

Open Sesame: A Magical World of Reading

Grade Level: Third Grade/Special Education

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Length of Unit: Six Lessons

I. ABSTRACT

This is a six lesson unit based on the third grade Core Knowledge sequence. It creates a magical world of reading for students through a variety of activities using music, food, costumes, artifacts, and maps. As the tales of *Ali Baba and the Forty Thieves* and *Aladdin and the Lamp* from *The Arabian Nights* are read aloud, the students will use reading comprehension, writing, and geography skills to develop an appreciation of classic multicultural literature and geographical awareness. The overall assessment will be based upon the student's participation and ability to retell the stories.

II. OVERVIEW

A. Concept Objectives

1. Students will develop an appreciation of classic multicultural literature.
2. Students will develop geographical awareness.

B. Content from the *Core Knowledge Sequence*:

1. Point to specific words or passages that are causing difficulties in comprehension.
2. Orally summarize main points from fiction readings.
3. Ask and pose plausible answers to how, why, and what-if questions in interpreting fiction texts.
4. Produce a variety of types of writing—such as stories, poems, and letters—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
5. Produce written work with a beginning, middle, and end.
6. Organize material in paragraphs and understand
 - How to use a topic sentence
 - How to develop a paragraph with examples and details
 - That each new paragraph is indented
7. In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
8. *Aladdin and the Lamp* from *The Arabian Nights*
9. *Ali Baba and the Forty Thieves* from *The Arabian Nights*
10. Literary term: Fiction
11. North Africa; Asia Minor (peninsula); Turkey
12. Nikolai Rimsky-Korsakov, *Scheherazad*, part one: "The Sea and Sinbad's Ship"

C. Skill Objectives:

1. Synthesize (Texas Essential Knowledge and Skills English Language Arts 3.2)
2. Analyze (TEKS ELA 3.1)
3. Summarize (TEKS ELA 3.1)
4. Infer
5. Generalize (TEKS ELA 3.14)
6. Classify (TEKS ELA 3.5)
7. Discuss (TEKS ELA 3.1)
8. Listen (TEKS ELA 3.1)

9. Comprehend (TEKS ELA 3.6)
10. Decode (TEKS ELA 3.5)
11. Communicate (oral and written) (TEKS ELA 3.4, 3.15)
12. Develop vocabulary (TEKS ELA 3.8)
13. Compare/Contrast (TEKS ELA 3.9)
14. Dramatize (TEKS ELA 3.9)
15. Appreciate
16. Question
17. Identify (TEKS TX History and Geog. 3.5)

III. BACKGROUND KNOWLEDGE

- A. For teachers:
 1. “Arabian Nights,” Compton’s Encyclopedia Online
<http://www.optonline.com/comptons>
 2. “Arabian Nights,” Microsoft Encarta Online Encyclopedia 2000
<http://encarta.msn.com> 1997-2000 Microsoft Corporation. All rights reserved.
 3. Davis, Dick. (1998). *The World Book Encyclopedia*. “Arabian Knights”. (Vol.1,p.582b). Chicago: World Book, Inc.
 4. Hirsch, E. D. Jr. *What Your Third Grader Needs to Know*.
 5. Kervin, Rosalind. *Aladdin and other Tales from The Arabian Nights*.
- B. For Students:
 1. The students will have experience with fairy tales. They will have basic listening and reading skills.

IV. RESOURCES

- A. Kervin, Rosalind. *Aladdin and other Tales from The Arabian Nights*
- B. Kimmel, Eric. *The Tale of Ali Baba and the Forty Thieves*

V. LESSONS

Lesson One: Scheherazade’s Cultural Tour of Ali Baba’s Village

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Students will develop an appreciation of classic multicultural literature
 - b. Students will develop geographical awareness.
 2. Lesson Content
 - a. North Africa; Asia Minor (peninsula); Turkey
 3. Skill Objectives
 - a. Summarize
 - b. Identify
 - c. Appreciate
 - d. Develop Vocabulary
 - e. Listen
- B. *Materials*
 1. Sesame Seeds
 2. Silk
 3. Brocade Cloth
 4. Oil Lamp
 5. Turban
 6. Face Scarf
 7. Tambour
 8. Bushel Basket

9. Dinar or Gold Coin
10. Vests
11. Persian Carpet or Reasonable Substitute
12. Map for Time Period of Persia (around A. D. 800-900). See page 117 (Hirsch, E. D. Jr. *What Your Third Grader Needs to Know*).
13. Drawing Paper
14. Parchment Paper
15. Recording of Scheherazade, Part One: “The Sea and Sinbad’s Ship”
16. “Sultan’s Chair”
17. Costumes for Characters in Tour of Village (optional)
18. Large Floor Pillows
19. Picture of the Sultan (Scheherazade’s husband)
20. Picture of Baghdad
21. Labels for objects: brocade cloth, oil lamp, tambor, bushel basket, dinar, Persian carpet, parchment, ladle, awl, sesame seeds, scarf, incense, sultan

C. *Key Vocabulary*

1. Tambour: a drum with a head of parchment resembling a tambourine without jingles (alternate spelling: tambor)
2. Peninsula: a portion of land surrounded by water on 3 sides
3. Turban: a headdress worn chiefly in countries of the eastern Mediterranean and southern Asia
4. Bushel: a unit for measuring dry objects
5. Dinar: a gold coin formerly used in Muslim countries
6. Parchment: the skin of a sheep or goat prepared for writing upon
7. Sultan: a king or sovereign, especially of a Muslim state
8. Brocade: a rich oriental silk fabric with raised patterns in gold and silver; A fabric characterized by raised designs
9. Silk: a fabric made from thread produced by silkworms

D. *Procedures/Activities*

1. Teacher will set out various props to create ambiance. These will include: oil lamp, dinars, tambour, student vests, bushel basket, Persian carpet, map of Persia, parchment, “sultan’s chair”, floor pillows, bowl of sesame seeds, cloth samples, and set up music to play. Place labels by each object for vocabulary development.
2. Students will be given items to wear such as scarves, turbans, or vests. They will be invited to the “palace” by Scheherazade (the teacher) to hear a story about how she told stories to save her life. While listening, students will sit on floor pillows.
3. Scheherazade (the teacher) will show and describe various objects and tell the students they will encounter them in an adventure with Ali Baba tomorrow.
4. The students will interact with the various objects (e.g. They will eat the sesame seeds, touch the rug, rub the oil lamp)
5. Scheherazade (the teacher) will show the students a map of the world. The teacher will trace the route from the students’ place of residence to Baghdad, where Ali Baba lives.
6. While looking at the map, the students will locate Asia Minor, Turkey, and North Africa with Scheherazade’s (the teacher’s) guidance.
7. The students will draw a picture to show how they imagine Ali Baba’s village to look. They will include at least five of the objects shown to them by the teacher (Scheherazade).
8. The students will label the items in their drawing.

E. *Evaluation/Assessment*

1. The student drawings will contain 5 or more objects they interacted with and be able to explain the use of the objects.
2. Each student will go to the map and show the locations taught in the lesson.

Lesson Two: The Tale of Ali Baba and the Forty Thieves

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will develop an appreciation of classic multicultural literature.
2. Lesson Content
 - a. *Ali Baba and the Forty Thieves* from *The Arabian Nights*
 - b. Ask and pose plausible answers to how, why, and what—if questions
 - c. Orally summarize main points from fiction readings.
3. Skill Objectives
 - a. Comprehend
 - b. Listen
 - c. Discuss
 - d. Develop Vocabulary
 - e. Appreciate
 - f. Question
 - g. Summarize

B. *Materials*

1. *Ali Baba and the Forty Thieves* from *The Arabian Nights*
2. Tambors
3. Sesame Seeds
4. Oil Lamp
5. Cloth
6. Clothing and Accessories
7. Dinars
8. Floor Pillows
9. Cave Wall (Appendix A)
10. File Folders
11. Awl
12. Ladle

C. *Key Vocabulary*

1. Quartered: to divide into four equal parts
2. Sheikh: an Arab chief
3. Awl: a pointed tool for punching holes in leather or wood
4. Cobbler: a shoe maker or shoe repair person
5. Dervish: a member of a Muslim religious order
6. Ladle: a long handled spoon with a deep bowl used for dipping liquids
7. Merchant: a buyer and seller of goods; a store keeper

D. *Procedure/Activities*

1. The teacher will use the pictures in the book to introduce vocabulary and familiarize students with the story. The teacher will ask questions which expose the students to the vocabulary in the story. This is called a “picture walk”. (See Bibliography for Teacher’s Guide to Four Blocks)
2. During the “picture walk”, the teacher will use vocabulary and question students about what they think is happening. As the vocabulary is used, take the labels from the different items and display them on the “cave wall”. (See appendix A)

3. The teacher will sit in the “Sultan’s Chair” and the students will sit on the floor pillows while the teacher reads *Ali Baba and the Forty Thieves*. Before reading, the teacher will encourage the students to think about other stories they have read and personal experiences that relate to the journey they are about to travel.
 4. To help develop comprehension skills, the teacher will “think aloud” about events in the story making sure to relate to personal experiences. Students will also share their thoughts as the tale unfolds.
 5. Each student will be given a personal “Cave Wall” made from a file folder. (Appendix A)
 6. Students will do the “Cave Wall Chant” with the following words: Qasim, Ali Baba, thieves, sheikh, sesame, treasure, dinars, quartered. Repeat the following sequence for each word.
 - a. Give each student 8 pieces of paper in the shape of a rock.
 - b. Call out the first word and have the students focus on it. After the first word students will lead the chant.
 - c. Have the students chant and beat on a tambour for each letter of the word.
 - d. Point to the word on the “Cave Wall” as the students write it on their paper.
 - e. Students will draw around the shape of the words to help remember the sequence and shape of the word.
 - f. Students will now copy the “Cave Wall” words onto their folders.
- E. *Evaluation/Assessment*
1. Through observation, the teacher will assess students’ understanding of new vocabulary as they use it in their discussion of the story.
 2. The teacher will ask the students to sit around in a circle on the pillows. The students will be divided into 3 groups and given about 3 to 5 minutes to sum up what they will be telling in the group circle. Each group will be assigned beginning, middle, or end. The teacher will start off the story and then beat a tambour and pass on the telling to the first student. This will proceed until each student has told a portion of the story with the understanding that the last student must tell the last part of the ending.

Lesson Three: Tell it Again Ali Baba

A. *Daily Objectives*

1. Concept Objective
 - a. Students will develop an appreciation of classic multicultural literature.
2. Lesson Content
 - a. *Ali Baba and the Forty Thieves* from *The Arabian Nights*
 - b. Produce a variety of types of writing and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
 - c. Produce written work with a beginning, middle, and end.
 - d. Organize material in paragraphs and understand: how to use a topic sentence; how to develop a paragraph with examples and details; that each new paragraph is indented.
 - e. In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
 - f. Literary term: Fiction

- g. Nikolai Rimsky-Korsakov, Scheherazade, part one: “The Sea and Sinbad’s Ship”
- 3. Skill Objectives
 - a. Summarize
 - b. Synthesize
 - c. Analyze
 - d. Written Communication
 - e. Develop Vocabulary
- B. *Materials*
 - 1. Storybook (Appendix B)
 - 2. File Folder “Cave Walls”
 - 3. Notebook Paper
- C. *Vocabulary*
*No new vocabulary
- D. *Procedures/Activities*
 - 1. Write the phrase “Once upon a time” on the chalkboard.
 - 2. Show the students that the opening sentence in Ali Baba begins with this phrase.
 - 3. Relate to prior learning by asking the students if they have read other stories that started out this way.
 - 4. Next ask the students what the stories had in common, and list their responses on the board. Their answers should include the fact that they were not real.
 - 5. The teacher will label these commonalities as being fiction.
 - 6. Tell the students that today they are going to pretend to be Ali Baba and retell his fictitious story about his adventure with the forty thieves.
 - 7. The students will be given notebook paper and will be instructed to write (or dictate) a rough draft for the beginning, middle, or end. Each student will be writing or dictating each part. They will skip lines so corrections can be made during their conference with the teacher.
 - 8. The teacher will have a conference with each student. During this time the teacher will help the student make corrections.
 - 9. The students will use their “Cave Walls” as a resource during writing.
 - 10. The students will copy each revised part of their story onto the appropriate storybook page (Appendix B).
*The above procedure will take more than one day.
- E. *Evaluation/Assessment*
 - 1. The teacher will check the students’ mechanics, comprehension, clarity, and ability to retell a story in writing or through dictation.

Lesson Four: Once Upon a Time With Ali Baba

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Students will develop an appreciation of classic multicultural literature.
 - 2. Lesson Content
 - a. Produce a variety of types of writing--such as stories, poems, and letters--and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
 - 3. Skill Objectives
 - a. Dramatize
 - b. Appreciate
 - c. Comprehend
 - d. Listen

- B. *Materials*
 - 1. Each Student's Story
 - 2. Sultan's Chair
 - 3. Storyteller Rubric (Appendix C)
- C. *Key Vocabulary*
*No new vocabulary
- D. *Procedures/Activities*
 - 1. Students will take turns sitting in the Sultan's chair (author's chair) and read their story with dramatization.
 - 2. When each student finishes their reading, they may take or ask questions.
 - 3. Completed stories will be bound and displayed in the school library.
- E. *Evaluation/Assessment*
 - 1. As students present their story the teacher will grade according to the Storyteller Rubric (Appendix C).

Lesson Five: Aladdin and the Lamp

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will develop an appreciation of classic multicultural literature.
 - b. Students will develop geographical awareness.
 - 2. Lesson Content
 - a. Point to specific words or passages that are causing difficulties in comprehension.
 - b. Orally summarize main points from fiction readings.
 - c. Ask and pose plausible answers to how, why, and what-if questions in interpreting fiction texts.
 - 3. Skill Objectives
 - a. Summarize
 - b. Discuss
 - d. Listen
 - e. Comprehend
 - f. Decode
 - g. Develop Vocabulary
 - h. Appreciate
 - i. Question
 - j. Locate
- B. *Materials*
 - 1. *Aladdin and Other Tales* from *The Arabian Nights*
 - 2. World Map
 - 3. Floor Pillows
- C. *Key Vocabulary*
 - 1. Spell: spoken word or form of words held to have magic power: incantation
 - 2. Incense: material used to produce a fragrant odor when burned
 - 3. Gleaming: shining
 - 4. Slab: a thick slice (as of stone, wood, or bread)
 - 5. Folklore: traditional tales preserved among a people
 - 6. Conjure: bring about by magic
 - 7. Peddler: one who sells door to door or on the street
- D. *Procedures/Activities*
 - 1. The teacher will introduce the vocabulary by writing each word on a separate piece of paper. A definition and/or description will be given. Examples of

objects will be shown whenever possible. Each word will be written on a piece of parchment paper and rolled and placed in a wide mouth vase. Students will take turns pulling the word from the vase. Say a magic word as each new term is conjured.

2. Everyone will sit on floor pillows while the teacher reads *Aladdin and the Lamp* from *Aladdin and Other Tales from the Arabian Nights*. The students will read along silently or orally with the teacher. When the teacher reads the passage about China on page 6, she will review the location of China by pointing to it on the world map.
3. The students will be placed in teams or individually assigned to illustrate a word on a mural. The illustrations will reflect events from the story. They will also use their word in a written sentence.
4. Students will tell about their depiction of their word.
5. The mural will be displayed in the classroom adding to the ambiance.

E. Evaluation/Assessment

1. The teacher will check the drawings for accuracy.
2. The students' oral descriptions will reflect the story.

Lesson Six: Poof!!! A Story is Created

A. Daily Objectives

1. Concept Objective
 - a. Students will develop an appreciation of classic multicultural literature.
2. Lesson Content
 - a. *Aladdin and the Wonderful Lamp* from *The Arabian Nights*
 - b. Produce a variety of writing—such as stories, poems, and letters—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
 - c. Produce written work with a beginning, middle, and end.
 - d. Organize materials and paragraphs and understand how to use a topic sentence; how to develop a paragraph with examples and details; that each new paragraph is indented.
3. Skill Objectives
 - a. Comprehend
 - b. Summarize
 - c. Communicate
 - d. Synthesize

B. Materials

1. Kid Pix Computer Program
2. *Aladdin and Other Tales from The Arabian Nights*

C. Key Vocabulary

*No new vocabulary.

D. Procedures/Activities

1. The teacher will break the story down into five parts to summarize. The parts will be pages 6-7, 8-11, 12-15, 16-19, 20-23.
2. The students will use Kid Pix to write and illustrate their summarization of Aladdin.
3. The students will use the editing tools to revise their story.

E. Evaluation/Assessment

1. The students will be assessed on their use of mechanics and organization of ideas.

VI. CULMINATING ACTIVITY

- A. The kindergarten classes will be invited to tour the “Magical World of Reading.” As the kindergarteners enter for the tour, they will be met by a costumed host. Arabian Nights music will be playing. The students will tour around the classroom to view and interact with various objects (sesame seeds, lamp, dinars etc.). Then they will sit on floor pillows and be paired with a students. The students will share one or both of their retellings of the stories studied in this unit. Persian food (e.g. sesame seed cookies, spinach-yogurt dip) will be served.

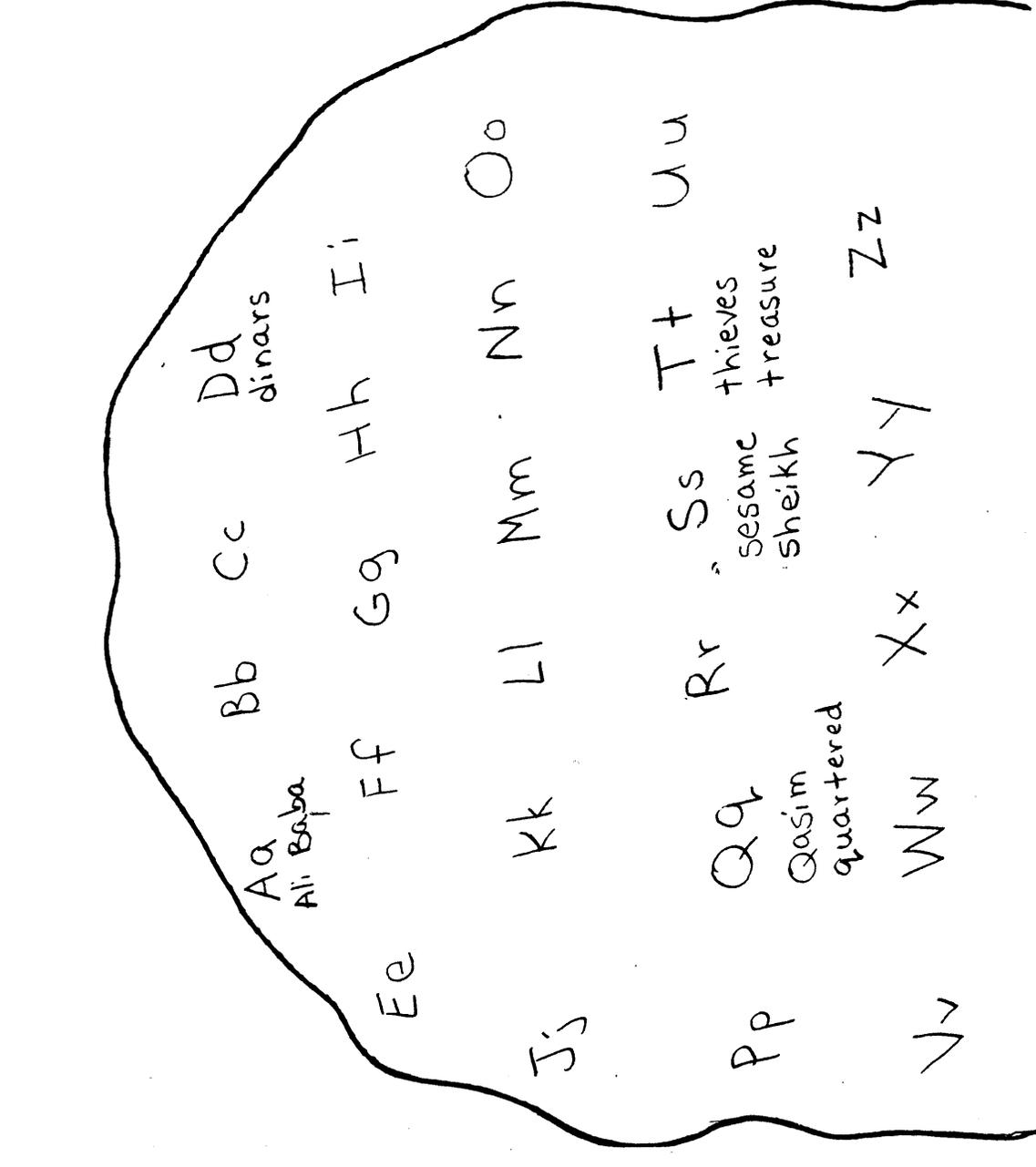
VII. HANDOUTS/WORKSHEETS

Appendices A-C

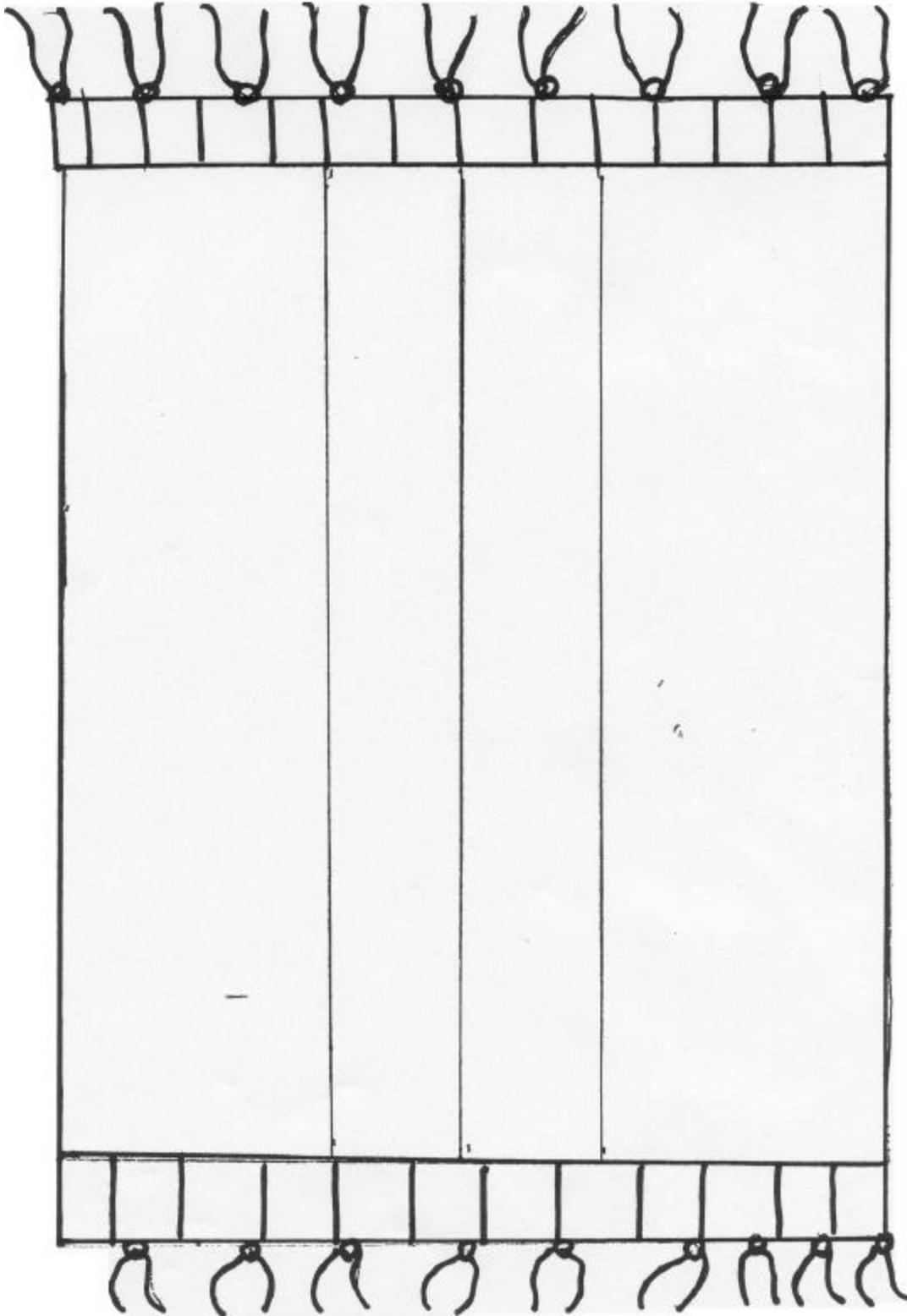
VIII. BIBLIOGRAPHY

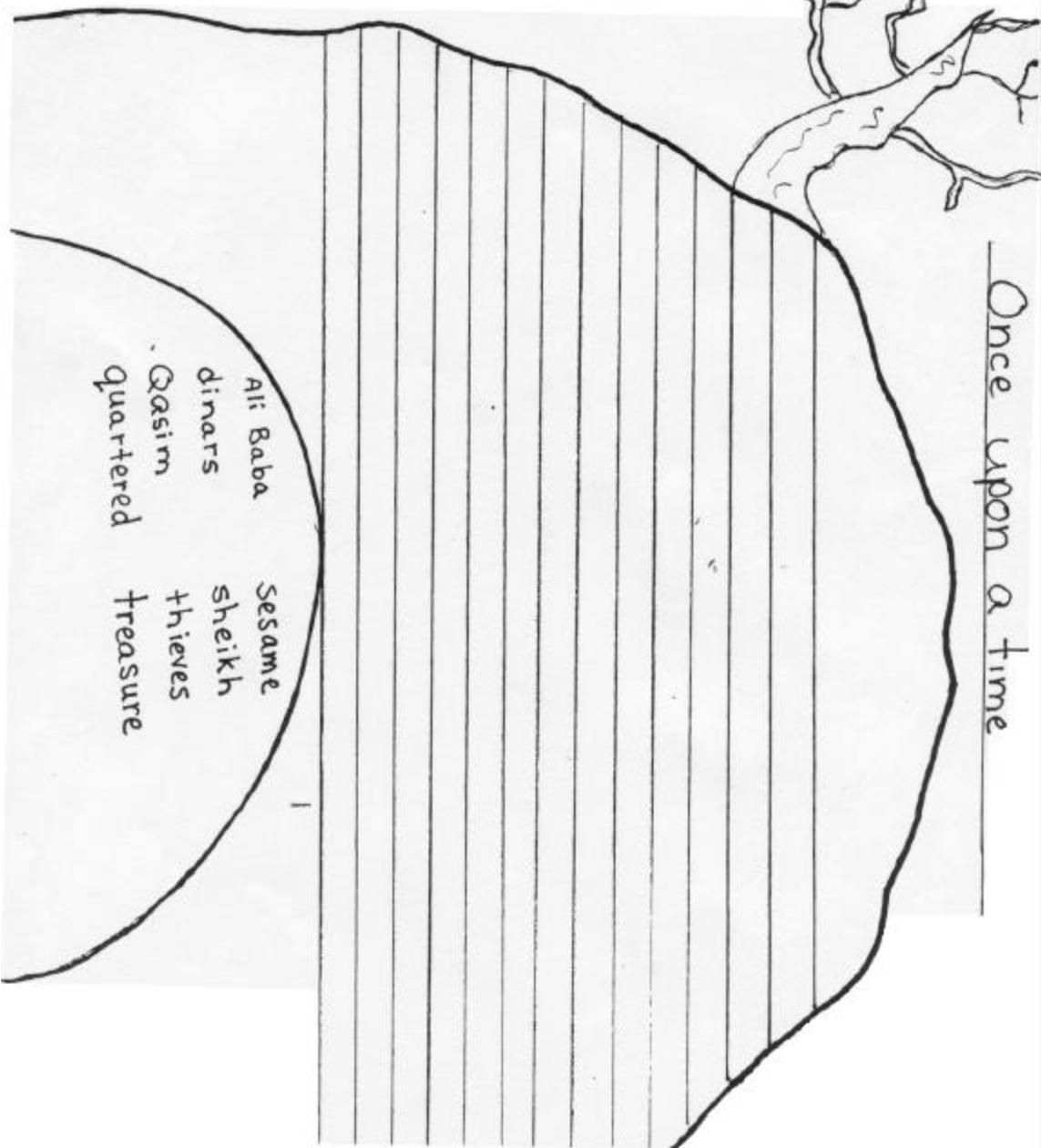
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- Davis, Dick. *The World Book Encyclopedia*. “Arabian Knights”. (Vol.1, p. 582b). Chicago: World Book, Inc., 1998. 0-7166-0098-6.
- Hirsch, E. D. Jr. *What Your Third Grader Needs to Know*. New York, New York: Dell Publishing, 1991. 0-385-31027-7.
- Kervin, Rosalind. *Aladdin and other Tales from the Arabian Nights*. New York, New York: Dorling Kindersley Publishing, Inc., 2000. 0-7894-5389-4.
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- Kimmel, Eric A. *The Tale of Ali Baba and the Forty Thieves*. New York: Holiday House, 1996. 0-8234-1258-X.
- Rimsky-Korsakov, Nikolay. *Scheherazade/Rimsky-Korsakov. Polovtsian dances/ Borodin*. United States: EMI Angel, 1986. (musical recording)
- Sadie, Stanley, ed. *The New Grove Dictionary of Music and Musicians*. London: MacMillan Publishers, Limited, 1980. 0-333-23111-2.
- Webster, Merriam. *Webster’s Ninth New Collegiate Dictionary*. Springfield, Massachusetts, Merriam-Webster Inc., 1983, 0-87779-508-8.

Appendix A
Cave Wall

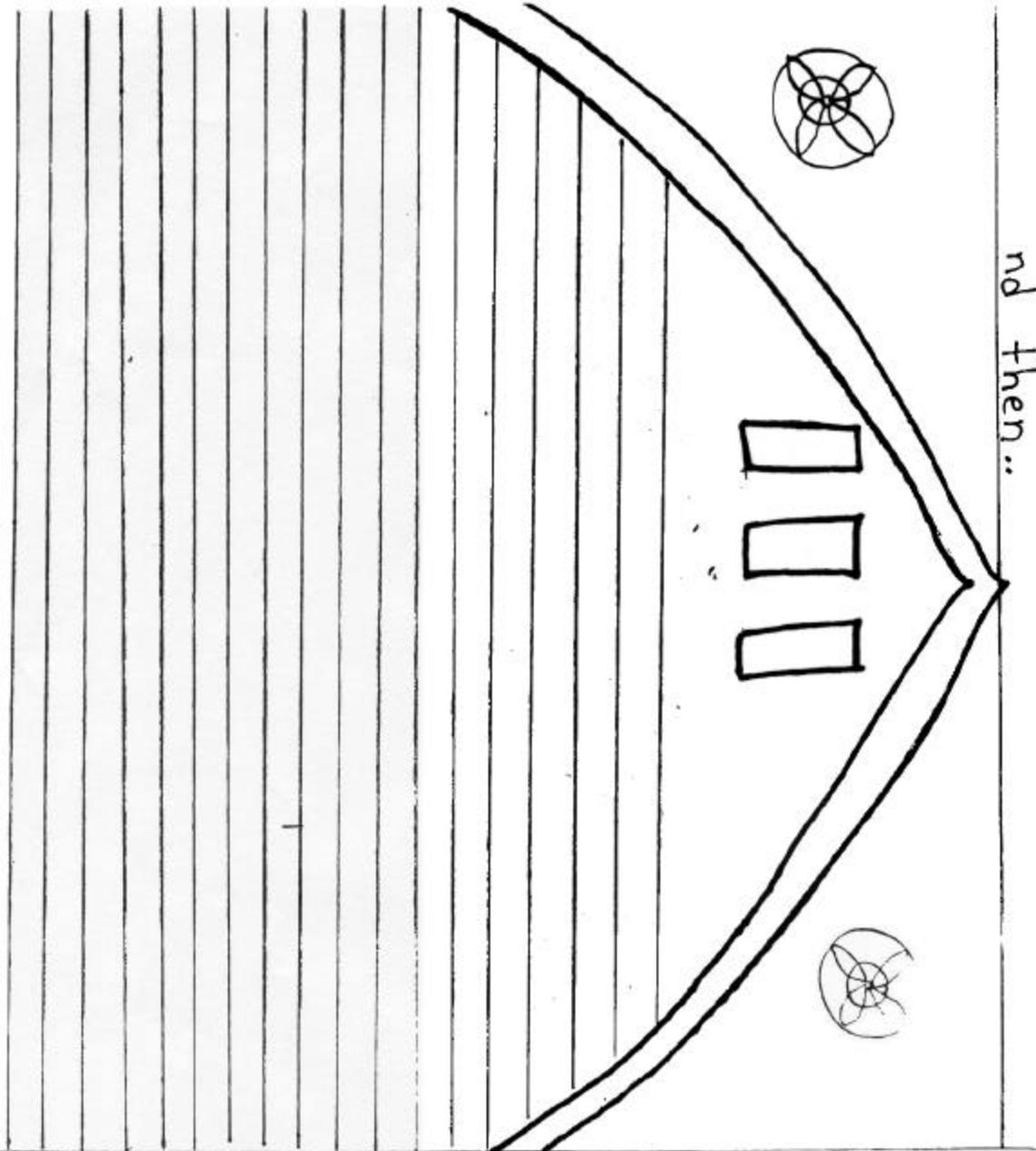


**Appendix B
Story Book**

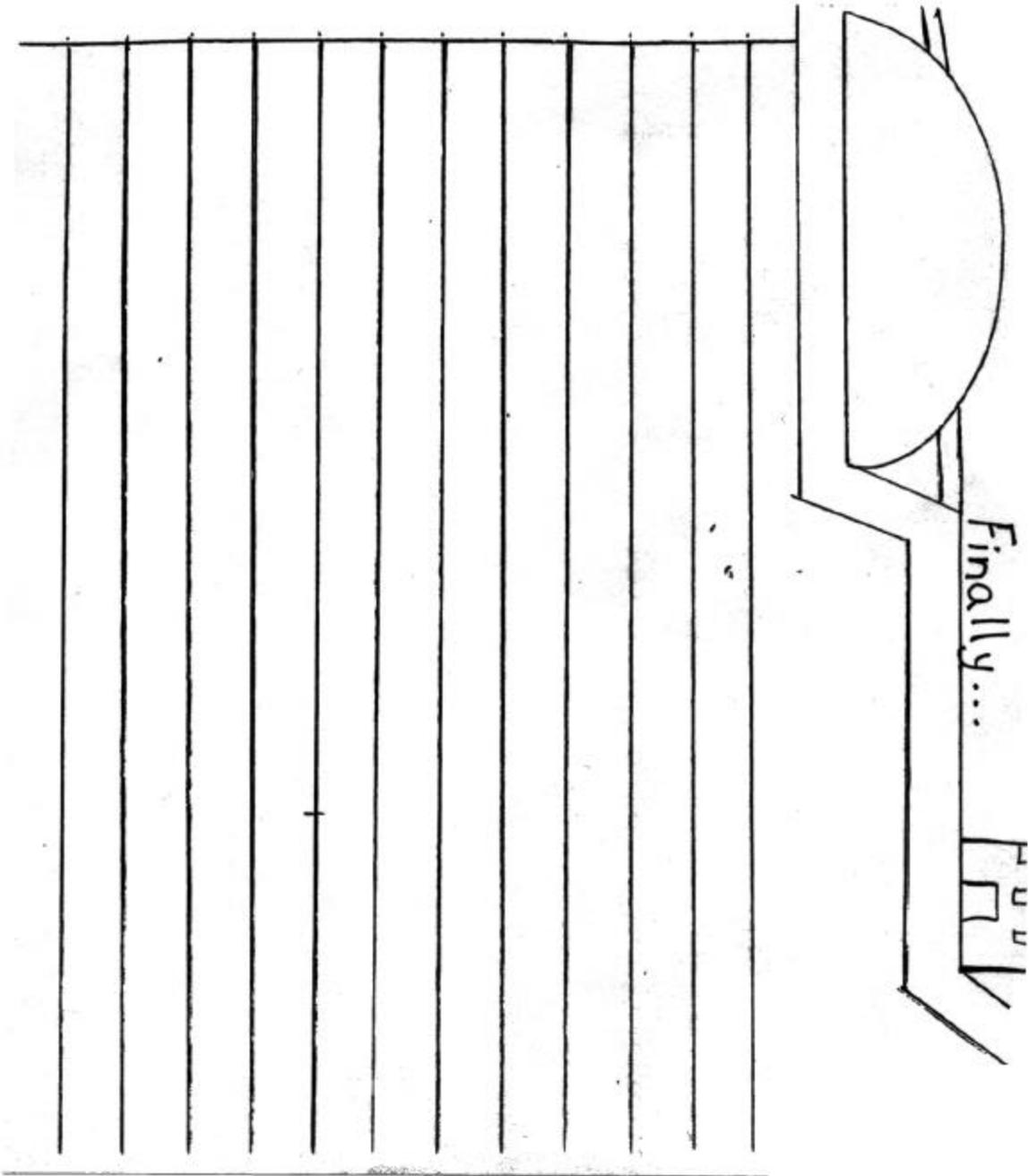




Appendix B
Story Book



Appendix B
Story Book



**Appendix C
Storyteller Rubric**

Name _____ Date _____

Voice quality: 1 2 3

Number of events/details in the beginning _____

Number of events/details in the middle _____

Number of events/details in the end _____

Sequencing 1 2 3

Relevance of events included 1 2 3

Posture 1 2 3

Total: _____

Grade: _____