



Hansel and Gretel, Part II

7

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the fairy tale “Hansel and Gretel”
- ✓ Identify the fairy tale elements of “Hansel and Gretel”
- ✓ Identify fairy tales as a type of fiction
- ✓ Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Orally retell the fairy tale “Hansel and Gretel,” focusing on its characters (RL.1.2)
- ✓ Describe in writing the setting, characters, facts, events, and elements of magic in “Hansel and Gretel” (RL.1.3)
- ✓ Distinguish this fantasy from realistic text by explaining that the certain events in the story could not have happened in real life (RL.1.5)
- ✓ Sequence four to six pictures illustrating events of “Hansel and Gretel” (RL.1.7)
- ✓ Orally compare and contrast similarities and differences between the witch in “Hansel and Gretel” with the witch in “Rapunzel” (RL.1.9)

- ✓ Distinguish shades of meaning of verbs such as *creep* (L.1.5d)
- ✓ While listening to “Hansel and Gretel, Part II,” orally predict what will happen in the read-aloud based on the previous read-aloud and then compare the actual outcome to the prediction
- ✓ Identify new meanings for familiar words, such as *rich*, and apply them accurately

Core Vocabulary

cackled, v. Laughed in a sharp, loud way

Example: The man cackled at every joke, even if it wasn't funny.

Variation(s): cackle, cackles, cackling

creep, v. To move forward silently and slowly

Example: In order to scare her little brother, Liza had to creep up behind him.

Variation(s): creeps, crept, creeping

heaving, v. Moving or making a sound with a lot of work, effort, or a deep breath

Example: I could hear my parents heaving a sigh as they finally finished moving the large piece of furniture.

Variation(s): heave, heaves, heaved

perched, v. Sat or stood on a high spot


Example: Liam perched at the top of the tall slide and waited for his turn to go down.

Variation(s): perch, perches, perching

wicked, adj. Very bad or mean

Example: The wicked fairy put a spell on Sleeping Beauty.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Image Review		10
	Making Predictions About the Read-Aloud		
	Essential Background Information or Terms		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Hansel and Gretel, Part II		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Creep		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Retelling a Read-Aloud or Sequence of Events Assessment	Instructional Master 7B-1 (optional)	20
	Elements of Fairy Tales Chart	Instructional Master 1B-1 (optional); Elements of Fairy Tales chart from Lesson 6	
	Multiple Meaning Word Activity: Rich	Poster 4M (Rich)	



Hansel and Gretel, Part II

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Introducing the Read-Aloud

10 minutes

Image Review

One by one, show images 6A-1 through 6A-9. Ask students to retell the first part of the fairy tale. Help them create a continuous narrative of the beginning of the fairy tale and the important events. As students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Making Predictions About the Read-Aloud

Ask students to think about what has happened so far to predict what might happen in the next part of the fairy tale. (If some students are already familiar with this fairy tale, be sure to ask them not to give away the ending.)

Essential Background Information or Terms

Ask students what it means to be a hero. Remind students that a *hero* is a brave and good man or boy and a *heroine* is a brave and good woman or girl. Tell students that someone who is *heroic* is very brave, or daring, and good. Ask students if they can think of someone who is a hero or heroine and to describe what makes them heroic.

Purpose for Listening

Tell students to listen carefully to find out whether or not their predictions are correct about what might happen in this next part of the fairy tale. Tell students also to listen carefully to decide if any of the characters in “Hansel and Gretel” are heroic or evil. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.)



Hansel and Gretel, Part II

← Show image 7A-1: Children following white bird¹

1 Ask students what is happening in this picture.

It was now the third morning since they had left their father’s house. They started along again, always looking for the way home, but instead only going deeper into the forest. Unless help came soon, they would surely starve.

At about noon they saw a pretty snow-white bird sitting on a branch and singing so beautifully that they stopped to listen. Then the bird spread its wings and flew before them, as though to say, “Follow me!” And so the children followed the bird until they came to a little house. The bird flew up and **perched** on the roof.² And then the children saw that the walls of the house were made of gingerbread, and the roof was made of cake, and the windows were made of clear sugar candy.³

2 To perch is to sit or stand on a high spot.

3 What do you think Hansel and Gretel will do next?



← Show image 7A-2: Hansel and Gretel eating house

“Let’s eat!” cried Hansel. Hansel reached up and broke off a piece of candy, while Gretel chewed on a piece of a wall.

4 A thin voice is weak, or not very loud.

Suddenly they heard a thin, screechy woman’s voice⁴ call out from inside the house:

*“Nibble, nibble, like a mouse,
Who is nibbling at my house?”*

The children answered:

*“It’s only the air **heaving** a sigh.
It’s only the wind passing by.”⁵*

5 Hansel and Gretel are trying to convince the woman she only hears the wind making a sound.



← Show image 7A-3: Old woman

The children were so hungry, they went on eating. But then the door opened, and a very old woman came out, leaning on a cane. Hansel and Gretel were so frightened that they dropped the food from their hands. But the old woman just nodded her head and said, “My dear little children, what has brought you here? Come inside and stay with me. I’ll take good care of you.”⁶

6 Do you think Hansel and Gretel should go inside?



← Show image 7A-4: Inside the woman's house

So she took them by the hand and led them into her little house. There they found a wonderful meal of hot pancakes, with honey, nuts, apples, and cold milk. After that the old woman showed them two little white beds, and Hansel and Gretel lay down and wondered if they were just dreaming.⁷

7 Do you think that maybe they are dreaming?

8 *Wicked* means very bad or mean.

9 Do you think this is an example fantasy? Yes, there aren't really witches who eat children.

Now, the old woman seemed kind, but in fact she was a **wicked** witch.⁸ The story goes that she built her house just to trap little children, and once she had them, she would cook them and eat them!⁹ She could not see well, but she had an excellent sense of smell. Earlier in the day, she had sniffed Hansel and Gretel coming near.



← Show image 7A-5: Witch locks Hansel in cage

The next morning, before the children were awake, the witch got up and looked at their rosy cheeks. "Mmm, what a fine meal I will have," she **cackled**.¹⁰ She got Hansel out of bed and put him in a cage. Then she went back and woke up Gretel and shouted, "Get up, you lazybones!"¹¹ Fetch water, and cook something nice for your brother. Feed him well, for once he's nice and fat, I will eat him!"

10 To *cackle* means to laugh in a loud way. [You may wish to demonstrate what a cackle sounds like.]

11 Who else called the children "lazybones"?



← Show image 7A-6: Gretel cooking and Hansel offering bone

Gretel screamed and cried, but it was no use. She had to do what the wicked witch said. Day after day, she cooked pots full of rich food for Hansel, while she herself ate nothing but crumbs.¹² Every morning the wicked witch would **creep** to the cage and say, "Hansel, stick out your finger so I can tell if you are plump enough to cook."¹³ But clever Hansel held out a little bone that Gretel had given him, and the old woman, who could not see very well, couldn't tell that it wasn't Hansel's finger. She wondered why he wasn't getting any plumper.¹⁴ When four weeks passed, and Hansel seemed as thin as ever, the witch grew impatient.¹⁵ "Hurry up and get a pot of water," she snarled. "Be he fat or thin, I'm going to cook him and eat him."¹⁶

12 Rich foods are heavy and full of fat to fill him up. *Rich* also means to have a lot of money.

13 *Creep* means to move forward silently and slowly. [You may wish to ask a student to demonstrate what it looks like to creep.]

14 How did clever Hansel trick the witch?

15 What does *impatient* mean again? The witch got tired of waiting.

16 Oh no! What do you think will happen?



← **Show image 7A-7: Gretel and witch in front of the oven**

As she filled the kettle with water and lit the fire, tears ran down Gretel’s cheeks. “First we will bake,” said the old woman. “I’ve heated the oven, and the dough is ready.” Then she pushed Gretel toward the oven, where the flames were burning brightly. “Stick your head in,” the witch said to Gretel, “and tell me if it’s hot enough for us to bake the bread.” But Gretel knew what the witch had in mind;¹⁷ she knew that the witch meant to shut her in the oven, bake her, and eat her! So Gretel said, “I don’t know how to do it. Where do I look? Could you show me how?”

“You silly child!” cried the old woman. “There’s a big opening, don’t you see? Why, I could fit in myself!” And she stuck her head in the oven. Then Gretel rushed up and, with all her might, pushed the witch into the oven. She shut the iron door and locked it tight. Gretel ran right to Hansel and let him out of the cage.

17 What do you think the witch had in mind?



← **Show image 7A-8: Gretel frees Hansel**

“Come, Hansel, we are free!” she cried. “The old witch is gone!” Hansel sprang out and hugged Gretel, and the children danced for joy and then ran out of the house. Then, because they had nothing to fear, they went back into the witch’s house. There they found chests full of pearls and precious jewels. “These are better than pebbles!” laughed Hansel as he filled his pockets, while Gretel filled her apron.

“Now, away we go,” said Hansel. Then he said quietly, “If only we can find our way out of the forest.”¹⁸

18 Where do you think Hansel and Gretel are going?



← **Show image 7A-9: Hansel and Gretel at edge of lake**

When they had walked a few hours they came to a wide lake. “There’s no bridge, and no stepping stones,” said Hansel. “We can’t get across.”

“And there’s no boat, either,” said Gretel. “But look,” she said. “Here comes a duck. I will ask her for help.” So she called out,

*“Duck, duck, here we stand,
Hansel and Gretel on the land.
Stepping stones and a bridge we lack,
Carry us over on your nice, soft back.”*

19 Do you think a duck could really take a child (or two!) across a lake?



And, lo and behold, the duck came over. Hansel got on her back and told Gretel to sit behind him.¹⁹

← **Show image 7A-10: Hansel and Gretel emerge from the woods**

When they were on the other side of the lake, they walked on for a little while and soon found a path. The forest began to look more and more familiar. At last, in the distance, they saw their father's house. They began to run as fast as they could. They burst through the door and cried out, "Father! We're home!" Then threw themselves into his arms.²⁰

20 Do you think their father will be happy to see them?



← **Show image 7A-11: Reunion with father**

Ever since he had left the children in the forest, the man had been worried sick. As for his mean wife—he told the children she was gone. Now, he hugged his children as though he would never let them go. As he squeezed Gretel to him, the pearls and jewels fell from Gretel's apron. Then Hansel reached into his pockets and pulled out handful after handful of treasure.

They were together again, their troubles were over, and they lived in perfect happiness for a long, long time.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions about what happens in this part of the story correct? Why or why not? (Answers may vary.)
2. *Literal* In the beginning of Part II, Hansel and Gretel are lost in the woods. How do they end up finding the old woman's house? (They follow a white bird they had stopped to hear singing. The bird perched on top of the old woman's roof.)
3. *Inferential* Describe the outside of the old woman's house. (The walls of the house are made of gingerbread, the roof is made of cake, and the windows are made of clear sugar candy.) Why is her house made of these things? (The woman is a wicked witch who tries to trick children into coming to her house so she can eat them.)

Note: You may want to take this opportunity to discuss why it's important not to talk to strangers.

4. *Literal* What new problem do Hansel and Gretel have after arriving at the woman's house? (She tells them she plans to eat them.)
5. *Evaluative* Do you think what happens in this fairy tale could really happen, or is it mostly make-believe, or fantasy? How do you know? (Answers may vary, but be sure to remind children that most of the story is fantasy and highlight the various elements of fantasy, e.g., wicked witches, people don't eat children, children can't ride on a duck's back, etc.)
6. *Inferential* Hansel holds out a bone to trick the witch into thinking he is too skinny to eat. Does his plan work? Why or why not? (His plan works at first, but then the witch wants to eat him anyway.)
7. *Literal* What does Gretel do to trick the wicked witch once she realizes the witch is planning to cook her? (Gretel tricks the witch into putting her own head in the oven, and then Gretel pushes the witch into the oven.)
8. *Inferential* What do the children do once the wicked witch is gone? (They take pearls and precious jewels they find in the witch's house. With the help of a duck, they cross a lake, and then they find their way home.)
9. *Evaluative* Do you think any of the characters in "Hansel and Gretel" are heroic? If so, identify the character and describe what makes him or her heroic. [You may also want to discuss the evil character, the witch.] (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* Which character do you think is the most clever: Hansel, Gretel, or the wicked witch? Why? (Answers may vary.)

10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Creep

5 minutes

1. In the read-aloud you heard, “Every morning the wicked witch would *creep* to [Hansel’s] cage.”
2. Say the word *creep* with me.
3. *Creep* means to move slowly and quietly.
4. When my cat comes in late at night, she will creep into a corner so we don’t notice her.
5. Usually when someone might creep, they are moving close to the ground with the idea of not being noticed. Can you give me an example when you or someone you know (such as an animal) might creep and why? Try to use the word *creep* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “The cat had to creep inside . . . ”]
6. What’s the word we’ve been talking about?

Use a *Movement* activity for follow-up. Directions: *Creep* means to move slowly or quietly (usually close to the ground and often with the intent of not being noticed). Some other words that mean the same thing, or almost the same thing, as *creep* are *crawl*, *sneak*, *slither*, *scramble*, and *tiptoe*. [Have students stand up and spread out or ask for volunteers to demonstrate what it might look like to creep, crawl, sneak, slither, scramble, and tiptoe.]

- ✈ Above and Beyond: Do the same Word Work activity for the word *cackled*. *Cackled* means laughed in a sharp, loud way. (Examples of words that mean the same, or almost the same, as *cackled* are *laughed*, *crowed*, *hooted*, *giggled*, *snickered*, and *chuckled*.)



Complete Remainder of the Lesson Later in the Day



Hansel and Gretel, Part II

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Extensions

20 minutes

10 Retelling a Read-Aloud or Sequence of Events (Instructional Master 7B-1)

Give each student a copy of Instructional Master 7B-1.

Explain to students that this worksheet has pictures of events from “Hansel and Gretel.” Have students cut out the six pictures. Next, have them think about what is happening in each picture. Students should then arrange the pictures in their correct order to show the proper sequence of events. Check to see if students are able to correctly sequence the pictures. Have students glue the pictures on paper once they have been sequenced.

As students complete this activity, have them work with a partner to retell the fairy tale referring to their sequenced pictures. You may also want to have students write or dictate words or sentences that describe the pictures and retell the fairy tale.

Elements of Fairy Tales Chart (Instructional Master 1B-1, optional)

Use the chart started in Lesson 6 to discuss the elements of “Hansel and Gretel.” Review the elements discussed in the last lesson (setting, fairy tale characters, and problems and solutions). Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget. Tell them that you will read the words to them. If students are filling in the chart on their own, make sure that they have their copies of Instructional Master 1B-1.

Hansel and Gretel	
Setting(s)	
Fairy Tale Characters	
Fantasy/Magic	
Problem(s)	
Solution(s)	
Ending	

Ask students if additional characters should be added to the chart. (witch) Ask students to recall which other fairy tales they've read that have had a witch. ("Rapunzel") Ask students to compare these witches, reminding them of details of "Rapunzel", if necessary.

Remind students that there were no elements of magic or fantasy in the first part of "Hansel and Gretel," and ask students to describe the magical events that take place in the second part. (The witch's house is made of sweets. The duck carried Hansel and Gretel on her back across the lake.)

Remind students of their discussion of the problems/solutions in the second half of the fairy tale. (The witch wants to eat Hansel and Gretel. Hansel tricks the witch into thinking he isn't plump enough to eat. When that no longer works, Gretel tricks the witch and pushes her into the oven.)

Ask students to determine if this fairy tale ends "happily ever after." Have them justify their responses. Record their responses on the chart.

↔ **Multiple Meaning Word Activity**

Definition Detective: Rich

1. In the read-aloud you heard, "Day after day, [Gretel] cooked pots full of *rich* food for Hansel, while she herself ate nothing but crumbs."
2. With your neighbor, think of as many meanings for rich as you can or discuss ways you can use the word *rich*.
3. [Show Poster 4M (Rich).] The word *rich* in the story means food containing a lot of butter, fat, or oil. [Have students hold up one or two fingers to show the correct picture for this sense of the word.] (2)

4. *Rich* can also mean other things. *Rich* can mean having a lot of money, or wealth. [Have students hold up one or two fingers to show the correct picture for this sense of the word.]
(1)
5. Did you or your neighbor think of both of these definitions? Did you think of any others?