

## About the Book

Text Type: Fiction/Folktale Page Count: 22 Word Count: 1,096

### Book Summary

*Makusani's Lesson* is a Venezuelan folktale that tells the story of Makusani, a very curious young boy. Makusani is a good boy, but his curiosity always seems to get him in trouble. His choices lead him on an adventure that eventually teaches him a valuable lesson.

## About the Lesson

### Targeted Reading Strategy

- Make, revise, and confirm predictions

### Objectives

- Make, revise, and confirm predictions
- Identify setting
- Identify vowel patterns *-igh* and *-ight*
- Recognize and use contractions
- Place words in alphabetical order

### Materials

Green text indicates resources available on the website

- Book—*Makusani's Lesson* (copy for each student)
- Chalkboard or dry erase board
- Story elements, contractions, alphabetical order 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: **blowgun** (n.), **curious** (adj.), **relieved** (adj.), **repeatedly** (adj.), **restless** (adj.), **wandered** (v.)

## Before Reading

### Build Background

- Ask students to tell what they know about folktales. Make connections to other folktales that students may have read (*Anansi the Spider*, *The Pied Piper*, and so on). Discuss how a folktale is different from other narrative stories. Ask: *What is a folktale* (a traditional story that centers around the beliefs or legends of a culture; usually contains a moral)?

## Preview the Book

### Introduce the Book

- Explain to students that a fun way to read that will help them understand a story is to predict 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 them discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about. Show students the title page. Talk about the information that is written on the page (title of book, author's name, illustrator's name).

### 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 boy leaving a hut and walking outside with a stick in his hand. On the back cover, I see a close-up of the boy out in nature. Since the title of the book is Makusani's Lesson, I think this might be a story about a boy named Makusani who learns a very important lesson. I'll have to read the book to find out.*
- Encourage students to make predictions about what will happen to the boy in the book. Ask them to predict what they think the boy might learn, or what his lesson might be about.
- As students read, they should 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 a 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 18. Have them find the word *relieved*. Model how they can use context clues to figure out the meaning of the unfamiliar word. Explain that the sentences before it explain that Makusani had to paddle a canoe but he didn't know how, so he steered toward the riverbank. When Makusani got to the riverbank he was *relieved*. Explain to students that these clues make you think that the word *relieved* means *to no longer worry or to feel better about something*. Have students follow along as you reread the sentence on the page to confirm the meaning of the word.
- Remind students that they can check whether words make sense by rereading the sentence.

### Set the Purpose

- Encourage students to make predictions as they read about what they think 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 10. Encourage them to find something that explains why Makusani needs to learn a lesson. Have them underline the words or phrases that tell about the problems he encounters. If they finish before everyone else, they should go back and reread.
- When they have finished reading, discuss Makusani's actions so far, and talk about how he might be getting himself into trouble. (He forgot about hunting and wanted to play; he chased the girl into the woods and got lost.)

## Lesson Plan *(continued)*

## Makusani's Lesson

- Model making, confirming, and revising predictions.  
**Think-aloud:** *So far my prediction is right. I thought the story might be about a boy named Makusani who learns an important lesson, and it looks like that's what it's about. From what I've read about Makusani, he seems like a mischievous boy. On page 3, it says that he was a boy who always meant to be good but somehow managed to get himself in trouble without even trying. I predict that Makusani makes other bad choices that will get him in further trouble.* Encourage and discuss different student predictions.
- Direct students to page 7 in the book. Read the sentences “Leave me alone,” she said. “My father won’t let me talk to boys.” and “But he won’t know,” Makusani replied. “Why can’t we play?” Ask students what this tells them about how Makusani feels about following rules. Ask them if they think his choices will get him in trouble.
- Encourage students to continue to make, revise, and confirm their predictions as they read the remainder of the story.
- ✎ 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 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 Makusani would make other bad choices that would get him in further trouble, and I wanted to read the story to find out if my prediction was right. It turned out that my prediction was right.* Discuss other students’ predictions and their outcomes.

### Teach the Comprehension Skill: **Analyze setting**




- **Discussion:** Talk with students about the setting of the story. Remind them that the setting is the time and place where a story occurs (in the forest, near the mountains, during the day). Ask students to tell how they know this information. (The author’s words and the illustrator’s pictures give us clues.)
- **Introduce and model:** Review or explain that in many stories the setting changes many times. As readers make their way through the book, the place where the characters are may change, and the time of day, season, or year may change as well. Ask students to think about how the setting changed in this story.
- Have students turn to page 4. Read through the page together, having students identify the words that depict setting (*one morning, his house, in the mountains*). Explain that these words show where and when the story takes place. Ask them if Makusani stays in his house for the whole story (no). Discuss that the setting changes when he leaves the house.
- **Check for understanding:** Have students turn to page 6 and circle the words in the text that depict the next setting (*the trail, into the mountains, a river, day*). Discuss that the setting surrounding the boy is different from when the story began (morning turned to day, he’s no longer at his house but rather by the river). Point out the illustrations and how they support the text (a picture of the river).
- **Independent practice:** Have students practice identifying the changes in the setting by completing the [story elements worksheet](#). Discuss answers aloud when students have finished.
- **Extend the discussion:** Talk with students about what they think of Makusani’s choices. Ask if anyone has ever had a difficult time following rules and making the right choices. Ask if anyone has ever made one choice and then wished they had made another choice instead.

## Build Skills

### Phonics: Vowel patterns *-igh* and *-ight*

- Have students open to page 19 and locate the word *high*. Write the word *high* on the board using one color for the letter *h* and a different color for *-igh*.
- Explain to students that *-igh* is a vowel pattern. Explain that the letters *i*, *g*, and *h* come together to form the long /i/ vowel sound heard in the word *high*. Encourage students to look at these letters as one chunk of information that they can use to help them make and read other words with the same chunk sound.
- Have students turn to page 15 and find the word *might*. Write the word *might* on the board using one color for the letter *m* and a different color for the *-ight*. Explain that *-ight* is another vowel pattern which stands for the long /i/ vowel sound. Cover up the *m*, say *-ight* and have students repeat. Then uncover the *m* and say the word *might*, putting emphasis on each sound.
- Change the *m* to *r* and repeat the step. Explain to students that by changing the initial sound, a new word is formed.
- **Check for understanding:** Have students locate and circle the word with the vowel pattern *-ight* on page 21 (*nightfall*). Write the word on the board and have a volunteer underline the vowel pattern in the word.

### Grammar and Mechanics: Contractions

- Review or explain that a *contraction* is a word formed by joining two words, and that an apostrophe shows where the letter or letters have been left out.
  -  Direct students to page 8. Ask them to find the contraction in the text and circle it (*couldn't*). Ask which two words were joined together to make the new word (*could* and *not*) and have them write them in the margin of their book next to the word *couldn't*. Ask which letter was dropped in order to make the contraction (the *o* in *not*).
  -  Direct students to page 15. Ask them to find two contractions in the text and circle them (*I'm*, *wouldn't*). Ask which two words were joined together to make the new words (*I* and *am*, *would* and *not*) and have them write them in the margin of their book next to the contractions. Ask which letters were dropped in order to make the contractions (the *a* in *am*, the *o* in *not*).
  -  **Check for understanding:** Have students underline all of the contractions they find in the book and count how many there are. Discuss their answers.
- **Independent practice:** Introduce, explain, and have students complete the [contractions worksheet](#). If time allows, discuss their answers aloud when they have finished.

### Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if the first letter of two words is the same, they must compare the next two letters instead.
- Write the words *trail* and *river* on the board. Have a volunteer explain which word would appear first in alphabetical order (*river*) and why (because *r* comes before *t* in the alphabet).
- Write the words *walking* and *weary* on the board. Point out that the words begin with the same letter (*w*). Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*walking*, because the second letter, *a*, in *walking* comes before the second letter, *e*, in *weary*).
- **Check for understanding:** Write the words *rapid* and *restless* on the board. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). Discuss their answers aloud after they are finished.

## **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 write a story in which the setting changes throughout the story. Encourage them to use words that help the reader know when and where the story is taking place.

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

### **Art Connection**

Have students illustrate their stories (from above). Instruct them to include a background for their characters. Explain that there is always a background in real life and that it helps readers know the setting of the story. It also helps readers imagine what is going on in the story. Have students pay specific attention to drawing the setting and ask them to illustrate at least one change in setting.

### **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, revise, and/or confirm predictions as they preview and read the book
- accurately analyze changes in the setting
- understand that the vowel patterns *-igh* and *-ight* make the long /i/ vowel sound
- correctly recognize contractions in the text and identify the two words that are joined to make each contraction
- correctly place words in alphabetical order

### **Comprehension Checks**

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