Lesson Rationale

N.Y.S. English/Language Arts Learning Standards:

Standard 1: Students will read, write, listen, and speak for information and understanding.
   Key idea 1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.
   Key idea 2: Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Standard 2: Students will read, write, listen, and speak for literacy response and expression.
   Key idea 1: Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative tests in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

Instructional Objectives:
   Students will:
   1. in pairs, develop a graphic organizer of at least five characteristics of this African folktale. (Comprehension)
   2. create a summary of the main events in the story by sequencing pictures in order from the first event to the last, with no more than two mistakes, which do not inhibit the understanding of the entire story. (Comprehension)
   3. write one sentence to summarize the event in each picture. (Comprehension)
   4. describe in writing, what they like best about the way they retold the story at home, and why. (Evaluation)

Adaptations:
- For students who are deaf or have a hearing impairment: Teacher and student(s) will wear a voice enhancement device and/or there will be the presence of a sign language interpreter.
- For students who have ADHD or have trouble concentrating: They may sit with an aid and use the extra copies of the book to follow along as the teacher reads. A checklist will be given to the students so that they can keep themselves on tract. If needed, during the summary-sequencing activity the students will be given one picture at a time to write a sentence for, so they don’t get too distracted.
- For those who have difficulty writing, due to a physical or cognitive disability: They may orally speak their sentences and have them typed on a computer. They then can be glued into their book, underneath the correct pictures.
For those with an auditory processing difficulty: Again an extra book will be provide for them to follow. Also, the directions will be written as well as stated verbally.

Materials:
- 24 small booklets of paper
- 24 of sequencing worksheets
- Tape player and tape of African music
- Cassette of the story
- 12 blank sheets of paper
- Large sheet of paper and markers
- Students’ journals (in their desks)
- Map of Africa
- Mind map of folktales

**Lesson Opening**

Anticipatory Set: *(Have African music playing in the background for a few minutes.)*

“Good Morning! Today we are going to continue our travels in the world of folktales. Before we begin, I want you to review in your groups what we already know about folktales. For example, what they are and different characteristics…. *(Wait 30 seconds)* Now I want a group member to share one thing your group came up with…. *[Bring out mind map of folktales and as one characteristic is mentioned, point it out on the paper]*

*[Play music again]* We have been reading folktales from different countries and cultures. Think about this music. Where do you think our next tale comes from? Great! The folktale we are going to read for the next couple of days is *Why Mosquitoes Buzz in People’s Ears*, and comes from West Africa. Can somebody come up and mark Africa on the map… Before we look at the tale, let’s think about what we already know about Africa….”

**Lesson Body**

Activities:
1. Brainstorming: What they know about Africa, its people, culture, land, animals, etc. Go around the room and have each student give an idea and teacher writes it on a large sheet of paper with an outline of Africa on it. The students have the opportunity to pass if they want.

2. Read the title and author of the book.
   - “This title seems to be answering a question about why mosquitoes buzz in our ears. Let us make some of our own predictions of why. Take out your journals and write a few sentences giving your own reason.” *(2-3 min)* Walk around the room. *[Check for understanding]*
   - *Call on 3 or 4 students to share their ideas.* “Excellent! You have just started what could be your own folktale.”
3. Prepare the students for reading
   - “Again, as we read this tale, keep looking for what we have already seen in some of the other folktales. In addition, look for things that may be different, new, or that you think may show that it comes from Africa.”
   - “Also, when we are finished, we are going to summarize what we have read. We have done some small summaries before. Can someone tell me what we are looking for when we write a summary…(Answer: in the realm of main events). What makes something a main event?”

   [If they cannot answer these questions, do a short lesson. Using a small made-up paragraph, have them pick out the main ideas and write a summary. Guided Practice-Mini-lesson]

4. Read Story (Read aloud with guided and shared reading)
   - Read the entire first page
     “Let me go back to this sentence, ‘I saw a farmer digging yams that were almost as big as I am.’ Hmm… I don’t think I know what a yam is. I am going to look at the picture to see if that helps me… No it doesn’t seem to. Next, I will look at the sentence to see if it give me any clues. Well, it says digging and farmer, so it must be a type of plant that farmers grow underground. What plants grow underground, carrots…potatoes…onions? I am still not exactly sure what it is; maybe I will see if the cover’s picture will help. Oh, on the title page there is a man with a tool and what looks like a potato. A yam must be a potato.”

   [Modeling through a think aloud]

   - Continue Reading- if the children do not understand some of the words (i.e. mischief, scurried, etc.) have them talk through the process above.
   - Stop at the page with Monkey talking to King Lion.
   Ask: “Who do you think King Lion is going to call to the meeting next? [Guided Practice: predicting] Pick one student to answer… “Ok, thumbs up if you agree. [Check for understanding] Now lets see…..”

   Continue this type of questioning to the end of the book, picking a different student each time.

   - Have students start to share the reading at the parts where there is repetition.
   - Stop at second to last page- “What do you think is going to happen to Mosquito?” [Guided Practice: predicting]
   - At end see if any of the students’ quick writes had any of the same ideas as those in the story.

5. Folktale Characteristics (5 min)
   On blank sheets of paper have students, in pairs, develop a small graphic organizer about the different characteristics of this folktale. They should incorporate least five. This will be collected, and the ideas will be placed onto the class mind map. (Show an overhead example of a type of graphic organizer they can use [Modeling]).

6. Summary and Sequencing (30 min)
   - Hand out worksheets and small paper booklets
• Review what the pictures represent.
  • Point out what the pictures show - the main events
• Give Directions (on paper and verbally)
  • First cut out pictures (or the student may draw his/her own that represent the same thing)
  • Place them in the booklet in the order they happened in the story
  • Write one sentence to summarize what is happening
  • Color

• Model two of the scenes:
  Teacher comes up with the first sentence, talking through the thinking process. [Modeling]
  Have the class help to write the second one. [Guided practice and a Check for understanding]

• Check to make sure they understand the directions, by having a few students repeat back what they have to do [Check for understanding]

• Play music as they work

Closure:

“Great work today! Today we worked with a folktale called Why Misquitoes Buzz in People’s Ears. Where did the tale come from?…. You listed some of the characteristics it had that were similar to other folktales we have read; and you listed some new things, including characteristics of Africa. Tomorrow we are going to continue to work with this story and retelling it, since that is how folktales are passed on. You are going to create masks for the characters and help me with the story by creating sounds, and acting out some of the parts. It should be a lot of fun.”

Follow up

Independent Practice:

• Take summary books home to finish. Practice retelling the story to someone they live with. They then have to write one sentence on what they thought they did best about retelling the story and why. In addition, the person who heard it has to write what they liked about how the student told the story. This is to be brought back to school in two days, before that is also fine.

• In classroom library, there are the copies of the book, along with the cassette tape of the story that students use. There will also be a fun question they can answer and put into a box - Who is the one animal that sees the whole thing happen, from beginning to end? (There is a bird on every page) There will also be available supplies if they would like to do another activity with the book.

• Do a variety of activities with other folktales
Evaluation:
What did I want the children to learn?
- Characteristics of this folktale
- To sequence main events of this story to create a summary
- To write a sentence to summarize an event in the story
- To evaluate themselves on how they did retelling the story

How I will know they learned it:
- Their summary books will be in order and have a proper caption for each picture
- The quality of the students verbal response
- Ideas on graphic organizers (Evaluated with √, √+ system)

Lesson Resources

References for student use:

References for teacher use:
- NYS ELA Learning Standards