

“And the Moral Is...”

Grade Level: Kindergarten

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Length of Unit: 4 Lessons

I. ABSTRACT

This unit focuses on four of Aesop’s fables (“The Lion and the Mouse,” “Androcles and the Lion,” “The Tortoise and the hare,” and “The Ant and the Grasshopper”.) Students will be involved in activities that instill moral values, choices and consequences. Through the reciting and memorization of morals and quotes, the student will relate these values to his or her everyday life experiences.

II. OVERVIEW

- A. Identify concept objectives.
 - 1. Students will gain an appreciation of fables and their purpose.
 - 2. Students will recognize similarities and difference in fables.
 - 3. Students will learn we all make choices.
 - 4. Students will understand all choices have consequences.
- B. Identify content objectives.
 - 1. Aesop
 - 2. Fables
 - 3. Saying and phrases
 - 4. Pattern
 - 5. Number Sequence
 - 6. Listening and Understanding
- C. Skills will be addressed in individual lesson plans.

III. BACKGROUND KNOWLEDGE

- A. Teacher Background Knowledge
 - 1. Aesop’s Fables by: Anne Terry White (Highly recommended)
 - 2. Aesop’s Fables by: Ash-Highton
 - 3. The Book of Virtues
 - 4. Encyclopedia (Aesop)

IV. RESOURCES

- A. A variety of books of Aesop Fables (see bibliography)
- B. The Book of Virtues
- C. What Your Kindergartner Needs to Know

V. LESSONS

Lesson One: “The Lion and the Mouse”

- A. Daily Objectives
 - 1. Lesson Content
 - a. The Lion and the Mouse”
 - 2. Concept Objective
 - a. The student will gain appreciation of fables and their purpose.
 - 3. Skill Objective
 - a. The student will be able to identify Aesop.

- b. The student will be able to identify a fable.
 - c. The student will be able to discuss the moral of a fable.
 - d. The student will be able to illustrate the meaning of compassion.
 - e. The student will be able to role-play a compassionate act.
- B. Materials
- 1. world map
 - 2. Aesop's Fables (readers choice)
 - 3. Mouse pattern : Appendix A
 - 4. Lion pattern: Appendix B
 - 5. Rope or fish net
- C. Key Vocabulary
- 1. fable
 - 2. compassion
 - 3. moral
- D. Procedures/activities
- 1. Introduction to fable unit. Discuss and record students' responses to the questions:
 - a. What is a story?
 - b. What is a fairytale?
 - c. What is a fable?
 - 2. Define fable.
 - 3. Introduce Aesop's personal background.
 - 4. Locate Aesop's home country on a map. (Greece)
 - 5. Read "Lion and the Mouse" and discuss.
 - 6. Record the students' responses of their interpretation of the story's moral.
 - 7. Discuss moral and quote "Little friends may be great friends."
 - 8. Define and discuss compassion (using every day life example) relation it back to the fable.
- E. Evaluation / assessment
- 1. Students will role-play the fable, "Lion and the Mouse."
 - 2. Students will draw a picture showing compassion and compile a class book.
 - 3. Students will take the class book home to share with their family. This will be done on a rotation basis until all student shares had a turn to share the class book with their family.

Lesson Two: "Androcles and the Lion"

- A. Daily Objective
- 1. Lesson Content
 - a. "Androcles and the Lion"
 - 2. Concept Objective
 - a. The students will recognize similarities and difference of fables.
 - 3. Skills Objective
 - a. The student will contract and compare "The Lion and the Mouse" with "Androcles and the Lion" by using a Venn diagram
- B. Materials
- 1. Book – Aesop's Fables (readers choice)
 - 2. Venn Diagram
- C. Key Vocabulary
- 1. kindness
 - 2. grateful
 - 3. courage
 - 4. slave
 - 5. pity

6. liberty
7. freedom
8. friend
9. noble
10. soul

D. Procedures

1. Review classroom word of the day, “compassion”, and quote “Little friends may prove to be great friends”.
2. Read and discuss “Androcles and the Lion”.
3. Draw a Venn diagram on the board to show similarities and differences of the “Lion and the Mouse” and “Androcles and the Lion”.
4. Students will recall the similarities and differences of the two fables with the teacher recording responses on Venn diagram.
5. Write quote on the board and discuss “A noble soul never forgets a kindness”.

E. Evaluation / assessment

1. Students will illustrate and compare the two fables on a mural using a Venn Diagram. Mural can be displayed in hall or classroom.

Lesson Three: “The Hare and the Tortoise” by Aesop

A. Daily Objective:

1. Lesson Content
 - a. “The Hare and the Tortoise”
2. Concept Objective:
 - a. The student will understand that everyone makes choices.
3. Skill Objective:
 - a. Students will be able to identify the choices made by the characters in the story
 - b. Students will be able to contrast the outcome of a good choice vs. a poor choice in the story.
 - c. Students will be able to identify the choices they made this morning before coming to school, waiting to catch the bus, on the bus, on the playground, at school, etc. (good choices vs. poor choices)
 - d. Students will be able to make a prediction.

B. Materials:

1. Book – Aesop’s Fables (There are many, use the one of your choice.)
2. Flannel Board & “Hare and Tortoise” kit or puppet – see Appendix C
3. “Hare and Tortoise” video with Bill Cosby
4. Hare and Tortoise – live animals
5. Tortoise puppet drawing – see Appendix C
6. Hare puppet drawing – see Appendix C
7. Prediction chart – see Appendix D

C. Key Vocabulary

1. tortoise
2. hare
3. choice
4. boasting
5. goal
6. finish-line
7. prediction

D. Procedures / activities:

1. Discuss meaning of “choice” and other key vocabulary words.
2. Discuss “choice” made by student before coming to school, waiting for bus, riding bus, before school behavior on the playground, while eating, etc.
3. Set background of fable.
4. Review: Aesop and meaning of fable, moral, etc.
5. Tell fable: “The Tortoise and the Hare: through the use of flannel board and kit or use puppets.
6. Have students retell story in their own words using the flannel board characters and / or through the use of Tortoise and Hare puppets.
7. Discuss moral of fable: “Slow and steady wins the race.”
8. Discuss how the moral fits their lives. (Applies) “Where there is a will, there is a way”.
9. Discuss choices made in the fable by the characters.
10. Compare good choices and poor choices in the fable.
11. Predict outcome in race between live tortoise and hare.
12. Conduct race between tortoise and hare.
13. Discuss outcome of race and compare outcome of live tortoise and hare race with race in the fable. Discuss predictions.
14. Watch video: “The Tortoise and the Hare” as told by Bill Cobs.
15. Compare the similarity and differences between the video and the fable as read.

E. Evaluation / assessment:

1. Students will retell story in their own words using flannel board characters.
2. Students will recite the moral of the fable, “Slow and steady wins the race.”
3. Students will be able to give an example of a choice they have made.
4. Students will be able to complete a prediction chart.

Lesson Four: “The Ant and the Grasshopper” by Aesop

A. Daily Objective:

1. Lesson Content
 - a. “The Ant and the Grasshopper”
2. Concept Objective
 - a. The student will develop awareness that there are consequences for their choices.
3. Skills Objective
 - a. The students will be able to discuss the choices of the Ant and the Grasshopper, and the consequences of their choices.
 - b. The students will be able to recite one of the following quotes:
“There’s a time for work and a time for play.”
“No bees, no honey. No work, no money.”
“Better safe than sorry.”
 - c. The student will be able to show his or her own hard work by creating a snack (related to story), using sequences card.
 - d. Students will be able to count an assigned number.
 - e. Students will be able to create an “A- B” pattern.

B. Materials:

1. Book – Aesop’s Fables (There are many, use the one of your choice)
2. Original song, “The Ant and the Grasshopper” see Appendix E
3. Fiddle and bow: see Appendix F
4. Large paper crumpled (newspaper, paper grocery sack, etc.)
5. Recipe for “Ants on a log”: see Appendix G

6. Grocery supplies: Celery, raisins (both golden and dark), peanut butter, paper plates, plastic spoon, napkins
 7. Sequence card and “A – B” pattern: see Appendix H
 8. Visor: see Appendix I
- C. Key Vocabulary
1. consequences
 2. responsibility
 3. fiddle and bow
- D. Procedure / activities
1. Define the term “responsibility” and other key vocabulary words
 2. Review meaning of “choice” and have students give examples of choices they have made.
 3. Predict outcome of fable after reading the title to class.
 4. Encourage students to choose to become a “playful grasshopper” or a “hardworking ant” before the fable is read. Discuss the traits of the playful grasshopper and the qualities and traits of the hardworking ants. Allow student to choose which they would rather be. Separate into two groups while they listen to the tale.
 5. Read and discuss the fable: “The Ant and the Grasshopper.”
 6. Sing original song: “The Ant and the Grasshopper”.
 7. Role-play: “The Ant and the Grasshopper.” (Use fiddle and bow for grasshopper. Use large crumpled paper a food props for the ants.)
 8. Prepare “Ants on a Log” snack using sequence cards.
 9. Student s will count 6 “ants” (raisins).
 10. Students will discuss the “work” involved in creating snack before getting the reward (to eat the snack).
- E. Assessment / Evaluation
1. Students will recite from memory the quotes used with this fable:
 - “There’s a time for work and a time for play”
 - “No bees, no honey. No work no money.”
 - “Better safe than sorry”
 2. Role-play “The Ant and the Grasshopper.”
 3. Students will choose the quote they like best to use as an illustration on a visor.

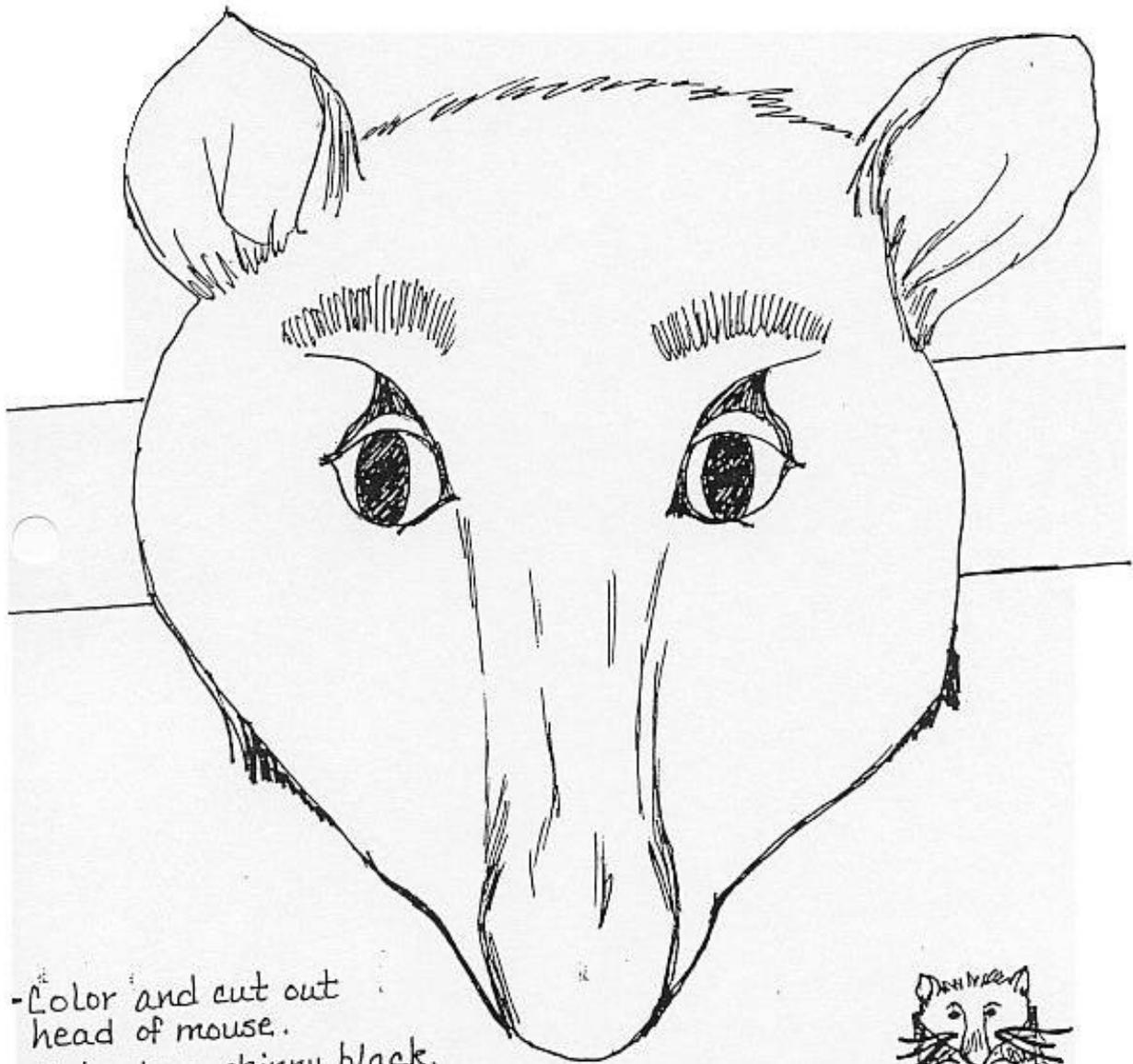
VI. CULMINATING ACTIVITY

- A. As a class or grade level, the students will produce a play for each fable. The plays will be preformed for “Rise and Shine,” PTA meeting, other classes, or community organizations (like Rotary club, etc.). Costume and props for the plays will foster parental and community involvement. Production can be as elaborate or as simple as you would like.

VII. BIBLIOGRAPHY

- A. Ash, Russell, Higton, Bernard. Aesop’s Fables. San Francisco: Chronicle Books, 1990
- B. Bennett, William J. The Book of Virtues. New York: Simon and Schuster, 1993
- C. Daugherty, James. Andy and the Lion. New York: Viking Press, 1983
- D. Hirsch, E. D. Jr. What Your Kindergartner Needs to Know. New York: Dell Publishing, 1996, ISBN 0-385-31841-3.
- E. White, Anne Terry. Aesop’s Fables. New York: Random House, 1964, Card Number 63-11948.
- F. Video: Aesop’s Fables as told by Bill Cosby. HBO Studio, ASIN: B0000006805.

Mouse Headband Mask Append A



- Color and cut out head of mouse.
- Make long, skinny black strips (construction paper) r whiskers. Attach to mouse face.
- Add strips (wide) to sides of head on mouse, adjusting to fit the head of each student



Appendix B

Draw, or glue on ears
and mane



Sample Lion Masks

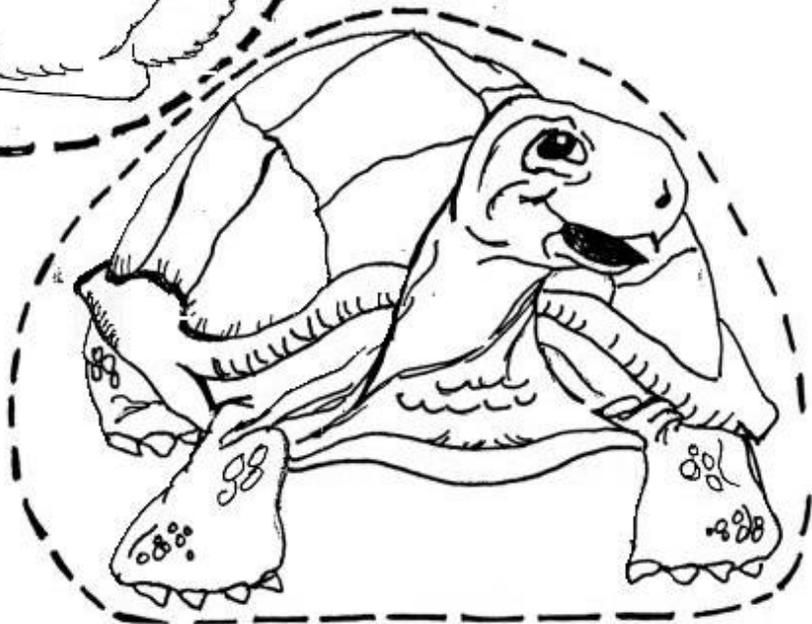
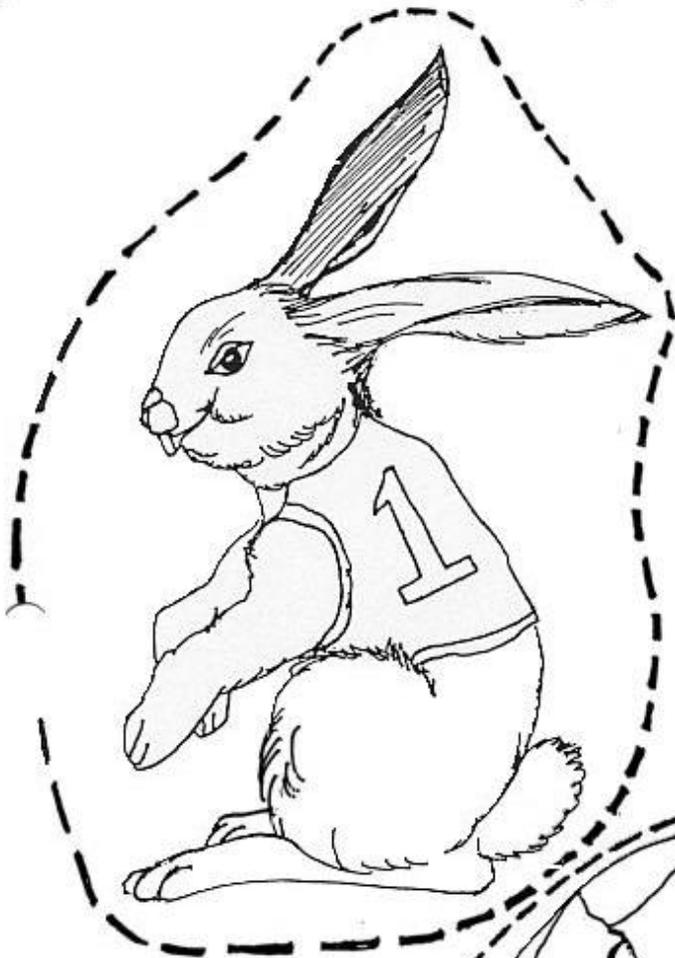


Ring Mask

- ▶ Cut out middle on a paper plate.
- ▶ Add ears (construction paper)
- ▶ Use strips of newspaper, curled construction paper strips, yarn, etc., for mane.
- ▶ Attach string to sides and tie behind the head.
- ▶ Eye brow pencil can be used to add nose, whiskers, etc.,

Cut outs for stick puppets

Appendix C



TORTOISE	HARE

Appendix E

The Ants and the Grasshopper

(tune of the Brady Bunch)

Here's the story of a starving grasshopper
Who was carefree and played all summer long
As the ants worked, he only fiddled,
And sang his little song.

Grasshopper

I am happy, and I am carefree
I like to play, and sing, and dance,
I laugh at those who work all day long
Like those silly, hardworking ants!

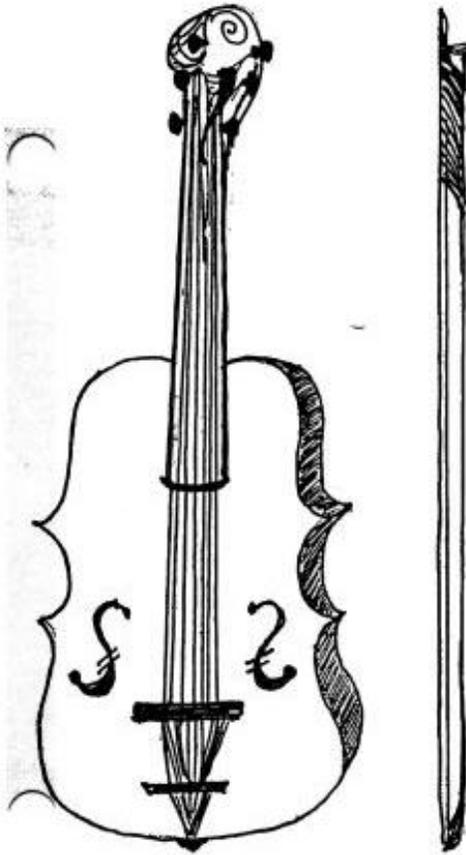
Ants

Oh, Grasshopper! Winter's coming!
Jack Frost is nipping at your toes,
You need to gather your crops together,
Put up your fiddle and your bow!

Grasshopper

Now it's winter, and I am freezing!
Man, I wish I'd listened to those ants!
While they are feasting, warm and cozy,
I am starving, in frozen pants!

Burrrrr!



Appendix F

Fiddle / Bow Pattern
(Enlarge, use as cardboard cutouts)

Appendix G

Recipe:

"Ant on a Log"

Ingredients:

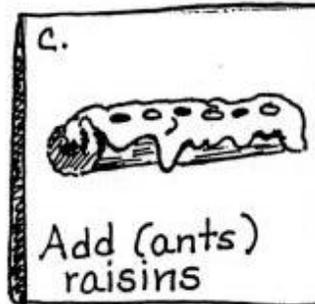
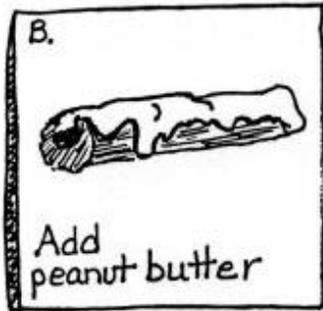
Celery
Peanut Butter
Raisins (golden and dark)

Directions:

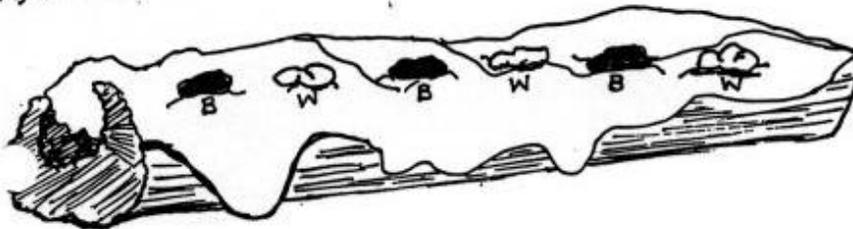
- 1) **Clean celery and cut into 4" - 6" sections.**
 - 2) **Spread 1 heaping Tablespoon of peanut butter into celery indentation.**
 - 3) **Place raisins (ants) onto peanut butter in "A - B" pattern. (Alternating golden and dark raisins: see sequencing card: Appendix J)**
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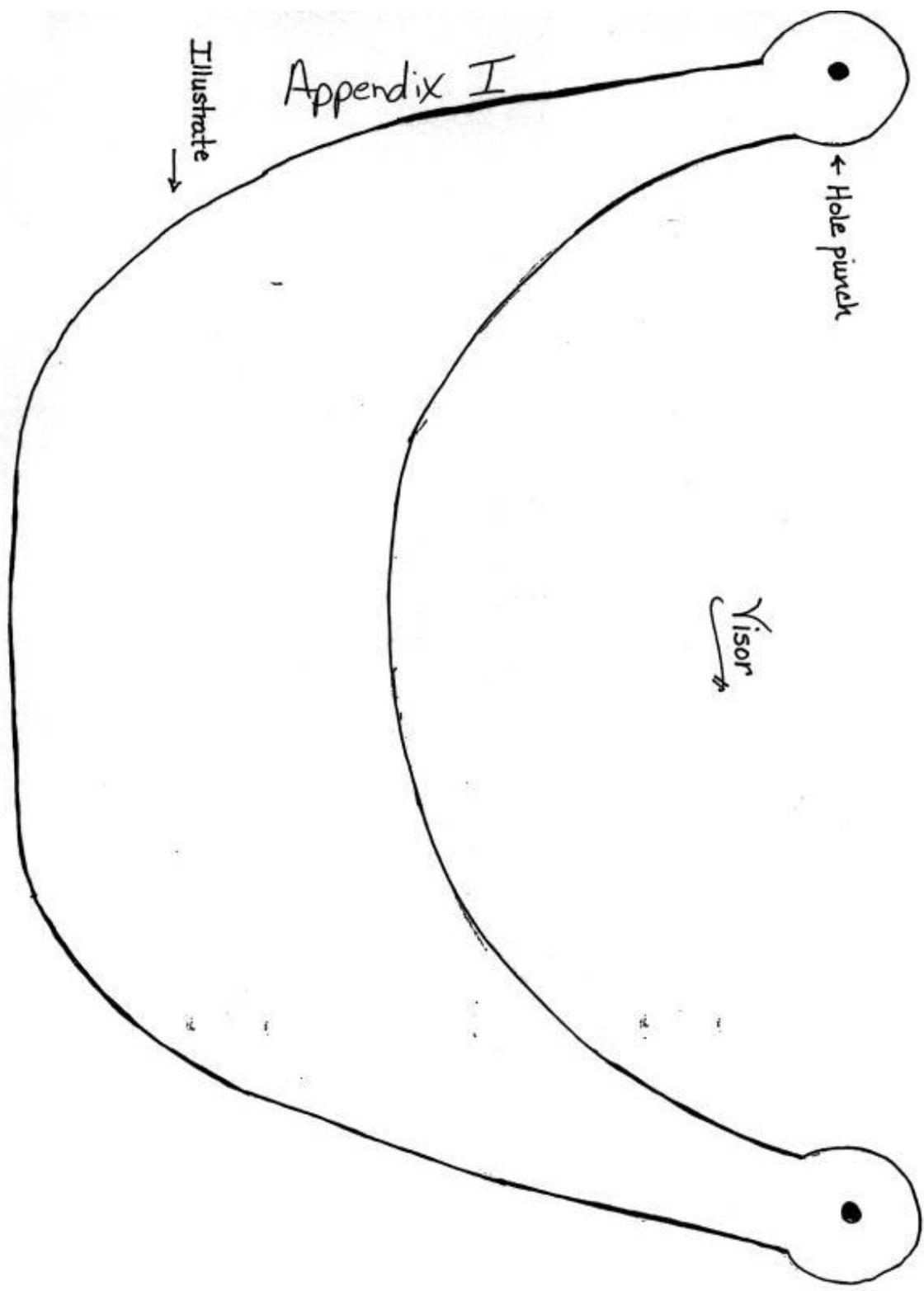
Sequence Cards

Append X H



A, B Pattern)





Appendix I

Illustrate
→

← Hole punch

Yisor
→

