

About the Book

Text Type: Fictional/Pourquoi Tale Page Count: 18 Word Count: 569

Book Summary

This original story is written in the pourquoi tale style. *Story of the Sun* is about a young boy's search for answers. He wonders where the sun comes from each morning and where it goes each night. A wise woman helps him find the answers to his questions.

About the Lesson

Targeted Reading Strategy

- Summarize


Objectives

- Summarize to understand text
- Identify setting
- Identify *r*-controlled vowel *ar*
- Identify past-tenses verbs
- Recognize and form compound words

Materials

Green text indicates resources available on the website

- Book—*Story of the Sun* (copy for each student)
- Chalkboard or dry erase board
- [Story elements, homophones, compound words worksheets](#)
- [Discussion cards](#)

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- **Content words:**
 Story critical: ***confused*** (adj.), ***curious*** (adj.), ***rumble*** (n.), ***village*** (v.), ***warmth*** (n.), ***worried*** (v.)
 Enrichment: *emu* (n.), *wondered* (v.)

Before Reading

Build Background

- Discuss traditional folktales that students have read or heard of, such as *How Zebras Got Their Stripes* or *Anansi Tales*. Ask students to name some common elements of folktales (tell why the natural world is as it is, have talking animals, tell about a wise person who solves problem, etc.).
- Ask students what they know about pourquoi tales. Explain to students that pourquoi tales are a kind of folktale that explain how something originated, or came to be. Explain that there are pourquoi tales that explain how the world came to be or how certain animals got certain physical features.

Preview the Book
Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about. Ask students if they think this book is fiction or nonfiction.
- Show students the title page. Talk about the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: Summarize

- Explain to students that stopping to summarize what is happening in a book while reading is a strategy that good readers use to make sense of text.
Think-aloud: To summarize what I've read, I need to decide what's important and what isn't. Then, in my mind, I organize the important information into a few sentences and think about them for a couple of moments. As I read, I will think about what information is important and what isn't.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.


Introduce the Vocabulary

- Model how to apply word-attack strategies. Have students find the word *village* on page 9. Tell students that they can look at the letter the word begins with and then use what they know about syllables and vowels (one vowel sound per syllable) to sound out the rest of the word. Remind students to look for clues to the word's meaning in the sentence that contains the unfamiliar word, as well as in the sentences before and after. Explain that in this book, they may also look to the illustrations for clues to the meaning.
- Remind students of other strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes or other word endings. They can use the context to work out meanings of unfamiliar words.
- Remind students to check whether a word makes sense by rereading the sentence.

Set the Purpose

- Have students read the book to find out the story of the sun, stopping after every few pages to summarize the story in their mind.

During Reading
Student Reading

- **Guide the reading:** Have students read to the end of page 9. Tell them to pay attention to what happens to the boy as he wonders about the story of the sun. If they finish before everyone else, they should go back and reread.
- Model summarizing the story.
Think-aloud: I made sure to stop after the first three pages to summarize what I'd read so far. First, I decided what was important and what wasn't. Then, in my mind, I organized the important information into a few sentences and thought about them for a couple of moments. I thought about how Ichiro watched with wonder as the sun rose over the mountains every morning, and every night he watched the sun sink into the sea.
- Tell students to read the remainder of the story. Remind them to think about what happens to the characters and why so they can summarize, or review, the events in their mind.
 Tell students to make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Discuss how stopping to review in their mind what is happening in the story helps them remember the events and better understand what is happening.

Teach the Comprehension Skill: **Story elements: Identify setting**

- **Discussion:** Talk with students about the setting of the story. Remind them that the *setting* is the time and place where a story occurs (a long time ago, by the ocean). Ask students to tell how they know this (the author's words and the illustrator's pictures give us clues).
- **Introduce and model:** Review or explain that in many stories, the setting changes throughout. As readers make their way through the book, the place where the characters are may change, and the time of day, season, or year may change as well. Ask students to think about the changes in setting for this story.
- Have students turn to page 3. Read through this page together, having students identify the words that depict setting (*long ago, a far-off land, mountains, a large sea*). Explain how these words in the text show where and when the story takes place. Ask them if Ichiro stays near the water for the whole story (no). Discuss the fact that because he went to visit the wise woman in the village, the setting changed.



Check for understanding: Have students turn to page 9 and circle the words in the text that depict the next setting (*in a village, near the mountains, morning*). Discuss how the setting that surrounds Ichiro is different from when the story began (*he's no longer near the water but instead is in a village*). Point out the illustrations and how they support the text.

- **Independent practice:** Have students practice identifying the changes in the setting by completing the [story elements worksheet](#). Discuss answers aloud when students have finished.
- **Extend the discussion:** Talk with students about what they think of the wise woman's description of what happens to the sun each day. Ask if they think that the boy will always believe her story.

Build Skills

Phonics: **R-controlled vowel ar**



- Write the word *art* on the board and say it aloud with students. Explain that the sound they hear at the beginning of the word is one of the sounds made when the letters *a* and *r* are combined. Explain that the *ar* letter combination is one of the letter combinations that stand for a group of sounds called *r-controlled vowels*. These vowel sounds are neither long nor short. They are tricky because they are sometimes difficult to hear.
- Have students say the /ar/ sound aloud. Write the word *star* on the board. Run your finger under the letters in the word as students say the whole word aloud. Write another word on the board that contains the /ar/ sound, such as *chart*, and ask students to identify which letters represent the /ar/ sound. Have students look on page 3 and highlight or circle the words that contain the /ar/ sound (*far, large*). Write the words on the board.
- **Check for understanding:** Have students work with a partner to identify all of the *r-controlled vowel ar* words in the book by underlining each pair of letters that make the sound.

Grammar and Mechanics: **Past-tense verbs**

- Direct students to page 4. Model how to circle the past-tense verbs on the page (*looked, watched, ended*). Explain that these are *past-tense verbs* and that they *describe actions that happened in the past*. Point out that they all end in *-ed*. Write the term *past tense* on the board.
- Write the term *present tense* on the board. Explain that *present-tense verbs* describe something that is *happening in the present, or right now*. Ask students to name the present-tense forms of *looked, watched, and ended* (*look, watch, end*).

- Point out that these verbs are changed to past-tense verbs by adding the suffix *-ed*. Discuss how these are examples of *regular past-tense verbs*. Explain that not every verb is changed to its past-tense form by adding *-d* or *-ed*, and that *irregular past-tense verbs* will be studied in another lesson (for example: *blow* changes to *blew*).
- Explain that when adding the suffix *-ed* to make a regular past-tense verb, sometimes it is necessary to double the consonant before adding the *-ed*. If the word's last two letters are a vowel followed by a consonant, the final consonant is doubled before adding the suffix. For example, the present-tense verb *beg* has a vowel followed by a consonant at the end. So when changing this verb to past tense, the final consonant (*g*) is doubled before adding the *-ed* to make *begged*.
- Create *present-tense* and *past-tense* categories on the board, and write the verb *beg* and its past-tense form, *begged*, in the appropriate categories.
- Explain that when adding the suffix *-ed* to a verb ending in *-e*, such as *move*, the *-e* remains, and just a *-d* is added. Write the word *move* and its past-tense form, *moved*, in the appropriate categories on the board.
- Have students turn to page 10 and have a volunteer identify the past-tense verbs (*climbed*, *entered*). Ask the students to name the present tense of each verb (*climb*, *enter*) and add the examples to the chart on the board.
- **Check for understanding:** Ask students to underline all of the regular past-tense verbs on page 12 (*explained*, *asked*). Have them write the present tense of these verbs (*explain*, *ask*) in the left-hand margin. Discuss their answers aloud, and write these examples on the board under the *present-tense* and *past-tense* headings.
- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their answers aloud after students finish.

Word Work: **Compound words**

- Review or explain that two short words are sometimes combined to form a new word, called a *compound word*.
- Have students turn to page 15 in the book. Read the sentence: *The fireball lights the land below as it travels across the sky*. Point out the word *fireball*. Ask them to identify the two separate words that make up the compound word (*fire* and *ball*). Discuss the concept of compound words (combining two separate words that can stand alone to make a new word). Explain that the definitions of the two separate words can help them figure out what the bigger word means (a ball of fire).
 Have students turn to page 13 to find and circle a compound word (*mountaintop*). Ask students which two words were combined to make the compound word (*mountain* and *top*) and what the bigger word means (the top of a mountain). Have students write *mountain* and *top* in the margin next to the compound word.
- **Check for understanding:** Repeat the exercise above on page 7, telling students to look for two compound words (*without* and *everything*).
 Have students use the inside front cover of their book to write *compound word* along with the definition of the term (combining two separate words that can stand alone to make a new word). Have them write the four examples discussed (*fireball*, *mountaintop*, *without*, *everything*) after their definition.
- **Independent practice:** Give students the [compound words worksheet](#). When all students finish, review the answers aloud.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading**Writing Connection**

Together with the class, brainstorm ideas for a *pourquoi* tale called *Story of the Moon*. Prompt students with ideas and possibilities, such as adding colorful details about a far off land or naming their characters with exotic-sounding names. Create a collaborative class story by having students dictate ideas and interactively write one book together, with one student as the appointed scribe.

Art Connection

Have students color the pictures after they have finished the reading and writing exercises. Use page 7 as an example to introduce the activity. Reread the text and note the words *light*, *warmth*, and *warm*. Display a color wheel and point out the warm colors of the spectrum (yellows, oranges, and reds). Demonstrate how coloring with warm colors gives the viewer an impression of warmth.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently use the strategy of summarizing as they read to better comprehend the text
- understand how changes in setting affect the story; complete a worksheet on the setting
- fluently read *r*-controlled vowel *ar* words during discussion and independently
- recognize and form past-tense verbs
- recognize and form compound words

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**