



# DRAFT

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## For Review Purposes Only

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These draft materials are intended to provide teachers with insight into the content and structure of the Listening & Learning strand of Core Knowledge Language Arts materials.

Revised materials produced specifically for NYSED, including materials from the Skills Strand, will be posted on this site in 2013. These new materials will include explicit alignment with Common Core State Standards, additional support for English Language Learners, and images and texts compliant with Creative Commons Licensing.

For more information on how to explore these materials, please see the Getting Started resources posted alongside these files on [EngageNY.org](http://EngageNY.org).





# The Core Knowledge Language Arts Program

## Listening & Learning Strand



# Tell It Again! Read-Aloud Anthology

# Fables and Stories



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# Introduction to Fables and Stories



This introduction includes the necessary background information to be used in teaching the Fables and Stories domain. The *Tell It Again! Read-Aloud Anthology* for Fables and Stories contains twelve daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of sixty minutes.

In this domain, we have used actual trade books as the read-alouds in Lessons 7–8 and 10–12. We have included page references as well as the end of the applicable sentence from the trade book in bold as the cue for when to use the Guided Listening Support prompts. In these cases, we especially recommend that you take a few minutes to see how the material is organized prior to your presentation of the read-aloud.

We have included two Pausing Points in this domain: one after Lesson 6 at the end of the fables section, and another after Lesson 12 at the end of the stories section. You may wish to pause and spend one to two days reviewing, reinforcing, or extending the material taught prior to each of the two Pausing Points. You should spend no more than sixteen days total on this domain.

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for Fables and Stories
- *Tell It Again! Image Cards* for Fables and Stories
- *Tell It Again! Workbook* for Fables and Stories
- *Tell It Again! Posters* for Fables and Stories

The following trade books are used as read-alouds:

- *Señor Cat's Romance and Other Favorite Stories from Latin America*, by Lucia M. Gonzalez (Scholastic, 2001) ISBN 0439278638 (Lesson 7)
- *It Could Always Be Worse: A Yiddish Folk Tale*, by Margot Zemach (Farrar, Straus and Giroux, 1990) ISBN 0374436360 (Lesson 8)
- *Anansi and the Moss-Covered Rock*, retold by Eric A. Kimmel (Holiday House, 1990) ISBN 0823407989 (Lesson 10)
- *The Classic Tales of Brer Rabbit*, by Joel Chandler Harris (Running Press Kids, 2008) ISBN 0762432196 (Lessons 11 and 12)

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Student Choice/ Domain-Related Trade Book Extensions, Image Cards, Posters, Parent Letters, Instructional Masters, and Assessments are also listed in the information below.

## ***Why Fables and Stories Are Important***

This domain will introduce your students to fables and stories that have delighted generations. By listening to these classics, students will increase their vocabulary and reading comprehension skills, learn valuable lessons about ethics and behavior, become familiar with the key elements and parts of a story, and acquire cultural literacy. For example, a student who has listened to *The Wolf in Sheep's Clothing* in this grade will be prepared to later understand a newspaper writer who characterizes a corrupt politician as “a wolf in sheep's clothing.”

In the first six read-alouds of the anthology, your students will listen to some well-known fables, which are special types of fiction that teach morals or important lessons. Listening to fables such as *The Boy Who Cried Wolf*, *The Goose and the Golden Eggs*, and *The Fox and the Grapes* will help students learn the elements of this genre. In the last six read-alouds, they will be introduced to classic folktales, such as *Medio-Pollito (The Little Half-Chick)* and *It Could Always Be Worse*, and will develop an understanding

of different types of fiction. Reading these fables and stories will help first-grade students develop a strong foundation for the understanding and enjoyment of fiction.

## **What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten**

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The following kindergarten domains are particularly relevant to the read-alouds your students will hear in *Fables and Stories*:

- Nursery Rhymes and Fables
- Stories

Listed below are the specific kindergarten content objectives that your students targeted in these domains. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy.

Students will:

- Listen to and then demonstrate familiarity with fables
- Describe the characters and events in nursery rhymes and fables
- Explain that fables teach a lesson that is stated as the moral of the story
- Identify the moral of fables
- Explain how animals often act as people in fables (personification)
- Listen to and then demonstrate familiarity with stories, including the ideas they express
- Understand that fiction can be in many different forms, including folktales, trickster tales, and tall tales
- Identify the setting of a given story
- Identify the characters of a given story
- Identify the plot of a given story

# Instructional Objectives for Fables and Stories

The following chart contains all of the Core Content Objectives and Language Arts Objectives for this domain, broken down by lesson.

Fables and Stories Overview												
Objectives	Lessons											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>Core Content</b>												
Demonstrate familiarity with particular fables and stories	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify characteristics of fables: short, moral, personification	✓	✓	✓	✓	✓	✓						
Explain in their own words the moral of a particular fable	✓	✓	✓	✓	✓	✓						
Identify character, plot, and setting as basic story elements	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Describe the characters, plot, and setting of a given fable or story	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understand that fables and folktales are two types of fiction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Language Arts</b>												
Use agreed-upon rules for group discussions . . . (L.1.1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ask questions to clarify . . . classroom routines (L.1.2)						✓	✓					
Carry on and participate in a conversation . . . (L.1.3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify and express physical sensations . . . (L.1.4)	✓	✓	✓	✓								
Follow multi-step, oral directions (L.1.5)							✓					
Learn common sayings and phrases such as “Wolf in sheep’s clothing,” “Sour grapes,” and “Do unto others as you would have them do unto you” (L.1.9)					✓	✓	✓					
Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related . . . (L.1.10)		✓	✓	✓	✓	✓						
Listen to and understand a variety of texts . . . (L.1.11)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make predictions (orally or in writing) prior to and during a read-aloud . . . (L.1.12)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Describe illustrations (orally or in writing) (L.1.13)	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓
Use pictures accompanying the read-aloud to check and support understanding . . . (L.1.14)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn new words from read-alouds and discussions (L.1.15)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn synonyms and antonyms (L.1.16)										✓		

Objectives	Lessons											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>Language Arts</b>												
Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud. . . (L.1.17)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ask questions to clarify information or the topic in a read-aloud (L.1.18)		✓		✓		✓		✓		✓	✓	
Use narrative language to describe (orally or in writing) characters, a setting, facts, or events in a read-aloud (L.1.19)				✓								
Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions . . . (L.1.20)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Compare and contrast (orally or in writing) similarities and differences . . . (L.1.21)			✓									
Make personal connections (orally or in writing) . . . (L.1.22)								✓				
Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.1.24)						✓						
Distinguish fantasy from realistic text (L.1.25)							✓			✓		✓
Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.1.27)					✓							✓
Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation (L.1.28)	✓							✓		✓		
Share writing with others (L.1.29)			✓									
Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.1.30)		✓					✓				✓	
Demonstrate understanding (orally or in writing) of literary language . . . (L.1.32)	✓	✓	✓	✓								
Change some story events and provide a different story ending (orally or in writing) (L.1.33)			✓									
Create, tell, and/or draw and write an original story with characters . . . (L.1.34)									✓			

## Core Vocabulary for Fables and Stories

The following list contains all of the boldfaced words in Fables and Stories in the forms in which they appear in the text. The inclusion of the words on this list *does not* mean that students are expected to immediately be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

<b>Lesson 1</b>	<b>Lesson 5</b>	<b>Lesson 9</b>
company	disguise	exert
prank	fleece	mischievous
shepherd	flock	naughty
startled	pretend	sobs
tended	prowled	thief
<b>Lesson 2</b>	<b>Lesson 6</b>	<b>Lesson 10</b>
balanced	bunch	satisfied
jealous	juicy	shy
milkmaid	lunged	wicked
plumpest	pluck	yams
<b>Lesson 3</b>	<b>Lesson 7</b>	<b>Lesson 11</b>
delight	brook	envious
golden	lack	furious
goose	waste	lumbering
greedy	whim	obliged
handsome sum		ripen
<b>Lesson 4</b>	<b>Lesson 8</b>	<b>Lesson 12</b>
budge	advice	appreciate
manger	misfortune	encounters
oxen	quarreling	game
plow	rabbi	mess
stingy	unfortunate	sense

## ***Student Choice and Domain-Related Trade Book Extensions***

In the *Tell It Again! Read-Aloud Anthology* for Fables and Stories, Student Choice activities are suggested in Lessons 5B and 12B. Domain-Related Trade Book activities are also suggested in Lessons 5B and 12B. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

## ***Fables and Stories Image Cards***

There are thirteen Image Cards for Fables and Stories. The Image Cards include illustrations from the read-alouds that may be used to sequence and retell the story as well as to enhance factual knowledge required for the understanding of a fable. In the *Tell It Again! Read-Aloud Anthology* for Fables and Stories, Image Cards are referenced in the Pausing Points and in Lesson 3.

## ***Fables and Stories Posters***

There are six Posters for Fables and Stories. The Posters may be used to give students visuals of the six fables, as well as of two of the sayings and phrases.

## ***Instructional Masters and Parent Take-Home Letters***

Blackline Instructional Masters and Parent Take-Home Letters are included in the *Tell It Again! Workbook*.

In the *Tell It Again! Read-Aloud Anthology* for Fables and Stories, Instructional Masters are referenced in the Domain Assessment, Pausing Points, and in the following lessons: 2B and 6B. The Parent Letters are referenced in the following lessons: 1B and 7B.

## ***Assessments***

In the *Tell It Again! Read-Aloud Anthology* for Fables and Stories, Instructional Masters 6B-1 and DA-1 are used for this purpose. Use the following *Tens Conversion Chart* to convert a raw score on each assessment into a Tens score.

# Tens Conversion Chart

		Number Correct																																				
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
1	Number of Questions	0	10																																			
2	Number of Questions	0	5	10																																		
3	Number of Questions	0	3	7	10																																	
4	Number of Questions	0	3	5	8	10																																
5	Number of Questions	0	2	4	6	8	10																															
6	Number of Questions	0	2	3	5	7	8	10																														
7	Number of Questions	0	1	3	4	6	7	9	10																													
8	Number of Questions	0	1	3	4	5	6	8	9	10																												
9	Number of Questions	0	1	2	3	4	6	7	8	9	10																											
10	Number of Questions	0	1	2	3	4	5	6	7	8	9	10																										
11	Number of Questions	0	1	2	3	4	5	5	6	7	8	9	10																									
12	Number of Questions	0	1	2	3	3	4	5	6	7	8	8	9	10																								
13	Number of Questions	0	1	2	2	3	4	5	5	6	7	8	8	9	10																							
14	Number of Questions	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10																						
15	Number of Questions	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10																					
16	Number of Questions	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10																				
17	Number of Questions	0	1	1	2	2	3	4	4	5	5	6	6	7	8	8	9	9	10																			
18	Number of Questions	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10																		
19	Number of Questions	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10																	
20	Number of Questions	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10																
21	Number of Questions	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10															
22	Number of Questions	0	0	1	1	2	2	3	3	4	4	5	5	5	6	6	7	7	8	8	9	9	10	10														
23	Number of Questions	0	0	1	1	2	2	3	3	3	4	4	5	5	6	6	7	7	7	8	8	9	9	10	10													
24	Number of Questions	0	0	1	1	2	2	3	3	3	4	4	5	5	5	6	6	7	7	8	8	8	9	9	10	10												
25	Number of Questions	0	0	1	1	2	2	2	3	3	4	4	4	5	5	6	6	6	7	7	8	8	8	9	9	10	10											
26	Number of Questions	0	0	1	1	2	2	2	3	3	3	4	4	5	5	5	6	6	7	7	7	8	8	8	9	9	10	10										
27	Number of Questions	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	9	9	9	10	10									
28	Number of Questions	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	8	8	8	9	9	9	10	10								
29	Number of Questions	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10							
30	Number of Questions	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10						

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the *Tens Conversion Chart*, you can easily convert any raw score, from 0 to 30, into a Tens score. You may choose to use the Tens Recording Chart which is at the end of the appendix.

## **Recommended Trade Books for Fables and Stories**

If you recommend that parents read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts.

### **Used as a Domain Read-Aloud**

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1. *Anansi and the Moss-Covered Rock*, retold by Eric A. Kimmel (Holiday House, 1990) ISBN 0823407989
2. *The Classic Tales of Brer Rabbit*, by Joel Chandler Harris (Running Press Kids, 2008) ISBN 0762432196
3. *It Could Always Be Worse: A Yiddish Folk Tale*, by Margot Zemach (Farrar, Straus and Giroux, 1990) ISBN 0374436360
4. *Señor Cat's Romance and Other Favorite Stories from Latin America*, by Lucia M. Gonzalez (Scholastic, 2001) ISBN 0439278638

### **Supplementary Stories and Other Versions of Stories in the Domain**

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5. *Anansi the Spider: A Tale from the Ashanti*, by Gerald McDermott (Henry Holt, 1972) ISBN 080500310X
6. *The Boy Who Cried Wolf*, by B.G. Hennessy and illustrated by Boris Kulikov (Simon and Schuster, 2006) ISBN 0689874332
7. *The Classic Treasury of Aesop's Fables (Children's Illustrated Classics)*, by Don Daily (Courage, 1999) ISBN 0762404132
8. *The Crow and the Pitcher*, retold by Stephanie Gwyn Brown (Tricycle Press, 2003) ISBN 1582460876
9. *The Hare and the Tortoise*, by Helen Ward (Millbrook Press, 1999) ISBN 0761309888
10. *The House at Pooh Corner*, by A.A. Milne (Dutton Children's Books, 1998) ISBN 0525444440
11. *Peter Rabbit's Giant Storybook (World of Peter Rabbit and Friends)*, by Beatrix Potter (Warne, 2000) ISBN 0723245835
12. *The Tale of Peter Rabbit*, by Beatrix Potter and illustrated by Michael Hague (Chronicle Books, 2005) ISBN 0811849067

# 1

## *The Boy Who Cried Wolf*



### **Lesson Objectives**

#### **Core Content Objectives**

---

Students will:

- Demonstrate familiarity with *The Boy Who Cried Wolf*
- Identify characteristics of fables: short, moral, personification
- Explain in their own words the moral of *The Boy Who Cried Wolf*
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of *The Boy Who Cried Wolf*
- Understand that fables are one type of fiction

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.1.4)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)

- Describe illustrations (orally or in writing) (L.1.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation (L.1.28)
- Demonstrate understanding (orally or in writing) of literary language, e.g., author, illustrator, characters, setting, plot, dialogue, and personification, by using this language in retelling stories or creating their own stories (L.1.32)

## Core Vocabulary

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**company, n.** People who join you

*Example:* I always like to have company when I go for a walk in the park.

*Variation(s):* none

**prank, n.** A trick or practical joke

*Example:* I am going to play a prank on my brother by filling his shoes with rocks.

*Variation(s):* pranks

**shepherd, n.** Someone who guards, herds, and tends sheep

*Example:* The young shepherd had to follow the sheep wherever they went.

*Variation(s):* shepherds

**startled, v.** Surprised

*Example:* Jim was startled by the large spider on his bed.

*Variation(s):* startle, startles, startling

**tended, v.** Watched over or looked after

*Example:* The boy tended the sheep.

*Variation(s):* tend, tends, tending

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>Domain Introduction</b>		10
	<b>Essential Background Information or Terms</b>	world map	
	<b>Making Predictions About the Read-Aloud</b>	Fables Poster 1	
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>The Boy Who Cried Wolf</b>	Fables Poster 1	15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Startled</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>On Stage</b>		20
<i><b>Take-Home Material</b></i>	<b>Parent Letter</b>	Instructional Master 1B-1	

# 1A

## The Boy Who Cried Wolf



### Introducing the Read-Aloud

10 minutes

#### Domain Introduction

---

Ask the students if they like to listen to stories. Ask if they like to make up their own stories to tell their friends or family. Tell the students that people have been enjoying listening to stories and making up stories to tell others for many, many years. Explain that over the next couple of weeks they will be hearing stories that different people made up long ago. People enjoyed telling and hearing these stories again and again and then someone had the idea of writing them down so that they wouldn't be forgotten. Now the class will get to enjoy listening to them and may then be able to tell the stories to their own friends and family.

Tell the students that because these stories were made up they are called fiction. Have the students repeat the word *fiction*. Ask: "What do we call stories that didn't really happen but have been made up?"

#### Essential Background Information or Terms

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Explain to students that a storyteller named Aesop [EE-sop] lived in Greece a very long time ago. Have students repeat the name *Aesop*. (You may wish to point out Greece on a world map.) In Aesop's day, people did not have written storybooks, but they did have lots and lots of stories that they told aloud to one another. Aesop collected and told many of these stories. He became especially well-known for his fables. Like all fables, Aesop's fables were short and were intended to teach a lesson called "the moral of the story." Tell them that the stories they will hear in the next few days are among the many stories known as "Aesop's Fables."

## **Making Predictions About the Read-Aloud**

---

Show students Fables Poster 1. Ask them to describe what is happening in the picture. Point out the shepherd and explain that someone who tends, or takes care of, sheep is called a shepherd. Have students repeat the word *shepherd*. Ask students to use the picture to make predictions about what happens in the fable.

## **Purpose for Listening**

---

Tell students to listen carefully to the fable to find out if their predictions are correct.

### The Boy Who Cried Wolf

---

- 1 The shepherd boy tended or took care of the sheep.
- 2 How does the shepherd boy feel about tending the sheep? Do you think you would feel lonely if you were tending the sheep? Why or why not?
- 3 What do you think is the shepherd boy's plan to get some company (or people to join him)?
- 4 If there really wasn't a wolf, why would he say that?
- 5 A prank is a trick. Why does the shepherd boy play the prank again?
- 6 or surprised
- 7 Do you think the men will come and help the shepherd boy? Why or why not?
- 8 Why don't the men come to help? How do you think the shepherd boy feels now?
- 9 (Have students echo the moral and then discuss its meaning. Students may comment on this read-aloud being short. Remind them that this read-aloud was short because fables are short.)

There was once a young **shepherd** boy who **tended** his sheep at the foot of a mountain near a dark forest. <sup>1</sup> It was lonely for him watching the sheep all day. No one was near, except for three farmers he could sometimes see working in the fields in the valley below. <sup>2</sup>

One day the boy thought of a plan by which he could get a little **company** and have some fun. <sup>3</sup> He ran down toward the valley crying, "Wolf! Wolf!" <sup>4</sup>

The men ran to meet him, and after they found out there was no wolf after all, one man remained to talk with the boy awhile.

The boy enjoyed the company so much that a few days later he tried the same **prank** again, and again the men ran to help him. <sup>5</sup>

A few days later, a real wolf came from the forest and began to steal the sheep. The **startled** <sup>6</sup> boy ran toward the valley, and more loudly than ever he cried, "Wolf! Wolf!" <sup>7</sup>

But the men, who had been fooled twice before, thought that he was tricking them again. No one came to help the boy. And so the wolf had a very good meal. <sup>8</sup>

**MORAL:** If you often lie, people won't believe you even when you are telling the truth. <sup>9</sup>

### Comprehension Questions

(10 minutes)

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. What is the shepherd boy doing at the beginning of the fable? (tending his sheep) How does he feel? (lonely) What does he decide to do because he is lonely? (pretends that he sees a wolf to get company) What happens when a wolf really comes? (No one comes to help because they think the shepherd boy is lying again.)
3. The people or animals in a story are called the characters of the story. Who are the characters in *The Boy Who Cried Wolf*? (shepherd boy, men, sheep, wolf)
4. (Show Fables Poster 1 again.) The beginning, middle, and end events of a story are called the plot of the story. Does this illustration depict the beginning, middle, or end of the fable? How do you know? (the middle because the boy is calling for help, but there is no wolf)
5. The setting of a story is where it takes place. What is the setting of this fable? (a field at the foot of the mountain near a dark forest) Could this fable have taken place in a different setting? (Answers may vary.)
6. A shepherd boy's job is to tend, or take care of, the sheep. Does this shepherd boy do a good job? (No, the wolf eats one of his sheep.)

7. What could the boy have done differently to keep the sheep from being eaten? (He should not have cried “Wolf!” when there was no wolf. He should not have lied; then maybe he would have had help from the men when the wolf really arrived.)
8. All of Aesop’s fables, or stories, were meant to teach a moral, or a lesson, about how to behave. What is the moral of this fable? (“If you often lie, people won’t believe you even when you are telling the truth.”) [Accept paraphrasing by the students, i.e., “Don’t lie.”] Is this an important lesson for you to remember? Why or why not? (Yes, because people shouldn’t tell lies.)
9. Is this a true story or is it fiction? (It is fiction because it was made up to teach a lesson.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Think Pair Share:* Pretend that you live near the shepherd boy and hear the story of the wolf getting his sheep. What would you tell the shepherd boy if you had the chance to talk to him? (Answers may vary.)

### **Word Work: Startled**

(5 minutes)

1. The read-aloud says that the wolf *startled* the boy.
2. Say the word *startled* with me.
3. *Startled* means surprised, and often frightened, by something that happens suddenly.
4. I was startled by the bee that landed on my nose.
5. Think of a time when you were startled by someone or something. Try to use the word *startled* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “My baby sister’s crying startled me as I was sleeping.”)
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read a sentence. If I describe a situation in which someone is surprised or frightened, say, “startled.” If I describe a situation in which someone is not surprised or frightened, say, “not startled.”

1. The sound of the loud siren made me jump. (startled)
2. My father read a story to me before bedtime. (not startled)
3. Grandmother helped me comb my hair. (not startled)
4. The cat pounced from behind the tree, scaring the bird. (startled)
5. When I entered the room, my brother jumped out from behind the couch and shouted, “Boo!” (startled)



### **Complete Remainder of the Lesson Later in the Day**

# 1B

## *The Boy Who Cried Wolf*



### **Extensions**

**20** minutes

#### **On Stage**

---

Tell the students that you are going to read *The Boy Who Cried Wolf* again, and this time the students will act out the fable. Ask the students what characters will be needed. (shepherd boy, men, wolf, sheep) Designate students to be the various characters. You may include additional men and animals as characters to increase active participation.

Ask the students what settings will be needed. (grassy field for shepherd and sheep, another field for men) Designate locations in the classroom for the two settings.

Encourage the “characters” to listen carefully to know what actions to use, such as the men running to the shepherd boy. Also, talk about using facial expressions to show how the characters are feeling, such as the shepherd boy being startled.

You may also have the characters create some of their own dialogue that goes along with the story.

#### **Parent Letter**

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Send home Instructional Master 1B-1.

# 2

## *The Maid and the Milk Pail*



### **Lesson Objectives**

#### **Core Content Objectives**

---

Students will:

- Demonstrate familiarity with *The Maid and the Milk Pail*
- Identify characteristics of fables: short, moral, personification
- Explain in their own words the moral of *The Maid and the Milk Pail*
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of *The Maid and the Milk Pail*
- Understand that fables are one type of fiction

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.1.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.1.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)

- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)
- Describe illustrations (orally or in writing) (L.1.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Ask questions to clarify information or the topic in a read-aloud (L.1.18)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.1.30)
- Demonstrate understanding (orally or in writing) of literary language, e.g., author, illustrator, characters, setting, plot, dialogue, and personification, by using this language in retelling stories or creating their own stories (L.1.32)

## Core Vocabulary

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**balanced, v.** Stable or fixed in place; not likely to fall

*Example:* The tightrope walker balanced on the high wire.

*Variation(s):* balance, balances, balancing

**jealous, adj.** To want what another person has

*Example:* Timothy was jealous of Carla’s new puppy.

*Variation(s):* none

**milkmaid, n.** A girl or woman who milks cows

*Example:* The milkmaid took three buckets of milk back to the house.

*Variation(s):* milkmaids

**plumpest, adj.** Chubbiest, most round

*Example:* Julie would only sleep on the plumpest pillows.

*Variation(s):* plump, plumper

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>		10
	<b>Essential Background Information or Terms</b>		
	<b>Making Predictions About the Read-Aloud</b>	Fables Poster 2	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Maid and the Milk Pail</b>	Fables Poster 2	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Balanced</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Somebody Wanted But So Then</b>	Instructional Master 2B-1 (optional) chart paper	20

# 2A

## *The Maid and the Milk Pail*



### **Introducing the Read-Aloud**

**10** minutes

#### **What Have We Already Learned?**

---

Remind students of the fable that they heard in the previous lesson, *The Boy Who Cried Wolf*. Ask students why *The Boy Who Cried Wolf* is considered a fable. You may need to remind them that a fable is a short story intended to teach a lesson, called “the moral of the story.” Ask them if they remember the moral of *The Boy Who Cried Wolf*. Ask students if they remember the name of the man who collected these fables. (Aesop)

#### **Essential Background Information or Terms**

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Tell the students that you are going to read another one of Aesop’s fables today. Explain that this fable is about a milkmaid, a girl who milks cows. Tell students that the milkmaid’s job is an important one because cows need to be milked every day. Ask the students if any of them have ever milked a cow or seen someone milk a cow. You may also want to explain that many large farms now use machines to milk cows.

#### **Making Predictions About the Read-Aloud**

---

Show students Fables Poster 2. Ask them to describe what is happening in the picture. Ask them to use the picture to make predictions about what happens in the fable.

#### **Purpose for Listening**

---

Tell students to listen carefully to the fable to find out if their predictions are correct.

## The Maid and the Milk Pail

Peggy, the **milkmaid**, was going to market. There she planned to sell the fresh sweet milk in the pail that she had learned to carry **balanced** on her head. <sup>1</sup>

As she went along, she began thinking about what she would do with the money she would get for the milk. “I’ll buy the **plumpest** <sup>2</sup> chickens from Farmer Brown,” she said, “and they will lay eggs each morning. When those eggs hatch, I’ll have more chickens. Then I’ll sell some of the chickens and some of the eggs, and that will get me enough money to buy the blue dress I’ve wanted, and some blue ribbon to match. <sup>3</sup> Oh, I’ll look so lovely that all the boys will want to dance with me at the fair, and all the girls will be **jealous**. <sup>4</sup> But I don’t care; I’ll just toss my head at them, like this!”

She tossed back her head. <sup>5</sup>

The pail flew off, and the milk spilled all over the road. <sup>6</sup> So Peggy had to return home and tell her mother what had happened. “Ah, my child,” said her mother. “Don’t count your chickens before they’re hatched.” <sup>7</sup>

**MORAL:** Don’t count your chickens before they’re hatched. <sup>8</sup>

1 Peggy knew how to keep the pail on her head without it tipping over as she walked.

2 or fattest

3 What does Peggy plan to do with the milk? Do you think that Peggy’s plans makes sense?

4 Peggy thinks that the other girls will wish that they looked as lovely as she, once she wears her new blue dress, attracting all the boys at the fair.

5 (Demonstrate an exaggerated toss of the head and ask the students what they think happens.)

6 How do you think Peggy feels now? Why?

7 What do you think her mother means by that?

8 (Have students echo the moral and then discuss its meaning.)

(Emphasize once more that this story is characteristic of fables because it is short and it teaches a lesson.)

### Comprehension Questions

(10 minutes)

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. Were your predictions correct? Why or why not? (Answers may vary.) What does the milkmaid want to buy with the money she makes from the sale of the milk? (plump chickens – and, ultimately, a blue dress and blue ribbons)
2. There are only two characters, or people, in this fable. Who are they? (the milkmaid and her mother)
3. [Show Fables Poster 2 again.] The beginning, middle, and end events of a story are called the plot of the story. Does this illustration depict the beginning, middle, or end of the fable? How do you know? (the middle because the milkmaid spills the milk after she is thinking about what to do with the money and before she goes home to tell her mother)
4. How do the milkmaid's feelings change from the beginning to the end of the fable? (At first, she is excitedly making plans for all that she will do with her money. Then she spills the milk and, in one quick instant, all her hopes are dashed.)
5. How could the milkmaid have kept the milk from spilling? (She might have concentrated more on walking, rather than getting lost in her thoughts.)
6. All of Aesop's fables, or stories, were meant to teach a moral, or a lesson, about how to behave. What is the lesson, or moral, of this fable? ("Don't count your chickens before they're hatched.") [Accept any paraphrasing, such as "Do not count on getting everything you want, or have everything turn out exactly as you plan, because you may be disappointed."]

7. If the milkmaid's plans had worked out and the story was just about her successful plan, would the story be called a fable? Why or why not? (No, because it would not teach a lesson.)
8. Is this a true story or is it fiction? (fiction because it is made up to teach a lesson)
9. Pretend you have just seen the milkmaid spill her bucket of milk. What would you say to her? (Answers may vary.)
10. *Where? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. In a moment you are going to ask your neighbor a question about the fable that starts with the word *where*. For example, you could ask, "Where did this fable take place?" Turn to your neighbor and ask your "where" question. Listen to your neighbor's response. Then your neighbor will ask a new "where" question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

### Word Work: Balanced

(5 minutes)

1. The fable says that Peggy has learned to carry the pail *balanced* on her head.
2. Say the word *balanced* with me.
3. *Balanced* means steadied or positioned so that it won't fall over.
4. I balanced on one foot when I took off my shoe.
5. Have you ever balanced something on your head or elsewhere? Perhaps you've seen things balanced. Try to use the word *balanced* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "One time I balanced . . .")
6. What's the word we've been talking about?

Use a balancing activity for follow-up. Have students try to balance an object on their heads. You may even want to turn this into a relay game. If they are able to balance the object, have them say, "I balanced the . . ."



### Complete Remainder of the Lesson Later in the Day

# 2B

## The Maid and the Milk Pail



### Extensions

20 minutes

#### Somebody Wanted But So Then (Instructional Master 2B-1, optional)

Write the following blank summary chart on a piece of chart paper:

<b>Somebody</b>	
<b>Wanted</b>	
<b>But</b>	
<b>So</b>	
<b>Then</b>	

Explain to the students that together you will retell the story in writing. Tell them that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and tell them that that you will read the words to them.

<b>Somebody</b>	The milkmaid
<b>Wanted</b>	Wanted a blue dress and ribbons
<b>But</b>	But she did not have enough money to buy them
<b>So</b>	So, with her milk pail balanced on her head, she dreamed that she already had the blue dress and ribbons.
<b>Then</b>	Then, all the milk spilled and she had nothing!

As you read the students' responses on the chart, be sure to use complete sentences and domain-related vocabulary to expand upon their responses. As students retell the fable, ask questions to elicit oral elaboration on what they have written.

An optional instructional master has been included if you have students who are ready to fill in the chart on their own.

# 3

## *The Goose and the Golden Eggs*



### **Lesson Objectives**

#### **Core Content Objectives**

---

Students will:

- Demonstrate familiarity with *The Goose and the Golden Eggs*
- Identify characteristics of fables: short, moral, personification
- Explain in their own words the moral of *The Goose and the Golden Eggs*
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of *The Goose and the Golden Eggs*
- Understand that fables are one type of fiction

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.1.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.1.10)

- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)
- Describe illustrations (orally or in writing) (L.1.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.1.21)
- Share writing with others (L.1.29)
- Demonstrate understanding (orally or in writing) of literary language, e.g., author, illustrator, characters, setting, plot, dialogue, and personification, by using this language in retelling stories or creating their own stories (L.1.32)
- Change some story events and provide a different story ending (orally or in writing) (L.1.33)

## Core Vocabulary

**delight, n.** Great pleasure or happiness

*Example:* Going to my grandparents' house for a visit always brings me delight.

*Variation(s):* none

**golden, adj.** Having the color of gold

*Example:* The leaves of the apple tree turned a golden color in the fall.

*Variation(s):* none

**goose, n.** A duck-like bird that lives on or near the water

*Example:* The goose built a nest near the pond.

*Variation(s):* geese

**greedy, adj.** Wanting to have more than you need or deserve

*Example:* King Midas was a greedy man who wanted lots of gold.

*Variation(s):* greedier, greediest

**handsome sum, n.** A large amount of money

*Example:* My dad paid a handsome sum for his new car.

*Variation(s):* handsome sums

<i>At a Glance</i>	Exercise	Materials	Minutes
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>		10
	<b>What Do We Know?</b>	Image Card 1	
	<b>Making Predictions About the Read-Aloud</b>	Fables Poster 3 Image Card 1	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Goose and the Golden Eggs</b>	Fables Poster 3	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Greedy</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>A New Ending</b>	drawing paper, drawing tools	20

# 3A

## The Goose and the Golden Eggs



### Introducing the Read-Aloud

10 minutes

#### What Have We Already Learned?

---

Remind the students that they heard the fable, *The Maid and the Milk Pail*. Ask:

- What animal provided something that the milkmaid thought would be useful? (cow)
- What did the cow provide? (milk)
- Did the milk end up being useful to the girl? (No, because she spilled it.)
- What lesson did the milkmaid learn from this? (“Don’t count your chickens before they hatch.”)

#### What Do We Know?

---

Tell the students that the fable they are going to listen to today is about another animal that provides something useful. Tell them that this fable is about a goose. Show Image Card 1 (goose and egg). Ask students if they have ever seen a goose and if they know anything about this animal. Ask if they know what a goose provides that may be useful to people. Talk about the color of the goose egg, the fact that a goose egg is lightweight, and that a goose usually lays one egg each day.

## **Making Predictions About the Read-Aloud**

---

Tell students to look closely at Fables Poster 3. Have them describe what they see.

You may prompt discussion with the following questions:

- What characters do you see?
- What is the setting of the fable? How can you tell?
- Look at the egg. Does it look like the real goose egg that you see on the image card? (Show Image Card 1 again for comparison.)
- Look at the expression on the farmer's face. Does the farmer think the egg will be useful? Why or why not?

## **Purpose for Listening**

---

Tell students to listen closely to the fable to find out if their predictions are correct.

## The Goose and the Golden Eggs

---

Once a farmer went to the nest of his **goose** and found there an egg, all yellow and shiny. When he picked it up, it was heavy as a rock. He was about to throw it away because he thought that someone was playing a trick on him. <sup>1</sup> But on second thought, he took it home, and discovered to his **delight** that it was an egg of pure gold! <sup>2</sup>

He sold the egg for a **handsome sum** <sup>3</sup> of money. Every morning the goose laid another **golden** egg, and the farmer soon became rich by selling the eggs. <sup>4</sup>

As he grew rich, he also grew **greedy**. <sup>5</sup> “Why should I have to wait to get only one egg a day?” he thought. “I will cut open the goose and take all the eggs out of her at once.” <sup>6</sup>

And so he killed the goose and cut her open, only to find <sup>7</sup> —nothing. <sup>8</sup>

**MORAL:** He who wants more often loses all. When you want something, be patient. If you are greedy, you might lose what you already have. <sup>9</sup>

- 1 Why does the farmer think that the egg is not a goose egg? How does a normal goose egg look and feel?
- 2 The egg of pure gold gave the farmer delight or much happiness.
- 3 or lots and lots
- 4 How do you think the farmer feels now?
- 5 Greedy describes the farmer because he already had more than he needed, but he wanted to have much more.
- 6 Do you think that this is a good plan?
- 7 What do you think the farmer finds?
- 8 How do you think the farmer feels now?
- 9 (Have students echo the moral and then discuss its meaning.)

(Emphasize once more that this story is characteristic of fables because it is short and teaches a lesson.)

### Comprehension Questions

(10 minutes)

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. The setting of the fable is where it takes place. What is the setting of this fable? (a farm)
3. There are two main characters in this fable. Who are they? (the farmer and his goose)
4. What is special about the eggs that the goose lays? (They are made of gold.) Could this really happen? (no) So, is this fable fact or fiction? (fiction)
5. What would you do if you discovered a golden egg? (Answers may vary.)
6. Was it a good idea for the farmer to try and get all of the eggs from the goose at once? (no) What do you think he *should* have done? (He should have waited for the goose to lay one golden egg every day.)
7. Fables are written to teach a lesson. What is the lesson, or moral, of this fable? ("He who wants more often loses all. When you want something, be patient. If you are greedy, you might lose what you already have.") [Encourage students to put this in their own words, such as, "Don't be greedy."]
8. Do you think the farmer would have become rich if he had not been so greedy? (Answers may vary.)
9. [Show Fables Poster 3 again.] Does this poster illustrate the beginning, middle, or end of the fable? How do you know? (It shows the beginning because the farmer is surprised to see the golden egg.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Think Pair Share:* Compare the milkmaid in yesterday's fable with the farmer in today's fable. How are these two characters alike or different? (Answers may vary.)

### **Word Work: Greedy**

(5 minutes)

1. The fable says that as the farmer grew rich, he also grew *greedy*.
2. Say the word *greedy* with me.
3. A greedy person wants more of something than they need.
4. My greedy brother ate all of the candy in the jar.
5. Have you ever been greedy? Perhaps there was a time when you didn't want to share something. Try to use the word *greedy* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I was greedy when . . .")
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Tell students you're going to describe some things people do. Ask students to say, "That's greedy!" or "That's not greedy!" Have them explain their answers.

1. Nadia refused to share her pencils with her friends. (That's greedy!)
2. Shashka gave her friend a piece of chalk to use. (That's not greedy!)
3. Evan ate all of the grapes before the rest of his family could eat any. (That's greedy!)
4. Brianna shared her crayons with her friends. (That's not greedy!)
5. Phil would not let his little brother read any of his books. (That's greedy!)



**Complete Remainder of the Lesson Later in the Day**

# 3B

## *The Goose and the Golden Eggs*



### **Extensions**

**20** minutes

#### **A New Ending**

---

Ask students to repeat the moral of the fable *The Goose and the Golden Eggs*. You may need to remind them that the moral of the story is, “He who wants more often loses all. When you want something, be patient. If you are greedy, you might lose what you already have.” Ask students what happened to the farmer because he was greedy. (He ended up with nothing.) Ask students what they think he should have done. (He should have been patient, waited, and been happy with one egg every day.)

Tell the students that they are going to make up a new ending to the fable. What would they change about the ending of the fable? Have students brainstorm new endings with a partner, and then draw pictures of their own new endings.

Upon completion of their drawings, have the students write a sentence describing the ending. Some students may need to dictate to an adult what will be written. Others may write a complete sentence or sentences on their own. Give students the opportunity to share their pictures and sentences with a partner or with the class.

# 4

## *The Dog in the Manger*



### **Lesson Objectives**

#### **Core Content Objectives**

---

Students will:

- Demonstrate familiarity with *The Dog in the Manger*
- Identify characteristics of fables: short, moral, personification
- Explain in their own words the moral of *The Dog in the Manger*
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of *The Dog in the Manger*
- Understand that fables are one type of fiction

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.1.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.1.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)

- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)
- Describe illustrations (orally or in writing) (L.1.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Ask questions to clarify information or the topic in a read-aloud (L.1.18)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or events in a read-aloud (L.1.19)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Demonstrate understanding (orally or in writing) of literary language, e.g., author, illustrator, characters, setting, plot, dialogue, and personification, by using this language in retelling stories or creating their own stories (L.1.32)

## Core Vocabulary

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**budge, v.** To move

*Example:* I pushed and pushed but was not able to budge the refrigerator.

*Variation(s):* budges, budged, budging

**manger, n.** An open box where hay is put for animals to eat

*Example:* The farmer put fresh hay in the manger for his horses to eat.

*Variation(s):* mangers

**oxen, n.** Animals, similar to bulls, used for carrying or pulling things

*Example:* Two oxen pulled the farmer’s cart across town.

*Variation(s):* ox

**plow, n.** A farm tool with one or more blades that turns the soil  
*Example:* The farmer used the plow to prepare the soil for planting the corn seeds.

*Variation(s):* plows

**stingy, adj.** Giving or sharing very little

*Example:* Trish was stingy at snack time, sharing only one carrot with her little sister.

*Variation(s):* stingier, stingiest

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>	Fables Posters 1–3	10
	<b>Essential Background Information or Terms</b>	Fables Poster 4	
	<b>Making Predictions About the Read-Aloud</b>	Fables Poster 4	
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>The Dog in the Manger</b>	Fables Poster 4	15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Stingy</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Personification</b>	chart paper, chalkboard, or whiteboard	20

# 4A

## *The Dog in the Manger*



### **Introducing the Read-Aloud**

**10** minutes

#### **What Have We Already Learned?**

---

Ask the students what characters they remember from the three fables that they have already heard. You may choose to show Fables Posters 1–3 for clues. Have the students describe the various characters. Ask the students what lesson the various characters learned.

#### **Essential Background Information or Terms**

---

Tell students that they are going to hear another fable today. This fable is also short and it has a lesson. But in today's fable, there are no people. All of the characters are animals. And the animals talk! Tell them that this is a third characteristic of fables: animals act like people. Many of Aesop's fables have animals that act like people.

Show students Fables Poster 4. Ask them to describe what they see in the picture. Tell them that the dog is standing in a manger—a long, narrow, open container that holds food for animals. It sits on legs, off the ground, making it easy for animals to reach when they are hungry. Tell students that the large animal standing in front of the manger is an ox. Ask the students if the ox is similar to another animal that they have seen. Explain that if there were several of these animals in the illustration, they would be called oxen.

#### **Making Predictions About the Read-Aloud**

---

Point out that the dog and the ox on the poster look like they are talking to one another. Ask students to predict what the two animals are talking about.

#### **Purpose for Listening**

---

Tell students to listen carefully to the fable to find out if their predictions are correct.

## Presenting the Read-Aloud

15 minutes

### The Dog in the Manger

- 1 Why does the dog like to nap in the barn?
- 2 a tool used to turn the soil
- 3 Do you think the dog has a good reason to be angry at the ox? Why or why not?
- 4 or move
- 5 or unwilling to share
- 6 (Have students echo the moral and then discuss its meaning.)

(Emphasize once more that this story is characteristic of fables because it is short, it teaches a lesson, and it gives animals human features: they talk.)

There was once a dog who liked to nap on hot days in the cool barn. He liked to sleep in the **manger**, the long wooden box where hay was put for the farm animals to eat. <sup>1</sup> One hot day after a long afternoon pulling the **plow**, <sup>2</sup> the **oxen** returned to the barn, hungry for their dinner. But the dog was lying in the manger on the hay.

“Excuse me,” said one of the tired oxen, “would you please move so that I can eat my hay?”

The dog, angry at being awakened from his nap, growled and barked at the ox. <sup>3</sup>

“Please,” said the ox, “I’ve had a hard day, and I’m very hungry.”

But the dog, which of course did not even eat hay, only barked and snapped at the ox, and refused to **budge**. <sup>4</sup> At last the poor oxen had to give up, and went away tired and hungry.

Moral: Don’t be mean and **stingy** <sup>5</sup> when you have no need of things yourself. Don’t be a dog in the manger. <sup>6</sup>

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. [Show Fables Poster 4 again.] Does this illustration depict the beginning, middle, or end of the fable? How do you know? (the end because the dog is barking at the ox)

3. What is the setting of this fable? (in a barn on a farm) What other fable that you have heard was set in a barn? (*The Goose and the Golden Eggs*)
4. How do the oxen feel when they enter the barn? (tired and hungry) Why? (They had been pulling the plow all afternoon.)
5. Why do the oxen want the dog to move from the manger? (so they can eat their dinner) Is their request reasonable? (yes)
6. If you were the ox and the dog refused to get out of the manger, what would you do? (Answers may vary.)
7. How does the ox in the story act like a person? (talks) How does the ox act like an animal? (wants to eat the hay)
8. Does the dog budge and get out of the manger? (no) Why or why not? (Answers may vary.)
9. All of Aesop’s fables, or stories, were meant to teach a moral, or a lesson, about how to behave. What is the moral of this fable? (“Don’t be mean and stingy when you have no need of things yourself.”) [Accept paraphrasing by the students, i.e., “Share with others.”] Is this an important lesson for you to remember? Why or why not? (Yes, because sharing is important for everyone.)
10. *Why? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. In a moment you are going to ask your neighbor a question about the fable that starts with the word *why*. For example, you could ask, “Why was the dog napping in the barn?” Turn to your neighbor and ask your “why” question. Listen to your neighbor’s response. Then your neighbor will ask a new “why” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

### **Word Work: Stingy**

(5 minutes)

1. The moral of the story is, “Don’t be mean and *stingy* when you have no need of things yourself.”
2. Say the word *stingy* with me.
3. When someone is stingy, they do not want to give or share with others.

4. Latoya was stingy and kept all of the drawing paper for herself.
5. Think of a time when you or someone you know was stingy. Try to use the word *stingy* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I was stingy . . .")
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. If any of the people in the sentences I read seem stingy, say, "stingy." If the people in the sentences I read seem like they are not stingy, say, "not stingy."

1. Bo held the ball for all of recess and didn't even play with it. (stingy)
2. Laura shared her picture books with the class. (not stingy)
3. Clark gave his brother half of his pizza. (not stingy)
4. Steve wouldn't give his friend a quarter. (stingy)
5. Quentin gave his extra eraser to Anna. (not stingy)



### **Complete Remainder of the Lesson Later in the Day**

# 4B

## The Dog in the Manger



### Extensions

20 minutes

#### Personification

---

Make a T-Chart with two columns on the board or on chart paper. Label the top of the left-hand column “Things that Animals Really Do.” Label the top of the right-hand column “Things that Animals Can’t Really Do.”

Explain to the students that you are going to talk about the fable and that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and tell them that that you will read the words to them.

Have the students name the animals from the fable. Remind the students that these animals are called the *characters* of the story. Have them say *characters* with you.

Talk with the students about the animal characters. Ask the students to list the things that the animals do in the story that they would not normally do in real life, i.e., talking. Write down their answers in the right-hand column of the T-Chart.

Next, ask the students to list the things that the animals in the story would do in real life, i.e., pulling a plow. List the students’ answers in the left-hand column. (Save this chart for use in later lessons.)

Tell the students that they have already learned several words to use when talking about fables and stories: *characters*, *setting*, and *plot*, and that now they are going to learn a special word for animals acting like people: *personification*. Have the students echo the word. Explain that the word *personification* actually starts with the word *person*. *Personification* means acting like a person.

You may extend the activity by having students brainstorm other things the dog or ox could have done in the fable that would be examples of personification, i.e., going to the store to buy food.

# 5

## *The Wolf in Sheep's Clothing*



### **Lesson Objectives**

#### **Core Content Objectives**

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Students will:

- Demonstrate familiarity with *The Wolf in Sheep's Clothing*
- Identify characteristics of fables: short, moral, personification
- Explain in their own words the moral of *The Wolf in Sheep's Clothing*
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of *The Wolf in Sheep's Clothing*
- Understand that fables are one type of fiction

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Learn common sayings and phrases such as “wolf in sheep’s clothing” (L.1.9)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.1.10)

- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)
- Describe illustrations (orally or in writing) (L.1.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.1.27)

## Core Vocabulary

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**disguise, n.** An outfit that helps to change your appearance or hide who you really are

*Example:* We did not recognize Sam because of the glasses and wig he used as a disguise.

*Variation(s):* disguises

**fleece, n.** A sheep’s coat of wool

*Example:* The sheep farmer carried the fleece to market.

*Variation(s):* none

**flock, n.** A group of animals or birds

*Example:* Judy could hear a flock of geese flying over her house.

*Variation(s):* flocks

**pretend, v.** To try to be or to act differently than what you actually are

*Example:* I think it is fun to pretend to be different characters that I have read about in books.

*Variation(s):* pretends, pretended, pretending

**prowled, v.** Walked or moved around quietly in search of prey to eat  
*Example:* The new kitten prowled underneath the bird cage.  
*Variation(s):* prowl, prowls, prowling

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>		10
	<b>Making Predictions About the Read-Aloud</b>	Fables Poster 5	
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>The Wolf in Sheep’s Clothing</b>	Fables Poster 5	15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>	T-Chart from Lesson 4	10
	<b>Word Work: Disguise</b>	drawing paper, drawing tools	5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Sayings and Phrases: Wolf in Sheep’s Clothing</b>		20
	<b>Domain-Related Trade Book or Student Choice</b>	Fables Posters 1–5 trade book	

# 5A

## *The Wolf in Sheep's Clothing*



### **Introducing the Read-Aloud**

**10** minutes

#### **What Have We Already Learned?**

---

Remind students that they recently heard a fable called *The Dog in the Manger*. Ask them how they know that this story is a fable. You may need to remind them of some of the characteristics: short, moral, personification (giving animals human qualities). Have students echo the word *personification*. Tell students that today's fable has all three characteristics as well.

#### **Making Predictions About the Read-Aloud**

---

Show students Fables Poster 5. Have them describe the illustration making sure that they identify the setting and the various characters. You may need to remind them that the person tending the sheep is called a shepherd. After the wolf is identified, ask the students to predict what the wolf is going to do.

#### **Purpose for Listening**

---

Tell students to listen carefully to find out whether or not their predictions are correct.

## Presenting the Read-Aloud

15 minutes

### The Wolf in Sheep's Clothing

- 1 or group
- 2 The wolf prowled, or walked silently about, looking for food.
- 3 He no longer looks like a wolf. Now, he looks just like the other sheep. What do you think the wolf is going to do?
- 4 (Pause for students to guess.)
- 5 (Have students echo the moral and then discuss its meaning.)  
  
(Emphasize once more that this story is characteristic of fables because it is short, teaches a lesson, and uses personification.)

Night after night a wolf **prowled** around a **flock**<sup>1</sup> of sheep looking for one of them to eat, but the shepherd and his dogs always chased him away.<sup>2</sup> But one day the wolf found the skin of a sheep that had been thrown aside. He pulled the skin carefully over him so that none of his fur showed under the white **fleece**. Then he strolled among the flock in this **disguise**.<sup>3</sup> A lamb, thinking that the wolf was its mother, followed him into the woods—and there the wolf made a meal of the lamb!

So for many days the wolf was able to get a sheep whenever he pleased. But one day the shepherd decided to cook one of his flock for his own dinner. He chose the biggest, fattest sheep he could find and killed him on the spot. Can you guess who it was?<sup>4</sup> It was the wolf!

MORAL: If you **pretend** to be what you are not, you might get caught.<sup>5</sup>

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. At the beginning of the fable, why does the wolf disguise himself? (to catch a sheep without being noticed)

3. Does the wolf's plan work? Why or why not? (At first it works because he is able to catch sheep, but later he is killed because of his disguise when the shepherd thinks he is the fattest sheep.)
4. [Show Fables Poster 5 again.] Does this poster illustrate the beginning, middle, or end of the fable? How do you know? (the middle, because the wolf is already in disguise)
5. Fables are written to teach a lesson. What is the lesson, or moral, of this fable? ("If you pretend to be what you are not, you might get caught.") [Accept reasonable paraphrasing by the students, such as, "Be yourself. Pretending to be something that you are not may get you in trouble."]
6. What does the wolf's disguise have to do with the moral or lesson of this fable? (The wolf pretends to be a sheep, and it proves to be very dangerous to him, so dangerous that he loses his life!)
7. Does this fable have any of the same characters as another fable you have heard? (yes) What other fable have you heard where a flock of sheep and a wolf are characters? (*The Boy Who Cried Wolf*)
8. How does the wolf in the fable act like a person? (dresses in a disguise) How does the wolf in the fable act like an animal? (wants to eat the sheep, prowls around the flock) [Note: Record the answers to this question on the T-Chart started in Lesson 4.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Think Pair Share:* Do you think the wolf's plan was smart and clever after all? Why or why not? (Answers may vary.)

## Word Work: Disguise

(5 minutes)

1. In the story today, you heard that the wolf used a sheepskin as a *disguise* to get close to the flock of sheep.
2. Say the word *disguise* with me.
3. When someone wears a disguise, he or she puts on clothing or other objects that change his/her appearance to look like someone or something else.
4. It is hard for Anna to disguise herself because of her red hair.
5. Have you ever worn a disguise or seen anyone else in a disguise? Try to use the word *disguise* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I saw someone in a disguise . . .")
6. What's the word we've been talking about?

For follow-up have students draw a picture of a disguise they would like to wear or that they have seen someone else wear. Have the students dictate or write a sentence about their pictures, being sure they use the word *disguise*.



## Complete Remainder of the Lesson Later in the Day

# 5B

## *The Wolf in Sheep's Clothing*



### **Extensions**

**20** minutes

#### **Sayings and Phrases: Wolf in Sheep's Clothing**

**(5** minutes)

Remind students that in the fable *The Wolf in Sheep's Clothing*, the wolf, hiding himself in the skin of a sheep, is able to fool the flock of sheep. Ask the students why the wolf wants to hide in the sheep's skin. (to fool the sheep so he can eat them)

Ask students if they have ever heard the saying, “wolf in sheep's clothing.” Explain to students that this saying means that people are not always whom they appear to be on the outside. On the outside, the wolf looked like a sheep—but he was not. Explain that in the same way, a person can seem very nice on the outside, but may not actually be very nice on the inside.

If someone is only your friend when s/he wants to play with your toys, you might call him/her a “wolf in sheep's clothing.” Ask students if they can think of times that they might use the saying.

#### **Domain-Related Trade Book or Student Choice**

**(15** minutes)

##### ***Domain-Related Trade Book***

Refer to the list of recommended trade books in the domain introduction at the front of this teacher's guide, and choose a fable to read aloud to the class. As you read, use the same strategies that you have been using when reading the read-aloud selections in this anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain. Discuss whether the trade book was fiction or nonfiction, fantasy or reality, historical or contemporary.

### ***Student Choice***

Ask the students which fable they have heard recently that they would like to hear again. If necessary, reread the titles of the fables to refresh the students' memories and/or show posters from the fables. You may also want to choose one yourself. Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud. After the fable, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this fable. Remember to repeat and expand upon each response using richer and more complex language, including, if possible any read-aloud vocabulary.

# 6

## *The Fox and the Grapes*



### **Lesson Objectives**

#### **Core Content Objectives**

---

Students will:

- Demonstrate familiarity with *The Fox and the Grapes*
- Identify characteristics of fables: short, moral, personification
- Explain in their own words the moral of *The Fox and the Grapes*
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of *The Fox and the Grapes*
- Understand that fables are one type of fiction

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.1.2)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Learn common sayings and phrases such as “sour grapes” (L.1.9)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.1.10)

- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)
- Describe illustrations (orally or in writing) (L.1.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Ask questions to clarify information or the topic in a read-aloud (L.1.18)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.1.24)

### Core Vocabulary

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**bunch, n.** A group of objects such as fruits or vegetables growing close together or placed together

*Example:* Tony’s mother bought one bunch of bananas at the market.

*Variation(s):* bunches

**juicy, adj.** Full of juice

*Example:* Kim used several juicy strawberries to make the smoothie.

*Variation(s):* juicier, juiciest

**lunged, v.** Moved forward suddenly

*Example:* Tony lunged to catch the baseball.

*Variation(s):* lunge, lunges, lunging

**pluck, v.** To remove suddenly; to pull off

*Example:* Ben plucked a red apple from the tree.

*Variation(s):* plucks, plucked, plucking

**ripe, adj.** Ready to be used or eaten

*Example:* I can tell that the banana is ripe because it is yellow.

*Variation(s):* riper, ripest

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>		10
	<b>Making Predictions About the Read-Aloud</b>	Fables Poster 6	
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>The Fox and the Grapes</b>	Fables Poster 6	15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Bunch</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Sayings and Phrases: Sour Grapes</b>		20
	<b>Fables Review: Drawing Our Favorite Fables</b>	Fables Posters 1–6 drawing paper, drawing tools	
	<b>Fables Assessment</b>	Instructional Master 6B-1	

# 6A

## The Fox and the Grapes



### Introducing the Read-Aloud

10 minutes

#### What Have We Already Learned?

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Remind students that they recently heard a fable called *The Wolf in Sheep's Clothing*. Ask them if they remember what it means when people use the phrase, “wolf in sheep’s clothing” to describe someone. If students struggle, give them the following example: “I can’t believe Martha stole my idea for her story. She said she just wanted to know what I was going to write about, so I told her, but then she wrote on it herself. What a wolf in sheep’s clothing!” Make sure students grasp that the phrase is used to describe someone who appears to be harmless or friendly, but who is untrustworthy or dangerous. Ask the students if they can think of any examples of times when someone was “a wolf in sheep’s clothing” to them.

Tell students that today’s fable has another phrase that is commonly used and that it is the last of the fables in this domain. Ask them to identify the characteristics of a fable. (They are short. They have a moral that teaches a lesson. Some of them give animals human qualities, like talking.) Ask them whether the fables they have heard are fiction (make-believe) or nonfiction (factual).

#### Making Predictions About the Read-Aloud

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Show students Fables Poster 6. Have students describe the illustration. You may prompt discussion with the following questions:

- What character do you see?
- What is the fox doing?

Have the students predict whether or not the fox will be able to get the grapes.

#### Purpose for Listening

---

Tell students to listen carefully to find out if their predictions are correct.

## The Fox and the Grapes

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- 1 or a group of grapes full of juice , ready to be eaten
- 2 Fox is trying really hard to get the grapes, isn't he? He lunged, or moved forward suddenly.
- 3 or pull off
- 4 Why would the fox walk away after trying so hard to get the juicy grapes?
- 5 (Have students echo the moral and then discuss its meaning.)  
(Emphasize once more that this story is characteristic of fables because it is short, teaches a lesson, and uses personification.)

One hot summer day, a fox was strolling along when he noticed a **bunch of juicy grapes** just turning **ripe**,<sup>1</sup> hanging on a vine high above. "Mmm, that's just the thing to take care of my thirst," said the fox. He trotted back a few steps, then ran forward and jumped, but he missed the grapes. He turned around and tried again. "One, two, three, go," he said, and he **lunged** at the grapes with all his might. But again he missed.<sup>2</sup>

Again and again he tried to **pluck**<sup>3</sup> the grapes from the vine, but at last he gave up. And he walked away with his nose in the air, saying, "I didn't want those old grapes anyway. I'm sure they are sour."<sup>4</sup>

Moral: When people cannot get what they want, they sometimes tell themselves that what they want is no good anyway.<sup>5</sup>

### Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. Who is the character in this fable? (fox) Do you prefer fables that have animal characters or people as characters? (Answers may vary.)
3. The plot, or sequence of events, in this fable describes the many times the fox tries to get the grapes. In the end he does not get them. Can you think of a way that the fox might have been able to get the grapes? (Answers may vary.)
4. [Show Fables Poster 6 again.] Does this illustration show the beginning, the middle, or the end of the fable? How do you know? (Answers may vary, but it is not the end because in the end the fox turns his nose in the air and walks away.)
5. Do you think this is a true story? (No, it is fiction, told to teach a lesson.)
6. Aesop's fables were written to teach a lesson. What is the moral, or lesson, of this fable? ("When people cannot get what they want, they sometimes tell themselves that what they want is no good anyway.") [Accept any reasonable paraphrasing from students, such as, "It is easy to say you don't want what you can't have," or "If you can't have something that you want, sometimes it makes you feel better to pretend that you don't want it at all or that it was no good anyway."]
7. *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. In a moment you are going to ask your neighbor a question about the fable that starts with the word *what*. For example, you could ask, "What did the fox want to eat?" Turn to your neighbor and ask your "what" question. Listen to your neighbor's response. Then your neighbor will ask a new "what" question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

## Word Work: Bunch

(5 minutes)

1. In the fable, the fox notices a *bunch* of juicy grapes.
2. Say the word *bunch* with me.
3. *Bunch* means a lot of things or people grouped closely together.
4. Mom bought a bunch of bananas for breakfast.
5. Have you seen a bunch of something? Do you have a bunch of something? Try to use the word *bunch* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I have a bunch of . . .")
6. What's the word we've been talking about?

Use an *I Spy* activity for follow-up. Have students look around the room for bunches of things. (You may need to purposely place some bunches of objects around the room.) Ask one student to give a clue by describing what s/he sees, saying, "I spy a bunch of objects used for drawing." Other students will guess what s/he sees by replying, "You spy a bunch of crayons!" Tell students that one of the rules of the game is to use the word *bunch* in their descriptions and answers.



**Complete Remainder of the Lesson Later in the Day**

# 6B

## *The Fox and the Grapes*



### **Extensions**

**20** minutes

#### **Sayings and Phrases: Sour Grapes**

**(5** minutes)

Ask the students: Have you ever heard anyone say “sour grapes”? Repeat those words with me: “sour grapes.” The phrase “sour grapes” describes someone who cannot get what s/he wants, so ends up saying untrue things. The fox does that in today’s fable. (Refer back to the fox’s words: “I didn’t want those old grapes anyway. I’m sure they are sour.”) When the fox cannot reach the grapes, he decides that they probably wouldn’t taste good anyway. He says that the grapes are sour. That is where the expression “sour grapes” comes from.

Ask the students if they can think of any examples of times when they wanted something badly, did not get it, and then pretended that they didn’t really want it anyway. If students struggle, give them the following example as a model: “Rachael turned to her mother and asked, ‘Why did Mark say that the play isn’t going to be any good?’ ‘Oh, that’s just sour grapes,’ said her mother. ‘Your brother wanted to be the star, but he’s playing a smaller part. Once he sees how much fun it is, he will change his mind.’” Make sure students grasp that the phrase refers to griping or unkind remarks someone makes about something he or she can’t have.

#### **Fables Review: Drawing Our Favorite Fables**

Remind students of the fables they have heard, using the six Fables Posters. Be sure to review the lesson of each fable. Ask students to identify their favorite and explain why. Tell students that each of them will have the opportunity to draw his/her favorite fable. Emphasize that it should not look just like the poster. Tell the students that just as each fable has characters, a setting, and a plot, their pictures should depict at least one character, the setting, and the beginning, middle, or end of the plot. Explain that once they have completed their drawing, they should write the moral in their own words to

describe their drawing. Some students may need to dictate their sentence to an adult while others may be able to write independently.

Say: Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your neighbor about the directions I have just given you. For example, you could ask, “What should we do first?” Turn to your neighbor and ask your own question now. I will call on several of you to share your questions with the class.

Once completed, give students the opportunity to share their drawings and writing with a partner or the class.



## **Fables Assessment (Instructional Master 6B-1)**

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### **Part I**

Have the students identify the six fables illustrated on the instructional master.

Directions: I will read a sentence about one of the fables you have heard. You will put the number that I say under the picture that shows the fable being described.

1. In this fable, a shepherd boy gets bored tending the sheep and decides to cry “wolf” when there really isn’t a wolf.
2. The moral of this fable is “Don’t count your chickens before they’re hatched.”
3. In this fable, a farmer learns a lesson about not being greedy.
4. In this fable, an animal character is stingy and refuses to budge so others can eat.
5. In this fable, an animal character loses his life because of his disguise.
6. The phrase “sour grapes” comes from this fable.

### **Part II**

You may work with students individually and have them orally retell one of the fables heard.

### **Part III**

Instructional Master PP1-1 may be used as an assessment for sequencing the beginning, middle, and end of *The Fox and the Grapes*.

# PP1

## Pausing Point 1



### Note to Teacher

This is the end of the fables read-alouds. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

### Core Content Objectives Up to This Pausing Point

Students will:

- Demonstrate familiarity with particular fables
- Identify characteristics of fables: short, moral, personification
- Explain in their own words the moral of a particular fable
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of a given fable
- Understand that fables are fiction

### Activities

#### Poster Review

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##### Materials: Tell It Again! Fables Posters

Divide the class into six groups. Give each group one of the Fables Posters. Have the students work together as a group to retell the fable and then come back together as a class to retell the various fables.

## Sequencing Events of *The Fox and the Grapes*

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### **Materials: Image Cards 2–4; Instructional Master PP1-1**

Use Image Cards 2–4 to sequence and retell *The Fox and the Grapes*. Talk about the beginning, middle, and end of the plot. These image cards may also be used as a center activity.

An instructional master has also been provided if you would like for students to do this individually.

## Image Card Review

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### **Materials: Image Cards 4–9**

Note: Explain to students that Image Card 5 is for *The Boy Who Cried Wolf* and Image Card 9 is for *The Wolf in Sheep's Clothing*.

Divide the class into six groups. Directions: I am going to give an image card to each group. The image card will depict one of the six fables that you have heard. I will say a word such as *characters*. In your group, you will share everything that you remember about the characters you see.

Other words that may be used are *setting*, *plot*, and *lesson or moral*.

You will want to circulate and listen to the various discussions.

Another option is to ask the students if the image card depicts the beginning, middle, or end of the fable and have them explain how they know.

## Story Map

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### **Materials: Instructional Master PP1-2**

Use the instructional master to identify the characters, setting, and plot of any of the fables. Some students may need to work with the teacher and complete this on chart paper as a group, while others may be able to complete the instructional master on their own.

## Domain-Related Trade Book

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### Materials: Trade book

Read an additional trade book to review a particular fable or share a new fable and have students identify the elements of the fable; refer to the books listed in the domain introduction.

## Key Vocabulary Brainstorming

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### Materials: Chart paper

Give the students a key domain concept or vocabulary word such as *personification*. Have students brainstorm everything that comes to mind when they hear the word, such as, “animals talk, act like people,” etc. Record their responses on a piece of chart paper for reference.

## Riddles for Core Content

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Ask the students riddles such as the following to review core content and vocabulary:

- I laid golden eggs. What am I? (goose)
- I disguised myself to look like a sheep. What am I? (wolf)
- I lunged for the bunch of grapes but couldn't reach them. What am I? (fox)
- I was bored because I had to tend sheep all day. So, I cried “Wolf! Wolf!” Who am I? (shepherd boy)
- I was so busy thinking about how I would look in my new dress that I tossed my head and spilled the milk. Who am I? (milkmaid)

## On Stage

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You may choose to reread and have the students act out any of the fables. Encourage the students to portray actions and feelings and to use some of their own dialogue.

Another option is to ask the students to create a skit to demonstrate one of the two sayings and phrases they learned. Have them end the skit with either “S/he is a wolf in sheep's clothing!” or “That's just sour grapes!”

## Retelling a Fable with Puppets

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Have the students make simple puppets of the characters from a particular fable and then use them to retell the fable.

## Somebody Wanted But So Then

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The Somebody Wanted But So Then chart used for *The Maid and the Milk Pail* may also be used for a retelling of *The Fox and the Grapes*.

## Student-Created Books

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### **Materials: Booklet for each student**

Have each student make his/her own book that is a retelling of one of the fables that has been shared. As a class or with a partner or small group, brainstorm the sequence of events: beginning, middle, and end. Also, talk about the elements of fables. Students will draw a picture on each page to show the beginning, important middle events, and end of the fable. S/he will also write a sentence to go with each picture. Some students may need to dictate their sentences to an adult, while others will be able to write the sentences on their own. Have students share their fables with a partner or with the class.

# 7

## *The Little Half-Chick (Medio-Pollito)*



### **Lesson Objectives**

#### **Core Content Objectives**

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Students will:

- Demonstrate familiarity with *The Little Half-Chick (Medio-Pollito)*
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of *The Little Half-Chick (Medio-Pollito)*
- Understand that fables and folktales are two types of fiction

#### **Language Arts Objectives**

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Ask questions to clarify directions, exercises ,and/or classroom routines (L.1.2)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Follow multi-step, oral directions (L.1.5)
- Learn common sayings and phrases such as “Do unto others as you would have them do unto you” (L.1.9)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)

- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)
- Describe illustrations (orally or in writing) (L.1.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)
- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Distinguish fantasy from realistic text (L.1.25)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.1.30)

## Core Vocabulary

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*The Little Half-Chick* from *Señor Cat’s Romance* retold by Lucia Gonzalez is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**brook, n. (p. 9)** A small stream of water

*Example:* Emily found several small fish in the brook near her house.

*Variation(s):* brooks

**lack, n. (p. 10)** Not having any or enough of something

*Example:* A lack of dodge balls brought the game to an end.

*Variation(s):* none

**waste, v. (p. 10)** To use up carelessly or to fail to use something wisely or properly

*Example:* Laura did not want to waste her paints so she made sure to close the paint jars tightly.

*Variation(s):* wastes, wasted, wasting

**whim, n. (p. 9)** A sudden idea or action

*Example:* Although they had planned to go to the fair, on a whim the Miller family decided to go to the pool.

*Variation(s):* whims

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>Sharing the Title and First Illustration</b>	world map	10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>The Little Half-Chick (Medio-Pollito)</b>	<i>Señor Cat's Romance</i> , retold by Lucia M. Gonzalez pp. 8–13	15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Waste</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Drawing the Beginning, Middle, and End</b>	drawing paper, drawing tools	20
	<b>Sayings and Phrases: Do Unto Others as You Would Have Them Do Unto You</b>		
<i><b>Take-Home Material</b></i>	<b>Parent Letter</b>	Instructional Master 7B-1	

# 7A

## *The Little Half-Chick (Medio-Pollito)*



### **Introducing the Read-Aloud**

**10**minutes

#### **Sharing the Title and First Illustration**

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Read the title and author information of the book. Tell the students that this book has a collection of stories and that this story called “The Little Half-Chick” is a folktale. Ask if anyone knows what a folktale is. If not, explain that a folktale is a story that someone made up long, long ago and has been told again and again. It was first told to family members or friends and later written down for many people to enjoy. Since the story was made up, it is fiction or make-believe. Ask: “So if a story is fiction or make-believe, is it true?”

Show students the illustration on page 8. Ask the students what they see. Point to the chick and explain that this is a little chick or baby chicken named Medio-Pollito (MEH-dee-oh poh YEE-toh). Ask them to repeat the name after you. Explain that Medio-Pollito is Spanish for Little Half-Chick and that this folktale may have first been told in the country of Spain. (You may want to point out Spain on a world map.) Ask the students to look closely to see if they can tell from the picture how Little Half-Chick may have gotten his name. Ask the students to describe the setting.

#### **Making Predictions About the Read-Aloud**

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Point to the hen in the illustration and tell the students that this is Little Half-Chick’s mother. Ask the students to predict what Little Half-Chick and his mother might be talking about.

#### **Purpose for Listening**

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Tell the students to listen carefully to find out whether or not their predictions are correct.

### The Little Half-Chick (Medio-Pollito)

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Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

*The Little Half-Chick* is found on pages 8–13 of this particular trade book, so the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Be sure to discuss what students see in each picture as you read each page.

#### Page 9

- . . . **did very well with these.** So why is he called, “Medio-Pollito” or “Little Half-Chick”?
- . . . **to his every whim.** ...to his every sudden idea. They felt bad for him so they went along with what he wanted to do.
- . . . **rolled into one.** Is he a nice chick?
- **He will be very pleased to see me.** Madrid is a city in Spain. Do you think he is going to see the king on a whim or has he really thought about it?
- . . . **to a small brook.** A brook is a small stream of water.
- . . . **choked with weeds.** When a brook is full of weeds, it is very hard for the water to move.
- . . . **so that I may run free?** Is he a nice chick? Do you think Medio-Pollito will help the brook? Why or why not?

#### Page 10

- . . . **so unimportant as water,” said he.** *Waste* means to use up something carelessly and foolishly. Medio-Pollito does not want to waste or use up his time helping the brook. Do you think it would be a waste of time to help the water?
- . . . **on his only one leg.** Does Medio-Pollito help the brook? Why not?
- . . . **for lack of air.** Who does Medio-Pollito meet next after the water? The fire needed help because of a lack of air. *A lack of*

something is *not enough of* something. The fire does not have enough air to keep burning.

- . . . **on his only one leg.** Does he help the fire? Why not? (Make sure to use the word *waste*...he doesn't want to waste his time...)
- . . . **hopped even faster.** Who is he going to see?

#### Page 11

- . . . **and set me free!"** Who does he meet next after the water and then the fire? Do you think he will help the wind? Why or why not?
- . . . **thought the little half-chick.** Oh surely the king will be so *excited* to see me, thought the little half-chick.
- . . . **one of the royal cooks grabbed him!** One of the cooks who works in the palace grabbed him. What do you think the cook is making?
- . . . **right on bubbling.** Who does Medio-Pollito ask for help? Does the water help? Why not? (Remind students that he met the water at the brook previously.)

#### Page 12

- . . . **right on burning.** Who does Medio-Pollito ask for help? Does the fire help? Why not?
- . . . **not fit for a king's meal!** Does the king think Medio-Pollito is important?
- . . . **right on blowing.** Who does Medio-Pollito ask for help? Does the wind help? Why not?

#### Page 13

- . . . **the little half-chick's humble home.** Where does Medio-Pollito end up?
- . . . **it is going to be.** How does Medio-Pollito show that he is sorry for not helping others when they needed his help? (Point to Medio-Pollito in the picture. Tell the students that this is called a weather vane. Ask the students if they have ever seen a weather vane and if they know how it works. Explain that the wind causes it to spin and turn and thus shows the direction of the wind. You may even want to make a simple model or bring in a weather vane to share with the class.)

### Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. What does Medio-Pollito decide to do at the beginning of the story? (go to Madrid to meet the king)
3. What three things does Medio-Pollito meet along the way? (a brook or water, a fire, and the wind) What do they ask Medio-Pollito to do? (help them) Does Medio-Pollito help them? (no) Why not? (He is in too much of a hurry and doesn't want to waste his time.)
4. What happens when Medio-Pollito reaches the palace of the king? (He is grabbed by a royal cook and thrown into a pot of boiling water to be cooked for the king's soup.)
5. Who does Medio-Pollito ask for help? (the water, the fire, and the wind) Do any of them help him? (no) Why not? (Medio-Pollito didn't help them, so they don't help him.)
6. What happens to Medio-Pollito at the end of the story? (He lands on top of the mill where he stays forever.)
7. Explain that some folktales teach lessons just like fables do. Does this folktale teach a lesson? (Yes, you should help others because one day you may need their help. It would not have been a waste of Medio-Pollito's time to help the water, fire, and wind; his outcome could have been very different.)
8. Could this story really happen or is it make-believe? How do you know? (It is make-believe because the water, fire, and wind do not talk, etc.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Think Pair Share:* Have there been times that you have been too busy to help someone who needed your help, or do you always take the time to help others? (Answers may vary.)

## Word Work: Waste

(5 minutes)

1. In the story, Medio-Pollito said, “I have no time to *waste* on anything so unimportant as water.”
2. Say the word *waste* with me.
3. If you waste something, you use it carelessly and foolishly.
4. I am not going to waste my time waiting in line for a balloon.
5. Can you think of ways that you sometimes waste time? Try to use the word *waste* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I sometimes waste time by . . .”)
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will describe an activity. If you think the activity is a waste of time, you will say, “That’s a waste of time.” If you think it is a good use of time, you will say, “That’s not a waste of time.”

Explain that people often have different opinions about what is or isn’t a waste of time, but they should be able to give reasons for their opinions. (Answers may vary for all.)

1. reading a book
2. taking five naps every day
3. riding your bike
4. watching TV all day
5. helping another person



**Complete Remainder of the Lesson Later in the Day**

# 7B

## *The Little Half-Chick (Medio-Pollito)*



### **Extensions**

**20** minutes

#### **Drawing the Beginning, Middle, and End**

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Remind the students that folktales, just like other stories, have a beginning, middle, and end. Tell the students that as a class they are going to retell the beginning, middle, and end of *The Little Half-Chick (Medio-Pollito)* and then they will each draw the beginning, middle, and end of the folktale.

Ask the students what happens in the beginning of the folktale. (Medio-Pollito talks with his mother about going to Madrid.)

Ask the students what happens in the middle of the folktale. (Medio-Pollito does not want to waste his time helping the water, fire, or wind; Medio-Pollito is thrown into a cooking pot; the water, fire, and wind do not help Medio-Pollito.) Tell the students that several important events happen in the middle of the folktale. Explain that students will choose just one important middle event to draw to represent the middle of the folktale.

Ask the students how the folktale ends. (Medio-Pollito lands on the roof, becomes a weather vane, and learns to help others.)

Give each student a piece of drawing paper. Show the class how to divide the paper into three parts and how to work from left to right drawing the beginning, middle, and end of the folktale. Remind the students that several important things happen in the middle, but that they should choose one of the events to illustrate.

After the drawings have been completed, give students the opportunity to talk about their drawings with a partner or the class, reminding students to use the words *beginning*, *middle*, and *end*.

Say, "Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your neighbor about the directions I have just given you. For example, you could ask,

‘What should we do first?’ Turn to your neighbor and ask your own question now. I will call on several of you to share your questions with the class.”

### **Sayings and Phrases:**

#### **Do Unto Others as You Would Have Them Do Unto You (5 minutes)**

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Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings, that is they mean exactly what they say, many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Remind the students of the lesson from the story: You should help others. Tell the students that there is a well-known saying that sums up this lesson: “Do unto others as you would have them do unto you.” Have the students repeat the proverb. Ask them if they have heard this saying before. Tell the students that Medio-Pollito should have helped the brook, the fire, and the wind.

Ask the students if they can share other applications of this saying.

Try to find opportunities to use this saying in various situations in the classroom.

### **Parent Letter**

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Send home Instructional Master 7B-1.

# 8

## *It Could Always Be Worse*



### **Lesson Objectives**

#### **Core Content Objectives**

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Students will:

- Demonstrate familiarity with *It Could Always Be Worse*
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of *It Could Always Be Worse*
- Understand that fables and folktales are two types of fiction

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)
- Describe illustrations (orally or in writing) (L.1.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)

- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Ask questions to clarify information or the topic in a read-aloud (L.1.18)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud, and/or make connections among several read-alouds (L.1.22)
- Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation (L.1.28)

## Core Vocabulary

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*It Could Always Be Worse* by Margot Zemach is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story starting with the illustration as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**advice, n. (p. 2)** An idea or suggestion that can help you decide what to do  
*Example:* Kate’s teacher always gave great advice about good books to read.

*Variation(s):* none

**misfortune, n. (p. 9)** Bad luck or an unhappy event  
*Example:* Lily wanted to help those who had the misfortune of losing their things in the storm.

*Variation(s):* misfortunes

**quarreling, v. (p. 2)** Arguing  
*Example:* Tim and Tom were often quarreling because Tom never wanted to share.

*Variation(s):* quarrel, quarrels, quarreled

**rabbi, n. (p. 2)** A person who is trained to be a teacher in the Jewish religion

*Example:* The rabbi was known for his kind and wise words.

*Variation(s):* rabbis

**unfortunate, adj. (p. 2)** Unlucky

*Example:* It is unfortunate that it started to rain while we were at the park.

*Variation(s):* none

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>		10
	<b>Sharing the Trade Book Cover</b>		
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>It Could Always Be Worse</b>	<i>It Could Always Be Worse,</i> by Margot Zemach	15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Advice</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>On Stage</b>		20

# 8A

## *It Could Always Be Worse*



### **Introducing the Read-Aloud**

**10** minutes

#### **What Have We Already Learned?**

---

Begin with a brief review of yesterday's folktale by asking the following questions:

1. Who remembers the name of the folktale we heard yesterday? (*The Little Half-Chick* or *Medio-Pollito*)
2. Who can tell me what a folktale is? (a story that someone made up long, long ago and has been told again and again)
3. Is a folktale true or make-believe? (A folktale is fiction or make-believe.)
4. What was the lesson that Medio-Pollito learned yesterday? I will give you a hint: "Do unto others as you would have them do unto you." (Students should explain this saying in the context of the story. Medio-Pollito should have been kind and helped the water, the fire, and the wind.)

#### **Sharing the Trade Book Cover**

---

Read the title and author's name of today's trade book. Point out the Caldecott award and explain that this book received an award for being an outstanding picture book.

Tell the students that this story is also a folktale.

Ask the students what they see in the illustration. If necessary, prompt discussion about the characters, setting, and events.

#### **Making Predictions About the Read-Aloud**

---

Ask the students to think about the title and the illustration to predict what will happen in the story.

#### **Purpose for Listening**

---

Tell the students to listen carefully to find out whether or not their predictions are correct.

## It Could Always Be Worse

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Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story starting with the illustration as page 1. The prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Be sure to discuss what students see in each picture as you read each page.

### Page 2

- **. . . in a little one-room hut.** *Unfortunate* means the man is unlucky or has not had a lot of good luck. (Point out the unfortunate man, the grandmother holding the baby, and the wife; then count the six children in the illustration.) If there are six children, the grandmother, the wife, and the man, how many people live in the hut or small house? (nine) Do you think that nine are too many people to live in a one-room hut?
- **. . . life was especially hard.** Do you go outside a lot in the winter, or do you stay in because it's cold? So why do you think life is harder in the winter for the family? (Students should indicate that the large family is stuck inside in the crowded house a lot more often in the winter.)
- **. . . crying and quarreling.** The family is always quarreling or arguing.
- **. . . to the Rabbi for advice.** Who does the poor, unfortunate man turn to for help? A rabbi is a leader or teacher in the Jewish religion. What advice or ideas do you think the rabbi will give the poor unfortunate man?

### Page 4

- **. . . he was a bit surprised.** (Point to the rabbi in the picture.) What advice does the rabbi give? What does the rabbi tell the other man to do? Do you think this is good advice that will help

the man? Why or why not?

### Page 6

- **. . . into his little hut.** (Point to the chickens, the rooster, and the goose in the picture.) What do you think will happen with these animals in the house?

### Page 8

- **. . . honking, crowing, and clucking.** Now with the crying and the quarreling [Ask: “What’s quarreling?”], there was also honking [Ask: “What honks?” (the goose)], crowing [Ask: “What crows?” (the rooster)], and clucking [Ask: “What clucks?” (the chickens)].
- **. . . the children grew bigger.** Are things better for the poor, unfortunate man?
- **. . . to the Rabbi for help.** What advice do you think the rabbi will give him this time?

### Page 9

- **. . . at once,” said the Rabbi.** (Point out that the image on the right of the man’s family is what the unfortunate man is thinking and imagining as he talks to the rabbi.) What advice does the rabbi give now? Do you think this is good advice? Why or why not? Will the man follow the rabbi’s advice?

### Page 11

- **. . . into his hut.** (Point out the goat.) Why do you think the poor, unfortunate man’s head is hanging down when he walks back to his hut?

### Page 13

- **. . . was much worse.** Much worse is the opposite of much better.
- **. . . ran to the Rabbi.** What advice will the rabbi give this time?

### Page 15

- **My life is a nightmare.”** His life is like a bad dream.
- **. . . at once,” said the Rabbi.** What advice does the rabbi give? Do you think this is good advice? Why or why not? Will the man follow the rabbi’s advice?

### Page 17

- **... into his hut.** What do you think it means when the story says that the poor, unfortunate man had a “heavy heart”?
- **Is the Rabbi crazy? he thought.** Do you think the rabbi is crazy? I think the rabbi is smart. Why do you think he is telling him to do all these things?

### Page 20

- **... ran to the Rabbi for help.** Every time the man goes to see the rabbi, what advice does he give him? (to bring more animals into the house) Are things better for the poor unfortunate man now that the cow has moved in? What advice will the rabbi give this time?

### Page 21

- **... do it right away,” said the man.** What advice does the rabbi give this time? Is this different than his usual advice?

### Page 24

- **... out of his little hut.** How do you think the story will end?

### Page 26

- **... ran back to the Rabbi.** How does everything look now? Is this the same hut from the beginning of the story? Does it seem bigger to you now that the animals are out? What do you think the poor man will say to the rabbi?

### Page 27

- **What a pleasure!”** How wonderful and pleasing! At the beginning of the story, the man thinks it is too crowded and noisy with just his family. Why does he now think that it is roomy and quiet and sweet? The man thought it was really bad in the beginning until it got worse and worse and worse. Afterward, he realized he didn’t have it so bad after all when it was just his family in the small hut.

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. What problem is the man having at the beginning of the story? (The house is too crowded, everyone quarrels, and the house is noisy.)
3. Who does he go to for advice? (the rabbi) Who do you usually go to for advice if you are having a problem? (Answers may vary.)
4. What advice does the rabbi give the man? (to bring various animals into the hut to live)
5. Does this solve the problem? (no) Why not? (It gets even noisier and more crowded.)
6. What new advice does the rabbi give at the end? (to take the animals out of the house)
7. Does this solve the problem? (yes) How? (It seems very quiet and peaceful now without the animals.)
8. Why do you think the author chose the title “It Could Always Be Worse?” (Even when you think things are bad, it could be worse.)
9. Do you think this story teaches a lesson? (Don’t get so upset when things are going badly, because it could always be worse.)
10. *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask about the plot, “What events do you remember from today’s story?” Turn to your neighbor and ask your “what” question. Listen to your neighbor’s response. Then your neighbor will ask a new “what” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

1. In the story, the man ran to the rabbi for *advice*.
2. Say the word *advice* with me.
3. When someone gives advice, s/he is giving ideas or suggestions to help you decide what to do.
4. My dentist gave me good advice about taking care of my teeth.
5. Who has given you good advice? Try to use the word *advice* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "\_\_\_\_\_ gave me good advice about \_\_\_\_\_.")
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will describe a situation. You will decide what advice you would give the person. Be sure to use the word *advice* in your response. You might start by saying, "My advice is . . ." (Answers may vary for all.)

1. a friend has a cold
2. a friend lost her lunchbox
3. a friend is having trouble reading some of the words in a book
4. a friend is sad because he is moving away
5. a friend is not sharing



**Complete Remainder of the Lesson Later in the Day**

# 8B

## *It Could Always Be Worse*



### **Extensions**

**20** minutes

#### **On Stage**

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Tell the students that you are going to read *It Could Always Be Worse* again, and the students will act out the story. Ask the students what characters will be needed. (man, wife, the grandmother, six children, rabbi, chickens, rooster, goose, goat, and cow) Designate students to be the various characters. You may have multiple animals to increase active participation.

Ask the students what settings will be needed. (inside hut, rabbi's house, and outside of hut) Designate locations in the classroom for the various settings.

Encourage the "characters" to listen carefully to know what actions to use and where to go e.g., running to the rabbi. (You may wish to set up a table and chair where the rabbi can sit.) Also, talk about using facial expressions to show how the characters are feeling e.g., the man being distraught.

You may also have the characters create some of their own dialogue, such as the man telling the rabbi the problem. Also, pause after the various animals are brought into the house and have them make their sounds all at once.

# 9

## *The Tale of Peter Rabbit*



### **Lesson Objectives**

#### **Core Content Objectives**

---

Students will:

- Demonstrate familiarity with *The Tale of Peter Rabbit*
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of *The Tale of Peter Rabbit*
- Understand that fables and folktales are two types of fiction

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)

- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Create, tell, and/or draw and write an original story with characters, a beginning, middle, and an end (L.1.34)

### Core Vocabulary

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**exert, v.** To do something or apply oneself with a lot of effort

*Example:* The runner thought, “If I exert myself, I can make it to the finish line.”

*Variation(s):* exerts, exerted, exerting

**mischief, n.** Behavior that can be annoying or cause small problems

*Example:* Mrs. Rabbit told her little rabbits not to get into mischief while she was away.

*Variation(s):* none

**naughty, adj.** Bad; mischievous; misbehaving

*Example:* Sam did a naughty thing and put worms in his sister’s shoes.

*Variation(s):* naughtier, naughtiest

**sobs, n.** The sound of someone crying very hard

*Example:* I could hear the sobs of the little boy who was looking for his lost dog.

*Variation(s):* sob

**thief, n.** Someone who steals

*Example:* The police officers caught the jewelry thief.

*Variation(s):* thieves

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>		10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>The Tale of Peter Rabbit</b>		15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Mischief</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Writing Another Tale About Peter Rabbit</b>	chart paper, chalkboard, or whiteboard	20

# 9A

## *The Tale of Peter Rabbit*



### **Introducing the Read-Aloud**

**10** minutes

#### **What Have We Already Learned?**

---

Begin with a brief review of *The Little Half-Chick (Medio-Pollito)* and *It Could Always Be Worse*. Have a discussion with students about the lessons that they heard in both folktales. Students should be able to convey that Medio-Pollito should have been kind and helped the water, fire, and wind. The lesson in *The Little Half-Chick (Medio-Pollito)* is truly the saying “Do unto others as you would have them do unto you.” Students should also be able to recall that the unfortunate man in *It Could Always Be Worse* realized that he wasn’t so unfortunate when his living situation kept getting worse. The take-away lesson is not to get so upset when things are going badly because it could always be worse.

Ask students to listen to see if today’s story has a lesson.

#### **Making Predictions About the Read-Aloud**

---

Share the title and author of the story along with image 9A-2 from the Tell It Again! Flip Book. Ask the students what they see in the illustration. Point to Peter Rabbit and explain that he is the main character in the story.

Ask the students to share what they know about rabbits and the kinds of things they do.

Have the students predict what kind of adventures Peter Rabbit might have.

#### **Purpose for Listening**

---

Tell the students to listen carefully to find out whether or not their predictions are correct.

## The Tale of Peter Rabbit

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### ← Show image 9A-1: The Rabbit family

Once upon a time there were four little Rabbits, and their names were—Flopsy, Mopsy, Cotton-tail, and Peter.

They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree.

### ← Show image 9A-2: Mrs. Rabbit with her bunnies <sup>1</sup>

1 Who are the members of the Rabbit family?

“Now, my dears,” said old Mrs. Rabbit one morning, “you may go into the fields or down the lane, but don’t go into Mr. McGregor’s garden: your Father had an accident there; he was put in a pie by Mrs. McGregor.

2 What does Mrs. Rabbit tell her children not to do? What do you think mischief means? If you get into mischief, you do things that cause problems.

### ← Show image 9A-3: Mrs. Rabbit fastening Peter’s jacket

Now run along, and don’t get into **mischief**. I am going out.” <sup>2</sup>

3 Why do you think Mrs. Rabbit bought five currant buns at the baker’s? (Have the students name the members of the family again.)

### ← Show image 9A-4: Mrs. Rabbit going out

Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker’s. She bought a loaf of brown bread and five currant buns. <sup>3</sup>

4 Who is good and listens to their mother’s directions?

### ← Show image 9A-5: Good bunnies picking berries

Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries. <sup>4</sup>

5 Who is naughty or makes a bad choice and does not listen to Mrs. Rabbit’s directions? What do you think will happen in Mr. McGregor’s garden?

### ← Show image 9A-6: Peter squeezing under the gate

But Peter, who was very **naughty**, ran straight away to Mr. McGregor’s garden, and squeezed under the gate! <sup>5</sup>

6 (Point to the vegetables mentioned and pictured.)

### ← Show image 9A-7: Peter snacking <sup>6</sup>

First he ate some lettuces and some French beans; and then he ate some radishes;

7 Why is Peter feeling rather sick?

### ← Show image 9A-8: Peter feeling full

and then, feeling rather sick, he went to look for some parsley. <sup>7</sup>

8 What do you think is going to happen now that Mr. McGregor sees Peter?

← **Show image 9A-9: Peter sees Mr. McGregor**

But round the end of a cucumber frame, whom should he meet but Mr. McGregor!<sup>8</sup>

9 Do you know what a thief is? A thief is someone who steals. Why does Mr. McGregor call Peter a thief? How do you think Peter feels?

← **Show image 9A-10: Peter running away**

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, “Stop **thief!**”<sup>9</sup>

10 What happens to Peter because he is so frightened or scared?

← **Show image 9A-11: Peter’s shoe amongst the cabbages**

Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate.

12 Sobs are the sounds sometimes made when crying. Who hears Peter’s sobs and encourages him to exert himself or make real effort to wriggle out of the net?

He lost one of his shoes among the cabbages, and the other shoe amongst the potatoes.<sup>10</sup>

← **Show image 9A-12: Peter caught in the gooseberry net**

After losing them, he ran on four legs and went faster, so that I think he might have got away altogether if he had not unfortunately run into a gooseberry net, and got caught by the large buttons on his jacket. It was a blue jacket with brass buttons, quite new.<sup>11</sup>

13 (Point to the sieve as you read.)

← **Show image 9A-13: Sparrows imploring Peter**

Peter gave himself up for lost, and shed big tears; but his **sobs** were overheard by some friendly sparrows, who flew to him in great excitement, and implored him to **exert** himself.<sup>12</sup>

14 Is he able to escape? What does Peter leave behind?

← **Show image 9A-14: Peter escaping the sieve**<sup>13</sup>

Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him.<sup>14</sup>

← **Show image 9A-15: Peter jumping into the watering can**

And rushed into the tool-shed, and jumped into a can. It would have been a beautiful thing to hide in, if it had not had so much water in it.

15 Where does Peter hide from Mr. McGregor? This works until Peter does what?

← **Show image 9A-16: Mr. McGregor searching the shed**

Mr. McGregor was quite sure that Peter was somewhere in the tool-shed, perhaps hidden underneath a flower-pot. He began to turn them over carefully, looking under each.

16 That was a close call. Has Peter gotten away from Mr. McGregor?

Presently Peter sneezed – “Kertyschoo!” Mr. McGregor was after him in no time. <sup>15</sup>

17 What will Peter do next?

18 Why do you think Peter is crying if he has gotten away from Mr. McGregor?

← **Show image 9A-17: Peter jumping out the window**

And tried to put his foot upon Peter, who jumped out of a window, upsetting three plants. The window was too small for Mr. McGregor, and he was tired of running after Peter. He went back to his work.

← **Show image 9A-18: Peter resting** <sup>16</sup>

Peter sat down to rest; he was out of breath and trembling with fright, and he had not the least idea which way to go. Also he was very damp with sitting in that can.

After a time he began to wander about, going lippity – lippity – not very fast, and looking all round. <sup>17</sup>

← **Show image 9A-19: Peter and the old mouse**

He found a door in a wall; but it was locked, and there was no room for a fat little rabbit to squeeze underneath.

An old mouse was running in and out over the stone doorstep, carrying peas and beans to her family in the wood. Peter asked her the way to the gate, but she had such a large pea in her mouth that she could not answer. She only shook her head at him. Peter began to cry. <sup>18</sup>

← **Show image 9A-20: Peter and the cat**

Then he tried to find his way straight across the garden, but he became more and more puzzled. Presently, he came to a pond where Mr. McGregor filled his water-cans. A white cat was staring at some gold-fish, she sat very, very still, but now and then the tip of her tail twitched as if it were alive. Peter thought it best to

19 Why doesn't Peter ask the cat for help?

20 Will Peter be able to get out of the gate (point to it) without Mr. McGregor seeing him?

21 Let's give a cheer because Peter is outside of the garden and safe.

22 Whose jacket and shoes are those?

23 Why is Peter so tired? If this is the second little jacket and pair of shoes that Peter has lost, do you think Peter has gotten into mischief before?

24 (Point out Peter in the background.)

go away without speaking to her; he had heard about cats from his cousin, little Benjamin Bunny.<sup>19</sup>

← **Show image 9A-21: Peter and Mr. McGregor**

He went back towards the tool-shed, but suddenly, quite close to him, he heard the noise of a hoe—scr-r-ritch, scratch, scratch, scritch. Peter scuttered underneath the bushes. But presently, as nothing happened, he came out, and climbed upon a wheelbarrow and peeped over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter, and beyond him was the gate!<sup>20</sup>

← **Show image 9A-22: Peter escaping the garden**

Peter got down very quietly off the wheelbarrow, and started running as fast as he could go, along a straight walk behind some black-currant bushes.

Mr. McGregor caught sight of him at the corner, but Peter did not care. He slipped underneath the gate, and was safe at last in the wood outside the garden.<sup>21</sup>

← **Show image 9A-23: Scarecrow**

Mr. McGregor hung up the little jacket and the shoes for a scare-crow to frighten the blackbirds.<sup>22</sup>

← **Show image 9A-24: Peter safe at home**

Peter never stopped running or looked behind him till he got home to the big fir-tree.

He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit-hole and shut his eyes. His mother was busy cooking; she wondered what he had done with his clothes. It was the second little jacket and pair of shoes that Peter had lost in a fortnight!<sup>23</sup>

← **Show image 9A-25: Peter in bed**<sup>24</sup>

I am sorry to say that Peter was not very well during the evening.

25 Why is Peter not feeling well? Do you think his mother knows what happened?

His mother put him to bed, and made some camomile tea; and she gave a dose of it to Peter!

“One table-spoonful to be taken at bed-time.” <sup>25</sup>

26 Why do Flopsy, Mopsy, and Cotton-tail get to have a nice dinner? Does this story teach a lesson? Do you think Peter learned his lesson?

← **Show image 9A-26: Flopsy, Mopsy, and Cotton-tail**

But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper. <sup>26</sup>

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**(10** minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. What advice does Mrs. Rabbit give Flopsy, Mopsy, Cotton-tail, and Peter at the beginning of the story? (Don't go into Mr. McGregor's garden; don't get into mischief.)
3. Who follows Mrs. Rabbit's advice? (Flopsy, Mopsy, and Cotton-tail) Who is naughty and does not follow her advice? (Peter) What does he do? (He goes to Mr. McGregor's garden.)
4. Why do you think Peter chooses not to follow her advice? (He is curious, adventurous, naughty, etc.)
5. What happens in Mr. McGregor's garden? (Peter steals some vegetables; he is seen and chased by Mr. McGregor but is able to escape.)
6. How do you think Peter feels when he is finally home again? (relieved, tired, etc.)
7. Why do you think Peter is not feeling well at the end of the story? (He ate too much; he had a rough day, etc.)
8. Does this story teach a lesson? (Listen to your parents.) Do you think Peter has learned his lesson or will he get into trouble again by not following his mother's advice? (Answers may vary.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Think Pair Share*: Do you think that Mrs. Rabbit will ever find out that Peter was in Mr. McGregor’s garden? (Answers may vary.)

### Word Work: Mischief

(5 minutes)

1. In the story, Mrs. Rabbit said, “Now run along, and don’t get into *mischief*.”
2. Say the word *mischief* with me.
3. Mischief is behavior that causes small problems.
4. My younger sister is full of mischief; she is always thinking of ways to annoy me.
5. Are you full of mischief? Do you know of someone else who is full of mischief? Can you think of any characters in stories who are full of mischief? What kinds of mischief do they get into? Try to use the word *mischief* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ is full of mischief because . . .”)
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will describe a situation. If what I describe is an example of mischief, you will say, “That’s mischief.” If what I describe is not an example of mischief, you will say, “That’s not mischief.”

1. The girl sitting next to me pulled my hair when the teacher wasn’t looking. (That’s mischief.)
2. I shared my crayons with my partner during art. (That’s not mischief.)
3. I try to always do what my parents ask me to do. (That’s not mischief.)
4. I hid my dad’s shoes that he wears to work every day. (That’s mischief.)
5. The boy cried “Wolf” when there really wasn’t a wolf. (That’s mischief.)



### Complete Remainder of the Lesson Later in the Day

# 9B

## *The Tale of Peter Rabbit*



### **Extensions**

**20** minutes

#### **Writing Another Tale About Peter Rabbit**

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Remind the students that the story said that when Peter got home, his mother wondered what he had done with his clothes and that it was the second little jacket and pair of shoes that Peter had lost in a fortnight (or two weeks).

Ask the students what kind of mischief Peter might have gotten into when he lost the first jacket and pair of shoes. Brainstorm a number of ideas. Prior to recording the students' responses, point out that you are going to write down what they say, but that they are not expected to read what you write because they are still learning the rules for decoding words. Emphasize that you are writing what they say so that you don't forget, and that you will read what has been written to them.

Tell the students that as a class you are going to write another tale about Peter Rabbit's mischief. Decide which of the ideas brainstormed earlier will be used for the class story. If you have students who are ready to write their own stories, they may choose other ideas.

Use a three-circle map to brainstorm ideas for characters, setting, and plot. Guide the students in translating these ideas into sentences that tell a story with a clear beginning, middle, and end. After the story has been written, read it to the class.

If time allows, you may have each student draw an illustration of the new Peter Rabbit tale.

# 10

## *Anansi and the Moss-Covered Rock*



### **Lesson Objectives**

#### **Core Content Objectives**

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Students will:

- Demonstrate familiarity with *Anansi and the Moss-Covered Rock*
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of *Anansi and the Moss-Covered Rock*
- Understand that fables and folktales are two types of fiction

#### **Language Arts Objectives**

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)
- Describe illustrations (orally or in writing) (L.1.13)
- Use pictures accompanying the read-aloud to check and

support understanding of the read-aloud (L.1.14)

- Learn new words from read-alouds and discussions (L.1.15)
- Learn synonyms and antonyms (L.1.16)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Ask questions to clarify information or the topic in a read-aloud (L.1.18)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Distinguish fantasy from realistic text (L.1.25)
- Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation (L.1.28)

## Core Vocabulary

*Anansi and the Moss-Covered Rock* retold by Eric A. Kimmel is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**satisfied, adj. (p. 24)** Happy or pleased

*Example:* Mark's teacher was satisfied with the way he cleaned up the play area so nicely.

*Variation(s):* none

**shy, adj. (p. 18)** Timid; easily scared

*Example:* Jane was very shy and took a little while to warm up to her new classmates.

*Variation(s):* shyer, shyest

**wicked, adj. (p. 18)** Behaving in a bad way or doing mean things on purpose

*Example:* Anansi was a very wicked animal and would often play tricks on people.

*Variation(s):* none

**yams, n. (p. 5)** Root vegetables similar to sweet potatoes

*Example:* For Thanksgiving, Tony's dad cooked candied yams.

*Variation(s):* yam

<i>At a Glance</i>	Exercise	Materials	Minutes
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>		10
	<b>Sharing the Trade Book Cover</b>	world map	
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Anansi and the Moss-Covered Rock</b>	<i>Anansi and the Moss-Covered Rock</i> , retold by Eric A. Kimmel	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Satisfied</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>On Stage</b>	moss-covered rock, yams, bananas, and coconuts (optional)	20

# 10A

## *Anansi and the Moss-Covered Rock*



### **Introducing the Read-Aloud**

**10** minutes

#### **What Have We Already Learned?**

---

Begin with a brief review of *The Tale of Peter Rabbit*. Have a discussion with students about the plot of the story. Students should be able to recall the following: Mrs. Rabbit tells Flopsy, Mopsy, Cotton-tail, and Peter not to go into Mr. McGregor's garden while she is away and to stay out of mischief. However, while his sisters pick berries, Peter is naughty and disobedient. Peter goes into Mr. McGregor's garden due to a sense of adventure and steals some vegetables. He is seen and chased by Mr. McGregor and barely escapes. When he finally gets home, Peter is sick and tired and has to go to bed, but his sisters who were obedient get to stay up for a nice supper.

Ask students if they think Peter learned his lesson and if he will listen to his mother next time.

Tell students that today's folktale has a trickster in it, a character that tricks others. Ask students to listen to see if in today's story, the trickster actually learns his lesson.

#### **Sharing the Trade Book Cover**

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Read the title and author and illustrator information. Tell the students that this story is a folktale that was probably first told on the continent of Africa. Have a student locate Africa on a world map. Ask the students what it means to say that this story is a folktale.

Ask the students what they see in the illustration. Point to the spider and explain that this is Anansi who is the main character in the story. Point to the hippopotamus and explain that it is another character in the story. Prompt further discussion with questions such as:

- Where are Anansi and the hippopotamus?
- What does the hippopotamus see? (Explain that moss is the green plant on the rock.)
- Why do you think the hippopotamus is curious about the moss-covered rock?
- What might be special about the moss-covered rock?

### **Making Predictions About the Read-Aloud**

---

Ask the students to predict whether the moss-covered rock will cause a problem or be helpful.

### **Purpose for Listening**

---

Tell the students to listen carefully to find out whether or not their predictions are correct.

## Anansi and the Moss-Covered Rock

---

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story as page 1. The prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Be sure to discuss what students see in each picture as you read each page.

### Page 1

- . . . **a strange moss-covered rock!**” (Point out the moss in the picture.) What do you think is going to happen?

### Page 2

- . . . **fell Anansi, senseless.** What happens when Anansi says, “Isn’t this a strange moss-covered rock?”
- . . . **a strange moss-covered rock.”** Oh no, did he say it again?

### Page 3

- . . . **he knew what was happening.** What do you think is happening? Is there something special about the moss-covered rock?
- . . . **just how to use it.”** How do you think Anansi is going to use this?

### Page 5

- . . . **a great pile of yams.** A yam is a vegetable similar to a sweet potato. (If you were able to find one, show it to the class.)
- . . . **certainly would,” said Lion.** Why do you think Anansi goes to Lion’s house and invites him to go for a walk?

### Page 6

- **... to a certain place.** Where does Anansi take Lion? What do you see in the picture?

### Page 7

- **Down fell Lion.** What happens to Lion? Why?
- **... made off with Lion's yams.** What does Anansi do while Lion is senseless?

### Page 8

- **... was very sad.** Why is Lion sad?

### Page 10

- **... for inviting me, Anansi."** Why does Anansi go to Elephant's house and invite him to go for a walk?

### Page 12

- **... to a certain place.** Where does Anansi take Elephant?

### Page 13

- **Down fell Elephant.** What happens to Elephant? Why?
- **... made off with all the bananas.** What does Anansi do while Elephant is senseless?

### Page 15

- **... was very sad.** Why is Elephant sad?

### Page 17

- **... every single animal in the forest.** Why is Anansi playing his trick on all the animals?

### Page 18

- **... behind the leaves, was Little Bush Deer.** Who is watching Anansi play his wicked or mean tricks?
- **... and very hard to see.** Little Bush Deer is shy which means she probably doesn't say much or spend a lot of time with the other animals.

- **... time for Anansi to learn a lesson.** How do you think Little Bush Deer is going to try to teach Anansi a lesson?

#### Page 19

- **... sat down beside them to wait.** Why do you think Little Bush Deer collects the coconuts? (If you were able to bring in a coconut, show it to the class.)

#### Page 21

- **... I would,” said Little Bush Deer.** Is Little Bush Deer going to be tricked by Anansi?

#### Page 23

- **... where I’m pointing. Do you see it now?”** Does Little Bush Deer see the moss-covered rock? Why is she pretending not to?
- **... just don’t want to say it.”** Why is Anansi getting angry at Little Bush Deer?

#### Page 24

- **“Are you satisfied?”** Why doesn’t Little Bush Deer say, “Isn’t this a strange moss-covered rock”? Little Bush Deer asks Anansi if he is satisfied or pleased with what she says. Is he satisfied? Why not?

#### Page 25

- **Down fell Anansi.** What happens when Anansi says, “Isn’t this a strange moss-covered rock?” What do you think will happen while Anansi is senseless?

#### Page 27

- **... he had stolen from them.** What will Anansi do when he finds out that all of the food has been taken from his house?

#### Page 28

- **... as empty as it was before.** How do you think Anansi feels?
- **... still playing tricks to this very day.** Why do you think Anansi doesn’t learn his lesson?

### Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. What is special about the moss-covered rock? (It is “magic.” It causes the animals to immediately fall asleep.)
3. How does Anansi use the special moss-covered rock? (He tricks the other animals and takes their food while they are sleeping.)
4. Who does Anansi trick first? (Lion) Who does Anansi trick next? (Elephant) How does Anansi’s trick make the animals feel when they find out he has stolen their food? (sad)
5. Which animal tricks the trickster himself, Anansi? (a shy Little Bush Deer) How? (She sees Anansi playing tricks and isn’t fooled by him. She gets Anansi to say the words that causes everyone to fall asleep.) [You may wish to browse through the illustrations on pages 1–18 to see if students can see Little Bush Deer in the background watching Anansi play his tricks.]
6. What do the animals do while Anansi is asleep? (They go and get their food back.)
7. How do you think Anansi feels when he wakes up and his house is empty? (Answers may vary.) Once Anansi is tricked, does he learn his lesson that it’s not nice to trick others and steal their food? (No, we are told on the last page that you would think Anansi would learn his lesson, but that he is still playing tricks on others to this very day.)
8. Could this story really happen or is it fiction? (fiction) How do you know? (Animals don’t talk and act like people.)
9. *Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word “who.” For example, you could ask, “Who were the characters in today’s story?” Turn to your neighbor and ask your “who” question. Listen to your neighbor’s response. Then your neighbor will ask a new “who” question

and you will get a chance to respond. I will call on several of you to share your questions with the class.

### Word Work: Satisfied

(5 minutes)

1. Little Bush asked Anansi if he was *satisfied* with the words she said.
2. Say the word *satisfied* with me.
3. *Satisfied* means pleased or happy.
4. I was satisfied with my drawing of the tree because I had taken my time and done my best.
5. Can you think of times that you have been satisfied with something you have done? Try to use the word *satisfied* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I was satisfied . . .")
6. What's the word we've been talking about?

Use a *Synonyms and Antonyms* activity for follow-up. Explain that the opposite of *satisfied* is *dissatisfied*. Anansi was dissatisfied with what Little Bush Deer said because he wanted her to say "Isn't this a strange moss-covered rock!" and instead she said "You know."

Directions: I will ask a question. You will decide how to answer the question. Be sure to use the word *satisfied* or *dissatisfied* in your response. (Answers may vary for all.)

1. Has your teacher ever been satisfied with something you have done?
2. Has your teacher ever been dissatisfied with something you have done?
3. Has a friend ever been satisfied with something you have done?
4. Has a friend ever been dissatisfied with something you have done?
5. Who else has been satisfied with something you have done?



**Complete Remainder of the Lesson Later in the Day**

# 10B

## *Anansi and the Moss-Covered Rock*



### **Extensions**

**20** minutes

#### **On Stage**

---

Tell the students that you are going to read *Anansi and the Moss-Covered Rock* again and the students will act out the story. Ask the students what characters will be needed. (Anansi, Lion, Elephant, and Little Bush Deer.) Designate students to be the various characters. You may have other students portray other animals that get tricked to increase active participation.

Ask the students what settings will be needed. (forest, Lion's house, Elephant's house, Little Bush Deer's house, and Anansi's house.) Designate locations in the classroom for the various settings. It will also be helpful to have the following props in the various locations: moss-covered rock, yams, bananas, and coconuts.

Encourage the "characters" to listen carefully to know what actions to use such as (gently) falling to the ground and where to go, such as to Lion's house. Also, talk about using facial expressions to show how the characters are feeling, such as Lion's sadness in finding that his yams have been taken.

You may also have the characters create some of their own dialogue.

# 11

## *Brer Fox, Brer Rabbit, Brer Bear, and the Peanut Patch*



### **Lesson Objectives**

#### **Core Content Objectives**

---

Students will:

- Demonstrate familiarity with *Brer Fox, Brer Rabbit, Brer Bear, and the Peanut Patch*
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of *Brer Fox, Brer Rabbit, Brer Bear, and the Peanut Patch*
- Understand that fables and folktales are two types of fiction

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)
- Describe illustrations (orally or in writing) (L.1.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)

- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Ask questions to clarify information or the topic in a read-aloud (L.1.18)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.1.30)

## Core Vocabulary

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*Brer Fox, Brer Rabbit, Brer Bear, and the Peanut Patch* from *The Classic Tales of Brer Rabbit* by Joel Chandler Harris is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**envious, adj. (p. 4)** Jealous; wanting something someone else has

*Example:* Lynn was envious of my new coat.

*Variation(s):* none

**furious, adj. (p. 6)** Very angry

*Example:* Luke was furious when his mother threw away his favorite shoes because they were worn out.

*Variation(s):* none

**lumbering, v. (p. 9)** Walking with heavy steps or with clumsy movements

*Example:* By noon, the children were so tired they were lumbering up the mountain.

*Variation(s):* lumber, lumbers, lumbered

**obliged, v. (p. 12)** Thankful for something or grateful to someone

*Example:* “Much obliged for the directions,” the traveler said.

*Variation(s):* oblige, obliges, obliging

**ripen, v. (p. 4)** To become ready to be picked or eaten

*Example:* My mother leaves the pears out on the counter and waits for them to ripen before we eat them.

*Variation(s):* ripens, ripened, ripening

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>		10
	<b>Sharing the Title and First Illustration</b>		
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Brer Fox, Brer Rabbit, Brer Bear, and the Peanut Patch</b>	<i>The Classic Tales of Brer Rabbit</i> , by Joel Chandler Harris, pp. 4–12	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Furious</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Retelling a Read-Aloud or Sequence of Events</b>		20

# 11A

## *Brer Fox, Brer Rabbit, Brer Bear, and the Peanut Patch*



### **Introducing the Read-Aloud**

**10** minutes

#### **What Have We Already Learned?**

---

Begin with a brief review of *Anansi and the Moss-Covered Rock*. Have a discussion with students about the plot of the story. Students should be able to recall how Anansi tricked the other animals and stole their food while they were knocked senseless by the “magic” moss-covered rock. Ask: Who catches the trickster in his tricks? Does Anansi learn his lesson that it’s not nice to trick others and steal their food when he finally gets tricked by Little Bush Deer?

Tell students that today’s story also has a trickster in it. Ask what it means if someone is a trickster. Ask students to listen to see if in today’s story, the trickster gets caught like Anansi did or if he gets away with his trick.

#### **Sharing the Title and First Illustration**

---

Read the title and author information of the book. Tell the students that this book has a collection of stories and that you will be reading a couple of stories from this book over the next few days. Share the title of today’s story, and tell the students that this is a folktale. Ask students what it means if this story is a folktale.

Share the illustration on pages 4–5. Ask students what they see in the picture. Point to Brer Fox and explain that he is one of the main characters of the story. Tell students that Brer means brother, as in friend or neighbor and not brother as in a family member. Ask students where they think Brer Fox is and what he is doing. Point out the peanut shell in the mouse’s mouth and explain that the peanuts we eat come out of a shell like the one in the picture. Explain to students that Brer Fox is working in his peanut patch. A patch is a small field or garden where a plant or various plants are grown. Ask students if they think having a peanut patch would be hard work.

Point out the scarecrow and ask students if they know the purpose of a scarecrow. Ask if the crows seem to be scared of the scarecrow.

### **Making Predictions About the Read-Aloud**

---

Ask students to think about the title of the folktale. Explain to students that there are two other characters in the story, Brer Bear and Brer Rabbit, who are not in this first illustration. Ask students to predict what adventure Brer Fox, Brer Bear, and Brer Rabbit might have in the peanut patch.

### **Purpose for Listening**

---

Tell the students to listen carefully to find out whether or not their predictions are correct.

## Brer Fox, Brer Rabbit, Brer Bear, and the Peanut Patch

---

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

*Brer Fox, Brer Rabbit, Brer Bear, and the Peanut Patch* is found on pages 4–12 of this particular trade book, so the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Be sure to discuss what students see in each picture as you read each page.

### Page 4

- . . . **patch in the country.** (Ask a student to point to Brer Fox.) What does Brer Fox have?
- . . . **bursting with plump peanuts that were just about to ripen.** ...bursting with fat peanuts that were just about ready to be picked.
- . . . **except for Brer Rabbit.** Brer Fox's peanut patch is on a plantation. A plantation is a large farm where crops are raised. The folktale says that all the other animals were mighty envious of Brer Fox. To be envious means to be jealous and to want what the other person has. Why are the other animals envious of Brer Fox? Why do you think Brer Rabbit isn't envious?

### Page 6

- . . . **advantage of the situation.** What do you think it means to take advantage of a situation? In this story to take advantage of a situation means to selfishly get something good from a situation.
- . . . **whatever peanuts he could.** How does Brer Rabbit take advantage of Brer Fox's nice peanut patch?
- . . . **right off the vine!** When Brer Fox's peanuts are ripe or ready to be picked, he goes to check on his peanut patch. What does he discover? How do you think Brer Fox feels?

### Page 7

- . . . **to catch the thief.** To be furious is to be very angry. (Ask a student to point to Brer Fox on page 6.) What do you think Brer Fox will do next?
- . . . **he could catch the thief.** How does Brer Fox plan to catch the thief?
- . . . **swinging upside-down from the hickory tree.** Who gets caught in Brer Fox's trap? How do you think Brer Rabbit feels after he is caught by Brer Fox's trap?

### Page 9

- . . . **saw Brer Rabbit hanging there, upside-down.** Who comes lumbering along and ambles up to Brer Rabbit? *Lumbering* means walking with heavy steps or in a clumsy way, and *ambled* means walked slowly.
- . . . **but it wasn't hard to puzzle Brer Bear.** When someone is puzzled, it means that they are confused or they do not understand the situation.
- . . . **up there in the elements, Brer Rabbit?"** Why is Brer Bear puzzled at seeing Brer Rabbit hanging in the elements or weather?
- . . . **a whole new perspective on the world."** What is Brer Rabbit's explanation? Is Brer Rabbit telling the truth, or is he trying to trick Brer Bear?
- . . . **nothing to sneeze at."** What does Brer Rabbit ask Brer Bear to do? Do you think Brer Bear will take Brer Rabbit's place?

### Page 10

- . . . **as he dangled in the air.** What does Brer Bear decide to do?
- . . . **called from outside Brer Fox's window.** Who does Brer Rabbit run to talk to after Brer Bear frees him from the trap?
- . . . **thwacked him in the behind.** What does Brer Fox do? To thwack someone means to hit them. Why does Brer Fox thwack Brer Bear?

- . . . **would be coming after him.** Where does Brer Rabbit go? Why does he hide?
- . . . **furiously lumbering up the road.** If Brer Bear was furious and lumbering up the road, was he walking with heavy footsteps or slowly and leisurely?
- **And off he lumbered.** Who does Brer Rabbit pretend to be? *Obliged* means to be thankful or grateful to someone for something. Would Brer Bear be obliged to the bullfrog if he knew it was really Brer Rabbit?
- . . . **laughing all the way.** Why do you think Brer Rabbit laughs all the way home?

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. What is Brer Fox doing at the beginning of the story? (working in his peanut patch)
3. Who is stealing Brer Fox's peanuts? (Brer Rabbit)
4. What does Brer Fox make to catch the thief? (a trap)
5. Who gets caught in Brer Fox's trap? (Brer Rabbit)
6. How does Brer Rabbit get out of the trap? (He tricks Brer Bear to switch places with him.)
7. Why does Brer Bear switch places with Brer Rabbit? (Brer Rabbit says he is making a dollar a minute.)
8. Brer Rabbit tells Brer Bear that he is making a dollar a minute guarding the peanut patch. Would you take over for Brer Rabbit? Why or why not? (No, because Brer Rabbit is lying.)
9. When Brer Fox sees Brer Bear in the trap, who does he think the thief is? (Brer Bear) Who is the real thief? (Brer Rabbit) Does the real thief get in any trouble? (no)

10. Could this story really happen or is it fiction? (fiction) How do you know? (Animals don't talk and act like people.)
11. *Who? Pair Share*: Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word "who." For example, you could ask, "Who were the characters in today's story?" Turn to your neighbor and ask your "who" question. Listen to your neighbor's response. Then your neighbor will ask a new "who" question and you will get a chance to respond. I will call on several of you to share your questions with the class.

### Word Work: Furious

(5 minutes)

1. The story states, "Brer Fox was *furious* at the robber for ruining all his hard work."
2. Say the word *furious* with me.
3. *Furious* means very, very angry.
4. Jen was furious when her dog chewed her new shoes.
5. Can you think of a time when you felt furious? What happened and what did you do? Try to use the word *furious* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I was furious . . .")
6. What's the word we've been talking about?

Use a *Synonyms and Antonyms* activity for follow-up. Explain that the antonym or opposite of *furious* is *happy*. Directions: If any of the things I say would make you furious, say *furious*. If the things I say would make you happy, say *happy*. Explain that different things make different people feel furious, but they should be able to give reasons for their opinions. (Answers may vary for all.)

1. Someone steals your new crayons
2. You get a snow day
3. You have no homework
4. Someone eats your lunch
5. You discover your backpack is missing



**Complete Remainder of the Lesson Later in the Day**

# 11B

## *Brer Fox, Brer Rabbit, Brer Bear, and the Peanut Patch*



### **Extensions**

**20** minutes

#### **Retelling a Read-Aloud or Sequence of Events**

---

Tell the students that all good stories have a beginning, middle, and an end. These are all part of the plot or what happens in the story. Explain that when we retell stories, we tell the beginning by describing the setting and the characters. We tell the middle by telling the important events that happened in the story. Finally, we tell the end by describing how the problem was resolved and how everything turned out.

Create groups of three students each. Decide or give the students a few minutes to decide who will retell the beginning, who will retell the middle, and who will retell the end. Now tell the students to think about the story they have just read. Have the three students take turns retelling their parts of the story. As you circulate around the room, encourage the student who retells the beginning to include the setting and characters. Encourage the student who retells the middle to include at least three events. Encourage the student who retells the end to explain how the problem was solved and how it all turned out.

After several minutes, come back together as a class and have the groups share what they described for the beginning, the middle and the end of the read-aloud.

An alternative activity is to have students draw the beginning, middle, and ending, and retell the story with the three pictures.

# 12

## *Brer Fox Goes Hunting*



### **Lesson Objectives**

#### **Core Content Objectives**

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Students will:

- Demonstrate familiarity with *Brer Fox Goes Hunting*
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of *Brer Fox Goes Hunting*
- Understand that fables and folktales are two types of fiction

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)
- Describe illustrations (orally or in writing) (L.1.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)

- Learn new words from read-alouds and discussions (L.1.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Distinguish fantasy from realistic text (L.1.25)
- Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.1.27)

### Core Vocabulary

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*Brer Fox Goes Hunting* from *The Classic Tales of Brer Rabbit* by Joel Chandler Harris is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**appreciate, v. (p. 38)** To be thankful for something or someone

*Example:* Joe learned to appreciate his classmate Leila who carried his backpack when he was on crutches.

*Variation(s):* appreciates, appreciated, appreciating

**encounters, n. (p. 36)** Meetings

*Example:* My dog has had several unpleasant encounters with skunks.

*Variation(s):* encounter

**game, n. (p. 36)** Wild animals hunted and eaten for food

*Example:* The Miller family tradition was to hunt for game before Thanksgiving dinner.

*Variation(s):* none

**mess, n. (p. 36)** A large amount of food

*Example:* Billy cooked up a whole mess of fish.

*Variation(s):* none

**sense, n. (p. 41)** Good judgment or the ability to make wise choices

*Example:* Please try to use good sense when you are riding your bike.

*Variation(s):* none

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Sharing the Title and First Illustration</b>		10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Brer Fox Goes Hunting</b>	<i>The Classic Tales of Brer Rabbit</i> , by Joel Chandler Harris, pp. 36–41	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Sense</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Domain-Related Trade Book or Student Choice</b>	trade book	20

# 12A

## *Brer Fox Goes Hunting*



### **Introducing the Read-Aloud**

**10** minutes

#### **Sharing the Title and First Illustration**

---

Tell the students that they are going to hear another folktale titled *Brer Fox Goes Hunting*. Ask what it means if this story is a folktale.

Show the illustration on pages 36–37. Ask students what they see in the picture. Point to Brer Fox and Brer Rabbit and ask students if they have seen these characters before. Have students share what they already know about these two characters. If necessary, remind students that Brer Rabbit played tricks on Brer Bear and Brer Fox in *Brer Fox, Brer Rabbit, Brer Bear, and the Peanut Patch*. Ask: Did Brer Rabbit get away with his tricks in the last story?

#### **Making Predictions About the Read-Aloud**

---

Ask the students to predict whether or not Brer Rabbit will play tricks in this folktale and if so, what kinds of tricks.

#### **Purpose for Listening**

---

Tell the students to listen carefully to find out whether or not their predictions are correct.

## Brer Fox Goes Hunting

---

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

*Brer Fox Goes Hunting* is found on pages 36–41 of this particular trade book, so the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Be sure to discuss what students see in each picture as you read each page.

### Page 36

- . . . **by going hunting.** (Ask a student to point to Brer Fox in the picture.) He needed to get his mind off his encounters or meetings with Brer Rabbit. So how does Brer Fox decide to spend his day?
- . . . **a whole mess of game.** Game is wild animals hunted to eat as food. Does Brer Fox have a good day of hunting?
- . . . **ambled down the road.** He walked slowly and leisurely down the road.
- . . . **someone was Brer Rabbit.** Who hears Brer Fox singing on his way home? (Ask a student to point to Brer Rabbit.)

### Page 37

- . . . **he heard Brer Fox's song:** (You may wish to sing the song to the tune of *The Farmer in the Dell*. The lyrics are a reasonable fit to the familiar song.)
- . . . **Brer Fox had so much game.** What does Brer Rabbit learn by listening to Brer Fox's song? Why do you think Brer Rabbit is glad Brer Fox has caught so much food? What do you think Brer Rabbit will do?
- . . . **silent as a log.** Why do you think Brer Rabbit lies down in the middle of the road?

### Page 38

- . . . **the fattest rabbit he'd ever seen.** Who is the rabbit Brer Fox sees in the middle of the road? Is he really dead?
- . . . **and come back for the rabbit later.** Why is Brer Fox happy to see the rabbit in the middle of the road?
- . . . **even fatter than the first!** Does Brer Fox fall for Brer Rabbit's first trick? Does Brer Rabbit give up or try to trick Brer Fox again?

### Page 39

- . . . **an abandoned wheelbarrow nearby.** (Ask a student to point to the wheelbarrow in the picture.)
- . . . **went back after the first rabbit.** What does Brer Fox decide to do when he sees the second rabbit and the wheelbarrow? If something is worth your while, the benefits or good things you will get for doing it are greater than the time or effort it will take you to do the activity. Why does Brer Fox think it is worth his while to leave his game or food and go back to get the first rabbit?

### Page 41

- . . . **ate very well that week.** What does Brer Rabbit do after Brer Fox leaves to get the first rabbit?
- . . . **grumbled Brer Fox.** When Brer Fox and Brer Rabbit meet several days later, Brer Fox says, "I caught a bagful of sense a little too late." The word *sense* can mean good judgment or the ability to make wise choices. What do you think it means when Brer Fox says, "I caught a bagful of sense a little too late"? When Brer Fox says he caught a bagful of sense too late, it means he did not realize until his game or food was gone that he made an unwise decision. Does Brer Fox know who took his game?

### Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. At the beginning of the story, what does Brer Fox do to take his mind off his encounters with Brer Rabbit? (goes hunting)
3. Who discovers that Brer Fox has caught a mess of game? (Brer Rabbit)
4. What does Brer Fox have that Brer Rabbit wants? (a bag full of game or wild animals to eat for food)
5. How does Brer Rabbit try to trick Brer Fox in order to get his food? (He lies down in the middle of the road and pretends to be game.)
6. Why does Brer Fox decide to go back for the first rabbit? (He sees a second, fatter rabbit and a wheelbarrow he thinks will help him carry all of the game back home.)
7. What does Brer Rabbit do after Brer Fox goes back for the first rabbit? (He steals Brer Fox's game or food.)
8. Who made mischief in this story? (Brer Rabbit) Was the mischief maker caught? (no)
9. Could this story really happen or is it fiction? (fiction) How do you know? (Animals don't talk and act like people. Rabbits don't eat meat.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Think Pair Share:* You have heard about another character that is a rabbit. Do you remember his name? (Peter Rabbit) How are Brer Rabbit and Peter Rabbit alike? How are they different? (Answers may vary. One likely conclusion may be that Brer Rabbit was a trickster; however, Peter Rabbit was not a trickster and liked to explore due to a sense of curiosity and adventure.)

1. In the story Brer Fox said, “I caught a bagful of *sense* a little too late.”
2. Say the word *sense* with me.
3. Sense can mean good judgment or being able to make wise choices.
4. Emily showed good sense and did her homework before playing outside.
5. Can you think of times you used good sense? Were there times when you did not use good sense? Who in the story did not use good sense? Try to use the word *sense* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I use/used good sense when I . . .”)
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will describe a situation. If what I describe is an example of using good sense, you will say, “That’s good sense.” If what I describe is not an example of using good sense, you will say, “That’s not good sense.”

1. looking both ways before you cross the street (That’s good sense.)
2. washing your hands before you eat (That’s good sense.)
3. talking to strangers (That’s not good sense.)
4. finishing your homework (That’s good sense.)
5. running by the pool (That’s not good sense.)



**Complete Remainder of the Lesson Later in the Day**

# 12B

## Brer Fox Goes Hunting



### Extensions

20 minutes

#### Domain-Related Trade Book or Student Choice

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##### *Domain-Related Trade Book*

Refer to the list of recommended trade books in the domain introduction at the front of this teacher’s guide, and choose an additional story to read aloud to the class. You may want to choose one that is not included in this anthology but is listed in the *Core Knowledge Sequence* for first graders, or you may choose to share another folktale from *The Classic Tales of Brer Rabbit*. As you read, use the same strategies that you have been using when reading the fables and stories in this anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.

After you finish reading the trade book read-aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.

##### *Student Choice*

Ask the students which trade book they have heard recently that they would like to hear again. If necessary, reread the titles of recent trade books to refresh the students’ memories, and/or show key illustrations from several trade books. You may also want to choose one yourself. Reread the text that is selected. Feel free to pause at different places in the trade book this time and talk about vocabulary and information that you did not discuss previously during the first reading of the trade book. After you read the trade book, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this trade book. Remember to repeat and expand upon each response using richer and more complex language, including, if possible any trade book vocabulary.

# PP2

## *Pausing Point 2*



### **Note to Teacher**

This is the end of the folktales and fictional stories read-alouds. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

### **Core Content Objectives Up to This Pausing Point**

Students will:

- Demonstrate familiarity with particular folktales and fictional stories
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of a given folktale or story
- Understand that folktales are fiction

### **Activities**

#### **Picture Review**

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##### **Materials: Trade books used as read-alouds**

Show the illustrations from any read-aloud again and have students retell the folktale or story using the illustrations.

You may also show various illustrations and focus on a particular element of the story: characters, plot, or setting.

## Sequencing Events of *The Tale of Peter Rabbit*

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### **Materials: Image Cards 10–13; Instructional Master PP2-1**

Use Image Cards 10–13 to sequence and retell *The Tale of Peter Rabbit*. Talk about the beginning, middle, and end of the plot. These image cards may also be used as a center activity.

An instructional master has also been provided if you would like for students to do this individually.

Instructional Master PP2-1 may also be used as a part of the domain assessment. If you wish to reuse PP2-1 for this purpose, make copies of the instructional master for later use.

## Story Map

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### **Materials: Instructional Master PP1-2**

Use the instructional master to identify the characters, setting, and plot of any of the fictional stories. Some students may need to work with the teacher and complete this on chart paper as a group, while others may be able to complete the instructional master on their own.

## Domain-Related Trade Book

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### **Materials: Trade book**

Read an additional trade book to review a particular folktale or share a new fictional story and have students identify the elements of the story. Refer to the books listed in the domain introduction.

## Key Vocabulary Brainstorming

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### **Materials: Chart paper**

Give the students a key domain concept or vocabulary word such as *trickster*. Have students brainstorm everything that comes to mind when they hear the word, such as, “Anansi, Brer Rabbit, plays tricks,” etc. Record their responses on a piece of chart paper for reference.

## Riddles for Core Content

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Ask the students riddles such as the following to review core content and vocabulary:

- I did not want to waste my time helping the water, the fire, or the wind. Who am I? (Medio-Pollito)
- The poor unfortunate man came to me for advice when it was too noisy in his hut. Who am I? (the rabbi)
- I got into mischief by going into Mr. McGregor’s garden? Who am I? (Peter Rabbit)
- I played wicked tricks on Lion and Elephant to get their food. Who am I? (Anansi)
- Brer Fox did not appreciate my trick to get his game. Who am I? (Brer Rabbit)

## On Stage

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You may choose to reread and have the students act out any of the folktales or fictional stories. Encourage the students to portray actions and feelings and to use some of their own dialogue.

Another option is to ask the students to create a skit to demonstrate the one saying and phrase they learned. Have them end the skit with “Do unto others as you would have them do unto you!”

## Retelling a Story with Puppets

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Have the students make simple puppets of the characters from a particular folktale and then use them to retell the story.

## Somebody Wanted But So Then

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The Somebody Wanted But So Then chart used for *The Maid and the Milk Pail* may also be used for retelling the various folktales.

## Student-Created Books

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### Materials: Booklet for each student

Have each student make his/her own book that is a retelling of one of the folktales or stories that has been shared. As a class or with a partner or small group, brainstorm the sequence of events: beginning, middle, and end. Also, talk about the elements of fictional stories. Students will draw a picture on each page to show the beginning, important middle events, and end of the story. They will also write a sentence to go with each picture. Some students may need to dictate their sentences to an adult, while others will be able to write the sentences on their own. Have students share their stories with a partner or the class.

## Venn Diagram

---

Draw a Venn diagram on the board or on a piece of chart paper. Label the left side of the Venn diagram “Brer Rabbit” and the right side “Anansi.” Prior to recording the students’ responses, point out that you are going to write down what they say, but that they are not expected to read what you write because they are still learning the rules for decoding words. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read what has been written to them.

Have students share what they remember about Brer Rabbit. Then, have students share what they remember about Anansi. Ask the students how these two characters are alike. (animal characters, tricksters, etc.) Record responses in the overlapping part of the two circles.

Ask the students how Brer Rabbit and Anansi are different. (different animals, play different tricks, etc.) Record responses in the circle for each character.

Another option for character comparison is Peter Rabbit and Brer Rabbit.



This domain assessment evaluates each student's retention of the core content targeted in *Fables and Stories*.



## Domain Assessment

### Part I (Instructional Master DA-1)

Directions: I will read a sentence about one of the fictional stories you have heard. If the sentence is true, you will circle the 'T.' If the sentence is false, you will circle the 'F.'

1. In *Anansi and the Moss-Covered Rock*, Anansi always thinks of ways to help his animal friends. (F)
2. In *It Could Always Be Worse*, the rabbi's advice to the poor unfortunate man is to move to a larger house. (F)
3. In *Brer Fox Goes Hunting*, Brer Rabbit tricks Brer Fox and takes his game or food. (T)
4. In *The Tale of Peter Rabbit*, Mr. McGregor and Peter Rabbit become good friends. (F)
5. At the end of *The Little Half-Chick*, Medio-Pollito becomes a weather vane. (T)
6. In *Brer Fox, Brer Rabbit, Brer Bear, and the Peanut Patch*, Brer Rabbit is able to get out of Brer Fox's trap by tricking Brer Bear to trade places with him. (T)
7. Fables and folktales are two types of nonfiction, stories that really happened. (F)
8. The setting of *The Tale of Peter Rabbit* is a busy city. (F)
9. The rabbi, Medio-Pollito, Anansi, and Brer Rabbit are all characters in the folktales you heard. (T)
10. Characters, setting, and plot are all important parts of a story. (T)

### ***Part II***

Use the trade books to remind the students of the six stories heard. On the back of the instructional master, have each student draw a picture of his/her favorite story and write a sentence explaining why this was his/her favorite.

### ***Part III***

You may work with students individually and have them orally retell one of the folktales heard.

### ***Part IV (Instructional Master PP2-1)***

Instructional Master PP2-1 may be used as an assessment for sequencing the plot of *The Tale of Peter Rabbit*.



**For Teacher Reference Only:**  
Copies of *Tell It Again! Workbook*







Dear Parent or Guardian,

Today, your child listened to the well-known fable *The Boy Who Cried Wolf* and learned that fables are short stories that teach a lesson which is called the moral of the story. Over the next several days, your child will also become familiar with the fables, *The Maid and the Milk Pail*, *The Goose and the Golden Eggs*, *The Dog in the Manger*, *The Wolf in Sheep's Clothing*, and *The Fox and the Grapes*. Some of these fables have animal characters that act like people (personification), which is another characteristic of fables.

Below are some suggestions for activities that you may do at home to continue enjoying the fables heard at school.

### 1. Character, Setting, and Plot

Talk with your child about the characters, setting, and plot of the fables. Ask questions about the fable such as, “Why did the shepherd boy play a prank and call, “Wolf! Wolf!”? Also, make personal connections to the fables with questions such as, “If you lie often, will I believe you when you are telling me the truth?”

### 2. Illustrating Fables

Have your child draw or paint a picture of one of the fables and then tell you about it. Again, ask questions to keep your child talking about the fable. Another option is to create a three-part picture that shows the beginning, middle, and end of the fable.

### 3. Different Versions of Fables

Tell or read to your child different versions of a fable, and talk about how the different versions are the same and how they are different.

### 4. Sayings and Phrases: Wolf in Sheep's Clothing and Sour Grapes

Your child will learn about these phrases and their meanings. Once your child has heard the fable *The Wolf in Sheep's Clothing*, reinforce that the saying means that people are not always whom they appear to be on the outside. On the outside, the wolf looked like a sheep—but he was not. Explain that in the same way, a person can seem very nice on the outside, but may not actually be very nice on the inside. Once your child has heard the fable *The Fox and the Grapes*, reinforce that when he couldn't reach the grapes, the fox said, “I didn't want those old grapes anyway. I'm sure they are sour.” Explain that the phrase “sour grapes” describes someone who cannot get what s/he wants, so ends up

saying untrue things. Talk with your child again about how these phrases apply to everyday situations.

### **5. Read Aloud Each Day**

It is very important that you read to your child every day. The local library has fables and collections of fables that you can share with your child. Be sure to talk about the characteristics of each fable—they are short, they have a moral, they use personification—and how the moral applies to you and your child.

Be sure to praise your child whenever s/he shares what has been learned at school.

Directions: Think about what you heard in the read-aloud, and then fill in the chart using words or sentences.

<b>Somebody</b>	
<b>Wanted</b>	
<b>But</b>	
<b>So</b>	
<b>Then</b>	



Directions: Write the number that the teacher says beside the picture of the fable that is being described.

\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_





\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_





Directions: Write the number that the teacher says beside the picture of the fable that is being described.

6

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1

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5

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3

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4

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2

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Directions: These three pictures show the beginning, middle, and end of "The Fox and the Grapes." Cut out the three pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the fable. Glue them in the correct order on a piece of paper.

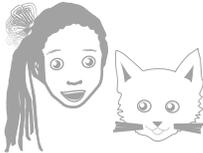




Name \_\_\_\_\_

Title \_\_\_\_\_

Character(s)



A line drawing of a girl with a flower in her hair and a white cat with a black collar.

Setting(s)



A silhouette of a mountain range.

*Directions: Use this story map to describe the characters, setting, and plot of the fable.*

<b>P</b> <b>I</b> <b>O</b> <b>T</b>	Beginning
	Middle
	End





Dear Parent or Guardian,

We have finished the fables section of the Fables and Stories domain and are now listening to and discussing longer fictional stories. Today your child heard *Medio-Pollito*, a Hispanic folktale. Over the next several days, s/he will also become familiar with *It Could Always Be Worse*; *The Tale of Peter Rabbit*; *Anansi and the Moss-Covered Rock*, *Brer Fox*, *Brer Rabbit*, *Brer Bear and the Peanut Patch*; and *Brer Fox Goes Hunting*.

Below are some suggestions for activities that you may do at home to continue enjoying the stories heard at school.

### 1. Storytelling Time

Have your child orally retell the story that s/he heard at school each day.

### 2. Character, Setting, and Plot

Talk with your child about the characters, setting, and plot of the stories. Ask questions about the story such as, "How did Peter Rabbit get into mischief?" Also, make personal connections to the stories with questions such as, "Have you ever gotten into mischief?"

### 3. Illustrating Stories

Have your child draw or paint a picture of one of the stories and then tell you about it. Again, ask questions to keep your child talking about the story. Another option is to create a three-part picture that shows the beginning, middle, and end of the story.

### 4. Sayings and Phrases: Do Unto Others as You Would Have Them Do Unto You

Your child has talked about this saying and its meaning at school. Talk with your child again about the meaning and ways to follow this saying. Find opportunities to compliment your child for following the Golden Rule.

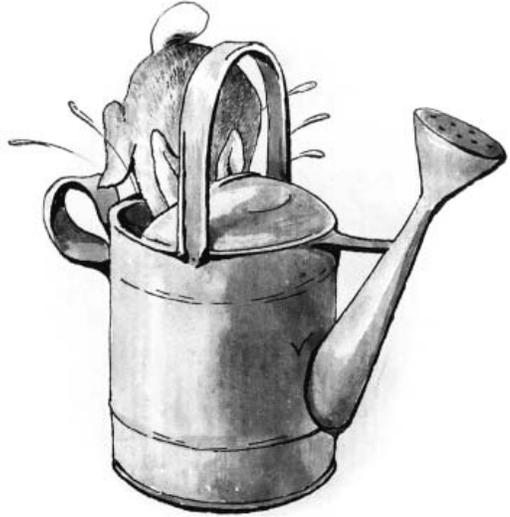
### 5. Read Aloud Each Day

It is very important that you read to your child every day. The local library has folktales and collections of folktales that you can share with your child. Be sure to talk about the characters, setting, and plot of these stories. You may also want to reread one that has been read at school.

Be sure to praise your child whenever s/he shares what has been learned at school.



Directions: These pictures show some important parts of the plot of "The Tale of Peter Rabbit." Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the correct sequence of events. Retell the story using the pictures. When you are sure that you have them in the correct order, glue them on a separate sheet of paper in the correct order.





Directions: Listen to the sentence read by the teacher about fables and stories. Circle the 'T' if the sentence is true.  
Circle the 'F' if the sentence is false.

1.

T

F

2.

T

F

3.

T

F

4.

T

F

5.

T

F

6.

T

F

7.

T

F

8.

T

F

9.

T

F

10.

T

F



Directions: Listen to the sentence read by the teacher about fables and stories. Circle the 'T' if the sentence is true.  
Circle the 'F' if the sentence is false.

1.	T	F
2.	T	F
3.	T	F
4.	T	F
5.	T	F
6.	T	F
7.	T	F
8.	T	F
9.	T	F
10.	T	F





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