Lesson Objectives

Core Content Objectives
Students will:

✓ Demonstrate familiarity with the fairy tale “The Fisherman and His Wife”
✓ Describe the characters, plot, and setting of “The Fisherman and His Wife”
✓ Identify common characteristics of fairy tales such as “once upon a time” beginnings, royal characters, magical characters or events, and happy endings
✓ Identify the fairy tale elements of “The Fisherman and His Wife”
✓ Identify fairy tales as a type of fiction

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:

✓ Recount “The Fisherman and His Wife,” and determine the central message, lesson, or moral (RL.2.2)
✓ Describe how the fisherman feels about asking for more wishes and how the flounder feels about granting each wish in “The Fisherman and His Wife” (RL.2.3)
✓ Identify the characteristics of fairy tales using literary language, and explain the characteristics as they apply to the fairy tale “The Fisherman and His Wife” (RL.2.5)
✓ Describe illustrations of the sea in “The Fisherman and His Wife” (RL.2.7)

✓ Rewrite and illustrate the fairy tale “The Fisherman and His Wife” using new characters, a different setting, and different wishes and discuss with one or more peers (share writing with others) (W.2.3)

✓ Summarize orally or in writing content and/or oral information presented by others by using the main events in “The Fisherman and His Wife” (SL.2.2)

✓ Describe the actions of the characters in “The Fisherman and His Wife” (SL.2.2)

✓ Ask questions to clarify directions for rewriting the beginning, middle, and end of “The Fisherman and His Wife” (SL.2.3)

✓ Create an original version of the fairy tale “The Fisherman and His Wife” using new characters and a beginning, middle, and end (original story) (SL.2.5)

✓ Determine the meanings of words, such as displeases, by using the prefix dis– (L.2.4b)

✓ Identify the correct usages of displeases and pleases and explain that they are antonyms (L.2.5a)

✓ Distinguish fantasy from realistic text by explaining that fish cannot speak

✓ Prior to listening to “The Fisherman and His Wife,” orally predict which character has magical powers and then compare the actual outcome to the prediction
Core Vocabulary

charming, adj. Very pleasing or appealing
  Example: The ladies had lunch at the most charming little cafe.
  Variation(s): none

displeases, adj. Feeling unhappy or bothered about something
  Example: It displeases the baseball players when their game is
cancelled due to rain.
  Variation(s): none

enchanted, adj. As if under a magic spell
  Example: Kate and Jack knew they were in an enchanted forest
  because there were jewels growing on the trees.
  Variation(s): none

hesitated, adj. Stopped briefly before doing something
  Example: The dog hesitated before going outside in the rain.
  Variation(s): hesitate

might, n. Power to do something; force or strength
  Example: The boy tried to open the door with all his might, but it would
  not open.
  Variation(s): none

At a Glance

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Introducing the Read-Aloud

Domain Introduction

Tell students that over the next several days they will hear three fairy tales. Students who participated in the Core Knowledge Language Arts program in Grade 1 may have prior knowledge of fairy tales. Ask students if they enjoy listening to fairy tales and, if they do, why. Ask students to name any fairy tales they have heard and to talk about how these fairy tales are similar to each other. You may prompt responses with the following questions:

- What are the characteristics of fairy tales?
- Can you name any fairy tales that begin with “once upon a time”?
- What kind of endings do fairy tales usually have: happy or sad?
- Can you name any fairy tales with royal characters?
- Do you know of any fairy tales that have characters with magical powers?

Remind students that fairy tales are stories that feature members of a royal family such as princes, princesses, kings, and queens; characters with special powers or magic; and/or magical transformations. Explain that many things that happen in fairy tales are fantasy and cannot happen in real life. In other words, fairy tales are fiction.

Background Information and Essential Terms

Tell students that today they are going to hear a fairy tale called “The Fisherman and His Wife.” Explain to students that this story was originally retold by two brothers in Germany known as the Brothers Grimm.

Show students the location of Germany on a world map or globe.
Show image 1A-1: Picture of a flounder

Ask students what they see in the picture. If they say “a fish,” tell them that this particular fish is called a flounder, a type of flat fish that hides itself under the surface of the sand and waits for its prey, or the animals that it eats.

Purpose for Listening

Remind students that fairy tales often feature a royal character and/or one with supernatural or magical powers. Ask students to predict what type of magical powers the character in this story will have, and whether there will be a royal character. Tell students to listen to see if their predictions are correct.
The Fisherman and His Wife

Once there was a fisherman who lived with his wife in a little, old, run-down hut by the sea. Every day the fisherman went down to the sea to fish.

One day, as the fisherman sat looking into the clear, shining water, he felt a strong tug on his line. He pulled and pulled with all his might, until, at last, out flopped a large golden flounder. Then, all of a sudden, the fish spoke.

“Please let me go,” said the fish. “I am not an ordinary fish. I am an enchanted prince. Put me back in the water and let me live!”

“Swim away!” said the fisherman.

At the end of the day, the fisherman went back to his wife in the little, old, run-down hut.

“Didn’t you catch anything today?” she asked.

“No,” said the fisherman. “I did catch one fish, but he told me he was an enchanted prince and asked me to throw him back, so I did.”

“You fool!” said the wife. “That was a magic fish! You should have asked him for something.”

“Like what?” said the fisherman.

“Go back and ask him to change this dinky hut into a charming cottage.”

The fisherman did not want to go, but he did not want to argue with his wife, either. So he made his way back to the sea.

When he arrived, the water was no longer clear and shining. It was dull and greenish.
The fisherman called:

“Hear me, please, oh magic fish.
My wife has sent me with a wish.”

The fish swam up to the surface and asked, “What does she want?”

“She says she wants to live in a charming cottage,” said the fisherman.

“Go home,” said the fish. “She has her cottage.”

The fisherman went home. Sure enough, there was his wife, standing in the doorway of a charming cottage. The cottage had a little front yard, with a garden and some chickens and a goose pecking at the ground. Inside there was a living room, a kitchen, a dining room, and a bedroom.

“Wonderful!” said the fisherman. “This is sure to make you very happy!”

The fisherman’s wife was happy—for about a week.

Then she said, “Husband, I am tired of this tiny little cottage. I want to live in a big stone castle. Go and ask the fish to give us a castle.”

“But, wife,” said the fisherman. “He has just given us this cottage. If I go back again so soon, he may be angry with me.”

“Go and ask!” said the wife.

The fisherman shook his head and mumbled to himself, “It’s not right.” But he did as he was told.

When he reached the sea, the water had turned from dull green to dark purple and gray. The fisherman called:

“Hear me, please, oh magic fish.
My wife has sent me with a wish.”
When the fish swam up, the fisherman said, “My wife wishes to live in a big stone castle.”

“Go home,” said the fish. “You will find her in a castle.”

Show image 1A-7: The fisherman’s stone castle

When the fisherman got back, he could hardly believe his eyes. The charming cottage had been replaced by a large stone castle. A servant unrolled a drawbridge for him. The fisherman went across the bridge and into the castle, where he found two servants sweeping a smooth marble floor. The walls were covered with beautiful tapestries. Crystal chandeliers hung from the ceilings. His wife stood in the center of the room, next to a table piled high with delicious foods.

“Now, indeed, you will be content,” said the fisherman to his wife.

And she was—until the next morning.

As the sun rose, the fisherman’s wife poked her husband in the side and said, “Husband, get up. Go to the fish at once and tell him that I wish to be queen of all the land.”

“Heavens!” cried the fisherman. “I can’t ask for that!”

“Go and ask him!” said his wife.

Show image 1A-8: The fisherman and the fish

The dejected fisherman walked to the sea. The water was black. It bubbled and gave off a foul smell.

The fisherman hesitated, and then called:

“Hear me, please, oh magic fish.
My wife has sent me with a wish.”

The fish swam up and asked, “Now what does she want?”

With his head hung low, the fisherman said, “My wife wishes to be queen of all the land.”

“Go home,” said the fish. “She is already queen.”
The fisherman went home and found that the castle had grown even larger. It had tall stone turrets on each corner and a crimson flag flapping in the wind. Two sentries in suits of armor stood at the door.  

17 Show image 1A-9: The fisherman's wife on a throne

They escorted the fisherman inside, where he found his wife sitting on a high throne studded with diamonds. She wore a long silk dress and a golden crown. In her hand she held a scepter studded with rubies. On one side of her stood barons, dukes, and duchesses. On the other side stood a line of ladies-in-waiting, each one shorter than the one before.

“So,” said the fisherman, “now you are queen.”

“Indeed,” said his wife haughtily.  

“Well, then,” said the fisherman. “I suppose there is nothing more to wish for.”

But that very evening, as the sun went down and the moon began to rise in the sky, the fisherman’s wife sent for her husband.  

20 Show image 1A-10: The queen makes another wish

“Husband!” she bellowed, “it displeases me that the sun and moon will not rise and set at my command. Go to the fish and tell him I must have the power to make the sun and the moon rise and set whenever I choose. See that it is done immediately!”

The fisherman walked back to the sea. He felt sick all over, and his knees knocked together nervously. At the seaside, thunder roared and lightning flashed. Huge dark waves crashed on the shore. The fisherman had to shout:

“Hear me, please, oh magic fish.
My wife has sent me with a wish.”

The fisherman replied, “My wife wants the power to make the sun and the moon rise and set whenever she chooses.”
The fish only said, “Go home.” And so he did. 25 There, he found his wife sitting in the old, run-down hut. And there they live to this very day.

**Discussing the Read-Aloud**

**Comprehension Questions**

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. **Evaluative** Were your predictions about the character’s magic powers correct? (Answers may vary.)

2. **Literal** Where did the fisherman and his wife live at the beginning of the story? (in a hut by the sea)

3. **Literal** The fisherman caught a flounder, but then let him go. Who did the flounder say he was? (an enchanted prince, or a prince under a magical spell)

4. **Inferential** What things does the wife tell the fisherman to ask the flounder for? [You may want to show the images for reminders.] (a charming cottage, a stone castle, to be queen, to make the sun rise and set on command)

5. **Evaluative** How did the husband feel about asking the flounder for things over and over again? (embarrassed, uncomfortable, bad)

6. **Literal** How did the sea change each time the fisherman asked the flounder for another wish? (It became darker and more stirred up.) [You may wish to review images from the read-aloud that illustrate how the sea changed.]
7. **Evaluative** How do you think the flounder’s feelings changed each time he granted a wish? (It appeared that he became angrier, or more impatient, each time.) [Explain that it seems that, as the flounder became angrier, the sea became more violent.]

8. **Literal** What happened when the wife asked to command the sun to rise and set? (The flounder took away everything he had given her and left her with the run-down hut.)

9. **Evaluative** How do you know that this story is a fairy tale? (It begins with the words *Once/One day*; there is a magical character; it is fiction; etc.)

10. **Evaluative** **Think Pair Share**: Do you think there is a lesson to be learned from this story? If so, what is it? (Answers may vary, but should include reference to being happy, or content, with what you have.)

   *[Think Pair Share* activities encourage students’ active involvement in class discussions by having them think through their answers to questions, rehearse their responses silently and through discussion with a peer, and share their responses aloud with the class. It is recommended that you model the *Think Pair Share* process with another adult (or a student with strong language skills) the first time you use it, and continue to scaffold students to use the process successfully throughout the year.

   In *Think Pair Share* activities, you will begin by asking students to **listen** to the question you pose. You will then allow students some time to **think** about the question and their response to the question. Next, you will prompt students to discuss their response in **pairs**. Finally, you will select several students to **share** their responses with the class. Directions to students are as follows:

   I am going to ask you 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.

11. **Evaluative** **Think Pair Share**: Why do you think the wife kept asking for more and more things? Do you think she would have ever been content? Why or why not? (Answers may vary.)
12. 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: Displeases**

1. In the read-aloud you heard the fisherman’s wife say, “It *displeases* me that the sun and moon will not rise and set at my command.”

2. Say the word *displeases* with me.

3. *Displeases* means to be unhappy or bothered about something.

4. It displeases the baseball players when their game is cancelled because of rain.

5. Tell me about something that displeases you. Try to use the word *displeases* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “It displeases me when . . . ”]

6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: The prefix *dis-* often makes a word have the opposite meaning. *Displeases* is the antonym, or opposite, of the word *pleases*. I am going to read several examples. If the event or activity I describe makes you unhappy, say, “That displeases me.” If the event or activity I describe makes you happy, say, “That pleases me.” (Answers may vary for all.)

1. You wake up and see that it snowed over night.

2. Your best friend invites you to play.

3. It starts raining on a Saturday afternoon.

4. You miss the bus to school.

5. Your family is having meatloaf for dinner.

Complete Remainder of the Lesson Later in the Day
Rewriting the Read-Aloud (Instructional Master 1B-1)

Tell students that they will create their own version of this classic fairy tale. First, students will create a story map of “The Fisherman and His Wife.” Recreate Instructional Master 1B-1 on chart paper, a chalkboard, or a whiteboard. Then, as a class, identify the characters, setting, and plot (the wishes) of “The Fisherman and His Wife,” recalling what happened in the beginning, middle, and end.

Tell students since they now understand the structure of the story, they can create their own versions. Explain to students that they can change the occupation of the fisherman, the setting, and his wife’s wishes. They can also change the flounder (enchanted prince) into any kind of creature they wish. Students may brainstorm ideas for this new version together or individually. Tell students that in this new version, the wife will only make three wishes. Using Instructional Master 1B-1, have students rewrite the fairy tale filling in the appropriate boxes with new characters, settings, and wishes. Ask them to come up with their own title for the new version.

Say, “Asking questions is one way to make sure that everyone knows what to do. Think of a question you can ask your neighbor about the directions I gave you. For example, you could ask, “What should we do next?” Turn to your neighbor, and ask your own question now. I will call on several of you to share your questions with the class.”

Some students may need to work with the teacher and complete this activity on chart paper as a group. Depending on your class, however, you may choose to do this extension in small groups with one person writing, or individually with students writing their own versions. If you decide to make this a small-group or individual extension, allow time for students to share their versions with the class.
Take-Home Material

Family Letter

Send home Instructional Masters 1B-2 and 1B-3.