

Brer Rabbit at the Well

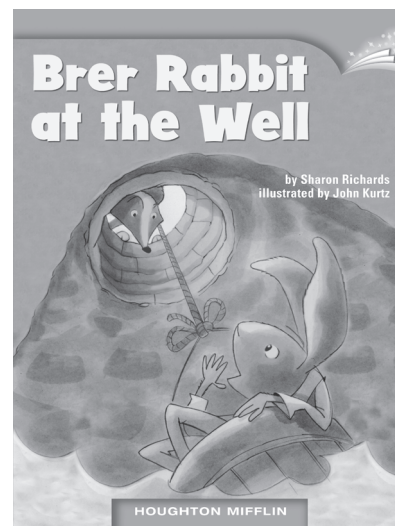
by Sharon Richards

Fountas-Pinnell Level I

Folktale

Selection Summary

The animals in a village are planting a garden. It is hard work, so Brer Rabbit pretends to have a thorn in his paw. When Brer Wolf sends him to the well to wash, Brer Rabbit jumps in a bucket and drops to the bottom of the well to take a nap. When Brer Fox find him there, Rabbit claims he is fishing.



Number of Words: 268

Characteristics of the Text

Genre	<ul style="list-style-type: none"> • Folktale
Text Structure	<ul style="list-style-type: none"> • Third-person narrative • Plot organized chronologically
Content	<ul style="list-style-type: none"> • Laziness • Trickery with traditional folktale character • Animals behaving like humans
Themes and Ideas	<ul style="list-style-type: none"> • Some animals (and people) do not do their share of the work. • Tricksters always seem to win in the end. • You can get into trouble by not minding your own business.
Language and Literary Features	<ul style="list-style-type: none"> • Straightforward, direct language • Humor
Sentence Complexity	<ul style="list-style-type: none"> • A mix of simple sentences (some with prepositional phrases) and compound sentences: <i>Brer Rabbit jumped into the empty bucket for a nap, but he was heavier than the bucket of water.</i> • Exclamations
Vocabulary	<ul style="list-style-type: none"> • Concept words, such as <i>empty, bottom, heavier, aside</i>; vivid verbs, such as <i>leaned, startled, tossed</i>
Words	<ul style="list-style-type: none"> • Mostly one- and two-syllable words, except for <i>heavier, animals</i>
Illustrations	<ul style="list-style-type: none"> • Lively watercolor illustrations show animals' personalities and support the text.
Book and Print Features	<ul style="list-style-type: none"> • Nine pages of text; illustrations on every page • Four to eight lines of text per page • Word labels highlight key vocabulary in many illustrations

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Brer Rabbit at the Well

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Build Background

Help children use their knowledge of animal stories and trickster tales to build interest in the story. Ask a question such as the following: *What stories have you read or heard in which one animal tricks another?* Read the title and author and talk about the cover illustration. Tell children that this story is a folktale, a kind of story that is passed from generation to generation over many, many years.

Introduce the Text

Guide children through the text, noting important ideas and helping with unfamiliar language and vocabulary so that they can read the text successfully. Here are some suggestions:

Page 2: Explain that this is a story about Brer Rabbit and some other animals who live near each other. One of the animals is going to play a trick on the other.

Suggested language: *Turn to page 2 of this book.* Read the sentence: The animals in the **village** decided to plant a garden, so they got some tools and seeds. *Look at the picture. What kind of place is a village?*

Page 3: Draw attention to the label, hoe, and to the picture of the hoe. Tell children that a hoe is a garden tool, and explain its purpose. Read the sentence: Brer Rabbit **leaned** on his hoe. *Why do you think Brer Rabbit stopped working and leaned on his hoe? How do you think he was feeling? What clues can you find in the picture?*

Page 4: Read the sentence: Brer Rabbit **tossed** his hoe aside. *Did Brer Rabbit throw his hoe down hard, like he was angry? Or did he let it fall gently to the ground?*

Page 5: Point out the cutaway picture of the well and explain how a well works to children. *What do you think Brer Rabbit is doing at the well?*

Now turn back to the beginning of the story and read to find out what happens to Brer Rabbit and his animal friends.

Target Vocabulary

contained – held or kept inside of something

grateful – pleased and thankful

leaned – bent your body in a certain direction, p. 3

odd – strange or unusual

search – to look carefully for something

startled – shocked or surprised by something that happens suddenly, p. 10

tossed – threw something lightly, p. 4

village – a group of houses and buildings in a country area, p. 2

Read

As the children read, observe them carefully. Guide them as needed, using language that supports their problem solving ability.

Remind children to use the Summarize Strategy  **TARGET STRATEGY**, and to stop to tell important events as they read.

Discuss and Revisit the Text

Personal Response

Invite children to share their personal responses to the story.

Suggested language: *What part of the story was the funniest? What part was most surprising?*

Ways of Thinking

As you discuss the text, help children understand these points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none">• The animals are planting a garden, and Brer Rabbit pretends to have a thorn in his paw to get out of helping.• He goes to the well to take a nap, and drops to the bottom in a bucket.• He tricks Brer Fox into thinking he is fishing, and Brer Fox jumps in the other bucket.• Brer Rabbit runs home, leaving Brer Fox stuck in the well.	<ul style="list-style-type: none">• Some people are lazy and will do anything to get out of doing work.• Tricksters can sometimes get themselves into trouble.• If you don't mind your own business, or you get tricked, you can get into trouble, too.• Playing a trick can have humorous consequences.	<ul style="list-style-type: none">• The story is a folktale, with animals that have human characteristics and behave like humans.• The story is funny, because first Brer Rabbit gets stuck in the well, and then Brer Fox gets stuck in the well.• The ending is a surprise, because Brer Rabbit does not get caught or punished for playing tricks.

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Choices for Further Support

- **Fluency** Invite children to choose a passage from the text to act out or use for Reader's Theater. Remind them to use good expression, and to say the dialogue as if the characters are really speaking.
- **Comprehension** Based on your observations of the children's reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind children to go back to the text to support their ideas.
- **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Point out words with double vowel patterns, such as *tools* and *seeds* (page 2), and *looked* (page 8). Have children take apart and read the words.

Writing about Reading

Critical Thinking

Have children complete the Critical Thinking questions on BLM 29.7.

Responding

Have children complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Understanding Characters ✓ **TARGET SKILL** Remind children that they can understand story characters by thinking about the character's actions and what they mean. Model the skill, using a "Think Aloud" like the one below:

Think Aloud

When the character of Brer Rabbit said he was fishing, Brer Fox believed him. Brer Fox wanted to fish, too, so he took action and jumped into the bucket and went to the bottom of the well. I think this means Brer Fox isn't very smart!

Practice the Skill

Have children share another example of a character's action in the story and what it means. Have children tell how noticing what the character did helped them to understand the character.

Writing Prompt: Thinking About the Text

Have children write a response to the prompt on page 6. Remind them that when they think about the text, they reflect back on the text. They notice what the author did, and why it is special or unusual.

Assessment Prompts

- What will Brer Fox probably do when he gets out of the well?
- What does the word *startled* mean in this sentence?
The farmer pulled up the bucket and was startled by what he saw.

English Language Development

Reading Support In *Introduce the Text* (page 2), use pictures (village, bucket, hoe) and demonstrations (*leaned, tossed, startled*) that will help children understand the concepts and ideas in the text. Do not ask children to read any text they will not understand.

Vocabulary Explain the meaning of the word *thorn* and show pictures or photographs of plants with thorns.

Oral Language Development

Check children’s comprehension, using a dialogue that best matches their English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the child.

Beginning/Early Intermediate	Intermediate	Early Advanced/ Advanced
Speaker 1: What are the animals doing?	Speaker 1: What does Brer Rabbit want to do?	Speaker 1: Why do Brer Rabbit and Brer Fox go to the well?
Speaker 2: planting a garden	Speaker 2: He wants to take a nap.	Speaker 2: Brer Rabbit goes to the well because he wants to stop working and take a nap. Brer Fox goes to the well because he wants to see if Brer Rabbit really has a cut.
Speaker 1: Who stops working?	Speaker 1: Why does Brer Fox jump into the bucket?	
Speaker 2: Brer Rabbit	Speaker 2: He wants to go fishing.	
Speaker 1: Where does Brer Rabbit go?		
Speaker 2: to the well		

Responding

TARGET SKILL Understanding

Characters What did you learn about Brer Rabbit and Brer Fox in the story? Copy and complete the chart below.

Character	Action	What It Means
Brer Rabbit	He says there’s a thorn in his paw.	He can trick others.
Brer Fox	?	?

Write About It

Text to Text What other stories have you read about characters who play tricks? Write a few sentences that tell how you feel about one of those characters. Give examples to support your ideas.

Name _____ Date _____

Lesson 29
BLACKLINE MASTER 29.7
Brer Rabbit at the Well
Think About It

Think About It

Read and answer the questions.

- Why does Brer Fox jump into the bucket?
He is hungry and wants some fish.
- How do you know that Brer Rabbit is not a real rabbit?
Possible response: Brer Rabbit talks and tricks others, which real rabbits do not do.
- Brer Rabbit pretends to have a thorn in his paw. What does this tell you about him?
Possible response: He is not afraid to tell lies to avoid work, and he is lazy.

Making Connections At the beginning of this story, a group of animals work together to build a garden. Does this remind you of other stories you have read? Explain.

Write your answer in your Reader’s Notebook.

Read directions to children.

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Thinking About the Text

Think about the questions below. Then write your answer in one or two paragraphs.

Look at the picture on page 10. Even though Brer Rabbit tricked Brer Fox, the two animals are laughing together. Why do you think the author decided to show this picture at the end of the story?



Name _____

Date _____

Brer Rabbit at the Well
Think About It

Think About It

Read and answer the questions.

1. Why does Brer Fox jump into the bucket?

2. How do you know that Brer Rabbit is not a real rabbit?

3. Brer Rabbit pretends to have a thorn in his paw. What does this tell you about him?

Making Connections At the beginning of this story, a group of animals work together to build a garden. Does this remind you of other stories you have read? Explain.

Write your answer in your Reader's Notebook.

Brer Rabbit at the Well • LEVEL 1

Brer Rabbit at the Well
Running Record Form

page	Selection Text	Errors	Self-Corrections
2	Brer Rabbit tossed his hoe aside. He went to the well to take a nap! “Let the other animals work,” thought Brer Rabbit.		
3	Brer Rabbit saw two buckets hanging inside the well. An empty bucket was at the top. A bucket full of water was at the bottom.		
4	Brer Rabbit jumped into the empty bucket for a nap, but he was heavier than the bucket of water.		
	Comments:	Accuracy Rate (# words read correctly/67 × 100) _____ %	Self-Correction Rate (# errors + # Self-Corrections/ Self-Corrections) 1: _____

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	Ⓢ cat	0
Omission	̄ cat	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut ^{sc} cat	0
Insertion	the ^ cat	1
Word told	Ⓢ cat	1

