

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- trotted/trotting
- stall

ZEL

the Gentle Donkey

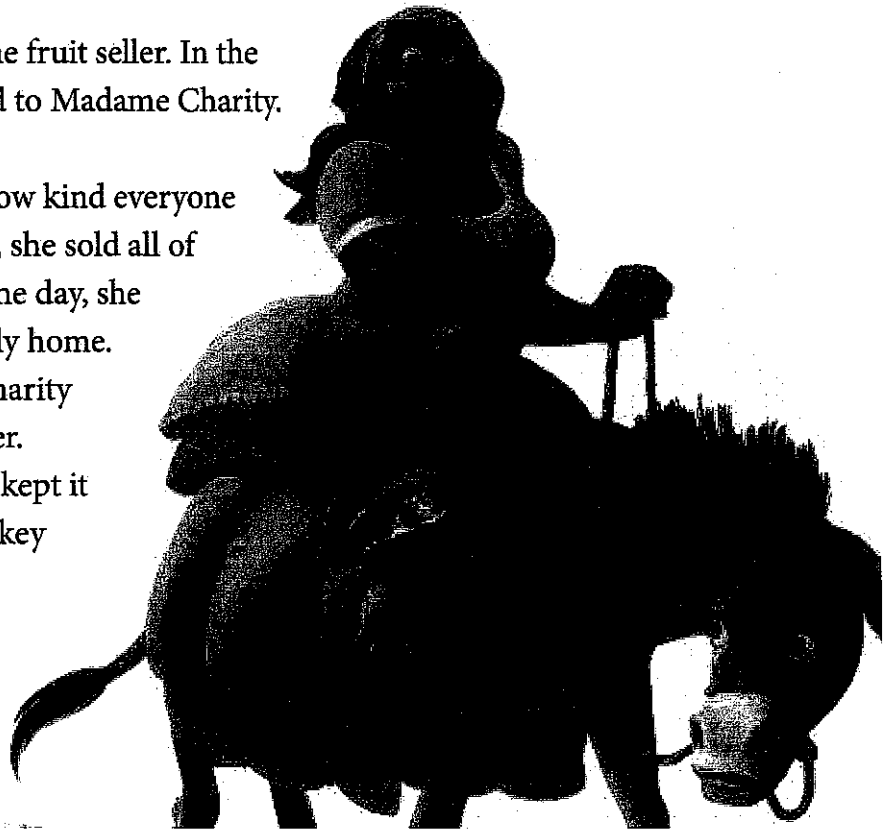
A FOLKTALE FROM HAITI

- 1 Long ago, there was a gentle donkey named Zel. Everyone in town loved Zel because she was so pleasant and kind. But Zel's owner, Madame Charity, was angry and mean. She was so mean that she threw rocks at birds for singing too loud. She yelled at little boys when they laughed. But she was the meanest of all to poor Zel.
- 2 Every Saturday, Madame Charity sold sugar and rice at a market. Whoever arrived earliest sold the most. But Madame Charity always woke up late. Then she got angry and yelled at Zel, who had done nothing wrong.
- 3 In a huff, Madame Charity would then load heavy bags of rice and sugar onto Zel's back. Last, she climbed on top of it. "Hurry, Zel!" she yelled. "Get me to market as fast as you can!" Although Zel always trotted as fast as she could, it was never fast enough for Madame Charity.



- 4 One day, Zel's friend Touloulou the crab visited. "Did you have a good day at the market?" asked Touloulou.
- 5 "Madame Charity was mad at me all day. I work as hard as I can, but she is always mean to me."
- 6 "Madame Charity is always late. She won't blame herself, so she blames you," said Touloulou.
- 7 "Yes," said Zel. "And because everyone is afraid of her angry tongue, she never sells much at the market."
- 8 "I will help you," said Touloulou.
- 9 The next Saturday, Madame Charity woke up at 9 a.m. "Oh, no! I'm late again!" she yelled. As she tossed her heavy bags onto Zel's back, Touloulou the crab grabbed onto the hem of her long skirt. Madame Charity climbed on Zel's back. Touloulou held tightly to her skirt.

- 10 Zel started trotting. Madame Charity remembered how late she was. She opened her mouth to speak angrily, but Touloulou pinched her ankle.
- 11 “Ouch!” Madame Charity rubbed her ankle. She forgot how late she was. But soon she remembered. “Faster, Zel! Faster!” she yelled.
- 12 Again Touloulou pinched Madame Charity’s ankle.
- 13 “Ouch!” shouted Madame Charity.
- 14 When they got to the market, Madame Charity saw that someone had taken the stall she liked to use. In a fit of rage, Madame Charity opened her mouth to yell. For the third time, Touloulou pinched her ankle. Madame Charity screamed.
- 15 “What’s wrong?” people asked.
- 16 “Hurrying to get to market, I must have hurt my ankle. It’s very painful. Ouch! Ouch! Ouch!”
- 17 The fish seller said, “Madame Charity, you should get up earlier. Then you will not have to rush. Next week, I will wake you at 6 a.m.”
- 18 “Thank you,” said Madame Charity. She was surprised at the man’s kindness.
- 19 “Let me fix your ankle,” said the fruit seller. In the past, the fruit seller had not talked to Madame Charity. Today he felt sorry for her.
- 20 When Madame Charity saw how kind everyone was, she smiled. For the first time, she sold all of her rice and sugar. At the end of the day, she saddled Zel gently and rode quietly home.
- 21 From that day on, Madame Charity tried not to raise her voice in anger. Sometimes she got angry, but she kept it to herself. And Zel the gentle donkey was happy at last.



▶ Think Use what you learned from reading the selection to respond to these questions.

- 1** Which detail in the first part of the story explains why Madame Charity is cruel to Zel?
- A** Zel does not walk to the market as fast as she is able to.
 - B** Madame Charity is always angry and mean.
 - C** Madame Charity does not have enough sugar and rice to sell.
 - D** Everyone in town loves Zel because she is pleasant and kind.

2 Describe how Touloulou helps Zel.

3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the central message of this story?

- A** Honesty is the best policy.
- B** Kindness gets better results than anger.
- C** Things are not always as they appear.
- D** Beware of strangers.

Part B

Which sentence from the story is **most** important to the central message of the story?

- A** "Madame Charity, you should get up earlier."
- B** "Then she got angry and yelled at Zel. . . ."
- C** "From that day on, Madame Charity tried not to raise her voice in anger."
- D** "Today he felt sorry for her."

- 4** What is the meaning of the word *market* as it is used in this sentence from the story?

Every Saturday, Madame Charity sold sugar and rice at a market.

- A** a store where food and spices are bought
- B** a place where people buy and sell things
- C** a street fair where people gather
- D** a bank where money is exchanged



Write A central message of “Zel, the Gentle Donkey” is that being kind to others can cause good things to happen. Explain how the actions of the characters in the story show this central message.

- 5 Plan Your Response** Make a list of things from the story that tell about the kindness of some of the characters.

- 6 Write an Extended Response** Review the central message of “Zel, the Gentle Donkey.” Explain how the characters in the story help deliver this message. Use details from the story to support your answer.



Learning Target

Explain why understanding the central message of a story will help you understand the text you read.

Tools for Instruction

Determine Message, Lesson, or Moral

An important part of reading development is recognizing that a story is likely to convey a message or lesson, and learning how to read closely to determine it. Some stories teach a lesson explicitly, while other stories have lessons that are implied. Determining an implied lesson can be hard for readers because it requires them to go beyond retelling events to more sophisticated skills, such as analyzing details and making inferences. When teaching students how to determine the message, lesson, or moral of a story, it is helpful to use stories with stated and unstated morals so that students can gain confidence in finding the message as they progress from concrete to abstract thinking.

Three Ways to Teach

Analyze a Stated Message, Lesson, or Moral 20–30 minutes

Scaffold students' ability to determine the message in any story by analyzing stories with stated messages. Help them think about the way the author uses details and shapes events in order to teach a lesson.

- Choose a brief fable—a story with an explicitly stated moral—and read it aloud. Then model for students how to identify the moral and think about how the details in the story point to the lesson readers should learn. The following example is based on Aesop's "The Boy Who Cried Wolf."

In a fable, we are told the story's lesson at the very end. The lesson is called a moral. So what is the moral of this story? The last line says, "Nobody believes a liar, even when he is telling the truth!" Let's think about how the details in the story make this lesson clear. We read that the boy was bored and that he lied about seeing the wolf to amuse himself. We also read that the villagers were very upset that they had been tricked, especially the second time. When the boy really sees a wolf, nobody believes him. These details match the moral stated at the end, that "nobody believes a liar." No one in the village trusted the boy because of his lies.

- Distribute and display **Message, Lesson, or Moral Chart** (page 3), and work together to record details from the story on the chart. Explain to students that the chart is a useful way for them to see how details are connected to one moral or big idea.
- Then provide a selection of other fables for students to practice with independently. Have students work in pairs to read a fable and identify its moral, stated at the end. Have them use the message, lesson, or moral chart to connect story details to the overall lesson. Remind them to think carefully about characters' words and actions, as well as what happens and why.
- Invite pairs to share their work with the class.

Determine an Unstated Message, Lesson, or Moral 10-15 minutes

As students begin to read chapter books, teach them how to think about details and events in order to figure out the lesson the author wants readers to learn.

Choose a section from a current story, or reflect on an entire story that students have recently finished reading. Say, *The author uses the key events in the story to show readers what can happen as a result of certain choices. The author expects us, as readers, to think about what we can learn from these events.* Then model how to determine an unstated message by asking questions about what you read. The following example is based on *Charlotte's Web*, by E. B. White.

- What decision did Charlotte make?* (to write a message in her web)
- Why did she make it?* (to help save Wilbur from slaughter)
- What happened because of that decision?* (Wilbur was chosen for the fair.)
- What did everyone learn?* (Big or small, we can use what we have to help others.)

Point out that the answer to the last question is the author's message. Help students think about how this message applies to other stories they have read, and to their own lives.

Convey a Message, Lesson, or Moral 30-45 minutes

Connect to Writing Ask students to think of a lesson they would want to teach a younger sibling or friend. You might suggest lessons about telling the truth or being nice to one another. Tell them to write their lesson at the top of a piece of lined paper. Then have them each craft a brief story that effectively conveys their lesson. If students need additional support, you might organize them in pairs or small groups to brainstorm. Invite volunteers to share their stories with the class, and discuss the lessons in each story.

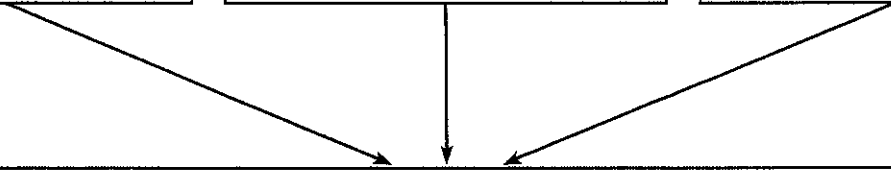
Check for Understanding

If you observe...	Then try...
difficulty identifying an unstated moral	first checking comprehension by asking them to retell or summarize the story in their own words. Then help them identify the moral using guiding questions such as these: <i>What was the main character's problem?</i> <i>How did that problem get solved?</i> <i>Did you think the character did the right or wrong thing?</i> <i>What did we learn from this example?</i>

Name _____

Message, Lesson, or Moral Chart


<p>Details</p>	<p>Details</p>	<p>Details</p>
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<p>Message, Lesson, or Moral</p>

Lesson 33

Words for Time and Space

 **Introduction** How can you help make your writing clear for readers? One way is to use words and phrases that explain when and where actions or events take place.

- Words and phrases that tell *when* show the time events happen or the order in which they happen. *First, second, next, often, at noon, and in the morning* are some words and phrases that tell when events happen.

When Plan your garden in the winter.

First, decide what to grow.

- Words and phrases that tell *where* show the position or direction of something. *Down, around, under, close to, and on the right* are some words and phrases that tell where.

Where Vegetables grow best in sunny areas.

Some flowers can grow under trees or climb up walls.

 **Guided Practice**

Complete each sentence. If the parentheses () say *when*, add a word or phrase that tells *when*. If they say *where*, add a word or phrase that tells *where*.

HINT Think about what happens when you plant and care for a garden. What words and phrases that tell *when* or *where* will make the steps clear?

1 _____, get a shovel and loosen the soil. (when)

2 Plant your seeds, and be sure to water them _____.
_____. (when)

3 The roots of the tiny seedlings will grow _____.
_____ (where)

4 The stems and leaves will grow _____.
_____. (where)

5 Don't forget to weed your garden _____.
_____. (when)

Independent Practice

For numbers 1–5, complete each sentence by choosing the word or phrase that tells *when* or *where*.

1 If you have packets of seeds, _____ read the directions.

- A slowly
- B first
- C carefully
- D you must

2 It's a good idea to plant _____.

- A vegetables
- B many seeds
- C in the morning
- D with a friend

3 You can grow corn, squash, and beans _____.

- A near one another
- B if you want
- C for food
- D for your family

4 Some seeds sprout _____.

- A in just a few days
- B with little water
- C but others do not
- D without much trouble

5 Once your vegetables grow, you can share them _____.

- A with neighbors
- B easily
- C too
- D at school