

Life's Lessons: Aesop's Fables

Grade level: First Grade

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Length of Unit: The unit is intended to be integrated into a good reading and writing program throughout the year.

I. ABSTRACT

This unit focuses on reading and analyzing six fables within the Aesop's Fables collection. Students will read and analysis each fable, identifying the distinguishing features of fables and the literary devices employed within each. As such, it is intended to be used as a through-the-year approach, integrated within a comprehensive reading and writing program. It is not intended as a week or two-week long unit to be presented in consecutive daily lesson plans.

In addition, emphasis is placed on the analysis of the moral or life lesson presented within each fable and on the application of this moral to the children's lives. Presenting these lessons as a week or two week long unit would greatly weaken and dilute the effectiveness of the life lessons; the lessons are simply too much to digest in one sitting. Teachers are strongly encouraged to spread these lessons throughout their year. For example, present one lesson from this unit once a month. Between presentations of the fables from this unit, present the other stories and poems contained within the First Grade Core Knowledge Sequence. Both authors of this unit have expanded their use of fables by including other fables from the Aesop collection as well as fables from other lands.

II. OVERVIEW

A. Concept Objectives:

1. While reading the fables, the students will develop an understanding of the distinguishing features of fables.
2. Students will develop an understanding of human nature and behavioral cause and effect through an analysis of the fables.
3. Students will develop an understanding of words, phrases, expressions, and literacy concepts that will enrich and facilitate their earliest reading and writing endeavors.

B Core Knowledge Content

1. Aesop: Who, What, Where, and When
2. The Boy Who Cried Wolf
3. The Fox and the Grapes
4. The Dog in the Manger
5. The Goose and the Golden Eggs
6. The Wolf in Sheep's Clothing
7. The Maid and the Milk Pail
8. If at first you don't succeed, try, try again.
9. Practice makes perfect.
10. Sour grapes
11. Wolf in sheep's clothing

C. Specific skills to be addressed in this unit are:

1. The student will develop background knowledge of familiar literacy lore and most particularly knowledge of fables.
2. The student will distinguish the real from the imaginary.

3. The student will predict what will happen next in stories, justify his or her predictions, and later discuss whether predictions were confirmed.
4. The student will make predictions in print during the reading process.
5. The student will retell a story.
6. The student will recall specific details of a story.
7. The student will discuss how, why, and what-if questions about text.
8. The student will sequence familiar stories.
9. The student will identify the specific distinguishing features of a fable.
10. The student will be able to condense the message or meaning of a fable into a concise moral.
11. The student will develop vocabulary particular to the genre of fables.
12. The student will identify the basic parts (character, setting, conflict, resolution) of a story.
13. The student will compare and contrast various versions of a story.
14. The student will develop an understanding of rhyming words and will produce their own pairs of rhyming words.
15. The student will read or listen to increase knowledge of his or her own culture, the culture of others, and the common elements of cultures.
16. The student will develop an extensive vocabulary.
17. The student will develop an understanding the importance of personal, family, and societal beliefs and customs.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. What Your Kindergartner Needs to Know
- B. For Students
 1. Aesop's Fables from Kindergarten
 - a. The Lion and the Mouse
 - b. The Grasshopper and the Ants
 - c. The Dog and His Shadow
 - d. The Tortoise and the Hare
 2. King Midas

IV. RESOURCES

See Bibliography

V. LESSONS

Lesson 1: Aesop: Who, What, Where, and When!

- A. Daily objectives:
 1. Lesson content:
 - a. Aesop
 - b. Expanding a student's understanding of other cultures and ways of life
 - c. Geographical awareness: working with maps and globes
 - d. Saying: practice makes perfect
 - e. Saying: If at first you don't succeed, try, try again.
 2. Concept objective: While reading the fables, the students will develop an understanding of the distinguishing features of fables.
 3. Skill Objective
 - a. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.
 - b. The student will develop vocabulary particular to the genre of fables.

- c. The student will understand the relative location of places.
 - d. The student will understand the importance of personal, family, and societal beliefs and customs.
- B. Materials
- 1. Map or globe
 - 2. Compiled collections of Aesop's Fables (see bibliography) and/or props or other visuals from his fables.
 - 3. Chart paper
 - 4. Markers/crayons/etc.
 - 5. "Morals from my _____" reproducible, Appendix A
 - 6. Story: "Practice Makes Perfect", Appendix B
 - 7. Patterns, Appendix C. Use these patterns to make flannel board pieces or stick figures for the story
- C. Background notes:
- D. Key vocabulary
- 1. Greece: noun, a country in southern Europe at the south end of the Balkan Peninsula
 - 2. slave: noun; a person who is owned by another person and can be sold at the owner's will.
 - 3. hunchback: noun; a person with a humpback or a humped or crooked back
 - 4. fable: noun; a fictitious narrative or statement: as a : a legendary story of supernatural happenings b : a narration intended to enforce a useful truth; especially : one in which animals speak and act like human beings
 - 5. moral: noun; a : the moral significance or practical lesson (as of a story) b : a passage pointing out usually in conclusion the lesson to be drawn from a story.
 - 6. plural a : moral practices or teachings : modes of conduct
- E. Procedures/activities
- 1. Read "Practice Makes Perfect"
 - 2. In a large group format, present the story (Appendix B). For presentation purposes, patterns for puppets or flannel board pieces have been provided (see Appendix C).
 - 3. Following the presentation, encourage students to suggest the lesson(s) communicated by "Practice Makes Perfect". To facilitate discussion, ask questions such as:
 - a. What happened in this story?
 - b. What did the little boy learn?
 - c. What could the lesson be for this story?
 - d. Ex: "If at first you don't succeed, try, try again"; "We should keep trying"; "When we practice, we can get it right", etc. The lessons can be listed on chart paper as the suggestions are made, providing your students with a visual representation of their statements or, if you do not wish to slow the discussion down by writing, the suggestions can be simply listed verbally.
 - 4. Compare and contrast the suggested lessons and select the best "moral" for this story.
 - 5. Identify these lessons as morals and define the term morals. Tell the students, "These lessons can also be called morals. Morals are statements of how we should behave or how we should do things. They are life lessons."
 - 6. Inform the children that there was a man who delighted in telling stories with morals and that his name was Aesop (EE-sop). Present the students with background information on Aesop.
 - a. Tell the students that Aesop was a man who lived in Greece many years ago.

- b. Help the students locate Greece on a map or globe; explain that the country is made up of land attached to the huge land mass of Europe as well as several islands.
 - c. Explain: When Aesop lived, the Greeks fought many wars with other countries. The people who won the war often made slaves of the people who lost the war. It is thought that Aesop was brought to Greece as one of these slaves.
 7. Identify the tales that Aesop told as fables and define the term fable. Tell the students: "Aesop told tales that we call fables. Fables are a special kind of short story that teaches a lesson; they are often about animals. Aesop told fables because he wanted to point out the way he saw people behaving. He knew that many times, people don't want to hear how they are behaving badly so he told his tales using animals as the characters. The animals sometimes talk, walk, and act just like people. Just like people, the animals can behave well or badly. By listening to these fables, people could learn from them without getting mad."
 8. At the end of each fable, Aesop tells us a lesson we should learn. The lesson is called the moral of the story.
 9. Discuss with the students morals or lessons they might have learned from members of their family. To facilitate discussion, ask questions such as:
 - a. Who are some people who have helped you learn lessons in life?
 - b. What are some of the lessons they helped you learn?
 - c. How did those lessons help you?
- F. Evaluation/assessment:
 1. Have students complete the "Morals from my _____" reproducible (Appendix A). The students can use the person form and decorate it to resemble the person in question. Then, they can illustrate the moral this person helped them learn. Assist the students as needed in completing the caption statement.

Lesson 2: The Boy Who Cried Wolf

- A. Daily objectives:
 1. Lesson content: The Boy Who Cried Wolf
 2. Concept objective:
 - a. While reading the fables, the students will develop an understanding of the distinguishing features of fables.
 - b. Students will develop an understanding of human nature and behavioral cause and effect through an analysis of the fables.
 - c. Students will develop an understanding of words, phrases, expressions, and literacy concepts that will enrich and facilitate their earliest reading and writing endeavors
 3. Skill Objective/standard
 - a. The student will understand the importance of personal, family, and societal beliefs and customs.
 - b. The student will predict what will happen next in stories, justify his or her predictions, and later discuss whether predictions were confirmed.
 - c. The student will recall specific details of a story and will sequence familiar stories.
- B. Materials
 1. Text of The Boy Who Cried Wolf (see bibliography for suggested collections)
 2. Picture of a shepherd boy
 3. Picture of a wolf

4. Sentence strip with the moral “If you often lie, or falsely cry “wolf”, people won’t believe you even when you are telling the truth.” (lamine for durability, if desired)
 5. Chart paper or large piece of white butcher paper (Either draw a picture of the shepherd boy and his sheep onto this paper or attach the picture used in the pre-lesson.)
- C. Background notes:
- D. Key vocabulary: (Please review your particular text and adjust the vocabulary lesson accordingly.)
1. shepherd: noun; one who tends sheep
 2. tend: verb; a : to apply oneself to the care of; watch over b : to have or take charge of as a caretaker or overseer
 3. valley: noun; an area of lowland between ranges of hills or mountains
 4. village: noun; a : a place somewhat smaller than a town
 5. flock: noun; a group of birds or mammals assembled or herded together
 6. graze: verb; to feed on growing grass or herbs
 7. livestock: noun; animals kept or raised for use or pleasure; especially : farm animals kept for use and profit
- E. Procedures/activities
1. Display the pictures of the shepherd boy and the wolf.
 2. Ask the students questions to facilitate a discussion of the pictures. For example, ask:
 - a. Which of these two pictures is something you would be afraid of?
 - b. What do you think this little boy is doing with the sheep?
 - c. What is his job? Does he have a job?
 - d. What are his responsibilities?
 - e. Is he alone? Do you think he gets lonely?
 - f. Where is everyone else?
 - g. Have you ever seen a wolf anywhere other than the zoo?
 3. Introduce pre-lesson concepts and vocabulary. Explain to the students:
 - a. If they lived out in the country far away from the city they might see a wolf as well as many other animals that we do not usually see in the city or other places where many people live. People who live on ranches have to take care that their animals are not threatened, injured, or eaten by wild animals such as wolves. Because of this, someone needs to guard the animals. A discussion of types of livestock animals and the dangers facing them could be introduced at this point.
 - b. When Aesop would have told these stories, there were a lot of sheep being raised and tended by young boys. These young boys, and any other people who raised sheep and guarded them while they were grazing (eating grass and other vegetation while in a field) are called shepherds. Groups of sheep are known as flocks. The shepherd would take his flock of sheep into the valleys nestled below the mountains and let them graze there.
 - c. In Ancient Greece, shepherds were especially important because sheep were a primary source of food and their hair or wool was used to make cloth for clothing, rugs, etc. When a shepherd called for help because a wild animal was attacking, all of the people in the little town or village would run to help.
 4. Read the fable. Stop reading after the boy spies a real wolf and cries once more for help. Have the children predict what they think will happen next in the story.

5. Finish reading the fable. Stop reading at the end of the tale without revealing the moral.
 6. Encourage discussion by your students of the fable and it's moral. To facilitate discussion, ask questions such as:
 - a. What happened first in the story? And then? Proceeding in this vein, have the students verbally sequence the events of the story.
 - b. Why didn't the townspeople come?
 - c. Would you come to the shepherd boy's aid?
 - d. How many times would you go?
 - e. How would going up there and finding out that it was a trick make you feel?
 - f. How did the villagers feel?
 - g. What did the shepherd learn?
 - h. What is the moral of this story?
 7. Encourage the students to justify their answers by supporting them from observations about the story and it's illustrations
 8. Present the sentence strip upon which the moral is written. Read it over with the students and display on a bulletin board or classroom wall. These "moral strips" can be accompanied by saying strips and, as the year progresses, they can serve as an ongoing, cumulative proverbs wall. As the year progresses, add more sayings, proverbs, and morals. Read through them periodically, particularly when situations merit.
- F. Evaluation/assessment:
1. Discuss with the students the shepherd boy's motivation for crying wolf. Have them justify their suggestions by citing aspects of the story. If needed, facilitate this discussion by focusing their attention on his isolation from the village and any other people, particularly children his age. Have the children discuss other ways that the shepherd boy could have assuaged his loneliness other than calling "wolf".
 2. Draw the children's attention to the butcher board paper which you have mounted on the wall and upon which you have drawn the shepherd boy and his sheep. Tell them that they are going to make a mural on this paper of the other ways that the shepherd boy could take care of himself without calling "wolf". Have the children engage in a cooperative drawing process, facilitating as needed.
- G. Extension Activities:
1. Vocabulary: Group Terms
 - a. Present the students with various groups and have them research what such a grouping would be termed. For example:
 - (1) What is a group of cows or horses called? (Answer: a herd)
 - (2) What is a group of fish called? (Answer: a school)
 - (3) What is a group of lions called? (Answer: a pride)
 - (4) What is a group of birds called? (Answer: a bevy)
 - (5) What is a group of geese called? (Answer: a gaggle)
 - (6) This could be done as an in-class assignment (either individually or in pairs) or as a homework assignment.
 2. Animals and Their Products
 - a. This fable could easily lead into an examination of various domestic animals raised as livestock and the products these animals provide us with.
 3. Math: How many sheep did he eat?
 - a. Materials:
 - (1) A grazing land story mat (This can be as simple as a piece of green construction paper or as elaborate as a drawn valley scene)

- (2) Sheep counters (purchased erasers; small pictures of sheep; etc.)
- (3) Dice or number cards
- (4) Paper upon which to write the resulting math sentences
- b. Present the students with the above materials. Have them roll the dice/ pull out a number card/ etc. to arrive at addends for a math sentence such as first the wolf ate 2 sheep and then he ate 3 more ...he ate 5 all total. Have them write the math sentence $2+3=5$. Subtraction sentences can also be done, such as the shepherd starting out with 10 sheep, the wolf eating 5... there are 5 left.
- 4. Food Chain
 - a. An exploration of food chains can be introduced or supplemented here through a discussion of the interrelationship between man and/or wolf who eat the sheep, who in turn eat the grass.
- 5. Drama: The Boy Who Cried Wolf
 - a. What Your First Grader Needs to Know includes a script for the fable on page 100.

Lesson 3: The Fox and the Grapes

- A. Daily objectives:
 - 1. Lesson content:
 - a. The Fox and the Grapes
 - b. Saying: sour grapes
 - 2. Concept objective:
 - a. While reading the fables, the students will develop an understanding of the distinguishing features of fables.
 - b. Students will develop an understanding of human nature and behavioral cause and effect through an analysis of the fables.
 - c. Students will develop an understanding of words, phrases, expressions, and literacy concepts that will enrich and facilitate their earliest reading and writing endeavors.
 - 3. Skill objective/standard
 - a. The student will predict what will happen next in stories, justify his or her predictions, and later discuss whether predictions were confirmed.
 - b. The student will discuss how, why, and what-if questions about text.
 - c. The student will compare and contrast various versions of a story.
 - d. The student will develop an understanding of rhyming words and will produce their own pairs of rhyming words.
- B. Materials
 - 1. Aesop's Fables retold in verse by Tom Paxton (see bibliography for reference)
 - 2. Aesop's Fables; The Fox and the Grapes; prose version
 - 3. Grapes, enough to share with all class members
 - 4. A picture of a vineyard, if desired
 - 5. Sentence strip with moral "When people cannot get what they want, they sometimes tell themselves that what they want is no good anyway" (laminated for durability)
 - 6. Sentence strip with saying "sour grapes" (laminated for durability)
 - 7. Blackboard and chalk, white board and dry erase markers, or chart paper and markers
- C. Background notes:
- D. Key vocabulary (Please review your particular text and adjust the vocabulary lesson accordingly)

1. vineyard: noun; a field of grapevines.
2. slunk: verb; to move or go sneakily; creep along (as in fear or shame).
3. ravenous: adjective; very eager for food or satisfaction.
4. chops: noun; the fleshy covering of the jaws
5. mutter: verb; grumble; to murmur complainingly or angrily
6. glower: verb; to stare angrily

E. Procedures/activities

1. Display the grapes in bunches.
2. Ask the students if they know where these grapes came from. If necessary, explain that grapes grow in bunches on vines. These vines can grow quite high if supported by arches, trees, or other tall objects. You can display a picture of a vineyard if available. Tell them that a vineyard is an orchard where grapes are grown. Ask them what they would like to do with the grapes. When they answer "We would like to eat them!" distribute the grapes equally among your students.
3. Tell them that you are going to read a fable about a fox and some grapes.
4. Ask your students to predict what the fox wants to do with the grapes.
5. Introduce the vocabulary word ravenous. Explain that ravenous means very hungry. Tell the children that the wolf was ravenous; he was very hungry and was looking for food when he saw the grape bunches dangling from a vine.
6. Then, tell the students to listen while you read to see if the fox is able to get his grapes.
7. Read the fable in prose form.
8. Discuss the fable. Facilitate the discussion by asking questions such as:
 - a. What happened in this story?
 - b. Was the fox able to get the grapes?
 - c. Why couldn't the fox get the grapes?
 - d. Why did the fox want the grapes?
 - e. How would you feel if you were so hungry and were unable to reach the food you wanted to eat?
 - f. How did the fox feel?
 - g. Do you think the fox really thought that the grapes were sour?
9. Encourage the students to justify their answers by supporting them from observations about the story and its illustrations.
10. Tell the students: "Sometimes, when we are disappointed or upset, we say things so that others won't know how truly disappointed we are. Ask them for examples of when we might say we don't like something even though we want it very much. For example:
 - a. Someone might say that they really didn't want any cake if no one will share any with them.
 - b. A child who is angry with his mother for not letting him watch television after bedtime might say "It's a stupid show anyway!"
 - c. A child who has dropped his ice cream might say "I didn't want it anyway; I don't like that flavor!"
11. Ask them if they have ever said they didn't like something even when they really did.
12. Tell the students that you are now going to read the fable as a poem.
13. Tell the students that there are some interesting vocabulary words in the poem. Explain to them that chops is another word for mouth or jaws, particularly when the mouth or jaw is large or toothy. Explain to the students that mutter means to talk low and angrily and that glower is to glare or stare in an angry manner.

14. Tell the students to listen closely to the poem, so they can hear these new words and they can hear the difference between the story in prose form and the story in verse form.
 15. Read the poem to them.
 16. Compare and contrast the verse and the prose versions.
 17. Point out the differences between the poem or verse version and the prose or narrative version. Repeat sections of the poem to emphasize the use of repetition and the use of rhyming words.
 18. Ask the students which version they preferred or liked better. Graph the results of their preferences on the blackboard, whiteboard, or chart paper. Compare the results of the graph to determine which version more students preferred.
- F. Evaluation/Assessment: Teacher observation
- G. Extension Activities:
1. Math: Graph favorite grape flavors.
 - a. Allow the students to taste and compare green, purple, and red grapes. Graph the results of this taste testing.
 2. Math: How high can you jump?
 - a. Hang a bunch of plastic grapes on the wall. Have the students predict how high they think they can jump then have them jump up, trying to reach the grapes. Mark the height of their jump on the wall. Measure the height of their jump. Graph the heights for each student. Do a comparison between the students' height and the height of their jump by student on one transparency and, on another transparency, graph the height jumped by each student. These transparencies can then be laid one on top of the other while on an overhead to see if there is any correlation (any overlapping) of the two graphs.
 3. Language Arts: Rhyming book
 - a. Make a rhyming booklet. Take five pieces of paper and fold them in half, inserting them inside each other. Staple them inside a construction paper cover. Open the booklet and, on the first left page write the word grape. On the following left pages write fox, tree, jump, and sweet. Have the students illustrate these words. Then, have them illustrate rhyming words on the matching right hand pages.

Lesson 4: The Dog in the Manger

- A. Daily objectives:
1. Lesson content: Fable: The Dog in the Manger
 2. Concept objective:
 - a. While reading the fables, the students will develop an understanding of the distinguishing features of fables.
 - b. Students will develop an understanding of human nature and behavioral cause and effect through an analysis of the fables.
 - c. Students will develop an understanding of words, phrases, expressions, and literacy concepts that will enrich and facilitate their earliest reading and writing endeavors
 3. Skill objective/standard
 - a. The student will identify the basic parts (character, setting, conflict, resolution) of a story.
 - b. The student will identify the terms actors, actresses, and costumes.
 - c. The student will develop an understanding the importance of personal, family, and societal beliefs and customs.

- d. The student will develop the ability to take another's perspective or point of view.

B. Materials

1. A picture of an ox harnessed to a plow
2. Ox nose and ox footprints
3. Dog ears and dog footprints
4. Sentence strip with "Don't be mean and grouchy and stingy when you have no need of things yourself. Don't be a dog in the manger."
5. Text of The Dog in the Manger

C. Background notes:

D. Key vocabulary (Please review your particular text and adjust the vocabulary lesson accordingly.)

1. manger: noun; a trough or open box in which food for farm animals is placed
2. plow: noun; a farm machine used to cut, lift, and turn over soil
3. ox: noun; 1 : an individual of the common large domestic cattle which is kept for milk, draft, and meat and of which the female is a cow and the male a bull; especially : an adult castrated male 2 : any of the larger hollow-horned cud-chewing mammals (as the domestic ox, buffaloes, and the yak) that have hoofs with an even number of toes and do not include the related but smaller forms (as sheep and goats)
4. budge: verb; to change place or position, move; to give in or yield
5. conflict: noun; an extended struggle, a fight or battle; a clashing or sharp disagreement (as between ideas, interests, or purposes)
6. point of view: noun; a way of looking at or thinking about something
7. actor: noun; one that acts
8. actress: noun; a woman or girl who acts
9. costume: noun; special or fancy dress (as for wear on the stage or at a masquerade party)

E. Procedures/activities

1. Introduce the fable. Begin this lesson by telling the students that the fable you are about to read is titled "The Dog in the Manger". Ask if anyone knows what a manger is. Explain that a manger is a rectangular wooden box used to hold hay or other foods for livestock to eat. Usually, the manger is raised up so that large animals such as cows or horses can easily reach the hay. Another word for manger is trough.
2. Display the picture of an ox harnessed to a plow. Explain that a plow is a large heavy farming tool which farmers used years ago to dig holes into their fields so that they could plant new crops. Today farmers use machines to plow but in Aesop's time large animals like oxen were used to pull the heavy plows.
3. Read the fable. Discuss and analyze the fable with the students. Facilitate the discussion by asking questions such as:
 - a. What was the problem?
 - b. What happened in the story?
 - c. Who caused the conflict?
 - d. How could this story have ended differently?
4. Encourage the students to justify their answers by supporting them with observations about the story and its illustrations.
5. Tell the students: "We are going to act this fable out."
6. Actors and actresses will pretend to be someone or something else when they act out a story. Let them know that they are going to be actors and actresses and that

they are going to wear a costume or clothing to make them look different so they will look like the characters from this fable, an ox and a dog.

7. Acting this out will help them take the perspective or point of view of each character. Tell them that a point of view is a way of seeing things, of seeing the world in a certain way because of who you are.
 8. Everyone has a different point of view or way of seeing things because everyone is different and has different experiences in life.
 9. Place the footprints down on the ground, with each set facing the other set.
 10. Invite two students at a time to don the animal noses and stand on the appropriate footprints. Have each student tell the story from the point of view of his or her animal character. Facilitate by asking questions such as:
 - a. What happened to the ox/dog?
 - b. What did the ox/dog want?
 - c. What did the ox/dog need?
 - d. Did the ox/dog get what he wanted?
 - e. How do you feel when you don't get what you want or need?
 - f. How did the ox speak to the dog?
 - g. How did the dog speak to the ox?
 - h. How could the ox have handled this conflict differently?
 - i. How could the dog have handled this conflict differently?
 11. Encourage the students to justify their answers and their role-plays by supporting them with observations from the story and its illustrations.
 12. Resume the class discussion on this fable. Ask the students how the dog and the ox could have arrived at a solution that would have made both the dog and the ox happy. Tell the students that when a conflict is settled in a way that helps everyone involved in the conflict it is a thumbs-up solution. Ask them how the dog and the ox could have a thumbs-up solution.
- F. Evaluation/assessment:
1. Divide the class into groups of 2 or 3 and have them rewrite and illustrate new 'thumbs-up' endings for this fable.
 2. Have them present their new endings to the class.

Lesson 5: The Goose that Laid the Golden Eggs

- A. Daily objectives:
1. Lesson content: Fable: The Goose that Laid the Golden Eggs
 2. Concept objective:
 - a. While reading the fables, the students will develop an understanding of the distinguishing features of fables.
 - b. Students will develop an understanding of human nature and behavioral cause and effect through an analysis of the fables.
 - c. Students will develop an understanding of words, phrases, expressions, and literacy concepts that will enrich and facilitate their earliest reading and writing endeavors.
 3. Skill objective/standard
 - a. The student will develop background knowledge of familiar literacy lore and most particularly a knowledge of fables.
 - b. The student will discuss how, why, and what-if questions about text.
 - c. The student will be able to condense the message or meaning of a fable into a concise moral.
 - d. The student will identify the basic parts (character, setting, conflict, resolution) of a story.

- B. Materials
1. golden eggs
 2. basket
 3. sentence strip with the moral “When you want something, be patient. If you are greedy, you might lose what you already have, and kill the goose that laid the golden eggs.” (lamine for durability)
 4. markers
 5. paper
- C. Background notes:
- D. Key vocabulary: (Please review your particular text and adjust the vocabulary lesson accordingly.)
1. heavy: adjective; having great weight
 2. golden: adjective; consisting of, relating to, or containing gold; the color of gold
 3. greedy: adjective; having a keen appetite 2 : having an eager and often selfish desire or longing <greedy for praise> 3 : wanting more than one needs or more than one's fair share (as of food)
- E. Procedures/activities
1. Introduce the vocabulary.
 2. Begin by discussing gold and golden. Explain:
 - a. Something is golden if it is made of gold. Gold is a very precious metal valued according to its weight. If it weighed a great deal, if it was heavy, then it would be worth more money than if it didn't weight much, if it was light. A solid golden object would be heavy and therefore worth a great deal of money. If someone had a lot of gold, they would be rich.
 3. Pass out the golden eggs reproducibles.
 4. Discuss what each student would do with a golden egg. Have them write on their eggs what they would do with the gold. Gather the eggs into a basket.
 5. Read the fable.
 6. Discuss and analyze the fable.
 7. Facilitate the discussion and analysis by asking questions such as:
 - a. What happened in the story?
 - b. What happened to the man?
 - c. What happened to the goose?
 - d. Why did the man kill the goose?
 - e. How did he feel after killing the goose?
 - f. What could he have done differently?
 8. Encourage the students to justify their answers by supporting them with observations about the story and its illustrations.
 9. Define the term greedy.
 10. Explain to the students that being greedy means wanting more of something even if one doesn't really need more at that time; it means not being satisfied with one's share of something. When someone is greedy, they will try to get more of something they want without thinking about others or any possible consequences.
 - a. For example, a greedy person could keep eating sweets and delicious foods even after they were full, even until they made themselves sick! In this fable, the owner of the goose was so greedy for more gold that he killed the goose.
 11. Ask the students if they can recall other stories and fables where the character was greedy. In the kindergarten core material, the children were exposed to The Dog and His Reflection and the story of King Midas. Remind the students of the lessons behind those stories.

12. In the Dog and His Reflection, when the dog saw the reflection of himself carrying a bone, he became greedy for the bone reflected in the water. He dropped the real bone he was carrying in an attempt to get the reflected bone.
 13. In the story of King Midas, the king become so greedy for more gold that he asked for everything he touched to turn to gold. His wish was granted with sad consequences; he inadvertently turned his own daughter into a golden statue.
 14. Relate the story to the students' lives.
 15. Ask them if they have ever known anyone who was greedy or if they themselves have ever wanted something so badly that they didn't care what happened to themselves or others?
- F. Evaluation/assessment:
1. Give the students a situation and let the children decide. For example:
 - a. It was Halloween and Mr. And Mrs. Brown had to go pick up their son. They did not want to disappoint the children so they left the candy in a bowl and their porch. Beside the bowl was this note:
"Nice children, we had to leave. Please help yourself."
 - b. Dilemma: What would you do?
 - c. Hand out the reproducible; have the children illustrate and write what they would do.

Lesson 6: The Wolf in Sheep's Clothing

- A. Daily objectives:
1. Lesson content: Fable: The Wolf in Sheep's Clothing
 2. Concept objective:
 - a. While reading the fables, the students will develop an understanding of the distinguishing features of fables. The students will understand that fables teach morals through a fictitious story and that most fables use personification of animals.
 - b. Students will develop an understanding of human nature and behavioral cause and effect through an analysis of the fables.
 - c. The students will develop an understanding of words, phrases, expressions and literacy concepts which will enrich their earliest reading and writing endeavors
 3. Skill objective/standard
 - a. The student will develop background knowledge of familiar literacy lore and most particularly a knowledge of fables.
 - b. The student will develop vocabulary particular to the genre of fables.
 - c. The student will distinguish real from imaginary.
 - d. The student will predict what will happen next in stories, justify his or her predictions, and later discuss whether predictions were confirmed.
 - e. The student will retell a story.
 - f. The student will recall specific details of a story.
 - g. The student will discuss how, why, and what-if questions about text.
 - h. The student will be able to condense the message or meaning of a fable into a concise moral.
 - i. The student will identify the specific distinguishing features of a fable.
 - j. The student will identify the basic parts (character, setting, conflict, resolution) of a story.
 - k. The student will read or listen to increase knowledge of his or her own culture, the culture of others, and the common elements of cultures.
 - l. The student will develop an extensive vocabulary.

- m. The student will develop an understanding of the purpose of rules and laws.
 - n. The student will develop an understanding the importance of personal, family, and societal beliefs and customs.
- B. Materials
- 1. Costumes reflecting another profession
 - 2. Paper
 - 3. Sentence strip with the moral “Beware of a wolf in sheep’s clothing; watch out for those who seem like friends but who might be enemies.”
 - 4. Sentence strip with the moral “If you pretend to be what you are not, you might get caught.”
 - 5. Sentence strip with the saying “Wolf in sheep’s clothing.”
 - 6. Materials which are not what they seem: a juice can which serves as a hidden bank; transformer toys which change; etc.
 - 7. Any copy of fable The Wolf in Sheep’s Clothing (see bibliography for possible collections)
 - 8. Materials for extension activities:
 - a. Fables Aesop Never Wrote by Robert Kraus (see bibliography for citation)
- C. Background notes:
- D. Key vocabulary (Please review your particular text and adjust the vocabulary lesson accordingly.)
- 1. flock: noun, a group of birds or mammals assembled or herded together
 - 2. shepherd: noun, one who tends sheep
 - 3. skin: noun, the integument of an animal (as a fur-bearing mammal or a bird) separated from the body usually with its hair or feathers
- E. Procedures/activities
- 1. Act as a member of another profession.
 - 2. Put on a hat, shirt, or other uniform piece particular to another profession (Ex., a fireman’s hat, a policeman’s shirt and badge, a chef’s hat, etc.)
 - 3. Encourage discussion from your students. Ask questions, such as:
 - a. Who am I pretending to be?
 - b. Am I really a (fireman/policeman/etc.)?
 - c. Have you ever dressed up and pretended to be something you aren’t?
 - 4. Read “*The Wolf in Sheep’s Clothing*” but do not disclose the moral.
 - 5. Discuss the fable. Facilitate the discussion by asking questions such as:
 - a. What happened in this story?
 - b. What did the wolf do?
 - c. What happened as a result of the wolf’s actions?
 - d. Did good things happen to the wolf who pretended to be something he was not?
 - e. How could the wolf have avoided being killed?
 - f. Have you ever pretended to be something you weren’t in order to get something you wanted?
 - g. What do you think Aesop was trying to tell us when the wolf was killed? What is the lesson in this story?
 - 6. Encourage the students to justify their answers by supporting them from observations about the story and it’s illustrations.
 - 7. Compare and contrast the two morals listed by Dr. Hirsch.
 - 8. Present the students with the morals sentence strips. Read the morals with the class.
 - 9. Have the students decide which moral they feel fits best with fable.

10. Have them determine which moral illustrates best the saying “Things may not be what they seem.”
 11. Present the saying sentence strip (A wolf in sheep’s clothing).
 12. Tell the students that the class is going to explore this saying in more detail.
 13. Ask them if they have ever seen something which wasn’t what it seemed.
 14. Show them the objects which aren’t what they seem. Demonstrate how the transformers change shape; how the juice can is actually a bank, etc. Most of the children will be familiar with these types of objects.
 15. Discuss safe pretending versus not safe pretending
 16. Ask the children if these “something they are not” objects are safe objects? Do they hurt anyone because they are more than they seem?
 17. Discuss occasions when the students pretended to be something they were not. Ask the students if these were safe pretenses or if they were dangerous. Was anyone hurt because of their pretending?
 18. Ask the children if they know of any pretenses which were not safe or hurtful.
- F. Evaluation/assessment:
1. Teacher Observation
 2. Extension Activities:
 - a. Read “The Fox in Chicken Feathers” from the text by Robert Kraus.
 - b. Rewrite fable... draw animal cards; rewrite

Lesson 7: The Maid and the Milk Pail

- A. Daily objectives:
1. Lesson content: Fable: The Maid and the Milk Pail
 2. Concept objective:
 - a. While reading the fables, the students will develop an understanding of the distinguishing features of fables. The students will understand that fables teach morals through a fictitious story and that most fables use personification of animals.
 - b. Students will develop an understanding of human nature and behavioral cause and effect through an analysis of the fables.
 - c. The students will develop an understanding of words, phrases, expressions and literacy concepts which will enrich their earliest reading and writing endeavors
 3. Skill objective/standard
 - a. The student will sequence familiar stories.
 - b. The student will be able to condense the meaning of a fable into a concise moral.
 - c. The student will predict what will happen next in stories, justify his or her predictions, and later discuss whether these predictions were confirmed.
- B. Materials
1. Pail
 2. Chart
 3. Marker
 4. Sentence strip with the moral “Don’t count your chickens before they are hatched” (laminated for durability)
 5. Sentence strip with the saying “Green with envy” (laminated for durability)
- C. Background notes:
- D. Key vocabulary (Please review your particular text and adjust the vocabulary lesson accordingly.)
1. mid: noun, a young woman.

2. milkmaid: noun, a dairymaid; a woman employed in a dairy
3. market: noun, a public place where people meet to buy and sell goods
4. jealous: adjective; demanding complete devotion; 2 : feeling mean resentment toward a rival or competitor; 3 : fearful of the loss of a loved one's devotion; 4 : green with envy
5. daydream: verb (intransitive); to have a dreamy sequence of usually happy or pleasant imaginings about oneself or one's future

E. Procedures/activities

1. Introduce the fable by presenting the vocabulary.
2. Tell the students: "Long ago people would go to market to buy and sell their products. The people might sell vegetables or fruit, animals, clothing, jewelry that they made and they might buy whatever materials or products they needed from other people. In the fable we are going to read today, a girl, or maid, is going to market to sell her milk."
3. Tell the students: "Sometimes people will place heavy things on their heads when carrying them. When the items are balanced on their head, they can use their hands to do other things. We might see people in other parts of the world doing this more frequently than we might see people in the United States doing this (if you happen to have pictures of people carrying items on their heads, present them to the class as an illustration of your statements). In our fable today the maid is a milkmaid. She works with cows in a dairy; she milks them and takes the milk to market to sell. She is carrying a jug of milk on her head while she walks to market."
4. Tell the students: "The girl is a young lady and she cares a great deal about being pretty. She is interested in looking prettier than the other young ladies so the boys will like her better. She even wants to make the other girls jealous; she wants them to think she is so much prettier than they are. When someone is very jealous it is called being 'green with envy'."
5. Show the students the sentence strip "green with envy". Read it with the students. Place it up on your sayings board or wall.
6. Read the fable. Discuss and analyze the fable with your students.
7. Facilitate the discussion by asking questions such as:
 - a. What happened in this story?
 - b. What was the milkmaid thinking about while she walked to market?
8. During this discussion, sequence the events of the story on chart paper.
9. Introduce the term daydreaming here and provide the students with a definition of daydreaming. Tell them that:
10. Daydreaming is when you allow your imagination to drift off and you think happy thoughts about your future or something you might want. The milkmaid was so busy daydreaming about how beautiful she would be in her new hair ribbons that she forgot to think about what was happening.
11. Reread the moral sentence strip "Don't count your chickens before they are hatched." Ask the students what that might mean. Facilitate this discussion with the following questions:
 - a. Where do baby chickens hatch from?
 - b. Is every single egg going to hatch into a baby chicken? For example, do the eggs you have at home hatch into baby chickens?
 - c. Can you tell which eggs are going to hatch into chickens just by looking at the outside of the egg?
12. Tell the students: "If you simply counted the number of eggs you had, and then planned on having the same number of chickens, you would be planning on

something that just might not happen. The milkmaid in our story did just that. She planned on selling chickens and then buying hair ribbons before she even owned any hens to lay eggs!"

13. Read "John's Sad Story"
 14. Discuss the story, facilitating the story with the following questions:
 - a. What happened in John's story?
 - b. What was John's mistake?
 - c. How could John's story have had a different ending?
 15. Encourage the students to justify their answers by supporting them from observations about the story.
- F. Evaluation/assessment:
1. Give students a John's Sad Story booklet. Encourage students to complete the booklet by writing a different ending.
 2. Teacher observation of student participation.

VI. CULMINATING ACTIVITY

VII. HANDOUTS/WORKSHEETS

See attached Appendices A, B, C, D, E, F, G, H, I

VIII. BIBLIOGRAPHY

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Paxton, Tom. Aesop's Fables. New York: Morrow Junior Books, 1988. ISBN # 0-688-07360-3.

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Appendix A

(Note: original unit handout has a small person outline on the left side of this page)

Morals from my.....

Practice Makes Perfect

Below are two possible stories for use with Lesson One (Aesop: Who, What, Where, and When). Select one of the following stories below or make up a similar tale, tailoring it to your class.

Story One:

There once was a little boy who was six years old. Soon he was going to start first grade. His mom bought him some new shoes. They helped him run fast, jump high, and stop quickly. There was just one problem. He always had to get his mother to tie his shoes before he could go play. He decided to learn to tie them all by himself. Everyday he would practice. Everyday his shoelaces would come untied after he played awhile. Then he would tie them again. All day he would practice tying his shoes. Then, one day, he only had to tie his laces once! His shoes had stayed tied all day long. He ran to his mother to tell her what he had done. His mother smiled at him and said, "Practice make perfect!"

Story Two:

There once was a little boy who was six years old. On his birthday he got a new red bike. He wanted to ride fast on his new bike but he would always fall at least once. His mom told him to keep practicing. Everyday he would practice on his new bike. Then, one day, he went all around the block without crashing! He was so excited! Now he could ride his bike perfectly. All that practicing helped him become a good bike rider.

Appendix C
The Fox and the Grapes

Fill in the blank with the correct word.

fox jumped hungry

grapes sour

Once there was a _____.

He saw a bunch of _____ hanging in a tree.

He was _____.

He _____ up to get them.

He could not get them.

He said, "I bet they are _____ anyway."

Appendix D

The Dog in the Manger Comprehension worksheet

The dog is in the bathtub.

Who wants in the bathtub? _____

The dog is in the tree.

Who wants in the tree? _____

The dog is in the pond.

Who wants in the pond? _____

The dog is in the classroom.

Who wants in the classroom? _____

The dog is in the crib.

Who wants in the crib? _____

Appendix E

The Dog in the Manger

What would you do if you came home from school and were not able to go in for a snack because someone was resting in your doorway and did not want to move?

What would you say to the person to convince him to move?

Draw a picture for your story.

Appendix F

(Note: Original unit has a hand drawn picture of the candy bowl and note)

The Goose that Laid the Golden Egg

What would you do?

A Wolf in Sheep's Clothing

Write the best word in the blanks.

wolf eat

sheep hungry skin

One day a wolf saw a flock of _____

He was very _____

He wanted something to _____

He dressed in a sheep _____

The sheep thought he was a sheep too. Now he could trick them and eat all the sheep.

He was a wolf in sheep's clothing.

Did he fool the sheep? _____

What happened to the wolf?

Write about another way for the wolf to get something to eat.

Draw a picture of your story:

thinking about his job
money.

Soon Bob's mom did the job. Poor Bob! He was sad. He forgot to do his job when he was playing.

Did Bob want to do his job? _____

Did Bob do his job? _____

Appendix I

Bob's Job

1. Bob liked to play with his toys.

2. Bob's mom gave him a job to do.

3. Bob could buy a new toy.

4. Bob played and played. He did not do his job.

5

6.