

### About the Book

Text Type: Fictional/Folktale Page Count: 22 Word Count: 1,355

#### Book Summary

*Chinzaemon the Silent* is a retelling of a Japanese folktale. Chinzaemon, famous for his swords and scabbards, is asked by a powerful prince to make weapons for his soldiers and guards. In his new position, Chinzaemon plays jokes on people. Although most of the jokes seem quite silly, in the end they prove to be very wise. Beautiful, historically accurate illustrations support the text.

### About the Lesson

#### Targeted Reading Strategy

- Retell

#### Objectives

- Retell the story to understand text
- Understand and identify cause-and-effect relationships
- Recognize compound predicates in sentences
- Recognize and use the suffix *-ly* to create adverbs

#### Materials

Green text indicates resources available on the website

- Book—*Chinzaemon the Silent* (copy for each student)
- Chalkboard or dry erase board
- Cause and effect, compound predicates, suffix *-ly* 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](http://VocabularyA-Z.com).

- Content words:

Story critical: **advisers** (n.), **apprentice** (n.), **armor** (n.), **dismiss** (v.), **request** (n.), **scabbards** (n.)

Enrichment: *courtiers* (n.), *disturb* (v.), *noble* (adj.), *summoned* (v.)

### Before Reading

#### Build Background

- Ask students what they think life might have been like during the time when kings and queens ruled the land and lived in palaces. If necessary, prompt students by asking them to imagine and tell about what it might be like to live as a servant, a soldier, or a guard; or what education and entertainment might have been like in a palace?

## Preview the Book

### Introduce the Book

- Give students their copy of the story and read the title together. Point out the information along the bottom of the cover page, and ask students if they know why it reads “retold.” Remind them that folktales are stories that originally were told orally and have been handed down for many generations. The author of this story has taken a Japanese folktale and retold it in his own words.
- Ask students what they know about folktales and what they think might happen in this story based on what they know.
- Have students look at the title page. Ask them to use the cover and title page illustrations to predict who Chinzaemon might be. Ask why they think he is silent.
- Make connections to the Build Background discussion by having students predict when this story might have taken place.
- Have students preview the illustrations to predict what might happen.

### Introduce the Reading Strategy: **Retell**

- Model how pausing to retell or summarize events in a story as students are reading is a strategy that good readers use to help them make sense of what is happening.  
*Think-aloud: Whenever I read a story, I always pause after several pages to review in my head who the main characters are, what the problem is, and what has happened so far. This helps me keep track of everything, and it also helps me make sure I understand what is happening. Good readers always do this when they 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 page 3. Have them find the word *armorer* in the first sentence. Model how they can use two strategies to figure out the meaning of the word. First, point out the *-er* suffix. Ask students to explain what the suffix means (one who does something). Have them tell what the base word means (protective covering). Tell them they can put the two meanings together to find out the meaning of the unfamiliar word (one who makes protective coverings, or armor). Second, explain that they can use context clues to find out if the meaning they arrived at fits in the sentence. Have students follow along as you read the next couple of sentences to confirm the meaning of the word.
- Remind students that they should check whether words make sense by rereading the sentence.

## Set the Purpose


- Have students read the story to find out why Chinzaemon is called “the Silent” and to find out what happens to him.

## **During Reading**

### Student Reading

- **Guide the reading:** Have students read to the end of page 7. Remind them to pause and retell in their heads what’s happening in the story as they read. Have them underline the words or phrases in the story that tell what Chinzaemon was like. If they finish before everyone else, they can go back and reread.
- When they have finished reading, ask students if they found out why Chinzaemon was called “the Silent.” Ask them what he was like.

- Model using the retelling strategy.  
*Think-aloud: After I read the first two pages, I stopped to think about where the story takes place and what I know about the characters. Then I read on and learned some things about Chinzaemon. I stopped to tell myself what I know about him so far so that I could remember the details. This will help me understand what happens in the rest of the story.*
- Ask students what they think will happen next. Have them read the remainder of the story to find out. Remind them to pause as they read to summarize in their minds the main things that have happened and what they know about the characters.

 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 books. Use this opportunity to model how they can read these words using decoding strategies and context clues.

## Reflect on the Reading Strategy

- Discuss how pausing to retell in their minds what happened in the story keeps them actively involved in the reading process and helps them understand and remember what they read.

## Teach the Comprehension Skill: Cause and effect

- **Discussion:** Ask students what they thought of the story and of Chinzaemon's jokes. Ask if they thought Chinzaemon knew what would happen because of his jokes.
- **Introduce and model:** Explain that many ideas and events are connected to each other. One thing causes, or makes, something else happen. For example, say: *Suppose my dog ate my homework. I might say, "I am going to do my homework again because my dog ate it."* Write the sentence on the board, and underline the word *because*. Explain that the *effect*, or what happened, usually comes before the word *because* and the *cause*, or the reason why something happened, usually comes after it. Explain that when the word *because* isn't used in the text, they can put it in for themselves by changing the sentence around and then checking to see if the cause and effect make sense.
- Have students read the last sentence on page 3. Ask students why Chinzaemon was called Chinzaemon the Silent (because he made swords that could be silently slipped into their scabbards). Write the following sentences on the board: *Chinzaemon was called Chinzaemon the Silent because he made swords that could be slipped into their scabbards silently. Because he made swords that could be slipped into their scabbards silently, Chinzaemon was called Chinzaemon the Silent.* Label the cause and effect in each sentence, and point out that the *cause* always comes after the word *because*. Ask students if the sentence makes sense when it is turned around: *He made swords that could be slipped into their scabbards silently because he was called Chinzaemon the Silent.*
- **Check for understanding:** Introduce, explain, and have students read the first paragraph on page 4. Ask students why the prince asked Chinzaemon to come to the palace (because he admired Chinzaemon's work).
- **Independent practice:** Have students complete the [cause-and-effect worksheet](#). If time allows, discuss their responses.

 Instruct students to use the last page of the story to write whether or not they think it was right for Chinzaemon to make the ministers and their wives think that the prince listened to what he had to say. Remind them to use the signal word *because* in the sentence.

## Build Skills

### Grammar and Mechanics: Compound predicates

- Review or explain that two short sentences can be combined to form a new sentence if the subject in each sentence is the same. Explain to students that writers often combine sentences in order to make their writing easier to read and understand.
- Write the following sentence from page 16 on the board: *Chinzaemon ran over and sniffed in the prince's ear.* Explain to students that this is an example of a sentence formed from two shorter sentences that have the same subject. Have students identify the subject of the sentence, and ask volunteers to write each sentence separately. (*Chinzaemon ran over. Chinzaemon sniffed in the prince's ear.*)
- Have students turn to page 15 and find a compound sentence. Have them circle the subject and underline each predicate (subject: The prince; predicates: would consider the requests/do his best to satisfy those he felt were worthy.).



**Check for understanding:** Have students use the inside front cover of their book to write a sentence about Chinzaemon that has a compound predicate. Have them exchange books with a partner and identify the subject and predicates. Have students share their sentences with the group.

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

### Word Work: Suffix -ly

- Have students turn to page 3 and read the second sentence, which tells about the swords. Ask which word tells how the sword looked (*beautiful*) and which word tells how the swords were balanced (*perfectly*).
- Write the word *perfectly* on the board. Point out the -ly ending, and explain to students that this is a suffix that can be used to change an adjective into an adverb. Write the phrases “a beautiful sword” and “a perfect sword” on the board. Point out that the words *beautiful* and *perfect* are adjectives that describe the sword. Remind them that *adjectives* describe *nouns*.
- Explain that by adding -ly to the words, you can change them into adverbs. Write the sentence on the board: *The swords worked beautifully and perfectly.* Point out that now the words tell how the sword worked.
- **Check for understanding:** Have students find an adverb with the -ly suffix on page 6 (*silently*). Ask what the word describes. Have students tell you the root of the word (*silent*).
- Repeat with the word *quickly* on page 8 and the word *truly* on page 12.
- **Independent practice:** Introduce, explain, and have students complete the [suffix -ly worksheet](#).

## 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.

## Extend the Reading

### Writing Connection

Have students work in small groups to write the next chapter in the story of *Chinzaemon the Silent* using the characters and setting in the story. Encourage them to use cause-and-effect relationships to tell what happens and why. Have students share their stories.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

### Social Studies Connection

Provide resources, including maps, for students to research Japan. Divide students into pairs, and assign topics such as the following for students to report on: population and location of capital and other large cities, main sources of income, education, entertainment, sports, historical landmarks and geographical points of interests.

### 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 pause as they are reading to retell main facts in their minds; participate in a discussion on why this strategy helps them make sense of a story
- accurately identify the cause-and-effect relationships in text and record them on a worksheet
- correctly recognize compound predicates in sentences and identify them in text and on a worksheet
- accurately locate words with an *-ly* suffix in the text; change adjectives into adverbs by adding *-ly* and use the new words correctly in sentences on the worksheet

### Comprehension Checks

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