



The Legend of the

Sleep-Eating Elephant

FIVE DAY
PICTURE BOOK STUDY

PERFECT FOR GRADES
2-5

FEATURING:

- **READING STANDARD FOCUS**
Key Details, Events, Character Analysis, Theme
- **SCIENCE FOCUS**
Human/Animal Coexistence; Conservation
- Rich Vocabulary
- Graphic Organizers
- The Truth Behind the Legend:
Nonfiction Connection



COURTESY
The Hip Hop
Homestead Press

Maryland College and Career Ready Standards		
Grade 3	Grade 4	Grade 5
English Language Arts Grades 3-5		
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Social Studies Standards (All Grades)		
<p>Standard 2.0 Peoples of the Nations and World Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.</p> <p>Standard 3.0 Geography Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.</p> <p>Standard 6.0 Skills and Processes Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.</p>		
Next Generation Science Standards		
Grade 3	Grade 4	Grade 5
<p><u>3-LS4-4 Biological Evolution: Unity and Diversity</u></p> <p>Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. *</p>		<p><u>5-ESS3-1 Earth and Human Activity</u></p> <p>Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p>
<p><u>3-5-ETS1-2 Engineering Design</u></p> <p>Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p>		

South Carolina College and Career Ready Standards		
English Language Arts Grades 3-5		
Grade 3	Grade 4	Grade 5
ELA.3.AOR.1.1 Explain how one or more characters develop throughout the plot.	ELA.4.AOR.1.1 Explain how setting and conflict cause characters to change and how conflict(s) contributes to plot development.	ELA.5.AOR.1.1 Analyze how setting, characters, and conflict impact plot development.
ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.	ELA.4.AOR.2.1 Identify and explain an explicit or implied theme and how it is developed by key details in a literary text	ELA.5.AOR.2.1 Explain the development of an explicit or implied theme over the course of a literary text.
ELA.3.AOR.6.1 Summarize a text to enhance comprehension: a. include plot, theme, and key details for a literary text;	ELA.4.AOR.3.1b. explain how different characters' perspectives impact a literary text	ELA.5.AOR.3.1b. explain how an author reveals one or more characters' perspectives in a literary text.
ELA.3.AOR.3.1 Determine and explain the differences between the perspectives of the characters and/or between the characters and the reader.	ELA.4.AOR.4.1 Determine and explain how an author's purpose (e.g., what an author wants to answer, explain, or describe) is conveyed through the author's perspective	ELA.5.AOR.6.1 Summarize a text to enhance comprehension: a. include plot, theme, and relevant key details for a literary text;
Science Grades 3-5		
Grade 3	Grade 4	Grade 5
3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can thrive, struggle to survive, or fail to survive	4-LS1-1. Construct an argument that plants and animals have internal and external structures that function together in a system to support survival, growth, behavior, and reproduction.	5-ESS3-1. Evaluate potential solutions to problems that individual communities face in protecting the Earth's resources and environment.
3-LS4-4. Make a claim about the effectiveness of a solution to a problem caused when the environment changes and affects organisms living there.		ESS3.C: Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.
LS4.D: Biodiversity and Humans Populations live in a variety of habitats and change in those habitats affects the organisms living there. NRC Framework Lin		

Pennsylvania Core Values		
English Language Arts Grades 3-5		
Grade 3	Grade 4	Grade 5
CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. E03.A-K.1.1.2	CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text. E04.A-K.1.1.2	CC.1.3.5.A Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. E05.A-K.1.1.2
CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. E03.A-K.1.1.3	CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. E04.A-K.1.1.3	CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. E05.A-K.1.1.3
CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	CC.1.3.4.G Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	CC.1.3.5.G Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Science Grades 3-5		
Grade 3	Grade 4	Grade 5
Scientific Method/Inquiry Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known	Biological Sciences: Describe human reliance on the environment and the negative impacts of this reliance	Biological Sciences: Identify changes in the environment that affect the survival of plants and animals
	Scientific Method/Inquiry Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with current scientific knowledge	

New Jersey Student Learning Standards		
English Language Arts Grades 3-5		
Grade 3	Grade 4	Grade 5
RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)
RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.		RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)		
Science Grades 3-5		
3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard		
ESS3.B: Natural Hazards ♣ A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.		
3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.		
Social Studies Grades 3-5		

Disciplinary Concept	Description	Core Ideas
Human Environment Interaction	Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation	Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.
Global Interconnections	Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time	<p>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.</p> <p>In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.</p>
6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods		

New York Next Generation Learning Standards		
English Language Arts Grades 3-5		
Grade 3	Grade 4	Grade 5
3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)	4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)	5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)
3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)	4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL)	5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL)
3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL)	4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)	5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)
3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)		
Science Grades 3-5		
<p>Asking Questions and Defining Problems Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships. ♣ Ask questions that can be investigated based on patterns such as cause and effect relationships. (3- PS2-3) ♣ Define a simple problem that can be solved through the development of a new or improved object or tool. (3- PS2-4)</p>		
3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.* [
5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect Earth’s resources and environment. [
Social Studies		
Economics: apply a problem-solving model to identify economic problems or issues, generate hypotheses, test hypotheses, investigate and analyze selected data, consider alternative solutions or positions, and make decisions about the best solution or position		

THE LEGEND OF THE SLEEP-EATING ELEPHANT




LESSON PLANS

(CREATED BY NOCOLA WILLIAMS, AUTHOR)

COURTESY THE HIP HOP HOMESTEAD PRESS

LESSON OBJECTIVES

Students will:

-  Answer questions using key details
-  Describe major events in the story
-  Identify and describe main characters to determine the theme

ABOUT THE TEXT

A very hungry, sleep-eating elephant has been caught invading the village cabbage field. He must be stopped before the crop is completely wiped out. Many try and fail, until the honeybees of the village come up with the perfect plan to thwart the elephant. *The Legend of the Sleep-Eating Elephant* is an original, modern folktale. At the crux, it shows how we must depend on even the tiniest of creatures for our very survival. **This book is based on the actual work of zoologist, Dr. Lucy King/Save the Elephants, who studies the interactions between elephants and honeybees in Africa and Asia.** Savetheelephants.org gave permission to include a special feature in the back of the book, “The Truth Behind the Legend,” which includes facts about African elephants, honeybees, and beehive fences, along with beautiful photographs.






GENRE

Fiction/Early Reader (655 words)

Grades 2-5

VOCABULARY

Prior to reading, write the following words on index cards:

-  **savanna**-a flat plain covered with grass that also has scattered trees. Savannas are found in Africa and other tropical regions.
-  **pollination**- moving or carrying pollen to a plant, causing the seeds to be fertilized
-  **summoned**- to call to appear for a particular purpose
-  **devoured** -to eat or swallow in a greedy way
-  **pachyderm**- a thick skinned, hooved mammal, such as an elephant, hippo or rhino.

<https://kids.wordsmyth.net>

ANTICIPATORY SET (NEW CONCEPT)

COEXISTENCE- the ability of several species to live in the same space and use the same resources.

The fictional story, The Legend of the Sleep-Eating Elephant and “The Truth Behind the Legend” non-fiction section of this book both show examples of coexistence.

 **Prior to the lesson, create vocabulary word cards and print and/or create this graphic organizer on chart paper:**

Name _____ Date _____

STORY ORGANIZER

As you read or listen to this story, identify the actions, thoughts, words and feelings of the main characters.

	Elephant	Queen Bee
Beginning		X
Middle		
End		

What does the author want you to learn by reading this story?

Day 1

Name _____ Date _____

STORY ORGANIZER

As you read or listen to this story, identify the actions, thoughts, words and feelings of the main characters.

	Elephant	Queen Bee
Beginning	<ul style="list-style-type: none"> hard worker waters/takes care of crops loves time with friends feels refreshed starts to worry 	X
Middle	<ul style="list-style-type: none"> Elephant is very worried keeps him up at night he tries to calm the bees fears he realized that he is the culprit "You must believe me" 	<ul style="list-style-type: none"> She wants to tell the King at the first sign of trouble "Should we inform the king"
End	<ul style="list-style-type: none"> "I think I need an alarm" helps come up with ideas helps build beehive fences 	<ul style="list-style-type: none"> Shares idea with King "I have an idea" Her plan is successful

What does the author want you to learn by reading this story?

- Small creatures can make a big difference
- teamwork makes the dream work
- Your opinions matter

1. If you haven't already, assign learning partners. Ask students to sit near their learning partner.
2. Share or post the definition of coexistence.
3. Ask students to think independently of an example of coexistence (based on definition) found in nature. Then students should turn and share with their learning partner.

Here are a few examples:



Image: ibiologia.com



livemint



www.earthwonders.co



[Just a couple of beautiful swan feeding the hungry Koi fish \(youtube.com\)](https://www.youtube.com/watch?v=JmKdKdKdKd)

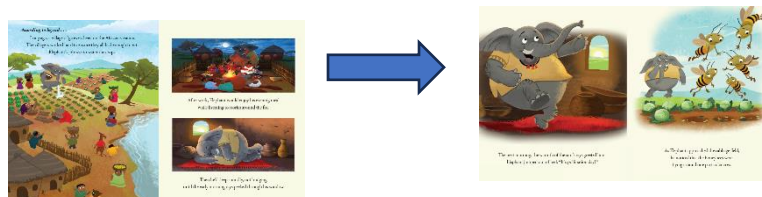
4. Call on partners to share their examples and write them on the board. (Keep discussion brief)
5. Explain to students that over the next several days they will be reading a story called, The Legend of the Sleep-Eating Elephant, that is an example of coexistence. **(The ability of several species to live in the same space and use the same resources.)** They will take a close look at the actions, thoughts, words and feelings of the two main characters in order to answer this question:
What is a central message (theme) of this story? OR What does the author want you to learn by reading this story? Use at least two examples from the story to support your thinking.
6. Introduce the Story

Show front cover and read title.

7. Set a Purpose for Reading

You can understand a story better when you can keep track of the main character's thoughts, feelings, actions, and words. As we read this story, we will fill in the graphic organizer because it will help us answer important questions at the end of the story.

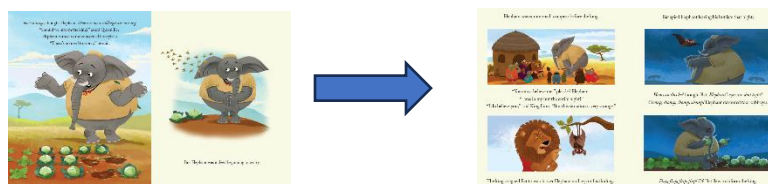
8. Read the Beginning



- a.) Stop and record any information on the graphic organizer. (Explain that we have not been introduced to Queen Bee yet, which is the reason for the “X” on the organizer.
- b.) Complete Worksheet “The Beginning”

Day 2 Read the Middle

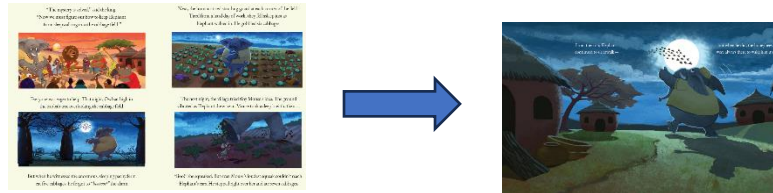
- a.) Review the reading from yesterday and review graphic organizer.
- b.) Read the next section of the book.



- c.) Stop and record any new information on the graphic organizer.
- d.) Complete Worksheet “The Middle”
- e.) While students are discussing the Turn and Talk from the worksheet, have them share what they have learned using the graphic organizer.

Day 3 Read the End

- a.) Review the reading from yesterday and review graphic organizer.
- b.) Read the rest of the story.

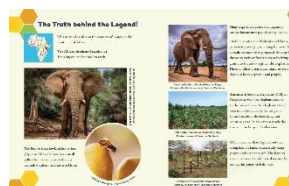


- c.) Stop and record any new information on the graphic organizer.
- d.) Complete Worksheet “The End”
- e.) While students are discussing the Turn and Talk from the worksheet, have them share what they have learned using the graphic organizer.

Day 4: Theme (Central Message)

- a. Review graphic organizer and discuss actions, thoughts, feelings and words of Elephant and Queen Bee throughout the story.
- b. Have students share things that they learned while reading this story.
- c. Ask the question: What do you think the author wants you to learn? Explain to students that there is not one correct answer to this question. Write a few of the answers on the board. (EX. coexistence is important, even tiny creatures can make a big impact, working as a team can solve problems, don't be afraid to speak up, perseverance, determination)
- d. Pass out the worksheet called “Central Message B” and provide students time to answer the question.

Day 5 and 6: The Truth Behind the Legend



- a.) Read the last page of the book and discuss the information.

- b.) Review the term coexistence and ask students if they can explain the relationship between elephants, humans and honeybees.
- c.) Break class into small groups and pass out the “**Out of Conflict Comes Coexistence**” **Flowchart, Problem Solving Log and Question to Ponder**
- d.) Students should work together to complete this task.

Name _____

Date _____

STORY ORGANIZER


As you read or listen to this story, identify the actions, thoughts, words and feelings of the main characters.



Elephant



Queen Bee

Beginning		
Middle		
End		



What does the author want you to learn by reading this story?



THE BEGINNING

Draw a picture that identifies the problem in this story.



Hint: What has Elephant
a little bit worried?



In your own words, describe the problem.



Turn and Talk: What is the setting of this story? What clues come from the words? What clues come from the pictures?

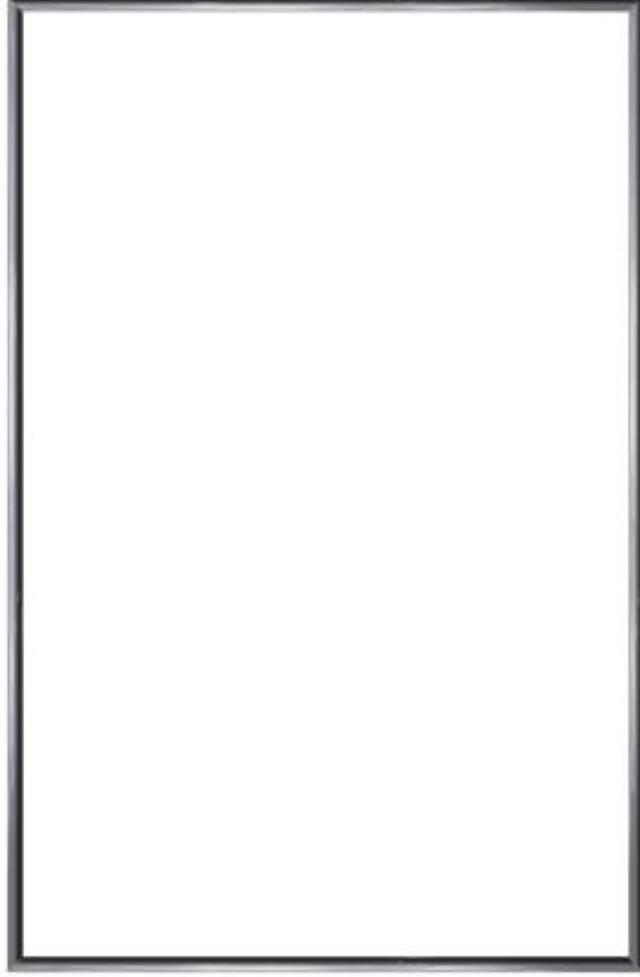


This worksheet is courtesy of The Hip Hop Homestead Press
www.thehiphophomestead.com



THE MIDDLE

Draw a picture to show how the villagers figured out who was eating the cabbages.



Hint: What evidence did
you see?



Write what is happening in your picture.



Turn and Talk: How is Elephant feeling right now? Was it right for the villagers to accuse Elephant?

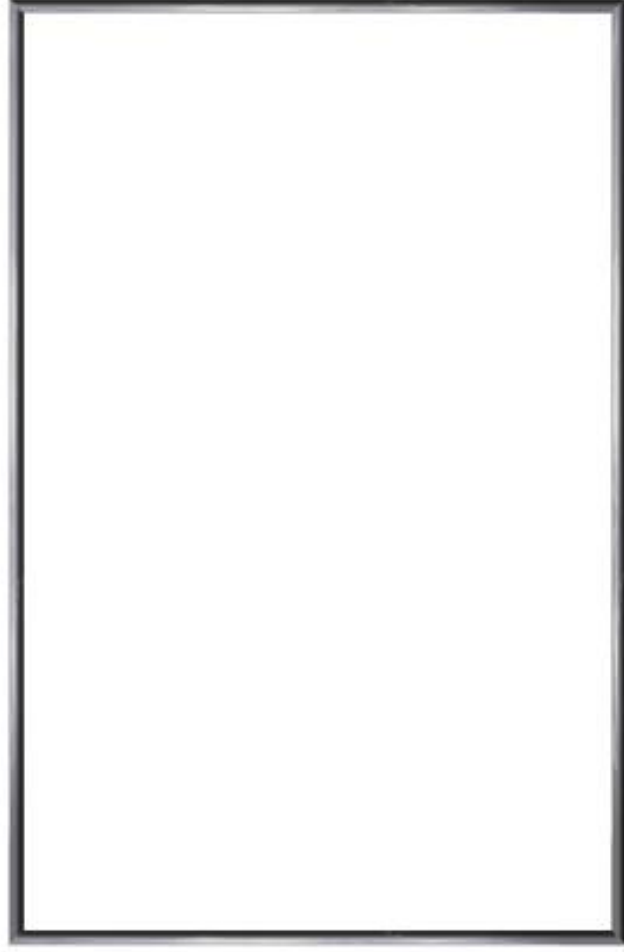


This worksheet is courtesy of The Hip Hop Homestead Press

www.thehiphophomestead.com

THE END

Draw a picture of Queen Bee's invention.



Hint: What did the villagers build to keep Elephant from eating the cabbages?



Write what is happening in your picture.



Turn and Talk: What would you invent to keep Elephant out of the cabbage field?



This worksheet is courtesy of The Hip Hop Homestead Press
www.thehiphophomestead.com



IDENTIFY MAIN CHARACTERS

In your opinion, who is the main character?

Hint: Who is the story mostly about?

Explain why this is your choice for main character?





Turn and Talk: Use your picture and evidence from the story to tell your partner what you know about your main character.





CENTRAL MESSAGE (A)

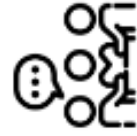
Draw a picture to show a message (theme) of this story.



Hint: Theme is an important lesson that you or the characters learn while reading a story.



Describe your picture.



Turn and Talk: Do you think the villagers will listen to Queen Bee next time a problem arises? Why or Why not?





CENTRAL MESSAGE (B)



Identify one lesson you think the author wants you to learn by reading the story, The Legend of the Sleep-Eating Elephant. Use evidence from the text to support your answer.





Out of Conflict Comes Coexistence

HUMANS, ELEPHANTS, and BEES

An Unusual Connection

1

For hundreds of years elephants have migrated across Africa to escape danger and to find food and water.

3

Elephants traverse their traditional routes only to find their space inhabited by humans.

5

Farmers try to prevent elephants from destroying their crops by banging pots and pans, shooting firearms and fireworks.

7

Zoologist, Dr. Lucy King and her team identified a problem and planned a way to help.

9

The team builds fences made out of beehives to protect crops from invading elephants.

11

As a result, farmers' and elephants' lives are saved, crops can be harvested, and farmers can harvest and sell honey.



2

Humans continue to build villages, towns, cities, and cultivate farmland along side and sometimes through these migratory routes.



4

Mainly at night, elephants eat anything along these migratory routes, including farmers' crops.



6

In many instances farmers and elephants are hurt or killed during the battle to claim the land.



8

Through many investigations, the team discovered that elephants do not react well to the "buzzing" sound of honeybees.



10

Their research shows that the beehive fences are 80% effective at deterring elephants.



NAME: _____

DATE: _____



Use the
flowchart to
complete the
organizer.

PROBLEM SOLVING LOG

ELEPHANTS: WHAT DO YOU KNOW?

HUMANS: WHAT DO YOU KNOW?

PROBLEM

SOLUTION

OUTCOMES

What
happened as
a result?

Name _____

Date _____

QUESTIONS TO PONDER

Use the flowchart to answer the following questions.

❶ What problem do the elephants' face?

❷ What problem do the farmers have?

❸ How were these problems solved?

❹ How would you prevent the elephants from eating the crops?

❺ Using evidence from the flowchart, explain what coexistence means? Provide another example of coexistence.

CENTRAL MESSAGE (A)




Draw a picture to show a message (theme) of this story.



Hint: Theme is an important lesson that you or the characters learn while reading a story.



Describe your picture.

 Turn and Talk: Do you think the villagers will listen to Queen Bee next time a problem arises? Why or Why not?





CENTRAL MESSAGE (B)

Identify one lesson you think the author wants you to learn by reading the story, The Legend of the Sleep-Eating Elephant. Use evidence from the text to support your answer.







IDENTIFY MAIN CHARACTERS

In your opinion, who is the main character?

Hint: Who is the story mostly about?

Explain why this is your choice for main character?





Turn and Talk: Use your picture and evidence from the story to tell your partner what you know about your main character.



THE BEGINNING

Draw a picture that identifies the problem in this story.



Hint: What has Elephant
a little bit worried?



In your own words, describe the problem.



Turn and Talk: What is the setting of this story? What clues come from the words? What clues come from the pictures?



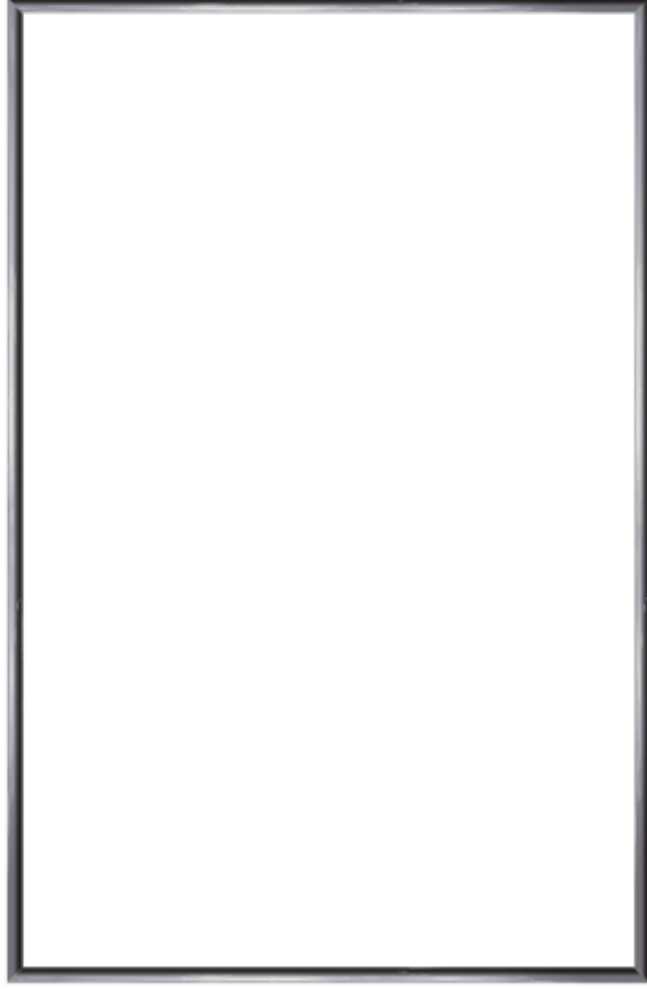
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THE MIDDLE



Draw a picture to show how the villagers figured out who was eating the cabbages.



Hint: What evidence did you see?



Write what is happening in your picture.



Turn and Talk: How is Elephant feeling right now? Was it right for the villagers to accuse Elephant?

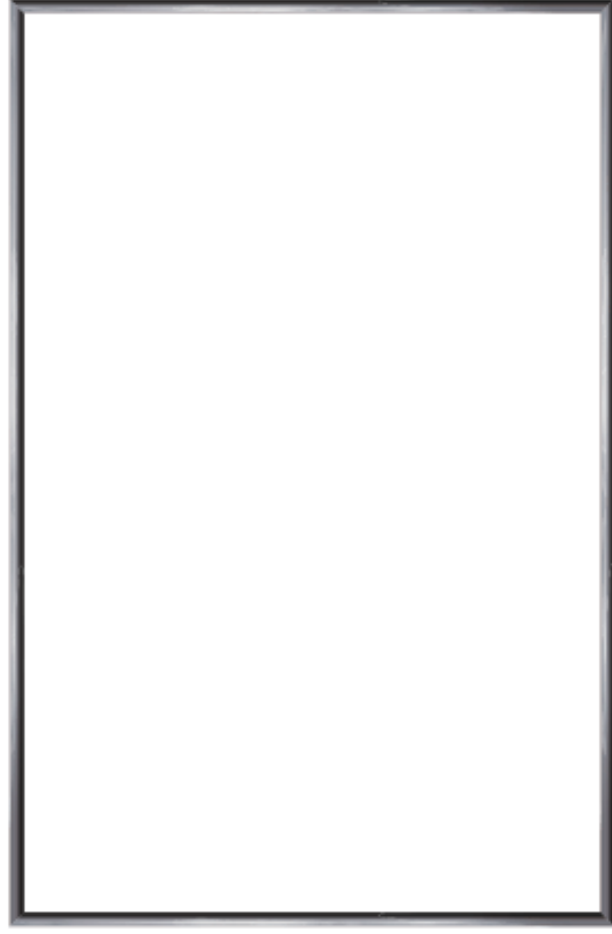


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THE END

Draw a picture of Queen Bee's invention.



Hint: What did the villagers build to keep Elephant from eating the cabbages?



Write what is happening in your picture.



Turn and Talk: What would you invent to keep Elephant out of the cabbage field?



NAME: _____

DATE: _____



Use the
flowchart to
complete the
organizer.

PROBLEM SOLVING LOG

ELEPHANTS: WHAT DO YOU KNOW?

HUMANS: WHAT DO YOU KNOW?

PROBLEM

SOLUTION

OUTCOMES

What
happened as
a result?

Name _____

Date _____

QUESTIONS TO PONDER

Use the flowchart to answer the following questions.

1 What problem do the elephants' face?

2 What problem do the farmers have?

3 How were these problems solved?

4 How would you prevent the elephants from eating the crops?

5 Using evidence from the flowchart, explain what coexistence means? Provide another example of coexistence.

Name _____

Date _____

STORY ORGANIZER

As you read or listen to this story, identify the actions, thoughts, words and feelings of the main characters.



Elephant



Queen Bee

Beginning		X
Middle		
End		



What does the author want you to learn by reading this story?



Name _____

Date _____

CHARACTER ANALYSIS

Feelings

Actions

ELEPHANT



Sayings

Thoughts

Name _____

Date _____

CHARACTER ANALYSIS

Feelings

Actions

QUEEN BEE



Sayings

Thoughts