! Sometimes people say the opposite of what they are really thinking. She didn't think they were precious or valuable. Wow! That can be confusing when people say one thing but don't really mean what they say.**

**I'm thinking about a new problem Jack has. Their cow stopped giving milk, so they decided to sell it to get money to grow their own garden. Now, they don't have a cow or money. All they had were the five beans and mom just threw those out the window.**

- **Let's add this to our chart under problem. Let's write "They don't have a cow or money for the garden." [Write on anchor chart.]**
- **Let's keep reading. If we figure out how Jack solves this problem, we will add it to our chart.**

**At last he dropped off to sleep.**

Students will recognize a new problem as being they now have no cow or money for the cow. Students will add this to their T-chart as directed by teacher. The solution is not revealed in today's lesson. They will answer in a later reading.

When he woke up, the room looked so funny. The sun was shining into part of it, and yet all the rest was quite dark and shady. So Jack jumped up and dressed himself and went to the window.

- The author of this story says “the room looked so funny”. Does that mean the room made him laugh? [Pause.] No! That would be silly. I am thinking it means strange. Remember when we talked about this word, strange, in our previous lesson? We said it means different or not normal. Would that mean the same thing as funny in this sentence? Let’s reread it to see.

When he woke up, the room looked so funny.

- Yes, if we substituted the word strange in this sentence, it would mean the same thing. When he work up, the room looked so strange, or different, or not normal.
- So, what was so funny or strange about his room? The sun was shining into part of it, and yet all the rest was quite dark and shady. [Pause.] The sun was shining in part of it and the rest was dark.
- It said it was dark and shady. What does shady mean? [Pause.] Well, it says the sun was shining on part so that part would have light. The rest was dark and shady, so that part would not have light. Shady is like dark.

And what do you think he saw?

Why, the beans his mother had thrown out of the window, had sprung up into a big beanstalk which went up and up and up till it reached the sky.

- The beans “sprung up” into a beanstalk. What did the beans do if they ‘sprung up’? [Pause.] I knew you would know this! The beans grew into a beanstalk, or a bean plant.
- The beanstalk went up and up and up till it reached the sky. I want you to pretend you are like one of the beans. Get up and find a place to grow.
- Get down on the ground as far as you can. [Model crouching.] You are one of those beans the man gave Jack.
- Now, when Jack went to sleep over-night, you start to grow. You “sprung up into a big beanstalk. [Model standing back up.]

Students will understand what happened to the magic beans over-night.

- **Then you went up and up and up** [model slowly reaching your arms to the sky] **till you reached the sky.**
- **Reach super high if you are going to reach the sky.** [Model stretching up onto your tip-toes.] **REACH! Say it with me. Reach, reach, reach.**

**Wow! Those beans must really be magical if they sprung up over-night and reaching all the way to the sky!  
So the man spoke truth after all.**

**The beanstalk grew up quite close past Jack's window, so all he had to do was to open it and give a jump on to the beanstalk, which was like a big braided ladder.**

**So Jack climbed**

[Show Slide 4. Exaggerate this section- have fun with it!]

**and he climbed**

**and he climbed**

**and he climbed**

**and he climbed**

**and he climbed**

**and he climbed.....**

**till at last he reached the sky.**

**And when he got there he found a long broad, or wide, road going as straight as an arrow.**

**So he walked along and he walked along and he walked along till he came to a great big tall house, and on the doorstep there was a great big tall woman.**

**"Good morning!" says Jack, quite politely. "Could you be so kind as to give me some breakfast?" For he hadn't had anything to eat, you know, the night before and was as hungry as a hunter.**

- **This big tall woman is new character. Jack speaks to this woman politely. How did he speak to her if he spoke politely? [Pause.] Right. He was nice and kind. He used his manners.**

**"It's breakfast you want, is it?" says the great big tall woman, "it's breakfast you'll be if you don't move along. My husband is a giant and there's nothing he likes better than little boys broiled on toast. You'd better be moving on or he'll soon be coming."**

Students will recognize we are introduced to a new character.

- Jack asks the big tall woman for some breakfast. She says “its breakfast you want?” and then says “It’s breakfast you’ll be if you don’t move along.” What in the world does she mean by that? [Pause.] Jack wants to eat breakfast, so it is “breakfast he wants”.
- What does she say about her husband? [Pause.] She says he is a giant!
- And what does her husband like to eat? [Pause.] That’s right! He likes to eat little boys on toast! Oh no! So this is what she meant when she said “breakfast you’ll be” if he doesn’t move along, her giant husband might eat him.

Now remember, this is a fairy tale. Fairy tales are not true stories. Giants that eat little boys do not really exist in real life. Let’s keep reading to see what happens.

"Oh! Please! Do give me something to eat. I've had nothing to eat since yesterday morning, really and truly!" says Jack.  
"I may as well be broiled, as die of hunger."

Well, the giant’s wife wasn't so bad, after all. So she took Jack into the kitchen, and gave him a piece of bread and cheese and a jug of milk.

- Wow! That was really nice of the giant’s wife! What did she do? [Pause.] She gave him some bread and cheese and a jug of milk. I sure am glad she didn’t like to eat little boys. Let’s see what happens next.

But Jack hadn't half-finished these when....

[Show Slide 5.]

**Thump!**

**Thump!** [Increase emphasis on this word.]

**Thump!** [Increase emphasis on this word even more.]

The whole house began to tremble with the noise of someone coming.

"Goodness gracious me! It's my husband," said the giant’s wife,

"What on earth shall I do?"

- What is happening? [Pause.] The big tall woman’s husband, the giant, is on his way! Oh no! Jack is still there!

<ul style="list-style-type: none"> <li>• We read that the “whole house began to tremble”, what does that mean? [Pause.] Well tremble means to shake or move. So if the house was trembling, what was happening to the house? [Pause.] Yes, it was shaking and moving!</li> <li>• Jack says, “What on earth shall I do?” What is he asking? [Pause.] He is wondering what he is going to do.</li> <li>• What do you think he is going to do? [This question is intended to lead us into our guided practice.]</li> </ul>	<p>Students will recognize another new problem and will add this to their chart. This will be answered in the upcoming reading, but they will predict how they think Jack will solve it in their independent practice.</p>
<p><b>Guided Practice</b> (4 min)</p> <p><b>I am thinking that Jack has a new problem! Let’s use some story retelling cards to orally retell what has happened in this part of the fairy tale. Retelling the story can help us find Jack’s new problem.</b></p> <p>[Show Slide 6.] I am going to begin with the card that says <b>“FIRST.”</b> Let me think, what happened first in this part of the story... First, Jack returns and tells his mother that he traded the cow for five magic beans.</p> <p>[Show Slide 7.] Now I am going to choose the <b>“NEXT”</b> retelling card. Let’s think about what happened NEXT after Jack told his mom about the five magic beans.</p> <ul style="list-style-type: none"> <li>• What happened NEXT in the story? [Pause.] That’s right! Next, Jack’s mom sends him to bed without any supper.</li> </ul> <p>[Show Slide 8.] Now let’s use the <b>“THEN”</b> retelling card. After Jack is sent to bed, THEN what happens? [Pause.] THEN, he climbs up the beanstalk and sees a great big house.</p> <ul style="list-style-type: none"> <li>• What happens when he gets to the great, big house? [Pause.] He meets the giant’s wife who gives Jack some breakfast.</li> <li>• Now can you recall what new problem Jack has? [Pause.] That’s right! Jack’s new problem is that the giant came home while Jack was inside the giant’s house eating breakfast!</li> <li>• Why is this a problem? [Pause.] What evidence from the text tells you that this is a problem for Jack? [Pause.] That’s right! The text says that the giant’s wife told Jack that the giant likes to eat little boys for breakfast!</li> <li>• Let’s add this to our chart. Let’s write “The giant is coming home. He likes to eat little boys.”</li> </ul>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Students will orally retell the story using story retelling word cards.</p> <p>Students refer to their chart from earlier adding new details from the story in preparation for the Independent Work portion of the lesson.</p> <p>The sentence to write on the problem portion of the graphic organizer is:</p> <p><i>The giant is coming home. He likes to eat little boys.</i></p>



<ul style="list-style-type: none"> <li>• <b>Would I put this on the problem or solution side?</b> [Pause.] <b>That's right! It is a problem, so we will put it on the problem side.</b> [Model writing this sentence: The giant is coming home. He likes to eat little boy]</li> <li>• <b>What do you predict Jack will do to solve his new problem?</b></li> </ul>	
<p><b>Independent Work</b> (2 min) [Show Slide 9.] <b>Now that we have discovered or found out what Jack's new problem is, I want you to think about what might happen next.</b></p> <p><b>What do you predict Jack will do to solve this new problem about the giant coming home?</b></p> <p><b>Write at least two sentences that predict what Jack will do next to solve his problem. What will he do now that the giant has come home? Here is a word list you might use to help you write.</b> [Show Slide 10.]</p>	<p>Students will write at least two sentences to predict how Jack will react to his new problem.</p>
<p><b>Closing</b> (1 min) I enjoyed working with you today on making predictions about what a character might do when they have a problem! 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!</p>	



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