

About the Book

Text Type: Fiction/Pourquoi Tale Page Count: 16 Word Count: 320

Book Summary

Monkey is a good friend to Crocodile. He tosses him sweet fruit each day. Soon Crocodile wants to return the favor and invites Monkey to join him for dinner. Should Monkey leave his safe tree and travel across the river with Crocodile? The pourquoi tale *Monkey and Crocodile* retells the story of trust and cleverness with delightful illustrations. Students have the opportunity to identify the characters and setting as well as connect to prior knowledge. High-frequency words and simple dialogue support emergent readers.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge


Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Identify characters and setting
- Segment syllables
- Identify short vowel e
- Recognize and use adjectives
- Place words in alphabetical order

Materials

Green text indicates resources are available on the website.

- Book—*Monkey and Crocodile* (copy for each student)
- Chalkboard or dry-erase board
- Story elements: identify characters and setting, short vowel e, adjectives worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

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

- High-frequency words: *after*, *would*
- Content words:
 - Story critical: *escape* (v.), *fetch* (v.), *guest* (n.), *invited* (v.), *outsmarted* (v.), *trusted* (v.)
 - Enrichment: *ashamed* (adj.), *wits* (n.)

Before Reading

Build Background

- Write the word *pourquoi tale* on the board and point to the word as you read it aloud to students.
- Explain that pourquoi tales are folktales that explain how something originated, or came to be.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Monkey and Crocodile*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, and illustrator's name).
- Discuss the "A Folktale from India" and "Retold by" notations on the title page. Explain that this story is an old folktale that does not have a known author. Point out that these kinds of stories were repeated aloud many times before they were written down, so no one knows who the original author was. Explain that the author listed on the title page retold the story and wrote it down for others to read.

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.
Think-aloud: On the cover, I see a monkey on a crocodile's back. I know that a monkey and a crocodile are animals. I think they will be the characters in the story. I know that the characters in pourquoi tales are usually animals. I wonder if there will be other characters in this story. I will have to read to find out.
- Invite students to share how they connected to prior knowledge on the basis of the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Story elements: identify characters and setting**

- Explain to students that a story is made up of many parts, called *story elements*. Write the word *character* on the board. Explain or review that a character is a person or animal in the book that plays an important role in the story. Write the word *setting* on the board. Explain that the setting tells where and when the story takes place.
- Model how to tell a story with characters and a setting.
Think-aloud: When people tell a story, they usually tell about the characters and the setting. It would be strange for a story to have no characters or to happen nowhere! For example, if I wanted to tell a story about a cow, the setting I would give my story would probably be a farm. The characters would be the cow, the other farm animals, and a farmer. If I wanted to be more specific about the characters and setting, my story could be about a cow named Bessie that lives on Farmer Brown's farm with some pigs and chickens. The story would take place early in the morning at feeding time. A story becomes more interesting when details are included about the characters and the setting.
- Write the words *Who*, *Where*, and *When* on the board and underline each word. Write details from the Think-aloud in the appropriate column.
- Ask students to look for details that describe the setting and characters in this story.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *It looks as though Monkey greeted his guest, Crocodile, by offering him some fruit from his tree.*

Lesson Plan *(continued)*

Monkey and Crocodile

- Remind students to use their decoding strategies to read new or difficult words. Review or explain that one way to read a new word is by using the picture and the context of the sentence. For example, point to the word *invited* on page 6 and say: *I am going to check the picture and read the rest of the sentence to figure out this word. In the picture on page 6, I see that Crocodile is talking to Monkey. The sentence reads as follows: "Please join me, I should have lin/ you sooner." One word that would make sense is asked, but that starts with the /a/ sound, and this word starts with the /i/ sound. So I can think about other words that might make sense in the sentence. I know that invited means to ask someone to go somewhere, this word makes sense in the sentence. The word invited starts with the /in/ sound. This word must be invited.*
- Invite students to identify the word (*invited*). Use the word in the sentence and ask students if the word *invited* makes sense.

Set the Purpose

- Have students use what they already know about pourquoi tales to help them read the book. Remind them to think about the characters as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Monkey*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the page number in the bottom corner of the page. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge and identifying characters.
Think-aloud: *As I read, I learned that Crocodile came to rest under Monkey's tree. Monkey offers him food because he is a guest. I know crocodiles usually eat monkeys so I am surprised Monkey is being so friendly. Monkey and Crocodile are the only characters I have read about so far. I think they will be the main characters in the story. I wonder what might happen next. I will need to keep reading to find out.*
- Invite students to share how they connected with what they already knew as they read.
- Remind students that *characters* are *people or animals that play an important role* in the book. Have students discuss with a partner the characters they have read about so far in the story.
- Invite volunteers to name characters in the book. Record the information on the board. Have students share one detail about each character.
- Remind students that the *setting* of a story is *where and when the story takes place*. Have students share with a partner where they think the story takes place. Confirm or correct their answers by pointing out the details about the setting on page 3.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected with prior knowledge as they read. (Accept all answers that show students understand how to connect with prior knowledge.)
- Refer to the columns on the board and remind students that the characters and the setting often answer these questions. Erase the details from the earlier Think-aloud and have volunteers suggest where to place new details about the characters and setting in this story.
- Have students read the remainder of the book. Remind them to think about what they know about fables and characters as they read.



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

- **Think-aloud:** *When I read the end of the story, I learned Crocodile felt angry and ashamed because Monkey had outsmarted him. I wonder if he felt this way because he was sorry for what he did or because he was still hungry. I also learned monkeys no longer trust crocodiles. I thought about times people have treated me unfairly. It is often difficult to believe that someone can be trusted again after they have treated others in a dishonest way.*
- Ask students to explain how thinking about what they already knew helped them to understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Review descriptions of the characters and the setting on the board. Ask students to give a descriptive statement about each character on the basis of what they read in the story.
- **Independent practice:** Introduce, explain, and have students complete the [story elements: identify-characters-and-setting worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this book, you read about Monkey and Crocodile. Monkey was friendly to Crocodile and gave him food each day. Crocodile pretended to be Monkey's friend, but really wanted to eat him for dinner. Now that you have thought about this information, what are some qualities a real friend might have?

Build Skills

Phonological Awareness: Segment syllables

- Review or explain that every word contains one or more parts. Explain that these parts are called *syllables*.
- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *invited*.
- **Check for understanding:** Say the following words aloud, one at a time, and have students clap the syllables and tell how many syllables are in each word: *guest, outsmarted, trusted, escape, fetch, guest, ashamed*.

Phonics: Short vowel e

- Write the word *fetch* on the board and say it aloud with students.
- Have students say the short /e/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short /e/ sound in the word *fetch*.
- **Check for understanding:** Write the following words that have the short /e/ sound on the board, leaving out the vowel: *fed, get, net*. Say each word, one at a time, and have volunteers come to the board and add the letter that represents the short /e/ sound.
- **Independent practice:** Introduce, explain, and have students complete the [short vowel e worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Adjectives

- Write the following sentence on the board: *Monkey tossed down sweet fruit to Crocodile*. Review or explain that a *noun* is a *person, place or thing*. Have students identify the nouns in the sentence (*Monkey, fruit, Crocodile*). Draw a line under *fruit*.
- Ask students which word describes the fruit (*sweet*). Explain that certain special words describe nouns. These words are called *adjectives*. Tell students that the word *sweet* is an adjective describing the fruit. Circle the word *sweet*.

Lesson Plan *(continued)*

Monkey and Crocodile

- Have students suggest an adjective that describes Monkey. Add the suggestions to the sentence on the board.
- Have students work with a partner to discuss other adjectives that could describe Crocodile, Monkey, and the fruit. Invite volunteers to share the new adjectives. Record these on the board.



Check for understanding: Have students reread the sentences in the book. Have them circle all the adjectives and underline the nouns they describe.

- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

Word Work: **Alphabetical order**

- Review or explain to students that words are sometimes placed in a list by alphabetical order. Remind them words are placed in alphabetical order by first looking at the beginning letter in each word and then deciding which letter comes first in the alphabet.
- Write the words *fetch* and *trusted* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet, *f* or *t*. Explain that the word *fetch* would come first in an alphabetical list because the letter *f* comes before the letter *t* in the alphabet.
- Write the words *ashamed* and *wit* on the board. Have students identify the initial letter in each word (*a* and *w*). Ask students to identify which letter comes first in the alphabet (*a*). Explain that the word *ashamed* would come first in an alphabetical list.
- **Check for understanding:** List these words in the following order on the board: *guest*, *outsmarted*, *invited*, *escape*, *Monkey*, *Crocodile*. Have students write the words in alphabetical order on a separate piece of paper. When they have finished, discuss their answers.

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 identify the characters and setting with someone at home.

Extend the Reading

Pourquoi Tale Writing and Art Connection

Have students draw a picture of two other animals that might be friends. Under the picture, have them write one or two sentences telling about their picture. Remind students to use adjectives to describe the animals in the story.

Visit WritingA-Z.com for a lesson and leveled materials on fantasy fiction writing.

Social Studies Connection

Use a map to locate India on the map. Provide information about monkeys and crocodiles and read it with students. Make a list of facts learned about both animals on a chart. On the basis of the facts gathered, discuss with students what things in the story could really happen and what things are unlikely to happen in real life.

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 connect to prior knowledge to understand text
- accurately identify characters and setting during discussion and on a worksheet
- consistently segment syllables during discussion
- identify and write the letter symbol that represents the short /e/ sound during discussion and on a worksheet
- correctly recognize and use adjectives during discussion and on a worksheet
- accurately place words in an alphabetical list on a separate piece of paper

Comprehension Checks

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