KEY IDEA
This book contains a selection of Asian folktales from various countries, including China, India, Borneo, and other countries.

LITERACY STANDARDS ADDRESSED IN THIS PLAN

**RL.3.2** MAIN FOCUS Key Ideas & Details
Sessions 1, 2, 3
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**RL.3.4** Craft & Structure
Sessions 1, 2, 3
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**RL.3.5** MAIN FOCUS Craft & Structure
Sessions 2, 3
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**RL.3.7** MAIN FOCUS Integration of Knowledge & Ideas
Sessions 2, 3
Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**RL.3.10** Range of Reading & Level of Text Complexity
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

**SL.3.1b** Comprehension & Collaboration
Sessions 1, 2, 3
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**L.3.4a** Vocabulary Acquisition & Use
Additional Instruction
Use sentence-level context as a clue to the meaning of a word or phrase.

**L.3.5b** Vocabulary Acquisition & Use
Sessions 1, 2
Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

**RF.3.3a** Phonics & Word Recognition
Additional Instruction
Identify and know the meaning of the most common prefixes and derivational suffixes.

**RF.3.4b** Fluency
Session 2
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**W.3.3** Text Types & Purposes
Writing Task
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**W.3.8** Research to Build & Present Knowledge
Sessions 1, 2, 3
Recall information from experiences or gather information from provided sources to answer a question.
*Standard adapted from another grade level

**W.3.10** Range of Writing
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Session 1  Text Selection: pp. 19–25

Key Idea: Text Selection In the folktale “Lazy Tok,” Tok becomes so lazy, she can’t be bothered to feed herself. She receives help, but it harms others and makes her lazier than ever. Eventually, her faults catch up with her, and she suffers the consequences.

PREVIEWING THE TEXT 5 minutes

Explain to students that they will read from a collection of folktales. Read the title of the book with students. Invite students to read the back cover.

💡 Our story today is from a book called Folktales from Asia. We’re going to read “Lazy Tok.” What do you know about folktales?

"They can come from far away. They’re old. Sometimes they were just told, not written down."

💡 I see you already know something about folktales. Now let’s read the back cover . . . Based on what you read, what do you think you want to find out by reading “Lazy Tok”?

“The back cover talks about messages of wisdom. I wonder what message I’m going to hear in “Lazy Tok.”"

💡 Let’s read and find out.

READING THE TEXT CLOSELY 10 minutes

Explain the learning focus to students. Have them read Part I of the story (pages 20–21). Check on their application of the focus. Provide support if needed. Then have them finish reading the story.

💡 As we read, we are going to think about the message in the story. We’re going to look closely at the details and figure out what we are meant to learn from them. Let’s read Part I. What are some important details in Part I?

“Tok is really lazy. She’s so lazy she won’t even feed herself. She won’t make a basket. She didn’t do anything, but she ended up with a magic basket that will feed her.”

💡 We may not be able to figure out the main message of the story yet since we just read the beginning, but we can start to think about it. Does anybody have any ideas based on the evidence from the text we just read?

“Tok is so lazy! I think most of the details are about how lazy she is, and that means the message will have something to do with laziness.”

💡 I like the way you’re thinking about the evidence from the text and explaining how it helps you figure out the message of the story.

If you are satisfied that students can apply the focus, set the reading assignment for the session. If you are not, prompt students to return to Part I to read and think through the details and how they help convey a message, lesson, or moral.

💡 Our work as readers today is to try to figure out the central message of the story. Consider what lesson the details tell you as you read the rest of the story.
DISCUSSING THE TEXT  10 minutes

Invite students to recount the folktale, pointing out text evidence and discussing how it helps them figure out the story’s central message. Encourage students to respectfully participate in the discussion.

As we talk together, make sure you take turns speaking, listening to each other, and speaking one at a time. Who will retell the story, including the key details?

Lazy Tok gets a lot of food. The basket tricks people into filling it up with good things to eat that it delivers to Tok. She eats and gets so fat and lazy that she gets the food to drop into her mouth for her!

Who can continue?

The people who were tricked by the basket are mad, so they fill it with horrible animals. Tok is so lazy she gets the basket to empty itself in her lap, and the creatures attack her and she runs away.

Now let’s use these details to think about the central message. What message or lesson do we learn from the story?

Well, I think all the details are about Tok’s laziness, and how she gets what she deserves in the end. So I think the message is that being lazy is bad.

Focus on the word lazy.

How would you describe what Tok does or doesn’t do that makes her lazy?

Well, she doesn’t do much. She sits a lot. She always asks other things like the tree, the basket, and the food to do stuff for her.

So how can you use this information to define the word lazy?

Maybe that lazy means when a person sits around and does very little to take care of themselves. Or when a person doesn’t do any work at all.

Well done. You made real-life connections to the word lazy, developing your sense of the word and the character Tok.

Confirm students’ good use of the focus and encourage them to keep it in mind whenever they read other folktales.

You did a great job recounting the story and using the details to figure out the central message. Keep the work we’ve done in mind as you read other folktales.

Formative Assessment: Comprehension Using the Quick Start Planner, note this session’s learning focus. Observe each student’s articulation and use of text evidence to evaluate individuals’ effective use of the learning focus.

TEACHER’S CHOICE

COMPREHENSION SHARE

Recounting a story means telling the story in your own words. Think about the beginning, middle, and end. Then think about the key details and share these key details in your own words.

VOCABULARY

Real-Life Connections

Focus on the word lazy.

How would you describe what Tok does or doesn’t do that makes her lazy?

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Confirm students’ good use of the focus and encourage them to keep it in mind whenever they read other folktales.

You did a great job recounting the story and using the details to figure out the central message. Keep the work we’ve done in mind as you read other folktales.

Formative Assessment Have students use the blackline master on page 10 to determine the central message, lesson, or moral in the story “Lazy Tok” and the key details that convey it. Review students’ answers as you evaluate their mastery of the learning focus.

TEACHER’S CHOICE

CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE

Formative/Summative Assessment Have students use the blackline master on page 11 as they read. Students will collect details from the text to answer the following: How can a folktale convey an important message or a lesson? Use details from both text selections to explain. Review students’ collected evidence as you evaluate their mastery of the learning focus.

TEACHER’S CHOICE

MONDO BOOKSHOP GRADE 3 3
Session 2  Text Selection: pp. 19–25

RETURNING TO THE TEXT  5 minutes
Ask students to reflect on the text read previously. Guide them to recall how they applied the learning focus to their reading.

- Who can quickly remind us what we discussed in the last session?
  - We read the folktale “Lazy Tok,” and we talked about the details in the story and how they help us figure out the message about how being lazy is bad.
  - Many of you were able to use the details in the story to figure out the story’s message.

READING THE TEXT CLOSELY  10 minutes
Explain the learning focuses. Invite students to skim Parts I and II and look for details that describe Tok. Check to see how well they have understood the focuses. If you are satisfied that students can apply them, set the reading assignment for the session. If not, provide corrective feedback as suggested on page 2 of this lesson plan.

- Today as we read, we are going to think about the different parts of the story, and how each part leads to the next. We’re familiar with the details and the message of the story. Now we’ll reread to see if the story is put together in a way that helps us understand those things. Let’s talk about how Tok is described in Part I.
  - The story says that Tok was born lazy and got lazier as she grew.

- How is she described in Part II?
  - On page 23, she is described as getting fatter and lazier.

- How does Part I lead to Part II?
  - Part I tells about the beginning of Tok’s laziness. Then Part II tells how she gets even lazier.

- Yes, you thought about how the parts of the story build on each other. I’d like you to continue doing that as you reread the book. We are also going to continue to think about the central message and consider how the illustrations add meaning to the story.

Formative assessment: Fluency
Listen to each student read a portion of the text. Observe students’ fluency. If students need additional practice with fluency provide the necessary support at the end of the session. Ask students to note words or phrases they find challenging for discussion after reading.

DISCUSSING THE TEXT  10 minutes
Facilitate a discussion in which students retell the story, focusing on the different parts—Part I (beginning), Part II (middle), and Part III (end)—and articulating how those parts build on each other. Also have students discuss the central idea and explain how illustrations contribute to the meaning of the text.

- Let’s talk about how the parts of the story work together. Let’s also think about what we see in the text that adds to our understanding of the story. Let’s talk again about Part I. What do you learn about Tok in Part I?
  - Lazy Tok is too lazy to get her own meals. So a tree makes a magic basket and helps her.
Yes, let’s look at the picture at the start of Part I on page 19. What do you notice about Tok in this picture?

Well, I guess she looks little lazy, she’s sitting down and the tree is having to bend over the river to get to her.

Yes, so the illustration also shows how Tok is lazy. Who can describe what happens in Part II?

Well, the basket brings her food, and Tok becomes even more fat and lazy.

Now, who can recount what happens in Part III?

Lazy Tok gets really, really lazy. She can’t even look in the basket when it warns her she should. And then she gets punished and has to run from things biting her!

So each of the parts keeps developing the story and showing you more details about Tok.

Focus students’ attention on the font treatment at the bottom of page 23.

Let’s look at the words on page 23. Some of the words look differently in Part III. What do you notice?

The words fatter and lazier get bigger and bigger.

Yes, and how does this add meaning to what you read?

It’s like the words actually look like Tok. The way the words look make what they’re saying even stronger. It’s like the book got louder. Each time the letters get bigger, it means that Tok is so much fatter and so much lazier, even more than the words can say by themselves.

So these are visual clues the author used to communicate the central message, and you really analyzed what the visual clues meant and figured out that they give the words in the story more meaning. Now how does Part III build on the other parts?

Part I tells how how Tok is really lazy. Then Part II show us how Tok is really lazy and gets even lazier. She’s so lazy that she’s willing to eat people’s food. Then Part III shows how she’s punished for that.

You thought about the details and meaning of each part and noted how they build on each other.

Focus on the word weary on page 20.

Let’s talk about the word weary on page 20. It’s a word that we don’t come across all the time. Let’s talk about what it means. Can anyone share details or clues in the text that helped you understand the word weary?

I was looking at the sentences around the word weary, and I saw that they said Tok was lazy and tired and that she yawned when she said she was weary.

So let’s think about this more. What does it mean to be tired and to yawn?

I know what it feels like to be tired and lazy, and I know that when people yawn, it’s because they are tired or sleepy, so I figured weary probably meant “tired.”

Yes, weary is another word for tired. You used clues in the reading and thought about real life to define it. You can do that with a lot of words you’re not sure of.
Help students understand the benefits of listening carefully to each other and taking turns as they speak in groups.

- We’ve talked a lot about the story, its message, and its structure. How did paying close attention to what your classmates said help you during the discussion?
  
  I wasn’t sure what you meant when you asked how the parts of the story work together, but when I listened carefully to my classmates as they answered your question, I realized what you meant. And it was good to take turns because everyone had ideas.

- Yes, so listening to each other and taking turns helped us all understand the story better.

Confirm students’ good use of the focuses and encourage them to keep the focuses in mind whenever they read folktales.

- You did a great job recounting the text and thinking about how the parts of the story build on each other in order to really consider the story’s central message. You can do this whenever you read folktales.

**Formative Assessment: Comprehension**

Using the Quick Start Planner, note this session’s learning focuses. Observe each student’s articulation and use of text evidence to evaluate individuals’ effective use of the learning focuses.

**Fluency Follow-Up**

Fluency Practice Model how each rereading of a text builds understanding and strengthens fluency. Follow this procedure: 1) Reread several pages, noting specific examples of expression you missed previously and vocabulary that you now understand. 2) Now using your understanding of the text, reread with correct accuracy, rate, and expression. 3) Ask students to work with partners doing the same method (reading the same text, discuss what they noticed about how their reading didn’t accurately reflect the text or express the text, and rereading).

**Constructed Response: Collect Text Evidence**

Gather Information Have students continue to use the blackline master on page 11 for collecting evidence as they read. Students will continue to collect details from the text to answer the following: How can a folktale convey an important message or a lesson? Use details from both text selections to explain. Review students’ collected evidence as you evaluate their mastery of the learning focus.
Session 3  Text Selection: pp. 15–18

Key Idea: Text Selection  As the folktale “Why Dogs and Cats Are Enemies” explains, dogs and cats are enemies because of a misunderstanding that happened years ago that wounded a dog’s pride.

RETURNING TO THE TEXT  5 minutes
Explain that students will continue to focus on the central message, structure, and illustrations of a story while reading another folktale from the collection.

We’ve read one folktale and thought about how details in each part, including illustrations, helped us understand the story’s meaning and central message. As you read “Why Dogs and Cats Are Enemies,” you will think about the story in similar ways. Why is it important to analyze the key details of a folktale such as this? Who has ideas?

That’s how we can figure out the message.

READING THE TEXT CLOSELY  10 minutes
State the learning focuses and invite students to read page 16. Check to see how they are doing with the application of the focuses. Then have students read the rest of the story, paying specific attention to the structure of the story and the details in each part that help them figure out the central message.

Now let’s read page 16. As you do, look for details about how the story builds from paragraph to paragraph and for details about the story’s central message. On this first page of the story, or the beginning of the story, what do you learn?

I learned that all animals used to be friends. I learned that the animals had a meeting, and the lion had the dog go looking for the camel.

Based on these details, do you have any sense what the central message of the story might be?

Not yet. I’m waiting to find out about the cat. The cat is in the title. So I know we’re going to read about the cat.

Let’s continue and find out.

DISCUSSING THE TEXT  10 minutes
Facilitate a discussion that links the three learning focuses. As students discuss their ideas with the group, remind them to take turns speaking. Remind students to think about how the details in the text, the structure of the story, and the illustration on page 15 all work together to help them understand the meaning and message of the story.

Now let’s discuss the story as a group. As we do, remember to take turns speaking. Why is it important to wait for a speaker to finish before you talk?

It’s not fair to talk while someone else is talking. If everyone talks at once, no one will be able to hear what is said. It makes the other person feel like what they say is unimportant. Everybody has important ideas.

So now let’s continue to talk about how the illustration, details, and structure of the story help us figure out the central message. What did you learn in the middle of the story?

I learned that the dog was proud. I also learned that the dog got upset when everyone laughed at him.

LEARNING FOCUSES
RL.3.2, RL.3.5, RL.3.7
Students return to the text to read closely and to discuss how the parts of a new story work together to build meaning, while citing text and illustrative evidence that contributes to the central message of the folktale.

VOCABULARY
RL.3.4
Introduce the meaning of the nonliteral phrase “running full tilt” as it is used in the text on page 17. Have a discussion with students about how this phrase does not mean what the words actually say. Ask students to work with partners to discuss what this nonliteral phrase means in the story.

COMPREHENSION SHARE
Everyone can benefit by learning from the mistakes the characters make in folktales. Ask yourself what lesson you can learn from this story.
It was a pretty funny mistake that the dog made. How does the illustration on page 14 add to that moment?

The cat doesn’t look anything like a camel, so it makes the dog’s mistake seem even sillier.

Now let’s talk about what happened in the end.

The dog vowed they would be enemies forever.

Based on all these details, what do you think the message is?

Pride, especially hurt pride, can end friendships. It seems too bad that friendliness between cats and dogs would have to end because of one animal being proud.

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TEACHER TIP

Explain that not all stories describe a character directly. Instead readers must use the details in the story to determine character traits. Urge them to look at characters’ actions and attitudes to help them understand the characters.

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CONSTRUCTED RESPONSE: WRITE TO SOURCE

Formative/Summative Assessment Have students continue to use the blackline master on page 11 as they finish reading. Then ask them to write a response on a separate sheet of paper that answers the following: How can a folktale convey an important message or a lesson? Use details from both text selections to explain. Have students use the text evidence they collected to support their writing.

CLOSE READING OPTIONS

Summative Assessment Print the online blackline master for independent close reading. Ask students to read the selection indicated on the page independently and respond to the prompts (summarize author’s message, identify critical vocabulary, respond to constructed response questions) before returning for a small-group discussion. Alternatively, you can use the completed blackline master for summative assessment.

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Writing Task: Narrative

Invite students to write a folktale about the character Tok from the story “Lazy Tok.” Explain that they will rewrite their folktales so that Tok is no longer near a river in Borneo but is in a place taken from the students’ everyday lives. Guide them to structure their tales so that each part builds on the part before and to include details that convey the central message about Tok. Students will work independently to write their folktales. Have students to use the organizer on page 12 for writing their drafts. Encourage them to illustrate and share their folktales.

You have been thinking about the details in the tale “Lazy Tok” that helped you figure out its message. Now you will have a chance to write your own folktale. In it, you will have the character of Lazy Tok. But she will no longer be near a river in Borneo. Instead, retell the story with Tok in a situation from your everyday life. This could be at the playground, the grocery store, or anywhere else. Be sure to include details in each part of the folktale that help readers figure out your central message. Pay attention to the structure of your folktale so that it has a clear beginning, middle, and end. When you are finished, illustrate and display your writing on our bulletin board.
Additional Instruction

WORD STUDY

Comparatives  Draw students’ attention to the word lazy on page 20.

- What kind of word is the word lazy?
  an adjective, a describing word

- Who can find another form of this adjective on the same page?
  lazier

- What kind of word is this? What does it mean in the story?
  Lazier is a comparative adjective because it describes a noun as “more lazy.”
  It’s also an adjective. But it means that Tok became more lazy than before.

- Who can tell me how to form this comparative adjective?
  We drop the -y and add -ier.

- What other adjective do you see in the same paragraph?
  good

- Can you form the comparative of good the same way as we did for lazy?
  No, you can’t say gooder. You would say better.

- That’s right. You say better to mean “more good” than something. Let’s look for more adjectives in this folktale and discuss their comparative forms.

VOCABULARY

Using Context  Discuss the word bother on page 20 with students. Guide them to use context clues to understand the word’s meaning.

- Look at the word bother on page 20. Who can share a meaning of bother?
  I have used bother to say things like, “Bees bother me.” It’s like when you bug or annoy someone.

- Bother is often used as a verb meaning “to annoy.” Is bother used as a verb here?
  No, that’s not what bother means here. Also, here it is a noun.

- The word bother has multiple meanings. Look for clues about its meaning here.
  Tok is too lazy to get a branch. So the tree does it for her. She says it’s a bother.

- So using these clues, what is the meaning of bother as it is used here?
  a thing that bugs you, or an annoyance

WORD RECOGNITION

Suffixes  Write the word cheerfully from page 22 on a whiteboard or on chart paper. Guide students to identify the suffixes in the word and discuss how they change the meaning of the base word.

- How many suffixes do you see in the word cheerfully? What are they?
  I see two, -ful and -ly

- What is the base word?
  cheer

- How does the suffix -ful change the meaning of cheer?
  It changes the meaning from “joy” to “full of joy.”

- It changes not only the meaning but the part of speech. Cheer is a noun, and cheerful is an adjective. How does cheerful change when -ly is added?
  It becomes an adverb, meaning “in a cheerful way.”
Comprehension: Central Message and Details

Think about the main message, lesson, or moral in the story "Lazy Tok." How is it conveyed through the details in the text? Use this organizer to identify the message, lesson, or moral in this story and the key details that convey it.

Central Message, Lesson, or Moral

Key Detail

Key Detail

Key Detail

Score: ____________
Collecting Text Evidence

How can a folktale convey an important message or a lesson? Use details from both text selections to explain.

Use this chart to collect details from both “Lazy Tok” and “Why Dogs and Cats Are Enemies” that can help you answer the question. Be sure to include page references.

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<thead>
<tr>
<th>“Lazy Tok”</th>
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Score: ____________
Writing Task: Narrative First Draft

Think about the character Tok in “Lazy Tok.” Also think about the central message. Now retell this folktale by writing about Tok in an everyday setting from your life. Have your folktale express the same central message. Be sure to pay attention to the structure of your folktale and include details in each part that help your readers figure out the message.

REMEMBER: A well-written narrative includes:
- Beginning: strong opening that tells who and what you are writing about and establishes the setting
- Middle: details to describe actions, thoughts, or feelings
- Ending: closing sentence or two to sum it all up

Score: ____________