SCHOLASTIC

Moving Up
with Literacy Place
4-6

TRICKSTER TALES

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TEXT TYPE: Fiction: Narrative—Folk Tales
GUIDED READING LEVEL: S

SUMMARY: In this collection of trickster tales from four cultures, Monkey, Raven, Anansi the spider, and Tortoise use their wit to triumph over stronger creatures.
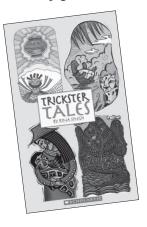
TEXT FEATURES
- table of contents
- introduction

VISUAL LITERACY
- illustrations

TEXT SUPPORTS
- illustrations
- introduction

POSSIBLE TEXT CHALLENGES
- multi-syllabic words (e.g., 'deceitful,' 'illuminate,' 'emanating')
- challenging vocabulary (e.g., 'wit,' 'guile,' 'saucy,' 'azure,' 'innermost')
- some difficult names (e.g., 'Mmoboro,' 'Nyame,' 'Osebo')
- contractions

FOCUS COMPREHENSION STRATEGY
- evaluating

FURTHER COMPREHENSION STRATEGIES
- making connections: text to self, text to text
- synthesizing

ORAL LANGUAGE OPPORTUNITIES
- Value Line strategy
- discussing with a group
- discussing with a partner
- 'Say It Like the Character' activity (option 3 in Focused Rereading)

WORKING WITH WORDS
- word solving and building: often uses a range of strategies to read multi-syllabic words (e.g., chunking)
- word solving and building: reads an increasing range of contractions and is aware of their meaning
- language predictability: uses context and some basic strategies (e.g., background knowledge) to work out word meanings

ASSESSMENT OPPORTUNITIES
Observe each student's ability to:
- evaluate: state personal opinions
- solve challenging words using context and word parts

ASSESSMENT TOOLS
Select from the following:
- Evaluating Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 4–7)

BEFORE READING

Activate and build prior knowledge

Making Connections: Text to Self

- Show students the front cover of the book and read the title. Ask, *What is a tale?* Explain to students that a tale tells a story. Invite students to share some tale they are familiar with. Then ask, *Can anyone explain what a trickster tale is?* Encourage students to transfer their knowledge of what a trick is to figuring out what a trickster tale might be.

Introduce supports and challenges

Text Features

- Read the introduction to students. Ask, *What did you learn by reading the introduction?* Have students share their responses. Ask, *How do you think reading the introduction will help you understand the rest of the text?*

Language Predictability

- Put the word 'deceitful' on chart paper or on a board. Direct students to page 4 and have students find this word in the first paragraph of the introduction. Ask if anyone knows what it means. Help students understand the pattern of opposites, e.g., wise and foolish, and how that can help them figure out the word 'deceitful.' Ask students to generate other words they could substitute for 'deceitful' (synonyms).

- Say, *There will be difficult or tricky words in this story. A useful strategy is to skip the word, read to the end of the sentence, and then go back to see if you can figure out the difficult word.* Remind students of the strategies they used to figure out the words 'deceitful' and 'trickster.' Hand out sticky notes for students, and ask them to record any words they were unable to solve on the sticky notes.

Set a purpose for reading

Evaluating

- Explain to students that 'How Raven Stole Light' is a Northwest Coast First Nations trickster tale. Say, *Read this trickster tale to see if you believe that Raven is a hero.* Remind students to stop at the end of page 7.

Provide for early finishers

- Encourage students who finish early to choose one of the words on their sticky notes and look it up in the dictionary.

DURING READING

Monitor reading

- Have a student read a portion of the text aloud to you. Assist with word solving, comprehension, and vocabulary. Always provide a comprehension prompt that highlights the focus strategy (evaluating), e.g., *Is it fair of Raven to trick the Sky Chief's daughter? Why do you feel*

this way? Give feedback to the student on successes and an area that may need attention.

Observe

- Make observations on your assessment tools. (See the *Evaluating Strategy Checklist* and the *Comprehension Strategies Anecdotal Record* in the *Grade 4 Literacy Support Guide*.)

AFTER READING

Revisit the purpose for reading

Evaluating

- Ask, *Do you feel that Raven is a hero?* Ask students to explain their position. This can be used as a Value Line activity (see Oral Language Strategies in the *Grade 4 Literacy Support Guide*).

Check on outstanding challenges

- Ask students to share the difficult/tricky words they recorded. Remind students that when they are reading, they shouldn't get stuck on a word for too long. Suggest they reread the sentence again and, if they still can't solve the word, they should continue reading.

Note successful strategy use

- Explain a successful strategy you observed, e.g., *I really liked how Patrick used the strategy of reading on to figure out the word 'discerned.'*

Optional Approach

You may wish to have students read the rest of the text independently. Set a purpose for reading and choose a date to come back together to discuss and work with the text using the Optional After Reading session (see page 8). It is recommended that you do some diagnostic work with students or hold a book discussion halfway through to check their comprehension of the text.

Setting a Purpose

Evaluating

Tell students to read the three other trickster tales to find out what 'trick' was played and whether or not they feel the character did the right thing. Have them suggest alternatives, when possible.

Second Session (pages 8–10)

BEFORE READING

Activate and build prior knowledge

Synthesizing

- Have students retell the first trickster tale. Encourage students to use the text when they are retelling.

Predicting	■ Ask, *What do you think 'The Monkey's Heart' tale is about?* Encourage students to provide evidence for their predictions. Remind students that their predictions can also be based on what they know about the text type, i.e., trickster tales, fiction, and so on. Explain to students that this is a Buddhist tale and ask if anyone knows what Buddhism is. Briefly explain to students that Buddhism is a religion.

Introduce supports and challenges

Word Solving and Building and Language Predictability	■ Point out the word 'lackadaisical' in the first paragraph of the story. Show students how to break the word into smaller pieces. Remind students to consider the context of the word within the sentence and also to use the strategies discussed during the last session to understand unknown words and ask them to apply the strategies to solve this word.

Set a purpose for reading

Evaluating	■ Say, *Read this trickster tale to find out if you agree with the 'trick' that is played.* Remind students to stop at the end of page 10.

Provide for early finishers

■ Have students go back and put a sticky note on any difficult words they figured out using any of the strategies talked about so far.

DURING READING

Monitor reading

■ Have a student read a portion of the text aloud to you. Assist with word solving, comprehension, and vocabulary. Always provide a comprehension prompt that highlights the focus strategy (evaluating), e.g., *Do you think monkey should have trusted the crocodile in the first place?* Give feedback to students on successes or an area that may need further attention.

Observe

■ Again, note any successful reading strategies you observe, e.g., a student stopping while reading and evaluating either the monkey or the crocodile's actions.

AFTER READING

Revisit the purpose for reading

Evaluating	■ Ask, *How do you feel about the monkey's 'trick'? Can you think of another way the monkey could have tricked the crocodile? How is what he did different from what the Raven did?*

Check on outstanding challenges

■ Your observations will help you work out other challenges students experienced. Discuss and clarify at this point, e.g., a difficult word or a comprehension issue.

Note successful strategy use

- Explain a successful strategy you observed, e.g., *Brianne felt that the monkey wasn't very smart because he should have known that the crocodile would have tried to eat him or hurt him because that is what crocodiles do—they eat other animals.*

Third Session (pages 11–13)

BEFORE READING

Activate and build prior knowledge

Synthesizing and Self-monitoring

- Invite students to retell what happened in the second trickster tale. Encourage students to refer to the text to aid in their retelling. Then say, *The next trickster tale is from the Caribbean and is called 'How Anansi Came to Own All Tales.'* Ask students to return to the introduction and reread the third paragraph. Explain to students that good readers often go back and reread parts of stories, introductions, and so on because those parts can help them with what they are currently reading.

Introduce supports and challenges

Word Solving and Building

- Point out the first name—'Nyame.' Have students try to pronounce the name. Explain to students that there may be names in the text that some of them will have difficulty pronouncing. Remind students of the strategies they have been using. If they still aren't sure, tell students to pronounce it the best that they can and continue reading, as long as they know who the character is.

Set a purpose for reading

Evaluating

- Say, *While reading this trickster tale, think about Anansi's actions and see if you agree with what he does.* Remind students to stop reading at the end of page 13.

Provide for early finishers

- If students finish early, have them put a sticky note on their favourite part of this story. They can share with a partner their favourite part of the story. They must explain why it is their favourite part.

DURING READING

Monitor reading

- Have a student read a portion of the text aloud to you. Assist with word solving, comprehension, and vocabulary. Always provide a comprehension prompt that highlights the focus strategy (evaluating), e.g., *What do you think about the way Anansi tricked Mmoboro* (the hornets)?

Observe

- Note any successful reading strategies you observe, e.g., students stating personal opinions about Anansi's actions.

AFTER READING

Revisit the purpose for reading

Evaluating

- Ask, *How did Anansi come to own all tales? Were his actions fair to Mmoboro, Osebo (the leopard), or Onini (the cobra)? What was your favourite part of the story?* Have students provide evidence from the text to support their opinions.

Check on outstanding challenges

- Your observations will help you work out other challenges students experienced. Discuss and clarify at this point, e.g., a difficult word or a comprehension issue.

Note successful strategy use

- Explain a successful strategy you observed, e.g., *I think Alhaji did a great job of figuring out the word 'rappelled' by breaking it into syllables and then using the strategy of reading on to figure out what it meant.*

Fourth Session (pages 14–16)

BEFORE READING

Activate and build prior knowledge

Making Connections: Text to Text and Predicting

- Say, *The next trickster tale is from Africa and is called 'The Tortoise and the Leopard.' Do you know any other tales that involve a tortoise?* Students may have read *'Why the Turtle has a Cracked Shell'* or *'The Tortoise and the Hare.'* Ask students what happened in those tales. Based on those two tales and/or their own knowledge of tortoises and their understanding of how trickster tales work, ask students to predict what they think will happen in this tale.

Introduce supports and challenges

Word Solving and Building and Language Predictability

- Write the following contractions on chart paper: 'can't,' 'I'm,' 'shouldn't,' 'don't,' 'you're.' Have a brief discussion about contractions. Ask if anyone knows the two words that make up each contraction and write the answers beside each. Ask, *Why do people use contractions?*

Set a purpose for reading

Evaluating

- Say, *Read this tale to see if you agree with how and why Tortoise tricks Leopard.*

Provide for early finishers

- Have students go back through the text to find contractions. Ask them to write them on sticky notes. Have students write the two words that make up the contraction.

DURING READING

Monitor reading

- Have a student read a portion of the text aloud to you. Assist with word solving, comprehension, and vocabulary. Always provide a comprehension prompt that highlights the focus strategy (evaluating), e.g., *What do you think about Tortoise boasting about riding Leopard?* Give feedback on successes and an area needing attention.

Observe

- Note any successful reading strategies you observe, e.g., a student sharing a personal opinion about Tortoise turning Leopard into a horse.

AFTER READING

Revisit the purpose for reading

Evaluating

- Ask, *Was the tortoise right to make up a story about the leopard and then humiliate him in front of the other creatures?* Ask students to explain their responses using examples from the text.

> **ESL NOTE:** Have students use a table or a graphic organizer to show the differences and similarities of all the tales (e.g., title of tale, trickster, trick, who was tricked, personality of the trickster, reason for the trick).

Check on outstanding challenges

- Your observations will help you work out other challenges students experienced.

Note successful strategy use

- Explain a successful strategy you observed, e.g., *Barry had difficulty with the word 'trumpeted' on page 15. He recognized the word 'trumpet.' He knew that a trumpet makes noise and figured out that 'trumpeted' was another word for 'said.'*

Optional After Reading

If students have completed the text independently, use the following After Reading Discussion and activity suggestions to support comprehension, word-solving, and good reader strategies.

Synthesizing

Ask students to retell the different trickster tales. Encourage students to use the text for the retelling.

Evaluating and Inferring

Say to students, *Pick your favourite of these trickster tales. Do you agree with the 'trick' that was played? How does the animal that was tricked feel?* This activity can be written out in a paragraph or two by students.

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 4 Literacy Support Guide*.

Written

Synthesizing

■ Brainstorm with students other pairs of animals they could write trickster tales about. Remind students that a weaker or smaller animal tricks a stronger or larger animal, e.g., squirrel and bear. Students can then write their story and share them orally or use a chart with the following headings: characters, setting, problem, events (three or four), and solution.

Artistic

Evaluating

■ Have students choose one of the characters that was 'tricked.' Ask students to draw the outline of the head of the animal on a sheet of paper so that it is almost the size of the paper. Inside the head, students can write words and/or draw pictures and symbols that represent what they think of the animal's actions and character in the tale.

Oral/dramatic

Inferring and Evaluating

■ Using either 'The Monkey's Heart' or 'The Tortoise and the Leopard,' have students participate in a 'Say It Like the Character' oral fluency activity. This activity involves asking students to silently read a short section of text they are comfortable with, then talking about what they have just read. Students can have practice time reading their chosen passage then read it aloud, focusing on developing the voice of the character. The dialogue or passage can be tape-recorded or video-recorded for feedback.