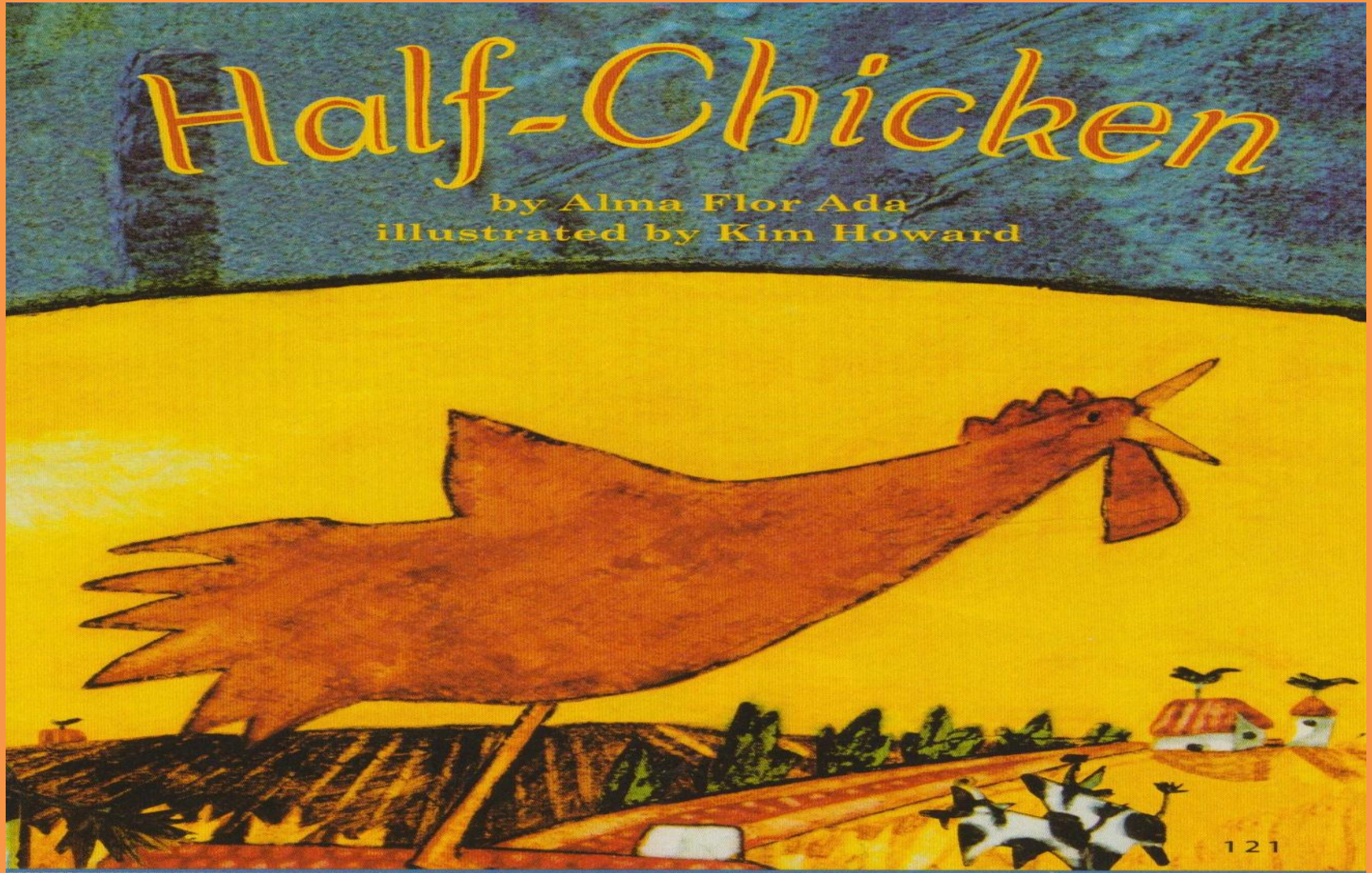


Lesson 19 Day 4



You will need your book, journal, workbook and pencil.

Question of the Day

- What stories do you know that teach a lesson?
- What is an important lesson you have learned from a story?

Read Aloud

Transparency R133

- Today I am going to read aloud a modern-day folktale called “The Ostrich Who Wanted to Fly”. (transparency 133)
- Why might you read or listen to a folktale?
- While you listen try to figure out the theme.



The Ostrich Who Wanted to Fly

Long ago on the grassy plains of Africa, there lived an ostrich. Ostriches, as you may know, cannot fly. Their wings are too small, and their bodies are too big. Even so, this particular ostrich wanted to fly. Again and again he tried. He'd run, he'd flap his wings, and he'd even jump as high as he could. Not once did he even *begin* to fly.

The other animals laughed at him. It was silly, they told him, to even think about flying. Still, the ostrich was determined. Then he had an idea. Month after month he gathered feathers — feathers from small birds and big birds, from fierce birds and timid birds. When he had a huge pile of feathers, he used his beak and claws to stitch the feathers together. At last, he made a giant pair of wings. He put them on, ran as fast as he could, and jumped up, flapping his wings. Soon he was an inch, then two inches, then a foot in the air. The animals watched, amazed. The ostrich was flying! With a big smile on his beak, he dipped his head to all the animals and sailed over the plain.



Read Aloud

Transparency R133



- How can you tell this is a folktale?
- It has animal characters; it takes place long ago; it teaches a lesson.
- What does the ostrich do?
- He refuses to stop trying until he finally manages to fly.
- What lesson does this tale teach?
- Not to give up; to keep trying to get something if you really want it.

Prefixes un-, re-, dis-

- unknown
- rewrite
- unkindly
- un/kind/ ly
- recopied
- re/ copi/ ed
- disappeared
- dis/appear/ ed
- unsurprisingly
- un/surpris/ing/ly
- recovering
- re/ cover/ing
- dis/guis/ed
- Jake was riding his bike unsafely.
- un/safe/ly; in a way that is not safe
- Taneshia disconnected the computer.
- dis/connect/ed; made not connected
- I have finished rechecking my answers to the test.
- re/check/ing; checking again
- The baby was unhelpful when he pulled the tablecloth off the table.
- un/help/ful; in a way that is not helping
- Rereading is a good way to figure out something if you don't understand it the first time.
- re/read/ing ; reading again
- Eathan unexpectedly won the big race.
- un/expect/ed/ly; in a way that is not expected

Fluency

- Good readers..
- Break the text into groups of words.
- Pause at commas and end punctuation
- Pause at the end of a group of words that go together
- Turn to page 125 of “Half-Chicken”.
- I am going to read the last sentence. Notice the three commas, I will be sure to pause slightly at each comma. This will make the sentence easier to read and understand.
- Now let’s echo read.

Focus Skill

Theme transparency R127

- Theme is the message or idea the author wants to give.
- You can determine the theme of a story by asking yourself..
- What do the characters do and say?
- What happens in the story?
- What can I learn from the characters and events?
- Look at transparency R127.
- What does the goldfish do in the story?
- **jumps out of her bowl**
- What happens to her?
- **she cannot breathe out of the water**
- What can you learn from what she does?
- **be content where you are**
- If the theme is not stated directly, you will have to figure out and state it in your own words.

Author's Purpose is as easy as PIE!

- P – persuade I – inform E – entertain
- Sometimes authors write with more than one purpose in mind. Details and facts within a story or selection help readers understand what the author's purpose is.
- Think about Half-Chicken, The author says in the beginning that she is going to tell a story that her grandmother told her and that her grandmother's grandmother told her. In the story, Half-Chicken learns a lesson about kindness being repaid. This story is a folktale, a story written to entertain and often to teach a lesson as well.

Author's Purpose is as easy as PIE!

- Think about our read aloud “Luck”.
- What was the author's purpose in this story?
- to entertain and inform
- How did you determine that?
- It is an interesting story about a crane's search for home. It does give facts about cranes.
- Turn to pages 138-139.
- Reread “I Sailed on Half a Ship”.
- What is the author's purpose in writing this selection?
- to entertain; the poem could not be true, so it is not to inform or persuade; it rhymes, and is fun to read, so it must be entertaining.

Speaking and Listening: telling a story

- Alma Flor Ada said that “Half-Chicken” was a story that was passed down from generation to generation.
 - Most folktales were stories told by one person to others.
 - **Tips for telling a story:**
 - Make notes that outline the problem, main events, and solution of the story.
 - Use words that signal changes in place or time.
- **Speaking Strategies**
 - Practice telling the story in front of a mirror.
 - Use tone and pitch to create a specific voice for each character.
 - Use facial expressions and movements to help the audience understand the events and the feelings of the characters.
 - **Listening Strategies**
 - Listen to enjoy and appreciate the story.
 - As you listen, think about the main parts of the story.
 - Use the storyteller’s expressions and movements to help you understand the character and events.
 - Focus on the storyteller.



Robust Vocabulary

- If the person I describe is someone you would feel **compassion** for, extend a helping hand. If not, hold up your hand in “stop” signal.
- a person whose home has burned down
- a person who wins a prize
- a person whose dog gets lost
- a person who gets an A on a test

- Is a vain person likely to look **messy**?
- If you **overheard** someone’s secret , what would you do?
- Are you more likely to want to do what someone **suggested** or what someone demanded? Why?
- What is the most **enormous** meal you ever ate?
- If you **exclaimed** with joy, what might you say?

Robust Vocabulary

- If the situation I name is a situation in which you should walk **deliberately**, raise your hand, if not be still.
- sneaking up to surprise your best friend
- running in a race
- cheering for your favorite team
- carrying eggs
- If I name something that might be **composed**, nod your head “yes”. If not, nod “no”.
 - a pair of shoes
 - a piece of art
 - a song
 - an egg
- If the situation I name is one in which someone would feel **gratitude**, act out a handshake. If not, shake your head.
 - finishing a hard job
 - giving a birthday gift
 - receiving a present
 - completing your homework

DOL

twirl

- 9. The dancers twirls in a circle.

spins

- 10. One dancer spin alone.

Grammar: Action Verbs

- An action verb tells what someone or something does.
- A verb must agree in number with its subject.
- A singular subject takes a singular verb form.
- A plural or compound subject takes a plural verb form.
- The three pigs build houses.
- pigs – plural build
- The first pig builds his house of straw.
- pig – singular builds
- The wolf blows it down.
- wolf – singular blows

Writing: Folktale

- Has repeating events
- Teaches a lesson
- Includes human or animal characters
- Is told by a narrator
- Has a long-ago setting
- Has subjects and verbs that agree

