

## About the Book

Text Type: Fiction/Pourquoi Tale Page Count: 18 Word Count: 432

### Book Summary

*How Zebras Got Their Stripes* is a Ugandan pourquoi tale about two donkeys that are tired of working and want an easier life. They meet a wise man who turns the donkeys into zebras by painting them. The idea catches on, but some of the donkeys run out of patience and pay the price.

## About the Lesson

### Targeted Reading Strategy

- Make, revise, and confirm predictions


### Objectives

- Make, revise, and confirm predictions while reading to understand text
- Identify characters, setting, and plot
- Identify consonant *th* digraph
- Recognize past-tense verbs
- Identify syllable patterns

### Materials

Green text indicates resources available on the website

- Book—*How Zebras Got Their Stripes* (copy for each student)
- Chalkboard or dry erase board
- Story elements, consonant *th* digraph, past-tense verbs, syllable patterns worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- Content words:

Story critical: **appreciated** (v.), **fooled** (v.), **impatient** (adj.), **problem** (n.), **relax** (v.), **roam** (v.)

## Before Reading

### Build Background

- Write the word *folktale* on the board. Explain to students that a folktale is a traditional story that is passed down from generation to generation and is sometimes written down. Ask them what makes a folktale different from other stories. Ask students to name some stories they think might be folktales (*Anansi the Spider*, *Henny Penny*, *The Story of the Three Little Pigs*, and so on).
- Write the words *pourquoi tale* on the board. Explain to students that pourquoi tales are a kind of folktale that explain how something originated, or came to be. Explain that there are pourquoi tales that explain how the sun came to be or how certain animals got certain physical features.

## Preview the Book

### Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about. (Accept any answers students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Direct students to the copyright page where it tells that the story is a retelling of a Ugandan folktale. The note also tells about the country of Uganda. Locate Uganda on a map.

### Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that good readers make predictions, or guesses, about what will happen in a story. Emphasize that knowing how to make predictions is more important than whether the prediction is right, or confirmed.
- Model using the cover pictures of the book to make a prediction.  
*Think-aloud: The title and the picture on the front cover make me think this story will be about how zebras became striped. I think the man in the picture will help them in some way.*
- Have students make other predictions about what they think will happen in the story, based on the title, what they see on the front and back covers, and what they know about pourquoi tales. Remind students to make predictions based on the information they already know. The predictions will be revised or confirmed by reading on in the text.
- Have students preview the rest of the book, looking at the illustrations.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Model strategies students can use to work out words they don't know. For example, write the word *relax* on the board and direct students to the first line on page 4 to find the word. Show students that by reading past the word with which they are unfamiliar, they will find a sentence that provides a clue. In the sentence following the one containing the unfamiliar word, they learn that the donkeys worked and worked. Tell students that when they read on to find more information, they need to return to the unknown word and use the information they learned and the beginning sounds to figure out the word. Ask for a thumbs-up if students agree that the donkeys had no time to relax.
- Explain to students that they have used what they know about a familiar word together with the context clues to figure out the meaning of the unknown word. Have students follow along as you read the sentence in which it is found to confirm the meaning of the word.
- Remind students that they should check whether a word makes sense by rereading the sentence.

## Set the Purpose

- Have students read the story to find out how zebras got their stripes, according to the pourquoi tale. Remind students to make, revise, and confirm their predictions as they read the story.

## During Reading

### Student Reading

- **Guide the reading:** Have students read to the end of page 9. Tell them to think about the information they are reading and use it to make predictions about what will happen next in the story. Encourage students to go back and reread the pages if they finish before everyone else.
- When they have finished reading, ask students what predictions they made as they were reading. Ask whether they revised or confirmed any of the predictions as they read.


## Lesson Plan *(continued)*

## How Zebras Got Their Stripes

- Model making a prediction.

**Think-aloud:** *The first prediction I made was when I read page 7. I predicted that the wise old man would help the donkeys. As I read on to pages 8 and 9, I gathered further information that helped me confirm my prediction. On page 8, the old man thought and thought. This information made me predict that he was going to help the donkeys. On page 9, he jumped up and said he had an idea. I know that there is often magic in folktales, so I am going to predict that the old man will use some magic to give the donkeys stripes. I will read on to find out if my prediction is correct.*

- Have students read the remainder of the book. Remind them to make, revise, or confirm their predictions by using the information they learn as they read the book.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy


- Model revising a prediction.

**Think-aloud:** *When I read page 10, I had to revise my prediction because the old man's idea did not involve magic. He said he would paint the donkeys so no one would recognize them as donkeys and make them work. I am going to predict that he runs out of paint. This would explain why there are still donkeys left in the world.*


- Have students share any predictions they made while reading. Reinforce how making predictions, and then confirming or revising the predictions, keeps them actively involved in the reading process and helps them understand and remember what they have read.

### Teach the Comprehension Skill: **Story elements: Identify characters, setting, and plot**

- **Discussion:** Have students review what happened in the story. Talk about the reason all of the donkeys didn't get to become zebras. Discuss the theme of patience and how it might apply to students' lives.
- **Introduce and model:** Review or explain to students that one way to understand a story better is to analyze the plot. The plot of a story is made up of several elements: the beginning (the problem), the events, climax, resolution, and ending (the solution to the problem). Discuss each of the elements of plot and review what each element means.
- Have students reread pages 3 through 5 in the book to find out the donkeys' problem. Have them share the problem with a partner and then discuss the possible problem as a group.

 **Check for understanding:** Have students continue to read on in pairs to find three main events and the high point, or climax, of the story. Have students number the events, put a star by the climax, and underline the resolution as they reread the story with a partner. Discuss the elements of plot as a group.

- **Independent practice:** Introduce, explain, and have students complete the **story elements worksheet** using the information they marked in their book. If time allows, discuss their responses.

 **Extend the discussion:** Have students list on the back page of their book some ideas for other stories about how animals got certain features. Have students share their list with the group.

## Build Skills

### Phonics: Consonant *th* digraph

- Write the word *there* on the board and say it aloud with students.
- Have students say the /th/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which letters together stand for the /th/ sound in the word *there*.
- Circle the *th* digraph. Explain to students that the letters *t* and *h* together stand for the /th/ sound at the beginning of the word *there*. Have students practice writing the *th* digraph on a separate piece of paper as they say the sound the digraph stands for.
- Write the word *think* on the board and say it aloud with students.
- Have students say the /th/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which letters together stand for the /th/ sound in the word *think*. Point out the difference between the /th/ sound in *there* (voiced) and the /th/ sound in *think* (voiceless). Explain that the *th* letter combination stands for both the voiced and unvoiced /th/ sound.
- **Check for understanding:** Write the following words that begin with the /th/ sound on the board, leaving off the *th* digraph: *thick*, *they*, *thing*, *them*, *those*. Have students complete and write each word on a separate piece of paper. Then have students read each word aloud to a partner. Discuss with students which words contain the voiced /th/ sound and which words contain the voiceless /th/ sound.
- **Independent practice:** Introduce, explain, and have students complete the [consonant \*th\* digraph worksheet](#). If time allows, discuss their responses.

### Grammar and Mechanics: Past-tense verbs

- Have students turn to page 3 in the book. Read the sentences aloud with students. Point to the word *worked*. Explain that the word *worked* is a verb and that it refers to an action that happened in the past.
- Invite students to tell the present-tense form of the word (*work*). Point out the *-ed* ending on the word *worked*. Explain that the *ed* letter combination on the end of a verb tells readers that the action happened in the past.
- Have students turn to page 5. Point to the word *carried*. Invite students to tell the present-tense form of the word (*carry*). Write the words *carried* and *carry* on the board. Point out that the *-y* is changed to *-i* before adding *-ed*.
- **Check for understanding:** Write the words *help*, *jump*, and *marry* on the board. Have students write each word in its past tense on a separate piece of paper.
- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their responses.

### Word Work: Syllable patterns

- Review or explain to students that a *syllable* is a word part that contains one vowel sound. Remind students that a single vowel sound can be represented by one letter or by two or more letters together. Tell students that being able to figure out the syllables in an unfamiliar word will help them pronounce it.
- Write the word *bundle* on the board. Show students that they can divide the word between the double consonants *n* and *d*.
- Point out that the first syllable is a *closed syllable* because the vowel falls between two consonants. Explain to students that the vowel is often short in a closed syllable, so when trying to read the word, they should try a short sound first. Have them read the syllable (*bun*).

## Lesson Plan *(continued)*

## How Zebras Got Their Stripes

- Point out the consonant plus *-le* ending and remind them of the sound this ending represents. Then read the word by blending the syllables together.
- Write the words *bubble* and *trumpet* on the board. For each word, ask students to identify the first syllable. Have them divide the word between syllables and then read each syllable. Ask students to read the word by blending the syllables together.
- **Check for understanding:** Write the words *wanted*, *sunset*, and *napkin* on the board. Ask students to identify the two syllables in each word. Have them read the two syllables in each word and then read the words by blending the syllables.
- **Independent practice:** Introduce, explain, and have students complete the [syllable patterns worksheet](#). If time allows, discuss their responses.

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

### Extend the Reading

#### Writing and Art Connection

Use students' ideas about the possible origin of different animal features to write a class story. Have students share the ideas they recorded earlier in the lesson and write them on the board. Have the class vote on which idea they would like to develop into a *pourquoi* tale. (Examples might include *how the giraffe got its spots*, *how the camel got its hump*, or *why tigers have stripes*.) Write the story as a class and have each student illustrate a page of the book.

#### Science and Geography Connection

Have students brainstorm or research other animals that have patterns on them. Make a class list. Have students bring in or draw pictures of patterned animals and label them. Research where each animal lives and place the pictures on a world map to show the location where the animal lives.

#### Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment**

**Monitor students to determine if they can:**

- consistently make logical predictions about a story and then confirm or revise them based on available information
- accurately identify the story elements in fictional text during discussion and on a worksheet
- accurately identify the consonant *th* digraph in words during discussion and on a worksheet
- accurately identify past-tense verbs during discussion and on a worksheet
- accurately identify closed syllables during discussion and on a worksheet

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)