**Lesson 5 Teacher’s Guide**

**Grimms’ Fairy Tales**  
by Joann Mulvaney Messier

**Fountas-Pinnell Level X**

**Biography**

**Selection Summary**  
Law would have been the obvious career choice for Attorney Grimm’s sons Jacob and Wilhelm. However, the brothers found their true calling in writing down stories—folktales recorded exactly as common people recounted them. Devoted to family and the tales they hoped would restore German pride, the brothers built a literary legacy that lives today.

<table>
<thead>
<tr>
<th>Characteristics of the Text</th>
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</thead>
<tbody>
<tr>
<td><strong>Genre</strong></td>
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<tr>
<td>Biography</td>
</tr>
<tr>
<td><strong>Text Structure</strong></td>
</tr>
<tr>
<td>Third-person narrative organized in 11 sections with headings</td>
</tr>
<tr>
<td>Events in the lives of the main characters recounted chronologically</td>
</tr>
<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>Jacob and Wilhelm Grimm</td>
</tr>
<tr>
<td>Origin of recorded folktales</td>
</tr>
<tr>
<td>Publication and revision of Grimms’ Fairy Tales</td>
</tr>
<tr>
<td><strong>Themes and Ideas</strong></td>
</tr>
<tr>
<td>Choose a career that makes you happy.</td>
</tr>
<tr>
<td>Use your skills and resources to help your family.</td>
</tr>
<tr>
<td>Keep trying even when times are difficult.</td>
</tr>
<tr>
<td><strong>Language and Literary Features</strong></td>
</tr>
<tr>
<td>Direct address of the reader in the introduction establishes the narrative style</td>
</tr>
<tr>
<td>Various settings (Hanau, Steinau, Kassel, Marburg, Paris)</td>
</tr>
<tr>
<td><strong>Sentence Complexity</strong></td>
</tr>
<tr>
<td>A mix of simple and complex sentences</td>
</tr>
<tr>
<td>Multiple items in series</td>
</tr>
<tr>
<td>Italics and exclamation points</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
</tr>
<tr>
<td>Many literary terms, some of which might not be familiar to English language learners: fairy tale, moral, volume, edition. Cultural references such as Cinderella, Snow White and the Seven Dwarfs.</td>
</tr>
<tr>
<td><strong>Words</strong></td>
</tr>
<tr>
<td>Multisyllable target vocabulary: genuinely, innovation, parallel, predominantly</td>
</tr>
<tr>
<td><strong>Illustrations</strong></td>
</tr>
<tr>
<td>Authentic book plates and covers, map, photographs, and realistic drawings</td>
</tr>
<tr>
<td><strong>Book and Print Features</strong></td>
</tr>
<tr>
<td>Seventeen pages of text with headings in colored font</td>
</tr>
<tr>
<td>Table of contents, map, sidebars, timeline</td>
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</table>

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**Build Background**
Have students use their knowledge of folktales to visualize the selection. Build interest by asking a question such as the following: Have you read or seen stage or film productions of Cinderella or Snow White and the Seven Dwarfs? Did you realize these stories came from fairy tales, or folktales? Read the title and author and talk about the cover illustration. Tell students that this selection is a biography, so it tells about the events in two people’s lives, and is written by another person.

**Frontload Vocabulary**
Some everyday words may be unfamiliar to English learners. Before reading, check understanding of the following words: fairy tale, folktale, editions, and editor.

**Introduce the Text**
Guide students through the text, reading the captions, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Call their attention to any important labels. Here are some suggestions:

Pages 2–3: Have students look at the table of contents, and explain that this selection is about brothers Jacob and Wilhelm Grimm, who wrote down oral, or spoken, old German tales so that others might read them. **Suggested language:** As the table of contents shows, this biography includes information about the Grimm brothers, who grew up in Germany; places to see in Germany and information about collecting and publishing the tales. Point out the illustration on page 3. **Ask:** What is the person in the center of the group doing?

Page 7: Explain that the text says the brothers studied hard and did well in school. Read the first three sentences of the last paragraph. **What does the author mean when she says Jacob had a tendency to be quiet and thoughtful?** What might be another way to say the same idea?

Page 13: Have students look at the illustration of the book cover and read the caption below it. **Look at the details on the cover of the old book.** What would you expect the stories inside the book to be about?

Now turn back to the beginning of the text to read about Jacob and Wilhelm Grimm and their tales.

**Target Vocabulary**

- aptly – in a fitting way, p. 15
- aspect – a part, p. 11
- credit – recognition or approval, p. 18
- genuinely – sincerely, p. 11
- innovation – something new and creative, p. 18
- parallel – similar or nearly identical, p. 16
- predominantly – mostly, p. 11
- tendency – a leaning toward some action or condition, p. 7
- tension – nervous anxiety, p. 10
- welfare – someone’s health, happiness, or well-being, p. 10
Read
Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Summarize Strategy and to think of questions as they read.

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the selection.
Suggested language: Do you have a favorite fairy tale or folk tale? Do you think it is important to pass on these old tales? Why or why not?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
</table>
|• Jacob and Wilhelm Grimm studied law but preferred collecting and writing down folktales instead. | • Choose a career you enjoy.  
• Keep trying, even when times are tough.  
• Listen to other people’s opinions and be willing to make changes if you agree with their views. | • The section heads organize the biography in chronological order.  
• The text features give readers additional, interesting information about the Grimms, fairy tales, and Germany.  
• The author includes many titles of stories that the reader might recognize to show that the Grimms’ work is still popular. |

Few people liked the Grimms’ first book.

After Wilhelm added pictures and took out stories that were too violent, people loved the books.


Choices for Further Support
• Fluency  Invite students to choose a passage from the text to use for a readers’ theater. Remind them to practice people and place names before they begin to increase fluency.

• Comprehension  Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• Phonics/Word Work  Provide practice as needed with words and word parts, using examples from the text. Remind students that many English words are a combination of Latin roots and affixes. For example, the root of the word innovation (page 18) is the Latin word nova, meaning “new.” Words that end in the Latin suffix –tion are nouns. An innovation, then, is a new thing. The word nova is also the base of other English words, such as novel, novice, and renovate.
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 5.10.

Responding
Have students complete the activities at the back of the book, using their Reader’s Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Fact and Opinion
Remind students that separating fact from opinion helps readers choose what to believe when they read. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

Think Aloud
Jacob and Wilhelm moved to Kassel to attend school. This is a fact that can be proven by historical records. The narrator says the school was very good. This is the opinion of the narrator. List the first detail as a fact and the second as an opinion.

Practice the Skill
Have students share an example of another book in which the narrator or a character shares both facts and opinions.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understanding.

Assessment Prompts
• Which sentences on pages 5 support the idea that Jacob and Wilhelm enjoyed each other’s company?
• What is the purpose of the selection?
• What is the meaning of innovation on page 18?
Critical Thinking

Read and answer the questions. Possible responses shown.

1. Think beyond the text. What is the phrase “Once upon a time…” mainly used for?
   - It is used to begin a fairy tale.

2. Think within the text. Where were the Grimm brothers from?
   - They were from a small town in Germany.

3. Think beyond the text. What is one of your favorite fairy tales? What do you like about this fairy tale?
   - Snow White is my favorite fairy tale. I like the scary step-mother, how the dwarves help Snow White, and how the fairy tale ends.

4. Think about the text. Do you think the Grimm brothers are good subjects for a biography? Why or why not?
   - Yes, I think the Grimm brothers are important people because they helped keep old stories alive by writing them down. People all over the world still enjoy reading the fairy tales today.

Making Connections: The Grimm brothers interviewed people to find out about tales they had been told when they were growing up. Think about stories or tales that you have been told. What is the most interesting tale you have heard? Why is it interesting?

Write your answer in your Reader’s Notebook.

Name ___________________ Date ___________________

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Grimms’ Fairy Tales

Thinking Beyond the Text
Think about the questions below. Then write your answer in one or two paragraphs.

Remember that when you think beyond the text, you use your personal knowledge to reach new understandings.

On page 12, the narrator says: “The Grimm brothers found their stories from a variety of sources.” What sources did the brothers use for their tales? Do you think using tales from different kinds of people improves a story collection? Why or why not?
Critical Thinking

Read and answer the questions.

1. Think beyond the text  What is the phrase “Once upon a time…” mainly used for?

2. Think within the text  Where were the Grimm brothers from?

3. Think beyond the text  What is one of your favorite fairy tales? What do you like about this fairy tale?

4. Think about the text  Do you think the Grimm brothers are good subjects for a biography? Why or why not?

Making Connections  The Grimm brothers interviewed people to find out about tales they had been told when they were growing up. Think about stories or tales that you have been told. What is the most interesting tale you have heard? Why is it interesting?

Write your answer in your Reader’s Notebook.
Jacob worked to support the family. Wilhelm worked to regain his health. At the same time, the brothers continued their interest in old German folktales. They started to look for tales and write them down. The Grimm brothers genuinely wanted the old tales to restore pride to the German people. The German people’s mood was predominantly gloomy under French rule.

From the aspect, or viewpoint, of the brothers, the hardest part of their efforts was in finding the old tales. People repeated the stories many times. But few people wrote them down.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>⊗</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

### Grammar Reference

**Behavior**

- **Substitution**: cut cat (1)
- **Self-correction**: cut cat (0)
- **Insertion**: the cat (1)
- **Word told**: ⊑ cat (1)