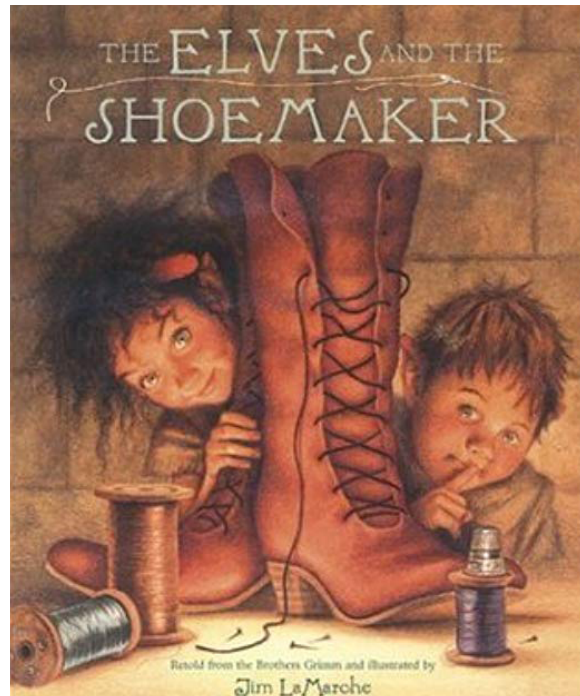




A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 2ND - 3RD



THE ELVES AND THE SHOEMAKER

RETOLD FROM THE BROTHERS GRIMM
ILLUSTRATED BY JIM LAMARCHE

Watch the video of actor
Chrissy Metz
read this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

The story is a simple one, of a poor shoemaker and his wife who suddenly find they are getting help from a mysterious source. They discover their helpers are little elves, whom are working long and hard to finish making shoes. When the man and woman become rich because of the elves, they decide they must give back to the elves in return.

THEMES IN THE STORY

Holiday spirit, kindness, giving

READING AND WRITING

SUGGESTED GRADE LEVEL: 2ND - 3RD

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for 2nd and 3rd grades but can be adapted to 1st grade standards.*

BEFORE VIEWING

Standards: CCSS.SL.2 .1, CCSS.SL.3.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

- Step 1: Introduce the title, *The Elves and the Shoemaker*.
- Step 2: Ask students if they have ever heard the story before. Explain that the original story was written by The Brothers Grimm. Provide some information on the Brothers Grimm Fairy Tales. (🔍 Google It!)
- Step 3: Explain that the story they will listen to is being retold by the author based on the story by The Brothers Grimm.
- Step 4: Remind students that fairy tales have a central message, or lesson. Discuss the lessons learned in familiar fairy tales.
- Step 5: Ask students what they think will happen in the story based on the title.
- Step 6: Have students share their predictions with a partner.

DURING VIEWING

Focus: Central message

Standards: CCSS.SL.2.2, CCSS.SL.3.2, CCSS.RL.2.2, CCSS.RL.3.2

Objective: Students will listen for key details to identify the central message in the story.

Procedure:

- Step 1: Explain to students that they are going to listen to the story to identify the central message, or lesson. Tell students to pay close attention to listen for details that help them identify the central message.
- Step 2: Stop the story at appropriate parts to:
 - discuss the characters' actions and feelings
 - make predictions
 - clear up any misconceptions

AFTER VIEWING

- Standards:** CCSS.RL.2.2, CCSS.RL.3.2
- Objective:** Students will identify the central message and give key details to support the central message.
- Materials:** Central message graphic organizer (see page 8)
- Procedure:**

Step 1: Pass out the central message graphic organizer to each student.

Step 2: Explain how to complete each part.

Central Message:

- Ask students to think about what they believe the central message is – what is the author trying to teach us?
- Write the central message in the space provided.

Key Details:

- Choose three details that support the central message and add them to the organizer.

Step 3: Group students and have each member read their central message with supporting details to the group.


Please Note: The central message may not be the same for all students. Students should be able to provide key details to support their central message. Some possible answers could be:

- *It's important to help others.*
- *Return kindness with kindness – when someone does something nice for you, do something nice for them.*
- *It's better to give than receive.*

READING RESPONSE

- Standards:** CCSS.RL.2.1, CCSS.RL.3.1
- Objective:** Students will answer the prompt using at least two details from text to support the response.
- Reading Prompt:** What is the central message in the story? Use at least two details from text to support your response.

WRITING

- Standards:** CCSS.W.2.3, CCSS.W.3.3
- Objective:** Students will write an original fairy tale using elements of a fairy tale, including a central message. Student will use grade appropriate grammar, sentence structure, and spelling.
- Materials:** Writing tools
Story Map ( [Google It!](#): Writing a fairy tale template)
Teacher Prep: Make a chart:

Elements of a Fairy Tale:

- Begins with “Once upon a time,” or “Once there was a.”
- The setting is in a distant or make-believe place.
- The characters are imaginary such as dragons, elves, giants, etc.
- Wishes are often granted.
- Good wins over evil.
- There is a lesson, or central message.
- The story has a “happily ever after” ending.

Procedure:

- Step 1:** Explain that students will use the central message from *The Elves and the Shoemaker* to write their own fairy tale.
- Step 2:** Review the characteristics of a fairy tale.
- Step 3:** Pass out the organizer and have students write their central message on the organizer.
- Step 4:** Explain that they will complete the organizer to use as a map for writing their story. Remind students that key details in the story should support the central message.
- Step 5:** Complete the organizers and have students use the organizer to orally tell their story to a partner.
- Step 6:** Use the Writing Process to complete the fairy tale.

Extend It: Make a class book of fairy tales.

ACROSS THE CURRICULUM ACTIVITIES

MATH – FACTOR PAIRS

A factor pair is a set of 2 numbers that equal a definite number.

MATERIALS —

Factor pair shoe sheet

Drawing paper

Crayons


Glue

Chart paper

Teacher Prep:

- Draw sets of shoes on a 8.5 x 11 sheet of paper. Make copies.
- Make a list of multiples for students to use for factor pairs.

PROCEDURE —

Step 1: Show a video on factor pairs ( [Google It!: Factor pairs video](#))

Step 2: Model the activity for students:

- Write the number, or product, 6 on chart paper.
- Ask students to give you the factor pairs for 6. As students respond, write each factor on a shoe. Tape the factor pair of shoes under the product. Draw a multiplication sign in between the factors. Factor pairs for 6: 1X6 and 2X3

Step 3: Distribute the activity materials.

Step 4: Explain that students should choose a number from the list of multiples and write its factor pairs as shown during modeling.

ECONOMICS – BUSINESS

Students work in groups to establish a baked goods business.

MATERIALS —

Video on starting a business ( [Google It!: Starting a business video for kids](#))

Economics worksheet (see page 9)

Grocery store advertisements

Examples of business advertisements

Large drawing paper

Crayons, markers, etc.

Teacher Prep: Select video, gather grocery store advertisements, and find examples of business advertisements.

Teacher Note: Have students find the price of box cake mixes, brownies, cookies, etc. to make it easier to calculate the cost of expenses.

PROCEDURE —

Step 1: Ask students, “What was the shoemaker’s problem in the story *The Elves and the Shoemaker*?” (He didn’t have enough money to buy material to make the shoes.) What would happen if he couldn’t make shoes? Discuss.

Step 2: Explain that people who own their own business depend on selling their product to earn money to buy the things they need. Tap student knowledge about owning a business.

Step 3: Show selected video and discuss.

Step 4: Discuss vocabulary: product, expenses, start-up cost, profit, salary

- Step 5:** Explain assignment: Students will work with a group to form a baked goods business. Each group will have \$50 to start their business. The group will need to decide on a product to sell at the School Bake Sale and a name for their business. Each business group will then use the worksheet provided to calculate a reasonable cost for their product and how much profit the business will make.
- Step 6:** Divide the students into groups.
- Step 7:** Distribute the worksheets and explain how to complete.
- Step 8:** Discuss advertisements with the class. Provide examples if necessary.
- Step 9:** Complete the activity.
- Step 10:** Present the results of each group's business venture to the class. Discuss outcomes.
- Who was the most profitable? Why?
 - Who was the least profitable? Why?
 - If you were to do the assignment again, what would you do differently? Why?
- Step 11:** Complete the *Tell What You Learned* part of worksheet.

SOCIAL STUDIES – HELPING THOSE IN NEED

Students define “selfless” and perform selfless acts of kindness.

MATERIALS —

Large shoe outline ( Google It!)

Chart paper

Teacher Prep:

1. Make a two column chart:

THINGS WE CAN DO TO HELP OTHERS

At School

At Home

2. Make copies of the shoe outline.

PROCEDURE —

- Step 1:** Discuss how the elves helped the shoemaker and how the shoemaker helped the elves. Why did they do this for each other? How did they feel?
- Step 2:** Ask the students to relate this to something they have experienced in their own lives.
- Did you ever help someone who needed help? How did it make you feel?
 - Did someone ever help you when you needed help? How did it make you feel?
- Step 3:** Explain that the elves selflessly helped the shoemaker and his wife. Define *selfless* and give examples. Discuss the importance of doing kind things for people selflessly.
- Step 4:** Brainstorm examples of things the class could do to help others in school or at home. Tell them to think about their talents and ability to complete the task before responding. List responses on chart.
- Step 5:** Explain that over the course of (set a time) each student must find a way to help someone in need. Time will be set aside each day for students to report their selfless act of kindness. The shoe outline can be used for students to write their kind act. Instruct students not to use names in their reporting.
- Step 6:** Make a bulletin board to display the selfless acts of kindness.

Name: _____

CENTRAL MESSAGE

GRAPHIC ORGANIZER

What is the central message of the story? Write it in the box. Choose key details from the story that helped you identify the central message. Add them to the organizer.

Central Message



Key Details



ECONOMICS WORKSHEET

Student Names: _____

Business Name: _____

Baked Good: _____

Your group will decide on a product to sell at the School Bake Sale. You have \$50 to start your business. You will sell about 50 items at the sale. The cost of advertising is \$10. Use the steps below to guide you in the process. Check off each item when complete.

	Decide what baked good to sell. Write it on the line above.
	Name the business and write the name on the line.
	Calculate a price to sell your baked good by completing the Budget Worksheet. Don't forget to calculate for about 50 pieces.
	Create a poster to advertise your business.
	Calculate your profit by completing the table.

Tell What You Learned

Work with your business group to explain what you learned about owning your own business.

Budget Worksheet

Expenses: List the materials you will need to make about 50 pieces.
Complete the table to calculate a price for your baked product.

Name of Material	Amount	Cost
Advertising Cost		\$10.00
Total Cost of Expenses		
How many items will this make?		
What will be the price of your baked good?		

Calculate your profit: Pretend you sold all your baked goods. Fill in the table below to calculate the profit for your business. How much money would each member of your group receive?

Total from selling 100% of your items	
Subtract your total expenses	
Subtract the start-up cash	
Business Profit	
What salary will each member receive for their work?	

Suppose you only sold half of your items. Calculate your profit using the same formula.

Total from selling half of your items	
Subtract your total expenses	
Subtract the start-up cash	
Business Profit	
What salary will each member receive for their work?	

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's Emmy® nominated children's literacy program *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online® receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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