

All About Aesop

Grade Level: First Grade

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Length of Unit: (7 Lessons)

I. ABSTRACT

A surly fox, a cantankerous dog, and a treasured goose are familiar characters that live on through the fables of Aesop. The fables are as timely today as they were when first told nearly three thousand years ago. These clever and entertaining tales were told by Aesop to teach valuable lessons. *All About Aesop* is a unit that focuses on using fables to develop, strengthen and assess reading comprehension. Student's comprehension will be assessed through the use of rubrics, retells, sequencing, writing activities, teacher observations, checklists and culminating projects.

II. OVERVIEW

A. Concept Objectives

1. The student will develop strategies to support comprehension.
2. The student will understand that fables teach virtues, which are inherent to good citizenship.
3. The student will appreciate a variety of literature.

B. Content from the *Core Knowledge Sequence*

1. *The Boy Who Cried Wolf* (pg. 25)
2. *The Dog in the Manger* (pg. 25)
3. *The Wolf in Sheep's Clothing* (pg. 25)
4. *The Maid and the Milk Pail* (pg. 25)
5. *The Fox and the Grapes* (pg. 25)
6. *The Goose and the Golden Eggs* (pg. 25)

C. Skill Objectives

1. Predict what will happen next in stories, justify his or her predictions, and later discuss whether predictions were confirmed. (pg 24)
2. Discuss how, why, and what if questions about fiction texts. (pg 24)
3. Use complete and detailed sentences to respond to what, when, where, and how questions. (pg. 24)
4. Listen critically to interpret and evaluate. (LA TEKS 1.1 D)
5. Ask and answer relevant questions and make contributions in group discussions. (LA TEKS 1.3C)
6. Present dramatic interpretation of a fable. (LA TEKS 1.3D)
7. Retell order of important events in stories. (LA TEKS 1.12C)
8. Draw and discuss visual images based on text descriptions. (LA TEKS 1.12E)
9. Determine cause and effect, make predictions and draw conclusions based on text. (LA TEKS 1.12 F)
10. Analyze simple story structure. (LA TEKS 1.14 B)
11. Identify the importance of the setting. (LA TEKS 1.14 H)
12. Recognize the story problem or plot. (LA TEKS 1.14 I)
13. Write text to describe illustrations. (LA TEKS 1.18 B)
14. Write to record ideas and reflections. (LA TEKS 1.18 C)

15. Generate ideas before writing, develop drafts, and revise drafts. (LA TEKS 1.18 B, C, D)

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Orgel, Doris. *The Lion and The Mouse and Other Aesop's Fable*: New York: Dorling Kindersley Publishing. 2000. ISBN 0-7894-2665-X.
2. Hirsch, E.D. *What Your First Grader Needs to Know*. New York: Bantam Doubleday Dell Publishing Group, Inc. 1992. ISBN 0-385-31257-1.
3. Thistle, Louis. *Dramatizing Aesop's Fables*: New Hampshire: Smith and Kraus Publishers, 1993. ISBN 0-86651-653-0

B. For Students

1. Aesop's Fables from the Kindergarten sequence: *The Lion and the Mouse, The Hare and the Tortoise, The Grasshopper and the Ants, and The Dog and His Shadow*.

IV. RESOURCES

- A. McGovern, Ann. *Aesop's Fables*: New York: Scholastic Inc, 1963. ISBN 0-590-43880-8

V. LESSONS

Lesson One: The Boy Who Cried Wolf (2 days)

A. Daily Objectives

1. Concept Objectives
 - a. The student will develop strategies to support comprehension.
 - b. The student will understand that fables teach virtues, which are inherent to good citizenship.
 - c. The student will appreciate a variety of literature.
2. Lesson Content
 - a. *The Boy Who Cried Wolf*
3. Skill Objectives
 - a. Predict what will happen next in stories, justify his or her predictions, and later discuss whether predictions were confirmed.
 - b. Discuss how, why, and what if questions about fiction texts.
 - c. Use complete and detailed sentences to respond to what, when, where, and how questions.
 - d. Listen critically to interpret and evaluate. (LA TEKS 1.1 D)
 - e. Ask and answer relevant questions and make contributions in group discussions. (LA TEKS 1.3C)
 - f. Present dramatic interpretation of a fable. (LA TEKS 1.3D)
 - g. Retell order of important events in stories. (LA TEKS 1.12C)
 - h. Draw and discuss visual images based on text descriptions. (LA TEKS 1.12E)
 - i. Make predictions based on text. (LA TEKS 1.12 F)
 - j. Identify the importance of the setting. (LA TEKS 1.14 H)

- k. Recognize the story problem or plot. (LA TEKS 1.14 I)
- l. Write to record ideas and reflections. (LA TEKS 1.18 C)

B. *Materials*

1. Appendices A and A1: Prediction Journal –1 per student
2. Appendix B: Graphic Organizer (enlarged on chart paper)
3. Appendix C: Performance Assessment Rubric
4. Appendix D: *Little Bits of Wisdom* Book –1 per student
5. 6 pieces of story paper per student
6. Index cards
7. Paper plates
8. Craft sticks
9. Crayons

C. *Key Vocabulary*

1. Shepherd-a person who takes care of sheep
2. Flock- a group of animals living together
3. Villagers- the people who live in a village
4. Village- a place where people live that is usually smaller than a town

D. *Procedures/Activities*

1. Teacher prepares “Prediction Journal” by making booklets using Appendices A and A1: Prediction Journal, using 6 copies of each page.
2. Teacher prepares *Little Bits of Wisdom* Books by making booklets using Appendix D: Little Bits of Wisdom as the cover and attaching 6 sheets of story paper.
3. To assess prior knowledge, teacher reads “The Hare and the Tortoise”. After reading, teacher asks students to identify genre (fable). Students brainstorm fable characteristics (ex: characters are animals, they act like people, there is a lesson to be learned, fiction, short in length). Teacher records student responses on chart paper. If needed, teacher provides additional information.
4. Focus Question: Have you ever done something that you were sorry for? Teacher asks class focus question. Discuss.
5. Introduce vocabulary. Teacher writes vocabulary words on index cards. Discuss.
6. Teacher reads beginning of “The Boy Who Cried Wolf”, revealing enough of the fable for students to make a prediction. Have students record prediction and illustrate in their Prediction Journal. Teacher chooses a few students to share their predictions. After students have shared and justified their predictions, teacher finishes reading the fable.
7. After reading the fable, teacher questions students. Ex: Tell why the boy cried wolf. What happened the first time he cried wolf? What happened when the boy cried wolf after several times? Explain why the villagers were angry.
8. Teacher leads discussion in which students identify what lesson could be learned through this fable. Brainstorm. Have students decide on which moral best fits this fable. Students dictate to teacher who writes moral on the board. Students complete page in *Little Bits of Wisdom* Book by copying moral from the board.
9. After discussion, teacher introduces graphic organizer (Appendix B). Students give correct information to fill in the organizer.

10. Teacher has students look at their prediction in their prediction journal. Students complete first page of prediction journal by writing what really happened in the fable. Students compare prediction to actual ending.
11. Teacher re-reads the fable. After re-reading, teacher assigns the following parts to small groups: one boy, one wolf, sheep and villagers. Students create masks depicting their assigned character from paper plates. Attach craft sticks to paper plates to create a handle. Students retell the fable through dramatic play. Students practice play in groups. Following student practice, students perform play for another audience. As students perform for audience, teacher assesses the performance using Appendix C: Performance Rubric.

E. *Assessment/Evaluation*

1. Teacher will collect prediction journals and assess how well the students made and justified predictions and also see if their predictions were confirmed.
2. Teacher observation of students' participation in classroom discussion.
3. Teacher will evaluate the correctness of student responses on the graphic organizer.
4. Appendix C: Performance Rubric

Lesson Two: The Dog in the Manger

A. *Daily Objectives*

1. Concept Objectives
 - a. The student will develop strategies to support comprehension.
 - b. The student will understand that fables teach virtues, which are inherent to good citizenship.
 - c. The student will appreciate a variety of literature.
2. Lesson Content
 - a. *The Dog in the Manger*
3. Skill Objectives
 - a. Predict what will happen next in stories, justify his or her predictions, and later discuss whether predictions were confirmed.
 - b. Discuss how, why, and what if questions about fiction texts.
 - c. Use complete and detailed sentences to respond to what, when, where and how questions. Listen critically to interpret and evaluate. (LA TEKS 1.1 D)
 - d. Ask and answer relevant questions and make contributions in group discussions. (LA TEKS 1.3 C)
 - e. Retell order of important events in stories. (LA TEKS 1.12 C)
 - f. Draw and discuss visual images based on text descriptions. (LA TEKS 1.12 E)
 - g. Analyze simple story structure. (LA TEKS 1.14 B)
 - h. Identify the importance of the setting. (LA TEKS 1.14 H)
 - i. Recognize the story problems or plots. (LA TEKS 1.14 I)
 - j. Write text to describe illustrations. (LA TEKS 1.18 B)
 - k. Write to record ideas and reflections. (LA TEKS 1.18 C)

B. *Materials*

1. Appendix A: Prediction Journal
2. Appendix B: Graphic Organizer

3. Appendix D: *Little Bits of Wisdom* book
 4. Appendix E: *Dog in the Manger* Sequence Activity Page
 5. Index cards
 6. “8 ½ x 11” white paper cut in half –5 half-sheets per child
 7. “12 x 18” construction paper – 1 per child
 8. Chart paper
- C. *Key Vocabulary*
1. Manger – a fenced area where animals are kept
 2. Ox - cattle
- D. *Procedures/Activities*
1. Focus Question: How does it make you feel when someone won’t share with you? Discuss.
 2. Introduce vocabulary. Teacher writes vocabulary words on index cards. Discuss.
 3. Teacher reads beginning of *The Dog in the Manger*, revealing enough of the fable for students to make a prediction. Have students record prediction and illustrate in their Prediction Journal. Teacher chooses a few students to share their predictions. After students have shared and justified their predictions, teacher finishes reading the fable.
 4. After reading the fable, teacher questions students. Ex: Who were the main characters in the story? What made the dog grouchy? How did the ox feel when he couldn’t eat?
 5. Teacher leads discussion in which students identify what lesson could be learned through this fable. Brainstorm. Have students decide on which moral best fits this fable. Students dictate to teacher who writes moral on the board. Students complete page in *Little Bits of Wisdom Book* by copying moral from the board.
 6. After discussion, students give information to fill in graphic organizer (Appendix B).
 7. Teacher has students look at their prediction in their prediction journal. Students complete page of prediction journal by writing what really happened in the fable. Students compare prediction to actual ending.
 8. In a group discussion, teacher has students orally retell fable. On chart paper, teacher writes the following words: First, Next, Then and Last. Teacher has students retell fable in sequential order using these words. Teacher records on chart paper.
 9. Using Appendix E: *Dog in the Manger* Sequencing Activity Page, teacher demonstrates step-by-step directions to create a dog-shaped page. Staple the five white pages in front as shown on the appendix. On the first page, students write “The Dog in the Manger” and illustrate. On the second page, students write what happened **first** and illustrate. On the third page, students write what happened **next** and illustrate. On the fourth page, students write what happened **then** and illustrate. On the last page students write what happened **last** and illustrate.
- E. *Assessment/Evaluation*
1. Teacher will collect prediction journals and assess how well the children made and justified predictions and also to see if their predictions were confirmed.
 2. Teacher observation of students’ participation in classroom discussion.
 3. Graphic Organizer

4. Teacher checks students sequencing to ensure understanding on fable sequence.

Lesson Three: The Wolf in Sheep's Clothing

A. Daily Objectives

1. Concept Objectives
 - a. The student will develop strategies to support comprehension.
 - b. The student will understand that fables teach virtues, which are inherent to good citizenship.
 - c. The student will appreciate a variety of literature.
2. Lesson Content
 - a. *The Wolf in Sheep's Clothing*
3. Skill Objectives
 - a. Predict what will happen next in stories, justify his or her predictions, and later discuss whether predictions were confirmed.
 - b. Discuss how, why, and what if questions about fiction texts.
 - c. Use complete and detailed sentences to respond to what, when, where and how questions.
 - d. Listen critically to interpret and evaluate. (LA TEKS 1.1 D)
 - e. Ask and answer relevant questions and make contributions in group discussions. (LA TEKS 1.3 C)
 - f. Retell order of important events in stories. (LA TEKS 1.12 C)
 - g. Draw and discuss visual images based on text descriptions. (LA TEKS 1.12 E)
 - h. Determine cause and effect, make predictions and draw conclusions based on text. (LA TEKS 1.12 F)
 - i. Analyze simple story structure. (LA TEKS 1.14 B)
 - j. Identify the importance of the setting. (LA TEKS 1.14 H)
 - k. Recognize the story problem or plot. (LA TEKS 1.14 I)
 - l. Write text to describe illustrations. (LA TEKS 1.18 B)
 - m. Write to record ideas and reflections. (LA TEKS 1.18 C)

B. Materials

1. Appendix A: Prediction Journal
2. Appendix B: Graphic Organizer
3. Appendix D: *Little Bits of Wisdom* book
4. Appendix E: Dog in the Manger Sequencing Activity
5. Appendix F: Wolf in Sheep's Clothing Cloze Passage - 1 per student
6. Index cards

C. Key Vocabulary

1. Graze-to eat grass
2. Plump – round and full
3. Sheepskin – the skin of a sheep
4. Disguise – clothing put on to hide one's true identity
5. Shepard – a person who takes care of sheep
6. Suspicious – showing distrust
7. Flock – a group of animals kept together
8. Fold - a pen or shelter for sheep

D. *Procedures/Activities*

1. Focus Question: Have you ever been nice to someone just to get what you wanted? Discuss.
2. Introduce vocabulary. Teacher writes vocabulary words on index cards. Discuss.
3. Teacher reads beginning of *The Wolf in Sheep's Clothing*, revealing enough of the fable for students to make a prediction. Have students record prediction and illustrate in their Prediction Journal (Appendices A and A1). Teacher chooses a few students to share their predictions. After students have shared and justified their predictions, teacher finishes reading the fable.
4. After reading the fable, teacher questions students. Ex: Why did the wolf put on sheepskin? How did the shepherd feel when he realized that he had chosen a wolf instead of a sheep?
5. Teacher leads discussion in which students identify what lesson could be learned through this fable. Brainstorm. Have students decide on which moral best fits this fable. Students dictate to teacher who writes moral on the board. Students complete page in *Little Bits of Wisdom Book* (Appendix D) by copying moral from the board.
6. After discussion, students give information to fill in graphic organizer (Appendix B).
7. Teacher has students look at their prediction in their prediction journal. Students complete page of prediction journal by writing what really happened in the fable. Students compare prediction to actual ending.
8. To assess comprehension, students will complete cloze passage. (Appendices F and F1: *The Wolf in Sheep's Clothing*.) Complete cover page (Appendix F). Cut out. Complete cloze passage (Appendix F1), cut out and staple under cover page.

E. *Assessment/Evaluation*

1. Teacher will collect prediction journals and assess how well the children made and justified predictions and also see if their predictions were confirmed.
2. Teacher observation of students' participation in classroom discussion.
3. Graphic Organizer
4. Teacher assesses cloze passage.

Lesson Four: The Maid and the Milk Pail

A. *Daily Objectives*

1. Concept Objectives
 - a. The student will develop strategies to support comprehension.
 - b. The student will understand that fables teach virtues, which are inherent to good citizenship.
 - c. The student will appreciate a variety of literature.
2. Lesson Content
 - a. *The Maid and the Milk Pail*
3. Skill Objectives
 - a. Predict what will happen next in stories, justify his or her predictions, and later discuss whether predictions were confirmed.

- b. Discuss how, why, and what if questions about fiction texts.
- c. Use complete and detailed sentences to respond to what, when, where and how questions
- d. Write text to describe illustrations. (LA TEKS 1.18 B)
- e. Listen critically to interpret and evaluate. (LA TEKS 1.1 D)
- f. Ask and answer relevant questions and make contributions in group discussions. (LA TEKS 1.3 C)
- g. Retell order of important events in stories. (LA TEKS 1.12 C)
- h. Draw and discuss visual images based on text descriptions. (LA TEKS 1.12 E)
- i. Determine cause and effect, make predictions and draw conclusions based on text. (LA TEKS 1.12 F)
- j. Analyze simple story structure. (LA TEKS 1.14 B)
- k. Identify the importance of the setting. (LA TEKS 1.14 H)
- l. Recognize the story problem or plot. (LA TEKS 1.14 I)
- m. Write text to describe illustrations. (LA TEKS 1.18 B)
- n. Write to record ideas and reflections. (LA TEKS 1.18 C)

B. *Materials*

- 1. Appendix A: Prediction Journal
- 2. Appendix B: Graphic Organizer
- 3. Appendix D: *Little Bits of Wisdom* book
- 4. Appendix G: *The Maid and the Milk Pail* Chain Reaction
- 5. Appendix H: *The Maid and the Milk Pail* Partner Retell Rubric
- 6. Index cards
- 7. Drawing paper
- 8. Crayons or markers
- 9. Scissors
- 10. Paper lunch bags

C. *Key Vocabulary*

- 1. Milkmaid – young woman who milks cows
- 2. Pail – bucket
- 3. Parson – minister
- 4. Frock – dress
- 5. Bonnet – a girl’s hat
- 6. Market – place where people buy and sell things

D. *Procedures/Activities*

- 1. Focus Question: Can you think of a time when you were sure you were going to get something and then didn’t get it? How did you feel? Discuss.
- 2. Introduce vocabulary. Discuss.
- 3. Teacher reads the beginning of *The Maid and the Milk Pail*. After reading the beginning, teacher stops and students write their predictions in the prediction journal (Appendices A and A1). After students have recorded predictions, teacher asks several students to share and justify their predictions. Teacher finishes reading fable.
- 4. After reading the fable, the teacher asks questions. Ex: How would you describe the milkmaid? Why did she want a new dress? What was she going to buy with the money she got from the milk?

5. Teacher leads discussion about what lessons could be learned from this fable. Students decide what moral best fits this fable, students dictate as teacher writes moral on the board. Students complete page in *Little Bits of Wisdom* book (Appendix D).
6. After discussion, students give information to fill in graphic organizer. (Appendix B).
7. Students revisit predictions and complete page on what really happened.
8. Students retell *The Maid and the Milk Pail*. As students retell fable, teacher writes each event onto each link of a chain that has been prepared ahead of time using Appendix G Chain Reaction.
9. Students will present Paper Bag Theater. Students illustrate a key setting from the story on the front of a paper lunch bag. They then illustrate and cut out drawings that represent characters and elements of the fable. When the visuals are completed, students number the pictures in the order that they appear in the fable. Teacher introduces Partner Retell Rubric (Appendix H). With a partner, students retell the fable using the paper bag as a backdrop for his/her pictures. The partner will assess the retelling using the Story Retell Rubric (Appendix H). After the fables are told, students put pictures back into paper bag.

E. *Assessment/Evaluation*

1. Teacher will collect prediction journals and assess how well the children made and justified predictions and also to see if their predictions were confirmed.
2. Teacher observation of students' participation in classroom discussion.
3. Graphic Organizer
4. Story Retell Rubric
5. Paper Bag Theater (teacher checks for sequencing, story elements, and setting).

Lesson Five: The Fox and the Grapes

A. *Daily Objectives*

1. Concept Objectives
 - a. The student will develop strategies to support comprehension.
 - b. The student will understand that fables teach virtues, which are inherent to good citizenship.
 - c. The student will appreciate a variety of literature.
2. Lesson Content
 - a. *The Fox and the Grapes*
3. Skill Objectives
 - a. Predict what will happen next in stories, justify his or her predictions, and later discuss whether predictions were confirmed.
 - b. Discuss how, why, and what if questions about fiction texts.
 - c. Use complete and detailed sentences to respond to what, when, where and how questions.
 - d. Write text to describe illustrations. (LA TEKS 1.18 B)
 - e. Listen critically to interpret and evaluate. (LA TEKS 1.1 D)
 - f. Ask and answer relevant questions and make contributions in group discussions. (LA TEKS 1.3 C)

- g. Retell order of important events in stories. (LA TEKS 1.12 C)
- h. Draw and discuss visual images based on text descriptions. (LA TEKS 1.12 E)
- i. Determine cause and effect, make predictions and draw conclusions based on text. (LA TEKS 1.12 F)
- j. Analyze simple story structure. (LA TEKS 1.14 B)
- k. Identify the importance of the setting. (LA TEKS 1.14 H)
- l. Recognize the story problem or plot. (LA TEKS 1.14 I)
- m. Write to record ideas and reflections. (LA TEKS 1.18 C)
- n. Generate ideas before writing, develop drafts, and revise drafts. (LA TEKS 1.18 B, C, D)

B. *Materials*

- 1. Appendix A: Prediction Journal
- 2. Appendix B: Graphic Organizer
- 3. Appendix D: *Little Bits of Wisdom* book
- 4. Appendix I: *Fox and the Grapes* Pop-up book
- 5. Index cards

C. *Key Vocabulary*

- 1. Vineyard – a type of farm where grapes are grown
- 2. Sun ripened – plants that have grown in the sun and are ready to eat
- 3. Seize – to grab
- 4. Sour – not sweet

D. *Procedures/Activities*

- 1. Focus Question: Have you ever acted like you didn't want something because you knew you couldn't have it? Discuss.
- 2. Introduce vocabulary. Discuss.
- 3. Teacher reads the beginning of *The Fox and the Grapes*. Teacher stops and students write predictions in prediction journal (Appendices A and A1). Several students share. Teacher finishes reading fable.
- 4. Teacher asks questions. Ex. What would the fox have said if he had been able to reach the grapes? Do you think the fox could have got the grapes in another way?
- 5. Discuss what lessons could have been learned from this fable. Students decide on what moral best fits. Students dictate moral as teacher writes it on the board. Students complete page in *Little Bits of Wisdom* book (Appendix D).
- 6. Complete graphic organizer (Appendix B).
- 7. Students check predication in Prediction journal (Appendices A and A1).
- 8. Students will create a pop-up story summary using the following format along with Appendix I.
 - Somebody (*the fox*)
 - Wanted (*the grapes*)
 - But (*he couldn't reach them*)
 - So (*he said they were probably sour anyway*)

E. *Assessment/Evaluation*

- 1. Teacher will collect prediction journals and assess how well the children made and justified predictions and also see if their predictions were confirmed.

2. Teacher observation of students' participation in classroom discussion.
3. Graphic Organizer
4. Teacher checks for comprehension using the pop-up story summary.

Lesson Six: The Goose with the Golden Eggs

A. *Daily Objectives*

1. Concept Objectives
 - a. The student will develop strategies to support comprehension.
 - b. The student will understand that fables teach virtues, which are inherent to good citizenship.
 - c. The student will appreciate a variety of literature.
2. Lesson Content
 - a. *The Goose with the Golden Eggs*
3. Skill Objectives
 - a. Predict what will happen next in stories, justify his or her predictions, and later discuss whether predictions were confirmed.
 - b. Discuss how, why, and what if questions about fiction texts.
 - c. Use complete and detailed sentences to respond to what, when, where and how questions.
 - d. Write text to describe illustrations. (LA TEKS 1.18 B)
 - e. Listen critically to interpret and evaluate. (LA TEKS 1.1 D)
 - f. Ask and answer relevant questions and make contributions in group discussions. (LA TEKS 1.3 C)
 - g. Retell order of important events in stories. (LA TEKS 1.12 C)
 - h. Draw and discuss visual images based on text descriptions. (LA TEKS 1.12 E)
 - i. Determine cause and effect, make predictions and draw conclusions based on text. (LA TEKS 1.12 F)
 - j. Analyze simple story structure. (LA TEKS 1.14 B)
 - k. Identify the importance of the setting. (LA TEKS 1.14 H)
 - l. Recognize the story problem or plot. (LA TEKS 1.14 I)
 - m. Write to record ideas and reflections. (LA TEKS 1.18 C)
 - n. Generate ideas before writing, develop drafts, and revise drafts. (LA TEKS 1.18 B, C, D)

B. *Materials*

1. Appendix A: Prediction Journal
2. Appendix B: Graphic Organizer
3. Appendix D: *Little Bits of Wisdom* book
4. Appendix J: *The Goose and the Golden Eggs* Writing Assessment Rubric
5. Index cards

C. *Key Vocabulary*

1. Precious – very valuable
2. Golden – gold-colored
3. Treasure – something very valuable
4. Content – happy
5. Greedy – wanting more than is needed

D. *Procedures/Activities*

1. Focus Question: Describe a time when you had to be patient to receive something you really wanted.
 2. Introduce vocabulary. Discuss.
 3. Teacher reads beginning of *The Goose and the Golden Egg*. Students write predictions in prediction journal (Appendices A and A1) Share and justify. Teacher finishes reading the fable.
 4. After reading the fable, teacher questions students. Ex. How often did the goose lay an egg? Why did the farmer think he had been tricked? Why was the egg heavier? What word describes the farmer?
 5. Students brainstorm lessons that could be learned from this fable. Students decide which moral best fits this fable. Students dictate moral as teacher writes moral on the board. Students complete final page in *Little Bits of Wisdom* book. (Appendix D)
 6. Complete graphic organizer (Appendix B).
 7. Students check prediction in prediction journal and complete final page. (Appendices A and A1).
 8. Students will write to prompt: One day I found a goose that laid golden eggs. Students edit writing and make revisions as needed.
- E. *Assessment/Evaluation*
1. Teacher will collect prediction journals and assess how well the children made and justified predictions and also to see if their predictions were confirmed.
 2. Teacher observation of students' participation in classroom discussion.
 3. Graphic Organizer
 4. Assess writing using rubric. (Appendix J)

VI. CULMINATING ACTIVITY

1. Students will compose an original fable using the following story elements: characters, setting, problem/solution, and moral. On chart paper teacher lists these elements as headings and students brainstorm appropriate information under each heading. Encourage students to be creative and include elements beyond the fables that they have studied. When chart is completed, students may choose any of the brainstormed information from the chart to compose their own fable ensuring that all story elements are included in their final product. Fables should be original, not a retell.
2. Students will create a diorama using a shoebox or other appropriate materials depicting their fable. (Home project)
3. Invite family members and have students share fables and diorama.
4. Assess writing and diorama using rubric (Appendix K).

VII. HANDOUTS/WORKSHEETS

- A. Appendix A and A1: Prediction Journal
- B. Appendix B: Graphic Organizer
- C. Appendix C: *The Boy Who Cried Wolf* Performance Assessment Rubric
- D. Appendix D: *Little Bits of Wisdom*
- E. Appendix E: *Dog in the Manger* Activity Page
- F. Appendix F and F1: *The Wolf in Sheep's Clothing* Cloze Passage
- G. Appendix G: *Maid and the Milk Pail* Chain Reaction

- H. Appendix H: *Maid and the Milk Pail* Partner Retell Rubric
- I. Appendix I: *Fox and the Grapes* Pop-up
- J. Appendix J: *The Goose and the Golden Egg* Writing Assessment Rubric
- K. Appendix K Culminating Project Rubric

VIII. BIBLIOGRAPHY

- A. Hirsch, E.D. *What Your First Grader Needs to Know*. New York: Bantam Doubleday Dell Publishing Group, Inc. 1992. ISBN 0-385-31257-1.
- B. McGovern, Ann. *Aesop's Fables*: New York: Scholastic Inc, 1963. ISBN 0-590-43880-8.
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- D. Thistle, Louis. *Dramatizing Aesop's Fables*: New Hampshire: Smith and Kraus Publishers, 1993. ISBN0-86651-653-0.

Appendix A

Prediction Journal Pages

Title: _____

Predict what happens next in the story.

I think this will happen:

I think this because _____

How did the Fable end?

Appendix B

Aesop's Fables Graphic Organizer

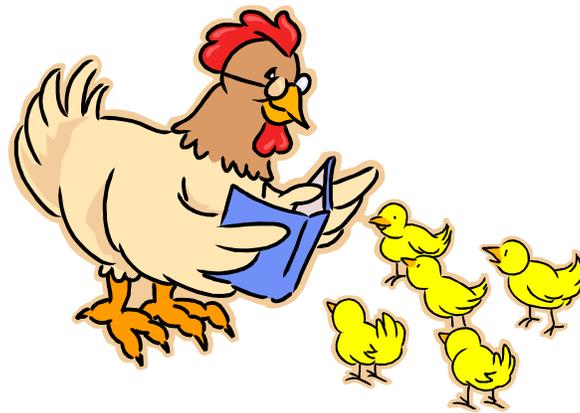
Fable	Characters	Setting	Problem	Solution	Moral

The Boy Who Cried Wolf

			
<i>Sequence</i> <i>Is the story told in the correct order?</i>			
<i>Props</i> <i>Did the student use props effectively?</i>			
<i>Eye Contact</i> <i>Did the student maintain eye contact with the audience?</i>			
<i>Enunciation</i> <i>Could the student be heard during the entire performance?</i>			

Teacher comments:

Little Bits of Wisdom

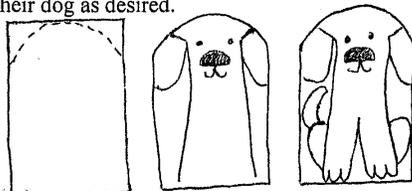




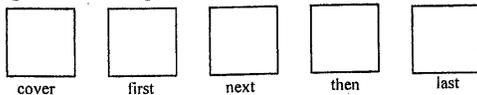
Dog in the Manger Sequencing Activity

Directions

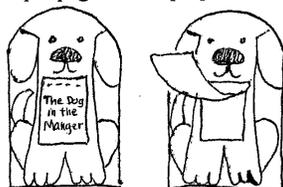
1. Using a sheet of 12 x 18 construction paper, remove the corners to create a rounded top.
2. Draw a dog on the paper modeling each step for students. Students may decorate their dog as desired.



3. Label $5\frac{1}{4} \times 5\frac{1}{2}$ ($8\frac{1}{2} \times 11$ sheets cut in half) sheets. Students create a cover page and then sequence story events by which happened first, next, then, and last.



4. Staple pages in the proper order in the middle of the dog, under the mouth.

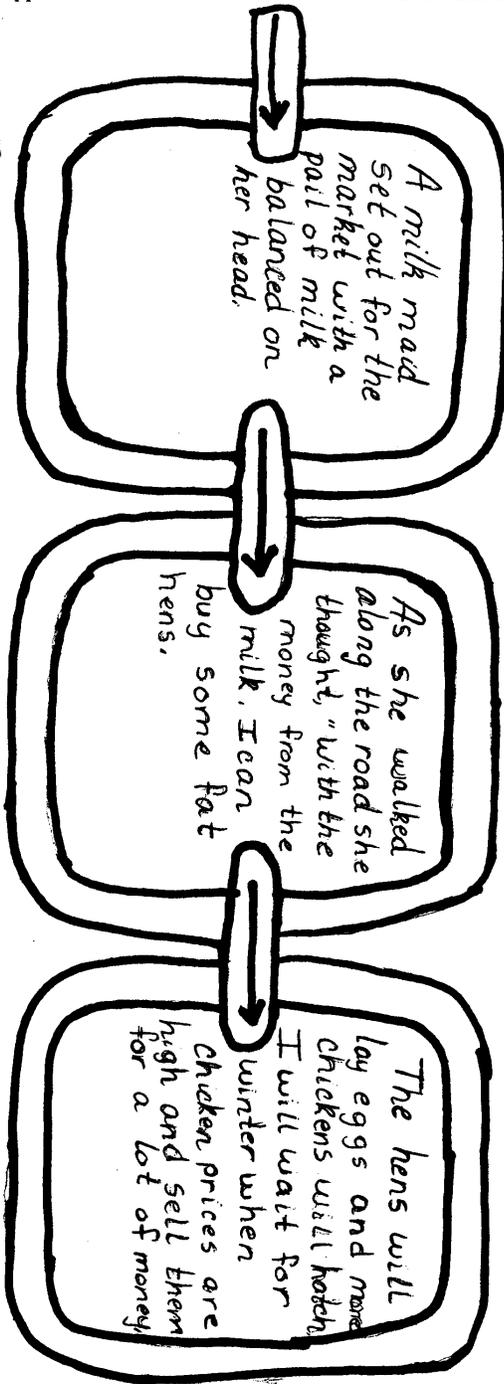




Appendix F1
The Wolf in Sheep's Clothing Cloze Passage

One day a _____ wolf found
_____. He put it on and said
to himself, "Now I can graze with the
_____ and choose the plumpest one
for my dinner and no one will know."
The wolf soon found _____
and had it for his dinner. A short time
later the shepherd came to find a lamb
for _____. The shepherd chose
the fattest sheep in the flock. Guess who
it was. It was the _____!

Appendix G: *The Maid and the Milk Pail Chain Reaction*



Appendix H
The Maid and the Milk Pail Partner Retell Rubric

- | | | |
|--|-----|----|
| 1. My partner included the characters. | Yes | No |
| 2. My partner included the setting. | Yes | No |
| 3. My partner told the problem. | Yes | No |
| 4. My partner told the solution. | Yes | No |
| 5. The story was in order. | Yes | No |

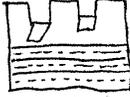
Appendix I
The Fox and the Grapes Pop-up Book Directions

1. Fold paper in half.

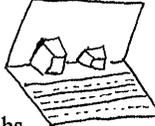
2. Cut tabs.



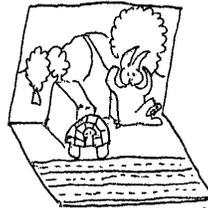
3. Fold tabs down.



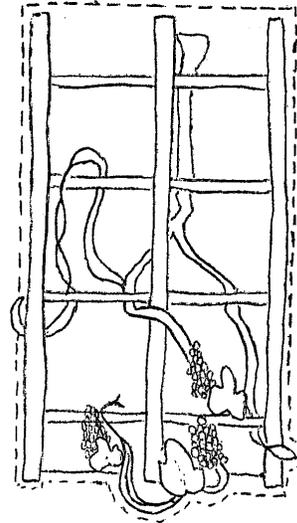
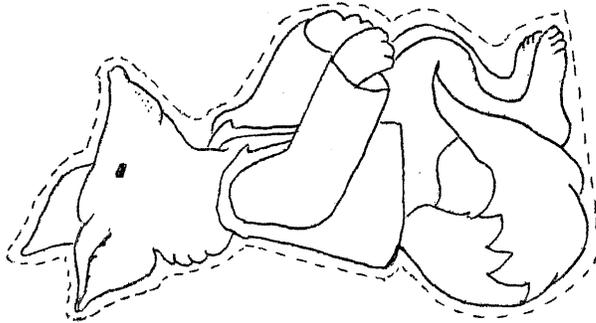
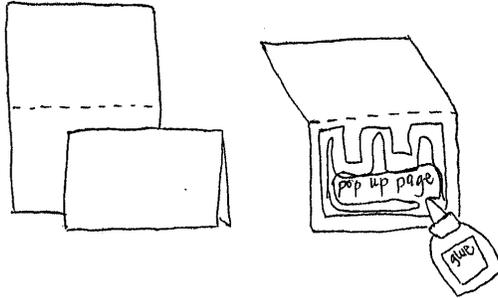
4. Refold paper and push tabs forward.



5. Paste the characters on the pop-up tabs.



6. Fold a 9" x 12" sheet of construction paper in half for a folder cover. Glue the pop-up page on the inside of the construction paper.



Appendix J *The Goose and the Golden Egg*
Writing Assessment Rubric

- | | | | | | |
|--|---|---|---|---|---|
| 1. The student used details to tell about the topic. | 1 | 2 | 3 | 4 | 5 |
| 2. The story has a clear beginning, middle, and end. | 1 | 2 | 3 | 4 | 5 |
| 3. All required story elements are included (characters, setting, problem/solution, and moral) | 1 | 2 | 3 | 4 | 5 |
| 4. Capital letters are used to begin sentences and names. | 1 | 2 | 3 | 4 | 5 |
| 5. Grade level words are spelled correctly. | 1 | 2 | 3 | 4 | 5 |

26-30	Outstanding	Total Score: _____
21-25	Satisfactory	
16-20	Fair	
11-15	Needs Improvement	
5-10	Unsatisfactory	

Comments:

Appendix K: Culminating Project Assessment

Written Fable Assessment

- | | | | | | |
|---|---|---|---|---|---|
| 1. The story made sense. | 1 | 2 | 3 | 4 | 5 |
| 2. The story includes many details. | 1 | 2 | 3 | 4 | 5 |
| 3. All required story elements are included (characters, setting, problem/solution, and moral). | 1 | 2 | 3 | 4 | 5 |
| 4. Capital letters are used to begin sentences and names. | 1 | 2 | 3 | 4 | 5 |
| 5. Grade level words are spelled correctly. | 1 | 2 | 3 | 4 | 5 |

26-30	Outstanding	Total Score: _____
21-26	Satisfactory	
16-21	Fair	
11-16	Needs Improvement	
5-10	Unsatisfactory	

Project and Presentation Assessment

- | | | | | | |
|---|---|---|---|---|---|
| 1. Diorama accurately depicted fable. | 1 | 2 | 3 | 4 | 5 |
| 2. Diorama was neatly organized. | 1 | 2 | 3 | 4 | 5 |
| 3. Student spoke clearly and could be understood. | 1 | 2 | 3 | 4 | 5 |
| 4. Student used expressive voice. | 1 | 2 | 3 | 4 | 5 |
| 5. Student could answer relevant questions about the fable and diorama. | 1 | 2 | 3 | 4 | 5 |

26-30	Outstanding	Total Score: _____
21-27	Satisfactory	
16-22	Fair	
11-17	Needs Improvement	
5-10	Unsatisfactory	

Comments: