

Guided Reading with

Rumpelstiltskin

Guided Reading Level: J
DRA Level: 18

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Overview: Open this book to read the tale of a father, his son, and the elf who helps them.

About the Book

Page number: 16, Word Count: 559

Genre: Fiction

Focus:

Concepts of Print and Reading Strategies:

- blend letter sounds to read phonetically regular words, including content-specific vocabulary, relying on a wider variety of spelling patterns
- look at each part or syllable of a longer word to read it
- use context to confirm decoding of unknown words
- use known words as markers (high frequency or previously decoded)
- use background and vocabulary knowledge to understand words read

- read varied sentences fluently, with expression and stamina
- attend to punctuation and formatting, including quotation marks, commas, end punctuation, and paragraph breaks
- use text to visualize events
- maintain comprehension over more detailed text episodes
- determine author's message using evidence from the text

Supportive Text Features:

- some details supported by illustrations
- most vocabulary is familiar, with some more varied word choices, literary and content-specific language
- text includes some repetitive language and phrasing

- varied sentence lengths and formats

Phonics:

- vowel diphthongs aw, au (e.g., straw, saw, daughter)
- rules for hard g vs. soft g (ago, gold, vs. dungeon, George)
- adding -ed endings to words ending in y (e.g., replied, married)

Syllabication of multisyllable words with various syllable types, especially potentially unfamiliar vocabulary words and names (e.g., Rumpelstiltskin)

Common Core Standards:

- RF.2.3, RF.2.4
- RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.9, RL.2.10

ELL/ESL: *El duende Maloigoloso*

See last page

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- Have you heard the story of Rumpelstiltskin before? If so, what do you know about it?
- What does it mean to "fib?" What might happen if someone tells a fib?
- What do you know about the characteristics of a folktale or fairy tale?

2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "*Rumpelstiltskin.*"



- Ask children to use the title and picture on the cover to predict what the book will be about.
- Show the back cover and read the copy. Have children predict what might happen.
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the pictures. Ask them to notice what each one shows. Introduce content-specific language as needed. In particular, make sure students understand what “straw” and “gold” are.

3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, “What will you do if you come to a word you don’t know?”
- Encourage children to look for chunks of words they know, or to blend the sounds from left to right, or syllable by syllable.
- If they stop to tackle a challenging word, remind them to re-read the sentence afterwards and think about the story or slow down and sound out letter by letter.

4. Be aware of the following text features:

- The book contains a wide variety of high frequency words. You might review several of the words using an orthographic mapping routine and/or review a set of words with similar spellings or sounds.
- Content-specific and other useful vocabulary words and phrases include: poor, brag, fibs, straw, gold, immediately, palace, dungeon, guards, elf, appeared, favor, promise, first-born, “took pity,” soldier, chanting, clever

- Most pages include several paragraphs of text, including varied sentences and back-and-forth dialogue between two characters.

Guided Reading Note: Level J is the benchmark for the beginning of the second grade. Children reading at this level are moving into a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) “get” the author’s message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes. Students are also likely still refining their grasp of phonics patterns. Support their growing knowledge explicitly and discourage guessing at words.

Reading the Book

1. Set a purpose by telling children to read the book to find out what happens between the father, his son, and the elf.
2. Have children read the book silently. Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: “What is the book about?” or “Tell me how the book begins.” Then direct children to continue reading. As they read, watch for indications of



comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.

3. Look for these reading behaviors during the first reading:

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words? Do they sound out letter by letter of a word if they need to?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and any text features to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? smile? frown?
- Are they drawing conclusions and making inferences?

4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children's facial expressions and use these signals to ask questions, such as: "What made you smile?" or "Where do you need some help?"
- Encourage children's attempts by making comments, such as: "I like how you are using

a different strategy when the first one you tried didn't work."

- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, "Did you think about chunking the word?" or "Did you try sounding out letter by letter?"

5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the story grammar—characters, setting, problem, solution, and so on.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks, exclamation points, and commas as clues to reading with a particular kind of expression or inflection.
- Call attention to the sequence of events in the story.



- Model how to revisit the text to find specific examples or ideas in the story.

After the First Reading

1. Have children confirm their predictions and talk about what happened between the father, the son, and the elf.

2. Ask questions like:

- What was the father like as a person? What did he do at the beginning of the story?
- What happened as a result of the father's fibbing?
- What did the king do when he heard the father's fib?
- Based on the king's actions, how would you describe him as a character?
- How did the boy feel when he was locked in the room full of straw?
- What happened next?
- Why do you think the elf made the deal he did?
- How do the king, Rumpelstiltskin, and the father show they are greedy? How is each overconfident or brash?
- Why do you think the boy responded the way he did?
- What time did the book skip? What happened when the boy was a young man?
- How do you think the young man felt when the elf reminded him of his promise?
- How did the young man outsmart the elf?
- What happened at the end? What did you imagine at this part?

- What do you think the author's message is in this story? How might it relate to your life?
- How do you know this story is a fairy tale?
- Why do you think the authors want to share this story with young people? Why do you think they created this version to share?
- If you have read Rumpelstiltskin before, how does this version compare to the other version you know?
- What does this story teach about being overconfident?
- Why do you think the father and then his son are willing to sacrifice their child to win/get ahead/turn straw into gold to succeed?
- What do you think an alternative ending could be?

Second Reading

1. Have children reread the book silently or to a partner.

2. This is a time for assessment. Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child's reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate



or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

Cross-Curricular Activities

Language: Have students summarize the story elements in the book, listing the characters, setting, the parts of the problem, and resolution.

Invite students to make puppets and simple scenery to perform this story.

Practice listing character traits for the father, king, elf, and boy. Talk about how the boy may have changed as he grew up. Clarify the difference between character traits and characters' feelings.

Read other versions of Rumpelstiltskin and compare and contrast the details in the texts. There are quite a few books and video adaptations available. Consider adapting one for a Reader's Theater with small groups.

Create a list of castle-themed vocabulary words, starting with those in the book. Read other books set in castles long ago.

Discuss the sound of the vowel diphthong aw (e.g., straw, saw). Practice reading and spelling other words with this pattern. Connect aw words to words with au (e.g., daughter).

Discuss the sounds of hard g vs. soft g using examples from the book (e.g., ago, gold, vs. dungeon, George). Teach the pattern that when g is before e, i, or y, it makes a soft sound. Practice reading and spelling other examples of words with both types of g sounds.

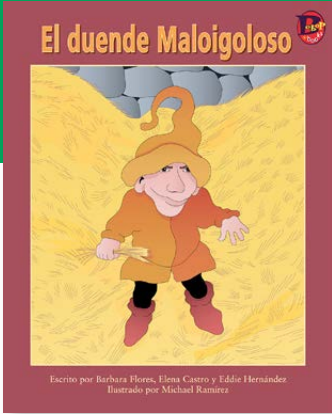
Review rules for adding -ed endings to words ending in y using examples from the book

(e.g., reply/replied, marry/married). Practice adding -ed endings to other words and deciding whether any changes are needed.

Work together to divide "Rumpelstiltskin" into syllables. Notice what type of syllable each one is. Talk about how even though names can be challenging to read and often challenge common spelling patterns, noticing syllables can help. Practice reading other multisyllable names (e.g., other book characters, or TV/Video/trading card character names.)

Social Studies: Share fairy tales or fables from different cultures that include messages about the importance of being honest. Make connections between texts.

Art: Invite students to experiment "turning" items to gold. Provide small recycled items, unneeded small toys, etc. and gold paint. Have students paint the items gold and arrange into an abstract collage on a piece of cardboard.



Guided Reading Level: K
DRA Level: 20

Guided Reading with El duende Maloigoloso

Noun Support

The following nouns are used in the story of El duende Maloigoloso: pueblo, señor, hijo, hombres, la paja, oro, el rey, palacio, el muchacho, los oídos, un cuarto, hija, la princesa, calabozo, los guardias, un duende, bebé, un joven, banquete de bodas, soldado, el bosque, el techo, el cielo, un hoyo

Print each noun on separate, individual index cards or sticky notes that are small enough to be labels. Photocopy the illustrations

and cover the text so that students cannot see the nouns. With the word cards, have students place the appropriate word card for each noun.

Verb Support

The following action/verb words are used to describe the story of El duende Maloigoloso:

vivia, gustaba, encantaba, dijo, convertir, llegó, preguntó, casaré, encerraré, quedará, respondió, llamar, sentó, hacer, tenía, llorar, apareció, promete, regalarás, creció, prepare, acuerdas, pertence, llevar, sabia, sintió, adivinar, mandó, siguieran, averiguar, escuchó, cantó, regresar, gritó, empezó, brincar, voló, cayó, viveron

Encourage students to write or share a sentence with a partner a sentence that uses each of the words that describes the story of El duende Maloigoloso.

For students engaging with both English and Spanish texts, have students note that there are exclamatory statements and questions used throughout the story. In Spanish, the question marks and exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

Encourage students to create an illustration of their favorite spread from the story and to write a sentence using the nouns and verbs they learned in the story.

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