

Kings and Queens

Tell It Again!™ Read-Aloud Anthology





Kings and Queens

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
KINDERGARTEN

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Kings and Queens

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Kings and Queens

Lesson

	1	2	3	4	5	6	7	8
Core Content Objectives								
Describe what a king or queen does	✓							
Identify and describe royal objects associated with a king or queen	✓							
Indicate that kings and queens still exist today, but that there were many more kings and queens long ago	✓							
Describe a royal family		✓						
Identify important factors (children, partnerships, arranged marriages) that ensured a royal family's success		✓						
Describe that kings usually possess gold and other treasures			✓		✓			
Discuss the difference between valuing relationships with people and valuing wealth			✓					
Describe the behaviors that reinforce that kings and queens are royal				✓	✓	✓		
Recite "Old King Cole"				✓				
Recite "Sing a Song of Sixpence"					✓			
Describe the characters, settings, and plots in fiction read-alouds			✓			✓	✓	✓
Demonstrate familiarity with a given story or poem			✓	✓	✓	✓	✓	✓

Alignment Chart for Kings and Queens

Lesson

		1	2	3	4	5	6	7	8
Reading Standards for Literature: Kindergarten									
Key Ideas and Details									
STD RL.K.1	With prompting and support, ask and answer questions about key details in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a fiction read-aloud			✓	✓	✓	✓	✓	✓
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships			✓	✓	✓	✓	✓	✓
STD RL.K.2	With prompting and support, retell familiar stories, including key details.								
CKLA Goal(s)	With prompting and support, retell or dramatize fiction read-alouds, including key details			✓				✓	✓
STD RL.K.3	With prompting and support, identify characters, settings, and major events in a story.								
CKLA Goal(s)	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud			✓	✓	✓	✓	✓	✓
Craft and Structure									
STD RL.K.4	Ask and answer questions about unknown words in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in fiction read-alouds and discussions			✓	✓	✓	✓	✓	✓
STD RL.K.5	Recognize common types of texts (e.g., storybooks, poems).								
CKLA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems			✓	✓	✓	✓	✓	✓
STD RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.								
CKLA Goal(s)	With prompting and support, describe the role of an author and illustrator in a fiction text				✓				

Alignment Chart for Kings and Queens

Lesson

1	2	3	4	5	6	7	8
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Integration of Knowledge and Ideas

STD RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).								
CKLA Goal(s)	With prompting and support, describe illustrations from a fiction read-aloud, using the illustrations to check and support comprehension of the read aloud		✓	✓	✓	✓	✓	✓	✓

Range of Reading and Level of Text Complexity

STD RL.K.10	Actively engage in group reading activities with purpose and understanding.								
CKLA Goal(s)	Actively engage in fiction read-alouds		✓	✓	✓	✓	✓	✓	✓

Reading Standards for Informational Text: Kindergarten

Key Ideas and Details

STD RI.K.1	With prompting and support, ask and answer questions about key details in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud	✓	✓						
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	✓	✓						
STD RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.								
CKLA Goal(s)	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud		✓						

Craft and Structure

STD RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions	✓	✓						

Alignment Chart for Kings and Queens

Lesson

1	2	3	4	5	6	7	8
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Integration of Knowledge and Ideas

STD RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).								
CKLA Goal(s)	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud	✓	✓						
STD RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.								
CKLA Goal(s)	With prompting and support, identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud		✓						

Range of Reading and Level of Text Complexity

STD RI.K.10	Actively engage in group reading activities with purpose and understanding.								
CKLA Goal(s)	Actively engage in nonfiction/informational read-alouds	✓	✓						

Writing Standards: Kindergarten

Text Types and Purposes

STD W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.								
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details	✓	✓						
STD W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.								
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions		✓						

Alignment Chart for Kings and Queens

Lesson

1	2	3	4	5	6	7	8
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Speaking and Listening Standards: Kindergarten

Comprehension and Collaboration

STD SL.K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups								
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).								
CKLA Goal(s)	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.								
STD SL.K.1b	Continue a conversation through multiple exchanges.								
CKLA Goal(s)	Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age								
STD SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.								
CKLA Goal(s)	Ask and answer questions to clarify information in a fiction or nonfiction/ informational read-aloud								

Presentation of Knowledge and Ideas

STD SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.								
CKLA Goal(s)	Add drawings or other visual displays to descriptions as desired to provide additional detail								
STD SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.								
CKLA Goal(s)	Speak audibly and express thoughts, feelings, and ideas clearly								

Language Standards: Kindergarten

Conventions of Standard English

STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.								
STD L.K.1b	Use frequently occurring nouns and verbs.								
CKLA Goal(s)	Use frequently occurring nouns and verbs in oral language								

Alignment Chart for Kings and Queens

Lesson

		1	2	3	4	5	6	7	8
STD L.K.1f	Produce and expand complete sentences in shared language								
CKLA Goal(s)	Answer questions orally in complete sentences				✓				
	Produce and expand complete sentences in shared language				✓				
Vocabulary Acquisition and Use									
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.								
STD L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).								
CKLA Goal(s)	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>)	✓						✓	
STD L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.								
STD L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).								
CKLA Goal(s)	Demonstrate understanding of a word by relating it to its opposite		✓		✓				
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).								
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>)				✓				
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.								
CKLA Goal(s)	Use words and phrases acquired through conversations, being read to, and responding to texts				✓				
Additional CKLA Goals									
	Prior to listening to a nonfiction/informational read-aloud, identify orally what they know and/or have learned about a given topic	✓	✓	✓					
	Prior to listening to a fiction read-aloud, identify orally what they know and/or have learned about a given topic				✓	✓			
	Listen to a variety of texts, including nonfiction/informational text	✓	✓						
	Explain which elements of a given story are fantasy			✓			✓	✓	✓

Alignment Chart for Kings and Queens

Lesson

	1	2	3	4	5	6	7	8
Evaluate and select stories, poems, and read-alouds on the basis of personal choice for rereading				✓	✓			
Discuss personal responses to read-alouds and connect those to experiences characters have in the read-alouds						✓	✓	



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Kings and Queens

This introduction includes the necessary background information to be used in teaching the *Kings and Queens* domain. The *Tell It Again! Read-Aloud Anthology for Kings and Queens* contains nine daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of fifty minutes.

This domain includes a Pausing Point following Lesson 5, after background information and nursery rhymes about kings and queens have been introduced. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than twelve days total on this domain.**

Week One				
Day 1	Day 2	Day 3	Day 4	Day 5
Lesson 1A: "What Are Kings and Queens?" (35 min.)	Lesson 2A: "The Royal Family" (35 min.)	Lesson 3A: "King Midas and the Golden Touch" (35 min.)	Lesson 4A: "Old King Cole" (35 min.)	Lesson 5A: "Sing a Song of Sixpence" (35 min.)
Lesson 1B: Extensions (15 min.)	Lesson 2B: Extensions (15 min.)	Lesson 3B: Extensions (15 min.)	Lesson 4B: Extensions (15 min.)	Lesson 5B: Extensions (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Two				
Day 6	Day 7	Day 8	Day 9	Day 10
Pausing Point (35 min.)	Lesson 6A: "The Princess and the Pea" (35 min.)	Lesson 7A: "Cinderella" (35 min.)	Lesson 8A: "Snow White and the Seven Dwarfs" (35 min.)	Domain Review
Pausing Point (15 min.)	Lesson 6B: Extensions (15 min.)	Lesson 7B: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)	
50 min.	50 min.	50 min.	50 min.	50 min.

Week Three	
Day 11	Day 12
Domain Assessment (35 min.)	Culminating Activities (35 min.)
Domain Assessment (15 min.)	Culminating Activities (15 min.)
50 min.	50 min.

⑩ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for *Kings and Queens*
- *Tell It Again! Image Cards* for *Kings and Queens*
- *Tell It Again! Supplemental Guide* for *Kings and Queens*
- *Tell It Again! Multiple Meaning Word Posters* for *Kings and Queens*

Recommended Resource:

- *Core Knowledge Kindergarten Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517694

Why Kings and Queens Are Important

In the *Kings and Queens* domain, students will listen to read-alouds about kings and queens and royal families. Both the fiction and nonfiction selections will build students' understanding of the responsibilities, lifestyle, and customs associated with royalty throughout history. Many of the fictional rhymes, poems, and stories in this domain are classic, well-loved tales, including *King Midas and the Golden Touch*, *The Princess and the Pea*, *Cinderella*, and *Snow White and the Seven Dwarfs*.

Please be aware that although these stories are classic tales, some of the content may be unsettling for students. Preview all read-alouds and lessons in this domain before presenting them to student and feel free to substitute a trade book from the list of recommended trade books if you feel doing so would be

more appropriate for your students. As you read, use the same strategies that you have been using when reading the read-aloud selections in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book, lead students in a discussion as to how the story or information in the book relates to the read-alouds in this domain.

In addition to the selections in this particular domain, students will also meet various kings and queens in the context of other read-alouds in the Core Knowledge Language Arts Kindergarten materials. Students will hear the read-alouds from *Kings and Queens* first, followed by those in the *Columbus and the Pilgrims* domain. This will provide them a rich contextual background for even greater understanding of the read-alouds in the *Colonial Towns and Townspeople* domain, which describe life in colonial America. Over the course of these domains, students will begin to acquire a critical foundation for understanding different forms of government and specific historical events, such as the American Revolution, which they will encounter in later grades.

Core Vocabulary for Kings and Queens

The following list contains all of the core vocabulary words in *Kings and Queens* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

kingdom
royal
rules
servants

Lesson 2

advantages
crown prince
disadvantages
prosperity
reign

Lesson 3

fond
gazed
satisfied
spoiled
treasures

Lesson 4

bowl
fiddlers
merry
soul

Lesson 5

dainty
maid
pecked

Lesson 6

delicate
graceful
howled


Lesson 7

cinders
hearth
merriment
stumbled
tattered


Lesson 8

fairest
peddler
pity
rage
stomped

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology for Kings and Queens*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology for Kings and Queens*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: .

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Resources for Kings and Queens

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the and Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *Amazing Grace*, by Mary Hoffman. Illustrated by Caroline Binch (Reading Rainbow Books, 1991) ISBN 978-0803710405
2. *Cinder Edna*, by Ellen Jackson. Illustrated by Kevin O'Malley (HarperCollin, 1998) ISBN 978-0688162955
3. *Cinderella*, by Charles Perrault. Illustrated by Loek Koopmans. Translated by Anthea Bell (North-South Books, 2002) ISBN 978-0735814868

4. *Kate Middleton: Real-Life Princess*, by Sarah Tieck (ABDO Publishing Company, 2011) ISBN 978-1617830204
5. *King Bidgood's in the Bathtub*, by Audrey and Don Wood (Harcourt Children's Books, 1985) ISBN 978-0152427306
6. *King Midas and the Golden Touch*, by Charlotte Craft. Illustrated by K.Y. Craft (HarperCollins, 2003) ISBN 978-0060540630
7. *The King Who Rained*, by Fred Gwynne (Aladdin, 1988) ISBN 978-0671667443
8. *The Kite Princess*, by Juliet Clare Bell. Illustrated by Laura-Kate Chapman (Barefoot Books, 2012) ISBN 978-1846868306
9. *Max and Ruby's Midas*, by Rosemary Wells (Puffin, 2003) ISBN 978-0142500668
10. *Midnight: A Cinderella Alphabet*, by Stephanie Perkal. Illustrated by Spencer Alston Bartsch (Shen's Books & Supplies, 1997) ISBN 978-1885008053
11. *Mother Goose Remembers*, by Clare Beaton (Barefoot Books, 2006) ISBN 978-1846860034
12. *Prince Cinders*, by Babette Cole (Puffin, 1997) ISBN 978-0698115545
13. *Princess Grace*, by Mary Hoffman. Illustrated by Cornelius Van Wright and Ying-Hwa Hu (Dial, 1992) ISBN 978-0803732605
14. *The Princess and the Pea*, by Rachel Isadora (Puffin, 2009) ISBN 978-0142413937
15. *The Princess and the Pig*, by Jonathan Emmett. Illustrated by Poly Bernatene (Walker Childrens, 2011) ISBN 978-0802723345
16. *Prince William: Real-Life Prince*, by Sarah Tieck (ABDO Publishing Company, 2011) ISBN 978-1617830228
17. *The Queen's Knickers*, by Nicholas Allan (Transworld Publishers, 2001) ISBN 978-0099413141
18. *Rapunzel*, by Rachel Isadora (Putnam Juvenile, 2008) ISBN 978-0399247729

19. *The Rough-Face Girl*, by Rafe Martin (Puffin, 1998) ISBN 978-0698116269
20. *The Royal Treasure Measure*, by Trudy Harris. Illustrated by Ivica Stevanovic (Lerner Publishing Company, 2012) ISBN 978-0761368069
21. *Snow White and the Seven Dwarfs*, by Jacob and Wilhelm Grimm. Illustrated by Nancy Ekholm Burkert. Translated by Randall Jarrell (Square Fish, 1987) ISBN 978-0374468682
22. *Snow White in New York*, by Fiona French (Oxford University Press, USA, 1990) ISBN 978-0192722102
23. *Tea for Ruby*, by Sarah Ferguson, the Duchess of York. Illustrated by Robin Preiss Glasser (Simon & Schuster/Paula Wiseman Books, 2012) ISBN 978-1416954200
24. *The Twelve Dancing Princesses*, by Rachel Isadora (Puffin, 2009) ISBN 978-0142414507

Websites and Other Resources

Teacher Resources

1. **Royal Symbols**
<http://www.monarchist.org.uk/symbols-of-monarchy.html>
2. **The Midas Touch**
<http://www.mythweb.com/today/today04.html>