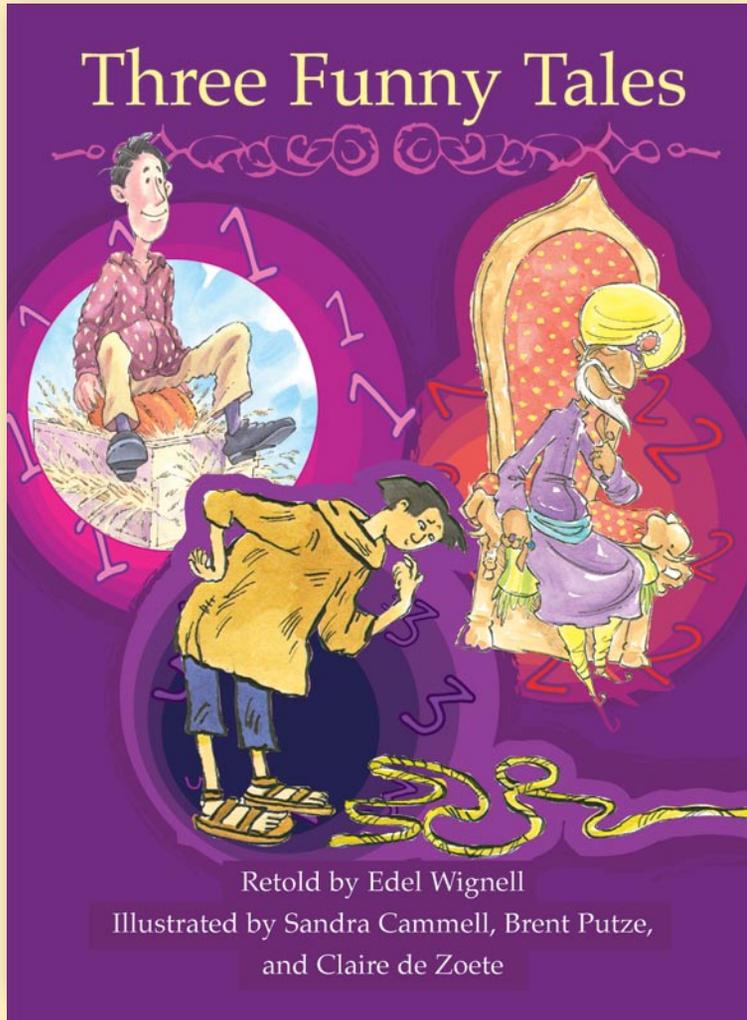




Level 29

Book e



Level	29
Word Count	900
Text Type	Narrative (Folktale)
High-Frequency	must, pick
Word/s Introduced	



We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Have the students read the title and the names of the author and illustrators on the front cover. Discuss with the students the fact that there are three illustrators and that the stories are retold. Ask – *What does this suggest about the stories?*

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

Pages 2–3 *Which country does this story come from? What does the Farmer tell Pierre about the pumpkin?*

Pages 4–5 *What did Pierre want his wife to do?*

Pages 6–7 *How long did Mimi sit on the egg? How long did Pierre sit on the egg?*

Pages 8–9 *Why did Pierre think the rabbit was a little donkey?*

Pages 10–11 *Which country does this story come from? What special talent does the wrestler have?*

Pages 12–13 *What were the people in the city afraid of?*

Pages 14–15 *What job did the king give to the wrestler?*

Pages 16–19 *How had the wrestler tricked the king?*

Pages 20–21 *Which country does this story come from? Why did the three men go to talk to their friend?*

Pages 22–23 *What had the man done to be placed in prison?*

Page 24 *What was tied to the end of the rope?*

AFTER READING

Ask the students to work in groups of three. Have them reread aloud one story each. Encourage the students to use comic voices for the speech of the characters in each story.

CODE BREAKER



Developing Specific Skills

Word building – *wr* – *wrestler, write, wrist*

See the BLM.

Bought / brought – discuss the correct use of these words with students –
bought – past tense of buy; *brought* – past tense of bring

See the BLM.

TEXT USER



Encourage the students to participate in a class discussion – *Is there anything in the first story that gives you clues that this story is from France? What about the second story? Can you tell that this is an Indian tale? Is there anything about the third story that makes you sure the story is from China?*

Consider both the text and the illustrations when answering these questions.

MEANING MAKER



The theme is the main idea of the story. Ask the students – *What is the theme for each of the three stories?*

Many traditional folktales have a message or moral. Ask – *Do these stories include a message or moral? If so, what is it?*

The Haunted House

Henry Morgan,
the Pirate

In Search of Food

So You Want
to Be a Writer?

TEXT CRITIC



Compare the three stories. Ask the students – *What do the stories have in common? (Look closely at how the stories end.) Do you think these stories are funny? Which is the funniest? Have the students explain their answers.*

Have a class vote to see which is considered the funniest story.

Three Funny Tales

Three-Toed Sloths

Let's Get Those Singers
Out of Here!

Spider Power

29e Three Funny Tales

Name _____

When we say words beginning with *wr*, we do not pronounce the *w*. Look at and read aloud the words below –

wrestler

write

wrist

Use your dictionary to find five more words that begin with *wr*. Write the words you have found into sentences.

Read the words *bought* / *brought*. These words often cause confusion. Do you know the difference between these two words? Use your dictionary to find out the meaning of each of the words. Now write three sentences on the back of this sheet, one using *bought*, one using *brought*, and one using both *bought* and *brought*.

29e Three Funny Tales

Name _____

Choose one of the countries that these funny stories come from
– France, India, or China.

Use an encyclopedia, books, or the Internet to research your
chosen country.

Use the data grid below to record your notes.

Name of country	
Population	
Capital city	
Languages spoken	
Most common religions	
Type of government	
Three famous places	
Two famous people	
Climate	

Present your information as a poster.

29e Three Funny Tales

Name _____

Design a new front cover for the book *Three Funny Tales*. Remember to include the title and the names of the illustrators and the person who retold the stories. Try to incorporate all the stories into your design. Make it as colourful and appealing as you can.

