



✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain that fictional stories come from the author’s imagination
- ✓ Identify folktales as a type of fiction
- ✓ Explain that stories have a beginning, middle, and end
- ✓ Describe the characters, plot, and setting of “Tselane”
- ✓ Explain that people from different lands tell similar stories

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Demonstrate understanding of the central message or lesson in “Tselane” (RL.1.2)
- ✓ Recount and identify the lesson in folktales from diverse cultures, such as “Tselane” (RL.1.2)
- ✓ Orally compare and contrast similar stories from different cultures, such as “Little Red Riding Hood,” “Hu Gu Po,” and “Tselane” (RL.1.9)
- ✓ Prior to listening to “Tselane,” identify orally what they know and have learned about “Little Red Riding Hood” and “Hu Gu Po”
- ✓ Use determiners orally, such as the demonstratives *this*, *that*, *these*, and *those*

Core Vocabulary

curious, *adj.* Having a desire to learn or know more about something or someone

Example: Alejandro was a curious child and asked questions about every new thing he came across.

Variation(s): none

darted, *v.* Ran or moved quickly or suddenly in a particular direction or to a particular place

Example: As soon as we let her off the leash, our dog darted across the yard after the squirrel.

Variation(s): dart, darts, darting

fright, *n.* A feeling of sudden fear; a scare

Example: The wolf gave Little Red Riding Hood’s grandmother quite a fright.

Variation(s): none

intended, *v.* Planned or wanted to do something

Example: We intended to finish our homework before dinner, but ran out of time and had to finish it after dessert.

Variation(s): intend, intends, intending

roam, *v.* Travel to different places without a purpose or plan

Example: We put my dog on a long leash, so he can roam around the backyard whenever he pleases.

Variation(s): roams, roaming, roamed

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Similar Stories from Different Lands: Story Element Review		10
	What Have We Already Learned?		
	Where Are We?	world map or globe	
	Purpose for Listening		
Presenting the Read-Aloud	Tselane		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Fright		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Syntactic Awareness Activity: Demonstratives <i>this, that, these, those</i>	common classroom objects [This exercise requires advance preparation.]	20
	Venn Diagram	Venn diagram from Lesson 8; world map or globe	



Introducing the Read-Aloud

10 minutes

Similar Stories from Different Lands: Story Element Review

Review with students that people around the world love listening to and telling stories. Remind students that some of the stories told around the world are quite similar to each other, even though the stories originated in different places around the world.

Review with students the basic elements of stories. The elements of stories are things that are found in every story, such as characters, setting, and plot. Remind students that the characters in a story are the people or animals that the story is about. The setting is where and when the story takes place. The plot is what happens in the story, or the events of the story in the order in which they happen. The conflict in a story is the problem the characters face. Characters in different stories from around the world might have similar conflicts, or problems, that they must deal with. Students should listen for how the characters, settings, plots, and conflicts are similar and different in these stories.

What Have We Already Learned?

Begin with a review of the previous stories read thus far by asking students the following questions:

- What was the name of the story we listened to in the previous lesson? (“Hu Gu Po” was the name of the story we listened to in the previous lesson.)
- In which country, or land, did the story of “Hu Gu Po” originate? (The story of “Hu Gu Po” originated in the country of China.)
- Who were the characters in the story of “Hu Gu Po”? (The characters in the last lesson were the two sisters, the tiger, and their mother.)

- How do the sisters escape the tiger? (When the tiger fell asleep, the sisters poked a hole in the sack with a mulberry branch, tied up the tiger’s paws, and ran away.)
- Is “Hu Gu Po” true or fictional? How do you know? (“Hu Gu Po” is fictional because people cannot really transform into animals.)
- “Hu Gu Po” is similar to what story you already heard? (“Hu Gu Po” is similar to “Little Red Riding Hood.”) How? (These stories are similar because they both feature cunning animals that try to trick people.)

Where Are We?

Tell students that the folktale they will hear originated in a country called Botswana many, many years ago. Help students locate the country of Botswana, which is on the continent of Africa, on a world map or globe. You may wish to label each featured country on the map so that students can better keep track of and recall all of the different lands they learn about in this domain.

Purpose for Listening

Tell students that this story from Botswana is similar to “Little Red Riding Hood” and “Hu Gu Po.” Explain that although there are similarities, some things in the story will be different. Ask students to think about the stories they have already heard. Ask students to predict who the girl will meet in today’s story. Tell students to listen carefully to the folktale to find out if their predictions are correct.



Tselane

← Show image 9A-1: Tselane and her parents

Once upon a time, in the southern region of Africa, where the Bantu language is spoken, there lived a girl named Tselane [tsay-LAH-nay]. She lived with her mother and father. The family lived in a little round house with a thatched roof.

One day Tselane's mother said, "I must go to the village for some things we need. You may stay here. But be sure to keep the door locked. Watch out for the hungry leopards who **roam** the land."¹

1 What are her mother's instructions?

Tselane's mother set out for the village. Tselane stayed at home, by herself.

Tselane had stayed home by herself before. Each time, her mother would return and call out in her sweet, high voice that sounded like the song of the ataga bird.



← Show image 9A-2: Tselane and her mother

"Tselane, my child!" her mother would call from outside the door. "I have brought you some food. Open the door!"

"That is my mother's voice!" Tselane would say. "Her voice is high and sweet, like the song of the ataga bird."²

2 How does Tselane describe her mother's voice?

Each time, Tselane would open the door and see her mother standing there. Her mother would always bring Tselane some bread and porridge. Tselane would then sit down and eat with her mother.

One day, when Tselane's mother had gone to the village, Tselane heard a knock on the door. "Tselane, my child!" said a low, gruff voice. "It's your mother! I have brought you some food. Open the door!"³

3 Does this voice sound like the earlier description of Tselane's mother's voice?



← **Show image 9A-3: The leopard knocking at the door**

4 [Pause here and ask the following questions to check student comprehension.]

1. What characters have you met so far?
2. Describe Tselane's mother's voice.
3. How does Tselane know it is actually a leopard at the door?

“That is not my mother’s voice!” said Tselane. “My mother’s voice is high and sweet, like the song of the ataga bird. Go away, you wicked leopard!”⁴

The leopard went away, but he came back soon after and tried to make his voice sound like a woman’s voice.

“Tselane, my child!” said the leopard, “It’s your mother. I have brought you some food. Open the door!”

“That is not my mother’s voice!” said Tselane. “My mother’s voice is high and sweet, like the song of the ataga bird. Go away, you wicked leopard!”

The leopard went away. He came back, but this time he drank a special drink that made his voice higher, to sound like Tselane’s mother’s voice.

“Tselane, my child!” said the leopard, in a high, womanly voice. “It’s your mother. I have brought you some food. Open the door!”

“That is my mother’s voice!” said Tselane. “High and sweet, like the song of the ataga bird.”

5 or sudden fear



Tselane opened the door and saw the leopard. With a **fright**,⁵ she tried to slam the door shut again, but it was too late.

← **Show image 9A-4: The leopard with Tselane in the sack**

The leopard stuffed Tselane into a sack and carried her away, intending to take her back to his habitat on the savanna.

After carrying the heavy bag for a while, the leopard stopped by a small stream. After traveling so far in the heat, and carrying the heavy bag, he needed a cool drink. Rather than carry the heavy bag down to the stream, the leopard left the bag on the side of the road, as he **intended**⁶ to be away from it only a short moment. The leopard climbed down the hill to the stream to get a drink.

6 or planned



← **Show image 9A-5: Tselane and the little girl peering at the leopard**

7 The little girl wanted to know what was inside the bag.

As soon as he was gone, a little girl came walking down the road. Seeing the bag along side the road, the little girl became **curious**, so she peeped into the bag.⁷ She saw some fingers sticking up and quickly closed the bag.

“Whose fingers were those?” she asked.

8 or covered so that it is hard to breathe

“Mine!” said a voice. “My name is Tselane. Please let me out. I am smothered here in this small, hot space!”⁸

“Tselane?” said the girl. “Why, your mother is my aunt! She has been visiting here in the village.”

The little girl let Tselane out of the bag. Then she and Tselane ran to get Tselane’s mother. When she heard what had happened, Tselane’s mother filled the leopard’s bag with scorpions and snakes.

When he had finished getting his cool drink, the leopard came back to the road and grabbed the sack. Then he set off for his home. When the leopard arrived back at the savanna, he opened the bag, intending to start eating his tasty feast.



← **Show image 9A-6: The leopard running from the scorpions and snakes**

Instead, angry snakes slithered out. Dozens of scorpions poured out of the bag, shaking their poisonous tails. The leopard put his great speed to work and **darted**, or ran quickly, across the savanna, never to bother Tselane or her family again.

As for Tselane, she decided to always accompany her mother to the village and follow her mother’s instructions, and they all lived happily ever after.⁹

9 [Have students briefly discuss the following question with their partners] What lesson does Tselane learn?

Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions correct? Why or why not? (Answers may vary.)
2. *Literal* Where does Tselane's mother go? (Tselane's mother goes to the village.)
3. *Literal* Who does Tselane's mother warn her about? (Tselane's mother warns her about the leopards that roam the land.)
4. *Inferential* Who knocks on the door and pretends to be Tselane's mother? (The leopard knocks on the door and pretends to be Tselane's mother.) How does Tselane know that it is not really her mother at the door? (The leopard's voice is low and gruff, while Tselane's mother's voice is high and sweet.)
5. *Literal* What does the leopard do to make his voice sound higher? (The leopard drinks a special drink.) What does the leopard do once Tselane opens the door? (He puts her in a sack and carries her away.)
6. *Literal* Who helps Tselane get out of the sack? (A little girl walking down the road helps Tselane get out of the sack.)
7. *Inferential* How does Tselane's mother trick the leopard? (Tselane's mother fills the sack with snakes and scorpions. The leopard is surprised, and runs off.)
8. *Evaluative* Which parts of this folktale could really happen? (A girl named Tselane could really be home alone.) Which ones could not? (Leopards cannot talk.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* What lesson did Tselane learn in this folktale? (Tselane learned to always follow her parents' directions.) What lesson can we learn and use in our own lives from this folktale? (Answers may vary.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Fright

5 minutes

1. In the read-aloud you heard, "With a *fright*, [Tselane] tried to slam the door shut again, but it was too late."
2. Say the word *fright* with me.
3. *Fright* means a sudden feeling of fear.
4. Trey's house always made sounds at night that would give him such a fright.
5. Has something or someone ever given you a terrible fright? Try to use the word *fright* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ gave me a terrible fright."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read you some sentences. If I describe a situation that would give you a fright, say, “That would give me a fright.” If I describe a situation that would not give you a fright, say, “That would not give me a fright.” Remember to answer in complete sentences.

Explain that different things scare different people (give different people a fright), but students should be able to give reasons for their opinions. (Answers may vary for all.)

1. A spider falls on your desk.
2. A dog barks at you.
3. Your friend gives you a hug.
4. All of the lights suddenly go out.
5. A friend calls you to play outside.
6. A friend comes up behind you and yells, “Boo!”



Complete Remainder of the Lesson Later in the Day



Extensions

20 minutes

Syntactic Awareness Activity: Demonstratives *this, that, those, these*

The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds.

1. *This, that, those, and these* help us identify objects according to how near or far they are from the person who is speaking.

THIS: Example 1



← Show image 7A-2.

“‘Mmmm,’ said the wolf, as he thought to himself, ‘What a tasty morsel **this** little girl would be. But she’s not big enough for a meal. I must find a way to eat her and her grandmother, too.’”

- Notice that the wolf is standing right next to Little Red Riding Hood in the image, so he uses *this* to communicate that he is talking about the one little girl who is near him, and not some other little girl.

THIS: Example 2



← Show image 8A-4.

“‘I don’t suppose you would let me sit for a minute or two while I eat **this** delicious rice?’ asked the old woman.

‘Of course you can,’ exclaimed Li Hua.”

- Notice that in the image the old woman is holding the one bowl of rice in her hand. She uses the word *this* to talk about the rice because it is in her hand and very near to her.



THESE: Example 1

← **Show image 5A-13.**

*“The young man explained to Thumbelina that a small person lived in each of **these** flowers; he was their king.”*

- Notice that in the image the young man is sitting near many flowers. He uses the word *these* to talk about the many flowers that are near him because there is more than one flower and because the flowers are very, very close to him. He is even sitting on one of them!



THESE: Example 2

← **Show image 1A-4.**

*“‘Oh yes!’ cried Cinderella. ‘But . . . must I go in **these** dirty rags?’”*

- Notice that Cinderella is talking about the clothes she is wearing in the image. She uses *these* because she is wearing more than one piece of clothing and the clothes are very near to her (she is wearing them!).



THAT: Example 1

← **Show image 4A-3.**

*“Tom’s father lifted his son down from the horse and set him on a stump. When the stranger saw this, he thought, ‘Look here. **That** little fellow could be useful! I should take him to town and have him do little jobs for me.’”*

- Notice that in this image the stranger is talking about Tom as “that little fellow.” Tom is far from the stranger, so the stranger uses *that* to talk about Tom. There is only one little fellow and he is far away from the stranger.

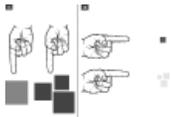


THOSE: Example 1

← Show image 2A-1.

*“Because Rhodopis was from another land, she did not look like the other servants, or her master. While they had dark hair and dark eyes, she had golden curls and green eyes. No amount of brushing would straighten **those** curls.”*

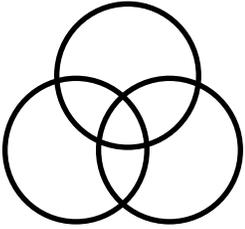
- Notice that in this image Rhodopis has more than one hair and she is far away from the speaker. We use *those* to describe multiple things that are far away from the speaker.



← Show image 9B-1.

2. In this image, you see hands pointing to a single green box that is close to the hands. We use *this* to describe this green box because it is just one box and it is close to the hands. You also see hands pointing to many blue boxes that are close to the hands. We use *these* to describe these blue boxes because there are more than one and they are close to the hands.
3. We also see hands that are pointing to objects that are far away from them. We use *that* to describe that red box because it is just one box and it is far from the hands. We use *those* to describe those yellow boxes because there is more than one yellow box and they are far from the hands.
4. [Note: There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical.] Work with your neighbor to ask and answer questions about things that are near and far from you. Use *this* and *these* to talk about objects that are close to you. Use *that* and *those* to talk about objects that are far from you. [Note: You may wish to provide students with classroom objects to spark questioning, such as pencils, crayons, erasers, etc.]

Venn Diagram



Direct students to the three-circle Venn diagram from the previous lesson. Tell students that they will continue to compare and contrast “Little Red Riding Hood,” “Hu Gu Po,” and “Tselane.” In the circle to the right, write “Tselane.” Review the different lands in each folktale.

Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read the words to them. Record that information in the appropriate area on the Venn diagram. Ask students how the stories are similar and how they are different for “Hu Gu Po” and “Tselane” and then again for “Little Red Riding Hood” and “Tselane.” Then ask how all three of the characters are the same. Additionally, take time to return to the world map or globe, and remind students where these three stories took place.

✈ Above and Beyond: Instructional Master 8B-1 has been included if you have students who are ready to create the Venn diagram on their own, using the sound-spelling correspondences taught thus far.