

# Aesop Appeals To Me!

**Grade Level:** Kindergarten

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**Length of Unit:** 6-9 days

## I. ABSTRACT

The focus of this unit is to present Aesop's fables in a form appropriate for the kindergarten child. Students will learn background knowledge about Aesop and where his stories originated. Students will be able to distinguish what characteristics make a story a fable as well as defining what is a moral. The unit focuses on the relationships between the characters and ties the lessons they learned to real life experiences of the student.

## II. OVERVIEW

### A. Concept Objectives:

1. Understands the beliefs people profess affect their behavior.
2. Explain cause-and-effect relationships in stories and connect them to the student's own experiences.

### B. Content Objectives:

1. The Lion and the Mouse
2. The Grasshopper and the Ants
3. The Dog and His Shadow
4. The Hare and the Tortoise
5. Cinderella
6. The Little Red Hen
7. King Midas and the Golden Touch
8. Sayings and Phrases
  - a. The Early Bird Gets the Worm
  - b. Look Before You Leap
  - c. Where There's a Will There's a Way

### C. Skills To Be Taught:

1. Listens to stories being read aloud.
2. The student responds to various texts.
3. The student develops an extensive vocabulary.
4. The student listens attentively and engages actively in a variety of oral language experiences.
5. The student knows parts of a story and the functions.
6. The student understands and follows oral directions.
7. Tell in his/her own words what happened in stories or parts of stories, and predict what will happen next in stories.
8. Use letter-sound knowledge to write simple words.
9. Listen critically to interpret and evaluate.
10. Retell the order of important events in stories.
11. Draw conclusions from information gathered.
12. Student can make a graph to predict outcomes.

### III. BACKGROUND KNOWLEDGE

#### A. For Teachers:

A fable is a special kind of story that teaches a lesson we should learn. The lesson is called the “moral” of the story. It is supposed that a man named Aesop told many fables. Various attempts were made in ancient times to establish him as an actual personage. Tradition tells us that he was a Greek slave who was freed in the 6<sup>th</sup> century. Whether legendary or slave, a story of Aesop has become synonymous with fable.

#### B. For Students:

This unit is intended to be taught at the beginning of the school year so a correlation between classroom rules and consequences can be drawn to the morals of the stories. Students should have sufficient attention span to listen to a book being read.

### IV. RESOURCES

“Aesop” Encyclopedia Britannica Online

<http://www.eb.com:180/bol/topic?eu=3930&sctn=1&pm=>,1999.

Bauer, Caroline Feller. Handbook for Storytellers. Chicago: American Library Association, 1977. ISBN #0-8389-0225-1

Hirsch, E.D. Jr. What Your Kindergartner Needs to Know. New York: Doubleday, 1996. ISBN #0-385-48117-9

Mazo, Karyn & Shepherd-Hayes, Deborah. Tales Around the World Intermediate. California: Teacher Created Materials, Inc.,1999. ISBN #1-55734-464-7

### V. LESSONS

#### Lesson One: Good Things Come in Small Packages

##### A. Objectives

1. *Lesson Content:*
  - a. The Lion and the Mouse
2. *Concept Objectives:*
  - a. Understands the beliefs people profess affect their behavior.
  - b. Explain cause-and-effect relationships in stories and connect them to the student’s own experiences.
3. *Skill Objectives:*
  - a. Listens to stories being read.
  - b. The student develops an extensive vocabulary.
  - c. Tell in his/her own words what happened in stories or parts of stories, and predict what will happen next in stories.
  - d. Use letter-sound knowledge to write simple words.
  - e. Draw conclusions from information gathered.

##### B. Materials

1. Globe
2. Chart paper
3. Markers
4. Classroom rules chart
5. *The Lion and the Mouse*
6. Moral Map (Appendix A) The map should be blown up to an appropriate size, colored and laminated for use.
7. Story Characters (Appendix B) These characters are the appropriate size. Color, cut out and laminate for use.

8. Writing Page (Appendix C)
  9. Cover page (Appendix D) For ease, pre-assemble all the books using a copy machine. Only allow the students to put their name on the cover. They will finish the cover at the end of the unit.
- C. *Vocabulary*
1. Aesop
  2. Fable
  3. Moral
- D. *Procedures/Activities*
1. Students should be arranged in a carpet setting.
  2. State: “We are going to start studying a special kind of story called fables. Give me a thumbs up if you know what a fable is.” Call on various students to define what they think a fable is.
  3. The teacher should define fable as *a special kind of story that teaches us a lesson.*
  4. State: “Did you know that people have been telling some fables over and over for hundreds of years? People think that they were started by a man named Aesop who lived in Greece a very, very long time ago.”
  5. Show the students a globe and locate Greece. Compare the distance from Greece to the United States and discuss how far these stories had to travel to reach us. Have the students ponder how the stories could have reached us in the United States.
  6. State: “Aesop did not like it when he saw inappropriate behavior and he wanted people to act better.” Brainstorm ways we promote good behavior in the classroom. Chart given responses and answers. Encourage the students to say “classroom rules”.
  7. State: “Just like we have classroom rules to teach us how to act, Aesop told stories to teach people how they should act too.” Display classroom rules chart. “Raise your hand if you have ever broken a class rule. Explain to me what happened. Will you ever break that rule again? (why/why not) Did you learn a lesson from what happened? What was the lesson you learned? Allow for discussion.
  8. State: “Aesop wanted to make sure people who heard his stories would learn a lesson about what would happen to them if they had inappropriate behavior. Do you know what he called his lessons?” Allow for responses.
  9. The teacher should properly introduce and define moral as the lesson of the story.
  10. Present the text, *The Lion and the Mouse*, as today’s Aesop fable. Inquire: “What kind of relationship do you think the lion and the mouse will have? Do you think they will be friends? (why/why not) Who do you predict will have inappropriate behavior and have to learn a lesson?” Allow for response/discussion.
  11. Read *The Lion and the Mouse*
  12. Introduce the Moral Map (Appendix A). Inform the students at we will be using this map to keep track of all the fables we read this week. Stay on the path, don’t get lost! Using the map ask the students to recall what happened in the story. The teacher should place each character (Appendix B) on the map and fill in the title.
  13. Ask Again: “What was the moral of the story? Have you ever had to help someone in trouble? If so, how were you a great friend?” Allow for discussion.

The teacher should take this opportunity to write the moral to the story on the map.

- E. *Evaluation/Assessment:*  
The student will successfully complete the writing page in their book. (Appendix C)
- F. *Extensions:*
  - 1. Allow the children to re-enact the fable in their own words using props, masks or costumes.
  - 2. Place story characters in a flannel board or puppet center for dramatic play.
  - 3. Select two different kinds of animals, one strong/large and one weak/small. Discuss how they could be friends. As a class, do a shared writing of your own fable using these knew characters. Allow the children to illustrate.

## **Lesson Two: Play Now, Pay Later!**

- A. *Objectives*
  - 1. *Lesson Content:*
    - a. *The Grasshopper and the Ants*
    - b. *The Little Red Hen*
    - c. *Saying: The Early Bird Gets the Worm*
  - 2. *Concept Objectives:*
    - a. Understands the beliefs people profess affect their behavior.
    - b. Explain cause-and-effect relationships in stories and connect them to the student's own experiences.
  - 3. *Skill Objectives:*
    - a. Listens to stories being read aloud.
    - b. The student develops an extensive vocabulary.
    - c. The student responds to various texts.
    - d. The student listens attentively and engages actively in a variety of oral language experiences.
    - e. The student knows parts of a story and the functions.
    - f. The student understands and follows oral directions.
    - g. Tell in his/her own words what happened in stories or parts of stories, and predict what will happen next in stories.
    - h. Use letter-sound knowledge to write simple words.
    - i. Listen critically to interpret and evaluate.
    - j. Retell the order of important events in stories.
- B. *Materials*
  - 1. Moral Map (Appendix A)
  - 2. Story Characters (Appendix E)
  - 3. *The Grasshopper and the Ants*
  - 4. Chart paper
  - 5. Markers
  - 6. Baby food jars
  - 7. Cold whipping cream
  - 8. Salt
  - 9. Yellow food coloring
  - 10. Plastic knives
  - 11. Sweet rolls
  - 12. Writing page (Appendix F)
- C. *Vocabulary*
  - 1. Title
  - 2. Character

D. *Procedures/Activities:*

1. Recall Aesop and his fables and where they come from. Reference back to the globe if necessary. Recall what a fable and a moral are.
2. State: "Raise your hand if you remember yesterday's fable." Refer back to the Moral Map. (Appendix A) Allow for response. "What was the moral of the story? Which character in the story learned this lesson? Why do you think this was the moral of the story? How can you be a great friend?" Allow for discussion.
3. Reveal to the students today's fable, *The Grasshopper and the Ants*. Story-walk the selection showing the children the pictures. Ask: "What does the word *character* mean?" Allow for response. The teacher should properly define *character* as *people/animals in a story*. "Looking through this story, how many characters are in this fable? Who are the characters? Who do you predict will need to be taught a lesson? Why do you feel this way?" Allow for discussion.
4. Going back to the cover and following and following the title with your finger state: "The title of this Aesop fable is *The Grasshopper and the Ants*." The teacher should properly define *title* as *the name of the story*.
5. Before reading the story, ask the students who would like to be a grasshopper and who would like to be an ant. Divide the class on two sides of the carpet. One side the ants, the other side the grasshoppers. Read the story omitting the moral at the end. While reading the story allow the "ants" to role-play and pretend to work, while letting the "grasshoppers" role-play playing all summer. You may find that some will want to switch sides!
6. Ask the students to recall the sequence of events in the story and discuss why it was so important for the ants to work so hard all summer. What did the grasshopper do all summer? Was that an appropriate time for him to play? What consequence did the grasshopper have to face because he played all summer?
7. Ask: "What do you think the moral of this fable is? Why?" Record responses. Reveal moral to the class. "Who had to learn this lesson? Was your prediction correct? Do you think the grasshopper will work hard next summer?" Allow for discussion.
8. Allow the children to go to center time. While they are playing, set up a table to make butter. Ask if anyone would like to help you make butter. For those who choose to help, give them a baby food jar half full of cold whipping cream, a dash of salt and yellow food coloring for color. Instruct the children to begin shaking.
9. This process of making butter is very lengthy and takes some patience. If the children get tired of shaking the jar, allow them to go back to their center and play.
10. When the butter is finally ready to serve, pull out some sweet rolls for them to spread their homemade butter on. Remember the last ones standing will receive this delicious treat because hard work pays off!
11. Clean up both activities and arrange the class back on the carpet.
12. Ask and discuss: "How did you feel while you were shaking the jar? Did you feel like you wanted to quit and go play? Did you wish there was an easier, faster way to make the butter? How did you feel when your butter was finally finished and you got to eat it with sweet rolls? Those of you who were playing at centers, how did you feel when you got to go play early? Did your feelings change when you saw the other children eating butter? How do you think the Grasshopper felt while he was playing all summer? Did his feelings change

when he saw that the Ants had food for the winter and he did not? How did the Ant's feel about the grasshopper? Do you think the Ant's ever felt tired and wanted to quit working? Why did they not stop working? Is there an appropriate for play? When? Is there an appropriate time for work? When?" Reflect on the student's answers.

13. Using the Moral Map (Appendix A) ask the students where you should place today's fable characters (Appendix E). Guide them to use the words *to the right* of the lion and the mouse. Fill in the title as well as the moral of the story.

E. *Evaluation/Assessment:*

The student will successfully complete the writing page in their book. (Appendix F)

F. *Extensions:*

1. Read and compare this Aesop fable with *The Little Red Hen*. Discuss how hard the ants and the hen worked in comparison to how much the grasshopper and the other character played. This activity could extend this lesson to another day.
2. Explain the saying: *The Early Bird Gets the Worm*.

**Lesson Three:** Mirror, Mirror on the Wall, Who's the Greediest One of All!

A. *Objectives*

1. *Lesson Content:*
  - a. *The Dog and His Shadow*
  - b. *King Midas and the Golden Touch*
  - c. *Saying: Look Before You Leap*
2. *Concept Objectives:*
  - a. Understands the beliefs people profess affect their behavior.
  - b. Explain cause-and-effect relationships in stories and connect them to the student's own experiences.
3. *Skill Objectives:*
  - a. Listens to stories being read aloud.
  - b. The student develops an extensive vocabulary.
  - c. The student understands and follows oral directions.
  - d. Tell in his/her own words what happened in stories or parts of stories, and predict what will happen next in stories.
  - e. Use letter-sound knowledge to write simple words.
  - f. Listen critically to interpret and evaluate.
  - g. Retell the order of important events in stories.
  - h. Draw conclusions from information gathered.

B. *Materials*

1. Moral Map (Appendix A)
2. Mirror
4. *The Dog and His Shadow*
5. Chart paper
6. Markers
7. Small brown lunch bag
8. Hard candy (approx. 22 pieces)
9. Large brown grocery bag
10. Story Characters (Appendix G)
11. Writing page (Appendix H)

C. *Vocabulary*

1. Shadow
2. Greedy

D. *Procedures/Activities*

1. Recall previous background knowledge of Aesop, fables and morals. Travel through the Moral Map (Appendix A) using position words. [I.e. “What is to the right of, left of, beside, next to, under, below...etc”]
2. Ask the students to recall the vocabulary words *title* and *character*.
3. Offer the beginning of the story to the class, point to the title and state: “Today we are going to read another one of Aesop’s fable called *The Dog and His Shadow*.”
4. Ask and discuss: “What does the word *shadow* mean?” The teacher should properly define *shadow* as *a dark reflected image of one’s self*. The teacher can take this opportunity to pass around a mirror, allowing all the children to look at their reflection. “What do you think his shadow has to do with the story? Just by listening to the title, how many characters are in the story? Why do you think there is only one character in this fable? Who do you think will learn a lesson? But there is only one character in this fable, can one person teach themselves a lesson?”
5. State: “I think Aesop might be trying to trick us this time using only one character. Do you think all fables have to have a moral? Allow for response. “Let’s find out.”
6. Read *The Dog and Shadow*
7. Ask and discuss: “Did the dog really see another dog?” (why/why not) “If there was not another dog then why did the dog drop his meat? Was there a moral to this story? What was the moral? Was this a hard lesson for the dog to learn? Have you ever had to learn a hard lesson? What do you think will happen to the dog now that he lost his meat? What happened to you because of the lesson you learned? So do all fables have a moral?” The students should come to the conclusion that a story has to have a moral in order to be a fable.
8. State: “The moral of the story said the dog should not have acted so greedy, raise your hand and tell me what you think the word greedy means?” Record responses. The teacher should properly define greedy as *wanting something so bad that you do not think about the consequences*.
9. Ask: “Have you ever been or do you know of someone who has been greedy? Do you think that you can be greedy only when it comes to wanting food? What other things can you be greedy about?” Allow for discussion and chart the student’s responses. This is a good time to direct the discussion to how we may be greedy about certain centers, toys or sharing supplies in the classroom.
10. Hold up a brown paper lunch bag and ask the students to guess what is inside. Shake the bag to help with guessing. Inside the bag should be one piece of hard candy for each child. After guessing has stopped, show the students what is inside. Ask them if they would all like to have a piece of candy. Pass out the treat.
11. Before they open their candy to eat, get excited and yell, “Wait, stop! Look at this bag I have now!” Show the children a brown grocery size bag. Allow the children to guess what is inside. Tell them that you cannot shake it this time because it is so heavy! Record their guesses.
12. State: “Look at all these ideas you have come up with for what could be in the bag. If you would like you can make a trade. You can put your small piece of candy back in the bag for what could be in this big bag!”
13. Allow the children who volunteer to trade, place their candy back in the lunch bag. Some children may choose not to.

14. Open the bag to reveal that in fact nothing is in the bag because when we are greedy, we may lose everything.
  15. Ask: "What just happened?" Allow for discussion of the moral. Direct the discussion to the fact that sometimes you should be happy with what you have just like the dog with his meat. Once again, if we are greedy we may lose everything!
  16. Referring back to the Moral Map (Appendix A) ask the students to help you correctly place today's character (Appendix G) and fill in the title and moral. Don't forget to use your positional words!
- E. *Evaluation/Assessment*  
The student will successfully complete the writing page for their book. (Appendix H)
- F. *Extensions*
1. Read *King Midas and the Golden Touch*. Discuss how due to his greed he almost lost everything he loved. Lucky for him he learned his lesson in time! This activity could extend this lesson to another day.
  2. Explain the saying: *Look Before You Leap*.
  3. Place a mirror at the bottom of a bucket of water and allow the children to role-play and look at their reflection.

**Lesson Four: On Your Mark, Get Set, Go!**

- A. *Objectives*
1. *Lesson Content:*
    - a. *The Hare and the Tortoise*
    - b. *Cinderella*
    - c. Saying: *Where There's a Will There's a Way*
  2. *Concept Objectives:*
    - a. Understands the beliefs people profess affect their behavior.
    - b. Explain cause-and-effect relationships in stories and connect them to the student's own experiences.
  3. *Skill Objectives:*
    - a. The student develops an extensive vocabulary.
    - b. The student listens attentively and engages actively in a variety of oral language experiences.
    - c. Tell in his/her own words what happened in stories or parts of stories, and predict what will happen next in stories.
    - d. Use letter-sound knowledge to write simple words.
    - e. Listen critically to interpret and evaluate.
    - f. Draw conclusions from information gathered.
    - g. Student can make a graph to predict outcomes.
- B. *Materials*
1. Moral Map (Appendix A)
  2. Story Characters (Appendix I)
  4. Chart paper
  5. Markers
  6. *The Hare and the Tortoise*
  7. Writing page (Appendix J)
- C. *Vocabulary*
1. Hare
  2. Tortoise
  3. Perseverance

D. *Procedures/Activities*

1. Using the Moral Map (Appendix A) as a guide, recall previous Aesop background, stories and morals studied so far. Again ask position questions using the characters and scenery on the map.
2. Ask: "What has been your favorite fable so far? Why? Which character has had to learn the hardest lesson? Why do you feel that way?" Allow for discussion.
3. Introduce today's fable *The Hare and the Tortoise*.
4. State: "Today's Aesop fable is titled, *The Hare and the Tortoise*. By looking at the pictures in the story, which character do you think is the Hare?" Response. The teacher should properly define *hare* as *a wild rabbit*. "Which character do you think is the tortoise?" Response. The teacher should properly define *tortoise* as *a turtle that lives on land*.
5. State: "Now that we know that a hare is a rabbit and a tortoise is a turtle, we will be able to understand the story better. What problem do you think a hare and a tortoise might have?" By the illustrations, the children should draw the conclusion that they are going to have a race. "Do you think that is a fair race? Who do you think will win the race?" Allow for discussion. Please correct the students if they use the word rabbit or turtle. Make should they use the appropriate vocabulary.
6. Prediction Graph: *Who Will Win the Race? [Hare vs. Tortoise]* Graph the student's prediction on who will win the race.
7. State: "These are very good predictions on who you think will win the race. Let's read the fable to find out what happens!"
8. Read *The Hare and the Tortoise*
9. Using the graph, check the student's predictions versus the result of the story.
10. Ask: "What happened to our prediction? We all thought the Hare would win beat the Tortoise, but he did not. What happened? Why did you pick the Hare to win over the Tortoise?" Allow for discussion. The children should come to the reasoning that hares are faster than tortoises therefore, their prediction should have been right. "You are right, hares are faster than tortoises and under normal circumstances, and the Hare should of won. Since the Tortoise won, we say that he persevered." The teacher should properly define *perseverance* as *to never give up*. "The Tortoise persevered and won the race because he did not give up."
11. Ask: "Have you ever persevered like the Tortoise and done something that no one thought you could do because you would not give up?" Allow for discussion. The teacher can give the example of learning to ride your bike without training wheels.
12. Ask: "Why did the Hare loose the race? How did he feel when he lost the race? Why did the tortoise win the race? How did he feel when he won the race?" Record responses.
13. Ask: "Did this story have a moral? What was the moral of the story? Is this story a fable? What makes a story a fable?" Allow for discussion.
14. Refer back to the Moral Map (Appendix A) and ask the students to help you correctly place today's characters (Appendix I) and fill in the title and moral. Review position words using the characters and scenery on the map.
15. As a class, interactive write a letter to the Hare consoling him for his loss and the lesson he has just learned or congratulating the Tortoise on his perseverance.

E. *Evaluation/Assessment*

The student will successfully complete the writing page for their book. (Appendix J)

F. *Extensions*

1. Read *Cinderella* and do a character comparison with the Tortoise and Cinderella and the Hare to the evil step- sisters. Which characters were rewarded for their hard work and steady attitude? Which characters suffered due to their fast pace work ethics? This extension activity could carry your lesson over to another day.
2. Explain the saying: *Where There's a Will There's a Way*

**Lesson Five: Take It To Kinder Court!**

A. *Objectives*

1. *Lesson Content:*
  - a. *The Lion and the Mouse*
  - b. *The Grasshopper and the Ants*
  - c. *The Dog and His Shadow*
  - d. *The Hare and the Tortoise*
2. *Concept Objectives:*
  - a. Understands the beliefs people profess affect their behavior.
  - b. Explain cause-and-effect relationships in stories and connect them to the student's own experiences.
3. *Skill Objectives:*
  - a. The student responds to various texts.
  - b. The student listens attentively and engages actively in a variety of oral language experiences.
  - c. The student understands and follows oral directions.
  - d. The student develops an extensive vocabulary
  - e. Use letter-sound knowledge to write simple words.
  - f. Listen critically to interpret and evaluate.

B. *Materials*

1. Moral Map (Appendix A)
2. Chart paper
3. Markers
4. Writing page (Appendix K)

C. *Vocabulary*

1. Court
2. Judge
3. Attorney
4. Defendants
5. Plaintiffs
6. Bailiff
7. Jury
8. Innocent
9. Guilty

D. *Procedures/Activities*

1. Take a memory walk of the Moral Map (Appendix A) and recall all Aesop's fables, titles, characters, problems and morals.
2. Ask: "Looking at all of our characters here on the map, what do you notice that they all have in common?" Using guided questions, help the students come to the conclusion that all the characters are animals.
3. Discussion: "Can animals really act the way they did in Aesop's fables? Using the Moral Map as a reference, travel back through each fable and focus on how each of the character acted in the story. [I.e. talking, playing, racing]

4. Ask: "Why do you think Aesop used animals in his fables? Do you think he wanted to teach animals lessons on how to act appropriately?" Discuss and guide the students to come to reason that Aesop used animals who acted like people in his fables to teach people a lesson. "So can people learn a lesson from the animals?" Allow for responses.
5. Ask: "If you break a rule at school, where do you go? Who do you have to talk to? What do you think happens when you get there?" Allow for discussion. "Do you know where people who do not follow the rules have to go to learn a lesson?" Allow for discussion.
6. State: "Just like you have to go to the principal's office and talk to the principal when you break a rule, people who break rules have to go to court and talk to a judge." The teacher should properly define *judge* as *someone who runs the court*. The same way the principal runs the school.
7. State: "Let's look back at each one of our fables and see which character in each story would have to go to court and talk to the judge about their behavior." Allow for response. The students should come up with the Hare, the Grasshopper, the Dog and the Lion. "Why did you select that character? What did they do wrong?" The teacher should record the characters and responses.
8. State: "Tomorrow we are going to set up our classroom like a court room and these four character are going to have to tell their story to the judge, me! When someone has broken a rule and has to go talk to the judge about their behavior, they are called the defendant. They are called a defendant because they have to tell their story and defend what they did wrong. Looking back at our chart we already have figured out who our defendants are. (Recall: Hare, Grasshopper, Lion and Dog) Who would like to play the roles of the defendants?" The teacher should select four children to play each role and record responses.
9. State: "When we send these characters to court to talk to the judge, the judge allows them to bring a friend to help tell what happened in their story. This person is called the attorney. The attorney has a very important job to do. They have to help the defendant prove that they have learned their lesson and they deserve another chance. Who would like to help the Lion, Grasshopper, Dog and Hare tell their story tomorrow?" The teacher should select four students to partner up with the defendants and record responses.
10. State: "Now there were other characters in the stories who were not very happy about how these defendants acted. Let's look back at each story and find out who they were." The teacher should allow for discussion and record responses. The students should come up with the Mouse, the Tortoise and the Ants. "These characters also have to go to court and talk to the judge. They are called the plaintiffs. Their job is to tell the judge exactly what happened and why they think the defendants do not deserve another chance." The teacher should select three students to play the part of the plaintiffs and record responses.
11. State: "The plaintiff also gets to have a friend help them tell their side of the story to the judge just like the defendants do. Once again these friends are called an attorney, their job is to help the plaintiff prove to the judge that they are right and the defendant was wrong in what they did. Who would like to help our three plaintiffs tell their side of the story to the judge?" The teacher should select three students and pair them up with the plaintiffs. Record data.
12. State: "I have another very important job for tomorrow's court cases, that is the job of the bailiff. Raise your hand if you know what the bailiff does." Allow for responses. "The bailiff is like the police person of the court room. They have to swear in each person to tell the truth, the whole truth and nothing but the

truth. That means everyone has to promise to tell what really happened and promise not to tell a lie. Raise your hand if you would like to be the bailiff.”  
Select a students and record data.

13. State: “Finally, I have saved the most important job for last. Everyone else is going to be the jury. Raise your hand if you know what job the jury does.”  
Allow for responses. “The jury has the most important job of all! They have to listen to both sides of the story and come to a decision on who has the best story. For example, tomorrow they will listen to the Ant’s side of the story and the Grasshopper’s side of the story. Then they have to decide if the Grasshopper deserves another chance and has learned his lesson. If the jury believes that the Grasshopper has learned his lesson than the jury will say he is innocent. If the jury believes the Ant’s side the story and that the Grasshopper did not learn his lesson and will play again all summer then the jury will say that he is guilty and should be punished!” \*\*\*Most everyone should get the opportunity to play a jury member. If the judge is not hearing the student’s assigned case, allow them to sit in the jury box.
14. Spend a good time of your day reviewing each job and vocabulary with the students and what they are going to say/do tomorrow in court. You may also video tape an episode of “Animal Court” with Judge Whopner on the cable channel “Animal Planet” to point out each person in a court setting so the children have a better understanding of their job and courtroom procedures.

E. *Evaluation/Assessment*

1. The student will successfully complete the writing page for their book. (Appendix K)
2. The student will illustrate the cover of their fable book (Appendix D) with the characters of their favorite fable.

F. *Extensions*

1. Ask the students to create their own fable stories with morals for classroom behavior.
2. Produce a play production of one of the fables studied. You may even want to do a nineties version.

## VI. CULMINATING ACTIVITY: (Optional)

### Mock Trial in Kinder Court

- A. This activity would work with any/all of the fables studied this week.
- B. Before assigning roles to the students, spend time discussing the jobs and roles of people involved in a trail.
- C. Each student in the class will be able to participate in the mock trail.
  1. Judge (teacher) Presides over the trail, guides and keeps it on schedule.
  2. Attorney (One for each defendant and plaintiff)
  3. Defendants (Grasshopper, Dog, Hare, Lion)
  4. Plaintiffs (Ants, Mouse, Tortoise)
  5. Bailiff (All rise..., swear in each witness to tell the truth, the whole truth...)
  6. Jurors (Listens to both sides and make an informed decision. Innocent/Guilty)
- D. It is important to instruct the attorneys and their defendants to work together while pleading their cases. They must prove to the jury that they have learned their lesson, will mend their ways and deserve another chance. Likewise, the plaintiffs and their attorneys must work together towards proving their accusations.
- E. As the judge, you will have to use guided questions to keep the children on track with the facts of their case.
- F. Provide costumes from dramatic play to help the students “dress the part”. (I.e. The

- bailiff can wear a toy badge.) Arrange your classroom to a courtroom setting to heighten the drama!
- G. After both sides have spoken, allow the jury to discuss and come to a consensus on the verdicts. Give each jury member an index card with a smiley face on one side and a frown on the other. Instruct the jury to hold up a smiley face for innocent and the frown face for guilty.
  - H. The bailiff should count the cards and announce the verdict. Allow the jury to discuss a possible a punishment if necessary! If you have jury members who are not listening or playing around, ask your bailiff to keep an eye on them or to escort them to sit out.
  - I. Let the children ham it up and have a good time with it!

### **Name That Moral!**

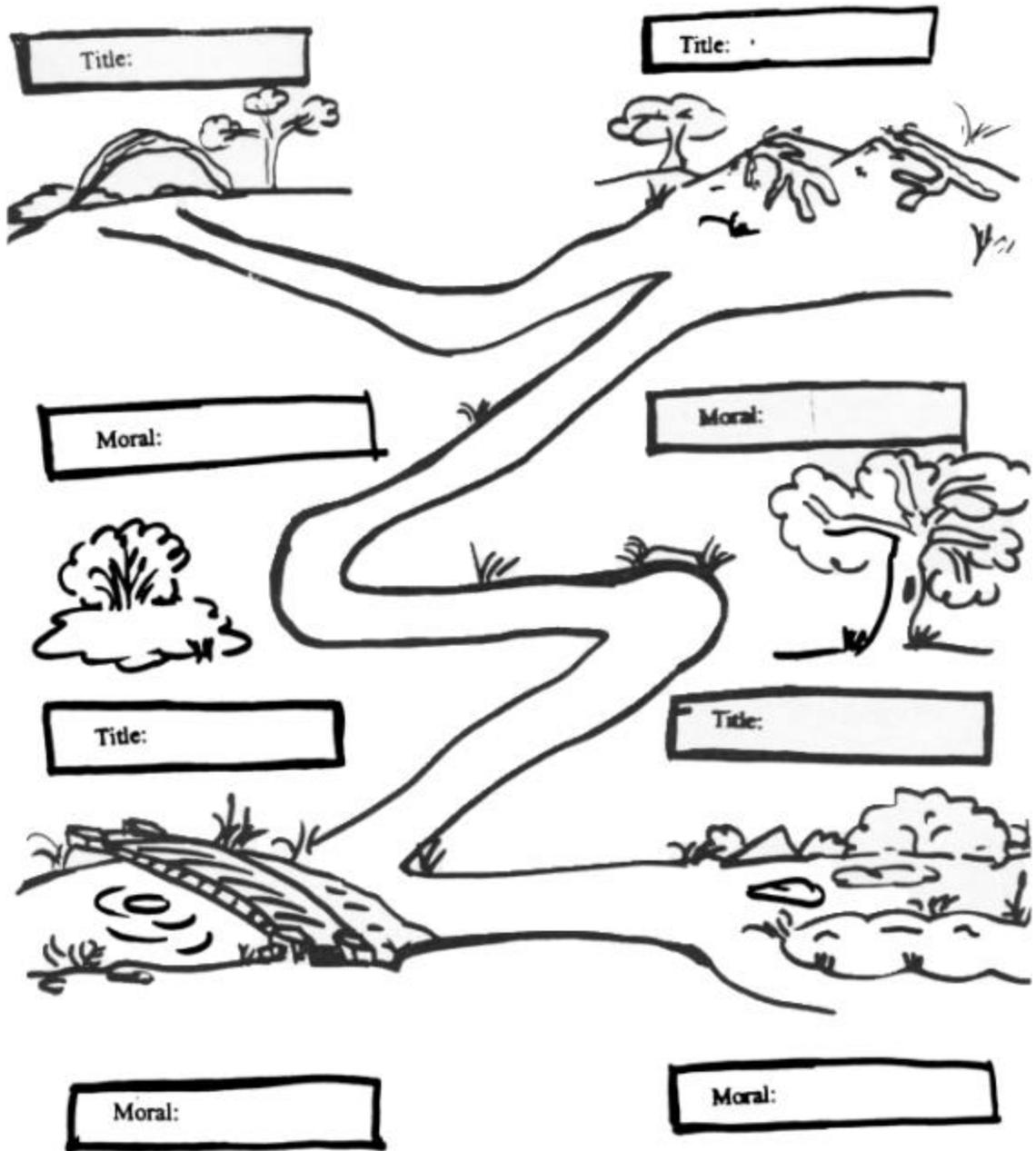
- A. State: “Using everything you know about Aesop’s fables and his morals we are going to play a question and answer game called *Name That Moral!*”
- B. Divide the students up into two teams. You be creative and name the teams. [I.e. grasshoppers vs. hares]
- C. Using a teacher created jeopardy board, have approximately five topic headings for your questions.
  - 1. Who Said That? (Quotes)
  - 2. Name That Moral (from a description of the story)
  - 3. Who Am I? (From a description of their problem in the story)
  - 4. Where Am I? (Using the Moral Map and positional words)
  - 5. Aesop Facts (using information about Aesop from lesson one)
  - 6. When writing your questions do not forget to write them in the form of an answer. If a team takes too long or does not know the correct answer the other team can steal!

## **VII. HANDOUTS / WORKSHEETS**

## **VIII. BIBLIOGRAPHY**

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<http://www.eb.com:180/bol/topic?eu=3930&sctn=1&pm=>,1999.
- Bauer, Caroline Feller. Handbook for Storytellers. Chicago: American Library Association, 1977. ISBN #0-8389-0225-1
- Hirsch, E.D. Jr. What Your Kindergartner Needs to Know. New York: Doubleday, 1996. ISBN #0-385-48117-9
- Mazo, Karyn & Shepherd-Hayes, Deborah. Tales Around the World Intermediate. California: Teacher Created Materials, Inc.,1999. ISBN #1-55734-464-7

Appendix A



Appendix B



The Mouse

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The Lion

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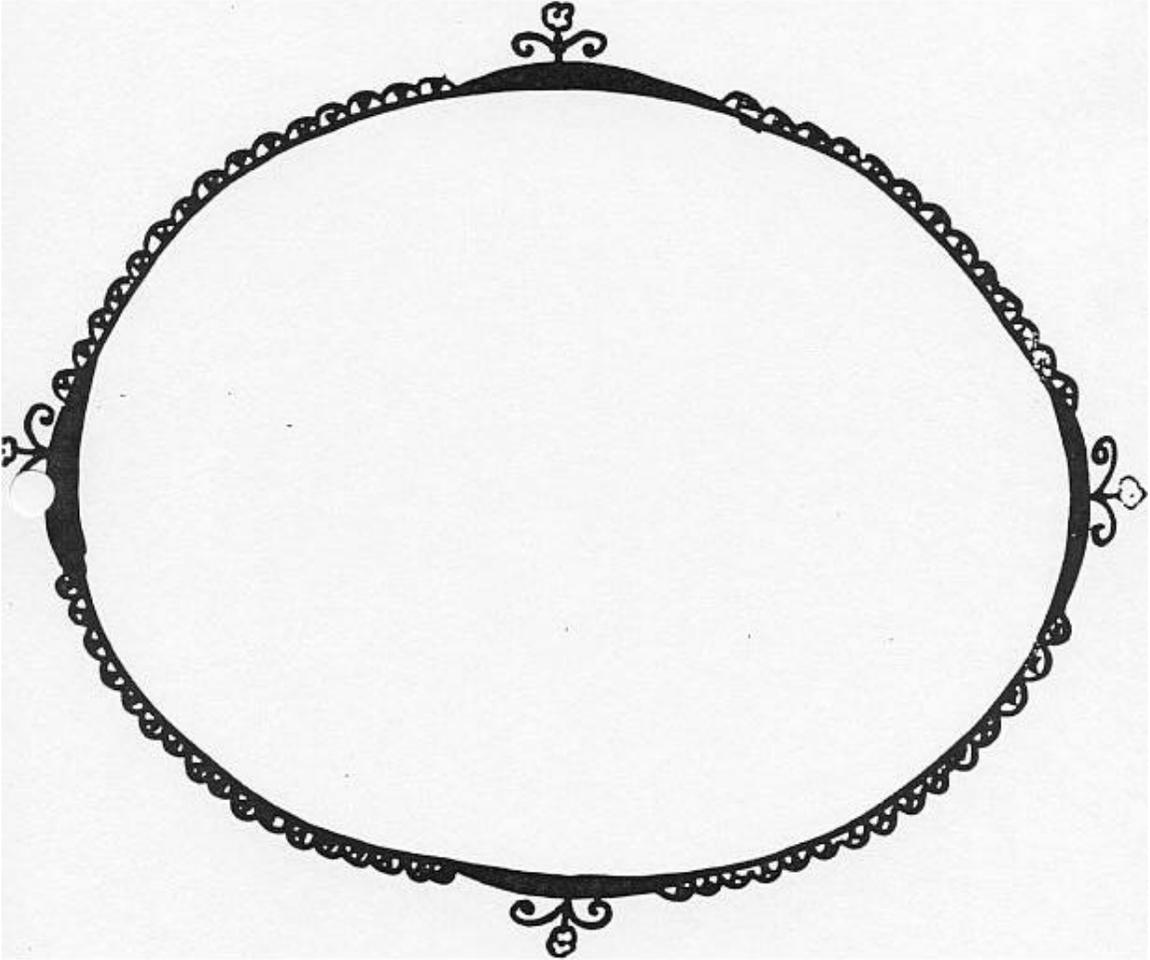
**Appendix C**

Fable: The Lion and The Mouse

One way I can be a great friend is...

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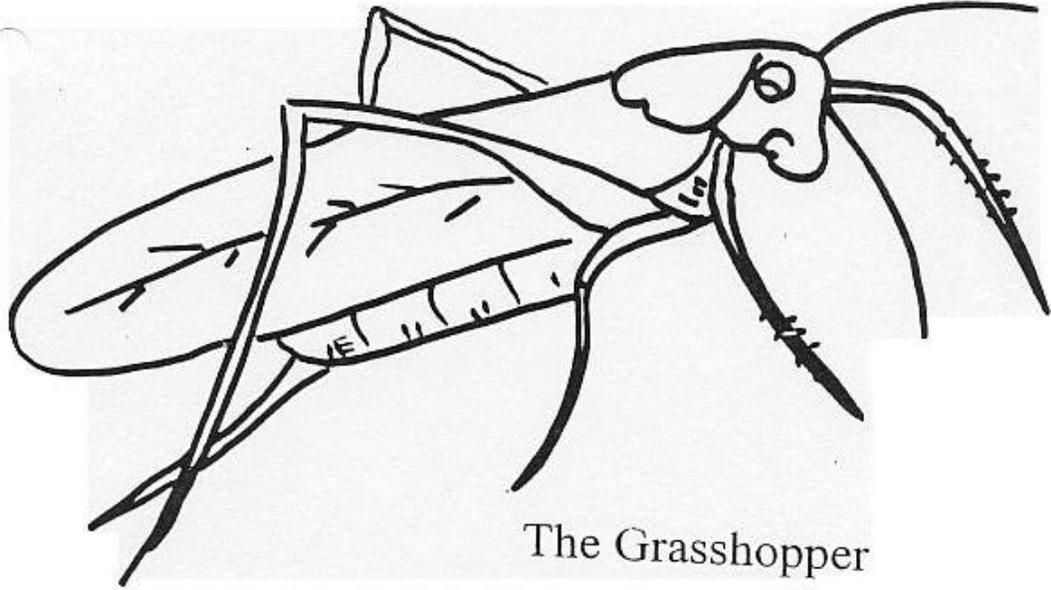
Aesop Appeals To Me!



Written and Illustrated By:

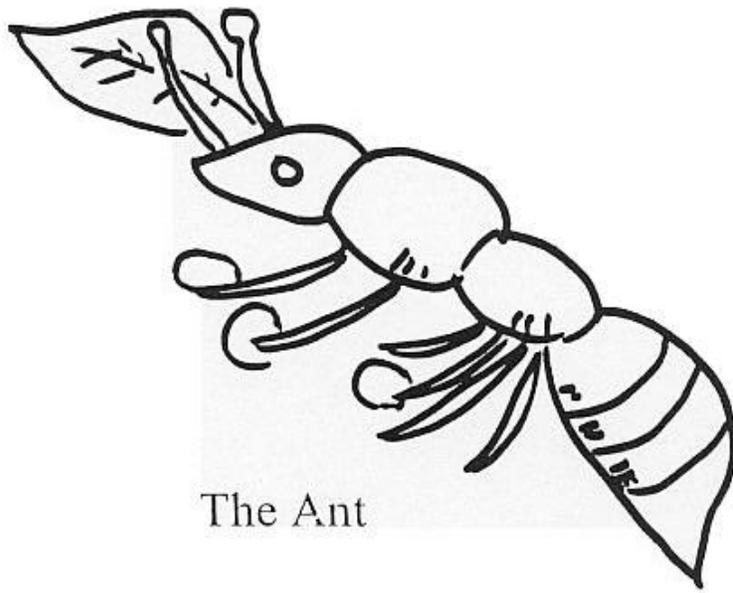
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Appendix



The Grasshopper

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The Ant

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Appendix F



Fable: The Grasshopper and The Ants

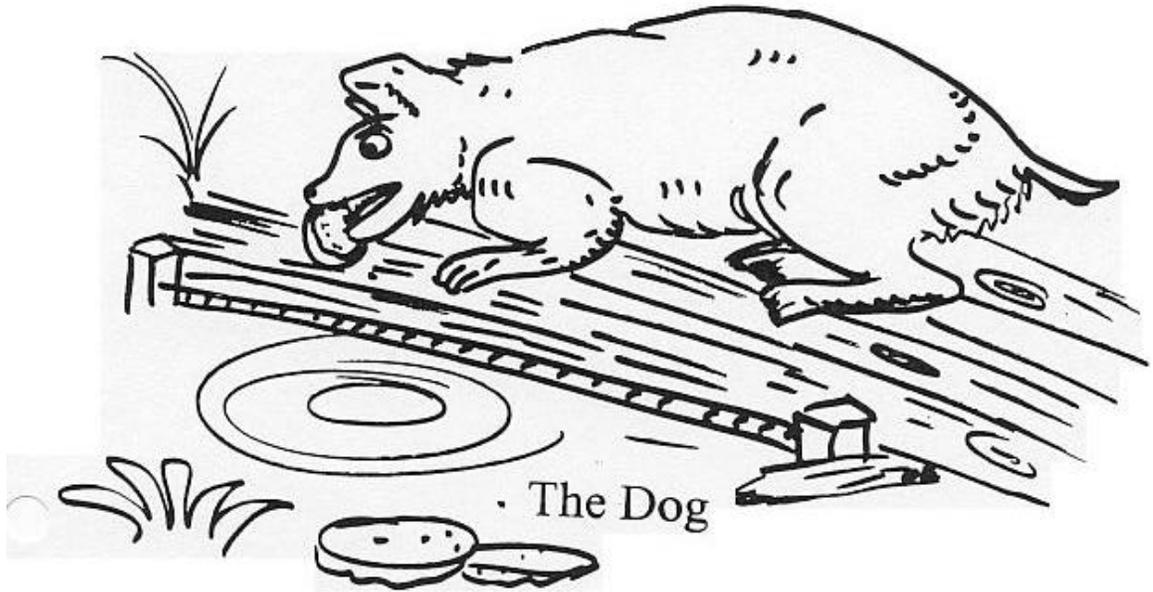
I know there is an appropriate time for me to:

Play:

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Work:

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Appendix G

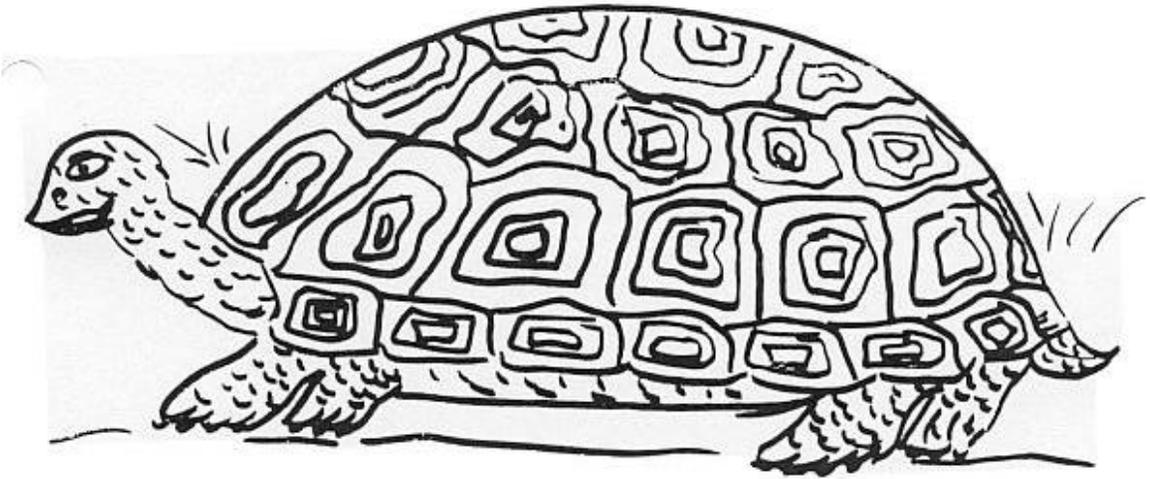


Appendix H

Fable: The Dog and His Shadow

One time I had to learn a hard lesson...

Appendix



The Tortoise



The Hare

Appendix J

Fable: The Hare and The Tortoise

One time I persevered when I...

Appendix K

In Kinder Court we are going to put our fable characters on trial to see if they have learned their lesson. My job in court is to...

