

About the Book

Text Type: Fiction/Pourquoi Tale Page Count: 16 Word Count: 687

Book Summary

A Dog's Tale is a retelling of a folktale from Argentina and Paraguay. In this pourquoi tale, readers learn that a joke played on dogs by cats long ago is the reason why dogs chase cats today. Illustrations support the story.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Use the reading strategy of summarizing to understand text
- Understand and identify cause-and-effect relationships
- Recognize adjectives used in text
- Identify and use homophones

Materials

Green text indicates resources available on the website

- Book—*A Dog's Tale* (copy for each student)
- Chalkboard or dry erase board
- Cause and effect, summarize, adjectives, 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:
 Story critical: *bared* (v.), *consequences* (n.), *mischievous* (adj.), *revenge* (n.), *tension* (n.), *vain* (adj.)
 Enrichment: *communities* (n.), *managed* (v.), *responded* (v.)

Before Reading

Build Background

- Ask students to tell what they know about folktales. Make connections to other folktales that students may have read (*Ugly Duckling*, *Peter and the Wolf*, and so on). Discuss characteristics of a folktale (a traditional story that often centers around the beliefs of a culture; often contains anthropomorphic characters).
- Ask students what they know about pourquoi tales. 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 their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Ask students to turn to the table of contents. Remind them that the table of contents provides an overview of what the book is about. Ask students what they expect to read about based on what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand and remember information in a book is to write a summary, or a brief overview, of the most important information in a chapter. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*.
- Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*. Read pages 4 through 6 aloud to students and model summarizing.
Think-aloud: To summarize, I need to decide which information is the most important to remember in a chapter. To do this, I can consider who and what the chapter is about, what happens, and when and why it happens. Then I can organize that information into a few sentences. This chapter is mostly about how cats and dogs used to be best friends. The author explains that long ago, cats and dogs were best friends. I will write best friends under the heading What, and cats and dogs under the heading Who. They helped each other in times of need, and worked and played together. I will write helped each other, worked and played together under the heading Why. Cats and dogs lived together in small communities a long time ago. I will write long ago under the heading When. When I organize all of this information, a summary of the introduction might be: Long ago, cats and dogs were the best of friends. They worked and played together in small communities, and they always helped each other in times of need.
- Write the summary on the board. Discuss how you used the information in the chart along with your own words to create the summary.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

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

- Review or explain that a *cause* is an event that makes something happen, and the *effect* is what happens because of, or as a result of, the event. Create a two-column chart on the board with the headings *Cause* and *Effect*. Write the following sentence on the board under the heading *Cause*: *I threw a ball in the house.*
- Model identifying cause-and-effect relationships.
Think-aloud: If I throw a ball in the house, certain events might happen as a result of this cause. For example, I might break something valuable. I also might have to apologize for being irresponsible. Sometimes there is more than one effect, or consequence, that happens as a result of a cause.
- Ask students to identify from the discussion the two effects that might happen as a result of throwing a ball in the house (break something valuable, have to apologize for being irresponsible). Write these under the heading *Effect*.
- Invite students to identify other possible effects of throwing a ball in the house (replace broken items, hurt someone accidentally, and so on).

Introduce the Vocabulary

- Write the following words from the content vocabulary on the board in order: *mischievous*, *consequences*, *revenge*.

- Give groups of students three pieces of blank paper. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Review or explain that the glossary and a dictionary both contain lists of vocabulary words and their definitions.
- Model how students can use the glossary or a dictionary to find a word's meaning. Have students locate the glossary at the back of the book. Invite a volunteer to read the definition for *mischievous* in the glossary. Have students compare the definition with their prior knowledge of the word. Then have students follow along on page 10 as you read the sentence in which the word *mischievous* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.
- Invite students to review the illustration on page 8. Have them use the vocabulary words on the board to create a short story about some *mischievous* cats or dogs who are faced with the *consequences* of their actions and a plot for *revenge*. Repeat the activity after reading the book to check for student understanding of the vocabulary.




Set the Purpose

- Have students read the book to find out what happens to the cats and dogs in this folktale. As they read, encourage students to underline information in each chapter that answers the questions *who*, *what*, *when*, *where*, and *why*.

During Reading

Student Reading


- Guide the reading: Have students read from page 7 to the end of page 9. Encourage those who finish before others to reread the second chapter.
- Model summarizing important information in the second chapter, "Spring Party."
Think-aloud: *I made sure to stop reading after the second chapter to summarize what I'd read so far. First, I thought about the information that answered the questions who, what, when, where, and why. Then, in my mind, I organized the important information into a few sentences. In this chapter, I read that hundreds of cats and dogs gathered under a full moon to celebrate the arrival of spring. I underlined cats, dogs, celebrate, and spring. I also read that everyone was enjoying the party when it began to rain. I underlined enjoying the party and began to rain in the book. I read that the cats and dogs decided to move the party to a barn and that the dogs took off their muddy tails before entering. The dogs left their tails by the door, organized by size. I will also underline the words barn, muddy tails by the door, and organized by size in the book.*
- Write the underlined information on the chart on the board. Have students share any additional information they underlined that answers the questions *who*, *what*, *when*, *where*, and *why*. Write this information on the chart. Create a summary with students based on the information in the chart. (The cats and dogs celebrated the arrival of spring with a party. When it started to rain, they moved the party to a barn. Before going in, all the dogs took off their muddy tails and left them by the door.)
- Have students turn to page 7 in the book. Write *cats and dogs wanted to celebrate spring* under the heading *Cause* in the cause-and-effect chart on the board. Ask students to use the text to identify the effect of this event. (*They had a big party.*) Write this information on the chart under the heading *Effect*.
- Introduce and explain the [cause-and-effect worksheet](#). Ask students to write the information from the board on their worksheet.
- Write the following cause on the board: *It began to rain*. Have students write the cause and its effect on their worksheet. (*Cause:* It began to rain; *Effect:* The cats and dogs moved the party to the barn.)

-  **Check for understanding:** Have students read pages 10 and 11 about the bad joke. Remind them to underline information that answers the questions *who*, *what*, *when*, *where*, and *why* while reading. When students have finished reading pages 10 and 11, have them work with a partner to identify the important information they underlined (*Who*: a group of mischievous young cats; *What*: mixed up all the dogs' tails). Ask students to write a summary of the chapter with their partner. Discuss each pairs' summary aloud.
- Write *the dogs' tails were muddy* on the cause-and-effect chart on the board under the heading *Cause*. Ask students to use the text to identify the effect of this cause. (*They took off their tails and lined them up outside.*) Have them write this cause-and-effect relationship on their worksheet.
-  Have students read the remainder of the book. Have them underline information in the chapter that answers the questions *who*, *what*, *when*, *where*, and *why*.
-  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 skills and context clues.

Reflect on the Reading Strategy

-  Divide students into pairs. Have them discuss the information they underlined in the final chapter, "The Fight." Have them talk about why the information they underlined is important to a summary of the chapter. Have them write *who*, *what*, *when*, *where*, and *why* in the margins next to each of the corresponding underlined parts.
- **Independent practice:** Introduce and explain the [summarize worksheet](#). Have students use the information they underlined to write a summary of "The Fight." Invite volunteers to read their summaries aloud once everyone has finished their work.

Reflect on the Comprehension Skill

- **Discussion:** Have students reread page 11. Ask them to identify a cause-and-effect relationship on this page and write it on their worksheet. (*Cause*: The storm put the cats and dogs in a bad mood; *Effect*: They all began complaining and growling.)
- Have students read page 12 and identify another effect of the cats' and dogs' bad moods. (*Effect*: Tension grew, and the cats and dogs began insulting one another.)
- **Independent practice:** Have students identify two additional cause-and-effect relationships from the end of the story and write them on their worksheet. Instruct them to use the back side of the worksheet to add more boxes to their chart if necessary. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read a *pourquoi* tale about cats and dogs that explained why dogs are always chasing cats. Now that you've read this *pourquoi* tale, why do you think people tell these types of stories?

Build Skills

Grammar and Mechanics: Adjectives

- Write the following sentences on the board: *A big, friendly dog jumped into the river.* Point to the word *dog*. Ask students to identify words used to describe the dog (*big*, *friendly*).
- Explain to students that the words *big* and *friendly* are *adjectives*. Review or explain that adjectives are words that describe nouns or pronouns, and tell *which one*, *how many*, or *what kind*.

- Write the following sentence on the board: *The wet and muddy cats arrived at the small barn.* Ask students to count the number of adjectives in the sentence. After you read the sentence aloud, have students hold up the same number of fingers as adjectives in the sentence (3).
- Have individual students come to the board and circle the adjective(s) in the sentence (*wet, muddy, and small*). Then have them underline the nouns that the adjectives describe (*cats and barn*). Point out that the sentence contains three adjectives that describe two nouns (*wet and muddy* both describe cats; *small* describes barn).
- Point to the circled adjectives in the first sentence on the board (*big and friendly*). Ask students to determine whether the adjectives tell which one, how many, or what kind (*big and friendly* both tell what kind). Repeat the exercise with the second sentence.
- ✎ Have students use the inside back cover of their book to write adjective, along with the definition of the term, to help them remember the terminology (a word describing a noun or pronoun that tells which one, how many, or what kind).
- ✎ **Check for understanding:** Give students highlighters and have them work in pairs to highlight all of the adjectives in the book and circle the nouns the adjectives describe. Discuss the results as a group.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

Word Work: Homophones

- Have students turn to page 14. Read the following sentence aloud: *None of the dogs had their own tail.* Write the word *tail* on the board. Ask students to explain the meaning of the word *tail* (the rear appendage of an animal's body).
- Ask a volunteer to read the title of the book aloud (*A Dog's Tale*). Write the word *tale* on the board. Ask students to explain what the word means (a story).
- Ask students to identify which words in the examples sound the same but are spelled differently and have different meanings (*tail, tale*). Write these words on the board. Explain to students that words that sound the same but are spelled differently and have different meanings are called *homophones*.
- Repeat the process above for the words *too* (page 11: *complaining and growling, too*) and *to* (page 11: *started to change*).
- Write the homophones *hole/whole* on the board. Explain to students that they can use a dictionary to help them identify and understand the difference in meaning of these words. Have pairs of students use a dictionary to locate and identify the meaning of each word. Then have the pairs use each word in a sentence on a separate piece of paper. Invite them to share their sentences aloud.
- ✎ **Check for understanding:** Point out to students the word *see* on page 15. Instruct them to circle the word *see* and to write its homophone pair, *sea*, in the margin to the left. Ask students to identify the meaning of each word in the dictionary and then use each word in written sentences on a separate piece of paper.
- **Independent practice:** Identify, explain, and have students complete the [homophones worksheet](#). If time allows, invite students to share their sentences aloud.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can 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. Have them discuss with someone at home how to summarize as they read each chapter in a story.

Extend the Reading

Pourquoi Tale Writing Connection

Read aloud to students other examples of pourquoi tales. Remind students that pourquoi tales are a certain kind of folktale. Review the characteristics of a folktale (a traditional story that often centers around the beliefs of a culture). Have students write a pourquoi tale of their own. When they have finished, invite them to share their story aloud.

Science Connection

Provide print and Internet resources about dogs. Have students choose a dog that interests them and research the following: what it looks like, what it eats, how much it eats, its temperament, how much exercise it needs, and how big it gets. Have them create a poster about the dog and present their information to the class. Have students explain whether or not the dog they chose would be a good match for them and why.

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:

- accurately use details from the text to create chapter summaries during discussion and on a worksheet
- understand and identify cause-and-effect relationships in the text during discussion and on a worksheet
- recognize adjectives used in the text during discussion and on a worksheet
- accurately identify and understand the use of homophones during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**