Building Anticipation - Setting the Context
In folktales and legends there are animals that are known as tricksters. Spider and Fox are two of these animals. Read one of the Anansi Spider stories or another tale involving a trickster and talk about the trickster in legends. Is the trickster a likeable character? What can you say about him or her?

Introduction
Brainstorm for animals that have long tails (horses, wolves, foxes, lions, skunks, raccoons). Which ones do you think have the most beautiful tail? Make a list of words that describe a long, bushy tail (thick, shaggy, luxuriant, hairy) and summarize on chart paper. This would be an opportunity to show students how a thesaurus is used. Tell the students that they are going to read a retell of a legend entitled, *How Bear Lost His Tail* and that it involves a trickster. Read to find out how Bear was tricked and who tricked him.

Discussion – Book Talk
*Right there questions:*
Who was tricked? Who tricked him?
What did Bear have to do if he wanted to catch some fish?
What did Fox do when Bear went to sleep?
What did Fox do to wake Bear up?
What season was it? How do you know?

*Think and search questions:*
How did Fox use the fish to trick Bear?
What three things did Bear do to show he was tired?
Why do you think Fox went home for the night?
Why did Bear’s tail break off?

*On your own questions:*
Why did Bear believe that he could catch a fish with his tail?
Who would you want for a friend, Fox or Bear? Why?
What are three words you would use to describe Fox to the other animals in the forest?
What do you think Bear will say when he sees Fox again?
What do you think Bear will say to his other friends?

Creative Response - Independent Practice
*Retelling and Sequencing*
Using the reproducible master for sequencing, have students cut out the 8 pictures and put them in the correct sequence. Using the picture cues, the students retell the story to the group, to a partner or at home.

Create Speech Bubbles
A modification of the reproducible master could be made by pasting the pictures on a larger sheet of paper and placing speech bubbles above each character’s head. Students can write what the characters are saying. This could be an individual or cooperative group activity.

Writing Workshop
Fold a piece of paper into four parts. Create a new story about Fox and Bear by writing one sentence in each part. Illustrate each part.

Read Aloud and Poetry Connections

Learning about Language – Focused Teaching
High Frequency Words - try, tried, which
Interest Words - across, middle, beside, by
Word Families and Letter Clusters — Long a sound: wait, tail, made, play, day
Structural Features of Words — Past tense: tried, fried, cried, dried, lied, tied: catch, caught: trick, tricked
Text Features – Use of capitals on page 15 – Quotes - Exclamation marks - Legend beginning Many, many years ago - Descriptive words: sneaked, beautiful, tricky – Multiple letters to indicate a sound: page 10
Reproducible Master - How Bear Lost His Tail
Cut out the squares and put the pictures in the right order. Use these to tell the story.