

PUBLISHED TEXTS

EXACT TEKS WORDING (FROM TEA)

*“explain the author’s purpose and message within a text”**“compose literary texts such as personal narratives and poetry using genre characteristics and craft”*

WHAT DOES THIS MEAN TO ME?

Published texts are real stories, poems, and books written by real authors and published for the world to read.

An author writes with a purpose, and the author’s message is the idea the text teaches or shows.

When I study what an author did, I can try that same craft in my own writing.

THIS WEEK’S FOCUS

A Chain of Trades That Reveals Character

from “Hans in Luck” by Brothers Grimm (trans. Lucy Crane) (1886)

Hans trades gold for a horse, then worse. Each trade reveals his priorities.

This deck teaches **author craft and composition** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 4 · Cluster 6 · Published Texts & Mentor Texts

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SLIDE 1 OF 11 ·

Introduce the Week

 ~5 min

“ ” = say word-for-word · ▶ = teacher direction

"This week we study a chain of trades that reveals character."

▶ Show the cover. Read the TEKS wording aloud.

"Our mentor text is Hans in Luck."

▶ Preview the five thinking levels.

PREP & MATERIALS: slide deck for Cluster 6 Module 3 · “Hans in Luck” (Brothers Grimm (trans. Lucy Crane), 1886) · tracking sheet · pencils

THE MENTOR TEXT

Hans in Luck · The Boy Hunting Locusts (test)

CHECK FOR UNDERSTANDING

Ask what a chain of trades that reveals character means.

RAISE THE THINKING

Ask how this differs from last week.

Read the published text.

Read it, then read it again. Notice the craft move the author uses.

Hans in Luck

Hans had served his master seven years, and at the end of the seventh year he said, “Master, my time is up; I want to go home and see my mother, so give me my wages.” “You have served me truly and faithfully,” said the master; “as the service is, so must the wages be,” and he gave him a lump of gold as big as his head. Hans pulled his handkerchief out of his pocket and tied up the lump of gold in it, hoisted it on his shoulder, and set off on his way home.

SOURCE · PUBLIC DOMAIN

From Household Stories by the Brothers Grimm (public domain, Project Gutenberg #19068)

I CAN | I can read a published text and notice the author's craft move.

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Read the Published Text

 ~6 min

“ ” = say word-for-word · ▶ = teacher direction

"This is our published mentor text."

▶ Read the text aloud twice.

"Notice the craft move."

▶ Point to the key moment.

“Now we will take turns reading. I read one sentence, then you read the next sentence. Keep your finger under each word.”

▶ Take Turns Reading (Fluency). Model sentence 1 with expression, then pause. The student reads sentence 2 while tracking with a finger or pointer. Keep alternating to the end, and praise expression. (ELPS 3(H), 3(A), 2(A))

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Point to the craft move.

RAISE THE THINKING

What did you notice?

TODAY'S THINKING JOB

NOTICE

"I can notice the chain."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Notice the chain.

What does Hans trade? How does he feel?

Gold for a horse. Happy because the gold was heavy. Each trade makes him lighter.

I CAN | I can notice the chain..

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Monday · NOTICE

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is NOTICE."

▶ Read the task.

"Find the craft move."

▶ Students write on NOTICE row.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Read the craft move aloud.

RAISE THE THINKING

What do you feel?

TODAY'S THINKING JOB

CHOOSE

"I can choose the revealing moment."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Choose the revealing moment.

Which trade tells most about Hans?

- A** Gold for a horse (values ease over wealth)
- B** The master giving gold (setup)
- C** Setting off home (journey)

I CAN | I can choose the revealing moment..

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Tuesday · CHOOSE

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is CHOOSE."

▶ Read the task.

"Which is the best example?"

▶ Choose privately, share.

ANSWER KEY: A.

CHECK FOR UNDERSTANDING

Why is A strongest?

RAISE THE THINKING

What makes it stronger?

TODAY'S THINKING JOB

SHOW

"I can show how the chain reveals character."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Show how the chain reveals character.

What does the pattern of trades tell you?

Each trade loses value but gains comfort. Hans values peace of mind over gold.

I CAN | I can show how the chain reveals character..

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Wednesday · SHOW

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is SHOW."

▶ Read the task.

"Explain how it works."

▶ Take 2-3 answers.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Point to the words.

RAISE THE THINKING

What would change without it?

TODAY'S THINKING JOB

OWN

"I can own it. write a chain of trades."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Own it. Write a chain of trades.

A character trades down but is happy.

A girl traded her gold coin for a pretty stone. Then the stone for a feather. Then the feather for a song. Penniless but humming.

I CAN | I can own it. write a chain of trades..

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Thursday · OWN

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is OWN."

▶ Read the task.

"Try the craft move."

▶ Two minutes writing.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for the move.

RAISE THE THINKING

Where did you use it?

TODAY'S THINKING JOB

DEFEND

"I can defend the chain."

EXACT TEKS WORDING

"explain the author's purpose and message within a text"

"compose literary texts such as personal narratives and poetry using genre characteristics and craft"

Defend the chain.

Some say Hans is foolish. Argue he is wise.

Hans ends unburdened and happy. The people who keep their gold keep their worry too.

I CAN | I can defend the chain..

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Friday · DEFEND

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Today's job is DEFEND."

▶ Read the task.

"Why does this move make it stronger?"

▶ Write a because statement.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why.

RAISE THE THINKING

Name another text with this move.

Write a chain of trades.

A character who trades down but is happy.

Use what you learned this week about a chain of trades that reveals character.

Write your own text that uses this craft move.

I CAN | I can use a chain of trades that reveals character in my own writing.

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YOUR TURN

 ~6 min

" " = say word-for-word · ▶ = teacher direction

"Your turn."

▶ Read the task.

"Use the craft move."

▶ Circulate.

ANSWER KEY: Answers vary.

CHECK FOR UNDERSTANDING

Scan for the move.

RAISE THE THINKING

Check your move.

PUBLISHED TEXTS

Answers, across the five thinking levels.

NOTICE Gold for a horse. Happy because the gold was heavy. Each trade makes him lighter.

CHOOSE A. Gold for a horse (values ease over wealth)

SHOW Each trade loses value but gains comfort. Hans values peace of mind over gold.

OWN Answers vary. One example: **A girl traded her gold coin for a pretty stone. Then the stone for a feather. Then the feather for a song. Penniless but humming.**

DEFEND Hans ends unburdened and happy. The people who keep their gold keep their worry too.

YOUR TURN Answers vary.

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Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Check our work."

▶ Reveal answers.

"If you missed one, that is your learning."

▶ Celebrate explanations.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain how it works.

RAISE THE THINKING

What would change?

READ THIS PASSAGE EXCERPT · FROM "THE BOY HUNTING LOCUSTS" (AESOP (TRANS. TOWNSEND, 1867))

A Boy was hunting for locusts. He had caught a goodly number, when he saw a Scorpion, and mistaking him for a locust, reached out his hand to take him. The Scorpion, showing his sting, said: "If you had but touched me, my friend, you would have lost me, and all your locusts too!"

What is the Scorpion's warning?

- A** Boys should not play with insects
- B** Scorpions are the strongest insects
- C** Locusts are more valuable
- D** Be careful to tell safe from not safe

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Show What You Know

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"Test on 'The Boy Hunting Locusts.'"

▶ Read text and question.

"Read all four choices."

▶ Choose privately.

ANSWER KEY: D.

CHECK FOR UNDERSTANDING

Choose by purpose.

RAISE THE THINKING

Why is each wrong?

The answer is D.

- A Boys should not play with insects**
Not about insect rules.
- B Scorpions are the strongest insects**
Not comparing strength.
- C Locusts are more valuable**
About paying attention.
- D Be careful to tell safe from not safe**
Correct.
The Boy almost grabbed a Scorpion. Look carefully before you act.

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The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction

"The answer is D."

▶ Reveal reasons.

"Each wrong choice does not match."

▶ Write one sentence.

ANSWER KEY: See slide.

CHECK FOR UNDERSTANDING

Explain why D fits.

RAISE THE THINKING

Write a new question.