



Hansel and Gretel

Retold by Rika Lesser

FOCUS THE LEARNING

Introduction: We summarize all the time. When you get home from school and someone asks "How was your day?" you summarize and tell the most interesting parts of the day. When someone asks you about a movie you saw, you can summarize the movie and tell what it was about. Let's practice.



Think about getting up and getting ready for school today. You don't have to tell everything, just the most important parts. Think together! Tell each other about your morning.

As I read *Hansel and Gretel* by Rika Lesser, your job is to think about the story and the important parts you want to include in a summary at the end.

INTERACTIVE READ-ALoud

Model and Guide Practice

Story Map	
Title _____	Author _____
Setting	Characters
The Problem:	
Events	
•	
•	
•	
•	
•	
•	
Solution	

READ THE FIRST TWO PAGES OF THE STORY. Our story map reminds me that I need to think about the setting, the characters, and the problem. Listen to me summarize what I know so far. "A mother and father are so poor that they can't feed their children so they are going to leave the children in the forest."



Thinking partners, put your heads together. How was my summary? Is there anything else you would have added?

READ TO WHERE HANSEL GATHERS THE WHITE PEBBLES. I am going to pause for a moment and look at the story map. Listen to my summary now. "A mother and father are so poor that they can't feed their children so the mother suggests they leave the children in the forest. The children hear them talking about their plan and Hansel, who is very smart, gathers white pebbles so he can find his way home."

READ TO WHERE HANSEL AND GRETEL USE THE PEBBLES TO FIND THEIR WAY HOME.



Let's look at the story map. Put your heads together. Summarize the story to this point.

CONTINUE TO THE END. Pause occasionally to direct attention to the story map and have partners add to their summaries. Be sure to fill out the story map as the story unfolds.

END OF STORY REFLECTION

We are going to use a "cumulative retell" (Hoyt, 1999) to summarize our story. Ready?

(Have one person come forward and tell the first event. That person stays at the front. Ask for a volunteer to tell what happened next. When the second person walks to the front, the first person tells his or her part again before the second event is described. As each event is added, keep starting from the beginning so the summary is cumulative.)



SHARE THE LEARNING

Focus on Summarizing

Tip for Share the Reading



Invite the students to look at the illustrations. Then read in unison. Explain that their job is to work with a partner to plan a summary of the content. This time there isn't a problem and solution. They need to consider the information in the passage and decide what is important enough to include in a summary.



Big Muscle

To build a big building, machines are needed to move rocks and soil. These big machines clear the building site, scooping up rocks and dirt that are dumped into dump trucks. The dump trucks then carry the load away from the building site so there is room to begin construction of the new building.

Tip for Readers Theater Script



For emergent readers, enjoy "Hansel and Gretel" as an echo poem: teacher reads and children echo. For developing readers, you might want to enjoy the script as a three-team experience. For fluent readers, small groups of three can read the script together, rehearsing for fluency and expression.



Hansel and Gretel

Readers Theater Adaptation by Linda Ward Beech

Narrator 1: Once upon a time, a poor family had nothing to eat.
 Narrator 2: The mother decided the children should be left in the woods alone.
 Narrator 3: But Hansel was smart and dropped white pebbles in the path.
 All: He and his sister found their way home by following the trail of pebbles.
 Narrator 2: Once again the children were taken into the woods and left alone.
 Narrator 1: This time Hansel had no pebbles.
 Narrator 3: and they were hopelessly lost.
 All: They came across a little house made of bread and candy.
 Narrator 1: The children were so hungry they started eating the house.
 Narrator 3: The witch who owned the house locked Hansel in a cage and made Gretel do all of her work.
 Narrator 2: For four long weeks, the children were trapped.
 Narrator 1: One day, Gretel locked the witch in the oven.
 All: The children found their way home.
 Narrator 1: Their father was thrilled to see them.
 Narrators 2 and 3: And they lived happily ever after.

EXTEND THE LEARNING

- ☆ Summarize a variety of selections including fiction, non-fiction, magazine articles, and poetry.
- ☆ Build summaries into read-alouds with midstream as well as end-of-story retells.
- ☆ Use the Cumulative Retell in various settings to encourage well-developed summaries.
- ☆ Teach learners to draw several small illustrations to help them remember key points in a summary before beginning an oral or written retell.
- ☆ Have children read a selection and plan a summary. Then provide an opportunity to meet with members of another classroom so the listeners provide an authentic audience for the summary.
- ☆ Involve parents in supporting summary at home by encouraging them to ask their children to summarize bedtime stories or events such as going for pizza or visiting a relative.

ASSESS THE LEARNING

- > Listen in as partners summarize to assess their proficiency.
- > During small group instruction, assess children's summaries of guided selections.
- > Confer with individuals during independent reading to assess their ability to read and summarize independently.

INFUSION OF FORMAL LANGUAGE

Test-style language

What *unexpected* event happened in the story?

- A. The children were lost.
- B. The father and mother left them in the forest.
- C. The witch had a lot of food.
- D. Gretel pushed the witch into the oven.

Hansel gathered white pebbles and used a bone to make the witch think he was thin. There is enough evidence to suggest that Hansel is

- A. clever.
- B. a good problem solver.
- C. smart.
- D. All of the above.



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