

About the Book

Text Type: Fiction/Fable Page Count: 16 Word Count: 213

Book Summary

A young goat is startled when a wolf jumps out of the bushes. The wolf chases the goat and wants to eat him. Unfortunately for the wolf, the goat is very clever and thinks of a plan to fool the wolf. Will he succeed in his task, or will he become the wolf's dinner? Young readers will enjoy reading to find the outcome of this ancient Greek fable!

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Retell to understand and remember story events
- Identify cause and effect
- Discriminate initial short vowel /a/ sound
- Identify short vowel a
- Recognize and use verbs
- Identify and use synonyms

Materials

Green text indicates resources are available on the website.

- Book—*The Goat and the Singing Wolf* (copy for each student)
- Chalkboard or dry-erase board
- Sticky notes
- Sheets of paper
- Dictionaries
- Highlighters
- Cause and effect, verbs, synonyms 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: *before*, *eat*, *his*
- Content words:
Story critical: *begged* (v.), *caught* (v.), *distracted* (adj.), *favor* (n.), *goal* (n.), *howl* (v.)

Before Reading

Build Background

- Write the word *focus* on the board. Ask students if they know what it means to focus on something. Invite them to share their ideas. Have students discuss how important it is to stay focused and to concentrate when completing a task. Discuss the difference between being focused and distracted.

- Have students share experiences when it is important to focus on what they are doing. Discuss with students that having focus will allow you to complete your task.
- Write the word *fable* on the board. Explain to students that a fable is a make-believe, or fiction, story that often teaches the reader a lesson. Explain to students that this story is a fable and will teach a valuable lesson.

Book Walk

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Preview the pictures in the book. Remind students that the pictures in the book give clues about the story and characters. Ask students what they expect to read about in the book on the basis of what they see in the pictures. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Retell**

- Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the story.
- Explain that when someone retells something, he or she explains the details of what happened in order so it makes sense. Point out that people retell stories as a part of their daily lives, such as explaining what happened in school to a student who got in trouble. Ask students to share other examples of when people might give a retelling.
- Model retelling a familiar story in detail, such as *Cinderella*.
Think-aloud: *In Cinderella, Cinderella lives with her mean stepmother and stepsisters and has to work all of the time. The prince announces there will be a ball at the palace. She wants to go to the ball with her stepsisters, but they will not let her. Her fairy godmother arrives with a beautiful dress and carriage that takes her to the ball. Everyone is surprised to see the beautiful girl, and the prince falls in love with her. Cinderella has to leave the ball at midnight when the spell is broken. As she runs away, she loses one of her glass slippers.*
- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of this story.
- Point out to students that the retelling includes information about the most important characters, the problem, and the solution in the story. Remind them that in a good retelling, the reader uses his or her own words and only includes the most important details from the story.
- Have students place sticky notes on pages 5, 8, 10, 12, and 14. Explain that as they read, they should stop on these pages to think about what has happened so far in the story. Encourage students to retell in their minds what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Cause and Effect**

- Explain to students that one way to understand information in a story is to consider what happened and why it happened. Point out that a *cause* is something that makes something else happen. An *effect* is what happens because of the cause. Write the words *Cause* and *Effect* on the board. Explain that asking the question, *why did it happen?* reveals the cause. Asking the question, *what happened?* reveals the effect.
- Draw a two-column chart on the board with one column labeled *Cause* and the other *Effect*.

- Model how to identify an effect and its cause.
Think-aloud: *To understand and remember new information in a story is to think about the events that happen and to try to figure out why they happened. For example, if a character in the story is laughing, I read to find out the reason he or she is laughing. The character might have been told a funny joke by another character in the story. The effect, or what happened, would be laughing. The cause, or why the laughing happened, would be the character heard a funny joke.*
- Write this cause-and-effect-relationship chart on the board. Invite students to suggest other possible causes for the effect of the character laughing (a funny movie, someone tickles him or her, being nervous, and so on). Write these new cause-and-effect relationships on the board.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 5, you might say: *It looks as though this goat is being attacked by a wolf. The goat looks very scared and worried.*
- Write the following story-critical words on the board: *begged, caught, distracted, favor, goal, and howl.*
- Point out that these words can be found in the story and they will help students understand and enjoy the story. Divide students into two groups, and give each group two sheets of blank paper and assign two of the words. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *begged (beg)* in the dictionary. Invite a volunteer to read the definition for *begged (beg)*. Have students compare the dictionary definition with the glossary definition. Have them compare these with their prior knowledge of the word.
- Have students follow along on page 6 as you read the sentence in which the word *begged* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out what happens in the chase between the goat and the wolf. Remind them to stop frequently to retell in their mind the details of the story as they read.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 6 and then stop to think about what has happened so far in the story. Encourage students who finish early to go back and reread the text.
- Model retelling important events in the story.
Think-aloud: *After reading to the end of page 6, I am ready to retell what has happened so far in the story. First, the wolf jumps out of the bushes and scares the goat. So the goat runs for his life, but the wolf catches him. Next the wolf gets ready to eat the goat, but the goat begs him to stop.*
- Have students reread pages 3 and 4. Explain to them that the cause is the wolf jumping out of the bushes. Ask for a volunteer to tell the effect of the cause (the goat ran for his life). Say: *I will write The wolf jumped out of the bushes under the Cause heading, and I will write The goat ran for his life under the Effect heading.*
- Introduce and explain the **cause-and-effect worksheet**. Have students write information they know so far about the cause-and-effect relationship discussed above.
- **Check for understanding:** Have students read to the end of page 10. Have them retell what they have read so far. Ask them to write on their worksheet what caused the wolf to stop before he ate the goat (the goat asked him to sing). Have students record any additional cause-and-effect information on their worksheet.

Lesson Plan *(continued)*

The Goat and the Singing Wolf

- Have students read the remainder of the book. Remind them to pause frequently to retell as they read. Invite them to consider the cause-and-effect relationships to help them understand and remember the events in the story.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. These can be discussed in the section 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

- Retell in detail the events of the story after the wolf agreed to sing to the goat.
- **Think-aloud:** *When the wolf agreed to sing to the goat and eat him later, his howl was very loud and strong. Nearby on a farm, a pack of farmer's dogs heard the wolf howling. The howls brought the dogs running toward the sound. In the end, the goat laughed as the dogs chased the wolf away.*
- Have students retell the story from the beginning to a partner. Listen for whether they include the following: correct events in detail, events in order, main characters, problem, and solution.

Reflect on the Reading Skill

- **Discussion:** Discuss the causes and effects students wrote on their worksheet.
- **Independent practice:** Have students discuss with a partner the cause for the wolf running away. Have them record this information on the cause-and-effect worksheet.
- **Enduring understanding:** A fable is a story that teaches a lesson to the reader. At the end of this story, instead of eating the goat, the wolf loses focus and gets chased away. What kind of lesson can be learned from the wolf in this story?

Build Skills

Phonological Awareness: **Short vowel /a/ sound**

- Say the word *pack* aloud to students, emphasizing the short vowel /a/ sound. Have students say the word aloud and then say the /a/ sound.
- Read pages 3 and 4 aloud to students. Have students raise their hand when they hear the word that contains the short /a/ sound (*ran*).
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word contains the short vowel /a/ sound: *grass, sit, can, take, that, shoe, ran*.

Phonics: **Short vowel a**

- Write the word *pack* on the board and say it aloud with students emphasizing the short vowel /a/ sound.
- Have students say the short /a/ 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 /a/ sound in the word *pack*.
- Have students practice writing the letter *a* on a separate piece of paper while saying the short /a/ sound.
- **Check for understanding:** Write the following words that contain the short vowel /a/ sound on the board, leaving off the short vowel: *cat, sat, rat*. Say each word, one at a time, and have volunteers come to the board and add the short vowel /a/ to each word.


Grammar and Mechanics: **Verbs**

- Review or explain that some words name actions. These words are called *verbs*. Have students name action words they know and then act them out.

Lesson Plan *(continued)*


The Goat and the Singing Wolf

- Ask students to turn to page 4. Read the sentence aloud together (*The goat ran for his life, but the wolf soon caught him*). Ask students to name the words that identify the actions (*ran* and *caught*).
- Write the following sentence on the board: *A pack of dogs lived nearby on a farm*. Have a volunteer come to the board and underline the verb in the sentence (*lived*). Ask another volunteer to explain the meaning of the underlined verb.
- **Check for understanding:** Have students search the story with a partner to locate the verbs and highlight them. When they have finished, make a list of action words together on the board.

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

Word Work: **Synonyms**

- Have students turn to page 3. Read the first sentence aloud with students. Write the word *young* on the board.
- Explain that a word that has the same or a very similar meaning as another word is called a *synonym*. Point out that writers use synonyms to add variety and avoid using the same word over and over. Ask them to suggest other words the author might have used in place of *young* (*youthful, childlike*).
- Reread the second sentence aloud together. Have students locate the word *hungry*. Ask them to suggest synonyms for *hungry* (*starving, famished*).
- **Check for understanding:** Have students work with a partner to come up with synonyms for *eat* and *favor* (*devour* and *nice gesture*). Ask volunteers to share their ideas, and write them on the board. Use the synonyms to create sentences together and write them on the board.

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

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 discuss the connections they made to the book with someone at home.

Extend the Reading

Informational Writing and Art Connection

Provide access to other familiar and classic fables. Read several fables aloud to students. Have students work with a partner to identify the main character, the setting, the problem, and the solution of each story. Invite students to identify cause-and-effect relationships in the story. Have students independently create their own fable. Remind students a fable is a make-believe story that teaches a lesson. Invite students to share their ideas with the class. Have students write and illustrate an original fable. If time allows, have students share their stories with the class. Display students' work in the classroom.

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

Science Connection

Have students independently research food chains. Remind students that every animal is part of the food-chain hierarchy. Have students find out what a common food chain is for a goat. If time allows, have students choose an animal and create a food chain that includes that animal.

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 use the skill of retelling to understand text during discussion
- accurately identify cause-and-effect relationships during discussion and on a worksheet
- accurately discriminate short vowel /a/ sound during discussion
- identify short vowel a in text and during discussion
- correctly understand and identify verbs during discussion and on a worksheet
- understand and use synonyms during discussion and on a worksheet

Comprehension Checks

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