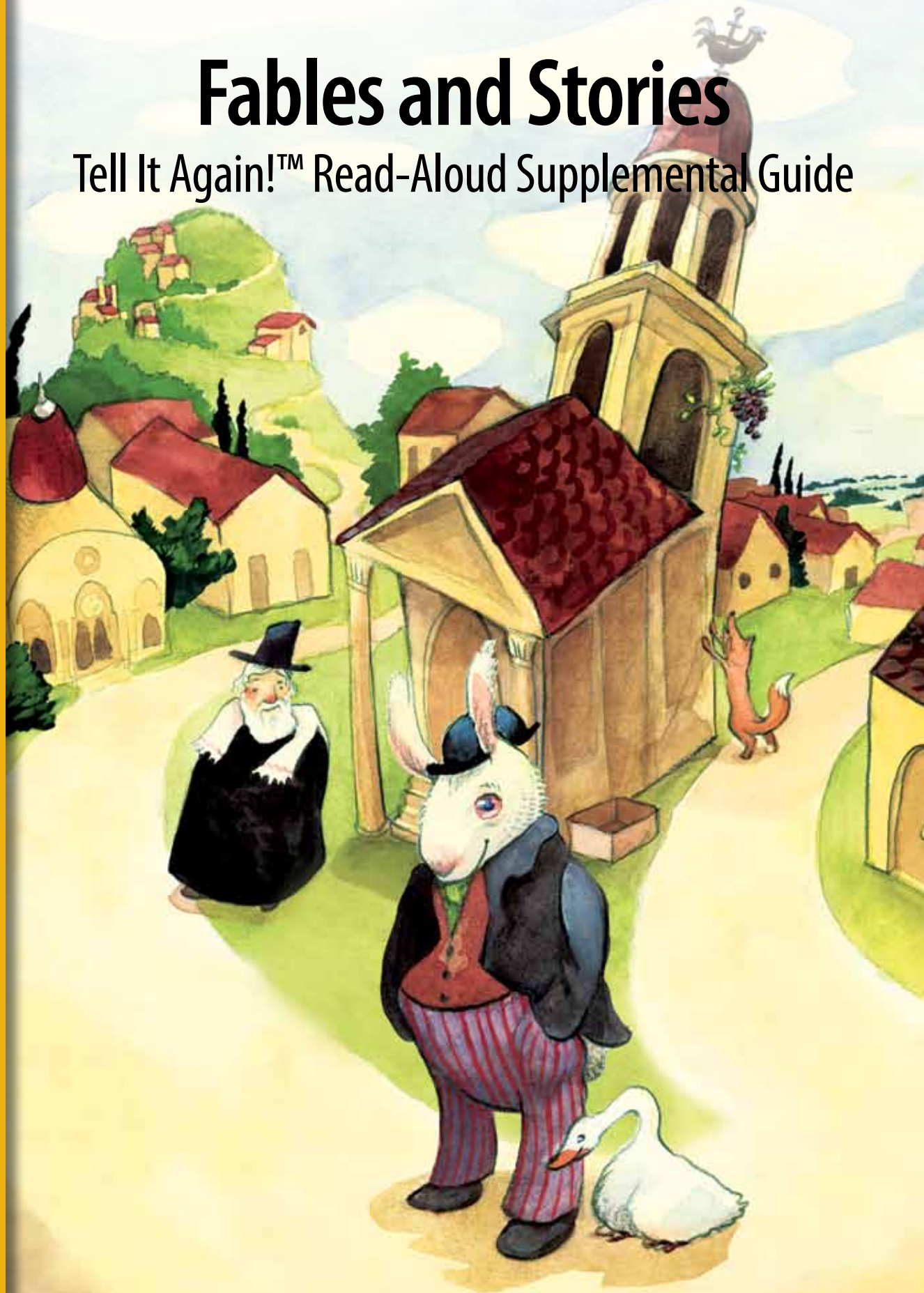


# Fables and Stories

Tell It Again!™ Read-Aloud Supplemental Guide



Core Knowledge Language Arts® • Listening & Learning™ Strand



Core Knowledge®

GRADE 1





# **Fables and Stories**

## Supplemental Guide to the Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

**GRADE 1**

Core Knowledge Language Arts®



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Table of Contents

# Fables and Stories

Supplemental Guide to the  
Tell It Again!™ Read-Aloud Anthology

<b>Preface</b> to the <i>Supplemental Guide</i> . . . . .	v
<b>Alignment Chart</b> for <i>Fables and Stories: Supplemental Guide</i> . . . . .	xvii
<b>Introduction</b> to <i>Fables and Stories: Supplemental Guide</i> . . . . .	1
<b>Lesson 1:</b> The Boy Who Cried Wolf . . . . .	16
<b>Lesson 2:</b> The Maid and the Milk Pail . . . . .	34
<b>Lesson 3:</b> The Goose and the Golden Eggs . . . . .	47
<b>Lesson 4:</b> The Dog in the Manger . . . . .	63
<b>Lesson 5:</b> The Wolf in Sheep’s Clothing . . . . .	77
<b>Lesson 6:</b> The Fox and the Grapes . . . . .	93
<b>Pausing Point</b> . . . . .	107
<b>Lesson 7:</b> The Little Half-Chick (Medio Pollito) . . . . .	111
<b>Lesson 8:</b> The Crowded, Noisy House . . . . .	131
<b>Lesson 9:</b> The Tale of Peter Rabbit . . . . .	145
<b>Lesson 10:</b> All Stories Are Anansi’s . . . . .	163
<b>Domain Review</b> . . . . .	179
<b>Domain Assessment</b> . . . . .	181
<b>Culminating Activities</b> . . . . .	184
<b>Appendix</b> . . . . .	187





# Preface to the Supplemental Guide

## Fables and Stories

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The *Supplemental Guide* is designed as a companion to the Core Knowledge Language Arts *Tell It Again! Read-Aloud Anthologies*. There is one *Supplemental Guide* per domain. This preface to the *Supplemental Guide* provides information about the guide’s purpose and target audience, describes how it can be used flexibly in various classroom settings, and summarizes the features of the guide that distinguish it from the *Tell It Again! Read-Aloud Anthologies*.

### ***Intended Users and Uses***

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This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, and special education teachers, and teachers seeking an additional resource for classroom activities. This guide is intended to be both flexible and versatile. Its use is to be determined by teachers in order to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide for Listening & Learning. 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*. Such teachers might use the Vocabulary Instructional Activities and some of the modified read-alouds during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students’ vocabulary learning needs.

The *Supplemental Guide* is designed to allow flexibility with regard to lesson pacing and encourages education professionals to pause and review when necessary. A number of hands-on activities and graphic organizers are included in the lessons to assist students with learning the content presented.

## ***Supplemental Guide Contents***

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The *Supplemental Guide* contains modified read-alouds, tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. For each modified read-aloud, a variety of Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities are available for classroom use, affording students additional opportunities to use domain vocabulary. The activities integrated into the lessons of the *Supplemental Guide* create a purposeful and systematic setting for English language learning. The read-aloud of each story or nonfiction text builds upon previously taught vocabulary and ideas and introduces language and knowledge needed for the next more complex text. The *Supplemental Guide*'s focus on oral language in the earlier grades addresses the language learning needs of students with limited English language skills who may not be exposed to the kind of academic language found in written texts outside of a school setting.

### **Modified Read-Alouds**

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The modified read-alouds in the *Supplemental Guide*, like the read-alouds in the corresponding *Tell It Again! Read-Aloud Anthology*, are content-rich and designed to build students' listening comprehension, which is a crucial foundation for their reading comprehension abilities. Students who listen to the *Supplemental Guide* read-alouds will learn the same core content as students who listen to read-alouds from the corresponding *Tell It Again! Read-Aloud Anthology*.

In the modified read-alouds, the teacher presents core content in a clear and scaffolded manner. Lessons are designed to be dialogic and interactive in nature. This allows students to use acquired content knowledge and vocabulary to communicate ideas and concepts with their peers and teachers in an accommodating and safe environment. Maximizing time for student conversation by structuring supportive situations, where students can engage in meaningful, collaborative discussions with their teacher and peers, is an important catalyst to oral language development.

### ***Tips and Tricks for Managing the Flip Book During the Read-Alouds***

Please note that many modified read-alouds ask that you show Flip Book images in a non-sequential order that differs from the order in which the images are arranged in the Flip Book. Furthermore, some modified read-alouds make use of Flip Book images from two or more separate lessons.



**It is highly recommended that you preview each modified read-aloud, with the Flip Book in hand, before teaching a lesson.** It is critical that you be familiar with the order of the Flip Book images for a given read-aloud, so that you are able to confidently present the read-aloud text and the appropriate image without searching through pages in the Flip Book.

We recommend that you consider using one or more of the following tips in preparing the Flip Book prior to the read-aloud to ensure a smooth transition in moving from one image to the next:

- Number the Flip Book thumbnails in each read-aloud lesson of the *Supplemental Guide*. Place corresponding, numbered sticky notes in the order Flip Book images will be shown, projecting from the side of the Flip Book so that each number will be clearly seen. (For example, if the number “3” is written next to an image thumbnail in the read-aloud, write the number “3” on a sticky note and then place this on the appropriate image so it projects from the side of the Flip Book.)
- Alternatively, write the Flip Book image numbers as they appear in the read-aloud lesson of the *Supplemental Guide* (e.g., 4A-3) on sticky notes that project out from the side of the Flip Book so that image numbers are clearly visible.
- If you need to show images from two separate, nonconsecutive lessons, use different colored sticky notes for the different lessons. Be aware that images are printed on both sides of pages in the Flip Book. In some instances, you may need to be prepared to physically turn the Flip Book over to locate the next image and continue the read-aloud.

## Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in <b>bold</b> .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>			
<b>Multiple Meaning</b>			
<b>Phrases</b>			
<b>Cognates</b>			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers which are generally categorized as follows:

- Tier 1 words are words that are likely to appear in the basic repertoire of native English-speaking students—words such as *baby*, *climb*, and *jacket*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *analysis*, *create*, and *predict*.
- Tier 3 words are content-specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words such as *photosynthesis*, *alliteration*, and *democracy*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words and may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers should be aware of and model their use as much as possible before, during, and after each individual lesson, in addition to using these words to connect lessons. The Vocabulary Chart is also a good starting point and reference for keeping track of students' oral language development and retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

### **Multiple Meaning Word Activities**

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Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that

many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through the different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

### **Syntactic Awareness Activities**

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Syntactic Awareness Activities call students' attention to sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, relationships between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

### **Vocabulary Instructional Activities**

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Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in a variety of written texts. These Vocabulary Instructional Activities support students' learning of Tier 2 words and deepen their knowledge of academic words and the connections of these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, and the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

## ***English Language Learners and Students with Disabilities***

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The *Supplemental Guide* assists 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 students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the

challenges they may face in the classroom, and outlines teaching strategies that address those challenges.

## English Language Learners

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The *Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) to fully participate in the read-alouds and activities in the *Tell It Again! Read-Aloud Anthology*, and to strengthen ELLs' understanding of the core content presented in the Anthologies.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their first language, and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an educational setting.

Language Acquisition Stage	Comprehension and Production	Accommodations and Support Strategies
<b>Preproduction (“The Silent Period”)</b>	<ul style="list-style-type: none"> <li>• Produces little or no English</li> <li>• May refuse to say or do anything</li> <li>• Responds in non-verbal ways</li> <li>• Has a minimal receptive vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Use predictable phrases for set routines</li> <li>• Use manipulatives, visuals, realia, props</li> <li>• Use Total Physical Response (TPR) to indicate comprehension (point, nod, gestures)</li> <li>• Use lessons that build receptive vocabulary</li> <li>• Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language</li> <li>• Pair with same language peers for activities and discussions focused on content</li> <li>• Use simple questions that require simple nonverbal responses (e.g., “Show me...,” “Circle the...”)</li> <li>• Use a slow rate of speech and emphasize key words</li> <li>• Model oral language, but do not force student to produce oral language</li> </ul>
<b>Early Production</b>	<ul style="list-style-type: none"> <li>• Responds with one- or two-word phrases</li> <li>• Understands basic phrases and words</li> <li>• Uses abundant fillers, e.g., “er” and “um,” when speaking</li> <li>• Includes frequent long pauses when speaking</li> <li>• Has basic level of English vocabulary (common words and phrases)</li> </ul>	<ul style="list-style-type: none"> <li>• Use repetition, gestures, and visual aids to facilitate comprehension and students’ responses</li> <li>• Use small group activities</li> <li>• Use charades and linguistic guessing games</li> <li>• Use role playing activities</li> <li>• Use lessons that expand receptive and expressive vocabulary</li> <li>• Use increasingly more difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> <li>• Yes/no questions</li> <li>• Either/or questions</li> <li>• Questions that require short answers</li> <li>• Open-ended questions to encourage expressive responses</li> </ul> </li> <li>• Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language</li> <li>• Pair with same-language peers for activities and discussions focused on content</li> <li>• Allow for longer processing time</li> <li>• Continue to allow participation to be voluntary</li> </ul>

<b>Speech Emergence (Low Intermediate)</b>	<ul style="list-style-type: none"> <li>• Speaks in short phrases and simple sentences</li> <li>• Makes multiple grammatical errors</li> <li>• Begins to use context to infer the meanings of unknown words heard or read</li> <li>• Can produce some narratives and understand some details of a story</li> <li>• Uses many fillers, e.g., “um” and “like,” when speaking</li> <li>• Repeats individual phrases multiple times</li> <li>• Has a much larger receptive than expressive vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Model correct language forms</li> <li>• Use more complex stories and books</li> <li>• Start to focus on Tier 2 vocabulary</li> <li>• Pair with high-level English speakers for activities and discussions focused on the English language</li> <li>• Provide some extra time to respond</li> <li>• Use increasingly difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> <li>• Questions that require short sentence answers</li> <li>• <i>Why</i> and <i>how</i> questions</li> <li>• Questions that check for literal and abstract comprehension</li> </ul> </li> <li>• Engage students in producing language</li> </ul>
<b>Intermediate Fluency (High Intermediate)</b>	<ul style="list-style-type: none"> <li>• Engages in conversations</li> <li>• Produces connected narrative</li> <li>• Makes few grammatical errors</li> <li>• Uses some fillers when speaking</li> <li>• Shows good comprehension</li> <li>• Has and uses expanded vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Model correct language forms</li> <li>• Introduce academic terms (e.g., making predictions and inferences, figurative language)</li> <li>• Use graphic organizers</li> <li>• Pair with native English speakers</li> <li>• Use questions that require opinion, judgment, and explanation</li> </ul>
<b>Advanced Fluency</b>	<ul style="list-style-type: none"> <li>• Uses English that nearly approximates the language of native speakers</li> <li>• Understands most conversations and can maintain a two-way conversation</li> <li>• Uses more complex grammatical structures, such as conditionals and complex sentences</li> <li>• Has and uses an enriched vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build background knowledge</li> <li>• Build high-level/academic language</li> <li>• Expand figurative language, (e.g., by using metaphors and idioms)</li> <li>• Focus on high-level concepts</li> <li>• Pair with students who have a variety of skills and language proficiencies</li> <li>• Use questions that require inference and evaluation</li> </ul>

(Adapted from Hirsch and Wiggins 2009, 362–364; Smyk et al. 2013)

## **Students with Disabilities and Students with Special Needs**

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Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

### ***Pacing***

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on the needs of the class and follow the section with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1994).

### ***Goals and Expectations***

Make sure that students know the purpose and desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and re-direction to reinforce appropriate ways for students to participate and behave.

### ***Directions***

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

### ***Instruction Format and Grouping***

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

## ***Instructional Strategies***

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and hands-on activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, story maps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

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# Alignment Chart for Fables and Stories: Supplemental Guide

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: Supplemental Guide

### Lesson

		1	2	3	4	5	6	7	8	9	10
<b>Core Content Objectives</b>											
Demonstrate familiarity with various fables and stories						✓					
Describe the characters, plot, and setting of a specific fable or story						✓					
Identify specific stories as a fable or folktale		✓	✓	✓	✓	✓	✓	✓	✓		✓
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</i> , <i>what</i> , <i>where</i> , <i>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					✓					
<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		✓	✓	✓	✓	✓	✓	✓	✓	

**Alignment Chart for  
Fables and Stories: Supplemental Guide**

**Lesson**

		1	2	3	4	5	6	7	8	9	10
<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>	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				✓			✓			✓
<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						✓				

**Alignment Chart for  
Fables and Stories: Supplemental Guide**

**Lesson**

		1	2	3	4	5	6	7	8	9	10
<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									✓	✓
<b>Production and Distribution of Writing</b>											
<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.1.7</b>	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).										
<b>CKLA Goal(s)</b>	Participate in shared research and writing projects (e.g., group scientific research and writing)									✓	✓
<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: Supplemental Guide**


**Lesson**

		1	2	3	4	5	6	7	8	9	10
<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						<input checked="" type="checkbox"/>				
<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						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<b>Presentation of Knowledge and Ideas</b>											
<b>STD SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.										
<b>CKLA Goal(s)</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				
<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			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
<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						<input checked="" type="checkbox"/>				
<b>Language Standards: Grade 1</b>											
<b>Conventions of Standard English</b>											
<b>STD L.1.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.										
<b>STD L.1.1g</b>	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).										
<b>CKLA Goal(s)</b>	Use frequently occurring conjunctions	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>			
<b>STD L.1.1h</b>	Use determiners (e.g., articles, demonstratives).										
<b>CKLA Goal(s)</b>	Use determiners (e.g., <i>the, a, this, that</i> ) orally and in writing					<input checked="" type="checkbox"/>					
<b>STD L.1.1j</b>	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.										
<b>CKLA Goal(s)</b>	Build simple and compound declarative, interrogative, and exclamatory sentences orally in response to prompts	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>			

**Alignment Chart for  
Fables and Stories: Supplemental Guide**

**Lesson**

		1	2	3	4	5	6	7	8	9	10
<b>Vocabulary Acquisition and Use</b>											
<b>STD L.1.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.										
<b>STD L.1.4a</b>	Use sentence-level context as a clue to the meaning of a word or phrase.										
<b>CKLA Goal(s)</b>	Use sentence-level context as a clue to the meaning of a word or phrase	✓		✓			✓	✓			
<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 cozy).										
<b>CKLA Goal(s)</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy)						✓				
<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> )						✓				

 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.







# Fables and Stories

## Supplemental Guide Introduction

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This introduction includes the necessary background information to be used in teaching the *Fables and Stories* domain. The *Supplemental Guide for Fables and Stories* contains ten daily lessons each of which is composed of two distinct parts. Odd-numbered lessons contain *Supplemental Guide* activities while even-numbered lessons feature extension activities related to the stories read. All lessons may be divided into smaller chunks of time and presented at different intervals during the day.

### **Lesson Structure**

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#### **Odd-Numbered Lessons**

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Odd-numbered lessons contain two parts (60 minutes total) which are to be covered at different intervals during the day.

Part A (40 minutes) includes:

- *Introducing the Read-Aloud*
- *Presenting the Read-Aloud*
- *Discussing the Read-Aloud*

If necessary, Part A can be divided into two sessions: Fifteen minutes for *Introducing the Read-Aloud* up to—but not including—*Purpose for Listening*; and twenty-five minutes for *Purpose for Listening*, *Presenting the Read-Aloud*, and *Discussing the Read-Aloud*. Note that this slightly alters the time frames for each activity suggested in the At a Glance chart.

Later in the day, Part B (20 minutes) should be covered and includes the activities unique to the *Supplemental Guide*:

- Multiple Meaning Word Activity
- Syntactic Awareness Activity
- Vocabulary Instructional Activity

Each activity may take up to five minutes to complete. The Multiple Meaning Word Activity helps students to determine and clarify the

different meanings of words. The Syntactic Awareness Activity calls students' attention to sentence structure, word order, and grammar. The Vocabulary Instructional Activity focuses on building students' general academic, or Tier 2, vocabulary. Part B concludes with an interim assessment opportunity called an *End of Lesson Check-In*; this is a dual opportunity for the teacher to focus on a select group of students to directly assess the students' language and content knowledge in a low-stress environment. Moreover, the teacher can gauge which students may be in need of additional language or content support.

### Even-Numbered Lessons

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Even-numbered lessons also contain two parts (60 minutes total) which are to be covered at different intervals during the day.

Part A (40 minutes) includes:

- *Introducing the Read-Aloud*
- *Presenting the Read-Aloud*
- *Discussing the Read-Aloud*

If necessary, Part A can be divided into two sessions: Fifteen minutes for *Introducing the Read-Aloud* up to—but not including—*Purpose for Listening*; and twenty-five minutes for *Purpose for Listening*, *Presenting the Read-Aloud*, and *Discussing the Read-Aloud*. Note that this slightly alters the time frames for each activity suggested in the At a Glance chart.

Later in the day, Part B (20 minutes) should be covered and includes extension activities related to the lesson.

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.**

<b>Week One: Read-Aloud Anthology</b>				
<b>Day 1</b>	<b>Day 2</b> #	<b>Day 3</b> ⑩	<b>Day 4</b>	<b>Day 5</b> #
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 Eggs” (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.
<b>Week One: Supplemental Guide</b>				
<b>Day 1</b> ⑩#	<b>Day 2</b> #	<b>Day 3</b> ⑩	<b>Day 4</b> #	<b>Day 5</b> # ⑩
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 Eggs” (40 min.)	Lesson 4A: “The Dog in the Manger” (40 min.)	Lesson 5A: “The Wolf in Sheep’s Clothing” (40 min.)
Lesson 1B: SG Activities (20 min.)	Lesson 2B: Extensions (20 min.)	Lesson 3B: SG Activities (20 min.)	Lesson 4B: Extensions (20 min.)	Lesson 5B: SG Activities (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

<b>Week Two: Read-Aloud Anthology</b>				
<b>Day 6</b> #	<b>Day 7</b> ⑩#	<b>Day 8</b>	<b>Day 9</b>	<b>Day 10</b> ⑩
Lesson 6A: “The Fox and the Grapes” (40 min.)	Pausing Point (60 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.)		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.
<b>Week Two: Supplemental Guide</b>				
<b>Day 6</b> #	<b>Day 7</b> ⑩#	<b>Day 8</b> ⑩	<b>Day 9</b> ⑩	<b>Day 10</b> ⑩#
Lesson 6A: “The Fox and the Grapes” (40 min.)	Pausing Point (60 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.)		Lesson 7B: SG Activities (20 min.)	Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

<b>Week Three: Read-Aloud Anthology</b>			
<b>Day 11</b>	<b>Day 12</b>	<b>Day 13</b> ⑩	<b>Day 14</b> #
Lesson 10A: “All Stories Are Anansi’s” (40 min.)	Domain Review (60 min.)	Domain Assessment (60 min.)	Culminating Activities (60 min.)
Lesson 10B: Extensions (20 min.)			
60 min.	60 min.	60 min.	60 min.
<b>Week Three: Supplemental Guide</b>			
<b>Day 11</b>	<b>Day 12</b>	<b>Day 13</b> ⑩	<b>Day 14</b> #
Lesson 10A: “All Stories Are Anansi’s” (40 min.)	Domain Review (60 min.)	Domain Assessment (60 min.)	Culminating Activities (60 min.)
Lesson 10B: Extensions (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

## Lesson Implementation

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It is important to note that the interactive activities in the *Supplemental Guide* count on the teacher as the “ideal reader” to lead discussions, model proper language use, and facilitate interactions among student partners.

### Student Grouping

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Teachers are encouraged to assign partner pairs prior to beginning a domain and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances a group of three would benefit beginning ELLs and an older student or adult volunteer may be a better arrangement for some students with disabilities. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, there are various opportunities where students of the same home language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

### Graphic Organizers and Domain-Wide Activities

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Several different organizers and domain-wide activities are included to aid students in their learning of the content in the *Fables and Stories* domain.

- Response Cards for *Fables and Stories* (one per fable and story, ten total) can be used to describe characters, settings, and major events. Students can hold up these response cards to respond to class questions.
- Anchor chart for fables (Lessons 1–6)—You may wish to create an anchor chart that lists the three characteristics of fables and the fables presented in this domain. (See the sample chart in Lesson 1’s “Note to Teacher.”)
- Story Map for fables (one per fable, six total) can be used to review story elements in the fables. You may wish to use Instructional Master 1B-1 as a template or create your own. The story map should include title, character(s), setting(s), and plot (beginning, middle, and end).

- Sequencing the Story (a set of four images, three sets total) are illustrations from “The Little Half-Chick (Medio Pollito),” “The Crowded, Noisy House,” and “The Tale of Peter Rabbit.” Students use these illustrations to sequence the plot of the story and to retell fiction read-alouds, including key details.
- The Moral of the Story—You may wish to display the moral of the fables in your students’ own words. Display student-generated morals under the image card associated with each fable. (For a larger image, you can print the Flip Book image for the fable.) Under each image of the fable write up to four accurate student paraphrases of the moral. (Specific points in the lessons prompt you to do this.) Be sure that all students have at least one paraphrase displayed by the end of Lesson 6.
- Personification Chart—Beginning in Lesson 4 and through the rest of this domain, you may wish to keep a running record of the way personification is used in the stories. (See sample charts within the lessons.)
- Class Book Fair—You may wish to have every student bring in their favorite storybook, including storybooks in their home language. Display their favorite stories in the classroom throughout this domain. (If students do not own a copy of their favorite story, help them locate a copy from the school or local library.) Each day you may wish to have one or two students retell their favorite story so that by the end of this domain, every student will have shared their favorite story with the class.
- Art and Drama Connections—You may wish to coordinate with the school’s art teacher to create an art project related to this domain, e.g., creating a storybook cover for one of the fables or stories. In addition you may wish to coordinate with the school’s drama teacher to help your students perform one of the stories in this domain. (See the On Stage extension activities in the *Tell It Again! Read-Aloud Anthology for Fables and Stories*.)

## Anchor Focus in Fables and Stories

This chart highlights several Common Core State Standards as well as relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.1.1	<i>My Favorite Fable</i> : An opinion piece <i>favorite; state an opinion; give reasons; restate the moral of the story; character, setting, plot; compare and contrast</i>
		W.1.3 <i>My Story</i> : A narrative text Students will first plan a story together and then draw/write their own fiction story. <i>character, setting, plot, beginning, middle, end, title</i>
Speaking and Listening	SL.1.1	Follow agreed-upon rules for discussion It is important to set predictable routines and communicate clear expectations at the beginning of the year. Be sure that students understand what the agreed-upon classroom rules are and give them many opportunities to practice using the rules.
		SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood Prompt students to ask questions when they are unclear about the directions. Provide students with phrases to use, e.g., <i>I have a question about . . . ; can you please say the directions again?; what should I do first? what should I do after . . . ?</i>
Language	L.1.1g	Use frequently occurring conjunction— <i>so</i>
	L.1.1h	Use determiners such as articles— <i>a/the</i>

## Domain Components

Along with this *Supplemental Guide*, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for *Fables and Stories*
- *Tell It Again! Image Cards* for *Fables and Stories*
- *Tell It Again! Multiple Meaning Word Posters* for *Fables and Stories*
- *Tell It Again! Read-Aloud Anthology* for *Fables and Stories* for reference

### Recommended Resources:

- *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

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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 the core vocabulary words in *Fables and Stories* in the form 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. 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

In addition to this core vocabulary list, every lesson includes its own tiered Vocabulary Chart categorized according to the model for conceptualizing words presented by Beck, McKeown, and Kucan (2008). Words in this chart either appear several times in the read-aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the *General Service List of English Words* (West 1953) or part of the Dale-Chall (1995) list of 3,000 familiar words known by fourth grade. Moreover a conscious effort has been made to include words from the *Primary Priority Words* according to Biemiller’s (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

<b>Vocabulary Chart for The Boy Who Cried Wolf</b>			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
<b>Type of Words</b>	<b>Tier 3</b> Domain-Specific Words	<b>Tier 2</b> General Academic Words	<b>Tier 1</b> Everyday-Speech Words
<b>Understanding</b>	fable moral <b><i>prank</i></b> <b><i>shepherd</i></b>	believe fooled lonely near <b>startled*</b> <b>tended</b>	boy farmer forest mountain sheep valley wolf
<b>Multiple Meaning</b>	<b><u>company</u></b>		cry
<b>Phrases</b>	cry wolf tell the truth		
<b>Cognates</b>	fábula moraleja <b><u>compañía</u></b>		montaña valle

### **References**

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. 2008. *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. New York, NY: Guilford.
2. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus: SRA/McGrawHill.
3. Dale, Edgar, and Jeanne Chall. 1995. *Readability Revisited: The New Dale-Chall Readability Formula*.

4. West, Michael. 1953. *A General Service List of English Words*. London: Longman, Green and Co.

## **Comprehension Questions**

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In the *Supplemental Guide for Fables and Stories*, there are three types of comprehension questions.

*Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.1.1) and Reading Standards for Informational Text 1 (RI.1.1).


*Inferential* questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–4 (RL.1.2–RL.1.4) and Reading Standards for Informational Text 2–4 (RI.1.2–RI.1.4).

*Evaluative* questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.1.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.1.9) and Reading Standards for Informational Text 9 (RI.1.9).

The *Supplemental Guide* includes complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.1.7) and Reading Standards for Informational Text 7 (RI.1.7) are addressed as well.


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

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In the *Supplemental Guide for Fables and Stories*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observation opportunities, like the End of Lesson Check-In and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified with this icon: . 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***

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In the *Supplemental Guide for Fables and Stories*, there are numerous opportunities to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled with this icon: .

## ***Supplemental Guide Activities***

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The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities. Several multiple-meaning words in the read-alouds are underlined to indicate that there is a Multiple Meaning Word Activity associated with them. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: .

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

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### **Trade Book List**

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The *Supplemental Guide* includes a number of opportunities in Extensions, the Pausing Point, and Culminating Activities 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 & 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) 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 Shahrugh 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 and 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”
- ✓ Describe the characters, setting, and plot of “The Boy Who Cried Wolf”
- ✓ Identify that “The Boy Who Cried Wolf” is a fable
- ✓ 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:

- ✓ Restate the moral of the fable “The Boy Who Cried Wolf” using their own words (RL.1.2)
- ✓ Use narrative language to describe characters, setting, and plot from “The Boy Who Cried Wolf” (RL.1.3)
- ✓ Identify words such as *lonely* and *chuckle* that suggest feelings or appeal to the senses (RL.1.4)
- ✓ Make personal connections about a time they have felt lonely like the shepherd boy at the beginning of the fable (W.1.8)
- ✓ With assistance, categorize and organize facts from “The Boy Who Cried Wolf” onto a story map (W.1.8)
- ✓ Use frequently occurring conjunction—*so*—to show reason and result (L.1.1g)
- ✓ Build compound sentences using the conjunction *so* in a shared language activity (L.1.1j)



- ✓ Use sentence-level context as a clue to the multiple-meaning word *company* (L.1.4a)
- ✓ Identify real-life connections between words—*shepherd*, *prank*, *company*, and *startled*—and their use (L.1.5c)
- ✓ Learn the meaning of the phrase “cry wolf” (L.1.6)

## 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>Vocabulary Chart for The Boy Who Cried Wolf</b>			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
<b>Type of Words</b>	<b>Tier 3</b> Domain-Specific Words	<b>Tier 2</b> General Academic Words	<b>Tier 1</b> Everyday-Speech Words
<b>Understanding</b>	fable moral <b><i>prank</i></b> <b><i>shepherd</i></b>	believe fooled lonely near <b>startled*</b> <b>tended</b>	boy farmer forest mountain sheep valley wolf
<b>Multiple Meaning</b>	<b><u>company</u></b>		cry
<b>Phrases</b>	cry wolf tell the truth		
<b>Cognates</b>	fábula moraleja <b><u>compañía</u></b>		montaña valle

## ***Image Sequence***

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This is the Flip Book image that will be shown for this read-aloud.

1. 1A-1: Shepherd boy chuckling

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Domain Introduction</b>	storybooks of fables; world map	15
	<b>Introducing “The Boy Who Cried Wolf”</b>	Instructional Master 1A-1	
	<b>Vocabulary Preview: Shepherd, Prank</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Boy Who Cried Wolf</b>	Response Card 1; picture of a mountain and valley	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Image Card 5; Response Card 1	10
	<b>Sayings and Phrases: Cry Wolf</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Multiple Meaning Word Activity: Company</b>	Poster 1M (Company)	20
	<b>Syntactic Awareness Activity: Creating Compound Sentences Using so</b>	Image Card 5	
	<b>Vocabulary Instructional Activity: Startled</b>		
	<b>End-of-Lesson Check-In</b>	Instructional Master 1B-1	
<b><i>Take-Home Material</i></b>	<b>Family Letter</b>	Instructional Masters 1B-2, 1B-3, 1B-4	

### ***Advance Preparation***

Prepare a copy of Instructional Master 1A-1 for each student. Refer to it as Response Card 1 (The Boy Who Cried Wolf). Students can use this response card to preview, review, and answer questions about this fable.

Bring in a picture of a mountain and valley to show students the setting of this story. Help students distinguish between mountain and valley.

Create a class story map for each fable. The content of the story map should include: title, characters, setting, and plot (beginning, middle, and end). You may wish to use a format similar to Instructional Master 1B-1; create a three circle map for character, setting, plot; create a large, reusable story map on which you can place sticky notes instead of writing directly onto the story map; or make a laminated story map to use with wipe-off markers.

**Note to Teacher**

Due to the short nature of fables, you may wish to repeat each fable, making the second read of the fable more dialogic and interactive.

You may wish to create an anchor chart for fables (for Lessons 1–6) that lists out the three characteristics of a fable: a fable is short, has a moral, and uses personification. Mark off the characteristics present for each fable as you progress through the lessons.

	The Boy Who Cried Wolf	The Maid and the Milk Pail	The Goose and the Golden Egg	The Dog in the Manger	The Wolf in Sheep's Clothing	The Fox and the Grapes
Short						
Moral						
Personification						

You may wish to display the moral of the fables in your students' own words under the image of each fable. Suggestion: After the second read of the fable, have students say the moral of the story in their own words. Choose two students' paraphrases to write down and write the student's name after it. There will also be a comprehension question that addresses the moral of the story; choose another two students' paraphrases to write down and write the student's name after it. Make sure that every student has a chance to say the moral of a story in their own words before the end of Lesson 6, "The Fox and the Grapes."



# The Boy Who Cried Wolf

1A

## Introducing the Read-Aloud

15 minutes

### Domain Introduction

- Say to students: “Tell your partner what is the most enjoyable part of the school day.” Allow thirty seconds for students to talk. You may wish to prompt partner pairs with questions: “Is recess the most enjoyable part of the day? Do you think art is the most enjoyable part of the day? How about story time?” Call on three partner pairs to share.
  - If listening to stories was not mentioned. Ask students whether they enjoy listening to stories.
- Tell students that people have enjoyed listening to stories and making up their own stories for many, many years. Tell the class that for the next few weeks, they will listen to many enjoyable stories.
- Tell students that some stories are made up from people’s imagination. They are make-believe and are not real. These types of stories are called fiction.
  - Have students say the word *fiction* with you three times.

### Introducing Fables

- Tell students that a fable is a type of fiction story.
  - Have students say *fable* with you three times.
- Ask students whether they know of any fables.

[Some popular fables include “The Lion and The Mouse,” “The Tortoise and the Hare,” and “The Grasshopper and the Ants.” You may wish to pass around storybooks of fables to see if students have heard those fables before.]
- Explain the three characteristics of fables: fables are very short stories, they teach a lesson called “the moral of the story,” and they sometimes have animal characters that act like people (personification). **Note:** Fables that include personification begin in Lesson 4, “The Dog in the Manger.”

- Tell students that the fables they will hear were made up by a famous storyteller called Aesop (EE-sop). The fables they will hear are known as “Aesop’s Fables.” Aesop lived in Greece a very long time ago. [Point to Greece on a world map.]



## Introducing “The Boy Who Cried Wolf”

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

- Tell students that today they will hear a fable called, “The Boy Who Cried Wolf.”
- Ask students to find the boy in the picture. Have students tell their partner why the boy might be chuckling or laughing to himself. Call on two partner pairs to share.
- Point to the three farmers. Ask students to explain how the farmers look. Ask whether the farmers are chuckling, whether they look happy or upset.
- Give students Response Card 1 (The Boy Who Cried Wolf) from Instructional Master 1A-1. Have students talk with their partner about the difference between how the boy looks in the first picture (lonely and bored) to how he looks in the second picture (happy and chuckling).

## Vocabulary Preview

### *Shepherd*

1. The main character in today’s fable is a young *shepherd* boy.
2. Say the word *shepherd* with me three times.
3. A shepherd is someone who guards, herds, and takes care of sheep. A girl who takes care of sheep is called a shepherdess.
4. The young shepherd followed the sheep wherever they went and made sure none of the sheep went missing.
5. Tell your partner what you think the biggest responsibility of a shepherd is. [You may wish to prompt students with questions: “Does a shepherd have to take the sheep out to the field? Does a shepherd have to make sure wolves do not hurt or eat the sheep? Does a shepherd have to make sure the sheep do not get lost?”]

### **Prank**

1. In today's fable, the shepherd boy plays a *prank* on the farmers.
2. Say the word *prank* with me three times.
3. A prank is a trick or a joke that is meant to be funny.
4. Carlos played a prank on his older brother by filling his brother's shoes with rocks.  
Even though pranks are meant to be funny, sometimes they can hurt other people's feelings.
5. Have you ever played a prank on somebody or has someone ever played a prank on you? Tell your partner about it.

[You may wish to take this opportunity to talk about the difference between pranks that are meant to be safe and funny and pranks that are dangerous and mean.]

### **Purpose for Listening**

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Remind students that the title of this fable is "The Boy Who Cried Wolf." Remind students that a fable is one type of fiction. Tell students to listen carefully to find out what kind of prank the shepherd boy plays on the farmers.

By the end of the lesson, students should be able to:

- ✓ Demonstrate familiarity with "The Boy Who Cried Wolf"
- ✓ Describe the characters, setting, and plot of "The Boy Who Cried Wolf"
- ✓ Identify that "The Boy Who Cried Wolf" is a fable
- ✓ Explain in their own words the moral of "The Boy Who Cried Wolf"

## The Boy Who Cried Wolf

### First Read



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

There was once a young **shepherd** boy who **tended**—or took care of—his sheep at the foot of a mountain near a dark forest.

[Show students a picture of a mountain and valley. Point to the foot of the mountain.]

It was lonely for him watching the sheep all day. The young shepherd felt all alone. No one was near, except for three farmers he could sometimes see working in the fields in the valley below.

[Show students a picture of a mountain and valley. Explain that a valley is a flat land between two hills or mountains. The valley is lower than the foot of the mountain.]

One day the boy thought of a plan that would help him get a little **company** and have some fun. He thought of a way he could have somebody to talk to.

He ran down toward the valley crying, “Wolf! Wolf!”

The shepherd chuckled to himself as the three farmers ran to meet him.

[Demonstrate chuckling. Have students chuckle with you.]

After they found out there was no wolf after all, one farmer remained. The man stayed to talk with the boy and kept him company for awhile.

The boy enjoyed the company so much that a few days later he tried the same **prank** again. He played the same trick and cried out, “Wolf! Wolf!”

Again the farmers ran to help him, and again they found out there was no wolf after all.

A few days later, a *real* wolf came from the forest and began to steal the sheep. The **startled** boy ran toward the valley. He was very scared and surprised, and more loudly than ever he cried, “Wolf! Wolf!”



But the farmers in the valley, who had been fooled by the boy's pranks twice before, thought that the boy was playing the same prank and was tricking them again. So no one came to help the boy save his sheep.

*Moral: If you often don't tell the truth, people won't believe you even when you are telling the truth.*

### **Second Read**



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

There was once a young **shepherd** boy who **tended**—or took care of—his sheep at the foot of a mountain near a dark forest.

[Have a student point to the foot of the mountain in a picture of a mountain and valley.]

It was lonely for him watching the sheep all day. The young shepherd felt all alone. No one was near, except for three farmers he could sometimes see working in the fields in the valley below.

[Have a student point to the valley in a picture of a mountain and valley. Using Response Card 1, ask students how the shepherd boy feels about tending the sheep based on his facial expression. Ask students whether they would feel lonely, too, like the shepherd boy.]

One day the boy thought of a plan that would help him get a little **company** and have some fun. He thought of a way he could have somebody to talk to.

[Have students tell their partner about the shepherd boy's plan.]

He ran down toward the valley crying, “ \_\_\_\_\_! \_\_\_\_\_!” (Wolf! Wolf!)

[Ask students whether there was really a wolf.]

The shepherd boy chuckled as the three farmers ran to meet him.

[Ask students: “Why is the shepherd boy chuckling?” Call on three students to share.]

After they found out there was no wolf after all, one farmer remained. The man stayed to talk with the boy and kept him company for awhile.

The boy enjoyed the company so much that a few days later he tried the same **prank** again. He played the same trick and cried out, “ \_\_\_\_\_! \_\_\_\_\_!” (Wolf! Wolf!)

[Ask students whether there was really a wolf.]

Again the farmers ran to help him, and again they found out there was no wolf after all.

[Have students look at the farmers' expressions. Ask students: "How do you think the farmers feel about the shepherd boy's prank?" Call on three students to share.]

A few days later, a *real* wolf came from the forest and began to steal the sheep. The **startled** boy ran toward the valley. He was very scared and surprised, and more loudly than ever he cried, " \_\_\_\_\_! \_\_\_\_\_!" (Wolf! Wolf!)

[Ask students whether there was really a wolf.]

But the farmers in the valley, who had been fooled by the boy's pranks twice before, thought that the boy was playing the same prank and was tricking them again. So no one came to help the boy save his sheep.

What is the moral of this story?

[You may wish to have partner pairs discuss. Call on two volunteers to share the moral of this story in their own words. Write their paraphrase under the image of the fable.]

*Moral: If you often don't tell the truth, people won't believe you even when you are telling the truth.*

## Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the story and/or refer to the image. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of this fable?
  - The title of this fable is "The Boy Who Cried Wolf."
2. *Evaluative* A fable is a story that is short, has a moral or teaches a lesson, and sometimes has animals that act like people. Is "The Boy Who Cried Wolf" a fable? How do you know?
  - Yes, "The Boy Who Cried Wolf" is a fable because it is short and teaches a lesson.
3. *Inferential* [Show Image Card 5.] What is the shepherd boy's job?
  - The shepherd boy's job is to tend, or watch over, the sheep.
4. *Inferential* [Have students point to the shepherd boy in the top picture of Response Card 1.] How does the shepherd boy feel in this picture?
  - The shepherd boy feels lonely.

Why does he feel lonely?

- He feels lonely because no one is near him; he has no one to talk to; it is just him and the sheep.
5. *Literal* What does the shepherd boy do to get the farmers' attention?
    - The shepherd boy cries, "Wolf! Wolf!" to get the farmers' attention.

What happens when a wolf really comes?

- No one comes to help the shepherd boy when a wolf really comes.
6. *Evaluative* [Show Image Card 5.] The beginning, middle, and end events of a story are called the plot of the story. Does this picture show the beginning, middle, or end of the story? How do you know? [Have students point to this image on Response Card 1.]
    - This picture shows the beginning of the story because the shepherd boy looks lonely.



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

Does this illustration show the beginning, middle, or end of the fable? How do you know? [Have students point to this image on Response Card 1.]

- This illustration shows the middle of the fable, because the farmers are coming to help the boy but there is no wolf.

7. *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 story?

- If you often lie, people won't believe you when you are telling the truth.

[Accept accurate paraphrasing by students. You may wish to write two of them under the image of the fable.]

Is this an important lesson for you to remember? Why or why not?

- This is an important lesson for me to remember because people should not tell lies.

[*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 partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

**Sentence Frames:**

Would you tell him not to lie anymore? (Yes/No)

I would say...

If you..., then...

8. *Evaluative Think Pair Share:* Pretend you are the shepherd boy's good friend and you heard about his prank. What would you tell the shepherd boy if you had the chance to talk to him?
9. After hearing today's story 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 remaining questions.]

**Sayings and Phrases: Cry Wolf**

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- Ask students what the shepherd boy cried to get the farmers' attention. (He cried, "Wolf! Wolf!")  
Remind students that the shepherd boy cried, "Wolf!" even when there was no wolf around.
- Explain that that phrase "cry wolf" is used to describe the action of crying, complaining, or asking for help when there is nothing really wrong or when no help is really needed. This phrase warns them that if they "cry wolf" too often, no help may come when they really need it.
- Have students work with their partner, small group, or home language peers to think of a real or hypothetical example of someone "crying wolf."



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



# The Boy Who Cried Wolf

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B

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

#### *Multiple Choice: Company*

**Note:** You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

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 or some people to spend time with. Which picture shows this?
2. *Company* also means something else. *Company* means a group of people, such as a company of artists or firefighters. Which picture shows this?
3. *Company* also means something else. *Company* means a business or a place where people work. Which picture shows this?
4. Now that we have gone over the different meanings for *company*, quiz your partner on these different meanings. Use complete sentences. For example, you could say, “My mother has taken me to her company before; her office is on the third floor.” And your partner would respond, “That’s number 2.”

### ↔ Syntactic Awareness Activity

#### *Creating Compound Sentences Using so*

**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. There may be variations in the sentences created by your class. Allow for these variations and restate students’ sentences so that they are grammatical. If necessary, have students repeat the sentence after you.

Directions: Today we are going to make sentences using the word so.

1. We can connect two sentences with the word so to show a reason and a result.
2. [Show Image Card 5.] How does the shepherd boy feel at the beginning of the fable? (The shepherd boy feels lonely.) What does he do so that he is not lonely anymore? (He plays a prank on the three farmers.)
3. Let's put these two sentences together: the reason—the shepherd boy feels lonely; the result—he plays a prank on the three farmers.  
*The shepherd boy feels lonely, so he plays a prank on the three farmers.*
4. What does the shepherd boy cry? (The shepherd boy cries, “Wolf! Wolf!”) How do the three farmers respond? (The three farmers run to help the boy.)
5. Can you put these two sentences together using the word so? The reason—The shepherd boy cries, “Wolf! Wolf!” The result—the three farmers run to help the boy.  
*The shepherd boy cries, “Wolf! Wolf,” so the three farmers run to help the boy.*
6. With your partner think of another reason and result from the fable “The Boy Who Cried Wolf.” Use the word so to connect your two sentences together.  
[Examples: The boy enjoyed the company, so he played the prank again. A real wolf came to steal the sheep, so the boy was startled and cried, “Wolf!” The farmers thought the boy was playing a trick, so they did not help the boy.]

## ↔ Vocabulary Instructional Activity

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### *Word Work: Startled*

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 three times.
3. *Startled* means surprised, and often frightened and scared, by something that happened suddenly.
4. I was startled by the bee that landed on the sandwich I was about to eat.
5. Think of a time when you were startled by someone or something. Use the word *startled* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I was startled when . . . ”]
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 from the fire truck made the boy jump.
  - The boy was startled.
2. The sound of the boy’s father reading a bedtime story made the boy sleepy.
  - The boy was not startled.
3. The cat pounced from behind the tree and scared the bird.
  - The bird was startled.
4. When the girl entered the room, her brother jumped out from behind the couch and shouted, “Boo!”
  - The girl was startled.
5. The fish quickly swam away from the glass when the little girl knocked on the glass of the fish bowl.
  - The fish was startled.
6. The cat purred as the child pet the cat on its stomach.
  - The cat is not startled.



## 10 End-of-Lesson Check-In

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### *Story Map: The Boy Who Cried Wolf*

- Tell students that you will create a story map for “The Boy Who Cried Wolf” together. You may wish to use Instructional Master 1B-1 as a template or use the story map you have prepared.
- Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, and ten based on your evaluation of students’ understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

**Note:** Tell students 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.

- Tell students that the people or animals in a story are called the characters of the story. Ask students who the characters are in the “The Boy Who Cried Wolf.” (shepherd, three farmers, sheep, wolf)
- Tell students that the setting of a story is where the story takes place. Ask students what the settings are in this fable. (foot of the mountain, valley, farm, field)
- Tell students that the plot of a story is what happens, or the events, in the story. Ask students to tell you about the beginning, middle, and end of the fable.

[You may need to prompt students with text from the first and last sentences of the read-aloud. This is also a good opportunity to talk about the conventions of beginning a fiction story, e.g., “There was once a young shepherd boy . . .” and ending a fiction story, e.g., “So no one came to help the boy save his sheep.”]

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

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### **Family Letter**

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Send home Instructional Masters 1B-2, 1B-3, and 1B-4.



# The Maid and the Milk Pail

## 2

### ✔ Lesson Objectives

#### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “The Maid and the Milk Pail”
- ✓ Describe the characters, setting, and plot of “The Maid and the Milk Pail”
- ✓ Identify that “The Maid and the Milk Pail” is a fable
- ✓ 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 that are addressed in all lessons in this domain.

Students will:

- ✓ Retell the fable “The Boy Who Cried Wolf” including key details and interpret the moral of the fable using their own words (RL.1.2)
- ✓ Restate the moral of the fable “The Maid and the Milk Pail” using their own words (RL.1.2)
- ✓ Use narrative language to describe characters, setting, and plot from “The Maid and the Milk Pail” (RL.1.3)
- ✓ Compare and contrast two versions of the same fable (RL.1.9)
- ✓ With assistance, categorize and organize facts from “The Maid and the Milk Pail” onto a story map (W.1.8)
- ✓ Identify real-life connections between words—*plumpest*, *hatch*, and *balanced*—and their use (L.1.5c)

## Core Vocabulary

**balanced, v.** Steadied or positioned to keep in place

*Example:* The tightrope walker 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

Vocabulary Chart for The Maid and the Milk Pail			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	<b>milkmaid</b>	<b>jealous</b> <b><u>plumpest</u></b>	milk pail money chicken eggs dress ribbon
Multiple Meaning	hatch	<b>balanced*</b> toss	light water
Phrases		.	I don't care
Cognates			

## Image Sequence

This is the Flip Book image that will be shown for this read-aloud.

1. 2A-1: Milkmaid and the spilled milk

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Fable Review</b>	Response Card 1	15
	<b>Introducing “The Maid and the Milk Pail”</b>	Instructional Master 2A-1; pail	
	<b>Vocabulary Preview: Plumpest, Hatch</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Maid and the Milk Pail</b>	Response Card 2; pail	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Image Card 6; Response Card 2	10
	<b>Word Work: Balanced</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Story Map</b>		20
	<b>Domain-Related Trade Book</b>		

### ***Advance Preparation***

Prepare a copy of Instructional Master 2A-1 for each student. Refer to it as Response Card 2 (The Maid and the Milk Pail). Students can use this response card to preview, review, and answer questions about this fable.

For Word Work, bring in several items that students can balance safely and easily on their heads, e.g., notebooks, pencils, erasers, bananas, markers, whiteboard/chalkboard erasers.

For Story Map, depending on the type of story map format you have decided to use, prepare the story map for “The Maid and the Milk Pail.”

### ***Note to Teacher***

Due to the short nature of fables, you may wish to repeat each fable, making the second read of the fable more dialogic and interactive.



# The Maid and the Milk Pail

2<sub>A</sub>

## Introducing the Read-Aloud

15 minutes

### Fable Review

- Remind students that fables are one type of fiction story.
- Review the three characteristics of fables: fables are very short stories, they teach a lesson called “the moral of the story,” and sometimes have animal characters that act like people. Tell students that the fables they will hear were made up by a famous storyteller called Aesop (EE-sop). The fables they will hear are known as “Aesop’s Fables.”
- Tell students the moral of “The Boy Who Cried Wolf”: *If you often don’t tell the truth, people won’t believe you even when you are telling the truth.* Read the student-created moral of the story written under the image of the fable.
- Have partner pairs retell this fable using Response Card 1 to point out the characters and setting and to talk about the plot. Allow one minute for students to talk. Call on one volunteer partner pair to retell the fable.



### Introducing “The Maid and the Milk Pail”

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

- Tell students that today they will hear a fable called, “The Maid and the Milk Pail.”
- Ask students to find the main character in this fable. (the milkmaid)
  - Have students say *milkmaid* with you three times.
- Ask students what they think a milkmaid’s job is. Explain that a milkmaid is a girl who milks cows. Long ago, milkmaids milked the cows by hand; it was hard work and took a long time. The milkmaid’s job is important because cows need to be milked everyday. The milkmaid in this fable liked to carry the pail of milk on her head.

[Demonstrate balancing a pail on your head.]

- Say to students: “Tell your partner what is happening in this picture and why might that be happening.” Allow fifteen seconds for students to talk. Call on two partner pairs to share.
- Give students Response Card 2 (The Maid and the Milk Pail) from Instructional Master 2A-1. Have students talk with their partner about the difference between how the milkmaid looks in the first picture (focused) to how she looks in the second picture (startled).

## Vocabulary Preview

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### *Plumpest*

1. In today’s fable you will hear that the milkmaid wants to buy the *plumpest* chicken from a farmer.
2. Say the word *plumpest* with me three times.
3. When something is the plumpest, it is the roundest, chubbiest, and fullest.
4. Farmers like to buy the plumpest piglets.
5. What other things can be the plumpest? [Suggestions: babies, pillows, dumplings, lips, various kinds of fruit.]

### *Hatch*

1. In today’s fable, the milkmaid wants to buy the chicken for its eggs that will *hatch*.
2. Say the word *hatch* with me three times.
3. To hatch is to break out from an egg.
4. Julia and Marco watched in amazement as the chicks hatched from their eggs.
5. Show your partner what *hatch* looks like. [Students may use their hands as a shell and have their fingers crack open. Or they can curl their bodies into a ball and slowly hatch from their “shell.”]

## Purpose for Listening

---

Remind students that the title of this fable is “The Maid and the Milk Pail.” Remind students that a fable is one type of fiction. Tell students to listen carefully to find out why the milk is spilling.

By the end of this lesson, students should be able to:

- ✓ Demonstrate familiarity with “The Maid and the Milk Pail”
- ✓ Describe the characters, setting, and plot of “The Maid and the Milk Pail”
- ✓ Identify that “The Maid and the Milk Pail” is a fable
- ✓ Explain in their own words the moral of “The Maid and the Milk Pail”

## The Maid and the Milk Pail

### First Read



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

Peggy the **milkmaid** was going to market. There she planned to sell the fresh, sweet milk in the pail that she **balanced** on her head.

[Act this out.]

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**—the roundest and fattest—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. 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**. They will wish they looked as lovely as me in my blue dress and blue ribbon.

But I don’t care; I’ll just toss my head at them, like this!”

She tossed back her head.

The pail flew off, and the milk spilled all over the road!

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.”

*Moral: Don’t count your chickens before they’re hatched—don’t count on having everything turn out exactly as you plan, because you may be disappointed.*

### Second Read



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

**Note:** You may wish to sketch or write out the progression of what Peggy the milkmaid will buy with the money.

[Peggy will get money from milk — buy a chicken — chicken produces eggs — more chickens are produced — sell the chickens — buy a blue dress and blue ribbon.]



Peggy the **milkmaid** was going to market. There she planned to sell the fresh, sweet milk in the pail that she **balanced** on her head.

[Act this out. Have students point to the picture that shows this scene on Response Card 2.]

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**—the roundest and fattest—chickens from Farmer Brown.”

[Say to students: “Tell your partner some things chickens produce, or make?” (Chickens produce eggs, poultry, and more chickens.)]

She said, “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. 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**. They will wish they looked as lovely as me in my blue dress and blue ribbon.

But I don’t care; I’ll just toss my head at them, like this!”

She tossed back her head.

[Demonstrate an exaggerated toss of the head. Ask students what they think will happen. Have students point to the picture that shows this scene on Response Card 2.]

The pail flew off, and the milk spilled all over the road!

[Ask students: “How do you think Peggy feels now? Why?”]

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.”

What is the moral of this story?

[You may wish to have partner pairs discuss. Call on two volunteers to share the moral of this story in their own words. Write their paraphrase under the image of the fable.]

*Moral: Don’t count your chickens before they’re hatched—don’t count on having everything turn out exactly as you plan, because you may be disappointed.*

### Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the story and/or refer to the image. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of this fable?
  - The title of this fable is “The Maid and the Milk Pail.”
2. *Evaluative* A fable is a story that is short, has a moral or teaches a lesson, and sometimes has animals that act like people. Is “The Maid and the Milk Pail” a fable? How do you know?
  - Yes, “The Maid and the Milk Pail” is a fable because it is short and teaches a lesson.
3. *Literal* What does Peggy the milkmaid want to buy with the money she makes from the sale of milk?
  - Peggy the milkmaid wants to buy a plump chicken.

What can Peggy get from the chicken?

- Peggy can get eggs and more chickens.

What does she plan to do with the chickens and eggs she can get from the chicken?

- She plans to sell them.

What does Peggy want to buy with the money she makes from the sale of the chickens and eggs?

- Peggy wants to buy a blue dress and blue ribbon.

4. *Evaluative* [Show Image Card 6.] The beginning, middle, and end events of a story are called the plot of the story. Does this picture show the beginning, middle, or end of the story? How do you know? [Have students point to this image on Response Card 2.]
  - This picture shows the beginning of the story because the milkmaid is balancing the milk pail on her head.



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

Does this illustration show the beginning, middle, or end of the fable? How do you know? [Have students point to this image on Response Card 2.]

- This illustration shows the middle of the fable, because the milkmaid spills the milk but has not gone home to tell her mother about it yet.
5. *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 story?
- 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.

[Accept paraphrasing by students. You may wish to write two of them under the image of the fable.]

Is this an important lesson for you to remember? Why or why not?

- This is an important lesson for me to remember because I should not always expect things to go my way.

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

**Sentence Frames:**

Would you toss your head back?  
(Yes/No)

I would ... to keep the milk from  
spilling.

If I were the milkmaid, I would  
...

6. *Evaluative Think Pair Share:* If you were the milkmaid, how would you have kept the milk from spilling?
7. After hearing today’s story 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 remaining questions.]

## Word Work: Balanced

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1. In the read-aloud you heard, “There [the milkmaid] planned to sell the fresh, sweet milk in the pail that she *balanced* on her head.”
2. Say the word *balanced* with me three times.
3. *Balanced* means steadied or positioned to keep in place.
4. I balanced on one foot when I took off my shoe. [Demonstrate this for the class.]
5. Have you ever balanced yourself on something or seen someone else balance themselves on something? [Suggestion: the edge of the playground or sidewalk, on a large rock, on a bicycle or scooter; students may have seen various balancing acts at a circus, waiters balancing plates on their arms, etc.]  
[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I balanced on a \_\_\_\_\_.” Or, “I have seen \_\_\_\_\_ balanced on a \_\_\_\_\_.”]
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

2B

## Extensions

20 minutes

### Story Map

- Tell students that you will create a story map for “The Maid and the Milk Pail” together. [You may wish to use this activity as an observational *Tens* opportunity.]

**Note:** Tell students 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 you will read the words to them.

- Tell students that the people or animals in a story are called the characters of the story. Ask students who the characters are in the “The Maid and the Milk Pail.” (the milkmaid and her mother)
- Tell students that the setting of a story is where the story takes place. Ask students what is the setting in this fable. (on the road on the way to the market)
- Tell students that the plot of a story is what happens, or the events, in the story. Ask students to tell you about the beginning, middle, and end of the fable.

[You may need to prompt students with text from the first and last sentences of the read-aloud. This is also a good opportunity to talk about the conventions of beginning a fiction story, e.g., “Peggy the milkmaid was going to market” and ending a fiction story, e.g., “Don’t count your chickens before they’re hatched.”]

### Domain-Related Trade Book

- “The Maid and the Milk Pail” refers to two interesting informational topics: milking cows and chicks hatching from eggs. You may wish to find a nonfiction trade book on either topic to read aloud to the class. Otherwise, you may wish to read another version of the two fables presented so far: “The Boy Who Cried Wolf” and “The Maid and the Milk Pail.”

- Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion about the ways in which the information in this book relates to what they have learned, highlighting the differences between the fable and the informational text. If you have chosen to read another version of the fable, compare and contrast the two versions of the same story.



# The Goose and the Golden Eggs

3

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “The Goose and the Golden Eggs”
- ✓ Describe the characters, setting, and plot of “The Goose and the Golden Eggs”
- ✓ Identify that “The Goose and the Golden Eggs” is a fable
- ✓ 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 that are addressed in all lessons in this domain.

Students will:

- ✓ Retell the fable “The Maid and the Milk Pail” including key details and interpret the moral of the fable using their own words (RL.1.2)
- ✓ Restate the moral of the fable “The Goose and the Golden Eggs” using their own words (RL.1.2)
- ✓ Use narrative language to describe characters, setting, and plot from “The Goose and the Golden Eggs” (RL.1.3)
- ✓ Identify words such as *delighted* and *greedy* that suggest feelings or appeal to the senses (RL.1.4)
- ✓ Identify that “The Goose and the Golden Eggs” is fiction (RL.1.5)
- ✓ With assistance, categorize and organize facts from “The Goose and the Golden Eggs” onto a story map (W.1.8)

- ✓ Describe people, things, or events that give them delight, expressing ideas and feelings clearly (SL.1.4)
- ✓ Add drawings to their description of the word *delight* (SL.1.5)
- ✓ Use frequently occurring conjunction—*so*—to show reason and result (L.1.1g)
- ✓ Build compound sentences using the conjunction *so* in a shared language activity (L.1.1j)
- ✓ Use sentence-level context as a clue to the multiple-meaning word *rock* (L.1.4a)
- ✓ Sort words into categories, such as *greedy* and its antonyms *sharing* and *generous* (L.1.5a)
- ✓ Identify real-life connections between words—*golden*, *greedy*, *rock*, and *delight*—and their use (L.1.5c)

### 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>Vocabulary Chart for The Goose and the Golden Eggs</b>			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
<b>Type of Words</b>	<b>Tier 3</b> Domain-Specific Words	<b>Tier 2</b> General Academic Words	<b>Tier 1</b> Everyday-Speech Words
<b>Understanding</b>	<b>goose</b> <b>golden</b>	<b>delight*</b> discovered <b>greedy*</b> patient*	egg farmer sell
<b>Multiple Meaning</b>	handsome		cut <u>rock</u>
<b>Phrases</b>	a handsome sum of	all the _____ at once on second thought	different kinds
<b>Cognates</b>		descubrir paciente	<u>roca</u>

## ***Image Sequence***

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This is the Flip Book image that will be shown for this read-aloud.

1. Image 3A-2: Farmer and the goose's nest

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Fable Review</b>	Response Card 2	15
	<b>Introducing “The Goose and the Golden Eggs”</b>	Instructional Master 3A-1	
	<b>Vocabulary Preview: Goose, Golden</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Goose and the Golden Eggs</b>	Response Card 3	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Response Card 3	10
	<b>Word Work: Greedy</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Multiple Meaning Word Activity: Rock</b>	Poster 2M (Rock)	20
	<b>Syntactic Awareness Activity: Creating Compound Sentences Using so</b>		
	<b>Vocabulary Instructional Activity: Delight</b>	drawing paper, drawing tools	
	<b>End-of-Lesson Check-in</b>		

### ***Advance Preparation***

Prepare a copy of Instructional Master 3A-1 for each student. Refer to it as Response Card 3 (The Goose and the Golden Eggs). Students can use this response card to preview, review, and answer questions about this fable.

For End-of-Lesson Check-In, prepare a story map for “The Goose and the Golden Eggs.”



# The Goose and the Golden Eggs

3A

## Introducing the Read-Aloud

15 minutes

### Fable Review

- Remind students that fables are one type of fiction story.
- Review the three characteristics of fables: fables are very short stories, they teach a lesson called “the moral of the story,” and they sometimes have animals characters that act like people. Tell students that the fables they will hear were made up by a famous storyteller called Aesop (EE-sop). The fables they will hear are known as “Aesop’s Fables.”
- Tell students the moral of “The Maid and the Milk Pail”: *Don’t count your chickens before they’re hatched—don’t count on having everything turn out exactly as you plan, because you may be disappointed.* Read the student-created moral of the story written under the image of the fable.
- Have partner pairs retell this fable using Response Card 2 to point out the main character and show the progression of the plot. Allow one minute for students to talk. Call on one volunteer partner pair to retell the fable.



### Introducing “The Goose and the Golden Eggs”

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

- Tell students that today they will hear a fable called, “The Goose and the Golden Eggs.”
- Ask students who and what they see in the illustration. (a farmer and a goose)
- Ask students where they think the setting of this fable will take place. How do they know? (The setting of this fable is on a farm because there is a red barn and silo in the background.)
- Say to students: “Tell your partner how the farmer might be feeling in this picture. Why does the farmer look the way he does?” Allow fifteen seconds for students to talk. Call on two partner pairs to share.

- Give students Response Card 3 (The Goose and the Golden Eggs) from Instructional Master 3A-1. Have students talk with their partner about the difference between how the farmer looks in the first picture (surprised and shocked) to how he looks in the second picture (helpless and sad).

## Vocabulary Preview

### Goose



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

1. The title of today's fable is "The *Goose* and the Golden Eggs."
2. Say the word *goose* with me three times.
3. A goose is a duck-like bird that lives on or near the water.
4. The goose built its nest near the pond.
5. How does the goose egg in this picture look different from the goose egg in the other picture? [Show image 3A-2 for comparison.]

### Golden

1. In today's fable you will hear that the goose lays one *golden* egg each day.
2. Say the word *golden* with me three times.
3. *Golden* means having the color of gold.
4. The leaves of the apple tree turned a golden color in the autumn.
5. What other things are golden? See if you and your partner can think of three things that are golden. [Suggestions: coins, hair, statue, jewelry, watch, tooth.]

## **Purpose for Listening**

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Remind students that the title of this fable is “The Goose and the Golden Eggs.” Remind students that a fable is one type of fiction. Tell students to listen carefully to find out why the farmer looks helpless and sad in the second picture on Response Card 3.

By the end of this lesson, students should be able to:

- ✓ Demonstrate familiarity with “The Goose and the Golden Eggs”
- ✓ Describe the characters, setting, and plot of “The Goose and the Golden Eggs”
- ✓ Identify that “The Goose and the Golden Eggs” is a fable
- ✓ Explain in their own words the moral of “The Goose and the Golden Eggs”

## The Goose and the Golden Egg

### First Read



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

Once a farmer went to the nest of his **goose** and found there an egg, all yellow and shiny—the color of gold. When he picked it up, it was heavy as a rock. He was about to throw it away because he thought that someone was playing a trick on him. But on second thought—after thinking about what to do with the yellow, shiny egg—he changed his mind and took the egg home. The farmer discovered to his **delight** that it was an egg of pure gold!

[Make a delighted expression.]

He sold the egg for a handsome sum—or lots and lots—of money. Every morning the goose laid another **golden** egg, and the farmer soon became rich by selling the eggs.

As he grew rich, he also grew **greedy**.

[Explain that the farmer is greedy because he already had more money than he needed, but he wanted more.]

“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.”

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? Nothing.

*Morals: He who wants more often loses all. If you are greedy, you might lose what you already have.*

*When you want something, be patient.*

### Second Read



#### ← Show image 3A-2

Once a farmer went to the nest of his **goose** and found there an egg, all yellow and shiny—the color of gold.

[Have students point to this scene on Response Card 3.]

When he picked it up, it was heavy as a rock. He was about to throw it away because he thought that someone was playing a trick on him.

[Ask students if they remember another word that is similar to *trick*. (prank)]

But on second thought—after thinking about what to do with the yellow, shiny egg—he changed his mind and took the egg home. The farmer discovered to his **delight** that it was an egg of pure gold!

[Have students make a delighted expression. Ask students: “Why is the farmer delighted?” Call on three students to share.]

He sold the egg for a handsome sum—or lots and lots—of money. Every morning the goose laid another **golden** egg, and the farmer soon became rich by selling the eggs.

[Ask students: “How do you think the farmer feels now?” Call on three students to share.]

As he grew rich, he also grew **greedy**—he wanted more golden eggs and more money.

[Ask students: “Why is the farmer greedy?” Call on three students to share. (The farmer is greedy because he already had more money than he needed, but he wanted more.)]

“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.”

[Say to students: “Tell your partner whether or not you think the farmer’s idea is a good one.” Allow fifteen seconds for students to talk. Call on two partner pairs to share.]

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?

[Wait for students’ choral response.]

Nothing.

[Have students point to this scene on Response Card 3.]

What is the moral of this story?

[You may wish to have partner pairs discuss. Call on two volunteers to share the moral of this story in their own words. Write their paraphrase under the image of the fable. (The Goose and the Golden Eggs). You may wish to remind students of another fable with a similar moral, “The Dog and His Reflection,” and the story, “King Midas and the Golden Touch”; these were covered in the Kindergarten Core Knowledge Language Arts Program.]

*Morals: He who wants more often loses all. If you are greedy, you might lose what you already have.*

*When you want something, be patient.*

## **Discussing the Read-Aloud**

**10** minutes

### **Comprehension Questions**

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If students have difficulty responding to questions, reread pertinent lines of the story and/or refer to the image. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of this fable?
  - The title of this fable is “The Goose and the Golden Eggs.”
2. *Evaluative* A fable is a story that is short, has a moral or teaches a lesson, and sometimes has animals that act like people. Is “The Goose and the Golden Eggs” a fable? How do you know?
  - Yes, “The Goose and the Golden Eggs” is a fable because it is short and teaches a lesson.
3. *Literal* Where does the goose lay its egg?
  - The goose lays its egg in a nest.

What is special about the egg in this fable?

  - The egg in this fable is special because it is all yellow and shiny.
4. *Evaluative* Can a goose really lay golden eggs? Why not?
  - No, a goose cannot really lay golden eggs. Answers may vary.

So is this story real/nonfiction or make-believe/fiction?

  - This story is make-believe/fiction.





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

5. *Evaluative* The beginning, middle, and end events of a story are called the plot of the story. Does this picture show the beginning, middle, or end of the story? How do you know? [Have students point to this image on Response Card 3.]

- This picture shows the beginning of the story because the farmer is surprised to see the golden egg.

[Show Image Card 7] Does this illustration show the beginning, middle, or end of the fable? How do you know? [Have students point to this image on Response Card 3.]

- This illustration shows the end of the fable, because the farmer was sad to have lost his goose; his goose was gone.

6. *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 story?

- He who wants more often loses all. If you are greedy, you might lose what you already have. When you want something, be patient.

[Accept paraphrasing by students. You may wish to write two of them under the image of the fable.]

Is this an important lesson for you to remember? Why or why not?

- This is an important lesson for me to remember because I should not be greedy, or want more than I need. If I want something, I should be patient.

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

7. *Evaluative Think Pair Share*: What would you do if you discovered a golden egg?

8. After hearing today's story 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 remaining questions.]

**Sentence Frames:**

Would you keep the egg?  
(Yes/No)

I would ... with my golden egg.

If I discovered a golden egg, I  
would ...

## Word Work: Greedy

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1. In the read-aloud you heard, “As [the farmer] grew rich, he also grew *greedy*.”
2. Say the word *greedy* with me three times.
3. A greedy person wants more of something than he needs.
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” or “King Midas and the Golden Touch” from Kindergarten.]  
[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “The \_\_\_\_\_ was greedy.”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: An opposite of *greedy* is *sharing* or *generous*. 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 but is sharing and generous, say, “That’s sharing and generous!”

1. The king did not give up his land even though he had more than he could rule.
  - That’s greedy!
2. The boy gave his friend a piece of chalk to use.
  - That’s sharing and generous!
3. The squirrel ate all of the acorns on the ground, and hid the rest, before the other squirrels could eat any.
  - That’s greedy!
4. The girl shared her crayons with her tablemate who did not have any crayons.
  - That’s sharing and generous!
5. The man would not let anyone read any of his books, even though he had hundreds.
  - That’s greedy!
6. The fifth grader shared her snack with others during afterschool care.
  - That’s sharing and generous!



## Complete Remainder of the Lesson Later in the Day



# The Goose and the Golden Eggs

3<sub>B</sub>

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

#### Context Clues: *Rock*

**Note:** You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

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*.” Here a *rock* means a stone. Which picture shows this?
2. *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*?
3. *Rock* also refers to a type of popular music. Which picture shows this kind of *rock*, as in rock music?
4. I’m going to say some sentences using the word *rock*. Hold up one finger if my sentence tells about *rock* in picture one; two fingers if my sentence tells about *rock* in picture two; three fingers if my sentence tells about *rock* in picture three.
  1. Jarvis’s cousin likes to listen to rock music.
  2. Sofia has a big rock collection of over fifty rocks.
  3. Ly and Hsu took turns hopping onto the rock in the middle of the stream.
  4. Candice loves it when her grandmother rocks her in her arms.
  5. Rock music is sometimes played loud.
  6. The sail boat rocks back and forth on the sea.

## ↔ Syntactic Awareness Activity

### *Creating Compound Sentences Using so*

**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. There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. If necessary, have students repeat the sentence after you.

Directions: Today we are going to make sentences using the word so.

1. We can connect two sentences with the word so to show a reason and a result.



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

2. What kind of egg does the goose lay in the fable? (The goose lays a golden egg.) How does the farmer feel about the golden egg? (The farmer feels shocked.)
3. Let's put these two sentences together: the reason—the goose lays a golden egg; the result—the farmer feels shocked.  
*The goose lays a golden egg, so the farmer feels shocked.*
4. We will make one more sentence using the word so. At first, how did the farmer feel about the egg; what did the farmer think was happening?  
*The farmer thought that someone was playing a trick on him.*  
What was the farmer going to do with the egg? (The farmer was going to throw the egg away.)
5. Can you put these two sentences together using the word so? The reason—the farmer thought that someone was playing a trick on him. The result—the farmer was going to throw away the egg.  
*The farmer thought that someone was playing a trick on him, so the farmer was going to throw away the egg.*
6. With your partner, think of another reason and result from the fable "The Goose and the Golden Egg." Use the word so to put your two sentences together.

[Examples: The farmer found out that it was a golden egg, so he was delighted. The farmer sold the golden egg, so he made a lot of money. The farmer became greedy, so he wanted more and more golden eggs. The farmer wanted more eggs, so he decided to cut the goose open. The goose heard the farmer's plans, so she flew away. The farmer was greedy, so he lost what he already had.]

## Vocabulary Instructional Activity

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### Word Work: *Delight*

1. In the read-aloud you heard, “The farmer discovered to his *delight* that it was an egg of pure gold!”
2. Say the word *delight* with me three times.
3. *Delight* means great pleasure or happiness.
4. Roberto likes to see the delight on his grandparents' faces whenever he goes to visit them.
5. Can you think of something that gives you delight—or makes you very happy? Tell your partner about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: “\_\_\_\_\_ gives me delight.”]
6. What's the word we've been talking about?

Use a *Drawing* activity for follow-up. Directions: Think about something that gives you delight. Draw a picture of something that gives you delight and draw yourself in the picture, too. [Have students think about what kind of face they would draw for themselves.] After you have finished your picture, share what you have drawn with your partner, small group, or home-language peers.

## 10 End-of-Lesson Check-In

### *Story Map: The Goose and the Golden Eggs*

- Tell students that you will create a story map for “The Goose and the Golden Eggs” together.
- Choose four students to focus on and record their scores on the Tens Recording Chart. For this type of informal observation, you should give a score of zero, five, and ten based on your evaluation of students’ understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

**Note:** Tell students 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.

- Ask students what the people or animals in a story are called. (They are called characters.)
- Ask students who the characters are in the “The Goose and the Golden Eggs.” (a farmer and a goose)
- Ask students what the place where a story takes place is called. (Where a story takes place is called the setting.)
- Ask students what the setting is in this fable. (a farm)
- Ask students what the events in a story are called. (The events in a story are called the plot.)
- Ask students to tell you about the beginning, middle, and end of the fable.

[You may need to prompt students with text from the first and last sentences of the read-aloud. This is also a good opportunity to talk about the conventions of beginning a fiction story, e.g., “Once a farmer . . .” and ending a fiction story, e.g., “Do you know what he found in the goose’s nest? Nothing.”]



# The Dog in the Manger

# 4

## ✔ **Lesson Objectives**

### **Core Content Objectives**

Students will:

- ✓ Demonstrate familiarity with “The Dog in the Manger”
- ✓ Describe the characters, setting, and plot of “The Dog and in the Manger”
- ✓ Identify “The Dog in the Manger” as a fable
- ✓ 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 that are addressed in all lessons in this domain.

Students will:

- ✓ Retell the fable “The Goose and the Golden Eggs” including key details and interpret the moral of the fable using their own words (RL.1.2)
- ✓ Restate the moral of the fable “The Dog in the Manger” using their own words (RL.1.2)
- ✓ Use narrative language to describe characters, setting, and plot from “The Dog in the Manger” (RL.1.3)
- ✓ Identify that “The Dog in the Manger” is fiction (RL.1.5)
- ✓ Identify when the oxen and the dog are speaking at various points in the fable (RL.1.6)
- ✓ With assistance, make a T-Chart to show things that animals can do and personification in the story (W.1.8)

- ✓ With assistance, categorize and organize facts from “The Dog in the Manger” onto a story map (W.1.8)
- ✓ Identify real-life connections between words—manger, oxen, plow, and budge—and their use (L.1.5c)

## 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


Vocabulary Chart for The Dog in the Manger			
Core Vocabulary words are in <b>bold</b> .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	hay <b>manger</b> <b>oxen</b> personification	awakened <b>budge*</b> refused	dog eat barn hungry sleep tired
<b>Multiple Meaning</b>	<b><i>plow</i></b>		
<b>Phrases</b>		had to give up	growled and barked taking a nap
<b>Cognates</b>	personificación		



## Image Sequence

This is the Flip Book image that will be shown for this read-aloud.

1. Image 4A-1: Ox talking to dog in the manger

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Fable Review</b>	Response Card 3	15
	<b>Introducing “The Dog in the Manger”</b>	Instructional Master 4A-1	
	<b>Vocabulary Preview: Manger, Oxen/Plow</b>	picture or video of ox and plow	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Dog in the Manger</b>	Response Card 4	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Image Card 8; Response Card 4	10
	<b>Word Work: Budge</b>	lightweight and heavy items	
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Story Map</b>		20
	<b>Personification Chart</b>	Response Card 4; chart paper, chalkboard, or whiteboard	

### ***Advance Preparation***

Prepare a copy of Instructional Master 4A-1 for each student. Refer to it as Response Card 4 (The Dog in the Manger). Students can use this response card to preview, review, and answer questions about this fable.

For Vocabulary Preview, bring in a picture or find a short video clip of an ox pulling a plow so that students can see what that looks like.

For Word Work, prepare several lightweight items that would be easy for students to budge, or move, and several heavy items that would be very difficult for students to move.

For Story Map, prepare a story map for “The Dog in the Manger.”

Prepare a personification T-chart to list examples of personification in this fable and in the fables and stories that follow. (See example of T-chart in the Extensions.)

**Note to Teacher**

You will begin to discuss personification with the class. Be sure to provide examples of personification to help students have a good understanding of this literary term. [Think of stories that your students are familiar with or enjoy listening to and whether those stories include examples of personification. Tell students examples of personification from those stories. Students who used the Core Knowledge Language Arts program in Kindergarten have heard many stories that use personification, including: “The Tortoise and the Hare,” “The Three Little Pigs,” and “Goldilocks and the Three Bears.”]



# The Dog in the Manger

4<sub>A</sub>

## Introducing the Read-Aloud

15 minutes

### Fable Review

- Ask students: “What kind of story is a fable? Is it fiction or is it real?” (Fables are fiction.)
- Ask students if they remember who made up the fables they have been hearing. (The fables were made up by a famous storyteller called Aesop (EE-sop).) His fables are known as “Aesop’s Fables.”
- Review the three characteristics of a fable: fables are very short stories, they teach a lesson called “the moral of the story,” and they sometimes have animal characters that act like people.
- Tell students the morals of “The Goose and the Golden Eggs”: *He who wants more often loses all. If you are greedy, you might lose what you already have. When you want something, be patient.* Read the student-created moral of the story written under the image of the fable.
- Have partner pairs retell this fable using Response Card 3 to point out the characters, talk about the setting, and show the progression of the plot. Allow one minute for students to talk. Call on one volunteer partner pair to retell the fable.



### Introducing “The Dog in the Manger”

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

- Tell students that today they will hear a fable called, “The Dog in the Manger.”
- Ask students whether they see any people in the picture. Tell students that in today’s fable there are no people. All the characters are animals. And the animals talk! Many of Aesop’s fables have animals that act like people.
- Remind students of the three characteristics of a fable: it’s short, has a moral, and has animals that act like people. Tell students that “The Dog in the Manger” has all three characteristics of a fable.

- Ask students which animal characters they see in the picture. (an ox and a dog)
- Ask students where they think the setting of this fable will take place. How do they know? (The setting of this fable is in a barn on a farm, because there is a lot of hay and farm animals sometimes eat in the barn.)
- Give students Response Card 4 (The Dog in the Manger) from Instructional Master 4A-1. Have students talk with their partner about the difference between how the dog is acting in the first picture (sleeping) to how the dog is acting in the second picture (barking).

## Vocabulary Preview

### *Manger*



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

1. The title of today's fable is "The Dog in the *Manger*."
2. Say the word *manger* with me three times.
3. A manger is an open box where hay is put out for animals to eat.  
[Have students point to the manger the dog is sitting on in Response Card 4.]
4. The farmer put fresh hay in the manger for his horses to eat.
5. What does the manger look like it is made out of? (The manger looks like it is made out of wood.)  
Mangers can also be made out of stone and metal.  
What animal is trying to eat from the manger? (The ox is trying to eat from the manger.)  
What other animals do you think eat from a manger? [Tell students that horses, cows, sheep, goats, and donkeys also eat from a manger.]

### *Oxen/Plow*

1. In today's fable you will hear that the *oxen* were hungry after pulling the *plow* all afternoon.
2. Say the word *oxen* with me three times.  
Say the word *plow* with me three times.

3. Oxen are animals, similar to bulls—or male cows—that are used for carrying or pulling things. When there is only one, we say *ox*. When there is more than one ox, we say *oxen*.

A plow is a farm tool with one or more blades—or sharp edges—that are used to turn and mix the soil.

4. [Show image of ox pulling a plow.] An ox pulls the plow across the field.
5. Do you think pulling a plow is hard work? Do you think an ox is an important animal to a farmer? Do you think a plow is an important tool to a farmer? Tell your partner what you think.

### **Purpose for Listening**

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Remind students that the title of this fable is “The Dog in the Manger.” Review the three characteristics of fables: they are short, contain a moral, and sometimes have animals that act like people. Tell students to listen carefully to find out how one of the animals acts like a person.

By the end of this lesson, students should be able to:

- ✓ Demonstrate familiarity with “The Dog in the Manger”
- ✓ Describe the characters, setting, and plot of “The Dog in the Manger”
- ✓ Identify that “The Dog in the Manger” is a fable
- ✓ Identify characteristics of fables (short, moral, personification)
- ✓ Explain in their own words the moral of “The Dog in the Manger”

## The Dog in the Manger

### First Read



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

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.

One hot day after a long afternoon pulling the **plow**, 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.

[Demonstrate growling and barking.]

"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**—or move.

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.*

### Second Read



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

There was once a dog who liked to nap on hot days in the cool barn. He liked to sleep in the **manger**.

[Ask students if they remember what a manger is. (A manger is the long wooden box where hay is put for the farm animals to eat.) Have students point to this scene on Response Card 4.]

One hot day after a long afternoon pulling the **plow**, 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, would you please move so that I can eat my hay?”

[Ask students which character said that line. (the ox) Ask students whether an ox can speak in real life.]

The dog, angry at being awakened from his nap, growled and barked at the ox.

[Have students act out the dog growling and barking. Ask students whether a dog growls and barks in real life. Say to students: “Tell your partner what the dog might be saying instead of growling and barking.” Allow fifteen seconds for students to talk. Call on two partner pairs to share. Have students point to this scene on Response Card 4.]

“Please, I've had a hard day, and I'm very hungry.”

[Ask students which character said that line. (the ox) Ask students whether an ox can speak in real life.]

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**.

[Have students act out barking. Ask students whether a dog barks in real life. Say to students: “Tell your partner what the dog might be saying instead of barking.” Allow fifteen seconds for students to talk. Call on two partner pairs to share.]

At last the poor oxen had to give up, and went away tired and hungry.

What is the moral of this story?

[You may wish to have partner pairs discuss. Call on two volunteers to share the moral of this story in their own words. Write their paraphrase under the image of the fable.]

*Moral: You should be nice and share, especially when someone else needs something more than you do.*

### Comprehension Questions

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If students have difficulty responding to questions, reread pertinent lines of the story and/or refer to the image. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of this fable?

- The title of this fable is “The Dog in the Manger.”

2. *Evaluative* With your partner, think of the three characteristics of fables.

- A fable is a story that is short, has a moral or teaches a lesson, and sometimes has animals that act like people.

Is “The Dog in the Manger” a fable? How do you know?

- Yes, “The Dog in the Manger” is a fable because it is short, has a moral, and has animals that act like people.

Is this fable real/nonfiction or make-believe/fiction?

- This fable is make-believe/fiction.

3. *Literal* Where does the dog like to take naps?

- The dog likes to take naps in the barn.

4. *Inferential* How do the oxen feel when they enter the barn?

- The oxen feel tired and hungry when they enter the barn.

Why are the oxen tired and hungry?

- The oxen are tired and hungry because they were pulling the plow all afternoon.

5. *Evaluative* Which animal in this fable acts like a person? How does the animal act like a person?

- The ox acts like a person because the ox talks.

How does the ox act like an animal?

- The ox pulls the plow and wants to eat hay.



6. *Evaluative* Which animal acts in a polite way? How is that animal polite?

- The ox acts in a polite way. The ox says “excuse me” and “please.”

Which animal acts in an impolite way? How is that animal impolite?

- The dog acts in an impolite way. The dog sleeps on the oxen’s hay, growls and barks at the hungry oxen, and does not move from the manger to let the oxen eat their hay.

7. *Evaluative* [Show Image Card 8.] Does this illustration show the beginning, middle, or end of the fable? How do you know? [Have students point to this scene on Response Card 4.]

- This illustration shows the beginning of the fable because the dog is taking a nap in the manger.

8. *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 story?

- You should be nice and share, especially when someone else needs something more than you do.

[Accept paraphrasing by students. You may wish to write two of them under the image of the fable.]

Is this an important lesson for you to remember? Why or why not?

- This is an important lesson for me to remember because I should be nice and share, especially when someone else needs something more than I do.

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

**Sentence Frames:**

Would you have given up like the oxen? (Yes/No)

I would say to the dog . . .

If I were the ox, I would . . .

9. *Evaluative Think Pair Share:* If you were the ox and the dog refused to get out of the manger, what would you do?

10. After hearing today’s story 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 remaining questions.]

## Word Work: Budge

---

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 three times.
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. [Show students the different lightweight and heavy items you have prepared. Ask a different student to try to make one of the items budge.] Let’s see if [name of student] can make [item] budge.  
  
[If necessary, guide and/or rephrase students’ responses: “[Name of student] made the \_\_\_\_\_ budge.” Or, “[Name of student] could not make the \_\_\_\_\_ budge.”]
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.



## Complete Remainder of the Lesson Later in the Day



# The Dog in the Manger

4<sub>B</sub>

## Extensions

20 minutes

### Story Map

- Tell students that you will create a story map for “The Dog in the Manger” together. [You may wish to use this activity as an observational *Tens* opportunity.]

**Note:** Tell students 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.

- Ask students what the people or animals in a story are called. (They are called characters.) Ask students who the characters are in the “The Dog in the Manger.” (the oxen and the dog)
- Ask students what the place where a story happens is called. (The place where a story happens is called the setting.) Ask students what the setting is in this fable. (a barn)
- Ask students what the events in a story are called. (The events in a story are called the plot.) Ask students to tell you about the beginning, middle, and end of the fable.

[You may need to prompt students with text from the first and last sentences of the read-aloud. This is also a good opportunity to talk about the conventions of beginning a fiction story, e.g., “There was once a dog . . .” and ending a fiction story, e.g., “At last the poor oxen had to give up, and went away tired and hungry.”]

### Personification Chart

Animal	Things that Animals Really Do	Things that Animals Really Can’t Do (Personification)
Oxen	Pull the plow Eat hay	Talk in a polite manner, saying “excuse me” and “please”

- Make a chart with three columns on chart paper, a chalkboard, or a whiteboard. Label the left-hand column “Animal.” Label the middle

column “Things that Animals Really Do.” Label the right-hand column “Things that Animals Really Can’t Do.” (Note: The right-hand column will list examples of personification.)

**Note:** 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.

- Ask students to point out on Response Card 4 the animal that acts like a person. (The ox acts like a person.)
- Tell students that they have already learned several words to use when talking about fables and stories—*characters*, *setting*, and *plot*. Now they are going to learn a special word for animals acting like people: *personification*.
  - Have students echo the word *personification* three times.
- Mention that this word starts with the word *person*. *Personification* means acting like a person.
- Have students tell their partner how the oxen act like real oxen in the story. Write accurate responses on the middle column. (The oxen pull the plow and eat hay.)
- Have students tell their partner how the oxen act like people. Write accurate responses on the right column. (The oxen talk and are polite.)
- Ask students: “What is the word for animals acting like people?” (*personification*)
- Tell students that they will continue to fill in this personification chart as they meet other animals in the stories that act like people.



# The Wolf in Sheep's Clothing

5

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “The Wolf in Sheep’s Clothing”
- ✓ Describe the characters, setting, and plot of “The Wolf in Sheep’s Clothing”
- ✓ Identify that “The Wolf in Sheep’s Clothing” is a fable
- ✓ 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 that are addressed in all lessons in this domain.

Students will:

- ✓ Retell the fable “The Dog in the Manger” including key details and interpret the moral of the fable using their own words (RL.1.2)
- ✓ Restate the moral of the fable “The Wolf in Sheep’s Clothing” using their own words (RL.1.2)
- ✓ Use narrative language to describe characters, setting, and plot from “The Wolf in Sheep’s Clothing” (RL.1.3)
- ✓ Identify words such as *prowling* that suggest feelings or appeal to the senses (RL.1.4)
- ✓ Identify that “The Wolf in Sheep’s Clothing” is fiction (RL.1.5)
- ✓ Make personal connections to examples of the saying “wolf in sheep’s clothing” (W.1.8)

- ✓ With assistance, categorize and organize facts from “The Wolf in Sheep’s Clothing” onto a story map (W.1.8)
- ✓ Use determiners such as articles—*a* and *the* (L.1.1h)
- ✓ Identify real-life connections between words—*flock*, *fleece*, *disguise*, and *pretend*—and their use (L.1.5c)
- ✓ Learn the meaning of the saying “wolf in sheep’s clothing” (L.1.6)

## Core Vocabulary

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

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

*Variation(s):* disguises

**fleece, n.** A sheep’s coat of wool

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

*Variation(s):* none

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

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

*Variation(s):* flocks

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

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

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

**prowled, v.** Walked or moved around quietly in search of prey to eat

*Example:* The new kitten prowled underneath the bird cage.


*Variation(s):* prowl, prowls, prowling

<b>Vocabulary Chart for The Wolf in Sheep's Clothing</b>			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
<b>Type of Words</b>	<b>Tier 3</b> Domain-Specific Words	<b>Tier 2</b> General Academic Words	<b>Tier 1</b> Everyday-Speech Words
<b>Understanding</b>	<b><i>flock</i></b> pasture	<b><i>disguise*</i></b> <b><i>pretend*</i></b> <b><i>prowled</i></b> sell strolled	barn biggest dogs fattest fur grass night sheep shepherd wolf
<b>Multiple Meaning</b>	<b><i>fleece</i></b> skin		
<b>Phrases</b>	wolf in sheep's clothing	not always as they seem you might end up	
<b>Cognates</b>	pasto	<b><i>pretender*</i></b>	noche

## ***Image Sequence***

This is the Flip Book image that will be shown for this read-aloud.

1. 5A-1: The wolf covered with a sheepskin

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Fable Review</b>	Response Card 4	15
	<b>Introducing “The Wolf in Sheep’s Clothing”</b>	Instructional Master 5A-1	
	<b>Vocabulary Preview: Flock, Fleece</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Wolf in Sheep’s Clothing</b>	Response Card 5	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Image Card 9; Response Card 5	10
	<b>Word Work: Disguise</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Sayings and Phrases: Wolf in Sheep’s Clothing</b>		20
	<b>Syntactic Awareness Activity: Articles</b>	classroom objects	
	<b>Vocabulary Instructional Activity: Pretend</b>		
	<b>End-of-Lesson Check-In</b>		

### ***Advance Preparation***

Prepare a copy of Instructional Master 5A-1 for each student. Refer to it as Response Card 5 (The Wolf in Sheep’s Clothing). Students can use this response card to preview, review, and answer questions about this fable.

For Syntactic Awareness Activity, use common classroom objects such as pencils, crayons, colored paper, and erasers to practice using articles *a* and *the*.

For End-of-Lesson Check-In, prepare a story map for “The Wolf in Sheep’s Clothing.”





# The Wolf in Sheep's Clothing

5A

## Introducing the Read-Aloud

15 minutes

### Fable Review

- Ask students: “What kind of story is a fable? Is it fiction or is it real?” (Fables are fiction.)
- Ask students if they remember who made up the fables they have been hearing. (The fables were made up by a famous storyteller called Aesop (EE-sop).) His fables are known as “Aesop’s Fables.”
- Ask students to tell you the three characteristics of fables. (Fables are very short stories that teach a lesson called “the moral of the story,” and sometimes have animal characters that act like people.)
- Remind students that “The Dog in the Manger” has an example of personification. Ask if they remember which animal acts like a person. (The ox acts like a person.)
- Tell students the moral of “The Dog in the Manger”: *You should be nice and share, especially when someone else needs something more than you do.* Read the student-created moral of the story written under the image of the fable.
- Have partner pairs retell this fable using Response Card 4 to point out the characters, talk about the setting, and show the progression of the plot. Allow one minute for students to talk. Call on one volunteer partner pair to retell the fable.

### Introducing “The Wolf in Sheep’s Clothing”



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

- Invite students to make up their own title for this fable using the illustration. Call on three volunteers to share their title.
- Tell students that today they will hear a fable called, “The Wolf in Sheep’s Clothing.”
- Remind students of the three characteristics of a fable: it is short, has a moral, and has animals that act like people. Tell students that “The Wolf in Sheep’s Clothing” has all three characteristics of a fable.

- Ask students what characters they see in the picture. Point as you name each character: shepherd, dog, sheep, and wolf.
- Ask students where they think the setting of this fable will take place. How do they know? (The setting of this fable is in the pasture, or on the grass, because there is grass on the ground and sheep eat grass.)
- Give students Response Card 5 (The Wolf in Sheep’s Clothing) from Instructional Master 5A-1. Have students talk with their partner about the difference between where the wolf is in the first picture (on the hill looking down at the shepherd and sheep) and where the wolf is in the second picture (among the sheep).

## Vocabulary Preview

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### *Flock*

1. In today’s fable you will meet a *flock* of sheep.
2. Say the word *flock* with me three times.
3. A flock is a group of animals or birds.  
[Have students point out the flock of sheep on Response Card 5.]
4. Every morning the shepherd takes his flock of sheep out to the hills to eat grass.  
Julia could hear the flock of geese flying over the pond.
5. With your partner, think of two animals that are grouped into flocks (sheep, goats, duck, geese, and other kinds of birds)  
[If students have difficulty thinking of animals that are grouped in flocks, consider asking them whether animals such as sheep, goats, and birds are grouped into flocks.]

### *Fleece*

1. In today’s fable the wolf finds a sheep’s fleece and puts it on.
2. Say the word *fleece* with me three times.
3. Fleece is a sheep’s coat of wool.  
[You may wish to mention that very soft cotton clothing people wear is also called fleece.]
4. The farmer sells her sheep’s fleece at the market.  
The sheep’s fleece is a little curly and very soft.

5. Sheep fleece can be made into many things. With your partner, think of two things that can be made out of sheep fleece. (rugs, mittens, sweaters, blankets, jackets, scarves)

### **Purpose for Listening**

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Remind students that the title of this fable is “The Wolf in Sheep’s Clothing.” Review the three characteristics of fables: they are short, they contain a moral, and sometimes have animals that act like people. Tell students to listen carefully to find out what the wolf does with the sheep fleece and what happens to the wolf at the end.

By the end of this lesson, students should be able to:

- ✓ Demonstrate familiarity with “The Wolf in Sheep’s Clothing”
- ✓ Describe the characters, setting, and plot of “The Wolf in Sheep’s Clothing”
- ✓ Identify that “The Wolf in Sheep’s Clothing” is a fable
- ✓ Identify characteristics of fables (short, moral, personification)
- ✓ Explain in their own words the moral of “The Wolf in Sheep’s Clothing”

## The Wolf in Sheep's Clothing

### First Read



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

Night after night a wolf **prowled**—the wolf walked sneakily and silently—around a **flock** of sheep looking for one of them to eat, but the shepherd and his dogs always chased him away.

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

[Ask students if they know what the skin of a sheep is called. (fleece)]

He pulled the skin carefully over him so that none of his fur showed under the white **fleece**.

Then he strolled—and walked slowly and calmly—among the flock in this **disguise**.

[Explain that a disguise is an outfit or costume that changes the way someone looks. Now the wolf no longer looks like a wolf when he is wearing the fleece. Now the wolf looks like a sheep.]

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. The shepherd needed to choose one of his sheep to sell. He chose the biggest, fattest sheep he could find and brought that sheep into town.

Can you guess who it was? It was the wolf!

*Morals: Things are not always as they seem.*

*If you pretend to be what you are not, you might end up losing in the end.*



### ***Second Read***

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

Night after night a wolf **prowled**—the wolf walked sneakily and silently—around a **flock** of sheep looking for one of them to eat, but the shepherd and his dogs always chased him away.

[Have students point to this scene on Response Card 5. You may wish to have four students act this out: one wolf, one shepherd, one dog, and one sheep. Have the student playing the wolf prowl sneakily and silently around the student playing the sheep. Ask students: “Why is the wolf prowling around the sheep?” (The wolf does not want to be noticed by others.)]

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**.

[Ask students: “What will the wolf look like now?” (The wolf will look like a sheep.) “Could this really happen; could a wolf really think of putting on a sheep’s fleece as a disguise?” (No, this could not really happen.)]

Then he strolled—and walked slowly and calmly—among the flock in this **disguise**.

[Have students point to this scene on Response Card 5.]

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.

[Say to students: “Tell your partner whether you think the shepherd made the right choice. Why or why not?” Allow fifteen seconds for students to talk. Call on two partner pairs to answer.]

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. The shepherd needed to choose one of his sheep to sell. He chose the biggest, fattest sheep he could find and brought that sheep into town.

Can you guess who it was?

[Wait for students’ choral response.]

It was the wolf!

What is the moral of this story?

[You may wish to have partner pairs discuss. Call on two volunteers to share the moral of this story in their own words. Write their paraphrase under the image of the fable.]

*Morals: Things are not always as they seem.*

*If you pretend to be what you are not, you might end up losing in the end.*

## **Discussing the Read-Aloud**

**10** minutes

### **Comprehension Questions**

If students have difficulty responding to questions, reread pertinent lines of the story and/or refer to the image. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of this fable?
  - The title of this fable is “The Wolf in Sheep’s Clothing.”
2. *Evaluative* With your partner, think of the three characteristics of fables.
  - A fable is a story that is short, has a moral or teaches a lesson, and sometimes has animals that act like people.

Is “The Wolf in Sheep’s Clothing” a fable? How do you know?

  - Yes, “The Wolf in Sheep’s Clothing” is a fable because it is short, has a moral, and has animals that act like people.

Is this fable real/nonfiction or make-believe/fiction?

  - This fable is make-believe/fiction.
3. *Literal* Why does the wolf prowl around a flock of sheep?
  - The wolf prowls around a flock of sheep because he is looking for one of them to eat.
4. *Inferential* At the beginning of this fable, is the wolf able to get any of the sheep?
  - The wolf is not able to get any of the sheep.

Why not?

  - The wolf is not able to get any of the sheep because the shepherd and his dog chase him away.



5. *Inferential* What does the wolf do so that he can be with the sheep?
- The wolf uses a fleece to disguise himself.

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

6. *Evaluative* What part of the fable does this picture show: the beginning, middle, or end? How do you know? [Have students point out this scene on Response Card 5.]
- This picture shows the middle of the fable, because the wolf is in disguise, but he has not been taken to the market yet.

[Show Image Card 9.] What part of the fable does this picture show: the beginning, middle, or end? How do you know? [Have students point out this scene on Response Card 5.]

- This picture shows the beginning of the fable, because the wolf is looking at the sheep but has not put on his disguise yet.
7. *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 story?
- Things are not always as they seem. If you pretend to be what you are not, you might end up losing in the end.

[Accept paraphrasing by students. You may wish to write two of them under the image of the fable.]

Is this an important lesson for you to remember? Why or why not?

- This is an important lesson for me to remember because I should not pretend to be someone or something I am not.

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

8. *Evaluative Think Pair Share:* Do you think the wolf's plan was smart and clever after all? Why or why not?
9. After hearing today's story 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 remaining questions.]

**Sentence Frames:**

Was the wolf's plan smart and clever? (Yes/No)

I think the wolf's plan is \_\_\_\_\_.

The wolf's plan is \_\_\_\_\_ because . . .

## Word Work: Disguise

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1. In the read-aloud you heard, “Then [the wolf] strolled among the flock in this *disguise*.”
2. Say the word *disguise* with me three times.
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. The disguise Anna wears does not matter; everyone will know it’s her because she is so tall.
5. Why do you think people would wear a disguise? Tell your partner what you think. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “People wear a disguise to . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: If what I say is an example of a disguise, stand up and say, “That’s a disguise.” If what I say is not an example of a disguise, stay seated and say, “That’s not a disguise.”

1. Molly wearing a swimming suit at the pool (That’s not a disguise.)
2. a detective (someone who solves crimes) wearing sunglasses and a hat so that no one can see his face (That’s a disguise.)
3. Sam put on a wig (fake hair) so that no one knew he was Sam (That’s a disguise.)
4. Shawn hid behind the door to surprise his sister (That’s not a disguise.)
5. Drew wearing his school uniform (That’s not a disguise.)
6. Crystal wearing a hat on a sunny day (That’s not a disguise.)



## Complete Remainder of the Lesson Later in the Day





# The Wolf in Sheep's Clothing

5B

## Extensions

20 minutes

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

- Ask students: “What did the wolf do to disguise himself so that he could be near the sheep?” (The wolf put on sheep fleece so that the shepherd and sheep would not know he was a wolf.)
- Tell students that there is a saying that comes from this fable: “wolf in sheep's clothing.”
- Have students repeat this saying with you: “wolf in sheep's clothing.”
- Explain to students that this saying means that people are not always how they appear to be on the outside. For instance, 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.”
- Have partner pairs think of an example of how they might use this saying. Call on two volunteer partner pairs to share.

### ↔ Syntactic Awareness Activity

#### Using Articles *a* and *the*

**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. Think of what a wolf looks like in your mind.



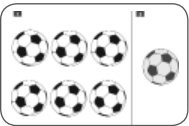
← **Show image 5A-1: The wolf covered with a sheepskin**

*“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 in this picture—and only this specific wolf in this picture—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 lets you know that I was talking about any one of the soccer balls? (**a**) Which word lets 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 partner to ask and answer questions about things using **a** and **the**. [You may wish to provide students with classroom objects to prompt questioning, such as pencils, crayons, erasers, etc.]

## ↔ Vocabulary Instructional Activity

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### **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 three times.
3. To pretend is to make believe, or to act like you are something that you are not.
4. Sometimes when I am lying down, I pretend that I am sleeping.
5. Do you like to play pretend sometimes? Tell your partner about a time that you have pretended to be or to do something. Use the word *pretend* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I like to pretend I am \_\_\_\_.”]
6. What’s the word we’ve been talking about?

Use an *Acting* activity for follow-up. [You may wish to write the options on pieces of paper, adding more options that your class may enjoy acting out, and put them in a bag for students to pull from.]

Directions: One of you will choose a piece of paper from the bag. I will whisper what is written on the paper to the student who pulled it out. That student will pretend to be what is written on the paper while the class tries to guess what s/he is pretending to be or pretending to do.

Pretend to:

1. eat a bowl of cereal
2. tie a shoe
3. build a house
4. be a fish
5. be a puppy
6. be a teacher
7. be a bus driver
8. throw and then catch a ball

- 9. be the wind blowing
- 10. be asleep

## 10 End-of-Lesson Check-In

### *Story Map: The Wolf in Sheep's Clothing*

- Tell students that you will create a story map for “The Wolf in Sheep’s Clothing” together.
- Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, and ten based on your evaluation of students’ understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

**Note:** Tell students 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.

- Ask students what the people or animals in a story are called. (They are called characters.) Ask students who the characters are in the “The Wolf in Sheep’s Clothing.” (wolf, shepherd, dog, sheep)
- Ask students what the place where a story happens is called. (The place a story happens is called the setting.) Ask students what the setting is in this fable. (a pasture, on the grass, a barn)
- Ask students what the events in a story are called. (The events in a story are called the plot.) Ask students to tell you about the beginning, middle, and end of the fable.

[You may need to prompt students with text from the first and last sentences of the read-aloud. This is also a good opportunity to talk about the conventions of beginning a fiction story, e.g., “Night after night . . .” and ending a fiction story, e.g., “Can you guess who it was? It was the wolf!”]



# The Fox and the Grapes

## 6

### ✔ **Lesson Objectives**

#### **Core Content Objectives**

Students will:

- ✔ Demonstrate familiarity with “The Fox and the Grapes”
- ✔ Describe the characters, setting, and plot of “The Fox and the Grapes”
- ✔ Identify that “The Fox and the Grapes” is a fable
- ✔ 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 that are addressed in all lessons in this domain.

Students will:

- ✔ Retell the fable “The Wolf in Sheep’s Clothing” including key details and interpret the moral of the fable using their own words (RL.1.2)
- ✔ Restate the moral of the fable “The Fox and the Grapes” using their own words (RL.1.2)
- ✔ Use narrative language to describe characters, setting, and plot from “The Fox and the Grapes” (RL.1.3)
- ✔ Identify that “The Fox and the Grapes” is fiction (RL.1.5)
- ✔ Write an opinion piece about their favorite fable in which they introduce their favorite fable, supply a reason why they chose that fable, and provide some sense of closure (W.1.1)
- ✔ Make personal connections to the phrase “sour grapes” (W.1.8)

- ✓ With assistance, make a T-Chart to show things that animals can do and personification in the story (W.1.8)
- ✓ With assistance, categorize and organize facts from “The Fox and the Grapes” onto a story map (W.1.8)
- ✓ Ask questions to clarify directions (SL.1.3)
- ✓ Describe their favorite fable, expressing ideas and feelings clearly (SL.1.4)
- ✓ Add drawings to their description of their favorite fable (SL.1.5)
- ✓ Use sentence-level context as a clue to the multiple-meaning word *missing* (L.1.4a)
- ✓ Identify real-life connections between words—*juicy*, *sour*, and *missing*—and their use (L.1.5c)
- ✓ Learn the meaning of the phrase “sour grapes” (L.1.6)

### Core Vocabulary

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**bunch, n.** A group of objects, such as fruits or vegetables, growing closer 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>Vocabulary Chart for The Fox and the Grapes</b>			
Core Vocabulary words are in <b>bold</b> .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	vine	<b>juicy</b> <b>lunged</b> <b>pluck</b> <b>ripe</b> strolling	jumped grapes ran summer
<b>Multiple Meaning</b>		<b>bunch</b> <u>missing</u> <i>sour</i>	
<b>Phrases</b>	sour grapes	a bunch of	tried again with all his might gave up
<b>Cognates</b>		jugoso	

## ***Image Sequence***

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This is the Flip Book image that will be shown for this read-aloud.

1. 6A-1: Fox and the grapes

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Fable Review</b>	Response Card 5; Personification Chart	15
	<b>Introducing “The Fox and the Grapes”</b>	Instructional Master 6A-1	
	<b>Vocabulary Preview: Juicy, Sour</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Fox and the Grapes</b>	Response Card 6; bunch of grapes, string, stick	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Image Cards 2–4; Response Card 6; Personification Chart	10
	<b>Sayings and Phrases: Sour Grapes</b>	Response Card 6	
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Multiple Meaning Word Activity: Missing</b>	Poster 3M (Missing)	20
	<b>Story Map</b>		
	<b>My Favorite Fable</b>	Instructional Master 1B-1 drawing paper, drawing tools	

### ***Advance Preparation***

Prepare a copy of Instructional Master 6A-1 for each student. Refer to it as Response Card 6 (The Fox and the Grapes). Students can use this response card to preview, review, and answer questions about this fable.

For Presenting the Read-Aloud, hang a bunch of grapes from a stick for students to act out lunging and trying to pluck a grape from the vine.

**Note:** Be sure to check with your school’s policy regarding food distribution and allergies.

Prepare a story map for “The Fox and the Grapes.”





# The Fox and the Grapes

6<sub>A</sub>

## Introducing the Read-Aloud

15 minutes

### Fable Review

- Ask students about the three characteristics of fables. (Fables are short, have a moral, and sometimes have animal characters that act like people.)
- Ask students if they remember who made up the fables they have been hearing. (The fables were made up by a famous storyteller called Aesop (EE-sop).) His fables are known as “Aesop’s Fables.”
- Tell students the morals of “The Wolf in Sheep’s Clothing”: *Things are not always as they seem. If you pretend to be what you are not, you might end up losing in the end.* Read the student-created morals of the story written under the image of the fable.
- Have partner pairs retell this fable using Response Card 5 to point out the characters, talk about the setting, and show the progression of the plot. Allow one minute for students to talk. Call on one volunteer partner pair to retell the fable.

### Personification Chart

Animal	Things that Animals Really Do	Things that Animals Really Can’t Do (Personification)
oxen	Pull the plow Eat hay	Talk in a polite manner, saying “excuse me” and “please”
wolf	Prowls Wants to eat sheep	Dresses in disguise to trick others

**Note:** 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.

- Ask students to point out on Response Card 5 the animal that acts like a person. (The wolf acts like a person.)

- Remind students that the special word for animals acting like people is called *personification*.
  - Have students echo the word *personification* three times.
- Mention that this word starts with the word *person*. *Personification* means acting like a person.
- Have students tell their partner how the wolf acts like real wolf in the story. Write accurate responses on the middle column. (The wolf prowls and wants to eat the sheep.)
- Have students tell their partner how the wolf acts like a person. Write accurate responses on the right column. (The wolf dresses in disguise.)
- Ask students: “What is the word for animals acting like people?” (*personification*)
- Tell students that they will continue to fill in this personification chart as they meet other animals in the stories that act like people.



### Introducing “The Fox and the Grapes”

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

- Invite students to make up their own title for this fable using the illustration. Call on three volunteers to share their title.
- Tell students that today they will hear the last fable in this domain called, “The Fox and the Grapes.”
- Have students tell you the three characteristics of a fable: it’s short, has a moral, and has animals that act like people. Tell students that “The Fox and the Grapes” has all three characteristics of a fable.
- Ask students what character they see in the picture. (There is only one character in the picture, the fox.)
- Have students tell their partner what the fox is doing or thinking.
- Give students Response Card 6 (The Fox and the Grapes) from Instructional Master 6A-1. Have students talk with their partner about what the fox might be doing or thinking in each of the images.

## Vocabulary Preview

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### *Juicy*

1. In today's fable a fox sees a bunch of *juicy* grapes.
2. Say the word *juicy* with me three times.
3. *Juicy* means full of juice.
4. Kim used five juicy strawberries to make a smoothie.
5. With your partner, think of two things that are juicy. (grapes, cherries, pears, oranges, watermelon, chicken, hamburger, etc.)

### *Sour*

1. In the end the fox says the grapes are *sour*.
2. Say the word *sour* with me three times.
3. Something that is sour tastes like a lemon or is spoiled.  
[Make a sour face like you just tasted a lemon.]
4. If you leave milk out in the sun for too long, it will turn sour.  
Some people like to eat sour things and some people do not like to eat sour things.
5. Tell your partner whether or not you like to eat sour things. With your partner, think of two things that are sour. (lemon, oranges, lime, yogurt, cottage cheese, pickles, salt and vinegar chips, sour candies, etc.)

## Purpose for Listening

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Remind students that the title of this fable is "The Fox and the Grapes." Review the three characteristics of a fable: it's short, contains a moral, and sometimes has animals that act like people. Tell students to listen carefully to find out whether or not the fox will be able to get the grapes.

By the end of this lesson, students should be able to:

- ✓ Demonstrate familiarity with "The Fox and the Grapes"
- ✓ Describe the characters, setting, and plot of "The Fox and the Grapes"
- ✓ Identify that "The Fox and the Grapes" is a fable
- ✓ Identify characteristics of fables (short, moral, personification)
- ✓ Explain in their own words the moral of "The Fox and the Grapes"

## The Fox and the Grapes

### First Read



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

One hot summer day, a fox was strolling along when he noticed a **bunch of juicy grapes** just turning **ripe**—and ready to be eaten—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 the grapes. He turned around and tried again. “One, two, three, *go*,” he said, and he **lunged**—and moved forward suddenly—at the grapes with all his might. But again, he missed.

Again and again he tried to **pluck**—and pull off—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.”

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

### Second Read



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

**Note:** You may wish to act this fable out using a bunch of real grapes hanging from a stick and inviting different students to pretend to be the fox lunging and trying to pluck off the grapes.

One hot summer day, a fox was strolling along when he noticed a **bunch of juicy grapes** just turning **ripe**—and ready to be eaten—hanging on a vine high above. “Mmm, that’s just the thing to take care of my thirst,” said the fox.

[Ask students whether a fox can really talk. Have students point to this scene on Response Card 6.]

He trotted back a few steps, then ran forward and jumped, just missing the grapes. He turned around and tried again. “One, two, three, *go*,” he said, and he **lunged**—and moved forward suddenly—at the grapes with all his might. But again, he missed.

[Ask students how the fox might feel about missing the grapes. Have students point to this scene on Response Card 6.]

Again and again he tried to **pluck**—and pull off—the grapes from the vine, but at last he gave up.

[Ask students why the fox would walk away after trying so hard to get the juicy grapes.]

He walked away with his nose in the air, saying, “I didn’t want those old grapes anyway. I’m sure they are sour.”

[Have students point to this scene on Response Card 6.]

What is the moral of this story?

[You may wish to have partner pairs discuss. Call on two volunteers to share the moral of this story in their own words. Write their paraphrase under the image of the fable.]

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

## ***Discussing the Read-Aloud***

**10** minutes

### **Comprehension Questions**

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If students have difficulty responding to questions, reread pertinent lines of the story and/or refer to the image. Ask students to answer in complete sentences. Model answers using complete sentences as necessary.

1. *Literal* What is the title of this fable?
  - The title of this fable is “The Fox and the Grapes.”
2. *Evaluative* With your partner, think of the three characteristics of fables.
  - A fable is a story that is short, has a moral or teaches a lesson, and sometimes has animals that act like people.

Is “The Fox and the Grapes” a fable? How do you know?

- Yes, “The Fox and the Grapes” is a fable because it is short, has a moral, and has animals that act like people.

Is this fable real/nonfiction or make-believe/fiction?

- This fable is make-believe/fiction.

3. *Evaluative* Does this fable have personification in it (personification is when animals act like people)?
- Yes, this fable has personification in it.

Which character acts like a person? How does the animal act like a person?

- The fox acts like a person because the fox talks.

[You may wish to fill out the Personification Chart for the fox.]

<b>Animal</b>	<b>Things that Animals Really Do</b>	<b>Things that Animals Really Can't Do (Personification)</b>
oxen	Pull the plow Eat hay	Talk in a polite manner, saying "excuse me" and "please"
wolf	Prowls Wants to eat sheep	Dresses in disguise to trick others
fox	Eats grapes Lunges and jumps	Talks

4. *Literal* Why does the fox lunge and jump at the grapes?
- The fox wants to eat the grapes.
5. *Inferential* Why does the fox walk away with his nose to the air and call the grapes sour?
- The fox walks away with his nose in the air and calls the grapes sour because he was not able to get them.
6. *Evaluative* [Show Image Cards 2-4 in random order] Does this show the beginning, middle, or end of the fable? How do you know? [Have students point out these scenes on Response Card 6.]
7. *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 story?
- You shouldn't speak badly about something that you once wanted, just because you can't have it.

[Accept paraphrasing by students. You may wish to write two of them under the image of the fable.]

Is this an important lesson for you to remember? Why or why not?

- This is an important lesson for me to remember because I should not speak badly about something just because I cannot have it.

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

**Sentence Frames:**

Do you think the fox will ever get the grapes? (Yes/No)

The fox should have . . .

The fox might be able to pluck the grapes if he . . .

8. **Evaluative *Think Pair Share*:** Can you think of a way that the fox might have been able to pluck off the grapes from the vine?
9. After hearing today’s story 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 remaining questions.]

**Sayings and Phrases: Sour Grapes**

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- Ask students, “What does the fox say the grapes are at the end of the fable?” (The fox says the grapes are sour.)
- Ask students: “Why does the fox say the grapes are sour?” (The fox could not get the grapes, so he pretended he did not want them.) [Have students point to this scene on Response Card 6.]
- Tell students that the phrase “sour grapes” is a negative comment someone makes about something s/he really wanted but could not get. “Sour grapes” is what s/he says about it to make it seem bad or not good anymore. For example, when the fox could not pluck the grapes after trying so many times, he said something negative about the grapes.
- 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 the remarks somebody makes about something they cannot have or get.



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



# The Fox and the Grapes

6<sub>B</sub>

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

#### *Sentence in Context: Missing*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Missing).] In the read-aloud you heard, “[The fox] ran forward and jumped, just *missing* the grapes.” Here missing means not able to hit, catch, or reach something. Which picture shows this?
2. *Missing* can also mean other things. When something is missing, it is not in its usual place and you cannot find it. Which picture shows this?
3. Now with your partner, make up a sentence for each meaning of *missing*. Use complete sentences. I will call on some of you to share your sentences.

### Story Map

- Tell students that you will create a story map for “The Fox and the Grapes” together. [You may wish to use this activity as an observational *Tens* opportunity.]

**Note:** Tell students 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.

- Ask students what the people or animals in a story are called. (They are called characters.) Ask students who the characters are in the “The Fox and the Grapes.” (the fox)
- Ask students what the place where a story happens is called. (The place a story happens is called the setting.) Ask students what the setting is in this fable. (on a road next to a vine)



- Ask students what the events in a story are called. (The events in a story are called the plot.) Ask students to tell you about the beginning, middle, and end of the fable.

[You may need to prompt students with text from the first and last sentences of the read-aloud. This is also a good opportunity to talk about the conventions of opening a fiction story, e.g., “One hot summer day, a fox was strolling along” and ending a fiction story, e.g., “He walked away with his nose in the air, saying, ‘I didn’t want those old grapes anyways.’”]

### **My Favorite Fable**

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- Remind students of the six fables and the morals of the stories they have heard, referring to the images of the fables with the student-created morals written under them.
- Tell students that each of them will have the opportunity to draw his/her favorite fable.
  - First, students will identify their favorite fable.
  - Then, they will draw a picture of the fable. Emphasize that their pictures should not look like the images, the images are just examples, and that they can draw whatever they wish from their favorite fable.
  - While they draw their fable, they should make sure that their picture includes at least one character, something from the setting, and a scene from the plot.
  - Once they have completed their drawing, they should write the moral in their own words. [Some students may need to dictate their sentence to an adult, whereas others may be able to write independently.]

### **Checking for Understanding**

**Note:** Before students begin this activity, check to make sure they understand the directions.

- Say to students: “Asking questions is one way to make sure that everyone knows what to do. Think of a question you can ask your partner about the directions I have just given you. For example, you could ask, ‘What should we do first?’ Or, ‘What do I do when I am finished with my drawing?’”
- Be sure that students understand the four-part instructions to this activity.

- Have students share the title of their fable, give at least one reason why they chose that fable, and restate the moral of the fable in their own words. You may wish to have students share their drawing in small groups or with home-language peers. You may also wish to group students together according to favorite fable and have them compare and contrast their drawings and the moral they have written.
- ✍️ Story Map of Favorite Fable (Instructional Master 1B-1): Some students may be able to fill out their own story map of their favorite fable.



# 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
- ✓ 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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Have students identify the six fables illustrated on Instructional Master PP-1: “The Fox and the Grapes,” “The Boy Who Cried Wolf,” “The Wolf in Sheep’s Clothing,” “The Dog in the Manger,” “The Goose and the Golden Eggs,” and “The Maid and the Milk Pail.”

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

1. The phrase “cry wolf” comes from this fable.
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 refuses to budge so others can eat.
5. In this fable, an animal character wears a disguise, but in the end he gets sold at the market because of his disguise.
6. The phrase “sour grapes” comes from this fable.

## Activities

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### 10 Sequencing the Story

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#### **Materials: Image Cards 2–4 (shuffled); Instructional Master PP-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.

#### **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/Response Card Review**

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#### **Materials: Image Cards 4–9; Response Cards 1–6**

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.” You may also wish to use Response Cards 1–6 in addition to the Image Cards.

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 1B-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 or Student Choice**

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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. You may also choose to have students select a read-aloud to be heard again.

### **Exploring Student Resources**

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#### **Materials: Domain-related student websites**

Pick appropriate websites from the Internet for further exploration of fables.

### **Videos of Fables**

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#### **Materials: Videos of fables**

Carefully peruse the Internet for short, five-minute videos related to fables already covered in the domain.

Prepare some questions related to the videos. Prompt students to identify the characters, settings, and plots of the fables.

Discuss how watching a video is the same as and different from listening to a storybook or read-aloud.

Have students ask and answer questions, using question words *who*, *what*, *where*, and *why*, regarding what they see in the videos.

## Riddles for Core Content

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

[You may wish to have students hold up the response card related to the riddle or point to specific parts of the response card that answers the riddle.]

- 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.



# The Little Half-Chick (Medio Pollito)

## 7

### ☑ Lesson Objectives

#### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “The Little Half-Chick (Medio Pollito)”
- ✓ Describe the characters, setting, and plot of “The Little Half-Chick (Medio Pollito)”
- ✓ Identify that “The Little Half-Chick (Medio Pollito)” is a folktale

#### 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 that are addressed in all lessons in this domain.

Students will:

- ✓ Retell the story “The Little Half-Chick (Medio Pollito)” including key details and interpret the moral of the story using their own words (RL.1.2)
- ✓ Use narrative language to describe characters and setting from “The Little Half-Chick (Medio Pollito)” (RL.1.3)
- ✓ Identify words such as *stubborn* that suggest feelings or appeal to the senses (RL.1.4)
- ✓ Identify that “The Little Half-Chick (Medio Pollito)” is fiction (RL.1.5)
- ✓ Identify when the water, fire, and wind are speaking at various points in the story (RL.1.6)
- ✓ Sequence pictures illustrating events from “The Little Half-Chick (Medio Pollito)” (RL.1.7)
- ✓ Make personal connections to the saying “do unto others as you would have them do unto you” (W.1.8)

- ✓ With assistance, make a T-Chart to show things that animals can do and personification in the story (W.1.8)
- ✓ Categorize and organize information from “The Little Half-Chick (Medio Pollito)” to create a sequence of the story (W.1.8)
- ✓ Ask questions to clarify directions (SL.1.3)
- ✓ Use frequently occurring conjunction—*so*—to show reason and result (L.1.1g)
- ✓ Build compound sentences using the conjunction *so* in a shared language activity (L.1.1j)
- ✓ Use sentence-level context as a clue to the multiple-meaning word *rest* (L.1.4a)
- ✓ Identify real-life connections between words—*dine*, *rest*, and *waste*—and their use (L.1.5c)
- ✓ Learn the meaning of the saying “do unto others as you would have them do unto you” (L.1.6)

## Core Vocabulary

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**abandoned, v.** Given up completely

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

*Variation(s):* abandon, abandons, abandoning

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

*Example:* The brood of little ducklings stayed close to their mother.

*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




Vocabulary Chart for The Little Half-Chick (Medio-Pollito)			
Core Vocabulary words are in <b>bold</b> .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	copula folktale Madrid overcooked travelers weather vane	<b>abandoned</b> desperate <i>dine</i> replied <b>stubborn</b> strutted tangled willful	fire king stove tree water wind
<b>Multiple Meaning</b>	<b>brood</b>	<u>rest</u> <b>waste*</b>	cook <b>stream</b>
<b>Phrases</b>	<i>Medio Pollito</i>	made up his mind time to waste	help yourself
<b>Cognates</b>	cópula Madrid	abandonado desesperado(a) responder	

## Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Please note it is the same as the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 7A-2: Hen with brood of baby chicks
2. 7A-3: Medio Pollito leaves for Madrid
3. 7A-4: Medio Pollito at the stream
4. 7A-5: Medio Pollito at the fire
5. 7A-6: Medio Pollito at the tree blowing in the wind
6. 7A-7: Medio Pollito in the kitchen
7. 7A-8: The cook tossing Medio Pollito out the window
8. 7A-9: Weather vane over Madrid

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Introducing Folktales</b>	storybooks of folktales	15
	<b>Introducing “The Little Half-Chick (Medio Pollito)”</b>	Instructional Master 7A-1; world map	
	<b>Vocabulary Preview: Medio Pollito, Dine</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Little Half-Chick (Medio Pollito)</b>	world map	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Response Card 7; Personification Chart	10
	<b>Sayings and Phrases: Do Unto Others as You Would Have Them Do Unto You</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Multiple Meaning Word Activity: Rest</b>	Poster 4M (Rest)	20
	<b>Syntactic Awareness Activity: Creating Compound Sentences using so</b>		
	<b>Vocabulary Instructional Activity: Waste</b>		
	<b>End-of-Lesson Check-in</b>	Instructional Master 7B-1	
<b><i>Take-Home Material</i></b>	<b>Family Letter</b>	Instructional Masters 7B-2, 7B-3	

### ***Advance Preparation***

For Introducing Folktales, bring in several storybooks of popular folktales. You may wish to designate a section of the class bookshelf to folktales, particularly folktales from around the world.

Prepare a copy of Instructional Master 7A-1 for each student. Refer to it as Response Card 7 (The Little Half-Chick (Medio Pollito)). Students can use this response card to preview, review, and answer questions about this folktale.

Prepare a copy of Instructional Master 7B-1 for each student. Students will put the images in order to show the sequence of events in this folktale.

***Note to Teacher***

To make the read-aloud more interactive and to help students remember the significance of the characters; you may wish to have the class come up with special motions for water, fire, and wind. You may also wish to speak in a different voice for each of these characters and invite students to repeat certain lines of the characters using the different voices.



# The Little Half-Chick (Medio Pollito)

7A

## Introducing the Read-Aloud

15 minutes

### Introducing Folktales

- Remind students that they have heard several fables. Ask if they remember the three characteristics of fables. (short, moral, personification)
  - You may wish to briefly review the morals of the fables written in their own words.
- Tell students that today they will hear a longer story. This kind of story is called a *folktale*.
  - Have students say *folktale* three times.
- Ask students if they have heard a folktale before. [Folktales include fairy tales such as *Cinderella*, *Snow White*, *Sleeping Beauty*, and other stories such as *Goldilocks and the Three Bears* and *Stone Soup*. You may wish to pass around examples of storybooks of folktales.]
- Define *folktale* as a made-up story from a long, long time ago that was passed down orally—by word of mouth—from person to person. A folktale may have first been told to family members, like a grandmother to her grandson, and then the grandson to some friends and his children, etc. Eventually a folktale may be written down and put into a book for many people to enjoy.
- Tell students that a folktale is also one kind of fiction because it is made-up from someone’s imagination and is not real.

### Introducing “The Little Half-Chick (Medio Pollito)”



#### ◀ Show image 7A-1: Weather vane

- Have students describe what they see in the picture to their partner. Allow fifteen seconds for students to talk. Call on two partner pairs to share.
- Tell students that this is a picture of a weather vane. Weather vanes are usually found on the tops of buildings, particularly on farm buildings. It is a tool that helps people see which way the wind is blowing.

- Tell students that they will see a weather vane at the end of today’s story.

### **Picture Walk**

- Tell students that the folktale they will hear is called “The Little Half-Chick (Medio Pollito).” It is a folktale from Spain.  
[Point to Spain on a world map.]
- Tell students that you will take a picture walk through this story together. Explain that a picture walk is when they look at the pictures from the story to become familiar with the story, see the characters of the story, and make predictions about what might happen in the story.



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

- Tell students that this is the beginning of the story.
- Ask students if they can tell who the main character is—or who the story is mostly about. Point to Medio Pollito.
- Tell students that the mother chicken, or mother hen, has a brood of chicks—or group of baby chickens. Count the number of chicks in the brood.



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

- Tell students that in this story, Medio Pollito meets three things: water, fire, and wind.
- Point to the stream and tell students that a stream is like a small river. This is the water that Medio Pollito will meet.
- Ask students what they see in the stream. Tell students that the plants in the stream are weeds. When a stream is full of weeds, it is very hard for the water to move.

[At this point, you may wish to make up motions for water and the voice for water.]



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

- Ask students which character Medio Pollito meets in this picture. (fire)
- Tell students that it looks like this fire is about to go out. Ask students what could be done to keep the fire burning.

[At this point, you may wish to make up motions for fire and the voice for fire.]



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

- Ask students which character Medio Pollito meets in this picture. (wind)
- Tell students that it looks like the wind is stuck and wrapped around the tree.  
[At this point, you may wish to make up motions for wind and the voice for wind.]
- Give students Response Card 7 (The Little Half-Chick (Medio Pollito)) from Instructional Master 7A-1. Have students describe what they see in the picture and whether the chicken on the weather vane looks happy or sad.

### **Vocabulary Preview**

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#### ***Medio Pollito***

1. The main character in today's folktale is called *Medio Pollito* (MEH-dee-oh poh-YEE-toh).
2. Say the words *Medio Pollito* with me three times.
3. *Medio Pollito* is Spanish for little half-chick—the title of today's folktale. *Medio* means half in Spanish and *pollito* means little chick in Spanish.
4. In today's story you will hear that Medio Pollito is a stubborn chick who does not listen to others and thinks only of himself.
5. If medio pollito means little half-chick, what do you think the character, Medio Pollito, in this story will look like? Tell your partner what you think. [Call on two partner pairs to share.]

## ***Dine***

1. In today's story Medio Pollito says he will *dine* with the king.
2. Say the word *dine* with me three times.
3. To dine is to eat, usually it means to eat dinner.
4. Mother says we will dine at 5:30 tonight, and we will dine on spaghetti and salad.

Would you be excited if someone like a king or the president invited you over to dine?

5. Tell your partner what time your family usually dines, or eats dinner. Tell your partner what you enjoy dining on, or what kinds of food you like to eat. [Call on two students to share what their partner said.]

## **Purpose for Listening**

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Remind students that the title of this folktale is “The Little Half-Chick (Medio Pollito).” Remind students that a folktale is one type of fiction. Tell students to listen carefully to find out how a chicken got put on a weather vane.

By the end of this lesson, students should be able to:

- ✓ Demonstrate familiarity with “The Little Half-Chick (Medio Pollito)”
- ✓ Describe the characters, setting, and plot of “The Little Half-Chick (Medio Pollito)”
- ✓ Identify that “The Little Half-Chick (Medio Pollito)” is a folktale



## 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** of little chicks.

[Point to the brood and have students say *brood of chicks* with you.]

They were all fine, plump—and round—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.”

The mother hen called her youngest chick Medio Pollito [MEH-dee-oh poh-YEE-toh], which is Spanish for “half-chick.”

[Have students tell their partner why he is called Medio Pollito. Call on two partner pairs to share.]

She thought that he would never be able to take care of himself. She decided that she would have to keep him at home to take care of him and look after him.

But, Medio Pollito had a different idea. Medio Pollito turned out to be a very **stubborn** little chick.

[Explain to students that Medio Pollito is stubborn and hard to take care of because he did not always listen to his mother and liked to do things his way.]

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 and stubborn 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.

[Have students discuss with their partner whether Medio Pollito is a kind, or nice, chick. Call on two partner pairs to share.]





← **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—or have dinner—with the king.”

[Point to Spain on a world map. Tell students that Madrid is the capital and largest city in Spain.]

“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 stubborn Medio Pollito had made up his mind. He would not listen to his mother, or to his brothers and sisters, all of whom pleaded—and begged—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—I will make a lot of money—and live in a big house. Perhaps I will even invite the rest of you to pay me a short visit sometime.”

With that, he turned and hopped off on his one leg.

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**

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

[You may wish to have students repeat the stream’s line with you.]

“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? Help yourself, and don’t bother busy travelers like me. I am off to Madrid to dine with the king.”

And away he hopped.

[Ask students: “Does Medio Pollito help the stream?” (no)]



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

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

[You may wish to have students repeat the fire’s line with you.]

“Humph!” said Medio Pollito. “Do you think I have time to waste to do that sort of thing? Help yourself, and don’t bother busy travelers like me. I am off to Madrid to dine with the king.”

And away he hopped.

[Ask students: “Does Medio Pollito help the fire?” (no)]



← **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?”

[You may wish to have students repeat the wind’s line with you. Have students tell their partner what they think Medio Pollito will answer.]

“It’s your own fault for going so high up there,” said Medio Pollito. “And besides, do you think I have time to waste to do that sort of thing? Help yourself, and don’t bother busy travelers like me. I am off to Madrid to dine with the king.”

And away he hopped.

**Mid-Story Check-In**

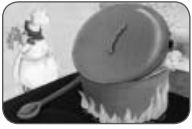
1. *Literal* Which characters have you met so far?
  - I have met the mother hen, Medio Pollito, his brothers and sisters, the water/stream, the fire, and the wind.
2. *Literal* Where is Medio Pollito going?
  - Medio Pollito is going to Madrid to dine with the king.
3. *Inferential* Do you think Medio Pollito is a nice chick? Why or why not?
  - Answers may vary.

When he entered the city, Medio Pollito saw the beautiful royal palace.

[Mention that a palace is where a king lives.]

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.”

[Explain that the king’s cook saw Medio Pollito and now wants to cook the chick for the king’s dinner.]



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

The cook scooped up Medio Pollito in his hand. He took him back to the kitchen, and tossed him into a pot of water! Then he set the pot on the stove.

Medio Pollito was getting very wet. “Oh, water,” he cried, “don’t soak me like this!”

[Point out that the water is inside the pot.]

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?”

[You may wish to have students repeat the water’s line with you.]

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!”

[Point to the fire.]

But the fire replied, “You would not help me when I was about to burn out, so why should I help you now?”

[You may wish to have students repeat the fire’s line with you.]

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



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

“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!”

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.

[Point to the wind.]

“Oh, wind,” Medio Pollito cried, “don’t push me around like this. Please, set me down!”

[Have students tell their partner what they think the wind will answer.]

But the wind replied, “You would not help me when I was caught in the tree, so why should I help you now?”

[You may wish to have students repeat the wind’s line with you.]



← **Show image 7A-9: Weather vane over Madrid**

And with that the wind lifted Medio Pollito up, up, up in the air to the top of a building and left him stuck atop the cupola.

[Point to the cupola. Tell students that a cupola is the round shape at the tallest point of a building.]

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.

## ***Discussing the Read-Aloud***

**10** minutes

### **Comprehension Questions**

If students have difficulty responding to questions, reread pertinent lines of the story and/or refer to the images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of this folktale?
  - The title of this folktale is “The Little Half-Chick (Medio Pollito).”
2. *Evaluative* Could this story really happen, or is it make-believe? How do you know?
  - This story is make-believe because chickens, water, fire, and wind do not talk.
3. *Evaluative* Remember, when animals act like people it is called personification. Does this story use personification?
  - Yes, this story uses personification.

Which character acts like a person? How the animals act like people?

- The chickens act like people because the chickens talk.

[You may wish to continue filling out the personification chart.]

<b>Animal</b>	<b>Things that Animals Really Do</b>	<b>Things that Animals Really Can't Do (Personification)</b>
oxen	Pull the plow Eat hay	Talk in a polite manner, saying "excuse me" and "please"
wolf	Prowls Wants to eat sheep	Dresses in disguise to trick others
fox	Eats grapes Lunges and jumps	Talks
chickens	Live in broods	Talk

4. *Inferential* What are the settings for this story—where does this story take place?
  - The settings for this story are in Spain, on a farm, by a stream, next to a campfire, by a tree, in a kitchen, and on top of a cupula.
5. *Literal* What three things does Medio Pollito meet on his way to Madrid? What do they ask him to do?
  - Medio Pollito meets a stream (or water), a fire, and the wind on his way to Madrid. They ask him to help them.
6. *Inferential* Why doesn't Medio Pollito help them?
  - Medio Pollito does not help them because he thinks helping them will be a waste of time; he is in a rush to go to Madrid to dine with the king.
7. *Literal* What happens to Medio Pollito when he reaches the palace?
  - The cook throws him into a pot of boiling water to cook for the king.
8. *Literal* Who does Medio Pollito ask for help? What does he ask each of them to do?
  - Medio Pollito asks the water not to soak him. He asks the fire not to cook him. He asks the wind not to push him around and to set him down.
9. *Inferential* Do any of them help Medio Pollito? Why not?
  - None of them help Medio Pollito because Medio Pollito did not help them.
10. *Literal* What does Medio Pollito become at the end of the story? [Have students point this out on Response Card 7.]
  - Medio Pollito becomes a weather vane.

[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 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.

**Sentence Frames:**

Does this folktale teach us to be helpful and kind toward others?  
(Yes/No)

I think this folktale teaches me to ...

If you ..., then ...

11. *Evaluative Think Pair Share:* Some folktales teach a lesson just like fables do. What lesson does this folktale teach?

12. After hearing today’s story 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 remaining questions.]

**Sayings and Phrases: Do Unto Others as You Would Have Them Do Unto You**

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- 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 this saying, first out loud and then turn to their partners and tell it to them.
- Say to students: “Discuss with your partner how the saying ‘do unto others as you would have them do unto you’ applies to Medio Pollito.” Allow thirty seconds for students to talk. Call on two volunteer partner pairs to share.
- Ask students whether the outcome would have been different had Medio Pollito helped the stream, the fire, and the wind.
- Ask students to come up with other applications of this saying, or provide a few more examples for students. (If you do not share, others might not share with you either. If you are not kind to others, others might not be kind to you either. If you do not like others to be bossy, you should not be bossy either. If you would like others to play with you, you should play with others also.)



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



# The Little Half-Chick (Medio Pollito)

7<sub>B</sub>

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

#### *Multiple Choice: Rest*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 4M (Rest).] In the read-aloud Medio Pollito said, “[After I am in Madrid,] perhaps I will invite the *rest* of you to pay me a short visit.” Here, *rest* means the people or things that are left. Which picture shows this?
2. *Rest* also means something else. *Rest* means to sleep or take a break. Which picture shows this?
3. Now that we have gone over two different meanings for *rest*, quiz your partner on these different meanings. Use complete sentences. For example, you could say, “It is important to get enough rest at night.” And your partner would respond, “That’s number 2.”

### ↔ Syntactic Awareness Activity

#### *Creating Compound Sentences Using so*

**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. There may be variations in the sentences created by your class. Allow for these variations and restate students’ sentences so that they are grammatical. If necessary, have students repeat the sentence after you.

Directions: Today we are going to make sentences using the word *so*.

1. We can connect two sentences with the word *so* to show reason and result.
2. What is special about the main character in today’s folktale? (The main character has only one wing, one leg, and one eye.)

What is he called? (He is called Medio Pollito.)

3. Let's put these two sentences together: the reason—the main character has only one wing, one leg, and one eye; the result—he is called Medio Pollito.

*The main character has only one wing, one leg, and one eye, so he is called Medio Pollito.*

4. We will make one more sentence using the word so.

Does Medio Pollito help the stream? (Medio Pollito does not help the stream.)

Does the stream help Medio Pollito? (The stream does not help Medio Pollito.)

5. Can you put these two sentences together using the word so? The reason—Medio Pollito does not help the stream; the result—the stream does not help Medio Pollito.

*Medio Pollito does not help the stream, so the stream does not help Medio Pollito.*

6. With your partner think of another reason and result from the folktale “The Little Half-Chick (Medio Pollito).” Use the word so to put your two sentences together.

[Examples: Medio Pollito does not help the fire, so the fire does not help Medio Pollito. Medio Pollito is in a rush to see the king, so he does not help the wind. Medio Pollito became overcooked, so the cook threw him out the window. Medio Pollito became a weather vane, so people can see which way the wind is blowing.]

## **Vocabulary Instructional Activity**

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### **Word Work: Waste**

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 three times.
3. If you waste something, you use it carelessly and foolishly.
4. If you don't want to waste water, you can turn off the faucet while you brush your teeth.
5. Can you think of things that you try not to waste?



[Ask two or three students. If necessary, guide and/or rephrase students' responses: "I try not to waste \_\_\_\_\_.]" Suggestions: paper, stickers, paints, money, paper towels, electricity.]

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 using too much of an item, or wasting that item, you will say, "That is a waste of \_\_\_\_\_." If you think it is not a waste, you will say, "That is not a waste of \_\_\_\_\_."

[Explain that people often have different opinions about what is or isn't wasting something, but they should be able to give reasons for their opinions.]

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 [for gas]
4. watching TV all day [for electricity or time]
5. using a piece of recycled paper

## 10 End-of-Lesson Check-In

### *Sequencing the Story (Instructional Master 7B-1)*

- Give each student a copy of Instructional Master 7B-1. Explain to students that this worksheet has pictures of events from the plot "The Little Half-Chick (Medio Pollito)." Remind students that the plot is the events that happen in a story.
    - First, have students talk about what is happening in each picture.
    - Next, have them cut out the four pictures.
    - Then, students should arrange the pictures in their correct order to show the proper sequence of events.
    - When they think they have the pictures in the correct order, they should ask an adult to see if their order is correct.
    - Have students glue or tape the pictures on paper once they have been sequenced.
- Some students may be able to write a short sentence about what is happening in each picture.

### ***Checking for Understanding***

**Note:** Before students begin this activity, check to make sure they understand the directions.

- Say to students: “Asking questions is one way to make sure that everyone knows what to do. Think of a question you can ask your partner about the directions I have just given you. For example, you could ask, ‘What should I do first?’ Or, ‘What do I do when I think I have the pictures in the correct order?’”
- Be sure that students understand the five-part instructions to this activity.
- As students complete this activity, have them work with their partner or home-language peers to retell the story referring to their sequenced pictures.

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

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### **Family Letter**

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Send home Instructional Masters 7B-2 and 7B-3.



# The Crowded, Noisy House

# 8

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “The Crowded, Noisy House”
- ✓ Describe the characters, setting, and plot of “The Crowded, Noisy House”
- ✓ Identify that “The Crowded, Noisy House” is a folktale

### 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 that are addressed in all lessons in this domain.

Students will:

- ✓ Retell the story “The Little Half-Chick (Medio Pollito)” including key details (RL.1.2)
- ✓ Retell the story “The Crowded, Noisy House” including key details and interpret the moral of the story using their own words (RL.1.2)
- ✓ Identify words such as *pondered* that suggest feelings or appeal to the senses (RL.1.4)
- ✓ Sequence pictures illustrating events from “The Crowded, Noisy House” (RL.1.7)
- ✓ Compare and contrast two versions of the same folktale (RL.1.9)
- ✓ Categorize and organize information from “The Crowded, Noisy House” to create a sequence of the story (W.1.8)
- ✓ Ask questions to clarify directions (SL.1.3)
- ✓ Identify real-life connections between words—*advice* and *stunned*—and their use (L.1.5c)

## 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, ponders, pondering

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

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


*Variation(s):* none

Vocabulary Chart for The Crowded, Noisy House			
Core Vocabulary words are in <b>bold</b> .			
Multiple Meaning Word Activity word is <u>underlined&gt;</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	<b>advice</b> Jewish kvetches <i>rabbi</i>	crowded noisy <b>pondered</b> <b>stunned*</b>	animals children cry fight goat scream wife
<b>Multiple Meaning</b>		poor worse	
<b>Phrases</b>	Oy vey!	worse than ever	mother-in-law
<b>Cognates</b>	judío(a) rabino	pobre	animal

## Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Please note it is the same as the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 8A-1: Man and rabbi talking
2. 8A-2: Taking the goat in the house
3. 8A-3: Goat on the table
4. 8A-4: Cow in the living room
5. 8A-6: Quiet, empty house

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Folktale Review</b>	Instructional Master 7B-1	15
	<b>Introducing “The Crowded, Noisy House”</b>	Instructional Master 8A-1	
	<b>Vocabulary Preview: Rabbi, Advice</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Crowded, Noisy House</b>		15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Response Card 8	10
	<b>Word Work: Stunned</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Sequencing the Story</b>	Instructional Master 8B-1	20
	<b>Domain-Related Trade Book</b>		

### ***Advance Preparation***

For Folktale Review, use the story sequence for “The Little Half-Chick (Medio Pollito)” (Instructional Master 7B-1).

Prepare a copy of Instructional Master 8A-1 for each student. Refer to it as Response Card 8 (The Crowded, Noisy House). Students can use this response card to preview, review, and answer questions about this folktale.

Prepare a copy of Instructional Master 8B-1 for each student. Students will put the images in order to show the sequence of events in this folktale.

### ***Note to Teacher***

To make this read-aloud more interactive, you may wish to divide the class into three groups. The first group will be the kids who cry and fight. The second group will be the wife who screams. The third group will be the mother-in-law who kvetches, or complains. Have the groups come up with a brief, expressive line for their characters. Pause during the story and have the groups say their lines, one at a time and then all together, reenacting the scene of a crowded, noisy house.



# The Crowded, Noisy House

8<sub>A</sub>

## Introducing the Read-Aloud

15 minutes

### Folktale Review

- Remind students that a folktale is a made-up story from a long, long time ago. Folktales were first passed down orally—by word of mouth—from person to person, and then some were written down and put into a book for many people to enjoy.
- Ask students: “Are folktales real or make-believe?” Folktales are make-believe. Remind students that folktales are one kind of fiction.
- Remind students that they heard a folktale from Spain. Using their sequence of the story, have students retell the story, “The Little Half-Chick (Medio Pollito)” to their partner or with home-language peers.
- Remind students of the lesson Medio Pollito learned or should have learned. (“Do unto others as you would have them do unto you.” Medio Pollito should have been kind and helped the water, fire, and wind.)

### Introducing “The Crowded, Noisy House”

#### Picture Walk

- Tell students that the folktale they will hear is called “The Crowded, Noisy House.” It is a Jewish folktale. This folktale also has the title, “It Could Always Be Worse.”
- Tell students that you will take a picture walk through this story together. Explain that a picture walk is when they look at the pictures from the story to become familiar with the story, see the characters of the story, and make predictions about what might happen in the story.



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

- Tell students that this is the beginning of the story.
- Point to two of the characters in the story—the Jewish man and the rabbi. Mention that the Jewish man is talking to the rabbi and asking the rabbi for help.



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

- Tell students that the Jewish man takes several animals into his house.
- Ask students what the Jewish man is doing in this picture.
- Have students share with their partner what they think the man is going to do with the goat. Call on two partner pairs to share.



← **Show image 8A-5: Goose on the carpet**

- Have students describe this scene to their partner.
- Ask students to identify the characters in this picture (the Jewish man, the wife, the mother-in-law, the kids, the goat, the cow, the goose).
- Give students Response Card 8 (The Crowded, Noisy House) from Instructional Master 8A-1. Have students compare and contrast the two pictures on the response card. Ask which picture is more like the title, “The Crowded, Noisy House.”

### Vocabulary Preview

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#### *Rabbi*



← **Show image 8A-1: Man and rabbi talking**

1. In today’s folktale, a poor Jewish man goes to speak with a *rabbi*.
2. Say the word *rabbi* with me three times.
3. A rabbi is a teacher in the Jewish religion.
4. Many Jews go to their rabbi when they need help.
5. Who do you go to when you need help?

#### *Advice*

1. The Jewish man in today’s story wanted the rabbi’s *advice* about what to do.
2. Say the word *advice* with me three times.
3. Advice is an idea or suggestion that someone gives to help others decide what to do.
4. Kate’s teacher always gave great advice about good books to read.
5. What advice would you give your friend if your friend has a cold?

How about if s/he lost her lunchbox? [Call on two students to share what their partner said.]

### **Purpose for Listening**

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Remind students that the title of this folktale is “The Crowded, Noisy House.” This folktale is also commonly called “It Could Always Be Worse.” Tell students to listen carefully to find out why this story is also called “It Could Always Be Worse.”

By the end of this lesson, students should be able to:

- ✓ Demonstrate familiarity with “The Crowded, Noisy House”
- ✓ Describe the characters, setting, and plot of “The Crowded, Noisy House”
- ✓ Identify that “The Crowded, Noisy House” is a folktale





## The Crowded, Noisy House

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

Once there was a poor Jewish man. This man did not have much money nor did he have much luck. The poor Jewish man went to speak with his rabbi.

[Remind students that a rabbi is a teacher in the Jewish religion; some Jews go to a rabbi to seek help and advice.]

“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.”

[Invite students to close their eyes and imagine what it might be like to have eight people living in one room.]

“The children, they cry and fight.”

[You may wish to have the first group say their line.]

“My wife, she screams a lot.”

[You may wish to have the second group say their line.]

“My mother-in-law, she kvetches—she complains and whines—about everything!”

[You may wish to have the third group say their line. Then have all three groups say their lines together.]

“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**—and thought deeply about—the man’s situation.

[Act out *pondered*.]

“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.”

“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**

The man was **stunned**—he was shocked by the rabbi’s **advice**. Take the goat into the house? The rabbi’s advice sounded like a crazy idea.

[Ask students: “Do you think the rabbi’s advice sounds like a crazy idea?” Take a quick tally of the class.]

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.

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

“Oy vey!” he said.

[Explain that “Oy vey!” is a Yiddish term, or a phrase some Jewish people say, that means “how horrible!”]

“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**

“The children, they cry and fight. My wife, she screams a lot. My mother-in-law, she kvetches—and complains and whines—about everything. 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 and pondered for a moment.

[Act out *pondered*.]

Then he asked the man, “Do you have any other animals?”

“Yes,” said the man. “I have a cow—”

[Say to students: “Tell your partner what advice the rabbi is going to give the man.” Call on two partner pairs to share.]

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

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**

“Oy vey!” he moaned. “I did as you said. I brought the cow into the house, and things are even worse than before. The children, they cry and fight. My wife, she screams a lot. My mother-in-law, she kvetches—and whines and complains—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!”

The rabbi was silent and pondered for a long time. Then he asked, “Do you have any other animals?”

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

[Say to students: “Tell your partner what advice the rabbi is going to give the man.” Call on two partner pairs to share.]

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

Two days later, the man went back to the rabbi. “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—and whines and complains—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!”

“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.”



← **Show image 8A-6: Quiet, empty house**

The next day the man came running 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!”

### Comprehension Questions

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If students have difficulty responding to questions, reread pertinent lines of the story and/or refer to the images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of this folktale?
  - The title of this folktale is “The Crowded, Noisy House” or “It Could Always Be Worse.”
2. *Literal* What problem does the Jewish man have at the beginning of the story?
  - The problem is that the children cry and fight, the wife screams a lot, and the mother-in-law kvetches about everything.
3. *Literal* Who does the Jewish man go to for advice?
  - The Jewish man goes to the rabbi for advice.
4. *Literal* What advice does the rabbi give the man?
  - The rabbi tells the man to bring animals to live with them in the house.
5. *Inferential* Does bringing animals to live with the family solve the Jewish man’s problem?

[Have students point to this scene on Response Card 8.]

- No, bringing animals to live with the family does not solve the problem.

Why not?

- The animals made the house even more crowded and noisy.

6. *Evaluative* Personification is when animals act like people. Is there personification in this story?

- No, there is no personification in this story.

How do you know?

- The animals act like animals: the goat butts her head against things; the cow eats clothing; and the goose honks and poops on the floor. None of the animals talk or act like people in this story.

7. *Literal* Near the end of the story, what advice does the rabbi give the Jewish man?

- The rabbi tells the man to take the animals out of the house.

8. *Inferential* Does the rabbi’s advice help the man this time? Why?
- Yes, it helps the man because it makes his house seem quiet and peaceful without the animals. [Have students point to this scene on Response Card 8.]
9. *Inferential* Do you think there is really a difference between the situation at the beginning of the story (children crying and fighting, wife screaming, and mother-in-law kvetching) and the situation at the end of the story? Why or why not?
- Answers may vary, but should hint at “no” because the story did not say whether the children stopped crying and fighting, or whether the wife stopped screaming, or whether the mother-in-law stopped kvetching.

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

**Sentence Frames:**

Did the situation at the man’s home get worse after he brought animals to live with his family?  
(Yes/No)

I think this folktale is called “It Could Always Be Worse” because  
...

Another title for this folktale could be \_\_\_\_\_.

10. *Evaluative Think Pair Share:* This folktale is sometimes titled or called, “It Could Always Be Worse.” Why do you think it would be called that? What other title could this folktale have?
11. After hearing today’s story 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 remaining questions.]

## Word Work: Stunned

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1. In the folktale you heard, “The [poor Jewish] man was *stunned*. Take the goat into the house?”
2. Say the word *stunned* with me.
3. When someone is stunned s/he is very shocked about what s/he saw or heard.
4. The man was stunned when he heard that he had won one million dollars.

Gloria was stunned when she heard that her family was moving in less than a week.

5. Tell me if you would be stunned—or shocked—by these situations.
  - having a goat, cow, and goose live in your house
  - having one hour for recess instead of only twenty minutes
  - getting stung by a bee on your foot
  - making a basket—putting the basketball through the hoop—on your first try
  - finding a golden coin on the sidewalk
6. What’s the word we’ve been talking about?

Use a *Sharing* activity for follow-up. Directions: Think of a time you were stunned by something or someone. Where were you? What was happening? How did you feel? What was your facial expression? Tell your partner about what stunned you.

[Students may use the sentence frame: “I was stunned when . . .”]



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



# The Crowded, Noisy House

# 8<sub>B</sub>

## Extensions

20 minutes

### 10 Sequencing the Story (Instructional Master 8B-1)

- Give each student a copy of Instructional Master 8B-1. Explain to students that this worksheet has pictures of events from the plot for “The Crowded, Noisy House.” Remind students that the plot is the events that happen in a story.
  - First, have students talk about what is happening in each picture.
  - Next, have them cut out the four pictures.
  - Then, students should arrange the pictures in their correct order to show the proper sequence of events.
  - When they think they have the pictures in the correct order, they should ask an adult to see if their order is correct.
  - Have students glue or tape the pictures on paper once they have been sequenced.
- Some students may be able to write a caption or short sentence about what is happening in each picture.

### Checking for Understanding

**Note:** Before students begin this activity, check to make sure they understand the directions.

- Say to students: “Asking questions is one way to make sure that everyone knows what to do. Think of a question you can ask your partner about the directions I have just given you. For example, you could ask, ‘What should I do after I cut out the pictures?’”
- Be sure that students understand the five-part instructions to this activity.
- As students complete this activity, have them work with their partner or home-language peers to retell the story referring to their sequenced pictures.

## Domain-Related Trade Book

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- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose another version of “The Little Half-Chick (Medio Pollito)” or “The Crowded, Noisy House/It Could Always Be Worse” to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion about the ways in which the trade book version of the story is the same as and different from the story in the read-aloud.





# The Tale of Peter Rabbit

# 9

## ☑ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “The Tale of Peter Rabbit”
- ✓ Describe the characters, setting, and plot of “The Tale of Peter Rabbit”

### 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 that are addressed in all lessons in this domain.

Students will:

- ✓ Retell the story “The Crowded, Noisy House” including key details (RL.1.2)
- ✓ Retell the story “The Tale of Peter Rabbit” including key details and interpret the moral of the story using their own words (RL.1.2)
- ✓ Use narrative language to describe the plot from “The Tale of Peter Rabbit” (RL.1.3)
- ✓ Sequence pictures illustrating events from “The Tale of Peter Rabbit” (RL.1.7)
- ✓ As a class, plan a story creating a list of potential characters, settings, and events (W.1.3)
- ✓ Participate in a shared fiction writing project (W.1.7)
- ✓ With assistance, make a T-Chart to show things that animals can do and personification in the story (W.1.8)
- ✓ Categorize and organize information from “The Tale of Peter Rabbit” to create a sequence of the story (W.1.8)
- ✓ Identify real-life connections between words—*tale*, *thief*, and *mischief*—and their use (L.1.5c)

## 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

Vocabulary Chart for The Tale of Peter Rabbit			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	Cotton-tail/ Flopsy/Mopsy/Peter parsley rabbithole radish sieve sparrows <i>tale</i> tool-shed wheelbarrow	<b>exert</b> <b>mischief*</b> <b>naughty</b> presently tablespoon <b>thief</b> tired trembling underneath	beans blackbird blackberries buttons bushes cabbages cat caught jacket gate lettuce mouse pond shoes
<b>Multiple Meaning</b>	shed	scratch <b>sobs</b>	rake
<b>Phrases</b>	chamomile tea Mr./Mrs. McGregor		
<b>Cognates</b>	cacto parque	<b>ejercer</b> tembloroso(a)	botón lechuga

## Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Please note that it is the same as the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 9A-1: The Rabbit family/Mrs. Rabbit with her bunnies
2. 9A-2: Mrs. Rabbit fastening Peter’s jacket/going out
3. 9A-3: Bunnies picking berries/Peter squeezing under the gate
4. 9A-4: Peter snacking/Peter feeling full
5. 9A-5: Peter sees Mr. McGregor/Peter running away
6. 9A-6: Peter’s shoe in the cabbages/Peter caught in the gooseberry net
7. 9A-7: Sparrows imploring Peter/Peter escaping the sieve
8. 9A-8: Peter jumping into the watering can/Mr. McGregor searching the shed
9. 9A-9: Peter jumping out the window/Peter resting
10. 9A-10: Peter and the old mouse/Peter and the cat
11. 9A-11: Peter and Mr. McGregor/Peter escaping the garden
12. 9A-12: Scarecrow/Peter safe at home
13. 9A-13: Peter in bed/Flopsy, Mopsy, and Cotton-tail

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Introducing the Read-Aloud</b>	<b>Folktale Review</b>	Instructional Master 8B-1	15
	<b>Introducing “The Tale of Peter Rabbit”</b>	Instructional Master 9A-1	
	<b>Vocabulary Preview: Tale, Thief</b>		
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>The Tale of Peter Rabbit</b>	images or objects from the story	15
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>	Personification Chart	10
	<b>Word Work: Mischief</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Sequencing the Story</b>	Instructional Master 9B-1	20
	<b>My Story: Plan</b>	Instructional Master 1B-1; chart paper, chalkboard, or whiteboard	

### ***Advance Preparation***

For Folktale Review, use the story sequence for “The Crowded, Noisy House” (Instructional Master 8B-1).

Prepare a copy of Instructional Master 9A-1 for each student. Refer to it as Response Card 9 (The Tale of Peter Rabbit). Students can use this response card to preview, review, and answer questions about this folktale.

For Presenting the Read-Aloud, bring in images and realia of items from the story, e.g., sieve, tablespoon, lettuce, cabbage, radish, parsley, chamomile tea. You may wish to let students sample “rabbit food”; be sure to remind students that these are foods that wild rabbits eat and should not be fed to rabbits that people keep as pets.

**Note:** Be sure to check with your school’s policy regarding food distribution and allergies.

Prepare a copy of Instructional Master 9B-1 for each student. Students will put the images in order to show the sequence of events in this folktale.

### ***Note to Teacher***

The Flip Book images for this story show two scenes at a time. You may wish to pause and ask students to identify which picture matches the text you have just read. Alternatively, you may cover up the side of the image that you are not referring to.

For My Story, your class will plan their own fiction story. As a class, brainstorm several character options, setting options, and plot ideas. [You may wish to use a three-circle map or another graphic organizer for this.] If students are able, you may have them plan their own story using the story map from Instructional Master 1B-1. In the next lesson, students will draw the beginning, middle, and end of their story.



# The Tale of Peter Rabbit

9<sub>A</sub>

## Introducing the Read-Aloud

15 minutes

### Folktale Review

- Remind students that a folktale is a made-up story from a long, long time ago. Folktales were first passed down from person to person, and then some were written down and put into a book for many people to enjoy.
- Ask students: “Are folktales real or make-believe?” (Folktales are make-believe.) Remind students that folktales are one kind of fiction.
- Remind students that they heard a Jewish folktale. Using their sequence of the story (Instructional Master 8B-1), have students retell the story, “The Crowded, Noisy House” to their partner or with home language peers.
- Remind students of the lesson the poor Jewish man learned. (Do not get upset when things are going badly because it could always be worse.)

### Introducing “The Tale of Peter Rabbit”

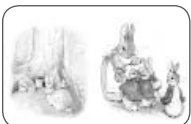


#### ◀ Show image 9A-1: The Rabbit family/Mrs. Rabbit with her bunnies

- Tell students that today they are going to hear a well-known story—or a classic tale—called “The Tale of Peter Rabbit.” Mention that this story is not a folktale, because instead of being told orally from person to person, this story was written down and made into a book. The author and illustrator of this story is a woman named Beatrix Potter.

#### Picture Walk

- Tell students that you will take a picture walk through this story together.



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

- Tell students that this is the beginning of the story.
- Have students identify the characters in this story: Mrs. Rabbit, Peter Rabbit, Flopsy, Mopsy, and Cotton-tail.



← **Show image 9A-4: Peter snacking/Peter feeling full**

- Ask students what Peter is doing in this picture.
- Have students tell their partner what they know about rabbits and what rabbits like to eat [(grass, hay, leaves, lettuce, carrots, etc.)]



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

- Have students identify the characters in the pictures. (Peter Rabbit and an old man.)
- Tell students that the old man's name is Mr. McGregor. Mr. McGregor does not like rabbits eating his plants.
- Ask students why Mr. McGregor is chasing Peter.



← **Show image 9A-12: Scarecrow/Peter safe at home**

- Ask students what they see on the scarecrow. (jacket and shoes)
- Point to Peter lying down on the ground.
- Have students tell their partner why they think Peter is lying on the ground. Does he look healthy and well? Does he look tired?
- Give students Response Card 9 (The Tale of Peter Rabbit) from Instructional Master 9A-1. Have students point out the characters on the response card. Tell students that three of the rabbits are good rabbits and one of the rabbits is naughty.

## Vocabulary Preview

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### *Tale*

1. Today's story is called "The *Tale* of Peter Rabbit."
2. Say the word *tale* with me three times.
3. A tale is a make-believe story about someone's adventures. A tale is also one kind of fiction. [Not to be mistaken with the word *tail*, as in an animal's tail.]
4. In today's tale, many exciting things happen to Peter Rabbit.
5. Can you predict, or guess, one thing that might happen in today's tale?

### ***Thief***

1. In today's tale you will hear Mr. McGregor call out, "Stop *thief!*"
2. Say the word *thief* with me three times.
3. A thief is someone who steals.
4. The police caught the jewelry thief.
5. Who do you think Mr. McGregor is talking to when he calls out, "Stop thief!"? What do you think the thief stole?

### **Purpose for Listening**

---

Remind students that the title of this story is "The Tale of Peter Rabbit," written and illustrated by Beatrix Potter. Tell students to listen carefully to the adventures of Peter Rabbit.

By the end of this lesson, students should be able to:

- ✓ Demonstrate familiarity with "The Tale of Peter Rabbit"
- ✓ Describe the characters, setting, and plot of "The Tale of Peter Rabbit"



## 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.

“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.”



### ← 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.”

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.

[Ask students: “What does Mrs. Rabbit tell her children not to do? (Don’t go into Mr. McGregor’s garden and don’t get into mischief.) What do you think mischief means?” Explain that if you get into mischief, you do something that causes trouble.]



### ← 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.

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



### ← Show image 9A-4: Peter snacking/Peter feeling full

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.

[Ask students: “Why is Peter feeling sick?” (He ate too much.)]





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

But round the end of a cucumber frame, whom should he meet but Mr. McGregor! 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!**”

[Ask students: “Who is the thief? What did he steal?” (Peter Rabbit is the thief. He stole Mr. McGregor’s plants/lettuces, beans, and radishes by eating them without permission.)]



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

[Have a student point out the shoe.]

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.

[Have a student point to the button caught on the gooseberry net.]



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

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.

[Define *sobs* as sounds made when crying. Explain that the sparrows *implore*—or encourage— Peter to *exert*—or try really hard to wiggle out of the net.]

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



← **Show image 9A-8: Peter jumping into the watering can/Mr. McGregor searching the shed**

Peter 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.

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.

[Have a student point out where Peter is hiding.]

Presently Peter sneezed—“Kertyschoo!” Mr. McGregor was after him in no time.



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

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

**Mid-Story Check-In**

1. *Literal* Who are the characters you have met so far?
  - I have met Mrs. Rabbit, Flopsy, Mopsy, Cotton-tail, Peter, Mr. McGregor, and the sparrows.
2. *Inferential* Why does Mr. McGregor chase Peter Rabbit?
  - Mr. McGregor chases Peter Rabbit because he is upset that Peter ate his plants.
3. *Literal* [Review what happens to Peter once Mr. McGregor begins to chase him: Peter loses one shoe in the cabbages and loses the other shoe in the potatoes; Peter gets caught in a gooseberry net; sparrows encourage Peter to wiggle out of the net; Peter wiggles out of the net but leaves his jacket behind; Peter runs to the tool-shed and hides in a watering can; Peter sneezes and Mr. McGregor begins to chase him again; Mr. McGregor tries to put his foot on Peter, but Peter goes through a window that is too small for 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.

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



← **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.

[Say to students: “Tell your partner why Peter is crying even if he has gotten away from Mr. McGregor.” Call on two partner pairs to share.]

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 goldfish. 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.

[Ask students: “Why doesn’t Peter ask the white cat for help?” Call on three students to answer.]



← **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!

[Have a student point out Peter on the wheelbarrow, Mr. McGregor hoeing onions, and the gate. Ask students: “What do you think Peter will do?” Call on two students to share.]

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

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



← **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.

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

He was so tired that he flopped down upon the nice soft sand on the floor of the 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!

[Explain that this is the second jacket and pair of shoes Peter has lost in about two weeks. Ask students: “If this is the second jacket and pair of shoes Peter has lost in about two weeks, does this mean that Peter has gotten into mischief before?” Call on two students to share.]



← **Show image 9A-13: Peter in bed/Flopsy, Mopsy, and Cotton-tail**

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

His mother put him to bed, and made some chamomile tea; and she gave a dose of it to Peter! “One tablespoonful to be taken at bedtime.”

But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper.

## Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the story and/or refer to the images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of this story?

- The title of this story is “The Tale of Peter Rabbit.”

[You may wish to remind students that this story is not a folktale because it was not first told orally from person to person, but was written down and made into a book. The author and illustrator of this story is a woman named Beatrix Potter.]

2. *Literal* What advice does Mrs. Rabbit give Flopsy, Mopsy, Cotton-tail, and Peter at the beginning of the story? Who follows Mrs. Rabbit’s advice and who does not follow her advice?

- Mrs. Rabbit tells Flopsy, Mopsy, Cotton-tail, and Peter to stay away from Mr. McGregor’s garden. She tells them not to get into mischief. Flopsy, Mopsy, and Cotton-tail listen to her advice, but Peter does not listen.



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



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



← Show image 9A-13: Peter in bed/Flopsy, Mopsy, and Cotton-tail

3. *Evaluative* [Show images in random order and have students tell you whether the images show events that happen in the beginning, middle, or end. Have a different student briefly explain what is happening in each picture.]

4. *Inferential* How is the ending for Peter different from the ending for his siblings?

- Peter is not feeling well and takes one tablespoon of chamomile tea before going to bed. Flopsy, Mopsy, and Cotton-tail get bread, milk, and blackberries for dinner.

5. *Evaluative* Why do you think Peter is not feeling well at the end of this story?
- Peter is not feeling well because he ate too much from Mr. McGregor’s garden; he was running around too much; he was too frightened; he was too tired; etc.
6. *Inferential* Do you think his mother knows what happened to Peter’s clothes?
- Answers may vary, but should hint at “yes” since this is the second time he has lost his clothes.
7. *Evaluative* Does this story use personification? [Personification is when animals act like people.]
- Yes, this story uses personification.

Which characters act like people?

- The rabbits and sparrows act like people.

[You may wish to continue filling out the personification chart.]

<b>Animal</b>	<b>Things that Animals Really Do</b>	<b>Things that Animals Really Can’t Do (Personification)</b>
oxen	Pull the plow Eat hay	Talk in a polite manner, saying “excuse me” and “please”
wolf	Prowls Wants to eat sheep	Dresses in disguise to trick others
fox	Eats grapes Lunges and jumps	Talks
chickens	Live in broods	Talk
rabbits	Live in a rabbithole Eat plants from the garden	Talk Wear clothes and walk on two feet
sparrows	Fly	Implore Peter to exert himself (talk)

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

**Sentence Frames:**

Does this story teach you to listen to your parents? (Yes/No)

This story teaches me to ...

I think Peter has/has not learned his lesson and next time he will ...

8. *Evaluative Think Pair Share:* What lesson does this story teach? Do you think Peter has learned his lesson, or will he get into trouble again by not following his mother’s advice?
9. After hearing today’s story 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 remaining questions.]

**Word Work: Mischief**

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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 three times.
3. Mischief is behavior that causes trouble.
4. My younger sister is full of mischief; she is always thinking of ways to annoy me and to make me mad.
5. Can you think of another character that is full of mischief?  
[Suggestion: The shepherd boy who cried “wolf.”]  
[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “\_\_\_\_\_ is full of mischief.”]
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 shepherd 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 Sequencing the Story (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 plot for “The Tale of Peter Rabbit.” Remind students that the plot is the events that happen in a story.
  - First, have students talk about what is happening in each picture.
  - Next, have them cut out the four pictures.
  - Then, students should arrange the pictures in their correct order to show the proper sequence of events.
  - When they think they have the pictures in the correct order, they should ask an adult to see if their order is correct.
  - Have students glue or tape the pictures on paper once they have been sequenced.
- As students complete this activity, have them work with their partner or home-language peers to retell the story referring to their sequenced pictures.
- Some students may be able to write a short sentence about what is happening in each picture.

### My Story: Plan

- Tell students that they have heard many stories the past few weeks. You may wish to review Flip Book images of the fables and stories they have heard. Today they will plan their own story.
- Ask students: “What does every story need?” (Every story needs characters, setting, and plot.)
- Tell students that they will brainstorm ideas for characters, setting, and plot on a piece of chart paper or on the board.

**Note:** Explain to students 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.

- Start with characters. List the character options. Ask whether the story will have people and/or animal characters. Ask whether the story will have personification. Determine how many characters will be in the story and who will be the main character.
  - Then write down setting options. Choose the setting(s) for the story.
  - Finally, write down ideas for plot, or what might happen in the story. Choose a few plot ideas to work with.
  - Tell students that in the next lesson, they will write/draw their own story. For now, they should continue to think about the character(s), setting(s), and plot of their story.
-  Some students may be able to plan their own story using Instructional Master 1B-1.



# All Stories Are Anansi's

10

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “All Stories Are Anansi’s”
- ✓ Describe the characters, setting, and plot of “All Stories Are Anansi’s”
- ✓ Identify that “All Stories Are Anansi’s” is a folktale

### 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 that are addressed in all lessons in this domain.

Students will:

- ✓ Retell the story “The Tale of Peter Rabbit” including key details (RL.1.2)
- ✓ Identify when the python, the leopard, and the hornet are speaking at various points in the story (RL.1.6)
- ✓ Draw or write the beginning, middle, and end of their own story, giving their story a title, an introductory sentence, and concluding sentence (W.1.3)
- ✓ With guidance and support from adults, explore a variety of digital tools to produce and publish a class book of stories (W.1.6)
- ✓ Participate in a shared fiction writing project (W.1.7)
- ✓ With assistance, make a T-Chart to show things that animals can do and personification in the story (W.1.8)
- ✓ Add drawings to show beginning, middle, and end of their own fiction story (SL.1.5)
- ✓ Sort words into categories such as *satisfied* and its antonym *dissatisfied* (L.1.5a)

- ✓ Identify real-life connections between words—*quarrel*, *capture*, and *satisfied*—and their use (L.1.5c)

## Core Vocabulary

**acknowledge, v.** 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, acknowledging

**approached, v.** To come near

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

*Variation(s):* approach, approaches, approaching

**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

Vocabulary Chart for All Stories Are Anansi's			
Core Vocabulary words are in <b>bold</b> .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	Anansi Aso gourd hornet leopard Mmobro Nyame Onini Osebo python	<b>acknowledged</b> <b>approached</b> <i>capture</i> dangled fasten <b>quarreling</b> restless <b>satisfied*</b> silky wove	box cord hole snake spider stories trap throne
<b>Multiple meaning</b>	web		branch spun
<b>Phrases</b>	teeth as sharp as spears a sting that burns like a needle of fire who can swallow a goat trickster tale		spun/wove a web willow tree
<b>Cognates</b>	leopardo piton	capturer satisfecho(a)	cordel trono

## Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Please note that it is the same as the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 10A-1: Anansi overlooking the village
2. 10A-2: Nyame and Anansi
3. 10A-3: Anansi carries a branch in the forest
4. 10A-4: Snake tied to the branch
5. 10A-5: Leopard in a hole
6. 10A-6: Leopard hanging from a willow tree
7. 10A-7: Hornet’s nest
8. 10A-8: Anansi and the box of stories

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Introducing the Read-Aloud</b>	<b>Story Review</b>	Instructional Master 9B-1	15
	<b>Introducing “All Stories Are Anansi’s”</b>	Instructional Master 10A-1; world map	
	<b>Vocabulary Preview: Quarrel, Capture</b>		
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>All Stories Are Anansi’s</b>	Response Card 10	15
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>	Response Card 10; Personification Chart	10
	<b>Word Work: Satisfied</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>My Story: Write</b>	construction paper, drawing tools	20

### **Advance Preparation**

For Story Review, use the story sequence for “The Tale of Peter Rabbit” (Instructional Master 9B-1).

Prepare a copy of Instructional Master 10A-1 for each student. Refer to it as Response Card 10 (All Stories Are Anansi’s). Students can use this response card to preview, review, and answer questions about this folktale.

### **Note to Teacher**

For Presenting the Read-Aloud, you may wish to have students make up motions and/or sounds for the python, leopard, and hornet, and use them whenever these characters appear in the story.

For My Story, your class will draw/write their own fiction story onto a piece of construction paper or large-sized paper. Students will draw the beginning, middle, and end of their story.



# All Stories Are Anansi's

10<sub>A</sub>

## Introducing the Read-Aloud

15 minutes

### Story Review

- Remind students that they heard the classic tale, “The Tale of Peter Rabbit.” Using their sequence of the story (Instructional Master 9B-1), have students retell the story with their partner or with home language peers.
- Remind students of the lesson Peter Rabbit should have learned. (Peter should have listened to his mother and not gone into Mr. McGregor’s garden. Peter should not have caused mischief.)

### Introducing “All Stories Are Anansi’s”

- Tell students that today they will hear a folktale that was probably first told by the Ashanti people of Ghana, a country in the continent of Africa. [You may wish to have a student point to the continent of Africa. Then locate the country Ghana for students.]
- Ask students: “What does it mean to say that this is an African folktale?” (This means that this story is a story from Africa that was told long, long ago from person to person.)
- Tell students that many Ashanti tales begin with the same lines: [Have students repeat these lines with you.]

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

Invite volunteers to share what they think these lines mean. Explain that this means the stories are not really true; they are fiction.

### Picture Walk

- Tell students that you will take a picture walk through this story together.



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

- Identify the characters in this picture: Nyame [nye-AH-mee]—the sky god—and Anansi—the spider.

- Tell students that the Ashanti people of Ghana, Africa, call their folktales “spider stories.” Tell students that many African folktales have the spider, “Kwaku Anansi,” as a main character.
- Have students tell their partner what they think Nyame and Anansi are talking about.



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

- Have a student point out Anansi.
- Ask students what other character they see in the picture. (a snake)
- Tell students that the snake is Onini [oh-NEE-nee]—the python who can swallow a goat. Onini can open his mouth so wide that he can swallow a goat! Mention that pythons can grow to be very long and that some can actually swallow animals the size of a goat.



← **Show image 10A-5: Leopard in a hole**

- Ask students what other character they see in the picture. (a leopard)
- Tell students that the leopard is Osebo [oh-SAY-boe]—the leopard whose teeth are as sharp as spears. Mention that leopards are mainly found in Africa and Asia. Leopards hunt other animals as their food.
- Have students tell their partner why they think the leopard is in a hole.



← **Show image 10A-7: Hornet’s nest**

- Have students point out Anansi.
- Point to the large hornet. Tell students that the hornet is Mmoboro [mmoh-BOH-roh]—the hornet whose sting burns like a needle of fire. Mention that hornet stings hurt more than bee stings, and unlike bees, hornets can sting multiple times.
- Ask students whether the animals that Anansi meets—the python, the leopard, and the hornet—are dangerous and scary animals.
- Give students Response Card 10 (All Stories Are Anansi’s) from Instructional Master 10A-1. Have students identify Onini—the python—Osebo—the leopard—and Mmoboro—the hornet. [You may wish to have students make up movements and/or sounds to represent these three characters and use the movements and sounds when the characters appear in the story.]



## Vocabulary Preview

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### *Quarrel*

1. In today's story Anansi *quarrels* with his wife over something.
2. Say the word *quarrel* with me three times.
3. To quarrel means to argue.
4. The two boys quarrel over the same toy because they do not want to share or take turns.
5. Have you ever been in a quarrel before? Who did you quarrel with? What did you quarrel about? [Sentence frame: "I quarreled with \_\_\_\_\_; we quarreled over \_\_\_\_\_."]

### *Capture*

1. In today's story Anansi and his wife think of a plan to *capture* Onini—the python.
2. Say the word *capture* with me three times.
3. *Capture* means to catch, hunt, or take something.
4. The leopard captures the deer after following the deer for a little while.
5. Do you think Anansi, a little spider, will be able to capture Onini, a big snake?

## Purpose for Listening

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Remind students that the title of this folktale is "All Stories Are Anansi's." Tell students to listen carefully to find out why Nyame, the sky god, gives Anansi a box at the end. [Have students point to the last scene on Response Card 10.]

By the end of this lesson, students should be able to:

- ✓ Demonstrate familiarity with "All Stories Are Anansi's"
- ✓ Describe the characters, setting, and plot of "All Stories Are Anansi's"
- ✓ Identify that "All Stories Are Anansi's" is a folktale



## 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.

[Say to students: "Tell your partner what you think the people might be doing or saying around the campfire." Call on two partner pairs to share.]

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.

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.



### ← 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."

[Explain that Anansi wanted to bring the stories to the people so they would be happy and would have something to do.]

"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 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."

[Have students point to each animal on Response Card 10.]

"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.



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

The next morning, Anansi sneakily walked into the forest, waving a big branch and talking to himself.

“She’s wrong,” he said, pretending to be very upset. “I know she is. He is much longer than this branch.”

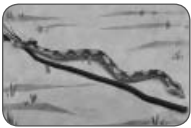
As Anansi **approached**—and walked up to—the watering hole, a large snake rose up. It was Onini, the great python who can swallow a goat.

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

“I have been **quarreling**—and arguing—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**

“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?”

“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.”

[Ask students: “What two things remain?” (the leopard and the hornet)]

Anansi went back to Earth and began to strategize—or plan—how he will capture Osebo, the mighty leopard, with teeth as sharp as spears. Then, Anansi thought of something.

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**—when he was happy with his hole—and was sure that the hole was well-hidden, he scurried home and went to sleep.

### **Mid-Story Check-In**

1. *Literal* Which characters have you met so far?
  - I have met Anansi, Nyame, Aso, Onini, and Osebo.
2. *Literal* What does Anansi want to get from Nyame?
  - Anansi wants to get the box of stories from Nyame.
3. *Literal* What does Anansi need to do in order to get the box of stories?
  - Anansi needs to bring Nyame three things: Onini, Osebo, and Mmoboro.
4. *Literal* Who has Anansi captured so far?
  - So far, Anansi has captured Onini.

Who is he trying to capture now?

- He is trying to capture Osebo.



### ← **Show image 10A-5: Leopard in a hole**

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?”

“Oh, look!” 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—and hold down—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.



← **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."

[Ask students: "What is the one thing that remains?" (the hornet)]

Anansi went back to Earth to capture 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.



← **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.

"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."

[Ask students whether it is really raining. Ask students what Anansi is doing to trick the hornet.]

"Why don't you take shelter in my gourd until the rain goes away?" suggested Anansi.

"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. Whenever someone tells one of these stories, he or she must **acknowledge** that it is Anansi’s tale. Everyone will know that these stories belong to Anansi.”

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.”

[Tell students that now that they have heard this story, they can help to keep it alive by telling it to someone else.]

## ***Discussing the Read-Aloud***

**10** minutes

### **Comprehension Questions**

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If students have difficulty responding to questions, reread pertinent lines of the story and/or refer to the images. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the title of this folktale?
  - The title of this folktale is “All Stories Are Anansi’s.”

[You may wish to remind students that this is an African folktale told by the Ashanti people of Ghana.]

2. *Literal* Who is the main character of this story? What animal is he?
  - The main character of this story is Anansi; he is a spider.
3. *Literal* Why does Anansi want the box of stories?
  - Anansi wants the box of stories to give to the people to make them happy and help them pass the time.

4. *Literal* Who does Anansi trick first?

- Anansi tricks Onini, the python, first.

Who does Anansi trick next?

- Anansi tricks Osebo, the leopard, next.

Who does Anansi trick last?

- Anansi tricks Mmoboro, the hornet, last.

5. *Evaluative* [Have students point out who Anansi tricks first, second, and last on Response Card 10. Have students identify the characters, setting, and plot in the first three images on Response Card 10. You may wish to show the corresponding Flip Book images. Finally have students describe the end of the story using the last image on Response Card 10.]

6. *Evaluative* Does this story use personification? [Personification is when animals act like people.]

- Yes, this story uses personification.

Which characters act like people?

- The spiders, python, leopard, and hornet act like people.

[You may wish to continue filling out the personification chart.]

<b>Animal</b>	<b>Things that Animals Really Do</b>	<b>Things that Animals Really Can't Do (Personification)</b>
oxen	Pull the plow Eat hay	Talk in a polite manner, saying "excuse me" and "please"
wolf	Prowls Wants to eat sheep	Dresses in disguise to trick others
fox	Eats grapes Lunges and jumps	Talks
chickens	Live in broods	Talk
rabbits	Live in a rabbithole Eat plants from the garden	Talk Wear clothes and walk on two feet
sparrows	Fly	Implore Peter to exert himself (talk)
spiders	Spin webs	Talk Quarrel
python	Swallows a goat Slithers	Talks
leopard	Sharp teeth Hunts at night	Talks
hornet	Stings that burn Flies Buzzes	Talks

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

**Sentence Frames:**

Do you think the hole Anansi made to capture Osebo is the most clever trick? (Yes/No)

I think Anansi's most clever trick is when he . . .

. . . is the most clever trick because . . .

- Evaluative Think Pair Share:* Anansi tricked the three animals so that he could capture them and take them back to Nyame. Which trick do you think is the most clever? Why?
- ➦ If you were Anansi, what other trick would you have played to capture one of the animals?



8. After hearing today's story 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 remaining questions.]

### Word Work: Satisfied

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1. In the read-aloud you heard, "When Anansi was *satisfied* that the hole was well-hidden, he scurried home and went to sleep."
2. Say the word *satisfied* with me three times.
3. *Satisfied* means pleased or happy.
4. I was satisfied with my story because I had taken my time on it and had done my best.
5. Can you think of times that you have been satisfied with something you have done? 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 with my . . ."]

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 would be satisfied," or "I would be dissatisfied.") Answers may vary for all.

1. You finished your homework early.
2. You forgot your homework at home.
3. You built a large structure from blocks by yourself.
4. Someone knocked over your block structure.
5. You got three books at bedtime.
6. You got five extra minutes on the playground.



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



# All Stories Are Anansi's

10<sub>B</sub>

## Extensions

20 minutes

### My Story: Write

- Review the class's brainstorm for characters, setting, and plot. Go over the choices the class has made about character(s), setting(s), and plot for their story.
- Give each student a piece of construction paper or large-sized paper. Help students fold their paper into thirds.
- Tell students that they will be drawing the beginning, middle, and end of their story. The top part should show the beginning of their story, the middle part should show the middle of the story, and the bottom part should show the end of the story.
- Some students may be able to write a short sentence about each picture.
- After students finish their drawing of the beginning, middle, and end of their story, have students think of a title for their story and help them write their title at the top.
- Have students tell their story to their partner or to their home-language peers. Encourage students to use an opening statement and a closing statement like the ones they have heard in the stories. [You may wish to provide examples from the text of the stories.]
- Help students recognize that although the character(s), setting(s), and perhaps parts of the plot are the same, their story is unique because it includes their own drawings, and the events in their story might be different from each other.
- If time allows, you may want to look into an electronic publishing program (such as iMovie; or iPublish) or scan your students' drawings and create a slide presentation (using PowerPoint); or bind the pages to make a book to put in the class library for students to read again and again.



# Domain Review

DR

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## **Note to Teacher**

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.

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

Students will:

- ✓ Demonstrate familiarity with various fables
- ✓ 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

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## **Activities**

### **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 1B-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.

## Riddles for Core Content

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

[You may wish to make up additional riddles related to the stories. Students may use Response Cards 7–10 to answer the riddles.]

- 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 house. Who am I? (the rabbi)
- 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)

## Venn Diagram

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

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 four 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, III, and IV 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. **Fiction:** Fiction stories are make-believe and not real.
  - smiling face
2. **Fable:** A fable is a very long story.
  - frowning face
3. **Personification:** When animals act like humans it's called personification.
  - smiling face
4. **Folktale:** A folktale is first written in a book and then told to many people.
  - frowning face
5. **Moral:** The moral of the story is the lesson the story teaches.
  - 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:** Using only the amount you need of something is a waste.
  - frowning face
7. **Advice:** People ask others for advice when they need help deciding what to do.
  - smiling face
8. **Disguise:** People wear a disguise so that others will not know who they really are.
  - smiling face
9. **Greedy:** A greedy person really likes to share.
  - frowning face
10. **Sour:** Lemons taste sour.
  - smiling face
11. **Balanced:** When you balance something on your head that means it keeps falling off.
  - frowning face
12. **Pretend:** Some kids like to pretend to cook in the play kitchen.
  - smiling face
13. **Company:** A lonely person might like someone to keep him company.
  - smiling face
14. **Quarrel:** To quarrel means to fight or argue.
  - smiling face
15. **Capture:** When you capture something that means you are not able to catch it.
  - frowning 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. Circle the picture of the story my sentence is about. [Identify the stories in the order they appear in the rows: “The Little Half-Chick (Medio Pollito),” “The Crowded, Noisy House,” “The Tale of Peter Rabbit,” and “All Stories Are Anansi’s.”]

1. In this story the main character plays tricks on bigger animals.
  - “All Stories Are Anansi’s
2. In this story a man brings animals to live with his family in their house.
  - “The Crowded, Noisy House”
3. In this story the main character eats vegetables from someone else’s garden.
  - “The Tale of Peter Rabbit”
4. In this story the main character refuses to help the other characters and the other characters do not help him either.
  - “The Little Half-Chick (Medio Pollito)”
5. This story teaches us to remember that when a situation seems bad, it could always be worse.
  - “The Crowded, Noisy House”
6. This story teaches us to do unto others as we would have them do to us.
  - “The Little Half-Chick (Medio Pollito)”
7. In this story the main character is naughty and has to go to bed early.
  - “The Tale of Peter Rabbit”
8. In this story the main character wants to get the box of stories.
  - “All Stories Are Anansi’s”

### Part III

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Use the images from the Flip Book to remind students of the four folktales heard. On a piece of blank paper, have each student draw a picture of his/her favorite story and write a sentence explaining why this was his/her favorite story.

### Part IV

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You may work with students individually to answer the following questions:

[Accept correct paraphrases.]

1. The three characteristics of fables are: they are \_\_\_\_\_, they have a \_\_\_\_\_, and they use \_\_\_\_\_. (short, moral, personification)
2. Folktales are . . . (stories that were told orally from person to person a long, long time ago)



# 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 their 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

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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 1B-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.

## Folktales from Around the World

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### **Materials: Various stories from students' home cultures**

Read a story from your students' home cultures. If students are familiar with the story, they can choose to tell the story with you.

After reading the story, talk about its characters, settings, and plot.

## Exploring Student Resources

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### **Materials: Domain-related student websites**

Pick appropriate websites from the Internet for further exploration of stories.

## Videos of Folktales

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### **Materials: Videos of folktales**

Carefully peruse the Internet for short, five-minute videos related to folktales covered in the domain.

Prepare some questions related to the videos. Ask about the characters, settings, and plots.

Discuss how watching a video is the same as and different from listening to a story book or read-aloud.

Have students ask and answer questions, using question words *who*, *what*, *where*, and *why*, regarding what they see in the videos.

### **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.

### **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:**

Instructional Masters for  
*Fables and Stories*





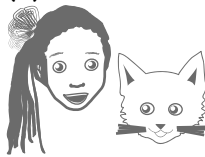





Name \_\_\_\_\_

Title \_\_\_\_\_

Character(s)



Setting(s)



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

P l o t	Beginning
	Middle
	End







Dear Family Member,

Your child will listen to several popular and enjoyable fables. Fables are special stories that are very short and teach a lesson called “the moral of the story.” Sometimes fables have animal characters that can talk and act like people. The fables your child will hear are known as “Aesop (EE-sop)’s Fables.”

Below are some activities that you can do with your child at home to help your child continue enjoying the fables s/he heard at school.

### 1. Moral Match

Use the activity page to talk with your child about fables after s/he has heard the fables at school. Read the moral of the story on the right and have your child draw a line from the moral to the picture of the fable it belongs to on the left. Ask your child to tell you about what happens in each fable.

### 2. Stories with Morals

Are there stories from your childhood that teach a lesson? Enjoy those stories with your child. Talk about what you learned from those stories.

### 3. Sayings and Phrases: Cry Wolf; Wolf in Sheep’s Clothing; and Sour Grapes

Your child will learn these sayings and phrases from the fables. Try to use them as they apply to everyday situations.

“Cry wolf” means to lie about something to get others’ attention.

“Wolf in sheep’s clothing” means that things or people are not always what they seem to be on the outside.

“Sour grapes” is a negative comment someone makes about something he or she cannot get.

### 4. Read Aloud Each Day

It is very important that you read to your child every day. The local library or your child’s teacher may have storybooks of fables that you can share with your child. A list of books is attached to this letter.

Let your child know how much you enjoy hearing about the fables 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 & 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 and 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









## Vocabulary List for Fables and Stories (Part 1)

This list includes many important words your child will learn about in *Fables and Stories*. Try to use these words with your child in English and your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- prank
- shepherd
- startled
- balanced
- plumpest
- delight
- golden
- greedy
- budge
- disguise
- pretend
- prowled
- juicy
- lunged
- pluck

*Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and your native language.*

	<b>Draw it</b>
	<b>Use it in a sentence</b>
	<b>Find one or two examples</b>
	<b>Tell a friend about it</b>
	<b>Act it out</b>
	<b>Make up a song using it</b>





Things are not always as they seem.



If you are greedy, you might lose what you already have.



You shouldn't speak badly about something just because you cannot have it.



If you always lie, others will not believe you even when you are telling the truth.













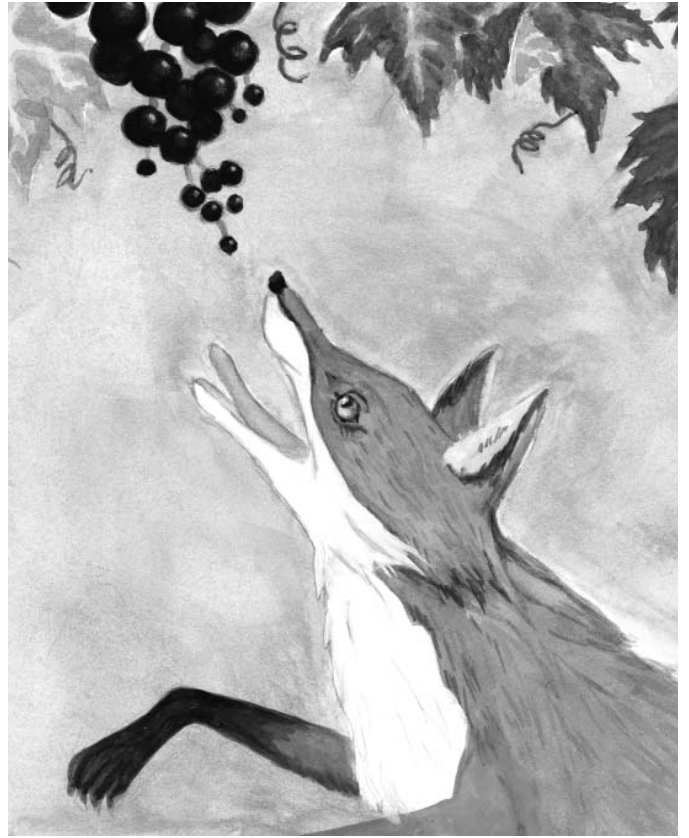
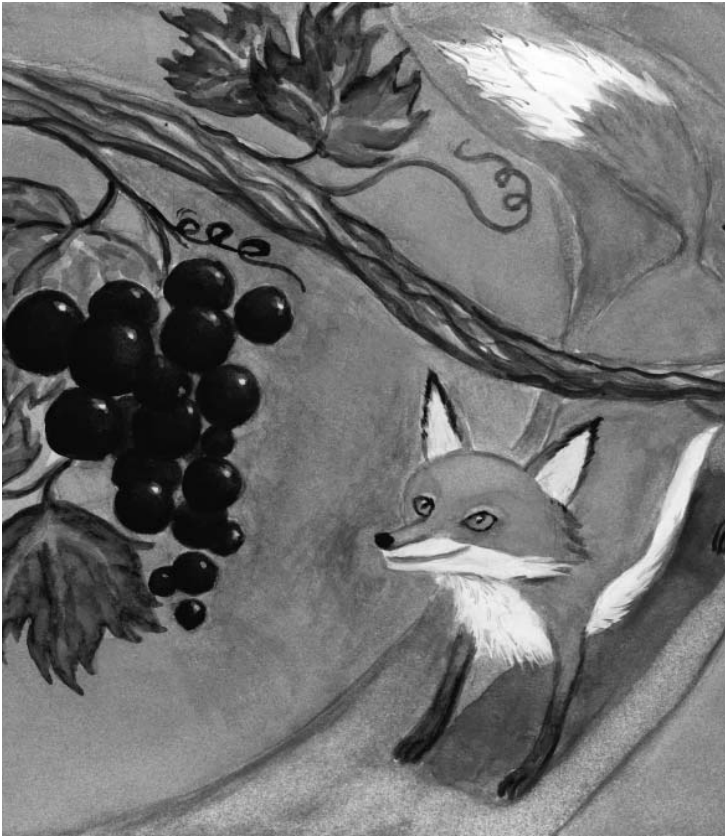






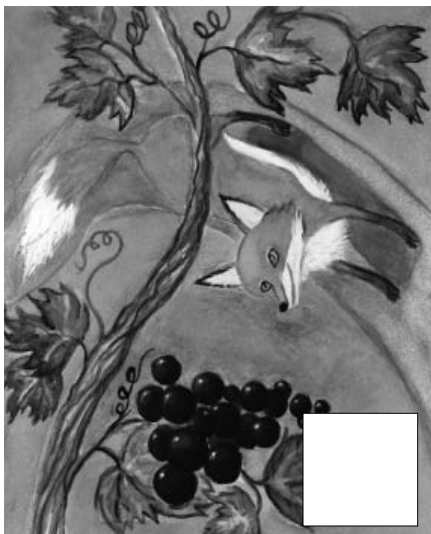






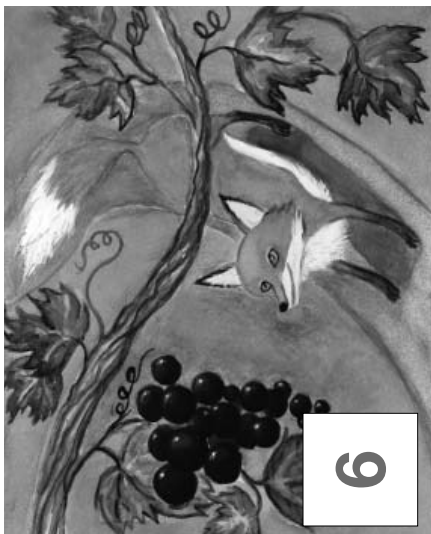


Directions: Write the number that the teacher says beside the picture of the fable that is being described.





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





Name \_\_\_\_\_

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.



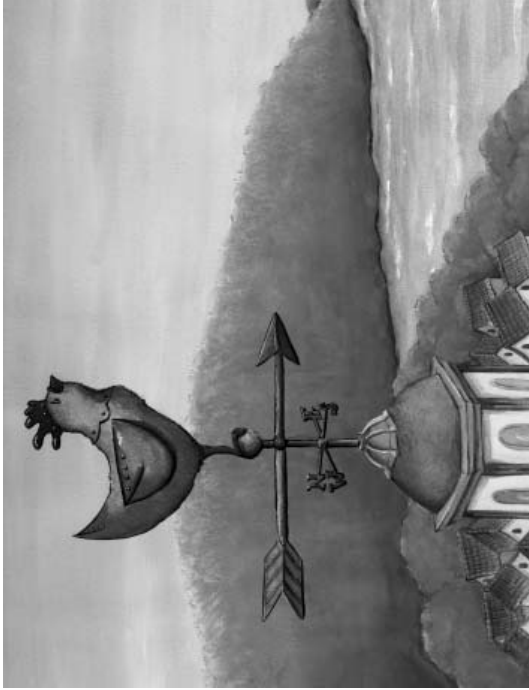








Directions: These pictures show some important parts of the plot of "The Little Half-Chick (Medio Pollito)." Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the correct sequence of events. When you are sure that you have them in the correct order, glue or tape them on a separate sheet of paper in the correct order.





Directions: These pictures show some important parts of the plot of "The Little Half-Chick (Medio Pollito)." 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. 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.



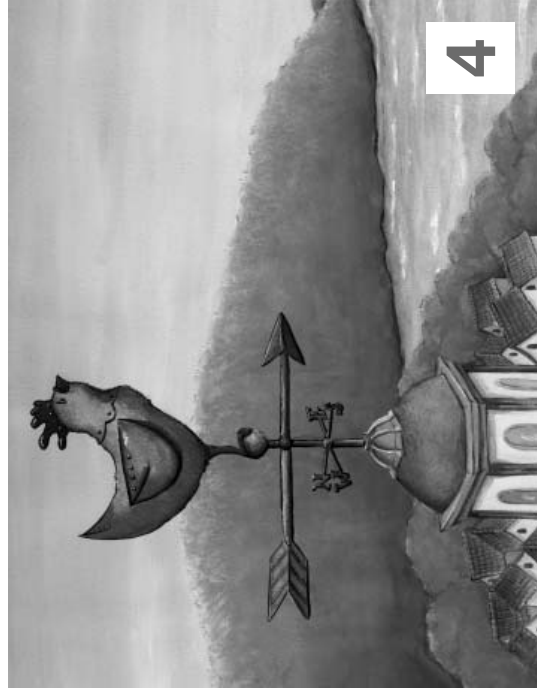
1



2



3



4





Dear Family Member,

Now your child will hear longer stories with interesting characters and plots. Your child will enjoy listening to these stories:

“The Little Half-Chick (Medio Pollito),” a Hispanic folktale about a little chicken, with only one leg, one wing, and half a face, who cares only for himself and would not help others.

“The Crowded, Noisy House/It Could Always Be Worse,” a Yiddish folktale about a man who complains about his noisy family, but soon finds out that it could always be worse when he brings animals in the house to live with them.

“The Tale of Peter Rabbit,” a classic tale by Beatrix Potter about a naughty rabbit who does not listen to his mother and gets into trouble in someone else’s garden.

“All Stories are Anansi’s,” an African folktale about a spider who outsmarts three larger animals—a python, a leopard, and a hornet.

Below are some activities that you can do with your child at home to help your child continue enjoying the stories s/he heard at school.

### 1. Illustrated by Me

Invite your child to illustrate a cover for one of the stories s/he has heard at school. Help your child write the title of the story on the top line and have your child write their own name after the words “illustrated by.” Ask your child what part of the story they have drawn and why s/he chose to draw that part for the cover.

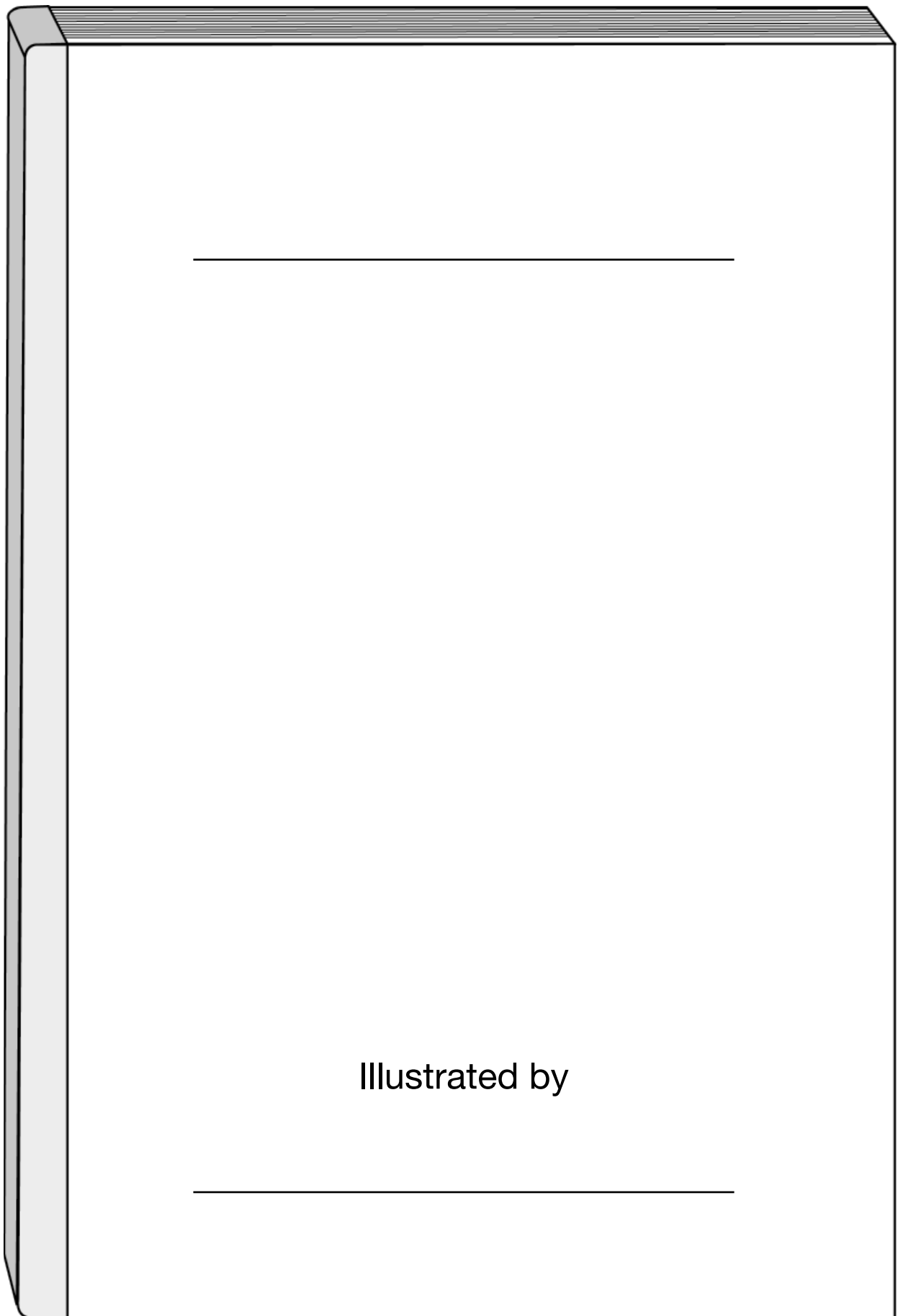
### 2. Story time!

It is important to read to your child. Think of the stories you enjoyed as a child and tell them to your child.

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

This is also called “The Golden Rule” and means you should treat other people the way you would like to be treated. Remind your child of this Golden Rule and compliment your child when you see him/her following the Golden Rule.

I hope you enjoy hearing about the stories your child has learned at school and that you and your child enjoy many more stories together!



Illustrated by











## Vocabulary List for Fables and Stories (Part 2)

This list includes many important words your child will learn about in *Fables and Stories*. Try to use these words with your child in English and your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- abandoned
- stream
- stubborn
- waste
- advice
- pondered
- stunned
- exert
- mischief
- naughty
- sobs
- thief
- approached
- quarreling
- satisfied

*Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and your native language.*

	<b>Draw it</b>
	<b>Use it in a sentence</b>
	<b>Find one or two examples</b>
	<b>Tell a friend about it</b>
	<b>Act it out</b>
	<b>Make up a song using it</b>







Directions: These pictures show some important parts of the plot of "The Crowded, Noisy House." 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. 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: These pictures show some important parts of the plot of "The Little Half-Chick (Medio Pollito)." 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. 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.



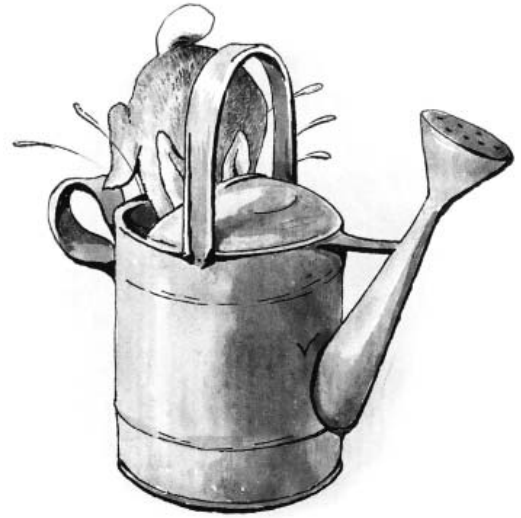








Directions: These pictures show some important parts of the plot of "The Tale of Peter Rabbit." Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the correct sequence of events. Retell the story using the pictures. When you are sure that you have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





Directions: 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.



1



2



3



4






















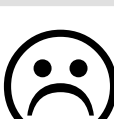


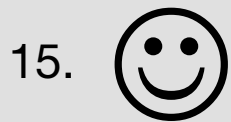












Directions: Listen to the sentence read by the teacher about fables and stories. Circle the smiling face if the sentence is true. Circle the frowning face if the sentence is false.

- |     |   |  |
|-----|---|--|
| 1.  |    |    |
| 2.  |    |    |
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| 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"/>
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10.	<input checked="" type="radio"/>	<input type="radio"/>

11.		
12.		
13.		
14.		
15.		

Directions: Circle the picture of the story your teacher's sentence is about.

1.



2.



3.



4.



5.



6.



7.



8.



1.



2.



3.



4.



Directions: Circle the picture of the story your teacher's sentence is about.

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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# Fables and Stories

Tell It Again!™ Read-Aloud Supplemental Guide

Listening & Learning™ Strand  
**GRADE 1**

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