

## Lesson 4

# Language Skill Development

## Listening/Speaking/Writing

### Title: Homonyms

Time Required: 20 minutes

Materials Required: BLM 4A, one copy for each student

When two words sound exactly the same, but have different meanings, they're called homonyms. What are two words that sound exactly the same, but have different meanings called? (Signal.) *Homonyms.*

(Write on the chalkboard: **see, sea.**) Read these two words aloud. (Signal.) *See, sea.* Raise your hand if you can tell us what the first word means. (Call on a student. Idea: *To look at something.*) Raise your hand if you can tell us what the second word means. (Call on a student. Idea: *The ocean.*) Do both words sound exactly the same? (Signal.) Yes. Do they mean the same thing? (Signal.) No. **See** and **sea** are homonyms.

(Write on the chalkboard: **blew, blue.**) Read these two words aloud. (Signal.) *Blew, blue.* Raise your hand if you can tell us what the first word means. (Call on a student. Idea: *Puffed air.*) Raise your hand if you can tell us what the second word means. (Call on a student. Idea: *A color.*) Do both words sound exactly the same? (Signal.) Yes. Do they mean the same thing? (Signal.) No. **Blew** and **blue** are homonyms.

Raise your hand if you can think of another pair of homonyms. (Call on different students. Ideas: *Wait, weight; right, write, rite, wright; by, buy, bye; hear, here.* Write correct responses on the chalkboard.)

When you proofread your work for spelling it is important to check for homonyms. You must read how the word is used in the sentence to determine how it is spelled. The meaning of the word will help you decide which spelling to use.

(Pass out BLM 4A to each student.) Read each sentence carefully. Then decide which of the homonyms in brackets is correct. Then, write the correct homonym on the line provided.

## *Pedro and the Monkey*

by Robert D. San Souci

**Materials required:** A map of the world  
Folk Literature Summary Chart started in Lesson 1

**Note:** After a class discussion of the selected book, an independent reading option of a second book is recommended. The books listed follow similar plot, characterization, and themes. You may wish to have your students read the recommended book independently (or in pairs or groups) and compare and contrast the optional selection by modeling their chart summaries (BLM 1B) on the chart completed during class discussion. At the end of each literature lesson, you will find a cross-cultural list of additional books or stories with similar plots and themes that may be used as supplementary reading for each literature lesson.

Many folktales are told for a purpose. Let's review the four purposes for folk literature. The first purpose for folk literature is: (Signal. Hold up one finger for each purpose.) *To tell about the creation of the world.* The second purpose is: (Signal.) *To explain how things came to be.* The third purpose is: (Signal.) *To entertain.* And the fourth purpose is: (Signal.) *To teach a lesson.* (Repeat until firm.)

### Examining the Book

This is the next book that we are going to read and discuss. (Point to the title.) Read the title of the book. (Signal.) *Pedro and the Monkey.* (Record on class chart. Point to the author's name on the cover.) Who is the author of this book? (Call on a student. Robert D. San Souci. Record on class chart. Point to the illustrator's name on the cover.) Who is the illustrator of *Pedro and the Monkey*? (Call on a student. Michael Hays.)

Today's story is from the Philippines. (Show students the location of the Philippines on a world map.) Where is the origin of this story? (Signal.) *The Philippines.* (Record on class chart.)

The genre of *Pedro and the Monkey* is a folktale. What genre is *Pedro and the Monkey*? (Signal.) *A folktale.* (Record on chart.) What is a folktale? (Signal.) *A story that has been told by people for a long time.*

# Making Predictions

(Show students the front cover of the book.) Raise your hand if you would like to predict what is happening in the part of the story that the cover illustrates. Tell us what part of the illustration gives you an idea about what is happening. (Call on different students. Accept two or three responses.)

What do you think the relationship between Pedro and the monkey is based on the front cover illustration? (Call on different students. Accept two or three responses.)

Monkeys are very clever animals. Keeping this in mind, predict the purpose of this folktale, based on what you already know about the story. Do you think it will be a creation myth, an explaining story, a trickster tale to entertain, or a story that teaches a lesson? Give a reason to support your prediction. (Call on different students. Accept reasonable responses.)

## Reading the Book

Choose one of the two options presented in lesson one for reading the book. If students read parts of the story aloud remind them of the conventions for being an effective speaker and listener found in Lesson 1.

Occasionally, you may find it beneficial to discuss parts of the story that are complicated or that have unfamiliar vocabulary. Encourage students to check the illustrations, the structures of words, and context to help them decipher unknown words and their meanings.)

## Literary Analysis

Let's talk about the setting of this folktale. Where does this story happen? (Call on a student. Ideas: *On the farm of a young Filipino farmer; the Philippines.*) When does this folktale happen? (Call on a student. Idea: *Long ago.*)

Is there anything in the illustrations or the story itself that tells you about the landscape, clothing, people, or Filipino culture in the time that this folktale takes place? (Call on different students. Ideas: *The unique names of the characters; sunshine and blue skies; palm trees; monkeys; cool, white clothes; dark hair; geometrical patterns and designs; gold coins.*)

Think about the next three questions that I am going to ask. Do you think that these things might still be important in Filipino culture today? What do you think might have changed? What might have stayed the same? (Call on different students. Ideas: *The weather is probably still warm and sunny; there are probably still palm trees and monkeys; the geometrical designs might still be popular; people might still wear cool clothing but in modern fashions; they don't use gold coins anymore.*)

Who are the main characters in *Pedro and the Monkey*? (Call on different students. Idea: *Pedro, the monkey, Don Francisco.*) What kind of person was Pedro at the beginning of the story? (Call on different students. Ideas: *He had a generous heart; kind; worried by the monkey's tricks.*) Do you think that Pedro's character changed in any way by the end of the story? (Call on different students. Idea: *No.*)

Pedro started out very poor and ended up the rich owner of a magnificent house, large fields, and huge estate. Do you predict that all this wealth will change Pedro's personality, or will he keep his generous heart and kind nature? Use what you learned about Pedro from the story to back up your answers. (Call on different students. Accept two or three responses.)

What kind of animal was the monkey? (Call on different students. Ideas: *Smart; cunning; tricky; sneaky; grateful to Pedro for not selling him; has good manners; bold; brave.*) What does the monkey do in the story that shows you that he is smart and tricky? (Call on different students. Ideas: *He makes Don Francisco think that Pedro is very rich and owns a magnificent house; he makes the merchant believe that Pedro is the richest man in the world; he makes Burincantada think that there is a Giant-Eater after him.*)

Think about the purpose you predicted for this story before you heard it. Now that you know about all the tricky and sneaky things the monkey does, do you want to change your mind about what the purpose of this folktale is, or was your prediction accurate? (Call on different students. Accept two or three responses.)

Trickster tales often exaggerate the cleverness or the stupidity of the animal characters. Does this apply to the monkey in this folktale? (Signal.) Yes. Often, the animals in trickster tales act very much like humans. Does the monkey act like a human in *Pedro and the Monkey*? How? (Call on different students. Ideas: *He talks; he is smarter than all the human characters; he wears clothes; he has good manners and is charming; he eats at the table with a spoon.*)

## Story Problem

What was Pedro's problem at the very beginning of the story? (Call on a student. Idea: *A monkey was stealing his corn.*) What was the cause of Pedro's problem at the beginning of the story? (Call on a student. Idea: *The monkey.*)

What did Pedro decide to do to solve his problem? (Call on a student. Idea: *Set a trap to catch the monkey.*) The monkey persuaded Pedro to let him go by appealing to Pedro's emotions and his soft heart, but also by using logical arguments. (Reread aloud the section of the first page where the monkey persuaded Pedro to free him.)

What language in the story tells you that the monkey is using an emotional argument? (Call on a student. Idea: *By bursting into tears and begging.*) What language in the story tells you that the monkey is using a logical argument? (Call on a student. Idea: *He promises not to steal any more corn.*)

Raise your hand if you can think of other times when the monkey used persuasive language to convince a character that his tricks were the truth. (Call on different students. Ideas: *He flatters Burincantada and convinces him that a Giant-Eater is coming; he bows and charms and impresses Don Francisco with good manners and lies.*)

The monkey wants to repay Pedro for his kindness. What new problems does the monkey create for Pedro with his tricks and his lies? (Call on different students. Ideas: *The monkey gives Don Francisco his last three centavos; Pedro is worried Don Francisco will think he stole the gold coins; Pedro is invited to dinner but doesn't have any nice clothes to wear; he falls in love with Maria, but can't have them visit his poor hut.*)



Do you think that the part of the story where the monkey convinces the clothes merchant that Pedro is the richest man in the world is believable? (Call on a student. Idea: No.) Do you think that a merchant could really be tricked that easily? (Call on different students. Idea: No, the clothes merchant is too gullible.) What could the monkey have shown the merchant or said or done in the story to more realistically trick the clothes merchant? (Call on different students. Ideas: He could have said Pedro was a good friend of Don Francisco; the monkey could have brought a scrap of fine cloth and said it ripped off Pedro's shirt; he could have described Pedro's imaginary wealth. Accept reasonable responses.)

Let's discuss the resolution of the story. The monkey repaid Pedro's goodness by making him a rich and happy man. Who else benefited from Pedro's kindness to the monkey by the end of the story? (Call on different students. Ideas: Don Francisco found a good husband for his daughter. Maria fell in love with Pedro and they lived happily. The prisoners in the mansion were set free. Burincantada was punished for eating people and keeping prisoners.) Would you have predicted that such a small gesture of kindness could have had so many good effects? (Call on a student. Idea: No.)

## Theme

What do you think the theme of *Pedro and the Monkey* is? (Call on different students. Idea: Kindness and compassion for others is often repaid.)

## Idiomatic Language

When you use words that everyone knows the meaning of, but that aren't really true to explain something, it's called an **idiomatic expression**. What's it called when you use words that aren't really true to explain something? (Signal.) An idiomatic expression.

(Write on the chalkboard: **Louis spilled the beans about the surprise party. Donna was angry that Louis had let the cat out of the bag.**) Read the first sentence. (Signal.) *Louis spilled the beans about the surprise party.* Did Louis really spill some beans? (Signal.) No. Raise your hand if you can explain what the idiomatic expression of spilling the beans means. (Call on a student. Idea: Telling information that is supposed to be a secret.)

Read the second sentence. (Signal.) *Donna was angry that Louis had let the cat out of the bag.* Did Louis let a real cat out of a bag? (Signal.) No. Raise your hand if you can explain what the idiomatic expression of letting the cat out of the bag means. (Call on a student. Idea: Telling information that is supposed to be a secret.)

(Turn to the page where Pedro and Maria fall in love. Read the two last sentences aloud.) Do you think Pedro and Maria's eyeballs were literally on each other? (Signal.) No. Raise your hand if you can explain what the idiomatic expression "could not keep their eyes off each other" means. (Call on a student. Idea: They kept looking at each other.)

(Turn to the next page. Read the first sentence aloud.) Do you think that Pedro and his emotions were carried away to some other place? (Signal.) No. Raise your hand if you can explain what the idiomatic expression "was carried away with emotion" means. (Call on a student. Idea: Pedro was so in love with Maria that he acted in an unusual and outgoing way.)

# Language

From what you have read in the story, what do you think a *bubog* tree looks like? (Call on a student. Idea: *A shady tree with branches that spread like an umbrella.*) What parts of the story give you clues about what a *bubog* tree looks like? (Call on different students. Ideas: *The descriptive language; the illustrations.*)

When the monkey asks to borrow a *ganta*, how do you know what this is? (Call on a student. Idea: *In the story, it is used to measure rice, so it is a special-sized measurement. The illustrations show that it is a wooden box about a foot wide.*) What word is often used after *ganta* that gives you a hint about what this Filipino word means? (Call on a student. Idea: *Measure.*) We are told that the *ganta* is used as a measure, so we can deduce that *ganta* means a kind of measurement.

The monkey wants Pedro's last three *centavos*. This word is used so often that you probably know what it means. Raise your hand if you can tell us what *centavos* are. (Call on a student. Idea: *Coins.*) Do you think that three centavos are worth the same amount back when this story is told as they are now? (Signal.) No. For Pedro, three centavos was a lot of money.

(Reread the passage where the monkey flatters the giant aloud.) When the giant snatches up a handful of *carabao* to eat, how do you know what *carabao* are? (Call on a student. Idea: *In the story, the author tells us that they are a kind of water buffalo.*) If the giant snatches up handfuls of *carabao*, can you infer that these buffalo graze alone or in herds? (Signal.) *In herds.*

## Summarizing the Literary Analysis

Let's remember some of the things we learned about *Pedro and the Monkey*, and I'll write them down for you.

What is the purpose of this folktale? (Call on a student. Idea: *A trickster tale, to entertain.* Record on chart.)

What moral value is taught in this story? (Call on a student. Idea: *Kindness is often rewarded with gratitude.* Record on chart.)

Who are the main characters in this story? (Call on different students. Ideas: *Pedro; the monkey; Don Francisco.*) What are some character traits of each of these characters? (Call on different students. Ideas: *Pedro has a good heart and is kind; the monkey is grateful, smart, tricky, sneaky, and bold; Don Francisco is amazed, confused, suspicious, awed.*)

What is the theme of the story? (Call on a student. Idea: *Kindness and compassion for others is often repaid.* Record on chart.)

Independent Reading Selection: *Puss in Boots* by Charles Perrault, illustrated by Fred Marcellino.



## ADDITIONAL LITERATURE

Following are some additional titles that your students may enjoy during and following this lesson.

Any version of *Puss in Boots*

Films, audiotapes, or videos that tell the story of *Puss in Boots*

# Activity

## Writing

### Title: Making a Comparison Chart

**Time Required:** 30 minutes

**Materials Required:** BLM 4B, one copy for each student; as many copies of *Puss in Boots* as possible for students to share (you may use different versions of *Puss in Boots*)

**Preparation:** Copy the three Venn Diagrams from the BLM onto an overhead transparency or the chalkboard:

## Procedure

1. (Ensure that all students have read a copy of *Puss in Boots*.)
2. There are many parallels between the plot, setting, and characterization of *Pedro and the Monkey* and *Puss in Boots*. (Point to the plot diagrams.) In the left circle, write a short plot summary in point form for *Pedro and the Monkey*. In the right circle, write a short plot summary for *Puss in Boots*. In the center where the two circles overlap, write how the plots of the two stories are the same.
3. Working independently, in pairs, or in a group, write down notes about the setting of *Pedro and the Monkey* in the left circle of the setting diagram. Write notes about the setting of *Puss in Boots* in the right circle. In the center where the two circles overlap, write how the settings of the two stories are the same.
4. In the characterization diagram, write who the main characters are in *Pedro and the Monkey*, and a short summary of their personalities in the left circle. In the right circle, write who the main characters are in *Puss in Boots*. Add a short summary of their personalities. In the center where the two circles overlap, write how the characters in the two stories are similar and behave similarly.

Read each sentence carefully. Decide which of the homonyms in brackets is correct. Then, write the correct homonym on the line provided. You may use a dictionary to help you decide which spelling is correct.

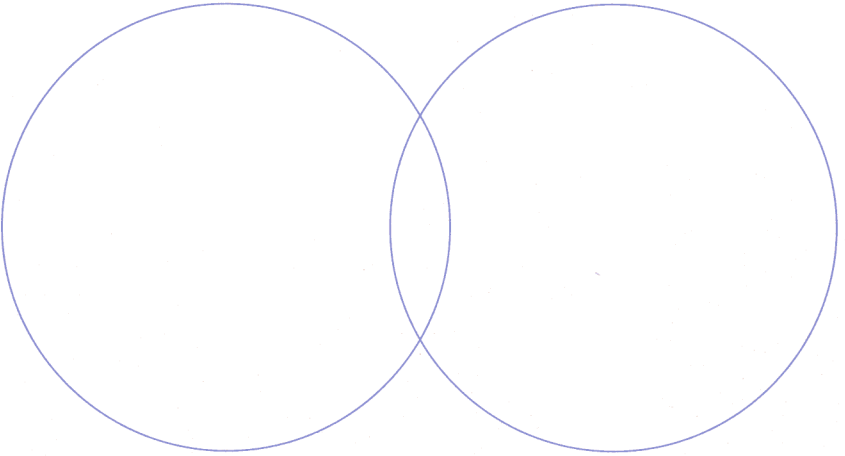
1. Tell Roberto to \_\_\_\_\_ (meat, meet) us at the park.
2. The nurse put a blanket made of \_\_\_\_\_ (led, lead) over the x-ray patient.
3. (Hour, Our) \_\_\_\_\_ clock rang every (hour, our) \_\_\_\_\_.
4. Sophia \_\_\_\_\_ (led, lead) her horse over the bridge.
5. Please ask the mechanic to look at the front \_\_\_\_\_ (brake, break).
6. \_\_\_\_\_ (You're, Your) going shopping with \_\_\_\_\_ (you're, your) friends on Friday.
7. Dave didn't \_\_\_\_\_ (brake, break) the jug; I did.
8. Mr. Jordan said it was a \_\_\_\_\_ (fare, fair) price for the stereo.
9. Sumiko brought just enough money to pay the bus \_\_\_\_\_ (fare, fair).
10. The \_\_\_\_\_ (bare, bear) gorged itself on honey.



## Plot

*Pedro and  
the Monkey*

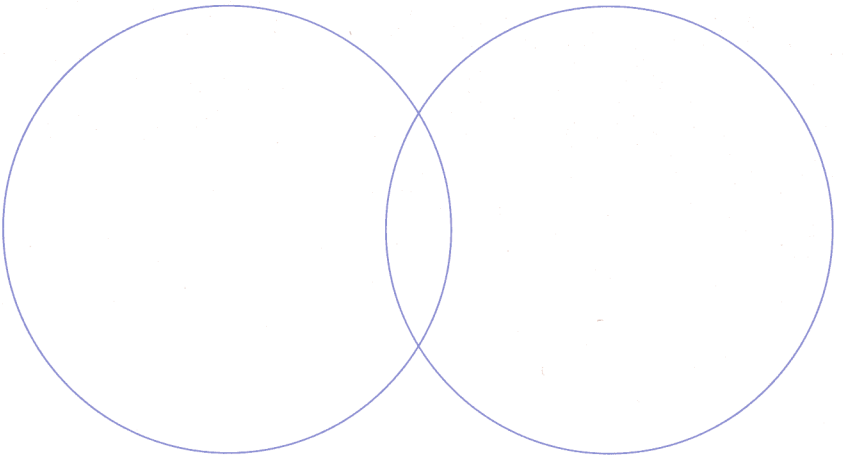
*Puss in  
Boots*



## Setting

*Pedro and  
the Monkey*

*Puss in  
Boots*



## Characterization

*Pedro and  
the Monkey*

*Puss in  
Boots*

