Waterford Early Learning™ Interactive Whiteboard Lessons are designed to give teachers quality tools to enhance classroom literacy instruction. Waterford’s pre-built lessons are easy for teachers to use immediately with little preparation. Ideal for whole-class or small-group instruction, these highly collaborative, interactive lessons put Waterford’s proven, award-winning strategies at teachers’ fingertips.

This Teacher Guide is designed to help teachers with lesson planning when they are away from the interactive whiteboard. With this guide, teachers have a comprehensive review of lessons including:

- Images for every activity within a lesson
- Teacher Notes for every activity within a lesson

Teachers can view these lesson guides on a computer or print them.

**Reading Comprehension**

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1 SUMMARIZE: MR. LUCKY STRAW

Teacher Notes
Waterford ActivLesson®—Reading Comprehension: Summarize (Mr. Lucky Straw)

Objectives:
Understand key vocabulary to build story comprehension. Demonstrate the ability to sequence events or main ideas from a story.

Age/Grade:
6–10/late 1st–3rd/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
**Teacher Notes**

**Objective:**
Build comprehension by reading and discussing a story.

**Play the Book Video:**
On the Book window control bar, click **Play** to read or listen to the full story without interruptions.

To read the story page by page, toggle the **Book/Movie** button. Use the **Page** buttons to move forward and back. (Toggle the **Book/Movie** button to return to full-story mode.)

**Teaching Strategies:**
Click the **Sound Recorder** tool to record your class reading along with the story.

At the end of the story, ask these questions:

“What did Yosaku say after he fell into the mud puddle?”

“How does Yosaku turn something bad into something good?”

Based on reading comprehension research, it is recommended that your class read the story four times.

**Vocabulary Words:**

- **fortune**: page 2a
- **dragonfly**: pages 4, 5, 6, 7, and 8
- **peddler**: pages 11, 12a, and 12b
- **silk**: page 12b
- **kimono**: page 14

Reread the story to find these vocabulary words in context and then discuss their meanings.
Teacher Notes

Objective:
Sequence events in a story to build comprehension.

Teaching Strategies:
Drag and place the pictures into the order the events happened in the story.
Click Check my answer to display the correct sequence:
1 - Yosaku found a piece of straw.
2 - Yosaku met a boy with his mother.
3 - Yosaku gave the boy the dragonfly and received three oranges.
4 - A peddler gave Yosaku silk in exchange for the three oranges.
5 - Yosaku met a princess.
6 - The princess gave Yosaku a big bag of gold.
Click Hide answer to hide the correct sequence images.
Click the Reset Page tool to try again.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.
Correct Answer: A

Voting Results:
A Voting Results window automatically displays your class's voting results.
**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** B

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.

---

**Teacher Notes**

**Objective:**
Assess sequence knowledge.

**Teaching Strategies:**
Read the question aloud if students cannot read. Have students vote on the picture that happened first in the story.

**Correct Answer:** B

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.

---

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** B

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.

---

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** A

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.
Teacher Notes

**Objective:**
Assess sequence knowledge.

**Teaching Strategies:**
Read the question aloud if students cannot read. Have students vote on the picture that happened *last* in the story.

*Correct Answer: A*

**Voting Results:**
A Voting Results window automatically displays your class's voting results.

---

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

*Correct Answer: A*

**Voting Results:**
A Voting Results window automatically displays your class's voting results.
1 SUMMARIZE: GOLDILOCKS AND THE THREE BEARS

Teacher Notes
Waterford ActivLesson®—Reading Comprehension: Summarize (Goldilocks and the Three Bears)

Objectives:
Understand key vocabulary to build story comprehension. Demonstrate the ability to sequence events or main ideas from a story.

Age/Grade:
6–10/late 1st–3rd/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
2 MAIN MENU
Choose where you would like to begin.

Teacher Notes
Click a numbered heading to go directly to that section of the lesson.

3 READ THE STORY
Listen to or read along with the story.

Teacher Notes
Objective:
Build comprehension by reading and discussing a story.

Play the Book Video:
On the Book window control bar, click Play to read or listen to the full story without interruptions.
To read the story page by page, toggle the Book/Movie button. Use the Page buttons to move forward and back. (Toggle the Book/Movie button to return to full-story mode.)

Teaching Strategies:
Click the Sound Recorder tool to record your class reading along with the story.
At the end of the story, ask these questions:
"Why were the bears upset when they came home?"
"How do you feel when someone uses your things without asking?"
Based on reading comprehension research, it is recommended that your class read the story four times.

4 VOCABULARY
Drag the picture sliders to uncover the words and their definitions.

Teacher Notes
Objective:
Define key vocabulary words for a story.

Teaching Strategies:
Click the pictures to hear the vocabulary words. Drag each of the sliders to uncover just the vocabulary words. Then drag the sliders farther to see the definitions and example sentences for each word.

Vocabulary Words:
middle-sized: pages 1a, 7, 11, and 15
porridge: pages 2, 5, 6, 7, 8, 19, 20, and 21
parlor: pages 9 and 22
upset: page 26
frightened: page 29b
Reread the story to find these vocabulary words in context and then discuss their meanings.
**Teacher Notes**

**Objective:**
Sequence events in a story to build comprehension.

**Teaching Strategies:**
Drag and place the pictures into the order the events happened in the story.

Click **Check my answer** to display the correct sequence:
1. The bears went into the forest.
2. Goldilocks tried Mama Bear’s porridge.
4. Goldilocks fell asleep.
5. Unhappy bears went into the parlor.
6. Goldilocks ran home.

Click **Hide answer** to hide the correct sequence images.
Click the **Reset Page** tool to try again.

---

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** A

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.
Teacher Notes

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

*Correct Answer: B*

**Voting Results:**
A Voting Results window automatically displays your class's voting results.

Teacher Notes

**Objective:**
Assess sequence knowledge.

**Teaching Strategies:**
Read the question aloud if students cannot read. Have students vote on the picture that happened first in the story.

*Correct Answer: B*

**Voting Results:**
A Voting Results window automatically displays your class's voting results.
Choose the picture that answers the question correctly.

Teacher Notes

Objective:
Assess sequence knowledge.

Teaching Strategies:
Read the question aloud if students cannot read. Have students vote on the picture that happened last in the story.

Correct Answer: B

Voting Results:
A Voting Results window automatically displays your class’s voting results.

Choose the sentence that uses the vocabulary word correctly.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: B

Voting Results:
A Voting Results window automatically displays your class’s voting results.

Teacher Notes

Click the flipchart to return to the beginning of this lesson.
Teacher Notes

Waterford ActivLesson®—Reading Comprehension: Summarize (La Tortuga: A Mexican Folktale)

Objectives:
Understand key vocabulary to build story comprehension.
Demonstrate the ability to sequence events or main ideas from a story.

Age/Grade:
6–10/late 1st–3rd/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
Teacher Notes

Objective:
Build comprehension by reading and discussing a story.

Play the Book Video:
On the Book window control bar, click Play to read or listen to the full story without interruptions.
To read the story page by page, toggle the Book/Movie button. Use the Page buttons to move forward and back. (Toggle the Book/Movie button to return to full-story mode.)

Teaching Strategies:
Click the Sound Recorder tool to record your class reading along with the story.
At the end of the story, ask these questions:
"Why do the children like to listen to La Tortuga play her flute?"
"Why do you think La Tortuga is able to trick the children?"
Based on reading comprehension research, it is recommended that your class read the story four times.

Teacher Notes

Objective:
Define key vocabulary words for a story.

Teaching Strategies:
Click the pictures to hear the vocabulary words.
Drag each of the sliders to uncover just the vocabulary words. Then drag the sliders farther to see the definitions and example sentences for each word.

Vocabulary Words:
tortuga: cover, pages 1, 3b, 4a, 5a, 5b, 6b, 8b, 9a, 9b, 10a, 10b, 11a, 11c, 12a, 12b, 14a, 15, 16a, 17a, 17b, and 18
acacia: pages 1, 14b, and 17a
plaza: pages 2a and 14b
ancient: pages 3b, 10b, 12b, and 17b
flute: pages 3b, 7, 9a, 10a, 10b, 11b, 12a, 12b, 15, 16b, 17b, and 18
Reread the story to find these vocabulary words in context and then discuss their meanings.
5 SEQUENCE OF EVENTS page 1 of 1
Drag the pictures into the correct order.

Teacher Notes

Objective:
Sequence events in a story to build comprehension.

Teaching Strategies:
Drag and place the pictures into the order the events happened in the story.
Click Check my answer to display the correct sequence:
1 - La Tortuga stayed in her hole.
2 - La Tortuga loved grapes.
3 - The children grabbed her and shoved her into a box.
4 - The children carried her inside their house.
5 - La Tortuga danced across the plaza to her hole.
6 - The children dance.
Click Hide answer to hide the correct sequence images.

Click the Reset Page tool to try again.

6 ASSESSMENT page 1 of 7
Choose the sentence that uses the vocabulary word correctly.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.
Correct Answer: B

Voting Results:
A Voting Results window automatically displays your class's voting results.
Choose the sentence that uses the vocabulary word correctly.

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** A

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.

---

Choose the picture that answers the question correctly.

**Teacher Notes**

**Objective:**
Assess sequence knowledge.

**Teaching Strategies:**
Read the question aloud if students cannot read. Have students vote on the picture that happened first in the story.

**Correct Answer:** A

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.

---

Choose the sentence that uses the vocabulary word correctly.

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** B

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.
11 **ASSESSMENT** page 6 of 7
Choose the picture that answers the question correctly.

**Teacher Notes**

**Objective:**
Assess sequence knowledge.

**Teaching Strategies:**
Read the question aloud if students cannot read. Have students vote on the picture that happened last in the story.

**Correct Answer:** A

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.

12 **ASSESSMENT** page 7 of 7
Choose the sentence that uses the vocabulary word correctly.

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** B

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.
1 SUMMARIZE: THE GINGERBREAD MAN

Teacher Notes
Waterford ActivLesson®—Reading Comprehension: Summarize (The Gingerbread Man)

Objectives:
Understand key vocabulary to build story comprehension.
Demonstrate the ability to sequence events or main ideas from a story.

Age/Grade:
6–10/late 1st–3rd/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
**Teacher Notes**

**Objective:**
Build comprehension by reading and discussing a story.

**Play the Book Video:**
On the Book window control bar, click Play to read or listen to the full story without interruptions. To read the story page by page, toggle the Book/Movie button. Use the Page buttons to move forward and back. (Toggle the Book/Movie button to return to full-story mode.)

**Teaching Strategies:**
Click the Sound Recorder tool to record your class reading along with the story.

At the end of the story, ask these questions:
"Why didn't the gingerbread man run away from the fox?"
"How was the fox able to catch the gingerbread man when no one else could?"

Based on reading comprehension research, it is recommended that your class read the story four times.

**Vocabulary Words:**
- *gingerbread*: cover, pages 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, and 21
- *cottage*: page 1
- *pasture*: pages 9 and 11
- *stream*: pages 13, 16, and 17
- *sly*: page 21

Reread the story to find these vocabulary words in context and then discuss their meanings.
5 SEQUENCE OF EVENTS  page 1 of 1
Drag the pictures into the correct order.

Teacher Notes

Objective:
Sequence events in a story to build comprehension.

Teaching Strategies:
Drag and place the pictures into the order the events happened in the story.
Click Check my answer to display the correct sequence:
1 - She opened the oven. Out hopped the gingerbread man!
2 - The little old man stopped hoeing.
3 - The gingerbread man ran through the pasture.
4 - The gingerbread man ran down the lane.
5 - The gingerbread man hopped onto the fox’s back.
6 - The sly fox smiled.
Click Hide answer to hide the correct sequence images.
Click the Reset Page tool to try again.

6 ASSESSMENT  page 1 of 7
Choose the sentence that uses the vocabulary word correctly.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.
Correct Answer: A

Voting Results:
A Voting Results window automatically displays your class’s voting results.
Choose the sentence that uses the vocabulary word correctly.

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** A

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.

---

Choose the picture that answers the question correctly.

**Teacher Notes**

**Objective:**
Assess sequence knowledge.

**Teaching Strategies:**
Read the question aloud if students cannot read. Have students vote on the picture that happened first in the story.

**Correct Answer:** B

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.

---

Choose the sentence that uses the vocabulary word correctly.

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** A

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.
Choose the picture that answers the question correctly.

Teacher Notes

Objective:
Assess sequence knowledge.

Teaching Strategies:
Read the question aloud if students cannot read. Have students vote on the picture that happened last in the story.

Correct Answer: A

Voting Results:
A Voting Results window automatically displays your class’s voting results.

Choose the sentence that uses the vocabulary word correctly.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: B

Voting Results:
A Voting Results window automatically displays your class’s voting results.

Teacher Notes

Click the flipchart to return to the beginning of this lesson.
1 SUMMARIZE: THE THREE LITTLE PIGS

Teacher Notes
Waterford ActivLesson®—Reading Comprehension: Summarize (The Three Little Pigs)

Objectives:
Understand key vocabulary to build story comprehension.
Demonstrate the ability to sequence events or main ideas from a story.

Age/Grade:
6–10/late 1st–3rd/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
**Teacher Notes**

**Objective:**
Build comprehension by reading and discussing a story.

**Play the Book Video:**
On the Book window control bar, click **Play** to read or listen to the full story without interruptions. To read the story page by page, toggle the **Book/Movie** button. Use the **Page** buttons to move forward and back. (Toggle the **Book/Movie** button to return to full-story mode.)

**Teaching Strategies:**
Click the **Sound Recorder** tool to record your class reading along with the story.

At the end of the story, ask these questions:

“Tell about a time when you put a lot of effort into something.”

“Why do you think the third pig shared his house with his brothers?”

Based on reading comprehension research, it is recommended that your class read the story four times.
5 SEQUENCE OF EVENTS page 1 of 1
Drag the pictures into the correct order.

Teacher Notes

Objective:
Sequence events in a story to build comprehension.

Teaching Strategies:
Drag and place the pictures into the order the events happened in the story.
Click Check my answer to display the correct sequence:
1. The three little pigs started off down the road.
2. The pigs met a man with a load of straw.
3. The second pig built a house of sticks.
4. The third pig built a house of bricks.
5. The wolf huffed and puffed and he blew the house in.
6. The wolf is still hungry.
Click Hide answer to hide the correct sequence images.
Click the Reset Page tool to try again.

6 ASSESSMENT page 1 of 7
Choose the sentence that uses the vocabulary word correctly.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: B

Voting Results:
A Voting Results window automatically displays your class’s voting results.
7 ASSESSMENT page 2 of 7
Choose the sentence that uses the vocabulary word correctly.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: A

Voting Results:
A Voting Results window automatically displays your class's voting results.

8 ASSESSMENT page 3 of 7
Choose the picture that answers the question correctly.

Teacher Notes

Objective:
Assess sequence knowledge.

Teaching Strategies:
Read the question aloud if students cannot read. Have students vote on the picture that happened first in the story.

Correct Answer: A

Voting Results:
A Voting Results window automatically displays your class's voting results.

9 ASSESSMENT page 4 of 7
Choose the sentence that uses the vocabulary word correctly.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: B

Voting Results:
A Voting Results window automatically displays your class's voting results.

10 ASSESSMENT page 5 of 7
Choose the sentence that uses the vocabulary word correctly.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: A

Voting Results:
A Voting Results window automatically displays your class's voting results.
Choose the picture that answers the question correctly.

**Teacher Notes**

**Objective:**
Assess sequence knowledge.

**Teaching Strategies:**
Read the question aloud if students cannot read. Have students vote on the picture that happened *last* in the story.

*Correct Answer:* B

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.

Choose the sentence that uses the vocabulary word correctly.

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

*Correct Answer:* A

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.
Teacher Notes

Waterford ActivLesson®—Reading Comprehension: Concept Map (The Little Red Hen)

Objectives:
Understand key vocabulary to build story comprehension. Demonstrate the ability to compare characters and discuss how they are the same and different by using a Venn diagram.

Age/Grade:
6–10/late 1st–3rd/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
**Teacher Notes**

**Objective:**
Build comprehension by reading and discussing a story.

**Play the Book Video:**
On the Book window control bar, click Play to read or listen to the full story without interruptions.
To read the story page by page, toggle the Book/Movie button. Use the Page buttons to move forward and back. (Toggle the Book/Movie button to return to full-story mode.)

**Teaching Strategies:**
Click the Sound Recorder tool to record your class reading along with the story.

At the end of the story, ask these questions:
“Do you think that Little Red Hen should have shared the bread with everyone? Why or why not?”
“Tell about a time when you worked hard and how it felt.”

Based on reading comprehension research, it is recommended that your class reads the story four times.

**Teacher Notes**

**Objective:**
Define key vocabulary words for a story.

**Teaching Strategies:**
Click the pictures to hear the vocabulary words.
Drag each of the sliders to uncover just the vocabulary words. Then drag the sliders farther to see the definitions and example sentences for each word.

**Vocabulary Words:**
tidy: page 1a
grain: page 1b
wheat: pages 1b, 4, and 7
flour: pages 7 and 10
dough: page 13

Reread the story to find these vocabulary words in context and then discuss their meanings.
Discuss and list both the shared and individual qualities of the characters.

Teacher Notes

Objective:
Demonstrate the ability to compare characters and discuss how they are the same and different.

Teaching Strategies:
Discuss with your students how comparing and contrasting characters or elements are useful strategies for understanding the meaning of a story. The Venn diagram is a visual tool for mapping these similarities and differences.

Compare Little Red Hen and Cat, Duck, and Pig from *The Little Red Hen* and discuss how they are the same and different.

Write your ideas in the appropriate sections of the Venn diagram.

Slide down the HINT windows under each section of the Venn diagram to reveal suggested answers. HINT text can be dragged into the diagram.

Click the Reset Page tool to try again.

Choose the sentence that uses the vocabulary word correctly.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: A

Voting Results:
A Voting Results window automatically displays your class’s voting results.
Choose the sentence that uses the vocabulary word correctly.

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** B

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.

Choose the sentence that uses the vocabulary word correctly.

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** A

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.

Choose the letter that answers the question correctly.

**Teacher Notes**

**Objective:**
Assess the similarities and differences of characters in a story.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the correct answer.

**Correct Answer:** B

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.
11 ASSESSMENT  page 6 of 7

Choose the letter that answers the question correctly.

**Teacher Notes**

**Objective:**
Assess the similarities and differences of characters in a story.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the correct answer.

*Correct Answer: A*

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.

12 ASSESSMENT  page 7 of 7

Choose the sentence that uses the vocabulary word correctly.

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

*Correct Answer: B*

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.

13 THE END

**Teacher Notes**
Click the flipchart to return to the beginning of this lesson.
Teacher Notes

Waterford ActivLesson®—Reading Comprehension: Concept Map (The Big Mitten)

Objectives:
Understand key vocabulary to build story comprehension. Focus on the central concept of a story by using a story map.

Age/Grade:
6–10/late 1st–3rd/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
Teacher Notes

Objective:
Build comprehension by reading and discussing a story.

Play the Book Video:
On the Book window control bar, click Play to read or listen to the full story without interruptions.
To read the story page by page, toggle the Book/Movie button. Use the Page buttons to move forward and back. (Toggle the Book/Movie button to return to full-story mode.)

Teaching Strategies:
Click the Sound Recorder tool to record your class reading along with the story.

At the end of the story, ask these questions:
“How do we get along when we share space with others?”
“How do we learn to accept others’ differences?”

Based on reading comprehension research, it is recommended that your class read the story four times.

Vocabulary Words:

knitted: page 2
shivering: pages 4, 6, 10a, 12, and 14a
cozy: pages 5, 9, 11b, 13c, and 16b
reluctantly: pages 8, 11a, 13b, and 16a
hedgehog: pages 10a, 10b, 11a, 11b, 13a, 13b, 13c, 14b, 16a, 16b, and 17a

Reread the story to find these vocabulary words in context and then discuss their meanings.
5 STORY MAP page 1 of 1
Discuss the main ideas of the story and list them in the windows.

Teacher Notes

Objective:
Focus on the central concept of a story by using a story map.

Teaching Strategies:
Discuss with your students how focusing on the main idea is a useful strategy for understanding the meaning of a story. The story map is a visual tool that helps students organize concepts and ideas.

Use the story map to
1) Show the order of events (e.g. Mouse, Rabbit, Hedgehog, Fox, and Bear).
2) Discuss different attributes of the characters (e.g. Rabbit’s big feet, Hedgehog’s prickles, etc.).
3) Expand your students’ ideas by using the story map to discuss diversity and mutual tolerance. One main idea is how we are all different. Be sure to emphasize that despite our differences, we all fit into the mitten (our classroom).

Slide the HINT window to reveal images from the story for ideas. HINT images can be dragged into the story map.

Click the Reset Page tool to try again.

6 ASSESSMENT page 1 of 7
Choose the sentence that uses the vocabulary word correctly.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: B

Voting Results:
A voting results window automatically displays your class’s voting results.
Choose the sentence that uses the vocabulary word correctly.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class's voting results.

Choose the letter that answers the question correctly.

Teacher Notes

Objective:
Assess the main idea of the story.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the correct answer.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class's voting results.
**Teacher Notes**

**Objective:**
Assess the main idea of the story.

**Teaching Strategies:**
Read the question aloud if students cannot read. Have students vote on the correct answer.

*Correct Answer: C*

**Voting Results:**
A voting results window automatically displays your class's voting results.

---

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

*Correct Answer: B*

**Voting Results:**
A voting results window automatically displays your class's voting results.
Teacher Notes

Waterford ActivLesson®—Reading Comprehension: Concept Map (The City Mouse and the Country Mouse)

Objectives:
Understand key vocabulary to build story comprehension. Demonstrate the ability to compare characters and discuss how they are the same and different by using a Venn diagram.

Age/Grade:
6–10/late 1st–3rd/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
Teacher Notes

Objective:
Build comprehension by reading and discussing a story.

Play the Book Video:
On the Book window control bar, click Play to read or listen to the full story without interruptions. To read the story page by page, toggle the Book/Movie button. Use the Page buttons to move forward and back. (Toggle the Book/Movie button to return to full-story mode.)

Teaching Strategies:
Click the Sound Recorder tool to record your class reading along with the story.

At the end of the story, ask these questions:
“Why is it sometimes hard to live in a new place?”
“Why are the two mice friends even though they are different?”

Based on reading comprehension research, it is recommended that your class reads the story four times.

Vocabulary Words:
city: cover, pages 1b, 5, 8b, 13, and 21b
country: cover and page 21b
pavement: page 9a
fancy: page 12b
introduced: page 14

Reread the story to find these vocabulary words in context and then discuss their meanings.
5 **VENN DIAGRAM** page 1 of 1
Discuss and list both the shared and individual qualities of the characters.

**Teacher Notes**

**Objective:**
Demonstrate the ability to compare characters and discuss how they are the same and different.

**Teaching Strategies:**
Discuss with your students how comparing and contrasting characters or elements are useful strategies for understanding the meaning of a story. The Venn diagram is a visual tool for mapping these similarities and differences.

Compare Daisy and Ginger from *The City Mouse and the Country Mouse* and discuss how they are the same and different.

Write your ideas in the appropriate sections of the Venn diagram.

Slide down the HINT windows under each section of the Venn diagram to reveal suggested answers. HINT text can be dragged into the diagram.

Click the Reset Page tool to try again.

---

6 **ASSESSMENT** page 1 of 7
Choose the sentence that uses the vocabulary word correctly.

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** A

**Voting Results:**
A Voting Results window automatically displays your class's voting results.
Teacher Notes

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** A

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.

---

Teacher Notes

**Objective:**
Assess similarities and differences of the characters in a story.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the correct answer.

**Correct Answer:** C

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.

---

Teacher Notes

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** B

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.

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### Teacher Notes

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** A

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.
**Teacher Notes**

*Waterford ActivLesson®—Reading Comprehension: Concept Map (The Brothers)*

**Objectives:**
Understand key vocabulary to build story comprehension. Demonstrate the ability to compare characters and discuss how they are the same and different by using a Venn diagram.

**Age/Grade:**
6–10/late 1st–3rd/ELL

**Hardware Suggestions:**
Microphone
Speakers
Activote®/ActivExpression® devices

**Software Suggestions:**
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
**Teacher Notes**

**Objective:**
Build comprehension by reading and discussing a story.

**Play the Book Video:**
On the Book window control bar, click Play to read or listen to the full story without interruptions.

To read the story page by page, toggle the Book/Movie button. Use the Page buttons to move forward and back. (Toggle the Book/Movie button to return to full-story mode.)

**Teaching Strategies:**
Click the Sound Recorder tool to record your class reading along with the story.

At the end of the story, ask these questions:

“When Eli says, ‘It is good when brothers live together in friendship,’ what does he mean?”

“How do you live together in friendship in your family?”

Based on reading comprehension research, it is recommended that your class reads the story four times.

**Vocabulary Words:**
- *Israel*: page 1a
- *sickle*: page 4a
- *sheaves*: pages 4a, 4b, and 9b
- *threshing*: pages 4b, 5a, 5b, 9b, 10b, 11b, 14a, 14b, and 16b
- *harvest*: page 9b

Reread the story to find these vocabulary words in context and then discuss their meanings.
**5 VENN DIAGRAM** page 1 of 1

Discuss and list both the shared and individual qualities of the characters.

---

**Teacher Notes**

**Objective:**
Demonstrate the ability to compare characters and discuss how they are the same and different.

**Teaching Strategies:**
Discuss with your students how comparing and contrasting characters or elements are useful strategies for understanding the meaning of a story. The Venn diagram is a visual tool for mapping these similarities and differences.

Compare Samuel and Joshua from *The Brothers* and discuss how they are the same and different.

Write your ideas in the appropriate sections of the Venn diagram.

Slide down the HINT windows under each section of the Venn diagram to reveal suggested answers. HINT text can be dragged into the diagram.

Click the Reset Page tool to try again.

---

**6 ASSESSMENT** page 1 of 7

Choose the sentence that uses the vocabulary word correctly.

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**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** A

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.
Choose the sentence that uses the vocabulary word correctly.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: B

Voting Results:
A Voting Results window automatically displays your class's voting results.

Choose the letter that answers the question correctly.

Teacher Notes

Objective:
Assess similarities and differences of the characters in a story.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the correct answer.

Correct Answer: A

Voting Results:
A Voting Results window automatically displays your class's voting results.
Choose the letter that answers the question correctly.

**Teacher Notes**

**Objective:**
Assess the similarities and differences of characters in a story.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the correct answer.

**Correct Answer:** C

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.

---

Choose the sentence that uses the vocabulary word correctly.

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** A

**Voting Results:**
A Voting Results window automatically displays your class’s voting results.
**Teacher Notes**

Waterford ActivLesson®—Reading Comprehension: Concept Map (*The Magic Porridge Pot*)

**Objectives:**

Understand key vocabulary to build story comprehension.
Focus on the central concept of a story by using a story map.

**Age/Grade:**

6–10/late 1st–3rd/ELL

**Hardware Suggestions:**

Microphone
Speakers
Activote®/ActivExpression® devices

**Software Suggestions:**

ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
Teacher Notes

Objective:
Build comprehension by reading and discussing a story.

Play the Book Video:
On the Book window control bar, click Play to read or listen to the full story without interruptions.
To read the story page by page, toggle the Book/Movie button. Use the Page buttons to move forward and back. (Toggle the Book/Movie button to return to full-story mode.)

Teaching Strategies:
Click the Sound Recorder tool to record your class reading along with the story.
At the end of the story, ask these questions:
“Tell about a time when you had too much of something you like.”
“How do you remember things? When you forget something what do you do?”
Based on reading comprehension research, it is recommended that your class reads the story four times.

Vocabulary Words:
porridge: cover, pages 6a, 8b, 11b, 12b, 13, 14, 15, 16a, 16b, 18, and 19
cupboard: page 3
polite: page 4c
bubble: pages 6a, 8b, 11b, 12b, 13, 14, and 18
spilled: page 13
Reread the story to find these vocabulary words in context and then discuss their meanings.
5 STORY MAP  page 1 of 1
Discuss the main ideas of the story and list them in the windows.

Teacher Notes
Objective:
Focus on the central concept of a story by using a story map.

Teaching Strategies:
Discuss with your students how focusing on the main idea is a useful strategy for understanding the meaning of a story. The story map is a visual tool for helping students organize concepts and ideas.

Use the story map to
1) Show the order of events (e.g. little girl gathers berries, old woman gives little girl the magic pot, etc.).
2) Discuss different attributes of the characters (e.g. little girl is polite, old woman is kind, etc.).
3) Expand your students’ ideas by using the story map to discuss and then list in the windows how too much of a good thing sometimes has negative results (e.g. TV, unhealthy foods, excessive play, etc.).

Drag the HINT slider to reveal images from the story for ideas. HINT images can then be dragged into the story map.

Click the Reset Page tool to try again.

6 ASSESSMENT  page 1 of 7
Choose the sentence that uses the vocabulary word correctly.

Teacher Notes
Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: B

Voting Results:
A voting results window automatically displays your class’s voting results.
Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class's voting results.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class's voting results.

Teacher Notes

Objective:
Assess the main idea of the story.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the correct answer.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class's voting results.
**Teacher Notes**

**Objective:**
Assess the main idea of the story.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the correct answer.

*Correct Answer: C*

**Voting Results:**
A voting results window automatically displays your class's voting results.

---

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

*Correct Answer: A*

**Voting Results:**
A voting results window automatically displays your class's voting results.
Teacher Notes

Waterford ActivLesson®—Reading Comprehension: Story Structure (Lizard and the Painted Rock)

Objectives:
Understand key vocabulary to build story comprehension.
Build comprehension by reading, discussing, and using a story structure map as a graphic organizer for visualization.

Age/Grade:
6–10/late 1st–3rd/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
3 READ THE STORY page 1 of 1
Listen to or read along with the story.

Teacher Notes
Objective:
Build comprehension by reading and discussing a story.

Play the Book Video:
On the book window control bar, click Play to read or listen to the full story without interruptions.
To read the story page by page, toggle the Book/Movie button. Use the Page buttons to move forward and back. (Toggle the Book/Movie button to return to full-story mode.)

Teaching Strategies:
Click the Sound Recorder tool to record your class reading along with the story.
At the end of the story, ask these questions:
“What makes you feel important?”
“How does it feel to be left out?”
Based on reading comprehension research, it is recommended that your class read the story four times.

4 VOCABULARY page 1 of 1
Drag the picture sliders to uncover the words and their definitions.

Teacher Notes
Objective:
Define key vocabulary words for a story.

Teaching Strategies:
Click the pictures to hear the vocabulary words.
Drag each of the sliders to uncover just the vocabulary words. Then drag the sliders farther to see the definitions and example sentences for each word.

Vocabulary Words:
lizard: cover, pages 3, 4, 5, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, and 21
artist: pages 1, 2, 4, 6, 7, and 17
idea: pages 7 and 11
tracks: pages 10 and 11
scurried: page 21
Reread the story to find these vocabulary words in context and then discuss their meanings.
5 Story Structure Map

Identify the setting and character. Write about the problem and solution in the story.

Teacher Notes

Objective:
Identify the setting, character, problem, and solution in the story.

Teaching Strategies:
Drag the arrows to see the possible settings. Discuss and identify the correct setting from the story (desert rocks/bottom tab).

Click the silhouettes to see the possible main characters. Click the characters again to remove them. Discuss and identify the main character (Lizard/middle silhouette).

Discuss the story’s main problem with your students. Write their ideas in the Problem box.

Discuss the story’s solution for the main problem and other possible solutions with your students. Write their ideas in the Solution box.

Click the Reset Page tool to try again.

6 Assessment

Choose the sentence that uses the vocabulary word correctly.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class’s voting results.
Choose the sentence that uses the vocabulary word correctly.

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** B

**Voting Results:**
A voting results window automatically displays your class’s voting results.

---

Choose the sentence that uses the vocabulary word correctly.

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** A

**Voting Results:**
A voting results window automatically displays your class’s voting results.

---

Choose the sentence that answers the question correctly.

**Teacher Notes**

**Objective:**
Assess identification of the story’s main problem.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that answers the question correctly.

**Correct Answer:** B

**Voting Results:**
A voting results window automatically displays your class’s voting results.

---

Choose the sentence that uses the vocabulary word correctly.

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** A

**Voting Results:**
A voting results window automatically displays your class’s voting results.
Teacher Notes

Objective:
Assess identification of the main problem's solution.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that answers the question correctly.

Correct Answer: C

Voting Results:
A voting results window automatically displays your class's voting results.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class's voting results.
Teacher Notes

Waterford ActivLesson®—Reading Comprehension: Story Structure (The Ugly Duckling)

Objectives:
Understand key vocabulary to build story comprehension.
Build comprehension by reading, discussing, and using a story structure map as a graphic organizer for visualization.

Age/Grade:
6–10/late 1st–3rd/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
Teacher Notes

Objective:
Build comprehension by reading and discussing a story.

Play the Book Video:
On the book window control bar, click Play to read or listen to the full story without interruptions.
To read the story page by page, toggle the Book/Movie button. Use the Page buttons to move forward and back. (Toggle the Book/Movie button to return to full-story mode.)

Teaching Strategies:
Click the Sound Recorder tool to record your class reading along with the story.
At the end of the story, ask these questions:
“How should you treat someone who is different from you?”
“What makes you an important person?”
Based on reading comprehension research, it is recommended that your class read the story four times.

Vocabulary Words:
duckling: cover, pages 2, 4, 5, 6, 7b, 8, 9, 10a, 12a, 13, 14a, 16a, 16b, 17a, 18, and 20
fowl: pages 7b and 15
goslings: page 11
reflection: pages 12a and 17b
swan: pages 18, 19a, 19b, and 20

Reread the story to find these vocabulary words in context and then discuss their meanings.
5 STORY STRUCTURE MAP page 1 of 1
Identify the setting and character. Write about the problem and solution in the story.

Teacher Notes

Objective:
Identify the setting, character, problem, and solution in the story.

Teaching Strategies:
Drag the arrows to see setting options. Discuss and identify the correct setting for the story (duck pond/top tab).
Click the silhouettes to see main character options. Click the characters again to remove them. Discuss and identify the main character (Ugly Duckling/top silhouette).
Discuss the story’s main problem with your students. Write their ideas in the Problem box.
Discuss the story’s solution for the main problem and other possible solutions with your students. Write their ideas in the Solution box.
Click the Reset Page tool to try again.

6 ASSESSMENT page 1 of 7
Choose the sentence that uses the vocabulary word correctly.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.
Correct Answer: B

Voting Results:
A voting results window automatically displays your class’s voting results.
Choose the sentence that uses the vocabulary word correctly.

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** B

**Voting Results:**
A voting results window automatically displays your class’s voting results.

Choose the sentence that uses the vocabulary word correctly.

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** B

**Voting Results:**
A voting results window automatically displays your class’s voting results.

Choose the sentence that answers the question correctly.

**Teacher Notes**

**Objective:**
Assess identification of the story’s main problem.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that answers the question correctly.

**Correct Answer:** A

**Voting Results:**
A voting results window automatically displays your class’s voting results.

Choose the sentence that uses the vocabulary word correctly.

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** B

**Voting Results:**
A voting results window automatically displays your class’s voting results.
Teacher Notes

Objective:
Assess identification of the main problem’s solution.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that answers the question correctly.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class’s voting results.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: B

Voting Results:
A voting results window automatically displays your class’s voting results.
Teacher Notes

Waterford ActivLesson®—Reading Comprehension: Story Structure (Henny Penny)

Objectives:
Understand key vocabulary to build story comprehension. Build comprehension by reading, discussing, and using a story structure map as a graphic organizer for visualization.

Age/Grade:
6–10/late 1st–3rd/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
Teacher Notes

Objective:
Build comprehension by reading and discussing a story.

Play the Book Video:
On the book window control bar, click Play to read or listen to the full story without interruptions.

To read the story page by page, toggle the Book/Movie button. Use the Page buttons to move forward and back. (Toggle the Book/Movie button to return to full-story mode.)

Teaching Strategies:
Click the Sound Recorder tool to record your class reading along with the story.

At the end of the story, ask these questions:
“Why is it important to stop and think before acting?”

“Why did the birds stop to think when they were in the fox’s den?”

Based on reading comprehension research, it is recommended that your class reads the story four times.

Vocabulary Words:
bonked: page 1
squawked: pages 2 and 5
flurry: pages 3, 6, 8, 10, 12, and 20
haystack: page 6
den: pages 13 and 17b

Reread the story to find these vocabulary words in context and then discuss their meanings.
5  STORY STRUCTURE MAP  page 1 of 1

Identify the setting and character. Write about the problem and solution in the story.

**Teacher Notes**

**Objective:**
Identify the setting, character, problem, and solution in the story.

**Teaching Strategies:**
Drag the arrows to see setting options. Discuss and identify the correct setting for the story (farm/middle tab).
Click the silhouettes to see main character options. Click the characters again to remove them. Discuss and identify the main character (Henny Penny/top silhouette).
Discuss the story’s main problem with your students. Write their ideas in the Problem box.
Discuss the story’s solution for the main problem and other possible solutions with your students. Write their ideas in the Solution box.
Click the Reset Page tool to try again.

6  ASSESSMENT  page 1 of 7

Choose the sentence that uses the vocabulary word correctly.

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: A

**Voting Results:**
A voting results window automatically displays your class’s voting results.
Choose the sentence that uses the vocabulary word correctly.

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** B

**Voting Results:**
A voting results window automatically displays your class’s voting results.

Choose the sentence that answers the question correctly.

**Teacher Notes**

**Objective:**
Assess identification of the story’s main problem.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that answers the question correctly.

**Correct Answer:** C

**Voting Results:**
A voting results window automatically displays your class’s voting results.
Teacher Notes

Objective:
Assess identification of the main problem’s solution.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that answers the question correctly.

Correct Answer: C

Voting Results:
A voting results window automatically displays your class’s voting results.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class’s voting results.
Teacher Notes

Waterford ActivLesson®—Reading Comprehension: Story Structure (Anansi and the Seven Yam Hills)

Objectives:
Understand key vocabulary to build story comprehension.
Build comprehension by reading, discussing, and using a story structure map as a visual organizer.

Age/Grade:
6–10/late 1st–3rd/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
**Teacher Notes**

**Objective:**
Build comprehension by reading and discussing a story.

**Play the Book Video:**
On the book window control bar, click Play to read or listen to the full story without interruptions.
To read the story page by page, toggle the Book/Movie button. Use the Page buttons to move forward and back. (Toggle the Book/Movie button to return to full-story mode.)

**Teaching Strategies:**
Click the Sound Recorder tool to record your class reading along with the story.
At the end of the story, ask these questions:

"Why do you think the animals laughed when Anansi was tricked?"

"When are some tricks mean and some tricks fun?"

Based on reading comprehension research, it is recommended that your class reads the story four times.

**Vocabulary Words:**
- **yam:** cover, pages 1a, 1b, 2, 5, 6, 9, 10, 17, and 18a
- **shot:** pages 3, 7, 11b, 15, and 21
- **woe:** pages 5, 9, and 17
- **guinea fowl:** pages 16, 17, 18a, 19, 20, and 22
- **persimmon:** page 16

Reread the story to find these vocabulary words in context and then discuss their meanings.
5 STORY STRUCTURE MAP

Identify the setting and character. Write about the problem and solution in the story.

Teacher Notes

Objective:
Identify the setting, character, problem, and solution for the story.

Teaching Strategies:
Drag the arrows to see the possible settings. Discuss and identify the correct setting from the story (Anansi’s garden/top tab).

Click the silhouettes to see the possible main characters. Click the characters again to remove them. Discuss and identify the main character (Anansi/bottom silhouette).

Discuss the story’s main problem with your students. Write their ideas in the Problem box.

Discuss the story’s solution for the main problem and other possible solutions with your students. Write their ideas in the Solution box.

Click the Reset Page tool to try again.

6 ASSESSMENT

Choose the sentence that uses the vocabulary word correctly.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: B

Voting Results:
A voting results window automatically displays your class’s voting results.
Teacher Notes

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

*Correct Answer: A*

**Voting Results:**
A voting results window automatically displays your class’s voting results.

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**Objective:**
Assess identification of the story’s main problem.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that answers the question correctly.

*Correct Answer: A*

**Voting Results:**
A voting results window automatically displays your class’s voting results.
11 ASSESSMENT page 6 of 7
Choose the sentence that answers the question correctly.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class’s voting results.

12 ASSESSMENT page 7 of 7
Choose the sentence that uses the vocabulary word correctly.

Teacher Notes

Objective:
Assess identification of the solution to the main problem in the story.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that answers the question correctly.

Correct Answer: B

Voting Results:
A voting results window automatically displays your class’s voting results.

13 THE END

Teacher Notes
Click the flipchart to return to the beginning of this lesson.
Teacher Notes

Waterford ActivLesson®—Reading Comprehension: Story Structure (The Three Wishes)

Objectives:
Understand key vocabulary to build story comprehension.
Build comprehension by reading, discussing, and using a story structure map as a visual organizer.

Age/Grade:
6–10/late 1st–3rd/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
Teacher Notes

Objective:
Build comprehension by reading and discussing a story.

Play the Book Video:
On the book window control bar, click Play to read or listen to the full story without interruptions. To read the story page by page, toggle the Book/Movie button. Use the Page buttons to move forward and back. (Toggle the Book/Movie button to return to full-story mode.)

Teaching Strategies:
Click the Sound Recorder tool to record your class reading along with the story.

At the end of the story, ask these questions:
“What would you wish for if you had three wishes?”
“How can you be happy with what you have?”

Based on reading comprehension research, it is recommended that your class reads the story four times.

Vocabulary Words:
- woodcutter: pages 1, 3, 5, 7, 8, 9, 13a, 13b, 15a, 15b, 16, 17, and 19
- enormous: pages 1 and 8
- ax: pages 2, 4, and 7
- shrug: page 4
- argue: page 13a

Reread the story to find these vocabulary words in context and then discuss their meanings.
5 STORY STRUCTURE MAP page 1 of 1

Identify the setting and character. Write about the problem and solution in the story.

Teacher Notes

Objective:
Identify the setting, character, problem, and solution for the story.

Teaching Strategies:
Drag the arrows to see the possible settings. Discuss and identify the correct setting from the story (forest/middle tab).

Click the silhouettes to see the possible main characters. Click the characters again to remove them. Discuss and identify the main character (woodcutter/middle silhouette).

Discuss the story’s main problem with your students. Write their ideas in the Problem box.

Discuss the story’s solution for the main problem and other possible solutions with your students. Write their ideas in the Solution box.

Click the Reset Page tool to try again.

6 ASSESSMENT page 1 of 7

Choose the sentence that uses the vocabulary word correctly.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class’s voting results.
Choose the sentence that uses the vocabulary word correctly.

Teacher Notes

Objective: Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: A

Voting Results:
A voting results window automatically displays your class’s voting results.

Choose the sentence that answers the question correctly.

Teacher Notes

Objective: Assess identification of the story’s main problem.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that answers the question correctly.

Correct Answer: C

Voting Results:
A voting results window automatically displays your class’s voting results.
Choose the sentence that answers the question correctly.

Teacher Notes

Objective:
Assess identification of the solution to the main problem in the story.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that answers the question correctly.

Correct Answer: B

Voting Results:
A voting results window automatically displays your class's voting results.

Choose the sentence that uses the vocabulary word correctly.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: B

Voting Results:
A voting results window automatically displays your class's voting results.
1 STORY STRUCTURE: THE SHOEMAKER AND THE ELVES

Teacher Notes

Waterford ActivLesson®—Reading Comprehension: Story Structure (The Shoemaker and the Elves)

Objectives:
Understand key vocabulary to build story comprehension. Build comprehension by reading, discussing, and using a story structure map as a visual organizer.

Age/Grade:
6–10/late 1st–3rd/ELL

Hardware Suggestions:
Microphone
Speakers
Activote®/ActivExpression® devices

Software Suggestions:
ActivInspire®
(For a free upgrade from ActivStudio® to ActivInspire, visit www.prometheanplanet.com.)
Teacher Notes

Objective:
Build comprehension by reading and discussing a story.

Play the Book Video:
On the book window control bar, click Play to read or listen to the full story without interruptions.
To read the story page by page, toggle the Book/Movie button. Use the Page buttons to move forward and back. (Toggle the Book/Movie button to return to full-story mode.)

Teaching Strategies:
Click the Sound Recorder tool to record your class reading along with the story.
At the end of the story, ask these questions:
"Why did the elves help the shoemaker?"
"If elves helped you, what would you do for them?"
Based on reading comprehension research, it is recommended that your class reads the story four times.

Vocabulary Words:
- shoemaker: cover, pages 1a and 27
- elves: cover, pages 21, 23, 24b, 25, and 26b
- leather: pages 2, 3a, 11, 15, 24b, and 25
- mayor: pages 3b, 9a, and 9b
- examined: page 6a
Reread the story to find these vocabulary words in context and then discuss their meanings.
**Teacher Notes**

**Objective:**
Identify the setting, character, problem, and solution for the story.

**Teaching Strategies:**
Drag the arrows to see the possible settings. Discuss and identify the correct setting from the story (shoemaker shop/bottom tab).

Click the silhouettes to see the possible main characters. Click the characters again to remove them. Discuss and identify the main character (Jonas/bottom silhouette).

Discuss the story’s main problem with your students. Write their ideas in the **Problem** box.

Discuss the story’s solution for the main problem and other possible solutions with your students. Write their ideas in the **Solution** box.

Click the **Reset Page** tool to try again.

**Teacher Notes**

**Objective:**
Assess vocabulary knowledge in context.

**Teaching Strategies:**
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

**Correct Answer:** B

**Voting Results:**
A voting results window automatically displays your class's voting results.
7 ASSESSMENT  page 2 of 7
Choose the sentence that uses the vocabulary word correctly.

Teacher Notes
Objective:
Assess vocabulary knowledge in context.
Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.
Correct Answer: A
Voting Results:
A voting results window automatically displays your class's voting results.

8 ASSESSMENT  page 3 of 7
Choose the sentence that answers the question correctly.

Teacher Notes
Objective:
Assess identification of the main problem in the story.
Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that answers the question correctly.
Correct Answer: B
Voting Results:
A voting results window automatically displays your class's voting results.

9 ASSESSMENT  page 4 of 7
Choose the sentence that uses the vocabulary word correctly.

Teacher Notes
Objective:
Assess vocabulary knowledge in context.
Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.
Correct Answer: A
Voting Results:
A voting results window automatically displays your class's voting results.

10 ASSESSMENT  page 5 of 7
Choose the sentence that uses the vocabulary word correctly.

Teacher Notes
Objective:
Assess vocabulary knowledge in context.
Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.
Correct Answer: A
Voting Results:
A voting results window automatically displays your class's voting results.
11 ASSESSMENT  page 6 of 7
Choose the sentence that answers the question correctly.

Teacher Notes

Objective:
Assess identification of the solution to the main problem in the story.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that answers the question correctly.

Correct Answer: C

Voting Results:
A voting results window automatically displays your class’s voting results.

12 ASSESSMENT  page 7 of 7
Choose the sentence that uses the vocabulary word correctly.

Teacher Notes

Objective:
Assess vocabulary knowledge in context.

Teaching Strategies:
Read the question and answers aloud if students cannot read. Have students vote on the sentence that uses the word correctly.

Correct Answer: B

Voting Results:
A voting results window automatically displays your class’s voting results.

13 THE END

Teacher Notes
Click the flipchart to return to the beginning of this lesson.