

### About the Book

Text Type: Fiction/Fairy Tale Page Count: 22 Word Count: 1,580

#### Book Summary

In this fairy tale told by the famous Irish author Juliana Horatia Ewing, poor Pat finds himself dancing with fairies after he accidentally takes the infamous *Murdoch's Path*. Fortunately, Pat minds his manners, and as a result he is richly rewarded. When a greedy shoemaker learns of Pat's good fortune and tries to duplicate his success, the shoemaker finds that the fairies do not reward those who try to trick them.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions

#### Objectives

- Use the reading strategy of making, revising, and confirming predictions
- Understand story elements of setting, characters, sequence, plot, and moral
- Understand and use apostrophe to show ownership
- Recognize and use synonyms

#### Materials

**Green text** indicates resources available on the website

- Book—*Murdoch's Path* (copy for each student)
- Chalkboard or dry erase board
- Paper or slate/marker for each student
- **Story elements, synonyms 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**.

##### Content words:

Story critical: ***barred*** (v.), ***beckoned*** (v.), ***exhaustion*** (n.), ***fetch*** (v.), ***tingled*** (v.), ***trustworthy*** (adj.)

Enrichment: ***brambly*** (adj.), ***infested*** (adj.), ***muttered*** (v.), ***uttered*** (v.)

### Before Reading

#### Build Background

- Show students where Ireland is located on a world map. Ask students to tell what they know about Ireland. If necessary, prompt with questions such as: *What are leprechauns? Where do they live? Where did St. Patrick's Day begin?* (St. Patrick brought Christianity to Ireland in 432 A.D.)
- Ask students to tell what they know about fairy tales. If necessary, explain that fairy tales are folktales that include magic and conflict between good and evil.

## 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. Model how to make a prediction as you preview the book.

### Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Tell students that one way to understand a story is to use the information they read to make guesses about what will happen in the book.  
*Think-aloud: Let's look at the front cover. I see a boy walking away from a town. He has patches on his pants, so he might not have a lot of money. I wonder what he's carrying in the bag on his shoulder. On the back cover, I see someone bowing who is wearing odd clothes and shoes. I have no idea who it is. The only clue I have to go on is the title of the book. It makes me think the story has something to do with the boy walking on Murdoch's Path. I'll have to read the book to find out.*
- Encourage students to make predictions about what they might read about the boy in the book.
- Show students the title page. Talk about the information on the page (title of book, author's name, illustrator's name).
- Show students the table of contents. Explain that since this is a chapter book in which the chapters do not have titles, they can't use the titles to make predictions about what they will read.
- 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 the word. They can look for words within words, prefixes, and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Model how to apply word-attack strategies. Direct students to the bold word *fetch* on page 5. Tell students that they can look at the letters the word begins and ends with to sound out the word. Explain that they also can use context clues to figure out the meaning. Read pages 4 and 5 aloud to students. Explain that the second paragraph on page 5 contains a list of things that Pat is trying to remember. Ask students which word or words they think would make sense in the following sentence based on what they have read in the story: *Pat wants to remember the items on the list because he has been sent to town to \_\_\_\_\_ (get them).* Tell students that sometimes they will find a context clue in the same sentence, but at other times they must think about what they've read in order to make sense of an unfamiliar word.

### Set the Purpose


- Remind students to make predictions about what they think will happen in the story based on the clues they read in the text. Remind them to revise or confirm their predictions as they learn more about the characters, setting, and plot of the story.

## During Reading

### Student Reading

- **Guide the reading:** Have students read to page 10. Tell them to underline the words or phrases in the book that tell the names of the characters, where the story takes place, and any major events. If they finish before everyone else, they can go back and reread.

- When they have finished reading, have students identify the characters they have read about (Pat, fairies, little man) and the setting (long ago, Murdoch's Path). Have students tell the main events they underlined. Write the first event on the board for them: *Pat went to town*. Ask individual students to come to the board and write the remaining events in order. Help students understand which events are important and which are not. For example, on page 10, the fairies *stood and held their sides while they laughed at him*. Explain that while this is an interesting detail that tells them something about the fairies, it isn't important in the sequence of events.
- Use the list generated above to make predictions.  
**Think-aloud:** *So far my prediction is correct. I thought the story would be about a boy walking down Murdoch's Path, and it is. From what I've read so far about the fairies making him dance the soles off his shoes, I think that Pat is going to need to figure out a way to get some new shoes because walking back and forth to town for the townsfolk is how he makes his living. Maybe the fairies will help him, but so far they haven't been very nice.*
- Ask students what they think might happen next. Tell students as they read the remainder of the book to look for magical characters and a villain.

 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 remember what they've read.

## Teach the Comprehension Skill: Story elements

- **Discussion:** Ask students if they were surprised by Pat's good fortune. Ask them to tell whether or not they expected Pat's walk down Murdoch's Path to end so well. Ask whether or not they felt the fairies were fair in their treatment of Pat and the shoemaker.
- **Introduce and model:** Draw a web on the board. Write the word *folktale* in the center circle. Review or explain that most fiction, or made-up stories, including folktales, usually has three main parts: the setting, or where and when the story takes place, the characters, or who is in the story, and the plot, or what happens. Write the words *setting*, *characters*, and *plot* in smaller circles attached to the web, along with the explanatory words for each. Tell students that all writers have a purpose, or reason, for writing what they do.
- Explain that in a folktale, the author's purpose may be to get a message across to the reader about life, and that this message is called a moral. Add a circle to the web labeled *moral*.
- Review or explain that the character in the story are the people or animals that are in it, and that some may be more important than others. Review that a fairy tale is a type of folk tale where there is a conflict between good and evil. Explain that fairy tales usually have a *villain*, or bad guy, and a *hero*, a good guy. Draw two lines from the *characters* circle and two smaller circles labeled *villain* and *hero*.
- Explain that the events in the story may have a *villain's test* and a *hero's test*. Draw two lines from the *plot* circle and add two smaller circles labeled *hero's test* and *villain's test*. Tell students that some of the events in a story, especially a fairy tale, may lead the hero to do something that proves he or she is good. The villain also may have a test, but his or her actions in the story may prove that he or she is bad.

- **Check for understanding:** Ask students to think of the story they've just read. Fill in the story web on the board as they use slates and markers or a piece of paper to tell each of the following story elements:

*setting: Murdoch's Path, long ago*

*characters: Pat (hero), fairies, little man fairy, shoemaker (villain)*

*main events: including hero's test and villain's test*

*author's purpose: If you are greedy, you may lose everything in the end.*

Monitor students' understanding and provide additional examples if needed. Reinforce that the moral is the message the author wants them to learn from reading the story. For example, in the familiar story *Little Red Riding Hood*, the moral is that children should mind their parents and not stop to talk to strangers, no matter how nice they seem.

- **Independent practice:** Give students the [story elements worksheet](#) to complete. Discuss their responses.

## Build Skills

### Grammar and Mechanics: Possessive nouns

- Direct students to the cover of the book. Ask them to read the title. Ask how they know that this path is named after or belongs to someone named Murdoch. Direct students' attention to the mark, or apostrophe, in the word *Murdoch's*. Review or explain that the apostrophe followed by an s is used to show that something belongs to someone or something.
- Have students turn to page 7 and find the sentence that tells whose feet tingled. Write the following on the board: *Pat feet*. Ask students if this shows that the feet belong to Pat. Have a student come to the board and add the missing apostrophe and s.
- Write the following on the board: *fairies wings*. Ask students if the first word means one fairy or more than one fairy. Tell students that when something belongs to more than one person or thing and the word ends in -s, only an apostrophe is added. Have a student come to the board to add the apostrophe.
- Write the following on the board: *children toys*. Ask students if the first word means one child or more than one child. Tell students that when something belongs to more than one person or thing and the word is plural but does not end in -s, an apostrophe and -s are added. Ask a student to come to the board to add the 's (*children's toys*).
- **Check for understanding:** Write the following words on the board and ask students to write them correctly on a slate or piece of paper: *a cats toys, the women cars, the mans hat, five dogs bones*. Monitor students' responses.

### Word Work: Synonyms

- Write the word *proper* on the board. Ask students to suggest a word that means almost the same thing (*correct, sensible*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*.
- **Check for understanding:** Ask students to turn to page 4 and find the word that compares Pat to a clock (*trustworthy*). Ask students to suggest a word that means the same or almost the same (*honest, dependable*).
- Write the following words on the board. Have students work in pairs to find and write a synonym for each word. Tell students to use a thesaurus if they need help. Have students write two complete sentences using two of the synonyms they find.
 

<i>late (tardy)</i>	<i>wet (damp)</i>	<i>fetch (get)</i>	<i>rude (impolite)</i>
<i>jewels (gems)</i>	<i>beckon (call)</i>	<i>proper (correct)</i>	<i>rush (hurry)</i>
- Check students' responses. If needed, provide additional practice using a thesaurus.
- Have students complete the [synonyms worksheet](#).

## 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 work in small groups to write a folktale. Review the basic elements—setting, characters, plot, moral—and have students use them in their story. Review the web drawn in “Introducing the Comprehension Skill.” Have students illustrate their folktales and share them with the class. Bind the stories in a class book for students to reread.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on fictional writing.

### Social Studies Connection

Provide resources for students to research Ireland. Have students work with a partner to prepare a report on one of the following topics or a topic of their choosing: history, language, geography, culture, religion, arts, economy, or climate. Have students prepare an oral report and a poster to accompany it, and present their information to the group.

### 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:

- make, revise, and confirm predictions to help remember events in a story
- understand and identify the story elements of setting, characters, sequence, plot, and moral
- identify and form possessive nouns
- understand and use synonyms

### Comprehension Checks

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