Title/Author: *The Rough-Face Girl* by: Rafe Martin & David Shannon

Suggested Time to Spend: 5 Days (Recommendation: one session per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.2.1, RL.2.2, RL.2.3, RL.2.7; W.2.2, W.2.8; SL.2.1, SL.2.2, SL.2.3; L.2.1, L.2.2

Lesson Objective:

Students will listen to a fairytale/folktale read aloud and use literacy skills (reading, writing, discussion, and listening) to understand the moral or lesson of the story.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

A person’s actions or decisions (good or bad) may influence his/her outcomes in life.

How did the author use character traits to demonstrate the moral or lesson of the story?

Synopsis

A scarred face does not prevent the Rough-Face girl from seeing the beauty of the earth around her, nor does it disguise her pretty, kind heart in the retelling of this Algonquin Cinderella. The moral or lesson is that mean and thoughtless people get their just reward, as do those who are kind and good.

1. Go to the last page of the lesson and review “What makes this Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING:**  Read aloud the entire book (or chapter) with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| **SECOND READING:**  **Reread the first six pages containing text (beginning on page one with “Once, long ago…”) to find out about the characters of the two older sisters.**  **Reread pages one and two.**  QUESTION:   * Look at the picture across from page two. What pictures were drawn on the outside of the wigwam? * Why did the Native Americans use these types of pictures to decorate their wigwams (homes)? * The character on page two was named the “Invisible Being.” Why? Why was he so important?   **Reread page three.**  QUESTION:   * How did the two older sisters make the younger sister feel? Cite examples from the text to support your answer.   **Reread page four and study the picture across from the text.**  QUESTION:   * Why did the two older sisters walk “haughtily” through the village? Use the text to support your answer. * How does the illustrator show you the character traits of the two older sisters in the picture across from the text on page four? * “Can’t you see how pretty we are?” What does this statement tell you about the characters of the two older sisters?   **Reread pages five and six.**  QUESTION:   * How do you think the two older sisters feel when the Invisible Being’s sister asked them questions? How do you know?   **Reread page seven.**  QUESTION:   * Think about everything that happened so far in the story. Why did the two older sisters have “to go home, ashamed?” * Why did the Invisible Being **not** chose the two older sisters? | * There was a sun, moon, stars, plants, trees, and animals. * They used these pictures to represent the beauty found in nature, which was an important aspect of their culture. * He was named the Invisible Being because no one could see him except his sister. He was important because he was rich, powerful, and handsome. * They made her feel miserable and lonely. * Their father had given them new buckskin dresses and pretty beaded moccasins. People pointed, stared, and said, “Look at those beautiful girls.” “Surely they will marry the Invisible Being!” This made them prouder and more hard-hearted than before. * The illustrator portrays the older sisters with heads held high, noses in the air, and strutting as they walk. * They think they are more beautiful than others. They are bragging on themselves. * They felt that since they were so pretty, they could outwit the Invisible Being’s sister. They thought they had all the right answers to her questions. They told the sister, “Can’t you see how pretty we are and what beautiful clothes we are wearing?” Anyone can tell we have seen him. * The two sisters went home in shame because they could not see the Invisible Being. The two sisters were not good people.      * They treated their younger sister mean, acted too proudly, and lied. |
| **THIRD READING:**  **Read pages eight (beginning with “The next day the Rough-Face…) to the end of the book. Find out about the character of the younger sister (Rough-Face Girl).**    **Reread page eight.**  QUESTION:   * How did the rough-face girl respond when her father told her that he did not have anything pretty to give her? * “Whatever you can spare, I can use.” How does the author use this sentence to describe the rough-face girl’s character? * How is the rough-face girl’s character different from the character of the two older sisters when they ask for new items to meet the Invisible Being?   **Reread page nine.**  QUESTION:   * How did the rough-face girl respond to the ugly remarks of the villagers?   **Reread pages ten to eleven.**  QUESTION:   * As the rough-face girl was walking through the village, what gave her the ability to see the Invisible Being? * Why do you think she was able to see him?   **Reread page twelve.**  QUESTION:   * Describe the character of the Invisible Being’s sister? Give text evidence to support your description.   **Reread page thirteen to fifteen.**  QUESTION:   * What beauty did the rough-face girl see in the Invisible Being? * Why did the Invisible Being think the rough-face girl was beautiful?   **Reread page Sixteen.**  QUESTION:   * Why did the sister of the Invisible Being tell the rough-face girl to bathe in the lake? | * She was very understanding and told her father that whatever he had to give was fine. * The author uses this statement to tell that the girl is kind, understanding, not selfish, and not greedy. * The rough-face girl’s character is kind and understanding, while the two older sister’s character was proud, haughty, and greedy. * She did not let them discourage her. She had faith in herself, courage, and did not turn back. * She could see him in the great beauty of the earth and skies. She could see him in all the beauty before her. * She was able to see him because of the goodness within her. * The sister was very wise. The sister did not just look at your face, hair or clothes. She would look right in your eyes and see all the way down to your heart. She could tell if you have a good, kind heart or a cold, hard, cruel one. * She saw the beauty of the rainbow in his bow, and the beauty of the Milky Way across the sky in the runner of his sled. * He could see her gentleness and kind heart. He could more than what was on the outside. * By bathing in the lake, she became beautiful on the outside – all her scars went away (all her troubles vanished). |
| **FOURTH AND BEYOND:**  **Reread the story.**  Make a T-chart with a partner.  In one column, list characters traits of the two older sisters. In the other column, list the character traits of the younger sister (rough-face girl). Contrast the characters’ traits. Discuss (with your partner) what happens to each of the characters because of their actions or traits. You will use this chart as part of the culminating writing task. | Character Traits T-Chart Example:   |  |  | | --- | --- | | **Older Sisters** | **Younger Sister**  **(Rough-Face Girl)** | | * Haughty * Proud * Boastful * Selfish * greedy | * kind * considerate * polite * see inner beauty * wise | |

FINAL DAY WITH THE BOOK - Culminating Task

**Writing Activity**

* How did the author use character traits to demonstrate the moral or lesson of the story?

The author uses the different character traits of the two older sisters and the Rough-Face Girl to help determine the moral of the story. The moral of the story is that good people eventually get their reward just as evil people eventually get their reward. The two older sisters received pretty clothes, beautiful faces, shoes, and necklaces. However, their beauty was only on the outside. The two older sisters’ character traits were haughty, proud, boastful, and selfish. The Rough-Face Girl did not get beautiful clothes, shoes, or necklaces. Her face was scarred from the fire. Nevertheless, her character traits reflected kindness, understanding, and the ability to see beauty in nature. The Invisible Being was like the Rough-Face Girl’s character. Although you could not see him, he was powerful, kind, and handsome. His sister was wise and could see those traits that are invisible to others (kindness, understanding, and inner beauty). In the end, the moral of the lesson was revealed. Good wins over evil and the character traits of kindness, goodness, and inner beauty (those invisible traits) won the heart of the Invisible Being and married him.

* Choose either the older sisters or the rough-face girl. Write one paragraph to tell how the author used the character traits of the older sisters or the rough-face girl to determine the moral or lesson of the story.

**Older Sisters:**

The author used the character traits of the two older sisters to determine the lesson of the story. The lesson of the story is that people who are cruel and thoughtless get their just reward as do those who are kind and good. The text states that the two older sisters were “cruel and hard-hearted and they made their youngest sister sit by the firs and feed the flames.” They laughed at her scars and told her she was ugly. From this passage, we know that the sisters were mean, selfish, and cruel. When the father gave them new buckskin dresses, pretty beaded moccasins, and necklaces, they paraded through the streets haughtily, proudly, and hard-hearted. The text says that they did not want to answer the Invisible sister’s questions because they thought the questions were silly. This tells us the sisters are proud and think highly of them-selves. They made up answers to the questions and in the end they had to go home ashamed. The evil character traits they displayed (haughty, greed, selfish, proud, boastful) did not help them get to marry the Invisible Being. The ugliness on the inside earned them the reward of going home in shame without a husband.

**Rough-Face Girl:**

The author used the character traits of the Rough-Face Girl to determine the lesson of the story. The lesson of the story is that people who are cruel and thoughtless get their just reward as do those who are kind and good. The text states that the Rough-Face Girl also asked her father for a new buckskin dress, moccasins, and necklaces. When the father told her that he did not have anything left except for some broken shells and old worn-out moccasins, she said she would take whatever he could spare. This passage tells you that the Rough-Face Girl is understanding and kind. When she walked down the street, people laughed, called her names, and told her to go home. However, the text states that she had faith in herself and did not turn back. This demonstrates that the Rough-Face Girl traits include courage, perseverance, and faith. The author uses these traits (understanding, kindness, courage, faith, and the ability to see beauty in nature) to determine the moral of the story. In the end, the Rough-Face Girl, because of her goodness and kindness, gets her reward (to marry the Invisible Being and live happily ever after).

Vocabulary

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| --- | --- |
| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page [1] - [village] – [a self-contained district or community within a town or city, a group of houses or associated buildings]  Page [4] - [buckskin] – [the skin of a male deer]  Page [2] - [wigwam] – [a dome-shaped hut or tent made by fastening mats, skins, or bark over a framework of poles, used by some North American Indian peoples]  Page [7] - [quiver] – [a case for holding or carrying arrows; the arrows in such a case]  Page [4] - [moccasins] – [a heelless shoe made entirely of soft leather, as deerskin, with the sole brought up and attached to a piece of a u-shaped leather on top of the foot, worn originally by the American Indians]  Page [2] – [invisible] – [out of sight by the eye; hidden] | Page [4] - [haughtily] – [proud, snobbish, lofty or noble, arrogant]  Page [6] - [stammered] – [to speak with involuntary breaks or pauses, or with spasmodic repetitions of syllables or sound]  Page [6] – [desperately] – [having an urgent need; extremely bad; hopeless urgency]  Page [6] - [feverishly] – [excited, restless, uncontrolled, as from fever]  Page [12] - [fiery veil] – [the piece of transparent material that appears as fire worn over the face for concealment or protection from the elements; something that covers, separates, or conceals]  Page [16] – [vanished] – [to disappear from sight, especially quickly, become invisible; to come to an end]  Page [7] – [ashamed] – [embarrassed or guilty because of one’s actions, characteristics, or associations] |

Extension learning activities for this book and other useful resources

* This book could be extended with a study of Indian folklore and folktales. Studying Indian cultures and traditions would be another method of tying in Social Studies and making cross-curricular connections.
* Study Indian signs and symbols and have students make a paper wigwam.
* Role-play character parts (older sisters/ younger sister) and discuss how bullying makes students feel. Discuss ways to prevent bullying in schools, home, and other activities. Provide students with sample language and vocabulary to use. *Note: This is particularly supportive of English Language Learners.*
* Compare and contrast this folktale version with a Cinderella story from another country or culture.

Note to Teacher

* This would be a wonderful book to use as an introduction on a unit about bullying.

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

540\_\_

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

The story has an overall message: “… cruel and thoughtless [people] at last get their just reward as do those who are kind and good.”

This book is a fairytale/folktale where kindness and good win over evil.

Indian folklore, traditions, and dress

Descriptive vocabulary

Science terminology

Some students may need background on Native American cultures, dress, and folklore. Other areas of background building include Native American religious beliefs and science concepts such as rainbows and the Milky Way.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

Understanding cause and effect and some of the phrases used in the book will challenge the students the most. Support the students by reading small sections of the text, explaining the phrases, and asking open-ended questions.

How will this text help my students build knowledge about the world?

This text will help my students build knowledge of the world by understanding other cultures.

1. **Grade level**

What grade does this book best belong in? Second

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