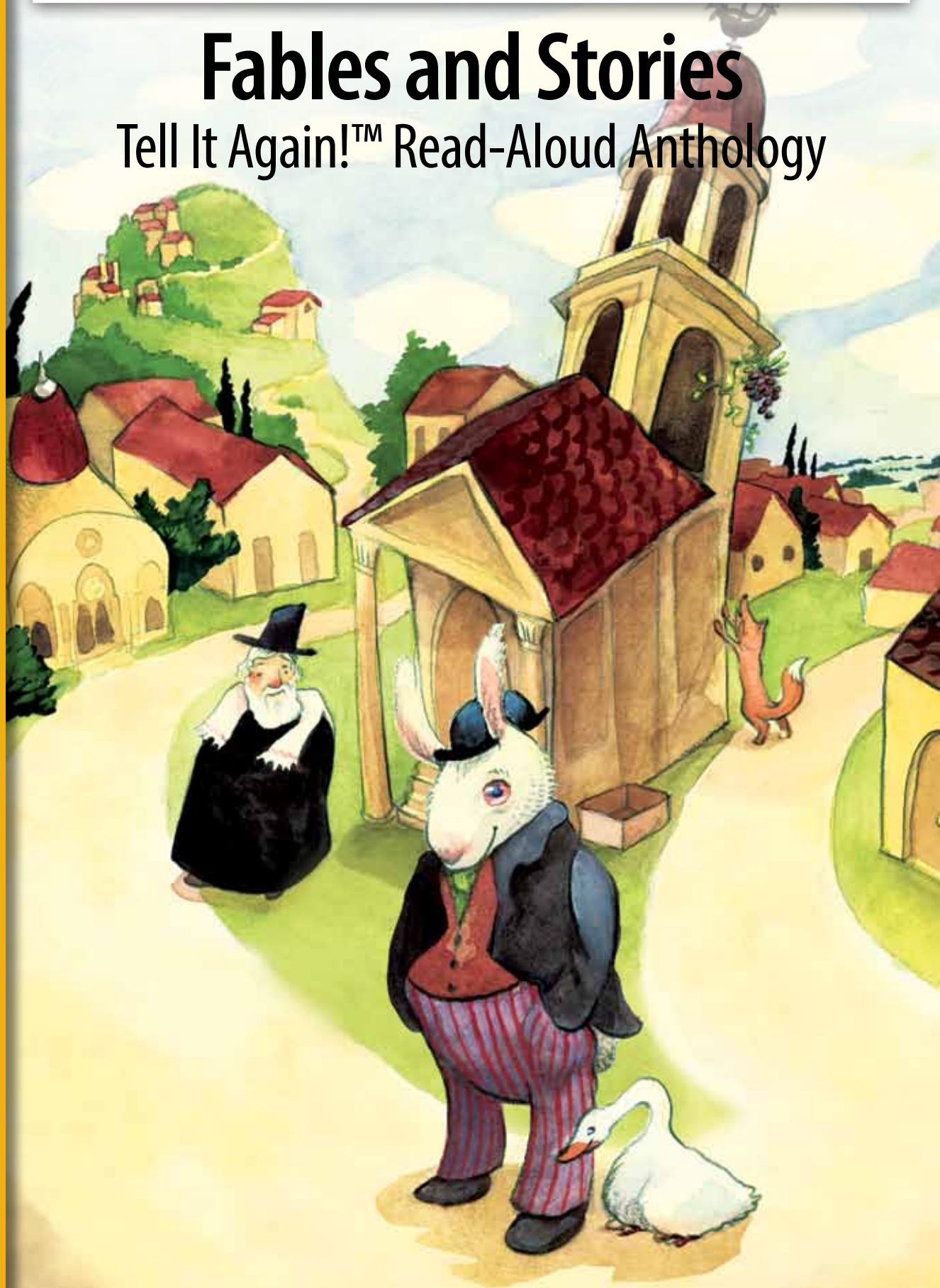


# Fables and Stories

Tell It Again!™ Read-Aloud Anthology



Core Knowledge Language Arts® • New York Edition • Listening & Learning™ Strand



Core Knowledge®

**GRADE 1**





# Fables and Stories

## Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

**GRADE 1**

Core Knowledge Language Arts®  
New York Edition



Core Knowledge®

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# Alignment Chart for Fables and Stories

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

## Alignment Chart for Fables and Stories

### Lesson

	1	2	3	4	5	6	7	8	9	10
<b>Core Content Objectives</b>										
Demonstrate familiarity with various fables and stories						✓				
Identify character, plot, and setting as basic story elements						✓				
Describe the characters, plot, and setting of a specific fable or story						✓				
Identify fables and folktales as types of fiction						✓				
Identify characteristics of fables: short, moral, personification	✓	✓	✓	✓	✓	✓				
Explain in their own words the moral of a specific fable	✓	✓	✓	✓	✓	✓				
<b>Reading Standards for Literature: Grade 1</b>										
<b>Key Ideas and Details</b>										
<b>STD RL.1.1</b>	Ask and answer questions about key details in a text.									
<b>CKLA Goal(s)</b>	Ask and answer questions (e.g., <i>who, what, where, when</i> ), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction read-aloud					✓				
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships					✓				

**Alignment Chart for  
Fables and Stories**


**Lesson**

		1	2	3	4	5	6	7	8	9	10
<b>STD RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.										
<b>CKLA Goal(s)</b>	Retell fiction read-alouds including key details, and demonstrate understanding of their central message or lesson	✓	✓	✓	✓		✓	✓	✓		✓
	Recount fiction read-alouds, including fables and folktales from diverse cultures, identifying the lesson or moral	✓	✓	✓	✓	✓	✓				
<b>STD RL.1.3</b>	Describe characters, settings, and major events in a story, using key details.										
<b>CKLA Goal(s)</b>	Use narrative language to describe (orally or in writing) characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud	✓	✓	✓	✓	✓	✓			✓	
<b>Craft and Structure</b>											
<b>STD RL.1.4</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.										
<b>CKLA Goal(s)</b>	Identify words and phrases that suggest feelings or appeal to the senses	✓	✓	✓	✓		✓				
<b>STD RL.1.5</b>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.										
<b>CKLA Goal(s)</b>	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems, describing the differences between books that tell stories and books that give information						✓				
	Distinguish fantasy from informational or realistic text	✓	✓	✓	✓	✓	✓	✓			✓
<b>STD RL.1.6</b>	Identify who is telling the story at various points in a text.										
<b>CKLA Goal(s)</b>	Identify who is telling the story at various points in a fiction read-aloud										



**Alignment Chart for  
Fables and Stories**

**Lesson**

		1	2	3	4	5	6	7	8	9	10
<b>Integration of Knowledge and Ideas</b>											
<b>STD RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.										
<b>CKLA Goal(s)</b>	Talk about the illustrations and details from a fiction read-aloud, to describe its characters, setting, or events										
	Sequence four to six pictures illustrating events from a fiction read-aloud						✓				
<b>STD RL.1.9</b>	Compare and contrast the adventures and experiences of characters in stories.										
<b>CKLA Goal(s)</b>	Compare and contrast (orally or in writing) similarities and differences within a single fiction read-aloud or between two or more fiction read-alouds			✓							
<b>Writing Standards: Grade 1</b>											
<b>Text Types and Purposes</b>											
<b>STD W.1.1</b>	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.										
<b>CKLA Goal(s)</b>	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure						✓				
<b>STD W.1.3</b>	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.										
<b>CKLA Goal(s)</b>	Plan, draft, and edit a narrative retelling of a fiction read-aloud, with a title, characters, some details regarding the plot, the use of temporal words to signal event order, and some sense of closure			✓			✓	✓		✓	

**Alignment Chart for  
Fables and Stories**

**Lesson**

		1	2	3	4	5	6	7	8	9	10
<b>Production and Distribution of Writing</b>											
<b>STD W.1.5</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.										
<b>CKLA Goal(s)</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed			✓							
<b>STD W.1.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.										
<b>CKLA Goal(s)</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers									✓	
<b>Research to Build and Present Knowledge</b>											
<b>STD W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.										
<b>CKLA Goal(s)</b>	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud, and/or make connections among several read-alouds								✓		
	With assistance, categorize and organize facts and information within a given domain to answer questions				✓		✓				
<b>Speaking and Listening Standards: Grade 1</b>											
<b>Comprehension and Collaboration</b>											
<b>STD SL.1.1</b>	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups										
<b>STD SL.1.1a</b>	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).										
<b>CKLA Goal(s)</b>	Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.						✓				

**Alignment Chart for  
Fables and Stories**

**Lesson**

		1	2	3	4	5	6	7	8	9	10
<b>STD SL.1.1b</b>	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.										
<b>CKLA Goal(s)</b>	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						✓				
<b>STD SL.1.1c</b>	Ask questions to clear up any confusion about the topics and texts under discussion.										
<b>CKLA Goal(s)</b>	Ask questions to clarify information about the topic in a fiction or nonfiction/ informational read-aloud		✓		✓		✓		✓		✓
<b>STD SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.										
<b>CKLA Goal(s)</b>	Ask and answer questions (e.g., <i>who, what, where, when</i> ), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud						✓				
<b>STD SL.1.3</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.										
<b>CKLA Goal(s)</b>	Ask questions to clarify directions, exercises, classroom routines, and/or what a speaker says about a topic						✓	✓			
<b>Presentation of Knowledge and Ideas</b>											
<b>STD SL.1.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.										
<b>CKLA Goal(s)</b>	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings						✓				
<b>STD SL.1.6</b>	Produce complete sentences when appropriate to task and situation.										
<b>CKLA Goal(s)</b>	Produce complete sentences when appropriate to task and situation						✓				


**Alignment Chart for  
Fables and Stories**


**Lesson**

		1	2	3	4	5	6	7	8	9	10
<b>Language Standards: Grade 1</b>											
<b>Vocabulary Acquisition and Use</b>											
<b>STD L.1.5</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.										
<b>STD L.1.5a</b>	Sort words into categories (e.g., <i>colors, clothing</i> ) to gain a sense of the concepts the categories represent.										
<b>CKLA Goal(s)</b>	Provide examples of common synonyms and antonyms										✓
<b>STD L.1.5c</b>	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ).										
<b>CKLA Goal(s)</b>	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> )						✓				
<b>STD L.1.5d</b>	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings.										
<b>CKLA Goal(s)</b>	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings										
<b>STD L.1.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).										
	Learn the meaning of common sayings and phrases					✓	✓	✓			
<b>CKLA Goal(s)</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> )						✓				

**Alignment Chart for  
Fables and Stories**

**Lesson**

	1	2	3	4	5	6	7	8	9	10
<b>Additional CKLA Goals</b>										
Make predictions 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										
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		✓	✓	✓	✓	✓				
Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation	✓							✓		✓
Identify new meanings for familiar words and apply them accurately	✓		✓							
Use determiners, such as <i>a</i> and <i>the</i> , orally or in writing					✓					

 These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.





# 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 ten 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.

This domain includes a Pausing Point following Lesson 6, at the end of the fables section. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than fourteen days total on this domain.**

Week One				
Day 1	Day 2 #	Day 3 ⑩	Day 4	Day 5 #
Lesson 1A: “The Boy Who Cried Wolf” (40 min.)	Lesson 2A: “The Maid and the Milk Pail” (40 min.)	Lesson 3A: “The Goose and the Golden Egg” (40 min.)	Lesson 4A: “The Dog in the Manger” (40 min.)	Lesson 5A: “The Wolf in Sheep’s Clothing” (40 min.)
Lesson 1B: Extensions (20 min.)	Lesson 2B: Extensions (20 min.)	Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 #	Day 7 ⑩	Day 8	Day 9	Day 10 ⑩
Lesson 6A: “The Fox and the Grapes” (40 min.)	Pausing Point (40 min.)	Lesson 7A: “The Little Half-Chick (Medio Pollito)” (40 min.)	Lesson 8A: “The Crowded, Noisy House” (40 min.)	Lesson 9A: “The Tale of Peter Rabbit” (40 min.)
Lesson 6B: Extensions (20 min.)	Pausing Point (20 min.)	Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three			
Day 11	Day 12	Day 13	Day 14
Lesson 10A: “All Stories Are Anansi’s” (40 min.)	Domain Review (40 min.)	Domain Assessment (40 min.)	Culminating Activities (40 min.)
Lesson 10B: Extensions (20 min.)	Domain Review (20 min.)	Domain Assessment (20 min.)	Culminating Activities (20 min.)
60 min.	60 min.	60 min.	60 min.

⑩ Lessons include Student Performance Task Assessments

# Lessons require advance preparation and/or additional materials; please plan ahead

## ***Domain Components***

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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! Posters for Fables and Stories*
- *Tell It Again! Image Cards for Fables and Stories*
- *Tell It Again! Supplemental Guide for Fables and Stories*
- *Tell It Again! Multiple Meaning Word Posters for Fables and Stories*

Recommended Resource:

- *Core Knowledge Teacher Handbook (Grade 1)*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517700

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

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This domain will introduce students to fables and stories that have delighted generations of people. 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 news reporter who characterizes a politician as “a wolf in sheep’s clothing.”

In the first six read-alouds of the Anthology, 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 four read-alouds, they will be introduced to classic folktales, such as “Medio Pollito (The Little Half-Chick)” and “The Crowded, Noisy House,” 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.

If the content of any of these fables and stories unsettles some students, you should remind them that the stories themselves are



fiction. Please preview all read-alouds and lessons in this domain before presenting them to students and feel free to substitute a trade book from the list of recommended trade books if you feel doing so would be more appropriate for your students. 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, lead students in a discussion as to how the story or information in the book relates to the read-alouds in this domain.

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

---

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Fables and Stories*. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy:

### ***Nursery Rhymes and Fables***

- Demonstrate familiarity with nursery rhymes and 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)

### ***Stories***

- Listen to and then demonstrate familiarity with stories, including the ideas they express
- Explain 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

## Core Vocabulary for Fables and Stories

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The following list contains all of the core vocabulary words in *Fables and Stories* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to 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.

### Lesson 1

company  
prank  
shepherd  
**startled**  
tended

### Lesson 2

**balanced**  
jealous  
milkmaid  
plumpest

### Lesson 3

delight  
golden  
goose  
**greedy**

### Lesson 4

**budge**  
manger  
oxen  
plow

### Lesson 5

**disguise**  
fleece  
flock  
pretend  
prowled

### Lesson 6

**bunch**  
juicy  
lunged  
pluck  
ripe

### Lesson 7

abandoned  
brood  
stream  
stubborn

### waste

### Lesson 8

**advice**  
pondered  
stunned

### Lesson 9

exert  
**mischief**  
naughty  
sobs  
thief

### Lesson 10

acknowledge  
approached  
quarreling  
**satisfied**

## ***Student Performance Task Assessments***

---

In the *Tell It Again! Read-Aloud Anthology for Fables and Stories*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: ⑩. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

## ***Above and Beyond***

---

In the *Tell It Again! Read-Aloud Anthology for Fables and Stories*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

## ***Supplemental Guide***

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Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

## ***Recommended Resources for Fables and Stories***

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### **Trade Book List**

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The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the Domain Review for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families 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. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

#### ***Fables***

1. *Aesop's Fables*, by Jerry Pinkney (Chronicle Books, 2000)  
ISBN 978-1587170003
2. *Aesop's Fables*, by Beverly Naidoo and illustrated by Piet Grobler (Frances Lincoln Children's Books, 2011) ISBN  
978-1847800077

3. *The Boy Who Cried Wolf*, by B.G. Hennessy and illustrated by Boris Kulikov (Simon and Schuster, 2006) ISBN 978-0689874338
4. *The Boy Who Cried Wolf/el Pastorcito Mentiroso: A Retelling of Aesop's Fable/Versión de la fábula de Esopo (Bilingual Edition, Audio Book)*, by Eric Blair and illustrated by Dianne Silverman (Capstone Press, 2008) ISBN 978-1404844704
5. *The Classic Treasury of Aesop's Fables (Children's Illustrated Classics)*, illustrated by Don Daily (Running Press, 2007) ISBN 978-0762428762
6. *The Fox and the Grapes*, by Mark White and illustrated by Sara Rojo Pérez (Capstone Press, 2008) ISBN 978-1479518562
7. *Fox Tails: Four Fables from Aesop*, by Amy Lowry (Holiday House, 2012) ISBN 978-0823424009
8. *How the Leopard Got His Claws*, by Chinua Achebe and illustrated by Mary GrandPré (Candlewick, 2011) ISBN 978-0763648053
9. *The Lion and the Mouse*, retold and illustrated by Bernadette Watts (North-South Books, 2007) ISBN 978-0735821293
10. *Little Cloud and Lady Wind*, by Toni Morrison and Slade Morrison and illustrated by Sean Qualls (Simon & Schuster, 2010) ISBN 978-1416985235
11. *The Tortoise and the Hare*, adapted and illustrated by Janet Stevens (Holiday House, 1985) ISBN 978-0823405640
12. *Town Mouse, Country Mouse*, by Jan Brett (Puffin, 2003) ISBN 978-0698119864
13. *The Wise Fool: Fables from the Islamic World*, by Shahrukh Husain and illustrated by Micha Archer (Barefoot Books, 2011) ISBN 978-1846862267

### **Stories**

14. *Anansi and the Moss-Covered Rock*, retold by Eric A. Kimmel and illustrated by Janet Stevens (Holiday House, 1990) ISBN 978-0823407989

15. *Anansi the Spider: A Tale from the Ashanti*, by Gerald McDermott (Henry Holt, 1972) ISBN 978-0805003109
16. *Baby Rattlesnake: A Native American Tale*, by Te Ata and adapted by Lynn Moroney and illustrated by Mira Reisberg (Children's Book Press) ISBN 978-0892392162
17. *A Big Quiet House: A Yiddish Folktale from Eastern Europe*, retold by Heather Forest and illustrated by Susan Greenstein (August House Publishers, 2005) ISBN 978-0874834628
18. *The World of Winnie the Pooh and The House at Pooh Corner*, by A.A. Milne and illustrated by Ernest H. Shepard (Penguin, 2010) ISBN 978-0525444473
19. *How Chipmunk Got His Stripes*, by Joseph Bruchac & James Bruchac and illustrated by Jose Aruego and Ariane Dewey (Puffin, 2003) 978-0142500217
20. *It Could Always Be Worse: A Yiddish Folk Tale*, by Margot Zemach (Square Fish, 1990) ISBN 978-0374436360
21. *Medio Pollito/Half Chick: A Spanish Tale*, adapted by Eric A. Kimmel and illustrated by Valeria Docampo (Amazon Children's Publishing, 2010) ISBN 978-0761457053
22. *Nelson Mandela's Favorite African Folktales*, by Nelson Mandela (Norton, W. W. & Company, 2007) ISBN 978-0393329902
23. *One Grain of Rice: A Mathematical Folktale*, by Demi (Scholastic, 1997) ISBN 978-0590939980
24. *The People Could Fly: American Black Folktales*, retold by Virginia Hamilton and illustrated by Leo Dillon and Diane Dillon (Random House Children's Books, 1993) ISBN 978-0394869254
25. *A Story, A Story: An African Tale*, by Gail E. Haley (Aladdin, 1998) 978-0689712012
26. *The Tale of Peter Rabbit*, by Beatrix Potter and illustrated by Michael Hague (Chronicle Books, 2005) ISBN 978-0811849067

27. *Too Much Noise*, by Ann McGovern and illustrated by Simms Taback (Houghton Mifflin Harcourt, 1992) ISBN 978-0395629857
28. *The Tortoise's Gift: A Story from Zambia*, by Lari Don and illustrated by Melanie Williams (Barefoot Books, 2012) ISBN 978-1846867743
29. *Tunjur! Tunjur! Tunjur!: A Palestinian Folktale*, retold by Margaret Read MacDonald and illustrated by Alik Arzoumanian (Amazon Children's Publishing, 2012) ISBN 978-0761463122

## Websites and Other Resources

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### ***Student Resources***

1. Find the Main Idea Game  
<http://bit.ly/XysFO4>
2. Interactive Cinderella Story  
<http://bit.ly/Qt3Yjb>
3. Peter Rabbit World  
[www.peterrabbit.com/en](http://www.peterrabbit.com/en)

### ***Teacher Resources***

4. Fables and Morals  
<http://bit.ly/TeBs3d>
5. Types of Fiction Characters  
<http://bit.ly/XysYZr>

### ***Audio Versions***

6. *Hear a Story: Medio Pollito*, by Eric Kimmel  
<http://ericakimmel.com/hear-a-story>



# The Boy Who Cried Wolf

# 1

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “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”
- ✓ Identify fables as one type of fiction
- ✓ Identify characteristics of fables: short, moral, personification
- ✓ Explain in their own words the moral of “The Boy Who Cried Wolf”

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Retell the fable “The Boy Who Cried Wolf” including key details (RL.1.2)
- ✓ Identify the moral of the fable “The Boy Who Cried Wolf” (RL.1.2)
- ✓ Identify the literary terms *characters*, *plot*, and *setting*, and explain those terms as they apply to the fable “The Boy Who Cried Wolf” (RL.1.3)
- ✓ Describe how the shepherd boy in “The Boy Who Cried Wolf” is lonely at the beginning of the fable (RL.1.4)



- ✓ Explain that “The Boy Who Cried Wolf” is fiction because it was made up to teach a lesson (RL.1.5)
- ✓ Perform the story “The Boy Who Cried Wolf” for an audience using eye contact, appropriate volume, and clear enunciation
- ✓ Identify new meanings for familiar words, such as *company*, and apply them accurately

## 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

<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>Domain Introduction</b>		10
	<b>Essential Background Information or Terms</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>The Boy Who Cried Wolf</b>		15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Startled</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>On Stage</b>		20
	<b>Multiple Meaning Word Activity: Company</b>	Poster 1M: Company	
<b><i>Take-Home Material</i></b>	<b>Family Letter</b>	Instructional Masters 1B-1 and 1B-2	*



# The Boy Who Cried Wolf

1  
A

## Introducing the Read-Aloud

10 minutes

### Domain Introduction

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

### Essential Background Information or Terms

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

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### ← Show image 1A-1: Shepherd boy chuckling

Ask students 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

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



## The Boy Who Cried Wolf

### ← Show image 1A-1: Shepherd boy chuckling

- 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 *Company* means to have someone to talk to. But *company* also means a business. What do you think is the shepherd boy's plan to get some company?
- 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. Remind students 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 that would help him 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 the boy was tricking them again. So no one came to help the boy save his sheep. <sup>8</sup>

*Moral: If you often don't tell the truth, 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 students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* Were your predictions about what happens in the fable correct? Why or why not? (Answers may vary.)
2. *Literal* What is the shepherd boy doing at the beginning of the fable? (tending his sheep) How does he feel? (lonely)
3. *Inferential* What does the boy 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 tricking them again.)
4. *Literal* 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)



← **Show image 1A-1: Shepherd boy chuckling**

5. *Evaluative* 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)
6. *Evaluative* 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.)
7. *Evaluative* What do you think happens after the wolf came and no one helped the boy? (Answers may vary but could include that the wolf ate the sheep or scared the sheep away.)

8. *Evaluative* What could the boy have done differently to keep the sheep from being taken? (He should not have cried “Wolf!” when there was no wolf. He should not have lied; then maybe the men would have helped him when there really was a wolf.)
9. *Evaluative* 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 students, e.g., “Don’t lie.”] Is this an important lesson for you to remember? Why or why not? (Yes, because people shouldn’t tell lies.)
10. *Evaluative* Is this a true story or is it fiction? (It is fiction because it was made up to teach a lesson.)

[*Think Pair Share* activities encourage students’ active involvement in class discussions by having them think through their answers to questions, rehearse their responses silently and through discussion with a peer, and share their responses aloud with the class. It is recommended that you model the *Think Pair Share* process with another adult (or a student with strong language skills) the first time you use it, and continue to scaffold students to use the process successfully throughout the year.

In *Think Pair Share* activities, you will begin by asking students to **listen** to the question you pose. You will then allow students some time to **think** about the question and their response to the question. Next, you will prompt students to discuss their response in **pairs**. Finally, you will select several students to **share** their responses with the class. Directions to students are as follows.]

I am going to ask you 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.

11. *Evaluative 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.)

12. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Startled

5 minutes

1. In the read-aloud you heard, “The *startled* boy ran toward the valley, and more loudly than ever he cried, ‘Wolf! Wolf!’”
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 students’ responses: “My baby sister’s crying startled me when 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, “\_\_\_\_\_ was startled.” If I describe a situation in which someone is not surprised or frightened, say, “\_\_\_\_\_ was not startled.”

1. The sound of the loud siren made the boy jump. (The boy was startled.)
2. The boy’s father read a story to him before bedtime. (The boy/father was not startled.)
3. The girl’s grandmother helped her comb her hair. (The girl/grandmother was not startled.)
4. The cat pounced from behind the tree and scared the bird. (The bird was startled.)
5. When the girl entered the room, her brother jumped out from behind the couch and shouted, “Boo!” (The girl was startled.)



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





# The Boy Who Cried Wolf

1  
B

## Extensions

20 minutes

### On Stage

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

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

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

### ↔ Multiple Meaning Word Activity

#### *Associated Phrase: Company*

1. [Show Poster 1M: Company.] In the read-aloud you heard, “One day the boy thought of a plan that would help him get a little *company* and have some fun.” Here, *company* means to have someone to spend time with. [Have students hold up one, two, or three fingers to indicate which image on the poster shows this meaning.]
2. Now with your neighbor, talk about what you think of when you see this picture of *company*. I will call on a few of you to share your responses. Try to answer in complete sentences.

(This picture of company makes me think of talking to or playing with friends, having my grandparents visit, etc.) [Call on three or four students to share their answers.]

3. *Company* also means something else. *Company* means a group of people, such as a company of artists or firefighters. [Have students hold up one, two, or three fingers to indicate which image on the poster shows this meaning.]
4. With your neighbor, talk about what you think of when you see this kind of company. I will call on a few of you to share your responses. Try to answer in complete sentences. (When I see this kind of company, I think of the ballet I saw, the firefighters in my neighborhood, etc.) [Call on three or four students to share their answers.]
5. *Company* also means something else. *Company* means a business. [Have students hold up one, two, or three fingers to indicate which image on the poster shows this meaning.]
6. With your neighbor, talk about what you think of when you see this kind of company. I will call on a few of you to share your responses. Try to answer in complete sentences. (When I see this kind of company, I think of where my mom works, the buildings I pass on my way to school, etc.) [Call on three or four students to share their answers.]

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Masters 1B-1 and 1B-2.



# The Maid and the Milk Pail

## 2

### ☑ Lesson Objectives

#### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “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”
- ✓ Identify fables as one type of fiction
- ✓ Identify characteristics of fables: short, moral, personification
- ✓ Explain in their own words the moral of “The Maid and the Milk Pail”

#### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Retell the fable “The Maid and the Milk Pail” including key details (RL.1.2)
- ✓ Identify the moral of the fable “The Maid and the Milk Pail” (RL.1.2)
- ✓ Identify the literary terms *characters* and *plot*, and explain those terms as they apply to the fable “The Maid and the Milk Pail” (RL.1.3)
- ✓ Explain how the milkmaid’s feelings changed from the beginning to the end of “The Maid and the Milk Pail” (RL.1.4)

- ✓ Explain that “The Maid and the Milk Pail” is fiction because it was made up to teach a lesson (RL.1.5)
- ✓ Clarify information about “The Maid and the Milk Pail” by asking questions that begin with *where* (SL.1.1c)
- ✓ Prior to listening to “The Maid and the Milk Pail,” identify orally what they know and have learned about fables

### Core Vocabulary

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

*Example:* The tightrope walker appeared to be well balanced on the high wire.

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

**jealous, *adj.*** Wanting 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

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



# The Maid and the Milk Pail

2<sub>A</sub>

## 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

Tell 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 students if any of them has ever milked a cow or seen someone milk a cow. You may also want to remind them of the dairy farms they learned about in the *Farms* domain in Kindergarten.



### Making Predictions About the Read-Aloud

#### ← Show image 2A-1: Milkmaid and the spilled milk

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

← Show image 2A-1: Milkmaid and the spilled milk

- 1 a milkmaid is a woman who worked milking cows
- 2 Peggy knew how to keep the pail on her head without it tipping over as she walked.
- 3 or fattest
- 4 What does Peggy plan to do with the milk? Do you think that Peggy's plans make sense?
- 5 Peggy thinks that the other girls will wish that they looked as lovely as her, when she wears her new dress and gets the boys' attention.
- 6 [Demonstrate an exaggerated toss of the head and ask the students what they think happens.]
- 7 How do you think Peggy feels now? Why?
- 8 What do you think her mother means by that?
- 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 it teaches a lesson.]

Peggy the **milkmaid** was going to market.<sup>1</sup> There she planned to sell the fresh, sweet milk in the pail that she had learned to carry **balanced** on her head.<sup>2</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>3</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>4</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>5</sup> But I don't care; I'll just toss my head at them, like this!"<sup>6</sup>

She tossed back her head.

The pail flew off, and the milk spilled all over the road.<sup>7</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>8</sup>

*Moral: Don't count your chickens before they're hatched; or don't count on having everything turn out exactly as you plan, because you may be disappointed.*<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 students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* Were your predictions about what happens in the fable correct? Why or why not? (Answers may vary.)
2. *Literal* 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)
3. *Literal* There are only two characters, or people, in this fable. Who are they? (the milkmaid and her mother)



← **Show image 2A-1: Milkmaid and the spilled milk**

4. *Evaluative* 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)
5. *Inferential* 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 instant, all her plans are ruined.)
6. *Evaluative* How could the milkmaid have kept the milk from spilling? (She might have concentrated more on walking, rather than getting lost in her thoughts; she might have carried the pail differently.)

7. *Literal* 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.”]
8. *Evaluative* 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.)
9. *Evaluative* Is this a true story or is it fiction? (fiction because it is made up to teach a lesson)
10. *Evaluative* Pretend you have just seen the milkmaid spill her bucket of milk. What would you say to her? (Answers may vary.)

[Please continue to model the *Question Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

11. *Evaluative 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.
12. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]



## Word Work: Balanced

5 minutes

1. In the read-aloud you heard, “There [the milkmaid] planned to sell the fresh, sweet milk in the pail that she has learned to carry *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. Think of a time when you have balanced something on your head or elsewhere. Perhaps you’ve seen something balanced. Try to use the word *balanced* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I balanced on my bike when I rode it.”]
6. What’s the word we’ve been talking about?

Use a *Movement* activity for follow-up. Directions: Try to balance a book or other object on your head. [You may want to have objects available for balancing; and you may choose to do this as a relay game.] After you balance the object, say, “I balanced the \_\_\_\_\_ on my head.”



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



# The Maid and the Milk Pail

2<sub>B</sub>

## Extensions

20 minutes

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

Write the following blank summary chart on chart paper, a chalkboard, or a whiteboard:

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

Explain to 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 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 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.

➤ **Above and Beyond:** An Instructional Master has been included if you have students who are ready to fill in the chart on their own.



# The Goose and the Golden Eggs

3

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “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”
- ✓ Identify fables as one type of fiction
- ✓ Identify characteristics of fables: short, moral, personification
- ✓ Explain in their own words the moral of “The Goose and the Golden Eggs”

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Retell the fable “The Goose and the Golden Eggs” including key details (RL.1.2)
- ✓ Identify the moral of the fable “The Goose and the Golden Eggs” (RL.1.2)
- ✓ Identify the literary term *characters*, and explain that term as it applies to the fable “The Goose and the Golden Eggs” (RL.1.3)
- ✓ Identify that the farmer in the fable “The Goose and the Golden Eggs” is greedy (RL.1.4)

- ✓ Explain that “The Goose and the Golden Eggs” is fiction because it was made up to teach a lesson (RL.1.5)
- ✓ Orally compare and contrast the milkmaid in “The Maid and the Milk Pail” with the farmer in “The Goose and the Golden Eggs” (RL.1.9)
- ✓ Revise the fable “The Goose and the Golden Eggs” orally or in writing by changing the ending (W.1.3)
- ✓ Write and illustrate a new ending to the fable “The Goose and the Golden Eggs” and discuss with one or more peers (W.1.5)
- ✓ Prior to listening to “The Goose and the Golden Eggs,” identify orally what they know and have learned about the fable “The Maid and the Milk Pail”
- ✓ Identify new meanings for familiar words, such as *rock*, and apply them accurately

### Core Vocabulary

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**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

<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>What Do We Know?</b>		
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Goose and the Golden Eggs</b>		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
	<b>Multiple Meaning Word Activity: Rock</b>	Poster 2M: Rock	



# The Goose and the Golden Eggs

3A

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Remind 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?



#### ← Show image 3A-1: Goose and goose egg

Tell 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. 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

#### ← Show image 3A-2: Farmer and the goose’s nest

Tell students to look closely at the illustration. 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 in this picture? (Show image 3A-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**

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



## The Goose and the Golden Eggs

← Show image 3A-2: Farmer and the goose's nest

- 1 A rock is a stone. *Rock* also means to move back and forth.
- 2 Why does the farmer think that the egg is not a goose egg? How does a normal goose egg look and feel?
- 3 The egg of pure gold gave the farmer delight or much happiness.
- 4 or a large amount (lots and lots)
- 5 How do you think the farmer feels now?
- 6 *Greedy* describes the farmer because he already had more than he needed, but he wanted to have much more.
- 7 Do you think that this is a good plan?
- 8 What do you think the farmer finds?
- 9 How do you think the farmer feels now?
- 10 [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.]

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.<sup>1</sup> He was about to throw it away because he thought that someone was playing a trick on him.<sup>2</sup> But on second thought, he took it home, and discovered to his **delight** that it was an egg of pure gold!<sup>3</sup>

He sold the egg for a handsome sum<sup>4</sup> of money. Every morning the goose laid another **golden** egg, and the farmer soon became rich by selling the eggs.<sup>5</sup>

As he grew rich, he also grew **greedy**.<sup>6</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>7</sup>

When the goose heard the farmer’s plan, she flew away to a nearby farm. So when the farmer came out the next day, do you know what he found in the goose’s nest?<sup>8</sup> Nothing.<sup>9</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>10</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 students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* Were your predictions about what happens in the fable correct? Why or why not? (Answers may vary.)
2. *Literal* The setting of the fable is where it takes place. What is the setting of this fable? (a farm)
3. *Literal* There are two main characters in this fable. Who are they? (the farmer and his goose)
4. *Evaluative* 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)



← **Show image 3A-2: Farmer and the goose's nest**

5. *Evaluative* Does this illustration show 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.)
6. *Literal* 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."]
7. *Evaluative* What would you do if you discovered a golden egg? (Answers may vary.)
8. *Evaluative* 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.)

9. *Evaluative* Do you think the farmer would have become rich if he had not been so greedy? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative 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.)
11. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Greedy

5 minutes

1. In the read-aloud you heard, “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. The greedy pirate wanted all of the treasure.
5. Do you know of other stories that have characters that are greedy? [Ask students if they remember the fable “The Dog and His Reflection” from Kindergarten.] Try to use the word *greedy* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “The dog was greedy when . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some things people do. If what I describe is someone being greedy, say, “That’s greedy!” If what I describe is someone not being greedy, say “That’s not greedy!” [You may want to have them explain their answers.]

7. The king refused to give up any of his land even though he had more than he could rule. (That’s greedy!)
8. The boy gave his friend a piece of chalk to use. (That’s not greedy!)
9. The squirrel ate all of the acorns on the ground, and hid the rest, before the other squirrels could eat any. (That’s greedy!)
10. The girl shared her crayons with her friends. (That’s not greedy!)
11. The man would not let anyone read any of his books even though he had hundreds. (That’s greedy!)



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



# The Goose and the Golden Eggs

3<sub>B</sub>

## 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 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 students write a sentence describing the ending. Some students may need to dictate their sentence to an adult to 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.

### ↔ Multiple Meaning Word Activity

#### **Multiple Choice: Rock**

1. [Show Poster 2M: Rock] In the read-aloud you heard, “When [the farmer] picked up [the goose’s egg], it was heavy as a *rock*.”
2. A rock is a stone. Which picture shows this type of rock? (1)
3. *Rock* has other meanings. *Rock* also means to move back and forth or from side to side. Which picture shows someone doing this type of rock? (2)

4. *Rock* has another meaning. *Rock* also refers to a type of popular music. Which picture shows this kind of rock? (3)
5. Now that we have gone over the different meanings for *rock*, quiz your neighbor on these different meanings. Try to use complete sentences. For example, you could say, “We found a rock in the woods.” And your neighbor should respond, “That’s ‘1’.”



# The Dog and the Manger

# 4

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “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”
- ✓ Identify fables as one type of fiction
- ✓ Identify characteristics of fables: short, moral, personification
- ✓ Explain in their own words the moral of “The Dog in the Manger”

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the actions of the animals in “The Dog in the Manger” (RL.1.2)
- ✓ Identify the moral of the fable “The Dog in the Manger” (RL.1.2)
- ✓ Identify the literary terms *plot* and *setting*, and explain those terms as they apply to the fable “The Dog in the Manger” (RL.1.3)
- ✓ Describe the feelings of the oxen in the fable “The Dog in the Manger” (RL.1.4)
- ✓ Explain that “The Dog in the Manger” is fiction because it was made up to teach a lesson (RL.1.5)

- ✓ With assistance, make a T-Chart to categorize and organize things that animals can and cannot do (W.1.8)
- ✓ Clarify information about “The Dog in the Manger” by asking questions that begin with *why* (SL.1.1c)
- ✓ Prior to listening to “The Dog in the Manger,” identify orally what they know and have learned about characters from other fables they have heard

### Core Vocabulary

**budge, v.** To move

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

*Variation(s):* budes, 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

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



# The Dog and the Manger

# 4<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Ask students what characters they remember from the three fables that they have already heard. You may choose to show images from the previous read-alouds to help students recall. Have students describe the various characters. Ask 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 image 4A-1: Ox talking to the dog in the manger**

Ask students 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 students if the ox is similar to another animal that they have seen. Explain that the plural of *ox* is *oxen*, so 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 in the image 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.





## The Dog in the Manger

← Show image 4A-1: Ox talking to 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 [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 they couldn't get to their food because the dog was lying in the manger taking a nap 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 tired, hungry ox, "I've had a hard day, and I'm very hungry."

But the dog, who did not even eat hay, but only enjoyed it for its comfort, barked and snapped in response, and refused to **budge**. <sup>4</sup> At last the poor oxen had to give up, and went away tired and hungry.

*Moral: You should be nice and share, especially when someone else needs something more than you do.* <sup>5</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 students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* Were your predictions about what happens in the fable correct? Why or why not? (Answers may vary.)
2. *Literal* What is the setting of this fable? (in a barn on a farm) What other fable have you heard that was set in a barn? ("The Goose and the Golden Eggs")



← **Show image 4A-1: Ox talking to the dog in the manger**

3. *Evaluative* Does this illustration depict the beginning, middle, or end of the fable? (the end) How do you know? (because the dog is barking at the ox)
4. *Inferential* How do the oxen feel when they enter the barn? (tired and hungry) Why? (They had been pulling the plow all afternoon.)
5. *Evaluative* Why do the oxen want the dog to move from the manger? (so they can eat their dinner) Is their request reasonable? (yes) Could this really happen? (no) So, is this fable fact or fiction? (fiction)
6. *Evaluative* 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)
7. *Evaluative* Does the dog budge and get out of the manger? (no) Why or why not? (Answers may vary.)
8. *Evaluative* If you were the ox and the dog refused to get out of the manger, what would you do? (Answers may vary.)

9. *Evaluative* 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 students, e.g., “Share with others.”] Is this an important lesson for you to remember? Why or why not? (Yes, because sharing is important for everyone.)

[Please continue to model the *Question Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

10. *Evaluative 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.
11. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Budge

5 minutes

1. In the read-aloud you heard, “But the dog, who did not even eat hay, but only enjoyed it for its comfort, barked and snapped in response, and refused to *budge*.”
2. Say the word *budge* with me.
3. When someone won’t budge, they will not move, not even a little bit.
4. We waited for our teacher at the door, and did not budge!
5. Think of a time when you or someone you know didn’t budge. Try to use the word *budge* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I didn’t budge when . . .”]
6. What’s the word we’ve been talking about?

Use a *Movement* activity for follow-up. Directions: We are going to play a game called “Budge, Don’t Budge,” which is very similar to a game you may know, called “Red Light, Green Light.” (Have students stand on one side of the room.) When I say, “Budge,” you should begin walking toward me. When I say, “Don’t budge,” you should stop. (You may also adapt other popular games, such as musical chairs and freeze tag, using the commands, “Budge,” and “Don’t budge.”)



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



# The Dog and the Manger

4<sub>B</sub>

## Extensions

20 minutes

### Personification

Make a T-chart with two columns on chart paper, a chalkboard, or a whiteboard. 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 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 you will read the words to them.

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

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

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

Tell 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 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, e.g., going to the store to buy food.



# The Wolf in Sheep's Clothing

5

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “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”
- ✓ Identify fables as one type of fiction
- ✓ Identify characteristics of fables: short, moral, personification
- ✓ Explain in their own words the moral of “The Wolf in Sheep’s Clothing”

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.


Students will:

- ✓ Identify the moral of the fable “The Wolf in Sheep’s Clothing” (RL.1.2)
- ✓ Identify the literary term *characters*, and explain the term as it applies to the fable “The Wolf in Sheep’s Clothing” (RL.1.3)
- ✓ Explain that “The Wolf in Sheep’s Clothing” is fiction because it was made up to teach a lesson (RL.1.5)
- ✓ Explain the meaning of “a wolf in sheep’s clothing” and use in appropriate contexts (L.1.6)

- ✓ Prior to listening to “The Wolf in Sheep’s Clothing,” identify orally what they know and have learned about characteristics of fables
- ✓ Orally use determiners, such as *a* and *the*, and apply them accurately

### Core Vocabulary

- 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>At a Glance</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	What Have We Already Learned?		10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	The Wolf in Sheep’s Clothing		15
<b>Discussing the Read-Aloud</b>	Comprehension Questions	T-Chart from Lesson 4	10
	Word Work: Disguise	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	Sayings and Phrases: Wolf in Sheep’s Clothing		20
	Vocabulary Instructional Activity: Pretend		
	Syntactic Awareness Activity: Articles	classroom objects	



# The Wolf in Sheep's Clothing

5A

## 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 of fables, e.g., they are short, they have a moral, and they use 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 image 5A-1: The wolf covered with a sheepskin**

Have students 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 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.





## The Wolf in Sheep's Clothing

← Show image 5A-1: The wolf covered with a sheepskin

- 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(s) 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> The shepherd, thinking that the wolf was one of his sheep, allowed the wolf to graze on the lush grass in the pasture, and even let him sleep in the warm barn with the sheep.

For many days and nights the wolf ate and slept better than he ever had. But one day the shepherd decided to sell one of his flock at the market. He chose the biggest, fattest sheep he could find and brought him into town. Can you guess who it was?<sup>4</sup> It was the wolf!

*Morals: Things are not always as they seem; and, if you pretend to be what you are not, you might end up losing in the end.*<sup>5</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 students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* Were your predictions about what happens in the fable correct? Why or why not? (Answers may vary.)
2. *Inferential* At the beginning of the fable, why does the wolf disguise himself? (to catch a sheep without being noticed)
3. *Evaluative* 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")
4. *Inferential* 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.)



← **Show image 5A-1: The wolf covered with a sheepskin**

5. *Evaluative* Does this illustration show the beginning, middle, or end of the fable? How do you know? (the middle, because the wolf is already in disguise)
6. *Evaluative* Do you think this is a true story? (No, it is fiction, told to teach a lesson.)
7. *Literal* Fables are written to teach a lesson. What is the lesson, or moral, of this fable? ("Things are not always as they seem," and "If you pretend to be what you are not, you might get caught.") [Accept reasonable paraphrasing by students, such as, "Be yourself. Pretending to be something that you are not may get you in trouble."]

8. *Inferential* 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 he gets sold at the market!)
9. *Evaluative* 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.]

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative Think Pair Share:* Do you think the wolf’s plan was smart and clever after all? Why or why not? (Answers may vary.)
11. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### **Word Work: Disguise**

**5 minutes**

1. In the read-aloud you heard, “Then [the wolf] strolled among the flock in this *disguise*.”
2. Say the word *disguise* with me.
3. When someone wears a disguise, he or she puts on clothing or changes his/her appearance in other ways 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 students’ responses: “I saw someone in a disguise . . .”)
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a picture of a disguise you would like to wear or that you have seen someone else wear. Then, dictate or write a sentence about your picture, making sure you use the word *disguise*.



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



# The Wolf in Sheep's Clothing

5<sub>B</sub>

## Extensions

20 minutes

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

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 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 nice to you when s/he wants to play with your toys, you might say s/he is a “wolf in sheep’s clothing.” Ask students if they can think of times that they might use the saying.

### ↔ Vocabulary Instructional Activity

#### Word Work: Pretend

1. In the read-aloud today you heard, “If you *pretend* to be what you are not, you might get caught.”
2. Say the word *pretend* with me.
3. To pretend is to make believe, or to act like you are something that you are not.
4. Sometimes when I am laying down, I pretend that I am sleeping.
5. Tell about a time that you have pretended to be or to do something. Try to use the word *pretend* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “When I play school, I pretend to be the teacher.”]
6. What’s the word we’ve been talking about?

Use a *Movement* activity for follow-up. [You may want to have students stand.] Directions: I am going to read a list of activities or people that you will pretend to be or do!

Pretend to:

1. eat a bowl of cereal
2. tie a shoe
3. build a house
4. swim, or be a fish
5. be a puppy
6. be a teacher
7. be a bus driver
8. throw and then catch a ball with a partner
9. be the wind blowing
10. be asleep

### ↔ **Syntactic Awareness Activity: Using Articles *a* and *the***

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Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds.

Directions: Today we are going to learn about *the* and *a*. They are tiny words, but important words!

#### ***Complex Text Context-Based***

1. Listen to this passage from the read-aloud we heard today. Pay special attention to how ***the*** and ***a*** are used to describe the wolf:

*“Night after night a wolf prowled around a flock of sheep looking for one of them to eat.”*

Notice that the first time we hear about the wolf, the author uses the word ***a*** to tell us that it can look like any wolf. The author says “a wolf” so we can think of a wolf in our heads when listening to the read-aloud. It doesn’t matter if it is a specific wolf; it just needs to be any wolf.



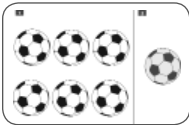
← **Show image 5A-1: The wolf covered with a sheepskin**

*“But one day **the** wolf found the skin of a sheep that had been thrown aside.”*

Notice that now the author switches to using **the** to talk about the wolf. The author says “the wolf” so that we think of this specific wolf, and only this specific wolf, in our heads when listening to the read-aloud.

**Explicit Instruction**

← **Show image 5B-1: Soccer ball and apple**



2. In this part of the image, there are many soccer balls. When you ask someone to give you **a** soccer ball, it does not matter which soccer ball they give you—any soccer ball is fine.
3. In this part of the image, there is only one soccer ball. When you ask someone to give you the soccer ball, you mean that specific soccer ball.
4. Which word let you know that I was talking about any one of the soccer balls? (a) Which word let you know that I was talking about a specific soccer ball? (the)

**Real World**

5. These tiny words are helpful when we ask questions, too.  
[Create a real world situation by placing three or four pencils on a student’s desk. Go up to that student and ask for a pencil.]  
For example, I might say, “May I please have **a** pencil?” When I asked this question, did I ask for a particular pencil, or will any pencil be okay? [Pause for student responses.] Because I used **a**, you know that any pencil will be okay.
6. [Create another real world situation by giving a few students pencils to hold. Go up to one of those students and ask for the pencil in their hand.] What if I say, “May I please have **the** pencil?” When I asked this question using **the**, did I ask for a particular pencil, or will any pencil be okay? [Pause for student responses.] Because I used **the**, you know that I must be talking about a specific pencil, most likely the one in your hand!

7. Work with your neighbor to ask and answer questions about things using **a** and **the**. [Note: You may wish to provide students with classroom objects to prompt questioning, such as pencils, crayons, erasers, etc.]





# The Fox and the Grapes

6

## ✔ **Lesson Objectives**

### **Core Content Objectives**

Students will:

- ✓ Demonstrate familiarity with “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”
- ✓ Identify fables as one type of fiction
- ✓ Identify characteristics of fables: short, moral, personification
- ✓ Explain in their own words the moral of “The Fox and the Grapes”

### **Language Arts Objectives**

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Retell the fable, “The Fox and the Grapes” including key details (RL.1.2)
- ✓ Identify the moral of the fable “The Fox and the Grapes” (RL.1.2)
- ✓ Identify the characters and plot of the fable, “The Fox and the Grapes” and the characters, plot, and setting of a favorite fable (RL.1.3)
- ✓ Identify that “sour grapes” refers to how someone might feel about not getting something they wanted (RL.1.4)

- ✓ Explain that “The Fox and the Grapes” is fiction because it was made up to teach a lesson (RL.1.5)
- ✓ Sequence pictures illustrating events from a fiction read-aloud (RL.1.7)
- ✓ Draw pictures, dictate, or write simple sentences to represent details or information from a favorite fable, including information about at least one character, the setting, and the beginning, middle, or end of the fable (W.1.1)
- ✓ Create a story map that identifies characters, setting, and plot for a specific fable (W.1.3)
- ✓ With assistance, categorize and organize facts and information about “The Fox and the Grapes” to answer questions (W.1.8)
- ✓ Clarify information about “The Fox and the Grapes” by asking questions that begin with *what* (SL.1.1c)
- ✓ Clarify directions by asking classmates about the order in which they should perform the task of drawing a favorite fable (SL.1.3)
- ✓ Add a drawing to clarify description of a favorite fable (SL.1.5)
- ✓ Explain the meaning of the common phrase “sour grapes” and use in appropriate contexts (L.1.6)
- ✓ Prior to listening to “The Fox and the Grapes,” identify orally what they know and have learned about the use of common phrases in fables

### 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

<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>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Fox and the Grapes</b>		15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Bunch</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Sayings and Phrases: Sour Grapes</b>		20
	<b>Fables Review: Drawing Our Favorite Fables</b>	drawing paper, drawing tools	
	<b>Sequencing Events: The Fox and the Grapes</b>	Image Cards 2–4; Instructional Master 6B-2	



# The Fox and the Grapes

6A

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

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. You may remind students of how the wolf pretended to be a sheep to get something he wanted, but in the end he was the one who got hurt.

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 students 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 students whether the fables they have heard are fiction (make-believe) or nonfiction (factual).



### Making Predictions About the Read-Aloud

#### ← Show image 6A-1: Fox and the grapes

Have students describe the illustration. You may prompt discussion with the following questions:

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

Have 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

← Show image 6A-1: Fox and the grapes

- 1 or a group of grapes full of juice, ready to be eaten
- 2 or not getting the grapes. *Missing* also means to not be in a usual, or expected, place.
- 3 Fox is trying really hard to get the grapes, isn't he? He lunged, or moved forward suddenly.
- 4 or pull off
- 5 Why would the fox walk away after trying so hard to get the juicy grapes?
- 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, 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, just missing<sup>2</sup> 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>3</sup>

Again and again he tried to **pluck**<sup>4</sup> the grapes from the vine, but at last he gave up. 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>5</sup>

*Moral: You shouldn’t speak badly about something that you once wanted, just because you can’t have it.*<sup>6</sup>

## Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions about what happens in the fable correct? Why or why not? (Answers may vary.)
2. *Literal* Who is the character in this fable? (fox)



← **Show image 6A-1: Fox and the grapes**

3. *Evaluative* 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.)
4. *Evaluative* Do you think this is a true story? (No, it is fiction, told to teach a lesson.)
5. *Literal* 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."]
6. *Evaluative* Do you prefer fables that have animal characters or people as characters? (Answers may vary.)
7. *Evaluative* 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.)

[Please continue to model the *Question Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Evaluative* *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.

9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Bunch

5 minutes

1. In the read-aloud you heard, "One hot summer day, a fox was strolling along when he noticed a *bunch* of juicy grapes just turning ripe, hanging on a vine high above."
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 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. Directions: Look around the room for bunches of things. [You may need to purposely place some bunches of objects around the room.] I will ask one student to give a clue by describing what you see, saying, "I spy a bunch of objects used for drawing." The others will guess what you see by replying, "You spy a bunch of crayons!" Be sure to use the word *bunch* in your descriptions and answers.



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



# The Fox and the Grapes

6<sub>B</sub>

## Extensions

20 minutes

### Sayings and Phrases: Sour Grapes

Ask students, “Have you ever heard anyone say ‘sour grapes’?” Repeat those words with me: “sour grapes.” The phrase “sour grapes” describes someone who cannot have something s/he wants, so s/he talks badly about it to make it sound undesirable, or like it’s not good. 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 students if they can think of any times when they wanted something badly, did not get it, and then pretended that they didn’t really want it anyway. Make sure that students understand that this phrase refers to making unkind remarks about something they can’t have.

### Fables Review: Drawing Our Favorite Fables

Remind students of the fables they have heard, referring to specific images if necessary. 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 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, whereas others may be able to write independently.



Say, “Asking questions is one way to make sure that 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.

### **Story Map**

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**Materials: Instructional Master 6B-1**

Directions: Use the story map to identify and describe the characters, setting, and plot of their favorite fable.

### **10** **Sequencing Events**

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**Materials: Image Cards 2–4 (shuffled); Instructional Master 6B-2**

Directions: These three pictures show the beginning, middle, and end of the fable “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. Glue or tape them in the correct order on a piece of paper.



# Pausing Point

PP

## **Note to Teacher**

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You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of the six fables. The other activities may be done in any order. 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**

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Students will:

- ✓ Demonstrate familiarity with various fables
- ✓ Identify character, plot, and setting as basic story elements
- ✓ Describe the characters, plot, and setting of a specific fable
- ✓ Identify fables as a type of fiction
- ✓ Identify characteristics of fables: short, moral, personification
- ✓ Explain in their own words the moral of a specific fable

## **Student Performance Task Assessment**

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### **10 Fables Assessment (Instructional Master PP-1)**

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#### **Part I**

Have 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 beside 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, or don’t count on something before you have it.”
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 gets sold at the market 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.

## **Activities**

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### **Image Review**

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Divide the class into six groups. Have students work together as a group to retell one of the fables using the Flip Book image and then come back together as a class to retell the various fables.

### **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.

You may also want to ask 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 6B-1**

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, whereas 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 Introduction.

## Key Vocabulary Brainstorming

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### **Materials: Chart paper, chalkboard, or whiteboard**

Give 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 and act like people,” etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

## Riddles for Core Content

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Ask 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 students act out any of the fables. Encourage students to portray actions and feelings and to use some of their own dialogue.

Another option is to ask 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 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 in a small group, have students 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.



# The Little Half-Chick (Medio Pollito)

7

## ✔ Lesson Objectives

### Core Content Objectives

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)”
- ✓ Identify folktales as one type of fiction

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Retell orally the Spanish folktale “The Little Half-Chick (Medio Pollito),” including the central message or lesson (RL.1.2)
- ✓ Distinguish “The Little Half-Chick (Medio Pollito)” from realistic text by explaining that the fire, water, and wind cannot perform some of the human actions they do in the story (RL.1.5)
- ✓ Draw the beginning, middle, and end of “The Little Half-Chick (Medio Pollito)” based on multistep, oral directions (W.1.3)
- ✓ Clarify directions by asking classmates about the order in which they should perform the task of drawing the beginning, middle, and end of “The Little Half-Chick (Medio Pollito)” (SL.1.3)
- ✓ Explain the meaning of “do unto others as you would have them do unto you” and use in appropriate contexts (L.1.6)

## Core Vocabulary

**abandoned, v.** Given up completely

*Example:* I abandoned the idea of going to Disney World for my birthday.

*Variation(s):* abandon, abandons

**brood, n.** A family of young animals or children; particularly birds hatched at one time

*Example:* Our entire brood will be in town for Thanksgiving.

*Variation(s):* none

**stream, n.** A small body of running water; a brook

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

*Variation(s):* streams

**stubborn, adj.** Refusing to change your mind


*Example:* Even though there are a lot of other options, my little sister is stubborn and only eats peanut butter and jelly.

*Variation(s):* none

**waste, v.** To use up carelessly or to fail to use something wisely or properly

*Example:* Laura did not want to waste her paint, so she made sure that the paint jars were closed tightly so they wouldn't spill.

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

<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>Essential Terms and Background Information</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>		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>Family Letter</b>	Instructional Master 7B-1	



# The Little Half-Chick (Medio Pollito)

7A

## Introducing the Read-Aloud

10 minutes

### Essential Terms and Background Information

Tell students that today they will hear a story called “The Little Half-Chick,” and it is a Spanish folktale. Ask if they know what a folktale is. If not, explain that a folktale is a story that someone made up a long time 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. Have students say the word, “folktale.” Because 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 image 7A-1: Weather vane**

Ask students if they know what is in this picture. Tell students that this is an instrument called a weather vane and that you often see these on the top of buildings, particularly on farms. Ask students if they have ever seen a weather vane and if they know why we might use a weather vane. Tell students that weather vanes help tell us which way the wind is blowing.



← **Show image 7A-2: Hen with brood of baby chicks**

Ask students what they see. Point to the chick in the center, 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 students to look closely to see if they can tell from the picture how Little Half-Chick may have gotten his name. Ask students to describe the setting.



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

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

## **Purpose for Listening**

---

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



1 or family

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

← **Show image 7A-2: Hen with brood of baby chicks**

Once there was a hen who had a large **brood**<sup>1</sup> of little chicks. They were all fine, plump little birds, except the youngest. He was quite unlike his brothers and sisters. He looked as if he had been cut right in half. All of his brothers and sisters had two wings and two legs and two eyes, but he had only one wing, one leg, and one eye. And he had only half a head and half a beak. His mother shook her head sadly as she looked at him. “Poor thing!” she said. “He is only a half-chick.”

2 So why is he called, “Medio Pollito” or “Little Half-Chick”?

The mother hen called her youngest chick Medio Pollito [MEH-dee-oh poh-YEE-toh], which is Spanish for “half-chick.”<sup>2</sup> She thought that he would never be able to take care of himself. She decided that she would have to keep him at home and look after him.

3 *Stubborn* means that he would not change how he did things.

But Medio Pollito had a different idea. Medio Pollito turned out to be a very **stubborn**<sup>3</sup> and independent little chick. Even though his brothers and sisters did just what they were told to do, Medio Pollito did not. When his mother called for him to come back to the chicken house, he hid in the cornfield. Sometimes he pretended that he could not hear her (because, of course, he had only one ear). The older he became, the more willful he became. He would not listen to his mother and he was often rude to his brothers and sisters, even though they were always extra nice to him.<sup>4</sup>

4 So, is he a very kind, or nice, chick?



5 or have dinner

← **Show image 7A-3: Medio Pollito leaves for Madrid**

One day Medio Pollito strutted up to his mother and made an announcement: “I am tired of life in this dull barnyard. I am going to Madrid to dine<sup>5</sup> with the king.”<sup>6</sup>

6 Madrid is a city in Spain. Do you think this is a good idea?

“Madrid!” exclaimed his mother. “Why, that is a long journey, even for a grown-up. You aren’t old enough to go to Madrid yet. Wait a bit. When you are a little older, we will go to the city together.”

But Medio Pollito had made up his mind. He would not listen to his mother, or to his brothers and sisters, all of whom pleaded with him to stay. “I am going to Madrid to dine with the king,” he declared. “And when I get there I will make my fortune and live in a big house. Perhaps I will even invite the rest of you to pay me a short visit sometime.”<sup>7</sup> With that, he turned and hopped off on his one leg.

7 Here, the *rest* of you refers to the others. *Rest* can also mean to stop doing work or an activity.

His mother ran after him and called out, “Be sure to be kind to everyone you meet!” But Medio Pollito did not listen. He was in a hurry and, as usual, was thinking only of himself.



← **Show image 7A-4: Medio Pollito at the stream**

8 A stream is a small body of running water. When a stream is full of weeds, it is very hard for the water to move.

9 Do you think Medio Pollito will help the stream? Why or why not?

10 *Waste* means to use up something carelessly and foolishly. Medio Pollito does not want to waste, or use up, his time helping the stream.

11 So does Medio Pollito help the stream? (no) Why not?

Medio Pollito hopped on until he came to a little **stream** of water that was almost choked with weeds.<sup>8</sup> “Oh, Medio Pollito,” the stream called out, “please help me by pulling some of these weeds so I can flow freely!”<sup>9</sup>

“Help you?” exclaimed Medio Pollito, tossing his head and shaking the few feathers in his tail. “Do you think I have time to **waste** to do that sort of thing?”<sup>10</sup> Help yourself, and don’t bother busy travelers like me. I am off to Madrid to dine with the king.” And away he hopped.<sup>11</sup>



← **Show image 7A-5: Medio Pollito at the fire**

12 *Abandoned* means left behind.

13 Who does Medio Pollito meet after the water? (fire) What does the fire ask Medio Pollito to do?

14 Does he help the fire? (no) Why not? [Be sure to use the word waste ... he doesn’t want to waste his time...]

A little later, Medio Pollito came to an **abandoned** fire that some campers left burning in the woods.<sup>12</sup> “Oh, Medio Pollito,” the fire said, “please toss some sticks on me so I won’t burn out!”<sup>13</sup>

“Poo!” said Medio Pollito. “Do you think I have time to waste to do that sort of thing? I am off to Madrid to dine with the king.” And away he hopped.<sup>14</sup>



← **Show image 7A-6: Medio Pollito at the tree blowing in the wind**

The next morning, as he was nearing Madrid, Medio Pollito came upon a large chestnut tree in which the wind had gotten tangled up. “Oh, Medio Pollito,” said the wind, “won’t you climb up here and help me get myself untangled?”<sup>15</sup>

“It’s your own fault for going so high up there,” said Medio Pollito. “And besides, I don’t have time to waste to do that sort of thing. I am off to Madrid to dine with the king.” And away he hopped.

When he entered the city, Medio Pollito saw the beautiful royal palace. He was so excited to meet the king, he hopped right into the courtyard without hesitation. The king’s cook spotted him and yelled, “You will make a nice addition to the king’s dinner.”<sup>16</sup> The cook scooped up Medio Pollito in his hand. He took him back to the kitchen, and tossed him into a pot of water!<sup>17</sup> Then he set the pot on the stove.

15 Who does he meet after the water and the fire? (wind) Do you think he will help the wind? Why or why not?

16 Is the cook inviting him to dine, or have dinner, with the king?

17 What do you think the cook is making?



← **Show image 7A-7: Medio Pollito in the kitchen**

Medio Pollito was getting very wet. “Oh, water!” he cried, “don’t soak me like this!” But the water replied, “You would not help me when I was a little stream choking with weeds, so why should I help you now?”<sup>18</sup>

Then the fire on the stove began to heat the water. Medio Pollito felt very hot. “Oh, fire!” he cried, “don’t cook me like this!” But the fire replied, “You would not help me when I was about to burn out, so why should I help you now?”<sup>19</sup>

The fire got hotter and hotter. The heat was so unbearable that Medio Pollito grew more and more desperate<sup>20</sup> to escape. Just then, the cook raised the lid of the pot to see if the soup was ready.

“What’s this?” said the cook. “I have overcooked the chicken. He is all blackened and burnt to a crisp. I can’t serve this to the king!”

18 Who does Medio Pollito ask for help? (water) Does the water help? (no) Why not? [Remind students that he met the water at the stream previously.]

19 Who does Medio Pollito ask for help next? (fire) Does the fire help? (no) Why not? [Remind students that he met the fire in the woods previously.]

20 *Desperate* means to lose hope.



← **Show image 7A-8: The cook tossing Medio Pollito out the window**

The cook grabbed Medio Pollito and threw him out the kitchen window. With a gust, the wind caught him and carried him away so fast he could hardly breathe.<sup>21</sup>

“Oh, wind,” Medio Pollito cried, “don’t push me around like this. Please, set me down!” But the wind replied, “You would not help me when I was caught in the tree, so why should I help you now?”<sup>22</sup> And with that the wind lifted Medio Pollito up in the air to the top of a building and left him stuck atop the cupola.<sup>23</sup>

21 Does Medio Pollito have dinner with the king?

22 Who does Medio Pollito ask for help? (wind) Does the wind help? (no) Why not?

23 A cupola is a small domed structure on the highest point of a building.



← **Show image 7A-9: Weathervane over Madrid**

And that is where you can find Medio Pollito, to this very day. If you go to Madrid and look for the tallest church in town, you will see a black weather vane in the shape of half a chicken, turning in the wind. That is Medio Pollito, the chick who would not help others. Now he stays there and helps everyone by showing them which way the wind is blowing—forever.<sup>24</sup>

24 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. Remind students that this is called a weather vane.]

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**10** minutes

1. *Evaluative* Were your predictions about what Medio Pollito and his mother were talking about correct? Why or why not? (Answers may vary.)
2. *Literal* What does Medio Pollito decide to do at the beginning of the story? (go to Madrid to meet the king)
3. *Literal* Where does the story take place? (Spain)
4. *Inferential* What three things does Medio Pollito meet along the way? (a stream 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.)
5. *Literal* 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.)

6. *Inferential* 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.)
7. *Literal* What happens to Medio Pollito at the end of the story? (He lands on top of the cupola, where he stays forever.)
8. *Evaluative* Some folktales teach lessons just like fables do. Does this folktale teach a lesson? (yes) What lesson does this folktale teach? (You should help others because one day you may need their help.)
9. *Evaluative* 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.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative 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? Has there been a time when someone was too busy to help you? How did that make you feel? (Answers may vary.)
11. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Waste

5 minutes

1. In the read-aloud you heard, “Do you think I have time to waste [to help you]?’ [said Medio Pollito].”
2. Say the word *waste* with me.
3. If you waste something, you use it carelessly and foolishly.
4. If we don’t want to waste water, we turn off the faucet.
5. Can you think of things that you might waste, or things that you are careful not to waste? Try to use the word *waste* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I try not to waste paper 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 something, you will say, “That’s a waste of \_\_\_\_\_.” If you think it is not a waste, you will say, “That’s not a waste of \_\_\_\_\_.”

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

1. putting twenty drops of glue on a piece of paper to make it stick
2. taking more food than you could possibly eat from the buffet
3. riding your bike to school
4. watching TV all day
5. using a piece of recycled paper



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



# The Little Half-Chick (Medio Pollito)

7  
B

## Extensions

20 minutes

### Drawing the Beginning, Middle, and End

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

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

Ask 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 students that several important events happen in the middle of the folktale. Explain that students will choose just one important middle event to draw in order to represent the middle of the folktale.

Ask 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 students that several important things happen in the middle, but that they should choose only 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 with the class, reminding students to use the words *beginning*, *middle*, and *end*.

Say, “Asking questions is one way to make sure that 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**

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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. Although 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 students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Remind students of the lesson from the story: you should help others. Tell 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 students repeat these words. Ask them if they have heard this saying before. Tell students that Medio Pollito should have helped the stream, the fire, and the wind; if he had, perhaps the outcome of his situation might have been different.

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

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

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Master 7B-1.



# The Crowded, Noisy House

8

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “The Crowded, Noisy House”
- ✓ Identify character, plot, and setting as basic story elements
- ✓ Describe the characters, plot, and setting of “The Crowded, Noisy House”
- ✓ Identify folktales as one type of fiction

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Retell “The Crowded, Noisy House” including characters, plot, and setting (RL.1.2)
- ✓ Discuss personal responses to cold weather and connect those to the way in which the characters in “The Crowded, Noisy House” respond to cold weather (W.1.8)
- ✓ Clarify information about “The Crowded, Noisy House” by asking questions that begin with *what* (SL.1.1c)
- ✓ Perform “The Crowded, Noisy House” for an audience using eye contact, appropriate volume, and clear enunciation

## Core Vocabulary

**advice, n.** 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

**pondered, v.** To think about, or reflect on


*Example:* I pondered my choices before placing my ice cream order.

*Variation(s):* ponder, pondering

**stunned, n.** To be shocked with disbelief

*Example:* The man was stunned by the bad news he heard.

*Variation(s):* stun, stuns

<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>Essential Terms and Background Information</b>		
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>The Crowded, Noisy House</b>		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



# The Crowded, Noisy House

8A

## 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. Do you remember the name of the folktale we heard yesterday? (The “Little Half-Chick” or “Medio Pollito”)
2. What is a folktale? (a story that someone made up a long time 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.)

### Essential Terms and Background Information

Ask students if they know what a rabbi is. Ask them to repeat the word *rabbi*. Explain that a rabbi is a person who is trained to be a teacher or advisor in the Jewish religion. Tell students that Yiddish was the language used long ago by Jewish people, and many Yiddish phrases are still common today. Tell students that there is a rabbi and two Yiddish phrases in today’s story:

*kvetches*—a Yiddish word for *complains* or *whines*

*oy vey!*—a Yiddish term of dismay, such as “oh woe” or “woe is me;” it translates loosely to “how terrible”

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

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Tell students that today they will hear a Jewish folktale called “The Crowded, Noisy House.” This folktale is frequently told with the title “It Could Always Be Worse.” (If necessary, remind students that the title is another word for the name of a story.) Ask students to think about the title and predict what will happen in the story.

## **Purpose for Listening**

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

## The Crowded, Noisy House



### ← Show image 8A-1: Jewish man and rabbi talking

1 *Poor* means the man does not have much money. He also doesn't have much good luck.

2 [Point to the rabbi.] A rabbi is a leader or teacher in the Jewish religion.

3 *Kvetches* is a Yiddish term for complains or whines.

4 or thought about

5 What advice or ideas do you think the rabbi will give the man?

Once there was a poor Jewish man.<sup>1</sup> The poor Jewish man went to speak with his rabbi.<sup>2</sup>

“Rabbi,” the man said, “you must help me. My life is terrible. I live with my wife, our five children, and my mother-in-law. There is only one room for the eight of us. The children, they cry and fight. My wife, she screams a lot. My mother-in-law, she kvetches about everything.<sup>3</sup> It is crowded and noisy and horrible, I tell you. Honestly, Rabbi, I don’t think it could be any worse!”

The rabbi rubbed his chin as he **pondered**<sup>4</sup> the man’s situation.

“My son,” he said, “If you will promise to do as I tell you, your life will get better. Will you promise?”

“Yes, yes!” said the man. “I promise.”<sup>5</sup>

“Tell me,” said the rabbi, “do you own any animals?”

“Yes,” said the man, “I have a goat—”

“Good!” said the rabbi. “Go home and take the goat into your house. Let it eat and sleep with you for a few days.”



### ← Show image 8A-2: Taking the goat in the house

6 or shocked

7 Advice is an idea or suggestion. What advice does the rabbi give? Do you think this is good advice? Why or why not?

8 [Point to the goat.] What do you think will happen with a goat in the house?

9 *Oy vey* is a Yiddish term of dismay, like “dear me” or “how terrible.”

The man was **stunned**.<sup>6</sup> Take the goat into the house? The rabbi’s **advice** sounded like a crazy idea.<sup>7</sup> But everyone knew the rabbi was a wise man, and so the poor man agreed to do what he said. He went home and led the goat into his house.<sup>8</sup>

Two days later, the man went back to the rabbi.

“Oy vey !”<sup>9</sup> he said. “I did as you said. I brought my goat into the house, but things are worse than before.”



← **Show image 8A-3: Goat on the table**

10 What does *kvetches* mean?

“The children, they cry and fight. My wife, she screams a lot. My mother-in-law, she kvetches about everything.”<sup>10</sup> The goat, she butts us with her head and knocks the dishes off the shelves. Help me, Rabbi. I don’t think it could be any worse!”

The rabbi sat quietly for a moment. Then he asked the man, “Do you have any other animals?”

11 What advice do you think the rabbi will give him this time?

“Yes,” said the man. “I have a cow—”<sup>11</sup>

12 Do you think this is good advice? Why or why not? Will the man follow the rabbi’s advice?

“Good!” said the rabbi. “Go home and take the cow into your house. Let it eat and sleep with you for a few days.”<sup>12</sup>

Again, the man did as he was told. He went home and led the cow into his house.

Two days later, the man went back to see the rabbi.



← **Show image 8A-4: Cow in the living room**<sup>13</sup>

13 [Point out the cow.]

“Oy vey!” he moaned. “I did as you said. I brought the cow into the house, and things are even worse than before.”<sup>14</sup> The children, they cry and fight. My wife, she screams a lot. My mother-in-law, she kvetches about everything. The goat, she butts us with her head and knocks the dishes off the shelves. The cow, she eats our clothing. The house is like a barn! We can’t sleep for all of the bleating and mooing! Help me, Rabbi. I don’t think it could be any worse!”

14 Why does the man keep following the rabbi’s advice?

The rabbi was silent for a long time.<sup>15</sup> Then he asked, “Do you have any other animals?”

15 What advice will the rabbi give this time?

“Well,” said the man, pausing. “I have a goose.”

“Perfect!” said the rabbi. “Go home and take the goose into your house. Let it eat and sleep with you.”<sup>16</sup>

16 Do you think the rabbi is wise, or smart? Why do you think the rabbi is telling him to do all these things?

Two days later, the man went back to the rabbi.



17 [Point to the goose on the carpet.]

← **Show image 8A-5: Goose on the carpet**<sup>17</sup>

“Oy vey!” he groaned. “Things are worse than ever! The children, they cry and fight. My wife, she screams a lot. My mother-in-law, she kvetches about everything. The goat, she butts us with her head and knocks the dishes off the shelves. The cow, she eats our clothing. The goose, he honks and poops on the floor. I tell you, Rabbi, it is wrong for a man to eat and sleep with animals. I don’t think it could be any worse!”

18 What advice does the rabbi give this time? Is this different than his usual advice?

“My son,” said the rabbi in a gentle voice, “You are right. Go home and take the animals out of your house. You will find the answer.”<sup>18</sup>



19 Is this the same house from the beginning of the story? How do you think the story will end?

← **Show image 8A-6: Quiet, empty house**<sup>19</sup>

The next day the man came running to the rabbi.<sup>20</sup>

20 What do you think the poor man will say to the rabbi?

“Rabbi!” he cried, his face beaming, “you have made life sweet for me. Now that all the animals are outside, the house is so quiet, so roomy, and so clean! How wonderful!”<sup>21</sup>

21 How does everything look now? Does it seem bigger to you now that the animals are out?



### Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions about what happens in the story correct? Why or why not? (Answers may vary.)
2. *Literal* What problem is the man having at the beginning of the story? (The house is too crowded, the children cry and fight, and the house is noisy.)
3. *Literal* Who does he go to for advice? (the rabbi)
4. *Literal* What advice does the rabbi give the man? (to bring his animals into the house to live)
5. *Inferential* Does this solve the problem? (no) Why not? (It gets even noisier and more crowded.)
6. *Literal* What new advice does the rabbi give at the end? (to take the animals out of the house)
7. *Inferential* At the beginning of the story, the man thinks it is too crowded and noisy with just his family. Why does he now think it's roomy and nice and quiet? (It seems very quiet and peaceful now without the animals.)
8. *Evaluative* This folktale is sometimes titled "It Could Always Be Worse." Why do you think it would be called that? (Even when you think things are bad, it could be worse.) Do you think that is a good title for this folktale?
9. *Evaluative* What lesson do you think this story teaches? (Don't get upset when things are going badly, because it could always be worse.)
10. [Please continue to model the *Question Pair Share* process for students, as necessary, and scaffold students in their use of the process.]
11. *Evaluative* *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.

12. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Advice

5 minutes

1. In the read-aloud you heard, "The rabbi's *advice* sounded like a crazy idea."
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 do you go to for advice? Tell about a time when someone has given you advice. Try to use the word *advice* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students' responses: "\_\_\_\_\_ gave me good advice about \_\_\_\_\_.")
6. What's the word we've been talking about?

Use a *Sharing* activity for follow-up. Directions: I will describe a situation. For each 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 classmate is having trouble with his or her school work
4. a friend is sad because he is moving away
5. a classmate is not sharing



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



# The Crowded, Noisy House

8B

## Extensions

20 minutes

### On Stage

Tell students that you are going to read “The Crowded, Noisy House” again, and students will act out the story. Ask students what characters will be needed. (man, wife, the grandmother, five children, rabbi, a goat, a cow, and a goose) Designate students to be the various characters. You may have multiple animals to increase active participation.

Ask students what settings will be needed. (inside house, rabbi’s house, and outside of house) 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., talking 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.



# The Tale of Peter Rabbit

# 9

## ☑ 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”
- ✓ Identify folktales as one type of fiction

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Retell the story of “The Tale of Peter Rabbit” with characters, setting, and plot, including a beginning, middle, and end (RL.1.3)
- ✓ Write, tell, and/or draw an original fable with characters, setting, and plot, including a beginning, middle, and end (W.1.3)
- ✓ With guidance and support from adults, explore a variety of digital tools to produce and publish a class book of new tales. (W.1.6)

## Core Vocabulary

**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>Retelling a Read-Aloud or Sequence of Events Assessment</b>	Instructional Master 9B-1;	20
	<b>Writing Another Tale About Peter Rabbit</b>	chart paper, chalkboard, or whiteboard	



# The Tale of Peter Rabbit

9<sub>A</sub>

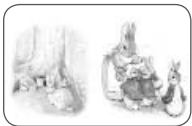
## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Begin with a brief review of “The Little Half-Chick (Medio Pollito)” and “The Crowded, Noisy House.” 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 “do unto others as you would have them do unto you.” Students should also be able to recall that the unfortunate man in “The Crowded, Noisy House” realized that he wasn’t so unfortunate when things kept getting worse at his house. The 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

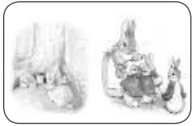
← **Show image 9A-1: The Rabbit family/Mrs. Rabbit with her bunnies**

Tell students that today they are going to hear a well-known story, “The Tale of Peter Rabbit.” Tell students that the author and illustrator of the story is a woman named Beatrix Potter. Ask students if they have heard of Beatrix Potter or “The Tale of Peter Rabbit.”

Ask students what they see in the illustration. Point to Peter Rabbit, and explain that he is the main character in the story. Ask students to share what they know about rabbits and the kinds of things they do. Have students predict what kind of adventures Peter Rabbit might have.

### Purpose for Listening

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



## The Tale of Peter Rabbit

### ← Show image 9A-1: The Rabbit family/Mrs. Rabbit with her bunnies

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.<sup>1</sup>

“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.

- 1 Who are the members of the Rabbit family?



### ← Show image 9A-2: Mrs. Rabbit fastening Peter’s jacket/going out

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

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>

- 2 What does Mrs. Rabbit tell her children not to do? What do you think mischief means? If you get into mischief, you do something that causes trouble.

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



### ← Show image 9A-3: Bunnies picking berries/Peter squeezing under the gate

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

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

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

- 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-4: Peter snacking/Peter feeling full<sup>6</sup>

First he ate some lettuces and some French beans; and then he ate some radishes; and then, feeling rather sick, he went to look for some parsley.<sup>7</sup>

- 6 [Point to the vegetables mentioned and pictured.]

- 7 Why is Peter feeling rather sick?



← **Show image 9A-5: Peter sees Mr. McGregor/Peter running away**

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

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?

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

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>



← **Show image 9A-6: Peter’s shoe in the cabbages/Peter caught in the gooseberry net**

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

11 Will Peter be able to get out of the net?

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

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

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>



← **Show image 9A-7: Sparrows imploring Peter/Peter escaping the sieve**

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

13 [Point to the sieve as you read.]

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

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>

Mr. McGregor came up with a sieve,<sup>13</sup> 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-8: Peter jumping into the watering can/Mr. McGregor searching the shed**

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?



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.

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

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

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.<sup>16</sup>

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

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.

17 What will Peter do next?



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

← **Show image 9A-10: Peter and the old mouse/Peter and the cat**

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>

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

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

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



← **Show image 9A-11: Peter and Mr. McGregor/Peter escaping the garden**

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>

20 [Point to the gate.] Will Peter be able to get out of the gate without Mr. McGregor seeing him?

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.

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

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-12: Scarecrow/Peter safe at home**

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

22 Whose jacket and shoes are those?

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

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?

He was so tired that he flopped down upon the nice soft sand on the floor of the rabbithole 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-13: Peter in bed/Flopsy, Mopsy, and Cotton-tail<sup>24</sup>**

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

24 [Point out Peter in the background.]

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

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

“One tablespoonful to be taken at bedtime.”<sup>25</sup>

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

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

### Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions about what kind of adventures Peter Rabbit has correct? Why or why not? (Answers may vary.)
2. *Literal* 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. *Literal* 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. *Literal* What happens in Mr. McGregor's garden? (Peter steals some vegetables; he is seen and chased by Mr. McGregor but is able to escape.)
5. *Evaluative* Why do you think Peter chooses not to follow his mother's advice? (He is curious, adventurous, naughty, etc.)
6. *Evaluative* How do you think Peter feels when he is finally home again? (relieved, tired, etc.)
7. *Evaluative* 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. *Inferential* What lesson does this story teach? (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.)

[Please continue to model the Think Pair Share process for students, as necessary, and scaffold students in their use of the process.]

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

10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Mischief

5 minutes

1. In the read-aloud you heard Mrs. Rabbit say, “Now run along, and don’t get into *mischief*.”
2. Say the word *mischief* with me.
3. Mischief is behavior that causes trouble.
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 other 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 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, say, “That’s mischief.” If what I describe is not an example of mischief, say, “That’s not mischief.”

1. The girl pulled the puppy’s tail. (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. The boy hid his dad’s shoes. (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**



# The Tale of Peter Rabbit

9<sub>B</sub>

## Extensions

20 minutes

### 10 Retelling a Read-Aloud or Sequence of Events (Instructional Master 9B-1)

Give each student a copy of Instructional Master 9B-1.

Explain to students that this worksheet has pictures of events from “The Tale of Peter Rabbit.” Have students cut out the four pictures. Next, have them think about what is happening in each picture. Students should then arrange the pictures in their correct order to show the proper sequence of events. Check to see if students are able to correctly sequence the pictures. Have students glue or tape the pictures on paper once they have been sequenced.

As students complete this activity, have them work with a partner to retell the story referring to their sequenced pictures. You may also want to have students write or dictate words or sentences that describe the pictures and retell the story.

### Writing Another Tale About Peter Rabbit

Remind 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 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 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.

Tell 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.

Brainstorm ideas for characters, setting, and plot. Guide 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. You may want to look into an electronic publishing program (such as iMovie, or iPublish) or create a slide presentation (such as PowerPoint), or bind the pages to make a book to put in the class library for students to read again and again.



# All Stories Are Anansi's

10

## ☑ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “All Stories Are Anansi’s”
- ✓ Identify character, plot, and setting as basic story elements
- ✓ Describe the characters, plot, and setting of “All Stories Are Anansi’s”
- ✓ Identify folktales as one type of fiction

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Retell the folktale “All Stories Are Anansi’s” including key details (RL.1.2)
- ✓ Identify “All Stories Are Anansi’s” as fiction because animals cannot talk or act like people (RL.1.5)
- ✓ Clarify information about “All Stories Are Anansi’s” by asking questions that begin with *who* (SL.1.1c)
- ✓ Identify the correct usage of *satisfied* and *dissatisfied* and explain that they are antonyms (L.1.5a)
- ✓ Perform “All Stories Are Anansi’s” for an audience using eye contact, appropriate volume, and clear enunciation

## Core Vocabulary

**acknowledge, *adj.*** To make known; or give credit

*Example:* Ben made sure to acknowledge that the bug collection he brought to show the class was his brother's.

*Variation(s):* acknowledges, acknowledged

**approached, *v.*** To come near

*Example:* I got more excited as my birthday approached.

*Variation(s):* approach, approaches

**quarreling, *v.*** Arguing


*Example:* The two boys were often quarreling because they didn't want to share.

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

**satisfied, *adj.*** Happy or pleased

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

*Variation(s):* none

<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>Background Information and Essential Terms</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>All Stories Are Anansi's</b>		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>	a branch; a net; a box	20





# All Stories Are Anansi's

10<sub>A</sub>

## ***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’s sense of adventure leads him into Mr. McGregor’s garden, where he helps himself to some vegetables.
- Peter is seen and chased by Mr. McGregor, and he barely escapes.
- When he finally gets home, Peter is sick and tired, and has to go to bed, while 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 how the trickster in this story tricks others.

### **Background Information and Essential Terms**

Tell students that today’s story is a folktale that was probably first told in Africa. Have a student locate the continent Africa on a world map. (You may want to specifically ask them to locate the country Ghana.) Ask students what it means to say that this story is a folktale. (Folktales are stories that were told from generation to

generation.) Tell students that many tales from the Ashanti people of Ghana, in Africa, begin with the same message:

“We do not really mean, We do not really mean  
that what we are going to say is true.”

Explain that this means the stories are *fiction*, because they are not really true.



← **Show image 10A-2: Nyame and Anansi**

Ask students what they see in the illustration. Tell students that like many folktales, the characters in this story are animals. Point to the spider, and explain that this is Anansi, the main character in the story. Have students share what they know about spiders.

Tell students that the Ashanti people call their folktales “spider stories.” Tell students that many African folktales feature the spider, “Kwaku Anansi,” as a main character. Anansi is a folk hero to the Ashanti. He is a lovable trickster, a mischief maker who triumphs over larger foes.

The common theme of all spider stories is a small defenseless creature, like a spider, outwits other characters to succeed against great odds. Point to the man in the picture and explain that he is called Nyame, the sky god, and he is another character in the story.

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

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Tell students that there are many spider stories. This is just one example of many stories passed down from generation to generation. Ask students to predict why they are called spider stories.

### **Purpose for Listening**

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



## All Stories Are Anansi's

### ← Show image 10A-1: Anansi overlooking the village

Long ago, there were no stories on Earth. It was believed that all stories belonged to the sky god, Nyame, who kept the stories in a box beneath his throne.

Because they had no stories to share, the people of the earth just sat around their campfires. One day, looking down from his web, Anansi the Spider could see that the people were restless and bored. Anansi decided he would bring them something that would make them happy and would help them pass the time.<sup>1</sup>

Anansi stretched his eight legs and wove a wonderful web that reached all the way to the sky. He climbed up the web until he arrived at the throne of the sky god Nyame, the keeper of all stories.<sup>2</sup>

1 [Point out the village in the picture.] What do you think is going to happen?

2 Where did Nyame keep the stories?



### ← Show image 10A-2: Nyame and Anansi

“Nyame,” he said, “wise one, great god of the sky, will you let me have the great box where you keep the stories? I would like to take the stories to the people who live on the earth.”

“I will give you the box of stories,” said Nyame, in a booming voice. “But the price is high. You must bring me three things: Onini [oh-NEE-nee], the great python<sup>3</sup> who can swallow a goat; Osebo [oh-SAY-boe], the mighty leopard, whose teeth are as sharp as spears; and Mmoboro [mmoh-BOH-roh], the hornet whose sting burns like a needle of fire.”

“I will pay the price,” said Anansi.

Anansi swung back down to Earth on his web. He went to speak with his wife, Aso. Together, they crafted a plan to capture Onini, the great python who could swallow a goat.<sup>4</sup>

3 or big snake

4 How do you think a little spider will catch a giant python?



← **Show image 10A-3: Anansi carries a branch in the forest**

5 What does it mean to be sneaky?

The next morning, Anansi sneakily walked into the forest, waving a big branch and talking to himself.<sup>5</sup> “She’s wrong,” he said, pretending to be very upset. “I know she is. He is much longer than this branch.”

6 or walked up to

As Anansi **approached**<sup>6</sup> the watering hole, a large snake rose up. It was Onini, the great python who can swallow a goat.

“What are you muttering about, Anansi?” asked Onini. “You are disturbing my nap.”

7 or disagreeing

“I have been **quarreling**<sup>7</sup> with my wife,” said Anansi. “She says that you are shorter than this branch. But I say you are longer. She will not listen to me, and I do not see how I can prove that I am right.”

“That is easy,” said Onini. “Lay your branch on the ground and I will lie next to it. Then you shall see that I am longer.”

The great snake slithered over and lay next to Anansi’s branch.



← **Show image 10A-4: Snake tied to the branch**

8 What do you think will happen next?

“It looks like you may be longer,” said Anansi, still questioning. “But I can’t tell for sure because you are not quite straightened out. Could I straighten you out a bit?”<sup>8</sup>

“Certainly,” said Onini.

“Let me fasten your tail at this end,” said Anansi as he worked. “That way I can really straighten you out. And also here a little lower . . . and here by your head.” Before the python realized what Anansi was up to, Anansi spun a web and used it to tie Onini to the branch.

“Now you are caught!” said Anansi.

With that, Anansi carried Onini the python to Nyame.

“That is one thing,” said Nyame in a loud, deep voice. “Two things remain.”

9 or plan

Anansi went back to Earth and began to strategize<sup>9</sup> his next plan to catch Osebo, the mighty leopard, with teeth as sharp as spears.

10 *Satisfied* means pleased or happy.  
Do you think Anansi is trying to  
trick Ononi?



11 Where is the leopard now?

He dug a deep hole on the path Osebo used to get to the watering hole. He laid branches across the hole and covered the branches with sticks and leaves and dirt. When Anansi was **satisfied** that the hole was well-hidden, he scurried home and went to sleep.<sup>10</sup>

← **Show image 10A-5: Leopard in a hole**<sup>11</sup>

When Osebo came out to hunt during the night, he fell right into Anansi's trap. Anansi found him down in the hole the next morning.

"Osebo," said Anansi, "what are you doing down in that hole?"

"You fool!" said Osebo. "Can't you see that I have fallen into a trap? You must help me get out."

"I will see what I can do," said Anansi.

Anansi found a large willow tree and bent the top of the tree over the pit. He spun two silky cords and used them to fasten the tree. Then he spun another silky cord and attached it to the top of the tree. This third cord dangled down into the pit.

"Tie the cord to your tail," said Anansi. "Then I will lift you up."

Osebo tied the web to his tail.<sup>12</sup>

← **Show image 10A-6: Leopard hanging from a willow tree**

Anansi cut the cords that were holding the tree down. The tree sprang back to its original position, carrying Osebo with it. Osebo dangled from the tree, tangled up in Anansi's web-work.

"Now you are caught!" said Anansi.

Anansi tightly tied the ends of the web and dragged Osebo the leopard to Nyame.

Now the sky god was impressed. "That is two things," said Nyame. "Only one thing remains."<sup>13</sup>

Anansi went back to Earth to catch Mmoboro, the hornet whose sting burned like a needle of fire. He cut a gourd from a vine and hollowed out the inside. Then he filled the gourd with water and went to the nest where Mmoboro the hornet made his home.

12 Is Anansi going to trick Osebo?



13 Do you remember what it was?



← **Show image 10A-7: Hornet's nest**

Anansi poured some of the water in the gourd over his own head. Then he dumped the rest of the water on the hornet's nest. Mmoboro the hornet came out, buzzing angrily. He saw Anansi standing nearby, holding a leaf over his head.<sup>14</sup>

14 Why do you think Anansi poured water in the gourd and held a leaf above his head?

"Oh, my!" said Anansi. "The rainy season seems to have come early this year, and it looks like you have no shelter from the rain. Why don't you take shelter in my gourd until the rain goes away?"<sup>15</sup>

15 Is Anansi tricking Mmoboro?

"Thank, you, Anansi," said Mmoboro the hornet, as he flew into the gourd.

"You're welcome!" said Anansi, as he closed up the opening in the gourd with his leaf and fastened the leaf with his finest, most intricately laced web yet.

"Now you are caught!" said Anansi.

Anansi proudly carried Mmoboro the hornet to Nyame.

"That is the last thing," proclaimed Nyame. "You have succeeded, Anansi, where many before you have failed. You have paid the price."



← **Show image 10A-8: Anansi and the box of stories**

Then Nyame called out, in a voice like thunder: "Listen to me! Anansi has paid the price for the stories of the sky god, and I do hereby give the stories to him. From this day forward, all of the stories belong to Anansi."<sup>16</sup> Whenever someone tells one of these stories, he or she must **acknowledge** that it is Anansi's tale."<sup>17</sup>

16 What will Anansi do with the stories?

17 Acknowledge means to give credit to.

Anansi took the box of stories back to Earth and shared them with the people. They were grateful for the stories, and told them over and over to their children, and to their children's children, who told them to their children, and so on. Even to this day, these stories are known as "spider stories."

At the end of many spider stories, the storyteller often says, "This is my story which I have related, if it be sweet or if it be not sweet, take (it) elsewhere and let it come back to me."<sup>18</sup>

18 And now, since we've told the story, too, we've helped to keep it alive.

### Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions about why these stories are called spider stories correct? Why or why not? (Answers may vary.)
2. *Literal* Who is the main character of this story? (Anansi) What animal is he? (a spider)
3. *Literal* Why does Anansi want the box of stories? (to give them to the people to tell)
4. *Literal* Who does Anansi trick first? (the python, Onini) Who does Anansi trick next? (the leopard, Osebo) Who does Anansi trick last? (the hornet, Mmoboro)
5. *Inferential* How does a small spider catch animals that are much bigger and stronger? (He outsmarts, or tricks, them.)
6. *Literal* Who gives Anansi the box of stories? (Nyame) What does he say the stories shall be known as for all time? (spider stories)
7. *Inferential* Could this story really happen or is it fiction? (fiction) How do you know? (Animals don't talk and act like people.)

[Please continue to model the *Question Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Evaluative* *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.
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Satisfied

5 minutes

1. In the read aloud you heard, “When Anansi was *satisfied* that the trap was well-hidden, he scurried home and went to sleep.”
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 students’ responses: “I was satisfied . . .”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. [Tell students that the opposite of *satisfied* is *dissatisfied*.] Directions: I will describe an activity. You will respond how you would feel in that situation. Be sure to use the word *satisfied* or *dissatisfied* in your response, e.g. “I was satisfied,” or “I was dissatisfied.” (Answers may vary for all.)

1. You finished your homework early.
2. You built a large structure from blocks by yourself.
3. You ate a delicious dinner.
4. Someone knocked over your block structure.
5. You forgot your homework at home.
6. You are still hungry.



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





# All Stories Are Anansi's

10<sub>B</sub>

## Extensions

20 minutes

### On Stage

Remind students how they heard at the end of the read-aloud that spider stories have been kept alive by being retold over and over. Tell students that one way to retell a story is to act it out. Tell them that now you are going to read “All Stories Are Anansi’s” again and they will act it out. Ask students what characters will be needed. (Anansi, Nyame, Aso, Onini, Osebo, Mmoboro) Designate students to be the various characters. You may have other students portray other animals that get tricked to increase active participation.

Ask students what settings will be needed. (the forest, a willow tree, Nyame’s throne, 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: a branch, a net, and a box.

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 the sky god’s throne, or Anansi’s house. Also, talk about using facial expressions to show how the characters are feeling.

➤ Above and Beyond: You may also have the characters create some of their own dialogue.



# Domain Review

# DR

## **Note to Teacher**

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You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

## **Core Content Objectives Addressed in this Domain**

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Students will:

- ✓ Demonstrate familiarity with various fables
- ✓ Identify character, plot, and setting as basic story elements
- ✓ Describe the characters, plot, and setting of a specific fable
- ✓ Identify fables and folktales as two types of fiction
- ✓ Identify characteristics of fables: short, moral, personification
- ✓ Explain in their own words the moral of a specific fable

## **Activities**

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### **Image Review**

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Show the Flip Book images 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.

### **Story Map**

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#### **Materials: Instructional Master 6B-1**

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.

## Teacher Choice

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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 Introduction.

## Key Vocabulary Brainstorming

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### Materials: Chart paper, chalkboard, or whiteboard

Give 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*, *Peter Rabbit*, *plays tricks*, etc. Record their responses on chart paper, on a chalkboard, or a whiteboard for reference.

## Riddles for Core Content

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Ask 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 rabbit)
- I got into mischief by going into Mr. McGregor’s garden? Who am I? (Peter Rabbit)
- I played tricks on the python, the leopard, and the hornet. Who am I? (Anansi)

## Somebody Wanted But So Then

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### Materials: Instructional Master 2B-1

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

## Venn Diagram

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### **Materials: Chart paper, chalkboard, or white board**

Draw a Venn diagram on chart paper, a chalkboard, or a whiteboard. Label the left side of the Venn diagram “Peter Rabbit” and the right side “Anansi.” Prior to recording 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.

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

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



# Domain Assessment

# DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Fables and Stories*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Fables and Stories*.

## Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. First I will say the word and then I will use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Fable:** A fable is a story that teaches a lesson. (smiling face)
2. **Moral:** The moral of the story is where the story takes place. (frowning face)
3. **Personification:** When animals act like humans it's called personification. (smiling face)
4. **Fiction:** A true story is a work of fiction. (frowning face)
5. **Predict:** We hope the weather man does not predict rain for the weekend. (smiling face)

Directions: Now I am going to read more sentences using other words you have heard and practiced. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word

correctly in my sentence, circle the frowning face. I will say each sentence two times.

6. **Waste:** Drinking all of your milk is a waste. (frowning face)
7. **Advice:** My teacher's advice was to read every night. (smiling face)
8. **Satisfied:** The cat was very satisfied with its big meal. (smiling face)
9. **Bunch:** If I give you one banana, you have a bunch. (frowning face)
10. **Greedy:** The pirate was so greedy he wanted all the treasure. (smiling face)
11. **Balanced:** The teeter totter was balanced, or tipping to one side. (frowning face)
12. **Pretend:** My little brother likes to pretend to cook in the play kitchen. (smiling face)
13. **Company:** The boy was lonely so he wanted someone to keep him company. (smiling face)

## Part II (Instructional Master DA-2)

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Directions: I will read a sentence about one of the fictional stories you have heard. If the sentence is correct, you will circle the smiling face. If the sentence is not correct, you will circle the frowning face.

1. In "All Stories Are Anansi's", Anansi always thinks of ways to help his animal friends. (frowning face)
2. In "The Crowded, Noisy House", the rabbi's advice to the poor unfortunate man is to move to a larger house. (frowning face)
3. In "The Tale of Peter Rabbit", Mr. McGregor and Peter Rabbit become good friends. (frowning face)
4. At the end of "The Little Half-Chick", Medio Pollito becomes a weather vane. (smiling face)
5. Fables and folktales are two types of nonfiction, stories that really happened. (frowning face)

6. The setting of “The Tale of Peter Rabbit” is a busy city.  
(frowning face)
7. The rabbi, Medio Pollito, Anansi, and Peter Rabbit are all characters in the folktales you heard. (smiling face)
8. Characters, setting, and plot are all important parts of a story.  
(smiling face)

### **Part III**

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Use the images from the Flip Book to remind students of the four folktales 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 IV**

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



# Culminating Activities

# CA

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## **Note to Teacher**

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

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## **Remediation**

You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds
- reading the corresponding lesson in the *Supplemental Guide*, if available

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## **Enrichment**

### **Student Choice**

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Have students select a read-aloud to be heard again.



## Story Map

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### **Materials: Instructional Master 6B-1**

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 Introduction. If possible, select another version of a fable or story that was read in the domain and compare and contrast the two.

## 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 the chosen saying or phrase, e.g., “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 (2B-1) 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 as a 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 with the class.

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







Dear Family Member,

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 that 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 cry, “*Wolf! Wolf!*””? Also, make personal connections to the fables with questions such as, “If you often don’t tell the truth, will people believe you when you are telling 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. A list of books and other relevant resources is attached to this letter. 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.

Let your child know how much you enjoy hearing about what s/he has learned at school.

## Recommended Resources for Fables and Stories

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### Trade Book List

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#### *Fables*

1. *Aesop's Fables*, by Jerry Pinkney (Chronicle Books, 2000) ISBN 978-1587170003
2. *Aesop's Fables*, by Beverly Naidoo and illustrated by Piet Grobler (Frances Lincoln Children's Books, 2011) ISBN 978-1847800077
3. *The Boy Who Cried Wolf*, by B.G. Hennessy and illustrated by Boris Kulikov (Simon and Schuster, 2006) ISBN 978-0689874338
4. *The Boy Who Cried Wolf/el Pastorcito Mentiroso: A Retelling of Aesop's Fable/Versión de la fábula de Esopo (Bilingual Edition, Audio Book)*, by Eric Blair and illustrated by Dianne Silverman (Capstone Press, 2008) ISBN 978-1404844704
5. *The Classic Treasury of Aesop's Fables (Children's Illustrated Classics)*, illustrated by Don Daily (Running Press, 2007) ISBN 978-0762428762
6. *The Fox and the Grapes*, by Mark White and illustrated by Sara Rojo Pérez (Capstone Press, 2008) ISBN 978-1479518562
7. *Fox Tails: Four Fables from Aesop*, by Amy Lowry (Holiday House, 2012) ISBN 978-0823424009
8. *How the Leopard Got His Claws*, by Chinua Achebe and illustrated by Mary GrandPré (Candlewick, 2011) ISBN 978-0763648053
9. *The Lion and the Mouse*, retold and illustrated by Bernadette Watts (North-South Books, 2007) ISBN 978-0735821293
10. *Little Cloud and Lady Wind*, by Toni Morrison and Slade Morrison and illustrated by Sean Qualls (Simon & Schuster, 2010) ISBN 978-1416985235

11. *The Tortoise and the Hare*, adapted and illustrated by Janet Stevens (Holiday House, 1985) ISBN 978-0823405640
12. *Town Mouse, Country Mouse*, by Jan Brett (Puffin, 2003) ISBN 978-0698119864
13. *The Wise Fool: Fables from the Islamic World*, by Shahrukh Husain and illustrated by Micha Archer (Barefoot Books, 2011) ISBN 978-1846862267

### **Stories**

14. *Anansi and the Moss-Covered Rock*, retold by Eric A. Kimmel and illustrated by Janet Stevens (Holiday House, 1990) ISBN 978-0823407989
15. *Anansi the Spider: A Tale from the Ashanti*, by Gerald McDermott (Henry Holt, 1972) ISBN 978-0805003109
16. *Baby Rattlesnake: A Native American Tale*, by Te Ata and adapted by Lynn Moroney and illustrated by Mira Reisberg (Children's Book Press) ISBN 978-0892392162
17. *A Big Quiet House: A Yiddish Folktale from Eastern Europe*, retold by Heather Forest and illustrated by Susan Greenstein (August House Publishers, 2005) ISBN 978-0874834628
18. *The World of Winnie the Pooh and The House at Pooh Corner*, by A.A. Milne and illustrated by Ernest H. Shepard (Penguin, 2010) ISBN 978-0525444473
19. *How Chipmunk Got His Stripes*, by Joseph Bruchac & James Bruchac and illustrated by Jose Aruego and Ariane Dewey (Puffin, 2003) 978-0142500217
20. *It Could Always Be Worse: A Yiddish Folk Tale*, by Margot Zemach (Square Fish, 1990) ISBN 978-0374436360
21. *Medio Pollito/Half Chick: A Spanish Tale*, adapted by Eric A. Kimmel and illustrated by Valeria Docampo (Amazon Children's Publishing, 2010) ISBN 978-0761457053
22. *Nelson Mandela's Favorite African Folktales*, by Nelson Mandela (Norton, W. W. & Company, 2007) ISBN 978-0393329902
23. *One Grain of Rice: A Mathematical Folktale*, by Demi (Scholastic, 1997) ISBN 978-0590939980



24. *The People Could Fly: American Black Folktales*, retold by Virginia Hamilton and illustrated by Leo Dillon and Diane Dillon (Random House Children's Books, 1993) ISBN 978-0394869254
25. *A Story, A Story: An African Tale*, by Gail E. Haley (Aladdin, 1998) 978-0689712012
26. *The Tale of Peter Rabbit*, by Beatrix Potter and illustrated by Michael Hague (Chronicle Books, 2005) ISBN 978-0811849067
27. *Too Much Noise*, by Ann McGovern and illustrated by Simms Taback (Houghton Mifflin Harcourt, 1992) ISBN 978-0395629857
28. *The Tortoise's Gift: A Story from Zambia*, by Lari Don and illustrated by Melanie Williams (Barefoot Books, 2012) ISBN 978-1846867743
29. *Tunjur! Tunjur! Tunjur!: A Palestinian Folktale*, retold by Margaret Read MacDonald and illustrated by Alik Arzoumanian (Amazon Children's Publishing, 2012) ISBN 978-0761463122

## Websites and Other Resources

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### ***Student Resources***

1. Find the Main Idea Game  
<http://bit.ly/XysFO4>
2. Interactive Cinderella Story  
<http://bit.ly/Qt3Yjb>
3. Peter Rabbit World  
[www.peterrabbit.com/en](http://www.peterrabbit.com/en)

### ***Family Resources***

4. Fables and Morals  
<http://bit.ly/TeBs3d>
5. Types of Fiction Characters  
<http://bit.ly/XysYZr>

### ***Audio Versions***

6. *Hear a Story: Medio Pollito*, by Eric Kimmel  
<http://ericakimmel.com/hear-a-story>



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

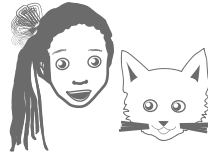
<b>Somebody</b>	
<b>Wanted</b>	
<b>But</b>	
<b>So</b>	
<b>Then</b>	



Name \_\_\_\_\_

Title

Character(s)



Setting(s)



Plot

Beginning

Middle

End

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



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 or tape them in the correct order on a piece of paper.







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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4

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3

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2

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Dear Family Member,

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 “The Little Half-Chick (Medio Pollito),” a Hispanic folktale. Over the next several days, s/he will also become familiar with “The Crowded, Noisy House,” “The Tale of Peter Rabbit,” and “All Stories are Anansi’s.”

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. Refer to the list of books and other relevant resources that was sent home with the previous family letter.

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.





















Remember to let your child know how much you enjoy hearing about what s/he has 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 or tape 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 smiling face if the sentence is true. Circle the frowning face if the sentence is false.

- |     |   |  |
|-----|---|--|
| 1.  |    |    |
| 2.  |    |    |
| 3.  |    |    |
| 4.  |    |    |
| 5.  |   |   |
| 6.  |  |  |
| 7.  |  |  |
| 8.  |  |  |
| 9.  |  |  |
| 10. |  |  |



Directions: Listen to the sentence read by the teacher about fables and stories. Circle the smiling face if the sentence is true. Circle the frowning face if the sentence is false.

1.	<input checked="" type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input checked="" type="radio"/>
3.	<input checked="" type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input checked="" type="radio"/>
5.	<input checked="" type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input checked="" type="radio"/>
7.	<input checked="" type="radio"/>	<input type="radio"/>
8.	<input checked="" type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input checked="" type="radio"/>
10.	<input checked="" type="radio"/>	<input type="radio"/>

















11.  

12.  

13.  



















Directions: Listen to the sentence read by the teacher about fables and stories. Circle the smiling face if the sentence is true. Circle the frowning face if the sentence is false.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		



Directions: Listen to the sentence read by the teacher about fables and stories. Circle the smiling face if the sentence is true. Circle the frowning face if the sentence is false.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		



# Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

# 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	
Number of Questions	1	0	10																				
	2	0	5	10																			
	3	0	3	7	10																		
	4	0	3	5	8	10																	
	5	0	2	4	6	8	10																
	6	0	2	3	5	7	8	10															
	7	0	1	3	4	6	7	9	10														
	8	0	1	3	4	5	6	8	9	10													
	9	0	1	2	3	4	6	7	8	9	10												
	10	0	1	2	3	4	5	6	7	8	9	10											
	11	0	1	2	3	4	5	5	6	7	8	9	10										
	12	0	1	2	3	3	4	5	6	7	8	8	9	10									
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10								
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10							
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10						
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10					
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10				
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10			
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10		
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	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 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

# CORE KNOWLEDGE LANGUAGE ARTS

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## ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

### CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

### SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



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The Word Work exercises are based on the work of Beck, McKeown, and Kucan in *Bringing Words to Life* (The Guilford Press, 2002).

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