



About the Book

Text Type: Fictional/Folktales Page Count: 22 Word Count: 1,268

Book Summary

A traditional Chinese folktale, *The Golden Flute* recounts the story of a little girl who is taken from her mother by an evil dragon. A series of magical events lead up to the girl's rescue. Readers follow along as the girl's brother travels on the age-old journey of good versus evil to conquer the dragon and rescue his sister.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Use the reading strategy of retelling to understand and remember a story
- Identify cause-and-effect relationships
- Recognize and use irregular plural nouns in a sentence
- Identify and use homophones

Materials

Green text indicates resources available on the website

- Book—*The Golden Flute* (copy for each student)
- Chalkboard or dry erase board
- Cause and effect, homophones 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

- Content words: *chiseling, gale, staggered, vaguely*

Before Reading

Build Background

- Involve students in a discussion about folktales. Ask them to name some folktales they know, for example, *Little Red Riding Hood* and *The Shoemaker and the Elves*. Ask students if there are any similarities between the folktales they have read or heard.
- Write the heading *Features of Folktales* on the board. Under the heading, write the following elements: *characters, setting, plot, and problem/solution*. Explain that stories, whether they are folktales or other types of stories, have these features.
- Ask students if they can think of any special features that folktales have. Write their ideas on the list. Students might suggest magic, good and bad characters, a quest or task to perform, and animals that talk and act like people. Tell students that folktales often begin with the words "Once upon a time," and end with "They lived happily ever after." Folktales often contain groups of three: three tasks, three sisters, and so on.

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. Ask where they think the story might take place (China: the way the woman is dressed; the dragon). Ask what kind of story they think this might be and why (folktale: the dragon).
- Have them turn to the title page to confirm or revise their predictions.
- Have students use the illustrations in the book to predict what might be happening in the story.

Introduce the Reading Strategy: **Retell**

- Reinforce how stopping to retell what is happening while they read is a strategy that good readers use.
Think-aloud: Whenever I read a story, I always pause after several pages to review in my mind who the main characters are, what the problem is, and what has happened so far. This helps me keep track of everything, and it also helps me make sure I understand what is happening. Good readers always do this when they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, prefixes, and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Model how to apply word-attack strategies. Direct students to page 13. Point to the word *chiseling* in the next-to-last sentence on the page and have them put their finger on the word. Model the strategies they can use to figure out the meaning of the word. Point out the *-ing* ending to help them identify the root word. Point out the first syllable, *chis*, and model sounding it out using what they know about letter/sound correspondence. Then sound out the second syllable. Model putting the pieces together to read the word.
- Tell them that they can also use context clues to check the meaning of a word. Read the sentence with the word on page 13. Ask students what they think it means. Have them look at the picture to see if they can tell what the girl is doing. Then turn to page 14 and read the words the dragon says to the little girl. Ask if the text on page 14 gives them more clues to the meaning of the word. If students do not know the meaning, tell them and point out the clues for them.

Set the Purpose

- Have students read the book to find out what happens to the characters in the folktale and why so they can retell the story.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 9. Tell them to read to find out if their predictions about what's happening in the story are correct. Remind them to stop after reading a few pages to retell in their minds what is happening in the story. If they finish before everyone else, they should go back and reread.
- When they have finished reading, ask students to tell what the boy's name is, what he decides to do, and why. (Little Bayberry decides to rescue his sister and kill the evil dragon so it can't harm anyone else.)
- Model retelling the story.
Think-aloud: I made sure to stop after the first three pages to review who the characters were: Little Red, her mother, and her brother. Then I stopped to retell what the problem was in the story. This helped me understand what is happening in the story.

Lesson Plan *(continued)*

The Golden Flute

- Tell students to read the remainder of the story. Remind them to think about what happens and why so they can tell the story to someone else.



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

- Discuss how stopping to retell what is happening in the story helps them remember the events and better understand what is happening.

Teach the Comprehension Skill: **Cause and effect**

- **Discussion:** Have students refer to the list of elements in a folktale and decide which ones are applicable to this story.
- **Introduce and model:** Review or explain that many ideas and events are connected to each other. One thing causes, or makes, something else happen. For example, say: *Suppose it's snowing. I might say, I am going to wear my boots because it's snowing.* Write the sentence on the board and underline the word *because*. Explain that the *effect*, or what happened, usually comes before the word *because* and the *cause*, or the reason why something happened, usually comes after it. Explain that when the word *because* isn't used in the text, readers can insert the word *because* for themselves by changing the sentence around and then checking to see if the cause and effect make sense.
- Have students read the second sentence on page 3. Ask students why the daughter was called Little Red (because she liked to dress in red). Have students listen as you read the following sentence: *The daughter was called Little Red because she liked to dress in red.* Ask students to tell the cause and effect in the sentence.
- Read the following sentence: *Because she liked to dress in red, the girl was called Little Red.* Ask students to identify the cause and effect and tell whether the sentence makes sense when it is read this way.
- Read the following sentence: *The daughter liked to dress in red because she was called Little Red.* Discuss why this does not make sense.
- **Check for understanding:** Have students read page 5. Ask students why Little Red's mother had a boy named Little Bayberry (because she ate a bayberry).
- **Independent practice:** Have students complete the [cause-and-effect worksheet](#). When students are done, discuss their responses.




Instruct students to use the last page of the book to write a complete sentence telling why they did or did not like the story. Remind them to use the signal word *because* in the sentence.

Build Skills

Grammar and Mechanics: **Irregular plural nouns**

- Review or explain that a singular noun names *one* person, place, or thing, while a plural noun names several. Ask students to provide the plural forms for each of the following singular nouns: *cheek, hand, traveler, dragon, bone*.
- Write the word *knife* on the board. Tell students that the plural of this noun is irregular (you can't just add -s to the end of the word). Explain that the plural of words ending in -fe or -f is formed by changing the letters -fe or -f to -ves. On the board show students how to make the change: *knife/knives*.

 **Check for understanding:** Write the following nouns on the board: *wife, shelf, elf, leaf, scarf, wolf*. On the inside back cover of their book, have students write down the plural form of each word. Have students exchange their work with a partner and check each other's work. Then have students use the plural form of the words in oral sentences.

Word Work: Homophones

- Review or explain that some words have the same sound as another word, but they have different spellings and different meanings. Write the words *one* and *won* on the board. Ask students to identify the word that tells how many. Ask the meaning of the other word.
- Direct students to page 22. Ask them to find two words that have homophones in the second sentence on the page (*their, two*). Write the words on the board. Ask students to give alternate spellings and meanings for the two words (*there/they're, to/too*). As they give examples, write the words on the board.
- **Check for understanding:** Have students complete the [homophones worksheet](#). Discuss their answers.

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 Connection

Have students work with a partner to write a different ending for the story. Encourage them to use the word *because* in their writing to explain why something happens as they write about cause-and-effect relationships. Have students share their story endings with the group.

Visit [Writing A-Z](#) for a lesson and leveled materials on realistic fiction writing.

Music Connection

Provide a listening center, as well as resources, for students to work cooperatively to research flutes. Help groups divide the research into areas, such as early flutes, similar types of instruments, and famous flutists. Have students present their findings to the group.

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:**

- pause during reading to retell in their minds what is happening; explain how stopping to retell the events helped them read the story
- correctly identify cause-and-effect relationships in the text and on the worksheet; understand how the word *because* signals cause-and-effect relationships
- correctly form irregular plural nouns that end in *-f* or *-fe* and use them in meaningful oral sentences
- identify homophones and tell their meanings, orally and on a worksheet

Comprehension Checks

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