

About the Book

Text Type: Fiction/Fable Page Count: 12 Word Count: 193

Book Summary

Is it better to be tall or short? The fable *The Camel and the Pig* examines this age-old question. In the end, the pig and the camel discover it is great to be yourself. Students have the opportunity to identify the characters as well as connect to prior knowledge. Supportive illustrations, 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
- Segment onset and rime
- Identify short vowel /u/
- Recognize and use adjectives
- Understand, use, and write the high-frequency word *said*

Materials

Green text indicates resources available on the website.

- Book—*The Camel and the Pig* (copy for each student)
- Chalkboard or dry erase board
- Story elements, short vowel /u/, adjectives 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: *are*, *his*, *is*, *said*
- Content words:

Story critical: *bet* (v.), *camel* (n.), *hump* (n.), *pig* (n.), *short* (adj.), *tall* (adj.)

Before Reading

Build Background

- Write the word *fable* on the board and point to the word as you read it aloud to students.
- Explain that fables are simple stories that often have animals as characters and contain a moral, or message about right and wrong. Discuss other fables with which students are familiar, such as the "Tortoise and the Hare."

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 *The Camel and the Pig*. (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 "Fable from India" and "Retold by" notations on the title page. Explain that this story is an old fable 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.

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 camel and a pig walking down a road. I know that a camel and a pig are animals. I think they will be characters in the story. I know that the characters in fables 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**

- 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.
- Model how to identify characters using a familiar story.
Think-aloud: I know that the characters are the people or animals in a story. In the story The Three Little Pigs, the three pigs leave their mother's home and build their own houses. The Big Bad Wolf tries to blow down each house. In this story, the main characters are the three little pigs and the Big Bad Wolf because they are the animals that play an important role in the story. The pig's mother is also a character; however, she does not play an important role in the story.
- Write the names of the main characters on the board. Have volunteers come to the board and draw a picture of each character.
- Choose another story with which the class is familiar. Have students work with a partner to identify the main characters in the story. Have partners work together to record the characters' names and pictures on a separate piece of paper. Invite volunteers to share their drawings.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though a camel and a pig met on a road.*

Lesson Plan *(continued)*

The Camel and the Pig

- 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 *tall* on page 4 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 4, I see that the camel is larger than the pig. The sentence reads as follows: "You are very It!" said the pig to the camel. One word that would make sense is big, but that starts with the /b/ sound, and this word starts with the /t/ sound. So I can think about other words that might make sense in the sentence. I know that tall means not short; this word describes the camel. The word tall starts with the /t/ sound. This word must be tall.*
- Invite students to identify the word (*tall*). Use the word in the sentence and ask students if the word *tall* makes sense.

Set the Purpose

- Have students use what they already know about fables 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 (A). 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 have learned that a camel and a pig met on a road. The camel thinks that being tall is the best; however, the pig thinks being short is the best. It seems as though they are happy. I know that when characters laugh and smile they are usually happy. The pig and the camel are the only characters I have read about so far. I think they will be the main characters in the story. I wonder how the animals will decide whether being tall or short is best.*
- 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.
- Introduce and explain the [story elements worksheet](#). Have students write in the names of the characters.
- **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.)
- 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 that the pig and the camel decide that sometimes it is good to be short and other times it is good to be tall. I thought about times that I have had disagreements with my friends. Often we learn that we are both right. This happens many times in our lives. We learn that our differences can be helpful.*
- 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 the pictures and descriptions of characters 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:** Have students complete the [story elements worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this book, you read about two animals that were very different from each other. At first the camel thought being tall was better than being short and the pig believed the opposite was true. Soon they learned that one was not better than the other. Now that you have thought about this information, what might this tell you about people who are different from you?

Build Skills

Phonological Awareness: Segment onset and rime

- Say the word *hump* aloud to students. Explain that you are going to say the word a second time and leave off the /h/ sound. Then say /ump/; *hump* without the /h/ is /ump/.
- Have students identify other words that end with the /ump/ sound (*jump, bump, dump*).
- Have students say the word *tall*. Then have them say the word *tall* without the /t/ sound (/all/).
- **Check for understanding:** Say the following words aloud, one at a time: *best, pig, road, neck, wall*. Say aloud the initial sound before the vowel (onset). Ask students to say each word without the sound of the onset.

Phonics: Short vowel /u/

- Write the word *hump* on the board and say it aloud with students.
- Have students say the short /u/ 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 /u/ sound in the word *hump*.
- **Check for understanding:** Write the following words that have the short /u/ sound on the board, leaving out the vowel: *fun, hungry, under*. Say each word, one at a time, and have volunteers come to the board and add the letter that represents the short /u/ sound.
- **Independent practice:** Introduce, explain, and have students complete the [short vowel /u/ worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Adjectives

- Write the following sentence on the board: *The tall camel walked down the road*. Review or explain that a *noun* is a *person, place or thing*. Have students identify the nouns in the sentence (*camel* and *road*). Draw a line under *camel* and *road*.
- Ask students which word describes the camel (*tall*). Explain that certain special words describe nouns. These words are called *adjectives*. Tell students that the word *tall* is an adjective describing the camel. Circle the word *tall*.
- Have students suggest an adjective that describes the road. Add the suggestions to the sentence on the board.
- Have students work with a partner to discuss other adjectives that could describe the camel and the road. 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 responses.

Word Work: High-frequency word *said*

- Tell students that they are going to learn a word that they will often see in books they read. Write the word *said* on the board and read the word aloud. Have students read the word with you.
- Ask students to write the word *said* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Point to the word *said* on page 4. Explain that the word *said* is used to show that someone is talking. Point out that the story also uses the word *laughed* to show that someone is talking.
- **Check for understanding:** Have students locate and highlight all occurrences of the word *said* in the book. Then have them use the word *said* in oral sentences with a partner.

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 with someone at home.

Extend the Reading

Fantasy Fiction Writing and Art Connection

Have students draw a picture of two other animals that could meet on a road. 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

Locate India on a map. Show students photographs of people, architecture, art, and animals from India. Have students examine the illustrations from the story and discuss how they are alike and different. Have students offer a guess about the setting of *The Camel and the Pig* and support it with information gathered from the photographs and discussion.

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 during discussion and on a worksheet
- consistently segment onset and rime during discussion
- identify and write the letter symbol that represents the short /u/ sound during discussion and on a worksheet
- correctly recognize and use adjectives during discussion and on a worksheet
- accurately locate, use and write the high-frequency word *said* during discussion

Comprehension Checks

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