

Name _____



Listen.

1.



2.



3.

"They had cows, chickens and sheep."

"She liked to sew, cook and garden."

"She had 7 kids."



Speak.

1. What was Oma's life in Germany like? How are you like Oma? How are you different from Oma?

2. How is Oma's story like Cinderella's?



Read.

Reread *It's a Wonderful Story*.

1. What made Oma notice the suit?

the color

the skirt

the size

2. How did Oma get to know Anna?

the radio

letters

phone calls

3. How did Oma find her prince?

through Anna

through Rolf

through Goldie



Write.




1. How were Oma and Anna alike? How were they different?

2. Write a letter to someone. Follow the guide in the back of the book.



Listen.

1. How did Oma get to work?

- 
- 
- 

2. What did Oma want to find at the church?

- 
- 
- 

3. What words tell us Anna is older than Oma?

- "They had cows, chickens and sheep."
- "She liked to sew, cook and garden."
- "She had 7 kids."



Speak.

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Write.

1. How were Oma and Anna alike? How were they different?

2. Write a letter to someone. Follow the guide in the back of the book.

How to Use this Resource:

Page 1 = Student Copy, Page 2 = Teacher Copy

- **Target Audience:** 2nd – 3rd Grade
- **Book:** It's a Wonderful Story, written by Amanda Rose and illustrated by Anne Ritka
- **Start**
 - Read the book aloud to students.
 - If you have enough copies for each student, allow them to read along or reread independently.
- **Listen**

This section is intended to assess the students' listening comprehension.

 - Read the prompts and answer choices on the teacher sheet out loud.
 - Repeat as needed. The students do not have the questions written on their sheet.
- **Speak**

These prompts can be used for whole group or small group discussion. I recommend discussing the questions in a large group and introducing some sort of graphic organizer (ex. Venn Diagram) for the compare/contrast. Allow students time to think and look back at the book, if needed. Encourage speaking in complete sentences. Sentence stems are great scaffolds. Example: I am like Oma because...I am different from Oma because...My life is similar to/different from Oma's because...

Some students may not be familiar with Cinderella. There are many variations of the story from different cultures. I recommend either reading a version of Cinderella to the students or providing background information.
- **Read**

Since this is the reading comprehension portion, have students read and answer these questions independently. Encourage and allow students to reference the book as needed.
- **Write**

Use these prompts as you see fit. Encourage students to pre-write using the compare/contrast graphic organizer introduced during the speaking activity. Scaffold the writing for students with different levels of English proficiency. Some may choose to draw pictures within the diagram and label them, others may write 1-2 sentences, and other students will write a paragraph. I recommend having students with higher proficiency levels write a paragraph that includes a topic sentence, a few supporting sentences, and a concluding sentence.

Credits:

- Bicycle, car, bus, coat images by Freepik
- Pants, Skirt Image by macrovector on Freepik