



About the Book

Text Type: Fiction/Fairy Tale Page Count: 20 Word Count: 874

Book Summary

The Shepherd and the Fairy is a rags-to-riches-to-rags Corsican fairy tale about a young man who wins the love of a magical fairy. The fairy makes him wealthy when he agrees to be her husband, but he succumbs to the temptation of wanting a better love and more worldly goods. In the end, he is left with nothing.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions to understand text
- Understand and identify author's purpose
- Identify vowel digraph ee
- Recognize and use irregular plural nouns in a sentence
- Identify and use homophones

Materials

Green text indicates resources available on the website

- Book—*The Shepherd and the Fairy* (copy for each student)
- Chalkboard or dry erase board
- [Author's purpose, irregular plural nouns, 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

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

- Content words:

Story critical: **ashamed** (adj.), **content** (adj.), **embarrassed** (adj.), **practical** (adj.), **threadbare** (adj.), **vanish** (v.)

Before Reading

Build Background

- Ask students to tell what they know about folktales. Make connections to other folktales that students may have read (*Brer Rabbit*, *Tar Baby*, and so on).
- Ask students: *What is a fairy tale?* Explain that a fairy tale is a type of a folktale that contains magic and a problem with good and evil.

Preview the Book

Introduce the Book

- Tell students that a fun way to read that will help them understand a story is to guess what they think will happen in a 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.

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

- Model how to make a prediction as you preview the book.
Think-aloud: Let's look at the front cover. I see a shepherd playing an instrument and a fairy watching him. On the back cover, I see the shepherd and the fairy kissing. I also notice that the shepherd's clothes have changed from a simple smock to a royal jacket. Since the title of the book is The Shepherd and the Fairy, I think this might be a story about a fairy who falls in love with a shepherd and turns him into a prince. I'll have to read the book to find out.
- Encourage students to make predictions about what they think they will read about the shepherd and the fairy in the book.
- Show students the title page. Talk about the information that is written on the page (title of book, author's name, illustrator's name).
- 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 make sense of the word. They can look for base words and prefixes and suffixes. They can use the context to work out meanings of unfamiliar words. Model how to apply word-attack strategies.
- Direct students to page 7. Have them find the word *content*. Model how they can use context clues to figure out the meaning of an unfamiliar word. Explain that the sentences before it include the shepherd telling the fairy that he is very happy. The sentence with the unfamiliar word in it includes the fairy asking the shepherd, "You're quite content?" The sentence after it includes the shepherd telling her that he does not need a thing. Explain to students that these clues make you think that the word *content* means *happy with what you have*. Have students follow along as you reread the sentence on the page to confirm the meaning of the word.
- Remind students that they should check whether words make sense by rereading the sentence.

Set the Purpose

- Encourage students as they read the book to make predictions about what will happen based on what the characters say, do, and think. Remind them to revise or confirm their predictions as they learn more about the events of the story.


During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 9. Encourage them to look for clues that tell about whether their predictions are true. If they finish before everyone else, they can go back and reread.
- When they have finished reading, ask students to tell about the fairy, and how she felt about the shepherd. (She was beautiful and could do all kinds of magic, but wasn't allowed to leave her cave. She saw the shepherd in the field and listened to his music. He made her heart sing.)

Lesson Plan *(continued)*

The Shepherd and the Fairy

- Model making, revising, and confirming predictions.
Think-aloud: So far my prediction is right. I thought the story might be about a fairy who falls in love with a shepherd, and it looks like that's what it's about. From what I've read about the shepherd, it seems as if he doesn't have much money. On page 8, it says that he is much too poor to think of marriage. I think that the fairy will marry him and magically make him rich.
 - Direct students to page 8 in the book. Read the following sentences: *The shepherd thought for a moment. Was there anything he needed in his life? He had his sheep. He had his music.* Ask students what this tells them about how the boy feels about his life. Ask them if they think that meeting the fairy will change anything.
 - Encourage students to continue to make, revise, and confirm their predictions as they read the remainder 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

- Discuss how making predictions about what will happen in the story keeps them actively involved in the reading process and helps them understand and remember what they read.
- *Think-aloud: I predicted that the fairy would marry the shepherd and make him rich. I was interested in continuing to read the story to find out if my prediction was right. My prediction turned out to be only partially right. What else happened in the story? Did anyone predict something different?*

Teach the Comprehension Skill: **Author's purpose**

- **Discussion:** Have students tell what they think the author's purpose was for writing *The Shepherd and the Fairy*.
- **Introduce and model:** Explain that writers have reasons for what they write. Write the following words on the board: *inform or teach, entertain, persuade or convince*. Explain to students that a writer usually has one of these three reasons for writing, but some writers have all three. Explain that the writer's words provide clues that can help readers figure out the purpose.
- Ask students to find clues in the book that tell that this story was written to entertain (the fairy was beautiful and magical, the prince played songs on his flute, the shepherd's smock turned into a suit fit for a prince, and so on).
- Show students a textbook or encyclopedia, and explain to them that the author's purpose for writing this type of book is to tell or teach something. To illustrate the point, open the book and read a fact or a piece of information given in the text. Show students a fiction book and explain that books like this are meant to entertain. Read a funny, scary, or mysterious line from the book, and explain that these words are clues that the author wants the reader to be entertained. Explain that other books generally written to entertain include mysteries, science fiction, and so on. Show students an ad or editorial from a newspaper. Explain that this type of writing is meant to persuade or convince the reader to agree with the writer. Point out a convincing statement and explain that these words are clues that the author wants the reader to think the way he or she does.
- **Check for understanding:** Ask students to think of something they've read recently that taught them something (science book, biography, and so on). Ask students to think of something they've read that has been funny, scary, silly, or mysterious (comics, fiction books, and so on). Ask students for an example of something they've read that was persuasive or convincing (an advertisement or political endorsement).

Lesson Plan *(continued)*


The Shepherd and the Fairy

- **Independent practice:** Have students complete the **author's purpose worksheet**. If time allows, discuss their responses.
- **Extend the discussion:** Ask students if they think there was a deeper meaning the author wanted the reader to think about after reading the story. Have them explain what they think it is. Ask students if they can think of other stories that have an underlying purpose (*The Story of the Three Little Pigs*, any of *Aesop's Fables*, and so on).

Build Skills


Phonics: Vowel digraph ee

- Write the word *queen* on the board and say the word aloud with students.
- Have students say the long /e/ vowel sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters stand for the long /e/ vowel sound in *queen*.
- Underline the letters ee in the word *queen*. Explain to students that the letters ee sometimes stand for the long /e/ vowel sound. Say the following words with the vowel digraph ee aloud: *three, agree, glee, free*. Ask volunteers to spell the words aloud as you write them on the board.
- Write the following words on the board, omitting the vowel digraph ee: *screen, wheel, creek, weed, fourteen*. Ask volunteers to come to the board and write in the vowel digraph ee. Read each word aloud with the class.

 **Check for understanding:** Have students turn to page 13 and circle two words with the vowel digraph ee (*feel, cheek*). Ask students to turn to page 18 and circle two words with the vowel digraph ee (*queen, sheep*).

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 form for each of the following singular nouns by adding an -s to the end: *cheek, hand, traveler, horse, shepherd*.
- Write the word *wife* on the board. Explain to students that the plural of this noun is *irregular* (you can't just add an -s to the end of the word). Explain that the plural form of the word is made by changing the letters -fe to -ves. On the board show students how to make the change: *wife, wives*.

 **Check for understanding:** Write the following nouns on the board: *knife, shelf, elf, half, 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. Have students use the plural form of the words in oral sentences.

- **Independent practice:** Introduce, explain, and have students complete the **irregular-plural-nouns worksheet**. If time allows, discuss their answers.

Word Work: Homophones

- Review or explain that some words have the same sound as another word, but they have different spellings and different meanings. Words that have the same sound, but different spellings and meanings are called *homophones*. 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 5. Ask them to find two words that have *homophones* in the second sentence on the page (*plain, merry*). Write the words on the board. Ask students to give alternate spellings and meanings for the two words (*plane, marry*). As they give examples, write the words on the board.
- Direct students to page 18. Ask them to find two words that have *homophones* in the last sentence on the page (*rode, nose*). Write the words on the board. Ask students to give alternate spellings and meanings for the two words (*road, knows*). As they give examples, write the words on the board.

Lesson Plan *(continued)*

The Shepherd and the Fairy

- **Check for understanding:** Have students complete the [homophones 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.

Extend the Reading

Writing Connection

Have students add onto the story by making up what they think happened to the fairy after the shepherd betrayed her. Discuss what it means to write in the past tense. Have students continue writing in the same verb tense as the one used in the story (past tense).

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

Social Studies Connection

Provide print and Internet materials for students to research life in Corsica. Have them locate Corsica on a map and then have them locate where they live. Have them compare their customs, dress, and folktales to those in Corsica. Create a classroom chart where students can post their findings.

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.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently make logical predictions based on available pictures and text; revise and confirm predictions as they preview and read the book
- accurately identify the author's purpose
- correctly identify and read vowel digraph ee during discussion and on a worksheet
- correctly recognize and use irregular plural nouns in discussion and on a worksheet
- consistently identify and pair homophones in discussion and on a worksheet

Comprehension Checks

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