

About the Book

Text Type: Fiction/Folktale Page Count: 28 Word Count: 1,901

Book Summary

Caribou Man is an Eskimo folktale that tells the story of Onhgarouk, an Eskimo man who lives with his wife and sons in a village near the sea. After overhearing his wife's father say that he is a terrible husband, Onhgarouk leaves home to learn how to become a better man. Believing that the animals living on the tundra lead carefree lives, Onhgarouk wishes to become one. When he is granted his wish by the caribou, Onhgarouk gradually learns the lessons he sought. Onhgarouk's wife eventually sees the man her husband has become.

About the Lesson

Targeted Reading Strategy

- Retell


Objectives

- Use the reading strategy of retelling
- Understand and identify story elements of a folktale
- Identify conjunctions in text
- Identify syllables in words with prefixes, suffixes, and double medial consonants

Materials

Green text indicates resources available on the website

- Book—**Caribou Man** (copy for each student)
- Chalkboard or dry erase board
- Story elements: Identify character, setting, plot, and theme; syllables worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the 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: **caribou** (n.), **furnish** (v.), **meager** (adj.), **ptarmigan** (n.), **tundra** (n.), **wandered** (v.)

Before Reading

Build Background

- Ask students if they have ever wanted to do something better than they do it now. Have them tell what, and explain why they want to do it better (shooting baskets, jumping rope, and so on). Ask if they have ever wanted to be a better son, daughter, sister, or brother. Have them tell what kinds of things they might do to be a better person.

Preview the Book

Introduce the 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. Say: *On the front cover we see an Eskimo man. On the back cover we see a caribou lying under a blanket. How do you think these two illustrations relate to the title, Caribou Man?*

Introduce the Reading Strategy: Retell

- Explain to students that one way to understand a book is to remember what happens so they can tell the story to someone else.
- **Think-aloud:** *I haven't read the book yet so it's difficult to retell, or recall, what has happened. While I'm reading, I'll think about the main events and characters in the story so I can retell the story to someone else when I'm done.*
- Show students the title page. Talk about the information that is written on the page (title of book, author's name, illustrator's name). Turn to page 2. Read the paragraph telling that this book is a folktale. Discuss the pronunciation guide beneath the paragraph.
- Show students the rest of the book, including the illustrations.
- 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 figure out the word. They can look for words within words and prefixes and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Model how to apply word-attack strategies. Write the word *ptarmigan* on the board and direct students to page 7 to find the word. Model how they can use prior knowledge of the /p/ sound with the /t/ sound to figure out how to say this word. For example, write the word *pterodactyl* on the board and say the word. Ask students what sound the *p* stands for (it is silent). Have them look at the new vocabulary word. Explain that the *p* is also silent in this word. Pronounce the word *ptarmigan* and ask students to repeat it. Show students that by reading past the sentence that contains the unfamiliar word, they will find a phrase that provides the definition. They learn that *ptarmigan* means *a type of bird*.
- Remind students that they should check whether words make sense by rereading the sentence.

Set the Purpose

- Have students read the book to find out who or what *Caribou Man* is so they can retell the story.


During Reading
Student Reading


- **Guide the reading:** Have students read to page 15. Tell them to underline the names of the characters and any important events. If they finish before everyone else, they can go back and reread.
- Have students tell what they underlined. Ask students to tell where this folktale takes place. If possible, provide a map of the United States to show students where Alaska is located. Discuss that the illustrations provide additional information about the setting and characters. Have students recount the major events so far in the story.
- Use the information generated above to model retelling.
Think-aloud: *When I retell this folktale, I may say: I read that after a very hard winter, Onhgarouk heard his wife's father saying that he was a terrible husband. Onhgarouk decided to leave home to learn how to be a better man. He wandered around the tundra for many moons but didn't learn anything about being a better person. After watching the animals, he came to believe that he wanted to lead a simple life like the animals. He asked the ptarmigan and the rabbit people if he could become one of them but was told their lives were always in danger. I think he might decide to go home now. He seems discouraged, and he isn't becoming a better person. I used the phrase "many moons." What does this mean? (many months, since there is a new moon every 28 days)*
- Draw attention to the pattern that is developing in the book (trying to find a better life by becoming something else). Ask students to tell why they think the story is told this way.

Lesson Plan *(continued)*

Caribou Man

- Tell students as they read the remainder of the book to think about the major events in the story and what they can learn from them.

 Have students make a small 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

- Reinforce that thinking about how to retell what they read kept them actively involved in the reading process and helped them remember the important events in the story.

Teach the Comprehension Skill: **Story elements: Identify character, setting, plot, and theme**

- **Discussion:** Say: *This folktale, Caribou Man, has been retold over and over and is probably hundreds of years old. What makes us realize that this tale began a long time ago? (page 3: many, many seasons ago)*
- **Introduce and model:** Say: *Folktales are passed down from generation to generation (a generation is the time from the birth of a parent to the birth of his or her child; usually considered about 20 years). No one knows who first told the folktale or where the folktale began.*
- Draw a circle on the board and label it *folktale story elements*.
- Draw another circle and label it *setting*. Say: *In a folktale, the setting is usually explained in the beginning. It is most often a simple place that is not described in great detail. Because it is a folktale, it is understood that it took place long ago.* Check for understanding by reviewing when and where *Caribou Man* takes place.
- Draw and label another circle *characters*. Explain: *In folktales, there isn't much information about the characters. The main character may have a strong character trait, such as kindness, stupidity, or greediness. Some characters in folktales are not very important to the story and the story can be told without them.*
- Draw and another circle and label it *plot*. Say: *This is a very important element of folktales because without the events, there would be no story. Explain that in a folktale, one of the characters has a problem that is revealed at the beginning of the story. The rest of the story, which may or may not contain other characters, moves along quickly as the main character tries to solve it.*
- Draw and label another circle *Theme*. Tell students that the theme of a story is what the author wants the reader to think about after the book is read. Explain that the theme is the "message" the author wants the reader to remember.
- **Check for understanding:** As a group, discuss Onhgarouk's problem and have students tell how he tried to solve it.
- **Independent practice:** Introduce, explain, and have students complete the **story elements: Identify character, setting, plot, and theme worksheet**. If time allows, discuss their responses.

 Instruct students to use the last page of the book to write whether or not they think Onhgarouk should have left his wife and sons to search out how to become a better husband. Have them explain their answers.

Build Skills

Grammar and Mechanics: **Conjunctions**

- Review or teach *combining sentences* when the subject of each sentence is the same. Write on the board: *Onhgarouk left his home. Onhgarouk wandered the tundra.* Ask students to tell how these sentences can be combined into one sentence using the word *and*. Read the combined sentence. Tell students they can check to see if the sentence has been combined by taking it apart. Model with the following sentence: *Arnorrii loved Onhgarouk and wanted him to stay.*
- Review or teach combining sentences when the predicate of each sentence is the same. Write on the board: *The ptarmigan were in danger. The rabbit people were in danger.* Ask students to tell how these sentences can be combined into one sentence using the word *and*.



Check for understanding: Have students go through the book, underlining each sentence in which the word *and* has been used to combine subjects or predicates. Discuss student responses.

Word Work: **Syllables**

- Ask students to tell what they do when they come to the end of a line on their paper and they don't have room to finish writing the word. Review or explain that sometimes words must be divided between syllables.
- Review or explain that if a word has a prefix (a word part added to the beginning of the word) the word can be divided *after* the last letter in the prefix. For example, *rewrite* or *re-write*.
- Remind students that if a word has a suffix (a word part added to the end of a word) the word can be divided *before* the first letter in the suffix. For example, *cheerful* or *cheer-ful*.
- Tell students that words with double consonants in the middle can be divided between the two consonants. For example, *silly* or *sil-ly*.
- **Check for understanding:** Write the following words on the board and ask volunteers to draw lines to show where each word should be divided: *messy, replay, graceful, wiggle* (*mes/sy, re/play, grace/ful, wig/gle*).
- Introduce, explain, and have students complete the [syllables 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 and Art Connection

Have students write another episode to add to the tale. Tell students to think of another animal the man could have followed and wanted to become. Have them use the same pattern as used in this folktale. Have students illustrate their episodes and share with the group.

Social Studies Connection

Provide print and Internet resources for students to research Alaska, Eskimos, the tundra, and the types of wildlife that live there. Have students compare the lives of Eskimos today to the lives of Onhgarouk and his family. Have them report their findings to the class.

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:

- use the strategy of retelling to understand and remember events and characters in a folktale
- understand and identify story elements of a folktale and complete the worksheet
- identify conjunctions used to combine sentences
- understand how to divide vocabulary into syllables and complete the worksheet

Comprehension Checks

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