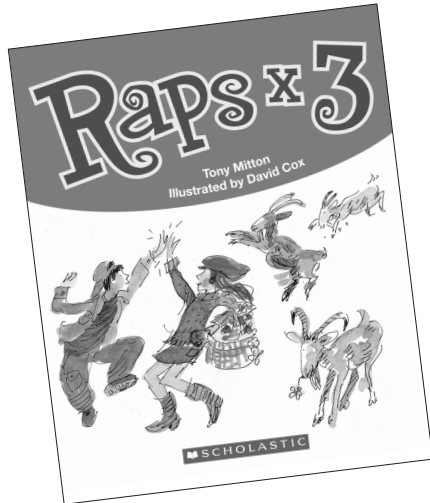## Moving Up with Literacy Place 4-6

RAPS X 3

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TEXT TYPE: Fiction: Narrative—Rhyming Poetry
GUIDED READING LEVEL: M

SUMMARY: This book contains modernized rap versions of three familiar fairy tales: 'Jack and the Beanstalk,' 'The Three Billy Goats Gruff,' and 'Little Red Riding Hood.'

TEXT FEATURES
- bold text
- stanzas

VISUAL LITERACY
- table of contents
- illustrations

TEXT SUPPORTS
- lyrical phrasing and rhyming patterns
- short stanzas

POSSIBLE TEXT CHALLENGES
- phrasing and word choice used to ensure the rhyming structure is maintained can be challenging
- some vocabulary and words may be unfamiliar

FOCUS COMPREHENSION STRATEGY
- synthesizing

FURTHER COMPREHENSION STRATEGIES
- making connections: text to text
- inferring

ORAL LANGUAGE OPPORTUNITIES
- Think-Pair-Share strategy
- discussing with a partner
- discussing with a group
- sharing ideas
- choral reading with a partner or group (option 3 in Focused Rereading)

WORKING WITH WORDS
- word solving and building: using word and rhyming patterns to analyze unfamiliar words and phrasing
- language predictability: uses context and some basic strategies such as background knowledge and rereading the sentences to work out word meanings

ASSESSMENT OPPORTUNITIES
Observe each student's ability to:
- synthesize the information presented
- make text to text connections
- use multiple reading strategies to solve unfamiliar vocabulary
- retell stories in a sequenced manner, summarizing main event
- evaluate format of text
- make inferences regarding character traits

ASSESSMENT TOOLS
Select from the following:
- Synthesizing Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (Beans Talk Rap: pages 4–13)

BEFORE READING

Activate and build prior knowledge

> **ESL NOTE:** Some students may be unfamiliar with fairy tales popular in North America. Have traditional fairy tale books on display for students to look at. Rap may also be a new concept for English-language learners and may need further explanation. On chart paper record the similarities and differences between the traditional tale and the rap version.

Making Connections: Text to Text

- Ask students, *What is a rap? How is it different from a poem, a song, or a story?* Explain that in this fairy tale, the author has modernized the story and written it as a rap.

- Encourage students to stop at the end of each page to think about ways this rap version is similar to the traditional fairy tale 'Jack and the Beanstalk' and ways it is different. Remind them that they will not be able to remember all of the details and to focus only on the important ideas.

Introduce supports and challenges

Word Solving and Building

- To help students understand the text, explain that poetry and raps are written in 'stanzas,' where the author groups sets of specific information or dialogue together. Look at the first stanza of the rap on page 4. As a group, read the first stanza together to establish the rhyming pattern and rhythm of the text. Point out the rhyming words in the story and have students identify where they are usually located (at the end of every second line). Point out that words do not need to be spelled the same to rhyme as long as they follow the same sound pattern.

Set a purpose for reading

Synthesizing

- Ask students to discuss the important events, main characters, problem, and solution from the Beans Talk Rap. You might want to capture their thinking on a chart with headings like: 'Setting,' 'Characters,' 'Problem,' 'Important Event 1' (and so on), and 'Solution.'

Provide for early finishers

- Any students who finish early can discuss with a partner what words in this rap were most likely not in the original tale.

DURING READING

Monitor reading

- Ask students to read Beans Talk Rap on their own. Encourage students to pause at the end of each page to reflect on their purpose for reading.

Observe

- Observe and listen to students as they read, noting their ability to decode unfamiliar words and their use of word solving strategies. Have each student read a stanza aloud to you to see how they are mastering the language and whether they are able to read with the rhythm intended by the author. Remind students to stop at the end of each page to summarize what has happened in this version and think about how it compares to the traditional version.

AFTER READING

Synthesizing

Revisit the purpose for reading

- Have students refer back to their charted responses. Do they have a firm grasp on the setting, characters, problems, solutions, and so on, in this rap? Does their knowledge and understanding of the rap aid or inform their attempts to read it in the rhythm the author intends?

Check on outstanding challenges

- Use your observations to discuss any challenges students might be experiencing.

Note successful strategy use

- Highlight a successful reading strategy you observed, e.g., *I think Kadija did a great job of inferring on page 12 that 'the land of the kangaroo' is Australia.*

Optional Approach

Synthesizing

You may wish to have the students read the rest of the text independently. Set a purpose for reading and choose a date to come back together to discuss and work with the text using the Optional After Reading session (see page 7). It is recommended that you do some diagnostic work with students or hold a book discussion halfway through to check their comprehension of the text.

Setting a Purpose

Tell students they will read the Fol-de-Rol Rap and Little Red Rap independently. As they read they should identify ways these two modern versions are the same as the traditional fairy tales and ways they are different. Remind them that they will not be able to remember all of the details and to focus only on the important ideas.

Second Session (Fol-de-Rol Rap: pages 14–17)

BEFORE READING

Synthesizing

Activate and build prior knowledge

- Tell students that the next rap they will be reading is a modern version of The 'Three Billy Goats Gruff,' called Fol-de-Rol Rap. Ask students to partner together have them retell the main events from the fairy tale. Once students have done that, introduce the summary frame with the prompts, 'Somebody,' 'Wanted,' 'But,' and 'So.' Let students know that you are going to complete this frame together from the perspectives of the three Billy Goats Gruff. Allow students to talk with their partner about how the frame might be completed from the three goats' perspective. A completed sample might look like:

  - Somebody: The Three Billy Goats

  - Wanted: wanted to cross the river to eat the grass on the other side

  - But: but a big mean troll guarded the bridge and wouldn't let them cross

  - So: so the first two goats tricked the troll into letting them cross and the third goat threw the troll into the river

Word Solving and Building and Language Predictability

Introduce supports and challenges

- Explain to students that in order to make the words fit the rhythm and rhyme of the rap, the author had to choose his words very carefully. In this rap, your students might find the meaning of the word 'mite' challenging. Explain that thinking of a word they know that is spelled or sounds similar is a good strategy for decoding new words. Ask students what they think this word means. Refer them to the bold print on page 15 to see if the context clues help them discover or confirm the meaning. Lead them to understand that it is another word for small or young.

Synthesizing

Set a purpose for reading

- Instruct students, *As you are reading today, think about how you can organize the information from the Fol-de-Rol Rap into the 'Somebody,' 'Wanted,' 'But,' 'So' frame, from the perspective of the troll.*

Provide for early finishers

- Encourage students who finish early to reread the rap to ensure they have recorded any vocabulary words that might still be unfamiliar or challenging.

DURING READING

Monitor reading

- Tell students to read the Fol-de-Rol Rap independently, thinking about their purpose for reading. Always provide comprehension prompts that highlight the focus strategy (synthesizing), e.g., *Does the language used in this updated version make a difference when trying to figure out the main idea*?

Observe

- Observe and listen to students as they read the text, assisting with word solving strategies, vocabulary, and fluency. Provide prompts encouraging students to look for word chunks they know, reread for meaning, and use context clues to help solve unfamiliar words. Have each student read a stanza aloud to you to see how they are mastering the language and whether they are able to read with the rhythm intended by the author.

AFTER READING

Synthesizing

Revisit the purpose for reading

- Have students complete the 'Somebody,' 'Wanted,' 'But,' 'So' frame independently. They can then share their story synthesis with a partner or you can have them share their summaries as a group.

Check on outstanding challenges

- Have students identified the message or messages in the story? Are unfamiliar words like 'mite' now better understood through the use of context and the word solving strategies discussed?

Note successful strategy use

- Invite students to share a strategy they used to overcome any challenges as they were reading.

Third Session (Little Red Rap: pages 18–24)

BEFORE READING

Activate and build prior knowledge

Text Features

- Ask students to share what they know about the features of the poetry based on what they have learned so far. They should be able to tell you that it is written in stanzas, has a specific rhythm or beat, and that the author groups sets of specific information or dialogue together.

Inferring and Making Connections: Text to Text

- As a group, recall and record the main characters and events from the traditional tale of 'Little Red Riding Hood.' Ask students what they remember about her. Then, as a Think-Pair-Share activity (see Oral Language Strategies in the *Grade 4 Literacy Support Guide*), ask partnered groups to find out what kind of character she is in this rap: kind, loyal, determined, brave, and so on. Ask them to think of examples from the story that led them to that belief.

Introduce supports and challenges

Evaluating

- Ask students, *Why do you think the author chose to write these fairy tales as raps?* You should then ask them to discuss with a partner whether they prefer the rap format or the traditional story format and why.

Set a purpose for reading

Inferring

- Give each student sticky notes and say, *As you read Little Red Rap, I want you to find evidence that shows what kind of a character Little Red Riding Hood is and mark it with one of your sticky notes.*

Provide for early finishers

- Have early finishers test themselves on their progress in reading rhyme and rhythm fluently, by rereading sections of this rap to themselves or with a partner who has also finished early.

DURING READING

Monitor reading

- Ask individual students questions during the reading, e.g., *If you were in Little Red Riding Hood's situation how would you be illustrated? How would you deal with this situation?*

Observe

- Observe and listen to students as they read, assisting them with word solving strategies, vocabulary, punctuation, and comprehension queries.

AFTER READING

Revisit the purpose for reading

Inferring

- In partners, have students refer back to their sticky notes and share their thinking about what kind of a character Little Red Riding Hood is in Little Red Rap. Encourage them to share the specific evidence they have identified to support their thinking. Give them a Venn template and have them compare the characteristics of the Little Red Riding Hood in this story and the character from the traditional story. For those students who need more support, they can use relevant ideas from the group responses about the traditional story completed earlier in this session.

Check on outstanding challenges

- Pay special attention to challenges students experienced that continue to pose difficulty. Challenges such as vocabulary and reading the text in cadence with its lyrical rhythm might still remain for some students.

Note successful strategy use

- Note any successful examples of students making inferences as to Red's character, for example, *Selina made a nice observation about Red when she placed a sticky note next to her on page 23 with the words 'Red is very brave' written on it.*

Optional After Reading

If students have completed the text independently, use the following After Reading Discussion and activity suggestions to support comprehension, word solving, and good reader strategies.

Making Connections: Text to Text

Have students use the story summary framework introduced in the first session's 'Before Reading' section to compare the characters, setting, main events, problem, and solution of one of the two modern raps with the traditional versions.

Visual Literacy Features and Making Connections: Text to World

Ask students to find examples of modern life in the illustrations. What other modern things could be illustrated to update these raps?

Evaluating

Ask students, *Of the three raps you read, which one was your favourite and why?* Encourage students to use specific examples from the book to explain their answers.

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 4 Literacy Support Guide.*

Written

Synthesizing

- Have students select a different fairy tale not included in this book. Individually or in small groups, have them write their own version of a fairy tale rap. Remind students that they can include only the main events and will need to leave out a lot of supporting information in order to make their fairy tale fit a rap format. Discuss the importance of selecting appropriate rhyming words to encourage their reader to maintain the desired rhythm.

Artistic

Sequencing

- Have students select one of the three raps included in the book and retell the story in a series of pictures. Students could include dialogue boxes and thought bubbles to convey the characters' conversations and thoughts. Students should ensure that the main events were included and that the facial expressions of the characters match the speech and thought bubbles.

Oral/dramatic

Self-monitoring

- These three raps lend themselves to choral reading opportunities. In partners or small groups, students may wish to select a rap and practise reading it together to ensure that they have the same fluent rhythm. They can then perform the rap for their peers or for a younger class.