



About the Book

Text Type: Fiction/Fable Page Count: 14 Word Count: 375

Book Summary

This delightful African fable tells how fierce Leopard is actually afraid of mild Ram. Jackal tries to force his friend to be brave and face Ram. But Ram's wife tricks Leopard, and Jackal ends up paying the price in this humorous tale.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Retell to understand and remember story events
- Sequence events in a story
- Discriminate long vowel /e/ sound
- Identify vowel digraphs ea and ee
- Recognize and understand the use of quotation marks
- Identify words that mean the same (synonyms)

Materials

Green text indicates resources available on the website

- Book—*Leopard, Ram, and Jackal* (copy for each student)
- Chalkboard or dry erase board
- Word journal (optional)
- Sticky notes
- Sequence events, vowel digraphs ea and ee, synonyms 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.

- High-Frequency words: away, said, saw, was
- Content words:

Story critical: **fierce** (adj.), **foolish** (adj.), **gruff** (adj.), **hunter** (n.), **leaped** (v.), **meekly** (adv.)

Enrichment: bruised (adj.), dragging (v.), jerked (v.), juicy (adj.)

Before Reading

Build Background

- Write the word *folktale* on the board. Ask students what the word *folktale* means. Explain to them that a folktale is a story that is passed down from generation to generation. A folktale often deals with everyday life and contains animals that speak and act like people.
- Explain that in a folktale, one of the characters has a problem at the beginning of the story. The rest of the story tells how the character tries to solve his or her problem.
- Explain that a fable is a type of folktale. In fables, animals teach a moral, or a lesson to the reader.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they might read about in a book called *Leopard, Ram, and Jackal*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title, author's name, illustrator's name).

Introduce the Reading Strategy: **Retell**

- Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the story.
- Explain that when someone retells something, they explain the details of what happened in order. Point out that people retell stories as part of their daily lives, such as explaining what happened in school to a student who was absent. Ask students to share other examples of when people might give a retelling.
- Model retelling a familiar story in detail, such as *Goldilocks and the Three Bears*.
Think-aloud: *In Goldilocks and the Three Bears, Goldilocks comes to a house in the forest that belongs to three bears: a mama bear, a papa bear, and a baby bear. The bears leave the house for a walk in the forest while their porridge is cooling. Goldilocks goes inside the house, even though no one is home. First, Goldilocks sees three bowls of porridge on the table. She tries each one. The first bowl is too hot, the second bowl is too cold, and the third bowl is just right, so she eats it all up. Next, she sees three chairs and sits in each one. The first chair is too hard, the second chair is too soft, and the third chair is just right. However, the chair breaks and Goldilocks falls to the ground.*
- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of *Goldilocks and the Three Bears*.
- Have students place sticky notes on pages 5, 8, 12, and 14. Explain that as students read, they should stop on these pages to think about what has happened in the story. Encourage students to retell in their mind what happens in the story as 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

- Use the pictures to preview the book with students. Reinforce new vocabulary by incorporating it into the discussion. For example, on page 3, you might say: *Look at the picture of Leopard on this page. He looks like he is looking for food. When an animal looks for food he is hunting and he is called a hunter.*
- Reinforce word-attack strategies by modeling how to read unfamiliar words. Read the second sentence on page 4 to students. Point to the word *meekly*. Review how to break the word into syllables to pronounce it (meek/ly). Model how students can use context clues to figure out the meaning of the word. Read the second sentence aloud to students. Ask them whether the sentence tells what *meekly* means (it does not). Have a volunteer read the rest of the page aloud. Ask whether this information gives them a hint as to what *meekly* means (no, but Ram spoke in a gruff voice). Read the next sentence aloud, which is at the top of page 5. Tell students that this sentence tells that Leopard spoke softly, so *meekly* and *softly* must mean about the same thing.
- Encourage students to add new words to their word journals.

Set the Purpose

- Have students think about the events in the fable in order to help them remember what they are reading so they can retell the story to someone else.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number at the bottom corner of page 3. Have them read to the end of page 8, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Cut out the pictures from an extra copy of the book. Place the pictures from pages 3 through 5 in a pocket chart or along the chalkboard ledge.
- Model retelling the events of the story using the pictures as a guide.
Think-aloud: I stopped after a few pages to retell in my mind what I had read so far. First, I read that Leopard was out hunting when he came to Ram's house. Leopard had never seen a ram before, and when Ram spoke gruffly to him, Leopard was so scared that he ran home and went to see his friend Jackal who lived close by.
- Remind students that a retelling includes detail and description about the events of a story, and a sequence of events lists the most important events that someone would need to know to tell the story correctly.
- Point to the picture from page 3. Explain to students that the first important event in the story is that Leopard is out hunting and comes to Ram's house. Write this event under the picture from page 3.
- Have students look at the picture from page 4. Ask them what important event happens next in the story (Leopard speaks to Ram, who is not friendly). Write this event under the picture from page 4. Repeat this process with the last picture (Leopard is scared and runs home and goes to Jackal's house).
- **Check for understanding:** Have students read to the end of page 9. Place the pictures from pages 7 and 9 next to the pictures from the beginning of the story. Ask volunteers to use the pictures as a guide to retell the details about the events after Leopard tells Jackal about the conversation with Ram. Listen to students' retellings for correct order and description of the story events.
- Ask students to identify the sequence of events from these pictures. (Jackal laughs at Ram and tells him that they should go to Ram's house and eat him. Jackal ties Leopard to his leg so Leopard cannot run away. Ram and his wife see Leopard and Jackal coming and are frightened.) Write each event under the picture.
- Have students read the remainder of the story. Remind them to continue stopping to retell in their mind the details of the story.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

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

- Retell in detail with students the events of the story from page 10, using the picture cut out from page 10 of the book.
- **Think-aloud:** *After Ram and his wife see Leopard and Jackal coming, Ram's wife tells Ram to take their baby outside and make it cry.*
- Have volunteers retell the events to the end of the book, using the pictures cut out from the book. Then have students retell the story to a partner, starting at the beginning. Listen for whether they include the following: correct events in detail, events in order, main characters, problem, and solution.
- Ask students how retelling the events of the story in their mind as they read helped them understand the story.

Teach the Comprehension Skill: **Sequence events**

- **Discussion:** Discuss with students the meaning of a *problem*. Have them share kinds of problems they have experienced. Review with students that most stories have a *problem* for which the characters in the story have to find a *solution*. Ask students to share how they solved the problem they shared aloud.
- **Introduce and model:** Explain to students that a story is a series of events that happen in a particular order. First one thing happens, then something else, and so on. Explain that the order in which something happens is called the *sequence*. Point out the sequence in this story.
- Explain to students that the events in the beginning, middle, and end of the story make up the sequence of events in the story that lead to the solutions of the characters' problems. Have students name the problems that the different characters have (Leopard was afraid of Ram; Ram and his wife knew Leopard and Jackal were on their way to eat them; and so on).
- **Think-aloud:** *At the beginning of the story, Leopard sees an animal he has never seen before. He is scared of Ram and runs home to talk to Jackal.*
- **Check for understanding:** Guide students to think about what happened next in the fable. Have pairs of students discuss the events through the end of the story. Ask them to think about the events that happened to show the problems as well as the solutions that the characters came up with to solve their problems. Discuss their answers.
- **Independent practice:** Introduce, explain, and have students complete the **sequence events worksheet**. If time allows, discuss their responses.

Build Skills

Phonological Awareness: Long vowel /e/ sound

- Say the word *eat* aloud to students, emphasizing the long /e/ vowel sound. Have students say the word aloud and then say the long /e/ vowel sound.
- Say the following words from the book, one at a time: *seen, friend, voice, fear, house*. Have students give the thumbs-up signal when they hear a word with the long /e/ vowel sound as in the word speak.
- **Check for understanding:** Say the following words, one at a time, and have students give the thumbs-up signal if the word contains the long /e/ vowel sound: *meat, jackal, teacher, food, seat*.

Phonics: Vowel digraphs ea and ee

- Write the word *eat* on the board and say it aloud with students. Have students say the long /e/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Explain that the long /e/ sound can be represented by combining two vowels together, called a *vowel digraph*, to make one sound. Ask students which two letters together stand for the long vowel /e/ sound in the word *eat*.
- Write the word *sweet* on the board and say it aloud with students. Have students say the long vowel /e/ sound aloud. Then run your finger under the letters in the word as the students say the whole word aloud. Ask students which two letters together stand for the long vowel /e/ sound in the word *sweet*.
- **Check for understanding:** Write the following words that use the vowel digraphs *ea* or *ee* on the board, leaving out the digraph: *each, leave, tree, green*. Say each word, one at a time, and have volunteers come to the board and add the *ea* or *ee* digraph in each word. Have students practice blending the sounds together to say each word.
- **Independent practice:** Introduce, explain, and have students complete **vowel digraphs ea and ee worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: Quotation marks

- Explain to students that there are several conversations between the characters in the book. Ask: *How do readers know when characters such as Leopard and Jackal are speaking to each other?* Explain to students that there are clues in the text that tell readers when someone is speaking (word clues: *said* or *asked*; quotation marks). Review or explain to them that *quotation marks* are used to identify the exact words a character is speaking. Tell students that without the quotation marks, it would be difficult to tell when different characters in the book start and stop talking.
- Have students turn to page 4. Read the page again with them. Ask them to identify the exact words Leopard said. (*Good day, friend. Who might you be?*) Point out the quotation marks that enclose Leopard's words. Ask a student to tell the exact words Ram answered. (*I am Ram, Who are you?*) Again, tell students to look for the quotation marks, noting how the quotations are divided.
- **Check for understanding:** Using the board or an overhead projector, share one or more other pages from the book, leaving out the quotation marks. Have students read and identify what each character is saying and where quotation marks need to be placed.

Word Work: Synonyms

- Direct students to page 4 of the book and have them put their finger on the word *meekly*. Tell students that there are other words they can use that mean the same as *meekly*. Have them turn to page 5 and find one of those words (*softly*). Review or explain to students that two words that mean the same or almost the same thing are called *synonyms*.
- **Check for understanding:** Have students choral read the first sentence on page 4 (*Leopard was a little afraid of him*). Ask them to find a synonym on page 5 for the word *afraid* (*scared*). Have students choral read the sentence on page 4, substituting *scared* for *afraid*. Ask them whether the sentence makes sense and still has the same meaning.
- **Independent practice:** Introduce, explain, and have students complete the [synonyms worksheet](#). If time allows, 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. Have them sequence the events of the story with someone at home.

Extend the Reading
Folktale Writing and Art Connection

Ask pairs of students to think of a new ending to tell what happens next in this folktale. Have students write and illustrate the animals' next adventure. Have them share their stories and pictures with the class.

Science and Art Connection

Have students use library and Internet resources to research leopards, rams, or jackals. Ask students to make illustrated posters of the animal they chose and write interesting details about it, including habitat, food sources, and characteristics. Have students present what they learned to the class, and display their posters.

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 and consistently demonstrate retelling the story during discussion
- correctly sequence events to show beginning, middle, and end during discussion and on a worksheet
- accurately discriminate the long vowel /e/ sound during discussion
- correctly read and identify vowel digraphs ea and ee in the text and on a worksheet
- correctly identify quotation marks in the text and understand how they are used
- accurately identify synonyms during discussion and on a worksheet

Comprehension Checks

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