

ELA: Grade 5, Lesson 19, *Why the Dog Hates the Cat*

Lesson Focus: Focus on the two secondary characters in the fable, Tabby the cat and Blackfoot the dog, and, as we begin to unravel the events behind the fable’s moral, analyze their approach to problem-solving.

Practice Focus: Students will write a narrative from Blackfoot the dog’s point of view to demonstrate their comprehension of this section of text as well as the change in relationship as the reoccurring challenge of hunger confronts them both.

Objective: Students will read a section of *Why the Dog Hates the Cat* to analyze the interactions and change in relationship between Tabby and Blackfoot as they approach a challenge.

Academic Vocabulary: fording, companions, fitful

TN Standards: 5.RL.5.1, 5.RL.5.3, 5.RL.5.4, 5.W.TTP.3

Teacher Materials:

- The Teacher Packet for ELA, Grade 5, Lesson 19
- Chart paper (or regular paper) for teacher graphic organizer
- Marker or highlighter

Student Materials:

- 1 piece of paper, pencil, a surface to write on
- marker or highlighter
- The Student Packet for ELA, Grade 5, Lesson 19 which can be found on www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our 5th graders out there, though everyone is welcome to tune in. This lesson is the fourth lesson in this week’s series.</p> <p>My name is ____ and I’m a ____ grade teacher in Tennessee schools. I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn’t see any of our previous lessons, you can find them on www.tn.gov/education. You can still tune in to today’s lesson if you haven’t seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we’ll be talking about things we learned previously.</p> <p>Today we will continue reading our Chinese fable, <i>Why the Dog Hates the Cat</i>. Before we get started and to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• 1 piece of paper, pencil, a surface to write on• marker or highlighter• The Student Packet for ELA, Grade 5, Lesson 19 which can be found on www.tn.gov/education	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>

<p>I'll give you a few moments to get prepared for our time together! [Pause.]</p> <p>Ok, let's begin!</p>	
<p><u>Intro</u> (6 min) [In preparation for filming, decide how you will show the content on the slide deck. You could choose to project the deck beside you, use screen capture software, or transfer the slide deck to chart paper or a white board].</p> <p>In today's lesson, we will continue reading the Chinese fable, <i>Why the Dog Hates the Cat</i>. Remember, a fable is a short story, typically with animals as characters, and it teaches us a lesson.</p> <p>And, yes, you're right! We really need to find out WHY the dog hates the cat? We keep getting closer and closer all the time! Hopefully, we'll solve this mystery today!</p> <p>Before we start reading, I'd like for us to take a look at a student's independent practice from our last lesson. This will help us remember what we read <i>and</i> get our brains prepped to dig into today's learning. [Show Slide L19-A1 and L19-A2. Read the prompt and sample aloud - two separate slides.]</p> <p>Form an opinion about the situation, either agreeing or disagreeing with Mr. and Mrs. Chu's decision to take the beetle from the Widow Wang. Based on your opinion, include how their decision might impact their relationship with one another and with the Wangs. Support your opinion with reasons and evidence pulled from your notes, including your character chart and answers from the questions you answered during the lesson.</p> <p>Have you ever wanted something that someone else has? Does one of your friends have a toy or really neat marker that you would love to have? Would you do anything to have it? Is it okay to borrow something from a friend if it makes your life better? Today in our fable we read about a couple who wanted something their friend had and were willing to borrow it to make their life better. This couple, Mr. and Mrs. Chu, borrowed the Widow Wang's golden beetle so they would be able to have the good, delicious food the Wangs had been enjoying. In my opinion, the borrowing of the golden beetle was a good thing to do.</p>	<p>Students listen as the teacher creates interest in today's text.</p> <p>Students engage in a review of a student sample from L18 independent practice.</p>

First, Mr. and Mrs. Chu were hungry just like the Wangs before the monk brought Widow Wang the magical, golden beetle. Their stomachs were empty and since they were poor they probably did not have very much money to buy food. Mr. and Mrs. Chu enjoyed their meal with the Wangs and wanted to continue to eat in that manner. Mr. Chu even said it was the best meal he had ever eaten so I imagine Mrs. Chu wanted to keep her husband happy by making sure he wasn't hungry.

Second, if the Wangs were really the friends of Mr. and Mrs. Chu they would want them to have a special, magical item that would help them. When people are your friends, you are willing to let them use or borrow your items so it will make them happy. Even Mr. Chu said since they were friends it was just borrowing the golden beetle. When Mrs. Chu borrowed the golden beetle, she knew the Wangs would want them to be happy since the Wangs did invite them to eat a meal full of delicacies.

Finally, the borrowing of the golden beetle was a good thing to do since Mr. and Mrs. Chu weren't going to keep it. They were only using it for a few days. Mr. and Mrs. Chu planned to return the golden beetle after they were fattened up. Sometimes, friends let each other use or keep items for a few days because they know it will be returned.

Friends are hard to keep and sometimes you have to make sacrifices to keep the relationship. These sacrifices include giving items you care about or that are special to you. It isn't always easy to make these sacrifices but when your friends are in need you will do anything to help them. Mr. and Mrs. Chu were in need and even though they didn't know it, the Wangs helped them out of a difficult situation. This is why borrowing the golden beetle was a good thing to do.

Wow! That was a fantastic example. I really like how this student strongly formed an opinion to support one side of the situation. I also like how they used plenty of reasons from our reading to back it up!

- This is nice! Here, the student clearly states an opinion: *"In my opinion, the borrowing of the golden beetle was a good thing to do."* [Point to this sentence in the first paragraph of the student sample essay on slide L19-A2.]

<ul style="list-style-type: none"> • I'm also happy to see some reasons from the text to support the student's opinion, like: <i>"Mr. and Mrs. Chu planned to return the golden beetle after they were fattened up."</i> [Point to this sentence in the fourth paragraph of the student sample essay on slide L19-A2.] By adding this bit of evidence to back the opinion, I'm able to tell that this student remembered how Mr. and Mrs. Chu had a plan...just to 'borrow' the beetle. The thought of borrowing made the Chu's feel better about their decision, so this student knew it was important to include it in the writing. <p>This was some terrific work! Whether you chose to agree <i>or</i> disagree with the Chu's decision, I bet your writing is great too! Be sure to share it with someone in your home - they will love to read it. Better yet, read it to them!</p> <p>I'm going to back up just a bit and reread a little of what we read in lesson 3, then on to the new stuff! We'll start at the place right after Mrs. Chu takes the golden beetle from Widow Wang's kitchen cupboard. The Wangs have come home from the fair, only to find the beetle missing. The long days of hunger begin for the Wangs and their pets, Tabby and Blackfoot. It's these two that have us curious! They have been forced to go out into the streets and search for old bones and garbage to eat. Simply put, they really don't like it!</p> <p>Before we begin reading, I'd like for you to think of a time that you did something for someone special, someone you really liked a lot? I'll give you a moment to think. [Pause.] Of course, we hope that this special someone is appreciative of what we've done for them. And, sometimes, a simple thank you is even enough. So, as I read today, I want you to think about how nice it feels to do something for someone you like, AND how nice it feels for that someone to be thankful.</p> <p>You ready? Let's go!</p>	<p>Students think of a time they did something for someone special.</p>
<p><u>Teacher Model/Read-Aloud</u> (13 min)</p> <p>Then came days of hunger that were all the harder to bear since the recent time of good food. Oh, if they had only not got used to such delicious food! How hard it was to go back to scraps and scrapings!</p> <p>But if the widow and her son were sad over the loss of the good meals, the two pets were even more so. They were reduced to hunger and had to go out every day to the streets in search of</p>	<p>Students follow along, comprehending the text. They use teacher think-alouds and tips (e.g., definitions of words) to support their comprehension, and they think or write as directed in response to prompts and questions.</p>

stray bones and garbage that decent dogs and cats turned up their noses at.

- Remember, Widow Wang, Ming-li, AND their pets had come accustomed to all that yummy food. Going back to being hungry was harder than ever before!

One day, after this period of hunger had been going on for some time, Tabby began suddenly to jump about in great excitement.

“Whatever is the matter with you?” growled Blackfoot. “Are you mad from hunger, or have you caught another flea?”

- What do you think Tabby is all excited about? [Pause.] Hmm?
- It seems like Blackfoot doesn’t know either! Why do you think he’s so surprised at her excitement? [Pause.] Well, let’s face it, they are all about starved to death and the last thing you’d expect a really hungry person, OR CAT, to be doing is jumping about all excited. He even wonders if she’s gone mad or has fleas!
- Let’s see what she says she’s all excited about!

“I was just thinking, and now I know the cause of all our trouble.”

“Do you indeed?” asked Blackfoot, surprised. “Yes, I do indeed. Are you willing to help me bring good fortune back to our family?”

- Wait a minute, now! Tabby says she *now* knows the cause of all their troubles? Why now? What’s taken so long? Hmm?
- What does she say she can bring back to the family? [Pause.] Right! *Good fortune*. What do you think she means by good fortune? [Pause.] Yes, she means the good luck...brought by what? [Pause.] Yep, the tiny, golden, *magic* beetle!
- Why do you think Tabby asks Blackfoot if he is “willing to help her” bring back the good fortune? [Pause.] You’re right, this is a hard one to answer right now. She could have multiple reasons for asking. Maybe, she thinks she needs Blackfoot’s intelligence to help her figure out a plan...maybe, she thinks they both need to be involved since they are the Wang’s only two pets...maybe, she needs Blackfoot’s big size since she is so small. Hmm?
- Do you think Blackfoot is willing to help her? [Pause.] Let’s see!

“Of course I am. Don’t be silly,” barked the dog, wagging his tail joyfully at the thought of another good dinner.

Students will engage in a read-aloud of the fourth section of *Why the Dog Hates the Cat* to:

- Focus on the two pets in this fable: Tabby and Blackfoot.
- Further establish the problem, hunger, and analyze Tabby and Blackfoot’s approach to solving this problem
- Set the stage for suspense for upcoming reading of the text.

- Ahh, what does Blackfoot say? [Pause.] He says, “Of course I am” willing to help! And, he says it while wagging his tail at the thought of another...what? [Pause.] Right! Another good dinner.
- But, I want us to think about this for just a moment: Why do we think Blackfoot was so eager to help Tabby when she asked? Grab your paper and jot down your answer. I’m going to jot mine down too. [Pause and jot down the following answer.] Good thinking! I said that Blackfoot was so willing to help Tabby because they are good friends. Remember when we first started our lesson today, I asked you to think of a time you’ve done something for someone that you really liked. Well, Blackfoot and Tabby are no different! Tabby is a friend that needs help doing...well we don’t know that yet...but, Blackfoot is excited to help her do it.
- Speaking of *what* she wants to do – any ideas out there? Let’s see what she’s thinking.

“All right. Here is the plan. There has been a thief in the house who has stolen the widow’s golden beetle. You remember all our big dinners that came from the pot? Well, every day I saw the widow take a little golden beetle out of the black box and put it into the pot. One day she held it up before me, saying, ‘Look, kitty, there is the cause of all our happiness. Don’t you wish it was yours?’ Then she laughed and put it back into the box that stays in the cupboard.”

- A *thief*? Why do you think Tabby thinks there was a *thief* in the house? [Pause.] Right! Remember when Mrs. Chu crept into the house to ‘borrow’ the golden beetle? Blackfoot and Tabby were asleep, and only Tabby cracked open one eye long enough to see a stranger in the house. But at the time, it didn’t bother her so she just went back to sleep. So...I’m thinking it must have taken her all this time to remember this and connect it, first to the missing beetle, and then to *no more yummy food*!
- What had Widow Wang done when she showed Tabby the golden beetle? [Pause.] Okay, so let’s reread this again: “*One day she held it up before me, saying, ‘Look, kitty, there is the cause of all our happiness. Don’t you wish it was yours?’ Then she laughed and put it back into the box that stays in the cupboard.*” What do you think Tabby was thinking back then? [Pause.] I bet so too! She didn’t care a thing about that beetle. All she cared about was all the food that she was getting.
- But, although she didn’t care at the time, what did she SEE Widow Wang do? [Pause.] Right! She saw her take

Students jot down response.

<p>the beetle out of the box, put it in the pot, and put it back in the box and into the cupboard.</p> <ul style="list-style-type: none"> • So, what does this mean? [Pause.] Yes, Tabby has figured out that the golden beetle is magical and <i>that's</i> where all their delicious food was coming from! Wow - it might have taken her a long time, but Go Tabby! • Do you think Blackfoot will believe her? [Pause.] Hmm? I don't know either. <p>"Is that true?" questioned Blackfoot. "Why didn't you say something about it before?"</p> <p>"You remember the day Mr. and Mrs. Chu were here, and how Mrs. Chu returned in the afternoon after the widow and Ming-li had gone to the fair? I saw her, out of the tail of my eye, go to that very black box and take out the golden beetle. I thought it curious, but never dreamed she was a thief. I was wrong! She took the beetle, and if I am not mistaken, she and her husband are now enjoying the feasts that belong to us."</p> <ul style="list-style-type: none"> • Yes! Just like we thought. Tabby DID catch a glimpse of Mrs. Chu as she swiped the golden beetle. • Why did Tabby say: "<i>I thought it curious, but never dreamed she was a thief. I was wrong!</i>" Take a moment to jot down your answer. I'm going to answer too. [Pause and jot down the following answer.] Well, I think there could be a few different answers here. I said that Tabby knew Mr. and Mrs. Chu since they had been long-time friends with the Wangs, and she <i>never</i> thought of Mrs. Chu as someone that would steal, especially from a friend! Remember, the Wangs were not at home, so maybe Tabby thought that it was strange for Mrs. Chu to be in the house with no one there. So, Tabby sees her as a <i>thief</i>, not a <i>borrower</i>! I wonder what Mrs. Chu would think of that? Hmm? • What does Tabby think Mr. and Mrs. Chu are enjoying right now? [Pause.] Yep, she says, "the feasts that belong to us." • Why do you think she feels like the feasts <i>belong</i> to them? [Pause.] I think so too. The old monk brought the golden beetle to the Wang house, not the Chu house. And we know that he brought it as a gift from the gods for the kindness of Ming-li. • After reading this paragraph, what kind of emotion would you say Tabby is feeling right now? [Pause.] Yes! I think she's fired up, too. She's angry...and hungry! What is that...HANGRY! 	<p>Students jot down response.</p>
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- When a friend of yours is telling you about something that's making them frustrated or angry, how do you feel? [Pause.] Right, you start to feel frustrated or angry with them! So, how do you think Blackfoot is feeling as Tabby is telling him about watching Mrs. Chu take the golden beetle? [Pause.] Well, let's see if we're right!

"What do you suggest?" said Blackfoot. "I am with you through thick and thin."

- Of course - Blackfoot is IN more than ever, now. Tabby's story has him fired up, too.
- What can we tell about the way Blackfoot feels about Tabby when he says: "*I am with you through thick and thin.*" [Pause.] Right on. That's his way of saying he will stick beside her when times are good, or *thick*, and even when they are bad, or *thin*. Do you think Blackfoot is a good friend? [Pause.] Yes, I do too.

"Let's go to the Chu house and make off with the beetle."

"I wish I were a cat!" moaned Blackfoot. "If we go there I couldn't get inside, they will keep their gates well locked. If I were like you I could scale the wall. It is the first time in all my life I ever envied a cat."

- Tabby says: "*Let's go to the Chu house and make off with the beetle.*" She is really ready!
- But Blackfoot is experiencing a different emotion here. What is he feeling? [Pause.] Yep, he's feeling kind of bummed out that he's not like Tabby, small and able to get past the locked gates and up the walls. He's a big dog and can't sneak around without being seen as easily as she can.
- Why do you think he says: "*It is the first time in all my life I ever envied a cat.*"? [Pause.] I agree. I would say he's feeling a little envious, or jealous of Tabby. He's never had a reason to go sneaking around. His size has never bothered him before. But, THIS job, getting the golden beetle out of the Chu house...well, that's *not* a job for a big, clumsy dog. Blackfoot is probably thinking that he has not part in the rescue plan. What do you think? [Pause.] Let's find out.

"We will go together," continued the cat. "I will ride on your back when we are fording the river, and you can protect me from strange animals. When we get to the Chu house, I will climb over the wall and manage the rest of the business myself. Only you must wait outside to help me to get home with the prize."

- Wow, Tabby sounds a little bit like Mrs. Chu...she has this plan all figured out! Do you think Blackfoot is happy to be part of the plan? [Pause.] Yep, I bet he is!
- Tabby tells him that she will ride on his back as they are *fording* the river. Wonder what that word, *fording*, means. Hmm? Well, I can see Tabby sitting on Blackfoot's back and they are in the river. They have to get from one side to the other, so I bet *fording* means *crossing*. Let's put it in this sentence and see if it makes sense. "*I will ride on your back when we are crossing the river.*" Great! I think we got it! *Fording* means the same thing as *crossing*. So, Tabby plans to ride on Blackfoot's back as they cross the river. I'm guessing that because he's a big dog and can swim. Not to mention, most cats don't like water!
- Okay, Blackfoot is going to do the swimming while Tabby rides, and she also asks him to do what? [Pause.] Yes! Protect her from strange animals...*and* wait outside of the Chu house while she climbs the wall and goes in to retrieve the beetle...*and* help her get home once she has it!
- Do you think Tabby could do this alone? [Pause.] Nope, I think she knows she *has* to have her friend Blackfoot help her.
- What do you think Blackfoot will think of this plan of hers? [Pause.] Do you think he'll mind doing all the hard work to get her there? [Pause.] Let's see.

No sooner arranged than done. The companions set out that very night on their adventure. They crossed the river as the cat had suggested, and Blackfoot really enjoyed the swim, for, as he said, it took him back to his puppyhood, while the cat did not get a single drop of water on her face. It was midnight when they reached the Chu house.

- Well, looks like they are off! I noticed, here, that the author chose to call Tabby and Blackfoot *companions*. Do you know what the word *companion* means? [Pause.] Good, a *companion* is someone you enjoy and spend a lot of time with. I think this is another clue about their relationship. Friends, and companions...like close friends!
- Alright, the companions leave at night. I'm guessing so they're less likely to be seen.
- How is Blackfoot liking this so far? [Pause.] Yes! He loves the swim across the river – says it even reminds him of when he was a puppy.

- What about Tabby? How is she doing? [Pause.] Right! Because of her good friend Blackfoot, we see that she *“did not get a single drop of water on her face.”*
- When did it say that the companions got to the Chu’s house? [Pause.] Yes, midnight! I can’t wait to see what happens – let’s dig back in!

“Just wait till I return,” purred Tabby in Blackfoot's ear.

With a mighty spring, she reached the top of the mud wall, and then jumped down to the inside court. Once inside, Tabby made straight for the kitchen. Slinking along the wall in a shadow, she scanned for any glint of gold. There! A crack between two bricks glowed oddly. Tabby pushed on the loose brick, it clattered noisily to the floor and she froze. Silence. Peering into the space where the brick had been, Tabby caught site of the golden beetle.

- Okay, everything is going as planned so far! Blackfoot has to wait outside while Tabby goes in and, as she said earlier, *“manages the rest of the business”* on her own.
- I really like this paragraph and think the author uses some great descriptive words to help us ‘see’ Tabby as she carries out her plan. What words and phrases help you ‘see’ this happening? I’m going to read it again and I want you to jot them down as I go. Grab your paper and something to write with. Ready? [Pause.] Okay. *“With a mighty spring, she reached the top of the mud wall, and then jumped down to the inside court. Once inside, Tabby made straight for the kitchen. Slinking along the wall in a shadow, she scanned for any glint of gold. There! A crack between two bricks glowed oddly. Tabby pushed on the loose brick, it clattered noisily to the floor and she froze. Silence. Peering into the space where the brick had been, Tabby caught site of the golden beetle.”* How cool! I can really ‘see’ it! What words did you get? [Pause.] Good listening! Here are some that I caught.
 - *mighty spring*
 - *Made straight for the kitchen* – This cat is not wasting time!
 - *slinking along the wall in a shadow*
 - *she scanned for any glint of gold*
 - *crack between the bricks glowed oddly*
 - *the brick clattered noisily to the floor*
 - *she froze*
 - *SILENCE*
 - *Peering into the space*
 - *Tabby caught sight of the golden beetle*

Students jot down response.

- Wow! It's like I have a movie playing in my head! I can 'see' all this happening so well. And *that*, folks, is what good descriptive language can do to your writing. I want you to remember that when you're writing later today.

Two minutes later, she was back on the other side of the wall, beside Blackfoot, the golden beetle in her mouth.

- That was fast! Just two minutes! Where is the golden beetle? [Pause.] You got it, safe between her tiny teeth!
- How do you think Blackfoot felt while she was in the Chu's house? [Pause.] What about when he looked down to see her standing beside him, with the beetle? [Pause.] Hmm? I'm guessing he went from nervous to relieved in, well, two short minutes. I bet it felt longer to him, and he was so happy to see her safe. Just think of what could've happened to her if she had been caught! I'm guessing terrible things went through his mind as he waited. Has that ever happened to you before? [Pause.] Me, too!
- Okay, so the plan has worked, NOW it's time to focus on getting back home safely with the golden beetle.

The two adventurers reached the river just as the sun was rising above the eastern hills. When they reached the cottage, the door was shut, the Widow Wang and Ming-li still sleeping a fitful, hungry sleep.

"They have given up," whispered the cat, "I will go inside and make them happy."

- Hold up! Friends, companions, now *adventurers*? Why do you think the author chose to call them *adventurers* here? [Pause.] Good answer! They HAVE just been on an adventure, but I think it's even more than that. Have you even been through something challenging with someone before? Well, then you know that you and that person came out on the other side of that challenge stronger, and maybe even much closer than you were before. I think the author wants us to see that this challenge has made Tabby and Blackfoot even tighter than regular friends, or even companions. They are in this adventure *together...adventurers*! I like it!
- So, moving on, we see that the two adventurers finally reach home just as the sun was rising. And I'm guessing that Tabby rode Blackfoot back across the river *and* protected her from strange animals, just like he did on the way there. Good, faithful Blackfoot!

<ul style="list-style-type: none"> • When they got home, what did they notice? [Pause.] Right. The door to the cottage was shut, so they couldn't get in. • What were Widow Wang and Ming-li doing? [Pause.] Yep, they were sleeping. But let me reread this: "<i>Widow Wang and Ming-li still sleeping a fitful, hungry sleep.</i>" Of course, we know that they are hungry, and hunger can really affect the way that you sleep. But, what does it mean that their sleep is <i>fitful</i>? [Pause.] Well, just using the context of this sentence, fitful doesn't sound good. So, I'm thinking the word fitful means that Widow Wang and Ming-li are not sleeping well, that it's a disrupted sleep because they are hungry. I think <i>fitful</i> means <i>disrupted</i>. • So, since they can't get into the house, what does Tabby say she'll do? [Pause.] Yes, she does! She says that SHE will be the one to go in and make them happy. • But, wait! All this time we've known that Blackfoot is just too big to do many of the things that Tabby has been able to do on this adventure. And now, it's no different – he's too big to go inside the house. I guess he'll just have to wait while Tabby goes in! What do you think will happen now? Hmmm? 	
<p>Guided Practice (6 min)</p> <p>[We recommend that you broadcast all notes from this section either in a slide or chart paper. Students will need these notes for their independent practice].</p> <p>Let's take a few minutes, put our brains together, and get you ready for your independent practice. I'm going to ask you a few important questions. Grab your paper and get ready.</p> <p>We'll start by looking over our character chart again. Man, this thing is getting big! Cool! [Show Slides L19-B, L19-C, L19-D, and L19-E or use your teacher-created chart. New information added in the previous lesson is italicized below].</p> <ul style="list-style-type: none"> • We charted for Widow Wang: [Show Slide L19-B.] <ul style="list-style-type: none"> ○ a widow ○ Ming-li's mother ○ used money on medicine for Ming-li when he was sick ○ poor and hungry ○ has a dog and cat ○ visited by old monk ○ monk gives her gift from the gods: magical golden 	<p>Students continue adding content to their character chart that they began in lesson one and then respond to guiding questions as preparation for independent practice.</p>

<ul style="list-style-type: none"> <ul style="list-style-type: none"> beetle ○ surprised at the gift ○ told how to use the magical golden beetle when she wants food ○ used the magical golden beetle to cook “something” after the monk left her house ○ discovered that the golden beetle worked ○ convinced Ming-li that the golden beetle was real and magical ○ was happy to feed her son, the dog, and the cat ○ Began using the beetle to make lots of fancy food. ○ was so proud of their new luck that she asked others to dinner ○ <i>beetle is gone - hungry again</i> ● Then, we charted for Ming-li: [Show Slide L18-C.] <ul style="list-style-type: none"> ○ son of Widow Wang ○ feels bad for his mom ○ poor and hungry ○ eldest, or oldest, son of Widow Wang ○ was very sick during the winter after trying to fix the roof of family’s house ○ doesn’t have a job ○ believes the gods will provide ○ looks for a job every day ○ came home to tell his mother he didn’t get a job - again ○ thought his mother was stark mad when she told him about the magic beetle ○ felt totally surprised when it worked - Yummy dumplings ○ listened to his mother’s tale of how the magic beetle worked ○ ate a lot, with the dog and the cat, and eventually got lazy - no need to work anymore ○ was so proud of their new luck that he asked others to dinner ○ <i>beetle is gone - hungry again</i> ● We even charted a little for Tabby and Blackfoot along the way: [Show Slide L19-D.] <ul style="list-style-type: none"> ○ Tabby: <ul style="list-style-type: none"> ■ hungry ■ <i>cold</i> ■ <i>skinny</i> ■ <i>full and fat</i> ○ Blackfoot: <ul style="list-style-type: none"> ■ hungry 	
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- *almost dead*
- *cold*
- *full and fat*
- And we can't forget about Mr. and Mrs. Chu! We charted: [Show Slide L19-E.]
 - Mrs. Chu:
 - from another village
 - visited the Wang's for a nice dinner
 - surprised at the nice meal
 - saw the "charm" (golden beetle) and how Widow Wang used it to cook dinner
 - has a plan to "borrow" the golden beetle to cook with it too
 - not worried about removing the golden beetle from the house
 - willing to lie to take the golden beetle from the Wang's house
 - convinces Mr. Chu that they should go forward with the plan to borrow the beetle
 - no one, but Tabby the cat, saw her take the golden beetle
 - Mr. Chu:
 - from another village
 - visited the Wang's for a nice dinner
 - surprised at the nice meal - best meal he had ever eaten
 - believes they will always be poor – no luck
 - unsure if they should "borrow" the golden beetle
 - tries to find holes in Mrs. Chu's plan
 - reminds Mrs. Chu they are only "borrowing" the golden beetle, not "stealing" it

Alright, that's some great review of information about our characters. However, I believe we need to go back to our chart for Tabby and Blackfoot. We learned so much about both of them today! They are some really interesting characters, so let's dig in!

[Show Slide L19-F and L19-G or use your teacher-created chart.]

- We can start adding to the chart for Tabby the cat: [Show Slide L19-F.]
 - hungry
 - cold

<ul style="list-style-type: none"> ○ skinny ○ full and fat ○ <i>hungry and skinny again</i> ○ <i>hates not having decent food to eat</i> ○ <i>knows about the golden beetle</i> ○ <i>saw Mrs. Chu steal the golden beetle</i> ○ <i>develops a plan to get the golden beetle back</i> ○ <i>convinces Blackfoot to help with the plan to get the golden beetle back</i> ○ <i>rides Blackfoot's back across the river</i> ○ <i>protected from strange animals by Blackfoot</i> ○ <i>retrieves the golden beetle from the Chu's house</i> ○ <i>slips inside the house once they got back with the beetle</i> ● Now, let's move on to add for Blackfoot the dog: [Show Slide L19-G.] <ul style="list-style-type: none"> ○ hungry ○ almost dead ○ cold ○ full and fat ○ <i>hungry and skinny again</i> ○ <i>hates not having decent food to eat</i> ○ <i>surprised Tabby knew about the golden beetle</i> ○ <i>willing to help Tabby get the golden beetle back</i> ○ <i>wishes he was a cat so he could do things like Tabby</i> ○ <i>carries Tabby across the river</i> ○ <i>protects Tabby from strange animals</i> ○ <i>can't get into the house with the door locked and has to wait as Tabby goes in</i> <p>Let's quickly add to the chart for Mr. Chu, and Mrs. Chu: [Model adding the following to your character chart.]</p> <ul style="list-style-type: none"> ● Mr. Chu: didn't get to keep the beetle long ● Mrs. Chu: didn't get to keep the beetle long <p>Now, I'd like us to slow down for just a moment. I'm going to ask you a few questions to help you think deeper about these two crazy characters: Tabby and Blackfoot. Keep your paper right there and jot down your answers to my questions. Ready?</p> <ul style="list-style-type: none"> ● Why did it take so long for Tabby to tell Blackfoot about seeing Mrs. Chu take the golden beetle? [Pause.] ● Why does Tabby call Mrs. Chu a thief, when all along, Mrs. Chu's plan was to just borrow the golden beetle and return it later. [Pause.] ● Why does Blackfoot say he wants to be like Tabby? [Pause.] 	<p>Students jot down responses to guiding questions about Tabby and Blackfoot.</p>
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<ul style="list-style-type: none"> • Why did Blackfoot agree to do all of the hard work on their adventure to retrieve the golden beetle from the Chu's house? [Pause.] • Why did Tabby make sure she was the one to go inside the house, give Widow Wang the missing golden beetle, and "<i>make them happy</i>" once again? [Pause.] • How did Blackfoot feel, now that Tabby has disappeared inside the house? [Pause.] <p>Great job pulling it all together! I think you're ready to move on to your independent work connected to today's lesson.</p>	
<p>Independent Work (2 min)</p> <p>After our lesson is over today, I want you to take some time to complete a really cool activity. Please copy down the activity. [Show Slide L19-H.]</p> <p>Imagine that you are Blackfoot, the Wang's faithful dog.</p> <p>You and Tabby, the Wang's cat, have been long-time pals, through thick and thin. Most recently, you've stuck together through times of plenty when the golden beetle made tons of amazing food. Now, hunger has entered your lives again and Tabby says she knows how to solve this problem. The two of you are going to retrieve the golden beetle from the thief that took it: Mrs. Chu. Your travels to the Chu house that night were adventurous and it felt great to help your friend carry out her rescue plan. Now you are back home and, seeing through the window that Widow Wang and Ming-li aren't sleeping well due to hunger, Tabby tells you she is going inside to make them happy.</p> <ol style="list-style-type: none"> 1. Tell about your midnight adventure with Tabby, to retrieve the golden beetle from the Chu's house. 2. Continue your story, starting at the moment that Tabby slipped back into the house to make the Wang's happy. <p>Make sure to include:</p> <ul style="list-style-type: none"> • the thoughts, feelings, and actions that you would experience from Blackfoot's point of view • good, descriptive words to help your reader see the story you are telling • dialogue to make your story more interesting to read <p>To support your writing, use evidence from your character chart as well as your answers to the questions asked in today's reading</p>	<p>Students write a narrative from Blackfoot, the dog's, point of view.</p>

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<p>Keep up with your narrative writing and make sure you have it for lesson <u>five</u>! I can't wait to see what you come up with!</p> <p>[Repeat prompt and directions 2x.]</p>	
<p><u>Closing</u> (1 min)</p> <p>I enjoyed more of this Chinese fable with you today. I just knew we would eventually find out more about the dog and the cat! But, we still don't know what the dog hates the cat! Maybe next time? I <i>really</i> think so! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>	

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